

TABLE OF CONTENTS

Subject Details	45	AGEN 7005 Research Protocol Design and Practice	121
ACCT 0002 Accounting Fundamentals (WSTC)	83	AGEN 9001 HDR Thesis Hawkesbury Institute for the Environment	121
ACCT 0003 Fundamentals of Finance and Accounting	83	AGEN 9002 Higher Degree Research Thesis - Agriculture and Environment	122
ACCT 1001 Accounting Information for Managers	84	AGEN 9003 Higher Degree Research Thesis - Agriculture and Environment	123
ACCT 1003 Accounting Information for Managers (WSTC)	85	AGRI 1003 Animal Science	125
ACCT 1005 Accounting in Context	86	AGRI 1004 Feeding the Planet	125
ACCT 1006 Accounting in Context (WSTC)	87	AGRI 1005 Human Animal Interactions	126
ACCT 1007 Financial Accounting Applications	89	AGRI 1009 Wildlife Studies	127
ACCT 1008 Financial Accounting Applications (WSTC)	90	AGRI 1010 Protected Cropping Climate Control and Technology	128
ACCT 2001 Contemporary Management Accounting	91	AGRI 2001 Agronomy	128
ACCT 2003 Financial Statement Analysis (UG)	92	AGRI 2003 Animal Health and Welfare	129
ACCT 2004 Intermediate Financial Accounting	93	AGRI 2004 Animal Reproduction	129
ACCT 2005 Techniques in Financial Accounting	93	AGRI 2005 Sustainable Food Production	130
ACCT 3001 Accounting Information Systems	94	AGRI 2006 Agriculture, Food and Health	131
ACCT 3003 Accounting Standards and Governance	96	AGRI 2007 Introduction to Agrifood	131
ACCT 3004 Advanced Accounting	97	AGRI 3001 Analysis of Agricultural Supply and Demand	132
ACCT 3006 Auditing and Assurance Services	98	AGRI 3002 Animal Nutrition and Feeding	133
ACCT 3007 Corporate Accounting Systems	99	AGRI 3005 Animal Production	134
ACCT 3009 Incubator 4: Commercial and Financial Setting of Entrepreneurship	100	AGRI 3007 Water in the Landscape	134
ACCT 3011 The Accountant as a Consultant	101	AGRI 3008 Animal Health, Ethics and Welfare	135
ACCT 7002 Accounting Professional Engagement	102	AGRI 3009 Agricultural Technology	136
ACCT 7005 Accounting Theory and Applications	103	AGRI 7001 Agricultural Biosecurity	136
ACCT 7007 Accounting: A Business Perspective	104	AGRI 7002 Agricultural Biotechnology	137
ACCT 7009 Auditing	104	AGRI 7003 Agricultural Technologies	138
ACCT 7010 Company Accounting	105	AGRI 7004 Livestock Production Systems	138
ACCT 7012 Corporate Finance	106	AGRI 9001 Higher Degree Research Thesis - Agriculture	139
ACCT 7013 Financial Decision Making	107	Applied Clinical Sciences 1	140
ACCT 7015 Financial Reports for Decision Making	108	Applied Clinical Sciences 2	140
ACCT 7016 Information Systems for Accountants	109	Applied Clinical Sciences 3	140
ACCT 7018 Introductory Accounting	110	ARCH 1003 Graphic Communication and Design (WSTC)	140
ACCT 7019 Management Accounting	111	ARCH 1004 Drawing and CAD	141
ACCT 7026 Behavioural Finance (PG)	112	ARCH 1005 Drawing and CAD (WSTC)	142
ACCT 9001 Higher Degree Research Thesis - Accounting	113	ARCH 2001 Architecture Studio - Fundamentals of Analogue Design	143
AGEN 1001 Water Quality Assessment and Management	114	ARCH 2002 Architecture Studio - Fundamentals of Digital Design	143
AGEN 1002 Water Quality Assessment and Management (WSTC)	115	ARCH 2003 Development Control	144
AGEN 1003 Water Quality Assessment and Management (UG Cert)	116	ARCH 3002 Architecture Studio - Global Cities	145
AGEN 3001 Animal Behaviour	117	ARCH 3003 Architecture Studio - Rethinking Urbanism	146
AGEN 4001 Researching our Changing Environment	118	ARCH 3004 Architecture Studio - Rethinking the Sub-urban	147
AGEN 7001 Bushfire Behaviour	118	ARCH 3005 Architecture Studio - The Infrastructural	147
AGEN 7002 Ecosystems in a Changing World	119	ARCH 3006 Urban Design	148
AGEN 7004 Perspectives of Sustainable Development	120	ARCH 4001 Architecture Studio: Urban Architecture	149

ARCH 7001 Developing Sustainable Places	150	BEHV 2002 Brain and Behaviour	181
ARCH 7002 Heritage and Planning	150	BEHV 2005 Human Learning	182
ARCH 7003 Managing Cities: History and Theory	151	BEHV 2007 Internship and Community Engagement	183
ARCH 7004 Planning and Development Control	152	BEHV 2008 Mental Health in the Community	184
ARCH 7005 Urban Management Practice: Governance and Power in the City	152	BEHV 2010 Perception	185
ARCH 7006 Urban Planning Placement Project	153	BEHV 2015 Mental Health in the Community (WSTC)	186
ARCH 7007 Advanced Design Communication	154	BEHV 2017 Mental Health in the Community (UG Cert)	187
ARCH 7008 Integrated Building Technology	155	BEHV 2018 Personality	188
ARCH 7012 Urban Transformation Thesis Studio 2	156	BEHV 3002 Abnormal Psychology	189
ARCH 7014 Health, Wellbeing and Place	156	BEHV 3004 Advanced Research Methods	190
ARCH 7015 Practice Research Studio Civic	157	BEHV 3007 Cognitive Processes	191
ARCH 7016 Practice Research Studio Housing	157	BEHV 3009 Developmental Psychology	192
ARCH 7017 Urban Transformation Studio Local	158	BEHV 3010 Health Psychology	193
ARCH 7018 Architectural Professional Practice	159	BEHV 3011 History and Philosophy of Psychology	194
ARCH 7019 Urban Transformation Studio Global	160	BEHV 3013 Humanities Internship	195
ARCH 7020 Cool Green Cities	161	BEHV 3014 Motivation and Emotion	196
ARCH 9001 HDR Thesis - Urban Research Centre	162	BEHV 3015 Motor Control and Skill Acquisition	197
ARCH 9002 Higher Degree Research Thesis - Urban Design and Regional Planning	162	BEHV 3017 Personality	198
BEHV 0001 Introduction to Human Behaviour (WSTC Prep)	164	BEHV 3018 Psychology and the Online World	198
BEHV 0002 Introduction to Human Behaviour (WSTC)	165	BEHV 3019 Psychology of Language	199
BEHV 0003 Social Sciences and Psychology Exchange Unit 1	165	BEHV 3021 Psychology, Crime and Law	200
BEHV 0004 Social Sciences and Psychology Exchange Unit 2	166	BEHV 3023 Social Psychology	201
BEHV 0005 Social Sciences and Psychology Exchange Unit 3	166	BEHV 3025 Sport and Exercise Psychology	202
BEHV 0006 Social Sciences and Psychology Exchange Unit 4	166	BEHV 3026 Service Learning	203
BEHV 0007 Social Sciences and Psychology Exchange Unit 5	167	BEHV 4001 Advanced Topics in Psychology	204
BEHV 0008 Psychological Foundations of Health (WSTC)	167	BEHV 4004 Psychology Research Thesis	205
BEHV 1001 Behaviour and Environment	168	BEHV 4005 Theory and Practice of Psychological Assessment and Intervention	206
BEHV 1003 Introduction to Research Methods	169	BEHV 4006 Research Methods Seminar	207
BEHV 1009 Living, Learning and Working on the Web	170	BEHV 4009 Advanced Topics in Contemporary Psychology	208
BEHV 1010 Positive Psychology: The Science of Happiness, Resilience, and Wellbeing	171	BEHV 7001 Advanced Therapeutic Modalities	209
BEHV 1014 Psychology and Health	172	BEHV 7003 Assessment: Cognitive Functions	210
BEHV 1015 Psychology and Health (WSTC)	173	BEHV 7004 Assessment: Psychological Practice	211
BEHV 1016 Psychology: Behavioural Science	174	BEHV 7005 Child Clinical Psychology	211
BEHV 1018 Psychology: Human Behaviour	175	BEHV 7006 Clinic Placement A	212
BEHV 1021 The Individual in Society	176	BEHV 7008 Clinical Health Psychology	214
BEHV 1022 The Individual in Society (Block Mode)	178	BEHV 7009 Clinical Neuropsychology and Psychopharmacology	215
BEHV 1023 The Individual in Society (WSTC)	178	BEHV 7010 Clinical Psychopathology 1	216
BEHV 1024 Applied Psychology	179	BEHV 7011 Clinical Psychopathology 2	216
BEHV 1025 Usable Design	180	BEHV 7012 Clinical Research Methods	217
		BEHV 7013 Cognitive Science: Research and Application	218
		BEHV 7014 Core Skills and Ethical Practice	218
		BEHV 7015 Core Therapeutic Modalities	219
		BEHV 7016 Digital Social Research in Action	220

BEHV 7018 Integrated Practices 3: Emotions, Embodiment and Connection	221	BIOS 1038 Anatomy and Physiology in Health (WSTC)	260
BEHV 7020 Learning and Processing Human Language	222	BIOS 1039 Biodiversity (UG Cert)	261
BEHV 7021 Neuroscience Methods	222	BIOS 2005 Botany	262
BEHV 7025 Professional Psychology Placement	223	BIOS 2006 Comparative Physiology	263
BEHV 7027 Psychological Interventions 1	224	BIOS 2008 Ecology	264
BEHV 7029 Psychopathology: Theory and Practice	225	BIOS 2011 Exercise Nutrition, Body Composition and Weight Control	265
BEHV 7031 Applied Research Project	226	BIOS 2012 Exercise Physiology	266
BEHV 7032 Clinic Placement B	227	BIOS 2014 Functional Proteins and Genes	267
BEHV 7033 Professional Placement 1	229	BIOS 2016 General Microbiology	268
BEHV 7034 Professional Placement 2	231	BIOS 2018 Genetics	269
BEHV 7035 Psychological Approaches to Disability: Theory and Practice	232	BIOS 2021 Metabolism	270
BEHV 7036 Research Internship and Engagement	233	BIOS 2022 Microbiology 1	271
BEHV 7037 Psychological Practice in Contemporary Contexts	235	BIOS 2024 Microbiology 2	272
BEHV 7038 Assessment and Treatment of Complex Psychological Disorders	236	BIOS 2026 Molecular Biology	273
BEHV 9001 HDR Thesis - The MARCS Institute	237	BIOS 2032 Plant Physiology	274
BEHV 9002 HDR Thesis - Writing and Society Research Centre	238	BIOS 2034 Principles of Evolution	275
BEHV 9003 Higher Degree Research Thesis - Clinical Psychology	238	BIOS 2035 Principles of Zoology	276
BEHV 9004 Higher Degree Research Thesis - Psychology	239	BIOS 2040 Invertebrate Zoology	276
BEHV 9005 Higher Degree Research Thesis - Psychology	240	BIOS 2041 Vertebrate Zoology	277
BEHV 9006 Higher Degree Research Thesis - Psychology	242	BIOS 2042 Biochemistry	278
BIOS 0001 Biology (WSTC)	243	BIOS 3001 Advanced Cell Biology	279
BIOS 0002 Focus on Biology (WSTC Prep)	244	BIOS 3003 Advanced Sports Physiology	280
BIOS 0003 Focus on Biology (WSTC)	245	BIOS 3004 Analytical Microbiology	281
BIOS 1001 Biodiversity	246	BIOS 3005 Applied Biomechanics	282
BIOS 1003 Biodiversity (WSTC)	247	BIOS 3007 Applied Biomechanics of Sport and Exercise	283
BIOS 1010 Bioscience 1	248	BIOS 3012 Conservation Biology	284
BIOS 1011 Bioscience 2	248	BIOS 3013 Ecosystem Carbon Accounting	285
BIOS 1012 Cell Biology	249	BIOS 3014 Genes, Genomics and Human Health	285
BIOS 1014 Cell Biology (WSTC)	250	BIOS 3017 Invertebrate Biology	286
BIOS 1022 Introduction to Human Biology	251	BIOS 3019 Marine and Aquatic Ecology	287
BIOS 1023 Introduction to Human Biology (WSTC)	252	BIOS 3021 Plant Health and Biosecurity	288
BIOS 1027 Management of Aquatic Environments	253	BIOS 3023 Vertebrate Biodiversity	288
BIOS 1030 Resource Sustainability	254	BIOS 3026 Evolution and Genetics	289
BIOS 1031 Resource Sustainability (WSTC)	255	BIOS 3027 Molecular Biology of the Cell	290
BIOS 1033 Concepts in Human Physiology	255	BIOS 3028 Pathological Basis of Human Disease	291
BIOS 1034 Management of Aquatic Environments (WSTC)	256	BIOS 3029 Biotic interactions	291
BIOS 1035 Anatomy and Physiology in Health	257	BIOS 3030 Global Change Ecology	292
BIOS 1036 Human Development and Disease across the lifespan	258	BIOS 3032 Plant Science	292
BIOS 1037 Human Development and Disease across the Lifespan (WSTC)	259	BIOS 3033 Applied Bioinformatics	293
		BIOS 3034 Molecular Biotechnology	294
		BIOS 3035 Sustainable Environments	294
		BIOS 3036 Agricultural Biosecurity	295
		BIOS 4001 Science, Technology and Environment Honours Project	296

BIOS 7001 Emerging Technologies for Biological Science	297	BLDG 4005 Major Project in Construction	326
BIOS 9001 Higher Degree Research Thesis - Animal Science	297	BLDG 4006 Modern Construction Enterprises	327
BIOS 9002 Higher Degree Research Thesis - Biological Sciences	298	BLDG 4007 Modern Construction Projects	328
BIOS 9003 Higher Degree Research Thesis - Microbiology	299	BLDG 4008 Digital Construction	329
BLDG 0001 Academic Skills for Construction Management (WSTC Prep)	300	BLDG 4009 Residential Building Project	329
BLDG 0002 Building Calculations (WSTC Prep)	301	BLDG 4010 Construction Research Methods	330
BLDG 1006 Building 2 (WSTC)	302	BLDG 4011 Construction Thesis	330
BLDG 1007 Construction Work Safety	302	BLDG 4012 Industry Based Learning	331
BLDG 1008 Construction Work Safety (WSTC)	303	BLDG 4013 Work-Integrated Learning in Construction Leadership	332
BLDG 1009 Environmental Building Design	304	BLDG 7001 Advanced Contract Management	332
BLDG 1010 Environmental Building Design (WSTC)	304	BLDG 7002 Building Regulations	333
BLDG 1011 Property Building	305	BLDG 7003 Building Studies	334
BLDG 1012 Property Development Controls	306	BLDG 7004 Building in Bushfire Prone Areas	334
BLDG 1013 Building Science	306	BLDG 7005 Egress and Risk Assessment	335
BLDG 1014 Non-Residential Building	307	BLDG 7006 Financing Cities in the Global Economy	336
BLDG 1015 Residential Building	308	BLDG 7007 Interpreting Building Regulations (Residential Buildings)	337
BLDG 1016 Building Science (WSTC)	309	BLDG 7008 Professional Practice and Building Law	338
BLDG 1017 Non-Residential Building (WSTC)	310	BLDG 7009 Project Procurement Systems	338
BLDG 1018 Residential Building (WSTC)	310	BLDG 7011 Work-Integrated Learning in Project Management A	339
BLDG 2001 Building Estimates and Tendering	311	BLDG 7012 Work-Integrated Learning in Project Management B	340
BLDG 2002 Building Measurement	312	BLDG 9001 Higher Degree Research Thesis - Building Science and Technology	341
BLDG 2003 Building Regulations Studies	313	Business and Commerce Honours Thesis A	341
BLDG 2004 Built Heritage	314	Business and Commerce Honours Thesis B	341
BLDG 2011 Contract Administration	314	BUSM 0001 Academic Skills for Business (WSTC Prep)	342
BLDG 2012 Contract Administration (WSTC)	315	BUSM 0002 Academic Skills for Business (WSTC)	342
BLDG 2013 Work-Integrated Learning in Advanced Digital Construction	316	BUSM 0004 Business Ethics (WSTC Prep)	343
BLDG 2014 Work-Integrated Learning in Sustainable Construction	316	BUSM 0005 Business Ethics (WSTC)	343
BLDG 3001 Building Design Process	317	BUSM 0006 Business Exchange Unit 1	343
BLDG 3004 Construction Information Systems	317	BUSM 0007 Business Exchange Unit 2	344
BLDG 3006 Construction in Practice 1	318	BUSM 0008 Business Exchange Unit 3	344
BLDG 3007 Design Brief Formulation	319	BUSM 0009 Business Exchange Unit 4	345
BLDG 3008 Negotiation in the Built Environment	320	BUSM 0010 Business Exchange Unit 5	345
BLDG 3009 Quality and Value Management	321	BUSM 0011 Business Studies (WSTC Prep)	346
BLDG 3010 Building Cost Studies	321	BUSM 0012 Business Studies (WSTC)	347
BLDG 3011 Construction Business Management	322	BUSM 0013 Corporate Social Responsibility, Sustainability and Ethics (WSTC Prep)	347
BLDG 3012 Work-Integrated Learning in Construction Procurement Management	323	BUSM 0016 Foundations of Business (WSTC)	348
BLDG 3013 Work-Integrated Learning in Global Construction ...	323	BUSM 0021 PQP Extension	348
BLDG 4001 Building Design Project 1	323	BUSM 0023 Skills for Business (WSTC)	349
BLDG 4002 Building Design Project 2	324	BUSM 0027 Management Fundamentals	349
BLDG 4003 Construction Economics	325	BUSM 0028 Verbal and Written Communication Skills	350
BLDG 4004 Estimating 2	326	BUSM 0029 Decision Making for Business (WSTC Prep)	351

BUSM 1001 Business Academic Skills	352	BUSM 2030 Managing and Developing Careers	389
BUSM 1005 Developing Effective Performance at Work	352	BUSM 2031 Managing in the Global Environment	390
BUSM 1006 Enterprise Innovation and Markets	353	BUSM 2037 Sport Entertainment	391
BUSM 1007 Enterprise Innovation and Markets (WSTC)	355	BUSM 2039 The Accommodation Industry	392
BUSM 1008 Enterprise Leadership	356	BUSM 2040 The Service Enterprise	393
BUSM 1009 Enterprise Leadership (WSTC)	358	BUSM 2041 Working in Professions	394
BUSM 1010 Financing Enterprises	359	BUSM 2043 Project Management in Humanitarian and Development Studies	396
BUSM 1011 Financing Enterprises (WSTC)	360	BUSM 2044 Health Service Management	396
BUSM 1012 Foundations of Entrepreneurship	362	BUSM 2045 Sport and Society	398
BUSM 1013 Global Supply Chain Management	362	BUSM 2046 Managing in the Global Environment (Block)	398
BUSM 1014 Introduction to Business Studies	363	BUSM 3001 Advanced Business Seminars	399
BUSM 1015 Introduction to International Business	363	BUSM 3002 Business Leadership	400
BUSM 1016 Leadership in a Complex World	364	BUSM 3004 Contemporary Management Issues	401
BUSM 1019 Management Foundations	364	BUSM 3005 Creating Change and Innovation	402
BUSM 1021 Management Practice	365	BUSM 3006 Design Thinking for Creativity	403
BUSM 1023 Managing People at Work	365	BUSM 3007 Destination Management	404
BUSM 1024 Managing People at Work (WSTC)	367	BUSM 3008 Developing Sport Professionals	405
BUSM 1026 Organisational Behaviour	368	BUSM 3009 Enterprise Internship	406
BUSM 1027 Organisational Behaviour (WSTC)	369	BUSM 3010 Entrepreneurial Team	406
BUSM 1028 Professional Communication Skills for Business	370	BUSM 3011 Frontiers of Business Theory and Analysis	407
BUSM 1030 The Business of Hospitality	371	BUSM 3012 Global Enterprise Resource Planning	408
BUSM 1031 The World of Sport Business	372	BUSM 3014 Health Services Financial Management	408
BUSM 1037 Health Administration and Management	372	BUSM 3015 Health Services Management Practice	409
BUSM 1039 Health Administration and Management (UG Cert)	374	BUSM 3016 Health Services Quality Management	410
BUSM 1040 Enterprise Leadership (Block)	375	BUSM 3017 Health Services Workforce Management	410
BUSM 1041 Organisational Behaviour (Block)	375	BUSM 3019 Hospitality Management Applied Project	411
BUSM 1042 Introduction to Business Analytics	376	BUSM 3021 Hospitality Places and Spaces	412
BUSM 1043 Managing People at Work (Block)	377	BUSM 3022 Hospitality Profitability and Entrepreneurship	412
BUSM 2001 Business Organisations and Their Environments A	378	BUSM 3023 Hospitality and Tourism in Practice	413
BUSM 2002 Business Organisations and Their Environments B	378	BUSM 3024 Human Resource and Industrial Relations Strategy	414
BUSM 2004 Business, Society and Policy	379	BUSM 3025 Incubator 5: Operational Aspects of Entrepreneurship	415
BUSM 2005 Cost Benefit Analysis	380	BUSM 3027 Innovation and Professional Practice	416
BUSM 2014 Enterprise Industrial Relations	381	BUSM 3028 Innovation, Enterprise and Society	417
BUSM 2016 Entrepreneurial Management and Innovation	382	BUSM 3029 International Business Finance	418
BUSM 2018 Food and Beverage Management	382	BUSM 3030 International Business Project	419
BUSM 2020 Health Services Management	383	BUSM 3031 International Business Strategy	420
BUSM 2021 Health Services Management (WSTC)	384	BUSM 3032 International Human Resource Management	421
BUSM 2022 Human Resource Development	385	BUSM 3033 International Management	422
BUSM 2024 Incubator 2: Start-up Essentials	386	BUSM 3036 Leadership and Entrepreneurship	423
BUSM 2027 Leadership, Influence and Change A	387	BUSM 3037 Leadership, Influence and Change B	424
BUSM 2028 Management of E-Business Processes	388	BUSM 3041 Managing Across Organisational and Cultural Boundaries	425
BUSM 2029 Management of Projects	388	BUSM 3042 Managing Diversity	425

BUSM 3043 Managing Human Resources and Industrial Relations	426	BUSM 7020 Creating Sustainable Organisations	460
BUSM 3044 Managing Marketing and Finance	426	BUSM 7021 Credit and Lending Decisions	461
BUSM 3045 Managing Operations	427	BUSM 7022 Derivatives	461
BUSM 3046 Managing Organisations and People	428	BUSM 7023 Developing Business Expertise	462
BUSM 3048 Negotiation, Bargaining and Advocacy	429	BUSM 7024 Developing Human Capital and Organisational Capability	463
BUSM 3050 Operations and Logistics in Practice	430	BUSM 7025 Diversity, Labour Markets and Workforce Planning	464
BUSM 3052 Organisational Learning and Development	430	BUSM 7026 Emerging Leaders	464
BUSM 3053 Our Sporting Future	431	BUSM 7027 Employment Relations Professional Practice	465
BUSM 3054 People, Work and Society	432	BUSM 7028 Entrepreneurial Management Capabilities	466
BUSM 3058 Practice Management for Health Professionals	433	BUSM 7029 Event Management	467
BUSM 3059 Processes and Evaluation in Employment Relations	434	BUSM 7030 Facilities and Venue Management	467
BUSM 3061 Project Management	434	BUSM 7031 Financial Institution Management	468
BUSM 3062 Quality Management	435	BUSM 7032 Financial Institutions and Markets (MAF)	468
BUSM 3063 Reward and Performance Management	435	BUSM 7033 Financial Statement Analysis (PG)	469
BUSM 3064 Service Industry Analytics	436	BUSM 7034 Foundations of Management	470
BUSM 3065 Special Event Management	437	BUSM 7035 Funds Management and Portfolio Selection	470
BUSM 3069 Strategic Management	438	BUSM 7036 Funds Management and Portfolio Selection (EO)	471
BUSM 3070 Strategic Sport Leadership	439	BUSM 7037 Gastronomy and the Food and Beverage Experience	471
BUSM 3071 Technology Management for Competitiveness	440	BUSM 7040 Governance, Ethics and Social Entrepreneurship	472
BUSM 3072 Tourism Industry Professional Placement	441	BUSM 7042 Hospitality and Tourism in Society	473
BUSM 3073 Tourism Policy and Planning	441	BUSM 7043 Industrial Relations and Workplace Change	473
BUSM 3074 Work Employment and the Labour Market	442	BUSM 7044 Information for Business	474
BUSM 3077 Construction Project Management	443	BUSM 7045 Innovation Through Digital Technology	474
BUSM 3078 Business Report	443	BUSM 7046 Innovation for New Markets	475
BUSM 3079 Travel in the Digital Age	444	BUSM 7047 Innovation, Creativity and Entrepreneurship	476
BUSM 3080 Health Care Systems and Organisation Culture	445	BUSM 7048 Innovation, Creativity and Foresight	477
BUSM 3081 Business Analytics Project	446	BUSM 7050 Integrated Business Experience 1	477
BUSM 4001 Business Analysis Seminars	446	BUSM 7051 Integrated Business Experience 2	479
BUSM 4002 Seminal Papers in Business	447	BUSM 7053 International Finance	480
BUSM 7001 Advanced Research Skills	448	BUSM 7054 International and Global Employment Relations	480
BUSM 7003 Applied Business Project	448	BUSM 7055 Internship	481
BUSM 7004 Applied Project (Human Resources and Management)	449	BUSM 7058 Leading Contemporary Organisations	482
BUSM 7007 Business Communication Skills	450	BUSM 7059 Logistics Processes in Enterprise Resource Planning	483
BUSM 7008 Business Internship	451	BUSM 7060 Management Skills	484
BUSM 7010 Business Operations Management	452	BUSM 7061 Managerial Economics	484
BUSM 7011 Business Operations and Logistics	453	BUSM 7062 Managerial Finance	485
BUSM 7012 Business Project	454	BUSM 7064 Managing Project Teams and Stakeholders	486
BUSM 7013 Business, Society and the Environment	455	BUSM 7065 Managing in the Global Context	486
BUSM 7014 Compliance Management	456	BUSM 7070 Masters Project	487
BUSM 7016 Contemporary Organisation Behaviour	457	BUSM 7071 Negotiation and Conflict Resolution Management	488
BUSM 7018 Contemporary People Management	458		
BUSM 7019 Corporate Governance and the Global Environment	459		

BUSM 7072 New Venture Finance	489	CART 7019 Writing Process	518
BUSM 7073 One Hundred Days	489	CART 7020 Writing and Form	518
BUSM 7075 Philosophical Foundations of Business Research	490	CART 7021 Writing and Ideas	519
BUSM 7076 Practice Management for Health Professionals (PG)	491	CART 7022 Writing, Sounds, Images, Texts	520
BUSM 7077 Preparation for Postgraduate Study in Business	491	CART 9001 Higher Degree Research Thesis - Creative Arts	520
BUSM 7078 Project Management	492	CEDS 3001 Bridging the Gap: Re-engaging Indigenous Learners	521
BUSM 7079 Purchasing and Materials Management	493	CEDS 7001 Education Policy, Practice and Global Knowledge Co- construction	522
BUSM 7081 Reward Management	494	CEDS 7002 So, You Want to Be an Academic?	523
BUSM 7082 Risk Management and Decision Making	494	CEDS 7003 Research Methods in Education	523
BUSM 7083 Security Analysis and Portfolio Theory	495	CEDS 9001 Higher Degree Research Thesis - Education Studies	524
BUSM 7084 Start-up	496	CHEM 0001 Chemistry (WSTC Prep)	525
BUSM 7085 Strategic Bank Management	497	CHEM 0002 Chemistry (WSTC)	526
BUSM 7086 Strategic Business Management	497	CHEM 1003 Essential Chemistry 1	527
BUSM 7087 Strategic Employment Relations	498	CHEM 1004 Essential Chemistry 1 (WSTC)	528
BUSM 7088 Strategic Management	499	CHEM 1005 Essential Chemistry 2	528
BUSM 7090 Strategic Project Management	500	CHEM 1006 Essential Chemistry 2 (WSTC)	529
BUSM 7091 Strategic Technology Management	500	CHEM 1008 Introductory Chemistry	530
BUSM 7092 Supply Chain Management	501	CHEM 1009 Introductory Chemistry (WSTC)	531
BUSM 7093 The Business Environment	502	CHEM 1012 Essential Chemistry	532
BUSM 7094 The Contemporary Business Environment	502	CHEM 1013 Essential Chemistry (WSTC)	534
BUSM 7097 Time and Quality Management	503	CHEM 2001 Analytical Chemistry	534
BUSM 7098 Tourism Management	504	CHEM 2006 Inorganic Chemistry	535
BUSM 7099 Understanding Contemporary Organisations	504	CHEM 2008 Organic Chemistry	536
BUSM 7101 Workplace Management Dynamics	505	CHEM 2010 Physical Chemistry	537
BUSM 7105 Business Analytics in Practice	506	CHEM 3001 Advanced Analytical Chemistry	538
BUSM 7106 Ethics and Professionalism in Financial Services	507	CHEM 3003 Advanced Inorganic Chemistry	539
BUSM 7109 Environmental Management: A Business Perspective	507	CHEM 3004 Advanced Organic Chemistry	540
BUSM 9001 Higher Degree Research Thesis - Business Management	508	CHEM 3005 Advanced Physical Chemistry	541
BUSM 9002 Higher Degree Research Thesis - Management	509	CHEM 3008 Biodevices	542
CART 3001 Modernism	511	CHEM 3010 Forensic Chemistry	543
CART 7001 Applied Methods in Literary Studies and Creative Writing	511	CHEM 3012 Nanochemistry	543
CART 7002 Applied Practice in Literary Studies and Creative Writing	512	CHEM 3014 Pharmacological Chemistry	544
CART 7004 Art Therapy: Approaches and Applications	513	CHEM 9001 HDR Thesis - Functional Genomics	545
CART 7005 Art Therapy: Histories, Theories, Groups	513	CHEM 9002 HDR Thesis - Nanotechnology	545
CART 7007 Creativity: Theory and Practice	514	CHEM 9003 Higher Degree Research Thesis - Chemical Sciences	546
CART 7010 Integrating Arts and Therapy	515	CHEM 9004 Higher Degree Research Thesis - Chemistry	547
CART 7013 Masters Project	516	CHEM 9005 Higher Degree Research Thesis - Forensics	548
CART 7014 Research Methods in the Creative Arts	516	CIVL 1001 Surveying for Engineers	549
CART 7018 Writing Practice and Tradition	517	CIVL 1003 Surveying for Engineers (WSTC AssocD)	550
		CIVL 2002 Environmental Engineering	551
		CIVL 2003 Fluid Mechanics	551
		CIVL 2004 Fluid Mechanics (WSTC AssocD)	552

CIVL 2007 Introduction to Structural Engineering	553	CIVL 7006 Advanced Structural Analysis	582
CIVL 2008 Introduction to Structural Engineering (WSTC AssocD)	554	CIVL 7007 Advanced Timber Structures	582
CIVL 2012 Soil Mechanics	554	CIVL 7008 Advanced Waste Management	583
CIVL 2013 Soil Mechanics (WSTC AssocD)	555	CIVL 7009 Advanced Water Engineering	584
CIVL 2016 Civil and Substructure	556	CIVL 7011 Building Engineering	584
CIVL 2017 Sustainable Construction Materials	557	CIVL 7012 Building Fire Services	585
CIVL 2018 Water Supply Systems Design	557	CIVL 7013 Deep Foundations	586
CIVL 3002 Concrete Structures (UG)	558	CIVL 7014 Sustainable Systems	586
CIVL 3003 Construction Planning	559	CIVL 7015 Water Resources Systems Analysis	587
CIVL 3004 Construction Technology 3 (Concrete Construction)	559	CIVL 7017 Wastewater Treatment and Recycling	588
CIVL 3005 Construction Technology 4 (Steel Construction)	560	CIVL 7018 Water Treatment and Distribution	588
CIVL 3007 Engineering Geomechanics	561	CIVL 9001 Higher Degree Research Thesis - Engineering (Civil)	589
CIVL 3010 Highway Infrastructure	562	Clinical Education B (Rehabilitation)	589
CIVL 3011 Hydraulics	562	Clinical Education C (Ambulatory Care)	590
CIVL 3012 Steel Structures	563	Clinical Education D (Paediatrics)	590
CIVL 3014 Structural Analysis	564	Clinical Education E (Advanced Care)	590
CIVL 3016 Building Superstructure	565	Clinical Sciences 2	590
CIVL 3017 Construction Scheduling	565	CMPL 1001 Traditional Chinese Medicine 1	590
CIVL 3018 Hydrogeology	566	CMPL 1002 Traditional Chinese Medicine 2	591
CIVL 3019 Wastewater Systems Design	566	CMPL 2002 Channels and Points 1	592
CIVL 3020 Sustainable Waste Engineering	567	CMPL 2003 Channels and Points 2	593
CIVL 4001 Applied Mechanics	568	CMPL 2004 Chinese Materia Medica 1	594
CIVL 4002 Composite Structures	569	CMPL 2005 Chinese Materia Medica 2	595
CIVL 4003 Construction Technology 5 (Envelope)	569	CMPL 2006 Traditional Chinese Medicine 3	596
CIVL 4004 Construction Technology 6 (Services)	570	CMPL 3001 Acupuncture Techniques	596
CIVL 4005 Construction in Practice 3	571	CMPL 3002 Chinese Medicinal Formulas	597
CIVL 4008 Pile Foundations	571	CMPL 3003 Traditional Chinese Medicine Practice 1	598
CIVL 4009 Timber Structures (UG)	572	CMPL 3004 Traditional Chinese Medicine Practice 2	599
CIVL 4010 Transportation Engineering	573	CMPL 4001 Block Clinical Practicum	600
CIVL 4011 Waste Management	573	CMPL 4002 Chinese Internal Medicine 1	601
CIVL 4012 Water Resource Engineering	574	CMPL 4003 Chinese Internal Medicine 2	602
CIVL 4014 Subject CIVL 4014 Not Found	575	CMPL 4004 Classical Texts in Chinese Medicine	603
CIVL 4015 Complex Building Project	575	CMPL 4005 Specialities in Traditional Chinese Medicine 1	603
CIVL 4016 Envelope and Services	575	CMPL 4006 Specialities in Traditional Chinese Medicine 2	604
CIVL 4017 Surface Water Hydrology	576	CMPL 4007 Traditional Chinese Medicine Practice 3	605
CIVL 4018 Building Design Project 1 (Honours)	577	CMPL 4008 Traditional Chinese Medicine Practice 4	606
CIVL 4019 Building Design Project 2 (Honours)	577	CMPL 7001 Advanced Acupuncture	608
CIVL 4020 Construction Research Project	578	CMPL 7002 Block Clinical Practicum (PG)	608
CIVL 7001 Advanced Applied Mechanics	579	CMPL 7003 Chinese Internal Medicine 1 (PG)	608
CIVL 7002 Advanced Composite Structures	579	CMPL 7004 Chinese Internal Medicine 2 (PG)	609
CIVL 7003 Advanced Geotechnical Engineering	580	CMPL 7005 Chronic and Complex Disorders in Chinese Medicine	610
CIVL 7004 Advanced Highway Infrastructure	580	CMPL 7006 Classical Texts in Chinese Medicine (PG)	610
CIVL 7005 Advanced Numerical Methods in Engineering	581	CMPL 7007 Clinical Application of Classical Chinese Herbal Medicine	611

CMPL 7008 Clinical Applications of Classical Acupuncture	612	COMM 1012 Data, Mediation, Power	640
CMPL 7009 Clinical Oncology and Chinese Medicine	613	COMM 1015 Foundations of Media Arts and Production	641
CMPL 7010 Clinical Placement	614	COMM 1018 Introduction to Journalism	642
CMPL 7011 Dermatology in Chinese Medicine 1	615	COMM 1019 Introduction to Journalism (WSTC)	643
CMPL 7012 Evidence Based Practice in Chinese Medicine	615	COMM 1020 Media Cultures and Industries	644
CMPL 7013 Evidence Based Practice in Chinese Medicine 1	616	COMM 1021 Media Cultures and Industries (WSTC)	644
CMPL 7014 Evidence Based Practice in Chinese Medicine 2	617	COMM 1026 Principles of Professional Communication 1	645
CMPL 7015 Mental and Neurological Disorders and Chinese Medicine	617	COMM 1027 Principles of Professional Communication 1 (WSTC)	646
CMPL 7016 Musculoskeletal Health in Chinese Medicine	618	COMM 1030 University Study and Communication Skills 1 (Block Mode)	647
CMPL 7019 Pharmacology of Chinese Medicines	619	COMM 1031 University Study and Communication Skills 2 (Block Mode)	648
CMPL 7020 Research Project and Thesis	620	COMM 1032 Writing Ecologies	648
CMPL 7021 Specialities in Traditional Chinese Medicine 1 (PG)	621	COMM 1033 Writing Ecologies (WSTC)	649
CMPL 7022 Specialities in Traditional Chinese Medicine 2 (PG)	621	COMM 1036 Introduction to the Creative Industries	650
CMPL 7023 Traditional Chinese Medicine Practice 3 (PG)	622	COMM 1037 Digital Narrative	651
CMPL 7024 Traditional Chinese Medicine Practice 4 (PG)	623	COMM 1038 Digital Narrative (WSTC)	652
CMPL 7025 Women's Health in Chinese Medicine	623	COMM 1039 Introduction to Screen Media	652
CMPL 7026 Women's Health in Chinese Medicine 1	624	COMM 1040 Introduction to Screen Media (WSTC)	653
CMPL 7027 Women's Health in Chinese Medicine 2	625	COMM 1041 Screen Media Fundamentals	654
CMPL 9001 HDR Thesis - Centre for Complementary Medicine	626	COMM 1042 Screen Media Fundamentals (WSTC)	655
CMPL 9002 Higher Degree Research Thesis - Traditional Chinese Medicine	626	COMM 1043 Communication in Health (UG Cert)	655
COMM 0001 Academic Literacy (WSTC)	626	COMM 2001 Account and Client Management	656
COMM 0002 Academic Skills for Communication (WSTC Prep)	627	COMM 2002 Advanced Standing for Creative Writing 210	657
COMM 0003 Academic Skills for Design (WSTC Prep)	628	COMM 2003 Advanced Standing for Creative Writing 220	658
COMM 0004 Communication and Media (WSTC Prep)	628	COMM 2004 Advanced Standing for Film Studies 210	658
COMM 0005 Communication and Media (WSTC)	629	COMM 2005 Advanced Standing for Film Studies 220	658
COMM 0008 Developing Academic Language and Literacy	630	COMM 2006 Advertising: Media	658
COMM 0009 Grammar Workshop (WSTC)	630	COMM 2009 Cinema and Censorship	659
COMM 0010 Successful University Writing	631	COMM 2011 Communication Strategies	659
COMM 0011 Texts and Communication (WSTC Prep)	631	COMM 2014 Editing and Publishing	660
COMM 0012 Texts and Communication (WSTC)	632	COMM 2015 Events Management	661
COMM 0013 Unistep Academic Literacy	633	COMM 2016 Experimental Writing and Electronic Publication	662
COMM 0014 Graduate Research Literacy (WSTC)	633	COMM 2017 Feature Writing	663
COMM 0015 Communication Practices (WSTC Prep)	634	COMM 2019 Interactive Design: Games	664
COMM 1001 Advanced Standing for Communication 140	635	COMM 2020 Introduction to Film Studies	664
COMM 1004 Approaches to Text	635	COMM 2022 Journalism: Research and Investigation	665
COMM 1007 Communication in Health	636	COMM 2024 Media Law and Ethics	666
COMM 1008 Communication in Health (WSTC)	637	COMM 2026 New Media Contexts (WSTC)	667
COMM 1009 Creative Writing: Practical Skills and Knowledge	638	COMM 2027 News Reporting	668
COMM 1010 Creative Writing: The Imaginative Life	639	COMM 2029 Photo Journalism	668
COMM 1011 Data, Mediation and Power (WSTC)	639	COMM 2032 Professional Writing and Editing	669
		COMM 2035 Screen and Sound Practices 1	670
		COMM 2036 Screen and Sound Practices 2	671

COMM 2043 Writing Fiction	672	COMM 7011 Researching Convergent Media	703
COMM 2047 Pitch: Podcasting Essentials	672	COMM 7012 Strategic Communication	704
COMM 2048 Communicating for Sustainability	673	COMM 7013 Ideate, Develop: Makerspace 1	705
COMM 2050 Multiliteracies	674	COMM 7014 Innovate: The Entrepreneurial Mindset	706
COMM 2051 Animation and Visual Effects	675	COMM 9001 Higher Degree Research Thesis - Communication and Media Studies	706
COMM 2052 Documentary: Factual Screen Media	676	COMP 0001 Introductory Programming (WSTC Prep)	707
COMM 2053 Narrative: Fictional Screen Media	677	COMP 0002 Introductory Programming (WSTC)	708
COMM 3001 Advanced Standing for Creative Writing 310	677	COMP 0003 Programming Design (WSTC Prep)	709
COMM 3002 Advanced Standing for Creative Writing 320	678	COMP 0004 Programming Design (WSTC)	709
COMM 3003 Advanced Standing for Film Studies 310	678	COMP 1001 3D Modelling Fundamentals	710
COMM 3005 Australian Textual Studies	678	COMP 1002 Advanced Computer Science Activities 1	710
COMM 3006 Cinema and Experience	678	COMP 1005 Programming Fundamentals	711
COMM 3008 Communication Research Project	679	COMP 1006 Programming Fundamentals (WSTC)	712
COMM 3010 Creative Industries Professional Project or Internship	680	COMP 1012 Programming Fundamentals (UG Cert)	714
COMM 3011 Creative TEAMS 1	681	COMP 2001 Advanced Computer Science Activities 2	715
COMM 3012 Creative TEAMS 2	681	COMP 2003 Computer Algebra	715
COMM 3013 Creative Writing Project	682	COMP 2004 Computer Networking	716
COMM 3014 Digital Communication	682	COMP 2005 Computer Networking (Advanced)	717
COMM 3015 Digital Journalism Production	683	COMP 2006 Computer Networking (WSTC)	718
COMM 3018 Internship	685	COMP 2008 Computer Organisation	719
COMM 3022 Media Memory	686	COMP 2009 Data Structures and Algorithms	720
COMM 3024 Modernity and Cinema	687	COMP 2011 Games Technology	721
COMM 3025 News Teams	687	COMP 2013 LAN Workshop	721
COMM 3035 TV Production 2	688	COMP 2014 Object Oriented Programming	722
COMM 3037 Transmedia Production	689	COMP 2015 Programming Techniques	723
COMM 3041 Writing For Performance	690	COMP 2016 Programming Techniques (Advanced)	724
COMM 3042 Writing Poetry	690	COMP 2017 Programming Techniques (WSTC)	725
COMM 3043 Writing Portfolio	691	COMP 2018 Simulation Fundamentals	726
COMM 3045 Advertising: Campaigns	692	COMP 2019 Systems Programming 1	727
COMM 3046 Personal Branding Strategies: Build and Manage Your Career Profile	693	COMP 2020 Technologies for Web Applications	728
COMM 3047 Episodic Screen Media	694	COMP 2021 Software Engineering Fundamentals	729
COMM 3048 Immersive Screen Media	695	COMP 2023 Mathematical Programming	729
COMM 3049 Screen Media: Capstone Development	695	COMP 2024 Computer Networking (UG Cert)	730
COMM 3050 Screen Media: Capstone Production	696	COMP 3001 Advanced Computer Science Activities 3	731
COMM 7001 Adaptive Leadership, Management and Team Work	697	COMP 3002 Applications of Big Data	732
COMM 7002 Convergent Media Internship	697	COMP 3003 Cloud Computing Architecture	732
COMM 7003 Foundations of Media Arts Production (PG)	698	COMP 3006 Computer Graphics	733
COMM 7004 In the Realms of the Sensory: Ecologies of Word, Sound and Image	699	COMP 3007 Computer Networks and Internets	734
COMM 7006 Media Project Production	700	COMP 3009 Distributed Systems and Programming	735
COMM 7008 Media Research Project	700	COMP 3011 Internet Programming	736
COMM 7009 Mobile Media	701	COMP 3012 Introduction to Cloud Computing	736
COMM 7010 New Genres in Research Writing	702	COMP 3013 Mobile Applications Development	737
		COMP 3014 Networked Systems Design	738
		COMP 3015 Operating Systems Programming	739

COMP 3016 Operating Systems Programming (Advanced)	740	CULT 0003 Humanities and Communication Arts Exchange Unit 3	774
COMP 3018 Professional Experience	741	CULT 0004 Humanities and Communication Arts Exchange Unit 4	774
COMP 3019 Professional Experience (Advanced)	744	CULT 0005 Humanities and Communication Arts Exchange Unit 5	775
COMP 3020 Social Web Analytics	745	CULT 0006 Key Concepts and Skills in the Social Sciences (WSTC Prep)	775
COMP 3021 Special Effects Programming	746	CULT 1001 Asia in the World	776
COMP 3022 Systems Administration Programming	746	CULT 1005 Crime, Deviance and Society	777
COMP 3023 Systems and Network Management	747	CULT 1006 Crime, Deviance and Society (WSTC)	778
COMP 3024 Video Games Development	748	CULT 1007 Introduction to Crime and Criminal Justice	779
COMP 3025 Wireless and Mobile Networks	749	CULT 1012 Policing, Justice and Society	780
COMP 3027 Robotic Programming	750	CULT 1013 Policing, Justice and Society (WSTC)	780
COMP 3028 Software Construction	751	CULT 1017 Understanding Society	781
COMP 3029 Software Engineering Industry Project	751	CULT 1018 Understanding Society (Block Mode)	782
COMP 3032 Machine Learning	751	CULT 1019 Understanding Society (WSTC)	783
COMP 3033 Quantum Computing and Communication	752	CULT 1020 Working with Communities	784
COMP 3034 Multimodal Interaction	753	CULT 1021 Working with Communities (WSTC)	785
COMP 6001 Neuromorphic Algorithms and Computation	753	CULT 1022 Working with Cultural Differences	786
COMP 6002 Neuromorphic Sensing	754	CULT 1023 Working with Cultural Differences (WSTC)	786
COMP 7001 Advanced Routing	755	CULT 1024 Introduction to Criminal Justice	787
COMP 7002 Advanced Topics in Networking	756	CULT 1025 Introduction to Criminal Justice (WSTC)	789
COMP 7003 Big Data	756	CULT 1026 Understanding Society (UG Cert)	790
COMP 7004 Cloud Computing	757	CULT 1027 Working with Communities (UG Cert)	791
COMP 7006 Data Science	758	CULT 2004 Culture, Identity, Difference (Block Mode)	791
COMP 7007 Information Security Management	759	CULT 2005 Ethics in the Social Sciences	792
COMP 7008 Internet of Things	759	CULT 2006 Evidence, Investigations and Police Intelligence	793
COMP 7009 Mobile Computing	760	CULT 2007 International Politics of North Asia	793
COMP 7011 Multimedia Communication Systems	761	CULT 2011 Prisons, Punishment and Criminal Justice	794
COMP 7012 Network Management	762	CULT 2016 Evidence and Investigation	794
COMP 7013 Network Technologies	762	CULT 2017 Youth Justice and Practice	795
COMP 7014 Optimising Networks	763	CULT 2018 Crime Prevention and Drugs	796
COMP 7015 Programming Proficiency	764	CULT 2019 First Peoples and Criminal Justice	797
COMP 7016 Visualisation	765	CULT 3001 Applied Social Research	798
COMP 7017 Wireless Networking	766	CULT 3002 Children's Culture	799
COMP 7018 Advanced Cloud Computing	767	CULT 3004 Consumer Culture	799
COMP 7019 Applied Machine Learning	768	CULT 3007 Contemporary Social Issues and Professional Practice	800
COMP 7020 Artificial Intelligence Ethics and Organisations	768	CULT 3008 Crime Prevention and Community	801
COMP 7021 Knowledge Representation and Reasoning	769	CULT 3010 Culture and Crime	802
COMP 7022 Natural Language Understanding	770	CULT 3011 Ethical Leadership	803
COMP 9001 Higher Degree Research Thesis - Computing and Information Technology	771	CULT 3013 Gender, Crime and Violence	803
COMP 9002 Higher Degree Research Thesis - Computer Science	771	CULT 3014 Heritage Interpretation	804
CULT 0001 Humanities and Communication Arts Exchange Unit 1	773	CULT 3015 Heritage and Tourism	805
CULT 0002 Humanities and Communication Arts Exchange Unit 2	773	CULT 3016 Indigenous Cultures: A Global Perspective	806

CULT 3017 Legislation, Courts and Policing	807	DESN 2006 Graphic Design: The Professional Context	845
CULT 3018 Perspectives in Criminology	807	DESN 2007 Illustrating Narrative	845
CULT 3020 Representing Crime	808	DESN 2011 Motion Design	846
CULT 3021 Theories of Authority	809	DESN 2013 Photomedia: Photographic Practice	847
CULT 3023 Global Citizenship and Engagement	809	DESN 2014 Researching the Visual	848
CULT 3024 Crime, Media, Culture	810	DESN 3001 Contextual Design Studies	849
CULT 3025 Prisons, Punishment and Criminal Justice	811	DESN 3002 Data Visualisation	849
CULT 7001 Economies and Ecologies	812	DESN 3003 Design Research Project	850
CULT 7002 Engaging Discursive Fields	813	DESN 3005 Design Thinking	851
CULT 7003 Environmental Humanities	813	DESN 3006 Graphic Design: Developing a Personal Portfolio ...	851
CULT 7004 Global Digital Futures	814	DESN 3007 Illustrating Popular Culture	852
CULT 7006 Rethinking Culture and Society	815	DESN 3008 Interactive Design: Apps	853
CULT 7008 The Cutting Edge: Advanced Studies in Humanities and Communication Arts	815	DESN 3011 Public Memory and Commemoration	853
CULT 7010 Researching Post-Capitalist Possibilities (PhD Summer School)	816	DESN 3012 Publications	854
CULT 9001 Dissertation	817	DESN 3013 Social Design: Research and Practice	854
CULT 9002 HDR - Under Examination	817	DESN 4003 Design Project	855
CULT 9005 HDR Thesis - Dual Award	819	DESN 4005 Major Design Project	855
CULT 9006 HDR Thesis - Institute for Culture and Society	820	DESN 4006 Professional Design Experience: The Individual Practitioner	856
CULT 9007 Higher Degree Research Thesis - Humanities	821	DESN 4007 Professional Design Experience: The Studio	857
CULT 9008 Higher Degree Research Thesis - Research	823	DESN 9001 Higher Degree Research Thesis - Graphic and Design Studies	858
CULT 9009 Higher Degree Research Thesis - Society and Culture	824	EART 1004 Soils	858
CULT 9010 Higher Degree Research Thesis - Society and Culture	826	EART 2001 Climate Change Science	858
CULT 9011 Master of Research Thesis Examination	827	EART 3001 Biological Adaptation to Climate Change	859
DESN 0001 Design Practice (WSTC Prep)	829	EART 3005 Statistical Hydrology	860
DESN 0002 The Design Process (WSTC Prep)	830	EART 3006 Science of the Anthropocene	861
DESN 0003 Critical Thought in Design (WSTC Prep)	831	EART 3007 Land Degradation and Contamination	862
DESN 1003 Design Histories and Futures	832	EART 3008 Soils and Substrates	862
DESN 1004 Design Histories and Futures (WSTC)	832	EART 7001 Advanced Hydrogeology	863
DESN 1007 Graphic Design: Process and Practice	833	EART 7002 Advanced Statistical Hydrology	864
DESN 1008 Graphic Design: Process and Practice (WSTC)	834	EART 9001 Higher Degree Research Thesis - Hydrology	864
DESN 1009 Graphic Design: Understanding the Principles	835	EART 9002 Higher Degree Research Thesis - Soil Science	865
DESN 1010 Graphic Design: Understanding the Principles (WSTC)	836	ECON 0001 Economics (WSTC Prep)	865
DESN 1011 Image Design	837	ECON 0002 Economics (WSTC)	865
DESN 1012 Image Design (WSTC)	838	ECON 1002 Consumers, Firms and Markets (WSTC)	866
DESN 1018 Visual Storytelling	839	ECON 1003 Financial Institutions and Markets	867
DESN 1019 Visual Storytelling (WSTC)	840	ECON 1004 Financial Institutions and Markets (WSTC)	869
DESN 1021 Web and Time-based Design	841	ECON 1005 Globalisation and Australia	870
DESN 1022 Web and Time-based Design (WSTC)	842	ECON 1006 Introduction to Economic Methods	870
DESN 2001 Australian Design	843	ECON 1011 Principles of Economics	871
DESN 2002 Creativity, Innovation and Design Thinking	844	ECON 1013 The Australian Macroeconomy	873
DESN 2005 Graphic Design: Interactive Digital Media	844	ECON 1014 Consumers, Firms and Markets	874
		ECON 2002 Corporate Financial Management	874
		ECON 2004 Globalisation and Trade	876

ECON 2005 History of Economic Thought	876	ELEC 1007 Engineering Computing (WSTC AssocD)	906
ECON 2007 Macroeconomic Theory	877	ELEC 1008 Engineering Computing (WSTC)	907
ECON 3001 Applied Econometrics	877	ELEC 1009 Electrical and Telecommunications Engineering	908
ECON 3002 Corporations, Economic Power and Policy	878	ELEC 1011 Engineering Computing	909
ECON 3003 Derivatives	878	ELEC 2001 Circuit Theory	910
ECON 3005 Economic Theories, Controversies and Policies	879	ELEC 2002 Circuit Theory (WSTC AssocD)	911
ECON 3006 Economic and Financial Modelling	880	ELEC 2004 Electronics	911
ECON 3007 Economics and Finance Engagement Project	881	ELEC 2005 Electronics (WSTC AssocD)	912
ECON 3008 Financial Institutions Lending	882	ELEC 2006 Engineering Electromagnetics	913
ECON 3009 Financial Institutions Management	883	ELEC 2007 Engineering Visualization	914
ECON 3010 Globalisation and Asia	883	ELEC 2008 Microcontrollers and PLCs	914
ECON 3011 Government and the Economy	884	ELEC 2009 Microprocessor Systems	915
ECON 3012 Growth, Cycles and Crises	884	ELEC 2010 Power and Machines	916
ECON 3013 Industry Economics and Markets	885	ELEC 2011 Signals and Systems	917
ECON 3014 International Finance	885	ELEC 2012 Signals and Systems (WSTC AssocD)	918
ECON 3016 Macroeconomic Issues	887	ELEC 2013 Circuits and Signals	918
ECON 3017 Macroeconomic Measures and Models	887	ELEC 2014 Mathematics for Electrical Engineers 1	919
ECON 3018 Microeconomic Theory and Applications	888	ELEC 2015 Mathematics for Electrical Engineers 2	919
ECON 3019 Political Economy	889	ELEC 2016 Mathematics for Software Engineers	919
ECON 3021 The Superannuation Industry	889	ELEC 2017 Requirements and Design Workshop	919
ECON 3022 Urban and Regional Economics	890	ELEC 2018 Systems Modelling and Design	920
ECON 4001 Advanced Analysis and Interpretation	890	ELEC 2019 Workshop on Reasoning about Programs	920
ECON 7001 Economics	891	ELEC 3001 Communication Systems	920
ECON 9001 Higher Degree Research Thesis - Economics and Finance	892	ELEC 3002 Data Communications	921
ECON 9002 Higher Degree Research Thesis - Property Economics	893	ELEC 3003 Digital Signal Processing	922
EDUC 0001 Diploma Plus	893	ELEC 3004 Digital Systems 2	922
EDUC 0002 EMP Growing Agriculture	894	ELEC 3005 Electrical Drives	923
EDUC 0003 Education Exchange Unit 1	894	ELEC 3006 Electrical Machines 1	924
EDUC 0004 Education Exchange Unit 2	895	ELEC 3008 Instrumentation and Measurement	925
EDUC 0005 Education Exchange Unit 3	895	ELEC 3009 Power Systems	925
EDUC 0006 Education Exchange Unit 4	895	ELEC 3010 Renewable Energy Systems Design	926
EDUC 0007 Education Exchange Unit 5	896	ELEC 4002 Power Electronics	927
EDUC 0008 Most Outstanding Year 11	896	ELEC 4003 Power Quality	927
EDUC 0009 Short Term Study Program	897	ELEC 4004 Radio and Satellite Communication	928
EDUC 9001 HDR Thesis - Centre for Educational Research	898	ELEC 4005 Smart Grids and Distributed Generation	929
EDUC 9002 Higher Degree Research Thesis - Education	898	ELEC 4006 Sustainable Energy Systems	930
EDUC 9003 Higher Degree Research Thesis - Education	900	ELEC 4007 Wireless Communications	930
ELEC 1001 Digital Systems 1	901	ELEC 6001 Applied Project in Neuromorphic Engineering	931
ELEC 1002 Digital Systems 1 (WSTC AssocD)	902	ELEC 6002 Master Dissertation in Neuromorphic Engineering	932
ELEC 1003 Electrical Fundamentals	903	ELEC 6003 Neuromorphic Accelerators	932
ELEC 1004 Electrical Fundamentals (WSTC AssocD)	904	ELEC 6004 Neuromorphic Electronics Design	933
ELEC 1005 Electrical Fundamentals (WSTC)	904	ELEC 7001 Advanced Control Systems	934
ELEC 1006 Engineering Computing	906	ELEC 7002 Advanced Data Networks	935
		ELEC 7003 Advanced Electrical Machines and Drives	935

ELEC 7004 Advanced Power Quality	936	ENGR 1042 Sustainable Materials and Smart Manufacturing	965
ELEC 7005 Advanced Signal Processing	937	ENGR 1043 Co-Designing Change with Local Communities	965
ELEC 7006 Advanced Smart Grids and Distributed Generation	937	ENGR 1044 Drawing Skills for Design Thinking	966
ELEC 7008 Instrumentation and Measurement (PG)	938	ENGR 1045 Engineering Programming Fundamentals	967
ELEC 7009 Personal Communication Systems	939	ENGR 1046 Human Centred Design Research Methods	967
ELEC 7010 Power System Planning and Economics	939	ENGR 1047 Advanced Engineering Physics 1	968
ELEC 9001 Higher Degree Research Thesis - Engineering (Computer)	940	ENGR 1048 Engineering Materials	969
ELEC 9002 Higher Degree Research Thesis - Engineering (Electrical)	941	ENGR 1049 Introduction to Engineering Practice	969
ELEC 9003 Higher Degree Research Thesis - Engineering (Mechatronic)	941	ENGR 1050 Sustainable Engineering Fundamentals	970
ELEC 9004 Higher Degree Research Thesis - Engineering (Telecommunications)	942	ENGR 2001 Automated Manufacturing	971
ENGR 0001 Academic Skills for Engineering (WSTC Prep)	942	ENGR 2009 Engineering Management for Engineer Associates (WSTC AssocD)	972
ENGR 0002 Computing, Engineering and Mathematics Exchange Unit 1	943	ENGR 2010 Engineering Project (WSTC AssocD)	973
ENGR 0003 Computing, Engineering and Mathematics Exchange Unit 2	943	ENGR 2011 Graphics 2: Visual Simulation	974
ENGR 0004 Computing, Engineering and Mathematics Exchange Unit 3	944	ENGR 2012 Graphics 3: 3D Engineering Specifications and Visualisation	975
ENGR 0005 Computing, Engineering and Mathematics Exchange Unit 4	944	ENGR 2013 Graphics 4: Kinetic Narratives	975
ENGR 0006 Computing, Engineering and Mathematics Exchange Unit 5	945	ENGR 2016 Pavement Materials and Design	976
ENGR 1004 Design Science (WSTC)	945	ENGR 2017 Pavement Materials and Design (WSTC AssocD)	977
ENGR 1006 Design Studio 2: Form and Production	946	ENGR 2018 Professional Practice for Engineer Associates (WSTC AssocD)	977
ENGR 1008 Engineering Materials	947	ENGR 2022 Design Practice: Sustainable Manufacturing	978
ENGR 1009 Engineering Materials (WSTC AssocD)	947	ENGR 2023 Advanced Engineering Physics 2	979
ENGR 1010 Engineering Materials (WSTC)	948	ENGR 2024 Design Graphics: Communication for Manufacture	979
ENGR 1011 Engineering Physics	949	ENGR 2025 Design Graphics: Engineering Documentation	980
ENGR 1012 Engineering Physics (WSTC AssocD)	950	ENGR 2026 Design Semantics: Exploring Product Form	981
ENGR 1013 Engineering Physics (WSTC)	951	ENGR 2027 Engineering Design	982
ENGR 1018 Fundamentals of Mechanics	952	ENGR 2028 New Product Innovation with IoT Data	982
ENGR 1019 Fundamentals of Mechanics (WSTC AssocD)	953	ENGR 2029 Simulation in Virtual and Augmented Realities	983
ENGR 1020 Fundamentals of Mechanics (WSTC)	954	ENGR 2030 Industrial Experience (Associate Engineer) (WSTC AssocD)	983
ENGR 1023 Introduction to Engineering Business Management (WSTC AssocD)	955	ENGR 2031 Management Practices for Engineer Associates (WSTC AssocD)	984
ENGR 1024 Introduction to Engineering Practice	956	ENGR 2032 Sustainability Analysis and Design	985
ENGR 1025 Introduction to Engineering Practice (WSTC AssocD)	957	ENGR 2033 Industrial Experience (Engineering Technologist)	985
ENGR 1026 Introduction to Engineering Practice (WSTC)	958	ENGR 3001 Advanced Engineering Topic 1	986
ENGR 1036 Construction Communication	960	ENGR 3003 Biomedical Electronics	986
ENGR 1037 Construction Communication (WSTC)	961	ENGR 3004 Biomedical Signals and Data Analysis	987
ENGR 1038 Design Graphics: Presenting Innovation	962	ENGR 3006 Control Systems	988
ENGR 1039 Designing for Circular Economy	962	ENGR 3010 Design Studio 4: Innovation through Systems Thinking	989
ENGR 1040 Designing for People: Applied Ergonomics	963	ENGR 3013 Engineering Science Project 1	989
ENGR 1041 Designing for User Experience (UX)	964	ENGR 3014 Engineering Science Project 2	990
		ENGR 3017 Industrial Experience (Engineering)	991

ENGR 3020 Numerical Methods in Engineering	992	ENGR 7001 Advanced Engineering Project 1	1020
ENGR 3021 Professional Practice	993	ENGR 7002 Advanced Engineering Project 2	1021
ENGR 3022 Special Technical Project	994	ENGR 7004 Bushfire Fighting	1021
ENGR 3023 Biomechanics in Product Innovation	994	ENGR 7005 Emergency Management for Bushfire Prone Areas	1022
ENGR 3024 Design Research Methods (Advanced)	995	ENGR 7006 Fire Engineering 1 (Fire Dynamics)	1023
ENGR 3025 Designing for Circular Economy (Advanced)	996	ENGR 7007 Fire Engineering 2 (Fire Models)	1024
ENGR 3026 Design Thinking for Successful Brands and Products	997	ENGR 7008 Fire Engineering Design and Assessment	1025
ENGR 3027 Mentored Practice in Design Innovation	998	ENGR 7010 Fire Engineering Science	1025
ENGR 3028 Mentored Practice in Design Innovation	998	ENGR 7012 Fire Technology and Engineering Principles	1026
ENGR 3029 Specialisation Workshop 1	999	ENGR 7013 Industrial Experience (PG)	1027
ENGR 3030 Specialisation Workshop 2	999	ENGR 7014 Master Project 1	1027
ENGR 4001 Advanced Engineering Topic 2	1000	ENGR 7015 Master Project 2	1028
ENGR 4004 Design Studio 6: Ambience, Place and Behaviour	1001	ENGR 7016 Planning for Bushfire Prone Areas	1029
ENGR 4005 Engineering Project	1001	ENGR 7017 Professional Practice and Communication	1030
ENGR 4006 Engineering Project 1	1002	ENGR 7019 Specialised Software Applications	1031
ENGR 4007 Engineering Project 2	1003	ENGR 7020 Sustainability and Risk Engineering (PG)	1031
ENGR 4009 Major Project Commencement	1003	ENGR 7023 Advanced Biomedical Data and Images	1032
ENGR 4010 Major Project Completion	1004	ENGR 7024 Advanced Biomedical Electronics	1033
ENGR 4011 Sustainability and Risk Engineering	1005	ENGR 7025 Human Physiology and Biomedical Technologies	1033
ENGR 4012 Industrial Design Major Project (Ideation)	1006	ENGR 7026 Performance Solutions for Bushfire Protection	1034
ENGR 4013 Creative Business Model Innovation	1006	ENGR 7027 Spatial Tools and Mapping	1035
ENGR 4014 Design Practice: Manufactured Product Lifecycle	1007	ENGR 7028 Engineering Project 1 (PG)	1035
ENGR 4015 Design Practice: Self-Directed Specialised Mentor Project	1007	ENGR 7029 Engineering Project 2 (PG)	1036
ENGR 4016 Design Practice: Sustainable Components	1007	ENGR 9001 Higher Degree Research Thesis - Engineering	1037
ENGR 4017 Design Thinking for Competitive Advantage	1008	ENGR 9002 Higher Degree Research Thesis - Engineering	1039
ENGR 4018 Industrial Design Major Project (Conclusion)	1009	ENGR 9003 Higher Degree Research Thesis - Engineering (Environmental)	1040
ENGR 4019 Start-Up Product Launch	1009	ENVL 1001 Understanding Landscape	1041
ENGR 4020 Studio: Design Synthesis Capstone	1010	ENVL 1002 Environmental Issues and Solutions	1042
ENGR 4021 Studio: Interdisciplinary Global	1010	ENVL 1003 Environmental Issues and Solutions (WSTC)	1042
ENGR 4022 Studio: Design Synthesis Capstone	1011	ENVL 1004 Introduction to Environmental Science	1043
ENGR 4023 Advanced Engineering Thesis	1012	ENVL 1005 Environmental Issues and Solutions (UG Cert)	1044
ENGR 4024 Construction Management Honours Thesis	1012	ENVL 2001 Analysis of Spatial Data	1045
ENGR 4025 Final Year Project 1 (UG Engineering)	1013	ENVL 2002 Environmental Regulation and Policy	1045
ENGR 4026 Final Year Project 2 (UG Engineering)	1014	ENVL 2003 Landuse and the Environment	1046
ENGR 4027 Industrial Design Applied Research Project (Honours)	1016	ENVL 2005 Internet of Things for the Environment	1046
ENGR 4028 Industrial Design Project (Commencement)	1016	ENVL 2006 Environmental Planning and Climate Change	1047
ENGR 4029 Industrial Design Project (Completion)	1017	ENVL 2007 Environmental Monitoring and Assessment	1047
ENGR 4030 Industrial Design Research Thesis (Honours)	1018	ENVL 3003 Environmental Risk Management	1048
ENGR 4034 Climate Smart Engineering	1018	ENVL 3005 Planning the City: Development, Community and Systems	1049
ENGR 4035 Smart and Liveable Cities	1019	ENVL 3006 Transport, Access and Equity	1049
ENGR 4036 Advanced Engineering Thesis 2: Detailed Investigations	1019	ENVL 3007 Urban Environment	1050
		ENVL 3009 Air Quality and Climate Change	1051

ENVL 3010 Environmental Planning, Policy & Regulation	1051	GEDU 0006 Tertiary Study Skills in Criminal and Community Justice (WSTC Prep)	1079
ENVL 7002 Planning and Environmental Regulation	1052	GEDU 0007 Tertiary Study Skills in Design (WSTC Prep)	1079
ENVL 7003 Urban Research Report	1053	GEDU 0008 Tertiary Study Skills in Engineering (WSTC Prep) .	1080
ENVL 9001 Higher Degree Research Thesis - Environmental Studies	1053	GEDU 0009 Tertiary Study Skills in Health Science (WSTC Prep)	1081
FINC 1001 Management Accounting Fundamentals	1054	GEDU 0010 Tertiary Study Skills in Information and Communications Technology (WSTC Prep)	1081
FINC 1003 Professional Relationships and Communication in Business	1055	GEDU 0011 Tertiary Study Skills in Islamic Studies (WSTC Prep)	1082
FINC 2002 Personal Asset Management	1055	GEDU 0012 Tertiary Study Skills in Legal Studies (WSTC Prep)	1082
FINC 3001 Bank Management	1056	GEDU 0013 Tertiary Study Skills in Science (WSTC Prep)	1082
FINC 3002 Behavioural Finance	1057	GEDU 0014 Tertiary Study Skills in Social Science (Policing) (WSTC Prep)	1083
FINC 3004 Financial Planning	1057	GEDU 0015 Tertiary Study Skills in Social Science (WSTC Prep)	1083
FINC 3006 Insurance Advising - Theory and Practice	1058	GEOM 2002 Quantity Surveying 2	1084
FINC 3007 International Property	1059	GEOM 3001 Advanced Building Measurement	1085
FINC 3008 Investment Management	1059	HLTH 0001 Health Care Environments (WSTC Prep)	1085
FINC 3009 Property Finance	1060	HLTH 0002 Health Care Environments (WSTC)	1086
FINC 3011 Property Investment	1061	HLTH 0003 Literacy in Health Science (WSTC Prep)	1087
FINC 3013 Property Portfolio Management	1062	HLTH 0004 Organisation for Tertiary Study (WSTC)	1088
FINC 3014 Retirement and Succession Planning	1063	HLTH 0005 The Health Science Professional (WSTC Prep)	1088
FINC 3015 Security Analysis and Business Valuation	1063	HLTH 1001 Foundations of Research and Evidence-Based Practice	1089
FINC 7001 Communication and Ethics for Financial Planners	1064	HLTH 1002 Foundations of Research and Evidence-Based Practice (WSTC)	1090
FINC 7002 Communication and Ethics for Financial Planners (EO)	1065	HLTH 1003 Introduction to Paramedicine	1091
FINC 7004 Financial Adviser Communication Skills	1066	HLTH 1006 Movement and Skill Development	1091
FINC 7005 Financial Adviser Communication Skills (EO)	1066	HLTH 1009 Paramedic Practice 1	1092
FINC 7006 Financial Modelling	1067	HLTH 1010 Professional Health Competencies	1093
FINC 7007 Financial Planning Research Project	1067	HLTH 1011 Professional Health Competencies (WSTC)	1094
FINC 7008 Financial Products and Markets	1068	HLTH 1012 Evidence in Health	1094
FINC 7009 Financial Products and Markets (EO)	1069	HLTH 1013 Professional Competencies in Health	1095
FINC 7010 Insurance and Risk Management	1069	HLTH 1014 Evidence in Health (WSTC)	1097
FINC 7011 Investment Planning	1070	HLTH 1015 Professional Competencies in Health (WSTC)	1097
FINC 7012 Investment Planning (EO)	1071	HLTH 1016 Professional Competencies in Health (UG Cert)	1098
FINC 7013 Planning for Retirement	1071	HLTH 2001 A Field Study: Comparative Studies of Health Care Delivery	1099
FINC 7014 Planning for Retirement (EO)	1072	HLTH 2003 Biomechanics	1101
FINC 7015 Principles of Financial Planning	1072	HLTH 2004 Exercise Bioenergetics	1102
FINC 7016 Principles of Financial Planning (EO)	1073	HLTH 2005 Exercise Prescription I	1103
FINC 7017 Property Investment Analysis	1074	HLTH 2006 Exercise Prescription for General Populations	1104
FINC 7019 Statement of Advice Research Project	1074	HLTH 2007 Fundamentals of Medical Concepts and Terminology	1105
FINC 7020 Superannuation	1075	HLTH 2009 Mental Health and Substance Abuse	1106
FINC 7021 Superannuation (EO)	1076	HLTH 2012 Nutrition and Health 1	1107
FINC 7022 Applied Project (Finance and Property)	1076		
GEDU 0001 Tertiary Study Skills in Arts (WSTC Prep)	1077		
GEDU 0002 Tertiary Study Skills in Business (WSTC Prep)	1077		
GEDU 0005 Tertiary Study Skills in Construction Management (WSTC Prep)	1078		

HLTH 2013 Nutrition and Health 2	1108	HLTH 7022 Advanced Health Service Management	1144
HLTH 2015 Out-of-hospital Medical Care 1	1108	HLTH 7023 Advanced Sport and Exercise Science	1145
HLTH 2017 Paramedic Practice 2	1109	HLTH 7024 Health Services Financing	1146
HLTH 2018 Paramedic Practice 3	1111	HLTH 7025 Healthcare Data for Decision-Making	1147
HLTH 2021 Research Methods (Quantitative and Qualitative)	1112	HLTH 7026 Professional Internship in Health	1148
HLTH 2022 Biostatistics in Health	1113	HLTH 7027 Professional Project in Health 1	1150
HLTH 2023 Introduction to Physical Cultural Studies	1114	HLTH 7028 Professional Project in Health 2	1150
HLTH 2024 Research Methods in Health	1114	HLTH 7029 Quality and Safety	1151
HLTH 2025 Exercise Nutrition	1115	HLTH 7030 Professional Internship in Health (Part-time)	1152
HLTH 3001 Applied Nutrition	1116	HLTH 9001 Higher Degree Research Thesis - Health	1153
HLTH 3003 Clinical Leadership and Patient Safety	1117	HLTH 9002 Higher Degree Research Thesis - Health	1154
HLTH 3004 Emergency Care for Special Populations	1118	HLTH 9003 Higher Degree Research Thesis - Health	1156
HLTH 3005 Evidence-Based Practice	1119	HLTH 9004 Higher Degree Research Thesis - Nutrition and Dietetics	1157
HLTH 3007 Global Nutrition, Food and Community	1120	Honours Research 2 (Podiatric Medicine)	1158
HLTH 3008 Gymnastics and Dance	1120	HORT 1001 Crop Production	1158
HLTH 3009 Major Incident Management	1121	HORT 1004 Horticultural Production Systems	1159
HLTH 3011 Obstetrics and Paediatrics	1121	HORT 1006 Protected Cropping Biosecurity and Pollination ...	1160
HLTH 3012 Out-of-hospital Medical Care 2	1122	HORT 1007 Protected Cropping Plant Nutrition	1160
HLTH 3014 Paramedic Practice 4	1123	HORT 2001 Greenhouse Technology for Food Sustainability ..	1161
HLTH 3015 Resistance Training and Physiology	1124	HORT 2003 Plant Production	1162
HLTH 3016 Strength and Conditioning	1125	HORT 3001 Postharvest	1162
HLTH 3017 Traumatic and Environmental Emergencies	1126	HORT 3002 Protected Cropping Technology	1163
HLTH 3018 Ethical and Legal Issues in Health Care	1127	HORT 7001 Advanced Greenhouse Technology	1164
HLTH 3019 Nutrition, Health and Disease	1128	HORT 7002 Greenhouse Control Systems	1164
HLTH 3020 Global Nutrition and Food	1129	HORT 7003 Greenhouse Crop Production	1165
HLTH 4001 Professional Reasoning	1129	HORT 7004 Industry Project	1166
HLTH 4002 Evidence-Based Practice (Advanced)	1130	HORT 7005 Industry Project (Extended)	1166
HLTH 7001 A Global Perspective on Social Determinants of Health	1131	HORT 7006 Plant-Climate Interactions in Controlled Environments	1167
HLTH 7002 Building Organisational Capacity in Health Care ...	1132	HORT 9001 Higher Degree Research Thesis - Horticulture	1168
HLTH 7003 Community and Public Health Nutrition	1133	HORT 9002 Higher Degree Research Thesis - Viticulture	1168
HLTH 7004 Dissertation	1134	HOSP 3001 Approved Industrial Experience (400 Hrs)	1169
HLTH 7005 Health Financial Management	1135	HUMN 0001 Academic Skills for Islamic Studies (WSTC Prep)	1169
HLTH 7006 Health Services and Facilities Planning	1136	HUMN 0002 Academic Skills for Policing (WSTC Prep)	1169
HLTH 7007 Health Workforce Planning	1137	HUMN 0003 Academic Skills for the Social Sciences (WSTC Prep)	1170
HLTH 7008 Introduction to Biostatistics	1137	HUMN 0006 Australian Studies (WSTC Prep)	1171
HLTH 7009 Leadership and Change	1139	HUMN 0007 Australian Studies (WSTC)	1172
HLTH 7010 Nutrition Promotion	1139	HUMN 0008 Comparative World Religions (WSTC Prep)	1172
HLTH 7011 Nutritional Assessment Methods	1140	HUMN 0009 Cultural Perspectives (WSTC Prep)	1173
HLTH 7013 Professional Reasoning	1141	HUMN 0010 Cultural Perspectives (WSTC)	1174
HLTH 7014 Professional Topic	1141	HUMN 0016 Key Ideas in Arts and Social Sciences (WSTC Prep)	1174
HLTH 7015 Qualitative Research Methodology in Health	1142	HUMN 0017 Key Ideas in Arts and Social Sciences (WSTC)	1174
HLTH 7016 Quality and Safety in Health Care	1143		
HLTH 7020 Dissertation (Part Time)	1143		

HUMN 0018 Literacy for Tertiary Studies (WSTC)	1175	HUMN 2003 Advanced Standing for Ancient History 210	1204
HUMN 0019 Studies of Society (WSTC)	1175	HUMN 2004 Advanced Standing for Ancient History 220	1204
HUMN 0020 Understanding Academic Life (WSTC Prep)	1176	HUMN 2005 Advanced Standing for Cultural and Social Analysis 210	1204
HUMN 0021 Understanding the Social Sciences (WSTC Prep)	1177	HUMN 2006 Advanced Standing for Cultural and Social Analysis 220	1204
HUMN 1001 Advanced Standing for Ancient History 110	1178	HUMN 2007 Advanced Standing for Indigenous Australian Studies 210	1204
HUMN 1007 Brave New World: Negotiating Social Change in the 21st Century	1178	HUMN 2008 Advanced Standing for Indigenous Australian Studies 220	1205
HUMN 1008 Cities: Introduction to Urban Studies	1179	HUMN 2009 Advanced Standing for Modern History 210	1205
HUMN 1010 Contemporary Society (Advanced)	1180	HUMN 2010 Advanced Standing for Modern History 220	1205
HUMN 1012 Contextualising Community Development Within Indigenous Australia	1180	HUMN 2011 Ancient Western Culture: Periclean Athens	1205
HUMN 1013 Contextualising Indigenous Australia (Day Mode)	1181	HUMN 2012 Anthropologies of the Everyday	1206
HUMN 1015 Development and Sustainability	1181	HUMN 2014 Civil Society in Contemporary China	1206
HUMN 1016 Different Ways of Being in the World: Introduction to Social Anthropology	1182	HUMN 2015 Community and Social Action	1207
HUMN 1017 Everyday Life	1183	HUMN 2017 Complex Emergencies and International Guidelines	1208
HUMN 1018 Everyday Life (WSTC)	1183	HUMN 2018 Cultural and Social Geographies	1208
HUMN 1026 Global Structures, Local Cultures	1184	HUMN 2020 Digital Humanities and Research Methods (UG) .	1209
HUMN 1028 Human Rights, Peace and Development	1185	HUMN 2021 Doing Business in China	1209
HUMN 1029 Human Rights, Peace and Development (WSTC)	1186	HUMN 2022 Emergency Field Operations: Supply Management and Logistics	1210
HUMN 1036 Introduction to Critical Thinking	1187	HUMN 2023 Empire: European Colonial Rule and its Subjects, 1750-1920	1211
HUMN 1039 Modern European History and Politics	1187	HUMN 2024 Ethnographies of Southeast Asia and the Pacific	1211
HUMN 1041 People, Place and Social Difference	1188	HUMN 2025 Families and Intimate Life	1212
HUMN 1042 People, Place and Social Difference (WSTC)	1189	HUMN 2026 Growing the Indigenous Economy	1213
HUMN 1043 Personal Identities in Professional Practice	1190	HUMN 2027 Health, Illness and Biomedicine: A Sociological Perspective	1214
HUMN 1048 Understanding Islam and Muslim Societies (WSTC)	1191	HUMN 2028 Identity and Belonging	1215
HUMN 1049 Understanding Visual Culture	1191	HUMN 2030 Islam In the Modern World (WSTC)	1216
HUMN 1051 Who do you think you are? (Day Mode)	1192	HUMN 2031 Islam in the Modern World	1216
HUMN 1052 Australian Politics and Active Citizenship	1193	HUMN 2032 Issues in World Development: Rich World, Poor World	1217
HUMN 1053 Diversity, Language and Culture	1193	HUMN 2033 Issues in World Development: Rich World, Poor World (WSTC)	1218
HUMN 1054 When Worlds Collide: European Empires and the World, c.1600-1950	1194	HUMN 2034 Keeping the Past	1219
HUMN 1055 Australian Politics and Active Citizenship (WSTC)	1195	HUMN 2035 Logic, Rhetoric and Argumentation	1219
HUMN 1056 Diversity, Language and Culture (WSTC)	1196	HUMN 2036 Mangamai'bangawarra: Indigenous Science	1219
HUMN 1057 Doing Sociology	1198	HUMN 2037 Peace-Making and Peace-Building	1220
HUMN 1058 Indigenous Landscapes	1198	HUMN 2038 Pigments of the Imagination	1221
HUMN 1059 When Worlds Collide: European Empires and the World, c.1600-1950 (WSTC)	1199	HUMN 2039 Political Terror	1221
HUMN 1060 Introduction to Indigenous Australia: Peoples, Places and Philosophies	1200	HUMN 2040 Politics of Sex and Gender	1222
HUMN 1061 Islam: Past, Present and Future	1201	HUMN 2043 Religion and the Origins of Modern Science	1222
HUMN 1062 Introduction to Indigenous Australia: Peoples, Places and Philosophies (WSTC)	1202	HUMN 2044 Representing Everyday Life in Literary and Visual Cultures	1223
HUMN 2001 A History of Modern Global Buddhism	1203	HUMN 2045 Research Stories	1223

HUMN 2046 Researching Culture	1223	HUMN 3030 Cyber Justice (UG)	1244
HUMN 2048 Revaluing Indigenous Economics (Day Mode)	1224	HUMN 3031 Death and Culture	1245
HUMN 2050 Social Research Methods (Block Mode)	1225	HUMN 3032 Dictators, Democrats and Dreamers: Indonesia 1942 to now	1245
HUMN 2053 The Economics of Cities and Regions	1225	HUMN 3033 Digital Cultures	1246
HUMN 2056 The Racial State	1226	HUMN 3034 Emotions, Culture and Community	1247
HUMN 2057 Tourism in Society	1227	HUMN 3035 Enlightenment and Revolution	1248
HUMN 2058 Urban Life/Urban Culture	1227	HUMN 3036 Ethics in Historical Perspective	1248
HUMN 2061 Women with Muslim Identity	1228	HUMN 3039 Food: A Cultural History	1249
HUMN 2062 Youth Cultures and Moral Panics	1229	HUMN 3040 From Vindication to Liberation: A Comparative History of Feminism	1249
HUMN 2064 Responses to Disaster: School of Social Sciences Winter School	1229	HUMN 3041 Geographies of Migration	1250
HUMN 2065 Self and Society	1230	HUMN 3042 Global Politics	1251
HUMN 2066 Investigating and Communicating Social Problems	1231	HUMN 3043 Globalisation and Sustainability	1251
HUMN 2067 History of the Ancient World	1232	HUMN 3044 Healing and Culture	1252
HUMN 2068 Cultures of Southeast Asia and Oceania	1233	HUMN 3046 History of Modern China to 1949	1253
HUMN 2069 Society, Culture and Human Diversity	1233	HUMN 3047 History of Muslim Civilisations and Ideas	1254
HUMN 2070 First Peoples and Criminal Justice	1234	HUMN 3048 History of Sexuality	1254
HUMN 3001 Advanced Standing for Ancient History 310	1235	HUMN 3049 Home and Away: Ethnicity and Migration in Australia	1255
HUMN 3002 Advanced Standing for Ancient History 320	1235	HUMN 3050 Housing Markets and Policy	1256
HUMN 3003 Advanced Standing for Cultural and Social Analysis 310	1235	HUMN 3051 Human Rights and Culture	1257
HUMN 3004 Advanced Standing for Cultural and Social Analysis 320	1235	HUMN 3052 Innovation Lab	1257
HUMN 3005 Advanced Standing for Indigenous Australian Studies 310	1236	HUMN 3054 Islam in Southeast Asia	1257
HUMN 3006 Advanced Standing for Indigenous Australian Studies 320	1236	HUMN 3056 Islam in the West	1258
HUMN 3007 Advanced Standing for Modern History 310	1236	HUMN 3057 Islam, Media and Conflict	1259
HUMN 3008 Advanced Standing for Modern History 320	1236	HUMN 3058 Islamic Revivalism in the Globalised World	1259
HUMN 3009 Alternatives to Violence	1236	HUMN 3060 Modern Japanese History	1260
HUMN 3011 An Introduction to Contemporary Aboriginal Australia	1237	HUMN 3061 Mystical Islam: The Emergence of Sufism in World History	1260
HUMN 3012 Applied Indigenous Research Project	1237	HUMN 3062 Napoleon: the Making of a Legend	1261
HUMN 3013 Australian Colonial History	1238	HUMN 3063 Peace & Development Project	1262
HUMN 3015 Australian History Around Us	1239	HUMN 3064 Politics, Power and Resistance	1262
HUMN 3016 Australian History Since 1920	1239	HUMN 3065 Postcolonial Australian Cinema	1263
HUMN 3017 Australian Indigenous History from Federation to Reconciliation	1240	HUMN 3066 Power as a Cultural System	1264
HUMN 3018 Australian Indigenous History: From first contact to 'dying race'	1240	HUMN 3067 Power, Politics and Knowledge	1264
HUMN 3019 Britain in the Age of Botany Bay, 1760-1815	1241	HUMN 3068 Public Health Response in Complex Emergencies	1265
HUMN 3023 Climate Change and Culture	1241	HUMN 3069 Queer Culture	1266
HUMN 3024 Comparative Nationalism	1242	HUMN 3070 Rethinking Research with Indigenous Australians: Independent Study Project (Day Mode)	1266
HUMN 3025 Conceptualising Islam	1243	HUMN 3071 Self and Society	1267
HUMN 3026 Convicts and Settlers - Australian History 1788 - 1840	1243	HUMN 3075 Sociology of Religion	1267
HUMN 3029 Cultures of Crime and Punishment	1244	HUMN 3076 Sultans, Colonists and Nationalists: Indonesia C1200-1942	1268
		HUMN 3077 Sustainable Futures	1269
		HUMN 3078 The Anthropologies of Gender and Sexualities	1269

HUMN 3079 The Asian Century	1270	HUMN 7006 China Culture Study	1298
HUMN 3080 The History of Southeast Asia	1271	HUMN 7007 Chinese Cultural Policy and Practice	1299
HUMN 3081 The International Relations of the Middle East Since 1945	1272	HUMN 7008 Contemporary Theories of Religion and Society .	1299
HUMN 3082 The Making of the 'Aborigines'	1272	HUMN 7009 Critical and Creative Enquiry	1300
HUMN 3084 Theories of Conflict and Violence	1273	HUMN 7011 Cultural Diplomacy and Soft Power	1301
HUMN 3087 Twentieth Century Australia	1274	HUMN 7012 Cyber Justice (PG)	1301
HUMN 3088 Understanding Freedom	1274	HUMN 7013 Debates in Global History	1302
HUMN 3090 Understanding Power	1275	HUMN 7015 Digital Humanities Research Methods (PG)	1303
HUMN 3091 Violence in Everyday Life	1275	HUMN 7016 Diversity in Practice	1303
HUMN 3092 WWII in Asia and the Pacific	1276	HUMN 7017 Ecopedagogies	1304
HUMN 3093 War	1277	HUMN 7018 Ecopsychology and Cultural Change	1305
HUMN 3094 War and Society in the Twentieth Century	1277	HUMN 7019 Emergency and Disaster Management	1305
HUMN 3096 What is the Human?	1278	HUMN 7021 Fieldwork in Complex and Hostile Places	1306
HUMN 3098 Genders and sexualities: beyond the binary	1279	HUMN 7022 Global Criminology and Human Rights	1307
HUMN 3100 Social Sciences International Placement (I): Preparation for Placement	1279	HUMN 7023 Global Health, Migration and Development	1307
HUMN 3101 Social Sciences International Placement (II): Placement	1280	HUMN 7024 Humanitarian and Development Agendas and Progress	1308
HUMN 3102 Social Sciences International Placement (III): Post-placement Reflections	1281	HUMN 7026 Knowledge Translation	1309
HUMN 3103 Group Project	1282	HUMN 7027 Leading Change	1311
HUMN 3104 Historical Methodologies	1283	HUMN 7028 Management and Evaluation of Aid Programs	1311
HUMN 3105 History of Religion	1284	HUMN 7029 Master of Social Science Thesis	1312
HUMN 3106 Study Tours	1284	HUMN 7031 Political Economy of Development	1313
HUMN 3107 Labour and Culture	1285	HUMN 7032 Public Health in Complex Emergencies (Advanced)	1313
HUMN 3108 We Are The University: Students Co-creating Change	1286	HUMN 7033 Religion and Law in Contemporary Public Discourse	1314
HUMN 3109 Catastrophe: The Environmental History of the Ancient World	1286	HUMN 7034 Research Project in Cultural Exchange	1315
HUMN 3110 Gender and Sexualities Across Cultures	1287	HUMN 7035 Research and Public Policy	1315
HUMN 3111 History of the People's Republic of China	1288	HUMN 7036 Research in the Social Sciences	1316
HUMN 3112 Indigenous Methodologies	1288	HUMN 7037 Researcher Engagement and Impact	1317
HUMN 3113 Migration and Social Change	1289	HUMN 7038 Researcher Knowledge and Development	1319
HUMN 4001 Researcher Development 1: Reading ,Writing, and the Business of Research	1290	HUMN 7040 Social Ecology	1320
HUMN 4002 Researcher Development 2: Proposing and Justifying Research	1291	HUMN 7041 Social Research in the Digital World	1321
HUMN 4003 Writing Beyond the Academy: Knowledge Translation and Public Audience Communication	1292	HUMN 7042 Space, Place and the Field	1322
HUMN 4006 Honours Thesis Part Time 2	1293	HUMN 7044 Theories of Difference and Diversity	1322
HUMN 4008 Honours Thesis Part Time 4	1293	HUMN 7045 Theories of the Social	1323
HUMN 4014 Social Work Honours Preparation	1293	HUMN 7047 Transnational Crime	1323
HUMN 7001 Advanced Social Research Methods	1293	HUMN 7048 Understanding Race	1324
HUMN 7002 Applied Imagination	1294	HUMN 7049 Violence, Culture and Criminal Justice	1325
HUMN 7003 Applied Innovation and Entrepreneurship	1295	HUMN 7051 How to Write History	1325
HUMN 7004 Australian Cultural Policy and Practice	1296	HUMN 7054 Social Science Research Project	1326
HUMN 7005 Career and Personal Development	1297	HUMN 7055 Social Science Training Placement	1327
		HUMN 7056 Grant Proposals and Applications	1327
		HUMN 7057 Thirty-Day Research Placement	1328
		HUMN 9001 HDR Thesis - Centre for Health Research	1329

HUMN 9002 HDR Thesis - Centre for Infrastructure Engineering	1330	INFO 3015 Internet of Things and Smart Environments	1361
HUMN 9006 HDR Thesis - Religion and Society Research Centre	1330	INFO 7001 Advanced Machine Learning	1362
HUMN 9007 HDR Thesis - Translational Health Research Institute	1331	INFO 7002 Advanced Topics in Artificial Intelligence	1362
HUMN 9008 Higher Degree Research Thesis - Gender Specific Studies	1332	INFO 7003 Advanced Topics in User System Interaction	1363
HUMN 9009 Higher Degree Research Thesis - History	1333	INFO 7004 ICT Practicum	1364
HUMN 9010 Higher Degree Research Thesis - Indigenous Studies	1334	INFO 7005 IT Project Management	1365
HUMN 9011 Higher Degree Research Thesis - Social Ecology	1334	INFO 7007 Masters Thesis	1366
HUMN 9012 Higher Degree Research Thesis - Sociology	1336	INFO 7008 Modern Software Architectures	1367
HUMN 9013 Higher Degree Research Thesis PT - History	1337	INFO 7009 Network Security	1367
INFO 0001 Academic Skills for Information Communications Technology (WSTC Prep)	1337	INFO 7010 Research Project A	1368
INFO 0002 Academic Skills for Information Communications Technology (WSTC)	1338	INFO 7011 Research Project B	1368
INFO 0003 Advanced Computer Studies (WSTC Prep)	1338	INFO 7012 Strategy for Technological Innovation	1369
INFO 0004 Advanced Computer Studies (WSTC)	1338	INFO 7013 Web Engineering	1370
INFO 0005 Computer Competency (WSTC)	1339	INFO 7014 Advanced Topics in Cybersecurity	1371
INFO 0006 Computer Fundamentals (WSTC Prep)	1339	INFO 7015 Applied Cybersecurity	1372
INFO 0007 Computer Literacy (WSTC)	1340	INFO 7016 Postgraduate Project A	1372
INFO 0008 Computer Studies (WSTC Prep)	1341	INFO 7017 Postgraduate Project B	1373
INFO 0009 Computer Studies (WSTC)	1341	INFO 7018 Cloud Systems Development	1374
INFO 0010 Information Technology in Business (WSTC Prep)	1342	INFO 9001 Higher Degree Research Thesis - Information Technology	1375
INFO 1001 Introduction to Information Technology	1342	INFO 9002 Higher Degree Research Thesis - Information Technology	1376
INFO 1002 PC Workshop	1344	INFO 9003 Higher Degree Research Thesis - Mathematics Sciences	1378
INFO 2002 Tangible Interaction Design	1344	INFS 1002 Information Systems in Context	1379
INFO 2003 Technologies for Mobile Applications	1345	INFS 1003 Information Systems in Context (WSTC)	1381
INFO 2004 Cyber Crime and Social Engineering	1345	INFS 1006 Systems Analysis and Design	1382
INFO 2005 Cyber Security and Behaviour Research Project	1346	INFS 1007 Systems Analysis and Design (WSTC)	1383
INFO 2006 Usable Security	1347	INFS 1013 Information Systems in Context (UG Cert)	1384
INFO 2007 Cyber Crime and Social Engineering (Block)	1348	INFS 2001 Database Design and Development	1385
INFO 3001 Computer Security	1349	INFS 2002 Database Design and Development (Advanced)	1386
INFO 3002 Ethical Hacking Principles and Practice	1350	INFS 2003 Database Design and Development (WSTC)	1387
INFO 3003 Human-Computer Interaction	1351	INFS 2004 Introduction to Health Informatics	1388
INFO 3004 Human-Computer Interaction (Advanced)	1352	INFS 2005 Introduction to Health Informatics (WSTC)	1390
INFO 3005 I.T. Support Practicum	1354	INFS 2006 Object Oriented Analysis	1391
INFO 3006 Information Security	1354	INFS 2007 Object Oriented Analysis (Advanced)	1392
INFO 3007 Network Security	1355	INFS 2009 Database Design and Development (UG Cert)	1393
INFO 3008 Professional Development	1356	INFS 2010 Work-Integrated Learning in Digital Construction ..	1394
INFO 3011 Social Computing	1357	INFS 3001 Activity Based Funding/Casemix and Data Quality	1395
INFO 3012 Cyber Security and Behaviour Placement 1	1358	INFS 3002 Advanced Clinical Classification	1396
INFO 3013 Cyber Security and Behaviour Placement 2	1359	INFS 3003 Artificial Intelligence	1397
INFO 3014 Digital Investigations and Forensics	1360	INFS 3005 Developing Web Applications with XML	1398
		INFS 3006 Emerging Trends in Information Systems	1399
		INFS 3007 Emerging Trends in Information Systems (Advanced)	1399

INFS 3008 Formal Software Engineering	1400	JUST 4001 Clinical Legal Placement	1430
INFS 3010 Healthcare Data Environments	1401	JUST 7001 Contemporary Policing Practice	1430
INFS 3011 Healthcare Software and Systems	1402	JUST 7002 Executive Leadership in Policing	1431
INFS 3012 Information Systems Deployment and Management	1403	JUST 7003 Governance and Accountability in Policing Practice	1431
INFS 3017 Web Systems Development	1403	JUST 7004 Vulnerability and Public Safety	1431
INFS 3018 Web Systems Development (Advanced)	1405	JUST 7005 Working with Offending Behaviour: Integrating Theory to Practice	1432
INFS 7001 Advanced Healthcare Data Environments	1406	JUST 7006 Clinical Legal Placement (Juris Doctor)	1432
INFS 7002 Advanced Healthcare Software and Systems	1407	JUST 7007 Issues in the Criminal Justice System (Juris Doctor)	1433
INFS 7003 Advanced Topics in ICT	1407	LANG 0001 Academic Communication 1 (WSTC Prep)	1434
INFS 7004 Content Management Systems and Web Analytics	1408	LANG 0002 Academic Communication 2 (WSTC Prep)	1434
INFS 7005 Smart Construction	1409	LANG 0003 Academic English (WSTC Prep)	1435
INFS 7006 Software Testing and Automation	1409	LANG 0004 Academic English (WSTC Prep) Online	1436
INFS 7007 Systems Analysis and Database Management Systems	1410	LANG 0005 Academic English (WSTC)	1436
INFS 7008 Systems and Network Security	1411	LANG 0006 Academic English 1 (WSTC)	1437
INFS 7009 Web Technologies	1412	LANG 0007 Academic English 2 (WSTC)	1438
INFS 9001 Higher Degree Research Thesis - Information Systems	1413	LANG 0009 Academic Skills for Arts (WSTC Prep)	1438
Introduction to Podiatry and Clinical Education	1414	LANG 0010 Academic Skills for Arts (WSTC)	1439
JUST 0001 Academic Skills for Criminal and Community Justice (WSTC Prep)	1415	LANG 0011 Academic Skills for Arts (WSTC) Online	1440
JUST 0002 Introduction to Australian Law Enforcement (WSTC Prep)	1416	LANG 0012 Academic and Professional Communication (WSTC Prep)	1441
JUST 0003 Introduction to the Australian Legal System (WSTC Prep)	1417	LANG 0013 Advanced Academic English Skills - A Reading and Writing Module	1442
JUST 0004 Introduction to the Australian Legal System (WSTC)	1418	LANG 0014 Advanced Academic English Skills - B Listening and Speaking Module	1442
JUST 1003 Policing Practices	1418	LANG 0015 Communicating in English 1 - (CIE1)	1443
JUST 1004 Policing Practices (WSTC)	1419	LANG 0016 Communicating in English 2 - (CIE2)	1443
JUST 2007 Human Rights, Human Services and the Law (Block Mode)	1420	LANG 0017 Communicating in English 4 - (CIE4)	1444
JUST 2008 Land Law	1421	LANG 0018 Communicating in English 5 - (CIE5)	1444
JUST 2009 Law Economics and Business Ethics	1421	LANG 0020 English Enhancement	1444
JUST 2011 Law of Commercial Obligations	1421	LANG 0021 English for Academic Purposes 1 - (EAP 1)	1445
JUST 2013 Mediation	1422	LANG 0022 English for Academic Purposes 2 - (EAP 2)	1446
JUST 2020 Criminal Law for Policing	1423	LANG 0023 English for Academic Purposes 3 - (EAP 3)	1446
JUST 3001 Advanced Standing for ADPP (Charles Sturt University) 380	1424	LANG 0024 English for Academic Purposes 4 - (EAP 4)	1447
JUST 3002 Assessment and Treatment of Offenders	1424	LANG 0025 English for Academic Purposes 5 - (EAP 5)	1448
JUST 3003 Building Law	1425	LANG 0026 English for International Students 1 (WSTC Prep)	1449
JUST 3006 Governance in Policing	1425	LANG 0027 English for International Students 1 (WSTC)	1450
JUST 3008 Independent Study (Law)	1426	LANG 0028 English for International Students 2 (WSTC Prep)	1450
JUST 3009 Information Systems Ethics and Law	1427	LANG 0029 English for International Students 2 (WSTC)	1451
JUST 3011 Issues in the Criminal Justice System	1427	LANG 0030 English for Tertiary Study 1 (WSTC Prep)	1451
JUST 3012 Policing Leaders Internship	1428	LANG 0031 English for Tertiary Study 1 (WSTC)	1452
JUST 3014 Creating Criminal Justice Solutions	1429	LANG 0032 English for Tertiary Study 2 (WSTC Prep)	1453
		LANG 0033 English for Tertiary Study 2 (WSTC)	1453

LANG 0034 Essential Skills for Academic Success (WSTC Prep)	1454	LANG 1020 Japanese 101	1479
LANG 0035 IELTS Preparation	1455	LANG 1021 Japanese 102	1480
LANG 0036 Introduction to Academic Communication 1 (WSTC Prep)	1455	LANG 1028 The Sound of Language	1481
LANG 0037 Introduction to Academic Communication 1 (WSTC)	1456	LANG 1029 Foundations of Academic English	1482
LANG 0038 Introduction to Academic Communication 1 (WSTC Online)	1457	LANG 1030 Thinking Critically About Texts and Society	1483
LANG 0039 Introduction to Academic Communication 2 (WSTC Prep)	1458	LANG 1031 Foundations of Academic English (WSTC)	1484
LANG 0040 Introduction to Academic Communication 2 (WSTC)	1459	LANG 1032 Thinking Critically About Texts and Society (WSTC)	1485
LANG 0041 Master of Teaching Direct Entry English Program (MTDEEP)	1460	LANG 2001 Advanced Standing for Linguistics 210	1486
LANG 0042 Professional Communication Skills for Engineering (WSTC Prep)	1460	LANG 2002 Advanced Standing for Literature 210	1486
LANG 0043 Skills for Arts (WSTC)	1461	LANG 2003 Advanced Standing for Literature 220	1486
LANG 0044 Success in Tertiary Literacies (WSTC)	1462	LANG 2004 Arabic 201	1486
LANG 0045 The Structure of English (WSTC)	1462	LANG 2006 Arabic 202	1487
LANG 0046 Understanding the Arts (WSTC Prep)	1463	LANG 2007 Arabic 203	1488
LANG 0047 Communicating in English (Nursing)	1464	LANG 2008 Arabic 204	1489
LANG 0048 Bachelor of Nursing Direct Entry English Program	1464	LANG 2009 Chinese 201	1490
LANG 0049 Essential Literacy for Construction Professionals I (WSTC Prep)	1464	LANG 2010 Chinese 202	1490
LANG 0050 Essential Literacy for Construction Professionals II (WSTC Prep)	1465	LANG 2011 Chinese 203	1491
LANG 0051 Communication Skills for Health Science 1 (WSTC)	1466	LANG 2012 Chinese 204	1493
LANG 0052 Academic Communication for Policing and Justice (WSTC Prep)	1467	LANG 2013 Comedy and Tragedy	1493
LANG 0053 Communication Skills for Health Science 2 (WSTC)	1468	LANG 2014 Community Translation (UG)	1494
LANG 0054 Professional Communication Skills for Policing and Justice (WSTC Prep)	1469	LANG 2015 Cultural History of Books and Reading	1495
LANG 1002 Arabic 101	1470	LANG 2019 Immersion Language Heritage Background 201	1496
LANG 1003 Arabic 102	1471	LANG 2020 Immersion Language Heritage Background 202	1496
LANG 1005 Chinese 101	1471	LANG 2021 Indonesian 201	1496
LANG 1006 Chinese 102	1472	LANG 2022 Indonesian 202	1497
LANG 1008 Communicating in English 3 - (CIE3)	1473	LANG 2023 Interpreting Skills	1497
LANG 1009 Immersion Language Beginner 101	1473	LANG 2024 Japanese 201	1498
LANG 1010 Immersion Language Beginner 102	1474	LANG 2025 Japanese 202 Speaking and Listening	1499
LANG 1011 Indonesian 101	1474	LANG 2026 Japanese 203	1500
LANG 1012 Indonesian 102	1474	LANG 2033 Literature and Decolonisation	1501
LANG 1013 Introduction to Interpreting	1475	LANG 2034 Meaning in Language	1502
LANG 1014 Introduction to Linguistics	1476	LANG 2035 Methods of Reading	1502
LANG 1015 Introduction to Literary Studies	1477	LANG 2036 Modern Australian Poetry and Poetics	1503
LANG 1016 Introduction to Literary Studies (WSTC)	1477	LANG 2037 Pragmatics	1504
LANG 1017 Introduction to Translation	1479	LANG 2039 Sexual/Textual Politics in Victorian Women's Writing	1504
		LANG 2040 Spanish 201	1505
		LANG 2041 Structure of Language	1506
		LANG 2044 The Gothic	1506
		LANG 2047 Translation Technologies	1507
		LANG 2048 Working Grammar	1507
		LANG 2050 Medieval and Early Modern Literature	1508
		LANG 2051 Writing and Reading Sci-Fi and Fantasy	1509
		LANG 2054 Japanese 204: Speaking and Listening	1509

LANG 2055 English Text	1510	LANG 3053 Japanese 303: Contemporary Culture and Society	1535
LANG 3001 19th Century American Literature	1511	LANG 3054 Japanese 304: Discourse in Japanese	1536
LANG 3002 20th Century American Literature	1511	LANG 3055 Japanese 305: Advanced Reading and Writing	1536
LANG 3003 Accreditation Studies (UG)	1512	LANG 3056 Japanese 306: Japanese Popular Culture	1537
LANG 3004 Advanced Standing for Linguistics 310	1513	LANG 3057 Languages and Grammatical Concepts 3A: Arabic	1538
LANG 3005 Advanced Standing for Linguistics 320	1513	LANG 3058 Languages and Grammatical Concepts 3A: Chinese	1539
LANG 3006 Advanced Standing for Literature 310	1513	LANG 3059 Law, Literature and Culture	1540
LANG 3007 Advanced Standing for Literature 320	1513	LANG 3060 Legal Interpreting (UG)	1540
LANG 3009 Arabic 301	1513	LANG 3061 Literary Animals	1541
LANG 3011 Arabic 302 - Arabic Advanced Language and Grammar	1514	LANG 3062 Literature and Philosophy	1542
LANG 3012 Arabic 303: Advanced Writing Skills	1515	LANG 3065 Medical Interpreting (UG)	1542
LANG 3013 Arabic 304: Arabic Advanced Speaking	1515	LANG 3066 Postcolonial Literatures: Partition, Dependence and Exile	1543
LANG 3014 Arabic 306: Arabic Novel and Short Story	1516	LANG 3067 Preparation for NAATI Certification (UG)	1544
LANG 3015 Arabic 308: Language Past and Present	1517	LANG 3068 Race in Literature	1544
LANG 3016 Bilingualism and Biculturalism	1518	LANG 3069 Reading Ireland in the 1990s: Fiction, Poetry, Drama	1545
LANG 3018 Children's Literature: Image and Text	1519	LANG 3071 Second Language Acquisition	1546
LANG 3019 Children's and Young Adult Fiction	1519	LANG 3072 Short Fiction in the Americas	1547
LANG 3020 Chinese 301	1520	LANG 3073 Sociolinguistics	1547
LANG 3021 Chinese 302	1521	LANG 3074 Spanish 301	1548
LANG 3022 Chinese 303: Twentieth-Century Chinese Literature	1522	LANG 3075 Spanish 302	1548
LANG 3023 Chinese 304: Chinese Classical Literature	1523	LANG 3076 Spanish 303: Advanced Writing Skills	1549
LANG 3024 Chinese 305: Chinese Cinema	1523	LANG 3077 Spanish 304: Advanced Speaking Skills	1549
LANG 3025 Chinese 306: Traditional Chinese Thought	1524	LANG 3078 Spanish 305: Contemporary Literature	1550
LANG 3026 Chinese 307: The Cultural Context of China	1525	LANG 3079 Spanish 306: Contemporary History	1550
LANG 3027 Creative Non-Fiction	1525	LANG 3080 Spanish 307: Classical Literature	1551
LANG 3028 Crime Fiction	1526	LANG 3081 Spanish 308: Spanish Sociolinguistics	1551
LANG 3029 Culture, Discourse and Meaning	1526	LANG 3082 Special Study in Languages and Linguistics	1552
LANG 3030 Discourse Analysis	1527	LANG 3083 Specialised Translation (UG)	1552
LANG 3031 Discovering language: Everything you've ever wanted to know but never asked	1527	LANG 3084 Text Analysis for Translation (UG)	1553
LANG 3033 Film and Drama	1528	LANG 3086 The Novel	1554
LANG 3034 Historical Linguistics	1529	LANG 3087 Women's Writing	1555
LANG 3035 Immersion Language Native Speaker 301	1529	LANG 3089 World Literature in Translation	1556
LANG 3036 Immersion Language Native Speaker 302	1529	LANG 3091 Writing and Society	1556
LANG 3037 Immersion Society and Culture 301	1530	LANG 3093 Advanced Standing for LOTE 320	1557
LANG 3038 Immersion Society and Culture 302	1530	LANG 3094 The Value of Literature	1557
LANG 3043 Indonesian 305: Past and Present of Indonesian	1530	LANG 3095 Indonesian 301	1558
LANG 3044 Indonesian 306: Indonesian Literature	1530	LANG 3096 Indonesian 302	1558
LANG 3045 Intercultural Communication	1531	LANG 3097 Indonesian 303	1559
LANG 3049 Interpreting and Translation Professional Practicum (UG)	1532	LANG 3098 Indonesian 304	1560
LANG 3050 Introduction to Stylistics	1533	LANG 3099 English Talk	1561
LANG 3051 Japanese 301	1533	LANG 7001 Accreditation Studies	1561
LANG 3052 Japanese 302	1534		

LANG 7002 Advanced Standing for Interpreting and Translation 740 (PG)	1562	LAWS 2001 Alternative Dispute Resolution	1593
LANG 7003 Advanced Standing for Interpreting and Translation 760 (PG)	1562	LAWS 2002 Constitutional Law	1594
LANG 7004 Audiovisual Translation: Subtitling and Captioning	1562	LAWS 2003 Contracts	1594
LANG 7005 Bilingualism and Education	1563	LAWS 2004 Criminal Law	1595
LANG 7006 Business Interpreting	1564	LAWS 2005 Financial Services Law	1596
LANG 7007 Community and Social Services Translation (PG)	1565	LAWS 2007 First Peoples and the Australian Legal System	1597
LANG 7008 Conference Interpreting	1566	LAWS 2008 Government and Public Law	1597
LANG 7009 Contexts of TESOL	1566	LAWS 2010 Law of Business Organisations	1598
LANG 7010 Critical Literature Review	1567	LAWS 2011 Property Law	1599
LANG 7011 Formal and Functional Grammar	1568	LAWS 2012 Regulatory Risk and Compliance	1599
LANG 7014 Gender and Genre	1568	LAWS 2013 Torts Law	1600
LANG 7015 Intercultural Communication (PG)	1569	LAWS 2014 Bioethics	1600
LANG 7016 Interpreting Skills (PG)	1570	LAWS 3001 Advanced Family Law	1601
LANG 7017 Interpreting and Translation Professional Practicum (PG)	1571	LAWS 3002 Advanced Torts and Civil Wrongs	1602
LANG 7020 Introduction to Interpreting PG	1572	LAWS 3003 Advocacy	1603
LANG 7021 Introduction to Translation PG	1573	LAWS 3004 Anti-Discrimination Law	1604
LANG 7022 Investigating Second Language Acquisition	1574	LAWS 3005 Australian Competition Law	1604
LANG 7023 Language and Linguistics Research Methods	1575	LAWS 3006 Australian Consumer Law	1605
LANG 7025 Languages and Linguistics Special Project	1576	LAWS 3007 Banking and Securities Law	1606
LANG 7026 Legal Interpreting	1577	LAWS 3008 Civil Procedure and Arbitration	1606
LANG 7027 Literary Theory	1578	LAWS 3011 Comparative Law: Legal Systems of the World	1606
LANG 7028 Literary Translation	1578	LAWS 3013 Conflict of Laws	1607
LANG 7029 Medical Interpreting (PG)	1579	LAWS 3014 Corporate Governance	1608
LANG 7030 Preparation for NAATI Certification (PG)	1580	LAWS 3015 Cyber Law and Justice	1609
LANG 7031 Second Language Assessment and Testing	1580	LAWS 3016 Elder Law	1609
LANG 7032 Specialised Translation (PG)	1581	LAWS 3017 Employment Law and Policy	1610
LANG 7033 TESOL Internship	1582	LAWS 3018 Equity & Trusts	1610
LANG 7034 TESOL Project	1583	LAWS 3021 Estate and Succession Planning	1611
LANG 7035 Text Analysis for Translation (PG)	1584	LAWS 3022 Family Dispute Resolution	1612
LANG 7036 Translation Technologies (PG)	1584	LAWS 3023 Family Law	1612
LANG 9001 Higher Degree Research Thesis - Languages and Linguistics	1585	LAWS 3024 Foundations of Chinese Law	1613
LAWS 0001 Law Exchange Unit 1	1586	LAWS 3025 Foundations of Indian Law	1614
LAWS 0002 Law Exchange Unit 2	1586	LAWS 3026 Governance	1614
LAWS 0003 Law Exchange Unit 3	1587	LAWS 3027 Human Rights Law	1615
LAWS 0004 Law Exchange Unit 4	1587	LAWS 3028 Human Rights and the Asia Pacific	1616
LAWS 0005 Law Exchange Unit 5	1588	LAWS 3029 Immigration and Refugee Law	1616
LAWS 1001 Enterprise Law	1588	LAWS 3030 Information and Data Governance Law and Regulation	1617
LAWS 1002 Enterprise Law (WSTC)	1590	LAWS 3031 Insolvency Law and Policy	1618
LAWS 1003 Fundamentals of Australian Law	1591	LAWS 3032 Intellectual Property	1618
LAWS 1007 Introduction to Law (WSTC)	1592	LAWS 3033 International Business Transactions Law	1619
LAWS 1009 Legal Analysis and Critique	1592	LAWS 3034 International Criminal Law	1620
		LAWS 3035 International Moot Court	1621
		LAWS 3036 International Trade Law	1621
		LAWS 3038 International Transactions Law	1622

LAWS 3039 Islam, International Law and Human Rights	1622	LAWS 4011 Law Honours Dissertation	1651
LAWS 3040 Islamic Law in a Changing World	1623	LAWS 7001 Advanced Clinical Legal Placement	1652
LAWS 3042 Jurisprudence	1624	LAWS 7003 Australia's Visa System 1	1653
LAWS 3043 Land Transactions Law	1625	LAWS 7004 Australia's Visa System 2	1654
LAWS 3044 Law and Public Policy (Development and Implementation)	1625	LAWS 7005 Australia's Visa System 3, Cancellation and Review	1654
LAWS 3045 Law of Associations	1626	LAWS 7006 Australian Legal System and Common Law	1655
LAWS 3046 Law of Employment	1627	LAWS 7007 Australian Migration Law	1656
LAWS 3047 Law of International Organisations	1627	LAWS 7008 Bioethics in Perspective	1657
LAWS 3048 Law of the Sea	1628	LAWS 7009 Commercial Law	1657
LAWS 3049 Media Law	1629	LAWS 7010 Company Law	1658
LAWS 3050 Medical Law	1629	LAWS 7011 Contemporary Issues in Taxation	1659
LAWS 3052 Mental Health Law	1630	LAWS 7013 Global Governance and Sustainability	1660
LAWS 3053 Moot Court	1631	LAWS 7014 Human Rights in Practice and Theory	1661
LAWS 3055 Planning and Environment Law	1632	LAWS 7015 Information and Data Governance Law and Policy	1662
LAWS 3056 Practising in the Public Interest	1633	LAWS 7016 International Banking and Finance Law	1662
LAWS 3059 Professional Responsibility and Legal Ethics	1634	LAWS 7017 International Climate Change Law	1663
LAWS 3060 Protecting Ideas	1634	LAWS 7018 International Corporate Governance	1664
LAWS 3061 Public Health Law	1634	LAWS 7019 International Criminal Law and Justice	1664
LAWS 3063 Public International Law	1635	LAWS 7020 International Environmental Law and Policy	1665
LAWS 3064 Remedies	1636	LAWS 7021 International Governance Dissertation	1666
LAWS 3065 Retirement Planning	1636	LAWS 7022 International Human Rights Law	1667
LAWS 3066 Revenue Law Industry Placement	1636	LAWS 7025 International Law of Ocean Governance	1668
LAWS 3067 Self-Managed Superannuation and Trusts	1637	LAWS 7026 International Space Law - Commercial Aspects ...	1669
LAWS 3068 Space Law - Commercial Aspects	1637	LAWS 7027 Legal Philosophy and Methodology	1669
LAWS 3069 State Taxes and GST	1638	LAWS 7029 Migration Practice 2	1670
LAWS 3070 Taxation Law	1639	LAWS 7030 Principles of International Law	1671
LAWS 3071 Wills and Succession	1640	LAWS 7031 Principles of Taxation	1671
LAWS 3072 Work Health and Safety Law	1641	LAWS 7032 Revenue Law (PG)	1672
LAWS 3073 Elder Law Industry Placement	1641	LAWS 7033 Security of Ideas	1673
LAWS 3074 Judicial Internship	1642	LAWS 7035 International Criminology Project	1674
LAWS 3075 Law's Self-Understanding	1643	LAWS 7036 Migration Practice and Theory 1	1674
LAWS 3076 Technology, Innovation and the Law	1644	LAWS 7037 Migration Practice and Theory 2	1675
LAWS 3077 Legal Internship	1644	LAWS 7038 Visa Cancellation and Review	1676
LAWS 3078 Legal, Economic and Social Transformation in Taiwan	1645	LAWS 7039 International Criminal Justice	1677
LAWS 4001 Administrative Law	1646	LAWS 7040 Financial Advice (Regulatory and Legal Obligations)	1677
LAWS 4002 Advanced Constitutional Law	1646	LAWS 7041 Administrative Law (Juris Doctor)	1678
LAWS 4003 Advanced Taxation Law	1647	LAWS 7042 Advanced Legal Negotiation (Juris Doctor)	1679
LAWS 4004 Criminal Procedure and Evidence	1647	LAWS 7043 Advocacy (Juris Doctor)	1680
LAWS 4006 International Climate Law	1648	LAWS 7044 Alternative Dispute Resolution (Juris Doctor)	1680
LAWS 4007 International Environmental Law	1649	LAWS 7045 Civil Procedure and Arbitration (Juris Doctor)	1681
LAWS 4008 Revenue Law	1649	LAWS 7046 Constitutional Law (Juris Doctor)	1682
LAWS 4009 Transactional Law	1650	LAWS 7047 Contracts (Juris Doctor)	1682
LAWS 4010 Designing Law Apps for Access to Justice	1651	LAWS 7048 Criminal Law (Juris Doctor)	1683

LAWS 7049 Criminal Procedure and Evidence (Juris Doctor) ..	1684	MATH 0019 Maths Start Algebra 2	1712
LAWS 7050 Designing Law Apps for Access to Justice (Juris Doctor)	1685	MATH 0020 Maths Start Calculus	1712
LAWS 7051 Elder Law (Juris Doctor)	1685	MATH 0021 Maths Start Preparation for Calculus	1712
LAWS 7052 Elder Law Industry Placement (Juris Doctor)	1686	MATH 0022 Maths Start Statistics	1713
LAWS 7053 Equity & Trusts (Juris Doctor)	1687	MATH 0023 Maths Start Trigonometry	1713
LAWS 7054 Foundations of Chinese Law (Juris Doctor)	1688	MATH 0024 Maths Start for Engineering	1713
LAWS 7055 Foundations of Indian Law (Juris Doctor)	1688	MATH 0025 Nursing Numeracy	1713
LAWS 7056 Fundamentals of Australian Law (Juris Doctor) ...	1689	MATH 0026 Practical Mathematics (WSTC)	1714
LAWS 7057 Government and Public Law (Juris Doctor)	1690	MATH 0027 Scientific Methods for Construction Management (WSTC Prep)	1714
LAWS 7058 Introduction to Law (Juris Doctor)	1690	MATH 0028 Statistics for Academic Purposes (WSTC Prep) ..	1715
LAWS 7059 Judicial Internship (Juris Doctor)	1691	MATH 0029 Statistics for Academic Purposes (WSTC)	1716
LAWS 7060 Law of Associations (Juris Doctor)	1692	MATH 0030 Introduction to Building Calculations (WSTC Prep)	1717
LAWS 7061 Legal Analysis and Critique (Juris Doctor)	1693	MATH 1001 Analysis of Change	1718
LAWS 7062 Legal Research Dissertation	1693	MATH 1002 Analytics Programming	1718
LAWS 7063 Legal Research Project 1	1694	MATH 1003 Biometry	1719
LAWS 7064 Legal Research Project 2	1694	MATH 1004 Biometry (WSTC)	1720
LAWS 7065 Moot Court (Juris Doctor)	1695	MATH 1006 Discrete Mathematics	1721
LAWS 7066 Professional Responsibility and Legal Ethics (Juris Doctor)	1696	MATH 1010 Fundamentals for Engineering Studies (WSTC AssocD)	1722
LAWS 7067 Property Law (Juris Doctor)	1696	MATH 1012 Management Analytics	1723
LAWS 7068 Remedies (Juris Doctor)	1697	MATH 1014 Mathematics 1A	1724
LAWS 7069 Revenue Law (Juris Doctor)	1698	MATH 1015 Mathematics 1B	1725
LAWS 7070 Revenue Law Industry Placement (Juris Doctor) .	1699	MATH 1016 Mathematics for Engineers 1	1726
LAWS 7071 Technology, Innovation and the Law (Juris Doctor)	1699	MATH 1017 Mathematics for Engineers 1 (WSTC AssocD)	1728
LAWS 7072 Torts Law (Juris Doctor)	1700	MATH 1018 Mathematics for Engineers 1 (WSTC)	1728
LAWS 9001 Higher Degree Research Thesis - Law	1701	MATH 1019 Mathematics for Engineers 2	1730
MANU 2001 Design and Manufacturing	1701	MATH 1020 Mathematics for Engineers 2 (WSTC AssocD)	1731
MANU 3003 Creative Digital: Robots and Avatars	1702	MATH 1021 Mathematics for Engineers Preliminary	1732
MATH 0002 Foundations of Mathematics (WSTC)	1703	MATH 1022 Mathematics for Engineers Preliminary (WSTC AssocD)	1733
MATH 0003 Introductory Business Mathematics (WSTC)	1703	MATH 1023 Mathematics for Engineers Preliminary (WSTC) ..	1734
MATH 0004 Mathematics (WSTC Prep)	1704	MATH 1026 Quantitative Thinking	1735
MATH 0005 Mathematics (WSTC)	1704	MATH 1027 Quantitative Thinking (WSTC)	1737
MATH 0006 Mathematics 1 (WSTC Prep)	1705	MATH 1028 Statistical Decision Making	1738
MATH 0007 Mathematics 1 (WSTC)	1706	MATH 1029 Statistical Decision Making (WSTC)	1738
MATH 0008 Mathematics 2 (WSTC Prep)	1706	MATH 1030 Statistics for Business	1739
MATH 0009 Mathematics 2 (WSTC)	1708	MATH 1031 Statistics for Business (WSTC)	1741
MATH 0010 Mathematics 3 (WSTC Prep)	1708	MATH 1033 Thinking About Data	1742
MATH 0011 Mathematics 3 (WSTC)	1709	MATH 1034 Mathematics for Engineers 1 (Advanced)	1743
MATH 0012 Mathematics B (WSTC Prep)	1709	MATH 1035 Mathematics for Engineers 2 (Advanced)	1743
MATH 0013 Mathematics B (WSTC)	1710	MATH 1036 Mathematics for Engineers Preliminary	1743
MATH 0014 Mathematics C (WSTC Prep)	1710	MATH 2001 Advanced Calculus	1744
MATH 0015 Mathematics Extension (WSTC)	1710	MATH 2003 Differential Equations	1745
MATH 0017 Mathematics for Health Science (WSTC)	1711	MATH 2004 Discrete Structures and Complexity	1746
MATH 0018 Maths Start Algebra 1	1712		

MATH 2006 Experimental Design and Analysis	1747	MECH 3001 Advanced Dynamics	1776
MATH 2009 Introduction to Data Science	1748	MECH 3002 Advanced Mechanics of Materials	1777
MATH 2010 Linear Algebra	1748	MECH 3004 Dynamics of Mechanical Systems	1778
MATH 2011 Making Sense of Data	1749	MECH 3005 Mechanical Design	1779
MATH 2012 Mathematics for Engineers 3	1750	MECH 3006 Mechatronic Design	1780
MATH 2013 Object Oriented Analysis (WSTC)	1751	MECH 3007 Thermal and Fluid Engineering	1781
MATH 2014 Visual Analytics	1752	MECH 3008 Thermodynamics and Heat Transfer	1782
MATH 3001 Abstract Algebra	1752	MECH 3009 Thermodynamics and Heat Transfer (WSTC AssocD)	
MATH 3003 Analysis	1753	.....	1782
MATH 3004 Discovery Project	1754	MECH 4001 Computational Fluid Dynamics	1783
MATH 3005 Environmental Informatics	1754	MECH 4002 Computer Aided Engineering	1784
MATH 3006 Mathematical Modelling	1755	MECH 4003 Mobile Robotics	1785
MATH 3007 Predictive Modelling	1756	MECH 4004 Robotics	1786
MATH 3008 Quantitative Project	1757	MECH 4005 Advanced Engineering Thesis 1: Preliminary	
MATH 3011 Probabilistic Models and Inference	1757	Investigations	1786
MATH 3012 Combinatorics	1758	MECH 4006 Advanced Engineering Thesis 2: Detailed	
MATH 3013 Fields and Equations	1758	Investigations	1787
MATH 3014 Financial Mathematics	1759	MECH 7001 Advanced Computational Fluid Dynamics	1787
MATH 3015 Groups and Symmetry	1759	MECH 7002 Advanced Computer Aided Engineering	1788
MATH 3016 Mathematics Project	1760	MECH 7003 Advanced Dynamic Systems	1789
MATH 4001 Mathematics Honours Thesis	1761	MECH 7004 Advanced Mobile Robotics	1789
MATH 7001 Advanced Mathematical Investigations	1761	MECH 7005 Advanced Robotics	1790
MATH 7002 Advanced Statistical Methods	1762	MECH 7006 Advanced Thermal and Fluid Engineering	1790
MATH 7003 Applied Business Statistics	1763	MECH 7007 Mechanical System Design	1791
MATH 7005 Approximation Theory	1764	MECH 7008 Mechatronic System Design	1792
MATH 7008 Mathematical Investigations	1764	MECH 9001 Higher Degree Research Thesis - Engineering	
MATH 7009 Mathematical Proof and Reasoning	1765	(Industrial Design)	1793
MATH 7011 Predictive Analytics	1765	MECH 9002 Higher Degree Research Thesis - Engineering	
MATH 7012 Programming for Data Science	1766	(Mechanical)	1794
MATH 7014 Social Media Intelligence	1766	MEDI 0001 Medicine Exchange Unit 1	1794
MATH 7015 Statistics for Accountants (PG)	1767	MEDI 0002 Medicine Exchange Unit 2	1795
MATH 7016 The Nature of Data	1767	MEDI 0003 Medicine Exchange Unit 3	1795
MATH 7017 Probabilistic Graphical Models	1768	MEDI 0004 Medicine Exchange Unit 4	1796
MATH 7018 Scientific Informatics	1769	MEDI 0005 Medicine Exchange Unit 5	1796
MATH 7019 Mathematics of Signal Processing	1770	MEDI 1002 Foundations of Medicine 1	1796
MATH 9001 HDR Thesis - Centre for Research in Mathematics		MEDI 1004 Clinical Sciences 1	1798
.....	1770	MEDI 2002 Foundations of Medicine 2	1800
MATH 9002 Higher Degree Research Thesis - Quantitative Methods		MEDI 2003 Clinical Sciences 2	1802
and Mathematical Sciences	1771	MEDI 3002 Clinical Assessment Methods	1804
MECH 2001 Kinematics and Kinetics of Machines	1772	MEDI 3003 Integrated Clinical Rotations 1	1805
MECH 2002 Kinematics and Kinetics of Machines (WSTC AssocD)		MEDI 3004 Medical Research Project	1808
.....	1773	MEDI 3005 Professional Portfolio 2	1810
MECH 2003 Mechanics of Materials	1774	MEDI 3006 Applied Clinical Sciences 1	1810
MECH 2004 Mechanics of Materials (WSTC AssocD)	1775	MEDI 3007 Professional Health Placement	1812
MECH 2005 Mathematics for Mechanical and Mechatronic		MEDI 3008 Mortuary Practice	1813
Engineers	1776	MEDI 3009 Foundational Diagnostic Imaging	1814

MEDI 4001 Integrated Clinical Rotations 2	1815	MEDI 7044 Diabetes in Primary Care	1849
MEDI 4002 Integrated Clinical Rotations 3	1817	MEDI 7045 Diabetes in the Hospital	1850
MEDI 4003 Integrated Clinical Rotations 4	1819	MEDI 7046 Advanced Gynaecological Surgery 1	1850
MEDI 4004 Integrated Clinical Rotations General (ICR General)	1820	MEDI 7047 Advanced Gynaecological Surgery 2	1851
MEDI 4005 Professional Portfolio 3	1822	MEDI 7048 Advanced Imaging Research Project	1852
MEDI 4006 Honours Project (Medicine)	1823	MEDI 7049 Advanced MR Theory	1853
MEDI 7002 Allergic Sciences 1	1823	MEDI 7050 Advanced Practice in Gynaecological Surgery	1854
MEDI 7003 Allergic Sciences 2	1824	MEDI 7051 Evidence Based Imaging and Clinical Pathways ...	1855
MEDI 7004 Applications of Magnetic Resonance from Cancer to Neuroanatomy	1825	MEDI 7052 MR Angiography and Cardiac	1856
MEDI 7008 Chronic Disease Management in Rural Practice ...	1826	MEDI 7053 MR Body and Pelvis Imaging	1857
MEDI 7009 Clinical Allergy	1826	MEDI 7054 MR Musculoskeletal Imaging (MSK)	1858
MEDI 7011 Clinical Minimally Invasive Gynaecological Surgery 2	1827	MEDI 7055 MR Neurology - Head, Neck and Spinal Imaging ...	1860
MEDI 7012 Critical Care: Skills and Practice	1828	MEDI 7056 MR Screening	1861
MEDI 7013 Cytopathology and Small Biopsy Pathology 1	1829	MEDI 7057 MRI Physics	1862
MEDI 7014 Cytopathology and Small Biopsy Pathology 2	1830	MEDI 7058 Multi-sectional and 3D Human Anatomy	1863
MEDI 7015 Diversity in Generalist Practice	1830	MEDI 7059 Radiobiology	1864
MEDI 7016 Endometriosis	1831	MEDI 7060 Adnexal Surgery	1864
MEDI 7017 Gynaecological Surgery Ergonomics	1832	MEDI 7061 Hysterectomy	1865
MEDI 7021 Mental Health Aspects of Allergic Diseases	1833	MEDI 7062 Pelvic Floor Surgery	1866
MEDI 7022 Nutritional Aspects of Allergic Diseases	1833	MEDI 7063 Applied Clinical Sciences 2	1867
MEDI 7023 Pelvic Anatomy	1834	MEDI 7064 Applied Clinical Sciences 3	1868
MEDI 7025 Port Entry	1835	MEDI 7065 Medicine in Practice	1869
MEDI 7026 Power Modalities	1836	MEDI 7066 Medical Research Project (PG)	1871
MEDI 7027 Professional Portfolio 4	1837	MEDI 7067 Cytopathology, Small Biopsy and Breast Pathology	1871
MEDI 7028 Professional Portfolio 5	1838	MEDI 7068 Cytopathology, Small Biopsy and Cardiorespiratory Pathology	1872
MEDI 7029 Reflective Clinical Allergy Practice	1838	MEDI 7069 General Surgical Pathology and Gastrointestinal Pathology	1873
MEDI 7030 Research Project in Rural Generalist Medicine	1839	MEDI 7070 General Surgical and Central Nervous System Pathology	1873
MEDI 7031 Rural and Remote Medicine: The Generalist Approach	1840	MEDI 7071 Surgical Pathology of Skin, Bone and Soft Tissue	1874
MEDI 7032 Surgical Pathology 1	1840	MEDI 7072 Surgical Pathology of the Female Genital Tract	1875
MEDI 7033 Surgical Pathology 2	1841	MEDI 7073 Surgical Pathology of the Genito-urinary Uract, Salivary Gland and Endocrine System	1876
MEDI 7034 Surgical Pathology 3	1841	MEDI 7074 Surgical Pathology of the Head and Neck, Haematopathology and Paediatric Pathology	1877
MEDI 7035 Surgical Pathology 4	1842	Medicine in Practice	1877
MEDI 7036 Surgical Pathology 5	1843	MGMT 1001 Introduction to Property	1878
MEDI 7037 Surgical Pathology 6	1844	MGMT 1002 Principles of Valuation	1879
MEDI 7038 Telehealth and Rural Communities	1844	MGMT 2001 Commercial Valuation	1879
MEDI 7039 Clinical Practice in Diabetes 1	1845	MGMT 3001 Property Project	1880
MEDI 7040 Clinical Practice in Diabetes 2	1846	MGMT 3002 Rural Valuation	1881
MEDI 7041 Diabetes Self-Management Support 1: Individuals	1847	MGMT 3003 Specialised Valuation	1881
MEDI 7042 Diabetes Self-Management Support II: Systems and Organisations	1848	MGMT 3004 Statutory Valuation	1882
MEDI 7043 Diabetes in Paediatrics, Transition and Pregnancy	1849	MGMT 7003 Financial Management of Projects	1883

MGMT 9001 Higher Degree Research Thesis - Management and Commerce	1884	MKTG 7003 Applied Project (Finance and Property)	1920
MGMT 9002 Higher Degree Research Thesis - Management and Commerce	1885	MKTG 7006 Contemporary Issues in Marketing	1920
MKTG 0001 Marketing Skills	1886	MKTG 7007 Corporate Asset and Property Management	1920
MKTG 1001 Advertising: An Introduction	1887	MKTG 7008 Creating Markets	1921
MKTG 1002 Advertising: An Introduction (WSTC)	1888	MKTG 7009 Customer Relationship Marketing	1922
MKTG 1003 Consumer Behaviour	1889	MKTG 7010 Customer Value Management	1922
MKTG 1004 Consumer Behaviour (WSTC)	1890	MKTG 7011 Feasibility Modelling	1923
MKTG 1005 Consumers, Firms and Markets	1890	MKTG 7012 International Marketing	1924
MKTG 1006 Marketing Principles	1890	MKTG 7014 International Property Finance	1924
MKTG 1008 Marketing Principles (WSTC)	1891	MKTG 7015 Investment Property Valuation	1925
MKTG 1009 Public Relations Theory and Practice	1892	MKTG 7016 Marketing Innovation	1926
MKTG 1010 Public Relations Theory and Practice (WSTC)	1893	MKTG 7017 Marketing Management	1926
MKTG 1011 Fundamentals of Marketing Analytics	1894	MKTG 7019 Marketing Systems	1927
MKTG 1012 Fundamentals of Marketing Analytics (WSTC)	1895	MKTG 7020 Multicultural Marketing	1928
MKTG 2001 Advertising: Creative	1896	MKTG 7022 Property Feasibility Study	1928
MKTG 2002 Incubator 1: Innovation and Creativity for Entrepreneurship	1897	MKTG 7023 Property Investment and Risk Management	1929
MKTG 2003 Incubator 3: Product Development	1897	MKTG 7024 Property Portfolio Analysis	1930
MKTG 2004 International Marketing Research	1898	MKTG 7026 Statutory Valuation and Property Law	1931
MKTG 2005 Issues, Risk and Crisis Communication	1898	MKTG 7027 Strategic Marketing for Hospitality and Tourism	1931
MKTG 2006 Marketing Communications	1899	MKTG 7028 Strategic Property Market Analysis	1932
MKTG 2007 Marketing Research	1900	MKTG 7029 Strategic Value Creation	1932
MKTG 2008 Principles of E-Marketing	1901	MKTG 7030 Sustainable Property Development	1933
MKTG 2010 Customer Experience Fundamentals	1901	MKTG 7032 Valuation of Special Premises	1934
MKTG 2011 Customer Insights	1902	MKTG 7033 Customer Experience	1935
MKTG 3001 Brand and Product Management	1903	MKTG 7034 Digital Marketing	1935
MKTG 3002 Business to Business Marketing	1904	MKTG 7035 Frontiers of Branding	1936
MKTG 3003 Commercial Property Management	1905	MKTG 7036 MarketingMe	1937
MKTG 3004 Export Strategy and Applications	1906	MKTG 7037 Multichannel Marketing	1938
MKTG 3005 Incubator 6: Funding and Start-up	1907	MKTG 7038 Social Marketing	1938
MKTG 3006 Incubator 7: Growth and Exit Strategies	1908	MKTG 9001 Higher Degree Research Thesis - Marketing and International Business	1939
MKTG 3007 International Marketing	1908	NATS 0001 Academic Skills for Health Science (WSTC Prep)	1940
MKTG 3009 Marketing Planning Project	1910	NATS 0002 Academic Skills for Health Science (WSTC)	1941
MKTG 3010 Marketing and Society	1911	NATS 0003 Academic Skills for Science (WSTC Prep)	1941
MKTG 3011 Marketing of Services	1912	NATS 0004 Academic Skills for Science (WSTC)	1942
MKTG 3013 Property Development 2	1912	NATS 0005 Foundations of Science (WSTC)	1943
MKTG 3014 Property Development Process	1913	NATS 0006 Fundamentals of Health Science (WSTC Prep)	1944
MKTG 3016 Strategic Marketing Management	1914	NATS 0007 Fundamentals of Science (WSTC Prep)	1945
MKTG 3017 The Markets of Asia	1915	NATS 0008 Fundamentals of Science (WSTC)	1946
MKTG 3018 Public Relations: Campaigns	1916	NATS 0009 Health Communication (WSTC)	1947
MKTG 3019 Marketing and Digital Communications	1917	NATS 0010 Interpreting Data In Science (WSTC Prep)	1948
MKTG 3020 Omnichannel Marketing	1918	NATS 0011 Science and Health Exchange Unit 1	1949
MKTG 3021 Strategic Brand Management	1919	NATS 0012 Science and Health Exchange Unit 2	1949
MKTG 7001 Applied Channel Systems	1919	NATS 0013 Science and Health Exchange Unit 3	1950
		NATS 0014 Science and Health Exchange Unit 4	1950

NATS 0015 Science and Health Exchange Unit 5	1950	NATS 2039 Pathophysiology 2	1987
NATS 0016 Science for Health Professionals (WSTC)	1951	NATS 2040 Physical Activity, Nutrition and Health	1987
NATS 0018 Science for Health Science (WSTC Prep)	1953	NATS 2041 Experimental Foods	1988
NATS 0019 Scientific Method (WSTC)	1953	NATS 2042 Science Research Methods	1988
NATS 0020 Skills for Health Science (WSTC)	1953	NATS 3001 Advanced Immunology	1989
NATS 0021 Skills for Science (WSTC)	1954	NATS 3002 Advanced Medicinal Chemistry	1990
NATS 1001 Concepts in Human Anatomy	1954	NATS 3003 Advanced Mortuary Practice	1991
NATS 1002 Concepts in Human Anatomy (WSTC)	1955	NATS 3004 Advanced Science Project C	1992
NATS 1003 Digital Forensic Photography	1956	NATS 3006 Anatomy of the Head and Neck	1993
NATS 1004 Drugs on Line	1957	NATS 3008 Complex Forensic Studies	1994
NATS 1008 Forensic Science	1958	NATS 3009 Consumer Issues in Nutrition	1995
NATS 1009 Human Anatomy and Physiology 1	1958	NATS 3010 Culinary Science	1996
NATS 1010 Human Anatomy and Physiology 2	1959	NATS 3012 Environmental Forensic Investigations	1996
NATS 1019 Scientific Literacy	1960	NATS 3014 Experimental Foods	1997
NATS 1020 Scientific Literacy (WSTC)	1961	NATS 3015 Field Project 1	1998
NATS 1021 Concepts in Human Physiology (WSTC)	1963	NATS 3017 Field Project 2	1999
NATS 1022 Functional Anatomy	1963	NATS 3020 Food Safety	1999
NATS 1023 Introduction to Physiology	1964	NATS 3023 Forensic Anthropology	2000
NATS 1024 Introduction to Physiology (WSTC)	1965	NATS 3026 Forensic Biology	2001
NATS 1025 Management of Aquatic Environments (UG Cert)	1966	NATS 3027 Laboratory Quality Management	2002
NATS 1026 Digital Forensic Photography (WSTC)	1967	NATS 3030 Medical Microbiology	2003
NATS 1027 Forensic Science (WSTC)	1967	NATS 3032 Medical Science Project	2004
NATS 2001 Advanced Science Project A	1968	NATS 3034 Molecular Medicine	2004
NATS 2002 Advanced Science Project B	1969	NATS 3035 Molecular Pharmacokinetics	2005
NATS 2004 Anatomy of the Thorax and Abdomen	1970	NATS 3037 Neuroanatomy	2006
NATS 2005 Appendicular Skeleton	1971	NATS 3038 Quality Assurance and Food Analysis	2007
NATS 2006 Approved Industrial Experience	1972	NATS 3039 Science Research Project	2008
NATS 2008 Clinical Pharmacology	1973	NATS 3040 Topics in Medical Science	2009
NATS 2010 Crime Scene Investigation	1974	NATS 3041 Topics in Physiology	2009
NATS 2015 Evidence and Crime Scene Management	1975	NATS 3043 Advanced Science Research Project C	2010
NATS 2019 Forensic and Environmental Analysis	1975	NATS 3044 Complex Case Studies in Science	2011
NATS 2021 Imaging Science	1976	NATS 3045 Work Internship for Science Professionals	2012
NATS 2023 Integrated Science	1977	NATS 3046 Advanced Physiology	2013
NATS 2024 Integrated Science (WSTC)	1978	NATS 3047 Applied Physiology	2014
NATS 2025 Natural Science Research Methods	1979	NATS 3048 Food Formulations	2016
NATS 2027 Pharmacology	1980	NATS 6001 Introduction to Neuroscience	2016
NATS 2031 Toxicology	1980	NATS 7001 Advanced Criminalistics	2017
NATS 2032 Work Integrated Learning in Science	1981	NATS 7002 Biological Agents 1	2017
NATS 2033 Cell Form and Function	1982	NATS 7003 Biological Agents 2	2018
NATS 2034 Human Systems Physiology 1	1983	NATS 7004 Blood Distribution and Spatter	2019
NATS 2035 Human Systems Physiology 2	1983	NATS 7005 Chinese Medicine Specialities 1	2019
NATS 2036 Immunology	1984	NATS 7006 Crime Scene Investigation (PG)	2020
NATS 2037 Pathological Basis of Disease	1985	NATS 7007 Drug Biotransformation and Molecular Mechanisms of Toxicity	2021
NATS 2038 Pathophysiology 1	1986	NATS 7008 Environmental Forensics 1	2022

NATS 7009 Environmental Forensics 2	2022	NATS 9002 Higher Degree Research Thesis - Food Science and Biotechnology	2055
NATS 7011 Experimental Design and Analysis PG A	2023	NATS 9003 Higher Degree Research Thesis - Medicine	2055
NATS 7012 Experimental Design and Analysis PG B	2024	NATS 9004 Higher Degree Research Thesis - Natural and Physical Sciences	2057
NATS 7013 Explosives	2025	NATS 9005 Higher Degree Research Thesis - Natural and Physical Sciences	2058
NATS 7014 Fingerprint Detection and Identification	2025	NATS 9006 Higher Degree Research Thesis FT - Medical Science	2059
NATS 7015 Food Evaluation	2026	NATS 9007 Higher Degree Research Thesis PT - Medical Science	2060
NATS 7016 Food Preservation and Packaging Technologies ..	2027	NOAW 0002 WSUIC Unit for Service Access	2061
NATS 7017 Food Product Design	2028	NOAW 0003 WSUIC Unit for Service Access (FS)	2061
NATS 7018 Food Quality Management	2028	NOAW 0004 Academic Integrity Module	2062
NATS 7019 Forensic Analysis of DNA	2029	NOAW 3001 Biomedical and Health Science Internship	2065
NATS 7020 Forensic Anthropology (PG)	2030	NOAW 3003 Computing and Mathematics Internship	2065
NATS 7022 Forensic Genetics	2031	NOAW 3004 Education Internship	2065
NATS 7023 Forensic Immunology	2032	NOAW 3005 Engineering Internship	2066
NATS 7024 Forensic Medicine I	2032	NOAW 3006 Humanities and Languages Internship	2066
NATS 7025 Forensic Medicine II	2033	NOAW 3007 Law Internship	2066
NATS 7026 Forensic Research 1	2034	NOAW 3008 Medicine Clerkship	2066
NATS 7027 Forensic Research 2	2035	NOAW 3009 Natural Sciences Internship	2066
NATS 7028 Forensic Toxicology I	2035	NOAW 3010 Nursing and Midwifery Internship	2067
NATS 7029 Forensic Toxicology II	2036	NURS 0001 Nursing and Midwifery Exchange Unit 1	2067
NATS 7030 General Toxicology	2037	NURS 0002 Nursing and Midwifery Exchange Unit 2	2067
NATS 7032 MSc Major Research Project	2038	NURS 0003 Nursing and Midwifery Exchange Unit 3	2068
NATS 7033 MSc Research Project	2038	NURS 0004 Nursing and Midwifery Exchange Unit 4	2068
NATS 7034 Managing for Sustainability	2039	NURS 0005 Nursing and Midwifery Exchange Unit 5	2068
NATS 7035 Medicinal Chemistry of Drugs of Abuse	2040	NURS 1001 Approaches to Professional Nursing Practice	2069
NATS 7037 Natural Medicinal Products	2041	NURS 1004 Bioscience for Midwifery	2070
NATS 7039 Pharmaceutical Analysis	2041	NURS 1005 Foundations for Nursing Practice	2071
NATS 7040 Research Skills in Science	2042	NURS 1006 Human Relationships and Life Transitions	2073
NATS 7044 Science and Health Research Project PG	2042	NURS 1009 Midwifery Knowledge 1	2074
NATS 7045 Special Issues in Science - PG	2043	NURS 1010 Midwifery Knowledge 2	2075
NATS 7046 Strategic Management in the Sciences A	2044	NURS 1012 Midwifery Professional Practice 1	2076
NATS 7047 Synthetic Medicinal Chemistry	2044	NURS 1013 Midwifery Professional Practice 2	2078
NATS 7048 Toxic Substances	2045	NURS 1017 Primary Health Care in Action	2080
NATS 7049 Toxicology of Chemical Weapons	2046	NURS 1019 Professional Communication in Nursing	2081
NATS 7050 Transferable Research Skills	2047	NURS 1020 Professional Practice Experience 1	2081
NATS 7051 Applied research with marginalised populations and sensitive health topics	2048	NURS 1021 Professional Practice Experience 2	2082
NATS 7053 MSc Research Project (extended)	2048	NURS 1022 Becoming a Professional Nurse	2084
NATS 7054 Professional Topic	2049	NURS 1023 Bioscience 1	2085
NATS 7055 Experiment Design and Project Management	2050	NURS 1024 Bioscience 2	2086
NATS 7056 Clinical Research in Health Science	2050	NURS 1025 Person-centred Care Across the Lifespan	2088
NATS 7057 Research Preparation in Post Graduate Studies ...	2051	NURS 2001 Aboriginal and Torres Strait Islander Health	2089
NATS 7058 Forensic Analysis of DNA 2	2052	NURS 2004 Complex Care 1	2089
NATS 7059 Forensic Digital Imaging	2053		
NATS 9001 HDR Thesis - NICM Health Research Institute	2054		

NURS 2008 Graduate Entry Practice Experience	2090	NURS 3034 Promoting Mental Health and Wellbeing 2	2135
NURS 2010 Health Variations 1 - Perioperative	2091	NURS 3035 Promoting Mental Health and Wellbeing 2 (Advanced)	2136
NURS 2013 Health Variations 2 - Chronic Illness and Disability	2092	NURS 3036 Psychosocial Issues in the Perinatal Period	2137
NURS 2014 Health Variations 2 Advanced - Chronic Illness and Disability	2093	NURS 3037 Risk Mitigation and Ethics for Australian Health Professionals	2138
NURS 2016 Health Variations 3 - Acute Exacerbations of Chronic Conditions	2094	NURS 3039 Professional Experience Placement	2139
NURS 2018 Legal and Ethical Issues in Midwifery	2096	NURS 4001 Methods and Methodologies in Midwifery Research	2141
NURS 2022 Midwifery Knowledge 3	2097	NURS 4002 Midwifery Honours Thesis (Part-Time)	2142
NURS 2025 Midwifery Professional Practice 3	2098	NURS 4003 Midwifery Honours Thesis A (Full-time)	2142
NURS 2026 Midwifery Professional Practice 4	2099	NURS 4004 Midwifery Honours Thesis B (Full-time)	2143
NURS 2028 Professional Practice Experience 3	2101	NURS 4005 Midwifery Research	2144
NURS 2029 Professional Practice Experience 4	2103	NURS 4006 Nursing Honours Thesis (Part-time)	2144
NURS 2031 Promoting Mental Health and Wellbeing 1	2105	NURS 4007 Nursing Honours Thesis A (Full-time)	2145
NURS 2034 Research for Nursing (Advanced)	2106	NURS 4008 Nursing Honours Thesis B (Full-time)	2145
NURS 2035 Research for Nursing and Midwifery	2107	NURS 4009 Readings and Methodology	2146
NURS 2036 Evidence-Based Practice for Nursing and Midwifery	2108	NURS 4010 Research in Nursing Practice	2147
NURS 2037 Health Variations 1 - Introduction to Alterations in Health	2109	NURS 7001 Advanced Clinical Practice in Mental Health Nursing	2147
NURS 2038 Health Variations 2 - Chronic Conditions and Disability	2110	NURS 7002 Advanced practice: Infant and Child feeding and Nutrition	2149
NURS 2039 Indigenous Australian Health, Wellness and Culture	2111	NURS 7003 Applied Clinical Practice using Simulation	2149
NURS 2040 Pharmacology in Nursing	2112	NURS 7004 Applied Research in Health Care	2150
NURS 2041 Promoting Mental Health and Wellbeing	2113	NURS 7005 Assessment for Advanced Practice Mental Health Nurses	2151
NURS 3001 Being a Professional Nurse (Advanced)	2115	NURS 7006 Biological Considerations in Mental Health and Mental Illness for Advanced Practice	2152
NURS 3002 Being a Professional Nurse or Midwife	2116	NURS 7007 Bioscience for Midwifery Practice	2153
NURS 3003 Clinical Leadership and Professional Relationships	2117	NURS 7009 Child and Family Health Practice: Supporting Growth and Development	2153
NURS 3004 Clinical Leadership in Nursing (Advanced)	2118	NURS 7010 Child and Family Health: Professional Practice and Frameworks	2154
NURS 3005 Collaborative Care	2119	NURS 7011 Childbirth in the Australian Context	2155
NURS 3006 Complex Care 2	2120	NURS 7012 Clinical Practice: Infant and Child Nutrition and Feeding	2156
NURS 3007 Contemporary Issues in Child and Adolescent Health	2121	NURS 7013 Clinical Supervision in Health Care	2157
NURS 3014 Health Variations 4 (Advanced) - Acute Life Threatening Conditions	2122	NURS 7014 Clinical Teaching and Professional Development	2158
NURS 3015 Health Variations 4 - Acute Life Threatening Conditions	2123	NURS 7015 Clinical Teaching for Learning	2158
NURS 3017 Health Variations 5 - Palliative and End of Life Care	2124	NURS 7016 Collaborative Inquiry for Primary Health Care Action	2159
NURS 3022 Maintaining Clinical Currency	2125	NURS 7017 Complex Care	2160
NURS 3023 Maternal and Infant Health Care	2126	NURS 7018 Contemporary Professional Practice in Mental Health Nursing	2161
NURS 3025 Midwifery Practice - Global Maternal Health	2127	NURS 7019 Cultural and Social Diversity in Health Care	2162
NURS 3030 Midwifery Professional Practice 5	2129	NURS 7020 Essentials in Vascular Access	2163
NURS 3031 Midwifery Professional Practice 6	2130	NURS 7021 Essentials of Best Practice in Midwifery	2164
NURS 3032 Professional Practice Experience 5	2131	NURS 7022 Ethics in Health Research	2165
NURS 3033 Professional Practice Experience 6	2133		

NURS 7023 Evidence Based Health Care	2165	NURS 7071 Introduction to Alterations in Health	2203
NURS 7025 Health Promotion and the Nurse	2167	NURS 7072 Mental Health Nursing Practice	2204
NURS 7026 Healthy Families and Communities	2167	NURS 7073 Nursing Practice 1	2206
NURS 7027 Infant Mental Health	2168	NURS 7074 Nursing Practice 2	2208
NURS 7028 Leadership in Clinical Practice	2169	NURS 7075 Nursing Practice 3	2209
NURS 7029 Mental Health Assessment and Application	2170	NURS 7076 Palliative and End of Life Care	2210
NURS 7030 Mental Health Nursing Practice 1	2172	NURS 7077 Pharmacology Knowledge for Nursing Practice ...	2211
NURS 7031 Mental Health Nursing Practice 2	2173	NURS 7078 Professional Nursing Practice	2212
NURS 7032 Mental Health for Communities	2174	NURS 7079 Transition to Professional Nursing	2213
NURS 7034 Midwifery Practice 1	2174	NURS 7080 Waluwin: Health across the lifespan for Mob	2214
NURS 7035 Midwifery Practice 2	2176	NURS 9001 Higher Degree Research Thesis - Aged Care Nursing	
NURS 7036 Midwifery Practice 3	2177	.....	2215
NURS 7037 Midwifery as a Profession	2178	NURS 9002 Higher Degree Research Thesis - Midwifery	2216
NURS 7038 Partnership in Practice	2179	NURS 9003 Higher Degree Research Thesis - Nursing	2217
NURS 7040 Perspectives on Nursing	2180	PATH 7010 Level 7 Pathway Credit	2219
NURS 7041 Psychopharmacology for Advanced Practice Mental		PATH 7020 Level 7 Pathway Credit	2219
Health Nurses	2181	PATH 7030 Level 7 Pathway Credit	2219
NURS 7042 Research Project in Health Care	2182	PATH 7040 Level 7 Pathway Credit	2219
NURS 7043 Scholarship for Practice Change in Health Care ...	2183	PATH 7050 Level 7 Pathway Credit	2219
NURS 7045 Writing for Publication	2183	PATH 7060 Level 7 Pathway Credit	2219
NURS 7048 Aboriginal and Torres Strait Islander Maternal and		PATH 7070 Level 7 Pathway Credit	2219
Newborn Health	2184	PATH 7080 Level 7 Pathway Credit	2219
NURS 7049 Care of People with Tuberculosis (TB)	2185	PERF 1010 Music Performance 1	2220
NURS 7050 Clinical Management of Tuberculosis (TB)	2185	PERF 1012 Music Performance 2	2220
NURS 7051 Complex Midwifery Care	2186	PERF 1014 Music Production	2221
NURS 7052 Complex Midwifery Practice	2187	PERF 1015 Music Theory Fundamentals	2222
NURS 7053 Foundations of Antenatal and Birth Care	2188	PERF 1016 Popular Music Histories	2223
NURS 7054 Foundations of Postnatal and Newborn Care	2189	PERF 1023 Western Art Music History	2223
NURS 7055 Perinatal, Infant and Child Mental Health	2191	PERF 1024 Music Theory and Songwriting	2224
NURS 7056 Preparation for Midwifery Practice	2191	PERF 1025 Sound Design and New Electronic Media	2225
NURS 7057 Professional Foundations of Midwifery	2192	PERF 2001 Arranging Music	2226
NURS 7058 Public Health Management of Tuberculosis (TB)		PERF 2004 Composition and Creativity	2227
.....	2193	PERF 2011 From Corroborees to Curtain Raisers (Day Mode)	
NURS 7059 Ageing in Place: Wellbeing and Sustainability	2194	.....	2228
NURS 7060 Optimising Integration of Aged Communities	2195	PERF 2016 Music Group Performance	2228
NURS 7061 Professional Focus: Age-Friendly Future	2196	PERF 2017 Music and Wellbeing	2229
NURS 7062 Project Management in Healthcare	2196	PERF 2018 Music, Culture and Discourse	2230
NURS 7064 Clinical Teaching and Workplace Learning for		PERF 2020 Popular Music Communities	2230
Competent Practice	2197	PERF 2023 The Composer-Performer	2231
NURS 7065 Capstone Experience in Health Care	2197	PERF 2024 The Musical	2232
NURS 7066 Acute Exacerbations of Chronic Conditions	2198	PERF 2025 The Politics of Australian Music	2232
NURS 7067 Acute Life-Threatening Conditions	2199	PERF 2026 Advanced Production	2233
NURS 7068 Chronic Conditions and Disability	2200	PERF 2027 Electronic Music Production	2233
NURS 7069 Foundations of Nursing Practice	2201	PERF 2028 World Music	2234
NURS 7070 Health, Culture and Wellbeing of Aboriginal and Torres		PERF 2029 Music Project 1: Multimedia	2234
Strait Islander Peoples	2203		

PERF 2030 Musicology as a Professional Practice	2235	PHIL 3001 Advanced Standing for Islamic Studies 310	2266
PERF 2031 The Music Industry	2236	PHIL 3002 Advanced Standing for Islamic Studies 320	2266
PERF 2032 Music-making applications for education and therapy	2237	PHIL 3003 Advanced Standing for Philosophy 310	2266
PERF 3009 Music Careers Research	2238	PHIL 3004 Advanced Standing for Philosophy 320	2266
PERF 3013 Music and Analysis	2238	PHIL 3005 Aesthetics	2266
PERF 3014 Music and Critical Thought	2239	PHIL 3006 Books that Changed how we Think	2267
PERF 3021 Repertoire and Identity in Performance	2240	PHIL 3008 Classics of Modern Philosophy	2268
PERF 3022 Screen Media Composition	2240	PHIL 3009 Ethical Traditions in Islam	2268
PERF 3023 Songwriting and Composer Collaborations	2241	PHIL 3010 Philosophies of Love and Death	2269
PERF 3026 Applied Professional Music Contexts	2242	PHIL 3012 Philosophy and Environment	2269
PERF 3027 Interactive Electronic Media and Performance	2243	PHIL 3015 Philosophy of History	2270
PERF 3028 Music Project 2: Creative Performance	2243	PHIL 3016 Philosophy of Religion	2270
PERF 3029 Music Project 3: Intercultural Interactions	2244	PHIL 3017 The Body in Culture	2271
PERF 3030 Performing as a Professional Musician	2245	PHIL 3018 Philosophy of Race and Racism	2272
PERF 7003 Music Therapy Method	2246	PHIL 7001 Advanced Research Project in Philosophy	2272
PERF 7004 Music Therapy Professional Practice	2246	PHIL 7002 Ethics	2273
PERF 7007 Music Therapy Theory and Practice 1	2247	PHIL 7003 History of Ideas	2274
PERF 7008 Music Therapy Theory and Practice 2	2248	PHIL 7004 Masters Project in Philosophy	2274
PERF 7009 Music Therapy Skills & Practice A	2249	PHIL 7005 Philosophical Aesthetics	2275
PERF 7010 Music Therapy Skills & Practice B	2250	PHIL 7006 Philosophy and Literature	2275
PERF 7011 Music Therapy Skills & Practice C	2252	PHIL 7007 Philosophy of History and Politics	2276
PERF 7012 Music Therapy Skills & Practice D	2253	PHIL 7008 Philosophy of Nature	2276
PERF 9001 Higher Degree Research Thesis - Music	2255	PHIL 7009 Philosophy, History and Interpretation	2277
PERF 9002 Higher Degree Research Thesis - Performing Arts	2255	PHIL 7010 Political Philosophy	2277
PERF 9003 Higher Degree Research Thesis PT - Music	2256	PHIL 7011 Practical Philosophy	2278
PHAR 9001 HDR Thesis - Pharmaceutical Chemistry	2256	PHIL 7012 Research Project in Philosophy	2278
PHIL 1001 Ethics and Philosophy	2257	PHIL 7013 Special Topics in Philosophy	2279
PHIL 1002 Hadith: The Prophetic Tradition	2258	PHIL 7014 The Image of Thought: Art, Film and Philosophy ...	2279
PHIL 1003 Hadith: The Prophetic Tradition (WSTC)	2259	PHIL 7015 Theoretical Philosophy	2280
PHIL 1004 Introduction to Logical Thinking	2259	PHIL 7016 Topics in the History of Philosophy	2280
PHIL 1006 Introduction to Philosophy	2260	PHIL 7017 What is Islam?	2281
PHIL 2001 Advanced Standing for Islamic Studies 210	2261	PHYS 0001 Foundation Physics 1 (WSTC Prep)	2281
PHIL 2002 Advanced Standing for Islamic Studies 220	2261	PHYS 0002 Foundation Physics 1 (WSTC)	2282
PHIL 2003 Advanced Standing for Philosophy 210	2261	PHYS 0003 Foundation Physics 2 (WSTC Prep)	2283
PHIL 2004 Advanced Standing for Philosophy 220	2261	PHYS 0004 Foundation Physics 2 (WSTC)	2284
PHIL 2008 Philosophy and the Good Life	2261	PHYS 0006 Physics (WSTC Prep)	2285
PHIL 2010 The Ethical Life	2262	PHYS 1002 Physics 1	2285
PHIL 2011 The Qur'an: An Introduction	2262	PHYS 1004 Physics 1 (WSTC)	2286
PHIL 2012 The Qur'an: An Introduction (WSTC)	2263	PHYS 1006 Physics 2	2286
PHIL 2014 Thinkers That Changed the World	2263	PHYS 2004 The Cosmos in Perspective: Information and Life	2287
PHIL 2015 Thinking Cinema	2264	PHYS 2005 Classical Physics and Advanced Technologies ...	2288
PHIL 2016 Truth and Knowledge	2265	PHYS 3001 Astroinformatics	2289
PHIL 2017 Western Political Philosophy	2265	PHYS 3006 Classical Physics	2289
		PHYS 3007 Quantum Physics	2290

PHYS 3008 Biomedical Physics	2290	PROC 1003 Food Science 1 (WSTC)	2308
PHYS 7001 A Cosmic Perspective	2291	PROC 1005 Introduction to Food Science	2308
PHYS 7002 Space Instrumentation, Technology and Communication	2292	PROC 1006 Materials Engineering Fundamentals	2309
PHYS 7003 Space Science, Planetary Science and Meteorology	2292	PROC 1007 Introduction to Food Science (WSTC)	2310
PHYS 9001 Higher Degree Research Thesis - Physics	2293	PROC 1008 Introduction to Materials Engineering	2311
Podiatric Clinical Block	2294	PROC 2001 Food Science 2	2311
Podiatric Clinical Block for Honours Students	2294	PROC 2002 Innovative Foods	2312
Podiatric Professional Practice Studies	2295	PROC 2003 Materials Selection and Design	2312
Podiatric Techniques 1A	2295	PROC 3002 Advanced Food Science and Technology	2313
Podiatric Techniques 1B	2295	PROC 3003 Food Product Development	2313
Podiatric Techniques 2A	2296	PROC 3007 Food Innovation and Technology	2314
Podiatric Techniques 2B	2296	PROC 3008 Materials Processing and Applications	2315
Podiatric Techniques 3A	2296	PROC 4001 Advanced Materials Topics	2316
Podiatric Techniques 3B	2296	PROC 4002 Engineering Materials from Waste	2316
Podiatric Techniques 3C	2296	Psychology Honours Thesis	2317
POLI 1001 Australian Politics	2296	PUBH 0001 Empowering Individual Health (WSTC Prep)	2317
POLI 1002 Introduction to International Relations	2296	PUBH 1005 Foundations of Wellbeing	2318
POLI 1003 Introduction to International Relations (WSTC)	2297	PUBH 1006 Population Health and Society	2318
POLI 2001 Advanced Standing for International Relations and Asian Studies 210	2298	PUBH 1007 Population Health and Society (WSTC)	2319
POLI 2002 Advanced Standing for International Relations and Asian Studies 220	2298	PUBH 1008 Professional Pathways in Health Science	2320
POLI 2003 Advanced Standing for Politics 210	2298	PUBH 1009 Professional Pathways in Health Science (WSTC)	2321
POLI 2004 Advanced Standing for Politics 220	2298	PUBH 1010 Health Promotion Theory and Approaches	2322
POLI 2006 Politics of Australia and Asia Relations	2298	PUBH 1011 Promoting Health Collaboratively in Communities	2323
POLI 3001 Activism, Engagement and Social Change	2299	PUBH 1012 Public Health	2324
POLI 3002 Advanced Standing for International Relations and Asian Studies 310	2300	PUBH 1013 Health Promotion Theory and Approaches (UG Cert)	2326
POLI 3003 Advanced Standing for International Relations and Asian Studies 320	2300	PUBH 1014 Public Health (UG Cert)	2327
POLI 3004 American Foreign Policy Since 1945	2300	PUBH 2001 Approaches to Health Promotion	2328
POLI 3005 Democracy in Asia	2301	PUBH 2002 Approaches to Health Promotion (WSTC)	2328
POLI 3006 International Organisations and Global Governance	2301	PUBH 2003 Bugs and Drugs	2329
POLI 3007 International Relations of Southeast Asia	2302	PUBH 2004 Clinical Classification and Coding	2330
POLI 3008 International Special Study	2303	PUBH 2005 Culture, Diversity and Health	2331
POLI 3009 Looking at Global Politics Through Film	2303	PUBH 2006 Culture, Diversity and Health (WSTC)	2332
POLI 3010 Politics of Post-War Japan	2304	PUBH 2010 Epidemiology	2333
POLI 3012 The Politics of Civilisation	2304	PUBH 2012 Health Care Systems	2334
POLI 3014 War and Peace	2305	PUBH 2015 Mental Health in the Community (Block Mode)	2334
POLI 7001 Development and Security	2305	PUBH 2016 Public Health	2335
POLI 7002 Translation from Theory and Research to Policy	2306	PUBH 2018 Culture Diversity and Health (UG Cert)	2335
POLI 9001 Higher Degree Research Thesis - Political Science and Policy Studies	2307	PUBH 3003 Contemporary Issues in Public Health	2337
PROC 1002 Food Science 1	2308	PUBH 3005 Disaster and Emergency Management	2337
		PUBH 3007 Disease Prevention and Control	2338
		PUBH 3008 Drugs in Sport	2339
		PUBH 3010 Health Planning Project	2340
		PUBH 3011 Health Politics, Policy and Planning	2340

PUBH 3012 Health Promotion Practice 1	2341	PUBH 7023 Safe and Sustainable Construction	2376
PUBH 3013 Health Promotion Practice 2	2343	PUBH 7024 Safety and Risk Management	2377
PUBH 3014 Injury Prevention	2344	PUBH 7025 Statistical Methods in Epidemiology	2377
PUBH 3017 Occupational Health and Safety	2345	PUBH 7026 Supporting Aged Communities	2379
PUBH 3018 Professional Transition Project	2346	PUBH 7027 Supporting Individuals and Communities in Crisis	2379
PUBH 3019 Public Health Practice	2347	PUBH 7028 Surveillance and Disaster Planning	2380
PUBH 3020 Work Health and Safety	2348	PUBH 7029 Digital Health Management	2381
PUBH 3021 Air Pollution & Control	2349	PUBH 7030 Health Systems Planning and Evaluation	2382
PUBH 3022 Advances and Challenges in Health Promotion	2350	PUBH 7031 Health Systems and Policy	2383
PUBH 3023 Evidence in Professional Reasoning	2350	PUBH 7032 Patient-centred digital healthcare	2384
PUBH 3024 Harm Minimisation and Prevention	2351	PUBH 7033 The Social Determinants of Health	2385
PUBH 3025 Health Policy and Advocacy	2352	PUBH 7034 Workplace Safety and Risk Management	2386
PUBH 3026 Health Promotion Planning and Implementation .	2353	PUBH 9001 Higher Degree Research Thesis - Community Health	2387
PUBH 3027 Public Health in a Changing World	2354	PUBH 9002 Higher Degree Research Thesis - Public Health ...	2388
PUBH 3028 Transforming Health	2355	RADI 7001 Advanced Principles and Practice of Cardiac Sonography	2390
PUBH 4001 Evidence in Professional Reasoning (Honours)	2356	RADI 7002 Practice of Cardiac Sonography 1	2390
PUBH 4002 Honours Thesis in Health Science (F/T)	2357	RADI 7003 Practice of Cardiac Sonography 2	2391
PUBH 4003 Honours Thesis in Health Science (P/T Year 1)	2357	RADI 7004 Practice of Cardiac Sonography 3	2391
PUBH 4004 Honours Thesis in Health Science (P/T Year 2)	2357	RADI 7005 Practice of Cardiac Sonography 4	2392
PUBH 7001 Advanced Health Classifications and Coding	2358	RADI 7006 Principles of Cardiac Sonography 1	2393
PUBH 7002 Analytic Approaches in Epidemiology	2359	RADI 7007 Principles of Cardiac Sonography 2	2393
PUBH 7003 Approaches to Epidemiology	2360	RADI 7008 Principles of Cardiac Sonography 3	2394
PUBH 7004 Communicable Diseases	2360	RADI 7009 Principles of Cardiac Sonography 4	2395
PUBH 7005 Controversies in Epidemiology	2361	RADI 7010 Research Project in Cardiac Sonography	2395
PUBH 7006 Data Management and Programming for Epidemiology	2362	RADI 7011 Practice of Vascular Sonography 1	2396
PUBH 7007 Disaster and Emergency Management (PG)	2363	RADI 7012 Practice of Vascular Sonography 2	2397
PUBH 7008 Environmental Epidemiology	2363	RADI 7013 Practice of Vascular Sonography 3	2398
PUBH 7009 Epidemiology and Quantitative Methods	2364	RADI 7014 Practice of Vascular Sonography 4	2400
PUBH 7010 Epidemiology of Non-Communicable Diseases	2365	RADI 7015 Principles of Vascular Sonography 1	2401
PUBH 7011 Health Advancement and Health Promotion	2366	RADI 7016 Principles of Vascular Sonography 2	2402
PUBH 7012 Health Economics and Comparative Health Systems	2367	RADI 7017 Principles of Vascular Sonography 3	2402
PUBH 7013 Health Promotion: A Primary Health Care Approach	2367	RADI 7018 Principles of Vascular Sonography 4	2403
PUBH 7014 Health and Socio-political Issues in Aged Care	2368	REHA 1001 Introduction to Occupational Therapy	2404
PUBH 7015 Introduction to Clinical Epidemiology	2368	REHA 1002 Introduction to Physiotherapy Practice	2405
PUBH 7016 Introduction to Epidemiology	2370	REHA 1003 Introduction to Podiatry	2406
PUBH 7017 Leadership and the Development of Organisational Capacity	2371	REHA 1004 Occupational Therapy Practice 1	2407
PUBH 7018 Leadership for Quality and Safety in Health Care .	2372	REHA 1005 Introduction to Speech Pathology Practice	2408
PUBH 7019 Occupational Health Management	2373	REHA 1006 Communication and Mealtime Foundations	2410
PUBH 7020 Policy, Power and Politics in Health Care Provision	2373	REHA 1007 Foundations of Recreational Therapy	2411
PUBH 7021 Primary Health Care and its Applications	2375	REHA 1008 Introduction to Leisure and Recreation Theory	2412
PUBH 7022 Public Health, Policy and Society	2375	REHA 1009 Introduction to Leisure and Recreation Theory (UG Cert)	2413
		REHA 2001 Core Competencies in Physiotherapy Practice	2414

REHA 2002 Introduction to Leisure and Recreation Theory	2415	REHA 3030 Podiatric Surgery	2457
REHA 2003 Musculoskeletal Disorders and Imaging	2416	REHA 3035 Therapeutic Recreation Professional Project	2458
REHA 2004 Occupational Therapy Practice 2	2417	REHA 3036 Workplace Learning 2 (Community Placement)	2459
REHA 2005 Pathomechanics and Podiatric Medicine	2418	REHA 3037 Clinical Practice 1	2460
REHA 2006 People, Environment and Occupations	2419	REHA 3038 Clinical Practice 2	2461
REHA 2007 Podiatry Pre-Clinical	2420	REHA 3039 Fluency and Voice	2462
REHA 2009 Workplace Learning 1 (Therapeutic Recreation) ...	2422	REHA 3040 Swallowing Assessment and Management	2462
REHA 2010 Adult Speech and Language	2423	REHA 3041 Facilitation in Recreational Therapy	2463
REHA 2012 Speech Impairments in Children	2423	REHA 3042 Health Practice Management	2464
REHA 2013 Speech and Hearing Across the Lifespan	2424	REHA 3043 Recreational Therapy Internship	2465
REHA 2014 Recreational Therapy Assessment	2424	REHA 3044 Shaping the Future of Recreational Therapy	2466
REHA 2015 Recreational Therapy Process and Planning	2425	REHA 3045 Communication Access in Communities	2467
REHA 2016 Hearing, Speech and Swallowing Science	2427	REHA 3046 Optimising Mealtimes Across the Lifespan	2467
REHA 2017 Communication Changes Across the Lifespan	2428	REHA 3047 Speech Pathologists Working with Adults, Families and Communities	2468
REHA 2018 Elements of Language: Analysis and Application	2429	REHA 3048 Speech Pathologists Working with Children, Families and Communities	2469
REHA 2019 Optimising Communication for Adults	2429	REHA 3049 Speech Pathology Practice 1	2470
REHA 2020 Optimising Communication for Children	2431	REHA 3050 Speech Pathology Practice 2	2472
REHA 3001 Cardiorespiratory Physiotherapy	2432	REHA 3051 Leisure Education Programming and Mental Health (UG Cert)	2473
REHA 3002 Child and Adolescent Occupations	2433	REHA 4001 Clinical Education B (Rehabilitation)	2474
REHA 3003 Clinical Education (General)	2434	REHA 4002 Clinical Education C (Ambulatory Care)	2475
REHA 3004 Clinical Education A (Acute Care)	2435	REHA 4003 Clinical Education D (Paediatrics)	2477
REHA 3005 Clinical Exercise Physiology 1	2436	REHA 4004 Clinical Education E (Advanced Care)	2478
REHA 3006 Ergonomics and Work Occupations	2437	REHA 4005 Clinical and Professional Practice (Honours)	2479
REHA 3007 Exercise Prescription II	2438	REHA 4006 Complex Cases and Professional Issues	2481
REHA 3009 Exercise Rehabilitation	2439	REHA 4007 Dermatology and Gerontology	2482
REHA 3010 Exercise for Health and Disease Prevention	2440	REHA 4008 Integrating Research into Physiotherapy Practice	2483
REHA 3012 Exercise in Musculo-Skeletal Rehabilitation	2441	REHA 4009 Occupational Justice	2484
REHA 3013 Leisure Education Programming and Mental Health	2442	REHA 4010 Occupational Therapy Practice 4A	2485
REHA 3014 Musculoskeletal Physiotherapy	2442	REHA 4011 Occupational Therapy Practice 4B	2486
REHA 3015 Musculoskeletal Physiotherapy A	2443	REHA 4012 Occupational Therapy Project	2487
REHA 3016 Musculoskeletal Physiotherapy B	2444	REHA 4013 Occupational Therapy Specialties	2488
REHA 3017 Neurological Physiotherapy	2445	REHA 4014 Paediatric Physiotherapy	2489
REHA 3018 Neurological Rehabilitation	2445	REHA 4015 Physiotherapy for Chronic Illness and Disease	2490
REHA 3019 Occupation and Ageing	2446	REHA 4016 Podiatric Clinical Block	2491
REHA 3020 Occupation and Mental Health	2447	REHA 4017 Podiatric Paediatrics and Sports Medicine	2493
REHA 3021 Occupation and Neurology	2448	REHA 4018 Podiatric Practice 3	2494
REHA 3022 Occupation and the Environment	2449	REHA 4019 Podiatric Practice 4	2496
REHA 3023 Occupational Therapy Clinical Practice 3b	2449	REHA 4021 The High Risk Foot	2498
REHA 3024 Occupational Therapy Practice 3	2450	REHA 4022 Alternative and Augmentative Communication Systems	2500
REHA 3025 Occupational Therapy Process	2451	REHA 4023 Clinical Practice 3	2500
REHA 3027 Pharmacology for Podiatrists	2452	REHA 4024 Clinical Practice 4	2501
REHA 3028 Podiatric Practice 1	2453		
REHA 3029 Podiatric Practice 2	2455		

REHA 4025 Complex Communication Needs	2502	SPRT 3002 Aquatic Sports	2535
REHA 4026 Professional Issues	2502	SPRT 3003 Coaching Sport and Recreation Activities	2535
REHA 4027 Innovative Speech Pathology Practice	2503	SPRT 3005 Contemporary Youth Health Issues	2537
REHA 4028 Speech Pathology Practice 3	2503	SPRT 3008 Exercise Physiology Across the Lifespan	2537
REHA 4029 Speech Pathology Practice 4	2505	SPRT 3011 Sport Development Applied Project	2538
REHA 4030 Speech Pathology Professional Issues	2506	SPRT 3012 Sport Development Internship	2539
REHA 4031 Honours Research 1	2507	SPRT 3014 Sport Management Applied Project	2539
REHA 4032 Honours Research 2	2507	SPRT 3017 Work Experience in Sport and Exercise Science	2540
REHA 4034 Occupational Therapy Clinical Practice 4	2508	SPRT 9001 Higher Degree Research Thesis - Sport and Recreation	2541
REHA 4035 Occupational Therapy Practice 4 (Honours)	2509	.....
REHA 7005 Complex Cases and Professional Issues	2510	TEAC 0001 English for Academic Purposes (EAP) - UWSCollege	2542
REHA 7007 Integrating Research into Physiotherapy Practice	2511	.....
REHA 7009 Neurological Physiotherapy Practice	2512	TEAC 1001 Advanced Standing for Learning in Context 110 ...	2542
REHA 7010 Occupational Justice	2512	TEAC 1002 Advanced Standing for Learning in Context 120 ...	2542
REHA 7011 Occupational Therapy Practice 4	2513	TEAC 1005 Children's Digital Worlds	2543
REHA 7012 Occupational Therapy Practice 4 (Honours)	2514	TEAC 1006 Children's Literature and Digital Texts	2543
REHA 7013 Occupational Therapy Practice 4 Workshop	2515	TEAC 1007 Creative Arts for Early Learning	2543
REHA 7014 Occupational Therapy Project	2517	TEAC 1008 Curriculum and Aboriginal Perspectives	2544
REHA 7015 Occupational Therapy Specialties	2517	TEAC 1010 Early Primary Mathematics	2545
REHA 7016 Occupational Therapy Theory and Practice	2518	TEAC 1011 Educational Psychology	2546
REHA 7017 Paediatric Physiotherapy	2518	TEAC 1012 English as an International Language	2546
REHA 7018 Physiotherapy for Chronic Illness and Disease	2519	TEAC 1013 Everyday Childhoods	2547
REHA 7023 Podiatric Professional Practice Studies	2520	TEAC 1014 Experience-based Outdoor Education	2548
REHA 7027 Research into Practice: bridging the clinician- researcher divide in applied and creative therapies	2520	TEAC 1015 Exploring Patterns and Relationships in Mathematics 1	2548
REHA 9001 Higher Degree Research Thesis - Art Therapy	2521	.....
REHA 9002 Higher Degree Research Thesis - Chiropractic and Osteopathy	2522	TEAC 1016 Exploring Patterns and Relationships in Mathematics 2	2549
REHA 9003 Higher Degree Research Thesis - Occupational Therapy	2523	.....
REHA 9004 Higher Degree Research Thesis - Physiotherapy ..	2524	TEAC 1017 Identity and Voice in Multimodal Texts	2549
REHA 9005 Higher Degree Research Thesis - Podiatry	2524	TEAC 1018 Infant and Early Development	2550
REHA 9006 Higher Degree Research Thesis - Rehabilitation Therapies	2525	TEAC 1020 Language and Literacy 1	2551
SPRT 1001 Fundamentals of Exercise Science	2526	TEAC 1021 Learning, Teaching and Technologies	2551
SPRT 1002 Fundamentals of Exercise Science (WSTC)	2526	TEAC 1022 Literacy Skills for Teacher Education	2552
SPRT 1005 Outdoor Recreation	2527	TEAC 1023 Literacy for Educators	2553
SPRT 1006 Outdoor Recreation (WSTC)	2528	TEAC 1024 Mathematical Patterns and Relationships	2553
SPRT 1008 Sport for Social Development	2529	TEAC 1025 Mathematical Patterns and Relationships (WSTC)	2554
SPRT 2002 Exercise Testing and Measurement	2530	.....
SPRT 2007 PDHPE: Games for Diverse Groups	2531	TEAC 1027 Numeracy for Educators	2555
SPRT 2009 Professional Development and Work Experience ..	2532	TEAC 1028 Numeracy for Teaching	2556
SPRT 2011 Sustainability, Tourism and Place	2533	TEAC 1029 Professional Experience 1: Introduction to Classrooms	2556
SPRT 2012 Community Sport Development	2533	.....
SPRT 3001 Applied Exercise Science for Personal Trainers and Coaches	2534	TEAC 1030 Science and Engineering in Early Childhood	2558
		TEAC 1031 Sociology for Educators	2559
		TEAC 1032 The Developing Child	2559
		TEAC 1033 The Developing Child (WSTC)	2560
		TEAC 1034 Ways with Words and Images	2562
		TEAC 1035 Advanced Standing for English Teaching Specialisation	2562
		110	

TEAC 1036 Advanced Standing for English Teaching Specialisation 120	2562	TEAC 2048 Primary Professional Experience 1: Working in Classrooms	2592
TEAC 1037 Exploring Patterns and Relationships in Mathematics	2562	TEAC 2049 Professional Experience 2: School-based Learning	2593
TEAC 1038 Literacy and Numeracy for Educators	2563	TEAC 2052 Science and Technology	2595
TEAC 1039 Scientist, Artist, Teacher	2564	TEAC 2053 Science and Technology in the Primary Years	2596
TEAC 1040 Mathematical Patterns and Relationships (Block)	2565	TEAC 2054 Scientific Discovery and Invention	2596
TEAC 1041 The Developing Child (Block)	2566	TEAC 2055 TESOL Teaching Methodology	2597
TEAC 2001 Active and Healthy Childhoods	2567	TEAC 2056 Teaching Art in the Early Years	2598
TEAC 2002 Advanced Standing for Learning in Context 1 (210)	2568	TEAC 2057 Teaching English as an Additional Language in Primary Schools	2599
TEAC 2003 Advanced Standing for Learning in Context 2 (220)	2568	TEAC 2058 Wellbeing and Promoting Positive Learning Environments	2600
TEAC 2004 Being a Teacher	2568	TEAC 2060 Developing Aboriginal Languages K-6	2600
TEAC 2005 Play in the Lives of Children	2569	TEAC 2061 Teaching K-6: Pedagogies, Priorities and Capabilities	2601
TEAC 2008 Connecting Schools and Communities	2570	TEAC 2062 Teachers as Change Makers	2602
TEAC 2009 Contemporary Childhoods	2571	TEAC 2063 History, Geography, Civics and Citizenship in the Primary Years	2604
TEAC 2010 Contemporary Childhoods (WSTC)	2572	TEAC 2064 Contemporary Childhoods (Block)	2604
TEAC 2011 Contemporary Issues in Aboriginal Education	2573	TEAC 3002 Classroom Inquiry and improving professional practice	2605
TEAC 2013 Creative Arts	2574	TEAC 3003 Community Responsive Pedagogies and Leadership	2606
TEAC 2014 Cultural Diversity, Society and Learning	2575	TEAC 3004 Creative Arts Education	2607
TEAC 2015 Diversity and Difference	2576	TEAC 3005 Critical Literacies	2608
TEAC 2017 Education and Transformation	2576	TEAC 3006 Education in a Cosmopolitan Society	2608
TEAC 2018 Education for Sustainability	2577	TEAC 3008 English Language Linguistics	2609
TEAC 2020 Educational Psychology for Teaching Children	2578	TEAC 3009 Ethical Futures	2610
TEAC 2021 Engaging Learners	2579	TEAC 3010 Health and Physical Education in the Primary Years	2610
TEAC 2023 Engaging the Professional Educator	2579	TEAC 3012 Humanities in Early Childhood	2611
TEAC 2024 Engaging with Families and Communities	2580	TEAC 3013 Inclusive Practices	2612
TEAC 2025 English Language Analysis	2581	TEAC 3014 Language and Literacy 2	2612
TEAC 2026 Ethical Practice	2581	TEAC 3015 Language and Literacy in Years 3-6	2613
TEAC 2029 Fundamentals for Working Mathematically	2582	TEAC 3016 Language and Literacy in the Early Years	2614
TEAC 2030 Health and Physical Education	2583	TEAC 3017 Learning Environments	2615
TEAC 2031 History, Geography, Civics and Citizenship	2584	TEAC 3019 Numeracy and Mathematics in Years 3-6	2615
TEAC 2032 Inclusive Education Practices	2585	TEAC 3020 Primary Professional Experience 2: Working with Assessment Data for Instruction	2616
TEAC 2033 Indigenous Landscapes and Sustainability	2586	TEAC 3021 Primary Professional Experience 3: Engaging with Diverse Students and Communities	2617
TEAC 2034 Language Assessment and Testing	2587	TEAC 3023 Professional Experience 4: Teaching in Country ...	2618
TEAC 2036 Learning Futures and Curriculum Integration	2587	TEAC 3024 Professional Portfolio 3: Management and Leadership	2620
TEAC 2037 Learning and Creativity	2588	TEAC 3025 Researching Practice	2620
TEAC 2038 Learning in Community Contexts	2589	TEAC 3026 Responsive Pedagogies	2621
TEAC 2040 Management and Administration in Early Childhood Settings	2590	TEAC 3028 Supporting Positive Learning	2622
TEAC 2043 Numeracy and Mathematics in the Early Years	2590	TEAC 3029 TESOL Curriculum Design	2622
TEAC 2044 Outdoor Learning and Sustainability in the Primary Years	2591		
TEAC 2046 Pedagogy and Praxis in Aboriginal and Torres Strait Islander Education	2591		

TEAC 3030 TESOL Placement	2623	TEAC 4031 History Curriculum 2	2642
TEAC 3031 The Brain and Learning	2624	TEAC 4032 Languages Curriculum 1	2642
TEAC 3032 Understanding and Teaching in Context	2624	TEAC 4033 Languages Curriculum 2	2642
TEAC 3033 Working and Teaching with Diverse Communities	2625	TEAC 4034 Languages Curriculum 3	2642
TEAC 3036 Data and Assessment in the Primary classroom ..	2626	TEAC 4035 Languages Curriculum 4	2642
TEAC 3037 Engaging in the Profession	2626	TEAC 4036 Music Curriculum 1	2642
TEAC 3038 Health and Physical Education 2	2627	TEAC 4037 Music Curriculum 2	2642
TEAC 3039 Mathematics 1: Geometry, Number and Algebra Years K-6	2628	TEAC 4038 Music Curriculum 3	2642
TEAC 3040 Professional Experience 3	2629	TEAC 4039 Music Curriculum 4	2642
TEAC 3041 Science and Technology 2	2630	TEAC 4040 PDHPE Curriculum 1	2642
TEAC 3042 Digital Childhoods	2632	TEAC 4041 PDHPE Curriculum 2	2642
TEAC 3043 Reading Children's Literature and Digital Texts	2632	TEAC 4042 PDHPE Curriculum 3	2642
TEAC 3044 STEM Principles and Practices in the Primary Years	2632	TEAC 4043 PDHPE Curriculum 4	2642
TEAC 3046 Engaging Pedagogies	2633	TEAC 4044 Science Curriculum 2	2642
TEAC 3047 Pedagogical Leadership	2633	TEAC 4045 Science Curriculum 3	2642
TEAC 3048 Creative Arts 2	2634	TEAC 4046 Science Curriculum 4	2642
TEAC 4001 Connecting to the Profession	2635	TEAC 4047 Technology Curriculum 1	2642
TEAC 4002 Developing Primary Mathematics	2635	TEAC 4048 Technology Curriculum 2	2642
TEAC 4003 Early Literacies	2636	TEAC 4049 Technology Curriculum 3	2642
TEAC 4004 Leadership and Portfolio	2636	TEAC 4050 Technology Curriculum 4	2642
TEAC 4005 Mathematics and Numeracy in the Early Years	2637	TEAC 4051 Mathematics Curriculum 1	2642
TEAC 4006 Primary Professional Experience 4a: Transition into the Profession 1	2638	TEAC 4052 Mathematics Curriculum 2	2642
TEAC 4007 Primary Professional Experience 4b: Transition into the Profession 2	2639	TEAC 4053 Mathematics Curriculum 3	2642
TEAC 4008 Professional Practice Birth - 3 Years	2639	TEAC 4054 Mathematics Curriculum 4	2642
TEAC 4009 Professional Practice 3-5 years	2639	TEAC 4055 Mental Health in Educational Contexts	2642
TEAC 4010 Researching Professional Practice	2640	TEAC 4056 Science Curriculum 1	2642
TEAC 4011 Inclusion in the Early years	2641	TEAC 7001 Aboriginal & Culturally Responsive Pedagogies	2643
TEAC 4012 Teaching EAL/D Students in the Primary Years	2642	TEAC 7002 Addressing Diversity in Mathematics Teaching and Learning	2644
TEAC 4018 Aboriginal Studies Curriculum 1	2642	TEAC 7003 Addressing Diversity in Science Teaching and Learning	2644
TEAC 4019 Aboriginal and Society Studies Curriculum 2	2642	TEAC 7004 Adolescent Development and Teaching	2645
TEAC 4020 Business Studies/Commerce Curriculum 1	2642	TEAC 7005 Advanced Academic English Skills	2646
TEAC 4021 Business Studies/Legal Studies/Economics Curriculum 2	2642	TEAC 7007 Advanced Standing for TESOL 740 (PG)	2647
TEAC 4022 English Curriculum 1	2642	TEAC 7008 Advanced Standing for TESOL 760 (PG)	2647
TEAC 4023 English Curriculum 2	2642	TEAC 7010 Assessing to Support Learning	2647
TEAC 4024 English Curriculum 3	2642	TEAC 7011 Assessment and Intervention for Mathematics and Numeracy Learning	2648
TEAC 4025 English Curriculum 4	2642	TEAC 7012 Assessment and Intervention for Science Learning	2649
TEAC 4026 Geography Curriculum 1	2642	TEAC 7013 At the cultural interface - learning two ways	2649
TEAC 4027 Geography Curriculum 2	2642	TEAC 7015 Children, Families, Communities	2650
TEAC 4028 HSIE Curriculum 3	2642	TEAC 7018 Computational Thinking across the STEM Curriculum	2651
TEAC 4029 HSIE Curriculum 4	2642	TEAC 7020 Contemporary Teacher Leadership	2652
TEAC 4030 History Curriculum 1	2642	TEAC 7022 Creative Teaching and Learning	2653

TEAC 7023 Culture, Subjectivities and Schooling	2654	TEAC 7116 Researching STEM Education for Future Leadership	2698
TEAC 7025 Curriculum for Under Threes	2655	TEAC 7119 Researching and Developing Engaging Pedagogies	2699
TEAC 7026 Designing Curriculum Futures	2656	TEAC 7120 STEM Pedagogies in Practice	2700
TEAC 7027 Designing Teaching and Learning	2656	TEAC 7121 STEM foundations	2701
TEAC 7029 Disability in Context	2657	TEAC 7122 Science for Contemporary Learners	2701
TEAC 7030 Diverse Literacies	2658	TEAC 7123 Secondary Curriculum 1A	2702
TEAC 7032 Diversity, Social Justice and Learning	2659	TEAC 7124 Secondary Curriculum 1B	2702
TEAC 7037 Early Learning Environments	2660	TEAC 7125 Secondary Curriculum 1C	2703
TEAC 7038 Early Mathematics and Numeracy	2661	TEAC 7126 Secondary Curriculum 2A	2703
TEAC 7041 Effective Working Relationships	2662	TEAC 7127 Secondary Curriculum 2B	2703
TEAC 7043 Engaging Communities	2663	TEAC 7128 Secondary Curriculum 2C	2703
TEAC 7044 English Linguistics for TESOL	2664	TEAC 7140 TESOL Methodology and Curricula	2704
TEAC 7051 Inclusive Environments	2664	TEAC 7141 Teaching and Learning in Classrooms	2704
TEAC 7057 Introduction to Pedagogical Leadership	2665	TEAC 7142 Teaching and Learning with Adults	2705
TEAC 7061 Leadership and Management	2666	TEAC 7144 Technology Assisting Learning	2706
TEAC 7063 Leadership, Mentoring and Professional Growth ..	2667	TEAC 7147 Theorising Play	2707
TEAC 7065 Leading Mathematics in the Primary School	2668	TEAC 7148 Transformative Learning	2708
TEAC 7067 Leading Science in the Primary School	2669	TEAC 7149 Understanding and Teaching Children	2708
TEAC 7068 Learning and Teaching in Challenging Contexts ...	2669	TEAC 7150 Universal Design for Learning	2710
TEAC 7071 Literacy in the Early Years	2670	TEAC 7151 Applied Mathematics and Science in Secondary STEM Education	2710
TEAC 7072 Managing Challenging and Diverse Behaviour	2671	TEAC 7152 Applied Robotics and Programming in Secondary STEM Education	2711
TEAC 7074 Mathematics for Contemporary Learners	2672	TEAC 7153 Inclusive Education: Principles and Practices	2712
TEAC 7076 Multicultural Nonverbal Communication	2673	TEAC 7154 Professional Experience 1	2713
TEAC 7082 Pedagogy for Positive Learning Environments	2674	TEAC 7155 Professional Experience 2	2715
TEAC 7083 People, Place and Pedagogy	2675	TEAC 7156 Aboriginal Education: Past, Present and Future	2717
TEAC 7084 Person-Centred Practice	2675	TEAC 7157 Action Research in Teaching	2718
TEAC 7087 Practising Pedagogical Leadership	2676	TEAC 7158 Researching Teaching and Learning	2719
TEAC 7088 Primary Creative Arts	2677	TEAC 9001 Higher Degree Research Thesis - Teacher Education: Early Childhood	2720
TEAC 7089 Primary English and Literacy 1	2679	TEAC 9002 Higher Degree Research Thesis - Teacher Education: Primary	2721
TEAC 7090 Primary English and Literacy 2	2680	TEAC 9003 Higher Degree Research Thesis - Teacher Education: Secondary	2721
TEAC 7091 Primary Health and Physical Education	2681	TOUR 1002 Tourism and Global Trends	2722
TEAC 7092 Primary Human Society and its Environment	2682	TOUR 2001 Issues in Contemporary Heritage	2723
TEAC 7093 Primary Mathematics and Numeracy 1	2684	TOUR 2002 Tourism Industry Experience	2723
TEAC 7094 Primary Mathematics and Numeracy 2	2685	TOUR 9001 Higher Degree Research Thesis - Tourism	2724
TEAC 7099 Primary Science & Technology	2686	VISU 2003 From Ochre to Acrylics to New Technologies	2725
TEAC 7100 Principles and Practices of Evaluation	2687	VISU 2007 Animation and Visual Effects (WSTC)	2726
TEAC 7101 Professional Experience (Additional Needs)	2687	VISU 3002 Photomedia: Fashion and Identity	2726
TEAC 7103 Professional Experience 3 - 5 Years	2688	WELF 1002 Context of Human Services	2727
TEAC 7104 Professional Experience Birth - 2 Years	2690	WELF 1003 Human Services Intervention Strategies	2728
TEAC 7106 Professional Experience K - 6	2692	WELF 1004 Human Services Intervention Strategies (WSTC) .	2729
TEAC 7108 Professional Practice Community Engagement	2694		
TEAC 7111 Professional Project	2695		
TEAC 7112 Prosocial Learning Environments	2696		
TEAC 7114 Research and Professional Practice	2697		
TEAC 7115 Researching Practice	2697		

WELF 1006 Introduction to Working with Individuals, Families and Communities (Block Mode)	2730	WELF 3024 Professional Practice in Aged Care and Disability (UG Cert)	2757
WELF 1007 Mental Health Workforce Training	2731	WELF 4001 Contemporary Social Work Practice	2758
WELF 1009 Welfare Field Education 1 (Block Mode)	2731	WELF 4002 Counselling and Consultation	2759
WELF 1010 Human Services Intervention Strategies (UG Cert)	2732	WELF 4005 Field Education 2	2760
WELF 1011 Introduction to Social Work in Australia	2733	WELF 4006 Ideologies of Practice in Social Work	2761
WELF 1012 Understanding Disability: Historical and Contemporary Frameworks	2734	WELF 4007 Practice skills for social work	2762
WELF 2001 Community Management and Organisations	2735	WELF 4008 Professional Decision Making in Social Work	2762
WELF 2002 Community Work & Development	2735	WELF 4010 Social Work Honours Thesis 2	2763
WELF 2003 Community Work and Community Development (Block Mode)	2736	WELF 6001 Ethics and Diversity in Counselling	2763
WELF 2006 Fields of Practice 1	2737	WELF 7001 Clinical Studies (Art Therapy)	2764
WELF 2007 Group Work in Social Work	2738	WELF 7002 Clinical Studies in Psychotherapy and Counselling	2765
WELF 2008 Human Rights, Human Services and the Law	2738	WELF 7003 Contextualised Practice	2767
WELF 2009 Human Rights, Human Services and the Law (WSTC)	2739	WELF 7006 Counselling and Psychotherapy Practice	2767
WELF 2010 Lifespan Development and the Human Services ..	2740	WELF 7007 Critical Social Work Practice	2768
WELF 2011 Management and Community Organisations (Block Mode)	2741	WELF 7008 Ethics and Diversity in Research and Therapy	2769
WELF 2017 Working with Individuals and Families	2742	WELF 7009 Foundations of Psychotherapy and Counselling 1	2770
WELF 2018 Working with Individuals and Families (Block Mode)	2743	WELF 7010 Foundations of Psychotherapy and Counselling 2	2771
WELF 3001 Child Abuse as a Social Issue	2743	WELF 7011 Further Clinical Studies (Art Therapy)	2772
WELF 3002 Child Abuse as a Social Issue (Block Mode)	2744	WELF 7012 Further Clinical Studies in Psychotherapy and Counselling	2773
WELF 3003 Community Engaged Learning	2745	WELF 7013 Integrated Practice 1: Self and Story	2774
WELF 3005 Families and Sustainable Communities (Block Mode)	2746	WELF 7014 Integrated Practices 2: Affliction and Recovery	2775
WELF 3006 Family Violence: Policy and Practice	2747	WELF 7016 Integrated Practices 4: Self and Relationships	2776
WELF 3007 Leadership, Alliances, Sustainability (Block Mode)	2747	WELF 7017 Integrated Project	2777
WELF 3008 Learning through Indigenous Australian Community Service (Day Mode)	2748	WELF 7018 Leadership in Organisations	2778
WELF 3009 Managing Offenders in the Community	2749	WELF 7019 Power and Marginalisation	2778
WELF 3011 Professional Practice in Aged Care and Disability	2749	WELF 7020 Practising Research and Researching Practice	2779
WELF 3013 Social Work and Health	2750	WELF 7021 Social Work (Qualifying) Field Education 1	2780
WELF 3014 Social Work and Social Policy	2751	WELF 7022 Social Work (Qualifying) Field Education 2	2781
WELF 3016 Theory and Critique of Welfare Practice (Block Mode)	2752	WELF 7023 Social Work Practice Methods 1	2782
WELF 3017 Understanding needs within Indigenous Australian Communities	2753	WELF 7024 Social Work Practice Methods 2	2783
WELF 3019 Welfare Field Education 2 (Block Mode)	2753	WELF 7029 Indigenous Australia: History, Knowledge and Professional Practice	2783
WELF 3020 Field Education 1	2754	WELF 7030 Research for Social Work Practice	2784
WELF 3021 Disability Rights, Policy and Governance	2755	WELF 7031 Theories and Knowledges for Social Work	2785
WELF 3022 Disability and Sexuality	2756	WELF 7032 Counselling Skills for the Allied Professions	2785
WELF 3023 Indigenous Disability and Inclusion	2756	WELF 9001 Higher Degree Research Thesis - Care for the Disabled	2786
		WELF 9002 Higher Degree Research Thesis - Care for the Aged	2787
		WELF 9003 Higher Degree Research Thesis - Human Welfare Studies and Services	2789
		WELF 9004 Higher Degree Research Thesis - Social Work	2790
		WELF 9005 Higher Degree Research Thesis - Youth Work	2792

Index	2794
-------------	------

SUBJECT DETAILS

A

- ACCT 0002 Accounting Fundamentals (WSTC) (p. 83)
- ACCT 0003 Fundamentals of Finance and Accounting (p. 83)
- ACCT 1001 Accounting Information for Managers (p. 84)
- ACCT 1003 Accounting Information for Managers (WSTC) (p. 85)
- ACCT 1005 Accounting in Context (p. 86)
- ACCT 1006 Accounting in Context (WSTC) (p. 87)
- ACCT 1007 Financial Accounting Applications (p. 89)
- ACCT 1008 Financial Accounting Applications (WSTC) (p. 90)
- ACCT 1010 Management Accounting Fundamentals (<https://hbook.westernsydney.edu.au/subject-details/acct1010/>)
- ACCT 2001 Contemporary Management Accounting (p. 91)
- ACCT 2003 Financial Statement Analysis (UG) (p. 92)
- ACCT 2004 Intermediate Financial Accounting (p. 93)
- ACCT 2005 Techniques in Financial Accounting (p. 93)
- ACCT 3001 Accounting Information Systems (p. 94)
- ACCT 3003 Accounting Standards and Governance (p. 96)
- ACCT 3004 Advanced Accounting (p. 97)
- ACCT 3006 Auditing and Assurance Services (p. 98)
- ACCT 3007 Corporate Accounting Systems (p. 99)
- ACCT 3009 Incubator 4: Commercial and Financial Setting of Entrepreneurship (p. 100)
- ACCT 3011 The Accountant as a Consultant (p. 101)
- ACCT 7002 Accounting Professional Engagement (p. 102)
- ACCT 7005 Accounting Theory and Applications (p. 103)
- ACCT 7007 Accounting: A Business Perspective (p. 104)
- ACCT 7009 Auditing (p. 104)
- ACCT 7010 Company Accounting (p. 105)
- ACCT 7012 Corporate Finance (p. 106)
- ACCT 7013 Financial Decision Making (p. 107)
- ACCT 7015 Financial Reports for Decision Making (p. 108)
- ACCT 7016 Information Systems for Accountants (p. 109)
- ACCT 7018 Introductory Accounting (p. 110)
- ACCT 7019 Management Accounting (p. 111)
- ACCT 7026 Behavioural Finance (PG) (p. 112)
- ACCT 9001 Higher Degree Research Thesis - Accounting (p. 113)
- Advanced Engineering Project 1 (p. 1020)
- Advanced Engineering Thesis 1: Preliminary Investigations (p. 1786)
- Advanced Engineering Thesis 2: Detailed Investigations (p. 1787)
- Advanced Standing for Studies of Religion 110 (<https://hbook.westernsydney.edu.au/subject-details/phil1007/>)
- Advanced Standing for Studies of Religion 210 (<https://hbook.westernsydney.edu.au/subject-details/phil2018/>)
- Advanced Standing for Studies of Religion 310 (<https://hbook.westernsydney.edu.au/subject-details/phil3020/>)
- AGEN 1001 Water Quality Assessment and Management (p. 114)
- AGEN 1002 Water Quality Assessment and Management (WSTC) (p. 115)
- AGEN 1003 Water Quality Assessment and Management (UG Cert) (p. 116)
- AGEN 3001 Animal Behaviour (p. 117)
- AGEN 4001 Researching our Changing Environment (p. 118)
- AGEN 7001 Bushfire Behaviour (p. 118)
- AGEN 7002 Ecosystems in a Changing World (p. 119)
- AGEN 7004 Perspectives of Sustainable Development (p. 120)
- AGEN 7005 Research Protocol Design and Practice (p. 121)
- AGEN 9001 HDR Thesis Hawkesbury Institute for the Environment (p. 121)
- AGEN 9002 Higher Degree Research Thesis - Agriculture and Environment (p. 122)
- AGEN 9003 Higher Degree Research Thesis - Agriculture and Environment (p. 123)
- AGRI 1003 Animal Science (p. 125)
- AGRI 1004 Feeding the Planet (p. 125)
- AGRI 1005 Human Animal Interactions (p. 126)
- AGRI 1009 Wildlife Studies (p. 127)
- AGRI 1010 Protected Cropping Climate Control and Technology (p. 128)
- AGRI 1011 Introduction to Agrifood (<https://hbook.westernsydney.edu.au/subject-details/agri1011/>)
- AGRI 2001 Agronomy (p. 128)
- AGRI 2003 Animal Health and Welfare (p. 129)
- AGRI 2004 Animal Reproduction (p. 129)
- AGRI 2005 Sustainable Food Production (p. 130)
- AGRI 2006 Agriculture, Food and Health (p. 131)
- AGRI 2007 Introduction to Agrifood (p. 131)
- AGRI 3001 Analysis of Agricultural Supply and Demand (p. 132)
- AGRI 3002 Animal Nutrition and Feeding (p. 133)
- AGRI 3005 Animal Production (p. 134)
- AGRI 3007 Water in the Landscape (p. 134)
- AGRI 3008 Animal Health, Ethics and Welfare (p. 135)
- AGRI 3009 Agricultural Technology (p. 136)
- AGRI 3010 Animal Health and Welfare (<https://hbook.westernsydney.edu.au/subject-details/agri3010/>)
- AGRI 7001 Agricultural Biosecurity (p. 136)
- AGRI 7002 Agricultural Biotechnology (p. 137)
- AGRI 7003 Agricultural Technologies (p. 138)
- AGRI 7004 Livestock Production Systems (p. 138)
- AGRI 9001 Higher Degree Research Thesis - Agriculture (p. 139)
- Applied Clinical Sciences 1 (p. 140)
- Applied Clinical Sciences 2 (p. 140)
- Applied Clinical Sciences 3 (p. 140)
- ARCH 1003 Graphic Communication and Design (WSTC) (p. 140)
- ARCH 1004 Drawing and CAD (p. 141)
- ARCH 1005 Drawing and CAD (WSTC) (p. 142)
- ARCH 2001 Architecture Studio - Fundamentals of Analogue Design (p. 143)
- ARCH 2002 Architecture Studio - Fundamentals of Digital Design (p. 143)
- ARCH 2003 Development Control (p. 144)
- ARCH 3002 Architecture Studio - Global Cities (p. 145)
- ARCH 3003 Architecture Studio - Rethinking Urbanism (p. 146)
- ARCH 3004 Architecture Studio - Rethinking the Sub-urban (p. 147)
- ARCH 3005 Architecture Studio - The Infrastructural (p. 147)
- ARCH 3006 Urban Design (p. 148)
- ARCH 4001 Architecture Studio: Urban Architecture (p. 149)
- ARCH 7001 Developing Sustainable Places (p. 150)
- ARCH 7002 Heritage and Planning (p. 150)
- ARCH 7003 Managing Cities: History and Theory (p. 151)

- ARCH 7004 Planning and Development Control (p. 152)
- ARCH 7005 Urban Management Practice: Governance and Power in the City (p. 152)
- ARCH 7006 Urban Planning Placement Project (p. 153)
- ARCH 7007 Advanced Design Communication (p. 154)
- ARCH 7008 Integrated Building Technology (p. 155)
- ARCH 7012 Urban Transformation Thesis Studio 2 (p. 156)
- ARCH 7014 Health, Wellbeing and Place (p. 156)
- ARCH 7015 Practice Research Studio Civic (p. 157)
- ARCH 7016 Practice Research Studio Housing (p. 157)
- ARCH 7017 Urban Transformation Studio Local (p. 158)
- ARCH 7018 Architectural Professional Practice (p. 159)
- ARCH 7019 Urban Transformation Studio Global (p. 160)
- ARCH 7020 Cool Green Cities (p. 161)
- ARCH 9001 HDR Thesis - Urban Research Centre (p. 162)
- ARCH 9002 Higher Degree Research Thesis - Urban Design and Regional Planning (p. 162)

B

- BEHV 0001 Introduction to Human Behaviour (WSTC Prep) (p. 164)
- BEHV 0002 Introduction to Human Behaviour (WSTC) (p. 165)
- BEHV 0003 Social Sciences and Psychology Exchange Unit 1 (p. 165)
- BEHV 0004 Social Sciences and Psychology Exchange Unit 2 (p. 166)
- BEHV 0005 Social Sciences and Psychology Exchange Unit 3 (p. 166)
- BEHV 0006 Social Sciences and Psychology Exchange Unit 4 (p. 166)
- BEHV 0007 Social Sciences and Psychology Exchange Unit 5 (p. 167)
- BEHV 0008 Psychological Foundations of Health (WSTC) (p. 167)
- BEHV 1001 Behaviour and Environment (p. 168)
- BEHV 1003 Introduction to Research Methods (p. 169)
- BEHV 1009 Living, Learning and Working on the Web (p. 170)
- BEHV 1010 Positive Psychology: The Science of Happiness, Resilience, and Wellbeing (p. 171)
- BEHV 1014 Psychology and Health (p. 172)
- BEHV 1015 Psychology and Health (WSTC) (p. 173)
- BEHV 1016 Psychology: Behavioural Science (p. 174)
- BEHV 1018 Psychology: Human Behaviour (p. 175)
- BEHV 1021 The Individual in Society (p. 176)
- BEHV 1022 The Individual in Society (Block Mode) (p. 178)
- BEHV 1023 The Individual in Society (WSTC) (p. 178)
- BEHV 1024 Applied Psychology (p. 179)
- BEHV 1025 Usable Design (p. 180)
- BEHV 1026 Cyber Behaviour (<https://hbook.westernsydney.edu.au/subject-details/behv1026/>)
- BEHV 1027 The Individual in Society (UG Cert) (<https://hbook.westernsydney.edu.au/subject-details/behv1027/>)
- BEHV 2002 Brain and Behaviour (p. 181)
- BEHV 2005 Human Learning (p. 182)
- BEHV 2007 Internship and Community Engagement (p. 183)
- BEHV 2008 Mental Health in the Community (p. 184)
- BEHV 2010 Perception (p. 185)
- BEHV 2015 Mental Health in the Community (WSTC) (p. 186)
- BEHV 2017 Mental Health in the Community (UG Cert) (p. 187)
- BEHV 2018 Personality (p. 188)
- BEHV 2019 Citizenship and Community Engagement (<https://hbook.westernsydney.edu.au/subject-details/behv2019/>)
- BEHV 2020 Introduction to Digital Mental Health (<https://hbook.westernsydney.edu.au/subject-details/behv2020/>)
- BEHV 3002 Abnormal Psychology (p. 189)
- BEHV 3004 Advanced Research Methods (p. 190)
- BEHV 3007 Cognitive Processes (p. 191)
- BEHV 3009 Developmental Psychology (p. 192)
- BEHV 3010 Health Psychology (p. 193)
- BEHV 3011 History and Philosophy of Psychology (p. 194)
- BEHV 3013 Humanities Internship (p. 195)
- BEHV 3014 Motivation and Emotion (p. 196)
- BEHV 3015 Motor Control and Skill Acquisition (p. 197)
- BEHV 3017 Personality (p. 198)
- BEHV 3018 Psychology and the Online World (p. 198)
- BEHV 3019 Psychology of Language (p. 199)
- BEHV 3021 Psychology, Crime and Law (p. 200)
- BEHV 3023 Social Psychology (p. 201)
- BEHV 3025 Sport and Exercise Psychology (p. 202)
- BEHV 3026 Service Learning (p. 203)
- BEHV 4001 Advanced Topics in Psychology (p. 204)
- BEHV 4004 Psychology Research Thesis (p. 205)
- BEHV 4005 Theory and Practice of Psychological Assessment and Intervention (p. 206)
- BEHV 4006 Research Methods Seminar (p. 207)
- BEHV 4009 Advanced Topics in Contemporary Psychology (p. 208)
- BEHV 7001 Advanced Therapeutic Modalities (p. 209)
- BEHV 7003 Assessment: Cognitive Functions (p. 210)
- BEHV 7004 Assessment: Psychological Practice (p. 211)
- BEHV 7005 Child Clinical Psychology (p. 211)
- BEHV 7006 Clinic Placement A (p. 212)
- BEHV 7008 Clinical Health Psychology (p. 214)
- BEHV 7009 Clinical Neuropsychology and Psychopharmacology (p. 215)
- BEHV 7010 Clinical Psychopathology 1 (p. 216)
- BEHV 7011 Clinical Psychopathology 2 (p. 216)
- BEHV 7012 Clinical Research Methods (p. 217)
- BEHV 7013 Cognitive Science: Research and Application (p. 218)
- BEHV 7014 Core Skills and Ethical Practice (p. 218)
- BEHV 7015 Core Therapeutic Modalities (p. 219)
- BEHV 7016 Digital Social Research in Action (p. 220)
- BEHV 7018 Integrated Practices 3: Emotions, Embodiment and Connection (p. 221)
- BEHV 7020 Learning and Processing Human Language (p. 222)
- BEHV 7021 Neuroscience Methods (p. 222)
- BEHV 7025 Professional Psychology Placement (p. 223)
- BEHV 7027 Psychological Interventions 1 (p. 224)
- BEHV 7029 Psychopathology: Theory and Practice (p. 225)
- BEHV 7031 Applied Research Project (p. 226)
- BEHV 7032 Clinic Placement B (p. 227)
- BEHV 7033 Professional Placement 1 (p. 229)
- BEHV 7034 Professional Placement 2 (p. 231)
- BEHV 7035 Psychological Approaches to Disability: Theory and Practice (p. 232)
- BEHV 7036 Research Internship and Engagement (p. 233)

- BEHV 7037 Psychological Practice in Contemporary Contexts (p. 235)
- BEHV 7038 Assessment and Treatment of Complex Psychological Disorders (p. 236)
- BEHV 9001 HDR Thesis - The MARCS Institute (p. 237)
- BEHV 9002 HDR Thesis - Writing and Society Research Centre (p. 238)
- BEHV 9003 Higher Degree Research Thesis - Clinical Psychology (p. 238)
- BEHV 9004 Higher Degree Research Thesis - Psychology (p. 239)
- BEHV 9005 Higher Degree Research Thesis - Psychology (p. 240)
- BEHV 9006 Higher Degree Research Thesis - Psychology (p. 242)
- BIOS 0001 Biology (WSTC) (p. 243)
- BIOS 0002 Focus on Biology (WSTC Prep) (p. 244)
- BIOS 0003 Focus on Biology (WSTC) (p. 245)
- BIOS 1001 Biodiversity (p. 246)
- BIOS 1003 Biodiversity (WSTC) (p. 247)
- BIOS 1010 Bioscience 1 (p. 248)
- BIOS 1011 Bioscience 2 (p. 248)
- BIOS 1012 Cell Biology (p. 249)
- BIOS 1014 Cell Biology (WSTC) (p. 250)
- BIOS 1022 Introduction to Human Biology (p. 251)
- BIOS 1023 Introduction to Human Biology (WSTC) (p. 252)
- BIOS 1027 Management of Aquatic Environments (p. 253)
- BIOS 1030 Resource Sustainability (p. 254)
- BIOS 1031 Resource Sustainability (WSTC) (p. 255)
- BIOS 1033 Concepts in Human Physiology (p. 255)
- BIOS 1034 Management of Aquatic Environments (WSTC) (p. 256)
- BIOS 1035 Anatomy and Physiology in Health (p. 257)
- BIOS 1036 Human Development and Disease across the lifespan (p. 258)
- BIOS 1037 Human Development and Disease across the Lifespan (WSTC) (p. 259)
- BIOS 1038 Anatomy and Physiology in Health (WSTC) (p. 260)
- BIOS 1039 Biodiversity (UG Cert) (p. 261)
- BIOS 2005 Botany (p. 262)
- BIOS 2006 Comparative Physiology (p. 263)
- BIOS 2008 Ecology (p. 264)
- BIOS 2011 Exercise Nutrition, Body Composition and Weight Control (p. 265)
- BIOS 2012 Exercise Physiology (p. 266)
- BIOS 2014 Functional Proteins and Genes (p. 267)
- BIOS 2016 General Microbiology (p. 268)
- BIOS 2018 Genetics (p. 269)
- BIOS 2021 Metabolism (p. 270)
- BIOS 2022 Microbiology 1 (p. 271)
- BIOS 2024 Microbiology 2 (p. 272)
- BIOS 2026 Molecular Biology (p. 273)
- BIOS 2032 Plant Physiology (p. 274)
- BIOS 2034 Principles of Evolution (p. 275)
- BIOS 2035 Principles of Zoology (p. 276)
- BIOS 2040 Invertebrate Zoology (p. 276)
- BIOS 2041 Vertebrate Zoology (p. 277)
- BIOS 2042 Biochemistry (p. 278)
- BIOS 3001 Advanced Cell Biology (p. 279)
- BIOS 3003 Advanced Sports Physiology (p. 280)
- BIOS 3004 Analytical Microbiology (p. 281)
- BIOS 3005 Applied Biomechanics (p. 282)
- BIOS 3007 Applied Biomechanics of Sport and Exercise (p. 283)
- BIOS 3012 Conservation Biology (p. 284)
- BIOS 3013 Ecosystem Carbon Accounting (p. 285)
- BIOS 3014 Genes, Genomics and Human Health (p. 285)
- BIOS 3017 Invertebrate Biology (p. 286)
- BIOS 3019 Marine and Aquatic Ecology (p. 287)
- BIOS 3021 Plant Health and Biosecurity (p. 288)
- BIOS 3023 Vertebrate Biodiversity (p. 288)
- BIOS 3026 Evolution and Genetics (p. 289)
- BIOS 3027 Molecular Biology of the Cell (p. 290)
- BIOS 3028 Pathological Basis of Human Disease (p. 291)
- BIOS 3029 Biotic interactions (p. 291)
- BIOS 3030 Global Change Ecology (p. 292)
- BIOS 3032 Plant Science (p. 292)
- BIOS 3033 Applied Bioinformatics (p. 293)
- BIOS 3034 Molecular Biotechnology (p. 294)
- BIOS 3035 Sustainable Environments (p. 294)
- BIOS 3036 Agricultural Biosecurity (p. 295)
- BIOS 4001 Science, Technology and Environment Honours Project (p. 296)
- BIOS 7001 Emerging Technologies for Biological Science (p. 297)
- BIOS 9001 Higher Degree Research Thesis - Animal Science (p. 297)
- BIOS 9002 Higher Degree Research Thesis - Biological Sciences (p. 298)
- BIOS 9003 Higher Degree Research Thesis - Microbiology (p. 299)
- BLDG 0001 Academic Skills for Construction Management (WSTC Prep) (p. 300)
- BLDG 0002 Building Calculations (WSTC Prep) (p. 301)
- BLDG 1006 Building 2 (WSTC) (p. 302)
- BLDG 1007 Construction Work Safety (p. 302)
- BLDG 1008 Construction Work Safety (WSTC) (p. 303)
- BLDG 1009 Environmental Building Design (p. 304)
- BLDG 1010 Environmental Building Design (WSTC) (p. 304)
- BLDG 1011 Property Building (p. 305)
- BLDG 1012 Property Development Controls (p. 306)
- BLDG 1013 Building Science (p. 306)
- BLDG 1014 Non-Residential Building (p. 307)
- BLDG 1015 Residential Building (p. 308)
- BLDG 1016 Building Science (WSTC) (p. 309)
- BLDG 1017 Non-Residential Building (WSTC) (p. 310)
- BLDG 1018 Residential Building (WSTC) (p. 310)
- BLDG 2001 Building Estimates and Tendering (p. 311)
- BLDG 2002 Building Measurement (p. 312)
- BLDG 2003 Building Regulations Studies (p. 313)
- BLDG 2004 Built Heritage (p. 314)
- BLDG 2011 Contract Administration (p. 314)
- BLDG 2012 Contract Administration (WSTC) (p. 315)
- BLDG 2013 Work-Integrated Learning in Advanced Digital Construction (p. 316)
- BLDG 2014 Work-Integrated Learning in Sustainable Construction (p. 316)
- BLDG 3001 Building Design Process (p. 317)
- BLDG 3004 Construction Information Systems (p. 317)
- BLDG 3006 Construction in Practice 1 (p. 318)

- BLDG 3007 Design Brief Formulation (p. 319)
- BLDG 3008 Negotiation in the Built Environment (p. 320)
- BLDG 3009 Quality and Value Management (p. 321)
- BLDG 3010 Building Cost Studies (p. 321)
- BLDG 3011 Construction Business Management (p. 322)
- BLDG 3012 Work-Integrated Learning in Construction Procurement Management (p. 323)
- BLDG 3013 Work-Integrated Learning in Global Construction (p. 323)
- BLDG 3014 Introduction to Building Fire Safety (<https://hbook.westernsydney.edu.au/subject-details/bldg3014/>)
- BLDG 3015 Contract Management (<https://hbook.westernsydney.edu.au/subject-details/bldg3015/>)
- BLDG 3016 Work-Integrated Learning in Advanced Digital Construction (<https://hbook.westernsydney.edu.au/subject-details/bldg3016/>)
- BLDG 4001 Building Design Project 1 (p. 323)
- BLDG 4002 Building Design Project 2 (p. 324)
- BLDG 4003 Construction Economics (p. 325)
- BLDG 4004 Estimating 2 (p. 326)
- BLDG 4005 Major Project in Construction (p. 326)
- BLDG 4006 Modern Construction Enterprises (p. 327)
- BLDG 4007 Modern Construction Projects (p. 328)
- BLDG 4008 Digital Construction (p. 329)
- BLDG 4009 Residential Building Project (p. 329)
- BLDG 4010 Construction Research Methods (p. 330)
- BLDG 4011 Construction Thesis (p. 330)
- BLDG 4012 Industry Based Learning (p. 331)
- BLDG 4013 Work-Integrated Learning in Construction Leadership (p. 332)
- BLDG 4014 Building Design Project 1 (Honours) (<https://hbook.westernsydney.edu.au/subject-details/bldg4014/>)
- BLDG 4015 Building Design Project 2 (Honours) (<https://hbook.westernsydney.edu.au/subject-details/bldg4015/>)
- BLDG 4016 Work-Integrated Learning in Construction Procurement Management (<https://hbook.westernsydney.edu.au/subject-details/bldg4016/>)
- BLDG 5001 Construction Claims (<https://hbook.westernsydney.edu.au/subject-details/bldg5001/>)
- BLDG 7001 Advanced Contract Management (p. 332)
- BLDG 7002 Building Regulations (p. 333)
- BLDG 7003 Building Studies (p. 334)
- BLDG 7004 Building in Bushfire Prone Areas (p. 334)
- BLDG 7005 Egress and Risk Assessment (p. 335)
- BLDG 7006 Financing Cities in the Global Economy (p. 336)
- BLDG 7007 Interpreting Building Regulations (Residential Buildings) (p. 337)
- BLDG 7008 Professional Practice and Building Law (p. 338)
- BLDG 7011 Work-Integrated Learning in Project Management A (p. 339)
- BLDG 7012 Work-Integrated Learning in Project Management B (p. 340)
- BLDG 7013 Project Procurement Systems (<https://hbook.westernsydney.edu.au/subject-details/bldg7013/>)
- BLDG 7014 Construction Industry Practice A (<https://hbook.westernsydney.edu.au/subject-details/bldg7014/>)
- BLDG 7015 Construction Industry Practice B (<https://hbook.westernsydney.edu.au/subject-details/bldg7015/>)
- BLDG 9001 Higher Degree Research Thesis - Building Science and Technology (p. 341)
- Bushfire Design and Climate Change (<https://hbook.westernsydney.edu.au/subject-details/engr7030/>)
- Business and Commerce Honours Thesis A (p. 341)
- Business and Commerce Honours Thesis B (p. 341)
- BUSM 0001 Academic Skills for Business (WSTC Prep) (p. 342)
- BUSM 0002 Academic Skills for Business (WSTC) (p. 342)
- BUSM 0004 Business Ethics (WSTC Prep) (p. 343)
- BUSM 0005 Business Ethics (WSTC) (p. 343)
- BUSM 0006 Business Exchange Unit 1 (p. 343)
- BUSM 0007 Business Exchange Unit 2 (p. 344)
- BUSM 0008 Business Exchange Unit 3 (p. 344)
- BUSM 0009 Business Exchange Unit 4 (p. 345)
- BUSM 0010 Business Exchange Unit 5 (p. 345)
- BUSM 0011 Business Studies (WSTC Prep) (p. 346)
- BUSM 0012 Business Studies (WSTC) (p. 347)
- BUSM 0013 Corporate Social Responsibility, Sustainability and Ethics (WSTC Prep) (p. 347)
- BUSM 0016 Foundations of Business (WSTC) (p. 348)
- BUSM 0021 PQP Extension (p. 348)
- BUSM 0023 Skills for Business (WSTC) (p. 349)
- BUSM 0027 Management Fundamentals (p. 349)
- BUSM 0028 Communications for Business (p. 350)
- BUSM 0029 Decision Making for Business (WSTC Prep) (p. 351)
- BUSM 1001 Business Academic Skills (p. 352)
- BUSM 1005 Developing Effective Performance at Work (p. 352)
- BUSM 1006 Enterprise Innovation and Markets (p. 353)
- BUSM 1007 Enterprise Innovation and Markets (WSTC) (p. 355)
- BUSM 1008 Enterprise Leadership (p. 356)
- BUSM 1009 Enterprise Leadership (WSTC) (p. 358)
- BUSM 1010 Financing Enterprises (p. 359)
- BUSM 1011 Financing Enterprises (WSTC) (p. 360)
- BUSM 1012 Foundations of Entrepreneurship (p. 362)
- BUSM 1013 Global Supply Chain Management (p. 362)
- BUSM 1014 Introduction to Business Studies (p. 363)
- BUSM 1015 Introduction to International Business (p. 363)
- BUSM 1019 Management Foundations (p. 364)
- BUSM 1021 Management Practice (p. 365)
- BUSM 1023 Managing People at Work (p. 365)
- BUSM 1024 Managing People at Work (WSTC) (p. 367)
- BUSM 1026 Organisational Behaviour (p. 368)
- BUSM 1027 Organisational Behaviour (WSTC) (p. 369)
- BUSM 1028 Professional Communication Skills for Business (p. 370)
- BUSM 1030 The Business of Hospitality (p. 371)
- BUSM 1031 The World of Sport Business (p. 372)
- BUSM 1037 Health Administration and Management (p. 372)
- BUSM 1039 Health Administration and Management (UG Cert) (p. 374)
- BUSM 1040 Enterprise Leadership (Block) (p. 375)
- BUSM 1041 Organisational Behaviour (Block) (p. 375)
- BUSM 1042 Introduction to Business Analytics (p. 376)
- BUSM 1043 Managing People at Work (Block) (p. 377)
- BUSM 1044 Leadership in Complexity (<https://hbook.westernsydney.edu.au/subject-details/busm1044/>)

- BUSM 2001 Business Organisations and Their Environments A (p. 378)
- BUSM 2002 Business Organisations and Their Environments B (p. 378)
- BUSM 2004 Business, Society and Policy (p. 379)
- BUSM 2005 Cost Benefit Analysis (p. 380)
- BUSM 2014 Enterprise Industrial Relations (p. 381)
- BUSM 2016 Entrepreneurial Management and Innovation (p. 382)
- BUSM 2018 Food and Beverage Management (p. 382)
- BUSM 2020 Health Services Management (p. 383)
- BUSM 2021 Health Services Management (WSTC) (p. 384)
- BUSM 2022 Human Resource Development (p. 385)
- BUSM 2024 Incubator 2: Start-up Essentials (p. 386)
- BUSM 2027 Leadership, Influence and Change A (p. 387)
- BUSM 2028 Management of E-Business Processes (p. 388)
- BUSM 2029 Management of Projects (p. 388)
- BUSM 2030 Managing and Developing Careers (p. 389)
- BUSM 2031 Managing in the Global Environment (p. 390)
- BUSM 2037 Sport Entertainment (p. 391)
- BUSM 2039 The Accommodation Industry (p. 392)
- BUSM 2040 The Service Enterprise (p. 393)
- BUSM 2041 Working in Professions (p. 394)
- BUSM 2043 Project Management in Humanitarian and Development Studies (p. 396)
- BUSM 2044 Health Service Management (p. 396)
- BUSM 2045 Sport and Society (p. 398)
- BUSM 2046 Managing in the Global Environment (Block) (p. 398)
- BUSM 2047 Venture Makers Foundations (<https://hbook.westernsydney.edu.au/subject-details/busm2047/>)
- BUSM 3001 Advanced Business Seminars (p. 399)
- BUSM 3002 Business Leadership (p. 400)
- BUSM 3004 Contemporary Management Issues (p. 401)
- BUSM 3005 Creating Change and Innovation (p. 402)
- BUSM 3006 Design Thinking for Creativity (p. 403)
- BUSM 3007 Destination Management (p. 404)
- BUSM 3008 Developing Sport Professionals (p. 405)
- BUSM 3009 Enterprise Internship (p. 406)
- BUSM 3010 Entrepreneurial Team (p. 406)
- BUSM 3011 Frontiers of Business Theory and Analysis (p. 407)
- BUSM 3012 Global Enterprise Resource Planning (p. 408)
- BUSM 3014 Health Services Financial Management (p. 408)
- BUSM 3015 Health Services Management Practice (p. 409)
- BUSM 3016 Health Services Quality Management (p. 410)
- BUSM 3017 Health Services Workforce Management (p. 410)
- BUSM 3019 Hospitality Management Applied Project (p. 411)
- BUSM 3021 Hospitality Places and Spaces (p. 412)
- BUSM 3022 Hospitality Profitability and Entrepreneurship (p. 412)
- BUSM 3023 Hospitality and Tourism in Practice (p. 413)
- BUSM 3024 Human Resource and Industrial Relations Strategy (p. 414)
- BUSM 3025 Incubator 5: Operational Aspects of Entrepreneurship (p. 415)
- BUSM 3027 Innovation and Professional Practice (p. 416)
- BUSM 3028 Innovation, Enterprise and Society (p. 417)
- BUSM 3029 International Business Finance (p. 418)
- BUSM 3030 International Business Project (p. 419)
- BUSM 3031 International Business Strategy (p. 420)
- BUSM 3032 International Human Resource Management (p. 421)
- BUSM 3033 International Management (p. 422)
- BUSM 3036 Leadership and Entrepreneurship (p. 423)
- BUSM 3037 Leadership, Influence and Change B (p. 424)
- BUSM 3041 Managing Across Organisational and Cultural Boundaries (p. 425)
- BUSM 3042 Managing Diversity (p. 425)
- BUSM 3043 Managing Human Resources and Industrial Relations (p. 426)
- BUSM 3044 Managing Marketing and Finance (p. 426)
- BUSM 3045 Managing Operations (p. 427)
- BUSM 3046 Managing Organisations and People (p. 428)
- BUSM 3048 Negotiation, Bargaining and Advocacy (p. 429)
- BUSM 3050 Operations and Logistics in Practice (p. 430)
- BUSM 3052 Organisational Learning and Development (p. 430)
- BUSM 3053 Our Sporting Future (p. 431)
- BUSM 3054 People, Work and Society (p. 432)
- BUSM 3058 Practice Management for Health Professionals (p. 433)
- BUSM 3059 Processes and Evaluation in Employment Relations (p. 434)
- BUSM 3061 Project Management (p. 434)
- BUSM 3062 Quality Management (p. 435)
- BUSM 3063 Reward and Performance Management (p. 435)
- BUSM 3064 Service Industry Analytics (p. 436)
- BUSM 3065 Special Event Management (p. 437)
- BUSM 3069 Strategic Management (p. 438)
- BUSM 3070 Strategic Sport Leadership (p. 439)
- BUSM 3071 Technology Management for Competitiveness (p. 440)
- BUSM 3072 Tourism Industry Professional Placement (p. 441)
- BUSM 3073 Tourism Policy and Planning (p. 441)
- BUSM 3074 Work Employment and the Labour Market (p. 442)
- BUSM 3077 Construction Project Management (p. 443)
- BUSM 3078 Business Report (p. 443)
- BUSM 3079 Travel in the Digital Age (p. 444)
- BUSM 3080 Health Care Systems and Organisation Culture (p. 445)
- BUSM 3081 Business Analytics Project (p. 446)
- BUSM 4001 Business Analysis Seminars (p. 446)
- BUSM 4002 Seminal Papers in Business (p. 447)
- BUSM 7001 Advanced Research Skills (p. 448)
- BUSM 7003 Applied Business Project (p. 448)
- BUSM 7004 Applied Project (Human Resources and Management) (p. 449)
- BUSM 7007 Business Communication Skills (p. 450)
- BUSM 7008 Business Internship (p. 451)
- BUSM 7010 Business Operations Management (p. 452)
- BUSM 7011 Business Operations and Logistics (p. 453)
- BUSM 7012 Business Project (p. 454)
- BUSM 7013 Business, Society and the Environment (p. 455)
- BUSM 7014 Compliance Management (p. 456)
- BUSM 7016 Contemporary Organisation Behaviour (p. 457)
- BUSM 7018 Contemporary People Management (p. 458)
- BUSM 7019 Corporate Governance and the Global Environment (p. 459)
- BUSM 7020 Creating Sustainable Organisations (p. 460)

- BUSM 7021 Credit and Lending Decisions (p. 461)
 - BUSM 7022 Derivatives (p. 461)
 - BUSM 7023 Developing Business Expertise (p. 462)
 - BUSM 7024 Developing Human Capital and Organisational Capability (p. 463)
 - BUSM 7025 Diversity, Labour Markets and Workforce Planning (p. 464)
 - BUSM 7026 Emerging Leaders (p. 464)
 - BUSM 7027 Employment Relations Professional Practice (p. 465)
 - BUSM 7028 Entrepreneurial Management Capabilities (p. 466)
 - BUSM 7029 Event Management (p. 467)
 - BUSM 7030 Facilities and Venue Management (p. 467)
 - BUSM 7031 Financial Institution Management (p. 468)
 - BUSM 7032 Financial Institutions and Markets (MAF) (p. 468)
 - BUSM 7033 Financial Statement Analysis (PG) (p. 469)
 - BUSM 7034 Foundations of Management (p. 470)
 - BUSM 7035 Funds Management and Portfolio Selection (p. 470)
 - BUSM 7036 Funds Management and Portfolio Selection (EO) (p. 471)
 - BUSM 7037 Gastronomy and the Food and Beverage Experience (p. 471)
 - BUSM 7040 Governance, Ethics and Social Entrepreneurship (p. 472)
 - BUSM 7042 Hospitality and Tourism in Society (p. 473)
 - BUSM 7043 Industrial Relations and Workplace Change (p. 473)
 - BUSM 7044 Information for Business (p. 474)
 - BUSM 7045 Innovation Through Digital Technology (p. 474)
 - BUSM 7046 Innovation for New Markets (p. 475)
 - BUSM 7047 Innovation, Creativity and Entrepreneurship (p. 476)
 - BUSM 7048 Innovation, Creativity and Foresight (p. 477)
 - BUSM 7050 Integrated Business Experience 1 (p. 477)
 - BUSM 7051 Integrated Business Experience 2 (p. 479)
 - BUSM 7053 International Finance (p. 480)
 - BUSM 7054 International and Global Employment Relations (p. 480)
 - BUSM 7055 Internship (p. 481)
 - BUSM 7058 Leading Contemporary Organisations (p. 482)
 - BUSM 7059 Logistics Processes in Enterprise Resource Planning (p. 483)
 - BUSM 7060 Management Skills (p. 484)
 - BUSM 7061 Managerial Economics (p. 484)
 - BUSM 7062 Managerial Finance (p. 485)
 - BUSM 7064 Managing Project Teams and Stakeholders (p. 486)
 - BUSM 7065 Managing in the Global Context (p. 486)
 - BUSM 7070 Masters Project (p. 487)
 - BUSM 7071 Negotiation and Conflict Resolution Management (p. 488)
 - BUSM 7072 New Venture Finance (p. 489)
 - BUSM 7073 One Hundred Days (p. 489)
 - BUSM 7075 Philosophical Foundations of Business Research (p. 490)
 - BUSM 7076 Practice Management for Health Professionals (PG) (p. 491)
 - BUSM 7077 Preparation for Postgraduate Study in Business (p. 491)
 - BUSM 7078 Project Management (p. 492)
 - BUSM 7079 Purchasing and Materials Management (p. 493)
 - BUSM 7081 Reward Management (p. 494)
 - BUSM 7082 Risk Management and Decision Making (p. 494)
 - BUSM 7083 Security Analysis and Portfolio Theory (p. 495)
 - BUSM 7084 Start-up (p. 496)
 - BUSM 7085 Strategic Bank Management (p. 497)
 - BUSM 7086 Strategic Business Management (p. 497)
 - BUSM 7087 Strategic Employment Relations (p. 498)
 - BUSM 7088 Strategic Management (p. 499)
 - BUSM 7090 Strategic Project Management (p. 500)
 - BUSM 7091 Strategic Technology Management (p. 500)
 - BUSM 7092 Supply Chain Management (p. 501)
 - BUSM 7093 The Business Environment (p. 502)
 - BUSM 7094 The Contemporary Business Environment (p. 502)
 - BUSM 7097 Time and Quality Management (p. 503)
 - BUSM 7098 Tourism Management (p. 504)
 - BUSM 7099 Understanding Contemporary Organisations (p. 504)
 - BUSM 7101 Workplace Management Dynamics (p. 505)
 - BUSM 7105 Business Analytics in Practice (p. 506)
 - BUSM 7106 Ethics and Professionalism in Financial Services (p. 507)
 - BUSM 7109 Environmental Management: A Business Perspective (p. 507)
 - BUSM 9001 Higher Degree Research Thesis - Business Management (p. 508)
 - BUSM 9002 Higher Degree Research Thesis - Management (p. 509)
- ## C
- CART 3001 Modernism (p. 511)
 - CART 7001 Applied Methods in Literary Studies and Creative Writing (p. 511)
 - CART 7002 Applied Practice in Literary Studies and Creative Writing (p. 512)
 - CART 7004 Art Therapy: Approaches and Applications (p. 513)
 - CART 7005 Art Therapy: Histories, Theories, Groups (p. 513)
 - CART 7007 Creativity: Theory and Practice (p. 514)
 - CART 7010 Integrating Arts and Therapy (p. 515)
 - CART 7013 Masters Project (p. 516)
 - CART 7014 Research Methods in the Creative Arts (p. 516)
 - CART 7018 Writing Practice and Tradition (p. 517)
 - CART 7019 Writing Process (p. 518)
 - CART 7020 Writing and Form (p. 518)
 - CART 7021 Writing and Ideas (p. 519)
 - CART 7022 Writing, Sounds, Images, Texts (p. 520)
 - CART 9001 Higher Degree Research Thesis - Creative Arts (p. 520)
 - CEDS 3001 Bridging the Gap: Re-engaging Indigenous Learners (p. 521)
 - CEDS 7001 Education Policy, Practice and Global Knowledge Co-construction (p. 522)
 - CEDS 7002 So, You Want to Be an Academic? (p. 523)
 - CEDS 7003 Research Methods in Education (p. 523)
 - CEDS 9001 Higher Degree Research Thesis - Education Studies (p. 524)
 - CHEM 0001 Chemistry (WSTC Prep) (p. 525)
 - CHEM 0002 Chemistry (WSTC) (p. 526)
 - CHEM 1003 Essential Chemistry 1 (p. 527)
 - CHEM 1004 Essential Chemistry 1 (WSTC) (p. 528)
 - CHEM 1005 Essential Chemistry 2 (p. 528)

- CHEM 1006 Essential Chemistry 2 (WSTC) (p. 529)
- CHEM 1008 Introductory Chemistry (p. 530)
- CHEM 1009 Introductory Chemistry (WSTC) (p. 531)
- CHEM 1012 Essential Chemistry (p. 532)
- CHEM 1013 Essential Chemistry (WSTC) (p. 534)
- CHEM 2001 Analytical Chemistry (p. 534)
- CHEM 2006 Inorganic Chemistry (p. 535)
- CHEM 2008 Organic Chemistry (p. 536)
- CHEM 2010 Physical Chemistry (p. 537)
- CHEM 3001 Advanced Analytical Chemistry (p. 538)
- CHEM 3003 Advanced Inorganic Chemistry (p. 539)
- CHEM 3004 Advanced Organic Chemistry (p. 540)
- CHEM 3005 Advanced Physical Chemistry (p. 541)
- CHEM 3008 Biodevices (p. 542)
- CHEM 3010 Forensic Chemistry (p. 543)
- CHEM 3012 Nanochemistry (p. 543)
- CHEM 3014 Pharmacological Chemistry (p. 544)
- CHEM 9001 HDR Thesis - Functional Genomics (p. 545)
- CHEM 9002 HDR Thesis - Nanotechnology (p. 545)
- CHEM 9003 Higher Degree Research Thesis - Chemical Sciences (p. 546)
- CHEM 9004 Higher Degree Research Thesis - Chemistry (p. 547)
- CHEM 9005 Higher Degree Research Thesis - Forensics (p. 548)
- CIVL 1001 Surveying for Engineers (p. 549)
- CIVL 1003 Surveying for Engineers (WSTC AssocD) (p. 550)
- CIVL 2002 Environmental Engineering (p. 551)
- CIVL 2003 Fluid Mechanics (p. 551)
- CIVL 2004 Fluid Mechanics (WSTC AssocD) (p. 552)
- CIVL 2007 Introduction to Structural Engineering (p. 553)
- CIVL 2008 Introduction to Structural Engineering (WSTC AssocD) (p. 554)
- CIVL 2012 Soil Mechanics (p. 554)
- CIVL 2013 Soil Mechanics (WSTC AssocD) (p. 555)
- CIVL 2016 Civil and Substructure (p. 556)
- CIVL 2017 Sustainable Construction Materials (p. 557)
- CIVL 2018 Water Supply Systems Design (p. 557)
- CIVL 3002 Concrete Structures (UG) (p. 558)
- CIVL 3003 Construction Planning (p. 559)
- CIVL 3004 Construction Technology 3 (Concrete Construction) (p. 559)
- CIVL 3005 Construction Technology 4 (Steel Construction) (p. 560)
- CIVL 3007 Engineering Geomechanics (p. 561)
- CIVL 3010 Highway Infrastructure (p. 562)
- CIVL 3011 Hydraulics (p. 562)
- CIVL 3012 Steel Structures (p. 563)
- CIVL 3014 Structural Analysis (p. 564)
- CIVL 3016 Building Superstructure (p. 565)
- CIVL 3017 Construction Scheduling (p. 565)
- CIVL 3018 Hydrogeology (p. 566)
- CIVL 3019 Wastewater Systems Design (p. 566)
- CIVL 3020 Sustainable Waste Engineering (p. 567)
- CIVL 4001 Applied Mechanics (p. 568)
- CIVL 4002 Composite Structures (p. 569)
- CIVL 4003 Construction Technology 5 (Envelope) (p. 569)
- CIVL 4004 Construction Technology 6 (Services) (p. 570)
- CIVL 4005 Construction in Practice 3 (p. 571)
- CIVL 4008 Pile Foundations (p. 571)
- CIVL 4009 Timber Structures (UG) (p. 572)
- CIVL 4010 Transportation Engineering (p. 573)
- CIVL 4011 Waste Management (p. 573)
- CIVL 4012 Water Resource Engineering (p. 574)
- CIVL 4014 Subject CIVL 4014 Not Found (p. 575)
- CIVL 4015 Complex Building Project (p. 575)
- CIVL 4016 Envelope and Services (p. 575)
- CIVL 4017 Surface Water Hydrology (p. 576)
- CIVL 4018 Building Design Project 1 (Honours) (p. 577)
- CIVL 4019 Building Design Project 2 (Honours) (p. 577)
- CIVL 4020 Construction Research Project (p. 578)
- CIVL 5001 Building Engineering (<https://hbook.westernsydney.edu.au/subject-details/civl5001/>)
- CIVL 7001 Advanced Applied Mechanics (p. 579)
- CIVL 7002 Advanced Composite Structures (p. 579)
- CIVL 7003 Advanced Geotechnical Engineering (p. 580)
- CIVL 7004 Advanced Highway Infrastructure (p. 580)
- CIVL 7005 Advanced Numerical Methods in Engineering (p. 581)
- CIVL 7006 Advanced Structural Analysis (p. 582)
- CIVL 7007 Advanced Timber Structures (p. 582)
- CIVL 7008 Advanced Waste Management (p. 583)
- CIVL 7009 Advanced Water Engineering (p. 584)
- CIVL 7011 Building Engineering (p. 584)
- CIVL 7012 Building Fire Services (p. 585)
- CIVL 7013 Deep Foundations (p. 586)
- CIVL 7014 Sustainable Systems (p. 586)
- CIVL 7015 Water Resources Systems Analysis (p. 587)
- CIVL 7017 Wastewater Treatment and Recycling (p. 588)
- CIVL 7018 Water Treatment and Distribution (p. 588)
- CIVL 9001 Higher Degree Research Thesis - Engineering (Civil) (p. 589)
- Climate change and biodiversity conservation (<https://hbook.westernsydney.edu.au/subject-details/bios3037/>)
- Clinical Education B (Rehabilitation) (p. 589)
- Clinical Education C (Ambulatory Care) (p. 590)
- Clinical Education D (Paediatrics) (p. 590)
- Clinical Education E (Advanced Care) (p. 590)
- Clinical Sciences 2 (p. 590)
- CMPL 1001 Traditional Chinese Medicine 1 (p. 590)
- CMPL 1002 Traditional Chinese Medicine 2 (p. 591)
- CMPL 2002 Channels and Points 1 (p. 592)
- CMPL 2003 Channels and Points 2 (p. 593)
- CMPL 2004 Chinese Materia Medica 1 (p. 594)
- CMPL 2005 Chinese Materia Medica 2 (p. 595)
- CMPL 2006 Traditional Chinese Medicine 3 (p. 596)
- CMPL 3001 Acupuncture Techniques (p. 596)
- CMPL 3002 Chinese Medicinal Formulas (p. 597)
- CMPL 3003 Traditional Chinese Medicine Practice 1 (p. 598)
- CMPL 3004 Traditional Chinese Medicine Practice 2 (p. 599)
- CMPL 4001 Block Clinical Practicum (p. 600)
- CMPL 4002 Chinese Internal Medicine 1 (p. 601)
- CMPL 4003 Chinese Internal Medicine 2 (p. 602)
- CMPL 4004 Classical Texts in Chinese Medicine (p. 603)
- CMPL 4005 Specialities in Traditional Chinese Medicine 1 (p. 603)
- CMPL 4006 Specialities in Traditional Chinese Medicine 2 (p. 604)

- CMPL 4007 Traditional Chinese Medicine Practice 3 (p. 605)
- CMPL 4008 Traditional Chinese Medicine Practice 4 (p. 606)
- CMPL 7001 Advanced Acupuncture (p. 608)
- CMPL 7002 Block Clinical Practicum (PG) (p. 608)
- CMPL 7003 Chinese Internal Medicine 1 (PG) (p. 608)
- CMPL 7004 Chinese Internal Medicine 2 (PG) (p. 609)
- CMPL 7005 Chronic and Complex Disorders in Chinese Medicine (p. 610)
- CMPL 7006 Classical Texts in Chinese Medicine (PG) (p. 610)
- CMPL 7007 Clinical Application of Classical Chinese Herbal Medicine (p. 611)
- CMPL 7008 Clinical Applications of Classical Acupuncture (p. 612)
- CMPL 7009 Clinical Oncology and Chinese Medicine (p. 613)
- CMPL 7010 Clinical Placement (p. 614)
- CMPL 7011 Dermatology in Chinese Medicine 1 (p. 615)
- CMPL 7012 Evidence Based Practice in Chinese Medicine (p. 615)
- CMPL 7013 Evidence Based Practice in Chinese Medicine 1 (p. 616)
- CMPL 7014 Evidence Based Practice in Chinese Medicine 2 (p. 617)
- CMPL 7015 Mental and Neurological Disorders and Chinese Medicine (p. 617)
- CMPL 7016 Musculoskeletal Health in Chinese Medicine (p. 618)
- CMPL 7019 Pharmacology of Chinese Medicines (p. 619)
- CMPL 7020 Research Project and Thesis (p. 620)
- CMPL 7021 Specialities in Traditional Chinese Medicine 1 (PG) (p. 621)
- CMPL 7022 Specialities in Traditional Chinese Medicine 2 (PG) (p. 621)
- CMPL 7023 Traditional Chinese Medicine Practice 3 (PG) (p. 622)
- CMPL 7024 Traditional Chinese Medicine Practice 4 (PG) (p. 623)
- CMPL 7025 Women's Health in Chinese Medicine (p. 623)
- CMPL 7026 Women's Health in Chinese Medicine 1 (p. 624)
- CMPL 7027 Women's Health in Chinese Medicine 2 (p. 625)
- CMPL 9001 HDR Thesis - Centre for Complementary Medicine (p. 626)
- CMPL 9002 Higher Degree Research Thesis - Traditional Chinese Medicine (p. 626)
- COMM 0001 Academic Literacy (WSTC) (p. 626)
- COMM 0002 Academic Skills for Communication (WSTC Prep) (p. 627)
- COMM 0003 Academic Skills for Design (WSTC Prep) (p. 628)
- COMM 0004 Communication and Media (WSTC Prep) (p. 628)
- COMM 0005 Communication and Media (WSTC) (p. 629)
- COMM 0008 Developing Academic Language and Literacy (p. 630)
- COMM 0009 Grammar Workshop (WSTC) (p. 630)
- COMM 0010 Successful University Writing (p. 631)
- COMM 0011 Texts and Communication (WSTC Prep) (p. 631)
- COMM 0012 Texts and Communication (WSTC) (p. 632)
- COMM 0013 Unistep Academic Literacy (p. 633)
- COMM 0014 Graduate Research Literacy (WSTC) (p. 633)
- COMM 0015 Communication Practices (WSTC Prep) (p. 634)
- COMM 1001 Advanced Standing for Communication 140 (p. 635)
- COMM 1004 Approaches to Text (p. 635)
- COMM 1007 Communication in Health (p. 636)
- COMM 1008 Communication in Health (WSTC) (p. 637)
- COMM 1009 Creative Writing: Practical Skills and Knowledge (p. 638)
- COMM 1010 Creative Writing: The Imaginative Life (p. 639)
- COMM 1011 Data, Mediation and Power (WSTC) (p. 639)
- COMM 1012 Data, Mediation, Power (p. 640)
- COMM 1015 Foundations of Media Arts and Production (p. 641)
- COMM 1018 Introduction to Journalism (p. 642)
- COMM 1019 Introduction to Journalism (WSTC) (p. 643)
- COMM 1020 Media Cultures and Industries (p. 644)
- COMM 1021 Media Cultures and Industries (WSTC) (p. 644)
- COMM 1026 Principles of Professional Communication 1 (p. 645)
- COMM 1027 Principles of Professional Communication 1 (WSTC) (p. 646)
- COMM 1030 University Study and Communication Skills 1 (Block Mode) (p. 647)
- COMM 1031 University Study and Communication Skills 2 (Block Mode) (p. 648)
- COMM 1032 Writing Ecologies (p. 648)
- COMM 1033 Writing Ecologies (WSTC) (p. 649)
- COMM 1036 Introduction to the Creative Industries (p. 650)
- COMM 1037 Digital Narrative (p. 651)
- COMM 1038 Digital Narrative (WSTC) (p. 652)
- COMM 1039 Introduction to Screen Media (p. 652)
- COMM 1040 Introduction to Screen Media (WSTC) (p. 653)
- COMM 1041 Screen Media Fundamentals (p. 654)
- COMM 1042 Screen Media Fundamentals (WSTC) (p. 655)
- COMM 1043 Communication in Health (UG Cert) (p. 655)
- COMM 2001 Account and Client Management (p. 656)
- COMM 2002 Advanced Standing for Creative Writing 210 (p. 657)
- COMM 2003 Advanced Standing for Creative Writing 220 (p. 658)
- COMM 2004 Advanced Standing for Film Studies 210 (p. 658)
- COMM 2005 Advanced Standing for Film Studies 220 (p. 658)
- COMM 2006 Advertising: Media (p. 658)
- COMM 2009 Cinema and Censorship (p. 659)
- COMM 2011 Communication Strategies (p. 659)
- COMM 2014 Editing and Publishing (p. 660)
- COMM 2015 Events Management (p. 661)
- COMM 2016 Experimental Writing and Electronic Publication (p. 662)
- COMM 2017 Feature Writing (p. 663)
- COMM 2019 Interactive Design: Games (p. 664)
- COMM 2020 Introduction to Film Studies (p. 664)
- COMM 2022 Journalism: Research and Investigation (p. 665)
- COMM 2024 Media Law and Ethics (p. 666)
- COMM 2026 New Media Contexts (WSTC) (p. 667)
- COMM 2027 News Reporting (p. 668)
- COMM 2029 Photo Journalism (p. 668)
- COMM 2032 Professional Writing and Editing (p. 669)
- COMM 2035 Screen and Sound Practices 1 (p. 670)
- COMM 2036 Screen and Sound Practices 2 (p. 671)
- COMM 2043 Writing Fiction (p. 672)
- COMM 2047 Pitch: Podcasting Essentials (p. 672)
- COMM 2048 Communicating for Sustainability (p. 673)
- COMM 2050 Multiliteracies (p. 674)
- COMM 2051 Animation and Visual Effects (p. 675)
- COMM 2052 Documentary: Factual Screen Media (p. 676)
- COMM 2053 Narrative: Fictional Screen Media (p. 677)

- COMM 2054 Animation and Visual Effects (WSTC) (<https://hbook.westernsydney.edu.au/subject-details/comm2054/>)
- COMM 3001 Advanced Standing for Creative Writing 310 (p. 677)
- COMM 3002 Advanced Standing for Creative Writing 320 (p. 678)
- COMM 3003 Advanced Standing for Film Studies 310 (p. 678)
- COMM 3005 Australian Textual Studies (p. 678)
- COMM 3006 Cinema and Experience (p. 678)
- COMM 3008 Communication Research Project (p. 679)
- COMM 3010 Creative Industries Professional Project or Internship (p. 680)
- COMM 3011 Creative TEAMS 1 (p. 681)
- COMM 3012 Creative TEAMS 2 (p. 681)
- COMM 3013 Creative Writing Project (p. 682)
- COMM 3014 Digital Communication (p. 682)
- COMM 3015 Digital Journalism Production (p. 683)
- COMM 3018 Internship (p. 685)
- COMM 3022 Media Memory (p. 686)
- COMM 3024 Modernity and Cinema (p. 687)
- COMM 3025 News Teams (p. 687)
- COMM 3035 TV Production 2 (p. 688)
- COMM 3037 Transmedia Production (p. 689)
- COMM 3041 Writing For Performance (p. 690)
- COMM 3042 Writing Poetry (p. 690)
- COMM 3043 Writing Portfolio (p. 691)
- COMM 3045 Advertising: Campaigns (p. 692)
- COMM 3046 Personal Branding Strategies: Build and Manage Your Career Profile (p. 693)
- COMM 3047 Episodic Screen Media (p. 694)
- COMM 3048 Immersive Screen Technologies (p. 695)
- COMM 3049 Screen Media: Capstone Development (p. 695)
- COMM 3050 Screen Media: Capstone Production (p. 696)
- COMM 7001 Adaptive Leadership, Management and Team Work (p. 697)
- COMM 7002 Convergent Media Internship (p. 697)
- COMM 7003 Foundations of Media Arts Production (PG) (p. 698)
- COMM 7004 In the Realms of the Sensory: Ecologies of Word, Sound and Image (p. 699)
- COMM 7006 Media Project Production (p. 700)
- COMM 7008 Media Research Project (p. 700)
- COMM 7009 Mobile Media (p. 701)
- COMM 7010 New Genres in Research Writing (p. 702)
- COMM 7011 Researching Convergent Media (p. 703)
- COMM 7012 Strategic Communication (p. 704)
- COMM 7013 Ideate, Develop: Makerspace 1 (p. 705)
- COMM 7014 Innovate: The Entrepreneurial Mindset (p. 706)
- COMM 7015 Key Concepts in Communication and Media Research (<https://hbook.westernsydney.edu.au/subject-details/comm7015/>)
- COMM 9001 Higher Degree Research Thesis - Communication and Media Studies (p. 706)
- COMP 0001 Introductory Programming (WSTC Prep) (p. 707)
- COMP 0002 Introductory Programming (WSTC) (p. 708)
- COMP 0003 Programming Design (WSTC Prep) (p. 709)
- COMP 0004 Programming Design (WSTC) (p. 709)
- COMP 1001 3D Modelling Fundamentals (p. 710)
- COMP 1002 Advanced Computer Science Activities 1 (p. 710)
- COMP 1005 Programming Fundamentals (p. 711)
- COMP 1006 Programming Fundamentals (WSTC) (p. 712)
- COMP 1012 Programming Fundamentals (UG Cert) (p. 714)
- COMP 1013 Analytics Programming (<https://hbook.westernsydney.edu.au/subject-details/comp1013/>)
- COMP 1014 Thinking About Data (<https://hbook.westernsydney.edu.au/subject-details/comp1014/>)
- COMP 2001 Advanced Computer Science Activities 2 (p. 715)
- COMP 2003 Computer Algebra (p. 715)
- COMP 2004 Computer Networking (p. 716)
- COMP 2005 Computer Networking (Advanced) (p. 717)
- COMP 2006 Computer Networking (WSTC) (p. 718)
- COMP 2008 Computer Organisation (p. 719)
- COMP 2009 Data Structures and Algorithms (p. 720)
- COMP 2011 Games Technology (p. 721)
- COMP 2013 LAN Workshop (p. 721)
- COMP 2014 Object Oriented Programming (p. 722)
- COMP 2015 Programming Techniques (p. 723)
- COMP 2016 Programming Techniques (Advanced) (p. 724)
- COMP 2017 Programming Techniques (WSTC) (p. 725)
- COMP 2018 Simulation Fundamentals (p. 726)
- COMP 2019 Systems Programming 1 (p. 727)
- COMP 2020 Technologies for Web Applications (p. 728)
- COMP 2021 Software Engineering Fundamentals (p. 729)
- COMP 2023 Mathematical Programming (p. 729)
- COMP 2024 Computer Networking (UG Cert) (p. 730)
- COMP 2025 Introduction to Data Science (<https://hbook.westernsydney.edu.au/subject-details/comp2025/>)
- COMP 2026 Visual Analytics (<https://hbook.westernsydney.edu.au/subject-details/comp2026/>)
- COMP 3001 Advanced Computer Science Activities 3 (p. 731)
- COMP 3002 Applications of Big Data (p. 732)
- COMP 3003 Cloud Computing Architecture (p. 732)
- COMP 3006 Computer Graphics (p. 733)
- COMP 3007 Computer Networks and Internets (p. 734)
- COMP 3009 Distributed Systems and Programming (p. 735)
- COMP 3011 Internet Programming (p. 736)
- COMP 3012 Introduction to Cloud Computing (p. 736)
- COMP 3013 Mobile Applications Development (p. 737)
- COMP 3014 Networked Systems Design (p. 738)
- COMP 3015 Operating Systems Programming (p. 739)
- COMP 3016 Operating Systems Programming (Advanced) (p. 740)
- COMP 3018 Professional Experience (p. 741)
- COMP 3019 Professional Experience (Advanced) (p. 744)
- COMP 3020 Social Web Analytics (p. 745)
- COMP 3021 Special Effects Programming (p. 746)
- COMP 3022 Systems Administration Programming (p. 746)
- COMP 3023 Systems and Network Management (p. 747)
- COMP 3024 Video Games Development (p. 748)
- COMP 3025 Wireless and Mobile Networks (p. 749)
- COMP 3027 Robotic Programming (p. 750)
- COMP 3028 Software Construction (p. 751)
- COMP 3029 Software Engineering Industry Project (p. 751)
- COMP 3032 Machine Learning (p. 751)
- COMP 3033 Quantum Computing and Communication (p. 752)
- COMP 3034 Multimodal Interaction (p. 753)
- COMP 3035 Discovery Project (<https://hbook.westernsydney.edu.au/subject-details/comp3035/>)

- COMP 6001 Neuromorphic Algorithms and Computation (p. 753)
- COMP 6002 Neuromorphic Sensing (p. 754)
- COMP 7001 Advanced Routing (p. 755)
- COMP 7002 Advanced Topics in Networking (p. 756)
- COMP 7003 Big Data (p. 756)
- COMP 7004 Cloud Computing (p. 757)
- COMP 7006 Data Science (p. 758)
- COMP 7007 Information Security Management (p. 759)
- COMP 7008 Internet of Things (p. 759)
- COMP 7009 Mobile Computing (p. 760)
- COMP 7011 Multimedia Communication Systems (p. 761)
- COMP 7012 Network Management (p. 762)
- COMP 7013 Network Technologies (p. 762)
- COMP 7014 Optimising Networks (p. 763)
- COMP 7015 Programming Proficiency (p. 764)
- COMP 7016 Visualisation (p. 765)
- COMP 7017 Wireless Networking (p. 766)
- COMP 7018 Advanced Cloud Computing (p. 767)
- COMP 7019 Applied Machine Learning (p. 768)
- COMP 7020 Artificial Intelligence Ethics and Organisations (p. 768)
- COMP 7021 Knowledge Representation and Reasoning (p. 769)
- COMP 7022 Natural Language Understanding (p. 770)
- COMP 7023 Predictive Analytics (<https://hbook.westernsydney.edu.au/subject-details/comp7023/>)
- COMP 7024 Programming for Data Science (<https://hbook.westernsydney.edu.au/subject-details/comp7024/>)
- COMP 7025 Social Media Intelligence (<https://hbook.westernsydney.edu.au/subject-details/comp7025/>)
- COMP 9001 Higher Degree Research Thesis - Computing and Information Technology (p. 771)
- COMP 9002 Higher Degree Research Thesis - Computer Science (p. 771)
- COMP 9003 Higher Degree Research Thesis - Artificial Intelligence (<https://hbook.westernsydney.edu.au/subject-details/comp9003/>)
- CULT 0001 Humanities and Communication Arts Exchange Unit 1 (p. 773)
- CULT 0002 Humanities and Communication Arts Exchange Unit 2 (p. 773)
- CULT 0003 Humanities and Communication Arts Exchange Unit 3 (p. 774)
- CULT 0004 Humanities and Communication Arts Exchange Unit 4 (p. 774)
- CULT 0005 Humanities and Communication Arts Exchange Unit 5 (p. 775)
- CULT 0006 Key Concepts and Skills in the Social Sciences (WSTC Prep) (p. 775)
- CULT 1001 Asia in the World (p. 776)
- CULT 1005 Crime, Deviance and Society (p. 777)
- CULT 1006 Crime, Deviance and Society (WSTC) (p. 778)
- CULT 1007 Introduction to Crime and Criminal Justice (p. 779)
- CULT 1012 Policing, Justice and Society (p. 780)
- CULT 1013 Policing, Justice and Society (WSTC) (p. 780)
- CULT 1017 Understanding Society (p. 781)
- CULT 1018 Understanding Society (Block Mode) (p. 782)
- CULT 1019 Understanding Society (WSTC) (p. 783)
- CULT 1020 Working with Communities (p. 784)
- CULT 1021 Working with Communities (WSTC) (p. 785)
- CULT 1022 Working with Cultural Differences (p. 786)
- CULT 1023 Working with Cultural Differences (WSTC) (p. 786)
- CULT 1024 Introduction to Criminal Justice (p. 787)
- CULT 1025 Introduction to Criminal Justice (WSTC) (p. 789)
- CULT 1026 Understanding Society (UG Cert) (p. 790)
- CULT 1027 Working with Communities (UG Cert) (p. 791)
- CULT 2004 Culture, Identity, Difference (Block Mode) (p. 791)
- CULT 2005 Ethics in the Social Sciences (p. 792)
- CULT 2006 Evidence, Investigations and Police Intelligence (p. 793)
- CULT 2007 International Politics of North Asia (p. 793)
- CULT 2011 Prisons, Punishment and Criminal Justice (p. 794)
- CULT 2016 Evidence and Investigation (p. 794)
- CULT 2017 Youth Justice and Practice (p. 795)
- CULT 2018 Crime Prevention and Drugs (p. 796)
- CULT 2019 First Peoples and Criminal Justice (p. 797)
- CULT 3001 Applied Social Research (p. 798)
- CULT 3002 Children's Culture (p. 799)
- CULT 3004 Consumer Culture (p. 799)
- CULT 3007 Contemporary Social Issues and Professional Practice (p. 800)
- CULT 3008 Crime Prevention and Community (p. 801)
- CULT 3010 Culture and Crime (p. 802)
- CULT 3011 Ethical Leadership (p. 803)
- CULT 3013 Gender, Crime and Violence (p. 803)
- CULT 3014 Heritage Interpretation (p. 804)
- CULT 3015 Heritage and Tourism (p. 805)
- CULT 3016 Indigenous Cultures: A Global Perspective (p. 806)
- CULT 3017 Legislation, Courts and Policing (p. 807)
- CULT 3018 Perspectives in Criminology (p. 807)
- CULT 3020 Representing Crime (p. 808)
- CULT 3021 Theories of Authority (p. 809)
- CULT 3023 Global Citizenship and Engagement (p. 809)
- CULT 3024 Crime, Media, Culture (p. 810)
- CULT 3025 Prisons, Punishment and Criminal Justice (p. 811)
- CULT 7001 Economies and Ecologies (p. 812)
- CULT 7002 Engaging Discursive Fields (p. 813)
- CULT 7003 Environmental Humanities (p. 813)
- CULT 7004 Global Digital Futures (p. 814)
- CULT 7006 Rethinking Culture and Society (p. 815)
- CULT 7008 The Cutting Edge: Advanced Studies in Humanities and Communication Arts (p. 815)
- CULT 7010 Researching Post-Capitalist Possibilities (PhD Summer School) (p. 816)
- CULT 9001 Dissertation (p. 817)
- CULT 9002 HDR - Under Examination (p. 817)
- CULT 9005 HDR Thesis - Dual Award (p. 819)
- CULT 9006 HDR Thesis - Institute for Culture and Society (p. 820)
- CULT 9007 Higher Degree Research Thesis - Humanities (p. 821)
- CULT 9008 Higher Degree Research Thesis - Research (p. 823)
- CULT 9009 Higher Degree Research Thesis - Society and Culture (p. 824)
- CULT 9010 Higher Degree Research Thesis - Society and Culture (p. 826)
- CULT 9011 Master of Research Thesis Examination (p. 827)
- Cyber Security and Behaviour Research Project (<https://hbook.westernsydney.edu.au/subject-details/info3020/>)

D

- DESN 0001 Design Practice (WSTC Prep) (p. 829)
- DESN 0002 The Design Process (WSTC Prep) (p. 830)
- DESN 0003 Critical Thought in Design (WSTC Prep) (p. 831)
- DESN 1003 Design Histories and Futures (p. 832)
- DESN 1004 Design Histories and Futures (WSTC) (p. 832)
- DESN 1007 Graphic Design: Process and Practice (p. 833)
- DESN 1008 Graphic Design: Process and Practice (WSTC) (p. 834)
- DESN 1009 Graphic Design: Understanding the Principles (p. 835)
- DESN 1010 Graphic Design: Understanding the Principles (WSTC) (p. 836)
- DESN 1011 Image Design (p. 837)
- DESN 1012 Image Design (WSTC) (p. 838)
- DESN 1018 Visual Storytelling (p. 839)
- DESN 1019 Visual Storytelling (WSTC) (p. 840)
- DESN 1021 Web and Time-based Design (p. 841)
- DESN 1022 Web and Time-based Design (WSTC) (p. 842)
- DESN 2001 Australian Design (p. 843)
- DESN 2005 Graphic Design: Interactive Digital Media (p. 844)
- DESN 2006 Graphic Design: The Professional Context (p. 845)
- DESN 2007 Illustrating Narrative (p. 845)
- DESN 2011 Motion Design (p. 846)
- DESN 2013 Photomedia: Photographic Practice (p. 847)
- DESN 2014 Researching the Visual (p. 848)
- DESN 2016 Creativity, Design Thinking and Visualisation (<https://hbook.westernsydney.edu.au/subject-details/desn2016/>)
- DESN 3001 Contextual Design Studies (p. 849)
- DESN 3002 Data Visualisation (p. 849)
- DESN 3003 Design Research Project (p. 850)
- DESN 3005 Design Thinking (p. 851)
- DESN 3006 Graphic Design: Developing a Personal Portfolio (p. 851)
- DESN 3007 Illustrating Popular Culture (p. 852)
- DESN 3008 Interactive Design: Apps (p. 853)
- DESN 3011 Public Memory and Commemoration (p. 853)
- DESN 3012 Publications (p. 854)
- DESN 3013 Social Design: Research and Practice (p. 854)
- DESN 4005 Major Design Project (p. 855)
- DESN 4006 Professional Design Experience: The Individual Practitioner (p. 856)
- DESN 4007 Professional Design Experience: The Studio (p. 857)
- DESN 9001 Higher Degree Research Thesis - Graphic and Design Studies (p. 858)
- EART 9001 Higher Degree Research Thesis - Hydrology (p. 864)
- EART 9002 Higher Degree Research Thesis - Soil Science (p. 865)
- ECON 0001 Economics (WSTC Prep) (p. 865)
- ECON 0002 Economics (WSTC) (p. 865)
- ECON 1002 Consumers, Firms and Markets (WSTC) (p. 866)
- ECON 1003 Financial Institutions and Markets (p. 867)
- ECON 1004 Financial Institutions and Markets (WSTC) (p. 869)
- ECON 1005 Globalisation and Australia (p. 870)
- ECON 1006 Introduction to Economic Methods (p. 870)
- ECON 1011 Principles of Economics (p. 871)
- ECON 1013 The Australian Macroeconomy (p. 873)
- ECON 1014 Consumers, Firms and Markets (p. 874)
- ECON 2002 Corporate Financial Management (p. 874)
- ECON 2004 Globalisation and Trade (p. 876)
- ECON 2005 History of Economic Thought (p. 876)
- ECON 2007 Macroeconomic Theory (p. 877)
- ECON 3001 Applied Econometrics (p. 877)
- ECON 3002 Corporations, Economic Power and Policy (p. 878)
- ECON 3003 Derivatives (p. 878)
- ECON 3005 Economic Theories, Controversies and Policies (p. 879)
- ECON 3006 Economic and Financial Modelling (p. 880)
- ECON 3007 Economics and Finance Engagement Project (p. 881)
- ECON 3008 Financial Institutions Lending (p. 882)
- ECON 3009 Financial Institutions Management (p. 883)
- ECON 3010 Globalisation and Asia (p. 883)
- ECON 3011 Government and the Economy (p. 884)
- ECON 3012 Growth, Cycles and Crises (p. 884)
- ECON 3013 Industry Economics and Markets (p. 885)
- ECON 3014 International Finance (p. 885)
- ECON 3016 Macroeconomic Issues (p. 887)
- ECON 3017 Macroeconomic Measures and Models (p. 887)
- ECON 3018 Microeconomic Theory and Applications (p. 888)
- ECON 3019 Political Economy (p. 889)
- ECON 3021 The Superannuation Industry (p. 889)
- ECON 3022 Urban and Regional Economics (p. 890)
- ECON 4001 Advanced Analysis and Interpretation (p. 890)
- ECON 7001 Economics (p. 891)
- ECON 9001 Higher Degree Research Thesis - Economics and Finance (p. 892)
- ECON 9002 Higher Degree Research Thesis - Property Economics (p. 893)
- EDUC 0001 Diploma Plus (p. 893)
- EDUC 0002 EMP Growing Agriculture (p. 894)
- EDUC 0003 Education Exchange Unit 1 (p. 894)
- EDUC 0004 Education Exchange Unit 2 (p. 895)
- EDUC 0005 Education Exchange Unit 3 (p. 895)
- EDUC 0006 Education Exchange Unit 4 (p. 895)
- EDUC 0007 Education Exchange Unit 5 (p. 896)
- EDUC 0008 Most Outstanding Year 11 (p. 896)
- EDUC 0009 Short Term Study Program (p. 897)
- EDUC 9001 HDR Thesis - Centre for Educational Research (p. 898)
- EDUC 9002 Higher Degree Research Thesis - Education (p. 898)
- EDUC 9003 Higher Degree Research Thesis - Education (p. 900)
- ELEC 1001 Digital Systems 1 (p. 901)
- ELEC 1002 Digital Systems 1 (WSTC AssocD) (p. 902)

E

- EART 1004 Soils (p. 858)
- EART 2001 Climate Change Science (p. 858)
- EART 2004 Soils and Substrates (<https://hbook.westernsydney.edu.au/subject-details/eart2004/>)
- EART 2004 Soils and Substrates (p. 862)
- EART 3001 Biological Adaptation to Climate Change (p. 859)
- EART 3005 Statistical Hydrology (p. 860)
- EART 3006 Science of the Anthropocene (p. 861)
- EART 3007 Land Degradation and Contamination (p. 862)
- EART 7001 Advanced Hydrogeology (p. 863)
- EART 7002 Advanced Statistical Hydrology (p. 864)

- ELEC 1003 Electrical Fundamentals (p. 903)
- ELEC 1004 Electrical Fundamentals (WSTC AssocD) (p. 904)
- ELEC 1005 Electrical Fundamentals (WSTC) (p. 904)
- ELEC 1006 Engineering Computing (p. 906)
- ELEC 1007 Engineering Computing (WSTC AssocD) (p. 906)
- ELEC 1008 Engineering Computing (WSTC) (p. 907)
- ELEC 1009 Electrical Circuit Fundamentals (p. 908)
- ELEC 1011 Engineering Computing (p. 909)
- ELEC 1012 Electrical Fundamentals (Block) (<https://hbook.westernsydney.edu.au/subject-details/elec1012/>)
- ELEC 2001 Circuit Theory (p. 910)
- ELEC 2002 Circuit Theory (WSTC AssocD) (p. 911)
- ELEC 2004 Electronics (p. 911)
- ELEC 2005 Electronics (WSTC AssocD) (p. 912)
- ELEC 2006 Engineering Electromagnetics (p. 913)
- ELEC 2007 Engineering Visualization (p. 914)
- ELEC 2008 Microcontrollers and PLCs (p. 914)
- ELEC 2009 Microprocessor Systems (p. 915)
- ELEC 2010 Power and Machines (p. 916)
- ELEC 2011 Signals and Systems (p. 917)
- ELEC 2012 Signals and Systems (WSTC AssocD) (p. 918)
- ELEC 2013 Circuits and Signals (p. 918)
- ELEC 2014 Mathematics for Electrical Engineers 1 (p. 919)
- ELEC 2015 Mathematics for Electrical Engineers 2 (p. 919)
- ELEC 2016 Mathematics for Software Engineers (p. 919)
- ELEC 2017 Requirements and Design Workshop (p. 919)
- ELEC 2018 Systems Modelling and Design (p. 920)
- ELEC 2019 Workshop on Reasoning about Programs (p. 920)
- ELEC 3001 Communication Systems (p. 920)
- ELEC 3002 Data Communications (p. 921)
- ELEC 3003 Digital Signal Processing (p. 922)
- ELEC 3004 Digital Systems 2 (p. 922)
- ELEC 3005 Electrical Drives (p. 923)
- ELEC 3006 Electrical Machines 1 (p. 924)
- ELEC 3008 Instrumentation and Measurement (p. 925)
- ELEC 3009 Power Systems (p. 925)
- ELEC 3010 Renewable Energy Systems Design (p. 926)
- ELEC 3011 Power and Machines (<https://hbook.westernsydney.edu.au/subject-details/elec3011/>)
- ELEC 4002 Power Electronics (p. 927)
- ELEC 4003 Power Quality (p. 927)
- ELEC 4004 Radio and Satellite Communication (p. 928)
- ELEC 4005 Smart Grids and Distributed Generation (p. 929)
- ELEC 4006 Sustainable Energy Systems (p. 930)
- ELEC 4007 Wireless Communications (p. 930)
- ELEC 4008 Electrical Drives (<https://hbook.westernsydney.edu.au/subject-details/elec4008/>)
- ELEC 4009 Instrumentation and Measurement (<https://hbook.westernsydney.edu.au/subject-details/elec4009/>)
- ELEC 6001 Applied Project in Neuromorphic Engineering (p. 931)
- ELEC 6002 Master Dissertation in Neuromorphic Engineering (p. 932)
- ELEC 6003 Neuromorphic Accelerators (p. 932)
- ELEC 6004 Neuromorphic Electronics Design (p. 933)
- ELEC 7001 Advanced Control Systems (p. 934)
- ELEC 7002 Advanced Data Networks (p. 935)
- ELEC 7003 Advanced Electrical Machines and Drives (p. 935)
- ELEC 7004 Advanced Power Quality (p. 936)
- ELEC 7005 Advanced Signal Processing (p. 937)
- ELEC 7006 Advanced Smart Grids and Distributed Generation (p. 937)
- ELEC 7008 Instrumentation and Measurement (PG) (p. 938)
- ELEC 7009 Personal Communication Systems (p. 939)
- ELEC 7010 Power System Planning and Economics (p. 939)
- ELEC 9001 Higher Degree Research Thesis - Engineering (Computer) (p. 940)
- ELEC 9002 Higher Degree Research Thesis - Engineering (Electrical) (p. 941)
- ELEC 9003 Higher Degree Research Thesis - Engineering (Mechatronic) (p. 941)
- ELEC 9004 Higher Degree Research Thesis - Engineering (Telecommunications) (p. 942)
- Engineering Project (p. 1001)
- Engineering Project 1 (p. 1002)
- Engineering Project 2 (p. 1003)
- ENGR 0001 Academic Skills for Engineering (WSTC Prep) (p. 942)
- ENGR 0002 Computing, Engineering and Mathematics Exchange Unit 1 (p. 943)
- ENGR 0003 Computing, Engineering and Mathematics Exchange Unit 2 (p. 943)
- ENGR 0004 Computing, Engineering and Mathematics Exchange Unit 3 (p. 944)
- ENGR 0005 Computing, Engineering and Mathematics Exchange Unit 4 (p. 944)
- ENGR 0006 Computing, Engineering and Mathematics Exchange Unit 5 (p. 945)
- ENGR 1004 Design Science (WSTC) (p. 945)
- ENGR 1006 Design Studio 2: Form and Production (p. 946)
- ENGR 1008 Engineering Materials (p. 947)
- ENGR 1009 Engineering Materials (WSTC AssocD) (p. 947)
- ENGR 1010 Engineering Materials (WSTC) (p. 948)
- ENGR 1011 Engineering Physics (p. 949)
- ENGR 1012 Engineering Physics (WSTC AssocD) (p. 950)
- ENGR 1013 Engineering Physics (WSTC) (p. 951)
- ENGR 1018 Fundamentals of Mechanics (p. 952)
- ENGR 1019 Fundamentals of Mechanics (WSTC AssocD) (p. 953)
- ENGR 1020 Fundamentals of Mechanics (WSTC) (p. 954)
- ENGR 1023 Introduction to Engineering Business Management (WSTC AssocD) (p. 955)
- ENGR 1024 Introduction to Engineering Practice (p. 956)
- ENGR 1025 Introduction to Engineering Practice (WSTC AssocD) (p. 957)
- ENGR 1026 Introduction to Engineering Practice (WSTC) (p. 958)
- ENGR 1036 Construction Communication (p. 960)
- ENGR 1037 Construction Communication (WSTC) (p. 961)
- ENGR 1038 Design Graphics: Presenting Innovation (p. 962)
- ENGR 1039 Designing for Circular Economy (p. 962)
- ENGR 1040 Designing for People: Applied Ergonomics (p. 963)
- ENGR 1041 Designing for User Experience (UX) (p. 964)
- ENGR 1042 Sustainable Materials and Smart Manufacturing (p. 965)
- ENGR 1043 Co-Designing Change with Local Communities (p. 965)
- ENGR 1044 Drawing Skills for Design Thinking (p. 966)
- ENGR 1045 Engineering Programming Fundamentals (p. 967)

- ENGR 1046 Human Centred Design Research Methods (p. 967)
- ENGR 1047 Advanced Engineering Physics 1 (p. 968)
- ENGR 1048 Engineering Materials (UG Cert) (p. 969)
- ENGR 1049 Introduction to Engineering Practice (p. 969)
- ENGR 1050 Sustainable Engineering Fundamentals (p. 970)
- ENGR 1051 Engineering Physics (Block) (<https://hbook.westernsydney.edu.au/subject-details/engr1051/>)
- ENGR 1052 Fundamentals of Mechanics (Block) (<https://hbook.westernsydney.edu.au/subject-details/engr1052/>)
- ENGR 2001 Automated Manufacturing (p. 971)
- ENGR 2009 Engineering Management for Engineer Associates (WSTC AssocD) (p. 972)
- ENGR 2010 Engineering Project (WSTC AssocD) (p. 973)
- ENGR 2011 Graphics 2: Visual Simulation (p. 974)
- ENGR 2012 Graphics 3: 3D Engineering Specifications and Visualisation (p. 975)
- ENGR 2013 Graphics 4: Kinetic Narratives (p. 975)
- ENGR 2016 Pavement Materials and Design (p. 976)
- ENGR 2017 Pavement Materials and Design (WSTC AssocD) (p. 977)
- ENGR 2018 Professional Practice for Engineer Associates (WSTC AssocD) (p. 977)
- ENGR 2022 Design Practice: Sustainable Manufacturing (p. 978)
- ENGR 2023 Advanced Engineering Physics 2 (p. 979)
- ENGR 2024 Design Graphics: Communication for Manufacture (p. 979)
- ENGR 2025 Design Graphics: Engineering Documentation (p. 980)
- ENGR 2026 Design Semantics: Exploring Product Form (p. 981)
- ENGR 2027 Engineering Design (p. 982)
- ENGR 2028 New Product Innovation with IoT Data (p. 982)
- ENGR 2029 Simulation in Virtual and Augmented Realities (p. 983)
- ENGR 2030 Industrial Experience (Associate Engineer) (WSTC AssocD) (p. 983)
- ENGR 2031 Management Practices for Engineer Associates (WSTC AssocD) (p. 984)
- ENGR 2032 Sustainability Analysis and Design (p. 985)
- ENGR 2033 Industrial Experience (Engineering Technologist) (p. 985)
- ENGR 3001 Advanced Engineering Topic 1 (p. 986)
- ENGR 3003 Biomedical Electronics (p. 986)
- ENGR 3004 Biomedical Signals and Data Analysis (p. 987)
- ENGR 3006 Control Systems (p. 988)
- ENGR 3010 Design Studio 4: Innovation through Systems Thinking (p. 989)
- ENGR 3013 Engineering Science Project 1 (p. 989)
- ENGR 3014 Engineering Science Project 2 (p. 990)
- ENGR 3017 Industrial Experience (Engineering) (p. 991)
- ENGR 3020 Numerical Methods in Engineering (p. 992)
- ENGR 3021 Professional Practice (p. 993)
- ENGR 3022 Special Technical Project (p. 994)
- ENGR 3023 Biomechanics in Product Innovation (p. 994)
- ENGR 3024 Design Research Methods (Advanced) (p. 995)
- ENGR 3025 Designing for Circular Economy (Advanced) (p. 996)
- ENGR 3026 Design Thinking for Successful Brands and Products (p. 997)
- ENGR 3028 Mentored Practice in Design Innovation (p. 998)
- ENGR 3029 Specialisation Workshop 1 (p. 999)
- ENGR 3030 Specialisation Workshop 2 (p. 999)
- ENGR 4001 Advanced Engineering Topic 2 (p. 1000)
- ENGR 4004 Design Studio 6: Ambience, Place and Behaviour (p. 1001)
- ENGR 4009 Major Project Commencement (p. 1003)
- ENGR 4010 Major Project Completion (p. 1004)
- ENGR 4011 Sustainability and Risk Engineering (p. 1005)
- ENGR 4012 Industrial Design Major Project (Ideation) (p. 1006)
- ENGR 4013 Creative Business Model Innovation (p. 1006)
- ENGR 4014 Design Practice: Manufactured Product Lifecycle (p. 1007)
- ENGR 4015 Design Practice: Self-Directed Specialised Mentor Project (p. 1007)
- ENGR 4016 Design Practice: Sustainable Components (p. 1007)
- ENGR 4017 Design Thinking for Competitive Advantage (p. 1008)
- ENGR 4018 Industrial Design Major Project (Conclusion) (p. 1009)
- ENGR 4019 Start-Up Product Launch (p. 1009)
- ENGR 4021 Studio: Interdisciplinary Global (p. 1010)
- ENGR 4022 Studio: Design Synthesis Capstone (p. 1011)
- ENGR 4023 Advanced Engineering Thesis (p. 1012)
- ENGR 4024 Construction Management Honours Thesis (p. 1012)
- ENGR 4025 Final Year Project 1 (UG Engineering) (p. 1013)
- ENGR 4026 Final Year Project 2 (UG Engineering) (p. 1014)
- ENGR 4027 Industrial Design Applied Research Project (Honours) (p. 1016)
- ENGR 4028 Industrial Design Project (Commencement) (p. 1016)
- ENGR 4029 Industrial Design Project (Completion) (p. 1017)
- ENGR 4030 Industrial Design Research Thesis (Honours) (p. 1018)
- ENGR 4034 Climate Smart Engineering (p. 1018)
- ENGR 4035 Smart and Liveable Cities (p. 1019)
- ENGR 4036 Advanced Engineering Thesis 2: Detailed Investigations (p. 1019)
- ENGR 4037 Advanced Engineering Thesis 1: Preliminary Investigations (<https://hbook.westernsydney.edu.au/subject-details/engr4037/>)
- ENGR 4038 Biomedical Electronics (<https://hbook.westernsydney.edu.au/subject-details/engr4038/>)
- ENGR 6001 Bushfire Design and Climate Change (<https://hbook.westernsydney.edu.au/subject-details/engr6001/>)
- ENGR 6002 Planning for Bushfire Prone Areas (<https://hbook.westernsydney.edu.au/subject-details/engr6002/>)
- ENGR 7002 Advanced Engineering Project 2 (p. 1021)
- ENGR 7004 Bushfire Fighting (p. 1021)
- ENGR 7005 Emergency Management for Bushfire Prone Areas (p. 1022)
- ENGR 7006 Fire Engineering 1 (Fire Dynamics) (p. 1023)
- ENGR 7007 Fire Engineering 2 (Fire Models) (p. 1024)
- ENGR 7008 Fire Engineering Design and Assessment (p. 1025)
- ENGR 7010 Fire Engineering Science (p. 1025)
- ENGR 7012 Fire Technology and Engineering Principles (p. 1026)
- ENGR 7013 Industrial Experience (PG) (p. 1027)
- ENGR 7014 Master Project 1 (p. 1027)
- ENGR 7015 Master Project 2 (p. 1028)
- ENGR 7016 Planning for Bushfire Prone Areas (p. 1029)
- ENGR 7017 Professional Practice and Communication (p. 1030)
- ENGR 7019 Specialised Software Applications (p. 1031)
- ENGR 7020 Sustainability and Risk Engineering (PG) (p. 1031)
- ENGR 7023 Advanced Biomedical Data and Images (p. 1032)

- ENGR 7024 Advanced Biomedical Electronics (p. 1033)
- ENGR 7025 Human Physiology and Biomedical Technologies (p. 1033)
- ENGR 7026 Performance Solutions for Bushfire Protection (p. 1034)
- ENGR 7027 Spatial Tools and Mapping (p. 1035)
- ENGR 7028 Engineering Project 1 (PG) (p. 1035)
- ENGR 7029 Engineering Project 2 (PG) (p. 1036)
- ENGR 9001 Higher Degree Research Thesis - Engineering (p. 1037)
- ENGR 9002 Higher Degree Research Thesis - Engineering (p. 1039)
- ENGR 9003 Higher Degree Research Thesis - Engineering (Environmental) (p. 1040)
- ENVL 1001 Understanding Landscape (p. 1041)
- ENVL 1002 Environmental Issues and Solutions (p. 1042)
- ENVL 1003 Environmental Issues and Solutions (WSTC) (p. 1042)
- ENVL 1004 Introduction to Environmental Science (p. 1043)
- ENVL 1005 Environmental Issues and Solutions (UG Cert) (p. 1044)
- ENVL 1006 Environmental Health Issues and Solutions (<https://hbook.westernsydney.edu.au/subject-details/envl1006/>)
- ENVL 1007 Environmental Health Issues and Solutions (WSTC) (<https://hbook.westernsydney.edu.au/subject-details/envl1007/>)
- ENVL 2001 Analysis of Spatial Data (p. 1045)
- ENVL 2002 Environmental Regulation and Policy (p. 1045)
- ENVL 2003 Landuse and the Environment (p. 1046)
- ENVL 2005 Internet of Things for the Environment (p. 1046)
- ENVL 2006 Environmental Planning and Climate Change (p. 1047)
- ENVL 2007 Environmental Monitoring and Assessment (p. 1047)
- ENVL 2008 Australian Ecosystems: Threats and Solutions (<https://hbook.westernsydney.edu.au/subject-details/envl2008/>)
- ENVL 2009 Ecosystem Restoration (<https://hbook.westernsydney.edu.au/subject-details/envl2009/>)
- ENVL 2010 Conservation Priorities and Process (<https://hbook.westernsydney.edu.au/subject-details/envl2010/>)
- ENVL 3003 Environmental Risk Management (p. 1048)
- ENVL 3005 Planning the City: Development, Community and Systems (p. 1049)
- ENVL 3006 Transport, Access and Equity (p. 1049)
- ENVL 3007 Urban Environment (p. 1050)
- ENVL 3009 Air Quality and Climate Change (p. 1051)
- ENVL 3010 Environmental Planning, Policy & Regulation (p. 1051)
- ENVL 7002 Planning and Environmental Regulation (p. 1052)
- ENVL 7003 Urban Research Report (p. 1053)
- ENVL 9001 Higher Degree Research Thesis - Environmental Studies (p. 1053)

F

- FINC 1001 Management Accounting Fundamentals (p. 1054)
- FINC 1003 Professional Relationships and Communication in Business (p. 1055)
- FINC 2002 Personal Asset Management (p. 1055)
- FINC 3001 Bank Management (p. 1056)
- FINC 3002 Behavioural Finance (p. 1057)
- FINC 3004 Financial Planning (p. 1057)
- FINC 3006 Insurance Advising - Theory and Practice (p. 1058)
- FINC 3007 International Property (p. 1059)
- FINC 3008 Investment Management (p. 1059)
- FINC 3009 Property Finance (p. 1060)
- FINC 3011 Property Investment (p. 1061)

- FINC 3013 Property Portfolio Management (p. 1062)
- FINC 3014 Retirement and Succession Planning (p. 1063)
- FINC 3015 Security Analysis and Business Valuation (p. 1063)
- FINC 7001 Communication and Ethics for Financial Planners (p. 1064)
- FINC 7002 Communication and Ethics for Financial Planners (EO) (p. 1065)
- FINC 7004 Financial Adviser Communication Skills (p. 1066)
- FINC 7005 Financial Adviser Communication Skills (EO) (p. 1066)
- FINC 7006 Financial Modelling (p. 1067)
- FINC 7007 Financial Planning Research Project (p. 1067)
- FINC 7008 Financial Products and Markets (p. 1068)
- FINC 7009 Financial Products and Markets (EO) (p. 1069)
- FINC 7010 Insurance and Risk Management (p. 1069)
- FINC 7011 Investment Planning (p. 1070)
- FINC 7012 Investment Planning (EO) (p. 1071)
- FINC 7013 Planning for Retirement (p. 1071)
- FINC 7014 Planning for Retirement (EO) (p. 1072)
- FINC 7015 Principles of Financial Planning (p. 1072)
- FINC 7016 Principles of Financial Planning (EO) (p. 1073)
- FINC 7017 Property Investment Analysis (p. 1074)
- FINC 7019 Statement of Advice Research Project (p. 1074)
- FINC 7020 Superannuation (p. 1075)
- FINC 7021 Superannuation (EO) (p. 1076)
- FINC 7022 Applied Project (Finance and Property) (p. 1076)
- Foundations of Nursing Practice (p. 2201)

G

- GEDU 0001 Tertiary Study Skills in Arts (WSTC Prep) (p. 1077)
- GEDU 0002 Tertiary Study Skills in Business (WSTC Prep) (p. 1077)
- GEDU 0005 Tertiary Study Skills in Construction Management (WSTC Prep) (p. 1078)
- GEDU 0006 Tertiary Study Skills in Criminal and Community Justice (WSTC Prep) (p. 1079)
- GEDU 0007 Tertiary Study Skills in Design (WSTC Prep) (p. 1079)
- GEDU 0008 Tertiary Study Skills in Engineering (WSTC Prep) (p. 1080)
- GEDU 0009 Tertiary Study Skills in Health Science (WSTC Prep) (p. 1081)
- GEDU 0010 Tertiary Study Skills in Information and Communications Technology (WSTC Prep) (p. 1081)
- GEDU 0011 Tertiary Study Skills in Islamic Studies (WSTC Prep) (p. 1082)
- GEDU 0012 Tertiary Study Skills in Legal Studies (WSTC Prep) (p. 1082)
- GEDU 0013 Tertiary Study Skills in Science (WSTC Prep) (p. 1082)
- GEDU 0014 Tertiary Study Skills in Social Science (Policing) (WSTC Prep) (p. 1083)
- GEDU 0015 Tertiary Study Skills in Social Science (WSTC Prep) (p. 1083)
- GEOM 2002 Quantity Surveying 2 (p. 1084)
- GEOM 3001 Advanced Building Measurement (p. 1085)

H

- HDR Thesis - Writing and Society Research Centre (<https://hbook.westernsydney.edu.au/subject-details/humn9014/>)
- HLTH 0001 Health Care Environments (WSTC Prep) (p. 1085)
- HLTH 0002 Health Care Environments (WSTC) (p. 1086)

- HLTH 0003 Literacy in Health Science (WSTC Prep) (p. 1087)
- HLTH 0004 Organisation for Tertiary Study (WSTC) (p. 1088)
- HLTH 0005 The Health Science Professional (WSTC Prep) (p. 1088)
- HLTH 1001 Foundations of Research and Evidence-Based Practice (p. 1089)
- HLTH 1002 Foundations of Research and Evidence-Based Practice (WSTC) (p. 1090)
- HLTH 1003 Introduction to Paramedicine (p. 1091)
- HLTH 1006 Movement and Skill Development (p. 1091)
- HLTH 1009 Paramedic Practice 1 (p. 1092)
- HLTH 1010 Professional Health Competencies (p. 1093)
- HLTH 1011 Professional Health Competencies (WSTC) (p. 1094)
- HLTH 1012 Evidence in Health (p. 1094)
- HLTH 1013 Professional Competencies in Health (p. 1095)
- HLTH 1014 Evidence in Health (WSTC) (p. 1097)
- HLTH 1015 Professional Competencies in Health (WSTC) (p. 1097)
- HLTH 1016 Professional Competencies in Health (UG Cert) (p. 1098)
- HLTH 2001 A Field Study: Comparative Studies of Health Care Delivery (p. 1099)
- HLTH 2003 Biomechanics (p. 1101)
- HLTH 2004 Exercise Bioenergetics (p. 1102)
- HLTH 2005 Exercise Prescription I (p. 1103)
- HLTH 2006 Exercise Prescription for General Populations (p. 1104)
- HLTH 2007 Fundamentals of Medical Concepts and Terminology (p. 1105)
- HLTH 2009 Mental Health and Substance Abuse (p. 1106)
- HLTH 2012 Nutrition and Health 1 (p. 1107)
- HLTH 2013 Nutrition and Health 2 (p. 1108)
- HLTH 2015 Out-of-hospital Medical Care 1 (p. 1108)
- HLTH 2017 Paramedic Practice 2 (p. 1109)
- HLTH 2018 Paramedic Practice 3 (p. 1111)
- HLTH 2021 Research Methods (Quantitative and Qualitative) (p. 1112)
- HLTH 2022 Biostatistics in Health (p. 1113)
- HLTH 2023 Introduction to Physical Cultural Studies (p. 1114)
- HLTH 2024 Research Methods in Health (p. 1114)
- HLTH 2025 Exercise Nutrition (p. 1115)
- HLTH 3001 Applied Nutrition (p. 1116)
- HLTH 3003 Clinical Leadership and Patient Safety (p. 1117)
- HLTH 3004 Emergency Care for Special Populations (p. 1118)
- HLTH 3005 Evidence-Based Practice (p. 1119)
- HLTH 3007 Global Nutrition, Food and Community (p. 1120)
- HLTH 3008 Gymnastics and Dance (p. 1120)
- HLTH 3009 Major Incident Management (p. 1121)
- HLTH 3011 Obstetrics and Paediatrics (p. 1121)
- HLTH 3012 Out-of-hospital Medical Care 2 (p. 1122)
- HLTH 3014 Paramedic Practice 4 (p. 1123)
- HLTH 3015 Resistance Training and Physiology (p. 1124)
- HLTH 3016 Strength and Conditioning (p. 1125)
- HLTH 3017 Traumatic and Environmental Emergencies (p. 1126)
- HLTH 3018 Ethical and Legal Issues in Health Care (p. 1127)
- HLTH 3019 Nutrition, Health and Disease (p. 1128)
- HLTH 3020 Global Nutrition and Food (p. 1129)
- HLTH 4001 Professional Reasoning (p. 1129)
- HLTH 4002 Evidence-Based Practice (Advanced) (p. 1130)
- HLTH 7001 A Global Perspective on Social Determinants of Health (p. 1131)
- HLTH 7002 Building Organisational Capacity in Health Care (p. 1132)
- HLTH 7003 Community and Public Health Nutrition (p. 1133)
- HLTH 7004 Dissertation (p. 1134)
- HLTH 7005 Health Financial Management (p. 1135)
- HLTH 7006 Health Services and Facilities Planning (p. 1136)
- HLTH 7007 Health Workforce Planning (p. 1137)
- HLTH 7008 Introduction to Biostatistics (p. 1137)
- HLTH 7009 Leadership and Change (p. 1139)
- HLTH 7010 Nutrition Promotion (p. 1139)
- HLTH 7011 Nutritional Assessment Methods (p. 1140)
- HLTH 7013 Professional Reasoning (p. 1141)
- HLTH 7014 Professional Topic (p. 1141)
- HLTH 7015 Qualitative Research Methodology in Health (p. 1142)
- HLTH 7016 Quality and Safety in Health Care (p. 1143)
- HLTH 7020 Dissertation (Part Time) (p. 1143)
- HLTH 7022 Advanced Health Service Management (p. 1144)
- HLTH 7023 Advanced Sport and Exercise Science (p. 1145)
- HLTH 7024 Health Services Financing (p. 1146)
- HLTH 7025 Healthcare Data for Decision-Making (p. 1147)
- HLTH 7026 Professional Internship in Health (p. 1148)
- HLTH 7027 Professional Project in Health 1 (p. 1150)
- HLTH 7028 Professional Project in Health 2 (p. 1150)
- HLTH 7029 Quality and Safety (p. 1151)
- HLTH 7030 Professional Internship in Health (Part-time) (p. 1152)
- HLTH 9001 Higher Degree Research Thesis - Health (p. 1153)
- HLTH 9002 Higher Degree Research Thesis - Health (p. 1154)
- HLTH 9003 Higher Degree Research Thesis - Health (p. 1156)
- HLTH 9004 Higher Degree Research Thesis - Nutrition and Dietetics (p. 1157)
- Honours Research 2 (Podiatric Medicine) (p. 1158)
- HORT 1001 Crop Production (p. 1158)
- HORT 1004 Horticultural Production Systems (p. 1159)
- HORT 1006 Protected Cropping Biosecurity and Pollination (p. 1160)
- HORT 1007 Protected Cropping Plant Nutrition (p. 1160)
- HORT 2001 Greenhouse Technology for Food Sustainability (p. 1161)
- HORT 2003 Plant Production (p. 1162)
- HORT 3001 Postharvest (p. 1162)
- HORT 3002 Protected Cropping Technology (p. 1163)
- HORT 7001 Advanced Greenhouse Technology (p. 1164)
- HORT 7002 Greenhouse Control Systems (p. 1164)
- HORT 7003 Greenhouse Crop Production (p. 1165)
- HORT 7004 Industry Project (p. 1166)
- HORT 7005 Industry Project (Extended) (p. 1166)
- HORT 7006 Plant-Climate Interactions in Controlled Environments (p. 1167)
- HORT 9001 Higher Degree Research Thesis - Horticulture (p. 1168)
- HORT 9002 Higher Degree Research Thesis - Viticulture (p. 1168)
- HOSP 3001 Approved Industrial Experience (400 Hrs) (p. 1169)
- HUMN 0001 Academic Skills for Islamic Studies (WSTC Prep) (p. 1169)
- HUMN 0002 Academic Skills for Policing (WSTC Prep) (p. 1169)

- HUMN 0003 Academic Skills for the Social Sciences (WSTC Prep) (p. 1170)
- HUMN 0006 Australian Studies (WSTC Prep) (p. 1171)
- HUMN 0007 Australian Studies (WSTC) (p. 1172)
- HUMN 0008 Comparative World Religions (WSTC Prep) (p. 1172)
- HUMN 0009 Cultural Perspectives (WSTC Prep) (p. 1173)
- HUMN 0010 Cultural Perspectives (WSTC) (p. 1174)
- HUMN 0016 Key Ideas in Arts and Social Sciences (WSTC Prep) (p. 1174)
- HUMN 0017 Key Ideas in Arts and Social Sciences (WSTC) (p. 1174)
- HUMN 0018 Literacy for Tertiary Studies (WSTC) (p. 1175)
- HUMN 0019 Studies of Society (WSTC) (p. 1175)
- HUMN 0020 Understanding Academic Life (WSTC Prep) (p. 1176)
- HUMN 0021 Understanding the Social Sciences (WSTC Prep) (p. 1177)
- HUMN 1001 Advanced Standing for Ancient History 110 (p. 1178)
- HUMN 1007 Brave New World: Negotiating Social Change in the 21st Century (p. 1178)
- HUMN 1008 Cities: Introduction to Urban Studies (p. 1179)
- HUMN 1010 Contemporary Society (Advanced) (p. 1180)
- HUMN 1012 Contextualising Community Development Within Indigenous Australia (p. 1180)
- HUMN 1013 Contextualising Indigenous Australia (Day Mode) (p. 1181)
- HUMN 1015 Development and Sustainability (p. 1181)
- HUMN 1016 Different Ways of Being in the World: Introduction to Social Anthropology (p. 1182)
- HUMN 1017 Everyday Life (p. 1183)
- HUMN 1018 Everyday Life (WSTC) (p. 1183)
- HUMN 1026 Global Structures, Local Cultures (p. 1184)
- HUMN 1028 Human Rights, Peace and Development (p. 1185)
- HUMN 1029 Human Rights, Peace and Development (WSTC) (p. 1186)
- HUMN 1039 Modern European History and Politics (p. 1187)
- HUMN 1041 People, Place and Social Difference (p. 1188)
- HUMN 1042 People, Place and Social Difference (WSTC) (p. 1189)
- HUMN 1043 Personal Identities in Professional Practice (p. 1190)
- HUMN 1048 Understanding Islam and Muslim Societies (WSTC) (p. 1191)
- HUMN 1049 Understanding Visual Culture (p. 1191)
- HUMN 1051 Who do you think you are? (Day Mode) (p. 1192)
- HUMN 1052 Australian Politics and Active Citizenship (p. 1193)
- HUMN 1053 Diversity, Language and Culture (p. 1193)
- HUMN 1054 When Worlds Collide: European Empires and the World, c.1600-1950 (p. 1194)
- HUMN 1055 Australian Politics and Active Citizenship (WSTC) (p. 1195)
- HUMN 1056 Diversity, Language and Culture (WSTC) (p. 1196)
- HUMN 1057 Doing Sociology (p. 1198)
- HUMN 1058 Indigenous Landscapes (p. 1198)
- HUMN 1059 When Worlds Collide: European Empires and the World, c.1600-1950 (WSTC) (p. 1199)
- HUMN 1060 Introduction to Indigenous Australia: Peoples, Places and Philosophies (p. 1200)
- HUMN 1061 Islam: Past, Present and Future (p. 1201)
- HUMN 1062 Introduction to Indigenous Australia: Peoples, Places and Philosophies (WSTC) (p. 1202)
- HUMN 1063 Critical and Systems Thinking (<https://hbook.westernsydney.edu.au/subject-details/humn1063/>)
- HUMN 1064 Digital Identities (<https://hbook.westernsydney.edu.au/subject-details/humn1064/>)
- HUMN 1065 Diversity, Language and Culture (Block) (<https://hbook.westernsydney.edu.au/subject-details/humn1065/>)
- HUMN 1066 Introduction to Culture and Society (<https://hbook.westernsydney.edu.au/subject-details/humn1066/>)
- HUMN 1067 Introduction to Culture and Society (WSTC) (<https://hbook.westernsydney.edu.au/subject-details/humn1067/>)
- HUMN 2001 A History of Modern Global Buddhism (p. 1203)
- HUMN 2003 Advanced Standing for Ancient History 210 (p. 1204)
- HUMN 2004 Advanced Standing for Ancient History 220 (p. 1204)
- HUMN 2005 Advanced Standing for Cultural and Social Analysis 210 (p. 1204)
- HUMN 2006 Advanced Standing for Cultural and Social Analysis 220 (p. 1204)
- HUMN 2007 Advanced Standing for Indigenous Australian Studies 210 (p. 1204)
- HUMN 2008 Advanced Standing for Indigenous Australian Studies 220 (p. 1205)
- HUMN 2009 Advanced Standing for Modern History 210 (p. 1205)
- HUMN 2010 Advanced Standing for Modern History 220 (p. 1205)
- HUMN 2011 Ancient Western Culture: Periclean Athens (p. 1205)
- HUMN 2012 Anthropologies of the Everyday (p. 1206)
- HUMN 2014 Civil Society in Contemporary China (p. 1206)
- HUMN 2015 Community and Social Action (p. 1207)
- HUMN 2017 Complex Emergencies and International Guidelines (p. 1208)
- HUMN 2018 Cultural and Social Geographies (p. 1208)
- HUMN 2020 Digital Humanities and Research Methods (UG) (p. 1209)
- HUMN 2021 Doing Business in China (p. 1209)
- HUMN 2022 Emergency Field Operations: Supply Management and Logistics (p. 1210)
- HUMN 2023 Empire: European Colonial Rule and its Subjects, 1750-1920 (p. 1211)
- HUMN 2024 Ethnographies of Southeast Asia and the Pacific (p. 1211)
- HUMN 2025 Families and Intimate Life (p. 1212)
- HUMN 2026 Growing the Indigenous Economy (p. 1213)
- HUMN 2027 Health, Illness and Biomedicine: A Sociological Perspective (p. 1214)
- HUMN 2028 Identity and Belonging (p. 1215)
- HUMN 2030 Islam In the Modern World (WSTC) (p. 1216)
- HUMN 2031 Islam in the Modern World (p. 1216)
- HUMN 2032 Issues in World Development: Rich World, Poor World (p. 1217)
- HUMN 2033 Issues in World Development: Rich World, Poor World (WSTC) (p. 1218)
- HUMN 2034 Keeping the Past (p. 1219)
- HUMN 2036 Mangamai'bangawarra: Indigenous Science (p. 1219)
- HUMN 2037 Peace-Making and Peace-Building (p. 1220)
- HUMN 2038 Pigments of the Imagination (p. 1221)
- HUMN 2039 Political Terror (p. 1221)
- HUMN 2040 Politics of Sex and Gender (p. 1222)
- HUMN 2043 Religion and the Origins of Modern Science (p. 1222)
- HUMN 2044 Representing Everyday Life in Literary and Visual Cultures (p. 1223)

- HUMN 2046 Researching Culture (p. 1223)
- HUMN 2048 Revaluing Indigenous Economics (Day Mode) (p. 1224)
- HUMN 2050 Social Research Methods (Block Mode) (p. 1225)
- HUMN 2053 The Economics of Cities and Regions (p. 1225)
- HUMN 2056 The Racial State (p. 1226)
- HUMN 2057 Tourism in Society (p. 1227)
- HUMN 2058 Urban Life/Urban Culture (p. 1227)
- HUMN 2061 Women with Muslim Identity (p. 1228)
- HUMN 2062 Youth Cultures and Moral Panics (p. 1229)
- HUMN 2064 Responses to Disaster: School of Social Sciences Winter School (p. 1229)
- HUMN 2065 Self and Society (p. 1230)
- HUMN 2066 Investigating and Communicating Social Problems (p. 1231)
- HUMN 2067 History of the Ancient World (p. 1232)
- HUMN 2068 Cultures of Southeast Asia and Oceania (p. 1233)
- HUMN 2069 Society, Culture and Human Diversity (p. 1233)
- HUMN 2070 First Peoples and Criminal Justice (p. 1234)
- HUMN 2071 Knowledge Journeys (<https://hbook.westernsydney.edu.au/subject-details/humn2071/>)
- HUMN 2072 Logic, Argumentation and Post-Truth (<https://hbook.westernsydney.edu.au/subject-details/humn2072/>)
- HUMN 2074 Origins of the Secular West (<https://hbook.westernsydney.edu.au/subject-details/humn2074/>)
- HUMN 3001 Advanced Standing for Ancient History 310 (p. 1235)
- HUMN 3002 Advanced Standing for Ancient History 320 (p. 1235)
- HUMN 3003 Advanced Standing for Cultural and Social Analysis 310 (p. 1235)
- HUMN 3004 Advanced Standing for Cultural and Social Analysis 320 (p. 1235)
- HUMN 3005 Advanced Standing for Indigenous Australian Studies 310 (p. 1236)
- HUMN 3006 Advanced Standing for Indigenous Australian Studies 320 (p. 1236)
- HUMN 3007 Advanced Standing for Modern History 310 (p. 1236)
- HUMN 3008 Advanced Standing for Modern History 320 (p. 1236)
- HUMN 3009 Alternatives to Violence (p. 1236)
- HUMN 3011 An Introduction to Contemporary Aboriginal Australia (p. 1237)
- HUMN 3012 Applied Indigenous Research Project (p. 1237)
- HUMN 3013 Australian Colonial History (p. 1238)
- HUMN 3015 Australian History Around Us (p. 1239)
- HUMN 3016 Australian History Since 1920 (p. 1239)
- HUMN 3017 Australian Indigenous History from Federation to Reconciliation (p. 1240)
- HUMN 3018 Australian Indigenous History: From first contact to 'dying race' (p. 1240)
- HUMN 3019 Britain in the Age of Botany Bay, 1760-1815 (p. 1241)
- HUMN 3023 Climate Change and Culture (p. 1241)
- HUMN 3024 Comparative Nationalism (p. 1242)
- HUMN 3025 Conceptualising Islam (p. 1243)
- HUMN 3026 Convicts and Settlers - Australian History 1788 - 1840 (p. 1243)
- HUMN 3029 Cultures of Crime and Punishment (p. 1244)
- HUMN 3030 Cyber Justice (UG) (p. 1244)
- HUMN 3031 Death and Culture (p. 1245)
- HUMN 3032 Dictators, Democrats and Dreamers: Indonesia 1942 to now (p. 1245)
- HUMN 3033 Digital Cultures (p. 1246)
- HUMN 3034 Emotions, Culture and Community (p. 1247)
- HUMN 3035 Enlightenment and Revolution (p. 1248)
- HUMN 3036 Ethics in Historical Perspective (p. 1248)
- HUMN 3039 Food: A Cultural History (p. 1249)
- HUMN 3040 From Vindication to Liberation: A Comparative History of Feminism (p. 1249)
- HUMN 3041 Geographies of Migration (p. 1250)
- HUMN 3042 Global Politics (p. 1251)
- HUMN 3043 Globalisation and Sustainability (p. 1251)
- HUMN 3044 Healing and Culture (p. 1252)
- HUMN 3046 History of Modern China to 1949 (p. 1253)
- HUMN 3047 History of Muslim Civilisations and Ideas (p. 1254)
- HUMN 3048 History of Sexuality (p. 1254)
- HUMN 3049 Home and Away: Ethnicity and Migration in Australia (p. 1255)
- HUMN 3050 Housing Markets and Policy (p. 1256)
- HUMN 3051 Human Rights and Culture (p. 1257)
- HUMN 3054 Islam in Southeast Asia (p. 1257)
- HUMN 3056 Islam in the West (p. 1258)
- HUMN 3057 Islam, Media and Conflict (p. 1259)
- HUMN 3058 Islamic Revivalism in the Globalised World (p. 1259)
- HUMN 3060 Modern Japanese History (p. 1260)
- HUMN 3061 Mystical Islam: The Emergence of Sufism in World History (p. 1260)
- HUMN 3062 Napoleon: the Making of a Legend (p. 1261)
- HUMN 3063 Peace & Development Project (p. 1262)
- HUMN 3064 Politics, Power and Resistance (p. 1262)
- HUMN 3065 Postcolonial Australian Cinema (p. 1263)
- HUMN 3066 Power as a Cultural System (p. 1264)
- HUMN 3067 Power, Politics and Knowledge (p. 1264)
- HUMN 3068 Public Health Response in Complex Emergencies (p. 1265)
- HUMN 3069 Queer Culture (p. 1266)
- HUMN 3070 Rethinking Research with Indigenous Australians: Independent Study Project (Day Mode) (p. 1266)
- HUMN 3071 Self and Society (p. 1267)
- HUMN 3075 Sociology of Religion (p. 1267)
- HUMN 3076 Sultans, Colonists and Nationalists: Indonesia C1200-1942 (p. 1268)
- HUMN 3077 Sustainable Futures (p. 1269)
- HUMN 3078 The Anthropologies of Gender and Sexualities (p. 1269)
- HUMN 3079 The Asian Century (p. 1270)
- HUMN 3080 The History of Southeast Asia (p. 1271)
- HUMN 3081 The International Relations of the Middle East Since 1945 (p. 1272)
- HUMN 3082 The Making of the 'Aborigines' (p. 1272)
- HUMN 3084 Theories of Conflict and Violence (p. 1273)
- HUMN 3087 Twentieth Century Australia (p. 1274)
- HUMN 3088 Understanding Freedom (p. 1274)
- HUMN 3090 Understanding Power (p. 1275)
- HUMN 3091 Violence in Everyday Life (p. 1275)
- HUMN 3092 WWII in Asia and the Pacific (p. 1276)
- HUMN 3093 War (p. 1277)

- HUMN 3094 War and Society in the Twentieth Century (p. 1277)
 - HUMN 3096 What is the Human? (p. 1278)
 - HUMN 3098 Genders and sexualities: beyond the binary (p. 1279)
 - HUMN 3100 Social Sciences International Placement (I): Preparation for Placement (p. 1279)
 - HUMN 3101 Social Sciences International Placement (II): Placement (p. 1280)
 - HUMN 3102 Social Sciences International Placement (III): Post-placement Reflections (p. 1281)
 - HUMN 3103 Group Project (p. 1282)
 - HUMN 3104 Historical Methodologies (p. 1283)
 - HUMN 3105 History of Religion (p. 1284)
 - HUMN 3106 Study Tours (p. 1284)
 - HUMN 3107 Labour and Culture (p. 1285)
 - HUMN 3108 We Are The University: Students Co-creating Change (p. 1286)
 - HUMN 3109 Catastrophe: The Environmental History of the Ancient World (p. 1286)
 - HUMN 3110 Gender and Sexualities Across Cultures (p. 1287)
 - HUMN 3111 History of the People's Republic of China (p. 1288)
 - HUMN 3112 Indigenous Methodologies (p. 1288)
 - HUMN 3113 Migration and Social Change (p. 1289)
 - HUMN 3114 Changemakers and Entrepreneurship (<https://hbook.westernsydney.edu.au/subject-details/humn3114/>)
 - HUMN 3115 Medieval Europe from the Fall of the Roman Empire to the Reformation (<https://hbook.westernsydney.edu.au/subject-details/humn3115/>)
 - HUMN 4001 Researcher Development 1: Reading, Writing, and the Business of Research (p. 1290)
 - HUMN 4002 Researcher Development 2: Proposing and Justifying Research (p. 1291)
 - HUMN 4003 Writing Beyond the Academy: Knowledge Translation and Public Audience Communication (p. 1292)
 - HUMN 4006 Honours Thesis Part Time 2 (p. 1293)
 - HUMN 4008 Honours Thesis Part Time 4 (p. 1293)
 - HUMN 4014 Social Work Honours Preparation (p. 1293)
 - HUMN 7001 Advanced Social Research Methods (p. 1293)
 - HUMN 7002 Applied Imagination (p. 1294)
 - HUMN 7003 Applied Innovation and Entrepreneurship (p. 1295)
 - HUMN 7004 Australian Cultural Policy and Practice (p. 1296)
 - HUMN 7005 Career and Personal Development (p. 1297)
 - HUMN 7006 China Culture Study (p. 1298)
 - HUMN 7007 Chinese Cultural Policy and Practice (p. 1299)
 - HUMN 7008 Contemporary Theories of Religion and Society (p. 1299)
 - HUMN 7009 Critical and Creative Enquiry (p. 1300)
 - HUMN 7011 Cultural Diplomacy and Soft Power (p. 1301)
 - HUMN 7012 Cyber Justice (PG) (p. 1301)
 - HUMN 7013 Debates in Global History (p. 1302)
 - HUMN 7015 Digital Humanities Research Methods (PG) (p. 1303)
 - HUMN 7016 Diversity in Practice (p. 1303)
 - HUMN 7017 Ecopedagogies (p. 1304)
 - HUMN 7018 Ecopsychology and Cultural Change (p. 1305)
 - HUMN 7019 Emergency and Disaster Management (p. 1305)
 - HUMN 7021 Fieldwork in Complex and Hostile Places (p. 1306)
 - HUMN 7022 Global Criminology and Human Rights (p. 1307)
 - HUMN 7023 Global Health, Migration and Development (p. 1307)
 - HUMN 7024 Humanitarian and Development Agendas and Progress (p. 1308)
 - HUMN 7026 Knowledge Translation (p. 1309)
 - HUMN 7027 Leading Change (p. 1311)
 - HUMN 7028 Management and Evaluation of Aid Programs (p. 1311)
 - HUMN 7029 Master of Social Science Thesis (p. 1312)
 - HUMN 7031 Political Economy of Development (p. 1313)
 - HUMN 7032 Public Health in Complex Emergencies (Advanced) (p. 1313)
 - HUMN 7033 Religion and Law in Contemporary Public Discourse (p. 1314)
 - HUMN 7034 Research Project in Cultural Exchange (p. 1315)
 - HUMN 7035 Research and Public Policy (p. 1315)
 - HUMN 7036 Research in the Social Sciences (p. 1316)
 - HUMN 7037 Researcher Engagement and Impact (p. 1317)
 - HUMN 7038 Researcher Knowledge and Development (p. 1319)
 - HUMN 7040 Social Ecology (p. 1320)
 - HUMN 7041 Social Research in the Digital World (p. 1321)
 - HUMN 7042 Space, Place and the Field (p. 1322)
 - HUMN 7044 Theories of Difference and Diversity (p. 1322)
 - HUMN 7045 Theories of the Social (p. 1323)
 - HUMN 7047 Transnational Crime (p. 1323)
 - HUMN 7048 Understanding Race (p. 1324)
 - HUMN 7049 Violence, Culture and Criminal Justice (p. 1325)
 - HUMN 7051 How to Write History (p. 1325)
 - HUMN 7054 Social Science Research Project (p. 1326)
 - HUMN 7055 Social Science Training Placement (p. 1327)
 - HUMN 7056 Grant Proposals and Applications (p. 1327)
 - HUMN 7057 Thirty-Day Research Placement (p. 1328)
 - HUMN 9001 HDR Thesis - Centre for Health Research (p. 1329)
 - HUMN 9002 HDR Thesis - Centre for Infrastructure Engineering (p. 1330)
 - HUMN 9006 HDR Thesis - Religion and Society Research Centre (p. 1330)
 - HUMN 9007 HDR Thesis - Translational Health Research Institute (p. 1331)
 - HUMN 9008 Higher Degree Research Thesis - Gender Specific Studies (p. 1332)
 - HUMN 9009 Higher Degree Research Thesis - History (p. 1333)
 - HUMN 9010 Higher Degree Research Thesis - Indigenous Studies (p. 1334)
 - HUMN 9011 Higher Degree Research Thesis - Social Ecology (p. 1334)
 - HUMN 9012 Higher Degree Research Thesis - Sociology (p. 1336)
 - HUMN 9013 Higher Degree Research Thesis PT - History (p. 1337)
-
- INFO 0001 Academic Skills for Information Communications Technology (WSTC Prep) (p. 1337)
 - INFO 0002 Academic Skills for Information Communications Technology (WSTC) (p. 1338)
 - INFO 0003 Advanced Computer Studies (WSTC Prep) (p. 1338)
 - INFO 0004 Advanced Computer Studies (WSTC) (p. 1338)
 - INFO 0005 Computer Competency (WSTC) (p. 1339)
 - INFO 0006 Computer Fundamentals (WSTC Prep) (p. 1339)
 - INFO 0007 Computer Literacy (WSTC) (p. 1340)
 - INFO 0008 Computer Studies (WSTC Prep) (p. 1341)

- INFO 0009 Computer Studies (WSTC) (p. 1341)
 - INFO 0010 Information Technology in Business (WSTC Prep) (p. 1342)
 - INFO 1001 Introduction to Information Technology (p. 1342)
 - INFO 1002 PC Workshop (p. 1344)
 - INFO 2002 Tangible Interaction Design (p. 1344)
 - INFO 2003 Technologies for Mobile Applications (p. 1345)
 - INFO 2004 Cyber Crime and Social Engineering (p. 1345)
 - INFO 2005 Cyber Security and Behaviour Research Project (p. 1346)
 - INFO 2006 Usable Security (p. 1347)
 - INFO 2007 Cyber Crime and Social Engineering (Block) (p. 1348)
 - INFO 2008 Cyber Incident Response and Risk Management (<https://hbook.westernsydney.edu.au/subject-details/info2008/>)
 - INFO 2009 Multiliteracies (<https://hbook.westernsydney.edu.au/subject-details/info2009/>)
 - INFO 3001 Computer Security (p. 1349)
 - INFO 3002 Ethical Hacking Principles and Practice (p. 1350)
 - INFO 3003 Human-Computer Interaction (p. 1351)
 - INFO 3004 Human-Computer Interaction (Advanced) (p. 1352)
 - INFO 3005 I.T. Support Practicum (p. 1354)
 - INFO 3006 Information Security (p. 1354)
 - INFO 3007 Network Security (p. 1355)
 - INFO 3008 Professional Development (p. 1356)
 - INFO 3011 Social Computing (p. 1357)
 - INFO 3012 Cyber Security and Behaviour Placement 1 (p. 1358)
 - INFO 3013 Cyber Security and Behaviour Placement 2 (p. 1359)
 - INFO 3014 Digital Investigations and Forensics (p. 1360)
 - INFO 3015 Internet of Things and Smart Environments (p. 1361)
 - INFO 3016 Cyber Security and Behaviour Community Placement (<https://hbook.westernsydney.edu.au/subject-details/info3016/>)
 - INFO 3017 Cyber Security and Behaviour Industry Placement (<https://hbook.westernsydney.edu.au/subject-details/info3017/>)
 - INFO 3018 Computing Practicum (<https://hbook.westernsydney.edu.au/subject-details/info3018/>)
 - INFO 5001 Workflow Management for Business Solutions (<https://hbook.westernsydney.edu.au/subject-details/info5001/>)
 - INFO 7001 Advanced Machine Learning (p. 1362)
 - INFO 7002 Advanced Topics in Artificial Intelligence (p. 1362)
 - INFO 7003 Advanced Topics in User System Interaction (p. 1363)
 - INFO 7004 ICT Practicum (p. 1364)
 - INFO 7005 IT Project Management (p. 1365)
 - INFO 7007 Masters Thesis (p. 1366)
 - INFO 7008 Modern Software Architectures (p. 1367)
 - INFO 7009 Network Security (p. 1367)
 - INFO 7010 Research Project A (p. 1368)
 - INFO 7011 Research Project B (p. 1368)
 - INFO 7012 Strategy for Technological Innovation (p. 1369)
 - INFO 7013 Web Engineering (p. 1370)
 - INFO 7014 Advanced Topics in Cybersecurity (p. 1371)
 - INFO 7015 Applied Cybersecurity (p. 1372)
 - INFO 7016 Postgraduate Project A (p. 1372)
 - INFO 7017 Postgraduate Project B (p. 1373)
 - INFO 7018 Cloud Systems Development (p. 1374)
 - INFO 7019 Smart Construction (<https://hbook.westernsydney.edu.au/subject-details/info7019/>)
 - INFO 9001 Higher Degree Research Thesis - Information Technology (p. 1375)
 - INFO 9002 Higher Degree Research Thesis - Information Technology (p. 1376)
 - INFO 9003 Higher Degree Research Thesis - Mathematics Sciences (p. 1378)
 - INFS 1002 Information Systems in Context (p. 1379)
 - INFS 1003 Information Systems in Context (WSTC) (p. 1381)
 - INFS 1006 Systems Analysis and Design (p. 1382)
 - INFS 1007 Systems Analysis and Design (WSTC) (p. 1383)
 - INFS 1013 Information Systems in Context (UG Cert) (p. 1384)
 - INFS 1015 Systems Analysis and Design (Advanced) (<https://hbook.westernsydney.edu.au/subject-details/infs1015/>)
 - INFS 2001 Database Design and Development (p. 1385)
 - INFS 2002 Database Design and Development (Advanced) (p. 1386)
 - INFS 2003 Database Design and Development (WSTC) (p. 1387)
 - INFS 2004 Introduction to Health Informatics (p. 1388)
 - INFS 2005 Introduction to Health Informatics (WSTC) (p. 1390)
 - INFS 2006 Object Oriented Analysis (p. 1391)
 - INFS 2007 Object Oriented Analysis (Advanced) (p. 1392)
 - INFS 2009 Database Design and Development (UG Cert) (p. 1393)
 - INFS 2010 Work-Integrated Learning in Digital Construction (p. 1394)
 - INFS 2011 Object Oriented Analysis (WSTC) (<https://hbook.westernsydney.edu.au/subject-details/infs2011/>)
 - INFS 3001 Activity Based Funding/Casemix and Data Quality (p. 1395)
 - INFS 3002 Advanced Clinical Classification (p. 1396)
 - INFS 3003 Artificial Intelligence (p. 1397)
 - INFS 3005 Developing Web Applications with XML (p. 1398)
 - INFS 3006 Emerging Trends in Information Systems (p. 1399)
 - INFS 3007 Emerging Trends in Information Systems (Advanced) (p. 1399)
 - INFS 3008 Formal Software Engineering (p. 1400)
 - INFS 3010 Healthcare Data Environments (p. 1401)
 - INFS 3011 Healthcare Software and Systems (p. 1402)
 - INFS 3012 Information Systems Deployment and Management (p. 1403)
 - INFS 3017 Web Systems Development (p. 1403)
 - INFS 3018 Web Systems Development (Advanced) (p. 1405)
 - INFS 7001 Advanced Healthcare Data Environments (p. 1406)
 - INFS 7002 Advanced Healthcare Software and Systems (p. 1407)
 - INFS 7003 Advanced Topics in ICT (p. 1407)
 - INFS 7004 Content Management Systems and Web Analytics (p. 1408)
 - INFS 7005 Smart Construction (p. 1409)
 - INFS 7006 Software Testing and Automation (p. 1409)
 - INFS 7007 Systems Analysis and Database Management Systems (p. 1410)
 - INFS 7008 Systems and Network Security (p. 1411)
 - INFS 7009 Web Technologies (p. 1412)
 - INFS 9001 Higher Degree Research Thesis - Information Systems (p. 1413)
 - Introduction to Data Science (p. 1748)
 - Introduction to Podiatry and Clinical Education (p. 1414)
- J**
- JUST 0001 Academic Skills for Criminal and Community Justice (WSTC Prep) (p. 1415)

- JUST 0002 Introduction to Australian Law Enforcement (WSTC Prep) (p. 1416)
- JUST 0003 Introduction to the Australian Legal System (WSTC Prep) (p. 1417)
- JUST 0004 Introduction to the Australian Legal System (WSTC) (p. 1418)
- JUST 1003 Policing Practices (p. 1418)
- JUST 1004 Policing Practices (WSTC) (p. 1419)
- JUST 1005 Policing Practices (Block) (<https://hbook.westernsydney.edu.au/subject-details/just1005/>)
- JUST 2007 Human Rights, Human Services and the Law (Block Mode) (p. 1420)
- JUST 2008 Land Law (p. 1421)
- JUST 2011 Law of Commercial Obligations (p. 1421)
- JUST 2013 Mediation (p. 1422)
- JUST 2020 Criminal Law for Policing (p. 1423)
- JUST 3001 Advanced Standing for ADPP (Charles Sturt University) 380 (p. 1424)
- JUST 3002 Assessment and Treatment of Offenders (p. 1424)
- JUST 3003 Building Law (p. 1425)
- JUST 3006 Governance in Policing (p. 1425)
- JUST 3008 Independent Study (Law) (p. 1426)
- JUST 3009 Information Systems Ethics and Law (p. 1427)
- JUST 3011 Issues in the Criminal Justice System (p. 1427)
- JUST 3012 Policing Leaders Internship (p. 1428)
- JUST 3014 Creating Criminal Justice Solutions (p. 1429)
- JUST 4001 Clinical Legal Placement (p. 1430)
- JUST 7001 Contemporary Policing Practice (p. 1430)
- JUST 7002 Executive Leadership in Policing (p. 1431)
- JUST 7003 Governance and Accountability in Policing Practice (p. 1431)
- JUST 7004 Vulnerability and Public Safety (p. 1431)
- JUST 7005 Working with Offending Behaviour: Integrating Theory to Practice (p. 1432)
- JUST 7006 Clinical Legal Placement (p. 1432)
- JUST 7007 Issues in the Criminal Justice System (p. 1433)
- LANG 0020 English Enhancement (p. 1444)
- LANG 0021 English for Academic Purposes 1 - (EAP 1) (p. 1445)
- LANG 0022 English for Academic Purposes 2 - (EAP 2) (p. 1446)
- LANG 0023 English for Academic Purposes 3 - (EAP 3) (p. 1446)
- LANG 0024 English for Academic Purposes 4 - (EAP 4) (p. 1447)
- LANG 0025 English for Academic Purposes 5 - (EAP 5) (p. 1448)
- LANG 0026 English for International Students 1 (WSTC Prep) (p. 1449)
- LANG 0027 English for International Students 1 (WSTC) (p. 1450)
- LANG 0028 English for International Students 2 (WSTC Prep) (p. 1450)
- LANG 0029 English for International Students 2 (WSTC) (p. 1451)
- LANG 0030 English for Tertiary Study 1 (WSTC Prep) (p. 1451)
- LANG 0031 English for Tertiary Study 1 (WSTC) (p. 1452)
- LANG 0032 English for Tertiary Study 2 (WSTC Prep) (p. 1453)
- LANG 0033 English for Tertiary Study 2 (WSTC) (p. 1453)
- LANG 0034 Essential Skills for Academic Success (WSTC Prep) (p. 1454)
- LANG 0035 IELTS Preparation (p. 1455)
- LANG 0036 Introduction to Academic Communication 1 (WSTC Prep) (p. 1455)
- LANG 0037 Introduction to Academic Communication 1 (WSTC) (p. 1456)
- LANG 0038 Introduction to Academic Communication 1 (WSTC) Online (p. 1457)
- LANG 0039 Introduction to Academic Communication 2 (WSTC Prep) (p. 1458)
- LANG 0040 Introduction to Academic Communication 2 (WSTC) (p. 1459)
- LANG 0041 Master of Teaching Direct Entry English Program (MTDEEP) (p. 1460)
- LANG 0042 Professional Communication Skills for Engineering (WSTC Prep) (p. 1460)
- LANG 0043 Skills for Arts (WSTC) (p. 1461)
- LANG 0044 Success in Tertiary Literacies (WSTC) (p. 1462)
- LANG 0045 The Structure of English (WSTC) (p. 1462)
- LANG 0046 Understanding the Arts (WSTC Prep) (p. 1463)
- LANG 0047 Communicating in English (Nursing) (p. 1464)
- LANG 0048 Bachelor of Nursing Direct Entry English Program (p. 1464)
- LANG 0049 Essential Literacy for Construction Professionals I (WSTC Prep) (p. 1464)
- LANG 0050 Essential Literacy for Construction Professionals II (WSTC Prep) (p. 1465)
- LANG 0051 Communication Skills for Health Science 1 (WSTC) (p. 1466)
- LANG 0052 Academic Communication for Policing and Justice (WSTC Prep) (p. 1467)
- LANG 0053 Communication Skills for Health Science 2 (WSTC) (p. 1468)
- LANG 0054 Professional Communication Skills for Policing and Justice (WSTC Prep) (p. 1469)
- LANG 1002 Arabic 101 (p. 1470)
- LANG 1003 Arabic 102 (p. 1471)
- LANG 1005 Chinese 101 (p. 1471)
- LANG 1006 Chinese 102 (p. 1472)
- LANG 1008 Communicating in English 3 - (CIE3) (p. 1473)
- LANG 1009 Immersion Language Beginner 101 (p. 1473)
- LANG 1010 Immersion Language Beginner 102 (p. 1474)

L

- LANG 0001 Academic Communication 1 (WSTC Prep) (p. 1434)
- LANG 0002 Academic Communication 2 (WSTC Prep) (p. 1434)
- LANG 0003 Academic English (WSTC Prep) (p. 1435)
- LANG 0004 Academic English (WSTC Prep) Online (p. 1436)
- LANG 0005 Academic English (WSTC) (p. 1436)
- LANG 0006 Academic English 1 (WSTC) (p. 1437)
- LANG 0007 Academic English 2 (WSTC) (p. 1438)
- LANG 0009 Academic Skills for Arts (WSTC Prep) (p. 1438)
- LANG 0010 Academic Skills for Arts (WSTC) (p. 1439)
- LANG 0011 Academic Skills for Arts (WSTC) Online (p. 1440)
- LANG 0012 Academic and Professional Communication (WSTC Prep) (p. 1441)
- LANG 0013 Advanced Academic English Skills - A Reading and Writing Module (p. 1442)
- LANG 0014 Advanced Academic English Skills - B Listening and Speaking Module (p. 1442)
- LANG 0015 Communicating in English 1 - (CIE1) (p. 1443)
- LANG 0016 Communicating in English 2 - (CIE2) (p. 1443)
- LANG 0017 Communicating in English 4 - (CIE4) (p. 1444)
- LANG 0018 Communicating in English 5 - (CIE5) (p. 1444)

- LANG 1011 Indonesian 101 (p. 1474)
- LANG 1012 Indonesian 102 (p. 1474)
- LANG 1013 Introduction to Interpreting (p. 1475)
- LANG 1014 Introduction to Linguistics (p. 1476)
- LANG 1015 Introduction to Literary Studies (p. 1477)
- LANG 1016 Introduction to Literary Studies (WSTC) (p. 1477)
- LANG 1017 Introduction to Translation (p. 1479)
- LANG 1020 Japanese 101 (p. 1479)
- LANG 1021 Japanese 102 (p. 1480)
- LANG 1028 The Sound of Language (p. 1481)
- LANG 1029 Foundations of Academic English (p. 1482)
- LANG 1030 Thinking Critically About Texts and Society (p. 1483)
- LANG 1031 Foundations of Academic English (WSTC) (p. 1484)
- LANG 1032 Thinking Critically About Texts and Society (WSTC) (p. 1485)
- LANG 2001 Advanced Standing for Linguistics 210 (p. 1486)
- LANG 2002 Advanced Standing for Literature 210 (p. 1486)
- LANG 2003 Advanced Standing for Literature 220 (p. 1486)
- LANG 2004 Arabic 201 (p. 1486)
- LANG 2006 Arabic 202 (p. 1487)
- LANG 2007 Arabic 203 (p. 1488)
- LANG 2008 Arabic 204 (p. 1489)
- LANG 2009 Chinese 201 (p. 1490)
- LANG 2010 Chinese 202 (p. 1490)
- LANG 2011 Chinese 203 (p. 1491)
- LANG 2012 Chinese 204 (p. 1493)
- LANG 2013 Comedy and Tragedy (p. 1493)
- LANG 2014 Community Translation (UG) (p. 1494)
- LANG 2015 Cultural History of Books and Reading (p. 1495)
- LANG 2019 Immersion Language Heritage Background 201 (p. 1496)
- LANG 2020 Immersion Language Heritage Background 202 (p. 1496)
- LANG 2021 Indonesian 201 (p. 1496)
- LANG 2022 Indonesian 202 (p. 1497)
- LANG 2023 Interpreting Skills (p. 1497)
- LANG 2024 Japanese 201 (p. 1498)
- LANG 2025 Japanese 202 Speaking and Listening (p. 1499)
- LANG 2026 Japanese 203 (p. 1500)
- LANG 2033 Literature and Decolonisation (p. 1501)
- LANG 2034 Meaning in Language (p. 1502)
- LANG 2035 Methods of Reading (p. 1502)
- LANG 2036 Modern Australian Poetry and Poetics (p. 1503)
- LANG 2037 Pragmatics (p. 1504)
- LANG 2039 Sexual/Textual Politics in Victorian Women's Writing (p. 1504)
- LANG 2040 Spanish 201 (p. 1505)
- LANG 2041 Structure of Language (p. 1506)
- LANG 2044 The Gothic (p. 1506)
- LANG 2047 Translation Technologies (p. 1507)
- LANG 2048 Working Grammar (p. 1507)
- LANG 2050 Medieval and Early Modern Literature (p. 1508)
- LANG 2051 Writing and Reading Sci-Fi and Fantasy (p. 1509)
- LANG 2054 Japanese 204: Speaking and Listening (p. 1509)
- LANG 2055 English Text (p. 1510)
- LANG 2056 Writing Industries (<https://hbook.westernsydney.edu.au/subject-details/lang2056/>)
- LANG 3001 19th Century American Literature (p. 1511)
- LANG 3002 20th Century American Literature (p. 1511)
- LANG 3003 Accreditation Studies (UG) (p. 1512)
- LANG 3004 Advanced Standing for Linguistics 310 (p. 1513)
- LANG 3005 Advanced Standing for Linguistics 320 (p. 1513)
- LANG 3006 Advanced Standing for Literature 310 (p. 1513)
- LANG 3007 Advanced Standing for Literature 320 (p. 1513)
- LANG 3009 Arabic 301 (p. 1513)
- LANG 3011 Arabic 302 - Arabic Advanced Language and Grammar (p. 1514)
- LANG 3012 Arabic 303: Advanced Writing Skills (p. 1515)
- LANG 3013 Arabic 304: Arabic Advanced Speaking (p. 1515)
- LANG 3014 Arabic 306: Arabic Novel and Short Story (p. 1516)
- LANG 3015 Arabic 308: Language Past and Present (p. 1517)
- LANG 3016 Bilingualism and Biculturalism (p. 1518)
- LANG 3018 Children's Literature: Image and Text (p. 1519)
- LANG 3019 Children's and Young Adult Fiction (p. 1519)
- LANG 3020 Chinese 301 (p. 1520)
- LANG 3021 Chinese 302 (p. 1521)
- LANG 3022 Chinese 303: Twentieth-Century Chinese Literature (p. 1522)
- LANG 3023 Chinese 304: Chinese Classical Literature (p. 1523)
- LANG 3024 Chinese 305: Chinese Cinema (p. 1523)
- LANG 3025 Chinese 306: Traditional Chinese Thought (p. 1524)
- LANG 3026 Chinese 307: The Cultural Context of China (p. 1525)
- LANG 3027 Creative Non-Fiction (p. 1525)
- LANG 3028 Crime Fiction (p. 1526)
- LANG 3029 Culture, Discourse and Meaning (p. 1526)
- LANG 3030 Discourse Analysis (p. 1527)
- LANG 3031 Discovering language: Everything you've ever wanted to know but never asked (p. 1527)
- LANG 3033 Film and Drama (p. 1528)
- LANG 3034 Historical Linguistics (p. 1529)
- LANG 3035 Immersion Language Native Speaker 301 (p. 1529)
- LANG 3036 Immersion Language Native Speaker 302 (p. 1529)
- LANG 3037 Immersion Society and Culture 301 (p. 1530)
- LANG 3038 Immersion Society and Culture 302 (p. 1530)
- LANG 3043 Indonesian 305: Past and Present of Indonesian (p. 1530)
- LANG 3044 Indonesian 306: Indonesian Literature (p. 1530)
- LANG 3045 Intercultural Communication (p. 1531)
- LANG 3049 Interpreting and Translation Professional Practicum (UG) (p. 1532)
- LANG 3050 Introduction to Stylistics (p. 1533)
- LANG 3051 Japanese 301 (p. 1533)
- LANG 3052 Japanese 302 (p. 1534)
- LANG 3053 Japanese 303: Contemporary Culture and Society (p. 1535)
- LANG 3054 Japanese 304: Discourse in Japanese (p. 1536)
- LANG 3055 Japanese 305: Advanced Reading and Writing (p. 1536)
- LANG 3056 Japanese 306: Japanese Popular Culture (p. 1537)
- LANG 3057 Languages and Grammatical Concepts 3A: Arabic (p. 1538)
- LANG 3058 Languages and Grammatical Concepts 3A: Chinese (p. 1539)
- LANG 3059 Law, Literature and Culture (p. 1540)

- LANG 3060 Legal Interpreting (UG) (p. 1540)
- LANG 3061 Literary Animals (p. 1541)
- LANG 3062 Literature and Philosophy (p. 1542)
- LANG 3065 Medical Interpreting (UG) (p. 1542)
- LANG 3066 Postcolonial Literatures: Partition, Dependence and Exile (p. 1543)
- LANG 3067 Preparation for NAATI Certification (UG) (p. 1544)
- LANG 3068 Race in Literature (p. 1544)
- LANG 3069 Contemporary Irish Writing (p. 1545)
- LANG 3071 Second Language Acquisition (p. 1546)
- LANG 3072 Short Fiction in the Americas (p. 1547)
- LANG 3073 Sociolinguistics (p. 1547)
- LANG 3074 Spanish 301 (p. 1548)
- LANG 3075 Spanish 302 (p. 1548)
- LANG 3076 Spanish 303: Advanced Writing Skills (p. 1549)
- LANG 3077 Spanish 304: Advanced Speaking Skills (p. 1549)
- LANG 3078 Spanish 305: Contemporary Literature (p. 1550)
- LANG 3079 Spanish 306: Contemporary History (p. 1550)
- LANG 3080 Spanish 307: Classical Literature (p. 1551)
- LANG 3081 Spanish 308: Spanish Sociolinguistics (p. 1551)
- LANG 3082 Special Study in Languages and Linguistics (p. 1552)
- LANG 3083 Specialised Translation (UG) (p. 1552)
- LANG 3084 Text Analysis for Translation (UG) (p. 1553)
- LANG 3086 The Novel (p. 1554)
- LANG 3087 Women's Writing (p. 1555)
- LANG 3089 World Literature in Translation (p. 1556)
- LANG 3091 Writing and Society (p. 1556)
- LANG 3093 Advanced Standing for LOTE 320 (p. 1557)
- LANG 3094 The Value of Literature (p. 1557)
- LANG 3095 Indonesian 301 (p. 1558)
- LANG 3096 Indonesian 302 (p. 1558)
- LANG 3097 Indonesian 303 (p. 1559)
- LANG 3098 Indonesian 304 (p. 1560)
- LANG 3099 English Talk (p. 1561)
- LANG 3100 Comedy and Tragedy: Dramas of Death and Rebirth (<https://hbook.westernsydney.edu.au/subject-details/lang3100/>)
- LANG 7001 Accreditation Studies (p. 1561)
- LANG 7002 Advanced Standing for Interpreting and Translation 740 (PG) (p. 1562)
- LANG 7003 Advanced Standing for Interpreting and Translation 760 (PG) (p. 1562)
- LANG 7004 Audiovisual Translation: Subtitling and Captioning (p. 1562)
- LANG 7005 Bilingualism and Education (p. 1563)
- LANG 7006 Business Interpreting (p. 1564)
- LANG 7007 Community and Social Services Translation (PG) (p. 1565)
- LANG 7008 Conference Interpreting (p. 1566)
- LANG 7009 Contexts of TESOL (p. 1566)
- LANG 7010 Critical Literature Review (p. 1567)
- LANG 7011 Formal and Functional Grammar (p. 1568)
- LANG 7014 Gender and Genre (p. 1568)
- LANG 7015 Intercultural Communication (PG) (p. 1569)
- LANG 7016 Interpreting Skills (PG) (p. 1570)
- LANG 7017 Interpreting and Translation Professional Practicum (PG) (p. 1571)
- LANG 7020 Introduction to Interpreting PG (p. 1572)
- LANG 7021 Introduction to Translation PG (p. 1573)
- LANG 7022 Investigating Second Language Acquisition (p. 1574)
- LANG 7023 Language and Linguistics Research Methods (p. 1575)
- LANG 7025 Languages and Linguistics Special Project (p. 1576)
- LANG 7026 Legal Interpreting (p. 1577)
- LANG 7027 Literary Theory (p. 1578)
- LANG 7028 Literary Translation (p. 1578)
- LANG 7029 Medical Interpreting (PG) (p. 1579)
- LANG 7030 Preparation for NAATI Certification (PG) (p. 1580)
- LANG 7031 Second Language Assessment and Testing (p. 1580)
- LANG 7032 Specialised Translation (PG) (p. 1581)
- LANG 7033 TESOL Internship (p. 1582)
- LANG 7034 TESOL Project (p. 1583)
- LANG 7035 Text Analysis for Translation (PG) (p. 1584)
- LANG 7036 Translation Technologies (PG) (p. 1584)
- LANG 9001 Higher Degree Research Thesis - Languages and Linguistics (p. 1585)
- LAWS 0001 Law Exchange Unit 1 (p. 1586)
- LAWS 0002 Law Exchange Unit 2 (p. 1586)
- LAWS 0003 Law Exchange Unit 3 (p. 1587)
- LAWS 0004 Law Exchange Unit 4 (p. 1587)
- LAWS 0005 Law Exchange Unit 5 (p. 1588)
- LAWS 1001 Enterprise Law (p. 1588)
- LAWS 1002 Enterprise Law (WSTC) (p. 1590)
- LAWS 1003 Fundamentals of Australian Law (p. 1591)
- LAWS 1007 Introduction to Law (WSTC) (p. 1592)
- LAWS 1009 Legal Analysis and Critique (p. 1592)
- LAWS 2001 Alternative Dispute Resolution (p. 1593)
- LAWS 2003 Contracts (p. 1594)
- LAWS 2004 Criminal Law (p. 1595)
- LAWS 2005 Financial Services Law (p. 1596)
- LAWS 2007 First Peoples and the Australian Legal System (p. 1597)
- LAWS 2008 Government and Public Law (p. 1597)
- LAWS 2010 Law of Business Organisations (p. 1598)
- LAWS 2012 Regulatory Risk and Compliance (p. 1599)
- LAWS 2013 Torts Law (p. 1600)
- LAWS 2014 Bioethics (p. 1600)
- LAWS 2015 Professional Responsibility and Legal Ethics (<https://hbook.westernsydney.edu.au/subject-details/laws2015/>)
- LAWS 3001 Advanced Family Law (p. 1601)
- LAWS 3002 Advanced Torts and Civil Wrongs (p. 1602)
- LAWS 3003 Advocacy (p. 1603)
- LAWS 3004 Anti-Discrimination Law (p. 1604)
- LAWS 3005 Australian Competition Law (p. 1604)
- LAWS 3006 Australian Consumer Law (p. 1605)
- LAWS 3007 Banking and Securities Law (p. 1606)
- LAWS 3011 Comparative Law: Legal Systems of the World (p. 1606)
- LAWS 3013 Conflict of Laws (p. 1607)
- LAWS 3014 Corporate Governance (p. 1608)
- LAWS 3015 Cyber Law and Justice (p. 1609)
- LAWS 3016 Elder Law (p. 1609)
- LAWS 3017 Employment Law and Policy (p. 1610)
- LAWS 3018 Equity & Trusts (p. 1610)
- LAWS 3021 Estate and Succession Planning (p. 1611)
- LAWS 3022 Family Dispute Resolution (p. 1612)

- LAWS 3023 Family Law (p. 1612)
- LAWS 3024 Foundations of Chinese Law (p. 1613)
- LAWS 3025 Foundations of Indian Law (p. 1614)
- LAWS 3026 Governance (p. 1614)
- LAWS 3027 Human Rights Law (p. 1615)
- LAWS 3028 Human Rights and the Asia Pacific (p. 1616)
- LAWS 3029 Immigration and Refugee Law (p. 1616)
- LAWS 3030 Information and Data Governance Law and Regulation (p. 1617)
- LAWS 3031 Insolvency Law and Policy (p. 1618)
- LAWS 3032 Intellectual Property (p. 1618)
- LAWS 3033 International Business Transactions Law (p. 1619)
- LAWS 3034 International Criminal Law (p. 1620)
- LAWS 3035 International Moot Court (p. 1621)
- LAWS 3036 International Trade Law (p. 1621)
- LAWS 3038 International Transactions Law (p. 1622)
- LAWS 3039 Islam, International Law and Human Rights (p. 1622)
- LAWS 3040 Islamic Law in a Changing World (p. 1623)
- LAWS 3042 Jurisprudence (p. 1624)
- LAWS 3043 Land Transactions Law (p. 1625)
- LAWS 3044 Law and Public Policy (Development and Implementation) (p. 1625)
- LAWS 3045 Law of Associations (p. 1626)
- LAWS 3046 Law of Employment (p. 1627)
- LAWS 3047 Law of International Organisations (p. 1627)
- LAWS 3048 Law of the Sea (p. 1628)
- LAWS 3049 Media Law (p. 1629)
- LAWS 3050 Medical Law (p. 1629)
- LAWS 3052 Mental Health Law (p. 1630)
- LAWS 3053 Moot Court (p. 1631)
- LAWS 3055 Planning and Environment Law (p. 1632)
- LAWS 3056 Practising in the Public Interest (p. 1633)
- LAWS 3060 Protecting Ideas (p. 1634)
- LAWS 3061 Public Health Law (p. 1634)
- LAWS 3063 Public International Law (p. 1635)
- LAWS 3065 Retirement Planning (p. 1636)
- LAWS 3066 Revenue Law Industry Placement (p. 1636)
- LAWS 3067 Self-Managed Superannuation and Trusts (p. 1637)
- LAWS 3068 Space Law - Commercial Aspects (p. 1637)
- LAWS 3069 State Taxes and GST (p. 1638)
- LAWS 3070 Taxation Law (p. 1639)
- LAWS 3071 Wills and Succession (p. 1640)
- LAWS 3072 Work Health and Safety Law (p. 1641)
- LAWS 3073 Elder Law Industry Placement (p. 1641)
- LAWS 3074 Judicial Internship (p. 1642)
- LAWS 3075 Law's Self-Understanding (p. 1643)
- LAWS 3076 Technology, Innovation and the Law (p. 1644)
- LAWS 3077 Legal Internship (p. 1644)
- LAWS 3078 Legal, Economic and Social Transformation in Taiwan (p. 1645)
- LAWS 3079 Law, Economics, Ethics and Change (<https://hbook.westernsydney.edu.au/subject-details/laws3079/>)
- LAWS 3080 Street Law Clinic (<https://hbook.westernsydney.edu.au/subject-details/laws3080/>)
- LAWS 3081 Administrative Law (<https://hbook.westernsydney.edu.au/subject-details/laws3081/>)
- LAWS 3082 Property Law (<https://hbook.westernsydney.edu.au/subject-details/laws3082/>)
- LAWS 3083, Gender and the Law (<https://hbook.westernsydney.edu.au/subject-details/laws3083/>)
- LAWS 3084 Law and Literature (<https://hbook.westernsydney.edu.au/subject-details/laws3084/>)
- LAWS 4002 Advanced Constitutional Law (p. 1646)
- LAWS 4003 Advanced Taxation Law (p. 1647)
- LAWS 4004 Criminal Procedure and Evidence (p. 1647)
- LAWS 4006 International Climate Law (p. 1648)
- LAWS 4007 International Environmental Law (p. 1649)
- LAWS 4008 Revenue Law (p. 1649)
- LAWS 4009 Transactional Law (p. 1650)
- LAWS 4010 Designing Law Apps for Access to Justice (p. 1651)
- LAWS 4011 Law Honours Dissertation (p. 1651)
- LAWS 4012 First Nations Peoples' Access to Justice Clinic (<https://hbook.westernsydney.edu.au/subject-details/laws4012/>)
- LAWS 4014 Remedies (<https://hbook.westernsydney.edu.au/subject-details/laws4014/>)
- LAWS 4015 Constitutional Law (<https://hbook.westernsydney.edu.au/subject-details/laws4015/>)
- LAWS 4016 Legal Research and Methodology (<https://hbook.westernsydney.edu.au/subject-details/laws4016/>)
- LAWS 4017 Access to Justice Clinic (<https://hbook.westernsydney.edu.au/subject-details/laws4017/>)
- LAWS 5003 International Commercial Conflicts (<https://hbook.westernsydney.edu.au/subject-details/laws5003/>)
- LAWS 5005 Construction Law (<https://hbook.westernsydney.edu.au/subject-details/laws5005/>)
- LAWS 5006 Law and Literature (<https://hbook.westernsydney.edu.au/subject-details/laws5006/>)
- LAWS 6001 Law of Construction Delay and Disruption (<https://hbook.westernsydney.edu.au/subject-details/laws6001/>)
- LAWS 6002 Remedies in the Construction Context (<https://hbook.westernsydney.edu.au/subject-details/laws6002/>)
- LAWS 6003 Managing Legal Risk in Construction Law (<https://hbook.westernsydney.edu.au/subject-details/laws6003/>)
- LAWS 7001 Advanced Clinical Legal Placement (p. 1652)
- LAWS 7003 Australia's Visa System 1 (p. 1653)
- LAWS 7004 Australia's Visa System 2 (p. 1654)
- LAWS 7005 Australia's Visa System 3, Cancellation and Review (p. 1654)
- LAWS 7006 Australian Legal System and Common Law (p. 1655)
- LAWS 7007 Australian Migration Law (p. 1656)
- LAWS 7008 Bioethics (p. 1657)
- LAWS 7009 Commercial Law (p. 1657)
- LAWS 7010 Company Law (p. 1658)
- LAWS 7011 Contemporary Issues in Taxation (p. 1659)
- LAWS 7013 Global Governance and Sustainability (p. 1660)
- LAWS 7014 Human Rights in Practice and Theory (p. 1661)
- LAWS 7015 Information and Data Governance Law and Policy (p. 1662)
- LAWS 7016 International Banking and Finance Law (p. 1662)
- LAWS 7017 International Climate Change Law (p. 1663)
- LAWS 7018 International Corporate Governance (p. 1664)
- LAWS 7019 International Criminal Law and Justice (p. 1664)
- LAWS 7020 International Environmental Law and Policy (p. 1665)
- LAWS 7021 International Governance Dissertation (p. 1666)

- LAWS 7022 International Human Rights Law (p. 1667)
- LAWS 7025 International Law of Ocean Governance (p. 1668)
- LAWS 7026 International Space Law - Commercial Aspects (p. 1669)
- LAWS 7027 Legal Philosophy and Methodology (p. 1669)
- LAWS 7029 Migration Practice 2 (p. 1670)
- LAWS 7030 Principles of International Law (p. 1671)
- LAWS 7031 Principles of Taxation (p. 1671)
- LAWS 7032 Revenue Law (PG) (p. 1672)
- LAWS 7033 Intellectual Property (p. 1673)
- LAWS 7035 International Criminology Project (p. 1674)
- LAWS 7036 Migration Practice and Theory 1 (p. 1674)
- LAWS 7037 Migration Practice and Theory 2 (p. 1675)
- LAWS 7038 Visa Cancellation and Review (p. 1676)
- LAWS 7039 International Criminal Justice (p. 1677)
- LAWS 7040 Financial Advice (Regulatory and Legal Obligations) (p. 1677)
- LAWS 7041 Administrative Law (p. 1678)
- LAWS 7042 Advanced Legal Negotiation (p. 1679)
- LAWS 7043 Advocacy (p. 1680)
- LAWS 7044 Alternative Dispute Resolution (p. 1680)
- LAWS 7045 Civil Procedure and Arbitration (p. 1681)
- LAWS 7046 Constitutional Law (p. 1682)
- LAWS 7047 Contracts (p. 1682)
- LAWS 7048 Criminal Law (p. 1683)
- LAWS 7049 Criminal Procedure and Evidence (p. 1684)
- LAWS 7050 Designing Law Apps for Access to Justice (p. 1685)
- LAWS 7051 Elder Law (p. 1685)
- LAWS 7052 Elder Law Industry Placement (p. 1686)
- LAWS 7053 Equity & Trusts (p. 1687)
- LAWS 7054 Foundations of Chinese Law (p. 1688)
- LAWS 7055 Foundations of Indian Law (p. 1688)
- LAWS 7056 Fundamentals of Australian Law (p. 1689)
- LAWS 7057 Government and Public Law (p. 1690)
- LAWS 7058 Introduction to Law (p. 1690)
- LAWS 7059 Judicial Internship (p. 1691)
- LAWS 7060 Law of Associations (p. 1692)
- LAWS 7061 Legal Analysis and Critique (p. 1693)
- LAWS 7062 Legal Research Dissertation (p. 1693)
- LAWS 7063 Legal Research Project 1 (p. 1694)
- LAWS 7064 Legal Research Project 2 (p. 1694)
- LAWS 7065 Moot Court (p. 1695)
- LAWS 7066 Professional Responsibility and Legal Ethics (p. 1696)
- LAWS 7067 Property Law (p. 1696)
- LAWS 7068 Remedies (p. 1697)
- LAWS 7069 Revenue Law (p. 1698)
- LAWS 7070 Revenue Law Industry Placement (p. 1699)
- LAWS 7071 Technology, Innovation and the Law (p. 1699)
- LAWS 7072 Torts Law (p. 1700)
- LAWS 9001 Higher Degree Research Thesis - Law (p. 1701)
- LAWS 4013 Civil Procedure and Arbitration (<https://hbook.westernsydney.edu.au/subject-details/laws4013/>)
- Level 7 Pathway Credit (p. 2219)
- Level 7 Pathway Credit (p. 2219)
- Level 7 Pathway Credit (p. 2219)
- Level 7 Pathway Credit (p. 2219)

M

- Level 7 Pathway Credit (p. 2219)
- Level 7 Pathway Credit (p. 2219)
- Level 7 Pathway Credit (p. 2219)
- Level 7 Pathway Credit (p. 2219)
- MANU 2001 Design and Manufacturing (p. 1701)
- MANU 3003 Creative Digital: Robots and Avatars (p. 1702)
- MATH 0002 Foundations of Mathematics (WSTC) (p. 1703)
- MATH 0003 Introductory Business Mathematics (WSTC) (p. 1703)
- MATH 0004 Mathematics (WSTC Prep) (p. 1704)
- MATH 0005 Mathematics (WSTC) (p. 1704)
- MATH 0006 Mathematics 1 (WSTC Prep) (p. 1705)
- MATH 0007 Mathematics 1 (WSTC) (p. 1706)
- MATH 0008 Mathematics 2 (WSTC Prep) (p. 1706)
- MATH 0009 Mathematics 2 (WSTC) (p. 1708)
- MATH 0010 Mathematics 3 (WSTC Prep) (p. 1708)
- MATH 0011 Mathematics 3 (WSTC) (p. 1709)
- MATH 0012 Mathematics B (WSTC Prep) (p. 1709)
- MATH 0013 Mathematics B (WSTC) (p. 1710)
- MATH 0014 Mathematics C (WSTC Prep) (p. 1710)
- MATH 0015 Mathematics Extension (WSTC) (p. 1710)
- MATH 0017 Mathematics for Health Science (WSTC) (p. 1711)
- MATH 0018 Maths Start Algebra 1 (p. 1712)
- MATH 0019 Maths Start Algebra 2 (p. 1712)
- MATH 0020 Maths Start Calculus (p. 1712)
- MATH 0021 Maths Start Preparation for Calculus (p. 1712)
- MATH 0022 Maths Start Statistics (p. 1713)
- MATH 0023 Maths Start Trigonometry (p. 1713)
- MATH 0024 Maths Start for Engineering (p. 1713)
- MATH 0025 Nursing Numeracy (p. 1713)
- MATH 0026 Practical Mathematics (WSTC) (p. 1714)
- MATH 0027 Scientific Methods for Construction Management (WSTC Prep) (p. 1714)
- MATH 0028 Statistics for Academic Purposes (WSTC Prep) (p. 1715)
- MATH 0029 Statistics for Academic Purposes (WSTC) (p. 1716)
- MATH 0030 Introduction to Building Calculations (WSTC Prep) (p. 1717)
- MATH 1001 Analysis of Change (p. 1718)
- MATH 1002 Analytics Programming (p. 1718)
- MATH 1003 Biometry (p. 1719)
- MATH 1004 Biometry (WSTC) (p. 1720)
- MATH 1006 Discrete Mathematics (p. 1721)
- MATH 1010 Fundamentals for Engineering Studies (WSTC AssocD) (p. 1722)
- MATH 1012 Management Analytics (p. 1723)
- MATH 1014 Mathematics 1A (p. 1724)
- MATH 1015 Mathematics 1B (p. 1725)
- MATH 1016 Mathematics for Engineers 1 (p. 1726)
- MATH 1017 Mathematics for Engineers 1 (WSTC AssocD) (p. 1728)
- MATH 1018 Mathematics for Engineers 1 (WSTC) (p. 1728)
- MATH 1019 Mathematics for Engineers 2 (p. 1730)
- MATH 1020 Mathematics for Engineers 2 (WSTC AssocD) (p. 1731)
- MATH 1021 Mathematics for Engineers Preliminary (p. 1732)

- MATH 1022 Mathematics for Engineers Preliminary (WSTC AssocD) (p. 1733)
- MATH 1023 Mathematics for Engineers Preliminary (WSTC) (p. 1734)
- MATH 1026 Quantitative Thinking (p. 1735)
- MATH 1027 Quantitative Thinking (WSTC) (p. 1737)
- MATH 1028 Statistical Decision Making (p. 1738)
- MATH 1029 Statistical Decision Making (WSTC) (p. 1738)
- MATH 1030 Statistics for Business (p. 1739)
- MATH 1031 Statistics for Business (WSTC) (p. 1741)
- MATH 1033 Thinking About Data (p. 1742)
- MATH 1034 Mathematics for Engineers 1 (Advanced) (p. 1743)
- MATH 1035 Mathematics for Engineers 2 (Advanced) (p. 1743)
- MATH 1036 Mathematics for Engineers Preliminary (UG Cert) (p. 1743)
- MATH 2001 Advanced Calculus (p. 1744)
- MATH 2003 Differential Equations (p. 1745)
- MATH 2004 Discrete Structures and Complexity (p. 1746)
- MATH 2006 Experimental Design and Analysis (p. 1747)
- MATH 2010 Linear Algebra (p. 1748)
- MATH 2011 Making Sense of Data (p. 1749)
- MATH 2012 Mathematics for Engineers 3 (p. 1750)
- MATH 2013 Object Oriented Analysis (WSTC) (p. 1751)
- MATH 2014 Visual Analytics (p. 1752)
- MATH 3001 Abstract Algebra (p. 1752)
- MATH 3003 Analysis (p. 1753)
- MATH 3004 Discovery Project (p. 1754)
- MATH 3005 Environmental Informatics (p. 1754)
- MATH 3006 Mathematical Modelling (p. 1755)
- MATH 3007 Predictive Modelling (p. 1756)
- MATH 3008 Quantitative Project (p. 1757)
- MATH 3011 Probabilistic Models and Inference (p. 1757)
- MATH 3012 Combinatorics (p. 1758)
- MATH 3013 Fields and Equations (p. 1758)
- MATH 3014 Financial Mathematics (p. 1759)
- MATH 3015 Groups and Symmetry (p. 1759)
- MATH 3016 Mathematics Project (p. 1760)
- MATH 4001 Mathematics Honours Thesis (p. 1761)
- MATH 7001 Advanced Mathematical Investigations (p. 1761)
- MATH 7002 Advanced Statistical Methods (p. 1762)
- MATH 7003 Applied Business Statistics (p. 1763)
- MATH 7005 Approximation Theory (p. 1764)
- MATH 7008 Mathematical Investigations (p. 1764)
- MATH 7009 Mathematical Proof and Reasoning (p. 1765)
- MATH 7011 Predictive Analytics (p. 1765)
- MATH 7014 Social Media Intelligence (p. 1766)
- MATH 7015 Statistics for Accountants (PG) (p. 1767)
- MATH 7016 The Nature of Data (p. 1767)
- MATH 7017 Probabilistic Graphical Models (p. 1768)
- MATH 7018 Scientific Informatics (p. 1769)
- MATH 7019 Mathematics of Signal Processing (p. 1770)
- MATH 9001 HDR Thesis - Centre for Research in Mathematics (p. 1770)
- MATH 9002 Higher Degree Research Thesis - Quantitative Methods and Mathematical Sciences (p. 1771)
- MECH 2001 Kinematics and Kinetics of Machines (p. 1772)
- MECH 2002 Kinematics and Kinetics of Machines (WSTC AssocD) (p. 1773)
- MECH 2003 Mechanics of Materials (p. 1774)
- MECH 2004 Mechanics of Materials (WSTC AssocD) (p. 1775)
- MECH 2005 Mathematics for Mechanical and Mechatronic Engineers (p. 1776)
- MECH 3001 Advanced Dynamics (p. 1776)
- MECH 3002 Advanced Mechanics of Materials (p. 1777)
- MECH 3004 Dynamics of Mechanical Systems (p. 1778)
- MECH 3005 Mechanical Design (p. 1779)
- MECH 3006 Mechatronic Design (p. 1780)
- MECH 3007 Thermal and Fluid Engineering (p. 1781)
- MECH 3008 Thermodynamics and Heat Transfer (p. 1782)
- MECH 3009 Thermodynamics and Heat Transfer (WSTC AssocD) (p. 1782)
- MECH 4001 Computational Fluid Dynamics (p. 1783)
- MECH 4002 Computer Aided Engineering (p. 1784)
- MECH 4003 Mobile Robotics (p. 1785)
- MECH 4004 Robotics (p. 1786)
- MECH 5001 Vertical Transportation Technology (<https://hbook.westernsydney.edu.au/subject-details/mech5001/>)
- MECH 5002 Fundamentals of Vertical Transportation Systems (<https://hbook.westernsydney.edu.au/subject-details/mech5002/>)
- MECH 5003 Vertical Transportation Operations and Management (<https://hbook.westernsydney.edu.au/subject-details/mech5003/>)
- MECH 7001 Advanced Computational Fluid Dynamics (p. 1787)
- MECH 7002 Advanced Computer Aided Engineering (p. 1788)
- MECH 7003 Advanced Dynamic Systems (p. 1789)
- MECH 7004 Advanced Mobile Robotics (p. 1789)
- MECH 7005 Advanced Robotics (p. 1790)
- MECH 7006 Advanced Thermal and Fluid Engineering (p. 1790)
- MECH 7007 Mechanical System Design (p. 1791)
- MECH 7008 Mechatronic System Design (p. 1792)
- MECH 9001 Higher Degree Research Thesis - Engineering (Industrial Design) (p. 1793)
- MECH 9002 Higher Degree Research Thesis - Engineering (Mechanical) (p. 1794)
- MEDI 0001 Medicine Exchange Unit 1 (p. 1794)
- MEDI 0002 Medicine Exchange Unit 2 (p. 1795)
- MEDI 0003 Medicine Exchange Unit 3 (p. 1795)
- MEDI 0004 Medicine Exchange Unit 4 (p. 1796)
- MEDI 0005 Medicine Exchange Unit 5 (p. 1796)
- MEDI 1002 Foundations of Medicine 1 (p. 1796)
- MEDI 1004 Clinical Sciences 1 (p. 1798)
- MEDI 2002 Foundations of Medicine 2 (p. 1800)
- MEDI 2003 Clinical Sciences 2 (p. 1802)
- MEDI 3002 Clinical Assessment Methods (p. 1804)
- MEDI 3003 Integrated Clinical Rotations 1 (p. 1805)
- MEDI 3004 Medical Research Project (p. 1808)
- MEDI 3005 Professional Portfolio 2 (p. 1810)
- MEDI 3006 Applied Clinical Sciences 1 (p. 1810)
- MEDI 3007 Professional Health Placement (p. 1812)
- MEDI 3008 Mortuary Practice (p. 1813)
- MEDI 3009 Foundational Diagnostic Imaging (p. 1814)
- MEDI 4001 Integrated Clinical Rotations 2 (p. 1815)
- MEDI 4002 Integrated Clinical Rotations 3 (p. 1817)
- MEDI 4003 Integrated Clinical Rotations 4 (p. 1819)

- MEDI 4004 Integrated Clinical Rotations General (ICR General) (p. 1820)
- MEDI 4005 Professional Portfolio 3 (p. 1822)
- MEDI 4006 Honours Project (Medicine) (p. 1823)
- MEDI 5001 Newborn and Infant Development (<https://hbook.westernsydney.edu.au/subject-details/medi5001/>)
- MEDI 5002 Behaviour, development and disability (<https://hbook.westernsydney.edu.au/subject-details/medi5002/>)
- MEDI 5003 Adolescent, mental health and health inequity (<https://hbook.westernsydney.edu.au/subject-details/medi5003/>)
- MEDI 5004 Emergency and acute care (<https://hbook.westernsydney.edu.au/subject-details/medi5004/>)
- MEDI 6001 Cardiorespiratory, ENT and Allergy (<https://hbook.westernsydney.edu.au/subject-details/medi6001/>)
- MEDI 6002 Gastroenterology, Urology and other specialties (<https://hbook.westernsydney.edu.au/subject-details/medi6002/>)
- MEDI 6003 Infectious Disease and Autoimmune conditions (<https://hbook.westernsydney.edu.au/subject-details/medi6003/>)
- MEDI 6004 Neurology, Musculoskeletal and Surgical problems (<https://hbook.westernsydney.edu.au/subject-details/medi6004/>)
- MEDI 7002 Allergic Sciences 1 (p. 1823)
- MEDI 7003 Allergic Sciences 2 (p. 1824)
- MEDI 7004 Applications of Magnetic Resonance from Cancer to Neuroanatomy (p. 1825)
- MEDI 7008 Chronic Disease Management in Rural Practice (p. 1826)
- MEDI 7009 Clinical Allergy (p. 1826)
- MEDI 7011 Clinical Minimally Invasive Gynaecological Surgery 2 (p. 1827)
- MEDI 7012 Critical Care: Skills and Practice (p. 1828)
- MEDI 7013 Cytopathology and Small Biopsy Pathology 1 (p. 1829)
- MEDI 7014 Cytopathology and Small Biopsy Pathology 2 (p. 1830)
- MEDI 7015 Diversity in Generalist Practice (p. 1830)
- MEDI 7016 Endometriosis (p. 1831)
- MEDI 7017 Gynaecological Surgery Ergonomics (p. 1832)
- MEDI 7021 Mental Health Aspects of Allergic Diseases (p. 1833)
- MEDI 7022 Nutritional Aspects of Allergic Diseases (p. 1833)
- MEDI 7023 Pelvic Anatomy (p. 1834)
- MEDI 7025 Port Entry (p. 1835)
- MEDI 7026 Power Modalities (p. 1836)
- MEDI 7027 Professional Portfolio 4 (p. 1837)
- MEDI 7028 Professional Portfolio 5 (p. 1838)
- MEDI 7029 Reflective Clinical Allergy Practice (p. 1838)
- MEDI 7030 Research Project in Rural Generalist Medicine (p. 1839)
- MEDI 7031 Rural and Remote Medicine: The Generalist Approach (p. 1840)
- MEDI 7032 Surgical Pathology 1 (p. 1840)
- MEDI 7033 Surgical Pathology 2 (p. 1841)
- MEDI 7034 Surgical Pathology 3 (p. 1841)
- MEDI 7035 Surgical Pathology 4 (p. 1842)
- MEDI 7036 Surgical Pathology 5 (p. 1843)
- MEDI 7037 Surgical Pathology 6 (p. 1844)
- MEDI 7038 Telehealth and Rural Communities (p. 1844)
- MEDI 7039 Clinical Practice in Diabetes 1 (p. 1845)
- MEDI 7040 Clinical Practice in Diabetes 2 (p. 1846)
- MEDI 7041 Diabetes Self-Management Support 1: Individuals (p. 1847)
- MEDI 7042 Diabetes Self-Management Support II: Systems and Organisations (p. 1848)
- MEDI 7043 Diabetes in Paediatrics, Transition and Pregnancy (p. 1849)
- MEDI 7044 Diabetes in Primary Care (p. 1849)
- MEDI 7045 Diabetes in the Hospital (p. 1850)
- MEDI 7046 Advanced Gynaecological Surgery 1 (p. 1850)
- MEDI 7047 Advanced Gynaecological Surgery 2 (p. 1851)
- MEDI 7048 Advanced Imaging Research Project (p. 1852)
- MEDI 7049 Advanced MR Theory (p. 1853)
- MEDI 7050 Advanced Practice in Gynaecological Surgery (p. 1854)
- MEDI 7051 Evidence Based Imaging and Clinical Pathways (p. 1855)
- MEDI 7052 MR Angiography and Cardiac (p. 1856)
- MEDI 7053 MR Body and Pelvis Imaging (p. 1857)
- MEDI 7054 MR Musculoskeletal Imaging (MSK) (p. 1858)
- MEDI 7055 MR Neurology - Head, Neck and Spinal Imaging (p. 1860)
- MEDI 7056 MR Screening (p. 1861)
- MEDI 7057 MRI Physics (p. 1862)
- MEDI 7058 Multi-sectional and 3D Human Anatomy (p. 1863)
- MEDI 7059 Radiobiology (p. 1864)
- MEDI 7060 Adnexal Surgery (p. 1864)
- MEDI 7061 Hysterectomy (p. 1865)
- MEDI 7062 Pelvic Floor Surgery (p. 1866)
- MEDI 7063 Applied Clinical Sciences 2 (p. 1867)
- MEDI 7064 Applied Clinical Sciences 3 (p. 1868)
- MEDI 7065 Medicine in Practice (p. 1869)
- MEDI 7066 Medical Research Project (PG) (p. 1871)
- MEDI 7067 Cytopathology, Small Biopsy and Breast Pathology (p. 1871)
- MEDI 7068 Cytopathology, Small Biopsy and Cardiorespiratory Pathology (p. 1872)
- MEDI 7069 General Surgical Pathology and Gastrointestinal Pathology (p. 1873)
- MEDI 7070 General Surgical and Central Nervous System Pathology (p. 1873)
- MEDI 7071 Surgical Pathology of Skin, Bone and Soft Tissue (p. 1874)
- MEDI 7072 Surgical Pathology of the Female Genital Tract (p. 1875)
- MEDI 7073 Surgical Pathology of the Genito-urinary Uract, Salivary Gland and Endocrine System (p. 1876)
- MEDI 7074 Surgical Pathology of the Head and Neck, Haematopathology and Paediatric Pathology (p. 1877)
- Medicine in Practice (p. 1877)
- Mentored Practice in Design Innovation (p. 998)
- MGMT 1001 Introduction to Property (p. 1878)
- MGMT 1002 Principles of Valuation (p. 1879)
- MGMT 2001 Commercial Valuation (p. 1879)
- MGMT 3001 Property Project (p. 1880)
- MGMT 3002 Rural Valuation (p. 1881)
- MGMT 3003 Specialised Valuation (p. 1881)
- MGMT 3004 Statutory Valuation (p. 1882)
- MGMT 7003 Financial Management of Projects (p. 1883)
- MGMT 9001 Higher Degree Research Thesis - Management and Commerce (p. 1884)

- MGMT 9002 Higher Degree Research Thesis - Management and Commerce (p. 1885)
 - MKTG 0001 Marketing Skills (p. 1886)
 - MKTG 1001 Advertising: An Introduction (p. 1887)
 - MKTG 1002 Advertising: An Introduction (WSTC) (p. 1888)
 - MKTG 1003 Consumer Behaviour (p. 1889)
 - MKTG 1006 Marketing Principles (p. 1890)
 - MKTG 1008 Marketing Principles (WSTC) (p. 1891)
 - MKTG 1009 Public Relations Theory and Practice (p. 1892)
 - MKTG 1010 Public Relations Theory and Practice (WSTC) (p. 1893)
 - MKTG 1011 Fundamentals of Marketing Analytics (p. 1894)
 - MKTG 1012 Fundamentals of Marketing Analytics (WSTC) (p. 1895)
 - MKTG 2001 Advertising: Creative (p. 1896)
 - MKTG 2002 Incubator 1: Innovation and Creativity for Entrepreneurship (p. 1897)
 - MKTG 2003 Incubator 3: Product Development (p. 1897)
 - MKTG 2004 International Marketing Research (p. 1898)
 - MKTG 2005 Issues, Risk and Crisis Communication (p. 1898)
 - MKTG 2006 Marketing Communications (p. 1899)
 - MKTG 2007 Marketing Research (p. 1900)
 - MKTG 2008 Principles of E-Marketing (p. 1901)
 - MKTG 2010 Customer Experience Fundamentals (p. 1901)
 - MKTG 2011 Customer Insights (p. 1902)
 - MKTG 3001 Brand and Product Management (p. 1903)
 - MKTG 3002 Business to Business Marketing (p. 1904)
 - MKTG 3003 Commercial Property Management (p. 1905)
 - MKTG 3004 Export Strategy and Applications (p. 1906)
 - MKTG 3005 Incubator 6: Funding and Start-up (p. 1907)
 - MKTG 3006 Incubator 7: Growth and Exit Strategies (p. 1908)
 - MKTG 3007 International Marketing (p. 1908)
 - MKTG 3009 Marketing Planning Project (p. 1910)
 - MKTG 3010 Marketing and Society (p. 1911)
 - MKTG 3011 Marketing of Services (p. 1912)
 - MKTG 3013 Property Development 2 (p. 1912)
 - MKTG 3014 Property Development Process (p. 1913)
 - MKTG 3016 Strategic Marketing Management (p. 1914)
 - MKTG 3017 The Markets of Asia (p. 1915)
 - MKTG 3018 Public Relations: Campaigns (p. 1916)
 - MKTG 3019 Marketing and Digital Communications (p. 1917)
 - MKTG 3020 Omnichannel Marketing (p. 1918)
 - MKTG 3021 Strategic Brand Management (p. 1919)
 - MKTG 7001 Applied Channel Systems (p. 1919)
 - MKTG 7003 Applied Project (Finance and Property) (p. 1920)
 - MKTG 7006 Contemporary Issues in Marketing (p. 1920)
 - MKTG 7007 Corporate Asset and Property Management (p. 1920)
 - MKTG 7008 Creating Markets (p. 1921)
 - MKTG 7009 Customer Relationship Marketing (p. 1922)
 - MKTG 7010 Customer Value Management (p. 1922)
 - MKTG 7011 Feasibility Modelling (p. 1923)
 - MKTG 7012 International Marketing (p. 1924)
 - MKTG 7014 International Property Finance (p. 1924)
 - MKTG 7015 Investment Property Valuation (p. 1925)
 - MKTG 7016 Marketing Innovation (p. 1926)
 - MKTG 7017 Marketing Management (p. 1926)
 - MKTG 7019 Marketing Systems (p. 1927)
 - MKTG 7020 Multicultural Marketing (p. 1928)
 - MKTG 7022 Property Feasibility Study (p. 1928)
 - MKTG 7023 Property Investment and Risk Management (p. 1929)
 - MKTG 7024 Property Portfolio Analysis (p. 1930)
 - MKTG 7026 Statutory Valuation and Property Law (p. 1931)
 - MKTG 7027 Strategic Marketing for Hospitality and Tourism (p. 1931)
 - MKTG 7028 Strategic Property Market Analysis (p. 1932)
 - MKTG 7029 Strategic Value Creation (p. 1932)
 - MKTG 7030 Sustainable Property Development (p. 1933)
 - MKTG 7032 Valuation of Special Premises (p. 1934)
 - MKTG 7033 Customer Experience (p. 1935)
 - MKTG 7034 Digital Marketing (p. 1935)
 - MKTG 7035 Frontiers of Branding (p. 1936)
 - MKTG 7036 MarketingMe (p. 1937)
 - MKTG 7037 Multichannel Marketing (p. 1938)
 - MKTG 7038 Social Marketing (p. 1938)
 - MKTG 9001 Higher Degree Research Thesis - Marketing and International Business (p. 1939)
- ## N
- NATS 0001 Academic Skills for Health Science (WSTC Prep) (p. 1940)
 - NATS 0002 Academic Skills for Health Science (WSTC) (p. 1941)
 - NATS 0003 Academic Skills for Science (WSTC Prep) (p. 1941)
 - NATS 0004 Academic Skills for Science (WSTC) (p. 1942)
 - NATS 0005 Foundations of Science (WSTC) (p. 1943)
 - NATS 0006 Fundamentals of Health Science (WSTC Prep) (p. 1944)
 - NATS 0007 Fundamentals of Science (WSTC Prep) (p. 1945)
 - NATS 0008 Fundamentals of Science (WSTC) (p. 1946)
 - NATS 0009 Health Communication (WSTC) (p. 1947)
 - NATS 0010 Interpreting Data In Science (WSTC Prep) (p. 1948)
 - NATS 0011 Science and Health Exchange Unit 1 (p. 1949)
 - NATS 0012 Science and Health Exchange Unit 2 (p. 1949)
 - NATS 0013 Science and Health Exchange Unit 3 (p. 1950)
 - NATS 0014 Science and Health Exchange Unit 4 (p. 1950)
 - NATS 0015 Science and Health Exchange Unit 5 (p. 1950)
 - NATS 0016 Science for Health Professionals (WSTC) (p. 1951)
 - NATS 0018 Science for Health Science (WSTC Prep) (p. 1953)
 - NATS 0019 Scientific Method (WSTC) (p. 1953)
 - NATS 0020 Skills for Health Science (WSTC) (p. 1953)
 - NATS 0021 Skills for Science (WSTC) (p. 1954)
 - NATS 1001 Concepts in Human Anatomy (p. 1954)
 - NATS 1002 Concepts in Human Anatomy (WSTC) (p. 1955)
 - NATS 1003 Digital Forensic Photography (p. 1956)
 - NATS 1004 Drugs on Line (p. 1957)
 - NATS 1008 Forensic Science (p. 1958)
 - NATS 1009 Human Anatomy and Physiology 1 (p. 1958)
 - NATS 1010 Human Anatomy and Physiology 2 (p. 1959)
 - NATS 1019 Scientific Literacy (p. 1960)
 - NATS 1020 Scientific Literacy (WSTC) (p. 1961)
 - NATS 1021 Concepts in Human Physiology (WSTC) (p. 1963)
 - NATS 1022 Functional Anatomy (p. 1963)
 - NATS 1023 Introduction to Physiology (p. 1964)
 - NATS 1024 Introduction to Physiology (WSTC) (p. 1965)

- NATS 1025 Management of Aquatic Environments (UG Cert) (p. 1966)
- NATS 1026 Digital Forensic Photography (WSTC) (p. 1967)
- NATS 1027 Forensic Science (WSTC) (p. 1967)
- NATS 1028 Scientific Literacy (BLOCK) (<https://hbook.westernsydney.edu.au/subject-details/nats1028/>)
- NATS 1029 Human Anatomy and Physiology 1 (WSTC) (<https://hbook.westernsydney.edu.au/subject-details/nats1029/>)
- NATS 1030 Human Anatomy and Physiology 2 (WSTC) (<https://hbook.westernsydney.edu.au/subject-details/nats1030/>)
- NATS 2001 Advanced Science Project A (p. 1968)
- NATS 2002 Advanced Science Project B (p. 1969)
- NATS 2004 Anatomy of the Thorax and Abdomen (p. 1970)
- NATS 2005 Appendicular Skeleton (p. 1971)
- NATS 2006 Approved Industrial Experience (p. 1972)
- NATS 2008 Clinical Pharmacology (p. 1973)
- NATS 2010 Crime Scene Investigation (p. 1974)
- NATS 2015 Evidence and Crime Scene Management (p. 1975)
- NATS 2019 Forensic and Environmental Analysis (p. 1975)
- NATS 2021 Imaging Science (p. 1976)
- NATS 2023 Integrated Science (p. 1977)
- NATS 2024 Integrated Science (WSTC) (p. 1978)
- NATS 2025 Natural Science Research Methods (p. 1979)
- NATS 2027 Pharmacology (p. 1980)
- NATS 2031 Toxicology (p. 1980)
- NATS 2032 Work Integrated Learning in Science (p. 1981)
- NATS 2033 Cell Form and Function (p. 1982)
- NATS 2034 Human Systems Physiology 1 (p. 1983)
- NATS 2035 Human Systems Physiology 2 (p. 1983)
- NATS 2036 Immunology (p. 1984)
- NATS 2037 Pathological Basis of Disease (p. 1985)
- NATS 2038 Pathophysiology 1 (p. 1986)
- NATS 2039 Pathophysiology 2 (p. 1987)
- NATS 2040 Physical Activity, Nutrition and Health (p. 1987)
- NATS 2041 Experimental Foods (p. 1988)
- NATS 2042 Science Research Methods (p. 1988)
- NATS 3001 Advanced Immunology (p. 1989)
- NATS 3002 Advanced Medicinal Chemistry (p. 1990)
- NATS 3003 Advanced Mortuary Practice (p. 1991)
- NATS 3004 Advanced Science Project C (p. 1992)
- NATS 3006 Anatomy of the Head and Neck (p. 1993)
- NATS 3008 Complex Forensic Studies (p. 1994)
- NATS 3009 Consumer Issues in Nutrition (p. 1995)
- NATS 3010 Culinary Science (p. 1996)
- NATS 3012 Environmental Forensic Investigations (p. 1996)
- NATS 3014 Experimental Foods (p. 1997)
- NATS 3015 Field Project 1 (p. 1998)
- NATS 3017 Field Project 2 (p. 1999)
- NATS 3020 Food Safety (p. 1999)
- NATS 3023 Forensic Anthropology (p. 2000)
- NATS 3026 Forensic Biology (p. 2001)
- NATS 3027 Laboratory Quality Management (p. 2002)
- NATS 3030 Medical Microbiology (p. 2003)
- NATS 3032 Medical Science Project (p. 2004)
- NATS 3034 Molecular Medicine (p. 2004)
- NATS 3035 Molecular Pharmacokinetics (p. 2005)
- NATS 3037 Neuroanatomy (p. 2006)
- NATS 3038 Quality Assurance and Food Analysis (p. 2007)
- NATS 3039 Science Research Project (p. 2008)
- NATS 3040 Topics in Medical Science (p. 2009)
- NATS 3041 Topics in Physiology (p. 2009)
- NATS 3043 Advanced Science Research Project C (p. 2010)
- NATS 3044 Complex Case Studies in Science (p. 2011)
- NATS 3045 Work Internship for Science Professionals (p. 2012)
- NATS 3046 Advanced Physiology (p. 2013)
- NATS 3047 Applied Physiology (p. 2014)
- NATS 3048 Food Formulations (p. 2016)
- NATS 3051 Innovation in Design and Delivery (<https://hbook.westernsydney.edu.au/subject-details/nats3051/>)
- NATS 5001 Crime Scene Investigation (PG) (<https://hbook.westernsydney.edu.au/subject-details/nats5001/>)
- NATS 6001 Introduction to Neuroscience (p. 2016)
- NATS 7001 Advanced Criminalistics (p. 2017)
- NATS 7002 Biological Agents 1 (p. 2017)
- NATS 7003 Biological Agents 2 (p. 2018)
- NATS 7004 Blood Distribution and Spatter (p. 2019)
- NATS 7005 Chinese Medicine Specialities 1 (p. 2019)
- NATS 7006 Crime Scene Investigation (PG) (p. 2020)
- NATS 7007 Drug Biotransformation and Molecular Mechanisms of Toxicity (p. 2021)
- NATS 7008 Environmental Forensics 1 (p. 2022)
- NATS 7009 Environmental Forensics 2 (p. 2022)
- NATS 7011 Experimental Design and Analysis PG A (p. 2023)
- NATS 7012 Experimental Design and Analysis PG B (p. 2024)
- NATS 7013 Explosives (p. 2025)
- NATS 7014 Fingerprint Detection and Identification (p. 2025)
- NATS 7015 Food Evaluation (p. 2026)
- NATS 7016 Food Preservation and Packaging Technologies (p. 2027)
- NATS 7017 Food Product Design (p. 2028)
- NATS 7018 Food Quality Management (p. 2028)
- NATS 7019 Forensic Analysis of DNA (p. 2029)
- NATS 7020 Forensic Anthropology (PG) (p. 2030)
- NATS 7022 Forensic Genetics (p. 2031)
- NATS 7023 Forensic Immunology (p. 2032)
- NATS 7024 Forensic Medicine I (p. 2032)
- NATS 7025 Forensic Medicine II (p. 2033)
- NATS 7026 Forensic Research 1 (p. 2034)
- NATS 7027 Forensic Research 2 (p. 2035)
- NATS 7028 Forensic Toxicology I (p. 2035)
- NATS 7029 Forensic Toxicology II (p. 2036)
- NATS 7030 General Toxicology (p. 2037)
- NATS 7032 MSc Major Research Project (p. 2038)
- NATS 7033 MSc Research Project (p. 2038)
- NATS 7034 Managing for Sustainability (p. 2039)
- NATS 7035 Medicinal Chemistry of Drugs of Abuse (p. 2040)
- NATS 7037 Natural Medicinal Products (p. 2041)
- NATS 7039 Pharmaceutical Analysis (p. 2041)
- NATS 7040 Research Skills in Science (p. 2042)
- NATS 7044 Science and Health Research Project PG (p. 2042)
- NATS 7045 Special Issues in Science - PG (p. 2043)
- NATS 7046 Strategic Management in the Sciences A (p. 2044)
- NATS 7047 Synthetic Medicinal Chemistry (p. 2044)
- NATS 7048 Toxic Substances (p. 2045)

- NATS 7049 Toxicology of Chemical Weapons (p. 2046)
- NATS 7050 Transferable Research Skills (p. 2047)
- NATS 7051 Applied research with marginalised populations and sensitive health topics (p. 2048)
- NATS 7053 MSc Research Project (extended) (p. 2048)
- NATS 7054 Professional Topic (p. 2049)
- NATS 7055 Experiment Design and Project Management (p. 2050)
- NATS 7056 Clinical Research in Health Science (p. 2050)
- NATS 7057 Research Preparation in Post Graduate Studies (p. 2051)
- NATS 7058 Forensic Analysis of DNA 2 (p. 2052)
- NATS 7059 Forensic Digital Imaging (p. 2053)
- NATS 9001 HDR Thesis - NICM Health Research Institute (p. 2054)
- NATS 9002 Higher Degree Research Thesis - Food Science and Biotechnology (p. 2055)
- NATS 9003 Higher Degree Research Thesis - Medicine (p. 2055)
- NATS 9004 Higher Degree Research Thesis - Natural and Physical Sciences (p. 2057)
- NATS 9005 Higher Degree Research Thesis - Natural and Physical Sciences (p. 2058)
- NATS 9006 Higher Degree Research Thesis FT - Medical Science (p. 2059)
- NATS 9007 Higher Degree Research Thesis PT - Medical Science (p. 2060)
- NOAW 0002 WSUIC Unit for Service Access (p. 2061)
- NOAW 0003 WSUIC Unit for Service Access (FS) (p. 2061)
- NOAW 0004 Academic Integrity Module (p. 2062)
- NOAW 3001 Biomedical and Health Science Internship (p. 2065)
- NOAW 3003 Computing and Mathematics Internship (p. 2065)
- NOAW 3004 Education Internship (p. 2065)
- NOAW 3005 Engineering Internship (p. 2066)
- NOAW 3006 Humanities and Languages Internship (p. 2066)
- NOAW 3007 Law Internship (p. 2066)
- NOAW 3008 Medicine Clerkship (p. 2066)
- NOAW 3009 Natural Sciences Internship (p. 2066)
- NOAW 3010 Nursing and Midwifery Internship (p. 2067)
- NURS 0001 Nursing and Midwifery Exchange Unit 1 (p. 2067)
- NURS 0002 Nursing and Midwifery Exchange Unit 2 (p. 2067)
- NURS 0003 Nursing and Midwifery Exchange Unit 3 (p. 2068)
- NURS 0004 Nursing and Midwifery Exchange Unit 4 (p. 2068)
- NURS 0005 Nursing and Midwifery Exchange Unit 5 (p. 2068)
- NURS 1001 Approaches to Professional Nursing Practice (p. 2069)
- NURS 1004 Bioscience for Midwifery (p. 2070)
- NURS 1005 Foundations for Nursing Practice (p. 2071)
- NURS 1006 Human Relationships and Life Transitions (p. 2073)
- NURS 1009 Midwifery Knowledge 1 (p. 2074)
- NURS 1010 Midwifery Knowledge 2 (p. 2075)
- NURS 1012 Midwifery Professional Practice 1 (p. 2076)
- NURS 1013 Midwifery Professional Practice 2 (p. 2078)
- NURS 1017 Primary Health Care in Action (p. 2080)
- NURS 1019 Professional Communication in Nursing (p. 2081)
- NURS 1020 Professional Practice Experience 1 (p. 2081)
- NURS 1021 Professional Practice Experience 2 (p. 2082)
- NURS 1022 Becoming a Professional Nurse (p. 2084)
- NURS 1023 Bioscience 1 (p. 2085)
- NURS 1024 Bioscience 2 (p. 2086)
- NURS 1025 Person-centred Care Across the Lifespan (p. 2088)
- NURS 2001 Aboriginal and Torres Strait Islander Health (p. 2089)
- NURS 2004 Complex Care 1 (p. 2089)
- NURS 2008 Graduate Entry Practice Experience (p. 2090)
- NURS 2010 Health Variations 1 - Perioperative (p. 2091)
- NURS 2013 Health Variations 2 - Chronic Illness and Disability (p. 2092)
- NURS 2014 Health Variations 2 Advanced - Chronic Illness and Disability (p. 2093)
- NURS 2016 Health Variations 3 - Acute Exacerbations of Chronic Conditions (p. 2094)
- NURS 2018 Legal and Ethical Issues in Midwifery (p. 2096)
- NURS 2022 Midwifery Knowledge 3 (p. 2097)
- NURS 2025 Midwifery Professional Practice 3 (p. 2098)
- NURS 2026 Midwifery Professional Practice 4 (p. 2099)
- NURS 2028 Professional Practice Experience 3 (p. 2101)
- NURS 2029 Professional Practice Experience 4 (p. 2103)
- NURS 2031 Promoting Mental Health and Wellbeing 1 (p. 2105)
- NURS 2034 Research for Nursing (Advanced) (p. 2106)
- NURS 2035 Research for Nursing and Midwifery (p. 2107)
- NURS 2036 Evidence-Based Practice for Nursing and Midwifery (p. 2108)
- NURS 2037 Health Variations 1 - Introduction to Alterations in Health (p. 2109)
- NURS 2038 Health Variations 2 - Chronic Conditions and Disability (p. 2110)
- NURS 2039 Indigenous Australian Health, Wellness and Culture (p. 2111)
- NURS 2040 Pharmacology in Nursing (p. 2112)
- NURS 2041 Promoting Mental Health and Wellbeing (p. 2113)
- NURS 3001 Being a Professional Nurse (Advanced) (p. 2115)
- NURS 3002 Being a Professional Nurse or Midwife (p. 2116)
- NURS 3003 Clinical Leadership and Professional Relationships (p. 2117)
- NURS 3004 Clinical Leadership in Nursing (Advanced) (p. 2118)
- NURS 3005 Collaborative Care (p. 2119)
- NURS 3006 Complex Care 2 (p. 2120)
- NURS 3007 Contemporary Issues in Child and Adolescent Health (p. 2121)
- NURS 3014 Health Variations 4 (Advanced) - Acute Life Threatening Conditions (p. 2122)
- NURS 3015 Health Variations 4 - Acute Life Threatening Conditions (p. 2123)
- NURS 3017 Health Variations 5 - Palliative and End of Life Care (p. 2124)
- NURS 3022 Maintaining Clinical Currency (p. 2125)
- NURS 3023 Maternal and Infant Health Care (p. 2126)
- NURS 3025 Midwifery Practice - Global Maternal Health (p. 2127)
- NURS 3030 Midwifery Professional Practice 5 (p. 2129)
- NURS 3031 Midwifery Professional Practice 6 (p. 2130)
- NURS 3032 Professional Practice Experience 5 (p. 2131)
- NURS 3033 Professional Practice Experience 6 (p. 2133)
- NURS 3034 Promoting Mental Health and Wellbeing 2 (p. 2135)
- NURS 3035 Promoting Mental Health and Wellbeing 2 (Advanced) (p. 2136)
- NURS 3036 Psychosocial Issues in the Perinatal Period (p. 2137)
- NURS 3037 Risk Mitigation and Ethics for Australian Health Professionals (p. 2138)
- NURS 3039 Professional Experience Placement (p. 2139)

- NURS 3040 Foundations of Nursing Practice (<https://hbook.westernsydney.edu.au/subject-details/nurs3040/>)
 - NURS 3041 Indigenous Australian Health, Wellness and Culture (<https://hbook.westernsydney.edu.au/subject-details/nurs3041/>)
 - NURS 4001 Methods and Methodologies in Midwifery Research (p. 2141)
 - NURS 4002 Midwifery Honours Thesis (Part-Time) (p. 2142)
 - NURS 4003 Midwifery Honours Thesis A (Full-time) (p. 2142)
 - NURS 4004 Midwifery Honours Thesis B (Full-time) (p. 2143)
 - NURS 4005 Midwifery Research (p. 2144)
 - NURS 4006 Nursing Honours Thesis (Part-time) (p. 2144)
 - NURS 4007 Nursing Honours Thesis A (Full-time) (p. 2145)
 - NURS 4008 Nursing Honours Thesis B (Full-time) (p. 2145)
 - NURS 4009 Readings and Methodology (p. 2146)
 - NURS 4010 Research in Nursing Practice (p. 2147)
 - NURS 7001 Advanced Clinical Practice in Mental Health Nursing (p. 2147)
 - NURS 7002 Advanced practice: Infant and Child feeding and Nutrition (p. 2149)
 - NURS 7003 Applied Clinical Practice using Simulation (p. 2149)
 - NURS 7004 Applied Research in Health Care (p. 2150)
 - NURS 7005 Assessment for Advanced Practice Mental Health Nurses (p. 2151)
 - NURS 7006 Biological Considerations in Mental Health and Mental Illness for Advanced Practice (p. 2152)
 - NURS 7007 Bioscience for Midwifery Practice (p. 2153)
 - NURS 7009 Child and Family Health Practice: Supporting Growth and Development (p. 2153)
 - NURS 7010 Child and Family Health: Professional Practice and Frameworks (p. 2154)
 - NURS 7011 Childbirth in the Australian Context (p. 2155)
 - NURS 7012 Clinical Practice: Infant and Child Nutrition and Feeding (p. 2156)
 - NURS 7013 Clinical Supervision in Health Care (p. 2157)
 - NURS 7014 Clinical Teaching and Professional Development (p. 2158)
 - NURS 7015 Clinical Teaching for Learning (p. 2158)
 - NURS 7016 Collaborative Inquiry for Primary Health Care Action (p. 2159)
 - NURS 7017 Complex Care (p. 2160)
 - NURS 7018 Contemporary Professional Practice in Mental Health Nursing (p. 2161)
 - NURS 7019 Cultural and Social Diversity in Health Care (p. 2162)
 - NURS 7020 Essentials in Vascular Access (p. 2163)
 - NURS 7021 Essentials of Best Practice in Midwifery (p. 2164)
 - NURS 7022 Ethics in Health Research (p. 2165)
 - NURS 7023 Evidence Based Health Care (p. 2165)
 - NURS 7025 Health Promotion and the Nurse (p. 2167)
 - NURS 7026 Healthy Families and Communities (p. 2167)
 - NURS 7027 Infant Mental Health (p. 2168)
 - NURS 7028 Leadership in Clinical Practice (p. 2169)
 - NURS 7029 Mental Health Assessment and Application (p. 2170)
 - NURS 7030 Mental Health Nursing Practice 1 (p. 2172)
 - NURS 7031 Mental Health Nursing Practice 2 (p. 2173)
 - NURS 7032 Mental Health for Communities (p. 2174)
 - NURS 7034 Midwifery Practice 1 (p. 2174)
 - NURS 7035 Midwifery Practice 2 (p. 2176)
 - NURS 7036 Midwifery Practice 3 (p. 2177)
 - NURS 7037 Midwifery as a Profession (p. 2178)
 - NURS 7038 Partnership in Practice (p. 2179)
 - NURS 7040 Perspectives on Nursing (p. 2180)
 - NURS 7041 Psychopharmacology for Advanced Practice Mental Health Nurses (p. 2181)
 - NURS 7042 Research Project in Health Care (p. 2182)
 - NURS 7043 Scholarship for Practice Change in Health Care (p. 2183)
 - NURS 7045 Writing for Publication (p. 2183)
 - NURS 7048 Aboriginal and Torres Strait Islander Maternal and Newborn Health (p. 2184)
 - NURS 7049 Care of People with Tuberculosis (TB) (p. 2185)
 - NURS 7050 Clinical Management of Tuberculosis (TB) (p. 2185)
 - NURS 7051 Complex Midwifery Care (p. 2186)
 - NURS 7052 Complex Midwifery Practice (p. 2187)
 - NURS 7053 Foundations of Antenatal and Birth Care (p. 2188)
 - NURS 7054 Foundations of Postnatal and Newborn Care (p. 2189)
 - NURS 7055 Perinatal, Infant and Child Mental Health (p. 2191)
 - NURS 7056 Preparation for Midwifery Practice (p. 2191)
 - NURS 7057 Professional Foundations of Midwifery (p. 2192)
 - NURS 7058 Public Health Management of Tuberculosis (TB) (p. 2193)
 - NURS 7059 Ageing in Place: Wellbeing and Sustainability (p. 2194)
 - NURS 7060 Optimising Contribution of Older People (p. 2195)
 - NURS 7061 Professional Focus: Age-Friendly Future (p. 2196)
 - NURS 7062 Project Management in Healthcare (p. 2196)
 - NURS 7064 Clinical Teaching and Workplace Learning for Competent Practice (p. 2197)
 - NURS 7065 Capstone Experience in Health Care (p. 2197)
 - NURS 7066 Acute Exacerbations of Chronic Conditions (p. 2198)
 - NURS 7067 Acute Life-Threatening Conditions (p. 2199)
 - NURS 7068 Chronic Conditions and Disability (p. 2200)
 - NURS 7070 Health, Culture and Wellbeing of Aboriginal and Torres Strait Islander Peoples (p. 2203)
 - NURS 7071 Introduction to Alterations in Health (p. 2203)
 - NURS 7072 Mental Health Nursing Practice (p. 2204)
 - NURS 7073 Nursing Practice 1 (p. 2206)
 - NURS 7074 Nursing Practice 2 (p. 2208)
 - NURS 7075 Nursing Practice 3 (p. 2209)
 - NURS 7076 Palliative and End of Life Care (p. 2210)
 - NURS 7077 Pharmacology Knowledge for Nursing Practice (p. 2211)
 - NURS 7078 Professional Nursing Practice (p. 2212)
 - NURS 7079 Transition to Professional Nursing (p. 2213)
 - NURS 7080 Waluwin: Health across the lifespan for Mob (p. 2214)
 - NURS 9001 Higher Degree Research Thesis - Aged Care Nursing (p. 2215)
 - NURS 9002 Higher Degree Research Thesis - Midwifery (p. 2216)
 - NURS 9003 Higher Degree Research Thesis - Nursing (p. 2217)
- P**
- PERF 1010 Music Performance 1 (p. 2220)
 - PERF 1012 Music Performance 2 (p. 2220)
 - PERF 1014 Music Production (p. 2221)
 - PERF 1015 Music Theory Fundamentals (p. 2222)
 - PERF 1016 Popular Music Histories (p. 2223)
 - PERF 1023 Western Art Music History (p. 2223)

- PERF 1024 Music Theory and Songwriting (p. 2224)
- PERF 1025 Sound Design and New Electronic Media (p. 2225)
- PERF 2001 Arranging Music (p. 2226)
- PERF 2004 Composition and Creativity (p. 2227)
- PERF 2011 From Corroborees to Curtain Raisers (Day Mode) (p. 2228)
- PERF 2016 Music Group Performance (p. 2228)
- PERF 2017 Music and Wellbeing (p. 2229)
- PERF 2018 Music, Culture and Discourse (p. 2230)
- PERF 2020 Popular Music Communities (p. 2230)
- PERF 2023 The Composer-Performer (p. 2231)
- PERF 2024 The Musical (p. 2232)
- PERF 2025 The Politics of Australian Music (p. 2232)
- PERF 2026 Advanced Production (p. 2233)
- PERF 2027 Electronic Music Production (p. 2233)
- PERF 2028 World Music (p. 2234)
- PERF 2029 Music Project 1: Multimedia (p. 2234)
- PERF 2030 Musicology as a Professional Practice (p. 2235)
- PERF 2031 The Music Industry (p. 2236)
- PERF 2032 Music-making applications for education and therapy (p. 2237)
- PERF 3009 Music Careers Research (p. 2238)
- PERF 3013 Music and Analysis (p. 2238)
- PERF 3014 Music and Critical Thought (p. 2239)
- PERF 3021 Repertoire and Identity in Performance (p. 2240)
- PERF 3022 Screen Media Composition (p. 2240)
- PERF 3023 Songwriting and Composer Collaborations (p. 2241)
- PERF 3026 Applied Professional Music Contexts (p. 2242)
- PERF 3027 Interactive Electronic Media and Performance (p. 2243)
- PERF 3028 Music Project 2: Creative Performance (p. 2243)
- PERF 3029 Music Project 3: Intercultural Interactions (p. 2244)
- PERF 3030 Performing as a Professional Musician (p. 2245)
- PERF 7003 Music Therapy Method (p. 2246)
- PERF 7004 Music Therapy Professional Practice (p. 2246)
- PERF 7007 Music Therapy Theory and Practice 1 (p. 2247)
- PERF 7008 Music Therapy Theory and Practice 2 (p. 2248)
- PERF 7009 Music Therapy Skills & Practice A (p. 2249)
- PERF 7010 Music Therapy Skills & Practice B (p. 2250)
- PERF 7011 Music Therapy Skills & Practice C (p. 2252)
- PERF 7012 Music Therapy Skills & Practice D (p. 2253)
- PERF 9001 Higher Degree Research Thesis - Music (p. 2255)
- PERF 9002 Higher Degree Research Thesis - Performing Arts (p. 2255)
- PERF 9003 Higher Degree Research Thesis PT - Music (p. 2256)
- PHAR 9001 HDR Thesis - Pharmaceutical Chemistry (p. 2256)
- PHIL 1001 Ethics and Philosophy (p. 2257)
- PHIL 1002 Hadith: The Prophetic Tradition (p. 2258)
- PHIL 1003 Hadith: The Prophetic Tradition (WSTC) (p. 2259)
- PHIL 1004 Introduction to Logical Thinking (p. 2259)
- PHIL 1006 Introduction to Philosophy (p. 2260)
- PHIL 2001 Advanced Standing for Islamic Studies 210 (p. 2261)
- PHIL 2002 Advanced Standing for Islamic Studies 220 (p. 2261)
- PHIL 2003 Advanced Standing for Philosophy 210 (p. 2261)
- PHIL 2004 Advanced Standing for Philosophy 220 (p. 2261)
- PHIL 2008 Philosophy and the Good Life (p. 2261)
- PHIL 2010 The Ethical Life (p. 2262)
- PHIL 2011 The Qur'an: An Introduction (p. 2262)
- PHIL 2012 The Qur'an: An Introduction (WSTC) (p. 2263)
- PHIL 2014 Thinkers That Changed the World (p. 2263)
- PHIL 2015 Thinking Cinema (p. 2264)
- PHIL 2016 Truth and Knowledge (p. 2265)
- PHIL 2017 Western Political Philosophy (p. 2265)
- PHIL 3001 Advanced Standing for Islamic Studies 310 (p. 2266)
- PHIL 3002 Advanced Standing for Islamic Studies 320 (p. 2266)
- PHIL 3003 Advanced Standing for Philosophy 310 (p. 2266)
- PHIL 3004 Advanced Standing for Philosophy 320 (p. 2266)
- PHIL 3005 Aesthetics (p. 2266)
- PHIL 3006 Books that Changed how we Think (p. 2267)
- PHIL 3008 Classics of Modern Philosophy (p. 2268)
- PHIL 3009 Ethical Traditions in Islam (p. 2268)
- PHIL 3010 Philosophies of Love and Death (p. 2269)
- PHIL 3012 Philosophy and Environment (p. 2269)
- PHIL 3015 Philosophy of History (p. 2270)
- PHIL 3016 Philosophy of Religion (p. 2270)
- PHIL 3017 The Body in Culture (p. 2271)
- PHIL 3018 Philosophy of Race and Racism (p. 2272)
- PHIL 3019 Thought and Action in Greece and Rome (<https://hbook.westernsydney.edu.au/subject-details/phil3019/>)
- PHIL 7001 Advanced Research Project in Philosophy (p. 2272)
- PHIL 7002 Ethics (p. 2273)
- PHIL 7003 History of Ideas (p. 2274)
- PHIL 7004 Masters Project in Philosophy (p. 2274)
- PHIL 7005 Philosophical Aesthetics (p. 2275)
- PHIL 7006 Philosophy and Literature (p. 2275)
- PHIL 7007 Philosophy of History and Politics (p. 2276)
- PHIL 7008 Philosophy of Nature (p. 2276)
- PHIL 7009 Philosophy, History and Interpretation (p. 2277)
- PHIL 7010 Political Philosophy (p. 2277)
- PHIL 7011 Practical Philosophy (p. 2278)
- PHIL 7012 Research Project in Philosophy (p. 2278)
- PHIL 7013 Special Topics in Philosophy (p. 2279)
- PHIL 7014 The Image of Thought: Art, Film and Philosophy (p. 2279)
- PHIL 7015 Theoretical Philosophy (p. 2280)
- PHIL 7016 Topics in the History of Philosophy (p. 2280)
- PHIL 7017 What is Islam? (p. 2281)
- PHYS 0001 Foundation Physics 1 (WSTC Prep) (p. 2281)
- PHYS 0002 Foundation Physics 1 (WSTC) (p. 2282)
- PHYS 0003 Foundation Physics 2 (WSTC Prep) (p. 2283)
- PHYS 0004 Foundation Physics 2 (WSTC) (p. 2284)
- PHYS 0006 Physics (WSTC Prep) (p. 2285)
- PHYS 1002 Physics 1 (p. 2285)
- PHYS 1004 Physics 1 (WSTC) (p. 2286)
- PHYS 1006 Physics 2 (p. 2286)
- PHYS 2004 The Cosmos in Perspective: Information and Life (p. 2287)
- PHYS 2005 Classical Physics and Advanced Technologies (p. 2288)
- PHYS 3001 Astroinformatics (p. 2289)
- PHYS 3006 Classical Physics (p. 2289)
- PHYS 3007 Quantum Physics (p. 2290)
- PHYS 3008 Biomedical Physics (p. 2290)
- PHYS 7001 A Cosmic Perspective (p. 2291)

- PHYS 7002 Space Instrumentation, Technology and Communication (p. 2292)
- PHYS 7003 Space Science, Planetary Science and Meteorology (p. 2292)
- PHYS 9001 Higher Degree Research Thesis - Physics (p. 2293)
- Podiatric Clinical Block (p. 2294)
- Podiatric Clinical Block for Honours Students (p. 2294)
- Podiatric Professional Practice Studies (p. 2295)
- Podiatric Techniques 1A (p. 2295)
- Podiatric Techniques 1B (p. 2295)
- Podiatric Techniques 2A (p. 2296)
- Podiatric Techniques 2B (p. 2296)
- Podiatric Techniques 3A (p. 2296)
- Podiatric Techniques 3B (p. 2296)
- Podiatric Techniques 3C (p. 2296)
- POLI 1001 Australian Politics (p. 2296)
- POLI 1002 Introduction to International Relations (p. 2296)
- POLI 1003 Introduction to International Relations (WSTC) (p. 2297)
- POLI 1007 World Politics and International Relations (<https://hbook.westernsydney.edu.au/subject-details/poli1007/>)
- POLI 1008 World Politics and International Relations (WSTC) (<https://hbook.westernsydney.edu.au/subject-details/poli1008/>)
- POLI 2001 Advanced Standing for International Relations and Asian Studies 210 (p. 2298)
- POLI 2002 Advanced Standing for International Relations and Asian Studies 220 (p. 2298)
- POLI 2003 Advanced Standing for Politics 210 (p. 2298)
- POLI 2004 Advanced Standing for Politics 220 (p. 2298)
- POLI 2006 Politics of Australia and Asia Relations (p. 2298)
- POLI 3001 Activism, Engagement and Social Change (p. 2299)
- POLI 3002 Advanced Standing for International Relations and Asian Studies 310 (p. 2300)
- POLI 3003 Advanced Standing for International Relations and Asian Studies 320 (p. 2300)
- POLI 3004 American Foreign Policy Since 1945 (p. 2300)
- POLI 3005 Democracy in Asia (p. 2301)
- POLI 3006 International Organisations and Global Governance (p. 2301)
- POLI 3007 International Relations of Southeast Asia (p. 2302)
- POLI 3008 International Special Study (p. 2303)
- POLI 3009 Looking at Global Politics Through Film (p. 2303)
- POLI 3010 Politics of Post-War Japan (p. 2304)
- POLI 3012 The Politics of Civilisation (p. 2304)
- POLI 3014 War and Peace (p. 2305)
- POLI 7001 Development and Security (p. 2305)
- POLI 7002 Translation from Theory and Research to Policy (p. 2306)
- POLI 9001 Higher Degree Research Thesis - Political Science and Policy Studies (p. 2307)
- PROC 1002 Food Science 1 (p. 2308)
- PROC 1003 Food Science 1 (WSTC) (p. 2308)
- PROC 1005 Introduction to Food Science (p. 2308)
- PROC 1006 Materials Engineering Fundamentals (p. 2309)
- PROC 1007 Introduction to Food Science (WSTC) (p. 2310)
- PROC 1008 Introduction to Materials Engineering (p. 2311)
- PROC 2001 Food Science 2 (p. 2311)
- PROC 2002 Innovative Foods (p. 2312)
- PROC 2003 Materials Selection and Design (p. 2312)
- PROC 3002 Advanced Food Science and Technology (p. 2313)
- PROC 3003 Food Product Development (p. 2313)
- PROC 3007 Food Innovation and Technology (p. 2314)
- PROC 3008 Materials Processing and Applications (p. 2315)
- PROC 4001 Advanced Materials Topics (p. 2316)
- PROC 4002 Engineering Materials from Waste (p. 2316)
- Programming for Data Science (p. 1766)
- Project Procurement Systems (p. 338)
- Psychology Honours Thesis (p. 2317)
- PUBH 0001 Empowering Individual Health (WSTC Prep) (p. 2317)
- PUBH 1005 Foundations of Wellbeing (p. 2318)
- PUBH 1006 Population Health and Society (p. 2318)
- PUBH 1007 Population Health and Society (WSTC) (p. 2319)
- PUBH 1008 Professional Pathways in Health Science (p. 2320)
- PUBH 1009 Professional Pathways in Health Science (WSTC) (p. 2321)
- PUBH 1010 Health Promotion Theory and Approaches (p. 2322)
- PUBH 1011 Promoting Health Collaboratively in Communities (p. 2323)
- PUBH 1012 Public Health (p. 2324)
- PUBH 1013 Health Promotion Theory and Approaches (UG Cert) (p. 2326)
- PUBH 1014 Public Health (UG Cert) (p. 2327)
- PUBH 2001 Approaches to Health Promotion (p. 2328)
- PUBH 2002 Approaches to Health Promotion (WSTC) (p. 2328)
- PUBH 2003 Bugs and Drugs (p. 2329)
- PUBH 2004 Clinical Classification and Coding (p. 2330)
- PUBH 2005 Culture, Diversity and Health (p. 2331)
- PUBH 2006 Culture, Diversity and Health (WSTC) (p. 2332)
- PUBH 2010 Epidemiology (p. 2333)
- PUBH 2012 Health Care Systems (p. 2334)
- PUBH 2015 Mental Health in the Community (Block Mode) (p. 2334)
- PUBH 2016 Public Health (p. 2335)
- PUBH 2018 Culture Diversity and Health (UG Cert) (p. 2335)
- PUBH 2020 Epidemiology for Public Health (<https://hbook.westernsydney.edu.au/subject-details/pubh2020/>)
- PUBH 3003 Contemporary Issues in Public Health (p. 2337)
- PUBH 3005 Disaster and Emergency Management (p. 2337)
- PUBH 3007 Disease Prevention and Control (p. 2338)
- PUBH 3008 Drugs in Sport (p. 2339)
- PUBH 3010 Health Planning Project (p. 2340)
- PUBH 3011 Health Politics, Policy and Planning (p. 2340)
- PUBH 3012 Health Promotion Practice 1 (p. 2341)
- PUBH 3013 Health Promotion Practice 2 (p. 2343)
- PUBH 3014 Injury Prevention (p. 2344)
- PUBH 3017 Occupational Health and Safety (p. 2345)
- PUBH 3018 Professional Transition Project (p. 2346)
- PUBH 3019 Public Health Practice (p. 2347)
- PUBH 3020 Work Health and Safety (p. 2348)
- PUBH 3021 Air Pollution & Control (p. 2349)
- PUBH 3022 Advances and Challenges in Health Promotion (p. 2350)
- PUBH 3023 Evidence in Professional Reasoning (p. 2350)
- PUBH 3024 Harm Minimisation and Prevention (p. 2351)
- PUBH 3025 Health Policy and Advocacy (p. 2352)

- PUBH 3026 Health Promotion Planning and Implementation (p. 2353)
- PUBH 3027 Public Health in a Changing World (p. 2354)
- PUBH 3028 Transforming Health (p. 2355)
- PUBH 4001 Evidence in Professional Reasoning (Honours) (p. 2356)
- PUBH 4002 Honours Thesis in Health Science (F/T) (p. 2357)
- PUBH 4003 Honours Thesis in Health Science (P/T Year 1) (p. 2357)
- PUBH 4004 Honours Thesis in Health Science (P/T Year 2) (p. 2357)
- PUBH 7001 Advanced Health Classifications and Coding (p. 2358)
- PUBH 7002 Analytic Approaches in Epidemiology (p. 2359)
- PUBH 7003 Approaches to Epidemiology (p. 2360)
- PUBH 7004 Communicable Diseases (p. 2360)
- PUBH 7005 Controversies in Epidemiology (p. 2361)
- PUBH 7006 Data Management and Programming for Epidemiology (p. 2362)
- PUBH 7007 Disaster and Emergency Management (PG) (p. 2363)
- PUBH 7008 Environmental Epidemiology (p. 2363)
- PUBH 7009 Epidemiology and Quantitative Methods (p. 2364)
- PUBH 7010 Epidemiology of Non-Communicable Diseases (p. 2365)
- PUBH 7011 Health Advancement and Health Promotion (p. 2366)
- PUBH 7012 Health Economics and Comparative Health Systems (p. 2367)
- PUBH 7013 Health Promotion: A Primary Health Care Approach (p. 2367)
- PUBH 7014 Health and Socio-political Issues in Aged Care (p. 2368)
- PUBH 7015 Introduction to Clinical Epidemiology (p. 2368)
- PUBH 7016 Introduction to Epidemiology (p. 2370)
- PUBH 7017 Leadership and the Development of Organisational Capacity (p. 2371)
- PUBH 7018 Leadership for Quality and Safety in Health Care (p. 2372)
- PUBH 7019 Occupational Health Management (p. 2373)
- PUBH 7020 Policy, Power and Politics in Health Care Provision (p. 2373)
- PUBH 7021 Primary Health Care and its Applications (p. 2375)
- PUBH 7022 Public Health, Policy and Society (p. 2375)
- PUBH 7023 Safe and Sustainable Construction (p. 2376)
- PUBH 7024 Safety and Risk Management (p. 2377)
- PUBH 7025 Statistical Methods in Epidemiology (p. 2377)
- PUBH 7026 Supporting Aged Communities (p. 2379)
- PUBH 7027 Supporting Individuals and Communities in Crisis (p. 2379)
- PUBH 7028 Surveillance and Disaster Planning (p. 2380)
- PUBH 7029 Digital Health Management (p. 2381)
- PUBH 7030 Health Systems Planning and Evaluation (p. 2382)
- PUBH 7031 Health Systems and Policy (p. 2383)
- PUBH 7032 Patient-centred digital healthcare (p. 2384)
- PUBH 7033 The Social Determinants of Health (p. 2385)
- PUBH 7034 Workplace Safety and Risk Management (p. 2386)
- PUBH 9001 Higher Degree Research Thesis - Community Health (p. 2387)
- PUBH 9002 Higher Degree Research Thesis - Public Health (p. 2388)

R

- RADI 7001 Advanced Principles and Practice of Cardiac Sonography (p. 2390)
- RADI 7002 Practice of Cardiac Sonography 1 (p. 2390)
- RADI 7003 Practice of Cardiac Sonography 2 (p. 2391)
- RADI 7004 Practice of Cardiac Sonography 3 (p. 2391)
- RADI 7005 Practice of Cardiac Sonography 4 (p. 2392)
- RADI 7006 Principles of Cardiac Sonography 1 (p. 2393)
- RADI 7007 Principles of Cardiac Sonography 2 (p. 2393)
- RADI 7008 Principles of Cardiac Sonography 3 (p. 2394)
- RADI 7009 Principles of Cardiac Sonography 4 (p. 2395)
- RADI 7010 Research Project in Cardiac Sonography (p. 2395)
- RADI 7011 Practice of Vascular Sonography 1 (p. 2396)
- RADI 7012 Practice of Vascular Sonography 2 (p. 2397)
- RADI 7013 Practice of Vascular Sonography 3 (p. 2398)
- RADI 7014 Practice of Vascular Sonography 4 (p. 2400)
- RADI 7015 Principles of Vascular Sonography 1 (p. 2401)
- RADI 7016 Principles of Vascular Sonography 2 (p. 2402)
- RADI 7017 Principles of Vascular Sonography 3 (p. 2402)
- RADI 7018 Principles of Vascular Sonography 4 (p. 2403)
- REHA 1001 Introduction to Occupational Therapy (p. 2404)
- REHA 1002 Introduction to Physiotherapy Practice (p. 2405)
- REHA 1003 Introduction to Podiatry (p. 2406)
- REHA 1004 Occupational Therapy Practice 1 (p. 2407)
- REHA 1005 Introduction to Speech Pathology Practice (p. 2408)
- REHA 1006 Communication and Mealtime Foundations (p. 2410)
- REHA 1007 Foundations of Recreational Therapy (p. 2411)
- REHA 1008 Introduction to Leisure and Recreation Theory (p. 2412)
- REHA 1009 Introduction to Leisure and Recreation Theory (UG Cert) (p. 2413)
- REHA 2001 Core Competencies in Physiotherapy Practice (p. 2414)
- REHA 2002 Introduction to Leisure and Recreation Theory (p. 2415)
- REHA 2003 Musculoskeletal Disorders and Imaging (p. 2416)
- REHA 2004 Occupational Therapy Practice 2 (p. 2417)
- REHA 2005 Pathomechanics and Podiatric Medicine (p. 2418)
- REHA 2006 People, Environment and Occupations (p. 2419)
- REHA 2007 Podiatry Pre-Clinical (p. 2420)
- REHA 2009 Workplace Learning 1 (Therapeutic Recreation) (p. 2422)
- REHA 2010 Adult Speech and Language (p. 2423)
- REHA 2012 Speech Impairments in Children (p. 2423)
- REHA 2013 Speech and Hearing Across the Lifespan (p. 2424)
- REHA 2014 Recreational Therapy Assessment (p. 2424)
- REHA 2015 Recreational Therapy Process and Planning (p. 2425)
- REHA 2016 Hearing, Speech and Swallowing Science (p. 2427)
- REHA 2017 Communication Changes Across the Lifespan (p. 2428)
- REHA 2018 Elements of Language: Analysis and Application (p. 2429)
- REHA 2019 Optimising Communication for Adults (p. 2429)
- REHA 2020 Optimising Communication for Children (p. 2431)
- REHA 3001 Cardiorespiratory Physiotherapy (p. 2432)
- REHA 3002 Child and Adolescent Occupations (p. 2433)
- REHA 3003 Clinical Education (General) (p. 2434)

- REHA 3004 Clinical Education A (Acute Care) (p. 2435)
 - REHA 3005 Clinical Exercise Physiology 1 (p. 2436)
 - REHA 3006 Ergonomics and Work Occupations (p. 2437)
 - REHA 3007 Exercise Prescription II (p. 2438)
 - REHA 3009 Exercise Rehabilitation (p. 2439)
 - REHA 3010 Exercise for Health and Disease Prevention (p. 2440)
 - REHA 3012 Exercise in Musculo-Skeletal Rehabilitation (p. 2441)
 - REHA 3013 Leisure Education Programming and Mental Health (p. 2442)
 - REHA 3014 Musculoskeletal Physiotherapy (p. 2442)
 - REHA 3015 Musculoskeletal Physiotherapy A (p. 2443)
 - REHA 3016 Musculoskeletal Physiotherapy B (p. 2444)
 - REHA 3017 Neurological Physiotherapy (p. 2445)
 - REHA 3018 Neurological Rehabilitation (p. 2445)
 - REHA 3019 Occupation and Ageing (p. 2446)
 - REHA 3020 Occupation and Mental Health (p. 2447)
 - REHA 3021 Occupation and Neurology (p. 2448)
 - REHA 3022 Occupation and the Environment (p. 2449)
 - REHA 3023 Occupational Therapy Clinical Practice 3b (p. 2449)
 - REHA 3024 Occupational Therapy Practice 3 (p. 2450)
 - REHA 3025 Occupational Therapy Process (p. 2451)
 - REHA 3027 Pharmacology for Podiatrists (p. 2452)
 - REHA 3028 Podiatric Practice 1 (p. 2453)
 - REHA 3029 Podiatric Practice 2 (p. 2455)
 - REHA 3030 Podiatric Surgery (p. 2457)
 - REHA 3035 Therapeutic Recreation Professional Project (p. 2458)
 - REHA 3036 Workplace Learning 2 (Community Placement) (p. 2459)
 - REHA 3037 Clinical Practice 1 (p. 2460)
 - REHA 3038 Clinical Practice 2 (p. 2461)
 - REHA 3039 Fluency and Voice (p. 2462)
 - REHA 3040 Swallowing Assessment and Management (p. 2462)
 - REHA 3041 Facilitation in Recreational Therapy (p. 2463)
 - REHA 3042 Health Practice Management (p. 2464)
 - REHA 3043 Recreational Therapy Internship (p. 2465)
 - REHA 3044 Shaping the Future of Recreational Therapy (p. 2466)
 - REHA 3045 Communication Access in Communities (p. 2467)
 - REHA 3046 Optimising Mealtimes Across the Lifespan (p. 2467)
 - REHA 3047 Speech Pathologists Working with Adults, Families and Communities (p. 2468)
 - REHA 3048 Speech Pathologists Working with Children, Families and Communities (p. 2469)
 - REHA 3049 Speech Pathology Practice 1 (p. 2470)
 - REHA 3050 Speech Pathology Practice 2 (p. 2472)
 - REHA 3051 Leisure Education Programming and Mental Health (UG Cert) (p. 2473)
 - REHA 4001 Clinical Education B (Rehabilitation) (p. 2474)
 - REHA 4002 Clinical Education C (Ambulatory Care) (p. 2475)
 - REHA 4003 Clinical Education D (Paediatrics) (p. 2477)
 - REHA 4004 Clinical Education E (Advanced Care) (p. 2478)
 - REHA 4005 Clinical and Professional Practice (Honours) (p. 2479)
 - REHA 4006 Complex Cases and Professional Issues (p. 2481)
 - REHA 4007 Dermatology and Gerontology (p. 2482)
 - REHA 4008 Integrating Research into Physiotherapy Practice (p. 2483)
 - REHA 4009 Occupational Justice (p. 2484)
 - REHA 4010 Occupational Therapy Practice 4A (p. 2485)
 - REHA 4011 Occupational Therapy Practice 4B (p. 2486)
 - REHA 4012 Occupational Therapy Project (p. 2487)
 - REHA 4013 Occupational Therapy Specialties (p. 2488)
 - REHA 4014 Paediatric Physiotherapy (p. 2489)
 - REHA 4015 Physiotherapy for Chronic Illness and Disease (p. 2490)
 - REHA 4016 Podiatric Clinical Block (p. 2491)
 - REHA 4017 Podiatric Paediatrics and Sports Medicine (p. 2493)
 - REHA 4018 Podiatric Practice 3 (p. 2494)
 - REHA 4019 Podiatric Practice 4 (p. 2496)
 - REHA 4021 The High Risk Foot (p. 2498)
 - REHA 4022 Alternative and Augmentative Communication Systems (p. 2500)
 - REHA 4023 Clinical Practice 3 (p. 2500)
 - REHA 4024 Clinical Practice 4 (p. 2501)
 - REHA 4025 Complex Communication Needs (p. 2502)
 - REHA 4026 Professional Issues (p. 2502)
 - REHA 4027 Innovative Speech Pathology Practice (p. 2503)
 - REHA 4028 Speech Pathology Practice 3 (p. 2503)
 - REHA 4029 Speech Pathology Practice 4 (p. 2505)
 - REHA 4030 Speech Pathology Professional Issues (p. 2506)
 - REHA 4031 Honours Research 1 (p. 2507)
 - REHA 4032 Honours Research 2 (p. 2507)
 - REHA 4034 Occupational Therapy Clinical Practice 4 (p. 2508)
 - REHA 4035 Occupational Therapy Practice 4 (Honours) (p. 2509)
 - REHA 7005 Complex Cases and Professional Issues (p. 2510)
 - REHA 7007 Integrating Research into Physiotherapy Practice (p. 2511)
 - REHA 7009 Neurological Physiotherapy Practice (p. 2512)
 - REHA 7010 Occupational Justice (p. 2512)
 - REHA 7011 Occupational Therapy Practice 4 (p. 2513)
 - REHA 7012 Occupational Therapy Practice 4 (Honours) (p. 2514)
 - REHA 7013 Occupational Therapy Practice 4 Workshop (p. 2515)
 - REHA 7014 Occupational Therapy Project (p. 2517)
 - REHA 7015 Occupational Therapy Specialties (p. 2517)
 - REHA 7016 Occupational Therapy Theory and Practice (p. 2518)
 - REHA 7017 Paediatric Physiotherapy (p. 2518)
 - REHA 7018 Physiotherapy for Chronic Illness and Disease (p. 2519)
 - REHA 7023 Podiatric Professional Practice Studies (p. 2520)
 - REHA 7027 Research into Practice: bridging the clinician-researcher divide in applied and creative therapies (p. 2520)
 - REHA 9001 Higher Degree Research Thesis - Art Therapy (p. 2521)
 - REHA 9002 Higher Degree Research Thesis - Chiropractic and Osteopathy (p. 2522)
 - REHA 9003 Higher Degree Research Thesis - Occupational Therapy (p. 2523)
 - REHA 9004 Higher Degree Research Thesis - Physiotherapy (p. 2524)
 - REHA 9005 Higher Degree Research Thesis - Podiatry (p. 2524)
 - REHA 9006 Higher Degree Research Thesis - Rehabilitation Therapies (p. 2525)
- S**
- SPRT 1001 Fundamentals of Exercise Science (p. 2526)
 - SPRT 1002 Fundamentals of Exercise Science (WSTC) (p. 2526)
 - SPRT 1005 Outdoor Recreation (p. 2527)

- SPRT 1006 Outdoor Recreation (WSTC) (p. 2528)
- SPRT 1008 Sport for Social Development (p. 2529)
- SPRT 2002 Exercise Testing and Measurement (p. 2530)
- SPRT 2007 PDHPE: Games for Diverse Groups (p. 2531)
- SPRT 2009 Professional Development and Work Experience (p. 2532)
- SPRT 2011 Sustainability, Tourism and Place (p. 2533)
- SPRT 2012 Community Sport Development (p. 2533)
- SPRT 3001 Applied Exercise Science for Personal Trainers and Coaches (p. 2534)
- SPRT 3002 Aquatic Sports (p. 2535)
- SPRT 3003 Coaching Sport and Recreation Activities (p. 2535)
- SPRT 3005 Contemporary Youth Health Issues (p. 2537)
- SPRT 3008 Exercise Physiology Across the Lifespan (p. 2537)
- SPRT 3011 Sport Development Applied Project (p. 2538)
- SPRT 3012 Sport Development Internship (p. 2539)
- SPRT 3014 Sport Management Applied Project (p. 2539)
- SPRT 3017 Work Experience in Sport and Exercise Science (p. 2540)
- SPRT 9001 Higher Degree Research Thesis - Sport and Recreation (p. 2541)
- Studio: Design Synthesis Capstone (p. 1010)
- TEAC 1032 The Developing Child (p. 2559)
- TEAC 1033 The Developing Child (WSTC) (p. 2560)
- TEAC 1034 Ways with Words and Images (p. 2562)
- TEAC 1035 Advanced Standing for English Teaching Specialisation 110 (p. 2562)
- TEAC 1036 Advanced Standing for English Teaching Specialisation 120 (p. 2562)
- TEAC 1037 Exploring Patterns and Relationships in Mathematics (p. 2562)
- TEAC 1038 Literacy and Numeracy for Educators (p. 2563)
- TEAC 1039 Scientist, Artist, Teacher (p. 2564)
- TEAC 1040 Mathematical Patterns and Relationships (Block) (p. 2565)
- TEAC 1041 The Developing Child (Block) (p. 2566)
- TEAC 2001 Active and Healthy Childhoods (p. 2567)
- TEAC 2002 Advanced Standing for Learning in Context 1 (210) (p. 2568)
- TEAC 2003 Advanced Standing for Learning in Context 2 (220) (p. 2568)
- TEAC 2004 Being a Teacher (p. 2568)
- TEAC 2005 Play in the Lives of Children (p. 2569)
- TEAC 2008 Connecting Schools and Communities (p. 2570)
- TEAC 2009 Contemporary Childhoods (p. 2571)
- TEAC 2010 Contemporary Childhoods (WSTC) (p. 2572)
- TEAC 2011 Contemporary Issues in Aboriginal Education (p. 2573)
- TEAC 2013 Creative Arts (p. 2574)
- TEAC 2014 Cultural Diversity, Society and Learning (p. 2575)
- TEAC 2015 Diversity and Difference (p. 2576)
- TEAC 2017 Education and Transformation (p. 2576)
- TEAC 2018 Education for Sustainability (p. 2577)
- TEAC 2020 Educational Psychology for Teaching Children (p. 2578)
- TEAC 2021 Engaging Learners (p. 2579)
- TEAC 2023 Engaging the Professional Educator (p. 2579)
- TEAC 2024 Engaging with Families and Communities (p. 2580)
- TEAC 2025 English Language Analysis (p. 2581)
- TEAC 2026 Ethical Practice (p. 2581)
- TEAC 2029 Fundamentals for Working Mathematically (p. 2582)
- TEAC 2030 Health and Physical Education (p. 2583)
- TEAC 2031 History, Geography, Civics and Citizenship (p. 2584)
- TEAC 2032 Inclusive Education Practices (p. 2585)
- TEAC 2033 Indigenous Landscapes and Sustainability (p. 2586)
- TEAC 2034 Language Assessment and Testing (p. 2587)
- TEAC 2036 Learning Futures and Curriculum Integration (p. 2587)
- TEAC 2037 Learning and Creativity (p. 2588)
- TEAC 2038 Learning in Community Contexts (p. 2589)
- TEAC 2040 Management and Administration in Early Childhood Settings (p. 2590)
- TEAC 2043 Numeracy and Mathematics in the Early Years (p. 2590)
- TEAC 2044 Outdoor Learning and Sustainability in the Primary Years (p. 2591)
- TEAC 2046 Pedagogy and Praxis in Aboriginal and Torres Strait Islander Education (p. 2591)
- TEAC 2048 Primary Professional Experience 1: Working in Classrooms (p. 2592)
- TEAC 2049 Professional Experience 2: School-based Learning (p. 2593)
- TEAC 2052 Science and Technology (p. 2595)

T

- TEAC 0001 English for Academic Purposes (EAP) - UWSCollege (p. 2542)
- TEAC 1001 Advanced Standing for Learning in Context 110 (p. 2542)
- TEAC 1002 Advanced Standing for Learning in Context 120 (p. 2542)
- TEAC 1005 Children's Digital Worlds (p. 2543)
- TEAC 1006 Children's Literature and Digital Texts (p. 2543)
- TEAC 1007 Creative Arts for Early Learning (p. 2543)
- TEAC 1008 Curriculum and Aboriginal Perspectives (p. 2544)
- TEAC 1010 Early Primary Mathematics (p. 2545)
- TEAC 1011 Educational Psychology (p. 2546)
- TEAC 1012 English as an International Language (p. 2546)
- TEAC 1013 Everyday Childhoods (p. 2547)
- TEAC 1014 Experience-based Outdoor Education (p. 2548)
- TEAC 1015 Exploring Patterns and Relationships in Mathematics 1 (p. 2548)
- TEAC 1016 Exploring Patterns and Relationships in Mathematics 2 (p. 2549)
- TEAC 1017 Identity and Voice in Multimodal Texts (p. 2549)
- TEAC 1018 Infant and Early Development (p. 2550)
- TEAC 1020 Language and Literacy 1 (p. 2551)
- TEAC 1021 Learning, Teaching and Technologies (p. 2551)
- TEAC 1022 Literacy Skills for Teacher Education (p. 2552)
- TEAC 1023 Literacy for Educators (p. 2553)
- TEAC 1024 Mathematical Patterns and Relationships (p. 2553)
- TEAC 1025 Mathematical Patterns and Relationships (WSTC) (p. 2554)
- TEAC 1027 Numeracy for Educators (p. 2555)
- TEAC 1028 Numeracy for Teaching (p. 2556)
- TEAC 1029 Professional Experience 1: Introduction to Classrooms (p. 2556)
- TEAC 1030 Science and Engineering in Early Childhood (p. 2558)
- TEAC 1031 Sociology for Educators (p. 2559)

- TEAC 2053 Science and Technology in the Primary Years (p. 2596)
- TEAC 2054 Scientific Discovery and Invention (p. 2596)
- TEAC 2055 TESOL Teaching Methodology (p. 2597)
- TEAC 2056 Teaching Art in the Early Years (p. 2598)
- TEAC 2057 Teaching English as an Additional Language in Primary Schools (p. 2599)
- TEAC 2058 Wellbeing and Promoting Positive Learning Environments (p. 2600)
- TEAC 2060 Developing Aboriginal Languages K-6 (p. 2600)
- TEAC 2061 Teaching K-6: Pedagogies, Priorities and Capabilities (p. 2601)
- TEAC 2062 Teachers as Change Makers (p. 2602)
- TEAC 2063 History, Geography, Civics and Citizenship in the Primary Years (p. 2604)
- TEAC 2064 Contemporary Childhoods (Block) (p. 2604)
- TEAC 2065 Digital Childhoods (<https://hbook.westernsydney.edu.au/subject-details/teac2065/>)
- TEAC 3002 Classroom Inquiry and improving professional practice (p. 2605)
- TEAC 3003 Community Responsive Pedagogies and Leadership (p. 2606)
- TEAC 3004 Creative Arts Education (p. 2607)
- TEAC 3005 Critical Literacies (p. 2608)
- TEAC 3006 Education in a Cosmopolitan Society (p. 2608)
- TEAC 3008 English Language Linguistics (p. 2609)
- TEAC 3009 Ethical Futures (p. 2610)
- TEAC 3010 Health and Physical Education in the Primary Years (p. 2610)
- TEAC 3012 Humanities in Early Childhood (p. 2611)
- TEAC 3013 Inclusive Practices (p. 2612)
- TEAC 3014 Language and Literacy 2 (p. 2612)
- TEAC 3015 Language and Literacy in Years 3-6 (p. 2613)
- TEAC 3016 Language and Literacy in the Early Years (p. 2614)
- TEAC 3017 Learning Environments (p. 2615)
- TEAC 3019 Numeracy and Mathematics in Years 3-6 (p. 2615)
- TEAC 3020 Primary Professional Experience 2: Working with Assessment Data for Instruction (p. 2616)
- TEAC 3021 Primary Professional Experience 3: Engaging with Diverse Students and Communities (p. 2617)
- TEAC 3023 Professional Experience 4: Teaching in Country (p. 2618)
- TEAC 3024 Professional Portfolio 3: Management and Leadership (p. 2620)
- TEAC 3025 Researching Practice (p. 2620)
- TEAC 3026 Responsive Pedagogies (p. 2621)
- TEAC 3028 Supporting Positive Learning (p. 2622)
- TEAC 3029 TESOL Curriculum Design (p. 2622)
- TEAC 3030 TESOL Placement (p. 2623)
- TEAC 3031 The Brain and Learning (p. 2624)
- TEAC 3032 Understanding and Teaching in Context (p. 2624)
- TEAC 3033 Working and Teaching with Diverse Communities (p. 2625)
- TEAC 3036 Data and Assessment in the Primary classroom (p. 2626)
- TEAC 3037 Engaging in the Profession (p. 2626)
- TEAC 3038 Health and Physical Education 2 (p. 2627)
- TEAC 3039 Mathematics 1: Geometry, Number and Algebra Years K-6 (p. 2628)
- TEAC 3040 Professional Experience 3 (p. 2629)
- TEAC 3041 Science and Technology 2 (p. 2630)
- TEAC 3043 Reading Children's Literature and Digital Texts (p. 2632)
- TEAC 3044 STEM Principles and Practices in the Primary Years (p. 2632)
- TEAC 3046 Engaging Pedagogies (p. 2633)
- TEAC 3047 Pedagogical Leadership (p. 2633)
- TEAC 3048 Creative Arts 2 (p. 2634)
- TEAC 3050 Professional Practice Birth - 3 Years (<https://hbook.westernsydney.edu.au/subject-details/teac3050/>)
- TEAC 4001 Connecting to the Profession (p. 2635)
- TEAC 4002 Developing Primary Mathematics (p. 2635)
- TEAC 4003 Early Literacies (p. 2636)
- TEAC 4004 Leadership and Portfolio (p. 2636)
- TEAC 4005 Mathematics and Numeracy in the Early Years (p. 2637)
- TEAC 4006 Primary Professional Experience 4a: Transition into the Profession 1 (p. 2638)
- TEAC 4007 Primary Professional Experience 4b: Transition into the Profession 2 (p. 2639)
- TEAC 4009 Professional Practice 3-5 years (p. 2639)
- TEAC 4010 Researching Professional Practice (p. 2640)
- TEAC 4011 Inclusion in the Early years (p. 2641)
- TEAC 4012 Teaching EAL/D Students in the Primary Years (p. 2642)
- TEAC 5001 Aboriginal Studies Curriculum 1 (<https://hbook.westernsydney.edu.au/subject-details/teac5001/>)
- TEAC 5002 Aboriginal and Society Studies Curriculum 2 (<https://hbook.westernsydney.edu.au/subject-details/teac5002/>)
- TEAC 5003 Business Studies/Commerce Curriculum 1 (<https://hbook.westernsydney.edu.au/subject-details/teac5003/>)
- TEAC 5004 Business Studies/Legal Studies/Economics Curriculum 2 (<https://hbook.westernsydney.edu.au/subject-details/teac5004/>)
- TEAC 5005 English Curriculum 1 (<https://hbook.westernsydney.edu.au/subject-details/teac5005/>)
- TEAC 5006 English Curriculum 2 (<https://hbook.westernsydney.edu.au/subject-details/teac5006/>)
- TEAC 5007 English Curriculum 3 (<https://hbook.westernsydney.edu.au/subject-details/teac5007/>)
- TEAC 5008 English Curriculum 4 (<https://hbook.westernsydney.edu.au/subject-details/teac5008/>)
- TEAC 5009 Geography Curriculum 1 (<https://hbook.westernsydney.edu.au/subject-details/teac5009/>)
- TEAC 5010 Geography Curriculum 2 (<https://hbook.westernsydney.edu.au/subject-details/teac5010/>)
- TEAC 5011 HSIE Curriculum 3 (<https://hbook.westernsydney.edu.au/subject-details/teac5011/>)
- TEAC 5012 HSIE Curriculum 4 (<https://hbook.westernsydney.edu.au/subject-details/teac5012/>)
- TEAC 5013 History Curriculum 1 (<https://hbook.westernsydney.edu.au/subject-details/teac5013/>)
- TEAC 5014 History Curriculum 2 (<https://hbook.westernsydney.edu.au/subject-details/teac5014/>)
- TEAC 5015 Languages Curriculum 1 (<https://hbook.westernsydney.edu.au/subject-details/teac5015/>)
- TEAC 5016 Languages Curriculum 2 (<https://hbook.westernsydney.edu.au/subject-details/teac5016/>)
- TEAC 5017 Languages Curriculum 3 (<https://hbook.westernsydney.edu.au/subject-details/teac5017/>)

- TEAC 5018 Languages Curriculum 4 (<https://hbook.westernsydney.edu.au/subject-details/teac5018/>)
- TEAC 5019 Mathematics Curriculum 1 (<https://hbook.westernsydney.edu.au/subject-details/teac5019/>)
- TEAC 5020 Mathematics Curriculum 2 (<https://hbook.westernsydney.edu.au/subject-details/teac5020/>)
- TEAC 5021 Mathematics Curriculum 3 (<https://hbook.westernsydney.edu.au/subject-details/teac5021/>)
- TEAC 5022 Mathematics Curriculum 4 (<https://hbook.westernsydney.edu.au/subject-details/teac5022/>)
- TEAC 5023 Mental Health in Educational Contexts (<https://hbook.westernsydney.edu.au/subject-details/teac5023/>)
- TEAC 5024 Music Curriculum 1 (<https://hbook.westernsydney.edu.au/subject-details/teac5024/>)
- TEAC 5025 Music Curriculum 2 (<https://hbook.westernsydney.edu.au/subject-details/teac5025/>)
- TEAC 5026 Music Curriculum 3 (<https://hbook.westernsydney.edu.au/subject-details/teac5026/>)
- TEAC 5027 Music Curriculum 4 (<https://hbook.westernsydney.edu.au/subject-details/teac5027/>)
- TEAC 5028 PDHPE Curriculum 1 (<https://hbook.westernsydney.edu.au/subject-details/teac5028/>)
- TEAC 5029 PDHPE Curriculum 2 (<https://hbook.westernsydney.edu.au/subject-details/teac5029/>)
- TEAC 5030 PDHPE Curriculum 3 (<https://hbook.westernsydney.edu.au/subject-details/teac5030/>)
- TEAC 5031 PDHPE Curriculum 4 (<https://hbook.westernsydney.edu.au/subject-details/teac5031/>)
- TEAC 5032 Science Curriculum 1 (<https://hbook.westernsydney.edu.au/subject-details/teac5032/>)
- TEAC 5033 Science Curriculum 2 (<https://hbook.westernsydney.edu.au/subject-details/teac5033/>)
- TEAC 5034 Science Curriculum 3 (<https://hbook.westernsydney.edu.au/subject-details/teac5034/>)
- TEAC 5035 Science Curriculum 4 (<https://hbook.westernsydney.edu.au/subject-details/teac5035/>)
- TEAC 5036 Technology Curriculum 1 (<https://hbook.westernsydney.edu.au/subject-details/teac5036/>)
- TEAC 5037 Technology Curriculum 2 (<https://hbook.westernsydney.edu.au/subject-details/teac5037/>)
- TEAC 5038 Technology Curriculum 3 (<https://hbook.westernsydney.edu.au/subject-details/teac5038/>)
- TEAC 5039 Technology Curriculum 4 (<https://hbook.westernsydney.edu.au/subject-details/teac5039/>)
- TEAC 7001 Aboriginal & Culturally Responsive Pedagogies (p. 2643)
- TEAC 7002 Addressing Diversity in Mathematics Teaching and Learning (p. 2644)
- TEAC 7003 Addressing Diversity in Science Teaching and Learning (p. 2644)
- TEAC 7004 Adolescent Development and Teaching (p. 2645)
- TEAC 7005 Advanced Academic English Skills (p. 2646)
- TEAC 7007 Advanced Standing for TESOL 740 (PG) (p. 2647)
- TEAC 7008 Advanced Standing for TESOL 760 (PG) (p. 2647)
- TEAC 7010 Assessing to Support Learning (p. 2647)
- TEAC 7011 Assessment and Intervention for Mathematics and Numeracy Learning (p. 2648)
- TEAC 7012 Assessment and Intervention for Science Learning (p. 2649)
- TEAC 7013 At the cultural interface - learning two ways (p. 2649)
- TEAC 7015 Children, Families, Communities (p. 2650)
- TEAC 7018 Computational Thinking across the STEM Curriculum (p. 2651)
- TEAC 7020 Contemporary Teacher Leadership (p. 2652)
- TEAC 7022 Creative Teaching and Learning (p. 2653)
- TEAC 7023 Culture, Subjectivities and Schooling (p. 2654)
- TEAC 7025 Curriculum for Under Threes (p. 2655)
- TEAC 7026 Designing Curriculum Futures (p. 2656)
- TEAC 7027 Designing Teaching and Learning (p. 2656)
- TEAC 7029 Disability in Context (p. 2657)
- TEAC 7030 Diverse Literacies (p. 2658)
- TEAC 7032 Diversity, Social Justice and Learning (p. 2659)
- TEAC 7037 Early Learning Environments (p. 2660)
- TEAC 7038 Early Mathematics and Numeracy (p. 2661)
- TEAC 7041 Effective Working Relationships (p. 2662)
- TEAC 7043 Engaging Communities (p. 2663)
- TEAC 7044 English Linguistics for TESOL (p. 2664)
- TEAC 7051 Inclusive Environments (p. 2664)
- TEAC 7057 Introduction to Pedagogical Leadership (p. 2665)
- TEAC 7061 Leadership and Management (p. 2666)
- TEAC 7063 Leadership, Mentoring and Professional Growth (p. 2667)
- TEAC 7065 Leading Mathematics in the Primary School (p. 2668)
- TEAC 7067 Leading Science in the Primary School (p. 2669)
- TEAC 7068 Learning and Teaching in Challenging Contexts (p. 2669)
- TEAC 7071 Literacy in the Early Years (p. 2670)
- TEAC 7072 Managing Challenging and Diverse Behaviour (p. 2671)
- TEAC 7074 Mathematics for Contemporary Learners (p. 2672)
- TEAC 7076 Multicultural Nonverbal Communication (p. 2673)
- TEAC 7082 Pedagogy for Positive Learning Environments (p. 2674)
- TEAC 7083 People, Place and Pedagogy (p. 2675)
- TEAC 7084 Person-Centred Practice (p. 2675)
- TEAC 7087 Practising Pedagogical Leadership (p. 2676)
- TEAC 7088 Primary Creative Arts (p. 2677)
- TEAC 7089 Primary English and Literacy 1 (p. 2679)
- TEAC 7090 Primary English and Literacy 2 (p. 2680)
- TEAC 7091 Primary Health and Physical Education (p. 2681)
- TEAC 7092 Primary Human Society and its Environment (p. 2682)
- TEAC 7093 Primary Mathematics and Numeracy 1 (p. 2684)
- TEAC 7094 Primary Mathematics and Numeracy 2 (p. 2685)
- TEAC 7099 Primary Science & Technology (p. 2686)
- TEAC 7100 Principles and Practices of Evaluation (p. 2687)
- TEAC 7101 Professional Experience (Additional Needs) (p. 2687)
- TEAC 7103 Professional Experience 3 - 5 Years (p. 2688)
- TEAC 7104 Professional Experience Birth - 2 Years (p. 2690)
- TEAC 7106 Professional Experience K - 6 (p. 2692)
- TEAC 7108 Professional Practice Community Engagement (p. 2694)
- TEAC 7111 Professional Project (p. 2695)
- TEAC 7112 Prosocial Learning Environments (p. 2696)
- TEAC 7114 Research and Professional Practice (p. 2697)
- TEAC 7115 Researching Practice (p. 2697)
- TEAC 7116 Researching STEM Education for Future Leadership (p. 2698)
- TEAC 7119 Researching and Developing Engaging Pedagogies (p. 2699)

- TEAC 7120 STEM Pedagogies in Practice (p. 2700)
- TEAC 7121 STEM foundations (p. 2701)
- TEAC 7122 Science for Contemporary Learners (p. 2701)
- TEAC 7123 Secondary Curriculum 1A (p. 2702)
- TEAC 7124 Secondary Curriculum 1B (p. 2702)
- TEAC 7125 Secondary Curriculum 1C (p. 2703)
- TEAC 7126 Secondary Curriculum 2A (p. 2703)
- TEAC 7127 Secondary Curriculum 2B (p. 2703)
- TEAC 7128 Secondary Curriculum 2C (p. 2703)
- TEAC 7140 TESOL Methodology and Curricula (p. 2704)
- TEAC 7141 Teaching and Learning in Classrooms (p. 2704)
- TEAC 7142 Teaching and Learning with Adults (p. 2705)
- TEAC 7144 Technology Assisting Learning (p. 2706)
- TEAC 7147 Theorising Play (p. 2707)
- TEAC 7148 Transformative Learning (p. 2708)
- TEAC 7149 Understanding and Teaching Children (p. 2708)
- TEAC 7150 Universal Design for Learning (p. 2710)
- TEAC 7151 Applied Mathematics and Science in Secondary STEM Education (p. 2710)
- TEAC 7152 Applied Robotics and Programming in Secondary STEM Education (p. 2711)
- TEAC 7153 Inclusive Education: Principles and Practices (p. 2712)
- TEAC 7154 Professional Experience 1 (p. 2713)
- TEAC 7155 Professional Experience 2 (p. 2715)
- TEAC 7156 Aboriginal Education: Past, Present and Future (p. 2717)
- TEAC 7157 Action Research in Teaching (p. 2718)
- TEAC 7158 Researching Teaching and Learning (p. 2719)
- TEAC 9001 Higher Degree Research Thesis - Teacher Education: Early Childhood (p. 2720)
- TEAC 9002 Higher Degree Research Thesis - Teacher Education: Primary (p. 2721)
- TEAC 9003 Higher Degree Research Thesis - Teacher Education: Secondary (p. 2721)
- TOUR 1002 Tourism and Global Trends (p. 2722)
- TOUR 2001 Issues in Contemporary Heritage (p. 2723)
- TOUR 2002 Tourism Industry Experience (p. 2723)
- TOUR 9001 Higher Degree Research Thesis - Tourism (p. 2724)
- WELF 2001 Community Management and Organisations (p. 2735)
- WELF 2002 Community Work & Development (p. 2735)
- WELF 2003 Community Work and Community Development (Block Mode) (p. 2736)
- WELF 2006 Fields of Practice 1 (p. 2737)
- WELF 2007 Group Work in Social Work (p. 2738)
- WELF 2008 Human Rights, Human Services and the Law (p. 2738)
- WELF 2009 Human Rights, Human Services and the Law (WSTC) (p. 2739)
- WELF 2010 Lifespan Development and the Human Services (p. 2740)
- WELF 2011 Management and Community Organisations (Block Mode) (p. 2741)
- WELF 2017 Working with Individuals and Families (p. 2742)
- WELF 2018 Working with Individuals and Families (Block Mode) (p. 2743)
- WELF 3001 Child Abuse as a Social Issue (p. 2743)
- WELF 3002 Child Abuse as a Social Issue (Block Mode) (p. 2744)
- WELF 3003 Community Engaged Learning (p. 2745)
- WELF 3005 Families and Sustainable Communities (Block Mode) (p. 2746)
- WELF 3006 Family Violence: Policy and Practice (p. 2747)
- WELF 3007 Leadership, Alliances, Sustainability (Block Mode) (p. 2747)
- WELF 3008 Learning through Indigenous Australian Community Service (Day Mode) (p. 2748)
- WELF 3009 Managing Offenders in the Community (p. 2749)
- WELF 3011 Professional Practice in Aged Care and Disability (p. 2749)
- WELF 3013 Social Work and Health (p. 2750)
- WELF 3014 Social Work and Social Policy (p. 2751)
- WELF 3016 Theory and Critique of Welfare Practice (Block Mode) (p. 2752)
- WELF 3017 Understanding needs within Indigenous Australian Communities (p. 2753)
- WELF 3019 Welfare Field Education 2 (Block Mode) (p. 2753)
- WELF 3020 Field Education 1 (p. 2754)
- WELF 3021 Disability Rights, Policy and Governance (p. 2755)
- WELF 3022 Disability and Sexuality (p. 2756)
- WELF 3023 Indigenous Disability and Inclusion (p. 2756)
- WELF 3024 Professional Practice in Aged Care and Disability (UG Cert) (p. 2757)
- WELF 4001 Contemporary Social Work Practice (p. 2758)
- WELF 4002 Counselling and Consultation (p. 2759)
- WELF 4005 Field Education 2 (p. 2760)
- WELF 4006 Ideologies of Practice in Social Work (p. 2761)
- WELF 4007 Practice skills for social work (p. 2762)
- WELF 4008 Professional Decision Making in Social Work (p. 2762)
- WELF 4010 Social Work Honours Thesis 2 (p. 2763)
- WELF 6001 Ethics and Diversity in Counselling (p. 2763)
- WELF 7001 Clinical Studies (Art Therapy) (p. 2764)
- WELF 7002 Clinical Studies in Psychotherapy and Counselling (p. 2765)
- WELF 7003 Contextualised Practice (p. 2767)
- WELF 7006 Counselling and Psychotherapy Practice (p. 2767)
- WELF 7007 Critical Social Work Practice (p. 2768)
- WELF 7008 Ethics and Diversity in Research and Therapy (p. 2769)

V

- VISU 2003 From Ochre to Acrylics to New Technologies (p. 2725)
- VISU 2007 Animation and Visual Effects (WSTC) (p. 2726)
- VISU 3002 Photomedia: Fashion and Identity (p. 2726)

W

- WELF 1002 Context of Human Services (p. 2727)
- WELF 1003 Human Services Intervention Strategies (p. 2728)
- WELF 1004 Human Services Intervention Strategies (WSTC) (p. 2729)
- WELF 1006 Introduction to Working with Individuals, Families and Communities (Block Mode) (p. 2730)
- WELF 1007 Mental Health Workforce Training (p. 2731)
- WELF 1009 Welfare Field Education 1 (Block Mode) (p. 2731)
- WELF 1010 Human Services Intervention Strategies (UG Cert) (p. 2732)
- WELF 1011 Introduction to Social Work in Australia (p. 2733)
- WELF 1012 Understanding Disability: Historical and Contemporary Frameworks (p. 2734)

- WELF 7009 Foundations of Psychotherapy and Counselling 1 (p. 2770)
- WELF 7010 Foundations of Psychotherapy and Counselling 2 (p. 2771)
- WELF 7011 Further Clinical Studies (Art Therapy) (p. 2772)
- WELF 7012 Further Clinical Studies in Psychotherapy and Counselling (p. 2773)
- WELF 7013 Integrated Practice 1: Self and Story (p. 2774)
- WELF 7014 Integrated Practices 2: Affliction and Recovery (p. 2775)
- WELF 7016 Integrated Practices 4: Self and Relationships (p. 2776)
- WELF 7017 Integrated Project (p. 2777)
- WELF 7018 Leadership in Organisations (p. 2778)
- WELF 7019 Power and Marginalisation (p. 2778)
- WELF 7020 Practising Research and Researching Practice (p. 2779)
- WELF 7021 Social Work (Qualifying) Field Education 1 (p. 2780)
- WELF 7022 Social Work (Qualifying) Field Education 2 (p. 2781)
- WELF 7023 Social Work Practice Methods 1 (p. 2782)
- WELF 7024 Social Work Practice Methods 2 (p. 2783)
- WELF 7029 Indigenous Australia: History, Knowledge and Professional Practice (p. 2783)
- WELF 7030 Research for Social Work Practice (p. 2784)
- WELF 7031 Theories and Knowledges for Social Work (p. 2785)
- WELF 7032 Counselling Skills for the Allied Professions (p. 2785)
- WELF 9001 Higher Degree Research Thesis - Care for the Disabled (p. 2786)
- WELF 9002 Higher Degree Research Thesis - Care for the Aged (p. 2787)
- WELF 9003 Higher Degree Research Thesis - Human Welfare Studies and Services (p. 2789)
- WELF 9004 Higher Degree Research Thesis - Social Work (p. 2790)
- WELF 9005 Higher Degree Research Thesis - Youth Work (p. 2792)

ACCT 0002 Accounting Fundamentals (WSTC)

Credit Points 5

Legacy Code 900010

Coordinator Abdullah Al Abed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Abed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Abed/))

Description Accounting is the practice of recording, classifying, summarising, analysing and interpreting information, of a commercial nature for the purpose of helping people make decisions. In the world of business, the role of accounting is to support management in providing timely and accurate financial information about the business so that informed decisions can be made. This unit examines the basic principles underpinning accounting and connects the accounting process to financial decision making for a business.

School Western Sydney The College

Discipline Accounting

Student Contribution Band HECS Band 4 5cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects ACCT 0001 - Accounting Fundamentals (WSTC Prep)

Restrictions Students must be enrolled in a Western Sydney University The College Foundation Studies program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the role of Accounting in business
2. Explain basic Accounting principles and standards.
3. Complete Analysis Charts and record transaction details
4. Construct basic financial statements.
5. Demonstrate simple budgeting and CVP analysis skills.
6. Apply accounting knowledge in basic financial decision-making

Subject Content

Topic 1 What is Accounting?

Forms of ownership

The nature, purpose, role and main principles of accounting

The accounting equation

Topic 2 Recording transactions

Transaction analysis

Organisation of accounting information through the double entry system

Topic 3 Preparation of Financial Statements

The main financial summaries used by accountants

Topic 4 Management Accounting

Budgeting

Basic cost behavior and CVP analysis

Topic 5 Accounting for financial decision-making

The financial environment of business

Interpretation of financial statements

Impact of decisions based on interpretation of financial statements

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Intra-session Exam	1 hr	10	N	Individual
Intra-session Exam	1 hr	20	N	Individual
Participation	Weekly	10	N	Individual
Case Study	1.5 hrs	20	N	Individual
Final Exam	2 hrs	40	N	Individual

Teaching Periods

ACCT 0003 Fundamentals of Finance and Accounting

Credit Points 10

Legacy Code 201034

Coordinator Mark Thomas ([https://directory.westernsydney.edu.au/search/name/Mark Thomas/](https://directory.westernsydney.edu.au/search/name/Mark%20Thomas/))

Description In this unit, students will be introduced to the fundamentals of finance and accounting for business. Students will learn to

apply numerical skills within the areas of finance and accounting in preparation for post-graduate study. Financial information will be analysed and interpreted for the purpose of decision-making in a range of corporate contexts. Students will be required to demonstrate an understanding of ethical conduct and best practice reporting in undertaking financial and accounting processes.

School Business

Discipline Accounting

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Restrictions Students must be enrolled in programs 2811 Masters Qualifying Program or 2812 Masters Qualifying Program with Concurrent English.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain fundamental concepts in finance and accounting;
2. Demonstrate numeracy skills for business application;
3. Analyse and interpret financial information;
4. Communicate financial knowledge for decision-making;
5. Describe the importance of ethical practice in a financial context.

Subject Content

Introduction to finance and accounting
Accounting for business transactions
Financial statements
Financial analysis
Investment and financing decisions
Corporate decision-making
Ethical practice in finance and accounting
Reporting in finance and accounting

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
In Class Quiz	30 minutes	20	N	Individual
Case Study	1,000	40	N	Individual
Report	1,000	40	N	Individual

Teaching Periods

Quarter 2

Parramatta City - Macquarie St

Day

Subject Contact Mark Thomas ([https://directory.westernsydney.edu.au/search/name/Mark Thomas/](https://directory.westernsydney.edu.au/search/name/Mark%20Thomas/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT0003_22-Q2_PC_D#subjects)

Sydney City Campus Quarter 2

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT0003_22-SQ2_SC_D#subjects)

Quarter 4

Parramatta City - Macquarie St

Day

Subject Contact Mark Thomas ([https://directory.westernsydney.edu.au/search/name/Mark Thomas/](https://directory.westernsydney.edu.au/search/name/Mark%20Thomas/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT0003_22-Q4_PC_D#subjects)

Sydney City Campus Quarter 4

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT0003_22-SQ4_SC_D#subjects)

ACCT 1001 Accounting Information for Managers

Credit Points 10

Legacy Code 200101

Coordinator Helen Black ([https://directory.westernsydney.edu.au/search/name/Helen Black/](https://directory.westernsydney.edu.au/search/name/Helen%20Black/))

Description This subject provides exposure to financial and management accounting information from the viewpoint of a non-accounting specialist. The subject aims to provide breadth of awareness and knowledge in relevant fields of accounting essential to decision making for managers.

School Business

Discipline Accounting

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects ACCT 1003 - Accounting Information for Managers (WSTC) ACCT 1002 - Accounting Information for Managers (Creative Industries)

Incompatible Subjects ACCT 1005 - Accounting in Context ACCT 1006 Accounting in Context (WSTC)

Restrictions

This subject is not available for students enrolled in 2783 Bachelor of Accounting, 2785 B Act/LLB, 3738 BICT/B Bus (Accounting).

Students in 2739 BBC, 2753 BBC, 2786 BBus, 2788 B Bus/LLB, 6037 Dip Bus/B Bus and 2787 BBus (ABL) must seek permission before enrolling in this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the purpose and role of accounting information;
2. Outline employer obligations in business management;
3. Analyse common business transactions;
4. Apply GST in context of business transactions and construct a BAS;
5. Prepare and analyse financial reports at an introductory level;
6. Construct and evaluate budgets;
7. Interpret accounting information to make business decisions.

Subject Content

- The role and purpose of accounting information
- Business structures
- Employer obligations
- Accounting concepts and principles
- Business transaction analysis in the accounting process
- Goods and Services Tax (GST) and Business Activity Statements (BAS)
- Financial statement preparation, interpretation and performance analysis
- Budgeting - planning and control
- Project appraisal

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	15 minutes per week	30	N	Individual
Portfolio	1000 words. Weekly practical exercises per week.	30	N	Individual
Final Exam	2 hours	40	Y	Individual

Prescribed Texts

- Birt et al. (2017). Accounting: Business Reporting for Decision Making, 6th (or latest) ed, John Wiley & Sons, Milton, QLD

Teaching Periods

Summer A

Parramatta - Victoria Rd

Day

Subject Contact Helen Black ([https://directory.westernsydney.edu.au/search/name/Helen Black/](https://directory.westernsydney.edu.au/search/name/Helen%20Black/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT1001_22-SUA_PS_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Helen Black ([https://directory.westernsydney.edu.au/search/name/Helen Black/](https://directory.westernsydney.edu.au/search/name/Helen%20Black/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT1001_22-SPR_KW_D#subjects)

Online

Online

Subject Contact Helen Black ([https://directory.westernsydney.edu.au/search/name/Helen Black/](https://directory.westernsydney.edu.au/search/name/Helen%20Black/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT1001_22-SPR_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Helen Black ([https://directory.westernsydney.edu.au/search/name/Helen Black/](https://directory.westernsydney.edu.au/search/name/Helen%20Black/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT1001_22-SPR_PS_D#subjects)

ACCT 1003 Accounting Information for Managers (WSTC)

Credit Points 10

Legacy Code 700005

Coordinator Abdullah Al Abed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Abed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Abed/))

Description This unit provides exposure to financial and management accounting information from the viewpoint of a non-accounting specialist. The unit aims to provide breadth of awareness and knowledge in relevant fields of accounting essential to decision making for managers.

School Business

Discipline Accounting

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects ACCT 1001 - Accounting Information for Managers

Incompatible Subjects ACCT 1005 Accounting in Context ACCT 1006 Accounting in Context (WSTC)

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in Extended Diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject. Students enrolled in the combined Diploma/Bachelor programs listed below must pass all College Preparatory subjects listed in the program structure before progressing to the Year Two subjects.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the purpose and role of accounting information;
2. Outline employer obligations in business management;
3. Analyse common business transactions;

4. Apply GST in context of business transactions and construct a BAS;
5. Prepare and analyse financial reports at an introductory level;
6. Construct and evaluate budgets;
7. Interpret accounting information to make business decisions.

Subject Content

1. The role and purpose of accounting information
2. Business structures
3. Employer obligations
4. Accounting concepts and principles
5. Business transaction analysis in the accounting process
6. Goods and Services Tax (GST) and Business Activity Statements (BAS)
7. Financial statement preparation, interpretation and performance analysis
8. Budgeting ? planning and control
9. Cost behaviour

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	2,500 words	30	N	Individual
Quiz	60 minutes	5	N	Individual
Intra-session Exam	80 minutes	15	N	Individual
End-of-session Exam	2 hours	50	Y	Individual

Prescribed Texts

- Birt, J, Chalmers, K, Brooks, A, Byrne, S & Oliver, J 2017, Accounting: business reporting for decision making, 5th edn, John Wiley & Sons, Milton.

Teaching Periods

ACCT 1005 Accounting in Context

Credit Points 10

Legacy Code 200972

Coordinator Helen Black ([https://directory.westernsydney.edu.au/search/name/Helen Black/](https://directory.westernsydney.edu.au/search/name/Helen%20Black/))

Description Accounting in Context is the first core subject required in the accredited accounting program, but can be included as an elective in other programs. It is designed to provide an overarching context about the purpose and usefulness of accounting information and explain a range of definitions and terms used in accounting and business. Accounting in Context will introduce accounting reports and their interpretation, and explore the impact of policy and measurement methods on accounting information and business decisions. Successful completion of the subject will equip participants with an understanding of the importance of accounting to society and allow them to engage with the next core accounting subject; Financial Accounting Applications.

School Business

Discipline Accounting

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects ACCT 1006 - Accounting in Context (WSTC) ACCT 1004 - Accounting Reports and Decisions

Incompatible Subjects ACCT 1001 - Accounting Information for Managers ACCT 1003 - Accounting Information for Managers (WSTC)

Restrictions

This subject is not available to students enrolled in programs 2607 Bachelor of Construction Management, 2769 Bachelor of Construction Management Studies/Bachelor of Laws, 3692 Bachelor of Construction Technology, 3727 Bachelor of Building Design Management. Students enrolled in these programs must complete subject ACCT 1001 - Accounting Information for Managers.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine the usefulness of accounting for decision making.
2. Analyse the ethical, regulatory and sustainability dimensions of accounting.
3. Demonstrate through real-world examples how accounting concepts apply to businesses in the 21st century.
4. Analyse how different accounting techniques impact on accounting information.
5. Demonstrate skills in research and communication.

Subject Content

1. What is accounting and its purpose?
2. Who uses accounting information and how is it used for decision making?
3. What does accounting information look like for different business structures?
4. The regulatory, ethical and sustainability dimensions of accounting.
5. Accounting terms, principles and concepts.
6. Applying the definition and recognition of balance sheet items (assets, liabilities and equity) to a business case study.
7. Applying the definition and recognition of income statement items (income and expenses) to a business case study.
8. Business transactions ? recognising, classifying and recording.
9. Exploring the accounting equation.
10. Accounting Techniques: the impact of policies and measurement methods on accounting information and business decisions.
11. Interpreting financial statements.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Weekly Quizzes	15 minutes	20	N	Individual
Portfolio	2500 words	30	N	Individual
Final Exam	2 hours	50	Y	Individual

Prescribed Texts

- Birt, J, Chalmers, K, Moloney, S, Brookes, A & Oliver, J 2017, Accounting: Business Reporting for Decision Making, 6th edn John Wiley & Sons, Milton, Queensland.(Obtain copy which includes the WileyPLUS featuring iStudy)
- Birt, J, Chalmers, K, Moloney, S, Brookes, A, Oliver, J & Bond, D 2020, Accounting: Business Reporting for Decision Making, 7th edn John Wiley & Sons, Milton, Queensland.
- BBirt, J, Chalmers, K, Moloney, S, Brookes, A, Oliver, J & Bond, D 2020, Accounting: Business Reporting for Decision Making, 7th edn John Wiley & Sons, Milton, Queensland.

Teaching Periods

Autumn

Online

Online

Subject Contact Helen Black ([https://directory.westernsydney.edu.au/search/name/Helen Black/](https://directory.westernsydney.edu.au/search/name/Helen%20Black/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT1005_22-AUT_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Helen Black ([https://directory.westernsydney.edu.au/search/name/Helen Black/](https://directory.westernsydney.edu.au/search/name/Helen%20Black/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT1005_22-AUT_PC_D#subjects)

WSU Online TRI-1

Wsu Online

Online

Subject Contact Natasha Daraio ([https://directory.westernsydney.edu.au/search/name/Natasha Daraio/](https://directory.westernsydney.edu.au/search/name/Natasha%20Daraio/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT1005_22-OT1_OW_O#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT1005_22-SC1_SC_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT1005_22-SC2_SC_D#subjects)

Spring

Campbelltown

Day

Subject Contact Helen Black ([https://directory.westernsydney.edu.au/search/name/Helen Black/](https://directory.westernsydney.edu.au/search/name/Helen%20Black/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT1005_22-SPR_CA_D#subjects)

Online

Online

Subject Contact Helen Black ([https://directory.westernsydney.edu.au/search/name/Helen Black/](https://directory.westernsydney.edu.au/search/name/Helen%20Black/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT1005_22-SPR_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Graeme Mitchell ([https://directory.westernsydney.edu.au/search/name/Graeme Mitchell/](https://directory.westernsydney.edu.au/search/name/Graeme%20Mitchell/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT1005_22-SPR_PC_D#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Natasha Daraio ([https://directory.westernsydney.edu.au/search/name/Natasha Daraio/](https://directory.westernsydney.edu.au/search/name/Natasha%20Daraio/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT1005_22-OT3_OW_O#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT1005_22-SC3_SC_D#subjects)

ACCT 1006 Accounting in Context (WSTC)

Credit Points 10

Legacy Code 700274

Coordinator Abdullah Al Aabed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Aabed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Aabed/))

Description Accounting in Context is the first core unit required in the accredited accounting program, but can be included as an elective in other courses. It is designed to provide an overarching context about the purpose and usefulness of accounting information and explain a range of definitions and terms used in accounting and business. Accounting in Context will introduce accounting reports and their interpretation, and explore the impact of policy and measurement methods on accounting information and business decisions. Successful completion of the unit will equip participants with an understanding of the importance of accounting to society and

allow them to engage with the next core accounting unit; Financial Accounting Applications.

School Business

Discipline Accounting

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Pre-requisite(s) Students in programs 7102 or 7177 must have successfully completed BUSM 0029 Decision Making for Business (WSTC Prep) before enrolling in this subject

Equivalent Subjects ACCT 1005 - Accounting in Context ACCT 1002 - Accounting Information for Managers (Creative Industries)

Incompatible Subjects ACCT 1001 - Accounting Information for Managers ACCT 1003 - Accounting Information for Managers (WSTC)

Restrictions

Students must be enrolled at Western Sydney University, The College in one of the following programs: 7177 Diploma in Business, 7100 Diploma in Business Fast Track, 7102 Diploma in Business Extended, 6037 Diploma in Business/Bachelor of Business. Students enrolled in 7102 - Diploma in Business Extended must have passed 40 credit points of the preparatory subjects in their program in order to enrol in this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate the usefulness of accounting for decision making.
2. Analyse the ethical, regulatory and sustainability dimensions of accounting.
3. Demonstrate through real-world examples how accounting concepts apply to businesses in the 21st century.
4. Analyse how different accounting techniques impact on accounting information.
5. Demonstrate skills in research and communication.

Subject Content

1. What is accounting and its purpose?
2. Who uses accounting information and how is it used for decision making?
3. What does accounting information look like for different business structures?
4. The regulatory, ethical and sustainability dimensions of accounting.
5. Accounting terms, principles and concepts.
6. Applying the definition and recognition of balance sheet items (assets, liabilities and equity) to a business case study.
7. Applying the definition and recognition of income statement items (income and expenses) to a business case study.
8. Business transactions ? recognising, classifying and recording.
9. Exploring the accounting equation.
10. Accounting Techniques: the impact of policies and measurement methods on accounting information and business decisions.
11. Interpreting financial statements.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Portfolio	2,500 words	30	N	Individual
Intra-session Exam	1 hour	10	N	Individual
Intra-session Exam	1 hour	10	N	Individual
End-of-session Exam	2 hours	50	Y	Individual

Prescribed Texts

- Birt, J, Chalmers, K, Maloney, S, Brookes, A & Oliver, J 2017, Accounting: Business Reporting for Decision Making, 6th edn, John Wiley & Sons, Milton, Queensland.

Teaching Periods

Term 1

Bankstown

Day

Subject Contact Abdullah Al Abed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Abed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Abed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT1006_22-T1_BA_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Abdullah Al Abed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Abed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Abed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT1006_22-T1_PC_D#subjects)

Term 2

Bankstown

Day

Subject Contact Abdullah Al Abed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Abed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Abed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT1006_22-T2_BA_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Abdullah Al Abed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Abed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Abed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT1006_22-T2_PC_D#subjects)

Term 3

Bankstown

Day

Subject Contact Abdullah Al Abed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Abed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Abed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT1006_22-T3_BA_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Abdullah Al Abed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Abed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Abed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT1006_22-T3_PC_D#subjects)

ACCT 1007 Financial Accounting Applications

Credit Points 10

Legacy Code 200111

Coordinator Mamun Billah ([https://directory.westernsydney.edu.au/search/name/Mamun Billah/](https://directory.westernsydney.edu.au/search/name/Mamun%20Billah/))

Description This unit gives students the practical skills necessary to analyse the accounting transactions of an entity, and then be able to measure and record these transactions in a systematic manner for the preparation of simple financial statements.

School Business

Discipline Accounting

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Pre-requisite(s) ACCT 1001 OR ACCT 1005

Equivalent Subjects LGYB 3521 - Introductory Financial Accounting ACCT 1008 - Financial Accounting Applications (UWSC)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain and apply the accounting elements (assets, liabilities, equity, revenues and expenses) and the underlying principles and relationships of the elements for the purpose of periodic financial reporting.
2. Identify components of the accounting cycle.
3. Prepare journalising and posting transactions to general and subsidiary ledgers and complete a trial balance.
4. Prepare financial statements for simple business structures using manual based and computerised accounting systems.
5. Apply the conceptual framework and accounting standards to account for different types of transactions.

Subject Content

1. Revision of material from subject 200972 Accounting in Context.
2. Extension of the accounting cycle and accounting processes.
3. Double entry accounting.
4. Accounting for GST
5. Transferring information from journal to the ledger.
6. Recording of inventory (perpetual and periodic systems), valuation methods, and depreciation of non-current assets.
7. Trial balance.
8. Bank Reconciliation.
9. Preparation of simple financial statements.
10. Partnership formation.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Portfolio	Equivalent to 800 words.	10	N	Individual
Intra-session Exam	60 minutes	20	N	Individual
Practical	Equivalent to 1,500 words (Perdisco practice set marked on-line in weeks 4 to 13)	20	N	Individual
End-of-session Exam	2 hours	50	Y	Individual

Prescribed Texts

- Carlon, S, Mladenovic-McAlpine, R, Palm, C, Mitrione, L, Kirk, N & Wong, L 2019, Financial accounting: reporting, analysis and decision making, 6th edn, John Wiley and Sons, Milton, QLD.

Teaching Periods

Autumn

Online

Online

Subject Contact Mamun Billah ([https://directory.westernsydney.edu.au/search/name/Mamun Billah/](https://directory.westernsydney.edu.au/search/name/Mamun%20Billah/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT1007_22-AUT_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Mamun Billah ([https://directory.westernsydney.edu.au/search/name/Mamun Billah/](https://directory.westernsydney.edu.au/search/name/Mamun%20Billah/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT1007_22-AUT_PC_D#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT1007_22-SC1_SC_D#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Natasha Daraio ([https://directory.westernsydney.edu.au/search/name/Natasha Daraio/](https://directory.westernsydney.edu.au/search/name/Natasha%20Daraio/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT1007_22-OT2_OW_0#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT1007_22-SC2_SC_D#subjects)

Spring

Online

Online

Subject Contact Mamun Billah ([https://directory.westernsydney.edu.au/search/name/Mamun Billah/](https://directory.westernsydney.edu.au/search/name/Mamun%20Billah/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT1007_22-SPR_ON_0#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Mamun Billah ([https://directory.westernsydney.edu.au/search/name/Mamun Billah/](https://directory.westernsydney.edu.au/search/name/Mamun%20Billah/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT1007_22-SPR_PC_D#subjects)

Evening

Subject Contact Mamun Billah ([https://directory.westernsydney.edu.au/search/name/Mamun Billah/](https://directory.westernsydney.edu.au/search/name/Mamun%20Billah/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT1007_22-SPR_PC_E#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT1007_22-SC3_SC_D#subjects)

ACCT 1008 Financial Accounting Applications (WSTC)

Credit Points 10

Legacy Code 700029

Coordinator Abdullah Al Abed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Abed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Abed/))

Description This unit gives students the practical skills necessary to analyse the accounting transactions of an entity, and then be able to measure and record these transactions in a systematic manner for the preparation of simple financial statements.

School Business

Discipline Accounting

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Pre-requisite(s) ACCT 1006

Equivalent Subjects ACCT 1007 - Financial Accounting Applications

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in extended diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain and apply the accounting elements (assets, liabilities, equity, revenues and expenses) and the underlying principles and relationships of the elements for the purpose of periodic financial reporting
2. Identify components of the accounting cycle
3. Prepare journalising and posting transactions to general and subsidiary ledgers and complete a trial balance
4. Prepare financial statements for simple business structures using manual based and computerised accounting systems
5. Apply the conceptual framework and accounting standards to account for different types of transactions.

Subject Content

1. Revision of material from subject 700274 Accounting in Context.
2. Extension of the accounting cycle and accounting processes.
3. Double entry accounting.
4. Accounting for GST
5. Transferring information from journal to the ledger.
6. Recording of inventory (perpetual and periodic systems), valuation methods, and depreciation of non-current assets.
7. Trial balance.
8. Bank Reconciliation
9. Preparation of simple financial statements.
10. Partnership formation.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	Equivalent to 800 words	10	N	Individual
Intra-session Exam	60 minutes	20	N	Individual
Practical	Equivalent to 1,500 words	20	N	Individual
End-of-session Exam	2 hours	50	Y	Individual

Prescribed Texts

- Carlon, McAlpine-Mladenovic, Palm, Mitrione, Kirk, Wong, 2015, Financial Accounting: Reporting, Analysis and Decision Making, 5th Edition.

Teaching Periods

Term 1

Bankstown

Day

Subject Contact Abdullah Al Aabed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Aabed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Aabed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT1008_22-T1_BA_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Abdullah Al Aabed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Aabed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Aabed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT1008_22-T1_PC_D#subjects)

Term 2

Bankstown

Day

Subject Contact Abdullah Al Aabed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Aabed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Aabed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT1008_22-T2_BA_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Abdullah Al Aabed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Aabed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Aabed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT1008_22-T2_PC_D#subjects)

Term 3

Bankstown

Day

Subject Contact Abdullah Al Aabed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Aabed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Aabed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT1008_22-T3_BA_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Abdullah Al Aabed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Aabed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Aabed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT1008_22-T3_PC_D#subjects)

ACCT 2001 Contemporary Management Accounting

Credit Points 10

Legacy Code 200108

Coordinator Rada Massingham ([https://directory.westernsydney.edu.au/search/name/Rada Massingham/](https://directory.westernsydney.edu.au/search/name/Rada%20Massingham/))

Description This unit critically examines the limitations of traditional management accounting techniques and consider the factors that influence the design of management accounting systems (MAS) and

choice of management accounting technique in the contemporary business environment.

School Business

Discipline Accounting

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) FINC 1001

Equivalent Subjects LGYA 9774 - Advanced Management Accounting
LGYB 3530 - Advanced Management Accounting (V1) LGYB 8951 - Management Accounting

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Appraise the limitations of traditional management accounting techniques in the contemporary business environment;
2. Explain the basic strategy concepts and how management accounting systems can support business strategy;
3. Analyse information, prepare management accounting reports and oral presentations to assist management in decision making, resource management and value creation;
4. Identify the factors that influence the design of management accounting systems (MAS) and choice of contemporary management accounting technique;
5. Design a strategic performance measurement system using the balanced scorecard to incorporate non-financial performance measures;
6. Recommend and apply contemporary management accounting techniques to real life scenarios by considering the purpose, benefits and limitations of the techniques.

Subject Content

- Balanced score card, key performance indicators, performance benchmarking
- Profitability analysis
- Product life cycle and Target costing
- pricing and Product mix decisions
- business process re-Engineering
- inventory management techniques
- quality management: measurement and control, and cost of quality reports
- Productivity: measurement and control, Productivity analysis, value added, non-value added
- value chain analysis
- strategic management accounting
- Behavioural Issues, performance related remuneration
- sustainability and environmental management accounting

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	Weekly	10	N	Individual
Quiz	5 times throughout teaching term	10	N	Individual
Case Study	2000 words	20	N	Group
Final Exam	2 hours	60	Y	Individual

Prescribed Texts

- Langfield-Smith, K, Thorne, H, Smith D & Hilton, R 2015, Management accounting: information for creating and managing value, 7th edn, McGraw-Hill Australia, North Ryde, NSW.

Teaching Periods

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT2001_22-SC1_SC_D#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Matthew Kelly ([https://directory.westernsydney.edu.au/search/name/Matthew Kelly/](https://directory.westernsydney.edu.au/search/name/Matthew%20Kelly/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT2001_22-OT2_OW_O#subjects)

Spring

Online

Online

Subject Contact Rada Massingham ([https://directory.westernsydney.edu.au/search/name/Rada Massingham/](https://directory.westernsydney.edu.au/search/name/Rada%20Massingham/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT2001_22-SPR_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Rada Massingham ([https://directory.westernsydney.edu.au/search/name/Rada Massingham/](https://directory.westernsydney.edu.au/search/name/Rada%20Massingham/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT2001_22-SPR_PC_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT2001_22-SC3_SC_D#subjects)

ACCT 2003 Financial Statement Analysis (UG)

Credit Points 10

Legacy Code 200582

Coordinator Nicole Ibbett ([https://directory.westernsydney.edu.au/search/name/Nicole Ibbett/](https://directory.westernsydney.edu.au/search/name/Nicole%20Ibbett/))

Description This unit provides a substantial grounding in the theories and practices of financial statement analysis so as to enable the student to make knowledgeable decisions relating to the financial analysis of firms. Topics covered include an overview of financial reporting, income vs cash flows, overview of financial statement analysis, data issues in analysing financial statements, GAAP and income recognition and asset valuation, GAAP and liability recognition and related expenses, GAAP. inter-corporate entities, profitability analysis, risk analysis, pro forma financial statements, valuation using cash flows and valuation using earnings.

School Business

Discipline Accounting

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects ACCT 2002 - Financial Statement Analysis

Assumed Knowledge

Successful completion of principles of accounting, finance and business statistics subjects at university level.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Identify and understand the impact of the prevailing economic and business environment and their effect on a company's performance.
- Analyse financial reporting objectives, processes and outcomes.
- Analyse financing, investing, and operating activities.
- Apply financial analysis to assess liquidity, solvency, performance, financial direction and valuation (historical and prospective).
- Have a critical knowledge of the literature relevant to financial statement analysis.
- Relate the financial statement analysis literature to real world situations.

Subject Content

This subject begins with a discussion of the role of accounting information and intermediaries in the economy, and how financial analysis can create value in well-functioning markets. Four key components of effective financial statement analysis are identified:

- business strategy analysis
- accounting analysis
- financial analysis
- Prospective analysis

Teaching Periods

ACCT 2004 Intermediate Financial Accounting

Credit Points 10

Legacy Code 200536

Coordinator Michael Wilson ([https://directory.westernsydney.edu.au/search/name/Michael Wilson/](https://directory.westernsydney.edu.au/search/name/Michael%20Wilson/))

Description This unit extends the knowledge and understanding of financial accounting through the application of problem solving to selected entities drawing upon accounting theory and critical analysis.

School Business

Discipline Accounting

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) ACCT 1007

Equivalent Subjects ACCT 3008 - Financial Accounting Issues LGYA 9763 - The Anatomy of Financial Accounting

Incompatible Subjects LGYB 3531 - Advanced Financial Accounting LGYB 8985 - Financial Accounting 3

Assumed Knowledge

Sufficient grasp of introductory accounting to competently prepare external financial statements.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Recall the nature of, analyse and apply basic accounting theory;
2. Recall the elements of the international accounting conceptual framework;
3. Apply the conceptual framework and accounting standards to account for different types of transactions;
4. Appraise the usefulness of information in accounting reports for decision making purposes.

Subject Content

- An introduction to accounting theory and Critical analysis
- development and evaluation of accounting Standards and conceptual frameworks
- Critical analysis of The historical cost accounting system
- Accounting for assets, liabilities and owners' equity and presentation in financial statements
- accounting for revenues and expenses and presentation in financial statements
- construction of A statement of comprehensive income

Prescribed Texts

- Loftus, J. Leo, K J. Picker, R. Wise, V. Clark, K., (2012), Understanding Australian Accounting Standards, 1st edn, John Wiley (or latest edition thereof)

Teaching Periods

ACCT 2005 Techniques in Financial Accounting

Credit Points 10

Legacy Code 200973

Coordinator Kristina Vojvoda ([https://directory.westernsydney.edu.au/search/name/Kristina Vojvoda/](https://directory.westernsydney.edu.au/search/name/Kristina%20Vojvoda/))

Description Techniques in Financial Accounting is the third unit in the financial accounting stream and builds upon Financial Accounting Applications as part of the accredited accounting program. It introduces a company as a business structure and the accounting requirements for their formation and operations. The unit advances tools required for accurate record keeping leading to compilation of financial statements. The unit teaches participants how to account for receivables and payables, the disposal of non-current assets, and preparation of cash flow statements. Successful completion of the unit will equip participants with a practical and theoretical understanding of usefulness of general purpose financial reports.

School Business

Discipline Accounting

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) ACCT 1007

Incompatible Subjects ACCT 2004 Intermediate Financial Accounting

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an in depth understanding of the accounting cycle in relation to reporting entities.
2. Prepare financial statements for a company business structure using a manual based accounting system.
3. Demonstrate competency in the preparation of general purpose financial reports for reporting entities by application of accounting principles.
4. Critically analyse and apply basic accounting theory.

Subject Content

1. Revision of debit and credits and introducing company structure.
2. Companies: formation and operations.
3. Reconstruction of accounts and error correction.
4. End of period adjustments. Depreciation and amortisation.
5. Closing and reversing entries.
6. Ten column worksheet and financial statement compilation.
7. Accounting for receivables and payables.
8. Non-current asset disposal.
9. Preparation of cash flows.
10. Accounting theories.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Self-Assessment	90 minutes	S/U	Y	Individual
Portfolio	Semester long - approx 500 words.	10	N	Individual
Intra-session Exam	1 hour	20	N	Individual
Practical	1,000 words maximum, plus appropriate supporting calculations as required	20	N	Individual
Final Exam	2 hours	50	Y	Individual

Prescribed Texts

- Hoggett, J, Medlin, J, Chalmers, K, Beattie, C, Hellmann, A & Maxfield, J 2020, *Financial Accounting*, 11th edn, John Wiley & Sons Australia.

Teaching Periods

Autumn

Online

Online

Subject Contact Kristina Vojvoda ([https://directory.westernsydney.edu.au/search/name/Kristina Vojvoda/](https://directory.westernsydney.edu.au/search/name/Kristina%20Vojvoda/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT2005_22-AUT_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Kristina Vojvoda ([https://directory.westernsydney.edu.au/search/name/Kristina Vojvoda/](https://directory.westernsydney.edu.au/search/name/Kristina%20Vojvoda/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT2005_22-AUT_PC_D#subjects)

WSU Online TRI-1

Wsu Online

Online

Subject Contact Matthew Kelly ([https://directory.westernsydney.edu.au/search/name/Matthew Kelly/](https://directory.westernsydney.edu.au/search/name/Matthew%20Kelly/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT2005_22-OT1_OW_O#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT2005_22-SC1_SC_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT2005_22-SC2_SC_D#subjects)

Spring

Bankstown

Day

Subject Contact Connie Vitale ([https://directory.westernsydney.edu.au/search/name/Connie Vitale/](https://directory.westernsydney.edu.au/search/name/Connie%20Vitale/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT2005_22-SPR_BA_D#subjects)

Online

Online

Subject Contact Stanley James ([https://directory.westernsydney.edu.au/search/name/Stanley James/](https://directory.westernsydney.edu.au/search/name/Stanley%20James/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT2005_22-SPR_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Kristina Vojvoda ([https://directory.westernsydney.edu.au/search/name/Kristina Vojvoda/](https://directory.westernsydney.edu.au/search/name/Kristina%20Vojvoda/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT2005_22-SPR_PC_D#subjects)

Evening

Subject Contact Kristina Vojvoda ([https://directory.westernsydney.edu.au/search/name/Kristina Vojvoda/](https://directory.westernsydney.edu.au/search/name/Kristina%20Vojvoda/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT2005_22-SPR_PC_E#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Matthew Kelly ([https://directory.westernsydney.edu.au/search/name/Matthew Kelly/](https://directory.westernsydney.edu.au/search/name/Matthew%20Kelly/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT2005_22-OT3_OW_O#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT2005_22-SC3_SC_D#subjects)

ACCT 3001 Accounting Information Systems

Credit Points 10

Legacy Code 200534

Coordinator Daniel Yeung ([https://directory.westernsydney.edu.au/search/name/Daniel Yeung/](https://directory.westernsydney.edu.au/search/name/Daniel%20Yeung/))

Description This unit considers the design and implementation of accounting information systems as a data model for resource allocation and management of an organisation. It includes consideration of current trends in information management and the changing regulatory requirements.

School Business

Discipline Accounting

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) FINC 1001

Equivalent Subjects LGYB 3524 - Accounting Information Systems
LGYA 9783 - Accounting Information Systems ACCT 3010 - Issues in Accounting Information Systems

Assumed Knowledge

Basic financial and management accounting fundamentals, including use of spreadsheets in accounting and the use of a computerised accounting package.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse and evaluate accounting information needs;
2. Apply internal control principles and to devise specific procedures to deter threats from fraud or waste ? in both manual and electronic environments;
3. Apply design principles and tools in the development of an AIS;
4. Evaluate different types of information systems;
5. Identify the stages of information systems development, needs for continuous maintenance and improvement and strategies commonly used to enable an organisation to maintain a strategic position;
6. Identify the benefits and costs in adopting ERP systems;
7. Follow developments and issues involved when reporting financial results in an open electronic environment.

Subject Content

- instruction in system analysis, design, implementation and maintenance
- data modelling and data base design
- Critical evaluation of Internal control Issues including those related to E-commerce
- evaluation of different types of AIS
- data transfer and customised design of accounting reports

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Participation	1 hour per week	10	N	Individual

Quiz	1 hour	20	N	Individual
Professional Task	Computer assignment (on MS Access) using Pearson's ITLab, should be completed during the practical term	20	N	Individual
Final Exam	2 hours	50	Y	Individual

Prescribed Texts

- Romney, M & Steinbart, P 2015, Accounting information systems, 13th edn, Pearson, Frenchs Forest, NSW.

Teaching Periods

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT3001_22-SC1_SC_D#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Natasha Daraio ([https://directory.westernsydney.edu.au/search/name/Natasha Daraio/](https://directory.westernsydney.edu.au/search/name/Natasha%20Daraio/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT3001_22-OT2_OW_O#subjects)

Spring

Bankstown

Day

Subject Contact Daniel Yeung ([https://directory.westernsydney.edu.au/search/name/Daniel Yeung/](https://directory.westernsydney.edu.au/search/name/Daniel%20Yeung/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT3001_22-SPR_BA_D#subjects)

Online

Online

Subject Contact Daniel Yeung ([https://directory.westernsydney.edu.au/search/name/Daniel Yeung/](https://directory.westernsydney.edu.au/search/name/Daniel%20Yeung/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT3001_22-SPR_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Daniel Yeung ([https://directory.westernsydney.edu.au/search/name/Daniel Yeung/](https://directory.westernsydney.edu.au/search/name/Daniel%20Yeung/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT3001_22-SPR_PC_D#subjects)

Evening

Subject Contact Daniel Yeung ([https://directory.westernsydney.edu.au/search/name/Daniel Yeung/](https://directory.westernsydney.edu.au/search/name/Daniel%20Yeung/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT3001_22-SPR_PC_E#subjects)

Sydney City Campus - Term 3**Sydney City****Day**

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT3001_22-SC3_SC_D#subjects)

ACCT 3003 Accounting Standards and Governance

Credit Points 10

Legacy Code 200974

Coordinator Krishan Prasad ([https://directory.westernsydney.edu.au/search/name/Krishan Prasad/](https://directory.westernsydney.edu.au/search/name/Krishan%20Prasad/))

Description This unit builds on the first and second year accounting units, exploring financial reporting issues in greater depth and challenging students to question the foundations of financial reporting. Based on International Financial Reporting Standards (IFRS) and the Australian Accounting Standards Board equivalents (AASB), topics include the regulatory, theoretical and conceptual foundations of financial reporting; corporate social responsibility; accounting for revenue, expenses, liabilities, equity and intangibles; recognition, measurement, revaluation and impairment of different types of assets; accounting for leases; Accounting for financial instruments: accounting for employee benefits; revenue recognition and other comprehensive income; and financial statement analysis. The unit develops graduate capabilities centred upon critical thinking skills, technical skills and professional judgement and their application for solving practical financial reporting and environmental social governance issues.

School Business

Discipline Accounting

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) ACCT 2005

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the need for financial accounting regulation by employing appropriate theories.
2. Apply the rules of International Financial Reporting Standards/ International Accounting Standards (IFRS/IAS) and their Australian equivalents (AASB) to selected financial transactions and events.
3. Analyse financial transactions and events in order to prepare a complete set of financial statements based on accrual accounting.
4. Analyse financial statements.
5. Demonstrate business communication skills through written assignments and seminar presentations.

6. Apply environmental social governance (ESG) in analysis of financial statements.

Subject Content

1. Accounting regulation, conceptual framework and accounting for liabilities revenue, expenses, equity and intangibles.
2. Applying accounting standards and accounting theory.
3. Accounting for property plant and equipment: revaluations.
4. Accounting for impairment: intangibles.
5. Accounting for financial instruments.
6. Accounting for revenues.
7. Accounting for employee benefits.
8. Accounting for leasing.
9. Accounting for different types of business structures: equity and share capital.
10. Financial statement analysis.
11. Corporate social responsibility (CSR) and environmental social governance (ESG).

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Self-Assessment	90 minutes	S/U	Y	Individual
Portfolio	Semester long - equivalent to 2,000 words	10	N	Individual
Professional Task	Part A: 2,000 words (10%) and Part B: 20 minutes (10%)	20	N	Group
Intra-session Exam	1 hour	20	N	Individual
Final Exam	2 hours	50	Y	Individual

Prescribed Texts

- Deegan, C, Financial accounting, McGraw-Hill. Australia (Note: current edition 2016, 8th edn)

Teaching Periods

Autumn**Online****Online**

Subject Contact Krishan Prasad ([https://directory.westernsydney.edu.au/search/name/Krishan Prasad/](https://directory.westernsydney.edu.au/search/name/Krishan%20Prasad/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT3003_22-AUT_ON_O#subjects)

Parramatta City - Macquarie St**Day**

Subject Contact Krishan Prasad ([https://directory.westernsydney.edu.au/search/name/Krishan Prasad/](https://directory.westernsydney.edu.au/search/name/Krishan%20Prasad/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT3003_22-AUT_PC_D#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT3003_22-SC1_SC_D#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Matthew Kelly ([https://directory.westernsydney.edu.au/search/name/Matthew Kelly/](https://directory.westernsydney.edu.au/search/name/Matthew%20Kelly/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT3003_22-OT2_OW_O#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT3003_22-SC2_SC_D#subjects)

Spring

Online

Online

Subject Contact Krishan Prasad ([https://directory.westernsydney.edu.au/search/name/Krishan Prasad/](https://directory.westernsydney.edu.au/search/name/Krishan%20Prasad/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT3003_22-SPR_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Krishan Prasad ([https://directory.westernsydney.edu.au/search/name/Krishan Prasad/](https://directory.westernsydney.edu.au/search/name/Krishan%20Prasad/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT3003_22-SPR_PC_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT3003_22-SC3_SC_D#subjects)

ACCT 3004 Advanced Accounting

Credit Points 10

Legacy Code 200267

Coordinator Krishan Prasad ([https://directory.westernsydney.edu.au/search/name/Krishan Prasad/](https://directory.westernsydney.edu.au/search/name/Krishan%20Prasad/))

Description This unit addresses the advanced aspects of accounting. Accounting theories are discussed in terms of how they assist us in understanding current accounting practice and accounting standards. In addition, theoretical concepts are applied to current news and real world events.

School Business

Discipline Accounting

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) ACCT 3007

Equivalent Subjects ACCT 3002 - Accounting Philosophies and Theories LGYB 3531 - Advanced Financial Accounting (V1)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically evaluate accounting theories;
2. Interpret practice and rules through appropriate theoretical analysis;
3. Analyse and understand the current implications and impacts of financial reporting practices;
4. Demonstrate critical thought through communicating good arguments both orally and in writing;
5. Work in a team environment and negotiate possible explanations or solutions which lead to successful outcomes;
6. Explain the notion of power and control in corporate structures.

Subject Content

- The nature of accounting theories and their justification
- applications of those theories through practical exercises and linkages to current practice and real World events, to reinforce previously learnt accounting skills
- Critical evaluation of theories of accounting and theories related to The development and regulation of accounting
- Examination and application of selected topical and complex accounting Standards for Examination in depth

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Task	1500 words	15	N	Individual
Portfolio	Weekly	15	N	Individual
Intra-session Exam	1 hour	25	N	Individual
Final Exam	2 hours	45	Y	Individual

Prescribed Texts

- Deegan, C 2014, Financial accounting theory, 4th edn, McGraw-Hill Education (Australia) Pty Ltd.

Teaching Periods

ACCT 3006 Auditing and Assurance Services

Credit Points 10

Legacy Code 200535

Coordinator Rina Datt ([https://directory.westernsydney.edu.au/search/name/Rina Datt/](https://directory.westernsydney.edu.au/search/name/Rina%20Datt/))

Description This unit studies the roles and responsibilities of the auditor, auditing principles and standards and the application of those standards, particularly in an electronic environment.

School Business

Discipline Accounting

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) ACCT 3007

Assumed Knowledge

A basic knowledge of computing.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the importance of assurance services in business and in society as a whole;
2. Demonstrate the auditing process for financial report auditing;
3. Demonstrate a knowledge of auditing standards and practices, particularly financial reporting;
4. Be able to apply key auditing concepts and principles in problem-solving scenarios;
5. Interpret important principles of professional ethics and apply sound ethical decision-making techniques to deal with ethical dilemma;
6. Critically address contemporary auditing issues;
7. Develop critical thinking, communication and group work skills.

Subject Content

- Audit philosophies and principles
- Audit regulations and professional requirements
- Audit applications
- The Audit cycle including The Electronic environment

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Simulation	2 hours	20	N	Individual
Intra-session Exam	1 hour	30	N	Individual
Final Exam	2 hours	50	Y	Individual

Prescribed Texts

- Moroney, R, Campbell, F & Hamilton, J, Auditing: a practical approach, Wiley, Milton, Qld. (Latest edition)

Teaching Periods

Autumn

Online

Online

Subject Contact Rina Datt ([https://directory.westernsydney.edu.au/search/name/Rina Datt/](https://directory.westernsydney.edu.au/search/name/Rina%20Datt/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT3006_22-AUT_ON_O#subjects)

Parramatta City - Macquarie St

Evening

Subject Contact Rina Datt ([https://directory.westernsydney.edu.au/search/name/Rina Datt/](https://directory.westernsydney.edu.au/search/name/Rina%20Datt/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT3006_22-AUT_PC_E#subjects)

Day

Subject Contact Rina Datt ([https://directory.westernsydney.edu.au/search/name/Rina Datt/](https://directory.westernsydney.edu.au/search/name/Rina%20Datt/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT3006_22-AUT_PC_D#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT3006_22-SC1_SC_D#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Matthew Kelly ([https://directory.westernsydney.edu.au/search/name/Matthew Kelly/](https://directory.westernsydney.edu.au/search/name/Matthew%20Kelly/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT3006_22-OT2_OW_O#subjects)

Spring

Online

Online

Subject Contact Rina Datt ([https://directory.westernsydney.edu.au/search/name/Rina Datt/](https://directory.westernsydney.edu.au/search/name/Rina%20Datt/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT3006_22-SPR_ON_O#subjects)

Parramatta City - Macquarie St

Evening

Subject Contact Rina Datt ([https://directory.westernsydney.edu.au/search/name/Rina Datt/](https://directory.westernsydney.edu.au/search/name/Rina%20Datt/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT3006_22-SPR_PC_E#subjects)

Day

Subject Contact Rina Datt ([https://directory.westernsydney.edu.au/search/name/Rina Datt/](https://directory.westernsydney.edu.au/search/name/Rina%20Datt/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT3006_22-SPR_PC_D#subjects)

Sydney City Campus - Term 3**Sydney City****Day**

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT3006_22-SC3_SC_D#subjects)

ACCT 3007 Corporate Accounting Systems

Credit Points 10

Legacy Code 200109

Coordinator Yongqing Li ([https://directory.westernsydney.edu.au/search/name/Yongqing Li/](https://directory.westernsydney.edu.au/search/name/Yongqing%20Li/))

Description This unit builds on the fundamental knowledge of accounting procedures gained in prerequisite units. It involves the comprehensive study of aspects of corporate accounting and reporting which are regulated by legislation, accounting standards, Australian Securities and Investment Commission and Stock Exchange requirements. This unit is designed to provide students with grounding in the regulation and practice of corporate reporting in Australia. The major orientation is towards the theoretical and practical aspects of corporate reporting, whilst at the same time exploring the reasons for regulatory disclosures.

School Business

Discipline Accounting

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Co-requisite(s) ACCT 2004 OR ACCT 3003

Equivalent Subjects LGYB 3525 Corporate Accounting LGYB 8944 Corporate Accounting LGYA 9764 Corporate Accounting

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply Australian Accounting Standards, International Accounting Standards and The Corporations Act insofar as they relate to reporting requirements of a reporting entity;
2. Prepare financial statements in accordance with relevant accounting standards and Corporations Act;
3. Apply appropriate disclosure requirements to annual reports;
4. Apply reporting requirements for related and associated companies, joint ventures and company groups;
5. Assess theoretical and ethical issues in corporate reporting and the reporting environment.

Subject Content

Conceptual framework, corporate governance and professional bodies
Cash flow statement and disclosure requirements
Tax effect accounting (introduction and advanced concepts)
Consolidation and equity accounting (introduction, intragroup transactions, NCI and associates/joint ventures)
Disclosure issues ? can include: after reporting date events, prior period errors, change in accounting estimates, segment reporting, related party transactions, EPS
Foreign currency transactions

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Self-Assessment	90 minutes	S/U	Y	Individual
Portfolio	Semester long-equivalent to 500 words	10	N	Individual
Applied Project	1,000 words	20	N	Individual
Intra-session Exam	1 hour	20	N	Individual
Final Exam	2 hours	50	Y	Individual

Prescribed Texts

- Deegan, C 2016, Financial accounting, 8th edn, McGraw-Hill Australia, North Ryde (or latest edition).

Teaching Periods

Autumn**Bankstown****Evening**

Subject Contact Yongqing Li ([https://directory.westernsydney.edu.au/search/name/Yongqing Li/](https://directory.westernsydney.edu.au/search/name/Yongqing%20Li/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT3007_22-AUT_BA_E#subjects)

Online**Online**

Subject Contact Yongqing Li ([https://directory.westernsydney.edu.au/search/name/Yongqing Li/](https://directory.westernsydney.edu.au/search/name/Yongqing%20Li/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT3007_22-AUT_ON_O#subjects)

Parramatta City - Macquarie St**Evening**

Subject Contact Yongqing Li ([https://directory.westernsydney.edu.au/search/name/Yongqing Li/](https://directory.westernsydney.edu.au/search/name/Yongqing%20Li/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT3007_22-AUT_PC_E#subjects)

Day

Subject Contact Yongqing Li ([https://directory.westernsydney.edu.au/search/name/Yongqing Li/](https://directory.westernsydney.edu.au/search/name/Yongqing%20Li/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT3007_22-AUT_PC_D#subjects)

WSU Online TRI-1**Wsu Online****Online**

Subject Contact Matthew Kelly ([https://directory.westernsydney.edu.au/search/name/Matthew Kelly/](https://directory.westernsydney.edu.au/search/name/Matthew%20Kelly/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT3007_22-OT1_OW_O#subjects)

Sydney City Campus - Term 1**Sydney City****Day**

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT3007_22-SC1_SC_D#subjects)

Sydney City Campus - Term 2**Sydney City****Day**

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT3007_22-SC2_SC_D#subjects)

WSU Online TRI-3**Wsu Online****Online**

Subject Contact Matthew Kelly ([https://directory.westernsydney.edu.au/search/name/Matthew Kelly/](https://directory.westernsydney.edu.au/search/name/Matthew%20Kelly/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT3007_22-OT3_OW_O#subjects)

Sydney City Campus - Term 3**Sydney City****Day**

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT3007_22-SC3_SC_D#subjects)

ACCT 3009 Incubator 4: Commercial and Financial Setting of Entrepreneurship

Credit Points 10

Legacy Code 301169

Coordinator Anton Bogdanovych ([https://directory.westernsydney.edu.au/search/name/Anton Bogdanovych/](https://directory.westernsydney.edu.au/search/name/Anton%20Bogdanovych/))

Description Operating a start-up is not just about being creative and innovative; it is also about having the necessary management and operational skills, understanding the commercial and financial setting within which the organisation needs to operate it. This unit aims to provide vital details that set the background to run your organisation whether your customer base is local, national or even international. This objective is driven through a number of topics such as: setting up a business entity, accounting fundamentals, taxation fundamentals. The unit will be delivered through a number of modules. As a vital part of the unit, students are expected to engage and work in "start-up co-working space" on a regular basis. At the successful completion of this unit, students would set up as a business entity for their start-up organisation.

School Computer, Data & Math Sciences

Discipline Accounting

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and apply the process involved in setting up a business entity
2. Identify business accounting needs and chose appropriate accounting structure
3. Investigate how the Australian and international taxation structures applies to start-ups
4. Demonstrate an understanding of interpreting accounting documents that are commonly used in a business setting
5. Apply individual skills and knowledge in a collaborative and effective manner in achieving a common goal in a group setting
6. Demonstrate effective verbal and written communication skills that appeal to a wide audience

Subject Content

- 1) Setting up a business entity in Australia
- 2) Understanding various accounting statements, such as, Income statements, Statement of Cash flow, Balance Sheet, Profit and Loss accounts
- 3) Banking structure and setting up business accounts
- 4) Taxation structure and how it affects start-ups

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Case Study	1500 words	35	N	Individual
Applied Project	1500 words	35	N	Group
Participation	20 mins	30	N	Group

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Anton Bogdanovych ([https://directory.westernsydney.edu.au/search/name/Anton Bogdanovych/](https://directory.westernsydney.edu.au/search/name/Anton%20Bogdanovych/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT3009_22-AUT_PC_D#subjects)

ACCT 3011 The Accountant as a Consultant

Credit Points 10

Legacy Code 200118

Coordinator Sharne Simmons ([https://directory.westernsydney.edu.au/search/name/Sharne Simmons/](https://directory.westernsydney.edu.au/search/name/Sharne%20Simmons/))

Description This unit aims to provide students with a 'hands on' flexible and practical work integrated learning (WIL) experience in the Accounting degree. This is mainly done through working in groups on projects as accountants would do when they engage with clients and entrepreneurs as professional consultants. Students come to understand the role of an accountant in the effective management of the business to sustain, grow and expand the business to higher levels consulting problems involving a wide range of business related issues. This unit is designed to give students an opportunity to apply the theoretical knowledge gained in other units in their degree program thus enabling them to bring knowledge to life. On successful completion of this unit students will be able to appreciate the relevance of their business subjects/units in real business situations and to become business consultants.

School Business

Discipline Accounting

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) ACCT 2001

Equivalent Subjects LGYB 8986 - The Accountant as a Management Consultant

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Appreciate the kinds of problems encountered by local businesses/ organisations and the symptoms that will be apparent in their accounts;
2. Analyse and solve various business problems using case study approaches;
3. Develop skills in financial and strategic planning for small business;
4. Enhance report writing and verbal communication skills;
5. Demonstrate a foundation of ethical thinking in commercial engagements;
6. Demonstrate an understanding of the role an accountant as a consultant provides to business.
7. Analyse a business problem encountered by any for- profit, a not-for profit, or a government organisation, and its impact on stakeholders;
8. Apply appropriate accounting research methods and tools to solve problems;
9. Use appropriate communication methods, verbal and written, to convey information;
10. Work productively, in a group of consultants, to solve and report on a business problem;
11. Develop a project tender which includes appropriate curriculum vitae;
12. Present project findings to an audience of peers or industry professionals.

Subject Content

- strategic thinking and strategic accounting
- financial and management accounting
- Regulatory Issues
- client management Issues
- financial management
- business or professional ethics
- Entrepreneurship ? Background on The role of The entrepreneurial profile
- Marketing of businesses including pricing of products and services
- business and succession planning
- Internal control
- Project tenders including curriculum Vitae

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Proposal	1100 words	10	N	Individual
Reflection	1500 words	30	N	Individual
Presentation	20 minutes	20	N	Group
Report	4500 words	40	N	Group

Prescribed Texts

- Shaper, M & Volery, T 2011, Entrepreneurship and small business ? a Pacific Rim perspective, 3rd edn, John Wiley & Sons Australia Ltd.

Teaching Periods

Autumn

Campbelltown

Evening

Subject Contact Sharne Simmons ([https://directory.westernsydney.edu.au/search/name/Sharne Simmons/](https://directory.westernsydney.edu.au/search/name/Sharne%20Simmons/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT3011_22-AUT_CA_E#subjects)

Online

Online

Subject Contact Sharne Simmons ([https://directory.westernsydney.edu.au/search/name/Sharne Simmons/](https://directory.westernsydney.edu.au/search/name/Sharne%20Simmons/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT3011_22-AUT_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Sharne Simmons ([https://directory.westernsydney.edu.au/search/name/Sharne Simmons/](https://directory.westernsydney.edu.au/search/name/Sharne%20Simmons/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT3011_22-AUT_PC_D#subjects)

WSU Online TRI-1

Wsu Online

Online

Subject Contact Natasha Daraio ([https://directory.westernsydney.edu.au/search/name/Natasha Daraio/](https://directory.westernsydney.edu.au/search/name/Natasha%20Daraio/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT3011_22-OT1_OW_O#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT3011_22-SC1_SC_D#subjects)

Spring

Online

Online

Subject Contact Sharne Simmons ([https://directory.westernsydney.edu.au/search/name/Sharne Simmons/](https://directory.westernsydney.edu.au/search/name/Sharne%20Simmons/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT3011_22-SPR_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Sharne Simmons ([https://directory.westernsydney.edu.au/search/name/Sharne Simmons/](https://directory.westernsydney.edu.au/search/name/Sharne%20Simmons/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT3011_22-SPR_PC_D#subjects)

Evening

Subject Contact Sharne Simmons ([https://directory.westernsydney.edu.au/search/name/Sharne Simmons/](https://directory.westernsydney.edu.au/search/name/Sharne%20Simmons/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT3011_22-SPR_PC_E#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Natasha Daraio ([https://directory.westernsydney.edu.au/search/name/Natasha Daraio/](https://directory.westernsydney.edu.au/search/name/Natasha%20Daraio/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT3011_22-OT3_OW_O#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Sharne Simmons ([https://directory.westernsydney.edu.au/search/name/Sharne Simmons/](https://directory.westernsydney.edu.au/search/name/Sharne%20Simmons/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT3011_22-SC3_SC_D#subjects)

ACCT 7002 Accounting Professional Engagement

Credit Points 10

Legacy Code 200693

Coordinator Dorothea Bowyer ([https://directory.westernsydney.edu.au/search/name/Dorothea Bowyer/](https://directory.westernsydney.edu.au/search/name/Dorothea%20Bowyer/))

Description This unit aims to provide students with a 'hands on' flexible and practical work integrated learning experience in the Accounting degree. This unit focuses on the role that accountants play in the effective management of businesses. Appropriate accounting research methods are used to investigate and report on problems and "real" case studies involving a wide range of business related issues. This is mainly done through working as groups on projects as accountants do when they engage with clients and entrepreneurs as professional consultants.

School Business

Discipline Accounting

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) ACCT 7005

Restrictions

Students must be enrolled in a postgraduate Business program. Students wishing to take this subject as an elective need approval from the program Advisor.

Assumed Knowledge

Knowledge of accounting principles, practices and relevant theoretical background.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Outline the kinds of problems encountered by local businesses/ organisations (for example, small and medium enterprises (SMEs), government or not for profit organisations) and the symptoms that will be apparent in their accounts;
2. Analyse and solve various business problems using appropriate accounting research methods and case study approaches;
3. Develop financial and strategic plans for small business;
4. Extend report writing and verbal communication skills;
5. Develop a foundation of ethical thinking in commercial engagements;
6. Demonstrate an understanding of the responsibilities accountants as consultants have in business;

7. Develop a comprehensive business plan or analyse a takeover, change management proposal, or the implementation of a new business process or system.
8. Analyse a business problem encountered by businesses/ organisations government or not for profit organisation, and its impact on stakeholders;
9. Apply appropriate accounting research methods and tools to solve problems;
10. Use appropriate communication methods, verbal and written, to convey information;
11. Work productively in groups (in the role of a consultant) to solve and report on a business problem;
12. Tender for a project and construct curriculum vitae appropriate to a project tender;
13. Present project findings to an audience of peers or industry professionals.

Subject Content

- strategic thinking and strategic accounting
- financial and management accounting
- Regulatory Issues
- client management Issues
- financial management
- business or professional ethics
- Entrepreneurship ? back ground on The role of The entrepreneurial profile
- Marketing of businesses including pricing of products and services
- succession planning
- Internal control
- accounting research methods
- professional behaviour
- Entrepreneurship

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	1,100 words	10	N	Individual
Professional Task	1,500 words	30	N	Individual
Presentation	20 minutes	20	N	Group
Report	4,500 words	40	N	Group

Prescribed Texts

- Bamford, Charles E. (2016) Entrepreneurship: The Art, Science And Process For Success 2e 9781307162851 <http://www.mheducation.com.au/9781307162851-aus-ebook-entrepreneurship-the-art-science-and-process-for-success-2e>

Teaching Periods

Quarter 2

Parramatta City - Macquarie St

Day

Subject Contact Dorothea Bowyer ([https://directory.westernsydney.edu.au/search/name/Dorothea Bowyer/](https://directory.westernsydney.edu.au/search/name/Dorothea%20Bowyer/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT7002_22-Q2_PC_D#subjects)

Sydney City Campus Quarter 2

Sydney City

Day

Subject Contact Dorothea Bowyer ([https://directory.westernsydney.edu.au/search/name/Dorothea Bowyer/](https://directory.westernsydney.edu.au/search/name/Dorothea%20Bowyer/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT7002_22-SQ2_SC_D#subjects)

Quarter 4

Parramatta City - Macquarie St

Evening

Subject Contact Dorothea Bowyer ([https://directory.westernsydney.edu.au/search/name/Dorothea Bowyer/](https://directory.westernsydney.edu.au/search/name/Dorothea%20Bowyer/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT7002_22-Q4_PC_E#subjects)

ACCT 7005 Accounting Theory and Applications

Credit Points 10

Legacy Code 200401

Coordinator Peter Humphreys ([https://directory.westernsydney.edu.au/search/name/Peter Humphreys/](https://directory.westernsydney.edu.au/search/name/Peter%20Humphreys/))

Description Basic questions of the role accounting performs in society are considered from economic, social and environmental perspectives. The nature of the statements advanced to give accounting legitimacy, together with their philosophical underpinnings, are examined. Selected accounting theories and philosophies will be examined and advanced applications in alternative accounting models considered. Accounting research and appropriate methodologies are introduced.

School Business

Discipline Accounting

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) ACCT 7010

Equivalent Subjects LGYA 8980 - Financial Accounting D (PG)

Restrictions

Students must be enrolled in a postgraduate Business program or in programs 8083 Bachelor of Research Studies, 8084 Master of Research (HC) and 8085 Master of Research (LC). The prerequisite requirement noted above does not apply to students enrolled in programs 8083 Bachelor of Research Studies, 8084 Master of Research (HC) and 8085 Master of Research (LC). Students wishing to take this subject as an elective need approval from the program Advisor.

Assumed Knowledge

Basic knowledge of accounting principles.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Articulate the role of accounting in society;
2. Demonstrate an awareness of the differing perspectives from which accounting may be assessed;
3. Critically analyse a selection of accounting theories and present those ideas to a group;
4. Demonstrate an ability to work in small groups;
5. Critique contemporary issues in accounting;
6. Demonstrate an ability to utilise research methods applicable to applied accounting research.

Subject Content

Role of accounting in society

Introduction to methodology for knowledge recognition, reasoning, critical thinking

What accounting research currently involves

How to conduct useful accounting research

Different types of theories, including critical accounting theory

Different models for measurement of profit and of wealth

Human behaviour, particularly in organisations and its relevance for accounting theory

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	Up to 2,500 words / 30 minutes	25	N	Group
Professional Task	Up to 500 words / 3 minutes	25	N	Individual
Final Exam	2 hours	50	Y	Individual

Prescribed Texts

- Deegan, Craig 2014 Financial Accounting Theory McGraw Hill, Australia

Teaching Periods

Quarter 1

Parramatta City - Macquarie St

Evening

Subject Contact Qingliang Tang ([https://directory.westernsydney.edu.au/search/name/Qingliang Tang/](https://directory.westernsydney.edu.au/search/name/Qingliang%20Tang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT7005_22-Q1_PC_E#subjects)

Quarter 3

Parramatta City - Macquarie St

Day

Subject Contact Peter Humphreys ([https://directory.westernsydney.edu.au/search/name/Peter Humphreys/](https://directory.westernsydney.edu.au/search/name/Peter%20Humphreys/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT7005_22-Q3_PC_D#subjects)

ACCT 7007 Accounting: A Business Perspective

Credit Points 10

Legacy Code 200495

Coordinator Britta Bruce ([https://directory.westernsydney.edu.au/search/name/Britta Bruce/](https://directory.westernsydney.edu.au/search/name/Britta%20Bruce/))

Description Accounting: A Business Perspective focuses on the analytical uses of accounting information by managers. It emphasizes the role of both financial and management accounting in measuring, processing and communicating information that is useful in making economic decisions

School Business

Discipline Accounting

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects ACCT 7001 - Accounting Perspectives for Management

Incompatible Subjects ACCT 7018 - Introductory Accounting

Restrictions

Students wishing to take this subject as an elective need approval from the program Advisor and must be enrolled in a postgraduate program. Students undertaking a post-graduate field of study in accounting are not permitted to enrol in 200495 as they must complete 200396 Introductory Accounting.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Define the basic terms and concepts of both financial accounting and management accounting
2. Describe the key relationships in financial accounting
3. Identify the role and limitations of general purpose financial statements in providing information for decision making
4. Use financial analysis tools for performance evaluation
5. Explain the nature of costs, cost behaviour and various costing systems including activity-based costing
6. Perform simple break-even analysis and target profit estimation
7. Identify and explain various aspects of choosing among alternative business opportunities
8. Understand the significance of budgets in planning and control.

Subject Content

Financial Accounting

Management Accounting

Financial Statement Analysis

Teaching Periods

ACCT 7009 Auditing

Credit Points 10

Legacy Code 200398

Coordinator Andrew Han ([https://directory.westernsydney.edu.au/search/name/Andrew Han/](https://directory.westernsydney.edu.au/search/name/Andrew%20Han/))

Description The aim of this unit is to introduce students to the practice of auditing and the underlying concepts, auditor's responsibilities and the audit environment. The focus of attention is on audits carried out under the provisions of corporations legislation and reference is also made to other forms of audit. The unit uses blended learning and case study approaches and students will learn to apply professional, ethical and legal requirements and responsibilities in completing and reporting on auditing and assurance tasks.

School Business

Discipline Accounting

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) ACCT 7010

Equivalent Subjects LGYA 8983 - Auditing (PG)

Restrictions

Students must be enrolled in a postgraduate Business program. Students wishing to take this subject as an elective need approval from the program Advisor.

Assumed Knowledge

Knowledge of accounting systems and company accounting.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate the objectives and limitations of auditing;
2. Apply Australian auditing standards to case study situations;
3. Apply knowledge of the auditor's legal, professional and ethical responsibilities to clients to audit problems;
4. Make and defend audit judgements using audit procedures including probability assessment;
5. Conduct and evaluate statistical and non-statistical audit sampling;
6. Appraise the role of the various stakeholders in the audit process;
7. Evaluate the effectiveness of a sustainability audit.

Subject Content

The structure of the profession
Professional ethics and legal responsibilities
Audit objectives and evidence
Audit planning
Risk and materiality
Internal control
Audit sampling including probability distributions and hypothesis testing
The audit report
Post audit responsibilities
Contemporary Issues

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	15 Minutes	10	N	Individual
Intra-session Exam	1.5 hours	30	N	Individual
Final Exam	2 hours	60	Y	Individual

Prescribed Texts

- Gay, G & Simnett, R 2015, Auditing and Assurance Services in Australia, 6th edn, McGraw-Hill. [or latest edition]
- Croucher, JS 2016, Introductory Mathematics and Statistics, 6th Revised edn, McGraw Hill [or latest edition]

Teaching Periods

Quarter 2

Parramatta City - Macquarie St

Day

Subject Contact Andrew Han ([https://directory.westernsydney.edu.au/search/name/Andrew Han/](https://directory.westernsydney.edu.au/search/name/Andrew%20Han/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT7009_22-Q2_PC_D#subjects)

Quarter 4

Parramatta City - Macquarie St

Evening

Subject Contact Andrew Han ([https://directory.westernsydney.edu.au/search/name/Andrew Han/](https://directory.westernsydney.edu.au/search/name/Andrew%20Han/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT7009_22-Q4_PC_E#subjects)

Sydney City Campus Quarter 4

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT7009_22-SQ4_SC_D#subjects)

ACCT 7010 Company Accounting

Credit Points 10

Legacy Code 200400

Coordinator Yongqing Li ([https://directory.westernsydney.edu.au/search/name/Yongqing Li/](https://directory.westernsydney.edu.au/search/name/Yongqing%20Li/))

Description The aim of this unit is to extend the fundamental accounting skills gained in Introductory Accounting to application of the more advanced accounting and reporting issues created by corporate structures. Students will learn how to prepare consolidated financial statements, with associated disclosures, to ensure compliance with accounting standards, corporations legislation and Australian Stock Exchange (ASX) requirements. Through a range of practical individual and collaborative means students will explore corporate accountability and the reasons for regulatory disclosure.

School Business

Discipline Accounting

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) ACCT 7018

Restrictions

Students must be enrolled in a postgraduate Business program. Students wishing to take this subject as an elective need approval from the program Advisor.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Prepare a set of consolidated financial statements for wholly owned and partly owned organisations and critically evaluate the consolidation process;
2. Account for associates and joint ventures and critically evaluate the usefulness of the reported information;
3. Prepare a statement of cash flow for publication and critically evaluate the information content;
4. Calculate the tax effect of reported income and prepare disclosures for publication of tax consequences;
5. Calculate earnings per share and diluted earnings per share for a reporting entity;
6. Deconstruct reported financial data for a group into segment information appropriate for disclosure;
7. Discuss corporate accountability within the AASB Framework and the Conceptual Framework with specific reference to the topics covered in the subject.

Subject Content

Accounting standards (standard setters, regulation and application)

Nature of a reporting entity

Revaluations of non-current assets

Tax effect accounting

Consolidations

Disclosure issues (events after reporting data; segment reporting; related party disclosures; EPS)

Cash flows

Associated companies (joint ventures)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Numerical Problem Solving	Weekly (marked in class)	5	N	Individual
Report	2,500 words	10	N	Group
Intra-session Exam	1.5 hours (in class)	25	N	Individual
Final Exam	2 hours	60	Y	Individual

Prescribed Texts

- Deegan, 2020, Financial Accounting, 9th edn, McGraw-Hill, North Ryde, NSW.

Teaching Periods

Quarter 1

Parramatta City - Macquarie St

Day

Subject Contact Nicole Ibbett ([https://directory.westernsydney.edu.au/search/name/Nicole Ibbett/](https://directory.westernsydney.edu.au/search/name/Nicole%20Ibbett/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT7010_22-Q1_PC_D#subjects)

Quarter 3

Parramatta City - Macquarie St

Evening

Subject Contact Yongqing Li ([https://directory.westernsydney.edu.au/search/name/Yongqing Li/](https://directory.westernsydney.edu.au/search/name/Yongqing%20Li/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT7010_22-Q3_PC_E#subjects)

Sydney City Campus Quarter 3

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT7010_22-SQ3_SC_D#subjects)

ACCT 7012 Corporate Finance

Credit Points 10

Legacy Code 200426

Coordinator Linda Wu ([https://directory.westernsydney.edu.au/search/name/Linda Wu/](https://directory.westernsydney.edu.au/search/name/Linda%20Wu/))

Description As an introductory finance unit, Corporate Finance introduces students to the fundamental concepts of finance theory - the time value of money, risk and return, capital budgeting and capital structure - and to the tools of financial decision-making in the context of the Australian institutional environment. Students examine the investment, financing and dividend decisions of corporations and develop an understanding of the basic practices of financial management from the perspective of both large and small firms.

School Business

Discipline Accounting

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYA 8876 - Finance LGYA 8986 - Corporate Finance (PG)

Restrictions

Students must be enrolled in a postgraduate Business program or 3693 Master of Engineering.

Assumed Knowledge

Secondary school mathematics, and introductory economics or microeconomics.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Understand and apply the fundamental concepts and theories of corporate finance,
2. Identify the factors affecting corporate financial decisions,
3. Employ financial techniques to evaluate financial assets and corporate investments,
4. Apply financial tools to corporate risk management,
5. Understand corporate financial decisions within the Australian institutional context.

Subject Content

Introduction to corporate financial management

Time Value of Money

Valuing shares and bonds

Introduction to capital budgeting

Application of capital budgeting

Risk and return

The cost of capital

Leverage and capital structure

Dividend policy

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Intra-session Exam	2 hours	35	N	Individual
Case Study	1,500 words	20	N	Group
Final Exam	2 hours	45	N	Individual

Prescribed Texts

- Ross et al (2018). Essentials of Corporate Finance 4th edition, McGraw-Hill Education

Teaching Periods

Quarter 1

Parramatta City - Macquarie St

Evening

Subject Contact Linda Wu ([https://directory.westernsydney.edu.au/search/name/Linda Wu/](https://directory.westernsydney.edu.au/search/name/Linda%20Wu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT7012_22-Q1_PC_E#subjects)

UEH Quarter 1

Vietnam

Day

Subject Contact Linda Wu ([https://directory.westernsydney.edu.au/search/name/Linda Wu/](https://directory.westernsydney.edu.au/search/name/Linda%20Wu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT7012_22-UQ1_UE_D#subjects)

Quarter 2

Parramatta City - Macquarie St

Evening

Subject Contact Linda Wu ([https://directory.westernsydney.edu.au/search/name/Linda Wu/](https://directory.westernsydney.edu.au/search/name/Linda%20Wu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT7012_22-Q2_PC_E#subjects)

Sydney City Campus Quarter 2

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT7012_22-SQ2_SC_D#subjects)

Quarter 3

Parramatta City - Macquarie St

Evening

Subject Contact Linda Wu ([https://directory.westernsydney.edu.au/search/name/Linda Wu/](https://directory.westernsydney.edu.au/search/name/Linda%20Wu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT7012_22-Q3_PC_E#subjects)

UEH Quarter 3

Vietnam

Day

Subject Contact Linda Wu ([https://directory.westernsydney.edu.au/search/name/Linda Wu/](https://directory.westernsydney.edu.au/search/name/Linda%20Wu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT7012_22-UQ3_UE_D#subjects)

Quarter 4

Parramatta City - Macquarie St

Evening

Subject Contact Linda Wu ([https://directory.westernsydney.edu.au/search/name/Linda Wu/](https://directory.westernsydney.edu.au/search/name/Linda%20Wu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT7012_22-Q4_PC_E#subjects)

Sydney City Campus Quarter 4

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT7012_22-SQ4_SC_D#subjects)

ACCT 7013 Financial Decision Making

Credit Points 10

Legacy Code 200784

Coordinator Andrew Han ([https://directory.westernsydney.edu.au/search/name/Andrew Han/](https://directory.westernsydney.edu.au/search/name/Andrew%20Han/))

Description Students will gain financial literacy through practical understanding of the information contained in financial reports. Appreciating the variety of uses of accounting information for planning and controlling enhances the ability to extract relevant data. This unit emphasises the function of both financial and management accounting in measuring, processing and communicating information useful for decision making.

School Business

Discipline Accounting

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects ACCT 7001 - Accounting Perspectives for Managers

Incompatible Subjects ACCT 7018 -Introductory Accounting ACCT 7007 - Accounting A Business Perspective

Restrictions

Students must be enrolled in 2755 Master of Business Administration, 2756 Graduate Diploma in Business Administration (Exit Only), 2757 Graduate Certificate in Business Administration, 2762 Executive Master of Business Administration.

Assumed Knowledge

A knowledge of basic mathematics is assumed.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Interpret the basic terms and concepts of both financial accounting and management accounting enabling interpretation of information in financial reports;
2. Identify the role and limitations of general purpose financial statements in providing information for decision making;
3. Use financial analysis tools to evaluate external financial reports for performance, position and working capital requirements;
4. Apply cost behaviour concepts and various costing systems to decision making;
5. Demonstrate an understanding of the significance of budgets for planning and control;
6. Analyse internal accounting reports for performance evaluation.

Subject Content

- Usefulness of accounting information for decision making
- structure and use of financial accounting reports
- analysis of financial accounting reports
- structure and use of management accounting information, including cost behaviour and budgets
- analysis of management accounting information

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Intra-session Exam	90 minutes	30	N	Individual
Case Study	2000 words	20	N	Group
Final Exam	2 hours	50	Y	Individual

Prescribed Texts

- Atrill P. McLaney, E., and Harvey, D. (2018): Accounting for non-specialists, 7th edition, Pearson Australia, ISBN 9781488612589

Teaching Periods

ACCT 7015 Financial Reports for Decision Making

Credit Points 10

Legacy Code 200821

Coordinator Andrew Han ([https://directory.westernsydney.edu.au/search/name/Andrew Han/](https://directory.westernsydney.edu.au/search/name/Andrew%20Han/))

Description This unit focuses on developing the ability to use accounting information, as extracted from financial reports, to assist with managerial decision making. Students will gain financial literacy through developing an understanding of the information contained in financial reports and applying this information to practical decisions. This unit emphasises the function of both financial and management accounting in measuring, processing and communicating information useful for decision making.

School Business

Discipline Accounting

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Interpret the basic terms and concepts of both financial accounting and management accounting enabling interpretation of information in financial reports;
2. Identify the role and limitations of general purpose financial statements in providing information for decision making;
3. Use financial analysis tools to evaluate external financial reports for performance, position and working capital requirements;
4. Apply cost behaviour concepts and various costing systems to decision making;
5. Demonstrate an understanding of the significance of budgets for planning and control;
6. Analyse internal accounting reports for performance evaluation.

Subject Content

- Usefulness of accounting information for decision making
- Structure and use of financial accounting reports
- Analysis of financial accounting reports
- Structure and use of management accounting information, including cost behaviour and budgets

Analysis of management accounting information

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	2,000 Words	20	N	Group
Intra-session Exam	1.5 Hours	30	N	Individual
Final Exam	2 Hours	50	Y	Individual

Prescribed Texts

- Cunningham et al. 2019, Accounting: information for business decisions, 3rd edn, Pearson Education, Australia [or latest edition]

Teaching Periods

Quarter 1

Parramatta City - Macquarie St

Evening

Subject Contact Ushi Ghoorah Hurrychurn ([https://directory.westernsydney.edu.au/search/name/Ushi Ghoorah Hurrychurn/](https://directory.westernsydney.edu.au/search/name/Ushi%20Ghoorah%20Hurrychurn/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT7015_22-Q1_PC_E#subjects)

Sydney City Campus Quarter 1

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT7015_22-SQ1_SC_D#subjects)

Quarter 2

Parramatta City - Macquarie St

Day

Subject Contact Ushi Ghoorah Hurrychurn ([https://directory.westernsydney.edu.au/search/name/Ushi Ghoorah Hurrychurn/](https://directory.westernsydney.edu.au/search/name/Ushi%20Ghoorah%20Hurrychurn/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT7015_22-Q2_PC_D#subjects)

Quarter 3

Parramatta City - Macquarie St

Day

Subject Contact Ushi Ghoorah Hurrychurn ([https://directory.westernsydney.edu.au/search/name/Ushi Ghoorah Hurrychurn/](https://directory.westernsydney.edu.au/search/name/Ushi%20Ghoorah%20Hurrychurn/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT7015_22-Q3_PC_D#subjects)

Sydney City Campus Quarter 3

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT7015_22-SQ3_SC_D#subjects)

Quarter 4

Parramatta City - Macquarie St

Evening

Subject Contact Ushi Ghoorah Hurrychurn ([https://directory.westernsydney.edu.au/search/name/Ushi Ghoorah Hurrychurn/](https://directory.westernsydney.edu.au/search/name/Ushi%20Ghoorah%20Hurrychurn/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT7015_22-Q4_PC_E#subjects)

Sydney City Campus Quarter 4

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT7015_22-SQ4_SC_D#subjects)

ACCT 7016 Information Systems for Accountants

Credit Points 10

Legacy Code 200399

Coordinator Daniel Yeung ([https://directory.westernsydney.edu.au/search/name/Daniel Yeung/](https://directory.westernsydney.edu.au/search/name/Daniel%20Yeung/))

Description The aim of this unit is to examine the theory and application of information technology on the accounting discipline. This unit covers principles of systems analysis, design and database management relating to accounting information systems. The functions, control, data and processes of accounting information systems are discussed in the context of businesses. Students learn about the communication of accounting information through the internet and explore further the development of integrated systems using a blended learning design approach.

School Business

Discipline Accounting

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) ACCT 7018

Restrictions

Students wishing to enrol in this subject as an elective must gain approval from an Academic program Advisor (Accounting) and must be enrolled in a postgraduate Business program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Document and evaluate an existing accounting information system;
2. Describe and explain the design and control of computerised accounting systems;
3. Demonstrate experience with discipline appropriate software packages;
4. Communicate effectively with systems professionals;
5. Evaluate current developments in accounting information system design.

Subject Content

Documenting Accounting Information Systems
 Systems Development Activities
 Database Management Systems and relational data model
 Controlling Accounting Information Systems
 Accounting Information Systems applications
 Electronic commerce
 Technology and future development of Accounting Information Systems

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	Weekly – A minimum of 5 out of 7 must be submitted (the best 5 will be counted toward the final mark).	10	N	Individual
Practical	1 hour over one week	10	N	Individual
Practical	1 hour over one week	15	N	Individual
Intra-session Exam	90 minutes (in-class)	25	N	Individual
Final Exam	2 hours	40	Y	Individual

Prescribed Texts

- Kay, D & Ovlia, A, 2013, Accounting Information Systems: The Crossroads of Accounting and IT, 2nd edn, Prentice Hall. ISBN 978-1292023373
- Microsoft Corporation, Microsoft official academic course Microsoft Access 2010: Exam 77-885, John Wiley & Sons, Hoboken. NJ. ISBN 978-1-118-10134-6

Teaching Periods

Quarter 2

Parramatta City - Macquarie St

Day

Subject Contact Daniel Yeung ([https://directory.westernsydney.edu.au/search/name/Daniel Yeung/](https://directory.westernsydney.edu.au/search/name/Daniel%20Yeung/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT7016_22-Q2_PC_D#subjects)

Quarter 4

Parramatta City - Macquarie St

Evening

Subject Contact Daniel Yeung ([https://directory.westernsydney.edu.au/search/name/Daniel Yeung/](https://directory.westernsydney.edu.au/search/name/Daniel%20Yeung/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT7016_22-Q4_PC_E#subjects)

Sydney City Campus Quarter 4

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT7016_22-SQ4_SC_D#subjects)

ACCT 7018 Introductory Accounting

Credit Points 10

Legacy Code 200396

Coordinator Yongqing Li ([https://directory.westernsydney.edu.au/search/name/Yongqing Li/](https://directory.westernsydney.edu.au/search/name/Yongqing%20Li/))

Description The aim of this unit is to provide a comprehensive introduction to contemporary financial accounting. This is an essential component in the understanding of the production and use of accounting information in business. This unit applies accounting concepts, standards and principles enabling students to be competent in the technical skills in accounting which is a fundamental tool for making economic decisions and for analysing and solving business problems. Students will learn to apply such concepts, standards and principles through a range of individual and collaborative means using a blended learning design that draws on current and future trends in the broad international context.

School Business

Discipline Accounting

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYA 8941 - Financial Accounting A LGYA 8966 - Financial Accounting B

Incompatible Subjects ACCT 7007 - Accounting A Business Perspective (PG) ACCT 7015 - Financial Reports for Decision Making

Restrictions

Students must be enrolled in a postgraduate Business program. Students wishing to take this subject as an elective need approval from the program Advisor.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Design and prepare an appropriately principled financial accounting information system;
2. Use accounting and statistics concepts and techniques to analyse, record, process and prepare financial statements;
3. Apply allocation procedures for recording inventory and productive assets costs;
4. Present, discuss and defend views and interact with people from various backgrounds with different values;
5. Use accounting information to assess profitability and financial strength of an organisation (sole tradership, partnership and company);
6. Apprise the role of accounting, accounting regulation and importance of ethics to the accounting profession.

Subject Content

The accounting environment and the accounting information system

The recording system: classification and analysis of transactions

The recording system: adjustment entries and preparation of financial statements

Accounting cycle ? preparation of worksheet, closing entries and reversal entries

Reporting and measuring assets

Measuring and reporting inventories

Descriptive statistics and frequency distributions

Financial statement analysis

Current issues in financial accounting applications

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	Weekly	10	N	Individual
Applied Project	2,000 words	20	N	Individual
Intra-session Exam	1.5 hours	20	N	Individual
Final Exam	2 hours	50	Y	Individual

Prescribed Texts

- Hoggett, J, Medlin, J, Chalmers, K, Beattie, C, Hellmann, A & Maxfield, J 2020, Financial Accounting, 11th edn, John Wiley & Sons Australia.
- Perdisco MYOB online practice set
- Coucher, JS 2016, Introductory Mathematics and Statistics, 6th Revised edn, McGraw Hill [[or latest edition]]

Teaching Periods

Sydney City Campus Quarter 1

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT7018_22-SQ1_SC_D#subjects)

Quarter 2

Parramatta City - Macquarie St

Evening

Subject Contact Yongqing Li ([https://directory.westernsydney.edu.au/search/name/Yongqing Li/](https://directory.westernsydney.edu.au/search/name/Yongqing%20Li/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT7018_22-Q2_PC_E#subjects)

Sydney City Campus Quarter 2

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT7018_22-SQ2_SC_D#subjects)

Sydney City Campus Quarter 3

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT7018_22-SQ3_SC_D#subjects)

Quarter 4

Parramatta City - Macquarie St

Evening

Subject Contact Yongqing Li ([https://directory.westernsydney.edu.au/search/name/Yongqing Li/](https://directory.westernsydney.edu.au/search/name/Yongqing%20Li/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT7018_22-Q4_PC_E#subjects)

Sydney City Campus Quarter 4

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT7018_22-SQ4_SC_D#subjects)

ACCT 7019 Management Accounting

Credit Points 10

Legacy Code 200494

Coordinator Mamun Billah ([https://directory.westernsydney.edu.au/search/name/Mamun Billah/](https://directory.westernsydney.edu.au/search/name/Mamun%20Billah/))

Description The fundamental purpose of any management accounting system in an organisation is to provide appropriate information for (i) costing of products and services; (ii) support functions such as planning, controlling, evaluation, continuous improvement and decision making; and (iii) competitive support. This provides financial and non-financial services to the management team to enhance the firm's competitiveness. The unit is designed to provide an understanding of

these areas of information through applying concepts, theories and models in a range of individual and collaborative activities.

School Business

Discipline Accounting

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) ACCT 7018

Equivalent Subjects LGYA 89821 - Management Accounting (PG)

Restrictions

Students wishing to enrol in this subject as an elective must seek approval of an Academic program Advisor (Accounting) and be enrolled in a postgraduate Business program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically evaluate the role of management accounting information and emerging issues in this area;
2. Appraise financial accounting and management accounting;
3. Apply a range of costing techniques including job costing, process costing and activity based costing;
4. Evaluate professional or enterprise practice in relation to culture and diversity in discipline-appropriate contexts (including first peoples/global) and make recommendations, including contingencies, alternatives and future implication;
5. Apply cost-profit volume analysis, segmental reporting and performance evaluation in decision-making;
6. Critically analyse quality cost information and its uses;
7. Prepare forecasts and budgets for planning and control.

Subject Content

Basic cost concepts and activity based costing
 Statistics for management accounting incorporating simple linear regression and correlation
 Job order and process costing
 Support department cost allocations
 Standard costing
 Budgeting
 Cost volume profit analysis and tactical decision making
 Responsibility accounting and performance evaluation in a decentralised firm
 Inventory management

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short Answer	Weekly (marked in class)	10	N	Individual
Professional Task	1,900 Words	20	N	Individual

Multiple Choice	2 quizzes, each of 50 minutes duration	20	N	Individual
Final Exam	2 hours	50	Y	Individual

Prescribed Texts

- Mowen, MM, Hansen, DR, Heitger, D, Sands, J, Winata, L, Su, S 2016, Managerial Accounting, Asia-Pacific edition, Cengage Learning, Australia. [or latest edition]
- Croucher, JS 2016, Introductory Mathematics and Statistics, 6th Revised edn, McGraw Hill [or latest edition]
- Mowen, MM, Hansen, DR, Heitger, D, Sands, J, Winata, L, Su, S 2016, Managerial Accounting, Asia-Pacific 2nd edition, Cengage Learning, Australia

Teaching Periods

Quarter 1

Parramatta City - Macquarie St

Day

Subject Contact Andrew Han ([https://directory.westernsydney.edu.au/search/name/Andrew Han/](https://directory.westernsydney.edu.au/search/name/Andrew%20Han/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT7019_22-Q1_PC_D#subjects)

Quarter 3

Parramatta City - Macquarie St

Evening

Subject Contact Mamun Billah ([https://directory.westernsydney.edu.au/search/name/Mamun Billah/](https://directory.westernsydney.edu.au/search/name/Mamun%20Billah/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT7019_22-Q3_PC_E#subjects)

ACCT 7026 Behavioural Finance (PG)

Credit Points 10

Legacy Code 201038

Coordinator Peter Kavalamthara ([https://directory.westernsydney.edu.au/search/name/Peter Kavalamthara/](https://directory.westernsydney.edu.au/search/name/Peter%20Kavalamthara/))

Description Cognitive biases and emotional influences have the potential to influence the decision-making of advisors, managers and investors. This unit provides students with the skills to advise clients such that their investment decisions are soundly based. Various biases and influences are introduced to students to demonstrate how they undermine rational investment decision-making. Students are then taught how to apply methods that advisers can use to overcome and correct these biases. Ensuring clients are fully educated about investment decisions is integral to the investment process, and necessary to ensure advisers meet the best interest duty of their profession. This unit is available as a stand-alone bridging unit which is accredited by the Financial Adviser Standards and Ethics Authority (FASEA) having met the FASEA curriculum and standards requirements.

School Business

Discipline Accounting

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program or students who are currently registered on the national Financial Adviser Register (FAR) may take this subject as a non-award stand-alone subject in order to meet new education requirements as outlined by the Financial Adviser Standards and Ethics Authority (FASEA).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the different types of behavioural biases that client(s) exhibit;
2. Articulate the different approaches in decision-making client(s) may prefer;
3. Assess the linkages between behavioural biases and decision-making and implications for investment decisions made by client(s);
4. Explain the interactions between individuals and their financial capital;
5. Evaluate the role of behavioural finance in client engagement and the professional client relationship;
6. Critically assess investment strategies that are in the best interest of the client.

Subject Content

- introduction to Behavioural finance
- The types of biases influence client investment decisions
- ways of influencing client decisions to avoid cognitive and emotional biases
- how advisers can increase their own Understanding of client's needs and wants to guide their investment decisions
- Informing clients about The Risk and Reward trade-off
- Efficient markets and more realistic interpretations of markets
- theories of utility for client portfolio construction

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	8 quizzes	10	N	Individual
Report	2,000 words	30	N	Individual
Final Exam	3 hours	60	Y	Individual

Prescribed Texts

- Statman, M 2017, Finance for Normal People: How Investors and Markets Behave, Oxford: Oxford University Press. https://west-sydney-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=UWS-ALMA51198428910001571&context=L&vid=UWS-ALMA&search_scope=books_tab_scope&tab=books_tab&lang=en_US

Teaching Periods

Quarter 1

Online

Online

Subject Contact Kelly Liu ([https://directory.westernsydney.edu.au/search/name/Kelly Liu/](https://directory.westernsydney.edu.au/search/name/Kelly%20Liu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT7026_22-Q1_ON_0#subjects)

Quarter 2

Online

Online

Subject Contact Peter Kavalamthara ([https://directory.westernsydney.edu.au/search/name/Peter Kavalamthara/](https://directory.westernsydney.edu.au/search/name/Peter%20Kavalamthara/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT7026_22-Q2_ON_0#subjects)

ACCT 9001 Higher Degree Research Thesis - Accounting

Credit Points 20

Legacy Code 800031

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Business

Discipline Accounting

Student Contribution Band HECS Band 4 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT9001_22-RQ1_CA_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT9001_22-RQ1_PC_D#subjects)

Research Quarter 2

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT9001_22-RQ2_CA_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT9001_22-RQ2_PC_D#subjects)

Research Quarter 3

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT9001_22-RQ3_CA_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT9001_22-RQ3_PC_D#subjects)

Research Quarter 4

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT9001_22-RQ4_CA_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ACCT9001_22-RQ4_PC_D#subjects)

AGEN 1001 Water Quality Assessment and Management

Credit Points 10

Legacy Code 300814

Coordinator Jack Isherwood ([https://directory.westernsydney.edu.au/search/name/Jack Isherwood/](https://directory.westernsydney.edu.au/search/name/Jack%20Isherwood/))

Description Water is essential for all life on earth. This unit will equip students with skills in biological, chemical and physical water quality assessment for a sustainable water future. The unit introduces students to healthy natural waterways and contrasting degraded waters impacted by disturbance from human activities. A broad range of pollutants, their sources and the consequences for human health and the ecology of water ways will be investigated. Management strategies will also be examined based on the sound scientific assessment of water quality. Students in this unit will cover water quality legislation, regulation, policy, guidelines and develop competencies in water monitoring, regulation, treatment and management.

School Science

Discipline Agriculture, Environmental and Related Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects AGEN 2002 - Water Quality Assessment and Management

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe and select the physical, chemical and biological components as indicators of water quality.
2. Identify using physical, chemical and biological indicators when water is polluted and describe these pollutants including metals, polycyclic aromatic hydrocarbons, petrochemical (e.g. petrol, oils, greases), nitrates, phosphates, human and faecal waste.
3. Identify, describe and predict the origins, nature and impact of where water quality degradation may occur from industrial, commercial, residential, agricultural contamination at local, regional and national context. For example Stormwater runoff, leaking sewers in Sydney, dioxin release from the old Union Carbide site into Port Jackson and diffuse animal faecal pollution in areas such as Warragamba dam.
4. Design and plan field auditing protocols for pollution study.
5. Identify approaches put in place by the water authorities in terms of catchment management; water and sewage treatment; trade-waste management; stormwater management and treatment; land application (to minimise phytonutrients entering receiving waters); monitoring by health and water authorities.
6. Describe the basis of the legal framework used for water quality management, with particular reference to the Australian Drinking Water guidelines, and Australian and New Zealand Guidelines for Fresh and Marine Water Quality.
7. Interpret the results of water quality audits in the context of legal, regulatory compliance and scientific guidelines in water management issues and community accountability.
8. Explore the special issues of World and local water scarcity (with climate change implications), maintaining sustainable environmental flows, water recycling, stormwater harvesting, water-related health emergencies (boil-water alerts, Norovirus transmission), special ecological impacts (such as EDCs and hermaphroditism; biodiversity reduction) and important pollution case histories (eg: Minamata disaster).
9. Collect water samples aseptically and safely for a range of chemical and bacteriological analyses, specify tests required and the correct transportation medium and containers to ensure chain-of control during transportation with necessary documentation.
10. Gather, analyse and describe a variety of appropriate information sources.

Subject Content

Strategies for the identification and management of water, in the maintenance of water quality for recreational, domestic, industrial and agricultural uses, and for the protection of natural ecosystems. Water pollution and water management, identification of specific water pollution threats associated with operations in the built environment. These will be placed in the context of water use and availability patterns as pertaining to Australia in general and to NSW in particular. Assessment of indicators in the auditing of simple impacts on water quality in terms of domestic, recreational, agricultural and industrial uses, and ecosystem management needs.

Legislation and the interpretation of the legal framework used for water quality including drinking water management.
Field visit to sample water in various locations and/or waste water treatment and management sites.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report - Communicating water science	2,000 words	30	N	Individual
Quiz - Multiple Choice and Short Answer Questions	1.5 hrs	30	N	Individual
Final Exam - Multiple Choice and Short Answer Questions	2 hours	40	N	Individual

Prescribed Texts

- James Edzwald Water Quality & Treatment: A Handbook on Drinking Water, American Water Works Association (e-book: <https://www-accessengineeringlibrary-com.ezproxy.uws.edu.au/content/book/9780071630115/chapter/chapter3>)

Teaching Periods

AGEN 1002 Water Quality Assessment and Management (WSTC)

Credit Points 10

Legacy Code 700298

Coordinator Phillip Newman ([https://directory.westernsydney.edu.au/search/name/Phillip Newman/](https://directory.westernsydney.edu.au/search/name/Phillip%20Newman/))

Description Water is essential for all life on earth. This unit will equip students with skills in biological, chemical and physical water quality assessment for a sustainable water future. The unit introduces students to healthy natural waterways and contrasting degraded waters impacted by disturbance from human activities. A broad range of pollutants, their sources and the consequences for human health and the ecology of water ways will be investigated. Management strategies will also be examined based on the sound scientific assessment of water quality. Students in this unit will cover water quality legislation, regulation, policy, guidelines and develop competencies in water monitoring, regulation, treatment and management.

School Science

Discipline Agriculture, Environmental and Related Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects AGEN 2002 Water Quality Assessment and Management
AGEN 1001 Water Quality Assessment and Management

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in Extended Diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Describe and select the physical, chemical and biological components as indicators of water quality.
- Identify using physical, chemical and biological indicators when water is polluted and describe these pollutants including metals, polycyclic aromatic hydrocarbons, petrochemical (e.g. petrol, oils, greases), nitrates, phosphates, human and faecal waste.
- Identify, describe and predict the origins, nature and impact of where water quality degradation may occur from industrial, commercial, residential, agricultural contamination at local, regional and national context. For example, Stormwater runoff, leaking sewers in Sydney, dioxin release from the old Union Carbide site into Port Jackson and diffuse animal faecal pollution in areas such as Warragamba dam.
- Design and plan field auditing protocols for pollution study.
- Identify approaches put in place by the water authorities in terms of catchment management; water and sewage treatment; trade-waste management; stormwater management and treatment; land application (to minimise phytonutrients entering receiving waters); monitoring by health and water authorities.
- Describe the basis of the legal framework used for water quality management, with particular reference to the Australian Drinking Water guidelines, and Australian and New Zealand Guidelines for Fresh and Marine Water Quality.
- Interpret the results of water quality audits in the context of legal, regulatory compliance and scientific guidelines in water management issues and community accountability.
- Explore the special issues of World and local water scarcity (with climate change implications), maintaining sustainable environmental flows, water recycling, stormwater harvesting, water-related health emergencies (boil-water alerts, Norovirus transmission), special ecological impacts (such as EDCs and hermaphrodisms; biodiversity reduction) and important pollution case histories (eg: Minamata disaster).
- Collect water samples aseptically and safely for a range of chemical and bacteriological analyses, specify tests required and the correct transportation medium and containers to ensure chain-of control during transportation with necessary documentation.
- Gather, analyse and describe a variety of appropriate information sources.

Subject Content

- Strategies for the identification and management of water, in the maintenance of water quality for recreational, domestic, industrial and agricultural uses, and for the protection of natural ecosystems.
- Water pollution and water management, identification of specific water pollution threats associated with operations in the built environment. These will be placed in the context of water use and availability patterns as pertaining to Australia in general and to NSW in particular.

- Assessment of indicators in the auditing of simple impacts on water quality in terms of domestic, recreational, agricultural and industrial uses, and ecosystem management needs.
- Legislation and the interpretation of the legal framework used for water quality including drinking water management.
- Field visit to sample water in various locations and/or waste water treatment and management sites.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	2,000 words	30	N	Individual
Case Study	1,000 words	40	N	Individual
Final Exam	2 hours	30	N	Individual

Teaching Periods

AGEN 1003 Water Quality Assessment and Management (UG Cert)

Credit Points 10

Legacy Code 500052

Coordinator Jack Isherwood ([https://directory.westernsydney.edu.au/search/name/Jack Isherwood/](https://directory.westernsydney.edu.au/search/name/Jack%20Isherwood/))

Description Water is essential for all life on earth. This unit will equip students with skills in biological, chemical and physical water quality assessment for a sustainable water future. The unit introduces students to healthy natural waterways and contrasting degraded waters impacted by disturbance from human activities. A broad range of pollutants, their sources and the consequences for human health and the ecology of water ways will be investigated. Management strategies will also be examined based on the sound scientific assessment of water quality. Students in this unit will cover water quality legislation, regulation, policy, guidelines and develop competencies in water monitoring, regulation, treatment and management.

School Science

Discipline Agriculture, Environmental and Related Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects AGEN 2002 Water Quality Assessment and Management AGEN 1002 Water Quality Assessment and Management

Restrictions Students must be enrolled in: 7175 ? Undergraduate Certificate of Environmental Sustainability

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe and select the physical, chemical and biological components as indicators of water quality.

2. Identify using physical, chemical and biological indicators when water is polluted and describe these pollutants including metals, polycyclic aromatic hydrocarbons, petrochemical (e.g. petrol, oils, greases), nitrates, phosphates, human and faecal waste.
3. Identify, describe and predict the origins, nature and impact of where water quality degradation may occur from industrial, commercial, residential, agricultural contamination at local, regional and national context. For example Stormwater runoff, leaking sewers in Sydney, dioxin release from the old Union Carbide site into Port Jackson and diffuse animal faecal pollution in areas such as Warragamba dam.
4. Design and plan field auditing protocols for pollution study.
5. Identify approaches put in place by the water authorities in terms of catchment management; water and sewage treatment; trade-waste management; stormwater management and treatment; land application (to minimise phytonutrients entering receiving waters); monitoring by health and water authorities.
6. Describe the basis of the legal framework used for water quality management, with particular reference to the Australian Drinking Water guidelines, and Australian and New Zealand Guidelines for Fresh and Marine Water Quality.
7. Interpret the results of water quality audits in the context of legal, regulatory compliance and scientific guidelines in water management issues and community accountability.
8. Explore the special issues of World and local water scarcity (with climate change implications), maintaining sustainable environmental flows, water recycling, stormwater harvesting, water-related health emergencies (boil-water alerts, Norovirus transmission), special ecological impacts (such as EDCs and hermaphroditism; biodiversity reduction) and important pollution case histories (eg: Minamata disaster).
9. Collect water samples aseptically and safely for a range of chemical and bacteriological analyses, specify tests required and the correct transportation medium and containers to ensure chain-of control during transportation with necessary documentation.
10. Gather, analyse and describe a variety of appropriate information sources.

Subject Content

1. Strategies for the identification and management of water, in the maintenance of water quality for recreational, domestic, industrial and agricultural uses, and for the protection of natural ecosystems.
2. Water pollution and water management, identification of specific water pollution threats associated with operations in the built environment. These will be placed in the context of water use and availability patterns as pertaining to Australia in general and to NSW in particular.
3. Assessment of indicators in the auditing of simple impacts on water quality in terms of domestic, recreational, agricultural and industrial uses, and ecosystem management needs.
4. Legislation and the interpretation of the legal framework used for water quality including drinking water management.
5. Field visit to sample water in various locations and/or wastewater treatment and management sites.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz A Quiz B Quiz C via vUWS	Quiz A - 30 mins (1-3,5-7,9) (10%) Quiz B - 30 mins (3-5,7) (10%) Quiz C - 30 mins (2-4,8) (10%)	30	N	Individual
Annotated bibliography	1000 words	30	N	Individual
Literature review	1500 words	40	N	Individual

Prescribed Texts

- James Edzwald Water Quality & Treatment: A Handbook on Drinking Water, American Water Works Association (e-book: <https://www-accessengineeringlibrary-com.ezproxy.uws.edu.au/content/book/9780071630115/chapter/chapter3>)

Teaching Periods

AGEN 3001 Animal Behaviour

Credit Points 10

Legacy Code 300878

Coordinator John Hunt ([https://directory.westernsydney.edu.au/search/name/John Hunt/](https://directory.westernsydney.edu.au/search/name/John%20Hunt/))

Description Focusing on a variety of wildlife and domestic animal species, the unit addresses how classic ecological and evolutionary principles shape animal behaviour by weighing the experimental and observational evidence for each idea. We illustrate concepts with examples from a wide range of taxonomic groups of animals in diverse ecosystems. Students will conduct experimental field and laboratory procedures, as well as observe and work with groups of animals on the UWS Hawkesbury campus.

School Science

Discipline Agriculture, Environmental and Related Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects AGEN 3002 - Animal Behaviour

Restrictions Successful completion of 120 credit points in the Bachelor of Science or Bachelor of Natural Sciences.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Integrate basic evolutionary theory and genetics principles to determine how/why animal behaviour is both related to and shaped by evolution/genetics.
- Determine how cost/benefit/risk can be identified in the context of optimality and game theories to formulate and test ultimate and proximate hypotheses for behaviours.
- Describe the evolution of different reproductive strategies and mating patterns and strategies, and how tools such as phylogenetics and experimentation can be used to study it.

- Determine how the evolution of animal behaviour is used to understand aspects of human behaviour.
- Explain why understanding the ethology of companion animals and domestic stock is important in our interactions with them.
- Conduct field investigations safely and ethically in the field and laboratory, using sampling methodology correctly to obtain valid data.
- Use spreadsheets and statistical tools in analytical programs to enter, analyse and graph data and to draw appropriate conclusions from data.
- Communicate findings correctly in oral or in written form using an appropriate style, accessing the scientific literature to place the findings in context.

Subject Content

- The proximate control, organisation, and development of animal behaviour
- The ecological and evolutionary mechanisms underlying animal behaviour
- Foundational and contemporary theories of animal behaviour, as well as the application of animal behaviour
- General scientific and specific behavioural methodologies to test hypotheses and effectively communicate research using a range of scientific modes

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Scientific Report	2,000 word	20	N	Individual
Group Poster	A0 poster and presentation (must be present at poster session for 2 hours to answer	30	N	Individual
4 Online Quizzes (10% each)	1 hour (open book, conducted in own time over a 1 week period)	40	N	Individual
Group Project Pitch Presentation	15 minutes	10	N	Individual

Prescribed Texts

- Alcock, J 2009, Animal behavior: an evolutionary approach, 9th edn, Sinauer Associates, Sunderland, Mass.

Teaching Periods

Spring Hawkesbury Day

Subject Contact John Hunt ([https://directory.westernsydney.edu.au/search/name/John Hunt/](https://directory.westernsydney.edu.au/search/name/John%20Hunt/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGEN3001_22-SPR_HW_D#subjects)

AGEN 4001 Researching our Changing Environment

Credit Points 10

Legacy Code 800195

Coordinator David Ellsworth ([https://directory.westernsydney.edu.au/search/name/David Ellsworth/](https://directory.westernsydney.edu.au/search/name/David%20Ellsworth/))

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

School Graduate Research School

Discipline Agriculture, Environmental and Related Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate knowledge of the various research fields within the Institute in which the student is based.
2. Align the student's statement of intent with a proposed research project relating to the research environment and expertise within the Hawkesbury Institute.
3. Critically analyse theoretical knowledge that will inform key perspectives in the student's research area.
4. Demonstrate understanding of techniques and methods involved in collecting, displaying and interpreting scientific data.
5. Understand how a literature review and a synthesis of data/information are carried out.

Subject Content

- This unit is designed for the Master of Research program, involving first-year Bachelor of Research/ Master of Research students. It exposes students to the research environment within the Hawkesbury Institute for the Environment, the various sub-disciplines within this

area of study, and the high-level research approaches taken within each of them.

- The unit will enable students to gain fluency in the various research fields within the Hawkesbury Institute and the literature and methods associated with them by:
- Analysing the research literature in the sub-disciplines encompassed by the Hawkesbury Institute for the Environment and understanding what makes a good journal and a good research manuscript.
- Understanding the advantages and shortcomings of key papers in the literature, and being able to write a critique of others' published research.
- Spending time in discussion and in reading to be able to understand techniques and methods in the field, and critically evaluate them.
- Gaining an understanding of the motivation and research that is conducted within climate change facilities at the Hawkesbury Institute for the Environment.
- Gaining fluency in the literature by practice, and learning the skill of good

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Critical Review	1,000 words	30	N	Individual
Critical Review	2,500 words	40	N	Individual
Participation	15-20 mins	30	N	Individual

Teaching Periods

Autumn Hawkesbury Composite

Subject Contact David Ellsworth ([https://directory.westernsydney.edu.au/search/name/David Ellsworth/](https://directory.westernsydney.edu.au/search/name/David%20Ellsworth/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGEN4001_22-AUT_HW_C#subjects)

AGEN 7001 Bushfire Behaviour

Credit Points 10

Legacy Code 200457

Coordinator Grahame Douglas ([https://directory.westernsydney.edu.au/search/name/Grahame Douglas/](https://directory.westernsydney.edu.au/search/name/Grahame%20Douglas/))

Description This unit describes the factors affecting bushfire behaviour and the models which are used to predict bushfire behaviour, the principles of fire ecology, and the assessment of bushfire hazards on property and the environment. Topics include the measurement of fuel, rates of spread and flame length equations, fire danger indices and landscape issues, topographical influences on fire behaviour, the importance of fire regimes and fire thresholds on flora and fauna, habitat and fire impacts on environmental services such as soils and water catchments. The role of fire behaviour in determining impacts on structures is also described.

School Eng, Design & Built Env

Discipline Agriculture, Environmental and Related Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

This subject assumes that the student has undertaken undergraduate study in building surveying, planning or related areas or has gained the equivalent building construction knowledge by working in the construction industry in an appropriate capacity for at least four years.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and explain the factors affecting bushfire behaviour;
2. Classify vegetation types and associated fuel structures;
3. Discuss the role of fire weather in developing fire indices;
4. Describe the impacts of bushfire on species and communities of environmental significance and their fire thresholds;
5. Describe the impacts of fire on the environment and environmental services and management strategies to protect these values;
6. Predict the intensity and flame characteristics of a bushfire; and
7. Apply available models to describe bushfire behaviour and its impact on structures.

Subject Content

Factors affecting various aspects of bushfire behaviour;
Initiation of bushfires;
Bushfire spread including spotting behaviour;
Comparative behaviour of bushfires in different vegetation types;
Ecological impacts of bushfires;
Models to describe bushfire behaviour;
Prediction of bushfire behaviour in terms of intensity and spread;
Prediction of bushfire behaviour on property.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short Answer	1000w. Students must achieve at least 40% in this task to achieve an overall pass for the unit	20	N	Individual

Essay	2000w. Students must achieve at least 40% in this task to achieve an overall pass for the unit	25	N	Individual
Report	3000w. Students must achieve at least 40% in this task to achieve an overall pass for the unit	35	N	Individual
Essay	1,000 words	20	Y	Individual

Teaching Periods

Autumn

Parramatta City - Macquarie St

Composite

Subject Contact Grahame Douglas ([https://directory.westernsydney.edu.au/search/name/Grahame Douglas/](https://directory.westernsydney.edu.au/search/name/Grahame%20Douglas/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGEN7001_22-AUT_PC_C#subjects)

AGEN 7002 Ecosystems in a Changing World

Credit Points 10

Legacy Code 800170

Coordinator Yolima Carrillo ([https://directory.westernsydney.edu.au/search/name/Yolima Carrillo/](https://directory.westernsydney.edu.au/search/name/Yolima%20Carrillo/))

Description Natural and managed ecosystems on our planet are experiencing a rapidly changing environment as a consequence of changing patterns of land and resource use, loss of biodiversity, altered atmospheric composition and anthropogenic climate change. This unit will introduce students to ecosystem concepts in the context of ecological and evolutionary responses to global change. Students will obtain practical experience in quantitative analysis of carbon, nutrient, water and energy budgets, and explore the consequences of global change for ecosystem services and biodiversity over a range of spatial and temporal scales. Teaching will be led by HIE staff with expertise in ecosystem responses to environmental change, soil microbial contributions to ecosystem function and the impacts of environmental change on plants, animals and their interactions.

School Graduate Research School

Discipline Agriculture, Environmental and Related Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Assumed Knowledge

A Bachelor of Science in Biology, Environmental Science, or Agricultural Science, with some background in plant science and ecology.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Quantitatively describe fundamental ecosystem functions
2. Solve problems mathematically on paper and in spreadsheets
3. Construct and interpret graphical representations of data
4. Apply systems approach to complex environmental issues
5. Critically discuss primary research articles on ecosystem responses to environmental change
6. Write critical evaluation of a primary research article

Subject Content

Ecosystem concepts, introduction to global change
 Geology and soils
 Water and energy balance
 Primary production and allocation
 Carbon cycling
 Nutrient cycling
 Microbial ecology and ecosystem processes
 Trophic dynamics; food webs and plant-animal interactions
 Biodiversity and ecosystem function
 Temporal dynamics: Disturbance, succession
 Scaling from plots to the globe; landscape processes
 Global change and ecosystems
 Ecosystem management in a changing world

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Mathematical 5 sets and graphical solutions to quantitative problems		50	N	Individual
Class participation and blog posts	4 x 250 words	20	N	Individual
Short answer quizzes	3 x 30 minutes	30	N	Individual

Prescribed Texts

- Chapin, FS, Matson, PA & Vitousek, PM, 2012, Principles of terrestrial ecosystem ecology, 2nd edn, Springer, New York.

Teaching Periods

Spring Hawkesbury Day

Subject Contact Yolima Carrillo ([https://directory.westernsydney.edu.au/search/name/Yolima Carrillo/](https://directory.westernsydney.edu.au/search/name/Yolima+Carrillo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGEN7002_22-SPR_HW_D#subjects)

AGEN 7004 Perspectives of Sustainable Development

Credit Points 10

Legacy Code 300397

Coordinator Richard Thomas ([https://directory.westernsydney.edu.au/search/name/Richard Thomas/](https://directory.westernsydney.edu.au/search/name/Richard+Thomas/))

Description This unit explores the philosophy, policies and practice of sustainable development. In exploring environmental philosophy the unit provides students with an understanding of the nature and emergence of both modern and post-modern paradigms that influence the direction and nature of current development policy. The nature of environmental policy is examined by developing an understanding of how values and attitudes shape a governing ethic about environmental management. The social, political, economic and ecological elements of sustainable development are unfolded to aid students understanding of what needs to be managed. Particular attention is given to those issues confronting developing countries as they move to become industrialised nations yet have high levels of poverty. Finally, the unit introduces the practice of environmental impact assessment as one management tool used in the management process.

School Science

Discipline Other Agriculture, Environmental And Related Studies

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYB 8266 - Environmental Management Core Studies 1 LGYB 8275 - Environmental Management

Restrictions

Students must be enrolled in the following programs: 3602 - Master of Environmental Management, 3605 - Master of Occupational Safety, Health and Environmental Management, 3606 - Graduate Diploma in Occupational Safety, Health and Environmental Management, 3607 - Graduate Certificate in Occupational Safety, Health and Environmental Management

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Understand the philosophy influencing current environmental management policy and practice.
2. Acquire knowledge of environmental values and worldviews and how they influence the policy development process.
3. Understand the political, social and ecological components of environmental management and their interaction in environmental management.

Subject Content

Definition of 'environment', 'management' and 'environmental management', 'sustainable development' and understanding of the need for effective management to address environmental issues. The history of environmental philosophy and the significance of epistemology in shaping policy. The way 'paradigms' and 'values' influence people's reaction to environmental issues. Contemporary concepts in environmental management (Ecologically Sustainable Development, environmental health, precautionary principle, stewardship, social capital and environmental justice).

The Social, Economic and Ecological Issues associated with Sustainable Development.

Teaching Periods

AGEN 7005 Research Protocol Design and Practice

Credit Points 10

Legacy Code 401080

Coordinator John Bidewell ([https://directory.westernsydney.edu.au/search/name/John Bidewell/](https://directory.westernsydney.edu.au/search/name/John%20Bidewell/))

Description In this unit postgraduate students develop a proposal for a research study in an area of interest, drawing upon their knowledge and experiences from other units in their program of study. Students learn how to apply research methods to a variety of research situations and questions; to understand how research questions are developed and answered empirically through suitable choice of research methodology, design and method; and how research findings are validated and communicated.

School Health Sciences

Discipline Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) All Students must do PUBH 7016 HLTH 7008 for students in 4702 HLTH 7025 for students in 4698 CMPL 7012 for students in 4716

Equivalent Subjects AGEN 7003 - Methods of Researching

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Develop research objectives in a chosen area of interest based on a systematic assessment and synthesis of recent and relevant literature.
2. Devise a research plan to address research objectives, including selection of an appropriate study design, data source or data collection plan, sample, analytic strategy, and consideration of ethical implications of the research.
3. Construct a coherent and potentially fundable research protocol.

Subject Content

In this subject, students will be asked to re-visit content from previous units in their program of study and engage with various research paradigms in order to develop a research protocol based on their own research interest area. Unit content will include:

1. The research process
2. Formulating research objectives
3. Research design and causal inference
4. Data collection methods
5. Analytic strategy
6. Ethical issues in research

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Proposal	500 words	20	N	Individual
Quiz	1 hour	10	N	Individual
Proposal	1,500 words	50	N	Individual
Quiz	40 minutes	20	N	Individual

Prescribed Texts

- Portney L (2020) Foundations of clinical research: Applications to evidence based practice (4th ed). FA Davis.

Teaching Periods

Autumn

Online

Online

Subject Contact John Bidewell ([https://directory.westernsydney.edu.au/search/name/John Bidewell/](https://directory.westernsydney.edu.au/search/name/John%20Bidewell/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGEN7005_22-AUT_ON_O#subjects)

Spring

Online

Online

Subject Contact John Bidewell ([https://directory.westernsydney.edu.au/search/name/John Bidewell/](https://directory.westernsydney.edu.au/search/name/John%20Bidewell/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGEN7005_22-SPR_ON_O#subjects)

AGEN 9001 HDR Thesis Hawkesbury Institute for the Environment

Credit Points 20

Legacy Code 800148

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Institute for the Environment

Discipline Agriculture, Environmental and Related Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1 Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGEN9001_22-RQ1_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGEN9001_22-RQ1_PS_D#subjects)

Research Quarter 2

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGEN9001_22-RQ2_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGEN9001_22-RQ2_PS_D#subjects)

Research Quarter 3

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGEN9001_22-RQ3_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGEN9001_22-RQ3_PS_D#subjects)

Research Quarter 4

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGEN9001_22-RQ4_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGEN9001_22-RQ4_PS_D#subjects)

AGEN 9002 Higher Degree Research Thesis - Agriculture and Environment

Credit Points 20

Legacy Code 800203

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Graduate Research School

Discipline Agriculture, Environmental and Related Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGEN9002_22-RQ1_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGEN9002_22-RQ1_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGEN9002_22-RQ1_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGEN9002_22-RQ1_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGEN9002_22-RQ1_PS_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGEN9002_22-RQ2_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGEN9002_22-RQ2_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGEN9002_22-RQ2_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGEN9002_22-RQ2_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGEN9002_22-RQ2_PS_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGEN9002_22-RQ3_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGEN9002_22-RQ3_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGEN9002_22-RQ3_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGEN9002_22-RQ3_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGEN9002_22-RQ3_PS_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGEN9002_22-RQ4_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGEN9002_22-RQ4_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGEN9002_22-RQ4_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGEN9002_22-RQ4_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGEN9002_22-RQ4_PS_D#subjects)

AGEN 9003 Higher Degree Research Thesis - Agriculture and Environment

Credit Points 20

Legacy Code 800180

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Graduate Research School

Discipline Agriculture, Environmental and Related Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGEN9003_22-RQ1_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGEN9003_22-RQ1_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGEN9003_22-RQ1_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGEN9003_22-RQ1_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGEN9003_22-RQ1_PS_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGEN9003_22-RQ2_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGEN9003_22-RQ2_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGEN9003_22-RQ2_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGEN9003_22-RQ2_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGEN9003_22-RQ2_PS_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGEN9003_22-RQ3_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGEN9003_22-RQ3_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGEN9003_22-RQ3_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGEN9003_22-RQ3_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGEN9003_22-RQ3_PS_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGEN9003_22-RQ4_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGEN9003_22-RQ4_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGEN9003_22-RQ4_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGEN9003_22-RQ4_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGEN9003_22-RQ4_PS_D#subjects)

AGRI 1003 Animal Science

Credit Points 10

Legacy Code 300801

Coordinator Adrian Renshaw ([https://directory.westernsydney.edu.au/search/name/Adrian Renshaw/](https://directory.westernsydney.edu.au/search/name/Adrian%20Renshaw/))

Description This unit will provide students with an understanding of comparative physiological and anatomical concepts of a range of mammalian and avian species. Students will develop the skills to apply these concepts in practical situations through the use of field observations and the relationship of these to functional anatomy and physiology of production animals. In addition students will develop many of the principles and concepts employed in animal production. Concepts discussed in lectures are reinforced by practical classes held in the laboratory and in the outdoor laboratories.

School Science

Discipline Animal Husbandry

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects AGRI 1002 - Animal Science

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Define key terms and concepts associated with mammalian and avian production animal anatomy and physiology.
2. Compare anatomy and physiology of mammalian and avian production animals.
3. Evaluate animal production systems.
4. Handle production animal species; record observations and reflect on the behaviour of production animal species.

Subject Content

Physiology, anatomy and behavior of a range of animal species
Functional anatomy and physiology in practical context

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Online quizzes	up to 30 minutes in length	35	N	Individual
3 minute presentation and written report	3 minutes and 1,000 words	25	N	Individual
Lab report	500 words	15	N	Individual
Review article	2,000 words	25	N	Individual

Prescribed Texts

- Comparative Vertebrate Anatomy - Kenneth Kardong 2019

Teaching Periods

Spring Hawkesbury

Day

Subject Contact Adrian Renshaw ([https://directory.westernsydney.edu.au/search/name/Adrian Renshaw/](https://directory.westernsydney.edu.au/search/name/Adrian%20Renshaw/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGRI1003_22-SPR_HW_D#subjects)

AGRI 1004 Feeding the Planet

Credit Points 10

Legacy Code 300804

Coordinator Priti Krishna ([https://directory.westernsydney.edu.au/search/name/Priti Krishna/](https://directory.westernsydney.edu.au/search/name/Priti%20Krishna/))

Description This unit will explore the concepts driving current food production science (population growth, urbanization, emerging affluence, resource constraints, and underlying biological limits) in terms of their universal life cycles, constraints to production and societal issues. Throughout the unit, key questions will be addressed: What are the major health benefits and potential concerns regarding the intensification of production and consumption of food? How does agricultural production affect the efficient use of resources and impact our environment? Can costs of production be reduced to meet the growing demand for food products around the globe while maintaining health and safety for consumers? What are the different types of food production systems? Myths and misconceptions surrounding the food systems will be discussed and analysed. The unit is geared towards learners who seek a greater understanding of food systems and have a desire to learn more about issues surrounding sustainability.

School Science

Discipline Agricultural Science

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects LGYA 6095 - Primary Production

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Numerical Problem Solving	Exercise equivalent to 30 minutes of problem solving	10	N	Individual
Report on sustainability of farm enterprise	2000 word report	20	N	Individual
Practical report	1500 words	30	N	Individual
In-class quizzes	4 quizzes of equal weighting (5%) held in class sessions = 30 minutes	20	N	Individual
Presentation : 15 minute Poster presentation on sustainability of a farm enterprise	15 minute presentation	20	N	Individual

Teaching Periods

AGRI 1005 Human Animal Interactions

Credit Points 10

Legacy Code 300807

Coordinator Sebastian Holmes ([https://directory.westernsydney.edu.au/search/name/Sebastian Holmes/](https://directory.westernsydney.edu.au/search/name/Sebastian%20Holmes/))

Description This unit introduces students to the varying relationships between humans and animals including domestication, the role of animals for companionship, as workers, the traditional role of animals in agriculture, wildlife and zoo animals and their increasingly recognised aesthetic and therapeutic roles. Students will work with a variety of domesticated animals, captive native mammals, and reptiles on-campus, and in a variety of animal industries off campus, including wildlife parks and zoos. The unit includes a balance of theoretical and practical work in the areas of behaviour and handling, basic husbandry, health care, and ethical management.

School Science

Discipline Animal Husbandry

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Incompatible Subjects AGRI 1006 - Introduction to Animal Science
AGRI 1007 - Human Animal Interactions

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the importance of animals and their uses in society in a global context.
2. Define concepts, terminology and definitions in animal science.
3. Describe the history of human-animal interactions.
4. Discuss animal domestication as a basis for many of the forms of human-animal contact through the role of animals in food and fibre production, nutrient recycling, research (biomedical, production, behaviour and other forms) and for pleasure, companionship and service).
5. Define the principles and ethics of animal exhibitions and public perceptions of animal use.
6. Demonstrate and describe safe handling of a range of animal species including domestic and non-domestic animals.
7. Observe basic animal behaviour, and interpret this behaviour in the context of production, recreation and service.
8. Report research findings using academic written and oral communication and develop intellectual autonomy.

Subject Content

1. Historical Perspectives: Animal attributes exploited by humans; Animal products and human nutrition; Animals and human development
2. Historical Perspectives: Hunter gatherers; Neolithic Revolution; Animals in religion, culture and mythology
3. Positive Interactions: Domestic agricultural animals
4. Positive Interactions: Working and entertainment
5. Positive Interactions: Companion animals
6. Positive Interactions: Animals in medicine and research
7. Human Animal Conflicts: Zoonosis and Allergies; Pests and Parasites
8. Human Animal Conflicts: Invasive and Introduced Species

9. Human Animal Conflicts: Impact of Agricultural Animals on the Environment
10. Human Animal Conflicts: Habitat Destruction and Human Wildlife Conflicts
11. Human Animal Conflicts: Managing Human Wildlife Conflicts for Coexistence
12. Human Animal Conflicts: Morality of Animal Extinctions in the Anthropocene

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	60 minutes	15	N	Individual
Quiz	60 minutes	15	N	Individual
Presentation	180 minutes	20	N	Group
Essay	1500 words	20	N	Individual
Final Exam	2 hours	30	N	Individual

Teaching Periods

Autumn Hawkesbury Day

Subject Contact Sebastian Holmes ([https://directory.westernsydney.edu.au/search/name/Sebastian Holmes/](https://directory.westernsydney.edu.au/search/name/Sebastian%20Holmes/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGRI1005_22-AUT_HW_D#subjects)

AGRI 1009 Wildlife Studies

Credit Points 10

Legacy Code 300813

Coordinator Clarissa House ([https://directory.westernsydney.edu.au/search/name/Clarissa House/](https://directory.westernsydney.edu.au/search/name/Clarissa%20House/))

Description This unit involves the study of basic biology, ecology, conservation and management of selected wildlife. Students will learn different management systems and research methods used in the conservation and management of wildlife. The use of wildlife as a sustainable resource will also be analysed within the context of ecological sustainable development and animal ethics.

School Science

Discipline Animal Husbandry

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects AGRI 1008 - Introduction to Wildlife Studies

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Define and identify wildlife, both taxonomically and in general terms.
2. Define wildlife population characteristics, population growth, carrying capacity, methods of estimation and other parameters.

3. Explain and articulate basic concepts, definitions and terms commonly used in wildlife studies and management.
4. Explain the methods used to identify animals (to a genus level).
5. Discuss the implications of invasive animals and the environment including feral species in Australia (based on cases studies) and current research in the field.
6. Discuss wildlife conservation and management, including habitat management, endangered wildlife species, international conservation organisations, the roles of zoos in animal conservation and related research.
7. Explain the methods which are used to monitor interactions between animals, animal populations and habitats.
8. Apply concepts and theories in wildlife studies including various management systems and research methods used in the study of animals, both in the wild and captivity.
9. Describe and discuss husbandry of a selected range of animals.
10. Conduct basic habitat and wildlife survey techniques including field transects, quadrats, animal tracks and scat identification.
11. Conduct a literature search on a wildlife studies topic and communicate findings in written form observing the conventions of scientific writing.

Subject Content

1. Wildlife population characteristics, population growth, carrying capacity, methods of estimation and other parameters.
2. Concepts, definitions and terms commonly used in wildlife studies and management.
3. Methods used to identify animals (to a genus level).
4. Invasive animals and the impact on the environment including feral species in Australia (based on cases studies) and current research in the field.
5. Conservation and management of exotic species at local, national and global scale, including management of habitats, endangered species, international conservation organisations and the roles of zoos in animal conservation.
6. Methods used to monitor interactions between animals, animal populations and habitats.
7. Management systems and research methods used in the study of animals, in the wild and captivity.
8. Habitat and wildlife survey techniques on campus including field transects, quadrats, animal tracks and scat identification.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	20 mcq, 30 min per quiz, a total of 120 minutes	20	N	Individual
Applied Project	5 slides/5 minutes each	20	N	Individual
Report	500 words	20	N	Individual
Final Exam	2 hours	40	N	Individual

Prescribed Texts

- Stow, A., Maclean, N. & Holwell, G.I. (Eds.) (2015). Austral ark: The state of wildlife in Australia and New Zealand.

Teaching Periods

Autumn Hawkesbury

Day

Subject Contact Clarissa House ([https://directory.westernsydney.edu.au/search/name/Clarissa House/](https://directory.westernsydney.edu.au/search/name/Clarissa%20House/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGRI1009_22-AUT_HW_D#subjects)

AGRI 1010 Protected Cropping Climate Control and Technology

Credit Points 10

Legacy Code 301263

Coordinator Lihua Li ([https://directory.westernsydney.edu.au/search/name/Lihua Li/](https://directory.westernsydney.edu.au/search/name/Lihua%20Li/))

Description This unit will teach students the intricacies of crop management in a highly controlled growing environment and the interplay between environmental response and plant behavior. In doing so, it will incorporate one nationally recognized unit of competency, "AHCPT503 - Manage a controlled growing environment". Students will also identify controlled environment technologies including those available, under-development and being researched, such as robotics, sensors and gene technologies. Students will gain an appreciation for the science and technology that drives high-tech greenhouse production and apply their skills in Western Sydney University's state of the art National Vegetable and Protected Cropping Centre (NVPC) and its PRIVA operating system at the Hawkesbury campus.

School Science

Discipline Agricultural Science

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Outline plant growth behaviour and measurements of crop performance
2. Explain why and how crops respond to environmental factors
3. Describe the greenhouse technologies available to growers that facilitate environmental control
4. Design a program which will optimise inputs for a specific crop in a controlled environment
5. Simulate the management of a controlled growing environment - (AHCPT503)
6. Report on future prospects and solutions for growing crops in managed environments

Subject Content

1. Understanding plant behaviour
2. Measuring crop performance
3. Crop response to environmental factors
4. Sensor technology
5. Radiation, temperature, coverings and supplemental lighting
6. Heating, cooling and dehumidifying
7. Vertical farm technology
8. Optimising inputs

9. Managing a controlled growing environment (AHCPT503)

10. Gene technology

11. Robotics

12. Identifying future prospects

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	1,000 words or equivalent	20	N	Individual
Professional Task	1,500 words or equivalent	30	Y	Individual
Investigative Report	1,000 words or equivalent	30	N	Individual
Final Quiz	1 hour	20	N	Individual

Teaching Periods

AGRI 2001 Agronomy

Credit Points 10

Legacy Code 300863

Coordinator Samsul Huda ([https://directory.westernsydney.edu.au/search/name/Samsul Huda/](https://directory.westernsydney.edu.au/search/name/Samsul%20Huda/))

Description This unit enables students to develop understanding of basic crop and pasture agronomy including plant identification, crop/pasture establishment, growth, development, adaptation, plant protection, and grazing management. Students manage a crop in the field and a pot trial in the glasshouse and interact with researchers and industry professionals in understanding broad principles involved in the production and management of crops, pasture and animal production issues. The practical sessions enable students to apply the management principles and become familiar with various measuring techniques.

School Science

Discipline Agricultural Science

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects LGYA 6118 - Agronomy

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe and explain the key concepts of pasture and crop agronomy
2. Recognise the major crop and pasture species in Australian agriculture
3. Manage crops in the field and glasshouse
4. Use equipment to measure plant growth and development
5. Calculate fertiliser needs for potential production
6. Estimate water requirements for improved crop growth and development
7. Relate grazing management issues to animal production

- Plan and design an experiment to determine the response of a crop to different levels of nutrient

Subject Content

- Physiology and adaptation of crop plants
- Plant nutrition
- Canopy structure - Photosynthesis and respiration
- Potential yield, soil - crop/pasture - water relations
- Plant protection - weeds - Competition and plant community relationships
- Grain development
- Grazing management
- Experimental design and data analysis

Teaching Periods

AGRI 2003 Animal Health and Welfare

Credit Points 10

Legacy Code 300834

Coordinator Julie Old ([https://directory.westernsydney.edu.au/search/name/Julie Old/](https://directory.westernsydney.edu.au/search/name/Julie%20Old/))

Description This unit will introduce students to the major issues related to animal health and welfare that form essential knowledge for those working with animals. In particular, students will gain an understanding of disease and methods for disease control as well as an introduction to disease diagnosis. In addition, students will gain knowledge about the relationships between animal management and the health and welfare expectations for domesticated and wild animals. The causes of common animal diseases will be introduced as well as the legal obligations of those owning, working or observing animals with respect to maintaining and monitoring their health and welfare.

School Science

Discipline Animal Husbandry

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) BIOS 1001

Equivalent Subjects AGRI 2002 - Animal Health and Welfare

Learning Outcomes

On successful completion of this subject, students should be able to:

- Describe and group some common animal disease/parasite aetiologies
- Describe modes of disease transmission in animals
- Compare and discuss methods of disease control in animals
- Identify, define and assess levels of observed animal health in a range of species
- Perform, analyse and describe basic animal health parameters
- Conduct and describe some basic disease diagnosis techniques in the laboratory and field
- Discuss the relationship between animal management and animal health and welfare implications
- Define legal obligations for those working with animals

Subject Content

Common ectoparasites and endoparasites and their effects on the host
Non-pathogen-derived animal disease including nutritionally-derived
Pathogen-derived animal disease

Common livestock diseases

Common companion animal diseases

Wildlife disease

Disease prevention and control (includes vaccination and animal handling in the field)

Assessment of health in animals (includes in the laboratory and in the field)

The relationships between animal management and animal health and welfare implications

Animal welfare

Legislation and obligations of those working with research, industry, wildlife animal species

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report: Written investigatory report on animal disease	2,000 words	20	N	Individual
Mid semester quiz	1 hour	30	N	Individual
Final Quiz	2 hours	50	N	Individual

Teaching Periods

AGRI 2004 Animal Reproduction

Credit Points 10

Legacy Code 300835

Coordinator Sebastian Holmes ([https://directory.westernsydney.edu.au/search/name/Sebastian Holmes/](https://directory.westernsydney.edu.au/search/name/Sebastian%20Holmes/))

Description Reproduction is the origin of life. The aim of this unit is to provide students with a sound understanding of reproduction of both domestic and non domestic animals so that they can design and manage a breeding program for a species of choice. Topics will include anatomy and physiology of male and female reproductive tracts; hormonal control of reproduction; fertilisation, pregnancy, parturition and lactation and advanced reproductive technologies. These topics will be explored in a range of species across different taxonomic groups.

School Science

Discipline Animal Husbandry

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects LGYB 3711 - Equine Reproduction and Stud Management AGRI 3006 - Animal Reproduction

Assumed Knowledge

Some knowledge of biology, including basic animal anatomy, introductory animal physiology and some understanding of reproductive behaviour.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe a range of reproductive strategies used by domesticated animals and wildlife species
2. Examine reproductive organs systems to determine advanced reproductive technologies to be applied to breeding systems
3. Compare and contrast the principles of manipulating breeding systems using biological and environmental stimuli
4. Analyse biological tissue in the laboratory to determine appearance of normal tissue
5. Report research findings using appropriate academic writing and public speaking

Subject Content

1. Anatomy of male and female reproductive tracts
2. Endocrinology of reproductive cycles
3. Oogenesis, fertilisation
4. Parturition and lactation
5. Pregnancy loss
6. Effect of environment on reproduction
7. Manipulation of reproductive cycles
8. Captive breeding programs
9. Artificial breeding techniques including semen collection and evaluation, embryo transfer and other assisted reproductive techniques
10. Major reproductive diseases and their control
11. Comparative structure and function of male and female reproductive systems, and learn how to manipulate endocrine control of reproductive cycles. Students will work with a range of techniques, including new and emerging technologies, for modifying reproductive performance.
12. Factors affecting reproduction and common causes of reproductive failure will also be explored. Research and write professional standard academic reports.

Special Requirements

Legislative pre-requisites

All activities in the subject involving live animals must be approved by the Western Sydney University Animal Care and Ethics Committee. All activities in the subject involving the use of animal specimens must be approved by the Western Sydney University Institutional Biosafety and Radiation Safety Committee.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Practical 1 write up - mini report	500-1000 words	10	N	Individual

Individual presentation: Managing an endangered or pest species through reproductive strategies	3 minutes	15	N	Individual
Practical 4 write up - major report	1500-2000 words	25	N	Individual
Written report: Managing an endangered or pest species through reproductive strategies	1500-3000 words	25	N	Individual
Final Exam	2 hours	25	N	Individual

Prescribed Texts

- The Biology of Reproduction by Giuseppe Fusco and Alessandro Minelli (1st Edition) 2019. Cambridge University Press. ISBN-13: 978-1108731713 ISBN-10: 1108731716
- Reproductive Technologies in Farm Animals by Ian R. Gordon (2nd edition) 2017. CABI ISBN-10: 1780646038 ISBN-13: 9781780646039 Link is to the 1st edition available online via the library.

Teaching Periods

Spring Hawkesbury

Day

Subject Contact Sebastian Holmes ([https://directory.westernsydney.edu.au/search/name/Sebastian Holmes/](https://directory.westernsydney.edu.au/search/name/Sebastian%20Holmes/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGRI2004_22-SPR_HW_D#subjects)

AGRI 2005 Sustainable Food Production

Credit Points 10

Legacy Code 300791

Coordinator Richard Thomas ([https://directory.westernsydney.edu.au/search/name/Richard Thomas/](https://directory.westernsydney.edu.au/search/name/Richard%20Thomas/))

Description Sustainable Food Production provides students with the knowledge and skills required to analyse current and future food production systems with an emphasis on water and energy efficiency. The subject material integrates agronomic principles with food supply chain analysis. This approach facilitates an analytical framework that goes beyond farm-gate productivity by including aspects of the food supply chain. Key concepts include water use efficiency, nitrogen balance, energy balance, life cycle assessment, and greenhouse gas emissions. Case studies will be drawn from a range of food production systems, emphasising productivity per unit of input.

School Science

Discipline Agricultural Science

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Incompatible Subjects LGYA 6125 - Advances in Agonomy

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Discourse Analysis: A close examination of a spoken, written or visual text in the classroom	30 minutes	30	N	Group
Report: Assessment of Practicals focused on Rhizosphere Management	Report, 3000 words	30	N	Individual
Final Exam	2 hours	40	N	Individual

Teaching Periods

AGRI 2006 Agriculture, Food and Health

Credit Points 10

Legacy Code 301389

Coordinator Michelle Mak ([https://directory.westernsydney.edu.au/search/name/Michelle Mak/](https://directory.westernsydney.edu.au/search/name/Michelle%20Mak/))

Description This unit is designed to strengthen student understanding of the important interactions between food, agriculture, environment and health. Traditionally the topics of food, agriculture, environment and health have been taught mainly in isolation from each other. It is becoming increasingly apparent that this traditional approach bears little relevance to real world issues and in some cases acts as an impediment to progress. Alternatives to the current 'western industrialised' food production system will be explored. These include organic agriculture, local farmer markets, and consumer driven changes to food production systems.

School Science

Discipline Agriculture, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Incompatible Subjects LGYA 6185 - Ecology of Production

Assumed Knowledge

Basic understanding of resource sustainability issues.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the impacts of food choices on personal health.
2. Analyse the impacts of food choices on the environment.
3. Analyse impacts of food choices on the businesses and communities that provide food services.
4. Apply conceptual models to the analysis of food supply chains.
5. Critically evaluate current and future food supply systems.

Subject Content

Influence of current food production systems on the 'western' diet.
Current public health issues and their link to diet.

Influence of diet on food production systems.

Impact of diet on the environment.

Analysis of the distribution of food costs along the food supply chain

Concept of ethical eating

Concept of sustainable diets

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Industry Seminar	15 minutes	20	N	Individual
Mid semester assessment - Essay	2,000 words	20	N	Individual
Assessment of Practicals - Reports	1 report 1,000 words	20	N	Individual
Final examination	2 hours	40	N	Individual

Teaching Periods

AGRI 2007 Introduction to Agrifood

Credit Points 10

Legacy Code 301443

Coordinator Zhonghua Chen ([https://directory.westernsydney.edu.au/search/name/Zhonghua Chen/](https://directory.westernsydney.edu.au/search/name/Zhonghua%20Chen/))

Description This unit introduces the concepts driving current food production science in terms of universal life cycles, constraints to production and societal issues. Throughout the unit, key questions will be addressed: What are the major health benefits and potential concerns regarding the intensification of production and consumption of food? How does agricultural production affect the efficient use of resources and impact our environment? Can costs of production be reduced to meet the growing demand for food products around the globe while maintaining health and safety for consumers? What are the different types of food production systems? The unit is geared towards learners who seek a greater understanding of food systems and have a desire to learn more about issues surrounding sustainability.

School Science

Discipline Agricultural Science

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Restrictions Successful completion of 60 credit points

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify agricultural production systems and sustainable agriculture practices.
2. Explain key principles and contemporary issues in sustainable agriculture.
3. Apply problem-solving skills to sustainable agricultural issues through the process of scientific inquiry.
4. Describe ethical considerations affecting both scientific and professional activities within sustainable agriculture.

Subject Content

1. Sustainable Agriculture principles, challenges and goals.
2. Agricultural systems and sectors (agronomy, agricultural enterprises and digital technologies).
3. Sustainable management of natural resources.
4. Sustainable Agrifood systems.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Analysis of Agrifood enterprise data	Exercise equivalent to 120 minutes of problem solving	30	N	Individual
Quizzes	6 quizzes of equal weighting (5% each) held in class sessions	30	N	Individual
Exam	2hrs	40	N	Individual

Prescribed Texts

- Conway G 2012. One Billion hungry: Can we feed the world, Cornell University Press, Ithaca & London

Teaching Periods

Autumn

Hawkesbury

Day

Subject Contact Zhonghua Chen ([https://directory.westernsydney.edu.au/search/name/Zhonghua Chen/](https://directory.westernsydney.edu.au/search/name/Zhonghua%20Chen/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGRI2007_22-AUT_HW_D#subjects)

AGRI 3001 Analysis of Agricultural Supply and Demand

Credit Points 10

Legacy Code 301098

Coordinator Richard Thomas ([https://directory.westernsydney.edu.au/search/name/Richard Thomas/](https://directory.westernsydney.edu.au/search/name/Richard%20Thomas/))

Description Students will develop understanding of the integrated nature of the agri-food value chain (supply and demand) from economic, environmental and social perspectives. Integrative processes and tools from established value chains will be evaluated in the context of changing consumer sentiment. Through analysis of economic and environmental gains (e.g. water and energy savings), students will identify emerging opportunities and challenges for improved and/or alternative food distribution systems. Analytical and reporting tools will be used to develop competence in data management, with emphasis on increasing communication from consumer to producer.

School Science

Discipline Agriculture, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYA 6131 - Analysis of Agricultural Supply Chains

Assumed Knowledge

Students enrolling in this subject should have an understanding of basic statistics and a fundamental understanding of the consumer-driven nature of the economy. This subject will build on aspects of agri-food supply chains introduced in earlier subjects in the Bachelor of Sustainable Agriculture and Food Security program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply appropriate research methodology and analyse quantitative and qualitative results
2. Apply data management principles to the understanding and improvement of agricultural value chains (supply and demand)
3. Evaluate the influence of consumer behaviours on agricultural value chains
4. Critique, integrate and communicate information to develop effective and innovative agricultural value chains
5. Critically analyse the social, economic and environmental risks and benefits of improved agricultural value chains.

Subject Content

1. Quantitative and qualitative tools for industry analysis
2. Knowledge and data management across the value chain (supply and demand)
3. Impact of consumer trends and attitudes on agricultural supply and demand
4. Definitions and determinants of success in agricultural value chains
5. Risk assessment and comparative analysis of benefits from improved agricultural value chains
6. Data management in terms of information, energy, water and service metrics
7. Supply chains as a framework for analysis of environmental and social outcomes

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Online quiz	2 x 45 mins	10	N	Individual
Analysis of selected mainstream agricultural supply chain	1,500 words	30	N	Individual
Comparative analysis of the mainstream agricultural supply chain used in (Assignment 2) with another, more innovative, agricultural supply chain.	2,500 words	50	N	Individual
Accrued industry work experience	30 hours	S/U	Y	Individual
Industry work experience written article	300 words	10	N	Individual

Teaching Periods

AGRI 3002 Animal Nutrition and Feeding

Credit Points 10

Legacy Code 300853

Coordinator Ben Moore ([https://directory.westernsydney.edu.au/search/name/Ben Moore/](https://directory.westernsydney.edu.au/search/name/Ben%20Moore/))

Description Animal nutrition and feeding is fundamental to many aspects of animal production and wildlife systems. This unit aims to provide students with knowledge of nutrient requirements for different types of animals and the nutrient composition of common feeds. Students will evaluate and formulate rations to meet a range of animal requirements at different stages of growth, reproduction, lactation and production.

School Science

Discipline Animal Husbandry

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects AGRI 3003 - Animal Nutrition and Feeding

Restrictions Successful completion of 60 credit points.

Assumed Knowledge

A basic understanding of animals and biology.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the nutrient requirements of different types of animals at different stages of the life cycle
2. Articulate the effect of different types of digestive systems on feed and nutrient requirements
3. Analyse nutrient composition of common feeds for a range of animal species
4. Describe the factors affecting feed intake
5. Formulate and evaluate rations and supplements for a range of different animal species
6. Identify nutrient deficiencies, excesses and imbalances
7. Conduct and interpret laboratory analysis of feedstuffs
8. Describe common feeding related problems
9. Research and write professional reports

Subject Content

Nutrients - carbohydrates, lipids, protein, minerals, vitamins and water
 Nutrient requirements of different animal species at different stages of the life cycle
 Regulation of feed intake such as hormones, BMR and palatability
 Nutrient composition of common feeds, pastures and specialised feeds
 Rations formulation for different animal species at different stages of the life cycle
 Common feed and nutrition related problems
 Interpreting feed and supplement labels
 Special requirements of animals including performance animal, wild and zoo animal nutrition
 Recent advances in nutrition
 Research and write professional reports

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	1 hour per quiz (conducted online, in own time over 1 week period)	20	N	Individual
Proposal	15 minutes	10	N	Group
Report	2,000 words	20	N	Individual
Presentation	20 minutes	50	N	Group

Prescribed Texts

- McDonald, P, Greenhalgh, JFD, Morgan, CA, Edwards, R, Sinclair, L & Wilkinson, R 2011, Animal nutrition, 7th edn, Prentice Hall/Pearson, Harlow, England.
- Hynd, P (2019) Animal Nutrition: From Theory to Practice. CSIRO Publishing.

Teaching Periods

Autumn Hawkesbury

Day

Subject Contact Ben Moore ([https://directory.westernsydney.edu.au/search/name/Ben Moore/](https://directory.westernsydney.edu.au/search/name/Ben%20Moore/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGRI3002_22-AUT_HW_D#subjects)

AGRI 3005 Animal Production

Credit Points 10

Legacy Code 300854

Coordinator Adrian Renshaw ([https://directory.westernsydney.edu.au/search/name/Adrian Renshaw/](https://directory.westernsydney.edu.au/search/name/Adrian%20Renshaw/))

Description Animal production is about producing animals for food, companionship and conservation. This unit aims to develop an understanding of the major animal production systems used for food and fibre and other resources in Australia (intensive and wildlife), and to apply this knowledge to improving problematic issues and understanding topical issues. Topics will focus on the application of animal production principles to these production systems.

School Science

Discipline Agricultural Science

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects AGRI 3004 - Animal Production

Restrictions Successful completion of 120 credit points of Bachelor of Natural Science or Bachelor of Science subjects.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Define, describe and demonstrate a depth of knowledge various animal production systems in Australia.
2. Model animal production systems demonstrating flows of activities and resources, demonstrating how inputs and activities can be manipulated to modify production outputs.
3. Demonstrate how domestic and international animal production systems function in relation to food quality, food safety and food supply.
4. Describe how intensive and extensive animal production systems differ in relation to relative productivity, geographic location and environmental impact.
5. Explain how animal production systems fit within a framework of bioethics, animal welfare, animal rights and biotechnology.
6. Describe how animal production concepts and principles can be applied to the management of wildlife and other natural systems.
7. Demonstrate knowledge of new technologies, innovations, processes and current issues in animal production.
8. Demonstrate the ability to mount a coherent argument with respect to key topical issues related to animal production systems in relation to social, environmental and production outputs and the ability to outline those arguments in both spoken and written formats.

Subject Content

Range of animal production systems and the various outputs and outcomes that result from those systems.

Intensive Animal Production.

Genetic Engineering.

Deer Production.

Wildlife Harvesting.

Wildlife Production Systems.

An international example - case study.

Topical areas in Animal Production.

Special Requirements

Legislative pre-requisites

Students who opt to enrol in this subject are strongly recommended to obtain a Q-Fever vaccination, and Tetanus vaccination/booster. Students who cannot evidence vaccination may be precluded from activities on the Farm, and/or internships with third parties.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	1 hour	40	N	Individual
Debate	5 min and 500 words of notes	20	N	Individual
Report	4,000 words	40	N	Individual

Teaching Periods

Autumn Hawkesbury

Day

Subject Contact Adrian Renshaw ([https://directory.westernsydney.edu.au/search/name/Adrian Renshaw/](https://directory.westernsydney.edu.au/search/name/Adrian%20Renshaw/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGRI3005_22-AUT_HW_D#subjects)

AGRI 3007 Water in the Landscape

Credit Points 10

Legacy Code 300870

Coordinator Basant Maheshwari ([https://directory.westernsydney.edu.au/search/name/Basant Maheshwari/](https://directory.westernsydney.edu.au/search/name/Basant%20Maheshwari/))

Description Many land and water use activities in both urban and rural landscape result in hydrologic changes that have environmental, economic and social consequences. These activities require appropriate management strategies for sustainable water use in catchment. In this unit, the hydrologic cycle will be explored at varying spatial scales in urban and rural contexts. Hydrologic, environmental, economic and social perspectives will be used in the examination of the demand and the use of water.

School Science

Discipline Agricultural Science

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYA 6246 - Water in the Landscape

Restrictions Successful completion of 120 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Synthesise and evaluate different concepts and approaches to sound water management in the context of urban and rural catchments
2. Analyse and evaluate the nature of demands for water in different landscapes and for different users and the difficulties in matching supply and demand
3. Assess different sources of water and uses and analyse the issues related to rainwater harvesting, water conservation and recycling
4. Describe how human activities affect the water quality and health of waterways; and differentiate the impacts of factors such as population pressure and climate change on the availability of water for different uses
5. Research selected water issue through working on a mini project
6. Use social, cultural, economic, policy and institutional perspectives to relate sustainable water supply with demand

Subject Content

1. Water issues and hydrologic cycle
2. Issues relating to water in the environment. Quantity and quality of groundwater and surface water supplies
3. Urban and Rural Irrigation
4. Evaporation and transpiration
5. Salinity, drought and other environmental issues
6. Water management in urban and peri-urban landscape
7. Social, economic and policy aspects of water management

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	1000 words and video (5-7 min)	15	N	Individual
Presentation	15 mins	20	N	Individual
Quiz	1 hour	30	N	Individual
Report	3500 words	35	N	Individual

Teaching Periods

Autumn

Hawkesbury

Composite

Subject Contact Basant Maheshwari ([https://directory.westernsydney.edu.au/search/name/Basant Maheshwari/](https://directory.westernsydney.edu.au/search/name/Basant%20Maheshwari/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGRI3007_22-AUT_HW_C#subjects)

AGRI 3008 Animal Health, Ethics and Welfare

Credit Points 10

Legacy Code 301255

Coordinator Mark Jones ([https://directory.westernsydney.edu.au/search/name/Mark Jones/](https://directory.westernsydney.edu.au/search/name/Mark%20Jones/))

Description This unit will ensure students will be able to evaluate the major issues related to animal health, welfare and ethical frameworks that govern working with animals. In particular, students will gain knowledge of the diseases impacting animals and methods for disease diagnosis and control. In addition, students will apply this knowledge to the relationships between animal management and the health and welfare expectations for domesticated and wild animals. The legal obligations of the impact of legislative regulation for those owning, working or observing animals with respect to approval processes, maintaining and monitoring animal health and welfare is also addressed. Students may need to travel to another campus to complete this unit.

School Science

Discipline Animal Husbandry

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BIOS 1001 AND AGRI 1003

Incompatible Subjects AGRI 2002 Animal Health and Welfare
AGRI 2003 Animal Health and Welfare

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe and categorise some common animal disease/parasite aetiologies
2. Distinguish between different modes of disease transmission in animals
3. Compare and contrast methods of disease control in animals
4. Identify, define and assess levels of observed animal health in a range of species
5. Perform, analyse and describe basic animal health parameters
6. Conduct, assess and describe some basic disease diagnosis techniques in the laboratory and field
7. Evaluate the relationship between animal management and animal health and welfare implications
8. Assess and select the legal obligations for those working with animals

Subject Content

- Common ectoparasites and endoparasites and their effects on the host
- Non-pathogen-derived animal disease
- Pathogen-derived animal disease
- Livestock disease
- Companion animal disease
- Wildlife disease
- Disease prevention and control
- Assessment of health in animals

- The relationships between animal management and animal health and welfare implications
- Animal welfare
- Legislation and obligations of those working with research, industry, wildlife animal species

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Report: Viva	15 minutes	20	N	Individual
Quizzes (3)	15 minutes	30	N	Individual
Final Exam	1 hours	30	N	Individual
Written report to support Viva	500 words	20	N	Individual

Teaching Periods

AGRI 3009 Agricultural Technology

Credit Points 10

Legacy Code 301449

Coordinator Ryan Mcquinn ([https://directory.westernsydney.edu.au/search/name/Ryan Mcquinn/](https://directory.westernsydney.edu.au/search/name/Ryan%20Mcquinn/))

Description Agricultural Biotechnology is rapidly developing and this unit will assure you the knowledge and skills that contribute to the future of sustainable food production. The subject material integrates agronomic principles with current and emerging biotechnology, highlighting issues and solutions based around case studies. This approach facilitates an analytical framework that goes beyond traditional production systems including eco-farming, life-cycle and regenerative agriculture, along with development of innovative and integrated production and waste systems. Key concepts include sustainable resource use, nitrogen balance, energy efficiency, and greenhouse gas emissions and market analysis.

School Science

Discipline Agriculture

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Restrictions Must have completed 100 credit points of subjects.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the key determinants of biotechnology in agricultural production systems.
2. Critically evaluate the impact of biotechnology on sustainable food production systems.
3. Articulate the pathways to incorporate biotechnology into agriculture.
4. Analyse the role of technology in regenerative and sustainable agriculture systems.
5. Apply analytical principles to develop emerging agriculture enterprises.

Subject Content

1. New and emerging biotechnology in agriculture.
2. Sustainable food production systems.
3. Biotechnology in eco-farming, lifecycle and regenerative agriculture.
4. Innovation pathways in plant and animal production.
5. Technology applications in regenerative and sustainable agricultural production.
6. Systems and market analysis of emerging Agrifood enterprises.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
AgBiotech Analysis	3 x 15 minutes	30	N	Individual
Review	2x 1000 words	40	N	Individual
Agrifood Proposal	3000 words	30	N	Individual

Teaching Periods

Spring Hawkesbury Day

Subject Contact Ryan Mcquinn ([https://directory.westernsydney.edu.au/search/name/Ryan Mcquinn/](https://directory.westernsydney.edu.au/search/name/Ryan%20Mcquinn/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGRI3009_22-SPR_HW_D#subjects)

AGRI 7001 Agricultural Biosecurity

Credit Points 10

Legacy Code 301368

Coordinator Jonathan Plett ([https://directory.westernsydney.edu.au/search/name/Jonathan Plett/](https://directory.westernsydney.edu.au/search/name/Jonathan%20Plett/))

Description Biosecurity is a set of measures to prevent, respond to and recover crops and livestock from pests and diseases that threaten the economy and environment. Comprehensive biosecurity systems help ensure food security and food safety, which is crucial for community health, competitiveness for agricultural export and conservation of natural environments. This unit studies the epidemiologic triangle consisting of the host, disease and the environment in which the disease develops, and the series of measures and practices to detect and prevent entry and spread of pests, diseases and weeds. The potential for future biosecurity mega shocks to the agricultural industry, preparedness for rapid emergency responses to an exotic incursion, and management of invasion of pests and diseases will be discussed.

School Science

Discipline Agricultural Science

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Assumed Knowledge

Foundation in chemical and biological sciences, quantitative thinking.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically appraise biosecurity systems as applied to global food security.
2. Identify diseases, pests and weeds that are the target of surveillance.
3. Monitor plants and animals for signs of disease and pest infestation.
4. Devise a biosecurity plan that is tailored to the needs of a specific area.
5. Create solutions to dynamic complex problems in biosecurity by synthesizing information from a range of relevant data sources.
6. Justify inferences and solutions to biosecurity issues to a range of audiences.

Subject Content

1. How farms and farm products are affected by microbes (diazotrophs, mycorrhizae, viruses, bacteria, fungi and nematodes), pests and weeds
2. Key concepts of epidemiology; the study of the distribution (frequency, pattern) and determinants (causes, risk factors) of disease-related states and events
3. Methods for diagnosis such as quantitative PCR as well as different sequencing and sensor technologies
4. The symbiotic relationships of microorganisms and insects with plants and animals and their use in biocontrol
5. Methods of control (cultural, chemical, biological, and genetics to breed resistant varieties) and their relative advantages and disadvantages,
6. Data modelling and visualisation together with increased data availability for long-term decision making
7. The relevant legislation and authorities (Biosecurity Australia, AQIS, TGA etc.).
8. The strengths and weaknesses of current biosecurity systems

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional task	500 words	10	N	Individual
Professional task	3,000 words	40	N	Individual
Presentation	15 minutes	20	N	Individual
Log/ workbook	2,500 words	30	N	Individual

Teaching Periods

Spring Hawkesbury

Day

Subject Contact Jonathan Plett ([https://directory.westernsydney.edu.au/search/name/Jonathan Plett/](https://directory.westernsydney.edu.au/search/name/Jonathan_Plett/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGRI7001_22-SPR_HW_D#subjects)

AGRI 7002 Agricultural Biotechnology

Credit Points 10

Legacy Code 301369

Coordinator Robert Sharwood ([https://directory.westernsydney.edu.au/search/name/Robert Sharwood/](https://directory.westernsydney.edu.au/search/name/Robert_Sharwood/))

Description Biotechnology is a powerful enabling technology that is revolutionising agriculture by delivering improved productivity and nutrition, better management of pests and diseases, improved ability to cope with environmental challenges, and development and production of medicines and functional products. The discovery and applications of gene editing by CRISPR-Cas technology as well as modification of organisms using recombinant DNA, RNAi and other molecular technologies are seen as key to providing solutions to global food crisis, climate change associated disasters and health and disease-related issues. This unit focuses on modern and cutting-edge techniques used in cell culture and tissue engineering, genome editing, transformation and transgenesis, rapid breeding and selection and synthetic biology to address contemporary issues in sustainable agriculture.

School Science

Discipline Agricultural Science

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically appraise the essential principles, technologies, and applications of biotechnology as applied to sustainable agriculture.
2. Distinguish the advantages and disadvantages of using biotechnology in agriculture.
3. Interpret the national and international regulatory framework of agricultural biotechnology.
4. Justify inferences and solutions to the data collected in response experiments in a professional context.
5. Communicate scientific advances in biotechnology to diverse audiences.

Subject Content

1. History of agricultural biotechnology.
2. New technologies in organism modification (CRISPR-Cas, RNAi, Epigenetic marks).
3. Applications of biotechnology for improved yield and nutritional qualities of food crop.
4. Resistance to pest and pathogens.
5. Reduced dependence on agrochemicals, production of vaccines.
6. Faster breeding and selection of crops improved traits.
7. Advances in stem cell research such as development of organoid systems, plant derived scaffolds for tissue engineering.
8. Biotechnology policies and regulation.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	2,000 words	25	N	Individual
Quiz	1 hour	10	N	Individual
Simulation	10 minutes	15	N	Individual
Quiz	1 hour	10	N	Individual
Quiz	1 hour	10	N	Individual
Portfolio	3,000 words	30	N	Individual

Teaching Periods

Autumn Hawkesbury

Day

Subject Contact Robert Sharwood ([https://directory.westernsydney.edu.au/search/name/Robert Sharwood/](https://directory.westernsydney.edu.au/search/name/Robert%20Sharwood/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGRI7002_22-AUT_HW_D#subjects)

AGRI 7003 Agricultural Technologies

Credit Points 10

Legacy Code 301370

Coordinator Richard Thomas ([https://directory.westernsydney.edu.au/search/name/Richard Thomas/](https://directory.westernsydney.edu.au/search/name/Richard%20Thomas/))

Description This unit will provide students with knowledge and practical experience of new technologies associated with broad-acre and intensive cropping and pastures, and their role in mixed farming systems. A major focus of this unit is how new technologies such as drones, machine learning, remote sensing and imaging science technologies are contributing to more productive and sustainable land management systems. The advanced agronomy component of the unit will explore keys to successful crop and pasture management - recognising variability in performance within the paddock and farm, diagnosing the underlying causes of spatial and temporal variability, and using precision agriculture tools to produce better informed enterprise management decisions, plant yield, sustainability and quality for end-users.

School Science

Discipline Agricultural Science

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Appraise how precision agriculture technology can be used to optimise crop growth and yields and resource-use efficiency.
2. Propose solutions to dynamic complex problems in agriculture using appropriate analytical methods from data science.
3. Create potential management zones based on assessment of authentic soil and crop data.
4. Formulate informed cropping decisions based on data from rate response experiments and crop modelling in precision agriculture.

5. Justify inferences and conclusions to the data collected in experiments in a professional context.

Subject Content

1. Modern approaches to crop improvement through genetic technologies
2. Developing balanced arguments on the merits and ethics of genetic technologies
3. Advanced agronomic systems, and understand the relationships between genotype, management and environment
4. New crop management techniques
5. Precision agriculture approaches and technologies
6. Crop biodynamic models and their application, and decision support systems
7. The impacts of possible changes in CO₂, temperature and rainfall distribution on crop growth and yield at farm and regional scales
8. Options for future farming systems which integrate knowledge on crop, pasture and livestock improvement
9. Advanced agronomy with likely scenarios for climate variability and change

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Mapping Exercise	2,500 words	35	N	Individual
Agricultural Application proposal	2,500 words	35	N	Individual
Problem Solving	2 hours	30	N	Individual

Teaching Periods

Spring Hawkesbury

Day

Subject Contact Richard Thomas ([https://directory.westernsydney.edu.au/search/name/Richard Thomas/](https://directory.westernsydney.edu.au/search/name/Richard%20Thomas/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGRI7003_22-SPR_HW_D#subjects)

AGRI 7004 Livestock Production Systems

Credit Points 10

Legacy Code 301373

Coordinator Adrian Renshaw ([https://directory.westernsydney.edu.au/search/name/Adrian Renshaw/](https://directory.westernsydney.edu.au/search/name/Adrian%20Renshaw/))

Description This unit covers the principles of animal production required to develop sustainable and efficient production systems to meet the challenges of domestic and global needs. It will cover the scientific principles (biochemical, anatomical and physiological) that underpin intensive and extensive animal production. These principles will be related to key production parameters and indicators including growth, reproduction, lactation and milk production, fibre

production and breeding. Students will apply scientific principles to the planning of production in farming simulation models. Through these simulation programs students will explore production case studies and develop advisory plans. Focus areas include animal health and management, whole farm production systems and the challenges to animal production from changing climate, food safety and quality, consumer requirements and animal welfare.

School Science

Discipline Animal Husbandry

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an integrative understanding of the principles of clean, green and ethical animal production and its importance to modern agriculture.
2. Critically analyse the major problems associated with the production of wool, meat and dairy products.
3. Apply appropriate research informed techniques in interpreting data to support decisions in animal production.
4. Communicate the conclusions of an animal production report to key stake holders.
5. Address complex ethical issues in animal production in line with regulatory frameworks.

Subject Content

1. The structure and operation of agricultural production industries of Australia
2. Australia's role in global food and fibre production
3. The principal factors that determine location, environmental impact, sustainability, profitability and international trade competitiveness in animal production systems
4. The major extensive animal production systems in Australia: beef cattle and sheep, and dairy cattle
5. The major intensive animal production systems in Australia: pigs and poultry, including free range and conventional farming systems
6. Productivity benchmarks in the major production animal systems
7. Chain of production from on-farm to consumer
8. The principles of codes of practice and laws governing production animal systems
9. The principles of animal welfare and situations where there is a particular welfare concern
10. Impact of animal production systems on the environment

Special Requirements

Legislative pre-requisites

Students who opt to enrol in this subject are strongly recommended to obtain a Q-Fever vaccination, and Tetanus vaccination/booster. Students who cannot evidence vaccination may be precluded from activities on the Farm, and/or internships with third parties.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Critical Review	2,500 words	30	N	Individual
Portfolio Report	2,000 words	20	N	Individual
Professional Task	3,000 words	30	N	Individual
	10 minutes	20	N	Individual

Teaching Periods

Autumn Hawkesbury

Day

Subject Contact Adrian Renshaw ([https://directory.westernsydney.edu.au/search/name/Adrian Renshaw/](https://directory.westernsydney.edu.au/search/name/Adrian%20Renshaw/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGRI7004_22-AUT_HW_D#subjects)

AGRI 9001 Higher Degree Research Thesis - Agriculture

Credit Points 20

Legacy Code 800065

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Science

Discipline Agriculture

Student Contribution Band HECS Band 1 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1 Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGRI9001_22-RQ1_HW_D#subjects)

Research Quarter 2 Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGRI9001_22-RQ2_HW_D#subjects)

Research Quarter 3 Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGRI9001_22-RQ3_HW_D#subjects)

Research Quarter 4

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=AGRI9001_22-RQ4_HW_D#subjects)

Applied Clinical Sciences 1

Coordinator Scott Mackenzie ([https://directory.westernsydney.edu.au/search/name/Scott Mackenzie/](https://directory.westernsydney.edu.au/search/name/Scott%20Mackenzie/))

Student Contribution Band

Teaching Periods

Applied Clinical Sciences 2

Coordinator Ka Lai Shek ([https://directory.westernsydney.edu.au/search/name/Ka Lai Shek/](https://directory.westernsydney.edu.au/search/name/Ka%20Lai%20Shek/))

Student Contribution Band

Teaching Periods

Applied Clinical Sciences 3

Credit Points 40

Legacy Code 401262

Coordinator Neil Merrett ([https://directory.westernsydney.edu.au/search/name/Neil Merrett/](https://directory.westernsydney.edu.au/search/name/Neil%20Merrett/))

Description Applied Clinical Science 3 commences the third clinical year of the MD program. You will further extend the knowledge and skills gained in previous units by being immersed in clinical and community placements, and advance your professional competencies in this final year, towards graduation. Placements include Medicine, Surgery, General Practice, Aboriginal Health and Critical Care rotations in a wide range of hospitals and community based services and organisations in Greater Western Sydney, Bathurst and Lismore. Learning and assessment requirements do not differ across sites. This experiential learning is supported by campus, clinical school and online activities, including seminars, workshops and modules to prepare you for clinical practice as a graduate doctor.

School Medicine

Discipline General Medicine

Student Contribution Band HECS Band 3 40cp

Level Postgraduate Coursework Level 7 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Provides patient centred care at all stages of care, from pre-pregnancy to end of life
2. Promotes the health and wellbeing of individuals and populations, with particular focus on Greater Western Sydney, rural, regional and Aboriginal and Torres Strait Islander communities

3. Evaluates and continuously develops own personal and professional capabilities, and those of others
4. Applies a sound understanding of the biomedical, psychological and social sciences to medical practice

Subject Content

The major specialties and subspecialties of Medicine, Surgery, General Practice, Aboriginal Health and Critical Care are covered in Applied Clinical Sciences 3 through a combination of clinical and community based placements, campus and clinical school lectures, workshops and tutorials. Topics covered in these specialties include the following

1. Patient care
 - Diagnosis and investigation of problems and presentations in general medicine, surgery, general practice, Aboriginal health and Critical care
 - formulation and implementation (under supervision) of patient centred management plans
 - prescribing medications and other therapeutic agents
 - application and evaluation of clinical and procedural skills
2. Health in the Community
 - health care systems and services
 - Advocacy for disease prevention and health promotion
3. Scientific Basis of Medicine
 - appraisal, application and evaluation of evidence to clinical problems
 - application of The biomedical, psychological and social sciences to medical and health problems and presentations
 - conducting research
4. Professional and Personal Development
 - Ethical practice
 - multidisciplinary teamwork and communication
 - learning and Teaching in clinical environments
 - safety and quality in clinical settings

Teaching Periods

ARCH 1003 Graphic Communication and Design (WSTC)

Legacy Code 700150

Coordinator Robert Paluzzano ([https://directory.westernsydney.edu.au/search/name/Robert Paluzzano/](https://directory.westernsydney.edu.au/search/name/Robert%20Paluzzano/))

Student Contribution Band

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied Project	Two A3-sized sheets, hand-drawn, 1:100 scale sketches of the floor plan and two main elevations. Fully annotated to describe the design concept	30	N	Individual

Applied Project	Minimum 5 x A3 sheets of CAD construction drawings: Rendered 3D view; Site plan; Floor plan; and 4 Elevations and 2 sections	40	N	Individual
End of Session Exam	2 hours and 20 minutes	30	N	Individual

Teaching Periods

ARCH 1004 Drawing and CAD

Credit Points 10

Legacy Code 301228

Coordinator Don Mason ([https://directory.westernsydney.edu.au/search/name/Don Mason/](https://directory.westernsydney.edu.au/search/name/Don%20Mason/))

Description This unit is designed to provide students with the knowledge and skills necessary to develop elementary design skills and basic CAD (Computer Aided Design) proficiency suitable for application within the building industry. Students will learn to describe building designs in plan, section, elevation, isometric and perspective views. Basic drafting concepts and skills will be acquired in the context of individual detached housing designs. Students will also be required to develop appropriate analytical and problem solving skills in dealing with a realistic house building project.

School Eng, Design & Built Env

Discipline Interior and Environmental Design

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects ARCH 1003 Graphic Communication and Design (WSTC)

ARCH 1001 Graphic Communication and Design

ARCH 1005 Drawing and CAD (WSTC)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply architectural and technical drafting standards and symbols.
2. Generate ideas, designs and 3D models for sustainable housing.
3. Differentiate and correctly interpret site plans, survey plans, floor plans, cross sections, elevations and roof plans.
4. Produce the required documentation for a standard three bedroom house using a CAD program.

Subject Content

1. Sketching basic house designs
2. Drawing types - Plans, elevations and sections
3. Passive solar design principles
4. Efficient floor plan layouts
5. Finishes selection
6. CAD skills
7. Construction drawing essentials

8. Bathroom layouts

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Applied Project	Two A3-sized sheets, hand-drawn, 1:100 scale sketches of the floor plan and two main elevations. Fully annotated to describe the design concept	40	N	Individual
Applied Project	Minimum 5 x A3 sheets of CAD construction drawings: Rendered 3D view; Site plan; Floor plan; and some Elevations	20	N	Individual
Applied Project	Minimum 5 x A3 sheets of CAD construction drawings: Rendered 3D view; Site plan; Floor plan; 4 Elevations; and 2 Sections.	40	N	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Don Mason ([https://directory.westernsydney.edu.au/search/name/Don Mason/](https://directory.westernsydney.edu.au/search/name/Don%20Mason/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ARCH1004_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Don Mason ([https://directory.westernsydney.edu.au/search/name/Don Mason/](https://directory.westernsydney.edu.au/search/name/Don%20Mason/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ARCH1004_22-AUT_PS_D#subjects)

Spring Penrith (Kingswood)

Day

Subject Contact Don Mason ([https://directory.westernsydney.edu.au/search/name/Don Mason/](https://directory.westernsydney.edu.au/search/name/Don%20Mason/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ARCH1004_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Don Mason ([https://directory.westernsydney.edu.au/search/name/Don Mason/](https://directory.westernsydney.edu.au/search/name/Don%20Mason/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ARCH1004_22-SPR_PS_D#subjects)

ARCH 1005 Drawing and CAD (WSTC)

Credit Points 10

Legacy Code 700306

Coordinator Robert Paluzzano ([https://directory.westernsydney.edu.au/search/name/Robert Paluzzano/](https://directory.westernsydney.edu.au/search/name/Robert%20Paluzzano/))

Description This unit is designed to provide students with the knowledge and skills necessary to develop elementary design skills and basic CAD (Computer Aided Design) proficiency suitable for application within the building industry. Students will learn to describe building designs in plan, section, elevation, isometric and perspective views. Basic drafting concepts and skills will be acquired in the context of individual detached housing designs. Students will also be required to develop appropriate analytical and problem solving skills in dealing with a realistic house building project.

School Eng, Design & Built Env

Discipline Interior and Environmental Design

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects ARCH 1003 - Graphic Communication and Design (WSTC) ARCH 1001 - Graphic Communication and Design ARCH 1004 - Drawing and CAD

Restrictions Students must be enrolled at The College. Students in Extended Diploma programs must pass 40 CPs of preparatory subjects in order to enrol in this subject. Students in Integrated Diploma programs must pass or be enrolled in the preparatory subjects in order to enrol in this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply architectural and technical drafting standards and symbols.
2. Generate ideas, designs and 3D models for sustainable housing.
3. Differentiate and correctly interpret site plans, survey plans, floor plans, cross sections, elevations and roof plans.
4. Produce the required documentation for a standard three-bedroom house using a CAD program.

Subject Content

Sketching basic house designs

Drawing types - Plans, elevations and sections
Passive solar design principles
Efficient floor plan layouts
Finishes selection
CAD skills
Construction drawing essentials
Bathroom layouts
Sketching basic house designs
Drawing types - Plans, elevations and sections
Passive solar design principles
Efficient floor plan layouts
Finishes selection
CAD skills
Construction drawing essentials
Bathroom layouts

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied Project	Two A3-sized sheets, hand-drawn, 1:100 scale sketches of the floor plan and two main elevations. Fully annotated to describe the design concept.	30	N	Individual
Applied Project	Minimum 5 x A3 sheets of CAD construction drawings: Rendered 3D view; Site plan; Floor plan; and 4 Elevations and 2 sections	40	N	Individual
Final Exam	2 hours	30	N	Individual

Teaching Periods

Term 2 Penrith (Kingswood)

Day

Subject Contact Robert Paluzzano ([https://directory.westernsydney.edu.au/search/name/Robert Paluzzano/](https://directory.westernsydney.edu.au/search/name/Robert%20Paluzzano/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ARCH1005_22-T2_KW_D#subjects)

Term 3

Penrith (Kingswood)

Day

Subject Contact Robert Paluzzano ([https://directory.westernsydney.edu.au/search/name/Robert Paluzzano/](https://directory.westernsydney.edu.au/search/name/Robert%20Paluzzano/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ARCH1005_22-T3_KW_D#subjects)

ARCH 2001 Architecture Studio - Fundamentals of Analogue Design

Credit Points 20

Legacy Code 301197

Coordinator Ursa Komac ([https://directory.westernsydney.edu.au/search/name/Ursa Komac/](https://directory.westernsydney.edu.au/search/name/Ursa%20Komac/))

Description This unit will introduce students to fundamentals of spatial composition as it relates to visual and temporal experience in architectural contexts. Project-based assessments will involve the creation of 2D and 3D compositions that explore traditional organisational strategies, classical principles of geometry, materiality, experiential phenomena, and representation. Students will work with analogue and traditional tools including freehand drawing and conventional shop equipment. The unit will also provide an introduction to the history, theory, and discourse of architecture from 4000BC to the Enlightenment.

School Eng, Design & Built Env

Discipline Architecture

Student Contribution Band HECS Band 2 20cp

Level Undergraduate Level 2 subject

Restrictions Must be enrolled in 3753 Bachelor of Architectural Design or 3768 Postgraduate Bridging Program (Architecture). Students not enrolled in 3753 or 3768 who wish to enrol into this subject should have a 5.0 minimum GPA and are required to discuss with the Academic program Advisor.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Establish a basic foundation of visual, spatial, and material literacy through iterative studio-based explorations in 2D and 3D composition, aesthetics, and abstraction that relate to human ergonomic scale, functionality, user experience, and context.
2. Develop abilities for inquiry, organization, comparison of information, editing, diagramming, critical observation and reflection in support of design investigations.
3. Design and develop proposals through freehand and mechanical drawing techniques, physical model making, verbal and written communication, including ability to form a persuasive and coherent rationale for one's work.
4. Interpret, analyse, and critique important themes from the history and theory of the architecture discipline; including from an Australian, European and Global context of architectural de

Subject Content

1. Fundamentals of Spatial and Architectural design
2. Architectural history and theory ? Ancient to Enlightenment

3. Architectural communication skills using freehand and orthographic techniques
4. Ergonomics, scale, and proportioning systems
5. 2D and 3D composition of form
6. Design through using conventional workshop techniques

Special Requirements

Legislative pre-requisites

Construction Site Induction Safety "White Card" – this will be facilitated during orientation sessions or the first week of semester.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied Project	Drawings and/or Models	40	N	Individual
Applied Project	Drawings and Models	20	N	Both (Individual & Group)
Case Study	500 words	30	N	Individual
Portfolio	500 words, visual compendium	10	N	Individual

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Ursa Komac ([https://directory.westernsydney.edu.au/search/name/Ursa Komac/](https://directory.westernsydney.edu.au/search/name/Ursa%20Komac/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ARCH2001_22-AUT_PC_D#subjects)

ARCH 2002 Architecture Studio - Fundamentals of Digital Design

Credit Points 20

Legacy Code 301198

Coordinator Ursa Komac ([https://directory.westernsydney.edu.au/search/name/Ursa Komac/](https://directory.westernsydney.edu.au/search/name/Ursa%20Komac/))

Description This unit introduces students to fundamentals of spatial organisation and human experience in the built environment. Principles of making will be practiced and analysed for their relationship to architectural outcomes, the study of Modern organisational strategies, materiality, experiential phenomena, and abstraction. Students work on project-based assessments that involve an iterative process of reflection and refinement, the use of digital techniques of 3D design including NURBS modelling and rapid prototyping to explore architectural concepts. This work is contextualised as students learn about the history, theory, and discourse of architecture from the Industrial Revolution to the Present.

School Eng, Design & Built Env

Discipline Architecture

Student Contribution Band HECS Band 2 20cp

Level Undergraduate Level 2 subject

Restrictions Students must be enrolled in 3753 Bachelor of Architectural Design or 3768 Postgraduate Bridging Program (Architecture). Students not enrolled in 3753 or 3768 who wish to enrol into this subject should have a 5.0 minimum GPA and are required to discuss with the Academic program Advisor.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Create design solutions using a foundation of visual, spatial, and material literacy through iterative studio-based explorations in 2D and 3D composition, aesthetics, and abstraction that relate to scale, experience, and context.
2. Demonstrate underpinning design skills in inquiry, organization, comparison of information, editing, diagramming, critical observation and reflection in support of design investigations.
3. Communicate architectural design concepts and solutions using a range of technology and techniques demonstrating skills in persuasion and construction of a rationale.
4. Proficiently design with NURBS modelling software to represent architectural forms and to generate physical rapid prototyping models.
5. Critique important themes from the history and theory of the architecture discipline including from an Australian, European and Global context of architectural development, from industrial to contemporary eras.
6. Apply a critical understanding of historical architectural precedents toward contemporary issues, design possibilities, construction systems, and representational techniques, through research and communication skills.s.

Subject Content

1. Fundamentals of Spatial and Architectural design
2. Architectural history and theory ? Industrial Era to Present
3. Architectural communication skills using digital modelling and visualisation
4. Ergonomics, scale, and proportioning systems
5. 2D and 3D composition of form
6. Design through making using rapid prototyping

Special Requirements

Legislative pre-requisites

Construction Site Induction Safety "White Card" – this will be facilitated during orientation sessions or the first week of semester.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	Drawings and 20 Models and 300 words		N	Individual

Quizzes	1 hour (per quiz)	10	N	Individual
Applied Project and Presentation	Drawings and 25 Models and 3 minutes presentation		N	Individual
Applied Project and Presentation	Drawings and 35 Models and 3 minutes presentation		N	Individual
Portfolio	300 words plus visual compendium	10	N	Individual

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Ursa Komac ([https://directory.westernsydney.edu.au/search/name/Ursa Komac/](https://directory.westernsydney.edu.au/search/name/Ursa%20Komac/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ARCH2002_22-SPR_PC_D#subjects)

ARCH 2003 Development Control

Credit Points 10

Legacy Code 300723

Coordinator Mark Crowley ([https://directory.westernsydney.edu.au/search/name/Mark Crowley/](https://directory.westernsydney.edu.au/search/name/Mark%20Crowley/))

Description This unit provides an overview of development control and associated legislation. These include: interpretation of planning law as it relates to the development application process; the assessment of applications for approval for development as an integrated process; the evaluation of the impact assessment process; appropriate consideration of urban design, streetscape, heritage and conservation issues; and the evaluation of the impact of parking, traffic, landscape and services in development proposals.

School Eng, Design & Built Env

Discipline Urban Design and Regional Planning

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects ARCH 2004 - Development Control

Incompatible Subjects BLDG 1012 - Property Development Controls

Assumed Knowledge

Basic understanding of residential construction.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify issues related to development control;
2. Relate the law to the development application process;
3. Assess applications for approval for development as an integrated process;
4. Evaluate environmental impact assessment issues;

5. Identify urban design, streetscape, heritage and conservation issues in projects;
6. Analyse problems with parking, traffic, landscape and services in projects.

Subject Content

Environmental and political issues associated with plan implementation

The role of government related to development control

The planning approval process within the planning framework.

Introduction to Town Planning control

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Report	1,000 words	10	N	Individual
Report	3,000 words	40	N	Both (Individual & Group)
Quiz	2 hours total (1 hour each)	50	N	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Evening

Subject Contact Mark Crowley ([https://directory.westernsydney.edu.au/search/name/Mark Crowley/](https://directory.westernsydney.edu.au/search/name/Mark%20Crowley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ARCH2003_22-AUT_KW_E#subjects)

Parramatta - Victoria Rd

Evening

Subject Contact Mark Crowley ([https://directory.westernsydney.edu.au/search/name/Mark Crowley/](https://directory.westernsydney.edu.au/search/name/Mark%20Crowley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ARCH2003_22-AUT_PS_E#subjects)

ARCH 3002 Architecture Studio - Global Cities

Credit Points 20

Legacy Code 301201

Coordinator Paul Sanders ([https://directory.westernsydney.edu.au/search/name/Paul Sanders/](https://directory.westernsydney.edu.au/search/name/Paul%20Sanders/))

Description This unit will situate learning in the context of the Global City. Projects will be used to investigate scenarios that are common to the contemporary condition of the developing world and the expanding metropolis in various international contexts. Students will either travel to international sites, work with international partners, or work remotely on problems beyond the Australian context. Work integrated learning will be a key feature of the Global Cities studio and will involve relevant members of the professional community to help lead studio investigations. Assessments will include complex urban projects at a

large scale, developed using the design, communications, technical, and theoretical studies that have underpinned their education. Assessments will be project-based in real world scenarios and will incorporate sustainable strategies of design. Studies will be supplemented by tuition in structural design and will also be informed by concurrent studies in building science.

School Eng, Design & Built Env

Discipline Architecture

Student Contribution Band HECS Band 2 20cp

Level Undergraduate Level 3 subject

Pre-requisite(s) ARCH 3004 AND ARCH 3003

Restrictions Students must be enrolled in 3753 Bachelor of Architectural Design. Students not enrolled in 3753 who wish to enrol into this subject should have a 5.0 minimum GPA and are required to discuss with the Academic program Advisor.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply creative design skills to address urban complexity, diverse combinations of architectural programs, and large-scale buildings.
2. Demonstrate an advanced level of theoretical and technical awareness in architectural and spatial design with an ability to develop and test a variety of sensitive design solutions in section, plan and model using hand and digital techniques.
3. Develop and demonstrate an awareness of the broader cultural context in which architecture is practised, through the application of local and global planning considerations, and an understanding of the history of practice of urban design and issues of city planning
4. Develop an understanding of fundamental performance-based aspects of building design, including structural principles, daylight/lighting level analysis, thermal analysis, ventilation and acoustic analysis, where the evaluation of data justifies built form, and/or a specific set of characteristics which modulate how buildings are both built and experienced.
5. Develop an understanding and ability to design appropriate structural solutions and construction strategies for different building types and spatial requirements, with consideration for assembly and cost.
6. Implement technical skills in analysis and representation of structural design.

Subject Content

1. Investigation of Urban Spatial and Architectural design scenarios
2. Fundamentals of architectural building structures
3. Analysis of context and precedent to inform design decisions
4. Organisation of architectural programs and material assemblies in large-scale buildings or large-scale complex urban environments/scenarios
5. Graphic visualisation and literacy
6. Performance based design solutions in response to daylight, acoustics, thermal performance and other aspects of building science

Special Requirements

Legislative pre-requisites

Construction Site Induction Safety "White Card" – must be obtained in Year 1 of the program.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	Drawings and/or Models	10	N	Group
Applied Project	Drawings and Models 10 minutes for presentation (allows 5 mins question time)	40	N	Individual
Applied Project	Drawings or Models and 500 words	40	N	Individual
Portfolio	500 words, visual compendium	10	N	Individual

Teaching Periods

Autumn

Parramatta City - Macquarie St Day

Subject Contact Paul Sanders ([https://directory.westernsydney.edu.au/search/name/Paul Sanders/](https://directory.westernsydney.edu.au/search/name/Paul%20Sanders/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ARCH3002_22-AUT_PC_D#subjects)

ARCH 3003 Architecture Studio - Rethinking Urbanism

Credit Points 20

Legacy Code 301200

Coordinator Aso Haji Rasouli ([https://directory.westernsydney.edu.au/search/name/Aso Haji Rasouli/](https://directory.westernsydney.edu.au/search/name/Aso%20Haji%20Rasouli/))

Description This unit will extend the concept of Urban Transformation, where the architect is an agent of progress and change in the built environment. Students will refine their use of architectural design as a medium for speculation and advocacy in the public realm and in daily life of the city. Rethinking Urbanism will investigate architecture and civic space at the scale of public projects. Students will use various models of three-dimensional representation for communication and experimentation with new ways of building the urban fabric. Assessments will be project-based in real world scenarios and will incorporate sustainable strategies of design.

School Eng, Design & Built Env

Discipline Architecture

Student Contribution Band HECS Band 2 20cp

Level Undergraduate Level 3 subject

Pre-requisite(s) ARCH 2001 AND ARCH 2002

Restrictions Students must be enrolled in 3753 Bachelor of Architectural Design. Students not enrolled in 3753 who wish to enrol into this subject should have a 5.0 minimum GPA and are required to discuss with the Academic program Advisor.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply creative design skills and well-considered formal responses to intermediate level architectural scenarios, particularly in relation to a contested urban context.
2. Evaluate and design mid-rise structural and construction systems and their resulting material and organisational implications, in particular in the building section and plan, demonstrated through iterative testing of design options.
3. Investigate the multiple and competing factors which influence how urban environments, building morphology, and civic social contexts are constructed and transformed.
4. Exercise a basic understanding of the relevant codes and standards, the building project cycle, and of the various methods of building procurement.
5. Evaluate and design architectural and material assemblies through the management of data utilising parametric modelling software and/or scripting.
6. Evaluate and design architectural and material assemblies through three-dimensional modelling and both physical and digital representation.

Subject Content

1. Investigation of Urban Spatial and Architectural design scenarios
2. Architectural Technologies
3. Analysis of context and precedent to inform design decisions
4. Organisation of architectural programs and material assemblies in medium-scale buildings
5. Graphic visualisation and literacy
6. Using construction and material to express architectural ideas

Special Requirements

Legislative pre-requisites

Construction Site Induction Safety "White Card" – must be obtained in Year 1 of the program.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	Drawings and Models and 3 minutes presentation (per student)	20	N	Both (Individual & Group)
Applied Project	Drawings and Models and 3 minutes presentation	50	N	Individual

Applied Project	Architectural Drawings and Documentation	20	N	Individual
Portfolio	300 words plus visual compendium	10	N	Individual

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Aso Haji Rasouli ([https://directory.westernsydney.edu.au/search/name/Aso Haji Rasouli/](https://directory.westernsydney.edu.au/search/name/Aso%20Haji%20Rasouli/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ARCH3003_22-SPR_PC_D#subjects)

ARCH 3004 Architecture Studio - Rethinking the Sub-urban

Credit Points 20

Legacy Code 301199

Coordinator Mohammad Reza Razavi ([https://directory.westernsydney.edu.au/search/name/Mohammad Reza Razavi/](https://directory.westernsydney.edu.au/search/name/Mohammad%20Reza%20Razavi/))

Description This unit will introduce the concept of Sub-urban Transformation, where the architect is an agent of progress and change in the built environment. Students will learn to use architectural design techniques as a medium for speculation and advocacy in the public realm and in daily life of the city. Rethinking the Sub-urban will investigate domesticity at the scale of residential projects and communities. Students will be concurrently trained in the use of Building Information Modelling (BIM) as a means to develop project work and collaborate as they explore new ways of building the suburban fabric. Assessments will be project-based in real world scenarios and will incorporate sustainable strategies of design.

School Eng, Design & Built Env

Discipline Architecture

Student Contribution Band HECS Band 2 20cp

Level Undergraduate Level 3 subject

Pre-requisite(s) ARCH 2001 AND ARCH 2002

Restrictions Students must be enrolled in 3753 Bachelor of Architectural Design. Students not enrolled in 3753 who wish to enrol into this subject should have a 5.0 minimum GPA and are required to discuss with the Academic program Advisor.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Design with an awareness and understanding of the material world in architecture, and how technological and environmental design involve the resourcing, configuration, and deployment of material in a variety of contexts.
2. Research, evaluate, and apply climatically responsive design technologies.

3. Apply the use conceptual thinking, analysis, precedent to inform design proposals in response to basic architectural programs, particularly in relation to an suburban context.
4. Integrate technical awareness in relation to basic structural and construction systems and their resulting material and organisational implications.
5. Proficiently use BIM software to effectively explore and represent architectural space and materials through modelling, rendering, and texturing.
6. Use BIM software to document and organise instructions for building assembly and for presentation of architectural ideas.

Subject Content

1. Investigation of Suburban Spatial and Architectural design scenarios
2. Building Information Modelling (BIM)
3. Sustainable design techniques and strategies
4. Organisation of architectural programs and material assemblies
5. Graphic visualisation and literacy
6. Composition of spatial and material forms

Special Requirements

Legislative pre-requisites

Construction Site Induction Safety "White Card" – must be obtained in Year 1 of the program.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	Drawings and/or Models	20	N	Group
Applied Project	Drawings and Models	40	N	Individual
Applied Project	3D Visualisations	30	N	Individual
Portfolio	500 words, visual compendium	10	N	Individual

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Mohammad Reza Razavi ([https://directory.westernsydney.edu.au/search/name/Mohammad Reza Razavi/](https://directory.westernsydney.edu.au/search/name/Mohammad%20Reza%20Razavi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ARCH3004_22-AUT_PC_D#subjects)

ARCH 3005 Architecture Studio - The Infrastructural

Credit Points 20

Legacy Code 301202

Coordinator Paul Sanders ([https://directory.westernsydney.edu.au/search/name/Paul Sanders/](https://directory.westernsydney.edu.au/search/name/Paul%20Sanders/))

Description This unit situates learning in the context of the major urban public projects that sit at the intersection of architecture, infrastructure, and urban design and which highlight the pressure of population growth, climate change, or other significant demographic, economic, political, or ecological transformations. Work integrated learning is a key feature of the Rethinking Infrastructure studio which involve relevant members of the professional community to help lead studio investigations and/or embed students in professional practices. Projects include architectural responses to complex urban and infrastructural projects at a large scale such as transit oriented development, high density housing, landscape urbanism. Students develop professional practice skills on these real world projects and incorporate sustainable strategies of design as well as learning skills in advocacy, entrepreneurship, and professional readiness.

School Eng, Design & Built Env

Discipline Architecture

Student Contribution Band HECS Band 2 20cp

Level Undergraduate Level 3 subject

Pre-requisite(s) ARCH 3004 OR ARCH 3003

Restrictions Students must be enrolled in 3753 Bachelor of Architectural Design. Students not enrolled in 3753 who wish to enrol into this subject should have a 5.0 minimum GPA and are required to discuss with the Academic program Advisor.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse and evaluate cities and urban form, morphology, systems, ecologies, and interactivity between urban conditions, to inform design solutions that address scenarios of urban complexity and civic or infrastructural scale.
2. Apply an advanced level of theoretical and technical awareness in architectural and spatial design with an ability to explore and propose a variety of sensitive design solutions through the language of architectural representation in section, plan and models using both analogue and digital techniques.
3. Demonstrate an awareness of the broader cultural context in which architecture is practised, through the application of local and regional planning considerations and an understanding of the history and practice of urban design.
4. Understand and apply strategies for climatically responsive, equitable, humane, resilient, and robust design solutions for urban environments.
5. Generate technical and analytical drawings and reports using graphic and modelling skills to convey a design proposal.
6. Develop an awareness of the architect's professional, regulatory, and administrative roles, the business and entrepreneurial aspects of practice, and alternate roles of engagement.

Subject Content

1. Investigation of major public infrastructural projects and programs that influence urban and civic outcomes
2. Introduction to the professional architectural practice
3. Analysis of context and precedent to inform design decisions

4. Creative organisation of architectural programs and material assemblies in large-scale buildings or large-scale complex urban environments/scenarios

5. Graphic visualisation and literacy

6. The application of design technology to generate architectural solutions

Special Requirements

Legislative pre-requisites

Construction Site Induction Safety "White Card" – must be obtained in Year 1 of the program.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	Drawings and 10 Models		N	Individual
Quizzes	1 hour (per Quiz)	5	N	Individual
Applied Project	Drawings and 30 Models and 500 words		N	Individual
Applied Project and Presentation	Drawings and 45 Models and 3 minutes presentation (per student)		N	Individual
Portfolio	500 words, visual compendium	10	N	Individual

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Paul Sanders ([https://directory.westernsydney.edu.au/search/name/Paul Sanders/](https://directory.westernsydney.edu.au/search/name/Paul%20Sanders/))

View timetable (https://classregistration.westernsydney.edu.au/event/timetable/?subject_code=ARCH3005_22-SPR_PC_D#subjects)

ARCH 3006 Urban Design

Credit Points 10

Legacy Code 102070

Coordinator Awais Piracha ([https://directory.westernsydney.edu.au/search/name/Awais Piracha/](https://directory.westernsydney.edu.au/search/name/Awais%20Piracha/))

Description The unit aims to provide students with an understanding of the nature, role and relevance of urban design. It will examine the issue of urban design at both the micro and macro scale. It also aims to promote awareness of, and sensitivity to, design considerations, and to enable students to critically evaluate urban spaces and places. A key feature of the course will be the development of the graphical communication skills of students.

School Social Sciences

Discipline Urban Design and Regional Planning

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects ARCH 3001 - An Introduction to Urban Design LGYA 1333 - Local Planning

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Understand the issues and concepts used by urban design professionals;
2. Develop design criteria and plans for public spaces;
3. Identify cultural heritage criteria in urban design, and address issues for appropriate protection and/or development of heritage;
4. Determine the environmental impacts of urban design, and address issues for appropriate environmental mitigation and/or enhancement;
5. Determine the social contexts of urban design, and address issues of social justice and community empowerment.

Subject Content

Urban utopias: garden cities to new urbanism
 Importance of streetscape design and neighbourhood character
 Topography, social context, history and design
 The environmental impacts of urban design
 Designing public realms: congregation and assembly
 Designing boundaries: exclusive and inclusive design
 Designing across the public / private binary
 Designing transit spaces: assisting with flows and routes
 Defensive spaces
 Crime prevention through design

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Critical Analysis of public space	1000 words	35	N	Individual
Individual Report	1500 words	30	N	Individual
Studio participation		35	N	Individual

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Awais Piracha ([https://directory.westernsydney.edu.au/search/name/Awais Piracha/](https://directory.westernsydney.edu.au/search/name/Awais%20Piracha/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ARCH3006_22-SPR_PC_D#subjects)

ARCH 4001 Architecture Studio: Urban Architecture

Credit Points 20

Legacy Code 301316

Coordinator Ursa Komac ([https://directory.westernsydney.edu.au/search/name/Ursa Komac/](https://directory.westernsydney.edu.au/search/name/Ursa%20Komac/))

Description This unit will introduce students to urban architecture with complex brief requirements, site conditions and technological considerations. Emphasis is on design resolution considering historical, geographical and social aspects. Experimentation at various theoretical levels is expected and students are encouraged to deliver ambitious and imaginative architectural responses.

School Eng, Design & Built Env

Discipline Architecture

Student Contribution Band HECS Band 2 20cp

Level Undergraduate Level 4 subject

Restrictions Students must be enrolled in 3753 Bachelor of Architectural Design or 3768 Postgraduate Bridging Program (Architecture). Students not enrolled in 3753 or 3768 who wish to enrol into this subject should have a 5.0 minimum GPA and are required to discuss with the Academic program Advisor.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Address a large scale urban and/or public building design project.
2. Demonstrate a comprehensive knowledge of the technical requirements informing a large scale project
3. Analyse and evaluate the links among context, city and architecture.
4. Demonstrate an advanced design proficiency at a conceptual and technical level.

Subject Content

1. Introduction to the professional architectural practice.
2. Analysis of context and precedent to inform design decisions.
3. Creative organisation of architectural programs and material assemblies in large-scale buildings or large-scale complex urban environments/scenarios.
4. Graphic visualisation and literacy.
5. The application of design technology to generate architectural solutions.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
1x Design Project	Drawings and/or Models; 3 minutes (presentation)	20	N	Individual

1x Major Design Project (Group)	Drawings and Models; 3 minutes (presentation)	40	N	Both (Individual & Group)
Presentation (Individual)	Drawings, models and report	20	N	Individual
Portfolio & Reflection	1,000 words, visual compendium	20	N	Individual

Teaching Periods

ARCH 7001 Developing Sustainable Places

Credit Points 10

Legacy Code 101636

Coordinator Louise Crabtree-Hayes ([https://directory.westernsydney.edu.au/search/name/Louise Crabtree-Hayes/](https://directory.westernsydney.edu.au/search/name/Louise%20Crabtree-Hayes/))

Description This unit provides an understanding of environmental, economic and social issues arising from the effects of urban development within city regions and examines the relationship between sustainable development and metropolitan planning in the Australian and global context. It focuses on the concepts related to sustainability, sustainable development and sustainable cities. It also looks into recent initiatives towards the realisation of sustainable cities.

School Social Sciences

Discipline Urban Design and Regional Planning

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYA 1340 - Land Use Strategy Design LGYA 1294 - Urban Challenges Developing Sustainable Places

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the multiple dimensions and concerns of urban and regional planning and design (i.e. social, economic, environmental and cultural) that contribute to the sustainable development of places.
2. Examine the implications of contemporary global trends and emerging issues to the sustainability of places.
3. Demonstrate capacity to engage meaningfully and ethically with diverse groups and stakeholders in the planning processes.
4. Justify a planning approach using relevant data that you have assembled and analysed, that aims to address and/or manage an issue relating to the development of sustainable places.

Subject Content

Regenerative and leading practice
Planning for and with nature.

Sustainability indicators.

Active destinations and placemaking

Planning for alternative transport modes

Planning for active living

Planning for and with diverse communities

Sustainable, diverse, and affordable housing

Land use planning and urban amenity

Climate change planning, adaptation, and equity

Healthy cities, healthy planet

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Annotated Bibliography	1,000 words	35	N	Individual
Sustainability Report	2,000 words	40	N	Individual
Presentation	15 minutes	25	N	Group

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Louise Crabtree-Hayes ([https://directory.westernsydney.edu.au/search/name/Louise Crabtree-Hayes/](https://directory.westernsydney.edu.au/search/name/Louise%20Crabtree-Hayes/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ARCH7001_22-SPR_PC_D#subjects)

ARCH 7002 Heritage and Planning

Credit Points 10

Legacy Code 102069

Coordinator Anna Leditschke ([https://directory.westernsydney.edu.au/search/name/Anna Leditschke/](https://directory.westernsydney.edu.au/search/name/Anna%20Leditschke/))

Description This unit explores the values behind, and practicalities regarding, heritage and planning, from federal and state perspectives in Australia. With a specific focus on Sydney, the unit explores how planning applications, within the urban development sphere, impact upon heritage assets, and how these impacts are mitigated through heritage planning legislation. The unit asks students to step into the shoes of heritage planning professionals and to identify and research a heritage asset that is to be impacted by a potential planning proposal and then to design an appropriate mitigation response within the bounds of relevant heritage legislation.

School Social Sciences

Discipline Architecture and Urban Environment, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects ARCH 3001 - Introduction to Urban Design

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Summarise different conceptions of heritage.
2. Analyse the values that state and local government authorities and local communities place on heritage.
3. Apply heritage legislation to real world planning issues.
4. Access heritage planning research resources and apply these to authentic planning issues
5. Construct an appropriate mitigation response to heritage planning issues.
6. Critically evaluate the heritage planning process.

Subject Content

What is heritage? The sociological approach.

Why and how do governments and communities value heritage?

Federal and state heritage legislation as it relates to planning.

The role of local government.

Identifying and process of listing significance of a site.

The extant heritage planning recourses in NSW and how to access them.

The heritage planning mitigation process.

Indigenous heritage and planning issues.

Identifying heritage assets and planning impacts and designing an appropriate response case study.

The adaptive reuse of heritage for tourism.

Comparative heritage planning.

Problematizing heritage planning. Critiquing the heritage planning discourse.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Critical Review	1,200 words	30	N	Individual
Case Study	Report: 1,000 words (only the report is graded). Group Presentation: 5 minutes	30	N	Individual
Report	1,500 words	40	N	Individual

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Anna Leditschke ([https://directory.westernsydney.edu.au/search/name/Anna Leditschke/](https://directory.westernsydney.edu.au/search/name/Anna%20Leditschke/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ARCH7002_22-AUT_PC_D#subjects)

ARCH 7003 Managing Cities: History and Theory

Credit Points 10

Legacy Code 101633

Coordinator Rae Dufty-Jones ([https://directory.westernsydney.edu.au/search/name/Rae Dufty-Jones/](https://directory.westernsydney.edu.au/search/name/Rae%20Dufty-Jones/))

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

School Social Sciences

Discipline Architecture and Urban Environment, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYA 1293 - Metropolitan Structures Cities in Transformation

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Assess and create a collaborative explanation of the historic development of urban and regional planning.
2. Critically apply and relate understandings of planning histories and theories to contemporary planning.
3. Combine knowledge of planning histories and theories to explain how the role of the planner and planning practices have changed.

Subject Content

Historical overview of planning as a profession

History of urban planning of pre-industrial cities

Nineteenth century slums and the Garden City movement

The modern and the post-modern city

History of evolution of modes of transport, city form and suburbanization

The typologies of planning theory

Systems and rational theories of planning

Marxism and critical theory

Planning under neo-liberalism

Advocacy Planning

Post-modern theories

Post-colonial theories of planning

Collaborative planning

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Participation	500 words	10	N	Individual
Presentation	15 minutes	20	N	Group
Essay	1,500 words	40	N	Individual
Short Answer	1,000 words	30	N	Individual

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Rae Dufty-Jones ([https://directory.westernsydney.edu.au/search/name/Rae Dufty-Jones/](https://directory.westernsydney.edu.au/search/name/Rae%20Dufty-Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ARCH7003_22-AUT_PC_D#subjects)

ARCH 7004 Planning and Development Control

Credit Points 10

Legacy Code 300708

Coordinator Grahame Douglas ([https://directory.westernsydney.edu.au/search/name/Grahame Douglas/](https://directory.westernsydney.edu.au/search/name/Grahame%20Douglas/))

Description This unit describes the general planning issues relevant to developments in rural and urban areas. The content covers the factors important in determining the allocation and use of land and resources together with the contributions of development to the built and natural environment. Topics include: urban and rural design issues; the impact of the 3 tiers of Government process on development control, and the legal, political and technical issues relevant to impact assessments. Particular attention will be paid to the role of the private sector in developing controls, self-regulation and appeal processes. Planning in both the micro and macro environments is examined in the context of sustainability, indigenous culture and heritage, private land conservation, community resources and its strategic effects on the recycling of existing land and non-renewable natural resources.

School Eng, Design & Built Env

Discipline Urban Design and Regional Planning

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and explain the conceptual planning issues and relevant State legislation;
2. Compare the requirements for and explain the differences between the various layers of planning as they relate to federal, state and local governments;
3. Review the political, social and physical influences that shape towns and cities and reflect on the role of the community and the courts in influencing development outcomes;
4. Discuss the concepts of environmental capacity, sustainability and the preservation of the natural and built environment and identify constraints to development;

5. Develop various responses for planning urban and rural developments;
6. Analyse the links between development and environmental impacts and identify mechanisms to limit those impacts in planning for safe and cost effective developments.

Subject Content

1. Conceptual planning issues and constraints;
2. Development control and its place in society;
3. Planning hierarchies and planning instruments (planning legislation);
4. Achieving planning objectives;
5. Exempt and complying development;
6. Sustainability and environmental impact;
7. Planning and the management of natural environments;
8. Planning and heritage conservation;
9. Rural development and coastal development;
10. Community consultation;
11. The role of the courts;
12. Planning and the future.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short Answer	250 words max for each question (500 total)	20	N	Individual
Report	500 words max	20	N	Individual
Report	2,000 word report	30	N	Individual
Critical Review	1,000 words	30	N	Individual

Prescribed Texts

- Thompson, S & Maginn, PJ (eds) 2012, Planning Australia: an overview of urban and regional planning, 2nd edn, Cambridge University Press, Port Melbourne, VIC.

Teaching Periods

Autumn

Online

Online

Subject Contact Grahame Douglas ([https://directory.westernsydney.edu.au/search/name/Grahame Douglas/](https://directory.westernsydney.edu.au/search/name/Grahame%20Douglas/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ARCH7004_22-AUT_ON_O#subjects)

ARCH 7005 Urban Management Practice: Governance and Power in the City

Credit Points 10

Legacy Code 101314

Coordinator Anna Leditschke ([https://directory.westernsydney.edu.au/search/name/Anna Leditschke/](https://directory.westernsydney.edu.au/search/name/Anna%20Leditschke/))

Description Governance is a central but often overlooked issue in Urban Management. What is governance? What are the principles of good governance? What are some of the governance challenges in major metropolitan cities that cover multiple jurisdictions? How do statutory local governments engage with specialist state agencies in fields such as economic development, environmental planning, and infrastructure planning? This unit answers these questions, reviews governance practices in major cities across the world and provides students with knowledge of key governance tools. Students will prepare a research report dealing with a significant urban governance challenge, and provide recommendations about how to implement solutions to that challenge. The central objective of the course is to provide students with a sound framework and set of tools with which to address governance issues.

School Social Sciences

Discipline Architecture and Urban Environment, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

1. Identify and explain the conceptual planning issues and relevant State legislation;
2. Compare the requirements for and explain the differences between the various layers of planning as they relate to federal, state and local governments;
3. Review the political, social and physical influences that shape towns and cities and reflect on the role of the community and the courts in influencing development outcomes;
4. Discuss the concepts of environmental capacity, sustainability and the preservation of the natural and built environment and identify constraints to development;
5. Develop various responses for planning urban and rural developments;
6. Analyse the links between development and environmental impacts and identify mechanisms to limit those impacts in planning for safe and cost effective developments.

Subject Content

1. Conceptual planning issues and constraints;
2. Development control and its place in society;
3. Planning hierarchies and planning instruments (planning legislation);
4. Achieving planning objectives;
5. Exempt and complying development;
6. Sustainability and environmental impact;
7. Planning and the management of natural environments;
8. Planning and heritage conservation;
9. Rural development and coastal development;
10. Community consultation;
11. The role of the courts;
12. Planning and the future.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Literature review	500 words	15	N	Individual
Critical essay	1,000 words	35	N	Individual
Professional report	1,500 words	50	N	Individual

Prescribed Texts

- Thompson, S & Maginn, PJ (eds) 2012, Planning Australia: an overview of urban and regional planning, 2nd edn, Cambridge University Press, Port Melbourne, VIC.

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Anna Leditschke ([https://directory.westernsydney.edu.au/search/name/Anna Leditschke/](https://directory.westernsydney.edu.au/search/name/Anna%20Leditschke/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ARCH7005_22-SPR_PC_D#subjects)

ARCH 7006 Urban Planning Placement Project

Credit Points 10

Legacy Code 102604

Coordinator Andrew Gorman-Murray ([https://directory.westernsydney.edu.au/search/name/Andrew Gorman-Murray/](https://directory.westernsydney.edu.au/search/name/Andrew%20Gorman-Murray/))

Description This Urban Planning Placement Project unit provides Master of Urban Management and Planning and Master of Planning students with an understanding of the planning/urban management workplace. Students are placed with local planning or urban management employers to work on a variety of planning tasks. Placements are structured for student engagement in professional work in planning. Placement agencies ensure that students are supervised by experienced planners, are mentored through site visits and work on planning projects in a professional capacity. Agreements with supervisors and clear communication lines are set to clarify student engagement and their involvement in meaningful professional tasks that contribute to an authentic learning experience, rather than simply unpaid or irrelevant labour.

School Social Sciences

Discipline Urban Design and Regional Planning

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYA 1297 - Urban Management Placement Project LGYC 4646 - Urban Management Placement Project

Restrictions

Students must be enrolled in 1873 Master of Urban Management and Planning or 1712 Master of Planning.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Appreciate the role and function of the relevant employers in the NSW Planning/Urban Management system through engagement in professional planning work.
2. Understand the role of planners/urban managers through interactions with and supervision from experienced planners in the workplace.
3. Critically reflect on the learning they have gained in their workplace in demonstration of the links between theoretical knowledge of the discipline and its practical application.
4. Demonstrate the planning skills and knowledge acquired in their academic training in consideration of the ethical dimensions, issues and relevant guidelines when working in a professional context.

Subject Content

1. An introduction to work based learning, as part of a professional practice-oriented course that delivers advanced knowledge and practical skills applicable in the urban management and planning profession.
2. Compilation of a detailed professional reflective journal for the production of a critical reflective report
3. Interview skills, and building a professional relationship with a prospective employer
4. Seventy hours of professional work placement.
5. Mid placement seminar and journal review

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	Reflective report on learning from workplace based on workplace journal 3000 words	100	N	Individual

Teaching Periods

Autumn

Parramatta City - Macquarie St Day

Subject Contact Nicky Morrison ([https://directory.westernsydney.edu.au/search/name/Nicky Morrison/](https://directory.westernsydney.edu.au/search/name/Nicky%20Morrison/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ARCH7006_22-AUT_PC_D#subjects)

ARCH 7007 Advanced Design Communication

Credit Points 10

Legacy Code 301239

Coordinator Ursa Komac ([https://directory.westernsydney.edu.au/search/name/Ursa Komac/](https://directory.westernsydney.edu.au/search/name/Ursa%20Komac/))

Description Advanced Design Communication is a core architecture seminar in the Master of Architecture (Urban Transformation) course that will explore contemporary methods of design generation and visualisation, representation techniques, and collaboration tools, including but not limited to digital fabrication, computational and algorithmic design, simulation, virtual and augmented reality, building information modelling, parametric design, and scripting. Students will undertake case studies from the community of practice and precedents in this disciplinary domain, including an investigation of how emerging technologies are used in existing professional settings locally and internationally. Students will develop their own design-based enquiry to apply knowledge and skills acquired in the seminar that result in a project and report of their work.

School Eng, Design & Built Env

Discipline Architecture

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 3761 Master of Architecture (Urban Transformation)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Use digital tools and workflows from computation to fabrication as a way to conceive, test, and propose architectural and construction projects.
2. Evaluate and propose the use of computational techniques that enable specific and contingent outcomes of each project scenario.
3. Explore and apply ordering, sequencing and modelling of three-dimensional form and spatial content.
4. Apply manual and digital graphic techniques and modelling to describe three-dimensional form and spatial relationships.
5. Draw upon the history and theory of digital techniques in architectural design and representation.

Subject Content

1. Contemporary trends and emerging design communication technologies
2. Digital fabrication and design for manufacture
3. Building information modelling
4. Visualisation, simulation, rendering, virtual reality and augmented reality
5. Digital collaboration technologies and impacts upon professional/industry delivery strategies and enterprises

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	Drawings and/or models and 300 words	20	N	Individual
Applied Project	Drawings and/or models	20	N	Group
Applied Project	Drawings and/or models	50	N	Individual
Portfolio	500 words and graphic compendium	10	N	Individual

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Ursa Komac ([https://directory.westernsydney.edu.au/search/name/Ursa Komac/](https://directory.westernsydney.edu.au/search/name/Ursa%20Komac/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ARCH7007_22-AUT_PC_D#subjects)

ARCH 7008 Integrated Building Technology

Credit Points 10

Legacy Code 301240

Coordinator Mohammad Reza Razavi ([https://directory.westernsydney.edu.au/search/name/Mohammad Reza Razavi/](https://directory.westernsydney.edu.au/search/name/Mohammad%20Reza%20Razavi/))

Description Integrated Building Technology is a core unit in the Master of Architecture (Urban Transformation) course that will introduce students to the range of specialist consultants in structural and civil engineering, mechanical, electrical, communications, and transport systems, fire safety and egress, and environmental systems (acoustics, lighting, thermal) that are required to complete real projects in practice. Students gain an insight into the principles and concepts of each discipline which provides sufficient depth of knowledge and understanding of the role of the architect to meaningfully engage and collaborate with the allied specialists. Understanding how to communicate and document the integration and coordination of systems in a building is developed through exposure to case studies, specialist presentations, and field trips. Students apply concepts introduced in the unit to the design studio project they are concurrently developing in unit Practice Research Studio Housing and demonstrate their understanding of system integration through graphic representation techniques and a design report.

School Eng, Design & Built Env

Discipline Architecture

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 3761 Master of Architecture (Urban Transformation)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate the integration of relevant building systems appropriate to the design intent and goals of a building project.
2. Use digital and manual techniques to design, communicate and collaborate in the integration of specialist building systems.
3. Integrate construction, structural and civil engineering principles in the design and documentation of a building.
4. Integrate mechanical, electrical, communication, and transport system principles in the design and documentation of a building.
5. Integrate fire safety, suppression, and egress principles in the design and documentation of a building.
6. Propose designs incorporating environmental systems, principles of acoustics, daylighting and thermal conditions relevant to project.
7. Recommend appropriate materials for the project design with regards to selected finishes, fittings components and systems.

Subject Content

1. Building systems and specialist consultant teams required to delivery building projects
2. Communication, collaboration, documentation, and detailing tools and techniques to enable the work of a project team and integration into a building design
3. Structural and civil engineering principles for buildings
4. Mechanical, electrical, communication, transport principles buildings
5. Design principles for fire safety, suppression, and egress
6. Environmental systems and principles of acoustic, daylighting, and thermal design
7. Graphic representation and written communication of systems integration

Special Requirements

Legislative pre-requisites

Construction site safety induction "White Card" – to be obtained in Semester 1 of the program or prior.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study - Precedent Study	Drawings and/or models and 300 words	20	N	Group
Quiz	1 hour	10	N	Individual
Applied Project	Drawings and/or models	45	N	Individual

Report and Presentation	1000 words and graphic compilation and 3 minutes presentation	25	N	Individual
-------------------------	---	----	---	------------

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Mohammad Reza Razavi ([https://directory.westernsydney.edu.au/search/name/Mohammad Reza Razavi/](https://directory.westernsydney.edu.au/search/name/Mohammad%20Reza%20Razavi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ARCH7008_22-SPR_PC_D#subjects)

ARCH 7012 Urban Transformation Thesis Studio 2

Legacy Code 301242

Coordinator Ursa Komac ([https://directory.westernsydney.edu.au/search/name/Ursa Komac/](https://directory.westernsydney.edu.au/search/name/Ursa%20Komac/))

Student Contribution Band

Special Requirements

Legislative pre-requisites

Construction Site Induction Safety "White Card" must be obtained in Semester 1 of the program or prior.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Design Project	Drawings and models	40	N	Individual
Design Project or Thesis Research Document	3,000 words plus non-traditional research output in the form of design project or thesis of 12,500 words	60	N	Individual

Teaching Periods

ARCH 7014 Health, Wellbeing and Place

Credit Points 10

Legacy Code 102769

Coordinator Stephen Healy ([https://directory.westernsydney.edu.au/search/name/Stephen Healy/](https://directory.westernsydney.edu.au/search/name/Stephen%20Healy/))

Description Planning for health and wellbeing is essential for ensuring human flourishing in our cities and regions. This unit investigates geographies of health, wellbeing and place through analysis of physical, mental and environmental health and spaces of wellbeing. Drawing on insights from geography, planning and related disciplines it asks how built environment professionals can create healthy futures through place making. Through local, national and international case studies the unit will explore how cities can be better designed to counter growing lifestyle epidemics, motivate active living and respond to the opportunities of population ageing and challenges of environmental change.

School Social Sciences

Discipline Urban Design and Regional Planning

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain key health and wellbeing priorities facing planners nationally and internationally.
2. Identify relevant planning legislation and guidelines pertaining to health, wellbeing and place.
3. Identify and critically explain planning responses to health and wellbeing needs nationally and internationally.
4. Critically evaluate place-based responses to health and wellbeing in an Australian case study.

Subject Content

Physical health in the built environment
 Environmental health and environmental justice
 Planning for mental health
 Spaces of Wellbeing
 Geographies of disability
 Geographies of ageing and dementia
 Universal design
 Planning for active cities
 Therapeutic spaces

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Critical Review	1,000 words	25	N	Individual
Poster	500 + images	25	N	Individual
Presentation	10 minutes	10	Y	Individual
Case Study	1,500 words	40	N	Individual

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Stephen Healy ([https://directory.westernsydney.edu.au/search/name/Stephen Healy/](https://directory.westernsydney.edu.au/search/name/Stephen%20Healy/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ARCH7014_22-AUT_PC_D#subjects)

ARCH 7015 Practice Research Studio Civic

Credit Points 20

Legacy Code 301382

Coordinator Paul Sanders ([https://directory.westernsydney.edu.au/search/name/Paul Sanders/](https://directory.westernsydney.edu.au/search/name/Paul%20Sanders/))

Description Practice Research Studio Civic shall focus upon the research and design of a single, comprehensive architectural project over the duration of the semester through either a civic, residential, or hybrid project type. Students will explore topics related to the broad umbrella of urban transformation and to contemporary architectural practices through the studio work, and will engage with a broad community of professionals, stakeholders, and programmatic conditions. Projects shall be representative of the often-contested intersection of competing interests of the urban environment, where the designer must conduct rigorous analysis and research to inform high-quality design outcomes that are attendant to social, ethical, regulatory, technical, procurement, and environmental issues. Students are expected to develop projects to a high degree of resolution in terms of spatial and experiential quality, technical proficiency, and conceptual rigour, underpinned by theoretical and historical knowledge, and communicated clearly. Projects in the studio will vary in scale, setting, building type, and complexity from year to year, with a thematic emphasis that contributes to the overall research direction of the architecture program at WSU. Students will be expected to engage in the studio with a high degree of individual motivation, resourcefulness, and inquisitiveness as would be expected of professional level studies.

School Eng, Design & Built Env

Discipline Architecture

Student Contribution Band HECS Band 2 20cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 3761 Master of Architecture (Urban Transformation)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse complex projects and physical sites incorporating diverse viewpoints and the range of conditions specific to architecture including social context and regulation.
2. Implement a reflective and iterative design process guided by well-developed judgement and ethical research.
3. Communicate designs or design concepts and research at a professional level.

4. Create design options that address the aesthetic, functional, contextual and technical aspects of a civic project using graphic, three-dimensional modelling and visualisation techniques.
5. Propose appropriate materials, components and systems for the specific context that support a holistic project.

Subject Content

1. Complex programmatic project brief and building type in an urban transformation context
2. Developing strategic frameworks, engaging multiple stakeholders, and using a design-synthesis approach
3. Research, analysis, and theory to inform design speculation and propositions
4. Emphasis upon design technology and contemporary methodology
5. Application of skills in architectural detailing and documentation toward implications for procurement and construction
6. Attendance to issues of environmental sustainability, regulation, social, ethical, and disciplinary concern

Special Requirements

Legislative pre-requisites

Construction Site Induction Safety "White Card".

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Case Study	Drawings and/or models and 300 words	20	N	Group
Presentation	Drawings and/or models	20	N	Individual
Applied Project	Drawings and/or models	40	N	Individual
Portfolio	1,000 words and graphic compendium	20	N	Individual

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Paul Sanders ([https://directory.westernsydney.edu.au/search/name/Paul Sanders/](https://directory.westernsydney.edu.au/search/name/Paul%20Sanders/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ARCH7015_22-AUT_PC_D#subjects)

ARCH 7016 Practice Research Studio Housing

Credit Points 20

Legacy Code 301383

Coordinator Paul Sanders ([https://directory.westernsydney.edu.au/search/name/Paul Sanders/](https://directory.westernsydney.edu.au/search/name/Paul%20Sanders/))

Description Practice Research Studio Housing shall focus upon the research and design of a comprehensive architectural project over the duration of the semester through either a civic, residential, or hybrid project type (as distinct from Practice Research Studio Civic in the preceding semester). Students will explore topics related to the umbrella of urban transformation and to contemporary architectural practices through the studio work, and will engage with a broad community of professionals, stakeholders, and programmatic situations. Projects shall be representative of the often-contested intersection of competing interests of the urban environment, where the designer must conduct rigorous analysis and research to inform high-quality design outcomes that are attendant to social, ethical, regulatory, technical, procurement, and environmental issues. Students will undertake projects that involve international sites, project contexts, programs, or collaborations. Students are expected to develop project work to a high degree of resolution in terms of spatial and experiential quality, demonstrating through clear communication and representation techniques the technical proficiency, conceptual rigour, and theoretical and historical knowledge that support the project outcomes. Projects in the studio will vary in scale, setting, building type, and complexity from year to year, with a thematic emphasis that contributes to the overall research direction of the architecture program at WSU. Students will be expected to engage in the studio with a high degree of individual motivation, resourcefulness, and inquisitiveness as would be expected of professional level studies.

School Eng, Design & Built Env

Discipline Architecture

Student Contribution Band HECS Band 2 20cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) ARCH 7008

Restrictions

Students must be enrolled in 3761 Master of Architecture (Urban Transformation)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse and communicate the diverse interests and factors which inform a design project, including client requirements and objectives, physical site characteristics, regulatory frameworks, social and cultural context, and the surrounding environment.
2. Implement a reflective and iterative design process guided by ethical research and evaluated against project criteria and context.
3. Develop a response to a design project which is informed by historical, theoretical, and disciplinary knowledge and awareness, articulated through written and graphic presentation.
4. Create design options that address the aesthetic, functional, contextual and technical aspects of a mixed use housing project at a professional level.
5. Propose appropriate materials, components and systems for the specific context that support a holistic project

Subject Content

1. Complex programmatic project brief and building type in an urban transformation context
2. Developing strategic frameworks, engaging multiple stakeholders, and using a design-synthesis approach

3. Research, analysis, and theory to inform design speculation and propositions
4. Emphasis upon integration of building services, structural engineering, transport, fire safety and egress, and environmental systems into the project design
5. Application of skills in architectural detailing and documentation toward implications for procurement and construction
6. Attendance to issues of environmental sustainability, regulation, social, ethical, and disciplinary concern

Special Requirements

Legislative pre-requisites

Construction Site Induction Safety "White Card".

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study - Analysis Project	Drawings and/or models and 300 words	20	N	Group
Presentation - Design Project Progress Review	Drawings and/or models	20	N	Individual
Applied Project - Design Project	Drawings and/or models	40	N	Individual
Comprehensiv Portfolio	1,000 words and graphic compendium	20	N	Individual

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Paul Sanders ([https://directory.westernsydney.edu.au/search/name/Paul Sanders/](https://directory.westernsydney.edu.au/search/name/Paul%20Sanders/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ARCH7016_22-SPR_PC_D#subjects)

ARCH 7017 Urban Transformation Studio Local

Credit Points 20

Legacy Code 301398

Coordinator Hugo Moline ([https://directory.westernsydney.edu.au/search/name/Hugo Moline/](https://directory.westernsydney.edu.au/search/name/Hugo%20Moline/))

Description Urban Transformation Studio Local incorporates work integrated learning with a real world design project and expert mentoring giving students' opportunities to implement aspects of professional architectural practice. Students extend their skills in

creating a project that includes conducting site analyses, defining the program and designing conceptual models. This requires critical reasoning as well as ethical and aesthetic judgement for designing projects for presentations in concise written, oral and visual professional formats. Through the design process, students combine contemporary urban and architectural theory with architectural practice to create exciting visions of urban environments while integrating technical and legal regulations, and realising ethical obligations.

School Eng, Design & Built Env

Discipline Architecture

Student Contribution Band HECS Band 2 20cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) ARCH 7015 AND

ARCH 7016 AND

HUMN 4009 OR

HUMN 4009 OR

HUMN 4001 AND

HUMN 4010 OR

HUMN 4010 OR

HUMN 4002

Equivalent Subjects ARCH 7011- Urban Transformation Thesis Studio 1

Restrictions

Students must be enrolled in 3761 Master of Architecture (Urban Transformation)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply ethical and aesthetic judgement throughout initial project design stages demonstrating knowledge of architectural requirements, client requirements and objectives, physical site characteristics, regulatory frameworks, social, cultural and environmental contexts.
2. Synthesise disciplinary research, theories, problems, and concepts as inspiration for architectural design.
3. Present briefings and design documentation in a range of formats for diverse audiences and stakeholders.
4. Create compelling design concepts in multiple formats (drawings, models, digital technologies) appropriate for the environmental/site context.
5. Recommend an holistic project solution based on evaluation and well developed judgement for the integration of building systems and engineering structures.
6. Reflect critically on observations, commentary and feedback in the development of a professional portfolio.

Subject Content

1. Complex programmatic project brief and building type in an urban transformation context
2. Developing strategic frameworks, engaging multiple stakeholders, and using a design-synthesis approach
3. Conduct independent research, analysis, and theory to inform design speculation and propositions
4. Attendance to issues of environmental sustainability, regulation, construction, technology, procurement, social, ethical, and disciplinary concern
5. Reflective and research-driven writing to develop an area of specific individual enquiry

Special Requirements

Legislative pre-requisites

Construction Site Induction Safety (White Card) must be obtained in Semester 1 of program (or prior).

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Case Study	Drawings and/or models and 500 words	10	N	Individual
Applied Project	Drawings and/or models	30	N	Individual
Applied Project	Drawings and/or models	40	N	Individual
Portfolio	Drawings and 20 models and 500 words	20	N	Individual

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Hugo Moline ([https://directory.westernsydney.edu.au/search/name/Hugo Moline/](https://directory.westernsydney.edu.au/search/name/Hugo%20Moline/))

View timetable (https://clasregistration.westernsydney.edu.au/even/timetable/?subject_code=ARCH7017_22-AUT_PC_D#subjects)

ARCH 7018 Architectural Professional Practice

Credit Points 10

Legacy Code 301404

Coordinator Angelo Korsanos ([https://directory.westernsydney.edu.au/search/name/Angelo Korsanos/](https://directory.westernsydney.edu.au/search/name/Angelo%20Korsanos/))

Description This unit introduces students to the expectations and the requirements that are needed for a professional practice in Architecture. As such students will require to critically examine a broad range of real life professional, legal, business and ethical challenges that are likely to face in practice and apply critical thinking in order to resolve these problems. The intention here is to assist students in navigating through complex real life challenges and to bring a common sense and real world approach to solving a problem. Transitioning from university to the workplace can be quite daunting thus, the aim here is to allow students to gain the knowledge and skills to make informed decisions but most importantly to build confidence in themselves as they move forward with their career.

School Eng, Design & Built Env

Discipline Architecture and Urban Environment, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 3761 Master of Architecture (Urban Transformation)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate the competencies and performance criteria required by the NSW Board of Architects and the Australian Institute of Architects (AIA).
2. Critique the implication of the Architects' Professional Code of Conduct.
3. Critique the implication of the Client Architect agreement as it relates to contract law.
4. Demonstrate professional ethics on building procurement choices and tendering processes.
5. Critique the implication of the agent role of the architect.
6. Apply the architect's duty of care in providing architectural services.
7. Articulate the processes required to operate a small business enterprise as it relates to trade practice.
8. Examine the process of architectural practice through the design, approvals, documentation and contract administration stages.

Subject Content

1. Roles of the architect
2. Ethics and professional conduct, the Architects Code of Conduct
3. The process of architectural practice
4. Client architect agreements
5. Running a business
6. Marketing and financials
7. Entrepreneurship and pitching for work
8. Construction contracts

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Presentation	30 minutes	25	N	Group
Log/workbook	Weekly self-reflections	25	N	Individual
Quiz	1 hour	20	N	Individual
Interview	30 minutes	30	N	Individual

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Angelo Korsanos ([https://directory.westernsydney.edu.au/search/name/Angelo Korsanos/](https://directory.westernsydney.edu.au/search/name/Angelo%20Korsanos/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ARCH7018_22-SPR_PC_D#subjects)

ARCH 7019 Urban Transformation Studio Global

Credit Points 20

Legacy Code 301400

Coordinator Paul Sanders ([https://directory.westernsydney.edu.au/search/name/Paul Sanders/](https://directory.westernsydney.edu.au/search/name/Paul%20Sanders/))

Description In this high-level, project unit, students apply theory and practice to their urban transformation project relating to Greater Western Sydney region while being mentored in developing ethical and aesthetic judgement, creative imagination, independent and critical reasoning skills. Students learn to present a project design that is well resolved integrating spatial and experiential quality, contextual, cultural, social and environmental considerations, technical proficiency, and conceptual rigour. The design contributes to the students' portfolio of work demonstrating concept, resolution and presentation design skills leading towards ethical architectural practice as well as showcasing a civic project for Australia's greatest megatropolis.

School Eng, Design & Built Env

Discipline Architecture

Student Contribution Band HECS Band 2 20cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) ARCH 7015 Practice Research Studio Civic and ARCH 7016 Practice Research Studio Housing and (HUMN 4001 Research Design 1 or HUMN 4009 Researcher Development 1 Reading Writing and the Business of Research) and (HUMN 4002 Research Design 2 or HUMN 4010 Researcher Development 2 Proposing and Justifying Research)

Equivalent Subjects 301242 Urban Transformation Thesis Studio 2

Restrictions

Must be enrolled in 3761 Master of Architecture (Urban Transformation)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply critical thinking, independent judgement for an architectural design project which synthesises the complex range of architectural knowledge, diverse interests, requirements, and constraints within particular social, cultural and environment contexts.
2. Conduct design processes, investigations and reflections guided by research and evidence.
3. Communicate design options clearly and concisely in a timely manner in a range of formats (drawings, models, presentations) for diverse audiences (clients, stakeholders, team members).
4. Produce design options using contemporary three-dimensional modelling and visualisation technologies that demonstrate spatial design skills.
5. Integrate building, engineering, environmental structures and systems into a project solution.

6. Create a compelling and coherent design appropriate for the environmental/site context demonstrating ethical and aesthetic judgement, coherence and creativity.
7. Generate project outcomes that demonstrate an original contribution to architectural body of knowledge and practice, as well as critically reflective and ethical judgement.
8. Collaborate with others for expert advice and coordination of various project elements in developing knowledge for professional service.

Subject Content

1. Complex programmatic project brief and building type in an urban transformation context
2. Developing strategic frameworks, engaging multiple stakeholders, and using a design-synthesis approach to generate design solutions
3. Conduct independent research, analysis, and theory to inform design speculation and propositions
4. Effective integration of building services, structural engineering, transport, fire safety and egress, and environmental systems into a project design
5. Application of skills in architectural detailing and documentation toward implications for procurement and construction
6. Attendance to issues of environmental sustainability, regulation, social, ethical, and disciplinary concern
7. Reflective and research-driven writing to develop an area of specific individual enquiry

Special Requirements

Legislative pre-requisites

Construction Site Induction Safety (White Card) must be obtained in Semester 1 of program (or prior).

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	Drawings and/or models and 500 words	10	N	Individual
Design Project Progress Review	Drawings and/or models	30	N	Individual
Design Project	Drawings and/or models	40	N	Individual
Portfolio	Drawings and 20 models and 500 words		N	Individual

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Paul Sanders ([https://directory.westernsydney.edu.au/search/name/Paul Sanders/](https://directory.westernsydney.edu.au/search/name/Paul%20Sanders/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ARCH7019_22-SPR_PC_D#subjects)

ARCH 7020 Cool Green Cities

Credit Points 10

Legacy Code 102853

Coordinator Sebastian Pfautsch ([https://directory.westernsydney.edu.au/search/name/Sebastian Pfautsch/](https://directory.westernsydney.edu.au/search/name/Sebastian%20Pfautsch/))

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

School Social Sciences

Discipline Urban Design and Regional Planning

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects ARCH 7013 - Green Urbanscapes Bio-physical Functions and Services

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Discuss complex functional links between services provided by urban ecosystems and how climate change may alter these functions.
2. Examine current and anticipated extent of urban ecosystems in metropolitan areas.
3. Evaluate biophysical dimensions of environmental impacts from urban development to critically assess/apply strategies for managing and developing urban regions.
4. Integrate ecological benefits and economic incentives of urban blue and green infrastructure into planning processes for sustainable urban development.

Subject Content

Urban ecosystems and urban planning
Blue and green urban infrastructure
Threatened urban ecosystems and strategic conservation planning
Urban cooling
Principles of Biophilia for contemporary, sustainable urban planning

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	500 words	20	N	Individual
Report	1,000 words	20	N	Group
3a Proposal	1,000 words	40	N	Individual
3b Presentation	15 minutes (equiv. to 500 words)	20	N	Individual

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Sebastian Pfautsch ([https://directory.westernsydney.edu.au/search/name/Sebastian Pfautsch/](https://directory.westernsydney.edu.au/search/name/Sebastian%20Pfautsch/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ARCH7020_22-SPR_PC_D#subjects)

ARCH 9001 HDR Thesis - Urban Research Centre

Credit Points 20

Legacy Code 800140

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Urban Research Centre

Discipline Architecture And Urban Environment

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ARCH9001_22-RQ1_BA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ARCH9001_22-RQ1_PS_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ARCH9001_22-RQ2_BA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ARCH9001_22-RQ2_PS_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ARCH9001_22-RQ3_BA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ARCH9001_22-RQ3_PS_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ARCH9001_22-RQ4_BA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ARCH9001_22-RQ4_PS_D#subjects)

ARCH 9002 Higher Degree Research Thesis - Urban Design and Regional Planning

Credit Points 20

Legacy Code 800224

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Graduate Research School

Discipline Urban Design and Regional Planning

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ARCH9002_22-RQ4_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ARCH9002_22-RQ4_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ARCH9002_22-RQ4_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ARCH9002_22-RQ4_PS_D#subjects)

BEHV 0001 Introduction to Human Behaviour (WSTC Prep)

Credit Points 10

Legacy Code 700220

Coordinator Paul Rouillon ([https://directory.westernsydney.edu.au/search/name/Paul Rouillon/](https://directory.westernsydney.edu.au/search/name/Paul%20Rouillon/))

Description This unit provides students with an overview and evolution of psychology and conventional scientific techniques and methods to explain and understand the causes of human behaviour and human personality. It also assists students in the development of academic skills commensurate with tertiary studies. Topics to be studied at an introductory level include: the history of psychology, intelligence, social psychology, psychoanalytic theories, behaviourist/learning theories, cognitive theories, biological view, developmental psychology and abnormal psychology.

School Western Sydney The College

Discipline Behavioural Science

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects BEHV 0002 - Introduction to Human Behaviour (UWSC)

Restrictions Students must be enrolled at Western Sydney University, The College.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Define and explain important concepts related to the subject.
2. Describe the major empirical findings or theories of the domains of psychology covered in the subject.
3. Distinguish key characteristics of major theories of human behaviour.
4. Demonstrate knowledge of individual differences and the influence of environmental context on behaviour.
5. Develop an argument in written form and apply referencing conventions.
6. Construct a coherent argument in oral form.

Subject Content

1. History of psychology, its ancient roots and evolution as a scientific discipline
2. Scientific principles of psychology
3. Applied psychology
4. Theories of intelligence
5. Psychoanalytic perspective
6. Cognitive perspective
7. Biological perspective
8. Social psychology
9. Developmental psychology
10. Abnormal psychology as part of the major perspectives
11. Humanistic perspective

1. History of psychology, its ancient roots and evolution as a scientific discipline
2. Scientific principles of psychology
3. Applied psychology
4. Theories of intelligence
5. Psychoanalytic perspective
6. Cognitive perspective
7. Biological perspective
8. Social psychology
9. Developmental psychology
10. Abnormal psychology as part of the major perspectives
11. Humanistic perspective

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	300 words	5	N	Individual
Presentation	12 slides minimum	20	N	Individual
Quiz		15	N	Individual
Essay	1,000 words	30	N	Individual
End-of-session Exam	2 hours	30	N	Individual

Prescribed Texts

- The College Introduction to Human Behaviour Workbook

Teaching Periods

Term 1

Bankstown

Day

Subject Contact Paul Rouillon ([https://directory.westernsydney.edu.au/search/name/Paul Rouillon/](https://directory.westernsydney.edu.au/search/name/Paul%20Rouillon/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV0001_22-T1_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Paul Rouillon ([https://directory.westernsydney.edu.au/search/name/Paul Rouillon/](https://directory.westernsydney.edu.au/search/name/Paul%20Rouillon/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV0001_22-T1_BL_D#subjects)

Term 3

Bankstown

Day

Subject Contact Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV0001_22-T3_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV0001_22-T3_BL_D#subjects)

BEHV 0002 Introduction to Human Behaviour (WSTC)

Credit Points 10

Legacy Code 900082

Coordinator Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

School Western Sydney The College

Discipline Behavioural Science

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	300 words	5	N	Individual
Presentation	15 minutes	20	N	Group
Essay	1000 words	30	N	Individual

Quiz	300 words	15	N	Individual
Final Exam	2 hours	30	N	Individual

Teaching Periods

BEHV 0003 Social Sciences and Psychology Exchange Unit 1

Credit Points 10

Legacy Code 900641

Coordinator Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

School Administrative

Discipline Behavioural Science, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Autumn

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV0003_22-AUT_EX_X#subjects)

Quarter 2

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV0003_22-Q2_EX_X#subjects)

Quarter 3

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV0003_22-Q3_EX_X#subjects)

Quarter 4

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV0003_22-Q4_EX_X#subjects)

BEHV 0004 Social Sciences and Psychology Exchange Unit 2

Credit Points 10

Legacy Code 900642

Coordinator Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

School Administrative

Discipline Behavioural Science, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Autumn

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV0004_22-AUT_EX_X#subjects)

Quarter 2

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV0004_22-Q2_EX_X#subjects)

Quarter 3

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV0004_22-Q3_EX_X#subjects)

Quarter 4

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV0004_22-Q4_EX_X#subjects)

BEHV 0005 Social Sciences and Psychology Exchange Unit 3

Credit Points 10

Legacy Code 900643

Coordinator Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

School Administrative

Discipline Behavioural Science, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Autumn

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV0005_22-AUT_EX_X#subjects)

Quarter 2

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV0005_22-Q2_EX_X#subjects)

Quarter 3

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV0005_22-Q3_EX_X#subjects)

Quarter 4

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV0005_22-Q4_EX_X#subjects)

BEHV 0006 Social Sciences and Psychology Exchange Unit 4

Credit Points 10

Legacy Code 900644

Coordinator Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

School Administrative

Discipline Behavioural Science, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Autumn

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV0006_22-AUT_EX_X#subjects)

Quarter 2

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV0006_22-Q2_EX_X#subjects)

Quarter 3

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV0006_22-Q3_EX_X#subjects)

Quarter 4

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV0006_22-Q4_EX_X#subjects)

BEHV 0007 Social Sciences and Psychology Exchange Unit 5

Credit Points 10

Legacy Code 900645

Coordinator Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

School Administrative

Discipline Behavioural Science, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Autumn

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV0007_22-AUT_EX_X#subjects)

Quarter 2

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV0007_22-Q2_EX_X#subjects)

Quarter 3

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV0007_22-Q3_EX_X#subjects)

Quarter 4

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV0007_22-Q4_EX_X#subjects)

BEHV 0008 Psychological Foundations of Health (WSTC)

Credit Points 10

Legacy Code 900123

Coordinator Ryan Sidoti ([https://directory.westernsydney.edu.au/search/name/Ryan Sidoti/](https://directory.westernsydney.edu.au/search/name/Ryan%20Sidoti/))

Description This unit provides an introduction to the psychology of health and behaviour relevant to understanding patient health decisions and outcomes. Students will be introduced to psychology and health to understand the tradition and relevance of psychology to nursing. This unit also includes foundation topics such as models of health and illness, health-behaviour change models, risk-taking behaviour, stress and health, learning and conditioning, personality and health, human development over the lifespan, death and dying, as well as group dynamics in health. These topics are offered as basic principles, theories, and models of psychology related to health behaviours, future learning, and professional practice in nursing.

School Western Sydney The College

Discipline Psychology

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Restrictions This subject is only available to College students enrolled in Foundation Studies programs.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply basic terminology, principles, theories, and models of psychology to account for health decisions and behaviours.
2. Reflect on personal health decisions and behaviour and relate this to psychological principles introduced in this unit.
3. Demonstrate a foundational understanding of individual and group differences and the impact of these when working with people from diverse backgrounds.
4. Effectively present thoughtful, considered views, arguments and information in written and oral formats, and
5. Apply group dynamics principles for effective team work and group management, along with the ability to monitor one's own work and others' work and performance.

Subject Content

Introduction to psychology and health
 Models of health and illness
 Health-behaviour change models
 Risk-taking behaviours
 Stress and health
 Learning and conditioning
 Personality and health
 Human development
 Death and dying
 Group dynamics in health
 Introduction to psychology and health
 Models of health and illness
 Health-behaviour change models
 Risk-taking behaviours
 Stress and health
 Learning and conditioning
 Personality and health
 Human development
 Death and dying
 Group dynamics in health

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	300 Words: 15-minutes plus 5-minute group activity and audience questions (changed to 12 slides in term 1)	30	N	Individual
Reflection	500 – 700 words	35	N	Individual
Quiz	2 hours	35	N	Individual

Teaching Periods

Term 1

Nirimba Education Precinct

Day

Subject Contact Ryan Sidoti ([https://directory.westernsydney.edu.au/search/name/Ryan Sidoti/](https://directory.westernsydney.edu.au/search/name/Ryan%20Sidoti/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV0008_22-T1_BL_D#subjects)

Term 3

Nirimba Education Precinct

Day

Subject Contact Ryan Sidoti ([https://directory.westernsydney.edu.au/search/name/Ryan Sidoti/](https://directory.westernsydney.edu.au/search/name/Ryan%20Sidoti/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV0008_22-T3_BL_D#subjects)

BEHV 1001 Behaviour and Environment

Credit Points 10

Legacy Code 101182

Coordinator David Arness ([https://directory.westernsydney.edu.au/search/name/David Arness/](https://directory.westernsydney.edu.au/search/name/David%20Arness/))

Description This is a fully online unit. Everything we do depends on our environment, but rarely do we ask the question "what is the environment?" In this unit, we examine our various environments, the natural world, our built physical spaces and things, and the social, biological, and psychological domains. We then examine questions of: How do we interact with these environments, and how do they shape and influence our behaviour? How does understanding this interaction help us improve the human condition, while also maintaining the integrity of the environment? Drawing from psychology to understand human behaviour, the unit has application to as many discipline areas as there are spheres of human activity.

School Psychology

Discipline Behavioural Science

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects LGYB 4217 - Computer Models in Psychology

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Define key concepts of the human-environment relationship.
2. Apply principles of psychology and the broader social sciences to aspects of the human-environment relationship.
3. Evaluate real-world situations to articulate problems of behaviour-environment interaction.
4. Develop arguments for change based on unit content and scholarly research.
5. Propose solutions to problems of behaviour-environment interaction, justifying your decisions based on scholarly research evidence.
6. Demonstrate how knowledge gained from the subject can be used to achieve better person-environment fit in a variety of design situations.

Subject Content

What constitutes the environment? The environment as a complex system of interconnected systems
 Consciousness ? The brain's relationship with its environment

The psychological environment (perceptions and preferences, values and attitudes, cognitions and behaviours)
Sense of place and

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Log/ Workbook	Two submissions, with a combined total of 1000 words	35	N	Individual
Case Study	1,300 Words	45	N	Individual
Participation	Ongoing discussion board participation, combined total of 700 words	20	N	Individual

Teaching Periods

Summer A

Online

Online

Subject Contact Andrew Agius ([https://directory.westernsydney.edu.au/search/name/Andrew Agius/](https://directory.westernsydney.edu.au/search/name/Andrew%20Agius/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV1001_22-SUA_ON_O#subjects)

Spring

Online

Online

Subject Contact David Arness ([https://directory.westernsydney.edu.au/search/name/David Arness/](https://directory.westernsydney.edu.au/search/name/David%20Arness/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV1001_22-SPR_ON_O#subjects)

BEHV 1003 Introduction to Research Methods

Credit Points 10

Legacy Code 101190

Coordinator Emma Walter ([https://directory.westernsydney.edu.au/search/name/Emma Walter/](https://directory.westernsydney.edu.au/search/name/Emma%20Walter/))

Description This subject covers the conceptual underpinnings of research in psychology, including methodologies such as experimental, quasi-experimental, non-experimental and qualitative research. Conducting ethical research will be covered, including consideration of how research participants are positioned, issues related to research with diverse populations, as well research validity. Skills for writing research proposals and reports according to the conventions of the

Publication Manual of the American Psychological Association (APA) are developed.

School Psychology

Discipline Behavioural Science, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Learning Outcomes

1. Define and explain basic terminology, logic and procedures used in qualitative and quantitative research (APAC Graduate Attribute 1.1i, 1.1xii, 1.3)
2. Identify and apply appropriate criteria to evaluate research approaches and findings, including ethics and diversity considerations, including for Indigenous Australians (APAC GA 1.1xi, 1.1xii, 1.2, 1.3, 1.4)
3. Select and explain appropriate research skills for problems under investigation in psychology (APAC GA 1.1xii, 1.3)
4. Explain alignment of analytical procedures with research methods (APAC GA 1.1xii)
5. Demonstrate the capacity to design basic research, individually and as part of a group (APAC GA 1.1xii, 1.5, 1.6)
6. Demonstrate academic writing skills using the American Psychological Association (APA) structure and formatting conventions (APAC GA 1.3, 1.6)

Subject Content

1. The scientific method and psychology: Why study research methods?
2. Epistemology and research paradigms: Constructivism, positivism, realism
3. Overview of qualitative, quantitative and mixed methods
4. Qualitative research I: Key approaches (e.g. grounded theory, phenomenology)
5. Qualitative research II: Qual research design and techniques in data analysis
6. Quantitative research I: Research hypotheses; IVs and DVs
7. Quantitative research II: Research design; experimental and correlational
8. Quantitative research III: Sampling and hypothesis testing
9. Quantitative research IV: Descriptive statistics; central tendency and variance
10. Writing research proposals and reports
11. Research validity: Threats to internal and external validity, controlling extraneous variables
12. Research ethics and diverse populations

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	Presentation	15	N	Group
Proposal	1,500 words	35	N	Individual

Quiz	6 short online 10 quizzes on lecture content	N	Individual
Final Exam	2 hours	40	N Individual

Teaching Periods

WSU Online TRI-2

Wsu Online

Online

Subject Contact Emma Walter ([https://directory.westernsydney.edu.au/search/name/Emma Walter/](https://directory.westernsydney.edu.au/search/name/Emma%20Walter/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV1003_22-OT2_OW_0#subjects)

Spring Bankstown

Day

Subject Contact Emma Walter ([https://directory.westernsydney.edu.au/search/name/Emma Walter/](https://directory.westernsydney.edu.au/search/name/Emma%20Walter/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV1003_22-SPR_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Emma Walter ([https://directory.westernsydney.edu.au/search/name/Emma Walter/](https://directory.westernsydney.edu.au/search/name/Emma%20Walter/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV1003_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Emma Walter ([https://directory.westernsydney.edu.au/search/name/Emma Walter/](https://directory.westernsydney.edu.au/search/name/Emma%20Walter/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV1003_22-SPR_PS_D#subjects)

BEHV 1009 Living, Learning and Working on the Web

Credit Points 10

Legacy Code 102502

Coordinator Benjamin Hanckel ([https://directory.westernsydney.edu.au/search/name/Benjamin Hanckel/](https://directory.westernsydney.edu.au/search/name/Benjamin%20Hanckel/))

Description This unit prepares students for living, learning and working in a digital society. We examine how the web mediates behaviour, communication and culture in contemporary times. Students learn by participating and enterprising in online spaces as part of a supportive learning community. This unit also provides an important opportunity for students to develop a professional online web presence and identity that is relevant for their university studies, employability and the future of work.

School Social Sciences

Discipline Psychology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Participate in online spaces with relevant communities and audiences
2. Interpret online behaviour, communication and participation using psychological and social theories
3. Identify ways in which the web shapes and influences everyday social practices
4. Curate a professional online web presence and identity
5. Design and produce digital content on contemporary social issues
6. Demonstrate an entrepreneurial approach to the dissemination and promotion of digital content

Subject Content

1. The participatory web for learning communities
2. The self online in networked publics
3. Knowledge creation, user generated content and storytelling practices
4. Digital inequalities - human rights, inclusion and citizenship
5. Ethical issues - privacy, surveillance, and safety
6. Influencing on the web - social change and digital activism
7. Researching social life using the social web and digital technologies
8. Digital entrepreneurship
9. Social media, employability and the future of work
10. Life long learning and the future of knowledge production

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Participation A - blog post based around the weekly themes or relevant topics of interest.	2 x 500 words	30	N	Individual
Participation B - Constructive comments on fellow students' blogs.	4 x 50	10	N	Individual
Applied Project	2000 words per group (4 students per group)	30	N	Group
Reflection	1000 words (or spoken equivalent)	30	N	Individual

Online

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Participation Blog posts (+ comments on other students blogs)	3 x 500 words	30	N	Individual
Applied Project	500 words per student	20	N	Group
Portfolio	1,500 words	50	N	Individual

Prescribed Texts

- Poore, M. (2014). *Studying and researching with social media*. London, UK: SAGE Publications.

Teaching Periods

WSU Online TRI-1

Wsu Online

Online

Subject Contact Lisa Rohanek ([https://directory.westernsydney.edu.au/search/name/Lisa Rohanek/](https://directory.westernsydney.edu.au/search/name/Lisa%20Rohanek/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV1009_22-OT1_OW_0#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Lisa Rohanek ([https://directory.westernsydney.edu.au/search/name/Lisa Rohanek/](https://directory.westernsydney.edu.au/search/name/Lisa%20Rohanek/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV1009_22-OT2_OW_0#subjects)

BEHV 1010 Positive Psychology: The Science of Happiness, Resilience, and Wellbeing

Credit Points 10

Legacy Code 102606

Coordinator Kell Tremayne ([https://directory.westernsydney.edu.au/search/name/Kell Tremayne/](https://directory.westernsydney.edu.au/search/name/Kell%20Tremayne/))

Description We live in an increasingly volatile, uncertain, complex, and ambiguous (VUCA) world which places greater emotional demands on people and organisations. This unit introduces the Positive Psychology theory, research and the practical evidence-based techniques to enhance wellbeing and resilience in an increasingly VUCA world. Positive psychology is an emerging field of academic study and practical application in personal and work settings which focuses on the creation of individual resilience, strengths and virtues, creativity and other indicators of human flourishing. Throughout this unit, students will be encouraged to actively engage and apply the positive psychology concepts taught within the course and to critically reflect on these experiences to bring about personal change.

School Psychology

Discipline Psychology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

- Identify the major themes in the nature and history of positive psychology.
- Discuss the important role of positive psychology in varying contexts.
- Outline the key theoretical concepts and major empirical findings in the domains of positive psychology covered in the subject: optimism, resilience, wellbeing, motivation, cognition and emotion.
- Critically reflect on positive psychology theory and empirical research.
- Summarise the application of techniques learned in positive psychology.
- Demonstrate the capacity to implement empirically-driven strategies explored within the subject.

Subject Content

- The Nature and History of Positive Psychology: Some of the questions we seek to answer are What is Positive Psychology? Where does Positive psychology fits into the history of psychology? Who should study/use positive psychology How Positive Psychology uses the Scientific Method?
- Optimism and Resilience: What is the difference between irrational and realistic optimism? What is the evidence for optimism on various life outcomes? Can realistic optimism and resilience be learned? What are the different explanatory styles? How explanatory styles influence resilience? Are there practical ways to have a flexible explanatory style in preparation for a stressor (rather than just response)?
- Happiness: What is happiness and can it be measured? What is going on in the brain? Is happiness state or trait based? What is the research on the dynamic pursuit of happiness? How can we increase happiness and positive emotions? Is there a benefit to increasing happiness other than just feeling good? Are there practical evidence-based techniques to increase happiness?
- Character strengths: Focus on individual differences in personality and strengths of character. Is there a 'happy' or 'successful' personality? Can we increase positive outcomes by first looking at individual strengths and individual weaknesses in performance/character?
- Positive emotions and success outcomes. What is the relationship between positive emotions and many of life's success outcomes? Is this relationship causal? What are the theories that highlight this relationship? What practical evidence-based techniques can I bring into my daily life?
- Meaning, purpose, and positive connections. What is

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	2 x 1000 words each	40	N	Individual

Multiple Choice	450 words in total	30	N	Individual
Final Exam	1 hour	30	N	Individual

Teaching Periods

Autumn Bankstown

Day

Subject Contact Kell Tremayne ([https://directory.westernsydney.edu.au/search/name/Kell Tremayne/](https://directory.westernsydney.edu.au/search/name/Kell%20Tremayne/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV1010_22-AUT_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Kell Tremayne ([https://directory.westernsydney.edu.au/search/name/Kell Tremayne/](https://directory.westernsydney.edu.au/search/name/Kell%20Tremayne/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV1010_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Kell Tremayne ([https://directory.westernsydney.edu.au/search/name/Kell Tremayne/](https://directory.westernsydney.edu.au/search/name/Kell%20Tremayne/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV1010_22-AUT_PS_D#subjects)

WSU Online TRI-1

Wsu Online

Online

Subject Contact Kell Tremayne ([https://directory.westernsydney.edu.au/search/name/Kell Tremayne/](https://directory.westernsydney.edu.au/search/name/Kell%20Tremayne/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV1010_22-OT1_OW_O#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Kell Tremayne ([https://directory.westernsydney.edu.au/search/name/Kell Tremayne/](https://directory.westernsydney.edu.au/search/name/Kell%20Tremayne/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV1010_22-OT3_OW_O#subjects)

BEHV 1014 Psychology and Health

Credit Points 10

Legacy Code 101614

Coordinator Steve Cumming ([https://directory.westernsydney.edu.au/search/name/Steve Cumming/](https://directory.westernsydney.edu.au/search/name/Steve%20Cumming/))

Description This unit provides an introduction to the psychology of health, mental health, and health-related behaviour, as relevant to health science professions. Students will be introduced to the principles and applications of psychology and health behaviour, using a biopsychosocial framework. This will be followed by an examination of the psychological aspects of injury and illness and an introduction to psychological interventions related to health concerns. Emphasis is

upon understanding health status and mental illness in light of relevant theory and research.

School Psychology

Discipline Psychology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects BEHV 1006 - Introduction to the Psychology of Health BEHV 1015 - Psychology and Health (WSTC)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Define the basic principles, theories and methods of psychology as related to health behaviours.
2. Apply basic health psychology principles to issues of health and wellness.
3. Apply appropriate psychological research to the experience and management of health behaviours.
4. Identify the basic principles of a biopsychosocial approach to mental health and mental illness, including broad types of mental disorders.
5. Demonstrate introductory knowledge of clinical mental health by identifying the aetiology, maintaining factors, and treatment of selected mental disorders.
6. Articulate the roles of psychology and the broader health profession to health and wellbeing.

Subject Content

Psychology of health - Applying psychology to health

Models of health and illness

Health Behaviour - Factors that influence health behaviours - Models of health behaviour

Psychological interventions for health concerns - Models of

intervention - Behaviour change methods - Cognitive and behavioural treatments

Psychology of the patient - Symptom perception and interpretation -

Help seeking behaviour

Psychological aspects of injury and illness - Psychological antecedents

and reactions to injury and illness - Psychological aspects of

rehabilitation - Chronic illnesses and pain

Role of psychology in common health issues such as obesity and stress

Introduction to topics of mental health and mental illness - Clinical

psychology - Main types of mental disorders

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Log/ Workbook	Two submissions with a combined total of 1,000 words	30	N	Individual

Quiz	15% each x 2 quizzes = 30% (30 questions per quiz)	30	N	Individual
Report	1,200 words	40	N	Individual

Prescribed Texts

- Morrison, V., Bennett, P., Butow, P., Mullan, B., & Sharpe, L. (2019). Introduction to Health Psychology in Australia (3rd Ed) Melbourne, AU: Pearson Australia

Teaching Periods

Summer A

Online

Online

Subject Contact Steve Cumming ([https://directory.westernsydney.edu.au/search/name/Steve Cumming/](https://directory.westernsydney.edu.au/search/name/Steve%20Cumming/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV1014_22-SUA_ON_O#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV1014_22-SC1_SC_D#subjects)

Spring

Campbelltown

Day

Subject Contact David Arness ([https://directory.westernsydney.edu.au/search/name/David Arness/](https://directory.westernsydney.edu.au/search/name/David%20Arness/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV1014_22-SPR_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact David Arness ([https://directory.westernsydney.edu.au/search/name/David Arness/](https://directory.westernsydney.edu.au/search/name/David%20Arness/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV1014_22-SPR_KW_D#subjects)

Online

Online

Subject Contact David Arness ([https://directory.westernsydney.edu.au/search/name/David Arness/](https://directory.westernsydney.edu.au/search/name/David%20Arness/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV1014_22-SPR_ON_O#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact John Mcguire ([https://directory.westernsydney.edu.au/search/name/John Mcguire/](https://directory.westernsydney.edu.au/search/name/John%20Mcguire/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV1014_22-SC3_SC_D#subjects)

BEHV 1015 Psychology and Health (WSTC)

Credit Points 10

Legacy Code 700060

Coordinator Charlise Bennett ([https://directory.westernsydney.edu.au/search/name/Charlise Bennett/](https://directory.westernsydney.edu.au/search/name/Charlise%20Bennett/))

Description This unit provides an introduction to the psychology of health, mental health, and health-related behaviour as relevant to health science professions. Students will be introduced to the principles and applications of psychology and health behaviour, using a biopsychosocial framework. This will be followed by an examination of the psychological aspects of injury and illness and an introduction to psychological interventions related to health concerns. Emphasis is upon understanding health status and mental illness in light of relevant theory and research.

School Psychology

Discipline Behavioural Science

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects BEHV 1014 Psychology and Health
BEHV 1006 Introduction to the Psychology of Health

Restrictions

Students must be enrolled at Western Sydney University, The College. Students must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject. Students enrolled in the combined Diploma/Bachelor programs must pass all College Preparatory subjects listed in the program structure before progressing to the Year 2 subjects.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Demonstrate an understanding of the basic principles, theories and methods of psychology related to health behaviours.
- Examine psychological studies relevant to the experience of health behaviour and the management of health behaviours.
- Develop an understanding of how to apply basic health psychology principles to a range of health issues and enhance health and well-being.
- Effectively present thoughtful, considered views, arguments and information in written and oral formats.
- Apply team work and group management skills, along with the ability to monitor one's own work and others work and performance.
- Define the basic principles, theories and methods of psychology as related to health behaviours.
- Apply basic health psychology principles to issue of health and wellness.
- Apply appropriate psychological research to the experience and management of health behaviours.
- Identify the basic principles of a biopsychosocial approach to mental health an

Subject Content

Psychology of health
 Applying psychology to health
 Models of health and illness
 Health Behaviour
 Factors that influence health behaviours
 Models of health behaviour
 Psychological interventions for health concerns
 Models of intervention
 Behaviour change methods
 Cognitive and behavioural treatments
 Communication skills
 Dr-patient communication
 Support groups
 Stress and health
 Models of stress and disease
 Moderators of the stress-health relationship
 Coping with and reducing stress
 Psychology of the patient
 Symptom perception and interpretation
 Help seeking behaviour
 Developmental framework for health
 Models of development
 Learning and change
 Developmental periods and health
 Death and dying
 Psychological aspects of injury and illness
 Psychological antecedents and reactions to injury and illness
 Psychological aspects of rehabilitation
 Chronic Illness and pain
 Role of psychology in common health issues such as obesity and stress
 Introduction to topics of mental health and mental illness
 Clinical psychology
 Main types of mental disorders

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Log/Workbook	Three submissions with a combined total of 1000 words	30	N	Individual
Intra-session Exam	90 mins 60 questions consisting of MCQ and short answer responses.	30	N	Individual
Report	1,200 words	40	N	Individual

Prescribed Texts

- Ogden, J. (2012). Health Psychology (5th ed.). McGraw-Hill

Teaching Periods

Term 1

Nirimba Education Precinct

Day

Subject Contact Despina Kamper ([https://directory.westernsydney.edu.au/search/name/Despina Kamper/](https://directory.westernsydney.edu.au/search/name/Despina%20Kamper/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV1015_22-T1_BL_D#subjects)

Term 2

Nirimba Education Precinct

Day

Subject Contact Despina Kamper ([https://directory.westernsydney.edu.au/search/name/Despina Kamper/](https://directory.westernsydney.edu.au/search/name/Despina%20Kamper/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV1015_22-T2_BL_D#subjects)

BEHV 1016 Psychology: Behavioural Science

Credit Points 10

Legacy Code 101183

Coordinator Liquan Liu ([https://directory.westernsydney.edu.au/search/name/Liquan Liu/](https://directory.westernsydney.edu.au/search/name/Liquan%20Liu/))

Description This unit expands on the nature and history of psychology as a scientific discipline by focussing on the study of the biological bases of human behaviour, memory, language and thought, sensation and perception, motivation, emotion and learning. Research methods to scientifically study behaviour are introduced, including ethical research and practice with reference to diverse cultural contexts.

School Psychology

Discipline Behavioural Science

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Restrictions

Note that only students enrolled at WSU Online may register in the WSU Online subjects offered at that location.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Identify major issues and debates in the nature and history of psychology.
- Recognise the key theoretical concepts and major empirical findings in the domains of psychology covered in the subject.
- Describe the methods used by psychologists in their research, including an evaluation of ethical practice in culturally diverse contexts.
- Construct a partial research report conforming to current APA (American Psychological Association) Publication Guidelines.

Subject Content

The Nature and History of Psychology.
 Cognitive Psychology.
 Learning.
 Sensation and Perception.

Biological Psychology.
 Research method, ethics and cultural contexts.
 Motivation and Emotion.
 Mind, Consciousness, and Alternate States.
 Applied Psychology.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	1500 words	40	N	Individual
Quiz	4 Online Quizzes	0	N	Individual
Participation	5 hours of research participation	5	N	Individual
Quiz	Up to 20 multiple choice questions per quiz	10	N	Individual
Final Exam	2 hours	45	N	Individual

Teaching Periods

Summer A

Bankstown

Day

Subject Contact Celia Harris ([https://directory.westernsydney.edu.au/search/name/Celia Harris/](https://directory.westernsydney.edu.au/search/name/Celia%20Harris/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV1016_22-SUA_BA_D#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact David-Jack Fletcher ([https://directory.westernsydney.edu.au/search/name/David-Jack Fletcher/](https://directory.westernsydney.edu.au/search/name/David-Jack%20Fletcher/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV1016_22-OT2_OW_O#subjects)

Spring

Bankstown

Day

Subject Contact Varghese Peter ([https://directory.westernsydney.edu.au/search/name/Varghese Peter/](https://directory.westernsydney.edu.au/search/name/Varghese%20Peter/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV1016_22-SPR_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Varghese Peter ([https://directory.westernsydney.edu.au/search/name/Varghese Peter/](https://directory.westernsydney.edu.au/search/name/Varghese%20Peter/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV1016_22-SPR_KW_D#subjects)

Online

Online

Subject Contact Liqun Liu ([https://directory.westernsydney.edu.au/search/name/Liqun Liu/](https://directory.westernsydney.edu.au/search/name/Liqun%20Liu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV1016_22-SPR_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Liqun Liu ([https://directory.westernsydney.edu.au/search/name/Liqun Liu/](https://directory.westernsydney.edu.au/search/name/Liqun%20Liu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV1016_22-SPR_PS_D#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Rosalind Priestman ([https://directory.westernsydney.edu.au/search/name/Rosalind Priestman/](https://directory.westernsydney.edu.au/search/name/Rosalind%20Priestman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV1016_22-OT3_OW_O#subjects)

BEHV 1018 Psychology: Human Behaviour

Credit Points 10

Legacy Code 101184

Coordinator Kell Tremayne ([https://directory.westernsydney.edu.au/search/name/Kell Tremayne/](https://directory.westernsydney.edu.au/search/name/Kell%20Tremayne/))

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

School Psychology

Discipline Behavioural Science

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Restrictions

Note that only students enrolled at WSU Online may register in the WSU Online subjects offered at that location.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Use information resources, including the library.
2. Explain the key theoretical concepts and major empirical findings in the domains of psychology covered in the subject: History of psychology, indigenous and cultural psychology, social psychology, developmental psychology, intelligence, personality, and abnormal psychology.

3. Identify issues of indigenous and intercultural diversity associated with the study and application of psychology across the different disciplines.
4. Describe the methods used by psychologists in their research, including the importance of a literature review to research and practice, and an evaluation of ethical practice.
5. Apply basic critical thinking and argument formation in a literature review writing task adhering to the APA (American Psychological Association) Publication Guidelines (5th edition), including all stages of literature collation and review within a particular topic, information literacy, and the appropriate technique for referencing material.
6. Identify the influence of individual differences and of environmental context on behaviour.
7. Demonstrate foundational information literacy by navigating information resources, including the library, to collect credible material.
8. Explain the key theoretical concepts and major empirical findings in the domains of psychology covered in the subject.
9. Evaluate psychological approaches to cultural diversity and Australian Indigenous perspectives.
10. Describe the methods used by psychologists in their research, including the importance of a literature review to research and practice, and an evaluation of ethical practice.
11. Apply basic critical thinking and argument formation in a literature review writing task adhering to the current APA (American Psychological Association) Publication Guidelines.
12. Identify the influence of individual differences and of environmental context on behaviour.

Subject Content

- Introduction to psychology and critical thinking/argument in psychology
- Individual Differences and assessment
- Intelligence and Personality
- Developmental Psychology
- social and cultural Psychology
- Abnormal Psychology
- Introduction to the major perspectives in psychology and critical thinking/argument in psychology
- Australian indigenous and cross-cultural Psychology

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Literature Review	1500 words	35	N	Individual
Multiple Choice	20 multiple choice questions	0	N	Individual
Participation	5 hours of research participation	5	N	Individual
Quiz	20 multiple choice questions	30	N	Individual
Final Exam	1 hour	30	N	Individual

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Kell Tremayne ([https://directory.westernsydney.edu.au/search/name/Kell Tremayne/](https://directory.westernsydney.edu.au/search/name/Kell%20Tremayne/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV1018_22-AUT_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Kell Tremayne ([https://directory.westernsydney.edu.au/search/name/Kell Tremayne/](https://directory.westernsydney.edu.au/search/name/Kell%20Tremayne/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV1018_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Kell Tremayne ([https://directory.westernsydney.edu.au/search/name/Kell Tremayne/](https://directory.westernsydney.edu.au/search/name/Kell%20Tremayne/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV1018_22-AUT_PS_D#subjects)

WSU Online TRI-1

Wsu Online

Online

Subject Contact David-Jack Fletcher ([https://directory.westernsydney.edu.au/search/name/David-Jack Fletcher/](https://directory.westernsydney.edu.au/search/name/David-Jack%20Fletcher/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV1018_22-OT1_OW_O#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact David-Jack Fletcher ([https://directory.westernsydney.edu.au/search/name/David-Jack Fletcher/](https://directory.westernsydney.edu.au/search/name/David-Jack%20Fletcher/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV1018_22-OT3_OW_O#subjects)

BEHV 1021 The Individual in Society

Credit Points 10

Legacy Code 101557

Coordinator Sky Hugman ([https://directory.westernsydney.edu.au/search/name/Sky Hugman/](https://directory.westernsydney.edu.au/search/name/Sky%20Hugman/))

Description This unit introduces the main theoretical perspectives for understanding the 'individual in society', including: humanistic, biological, cognitive, behavioural and socio-cultural explanations of individual behaviour. These perspectives are further understood through application of the 'levels of analysis' framework. The content then moves on to social psychology and covers topics such as: self and identity, attitudes and attitude change, conformity and obedience, prejudice and discrimination, aggression, pro-social behaviour and attraction and close relationships. Students explore the relevance of these topics to everyday life and contemporary issues.

School Social Sciences

Discipline Psychology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects BEHV 1002 - Interpersonal Interaction BEHV 1006 - Introduction to the Psychology of Health BEHV 1023 - The Individual in Society

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the major perspectives in psychology and key social psychological theories and concepts;
2. Summarise levels of analysis and selected social psychological theories and concepts;
3. Apply key theories and concepts to everyday life and contemporary issues.

Subject Content

1. Major perspectives in psychology
2. Levels of analysis framework
3. Self and identity
4. Attitudes and attitude change
5. Prejudice and discrimination and inter-group behaviour
6. Social influence
7. Aggression and pro-social behaviour
8. Attraction and close relationships
9. Language, communication and culture

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	800 words	25	N	Individual
Log/ Workbook	Approx. 200 words per tutorial for 5 tutorials (monitored in-class)	20	N	Individual
Reflection	2000 words	40	N	Individual
Quiz	10 weekly quizzes, approx. 1 hour	15	N	Individual

Prescribed Texts

- Griffin, T. (Ed.) (2016). The Individual in Society (3rd Ed.). North Ryde: McGraw-Hill. <https://ebookcentral.proquest.com/lib/wsudt/detail.action?docID=4770233>

Teaching Periods

Summer A

Online

Online

Subject Contact Alex Baumann ([https://directory.westernsydney.edu.au/search/name/Alex Baumann/](https://directory.westernsydney.edu.au/search/name/Alex%20Baumann/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV1021_22-SUA_ON_O#subjects)

Autumn

Penrith (Kingswood)

Day

Subject Contact Sky Hugman ([https://directory.westernsydney.edu.au/search/name/Sky Hugman/](https://directory.westernsydney.edu.au/search/name/Sky%20Hugman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV1021_22-AUT_KW_D#subjects)

Liverpool

Day

Subject Contact Sky Hugman ([https://directory.westernsydney.edu.au/search/name/Sky Hugman/](https://directory.westernsydney.edu.au/search/name/Sky%20Hugman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV1021_22-AUT_LP_D#subjects)

Online

Online

Subject Contact Sky Hugman ([https://directory.westernsydney.edu.au/search/name/Sky Hugman/](https://directory.westernsydney.edu.au/search/name/Sky%20Hugman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV1021_22-AUT_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Sky Hugman ([https://directory.westernsydney.edu.au/search/name/Sky Hugman/](https://directory.westernsydney.edu.au/search/name/Sky%20Hugman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV1021_22-AUT_PS_D#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV1021_22-SC1_SC_D#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Alexia Cameron ([https://directory.westernsydney.edu.au/search/name/Alexia Cameron/](https://directory.westernsydney.edu.au/search/name/Alexia%20Cameron/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV1021_22-OT2_OW_O#subjects)

BEHV 1022 The Individual in Society (Block Mode)

Credit Points 10

Legacy Code 101764

Coordinator Rashid Flewelling Jr ([https://directory.westernsydney.edu.au/search/name/Rashid Flewelling Jr/](https://directory.westernsydney.edu.au/search/name/Rashid+Flewelling+Jr/))

Description In this unit students focus on understanding individuals within their social and physical context. They are introduced to psychology as the scientific study of behaviour and mental experience. Students examine how individual psychology interacts with society, culture, and the physical environments. Featured topics include self and identity, close relationships, social relations and groups, empathy and pro-social behaviour, prejudice, conflict and aggression. Students are guided to explore Aboriginal and Torres Strait Islander perspectives, and the emerging field of indigenous psychology, and to consider what implications these have for a better understanding of psychology and the individual in context.

School Social Sciences

Discipline Psychology

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects BEHV 1021 - The Individual in Society

Restrictions Students must be enrolled in 1689 Bachelor of Community and Social Development.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Define the science of psychology, and identify subfields within psychology.
2. Describe the role of the brain in determining behaviour and the main brain processes.
3. Apply a systems framework to understanding the individual in context.
4. Discuss the factors influencing social behaviour.
5. Identify issues for indigenous psychology in general, and for Aboriginal and Torres Strait Islander psychology specifically.

Subject Content

Psychology - the science of behaviour and mental experience; brain processes and areas of psychology; individuals in the context of their psychological, biological, social, cultural, and physical domain.

Consciousness: The brain's relationship with its environment

Brain processes and culture (e.g., perception, learning, worldviews, values, attitudes)

Psychology and place

Self and identity, self-interest, and attachment

Close relationships

Social groups (e.g., families, communities, "tribal" groups, nations)

Similarity and difference: Empathy and prosocial behaviour; alienation and aggression

Prejudice, discrimination, and inter-group behaviour

Indigenous psychology

Aboriginal and Torres Strait Islander psychology

Social influence and the global context of psychology

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Applied Project: Concept map	10 plus 250 words		N	Individual
Online quizzes	3 x 10 questions	30	N	Individual
Essay	1,500 words	60	N	Individual

Teaching Periods

BEHV 1023 The Individual in Society (WSTC)

Credit Points 10

Legacy Code 700051

Coordinator Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona+Shrestha/))

Description This unit introduces the main theoretical perspectives for understanding the 'individual in society', including: humanistic, biological, cognitive, behavioural and socio-cultural explanations of individual behaviour. These perspectives are further understood through application of the 'levels of analysis' framework. The content then moves on to social psychology and covers topics such as: self and identity, attitudes and attitude change, conformity and obedience, prejudice and discrimination, aggression, pro-social behaviour and attraction and close relationships. Students explore the relevance of these topics to everyday life and contemporary issues.

School Social Sciences

Discipline Behavioural Science

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Pre-requisite(s) BEHV 0001 (Diploma of Criminal and Community Justice Extended only)

Co-requisite(s) Before taking BEHV 1023 students in programs 6023 6027 or 6030 must have passed or be registered in CULT0006 and LANG 0003 and students in program 6029 must have passed or be registered in LANG 0003 GEDU 0014 and JUST 0003

Equivalent Subjects BEHV 1021 - The Individual in Society

Restrictions

Students must be enrolled at Western Sydney University, The College unless they have permission from the School. Students enrolled in extended diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject. Students enrolled in the Diploma of Criminal and Community Justice Extended must have successfully completed BEHV 0001 Introduction to Human Behaviour.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the major perspectives in psychology and key social psychological theories and concepts;
2. Summarise levels of analysis and selected social psychological theories and concepts;
3. Apply key theories and concepts to everyday life and contemporary issues.

Subject Content

Major perspectives in psychology.

Levels of analysis framework.

Self and identity.

Attitudes and attitude change.

Prejudice and discrimination and inter-group behaviour.

Social influence.

Aggression and pro-social behaviour.

Attraction and close relationships.

Language, communication and culture.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	750 words	25	N	Individual
Log/ Workbook	Weekly from week 2-week 11	15	N	Individual
Reflection	2000 words - 750 words, 1250 words	40	N	Individual
Quiz	10 quizzes up to 1 hour each In-class test in week 12 tutorial 10%	20	N	Individual

Prescribed Texts

- Griffin, T. (Ed.) (2016). *The Individual in Society* (3rd edition). North Ryde: McGraw Hill.

Teaching Periods

Term 1

Bankstown

Day

Subject Contact Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV1023_22-T1_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV1023_22-T1_BL_D#subjects)

Term 2

Bankstown

Day

Subject Contact Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV1023_22-T2_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV1023_22-T2_BL_D#subjects)

Term 3

Bankstown

Day

Subject Contact Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV1023_22-T3_BA_D#subjects)

BEHV 1024 Applied Psychology

Credit Points 10

Legacy Code 102706

Coordinator Karen Mattock ([https://directory.westernsydney.edu.au/search/name/Karen Mattock/](https://directory.westernsydney.edu.au/search/name/Karen%20Mattock/))

Description Psychology is defined as the science of human behaviour and mental processes. Psychological theories aim to explain diverse aspects of everyday human experience and behaviour and are applied in diverse social, organisational and professional settings. In this subject, students explore key domains of psychological inquiry and practice, how psychological research and theory influences and impacts individuals, groups and communities, and how psychology theory can be used to analyse contemporary issues. Students are encouraged to evaluate the different ways psychological research is communicated.

School Psychology

Discipline Psychology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Restrictions

There are no enrolment restrictions for this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate information literacy and use resources including the library to collate literature and review information on a particular topic.

2. Explain the key theoretical concepts and major empirical findings in the domains of psychology covered in the subject.
3. Describe the methods used by psychologists in their research, including the importance of a literature review to research and practice.
4. Apply basic critical thinking and argument formation in writing that adheres to the APA (American Psychological Association) Publication Guidelines, particularly in referencing material.
5. Construct a partial research report conforming to APA Publication Guidelines.

Subject Content

- Introduction to and the history of Psychology
- Cognitive Psychology
- Social Psychology
- Sensation and Perception
- Motivation
- Learning
- Research Methods

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Literature Review	800 words	10	N	Individual
Research Report	1,500 words	35	N	Individual
Research Participation Task	5 hours of research participation	5	N	Individual
Quiz: 3 x 10 MCQs	3 x 10 MCQs	10	N	Individual
Final Exam	2 hours	40	N	Individual

Prescribed Texts

There are no prescribed texts.

Teaching Periods

WSU Online TRI-1

Wsu Online Online

Subject Contact Natasha Daraio ([https://directory.westernsydney.edu.au/search/name/Natasha Daraio/](https://directory.westernsydney.edu.au/search/name/Natasha%20Daraio/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV1024_22-OT1_OW_0#subjects)

WSU Online TRI-3

Wsu Online Online

Subject Contact Matthew Kelly ([https://directory.westernsydney.edu.au/search/name/Matthew Kelly/](https://directory.westernsydney.edu.au/search/name/Matthew%20Kelly/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV1024_22-OT3_OW_0#subjects)

BEHV 1025 Usable Design

Credit Points 10

Legacy Code 102716

Coordinator Tamara Watson ([https://directory.westernsydney.edu.au/search/name/Tamara Watson/](https://directory.westernsydney.edu.au/search/name/Tamara%20Watson/))

Description This unit examines the psychological principles underlying users' experience of design. After introducing fundamental principles of human perception and cognition, we will explore the way these principles shape the experience of users when interacting with a designed product. The unit will also introduce the experimental approaches used to study perceptual and cognitive processes, focussing on critical evaluation of design principles and highlighting techniques relevant to user experience evaluation.

School Psychology

Discipline Behavioural Science, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate understanding of the principles of human visual perception and cognition relevant to user experience design.
2. Explain key experimental techniques used in perceptual and cognitive science.
3. Identify perceptual and cognitive principles relevant to the design of existing websites and applications.
4. Evaluate design utility based on perceptual and cognitive principles underlying user experience.
5. Write a design report, using APA style and formatting.

Subject Content

Introduction: This topic will introduce the design principles used in a range of design contexts. It will focus on ?escreen based?f design and touch on other areas of design.

Basic Visual Pe

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Case Study	1,500 words	40	N	Individual
Log/Workbook	5 x 100 words = 500 words in total	25	N	Individual
Final Exam	2 hours	35	N	Individual

Prescribed Texts

- Johnson, J. (2020). Designing with the mind in mind. (3rd ed.). Morgan Kaufmann, Waltham MA, USA. ISBN 978-0128182024

- Johnson, J. (2014). Designing with the mind in mind. (2nd ed.). Morgan Kaufmann, Waltham MA, USA. ISBN 978-0-12-407914-4

Teaching Periods

WSU Online TRI-1

Wsu Online

Online

Subject Contact Tamara Watson ([https://directory.westernsydney.edu.au/search/name/Tamara Watson/](https://directory.westernsydney.edu.au/search/name/Tamara%20Watson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV1025_22-OT1_OW_O#subjects)

Spring

Parramatta - Victoria Rd

Day

Subject Contact Tamara Watson ([https://directory.westernsydney.edu.au/search/name/Tamara Watson/](https://directory.westernsydney.edu.au/search/name/Tamara%20Watson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV1025_22-SPR_PS_D#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Karen Harvey ([https://directory.westernsydney.edu.au/search/name/Karen Harvey/](https://directory.westernsydney.edu.au/search/name/Karen%20Harvey/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV1025_22-OT3_OW_O#subjects)

BEHV 2002 Brain and Behaviour

Credit Points 10

Legacy Code 101684

Coordinator Tamara Watson ([https://directory.westernsydney.edu.au/search/name/Tamara Watson/](https://directory.westernsydney.edu.au/search/name/Tamara%20Watson/))

Description This unit provides an introduction to the biological and neuroscientific bases of human behaviour. Topics covered include the chemistry of life, the molecular basis of life, the cell and some of the major organ systems of the human body with particular reference to the nervous, endocrine and sensory systems. The unit has a significant laboratory component which reinforces lecture and text material. Students will be introduced to the biological and neuroscientific concepts necessary for a thorough understanding of areas of psychology such as abnormal psychology, cognitive processes, developmental psychology, human learning, and physiological psychology.

School Psychology

Discipline Psychology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects LGYA 0972 - Neuroscience

Restrictions

Note that only students enrolled at WSU Online may register in the WSU Online subjects offered at that location.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain how biological psychology is a scientific discipline and distinguish its major objectives (APAC Graduate Attribute 1).
2. Identify the major themes and perspectives of biological psychology (APAC GA 1).
3. Describe the structure and function of the central and peripheral nervous system (APAC GA 1)
4. Analyse the major theoretical and empirical perspectives associated with various brain processes, and evaluate how these processes impact mental functioning and behaviour (APAC GA 1);
5. Apply knowledge of biological psychology to explain a range of clinical conditions.
6. Appraise the effectiveness of demonstrations that address theories and propositions in biological psychology, evaluate the associated research hypotheses; undertake a relevant literature search; summarise the salient points and formulate a conclusion in a literature review (APAC GA 2 and 5).
7. Distinguish biological psychology as a scientific discipline and explain its major objectives.
8. Identify the major themes and perspectives of biological psychology.
9. Describe the structure and function of the central and peripheral nervous system.
10. Analyse the major theoretical and empirical perspectives associated with various brain processes, and evaluate how these processes impact mental functioning and behaviour.
11. Appraise the effectiveness of demonstrated theories and propositions in biological psychology by conducting a phased literature review responding to an associated hypothesis.

Subject Content

1. Nervous system 1
2. Nervous system 2
3. Neurotransmitters
4. Sensory systems
5. Movement
6. Learning and memory
7. Neuroplasticity
8. Emotion and stress
9. Hunger
10. Anxiety and depression
11. Psychosis
12. Drugs and addiction

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	90 minutes	20	N	Group
Quiz	90 minutes	20	N	Group
Quiz	90 minutes	20	N	Group
Critical Review	1,500 words	40	N	Individual

Prescribed Texts

- Breedlove, S. M., & Watson, N.V. (2019). Behavioral Neuroscience. (9th ed.). Oxford University Press.

Teaching Periods**Autumn****Bankstown****Day**

Subject Contact Tamara Watson ([https://directory.westernsydney.edu.au/search/name/Tamara Watson/](https://directory.westernsydney.edu.au/search/name/Tamara%20Watson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV2002_22-AUT_BA_D#subjects)

Penrith (Kingswood)**Day**

Subject Contact Tamara Watson ([https://directory.westernsydney.edu.au/search/name/Tamara Watson/](https://directory.westernsydney.edu.au/search/name/Tamara%20Watson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV2002_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd**Day**

Subject Contact Tamara Watson ([https://directory.westernsydney.edu.au/search/name/Tamara Watson/](https://directory.westernsydney.edu.au/search/name/Tamara%20Watson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV2002_22-AUT_PS_D#subjects)

WSU Online TRI-2**Wsu Online****Online**

Subject Contact Tamara Watson ([https://directory.westernsydney.edu.au/search/name/Tamara Watson/](https://directory.westernsydney.edu.au/search/name/Tamara%20Watson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV2002_22-OT2_OW_O#subjects)

BEHV 2005 Human Learning

Credit Points 10

Legacy Code 101676

Coordinator Gabrielle Weidemann ([https://directory.westernsydney.edu.au/search/name/Gabrielle Weidemann/](https://directory.westernsydney.edu.au/search/name/Gabrielle%20Weidemann/))

Description Human Learning is concerned with the experimental analysis of human and animal behaviour and focuses upon associative learning, including classical conditioning, operant conditioning, and social learning approaches. Definitions, assumptions, and basic phenomena associated with the study of learning are described and evaluated in terms of their ability to account for various aspects of human behaviour and experience. The practical work highlights important concepts introduced in the lecture program and focuses upon practical techniques of use in everyday situations.

School Psychology

Discipline Behavioural Science

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Restrictions

Note that only students enrolled at WSU Online may register in the WSU Online subjects offered at that location.

Learning Outcomes

1. Understanding of the basic principles of associative learning and social learning theory (APAC Graduate Attribute 1.1i, 1.1v, 1.3)
2. Use basic principles of associative learning and social learning theory to attempt to modify their own behaviour to bring it into line with their stated goals (APAC GA 1.1v, 1.2, 1.5)
3. Describe the therapeutic techniques derived from learning theory (APAC GA 1.1iv, 1.1v)
4. Measure and record their own behaviour, explain and defend the method used, and evaluate whether it appropriately quantifies the identified target behaviour (APAC GA 1.2, 1.3, 1.6)
5. Individually and with others, apply basic principles of associative learning and social learning theory beyond the examples given in lectures and tutorials to new situations and identify how these principles might work (APAC GA 1.1v, 1.3, 1.5)
6. Summarise the ideas of associative learning and social learning theories and explain how they can be differentiated from other similar concepts in the form of a report and an audio-visual presentation (APAC GA 1.1v, 1.3, 1.5, 1.6)

Subject Content

Lectures:

Paradigms in the investigation of learning

Habituation and sensitization

Pavlovian to Instrumental transfer

Pavlovian conditioning 1: The basics

Pavlovian conditioning 2: Connectionism and learning

Pavlovian conditioning 3: Applications

Operant conditioning 1: The basics

Operant conditioning 2: Reinforcement and punishment

Operant conditioning 3: Behavioural economics and choice

Learning and abnormal behaviour

Behaviour modification, behaviour therapy, and cognitive behaviour therapy

Learning and addiction

Learning and effective study methods

Tutorials:

Habituation in the snail

How to measure behaviour

Classical conditioning: Demonstration

Self-control: measuring your own behaviour

Classical conditioning: Concepts

Teaching learning employing mini-lectures

Operant conditioning: concepts

Assertion training and social behaviour

Case studies in behaviour change

Attitudes and learning and the implicit association test

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	1,250 words	30	N	Individual
Presentation	2 minute video presentation	30	N	Group
Quiz	4 short quizzes submitted through vUWS	10	N	Individual
Final Exam	90 minutes	30	N	Individual

Prescribed Texts

- Chance, P. (2014). Learning and Behavior. Wadsworth: Belmont, ? CA.

Teaching Periods

WSU Online TRI-1

Wsu Online

Online

Subject Contact David-Jack Fletcher ([https://directory.westernsydney.edu.au/search/name/David-Jack Fletcher/](https://directory.westernsydney.edu.au/search/name/David-Jack%20Fletcher/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV2005_22-OT1_OW_0#subjects)

Spring Bankstown

Day

Subject Contact Gabrielle Weidemann ([https://directory.westernsydney.edu.au/search/name/Gabrielle Weidemann/](https://directory.westernsydney.edu.au/search/name/Gabrielle%20Weidemann/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV2005_22-SPR_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Gabrielle Weidemann ([https://directory.westernsydney.edu.au/search/name/Gabrielle Weidemann/](https://directory.westernsydney.edu.au/search/name/Gabrielle%20Weidemann/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV2005_22-SPR_KW_D#subjects)

Online

Online

Subject Contact Gabrielle Weidemann ([https://directory.westernsydney.edu.au/search/name/Gabrielle Weidemann/](https://directory.westernsydney.edu.au/search/name/Gabrielle%20Weidemann/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV2005_22-SPR_ON_0#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Gabrielle Weidemann ([https://directory.westernsydney.edu.au/search/name/Gabrielle Weidemann/](https://directory.westernsydney.edu.au/search/name/Gabrielle%20Weidemann/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV2005_22-SPR_PS_D#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Gabrielle Weidemann ([https://directory.westernsydney.edu.au/search/name/Gabrielle Weidemann/](https://directory.westernsydney.edu.au/search/name/Gabrielle%20Weidemann/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV2005_22-OT3_OW_0#subjects)

BEHV 2007 Internship and Community Engagement

Legacy Code 102212

Coordinator Robert Salama ([https://directory.westernsydney.edu.au/search/name/Robert Salama/](https://directory.westernsydney.edu.au/search/name/Robert%20Salama/))

Student Contribution Band

Special Requirements

Legislative pre-requisites

Students participating in a NSW Public Health related placement must meet the following Special Legislative Requirements. Students who do not meet these requirements, will not be able to take their placement.

1. National Criminal History Check: Students must have a current (expiring 3 years from date of issue) check valid for their entire program. A valid National Criminal history check must be an Australia wide check, include the student's full name matching their Student ID card and date of birth and not have any offences listed. If a student has a criminal history identified on their check, they must provide a Clinical Placement Authority Card (CPAC) or conditional letter from the NSW HealthShare Employment Screening and Review Unit https://www.health.nsw.gov.au/careers/student_clearance/Documents/appendix-10-student-application.pdf
International students must additionally have a translated International Police Check or statutory declaration.
2. A NSW Working with Children Check (WWCC) clearance letter issued under the category of volunteer valid for their entire program.
3. A current approved first aid certificate valid for their entire program. Approved provider courses can be found at <http://training.gov.au> (<http://training.gov.au/>).
4. A completed vaccination/immunisation card with all serology results containing expiry dates and currency must be maintained by the student to ensure compliance for their entire course.
5. NSW Undertaking/Declaration form.
6. Completed any additional health forms required (such as NSW Health Code of Conduct, Health Student Undertaking/Declaration and Tuberculosis (TB) Assessment Tool).
7. Relevant Local Health District specific documentation as requested.

Contact your School for further details. Resources are also available on the Placement Hub (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/) website.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Placement Proposal	1,000 words	20	N	Individual
Professional Placement Performance	1,500 words	40	N	Individual
Final Reflection and Presentation	1,000 words and 7 minutes	40	N	Individual
Attendance at Workplace	Minimum 60 hours	S/U	Y	Individual

Teaching Periods

BEHV 2008 Mental Health in the Community

Credit Points 10

Legacy Code 101594

Coordinator Rosemary Qummouh ([https://directory.westernsydney.edu.au/search/name/Rosemary Qummouh/](https://directory.westernsydney.edu.au/search/name/Rosemary%20Qummouh/))

Description Mental health service delivery in the community is now the main form of care for people across the lifespan living with mental and emotional disorders. The development of a wider range of pharmacological, psychological and psychosocial treatments has enabled many people to live productively in the community. This unit explores the changes in policy and practice in the development of integrated mental health care and the impact of these changes on the lives of people living with mental illness and their communities. Early intervention, resilience and recovery are concepts explored in this unit in terms of mental health and wellbeing.

School Social Sciences

Discipline Psychology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Restrictions Students must be enrolled in 1665 Bachelor of Community Welfare, 1666 Bachelor of Social Work, 1709 Bachelor of Criminal and Community Justice, 1710 Bachelor of Criminology, 1713 Bachelor of Criminal and Community Justice/Bachelor of Social Work, 1734 Bachelor of Policing (Leadership Program), 1844 Bachelor of Policing, 2766 Bachelor of Criminology/Bachelor of Laws, 2767 Bachelor of Criminal and Community Justice/Bachelor of Laws, 6025 Diploma in Criminal and Community Justice/Bachelor of Criminal and Community Justice or 7170 Undergraduate Certificate in Counselling and Mental Health.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the theories and discourses underlying contemporary mental health care and treatment.
2. Understand major mental health disorders, and identify a range of interventions and management approaches.
3. Critically describe the significant policy changes and implications for mental health service delivery.

4. Recognise the presentation of mental illness and emotional disorders in clients in community settings.

Subject Content

1. Mental health: contemporary theory, policy and practice issues
2. Mental health literacy- understanding the diagnostic framework,; signs and symptoms of mental illness.
3. Indigenous social and emotional wellbeing
4. Cultural understandings of mental health and illness.
5. Navigating the mental health system
6. The lived experience of mental illness.
7. Interventions in mental health and illness
8. Advocacy and systemic change in mental health

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	2 x 250 words (10% each)	20	N	Individual
Quiz	FOUR online quizzes (weeks 5,6,7,9)	15	N	Individual
Essay	1,000 words	30	N	Individual
Case Study	1500 words	35	N	Individual

Prescribed Texts

- Hungerford, C., Hodgson, D., Murphy, G., Clancy, R & Doyle, K. (2020) Mental Health Care: An Introduction for Health Professionals. 4th Edition. John Wiley & Sons Australia Ltd.

Teaching Periods

Block A Session

Online

Online

Subject Contact Jack Isherwood ([https://directory.westernsydney.edu.au/search/name/Jack Isherwood/](https://directory.westernsydney.edu.au/search/name/Jack%20Isherwood/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV2008_22-BA_ON_O#subjects)

Autumn

Penrith (Kingswood)

Day

Subject Contact Rosemary Qummouh ([https://directory.westernsydney.edu.au/search/name/Rosemary Qummouh/](https://directory.westernsydney.edu.au/search/name/Rosemary%20Qummouh/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV2008_22-AUT_KW_D#subjects)

Liverpool

Day

Subject Contact Rosemary Qummouh ([https://directory.westernsydney.edu.au/search/name/Rosemary Qummouh/](https://directory.westernsydney.edu.au/search/name/Rosemary%20Qummouh/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV2008_22-AUT_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Rosemary Qummouh ([https://directory.westernsydney.edu.au/search/name/Rosemary Qummouh/](https://directory.westernsydney.edu.au/search/name/Rosemary%20Qummouh/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV2008_22-AUT_PS_D#subjects)

BEHV 2010 Perception

Credit Points 10

Legacy Code 101680

Coordinator John Cass ([https://directory.westernsydney.edu.au/search/name/John Cass/](https://directory.westernsydney.edu.au/search/name/John%20Cass/))

Description This unit examines the fundamental principles underlying human perception and expands upon the sensation and perception content introduced in the foundational psychology units. After reviewing the biological basis of sensing and perceiving, we will explore the way this relatively raw information is processed and organised into the complex perceptions of the visual, auditory, olfactory, gustatory and somatosensory systems, which constitute the fundamental basis of our experience of the world. The unit will also examine the history of perceptual theories and the use of psychophysical methods and experimental approaches to the study of perceptual processes

School Psychology

Discipline Psychology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) BEHV 1016

Equivalent Subjects BEHV 2001 - Biological Psychology and Perceptual Processes

Restrictions

Note that only students enrolled at WSU Online may register in the WSU Online subjects offered at that location.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate understanding of the major neural structures and computational principles associated with human sensation and perception, specifically including visual, auditory, somatosensory and chemical sensory systems.
2. Demonstrate how the major perceptual systems impact on mental functioning and behaviour using the scientific method.
3. Describe and evaluate theories and propositions of aspects of sensory and perceptual processes.
4. Complete a Scientific Laboratory Report conforming to APA Guidelines.

Subject Content

1. Introduction: This topic will introduce perception and sensory processing. It will include the early philosophy of perception, gestalt principles, psychophysics and the importance of biology.

2. Chemical Senses: This area will introduce you to the structure and function of the chemosensory systems focussing on olfaction and gustation. You will learn about olfactory and gustatory stimuli, receptors and coding. We will look at connections between odour, memory and emotions, and specifically examine the cross-modal interactions of taste and odour (flavour) including hedonics.

3. Touch: This topic will cover the phenomenology and physiological coding of human somatosensation, including what environmental information is encoded, and how this is represented in the cortex.

4. Audition: This topic will introduce you to auditory stimuli, physiology, and psychoacoustics. The presented material will examine the perception of sound in the environment and perception of complex sounds including language and music.

5. Vision: This area will cover a range of visual topics. After an introduction to the visual receptors, neural processing and central processes, you will learn about the perception of colour and the role of attention in vision. We will also look at depth/space perception, binocular vision, recognising objects and gestalt principles.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Report	Part 1: Experimental code and stimulus design (/25%. Approximately 20 hours of work); Part 2: Methods, Results and brief Discussion (/25%. Max. 1000 words)	50	N	Group
Portfolio	3 x 100 words	15	N	Individual
Final Exam	2 hours	35	N	Individual

Prescribed Texts

Wolfe, J.M., Kluender, K.R., Levi, D.M., Bartoshuk, L.M., & Herz, R.S. (2018). Sensation and Perception (5th Edition). Sunderland, M.A.: Sinauer Associates, Inc.

Teaching Periods

Autumn

Bankstown

Day

Subject Contact John Cass ([https://directory.westernsydney.edu.au/search/name/John Cass/](https://directory.westernsydney.edu.au/search/name/John%20Cass/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV2010_22-AUT_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact John Cass ([https://directory.westernsydney.edu.au/search/name/John Cass/](https://directory.westernsydney.edu.au/search/name/John%20Cass/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV2010_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact John Cass ([https://directory.westernsydney.edu.au/search/name/John Cass/](https://directory.westernsydney.edu.au/search/name/John%20Cass/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV2010_22-AUT_PS_D#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact John Cass ([https://directory.westernsydney.edu.au/search/name/John Cass/](https://directory.westernsydney.edu.au/search/name/John%20Cass/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV2010_22-OT2_OW_0#subjects)

BEHV 2015 Mental Health in the Community (WSTC)

Credit Points 10

Legacy Code 700301

Coordinator Paul Rouillon ([https://directory.westernsydney.edu.au/search/name/Paul Rouillon/](https://directory.westernsydney.edu.au/search/name/Paul%20Rouillon/))

Description Mental health service delivery in the community is now the main form of care for people across the lifespan living with mental and emotional disorders. The development of a wider range of pharmacological, psychological and psychosocial treatments has enabled many people to live productively in the community. This unit explores the changes in policy and practice in the development of integrated mental health care and the impact of these changes on the lives of people living with mental illness and their communities. Early intervention, resilience and recovery are concepts explored in this unit in terms of mental health and wellbeing.

School Social Sciences

Discipline Behavioural Science

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects BEHV 2008 - Mental Health in the Community

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in Extended College programs must have passed 40 credit points of the preparatory subjects in these programs in order to enrol in this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the theories and discourses underlying contemporary mental health care and treatment.

2. Understand major mental health disorders, and argue the importance of early intervention and evidence based treatment and management.
3. Critically describe the significant policy changes and implications for mental health service delivery.
4. Recognise the presentation of mental illness and emotional disorders in clients in community settings.

Subject Content

Mental health: contemporary theory, policy and practice issues.
 Mental health literacy - understanding the diagnostic framework; signs and symptoms of mental illness.
 Indigenous social and emotional wellbeing.
 Cultural understandings of mental health and illness.
 Navigating the mental health system.
 The lived experience of mental illness.
 Interventions in mental health and illness.
 Advocacy and systemic change in mental health.
 Mental health: contemporary theory, policy and practice issues.
 Mental health literacy - understanding the diagnostic framework; signs and symptoms of mental illness.
 Indigenous social and emotional wellbeing.
 Cultural understandings of mental health and illness.
 Navigating the mental health system.
 The lived experience of mental illness.
 Interventions in mental health and illness.
 Advocacy and systemic change in mental health.
 Mental health: contemporary theory, policy and practice issues.
 Mental health literacy - understanding the diagnostic framework; signs and symptoms of mental illness.
 Indigenous social and emotional wellbeing.
 Cultural understandings of mental health and illness.
 Navigating the mental health system.
 The lived experience of mental illness.
 Interventions in mental health and illness.
 Advocacy and systemic change in mental health.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	10 quizzes (via vUWS, 5 questions each)	10	N	Individual
Portfolio	500 words	20	N	Individual
Essay	1000 words	30	N	Individual
Case Study	250 words and 1250 words	40	N	Individual

Prescribed Texts

- Hungerford, C., Hodgson, D., Bostwick, R., Clancy, R., Murphy, G., De Jong, G., & Ngune, I. (2018). *Mental Health Care*. Third Edition. Australia: Wiley.

Teaching Periods

Term 1

Bankstown

Day

Subject Contact Paul Rouillon ([https://directory.westernsydney.edu.au/search/name/Paul Rouillon/](https://directory.westernsydney.edu.au/search/name/Paul%20Rouillon/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV2015_22-T1_BA_D#subjects)

Term 2

Bankstown

Day

Subject Contact Paul Rouillon ([https://directory.westernsydney.edu.au/search/name/Paul Rouillon/](https://directory.westernsydney.edu.au/search/name/Paul%20Rouillon/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV2015_22-T2_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Paul Rouillon ([https://directory.westernsydney.edu.au/search/name/Paul Rouillon/](https://directory.westernsydney.edu.au/search/name/Paul%20Rouillon/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV2015_22-T2_BL_D#subjects)

Term 3

Bankstown

Day

Subject Contact Paul Rouillon ([https://directory.westernsydney.edu.au/search/name/Paul Rouillon/](https://directory.westernsydney.edu.au/search/name/Paul%20Rouillon/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV2015_22-T3_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Paul Rouillon ([https://directory.westernsydney.edu.au/search/name/Paul Rouillon/](https://directory.westernsydney.edu.au/search/name/Paul%20Rouillon/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV2015_22-T3_BL_D#subjects)

BEHV 2017 Mental Health in the Community (UG Cert)

Credit Points 10

Legacy Code 500044

Coordinator Jack Isherwood ([https://directory.westernsydney.edu.au/search/name/Jack Isherwood/](https://directory.westernsydney.edu.au/search/name/Jack%20Isherwood/))

Description Mental health service delivery in the community is now the main form of care for people across the lifespan living with mental and emotional disorders. The development of a wider range of pharmacological, psychological and psychosocial treatments has enabled many people to live productively in the community. This unit explores the changes in policy and practice in the development of integrated mental health care and the impact of these changes on the lives of people living with mental illness and their communities. Early intervention, resilience and recovery are concepts explored in this unit in terms of mental health and wellbeing.

School Social Sciences

Discipline Behavioural Science

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects BEHV 2008 - Mental Health in the Community
BEHV 2015 - Mental Health in the Community (WSTC)

Restrictions Students must be enrolled in program 7170 - Undergraduate Certificate in Mental Health and Counselling.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the theories and discourses underlying contemporary mental health care and treatment.
2. Understand major mental health disorders and identify a range of interventions and management approaches.
3. Critically describe the significant policy changes and implications for mental health service delivery.
4. Recognise the presentation of mental illness and emotional disorders in clients in community settings.

Subject Content

Mental health: contemporary theory, policy and practice issues.

Mental health literacy - understanding the diagnostic framework; signs and symptoms of mental illness.

Indigenous social and emotional wellbeing.

Cultural understandings of mental health and illness.

Navigating the mental health system.

The lived experience of mental illness.

Interventions in mental health and illness.

Advocacy and systemic change in mental health.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	1,200 words	40	N	Individual
Quiz	3 x 20 minutes	20	N	Individual
Case Study	1,200 Words	40	N	Individual

Teaching Periods

Block B Session

Online

Online

Subject Contact Jack Isherwood ([https://directory.westernsydney.edu.au/search/name/Jack Isherwood/](https://directory.westernsydney.edu.au/search/name/Jack%20Isherwood/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV2017_22-BB_ON_O#subjects)

Block D Session

Online

Online

Subject Contact Jack Isherwood ([https://directory.westernsydney.edu.au/search/name/Jack Isherwood/](https://directory.westernsydney.edu.au/search/name/Jack%20Isherwood/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV2017_22-BD_ON_O#subjects)

Block F Session

Online

Online

Subject Contact Jack Isherwood ([https://directory.westernsydney.edu.au/search/name/Jack Isherwood/](https://directory.westernsydney.edu.au/search/name/Jack%20Isherwood/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV2017_22-BF_ON_O#subjects)

BEHV 2018 Personality

Credit Points 10

Legacy Code 102906

Coordinator Emma Walter ([https://directory.westernsydney.edu.au/search/name/Emma Walter/](https://directory.westernsydney.edu.au/search/name/Emma%20Walter/))

Description Most of us probably use the term 'personality' almost every day. Yet the conceptualisation and definition of personality is far from settled. This unit introduces the controversies and debates in the psychology of personality, as well as the major theoretical and applied approaches to its measurement. Emphasis is placed on an understanding of personality research and its implications for the practice of psychology.

School Psychology

Discipline Psychology

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects BEHV 2011 - Personality Motivation and Emotion
BEHV 3017 - Personality

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the major theories of personality.
2. Analyse contemporary personality research to solve scientific problems.
3. Identify the practical implications of individual differences and personality research to applied psychology.
4. Demonstrate effective written expression of scientific thinking using APA structure and formatting conventions.

Subject Content

Introduction to Personality: General overview of definitions and approaches. The place and value of personality theory in psychology as a whole. The question of a scientific outlook. Criteria for evaluation of personality theories. Introducing the four major approaches: The Psychoanalytic Approach: Freud's psychoanalytic perspective; psychoanalytic alternatives to Freud; Neo-Freudian psychoanalytic perspectives.

The Behaviourist Approach: Radical behaviourism; cognitive behaviourism.

The Humanistic/Existentialist/Phenomenological Approach.

The Dispositional Approach.

Personality assessment and research.

Comparisons and evaluations.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Log/ Workbook	1,300 words	30	N	Individual
Applied Project	1,200 words	30	N	Group
Final Exam	2 hours	40	N	Individual

Prescribed Texts

- Maltby, J., Day, L., & Macaskill, A. (2018), *Personality, Individual Differences and Intelligence*, (4th ed), Pearson. ISBN-13: 978129209051

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Emma Walter ([https://directory.westernsydney.edu.au/search/name/Emma Walter/](https://directory.westernsydney.edu.au/search/name/Emma%20Walter/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV2018_22-AUT_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Emma Walter ([https://directory.westernsydney.edu.au/search/name/Emma Walter/](https://directory.westernsydney.edu.au/search/name/Emma%20Walter/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV2018_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Emma Walter ([https://directory.westernsydney.edu.au/search/name/Emma Walter/](https://directory.westernsydney.edu.au/search/name/Emma%20Walter/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV2018_22-AUT_PS_D#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Emma Walter ([https://directory.westernsydney.edu.au/search/name/Emma Walter/](https://directory.westernsydney.edu.au/search/name/Emma%20Walter/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV2018_22-OT2_OW_O#subjects)

BEHV 3002 Abnormal Psychology

Credit Points 10

Legacy Code 101681

Coordinator Kiley Seymour ([https://directory.westernsydney.edu.au/search/name/Kiley Seymour/](https://directory.westernsydney.edu.au/search/name/Kiley%20Seymour/))

Description Abnormal Psychology is the study of behaviours that cause distress or dysfunction or are judged as deviant within the individual's culture. This subject examines definitions of abnormality, ways of assessing and diagnosing abnormality, theories of the causation of psychological abnormality and treatments for recognized psychological disorders. Diagnostic criteria from the latest edition of the Diagnostic and Statistical Manual of Mental Disorders are applied to illustrative cases with emphasis on contemporary Australian research and theory. The development of integrated models of abnormality, including biological, psychological and social factors, is a significant theme of the subject.

School Psychology

Discipline Behavioural Science

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BEHV 1016 AND BEHV 1018

Equivalent Subjects BEHV 3001 - Abnormal Behaviour and Psychological Testing

Incompatible Subjects BEHV 3003 - Abnormal Psychology (online)

Restrictions

Note that only students enrolled at WSU Online may register in the WSU Online subjects offered at that location.

Assumed Knowledge

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

Learning Outcomes

1. Distinguish features of contemporary theories of abnormality within the major paradigms, and examine relationships between causal theory, diagnostic criteria and approaches to the treatment of abnormal behaviour (APAC Graduate Attribute 1.1, 1.iii, 1.1iv, 1.1viii, 1.3).
2. Analyse theories of abnormal psychology in cultural contexts, including from Indigenous Australian perspectives.(APAC GA 1.1iii, 1.1xi, 1.2, 1.4).
3. Apply diagnostic criteria to case material and research methodologies to discern the aetiology, course, and treatment of abnormality (APAC GA 1.1 1.1iii, 1.1iv, 1.1viii, 1.1xii, 1.3).
4. Demonstrate skills in the critical evaluation of empirical reports and case studies through literature searches and reviews (APAC GA 1.1xii, 1.3, 1.6).
5. Demonstrate skills in communicating findings from research and case presentations, including interprofessional perspectives (APAC GA, 1.3, 1.5, 1.6).

Subject Content

1. Definitions, history and scope of abnormal psychology; psychodynamic, cognitive-behavioural, existential-humanistic and systems approaches to causation and treatment of abnormality;
2. Goals and ethics of counselling/therapy; the clinical assessment interview; diagnostic classification systems; a detailed analysis of DSM-5;
3. The impact of culture, gender and developmental stage on diagnosis and treatment; a bio-psycho-social model;
4. Stress, trauma and coping: vulnerability and reactions to stress across the lifespan; psychological factors affecting physical health, psychophysiological and somatic symptom disorders; adjustment disorders; dissociative disorders;
5. Anxiety disorders: diagnosis, aetiology and treatment from an integrated bio-psycho-social perspective;
6. Developmental and Cognitive disorders: with emphasis on pervasive developmental disorders and cognitive disorders of adulthood;
7. Eating disorders
8. Substance use disorders;
9. Psychotic disorders
10. Mood disorders: major depressive disorder; bipolar disorder; the depression-suicide link;
11. Sexual variations and disorders: the continuum of human sexuality and problems of identifying and treating sexual disorders;
12. Personality disorders: definitional problems and classification; Borderline personality disorder;

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Case Study	2000 words	40	N	Individual
Reflection	600 words	30	N	Individual
Final Exam	1.5 hours	30	N	Individual

Prescribed Texts

- There is no hardcopy prescribed text for this subject. However, an electronic ebook is available to purchase at a reduced rate to students, details are on the vUWS site. This ebook is adapted from Rieger, E. (2017). Abnormal psychology: leading researcher perspectives (4th ed.). North Ryde, Australia: McGraw-Hill education.
- There is no hardcopy prescribed text for this subject. However, an electronic ebook is available to purchase at a reduced rate to students, details are on the vUWS site. This ebook is adapted from Rieger, E. (2017). Abnormal psychology: leading researcher perspectives (4th ed.). North Ryde, Australia: McGraw-Hill education

Teaching Periods

Summer A

Bankstown

Day

Subject Contact Emma Walter ([https://directory.westernsydney.edu.au/search/name/Emma Walter/](https://directory.westernsydney.edu.au/search/name/Emma%20Walter/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3002_22-SUA_BA_D#subjects)

WSU Online TRI-1

Wsu Online

Online

Subject Contact Matthew Kelly ([https://directory.westernsydney.edu.au/search/name/Matthew Kelly/](https://directory.westernsydney.edu.au/search/name/Matthew%20Kelly/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3002_22-OT1_OW_O#subjects)

Spring

Bankstown

Day

Subject Contact Kiley Seymour ([https://directory.westernsydney.edu.au/search/name/Kiley Seymour/](https://directory.westernsydney.edu.au/search/name/Kiley%20Seymour/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3002_22-SPR_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Kiley Seymour ([https://directory.westernsydney.edu.au/search/name/Kiley Seymour/](https://directory.westernsydney.edu.au/search/name/Kiley%20Seymour/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3002_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Kiley Seymour ([https://directory.westernsydney.edu.au/search/name/Kiley Seymour/](https://directory.westernsydney.edu.au/search/name/Kiley%20Seymour/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3002_22-SPR_PS_D#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact David-Jack Fletcher ([https://directory.westernsydney.edu.au/search/name/David-Jack Fletcher/](https://directory.westernsydney.edu.au/search/name/David-Jack%20Fletcher/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3002_22-OT3_OW_O#subjects)

BEHV 3004 Advanced Research Methods

Credit Points 10

Legacy Code 101689

Coordinator Sandra Garrido ([https://directory.westernsydney.edu.au/search/name/Sandra Garrido/](https://directory.westernsydney.edu.au/search/name/Sandra%20Garrido/))

Description This unit advances the research methods and statistics in the prerequisite unit, Experimental Design and Analysis. It introduces students to non-experimental, correlational research design, and survey research, including questionnaire design, sampling and administration, with reference to ethics particularly related to cultural contexts and specific groups. Knowledge and skills in the construction and evaluation of psychological tests are also taught. Related correlational statistical techniques are taught, together with advanced analysis of variance, and instruction in the use of SPSS. The unit also develops skills in conducting and reporting psychological research and provides an introduction to qualitative research.

School Psychology

Discipline Psychology

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) MATH 2006

Equivalent Subjects MATH 3002 - Advanced Survey Design and Analysis

Restrictions

Note that only students enrolled at WSU Online may register in the WSU Online subjects offered at that location.

Assumed Knowledge

Knowledge of experimental design, and basic quantitative analysis techniques up to and including one-way Analysis of Variance.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of non-experimental correlational research methodology, advanced experimental methodology and survey research techniques (APAC Graduate Attribute 1.1);
2. Demonstrate competence in writing survey questions, and designing survey questionnaires and understanding survey ethics (APAC GA 1.1 and 1.4)
3. Articulate principles of scale construction (APAC GA 1.1)
4. Demonstrate competence in correlational statistical techniques (APAC GA 1.1)
5. Demonstrate competence in advanced analysis techniques applicable to both experimental and non-experimental research methods (APAC GA 1.1);
6. Plan, conduct, and report non-experimental research (APAC GA 1.1).
7. Explain non-experimental correlational research methodology, advanced experimental methodology and survey research techniques
8. Demonstrate competence in writing survey questions, designing survey questionnaires and understanding survey ethics in various cultural contexts and with specific groups
9. Articulate principles of scale construction
10. Demonstrate competence in correlational statistical techniques
11. Demonstrate competence in advanced analysis techniques applicable to both experimental and non-experimental research methods
12. Plan, conduct, and report non-experimental research

Subject Content

Correlational (nonexperimental) research methodology

Survey research methodology

Questionnaire design

Scale construction

Reliability and validity of measuring instruments

Survey administration

Survey sampling

Statistical techniques appropriate to the analysis of nonexperimental research data: bivariate correlation and regression, multiple regression, factor analysis, reliability analysis, chi-square

Advanced analysis techniques: One-way ANOVA and Kruskal-Wallis nonparametric alternative, planned and post hoc comparisons, factorial ANOVA.

Correlational (non-experimental) research methodology;
 Survey research methodology;
 Questionnaire design;
 Scale construction;
 Reliability and validity of measuring instruments;
 Survey administration;
 Survey sampling;
 Ethics related to surveys in various cultural contexts and specific groups.
 Statistical techniques appropriate to the analysis of non-experimental research data: bivariate correlation and regression, multiple regression, factor analysis, reliability analysis, chi-square;
 Advanced analysis techniques: One-way ANOVA and Kruskal-Wallis nonparametric alternative, planned and post hoc comparisons, factorial ANOVA.
 Introduction to qualitative research.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short Answer	3 exercises	30	N	Individual
Multiple Choice	3 x 10 multiple choice questions	30	N	Individual
Report	2,500 words	40	N	Group

Teaching Periods

Autumn Bankstown Day

Subject Contact Sandra Garrido ([https://directory.westernsydney.edu.au/search/name/Sandra Garrido/](https://directory.westernsydney.edu.au/search/name/Sandra%20Garrido/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3004_22-AUT_BA_D#subjects)

Penrith (Kingswood)

Day
Subject Contact Sandra Garrido ([https://directory.westernsydney.edu.au/search/name/Sandra Garrido/](https://directory.westernsydney.edu.au/search/name/Sandra%20Garrido/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3004_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day
Subject Contact Sandra Garrido ([https://directory.westernsydney.edu.au/search/name/Sandra Garrido/](https://directory.westernsydney.edu.au/search/name/Sandra%20Garrido/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3004_22-AUT_PS_D#subjects)

WSU Online TRI-1

Wsu Online Online

Subject Contact Sandra Garrido ([https://directory.westernsydney.edu.au/search/name/Sandra Garrido/](https://directory.westernsydney.edu.au/search/name/Sandra%20Garrido/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3004_22-OT1_OW_O#subjects)

WSU Online TRI-3

Wsu Online Online

Subject Contact Sandra Garrido ([https://directory.westernsydney.edu.au/search/name/Sandra Garrido/](https://directory.westernsydney.edu.au/search/name/Sandra%20Garrido/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3004_22-OT3_OW_O#subjects)

BEHV 3007 Cognitive Processes

Credit Points 10

Legacy Code 101677

Coordinator Michael Tyler ([https://directory.westernsydney.edu.au/search/name/Michael Tyler/](https://directory.westernsydney.edu.au/search/name/Michael%20Tyler/))

Description Cognitive Processes is the study of the mental processes that underpin attention, perception, decision-making, language, and memory. Conceptual and research questions include: What are the structures and mechanisms of human memory? What processes underpin acquisition of language, and are the processes similar when we learn a second language? What factors affect attention? How do some people become expert problem solvers? Why do humans make irrational decisions? Contemporary theories will be discussed and evaluated. Investigative research methods including experiments, computer modelling, clinical case studies, and brain imaging are evaluated.

School Psychology

Discipline Psychology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BEHV 1016

Equivalent Subjects BEHV 3012 - Human Learning and Cognition

Restrictions

Note that only students enrolled at WSU Online may register in the WSU Online subjects offered at that location.

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the major concepts, theoretical perspectives, empirical findings, and historical trends in cognition, information processing, and language (APAC Graduate Attribute 1)
2. Describe, apply and evaluate the different research methods used by cognitive psychologists (APAC GA 2)
3. Apply the scientific method to solve problems related to behaviour and mental processes (APAC GA 3)
4. Write a research proposal on a topic in cognitive psychology (APAC GA 5)

Subject Content

Attention
Memory
Language
Problem solving and Decision-making
Cognitive Neuroscience

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Proposal	2250 words	40	N	Individual
Quiz	Up to 10 questions per week	10	N	Individual
Final Exam	1.5 hours	50	N	Individual

Prescribed Texts

- Eysenck, M. W. & Keane, M. T. (2020). Cognitive psychology: A student's handbook (8th ed.). Routledge.
- Eysenck M.W. & Keane, M.T. (2015) Cognitive Psychology: A Student's Handbook (7th Ed.) New York, NY: Psychology Press.

Teaching Periods

WSU Online TRI-2

Wsu Online

Online

Subject Contact David-Jack Fletcher ([https://directory.westernsydney.edu.au/search/name/David-Jack Fletcher/](https://directory.westernsydney.edu.au/search/name/David-Jack%20Fletcher/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3007_22-OT2_OW_0#subjects)

Spring

Bankstown

Day

Subject Contact Michael Tyler ([https://directory.westernsydney.edu.au/search/name/Michael Tyler/](https://directory.westernsydney.edu.au/search/name/Michael%20Tyler/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3007_22-SPR_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Michael Tyler ([https://directory.westernsydney.edu.au/search/name/Michael Tyler/](https://directory.westernsydney.edu.au/search/name/Michael%20Tyler/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3007_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Michael Tyler ([https://directory.westernsydney.edu.au/search/name/Michael Tyler/](https://directory.westernsydney.edu.au/search/name/Michael%20Tyler/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3007_22-SPR_PS_D#subjects)

BEHV 3009 Developmental Psychology

Credit Points 10

Legacy Code 101682

Coordinator Karen Mattock ([https://directory.westernsydney.edu.au/search/name/Karen Mattock/](https://directory.westernsydney.edu.au/search/name/Karen%20Mattock/))

Description Structured around an overview of lifespan development including diversity, this unit explores the holistic nature of growth and development through developmental theory and research. This unit highlights the interactive nature of three main areas of development: biological, cognitive, and psychosocial changes that affect the individual from conception to end of life. The unit encourages observation as a means for understanding development and promoting individual wellbeing. Indigenous Australian knowledges and perspectives are integrated into the unit alongside an appreciation of the richness of diverse cultural contexts.

School Psychology

Discipline Behavioural Science

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BEHV 1018

Restrictions

Note that only students enrolled at WSU Online may register in the WSU Online subjects offered at that location.

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Display an understanding of contemporary theories, principles, studies and methodologies used in the study of developmental psychology from conception to end of life.
2. Apply knowledge of the various developmental domains (cognitive, physical and social-emotional) and their interrelationships.
3. Demonstrate knowledge and understanding of conception to end of life in all its diversity, to the social, learning environment and apply this to psychological practice.
4. Employ, analyse and interpret various research methodologies in regard to the holistic development of the child, adolescent and adult considering relevant developmental theories and principles.
5. Evaluate matters related to child protection, including interprofessional perspectives, and impacts on development.
6. Evaluate developmental theories and practice approaches from cross-cultural and Indigenous Australian knowledges and perspectives.
7. Demonstrate creativity and reflexivity to critically analyse personally held values, feelings and attitudes.

Subject Content

Historical context and research methodologies in lifespan development
Biological basis of development
Physical and motor development through the life span

Physical development and ageing
 Perceptual and language development across the lifespan
 Cognitive development through the life span
 Moral development
 Early childhood and social emotional development: attachment and its significance in human development
 The self, personality and individual differences in development
 Social and emotional development across the lifespan
 Impact of child abuse and neglect ? the effects on physical, psychological and emotional development; promoting resilience; developing knowledge of child protection matters and mandatory reporting and interprofessional perspectives.
 Cross cultural and indigenous perspectives in lifespan development
 End of life issues-death dying and bereavement

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Critical Review	450-500 words	20	N	Individual
Report	2000-2500 words	40	N	Individual
Final Exam	1 hour	40	N	Individual

Prescribed Texts

- Hoffnung, M., Hoffnung, R.J., Seifert, K. L., Hine, A., Ward, L., Pause, C., Swabey, K., Yates, K., Burton-Smith, R. (2016). Lifespan development - A Chronological Approach (3rd Australasian ed.). Milton, Qld: John Wiley Sons.
- Hoffnung, M., et al. (2019). Lifespan development (4th Australasian ed.). Milton, QLD : John Wiley and Sons Australia, Ltd.

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Karen Mattock ([https://directory.westernsydney.edu.au/search/name/Karen Mattock/](https://directory.westernsydney.edu.au/search/name/Karen%20Mattock/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3009_22-AUT_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Karen Mattock ([https://directory.westernsydney.edu.au/search/name/Karen Mattock/](https://directory.westernsydney.edu.au/search/name/Karen%20Mattock/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3009_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Karen Mattock ([https://directory.westernsydney.edu.au/search/name/Karen Mattock/](https://directory.westernsydney.edu.au/search/name/Karen%20Mattock/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3009_22-AUT_PS_D#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Alexia Cameron ([https://directory.westernsydney.edu.au/search/name/Alexia Cameron/](https://directory.westernsydney.edu.au/search/name/Alexia%20Cameron/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3009_22-OT2_OW_O#subjects)

BEHV 3010 Health Psychology

Credit Points 10

Legacy Code 101193

Coordinator Tania Perich ([https://directory.westernsydney.edu.au/search/name/Tania Perich/](https://directory.westernsydney.edu.au/search/name/Tania%20Perich/))

Description Health Psychology is a branch of psychology concerned with the inter-relationship between psychological factors and physical health. It addresses such issues as the possible role of psychological characteristics in health maintenance and promotion, and in the development of illness. Other aspects include reactions to illness, the contribution of psychology to treatment, and explicit means by which health-relevant behaviours might be modified. This unit provides an introduction to Health Psychology and covers theoretical and research issues, the nature and management of stress and pain, issues concerning the receipt of health care and a selection of specific health problems.

School Psychology

Discipline Behavioural Science

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BEHV 1016 AND BEHV 1018

Equivalent Subjects LGYB 5004 - Health Psychology

Assumed Knowledge

Basic understanding of core concepts of personality, biological, social and developmental psychology and research methods is desirable.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Recognise the basic principles, theories and methodologies of health psychology (APAC Graduate Attribute 1);
2. Evaluate psychological techniques relevant to the experience and management of health behaviours (APAC GA 3);
3. Apply knowledge of basic health psychology principles models and theories to a range of health and well-being issues (APAC GA 6);
4. Demonstrate skills in the critical evaluation of empirical literature and theoretical positions in health psychology (APAC GA 3);
5. Develop skills in the design and practice of conducting psychological research in the field of health psychology (APAC GA 2);
6. Demonstrate skills in critical written communication, teamwork and time management (APAC GA 5).

Subject Content

The nature and methods of studying health psychology and human behaviour in respect of health

Stress and health: Defining and measuring stress, understanding stress and illness and coping with stress
 Illness and help seeking behaviour
 Understanding pain
 Adhering to medical advice and compliance
 Investigating health Issues including reproductive health, mental health, chronic conditions, appetitive behaviours
 Health promotion

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Critical Review	1,500 words	40	N	Individual
Presentation	10 minutes	20	N	Individual
Final Exam	350 words	40	N	Individual

Prescribed Texts

- Straub, 2019, Health Psychology 6th Edition, Worth Publisher

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Tania Perich ([https://directory.westernsydney.edu.au/search/name/Tania Perich/](https://directory.westernsydney.edu.au/search/name/Tania%20Perich/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3010_22-AUT_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Tania Perich ([https://directory.westernsydney.edu.au/search/name/Tania Perich/](https://directory.westernsydney.edu.au/search/name/Tania%20Perich/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3010_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Tania Perich ([https://directory.westernsydney.edu.au/search/name/Tania Perich/](https://directory.westernsydney.edu.au/search/name/Tania%20Perich/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3010_22-AUT_PS_D#subjects)

BEHV 3011 History and Philosophy of Psychology

Credit Points 10

Legacy Code 100015

Coordinator Catherine O'Gorman ([https://directory.westernsydney.edu.au/search/name/Catherine O'Gorman/](https://directory.westernsydney.edu.au/search/name/Catherine%20OGorman/))

Description This unit provides an overview of the origins and historical development of psychology. It examines the major landmarks in the history of psychology, focusing on important individuals, schools

of thought, and recurrent ideas and themes. Historical conceptual problems are related to areas of controversy within contemporary psychology, and an insight is provided into the philosophical underpinnings of the various new movements and major theoretical conflicts within psychology today. The unit also provides a critical appraisal of psychology's status as a science, and explores the limits of psychological inquiry.

School Psychology

Discipline Behavioural Science

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BEHV 1016 AND BEHV 1018

Assumed Knowledge

Basic understanding of core concepts of personality, cognition, learning, perception, biological, social and developmental psychology and research methods is desirable

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Display basic knowledge of the historical and conceptual origins of psychology as a discipline, the major landmarks in the history of psychology, and the particular contributions made by various individuals and schools of thought or movements (APAC Graduate Attribute 1);
2. Apply knowledge of historical conceptual problems to contemporary problems in psychology (APAC GA 3);
3. Recognise the problems for psychology of some of its major concepts (such as: mind; behaviour; consciousness; meaning; values; theory; explanation; and so on) (APAC GA 3);
4. Demonstrate knowledge of the various arguments which have been presented in favour of (or against) certain kinds of psychological theory (APAC GA 3);
5. Evaluate the historical background and contemporary debates contributing to the great science/non-science divide in psychology, and the relationship of psychology to other disciplines (APAC GA 3);
6. Describe the interdependence of theory and practice in psychology, including the role of ethics, and the relationship between theory and practice in the scientist-practitioner model of psychological practice (APAC GA 3 and 4);

Subject Content

1. Introduction and major themes
2. Mind and reality in the classical world
3. Mind and reality in the medieval world and the renaissance
4. Descartes, dualism and rationalism
5. British Empiricism and Kant's response
6. The Darwinian revolution and William James's functionalism
7. The Freudian revolution
8. The behaviourist and cognitive revolutions
9. Psychology and 20th century philosophy of science
10. Recent challenges to traditional scientific psychology
11. Contemporary controversies and future directions

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	2000 Words	50	N	Individual
Final Exam	2 hours; 1000 words to be marked	50	N	Individual

Teaching Periods

BEHV 3013 Humanities Internship

Credit Points 10

Legacy Code 100961

Coordinator Bridget Brooklyn ([https://directory.westernsydney.edu.au/search/name/Bridget Brooklyn/](https://directory.westernsydney.edu.au/search/name/Bridget%20Brooklyn/))

Description This unit aims to provide humanities students with first-hand knowledge of workplaces or research processes related to their chosen field of study (specialisation). Internships may be undertaken in organisations including Western Sydney University, historical societies, museums, libraries, local and state government, non-government organisations, tourism and administration. Internships may also take the form of an individual research project under the supervision of one or more academics. The internship can be in Australia or - through one of Western's partners such as CISAustralia - overseas. The unit will introduce students to various fields in which the skills and knowledge developed in their study of the humanities can be applied. It will augment their study and provide much needed work or research experience.

School Humanities & Comm Arts

Discipline Behavioural Science, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYA 1894 - Art History Internship LGYB 0114 - History Internship LGYA 0506 - Asian and International Studies Internship LGYA 0906 - Cultural and Social Analysis Practicum

Restrictions Successful completion of 120 credit points of study in the currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Research workplace applications of knowledge and skills developed through study
2. Engage in current professional or research practice
3. Apply discipline specific skills and knowledge to workplace tasks
4. Reflect on the impact of the subject on their intellectual and professional development

Subject Content

1. Encounter a range of responsibilities and skills dependent on the place of their internship.
2. Gain working knowledge of organisations and/or businesses relevant to their area of study.
3. Observe work-place practices and the development of specific projects.
4. Learn about the duties of specific professions

5. Completion of a placement: minimum of 20 hours, maximum of 50 hours. Maximum hours may be extended at student's request.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied Project	minimum 500 words	20	N	Individual
Portfolio	2,000 words	30	N	Individual
Report	3,000 words	50	N	Individual

Prescribed Texts

- To be stipulated by supervisor before the commencement of internship placement.

Teaching Periods

Summer A Penrith (Kingswood)

Day

Subject Contact Bridget Brooklyn ([https://directory.westernsydney.edu.au/search/name/Bridget Brooklyn/](https://directory.westernsydney.edu.au/search/name/Bridget%20Brooklyn/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3013_22-SUA_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Bridget Brooklyn ([https://directory.westernsydney.edu.au/search/name/Bridget Brooklyn/](https://directory.westernsydney.edu.au/search/name/Bridget%20Brooklyn/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3013_22-SUA_PS_D#subjects)

Autumn

Bankstown

Day

Subject Contact Bridget Brooklyn ([https://directory.westernsydney.edu.au/search/name/Bridget Brooklyn/](https://directory.westernsydney.edu.au/search/name/Bridget%20Brooklyn/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3013_22-AUT_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Bridget Brooklyn ([https://directory.westernsydney.edu.au/search/name/Bridget Brooklyn/](https://directory.westernsydney.edu.au/search/name/Bridget%20Brooklyn/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3013_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3013_22-AUT_PS_D#subjects)

Spring Bankstown

Day

Subject Contact Bridget Brooklyn ([https://directory.westernsydney.edu.au/search/name/Bridget Brooklyn/](https://directory.westernsydney.edu.au/search/name/Bridget%20Brooklyn/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3013_22-SPR_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Bridget Brooklyn ([https://directory.westernsydney.edu.au/search/name/Bridget Brooklyn/](https://directory.westernsydney.edu.au/search/name/Bridget%20Brooklyn/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3013_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Bridget Brooklyn ([https://directory.westernsydney.edu.au/search/name/Bridget Brooklyn/](https://directory.westernsydney.edu.au/search/name/Bridget%20Brooklyn/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3013_22-SPR_PS_D#subjects)

BEHV 3014 Motivation and Emotion

Credit Points 10

Legacy Code 101678

Coordinator Martin Daly ([https://directory.westernsydney.edu.au/search/name/Martin Daly/](https://directory.westernsydney.edu.au/search/name/Martin%20Daly/))

Description The study of motivation and emotion explores the reasons behind people's behaviours, thoughts, and feelings. This unit examines core research and theory on motivational and emotional systems, exploring how these systems function in general and how that functioning varies due to gender, culture, and other sources of difference. Concepts of motivation and emotion are central to understanding human psychology. The unit positions the topic in relation to other areas of psychological theory (such as learning theory, social psychology, personality, and cognition), investigates its role in psychological practice, and addresses its impact upon practical and philosophical debates within the discipline. Students are encouraged to explore and reflect upon the role of motivational systems in their own lives.

School Psychology

Discipline Psychology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BEHV 1016 AND BEHV 1018

Restrictions

Note that only students enrolled at WSU Online may register in the WSU Online subjects offered at that location.

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and explain the major concepts and key research findings in the study of motivation and emotion.
2. Evaluate psychological phenomena using motivational concepts and theories.
3. Differentiate biological and environmental factors behind individual variation in motivational functioning, including the roles of gender and culture.
4. Critique assumptions and perspectives on the role of motivation and emotion theory in controversial psychological debates.
5. Distinguish scientific evidence over opinion to explain and analyse human behaviour.
6. Reflect upon factors impacting one's own motivation, including the role of gender and cultural background.

Subject Content

1. Motivational systems:
 - Reflexes
 - Instincts
 - Sensory sensations
 - Drives
 - Arousal mechanisms
 - Basic emotions
 - Social emotions
2. Sources of relevance judgement
 - Evolutionary theory
 - Learning
 - Cognition
 - Decision making
3. Motivation and core psychological debates
 - The innate vs. acquired (nature/nurture) debate
 - The free-will vs. determinism debate
4. Application to practice:
 - Introduction to Applied Behaviour Analysis
 - Introduction to Cognitive Behavioural Therapy
 - Reflections on culture and gender

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	6 x 10-question quizzes	30	N	Individual
Case Study	2,000 words	40	N	Individual
Workbook	2 x 500 words	30	N	Individual

Teaching Periods

WSU Online TRI-1

Wsu Online

Online

Subject Contact Martin Daly ([https://directory.westernsydney.edu.au/search/name/Martin Daly/](https://directory.westernsydney.edu.au/search/name/Martin%20Daly/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3014_22-OT1_OW_O#subjects)

Spring Bankstown

Day

Subject Contact Martin Daly ([https://directory.westernsydney.edu.au/search/name/Martin Daly/](https://directory.westernsydney.edu.au/search/name/Martin%20Daly/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3014_22-SPR_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Martin Daly ([https://directory.westernsydney.edu.au/search/name/Martin Daly/](https://directory.westernsydney.edu.au/search/name/Martin%20Daly/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3014_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Martin Daly ([https://directory.westernsydney.edu.au/search/name/Martin Daly/](https://directory.westernsydney.edu.au/search/name/Martin%20Daly/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3014_22-SPR_PS_D#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Alexia Cameron ([https://directory.westernsydney.edu.au/search/name/Alexia Cameron/](https://directory.westernsydney.edu.au/search/name/Alexia%20Cameron/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3014_22-OT3_OW_O#subjects)

BEHV 3015 Motor Control and Skill Acquisition

Credit Points 10

Legacy Code 400886

Coordinator Kylie Steel ([https://directory.westernsydney.edu.au/search/name/Kylie Steel/](https://directory.westernsydney.edu.au/search/name/Kylie%20Steel/))

Description Motor Control and Skill Acquisition is an investigation of the physiological and psychological processes involved in both the control and the learning of movement. As such, it considers the control mechanisms which are innate to the learner, how these mechanisms change by virtue of both maturation and experience, and how the latter type of changes may be facilitated by manipulation of the learning environment.

School Health Sciences

Discipline Psychology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects BEHV 2009 - Motor Control and Learning
SPRT 3002 - Aquatic Sports

Restrictions

Students must be enrolled in 4656 Bachelor of Health Science, 4658 Bachelor of Health Science (Sport and Exercise Science), 4659 Bachelor of Health Science (PDHPE), 4742 Bachelor of Health Science (Health and Physical Education) Pathway to Teaching (Secondary), 4747 - Bachelor of Health Science (Health and Physical Education) 6000 Diploma in Health Science/Bachelor of Health Science (Health and Physical Education) or 6001 Diploma in Health Science/Bachelor of Health Science (Health and Physical Education)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain and apply the different levels of analysis from which movement control and learning is studied.
2. Describe the biomechanical factors and neurophysiological basis which contribute to control of movement and learning.
3. Describe and evaluate the behavioural changes which accompany learning.
4. Analyse how the cognitive processes influence learning.
5. Evaluate how age and other individual differences impact on movement behaviour
6. Observe and apply classification taxonomies of the neuromuscular and psychological involvement in skills training and development of specific movement skills.
7. Critique experimental literature pertaining to Motor Learning and examine the applied principles which have been generated by this research.
8. Explain the reasoning for and perform discipline specific laboratory WH&S procedures and systems.

Subject Content

- The field of Study and levels of analysis.
- The contribution of The Skeletal system to movement control.
- The contribution of The Muscular system to movement control.
- The proprioceptors and The spinal reflexes.
- The vestibular system, posture and balance.
- The Visual system and movement control.
- motor control functions of The brain.
- The closed-loop model.
- The open-loop model.
- The concept of motor learning and its measurement.
- The learning process.
- The principles of practice.
- feedback and motor learning.
- individual differences and motor behaviour.
- motor development.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied Project	2500 words	40	N	Individual
Intra-session Exam	2 hours	30	N	Individual
Intra-session Exam	2 hours	30	N	Individual

Prescribed Texts

- Coker, C. A. (2022). Motor learning and control for practitioners. (5th ed) Routledge.

Teaching Periods

Autumn Campbelltown Day

Subject Contact Kylie Steel ([https://directory.westernsydney.edu.au/search/name/Kylie Steel/](https://directory.westernsydney.edu.au/search/name/Kylie%20Steel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3015_22-AUT_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Kylie Steel ([https://directory.westernsydney.edu.au/search/name/Kylie Steel/](https://directory.westernsydney.edu.au/search/name/Kylie%20Steel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3015_22-AUT_KW_D#subjects)

BEHV 3017 Personality

Credit Points 10

Legacy Code 101679

Coordinator Phoebe Bailey ([https://directory.westernsydney.edu.au/search/name/Phoebe Bailey/](https://directory.westernsydney.edu.au/search/name/Phoebe%20Bailey/))

Description In 2022 this unit replaced by BEHV 2018 - Personality. Personality is the study of the mental and behavioural factors on which individual human beings vary. In other words, the study of personality is the attempt to understand why a given individual is the way he/she is. This unit involves an examination of the major personality theories, applications to individual differences, and contemporary research. Emphasis is placed on a critical understanding of personality research and its implications for the practice of psychology.

School Psychology

Discipline Psychology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BEHV 1018

Equivalent Subjects BEHV 2011 - Personality Motivation and Emotion

Assumed Knowledge

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

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Workbook	3,000 words	50	N	Individual
Exam	2 hours	50	N	Individual

Teaching Periods

WSU Online TRI-2

Wsu Online

Online

Subject Contact Phoebe Bailey ([https://directory.westernsydney.edu.au/search/name/Phoebe Bailey/](https://directory.westernsydney.edu.au/search/name/Phoebe%20Bailey/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3017_22-OT2_OW_O#subjects)

BEHV 3018 Psychology and the Online World

Credit Points 10

Legacy Code 102350

Coordinator Craig Mcgarty ([https://directory.westernsydney.edu.au/search/name/Craig Mcgarty/](https://directory.westernsydney.edu.au/search/name/Craig%20Mcgarty/))

Description The world has seen an enormous explosion of activity that takes place in online environments that include the Internet, intranets, gaming platforms and peer to peer phone communication (e.g. SMS). There are wide ranging debates about the use and effects of online communication with concerns about hacking, trolling, bullying, scamming, online addiction appearing on a daily basis. Others celebrate the potential of the Internet to produce profound social change. Is the online world quite as bad or as good as it is made out to be? What are the psychological processes behind these and other online behaviours? Why not find out?

School Psychology

Discipline Psychology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BEHV 1018 AND BEHV 1016

Restrictions Students must be enrolled in the Bachelor of Cyber Security and Behaviour, Bachelor of Psychology, Bachelor of Psychology (Honours), Bachelor of Social Science (Psychology) or Bachelor of Communication, Bachelor of Arts and Diploma in Arts/ Bachelor of Arts programs with a major in Psychological Studies. Students enrolled in the Bachelor of Cyber Security and Behaviour must have successfully completed 70 credit points. Students enrolled in all other programs must have completed the two Level 1 pre-requisite subjects as stated above, as well as 30 credit points from the following Psychology Level 2 subjects: 101684 Brain and Behaviour, 100013 Experimental Design and Analysis, 101680 Perception, or 101676 Human Learning.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify instances of community concern or moral panic in relation to online activities. (Australian Psychological Accreditation Council ? APAC Graduate Competency 1.6)
2. Describe the debate over the facilitatory and inhibitory effects of online communication on collective action and protest. (APAC Graduate Competency 1.1)
3. Distinguish between forms of online anonymity and be aware of the risks and benefits of anonymity (APAC Graduate Competency 1.6)

4. Identify instances of risky or problematic forms of online conduct and be aware of explanations of the psychological drivers of such conduct. (APAC Graduate Competency 1.1)
5. Describe the potential and scope of online platforms for delivering psychological services and interventions. (APAC Graduate Competency 1.2)
6. Explain how psychological approaches can inform online safety (APAC Graduate Competency 1.2)
7. Identify instances of community concern or moral panic in relation to online activities. (Australian Psychological Accreditation Council ? APAC Graduate Attribute 3- Critical Thinking)
8. Describe the debate over the facilitatory and inhibitory effects of online communication on collective action and protest. (APAC Graduate Attribute 1- Core Knowledge)
9. Distinguish between forms of online anonymity and be aware of the risks and benefits of anonymity (APAC Graduate Attribute 3- Critical Thinking)
10. Identify instances of risky or problematic forms of online conduct and be aware of explanations of the psychological drivers of such conduct. (APAC Graduate Attribute 1- Core Knowledge)
11. Describe the potential and scope of online platforms for delivering psychological services. (APAC Graduate Attribute 5- Applying Psychology)
12. Explain how psychological approaches can inform online safety (APAC Graduate Attribute 5- Applying Psychology)

Subject Content

1. Introduction to subject and Cyberpsychology
2. Online Aggression: Flaming, Trolling, Cyberbullying and Cyberstalking.
3. Online Therapy and Support
4. Videogames for Training Skills and Changing Behaviour
5. Online Environments
6. Online Relationships
7. Online Learning and Motivation
8. Digital Addictions
9. Online Communities
10. Online Protest
11. Conspiracy Theories
12. Illicit Activities
13. Online Racism and Prejudice
 1. Applied Cyberpsychology
 2. Online relationships
 3. Collective action and protest
 4. Hacking, illicit activity, and the dark web
 5. Online aggression and cybersafety
 6. Online gaming and addiction
 7. Online gaming and behaviour change
 8. Predictors and consequences of online behaviour
 9. Online communities and the open Internet
 10. Learning online
 11. Online psychological therapy and support
 12. Conspiracy theories
 13. The online workplace

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	Minimum of one log entry for four weeks, approximately 1000 words	30	N	Individual
Critical review	1000 words	30	N	Individual
Exam	1 hour	40	N	Individual

Teaching Periods

WSU Online TRI-2

Wsu Online Online

Subject Contact Natasha Daraio ([https://directory.westernsydney.edu.au/search/name/Natasha Daraio/](https://directory.westernsydney.edu.au/search/name/Natasha%20Daraio/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3018_22-OT2_OW_O#subjects)

Spring Bankstown

Day

Subject Contact Craig Mcgarty ([https://directory.westernsydney.edu.au/search/name/Craig Mcgarty/](https://directory.westernsydney.edu.au/search/name/Craig%20Mcgarty/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3018_22-SPR_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Craig Mcgarty ([https://directory.westernsydney.edu.au/search/name/Craig Mcgarty/](https://directory.westernsydney.edu.au/search/name/Craig%20Mcgarty/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3018_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Craig Mcgarty ([https://directory.westernsydney.edu.au/search/name/Craig Mcgarty/](https://directory.westernsydney.edu.au/search/name/Craig%20Mcgarty/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3018_22-SPR_PS_D#subjects)

BEHV 3019 Psychology of Language

Credit Points 10

Legacy Code 100023

Coordinator Liquan Liu ([https://directory.westernsydney.edu.au/search/name/Liquan Liu/](https://directory.westernsydney.edu.au/search/name/Liquan%20Liu/))

Description This unit acquaints students with major issues in the psychology of language. Through a series of online modules, it examines different approaches to research and theory on questions such as: the acquisition and development of language; the relationship between language and thought; bilingualism and multilingualism; speech perception and production; sign language; reading and writing; the neurophysiological underpinnings of language; patterns of language breakdown and communication disorders; social aspects of language; language in non-human animals. The tutorials take

a hands-on approach, where students learn new skills, such as reading and producing phonetic symbols, creating stimuli for use in psycholinguistic research, and analysing children's speech.

School Psychology

Discipline Psychology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 120 credit points.

Assumed Knowledge

Solid understanding of perception, cognitive processes, and experimental design and analysis in psychology and/or a solid understanding of linguistics and research methods in linguistics.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify major issues, theories, and research findings in psychology of language (APAC Graduate Attribute 1).
2. Critically evaluate the various theories that have been proposed in a sub-topic of psychology of language (APAC GA 3).
3. Use principles of experimental psychology and/or knowledge of major issues, theories, and research findings in psychology of language to create a research proposal or critical essay in a sub-topic of psychology of language (APAC GA 6).
4. Create stimuli for an experiment in psychology of language (APAC GA 2 and 5).
5. Analyse spoken language using phonemic transcription.

Subject Content

This subject acquaints students with major issues in the psychology of language. All students will complete a set of core modules:

- 1.???? What is language?
- 2.???? How is language described?
- 3.???? How does language relate to psychology?

This will be followed by an opportunity for students pursue study in a range of subtopic areas. A subset of modules will be offered each year, in topics such as:

- 1.?????? The social basis of language
- 2.?????? The biological basis of language
- 3.?????? Bilingualism
- 4.?????? Second language acquisition
- 5.?????? Sign language
- 6.?????? Perception of speech
- 7.?????? Spoken word recognition
- 8.?????? Production of speech
- 9.?????? Reading and spelling
- 10.???? Visual word recognition
- 11.???? Writing
- 12.???? Comprehension
- 13.???? Language development
- 14.???? Language disorders
- 15.???? Language testing
- 16.???? The relationship between language and thought
- 17.???? Can non-human animals learn language?
- 18.???? Understanding the structure of sentences
- 19.???? Semantic processing

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Proposal	1 500 words	35	N	Individual
Report	500 words + stimulus item submission	20	N	Individual
Final Exam	2 hours	45	N	Individual

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Liqian Liu ([https://directory.westernsydney.edu.au/search/name/Liqian Liu/](https://directory.westernsydney.edu.au/search/name/Liqian%20Liu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3019_22-AUT_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Liqian Liu ([https://directory.westernsydney.edu.au/search/name/Liqian Liu/](https://directory.westernsydney.edu.au/search/name/Liqian%20Liu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3019_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Liqian Liu ([https://directory.westernsydney.edu.au/search/name/Liqian Liu/](https://directory.westernsydney.edu.au/search/name/Liqian%20Liu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3019_22-AUT_PS_D#subjects)

BEHV 3021 Psychology, Crime and Law

Credit Points 10

Legacy Code 102399

Coordinator Kiley Seymour ([https://directory.westernsydney.edu.au/search/name/Kiley Seymour/](https://directory.westernsydney.edu.au/search/name/Kiley%20Seymour/))

Description This unit covers a broad spectrum of issues relevant to legal and forensic psychology. How accurate is a witness's memory? How good are we at identifying a suspect in a line-up? Why do people confess to crimes they never committed? What are good interviewing and interrogation techniques for understanding the truth? How accurate are repressed memories, and how are false memories implanted?

School Psychology

Discipline Behavioural Science

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Students must be enrolled in one of the following programs: 1793 Bachelor of Science, Criminology and Psychological Studies, 1834 Bachelor of Psychology, 1711 Bachelor of Social

Sciences (Psychology) or 1865 Bachelor of Psychology (Honours). For program 1793 Bachelor of Science, Criminology and Psychological Studies students must have successfully completed 140 credit points and 102223 Investigating Psychology B OR 140 credit points and 101183 Psychology: Behavioural Science and 100013 Experimental Design and Analysis before enrolling in this subject. For program 1834 Bachelor of Psychology, 1711 Bachelor of Social Sciences (Psychology) & 1865 Bachelor of Psychology (Honours) students must have successfully completed 101183 Psychology: Behavioral Science and 100013 Experimental Design and Analysis before enrolling in this subject.

Assumed Knowledge

Introductory knowledge of Psychology, statistics, and research methods.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe key concepts theories, studies, methods and debates within criminal and forensic Psychology;
2. Analyse the theoretical issues in memory distortion;
3. Summarise the theory and history of repressed memories;
4. Outline the dangers of memory retrieval practices;
5. Assess the politics of false memories and repression;
6. Critique the impact of repressed and recovered memory theory on the legal system and in clinical practice;
7. Identify the principles and theories of clinical forensic psychology.

Subject Content

Refresher/Introduction to Memory Research
Remembering What Never Happened: The Myth of Repression
Wrongful Convictions
Eyewitness Identification
Eyewitness Testimony
The Cognitive Interview Technique
Remembering Trauma
Suspect Interrogations
Introduction to Clinical Forensic Psychology

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	13 x 10 questions each	10	N	Individual
Essay	1000 words	25	N	Individual
Case Study	1000 words	35	N	Individual
Final Exam	60 multiple choice questions	30	N	Individual

Teaching Periods

Spring Online

Online

Subject Contact Kiley Seymour ([https://directory.westernsydney.edu.au/search/name/Kiley Seymour/](https://directory.westernsydney.edu.au/search/name/Kiley%20Seymour/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3021_22-SPR_ON_O#subjects)

BEHV 3023 Social Psychology

Credit Points 10

Legacy Code 101683

Coordinator Craig Mcgarty ([https://directory.westernsydney.edu.au/search/name/Craig Mcgarty/](https://directory.westernsydney.edu.au/search/name/Craig%20Mcgarty/))

Description Social psychology is the study of human behaviour and mental processes in their social context. Social psychology examines social behaviour and social thinking using scientific psychological research methods. This unit considers both classic and recent theories, research and applications in core areas of social psychology such as: attitudes, stereotyping and prejudice, social cognition, group processes, cross-cultural and Indigenous Australian psychology, and social influence. Emphasis is placed upon the role of contemporary research and theory in increasing our understanding of social phenomena and the relevance of this to everyday life.

School Psychology

Discipline Psychology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) MATH 2006

Equivalent Subjects BEHV 2013 - Social and Developmental Psychology

Restrictions

Note that only students enrolled at WSU Online may register in the WSU Online subjects offered at that location.

The online version of this subject is only available to students enrolled in 1793 Bachelor of Science, Criminology and Psychological Studies.

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Display knowledge of contemporary theories and methodologies used in the study of social cognition and social behaviour, and explain a broad range of psychological research studies relevant to social behaviour and cognition.
2. Evaluate social psychology theories from cross-cultural and Indigenous Australian perspectives.
3. Apply knowledge of psychological principles and research methodologies to the study of social behaviour and cognition.
4. Critically evaluate empirical studies and theoretical positions in social psychology.

5. Communicate the results and methods of social psychological research using APA structure and formatting conventions.
6. Apply social psychological concepts to real-life events.

Subject Content

Introduction to Social Psychology

Social cognition

Perceiving others

The Self

Attitudes and Attitude Change

Persuasion and Social Influence

Stereotypes, Prejudice, and Discrimination

Intergroup Relations

Aggression

Prosocial Behaviour Lecturer

Interpersonal Attraction and Close Relationships

Cross-cultural and Indigenous Australian Psychology

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	60 minutes total (3 x 20 minutes)	20	N	Individual
Proposal	800 words	10	N	Individual
Report	2,000 words	40	N	Individual
Final Exam	90 minutes	30	N	Individual

Prescribed Texts

- Vaughan, G., & Hogg, M. (2018). Introduction to social psychology (8th ed.). Frenchs Forest, NSW: Pearson Education Australia.

Teaching Periods

WSU Online TRI-1

Wsu Online

Online

Subject Contact Craig McGarty ([https://directory.westernsydney.edu.au/search/name/Craig McGarty/](https://directory.westernsydney.edu.au/search/name/Craig%20McGarty/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3023_22-OT1_OW_O#subjects)

Spring Bankstown

Day

Subject Contact Craig McGarty ([https://directory.westernsydney.edu.au/search/name/Craig McGarty/](https://directory.westernsydney.edu.au/search/name/Craig%20McGarty/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3023_22-SPR_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Craig McGarty ([https://directory.westernsydney.edu.au/search/name/Craig McGarty/](https://directory.westernsydney.edu.au/search/name/Craig%20McGarty/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3023_22-SPR_KW_D#subjects)

Online

Online

Subject Contact Ana-Maria Bliuc ([https://directory.westernsydney.edu.au/search/name/Ana-Maria Bliuc/](https://directory.westernsydney.edu.au/search/name/Ana-Maria%20Bliuc/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3023_22-SPR_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Craig McGarty ([https://directory.westernsydney.edu.au/search/name/Craig McGarty/](https://directory.westernsydney.edu.au/search/name/Craig%20McGarty/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3023_22-SPR_PS_D#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Craig McGarty ([https://directory.westernsydney.edu.au/search/name/Craig McGarty/](https://directory.westernsydney.edu.au/search/name/Craig%20McGarty/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3023_22-OT3_OW_O#subjects)

BEHV 3025 Sport and Exercise Psychology

Credit Points 10

Legacy Code 401055

Coordinator Rhiannon White ([https://directory.westernsydney.edu.au/search/name/Rhiannon White/](https://directory.westernsydney.edu.au/search/name/Rhiannon%20White/))

Description This unit explores psychological factors that affect sport performance (e.g., self-efficacy and concentration), psychological factors that predict and increase participation in physical activity (e.g., motivation), and psychological outcomes of physical activity (e.g., mental health, resilience, and cognitive development). Students will examine theory and research and draw upon their own experiences, to apply sport and exercise psychology principles to a variety of real-world scenarios, and design strategies relevant to different contexts such as physical education, personal training, exercise physiology, coaching, and health promotion.

School Health Sciences

Discipline Psychology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Co-requisite(s) BEHV 1014 - Psychology and Health For Students enrolled in 4658 Bachelor of Health Science (Sport and Exercise Science)

4742 Bachelor of Health Science (Health and Physical Education)-Pathway to Teaching (Secondary)

4747 Bachelor of Health Science (Health and Physical Education) and 6001 Diploma in Health Science Bachelor of Health Science (Health and Physical Education)

Equivalent Subjects LGYA 1536 - Sport and Exercise Psychology BEHV 2014 - Sport and Exercise Psychology

Incompatible Subjects BEHV 1005 - Introduction to Sport Psychology BEHV 2004 - Exercise Psychology LGYA 7219 - Sociological Aspects

Restrictions Students must be enrolled in program 4659 Bachelor of Health Science (PDHPE), 4658 Bachelor of Health Science - Sport and Exercise Science, 4741 Bachelor of Sport Development, 4742 Bachelor of Health Science (Health and Physical Education)-Pathway to Teaching (Secondary), 4747 Bachelor of Health Science (Health and Physical Education) or 6001 Diploma in Health Science/Bachelor of Health Science (Health and Physical Education)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the evidence related to the cognitive, affective and behavioural outcomes of physical activity participation.
2. Design theory and evidence-based interventions that will promote adoption and adherence to exercise.
3. Assess the influences of psychological factors on participant experiences and performance in sport.
4. Critically evaluate how psychological strategies can be implemented to enhance sporting performance and increase exercise adherence throughout the lifespan.
5. Critically evaluate how psychological strategies can be implemented to enhance sporting performance and increase exercise adherence throughout the lifespan.

Subject Content

- 1.Sport confidence
- 2.Anxiety and performance
- 3.Concentration and performance
- 4.Team building
- 5.Motivation and exercise adoption
- 6.Motivation and exercise maintenance
- 7.Psychosocial predictors of physical activity participation
- 8.Psychosocial factors influencing participants' experiences
- 9.Goal setting
- 10.Exercise and mental wellbeing

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	Length: 20 questions per quiz Duration: 20 minutes per quiz	30	N	Individual
Literature Review	Up to 1,200 words	45	N	Individual
Proposal	Up to 5 minutes + 2 pages	25	N	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Rhiannon White ([https://directory.westernsydney.edu.au/search/name/Rhiannon White/](https://directory.westernsydney.edu.au/search/name/Rhiannon%20White/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3025_22-AUT_KW_D#subjects)

Spring

Campbelltown

Day

Subject Contact Rhiannon White ([https://directory.westernsydney.edu.au/search/name/Rhiannon White/](https://directory.westernsydney.edu.au/search/name/Rhiannon%20White/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3025_22-SPR_CA_D#subjects)

BEHV 3026 Service Learning

Credit Points 10

Legacy Code 102740

Coordinator Bridget Brooklyn ([https://directory.westernsydney.edu.au/search/name/Bridget Brooklyn/](https://directory.westernsydney.edu.au/search/name/Bridget%20Brooklyn/))

Description In this unit, the learning experience combines civic engagement with training, and personal and scholarly reflection. Service learning focuses on the application and development of a broad range of knowledges, capacities and skills in the context of voluntary effort to benefit the community. For example, depending on the site selected, students may: extend their capacity to communicate and work effectively in culturally diverse contexts; gain a better understanding of social inclusion and exclusion in Australia or overseas, or; become more confident about their personal and professional capacity to contribute to the well-being of others or protection of the natural environment. The unit may be taken in Australia or overseas - through one of Western's Partners such as CISAustralia - completed individually or as part of a group and in any session of study. For further information please contact the unit coordinator.

School Humanities & Comm Arts

Discipline Behavioural Science, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions

Students must be enrolled in one of the following programs: 1651 - Bachelor of Arts (Pathway to Teaching Primary), 1652 - Bachelor of Arts (Pathway to Teaching Secondary), 1655 - Bachelor of Arts (Dean's Scholars), 1706 - Bachelor of Arts, 1739 - Bachelor of International Studies (Dean's Scholars), 1822 - Bachelor of Arts (Pathway to Teaching Primary) Dean's Scholars, 1823 - Bachelor of Arts (Pathway to Teaching Secondary) Dean's Scholars, 1658 - Bachelor of International Studies, 6005 - Diploma in Arts/Bachelor of Arts, 6019 - Diploma in Arts/Bachelor of Arts (Pathway to Teaching Primary), 6021 - Diploma in Arts/Bachelor of Arts (Pathway to Teaching Secondary). Successful completion of 60 credit points in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the personal and professional skills required in volunteering.
2. Discuss the historical and contemporary significance of volunteering as a form of civic engagement.
3. Reflect on the personal and organizational challenges and benefits of volunteering.
4. Discuss the contribution of civic engagement to a diverse, sustainable and inclusive society.
5. Explain how your experience as a volunteer has enhanced your personal development and professional profile.

Subject Content

1. Determination of an appropriate placement in conjunction with an Unit Coordinator.
2. Preparation of a proposal
3. Participation in training either at the placement organisation or, if not provided there, through the NSW Centre of Volunteering (2 hours, run weekly)
4. Completion of a placement: minimum of 20 hours, maximum of 50 hours. Maximum hours may be extended at student's request

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Proposal	Minimum 500 words	20	Y	Individual
Professional Task	Variable. Minimum 2 hours	S/U	Y	Individual
Portfolio	2,000 words	30	N	Individual
Report	2,000 words	50	N	Individual

Teaching Periods

Summer A

Online

Online

Subject Contact Bridget Brooklyn ([https://directory.westernsydney.edu.au/search/name/Bridget Brooklyn/](https://directory.westernsydney.edu.au/search/name/Bridget%20Brooklyn/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3026_22-SUA_ON_O#subjects)

Autumn

Bankstown

Day

Subject Contact Bridget Brooklyn ([https://directory.westernsydney.edu.au/search/name/Bridget Brooklyn/](https://directory.westernsydney.edu.au/search/name/Bridget%20Brooklyn/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3026_22-AUT_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Bridget Brooklyn ([https://directory.westernsydney.edu.au/search/name/Bridget Brooklyn/](https://directory.westernsydney.edu.au/search/name/Bridget%20Brooklyn/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3026_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Bridget Brooklyn ([https://directory.westernsydney.edu.au/search/name/Bridget Brooklyn/](https://directory.westernsydney.edu.au/search/name/Bridget%20Brooklyn/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3026_22-AUT_PS_D#subjects)

Spring

Bankstown

Day

Subject Contact Bridget Brooklyn ([https://directory.westernsydney.edu.au/search/name/Bridget Brooklyn/](https://directory.westernsydney.edu.au/search/name/Bridget%20Brooklyn/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3026_22-SPR_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Bridget Brooklyn ([https://directory.westernsydney.edu.au/search/name/Bridget Brooklyn/](https://directory.westernsydney.edu.au/search/name/Bridget%20Brooklyn/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3026_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Bridget Brooklyn ([https://directory.westernsydney.edu.au/search/name/Bridget Brooklyn/](https://directory.westernsydney.edu.au/search/name/Bridget%20Brooklyn/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV3026_22-SPR_PS_D#subjects)

BEHV 4001 Advanced Topics in Psychology

Credit Points 10

Legacy Code 101541

Coordinator Ahmed Moustafa ([https://directory.westernsydney.edu.au/search/name/Ahmed Moustafa/](https://directory.westernsydney.edu.au/search/name/Ahmed%20Moustafa/))

Description In 2022 this unit replaced by 102907 - Advanced Topics in Contemporary Psychology. In this unit students develop an advanced level of theoretical and empirical knowledge in selected core topics of psychology, an awareness of how this knowledge underpins evidence-based approaches to psychological intervention, and an enhanced capacity for conducting research in selected topic areas. The unit fosters an appreciation of psychology as a scientific discipline, and of how sound research provides the foundation for solving problems of human mental processes and behaviour. Skills in the critical evaluation of knowledge and research are developed.

School Psychology

Discipline Behavioural Science

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 4 subject

Equivalent Subjects BEHV 4009 - Advanced Topics in Contemporary Psychology

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Research-based position paper	Total 1,500 words	40	N	Individual
Conference presentation	20 minutes, with 10 minutes for questions and/or leading discussion	20	N	Individual
Final examination (official period)	2 hours	40	N	Individual

Teaching Periods

BEHV 4004 Psychology Research Thesis

Credit Points 15

Legacy Code 102528

Coordinator Michael Gascoigne ([https://directory.westernsydney.edu.au/search/name/Michael Gascoigne/](https://directory.westernsydney.edu.au/search/name/Michael%20Gascoigne/))

Description In this subject students investigate a substantive individual research question relevant to the discipline of psychology. Under guidance from supervisors, students engage with all components of psychological research, including conducting a comprehensive literature review, forming an individual research question, developing research methodology to test the question, obtaining ethics approval, and collecting and analysing data. Students produce a written literature review and substantive thesis in the form of a submission-ready journal article. Note that this is a 30 credit point year-long subject taken over two terms (15 credit points in each term).

School Psychology

Discipline Behavioural Science

Student Contribution Band HECS Band 4 15cp

Level Undergraduate Level 4 subject

Co-requisite(s) BEHV 4006

Equivalent Subjects LGYB 5257 - Psychology (Honours) FT YL LGYB 5258 - Psychology (Honours) PT YL BEHV 4003 - Empirical Research Project

Restrictions

This subject is restricted to students enrolled in programs: 1796 Graduate Diploma in Psychology, 1865 Bachelor of Psychology (Honours), 1860 Bachelor of Psychological Studies (Honours), 1905 Bachelor of Psychological Science (Honours), 1504 Bachelor of Arts (Honours) Psychology, 1500 Bachelor of Psychology (continuing)

who have successfully completed 240 credit points including the 160 credit point core sequence in Psychology, 1834 Bachelor of Psychology (current) who have successfully completed 240 credit points including the 120 credit point core sequence in Psychology and the 40 credit point Psychology Extension sub-major.

Assumed Knowledge

Students must have completed an accredited three-year sequence in psychology, or equivalent.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply advanced bibliographic and information literacy skills to locate and select literature appropriate to a chosen and research topic.
2. Apply conceptual skills to formulate and justify a research proposal.
3. Demonstrate comprehensive knowledge and application skills associated with a chosen, relevant research method.
4. Adhere to the ethical processes and guidelines of the research institution the conduct and reporting of research.
5. Accurately apply appropriate methods of data analysis to research data.
6. Demonstrate rigor in drawing and defending conclusions from research findings in a coherently written research thesis.

Subject Content

Completion of a research Thesis relevant to the field of psychology based on a rigorous design and scrutinized proposal. Under supervision, an individual student will perform a literature search of their research topic, develop a research design, develop research procedures, make observations, collect and analyse the data and write a thesis on the study.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Literature Review	2,000 words	S/U	Y	Individual
Thesis	6,000-7,000 words	100	N	Individual

Prescribed Texts

- American Psychological Association. (2020). Publication manual of the American Psychological Association : The official guide to APA style (7th ed.). American Psychological Association.

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Michael Gascoigne ([https://directory.westernsydney.edu.au/search/name/Michael Gascoigne/](https://directory.westernsydney.edu.au/search/name/Michael%20Gascoigne/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV4004_22-AUT_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Michael Gascoigne ([https://directory.westernsydney.edu.au/search/name/Michael Gascoigne/](https://directory.westernsydney.edu.au/search/name/Michael%20Gascoigne/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV4004_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Michael Gascoigne ([https://directory.westernsydney.edu.au/search/name/Michael Gascoigne/](https://directory.westernsydney.edu.au/search/name/Michael%20Gascoigne/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV4004_22-AUT_PS_D#subjects)

Spring

Bankstown

Day

Subject Contact Michael Gascoigne ([https://directory.westernsydney.edu.au/search/name/Michael Gascoigne/](https://directory.westernsydney.edu.au/search/name/Michael%20Gascoigne/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV4004_22-SPR_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Michael Gascoigne ([https://directory.westernsydney.edu.au/search/name/Michael Gascoigne/](https://directory.westernsydney.edu.au/search/name/Michael%20Gascoigne/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV4004_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Michael Gascoigne ([https://directory.westernsydney.edu.au/search/name/Michael Gascoigne/](https://directory.westernsydney.edu.au/search/name/Michael%20Gascoigne/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV4004_22-SPR_PS_D#subjects)

BEHV 4005 Theory and Practice of Psychological Assessment and Intervention

Credit Points 10

Legacy Code 101420

Coordinator Quincy Wong ([https://directory.westernsydney.edu.au/search/name/Quincy Wong/](https://directory.westernsydney.edu.au/search/name/Quincy%20Wong/))

Description This unit has been designed to introduce students to psychological assessment by providing practical and theoretical input regarding the administration, scoring, and interpretation of frequently used standardised measures. The scientific and ethical underpinnings of psychological testing and assessment are introduced providing a general context for the employment of standardised psychological tests. Emphasis will then be placed on familiarisation with i) the processes that practitioners go through during a testing session and ii) current research on employing the standardised tests presented in this unit. Students will practise with testing data, reporting

results in compliance with American Psychological Association (APA) conventions.

School Psychology

Discipline Behavioural Science

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 4 subject

Restrictions

Students must be enrolled in programs 1796 Graduate Diploma of Psychology, 1865 Bachelor of Psychology (Honours), 1860 Bachelor of Psychological Studies (Honours), 1905 Bachelor of Psychological Science (Honours), 1504 Bachelor of Arts (Psychology) Honours, or 1500/1834 Bachelor of Psychology. Students enrolled in 1500/1834 Bachelor of Psychology must have successfully completed 240 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain commonly used psychological assessment instruments, their theoretical foundations and make basic interpretations of results.
2. Analyse and evaluate the underlying theoretical principles for the treatment of common mental disorders such as anxiety disorders and depression.
3. Apply cognitive and behavioural theory-based interventions for common mental health problems such as anxiety and depression.
4. Effectively communicate in writing the results of a psychological assessment using formal report structure.
5. Effectively present the results of a psychological assessment in different contexts, including cross-disciplinary team settings.

Subject Content

Principles of assessment
 Norm-referenced tests
 Evaluating results
 Communicating results
 Clinical assessments
 Assessment guided intervention
 Symptom management
 Cognitive interventions
 Behavioural interventions

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Report	1500 words	40	N	Individual
Presentation	10 minutes	20	N	Individual
Final Exam	2 hours	40	N	Individual

Teaching Periods

Spring Bankstown

Day

Subject Contact Quincy Wong ([https://directory.westernsydney.edu.au/search/name/Quincy Wong/](https://directory.westernsydney.edu.au/search/name/Quincy%20Wong/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV4005_22-SPR_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Quincy Wong ([https://directory.westernsydney.edu.au/search/name/Quincy Wong/](https://directory.westernsydney.edu.au/search/name/Quincy%20Wong/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV4005_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Quincy Wong ([https://directory.westernsydney.edu.au/search/name/Quincy Wong/](https://directory.westernsydney.edu.au/search/name/Quincy%20Wong/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV4005_22-SPR_PS_D#subjects)

BEHV 4006 Research Methods Seminar

Credit Points 10

Legacy Code 100983

Coordinator Emilee Gilbert ([https://directory.westernsydney.edu.au/search/name/Emilee Gilbert/](https://directory.westernsydney.edu.au/search/name/Emilee%20Gilbert/))

Description This is a 20 credit point year-long subject taken over two terms (10 credit points in each term). The aim of this subject is to advance students' awareness, and critical appreciation of interrelated research processes: epistemological frameworks of research; the appropriate interpretation of research data; ethical issues in the conduct of research; the cultural, social, economic, and political contexts of research; and Indigenous Australian knowledges and research practices. Skills will be consolidated in the use of quantitative and qualitative research designs, methods, and analysis techniques to address research questions in psychology and the behavioural sciences.

School Psychology

Discipline Psychology

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 4 subject

Equivalent Subjects BEHV 4002 - Empirical Research Methods Seminar

Restrictions

Students must be enrolled in programs 1796 Graduate Diploma of Psychology, 1865 Bachelor of Psychology (Honours), 1860 Bachelor of Psychological Studies (Honours), 1905 Bachelor of Psychological Science (Honours), 1504 Bachelor of Arts (Psychology) Honours, or 1500/1834 Bachelor of Psychology. Students enrolled in 1500/1834 Bachelor of Psychology or 1865 Bachelor of Psychology (Honours) must have successfully completed 240 credit points.

Assumed Knowledge

Undergraduate subjects in research methods for psychology including an advanced research methods subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Characterise and critique the philosophical and methodological differences between qualitative and quantitative research
2. Accurately apply qualitative methods and analysis techniques to psychological data
3. Accurately apply multivariate quantitative techniques to psychological data using SPSS/PASW analysis software
4. Discriminate between epistemological positions in psychology and describe their alignment to methodological approaches
5. Evaluate and propose ethical research approaches in cultural, social, economic, and political contexts, including from Indigenous Australian perspectives
6. Synthesise and communicate research processes and findings in written reports according to the guidelines of the Publication Manual of the American Psychological Association

Subject Content

The research process

Ontological and epistemological bases of different approaches to research

Interpreting research data and research results

Overview of qualitative research methods, with the option for advanced instruction in selected methods (e.g., discourse analysis)

Overview of quantitative research methods, with options for advanced instruction of selected methods (e.g., factor analysis)

Statistical significance, effect size, and power analysis

Ethical issues in research

The social, economic, and political context of research, including the professional responsibilities of researchers

Communicating research: writing research proposals, theses, dissertations, and journal articles.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	2000 words	25	N	Individual
Final Exam	2 hours	25	N	Individual
Report	2000 words	25	N	Individual
Final Exam	2 hours	25	N	Individual

Prescribed Texts

- Hills, A. M. (2011). Foolproof guide to statistics using IBM SPSS (2nd ed.). Frenchs Forest, Australia: Pearson Australia.

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Emilee Gilbert ([https://directory.westernsydney.edu.au/search/name/Emilee Gilbert/](https://directory.westernsydney.edu.au/search/name/Emilee%20Gilbert/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV4006_22-AUT_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Emilee Gilbert ([https://directory.westernsydney.edu.au/search/name/Emilee Gilbert/](https://directory.westernsydney.edu.au/search/name/Emilee%20Gilbert/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV4006_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Emilee Gilbert ([https://directory.westernsydney.edu.au/search/name/Emilee Gilbert/](https://directory.westernsydney.edu.au/search/name/Emilee%20Gilbert/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV4006_22-AUT_PS_D#subjects)

Spring

Bankstown

Day

Subject Contact Emilee Gilbert ([https://directory.westernsydney.edu.au/search/name/Emilee Gilbert/](https://directory.westernsydney.edu.au/search/name/Emilee%20Gilbert/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV4006_22-SPR_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Emilee Gilbert ([https://directory.westernsydney.edu.au/search/name/Emilee Gilbert/](https://directory.westernsydney.edu.au/search/name/Emilee%20Gilbert/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV4006_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Emilee Gilbert ([https://directory.westernsydney.edu.au/search/name/Emilee Gilbert/](https://directory.westernsydney.edu.au/search/name/Emilee%20Gilbert/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV4006_22-SPR_PS_D#subjects)

BEHV 4009 Advanced Topics in Contemporary Psychology

Credit Points 10

Legacy Code 102907

Coordinator Steve Cumming ([https://directory.westernsydney.edu.au/search/name/Steve Cumming/](https://directory.westernsydney.edu.au/search/name/Steve%20Cumming/))

Description Psychological research and practice exist in a cultural, historical and social context. This unit provides students with knowledge and skills for working in Psychology in the complex, unpredictable and diverse contemporary Australian society. In this unit students develop an advanced level of theoretical and empirical knowledge in selected topics of psychology, an awareness of how this

knowledge underpins evidence-based approaches to psychological intervention, and an enhanced capacity for conducting research in selected topic areas. The unit fosters an appreciation of psychology as a scientific discipline and the interplay between psychological research and real-world psychology practice.

School Psychology

Discipline Psychology

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 4 subject

Equivalent Subjects BEHV 4001 - Advanced Topics in Psychology

Restrictions

Students must be enrolled in programs 1796 Graduate Diploma of Psychology, 1865 Bachelor of Psychology (Honours), 1860 Bachelor of Psychological Studies (Honours), 1504 Bachelor of Arts (Psychology) Honours, 1500/1834 Bachelor of Psychology, or 1905 Bachelor of Psychological Science (Honours). Students enrolled in 1500/1834 Bachelor of Psychology must have successfully completed 240 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate advanced theoretical and empirical psychological knowledge in core areas of the discipline,
2. Reflect on their own knowledge of core areas of contemporary psychology.
3. Complete a project to address self-identified gaps in their skills and knowledge in contemporary Psychology
4. Communicate advanced psychological principles, ideas, and research findings clearly and concisely in varied contexts, including interprofessional.
5. Explain how to extend the boundaries of psychological knowledge through research.
6. Critically evaluate the knowledge derived from published psychological research, and use appropriate judgement in the interpretation and application of that research.

Subject Content

The subject consists of modules on advanced areas of psychology that reflect the need for psychologists to adapt to the changing social and professional environment in which they work.

The subject will cover

- Multidisciplinary health care teamwork
- Sexualities and gender identity
- Indigenous psychology
- Multicultural and multilingual settings
- Therapy modes- such as bibliotherapy, telehealth, blended modes
- The psychology of ageing
- Environmental and political psychology

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	Total 1000 words	20	N	Individual
Presentation	10 minutes, with 5 minutes for questions and/or leading discussion	40	N	Individual
Final Exam	2 hours	40	N	Individual

Teaching Periods

Autumn Bankstown Day

Subject Contact Steve Cumming ([https://directory.westernsydney.edu.au/search/name/Steve Cumming/](https://directory.westernsydney.edu.au/search/name/Steve%20Cumming/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV4009_22-AUT_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Steve Cumming ([https://directory.westernsydney.edu.au/search/name/Steve Cumming/](https://directory.westernsydney.edu.au/search/name/Steve%20Cumming/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV4009_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Steve Cumming ([https://directory.westernsydney.edu.au/search/name/Steve Cumming/](https://directory.westernsydney.edu.au/search/name/Steve%20Cumming/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV4009_22-AUT_PS_D#subjects)

BEHV 7001 Advanced Therapeutic Modalities

Credit Points 10

Legacy Code 102361

Coordinator Evelyn Smith ([https://directory.westernsydney.edu.au/search/name/Evelyn Smith/](https://directory.westernsydney.edu.au/search/name/Evelyn%20Smith/))

Description This unit follows from 102360 Core Therapeutic Modalities. Students in this unit will develop foundational skills in assessment, case formulation and treatment planning through understanding and developing skills in further evidence-based psychological therapies that may be modified based on an evolving case formulation and evaluation and tailored to the client as appropriate to their wider social and cultural context. Further, students will be guided in critical examination of similarities and differences across those therapeutic approaches and their application across conditions, populations, settings and cultural contexts. Please note: some of the activities in this unit may include experiential learning, for example where students may be asked to take on the client role using their own lived experience, to provide opportunity for training in therapeutic modalities that are more "real life". Students may opt-out of these activities without consequence

through speaking to the unit coordinator and alternative arrangements for student learning opportunities will be organised.

School Psychology

Discipline Psychology

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) BEHV 7015 AND BEHV 7029

Restrictions

Students must be enrolled in 1814 Master of Professional Psychology.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate knowledge and skills in evidence-based psychological interventions and ways to tailor these to the unique attributes of the person within their wider context and evaluate therapeutic outcomes (APAC GA: 3.7)
2. Apply therapeutic interventions and demonstrate skill in reflecting on practice and identifying areas for improvement. (APAC GA: 3.2, 3.6, 3.9, 3.12 & 3.15)
3. Critically evaluate similarities and differences of therapeutic modalities covered in the subject (APAC GA: 3.9)
4. Based on psychological assessment and formulation, appropriately select therapeutic modalities across diverse settings and cultural contexts and communicate these in a case report (APAC GA: 3.2., 3.3 & 3.8)

Subject Content

Theoretical and empirical foundations of Narrative therapy (NT)
NT assessment, case formulation and application to select psychological problems

Theoretical and empirical foundations of Motivational Interviewing (MI)
MI therapeutic tools and application to select psychological problems

Theoretical and empirical foundations of Acceptance and Commitment therapy (ACT)

ACT assessment, case formulation and application to select psychological problems

Introduction to Schema therapy: theoretical and empirical foundations, approach and application

Introduction to Solution Focused Brief therapy: theoretical foundation, approach and application

Introduction to Emotion Focused therapy: theoretical foundation approach and application

Introduction to Group therapy: approach, skills and context

Evidence-based therapeutic modalities selection across diverse settings and cultural contexts

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical: Motivational interviewing therapy intervention	30 minutes	30	Y	Individual
Practical: Acceptance and Commitment Therapy (ACT) or Narrative therapy intervention	30 minutes	30	Y	Individual
Report	2000 words	40	Y	Individual

Prescribed Texts

- Norcross, J.C. (2011). *Psychotherapy relationships that work: Evidence-based responsiveness*. 2nd Ed. New York: Oxford University Press. (Available on line at Western Sydney Library)

Teaching Periods

Spring Bankstown Day

Subject Contact Evelyn Smith ([https://directory.westernsydney.edu.au/search/name/Evelyn Smith/](https://directory.westernsydney.edu.au/search/name/Evelyn%20Smith/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV7001_22-SPR_BA_D#subjects)

BEHV 7003 Assessment: Cognitive Functions

Credit Points 10

Legacy Code 102400

Coordinator Evelyn Smith ([https://directory.westernsydney.edu.au/search/name/Evelyn Smith/](https://directory.westernsydney.edu.au/search/name/Evelyn%20Smith/))

Description This unit provides a comprehensive introduction to the cognitive psychological assessment of children, adolescents and adults. It is designed to assist students in the professional psychology programs to develop theoretical knowledge and practical skills in the cognitive assessment of clients. Students will become familiar with the current theoretical and empirical foundations of psychological assessment, and the application of these theories and research findings to assessment practice in empirically valid and culturally responsive ways. Students will be introduced to contemporary practice in the assessment of cognition, personality and behaviour. Training in the administration of key instruments will be provided. Students will be instructed in the integration of assessment data into clinically-useful reports, including inter-disciplinary communication. Different approaches to psychological assessment will be compared and evaluated. Ethical and professional issues in psychological assessment will be discussed.

School Psychology

Discipline Psychology

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects BEHV 7026 - Psychological Assessment LGYA 1196 - Psychological Assessment 1

Restrictions

Students must be enrolled in 1812 Master of Clinical Psychology or 1814 Master of Professional Psychology.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Define the theoretical and empirical foundations of psychological assessment (APAC GA: 3.2, 3.16, 4.2.1ii)
- Critically evaluate psychological tests, including their application in culturally responsive ways (APAC GA: 3.2, 3.16, 4.2.1ii)
- Examine ethical issues in psychological assessment (APAC GA: 3.12)
- Show knowledge in appropriate selection of assessment methods and measures (APAC GA: 3.4, 3.6, 4.2.2ii)
- Demonstrate skills in conducting and interpreting major measures of child and adult intelligence, achievement and other cognitive domains (APAC GA: 3.4, 3.6, 3.14, 3.15, 4.2.2ii)
- Formulate and appropriately communicate assessment results to clients and other professionals (APAC GA: 3.8, 3.10, 4.2.2iii)

Subject Content

Theories, models and methods in psychological assessment
Intelligence and cognitive systems

Intellectual assessment: WAIS-IV, WISC-IV and other test batteries
Assessment of academic achievement: WIAT-II, NARA-III and other measures

Assessment of language, memory and other cognitive functions: WMS-IV, CELF-4 and other measures

Assessment of behaviour, emotion, and personality (NEO-PI and other measures)

Observational methods

Psychometric principles and methods

Developmental and acquired cognitive disorders

Report writing

Professional and ethical issues in assessment, including application of psychological testing and assessment in culturally responsive ways.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical Exam	1 hour in total	30	Y	Individual
Report	2,000 words	30	Y	Individual
Final Exam	2 hours	40	Y	Individual

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Evelyn Smith ([https://directory.westernsydney.edu.au/search/name/Evelyn Smith/](https://directory.westernsydney.edu.au/search/name/Evelyn%20Smith/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV7003_22-AUT_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Evelyn Smith ([https://directory.westernsydney.edu.au/search/name/Evelyn Smith/](https://directory.westernsydney.edu.au/search/name/Evelyn%20Smith/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV7003_22-AUT_KW_D#subjects)

BEHV 7004 Assessment: Psychological Practice

Credit Points 10

Legacy Code 102359

Coordinator Janet Conti ([https://directory.westernsydney.edu.au/search/name/Janet Conti/](https://directory.westernsydney.edu.au/search/name/Janet%20Conti/))

Description This unit will provide students with the skills to psychologically assess and diagnose a range of psychological disorders in adults and in children that are presented in psychological practice. This unit will be complemented by 102400 Assessment: Cognitive Functions in the second semester which will focus more on cognitive assessments. Upon completion of this unit, students will have an understanding of a range of assessment tools, their psychometric qualities, application and utility in a psychological practice. They will also develop skills in applying and interpreting assessment tools and how those tools may aid diagnostic and therapeutic processes.

School Psychology

Discipline Psychology

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Restricted to Postgraduate students with an APAC accredited 4 year psychology sequence.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Define the principle of clinical assessment.
2. Demonstrate knowledge and understanding of assessment application at diagnostic and therapeutic levels.
3. Compare a range of different assessment tools, their psychometric properties and application
4. Apply knowledge of assessment tools across a range of diagnostic and therapeutic contexts
5. Demonstrate skills in conducting and interpreting assessment.
6. Formulate and appropriately communicate assessment results to clients and other professionals.

Subject Content

Principles of Clinical Assessment
 Assessing Mood Disorders and Self-Harm Risk
 Assessing Anxiety Disorders
 Assessing Child Behavioural and Emotional Functioning
 Assessing OCD and Related Disorders
 Assessing Personality and Aptitudes
 Assessing Chronic Pain and Physical Disability
 Assessing Trauma & Related Disorders

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Interview: Assessment	30 minutes	30	Y	Individual
GP Assessment Report	2,000 words	20	Y	Individual
Final Exam: Short-answer Questions Exam	2 hours	50	Y	Individual

Teaching Periods

BEHV 7005 Child Clinical Psychology

Credit Points 10

Legacy Code 101210

Coordinator Fran Doyle ([https://directory.westernsydney.edu.au/search/name/Fran Doyle/](https://directory.westernsydney.edu.au/search/name/Fran%20Doyle/))

Description This unit introduces the nature, assessment and treatment of psychological disorders in children and adolescents. Students will examine the diagnostic classification, epidemiology and aetiology of a range of psychological problems in childhood and adolescence, including anxiety disorders, mood disorders, behavioural disorders, trauma and stressor-related disorders, eating disorders, learning disabilities, and attention-deficit disorder. The theoretical and empirical foundations of a range of cognitive and behavioural techniques will be discussed along with a number of major conceptual and practical issues in the treatment of psychological disorders in childhood and adolescence, including cultural and inter-professional contexts.

School Psychology

Discipline Psychology

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYA 0486 - Clinical Problems in Children and Adolescents BEHV 7004 - Assessment Psychological Practice

Restrictions

Students must be enrolled in programs 1812 Master of Clinical Psychology or 1814 Master of Professional Psychology

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate the characteristics of the common emotional and behavioural disorders in childhood and adolescence (APAC GA: 3.5, 4.2.1i, 4.2.1ii, 4.2.1iii & 4.2.2i).
2. Apply reliable and valid and culturally responsive methods of assessing and writing reports for children and adolescents with psychological disorders (APAC GA: 3.2, 3.6, 3.8, 4.2.1iii, 4.2.2ii, 4.2.2iii).
3. Implement and evaluate psychological interventions, including cognitive and behavioural therapies, for a range of emotional and behavioural disorders in childhood and adolescence reflecting upon the appropriate treatment modifications required for each clinical population and including working with the unique attributes of the person within their cultural context (including with Aboriginal and Torres Strait Islander Australians) (APAC GA: 3.2, 3.7, 4.2.2ii, 4.2.2iv, 4.2.3i & 4.2.3ii).
4. Critically evaluate research concerning the efficacy of psychological therapies with children and adolescents (APAC GA: 3.16 & 4.2.3iv).
5. Demonstrate an applied understanding of the role of a psychologist in an inter-professional context in the assessment and treatment of child and adolescent clinical presentations (APAC GA: 3.10, 3.12 & 4.2.3iii).

Subject Content

Theoretical and empirical foundations of child psychopathology
 Assessment of psychopathology in childhood
 Nature and epidemiology of common childhood disorders
 The development, implementation and evaluation of psychological interventions, including cognitive and behavioural therapies, for a range of psychological disorders in childhood and adolescence.
 Cultural responsiveness in psychological assessment and interventions with children and families, including with Aboriginal and Torres Strait Islander Australians.
 The role and contribution of a psychologist within an inter-professional treatment context.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Critical Review: Analysis of case scenario and treatment options that includes the role of the psychologist in an inter-professional context	2,500 words	50	Y	Individual

Case Study:	1,500 words	50	Y	Individual
Culturally responsive Clinical Interview, Assessment and Intervention Plan				

Prescribed Texts

- American Psychiatric Association (2013). Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition. Arlington, VA, American Psychiatric Association.
- Beauchaine, T. P., & Hinshaw, S. P. (Eds.) (2017). Child and Adolescent Psychopathology, Third Edition. Hoboken, NJ: John Wiley & Sons

Teaching Periods

Spring Bankstown

Day

Subject Contact Fran Doyle ([https://directory.westernsydney.edu.au/search/name/Fran Doyle/](https://directory.westernsydney.edu.au/search/name/Fran%20Doyle/))

View timetable (https://classregistration.westernsydney.edu.au/event/timetable/?subject_code=BEHV7005_22-SPR_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Fran Doyle ([https://directory.westernsydney.edu.au/search/name/Fran Doyle/](https://directory.westernsydney.edu.au/search/name/Fran%20Doyle/))

View timetable (https://classregistration.westernsydney.edu.au/event/timetable/?subject_code=BEHV7005_22-SPR_KW_D#subjects)

BEHV 7006 Clinic Placement A

Credit Points 10

Legacy Code 101815

Coordinator Karen Moses ([https://directory.westernsydney.edu.au/search/name/Karen Moses/](https://directory.westernsydney.edu.au/search/name/Karen%20Moses/))

Description This introductory placement unit comprises 180 hours of placement activity accrued one-day a week over 24 weeks and is designed to allow students to apply the theoretical knowledge they have gained in the following coursework units, Core Skills & Ethical Practice; Psychological Assessment; Psychopathology: Theory and Practice and Psychological Interventions 1. The aim of the unit is to establish and enhance, under close supervision, a range of clinical psychology assessment and intervention skills applied to real clients. Regular and systematic video-recording of trainee-client sessions and supervisor feedback guided by competency-based principles provide trainees with an excellent opportunity to acquire, consolidate and generalise a wide range of competencies important for clinical psychology practice.

School Psychology

Discipline Psychology

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) BEHV 7014 AND
BEHV 7003 AND
BEHV 7029 AND
BEHV 7027

Co-requisite(s) BEHV 7005

Restrictions

Students must be enrolled in program 1812 - Master of Clinical Psychology.

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate core evidence-based clinical psychology assessment and formulation competencies at an advanced-beginner level for common psychological problems, including with culturally diverse and indigenous populations (APAC GA: 3.2, 3.3, 3.4, 3.5, 3.6, 3.8, 3.9, 4.2.1i, ii, iii, 4.2.2 I, ii, iii & 4.2.3iv).
2. Demonstrate core evidence-based clinical psychology intervention competencies at an advanced-beginner level for common psychological problems, including with culturally diverse / indigenous populations and with consideration to the context in which a client lives (APAC GA: 3.2, 3.3, 3.7, 3.8, 3.9, 4.2.2iv & 4.2.3 i, ii, iv).
3. Display therapist-client and supervisee-supervisor relationship competencies at an advanced-beginner level (APAC GA: 3.10, 3.11, 3.12, 4.2.3iii).
4. Demonstrate professionalism, professional communication competencies, ethical judgment and ethical conduct in accordance with the Code of Conduct endorsed by the Psychology Board of Australia and meet all of the program inherent requirements. This includes professional engagement with and showing respect for the skills and contributions of other involved professionals (APAC GA: 3.3, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 4.2.3iii).
5. Demonstrate scientist-practitioner and reflective practitioner meta-competencies at the beginner level. This includes evaluating the effectiveness of own practice and making changes as required (APAC GA: 3.11, 3.14 & 3.15).
6. Comply with accreditation requirements concerning practicum, casework and supervision hours (APAC GA: 3.2-3.15, 4.2.1, 4.2.2, 4.2.3).

Subject Content

Supervised placement in the Western Sydney University Psychology Clinics.

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Simulation	1 hour	S/U	Y	Individual
Professional Placement Performance	As outlined in the CYPRS	S/U	Y	Individual
Logbook	Details specified in the Logbook Guidelines	S/U	Y	Individual

Teaching Periods

2nd Half

Penrith (Kingswood)

Day

Subject Contact Karen Moses ([https://directory.westernsydney.edu.au/search/name/Karen Moses/](https://directory.westernsydney.edu.au/search/name/Karen%20Moses/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV7006_22-2H_KW_D#subjects)

BEHV 7008 Clinical Health Psychology

Credit Points 10

Legacy Code 101220

Coordinator Janet Conti ([https://directory.westernsydney.edu.au/search/name/Janet Conti/](https://directory.westernsydney.edu.au/search/name/Janet%20Conti/))

Description In this unit students acquire an understanding of how biological, psychological, social factors interact in health and illness, and how the principles of biopsychosocial models of health inform clinical psychology intervention strategies that can be applied to the management of physical disorders. This unit will cover psychological assessment, formulation that integrates medicine and psychology, clinical health psychology treatments and assessment of their outcomes. Given that comorbidity has an impact on health outcomes, psychological practice when working with co-morbid substance use disorders will also be addressed. Practice within this branch of clinical psychology requires working within inter-disciplinary treatment contexts that include medical interventions and the tailoring of psychological interventions to help manage a medical condition and enhance quality of life. The unit includes culturally responsive attitudes and skills in clinical health psychology practice, including when working with Aboriginal and Torres Strait Islander Australians.

School Psychology

Discipline Psychology

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) BEHV 7027 AND BEHV 7029

Equivalent Subjects LGYB 5193 - Clinical Health Psychology BEHV 7011 - Clinical Psychopathology 2

Restrictions

Students must be enrolled in 1546 Master of Psychology (Clinical Psychology) or 1812 Master of Clinical Psychology

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply evidence-based practice in clinical health psychology that integrates empirically supported psychological treatments with consideration of the client's health, illness and wider social and cultural contexts (APAC GA: 3.2, 3.16, 4.2.1i & 4.2.1ii, 4.2.3iv).
2. Outline the characteristics of a range of effective psychological treatments for complex and comorbid presentations (APAC GA: 3.2, 4.2.2iii).
3. Compare and contrast the assessment, planning, implementation, tailoring and evaluation of outcomes of psychological treatments of these disorders with diverse client groups, including working with the unique attributes of the person within their family, health and cultural context, including from multicultural and Aboriginal and Torres Strait Islander contexts (APAC GA: 3.2, 3.7, 4.2.2iii & iv & 4.2.3ii).
4. Articulate the importance of the contributions of a multidisciplinary teams and interventions (including pharmacological) to treatment plans development and implementation and communication within an inter-professional context (APAC GA: 3.10, 3.12, 4.2.1iv, 4.2.2ii & 4.2.3iii).
5. Implement a psychological intervention for a client for a range of specific clinical populations, reflecting upon the appropriate treatment modifications required for each population and their own emerging practice in clinical health psychology contexts (APAC GA: 3.2, 3.3, 3.9, 3.14, 3.15 & 4.2.3i).
6. Demonstrate competency in MI-MAP case formulation skills and therapeutic skills in one psychological intervention (APAC GA: 3.7, 3.14, 3.15 & 4.2.3i).

Subject Content

Integrating medicine, other disciplines and psychology: formulation framework for clinical health psychology
 Transdiagnostic and e-mental health treatment for chronic health conditions
 Psychoneuroimmunology and health models
 Models of adjustment and complicated grief in living with chronic and life-threatening illness
 Therapeutic modalities (Motivational Interviewing, Problem Solving Therapy)
 Psychological interventions for co-morbid presentations, including substance use disorders
 Pain mechanisms and management
 Acute and chronic health conditions (e.g., spinal cord injury, stroke, multiple sclerosis; asthma; diabetes; arthritis, obesity, cardiovascular disease)
 Clinical Health Psychology practice within a range of cultural contexts, including when working with Aboriginal and Torres Strait Islander Australians

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
1a Simulation	40 minutes	S/U	Y	Individual

1b	40 minutes	40	Y	Individual
Simulation				
Exam	2 hours	60	Y	Individual

Teaching Periods

Spring Bankstown Day

Subject Contact Janet Conti ([https://directory.westernsydney.edu.au/search/name/Janet Conti/](https://directory.westernsydney.edu.au/search/name/Janet%20Conti/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV7008_22-SPR_BA_D#subjects)

Penrith (Kingswood) Day

Subject Contact Janet Conti ([https://directory.westernsydney.edu.au/search/name/Janet Conti/](https://directory.westernsydney.edu.au/search/name/Janet%20Conti/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV7008_22-SPR_KW_D#subjects)

BEHV 7009 Clinical Neuropsychology and Psychopharmacology

Credit Points 10

Legacy Code 101817

Coordinator Travis Wearne ([https://directory.westernsydney.edu.au/search/name/Travis Wearne/](https://directory.westernsydney.edu.au/search/name/Travis%20Wearne/))

Description This unit provides a comprehensive grounding in contemporary neuropsychological theories, methods and measures, including understanding of neurocognitive disorders. The nature of the cognitive systems involved in attention, memory, language, spatial processing, and executive functions will be reviewed, with discussion of the neuropsychological assessment of each of these systems. The unit also includes coverage of the classification, use and efficacy of common psychopharmacological agents. The unit will stress the importance of neural abnormalities in patients, and how these are related to symptoms and behavioural dysfunction. Working within inter-disciplinary contexts that include psychological, pharmacological and surgical treatments for neuropsychological disorders will also be discussed.

School Psychology

Discipline Psychology

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) BEHV 7003

Equivalent Subjects LGYA 1205 - Clinical and Forensic Neuropsychology

Restrictions

Students must be enrolled in 1546 Master of Psychology (Clinical Psychology) or 1812 Master of Clinical Psychology or 8108 Doctor of Philosophy/Master of Clinical Psychology

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Draw from appropriate theory to analyse the neuropsychology of neurocognitive disorders (APAC GA: 3.2, 3.5, 4.2.1i, ii & iii, & 4.2.2i).
2. Demonstrate evidence-based practice skills in neuropsychological assessment and treatment formulation, including in the context of inter-disciplinary interventions (APAC GA: 3.5, 3.6, 4.2.2ii, 4.2.2iii, & 4.2.3iii).
3. Classify and explain the mechanisms of psychoactive drug action (APAC GA: 4.2.1iv).
4. Characterise and explain the common psychopharmacological treatments (APAC GA: 4.2.1iv).
5. Demonstrate applied understanding and competency in the delivery of at least one specific neurocognitive assessment measure (APAC GA: 3.4, 3.6, 4.2.2ii & 4.2.2iii).

Subject Content

1. Neuroanatomy for Clinical Psychologists
2. Neuropsychological Assessment (Neuropsychological Methods, Screening & Interdisciplinary Practice)
3. Disorders of Executive Control, Social Cognition & Emotion Dysregulation
4. Alcohol & Substance Use
5. Memory and Neurodegenerative Disorders
6. Neuropsychology of Psychiatric Disorders
7. Acquired Brain Injuries
8. Neuropsychological Rehabilitation & Intervention
9. Introduction to Psychopharmacology
10. Psychopharmacology: Depression & Anxiety
11. Psychopharmacology: ADHD & Psychotic Disorders
12. The Interplay Between Psychopharmacology & Clinical Psychology

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	1 hour	20	N	Individual
Practical	60 minutes demonstrator	30	N	Individual
End-of-session Exam	48 Hours - Administered over vUWS	50	N	Individual

Teaching Periods

Spring Bankstown Day

Subject Contact Travis Wearne ([https://directory.westernsydney.edu.au/search/name/Travis Wearne/](https://directory.westernsydney.edu.au/search/name/Travis%20Wearne/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV7009_22-SPR_BA_D#subjects)

Penrith (Kingswood) Day

Subject Contact Travis Wearne ([https://directory.westernsydney.edu.au/search/name/Travis Wearne/](https://directory.westernsydney.edu.au/search/name/Travis%20Wearne/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV7009_22-SPR_KW_D#subjects)

BEHV 7010 Clinical Psychopathology 1

Credit Points 10

Legacy Code 101812

Coordinator Craig Gonsalvez ([https://directory.westernsydney.edu.au/search/name/Craig Gonsalvez/](https://directory.westernsydney.edu.au/search/name/Craig%20Gonsalvez/))

Description This unit provides a comprehensive examination of the nature, context and assessment of adult psychopathology. Students will review and critically evaluate the origins and structure of current diagnostic systems, and examine the diagnostic criteria for a range of major psychopathological syndromes and the range of contexts within which they may arise. Skills in balancing the assessment of adult disorders with counselling and engagement through a clinical diagnostic interview will be acquired. Beginning level skills in the formation of adult disorders will also be acquired.

School Psychology

Discipline Psychology

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYA 1201 - Clinical Psychopathology LGYA 0485 - Advanced Psychopathology

Restrictions

Students must be enrolled in 1546 Master of Psychology (Clinical Psychology) or 1812 Master of Clinical Psychology

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Discuss the history and characteristics of the DSM and ICD and critically evaluate their strengths and limitations as classificatory systems of adult psychopathology.
2. Outline the diagnostic features and associated characteristics of the major DSM-5 psychological disorders (anxiety, mood, trauma and obsessive-compulsive and related disorders).
3. Describe the current major theories of the aetiologies of these disorders, identify risk and resilience factors and understand the diverse contexts within which such difficulties may arise.
4. Demonstrate competence in the assessment of adult psychopathology and making relevant and adequate diagnoses, case formulations and management plans for common psychological disorders. Conduct the clinical diagnostic interview in an interpersonally and culturally sensitive manner.

Subject Content

Theoretical and empirical foundations of psychopathology.
Clinical assessment of psychopathology.
Current classification systems (DSM-5 and contrasted to ICD 10, where relevant)
Anxiety disorders.
Mood disorders (including depressive and bipolar disorders).
Trauma and stressor-related disorders.
Obsessive-compulsive and related disorders.

DSM as a construction of disorder and relational problems that may be a focus of clinical attention.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Short Answers – Exam Part A: Mid Semester Part B: End of semester; both in class	1 hour (Part A) 1 hour (Part B)	30	Y	Individual
Practical – Clinical Skills Presentation	20 minutes	30	Y	Individual
Clinical Diagnostic Interview a. Practical skills demonstration (essential competencies) b. Practical skills demonstration (flexibility, reliability, generalisability)	50 minutes	40	Y	Individual

Teaching Periods

BEHV 7011 Clinical Psychopathology 2

Credit Points 10

Legacy Code 101813

Coordinator Janet Conti ([https://directory.westernsydney.edu.au/search/name/Janet Conti/](https://directory.westernsydney.edu.au/search/name/Janet%20Conti/))

Description This unit continues the study of clinical psychopathology. Students will examine the nature and assessment of a range of complex psychopathological syndromes, including schizophrenia and other psychotic disorders; eating disorders; personality disorders; substance-related disorders; dissociative disorders; and sexual and gender identity disorders and psychopathology presentations in diverse contexts (such as forensic settings and working with families).

School Psychology

Discipline Psychology

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) BEHV 7010

Restrictions

Students must be enrolled in 1812 Master of Clinical Psychology.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the diagnostic features and associated characteristics of psychopathological problems likely to be encountered in clinical practice
2. Describe the diagnostic features and associated characteristics of more complex less common, and co-morbid psychopathology diagnostic categories.
3. Apply the current major theories of the aetiologies of these disorders, identify vulnerability and resilience factors, and treatment alternatives
4. Develop skills in complex clinical formulations that are built upon theories, diagnostic characteristics and tailored to individual clients within their unique contexts
5. Develop clinical skills in the recognition of the various psychopathological issues and, where appropriate, the need for referral or involvement of other specialist services and health practitioners.
6. Develop skills in report writing for complex psychopathological issues that includes a comprehensive diagnostic formulation for the foundation for the proposed intervention

Subject Content

Schizophrenia and other psychotic disorders
Feeding and eating disorders
Personality disorders
Substance-related disorders
Sexual dysfunctions
Sleep/wake disorders
Dissociative disorders
Common psychopathological disorders in Forensic populations
Somatic symptom and related disorders
Family systems assessment

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	3,000 words	40	Y	Individual
Final Exam	2 hours	60	Y	Individual

Teaching Periods

BEHV 7012 Clinical Research Methods

Credit Points 10

Legacy Code 101814

Coordinator Fran Doyle ([https://directory.westernsydney.edu.au/search/name/Fran Doyle/](https://directory.westernsydney.edu.au/search/name/Fran%20Doyle/))

Description The ability to understand and critique empirical research findings, and to evaluate the efficacy of therapeutic interventions, is essential to the professional psychologist as a scientist-practitioner.

This unit equips students with advanced skills in utilising the research literature to guide and enhance their professional practice, design interventions to test clinically relevant hypotheses, and critically evaluate the effectiveness of existing research based on empirical evidence. It includes instruction in both quantitative and qualitative research design, program evaluation, single case designs and pilot studies.

School Psychology

Discipline Psychology

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYA 0492 - Advanced Research Design

Restrictions

Students must be enrolled in 1546 Master of Psychology (Clinical Psychology), 1812 Master of Clinical Psychology or 1814 Master of Professional Psychology.

Assumed Knowledge

Years 1-4 Undergraduate psychology level research design, methods, and analysis.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Recognise research design and methodology as a way of thinking, problem-solving, and approaching substantive clinically-relevant research questions (APAC GA: 3.2).
2. Evaluate and critique theoretical and applied literature to inform research evidence-based practice (APAC GA: 3.16, 4.2.1i & 4.2.3iv).
3. Evaluate a range of research methodologies to design a project that assesses clinical outcomes in psychology practice, including relevant transdisciplinary research for inter-professional practice (APAC GA: 3.9 & 3.17).
4. Conduct and report on a single case design project in relation to a clinically relevant area (APAC GA: 3.8 & 3.17).

Subject Content

Evidence-Based Practice and principles of research design and implementation.

Program and service evaluation.

Single-case experimental designs (SCEDs).

Pilot studies, assessing feasibility and acceptability.

Quasi-experimental designs and Randomised Control Trials.

Systematic Reviews, Meta-analysis, and Clinical Practice Guidelines and transdisciplinary research.

Qualitative Research Designs and Analyses.

Designing a project or developing an assessment process in professional psychology practice.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Literature Review	1,500 words	35	Y	Individual

Case Study	2,000 words	400	Y	Individual
Professional Task	1,000 words	25	Y	Individual

Teaching Periods

Spring Bankstown Day

Subject Contact Fran Doyle ([https://directory.westernsydney.edu.au/search/name/Fran Doyle/](https://directory.westernsydney.edu.au/search/name/Fran%20Doyle/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV7012_22-SPR_BA_D#subjects)

Penrith (Kingswood) Day

Subject Contact Fran Doyle ([https://directory.westernsydney.edu.au/search/name/Fran Doyle/](https://directory.westernsydney.edu.au/search/name/Fran%20Doyle/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV7012_22-SPR_KW_D#subjects)

BEHV 7013 Cognitive Science: Research and Application

Credit Points 10

Legacy Code 800173

Coordinator Jennifer Macritchie ([https://directory.westernsydney.edu.au/search/name/Jennifer Macritchie/](https://directory.westernsydney.edu.au/search/name/Jennifer%20Macritchie/))

Description Cognitive science is the interdisciplinary scientific investigation of the mind. Contemporary research in cognitive science conducted by members of the MARCS Institute forms the core of the unit. Research areas to be addressed: plasticity and learning; action and coordination; nonverbal communication; and ageing and cognition. Examples of research questions: Can learning be unconscious? What mechanisms enable interpersonal coordination as seen in music and dance ensembles? Why is it that music elicits strong emotions? How does attention influence perception? How does conditioning explain human preferences? Does social facilitation apply to humans interacting with robots? In what way does ageing impact upon decision making? Applications to the arts, education, health, aging, design, human-machine interaction and artificial intelligence will be discussed.

School Graduate Research School

Discipline Psychology

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Assumed Knowledge

Master of Research core subjects: Research Design 1, Research Literacies or equivalent.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate understanding of theories and concepts in cognitive science regarding plasticity, nonverbal communication, action and coordination, and ageing.

2. Apply concepts from cognitive science to a real-world practical problem.
3. Discuss interdisciplinary research conducted in one of three programs in MARCS.
4. Use software to create experimental stimuli for an experiment in one of the content areas.
5. Construct and conduct a cognitive science experiment.
6. Develop testable hypothesis and communicate experiment rationale, design, results and implications

Subject Content

1. Introduction to cognitive science: definitions, overview and particular perspectives.
2. Sensory and cognitive plasticity and functional fixedness. For example: evaluative conditioning and preferences; unconscious learning; auditory and visual perception and attention.
3. Action and coordination. For example, sensorimotor processes in interpersonal coordination; creativity, learning and memory in music and dance.
4. Nonverbal communication and mediation. For example, music and emotion; social processes in human-robot interaction; experience design; robots and pedagogy.
5. Ageing and cognition: For example, hearing-related problems; decision-making and aging.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	10 questions x 10 weeks	40	N	Individual
Experiment creation and reporting	Experiment and 10 minute presentation	40	N	Individual
WIKI page	1000 words	20	N	Individual

Teaching Periods

BEHV 7014 Core Skills and Ethical Practice

Credit Points 10

Legacy Code 101810

Coordinator Steve Cumming ([https://directory.westernsydney.edu.au/search/name/Steve Cumming/](https://directory.westernsydney.edu.au/search/name/Steve%20Cumming/))

Description In this unit students apply core evidence-based counselling and intervention skills that are responsive to working within culturally and linguistically diverse communities, including and Aboriginal and Torres Strait Islander Australians. This unit addresses key cultural ethical, legal, and professional aspects of psychological practice; including working within one's competency and within inter-disciplinary contexts and the management of risk across the lifespan, including child protection. The theoretical underpinnings of evidence-based intervention strategies and ethical practice across the lifespan are critically examined, including from Aboriginal and Torres Strait Islander perspectives. Students develop their professional understanding of the codes and guidelines of the

Australian Psychological Society and Psychology Board of Australia, and the relevant State and Commonwealth Acts and Regulations of Parliament. Major practice problems faced by psychologists and modes of resolution acceptable within the profession are considered. Students reflect on professionalism in psychology practice and how their own perspectives, world views, values and competencies may inform their processes ethical decision-making. Students will also identify areas for ongoing professional development.

School Psychology

Discipline Psychology

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYA 0477 - Core Skills and Ethical Practice LGYA 1198 - Core Skills Counselling and Ethical Practice

Restrictions

Students must be enrolled in 1546 Master of Psychology (Clinical Psychology), 1812 Master of Clinical Psychology or 1814 Master of Professional Psychology

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Implement evidence-based counselling and intervention skills within a framework of problem exploration, reflection on one's own practice and identifying areas for improvement (APAC GA: 3.2, 3.14 & 3.15).
2. Identify, demonstrate and reflect on key skills in building a therapeutic alliance, including attending and active listening, relational skills, including empathy, building motivation to change and goal setting, and evaluating change in a culturally responsive way that can be applied across all forms of psychotherapy (APAC GA: 3.3 & 4.2.2iv).
3. Implement therapeutic practices to ensure, inform and evaluate safe ps

Subject Content

Overview and critical evaluation of counselling and intervention models and frameworks, and their application including basic skills of active listening and responding, communication skills in three phases of problem-focused counselling, and forming a positive working alliance with clients and colleagues.

Therapeutic skills for challenging, goal setting and helping clients choose action strategies.

Cultural adaptations and responsiveness in counselling skills, including working with Aboriginal and Torres Strait Islander people.

Managing risk over the lifespan: Risk assessment, crisis management and child protection.

Managing risk over the lifespan: Risk assessment, crisis management and child protection. 5. Ethical contexts and guides: Rationale for professional codes, relating codes to moral theory, and overview of APS and Registration Board codes and the codes and the APS ethical guidelines for the provision of psychological services for, and conduct of psychological research with, Aboriginal and Torres Strait Islander peoples (2015).

Application and evaluation of moral theory and professional codes to a range of professional issues, including professional boundaries in relationships with clients, working within inter-professional contexts and within one's competency.

Ethical decision making: Sequential steps, meta-ethical considerations and moral theory to inform responding to and dealing with ethical dilemmas.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Critical Review	1,500-2,000 words	30	Y	Individual
Essay	1,500 words	30	Y	Individual
Practical Exam	a) Practical skills demonstration (essential competencies); (S/U) .b) Practical skills demonstration (flexibility, reliability) (40%) 30 minutes	40	Y	Individual

Prescribed Texts

- Egan, G. (2009). *The skilled helper* (9th Ed.). Belmont, CA: Brooks/Cole, Cengage Learning. Morrissey, S., & Reddy, P. (Eds.) (2006). *Ethics and professional practice for psychologists*. South Melbourne, Vic: Thomson

Teaching Periods

Autumn Bankstown

Day

Subject Contact Steve Cumming ([https://directory.westernsydney.edu.au/search/name/Steve Cumming/](https://directory.westernsydney.edu.au/search/name/Steve%20Cumming/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV7014_22-AUT_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Steve Cumming ([https://directory.westernsydney.edu.au/search/name/Steve Cumming/](https://directory.westernsydney.edu.au/search/name/Steve%20Cumming/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV7014_22-AUT_KW_D#subjects)

BEHV 7015 Core Therapeutic Modalities

Credit Points 10

Legacy Code 102360

Coordinator Craig Gonsalvez ([https://directory.westernsydney.edu.au/search/name/Craig Gonsalvez/](https://directory.westernsydney.edu.au/search/name/Craig%20Gonsalvez/))

Description This unit provides an introduction to the theory and practice of Cognitive Behaviour Therapy (CBT), an evidence-based form of therapy and an important therapeutic tool for psychologists working in diverse settings. Students in this unit will develop foundational skills in CBT assessment, formulation and treatment and a critical understanding of CBT application across conditions, populations and social settings. In addition, students will be introduced to family therapy (FT), including different models of FT, assessment, case formulation and FT application across different family situations. CBT and FT will be contrasted and examined for their application to a range of common psychological presentations, including ways to tailor responsive interventions in Aboriginal and Torres Strait Islander and multicultural contexts.

School Psychology

Discipline Psychology

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 1814 Master of Professional Psychology.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain and critically evaluate theories and models of Cognitive Behavioural Therapy (CBT) and Family Therapy (APAC GA:3.2).
2. Implement a CBT assessment, formulation, therapeutic intervention and reflect on practice (APAC GA: 3.3, 3.6, 3.9, 3.15).
3. Contrast CBT and Family Therapy interventions across a range of psychological problems (APAC GA:3.2).
4. Examine therapeutic complexities and develop ways to evaluate and tailor CBT and Family Therapy approaches in Aboriginal and Torres Strait Islander peoples and multicultural contexts (APAC GA:3.2, 3.3, 3.7).

Subject Content

1. Theoretical and empirical foundations of Cognitive Behaviour Therapy (CBT)
2. CBT issues and methods
3. CBT assessment and case formulation
4. CBT application to common psychological problems and settings.
5. CBT related therapeutic approaches
6. Theoretical and empirical foundations of Family Therapy (FT)
7. Family therapy issues and methods
8. Introduction to family therapy assessment, and case formulation
9. Introduction to family therapy applications
10. Tailoring CBT in Aboriginal and Torres Strait Islander and multicultural contexts

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical Exam	50 minutes	S/U	Y	Individual

Practical Exam	50 minutes	50	Y	Individual
Report	2,000 words	50	Y	Individual

Prescribed Texts

- Kennerley, H., Kirk, J., & Westbrook, D. (2017). An introduction to Cognitive Behaviour Therapy - Skills and Applications. Edn 3. London: Sage

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Craig Gonsalvez ([https://directory.westernsydney.edu.au/search/name/Craig Gonsalvez/](https://directory.westernsydney.edu.au/search/name/Craig%20Gonsalvez/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV7015_22-AUT_BA_D#subjects)

BEHV 7016 Digital Social Research in Action

Credit Points 10

Legacy Code 102253

Coordinator Luigi Di Martino ([https://directory.westernsydney.edu.au/search/name/Luigi Di Martino/](https://directory.westernsydney.edu.au/search/name/Luigi%20Di%20Martino/))

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

School Social Sciences

Discipline Behavioural Science

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

Knowledge of digital social research.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Determine opportunities to apply digital social science methods in innovative contexts;
2. Justify the selection and application of digital social science methods for a particular problem;
3. Construct and apply a digital social science approach to research;
4. Communicate digital social science projects in a manner appropriate for the discipline, audience and purpose (e.g. audience-appropriate structure, content, and referencing style);

5. Manage client and stakeholder expectations to ensure ethical and moral conduct in the use of digital social science data.

Subject Content

Research conceptualisation including research aims, objectives, and questions
 The importance of social theory for digital research
 Research designs and analytical frameworks for digital social research
 Client and stakeholders engagement
 Stakeholder mapping and management of expectations
 Ethical and moral use of digital social data
 Progress tracking for successful project delivery
 Report writing and strategic communication

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Pitch - Oral Presentation	10 minutes	20	N	Individual
Progress Tracking Report	1,500 words	30	N	Individual
Client Report	3,000 words	50	N	Individual

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Luigi Di Martino ([https://directory.westernsydney.edu.au/search/name/Luigi Di Martino/](https://directory.westernsydney.edu.au/search/name/Luigi%20Di%20Martino/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV7016_22-SPR_PC_D#subjects)

BEHV 7018 Integrated Practices 3: Emotions, Embodiment and Connection

Credit Points 20

Legacy Code 102372

Coordinator Amanda Webb ([https://directory.westernsydney.edu.au/search/name/Amanda Webb/](https://directory.westernsydney.edu.au/search/name/Amanda%20Webb/))

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

develop skills in working with emotions and nonverbal communication, as well as recognizing how the 'spoken' incorporates the physical.

School Social Sciences

Discipline Counselling

Student Contribution Band HECS Band 4 20cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) WELF 7009 AND
 WELF 7013 AND
 WELF 7010 AND
 WELF 7006 AND
 WELF 7014

Co-requisite(s) WELF 7002

Restrictions

Students must be enrolled in 1817 M Psychotherapy and Counselling.

Assumed Knowledge

Concurrent or previous study of any foundational subject in counselling.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Reflect constructively on the concepts of emotion, embodiment and connection and explore their implications for the practice of psychotherapy and counselling.
2. Critically analyse how findings from contemporary neuroscience can be integrated into trauma-informed therapy from an interpersonal perspective.
3. Evaluate concepts and use of emotions and somatic awareness across different approaches to psychotherapy, including sensorimotor psychotherapy, somatic response therapy, gestalt therapy, the PTSD trauma model, emotionally focused therapy, constructivist self-development theory (CSDT)
4. Recognise and demonstrate the use of emotions, ♦️felt sense♦️ and somatic awareness within a therapeutic relationship, to assist clients to connect with themselves and others, particularly in relation to healing from trauma.
5. Effectively practice interpersonal counselling under supervision

Subject Content

1. Examination of the mind/body relationship in response to trauma from the perspective of contemporary neuroscience.
2. Exploration of working with emotions and somatic responses in the context of the talking therapies.
3. Understanding the specific features of the therapeutic relationship in the context of working with trauma.
4. Consideration and experiential learning of trauma informed therapeutic models, such as sensorimotor psychotherapy, neurosequential therapy, and emotion focused therapy.
5. Understanding the context and application of complementary practices such as mindfulness, EMDR, yoga, meditation and breathwork in counselling and psychotherapy.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Critical Review	1,500 words	30	N	Individual
Report	2,000 words	35	N	Individual
Practical	2,000 words	35	N	Individual

Prescribed Texts

- Badenoch, B. (2017). *The Heart of Trauma: Healing the Embodied Brain in the Context of Relationships* (Norton Series on Interpersonal Neurobiology). WW Norton & Company.

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Penny Gardner ([https://directory.westernsydney.edu.au/search/name/Penny Gardner/](https://directory.westernsydney.edu.au/search/name/Penny%20Gardner/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV7018_22-AUT_PS_D#subjects)

BEHV 7020 Learning and Processing Human Language

Credit Points 10

Legacy Code 800171

Coordinator Caroline Jones ([https://directory.westernsydney.edu.au/search/name/Caroline Jones/](https://directory.westernsydney.edu.au/search/name/Caroline%20Jones/))

Description How do humans learn and process language, in its spoken, gestural, and written forms? This unit will equip students with theoretical foundations and practical understandings of how to read and conduct research in this area. Topics may include research areas such as language acquisition, language use and communication, word recognition, reading development and disorders, speech perception and production. In addition, a review of data collection and analysis techniques will be provided. The unit will include lecture and laboratory experimental work. The unit will be focused on research currently conducted by members of the MARCS Institute.

School Graduate Research School

Discipline Psychology

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Assumed Knowledge

Master of Research core subjects: Research Design 1, Research Literacies or equivalent.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse and synthesise research ideas in learning and processing human language with a focus on speech articulation, speech perception, word recognition, language learning, reading, and multisensory processing

2. Identify and formulate an empirical research question and develop testable hypotheses
3. Apply skills in using relevant hardware and/or software (e.g., articulatory equipment, perception experiment software, Alveo cloud computing platform for large datasets)
4. Plan and conduct a straightforward empirical research project (e.g. experiments, modelling, corpus analyses)
5. Clearly communicate scientific ideas and results in written and spoken presentation formats

Subject Content

1. Introduction to research areas within human language learning and processing
2. Speech perception and spoken word recognition
3. Speech production: acoustic and articulatory measures
4. Learning and processing native languages
5. Learning and processing subsequent languages
6. Bilingual and multilingual language processing
7. How the development of reading affects language learning and processing
8. Multisensory language processing

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Online Quiz	5 questions x 2 readings per week	40	N	Individual
Practical demonstration of experiment and Written report	Running of experiment and 1000 word report	30	N	Individual
Oral presentation and Written report	20 minutes, 1500 word report	30	N	Group

Teaching Periods

BEHV 7021 Neuroscience Methods

Credit Points 10

Legacy Code 800192

Coordinator Yossi Buskila ([https://directory.westernsydney.edu.au/search/name/Yossi Buskila/](https://directory.westernsydney.edu.au/search/name/Yossi%20Buskila/))

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

School Graduate Research School

Discipline Psychology**Student Contribution Band** HECS Band 1 10cp**Level** Postgraduate Coursework Level 7 subject**Equivalent Subjects** BEHV 7030 - Quantitative Methods in Neuroscience**Assumed Knowledge**

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate understanding of the nervous system, its basic functions.
2. Describe the basic structure of neurons.
3. Understand the basis of the resting membrane potential, Nerst and Goldman equations.
4. Describe the dynamics of the action potential, neural excitability, synapses, plasticity, integration and facilitation.
5. Describe the methodology of various neuroscience methods incl. patch clamp and microneurography.
6. Develop basic computational neural models.
7. Understand the utility and pitfalls of various biomedical devices for neural integration.

Subject Content

1. Introduction to the nervous system, basic functions and structure of neurons.
2. Cellular neuroscience
3. Computational neuroscience
4. Behavioural neuroscience
5. Biomedical neuroscience

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	1 hour each	40	N	Individual
Report	1000 words	30	N	Individual
Report	1500 words	30	N	Individual

Teaching Periods

BEHV 7025 Professional Psychology Placement

Credit Points 0**Legacy Code** 102539**Coordinator** Trinh Ha ([https://directory.westernsydney.edu.au/search/name/Trinh Ha/](https://directory.westernsydney.edu.au/search/name/Trinh%20Ha/))

Description This placement unit provides students with an opportunity to apply knowledge gained in coursework units to professional practice and to practice, under clinical supervision, basic assessment and

intervention skills with real clients. Each student must undertake a minimum of 300 hours of supervised placements, participate in the mandatory workshops and present at a case presentation to complete the course. This requirement is consistent with standards prescribed by APAC, the course accrediting body.

School Psychology**Discipline** Psychology**Student Contribution Band****Level** Postgraduate Coursework Level 7 subject**Pre-requisite(s)** BEHV 7015 AND

BEHV 7029 AND

BEHV 7014 AND

BEHV 7003

Restrictions

Students must be enrolled in 1814 Master of Professional Psychology.

Learning Outcomes

1. Demonstrate interviewing skills, psychological assessment, and case-formulation competencies at a beginner's level for one or two highly prevalent psychological problems, including with culturally diverse populations, including Aboriginal and Torres Strait Islander peoples (APAC GA: 3.2, 3.3, 3.5 & 3.6),
2. Apply psychometric and clinical assessment techniques to a highly prevalent health, disability, or mental health problem (APAC GA: 3.4, 3.5 & 3.6).
3. Demonstrate advanced-beginner competencies in core counselling techniques, including with culturally diverse populations, including Aboriginal and Torres Strait Islander peoples (APAC GA: 3.3 & 3.7),
4. Demonstrate intervention skills at the advanced beginner level in one empirically supported treatment approach (e.g., motivational interviewing, behaviour therapy, cognitive therapy) for a highly prevalent health or mental health problem, including with culturally diverse populations, including Aboriginal and Torres Strait Islander peoples (APAC GA: 3.2, 3.3, 3.9 & 3.16).
5. Display professionalism, professional communication competencies and ethical conduct in accordance with the Code of Conduct endorsed by the Psychology Board of Australia and meet all of the course inherent requirements. This includes professional engagement with and showing respect for the skills and contributions of other involved professionals (APAC GA: 3.10, 3.11, 3.12 & 3.13).
6. Comply with accreditation requirements concerning practicum, casework and supervision hours associated with such a placement (APAC GA: 3.2-3.16).
7. Conceptualise and communicate clinical information at the formal professional level
8. Demonstrate scientist-practitioner and reflective practitioner meta-competencies at the beginner level. This includes evaluating the effectiveness of own practice and making changes as required (APAC GA: 3.11,3.12, 3.14 & 3.15).

Subject Content

1. Supervised clinical placement in a setting relevant to the specific program.
2. Attendance and participation in three placement experience workshops.

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Log/ Workbook	Placement supervisor assess intern's performance at the end of the placement using a standard assessment rating form.	S/U	Y	Individual
Log/ Workbook	Must be submitted within 4 weeks of completing placement. Graded by Placement Coordinator	S/U	Y	Individual
Log/ Workbook	20 minutes	S/U	Y	Individual

Teaching Periods

1st Half

Online

Online

Subject Contact Trinh Ha ([https://directory.westernsydney.edu.au/search/name/Trinh Ha/](https://directory.westernsydney.edu.au/search/name/Trinh%20Ha/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV7025_22-1H_ON_O#subjects)

2nd Half

Online

Online

Subject Contact Trinh Ha ([https://directory.westernsydney.edu.au/search/name/Trinh Ha/](https://directory.westernsydney.edu.au/search/name/Trinh%20Ha/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV7025_22-2H_ON_O#subjects)

BEHV 7027 Psychological Interventions 1

Credit Points 10

Legacy Code 101213

Coordinator Craig Gonsalvez ([https://directory.westernsydney.edu.au/search/name/Craig Gonsalvez/](https://directory.westernsydney.edu.au/search/name/Craig%20Gonsalvez/))

Description This unit covers the theory and practice of Cognitive Behaviour (CBT) from a competency-based perspective. The competency paradigm is introduced first before key competencies including CB-Assessment, formulation, psychoeducation, behavioural (behavioural activation, exposure therapy and behavioural experiments) and cognitive intervention techniques are discussed. For each competency domain, knowledge (theory, models and principles), knowledge-application (procedural knowledge), technical skills (e.g., socratic dialogue) and relationship skills (engagement, collaboration, and collaborative empiricism) are addressed. Higher-order integrative competencies including the use of CBT in multicultural contexts, and meta-competencies such as scientist-practitioner and reflective-practitioner competencies are discussed towards the end of the unit. In alignment with competency-based pedagogies, learning activities include didactic presentations, knowledge-application tasks and skills training within small groups, and assessments include a demonstration of competence appropriate for a developing CB practitioner.

School Psychology

Discipline Psychology

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYB 5195 - Psychological Interventions 1 LGYA 1202 - Cognitive Behaviour Therapy Theory and Practice

Restrictions

Students must be enrolled in 1546 Master of Psychology (Clinical Psychology) or 1812 Master of Clinical Psychology

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and describe the core features of CBT and its historical and theoretical foundations (APAC GA: 4.2.1i)
2. Critically analyse the differences and similarities between various CBT techniques (APAC GA: 4.2.1i)
3. Demonstrate the core CBT treatment techniques as applied to common psychological disorders (APAC GA: 3.2, 3.5, 3.14, 3.15, 4.2.1i, 4.2.1iii, 4.2.2ii, 4.2.3i)
4. Demonstrate competence in basic CBT assessment techniques, formulation, and treatment planning (APAC GA: 3.2, 3.6, 3.14, 3.15, 4.2.1i, 4.2.2ii, 4.2.2iii, 4.2.3i)
5. Evaluate the effectiveness of CBT for common psychological disorders, including in multicultural contexts. (APAC GA: 3.2, 3.3, 3.7, 3.9, 4.2.1iii, 4.2.2iv, 4.2.3ii)
6. Demonstrate ability to communicate appropriately tailored client formulations and treatment plan (APAC GA: 3.3, 3.8, 3.14, 3.15, 4.2.3i)

Subject Content

Historical and Theoretical foundations of CBT
 Cognitive Behaviour Assessment: Issues and Methods
 Cognitive Behavioural Case Formulation
 CBT Psychoeducation
 Principles, procedures and applications of Behavioural techniques including exposure therapies, behavioural activation, behavioural experiments and homework.
 Principles, procedures and applications of cognitive techniques including cognitive restructuring and socratic dialogue

Integrative competencies including the use of CBT in culturally and linguistically diverse contexts
 The role of scientist-practitioner and reflective-practitioner meta-competencies to develop and maintain career-long competence

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Report	2,000 words	30	Y	Individual
Practical	50 minutes total	30	Y	Individual
Final Exam	2 hours	40	Y	Individual

Prescribed Texts

- Kennerley, H., Kirk, J., & Westbrook, D (2017). An Introduction to cognitive behaviour therapy: Skills and applications. 3rd Ed. London: Sage Publications

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Craig Gonsalvez ([https://directory.westernsydney.edu.au/search/name/Craig Gonsalvez/](https://directory.westernsydney.edu.au/search/name/Craig%20Gonsalvez/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV7027_22-AUT_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Craig Gonsalvez ([https://directory.westernsydney.edu.au/search/name/Craig Gonsalvez/](https://directory.westernsydney.edu.au/search/name/Craig%20Gonsalvez/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV7027_22-AUT_KW_D#subjects)

BEHV 7029 Psychopathology: Theory and Practice

Credit Points 10

Legacy Code 102362

Coordinator Quincy Wong ([https://directory.westernsydney.edu.au/search/name/Quincy Wong/](https://directory.westernsydney.edu.au/search/name/Quincy%20Wong/))

Description This unit provides an examination of a range of major categories of psychopathology, including more typical presentations for psychological treatment and inter-professional indications and communication. Students will critically evaluate the common diagnostic systems of adult psychopathology, and examine the diagnostic criteria for a range of major psychopathology presentations. The unit will equip students with skills in the application of diagnostic and psychometric assessment of these psychological disorders and the ability to construct a case formulation with systemic and cultural considerations, including for Aboriginal and Torres Strait Islander people to inform psychological treatment interventions. Students will also develop skills in discerning when, why and how to collaborate

and communicate with multidisciplinary teams in inter-professional context.

School Psychology

Discipline Psychology

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects BEHV 7010 - Clinical Psychopathology 1

Restrictions

Students must be enrolled in 1812 Master of Clinical Psychology or 1814 Master of Professional Psychology.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically evaluate the history and characteristics of the Diagnostic and Statistical Manual of Mental Disorders (DSM) and International Classification of Diseases (ICD), analysing their strengths and limitations as classificatory systems of adult psychopathology (APAC GA: 3.16, 4.2.1i, 4.2.1iii & 4.2.2i).
2. Evaluate and assess the diagnostic features and associated characteristics of major and comorbid psychological disorders and indications for inter-professional treatments, collaboration and communication. (APAC GA: 3.3, 3.4, 3.5, 3.8, 3.10, 3.11, 3.12, 4.2.1iii, 4.2.2ii, 4.2.2iii & 4.2.3iii).
3. Examine the current major theories of the aetiologies of these disorders, identify risk and resilience factors and apply these within a systemic and culturally informed framework, including for Aboriginal and Torres Strait Islander peoples. (APAC GA: 3.2, 4.2.1i & 4.2.1ii).
4. Implement and evaluate their practice of a clinical diagnostic interview that assesses adult psychopathology to generate provisional and differential diagnoses and case level formulation to inform treatment planning that takes into consideration systemic and cultural contexts, including for Aboriginal and Torres Strait Islander peoples (APAC GA: 3.3, 3.6, 3.14, 3.15 & 4.2.2iii).

Subject Content

Theoretical and empirical foundations of psychopathology, including current diagnostic classification systems ? International Classification of Diseases, 11th revision (ICD 11), Diagnostic and Statistical Manual of Mental Disorders, 5th edition (DSM 5).

Clinical and psychometric assessment of psychopathology, including risk assessment.

Case formulation that includes systemic and cultural considerations in client presentations.

Anxiety disorders.

Mood disorders.

Trauma and stressor-related disorders.

Obsessive-compulsive and related disorders.

Eating and Feeding disorders.

Schizophrenia and other psychotic disorders.

Personality Disorders.

Substance Related Disorders.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Simulation	50 minutes	S/U	Y	Individual
Simulation	50 minutes	40	Y	Individual
Professional Task	1,000 words	20	Y	Individual
Final Exam	2 hours	40	Y	Individual

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Quincy Wong (<https://directory.westernsydney.edu.au/search/name/Quincy+Wong/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV7029_22-AUT_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Quincy Wong (<https://directory.westernsydney.edu.au/search/name/Quincy+Wong/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV7029_22-AUT_KW_D#subjects)

BEHV 7031 Applied Research Project

Credit Points 10

Legacy Code 102696

Coordinator Renu Narchal (<https://directory.westernsydney.edu.au/search/name/Renu+Narchal/>)

Description This is a 20 credit point year-long subject taken over two terms (10 credit points in each term). The research project provides an opportunity to construct an informed research question or hypothesis. This justified research proposal is completed and investigated independently by students under supervision, over a one-year period. It is conducted in an area of relevance to professional practice, with a central focus on the scientific analysis of a problem or hypotheses. Students can choose from a range of approved research designs, but must undertake and write an analytic review of the relevant literature, formulate a research question, design of an appropriate method, collect and analyse data, interpret findings, and effectively communicate their research in the form of an empirical research report.

School Psychology

Discipline Psychology

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) BEHV 7012

Equivalent Subjects LGYA 0494 Applied Research Project and Thesis

Restrictions

Students must be enrolled in program 1546 Master of Psychology (Clinical Psychology) and 1812 Master of Clinical Psychology, or the coursework component of 8108 PhD/Master of Clinical Psychology.

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Construct an informed research question or hypothesis and a justified research proposal that is relevant to clinical psychology practice (APAC GA: 3.2).
2. Determine and communicate appropriate research designs, methodologies, and analysis strategies that will address the research question/hypothesis effectively (APAC GA: 3.16).
3. Prepare an ethics application and complete the process for obtaining ethics clearance for research (APAC GA: 3.13).
4. Write an analytic literature review at a professional level of competence (APAC GA: 3.16 & 4.2.1i).
5. Complete an independent piece of research study in an area relevant to professional practice at a professional level of competence (APAC GA: 3.17).
6. Effectively communicate research in the form of a written empirical report (journal article) (APAC GA: 3.8).

Subject Content

Negotiating a supervision contract with an academic supervisor.
 Individual study in regular consultation with supervisor; including providing a regular report of progress to the supervisor.
 Attendance at seminars and workshops conducted from time-to-time to support completion of the research project.
 Writing a research proposal; and obtaining ethics clearance.
 Writing a literature review.
 Determining a research question and/or hypothesis.
 Devising a research design, methodology, and analysis strategy.
 Interpreting research findings.
 Writing an empirical report (journal article).

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Literature Review	5,000 words excluding references and appendices	S/U	Y	Individual
Report	5,000 words excluding references, tables and appendices	100	Y	Individual

Teaching Periods

Autumn

Bankstown

External

Subject Contact Renu Narchal ([https://directory.westernsydney.edu.au/search/name/Renu Narchal/](https://directory.westernsydney.edu.au/search/name/Renu%20Narchal/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV7031_22-AUT_BA_X#subjects)

Penrith (Kingswood)

External

Subject Contact Renu Narchal ([https://directory.westernsydney.edu.au/search/name/Renu Narchal/](https://directory.westernsydney.edu.au/search/name/Renu%20Narchal/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV7031_22-AUT_KW_X#subjects)

Spring

Bankstown

External

Subject Contact Renu Narchal ([https://directory.westernsydney.edu.au/search/name/Renu Narchal/](https://directory.westernsydney.edu.au/search/name/Renu%20Narchal/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV7031_22-SPR_BA_X#subjects)

Penrith (Kingswood)

External

Subject Contact Renu Narchal ([https://directory.westernsydney.edu.au/search/name/Renu Narchal/](https://directory.westernsydney.edu.au/search/name/Renu%20Narchal/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV7031_22-SPR_KW_X#subjects)

BEHV 7032 Clinic Placement B

Credit Points 10

Legacy Code 102693

Coordinator Karen Moses ([https://directory.westernsydney.edu.au/search/name/Karen Moses/](https://directory.westernsydney.edu.au/search/name/Karen%20Moses/))

Description This placement unit comprises 180 hours of placement activity accrued one-day a week over 24 weeks, builds on knowledge and skills acquired in coursework units and extends and consolidates competencies acquired in Clinic Placement A. The aim of the unit is to establish and enhance, under close supervision, a range of clinical psychology assessment and intervention skills applied to real clients. Regular and systematic video-recording of trainee-client sessions and supervisor feedback guided by competency-based principles provide trainees with an excellent opportunity to acquire, consolidate and generalise a wide range of competencies important for clinical psychology practice.

School Psychology

Discipline Psychology

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) BEHV 7006 AND BEHV 7005

Restrictions

Students must be enrolled in 1812 - Master of Clinical Psychology.

Assumed Knowledge

Theoretical knowledge of ethical professional practice, psychopathology, and evidence-based psychology interventions.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. After successful completion of this Unit, students will be able to demonstrate at least a satisfactory level of skills performance for this stage of professional training as determined by relevant competency-based instruments (currently, the Clinical Psychology Practicum Competencies Scale (CYPRS) and the Clinical Skills Assessment Tool (C-SAT) in the following domains:
 2. 1. Demonstrate core evidence-based clinical psychology assessment and formulation competencies at an intermediate level for common psychological problems, including with culturally diverse / indigenous populations and with consideration to the context in which a client lives (APAC GA: 3.2, 3.3, 3.4, 3.5, 3.6, 3.8, 3.9, 4.2.1, 4.2.2i-iii, 4.2.3iv).
 3. 2. Demonstrate core evidence-based clinical psychology intervention competencies at an intermediate level for common psychological problems, including cognitive-behaviour interventions identified in the structured competency instruments (e.g. C-SAT and CYPRS), including with culturally diverse and indigenous populations (APAC GA: 3.2, 3.3, 3.7, 3.8, 3.9, 4.2.2iv, 4.2.3i, 4.2.3ii & 4.2.3iv).
 4. 3. Demonstrate therapist-client and supervisee-supervisor relationship competencies at an intermediate level (APAC GA: 3.10, 3.11, 3.12 & 4.2.3iii).
 5. 4. Display professionalism, professional communication competencies, ethical judgment and ethical conduct in accordance with the Code of Conduct endorsed by the Psychology Board of Australia and meet all of the program inherent requirements. This includes professional engagement with and showing respect for the skills and contributions of other involved professionals (APAC GA: 3.3, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13 & 4.2.3iii).
 6. 5. Demonstrate scientist-practitioner and reflective practitioner meta-competencies at the advanced- beginner level. This includes evaluating the effectiveness of own practice and making changes as required (APAC GA: 3.11, 3.12, 3.14 & 3.15).
 7. 6. Evidence an ability to integrate knowledge of assessment and formulation into a professional case report that meets standards for evidence-based client care and written professional communication. (APAC GA: 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.16, 4.2.2, 4.2.3i & 4.3.2ii).
 8. 7. Comply with accreditation requirements concerning practicum, casework and supervision hours (APAC GA: 3.1-3.17, 4.2.1, 4.2.2 & 4.2.3).

Subject Content

Supervised placement in the Western Sydney University Psychology Clinics.

Increased observation through simulation. Supervision via zoom.

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	As outlined by the C-SAT competency instrument	S/U	Y	Individual
Professional Placement Performance	As outlined in the CYPRS	S/U	Y	Individual
Log/Workbook	As outlined in the Unit's Logbook Guidelines	S/U	Y	Individual
Case Study	As outlined in the Unit's Case Report Guidelines	S/U	Y	Individual

Prescribed Texts

- Kennerley, Kirk, Westbrook. (2017). An introduction to CBT, 3rd Edn. Oxford: Chichester

Teaching Periods

1st Half

Penrith (Kingswood)

Day

Subject Contact Karen Moses ([https://directory.westernsydney.edu.au/search/name/Karen Moses/](https://directory.westernsydney.edu.au/search/name/Karen%20Moses/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV7032_22-1H_KW_D#subjects)

BEHV 7033 Professional Placement 1

Credit Points 10

Legacy Code 102694

Coordinator Trinh Ha ([https://directory.westernsydney.edu.au/search/name/Trinh Ha/](https://directory.westernsydney.edu.au/search/name/Trinh%20Ha/))

Description This placement unit is an external placement that provides students the opportunity to practise, under clinical supervision, clinical psychological assessment and intervention to a range of clients across age ranges, severity levels and psychological disorders. The aim is to build upon and extend knowledge, skills, relationship and professional attitude competencies acquired during a supervised University Clinic placement while working with real clients seeking clinical psychological services within an external agency. Each external placement must comprise a minimum of 200 hours of clinical psychology practicum work of which at least 80 hours must be in face-to-face client work, and all internal and external placements together must comprise a minimum of 1000 practicum hours of which 400 hours must be in face-to-face client work as defined by APAC. Placements are arranged by the Placement Coordinator who is responsible for ensuring that the placement and supervision meet APAC requirements. Students must participate in the mandatory workshops and present a case at the relevant Case Presentation Day (or equivalent by permission in special circumstances).

School Psychology

Discipline Psychology

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) BEHV 7006

Restrictions

Students must be enrolled in program 1812 Master of Clinical Psychology.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate core clinical psychology assessment competencies in the treatment of common psychological problems including with culturally diverse populations, including Aboriginal and Torres Strait Islander peoples, at a developmentally appropriate level (APAC GA: 3.2, 3.3, 3.4, 3.5, 3.6, 3.9, 4.2.1, 4.2.2.i-iii, 4.2.3iv).
2. Demonstrate core evidence-based clinical psychology intervention competencies in the treatment of common psychological problems, including with culturally diverse populations, including Aboriginal and Torres Strait Islander peoples, at a developmentally appropriate level (APAC GA: 3.2, 3.3, 3.7, 3.9, 4.2.2iv, 4.2.3i, ii, iv).
3. Demonstrate therapist-client and supervisee-supervisor relationship competencies in the treatment of a range of client populations and across several psychological disorders at a developmentally appropriate level (APAC GA: 3.10, 3.11, 3.12).
4. Display professionalism, professional communication competencies, ethical judgment and ethical conduct in accordance with the Code of Conduct endorsed by the Psychology Board of Australia and meet all of the program inherent requirements. This includes professional engagement with and showing respect for the skills and contributions of other involved professionals (APAC GA: 3.3, 3.9, 3.10, 3.11, 3.12 & 3.13).
5. Demonstrate scientist-practitioner and reflective practitioner meta-competencies at the advanced-beginner level (APAC GA: 3.12, 3.14 & 3.15).
6. Comply with accreditation requirements concerning practicum, casework and supervision hours (APAC GA: 3.1-3.17, 4.2.1, 4.2.2 & 4.2.3).
7. Conceptualise and communicate clinical information at the formal professional level (APAC GA: 3.5, 3.6, 3.8, 3.11 & 3.16)

Subject Content

Supervised placement in a setting relevant to the specific program. Attendance and participation in placement experience workshops. Present a case at the Case Presentation Day (or equivalent by permission in special circumstances).

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western

Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Placement Performance	Placement supervisor assess intern's performance at the end of the placement using a standard competencies assessment rating form.	S/U	Y	Individual
Log/Workbook	Must be submitted within 2 weeks of completing placement. Graded by Placement Coordinator	S/U	Y	Individual
Presentation	20 minutes	S/U	Y	Individual
Case Study	2,000 words + references	S/U	Y	Individual

Teaching Periods

1st Half

Bankstown

Composite

Subject Contact Trinh Ha ([https://directory.westernsydney.edu.au/search/name/Trinh Ha/](https://directory.westernsydney.edu.au/search/name/Trinh%20Ha/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV7033_22-1H_BA_C#subjects)

Penrith (Kingswood)

Composite

Subject Contact Trinh Ha ([https://directory.westernsydney.edu.au/search/name/Trinh Ha/](https://directory.westernsydney.edu.au/search/name/Trinh%20Ha/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV7033_22-1H_KW_C#subjects)

2nd Half

Bankstown

Composite

Subject Contact Trinh Ha ([https://directory.westernsydney.edu.au/search/name/Trinh Ha/](https://directory.westernsydney.edu.au/search/name/Trinh%20Ha/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV7033_22-2H_BA_C#subjects)

Penrith (Kingswood)

Composite

Subject Contact Trinh Ha ([https://directory.westernsydney.edu.au/search/name/Trinh Ha/](https://directory.westernsydney.edu.au/search/name/Trinh%20Ha/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV7033_22-2H_KW_C#subjects)

BEHV 7034 Professional Placement 2

Credit Points 10

Legacy Code 102695

Coordinator Trinh Ha ([https://directory.westernsydney.edu.au/search/name/Trinh Ha/](https://directory.westernsydney.edu.au/search/name/Trinh%20Ha/))

Description This placement unit is an external placement that provides students the opportunity to practise, under clinical supervision, clinical psychological assessment and intervention to a range of clients across age ranges, severity levels and psychological disorders. The aim is to build upon and extend knowledge, skills, relationship and professional attitude competencies acquired during a supervised University Clinic placement while working with real clients seeking clinical psychological services within an external agency. Each external placement must comprise a minimum of 200 hours of clinical psychology practicum work of which at least 80 hours must be in face-to-face client work, and all internal and external placements together must comprise a minimum of 1000 practicum hours of which 400 hours must be in face-to-face client work as defined by APAC. Placement are arranged by the Placement Coordinator who is responsible for ensuring that the placement and supervision meet APAC requirements. Students must participate in the mandatory workshops and present a case at the relevant Case Presentation Day (or equivalent by permission in special circumstances).

School Psychology

Discipline Psychology

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) BEHV 7006

Restrictions

Students must be enrolled in program 1812 Master of Clinical Psychology.

Assumed Knowledge

Readiness for external placement as assessed in Clinic Placement A in the University's Psychology clinic.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate core clinical psychology assessment competencies in the treatment of common psychological problems, including with culturally diverse populations, including Aboriginal and Torres Strait Islander peoples, at a developmentally appropriate level (APAC GA: 3.2, 3.3, 3.4, 3.5, 3.6, 3.9, 4.2.1, 4.2.2.i-iii, 4.2.3iv).
2. Demonstrate core evidence-based clinical psychology intervention competencies in the treatment of common psychological problems, including with culturally diverse populations, including Aboriginal and Torres Strait Islander peoples, at a developmentally appropriate level (APAC GA: 3.2, 3.3, 3.7, 3.9, 4.2.2iv, 4.2.3i, ii, iv).
3. Demonstrate therapist-client and supervisee-supervisor relationship competencies in the treatment of a range of client populations and across several psychological disorders at a developmentally appropriate level (APAC GA: 3.10, 3.11, 3.12).
4. Display professionalism, professional communication competencies, ethical judgment and ethical conduct in accordance

with the Code of Conduct endorsed by the Psychology Board of Australia and meet all of the program inherent requirements. This includes professional engagement with and showing respect for the skills and contributions of other involved professionals (APAC GA: 3.3, 3.9, 3.10, 3.11, 3.12 & 3.13).

5. Demonstrate scientist-practitioner and reflective practitioner meta-competencies at the advanced-beginner level (APAC GA: 3.12, 3.14 & 3.15).
6. Comply with accreditation requirements concerning practicum, casework and supervision hours (APAC GA: 3.1-3.17, 4.2.1, 4.2.2 & 4.2.3).
7. Conceptualise and communicate clinical information at the formal professional level (APAC GA: 3.5, 3.6, 3.8, 3.11 & 3.16).

Subject Content

Supervised placement in a setting relevant to the specific program. Attendance and participation in placement experience workshops. Present a case at the Case Presentation Day (or equivalent by permission in special circumstances).

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Placement Performance	Placement supervisor assess intern's performance at the end of the placement using a standard competencies assessment rating form.	S/U	Y	Individual
Log/Workbook	Must be submitted within 2 weeks of completing placement. Graded by Placement Coordinator	S/U	Y	Individual
Presentation	20 minutes	S/U	Y	Individual
Case Study	2,000 words + references	S/U	Y	Individual

Teaching Periods

1st Half

Bankstown

Composite

Subject Contact Trinh Ha ([https://directory.westernsydney.edu.au/search/name/Trinh Ha/](https://directory.westernsydney.edu.au/search/name/Trinh%20Ha/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV7034_22-1H_BA_C#subjects)

Penrith (Kingswood)

Composite

Subject Contact Trinh Ha ([https://directory.westernsydney.edu.au/search/name/Trinh Ha/](https://directory.westernsydney.edu.au/search/name/Trinh%20Ha/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV7034_22-1H_KW_C#subjects)

2nd Half

Bankstown

Composite

Subject Contact Trinh Ha ([https://directory.westernsydney.edu.au/search/name/Trinh Ha/](https://directory.westernsydney.edu.au/search/name/Trinh%20Ha/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV7034_22-2H_BA_C#subjects)

Penrith (Kingswood)

Composite

Subject Contact Trinh Ha ([https://directory.westernsydney.edu.au/search/name/Trinh Ha/](https://directory.westernsydney.edu.au/search/name/Trinh%20Ha/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV7034_22-2H_KW_C#subjects)

BEHV 7035 Psychological Approaches to Disability: Theory and Practice

Credit Points 10

Legacy Code 102692

Coordinator Michael Gascoigne ([https://directory.westernsydney.edu.au/search/name/Michael Gascoigne/](https://directory.westernsydney.edu.au/search/name/Michael%20Gascoigne/))

Description This unit offers students a contemporary understanding of the psychological assessment, intervention and evaluation techniques relevant to the support of people with disability. Biological, psychological social and community factors contributing to support will be presented. Ecological, functional and clinical approaches to planning across the life span will be taken, addressing early intervention, childhood, adolescence, adulthood and ageing. A key focus of the unit will be advancing inclusion and quality of life outcomes to enable people with disability to fully participate in society. Current legal, policy and ethical issues will also be discussed, including professional standards for working effectively across multicultural and multidisciplinary contexts.

School Psychology

Discipline Psychology

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 1814 Master of Professional Psychology.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Recall and appraise the psychological supports for people with disability across the life-span (APAC GA: 3.2).
2. Demonstrate competence in the assessment of support needs of persons with disability, including their cultural needs (APAC GA: 3.3, 3.6 & 3.15).
3. Develop a management plan to support a person with disability to maximise quality of life through participation and inclusion (APAC GA: 3.9).
4. Apply disability psychology skills to evidence-based assessment, intervention and evaluation processes (APAC GA: 3.4 & 3.7).
5. Critically analyse the psychologist's role within a multidisciplinary team and responsibility to act in accordance with contemporary disability policy, legal and ethical conventions (APAC GA: 3.10, 3.11, 3.12 & 3.13).

Subject Content

- Definition of disability and introduction to The Roles and functions of psychologists in The disability sector.
- key diagnostic Categories including autism, Intellectual disability, acquired Brain injury, physical disability, Sensory disability.
- psychological support across The life-span: birth of A child with disability, early intervention and transition to school, school education and transition to adulthood, adulthood, and transition to ageing and end of life.
- psychological assessment, intervention and evaluation of psychological supports across The life span.
- Psychologists' Roles

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case study	Max 2000 words	30	Y	Individual
Practical: Assessment Interview	30 minutes	40	Y	Individual
Report	Max 1000 words	30	Y	Individual

Teaching Periods

Spring Bankstown Day

Subject Contact Michael Gascoigne ([https://directory.westernsydney.edu.au/search/name/Michael Gascoigne/](https://directory.westernsydney.edu.au/search/name/Michael%20Gascoigne/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV7035_22-SPR_BA_D#subjects)

BEHV 7036 Research Internship and Engagement

Credit Points 10

Legacy Code 800228

Coordinator Anna Denejkina ([https://directory.westernsydney.edu.au/search/name/Anna Denejkina/](https://directory.westernsydney.edu.au/search/name/Anna%20Denejkina/))

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

School Graduate Research School

Discipline Behavioural Science, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) HUMN 4001

Equivalent Subjects BEHV 7019 - Internship and Community Engagement (PG)

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Appraise intersections between research, work environment, and experiential learning
2. Interpret the relationship between discipline area and its contribution to broader societal transformations
3. Analyse the work environment and creative practices as evident in the workplace and/or community setting and design creative solutions and innovative practices to solve challenges identified in the workplace and/or community setting
4. Demonstrate an understanding of areas for improvement and development in the professional environment, and recommend future development actions using the Extreme Ownership framework
5. Plan and manage the resources required for the internship and present a professional profile
6. Demonstrate skills to communicate about and discuss their research in a professional environment

Subject Content

1. Developing your professional identity

2. Writing and presenting conference papers
3. Learning how to design and present conference posters in line with best practice
4. Ethics of data communication ? writing, presenting and talking about your research
5. The danger of data manipulation (active and passive ? with stronger focus on passive); and
6. Experiential learning theory
7. Professional practices: Innovation, creativity, ethics and diversity in the workplace
8. Principles of community and/or industry engagement
9. Reflective practice for personal and professional development
10. Getting things done: Collaborative practice
11. How research impacts and contributes to broader societal transformations

1. Developing your professional identity
2. Writing and presenting conference papers
3. Learning how to design and present conference posters in line with best practice
4. Ethics of data communication ? writing, presenting and talking about your research
5. The danger of data manipulation (active and passive ? with stronger focus on passive); and
6. Experiential learning theory
7. Professional practices: Innovation, creativity, ethics and diversity in the workplace
8. Principles of community and/or industry engagement
9. Reflective practice for personal and professional development
10. Getting things done: Collaborative practice
11. How research impacts and contributes to broader societal transformations

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Portfolio	Reflection: 1,500 words. Report of Work: 2,000 words or equivalent	55	Y	Individual
Professional Placement Performance	300 words	S/U	Y	Individual
Participation	60 hours minimum; 80 hours maximum	S/U	Y	Individual

Presentation	15-minute paper presentation (with presentation slides) including 5 minutes for Q and A.	45	Y	Individual
--------------	--	----	---	------------

Teaching Periods

1st Half

Parramatta City - Macquarie St

Day

Subject Contact Anna Denejkina ([https://directory.westernsydney.edu.au/search/name/Anna Denejkina/](https://directory.westernsydney.edu.au/search/name/Anna%20Denejkina/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV7036_22-1H_PC_D#subjects)

2nd Half

Parramatta City - Macquarie St

Day

Subject Contact Anna Denejkina ([https://directory.westernsydney.edu.au/search/name/Anna Denejkina/](https://directory.westernsydney.edu.au/search/name/Anna%20Denejkina/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV7036_22-2H_PC_D#subjects)

BEHV 7037 Psychological Practice in Contemporary Contexts

Credit Points 10

Legacy Code 102808

Coordinator Janet Conti ([https://directory.westernsydney.edu.au/search/name/Janet Conti/](https://directory.westernsydney.edu.au/search/name/Janet%20Conti/))

Description The ability to work with mental health issues and psychological distress that arises within a range of contexts is an essential skill for Clinical Psychologists. This unit equips students with skills in assessment, formulation and tailored psychological interventions for those who experience psychological distress within family systems and broader socio-cultural contexts; including abuse and violence; working within medico-legal systems, and broader socio-cultural contexts. The unit will explore theories, psychological techniques and prepare students to working within these settings that include inter-disciplinary collaboration and communication with multidisciplinary health services and legal practitioners. Please note: some of the activities in this unit may include experiential learning, for example where students may be asked to take on the client role using their own lived experience, to provide opportunity for training in therapeutic modalities that are more "real life". Students may opt-out of these activities without consequence through speaking to the unit coordinator and alternative arrangements for student learning opportunities will be organised.

School Psychology

Discipline Psychology

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) BEHV 7027 AND BEHV 7006 AND BEHV 7029 AND BEHV 7038

Restrictions

Students must be enrolled in 1812 Master of Clinical Psychology.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Design and produce a psychological assessment, formulation and treatment plan for a family therapy intervention with application of family systems theory (APAC GA: 3.8, 4.2.1i, 4.2.1ii & 4.2.2iii, 4.2.3i & 4.2.3iv).
2. Apply a treatment intervention that addresses a psychological problem through understanding the person within their psychosocial and cultural context; and evaluate and reflect on and identify areas for improvement in the process and outcomes of the psychological intervention (APAC GA: 3.2, 3.3, 3.9, 3.14, 3.15, 4.2.1i, 4.2.1ii, 4.2.3i & 4.2.3iv).
3. Examine and reflect on the roles and functions of clinical psychologists in common interprofessional, medico-legal and forensic settings, including assessment, interviewing, evolving case formulation to inform tailored psychological interventions and inter-professional communication. (APAC GA: 3.6, 3.10, 3.11, 3.12, 3.14, 4.2.2ii, 4.2.2iii & 4.2.3iii).
4. Evaluate psychological interventions to ensure they are tailored to the person within their familial and socio-cultural context, including Aboriginal and Torres Strait Islander peoples. (APAC GA: 3.7, 4.2.1i, 4.2.2iv, 4.2.3ii & 4.2.3iv).

Subject Content

Systemic family therapy interventions: working with individuals within their family system and socio-cultural context, including couples therapy and interventions that address power imbalances within family systems; including abuse and violence.

Working within inter-professional contexts, including medico-legal contexts including forensic investigative psychology, legal issues frequently encountered in psychological practice, and communicating with relevant agencies including report writing.

Tailoring psychological assessment and interventions to diverse cultural contexts, including when working with Aboriginal and Torres Strait Islander people.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	2,000 words	40	Y	Individual
Practical Exam	40 minutes	S/U	Y	Individual
Practical Exam	40 minutes	40	Y	Individual
Reflection	1,000 words	20	Y	Individual

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Janet Conti ([https://directory.westernsydney.edu.au/search/name/Janet Conti/](https://directory.westernsydney.edu.au/search/name/Janet%20Conti/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV7037_22-AUT_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Janet Conti ([https://directory.westernsydney.edu.au/search/name/Janet Conti/](https://directory.westernsydney.edu.au/search/name/Janet%20Conti/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV7037_22-AUT_KW_D#subjects)

BEHV 7038 Assessment and Treatment of Complex Psychological Disorders

Credit Points 10

Legacy Code 102809

Coordinator Janet Conti ([https://directory.westernsydney.edu.au/search/name/Janet Conti/](https://directory.westernsydney.edu.au/search/name/Janet%20Conti/))

Description Clinical psychology is a fast-evolving discipline, and practitioners need to be able to respond to changing psychological health needs of a diverse population. This unit will prepare students to expand their skills in clinical assessment of psychopathology, diagnosis and psychological interventions to respond to the needs and preferences and cultural values of clients who experience complex and/or chronic psychological disorders. Responsive practice within the context of the changing demands for clinical psychology services is foregrounded, as is the unique context of Aboriginal and Torres Strait Islander people. This unit will explore the theories, techniques and effectiveness of new and emerging psychological therapies; prepare students for working in multidisciplinary teams; and introduce students to the practice of clinical psychology with more complex client groups. The unit will also examine the professional and organisational roles of clinical psychologists within these settings. Please note: some of the activities in this unit may include experiential learning, for example where students may be asked to take on the client role using their own lived experience, to provide opportunity for training in therapeutic modalities that are more "real life". Students may opt-out of these activities without consequence through speaking to the unit coordinator and alternative arrangements for student learning opportunities will be organised.

School Psychology

Discipline Psychology

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) BEHV 7027 AND BEHV 7029

Equivalent Subjects BEHV 7028 - Psychological Interventions 2 LGYA 1563 - Psychological Interventions 3

Restrictions

Students must be enrolled in 1812 Master of Clinical Psychology.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply evidence-based psychological practice that tailors the best available psychological treatments to clients, taking into consideration their wider social and cultural context (APAC GA: 3.2 & 4.2.1i, 4.2.3i, 4.2.3ii, 4.2.3iv).
2. Evaluate the diagnostic features and associated characteristics of complex and co-morbid psychopathological presentations and the current major theories of the aetiologies, vulnerabilities and resilience factors of these disorders; and apply these to clinical diagnosis and complex and evolving case formulations to inform treatment alternatives and their evaluation, including inter-disciplinary treatments and communication with other health professionals (APAC GA: 3.5, 3.7, 3.8, 3.10, 3.12, 4.2.1i, 4.2.1ii, 4.2.1iii, 4.2.2i, 4.2.2iii & 4.2.2iv, 4.2.3ii & 4.2.3iii).
3. Apply therapeutic skills in the assessment, formulation, planning and implementation of psychological interventions that may be applied trans-diagnostically to address a range of complex psychological problems, reflecting upon the appropriate treatment modifications required for each clinical population and including working with the unique attributes of the person within their cultural context (including with Aboriginal and Torres Strait Islander Australians) (APAC GA: 3.2, 3.3, 3.6, 3.9, 4.2.2ii & 4.2.3i).
4. Demonstrate therapeutic skills in one psychological intervention and engage in reflective practice on the process and outcomes of the intervention (APAC GA: 3.6, 3.9, 3.15 & 4.2.3i).

Subject Content

Theoretical and empirical foundations of the practice of clinical psychology interventions with specific clinical populations with complex presentations.

Assessment, diagnosis and formulation and psychological treatment interventions for a range of complex clinical populations.

Introduction of a range of intervention modalities that may be tailored trans-diagnostically and to the unique attributes of the person, family, or community within their cultural context (including with Aboriginal and Torres Strait Islander Australians).

Skills to work collaboratively within clinical and multidisciplinary teams.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
1a Simulation	40 minutes	S/U	Y	Individual
1b Simulation	40 minutes	40	Y	Individual
2a Report	1,500 -2,000 words	40	Y	Individual
2b Presentation	5 minutes	20	Y	Individual

Teaching Periods

Spring Bankstown

Day

Subject Contact Janet Conti ([https://directory.westernsydney.edu.au/search/name/Janet Conti/](https://directory.westernsydney.edu.au/search/name/Janet%20Conti/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV7038_22-SPR_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Janet Conti ([https://directory.westernsydney.edu.au/search/name/Janet Conti/](https://directory.westernsydney.edu.au/search/name/Janet%20Conti/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV7038_22-SPR_KW_D#subjects)

BEHV 9001 HDR Thesis - The MARCS Institute

Credit Points 20

Legacy Code 800155

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School MARCS Institute

Discipline Psychology

Student Contribution Band HECS Band 1 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1 Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9001_22-RQ1_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9001_22-RQ1_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9001_22-RQ1_KW_D#subjects)

Research Quarter 2 Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9001_22-RQ2_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9001_22-RQ2_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9001_22-RQ2_KW_D#subjects)

Research Quarter 3 Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9001_22-RQ3_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9001_22-RQ3_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9001_22-RQ3_KW_D#subjects)

Research Quarter 4 Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9001_22-RQ4_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9001_22-RQ4_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9001_22-RQ4_KW_D#subjects)

BEHV 9002 HDR Thesis - Writing and Society Research Centre

Credit Points 20

Legacy Code 800156

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Writing & Society Research Ctr

Discipline Psychology

Student Contribution Band HECS Band 1 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9002_22-RQ1_PS_D#subjects)

Research Quarter 2

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9002_22-RQ2_PS_D#subjects)

Research Quarter 3

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9002_22-RQ3_PS_D#subjects)

Research Quarter 4

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9002_22-RQ4_PS_D#subjects)

BEHV 9003 Higher Degree Research Thesis - Clinical Psychology

Credit Points 20

Legacy Code 800187

Coordinator Adam Possamai ([https://directory.westernsydney.edu.au/search/name/Adam Possamai/](https://directory.westernsydney.edu.au/search/name/Adam%20Possamai/))

School Psychology

Discipline Psychology

Student Contribution Band HECS Band 1 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Adam Possamai ([https://directory.westernsydney.edu.au/search/name/Adam Possamai/](https://directory.westernsydney.edu.au/search/name/Adam%20Possamai/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9003_22-RQ1_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Adam Possamai ([https://directory.westernsydney.edu.au/search/name/Adam Possamai/](https://directory.westernsydney.edu.au/search/name/Adam%20Possamai/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9003_22-RQ1_KW_D#subjects)

Liverpool

Day

Subject Contact Adam Possamai ([https://directory.westernsydney.edu.au/search/name/Adam Possamai/](https://directory.westernsydney.edu.au/search/name/Adam%20Possamai/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9003_22-RQ1_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Adam Possamai ([https://directory.westernsydney.edu.au/search/name/Adam Possamai/](https://directory.westernsydney.edu.au/search/name/Adam%20Possamai/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9003_22-RQ1_PS_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact Adam Possamai ([https://directory.westernsydney.edu.au/search/name/Adam Possamai/](https://directory.westernsydney.edu.au/search/name/Adam%20Possamai/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9003_22-RQ2_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Adam Possamai ([https://directory.westernsydney.edu.au/search/name/Adam Possamai/](https://directory.westernsydney.edu.au/search/name/Adam%20Possamai/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9003_22-RQ2_KW_D#subjects)

Liverpool

Day

Subject Contact Adam Possamai ([https://directory.westernsydney.edu.au/search/name/Adam Possamai/](https://directory.westernsydney.edu.au/search/name/Adam%20Possamai/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9003_22-RQ2_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Adam Possamai ([https://directory.westernsydney.edu.au/search/name/Adam Possamai/](https://directory.westernsydney.edu.au/search/name/Adam%20Possamai/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9003_22-RQ2_PS_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Adam Possamai ([https://directory.westernsydney.edu.au/search/name/Adam Possamai/](https://directory.westernsydney.edu.au/search/name/Adam%20Possamai/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9003_22-RQ3_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Adam Possamai ([https://directory.westernsydney.edu.au/search/name/Adam Possamai/](https://directory.westernsydney.edu.au/search/name/Adam%20Possamai/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9003_22-RQ3_KW_D#subjects)

Liverpool

Day

Subject Contact Adam Possamai ([https://directory.westernsydney.edu.au/search/name/Adam Possamai/](https://directory.westernsydney.edu.au/search/name/Adam%20Possamai/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9003_22-RQ3_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Adam Possamai ([https://directory.westernsydney.edu.au/search/name/Adam Possamai/](https://directory.westernsydney.edu.au/search/name/Adam%20Possamai/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9003_22-RQ3_PS_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Adam Possamai ([https://directory.westernsydney.edu.au/search/name/Adam Possamai/](https://directory.westernsydney.edu.au/search/name/Adam%20Possamai/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9003_22-RQ4_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Adam Possamai ([https://directory.westernsydney.edu.au/search/name/Adam Possamai/](https://directory.westernsydney.edu.au/search/name/Adam%20Possamai/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9003_22-RQ4_KW_D#subjects)

Liverpool

Day

Subject Contact Adam Possamai ([https://directory.westernsydney.edu.au/search/name/Adam Possamai/](https://directory.westernsydney.edu.au/search/name/Adam%20Possamai/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9003_22-RQ4_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Adam Possamai ([https://directory.westernsydney.edu.au/search/name/Adam Possamai/](https://directory.westernsydney.edu.au/search/name/Adam%20Possamai/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9003_22-RQ4_PS_D#subjects)

BEHV 9004 Higher Degree Research Thesis - Psychology

Credit Points 20

Legacy Code 800027

Coordinator John Cass ([https://directory.westernsydney.edu.au/search/name/John Cass/](https://directory.westernsydney.edu.au/search/name/John%20Cass/))

School Psychology

Discipline Psychology

Student Contribution Band HECS Band 1 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact John Cass ([https://directory.westernsydney.edu.au/search/name/John Cass/](https://directory.westernsydney.edu.au/search/name/John%20Cass/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9004_22-RQ1_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact John Cass ([https://directory.westernsydney.edu.au/search/name/John Cass/](https://directory.westernsydney.edu.au/search/name/John%20Cass/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9004_22-RQ1_KW_D#subjects)

Liverpool

Day

Subject Contact John Cass ([https://directory.westernsydney.edu.au/search/name/John Cass/](https://directory.westernsydney.edu.au/search/name/John%20Cass/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9004_22-RQ1_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact John Cass ([https://directory.westernsydney.edu.au/search/name/John Cass/](https://directory.westernsydney.edu.au/search/name/John%20Cass/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9004_22-RQ1_PS_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact John Cass ([https://directory.westernsydney.edu.au/search/name/John Cass/](https://directory.westernsydney.edu.au/search/name/John%20Cass/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9004_22-RQ2_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact John Cass ([https://directory.westernsydney.edu.au/search/name/John Cass/](https://directory.westernsydney.edu.au/search/name/John%20Cass/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9004_22-RQ2_KW_D#subjects)

Liverpool

Day

Subject Contact John Cass ([https://directory.westernsydney.edu.au/search/name/John Cass/](https://directory.westernsydney.edu.au/search/name/John%20Cass/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9004_22-RQ2_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact John Cass ([https://directory.westernsydney.edu.au/search/name/John Cass/](https://directory.westernsydney.edu.au/search/name/John%20Cass/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9004_22-RQ2_PS_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact John Cass ([https://directory.westernsydney.edu.au/search/name/John Cass/](https://directory.westernsydney.edu.au/search/name/John%20Cass/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9004_22-RQ3_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact John Cass ([https://directory.westernsydney.edu.au/search/name/John Cass/](https://directory.westernsydney.edu.au/search/name/John%20Cass/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9004_22-RQ3_KW_D#subjects)

Liverpool

Day

Subject Contact John Cass ([https://directory.westernsydney.edu.au/search/name/John Cass/](https://directory.westernsydney.edu.au/search/name/John%20Cass/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9004_22-RQ3_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact John Cass ([https://directory.westernsydney.edu.au/search/name/John Cass/](https://directory.westernsydney.edu.au/search/name/John%20Cass/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9004_22-RQ3_PS_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact John Cass ([https://directory.westernsydney.edu.au/search/name/John Cass/](https://directory.westernsydney.edu.au/search/name/John%20Cass/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9004_22-RQ4_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact John Cass ([https://directory.westernsydney.edu.au/search/name/John Cass/](https://directory.westernsydney.edu.au/search/name/John%20Cass/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9004_22-RQ4_KW_D#subjects)

Liverpool

Day

Subject Contact John Cass ([https://directory.westernsydney.edu.au/search/name/John Cass/](https://directory.westernsydney.edu.au/search/name/John%20Cass/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9004_22-RQ4_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact John Cass ([https://directory.westernsydney.edu.au/search/name/John Cass/](https://directory.westernsydney.edu.au/search/name/John%20Cass/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9004_22-RQ4_PS_D#subjects)

BEHV 9005 Higher Degree Research Thesis - Psychology

Credit Points 20

Legacy Code 800188

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Graduate Research School

Discipline Psychology

Student Contribution Band HECS Band 1 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9005_22-RQ4_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9005_22-RQ4_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9005_22-RQ4_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9005_22-RQ4_PS_D#subjects)

BEHV 9006 Higher Degree Research Thesis - Psychology

Credit Points 20

Legacy Code 800208

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Graduate Research School

Discipline Psychology

Student Contribution Band HECS Band 1 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9006_22-RQ1_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9006_22-RQ1_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9006_22-RQ1_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9006_22-RQ1_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9006_22-RQ1_PS_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9006_22-RQ2_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9006_22-RQ2_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9006_22-RQ2_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9006_22-RQ2_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9006_22-RQ2_PS_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9006_22-RQ3_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9006_22-RQ3_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9006_22-RQ3_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9006_22-RQ3_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9006_22-RQ3_PS_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9006_22-RQ4_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9006_22-RQ4_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9006_22-RQ4_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9006_22-RQ4_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BEHV9006_22-RQ4_PS_D#subjects)

BIOS 0001 Biology (WSTC)

Credit Points 10

Legacy Code 900022

Coordinator Virginia Shepherd ([https://directory.westernsydney.edu.au/search/name/Virginia Shepherd/](https://directory.westernsydney.edu.au/search/name/Virginia%20Shepherd/))

Description Biology is the study of the cellular processes that occur within organisms and the interactions that occur between organisms within the biosphere. The unit is therefore seen to have relevance to the lives of students. It is important for students to develop an understanding of the biological principles that will enable them to make informed decisions about the advances that are occurring in biotechnology and biomedical science. Undergraduate study in the life sciences requires the student to have acquired a basic body of knowledge that focuses on the diversity and the unity of living things as well as skills in collecting and analysing information and writing concise and coherent explanations.

School Western Sydney The College

Discipline Biological Sciences

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 0 Preparatory subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	30 minutes	5	N	Individual
Mid Term Exam	90 minutes	30	N	Individual
Genetics Problem Solving	1 hour	15	N	Individual
Disease Research Task	5 minute presentation	10	N	Individual
Final Examination	3 hours	40	N	Individual

Teaching Periods

BIOS 0002 Focus on Biology (WSTC Prep)

Credit Points 10

Legacy Code 700232

Coordinator Virginia Shepherd ([https://directory.westernsydney.edu.au/search/name/Virginia Shepherd/](https://directory.westernsydney.edu.au/search/name/Virginia%20Shepherd/))

Description Biology is the study of integrated living systems, from the level of molecular systems that constitute cells to the interactions that occur within and between organisms that together make up the biosphere. This unit will equip students to undertake tertiary level biological units that emphasise both the unity (cell biology) and diversity (evolution) of living organisms. Students will learn about the basic molecular biological underpinnings of cellular structure and function within an integrated framework that proceeds through major themes of bioenergetics, gas exchange and transport systems within multicellular organisms, inheritance and evolution. Students will develop a fundamental body of essential biological concepts, as well as build skills in collecting and analysing information, and writing coherent explanations.

School Western Sydney The College

Discipline Biological Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects BIOS 0003 - Focus on Biology (WSTC) BIOS 0001 - Biology

Restrictions Students must be enrolled at Western Sydney University, The College.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Conceptualise and describe fundamental properties of living systems.
2. Recall the basic structural organisation of prokaryotic and eukaryotic cells.
3. Explain fundamental cellular processes including membrane transport, photosynthesis and respiration.
4. Explain the basic roles of nucleic acids, proteins, carbohydrates and lipids in cell structure and function.
5. Describe and explain the necessity for processes of gas exchange in multicellular organisms.
6. Describe and explain the necessity for transport systems in multicellular organisms.
7. Describe the manner in which genetic information is passed from generation to generation.
8. Outline at a basic level the process of protein synthesis from a DNA template.
9. Explain in simple terms the concept of evolution through natural selection and changes in gene frequency.
10. Describe basic characteristics of six kingdoms of life within an evolutionary framework.
11. Solve problems, analyse and synthesise information, and draw conclusions.

Subject Content

Topic 1: Cells: The Basis of Life

- Characteristics of living systems
- Prokaryotes and eukaryotes
- Organisation, structure and function of cells
- Overview of evolution of eukaryotic cells
- Emergence of multicellularity

Topic 2: Cells in Action

- Life building blocks: proteins, nucleic acids, lipids and carbohydrates
- Maintaining a boundary: cell membranes and membrane transport, compartmentalisation of eukaryotic cells

- Energising the biosphere: chloroplasts and photosynthesis

- Fuel for life: mitochondria, cellular respiration, and ATP

Topic 3: Life on Land: Gas Exchange in Multicellular Organisms

- Gas exchange systems in multicellular organisms: overview of evolution

- Stomata, guard cells and transpiration

- The mammalian respiratory system

Topic 4: Life on Land: Transport Systems in Multicellular Organisms

- Transport systems in multicellular organisms: overview of evolution

- Roots and shoots, xylem and phloem: transport in flowering plants

- The mammalian circulatory and excretory systems

Topic 5: Reproduction and Inheritance

- DNA, genes, and chromosomes

- Protein synthesis

- Cell division in eukaryotes

- Aspects of Mendelian Inheritance

Topic 6: Evolution and Biodiversity

- Natural selection, changes of gene frequency in populations

- Hylogeny: six kingdoms, three domains of life

- Themes in evolution

Topic 1: Cells: The Basis of Life

- Characteristics of living systems

- Prokaryotes and eukaryotes

- Organisation, structure and function of cells

- Overview of evolution of eukaryotic cells

- Emergence of multicellularity

Topic 2: Cells in Action

- Life building blocks: proteins, nucleic acids, lipids and carbohydrates

- Maintaining a boundary: cell membranes and membrane transport, compartmentalisation of eukaryotic cells

- Energising the biosphere: chloroplasts and photosynthesis

- Fuel for life: mitochondria, cellular respiration, and ATP

Topic 3: Life on Land: Gas Exchange in Multicellular Organisms

- Gas exchange systems in multicellular organisms:

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Logbook In three parts Early Low Risk task = Part 1 of workbook submission	1000 words total	20	N	Individual
Online Quiz	90 minutes	25	N	Individual
Workbook, and Quiz	90 minutes	30	N	Individual

Online inter-session exam	2 hours	25	N	Individual
---------------------------	---------	----	---	------------

Teaching Periods

Term 1

Nirimba Education Precinct

Day

Subject Contact Virginia Shepherd ([https://directory.westernsydney.edu.au/search/name/Virginia Shepherd/](https://directory.westernsydney.edu.au/search/name/Virginia%20Shepherd/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS0002_22-T1_BL_D#subjects)

Term 3

Nirimba Education Precinct

Day

Subject Contact Virginia Shepherd ([https://directory.westernsydney.edu.au/search/name/Virginia Shepherd/](https://directory.westernsydney.edu.au/search/name/Virginia%20Shepherd/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS0002_22-T3_BL_D#subjects)

BIOS 0003 Focus on Biology (WSTC)

Credit Points 10

Legacy Code 900104

Coordinator Virginia Shepherd ([https://directory.westernsydney.edu.au/search/name/Virginia Shepherd/](https://directory.westernsydney.edu.au/search/name/Virginia%20Shepherd/))

Description Biology is the study of integrated living systems, from the level of molecular systems that constitute cells to the interactions that occur within and between organisms that together make up the biosphere. This unit will equip students to undertake tertiary level biological units that emphasise both the unity (cell biology) and diversity (evolution) of living organisms. Students will learn about the basic molecular biological underpinnings of cellular structure and function within an integrated framework that proceeds through major themes of bioenergetics, gas exchange and transport systems within multicellular organisms, inheritance and evolution. Students will develop a fundamental body of essential biological concepts, as well as build skills in collecting and analysing information, and writing coherent explanations.

School Western Sydney The College

Discipline Biological Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects BIOS 0002 - Focus on Biology (UWSCFS)

Restrictions Students must be enrolled at The College in Foundation Studies programs.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Conceptualise and describe fundamental properties of living systems.
2. Recall the basic structural organisation of prokaryotic and eukaryotic cells.
3. Explain fundamental cellular processes including membrane transport, photosynthesis and respiration.

4. Explain the basic roles of nucleic acids, proteins, carbohydrates and lipids in cell structure and function.
5. Describe and explain the necessity for processes of gas exchange in multicellular organisms.
6. Describe and explain the necessity for transport systems in multicellular organisms.
7. Describe the manner in which genetic information is passed from generation to generation.
8. Outline at a basic level the process of protein synthesis from a DNA template.
9. Explain in simple terms the concept of evolution through natural selection and changes in gene frequency.
10. Describe basic characteristics of six kingdoms of life within an evolutionary framework.
11. Solve problems, analyse and synthesise information, and draw conclusions.

Subject Content

Topic 1

Cells: The Basis of Life

Characteristics of living systems

Prokaryotes and eukaryotes

Organisation, structure and function of cells

Overview of evolution of eukaryotic cells

Emergence of multicellularity

Topic 2

Cells in Action

Life's building blocks: proteins, nucleic acids, lipids and carbohydrates

Maintaining a boundary: cell membranes and membrane transport,

compartmentalisation of eukaryotic cells

Energising the biosphere: chloroplasts and photosynthesis

Fuel for life: mitochondria, cellular respiration, and ATP

Topic 3

Life on Land: Gas Exchange in Multicellular Organisms

Gas exchange systems in multicellular organisms: overview of evolution

Stomata, guard cells and transpiration

The mammalian respiratory system

Topic 4

Life on Land: Transport Systems in Multicellular Organisms

Transport systems in multicellular organisms: overview of evolution

Roots and shoots, xylem and phloem: transport in flowering plants

The mammalian circulatory and excretory systems

Topic 5

Reproduction and Inheritance

DNA, genes, and chromosomes

Protein synthesis

Cell division in eukaryotes

Aspects of Mendelian Inheritance

Topic 6

Evolution and Biodiversity

Natural selection, changes of gene frequency in populations

Phylogeny: six kingdoms, three domains of life

Themes in evolution

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Log/ Workbook – workbook problems 1	a. Quiz: up to 30 min b. Participation	20	N	Individual
Intra-session Exam 2	1 hour	15	N	Individual
Practical – Laboratory workbook 3	a.1 hour b. Quiz: up to 30 min	30	N	Individual
Quiz-Living Systems	30 min	10	N	Individual
End of Session Exam	2 hrs and 20 mins	25	N	Individual

Teaching Periods

BIOS 1001 Biodiversity

Credit Points 10

Legacy Code 300802

Coordinator Christa Beckmann ([https://directory.westernsydney.edu.au/search/name/Christa Beckmann/](https://directory.westernsydney.edu.au/search/name/Christa%20Beckmann/))

Description How many species walk, fly, swim or slither, crawl, hop, wriggle or just float, hitchhike or move so slowly that they appear not to move at all? No one knows and new species appear almost every day. This unit focuses on this spectacular diversity of living things and the process of evolution. Students explore and classify biodiversity and how organisms function, acquire and assimilate resources and co-ordinate growth and reproduction. Organisms interact with one another and their environment forming a complex set of interactions in ecosystems. It is these interactions that have driven evolution. Ultimately human survival depends on the sustainable use of this biodiversity and ecosystems.

School Science

Discipline Ecology and Evolution

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects BIOS 1006 - Biology A – The Diversity of Life BIOS 1002 - Biodiversity BIOS 1005 - Biology 2 BIOS 1003 - Biodiversity

Incompatible Subjects LGYA 3841 - Foundation Biology 2 LGYB 5438 - Biological Sciences 12 LGYB 9635 - General Biology

Assumed Knowledge

Basic knowledge of biology and chemistry.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the characteristics of major biological groups and demonstrate how this information can be used to classify an unknown organism.
2. Explain and provide examples that demonstrate how evolution has given rise to biodiversity.
3. Describe and explain the role of cells, tissues and organs in the structure and function of organisms.

4. Explain how organisms acquire the resources necessary to function.
5. Describe the scientific method and demonstrate how it can be used to test explanations of observations by formulating testable hypotheses and designing experiments.
6. Conduct basic investigations of organisms using microscopy, experimentation and perform data analysis and interpret results.
7. Apply and transfer chemical principles to other contexts such as the origin of life, and how organisms acquire the necessary resources to sustain life.
8. Evaluate data and evidence from scientific literature.

Subject Content

The characteristics of living things and the nature of Biodiversity Science as a way of knowing

Classification, taxonomy and species

Evolutionary theory

A survey of the major groups of living things from bacteria, viruses, protists and fungi to plants and animals

Evolutionary development of structure and function

The role of living organisms in ecosystems

The Biodiversity crisis

Basic light microscopy observing plants, animals and microbes

Sorting, organising and classifying organisms

Formulation of scientific hypotheses, designing experiments and data analysis

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	Approximately 10 1 hour per week, but of variable duration due to student's ability		N	Individual
Quiz	50 minutes	20	N	Individual
Practical	4 x 3 hours	20	N	Individual
Final Exam	2 hours	50	N	Individual

Prescribed Texts

- Mason KA, Losos AB, Singer SR 2017 Biology, 11th ed. McGraw-Hill, New York (Available online)
- Mason KA, Losos JB, Duncan T 2020 Biology 12th edn, McGraw-Hill, New York (Available online)

Teaching Periods

Autumn Campbelltown Day

Subject Contact Christa Beckmann ([https://directory.westernsydney.edu.au/search/name/Christa Beckmann/](https://directory.westernsydney.edu.au/search/name/Christa%20Beckmann/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS1001_22-AUT_CA_D#subjects)

Hawkesbury

Composite

Subject Contact Christa Beckmann ([https://directory.westernsydney.edu.au/search/name/Christa Beckmann/](https://directory.westernsydney.edu.au/search/name/Christa%20Beckmann/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS1001_22-AUT_HW_C#subjects)

Day

Subject Contact Christa Beckmann ([https://directory.westernsydney.edu.au/search/name/Christa Beckmann/](https://directory.westernsydney.edu.au/search/name/Christa%20Beckmann/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS1001_22-AUT_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Christa Beckmann ([https://directory.westernsydney.edu.au/search/name/Christa Beckmann/](https://directory.westernsydney.edu.au/search/name/Christa%20Beckmann/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS1001_22-AUT_PS_D#subjects)

BIOS 1003 Biodiversity (WSTC)

Credit Points 10

Legacy Code 700095

Coordinator Virginia Shepherd ([https://directory.westernsydney.edu.au/search/name/Virginia Shepherd/](https://directory.westernsydney.edu.au/search/name/Virginia%20Shepherd/))

Description How many species walk, fly, swim or slither, crawl, hop, wriggle or just float, hitchhike or move so slowly that they appear not to move at all? No one knows and new species appear almost every day. This unit focuses on this spectacular diversity of living things and the process of evolution. Students explore and classify biodiversity and how organisms function, acquire and assimilate resources and co-ordinate growth and reproduction. Organisms interact with one another and their environment forming a complex set of interactions in ecosystems. It is these interactions that have driven evolution. Ultimately human survival depends on the sustainable use of this biodiversity and ecosystems.

School Science

Discipline Ecology and Evolution

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects BIOS 1002 - Biodiversity LGYB 0458 - Biodiversity (UWSC) BIOS 1001 - Biodiversity

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in Extended Diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject. Students enrolled in the combined Diploma/Bachelor programs listed below must pass all College Preparatory subjects listed in the program structure before progressing to the Year 2 subjects.

Assumed Knowledge

Basic knowledge of biology and chemistry.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the characteristics of major biological groups and demonstrate how this information can be used to classify an unknown organism.
2. Explain and provide examples that demonstrate how evolution has given rise to biodiversity.
3. Describe and explain the role of cells, tissues and organs in the structure and function of organisms.
4. Explain how organisms acquire the resources necessary to function.
5. Describe the scientific method and demonstrate how it can be used to test explanations of observations by formulating testable hypotheses and designing experiments.
6. Conduct basic investigations of organisms using microscopy, experimentation and perform data analysis and interpret results.
7. Apply and transfer chemical principles to other contexts such as the origin of life, and how organisms acquire the necessary resources to sustain life.
8. Evaluate data and evidence from scientific literature.

Subject Content

1. The characteristics of living things and the nature of Biodiversity
2. Science as a way of knowing
3. Classification, taxonomy and species
4. Evolutionary theory
5. A survey of the major groups of living things from bacteria, viruses, protists and fungi to plants and animals
6. Evolutionary development of structure and function
7. The role of living organisms in ecosystems
8. The Biodiversity crisis
9. Basic light microscopy observing plants, animals and microbes
10. Sorting, organising and classifying organisms
11. Formulation of scientific hypotheses, designing experiments and data analysis

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Practical	3 hours x 5	25	N	Individual
Case Study	45 minutes	10	N	Individual
Intra-session Exam	90 minutes	25	N	Individual
Final Exam	2 hours	40	N	Individual

Teaching Periods

Term 1

Nirimba Education Precinct

Day

Subject Contact Virginia Shepherd ([https://directory.westernsydney.edu.au/search/name/Virginia Shepherd/](https://directory.westernsydney.edu.au/search/name/Virginia%20Shepherd/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS1003_22-T1_BL_D#subjects)

Term 2

Nirimba Education Precinct

Day

Subject Contact Virginia Shepherd ([https://directory.westernsydney.edu.au/search/name/Virginia Shepherd/](https://directory.westernsydney.edu.au/search/name/Virginia%20Shepherd/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS1003_22-T2_BL_D#subjects)

BIOS 1010 Bioscience 1

Credit Points 10

Legacy Code 401002

Coordinator Anna Maceri ([https://directory.westernsydney.edu.au/search/name/Anna Maceri/](https://directory.westernsydney.edu.au/search/name/Anna%20Maceri/))

Description This unit will be replaced from Autumn 2022 by 401469 Bioscience 1. This unit introduces nursing and midwifery students to the terminology and major introductory concepts related to normal structure and function of the human body and its relationship to performances of activities of living and healthy lifestyle practices.

School Nursing & Midwifery

Discipline Human Biology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Learning Outcomes

1. Define anatomy and physiology of the human body across the lifespan
2. Identify appropriate terminology to biological concepts and mechanisms
3. Describe the physiological healthy body systems and homeostasis
4. Explain the impact of lifestyle practices that improve people's health literacy with relevance to nursing and midwifery practice
5. Analyse biological concepts of health conditions related to Australian National Health Priority areas

Subject Content

1. To inform nursing and midwifery practice, the following body systems are reviewed
 - a. Human genome basics
 - b. The integument, cardiovascular, respiratory, digestive, musculoskeletal, nervous, endocrine, reproductive and urinary systems
2. For each system, the concepts addressed are
 - a. Fundamentals of Anatomy and Physiology
 - b. Levels of body system organisation
 - c. Growth and development across the lifespan
 - d. Homeostasis and health
 - e. Relationship to activities of living and healthy lifestyle practices
 - f. Relationship to National Health Priorities - Obesity

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	30 minutes each x 3	20	N	Individual
Case Study	1,000 words	40	N	Individual
Final Exam	1 hour	40	N	Individual

Teaching Periods

BIOS 1011 Bioscience 2

Credit Points 10

Legacy Code 401006

Coordinator Bashir Sumar ([https://directory.westernsydney.edu.au/search/name/Bashir Sumar/](https://directory.westernsydney.edu.au/search/name/Bashir%20Sumar/))

Description This unit will be replaced from Autumn 2022 by 401470 Bioscience 2. This unit extends knowledge gained in Bioscience 1 and introduces nursing students to concepts associated with alterations in health and wellness as a consequence of life transition. It includes an introduction to pathophysiology, pharmacology, immunology and microbiology. The unit also focuses on the impact of microorganisms on the health of people and the body's natural defences, as well as pharmacological interventions, in dealing with infections and injuries and its significance for nursing.

School Nursing & Midwifery

Discipline Human Biology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Co-requisite(s) BIOS 1010

Equivalent Subjects BIOS 1021 - Introduction to Health Breakdown

Restrictions Students must be enrolled in 4691 Bachelor of Nursing or 4693 Bachelor of Nursing (Advanced) or 4780 Bachelor of Nursing - WSU Online. Students must be enrolled in 4780 to enrol in WSU Online Campus subjects. Unitrack students may study this subject as a miscellaneous subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the physiological changes that occur in the body in response to health breakdown due to ageing, injury and disease, and in wound healing.
2. Outline the implications of preventative strategies in health breakdown for professional nursing practice.
3. Relate the role of the immune system to the maintenance of health and the consequences of its breakdown.
4. Utilise the concepts associated with primary health care to explain how microorganisms contribute to health breakdown within communities and health care facilities.
5. Discuss the role of pharmacological interventions in health breakdown.

Subject Content

1. The ageing process through to cessation of life
2. Inheritance Patterns ? cancer, genetics and testing
3. Introduction to pathophysiology
4. Cause, pathogenesis, symptoms, course, prognosis, prevention of disease

5. Relevance for nursing
6. Introduction to pharmacology for nurses
7. Pharmacokinetics and pharmacodynamics
8. Microbiology and infections - relevance for nursing
9. Common pathological organisms
10. Sources of infection and modes of transmission
11. National Safety and Quality Health Service Standard 3 ? Preventing and Controlling Healthcare Associated Infections
12. Protein Synthesis
13. Antimicrobial therapy
14. Immune Processes
15. Immune system breakdown and role of the nurse
16. Vaccination and immunisation
17. The inflammatory process
18. Wound healing

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Multiple Choice	30 minutes x 20 3 quizzes	20	N	Individual
Case Study	1200 words	40	N	Individual
Final Exam	1 hour	40	Y	Individual

Prescribed Texts

- Lee, G., & Bishop, P. (Eds.). (2016). Microbiology and infection control for health professionals (6th ed.). Melbourne, Victoria: Pearson Australia.
- Marieb, E.N., & Hoehn, K. (2019). Human anatomy & physiology (11th global ed.). Harlow, England: Pearson Education.

Teaching Periods

WSU Online TRI-1

Wsu Online

Online

Subject Contact Melanie Bingham ([https://directory.westernsydney.edu.au/search/name/Melanie Bingham/](https://directory.westernsydney.edu.au/search/name/Melanie%20Bingham/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS1011_22-OT1_OW_0#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Melanie Bingham ([https://directory.westernsydney.edu.au/search/name/Melanie Bingham/](https://directory.westernsydney.edu.au/search/name/Melanie%20Bingham/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS1011_22-OT2_OW_0#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Nikki Meller ([https://directory.westernsydney.edu.au/search/name/Nikki Meller/](https://directory.westernsydney.edu.au/search/name/Nikki%20Meller/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS1011_22-OT3_OW_0#subjects)

BIOS 1012 Cell Biology

Credit Points 10

Legacy Code 300816

Coordinator Gabriel Perrone ([https://directory.westernsydney.edu.au/search/name/Gabriel Perrone/](https://directory.westernsydney.edu.au/search/name/Gabriel%20Perrone/))

Description Cells are the most basic form of all life, and underlying normal cell function are the molecules used to build complex cellular structures, generate energy, and propagate dynamic life. The unit will study the fundamental processes through which key biomolecules, including lipids, carbohydrates, amino acids and nucleic acids are manipulated to generate and store energy, and build a broad array of important biological macromolecules including DNA, membranes and proteins. To sustain life, cells respire for energy and replicate for growth and sexual reproduction. Accordingly the unit will examine cellular respiration, transcription, translation, mitosis, meiosis, transmission and how genes are inherited and modified providing insight into the phenomena of life. The role of DNA technologies in the fields of medicine, biotechnology and environmental science will provide students with real world applications.

School Science

Discipline Biochemistry and Cell Biology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects BIOS 1013 - Cell Biology BIOS 1007 - Biology B - Cellular Processes BIOS 1004 - Biology 1 BIOS 1014 - Cell Biology (WSTC)

Assumed Knowledge

Basic understanding of biology and chemistry.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe a range of cell structures and shapes, and cellular organelles
2. Describe the broader role of organelles in cellular function and explain the importance of compartmentalisation
3. Describe the structure and chemical characteristics of the five major groups of molecules important to cellular life (water, carbohydrates, lipids, proteins, nucleic acids) and relate this structure to function in cellular processes
4. Explain why the different forms of cellular division are required for cellular function and the consequences when cellular processes fail to function properly
5. Explain how cells obtain energy, and how they use energy for driving reactions
6. Apply and transfer biological principles to other contexts such as chemical systems
7. Describe a range of DNA technologies in a variety of fields
8. Demonstrate skills in a range of experimental techniques e.g. microscopy, pipetting, biological techniques, calculations, recording data, interpreting and plotting data, writing reports

Subject Content

Structural organisation of cells

Molecular components of cells
 Membrane structure and function
 Energy and metabolism
 Cell communication
 How cells divide
 Sexual reproduction and meiosis
 Patterns of inheritance
 DNA: The genetic material
 Genes and how they work
 Control of gene expression
 DNA Technologies

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Learning Modules	Each week	20	N	Individual
Online and In-Lab Practical activities	Various 1-3 hours	15	N	Individual
Practical Examination	2 hours	25	N	Individual
Final Exam	2 hours	40	N	Individual

Prescribed Texts

- Raven, P.H., Johnson, G.B., Mason, K.A., Losos, J.B. and Singer, S.R. 2016. *Biology 11th ed.* New York, McGraw-Hill ISBN: (print only text) 9781259188138 ISBN (Print + Connect access card) 9781743769
- Raven, P.H., Johnson, G.B., Mason, K.A., Losos, J.B. and Singer, S.R. 2020. *Biology 12th ed.* New York, McGraw-Hill ISBN: ISBN10: 1260169618; ISBN13: 9781260169614

Teaching Periods

Spring Campbelltown

Day

Subject Contact Gabriel Perrone ([https://directory.westernsydney.edu.au/search/name/Gabriel Perrone/](https://directory.westernsydney.edu.au/search/name/Gabriel%20Perrone/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS1012_22-SPR_CA_D#subjects)

Hawkesbury

Composite

Subject Contact Gabriel Perrone ([https://directory.westernsydney.edu.au/search/name/Gabriel Perrone/](https://directory.westernsydney.edu.au/search/name/Gabriel%20Perrone/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS1012_22-SPR_HW_C#subjects)

Day

Subject Contact Gabriel Perrone ([https://directory.westernsydney.edu.au/search/name/Gabriel Perrone/](https://directory.westernsydney.edu.au/search/name/Gabriel%20Perrone/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS1012_22-SPR_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Gabriel Perrone ([https://directory.westernsydney.edu.au/search/name/Gabriel Perrone/](https://directory.westernsydney.edu.au/search/name/Gabriel%20Perrone/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS1012_22-SPR_PS_D#subjects)

BIOS 1014 Cell Biology (WSTC)

Credit Points 10

Legacy Code 700125

Coordinator Virginia Shepherd ([https://directory.westernsydney.edu.au/search/name/Virginia Shepherd/](https://directory.westernsydney.edu.au/search/name/Virginia%20Shepherd/))

Description Cells are the most basic form of all life, and underlying normal cell function are the molecules used to build complex cellular structures, generate energy, and propagate dynamic life. The unit will study the fundamental processes through which key biomolecules, including lipids, carbohydrates, amino acids and nucleic acids, are manipulated to generate and store energy, and build a broad array of important biological macromolecules including DNA, membranes and proteins. To sustain life, cells respire for energy and replicate for growth and sexual reproduction. Accordingly the unit will examine cellular respiration, transcription, translation, mitosis, meiosis, transmission and how the genetic code is inherited and modified providing students insights into the phenomena of life. The role of DNA technology in the fields of medicine, biomolecular plant and animal science, food, forensic and environmental science will provide students with real world applications.

School Science

Discipline Biochemistry and Cell Biology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects BIOS 1013 - Cell Biology BIOS 1007 - Biology B – Cellular Processes LGYB 0459 - Cell Biology (UWSC) BIOS 1012 - Cell Biology

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in Extended Diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject. Students enrolled in the combined Diploma/Bachelor programs listed below must pass all College Preparatory subjects listed in the program structure before progressing to the Year 2 subjects.

Assumed Knowledge

Basic understanding of biology and chemistry.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe a range of cell structures and shapes and cellular organelles
2. Describe the structure and function of cellular components to activities of the cellular unit (i.e. greater than the sum of its parts) and explain the importance of compartmentalisation
3. Describe the structure and chemical characteristics of the five major groups of molecules important to cellular life (water, carbohydrates, lipids, proteins, nucleic acids) and relate this structure to function in cellular processes

- Explain why the different forms of cellular division are required for cellular function and the consequences when cellular process fail to function properly
- Explain how cells obtain energy, and how they use energy for driving reactions
- Describe the range of DNA technologies in a variety of fields
- Apply and transfer biological principles to other contexts such as chemical systems
- Conduct a range of appropriate and relevant cell biology experimental techniques and explain how they are used

Practical	On-going in scheduled 3 hr prac time	10	N	Individual
Log/Workbook	On-going in scheduled 3 hr prac time	15	N	Individual

Prescribed Texts

- Raven, P.H., Johnson, G.B., Mason, K.A., Losos, J.B. and Singer, S.R. 2011. Biology 9th ed. New York, McGraw-Hill

Teaching Periods

Term 1

Nirimba Education Precinct

Day

Subject Contact Virginia Shepherd ([https://directory.westernsydney.edu.au/search/name/Virginia Shepherd/](https://directory.westernsydney.edu.au/search/name/Virginia%20Shepherd/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS1014_22-T1_BL_D#subjects)

Term 2

Nirimba Education Precinct

Day

Subject Contact Virginia Shepherd ([https://directory.westernsydney.edu.au/search/name/Virginia Shepherd/](https://directory.westernsydney.edu.au/search/name/Virginia%20Shepherd/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS1014_22-T2_BL_D#subjects)

Term 3

Nirimba Education Precinct

Day

Subject Contact Virginia Shepherd ([https://directory.westernsydney.edu.au/search/name/Virginia Shepherd/](https://directory.westernsydney.edu.au/search/name/Virginia%20Shepherd/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS1014_22-T3_BL_D#subjects)

BIOS 1022 Introduction to Human Biology

Credit Points 10

Legacy Code 300361

Coordinator Srinivas Nammi ([https://directory.westernsydney.edu.au/search/name/Srinivas Nammi/](https://directory.westernsydney.edu.au/search/name/Srinivas%20Nammi/))

Description This unit gives a basic understanding of the human body and introduces the scientific and medical terminology used for anatomy, physiology and biochemistry. It deals with gross structure and microscopic structure of the human body. It also examines microbial organisms, their classification, how they differ from eukaryotic cells and how our body defends against them. Where appropriate, examples of functional diseases will be discussed.

School Science

Discipline Human Biology

Student Contribution Band HECS Band 2 10cp

Subject Content

- Structural organization of cells
- Biological molecules
- From molecules to cells
- Membrane structure and function
- Energy and metabolism
- Cell communication
- How cells divide
- Patterns of inheritance
- DNA: The genetic material
- Genes and how they work
- Mendelian Genetics
- DNA technologies

- Structural organization of cells
- Biological molecules
- From molecules to cells
- Membrane structure and function
- Energy and metabolism
- Cell communication
- How cells divide
- Patterns of inheritance
- DNA: The genetic material
- Genes and how they work
- Mendelian Genetics
- DNA technologies

- Structural organization of cells
- Biological molecules
- From molecules to cells
- Membrane structure and function
- Energy and metabolism
- Cell communication
- How cells divide
- Patterns of inheritance
- DNA: The genetic material
- Genes and how they work
- Mendelian Genetics
- DNA technologies

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Poster	1,200-1,500 words	15	N	Both (Individual & Group)
Intra-session Exam	1 hour	15	N	Individual
Quiz	30 minutes	10	N	Individual
Final Exam	2 hours	35	N	Individual

Level Undergraduate Level 1 subject

Equivalent Subjects LGYA 7033 - Human Medical Sciences 1 LGYA 5170 - Physical and Biological Sciences 1 LGYB 7586 - Human Biology 1 BIOS 1023 - Introduction to Human Biology (WSTC)

Incompatible Subjects NATS 1013 - Introduction to Anatomy BIOS 1025 - Introduction to Physiology

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Use the language of anatomy and physiology to accurately describe location of organs and movement of the body
2. Describe the organization of the human body
3. Name the location of the major body cavities, their organs and the general function of these organs
4. Define the structure and function of the typical cell and its organelles
5. Describe the structure and function of different tissue types and organs
6. Explain the basic anatomy and physiology of the major body systems including cardiovascular, musculoskeletal, respiratory, nervous, urogenital and immune systems
7. Describe the basic pathophysiology of major diseases affecting the human body systems including dementia, coronary heart disease, diabetes, cancer, asthma, osteoporosis and infectious diseases

Subject Content

Anatomical terminology

Basic cell biology, histology and biochemistry

Location and function of major organ systems and tissues with emphasis on the cardiovascular, musculoskeletal, respiratory, nervous, urogenital and immune systems

Basic introduction to the pathophysiology of common human diseases such as dementia, coronary heart disease, diabetes, cancer, asthma, osteoporosis, and infectious diseases

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Pre-workshop 5 Workbook Quiz and Workshop Participation	5 Workbooks, quizzes, and participation at 5 workshops	25	N	Individual
Mid-Session Test	1 Hour	20	N	Individual
Final Examination	2 hours	55	N	Individual

Summer B Day

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Pre-workshop 3 Workbook Quiz and Workshop Participation	3 Workbooks, quizzes, and participation at 3 workshops	40	N	Individual
Final Examination	2 hours for answering multiple choice questions in the Final Examination	60	N	Individual

Prescribed Texts

- Gerald J. Tortora, & Bryan Derrickson (2015). Introduction to the Human Body. The essentials of Anatomy and Physiology, 10th Edition, Hoboken, NJ: Wiley.

Teaching Periods

BIOS 1023 Introduction to Human Biology (WSTC)

Credit Points 10

Legacy Code 700061

Coordinator Carissa Hanes ([https://directory.westernsydney.edu.au/search/name/Carissa Hanes/](https://directory.westernsydney.edu.au/search/name/Carissa%20Hanes/))

Description This unit gives a basic understanding of the human body and introduces the scientific and medical terminology used for anatomy, physiology and biochemistry. It deals with gross structure and microscopic structure of the human body. It also examines microbial organisms, their classification, how they differ from eukaryotic cells and how our body defends against them. Where appropriate, examples of functional diseases will be discussed.

School Science

Discipline Human Biology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Pre-requisite(s) Students must pass NATS 0006 - Fundamentals of Health Science (WSTC Prep) prior to enrolling in this unit (except for those enrolled in 7019 - Diploma in Health Science Fast Track as NATS 0006 is not in the Fast Track course structure)

Equivalent Subjects BIOS 1022 - Introduction to Human Biology

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in Extended Diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject. Students enrolled in the combined Diploma/Bachelor programs listed below must pass all College Preparatory subjects listed in the program structure before progressing to the Year 2 subjects.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Use the language of anatomy and physiology to accurately describe location of organs and movement of the body.

- Describe the organisation of the human body.
- Name the location of the major body cavities, their organs and the general function of these organs.
- Define the structure and function of the typical cell and its organelles.
- Describe the structure and function of different tissue types and organs.
- Explain the basic anatomy and physiology of the cardiovascular, musculoskeletal, respiratory and nervous systems.
- Describe the basic pathophysiology of major diseases affecting the human body systems including dementia, coronary heart disease, diabetes, cancer, asthma, osteoporosis and infectious diseases.

Subject Content

- Anatomical terminology
- Basic cell biology, histology and biochemistry
- Location and function of major organ systems and tissues with emphasis on the cardiovascular, musculoskeletal, respiratory, nervous, urogenital and immune systems.
- Basic introduction to the pathophysiology of common human diseases such as dementia, coronary heart disease, diabetes, cancer, asthma, osteoporosis and infectious diseases.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Pre-Workshop Quizzes, Workshop Participation	30-40 minutes	40	N	Individual
Intra-session Examination	1 hour	20	N	Individual
End-of-Session exam	2 hrs and 20 mins	40	N	Individual

Teaching Periods

BIOS 1027 Management of Aquatic Environments

Credit Points 10

Legacy Code 300824

Coordinator Ian Wright ([https://directory.westernsydney.edu.au/search/name/Ian Wright/](https://directory.westernsydney.edu.au/search/name/Ian%20Wright/))

Description This unit introduces students to the physical, chemical and biological nature of water systems and the linkages to human activity. These linkages include a development of an appreciation of the essential services and broad uses and values of water in modern human society, and the natural environment. Students are challenged to examine the causes and effects of water pollution and environmental degradation. Students are introduced to scientific water sampling, analysis and reporting of water quality and pollution.

School Science

Discipline Natural and Physical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects BIOS 1028 - Management of Aquatic Environments

Learning Outcomes

On successful completion of this subject, students should be able to:

- List and compare and contrast the physical, chemical and biological components of a freshwater system;
- Design an experiment to measure the condition of a freshwater system using physical chemical and biological indicators;
- Discuss the potential risk to human health from exposure to degraded aquatic environments;
- Assess impacts of human development on the ecological health of freshwater aquatic environments;
- Recommend management strategies for improved freshwater environmental management;
- Explain the concept and principles of Ecologically Sustainable Development;
- Demonstrate competencies in written and oral communication, teamwork, experimental design, information literacy and data processing.

Subject Content

- The role of water in modern society
- Water as a renewable resource
- Demands of human activity on waterways
- Ecosystems and waterways
- Disposal of waste using waterway
- Water pollution and its causes
- Water quality and recreation
- Government policy and regulation of water
- Water sample collection
- Laboratory analysis of water chemistry and biology
- Communication and teamwork
- Designing and delivering an oral presentation
- Interpretation of water quality data
- Use of field water quality meters

Special Requirements

Legislative pre-requisites

Students who opt to enrol in this subject are strongly recommended to obtain a Tetanus vaccination/booster. Students who cannot evidence vaccination may be precluded from activities on the Farm, and/or internships with third parties.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1,000 words	20	N	Group
Report	2 tables and up to 6 graphs	20	N	Individual

Presentation	15 minutes	10	N	Group
Report	2,500 words	50	N	Individual

Teaching Periods

Block A Session

Online

Online

Subject Contact Jack Isherwood ([https://directory.westernsydney.edu.au/search/name/Jack Isherwood/](https://directory.westernsydney.edu.au/search/name/Jack%20Isherwood/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS1027_22-BA_ON_O#subjects)

Autumn

Hawkesbury

Day

Subject Contact Ian Wright ([https://directory.westernsydney.edu.au/search/name/Ian Wright/](https://directory.westernsydney.edu.au/search/name/Ian%20Wright/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS1027_22-AUT_HW_D#subjects)

Composite

Subject Contact Ian Wright ([https://directory.westernsydney.edu.au/search/name/Ian Wright/](https://directory.westernsydney.edu.au/search/name/Ian%20Wright/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS1027_22-AUT_HW_C#subjects)

BIOS 1030 Resource Sustainability

Credit Points 10

Legacy Code 300810

Coordinator Andy Broderick ([https://directory.westernsydney.edu.au/search/name/Andy Broderick/](https://directory.westernsydney.edu.au/search/name/Andy%20Broderick/))

Description Resource sustainability deals with the local, national, and global sustainability issues concerning human interactions with the environment. The unit uses current resource issues and scientific concepts to provide the practical and theoretical information needed for students to think critically about environmental issues and to contribute to the sustainable management of natural and built environments. Students will also learn how science and society interact in the management of resources. Using the concept of ecologically sustainable development as a foundation, students will use critical thinking skills to research a resource issue of their choice at the local, national and/or international level. Students will communicate their research using new media exploring the issue and make recommendations for improving sustainability.

School Science

Discipline Ecology and Evolution

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects BIOS 1029 - Resource Sustainability BIOS 1031 - Resource Sustainability (WSTC)

Assumed Knowledge

Basic biological science and an understanding of referencing.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate critical thinking skills to make informed decisions about environmental issues and resource sustainability at the global, national, local, and personal levels.
2. Describe the scientific principles underlying sustainability, the limits of science in natural resource management, and the concept of ecologically sustainable development.
3. Explain and reflect on how human activities impact on sustainability of environments and resources.
4. Apply skills in academic reading, accessing library resources and field research to understand current issues in resource sustainability.
5. Analyse in-depth a resource issue at a range of scales and recommend solutions to sustainability problems.
6. Use spatial information in sustainable resource management.
7. Communicate a sustainable resource issue through new media.

Subject Content

Broad principles of Environmental Science and ecology and sustainable resource management

Concepts & principles of Ecologically Sustainable Development (ESD) and other policies that influence resource use

How science interacts with societal values in resource use

Local, regional, national and international issues and current events in resource management

Sustainability issues involving Human Population, Threatened and Endangered Species, Invasive Species, Water Availability and Quality, Energy, Climate Change, Fisheries, and Agriculture

Critical thinking skills and the application of these skills to information obtained from the media and other sources regarding resources

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Written research report	1250 words	15	N	Individual
Workshop group presentations	5 minutes each workshop and peer assessed	15	N	Group
Quizzes	30 minutes each	30	N	Individual
New Media presentation	5-7 minutes	40	N	Individual

Prescribed Texts

- Botkin and Keller . Environmental Science: Earth as a Living Planet. Wiley and Sons, latest edition

Teaching Periods

BIOS 1031 Resource Sustainability (WSTC)

Credit Points 10

Legacy Code 700099

Coordinator Phillip Newman ([https://directory.westernsydney.edu.au/search/name/Phillip Newman/](https://directory.westernsydney.edu.au/search/name/Phillip%20Newman/))

Description Resource sustainability deals with the local, national, and global sustainability issues concerning human interactions with the environment. The unit uses current resource issues and scientific concepts to provide the practical and theoretical information needed for students to think critically about environmental issues and to contribute to the sustainable management of natural and built environments. Students will also learn how science and society interact in the management of resources. Using the concept of ecologically sustainable development as a foundation, students will use critical thinking skills to research a resource issue of their choice at the local, national and/or international level. Students will communicate their research using new media exploring the issue and make recommendations for improving sustainability.

School Science

Discipline Ecology and Evolution

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects BIOS 1029 - Resource Sustainability BIOS 1030 - Resource Sustainability

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in Extended Diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject. Students enrolled in the combined Diploma/Bachelor programs listed below must pass all College Preparatory subjects listed in the program structure before progressing to the Year 2 subjects.

Assumed Knowledge

Basic biological science and an understanding of referencing.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate critical thinking skills to make informed decisions about environmental issues and resource sustainability at the global, national, local, and personal levels.
2. Describe the scientific principles underlying sustainability, the limits of science in natural resource management, and the concept of ecologically sustainable development.
3. Explain and reflect on how human activities impact on sustainability of environments and resources.
4. Apply skills in academic reading, accessing library resources and field research to understand current issues in resource sustainability.
5. Analyse in-depth a resource issue at a range of scales and recommend solutions to sustainability problems.
6. Use spatial information in sustainable resource management.
7. Communicate a sustainable resource issue through new media.

Subject Content

1. Broad principles of Environmental Science and ecology and sustainable resource management
2. Concepts & principles of Ecologically Sustainable Development (ESD) and other policies that influence resource use.
3. How science interacts with societal values in resource use
4. Local, regional, national and international issues and current events in resource management
5. Sustainability issues involving Human Population, Threatened and Endangered Species, Invasive Species, Water Availability and Quality, Energy, Climate Change, Fisheries, and Agriculture
6. Critical thinking skills and the application of these skills to information obtained from the media and other sources regarding resources

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Research Report	1250 words	15	N	Individual
Presentations	5 minutes each workshop (10%) and peer-assessed (5%)	15	N	Group
Quiz	1 hour in total (30 minutes each)	30	N	Individual
New Media Presentation	5-7 minutes	40	N	Individual

Prescribed Texts

- Botkin and Keller 2000, Environmental Science: Earth as a Living Planet. Wiley and Sons

Teaching Periods

BIOS 1033 Concepts in Human Physiology

Credit Points 10

Legacy Code 301254

Coordinator Sabine Piller ([https://directory.westernsydney.edu.au/search/name/Sabine Piller/](https://directory.westernsydney.edu.au/search/name/Sabine%20Piller/))

Description This unit introduces the core concepts and terminology necessary to provide a basic understanding of the physiological responses of the human body using relevant examples. These include the processes of homeostasis, cell-cell interactions and the physical and chemical transport processes that are required to carry out integrated functions. Students will explore these key physiological concepts through practical hands-on experiments and in interactive group work in prac and tutorial classes, respectively. The unit provides the foundation to study the physiology of human organ systems.

School Science

Discipline Medical Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Incompatible Subjects BIOS 1025 Introduction to Physiology
NATS 1009 Human Anatomy and Physiology 1
BIOS 1022 Introduction to Human Biology

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the component parts of a cell and how cell interactions occur
2. Recognise that all physiological systems are interdependent
3. Define the concept of homeostasis and explain how different mechanisms regulate its function
4. Explain physical, chemical and electrical principles of cell communication
5. Recognise structure and function relationships
6. Collect and interpret data from practical classes investigating physiological principles

Subject Content

1. Cell function, membranes, communication and their interdependence
2. Information flow: a. Physical principals of physiology: pressure driven (flow, viscosity and resistance) and electrically driven (force, potential, and currents) b. Chemical principles of physiology: energy, intermolecular forces, gradients and kinetics
3. Homeostasis
4. Interpretation of physiological data

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
5 x tutorial worksheets	30 minutes each	40	N	Individual
3 x Practical Quizzes	15 minutes each	30	N	Individual
Multiple choice and/or short answer quizzes x2	30 minutes each	30	Y	Individual

Teaching Periods

BIOS 1034 Management of Aquatic Environments (WSTC)

Credit Points 10

Legacy Code 700297

Coordinator Virginia Shepherd ([https://directory.westernsydney.edu.au/search/name/Virginia Shepherd/](https://directory.westernsydney.edu.au/search/name/Virginia%20Shepherd/))

Description This unit introduces students to the physical, chemical and biological nature of water systems and the linkages to human activity. These linkages include a development of an appreciation of the essential services and broad uses and values of water in modern human society, and the natural environment. Students are challenged to examine the causes and effects of water pollution and environmental degradation. Students are introduced to scientific water sampling, analysis and reporting of water quality and pollution.

School Science

Discipline Ecology and Evolution

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects BIOS 1027 Management of Aquatic Environments
BIOS 1028 Management of Aquatic Environments

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in Extended Diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. List and compare and contrast the physical, chemical and biological components of a freshwater system;
2. Design an experiment to measure the condition of a freshwater system using physical chemical and biological indicators.
3. Discuss the potential risk to human health from exposure to degraded aquatic environments.
4. Assess impacts of human development on the ecological health of freshwater aquatic environments;
5. Recommend management strategies for improved freshwater environmental management.
6. Explain the concept and principles of Ecologically Sustainable Development.
7. Demonstrate competencies in written and oral communication, teamwork, experimental design, information literacy and data processing.

Subject Content

1. The role of water in modern society
2. Water as a renewable resource
3. Demands of human activity on waterways
4. Ecosystems and waterways
5. Disposal of waste using waterways
6. Water pollution and its causes
7. Water quality and recreation
8. Government policy and regulation of water
9. Water sample collection
10. Laboratory analysis of water chemistry and biology
11. Communication and teamwork
12. Designing and delivering an oral presentation
13. Interpretation of water quality data
14. Use of field water quality meters

Special Requirements

Legislative pre-requisites

Students who opt to enrol in this subject are strongly recommended to obtain a Tetanus vaccination/booster. Students who cannot evidence

vaccination may be precluded from activities on the Farm, and/or internships with third parties.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Written scientific report Log/workbook (in 5 parts)- Virtual field trip	(2500 words) 1000-1500 words to adequately answer questions, evaluate, and solve problems	50	N	Individual
Graphing and tabulation: This is an Individual report of the Methods and Results sections of the Group report. Graphing and Tabulation-water quality data	(Should include two tables and up to six graphs)	20	N	Individual
Group report researching current issues (1000 words) Log/Workbook (Case Studies on Environmental Health and Human Health)	1000-1500 words to adequately answer questions, evaluate, and solve problems	20	N	Individual
Presentation Seminar-scientific conference poster presentation and oral delivery	(15 minutes 20 minutes oral delivery, poster preparation	10	N	Group

Teaching Periods

Term 3

Nirimba Education Precinct

Day

Subject Contact Virginia Shepherd ([https://directory.westernsydney.edu.au/search/name/Virginia Shepherd/](https://directory.westernsydney.edu.au/search/name/Virginia%20Shepherd/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS1034_22-T3_BL_D#subjects)

BIOS 1035 Anatomy and Physiology in Health

Credit Points 10

Legacy Code 301350

Coordinator Srinivas Nammi ([https://directory.westernsydney.edu.au/search/name/Srinivas Nammi/](https://directory.westernsydney.edu.au/search/name/Srinivas%20Nammi/))

Description This unit introduces the levels of structural organisation of the human body together with scientific and medical terminology used in anatomy and physiology. It deals with gross structure and function of the major organ systems of the human body and where appropriate, a brief outline of environmental factors and personal health practices that affect optimal human body function will be introduced. It also deals with basic biomechanics of musculoskeletal system.

School Science

Discipline Human Biology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects LGYA 7033 - Human Medical Sciences 1 LGYA 5170 - Physical and Biological Sciences 1 LGYB 7586 - Human Biology 1 BIOS 1023 - Introduction to Human Biology (WSTC) BIOS 1022 - Introduction to Human Biology

Incompatible Subjects NATS 1013 - Introduction to Anatomy BIOS 1025 - Introduction to Physiology

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Define and use the scientific and medical terminology of anatomy and physiology to accurately describe the location and function of organs and organ systems of the human body;
2. Describe the levels of structural organisation of the human body;
3. Identify the structure and function of different tissue types and organs;
4. Explain the basic anatomy and physiology of the major body systems including integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive systems
5. Determine the environmental and personal health practices affecting optimal function of human body;
6. Describe the biomechanics of human musculoskeletal system.

Subject Content

1. Scientific and medical terminology in anatomy and physiology
2. Levels of structural organisation of human body
3. Gross structure and function of major organ systems of human body as listed below. Where appropriate, environmental factors and personal health practices affecting optimal function of human body
 - (a) The integumentary system
 - (b) The skeletal system
 - (c) The muscular system
 - (d) The nervous system
 - (e) The endocrine system
 - (f) The cardiovascular system
 - (g) The lymphatic system and immunity

- (h) The respiratory system
 - (i) The digestive system
 - (j) The urinary system
 - (k) The reproductive system
4. Biomechanics of human musculoskeletal system

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	10 quizzes. 30 minutes/ quiz	30	N	Individual
Participation	10 weeks	10	N	Individual
Case Study	500 words	20	N	Individual
Final Exam	2 hours	40	N	Individual

Prescribed Texts

- Tortora, G.J., Derrickson, B., Burkett, B., et al. (2018). Principles of anatomy and physiology (2nd Asia-Pacific ed.), John Wiley & Sons.

Teaching Periods

Summer A Campbelltown

Day

Subject Contact Srinivas Nammi ([https://directory.westernsydney.edu.au/search/name/Srinivas Nammi/](https://directory.westernsydney.edu.au/search/name/Srinivas%20Nammi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS1035_22-SUA_CA_D#subjects)

Autumn Campbelltown

Day

Subject Contact Srinivas Nammi ([https://directory.westernsydney.edu.au/search/name/Srinivas Nammi/](https://directory.westernsydney.edu.au/search/name/Srinivas%20Nammi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS1035_22-AUT_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Srinivas Nammi ([https://directory.westernsydney.edu.au/search/name/Srinivas Nammi/](https://directory.westernsydney.edu.au/search/name/Srinivas%20Nammi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS1035_22-AUT_KW_D#subjects)

Online

Online

Subject Contact Srinivas Nammi ([https://directory.westernsydney.edu.au/search/name/Srinivas Nammi/](https://directory.westernsydney.edu.au/search/name/Srinivas%20Nammi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS1035_22-AUT_ON_O#subjects)

Sydney City Campus - Term 2 Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS1035_22-SC2_SC_D#subjects)

BIOS 1036 Human Development and Disease across the lifespan

Credit Points 10

Legacy Code 401394

Coordinator Katherine Kent ([https://directory.westernsydney.edu.au/search/name/Katherine Kent/](https://directory.westernsydney.edu.au/search/name/Katherine%20Kent/))

Description This unit builds on fundamental assumed knowledge of anatomy and physiology and introduces the study of human disease processes or pathophysiology through the framework of human development as a way of examining growth, health and disease at different stages of the lifespan. General concepts underlying human diseases as well as disorders relating to the lifespan will be studied. Developmental changes in physical, cognitive, social, intellectual, perceptual, personality and emotional growth are discussed. Common communicable and non-communicable, acute, chronic and degenerative health conditions are discussed from a pathophysiological, psychosocial and epidemiological perspective, and their impact on the day to day function of individuals and populations is explored. Risk factors for conditions and disease trajectory are explored at individual and society level, as well as the impact of these conditions on individuals, the health system and wider society.

School Health Sciences

Discipline Human Biology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Assumed Knowledge

A knowledge of fundamental anatomy and physiology

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe physical, cognitive, and psychosocial milestones of human development throughout the lifespan, applying contemporary theories of development;
2. Describe the biological, epidemiology, pathophysiology and course of communicable and non-communicable disease for common acute and chronic health conditions that occur across the lifespan;
3. Demonstrate broad theoretical knowledge of introductory pathophysiology of diseases;
4. Demonstrate ability to interpret and communicate information in different health contexts using appropriate medical terminology;
5. Explain the consequences of selected human condition and diseases for health systems and society;
6. Describe theoretical perspectives on death, dying, grieving and loss;

7. Describe the interplay and relationship between biology, environment and relationships during various stages of the lifecycle;
8. Describe the influences of healthy development across the lifespan

Subject Content

1. Theories and developmental milestones associated with the stages of human development from conception, prenatal development and birth, to infancy, toddlerhood, childhood, adolescence, early, middle, late adulthood and aging
2. The sequence and processes of physical, cognitive, emotional, and social aspects of human development throughout the lifecycle (from conception and prenatal development through death, dying and bereavement)
3. The interplay and relationship between biology, environment and relationships during the various stages of the human lifecycle
4. The influences on healthy development including nutrition, exercise and social and family relationships
5. The impact of unhealthy behaviours such as substance abuse or disease and disability upon development and functioning throughout the life span
6. Theoretical knowledge of disease pathophysiology
7. Explores common diseases from psychosocial, and epidemiological perspectives
8. Particular conditions considered will vary but will include diseases across the communicable, non-communicable, acute, chronic and degenerative conditions
9. Epigenetics
10. Interpret and communicate information in different health contexts using appropriate medical terminology

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz x 5	30 minutes for each quiz	30	N	Individual
Case Study	1,500 words	40	N	Individual
Report - A structured analytical account of a project, investigation or process	1,000 words	20	N	Individual
Participation	10 weeks	10	N	Individual

Prescribed Texts

- Hoffnung, M., Hoffnung, R.J., Seifert, K.L., Hine, A., & colleagues (2018). Lifespan development (4th Australasian ed.). Milton, QLD: John Wiley and Sons
- Hammer, G.D., & McPhee, S.J. (2018). Pathophysiology of disease (8th ed.). US: McGraw Hill Education.

Teaching Periods

Spring Campbelltown

Day

Subject Contact Katherine Kent ([https://directory.westernsydney.edu.au/search/name/Katherine Kent/](https://directory.westernsydney.edu.au/search/name/Katherine%20Kent/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS1036_22-SPR_CA_D#subjects)

Online

Online

Subject Contact Katherine Kent ([https://directory.westernsydney.edu.au/search/name/Katherine Kent/](https://directory.westernsydney.edu.au/search/name/Katherine%20Kent/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS1036_22-SPR_ON_O#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS1036_22-SC3_SC_D#subjects)

BIOS 1037 Human Development and Disease across the Lifespan (WSTC)

Credit Points 10

Legacy Code 700314

Coordinator Charlise Bennett ([https://directory.westernsydney.edu.au/search/name/Charlise Bennett/](https://directory.westernsydney.edu.au/search/name/Charlise%20Bennett/))

Description This unit builds on fundamental assumed knowledge of anatomy and physiology and introduces the study of human disease processes or pathophysiology through the framework of human development as a way of examining growth, health and disease at different stages of the lifespan. General concepts underlying human diseases as well as disorders relating to the lifespan will be studied. Developmental changes in physical, cognitive, social, intellectual, perceptual, personality and emotional growth are discussed. Common communicable and non-communicable, acute, chronic and degenerative health conditions are discussed from a pathophysiological, psychosocial and epidemiological perspective, and their impact on the day to day function of individuals and populations is explored. Risk factors for conditions and disease trajectory are explored at individual and society level, as well as the impact of these conditions on individuals, the health system and wider society.

School Health Sciences

Discipline Human Biology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects BIOS 1036 Human Development and Disease across the lifespan

Restrictions Students must be enrolled at The College. Students in Extended programs (7142) need to have passed 40 CPs of preparatory subjects in order to enrol in this subject. Students in Integrated

programs (6000, 7018) need to have passed or be enrolled in the preparatory subjects in these programs in order to enrol in this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe physical, cognitive, and psychosocial milestones of human development throughout the lifespan, applying contemporary theories of development
2. Describe the biological, epidemiology, pathophysiology and course of communicable and non-communicable disease for common acute and chronic health conditions that occur across the lifespan
3. Demonstrate broad theoretical knowledge of introductory pathophysiology of diseases
4. Demonstrate ability to interpret and communicate information in different health contexts using appropriate medical terminology
5. Explain the consequences of selected human condition and diseases for health systems and society
6. Describe theoretical perspectives on death, dying, grieving and loss
7. Describe the interplay and relationship between biology, environment and relationships during various stages of the lifecycle
8. Describe the influences of healthy development across the lifespan

Subject Content

1. Theories and developmental milestones associated with the stages of human development from conception, prenatal development and birth, to infancy, toddlerhood, childhood, adolescence, early, middle, late adulthood and aging
2. The sequence and processes of physical, cognitive, emotional, and social aspects of human development throughout the lifecycle (from conception and prenatal development through death, dying and bereavement)
3. The interplay and relationship between biology, environment and relationships during the various stages of the human lifecycle
4. The influences on healthy development including nutrition, exercise and social and family relationships
5. The impact of unhealthy behaviours such as substance abuse or disease and disability upon development and functioning throughout the life span
6. Theoretical knowledge of disease pathophysiology
7. Explores common diseases from psychosocial, and epidemiological perspectives
8. Particular conditions considered will vary but will include diseases across the communicable, non-communicable, acute, chronic and degenerative conditions
9. Epigenetics
10. Interpret and communicate information in different health contexts using appropriate medical terminology

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	5 Quizzes -30 minutes for each quiz. (each quiz worth 6%)	30	N	Individual
Case Study	1,500 words	40	N	Individual

Report	1,000 words	20	N	Individual
Participation	10 weeks	10	N	Individual

Prescribed Texts

- Hoffnung, M., Hoffnung, R.J., Seifert, K.L., Hine, A., & colleagues (2018). Lifespan development (4th Australasian ed.). Milton, QLD: John Wiley and Sons
- Hammer, G.D. & McPhee, S.J. (2018). Pathophysiology of disease (8th ed). US: McGraw Hill Education.

Teaching Periods

Term 3

Nirimba Education Precinct

Day

Subject Contact Charlise Bennett ([https://directory.westernsydney.edu.au/search/name/Charlise Bennett/](https://directory.westernsydney.edu.au/search/name/Charlise%20Bennett/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS1037_22-T3_BL_D#subjects)

BIOS 1038 Anatomy and Physiology in Health (WSTC)

Credit Points 10

Legacy Code 700316

Coordinator Virginia Shepherd ([https://directory.westernsydney.edu.au/search/name/Virginia Shepherd/](https://directory.westernsydney.edu.au/search/name/Virginia%20Shepherd/))

Description This unit introduces the levels of structural organisation of the human body together with scientific and medical terminology used in anatomy and physiology. It deals with gross structure and function of the major organ systems of the human body and where appropriate, a brief outline of environmental factors and personal health practices that affect optimal human body function will be introduced. It also deals with basic biomechanics of musculoskeletal system.

School Science

Discipline Human Biology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects BIOS 1035 Anatomy and Physiology in Health (WSTC)
 LGYA 7033 Human Medical Sciences 1
 BIOS 1022 Introduction to Human Biology
 BIOS 1023 Introduction to Human Biology (WSTC)

Incompatible Subjects NATS 1013 Introduction to Anatomy
 NATS 1014 Introduction to Anatomy (WSTC)
 BIOS 1025 Introduction to Physiology
 BIOS 1026 Introduction to Physiology (WSTC)

Restrictions Students must be enrolled at The College. Students enrolled in 7142 Diploma in Health Science Extended and 7143 Diploma in Health Science (HPE) Extended need to have passed 40 CPs of preparatory subjects in order to enrol in this subject. Students enrolled in 6000 Diploma in Health Science/Bachelor of Health Science and 6001 Diploma in Health Science/Bachelor of Health Science (HPE) need to have passed or be enrolled in the preparatory subjects in these programs in order to enrol in this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Define and use the scientific and medical terminology of anatomy and physiology to accurately describe the location and function of organs and organ systems of the human body
2. Describe the levels of structural organisation of the human body
3. Identify the structure and function of different tissue types and organs
4. Explain the basic anatomy and physiology of the major body systems including integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive systems
5. Determine the environmental and personal health practices affecting optimal function of human body
6. Describe the biomechanics of the human musculoskeletal system.

Subject Content

1. Scientific and medical terminology in anatomy and physiology
2. Levels of structural organisation of human body
3. Gross structure and function of major organ systems of the human body as listed below. Where appropriate, environmental factors and personal health practices affecting optimal function of the human body

- (a) The integumentary system
- (b) The skeletal system
- (c) The muscular system
- (d) The nervous system
- (e) The endocrine system
- (f) The cardiovascular system
- (g) The lymphatic system and immunity
- (h) The respiratory system
- (i) The digestive system
- (j) The urinary system
- (k) The reproductive system

4. Biomechanics of human musculoskeletal system

1. Scientific and medical terminology in anatomy and physiology
2. Levels of structural organisation of human body
3. Gross structure and function of major organ systems of the human body as listed below. Where appropriate, environmental factors and personal health practices affecting optimal function of the human body

- (a) The integumentary system
- (b) The skeletal system
- (c) The muscular system
- (d) The nervous system
- (e) The endocrine system
- (f) The cardiovascular system
- (g) The lymphatic system and immunity
- (h) The respiratory system
- (i) The digestive system
- (j) The urinary system
- (k) The reproductive system

4. Biomechanics of human musculoskeletal system

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	3 quizzes. Up to 60 minutes/quiz	30	N	Individual

Participation	10 weeks	10	N	Individual
Intra-session Exam	90 minutes	25	N	Individual
Final Exam	2 hours	35	N	Individual

Prescribed Texts

- Tortora, G.J., Derrickson, B., Burkett, B., et al. (2018). Principles of anatomy and physiology (2nd Asia-Pacific ed.), John Wiley & Sons.

Teaching Periods

Term 1

Nirimba Education Precinct

Day

Subject Contact Virginia Shepherd ([https://directory.westernsydney.edu.au/search/name/Virginia Shepherd/](https://directory.westernsydney.edu.au/search/name/Virginia%20Shepherd/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS1038_22-T1_BL_D#subjects)

Term 2

Nirimba Education Precinct

Day

Subject Contact Virginia Shepherd ([https://directory.westernsydney.edu.au/search/name/Virginia Shepherd/](https://directory.westernsydney.edu.au/search/name/Virginia%20Shepherd/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS1038_22-T2_BL_D#subjects)

BIOS 1039 Biodiversity (UG Cert)

Credit Points 10

Legacy Code 500050

Coordinator Jack Isherwood ([https://directory.westernsydney.edu.au/search/name/Jack Isherwood/](https://directory.westernsydney.edu.au/search/name/Jack%20Isherwood/))

Description How many species walk, fly, swim or slither, crawl, hop, wriggle or just float, hitchhike or move so slowly that they appear not to move at all? No one knows and new species appear almost every day. This unit focuses on this spectacular diversity of living things and the process of evolution. Students explore and classify biodiversity and how organisms' function, acquire and assimilate resources and co-ordinate growth and reproduction. Organisms interact with one another and their environment forming a complex set of interactions in ecosystems. It is these interactions that have driven evolution. Ultimately human survival depends on the sustainable use of this biodiversity and ecosystems.

School Science

Discipline Ecology and Evolution

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects BIOS 1003 Biodiversity BIOS 1002 Biodiversity LGYB 0458 Biodiversity (UWSC) BIOS 1001 Biodiversity

Restrictions Students must be enrolled in the following program: 7175, Undergraduate Certificate of Environmental Sustainability

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the characteristics of major biological groups and demonstrate how this information can be used to classify an unknown organism.
2. Explain and provide examples that demonstrate how evolution has given rise to biodiversity.
3. Describe and explain the role of cells, tissues and organs in the structure and function of organisms.
4. Explain how organisms acquire the resources necessary to function.
5. Describe the scientific method and demonstrate how it can be used to test explanations of observations by formulating testable hypotheses and designing experiments.
6. Conduct basic investigations of organisms using microscopy, experimentation and perform data analysis and interpret results.
7. Apply and transfer chemical principles to other contexts such as the origin of life, and how organisms acquire the necessary resources to sustain life.
8. Evaluate data and evidence from scientific literature.

Subject Content

1. The characteristics of living things and the nature of Biodiversity
2. Science as a way of knowing
3. Classification, taxonomy and species
4. Evolutionary theory
5. A survey of the major groups of living things from bacteria, viruses, protists and fungi to plants and animals.
6. Evolutionary development of structure and function
7. The role of living organisms in ecosystems.
8. The Biodiversity crisis
9. Basic light microscopy observing plants, animals and microbes
10. Sorting, organising and classifying organisms
11. Formulation of scientific hypotheses, designing experiments and data analysis

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Log/ Workbook	1200 words	40	N	Individual
Case Study	900 words	30	N	Individual
Portfolio	1250 words	30	N	Individual

Teaching Periods

Block B Session

Online

Online

Subject Contact Jack Isherwood ([https://directory.westernsydney.edu.au/search/name/Jack Isherwood/](https://directory.westernsydney.edu.au/search/name/Jack%20Isherwood/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS1039_22-BB_ON_O#subjects)

Block D Session

Online

Online

Subject Contact Jack Isherwood ([https://directory.westernsydney.edu.au/search/name/Jack Isherwood/](https://directory.westernsydney.edu.au/search/name/Jack%20Isherwood/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS1039_22-BD_ON_O#subjects)

Block F Session

Online

Online

Subject Contact Jack Isherwood ([https://directory.westernsydney.edu.au/search/name/Jack Isherwood/](https://directory.westernsydney.edu.au/search/name/Jack%20Isherwood/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS1039_22-BF_ON_O#subjects)

BIOS 2005 Botany

Credit Points 10

Legacy Code 300836

Coordinator Kristine Crous ([https://directory.westernsydney.edu.au/search/name/Kristine Crous/](https://directory.westernsydney.edu.au/search/name/Kristine%20Crous/))

Description From microscopic algae to giant flowering angiosperms, this unit develops students knowledge and understanding of plants on earth. The unit covers the topics of plant anatomy and morphology, classification and systematics, and evolution. Students will examine the major groups of plants: green algae, bryophytes, lycophytes, monilophytes, gymnosperms and angiosperms. Laboratory and field work involves the study of common Australian plants and economically significant plants.

School Science

Discipline Botany

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) BIOS 1001

Equivalent Subjects LGYB 5440 - Botany LGYA 5941 - Botany

Assumed Knowledge

Basic knowledge of biology, chemistry and ecology.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Define botany as an area of study and place it in its scientific and social context.
2. Explain how evolutionary processes have led to the diversity of plants.
3. Describe the characteristics of the major groups of plants, and how tools such as microscopy and molecular biology can be used to study them.
4. Explain how botany is used to solve real-world problems such as measuring biodiversity.
5. Conduct botanical investigations safely and ethically in the field and laboratory, using appropriate methodologies correctly to obtain valid data.

- Use spreadsheets and statistical tools in analytical programs to enter, analyse and graph data and to draw appropriate conclusions.
- Communicate findings correctly in written form using an appropriate style, accessing the botanical literature to place the findings in context.

Subject Content

Plant tissues
 Plant morphology
 Plant development
 Plant reproduction and alternation of generations
 Classification and systematics of the major groups of plants
 Plant evolution

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Online Quizzes	20 min per week (10 - 12 weeks)	20	N	Individual
Report on Family Characteristic and plant biodiversity via Virtual Herbarium	1500 words	30	N	Individual
Tasks from tutorials and practicals	1 hour per tutorial/prac	20	N	Individual
Examination	2 hours	30	N	Individual

Prescribed Texts

- Mauseth JD (2017) Botany: an Introduction to Plant Biology. 6th edn. Sudbury: Jones and Bartlett

Teaching Periods

BIOS 2006 Comparative Physiology

Credit Points 10

Legacy Code 300838

Coordinator Sebastian Holmes ([https://directory.westernsydney.edu.au/search/name/Sebastian Holmes/](https://directory.westernsydney.edu.au/search/name/Sebastian%20Holmes/))

Description Building on the underlying physical and chemical principals/laws that define physiology, this unit from both a systems (e.g. Respiratory) and environmental (e.g. Marine) perspective, seeks to compare the functional physiology of organisms at all levels of organisation. Particular attention will be paid to respiration, temperature tolerance & regulation, living in water, sensory and neurophysiology. Students will have the opportunity to carry out a defined research project.

School Science

Discipline Zoology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) BIOS 1025 OR
 BIOS 2014 OR
 AGRI 1003 OR
 BIOS 1012 OR
 BIOS 1001

Equivalent Subjects BIOS 2038 - Animal Physiology

Restrictions Successful completion 60 credit points at Level 1 and 20 credit points at Level 2.

Assumed Knowledge

Basic biology, chemistry and maths.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Describe and compare between the different respiratory, excretory and circulatory systems utilised by organisms and discuss how physiological adaptations allow organisms to inhabit extreme environments (eg. deserts & freezing habitats).
- Explain the mass scaling laws with a particular focus on metabolism.
- Describe the physiological adaptations that organisms exhibit living in water with reference to osmoregulation, buoyancy and diving.
- Explain the similarities and differences with phyla in terms of their neurophysiology and sensory organs.
- Explain how different organisms achieve locomotion (movement) and obtain their nutritional requirements (feeding).
- Conduct both independent and group investigations safely and ethically in the field and laboratory, using sampling methodology correctly to obtain valid data.
- Use spreadsheets and statistical tools in analytical programs to enter, analyse and graph data, as to draw appropriate conclusions from data.
- Communicate findings correctly in oral or in written form using an appropriate style, as well as accessing the scientific literature to place the findings in context.

Subject Content

- The integrative (multidisciplinary) nature of physiology and its determination by basic physical and chemical principals/laws;
- The diversity of respiratory (including respiratory pigments) and circulatory systems;
- Nutrition and the different modes of feeding that exist;
- Scaling laws and metabolism;
- The physiological adaptation of organisms to extreme environments (deserts & freezing habitats) including the role of torpor;
- Comparison of nitrogenous excretion across the phyla (ammonia, urea & uric acid);
- Movement: types of skeleton, muscle and motility;
- The adaptation of animals to living in water (buoyancy, osmoregulation & diving);
- Neurophysiology & the diversity of sensory organs and structures exhibited by animals.

Special Requirements

Legislative pre-requisites

Students who opt to enrol in this subject are strongly recommended to obtain a Tetanus vaccination/booster. Students who cannot evidence

vaccination may be precluded from activities on the Farm, and/or internships with third parties.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical Report: 3x Mini Practical 1 X 3,000 Reports/ Lab Book Question and Answers. Full Major Practical Report (Practical Report Written as a Journal Paper)	3 X 500 words (15%) 1 X 3,000 words (10%)	25	N	Individual
Test: Mini-Test (Multiple Choice and Short Answers)	1 hour	30	N	Individual
Final Examination	2 hours	45	N	Individual

Prescribed Texts

- Hill, RW, Wyse, GA & Anderson, M 2012, Animal physiology, 3rd edn, Sinauer Associates, Sunderland, Mass.

Teaching Periods

Spring Hawkesbury

Day

Subject Contact Sebastian Holmes ([https://directory.westernsydney.edu.au/search/name/Sebastian Holmes/](https://directory.westernsydney.edu.au/search/name/Sebastian%20Holmes/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS2006_22-SPR_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Sebastian Holmes ([https://directory.westernsydney.edu.au/search/name/Sebastian Holmes/](https://directory.westernsydney.edu.au/search/name/Sebastian%20Holmes/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS2006_22-SPR_PS_D#subjects)

BIOS 2008 Ecology

Credit Points 10

Legacy Code 300839

Coordinator Uffe Nielsen ([https://directory.westernsydney.edu.au/search/name/Uffe Nielsen/](https://directory.westernsydney.edu.au/search/name/Uffe%20Nielsen/))

Description We live in a society where environmental problems dominate public debate. Ecology is one of the sciences required to find solutions to such problems; terms and ideas that came originally from ecology are used in public discussions, and in legislation. This unit will introduce students to ecology: what is studied, how it is studied, what are the strengths and limitations of ecology. Current ecological thinking will be covered, from the scale of individual organisms, through populations, and up to communities and ecosystems. Methods of study will be highlighted using evidence from molecular ecology through to field investigations.

School Science

Discipline Ecology and Evolution

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) BIOS 1001 OR

BIOS 1012 OR

AGRI 1009 OR

BIOS 1027

Equivalent Subjects LGYB 8458 - Ecology 21 BIOS 2007 - Ecology LGYB 8449 - Ecology 21 (V1)

Assumed Knowledge

Knowledge of first-year university biology satisfactory completion of Biodiversity and Cell Biology or equivalent and the concepts of classification, evolution, taxonomy, cellular processes plant and animal structure and function.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Define ecology as an area of study and place it in its scientific and social context
2. Explain how factors can be identified as limits to distribution
3. Describe the ecological concepts of populations, communities and ecosystems, and how tools such as modelling and molecular biology can be used to study them
4. Explain how ecology is used to solve real-world problems such as harvesting from wild populations or managing fire regimes
5. Describe indigenous approaches to the natural world and how these link to modern ecology
6. Conduct ecological investigations safely and ethically in the field and laboratory, using sampling methodology correctly to obtain valid ecological data
7. Use spreadsheets and statistical tools in analytical programs to enter, analyse and graph data and to draw appropriate conclusions from data
8. Communicate findings correctly in oral or in written form using an appropriate style, accessing the scientific literature to place the findings in context

Subject Content

1. Scope of ecology from individual organisms to communities and ecosystems
2. Origin of ecology as a science
3. Indigenous approaches to nature and links to modern ecology
4. Limitations of ecology in studying large, complex systems, with random inputs, and a low level of understanding of how they work
5. Limits to distribution of species - dispersal, habitat selection, abiotic and biotic factors

6. Investigations of limits of dispersal eg transplant experiments, physiological response studies
7. Population studies - definition, methodology, life tables as a tool, genetic and evolutionary approaches
8. Population growth - exponential and logistic growth, factors that cause fluctuations in population numbers eg density dependence, time lags, stochastic variation in vital parameters. Stochastic vs. Deterministic models of population growth
9. Biotic interactions in populations - competition, predation, herbivory, beneficial associations
10. Experimental tests of biotic interactions
11. Applied ecology - harvesting from wild populations, fire ecology, molecular ecology
12. Community ecology - definitions, models of how communities function and change eg succession, patch dynamics, equilibrium and non-equilibrium models
13. Ecosystem ecology - primary and secondary production, introduction to biogeochemical cycles.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Online Quizzes (four)	30 minutes each quiz	20	N	Individual
Project Report	2,000 words	25	N	Individual
Group Project Presentation	8 minutes, 10 slides max	10	N	Group
Final Examination	2 hours	35	N	Individual
Project proposal	Max 1,000 words	10	N	Group

Prescribed Texts

- Krebs, C.J. (2009). *Ecology: The Experimental Analysis of Distribution and Abundance*. 6th Edition, Pearson International, San Francisco
- Begon, M & Townsend, CR (eds) 2021, *Ecology From individuals to ecosystems*, 5th ed, Wiley Blackwell, Oxford, UK

Teaching Periods

Spring Hawkesbury Day

Subject Contact Uffe Nielsen ([https://directory.westernsydney.edu.au/search/name/Uffe Nielsen/](https://directory.westernsydney.edu.au/search/name/Uffe%20Nielsen/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS2008_22-SPR_HW_D#subjects)

BIOS 2011 Exercise Nutrition, Body Composition and Weight Control

Credit Points 10

Legacy Code 400884

Coordinator Peter Clothier ([https://directory.westernsydney.edu.au/search/name/Peter Clothier/](https://directory.westernsydney.edu.au/search/name/Peter%20Clothier/))

Description In 2016, this unit is replaced by 401141 - Exercise Nutrition. This unit provides students with an understanding of the interdependent areas of nutrition, body composition and body weight control within the context of sport, physical activity, and exercise. Nutritional needs and recommendations for all levels and types of physical activity are covered along with the links between nutrition and health, body composition, control of body weight and composition. Students will develop skills in nutritional analysis, body composition assessment and the development of exercise programs for weight control. Students will use these skills and knowledge in the individualisation of advice on exercise nutrition and body composition control.

School Health Sciences

Discipline Human Biology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) NATS 1009 AND
NATS 1010 AND
BIOS 1015

Restrictions Students must be enrolled in 4658 Bachelor of Health Science (Sport and Exercise Science).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the dietary guidelines and the recommended servings of the core food groups recommended by the National Health and Medical Research Council and other internationally recognized governing bodies.
2. Describe the physiological functions of the macronutrients (carbohydrates, fats and protein) and micronutrients (vitamins, minerals and water).
3. Analyze a diet for its energy, macronutrient and micronutrient content, as well as describe the strengths, weaknesses and limitations of the commonly used methods for measuring and analyzing dietary intake.
4. Describe and discuss the role of nutrition and ergogenic supplements in optimizing exercise performance.
5. Describe the assumptions and limitations of common methods body composition assessment including BMI, waist hip ratio, skinfolds, body composition estimates (from regression equations) and other indices, and demonstrate the knowledge and ability to use a range of body composition and anthropometry measures to service athletes, apparently healthy and obese individuals.
6. Explain the relationship between energy balance and control of body composition.
7. Provide general nutrition advice to promote, achieve and maintain healthy and sport performance related body weights.
8. Explain the nutritional, health and psychological risks of common fad and popular diets.
9. Explain the importance of behavioral modification and other strategies to help individuals to incorporate and adhere to appropriate dietary strategies that support achieving and maintaining a healthy body mass.

Subject Content

1. General dietary guidelines and recommendations for health and physical performance

2. Dietary analysis: methods, applications and limitations of methods
3. Digestive processes and nutrient absorption kinetics
4. Physiological function of macronutrients and micronutrients with an emphasis on their roles related to energy metabolism and exercise
5. Methods of measuring, estimating and interpreting body composition
6. Body mass, fat mass, fat distribution and disease risk
7. Estimating individual energy requirements and energy expenditure
8. Sport-specific nutrition and hydration for optimizing performance, recovery & physiologic adaptation
9. Nutritional supplements and ergogenic aids
10. Nutritional disorders: prevalence, signs, symptoms and key physiological effects
11. Discipline specific OH&S ? related to practical tasks of the unit

Special Requirements

Legislative pre-requisites

Prior to enrolling in this subject, students must have:

- 1) submitted a Student Undertaking Form and have applied for a National Police Certificate;
- 2) submitted Working with Children Check Student Declaration;
- 3) possess a current WorkCover Authority approved First Aid Certificate.

Prescribed Texts

- Jeukendrup, A. E., & Gleeson, M. (2010). Sport nutrition: An introduction to energy production and performance (2nd ed.). Champaign, IL: Human Kinetics.
- Seigler, J. (2012). Exercise Nutrition, Body Composition and Weight Management: Laboratory Manual. Sydney: University of Western Sydney.
- Manual to be provided by Western Sydney University Connect

Teaching Periods

BIOS 2012 Exercise Physiology

Credit Points 10

Legacy Code 401142

Coordinator Simon Green ([https://directory.westernsydney.edu.au/search/name/Simon Green/](https://directory.westernsydney.edu.au/search/name/Simon%20Green/))

Description This unit covers the essential physiology that helps us understand how we control our exercise behaviour. In lectures there is a focus on physiological control, with emphasis on neuromuscular, cardiovascular, respiratory and thermoregulatory responses during exercise, as well as adaptation of these responses in response to ageing, disease and exercise training. In laboratory classes, there is a focus on the acquisition and interpretation of physiological responses during exercise.

School Health Sciences

Discipline Human Biology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) NATS 1009 AND
NATS 1010 AND
SPRT 1001 AND
NATS 1022

Equivalent Subjects BIOS 2037 - Sport and Exercise Physiology

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain how the central nervous system controls muscle force during common types of movement and exercise.
2. Explain how the cardiovascular system adjusts to exercise and how it supports the increased muscular work.
3. Explain how the respiratory system adjusts to exercise and how it supports the increased muscular work.
4. Explain how body temperature is regulated during exercise.
5. Explain the signs and symptoms of heat stress during exercise using the understanding required in the above-mentioned learning outcomes (#1-4).
6. Analyse and interpret physiological data recorded during an exercise experiment.
7. Collate and organise experimental observations in a simple, neat and useful manner.

Subject Content

1. Overview of the essential physiology of movement and exercise, including metabolism (covered in Bioenergetics).
2. Neuromuscular physiology and exercise.
3. Cardiovascular physiology and exercise.
4. Respiratory physiology and exercise.
5. Thermoregulation and exercise.
6. Integrative physiology, exercise and heat stress.
7. Laboratory classes focused on ergometry and the recording, analysis and interpretation of neuromuscular, cardiovascular, respiratory and thermal responses during rest and exercise.

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	Up to 90 minutes	20	N	Individual
Log/Workbook	Manual requires six completed handouts and figures as identified in each handout.	20	N	Individual
Final Exam	2 hours	60	Y	Individual

Prescribed Texts

- Kenney, W.L., Wilmore, J.H., Costill, D.L. Physiology of Sport and Exercise. Seventh Edition. Human Kinetics Publishers. 2020

Teaching Periods

Autumn Campbelltown

Day

Subject Contact Simon Green ([https://directory.westernsydney.edu.au/search/name/Simon Green/](https://directory.westernsydney.edu.au/search/name/Simon%20Green/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS2012_22-AUT_CA_D#subjects)

BIOS 2014 Functional Proteins and Genes

Credit Points 10

Legacy Code 300936

Coordinator Patrick O'Doherty ([https://directory.westernsydney.edu.au/search/name/Patrick ODoherty/](https://directory.westernsydney.edu.au/search/name/Patrick%20ODoherty/))

Description Biochemistry is the study of the chemistry of life. By understanding the structure and roles of biological macromolecules found in cells students will develop the concept of self assembly of these molecules to form life. Topics include the structure of carbohydrates, lipids, proteins, and nucleic acids and how they function in the lipid and aqueous environments of the cell. Basic metabolism is introduced with an overview of the major pathways in cells, mechanisms of regulation, and an introduction into important cofactors and intermediary molecules. These concepts will be reinforced through practical classes that teach critical skills in experimental design, analysis and interpretation.

School Science

Discipline Biochemistry and Cell Biology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) BIOS 1012 AND CHEM 1005

Equivalent Subjects BIOS 2001 - Biochemistry 1 BIOS 2036 - Proteins and Genes

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and explain biologically important chemical bonds and functional groups and describe their interaction.
2. Recognise and describe the structure of monomeric units of major biomolecules in a cell.
3. Explain how complex biomolecules form through polymerisation, chemical modification or aggregation of these monomeric units form complex functional or structural molecules.
4. Discuss key metabolic processes, their control and cellular location.
5. Relate different biomolecules to different cellular structures and processes.
6. Handle biomolecules for analysis in a laboratory.
7. Collect, record and analyse laboratory data in a lab book consistent with legal standards.
8. Be able to perform basic biochemical calculations (mole calculations, dilutions, unit conversion, standard curve and basic enzymatic calculations).
9. Work as a member of a group.

Subject Content

1. Overview of Biochemistry

- The cell, groups of important biomolecules, bonds, Functional groups, genes to proteins

- The aqueous environment

2. Biomolecules - Lipids

- The Chemistry and structure of fatty acids

- Membranes: phospholipids and glycolipids

3. Biomolecules - Introduction to Carbohydrates and Glycobiology

- The Chemistry and nomenclature of mono, di and polysaccharides

- Heteropolysaccharides: cellulose, starch, glycogen and The extracellular matrix

4. Biomolecules - Nucleic acids

- Ribose, deoxyribose, phosphodiester bonds, bases

- structural differences between RNA and DNA

5. Biomolecules - Proteins

- Amino acids: functional groups; acid base properties; symbols

- structure of proteins: peptide bonds, protein folding, pictorial representation of protein structure

- Classification and functions of proteins

- protein Packaging and post translational modification

- protein degradation

6. Introduction to metabolism

- Overview of anabolic and catabolic pathways and their regulation

- Characteristics of enzymes: active sites; catalytic principles; Basic enzyme kinetics

- introduction to important branch Point, High energy compounds and co-Factors

7. Quantitative aspects of Biochemistry

- handling and Analysing biomolecules in A laboratory

- developing independence in data organisation, recording and calculations

- maintaining A legal Standard laboratory note book

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Final Examination	2 hours	50	Y	Individual
Written Assignment - research assigned protein	Max 500 words	10	N	Individual
Laboratory Component - (a) Laboratory Book completeness/ correctness, (b) Practical Skills Quiz	Throughout semester	20	N	Individual

Quiz - (a) Post-laboratory questions (online), (b) Functional Molecules Quiz	Throughout semester	20	N	Individual
--	---------------------	----	---	------------

Prescribed Texts

- Tymoczko, JL, Berg, JM & Stryer, L 2013, Biochemistry: a short course, 2nd edn, W.H. Freeman, New York.

Teaching Periods

BIOS 2016 General Microbiology

Credit Points 10

Legacy Code 300844

Coordinator Michael Phillips ([https://directory.westernsydney.edu.au/search/name/Michael Phillips/](https://directory.westernsydney.edu.au/search/name/Michael%20Phillips/))

Description Microorganisms play a crucial role in soil and water ecosystems, in health and disease of plants and animals, including humans, as well as in industries such as the food and brewing industries. The unit builds on students existing knowledge of cell biology and biodiversity, and explores the characteristics of microorganisms, the conditions required for their growth and survival, methods of control and their significance in the environment, health and industry. The theory and practice of microbiology are integrated in the laboratory component in which students learn techniques of handling, observing, growing and counting microorganisms.

School Science

Discipline Microbiology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) BIOS 1012 OR BIOS 1001

Equivalent Subjects BIOS 2015 - General Microbiology

Incompatible Subjects LGYC 0093 - Microbiology 11 BIOS 2023 - Microbiology 1 BIOS 2022 - Microbiology 1

Assumed Knowledge

Knowledge of introductory biology, especially an understanding of the diversity of living organisms and basic concepts of cell structure and function is essential for students undertaking this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Compare the characteristics and habitats of the major groups of microorganisms.
2. Describe and discuss the factors that favour growth and survival of microorganisms and apply this knowledge to cultivation, control and elimination of microorganisms.
3. Explain the beneficial and detrimental roles of microorganisms in soil and aquatic environments, in human health and the food industry.

- Discuss epidemiology and control of selected diseases in the Australian context.
- Access and interpret relevant research literature and communicate microbiological concepts in written form.
- Work within Workplace Health and Safety guidelines in a group to perform basic microbiological techniques to characterise and enumerate microorganisms.
- Analyse and report microbiological data and interpret it in the context of Australian standards/guidelines.

Subject Content

- The characteristics of the major groups of microorganisms and their relationship to other living organisms.
- Requirements for microbial growth.
- Physical and chemical methods of control of microorganisms.
- Introduction to microbial ecology: interactions between microorganisms and other microbes, plants and animals.
- Human-microbial interactions; normal microbiota and pathogens.
- Epidemiology of communicable diseases.
- Introduction to environmental microbiology: microbiology in the aquatic environment and in soils.
- The significance of microorganisms in the food and wine industries.
- Microbiological techniques: aseptic technique, culturing of bacteria, microscopic examination of microorganisms, enumeration of microorganisms in environmental samples and foods.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Laboratory Record and Report Booklet	N/A	20	N	Individual
On-line quizzes	3 x 1 hour	10	N	Individual
Written assignment	1,500 words	20	N	Individual
Final examination	2 hours closed book exam	50	Y	Individual

Prescribed Texts

- Tortora, G.J., Funke, B.R. and Case, C.L. 2011, *Microbiology: An Introduction*, 11th ed., San Francisco: Benjamin Cummings

Teaching Periods

BIOS 2018 Genetics

Credit Points 10

Legacy Code 300845

Coordinator Graham Jones ([https://directory.westernsydney.edu.au/search/name/Graham Jones/](https://directory.westernsydney.edu.au/search/name/Graham%20Jones/))

Description Our ability to rapidly and cheaply sequence a genome, ranging from humans, to native and domesticated plants and animals, and infectious bacteria and viruses, has revolutionised the field of genetics. More than ever, we understand our genetic relationship to

life on earth, uncovering surprising similarities between our genome and the genomes of small worms and fruit flies. This unit will compare the genomes of different organisms and apply the methodology and theory of modern genetics to understand how the diversity of genetic variability impacts the structure and evolution of genomes, the expression of genes, and ultimately on the health and form of an organism.

School Science

Discipline Genetics

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) BIOS 1012 OR
BIOS 1001 OR
AGRI 1009

Equivalent Subjects LGYB 5446 - Genetics 22 BIOS 2019 - Human Genetics BIOS 2017 - Genetics

Learning Outcomes

On successful completion of this subject, students should be able to:

- Summarise features of the human genome, and compare and contrast the human genome with the genomes of selected plant, animal and pathogen genomes
- Describe the basic principles of genetic and epigenetic control of gene expression
- Apply your knowledge of genomes and DNA sequencing methodologies to the bioinformatic analysis of DNA sequences
- Explain the origin and frequency of common and rare genetic variants
- Correlate genetic variability with phenotypic variability in health and disease
- Apply your knowledge of genetic variation in different contexts to identify regions of a genome that are associated with specific phenotypes
- Analyse and critically evaluate genetic data and present this in the form of a written report

Subject Content

- Genome structure: compare and contrast the human genome with the genomes of model plant and animal genomes, as well as bacterial and viral genomes
- Decoding the genome: Sanger and Next-generation DNA sequencing
- Annotating the genome: genes and genetic switches; coding and non-coding DNA; transcription and open reading frames
- Introduction to Bioinformatics: homology search and alignments; translation, mutations and reading frames
- Genetic variants, health and disease: repeat sequences, translocations, aneuploidy, smaller insertions, deletions and substitutions
- Controlling the genome, an introduction to epigenetics: DNA methylation (X-inactivation, imprinting, gene transcription); the histone code and chromatin packaging
- Single gene and polygenic traits: pedigrees, populations, penetrance and effect sizes
- Gene and trait mapping: recombination, linkage and linkage disequilibrium with worked examples from humans (Mendelian disease and population genetics), plants (plant breeding) and animals (ecology and conservation)
- Genomes and the environment: host-pathogen interactions and selection in genomes

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	Short answer, 20 max. 500 words. Use online tools to carry out DNA sequence alignments (DNA conservation, identification of genetic variants)		N	Individual
Quiz	Short answer, 20 max. 500 words. Complete online exercises to investigate the concept of genetic linkage		N	Individual
Report	Complete a series of laboratory experiments, enter and analyse results in an online electronic laboratory notebook	30	N	Individual
Case Study	1000-word report. Students will be provided with a number of research papers from different disciplines that relate to the unit content: select one discipline, review and analyse.	30	N	Individual

Prescribed Texts

- Klug, WS, Cummings, MR, Palladino, MA & Spencer, CA 2010, Essentials of genetics, 7th edn, Pearson Benjamin Cummings, San Francisco, CA.

Teaching Periods

Autumn Campbelltown

Day

Subject Contact Graham Jones ([https://directory.westernsydney.edu.au/search/name/Graham Jones/](https://directory.westernsydney.edu.au/search/name/Graham%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS2018_22-AUT_CA_D#subjects)

Hawkesbury

Day

Subject Contact Graham Jones ([https://directory.westernsydney.edu.au/search/name/Graham Jones/](https://directory.westernsydney.edu.au/search/name/Graham%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS2018_22-AUT_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Graham Jones ([https://directory.westernsydney.edu.au/search/name/Graham Jones/](https://directory.westernsydney.edu.au/search/name/Graham%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS2018_22-AUT_PS_D#subjects)

BIOS 2021 Metabolism

Credit Points 10

Legacy Code 300848

Coordinator Ming Wu ([https://directory.westernsydney.edu.au/search/name/Ming Wu/](https://directory.westernsydney.edu.au/search/name/Ming%20Wu/))

Description Organisms degrade food molecules to generate energy and converts excess food molecules into internal fuel stores. This unit will cover topics including: bioenergetics; the structures of key molecules; glycolysis, gluconeogenesis, glycogen synthesis and breakdown; fatty acid oxidation and synthesis; amino acid catabolism; urea synthesis; citric acid cycle; electron transport and oxidative phosphorylation. Emphasis will be on the regulation and integration of these pathways, including their responses to hormonal regulation. The effects of altered dietary and hormonal status on metabolic pathways and their consequences for the organism will be discussed.

School Science

Discipline Biochemistry and Cell Biology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) BIOS 2014

Equivalent Subjects BIOS 2002 - Biochemistry 2 CHEM 2005 - Human Metabolism Disease

Incompatible Subjects LGYA 5859 - General Biochemistry

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the molecular mechanisms by which dietary macromolecules (carbohydrates, lipids, proteins) are metabolised to generate energy or, alternatively, to store energy.

- Demonstrate an understanding of the mitochondrial electron transport system and the mechanism by which this system is coupled to ATP synthesis in oxidative phosphorylation.
- Describe the different roles of the major tissues in energy metabolism. Know the general structural types and functional classifications of regulatory molecules such as hormones, growth factors, cytokines, neurotransmitters.
- Explain how disruption of a metabolic pathway affects changes in other metabolic pathways in order to maintain homeostasis.
- Demonstrate competency in; biochemical techniques, use of standard biochemical equipment, graphical skills, biochemical calculations and utilization of professional databases in the research, diagnostic, treatment and policy sectors.
- Organise, present and interpret experimental observations in clear, concise written and spoken English. Identify, retrieve, read and analyse scientific literature relevant to the study of metabolism.
- Demonstrate competency of time management through identifying milestones and reporting progress against milestones in accordance with human resource management and industry expectations.

Subject Content

- Carbohydrate metabolism, including pathways of glycolysis, gluconeogenesis, glycogen metabolism; their metabolic and hormonal regulation.
- Lipid metabolism, including the fate of dietary lipid, fatty acid oxidation and synthesis, the regulation of fat metabolism, and the relationship between fat metabolism and carbohydrate metabolism in animals and plants.
- Amino acid metabolism, including degradation and the fate of carbon skeletons (glucogenic and ketogenic amino acids) and amino groups (urea cycle).
- The citric acid cycle, its role in energy metabolism and its regulation.
- Electron transport and oxidative phosphorylation, including the structure and function of ATP synthase.
- Integration of pathways of carbohydrate, fat and amino acid metabolism; the different roles of individual tissues in metabolism; regulation in response to dietary and disease states; maintenance of biochemical homeostasis.
- Hormone regulation of metabolic processes in health and disease.
- Design, conduct and interpret biochemical assays including detection of metabolites and hormones in biological samples.
- Identify the nature of specificity, sensitivity and reproducibility when selecting and using biochemical assays to discriminate between healthy or disease states.
- Engage and interpret professional literature, including database access and interpretation.
- Time management, organisation and communication through team work activities as it relates to leadership responsibilities

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Laboratory Report	1,500 words maximum	20	N	Individual
Quiz	10 x 10 minutes	20	N	Individual
Report	1,000 words	10	N	Individual

Intra-session Exam (Online, Take-home)	2 hours	10	N	Individual
Final Exam	2 hours	40	N	Individual

Teaching Periods

Spring Campbelltown Day

Subject Contact Ming Wu ([https://directory.westernsydney.edu.au/search/name/Ming Wu/](https://directory.westernsydney.edu.au/search/name/Ming%20Wu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS2021_22-SPR_CA_D#subjects)

Hawkesbury Day

Subject Contact Ming Wu ([https://directory.westernsydney.edu.au/search/name/Ming Wu/](https://directory.westernsydney.edu.au/search/name/Ming%20Wu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS2021_22-SPR_HW_D#subjects)

Parramatta - Victoria Rd Day

Subject Contact Ming Wu ([https://directory.westernsydney.edu.au/search/name/Ming Wu/](https://directory.westernsydney.edu.au/search/name/Ming%20Wu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS2021_22-SPR_PS_D#subjects)

BIOS 2022 Microbiology 1

Credit Points 10

Legacy Code 300833

Coordinator Michelle Moffitt ([https://directory.westernsydney.edu.au/search/name/Michelle Moffitt/](https://directory.westernsydney.edu.au/search/name/Michelle%20Moffitt/))

Description In this unit students will use an inquiry-based approach to explore the origin and diversity of microorganisms and their significance in the environment, in foods and industry as well as in health and disease. Students will be introduced to the structure, reproduction, classification, cultivation and enumeration of bacteria, viruses, fungi and protists. The conditions required for growth and survival of microorganisms will be studied as well as physical and chemical methods of control. In laboratory classes students will develop skills in culturing and observing microorganisms and in designing experiments to test microbiological concepts. This unit is a pre-requisite for Microbiology 2 and Level 3 Microbiology units.

School Science

Discipline Microbiology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects BIOS 2023 - Microbiology 1

Incompatible Subjects BIOS 2015 - General Microbiology

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe and compare the major groups of microorganisms in terms of their structure, reproduction and techniques for cultivation in the laboratory.
2. Describe and discuss the factors that favour growth and survival of microorganisms
3. Explain the key roles of microorganisms in the environment, health and industry.
4. Use knowledge of microorganisms to ensure their appropriate control in public sanitisation, food and environmental industries and treatment of human infection with antibiotics
5. Conduct basic investigations in microbiology within Workplace Health and Safety guidelines and using techniques such as aseptic technique, microscopy, culturing and enumeration and interpret the data.
6. Design, perform, critically evaluate and report an experiment in microbiology using the scientific method.
7. Work effectively in a group to design and perform experiments.
8. Communicate microbiology concepts in oral and written form.

Subject Content

1. The history and scope of microbiology
2. Evolution, diversity and significance of microorganisms and their classification and identification
3. Structure, function and reproduction of prokaryotic and eukaryotic microorganisms and viruses
4. Microbial nutrition and growth
5. Methods used to control microbial growth
6. Principles of scientific method and experimental design to solve problems in microbiology
7. Techniques for observing, growing and enumerating microorganisms

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short Answer	1 hour	15	N	Individual
Presentation	10 minutes	10	N	Individual
Report	600 words	25	N	Individual
Practical Exam	2 hours	20	N	Individual
Final Exam	2 hours	30	N	Individual

Prescribed Texts

- Willey, J.M., Sherwood, L.M. and Woolverton, C.J. (2019), *Prescott's Microbiology*, 11th edn, New York: McGrawHill.

Teaching Periods

Autumn

Campbelltown

Day

Subject Contact Michelle Moffitt ([https://directory.westernsydney.edu.au/search/name/Michelle Moffitt/](https://directory.westernsydney.edu.au/search/name/Michelle%20Moffitt/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS2022_22-AUT_CA_D#subjects)

Hawkesbury

Composite

Subject Contact Michelle Moffitt ([https://directory.westernsydney.edu.au/search/name/Michelle Moffitt/](https://directory.westernsydney.edu.au/search/name/Michelle%20Moffitt/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS2022_22-AUT_HW_C#subjects)

Day

Subject Contact Michelle Moffitt ([https://directory.westernsydney.edu.au/search/name/Michelle Moffitt/](https://directory.westernsydney.edu.au/search/name/Michelle%20Moffitt/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS2022_22-AUT_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Michelle Moffitt ([https://directory.westernsydney.edu.au/search/name/Michelle Moffitt/](https://directory.westernsydney.edu.au/search/name/Michelle%20Moffitt/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS2022_22-AUT_PS_D#subjects)

BIOS 2024 Microbiology 2

Credit Points 10

Legacy Code 300896

Coordinator Oliver Morton ([https://directory.westernsydney.edu.au/search/name/Oliver Morton/](https://directory.westernsydney.edu.au/search/name/Oliver%20Morton/))

Description The unit focuses on the origins of genetic variation and the process of gene regulation in prokaryotes and explores the metabolic diversity of microorganisms from a variety of habitats and their application in industry and biotechnology. Using published scientific literature, students will learn how scientists research functional microbial physiology in the postgenomic era. The principles and applications of recombinant DNA techniques are discussed. Laboratory classes introduce students to techniques used to study microbial physiology and biotechnology based on microbial metabolism, such as examining the activity of antimicrobials and biotechnology such as microbial fuel cells.

School Science

Discipline Microbiology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) BIOS 2022

Equivalent Subjects BIOS 2025 - Microbiology 2

Assumed Knowledge

Knowledge of the major groups of microorganisms and their structure and functions including DNA and key metabolic pathways.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Discuss and compare examples of the metabolic strategies used by prokaryotes to survive in a wide range of environments and their application in industry

2. Explain the origins of genetic diversity in bacteria and how genes are regulated
3. Describe how recombinant DNA technology is used as a tool to address a range of biological questions
4. Describe and apply biochemical and molecular techniques used in the identification of an unknown microorganism and analyse the results
5. Perform basic techniques employed in the study of microbial physiology and genetics both individually and as a team
6. Analyse and interpret scientific literature and effectively communicate ideas

Subject Content

1. Microbial genomics reveals potential metabolic pathways used by an organism

Prokaryotes use diverse metabolic strategies to obtain energy (aerobic and anaerobic respiration, photosynthesis, and fermentation) and use these in biosynthesis. Metabolism can also be harnessed for biotechnology to make microbial fuel cells, biofuels, industrial chemicals, and foods.

3. Prokaryotes regulate gene expression in response to external and internal cues and/or signals

Microorganisms can be classified and identified using biochemical, immunological, and genetic tests. These methods can also be used to examine mechanisms of microbial evolution.


5. Recombinant DNA technology is used as a tool to address a range of biological questions

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Assessment 1 1 Scientific Writing	1 Page	5	Y	Individual
Assessment 2 2 Mid-semester test	90 minutes	10	N	Individual
Assessment 3 3 Presentation	Up to 10 minutes	15	N	Individual
Assessment 4 4 Laboratory Report	1,000 words	35	N	Individual
Assessment 5 5 Practical Exam	90 minutes	10	N	Individual
Assessment 6 6 Final Exam	Two Hours	25	N	Individual

Prescribed Texts

- Willey, J.M., Sandman, K. and Wood, D. (2020). Prescott  fs Microbiology, 11th edn, New York: Mc-GrawHill

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Oliver Morton ([https://directory.westernsydney.edu.au/search/name/Oliver Morton/](https://directory.westernsydney.edu.au/search/name/Oliver%20Morton/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS2024_22-SPR_PS_D#subjects)

BIOS 2026 Molecular Biology

Credit Points 10

Legacy Code 300817

Coordinator Liza Cubeddu ([https://directory.westernsydney.edu.au/search/name/Liza Cubeddu/](https://directory.westernsydney.edu.au/search/name/Liza%20Cubeddu/))

Description Molecular biology is central to many fields of the biomedical and natural sciences, and includes genetics, immunology, cell biology, biochemistry, and forensics. Through comparative studies of different organisms, this unit will describe fundamental concepts and methods in the study of DNA and RNA and the application of molecular biology in advanced fields such as genomics. Subjects will include DNA replication; transcriptional, post-transcriptional and epigenetic regulation of gene expression; microarrays, and an introduction to bioinformatics. Practical work will provide opportunities to become familiar with the methods of molecular biology, with an emphasis on the development of problem solving and analytical skills

School Science

Discipline Biochemistry and Cell Biology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) BIOS 2014 OR

BIOS 2018 OR

BIOS 2021

Equivalent Subjects BIOS 3020 - Molecular Biology BIOS 3015 - Human Molecular Biology

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Structure of DNA, genes and chromatin.
2. Key processes of DNA replication and protein synthesis including transcription and translation
3. Transcriptional and post-transcriptional regulation of RNA; epigenetics, polyadenylation, RNA splicing and RNA interference.
4. Analysis of DNA and RNA; Polymerase chain reaction (PCR), DNA sequencing, reverse transcriptase PCR, cloning, microarray analysis, and introductory bioinformatics.
5. Techniques of molecular biology; including laboratory practicals and skills in the design, analysis and interpretation of experiments.

Subject Content

Structure of DNA, genes and chromatin.

Key processes of DNA replication and protein synthesis including transcription and translation

Transcriptional and post-transcriptional regulation of RNA; epigenetics, polyadenylation, RNA splicing and RNA interference.

Analysis of DNA and RNA; Polymerase chain reaction (PCR), DNA sequencing, reverse transcriptase PCR, cloning, microarray analysis, and introductory bioinformatics.

Techniques of molecular biology; including laboratory practicals and skills in the design, analysis and interpretation of experiments.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Online Multiple Choice Quiz (Online Problem Solving)	1 hour	15	N	Individual
Laboratory Practical Component and Critical Analysis	1,500 words	45	Y	Individual
Final Examination	2 hours	40	Y	Individual

Prescribed Texts

- Michael M. Cox, Jennifer A. Doudna, Michael O'Donnell, (2015) Molecular Biology- Principles and Practice, 2nd Edition W. H. Freeman, New York

Teaching Periods

BIOS 2032 Plant Physiology

Credit Points 10

Legacy Code 300865

Coordinator Oula Ghannoum ([https://directory.westernsydney.edu.au/search/name/Oula Ghannoum/](https://directory.westernsydney.edu.au/search/name/Oula%20Ghannoum/))

Description Plants are the primary producers of terrestrial ecosystems and moderators of climate change. This unit introduces students to how plants grow and interact with their environment. Students will learn how leaves turn sunlight energy into sugars; stems transport water, solutes and organic compounds; roots acquire water and mineral nutrients by themselves or in association with soil microbes; and hormones regulate plant development and responses to the environment. This knowledge set is crucial for managing our Century's key challenges of food security and climate change. Students will be required to travel to the Hawkesbury campus where the practicals take place.

School Science

Discipline Botany

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects LGYA 5946 - Introductory Plant Physiology BIOS 2033 - Plant Physiology

Assumed Knowledge

Sound knowledge of biology and chemistry equivalent to undergraduate Level 1 subjects.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the basic plant structures: cell, leaf, stem, root
2. Explain the fundamental processes of photosynthesis, including the light-dependent and light-independent reactions
3. Explain the principles of leaf gas exchange, including how the environment regulates the trade-off between carbon gain and water loss in higher plants
4. Explain the principles of plant water relations, and of water and nutrient uptake and transport
5. Describe the main principles of plant mineral nutrition, and explain the role of key plant-microbe interactions in plant nutrition
6. Describe the basic principles of plant growth and development, including the role of hormones in controlling plant growth, development and environmental responses.
7. Record accurate and valid measurements, critically analyse experimental results and synthesise findings to reach valid conclusions.
8. Communicate orally and in writing the findings of scientific investigations and contemporary issues in plant physiology incorporating findings from the literature through literature surveys on a specific topic

Subject Content

1. Module 1: Leaf structure and function
 - a. Leaf structure
2. Module 2: Leaf ecophysiology
 - c. Leaf gas exchange and the environment
 - d. Photosynthetic pathways and ecology
3. Module 3: Stem structure and function
 - a. Stem structure and plant water relations
 - b. Water and assimilate transport
4. Module 4: Root structure and function
 - a. Root structure and mineral nutrition
 - b. Plant-microbe interactions
5. Module 5: Plants and the environment
 - a. Plant hormones and development
 - b. Plant hormones and responses to the environment.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz - In-class quizzes	5 x In-class quizzes worth 4 marks each Completed during a practical/tutorial session; up to 30 min each, short answers & MCQ	20	N	Individual
Quiz - Online quizzes	2 x Online quizzes worth 10 marks each Completed online, up to 60 min per quiz, short answers & MCQ; covering 1 practical session	20	N	Individual
Report covering practical session 1	Up to 2,000 words	30	N	Individual
Final Exam - MCQ Exam	2 hours	30	N	Individual

Teaching Periods

BIOS 2034 Principles of Evolution

Credit Points 10

Legacy Code 300980

Coordinator Paul Rymer ([https://directory.westernsydney.edu.au/search/name/Paul Rymer/](https://directory.westernsydney.edu.au/search/name/Paul%20Rymer/))

Description This unit is designed to impart an understanding of the core concepts in modern evolutionary theory, and an appreciation of the central position it plays in unifying all sub-disciplines of biology. The unit will cover modern synthesis, phylogenetics, phylogeography, origin of variation, genetic drift, natural selection, and coevolution, with a major emphasis on evolutionary mechanisms and analytical techniques.

School Science

Discipline Ecology and Evolution

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) BIOS 1001 AND BIOS 1012

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Define evolution and provide supporting evidence
2. Explain the concepts of natural selection, biological adaptation and speciation
3. Assess the relative importance of neutral and selective processes in population divergence and speciation
4. Determine the direction and strength of migration, and the origin of genetic variation
5. Construct and interpret evolutionary phylogenies according to the concepts of common ancestry and parsimony of derived characters
6. Test the importance of interactions in driving trait shifts in a geographic context
7. Critically assess and interpret scientific literature, and advances in the field of research
8. Design, execute, analyse and interpret scientific experiments
9. Communicate the findings of investigations and experiments in oral and written form
10. Analyse the application of evolutionary theory to many modern issues, including (but not limited to) infectious disease, human behaviour, and genetic engineering

Subject Content

This subject provides a framework for understanding the concepts of evolutionary biology. It offers an overview of the subject by focusing on the nature of species and how they interact in ecological systems to drive evolutionary change. Students will examine evolutionary theory and supporting evidence from the fossil record, embryonic development, to DNA. Techniques in inferring phylogenetic relationships, estimating divergence times, trait evolution and origin of variation will be applied. Other subjects to be discussed include the role of biodiversity, development, evolution of sex, cooperation and behaviour, infectious disease, coevolution and human evolution. The subject will have four major topics following the selected textbook, which will be taught over 3 weeks (delivery online modules & quizzes, 3 x 2hr lecture, 1-2 lab/workshop) with 3-4 concepts to explore where specific techniques and examples will be demonstrated/provided.

1. Foundations of Evolutionary Biology
 - An Overview of evolutionary biology
 - Darwin and natural selection
 - Phylogeny and evolutionary history
2. Evolutionary Genetics
 - sources of Genetic variation
 - The Genetics of populations
 - quantitative Genetics
 - Genome evolution
3. The History of Life
 - The origin and evolution of life
 - major transitions
 - evolution and development
 - species and Speciation
4. Adaptations
 - The evolution of sex
 - sexual selection
 - The evolution of Sociality
 - coevolution

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Mid-term Online tests - 4 online multiple choice tests through vUWS (5% each test)	1 hour (open book and done in own time)	20	N	Individual
Critical review of published article	5min and questions	10	N	Individual
Practical assessment - Short answer in class assessment	200 words	10	N	Individual
Scientific Report	2,000 words	20	N	Individual
Final Exam - combination of multiple choice and short answer questions	2 hours	40	N	Individual

Prescribed Texts

- Bergstrom, C T & Dugatkin, L A, 2012, Evolution, Norton, New York.

Teaching Periods

BIOS 2035 Principles of Zoology

Credit Points 10

Legacy Code 300979

Coordinator Kate Umbers ([https://directory.westernsydney.edu.au/search/name/Kate Umbers/](https://directory.westernsydney.edu.au/search/name/Kate%20Umbers/))

Description Explores the diversity of invertebrate and vertebrate life in a phylogenetic context. Taxonomy, anatomy, ecology, ethology and physiology of major groups of animals are examined. Patterns will be examined from an evolutionary perspective and the unit will focus on structure and function to examine specialisations and adaptations of animals to their environment. The unit will use lectures and laboratory sessions to allow an interactive appreciation of the diversity of biological mechanisms and processes in the Animal Kingdom.

School Science

Discipline Zoology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) BIOS 1001

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the Phylum and Class to which any animal belongs, and within certain Classes, identify its Order;

2. Place animal Phyla in an evolutionary sequence, using evidence derived from body architecture, symmetry and internal complexity;
3. Explain reproductive mechanisms and life-cycles of animals in relation to lifestyle and habitat;
4. Characterise each of the major animal Phyla and constituent Classes in terms of their distinguishing features; relate physiological complexity to phylogenetic sequence;
5. Analyse the reasons for the success and diversity of the arthropods and vertebrates;
6. Dissect, identify and describe the function of major internal organs or structures of invertebrates and vertebrates;
7. Analyse and present data and communicate key findings.

Subject Content

1. Porifera & Cnidaria
2. Platyhelminthes, Nematoda & Annelida
3. Mollusca
4. Arthropoda
5. Echinodermata
6. Molluscs
7. Segmented Worms & Pseudocoelomates
8. Arthropods and Echinoderms
9. Lower Chordates & Fishes
10. Amphibians
11. Reptiles
12. Birds
13. Mammals

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Recorded Presentation (video or audio)	3 mins	35	N	Individual
Quiz	up to 30 mins per quiz	30	N	Individual
Final Exam - Online multiple choice and open answer questions	2 hours	35	N	Individual

Prescribed Texts

- Hickman, CP 2011 Integrated principles of zoology, 15th edn, McGraw-Hill, New York, NY.
- Hickman, CP, Kats, LB & Keen, SL 2011 Laboratory studies in integrated principles of zoology, 15th edn, McGraw Hill Higher Education, Boston.

Teaching Periods

BIOS 2040 Invertebrate Zoology

Credit Points 10

Legacy Code 301256

Coordinator Scott Johnson ([https://directory.westernsydney.edu.au/search/name/Scott Johnson/](https://directory.westernsydney.edu.au/search/name/Scott%20Johnson/))

Description More than 99% of animals are invertebrates and due to their key role in all ecosystems, renowned biologist E. O. Wilson famously described them as the 'little things that run the world'. Besides their ecological importance, many invertebrates are useful to humans, whereas others are harmful to agriculture, human and veterinary health. This unit introduces invertebrate diversity in the context of their ecological and economic importance. It also develops skills necessary to classify and distinguish between the major invertebrate taxa. This unit includes fundamental hands-on laboratory and field studies skills for students with broad career pathways in science (e.g. animal, environmental, forensic and medical sciences) as well as agriculture, environmental management, and education.

School Science

Discipline Zoology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) BIOS 1001

Equivalent Subjects NATS 3026 Forensic Biology BIOS 2035 Principles of Zoology

Incompatible Subjects BIOS 3017 Invertebrate Biology

Assumed Knowledge

A basic understanding of core concepts of biology and/or zoology is desirable.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe how the ♦etree of life♦f concept applies to identification and classification of invertebrate taxa.
2. Compare and contrast reproduction, behaviour, physiology, development, lifecycles, morphology and anatomy of the major invertebrate taxa.
3. Develop the knowledge and skills to identify and classify major invertebrate taxa.
4. Describe invertebrate biodiversity in an ecological and evolutionary context.
5. Describe the concepts and evaluate the roles and interactions of invertebrates in the human and natural environments.
6. Describe the major principles of invertebrate conservation and major threats to invertebrates.
7. Develop communication skills in presenting information on the scientific method as it relates to invertebrates and results of scientific studies in an engaging format.

Subject Content

1. Introduction to the principles and concepts underpinning invertebrate diversity
2. Reproduction, behaviour, physiology, development and lifecycles of the major invertebrates orders
3. Classification, morphology and anatomy of the major invertebrate taxa
4. Introduction to applied invertebrate ecology in human and natural environments
5. Engaging communication formats to present scientific information.

Special Requirements

Legislative pre-requisites

Students who opt to enrol in this subject are strongly recommended to obtain a Tetanus vaccination/booster. Students who cannot evidence vaccination may be precluded from activities on the Farm, and/or internships with third parties.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	up to 30 minutes per quiz	30	N	Individual
Presentation	3 minutes + 30 seconds	35	N	Individual
Final Exam	2 hours	35	N	Individual

Prescribed Texts

- Brusca, RC & Brusca, GJ 2003, Invertebrate, 2nd edn, Sinauer Associates, Sunderland, Mass.

Teaching Periods

Spring Hawkesbury Day

Subject Contact Scott Johnson ([https://directory.westernsydney.edu.au/search/name/Scott Johnson/](https://directory.westernsydney.edu.au/search/name/Scott%20Johnson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS2040_22-SPR_HW_D#subjects)

BIOS 2041 Vertebrate Zoology

Credit Points 10

Legacy Code 301257

Coordinator Christopher Turbill ([https://directory.westernsydney.edu.au/search/name/Christopher Turbill/](https://directory.westernsydney.edu.au/search/name/Christopher%20Turbill/))

Description This unit examines the functional ecology and diversity of vertebrate animals (fish, amphibians, reptiles, birds and mammals). It combines anatomy, physiology, ecology and behaviour, to explain how vertebrates survive and reproduce in relation to their environment. We will uncover the evolutionary relationships among vertebrate groups, and examine their adaptations to different environmental challenges. The unit also explores patterns in vertebrate diversity, with a focus on Australian ecosystems. Students further develop their knowledge of the scientific method to conduct their own project to investigate how environmental factors influence vertebrate animal abundance and diversity. Students may be required to travel to another campus to undertake this unit.

School Science

Discipline Zoology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) BIOS 1001

Incompatible Subjects BIOS 3023 Vertebrate Biodiversity

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the morphological and physiological characteristics that define vertebrate animals
2. Describe the processes and explain patterns in the phylogenetic (evolutionary) history and current diversity of vertebrate animals
3. Compare and contrast the structure and function of major body systems in vertebrate animals to understand their evolution in response to different environmental challenges
4. Interpret the ecological function of variation in morphological, physiological and behavioural traits among vertebrate animals in relation to their environment, especially from an Australian perspective
5. Review the diversity of vertebrate animal species and identify human-induced environmental changes that threaten the viability of animal populations
6. Apply the scientific method and work collaboratively to conduct and analyse a research project addressing the environmental factors that determine the diversity and abundance of vertebrate animal species

Subject Content

- Structure and function of major vertebrate animal groups
- Evolutionary relationships among vertebrate animal groups
- Diversity of vertebrates, around the world and in Australia
- Functional ecology of vertebrates in Australian ecosystems
- Application of scientific method to study vertebrates in relation to their environment

Special Requirements

Legislative pre-requisites

Students who opt to enrol in this subject are strongly recommended to obtain a Tetanus vaccination/booster. Students who cannot evidence vaccination may be precluded from activities on the Farm, and/or internships with third parties.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Intra-session Exam	45 minutes	15	N	Individual
Intra-session Exam	45 minutes	15	N	Individual
Intra-session Exam	45 minutes	15	N	Individual
Report	4x during semester	20	N	Individual
Essay	4,000 words	35	N	Individual

Prescribed Texts

- Pough, FH, Janis, CM & Heiser, JB 2018, Vertebrate life, 10th edn, Pearson Education / Benjamin Cummings, San Francisco

Teaching Periods

Autumn Hawkesbury

Day

Subject Contact Christopher Turbill ([https://directory.westernsydney.edu.au/search/name/Christopher Turbill/](https://directory.westernsydney.edu.au/search/name/Christopher%20Turbill/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS2041_22-AUT_HW_D#subjects)

BIOS 2042 Biochemistry

Credit Points 10

Legacy Code 301460

Coordinator Roland Gamsjaeger ([https://directory.westernsydney.edu.au/search/name/Roland Gamsjaeger/](https://directory.westernsydney.edu.au/search/name/Roland%20Gamsjaeger/))

Description Biochemistry is the study of the chemistry of life. By understanding the structure and roles of biological macromolecules found in cells students will develop the concept of self assembly of these molecules to form life. Topics include the structure of carbohydrates, lipids, proteins, and nucleic acids and how they function in the lipid and aqueous environments of the cell. Basic metabolism is introduced with an overview of the major pathways in cells, mechanisms of regulation, and an introduction into important cofactors and intermediary molecules. These concepts will be reinforced through practical classes that teach critical skills in experimental design, analysis and interpretation.

School Science

Discipline Biochemistry and Cell Biology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) BIOS 1012 AND CHEM 1012

Equivalent Subjects BIOS 2001 - Biochemistry 1 BIOS 2036 - Proteins and Genes BIOS 2014 - Functional Proteins and Genes

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and explain biologically important chemical bonds and functional groups and describe their interaction.
2. Recognise and describe the structure of monomeric units of major biomolecules in a cell.
3. Explain how complex biomolecules form through polymerisation, chemical modification or aggregation of these monomeric units form complex functional or structural molecules.
4. Discuss key metabolic processes, their control and cellular location.
5. Relate different biomolecules to different cellular structures and processes.
6. Handle biomolecules for analysis in a laboratory.
7. Collect, record and analyse laboratory data in a lab book consistent with legal standards.

8. Be able to perform basic biochemical calculations (mole calculations, dilutions, unit conversion, standard curve and basic enzymatic calculations).
9. Work as a member of a group.

Subject Content

1. Overview of Biochemistry
 - The cell, groups of important biomolecules, bonds, Functional groups, genes to proteins
 - The aqueous environment
2. Biomolecules - Lipids
 - The Chemistry and structure of fatty acids
 - Membranes: phospholipids and glycolipids
3. Biomolecules - Introduction to Carbohydrates and Glycobiology
 - The Chemistry and nomenclature of mono, di and polysaccharides
 - Heteropolysaccharides: cellulose, starch, glycogen and The extracellular matrix
4. Biomolecules - Nucleic acids
 - Ribose, deoxyribose, phosphodiester bonds, bases
 - structural differences between RNA and DNA
5. Biomolecules - Proteins
 - Amino acids: functional groups; acid base properties; symbols
 - structure of proteins: peptide bonds, protein folding, pictorial representation of protein structure
 - Classification and functions of proteins
 - protein Packaging and post translational modification
 - protein degradation
6. Introduction to metabolism
 - Overview of anabolic and catabolic pathways and their regulation
 - Characteristics of enzymes: active sites; catalytic principles; Basic enzyme kinetics
 - introduction to important branch Point, High energy compounds and co-Factors
7. Quantitative aspects of Biochemistry
 - handling and Analysing biomolecules in A laboratory
 - developing independence in data organisation, recording and calculations
 - maintaining A legal Standard laboratory note book

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Final Exam	2 hours	50	N	Individual
Report	Max 500 words	10	N	Individual
Practical	Throughout semester	20	N	Individual
Quiz	Throughout semester	20	N	Individual

Prescribed Texts

- Biochemistry: A Short Course, 3rd Edition, by John L. Tymoczko, Jeremy M. Berg and Lubert Stryer

Teaching Periods

Summer A

Online

Online

Subject Contact Roland Gamsjaeger ([https://directory.westernsydney.edu.au/search/name/Roland Gamsjaeger/](https://directory.westernsydney.edu.au/search/name/Roland%20Gamsjaeger/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS2042_22-SUA_ON_O#subjects)

Autumn

Campbelltown

Day

Subject Contact Roland Gamsjaeger ([https://directory.westernsydney.edu.au/search/name/Roland Gamsjaeger/](https://directory.westernsydney.edu.au/search/name/Roland%20Gamsjaeger/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS2042_22-AUT_CA_D#subjects)

Hawkesbury

Day

Subject Contact Roland Gamsjaeger ([https://directory.westernsydney.edu.au/search/name/Roland Gamsjaeger/](https://directory.westernsydney.edu.au/search/name/Roland%20Gamsjaeger/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS2042_22-AUT_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Roland Gamsjaeger ([https://directory.westernsydney.edu.au/search/name/Roland Gamsjaeger/](https://directory.westernsydney.edu.au/search/name/Roland%20Gamsjaeger/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS2042_22-AUT_PS_D#subjects)

BIOS 3001 Advanced Cell Biology

Credit Points 10

Legacy Code 300850

Coordinator Mark Jones ([https://directory.westernsydney.edu.au/search/name/Mark Jones/](https://directory.westernsydney.edu.au/search/name/Mark%20Jones/))

Description Cells of the body are studied in the context of health and disease, including mechanisms by which cells respond to the environment and integrate in and around tissue. Fundamental cellular processes are discussed that are important in embryonic development, stem cells, haematology and cancer. This unit investigates the action of hormones, growth factors and morphogens; their receptors and signalling pathways and the cellular responses they trigger. This unit covers modern techniques in cell culture, tissue engineering, advanced microscopy and other modern experimental approaches that enable dynamic understanding of live cell function.

School Science

Discipline Biochemistry and Cell Biology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BIOS 2021 OR
BIOS 2014 OR
BIOS 2026 OR
BIOS 2020

Equivalent Subjects LGYA 6014 - Mammalian Cell Biology and Biotechnology BIOS 3011 - Cell Signalling

Incompatible Subjects LGYA 5857 - Cell Signalling and Molecular Immunology

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe detailed microscopic appearance of eukaryotic cells and their specialization, from stem cells to blood and tissue.
2. Explain the compartmentalization of molecules and their transport throughout the cell.
3. Explain the interrelationship of cells with their immediate environment including adjacent cells, the extra-cellular matrix, and the cytoskeleton.
4. Describe the molecular events, regulated by receptors and signal transduction pathways, cells activate following stimulation.
5. Describe the development of cells (e.g. haematopoiesis), their identification, morphology and function in the context of haematology.
6. Explain the detailed microscopic characterization of eukaryotic cells in blood and tissue, including the use of confocal microscopy and fluorescence correlation spectroscopy.
7. Demonstrate technical and interpretive skills for cell culturing, including cell characterization using advanced microscopy and image analysis.

Subject Content

The structure and function of membranes, organelles and the cell cytoskeleton.

Intracellular compartmentalization of molecules and their transport.

The interrelationship of cells with their immediate environment including adjacent cells, the extra-cellular matrix, and the cytoskeleton.

Cell communication through: Receptors - families, general properties; receptor-ligand binding studies and outcomes, and Signalling molecules - structural variety; functional classification.

Cell division including stem cells, the cell cycle, and its control and cell death.

The development of cells (e.g. haematopoiesis), their identification, morphology and function is investigated in the context of haematological and cell disorders and stem cell therapies.

The detailed microscopic characterization of eukaryotic cells in blood and tissue, including confocal microscopy and fluorescence correlation.

The development of technical and interpretative skills relevant to cell culture methods, cell characterisation through specific stains/probes, using advanced microscopy and image analysis techniques.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Project	3,000 words	30	N	Individual
Report	2,000 words	20	N	Individual
Final Examination	2 hours	50	Y	Individual

Teaching Periods

BIOS 3003 Advanced Sports Physiology

Credit Points 10

Legacy Code 400888

Coordinator Shona Papalia (https://directory.westernsydney.edu.au/search/name/Shona_Papalia/)

Description In 2017, this unit is replaced by 401146 - Applied Physiology. This unit presents the knowledge and laboratory skills essential to understanding the physiological demands on the sports participant, as well as to develop, implement and evaluate sports-specific training programs. Students will develop the knowledge and skills necessary to perform and interpret results for a number of standard laboratory and field-based physiological tests used in talent identification and the assessment of high performance athletes. Prescription focuses on the development and implementation of sport specific fitness programs. Also covered are the physiology of ergogenic aids, overtraining, muscle fatigue and soreness; physiological factors limiting performance; and physiological responses to exercise in challenging environments.

School Health Sciences

Discipline Human Biology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) HLTH 2006 AND
HLTH 2004 AND
BIOS 2037

Equivalent Subjects BIOS 3022 - Sports Physiology

Restrictions Students must be enrolled in program 4658 - Bachelor of Health Science (Sport and Exercise Science).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Discuss how a variety of physiological, metabolic, hormonal and neural factors may limit athletic performance;
2. Explain the scientific basis for talent identification, the selection of athlete assessment procedures and the adaptations required for different age groups;
3. Organise, conduct and interpret the results of an array of physiological laboratory and field based techniques used in the assessment of high performance athletes and in talent identification ? including VO₂max; anaerobic threshold, OBLA, anaerobic exercise capacity; plus muscular strength, power and endurance; flexibility (ROM); speed; power; general functional movement and functional skill; and other sport specific tests.
4. Identify the relative importance of the fitness components to performance in a sport and positions within a sport, and describe the effects of different types of sports training (and detraining) on physiological, hormonal, immunological, metabolic and neural responses and adaptations to exercise and on sport specific test results.
5. Demonstrate an ability to: assess athletes fitness; promote, design programmes, implement, supervise, demonstration, monitor and evaluate effective programs for individual athletes and sporting teams (who are children; adolescents, adults and older individuals) for training improvements in: flexibility, aerobic and anaerobic

- power and capacity, lactate tolerance, anaerobic threshold, metabolic efficiency, strength, speed and power.
6. Describe and explain the effects of challenging environments on sports training and performance including: heat, cold, altitude, pollution.
 7. Explain the potential risks and benefits of various physiological ergogenic aids on exercise performance and general health including but not limited to the effects of anabolic steroids, autologous blood transfusion (blood doping), erythropoietin and growth hormone.
 8. Describe the signs, causes and contributing factors related to over training syndrome.
 9. Explain how muscular fatigue, weakness, muscular soreness acute muscle soreness and delayed onset muscle soreness may affect biomechanics of motion and thus quality of training and sports performance.
 10. Critically evaluate current research literature on the mechanisms on muscular fatigue, acute muscle soreness and

Subject Content

Testing of high performance athletes.

1. Factors that limit athletic performance
 - a. Physiological
 - b. Metabolic
 - c. Hormonal
 - d. neural
2. Physiological testing of athletes - Scientific basis for athlete testing and Criteria for selecting tests
 - a. Choosing attributes to be tested and the tests to be used
 - identifying important fitness Attributes for A sport
 - role of Notational and Game analysis
 - ability to discriminate, accuracy, Validity and reliability
 - children Vs adolescents Vs adults Vs older individuals
 - Catering for current Sports performance level
 - b. The AIS laboratory standards assistance scheme and Laboratory accreditation
 - c. General pre-test management and administration
 - consent forms
 - medical/health assessment/Screening
 - explanation of procedures
 - Privacy and Personal Information Protection Act 1998 (PPIPA) and the Health Records and Information Privacy Act 2002 (HRIPA) and how they apply to information collected from a client
 - legal requirements for individuals Working with children in sport and how An individual shows that they comply with those requirements
 - strategies and systems that need to be implemented to ensure The minimisation of health and injury risks associated with training and testing in sport
 - record keeping
 - d. Tests used by sports scientists and their purposes: Characteristics of good measurement, statistics and related terminologies with examples from literature. Fundamental techniques in measurement e.g. controls, accuracy, test selection, recording. Validity, reliability and objectivity using known tests in a laboratory setting. Norms (percentiles and stanines)
 - e. Tests used by sports coaches and trainers
 - f. The tests ? including VO₂max; anaerobic threshold, OBLA, anaerobic exercise capacity; plus muscular strength, power and endurance; flexibility (ROM); speed; power; general functional movement and functional skill; and other sport specific tests
 - g. Assessment procedures for specific sports including calculations and interpretation of resulting data (Running and a team sport)
 - h. Associated Practical
 - equipment calibration

- organise, conduct and interpret The results of An array of physiological laboratory and field based techniques used in The assessment of High performance athletes and in talent identification
3. Talent identification in children, adolescents and young adults
 - a. Discussion of tests for sports: where identification works well; Where it doesnt work well. The Australian eNTID and other programs
 4. Sport specific training
 - a. Effects of different types of sports training (and detraining) on physiological, hormonal, immunological, metabolic and neural responses and adaptations to exercise and on sport specific test results
 - b. Programme design
 - promotion and evaluation, individual athletes and sporting teams (who are children; adolescents, adults and older individuals) for training improvements in: flexibility, aerobic and anaerobic power and capacity, lactate tolerance, anaerobic threshold, m
 - year-round training; periodisation of training (in commonly seen proformas), peaking and tapering, off season training
 - developing fitness for optimum performance in specific Sports
 - associated practical: program design, implement, supervise, demonstration, Monitor and Evaluate
 5. Overtraining
 - a. Causes and contributing factors
 - b. Signs and symptoms
 - c. Effects on
 - athlete performance in training and Competition
 - on fitness and fitness test results
 - d. Prevention
 - e. Treatment
 - f. Retraining after overtraining syndrome
 6. Ergogenic aids
 - a. Definitions of ergogenic aid and doping
 - b. The IOC rules what and why
 - drugs (therapeutic Vs illegal)
 - c. Specific drug categories
 - anabolic steroids
 - blood doping
 - amphetamines
 - erythropoietin
 - growth hormone
 7. Environmental sports physiology implications for sports performance
 - a. Thermoregulation
 - b. Altitude
 - c. Circadian rhythms
 - d. Pollution
 8. Nutrition and Hydration for high performance and elite a

Special Requirements

Legislative pre-requisites

Prior to enrolling in this subject, students must have:

- 1) submitted a Student Undertaking Form and have applied for a National Police Certificate;
- 2) submitted Working with Children Check Student Declaration;
- 3) possess a current WorkCover Authority approved First Aid Certificate.

Teaching Periods

BIOS 3004 Analytical Microbiology

Credit Points 10

Legacy Code 300866

Coordinator Oliver Morton ([https://directory.westernsydney.edu.au/search/name/Oliver Morton/](https://directory.westernsydney.edu.au/search/name/Oliver%20Morton/))

Description The unit provides a theoretical and practical introduction to wide range of microbiological techniques that are commonly used in medical science, industrial and food microbiology, environmental science, and research. Building on a basic understanding of microbiology the unit shows how microorganisms can be isolated, identified, and enumerated using traditional microbiological methods, modern variations on traditional methods, and more recent immunological and molecular methods. The laboratory component is an integral component of the unit as the students use a variety of techniques, methods and commercial systems that are applied in microbiological laboratories, and incorporates problem solving and inquiry based exercises.

School Science

Discipline Microbiology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BIOS 2022

Equivalent Subjects BIOS 3031 - Analytical Microbiology

Assumed Knowledge

A good general knowledge of microbiology and having the technical skills needed to work safely with microorganisms.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the microbiological methods used to observe, enumerate, isolate, characterise, differentiate, tag and identify microbial populations.
2. Discuss the importance of rapid methods in medical microbiology with reference to factors such as cost, speed of diagnosis, accuracy, skill levels and accreditation.
3. Describe methods for characterising microbial populations in various environments.
4. Perform a variety of analytical techniques, complying with Occupational Health and Safety guidelines, to identify, characterise and enumerate microorganisms in environmental samples and foods.
5. Apply different analytical methods given the context, situations and/or scenarios.
6. Work cooperatively and constructively in groups to solve problems using the scientific method.
7. Read and interpret scientific articles in the field of analytical microbiology.
8. Create a valid hypothesis, and design and undertake an experimental protocol to test this hypothesis derived from a scientific question.

Subject Content

1. The importance of microscopy, particularly fluorescent microscopy in analytical microbiology.
2. Physical and nutritional methods of selective enrichment of target microorganisms and the use of selective and differential media with emphasis on chromogenic media.
3. Chemical and physical methods to characterise and enumerate microorganisms.

4. The importance of biochemical analyses and computer aided identification systems to identify microorganisms.
5. Methods to determine antibiotic resistance in microorganisms.
6. The different methods of microbial identification based on immunological techniques such as ELISA, immunochromatography and immunofluorescence.
7. The application of molecular methods such as PCR, hybridisation, and NASBA, to detect, differentiate, monitor and target microorganisms quantitatively.
8. Chemical methods such as phospholipid fatty acid analysis and molecular methods such as Terminal RFLP to identify and characterise microbial populations.
9. Application of analytical microbiology in food, medical and environmental studies.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Poster	1,000 words	20	N	Individual
Report	1,500 words	30	N	Individual
Quiz	2 x 30 minutes	20	N	Individual
Final Exam	1 hour	30	N	Individual

Teaching Periods

Autumn Hawkesbury Day

Subject Contact Oliver Morton ([https://directory.westernsydney.edu.au/search/name/Oliver Morton/](https://directory.westernsydney.edu.au/search/name/Oliver%20Morton/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS3004_22-AUT_HW_D#subjects)

BIOS 3005 Applied Biomechanics

Credit Points 10

Legacy Code 401147

Coordinator Peter Clothier ([https://directory.westernsydney.edu.au/search/name/Peter Clothier/](https://directory.westernsydney.edu.au/search/name/Peter%20Clothier/))

Description To fully understand the science underlying the optimisation of human movement, students require a comprehensive working knowledge of Biomechanics. This unit represents a theoretical and applied study of selected topics in Biomechanics. It builds on the basic principles of Biomechanics that are presented in the unit Biomechanics and applies this knowledge to the analysis of sporting and human exercise performance. To achieve this, advanced methods and concepts in the biomechanical analysis of human performance are identified and explored.

School Health Sciences

Discipline Biological Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) HLTH 2003

Equivalent Subjects BIOS 3006 - Applied Biomechanics of Exercise
BIOS 3007 - Applied Biomechanics of Sport and Exercise

Restrictions Students must be enrolled in 4658 - Bachelor of Health Science (Sport and Exercise Science).

Assumed Knowledge

It is expected that students have the knowledge and skills associated with the prerequisite subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe and apply biomechanical principles to assess movement in the context of health, exercise, sport and/or activities of daily living in a variety of populations.
2. Articulate and synthesise factors governing efficient movement from a biomechanical perspective.
3. Utilise biomechanical measurement techniques to assess human movement, human interactions with equipment and the environment, and devise intervention strategies where appropriate.
4. Collect, process and present data common to biomechanical analyses using biomechanical equipment and software applications.
5. Identify and explain biomechanical factors associated with injury and injury prevention.
6. Describe and apply techniques to analyse gait using basic temporal, kinematic and kinetic measurement procedures.
7. Illustrate and explain muscle mechanics concepts that affect muscle performance.

Subject Content

- Qualitative analysis techniques: mechanical analysis of movement and methods of observation for The assessment of performance / technique
- Dynamometry: principles and applications of Force measurement in biomechanics
- Motion analysis: principles and applications in The use of video/ Motion analysis in biomechanics
- muscle mechanics: theory, assessment and application of muscle mechanics principles in sport and Exercise
- gait analysis: theory and application of gait analysis techniques in biomechanics
- The application of Biomechanical principles to selected Sports and Exercise movements
- Ergonomics: theoretical and practical applications of The Biomechanical analysis of workstations
- Electromyography: The collection and use of EMG data in biomechanics

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Final Exam	2 hours	50	N	Individual
Poster Presentation	AO sized conference poster	30	N	Group

3x Online Up to 30 min 20 N Individual Quizzes

Prescribed Texts

- There is no prescribed textbook for this subject. However, students will be required to refer to the pre-requisite subject 401140 Biomechanics text listed below
- Hall, S.J., Basic Biomechanics, 7th Edition, McGraw-Hill, Boston, 2014

Teaching Periods

Spring Campbelltown

Day

Subject Contact Peter Clothier ([https://directory.westernsydney.edu.au/search/name/Peter Clothier/](https://directory.westernsydney.edu.au/search/name/Peter%20Clothier/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS3005_22-SPR_CA_D#subjects)

BIOS 3007 Applied Biomechanics of Sport and Exercise

Credit Points 10

Legacy Code 400889

Coordinator Peter Clothier ([https://directory.westernsydney.edu.au/search/name/Peter Clothier/](https://directory.westernsydney.edu.au/search/name/Peter%20Clothier/))

Description To fully understand the science underlying the optimisation of human movement, students require a comprehensive working knowledge of Biomechanics. This unit represents a theoretical and applied study of selected topics in Biomechanics. It builds on the basic principles of Biomechanics that are presented in the unit Introduction to Biomechanics and applies this knowledge to the analysis of sporting and human exercise performance. To achieve this, advanced methods and concepts in the biomechanical analysis of human performance are identified and explored.

School Health Sciences

Discipline Biological Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) HLTH 2008

Equivalent Subjects BIOS 3006 - Applied Biomechanics of Exercise

Restrictions Students must be enrolled in program 4658 - Bachelor of Health Science (Sport and Exercise Science).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe and apply biomechanical principles to assess movement in the context of health, exercise, sport and/or activities of daily living in a variety of populations.
2. Articulate and synthesise factors governing efficient movement from a biomechanical perspective.
3. Utilise biomechanical measurement techniques to assess human movement, human interactions with equipment and the environment, and devise intervention strategies where appropriate.

4. Collect, process and present data common to biomechanical analyses using biomechanical equipment and software applications.
5. Identify and explain biomechanical factors associated with injury and injury prevention.
6. Describe and apply techniques to analyse gait using basic temporal, kinematic and kinetic measurement procedures.
7. Illustrate and explain muscle mechanics concepts that affect muscle performance.

Subject Content

1. Qualitative analysis techniques: Mechanical analysis of movement and methods of observation for the assessment of performance / technique.
2. Dynamometry: Principles and applications of force measurement in biomechanics
3. Motion Analysis: Principles and applications in the use of video/ motion analysis in biomechanics.
4. Muscle mechanics: Theory, assessment and application of muscle mechanics principles in sport and exercise.
5. Gait analysis: Theory and application of gait analysis techniques in biomechanics.
6. The application of biomechanical principles to selected sports and exercise movements.
7. Ergonomics: Theoretical and practical applications of the Biomechanical analysis of workstations.
8. Electromyography: the collection and use of EMG data in biomechanics.

Teaching Periods

BIOS 3012 Conservation Biology

Credit Points 10

Legacy Code 300855

Coordinator Adrian Renshaw ([https://directory.westernsydney.edu.au/search/name/Adrian Renshaw/](https://directory.westernsydney.edu.au/search/name/Adrian%20Renshaw/))

Description Most species disappearances have occurred in major extinction events spread over geological time. Are we in the midst of and the cause of another mass extinction event? This unit will explore this idea by examining the processes that have led to, and are leading to species extinction and the current biodiversity crisis. Many of the methods and issues used in and associated with conservation will be covered in a variety of case studies, field and laboratory activities.

School Science

Discipline Biological Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BIOS 1001 AND
BIOS 2005 OR
BIOS 2006 OR
BIOS 2032 OR
BIOS 2018 OR
BIOS 2008

Equivalent Subjects LGYA 6073 - Environmental Biology LGYA 6182 - Conservation Biology

Restrictions Successful completion of 40 credit points at Level 2 and 20 credit points at Level 3. Students are required to wear a lab coat and enclosed footwear.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. List, explain and provide specific examples for the reasons for conservation and sustainability including the role of indigenous knowledge to conservation.
2. Describe what is meant by the term Biodiversity and give detailed explanations and examples of the various levels of biodiversity and how biodiversity is measured.
3. Name and describe the major extinction events that have occurred in the past and describe and explain the major threats that the earth's biodiversity currently faces and how those threats are being managed.
4. Describe the hierarchical system of classification, the naming of living things and the current issues and trends involved in the naming and cataloguing of species.
5. Conduct laboratory, field work and research safely and ethically both individually and in teams and communicate the findings of such both orally and/or in written format effectively.
6. List the major international, national and state conservation authorities and major NGOs and agreements that Aust

Subject Content

Extinction
Biodiversity
Why conserve
Species concepts, taxonomy and classification
Factors contributing to biodiversity lost
Conservation genetics
Regulatory, economic, ethical and institutional frameworks for conservation
Conservation management
Case studies demonstrating and/or illustrating the above

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical Portfolio	4,000 words	50	N	Individual
Presentation	8 minutes	20	N	Individual
Quiz	1 hour	30	N	Individual

Prescribed Texts

- There is no textbook for this subject

Teaching Periods

Spring Hawkesbury

Day

Subject Contact Adrian Renshaw ([https://directory.westernsydney.edu.au/search/name/Adrian Renshaw/](https://directory.westernsydney.edu.au/search/name/Adrian%20Renshaw/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS3012_22-SPR_HW_D#subjects)

BIOS 3013 Ecosystem Carbon Accounting

Credit Points 10

Legacy Code 300856

Coordinator Matthias Boer ([https://directory.westernsydney.edu.au/search/name/Matthias Boer/](https://directory.westernsydney.edu.au/search/name/Matthias%20Boer/))

Description A critical part of society's response to climate change is to measure the movement of greenhouse gases. Once this is done, steps taken to reduce these gases can be correctly targeted and the impact of such steps monitored. This unit will introduce students to the scientific measurement of greenhouse gas uptake and emissions, including assessment of uncertainties and verifiability of measurement. Ecosystem-level models will be used to estimate and quantify movement of greenhouse gases, allowing quantification of the net greenhouse gas emissions over the life cycle of a product. These approaches are vital steps in moving our society to a sustainable future.

School Science

Discipline Ecology and Evolution

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) EART 2001

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the key components of the global carbon cycle, particular natural and anthropogenic CO₂ emissions, CO₂ uptake and release of managed and natural ecosystems, storage of carbon in the oceans and on land.
2. Describe and critique the measurement techniques available for measurements of carbon stocks in managed and natural ecosystems.
3. Describe sources of measurement error, spatial and temporal variability, and report uncertainty of estimates using confidence intervals.
4. Apply appropriate techniques to quantify carbon stocks of managed and natural ecosystems, with critical evaluation of the limitations of the methods.
5. Use the full carbon accounting model (FullCAM) to estimate pools and fluxes of carbon in forest ecosystems, and evaluate effects of alternative management strategies and environmental variation.
6. Describe and quantify the carbon storage in forestry products over their expected lifetime.
7. Communicate results of enquiry using a range of formats and media.

Subject Content

Components of the global carbon cycle: pools and fluxes
Ecosystem carbon balance: processes and measurement
Measurement of carbon storage: field methods, measurement error and sampling variability
Quantifying carbon storage: carbon sequestration in vegetation and soils

Ecosystem-level models for greenhouse gas accounting (Full Carbon Accounting Model, FullCAM)
Trade-offs between carbon sequestration and the water cycle: plantation water use, groundwater and salinity
Understanding carbon footprint, and the impact of substituting wood products for fossil fuels
Carbon accounting in an international context : important international treaties and initiatives (Kyoto, carbon trading, REDD), and the varying role of forestry plantations
Comparing greenhouse gas emissions with offsets created by forest plantations

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Scientific Report: Carbon sequestration of trees	1,500 words	20	N	Individual
Scientific Report: Carbon emission and sequestration	1,500 words	20	N	Individual
Life cycle analysis: Slide presentation (10%, group mark); Talk (10%, individual mark)	Slides: 20 - 30 slides; Talk: 5 - 8 mins	20	N	Individual
Final examination: Short answer and essay questions	2 hours	40	N	Individual

Teaching Periods

BIOS 3014 Genes, Genomics and Human Health

Credit Points 10

Legacy Code 300820

Coordinator Graham Jones ([https://directory.westernsydney.edu.au/search/name/Graham Jones/](https://directory.westernsydney.edu.au/search/name/Graham%20Jones/))

School Science

Discipline Genetics

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BIOS 2018 OR BIOS 2026 OR

BIOS 2014 OR
BIOS 2021

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the structure of the human genome and common genetic variants in the genome
2. Explain the mechanisms by which the integrity of the human genome is maintained and relate errors in these pathways to human health
3. Compare and contrast the genetic basis of rare single-gene Mendelian disorders with common complex multi-gene disorders
4. Describe methods of genetic analysis as applied to single gene and multi-gene disorders
5. Evaluate the role of genetics in exploring the relationship between lifestyle, the environment, and common human diseases
6. Gather information, plan, complete and analyse experiments in molecular genetics

Subject Content

1. Genomes and genetic variation: comparative analysis genomes; the human genome project; defining genetic variation; examining how genetic variation can identify individuals and populations
2. The origins of genetic variants in the human genome: mechanisms that maintain the integrity of the human genome; errors in DNA repair that are associated with disease
3. Epigenetics and health: X-inactivation and imprinting
4. Rare and common genetic variants: Mendelian and non-mendelian inheritance of disease; exploring the relationship between genotype and phenotype
5. Genetic analysis: single-gene and whole-genome approaches; designing a study to search for a genetic basis of disease
6. Genetic basis of common diseases: asthma; obesity; dementia; the effect of lifestyle and the environment
7. Cancer: heritable and non-heritable cancer; breast cancer and melanoma
8. Pharmacogenomics: correlating drug response to individual genotype; prediction of therapeutic response based upon individual genotype
9. Human ethics

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	1 hour	15	N	Individual
Literature Review	2000 words	30	N	Individual
Report	1500 words	25	N	Individual
Report	2000 words	30	N	Group

Prescribed Texts

- Human Molecular Genetics, 4th Edition, 2011 Tom Strachan and Andrew Read, Garland Science

Teaching Periods

Autumn Campbelltown

Day

Subject Contact Graham Jones ([https://directory.westernsydney.edu.au/search/name/Graham Jones/](https://directory.westernsydney.edu.au/search/name/Graham%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS3014_22-AUT_CA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Graham Jones ([https://directory.westernsydney.edu.au/search/name/Graham Jones/](https://directory.westernsydney.edu.au/search/name/Graham%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS3014_22-AUT_PS_D#subjects)

BIOS 3017 Invertebrate Biology

Credit Points 10

Legacy Code 300918

Coordinator Uffe Nielsen ([https://directory.westernsydney.edu.au/search/name/Uffe Nielsen/](https://directory.westernsydney.edu.au/search/name/Uffe%20Nielsen/))

Description Invertebrates are the most diverse and abundant organisms in aquatic and terrestrial environments. Due to their key role in many ecosystems, biologist E. O. Wilson coined the phrase of invertebrates as the 'little things that run the world'. Besides their ecological importance, many invertebrates are useful to humans, whereas others are harmful to agriculture, human and veterinary health. This unit highlights invertebrate diversity and life histories as well as their key ecological and economic importance. It also includes hands-on laboratory and field studies. This unit is designed for students with career pathways in science (e.g. animal, environmental, forensic and medical sciences) as well as agriculture, environmental management and education.

School Science

Discipline Biological Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects BIOS 3018 - Invertebrate Biology NATS 3026 - Forensic Biology

Restrictions Students must have completed 120 credit points, with at least 40 credit points at level 2.

Assumed Knowledge

A basic understanding of core concepts of biology and/or zoology is desirable.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe invertebrate biodiversity
2. Compare and contrast invertebrate morphology, anatomy, physiology, development, reproduction and behaviour
3. Apply acquired knowledge to identify and classify invertebrates
4. Apply concepts of diversity and abundance through sampling and surveying invertebrate biodiversity in the field

5. Create an invertebrate collection through catching, identifying, classifying, preserving and presenting specimens
6. Design and conduct experiments to study the biology of insects and write these up as a formal report
7. Identify and evaluate the roles and interactions of invertebrates in the environment
8. Evaluate morphological, ecological and evolutionary relationships of invertebrates

Subject Content

1. Introduction to Invertebrate Diversity
2. Reproduction and Lifecycles of Invertebrates
3. Diversity, Classification, Morphology and Anatomy of: Insects, Crustaceans, Molluscs, Annelids
4. Collection and Identification of terrestrial and aquatic Invertebrates
5. Insect Behaviour
6. Insect-plant Interactions and climate change
7. Applied entomology
8. Insects and parasitoids
9. Bees and other pollinators

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Practicals	2,000 words	20	N	Individual
Intra-session exam	1 hour	20	N	Individual
Professional Task	50 specimens	20	N	Individual
Final exam	2 hours	40	N	Individual

Prescribed Texts

- Relevant text will be scanned and made available online.

Teaching Periods

BIOS 3019 Marine and Aquatic Ecology

Credit Points 10

Legacy Code 300978

Coordinator Sebastian Holmes ([https://directory.westernsydney.edu.au/search/name/Sebastian Holmes/](https://directory.westernsydney.edu.au/search/name/Sebastian%20Holmes/))

Description Temperate freshwater, estuarine and marine aquatic ecosystems play vital roles in providing food, water, recreation and other ecosystem services to human society and habitats for important species that make up global biodiversity. Yet aquatic habitats are the most threatened ecosystems on earth, under threat from global climate change and urbanisation. Through inquiry and problem solving this unit will equip students with the necessary techniques in experimental design and analysis needed to investigate aquatic ecosystems and knowledge of the main animal and plants in aquatic and marine ecosystems. The logic and philosophy of science, scientific studies and experimental analyses will be used to understand temperate aquatic ecosystems throughout this unit. On completion students will have the background knowledge and skills communicate to a range

of audiences, so that they can contribute beneficially to management and/or conservation of waterways and oceans and the biodiversity within.

School Science

Discipline Marine Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects BIOS 3009 - Aquatic Ecology BIOS 3010 - Aquatic Ecology

Restrictions Successful completion of 80 credit points at Level 1 and 40 credit points at Level 2.

Assumed Knowledge

Concepts of classification, evolution, taxonomy, cellular processes plant and animal structure and function, normal distribution, representative sampling, probability and uncertainty.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the main characteristics of aquatic habitats including estuarine, freshwater and marine and use taxonomic keys and other methods to identify organisms where appropriate to species level in freshwater, estuarine and marine habitats.
2. Describe, use and evaluate methods of experimental design and analysis of statistical data in studies in freshwater, estuarine and marine aquatic habitats.
3. Describe the main models which explain factors affecting macrofaunal and floral assemblages in estuarine and marine aquatic habitats.
4. Use and critically evaluate scientific studies to support or reject hypotheses developed and tested within freshwater, estuarine and marine aquatic habitats.
5. Construct experimental designs developed to assess human impacts on aquatic systems and explain these using a philosophical and historical basis of thinking.
6. Demonstrate scientific thinking and communication through the preparation of scientific reports which describe student investigations of aquatic habitats. This involves planning and implementing of experimental designs, selection of appropriate tools to collect representative samples, analyse data and synthesis ideas from the literature to support the main conclusions reached in the investigation.
7. Demonstrate and discuss your appreciation that 70% of our world is covered by aquatic environments and that humans have a responsibility to conserve the biodiversity within for future generations.

Subject Content

1. Characteristics of aquatic habitats ? physical, chemical and biological factors affecting distribution of organisms in estuarine, marine and freshwater aquatic habitats
2. Biotic and abiotic interactions in populations ? competition, predation, herbivory, beneficial associations
3. Experimental tests and analysis of abiotic and biotic interactions
4. Theoretical underpinnings of processes structuring estuarine and marine habitats including larval supply, settlement, post settlement mortality and recruitment into adult populations
5. Natural disturbance and regeneration in benthic communities

6. Connectivity between habitats and the unknown process of larval supply in an open system
7. Pressures facing biodiversity of estuarine and marine habitats including ocean acidification

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
1 page practical/tutorial summary	300 words	30	Y	Individual
Report (consultant or paper)	1,500 words	25	Y	Individual
Final exam	2 hours	45	Y	Individual

Prescribed Texts

- Scoresby Shepherd and Graham Edgar, editors (2013). Ecology of Australian Temperate Reefs: The Unique South. CSIRO Publishing, Collingwood, VIC. 488 pgs. ISBN: 97 81486300099.
- Andrew Boulton, Margaret Brock, Belinda Robson, Darren Ryder, Jane Chambers, Jenny Davis (2014). Australian Freshwater Ecology Processes and Management. Wiley-Blackwell, 386 pgs. ISBN: 978-1-118-56823-1.

Teaching Periods

BIOS 3021 Plant Health and Biosecurity

Credit Points 10

Legacy Code 300921

Coordinator Jonathan Plett ([https://directory.westernsydney.edu.au/search/name/Jonathan Plett/](https://directory.westernsydney.edu.au/search/name/Jonathan%20Plett/))

Description This unit explores needs of world food production systems for improved plant health and biosecurity, from paddock to plate and environmental consequences of management practices. Through their studies, students will learn to recognise the significance of plant pests (invertebrates, microorganisms and weeds) and their impact on human society and food security, and methods of reducing their damage to plants and plant products. Major areas of study include: recognition of pests and diseases and assessment of field damage; strategies for reducing pest damage (including legislative, physical, biological, genetic and chemical control methods) and their benefits and limitations; the theory and practice of integrated pest and disease management systems; and issues associated with quarantine and biosecurity.

School Science

Discipline Biological Sciences

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYA 6250 - Plant Microbiology and Protection

Incompatible Subjects LGYA 5948 - Plant Microbiology Interactions
 LGYA 6200 - Plant Protection

Assumed Knowledge

Foundation in chemical and biological sciences, quantitative thinking.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Applied Project – Pest & Disease Control	Maximum 5,000 word report (NOTE: limit excludes references section)	25	N	Individual
Report - Practical reports (6)	6 'fill-in-the-blank', short answer and paragraph prac reports	35	N	Individual
Online Final Exam	2 hours (4 essay style questions) (Open Book)	40	N	Individual

Teaching Periods

BIOS 3023 Vertebrate Biodiversity

Credit Points 10

Legacy Code 300861

Coordinator Christopher Turbill ([https://directory.westernsydney.edu.au/search/name/Christopher Turbill/](https://directory.westernsydney.edu.au/search/name/Christopher%20Turbill/))

Description This unit examines the functional ecology and diversity of vertebrate animals (fish, amphibians, reptiles, birds and mammals). It takes an integrative approach, combining anatomy, physiology, ecology and behaviour, to explain how vertebrates survive and reproduce in relation to their environment. We will uncover the evolutionary relationships among vertebrate groups, and examine their adaptations to different environmental challenges. The unit also explores patterns in vertebrate diversity, with a focus on Australian ecosystems. Students will apply their knowledge of the scientific method to design and conduct their own research project to investigate how environmental factors influence vertebrate animal abundance and diversity.

School Science

Discipline Ecology and Evolution

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BIOS 1001

Equivalent Subjects LGYA 5856 - Animal Form Function BIOS 3024 - Vertebrate Biodiversity

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the morphological and physiological characteristics that define vertebrate animals
2. Understand the processes and explain patterns in the phylogenetic (evolutionary) history and current diversity of vertebrate animals
3. Compare and contrast the structure and function of major body systems in vertebrate animals to understand their evolution in response to different environmental challenges
4. Critically interpret the ecological function of variation in morphological, physiological and behavioural traits among vertebrate animals in relation to their environment, especially from an Australian perspective
5. Review broad patterns in the diversity of vertebrate animal species and evaluate how human-induced environmental changes threaten the viability of their populations
6. Apply the scientific method and work collaboratively to design, conduct and analyse a research project addressing the environmental factors that determine the diversity and abundance of vertebrate animal species

Subject Content

1. Structure and function of major vertebrate animal groups
2. Evolutionary relationships among vertebrate animal groups
3. Diversity of vertebrates, around the world and in Australia
4. Functional ecology of vertebrates in Australian ecosystems
5. Application of scientific method to study vertebrates in relation to their environment

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz 1	35 minutes	15	N	Individual
Quiz 2	35 minutes	15	N	Individual
Quiz 3	35 minutes	15	N	Individual
Practical class report	N/A	20	N	Individual
Scientific Essay	3,000 words	35	N	Individual

Prescribed Texts

- Pough, FH 2019, Vertebrate life, 10th edn, Oxford University Press, New York

Teaching Periods

BIOS 3026 Evolution and Genetics

Credit Points 10

Legacy Code 301253

Coordinator John Hunt ([https://directory.westernsydney.edu.au/search/name/John Hunt/](https://directory.westernsydney.edu.au/search/name/John%20Hunt/))

Description This unit will ensure students are able to understand the core concepts in modern evolutionary theory and the central position that evolution plays in unifying all sub-disciplines of biology. It will also

enable students to distinguish the major genetic mechanisms that underpin these theories and critically assess the general importance of genetics in the evolutionary process. In particular, students will gain an in depth knowledge on speciation and population divergence, origin of genetic variation, genetic drift and founder effects, natural and sexual selection, migration, mutation and coevolution, with a major emphasis on genetic mechanisms and the analytical techniques used to assess them. Students may be required to travel to a different campus to undertake this unit.

School Science

Discipline Genetics

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BIOS 1012 AND BIOS 1001

Incompatible Subjects BIOS 2034 Principles of Evolution

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Define evolution and provide supporting evidence for this process;
2. Evaluate the concepts of natural and sexual selection and how they contribute to biological adaptation and speciation;
3. Assess the relative importance of neutral and selective processes to evolutionary change;
4. Critically assess the importance of genes to the evolutionary process and be able to differentiate between the different evolutionary mechanisms;
5. Combine information on genes and selection to predict the direction and strength of phenotypic evolution;
6. Describe the ways in which gene interactions can alter the evolution and coevolution of phenotypic traits;
7. Critically assess and interpret scientific literature, and advances in the field of evolutionary research;
8. Design, execute, analyse and interpret scientific experiments on genetics and evolution;
9. Communicate the findings of investigations and experiments in oral and written form;
10. Analyse the application of evolutionary theory to many modern scientific issues, including (but not limited to) human disease, agricultural breeding, and genetic engineering.

Subject Content

- An Overview of evolution and The scope of evolutionary biology
- The role of genes in The evolutionary process
- Mendelian Genetics and The inheritance of genes of major effect
- population Genetics and The processes that can alter allele Frequencies in The population
- Assessing allele Frequencies in natural populations and testing for deviation from Hardy-Weinberg Equilibrium
- quantitative Genetics and The evolution of phenotypic traits
- using laboratory breeding designs and molecular techniques in natural populations to estimate key quantitative Genetic parameters, including heritability and Genetic Correlation
- Quantifying The strength and form of selection in laboratory and natural populations
- predicting The rate and direction of phenotypic evolution
- using current molecular approaches (including QTL, hitchhiking Mapping, GWAS, RNAseq) to understand The genomic basis of complex traits

-understand Core phylogenetic principles and how this informs macroevolution
 -An overview of the key macroevolutionary processes (e.g. speciation, co-evolution, symbiosis and extinction)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	1 hour (open book and done in own time, over a 1 week period)	25	N	Individual
Short Answer	1 hour (open book and done in own time)	10	N	Individual
Presentation Report	15 minutes 2,000 words	15 20	N N	Group Individual
Final Exam	2 hours	30	N	Individual

Prescribed Texts

- Conner, JK & Hartl, DL. 2004. A Primer of Ecological Genetics. Sinauer Associates, Massachusetts

Teaching Periods

Autumn

Hawkesbury

Day

Subject Contact John Hunt ([https://directory.westernsydney.edu.au/search/name/John Hunt/](https://directory.westernsydney.edu.au/search/name/John%20Hunt/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS3026_22-AUT_HW_D#subjects)

BIOS 3027 Molecular Biology of the Cell

Credit Points 10

Legacy Code 301251

Coordinator Liza Cubeddu ([https://directory.westernsydney.edu.au/search/name/Liza Cubeddu/](https://directory.westernsydney.edu.au/search/name/Liza%20Cubeddu/))

Description Molecular biology is central to many fields of the biomedical and natural sciences, and includes genetics, immunology, cell biology, biochemistry, and forensics. Through comparative studies of different organisms, this Unit will explain fundamental concepts and methods in the study of DNA and RNA, extending to the application of molecular biology in more advanced fields such as genomics. Subjects will include DNA replication; transcriptional, post-transcriptional and epigenetic regulation of gene expression; microarrays, and an introduction to bioinformatics. Practical work will provide opportunities to become familiar with the methods of molecular biology, with an emphasis on the development of problem solving and analytical skills. Students may be required to travel to a different campus to undertake this unit.

School Science

Discipline Biochemistry and Cell Biology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BIOS 2014 OR

BIOS 2018

Incompatible Subjects BIOS 3015 Human Molecular Biology

BIOS 2026 Molecular Biology

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Recall common terms and definitions of molecular biology
2. Explain how genomes are organised and how this relates to the control of gene expression.
3. Describe mechanisms of transcriptional and post-transcriptional gene regulation
4. Compare and contrast common approaches to analyse DNA and RNA at the level of a single gene and of a whole genome.
5. Plan, complete and become proficient in conducting experiments in molecular biology.
6. Communicate and problem solve experiments as part of a laboratory group.
7. Demonstrate skills in critical thinking and analysis.

Subject Content

Theme 1: Working with DNA and RNA

-The structure and organisation of DNA and RNA: relating form to function

-What is a gene? Locating genes within a genome and in different organisms

-The organisation of genome

-The theory and practice of cloning

Theme 2: Synthesis of DNA, RNA and Protein

-DNA Synthesis (Replication) and DNA replication- Termination of replication and role of telomerase

-RNA Synthesis (Transcription)

-RNA processing

-The genetic code

-Protein synthesis (Translation)

Theme 3: Controlling the genome ? DNA repair and the regulation of transcription

-The regulation of gene expression: Nucleosome modification and Chromatin remodelling

-Types of mutations

-DNA repair pathways

-Homologous recombination and its importance in DNA repair and meiosis

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Online multiple choice quiz (online problem solving)	1 hour	15	N	Individual
Laboratory Practical Component and Critical Analysis	1,500 words	45	N	Individual
Final Exam Written, with multiple choice	2 hour	40	N	Individual

Prescribed Texts

- Michael M. Cox, Jennifer A. Doudna, Michael O'Donnell, (2015) Molecular Biology- Principles and Practice, 2nd Edition W. H. Freeman, New York

Teaching Periods

Spring Campbelltown Day

Subject Contact Liza Cubeddu ([https://directory.westernsydney.edu.au/search/name/Liza Cubeddu/](https://directory.westernsydney.edu.au/search/name/Liza%20Cubeddu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS3027_22-SPR_CA_D#subjects)

Parramatta - Victoria Rd Day

Subject Contact Liza Cubeddu ([https://directory.westernsydney.edu.au/search/name/Liza Cubeddu/](https://directory.westernsydney.edu.au/search/name/Liza%20Cubeddu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS3027_22-SPR_PS_D#subjects)

BIOS 3028 Pathological Basis of Human Disease

Credit Points 10

Legacy Code 301260

Coordinator Garry Niedermayer ([https://directory.westernsydney.edu.au/search/name/Garry Niedermayer/](https://directory.westernsydney.edu.au/search/name/Garry%20Niedermayer/))

Description Pathology is the study of disease. Students will gain an understanding of human pathogenesis, general and systems pathological processes, and the scientific basis of diagnostic and treatment options. The unit builds upon the students' fundamental knowledge of physiological processes and knowledge of normal human tissue and organ histology, and examines histopathological changes evident in disease states. Students may be required to travel to another campus to undertake this unit.

School Science

Discipline Medical Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BIOS 2029 OR
BIOS 2030 OR
NATS 2035

Incompatible Subjects BIOS 2027 Pathological Basis of Disease

Assumed Knowledge

A basic understanding of human anatomy and a solid understanding of systems physiology.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Intra-session Exam (closed book)	50 minutes	20	N	Individual
Quiz: Mini test x 2 (open book)	Approx. 2 hours work each	10	N	Individual
Case Study	Approx. 10 hours work	20	N	Individual
Final Examination	2 hours	50	Y	Individual

Teaching Periods

Spring Campbelltown Day

Subject Contact Garry Niedermayer ([https://directory.westernsydney.edu.au/search/name/Garry Niedermayer/](https://directory.westernsydney.edu.au/search/name/Garry%20Niedermayer/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS3028_22-SPR_CA_D#subjects)

BIOS 3029 Biotic interactions

Credit Points 10

Legacy Code 301266

Coordinator Ben Moore ([https://directory.westernsydney.edu.au/search/name/Ben Moore/](https://directory.westernsydney.edu.au/search/name/Ben%20Moore/))

Description This unit will introduce the diversity of biotic interactions observed in nature, with an emphasis on their significant roles in maintaining ecosystem function and regulating biological diversity. Major themes will include the role of microbes in plant and animal health and nutrient acquisition via the soil and gastrointestinal microbiomes, the chemical ecology of interactions between plants, and herbivores and pollinators, and interactions between predators and prey. The consequences of biotic interactions for participants can vary from mutual benefit to benefit for one participant and harm for the other, however these outcomes can often change through time and space. Students will be guided to an understanding of how ecological circumstances determine the consequences of biotic interactions.

School Science

Discipline Ecology and Evolution

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BIOS 2008 AND BIOS 1001

Equivalent Subjects BIOS 3012 Conservation Biology

Assumed Knowledge

Students will be expected to apply previous knowledge in mathematics, chemistry, and biology, and demonstrate critical thinking in written and oral formats.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Open book Quizzes (4) on-line	1 h 10 short answer questions or 30 MCQs or an appropriate mixture of both (e.g. 10 MCQs and 6-7 short answers)	30	N	Individual
Presentation	10 minutes	20	N	Individual
Practical Report	1,500 words	20	N	Individual
Final Exam	2 hours	30	N	Individual

Teaching Periods

BIOS 3030 Global Change Ecology

Credit Points 10

Legacy Code 301268

Coordinator Elise Pendall ([https://directory.westernsydney.edu.au/search/name/Elise Pendall/](https://directory.westernsydney.edu.au/search/name/Elise%20Pendall/))

Description Students in Global Change Ecology synthesize and apply their knowledge about how ecological systems are responding to human impacts occurring in the Anthropocene, and how adaptation and mitigation can moderate these impacts. Students will demonstrate attributes expected of Ecology graduates, including skills in oral and written communication, quantitative analysis, and critical thinking. Guest speakers from the research community and industry will be invited to represent potential career paths related to ecological sustainability and the broader career destinations of science graduates.

School Science

Discipline Ecology and Evolution

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BIOS 2008 AND EART 2001

Assumed Knowledge

Students will be expected to apply previous knowledge in mathematics, chemistry and biology.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz (2)	1 hour (x 2)	30	N	Individual
Prac Report (2)	500 words (x2)	30	N	Individual
Final Report	1,000 words	20	N	Group
Presentation of Final Report	10 minutes	10	N	Individual
Reflection/ Self-Assessment	500 words	10	N	Individual

Teaching Periods

BIOS 3032 Plant Science

Credit Points 10

Legacy Code 301272

Coordinator Oula Ghannoum ([https://directory.westernsydney.edu.au/search/name/Oula Ghannoum/](https://directory.westernsydney.edu.au/search/name/Oula%20Ghannoum/))

Description Plants are the primary producers of terrestrial ecosystems and moderators of climate change. This unit introduces students to how plants grow and interact with their environment. Students will learn how leaves turn sunlight energy into sugars; stems transport water, solutes and organic compounds; roots acquire water and mineral nutrients by themselves or in association with soil microbes; and hormones regulate plant development and responses to the environment. This knowledge set is crucial for managing our Century's key challenges of food security and climate change. Students will be required to travel to the Hawkesbury campus where the practicals take place.

School Science

Discipline Botany

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BIOS 1001

Incompatible Subjects BIOS 2032 Plant Physiology
BIOS 2033 Plant Physiology

Assumed Knowledge

Sound knowledge of biology and chemistry equivalent to undergraduate Level 1 subjects. 20 credit points of Level 2 Biology subjects.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	4 x mini practical reports (worth 10 marks each); Completed during each of the practical sessions, calculation, short answers & MCQ	40%	N	Individual
Report	Up to 2,500 words	30%	N	Individual
Final Exam	2 hours	30%	N	Individual

Teaching Periods

Autumn Hawkesbury

Day

Subject Contact Oula Ghannoum ([https://directory.westernsydney.edu.au/search/name/Oula Ghannoum/](https://directory.westernsydney.edu.au/search/name/Oula%20Ghannoum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS3032_22-AUT_HW_D#subjects)

BIOS 3033 Applied Bioinformatics

Credit Points 10

Legacy Code 301406

Coordinator Mark Temple ([https://directory.westernsydney.edu.au/search/name/Mark Temple/](https://directory.westernsydney.edu.au/search/name/Mark%20Temple/))

Description The ability to perform computational experiments and analyse data is a key component for a successful career in the biological sciences. This unit focuses on how biology has been enhanced through advances in technology, genomics, transcriptomics, proteomics and metabolomics in the development of cell phenotype. Using model systems, this unit shows how research biologists use computational cell biology to form hypotheses, mine data, analyse experiments, and synthesise information. Students will apply bioinformatics and engage with next-generation DNA sequencing data. Students will apply web-based bioinformatics toolkits to construct and compare model genomes, transcriptome, proteome and metabolome information to profile cell genotype and phenotype. Students will undertake a project that interprets and communicates research findings in the context of real world applications, legal and ethical frameworks.

School Science

Discipline Biological Sciences

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BIOS 2018

Assumed Knowledge

A basic understanding of microbial, animal and plant cell core concepts is desirable.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Utilise genomics, transcriptomics, proteomics and metabolomics in profiling cell processes and phenotype.
2. Explain how technological advances enable connectivity of omic databases and advances in computational cell modelling.
3. Compare and contrast omic features of plant, animal and microbial cells.
4. Describe and annotate genomes, model transcriptomic responses in the context of cellular processes.
5. Develop cellular models through extracting information, managing and organising data
6. Establish the role of in-silico studies underpinning genetic engineering and biotechnology and its application industry and the research sectors.
7. Communicate the findings of investigations within existing legal and ethical frameworks

Subject Content

1. Profiling genomic, transcriptomic, proteomic and metabolomics data in the process of establishing workflow to develop model cell systems.
2. Technologies that enable sequencing of macromolecules, processes and computational resources.
3. Features of genomes, transcriptomes, proteomes and metabolomes, their linkage in the context of computational modelling.
4. Application of bioinformatic tools within an online environment and visual interfaces to acquire, judge, and synthesise biological information.
5. Interrogation of functional pathways and demonstration of in-silico genetic engineering approaches.
6. Professional presentation skills for industry, government, and academia.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	2x 60 minutes	30	N	Individual
Portfolio	1000 words or equivalent / 3-7 min Podcast submission	35	N	Individual

Viva Voce 10 minutes 35 N Individual
including
Q&A

Teaching Periods

Autumn Hawkesbury

Composite

Subject Contact Mark Temple ([https://directory.westernsydney.edu.au/search/name/Mark Temple/](https://directory.westernsydney.edu.au/search/name/Mark%20Temple/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS3033_22-AUT_HW_C#subjects)

BIOS 3034 Molecular Biotechnology

Credit Points 10

Legacy Code 301405

Coordinator Mark Jones ([https://directory.westernsydney.edu.au/search/name/Mark Jones/](https://directory.westernsydney.edu.au/search/name/Mark%20Jones/))

Description Molecular techniques in cell biology are rapidly developing and offer new solutions to disease mitigation, as well as sustainable solutions to environmental and industrial imperatives. The fundamental cellular processes along with stem cell development, transformation, transfection, cell engineering and re-programming are some of the advanced applications covered in this unit. Students will conduct guided projects investigating the action of hormones, growth factors, morphogens and bio-actives; their receptors and signalling pathways and the cellular responses they trigger. Molecular Biotechnology covers modern techniques in cell screening, cell culture, advanced characterization and experimental approaches enabling dynamic understanding of live microbial, animal and plant cells.

School Science

Discipline Biochemistry and Cell Biology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BIOS 2018 OR
BIOS 3027 AND

Equivalent Subjects BIOS 3001 - Advanced Cell Biology

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse and statistically evaluate biological data from a range sources.
2. Evaluate biological mechanisms by articulating the principle intracellular components controlling microbial, animal and plant cell form and function.
3. Analyse the molecular mechanisms and rate by which cells can be induced to respond to variable stimuli.
4. Apply technical and interpretive skills to modify microbial, plant and animal cell for biotechnology applications.
5. Ethically design and evaluate computational experiments in animal, plant or microbial biology.
6. Propose sustainable molecular biotechnology strategies following cultural, ethical and legal frameworks.

Subject Content

1. Molecular mechanisms controlling microbial, animal and plant cell components, including membranes, organelles, cytoskeleton and the intracellular compartmentalization of molecules and their transport.
2. The interrelationship and responsiveness of cells with their immediate environment including molecular modifications to respond to variable stimuli and rapid change.
3. Cell communication through: receptor-ligand binding and bio-active molecule interactions, molecular modifications and reporter systems of cell signalling molecules and bio-remediation.
4. Cell division and differentiation, adaptation and modification through molecular re-programming, induction of pluripotent stem cells, regulation of cell cycle as well as cell death.
5. Application of advanced cell biology techniques, including skills relevant to microbial, animal and plant cell culture methods.
6. Cell characterisation with techniques including real-time Polymerase Chain Reaction (PCR), hyperspectral and fluorescence characterization and image analysis techniques.
7. Development of professional molecular strategies to modify cells for sustainable environmental and industrial applications and disease control, in the context of cultural, ethical and legal frameworks.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Critical Review	1,500 words	30	N	Individual
Experiment Report - eNotebook	2,000 words or equivalent	30	N	Individual
Research Proposal	3,500 words	40	N	Individual

Teaching Periods

Spring Hawkesbury Composite

Subject Contact Mark Jones ([https://directory.westernsydney.edu.au/search/name/Mark Jones/](https://directory.westernsydney.edu.au/search/name/Mark%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS3034_22-SPR_HW_C#subjects)

BIOS 3035 Sustainable Environments

Credit Points 10

Legacy Code 301409

Coordinator Jeff Powell ([https://directory.westernsydney.edu.au/search/name/Jeff Powell/](https://directory.westernsydney.edu.au/search/name/Jeff%20Powell/))

Description As a student in Sustainable Environments you will synthesize and apply your knowledge about how ecological systems are responding to human impacts in the Anthropocene and how adaptation and mitigation can moderate these impacts. You will demonstrate knowledge of the role of biological and physical processes in provision of ecosystem services. You will apply analytical skills to

identify sustainable solutions in social-ecological systems. You will incorporate social and cultural contexts, including relevant Aboriginal perspectives, in communicating science-based knowledge related to the United Nations sustainable development goals in an independent, problem-based sustainability project.

School Science

Discipline Ecology and Evolution

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BIOS 2008

Restrictions Students must successfully complete 40 credit points at Level 2

Assumed Knowledge

Students will be expected to apply previous knowledge in ecology and environmental assessment.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain how social, biological and physical processes interact to maintain sustainable ecological systems.
2. Apply frameworks of sustainability and ecosystem services to an ecological system.
3. Identify risks and opportunities for sustainability in an ecological system.
4. Using evidence, effectively communicate the social and ecological contexts of an environmental problem and sustainable solutions.

Subject Content

Sustainability in a changing world

- sustainability frameworks
- Ecosystem services and valuation

Guided case studies (anchored in the United Nations Sustainable Development Goals)

- climate action
- Clean water
- sustainable cities and communities
- life on land

Sustainability project design and application

- modelling and analysis
- team-based sustainability Project

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Frameworks and Application	500 words (x3)	30	N	Individual
Vision Reports	500 words (x3)	30	N	Individual
Sustainability Presentation	15 minutes	20	N	Group

Reflections on Sustainability	1000 words	20	N	Individual
-------------------------------	------------	----	---	------------

Teaching Periods

Spring Hawkesbury

Day

Subject Contact Jeff Powell ([https://directory.westernsydney.edu.au/search/name/Jeff Powell/](https://directory.westernsydney.edu.au/search/name/Jeff%20Powell/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS3035_22-SPR_HW_D#subjects)

BIOS 3036 Agricultural Biosecurity

Credit Points 10

Legacy Code 301450

Coordinator Jonathan Plett ([https://directory.westernsydney.edu.au/search/name/Jonathan Plett/](https://directory.westernsydney.edu.au/search/name/Jonathan%20Plett/))

Description Students will be exposed to current and emerging biosecurity issues world food production systems are expected to comply with and develop to ensure sustainable and safe animal and plant products. This unit will enable you to recognise, monitor and control animal and plant pests (invertebrates, microorganisms and weeds) and their impact on human society and food security. Major areas of study include strategies and procedures to identify, record and assess damage to animal and plant products. Included in this unit are key issues related to legislative, physical, biological, genetic and chemical control methods, along their benefits and limitations. Theory and practice of integrated pest and disease management systems and issues associated with quarantine and biosecurity are contextually embedded in unit content and activity.

School Science

Discipline Biological Sciences

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYA 6250 Plant Microbiology and Protection BIOS 3021 Plant Health and Biodiversity

Incompatible Subjects LGYA 5948 Plant Microbiology Interactions LGYA 6200 Plant Protection

Restrictions Successful completion of 100 credit points

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the biology of, and symptoms and losses caused by, the major groups of invertebrate pests, animal and plant pathogens as well as weeds.
2. Explain interactions between pests, diseases, their hosts and the environment.
3. Critically analyse strategies for protecting animals and plants from pest and disease damage, their benefits and limitations.
4. Propose practical methods for control of plant invertebrate pests, pathogens and weeds.
5. Identify the systems and implications for quarantine, plant biosecurity and trade.

- Integrate a range of strategies in developing integrated pest and disease management programs, and biosecurity.

Subject Content

- Processes and procedures to identify symptomatology of animal and plant pathogens
- Physical and mechanical control of vertebrate and invertebrate pests, pathogens and weeds
- Sustainable management strategies of animal and plant pests and diseases.
- Animal and plant breeding methodologies for resistance to pathogens and pests.
- Chemical control and legislative requirements for invertebrate pests and pathogens.
- Quarantine and biosecurity for sustainable food security and ecosystems

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report – Pest & Disease Control	2,500 word report (NOTE: limit excludes references section)	25	N	Group
Report - Practical reports (6)	6 'fill-in-the-blank', short answer and paragraph prac reports	35	N	Individual
Critical Review	maximum 2000 words	40	N	Individual

Teaching Periods

Spring Hawkesbury Day

Subject Contact Jonathan Plett ([https://directory.westernsydney.edu.au/search/name/Jonathan Plett/](https://directory.westernsydney.edu.au/search/name/Jonathan%20Plett/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS3036_22-SPR_HW_D#subjects)

BIOS 4001 Science, Technology and Environment Honours Project

Credit Points 30

Legacy Code 300412

Coordinator Janice Aldrich-Wright ([https://directory.westernsydney.edu.au/search/name/Janice Aldrich-Wright/](https://directory.westernsydney.edu.au/search/name/Janice%20Aldrich-Wright/))

Description This is a 60 credit point year-long subject taken over two terms (30 credit points in each term). The aim of this subject is to further develop the student's research and problem solving skills. The student is required to implement a research plan, complete a substantive piece of research in a relevant field within Science,

Technology and the Environment and to communicate the results of that work to an interested and technically literate audience. Students will present their research as a thesis with a substantial chapter detailing research objectives, methodology and research outcomes. The thesis topic and structure will vary according to the area of interest of the student and the expertise of the supervisor. The project is meant to be a significant undertaking and to incorporate some element of innovation. Throughout this subject regular planned consultations between the student and supervisor(s) will occur and students will be required to attend seminar series or regular research meetings; these may be formal components of other subjects within the Bachelor (Honours) program. Students are expected to work to a schedule devised in consultation with their supervisor. The schedule will include dates set for progress reports and the presentation of draft chapters for review by the supervisor. The subject builds upon the skills developed in the undergraduate program, extending students' competencies in a range of practical techniques and processes of critical thinking. Students who successfully complete the Honours program will have achieved the appropriate background to enable them to pursue further postgraduate research and/or coursework in the sciences or pursue a career in industry or profession.

School Science

Discipline Biological Sciences

Student Contribution Band HECS Band 2 30cp

Level Undergraduate Level 4 subject

Restrictions Students must be enrolled in a postgraduate or honours program.

Assumed Knowledge

Successful completion of a Bachelors degree in a science discipline. Normally the student will have achieved a grade point average of greater than 5.0 in Level 2 and 3 subjects.

Learning Outcomes

On successful completion of this subject, students should be able to:

- conduct a postgraduate research project;
- demonstrate a capacity for critical and independent thought, self-motivation and initiative;
- collate and critically evaluate relevant research literature;
- formulate research questions;
- prepare a formal research proposal on their project;
- (where appropriate) obtain Ethics Approval for the project from the Western Sydney University Human Ethics Review Committee or Animal Care and Ethics Committee;
- demonstrate competencies in appropriate research methodologies;
- devise and implement experimental protocols relevant to their research objectives;
- gather, analyse and evaluate experimental or other relevant data;
- demonstrate oral and written skills appropriate for the presentation of experimental results, including the ability to write a cogent thesis;
- develop a framework for understanding and implementing good laboratory management strategies and occupational health and safety procedures.

Subject Content

The content is flexible, depending on the nature of the research project, and a plan is developed contractually between the student and supervisor(s) to meet the needs of the particular research topic.

This may include the preparation of up to three progress reports, as agreed with the supervisor(s).

In addition to the submission of a thesis, students are also required to complete the following compulsory elements of the Honours program:

- prepare a formal research proposal on the Honours project within the first Session of Honours study, for evaluation by the student's supervisor(s). Note: This requirement may be satisfied separately in the units Research Methodology and Experimental D
- where appropriate, obtain ethics Approval for The Honours Project from The Western Sydney university human ethics Review Committee or Animal care and ethics Committee.

Teaching Periods

BIOS 7001 Emerging Technologies for Biological Science

Credit Points 10

Legacy Code 800186

Coordinator Chris Cazzonelli ([https://directory.westernsydney.edu.au/search/name/Chris Cazzonelli/](https://directory.westernsydney.edu.au/search/name/Chris%20Cazzonelli/))

Description This unit serves to enhance the technological education and training for students undertaking research in biological, agricultural and medical sciences. The unit will teach current and emerging technologies utilised in biological investigations with a focus on model species of animals, plants, insects and microorganisms. The unit is structured around emerging technologies in research fields of: 1) whole organism physiology, 2) cell molecular biology and biochemistry, and 3) genomic and epigenomic processes encoded by the nucleus. Students will be exposed to a systems approach in order to investigate complex interactions with a view towards understanding the impacts of the environment on biological interactions. Teaching will be undertaken by Western Sydney University-HIE staff who are world leaders in their respective research fields.

School Graduate Research School

Discipline Biological Sciences

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

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

Assumed Knowledge

Students should have an undergraduate degree in Biology, Environmental Science, Medical Science, or Agricultural Science, with a background in biological sciences, including some knowledge of molecular biology, genetics, biochemistry and/or physiology.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically discuss research articles and describe technologies using in biological research investigations.
2. Utilise an interdisciplinary systems approach to investigate biological processes.
3. Describe core technologies used in physiology, biochemistry or molecular biology.

4. Apply new technologies in practical biological research investigations.
5. Interpret and analyse data obtained from genomics technologies using commercial software.
6. Conduct investigations safely and ethically in a laboratory using experimental methodology.
7. Use spreadsheets, statistical and analytical programs to enter, analyse and graph data as well as draw appropriate conclusions from data.
8. Communicate findings correctly in oral or in written form using an appropriate style, as well as access the scientific literature to place research findings in a publication context.

Subject Content

Tools for Phenotyping and Studying Physiological Processes

1. Whole organism imaging, confocal microscopy and microelectrode techniques
 2. Principles of fluorescence, gas exchange and stable isotopes analysis
 3. Techniques for measuring carbon budgets
- Molecular and Biochemical Methods
4. Methods to quantify gene expression and protein abundance or activity
 5. Metabolomics: tools to quantify and identify primary and secondary metabolites
 6. Genetic engineering, genome editing and modification of organism traits

High Throughput Genetic and Epigenetic Technologies

7. Next generation sequencing and genomic applications
8. Genotype by sequencing and gene capture techniques
9. Deciphering the epigenome: DNA methylation, chromatin modification and RNA silencing

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	60 minutes per quiz - 20 questions	30	Y	Individual
Report	2500 words including figures and tables (excluding references)	40	Y	Individual
Final exam	2 hours	30	Y	Individual

Teaching Periods

BIOS 9001 Higher Degree Research Thesis - Animal Science

Credit Points 20

Legacy Code 800164

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Science

Discipline Biological Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS9001_22-RQ1_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS9001_22-RQ1_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS9001_22-RQ1_PS_D#subjects)

Research Quarter 2

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS9001_22-RQ2_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS9001_22-RQ2_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS9001_22-RQ2_PS_D#subjects)

Research Quarter 3

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS9001_22-RQ3_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS9001_22-RQ3_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS9001_22-RQ3_PS_D#subjects)

Research Quarter 4

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS9001_22-RQ4_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS9001_22-RQ4_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS9001_22-RQ4_PS_D#subjects)

BIOS 9002 Higher Degree Research Thesis - Biological Sciences

Credit Points 20

Legacy Code 800081

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Science

Discipline Biological Sciences

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS9002_22-RQ1_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS9002_22-RQ1_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS9002_22-RQ1_PS_D#subjects)

Research Quarter 2

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS9002_22-RQ2_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS9002_22-RQ2_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS9002_22-RQ2_PS_D#subjects)

Research Quarter 3

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS9002_22-RQ3_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS9002_22-RQ3_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS9002_22-RQ3_PS_D#subjects)

Research Quarter 4

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS9002_22-RQ4_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS9002_22-RQ4_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS9002_22-RQ4_PS_D#subjects)

BIOS 9003 Higher Degree Research Thesis - Microbiology

Credit Points 20

Legacy Code 800083

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Science

Discipline Microbiology

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS9003_22-RQ1_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS9003_22-RQ1_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS9003_22-RQ1_PS_D#subjects)

Research Quarter 2

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS9003_22-RQ2_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS9003_22-RQ2_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS9003_22-RQ2_PS_D#subjects)

Research Quarter 3

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS9003_22-RQ3_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS9003_22-RQ3_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS9003_22-RQ3_PS_D#subjects)

Research Quarter 4

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS9003_22-RQ4_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS9003_22-RQ4_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BIOS9003_22-RQ4_PS_D#subjects)

BLDG 0001 Academic Skills for Construction Management (WSTC Prep)

Credit Points 10

Legacy Code 700200

Coordinator Robert Paluzzano ([https://directory.westernsydney.edu.au/search/name/Robert Paluzzano/](https://directory.westernsydney.edu.au/search/name/Robert%20Paluzzano/))

Description This unit is designed to assist students to become successful independent and reflective learners. It introduces students to a range of theories and concepts to facilitate the development of practical skills and personal attitudes necessary for success in tertiary study. The unit also develops basic competencies in using computers and application software for the Building Design Management and Construction Management industries. The unit covers the use of word-processing software and spreadsheets. Students are also introduced to project management and design software.

School Western Sydney The College

Discipline Building Science and Technology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 0 Preparatory subject

Restrictions Students must be enrolled at Western Sydney University, The College.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Use both independent and collaborative learning strategies to advance the knowledge of the individual and that of their peers.
2. Communicate effectively through the development of critical reading, listening, speaking and writing skills in context.
3. Locate and use information technology systems and educational technologies to support learning and assessment.

4. Apply the process of reflection to learning experiences, in order to assess their own learning styles and ◆elearn how to learn◆f.
5. Identify and describe the basic computer concepts and us

Subject Content

Topic 1: Introduction to tertiary study

Topic 2: Blended learning

Topic 3: Advanced tertiary skills

Topic4: Research methods for construction studies;

- Introduction to scientific methods

- Report writing

- Data handling

- Critical reading

- Research and referencing (journal articles)

- Project report

Topic 5: Introduction to information systems and technology as they relate to the building and construction industry.

Topic 6: Introduction to the basics of proposing, designing, estimating and scheduling of a construction project

Topic 1: Introduction to tertiary study

Topic 2: Blended learning

Topic 3: Advanced tertiary skills

Topic4: Research methods for construction studies;

- Introduction to scientific methods

- Report writing

- Data handling

- Critical reading

- Research and referencing (journal articles)

- Project report

Topic 5: Introduction to information systems and technology as they relate to the building and construction industry.

Topic 6: Introduction to the basics of proposing, designing, estimating and scheduling of a construction project

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio		30	N	Individual
Log/ Workbook		30	N	Individual
Portfolio		30	N	Individual
Presentation		10	N	Individual

Teaching Periods

Term 1

Penrith (Kingswood)

Day

Subject Contact Robert Paluzzano ([https://directory.westernsydney.edu.au/search/name/Robert Paluzzano/](https://directory.westernsydney.edu.au/search/name/Robert%20Paluzzano/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG0001_22-T1_KW_D#subjects)

Term 3

Penrith (Kingswood)

Day

Subject Contact Robert Paluzzano ([https://directory.westernsydney.edu.au/search/name/Robert Paluzzano/](https://directory.westernsydney.edu.au/search/name/Robert%20Paluzzano/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG0001_22-T3_KW_D#subjects)

BLDG 0002 Building Calculations (WSTC Prep)

Credit Points 10

Legacy Code 700318

Coordinator Robert Paluzzano ([https://directory.westernsydney.edu.au/search/name/Robert Paluzzano/](https://directory.westernsydney.edu.au/search/name/Robert%20Paluzzano/))

Description This unit is designed to assist students to become competent in the field of introductory senior mathematics. It introduces and reinforces mathematical skills in the areas of scale, application of scale, Pythagoras theory, trigonometry, sine and cosine, application of sine and cosine, building volumes, application of building volumes, gradients, application of gradients and thermal flow. Emphasis is placed on developing key competencies in building calculations.

School Western Sydney The College

Discipline Building Science and Technology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects MATH 0027 - Scientific Methods in Construction Management

Restrictions Students must be enrolled at The College in 6031 - Diploma in Building Design Management / Bachelor of Building Design Management, 7136 - Diploma in Building Design Extended, 6045 - Diploma in Construction Technology/Bachelor of Construction Technology or 7165 - Diploma in Construction Technology Extended.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply Scale and ratios
2. Apply Pythagoras Theory
3. Solve Trigonometric Equations
4. Apply Sine and Cosine to building calculations
5. Apply Building Volumes to building calculations
6. Apply Gradients to building calculations
7. Develop preliminary knowledge of Thermal Flow

Subject Content

Scale and Ratios

Pythagoras theory

Trigonometry

Sine and Cosine

Application of Sine and Cosine

Building volumes

Application of Building Volumes

Gradients

Application of Gradients

Thermal Flow

Scale and Ratios
 Pythagoras theory
 Trigonometry
 Sine and Cosine
 Application of Sine and Cosine
 Building volumes
 Application of Building Volumes
 Gradients
 Application of Gradients
 Thermal Flow

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Intra-session Exam	1 hour	30	N	Individual
Intra-session Exam	1 hour	30	N	Individual
Intra-session Exam	90 minutes	30	N	Individual
Reflection	5 minutes + 2 minutes question time	10	N	Individual

Prescribed Texts

- Breach, M. 2011, Fundamentals Maths for Engineering and Science, Palgrave Macmillan

Teaching Periods

Term 1

Penrith (Kingswood)

Day

Subject Contact Robert Paluzzano ([https://directory.westernsydney.edu.au/search/name/Robert Paluzzano/](https://directory.westernsydney.edu.au/search/name/Robert%20Paluzzano/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG0002_22-T1_KW_D#subjects)

Term 2

Penrith (Kingswood)

Day

Subject Contact Robert Paluzzano ([https://directory.westernsydney.edu.au/search/name/Robert Paluzzano/](https://directory.westernsydney.edu.au/search/name/Robert%20Paluzzano/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG0002_22-T2_KW_D#subjects)

BLDG 1006 Building 2 (WSTC)

Credit Points 10

Legacy Code 700071

Coordinator Robert Paluzzano ([https://directory.westernsydney.edu.au/search/name/Robert Paluzzano/](https://directory.westernsydney.edu.au/search/name/Robert%20Paluzzano/))

Description This unit has been replaced by equivalent unit 700305 from Term 3, 2021. The aim of this unit is to provide students with an overview of the design, classification, applicable Australian

Standards, structural systems, construction techniques, materials handling systems, building services, fit-out and finishes for larger scale buildings.

School Built Environment

Discipline Construction Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects BLDG 1005 - Building 2

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Major Assignment		50	N	Group
End-of-session Exam (online)	2hrs and 20 mins	50	N	Individual

Teaching Periods

BLDG 1007 Construction Work Safety

Credit Points 10

Legacy Code 301061

Coordinator Peng Zhang ([https://directory.westernsydney.edu.au/search/name/Peng Zhang/](https://directory.westernsydney.edu.au/search/name/Peng%20Zhang/))

Description This introductory unit describes the context of safety management in the Australian construction industry. The topics covered include: The poor long-term record in the construction industry on Workplace Health and Safety (WHS); Strategies for improving the industry performance; Introduction to hazard identification and risk management; and Individual safety awareness and personal responsibility.

School Eng, Design & Built Env

Discipline Building

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects BLDG 1008 - Construction Work Safety (WSTC)

Learning Outcomes

On successful completion of this subject, students should be able to:

- Recognise the importance of workplace health and safety in the construction industry
- Recognise the WHS responsibilities and legal framework
- Understand the costs and causes of workplace injuries and accidents
- Conduct WHS risk assessment and management for construction projects

- Apply WHS principles and theories to systematically design and evaluate WHS strategies and interventions for construction projects

Subject Content

Workplace safety responsibilities
 Causes of accidents
 Risk management
 WHS hazards and control
 WHS legal framework
 Accident investigation
 Economics and ethics of construction safety
 Promoting safety: principles and strategies

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	40 minutes	20	N	Individual
Report	2500 words (excluding graphs and reference list)	35	N	Individual
Final Exam	2 hours	45	N	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Peng Zhang ([https://directory.westernsydney.edu.au/search/name/Peng Zhang/](https://directory.westernsydney.edu.au/search/name/Peng%20Zhang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG1007_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Peng Zhang ([https://directory.westernsydney.edu.au/search/name/Peng Zhang/](https://directory.westernsydney.edu.au/search/name/Peng%20Zhang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG1007_22-AUT_PS_D#subjects)

BLDG 1008 Construction Work Safety (WSTC)

Credit Points 10

Legacy Code 700256

Coordinator Robert Paluzzano ([https://directory.westernsydney.edu.au/search/name/Robert Paluzzano/](https://directory.westernsydney.edu.au/search/name/Robert%20Paluzzano/))

Description This unit describes the context of safety management in the Australian construction industry. The topics covered include: The poor long-term record in the construction industry on Workplace Health and Safety (WHS); Strategies for improving the industry performance; Introduction to hazard identification and risk management; and Individual safety awareness and personal responsibility.

School Eng, Design & Built Env

Discipline Building

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects BLDG 1007 - Construction Work Safety

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in Extended Diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject. Students enrolled in the combined Diploma/Bachelor programs listed below must pass all College Preparatory subjects listed in the program structure before progressing to the Year 2 subjects.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Recognise the importance of workplace health and safety in the construction industry
- Recognise the WHS responsibilities and legal framework
- Understand the costs and causes of workplace injuries and accidents
- Conduct WHS risk assessment and management for construction projects
- Apply WHS principles and theories to systematically design and evaluate WHS strategies and interventions for construction projects

Subject Content

- Workplace safety responsibilities
 - Causes of accidents
 - Risk management
 - WHS hazards and controls
 - WHS legal framework
 - Accident investigation
 - Economics and ethics of construction safety
 - Promoting safety: principles and strategies
- Workplace safety responsibilities
 - Causes of accidents
 - Risk management
 - WHS hazards and controls
 - WHS legal framework
 - Accident investigation
 - Economics and ethics of construction safety
 - Promoting safety: principles and strategies

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	1 hour	10	N	Individual
Quiz	1 hour	10	N	Individual
Case Study	2500 words (Excluding graphs and reference list)	30	N	Individual

Final Exam	2 hours and 20mins	50	N	Individual
------------	--------------------	----	---	------------

Teaching Periods

Term 1

Penrith (Kingswood)

Day

Subject Contact Robert Paluzzano ([https://directory.westernsydney.edu.au/search/name/Robert Paluzzano/](https://directory.westernsydney.edu.au/search/name/Robert%20Paluzzano/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG1008_22-T1_KW_D#subjects)

Term 3

Penrith (Kingswood)

Day

Subject Contact Robert Paluzzano ([https://directory.westernsydney.edu.au/search/name/Robert Paluzzano/](https://directory.westernsydney.edu.au/search/name/Robert%20Paluzzano/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG1008_22-T3_KW_D#subjects)

BLDG 1009 Environmental Building Design

Credit Points 10

Legacy Code 301062

Coordinator Laura Melo C E De Almeida ([https://directory.westernsydney.edu.au/search/name/Laura Melo C E De Almeida/](https://directory.westernsydney.edu.au/search/name/Laura%20Melo%20C%20E%20De%20Almeida/))

Description This unit explores the important parameters that are used to facilitate sustainable change in the built environment. Building design is a tool to minimise the use of scarce resources and reduce the impact on the natural Australian landscape. Improving the standard of liveability in urban and peri-urban communities is addressed through the development of holistic building design solutions.

School Eng, Design & Built Env

Discipline Construction Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects BLDG 1010 - Environmental Building Design (WSTC)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Recognise the importance of energy and water efficiency to the sustainability of our built environment
2. Review the available strategies that can be used to improve the life cycle performance of buildings
3. Identify the major common weaknesses in current residential building design
4. Prioritise environmental parameters for a specific building project
5. Integrate their knowledge of environmental design in the context of a medium density housing development

Subject Content

Sustainable building design
Environmentally friendly building materials and systems
Green rating schemes for buildings
Energy, water and waste management in buildings

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Green Design Quiz	1 hour	20	N	Individual
Report on one aspect of sustainable design in a current building project	1000 words	30	N	Individual
Medium density housing design (3D CAD model and 2D drawings)	3D CAD model and 2D drawings	40	N	Individual
Weekly Activities	during tutorials	10	N	Group

Teaching Periods

Spring

Penrith (Kingswood)

Day

Subject Contact Laura Melo C E De Almeida ([https://directory.westernsydney.edu.au/search/name/Laura Melo C E De Almeida/](https://directory.westernsydney.edu.au/search/name/Laura%20Melo%20C%20E%20De%20Almeida/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG1009_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Laura Melo C E De Almeida ([https://directory.westernsydney.edu.au/search/name/Laura Melo C E De Almeida/](https://directory.westernsydney.edu.au/search/name/Laura%20Melo%20C%20E%20De%20Almeida/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG1009_22-SPR_PS_D#subjects)

BLDG 1010 Environmental Building Design (WSTC)

Credit Points 10

Legacy Code 700255

Coordinator Robert Paluzzano ([https://directory.westernsydney.edu.au/search/name/Robert Paluzzano/](https://directory.westernsydney.edu.au/search/name/Robert%20Paluzzano/))

Description This unit explores the important parameters that are used to facilitate sustainable change in the built environment. Building design is a tool to minimise the use of scarce resources and reduce the impact on the natural Australian landscape. Improving the standard of liveability in urban and peri-urban communities is addressed through the development of holistic building design solutions.

School Eng, Design & Built Env

Discipline Building

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects BLDG 1009 - Environmental Building Design

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in Extended Diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject. Students enrolled in the combined Diploma/Bachelor programs listed below must pass all College Preparatory subjects listed in the program structure before progressing to the Year 2 subjects.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Recognise the importance of energy and water efficiency to the sustainability of our built environment
2. Review the available strategies that can be used to improve the life cycle performance of buildings
3. Identify the major common weaknesses in current residential building design
4. Prioritise environmental parameters for a specific building project
5. Integrate their knowledge of environmental design in the context of a medium density housing development

Subject Content

1. Sustainable building design
2. Environmentally friendly building materials and systems
3. Green rating schemes for buildings
4. Energy, water and waste management in buildings
1. Sustainable building design
2. Environmentally friendly building materials and systems
3. Green rating schemes for buildings
4. Energy, water and waste management in buildings

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	1 hour	20	N	Individual
Report	1000 words	30	N	Individual
Applied Project	3D CAD model and 2D drawings	50	N	Individual

Teaching Periods

Term 1

Penrith (Kingswood)

Day

Subject Contact Robert Paluzzano ([https://directory.westernsydney.edu.au/search/name/Robert Paluzzano/](https://directory.westernsydney.edu.au/search/name/Robert%20Paluzzano/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG1010_22-T1_KW_D#subjects)

Term 3

Penrith (Kingswood)

Day

Subject Contact Robert Paluzzano ([https://directory.westernsydney.edu.au/search/name/Robert Paluzzano/](https://directory.westernsydney.edu.au/search/name/Robert%20Paluzzano/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG1010_22-T3_KW_D#subjects)

BLDG 1011 Property Building

Credit Points 10

Legacy Code 301157

Coordinator Laura Melo C E De Almeida ([https://directory.westernsydney.edu.au/search/name/Laura Melo C E De Almeida/](https://directory.westernsydney.edu.au/search/name/Laura%20Melo%20C%20E%20De%20Almeida/))

Description This unit provides students with an overview of regulations and construction techniques with an emphasis on low-rise residential buildings in the Australian context. It covers general process; building regulations; environmental issues; surveying techniques; structural elements (footings, framing and bracing); envelope; services; fit-out and finishes.

School Eng, Design & Built Env

Discipline Construction Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Incompatible Subjects BLDG 1001 Building 1 BLDG 1003 Building 1 (WSTC)

Restrictions Students must be enrolled in the Property Major in the Bachelor of Business.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse and describe construction techniques required for low rise residential buildings including design of slab-on-ground and timber framing
2. Select materials and appropriate construction techniques based on regulatory, safety and environmental analyses and communicate these via technical documentation
3. Interpret building regulations pertinent to low rise residential buildings
4. Apply simple land and building surveying techniques
5. Analyse basic building services requirements for low rise residential buildings
6. Recognise environmental and social connections with the built forms
7. Identify typical low rise residential building defects and propose acceptable solutions

8. Identify the problems associated with building low rise residential in hazardous locations

Subject Content

Environmental impact of building
Housing styles
Design, documentation, tendering
Regulations
Surveying
Civil works and soil mechanics
Footing systems
Concrete slabs
Timber framing
Cladding
Services
Fit-out
Finishes
Building in hazardous locations
Alternative construction
Defects and faults

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied Project	as per building regulations - 1000 words	25	N	Individual
Applied Project	500 words	25	N	Individual
Report	2 Hour	50	N	Individual

Prescribed Texts

- Wilkie, G 2011, Building your own home : a comprehensive guide for owner-builders, New Holland Publishers, Chatswood, N.S.W.

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Laura Melo C E De Almeida ([https://directory.westernsydney.edu.au/search/name/Laura Melo C E De Almeida/](https://directory.westernsydney.edu.au/search/name/Laura%20Melo%20C%20E%20De%20Almeida/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG1011_22-AUT_PC_D#subjects)

Parramatta External

External

Subject Contact Laura Melo C E De Almeida ([https://directory.westernsydney.edu.au/search/name/Laura Melo C E De Almeida/](https://directory.westernsydney.edu.au/search/name/Laura%20Melo%20C%20E%20De%20Almeida/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG1011_22-AUT_PX_X#subjects)

BLDG 1012 Property Development Controls

Credit Points 10

Legacy Code 200435

Coordinator Za Manaf ([https://directory.westernsydney.edu.au/search/name/Za Manaf/](https://directory.westernsydney.edu.au/search/name/Za%20Manaf/))

Description Property Development Controls provides students with an understanding of the property planning process from both a State government and Local government perspective. The unit will cover the areas of planning instruments, planning process, property development control issues and planning applications. The unit will also address the areas of the valuation and development impact of planning and environment regulations, with specific reference to the regulatory framework that regulates planning and development in NSW and the impact on the property industry in Australia.

School Business

Discipline Building Construction Management

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Incompatible Subjects ARCH 2003 - Development Control

Restrictions External offerings for this subject are only available to students who are enrolled in a Property program or Major.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the role and function of State and Local government authorities in the property development process;
2. Explain the development application process for the main property types and the impact of development controls on property;
3. Explain the roles of State and Local government in the planning process;
4. Evaluate how environmental regulations influence the use and management of property.

Subject Content

Land use
Planning instruments
Essentials of environmental planning
Development controls
Land ownership
Heritage protection
Environmental regulations
Pollution control
Development application process

Prescribed Texts

- Farrier, D and Stein, P. 2011 (5th edition) The Environmental Law Handbook: Planning and Land Use in NSW. Thomson Reuters. Sydney.

Teaching Periods

BLDG 1013 Building Science

Credit Points 10

Legacy Code 301219

Coordinator Alan Todhunter ([https://directory.westernsydney.edu.au/search/name/Alan Todhunter/](https://directory.westernsydney.edu.au/search/name/Alan%20Todhunter/))

Description This unit provides students with an introductory overview of the way in which scientific principles impact on the structure, fabric and performance of the built environment. Areas covered will include the concepts of force, energy and work in building structures; properties of common building materials; and significant aspects of heat, light and sound in buildings. All the theoretical content will be contextualised within examples drawn from the construction industry. Students will be able to recognise the critical data required for practical decision-making in the area of building technology.

School Eng, Design & Built Env

Discipline Building Science and Technology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the ways that forces act on building structures
2. Compare and contrast the properties of common building materials
3. Explain the causes of deterioration in building materials over time and suggest remedies for this deterioration
4. Distinguish the concepts of embodied energy and embodied carbon as they relate to buildings
5. Correlate the concepts of heat, light and sound transmission through building elements with decision making on materials for buildings

Subject Content

1. Introduction to scientific concepts as they impact on buildings
2. Energy, mass, force, velocity and acceleration in building structures
3. Properties of timber, steel, concrete and other common building materials
4. Durability and deterioration in building materials
5. Embodied energy and embodied carbon in building materials and systems
6. Management and control of heat, light and sound in buildings

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	30 minutes	10	N	Individual
Case study	2500 words	30	N	Group
Quiz	45 minutes	15	N	Individual
Reflection	1500 words	30	N	Individual
Quiz	45 minutes	15	N	Individual

Teaching Periods

Spring

Penrith (Kingswood)

Day

Subject Contact Alan Todhunter ([https://directory.westernsydney.edu.au/search/name/Alan Todhunter/](https://directory.westernsydney.edu.au/search/name/Alan%20Todhunter/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG1013_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Alan Todhunter ([https://directory.westernsydney.edu.au/search/name/Alan Todhunter/](https://directory.westernsydney.edu.au/search/name/Alan%20Todhunter/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG1013_22-SPR_PS_D#subjects)

BLDG 1014 Non-Residential Building

Credit Points 10

Legacy Code 301227

Coordinator Anthony Butera ([https://directory.westernsydney.edu.au/search/name/Anthony Butera/](https://directory.westernsydney.edu.au/search/name/Anthony%20Butera/))

Description The aim of this unit is to provide students with an introduction to the design, classification, applicable Australian Standards, structural systems, construction techniques, materials handling systems, building services, fit-out and finishes for larger scale buildings. The unit focusses on non-residential building projects such as shopping centres, factories, warehouses, office buildings and associated facilities.

School Eng, Design & Built Env

Discipline Building Science and Technology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects BLDG 1004 Building 2
BLDG 1006 Building 2 (WSTC)
BLDG 1005 Building 2
BLDG 1017 Non Residential Building (WSTC)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Interpret pertinent building regulations;
2. Analyse and describe construction techniques;
3. Analyse and describe materials handling requirements;
4. Assess preliminary cost and scheduling requirements for a project;
5. Use scale models to describe project solutions.

Subject Content

- Players in the construction process
- Construction as a system
- Regulations
- Site investigation
- Preliminaries
- Demolition
- Civil works
- Substructure

- Reinforced concrete construction
- Steel construction
- Materials handling
- Cladding systems
- Portal framing and tilt-slab
- Examination of the design
- Fit-out and finishes for larger scale buildings
- Services coordination

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	1,000 words	10	N	Individual
Professional Task	3,000 words	30	N	Group
Presentation	3 minutes per group member	20	N	Individual
Quiz	2 hours	40	N	Individual

Teaching Periods

Spring Penrith (Kingswood)

Day

Subject Contact Anthony Butera ([https://directory.westernsydney.edu.au/search/name/Anthony Butera/](https://directory.westernsydney.edu.au/search/name/Anthony%20Butera/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG1014_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Anthony Butera ([https://directory.westernsydney.edu.au/search/name/Anthony Butera/](https://directory.westernsydney.edu.au/search/name/Anthony%20Butera/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG1014_22-SPR_PS_D#subjects)

BLDG 1015 Residential Building

Credit Points 10

Legacy Code 301226

Coordinator Robert Osei-Kyei ([https://directory.westernsydney.edu.au/search/name/Robert Osei-Kyei/](https://directory.westernsydney.edu.au/search/name/Robert%20Osei-Kyei/))

Description This unit provides students with an overview of regulations and construction techniques with an emphasis on low-rise residential buildings in the Australian context. It covers general process, building regulations, environmental issues, surveying techniques, structural elements (footings, framing and bracing), envelope, services, fit-out and finishes.

School Eng, Design & Built Env

Discipline Building Science and Technology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects BLDG 1002 Building 1

BLDG 1003 Building 1 (WSTC)

BLDG 1001 Building 1

BLDG 1018 Residential Building (WSTC)

Restrictions Students in the following programs cannot enrol in this unit: 2786 Bachelor of Business (current program) 2788 Bachelor of Business/Bachelor of Laws (current program) 2739 Bachelor of Business and Commerce (continuing program) 2740 Bachelor of Business and Commerce/Bachelor of Laws (continuing program) 2753 Bachelor of Business and Commerce (continuing program) 2754 Bachelor of Business and Commerce (Advanced Business Leadership) (continuing program) 2787 Bachelor of Business (Advanced Business Leadership) (current program)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse and describe construction techniques required for low rise residential buildings including design of slab-on-ground and timber framing
2. Select materials and appropriate construction techniques based on regulatory, safety and environmental analyses and communicate these via technical documentation
3. Interpret building regulations pertinent to low rise residential buildings
4. Apply simple land and building surveying techniques
5. Analyse basic building services requirements for low rise residential buildings
6. Recognise environmental and social connections with the built forms
7. Identify typical low rise residential building defects and propose acceptable solutions
8. Identify the problems associated with building low rise residential in hazardous locations

Subject Content

- Environmental impact of building
- Housing styles
- Design, documentation, tendering
- Regulations
- Surveying
- Civil works and soil mechanics
- Footing systems
- Concrete slabs
- Timber framing
- Cladding
- Services
- Fit-out
- Finishes
- Building in hazardous locations
- Alternative construction
- Defects and faults

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied Project	As per building regulations - 1,000 words	25	N	Individual
Applied Project	1000 words	35	N	Individual
Professional Task	2000 words	40	N	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Robert Osei-Kyei ([https://directory.westernsydney.edu.au/search/name/Robert Osei-Kyei/](https://directory.westernsydney.edu.au/search/name/Robert%20Osei-Kyei/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG1015_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Robert Osei-Kyei ([https://directory.westernsydney.edu.au/search/name/Robert Osei-Kyei/](https://directory.westernsydney.edu.au/search/name/Robert%20Osei-Kyei/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG1015_22-AUT_PS_D#subjects)

Spring

Parramatta - Victoria Rd

Day

Subject Contact Robert Osei-Kyei ([https://directory.westernsydney.edu.au/search/name/Robert Osei-Kyei/](https://directory.westernsydney.edu.au/search/name/Robert%20Osei-Kyei/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG1015_22-SPR_PS_D#subjects)

BLDG 1016 Building Science (WSTC)

Credit Points 10

Legacy Code 700308

Coordinator Robert Paluzzano ([https://directory.westernsydney.edu.au/search/name/Robert Paluzzano/](https://directory.westernsydney.edu.au/search/name/Robert%20Paluzzano/))

Description This unit provides students with an introductory overview of the way in which scientific principles impact on the structure, fabric and performance of the built environment. Areas covered will include the concepts of force, energy and work in building structures; properties of common building materials; and significant aspects of heat, light and sound in buildings. All the theoretical content will be contextualised within examples drawn from the construction industry. Students will be able to recognise the critical data required for practical decision-making in the area of building technology.

School Eng, Design & Built Env

Discipline Building Science and Technology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects BLDG 1013 - Building Science

Restrictions Students must be enrolled at The College. Students in Extended Diploma programs must pass 40 CPs of preparatory subjects in order to enrol in this subject. Students in Integrated Diploma programs must pass or be enrolled in the preparatory subjects in order to enrol in this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the ways that forces act on building structures
2. Compare and contrast the properties of common building materials
3. Explain the causes of deterioration in building materials over time and suggest remedies for this deterioration
4. Distinguish the concepts of embodied energy and embodied carbon as they relate to buildings
5. Correlate the concepts of heat, light and sound transmission through building elements with decision making on materials for buildings

Subject Content

Introduction to scientific concepts as they impact on buildings
Energy, mass, force, velocity and acceleration in building structures
Properties of timber, steel, concrete and other common building materials

Durability and deterioration in building materials

Embodied energy and embodied carbon in building materials and systems

Management and control of heat, light and sound in buildings

Introduction to scientific concepts as they impact on buildings

Energy, mass, force, velocity and acceleration in building structures

Properties of timber, steel, concrete and other common building materials

Durability and deterioration in building materials

Embodied energy and embodied carbon in building materials and systems

Management and control of heat, light and sound in buildings

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	30 minutes	10	N	Individual
Case study	2,500 words	20	N	Group
Quiz	60 minutes	30	N	Individual
Reflection	1,500 words	40	N	Individual

Teaching Periods

Term 2

Penrith (Kingswood)

Day

Subject Contact Robert Paluzzano ([https://directory.westernsydney.edu.au/search/name/Robert Paluzzano/](https://directory.westernsydney.edu.au/search/name/Robert%20Paluzzano/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG1016_22-T2_KW_D#subjects)

Term 3

Penrith (Kingswood)

Day

Subject Contact Robert Paluzzano ([https://directory.westernsydney.edu.au/search/name/Robert Paluzzano/](https://directory.westernsydney.edu.au/search/name/Robert%20Paluzzano/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG1016_22-T3_KW_D#subjects)

BLDG 1017 Non-Residential Building (WSTC)

Credit Points 10

Legacy Code 700305

Coordinator Robert Paluzzano ([https://directory.westernsydney.edu.au/search/name/Robert Paluzzano/](https://directory.westernsydney.edu.au/search/name/Robert%20Paluzzano/))

Description This unit provides students with an introduction to the design, classification, applicable Australian Standards, structural systems, construction techniques, materials handling systems, building services, fit-out and finishes for larger scale buildings. The unit focusses on non-residential building projects such as shopping centres, factories, warehouses, office buildings and associated facilities.

School Eng, Design & Built Env

Discipline Building Science and Technology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects BLDG 1004 - Building 2 BLDG 1006 - Building 2 (WSTC) BLDG 1005 - Building 2 BLDG 1014 - Non-Residential Building

Restrictions Students must be enrolled at The College. Students in Extended Diploma programs must pass 40 CPs of preparatory subjects in order to enrol in this subject. Students in Integrated Diploma programs must pass or be enrolled in the preparatory subjects in order to enrol in this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. interpret pertinent building regulations;
2. analyse and describe construction techniques;
3. analyse and describe materials handling requirements;
4. assess preliminary cost and scheduling requirements for a project;
5. use scale models to describe project solutions.

Subject Content

Players in the construction process
Construction as a system
Regulations
Site investigation
Preliminaries
Demolition
Civil works
Substructure
Reinforced concrete construction
Steel construction
Materials handling
Cladding systems
Portal framing and tilt-slab

Examination of the design
Fit-out and finishes for larger scale buildings
Services coordination
Players in the construction process
Construction as a system
Regulations
Site investigation
Preliminaries
Demolition
Civil works
Substructure
Reinforced concrete construction
Steel construction
Materials handling
Cladding systems
Portal framing and tilt-slab
Examination of the design
Fit-out and finishes for larger scale buildings
Services coordination

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	1000 words	10	N	Individual
Report	3000 words	40	N	Group
Presentation	5 minutes, project presentation	10	N	Individual
Final Exam	2 hours	40	N	Individual

Teaching Periods

Term 1

Penrith (Kingswood)

Day

Subject Contact Robert Paluzzano ([https://directory.westernsydney.edu.au/search/name/Robert Paluzzano/](https://directory.westernsydney.edu.au/search/name/Robert%20Paluzzano/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG1017_22-T1_KW_D#subjects)

Term 3

Penrith (Kingswood)

Day

Subject Contact Robert Paluzzano ([https://directory.westernsydney.edu.au/search/name/Robert Paluzzano/](https://directory.westernsydney.edu.au/search/name/Robert%20Paluzzano/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG1017_22-T3_KW_D#subjects)

BLDG 1018 Residential Building (WSTC)

Credit Points 10

Legacy Code 700304

Coordinator Robert Paluzzano ([https://directory.westernsydney.edu.au/search/name/Robert Paluzzano/](https://directory.westernsydney.edu.au/search/name/Robert%20Paluzzano/))

Description This unit provides students with an overview of regulations and construction techniques with an emphasis on low-rise residential buildings in the Australian context. It covers general process, building regulations, environmental issues, surveying techniques, structural elements (footings, framing and bracing), envelope, services, fit-out and finishes.

School Eng, Design & Built Env

Discipline Building Science and Technology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects BLDG 1002 - Building 1 BLDG 1003 - Building 1 (WSTC) BLDG 1001 - Building 1 BLDG 1015 - Residential Building

Restrictions

Students must be enrolled at The College to enrol in this subject. Students enrolled in Extended Diploma programs must have passed 30 credit points of preparatory subjects in order to enrol in this subject. Students enrolled in Integrated programs need to have passed or be enrolled in the preparatory subjects in their program in order to enrol in this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse and describe construction techniques required for low rise residential buildings including design of slab-on-ground and timber framing
2. Select materials and appropriate construction techniques based on regulatory, safety and environmental analyses and communicate these via technical documentation
3. Interpret building regulations pertinent to low rise residential buildings
4. Apply simple land and building surveying techniques
5. Analyse basic building services requirements for low rise residential buildings
6. Recognise environmental and social connections with the built forms
7. Identify typical low rise residential building defects and propose acceptable solutions
8. Identify the problems associated with building low rise residential in hazardous locations

Subject Content

Environmental impact of building
Housing styles
Design, documentation, tendering
Regulations
Surveying
Civil works and soil mechanics
Footing systems
Concrete slabs
Timber framing
Cladding
Services
Fit-out
Finishes
Building in hazardous locations
Alternative construction
Defects and faults
Environmental impact of building

Housing styles
Design, documentation, tendering
Regulations
Surveying
Civil works and soil mechanics
Footing systems
Concrete slabs
Timber framing
Cladding
Services
Fit-out
Finishes
Building in hazardous locations
Alternative construction
Defects and faults

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied Project		25	N	Individual
Applied Project		25	N	Group
Final Exam		50	N	Individual

Teaching Periods

Term 1

Penrith (Kingswood)

Day

Subject Contact Robert Paluzzano ([https://directory.westernsydney.edu.au/search/name/Robert Paluzzano/](https://directory.westernsydney.edu.au/search/name/Robert%20Paluzzano/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG1018_22-T1_KW_D#subjects)

Term 2

Penrith (Kingswood)

Day

Subject Contact Robert Paluzzano ([https://directory.westernsydney.edu.au/search/name/Robert Paluzzano/](https://directory.westernsydney.edu.au/search/name/Robert%20Paluzzano/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG1018_22-T2_KW_D#subjects)

BLDG 2001 Building Estimates and Tendering

Credit Points 10

Legacy Code 301207

Coordinator Sepani Senaratne ([https://directory.westernsydney.edu.au/search/name/Sepani Senaratne/](https://directory.westernsydney.edu.au/search/name/Sepani%20Senaratne/))

Description This unit will provide students with an understanding of the principles of design economics and the factors that affect the cost of buildings. Students will learn cost planning process and will be introduced to a range of estimating techniques that could be used at various stages of a building project. A particular focus would be

to understand the tendering process and how to prepare detailed estimates using unit rate method.

School Eng, Design & Built Env

Discipline Building Surveying

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects BLDG 2010 - Estimating 1

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Discuss various factors that affect building costs and estimating accuracy.
2. Prepare preliminary estimates at early stages of a building project
3. Evaluate elemental cost plans and approximate quantities.
4. Prepare detailed building estimates for tender submission using pricing principles.
5. Use standard computer programs for estimating.

Subject Content

Factors affecting building costs and estimating accuracy.

Cost planning process

Preliminary estimating techniques

Elemental cost planning

Approximate quantities and Detailed Estimates

From an estimate to tender

Tendering process

Pricing principles: all-in rates, unit rate pricing and pricing preliminaries

Computer estimating software

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	2,000 words	30	N	Individual
Professional Task	2,000 words	30	N	Individual
Online exam	2 hour	40	N	Individual

Teaching Periods

Spring

Penrith (Kingswood)

Day

Subject Contact Sepani Senaratne ([https://directory.westernsydney.edu.au/search/name/Sepani Senaratne/](https://directory.westernsydney.edu.au/search/name/Sepani%20Senaratne/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG2001_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Sepani Senaratne ([https://directory.westernsydney.edu.au/search/name/Sepani Senaratne/](https://directory.westernsydney.edu.au/search/name/Sepani%20Senaratne/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG2001_22-SPR_PS_D#subjects)

BLDG 2002 Building Measurement

Credit Points 10

Legacy Code 301208

Coordinator Krisanthi Seneviratne ([https://directory.westernsydney.edu.au/search/name/Krisanthi Seneviratne/](https://directory.westernsydney.edu.au/search/name/Krisanthi%20Seneviratne/))

Description This unit is designed to develop the techniques required to measure, quantify and prepare bills of quantities for residential construction using standard method of building measurements. It will help students to appreciate basic role of a quantity surveyor.

School Eng, Design & Built Env

Discipline Construction Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects GEOM 2001 - Quantity Surveying 1

Assumed Knowledge

Building construction including residential, light industrial and small commercial.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the role of a quantity surveyor and the bills of quantities
2. Recognise the use of the ASMM in measuring and preparing Bills of Quantities.
3. Measure quantities of simple structures in accordance with the Australian Standard Method of Measurement of Building works (ASMM).
4. Utilise commercially available software for the production of Bills of Quantities.

Subject Content

1. Role of a Quantity Surveyor
2. Use the ASMM to prepare Bills of Quantities
3. Introduction to the Australian Standard Method of Measurement of Building Works (ASMM)
4. Measurement of common building trades such as groundworks, concrete, formwork, reinforcement, finishes, masonry and woodwork.
5. Preparation of bills of quantities for simple structures

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	30 minutes	20	N	Individual
Professional Task	Approximately 40 7 pages	40	N	Individual
Final Exam	2 hours	40	N	Individual

Prescribed Texts

- The Australian Institute of Quantity Surveyors (AIQS), New Zealand Institute of Quantity Surveyors (NZIQS), Master Builders Australia & Registered Master Builders Association of New Zealand 2018, Australian and NZ Standard Method of Measurement of Building Works (ANZSMM) 2018, Australian Institute of Quantity Surveyors, New Zealand Institute of Quantity Surveyors and Master Builders Australia Limited, Sydney.

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Kisanthi Seneviratne ([https://directory.westernsydney.edu.au/search/name/Kisanthi Seneviratne/](https://directory.westernsydney.edu.au/search/name/Kisanthi+Seneviratne/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG2002_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Kisanthi Seneviratne ([https://directory.westernsydney.edu.au/search/name/Kisanthi Seneviratne/](https://directory.westernsydney.edu.au/search/name/Kisanthi+Seneviratne/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG2002_22-AUT_PS_D#subjects)

BLDG 2003 Building Regulations Studies

Credit Points 10

Legacy Code 300885

Coordinator Payam Rahnamayiezekavat ([https://directory.westernsydney.edu.au/search/name/Payam Rahnamayiezekavat/](https://directory.westernsydney.edu.au/search/name/Payam+Rahnamayiezekavat/))

Description This unit develops an awareness of the regulations used to control risk in buildings. Major sources of risk, such as fire and public health, are identified and controlled. Building regulations of high risk regions, such as cyclonic, seismic and bushfire-prone areas, are also discussed. The unit emphasises the safety of vulnerable occupants, such as young children, disabled people and the elderly. The unit also explores recent developments in the National Construction Code (NCC: formerly BCA) concerning energy efficiency.

School Eng, Design & Built Env

Discipline Building Construction Management

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects BLDG 3002 - Building Regulation Studies BLDG 3003 - Building Regulation Studies

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the principles of performance-based building regulations
2. Apply the deemed-to-satisfy (DTS) provisions of the Building Code of Australia
3. Relate building regulations to a high risk location

Subject Content

Format of the National Construction Code (NCC: formerly BCA)

Fire Dynamics

Building Classifications

Passive fire control

Fire egress

Active fire-fighting services and equipment

Building in bushfire-prone zones

Building in seismic and cyclonic zones

Safe movement and access

Health and amenity

Energy efficiency

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Energy Efficiency	Equivalent to 1500 words	20	N	Individual
Fire Safety	1500 words	20	N	Individual
Online Examination	Equivalent to 2000 words	30	N	Individual
BCA Compliance Assessment and Testing	3000 words	30	N	Group

Teaching Periods

Summer A

Parramatta - Victoria Rd

Day

Subject Contact Payam Rahnamayiezekavat ([https://directory.westernsydney.edu.au/search/name/Payam Rahnamayiezekavat/](https://directory.westernsydney.edu.au/search/name/Payam+Rahnamayiezekavat/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG2003_22-SUA_PS_D#subjects)

Spring

Penrith (Kingswood)

Evening

Subject Contact Payam Rahnamayiezekavat ([https://directory.westernsydney.edu.au/search/name/Payam Rahnamayiezekavat/](https://directory.westernsydney.edu.au/search/name/Payam+Rahnamayiezekavat/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG2003_22-SPR_KW_E#subjects)

Parramatta - Victoria Rd

Evening

Subject Contact Payam Rahnamayiezekavat ([https://directory.westernsydney.edu.au/search/name/Payam Rahnamayiezekavat/](https://directory.westernsydney.edu.au/search/name/Payam+Rahnamayiezekavat/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG2003_22-SPR_PS_E#subjects)

BLDG 2004 Built Heritage

Credit Points 10

Legacy Code 301085

Coordinator Mary Hardie ([https://directory.westernsydney.edu.au/search/name/Mary Hardie/](https://directory.westernsydney.edu.au/search/name/Mary%20Hardie/))

Description This unit explores the history of building design in Australia and applies this contextual knowledge to the design of additions to existing buildings, as well as, to infill development in heritage areas. Built form, scale, materials, finishes and streetscape are considered so that new structures complement rather than detract from existing heritage buildings. The appropriateness of preservation, restoration, renovation, retrofit and adaptation strategies for older buildings is examined in the context of market and regulatory constraints on built heritage.

School Eng, Design & Built Env

Discipline Building

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the features of the historic styles that have characterised building in Australia over the last 250 years
2. Identify the problems most commonly encountered when working on design in heritage buildings or heritage precincts
3. Prioritise the preservation of essential elements of heritage structures
4. Construct an argument for emphasising the difference between old and new work rather than imitating historical styles
5. Apply knowledge of heritage practice in the design of an appropriate major addition to a heritage structure

Subject Content

Historic building styles

Heritage preservation

Additions and alterations to heritage buildings

Infill development in heritage areas

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Building Style Quiz	30 minutes	20	N	Individual
Report on a Heritage Preservation Plan	1,000 words	30	N	Individual

Heritage building upgrade (3D CAD model and 2D drawings)	3D CAD model and 2D drawings	50	N	Individual
--	------------------------------	----	---	------------

Teaching Periods

Spring

Penrith (Kingswood)

Day

Subject Contact Mary Hardie ([https://directory.westernsydney.edu.au/search/name/Mary Hardie/](https://directory.westernsydney.edu.au/search/name/Mary%20Hardie/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG2004_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Mary Hardie ([https://directory.westernsydney.edu.au/search/name/Mary Hardie/](https://directory.westernsydney.edu.au/search/name/Mary%20Hardie/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG2004_22-SPR_PS_D#subjects)

BLDG 2011 Contract Administration

Credit Points 10

Legacy Code 301224

Coordinator Krisanthi Seneviratne ([https://directory.westernsydney.edu.au/search/name/Krisanthi Seneviratne/](https://directory.westernsydney.edu.au/search/name/Krisanthi%20Seneviratne/))

Description This subject presents the principles of construction contracts and how the contracts are managed in a construction contract at an introductory level. Key project parties, project life cycle, procurement approaches, payment contracts and contract documents are also introduced. Students will complete a range of tutorials and assessments that aim to build understanding of the administration of a contract while further developing the communication skills and basic ability to read, review and interpret contract

School Eng, Design & Built Env

Discipline Building Construction Management

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Incompatible Subjects GEOM 2002 Quantity Surveying 2

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify key project parties, their role and project life cycle, key procurement approaches and payment contracts
2. Recognise the principles of contract law, standard forms of construction contracts and key contract documents
3. Appraise construction bonds and insurances
4. Review progress claims and contractual procedure
5. Appraise subcontract arrangements

Subject Content

1. Construction project parties and project life cycle
2. Key procurement approaches and types of payment contracts
3. Standard forms of construction contracts, AS4000 – 1997 and Contract Documents
4. Construction bonds and insurances
5. Key content of a progress claim and progress claim procedure
6. Introduction to variations and loss and expense claims
7. Subcontract arrangements and contractual procedure

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Online Quiz	30 minutes	20	N	Individual
Report	2,000 words	40	N	Individual
Professional Task	2,000 words	40	N	Individual

Teaching Periods

Spring

Penrith (Kingswood)

Day

Subject Contact Kisanthi Seneviratne ([https://directory.westernsydney.edu.au/search/name/Kisanthi Seneviratne/](https://directory.westernsydney.edu.au/search/name/Kisanthi%20Seneviratne/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG2011_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Kisanthi Seneviratne ([https://directory.westernsydney.edu.au/search/name/Kisanthi Seneviratne/](https://directory.westernsydney.edu.au/search/name/Kisanthi%20Seneviratne/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG2011_22-SPR_PS_D#subjects)

BLDG 2012 Contract Administration (WSTC)

Credit Points 10

Legacy Code 700309

Coordinator Robert Paluzzano ([https://directory.westernsydney.edu.au/search/name/Robert Paluzzano/](https://directory.westernsydney.edu.au/search/name/Robert%20Paluzzano/))

Description In this unit, students will examine and investigate the contractual aspects with respect to time, cost, quality and scope in building contracts. The students will develop technical skills for the administration of construction contracts and be able to prepare payment certificates and cash flow statements.

School Eng, Design & Built Env

Discipline Building Construction Management

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects BLDG 2011 Contract Administration

Incompatible Subjects GEOM 2002 Quantity Surveying 2

Restrictions Students must be enrolled at The College. Students in Extended programs must have passed 30 CPs of preparatory subjects prior to enrolling in this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify various forms of contracts and related standards
2. Identify key contractual aspects in a building contract
3. Examine and evaluate contractual claims
4. Prepare progress valuations and reports for different contract types
5. Prepare cash flow forecasts for a construction project

Subject Content

- 1.Types of contracts - fixed price, cost plus and measurement contracts
- 2.Standard form contracts
- 3.Post contract management
- 4.Insurance and Bonds
- 5.Subcontracting arrangements and supply contractor relationships
- 6.Valuation of change orders
- 7.Claims management
- 8.Progress reports, payments, and compliance monitoring
- 9.Cash flow forecast and financial statements
- 1.Types of contracts - fixed price, cost plus and measurement contracts
- 2.Standard form contracts
- 3.Post contract management
- 4.Insurance and Bonds
- 5.Subcontracting arrangements and supply contractor relationships
- 6.Valuation of change orders
- 7.Claims management
- 8.Progress reports, payments, and compliance monitoring
- 9.Cash flow forecast and financial statements

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	30 minutes	20	N	Individual
Case Study	2,500 words	40	N	Individual
Report	2,500 words	40	N	Individual

Teaching Periods

Term 2

Penrith (Kingswood)

Day

Subject Contact Robert Paluzzano ([https://directory.westernsydney.edu.au/search/name/Robert Paluzzano/](https://directory.westernsydney.edu.au/search/name/Robert%20Paluzzano/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG2012_22-T2_KW_D#subjects)

Term 3

Penrith (Kingswood)

Day

Subject Contact Robert Paluzzano ([https://directory.westernsydney.edu.au/search/name/Robert Paluzzano/](https://directory.westernsydney.edu.au/search/name/Robert%20Paluzzano/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG2012_22-T3_KW_D#subjects)

BLDG 2013 Work-Integrated Learning in Advanced Digital Construction

Legacy Code 301430

Coordinator Sepani Senaratne ([https://directory.westernsydney.edu.au/search/name/Sepani Senaratne/](https://directory.westernsydney.edu.au/search/name/Sepani%20Senaratne/))

Student Contribution Band

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Proposal	1000 words	20	N	Individual
Presentations	15minutes (each)	20	N	Individual
Report	3000 words plus an agreed deliverable	30	N	Individual
Applied Project	2 pages	30	N	Individual

Teaching Periods

BLDG 2014 Work-Integrated Learning in Sustainable Construction

Credit Points 10

Legacy Code 301429

Coordinator Sepani Senaratne ([https://directory.westernsydney.edu.au/search/name/Sepani Senaratne/](https://directory.westernsydney.edu.au/search/name/Sepani%20Senaratne/))

Description In this unit, students will engage in project-based learning related to Sustainable Construction to practice sustainable approaches in real construction projects. Students will select a project with an agreed industry partner, which will involve sustainable construction practices, for example: sustainability assessments, managing green building projects, carbon emission assessments, cost-benefit analysis and the circular economy. This unit contributes towards the skills required for a work-ready graduate and allows the student to plan, undertake and report on a specific aspect of practice in the context of work.

School Eng, Design & Built Env

Discipline Building Construction Management

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Restrictions Students must be enrolled in 3782 Bachelor of Construction Management Advanced (Honours) AND have applied and selected by a partner organisation before enrolling in this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Manage various aspects of a project related to Sustainable Construction, including planning and implementation, to produce agreed deliverables that align with feedback
2. Conduct research on the theoretical basis on the selected sustainable construction project demonstrating ethical, digital and information literacy
3. Reflect on the learning and professional development achievements related to the selected sustainable construction project
4. Apply communication and collaboration skills through the selected sustainable construction project and the workplace
5. Integrate appropriate sustainability principles skills into the construction management context

Subject Content

Students will learn any of the following sustainable construction practices along with relevant theoretical knowledge through research:

- sustainability assessments,
- managing green building projects,
- carbon emission assessments,
- cost-benefit analysis,
- circular economy.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Proposal	1000 words	20	N	Individual
Presentations	15minutes (each)	30	N	Individual
Report	2000 words plus an agreed deliverable	50	N	Individual

Teaching Periods

Spring Online

Subject Contact Sepani Senaratne ([https://directory.westernsydney.edu.au/search/name/Sepani Senaratne/](https://directory.westernsydney.edu.au/search/name/Sepani%20Senaratne/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG2014_22-SPR_ON_O#subjects)

BLDG 3001 Building Design Process

Credit Points 10

Legacy Code 301087

Coordinator Mohammad Reza Razavi ([https://directory.westernsydney.edu.au/search/name/Mohammad Reza Razavi/](https://directory.westernsydney.edu.au/search/name/Mohammad%20Reza%20Razavi/))

Description Building design is an iterative process. In this subject students will gain experience in generating design proposals and responding to simulated client, regulator and stakeholder feedback. Holistic design solutions that address economic, environmental and social issues will be generated for realistic building projects with an emphasis on regulatory compliance and project value for money.

School Eng, Design & Built Env

Discipline Building

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BLDG 3007

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Respond to a design brief for a building project in western Sydney with a series of potential building design solutions.
2. Evaluate the appropriateness of several different solutions to the building design problem especially relating to current building regulations.
3. Recommend a particular preferred solution arguing its benefits in terms of cost, quality and safety.
4. Reflect on feedback relating to the proposed design and make suitable changes in response.
5. Illustrate the building design through a fully rendered 3D CAD model.

Subject Content

1. Mixed commercial building project design
2. National Construction Code (NCC) compliance
3. Design solution evaluation with respect to Australian Standards and Planning regulations
4. Iterative response to stakeholder feedback

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Preliminary sketch building design	3D CAD model	30	N	Individual
Statement of design purpose	1,500 words	20	N	Individual

Fully developed building design responding to feedback (3D CAD model and 2D drawings)

3D CAD model and 2D drawings

50

N

Individual

Teaching Periods

Spring Penrith (Kingswood)

Day

Subject Contact Mary Hardie ([https://directory.westernsydney.edu.au/search/name/Mary Hardie/](https://directory.westernsydney.edu.au/search/name/Mary%20Hardie/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG3001_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Mohammad Reza Razavi ([https://directory.westernsydney.edu.au/search/name/Mohammad Reza Razavi/](https://directory.westernsydney.edu.au/search/name/Mohammad%20Reza%20Razavi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG3001_22-SPR_PS_D#subjects)

BLDG 3004 Construction Information Systems

Credit Points 10

Legacy Code 200503

Coordinator Sameera Wijesiri Pathirana ([https://directory.westernsydney.edu.au/search/name/Sameera Wijesiri Pathirana/](https://directory.westernsydney.edu.au/search/name/Sameera%20Wijesiri%20Pathirana/))

Description This unit is designed to provide skills and knowledge for information management technology and practice as it relates to the building industry. The unit gives an overview of information management, data collection and storage, information classification systems, communications, specialist computer applications and artificial intelligence.

School Eng, Design & Built Env

Discipline Building Construction Management

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Assumed Knowledge

Students must be familiar with spreadsheet and database software. Students should also have a basic understanding of contract administration.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Discuss information management requirements in general and specifically as they relate to the building industry.

2. Explain the essential components of an integrated information management system for all stages of building procurement.
3. Discuss technology advances in hardware and software in information management including data collection, storage, retrieval, analysis and communication.
4. Demonstrate the ability to effectively use spreadsheet and database management software for complex building related applications.
5. Discuss specialist computer applications for building including expert systems.
6. Develop computer applications using spreadsheet and database software, for project management processes

Subject Content

- introduction to information management
- information characteristics
- information systems
- information management in The Building industry
- Classification systems and integration between different Building procurement phases
- data collection from construction site
- data storage systems
- data analysis and Reporting in construction
- advanced Technology - Hardware for construction industry
- advanced Technology - software used in construction industry
- communication Technology used in construction industry
- expert systems used in construction industry such as NATHERS, FIRECAL, BCAIDER
- future directions in Building information systems

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	Group; 2000 words	20	N	Both (Individual & Group)
Applied Project	Each students collect data contract admin data from a construction site and store and analyse data using MS Excel; 50% mark is allocated for their own project and 50% for group effort.	25	N	Group
Quiz	1 hour	20	N	Individual

Applied Project	Group of two; each students are required to enter 100 subcontractor details and mark is distributed 50:50 for group and individual work)	15	N	Group
Quiz	1 hour	20	N	Individual

Prescribed Texts

- Suitable computer equipment and software (Excel, Access, Buildsoft, MS Project, and Archi CAD). Software is available at the Blacktown Campus computer labs. Students can purchase their own software and practice outside the class time.
- Lecture and Tutorial Notes are updated every year and posted on the elearning site.
- A Book of reading will be provided via vUWS;

Teaching Periods

Summer A

Parramatta - Victoria Rd

Day

Subject Contact Sameera Wijesiri Pathirana ([https://directory.westernsydney.edu.au/search/name/Sameera Wijesiri Pathirana/](https://directory.westernsydney.edu.au/search/name/Sameera+Wijesiri+Pathirana/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG3004_22-SUA_PS_D#subjects)

Autumn

Penrith (Kingswood)

Day

Subject Contact Sameera Wijesiri Pathirana ([https://directory.westernsydney.edu.au/search/name/Sameera Wijesiri Pathirana/](https://directory.westernsydney.edu.au/search/name/Sameera+Wijesiri+Pathirana/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG3004_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Sameera Wijesiri Pathirana ([https://directory.westernsydney.edu.au/search/name/Sameera Wijesiri Pathirana/](https://directory.westernsydney.edu.au/search/name/Sameera+Wijesiri+Pathirana/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG3004_22-AUT_PS_D#subjects)

BLDG 3006 Construction in Practice 1

Credit Points 10

Legacy Code 300886

Coordinator Don Mason ([https://directory.westernsydney.edu.au/search/name/Don Mason/](https://directory.westernsydney.edu.au/search/name/Don%20Mason/))

Description This unit is designed to allow the student to gain experience with the complexity of the construction industry by integrating knowledge from earlier units. The unit involves group work on construction planning and management, regulatory control and client liaison required for initiating and completing a residential construction project.

School Eng, Design & Built Env

Discipline Construction Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BLDG 1001 AND
ARCH 1001 AND
BLDG 1005

Equivalent Subjects BLDG 2008 - Construction in Practice 1

Assumed Knowledge

Local Government planning requirements, residential construction details, quantity surveying, contract documentation, site planning.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Work cooperatively in small groups
2. Report and present construction project information in a businesslike and professional manner in meetings with a project client/developer
3. Synthesise knowledge gained from previous units for application in a medium sized residential building project
4. Fully document a residential construction project including producing working drawings, specifications and details
5. Generate estimates and schedules for a medium sized residential building project
6. Research and evaluate data on market forces that influence the successful delivery of residential construction projects
7. Analyse the requirements for construction site safety programs on residential building projects
8. Outline a system for ensuring quality on residential building projects

Subject Content

Planning issues in connection with housing development
Sustainable design
Costing
Bills of quantities
Construction management
Building law
Construction technology
Procurement
Contract administration

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Client Progress Meetings	Five fortnightly group meetings of twenty minutes duration as scheduled - group	30	N	Group
Individual assignment	2000 word report	20	N	Individual
Final submission	Written and graphics - full project documentation with specified individual contributions	30	N	Individual
Final project presentation (seminar style)	30 min group presentation, individually marked	20	N	Individual

Teaching Periods

BLDG 3007 Design Brief Formulation

Credit Points 10

Legacy Code 301086

Coordinator Mary Hardie ([https://directory.westernsydney.edu.au/search/name/Mary Hardie/](https://directory.westernsydney.edu.au/search/name/Mary%20Hardie/))

Description This unit explores the process of formulating the quantitative and qualitative requirements for a complex construction project. Students will analyse and evaluate competing parameters for a specific building project which contains residential, commercial and community facilities.

School Eng, Design & Built Env

Discipline Building Construction Economics

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) ARCH 1001 OR
ARCH 1004 OR
ARCH 1004

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Recognise the importance of a multi-factorial approach to design decision making in the construction industry
2. Review and evaluate the economic, environmental and social impacts of major building proposals
3. Identify potential areas of conflict between developer and community interests
4. Prioritise competing parameters in the establishment of a complex building project

- Integrate knowledge of economic, environmental, regulatory and social constraints in the preparation of the brief for a major construction project

Subject Content

Design problem description
 Constraint identification
 Formulating the project budget
 Identifying wants versus needs
 Risks and benefits of the proposal
 Triple bottom line assessment of building projects

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	30 minutes	20	N	Individual
Report	1000 words and 5 minute presentation	30	N	Individual
Applied Project	2500 words	50	N	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Mary Hardie ([https://directory.westernsydney.edu.au/search/name/Mary Hardie/](https://directory.westernsydney.edu.au/search/name/Mary%20Hardie/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG3007_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Evening

Subject Contact Mary Hardie ([https://directory.westernsydney.edu.au/search/name/Mary Hardie/](https://directory.westernsydney.edu.au/search/name/Mary%20Hardie/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG3007_22-AUT_PS_E#subjects)

BLDG 3008 Negotiation in the Built Environment

Credit Points 10

Legacy Code 301105

Coordinator Anthony Butera ([https://directory.westernsydney.edu.au/search/name/Anthony Butera/](https://directory.westernsydney.edu.au/search/name/Anthony%20Butera/))

Description Construction and Property development is the most complex activity in the Australian economy. There are many professional groups involved in the sector. This unit will train students in the negotiation skills required to successfully complete projects from the perspective of a construction manager, building surveyor, planner, civil engineer, construction lawyer and property developer.

School Eng, Design & Built Env

Discipline Building, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects BLDG 2009 - Decision Making for Construction Professionals

Learning Outcomes

On successful completion of this subject, students should be able to:

- appreciate the importance of negotiation in the built environment
- identify common problems that frustrate a successful negotiation outcome
- explore the common negotiation styles of stakeholders
- investigate the alternatives to direct negotiation
- understand the deficiencies of distributive bargaining; eg. "Split-the-difference"
- apply integrative negotiation strategies

Subject Content

- The value of negotiation
- Negotiation flaws
- Negotiation styles
- Mediation
- Distributive agreements
- Integrative agreements

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	1,000 words	15	N	Individual
Case Study	1,500 words	20	N	Individual
Presentation	16 minutes	25	N	Group
Report	3,000 words	40	N	Individual

Prescribed Texts

- Fisher, R, Ury, W & Patton, B 2012, Getting to Yes; Negotiating an agreement without giving in, 3rd edn, Arrow Business Books, London.
- Voss, C & Raz T 2016, Never Split the Difference: Negotiating as if Your Life Depended on it, Harper Business, New York.

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Anthony Butera ([https://directory.westernsydney.edu.au/search/name/Anthony Butera/](https://directory.westernsydney.edu.au/search/name/Anthony%20Butera/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG3008_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Anthony Butera ([https://directory.westernsydney.edu.au/search/name/Anthony Butera/](https://directory.westernsydney.edu.au/search/name/Anthony%20Butera/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG3008_22-AUT_PS_D#subjects)

BLDG 3009 Quality and Value Management

Credit Points 10

Legacy Code 300748

Coordinator Ali Al-Ashwal ([https://directory.westernsydney.edu.au/search/name/Ali Al-Ashwal/](https://directory.westernsydney.edu.au/search/name/Ali%20Al-Ashwal/))

Description Introduces students to the concepts of quality systems value management techniques and their application to the built environment. Students will gain knowledge of quality assurance and value management theories, techniques and principles so that they can apply as they enter into their professional careers.

School Eng, Design & Built Env

Discipline Construction Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYA 4735 - Quality and Value Management

Learning Outcomes

On successful completion of this subject, students should be able to:

1. apply value management and life cycle costing techniques in construction projects.
2. write a Quality Manual and Plan for the company and project.
3. apply statistical quality control techniques for analysis of data gathered on quality characteristics from medium to large complex building projects

Subject Content

- introduction to value management, value Engineering and value management procedures.
- function analysis.
- introduction to The meaning and evolution of quality in construction.
- quality procedures used in construction.
- quality systems related to construction including Australian and international standards.
- quality tools including cause and effect diagrams, flow charts, check sheets and Pareto diagrams.
- statistical quality control in construction.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	2000 words	25	N	Group
Report	2000 words	25	N	Group
Final Exam	2 hours	50	N	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Evening

Subject Contact Ali Al-Ashwal ([https://directory.westernsydney.edu.au/search/name/Ali Al-Ashwal/](https://directory.westernsydney.edu.au/search/name/Ali%20Al-Ashwal/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG3009_22-AUT_KW_E#subjects)

Parramatta - Victoria Rd

Evening

Subject Contact Ali Al-Ashwal ([https://directory.westernsydney.edu.au/search/name/Ali Al-Ashwal/](https://directory.westernsydney.edu.au/search/name/Ali%20Al-Ashwal/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG3009_22-AUT_PS_E#subjects)

BLDG 3010 Building Cost Studies

Credit Points 10

Legacy Code 301234

Coordinator Jun Wang ([https://directory.westernsydney.edu.au/search/name/Jun Wang/](https://directory.westernsydney.edu.au/search/name/Jun%20Wang/))

Description This Subject provides students with advanced quantity surveying techniques for the evaluation of construction costs in the construction management and built environment context. Students learn to perform various cost studies, consider sustainability issues and make whole life cost choices that contribute to cost effective construction projects. The tools and techniques students learn are essential in dealing with increasing complexity in the industry.

School Eng, Design & Built Env

Discipline Building Construction Economics

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Assumed Knowledge

Building construction including residential, light industrial and small commercial, basic building measurement and estimating.

Learning Outcomes

1. Evaluate cost management and control process
2. Examine various cost modelling techniques
3. Analyse cost information and perform cost analysis
4. Analyse feasibility of project
5. Make informed decisions based on whole-life cost and sustainable considerations

Subject Content

1. Overview of cost management and control process
2. Feasibility studies

3. Cost benefit analysis
4. Cost modelling
5. Cost information and cost analysis
6. Whole-life costing
7. Economics of sustainability

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	1 Hour	30	N	Individual
Professional Task	1500 words	30	N	Individual
Report	1500 words	40	N	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Jun Wang ([https://directory.westernsydney.edu.au/search/name/Jun Wang/](https://directory.westernsydney.edu.au/search/name/Jun%20Wang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG3010_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Jun Wang ([https://directory.westernsydney.edu.au/search/name/Jun Wang/](https://directory.westernsydney.edu.au/search/name/Jun%20Wang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG3010_22-AUT_PS_D#subjects)

BLDG 3011 Construction Business Management

Credit Points 10

Legacy Code 301427

Coordinator Matt Stevens ([https://directory.westernsydney.edu.au/search/name/Matt Stevens/](https://directory.westernsydney.edu.au/search/name/Matt%20Stevens/))

Description This unit is centred around the dynamics of managing a construction contracting enterprise. Student groups act as a Board of Directors to plan, communicate, execute, and adjust strategy as they pursue to optimise their firm's outcomes in an online competitive game. Knowledge areas of staffing, finance, labour management, risk management and tendering are challenged. Each week, student groups are scored objectively and given feedback. This shows the team the strengths and weaknesses of the prior week's decision making. Academic staff will work with each student group to refine and improve understanding of the complex dynamics involved. Assessments will be based on decision-making improvement and mastery of strategic and operational principles.

School Eng, Design & Built Env

Discipline Building Construction Management

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Restrictions Students must have passed 80 credit points to enrol in this subject.

Assumed Knowledge

Basic knowledge of the building construction industry and management principles.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the strategic and operational issues of a construction enterprise
2. Apply iterative problem solving approach to optimise the firm's outcomes
3. Apply principles of effective management to a construction firm
4. Analyse situational factors
5. Evaluate strategic and operational results
6. Create a competitive strategic and operational plan

Subject Content

Strategic planning
Operational planning
Human resource management
Tendering and procurement
Marketing
Financial strategies

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz 1	30 minutes	20	N	Individual
Practical	Total MERIT Game score after 6 weeks of competition	20	N	Group
Quiz 2	30 minutes	20	N	Individual
Report	3,000 words	40	N	Both (Individual & Group)

Teaching Periods

Spring

Online

Online

Subject Contact Matt Stevens ([https://directory.westernsydney.edu.au/search/name/Matt Stevens/](https://directory.westernsydney.edu.au/search/name/Matt%20Stevens/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG3011_22-SPR_ON_O#subjects)

BLDG 3012 Work-Integrated Learning in Construction Procurement Management

Legacy Code 301432

Coordinator Sepani Senaratne ([https://directory.westernsydney.edu.au/search/name/Sepani Senaratne/](https://directory.westernsydney.edu.au/search/name/Sepani%20Senaratne/))

Student Contribution Band

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Proposal	1000 words	20	N	Individual
Presentations	15minutes (each)	20	N	Individual
Report	3000 words plus an agreed deliverable	30	N	Individual
Applied Project	2 pages	30	N	Individual

Teaching Periods

BLDG 3013 Work-Integrated Learning in Global Construction

Credit Points 10

Legacy Code 301431

Coordinator Sepani Senaratne ([https://directory.westernsydney.edu.au/search/name/Sepani Senaratne/](https://directory.westernsydney.edu.au/search/name/Sepani%20Senaratne/))

Description In this unit, students will engage in project-based learning related to Global Construction practices in the industry. Students will select a project with an agreed industry partner on construction and management of mega or complex projects to study aspects such as stakeholder management and communication, modern construction methods, productivity and quality assurance. This unit contributes towards the skills required for a work-ready graduate and allows the student to plan, undertake and report on a specific aspect of practice in the context of work.

School Eng, Design & Built Env

Discipline Building Construction Management

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Restrictions Students must be enrolled in 3782 Bachelor of Construction Management Advanced (Honours) AND have applied and selected by a partner organisation before enrolling in this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Manage various aspects of a project related to Global Construction, including planning and implementation, to produce agreed deliverables that align with feedback
2. Conduct research on the theoretical basis on the selected global construction project demonstrating ethical, digital and information literacy
3. Reflect on the learning and professional development achievements related to the selected global construction project
4. Apply communication and collaboration skills through the selected global construction project and the workplace
5. Analyse specific knowledge and skills for work/projects in complex, mega, global construction or management contexts

Subject Content

Students will learn construction and management of mega projects/ global projects/ complex projects and the like along with relevant theoretical knowledge through research. Topics may include:

- Productivity
- Product compliance and quality assurance
- Modern construction methods
- Stakeholder management and communication

Teaching Periods

BLDG 4001 Building Design Project 1

Credit Points 20

Legacy Code 301099

Coordinator Mary Hardie ([https://directory.westernsydney.edu.au/search/name/Mary Hardie/](https://directory.westernsydney.edu.au/search/name/Mary%20Hardie/))

Description In this subject, students will source a suitable design project to complete as a capstone work which illustrates the skills they have developed throughout their program. The project will contain a level of complexity exceeding that of previous building designs produced in the program. Diverse stakeholder input on the projects impact will be gathered and assessed. Knowledge gained in this subject will benefit students aspiring to roles in the integrated building design industry and the delivery of building projects.

School Eng, Design & Built Env

Discipline Building

Student Contribution Band HECS Band 2 20cp

Level Undergraduate Level 4 subject

Pre-requisite(s) BLDG 3001

Incompatible Subjects CIVL 4018 Building Design Project 1 (Honours)

Restrictions

Students must be enrolled in Bachelor of Building Design Management or Diploma in Building Design Management/Bachelor of Building Design Management. Students must have successfully completed 220 credit points.

Assumed Knowledge

Students should be familiar with the content from the first three years of the Building Design Management degree, including expertise in CAD, iterative design process and construction technology.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Generate a design brief for a building project with sufficient detail to make a preliminary judgement on project feasibility
2. Construct a performance specification for a building design based on careful analysis of site conditions
3. Provide justification for particular design decisions which would result in making appropriate design choices
4. Reflect on feedback relating to the proposed sketch design and make responsive changes on the issues raised
5. Illustrate the building design through a fully rendered 3D CAD model

Subject Content

Planning approval requirements

Complex and high-rise building projects

Buildings incorporating multiple usages

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	1500 words	20	N	Individual
Applied Project	3D CAD model and 500 word explanation	30	N	Individual
Applied Project	3D CAD model and 2D drawings	50	N	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Mary Hardie ([https://directory.westernsydney.edu.au/search/name/Mary Hardie/](https://directory.westernsydney.edu.au/search/name/Mary%20Hardie/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG4001_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Evening

Subject Contact Mary Hardie ([https://directory.westernsydney.edu.au/search/name/Mary Hardie/](https://directory.westernsydney.edu.au/search/name/Mary%20Hardie/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG4001_22-AUT_PS_E#subjects)

BLDG 4002 Building Design Project 2

Credit Points 20

Legacy Code 301100

Coordinator Mary Hardie ([https://directory.westernsydney.edu.au/search/name/Mary Hardie/](https://directory.westernsydney.edu.au/search/name/Mary%20Hardie/))

Description In this subject, students demonstrate professional standards in completing a design solution for a specific real-world project. Students expand on the design solution completed for Building Design Project 1 into a fully resolved CAD model suitable for costing, scheduling, and contracting. Students apply technical and critical thinking skills to address the project constraints, and present project documentation (site plans, floor plans, elevations, sections, details and specifications) of a quality suitable to apply for a Construction Certificate. Knowledge gained in this subject will benefit students aspiring to roles in the integrated building design industry and the delivery of building projects.

School Eng, Design & Built Env

Discipline Building

Student Contribution Band HECS Band 2 20cp

Level Undergraduate Level 4 subject

Pre-requisite(s) NONE

Co-requisite(s) BLDG 4001 Building Design Project 1

Incompatible Subjects CIVL 4019 Building Project 2 (Honours)

Restrictions

Students must be enrolled in Bachelor of Building Design Management or Diploma in Building Design Management/Bachelor of Building Design Management.

Assumed Knowledge

Students should be familiar with the content from the first three years of the Building Design Management degree, including expertise in CAD, iterative design process and construction technology.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Recommend the appropriate construction systems for the building project.
2. Specify materials, finishes and performance standards expected in the completed building.
3. Resolve the details of footings/floor/wall and floor/roof junctions and illustrate these with detailed drawings.
4. Construct a fully detailed 3D CAD model with sufficient information for accurate pricing and technical assessment.
5. Present design management choices in 2D views drawn from a 3D CAD model.

Subject Content

Construction Certificate approval

Complex and high-rise development

Services integration

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Specification of a critical trade section for the project	2000 words	20	N	Individual
Detailed drawings of critical construction junctions	3D CAD model and large scale 2D drawings	30	N	Individual
Fully developed building design suitable for Construction Certificate Application	3D CAD model and 2D drawings	50	N	Individual

Teaching Periods

Spring

Penrith (Kingswood)

Day

Subject Contact Mary Hardie ([https://directory.westernsydney.edu.au/search/name/Mary Hardie/](https://directory.westernsydney.edu.au/search/name/Mary%20Hardie/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG4002_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Mary Hardie ([https://directory.westernsydney.edu.au/search/name/Mary Hardie/](https://directory.westernsydney.edu.au/search/name/Mary%20Hardie/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG4002_22-SPR_PS_D#subjects)

BLDG 4003 Construction Economics

Credit Points 10

Legacy Code 200504

Coordinator Xiaohua Jin ([https://directory.westernsydney.edu.au/search/name/Xiaohua Jin/](https://directory.westernsydney.edu.au/search/name/Xiaohua%20Jin/))

Description This subject is designed to provide students with: an understanding of economic principles, national and international economic issues; general investment issues; how the national and international economy functions; how the building industry and the building firm relates to the national and international economy; and how economic reasoning may be applied to various problems in the building industry.

School Eng, Design & Built Env

Discipline Building Construction Economics

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Co-requisite(s) BLDG 4012 Industry Based Learning for students in 2607 Bachelor of Construction Management

Assumed Knowledge

Building construction including residential, light industrial and small commercial as covered in the subjects Building 1 and Building 2 and building measurement as covered in quantity surveying 1 and Estimating as covered in Estimating 1.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Contextualise the role of the Australian construction industry in the local and international economy
2. Explain the supply and demand of goods and services in the general economy and in the context of the Australian construction industry
3. Discuss the relationship between prices and output in a general economic system
4. Summarise the national economic policy including fiscal and monetary policy
5. Develop a business plan for an Australian construction firm
6. Examine the effect of globalisation on the local economy
7. Explain competencies required for successful business development using theories and principles of economics

Subject Content

Construction economics

Construction Project finance

Fiscal policy. Monetary policy

The supply and demand for goods and services

The Structure of the Construction Industry

Economic Policies and the Building Industry

Business Planning for construction firms

Prices and output

National economic policy

International economics

Globalisation

Current economic issues and future directions

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	3000 words	30	N	Group
Presentation	Not specified	10	N	Individual
Quiz	1 hour	20	N	Individual
Final Exam	2 hours	40	N	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Evening

Subject Contact Xiaohua Jin ([https://directory.westernsydney.edu.au/search/name/Xiaohua Jin/](https://directory.westernsydney.edu.au/search/name/Xiaohua%20Jin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG4003_22-AUT_KW_E#subjects)

Parramatta - Victoria Rd

Evening

Subject Contact Xiaohua Jin ([https://directory.westernsydney.edu.au/search/name/Xiaohua Jin/](https://directory.westernsydney.edu.au/search/name/Xiaohua%20Jin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG4003_22-AUT_PS_E#subjects)

BLDG 4004 Estimating 2

Credit Points 10

Legacy Code 300726

Coordinator Yingbin Feng ([https://directory.westernsydney.edu.au/search/name/Yingbin Feng/](https://directory.westernsydney.edu.au/search/name/Yingbin%20Feng/))

Description The aim of this unit is to give students a hands-on experience of the tendering process for construction professionals. Students undertake a team research project to determine the optimum parameters for a civil/building infrastructure estimation.

School Eng, Design & Built Env

Discipline Building Construction Economics

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Equivalent Subjects LGYB 5406 - Estimating 2

Assumed Knowledge

Building construction including residential, light industrial and small commercial as covered in the subjects Building 1 and Building 2 and building measurement as covered in Building Quantities and Estimating as covered in Estimating 1.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Prepare a tender for a major infrastructure project;
2. Identify and discuss ethical issues relating to the tendering process
3. Demonstrate how document control is managed.
4. Price and code plant and material, labour, built-up and all-in unit rates.
5. Calculate the preliminaries including those for remote areas.
6. Produce a Bill of quantities documentation: extend and checks; making comparisons: net rates bill; and civil estimating.
7. Conduct statistical analyses, including: regression analysis and Monte Carlo simulation to achieve optimum project cost.

Subject Content

Tendering and estimating processes;

Estimating ethics;

Document control including receipt & send-out procedures;

Pricing and coding: all-in rates for plant and material, labour rates, build up unit rates;

Calculation of preliminaries including considerations for remote areas;

Bill of quantities documentation: extend and checks; making comparisons: net rates bill; civil estimating;

Statistical analysis, including: regression analysis and Monte Carlo simulation.

All in accordance with the current edition of the Australian Standard Method of Measurement of Building Works, and the Guide to Estimating Practice for Building Work.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Online Quiz	20 minutes	10	N	Individual
Estimating Report	4000 word estimating team report	40	N	Both (Individual & Group)
Oral presentation	10 minutes for each group	10	N	Individual
Final Online Exam	2 hours	40	N	Individual

Teaching Periods

BLDG 4005 Major Project in Construction

Credit Points 10

Legacy Code 300536

Coordinator Vivian Tam ([https://directory.westernsydney.edu.au/search/name/Vivian Tam/](https://directory.westernsydney.edu.au/search/name/Vivian%20Tam/))

Description This unit will enhance the ability of students to investigate a selected topic with a construction industry focus and involves preparation of a literature review. Content includes mechanics of a literature review, use of research (or strategic planning) in the construction industry, development of high-value competencies in terms of marketing, organisational structure and project management.

School Eng, Design & Built Env

Discipline Construction Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) Successful completion of 200 credit points for students in 2607 Bachelor of Construction Management and 3697 Bachelor of Construction Management Studies (exit only) Successful completion of 130 credit points for students enrolled in Bachelor of Construction Management Studies Bachelor of Laws

Equivalent Subjects LGYB 5398 - Major Project 1

Restrictions Successful completion of 200 credit points.

Assumed Knowledge

This is a research subject designed to be taken during the final year of the Bachelor of Construction Management standard program. Students should have a comprehensive knowledge of problem solving research in the construction industry.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Justify the role of research and strategic planning in the construction industry.
2. Plan and implement a practical research project in construction.

- Critically analyse the existing body of knowledge in a defined area of this discipline.
- Communicate their research ideas and plans through written forms of presentation.

Subject Content

Specific content will vary depending on the nature of the project and the research methodology adopted. However, some generic content may include:

- research topic selection and definition,
- literature review,
- critique,
- summarising,
- research methodology,
- research planning,
- research and analytical techniques, and
- technical/professional writing.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	1,000 words	25	N	Individual
Report	5,000 words	60	N	Individual

Teaching Periods

Summer A

Parramatta - Victoria Rd

Day

Subject Contact Vivian Tam ([https://directory.westernsydney.edu.au/search/name/Vivian Tam/](https://directory.westernsydney.edu.au/search/name/Vivian%20Tam/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG4005_22-SUA_PS_D#subjects)

Attendance Not required

Subject Contact Vivian Tam ([https://directory.westernsydney.edu.au/search/name/Vivian Tam/](https://directory.westernsydney.edu.au/search/name/Vivian%20Tam/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG4005_22-SUA_PS_N#subjects)

Autumn

Penrith (Kingswood)

Day

Subject Contact Vivian Tam ([https://directory.westernsydney.edu.au/search/name/Vivian Tam/](https://directory.westernsydney.edu.au/search/name/Vivian%20Tam/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG4005_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Vivian Tam ([https://directory.westernsydney.edu.au/search/name/Vivian Tam/](https://directory.westernsydney.edu.au/search/name/Vivian%20Tam/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG4005_22-AUT_PS_D#subjects)

BLDG 4006 Modern Construction Enterprises

Credit Points 10

Legacy Code 301158

Coordinator Matt Stevens ([https://directory.westernsydney.edu.au/search/name/Matt Stevens/](https://directory.westernsydney.edu.au/search/name/Matt%20Stevens/))

Description In this unit the pace of change in the construction industry will be addressed. Particular emphasis is placed on the ways in which construction businesses need to adapt their practices to deal with increased digitisation, industrialisation and globalisation. The impact of disruptive innovation on 'back of house' operations in construction enterprises will be studied and trends identified.

School Eng, Design & Built Env

Discipline Building Construction Economics

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Assumed Knowledge

An understanding of the construction industry context and familiarity with organisational structures common in construction businesses.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Analyse the opportunities presented by the changing global environment in construction
- Compare and contrast the trajectories of attempts at innovation in the construction industry
- Predict major trends in construction modernisation
- Hypothesise on the factors that contribute to successful modern construction enterprises
- Make an original case for the adoption of changes to the way construction businesses are structured
- Re-imagine construction enterprise models for the Indo-Pacific region
- Analyse the opportunities presented by the changing global environment in construction
- Predict major trends in construction modernisation
- Hypothesise on the factors that contribute to successful modern construction enterprises
- Make an original case for the adoption of changes to the way construction businesses are structured
- Re-imagine construction enterprise models for the Indo-Pacific region

Subject Content

- Increasing digitisation of construction industry processes
- Industrialisation of construction methodology and culture
- Off-site and off-shore production
- Globalisation in construction
- Implications of Free Trade Agreements for construction productivity
- Insurance and risk in a global market
- Construction enterprises and entrepreneurship
- Impact of the collaborative economy

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	60 minutes	30	N	Individual
Presentation	15 mins	20	N	Individual
Quiz	5 MC questions each week	20	N	Individual
Report	1000 words per student	30	N	Individual

Teaching Periods

Summer B

Parramatta - Victoria Rd

Day

Subject Contact Matt Stevens ([https://directory.westernsydney.edu.au/search/name/Matt Stevens/](https://directory.westernsydney.edu.au/search/name/Matt%20Stevens/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG4006_22-SUB_PS_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Matt Stevens ([https://directory.westernsydney.edu.au/search/name/Matt Stevens/](https://directory.westernsydney.edu.au/search/name/Matt%20Stevens/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG4006_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Matt Stevens ([https://directory.westernsydney.edu.au/search/name/Matt Stevens/](https://directory.westernsydney.edu.au/search/name/Matt%20Stevens/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG4006_22-SPR_PS_D#subjects)

BLDG 4007 Modern Construction Projects

Credit Points 10

Legacy Code 301159

Coordinator Matt Stevens ([https://directory.westernsydney.edu.au/search/name/Matt Stevens/](https://directory.westernsydney.edu.au/search/name/Matt%20Stevens/))

Description In this unit, accelerating changes in the way construction projects are procured and delivered will be studied. Innovations relating to pre-site construction and to productivity measurement will be evaluated. Quality assurance and risk management will be considered in the light of new project delivery systems. Ways to improve end user satisfaction with construction project delivery will be addressed.

School Eng, Design & Built Env

Discipline Building Construction Management

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Assumed Knowledge

An understanding of standard building processes and familiarity with how they impact on project delivery.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the available indices that are used to measure construction productivity
2. Construct a case for improving project efficiency by means of industrialising construction projects
3. Examine ways to address quality assurance in a globalised construction market
4. Review the impact of the need for buildings to be adaptable over their useful lifetime
5. Theorise about the way to ensure that end users receive economic, environmental and social value from their buildings

Subject Content

Measuring construction productivity

Pre-construction effectiveness indicators

Fabrication versus assembly

Quality assurance in globalised construction

Evidence-based decision making

Durability, adaptability and sustainability

Maintaining public confidence in construction project delivery

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Annotated Bibliography	1000 words	20	N	Individual
Case Study	2000 words	40	N	Individual
Presentation	15 mins	10	N	Individual
Report	1000 words per student	30	N	Group

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Matt Stevens ([https://directory.westernsydney.edu.au/search/name/Matt Stevens/](https://directory.westernsydney.edu.au/search/name/Matt%20Stevens/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG4007_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Matt Stevens ([https://directory.westernsydney.edu.au/search/name/Matt Stevens/](https://directory.westernsydney.edu.au/search/name/Matt%20Stevens/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG4007_22-AUT_PS_D#subjects)

BLDG 4008 Digital Construction

Credit Points 10

Legacy Code 301225

Coordinator Srinath Perera ([https://directory.westernsydney.edu.au/search/name/Srinath Perera/](https://directory.westernsydney.edu.au/search/name/Srinath%20Perera/))

Description This unit offers knowledge and skills essential for a successful application of Building Information Modelling (BIM) in the context of built environment. Building Information Modelling (BIM) has the potential to improve integration between design and construction processes, reduce design discrepancies and rework, optimise project time and cost performance, and manage risks. Students will develop an understanding of the generation, reviewing and application of 3D, 4D and 5D BIM models in building projects. Virtual and augmented reality, spatial information capture and performance management systems will also be introduced. This unit will be taught through intensive practice-based workshops and computing labs, enabling students to build skills in virtual design and construction processes.

School Eng, Design & Built Env

Discipline Building Science and Technology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Assumed Knowledge

Building construction including residential, light industrial and small commercial, basic building measurement and estimating.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply the principles and application of various digital technologies in the context of built environment
2. Apply knowledge in the review and development of 3D BIM models for design, fabrication and construction
3. Interpret digital documentation used within development approvals and building certification, tendering and construction
4. Apply BIM technologies to effectively manage the interface between design and construction processes, cost estimating, scheduling and control of construction projects

Subject Content

1. Overview of information technology in the built environment
2. Create 3D BIM models
3. Construction scheduling using BIM
4. Cost estimating using BIM
5. Design coordination using BIM
6. Introduction to other digital technologies
7. Digital document management

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	2 x 30 minutes	30	N	Individual
Applied Project	BIM Model	30	N	Individual
Applied Project	1,500 words and BIM model	40	N	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Evening

Subject Contact Srinath Perera ([https://directory.westernsydney.edu.au/search/name/Srinath Perera/](https://directory.westernsydney.edu.au/search/name/Srinath%20Perera/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG4008_22-AUT_KW_E#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Srinath Perera ([https://directory.westernsydney.edu.au/search/name/Srinath Perera/](https://directory.westernsydney.edu.au/search/name/Srinath%20Perera/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG4008_22-AUT_PS_D#subjects)

BLDG 4009 Residential Building Project

Credit Points 10

Legacy Code 301231

Coordinator John Zhang ([https://directory.westernsydney.edu.au/search/name/John Zhang/](https://directory.westernsydney.edu.au/search/name/John%20Zhang/))

Description This unit is designed to allow students to gain experience with the complexity of the construction industry by integrating knowledge from earlier units. The unit involves group work on construction planning and management, regulatory control and client liaison required for initiating and completing a complex residential construction project.

School Eng, Design & Built Env

Discipline Building Construction Management

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) BLDG 1015 AND ARCH 1004

Equivalent Subjects BLDG 2008 Construction in Practice 1
BLDG 3006 Construction in Practice 1

Assumed Knowledge

Local Government planning requirements, residential construction details, quantity surveying, contract documentation, site planning.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied Project	Five fortnightly group meetings of twenty minutes duration as scheduled - group	30	N	Group
Essay	2000 words	20	N	Individual
Applied Project	Written and graphics - full project documentation with specified individual contributions	30	N	Group
Presentation	30 minutes	20	N	Both

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact John Zhang ([https://directory.westernsydney.edu.au/search/name/John Zhang/](https://directory.westernsydney.edu.au/search/name/John%20Zhang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG4009_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact John Zhang ([https://directory.westernsydney.edu.au/search/name/John Zhang/](https://directory.westernsydney.edu.au/search/name/John%20Zhang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG4009_22-AUT_PS_D#subjects)

BLDG 4010 Construction Research Methods

Credit Points 20

Legacy Code 301243

Coordinator Peng Zhang ([https://directory.westernsydney.edu.au/search/name/Peng Zhang/](https://directory.westernsydney.edu.au/search/name/Peng%20Zhang/))

Description This unit introduces students to various research methods that are applicable for research in the Built Environment and also guides students on how to carry out a literature review leading to identifying a clear research question. Students will be required to submit a research proposal for an identified research problem within a chosen research topic, under the supervision of an assigned research academic.

School Eng, Design & Built Env

Discipline Building Construction Management

Student Contribution Band HECS Band 2 20cp

Level Undergraduate Level 4 subject

Pre-requisite(s) Students must be enrolled in programs 3762 Bachelor of Construction Management (Honours) and 3782 Bachelor of Construction Management Advanced (Honours)) and have completed 220 credit points

Assumed Knowledge

Detailed knowledge of construction project delivery derived from the completion of the first 3 years of the BCM (Hons).

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	1000 words	20	N	Individual
Literature Review	4000 words	60	N	Individual
Report	1000 words	20	N	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Peng Zhang ([https://directory.westernsydney.edu.au/search/name/Peng Zhang/](https://directory.westernsydney.edu.au/search/name/Peng%20Zhang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG4010_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Peng Zhang ([https://directory.westernsydney.edu.au/search/name/Peng Zhang/](https://directory.westernsydney.edu.au/search/name/Peng%20Zhang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG4010_22-AUT_PS_D#subjects)

BLDG 4011 Construction Thesis

Credit Points 20

Legacy Code 301244

Coordinator Peng Zhang ([https://directory.westernsydney.edu.au/search/name/Peng Zhang/](https://directory.westernsydney.edu.au/search/name/Peng%20Zhang/))

Description In this subject, students continue their research based on the literature review and research design submitted as part of the Construction Research Methods, under the close guidance of the same research supervisor. The research will be extended using appropriate research methods to perform data collection, data analysis and research conclusions. The students will submit an original thesis report on a research endeavour (continued from the research report in unit Construction Research Methods). In addition to the specialist knowledge on the chosen research topic, students will learn a range of

skills including academic writing, project management, critical thinking and analytical skills.

School Eng, Design & Built Env

Discipline Building Construction Management

Student Contribution Band HECS Band 2 20cp

Level Undergraduate Level 4 subject

Pre-requisite(s) BLDG 4010

Incompatible Subjects ENGR 4024 - Construction Management Honours Thesis

Restrictions

Students must complete 200 credit points, have a GPA of 5 and obtain a Distinction grade in subject BLDG4010 Construction Research Methods before enrolling in this subject

Teaching Periods

Spring Penrith (Kingswood)

Day

Subject Contact Peng Zhang ([https://directory.westernsydney.edu.au/search/name/Peng Zhang/](https://directory.westernsydney.edu.au/search/name/Peng%20Zhang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG4011_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Peng Zhang ([https://directory.westernsydney.edu.au/search/name/Peng Zhang/](https://directory.westernsydney.edu.au/search/name/Peng%20Zhang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG4011_22-SPR_PS_D#subjects)

BLDG 4012 Industry Based Learning

Credit Points 0

Legacy Code 300724

Coordinator Brendan Kirkland ([https://directory.westernsydney.edu.au/search/name/Brendan Kirkland/](https://directory.westernsydney.edu.au/search/name/Brendan%20Kirkland/))

Description Students are required to undertake 1200 hours of industry based experience as required by course and professional accreditation bodies.

School Eng, Design & Built Env

Discipline Building Science and Technology

Student Contribution Band

Level Undergraduate Level 4 subject

Equivalent Subjects LGYB 5394 - Industry Based Learning

Restrictions

Students must be enrolled in Bachelor of Construction Management, Bachelor of Construction Management Advanced (Honours), Bachelor of Building Design Management or Diploma in Building Design Management/Bachelor of Building Design Management.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Students will gain relevant industry experience in a range of categories in the building industry

Subject Content

1. Design: Design, drafting, documentation, specification writing and preparing tender packages
2. Construction: Working as builders labourers, tradesmen, foremen supervisors and quality controllers
3. Commercial Management: Contract administration, businesses administration, sales, marketing and cost control
4. Estimating: Quantity surveying, estimating, tendering, preparing quotations, feasibility studies and pricing variations.
5. Project Management: Construction planning, project management, property development, progress reporting and works scheduling
6. Building Materials: Sales, purchasing, stores and stock control
7. Miscellaneous related activities: Material testing, research local government building departments, tutoring, client or third party inspection and supervision

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Placement Performance	1200 hours	100	N	Individual

Teaching Periods

1st Half

Penrith (Kingswood)

Attendance Not required

Subject Contact Brendan Kirkland ([https://directory.westernsydney.edu.au/search/name/Brendan Kirkland/](https://directory.westernsydney.edu.au/search/name/Brendan%20Kirkland/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG4012_22-1H_KW_N#subjects)

Parramatta - Victoria Rd

Attendance Not required

Subject Contact Brendan Kirkland ([https://directory.westernsydney.edu.au/search/name/Brendan Kirkland/](https://directory.westernsydney.edu.au/search/name/Brendan%20Kirkland/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG4012_22-1H_PS_N#subjects)

2nd Half

Penrith (Kingswood)

Attendance Not required

Subject Contact Brendan Kirkland ([https://directory.westernsydney.edu.au/search/name/Brendan Kirkland/](https://directory.westernsydney.edu.au/search/name/Brendan%20Kirkland/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG4012_22-2H_KW_N#subjects)

Parramatta - Victoria Rd

Attendance Not required

Subject Contact Brendan Kirkland ([https://directory.westernsydney.edu.au/search/name/Brendan Kirkland/](https://directory.westernsydney.edu.au/search/name/Brendan%20Kirkland/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG4012_22-2H_PS_N#subjects)

BLDG 4013 Work-Integrated Learning in Construction Leadership

Credit Points 10

Legacy Code 301433

Coordinator Sepani Senaratne ([https://directory.westernsydney.edu.au/search/name/Sepani Senaratne/](https://directory.westernsydney.edu.au/search/name/Sepani%20Senaratne/))

Description In this unit, students will engage in project-based learning related to Construction Leadership within an industry framework. Students will select a project with an agreed industry partner to develop any of the following managerial and leadership skills in construction settings: organisation management and applications, strategic management, change management, corporate social responsibility, human resource management, knowledge management and organisational resilience. This unit contributes towards the skills required for a work-ready graduate and allows the student to plan, undertake and report on a specific aspect of practice in the context of work.

School Eng, Design & Built Env

Discipline Building Construction Management

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Restrictions Students must be enrolled in 3782 Bachelor of Construction Management Advanced (Honours) AND have applied and selected by a partner organisation before enrolling in this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Manage various aspects of a project related to Construction Leadership, including planning and implementation, to produce agreed deliverables that align with feedback
2. Conduct research on the theoretical basis of the selected construction leadership project demonstrating ethical, digital and information literacy
3. Reflect on the learning and professional development achievements related to the selected construction leadership project
4. Apply communication and collaboration skills through the selected construction leadership project and the workplace
5. Adapt to change, uncertainty and challenges with innovative and justifiable solutions for the industry
6. Demonstrate leadership capability and professional development in carrying out the WIL based project

Subject Content

Students will learn any of the following construction leadership practices along with relevant theoretical knowledge through research:

- organisation management and applications,
- strategic management,
- change management,

- corporate social responsibility,
- human resource management,
- knowledge management,
- organisational resilience

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Proposal	1000 words	20	N	Individual
Presentations	15 minutes (each)	30	N	Individual
Portfolio	3000 words portfolio with 5 minutes video	50	N	Individual

Teaching Periods

BLDG 7001 Advanced Contract Management

Credit Points 10

Legacy Code 301188

Coordinator Robert Osei-Kyei ([https://directory.westernsydney.edu.au/search/name/Robert Osei-Kyei/](https://directory.westernsydney.edu.au/search/name/Robert%20Osei-Kyei/))

Description This unit introduces various contract types and risks involved in construction project management. The unit extends to examining contractual claims management and procedures together with alternative dispute resolution methods. The unit will further help students to understand change management process and develop a change management plan.

School Eng, Design & Built Env

Discipline Building Construction Economics

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

Basic knowledge of construction management.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Compare various forms of contracts and their risks distribution among construction parties
2. Analyse project documentations and records associated with project contracts
3. Develop a change management plan for a construction project
4. Evaluate contractual claims and their management process within construction projects

5. Recommend an alternative dispute resolution method in case of a construction dispute

Subject Content

Construction contracts and risks distribution
Project documentation and records
Managing changes in construction
Claims management
Alternative Dispute Resolution

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	2000 words	20	N	Individual
Professional Task	4000 words	40	N	Group
Professional Task	3500 words	40	N	Individual

Teaching Periods

Autumn

Parramatta City - Macquarie St

Evening

Subject Contact Robert Osei-Kyei ([https://directory.westernsydney.edu.au/search/name/Robert Osei-Kyei/](https://directory.westernsydney.edu.au/search/name/Robert%20Osei-Kyei/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG7001_22-AUT_PC_E#subjects)

BLDG 7002 Building Regulations

Credit Points 10

Legacy Code 300947

Coordinator Payam Rahnamayiezekavat ([https://directory.westernsydney.edu.au/search/name/Payam Rahnamayiezekavat/](https://directory.westernsydney.edu.au/search/name/Payam%20Rahnamayiezekavat/))

Description This unit introduces the role and functions of the building surveyor and the National Construction Code of Australia (NCCA). The topics include building legislation, NCCA general provisions, structure and philosophy. Students are required to understand the objectives, the function statements and the performance requirements of various sections of Volume One of NCCA. The concept of performance based approach is discussed and compared with the prescriptive approach. The content covers the relationship between research in the development of building codes and the role played by approval/certifying authorities in building assessment and approval. Legal obligations of building surveyors, their tasks of assessment, enforcement and documentation are also explained.

School Eng, Design & Built Env

Discipline Building Surveying

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects BLDG 7010 - Fire and Building Regulations

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

This subject assumes that the student has undertaken study in building construction, building surveying, engineering, architecture or a related area or has the relevant AQF qualification and gained basic building regulation knowledge by working in the construction industry in an appropriate capacity for at least four years.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Interpret and apply building and building related legislations
2. Explain the fundamental concepts and intent of the NCCA
3. Explain various assessment methods contained in the NCCA
4. Discuss the provisions of the NCCA for various building classes.
5. Identify disparities between designs and building code provisions
6. Assess building designs according to their NCCA compliance and explain how performance requirements can be met
7. Describe the involvement of relevant stakeholders in the decision making process

Subject Content

Introduction to the National Construction Code of Australia

Structure and format of NCCA Volume One

General provisions of NCCA Volume One

Performance based regulations and verification methods

Fire resisting construction

Access and egress

Essential fire safety measures

Health, amenity and energy efficiency

NCCA and the related standards and guidelines

Working with performance requirements of the NCCA

Building Surveying practice

Role and functions of building surveyors and Building Acts and Regulations.

Building surveying practice, legal obligations, enforcement and accreditation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short Answer	1500 words	20	N	Individual
Short Answer	1500 words	20	N	Individual
Case Study	4000 words	60	N	Individual

Prescribed Texts

- Building Services NSW, Building Code of Australia, viewed 26 June 20012 Legal Online database

Teaching Periods

Autumn

Online

Online

Subject Contact Payam Rahnamayiezekavat (<https://directory.westernsydney.edu.au/search/name/PayamRahnamayiezekavat/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG7002_22-AUT_ON_O#subjects)

BLDG 7003 Building Studies

Credit Points 10

Legacy Code 300716

Coordinator Sameera Wijesiri Pathirana (<https://directory.westernsydney.edu.au/search/name/SameeraWijesiriPathirana/>)

Description This unit describes and analyses the technological, socio-economic and sustainability factors that influence the building industry. The topics include advances in contemporary issues affecting sustainability and energy conservation, access and adaptable housing, safety in special areas and building design in accordance with the relevant legislative requirements. Use of assessment tools for sustainability is covered. Discussions are also made on development management, the roles and the relationship between building owners / occupiers, developers and building surveyors.

School Eng, Design & Built Env

Discipline Building

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYB 5426 - Building Studies

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

This subject assumes that the student has undertaken undergraduate study in building surveying, planning or related areas or has gained the equivalent building construction knowledge by working in the construction industry in an appropriate capacity for at least four years.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe current research and advances in building industry, including access, energy efficiency and safety.
2. Describe the impact and effect of the regulatory system on contemporary building issues such as access, energy efficiency and safety provisions.
3. Critically analyse and generate complex building solutions against the requirements for sustainability, access and safety.
4. Explain the roles and the relationship between building owners/ occupiers, developers and building surveyors in the operation and maintenance of buildings.

Subject Content

The impact and effect of regulatory bodies on occupant health and amenity in the building industry.

Philosophy, cultural significance and cost-effectiveness of energy conservation and its application to building construction.

Sustainable design processes and typical features of sustainable design and construction.

Housing design, sustainability and energy efficiency assessment tools, such as BASIX.

Sustainability and NCC requirements for Class 2 to 9 - overview of Section J.

NCC requirements for thermal insulation and lighting in building systems

Current research and advances in building systems relating to energy efficiency and sustainability

Access and arrangements for disability and adaptability for older persons.

Accessibility requirements for car parking and pools.

Facilitation of access and movement in buildings.

Principles and practice for pool safety and heating/pumping provisions.

The roles and the relationship between building owners/occupiers, developers and building surveyors in the operation and maintenance of buildings.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	2,500 words	30	N	Individual
Report	2,500 words	30	N	Individual
Essay	3,000 words	40	N	Individual

Teaching Periods

Autumn

Online

Online

Subject Contact Sameera Wijesiri Pathirana (<https://directory.westernsydney.edu.au/search/name/SameeraWijesiriPathirana/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG7003_22-AUT_ON_O#subjects)

BLDG 7004 Building in Bushfire Prone Areas

Credit Points 10

Legacy Code 200458

Coordinator Grahame Douglas (<https://directory.westernsydney.edu.au/search/name/GrahameDouglas/>)

Description This unit describes the basis for the design and construction of buildings to withstand bushfire attack, the measures that can be incorporated into building design to achieve this and the legislative building requirements affecting bushfire environments. The unit examines the mechanisms of bushfire attack on structures, the role of landscaping on building survival and how materials perform in the presence of a bushfire event. The unit describes the role of the Building Code of Australia (BCA) and Australian Standards in the construction of various building types and the legislative and regulatory environment in which this operates.

School Eng, Design & Built Env

Discipline Building Construction Management

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and explain the building legislation for various buildings in bushfire prone areas;
2. Discuss the relationship between bushfire attack and building performance;
3. Describe the role of landscaping in propagating bushfire in the urban interface environment;
4. Describe the various design options available to improve building survivability during a bushfire; and
5. Review the options available for construction of buildings so as to comply with building legislation, particularly with respect to the role of Australian Standards.

Subject Content

Overview of architectural issues for the building envelope;
 Ignition of buildings in bushfires - the mechanisms operating (bushfire attack);
 Design options for improved building performance;
 Upgrading existing buildings;
 Building Code of Australia deemed to satisfy and performance requirements;
 Australian Standard for construction in bushfire prone areas - AS 3959;
 Maintenance of building envelope for bushfire performance
 Landscaping for bushfire prone areas

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Assignment 1 - short essay questions	1000w - short essay questions. Students must achieve at least 40% in this task to achieve an overall pass for the unit	20	N	Individual
Assignment 2 - essay	2000w - essay. Students must achieve at least 40% in this task to achieve an overall pass for the unit	25	N	Individual

Assignment 3 - major report	3000w - major report. Students must achieve at least 40% in this task to achieve an overall pass for the unit	35	N	Individual
-----------------------------	---	----	---	------------

Assignment 4 - Paper	1,500 words	20	N	Individual
----------------------	-------------	----	---	------------

Teaching Periods

Spring

Parramatta City - Macquarie St

Composite

Subject Contact Grahame Douglas ([https://directory.westernsydney.edu.au/search/name/Grahame Douglas/](https://directory.westernsydney.edu.au/search/name/Grahame%20Douglas/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG7004_22-SPR_PC_C#subjects)

BLDG 7005 Egress and Risk Assessment

Credit Points 10

Legacy Code 300717

Coordinator Won Hee Kang ([https://directory.westernsydney.edu.au/search/name/Won Hee Kang/](https://directory.westernsydney.edu.au/search/name/Won%20Hee%20Kang/))

Description This unit introduces the concept of risk assessment for fire safety systems relevant to life safety and property protection. The unit helps students develop an understanding of building occupant characteristics and human behaviour during fire emergencies. Parameters, methods and criteria for risk and economic assessments are covered in this unit.

School Eng, Design & Built Env

Discipline Building Construction Management

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYB 5424 - Fire Safety Systems 1 (Property)

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

This subject assumes that the student has undertaken study in building construction, building surveying, engineering, science, architecture or a related area or has gained the equivalent knowledge by working in the construction industry in an appropriate capacity for at least four years.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. explain the concept of qualitative and quantitative risk in terms of life safety and property protection;
2. categorise risk parameters and establish risk assessment criteria

- characterise human behaviour in fire emergencies and its implications in egress analysis and fire safety engineering assessment
- apply the knowledge and skills to solve specific problems and to conduct quantitative risk assessment and develop risk management strategies.

Subject Content

Introduction to risk concepts
 Risk audits and inspections
 Reliability in fire safety engineering
 Fire Risk Ranking
 Risk analysis
 Occupants and detection of fires
 Human Behaviour in fires
 Occupant movement and egress
 Occupants and untenability
 Cost benefit analysis
 Treatment of risks and risk management

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Assignment 1. Essay and analytical	1,500 equivalent, individual	25	N	Individual
Assignment 2. Essay and analytical.	1,500 equivalent, individual	25	N	Individual
Assignment 3. Essay and analytical	1,500 equivalent, individual	25	N	Individual
Assignment 4. Essay and analytical.	1,500 equivalent, individual	25	N	Individual

Teaching Periods

Spring

Online

Online

Subject Contact Won Hee Kang ([https://directory.westernsydney.edu.au/search/name/Won Hee Kang/](https://directory.westernsydney.edu.au/search/name/Won%20Hee%20Kang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG7005_22-SPR_ON_0#subjects)

BLDG 7006 Financing Cities in the Global Economy

Credit Points 10

Legacy Code 101315

Coordinator Phillip O'Neill ([https://directory.westernsydney.edu.au/search/name/Phillip O'Neill/](https://directory.westernsydney.edu.au/search/name/Phillip%20ONeill/))

Description Financing infrastructure to keep cities running and growing at a time when governments face new financial constraints is a key

challenge for urban managers. In order to be able to contribute to the debate about financing cities it is important for future urban managers to develop a basic financial literacy, understand and draw on the options for financing essential urban functions in Australia cities and elsewhere, and assess the tensions involved in public and private financing pathways. This unit addresses these needs through both theoretical and practical approaches to the city as a set of flows within a wider urban network of relations. Students develop their understanding via interactive lectures, case studies, fieldwork exercises and assignments.

School Social Sciences

Discipline Building Construction Management

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Demonstrate financial literacy including knowledge of the makeup of public sector accounts at the scale of the city.
- Examine the basic elements of infrastructure funding in the context of a city as a set of flows.
- Synthesise analyses of infrastructure, economic functions and flows, employing relevant technical tools for data collection, analysis and mapping.
- Critically evaluate and assess financial management of cities using efficiency, effectiveness and equity criteria.
- Use efficiency, effectiveness and equity criteria to devise resolutions to the tensions in public and private options for the operation and control of urban functions.

Subject Content

The city as a set of flows
 The city as a set of financial flows
 Financing options in Australia and overseas
 Models for evaluating financing options
 The nature of public and private involvement in urban services and their financing
 The construction of integrated models for financing cities

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Literature Review: Analytical Review of Key Readings	1,000 words	30	N	Individual
Critical Review: Illustrated Critical Review	800 words, presented in tabular form	30	N	Individual

Report: 2,000 40 N Individual
 Illustrated words plus
 Report illustrations

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Phillip O'Neill ([https://directory.westernsydney.edu.au/search/name/Phillip O%27;Neill](https://directory.westernsydney.edu.au/search/name/Phillip%20O%27Neill))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG7006_22-SPR_PC_D#subjects)

BLDG 7007 Interpreting Building Regulations (Residential Buildings)

Credit Points 10

Legacy Code 301103

Coordinator Payam Rahnamayiezekavat (<https://directory.westernsydney.edu.au/search/name/PayamRahnamayiezekavat/>)

Description The basis of this unit is to ensure students become accustomed to reading and interpreting laws that specifically relate to building legislation. The unit provides students with an introduction to and sound working knowledge of the prescriptive provisions of the National Construction Code (BCA) Volume 1 & 2, associated Standards, codes and statutory interpretation as it applies to residential buildings. This unit will develop a sound knowledge of the National Construction Code (BCA) - Volume 2 and an introduction to rise in storeys, types of construction and the fire requirement for building elements in the National Construction Code (BCA) Vol. 1, Building Profession Act 2005 and other associated legislation. Residential building work includes work under the Home Building Act 1989, which involves the construction of a dwelling, and alterations or additions to a dwelling. It also will relate to repairing, renovating, decorating or applying protective treatment to a dwelling. The unit applies to residential buildings and associated structures and includes the evaluation and interpretation of performance requirements, classification of buildings according to National Construction Code (BCA) criteria, limitations of the referenced documents (National Construction Code (BCA) - Volume 2) and strategies for compliance. Students will need to relate the objectives of the National Construction Code (BCA) and the purpose of its respective provisions in relation to construction of residential buildings and the evaluation of associated documentation.

School Eng, Design & Built Env

Discipline Building Surveying

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in the Master of Building Surveying, Graduate Diploma in Building Surveying, Graduate Certificate in Building Surveying, Master of Bushfire Protection, Graduate Diploma in Bushfire Protection, Graduate Certificate in Bushfire Protection, Master of Project Management, Graduate Diploma in Project Management or Master of Architecture (Urban Transformation) .

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Define the rules of interpretation as they apply to residential buildings.
2. Identify and apply deemed to satisfy (DTS) provisions in the National Construction Code (BCA) applicable to residential buildings.
3. Determine and define classification of buildings and the interpretation for multiple classifications within a building.
4. Analyse building solutions to ensure compliance with performance requirements and DTS provisions of National Construction Code (BCA).
5. Interpret relevant Standards adopted by building regulation and the limitations of their interpretation..
6. Interpret construction methods to comply with the intent of the National Construction Code (BCA).

Subject Content

Interpretation to residential buildings

National Construction Code (BCA) objectives and deemed to satisfy (DTS) provisions

Alternative National Construction Code (BCA) solutions

Regulative requirements to residential buildings

Alternative performance solutions or DTS provisions of National Construction Code (BCA)

Australian Standards and legislation

Compliance with the National Construction Code (BCA) and associated

Australian Standards

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	2 Hours	20	Y	Individual
Case Study	2000 words each – 20% each	40	Y	Individual
Essay	2 Hours	40	Y	Individual

Teaching Periods

Autumn

Online

Online

Subject Contact Payam Rahnamayiezekavat (<https://directory.westernsydney.edu.au/search/name/PayamRahnamayiezekavat/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG7007_22-AUT_ON_O#subjects)

Parramatta City - Macquarie St

Composite

Subject Contact Payam Rahnamayiezekavat (<https://directory.westernsydney.edu.au/search/name/PayamRahnamayiezekavat/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG7007_22-AUT_PC_C#subjects)

BLDG 7008 Professional Practice and Building Law

Credit Points 10

Legacy Code 301104

Coordinator Payam Rahnamayiezekavat (<https://directory.westernsydney.edu.au/search/name/PayamRahnamayiezekavat/>)

Description The basis of this unit is to ensure students become accustomed to reading and interpreting building and related laws. The unit provides students with background knowledge of the negligence, administrative law, life safety, proportional liability, contracts and statutory interpretation as it applies to architecture, building surveying, fire engineering and bushfire protection. The unit studies the codes of professional conduct, ethics, conflict of interest and the rules of evidence within the legal constraints when acting as certifiers and or experts. The jurisdictional requirements for certification are considered and assessed. These professions can act as expert witnesses and consequently need to understand codes of professional conduct, ethics, conflict of interest and the rules of providing expert evidence. In doing so, they are potentially required to brief solicitors or other legal professionals and will ultimately have a duty to the court or tribunal.

School Eng, Design & Built Env

Discipline Building Surveying

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in the following Programs:

- 3703 Master of Building Surveying
- 3704 Graduate Diploma in Building Surveying
- 3705 Master of Fire Safety Engineering
- 3706 Graduate Diploma in Fire Safety Engineering
- 3708 Master of Bushfire Protection
- 3709 Graduate Diploma in Bushfire Protection
- 3761 Master of Architecture (Urban Transformation)
- 3793 Graduate Diploma in Bushfire Protection

Students enrolled in the 3703 Master of Building Surveying or 3704 Graduate Diploma in Building Surveying must have completed 40 credit points prior to enrolling in this Subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	2 hours	10	Y	Individual
Essay	2,000 words	30	Y	Individual
Case Study	2,000 words	30	Y	Individual
Professional Task	2,000 words	30	Y	Individual

Teaching Periods

Summer A

Online

Online

Subject Contact Payam Rahnamayiezekavat (<https://directory.westernsydney.edu.au/search/name/PayamRahnamayiezekavat/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG7008_22-SUA_ON_O#subjects)

Spring

Online

Online

Subject Contact Payam Rahnamayiezekavat (<https://directory.westernsydney.edu.au/search/name/PayamRahnamayiezekavat/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG7008_22-SPR_ON_O#subjects)

Project Procurement Systems

Credit Points 10

Legacy Code 301191

Coordinator Xiaohua Jin (<https://directory.westernsydney.edu.au/search/name/XiaohuaJin/>)

Description This unit examines contemporary practice in relation to procurement strategies such as traditional procurement, relational contracting, strategic project alliancing, and public-private partnerships / private finance initiatives within project environments. The unit will challenge students to examine built environment business ecologies which underpin strategic procurement decision making. Unique procurement environments will be explored, allowing the students to examine key themes of procurement management.

School Eng, Design & Built Env

Discipline Building Construction Economics

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	45 minutes	20	N	Individual
Case Study	2,000 words	20	N	Individual
Major Assignment: Group Report (30%) and Individual Presentation (30%)	3,000 words per group and 5 minutes per person	60	Y	Both (Individual & Group)

Teaching Periods

BLDG 7011 Work-Integrated Learning in Project Management A

Credit Points 20

Legacy Code 301366

Coordinator Ali Al-Ashwal ([https://directory.westernsydney.edu.au/search/name/Ali Al-Ashwal/](https://directory.westernsydney.edu.au/search/name/Ali%20Al-Ashwal/))

Description This work integrated learning unit will provide students enrolled in the Master of Project Management with an opportunity to undertake work placement focusing on project management (PM) in a professional organisation within an industry relevant to students' specialisation or generic option. The placement will allow students to observe and develop PM professional skills and behaviour, integrate theoretical and practical PM knowledge and conventions into a real world setting, and establish project management competency, all in line with recognised world standard in project management. This unit aims to promote greater engagement with career planning and progression and hence improve job readiness.

School Eng, Design & Built Env

Discipline Building Construction Management

Student Contribution Band HECS Band 2 20cp

Level Postgraduate Coursework Level 7 subject

Incompatible Subjects INFO 7010 - Research Project A INFO 7011 - Research Project B

Restrictions

Students must be enrolled in program 3752- Master of Project Management and must have successfully completed 80 credit points

Assumed Knowledge

Foundational knowledge of project management.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Clearly justify your role and responsibilities in the workplace for a minimum of 500 hours in both Work-Integrated Learning units based on recognised world standards in project management and workplace health and safety requirements.
2. Holistically examine and reflect on how the project management knowledge is applied in the workplace, through your own observations and implementation.
3. Successfully develop project management competencies in line with recognised world standard in project management.
4. Constructively contribute to the project management-related work of the workplace.
5. Explain in detail how the work placement has contributed towards your career planning and job readiness in the project management sector.

Subject Content

1. 250 hours work placement at an approved organisation within an industry relevant to students' individual specialisation under the guidance of an approved workplace supervisor and an academic supervisor of WSU

2. Integration of project management knowledge and skills with real world applications in line with recognised world standard in project management.
3. Reflection on project management knowledge and skills in line with recognised world standard in project management.
4. Achievement of project management competencies identified in recognised world standard in project management.

Special Requirements

Legislative pre-requisites

All students will be required to conduct Work Health and Safety Risk Assessment for the tasks they may carry out in their workplace. Depending on the nature of the organisation in which they are doing their placement there may be special legislative requirements. These must be identified by the students before commencement of placement. The placement will not proceed if the student does not have the correct requirements at the time the placement is due to begin.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Proposal	1,000 words	S/U	Y	Individual
Professional Placement Performance	10 – 20 minutes each week to complete the Log/Workbook and 20 – 30 minutes Evaluation / Interview of Academic and Workplace Supervisors	40	N	Individual
Portfolio	20 – 30 minutes each week to complete the Log/Workbook and Portfolio, and 2,500 words	60	N	Individual

Teaching Periods

Autumn

Online

Online

Subject Contact Ali Al-Ashwal ([https://directory.westernsydney.edu.au/search/name/Ali Al-Ashwal/](https://directory.westernsydney.edu.au/search/name/Ali%20Al-Ashwal/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG7011_22-AUT_ON_O#subjects)

Spring

Online

Online

Subject Contact Ali Al-Ashwal ([https://directory.westernsydney.edu.au/search/name/Ali Al-Ashwal/](https://directory.westernsydney.edu.au/search/name/Ali%20Al-Ashwal/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG7011_22-SPR_ON_0#subjects)

BLDG 7012 Work-Integrated Learning in Project Management B

Credit Points 20

Legacy Code 301367

Coordinator Ali Al-Ashwal ([https://directory.westernsydney.edu.au/search/name/Ali Al-Ashwal/](https://directory.westernsydney.edu.au/search/name/Ali%20Al-Ashwal/))

Description This WIL unit builds on its predecessor, Work-Integrated Learning in Project Management A and will provide students enrolled in the Master of Project Management with an opportunity to undertake work placement focusing on project management (PM) in a professional organisation within an industry relevant to students' specialisation or generic option. The placement will allow students to further develop PM professional skills and behaviour, integrate theoretical and practical PM knowledge and conventions into a real world setting, and establish project management competency, all in line with recognized world standard in project management. The unit aims to further promote greater engagement with career planning and progression and hence improve job readiness.

School Eng, Design & Built Env

Discipline Building Construction Management

Student Contribution Band HECS Band 2 20cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) BLDG 7011

Incompatible Subjects INFO 7010 - Research Project A INFO 7011 - Research Project B

Restrictions

Students must be enrolled in program 3752-Master of Project Management and must have successfully completed 80 credit points which should include all core subjects and 20cps of electives.

Assumed Knowledge

Foundational knowledge of project management.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Successfully develop project management competencies in line with recognised world standard in project management.
2. Constructively contribute to the project management-related work of the workplace.
3. Critically assess workplace practice and performance in project management.
4. Clearly analyse how prior learning of project management knowledge and skills may help further improve project management performance and organisational performance at workplace.

5. Critically reflect from your own practice of 500 hours work placement, and evaluate your readiness for entering the Project Management-associated work workforce.

Subject Content

1. 250 hours work placement at an approved organisation within an industry relevant to students' individual specialisation under the guidance of an approved workplace supervisor and an academic supervisor of WSU
2. Integration of project management knowledge and skills with real world applications in line with recognised world standard in project management.
3. Reflection on project management knowledge and skills in line with recognised world standard in project management.
4. Achievement of project management competencies identified in recognised world standard in project management.

Special Requirements

Legislative pre-requisites

All students will be required to conduct Work Health and Safety Risk Assessment for the tasks they may carry out in their workplace. Depending on the nature of the organisation in which they are doing their placement there may be special legislative requirements. These must be identified by the students before commencement of placement. The placement will not proceed if the student does not have the correct requirements at the time the placement is due to begin.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Placement Performance	10 - 20 minutes each week to complete the Log/Workbook and 20 - 30 minutes for evaluation/interview of Academic and Workplace Supervisors	40	N	Individual
Portfolio	20 - 30 minutes each week to complete the Portfolio and 2,000 words report	40	N	Individual
Presentation	20 minutes	20	N	Individual

Teaching Periods

Autumn

Online

Online

Subject Contact Ali Al-Ashwal ([https://directory.westernsydney.edu.au/search/name/Ali Al-Ashwal/](https://directory.westernsydney.edu.au/search/name/Ali-Al-Ashwal/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG7012_22-AUT_ON_O#subjects)

Spring

Online

Online

Subject Contact Ali Al-Ashwal ([https://directory.westernsydney.edu.au/search/name/Ali Al-Ashwal/](https://directory.westernsydney.edu.au/search/name/Ali-Al-Ashwal/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG7012_22-SPR_ON_O#subjects)

BLDG 9001 Higher Degree Research Thesis - Building Science and Technology

Credit Points 20

Legacy Code 800033

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria-Jones/))

School Eng, Design & Built Env

Discipline Building Science and Technology

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria-Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG9001_22-RQ1_KW_D#subjects)

Research Quarter 2

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria-Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG9001_22-RQ2_KW_D#subjects)

Research Quarter 3

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria-Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG9001_22-RQ3_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria-Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG9001_22-RQ3_PS_D#subjects)

Research Quarter 4

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria-Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG9001_22-RQ4_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria-Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BLDG9001_22-RQ4_PS_D#subjects)

Business and Commerce Honours Thesis A

Coordinator Terry Sloan ([https://directory.westernsydney.edu.au/search/name/Terry Sloan/](https://directory.westernsydney.edu.au/search/name/Terry-Sloan/))

Student Contribution Band

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Thesis	12,000 - 15,000 words	100	N	Individual

Teaching Periods

Business and Commerce Honours Thesis B

Coordinator Terry Sloan ([https://directory.westernsydney.edu.au/search/name/Terry Sloan/](https://directory.westernsydney.edu.au/search/name/Terry-Sloan/))

Student Contribution Band

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Thesis	12,000-15,000 words	100	N	Individual

Teaching Periods

BUSM 0001 Academic Skills for Business (WSTC Prep)

Credit Points 10

Legacy Code 700248

Coordinator Abdullah Al Abed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Abed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Abed/))

Description This unit introduces students to the essential academic skills required for success in tertiary studies. It employs an explicit pedagogical approach to teach students how to become independent, active, and reflective learners. The unit also includes essential research and writing skills specific to the study of Business.

School Western Sydney The College

Discipline Business and Management, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects BUSM 0003 - Academic Skills for Business and Commerce (UWSCFS)

Restrictions Students must be enrolled at Western Sydney University, The College.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Use both independent and collaborative learning strategies to advance their own knowledge and that of their peers.
2. Communicate effectively through the development of critical reading, listening, speaking and writing skills in context.
3. Locate and use information technology systems and educational technologies to support learning and assessment.
4. Apply critical thinking, and use problem solving and research skills, to make informed decisions.
5. Apply the process of reflection to learning experiences, in order to assess their own learning styles and learn how to learn.

Subject Content

Introduction to tertiary study
Advanced tertiary skills
Information skills and blended learning
Essential skills for business
Introduction to tertiary study
Advanced tertiary skills
Information skills and blended learning
Essential skills for business

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	5 mins	10	N	Individual
Reflection	1 000 words	40	N	Individual
Report	1 200 words	50	N	Individual

Teaching Periods

Term 1

Bankstown

Day

Subject Contact Abdullah Al Abed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Abed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Abed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM0001_22-T1_BA_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Abdullah Al Abed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Abed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Abed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM0001_22-T1_PC_D#subjects)

Term 3

Bankstown

Day

Subject Contact Abdullah Al Abed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Abed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Abed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM0001_22-T3_BA_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Abdullah Al Abed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Abed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Abed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM0001_22-T3_PC_D#subjects)

BUSM 0002 Academic Skills for Business (WSTC)

Credit Points 10

Legacy Code 900098

Coordinator Abdullah Al Abed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Abed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Abed/))

Description This unit introduces students to the essential academic skills required for success in tertiary studies. It employs an explicit pedagogical approach to teach students how to become independent, active, and reflective learners. The unit also includes essential research and writing skills specific to the study of Business.

School Western Sydney The College

Discipline Business and Management, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects BUSM 0001 - Academic Skills for Business

BUSM 0003 - Academic Skills for Business and Commerce

Restrictions Students must be enrolled at The College in a Foundation Studies program

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Use both independent and collaborative learning strategies to advance their own knowledge and that of their peers.
2. Communicate effectively through the development of critical reading, listening, speaking and writing skills in context.
3. Locate and use information technology systems and educational technologies to support learning and assessment.
4. Apply critical thinking and use problem solving and research skills to make informed decisions.
5. Apply the process of reflection to learning experiences, in order to assess their own learning styles and learn how to learn.

Subject Content

1. Introduction to tertiary study
2. Advanced tertiary skills
3. Information skills and blended learning
4. Essential skills for business

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Presentation	5 mins	10	N	Individual
Reflection	1000 words	40	N	Individual
Report	1200 words	50	N	Individual

Teaching Periods

BUSM 0004 Business Ethics (WSTC Prep)

Credit Points 5

Legacy Code 700215

Coordinator Vlad Krajsic ([https://directory.westernsydney.edu.au/search/name/Vlad Krajsic/](https://directory.westernsydney.edu.au/search/name/Vlad%20Krajsic/))

Description Business Ethics seeks to give students an understanding of the concept of ethics in general, the role ethical thinking and behaviour plays in the contemporary business environment and the importance of critical and analytical thinking. Through an examination of the historical development of ethics and the most recognised ethical approaches, students will develop skills in responding to ethical questions and the use of applied ethics. Students will also be given the opportunity to develop skills in relation to selecting and evaluating sources and materials when preparing tasks and critical and analytical thinking.

School Western Sydney The College

Discipline Business Management

Student Contribution Band HECS Band 4 5cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects BUSM 0005 - Business Ethics (UWSC)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Entry tickets	2 x 300 words	30	N	Individual
Mid-term exam	1 hour	30	N	Individual
Case Study Evaluation	1000 words	40	N	Individual

Teaching Periods

BUSM 0005 Business Ethics (WSTC)

Credit Points 5

Legacy Code 900078

Coordinator Vlad Krajsic ([https://directory.westernsydney.edu.au/search/name/Vlad Krajsic/](https://directory.westernsydney.edu.au/search/name/Vlad%20Krajsic/))

School Western Sydney The College

Discipline Business Management

Student Contribution Band HECS Band 4 5cp

Level Undergraduate Level 0 Preparatory subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Entry tickets	2 x 200-400 words	30	N	Individual
Class Test	1 hour	30	N	Individual
Case Study Evaluation	750-1000 words	40	N	Individual

Teaching Periods

BUSM 0006 Business Exchange Unit 1

Credit Points 10

Legacy Code 900621

Coordinator Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

School Administrative

Discipline Business and Management, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Autumn

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM0006_22-AUT_EX_X#subjects)

Quarter 2

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM0006_22-Q2_EX_X#subjects)

Quarter 3

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM0006_22-Q3_EX_X#subjects)

Quarter 4

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM0006_22-Q4_EX_X#subjects)

BUSM 0007 Business Exchange Unit 2

Credit Points 10

Legacy Code 900622

Coordinator Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

School Administrative

Discipline Business and Management, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Autumn

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM0007_22-AUT_EX_X#subjects)

Quarter 2

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM0007_22-Q2_EX_X#subjects)

Quarter 3

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM0007_22-Q3_EX_X#subjects)

Quarter 4

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM0007_22-Q4_EX_X#subjects)

BUSM 0008 Business Exchange Unit 3

Credit Points 10

Legacy Code 900623

Coordinator Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

School Administrative

Discipline Business and Management, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Autumn

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM0008_22-AUT_EX_X#subjects)

Quarter 2

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM0008_22-Q2_EX_X#subjects)

Quarter 3

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM0008_22-Q3_EX_X#subjects)

Quarter 4

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM0008_22-Q4_EX_X#subjects)

BUSM 0009 Business Exchange Unit 4

Credit Points 10

Legacy Code 900624

Coordinator Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

School Administrative

Discipline Business and Management, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Autumn

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM0009_22-AUT_EX_X#subjects)

Quarter 2

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM0009_22-Q2_EX_X#subjects)

Quarter 3

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM0009_22-Q3_EX_X#subjects)

Quarter 4

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM0009_22-Q4_EX_X#subjects)

BUSM 0010 Business Exchange Unit 5

Credit Points 10

Legacy Code 900625

Coordinator Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

School Administrative

Discipline Business and Management, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Autumn

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM0010_22-AUT_EX_X#subjects)

Quarter 2

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM0010_22-Q2_EX_X#subjects)

Quarter 3

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM0010_22-Q3_EX_X#subjects)

Quarter 4

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM0010_22-Q4_EX_X#subjects)

BUSM 0011 Business Studies (WSTC Prep)

Credit Points 10

Legacy Code 700206

Coordinator Abdullah Al Abed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Abed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Abed/))

Description This unit aims to develop an understanding of some of the key concepts, relationships and principles underpinning the operations of business in modern societies. At the same time, it is designed to develop a degree of competence in a suite of skills to prepare students for undergraduate study in business and to enable them to act responsibly and effectively in the local and global business environment.

School Western Sydney The College

Discipline Business and Management, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects BUSM 0012 - Business Studies (UWSC)

Restrictions Students must be enrolled at Western Sydney University, The College.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Define and describe key business concepts;
2. Explain the nature, role and organisational structure of businesses;
3. Explain core and supporting business functions;
4. Describe the impact of internal and external factors on business operations;
5. Report on the operations of a selected business.

Subject Content

1. Introduction to Business ? the purpose, changing global context, and economic, social and ethical responsibilities of businesses
2. Business organisations ? forms of ownership, small businesses and entrepreneurship
3. Management - functions of management, organisational structures and corporate culture
4. Human resources ? planning, recruiting and selecting staff, compensation, training and performance appraisal
5. Marketing ? concepts, strategies, branding, advertising, the basics of distribution and selling
6. Social media and E Business ? importance of social media, social media tools, e-business models
7. Information systems ? basics of management information systems, importance of recording accounting information, reading basic financial statements and active financial management

1. Introduction to Business ? the purpose, changing global context, and economic, social and ethical responsibilities of businesses
2. Business organisations ? forms of ownership, small businesses and entrepreneurship
3. Management - functions of management, organisational structures and corporate culture
4. Human resources ? planning, recruiting and selecting staff, compensation, training and performance appraisal
5. Marketing ? concepts, strategies, branding, advertising, the basics of distribution and selling
6. Social media and E Business ? importance of social media, social media tools, e-business models
7. Information systems ? basics of management information systems, importance of recording accounting information, reading basic financial statements and active financial management

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	3 x 300 words per submission = 900 words in total	30	N	Individual
Quiz	1 hour and 30 minutes	30	N	Individual
Report	1,250 words	40	N	Individual

Teaching Periods

Term 1

Bankstown

Day

Subject Contact Abdullah Al Abed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Abed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Abed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM0011_22-T1_BA_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Abdullah Al Abed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Abed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Abed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM0011_22-T1_PC_D#subjects)

Term 3

Bankstown

Day

Subject Contact Abdullah Al Abed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Abed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Abed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM0011_22-T3_BA_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Abdullah Al Abed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Abed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Abed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM0011_22-T3_PC_D#subjects)

BUSM 0012 Business Studies (WSTC)

Credit Points 10

Legacy Code 900023

Coordinator Abdullah Al Abed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Abed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Abed/))

Description This unit aims to develop an understanding of some of the key concepts, relationships and principles underpinning the operations of business in modern societies. It is also designed to develop a degree of competence in a suite of skills to prepare students for undergraduate study in business and to enable them to act responsibly and effectively in the local and global business environment.

School Western Sydney The College

Discipline Business and Management, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects BUSM 0011 - Business Studies (WSTC Prep)

Restrictions Students must be enrolled in a Western Sydney University, The College Foundation Studies program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Define and describe key business concepts.
2. Explain the nature, role and organisational structure of businesses.
3. Explain core and supporting business functions.
4. Describe the impact of internal and external factors on business operations.
5. Report on the operations of a selected business.

Subject Content

1. Introduction to Business - the purpose, changing global context, and economic, social and ethical responsibilities of businesses.
2. Business organisations - forms of ownership, small businesses and entrepreneurship.
3. Management - functions of management, organisational structures and corporate culture.
4. Human resources - planning, recruiting and selecting staff, compensation, training and performance appraisal.
5. Marketing - concepts, strategies, branding, advertising, the basics of distribution and selling.
6. Social media and E Business - importance of social media, social media tools, e-business models
7. Information systems - basics of management information systems, importance of recording accounting information, reading basic financial statements and active financial management.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Portfolio	3 x 300 words per submission = 900 words in total	30	N	Individual
Quiz	1 ½ hours	30	N	Individual
Report	1,250 words	40	N	Individual

Teaching Periods

BUSM 0013 Corporate Social Responsibility, Sustainability and Ethics (WSTC Prep)

Credit Points 5

Legacy Code 700261

Coordinator Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

Description This unit focuses on the topics of business ethics, corporate social responsibility and sustainability. Students will be introduced to the conceptual understandings required to identify the ethical dimension of business activities with reference to different functions of business and stakeholders. They will also develop an understanding of how and why social issues are now a key part of managing the business enterprise. Students will be given the opportunity to develop skills in selecting and evaluating sources and materials when preparing tasks, with an emphasis on reflective practice.

School Western Sydney The College

Discipline Business Management

Student Contribution Band HECS Band 4 5cp

Level Undergraduate Level 0 Preparatory subject

Restrictions Students must be enrolled at Western Sydney University, The College.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate a cohesive understanding of the concepts of business ethics, corporate social responsibility, and sustainability.
2. Demonstrate an understanding of the role of ethics, corporate social responsibility and sustainability in various business disciplines.
3. Demonstrate effective use of blended learning tools.
4. Use self-reflection as a learning strategy.

Subject Content

1. Overview and theories of corporate social responsibility, ethics and sustainability (CSR).
2. Understanding CSR from a multi-stakeholder perspective.

3. The significance of ethics in the business world.
 4. Sustainability and sustainable development.
 5. CSR in smaller enterprises.
1. Overview and theories of corporate social responsibility, ethics and sustainability (CSR).
 2. Understanding CSR from a multi-stakeholder perspective.
 3. The significance of ethics in the business world.
 4. Sustainability and sustainable development.
 5. CSR in smaller enterprises.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	40 minutes each	30	N	Individual
Intra-session Exam	1 hour	30	N	Individual
Case Study	1000 words	40	N	Individual

Teaching Periods

Term 1

Bankstown

Day

Subject Contact Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM0013_22-T1_BA_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM0013_22-T1_PC_D#subjects)

Term 3

Bankstown

Day

Subject Contact Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM0013_22-T3_BA_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM0013_22-T3_PC_D#subjects)

BUSM 0016 Foundations of Business (WSTC)

Credit Points 10

Legacy Code 900052

Coordinator Vlad Krajsic ([https://directory.westernsydney.edu.au/search/name/Vlad Krajsic/](https://directory.westernsydney.edu.au/search/name/Vlad%20Krajsic/))

Description Foundations of Business aims to familiarise students which some of the concepts and relationships of consumers and businesses in the Australian context. The subject builds upon understandings and skills developed with a focus on the activities of business and their role in a modern society like Australia. At the end of this course students should have a better knowledge and understanding of: The role of consumers and producers in the economy; the important role played by money in a modern economy; some important factors in commercial transactions; the main functions of business as producers of goods and services; the role and importance of business records for both business and customers; how businesses are affected by other sectors of the economy including governments, competitors and suppliers; some of the functions of government in a democratic market based society; the role of advertising; the Australian political framework.

School Western Sydney The College

Discipline Business and Management, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Class Exercises / Test	1 hour	15	N	Individual
Research Task – hand in		15	N	Individual
Seminar Presentation	10 minutes	20	N	Individual
	2 hours	50	N	Individual

Teaching Periods

BUSM 0021 PQP Extension

Credit Points 0

Legacy Code 200985

Coordinator Laurel Jackson ([https://directory.westernsydney.edu.au/search/name/Laurel Jackson/](https://directory.westernsydney.edu.au/search/name/Laurel%20Jackson/))

School Business

Discipline Business And Management

Student Contribution Band

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Quarter 2

Parramatta City - Macquarie St

Day

Subject Contact Laurel Jackson ([https://directory.westernsydney.edu.au/search/name/Laurel Jackson/](https://directory.westernsydney.edu.au/search/name/Laurel%20Jackson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM0021_22-Q2_PC_D#subjects)

Quarter 3

Parramatta City - Macquarie St

Day

Subject Contact Laurel Jackson ([https://directory.westernsydney.edu.au/search/name/Laurel Jackson/](https://directory.westernsydney.edu.au/search/name/Laurel%20Jackson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM0021_22-Q3_PC_D#subjects)

Quarter 4

Parramatta City - Macquarie St

Day

Subject Contact Laurel Jackson ([https://directory.westernsydney.edu.au/search/name/Laurel Jackson/](https://directory.westernsydney.edu.au/search/name/Laurel%20Jackson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM0021_22-Q4_PC_D#subjects)

BUSM 0023 Skills for Business (WSTC)

Credit Points 5

Legacy Code 900111

Coordinator Abdullah Al Abed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Abed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Abed/))

Description This unit introduces students to the essential academic skills required for success in tertiary studies. It employs an explicit pedagogical approach to teach students how to become independent, active, and reflective learners. The unit also introduces essential research and writing skills specific to the Business discipline.

School Western Sydney The College

Discipline Business and Management, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 5cp

Level Undergraduate Level 0 Preparatory subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Presentation	5 minutes	10	N	Individual
Case Study	500 words	20	N	Individual
Essay	600 words	30	N	Individual
Report	1000 words	40	N	Individual

Teaching Periods

BUSM 0027 Management Fundamentals

Credit Points 10

Legacy Code 201032

Coordinator Pauline Ross ([https://directory.westernsydney.edu.au/search/name/Pauline Ross/](https://directory.westernsydney.edu.au/search/name/Pauline%20Ross/))

Description This subject introduces students to the fundamentals of management which will prepare students for postgraduate business studies. Students will learn to identify operational systems and structures that underpin organisational design, decision-making and change within a variety of contexts. Students who successfully pass this subject, will have achieved some of the required assessments needed to satisfy English entry requirements (IELTS 6.5) to postgraduate Business study at Western Sydney University. A consideration of contemporary issues such as sustainability, social responsibility, and leadership will enable students to build their skills in organisational analysis, corporate problem-solving and human resource management.

School Business

Discipline Business And Management

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Restrictions

Students must be enrolled in 2845 Masters Qualifying Program with Business English.

Learning Outcomes

1. Identify basic business management principles.
2. Assess a business problem from a managerial perspective.
3. Describe the challenges in business management.
4. Analyse management fundamentals in business practice.
5. Produce a range of academic texts demonstrating research skills

Subject Content

1. Introduction to Business Management
2. Decision making and stakeholder value in business
3. Systems and Structures
4. Culture and diversity in business
5. Introduction to HR and Leadership
6. Managing in a global economy
7. Socially responsible management
8. Business Ethic

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	500 words	25	N	Individual
Literature Review	750 words	35	Y	Individual
Essay	1,000 words	40	Y	Individual

Teaching Periods

Quarter 1

Parramatta City - Macquarie St

Day

Subject Contact Laurel Jackson ([https://directory.westernsydney.edu.au/search/name/Laurel Jackson/](https://directory.westernsydney.edu.au/search/name/Laurel%20Jackson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM0027_22-Q1_PC_D#subjects)

Sydney City Campus Quarter 1

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM0027_22-SQ1_SC_D#subjects)

Quarter 3

Parramatta City - Macquarie St

Day

Subject Contact Pauline Ross ([https://directory.westernsydney.edu.au/search/name/Pauline Ross/](https://directory.westernsydney.edu.au/search/name/Pauline%20Ross/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM0027_22-Q3_PC_D#subjects)

Sydney City Campus Quarter 3

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM0027_22-SQ3_SC_D#subjects)

BUSM 0028 Communications for Business

Credit Points 10

Legacy Code 201033

Coordinator Jess Richards ([https://directory.westernsydney.edu.au/search/name/Jess Richards/](https://directory.westernsydney.edu.au/search/name/Jess%20Richards/))

Description This subject develops verbal and written communication skills within a business context. It enables students to hone their language skills in academic writing, reading, listening and speaking to a high level. Students who successfully pass this subject, will have achieved some of the required assessments needed to satisfy English entry requirements (IELTS 6.5) to postgraduate Business study at Western Sydney University. Students will undertake tests in reading, writing and listening as well as assessment tasks which include writing research reports and essays. Students will learn the

underlying principles of academic research and writing in preparation for postgraduate study.

School Business

Discipline Business And Management

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Restrictions

Students must be enrolled in 2845 Masters Qualifying Program with Business English.

Learning Outcomes

1. Identify the importance of communication in professional business contexts.
2. Apply academic research and writing skills in a scholarly context.
3. Communicate effectively using written skills that are suited to audience and context.
4. Communicate effectively using verbal skills that are suited to audience and context.
5. Demonstrate English language skills in the key IELTS test areas: writing, speaking, listening and reading
6. Demonstrate general English ability in grammar, vocabulary and functional language

Subject Content

1. Introduction to effective business communication
2. Written communication in a professional context
3. Verbal communication in a professional context
4. Academic writing and research skills
5. Non-verbal and intercultural communication
6. Ethics in business communication

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	1000 words	35	N	Individual
Report	1000 words	30	N	Individual
Presentation	10 minutes	20	N	Individual
Final Exam	30 minutes	15	Y	Individual

Teaching Periods

Quarter 1

Parramatta City - Macquarie St

Day

Subject Contact Mark Thomas ([https://directory.westernsydney.edu.au/search/name/Mark Thomas/](https://directory.westernsydney.edu.au/search/name/Mark%20Thomas/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM0028_22-Q1_PC_D#subjects)

Sydney City Campus Quarter 1

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM0028_22-SQ1_SC_D#subjects)

Quarter 2

Parramatta City - Macquarie St

Day

Subject Contact Jess Richards ([https://directory.westernsydney.edu.au/search/name/Jess Richards/](https://directory.westernsydney.edu.au/search/name/Jess%20Richards/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM0028_22-Q2_PC_D#subjects)

Quarter 3

Parramatta City - Macquarie St

Day

Subject Contact Noor Lazar ([https://directory.westernsydney.edu.au/search/name/Noor Lazar/](https://directory.westernsydney.edu.au/search/name/Noor%20Lazar/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM0028_22-Q3_PC_D#subjects)

Sydney City Campus Quarter 3

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM0028_22-SQ3_SC_D#subjects)

Quarter 4

Parramatta City - Macquarie St

Day

Subject Contact Jess Richards ([https://directory.westernsydney.edu.au/search/name/Jess Richards/](https://directory.westernsydney.edu.au/search/name/Jess%20Richards/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM0028_22-Q4_PC_D#subjects)

BUSM 0029 Decision Making for Business (WSTC Prep)

Credit Points 10

Legacy Code 700322

Coordinator Abdullah Al Abed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Abed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Abed/))

Description The world of business is a complex one, where decisions can have a major impact on a firm's success or failure. So how do you make a good business decision? In this unit students will explore the value of numerical data as a tool to help businesspeople make informed decisions using sound evidence. We start with the basics of quantitative data - statistics - as a way of calculating the probable outcomes of particular decisions. We then explore how another

crucial set of numbers for a firm - the financials - can also empower businesspeople to make smart decisions.

School Western Sydney The College

Discipline Business and Management, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Restrictions Students must be enrolled at Western Sydney, The College.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Collect, organise and display quantitative data.
2. Use basic statistics to justify a decision.
3. Use basic accounting information from financial statements to justify a decision.
4. Use spreadsheet software to analyse and manipulate data to help make a decision.

Subject Content

- Basic business mathematics
- Methods of collecting, organising and displaying data
- Descriptive statistics: measures of central tendency and variability
- Probability theory and its applications for business
- Recording and reporting economic activity for a firm
- Preparation of the statements of profit or loss and financial position
- Financial statements in decision-making
- Basic business mathematics
- Methods of collecting, organising and displaying data
- Descriptive statistics: measures of central tendency and variability
- Probability theory and its applications for business
- Recording and reporting economic activity for a firm
- Preparation of the statements of profit or loss and financial position
- Financial statements in decision-making

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Numerical Problem Solving	1,200 words equivalent	40	N	Individual
Quiz	60 mins each	20	N	Individual
Report	1,250 words and 250 words	40	N	Individual

Teaching Periods

Term 1

Bankstown

Day

Subject Contact Abdullah Al Abed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Abed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Abed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM0029_22-T1_BA_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Abdullah Al Abed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Abed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Abed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM0029_22-T1_PC_D#subjects)

Term 2

Bankstown

Day

Subject Contact Abdullah Al Abed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Abed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Abed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM0029_22-T2_BA_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Abdullah Al Abed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Abed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Abed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM0029_22-T2_PC_D#subjects)

BUSM 1001 Business Academic Skills

Credit Points 10

Legacy Code 200336

Coordinator Nadine Campbell ([https://directory.westernsydney.edu.au/search/name/Nadine Campbell/](https://directory.westernsydney.edu.au/search/name/Nadine%20Campbell/))

Description This is a foundation unit that addresses academic essay writing skills relevant to business and economic issues. The unit is designed to develop basic student proficiencies such as information collection, analysis and evaluation, and logical reasoning skills. Through the analysis of ethical issues, this unit teaches students to research; reference using the College of Business and Law's Harvard style; analyse data; develop an argument; and write an academic essay.

School Business

Discipline Business Management

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects BUSM 1034 - Business Skills and Communication
BUSM 1002 - Business Academic Skills (UWSC) BUSM 1003 - Creative Industries Business Academic Skills

Restrictions External offerings for this subject are only available to students who are enrolled in a Property program or field of study.

Assumed Knowledge

HSC English or equivalent.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse assessment tasks to determine requirements and appropriate composition and response;

2. Undertake library searches and evaluate business and economics literature with regard to explicit and implicit assumptions, logic of arguments and appropriateness;
3. Organise and analyse information to develop a position and supporting arguments;
4. Prepare written texts which are well structured, cohesive and appropriately cited;
5. Identify issues of integrity and ethical practices in academic and business contexts.

Subject Content

- academic integrity and ethics
- academic essays
- Researching and referencing
- reading and Evaluating sources
- note-taking and organising information
- Constructing A thesis
- developing, supporting and documenting An argument
- Paragraphs and sentences
- Coherence and voice
- introductions and conclusions
- Proofreading and editing

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	Online – 3x MyWritingLab Modules and 2x library quizzes	10	N	Individual
Annotated Bibliography	500 words	5	N	Individual
Critical Review	50 words	1.5	N	Individual
Literature Review	500 words	6	N	Individual
Proposal	300-500 words	7.5	N	Individual
Essay	1000 words	20	N	Individual
Essay	1200 words	50	Y	Individual

Prescribed Texts

- Campbell, N (ed.) 2011, Business academic skills 2011, 4th edn, Pearson Education, Sydney Australia [Custom Publication designed for this unit]

Teaching Periods

BUSM 1005 Developing Effective Performance at Work

Credit Points 20

Legacy Code 200880

Coordinator Jayne Bye ([https://directory.westernsydney.edu.au/search/name/Jayne Bye/](https://directory.westernsydney.edu.au/search/name/Jayne%20Bye/))

Description This online unit in the Bachelor of Business Administration enables students to put work experience to practical use in the academic study of business and management. It provides an introduction to work-based learning and helps students to develop the study skills needed in higher education. This unit aims to develop skills to improve performance at work - and as such is quite different from many other units that are designed around a particular subject. In contrast, this unit provides an opportunity to make decisions about what to learn to improve performance in the workplace.

School Business

Discipline Business Management

Student Contribution Band HECS Band 4 20cp

Level Undergraduate Level 1 subject

Restrictions Students must be enrolled in 2773 Bachelor of Business Administration or any Western Sydney Undergraduate program where permission has been granted by that program's DAP or Academic program Advisor.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Discuss work based learning;
2. Design work-based learning projects;
3. Reflect on their own work based learning;
4. Evaluate experiences and make decisions upon future actions;
5. Plan and manage work based learning through the use of work-based learning contracts;
6. Effectively communicate learning within chosen work-based learning topics;
7. Apply relevant knowledge to analyse a work based issue or problem;
8. Engage critically with a range of problems and issues in the workplace in order to provide solutions/outcomes.

Subject Content

- Working life
- work and work based learning
- learning skills from work to Study
- writing skills and reading skills
- The management of learning
- learning contracts
- work based Issues and problems for investigation
- The process of reflection for work based learning
- work based learning and The methods for Critical appraisal

Prescribed Texts

- On line materials will be supplied through vUWS.

Teaching Periods

BUSM 1006 Enterprise Innovation and Markets

Credit Points 10

Legacy Code 200911

Coordinator Neeru Sharma ([https://directory.westernsydney.edu.au/search/name/Neeru Sharma/](https://directory.westernsydney.edu.au/search/name/Neeru%20Sharma/))

Description Enterprise Innovation and Markets introduces students to key concepts, business models and issues surrounding contemporary business. Students will develop an understanding of the private enterprise system and business ownership, the implications of marketing and economics on market structure together with managing innovation. Building on the foundation knowledge of the key principles of markets, students will be able to transfer this knowledge into their subsequent study of specialist areas. The unit also aims to develop students' communication skills by working in teams to enhance their literacy proficiency and enhance their critical thinking in preparation for the more advanced units of the degree.

School Business

Discipline Business Management

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain contemporary enterprise practices in the marketplace;
2. Evaluate the competitive position of an enterprise in range of business contexts;
3. Examine the economic challenges facing contemporary enterprises;
4. Compare options for assessing business opportunities and innovative practice;
5. Critically analyse innovation in different enterprises.

Subject Content

- dimensions of innovation
- Linking creativity, innovation and Entrepreneurship
- The Marketing environment and Marketing mix
- identifying customers ? segmentation, targeting and positioning
- economics, demand and Supply
- economic decisions and perfect Competition
- Imperfect Competition and Monopoly
- entrepreneurs and business markets
- The entrepreneurial process

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Portfolio	1,000 words equivalency	30	N	Individual
Report	3,500 words	30	N	Group
Final Exam	2 hours	40	N	Individual

Prescribed Texts

- Garlin, F, Hayek, J, Mariyani-Squire, E & Spanjaard, D (comp) 2018, 200911 Enterprise innovation and markets, 5th edn, John Wiley and Sons Australia Pty Limited, Milton Queensland 4064, Australia.

- Garlin, F, Hayek, J, Mariyani-Squire, E & Spanjaard, D (comp) 2016, 200911 Enterprise Innovation and Markets, John Wiley and Sons Australia Pty Limited, Milton Queensland 4064, Australia.

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Neeru Sharma ([https://directory.westernsydney.edu.au/search/name/Neeru Sharma/](https://directory.westernsydney.edu.au/search/name/Neeru%20Sharma/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1006_22-AUT_BA_D#subjects)

Campbelltown

Day

Subject Contact Neeru Sharma ([https://directory.westernsydney.edu.au/search/name/Neeru Sharma/](https://directory.westernsydney.edu.au/search/name/Neeru%20Sharma/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1006_22-AUT_CA_D#subjects)

Online

Online

Subject Contact Neeru Sharma ([https://directory.westernsydney.edu.au/search/name/Neeru Sharma/](https://directory.westernsydney.edu.au/search/name/Neeru%20Sharma/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1006_22-AUT_ON_O#subjects)

Parramatta City - Macquarie St

Evening

Subject Contact Neeru Sharma ([https://directory.westernsydney.edu.au/search/name/Neeru Sharma/](https://directory.westernsydney.edu.au/search/name/Neeru%20Sharma/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1006_22-AUT_PC_E#subjects)

Day

Subject Contact Neeru Sharma ([https://directory.westernsydney.edu.au/search/name/Neeru Sharma/](https://directory.westernsydney.edu.au/search/name/Neeru%20Sharma/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1006_22-AUT_PC_D#subjects)

WSU Online TRI-1

Wsu Online

Online

Subject Contact Karen Harvey ([https://directory.westernsydney.edu.au/search/name/Karen Harvey/](https://directory.westernsydney.edu.au/search/name/Karen%20Harvey/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1006_22-OT1_OW_O#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1006_22-SC1_SC_D#subjects)

UEH-Session 1

Vietnam

Day

Subject Contact Karen Walsh ([https://directory.westernsydney.edu.au/search/name/Karen Walsh/](https://directory.westernsydney.edu.au/search/name/Karen%20Walsh/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1006_22-UT1_UE_D#subjects)

UEH-Session 2

Vietnam

Day

Subject Contact Neeru Sharma ([https://directory.westernsydney.edu.au/search/name/Neeru Sharma/](https://directory.westernsydney.edu.au/search/name/Neeru%20Sharma/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1006_22-UT2_UE_D#subjects)

Spring

Bankstown

Day

Subject Contact Neeru Sharma ([https://directory.westernsydney.edu.au/search/name/Neeru Sharma/](https://directory.westernsydney.edu.au/search/name/Neeru%20Sharma/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1006_22-SPR_BA_D#subjects)

Campbelltown

Day

Subject Contact Neeru Sharma ([https://directory.westernsydney.edu.au/search/name/Neeru Sharma/](https://directory.westernsydney.edu.au/search/name/Neeru%20Sharma/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1006_22-SPR_CA_D#subjects)

Online

Online

Subject Contact Karen Walsh ([https://directory.westernsydney.edu.au/search/name/Karen Walsh/](https://directory.westernsydney.edu.au/search/name/Karen%20Walsh/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1006_22-SPR_ON_O#subjects)

Parramatta City - Macquarie St

Evening

Subject Contact Neeru Sharma ([https://directory.westernsydney.edu.au/search/name/Neeru Sharma/](https://directory.westernsydney.edu.au/search/name/Neeru%20Sharma/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1006_22-SPR_PC_E#subjects)

Day

Subject Contact Neeru Sharma ([https://directory.westernsydney.edu.au/search/name/Neeru Sharma/](https://directory.westernsydney.edu.au/search/name/Neeru%20Sharma/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1006_22-SPR_PC_D#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Karen Harvey ([https://directory.westernsydney.edu.au/search/name/Karen Harvey/](https://directory.westernsydney.edu.au/search/name/Karen%20Harvey/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1006_22-OT3_OW_O#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1006_22-SC3_SC_D#subjects)

UEH-Session 3

Vietnam

Day

Subject Contact Karen Walsh ([https://directory.westernsydney.edu.au/search/name/Karen Walsh/](https://directory.westernsydney.edu.au/search/name/Karen%20Walsh/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1006_22-UT3_UE_D#subjects)

BUSM 1007 Enterprise Innovation and Markets (WSTC)

Credit Points 10

Legacy Code 700251

Coordinator Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

Description This unit introduces students to key concepts, business models and issues surrounding contemporary business. Students will develop an understanding of the private enterprise system, competing on a global platform, business ethics and social responsibility, business ownership, market structure and innovation. Building on the foundation knowledge of the key principles of markets and public policy students will be able to transfer this knowledge into their subsequent study of specialist areas. The unit also aims to develop students' communication skills to enhance their literacy proficiency in preparation for the more advanced units of the degree.

School Business

Discipline Business Management

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects BUSM 1006 - Enterprise Innovation and Markets

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in extended diplomas must pass 35 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain contemporary enterprise practices in the marketplace.
2. Evaluate the competitive position of an enterprise in range of business contexts.
3. Examine the economic challenges facing contemporary enterprises.

4. Compare options for assessing business opportunities and innovative practice.
5. Critically analyse innovation in different enterprises.

Subject Content

- Dimensions of innovation
- Linking creativity, innovation and entrepreneurship
- The marketing environment and marketing mix
- Identifying customers ? segmentation, targeting and positioning
- Economics, demand and supply
- Economic decisions and perfect competition
- Imperfect competition and monopoly
- Entrepreneurs and business markets
- The entrepreneurial process
- Dimensions of innovation
- Linking creativity, innovation and entrepreneurship
- The marketing environment and marketing mix
- Identifying customers ? segmentation, targeting and positioning
- Economics, demand and supply
- Economic decisions and perfect competition
- Imperfect competition and monopoly
- Entrepreneurs and business markets
- The entrepreneurial process
- Dimensions of innovation
- Linking creativity, innovation and entrepreneurship
- The marketing environment and marketing mix
- Identifying customers ? segmentation, targeting and positioning
- Economics, demand and supply
- Economic decisions and perfect competition
- Imperfect competition and monopoly
- Entrepreneurs and business markets
- The entrepreneurial process

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	1 hour	20	N	Individual
Report	1,500 words	40	N	Individual
End-of-session Exam	2 hours	40	N	Individual

Teaching Periods

Term 1

Bankstown

Day

Subject Contact Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1007_22-T1_BA_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1007_22-T1_PC_D#subjects)

Term 2

Bankstown

Day

Subject Contact Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1007_22-T2_BA_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1007_22-T2_PC_D#subjects)

Term 3

Bankstown

Day

Subject Contact Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1007_22-T3_BA_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1007_22-T3_PC_D#subjects)

BUSM 1008 Enterprise Leadership

Credit Points 10

Legacy Code 200912

Coordinator Ayda Succarie ([https://directory.westernsydney.edu.au/search/name/Ayda Succarie/](https://directory.westernsydney.edu.au/search/name/Ayda%20Succarie/))

Description Enterprise Leadership begins the development of the understanding of the role and function of business management and enterprise leadership concepts. Enterprise leaders need to balance a range of stakeholder perspectives in dynamic internal and external environments at local and global levels. Students are introduced to people, managerial and organisational processes designed to achieve enterprise leadership. Problem solving scenarios and experiential learning provide students with a foundation to develop personal and professional skills required to effectively manage their careers.

School Business

Discipline Business Management

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects BUSM 1038 - Management Dynamics BUSM 1009 - Enterprise Leadership (WSTC)

Incompatible Subjects BUSM 1014 - Introduction to Business Studies

Restrictions

Note that only students enrolled at WSU Online or Sydney City Campus may register in the WSU Online or Sydney City Campus subjects offered at those locations.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate skills in verbal and written communication appropriate for multicultural and diverse business and reporting;
2. Identify enterprise design, formation and the business-life cycle using an integrated perspective;
3. Outline the key leadership issues involved in the start-up, growth and reinvigoration of a business;
4. Evaluate key stakeholder roles in enterprise decision-making and the role of leadership in change management;
5. Choose and justify appropriate people and managerial processes and systems for different enterprise problem scenarios.

Subject Content

- skills for effective business and enterprise Communications including multicultural communication
- approaches to Understanding enterprise leadership in A variety of contexts
- key strategic, Managerial and organisational processes
- innovation and entrepreneurial business processes
- managing and leading groups and teams in multicultural contexts
- managing people processes and systems in High-performing Organisations

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Essay	1,000 words	20	N	Individual
Report	5 Minute individual presentation and 1000 word report summary and reflection	40	N	Individual
Final Exam	800 word written task (4x 200 word short responses)	40	Y	Individual

WSU Online Trimester 1 Online

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1000 words	20	N	Individual
Report	Part 1: 5 minute Presentation and 1,000 word report Part 2: 500 word reflection	40	N	Individual
Final Exam	2 hours	40	N	Individual

Teaching Periods

Summer A

Online

Online

Subject Contact Ayda Succarie (https://directory.westernsydney.edu.au/search/name/Ayda_Succarie/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1008_22-SUA_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Pauline Ross (https://directory.westernsydney.edu.au/search/name/Pauline_Ross/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1008_22-SUA_PC_D#subjects)

Autumn

Bankstown

Day

Subject Contact Ayda Succarie (https://directory.westernsydney.edu.au/search/name/Ayda_Succarie/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1008_22-AUT_BA_D#subjects)

Campbelltown

Day

Subject Contact Ayda Succarie (https://directory.westernsydney.edu.au/search/name/Ayda_Succarie/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1008_22-AUT_CA_D#subjects)

Online

Online

Subject Contact Pauline Ross (https://directory.westernsydney.edu.au/search/name/Pauline_Ross/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1008_22-AUT_ON_O#subjects)

Parramatta City - Macquarie St

Evening

Subject Contact Ayda Succarie (https://directory.westernsydney.edu.au/search/name/Ayda_Succarie/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1008_22-AUT_PC_E#subjects)

Day

Subject Contact Ayda Succarie (https://directory.westernsydney.edu.au/search/name/Ayda_Succarie/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1008_22-AUT_PC_D#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Daniel Townsend (https://directory.westernsydney.edu.au/search/name/Daniel_Townsend/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1008_22-SC1_SC_D#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Helen Lambourne (https://directory.westernsydney.edu.au/search/name/Helen_Lambourne/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1008_22-OT2_OW_O#subjects)

Spring

Bankstown

Day

Subject Contact Ayda Succarie (https://directory.westernsydney.edu.au/search/name/Ayda_Succarie/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1008_22-SPR_BA_D#subjects)

Campbelltown

Day

Subject Contact Ayda Succarie (https://directory.westernsydney.edu.au/search/name/Ayda_Succarie/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1008_22-SPR_CA_D#subjects)

Online

Online

Subject Contact Ayda Succarie (https://directory.westernsydney.edu.au/search/name/Ayda_Succarie/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1008_22-SPR_ON_O#subjects)

Parramatta City - Macquarie St

Evening

Subject Contact Ayda Succarie (https://directory.westernsydney.edu.au/search/name/Ayda_Succarie/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1008_22-SPR_PC_E#subjects)

Day

Subject Contact Ayda Succarie (https://directory.westernsydney.edu.au/search/name/Ayda_Succarie/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1008_22-SPR_PC_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Ayda Succarie (https://directory.westernsydney.edu.au/search/name/Ayda_Succarie/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1008_22-SPR_PS_D#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Ildiko Volcz (https://directory.westernsydney.edu.au/search/name/Ildiko_Volcz/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1008_22-OT3_OW_O#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Daniel Townsend (https://directory.westernsydney.edu.au/search/name/Daniel_Townsend/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1008_22-SC3_SC_D#subjects)

BUSM 1009 Enterprise Leadership (WSTC)

Credit Points 10

Legacy Code 700252

Coordinator Bader Unnisa Mehdi (https://directory.westernsydney.edu.au/search/name/Bader_Unnisa_Mehdi/)

Description Enterprise Leadership begins the development of the understanding of the role and function of business management and enterprise leadership concepts. Enterprise leaders need to balance a range of stakeholder perspectives in dynamic internal and external environments at local and global levels. Students are introduced to people, managerial and organisational processes designed to achieve enterprise leadership. Problem solving scenarios and experiential learning allow students to develop personal and professional skills required to effectively manage their careers.

School Business

Discipline Business Management

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Pre-requisite(s) Students enrolled in 7098 Diploma in Business or 7102 Diploma in Business Extended must have successfully completed BUSM 0001 Academic Skills for Business (WSTC Prep) before enrolling in this unit

Students enrolled in 7065 Diploma in Construction Management Extended must have successfully completed BLDG 0001 Academic Skills for Construction Management (WSTC Prep) before enrolling in this unit

Equivalent Subjects BUSM 1038 - Management Dynamics BUSM 1008 - Enterprise Leadership BUSM 1018 - Management Dynamics (UWSC)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	45 min	15	N	Individual
Presentation	3-5 mins	15	N	Individual
Report	1250 words	30	N	Individual
End-of-session Exam	2 hours	40	Y	Individual

Teaching Periods

Term 1

Bankstown

Day

Subject Contact Bader Unnisa Mehdi (https://directory.westernsydney.edu.au/search/name/Bader_Unnisa_Mehdi/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1009_22-T1_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Bader Unnisa Mehdi (https://directory.westernsydney.edu.au/search/name/Bader_Unnisa_Mehdi/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1009_22-T1_BL_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Bader Unnisa Mehdi (https://directory.westernsydney.edu.au/search/name/Bader_Unnisa_Mehdi/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1009_22-T1_PC_D#subjects)

Term 2

Bankstown

Day

Subject Contact Bader Unnisa Mehdi (https://directory.westernsydney.edu.au/search/name/Bader_Unnisa_Mehdi/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1009_22-T2_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Bader Unnisa Mehdi (https://directory.westernsydney.edu.au/search/name/Bader_Unnisa_Mehdi/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1009_22-T2_BL_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Bader Unnisa Mehdi (https://directory.westernsydney.edu.au/search/name/Bader_Unnisa_Mehdi/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1009_22-T2_PC_D#subjects)

Term 3

Bankstown

Day

Subject Contact Bader Unnisa Mehdi (<https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1009_22-T3_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Bader Unnisa Mehdi (<https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1009_22-T3_BL_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Bader Unnisa Mehdi (<https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1009_22-T3_PC_D#subjects)

Internal

Subject Contact Bader Unnisa Mehdi (<https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1009_22-T3_PC_1#subjects)

BUSM 1010 Financing Enterprises

Credit Points 10

Legacy Code 200910

Coordinator Walid Bakry (<https://directory.westernsydney.edu.au/search/name/Walid Bakry/>)

Description Financing an enterprise plays an important role in ensuring its survival. Financing Enterprises focuses on the different types of enterprises available to start a business, financial statements issued by enterprises, key sources of finance available to small and large businesses, and how the surrounding financial and macroeconomic environments affect an enterprises performance. Participants in the unit will learn how to identify, analyse and interpret financial information using industry related database. The unit utilises problem solving and case studies so participants can understand the real world significance of finance. Successful completion of the unit equips participants with key concepts involved in financing enterprises.

School Business

Discipline Business And Management

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects BUSM 1011 - Financing Enterprises (WSTC)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the different types of enterprise structures;
2. Interpret financial statements;
3. Identify the potential sources of funds;
4. Analyse financial statements for decision making;
5. Identify key economic indicators in a global business context;
6. Understand enterprises and the macroeconomic policy environment.

Subject Content

- enterprise Structures
- financial statement interpretation
- sources of finance
- financial statement decision making
- The macroeconomic environment
- economic indicators for enterprise success
- enterprises and The macroeconomic policy environment

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	a. Online homework, weekly quiz (10%) 10 minutes b. mid-term online quiz (20%) 60 minutes	30	N	Individual
Numerical Problem Solving	1500 words	20	N	Group
Final Exam	2 hours	50	Y	Individual

Prescribed Texts

- Bakry, W (ed.) 2020, Financing enterprises, 2nd edn, Pearson, Melbourne, Australia. [ISBN 9780655702269]

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Walid Bakry (<https://directory.westernsydney.edu.au/search/name/Walid Bakry/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1010_22-AUT_BA_D#subjects)

Campbelltown

Day

Subject Contact Walid Bakry (<https://directory.westernsydney.edu.au/search/name/Walid Bakry/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1010_22-AUT_CA_D#subjects)

Online

Online

Subject Contact Walid Bakry ([https://directory.westernsydney.edu.au/search/name/Walid Bakry/](https://directory.westernsydney.edu.au/search/name/Walid%20Bakry/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1010_22-AUT_ON_O#subjects)

Parramatta City - Macquarie St

Evening

Subject Contact Walid Bakry ([https://directory.westernsydney.edu.au/search/name/Walid Bakry/](https://directory.westernsydney.edu.au/search/name/Walid%20Bakry/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1010_22-AUT_PC_E#subjects)

Day

Subject Contact Walid Bakry ([https://directory.westernsydney.edu.au/search/name/Walid Bakry/](https://directory.westernsydney.edu.au/search/name/Walid%20Bakry/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1010_22-AUT_PC_D#subjects)

UEH-Session 1

Vietnam

Day

Subject Contact Walid Bakry ([https://directory.westernsydney.edu.au/search/name/Walid Bakry/](https://directory.westernsydney.edu.au/search/name/Walid%20Bakry/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1010_22-UT1_UE_D#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Matthew Kelly ([https://directory.westernsydney.edu.au/search/name/Matthew Kelly/](https://directory.westernsydney.edu.au/search/name/Matthew%20Kelly/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1010_22-OT2_OW_O#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1010_22-SC2_SC_D#subjects)

UEH-Session 2

Vietnam

Day

Subject Contact Walid Bakry ([https://directory.westernsydney.edu.au/search/name/Walid Bakry/](https://directory.westernsydney.edu.au/search/name/Walid%20Bakry/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1010_22-UT2_UE_D#subjects)

Spring

Bankstown

Day

Subject Contact Gulay Avsar ([https://directory.westernsydney.edu.au/search/name/Gulay Avsar/](https://directory.westernsydney.edu.au/search/name/Gulay%20Avsar/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1010_22-SPR_BA_D#subjects)

Campbelltown

Day

Subject Contact Gulay Avsar ([https://directory.westernsydney.edu.au/search/name/Gulay Avsar/](https://directory.westernsydney.edu.au/search/name/Gulay%20Avsar/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1010_22-SPR_CA_D#subjects)

Online

Online

Subject Contact Gulay Avsar ([https://directory.westernsydney.edu.au/search/name/Gulay Avsar/](https://directory.westernsydney.edu.au/search/name/Gulay%20Avsar/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1010_22-SPR_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Walid Bakry ([https://directory.westernsydney.edu.au/search/name/Walid Bakry/](https://directory.westernsydney.edu.au/search/name/Walid%20Bakry/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1010_22-SPR_PC_D#subjects)

Evening

Subject Contact Walid Bakry ([https://directory.westernsydney.edu.au/search/name/Walid Bakry/](https://directory.westernsydney.edu.au/search/name/Walid%20Bakry/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1010_22-SPR_PC_E#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Gulay Avsar ([https://directory.westernsydney.edu.au/search/name/Gulay Avsar/](https://directory.westernsydney.edu.au/search/name/Gulay%20Avsar/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1010_22-SPR_PS_D#subjects)

BUSM 1011 Financing Enterprises (WSTC)

Credit Points 10

Legacy Code 700253

Coordinator Abdullah Al Aabed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Aabed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Aabed/))

Description Financing an enterprise plays an important role in ensuring its survival. Financing Enterprises focuses on the different types of enterprises available to start a business, financial statements issued by enterprises, key sources of finance available to small and large businesses, and how the surrounding financial and macroeconomic environments affect an enterprise's performance. Participants in the unit will learn how to identify, analyse and interpret financial information using industry related database. The unit utilises problem solving and case studies so participants can understand the real world

significance of finance. Successful completion of the unit equips participants with key concepts involved in financing enterprises.

School Business

Discipline Business Management

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects BUSM 1010 - Financing Enterprises

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in extended diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the different types of enterprise structures.
2. Interpret financial statements.
3. Identify the potential sources of funds.
4. Analyse financial statements for decision making.
5. Identify key economic indicators in a global business context.
6. Understand enterprises and the macroeconomic policy environment.

Subject Content

Enterprise structures.

Financial statement interpretation.

Sources of finance.

Financial statement decision making.

The macroeconomic environment.

Economic indicators for enterprise success.

Enterprises and the macroeconomic policy environment.

Enterprise structures.

Financial statement interpretation.

Sources of finance.

Financial statement decision making.

The macroeconomic environment.

Economic indicators for enterprise success.

Enterprises and the macroeconomic policy environment.

Enterprise structures.

Financial statement interpretation.

Sources of finance.

Financial statement decision making.

The macroeconomic environment.

Economic indicators for enterprise success.

Enterprises and the macroeconomic policy environment.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Intra-session Exam	1 hour	20	N	Individual
Quiz	15 mins each	20	N	Individual
Numerical Problem Solving	1500 words	20	N	Group

End-of-session Exam	2 hours	40	Y	Individual
---------------------	---------	----	---	------------

Prescribed Texts

- Bakry, W (ed) 2016, Financing enterprises, 1st edn, Pearson, Melbourne, Australia. [ISBN 9781488613692]

Teaching Periods

Term 1

Bankstown

Day

Subject Contact Abdullah Al Abed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Abed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Abed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1011_22-T1_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Abdullah Al Abed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Abed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Abed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1011_22-T1_BL_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Abdullah Al Abed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Abed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Abed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1011_22-T1_PC_D#subjects)

Term 2

Bankstown

Day

Subject Contact Abdullah Al Abed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Abed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Abed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1011_22-T2_BA_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Abdullah Al Abed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Abed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Abed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1011_22-T2_PC_D#subjects)

Term 3

Bankstown

Day

Subject Contact Abdullah Al Abed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Abed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Abed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1011_22-T3_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Abdullah Al Abed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Abed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Abed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1011_22-T3_BL_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Abdullah Al Abed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Abed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Abed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1011_22-T3_PC_D#subjects)

BUSM 1012 Foundations of Entrepreneurship

Credit Points 10

Legacy Code 200979

Coordinator Claire Lewin ([https://directory.westernsydney.edu.au/search/name/Claire Lewin/](https://directory.westernsydney.edu.au/search/name/Claire%20Lewin/))

Description This unit introduces students to the necessary foundations for starting a business and entrepreneurship. Students will be introduced to the Australian business environment and key principles for setting up an entrepreneurial and competitive Business within that environment. Students will be exposed to theories and frameworks on entrepreneurship, entrepreneurial processes, and new and emerging entrepreneurship issues. Students will apply knowledge gained through completing a Business Model Canvass (BMC) case study of a real start-up company or completing a BMC of their own entrepreneurial venture (for students already undertaking an entrepreneurial project).

School Business

Discipline Business and Management, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify key requirements for setting up a small business in the Australian business environment;
2. Identify key processes for setting up a small business;
3. Apply knowledge on entrepreneurship frameworks and processes through analysing a real-life start-up company;
4. Demonstrate ability to write succinctly and clearly in a manner that appeals to a wide audience;
5. Demonstrate ability to verbally communicate clearly and effectively to a wide audience.

Subject Content

The 21st century entrepreneur in an Australian business environment
 Entrepreneurship: Introduction to theory and practice
 Entrepreneurship in practice: Creativity and innovation
 Entrepreneurial opportunities, Innovation and the draft business plan
 Entrepreneurial financing
 Managing entrepreneurial functions
 Legal and ethical aspects of entrepreneurship

Entrepreneurship, small business management and developing the business

Entrepreneurship in society: Corporate, social, indigenous and family

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Case Study	1,750 words	40	N	Individual
Quiz	40 min	40	N	Individual
Presentation	10 minutes	20	N	Individual

Prescribed Texts

- Barringer, Bruce & Ireland, R. Duane, 2018, Entrepreneurship: Successfully Launching New Ventures, Global Edition eBook, 6th Edition, Pearson, USA

Teaching Periods

Autumn

Online

Online

Subject Contact Claire Lewin ([https://directory.westernsydney.edu.au/search/name/Claire Lewin/](https://directory.westernsydney.edu.au/search/name/Claire%20Lewin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1012_22-AUT_ON_O#subjects)

BUSM 1013 Global Supply Chain Management

Credit Points 10

Legacy Code 200677

Coordinator Stephen Waters ([https://directory.westernsydney.edu.au/search/name/Stephen Waters/](https://directory.westernsydney.edu.au/search/name/Stephen%20Waters/))

Description This contemporary unit focuses on the importance of supply chain management in the success and profitability of organisations. Supply chain management is defined theoretically and practically, with critical issues in designing a global supply chain network discussed. Several case studies enabling students to understand issues within supply chain management are discussed throughout, covering areas such as collaboration, transport, warehousing and the various relationships within the supply chain.

School Business

Discipline Business and Management, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects LGYA 4795 - Global Warehousing and Transport Management
 LGYA 4836 - Global Logistics and Supply Chain Management
 LGYA 4740 - Warehousing and Transport Management

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of fundamental supply chains principles.
2. Examine supply chain processes and techniques using global case studies and demonstrations.
3. Understand various performance measures and measurement techniques to assess overall supply chain performance.
4. Assess contemporary practices, trends, and challenges within supply chain management
5. Understand the scope of the activities for effectively managing broader supply chain management
6. Examine the role of network strategies in the effective supply chain management.

Subject Content

Product Development and Order Fulfilment
 Supply Chain Mapping
 Core Competencies and Outsourcing
 Performance Measurement
 Transportation
 Warehousing and Facility Location
 Customer Relationship Management
 Inventory Management and Materials Resource Planning

Teaching Periods

BUSM 1014 Introduction to Business Studies

Credit Points 20

Legacy Code 200879

Coordinator Louise Ingersoll ([https://directory.westernsydney.edu.au/search/name/Louise Ingersoll/](https://directory.westernsydney.edu.au/search/name/Louise%20Ingersoll/))

Description This online unit is the first in the degree in business administration and is the introductory unit in business studies. It explores the question 'What is a business?' and investigates the business functions of human resource management, accounting and finance, and marketing. Different internal and external elements of a business are introduced, and the context in which a business operates is explained. Students will explore the common aims and characteristics of business - investigating what makes them different. Business structures, cultures and functions are identified and the political, social, economic, technological and ethical considerations affecting business are introduced.

School Business

Discipline Business And Management

Student Contribution Band HECS Band 4 20cp

Level Undergraduate Level 1 subject

Incompatible Subjects BUSM 1038 Management Dynamics

Restrictions Students must be enrolled in 2773 Bachelor of Business Administration or any UWS Undergraduate program where permission has been granted by that program's DAP or Academic program Advisor.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. demonstrate their knowledge and understanding of the nature and purpose of business organisations

2. discuss key concepts relating to business functioning, survival and success
3. identify the role of HR, Accounting, Finance and Marketing in business organisations
4. analyse established ideas, concepts and techniques of leadership and management and apply this knowledge to examine problems
5. communicate information, ideas and arguments effectively using appropriate styles and language, to specialist and non-specialist audiences
6. read and interpret information presented in a variety of forms and perform relevant tasks of analysis and evaluation
7. develop the ability to reflect on theory and to use specific business knowledge to enhance work/practice

Subject Content

What is business?

The structure, culture and role of business organisations, the complex dynamics of organisational environments and how organisations understand and interact with their environments

An introduction to human resource management in business

An introduction to accounting and finance in business

An introduction to marketing in business

The different ways of looking at business

Teaching Periods

BUSM 1015 Introduction to International Business

Credit Points 10

Legacy Code 200591

Coordinator Felicitas Evangelista ([https://directory.westernsydney.edu.au/search/name/Felicitas Evangelista/](https://directory.westernsydney.edu.au/search/name/Felicitas%20Evangelista/))

Description This unit introduces students to the nature of international business operations in the world economy. The first part focuses on the basic concepts and theories of international trade, investment, and foreign exchange which form the foundation of a firm's international business activities. The second part is devoted to the economic, cultural, political and ethical environments and their effects on a firm's international business operations. The third and last part provides an overview of how the functional areas of business i.e. Marketing, production, human resource and finance are conducted in and affected by the multifaceted environment of an internationally oriented firm.

School Business

Discipline International Business

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects LGYA 9780 - International Business and Asian Environment

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Appreciate the nature of international business and understand how it differs from domestic business operations;
2. Apply essential concepts and theories of international business;
3. Recognise the pertinent economic, cultural, political and ethical dimensions of a company's international business activities;

4. Demonstrate the ability to identify and address common problems faced by an internationally oriented firm;
5. Demonstrate adequate communication and interpersonal skills to provide and respond to feedback about international business issues.

Subject Content

- globalisation and Internationalisation
- theories of trade and investment
- foreign exchange and finance
- cultural differences
- political and legal environments
- economic environment
- ethics and corporate responsibility
- international business strategy
- international Marketing
- international production, outsourcing and Logistics
- international human resource management

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	20 minutes/1,500 words	20	N	Group
Participation	20 minutes per case	10	N	Individual
Quiz	10-15 multiple choice questions x 3	20	N	Individual
Final Exam	2 hours	50	Y	Individual

Prescribed Texts

- Hill, C, Hult, T., Wickramasekera, R, Mackenzie, K. and Gordon, C. 2019, Global business today, Asia-Pacific Perspective 5th edn, McGraw Hill.

Teaching Periods

Autumn

Online

Online

Subject Contact Felicitas Evangelista ([https://directory.westernsydney.edu.au/search/name/Felicitas Evangelista/](https://directory.westernsydney.edu.au/search/name/Felicitas%20Evangelista/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1015_22-AUT_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Felicitas Evangelista ([https://directory.westernsydney.edu.au/search/name/Felicitas Evangelista/](https://directory.westernsydney.edu.au/search/name/Felicitas%20Evangelista/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1015_22-AUT_PC_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1015_22-SC2_SC_D#subjects)

BUSM 1019 Management Foundations

Credit Points 10

Legacy Code MG102A

Coordinator Ian Caddy ([https://directory.westernsydney.edu.au/search/name/Ian Caddy/](https://directory.westernsydney.edu.au/search/name/Ian%20Caddy/))

Description 'Management Foundations' provides an opportunity for students to understand the linkage between organisational processes and managerial practices. The aim of the unit is to identify the dynamic nature of managerial practice in changing social, economic, technological and global environments. The unit investigates management theory, roles, and managerial skills and addresses the ongoing needs of decision making, quality management and worksite safety management. This unit is offered specifically to the School of Computing, Engineering and Mathematics and the School of Social Sciences and Psychology.

School Business

Discipline Business Management

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Incompatible Subjects BUSM 1038 - Management Dynamics

Restrictions Students must be enrolled in the degrees offered by the Schools of: Computing, Engineering and Mathematics; Social Sciences and Psychology; Humanities and Communication Arts; and Education.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine the complex nature of organisations and management.
2. Analyse the environments of organisations by identifying the dynamic nature of managerial practice in changing social, economic, technological and global environments.
3. Assess the relationship of organisations with their stakeholders in the context of social responsibility and managerial ethics.
4. Evaluate decision-making models and processes and the effect of risk on decision making.
5. Evaluate planning processes and systems and how organisational planning is affected by environmental uncertainty.
6. Examine the integrative organisational role of management in the context of strategic leadership.
7. Examine professional standards of workplace behaviour and communication.

Subject Content

Introduction to the dynamic nature of management as a contingent and complex endeavour.

Environmental analysis of organisations and managerial practice in sustainable social, economic and technological environments and in the global context.

Organisations and managerial practice from the stakeholder perspective: social responsibility and managerial ethics. Decision-making and risk.

Quality management.

Work Health and Safety.

Organisational planning and environmental uncertainty.

Strategic organisational leadership: leadership capability.

Strategic organisational leadership: groups and teams.

Strategic organisational leadership: communications and interpersonal skills.

Professional standards in workplace behaviour and communications.

Prescribed Texts

- Robbins, SP, Bergman, R & Stagg, I 2012 Essentials of management, 1st edn, Pearson Education, Frenchs Forest, NSW.
- Work health and safety supplement for Management Foundations, Pearson Education, Frenchs Forest, NSW.

Teaching Periods

BUSM 1021 Management Practice

Credit Points 20

Legacy Code 200890

Coordinator Louise Ingersoll ([https://directory.westernsydney.edu.au/search/name/Louise Ingersoll/](https://directory.westernsydney.edu.au/search/name/Louise%20Ingersoll/))

Description This online unit introduces management ideas and uses activities to build on the students' existing knowledge and skills through the application of management theory. The unit will develop an understanding of management practice in the wider context of organisations. Students will critically evaluate their workplace context in relation to management practice and review their knowledge and skills. The unit is suitable for anyone who has undertaken workplace learning in the last three years and wants to develop an academic understanding of management disciplines such as operations, marketing, strategy, and their own management practice.

School Business

Discipline Business Management

Student Contribution Band HECS Band 4 20cp

Level Undergraduate Level 1 subject

Incompatible Subjects BUSM 1038 Management of Dynamics

Restrictions Students must be enrolled in 2773 Bachelor of Business Administration or any UWS Undergraduate program where permission has been granted by that program's DAP or Academic program Advisor.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate how learning they have undertaken previously in the workplace can be utilised to inform the development of their management practice
2. Select and used a range of management theories, concepts and ideas to help identify, analyse and address issues and situations in their current practice setting.

3. Work in collaboration with others in assessing the applicability of selected management theories, etc. to their own and others identified practice problems
4. Reflect on the impact of their learning on their practice of management, and their future development as a management practitioner.
5. Identify and draw upon appropriate forms of prior learning relating to the development of their management practice.
6. Apply relevant theoretical knowledge of management to a practical problem
7. Collaborate with peers practitioners to, and begin to, critically evaluate the applicability of selected management theories etc.
8. Work independently on identifying issues and situations in the workplace and apply academic theories and concepts to these to gain a deeper understanding of them.
9. Use of a range of tools and websites for finding and recording information online: internet browsers, search engines, copy/ paste, e-portfolios and download functions
10. Communicate with peer learners via synchronous and asynchronous online media
11. Manage and organise their own time to meet module assessment deadlines
12. Demonstrate an awareness of their own skills and abilities in relation to the requirements of their own practice role

Subject Content

1. Using academic theory in the workplace
2. The role of the manager
3. Making sense of your organisation (Strategy)
4. Leadership and Management
5. Managing Resources: People
6. Managing Resources: Finance
7. Managing Processes
8. Planning (incl. Projects)
9. Connecting with your customers (Marketing)
10. Workplace Practice

Teaching Periods

BUSM 1023 Managing People at Work

Credit Points 10

Legacy Code 200300

Coordinator Sheree Gregory ([https://directory.westernsydney.edu.au/search/name/Sheree Gregory/](https://directory.westernsydney.edu.au/search/name/Sheree%20Gregory/))

Description 'Managing People at Work' provides an introductory framework for the study of employment relations. The unit is approached from a stakeholder perspective, emphasising the way that management, labour and the State, along with other key stakeholders, act, both separately and together, to structure the employment relationship. In doing so, the unit integrates industrial relations and human resource management theory and practice, illustrating the links between the two disciplines. The content of the unit is structured so as to provide an initial introduction to the disciplines of industrial relations, human resource management, and employment relations, and to the key stakeholders in the employment relationship. Building on this framework, a theoretical and empirical analysis of employment relations processes is provided, with particular emphasis given to recent changes in the role and perspectives of stakeholders.

School Business**Discipline** Human Resource Management**Student Contribution Band** HECS Band 4 10cp**Level** Undergraduate Level 1 subject

Equivalent Subjects LGYA 4397 - Management of Employment Relations LGYA 9845 - Introductory Employment Relations BUSM 1024 - Managing People at Work (UWSC) LGYB 0478 - Managing People at Work (Creative Industries)

Restrictions

Note that only students enrolled at WSU Online may register in the WSU Online subjects offered at that location.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the different approaches to the study and practice of employment relations;
2. Demonstrate recognition of the dynamics of industrial relations and human resource management both in the academic literature and in professional practice;
3. Identify internal and external stakeholders in the employment relationship and the goals and objectives of these stakeholders;
4. Analyse the way that these stakeholders act, together and separately, to shape employment relations processes;
5. Assess the complexity and dimensions of people management.

Subject Content

- exploring The Complexity of managing people at work
- work, organisation and stakeholders
- determining, attracting and selecting human resources
- developing and rewarding human resources
- managing human resources
- human resources in A changing World
- Building relationships at work

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	500 words	20	N	Individual
Essay	1,500 words	40	N	Individual
Final Exam	2 hours	40	Y	Individual

Prescribed Texts

Stone, Raymond. J. (2021) Human Resource Management, 10th edn, Wiley, Milton, Australia, ISBN: 9780730385356.

Teaching Periods

Summer A

Online**Online**

Subject Contact Shailen Muneshwar ([https://directory.westernsydney.edu.au/search/name/Shailen Muneshwar/](https://directory.westernsydney.edu.au/search/name/Shailen%20Muneshwar/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1023_22-SUA_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Shailen Muneshwar ([https://directory.westernsydney.edu.au/search/name/Shailen Muneshwar/](https://directory.westernsydney.edu.au/search/name/Shailen%20Muneshwar/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1023_22-SUA_PC_D#subjects)

Autumn

Bankstown**Day**

Subject Contact Sheree Gregory ([https://directory.westernsydney.edu.au/search/name/Sheree Gregory/](https://directory.westernsydney.edu.au/search/name/Sheree%20Gregory/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1023_22-AUT_BA_D#subjects)

Campbelltown

Day

Subject Contact Sheree Gregory ([https://directory.westernsydney.edu.au/search/name/Sheree Gregory/](https://directory.westernsydney.edu.au/search/name/Sheree%20Gregory/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1023_22-AUT_CA_D#subjects)

Online**Online**

Subject Contact Sheree Gregory ([https://directory.westernsydney.edu.au/search/name/Sheree Gregory/](https://directory.westernsydney.edu.au/search/name/Sheree%20Gregory/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1023_22-AUT_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Sheree Gregory ([https://directory.westernsydney.edu.au/search/name/Sheree Gregory/](https://directory.westernsydney.edu.au/search/name/Sheree%20Gregory/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1023_22-AUT_PC_D#subjects)

WSU Online TRI-1

Wsu Online**Online**

Subject Contact Ildiko Volcz ([https://directory.westernsydney.edu.au/search/name/Ildiko Volcz/](https://directory.westernsydney.edu.au/search/name/Ildiko%20Volcz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1023_22-OT1_OW_O#subjects)

Spring

Bankstown**Day**

Subject Contact Sheree Gregory ([https://directory.westernsydney.edu.au/search/name/Sheree Gregory/](https://directory.westernsydney.edu.au/search/name/Sheree%20Gregory/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1023_22-SPR_BA_D#subjects)

Campbelltown

Day

Subject Contact Sheree Gregory ([https://directory.westernsydney.edu.au/search/name/Sheree Gregory/](https://directory.westernsydney.edu.au/search/name/Sheree%20Gregory/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1023_22-SPR_CA_D#subjects)

Online

Online

Subject Contact Sheree Gregory ([https://directory.westernsydney.edu.au/search/name/Sheree Gregory/](https://directory.westernsydney.edu.au/search/name/Sheree%20Gregory/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1023_22-SPR_ON_O#subjects)

Parramatta City - Macquarie St

Evening

Subject Contact Sheree Gregory ([https://directory.westernsydney.edu.au/search/name/Sheree Gregory/](https://directory.westernsydney.edu.au/search/name/Sheree%20Gregory/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1023_22-SPR_PC_E#subjects)

Day

Subject Contact Sheree Gregory ([https://directory.westernsydney.edu.au/search/name/Sheree Gregory/](https://directory.westernsydney.edu.au/search/name/Sheree%20Gregory/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1023_22-SPR_PC_D#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Ildiko Volcz ([https://directory.westernsydney.edu.au/search/name/Ildiko Volcz/](https://directory.westernsydney.edu.au/search/name/Ildiko%20Volcz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1023_22-OT3_OW_O#subjects)

BUSM 1024 Managing People at Work (WSTC)

Credit Points 10

Legacy Code 700030

Coordinator Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

Description Managing People at Work provides an introductory framework for the study of employment relations. The unit is approached from a stakeholder perspective, emphasizing the way that management, labour and the state, along with other key stakeholders, act, both separately and together, to structure the employment relationship. In doing so, the unit integrates industrial relations and human resource management theory and practice, illustrating the links between the two disciplines. The content of the unit is structured so as to provide an initial introduction to the disciplines of industrial relations, human resource management and employment relations and to the key stakeholders in the employment relationship. Building on this framework, a theoretical and empirical analysis of employment relations processes is provided, with particular emphasis given to recent changes in the role and perspectives of stakeholders.

School Business

Discipline Human Resource Management

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects LGYA 4397 - Management of Employment Relations LGYA 9845 - Introductory Employment Relations BUSM 1023 - Managing People at Work

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in Extended Diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the different approaches to the study and practice of employment relations.
2. Recognise the relationship between industrial relations and human resource management both in the academic literature and in practice.
3. Identify internal and external stakeholders in the employment relationship and the goals and objectives of these stakeholders.
4. Analyse the way that these stakeholders act, together and separately, to shape employment relations processes.
5. Assess the complexity and dimensions of people management

Subject Content

Exploring the complexity of managing people at work.
Work, organisation and stakeholders.
Determining, attracting and selecting human resources.
Developing and rewarding human resources.
Managing human resources.
Human resources in a changing world.
Building relationships at work.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection		30	N	
Intra-session Exam		20	N	
Applied Project		50	N	

Prescribed Texts

- Stone, R 2013, Managing human resources, 4th edn, Wiley, Australia.

Teaching Periods

Term 1

Bankstown

Day

Subject Contact Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1024_22-T1_BA_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Bader Unnisa Mehdi (<https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1024_22-T1_PC_D#subjects)

Term 2

Bankstown

Day

Subject Contact Bader Unnisa Mehdi (<https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1024_22-T2_BA_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Bader Unnisa Mehdi (<https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1024_22-T2_PC_D#subjects)

Term 3

Bankstown

Day

Subject Contact Bader Unnisa Mehdi (<https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1024_22-T3_BA_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Bader Unnisa Mehdi (<https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1024_22-T3_PC_D#subjects)

BUSM 1026 Organisational Behaviour

Credit Points 10

Legacy Code 200585

Coordinator Nadine Campbell (<https://directory.westernsydney.edu.au/search/name/Nadine Campbell/>)

Description Organisational Behaviour examines individual, group and organisational behaviours and the influence these have on each other. This unit is based on developing skills that can help you navigate through these processes and behaviours. The focus is on participation, to guide students to both reflect on and develop their own skills to become better managers, as well as employees.

School Business

Discipline Organisation Management

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects BUSM 2034 - Organisational Behaviour BUSM 1027 - Organisational Behaviour (UWSC)

Restrictions

Note that only students enrolled at WSU Online or Sydney City Campus may register in the WSU Online or Sydney City Campus subjects offered at those locations.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify organisational behaviour theories, and practice;
2. Analyse and apply organisational behaviour theory and research to management practice;
3. Demonstrate presentation skills relevant in the business environment;
4. Analyse and reflect on the three components of organisational behaviour: the individual, the team and the organisation structure;
5. Demonstrate written communication skills relevant in the business environment.

Subject Content

- reflective and Critical thinking
- exploring and developing personal strengths
- developing communication skills
- Rational versus irrational decision making
- team processes and skills
- motivation or disengagement?
- developing your personal and organisational credibility

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	Weekly activities. Top 80% of marks will be used to produce a mark out of 20. Equivalent to approximately 1000 words.	20	N	Individual
Case Study	Part 1 (Group) Presentation 30 minutes (20%), Part 2 (Indiv) Report 1500 words (30%)	50	N	Both (Individual & Group)
Reflection	1500 words	30	N	Individual

Prescribed Texts

- Robbins, SP, Judge, TA, Edwards, E, Sandiford, P, Fitzgerald, M, & Hunt, J 2020 *Organisational behaviour*, 9th edn, Pearson Australia, Sydney.

Pearson Revel Interactive Ebook

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Nadine Campbell ([https://directory.westernsydney.edu.au/search/name/Nadine Campbell/](https://directory.westernsydney.edu.au/search/name/Nadine%20Campbell/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1026_22-AUT_BA_D#subjects)

Campbelltown

Day

Subject Contact Nadine Campbell ([https://directory.westernsydney.edu.au/search/name/Nadine Campbell/](https://directory.westernsydney.edu.au/search/name/Nadine%20Campbell/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1026_22-AUT_CA_D#subjects)

Online

Online

Subject Contact Nadine Campbell ([https://directory.westernsydney.edu.au/search/name/Nadine Campbell/](https://directory.westernsydney.edu.au/search/name/Nadine%20Campbell/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1026_22-AUT_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Nadine Campbell ([https://directory.westernsydney.edu.au/search/name/Nadine Campbell/](https://directory.westernsydney.edu.au/search/name/Nadine%20Campbell/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1026_22-AUT_PC_D#subjects)

Evening

Subject Contact Nadine Campbell ([https://directory.westernsydney.edu.au/search/name/Nadine Campbell/](https://directory.westernsydney.edu.au/search/name/Nadine%20Campbell/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1026_22-AUT_PC_E#subjects)

WSU Online TRI-1

Wsu Online

Online

Subject Contact Ildiko Volcz ([https://directory.westernsydney.edu.au/search/name/Ildiko Volcz/](https://directory.westernsydney.edu.au/search/name/Ildiko%20Volcz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1026_22-OT1_OW_O#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1026_22-SC2_SC_D#subjects)

Spring

Online

Online

Subject Contact Nadine Campbell ([https://directory.westernsydney.edu.au/search/name/Nadine Campbell/](https://directory.westernsydney.edu.au/search/name/Nadine%20Campbell/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1026_22-SPR_ON_O#subjects)

Parramatta City - Macquarie St

Evening

Subject Contact Nadine Campbell ([https://directory.westernsydney.edu.au/search/name/Nadine Campbell/](https://directory.westernsydney.edu.au/search/name/Nadine%20Campbell/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1026_22-SPR_PC_E#subjects)

Day

Subject Contact Nadine Campbell ([https://directory.westernsydney.edu.au/search/name/Nadine Campbell/](https://directory.westernsydney.edu.au/search/name/Nadine%20Campbell/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1026_22-SPR_PC_D#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Ildiko Volcz ([https://directory.westernsydney.edu.au/search/name/Ildiko Volcz/](https://directory.westernsydney.edu.au/search/name/Ildiko%20Volcz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1026_22-OT3_OW_O#subjects)

BUSM 1027 Organisational Behaviour (WSTC)

Credit Points 10

Legacy Code 700031

Coordinator Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

Description Organisational Behaviour examines individual, group and organisational behaviours and the influence these have on each other. This unit is based on developing skills that can help students navigate through these processes and behaviours. The focus is on participation, to guide students to both reflect on and develop their own skills to become better managers, as well as employees.

School Business

Discipline Organisation Management

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects BUSM 1026 Organisational Behaviour

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in extended diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply skills in workplace communication.
2. Apply skills in teamwork.
3. Analyse and reflect on how individual and group processes affect behaviour in organisations.
4. Apply theory, research and practice in organisational behaviour.
5. Reflect on how ethical issues may affect reputation and productivity.

Subject Content

Reflective and critical thinking.
 Exploring and developing personal strengths.
 Developing communication skills.
 Rational versus irrational decision making?
 Team processes and skills.
 Motivation or disengagement?
 Developing your personal and organisational credibility.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	400 words	10	N	Individual
Report	1,200 words	25	N	Individual
Presentation	a) Part 1: Group presentation (10-15 minutes) (15%), Group b) Part 2: Individual reflection on group dynamics. (400 words) (10%), Individual	25	N	Both (Individual & Group)
Final Exam	2 hours	40	N	Individual

Teaching Periods

Term 1

Bankstown

Day

Subject Contact Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1027_22-T1_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1027_22-T1_BL_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1027_22-T1_PC_D#subjects)

Term 2

Bankstown

Day

Subject Contact Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1027_22-T2_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1027_22-T2_BL_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1027_22-T2_PC_D#subjects)

Term 3

Bankstown

Day

Subject Contact Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1027_22-T3_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1027_22-T3_BL_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1027_22-T3_PC_D#subjects)

BUSM 1028 Professional Communication Skills for Business

Credit Points 20

Legacy Code 200878

Coordinator Jayne Bye ([https://directory.westernsydney.edu.au/search/name/Jayne Bye/](https://directory.westernsydney.edu.au/search/name/Jayne%20Bye/))

Description This online unit is for Bachelor of Business Administration students to develop specialised reading and writing skills for business study purposes. Students will study a range of business related material that have been especially designed to develop knowledge and reading and writing skills. Topics include areas of human resource management; finance and accounting; marketing and a number of business analysis methods. Some of the study materials are authentic texts from the business world, others have been adapted or designed for the unit. Different styles of writing from business studies and business are introduced. Through examining successful examples of student writing and work-related documents, and reflecting on what makes these texts successful, students will learn to analyse case studies and produce effective academic business documents.

School Business

Discipline Personal Management Training

Student Contribution Band HECS Band 4 20cp

Level Undergraduate Level 1 subject

Incompatible Subjects BUSM 1001 Business Academic Skills

Restrictions Students must be enrolled in 2773 Bachelor of Business Administration or any Undergraduate program where permission has been granted by that program's DAP or Academic program Advisor.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse business case studies and other material about contemporary business practice;
2. Apply knowledge in the analysis of practical business problems and issues;
3. Respond to the needs of academic and workplace audiences;
4. Read and summarise written text materials for key points;
5. Communicate effectively in writing in a range of academic and workplace genres, showing recognition of audience and purpose;
6. Select data, information and ideas from different sources and present them in an appropriate fashion to support an argument;
7. Critically evaluate and improve communication skills;
8. Apply a critical perspective to your own and others' language use;
9. Analyse business cases and situ

Subject Content

- processes for Analysing business cases
- methods for academic and business writing
- techniques for producing influential documents
- approaches to language for different situations
- The processes of reflection and how it contributes to learning
- methodology solving business problems for producing business reports
- communication skills developed by studying language and The organisation of texts

Teaching Periods

BUSM 1030 The Business of Hospitality

Credit Points 10

Legacy Code 200988

Coordinator Tim Hall ([https://directory.westernsydney.edu.au/search/name/Tim Hall/](https://directory.westernsydney.edu.au/search/name/Tim%20Hall/))

Description The Business of Hospitality employs a case study approach to examine successful hospitality operations and develop an understanding of what is required to plan, design, deliver and manage engaging hospitality experience as the foundation of prosperous hospitality operation. In considering the broader context of the hospitality industry, students will be given the opportunity to explore where they may fit within a hospitality context.

School Business

Discipline Hospitality Management

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Incompatible Subjects BUSM 3047 - Managing Service and Experience

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Distinguish between the various sectors of the hospitality industry and state the operational differences between these sectors;
2. Explain the difference in providing a customer experience as opposed to providing customer service;
3. Describe the relationship of hospitality to a broader societal context;
4. Define the issues and trends that face the hospitality industry today.

Subject Content

- Starting out in The hospitality industry
- delivering Customer experiences
- quality and control within hospitality
- innovation in hospitality
- social good through hospitality
- hospitality in A broader context
- You in hospitality

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Report	1,500 words	30	N	Individual
Case Study	3,000 words	30	N	Individual
Final Exam	2 hours	40	N	Individual

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Tim Hall ([https://directory.westernsydney.edu.au/search/name/Tim Hall/](https://directory.westernsydney.edu.au/search/name/Tim%20Hall/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1030_22-AUT_PC_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1030_22-SC2_SC_D#subjects)

BUSM 1031 The World of Sport Business

Credit Points 10

Legacy Code 201000

Coordinator Dr Michelle O'Shea ([https://directory.westernsydney.edu.au/search/name/Dr Michelle OShea/](https://directory.westernsydney.edu.au/search/name/Dr%20Michelle%20OShea/))

Description The World of Sport Business offers students a contemporary view of sport organisations which are uniquely situated within fluid and emergent social, cultural and political environments and necessitate unique/different managerial approaches. Students will explore key issues within the domestic and international sport management field including, but not limited to, sport professionalisation and commodification, globalisation and sport for development. Students will be introduced to sport leadership theories and practice, sport and its management as a context for ethical analysis, and approaches to sport marketing and promotions in the contemporary sport business context.

School Business

Discipline Business and Management, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects BUSM 1032 - The World of Sport Management
LGYA 7212 - Sport Management 1
LGYA 4804 - Introduction to Sport Management

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and discuss the unique/special features of sport management;
2. Conceptualise sport and sport management organisations in their broader social, cultural and political environments;
3. Demonstrate a comprehension of the three sectors of sport (public, non-profit and professional);
4. Develop individual management and leadership skills in the sport context.

Subject Content

- Challenges and developments shaping sport managerial policy and practice [social, cultural and political]
- professional/commercial sport-ownership Structures, finance, outcomes and effects
- Sport managerial leadership theories and practice in contemporary sport contexts [on and off the sport field]
- change management processes and practices
- diversity and equity in sport Organisations

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Critical Review	1,500 words	35	N	Individual
Simulation	2,500 words	30	N	Group
Final Exam	2 hours	35	Y	Individual

Prescribed Texts

- Hoye, R., Smith, A.C., Nicholson, M. and Stewart, B., 2015. Sport management: principles and applications. Routledge.

Teaching Periods

Autumn Campbelltown

Day

Subject Contact Dr Michelle O'Shea ([https://directory.westernsydney.edu.au/search/name/Dr Michelle O'Shea](https://directory.westernsydney.edu.au/search/name/Dr%20Michelle%20O%27Shea/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1031_22-AUT_CA_D#subjects)

Online

Online

Subject Contact Dr Michelle O'Shea ([https://directory.westernsydney.edu.au/search/name/Dr Michelle O'Shea](https://directory.westernsydney.edu.au/search/name/Dr%20Michelle%20O%27Shea/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1031_22-AUT_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Dr Michelle O'Shea ([https://directory.westernsydney.edu.au/search/name/Dr Michelle O'Shea](https://directory.westernsydney.edu.au/search/name/Dr%20Michelle%20O%27Shea/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1031_22-AUT_PC_D#subjects)

BUSM 1037 Health Administration and Management

Credit Points 10

Legacy Code 401388

Coordinator David Lim ([https://directory.westernsydney.edu.au/search/name/David Lim/](https://directory.westernsydney.edu.au/search/name/David%20Lim/))

Description The health workplace is a complex and sophisticated environment that can be understood in many different ways and mean different things to different members of an organisation. Assumptions about organisational structure and action are based on conceptualisations and beliefs about the nature and goals of an organisation. This unit aims to develop an introductory understanding of health administration and management practice and business skills required in an evolving health landscape in concordance with the

international competency framework for health administrators and managers.

School Health Sciences

Discipline Public and Health Care Administration

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Incompatible Subjects BUSM 2020 - Health Services Management

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the fundamentals of organising, organisational design and culture in health care services;
2. Describe monitoring and control mechanisms for human and capital resources, risk management and safety;
3. Distinguish and use the fundamentals of leading and group dynamics in health care;
4. Apply management decision making practices used to ensure quality outcomes for both patients and staff in health services;
5. Analyse the strategic planning, strategic management, performance management and decision-making processes in the health care system.

Subject Content

1. Introduction to the profession of health administration and management
2. Introduction to the health and healthcare management environment
3. Introduction to business management skills (financial and resource management, human resource management, information management, organisational governance, planning and marketing, risk management and clinical governance, quality and safety, project and supply chain management)
4. Introduction to healthcare leadership

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy

in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Reflection	500 words	25	N	Individual
Professional Task	1,000 words	35	N	Individual
Final Exam	2 Hours	40	N	Individual

Teaching Periods

Autumn Campbelltown

Day

Subject Contact David Lim ([https://directory.westernsydney.edu.au/search/name/David Lim/](https://directory.westernsydney.edu.au/search/name/David%20Lim/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1037_22-AUT_CA_D#subjects)

Online

Online

Subject Contact David Lim ([https://directory.westernsydney.edu.au/search/name/David Lim/](https://directory.westernsydney.edu.au/search/name/David%20Lim/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1037_22-AUT_ON_O#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Nicole Peel ([https://directory.westernsydney.edu.au/search/name/Nicole Peel/](https://directory.westernsydney.edu.au/search/name/Nicole%20Peel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1037_22-SC2_SC_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1037_22-SC3_SC_D#subjects)

BUSM 1039 Health Administration and Management (UG Cert)

Credit Points 10

Legacy Code 500057

Coordinator Maria Dent ([https://directory.westernsydney.edu.au/search/name/Maria Dent/](https://directory.westernsydney.edu.au/search/name/Maria%20Dent/))

Description The health workplace is a complex and sophisticated environment that can be understood in many different ways and mean different things to different members of an organisation. Assumptions about organisational structure and action are based on conceptualisations and beliefs about the nature and goals of an organisation. This unit aims to develop an introductory understanding of health administration and management practice and business skills required in an evolving health landscape in concordance with the international competency framework for health administrators and managers.

School Health Sciences

Discipline Public and Health Care Administration

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects BUSM 1037 Health Administration and Management

Restrictions Students Must be enrolled in: 7172 Undergraduate Certificate in Health Services Management

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the fundamentals of organising, organisational design and culture in health care services
2. Describe monitoring and control mechanisms for human and capital resources, risk management and safety
3. Distinguish and use the fundamentals of leading and group dynamics in health care
4. Apply management decision making practices used to ensure quality outcomes for both patients and staff in health services
5. Analyse the strategic planning, strategic management, performance management and decision-making processes in the health care system

Subject Content

1. Introduction to the profession of health administration and management
2. Introduction to the health and healthcare management environment
3. Introduction to business management skills (financial and resource management, human resource management, information management, organisational governance, planning and marketing, risk management and clinical governance, quality and safety, project and supply chain management)
4. Introduction to healthcare leadership

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Case Study	1000 words	30	N	Individual
Report	1200 words	40	N	Individual
Reflection	2-minute video/ 200 words X5 submissions	30	N	Individual

Teaching Periods

Block A Session

Online

Online

Subject Contact Maria Dent ([https://directory.westernsydney.edu.au/search/name/Maria Dent/](https://directory.westernsydney.edu.au/search/name/Maria%20Dent/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1039_22-BA_ON_O#subjects)

Block C Session

Online

Online

Subject Contact Maria Dent ([https://directory.westernsydney.edu.au/search/name/Maria Dent/](https://directory.westernsydney.edu.au/search/name/Maria%20Dent/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1039_22-BC_ON_O#subjects)

Block E Session

Online

Online

Subject Contact Maria Dent ([https://directory.westernsydney.edu.au/search/name/Maria Dent/](https://directory.westernsydney.edu.au/search/name/Maria%20Dent/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1039_22-BE_ON_O#subjects)

BUSM 1040 Enterprise Leadership (Block)

Credit Points 10

Legacy Code 500077

Coordinator Rachel Renwick ([https://directory.westernsydney.edu.au/search/name/Rachel Renwick/](https://directory.westernsydney.edu.au/search/name/Rachel%20Renwick/))

Description Enterprise Leadership begins the development of the understanding of the role and function of business management and enterprise leadership concepts. Enterprise leaders need to balance a range of stakeholder perspectives in dynamic internal and external environments at local and global levels. Students are introduced to people, managerial and organisational processes designed to achieve enterprise leadership. Problem solving scenarios and experiential learning provide students with a foundation to develop personal and professional skills required to effectively manage their careers.

School Business

Discipline Business Management

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects BUSM 1038 - Management Dynamics BUSM 1008 - Enterprise Leadership BUSM 1009 - Enterprise Leadership (WSTC)

Incompatible Subjects BUSM 1014 - Introduction to Business Studies

Restrictions Students must be enrolled in program 7180 - Undergraduate Certificate in Business Management

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate skills in verbal and written communication appropriate for multicultural and diverse business and reporting;
2. Identify enterprise design, formation and the business-life cycle using an integrated perspective;
3. Outline the key leadership issues involved in the start-up, growth and reinvigoration of a business;
4. Evaluate key stakeholder roles in enterprise decision-making and the role of leadership in change management;
5. Choose and justify appropriate people and managerial processes and systems for different enterprise problem scenarios.

Subject Content

1. Skills for effective business and enterprise communications including multicultural communication
2. Approaches to understanding enterprise leadership in a variety of contexts
3. Key strategic, managerial and organisational processes
4. Innovation and entrepreneurial business processes
5. Managing and leading groups and teams in multicultural contexts

6. Managing people processes and systems in high-performing organisations

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Participation	3 x 300 words	30	N	Individual
Presentation	4-5 minutes	20	N	Individual
Report	1,000 words	30	N	Individual
Reflection	600 words	20	N	Individual

Teaching Periods

Block B Session

Online

Online

Subject Contact Rachel Renwick ([https://directory.westernsydney.edu.au/search/name/Rachel Renwick/](https://directory.westernsydney.edu.au/search/name/Rachel%20Renwick/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1040_22-BB_ON_O#subjects)

Block D Session

Online

Online

Subject Contact Rachel Renwick ([https://directory.westernsydney.edu.au/search/name/Rachel Renwick/](https://directory.westernsydney.edu.au/search/name/Rachel%20Renwick/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1040_22-BD_ON_O#subjects)

Block E Session

Online

Online

Subject Contact Rachel Renwick ([https://directory.westernsydney.edu.au/search/name/Rachel Renwick/](https://directory.westernsydney.edu.au/search/name/Rachel%20Renwick/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1040_22-BE_ON_O#subjects)

Block F Session

Online

Online

Subject Contact Rachel Renwick ([https://directory.westernsydney.edu.au/search/name/Rachel Renwick/](https://directory.westernsydney.edu.au/search/name/Rachel%20Renwick/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1040_22-BF_ON_O#subjects)

BUSM 1041 Organisational Behaviour (Block)

Credit Points 10

Legacy Code 500078

Coordinator Rachel Renwick ([https://directory.westernsydney.edu.au/search/name/Rachel Renwick/](https://directory.westernsydney.edu.au/search/name/Rachel%20Renwick/))

Description Organisational Behaviour examines individual, group and organisational behaviours and the influence these have on each other. This unit is designed to develop skills that can help you navigate through these processes and behaviours. The focus is on participation, to guide students to both reflect on and develop their own skills to become better managers, as well as employees.

School Business

Discipline Organisation Management

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects BUSM 1026 - Organisational Behaviour BUSM 1027 - Organisational Behaviour (WSTC)

Restrictions Students must be enrolled in program 7180- Undergraduate Certificate of Business Management

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify organisational behaviour theories, and practice;
2. Analyse and apply organisational behaviour theory and research to management practice;
3. Demonstrate presentation skills relevant in the business environment;
4. Analyse and reflect on the three components of organisational behaviour: the individual, the team and the organisation structure;
5. Demonstrate written communication skills relevant in the business environment.

Subject Content

1. Reflective and critical thinking
2. Exploring and developing personal strengths
3. Developing communication skills
4. Rational versus irrational decision making
5. Team processes and skills
6. Motivation or disengagement?
7. Developing your personal and organisational credibility

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	600 words	15	N	Individual
Applied Project	Part A – 300 words Part B – Groups of 4 = 5 minutes per student Part C – 1,200 words Part D – 150 words	85	N	Both (Individual & Group)

Prescribed Texts

- Wood, J.M & Osborn, R (2016). Organisational Behaviour: core concepts and applications. 4th Ed. Milton Publishing. (Available as e-book download from the library ? no purchase required)

Teaching Periods

Block A Session

Online

Online

Subject Contact Rachel Renwick ([https://directory.westernsydney.edu.au/search/name/Rachel Renwick/](https://directory.westernsydney.edu.au/search/name/Rachel%20Renwick/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1041_22-BA_ON_O#subjects)

Block C Session

Online

Online

Subject Contact Rachel Renwick ([https://directory.westernsydney.edu.au/search/name/Rachel Renwick/](https://directory.westernsydney.edu.au/search/name/Rachel%20Renwick/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1041_22-BC_ON_O#subjects)

Block E Session

Online

Online

Subject Contact Rachel Renwick ([https://directory.westernsydney.edu.au/search/name/Rachel Renwick/](https://directory.westernsydney.edu.au/search/name/Rachel%20Renwick/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1041_22-BE_ON_O#subjects)

BUSM 1042 Introduction to Business Analytics

Credit Points 10

Legacy Code 201090

Coordinator Premaratne Samaranayake ([https://directory.westernsydney.edu.au/search/name/Premaratne Samaranayake/](https://directory.westernsydney.edu.au/search/name/Premaratne%20Samaranayake/))

Description The unit will introduce, explore and analyse key concepts and methodologies related to business analytics, analytics development and tools/techniques in broader business and organisational contexts. The ability to identify, collect, extract, analyse and visualise data is vital to organisations for developing strategies and making strategic/operational decisions. Business analytics uses a variety of tools and techniques using several systems/platforms to process and transform data into useful information and knowledge that can be used for evidence-based decision making at strategic, tactical and operational levels.

School Business

Discipline Business and Management, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and classify business problems that require business intelligence from business analytics.
2. Apply business analytics development methodologies to business problems.
3. Recommend business analytics techniques, tools and methodologies in applied case scenarios.
4. Explain ethical and governance aspects of business analytics applications.
5. Evaluate the tools and techniques used in developing business analytics applications (e.g. dashboards) and performance reports.
6. Collaborate with team members in a productive manner supporting diverse viewpoints in relation to business analytics.

Subject Content

Overview of data, business analytics tools/techniques and organisation context

Working with big data to address management challenges

Data and Information for management decision making

Model Building for strategic planning

Visualisation and communication for a range of business stakeholders

Social network analysis

Business analytics development methodology

Design and agile thinking for business analytics projects

Ethical aspects, governance and security.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	2000 Words	40	N	Individual
Report	2500 Words	30	N	Group
Presentation	10 mins	20	N	Individual
Quiz	30 mins	10	N	Individual

Prescribed Texts

- Vidgen, Richard, Samuel N. Kirshner, and Felix B. Tan. Business analytics: A management approach. Red Globe Press, 2019.

Teaching Periods

Autumn

Parramatta City - Macquarie St

Evening

Subject Contact Premaratne Samaranyake (<https://directory.westernsydney.edu.au/search/name/PremaratneSamaranyake/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1042_22-AUT_PC_E#subjects)

BUSM 1043 Managing People at Work (Block)

Credit Points 10

Legacy Code 500080

Coordinator Rachel Renwick ([https://directory.westernsydney.edu.au/search/name/Rachel Renwick/](https://directory.westernsydney.edu.au/search/name/Rachel%20Renwick/))

Description 'Managing People at Work' provides an introductory framework for the study of employment relations. The unit is approached from a stakeholder perspective, emphasising the way that management, labour and the State, along with other key stakeholders, act, both separately and together, to structure the employment relationship. In doing so, the unit integrates industrial relations and human resource management theory and practice, illustrating the links between the two disciplines. The content of the unit is structured so as to provide an initial introduction to the disciplines of industrial relations, human resource management, and employment relations, and to the key stakeholders in the employment relationship. Building on this framework, a theoretical and empirical analysis of employment relations processes is provided, with particular emphasis given to recent changes in the role and perspectives of stakeholders.

School Business

Discipline Human Resource Management

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects BUSM 1024 - Managing People at Work (UWSC)
LGYB 0478 - Managing People at Work (Creative Industries)

Restrictions Students must be enrolled in program 7180 - Undergraduate Certificate in Business Management

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the different approaches to the study and practice of employment relations.
2. Demonstrate recognition of the dynamics of industrial relations and human resource management both in the academic literature and in professional practice.
3. Identify internal and external stakeholders in the employment relationship and the goals and objectives of these stakeholders.
4. Analyse the way that these stakeholders act, together and separately, to shape employment relations processes.
5. Assess the complexity and dimensions of people management.

Subject Content

Exploring the complexity of managing people at work.

Work, organisation and stakeholders.

Determining, attracting and selecting human resources.

Developing and rewarding human resources.

Managing human resources.

Human resources in a changing world.

Building relationships at work.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Participation		10	N	
Case Study		40	N	

Report	30	N
Reflection	20	N

Teaching Periods

Block A Session

Online

Online

Subject Contact Rachel Renwick ([https://directory.westernsydney.edu.au/search/name/Rachel Renwick/](https://directory.westernsydney.edu.au/search/name/Rachel%20Renwick/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1043_22-BA_ON_O#subjects)

Block C Session

Online

Online

Subject Contact Rachel Renwick ([https://directory.westernsydney.edu.au/search/name/Rachel Renwick/](https://directory.westernsydney.edu.au/search/name/Rachel%20Renwick/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1043_22-BC_ON_O#subjects)

Block E Session

Online

Online

Subject Contact Rachel Renwick ([https://directory.westernsydney.edu.au/search/name/Rachel Renwick/](https://directory.westernsydney.edu.au/search/name/Rachel%20Renwick/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM1043_22-BE_ON_O#subjects)

BUSM 2001 Business Organisations and Their Environments A

Credit Points 20

Legacy Code 200882

Coordinator Jayne Bye ([https://directory.westernsydney.edu.au/search/name/Jayne Bye/](https://directory.westernsydney.edu.au/search/name/Jayne%20Bye/))

Description This online unit introduces students to an examination of the environments in which business organisations operate. The unit adopts a practice-based learning approach, which means that students focus on how the ideas and issues discussed impact on organisations with which they are familiar. Students will begin by assessing their current knowledge and understanding of business organisations and then go on to explore how organisations we see today have been shaped. Drawing on individual experience of organisations as well as working collaboratively, students will develop a critical theoretical and practical understanding of the nature of business organisations and the internal and external factors that shape them.

School Business

Discipline Business And Management

Student Contribution Band HECS Band 4 20cp

Level Undergraduate Level 2 subject

Restrictions Students must be enrolled in 2773 Bachelor of Business Administration or any Western Sydney Undergraduate program where

permission has been granted by that program's DAP or Academic program Advisor.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the diverse nature of business organisations and their relationships to their environments;
2. Describe systems thinking as a way of conceptualising a business in its environment;
3. Apply theories in order to understand organisations in their environments;
4. Explain the nature and drivers of change in business organisations and their environments;
5. Demonstrate an holistic understanding of how organisations operate and cope with the challenges from within and the external environment;
6. Demonstrate the ability to reflect on personal experience of organisations;
7. Collaborate effectively with other students;
8. Effectively communicate orally and in writing, information, arguments and ideas using language and styles appropriate for a business context and audience.

Subject Content

- Organisations in their environments
- introduction to systems thinking
- stakeholders of business Organisations
- information in business Organisations and The Importance of collaboration
- The evolution of Organisations
- organisational structure
- introduction to organisation theory
- national and organisational culture
- organisational change
- Technology, innovation and learning
- management and control
- The economics of Organisations and markets

Prescribed Texts

- On line materials will be supplied through vUWS.

Teaching Periods

BUSM 2002 Business Organisations and Their Environments B

Credit Points 20

Legacy Code 200884

Coordinator Jayne Bye ([https://directory.westernsydney.edu.au/search/name/Jayne Bye/](https://directory.westernsydney.edu.au/search/name/Jayne%20Bye/))

Description This online unit extends the examination of the environments in which business organisations operate which was introduced in Business organisations and their environment A. The unit focuses initially on three sets of debates that are current in the world of business - globalisation, corporate social responsibility and regulation. Students are then asked to consider what organisations might look like in the future. Are newer organisational forms, such as open-source networks and social enterprises, just a transient phase or the start of a revolution in the operation of business? What are the implications of this for the world of work? Each topic will be approached through case study material and theoretical debates and

students will work collaboratively and individually to build skills and critical understanding.

School Business

Discipline Business And Management

Student Contribution Band HECS Band 4 20cp

Level Undergraduate Level 2 subject

Pre-requisite(s) BUSM 2001

Restrictions Students must be enrolled in 2773 Bachelor of Business Administration or any Western Sydney Undergraduate program where permission has been granted by that program's DAP or Academic program Advisor.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the concept of globalisation and its economic, political and cultural dimensions;
2. Apply globalisation concepts to business case studies;
3. Demonstrate critical understanding of concepts of CSR;
4. Assess the role and effectiveness of regulation in the globalised business environment;
5. Analyse the ways in which the business environment of the future will impact on how people work together;
6. Explain the emergence of new business forms;
7. Analyse the impacts of new business forms on the way we think about business organisations and their purposes and values;
8. Apply learning to their own interactions with organisations and life experiences;
9. Effectively communicate orally and in writing, information, arguments and ideas using language and styles appropriate for a business context and audience.

Subject Content

- The context of Organisations
- globalisation
- corporate social responsibility
- regulation
- re-encountering Organisations
- new ways of Working
- new forms for Organisations
- values and business purpose
- new environments for Organisations ? fair trade and greenhouse gas emissions trading

Prescribed Texts

- On line materials will be supplied through vUWS.

Teaching Periods

BUSM 2004 Business, Society and Policy

Credit Points 10

Legacy Code 200158

Coordinator Qiuyan Fan ([https://directory.westernsydney.edu.au/search/name/Qiuyan Fan/](https://directory.westernsydney.edu.au/search/name/Qiuyan%20Fan/))

Description Business organisations influence and evolve through ongoing social, political and technological change. Taking the perspective that businesses both affect and are affected by government and society, the unit examines the complexities of interactions between three sectors: business, society and government. The unit emphasises the social responsibility of business. The different ideologies used to legitimise the actions of business, the responses from society and the role of government (local, transnational and global) in regulating interactions, are critically evaluated.

School Business

Discipline Business Management

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects BUSM 2003 - Business Society and Policy (UWSC)

Restrictions

Successful completion of 30 credit points.

Note that only students enrolled at WSU Online or Sydney City Campus may register in the WSU Online or Sydney City Campus subjects offered at those locations.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the social and environmental impacts of business practices in national, transnational, cosmopolitan and global contexts;
2. Reflect on the links between personal experiences and social and environmental sustainability issues emerging from interactions between business, society and government;
3. Apply concepts from a range of theories and models to analyse interactions between business, society and government;
4. Identify and critique the ideologies used to justify the actions of business, government and society;
5. Explain the importance of business ethics and social responsibility for social and environmental sustainability;
6. Analyse social and environmental sustainability issues emerging from business activities in the context of economic, social and technological change and global interconnectedness.

Subject Content

- business, society and government as A complex, self-organising, dynamic and evolving system
- Complexity as A lens through which to make Sense of The interrelatedness and coevolution of business, society and government
- Understanding society
- sociological and Ethical reasoning about business Activities
- The development of capitalism from colonialism to A globally networked society
- Network based communication and Global Governance
- Stakeholder management theories
- Transnationalisation, cosmopolitanisation, globalisation and business responsibility
- ideological Models of economic regulations and social and business policies
- introduction to social inquiry
- businesses and environmental and social responsibility

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Critical Review	1000 words	30	N	Individual
Case Study Report	2500 words	30	N	Group
	2000 words	40	N	Individual

Prescribed Texts

- Business, society and policy 200158: customised book of readings, 3rd edn, Pearson Education, Australia.

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Qiuyan Fan ([https://directory.westernsydney.edu.au/search/name/Qiuyan Fan/](https://directory.westernsydney.edu.au/search/name/Qiuyan%20Fan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2004_22-AUT_BA_D#subjects)

Online

Online

Subject Contact Qiuyan Fan ([https://directory.westernsydney.edu.au/search/name/Qiuyan Fan/](https://directory.westernsydney.edu.au/search/name/Qiuyan%20Fan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2004_22-AUT_ON_O#subjects)

Parramatta City - Macquarie St

Evening

Subject Contact Qiuyan Fan ([https://directory.westernsydney.edu.au/search/name/Qiuyan Fan/](https://directory.westernsydney.edu.au/search/name/Qiuyan%20Fan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2004_22-AUT_PC_E#subjects)

Day

Subject Contact Qiuyan Fan ([https://directory.westernsydney.edu.au/search/name/Qiuyan Fan/](https://directory.westernsydney.edu.au/search/name/Qiuyan%20Fan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2004_22-AUT_PC_D#subjects)

WSU Online TRI-1

Wsu Online

Online

Subject Contact Helen Lambourne ([https://directory.westernsydney.edu.au/search/name/Helen Lambourne/](https://directory.westernsydney.edu.au/search/name/Helen%20Lambourne/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2004_22-OT1_OW_O#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2004_22-SC2_SC_D#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Helen Lambourne ([https://directory.westernsydney.edu.au/search/name/Helen Lambourne/](https://directory.westernsydney.edu.au/search/name/Helen%20Lambourne/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2004_22-OT3_OW_O#subjects)

BUSM 2005 Cost Benefit Analysis

Credit Points 10

Legacy Code 200924

Coordinator Neil Perry ([https://directory.westernsydney.edu.au/search/name/Neil Perry/](https://directory.westernsydney.edu.au/search/name/Neil%20Perry/))

Description Students will learn and apply Cost Benefit Analysis, the most commonly used economic tool in business, consultancy and government organisations. The unit is a core unit in the Economics major but is open to all students who have a basic understanding of economics and a desire to improve their analytical skills and employability. At the completion of the unit, students will be able to explain the economic foundations of cost-benefit analysis and they will have experience with analysing, critically evaluating and developing a cost-benefit analysis for a specific proposal. Students will also consider risk analysis and cost-effectiveness analysis.

School Business

Discipline Economics

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) BUSM 1006 OR
ECON 1011 OR
MKTG 1005

Assumed Knowledge

Basic understanding of economics.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the welfare economics foundation to cost-benefit analysis.
2. Critically evaluate a cost-benefit analysis.
3. Conduct a cost-benefit analysis.
4. Distinguish between cost-benefit and cost-effectiveness analysis.
5. Explain the role of uncertainty and risk when evaluating proposals.

Subject Content

1. Conceptual and microeconomic foundations to cost-benefit analysis.
2. Steps in a cost-benefit analysis.
3. Valuing social benefits.

4. Evaluating indirect effects.
5. Opportunity costs, market and shadow prices.
6. Valuing non-market goods.
7. Discounting and the decision criteria.
8. Uncertainty and risk analysis.
9. Applications.
10. Cost-effectiveness analysis.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Task	1500 words	25	N	Individual
Portfolio	2000 words	25	N	Group
Final Exam	2 hours	50	N	Individual

Teaching Periods

Autumn

Online

Online

Subject Contact Neil Perry ([https://directory.westernsydney.edu.au/search/name/Neil Perry/](https://directory.westernsydney.edu.au/search/name/Neil%20Perry/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2005_22-AUT_ON_O#subjects)

BUSM 2014 Enterprise Industrial Relations

Credit Points 10

Legacy Code 200614

Coordinator Terri Mylett ([https://directory.westernsydney.edu.au/search/name/Terri Mylett/](https://directory.westernsydney.edu.au/search/name/Terri%20Mylett/))

Description Enterprise Industrial Relations builds participants' analytical and research abilities, developing capacity to identify, diagnose and engage with industrial relations challenges from different stakeholder perspectives. Participants work with real-world industrial relations, looking at individual employees' workplace and labour market experiences; the goals and activities of managers; and the role and practices of tribunals, enforcement agencies, employer associations and trade unions. This is done through activities that require working collaboratively on problems using online research to investigate contemporary practice, such as the drivers behind enterprise agreements and the implications of institutional arrangements and trade unions for productivity, equity and human resource utilisation. It is a core unit for the human resource management undergraduate program.

School Business

Discipline Industrial Relations

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) BUSM 1023

Equivalent Subjects BUSM 2015 - Enterprise Industrial Relations

Restrictions

Note that only students enrolled at WSU Online may register in the WSU Online subjects offered at that location.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and utilise sources of qualitative and quantitative information and methods of research commonly used in professional industrial relations practice;
2. Apply theory to explain the drivers behind industrial relations patterns and outcomes, such as the impact of the nature of work, the legal context, the labour market and the goals of human resource management;
3. Describe Australia's current industrial relations institutions and processes relative to arrangements in the recent past and alternatives advocated by key stakeholders;
4. Explain the implications of the industrial relations framework and practices for

Subject Content

- role of industrial relations specialists
- rule-making: statutes, awards and enterprise agreements
- industrial relations in different contexts
- The state: role, processes
- management and The organisation of work: HRM goals and The labour process
- Employer associations: goals, role, methods
- trade unions: emergence, goals, role, Structures, methods
- contemporary trade union Issues and strategy
- industrial Law and tribunals
- Dispute Resolution and compliance and enforcement
- work health and safety, workers compensation and return-to-work imperatives for enterprises

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Case Study	800 words	20	N	Group
Essay	1,500 words	30	N	Individual
Final Exam	2 hours	50	Y	Individual

Prescribed Texts

- Shaw, A, McPhail, R, and Ressa, S 2018, Employment Relations, Second Edition, South Melbourne: Cengage.
- Bray, M, Waring, P, Cooper, R and MacNeil, J 2018, Employment relations theory and practice, Fourth Edition, Sydney: McGraw-Hill

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Terri Mylett ([https://directory.westernsydney.edu.au/search/name/Terri Mylett/](https://directory.westernsydney.edu.au/search/name/Terri%20Mylett/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2014_22-AUT_BA_D#subjects)

Campbelltown

Day

Subject Contact Terri Mylett ([https://directory.westernsydney.edu.au/search/name/Terri Mylett/](https://directory.westernsydney.edu.au/search/name/Terri%20Mylett/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2014_22-AUT_CA_D#subjects)

Online

Online

Subject Contact Terri Mylett ([https://directory.westernsydney.edu.au/search/name/Terri Mylett/](https://directory.westernsydney.edu.au/search/name/Terri%20Mylett/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2014_22-AUT_ON_O#subjects)

Parramatta City - Macquarie St

Evening

Subject Contact Terri Mylett ([https://directory.westernsydney.edu.au/search/name/Terri Mylett/](https://directory.westernsydney.edu.au/search/name/Terri%20Mylett/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2014_22-AUT_PC_E#subjects)

Day

Subject Contact Terri Mylett ([https://directory.westernsydney.edu.au/search/name/Terri Mylett/](https://directory.westernsydney.edu.au/search/name/Terri%20Mylett/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2014_22-AUT_PC_D#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Natasha Daraio ([https://directory.westernsydney.edu.au/search/name/Natasha Daraio/](https://directory.westernsydney.edu.au/search/name/Natasha%20Daraio/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2014_22-OT2_OW_O#subjects)

BUSM 2016 Entrepreneurial Management and Innovation

Credit Points 10

Legacy Code 200154

Coordinator Dilupa Nakandala ([https://directory.westernsydney.edu.au/search/name/Dilupa Nakandala/](https://directory.westernsydney.edu.au/search/name/Dilupa%20Nakandala/))

Description This unit examines the theory, practice and nature of entrepreneurship, as a virtual but often neglected and misunderstood mode of management. A basic premise underlying this unit is that all business entities require enterprising management to enhance their survival ability. This proposition is relevant to new and older, small and large organisations. Additionally, contemporary management practice requires the modern manager to be creative in a learning context and the ways in which these creative environments are reached through entrepreneurship are explored.

School Business

Discipline Business Management

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Co-requisite(s) BUSM 1038

Equivalent Subjects LGYB 0476 - Entrepreneurial Management and Innovation (UWSC)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain how entrepreneurial activities affect organisation and their environment;
2. Offer a critique of entrepreneurship and innovation theories;
3. Relate knowledge of entrepreneurs and entrepreneurial activities to business opportunities ;
4. Complete and present a team business plan based on various sources of research;
5. Explain the concept of innovation and critically analyse issues surrounding the management of innovation;
6. Demonstrate an understanding of the importance of ethics and social responsibility in undertaking entrepreneurial and innovative activities;
7. Explain the relationship between entrepreneurship and innovation.

Subject Content

- Introducing Entrepreneurship
- The business plan (BP)
- what makes An entrepreneur?
- The entrepreneurial option
- The entrepreneurial process & business opportunity
- entrepreneurial organisation
- organisational entrepreneurs
- introduction to innovation
- managing innovation
- physical considerations for innovation
- how do I protect innovation?
- The relationship between knowledge and innovation
- Entrepreneurship & innovation

Teaching Periods

BUSM 2018 Food and Beverage Management

Credit Points 10

Legacy Code 200992

Coordinator Karina Wardle ([https://directory.westernsydney.edu.au/search/name/Karina Wardle/](https://directory.westernsydney.edu.au/search/name/Karina%20Wardle/))

Description A key component of the hospitality industry is the provision of food and beverages. Food and Beverage Management prepares the student to run his or her own business, or to take on management level positions in this field. It focuses on the managerial knowledge and skills required to supervise all components of a foodservice system: marketing, menu planning, production, service, financial controls and quality assurance. Those who wish to work in management positions within the foodservice industry, including in hospitals, restaurants, hotels, and other establishments will benefit from this unit.

School Business

Discipline Hospitality Management

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects BUSM 2033 - Managing the Food and Beverage Experience
LGYA 4392 - Food Service Systems

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the connection between food, culture and society;
2. Compare the main characteristics of food and beverage operations;
3. Describe the components of the foodservice system: marketing, menu planning, production, service, financial controls, and quality assurance;
4. Ensure compliance with food safety regulations and maintenance of hygiene standards;
5. Propose a new restaurant concept applying the principles of food and beverage management.

Subject Content

- The role of food and beverages in society
- The main characteristics of food and beverage Operations
- The Importance of managing budgets, Minimising costs and maximising Profits through accurate planning and Forecasting
- A systematic approach to The design, planning and control of A food and beverage operation
- food safety regulations and maintenance of hygiene Standards
- meeting Customer Expectations and ensuring Customer satisfaction

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	1,500 words	30	N	Individual
Proposal	3,000 words	30	N	Group
Final Exam	2 hours	40	N	Individual

Prescribed Texts

- There is no prescribed text book for this subject. A set of readings will be provided.

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Karina Wardle ([https://directory.westernsydney.edu.au/search/name/Karina Wardle/](https://directory.westernsydney.edu.au/search/name/Karina%20Wardle/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2018_22-AUT_PC_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2018_22-SC2_SC_D#subjects)

Spring

Parramatta City - Macquarie St

Day

Subject Contact Catherine Link ([https://directory.westernsydney.edu.au/search/name/Catherine Link/](https://directory.westernsydney.edu.au/search/name/Catherine%20Link/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2018_22-SPR_PC_D#subjects)

BUSM 2020 Health Services Management

Credit Points 10

Legacy Code 400277

Coordinator David Lim ([https://directory.westernsydney.edu.au/search/name/David Lim/](https://directory.westernsydney.edu.au/search/name/David%20Lim/))

Description The health workplace is a complex and sophisticated environment that can be understood in many different ways and mean different things to different members of an organisation. Assumptions about organisational structure and action are based on conceptualisations and beliefs about the nature and goals of an organisation. This unit aims to develop an introductory understanding of health administration and management practice and business skills required in an evolving health landscape in concordance with the international competency framework for health administrators and managers.

School Health Sciences

Discipline Public and Health Care Administration

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Co-requisite(s) Students enrolled in 3711 Bachelor of Information and Communications Technology (Health Information Management) must have completed or be enrolled in INFS 3010 Healthcare Data Environments

Equivalent Subjects BUSM 2021 - Health Services Management (WSTC)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the fundamentals of organising, organisational design and culture in health care services.
2. Articulate basic health management skills in monitoring and controlling human and capital resources, risk management and work safety.
3. Distinguish and use the fundamentals of leading and group dynamics in health care.
4. Apply management decision making practices used to ensure quality outcomes for both patients and staff in health services.
5. Analyse the strategic planning, strategic management, performance management and decision-making processes of the health system in the current climate of reform.

Subject Content

1. Introduction to the profession of health management, historical perspectives, current competencies and employability skills.

2. The environment of management comparing public and private sector, managing diversity and change, quality management, ethics and social responsibility.
3. Fundamentals of organising and provision of services ? what and for whom are we managing?
4. Data used by managers.
5. Organisational design and culture.
6. Work design.
7. Introduction to human resource management and workforce planning.
8. Managerial decision making.
9. Fundamentals of planning and strategic management.
10. Risk management and workplace safety.
11. Fundamentals of controlling and leadership.
12. Current issues and concerns in health management.

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	500 words	25	N	Individual
Critical Review: Comparative Analysis	1,000 words	35	N	Individual
Final Exam: Multiple Choice	120 minutes	40	N	Individual

Prescribed Texts

- Schermerhorn, J., Davidson, P., Poole, D., Simon, A., Woods, P. and Chau, S.L. (2011). *Management: Foundations and Applications First Pacific Edition*. Brisbane: John Wiley and Sons

Teaching Periods

BUSM 2021 Health Services Management (WSTC)

Credit Points 10

Legacy Code 700068

Coordinator Margaret Smith ([https://directory.westernsydney.edu.au/search/name/Margaret Smith/](https://directory.westernsydney.edu.au/search/name/Margaret%20Smith/))

Description The health workplace is a complex and sophisticated environment that can be understood in many different ways and mean different things to different members of an organisation. Assumptions about organisational structure and action are based on conceptualisations and beliefs about the nature and goals of an organisation. This unit aims to develop an understanding of organisational theory and its application to management practice and organisational analysis in the health arena.

School Health Sciences

Discipline Public and Health Care Administration

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects BUSM 2020 - Health Services Management

Restrictions Students must be enrolled at Western Sydney University The College and have completed the first semester of their Diploma, as this is a Level 2 subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Develop an understanding of the fundamentals of organisations, organisational design and culture within health care services.
2. Analyse the strategic planning, strategic management, performance management and decision-making processes of the health system.
3. Explore the fundamentals of leading, including an examination of leading through communication, group dynamics and teamwork in health care.
4. Explore and reflect on their values and understanding about the way work is organised.
5. Explore the implications of varying skill levels on organisational structure and action within health services.
6. Distinguish between the different levels and types of control affecting health care organisations.
7. Demonstrate a basic understanding of risk management and WHS.
8. Understand the significance of management to the processes that ensure quality outcomes for both patients and staff in health services.

Subject Content

1. Theoretical perspectives on health management.
2. Strategic management and strategic planning in health care.
3. Health managers and organisations.
4. Job design in health care.
5. Decision making strategies in health care.
6. Performance management in health care.
7. Fundamentals of leadership in health care.
8. Quality management in health.
9. Control strategies within health care organisations.
10. Introduction to risk management and WHS.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Tutorial papers 1500 words		20	N	Individual
Assignment (1500 words) and ten minute presentation		35	N	Individual

Major 45 N Individual
paper (2000 words) and presentation (ten minutes)

Teaching Periods

BUSM 2022 Human Resource Development

Credit Points 10

Legacy Code 200859

Coordinator Jayne Bye ([https://directory.westernsydney.edu.au/search/name/Jayne Bye/](https://directory.westernsydney.edu.au/search/name/Jayne%20Bye/))

Description 'Human Resource Development' (HRD) looks at how the development of people and their skills is essential to the 21st century workplace. By examining the key processes of employee learning, development and career management, participants will understand HRD's impacts on workers' employability and careers, organisational effectiveness and economic sustainability. The unit introduces concepts of workplace learning and engages participants in case study discussion and research into current HRD trends in Australian and international workplaces. The goal of Human Resource Development is to support participants to ask questions about current practice and to encourage critical understanding of the field.

School Business

Discipline Human Resource Management

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) BUSM 1023

Equivalent Subjects BUSM 2013 - Employee Training and Development
BUSM 2012 - Employee Training and Development

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse the goals, processes and impacts of HRD from a range of stakeholder perspectives.
2. Apply knowledge of training and development planning processes in case study analysis.
3. Analyse the ethical implications of the HRD function in the workplace.
4. Evaluate different models/theories of career management.
5. Communicate ideas in written and visual formats.

Subject Content

1. Key processes and concepts in HRD: training/learning; development and career management.
2. Role of the HRD professional ? workforce planning, succession planning, and building organisational capability.
3. Stakeholder perspectives on HRD.
4. Planning processes for learning and development ? needs analysis, program design and implementation, evaluation and HRD metrics.
5. Current issues and challenges for HRD in the Australian context.
6. Organisational strategies for developing employees ? talent management, coaching and mentoring.
7. Changing understandings of Careers in the 21st Century.

8. Current issues in career management.
9. Equity and diversity issues in HRD.
10. Ethical HRD.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	800 words	25	N	Individual
Essay	1,300 words	35	N	Individual
Final Exam	2 hours	40	Y	Individual

Teaching Periods

WSU Online TRI-1

Wsu Online Online

Subject Contact Helen Lambourne ([https://directory.westernsydney.edu.au/search/name/Helen Lambourne/](https://directory.westernsydney.edu.au/search/name/Helen%20Lambourne/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2022_22-OT1_OW_O#subjects)

Spring Bankstown

Day
Subject Contact Khalil Al Jerjawi ([https://directory.westernsydney.edu.au/search/name/Khalil Al Jerjawi/](https://directory.westernsydney.edu.au/search/name/Khalil%20Al%20Jerjawi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2022_22-SPR_BA_D#subjects)

Online Online

Subject Contact Jayne Bye ([https://directory.westernsydney.edu.au/search/name/Jayne Bye/](https://directory.westernsydney.edu.au/search/name/Jayne%20Bye/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2022_22-SPR_ON_O#subjects)

Parramatta City - Macquarie St Evening

Subject Contact Jayne Bye ([https://directory.westernsydney.edu.au/search/name/Jayne Bye/](https://directory.westernsydney.edu.au/search/name/Jayne%20Bye/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2022_22-SPR_PC_E#subjects)

Day
Subject Contact Jayne Bye ([https://directory.westernsydney.edu.au/search/name/Jayne Bye/](https://directory.westernsydney.edu.au/search/name/Jayne%20Bye/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2022_22-SPR_PC_D#subjects)

WSU Online TRI-3

Wsu Online Online

Subject Contact Helen Lambourne ([https://directory.westernsydney.edu.au/search/name/Helen Lambourne/](https://directory.westernsydney.edu.au/search/name/Helen%20Lambourne/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2022_22-OT3_OW_O#subjects)

BUSM 2024 Incubator 2: Start-up Essentials

Credit Points 10

Legacy Code 301206

Coordinator Anton Bogdanovych ([https://directory.westernsydney.edu.au/search/name/Anton Bogdanovych/](https://directory.westernsydney.edu.au/search/name/Anton%20Bogdanovych/))

Description There are unavoidable legal situations and ethical dilemmas in all professions. As an entrepreneur, facing these legal and ethical circumstances is much more formidable. This unit aims to prepare students to understand the legal and ethical landscape that applies to start-up (or any) organisation. As such, unit aims to cover the topics such as: creating a business plan, negotiating employment contracts, etc. The unit will be delivered through a number of modules. As an integral part of the unit, students are expected to engage and work in "start-up co-working space" on a regular basis. At the successful completion of this unit, students would have developed a thorough understanding of the local and international legal and ethical landscape within which modern start-up organisations operate. NOTE: This unit is offered at the Werrington Campus "Launch Pad".

School Computer, Data & Math Sciences

Discipline Business Management

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects BUSM 2023 - Incubator 2 Legal and Ethical Setting of Entrepreneurship

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Develop a disruptive hypothesis for a business opportunity;
2. Develop multiple business model options using lean start-up tools;
3. Validate business models in the market using customer development and manual testing tactics;
4. Understand rapidly prototyping products to validate a customer solution; and
5. Adapt and create business models when core ideas are not validated in the market.

Subject Content

1. Business opportunity discovery, evaluation and exploitation in all phases of the start-up lifecycle (formation, growth, restructuring, succession)
2. Entrepreneurial thinking & lean approach
3. Lean principles
4. Idea validation
5. Commercialising business ideas

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study 1: Business Model Canvas	1,500 Words	30	N	Individual
Case Study 2: Case Study Report	1,500 Words	30	N	Individual
Final presentation of the case study and business model canvas in relation to the chosen start-up	20 Minutes	40	N	Group

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Anton Bogdanovych ([https://directory.westernsydney.edu.au/search/name/Anton Bogdanovych/](https://directory.westernsydney.edu.au/search/name/Anton%20Bogdanovych/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2024_22-SPR_PC_D#subjects)

BUSM 2027 Leadership, Influence and Change A

Credit Points 20

Legacy Code 200883

Coordinator Jayne Bye ([https://directory.westernsydney.edu.au/search/name/Jayne Bye/](https://directory.westernsydney.edu.au/search/name/Jayne%20Bye/))

Description This online unit focuses on leadership and change practice, and has considerable potential to support employability. It is the first of two units on leadership, influence and change and lays the foundation for the evidence-based inquiry to be carried out in 200885 Leadership, influence and change B. Its strong work-based and reflective enquiry component will help students explore how to initiate and carry through improvements and projects to current work. Students will also develop skills to enable them to manage their learning in new work contexts. In this unit, the concept of 'work' is not limited to paid employment. However, for successful completion of this unit it will be very important to be involved in some ongoing project where students can influence others and initiate change.

School Business

Discipline Business And Management

Student Contribution Band HECS Band 4 20cp

Level Undergraduate Level 2 subject

Restrictions Students must be enrolled in 2773 Bachelor of Business Administration or any Western Sydney Undergraduate program where permission has been granted by that program's DAP or Academic program Advisor.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and apply frameworks for reflective learning;
2. Demonstrate an understanding of relevant methods of workplace inquiry;
3. Demonstrate an understanding of the processes of leadership and how leadership becomes effective;
4. Explain the concept of influence and its impact in the workplace;
5. Identify change processes and the methods for generating change within the day-day operations of organisations or other work contexts;
6. Differentiate between different, and often conflicting, academic ideas in order to develop skills in practice of leading and initiating change;
7. Communicate ideas and research findings in an appropriately scholarly fashion;
8. Reflect on individual ability to introduce and manage change within their sphere of influence.

Subject Content

- Productive enquiry
- frameworks for reflective learning
- The phases of developing An evidence-based initiative
- methods of inquiry ? conversations and interviews, published materials and observations
- Qualitative and quantitative approaches to research
- Ethical inquiry
- Defining leadership
- effective leadership
- Constructing leadership and followership
- power and change
- The change environment
- linear modules and options for change
- implementing change
- reflecting on change

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Identifying an Evidence-Based Inquiry (EBI)	1,500 words	30	N	Individual
Reflective essay on Leadership and Change in Practice	2,000 words	30	N	Individual
Interim EBI report	2,500 words	40	N	Individual

Prescribed Texts

- On line materials will be supplied through vUWS.

Teaching Periods

BUSM 2028 Management of E-Business Processes

Credit Points 10

Legacy Code 200255

Coordinator Qiuyan Fan ([https://directory.westernsydney.edu.au/search/name/Qiuyan Fan/](https://directory.westernsydney.edu.au/search/name/Qiuyan%20Fan/))

Description The Internet and WWW have recast the role of e-business systems in organizations and the management of these systems. Many organizations use web-based technologies to bring about fundamental changes in the way they interact with their suppliers and customers. It is becoming increasingly important to digitally enable the core business processes of their organization. A vital factor for successful e-business organizations is their ability to manage their core business processes and information resources. This unit covers e-business planning, strategies for managing information, knowledge and business networks in e-business, and strategic management for e-business systems including their connection to enterprise resource planning (ERP) systems, supply chain management systems (SCM) as well as customer relationship management systems (CRM).

School Business

Discipline Business and Management, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects LGYA 4367 - Information Systems and Business Processes

Assumed Knowledge

Concepts and other issues covered in CP108A Principles of the Internet.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. understand the business challenges of introducing e-business and e-commerce to an organization
2. evaluate changes in business relationships between organizations and their customers enabled by e-commerce
3. explain how Internet technology facilitate management and coordination of internal business processes and supply chain management
4. describe how companies can benefit from conducting business electronically using Internet technology
5. apply tools and techniques to formulate e-business strategies
6. identify the benefits and risks of e-procurement
7. understand how to achieve marketing objectives through use of the various electronic communications technology
8. explain how CRM supports e-business strategies

Subject Content

- Overview of E-business and E-commerce management
- E-commerce microenvironment
- E-commerce macroenvironment
- managing E-business infrastructure
- E-business strategy: (A) situation analysis & objective setting
- E-business strategy: (b) strategy and tactics
- E-business applications: - Supply chain management; - E-procurement; - E-marketing; - e-CRM

Teaching Periods

BUSM 2029 Management of Projects

Credit Points 10

Legacy Code 200528

Coordinator George Rosier ([https://directory.westernsydney.edu.au/search/name/George Rosier/](https://directory.westernsydney.edu.au/search/name/George%20Rosier/))

Description Management of Projects introduces students to the role of projects in organizations and the associated issues in managing projects, including the management of project teams and project lifecycles. While project management is well understood in areas such as construction and information systems, this unit also covers its use in other business applications, such as product development, advertising and promotional campaigns, organizational change and the implementation of corporate strategy. The use of cases, simulations and other exercises allows students to gain a realistic appreciation of the issues involved in managing projects. A range of project management tools and techniques are demonstrated through these case studies.

School Business

Discipline Business Management

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects LGYA 9898 - Facilities Location and Project Management LGYA 9931 - Business Modelling

Assumed Knowledge

Students are expected to have gained an introductory level of knowledge in operations and supply chain management.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the role of project management and project life cycles in organisations
2. Appreciate management activities associated with each stage of the life cycle.
3. Appreciate the pressures and constraints on a project manager, to manage project scope while achieving acceptable levels of quality, within the constraints of time and budget.
4. Apply appropriate tools and techniques of project management to simple projects.
5. Analyse the basic behavioural issues involved in working as part of a project team.
6. Demonstrate the ability to work as part of a project team to plan and carry out a simple project.
7. Appreciate the assumptions on which the various project management tools and techniques are based, and hence evaluate the limits of usefulness of these tools and techniques

Subject Content

- Project management and the Project life cycle
- Different types of projects
- Organisational strategy and project selection
- Project planning and initiation

Organisational context and project organisation
 Work Breakdown Structure
 Critical Path Method
 Resource scheduling
 Managing project teams
 Risk management
 Documentation and control
 Project audit and closure

Prescribed Texts

- Gray C.F. and Larson E.W. (2008) Project Management: The managerial process, (4th ed.), McGraw-Hill, New York

Teaching Periods

BUSM 2030 Managing and Developing Careers

Credit Points 10

Legacy Code 200376

Coordinator Khalil Al Jerjawi ([https://directory.westernsydney.edu.au/search/name/Khalil Al Jerjawi/](https://directory.westernsydney.edu.au/search/name/Khalil%20Al%20Jerjawi/))

Description Managing and Developing Careers focuses on employability and career progression. The unit is one of four units in the Management professional core in the Bachelor of Business but is open to all students with an interest in reflecting on career progression in leadership and management-related careers. The unit will utilise portfolio development, case studies, occupational and industry research to assist participants identify and reflect on strategies to facilitate achievement and employability. Successful completion of the unit will result in students creating an ongoing portfolio directed to future employability.

School Business

Discipline Personal Management Training

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects BUSM 2041 - Working in Professions BUSM 2040 - The Service Enterprise

Restrictions Successful completion of 60 credit points .

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the skills and attributes that enhance employability and career progression;
2. Develop strategies and techniques for identifying and managing employability networks;
3. Develop self-awareness and provide evidence of the skills and knowledge required for employability and career transition;
4. Identify areas for further career development and put in place their own personal development plan;
5. Research and reflect on opportunities for individual employability through the creation of a portfolio of achievement.

Subject Content

- Employability Models
- Employability self-awareness and reflection
- organisation design Models

- Roles in Organisations and how they interrelate
- career development and transition
- Employability networks
- career flexibility

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Reflection	1,000 words	30	N	Individual
Presentation	5 minutes	20	N	Individual
Portfolio	1,500 words plus appendices and artefacts	50	N	Individual

Prescribed Texts

- There is no prescribed text. There are set weekly readings.

Teaching Periods

Autumn

Online

Online

Subject Contact Khalil Al Jerjawi ([https://directory.westernsydney.edu.au/search/name/Khalil Al Jerjawi/](https://directory.westernsydney.edu.au/search/name/Khalil%20Al%20Jerjawi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2030_22-AUT_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Khalil Al Jerjawi ([https://directory.westernsydney.edu.au/search/name/Khalil Al Jerjawi/](https://directory.westernsydney.edu.au/search/name/Khalil%20Al%20Jerjawi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2030_22-AUT_PC_D#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2030_22-SC1_SC_D#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Natasha Daraio ([https://directory.westernsydney.edu.au/search/name/Natasha Daraio/](https://directory.westernsydney.edu.au/search/name/Natasha%20Daraio/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2030_22-OT2_OW_O#subjects)

Spring Bankstown

Day

Subject Contact Kay Geronikos ([https://directory.westernsydney.edu.au/search/name/Kay Geronikos/](https://directory.westernsydney.edu.au/search/name/Kay%20Geronikos/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2030_22-SPR_BA_D#subjects)

Campbelltown

Day

Subject Contact Kay Geronikos ([https://directory.westernsydney.edu.au/search/name/Kay Geronikos/](https://directory.westernsydney.edu.au/search/name/Kay%20Geronikos/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2030_22-SPR_CA_D#subjects)

Online

Online

Subject Contact Kay Geronikos ([https://directory.westernsydney.edu.au/search/name/Kay Geronikos/](https://directory.westernsydney.edu.au/search/name/Kay%20Geronikos/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2030_22-SPR_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Toni Moore ([https://directory.westernsydney.edu.au/search/name/Toni Moore/](https://directory.westernsydney.edu.au/search/name/Toni%20Moore/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2030_22-SPR_PC_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2030_22-SC3_SC_D#subjects)

BUSM 2031 Managing in the Global Environment

Credit Points 10

Legacy Code 200864

Coordinator Ataus Samad ([https://directory.westernsydney.edu.au/search/name/Ataus Samad/](https://directory.westernsydney.edu.au/search/name/Ataus%20Samad/))

Description This unit introduces students to the complexities of managing in the changing economic, political, legal, technological and socio cultural factors that influence management practice. By addressing issues of cultural awareness, this unit provides an organisational behaviour approach to managing in a dynamic global environment. Management practice and theoretical knowledge are linked in this unit through experiential based learning and assessment activities such as critical analysis of contemporary media, research and case studies.

School Business

Discipline Organisation Management

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects BUSM 2009 Cross Cultural Management
BUSM 2010 Cross Cultural Management LGYC 0038 Cross Cultural Management

Restrictions

Note that only students enrolled at WSU Online or Sydney City Campus may register in the WSU Online or Sydney City Campus subjects offered at those locations.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply cultural frameworks to analyse cultural values and beliefs.
2. Critically reflect on and articulate personal cultural values and beliefs.
3. Analyse how cultural value dimensions influence managing in the global business environment.
4. Apply Managing in the Global Environment theory to research a contemporary business issue
5. Propose recommendations for business practice

Subject Content

1. Why culture matters to 21st century business.
2. Understanding the global business environment.
3. Determinants of culture and cultural value orientations.
4. Intercultural communication.
5. Cross cultural negotiation.
6. Business ethics and corporate social responsibility.
7. Managing political risk.
8. Competencies for global managers.
9. Motivation in the global business environment.
10. Leadership in the global business environment.
11. Working with cross cultural teams.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	800 Words	30	N	Individual
Case Study	1,200 Words	40	N	Individual
Reflection	800 Words	30	N	Individual

Prescribed Texts

- Managing Globally (custom publication) 3rd Edition Compiled by Dr Louise Kippist

Teaching Periods

WSU Online TRI-1

Wsu Online

Online

Subject Contact Natasha Daraio ([https://directory.westernsydney.edu.au/search/name/Natasha Daraio/](https://directory.westernsydney.edu.au/search/name/Natasha%20Daraio/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2031_22-OT1_OW_O#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2031_22-SC1_SC_D#subjects)

UEH-Session 1

Vietnam

Day

Subject Contact Ataus Samad ([https://directory.westernsydney.edu.au/search/name/Ataus Samad/](https://directory.westernsydney.edu.au/search/name/Ataus%20Samad/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2031_22-UT1_UE_D#subjects)

UEH-Session 2

Vietnam

Day

Subject Contact Ataus Samad ([https://directory.westernsydney.edu.au/search/name/Ataus Samad/](https://directory.westernsydney.edu.au/search/name/Ataus%20Samad/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2031_22-UT2_UE_D#subjects)

Spring

Bankstown

Day

Subject Contact Jayne Bye ([https://directory.westernsydney.edu.au/search/name/Jayne Bye/](https://directory.westernsydney.edu.au/search/name/Jayne%20Bye/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2031_22-SPR_BA_D#subjects)

Campbelltown

Day

Subject Contact Ataus Samad ([https://directory.westernsydney.edu.au/search/name/Ataus Samad/](https://directory.westernsydney.edu.au/search/name/Ataus%20Samad/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2031_22-SPR_CA_D#subjects)

Online

Online

Subject Contact Ataus Samad ([https://directory.westernsydney.edu.au/search/name/Ataus Samad/](https://directory.westernsydney.edu.au/search/name/Ataus%20Samad/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2031_22-SPR_ON_O#subjects)

Parramatta City - Macquarie St

Evening

Subject Contact Ataus Samad ([https://directory.westernsydney.edu.au/search/name/Ataus Samad/](https://directory.westernsydney.edu.au/search/name/Ataus%20Samad/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2031_22-SPR_PC_E#subjects)

Day

Subject Contact Ataus Samad ([https://directory.westernsydney.edu.au/search/name/Ataus Samad/](https://directory.westernsydney.edu.au/search/name/Ataus%20Samad/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2031_22-SPR_PC_D#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Natasha Daraio ([https://directory.westernsydney.edu.au/search/name/Natasha Daraio/](https://directory.westernsydney.edu.au/search/name/Natasha%20Daraio/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2031_22-OT3_OW_O#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2031_22-SC3_SC_D#subjects)

BUSM 2037 Sport Entertainment

Credit Points 10

Legacy Code 200996

Coordinator Jess Richards ([https://directory.westernsydney.edu.au/search/name/Jess Richards/](https://directory.westernsydney.edu.au/search/name/Jess%20Richards/))

Description Sport is now at the heart of many cultures with sport consumption, in a variety of forms, playing a significant role in the lives of many people. This unit explores and explains the sporting experience, providing an understanding of those who consume sport and the relationship between sport, its consumers, and the media. The unit equips students with the tools required to work with the media, producing resources, and to engage with and through social media platforms.

School Business

Discipline Business and Management, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects BUSM 2038 - Strategic Communication in Sport
LGYA 7216 - Sport Management 2
LGYA 4796 - Communication in Sport

Assumed Knowledge

A basic understanding of the sport industry.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the sporting experience with an understanding of factors such as Sportscape;
2. Evaluate the relationship between various types of mass media and the subsequent demand for sport;
3. Explain sport consumers' behaviour from a theoretical perspective;

4. Evaluate practices and policies which will prepare sports organisation for working with the media;
5. Create sports-related writing for a club or organisation;
6. Engage with social media platforms in a professional capacity.

Subject Content

- The sporting experience
- Sports Consumers, their motivations and behaviours
- Working with The media
- sport in The digital era, including social media
- Sports writing
- Sports public relations

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	1500 words	25	N	Individual
Portfolio	2000 words equivalent	25	N	Group
Final Exam	2 hours	50	N	Individual

Teaching Periods

Spring

Online

Online

Subject Contact Jess Richards ([https://directory.westernsydney.edu.au/search/name/Jess Richards/](https://directory.westernsydney.edu.au/search/name/Jess%20Richards/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2037_22-SPR_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Jess Richards ([https://directory.westernsydney.edu.au/search/name/Jess Richards/](https://directory.westernsydney.edu.au/search/name/Jess%20Richards/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2037_22-SPR_PC_D#subjects)

BUSM 2039 The Accommodation Industry

Credit Points 10

Legacy Code 200993

Coordinator Bruce Cameron ([https://directory.westernsydney.edu.au/search/name/Bruce Cameron/](https://directory.westernsydney.edu.au/search/name/Bruce%20Cameron/))

Description The Accommodation Industry is concerned with developing skills for managing people, operations and business in hotels and hospitality companies. It focuses on the business operations and management issues to be found in successful lodging enterprises. The unit incorporates the application of key aspects of marketing, service management, financial management, revenue management and business development within a hospitality context. It develops effective problem solving and critical thinking skills necessary to meet the service industry's ever-changing needs. Students can expect to find

employment in a range of domestic and international accommodation management facilities such as hotels, resort groups, cruise ships and the accommodation sector.

School Business

Discipline Hospitality Management

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects BUSM 2032 - Managing the Accommodation Experience
LGYA 4391 - Managing the Accommodation Experience

Assumed Knowledge

A basic understanding of the core concepts of hospitality.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Assess components of the accommodation industry;
2. Analyse the management functions in marketing, finance, operations, people and general management;
3. Interpret financial aspects of hotel management, including revenue management;
4. Evaluate sustainable accommodation aspects;
5. Analyse current issues in accommodation management.

Subject Content

- Hotel Operations including front office, The lodging cycle and The application of yield management principles in Forecasting demand
- strategic themes, goals, objectives, strategies, and tactics using specific tools
- Understanding Consumer behaviour, segmentation, targeting and positioning, The extended Marketing mix and ethics in Marketing
- relevant accounting concepts and knowledge applied to interpret and analyse financial performances of An entity
- meeting Customer Expectations and ensuring Customer satisfaction
- explore current Trends and opportunities in Hotel sustainability

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	1500 words	30	N	Individual
Report	3000 words	30	N	Group
Final Exam	2 hours	40	N	Individual

Teaching Periods

Autumn

Online

Online

Subject Contact Bruce Cameron ([https://directory.westernsydney.edu.au/search/name/Bruce Cameron/](https://directory.westernsydney.edu.au/search/name/Bruce%20Cameron/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2039_22-AUT_ON_O#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2039_22-SC1_SC_D#subjects)

Spring

Parramatta City - Macquarie St

Day

Subject Contact Catherine Link ([https://directory.westernsydney.edu.au/search/name/Catherine Link/](https://directory.westernsydney.edu.au/search/name/Catherine%20Link/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2039_22-SPR_PC_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2039_22-SC3_SC_D#subjects)

BUSM 2040 The Service Enterprise

Credit Points 10

Legacy Code 200915

Coordinator Karina Wardle ([https://directory.westernsydney.edu.au/search/name/Karina Wardle/](https://directory.westernsydney.edu.au/search/name/Karina%20Wardle/))

Description Modern economies are increasingly service-based. Knowledge and skills in the field of services are required by people operating across various industries and in a range of roles. Business graduates will either work for firms whose central offering is service or be employed by organisations that use service as an integral supporting element in what they do and what they offer. The unit aims to expose students to relevant theory and practices in order to develop their abilities for potential career opportunities in a service environment.

School Business

Discipline Business and Management, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects BUSM 2030 - Managing and Developing Careers
BUSM 2041 - Working in Professions MKTG 3011 - Marketing of Services

Restrictions Successful completion of 60 credit points.

Assumed Knowledge

Students should have a foundation knowledge of business markets and enterprise structure.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Research and reflect on opportunities for individual employability in service industries.
2. Develop self-awareness and provide evidence of the skills and knowledge required for employability and career transition.
3. Analyse key services concepts and theories to address practical service situations.
4. Critically evaluate and use information to formulate distinctive strategies for service based businesses.
5. Apply service design thinking principles when solving service based problems

Subject Content

1. What are services? The nature, type and importance of services to the economy.
2. Working in service markets: career opportunities and employee roles.
3. Service delivery: the service encounter, service quality, failure and recovery.
4. Service pricing: managing capacity and demand.
5. Servicescapes, both physical and digital in a global and evolving industry.
6. Introducing design thinking within the service environment.
7. Customer expectations, perceptions and roles.
8. Integrated service marketing.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	Weekly activities. Top 80% of marks will be used to produce a mark out of 40; 2,000 words equivalency	40	N	Individual
Report	2,000 words equivalency	30	N	Group
Reflection	1,000 words	30	N	Individual

Prescribed Texts

- Western Sydney University (ed) 2018, The Service Enterprise 200915 (Custom Edition eBook), 1st Edition, Pearson Australia

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Karina Wardle ([https://directory.westernsydney.edu.au/search/name/Karina Wardle/](https://directory.westernsydney.edu.au/search/name/Karina%20Wardle/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2040_22-AUT_BA_D#subjects)

Campbelltown

Day

Subject Contact Karina Wardle ([https://directory.westernsydney.edu.au/search/name/Karina Wardle/](https://directory.westernsydney.edu.au/search/name/Karina%20Wardle/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2040_22-AUT_CA_D#subjects)

Online

Online

Subject Contact Karina Wardle ([https://directory.westernsydney.edu.au/search/name/Karina Wardle/](https://directory.westernsydney.edu.au/search/name/Karina%20Wardle/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2040_22-AUT_ON_O#subjects)

Parramatta City - Macquarie St

Evening

Subject Contact Karina Wardle ([https://directory.westernsydney.edu.au/search/name/Karina Wardle/](https://directory.westernsydney.edu.au/search/name/Karina%20Wardle/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2040_22-AUT_PC_E#subjects)

Day

Subject Contact Karina Wardle ([https://directory.westernsydney.edu.au/search/name/Karina Wardle/](https://directory.westernsydney.edu.au/search/name/Karina%20Wardle/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2040_22-AUT_PC_D#subjects)

UEH-Session 1

Vietnam

Day

Subject Contact Karina Wardle ([https://directory.westernsydney.edu.au/search/name/Karina Wardle/](https://directory.westernsydney.edu.au/search/name/Karina%20Wardle/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2040_22-UT1_UE_D#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Helen Lambourne ([https://directory.westernsydney.edu.au/search/name/Helen Lambourne/](https://directory.westernsydney.edu.au/search/name/Helen%20Lambourne/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2040_22-OT2_OW_O#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2040_22-SC2_SC_D#subjects)

UEH-Session 2

Vietnam

Day

Subject Contact Karina Wardle ([https://directory.westernsydney.edu.au/search/name/Karina Wardle/](https://directory.westernsydney.edu.au/search/name/Karina%20Wardle/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2040_22-UT2_UE_D#subjects)

Spring

Parramatta City - Macquarie St

Evening

Subject Contact Karina Wardle ([https://directory.westernsydney.edu.au/search/name/Karina Wardle/](https://directory.westernsydney.edu.au/search/name/Karina%20Wardle/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2040_22-SPR_PC_E#subjects)

Day

Subject Contact Karina Wardle ([https://directory.westernsydney.edu.au/search/name/Karina Wardle/](https://directory.westernsydney.edu.au/search/name/Karina%20Wardle/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2040_22-SPR_PC_D#subjects)

BUSM 2041 Working in Professions

Credit Points 10

Legacy Code 200914

Coordinator Krishan Prasad ([https://directory.westernsydney.edu.au/search/name/Krishan Prasad/](https://directory.westernsydney.edu.au/search/name/Krishan%20Prasad/))

Description Working in Professions focuses on developing career understandings and appreciating the personal attributes required for employability in the 'real world' of accounting, banking, economics, finance and property. This is a professional unit in the Bachelor of Business, but is also open to participants with an interest in examining and developing their knowledge of employability in these career areas. The unit involves examination of the evolving nature of work in a dynamic globalised context; applied labour market and industry structure analysis; and an exploration of employability attributes, capacities and opportunities across a range of career paths. Successful completion of the unit allows participants to gauge employer expectations, and to identify and reflect on career opportunities in their chosen fields.

School Business

Discipline Business and Management, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects BUSM 2030 - Managing and Developing Careers
BUSM 2040 - The Service Enterprise

Restrictions Successful completion of 60 credit points of Business subjects.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply labour market analysis to identify a range of career opportunities in accounting, banking, economics, finance and property.
2. Explain how career prospects in business will evolve over time.
3. Identify employee skills and attributes relevant to their chosen career.
4. Identify the role of professional bodies for the modern business professional.

5. Explain the role of ethics in the modern business world.
6. Research and reflect on opportunities for individual employability.

Subject Content

1. The meaning of work and the global labour environment.
2. Communication and the workforce in relation to small, medium and large enterprises.
3. Employability skills and attributes required by business professionals.
4. The professions:
 - ? Diversity of the accounting profession
 - ? The finance professional
 - ? Property profession
 - ? Financial advice profession
5. Use of technology in the professions.
6. Legislative requirements and the role of professional bodies.
7. Professional ethics in business.
8. Organising work life balance.
9. Evaluating and assessing career options.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	Part 1: Summary 1,200 words (20%). Part 2: Presentation 15 minutes (10%)	30	N	Group
Portfolio	2,000 words equivalency	40	N	Individual
Reflection	1,000 words	30	N	Individual

Prescribed Texts

- Working in Professions - Custom Publication for Western Sydney University Course Code 200914. Prepared by Krishan Prasad, McGraw-Hill Education, 2018.

Teaching Periods

Autumn

Online

Online

Subject Contact Krishan Prasad ([https://directory.westernsydney.edu.au/search/name/Krishan Prasad/](https://directory.westernsydney.edu.au/search/name/Krishan%20Prasad/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2041_22-AUT_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Krishan Prasad ([https://directory.westernsydney.edu.au/search/name/Krishan Prasad/](https://directory.westernsydney.edu.au/search/name/Krishan%20Prasad/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2041_22-AUT_PC_D#subjects)

UEH-Session 1

Vietnam

Day

Subject Contact Krishan Prasad ([https://directory.westernsydney.edu.au/search/name/Krishan Prasad/](https://directory.westernsydney.edu.au/search/name/Krishan%20Prasad/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2041_22-UT1_UE_D#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Natasha Daraio ([https://directory.westernsydney.edu.au/search/name/Natasha Daraio/](https://directory.westernsydney.edu.au/search/name/Natasha%20Daraio/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2041_22-OT2_OW_O#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2041_22-SC2_SC_D#subjects)

UEH-Session 2

Vietnam

Day

Subject Contact Krishan Prasad ([https://directory.westernsydney.edu.au/search/name/Krishan Prasad/](https://directory.westernsydney.edu.au/search/name/Krishan%20Prasad/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2041_22-UT2_UE_D#subjects)

Spring

Online

Online

Subject Contact Krishan Prasad ([https://directory.westernsydney.edu.au/search/name/Krishan Prasad/](https://directory.westernsydney.edu.au/search/name/Krishan%20Prasad/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2041_22-SPR_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Krishan Prasad ([https://directory.westernsydney.edu.au/search/name/Krishan Prasad/](https://directory.westernsydney.edu.au/search/name/Krishan%20Prasad/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2041_22-SPR_PC_D#subjects)

UEH-Session 3

Vietnam

Day

Subject Contact Krishan Prasad ([https://directory.westernsydney.edu.au/search/name/Krishan Prasad/](https://directory.westernsydney.edu.au/search/name/Krishan%20Prasad/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2041_22-UT3_UE_D#subjects)

BUSM 2043 Project Management in Humanitarian and Development Studies

Credit Points 10

Legacy Code 102707

Coordinator Thierno Diallo ([https://directory.westernsydney.edu.au/search/name/Thierno Diallo/](https://directory.westernsydney.edu.au/search/name/Thierno%20Diallo/))

Description The primary aim of this unit is to equip students with the concepts, processes and major techniques employed in project management. By integrating theory and practice this unit provides a strong foundation for students in project management as an essential skill in the field of humanitarian and development studies. The unit uses the project management body of knowledge (PMBOK) which covers the required competencies in project management including planning, monitoring, control, implementation and evaluation.

School Social Sciences

Discipline Project Management

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Understand and demonstrate project, program, and portfolio management.
2. List and describe the stages of the project life cycle, and the tasks and deliverables for each stage.
3. Describe and apply key processes in project management including risk management.
4. Execute and monitor various project management techniques.
5. Describe and apply leadership and management capabilities required for managing projects.

Subject Content

Introduction to Project, Program, and Portfolio Management
 Project, Program, and Portfolio Selection
 Initiating Projects
 Planning Projects, Part 1 (Project Integration and Scope Management)
 Planning Projects, Part 2 (Project Time and Cost Management)
 Planning Projects, Part 3 (Project Quality, Human Resource, Communications, Stakeholder, Risk, and Procurement Management)
 Executing Projects
 Monitoring, control and evaluation Projects
 Closing Projects
 International Projects
 Best Practices in Project Management

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Assignment	4 Quizzes at 25 minutes each	20	N	Individual
Applied Project Work 1	1,200 words	10	N	Individual
Applied Project Work 2	1,200 words	30	N	Group
Final Exam	1,200 words, 2 hours' duration	40	N	Individual

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Thierno Diallo ([https://directory.westernsydney.edu.au/search/name/Thierno Diallo/](https://directory.westernsydney.edu.au/search/name/Thierno%20Diallo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2043_22-SPR_PS_D#subjects)

BUSM 2044 Health Service Management

Credit Points 10

Legacy Code 401393

Coordinator Stewart Alford ([https://directory.westernsydney.edu.au/search/name/Stewart Alford/](https://directory.westernsydney.edu.au/search/name/Stewart%20Alford/))

Description The unit builds on previous Health Services Management curriculum. It is focused on the changing role of the health services manager and competencies required to manage and lead health services efficiently and effectively in both current and emerging areas of healthcare and health management. Various management functions are explored through 140 hours of placement with blended learning activities including: strategic management, values-based healthcare, quality and safety, risk and governance, health services policy and performance management, finance and resource allocation.

School Health Sciences

Discipline Public and Health Care Administration

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Co-requisite(s) BUSM 1037

Incompatible Subjects BUSM 3015 - Health Services Management Practice BUSM 3014 - Health Services Financial Management

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Develop knowledge of Value-based healthcare and competencies required to manage and lead health services effectively;

- Analyse a range of external environmental and community factors as well as internal factors that influence policy and the management of health services;
- Develop an understanding of Quality and Safety, Risk and Governance of health care systems;
- Critically examine policy, standards and practice guidelines being used as a basis for performance measurement and management in health services;
- Analyse current financial management, resource allocation and resource management practices within health services management;
- Develop professional and social responsibility by influencing and leading collaborative discourse and effective teamwork in response to a health services management problem and the process of developing a solution;
- Analyse pertinent case studies through material covered in classes, student placements and deeply reflect this experience to the development of health service management competencies.

Subject Content

- proactive management and strategic planning
- value-based healthcare, leadership and Employability skills and required to manage and lead health services effectively
- organisational Governance, change and Conflict management
- Managerial decision making
- health system performance
- work health safety and Risk management
- resource management
- human resource management
- Communications and relationship management

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

- Find your existing National Police Check or apply for one
- Gather documentary evidence of your vaccination history
- Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
- Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Viva Voce	10 minutes	15	N	Individual
Professional Task	2,000 words	30	N	Group
Professional Task	1,500 words	30	N	Individual
Reflection	15 minute video reflection/ 1,250 word written reflection	25	N	Individual
Professional Task	140 hours	S/U	Y	Individual

Teaching Periods

Autumn Campbelltown

Day

Subject Contact Stewart Alford ([https://directory.westernsydney.edu.au/search/name/Stewart Alford/](https://directory.westernsydney.edu.au/search/name/Stewart%20Alford/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2044_22-AUT_CA_D#subjects)

Online

Online

Subject Contact Stewart Alford ([https://directory.westernsydney.edu.au/search/name/Stewart Alford/](https://directory.westernsydney.edu.au/search/name/Stewart%20Alford/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2044_22-AUT_ON_O#subjects)

Sydney City Campus - Term 1 Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2044_22-SC1_SC_D#subjects)

BUSM 2045 Sport and Society

Credit Points 10

Legacy Code 201079

Coordinator Jess Richards ([https://directory.westernsydney.edu.au/search/name/Jess Richards/](https://directory.westernsydney.edu.au/search/name/Jess%20Richards/))

Description Sport plays a prominent role in the lives of many people across Australia and globally. It provides an opportunity for pleasure and a sense of freedom which may be missing in modern society. However, sport is a contested concept and can be a domain which both reinforces and challenges notions such as gender, ethnicity, and nation. This unit explores sport from a sociological perspective, examining the relationship between sport and society, and encourages students to challenge accepted norms and ideologies.

School Business

Discipline Business and Management, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects SPRT 3004 - Contemporary Issues in Sport Management BUSM 3068 Sport and Society

Assumed Knowledge

A basic understanding of the sport industry.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Discuss the relationship between sport and society
2. Explain the role of sport in national identity
3. Outline the role that sport plays in popular culture
4. Review sporting practice from an ethical perspective
5. Summarise conflicts which arise within and because of sport

Subject Content

Sociological theories of sport
Sport and corporate social responsibility
Sport and social issues
Sport and social inequality and diversity
Sport and social media
Sport and governance

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	2,000 words	35	N	Individual
Report	2,500 words	30	N	Group
Final Exam	1,000 words	35	N	Individual

Teaching Periods

Autumn

Online

Online

Subject Contact Jess Richards ([https://directory.westernsydney.edu.au/search/name/Jess Richards/](https://directory.westernsydney.edu.au/search/name/Jess%20Richards/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2045_22-AUT_ON_O#subjects)

BUSM 2046 Managing in the Global Environment (Block)

Credit Points 10

Legacy Code omp

Coordinator Rachel Renwick ([https://directory.westernsydney.edu.au/search/name/Rachel Renwick/](https://directory.westernsydney.edu.au/search/name/Rachel%20Renwick/))

Description This unit introduces students to the complexities of managing in the changing economic, political, legal, technological and sociocultural factors that influence management practice. By addressing issues of cultural awareness, this unit provides an organisational behaviour approach to managing in a dynamic global environment. Management practice and theoretical knowledge are linked in this unit through experiential based learning and assessment activities such as critical analysis of contemporary media, research and case studies.

School Business

Discipline International Business

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects BUSM 2009 - Cross cultural management BUSM 2010 - Cross cultural management (UWSC)

Restrictions Students must be enrolled in program 7180 ? Undergraduate Certificate in Business Management

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply cultural frameworks to analyse cultural values and beliefs.
2. Critically reflect on and articulate personal cultural values and beliefs.
3. Analyse how cultural value dimensions influence managing in the global business environment.
4. Apply Managing in the Global Environment theory to research a contemporary business issue.
5. Propose recommendations for global business practice.

Subject Content

Why culture matters to 21st century business.
 Understanding the global business environment.
 Determinants of culture and cultural value orientations.
 Intercultural communication.
 Cross cultural negotiation.
 Business ethics and corporate social responsibility.
 Managing political risk.
 Competencies for global managers.
 Motivation in the global business environment.
 Leadership in the global business environment.
 Working with cross cultural teams.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Participation	300 words	5	N	Individual
Participation	300 words	10	N	Individual
Participation	300 words	15	N	Individual
Report	900 words	30	N	Individual
Case Study	1200 words	40	N	Individual

Teaching Periods

Block B Session

Online

Online

Subject Contact Rachel Renwick ([https://directory.westernsydney.edu.au/search/name/Rachel Renwick/](https://directory.westernsydney.edu.au/search/name/Rachel%20Renwick/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2046_22-BB_ON_O#subjects)

Block D Session

Online

Online

Subject Contact Rachel Renwick ([https://directory.westernsydney.edu.au/search/name/Rachel Renwick/](https://directory.westernsydney.edu.au/search/name/Rachel%20Renwick/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2046_22-BD_ON_O#subjects)

Block F Session

Online

Online

Subject Contact Rachel Renwick ([https://directory.westernsydney.edu.au/search/name/Rachel Renwick/](https://directory.westernsydney.edu.au/search/name/Rachel%20Renwick/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM2046_22-BF_ON_O#subjects)

BUSM 3001 Advanced Business Seminars

Credit Points 10

Legacy Code 200572

Coordinator Marion Cornish ([https://directory.westernsydney.edu.au/search/name/Marion Cornish/](https://directory.westernsydney.edu.au/search/name/Marion%20Cornish/))

Description A seminar series involving speakers from outside the university will present on current theoretical or practical issues affecting business and commerce. Students interested in this unit should contact the Unit Coordinator to see whether they qualify.

School Business

Discipline Business and Management, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) Students must have successfully completed at least 90 credit points in business related units

Restrictions Students must be enrolled in 2787 Bachelor of Business (Advanced Business Leadership), 2789 Bachelor of Business (Advanced Business Leadership) / Bachelor of Laws, 2754 Bachelor of Business and Commerce (Advanced Business Leadership), 2747 Bachelor of Business and Commerce (Advanced Business Leadership) / Bachelor of Laws or 2741 Bachelor of Business and Commerce (Advanced Business Leadership). Students enrolled in the following programs may take this subject as an elective with Director, Academic Program approval: 2786 Bachelor of Business or 2739/2753 Bachelor of Business and Commerce; Students interested in taking this subject as an elective will have to apply to the Director, Academic Program who will decide whether the students fit the category of high potential students. If there are too many applicants the subject coordinator may rank the applicants and restrict the number of acceptances to an appropriate seminar size.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain and debate the theoretical or practical problems posed by the guest speakers;
2. Engage responsibly with individuals from diverse cultural contexts;
3. Appreciate the responsibility of corporate citizenship in solving business problems;
4. Demonstrate high level analytical skills in identifying and solving problems;
5. Demonstrate an enhanced awareness of the nature of the difficulties in implementing practical business solutions.

Subject Content

- participation in seminars on business and commerce and their current Issues
- demonstrating An ability to analyse, research and Debate such Issues
- explain and Debate The theoretical or practical problems posed by The guest speakers.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Participation	Participation in the seminar discussions each week	40	N	Individual
Essay	Three discussion papers of 2000 words	60	N	Individual

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Marion Cornish ([https://directory.westernsydney.edu.au/search/name/Marion Cornish/](https://directory.westernsydney.edu.au/search/name/Marion%20Cornish/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3001_22-AUT_PC_D#subjects)

BUSM 3002 Business Leadership

Credit Points 10

Legacy Code 200573

Coordinator Marion Cornish ([https://directory.westernsydney.edu.au/search/name/Marion Cornish/](https://directory.westernsydney.edu.au/search/name/Marion%20Cornish/))

Description Business Leadership explores the multiple opinions and complex perspectives regarding leadership in the global business context. Exploring the nature of leadership across different cultures and situations, students develop an insight into the highly sophisticated meanings of leadership emerging from the broad literature, history and accounts on the topic. Future leaders emerge from this unit recognising the importance and relevance of their personal leadership goals in the early stages of a business or commerce career.

School Business

Discipline Business Management

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) Students must have successfully completed at least 90 credit points of business related units

Restrictions Students must be enrolled in 2787 Bachelor of Business (Advanced Business Leadership), 2789 Bachelor of Business

(Advanced Business Leadership) / Bachelor of Laws, 2754 Bachelor of Business and Commerce (Advanced Business Leadership), 2747 Bachelor of Business and Commerce (Advanced Business Leadership) / Bachelor of Laws, 2741 Bachelor of Business and Commerce (Advanced Business Leadership). Students enrolled in 2786 Bachelor of Business or 2739/2753 Bachelor of Business and Commerce may take this subject as an elective with Director, Academic Programs approval. Students interested in taking this subject as an elective will have to apply to the Director, Academic Programs who will have to decide whether the students fit the category of high potential students. If there are too many applicants the Director, Academic Programs may rank the applicants and restrict the number of acceptances to an appropriate seminar size.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically evaluate the research literature on business leadership;
2. Demonstrate understanding of the implications of the leadership for their personal improvement;
3. Demonstrate understanding of how leadership might vary across cultures and situations.

Subject Content

- The nature of leadership
- leadership and strategic thinking
- leadership and values
- how to develop your leadership skills
- leadership in A Global environment
- leadership in An indigenous community

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1250 words	35	N	Individual
Portfolio	1250 words	30	N	Individual
Presentation	5 minutes	10	N	Individual
Presentation	10 minutes	25	N	Group

Prescribed Texts

- Jackson, B & Parry, K, 2018, A very short but fairly interesting and reasonably cheap book about studying leadership, 3rd edn, Sage, London

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Marion Cornish ([https://directory.westernsydney.edu.au/search/name/Marion Cornish/](https://directory.westernsydney.edu.au/search/name/Marion%20Cornish/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3002_22-SPR_PC_D#subjects)

BUSM 3004 Contemporary Management Issues

Credit Points 10

Legacy Code 200568

Coordinator Pauline Ross ([https://directory.westernsydney.edu.au/search/name/Pauline Ross/](https://directory.westernsydney.edu.au/search/name/Pauline%20Ross/))

Description This is an engaged unit that requires students to undertake real-world projects to support selected industry or community partners. The unit blends in-class and online activities as well as individual and group work, with self-directed problem-based learning. The focus of students' learning is on sustainable business, including the economic, social and environmental dimensions of business. The in-class workshops support students to conduct the required engagement activities with industry or community partners. As a third-year unit, attention is given to students' application of the knowledge and skills already acquired in their degree programs, and on the practice of business management skills.

School Business

Discipline Business Management

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BUSM 1038 OR
BUSM 1008 OR
BUSM 1019

Equivalent Subjects LGYB 9012 - Contemporary Management Issues

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the broad context of a selection of issues relating to contemporary management;
2. Critically analyse, apply and reflect on the application of a selection of issues of contemporary relevance to management practice, including professional reflective practice;
3. Apply business research skills;
4. Effectively apply theoretical concepts to real-life situations of particular relevance to management practice.

Subject Content

- application of and reflection on The economic, social and environmental dimensions of business management practice.
- application of and reflection on business management skills, such as engaging with others in professional contexts and reflection in professional contexts
- application of and reflection on The Attributes of life-long learning, in The frame of community engagement
- conducting research in business contexts

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	1,200 words	20	N	Individual
Reflection	1,200 words	30	N	Individual
Report	Report 4,000 words (40%) and Presentation 20 minutes (10%)	50	N	Group
Participation	8 Seminars	S/U	Y	Individual

Prescribed Texts

- This subject has a customised set of readings that students will access through vUWS

Teaching Periods

Autumn

Online

Online

Subject Contact Pauline Ross ([https://directory.westernsydney.edu.au/search/name/Pauline Ross/](https://directory.westernsydney.edu.au/search/name/Pauline%20Ross/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3004_22-AUT_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Pauline Ross ([https://directory.westernsydney.edu.au/search/name/Pauline Ross/](https://directory.westernsydney.edu.au/search/name/Pauline%20Ross/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3004_22-AUT_PC_D#subjects)

WSU Online TRI-1

Wsu Online

Online

Subject Contact Helen Lambourne ([https://directory.westernsydney.edu.au/search/name/Helen Lambourne/](https://directory.westernsydney.edu.au/search/name/Helen%20Lambourne/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3004_22-OT1_OW_O#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3004_22-SC1_SC_D#subjects)

Spring

Campbelltown

Day

Subject Contact Pauline Ross ([https://directory.westernsydney.edu.au/search/name/Pauline Ross/](https://directory.westernsydney.edu.au/search/name/Pauline%20Ross/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3004_22-SPR_CA_D#subjects)

Online

Online

Subject Contact Pauline Ross ([https://directory.westernsydney.edu.au/search/name/Pauline Ross/](https://directory.westernsydney.edu.au/search/name/Pauline%20Ross/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3004_22-SPR_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Pauline Ross ([https://directory.westernsydney.edu.au/search/name/Pauline Ross/](https://directory.westernsydney.edu.au/search/name/Pauline%20Ross/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3004_22-SPR_PC_D#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Helen Lambourne ([https://directory.westernsydney.edu.au/search/name/Helen Lambourne/](https://directory.westernsydney.edu.au/search/name/Helen%20Lambourne/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3004_22-OT3_OW_O#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3004_22-SC3_SC_D#subjects)

BUSM 3005 Creating Change and Innovation

Credit Points 10

Legacy Code 200862

Coordinator Ann Dadich ([https://directory.westernsydney.edu.au/search/name/Ann Dadich/](https://directory.westernsydney.edu.au/search/name/Ann%20Dadich/))

Description The future of work requires us to: be innovative; manage change; have interpersonal skills; and be lifelong learners. Towards these aspirations, this subject introduces the concepts of change and innovation as they relate to organisational transformation. It explores change as a human and social process. Furthermore, it offers opportunities to consider relevant bona fide examples of change and innovation to expand ideas on how to inspire and lead organisational transformation. As such, this subject provides the theoretical and practical understandings that you will need as both a student of change and a future manager.

School Business

Discipline Organisation Management

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects BUSM 3038 Management of Change LGYB 9013 Management of Change

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate the use of established approaches to promote innovation and manage change
2. Analyse the influential roles of leadership, organisational culture, and communication
3. Devise a plan to introduce innovation and manage change
4. Effectively communicate to facilitate innovation and change management
5. Reflect on creating change and innovation

Subject Content

1. Approaches to promote innovation and manage change
2. The influential roles of leadership, organisational culture, and communication
3. Introducing innovation and managing change
4. Communication to facilitate innovation and change management

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Case Study	900 words	30	N	Individual
Portfolio	Part 1. Report (500 words (10%) Part 2. Report (1,000 words) (20%)	30	N	Group
Reflection	1,000 words	40	N	Individual

Prescribed Texts

- Dawson, P., & Andriopoulos, C. (2021). *Managing change, creativity and innovation* (Fourth ed.). Sage Publications.

Teaching Periods

Autumn

Online

Online

Subject Contact Ann Dadich ([https://directory.westernsydney.edu.au/search/name/Ann Dadich/](https://directory.westernsydney.edu.au/search/name/Ann%20Dadich/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3005_22-AUT_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Ann Dadich ([https://directory.westernsydney.edu.au/search/name/Ann Dadich/](https://directory.westernsydney.edu.au/search/name/Ann%20Dadich/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3005_22-AUT_PC_D#subjects)

WSU Online TRI-1

Wsu Online

Online

Subject Contact Karen Harvey ([https://directory.westernsydney.edu.au/search/name/Karen Harvey/](https://directory.westernsydney.edu.au/search/name/Karen%20Harvey/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3005_22-OT1_OW_O#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3005_22-SC2_SC_D#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Karen Harvey ([https://directory.westernsydney.edu.au/search/name/Karen Harvey/](https://directory.westernsydney.edu.au/search/name/Karen%20Harvey/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3005_22-OT3_OW_O#subjects)

BUSM 3006 Design Thinking for Creativity

Credit Points 10

Legacy Code 200918

Coordinator Tendai Chikweche ([https://directory.westernsydney.edu.au/search/name/Tendai Chikweche/](https://directory.westernsydney.edu.au/search/name/Tendai%20Chikweche/))

Description Innovation and creative thinking are important skills in strategy development. Part of this process is the ability to solve problems and discover new opportunities; or in other words, the notion of "design thinking". This unit introduces students to concepts and frameworks to create innovative products, services and systems for a range of enterprises, industries and markets. Students will explore and analyse business and social networks, clusters and ecosystems via practice based projects. Design thinking principles will be applied to systematically develop ideas into innovative solutions as a way to drive business growth.

School Business

Discipline Business and Management, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 80 credit points.

Assumed Knowledge

Students should have a foundation knowledge of business markets and innovation theory.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse innovation in different enterprise or social contexts.
2. Evaluate the practice and protocols of professional and social networks.
3. Use creativity and innovation to solve strategic business markets problems.
4. Demonstrate the process of creative thinking.

Subject Content

1. The innovation cycle including ideation, creativity and innovation.
2. Business and social enterprise innovation.
3. Innovation networks, clusters and ecosystems, identification, standards and protocols.
4. Innovation within a marketing context.
5. Creativity principles, frameworks and methods.
6. Introduction to design thinking principles and frameworks.
7. Developing ideation into innovative products, services, processes, and enterprises.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Proposal	1,000 words equivalency	25	N	Individual
Report	2,000 words equivalency	45	Y	Individual
Report	Part 1: Group report 2,000 words (20%) & Part 2: In class presentation 15 minutes (10%)	30	N	Both (Individual & Group)

Teaching Periods

Autumn

Online

Online

Subject Contact Tendai Chikweche ([https://directory.westernsydney.edu.au/search/name/Tendai Chikweche/](https://directory.westernsydney.edu.au/search/name/Tendai%20Chikweche/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3006_22-AUT_ON_O#subjects)

Parramatta City - Macquarie St

Evening

Subject Contact Tendai Chikweche ([https://directory.westernsydney.edu.au/search/name/Tendai Chikweche/](https://directory.westernsydney.edu.au/search/name/Tendai%20Chikweche/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3006_22-AUT_PC_E#subjects)

Day

Subject Contact Tendai Chikweche ([https://directory.westernsydney.edu.au/search/name/Tendai Chikweche/](https://directory.westernsydney.edu.au/search/name/Tendai%20Chikweche/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3006_22-AUT_PC_D#subjects)

WSU Online TRI-1

Wsu Online

Online

Subject Contact Helen Lambourne ([https://directory.westernsydney.edu.au/search/name/Helen Lambourne/](https://directory.westernsydney.edu.au/search/name/Helen%20Lambourne/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3006_22-OT1_OW_O#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3006_22-SC1_SC_D#subjects)

UEH-Session 1

Vietnam

Day

Subject Contact Tendai Chikweche ([https://directory.westernsydney.edu.au/search/name/Tendai Chikweche/](https://directory.westernsydney.edu.au/search/name/Tendai%20Chikweche/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3006_22-UT1_UE_D#subjects)

UEH-Session 2

Vietnam

Day

Subject Contact Tendai Chikweche ([https://directory.westernsydney.edu.au/search/name/Tendai Chikweche/](https://directory.westernsydney.edu.au/search/name/Tendai%20Chikweche/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3006_22-UT2_UE_D#subjects)

Spring

Parramatta City - Macquarie St

Day

Subject Contact Tendai Chikweche ([https://directory.westernsydney.edu.au/search/name/Tendai Chikweche/](https://directory.westernsydney.edu.au/search/name/Tendai%20Chikweche/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3006_22-SPR_PC_D#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Karen Harvey ([https://directory.westernsydney.edu.au/search/name/Karen Harvey/](https://directory.westernsydney.edu.au/search/name/Karen%20Harvey/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3006_22-OT3_OW_O#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3006_22-SC3_SC_D#subjects)

BUSM 3007 Destination Management

Credit Points 10

Legacy Code 101270

Coordinator Felicity Picken ([https://directory.westernsydney.edu.au/search/name/Felicity Picken/](https://directory.westernsydney.edu.au/search/name/Felicity%20Picken/))

Description Destination Management provides students with a fundamental understanding of the concepts in destination management. This includes coordination of the destination in terms of the tourism industry's sectors, their relationship with each other and the challenges they face. An appreciation of the importance of a destination's unique cultural, natural and economic attributes is developed from the viewpoint of the visitor and industry representatives. The implications of organising urban spaces for the visitor experience and its influence on sustainability and competitiveness are explored.

School Social Sciences

Discipline Tourism Management

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse structure, roles and interrelationships of Destination Management Organisations (DMO) at various levels of operation.
2. Evaluate factors influencing destination management and marketing.
3. Undertake a destination resource analysis (Audit).
4. Evaluate destination marketing strategies based upon destination management objectives.
5. Critique destination management implementation.
6. Identify and describe opportunities, challenges and constraints affecting DMOs in formulating strategies.

Subject Content

Destination characteristics and destination profiling (critical review).
 Coordination structures and principle players in the coordination of destination management (Government, Industry, NGO and Community).
 Strategic and sustainable destination management (policy, practices and issues).
 Destination marketing.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Critical Review	800 words	25	N	Individual
Practical Report	500 words	30	N	Group
	2,000 words	45	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Felicity Picken ([https://directory.westernsydney.edu.au/search/name/Felicity Picken/](https://directory.westernsydney.edu.au/search/name/Felicity%20Picken/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3007_22-AUT_PS_D#subjects)

BUSM 3008 Developing Sport Professionals

Credit Points 10

Legacy Code 200997

Coordinator Jess Richards ([https://directory.westernsydney.edu.au/search/name/Jess Richards/](https://directory.westernsydney.edu.au/search/name/Jess%20Richards/))

Description The Sport Management Internship unit provides students with an opportunity to engage with the sport industry through a 120 hour [minimum] industry placement. Students are provided with a unique opportunity to observe sport management practitioners in action and learn in a practical "hands-on" setting. Experience in the field of study is an essential ingredient in preparing an individual for employment either during the period of study or after graduation. Students have the opportunity to apply theoretical concepts, knowledge and skills acquired in lectures and workshops in professional sport, recreation and aligned settings.

School Business

Discipline Business and Management, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BUSM 1031

Equivalent Subjects LGYA 7605 - Professional Practice in Sport Management 3 LGYA 7603 - Professional Practice in Sport Management 2 LGYA 4807 - Professional Practice in Sport Management 1 BUSM 3066 - Sport Management Internship

Restrictions Student must be enrolled in one of the following programs: 1818 Bachelor of Arts/Bachelor of Business 1819 Bachelor of Communication/Bachelor of Business 1820 Bachelor of International Studies/Bachelor of Business 2786 Bachelor of Business 2787 Bachelor of Business (Advanced Business Leadership) 2788 Bachelor of Business/Bachelor of Laws 2789 Bachelor of Business (Advanced Business Leadership)/Bachelor of Laws 3728 Bachelor of Engineering (Honours)/Bachelor of Business 3737 Bachelor of Information and Communications Technology/Bachelor of Business 3744 Bachelor of Information Systems/Bachelor of Business 3745 Bachelor of Information Systems Advanced/Bachelor of Business 4748 Bachelor of Science/Bachelor of Business 6037 Diploma in Business/Bachelor of Business

Assumed Knowledge

An introductory level of knowledge in Sport Management.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Contextualise sport organisations in the broader socio-cultural context;
2. Communicate effectively and reflect on the importance of communication in organisations;
3. Demonstrate skills in and reflect on the delivery of services as part of a team and independently;
4. Demonstrate an awareness of, and an ability to reflect upon, personal values, experiences, and personality and how these affect the ability to respond in a work environment;
5. Develop a comprehension of the structure and function of a sport or sport related organisation;
6. Reflect on their ability to use initiative and critically evaluate the contemporary managerial practices of sport or sport related organisations;
7. Critically reflect on the value of professional networks within the sport industry.

Subject Content

- Career readiness and employability skills development [i.e career and personal goals development, resume writing, developing a LinkedIn profile, personal branding, interview skills]
- Developing a professional portfolio [i.e. electronic artefacts such as letters of recommendation, completion of activities/tasks, substantive projects]
- 120 internship hours [minimum] jointly supervised/facilitated by an experienced sport management practitioner and WSU academic mentor
- Critical reflection on experiences and interpretations while completing internship hours [reflexive practitioner outcomes enabled through ongoing industry and academic mentor formal/informal one-on-one and small group meetings]

Special Requirements

Legislative pre-requisites

Some placements may require completion of a Prohibited Persons Declaration; Criminal Record Check Clearance and Immunisation. This will be considered on a case by case basis.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Learning Contract	500 Words	S/U	N	Individual
Report	1,500 Words	50	N	Individual
Portfolio	1,000 Words Equivalency	50	N	Individual

Teaching Periods

Summer A

Online

Online

Subject Contact Jess Richards ([https://directory.westernsydney.edu.au/search/name/Jess Richards/](https://directory.westernsydney.edu.au/search/name/Jess%20Richards/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3008_22-SUA_ON_O#subjects)

Spring

Online

Online

Subject Contact Dr Michelle O'Shea ([https://directory.westernsydney.edu.au/search/name/Dr Michelle O'Shea/](https://directory.westernsydney.edu.au/search/name/Dr%20Michelle%20O%27%20Shea/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3008_22-SPR_ON_O#subjects)

BUSM 3009 Enterprise Internship

Credit Points 10

Legacy Code 200920

Coordinator Richard Abela ([https://directory.westernsydney.edu.au/search/name/Richard Abela/](https://directory.westernsydney.edu.au/search/name/Richard%20Abela/))

Description This unit is designed to bring to life the knowledge gained during the students' study whilst applying it practically to diverse business contexts through work integrated learning. The internship will build on the comprehensive, coherent and connected knowledge gained in business specialisations to allow the students to explore and develop attributes required to be successful in contributing to outcomes in a business environment. Assessment of the unit is through a practical application of the learned theory into an assessable business report framework. Entry to this unit is by application. Contact the unit coordinator for details.

School Business

Discipline Business Management

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects BUSM 3003 - Business Report

Restrictions Students must be enrolled in 2773 Bachelor of Business Administration, 2786 Bachelor of Business, 2787 Bachelor of Business (Advanced Business Leadership), 2788 Bachelor of Business/Bachelor of Laws, 1818 Bachelor of Arts/Bachelor of Business, 1819 Bachelor of Communication/Bachelor of Business, 1820 Bachelor of International Studies/Bachelor of Business, 3737 Bachelor of Information and Communications Technology/Bachelor of Business, 3738 Bachelor of Information and Communications Technology/Bachelor of Business (Accounting), 4748 Bachelor of Science/Bachelor of Business, 3728 Bachelor of Engineering (Honours)/Bachelor of Business. Students must apply to study this subject before commencing a business internship, must have permission from the subject Coordinator and must have completed a minimum of 160 credit points prior to undertaking this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Display planning, organisational and time management skills related completing a business related project.
2. Research relevant literature on a specific business issue or project.
3. Synthesise theoretical knowledge and context specific information in relation to a specific business issue or project.

Subject Content

1. Work integrated learning context.
2. Planning and organisational skills.
3. Time management.
4. Project management.
5. Business research.
6. Report writing.
7. Reflective writing.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Proposal	750 words	20	N	Individual
Report	2000 words (50%) and 10 minute video presentation (10%)	60	N	Individual
Reflection	750 words	20	N	Individual

Teaching Periods

Autumn

Online

Online

Subject Contact Sarah Duffy ([https://directory.westernsydney.edu.au/search/name/Sarah Duffy/](https://directory.westernsydney.edu.au/search/name/Sarah%20Duffy/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3009_22-AUT_ON_O#subjects)

Spring

Online

Online

Subject Contact Richard Abela ([https://directory.westernsydney.edu.au/search/name/Richard Abela/](https://directory.westernsydney.edu.au/search/name/Richard%20Abela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3009_22-SPR_ON_O#subjects)

BUSM 3010 Entrepreneurial Team

Credit Points 10

Legacy Code 200609

Coordinator Mahesh Enjeti ([https://directory.westernsydney.edu.au/search/name/Mahesh Enjeti/](https://directory.westernsydney.edu.au/search/name/Mahesh%20Enjeti/))

Description This unit is intended to provide an opportunity for high performing students to participate in a team which will develop a business plan for a company division, a non-profit enterprise, an existing business or a new business opportunity.

School Business

Discipline Business Management

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) Successful completion of 160 credit points of business related units

Restrictions Students must be enrolled in: 2787 Bachelor of Business (Advanced Business Leadership), 2789 Bachelor of Business (Advanced Business Leadership) / Bachelor of Laws, 2754 Bachelor of Business and Commerce (Advanced Business Leadership), 2747 Bachelor of Business and Commerce (Advanced Business Leadership) / Bachelor of Laws, 2741 Bachelor of Business and Commerce (Advanced Business Leadership). Students enrolled in 2739/2753 Bachelor of Business and Commerce or 2786 Bachelor of Business may take this subject as an elective with Director of Academic Program (DAP) approval. Students interested in taking this subject as an elective apply to the DAP who will decide whether students fit the category of high potential students. If there are too many applicants the DAP may rank the applicants and restrict the number of students to an appropriate seminar size.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate enhanced team participation and leadership skills, particularly in relation to inter-disciplinary business theory and practical application;
2. Use interdisciplinary business knowledge to develop a business plan for an existing or new business organisation;
3. Articulate the practical difficulties, and their solutions, in conducting business in a socially responsible and sustainable manner;
4. Apply critical, reflective and creative skills to solve problems.

Subject Content

- Problem/opportunity identification and specification
- consideration of solution Generation and evaluation
- Project planning
- presentation of business plan or proposal

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Proposal	600 words	10	N	Group
Report	1,000 words	10	N	Group
Report	1,000 words	10	N	Group
Report	4,000 words and 10 minutes	35	N	Group
Reflection	2,000 words	35	N	Individual

Prescribed Texts

- There is no prescribed text for this course but frequent reference will be made to the following book which is available online as an e-book via the Library catalogue. Golis, CC, Mooney PD & Richardson,

TF 2009, Enterprise and venture capital: business builders' and investors' handbook, Allen & Unwin, St Leonards, N.S.W.

Teaching Periods

Spring

Online

Online

Subject Contact Mahesh Enjeti ([https://directory.westernsydney.edu.au/search/name/Mahesh Enjeti/](https://directory.westernsydney.edu.au/search/name/Mahesh%20Enjeti/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3010_22-SPR_ON_O#subjects)

Parramatta City - Macquarie St

Evening

Subject Contact Mahesh Enjeti ([https://directory.westernsydney.edu.au/search/name/Mahesh Enjeti/](https://directory.westernsydney.edu.au/search/name/Mahesh%20Enjeti/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3010_22-SPR_PC_E#subjects)

BUSM 3011 Frontiers of Business Theory and Analysis

Credit Points 10

Legacy Code 200574

Coordinator George Lafferty ([https://directory.westernsydney.edu.au/search/name/George Lafferty/](https://directory.westernsydney.edu.au/search/name/George%20Lafferty/))

Description This unit looks at selected contemporary issues in business, industry and commerce. Each selected issue will be examined in terms of the way in which the problem is defined, competing definitions of the problem, components of the problems and relationships to other contemporary issues. Relevant theoretical perspectives will be examined and evaluated.

School Business

Discipline Business Management

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) Students must have successfully completed at least 90 credit points of business-related units

Restrictions Students must be enrolled in 2787 Bachelor of Business (Advanced Business Leadership), 2789 Bachelor of Business (Advanced Business Leadership) / Bachelor of Laws, 2754 Bachelor of Business and Commerce (Advanced Business Leadership), 2747 Bachelor of Business and Commerce (Advanced Business Leadership) / Bachelor of Laws, 2741 Bachelor of Business and Commerce (Advanced Business Leadership). Students enrolled in 2739/2753 Bachelor of Business and Commerce or 2786 Bachelor of Business may take this subject as an elective with Director of Academic Program (DAP) approval. Students interested in taking this subject as an elective will have to apply to the DAP who will decide whether students fit the category of high potential students. If there are too many applicants, the DAP may rank the applicants and restrict the number of students to an appropriate seminar size.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explore a range of contemporary theoretical and practical business perspectives and tools to manage aspects such as change, uncertainty, technology, innovation, diversity, ethics, etc;
2. Examine how the learning can be relevant in addressing many of the issues and challenges faced by businesses now and into the future;
3. Apply inter-disciplinary perspectives to create a holistic, balanced and sustainable solution to any one chosen contemporary business issue/problem;
4. Demonstrate how as a future leader you may be able to integrate all relevant learning from the subject (both self and peer developed) in a business, political or not for profit environment.

Subject Content

- identification of The nature of issue
- impact of The issue on business and other stakeholders
- relationship between this and other contemporary Issues
- Competing theoretical frameworks
- methods of investigation, analysis and management

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	2,000 words	40	N	Individual
Essay	2,000 words	40	N	Individual
Debate	Weekly	20	N	Individual

Prescribed Texts

- There is no prescribed textbook for this subject. A reading list and other material will be provided in class as appropriate for the topics to be discussed.

Teaching Periods

Autumn

Parramatta City - Macquarie St

Evening

Subject Contact George Lafferty ([https://directory.westernsydney.edu.au/search/name/George Lafferty/](https://directory.westernsydney.edu.au/search/name/George%20Lafferty/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3011_22-AUT_PC_E#subjects)

BUSM 3012 Global Enterprise Resource Planning

Legacy Code 200667

Coordinator Premaratne Samaranyake ([https://directory.westernsydney.edu.au/search/name/Premaratne Samaranyake/](https://directory.westernsydney.edu.au/search/name/Premaratne%20Samaranyake/))

Student Contribution Band

Assumed Knowledge

Students are expected to have gained an introductory level of knowledge in operations and supply chain management.

Teaching Periods

BUSM 3014 Health Services Financial Management

Credit Points 10

Legacy Code 400279

Coordinator Stewart Alford ([https://directory.westernsydney.edu.au/search/name/Stewart Alford/](https://directory.westernsydney.edu.au/search/name/Stewart%20Alford/))

Description The Australian health care system must account for use of resources, and ensure their equitable and efficient use. Increasingly devolution of management function to cost centre level in health care organisations is occurring. Managers must consider the financial implications of clinical decisions, understand and act on accounting information. They are held responsible for the financial outcomes of their activities. This unit develops a basic knowledge of accounting principles, health services funding arrangements, government reforms, financial reporting, preparation of budgets, business cases and economic appraisals. There are 140 hours of placement in the field working with health managers on financial issues.

School Health Sciences

Discipline Public and Health Care Administration

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BUSM 3015

Restrictions

Students must be enrolled in 4545 or 4656 Bachelor of Health Science or 6000 Diploma in Health Science/Bachelor of Health Science

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Articulate health funding arrangements between the Commonwealth and the States, cost shifting and the need for reform.
2. Examine the mechanisms used by NSW Health to distribute funds to areas and regions.
3. Explain accounting concepts and terms, how financial events are recorded and reported in health services accounting systems.
4. Critically interpret the various reports produced by the accounting information systems in health services.
5. Critically interpret a health cost centre report and plan ways to come in on budget.
6. Develop a budget and business case for a project.
7. Articulate financial management issues such as capital charging, accounting for capital assets, costing of contracted services, etc., as it relates to health services.

Subject Content

- placement requirements.
- Commonwealth fiscal responsibilities, funding arrangements and health role.
- The accounting cycle: Commonwealth and state budget.
- state health role and episode funding.
- policy Initiatives and opportunities for reform.
- health accounting information systems.
- Basic accounting concepts and terms.

- general purpose and SP&t accounts.
- financial accounting in health.
- health financial Reporting including annual reports.
- management accounting and how financial events are reported in health services.
- key performance indicators and cost centre report interpretation.
- budget and health business case preparation.
- how to Evaluate financial position with performance ratios eg Contract services or purchase, profit, loss and return on investments.
- accounting for capital Assets eg The PFI and capital charging.
- how to conduct An economic appraisal of A new development.

Special Requirements

Legislative pre-requisites

NOTE: Due to Covid Restrictions, the First Aid Requirement is currently not needed.

Prior to enrolling in this subject, students must have submitted a Working with Children Check Student Declaration, which is required to be submitted before placement. Use the link to the Special Requirements webpage below for more information.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Seminar	10 minutes	25	N	Group
Presentation - Group Presentation	each member and 2 page handout			
Grant Application or Business Case - Written Report	2,000 words	25	N	Individual
Weekly Questions - Written Answers	2,500 words	50	N	Individual
Satisfactory Completion of Placement - Placement Activity	20 days/140 hours	S/U	Y	Individual

Teaching Periods

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Andrey Zheluk (https://directory.westernsydney.edu.au/search/name/Andrey_Zheluk/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3014_22-SC2_SC_D#subjects)

Spring Campbelltown

Day

Subject Contact Stewart Alford (https://directory.westernsydney.edu.au/search/name/Stewart_Alford/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3014_22-SPR_CA_D#subjects)

BUSM 3015 Health Services Management Practice

Credit Points 10

Legacy Code 400787

Coordinator Stewart Alford (https://directory.westernsydney.edu.au/search/name/Stewart_Alford/)

Description The unit begins with an overview of the complexity and variability of health services and provides an understanding of component organisations, federal and state policy issues and environmental factors including the role of the private sector and non-government organisations. The changing role of the health services manager and competencies required for effective managing are examined. Influences on organisations are reviewed, including structures, culture, power and politics. Various management functions are explored through 140 hours of placement e.g. strategic planning, performance management, people management including workplace relations, conflict resolution, resource management (financial and asset), risk management, health and safety in the workplace and quality assurance.

School Health Sciences

Discipline Public and Health Care Administration

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BUSM 2020

Equivalent Subjects LGYA 7186 - Health Services Management 2

Special Requirements

Legislative pre-requisites

Prior to enrolling in this subject, students must undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	1,500 words	20	N	Individual
Presentation	20 minute presentation and 1,000 word handout	30	N	Individual
Reflection	2,000 words	40	N	Individual
Viva Voce	140 hour placement and 10 minute viva voce	10	Y	Individual

Teaching Periods

Autumn Campbelltown Day

Subject Contact Stewart Alford ([https://directory.westernsydney.edu.au/search/name/Stewart Alford/](https://directory.westernsydney.edu.au/search/name/Stewart%20Alford/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3015_22-AUT_CA_D#subjects)

Sydney City Campus - Term 1 Sydney City Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3015_22-SC1_SC_D#subjects)

BUSM 3016 Health Services Quality Management

Credit Points 10

Legacy Code 400284

Coordinator Margaret Skropeta ([https://directory.westernsydney.edu.au/search/name/Margaret Skropeta/](https://directory.westernsydney.edu.au/search/name/Margaret%20Skropeta/))

Description The need to improve quality while reducing expenditure has forced health services to re-evaluate their strategies. For these reasons many have embraced the philosophies of Total Quality Management (TQM). Central to its practice is a focus on flexible, consultative management, with the needs of the customer seen as vital to guiding a continuous process of improvement. TQM is a whole system concept, which recognizes the need to manage sets of interacting technical, cultural and political issues. This unit explores the various aspects of TQM and in particular its application within the health services.

School Health Sciences

Discipline Public and Health Care Administration

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of the concept of quality and quality improvement and their underpinning principles.
2. Evaluate the application of quality improvement principles and practices in the health care setting.
3. Demonstrate use of the tools of the quality improvement cycle.
4. Identify and discuss institutional accreditation.
5. Demonstrate an understanding of the work of the Australian Council on Healthcare Standards (ACHS).

Subject Content

- Overview of quality Issues in health care.
- historical development of quality improvement.
- Overview of quality improvement (QI) and its application in health services.
- The quality improvement Cycle.
- data based decision making in health care.
- tools used in health QI.
- best practice in health services.
- Accreditation in health services.
- ACHS equip

Teaching Periods

BUSM 3017 Health Services Workforce Management

Credit Points 10

Legacy Code 400788

Coordinator Paul Preobrajensky ([https://directory.westernsydney.edu.au/search/name/Paul Preobrajensky/](https://directory.westernsydney.edu.au/search/name/Paul%20Preobrajensky/))

Description NOTE: This subject is no longer on offer from Spring 2022. Students should enrol in BUSM 3080 Health Care Systems and Organisation Culture instead. This is a flexible learning unit looking at human resource management (HRM) as a strategic activity of health organisations especially as workforce shortages pose significant challenges to the health and aged care sectors. The workforce, with appropriate knowledge and expertise, is essential to the efficient and effective delivery of quality health services. Successful organisations shape the workforce to anticipate current and future directions and goals. Workforce planning is a crucial element of this approach and its success.

School Health Sciences

Discipline Public and Health Care Administration

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BUSM 3015

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain strategic and operational approaches to workforce planning and management in the national and local policy and planning framework for the health and the aged care industry.
2. Critically analyse organisational approaches to workforce planning and management.

3. Apply relevant information technology and HRIS in order to profile the workforce and monitor and review performance indicators.
4. Articulate skills in workforce management, including recruitment and retention, performance management and development, education and training, workforce redesign and employee relations, for the health and aged care industry.

Subject Content

1. International and national policy and planning frameworks for the health workforce.
2. The Australian health care workforce ? overview, trends and issues.
3. Workforce planning and management at organisational level.
4. Developing the organisational workforce plan at strategic and operational levels.
5. Workforce planning processes.
6. Information technology and human resource information systems.
7. Human resources issues in the health and aged care industry.
8. Workforce reform and innovation.
9. Productivity of the health workforce.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	1,500 words	40	N	Individual
Report	1,500 words	25	N	Individual
Report	2,500 words	35	N	Individual

Teaching Periods

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Andrey Zheluk (https://directory.westernsydney.edu.au/search/name/Andrey_Zheluk/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3017_22-SC2_SC_D#subjects)

BUSM 3019 Hospitality Management Applied Project

Credit Points 10

Legacy Code 200561

Coordinator Bruce Cameron (https://directory.westernsydney.edu.au/search/name/Bruce_Cameron/)

Description Students studying Hospitality Management Applied Project may have the opportunity to undertake an international field trip to experience the hospitality industry from an international perspective. This unit provides students a unique opportunity to integrate knowledge gained from operational and theoretical perspectives of hospitality studies into application in an engaged research project in hospitality management. Students will engage in comprehensive projects which bring together real world industry problems and hospitality theory.

School Business

Discipline Business Management

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BUSM 2036

Equivalent Subjects LGYA 4386 - Tourism and Hospitality Research Project

Incompatible Subjects LGYA 4813 - Sport Management Applied Project

Assumed Knowledge

This is an advanced subject. Students are expected to have gained an introductory level of knowledge in hospitality management.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Display an ability to integrate action and theory (prior learning) through industry and industry related projects;
2. Develop suggestions and recommendations in response to contemporary hospitality industry based problems;
3. Apply a team based approach to real world problem solving within a hospitality context;
4. Reflect on the process and outcomes of participating with an industry partner on a project with industry applicable outcomes; OR
5. Reflect on an international hospitality environment.

Subject Content

Experience gained from exercising the learning derived in previous core units of the key program through relevant engaged subject which may be at a local or domestic level.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Individual Dossier	1250 words	25	N	Individual
Group Project	Up to 4000 words	50	N	Group
Reflective Journal	1250 words	25	N	Individual

Prescribed Texts

- There is no prescribed text given the individual nature of student interests and projects.

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Bruce Cameron (https://directory.westernsydney.edu.au/search/name/Bruce_Cameron/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3019_22-SPR_PC_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3019_22-SC3_SC_D#subjects)

BUSM 3021 Hospitality Places and Spaces

Credit Points 10

Legacy Code 200989

Coordinator Tim Hall ([https://directory.westernsydney.edu.au/search/name/Tim Hall/](https://directory.westernsydney.edu.au/search/name/Tim%20Hall/))

Description Contemporary hospitality settings often require specialised services and distinctive facilities. Matching the physical spaces and places with hospitality, to the services and experiences provided, is an integral part/consideration of contemporary hospitality practice. As future managers in the industry, it is imperative to have a sound basic knowledge of the design, development and commercial viability of such products, services and spaces, especially in the context of consumer expectations, in order to remain competitive and sustainable.

School Business

Discipline Hospitality Management

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects BUSM 3055 - Planning and Design Hospitality Facilities

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the challenges facing hospitality managers in the design, development and redevelopment of hospitality facilities;
2. Identify and discuss aspects of asset management in relation to servicescapes, compliance and sustainability;
3. Evaluate the role of a hospitality venue in providing a customer experience;
4. Compare and contrast the fitness for purpose of various hospitality venues.

Subject Content

- hospitality Facilities and venues ? design, maintenance and redesign
- Servicescapes as areas for The delivery of A hospitality experience
- incorporating environmental sustainability into facility and venue design and Operations
- The role of The guest within A facility or venue
- Functional, organisational, environmental and Aesthetic elements of hospitality Facilities
- The role of design in generating revenue
- Distinctions of form and function in Facilities and venue design

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Critical Review	1,500 words	30	N	Individual
Report	4,000 words	30	N	Group
Final Exam	Take Home, 3 days	40	N	Individual

Prescribed Texts

- Hassanien, A and Dale, C (eds) 2013, Facilities management and development for tourism, hospitality and events, CABI, Wallingford.

Teaching Periods

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3021_22-SC1_SC_D#subjects)

Spring

Parramatta City - Macquarie St

Day

Subject Contact Tim Hall ([https://directory.westernsydney.edu.au/search/name/Tim Hall/](https://directory.westernsydney.edu.au/search/name/Tim%20Hall/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3021_22-SPR_PC_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Tim Hall ([https://directory.westernsydney.edu.au/search/name/Tim Hall/](https://directory.westernsydney.edu.au/search/name/Tim%20Hall/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3021_22-SC3_SC_D#subjects)

BUSM 3022 Hospitality Profitability and Entrepreneurship

Credit Points 10

Legacy Code 200994

Coordinator Karina Wardle ([https://directory.westernsydney.edu.au/search/name/Karina Wardle/](https://directory.westernsydney.edu.au/search/name/Karina%20Wardle/))

Description This unit examines operations management in the hospitality sector, as a means to achieve profitability. Students will develop advanced knowledge and desirable attributes applicable to operational planning, financial management, risk management and legal compliance, human resource management, business relationship management and sustainability. Special emphasis is placed on providing students with knowledge and skills to make informed decisions to proceed and develop their own ventures or alternatively be more innovative within existing businesses.

School Business

Discipline Business and Management, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects BUSM 3020 - Hospitality Management Operations

Assumed Knowledge

Introductory level of knowledge in hospitality management.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Formulate strategy, design and improve the delivery system, and use appropriate tools for managing aspects of a hospitality facility;
2. Apply relevant operations management tools and theories to a range of hospitality business case studies and contemporary operational challenges to identify issues and recommend solutions to problems typically faced by this industry;
3. Critique the interaction between operations and other aspects of hospitality management, including ethical, strategic and financial considerations;
4. Evaluate the styles of leadership and managerial qualities required to function as an effective manager of a Hospitality enterprise;
5. Examine the new service development process and project feasibility analysis.

Subject Content

- financial management
- contemporary Trends and Global Operations
- Project management in hospitality
- human resource management
- managing capacity and demand
- Asset management
- legal compliance and Risk management
- Entrepreneurship and innovation
- managing business relationships

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	3,000 words (6 x 500 word equivalent tasks)	70	N	Individual
Report	2,500 words	20	N	Individual
Presentation	10 minutes	10	N	Individual

Prescribed Texts

- Van der Wagen, L and White, L 2018, Hospitality management (with online Study tools), 4th edn, CENGAGE. ISBN: 9780170411424

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Karina Wardle ([https://directory.westernsydney.edu.au/search/name/Karina Wardle/](https://directory.westernsydney.edu.au/search/name/Karina%20Wardle/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3022_22-AUT_PC_D#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3022_22-SC1_SC_D#subjects)

Spring

Parramatta City - Macquarie St

Day

Subject Contact Karina Wardle ([https://directory.westernsydney.edu.au/search/name/Karina Wardle/](https://directory.westernsydney.edu.au/search/name/Karina%20Wardle/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3022_22-SPR_PC_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3022_22-SC3_SC_D#subjects)

BUSM 3023 Hospitality and Tourism in Practice

Credit Points 10

Legacy Code 200995

Coordinator Catherine Link ([https://directory.westernsydney.edu.au/search/name/Catherine Link/](https://directory.westernsydney.edu.au/search/name/Catherine%20Link/))

Description Hospitality and tourism play an important role in society impacting directly and indirectly on many elements of everyday life. With the ability to both positively and negatively impact on individuals, communities and economies, hospitality and tourism are viewed from the perspective of different stakeholders. Within this unit a contextual understanding and analysis of hospitality and tourism is provided through interaction with industry practitioners and discussion of contemporary issues impacting the industry.

School Business

Discipline Business and Management, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Incompatible Subjects BUSM 3018 - Hospitality Industry

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate the positive and negative outcomes of tourism and hospitality;
2. Analyse the impact of hospitality and tourism on society;
3. Critique recent changes to the hospitality and tourism sectors;
4. Address a current issue within the hospitality and tourism industry.

Subject Content

- The Intersection of hospitality and tourism as separate, but related industries
- The impact of hospitality and tourism on local communities
- The contemporary hospitality and tourism industries
- The positive and negative social impacts of hospitality and tourism
- hospitality and tourism of The future
- hospitality and tourism developed versus developing nations
- contemporary Developments in hospitality and tourism

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1,250 words	30	N	Individual
Case Study	4,000 words	40	N	Group
Proposal	1,250 words	30	N	Individual

Teaching Periods

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3023_22-SC2_SC_D#subjects)

Spring

Online

Online

Subject Contact Catherine Link ([https://directory.westernsydney.edu.au/search/name/Catherine Link/](https://directory.westernsydney.edu.au/search/name/Catherine%20Link/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3023_22-SPR_ON_O#subjects)

BUSM 3024 Human Resource and Industrial Relations Strategy

Credit Points 10

Legacy Code 200740

Coordinator Terri Mylett ([https://directory.westernsydney.edu.au/search/name/Terri Mylett/](https://directory.westernsydney.edu.au/search/name/Terri%20Mylett/))

Description Students in 'Human Resource and Industrial Relations Strategy' analyse the human resource and industrial relations strategies of the major employment relations stakeholders. While

the principal focus is on the organisational level of analysis and on the strategic interventions introduced by management, the unit also analyses the strategic roles of government, trade unions, and employer associations. Through a range of learning activities, students examine the relationship between business strategies and HR/IR strategies, strategic HR/IR interventions, the concept of strategic choice as it concerns stakeholders and the evaluation of strategy. Students also engage with the development of human resource management and industrial relations as a professional field and consider ethics and professional standards.

School Business

Discipline Industrial Relations

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BUSM 1023 OR
BUSM 1021

Incompatible Subjects LGYA 4824 - Human Resource Strategy LGYA 4823 - Industrial Relations Strategy

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the role of strategy in contemporary human resource management and industrial relations.
2. Apply the implications of the various contemporary models of human resource and industrial relations strategy to the practice of human resource management and industrial relations.
3. Critically assess the role of principal stakeholders (trade unions, government and employer associations) as strategic actors in the business environment.
4. Evaluate organisations of application of strategic human resource and industrial relations interventions.
5. Critically assess the role of human resource management and Industrial relations professionals and ethics, in order to engage responsibly in work and civic life on the basis of respect for diversity and social justice principles.

Subject Content

1. Perspectives on employment relations.
2. Business strategy and the link to HRM.
3. Approaches to HR strategy.
4. Linking SHRM to competitive advantage.
5. Planning and building a workforce: talent management.
6. Culture, power and voice in the workplace.
7. Workforce performance and the 'Black Box' of HRM.
8. SHRM in industrial contexts.
9. Strategy and structure.
10. Stakeholders and change: the role of the state.
11. Responses to change: trade union and employer association strategies.
12. Professional practice: evaluation and ethics in employment relations.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1,500 words	40	N	Individual
Professional Task	500 words	20	N	Individual
Final Examination	2 hours	40	Y	Individual

Online

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1,500 Words	40	N	Individual
Professional Task	500 Words	20	N	Individual
Final Examination (Take Home)	1500 Words	40	Y	Individual

Prescribed Texts

- Boxall, P & Purcell, J 2016, Strategy and human resource management, 4th edn, Palgrave Macmillan.

Teaching Periods

WSU Online TRI-2

Wsu Online

Online

Subject Contact Helen Lambourne ([https://directory.westernsydney.edu.au/search/name/Helen Lambourne/](https://directory.westernsydney.edu.au/search/name/Helen%20Lambourne/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3024_22-OT2_OW_O#subjects)

Spring

Bankstown

Day

Subject Contact Terri Mylett ([https://directory.westernsydney.edu.au/search/name/Terri Mylett/](https://directory.westernsydney.edu.au/search/name/Terri%20Mylett/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3024_22-SPR_BA_D#subjects)

Campbelltown

Day

Subject Contact Terri Mylett ([https://directory.westernsydney.edu.au/search/name/Terri Mylett/](https://directory.westernsydney.edu.au/search/name/Terri%20Mylett/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3024_22-SPR_CA_D#subjects)

Online

Online

Subject Contact Terri Mylett ([https://directory.westernsydney.edu.au/search/name/Terri Mylett/](https://directory.westernsydney.edu.au/search/name/Terri%20Mylett/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3024_22-SPR_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Terri Mylett ([https://directory.westernsydney.edu.au/search/name/Terri Mylett/](https://directory.westernsydney.edu.au/search/name/Terri%20Mylett/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3024_22-SPR_PC_D#subjects)

Evening

Subject Contact Terri Mylett ([https://directory.westernsydney.edu.au/search/name/Terri Mylett/](https://directory.westernsydney.edu.au/search/name/Terri%20Mylett/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3024_22-SPR_PC_E#subjects)

BUSM 3025 Incubator 5: Operational Aspects of Entrepreneurship

Credit Points 10

Legacy Code 301170

Coordinator Anton Bogdanovych ([https://directory.westernsydney.edu.au/search/name/Anton Bogdanovych/](https://directory.westernsydney.edu.au/search/name/Anton%20Bogdanovych/))

Description Planning is an important part of setting up a start-up business. This would require investigating into setting goals, figuring out how to track progress, what to do when things don't go to plan and also to communicate your business concept to others, such as potential investors. This unit aims to develop the skills and knowledge required for making a business plan for the start-up organisation through a number of theoretical topics, such as: developing marketing and operational plans, staffing and management. At the completion of this unit, students will have developed a viable business plan for their start-up. NOTE: This unit is offered at the Werrington Campus "Launch Pad".

School Computer, Data & Math Sciences

Discipline Business Management

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the various resource requirements for a start-up operation
2. Apply agile product management
3. Use appropriate examples to demonstrate the cycle of iterative, incremental development and continual improvement
4. Appreciate the human resources (HR) and staffing needs of a start-up operation
5. Develop short-mid-term business plan
6. Apply individual skills and knowledge in a collaborative and effective manner to achieve a common goal in a group setting
7. Demonstrate effective verbal and written communication skills that appeal to a wide audience

Subject Content

Operational planning for short term, mid-term and long term

Resource allocation

Agile product management

Staffing and management structures

Iterative, incremental development and continual improvement

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	1,500 words	30	N	Individual
Report	2,000 words	50	N	Individual
Presentation	20 mins	20	N	Group

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Anton Bogdanovych ([https://directory.westernsydney.edu.au/search/name/Anton Bogdanovych/](https://directory.westernsydney.edu.au/search/name/Anton%20Bogdanovych/))

View timetable (https://classregistration.westernsydney.edu.au/event/timetable/?subject_code=BUSM3025_22-SPR_PC_D#subjects)

BUSM 3027 Innovation and Professional Practice

Credit Points 10

Legacy Code 200919

Coordinator Dilupa Nakandala ([https://directory.westernsydney.edu.au/search/name/Dilupa Nakandala/](https://directory.westernsydney.edu.au/search/name/Dilupa%20Nakandala/))

Description Innovation and Professional Practice uses design thinking to develop participants' capacity to innovate across a range of changing organisational environments and future-oriented work roles. Networking, collaboration and team work around contemporary projects will develop the attitudes and abilities characteristic of ways that professionals lead and contribute to innovation in many contexts. The unit builds on study of organisation and leadership in the Bachelor of Business, and develops participants' innovative thinking through the prism of business acumen. The unit supports work integrated learning approaches that will enable participants to develop portfolio evidence of their professional capacity to lead and participate in sustainable business change.

School Business

Discipline Business and Management, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 80 credit points. The Spring Composite subject offering is only available to students who have been approved for a student grant under the New Colombo Plan (NCP) Mobility Program. Any non-NCP students who enrol in this offering will be transferred by the School to the relevant Day or Evening offering.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse innovation in different enterprise or social contexts;
2. Engage with and reflect on a work integrated learning activity;

3. Evaluate the practice and protocols of professional and social networks;
4. Utilise design thinking as a tool for analysis in enterprise or professional contexts.

Subject Content

- innovation in contemporary Organisations, including business and social enterprise context
- contemporary work environments and Innovative approaches to designing work Roles for The future
- design thinking as A method for practical and Creative Problem solving
- communicating, engaging and networking in professional contexts
- Pitching for professional impact
- reflection as A tool for contemporary professional practice

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	1,000 words	20	N	Individual
Report	Part 1: Project proposal 600 words (10%) / Part 2: Project presentation 10 minutes (10%) / Part 3: Project report 2000 words (40%)	60	N	Group
Reflection	1,000 words	20	N	Individual

Teaching Periods

Autumn

Campbelltown

Day

Subject Contact Dilupa Nakandala ([https://directory.westernsydney.edu.au/search/name/Dilupa Nakandala/](https://directory.westernsydney.edu.au/search/name/Dilupa%20Nakandala/))

View timetable (https://classregistration.westernsydney.edu.au/event/timetable/?subject_code=BUSM3027_22-AUT_CA_D#subjects)

Online

Online

Subject Contact Dilupa Nakandala ([https://directory.westernsydney.edu.au/search/name/Dilupa Nakandala/](https://directory.westernsydney.edu.au/search/name/Dilupa%20Nakandala/))

View timetable (https://classregistration.westernsydney.edu.au/event/timetable/?subject_code=BUSM3027_22-AUT_ON_O#subjects)

Parramatta City - Macquarie St

Evening

Subject Contact Dilupa Nakandala ([https://directory.westernsydney.edu.au/search/name/Dilupa Nakandala/](https://directory.westernsydney.edu.au/search/name/Dilupa%20Nakandala/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3027_22-AUT_PC_E#subjects)

Day

Subject Contact Dilupa Nakandala ([https://directory.westernsydney.edu.au/search/name/Dilupa Nakandala/](https://directory.westernsydney.edu.au/search/name/Dilupa%20Nakandala/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3027_22-AUT_PC_D#subjects)

WSU Online TRI-1

Wsu Online Online

Subject Contact Karen Harvey ([https://directory.westernsydney.edu.au/search/name/Karen Harvey/](https://directory.westernsydney.edu.au/search/name/Karen%20Harvey/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3027_22-OT1_OW_O#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3027_22-SC2_SC_D#subjects)

Spring

Parramatta City - Macquarie St

Day

Subject Contact Dilupa Nakandala ([https://directory.westernsydney.edu.au/search/name/Dilupa Nakandala/](https://directory.westernsydney.edu.au/search/name/Dilupa%20Nakandala/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3027_22-SPR_PC_D#subjects)

WSU Online TRI-3

Wsu Online Online

Subject Contact Karen Harvey ([https://directory.westernsydney.edu.au/search/name/Karen Harvey/](https://directory.westernsydney.edu.au/search/name/Karen%20Harvey/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3027_22-OT3_OW_O#subjects)

BUSM 3028 Innovation, Enterprise and Society

Credit Points 10

Legacy Code 200917

Coordinator Margaret Moussa ([https://directory.westernsydney.edu.au/search/name/Margaret Moussa/](https://directory.westernsydney.edu.au/search/name/Margaret%20Moussa/))

Description Innovation, Enterprise and Society focuses on forces driving innovation, creativity and technical change at the levels of entrepreneurship, enterprise, economy and society. It also examines the effects of innovation at these various levels. This unit is a professional core unit in the Bachelor of Business. The unit takes a multi-disciplinary approach utilising critical thinking, debates, problem solving, policy analysis and case studies. Students will understand the professional, social, public policy and global networks and systems informing and surrounding innovation. Successful completion of the unit

equips students to appreciate the entrepreneurial, political and social dimensions of innovation.

School Business

Discipline Business and Management, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 80 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse innovation in different enterprise or social contexts.
2. Evaluate the practice and protocols of professional and social networks.
3. Identify opportunities and risks of innovation.
4. Evaluate innovation at a systems or macro level.
5. Analyse the public policy framework surrounding innovation.

Subject Content

1. Innovation at the business and social enterprise level.
2. Financing new and growing business and social enterprises.
3. The economic and social drivers and effects of innovation.
 - ? Oligopoly power, cost competition, differences in productivity and interactions between corporations and small competitive firms.
 - ? The economic and social and cultural effects of long term technical development and technical change.
4. Innovation, public policy and the institutions of science.
 - ? Innovation clusters and networks.
 - ? Strategy and communication for innovation.
 - ? Linking innovation, public policy and science.
5. Financial innovations in context.
 - ? The causes and effects of innovation in financial products.
 - ? Innovation at the macro systems level: changing and creating societies to address or avert global social and environmental crises.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Report	1,500 words	30	N	Individual
Presentation	40 minutes maximum	20	N	Group
Final Exam	2 hours	50	N	Individual

Teaching Periods

Autumn

Online

Online

Subject Contact Margaret Moussa ([https://directory.westernsydney.edu.au/search/name/Margaret Moussa/](https://directory.westernsydney.edu.au/search/name/Margaret%20Moussa/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3028_22-AUT_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Margaret Moussa ([https://directory.westernsydney.edu.au/search/name/Margaret Moussa/](https://directory.westernsydney.edu.au/search/name/Margaret%20Moussa/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3028_22-AUT_PC_D#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3028_22-SC1_SC_D#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Matthew Kelly ([https://directory.westernsydney.edu.au/search/name/Matthew Kelly/](https://directory.westernsydney.edu.au/search/name/Matthew%20Kelly/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3028_22-OT2_OW_O#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3028_22-SC2_SC_D#subjects)

UEH-Session 2

Vietnam

Day

Subject Contact Margaret Moussa ([https://directory.westernsydney.edu.au/search/name/Margaret Moussa/](https://directory.westernsydney.edu.au/search/name/Margaret%20Moussa/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3028_22-UT2_UE_D#subjects)

Spring

Campbelltown

Day

Subject Contact Margaret Moussa ([https://directory.westernsydney.edu.au/search/name/Margaret Moussa/](https://directory.westernsydney.edu.au/search/name/Margaret%20Moussa/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3028_22-SPR_CA_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Margaret Moussa ([https://directory.westernsydney.edu.au/search/name/Margaret Moussa/](https://directory.westernsydney.edu.au/search/name/Margaret%20Moussa/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3028_22-SPR_PC_D#subjects)

Evening

Subject Contact Margaret Moussa ([https://directory.westernsydney.edu.au/search/name/Margaret Moussa/](https://directory.westernsydney.edu.au/search/name/Margaret%20Moussa/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3028_22-SPR_PC_E#subjects)

Parramatta External

External

Subject Contact Margaret Moussa ([https://directory.westernsydney.edu.au/search/name/Margaret Moussa/](https://directory.westernsydney.edu.au/search/name/Margaret%20Moussa/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3028_22-SPR_PX_X#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3028_22-SC3_SC_D#subjects)

BUSM 3029 International Business Finance

Credit Points 10

Legacy Code 200595

Coordinator James Farrell ([https://directory.westernsydney.edu.au/search/name/James Farrell/](https://directory.westernsydney.edu.au/search/name/James%20Farrell/))

Description The unit is designed to provide students with an overview of the economic, political and institutional environment in which international business is conducted. Particular attention is given to the historical development of the international monetary system, the transnational corporation and the impact of globalization upon international financial transactions and international business practices.

School Business

Discipline Business And Management

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYA 9776 - International Business Finance

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe, with reference to the Australian and international business environment, the broad institutional, historical, political and economic contexts of MNC behaviour and international financial transactions generally;
2. Evaluate the various kinds of risks facing MNCs;
3. Recognize the means by which MNCs attempt to manage the various kinds of risks they face;
4. Analyse how the concept of **ecorporate governance** is relevant to the study of MNC behaviour;
5. Examine the role of national government as it impacts upon MNCs and the macroeconomic environment (both national and international) in which MNCs operate;

6. Assess the issues relevant to the analysis of exchange rate behaviour as a factor influencing MNC operational decision making.

Subject Content

- The international Monetary system: An historical analysis
- The Multinational corporation: An institutional, historical and political perspective
- The historical process of globalization
- exchange rate behaviour
- The role of government
- The political context of foreign direct investment
- The international business context of The 'Great Recession'
- corporate Governance
- international financing and investment

Teaching Periods

BUSM 3030 International Business Project

Credit Points 10

Legacy Code 200590

Coordinator Sabreena Amin ([https://directory.westernsydney.edu.au/search/name/Sabreena Amin/](https://directory.westernsydney.edu.au/search/name/Sabreena%20Amin/))

Description This is a capstone unit in International Business. The aim of the unit is to give students a real-life action learning project in which they undertake an international business strategic planning and analysis exercise for a client organisation. This project usually involves students working in small teams for a client organisation under the direct supervision of the lecturer.

School Business

Discipline International Business

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BUSM 1015

Equivalent Subjects LGYA 9777 - International Business Project 1

Assumed Knowledge

This is a capstone International Business subject. It is assumed that students have basic international business knowledge and research skills.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply a broad range of international business theories and concepts to a real organization's international business problem;
2. Collect and inter-relate relevant information to formulate an international business plan;
3. Evaluate alternative international business strategies using appropriate financial, numerical and evaluative tools;
4. Work effectively in groups through collaboration based on diversity of views and cultural backgrounds, using new and emerging collaborative technologies;
5. Engage effectively with the management of an organisation during all phases of the strategic planning process.

Subject Content

1. Student teams will work on an international business project on behalf of a specific organisation.
2. The aim is to produce a detailed international business plan that can be assessed by the client organisation for its viability, appropriateness, forecasted financial cost and payback and if so decided by the client, actually implemented
3. Contact with client companies will be between nominated team members and senior company executives.
4. The student teams will work under the direction of the lecturer. Student teams will work on an international business project on behalf of a specific organisation. The aim is to produce a detailed international business plan that can be assessed by the client organisation for its viability, appropriateness, forecasted financial cost and payback and if so decided by the client, actually implemented. Contact with client companies will be between nominated team members and senior company executives. The student teams will work under the direction of the lecturer.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Proposal	1 000 words	20	N	Individual
Report	4000 words	30	N	Group
Presentation	10 minutes	20	N	Group
Reflection	2000 Words	30	N	Individual

Teaching Periods

Sydney City Campus - Term 1 Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3030_22-SC1_SC_D#subjects)

UEH-Session 1

Vietnam

Day

Subject Contact Sabreena Amin ([https://directory.westernsydney.edu.au/search/name/Sabreena Amin/](https://directory.westernsydney.edu.au/search/name/Sabreena%20Amin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3030_22-UT1_UE_D#subjects)

UEH-Session 2

Vietnam

Day

Subject Contact Farid Ahmed ([https://directory.westernsydney.edu.au/search/name/Farid Ahmed/](https://directory.westernsydney.edu.au/search/name/Farid%20Ahmed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3030_22-UT2_UE_D#subjects)

Spring

Online

Online

Subject Contact Sabreena Amin ([https://directory.westernsydney.edu.au/search/name/Sabreena Amin/](https://directory.westernsydney.edu.au/search/name/Sabreena%20Amin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3030_22-SPR_ON_O#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Sabreena Amin ([https://directory.westernsydney.edu.au/search/name/Sabreena Amin/](https://directory.westernsydney.edu.au/search/name/Sabreena%20Amin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3030_22-SC3_SC_D#subjects)

UEH-Session 3

Vietnam

Day

Subject Contact Sabreena Amin ([https://directory.westernsydney.edu.au/search/name/Sabreena Amin/](https://directory.westernsydney.edu.au/search/name/Sabreena%20Amin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3030_22-UT3_UE_D#subjects)

BUSM 3031 International Business Strategy

Credit Points 10

Legacy Code 200626

Coordinator Farid Ahmed ([https://directory.westernsydney.edu.au/search/name/Farid Ahmed/](https://directory.westernsydney.edu.au/search/name/Farid%20Ahmed/))

Description In an environment where operating internationally is becoming the norm rather than the exception, firms are faced with ever increasing complexity when formulating their business strategy. This requires an understanding of how firms become and remain international, the basic modes of international involvement, the practice of multinational management and how firms can establish a balance between the sometimes conflicting demands of headquarters, the subsidiary and the governments of all the countries where the multinational enterprise operates. This unit will cover these issues and will deal with both large and small companies that must be global to survive.

School Business

Discipline International Business

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) MKTG 1006 OR BUSM 1015

Equivalent Subjects LGYA 9771 - International Business Strategy

Restrictions

Note that only students enrolled at Sydney City Campus may register in the Sydney City Campus subjects offered at that location.

Assumed Knowledge

An understanding of the basic principles of marketing and international business.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate and apply international trade theories in analysing inter and intra industry trade between/among countries;
2. Formulate effective internationalisation and multinational business management strategies;
3. Develop appropriate strategies for managing a company's global value chain, international government relations, global workforce and international business ethics;
4. Appraise knowledge and skills required of global leaders and ways of acquiring them.

Subject Content

- The Internationalisation process
- international trade theories
- The Global business environment
- Export Operations
- Global sourcing strategy
- Licensing
- international joint ventures
- international business strategy formulation
- globalisation and organisation
- The Global business manager
- Global leadership
- government intervention and international business strategy
- international business ethics

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Case Study	2000 words	30	N	Individual
Presentation	Presentation - 20 minutes and written report - 1500 words	20	N	Group
Final Exam	2 hours	50	N	Individual

Teaching Periods

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3031_22-SC1_SC_D#subjects)

UEH-Session 1

Vietnam

Day

Subject Contact Farid Ahmed ([https://directory.westernsydney.edu.au/search/name/Farid Ahmed/](https://directory.westernsydney.edu.au/search/name/Farid%20Ahmed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3031_22-UT1_UE_D#subjects)

UEH-Session 2

Vietnam

Day

Subject Contact Farid Ahmed ([https://directory.westernsydney.edu.au/search/name/Farid Ahmed/](https://directory.westernsydney.edu.au/search/name/Farid%20Ahmed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3031_22-UT2_UE_D#subjects)

Spring

Online

Online

Subject Contact Farid Ahmed ([https://directory.westernsydney.edu.au/search/name/Farid Ahmed/](https://directory.westernsydney.edu.au/search/name/Farid%20Ahmed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3031_22-SPR_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Farid Ahmed ([https://directory.westernsydney.edu.au/search/name/Farid Ahmed/](https://directory.westernsydney.edu.au/search/name/Farid%20Ahmed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3031_22-SPR_PC_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Farid Ahmed ([https://directory.westernsydney.edu.au/search/name/Farid Ahmed/](https://directory.westernsydney.edu.au/search/name/Farid%20Ahmed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3031_22-SC3_SC_D#subjects)

UEH-Session 3

Vietnam

Day

Subject Contact Farid Ahmed ([https://directory.westernsydney.edu.au/search/name/Farid Ahmed/](https://directory.westernsydney.edu.au/search/name/Farid%20Ahmed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3031_22-UT3_UE_D#subjects)

BUSM 3032 International Human Resource Management

Credit Points 10

Legacy Code 200621

Coordinator Youqing Fan ([https://directory.westernsydney.edu.au/search/name/Youqing Fan/](https://directory.westernsydney.edu.au/search/name/Youqing%20Fan/))

Description 'International Human Resource Management' examines the implications for human resource management that arise from the internationalisation of organisations. Through portfolio reports and case studies, students analyse a range of comparative systems and structures of employment relations and the strategic management of global organisations. This analysis includes a focus on key human resource functions including recruitment, training, reward and evaluation of the impact of society, politics, economics and culture of host countries on human resource strategies. Students examine also the role of global stakeholders and assess the implications for human rights that arise from globalisation.

School Business

Discipline Human Resource Management

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BUSM 1023

Equivalent Subjects BUSM 2026 - International Human Resource Management

Restrictions Students must be enrolled in 2773 Bachelor of Business Administration to enrol in the online offering. All other students must obtain DAP approval.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Assess the influence of context on the definition and conduct of human resource management;
2. Appreciate the role of ethics and the management of risk by Multi-National Corporations (MNCs);
3. Compare and contrast HRM models and practices in selected countries and/or regions in order to analyse the implications for the management of people in multi-national corporations;
4. Review developments in local and international industrial relations with reference to the activities of MNCs;
5. Produce assessment material consistent with the core attributes of knowledge capability, including logic and critical analysis, information literacy and social interaction skills, including working effectively with contextual knowledge and cultural sensitivity.

Subject Content

- distinction between Domestic human resource management and international human resource management
- Contextual Models of human resource management
- international human resource in organisational context
- approaches to staffing in Multinational context
- international employees and teams
- performance management of international employees
- Reward for international employees
- Repatriation of international employees
- key Issues in international labour relations
- ethics and key responsibilities of international companies

Special Requirements

Legislative pre-requisites

For students engaging in the international study tour - Student will have to obtain an appropriate visa for travel.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1,500 words	40	N	Individual
Presentation	20 minutes and up to 500 words	20	N	Group

Prescribed Texts

- Dowling, P, Festing, M & Engle, A 2017, International human resource management, 7th edn, Cengage Learning, London.

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Youqing Fan ([https://directory.westernsydney.edu.au/search/name/Youqing Fan/](https://directory.westernsydney.edu.au/search/name/Youqing%20Fan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3032_22-AUT_BA_D#subjects)

Online

Online

Subject Contact Youqing Fan ([https://directory.westernsydney.edu.au/search/name/Youqing Fan/](https://directory.westernsydney.edu.au/search/name/Youqing%20Fan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3032_22-AUT_ON_O#subjects)

Parramatta City - Macquarie St

Evening

Subject Contact Youqing Fan ([https://directory.westernsydney.edu.au/search/name/Youqing Fan/](https://directory.westernsydney.edu.au/search/name/Youqing%20Fan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3032_22-AUT_PC_E#subjects)

Day

Subject Contact Youqing Fan ([https://directory.westernsydney.edu.au/search/name/Youqing Fan/](https://directory.westernsydney.edu.au/search/name/Youqing%20Fan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3032_22-AUT_PC_D#subjects)

WSU Online TRI-1

Wsu Online

Online

Subject Contact Natasha Daraio ([https://directory.westernsydney.edu.au/search/name/Natasha Daraio/](https://directory.westernsydney.edu.au/search/name/Natasha%20Daraio/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3032_22-OT1_OW_O#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Natasha Daraio ([https://directory.westernsydney.edu.au/search/name/Natasha Daraio/](https://directory.westernsydney.edu.au/search/name/Natasha%20Daraio/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3032_22-OT3_OW_O#subjects)

BUSM 3033 International Management

Credit Points 10

Legacy Code 200623

Coordinator Louise Kippist ([https://directory.westernsydney.edu.au/search/name/Louise Kippist/](https://directory.westernsydney.edu.au/search/name/Louise%20Kippist/))

Description International Management provides an overview of issues confronting managers working in a complex globalised environment. Areas such as global and regional integration, the role of ethics and social responsibility, as well as the changing political, legal and technological environment require consideration by management in multinational organisations. The role of culture and human resource management is another significant area of failure by global managers. Finally global strategic issues such as managing political risk and government relations will be analysed to allow a deeper level of understanding of the complexities of managing in an internationally competitive marketplace.

School Business

Discipline Business And Management

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYA 9900 - International Management

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the impacts of globalisation and its effects on the technological, economic and political factors on management decision-making (Commands multiple skills and literacies to enable adaptable lifelong learning).
2. Analyse theoretical perspectives of international mergers/acquisitions as an entry strategy for multinational organisations to evaluate the challenges faced by organisations working in the global environment (Brings knowledge to life through responsible engagement and appreciation of diversity in an evolving world)
3. Interpret the major theoretical perspectives of culture and their effects on behaviour in an international environment (Brings knowledge through intellectual inquiry in professional or applied contexts)
4. Applies theories of international strategic management to organisations working in the global environment (Demonstrates comprehensive, coherent and connected knowledge).
5. Applies teamwork skills when undertaking collaborate tasks. (Brings knowledge to life through responsible engagement and appreciation of diversity in an evolving world)
6. Demonstrates how theory, research and practice apply in International Managements. (Commands multiple skills and illiteracies to enable adaptable lifelong learning)

Subject Content

Globalisation
 Political, legal and technological environment
 Social Responsibility
 Meanings and dimensions of culture
 Strategy formulation and organisational structure
 Entry strategies
 Managing political risk
 Management decision and control
 Leadership

Prescribed Texts

- Luthans, F. & Doh, J. (2009) International Management, culture, strategy and behaviour. McGraw Hill 7th Edition

Teaching Periods

BUSM 3036 Leadership and Entrepreneurship

Credit Points 10

Legacy Code 200863

Coordinator Claire Lewin ([https://directory.westernsydney.edu.au/search/name/Claire Lewin/](https://directory.westernsydney.edu.au/search/name/Claire%20Lewin/))

Description This unit explores the links between leadership and entrepreneurship in the context of dynamic domestic and global environments. It develops an understanding of how to initiate a business venture, taking advantages of perceived opportunities and mobilising the required resources. To this end, different theories and perspectives on leadership and entrepreneurship are examined, and students are encouraged to apply them to real-life situations. The knowledge and skills learned in this unit will enable future leaders to revitalise organisations and create value in the process of transforming innovations into goods or services.

School Business

Discipline Organisation Management

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions

Note that only students enrolled at WSU Online or Sydney City Campus may register in the WSU Online or Sydney City Campus subjects offered at those locations.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Apply knowledge of entrepreneurship in business innovation;
- Engage in effective collaborative learning to produce an authentic business artefact;
- Reflect on the skills and qualities required to develop an **entrepreneurial mindset**;
- Apply knowledge of entrepreneurship in preparing, and delivering, a business presentation;
- Critically evaluate understandings of leadership based on experiential and theoretical learning.

Subject Content

- Introducing Entrepreneurship and The entrepreneurial mindset?
 - business start-ups - key concepts and approaches
 - business Models
 - focus on innovation - business model canvas
 - concepts of leadership
 - leadership in Global contexts
 - developing new leaders
 - leaders in The future-changing context

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	Start up development (1,500 words)	30	N	Group
Presentation	4-5 minutes	30	N	Individual
Portfolio	1,500 words	40	N	Individual

Prescribed Texts

- There is no prescribed textbook for Leadership and Entrepreneurship. A custom list of key readings will be available online through the WSU Library and Readings and Resources page on vUWS.

Teaching Periods

Autumn Bankstown Day

Subject Contact Claire Lewin ([https://directory.westernsydney.edu.au/search/name/Claire Lewin/](https://directory.westernsydney.edu.au/search/name/Claire%20Lewin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3036_22-AUT_BA_D#subjects)

Campbelltown Day

Subject Contact Claire Lewin ([https://directory.westernsydney.edu.au/search/name/Claire Lewin/](https://directory.westernsydney.edu.au/search/name/Claire%20Lewin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3036_22-AUT_CA_D#subjects)

Online Online

Subject Contact Claire Lewin ([https://directory.westernsydney.edu.au/search/name/Claire Lewin/](https://directory.westernsydney.edu.au/search/name/Claire%20Lewin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3036_22-AUT_ON_O#subjects)

Parramatta City - Macquarie St Evening

Subject Contact Claire Lewin ([https://directory.westernsydney.edu.au/search/name/Claire Lewin/](https://directory.westernsydney.edu.au/search/name/Claire%20Lewin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3036_22-AUT_PC_E#subjects)

Day

Subject Contact Claire Lewin ([https://directory.westernsydney.edu.au/search/name/Claire Lewin/](https://directory.westernsydney.edu.au/search/name/Claire%20Lewin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3036_22-AUT_PC_D#subjects)

UEH-Session 1

Vietnam

Day

Subject Contact Claire Lewin ([https://directory.westernsydney.edu.au/search/name/Claire Lewin/](https://directory.westernsydney.edu.au/search/name/Claire%20Lewin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3036_22-UT1_UE_D#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Karen Harvey ([https://directory.westernsydney.edu.au/search/name/Karen Harvey/](https://directory.westernsydney.edu.au/search/name/Karen%20Harvey/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3036_22-OT2_OW_O#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3036_22-SC2_SC_D#subjects)

UEH-Session 2

Vietnam

Day

Subject Contact Claire Lewin ([https://directory.westernsydney.edu.au/search/name/Claire Lewin/](https://directory.westernsydney.edu.au/search/name/Claire%20Lewin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3036_22-UT2_UE_D#subjects)

BUSM 3037 Leadership, Influence and Change B

Credit Points 20

Legacy Code 200885

Coordinator Kay Geronikos ([https://directory.westernsydney.edu.au/search/name/Kay Geronikos/](https://directory.westernsydney.edu.au/search/name/Kay%20Geronikos/))

Description This online unit builds on the work completed in Leadership, Influence and Change A. Students further their capacity to identify leadership, influence and change issues in their workplace. The work then focuses on an evidence based inquiry (EBI) report that demonstrates the learning across the two units. This will involve scoping, tightening the focus and then moving into an action phase for the EBI. In this way, the EBI will be the backbone of this unit.

School Business

Discipline Business And Management

Student Contribution Band HECS Band 4 20cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BUSM 2027

Restrictions Students must be enrolled in 2773 Bachelor of Business Administration or any Western Sydney Undergraduate program where permission has been granted by that program's DAP or Academic program Advisor.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate processes of leadership, influence and change within the day-day operations of organisations or other work contexts;
2. Draw upon different, and often conflicting, academic ideas in order to develop your own skills and practice of leading and initiating change within the scope of your potential to do so;
3. Plan, manage and communicate the processes and outcome of practical, work-based projects that require high-quality inquiry;
4. Conduct an evidence based inquiry incorporating processes of data collection and analysis;
5. Support the EBI with concepts from the relevant academic literature;
6. Reflect on the processes and contributing influences to the production of the EBI.

Subject Content

- concepts of leadership influence and change
- leadership and diversity
- Ethical leadership
- resistance to change
- work environment investigation
- scope and confirm The evidence-based inquiry (EBI)
- theories in practice
- using data as evidence
- outcomes and outputs

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Part 1: Link theory and practice to evidence-based inquiry (EBI). Part 2: Reflection on changed perspectives	Part 1: 1,000 words (10%). Part 2: 1,200 words (15%)	25	N	Individual
Final EBI report	2,500 words	40	N	Individual

Report on personal and professional learning through the EBI 1,750 words 35 N Individual

Prescribed Texts

- On line materials will be supplied through vUWS.

Teaching Periods

BUSM 3041 Managing Across Organisational and Cultural Boundaries

Credit Points 20

Legacy Code 200889

Coordinator Jayne Bye ([https://directory.westernsydney.edu.au/search/name/Jayne Bye/](https://directory.westernsydney.edu.au/search/name/Jayne%20Bye/))

Description This online unit makes a broad distinction between organisational, inter-organisational and international contexts. Students will explore what is involved in collaborating effectively within and across such different contexts. There are six study themes throughout this unit, all of which are central to understanding how different individuals perceive and experience the different contexts in which they work. The themes are: managing aims, power, politics and trust, cultural diversity, international management perspectives, the darker side of collaborative arrangements and paradoxes, tensions and dialectics.

School Business

Discipline Business Management

Student Contribution Band HECS Band 4 20cp

Level Undergraduate Level 3 subject

Restrictions Students must be enrolled in 2773 Bachelor of Business Administration or any Western Sydney Undergraduate program where permission has been granted by that program's DAP or Academic program Advisor.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain inter-organisational collaboration, organisational behaviour and international management theories and concepts relevant to managing across organisational and cultural boundaries;
2. Illustrate themes and challenges pertaining to organising and managing across intra, inter-organisational and international contexts;
3. Discuss management of aims, power, politics, trust, cultural diversity and the darker side of organising;
4. Use conceptual frameworks and theories to describe functions of organising and managing in and across organisational and international contexts;
5. Identify and critically assess different perspectives on managing and organising;
6. Synthesise, critically evaluate and challenge module-relevant theories of inter-organisational collaboration, organisational behaviour and international management;

7. Critically evaluate theories in relation to personal experiences of organisational, inter-organisational and international settings and the relative standpoints of others within different contexts;
8. Interpret information presented in a variety of forms including academic journals, books and online text;
9. Articulate ideas and communicate effectively with different audiences using appropriate inter-organisational collaboration, organisational behaviour and international management theories and concepts;
10. Identify and ask questions appropriate to the exploration of complex concepts;
11. Engage in reflective, experiential and collaborative learning in face-to-face and virtual contexts;
12. Use and adapt relevant concepts and theories to practically engage with a range of problems and issues in the work place;
13. Use specific inter-organisational collaboration, organisational behaviour and international management knowledge and cognitive and key skills developed during the subject to enhance individual work/practice.

Subject Content

- Working in organisational, interorganisational and international contexts
- managing aims
- organisational power, politics and trust
- cultural diversity
- international management perspectives
- The darker side of collaborative arrangements
- Paradoxes, tensions and dialectics

Prescribed Texts

- On line materials will be supplied through vUWS.

Teaching Periods

BUSM 3042 Managing Diversity

Credit Points 10

Legacy Code 200150

Coordinator Louise Ingersoll ([https://directory.westernsydney.edu.au/search/name/Louise Ingersoll/](https://directory.westernsydney.edu.au/search/name/Louise%20Ingersoll/))

Description This unit explores the complexities and challenges of managing diverse workforces in contemporary organisations. Using applied learning approaches, students are required to formulate corporate policies relating to diversity and then evaluate the implications for implementing these policies in a real world setting. As a key component of human resource management, students are expected to appreciate both the theoretical and practical elements of managing diversity and are required to reflect on their own learning process throughout the unit.

School Business

Discipline Business Management

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BUSM 1023

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Assess the nature of workforce diversity and the drivers of its management;
2. Formulate corporate policy relating to diversity management;
3. Analyse the implications for implementing diversity initiatives and the link to competitive advantage;
4. Examine key challenges in managing a diverse workforce;
5. Evaluate the sources of and potential for conflict in diverse workplaces;
6. Relate diversity management theory to contemporary practices.

Subject Content

- dimensions of diversity
- diversity in context: external environment
- managing individuals, groups and teams
- Internal environment: strategic level
- Internal environment: Managerial level
- Internal environment: Operational level
- theory in managing diversity
- The business case for managing diversity
- challenges & Conflict in managing diversity
- contemporary Issues

Prescribed Texts

- Custom publication, Pearson 2010

Teaching Periods

BUSM 3043 Managing Human Resources and Industrial Relations

Credit Points 10

Legacy Code 200175

Coordinator Meg Smith ([https://directory.westernsydney.edu.au/search/name/Meg Smith/](https://directory.westernsydney.edu.au/search/name/Meg%20Smith/))

Description This unit integrates the study of strategic theory and practice in the management of human resource management and industrial relations as they co-exist together in the employment relations model. Emphasis is placed on a blended learning approach to teaching and learning. Students undertaking this unit are required to participate in a HR Simulation exercise that explores the realities of employment relations in practice. Seminars feature role plays and case studies.

School Business

Discipline Business and Management, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BUSM 1023

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Understand and identify the different approaches to the study and practice of employment relations;
2. Recognise the relationship between industrial relations and human resource management both in the academic literature and in practice, including connections to organisation development;
3. Analyse the way that stakeholders act, together and separately, to shape employment relations processes;

4. Define and apply theory in key employment relations processes in regards to the connection to business objectives and strategies;
5. Relate the above to current issues in the field of employment relations;
6. Appreciate the diversity in which other students process and analyse information.

Subject Content

- HRM/IR competencies, strategies and emerging Trends
- Employing people
- managing people in High commitment Organisations
- developing and consulting people
- managing difficult situations ? grievances, discipline and exits
- financial implications of HR decisions: HR Simulation

Prescribed Texts

- subject specific Custom Publication. Interpretive Simulations 2009: HR Simulation Student Manual

Teaching Periods

BUSM 3044 Managing Marketing and Finance

Credit Points 20

Legacy Code 200887

Coordinator Jayne Bye ([https://directory.westernsydney.edu.au/search/name/Jayne Bye/](https://directory.westernsydney.edu.au/search/name/Jayne%20Bye/))

Description This practical online unit is divided into two sections - marketing and finance - which will be studied sequentially. Topics in both sections have been chosen for their relevance to the needs of managers who may not have direct responsibility for either marketing or finance as such, but whose practice will be enhanced by an understanding and application of marketing practices and financial concepts. As students work through activities, problems and solutions, they will come to understand the organisational and wider management context in which they work as well as the constraints, choices and demands that managers need to take into account when making decisions.

School Business

Discipline Business And Management

Student Contribution Band HECS Band 4 20cp

Level Undergraduate Level 3 subject

Incompatible Subjects MKTG 3016 - Strategic Marketing Management

Restrictions Students must be enrolled in 2773 Bachelor of Business Administration or any Western Sydney Undergraduate program where permission has been granted by that program's DAP or Academic program Advisor.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify a repertoire of marketing concepts, ideas and techniques used in a range of business contexts;
2. Apply the skills required for effective marketing to the workplace and/or case study scenarios;
3. Analyse the contribution individuals make in helping organisations meet their objectives;

4. Identify a repertoire of accounting and finance concepts, ideas and techniques relevant for management decision-making;
5. Apply these management concepts, ideas and techniques, where possible, to analyse the financial health of organisations;
6. Apply these concepts through problem-solving;
7. Develop communication skills to enable students to be confident and knowledgeable when discussing management issues;
8. Apply research skills and understanding of theory to workplace based situations;
9. Critically evaluate management practices and be able to challenge management ideas and concepts;
10. Write and produce management reports that can be understood by a diverse audience.

Subject Content

- what is marketing?
- Customer satisfaction
- market segmentation
- Understanding and influencing Customer behaviour
- delivering value in exchanges
- The Marketing mix
- The extended Marketing mix for services
- managing Marketing information
- The Marketing plan
- Understanding financial information
- budgets for planning and control
- The practical use of budgets
- Measuring costs in Organisations
- costing products and services
- financial decision making
- financial statements - The income statement and Balance sheet
- The Cash flow statement - Cash flow and Working capital management
- analysis and interpretation of financial statements

Prescribed Texts

- On line materials will be supplied through vUWS.

Teaching Periods

BUSM 3045 Managing Operations

Credit Points 10

Legacy Code 200865

Coordinator Hilal Hurriyet ([https://directory.westernsydney.edu.au/search/name/Hilal Hurriyet/](https://directory.westernsydney.edu.au/search/name/Hilal%20Hurriyet/))

Description Managing Operations is a comprehensive unit that focuses on the importance of operations in creating competitiveness and dynamic capabilities for individual organisations and organisations connected through supply chains and logistics processes within a global context. The unit is designed for students interested in enhancing their knowledge and skills in designing and improving critical operational processes used by organisations to provide products and services to customers. It encompasses internal and external operations for manufacturing and service organisations; their strategic choices; and tactical and operational decision-making processes for the management of critical and extended resources. The latest qualitative and quantitative tools and techniques, online business simulations and international case studies are used to practise problem solving processes to address challenges of a global nature in the business world.

School Business

Discipline Organisation Management

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects BUSM 3013 Global Operations and Logistics Management

Restrictions

Note that only students enrolled at WSU Online or Sydney City Campus may register in the WSU Online or Sydney City Campus subjects offered at those locations.

Assumed Knowledge

Students are expected to have gained an introductory level of knowledge in operations and supply chain management.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify major competitive priorities of operations and their connection to business and operations strategies.
2. Critically evaluate the role and scope of operations management within a global business environment context.
3. Analyse the key features of operations and logistics management including strategic and tactical operations decisions.
4. Evaluate operational problems and propose sustainable solutions by applying qualitative and quantitative techniques and models.
5. Collaborate with group to manage and sustain operations to meet business challenges.

Subject Content

1. Operations management, its role and relevance to competitiveness and supply chain framework.
2. Business and operations strategy, core competencies, structural and infrastructural decisions and productivity management.
3. Demand management and new product and service design.
4. Process design and management and layout.
5. Quality management and control.
6. Inventory management and control.
7. Capacity and constraints management and scheduling.
8. Supply chain and logistics management.
9. Project management.
10. Lean systems.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	1500 words	35	N	Individual
Report	2000 words	25	N	Group
Final Exam	2 hours and 30 minutes	40	Y	Individual

Prescribed Texts

- Stevenson, WJ 2021, Operations management, 14th edn, McGraw Hill Irwin, New York. Ebook is available

Teaching Periods

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3045_22-SC1_SC_D#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Natasha Daraio ([https://directory.westernsydney.edu.au/search/name/Natasha Daraio/](https://directory.westernsydney.edu.au/search/name/Natasha%20Daraio/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3045_22-OT2_OW_O#subjects)

Spring Campbelltown

Day

Subject Contact Hilal Hurriyet ([https://directory.westernsydney.edu.au/search/name/Hilal Hurriyet/](https://directory.westernsydney.edu.au/search/name/Hilal%20Hurriyet/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3045_22-SPR_CA_D#subjects)

Online

Online

Subject Contact Hilal Hurriyet ([https://directory.westernsydney.edu.au/search/name/Hilal Hurriyet/](https://directory.westernsydney.edu.au/search/name/Hilal%20Hurriyet/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3045_22-SPR_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Hilal Hurriyet ([https://directory.westernsydney.edu.au/search/name/Hilal Hurriyet/](https://directory.westernsydney.edu.au/search/name/Hilal%20Hurriyet/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3045_22-SPR_PC_D#subjects)

Evening

Subject Contact Hilal Hurriyet ([https://directory.westernsydney.edu.au/search/name/Hilal Hurriyet/](https://directory.westernsydney.edu.au/search/name/Hilal%20Hurriyet/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3045_22-SPR_PC_E#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3045_22-SC3_SC_D#subjects)

BUSM 3046 Managing Organisations and People

Credit Points 20

Legacy Code 200886

Coordinator Jayne Bye ([https://directory.westernsydney.edu.au/search/name/Jayne Bye/](https://directory.westernsydney.edu.au/search/name/Jayne%20Bye/))

Description This online unit will enable students to critically reflect on and analyse key management tasks including processes of people management. It also explores how context shapes management practice and the importance of understanding the management of organisational change. It takes a problem-based approach to management learning and combines academic understanding of management issues with opportunities to apply knowledge. Students will have the opportunity to identify problems in their own workplaces and use management concepts, tools and techniques learned in this unit to make recommendations to address the problem.

School Business

Discipline Business Management

Student Contribution Band HECS Band 4 20cp

Level Undergraduate Level 3 subject

Restrictions Students must be enrolled in 2773 Bachelor of Business Administration or any Western Sydney Undergraduate program where permission has been granted by that program's DAP or Academic program Advisor.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the knowledge and skills required for management;
2. Identify and articulate workplace problems amenable to management intervention;
3. Identify a repertoire of concepts, tools and techniques for solving management problems in the workplace;
4. Apply the skills required for effective management problem-solving to the workplace and/or case study scenarios;
5. Apply Human Resource Management (HRM) concepts through problem-solving;
6. Apply change management concepts through problem-solving;
7. Demonstrate research skills and the ability to apply theory to workplace practice;
8. Use critical thinking and reflection to question personal assumptions and attitudes to management practices;
9. Demonstrate skills in online participation and collaboration to produce knowledge;
10. Write and produce management reports that can be understood by a diverse audience.

Subject Content

- key components of management
- communicating and managing communication
- Problem solving and decision making
- planning and control: making things happen
- managing information
- Understanding people at work
- The psychological Contract
- Understanding leadership within management
- Working in groups and teams

- Recruiting and selecting staff
- managing performance
- learning and development
- organisational culture
- The organisation and The external environment
- managing change

Prescribed Texts

- On line materials will be supplied through vUWS.

Teaching Periods

BUSM 3048 Negotiation, Bargaining and Advocacy

Credit Points 10

Legacy Code 200613

Coordinator Michael Lyons ([https://directory.westernsydney.edu.au/search/name/Michael Lyons/](https://directory.westernsydney.edu.au/search/name/Michael%20Lyons/))

Description In 'Negotiation, Bargaining and Advocacy' students identify and assess contrasting approaches to negotiation and identify the importance of strategy and judgement in negotiation. Students develop their skills through a team-based online negotiation and a critique of the experience of this negotiation. Through case studies, students examine conciliation, mediation and arbitration with a particular focus on advocacy practice in industrial tribunals. An important theme in the unit is the assessment of the contextual and regulatory factors that shape negotiation, bargaining and advocacy practice. This aspect draws on contemporary debates in these spheres most notably concerning the Australian context.

School Business

Discipline Industrial Relations

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BUSM 1023

Equivalent Subjects LGYA 9847 - Negotiation Bargaining and Advocacy

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically assess models of negotiation and bargaining and utilise these models to analyse and reflect upon negotiation practice;
2. Demonstrate the practical skills necessary to participate in negotiation and bargaining;
3. Evaluate advocacy practice and the processes of third-party dispute intervention;
4. Assess how contemporary legislative, political and technological contexts affect the processes of negotiation, bargaining and advocacy;
5. Produce well written and argued material in response to assessment tasks set for the subject.

Subject Content

- Negotiation Overview
- Models of third party Dispute intervention
- Advocacy in third party Dispute intervention
- Advocacy in practice
- Distributive and Integrative Negotiation

- differentiation, exploring options and exchanging offers
- Constituency-based Negotiation
- Models of Negotiation and Bargaining
- power and ethics in Negotiation
- context of Negotiation ? Technology

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	15 Questions	30	N	Individual
Professional Task	5000 words (weeks 2-10)	30	N	Group
Critical Review	1800 words	40	N	Individual

Prescribed Texts

- Ray Fells and Noa Sheer (2020), Effective Negotiation: From Research to Results (4th Edition), Cambridge University Press.

Teaching Periods

Autumn Campbelltown Day

Subject Contact Michael Lyons ([https://directory.westernsydney.edu.au/search/name/Michael Lyons/](https://directory.westernsydney.edu.au/search/name/Michael%20Lyons/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3048_22-AUT_CA_D#subjects)

Online

Online

Subject Contact Michael Lyons ([https://directory.westernsydney.edu.au/search/name/Michael Lyons/](https://directory.westernsydney.edu.au/search/name/Michael%20Lyons/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3048_22-AUT_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Michael Lyons ([https://directory.westernsydney.edu.au/search/name/Michael Lyons/](https://directory.westernsydney.edu.au/search/name/Michael%20Lyons/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3048_22-AUT_PC_D#subjects)

WSU Online TRI-1

Wsu Online

Online

Subject Contact Helen Lambourne ([https://directory.westernsydney.edu.au/search/name/Helen Lambourne/](https://directory.westernsydney.edu.au/search/name/Helen%20Lambourne/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3048_22-OT1_OW_O#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Helen Lambourne ([https://directory.westernsydney.edu.au/search/name/Helen Lambourne/](https://directory.westernsydney.edu.au/search/name/Helen%20Lambourne/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3048_22-OT3_OW_O#subjects)

BUSM 3050 Operations and Logistics in Practice

Credit Points 10

Legacy Code 200565

Coordinator Oscar Hauptman ([https://directory.westernsydney.edu.au/search/name/Oscar Hauptman/](https://directory.westernsydney.edu.au/search/name/Oscar%20Hauptman/))

Description Students studying Operations and Logistics in Practice may have the opportunity to undertake an international field trip to experience operations and logistics environments from an international perspective. Operations and Logistics in Practice enable students to analyse and discuss contemporary operations and logistics issues in a workshop environment. This unit is designed to offer an advanced holistic view of operations and logistics and a framework to assist students in researching and assessing trends in industry. This unit offers a balance of class work and field trips to operations and logistics oriented organisations.

School Business

Discipline Business and Management, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BUSM 3013

Equivalent Subjects LGYA 4652 - Logistics Management in Practice
 LGYA 4406 - Operations Management in Practice

Assumed Knowledge

Students are expected to have gained an introductory level of knowledge in logistics and supply chain management.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply the concepts theories, advantages and disadvantages of the contemporary models of operations and logistics management
2. Analyse the characteristics of various operations and logistics environments and be able to evaluate their impact on business
3. Examine how operations and logistics management models interact with other functions in an organization
4. Consider the latest trends in the operations and logistics management area
5. Demonstrate the skills needed to design, develop and improve operations and logistics systems
6. Reflect on a variety of operation management and logistics issues OR Reflect on an international operations and logistics environment, this should include a comparison with your understanding of the domestic operations and logistics environment

Subject Content

- contemporary Issues in Operations and Logistics management
- learning Organisations
- best practice and benchmarking of Operations and Logistics management
- Operations and Logistics practices industry Trends
- field visits - observations and analyse of The Operations and Logistics practices in An industry context

Teaching Periods

BUSM 3052 Organisational Learning and Development

Credit Points 10

Legacy Code 200157

Coordinator Pheroza Daruwalla ([https://directory.westernsydney.edu.au/search/name/Pheroza Daruwalla/](https://directory.westernsydney.edu.au/search/name/Pheroza%20Daruwalla/))

Description Organisational Learning and Development is a Level 3 undergraduate unit which analyses practices and processes designed to transform and renew organisations, in order to enable them to respond effectively to change. This unit will use case studies and other experientially based activities to promote a better understanding of structural and human resources interventions used to ensure organisational survival in rapidly changing environments.

School Business

Discipline Organisation Management

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions

Note that only students enrolled at WSU Online or Sydney City Campus may register in the WSU Online or Sydney City Campus subjects offered at those locations.

Assumed Knowledge

Students are expected to have understanding of business environments.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the impacts of change on an organisation's design, structure and learning practices;
2. Create planned interventions to ensure organisational survival and longevity;
3. Apply theories of organisational learning and development to real-life situations;
4. Participate effectively in group processes;
5. Demonstrate knowledge of organisational learning and development concepts in a range of academic genres.

Subject Content

- systems Archetypes
- team learning
- communities of practice
- Introduction to Learning Organisations and 1. 1. Organisational Development - The Challenges of Change

- A systems approach to understand Organisations
- personal Mastery
- organisational learning and development interventions
- shared Vision
- power, politics and organisational development
- virtual Organisations and agile learning
- emerging Trends in organisational learning and development
- Scenario planning and strategic foresight
- mental Models
- what is organisational learning and development?
- organisational structure and design
- learning Organisations
- leadership, sustainability and The Challenge of change

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	500 words	20	N	Individual
Report	3,000 words	40	N	Group
Final Exam	24 hours submission through Turnitin	40	N	Individual

Prescribed Texts

- Senge, Peter M. 2006, The Fifth Discipline, The Art and Practice of The Learning Organisation, Random House Business Books, London.
- There is no prescribed textbook for Organisational Learning and Development. A custom list of key readings will be available online through the Library and Readings and Resources page on vUWS.

Teaching Periods

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3052_22-SC1_SC_D#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Ildiko Volcz ([https://directory.westernsydney.edu.au/search/name/Ildiko Volcz/](https://directory.westernsydney.edu.au/search/name/Ildiko%20Volcz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3052_22-OT2_OW_O#subjects)

Spring

Bankstown

Day

Subject Contact Marion Cornish ([https://directory.westernsydney.edu.au/search/name/Marion Cornish/](https://directory.westernsydney.edu.au/search/name/Marion%20Cornish/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3052_22-SPR_BA_D#subjects)

Campbelltown

Day

Subject Contact Pheroza Daruwalla ([https://directory.westernsydney.edu.au/search/name/Pheroza Daruwalla/](https://directory.westernsydney.edu.au/search/name/Pheroza%20Daruwalla/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3052_22-SPR_CA_D#subjects)

Online

Online

Subject Contact Pheroza Daruwalla ([https://directory.westernsydney.edu.au/search/name/Pheroza Daruwalla/](https://directory.westernsydney.edu.au/search/name/Pheroza%20Daruwalla/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3052_22-SPR_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Pheroza Daruwalla ([https://directory.westernsydney.edu.au/search/name/Pheroza Daruwalla/](https://directory.westernsydney.edu.au/search/name/Pheroza%20Daruwalla/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3052_22-SPR_PC_D#subjects)

Evening

Subject Contact Pheroza Daruwalla ([https://directory.westernsydney.edu.au/search/name/Pheroza Daruwalla/](https://directory.westernsydney.edu.au/search/name/Pheroza%20Daruwalla/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3052_22-SPR_PC_E#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3052_22-SC3_SC_D#subjects)

BUSM 3053 Our Sporting Future

Credit Points 10

Legacy Code 201001

Coordinator Jess Richards ([https://directory.westernsydney.edu.au/search/name/Jess Richards/](https://directory.westernsydney.edu.au/search/name/Jess%20Richards/))

Description Sport has become increasingly globalised, commercialised and professionalised, and is influenced by advances in technology and innovation. It is now recognised that sport can play an important role in areas such as economic regeneration, diplomacy, social integration and improving health and wellbeing. This unit will develop students' understanding of how to encourage participation and drive growth in sports business in the face of a rapidly changing landscape.

School Business

Discipline Business and Management, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BUSM 1031

Incompatible Subjects BUSM 3047 - Managing Service and Experience

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse the role of sport in regeneration;
2. Evaluate the potential for sport to reduce social exclusion;
3. Critique sport for development/sports diplomacy/sport development projects;
4. Evaluate the advances in technology and innovation that are influencing the sport industry;
5. Produce strategies to overcome barriers and to encourage participation.

Subject Content

- The role of sport in generating social change
- Sports diplomacy
- economic regeneration through sport
- identifying barriers to sport participation
- encouraging Sports participation
- sport for development
- The principles of sport development

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	3000 words equivalent	70	N	Individual
Report	2000 words	30	N	Group

Teaching Periods

Spring

Online

Online

Subject Contact Jess Richards ([https://directory.westernsydney.edu.au/search/name/Jess Richards/](https://directory.westernsydney.edu.au/search/name/Jess%20Richards/))

View timetable (https://classregistration.westernsydney.edu.au/event/timetable/?subject_code=BUSM3053_22-SPR_ON_O#subjects)

BUSM 3054 People, Work and Society

Credit Points 10

Legacy Code 200860

Coordinator Jennifer Hall ([https://directory.westernsydney.edu.au/search/name/Jennifer Hall/](https://directory.westernsydney.edu.au/search/name/Jennifer%20Hall/))

Description 'People, Work and Society' draws on psychology and sociology to deepen participants' practical human resource management (HRM) expertise. Designed for those aiming at careers as HRM professionals, participants will use HRM knowledge to develop policy and procedure that takes account of the psychology of individuals and groups as well as rising expectations for socially-responsible management. The complexities and rewards around

managing diverse workforces receive particular attention. Through the challenge of real-world activities, participants are introduced to the difficult judgements that confront HRM professionals around people at work.

School Business

Discipline Human Resource Management

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BUSM 1023

Equivalent Subjects BUSM 3075 - Workplace Behaviour LGYA 9849 - Workplace Behaviour

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the implications of individuals' psychology, social change and diverse workforces for effective HRM practice;
2. Explain the importance of managing diversity for developing an inclusive and competitive workplace, relative to the challenges of social change and conflict;
3. Formulate policy and procedures that demonstrate HRM's potential contribution to organisational social, economic and environmental sustainability;
4. Identify key aspects of work psychology and sociology in order to analyse the role of HR practitioners relative to the tensions between economic and socio-legal imperatives.

Subject Content

The business environment:

- industry and social change
- policy and regulation
- labour markets and skill

Managing diversity in organisations:

- corporate strategy and sustainability
- HR systems and networks
- HR Operations and communication

Managing individuals:

- work Psychology
- team dynamics and inclusivity
- managing difficult situations

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	1,500 words	40	N	Group
Case Study	1,500 words	30	N	Individual
Reflection	1,500 words	30	N	Individual

Prescribed Texts

- There is no prescribed textbook for this subject. subject readings are available online via vUWS and are updated regularly to reflect developments in the literature.

Teaching Periods

Autumn Campbelltown

Day

Subject Contact Jennifer Hall ([https://directory.westernsydney.edu.au/search/name/Jennifer Hall/](https://directory.westernsydney.edu.au/search/name/Jennifer%20Hall/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3054_22-AUT_CA_D#subjects)

Online

Online

Subject Contact Jennifer Hall ([https://directory.westernsydney.edu.au/search/name/Jennifer Hall/](https://directory.westernsydney.edu.au/search/name/Jennifer%20Hall/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3054_22-AUT_ON_O#subjects)

Parramatta City - Macquarie St

Evening

Subject Contact Jennifer Hall ([https://directory.westernsydney.edu.au/search/name/Jennifer Hall/](https://directory.westernsydney.edu.au/search/name/Jennifer%20Hall/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3054_22-AUT_PC_E#subjects)

Day

Subject Contact Jennifer Hall ([https://directory.westernsydney.edu.au/search/name/Jennifer Hall/](https://directory.westernsydney.edu.au/search/name/Jennifer%20Hall/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3054_22-AUT_PC_D#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Ildiko Volcz ([https://directory.westernsydney.edu.au/search/name/Ildiko Volcz/](https://directory.westernsydney.edu.au/search/name/Ildiko%20Volcz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3054_22-OT2_OW_O#subjects)

BUSM 3058 Practice Management for Health Professionals

Credit Points 10

Legacy Code 400156

Coordinator Diana Messum ([https://directory.westernsydney.edu.au/search/name/Diana Messum/](https://directory.westernsydney.edu.au/search/name/Diana%20Messum/))

Description From 2017 students should take 401149 - Exercise Physiology Across the Lifespan. This unit is aimed to introduce the student to the management issues in establishing and working in a clinical practice. While the unit will cover issues related to health professionals and public sector management, the focus of the unit will be on issues in private practice. The aim of the unit is to introduce the student to a wide range of topics, including an over view of health care funding in Australia, private and public health system, developing a business plan, different business structures, financial management, managing staff and occupational health and safety issues.

School Health Sciences

Discipline Business Management

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Compare and contrast the global components of the health care system within Australia, with particular emphasis on funding arrangements for private and public sector funding.
2. Identify the key elements of a successful business plan, extrapolating these into a small business in a health care profession.
3. Outline the essential elements in establishing a small business, including business viability and raising capital.
4. Discuss the key issues in financial planning of a small business, with particular emphasis on taxation, insurance and related issues.
5. Manage a budget, with consideration to the income and types of expenditure required.
6. Delineate different business structures and employment arrangements, including partnerships, associates and affiliates.
7. Discuss the issues associated with the employment of staff, including employer and employee obligations.
8. Explore concepts and roles of leadership and management styles.
9. Identify the occupational health and safety issues within a small business and formulate ways in which a practice can be managed according to these guidelines.

Subject Content

1. Overview of the Australian health care system
 - private Vs public sectors
 - funding Models for health care in Australia
 - Medicare
 - health Insurance
2. Setting up a small business
 - Raising capital
 - developing A business plan
 - developing A Marketing plan
 - Risk analysis
 - financial analysis
3. Financial Planning and Evaluation
 - managing budgets
 - capital Expenditure
 - Recurrent expenses
 - taxation and related Issues
 - investment and finance
 - funding, Loans and financial resources
 - investment and capital growth programs
4. Business Structures
 - company, Trusts etc.
 - registering A company
5. Types of employee contracts
 - rights and obligations of employers and employees
 - Workcover and compensation
 - Insurance Issues
 - employee Vs affiliate Vs partner
6. Managing Staff
 - management and competencies
 - management styles and leadership
 - employee relations
 - staff Recruitment and selection
 - staff retention
 - performance management
7. Occupational Health and Safety Issues

Teaching Periods

BUSM 3059 Processes and Evaluation in Employment Relations

Credit Points 10

Legacy Code 200575

Coordinator Louise Ingersoll ([https://directory.westernsydney.edu.au/search/name/Louise Ingersoll/](https://directory.westernsydney.edu.au/search/name/Louise%20Ingersoll/))

Description This unit applies theory and skills developed throughout the discipline in Human Resource Management to real-world organisational and policy challenges and opportunities. Students will develop and use employment relations concepts and "metrics" to design implementation plans and to evaluate policies, practices and change initiatives. Students' skills in communication and problem solving will be assured in this unit.

School Business

Discipline Human Resource Management

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BUSM 1023

Equivalent Subjects LGYA 4642 - Human Resources Development Seminar

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse theoretical foundations of employment relations;
2. Apply theoretical foundations of employment relations to practice;
3. Design and implement a number of quantitative and qualitative measures of employment relations performance to a range of organisations and policies;
4. Design, implement and evaluate a Human Resources strategy for a client scenario;
5. Create a portfolio to reflect achievement in the subject.

Subject Content

- peer employment relations strategy ? engaged learning and The HR advantage
- The role of culture and values
- Intended HR practices and organisational performance
- The role of line managers and employee perceptions
- HR architecture and employment sub-systems
- professional business communication
- HR consulting and decision making

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Essay	1,500 words in total	35	N	Individual

Portfolio	3,000 word report and 5 minute video	40	N	Group
Reflection	1,000 words	25	N	Individual

Prescribed Texts

- Purcell, J, Kinnie, N, Swart, J, Rayton, B & Hutchinson, S, 2009 People management and performance, Routledge, Oxon.

Teaching Periods

WSU Online TRI-2

Wsu Online

Online

Subject Contact Helen Lambourne ([https://directory.westernsydney.edu.au/search/name/Helen Lambourne/](https://directory.westernsydney.edu.au/search/name/Helen%20Lambourne/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3059_22-OT2_OW_O#subjects)

Spring

Online

Online

Subject Contact Louise Ingersoll ([https://directory.westernsydney.edu.au/search/name/Louise Ingersoll/](https://directory.westernsydney.edu.au/search/name/Louise%20Ingersoll/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3059_22-SPR_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Louise Ingersoll ([https://directory.westernsydney.edu.au/search/name/Louise Ingersoll/](https://directory.westernsydney.edu.au/search/name/Louise%20Ingersoll/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3059_22-SPR_PC_D#subjects)

BUSM 3061 Project Management

Credit Points 10

Legacy Code 300727

Coordinator Wenchi Shou ([https://directory.westernsydney.edu.au/search/name/Wenchi Shou/](https://directory.westernsydney.edu.au/search/name/Wenchi%20Shou/))

Description This unit is to give students an understanding of appropriate methods of managing construction projects and to develop skills in using these methods on the type of projects the students expect to undertake in their professional careers. Content: Major knowledge areas of project management.

School Eng, Design & Built Env

Discipline Project Management

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects BUSM 3060 - Project Management

Assumed Knowledge

An understanding of basic knowledge in building and construction.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply organisational behaviour theory to specific construction management projects
2. Manage a construction project to meet cost, time, scope and quality constraints
3. Assess and manage risk in a construction project
4. Establish and manage communication and procurement protocols in a construction project
5. Apply integration techniques and skills for project management

Subject Content

Management and integration of scope, time, cost, quality, risk, communication, procurement, and organisational behaviour

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	1 hour	30	N	Individual
Report	3,000 words	30	N	Group
Final Exam	2 hours	40	N	Individual

Teaching Periods

BUSM 3062 Quality Management

Credit Points 10

Legacy Code 200167

Coordinator Denise Jarratt ([https://directory.westernsydney.edu.au/search/name/Denise Jarratt/](https://directory.westernsydney.edu.au/search/name/Denise%20Jarratt/))

Description The principles taught in Quality Management underpin the successful management of all business enterprises. Students enrolled in this unit will be introduced to the latest concepts in performance excellence, with a strong emphasis on service quality. Various tools and techniques that support performance excellence are presented, including ISO9000, Six Sigma, and high-performance human resource practices. Contemporary areas covered in this unit involve identifying customers' needs, and involvement in organisational performance which is supported by continuous improvement and organisational learning.

School Business

Discipline Quality Management

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Differentiate the distinguishing characteristics of the total quality management paradigm and understand how this area of management evolved as a competitive solution in today's global market place

2. Define quality in terms of a range of applicable parameters as related to manufacturing and service environment

Subject Content

Differing Perspectives on Quality
Global Supply Chain and International Quality Standards
Strategic Quality Planning
Quality and Innovation in Product and Process Design
Designing Quality Services
Managing Supplier Quality in the Supply Chain
Quality tools (including Six Sigma)
Implementing and Validating Quality Systems

Teaching Periods

BUSM 3063 Reward and Performance Management

Credit Points 10

Legacy Code 200739

Coordinator Jennifer Hall ([https://directory.westernsydney.edu.au/search/name/Jennifer Hall/](https://directory.westernsydney.edu.au/search/name/Jennifer%20Hall/))

Description 'Reward and Performance Management' introduces students to critical perspectives in reward management. Through case studies students consider the wider context in which reward strategies are devised and the strategic decisions that arise if reward is to meet regulatory requirements, organisation objectives and the expectations of the workforce. Students examine the component parts of contemporary reward and critically assess the relationship between performance and reward. Through engagement with different types of performance management systems, students identify and assess contrasting approaches to performance management.

School Business

Discipline Human Resource Management

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BUSM 1023

Incompatible Subjects BUSM 3040 - Management of Employee Performance LGYA 4822 - Remuneration Theory and Practice

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Accurately use the language of reward and performance management in verbal and written argument.
2. Critically assess reward and performance management principles and practices in terms of the competing interests of employers and employer associations, employees and trade unions, and governments and tribunals.
3. Critically assess contrasting approaches to reward.
4. Identify contrasting approaches to the management of organisational and employee performance.
5. Critically assess models of performance management and the processes through which organisations and systems develop, enhance and reward employee performance.

Subject Content

1. Models of reward and the labour market.

2. Differing approaches to equity and the grounds for regulatory intervention.
3. The shape of reward in Australia.
4. Contemporary developments in approaches to reward.
5. Choice and flexibility in reward management design.
6. Performance management as a system to align employee performance with organisational objectives.
7. Models of performance management as systems to develop, enhance and reward employee performance.
8. The management and appraisal of employee performance.
9. Challenges in performance management.
10. Economic, social and environmental sustainability and reward and performance management.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	1,000 words	20	N	Individual
Portfolio	1000 words	20	N	Individual
Debate	Students must nominate to participate in 6 out of 10 debates.	20	N	Individual
Final Exam	2 hours	40	Y	Individual

Prescribed Texts

- Shields. J, Rooney. J, Brown. M and Kaine. S. (2020) Managing Employee Performance and Reward: Systems, practices and prospects. 3rd Edition. Cambridge University Press.
- Shields, J 2016, Managing employee performance and reward: concepts, practices, strategies, 2nd edn, Cambridge University Press, Port Melbourne, Vic.

Teaching Periods

WSU Online TRI-1

Wsu Online

Online

Subject Contact Karen Harvey ([https://directory.westernsydney.edu.au/search/name/Karen Harvey/](https://directory.westernsydney.edu.au/search/name/Karen%20Harvey/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3063_22-OT1_OW_O#subjects)

Spring Campbelltown

Day

Subject Contact Jennifer Hall ([https://directory.westernsydney.edu.au/search/name/Jennifer Hall/](https://directory.westernsydney.edu.au/search/name/Jennifer%20Hall/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3063_22-SPR_CA_D#subjects)

Online

Online

Subject Contact Jennifer Hall ([https://directory.westernsydney.edu.au/search/name/Jennifer Hall/](https://directory.westernsydney.edu.au/search/name/Jennifer%20Hall/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3063_22-SPR_ON_O#subjects)

Parramatta City - Macquarie St

Evening

Subject Contact Jennifer Hall ([https://directory.westernsydney.edu.au/search/name/Jennifer Hall/](https://directory.westernsydney.edu.au/search/name/Jennifer%20Hall/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3063_22-SPR_PC_E#subjects)

Day

Subject Contact Jennifer Hall ([https://directory.westernsydney.edu.au/search/name/Jennifer Hall/](https://directory.westernsydney.edu.au/search/name/Jennifer%20Hall/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3063_22-SPR_PC_D#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Karen Harvey ([https://directory.westernsydney.edu.au/search/name/Karen Harvey/](https://directory.westernsydney.edu.au/search/name/Karen%20Harvey/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3063_22-OT3_OW_O#subjects)

BUSM 3064 Service Industry Analytics

Credit Points 10

Legacy Code 200991

Coordinator Karina Wardle ([https://directory.westernsydney.edu.au/search/name/Karina Wardle/](https://directory.westernsydney.edu.au/search/name/Karina%20Wardle/))

Description Service Industry Analytics is designed to provide a working knowledge of how to analyse and report information required in planning and operating a services business. It explores the methods, uses and limitations of contemporary research in the sport and hospitality industries. Students will gain experience with the planning and implementation of research and assessment of service research problems, utilising the collection and analysis of both quantitative and qualitative data.

School Business

Discipline Business and Management, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects BUSM 2036 - Service Industry Studies
 LGYA 4814 - Sport Management Research Methods
 LGYA 4799 - Hospitality Business Research Methods
 LGYA 4863 - Services Research Methods
 MKTG 2011 - Customer Insights

Restrictions Only students enrolled in the MT2035 Hospitality Management or MT2036 Sport Management can enrol in this subject.

Assumed Knowledge

Basic knowledge of the service and experience economies is assumed.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the scope and function of services research;
2. Evaluate the different types of information to decision making within the sport and hospitality industries;
3. Identify and apply the key stages involved in conducting a services research project;
4. Apply data analysis techniques in services management research;
5. Demonstrate ability to present, write, implement and evaluate proposals and report results.

Subject Content

- research methodologies and Sampling techniques used in service industries
- planning and designing Projects across sport and hospitality industries
- primary and secondary data sources
- Qualitative research collection and analysis methods within A service context
- quantitative research collection and analysis methods within A service context
- publishing and disseminating research results

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	3 online quizzes; each of 20 minutes duration	30	N	Individual
Proposal	1,500 words	10	N	Group
Report	2,500 words	20	N	Group
Final Exam	2 hours	40	Y	Individual

Prescribed Texts

- Veal, AJ (latest edition), Research Methods for Leisure & Tourism: A Practical Guide, Financial Times Prentice Hall, Sydney.

Teaching Periods

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3064_22-SC2_SC_D#subjects)

BUSM 3065 Special Event Management

Credit Points 10

Legacy Code 200990

Coordinator Karina Wardle ([https://directory.westernsydney.edu.au/search/name/Karina Wardle/](https://directory.westernsydney.edu.au/search/name/Karina%20Wardle/))

Description Special Event Management is designed to introduce students to event management in order to develop their skills and knowledge relating to the organisation of various event forms. The unit provides students the opportunity to practically apply management strategies, leadership theories, communication skills, and administration skills to facilitate the design, marketing, communication, innovation and planning of their own event. Careers in the industry can be found across diverse fields in the public and private sectors including hotels, event management companies, exhibition and sports venues, and in community organisations such as clubs, schools and charities.

School Business

Discipline Business and Management, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects BUSM 3067 - Sport and Hospitality Event Management

Incompatible Subjects LGYA 4810 - Sport Event and Facility Management
 LGYA 4864 - Convention and Special Event Management

Assumed Knowledge

This is an advanced subject which assumes intermediate knowledge of sport/hospitality management.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate event industry trends and practices;
2. Work collaboratively and effectively as part of an event coordination team to plan, organise, implement and review an event;
3. Produce a project timeline, run sheet(s) and budget for an event;
4. Identify revenue sources and evaluate the role of sponsors;
5. Recognise the importance of identifying and engaging with key internal and external stakeholders;
6. Apprise the management and leadership skills required to organise and participate in team activities/work areas.

Subject Content

- event types and potential participants
- event conceptualisation and strategic planning
- identifying and communicating with stakeholders
- development of Project management skills including timeline and budget
- The Importance of site selection and influencing Factors such as logistical Operations, legal and Risk management
- types of sponsorship, The process of attracting quality sponsors, and responsibilities to The sponsor
- The process and significance of event evaluation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	10 minutes	10	N	Group
Intra-session Exam	2 hours	30	N	Individual
Proposal	3000 words	40	N	Group
Presentation	10 minutes	20	N	Group

Prescribed Texts

- Allen, Harris, Jago, Tatrai, Jonson, DuffArcy (2021) Festival and Special Event Management Essentials Wiley.

Teaching Periods

Autumn

Online

Online

Subject Contact Karina Wardle ([https://directory.westernsydney.edu.au/search/name/Karina Wardle/](https://directory.westernsydney.edu.au/search/name/Karina%20Wardle/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3065_22-AUT_ON_0#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Karina Wardle ([https://directory.westernsydney.edu.au/search/name/Karina Wardle/](https://directory.westernsydney.edu.au/search/name/Karina%20Wardle/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3065_22-AUT_PC_D#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3065_22-SC1_SC_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3065_22-SC3_SC_D#subjects)

BUSM 3069 Strategic Management

Credit Points 10

Legacy Code 200587

Coordinator Marion Cornish ([https://directory.westernsydney.edu.au/search/name/Marion Cornish/](https://directory.westernsydney.edu.au/search/name/Marion%20Cornish/))

Description This unit explores the nature and essence of strategy and how this is created in various organisational, industry and economic contexts. The complexity of the strategy process, content and context means that there is not one clear position on strategy. The impact of this complexity on managers seeking to develop a strategic thinking capability is examined. The paradoxes and debates in the field of strategy are explored in an effort to understand the concept of sustainable competitive advantage. Students will utilise the theoretical knowledge presented in a dialectical enquiry framework to undertake strategic analysis, and develop a selection of strategic options, for case study scenarios and in a team strategy simulation.

School Business

Discipline Organisation Management

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BUSM 1038 OR
BUSM 1008 OR
BUSM 1019

Equivalent Subjects LGYC 0040 - Strategic Management

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the impact of key elements of leadership, people and organisational culture in the formulation and implementation of strategy;
2. Apply contrasting theoretical approaches to strategic management;
3. Reflect on the strengths and weaknesses of various approaches to strategic development;
4. Utilise the theoretical knowledge presented to undertake strategic analysis, and develop a selection of strategic planning options, for case study scenarios and a strategy simulation;
5. Formulate strategic planning implementation strategies based on an understanding of sustainable competitive advantage linked to key industry, environmental and organisational constraints.

Subject Content

- strategy process, content and context linked to sustainable competitive advantage
- strategic thinking capability
- strategic formulation and The setting of patterns for action
- strategic change and organisational fit
- The industry context and business level strategy
- organisational context and purpose
- corporate level strategy
- Network level strategy
- strategy in The international context

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	1,500 words plus appendices	30	N	Individual

Report	Part 1: 2,000 words (25%) Part 2: 15 minute presentation (15%)	40	N	Group
Final Exam	2 hours	30	Y	Individual

Prescribed Texts

- De Wit, B 2017, Strategy synthesis: For Leaders, 5th edn, South Western Cengage Learning, London
- De Wit, B 2020, Strategy: An international perspective, 7th edn, Cengage Learning, London.

Teaching Periods

WSU Online TRI-1

Wsu Online

Online

Subject Contact Helen Lambourne ([https://directory.westernsydney.edu.au/search/name/Helen Lambourne/](https://directory.westernsydney.edu.au/search/name/Helen%20Lambourne/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3069_22-OT1_OW_O#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3069_22-SC1_SC_D#subjects)

Spring

Bankstown

Day

Subject Contact Marion Cornish ([https://directory.westernsydney.edu.au/search/name/Marion Cornish/](https://directory.westernsydney.edu.au/search/name/Marion%20Cornish/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3069_22-SPR_BA_D#subjects)

Campbelltown

Day

Subject Contact Marion Cornish ([https://directory.westernsydney.edu.au/search/name/Marion Cornish/](https://directory.westernsydney.edu.au/search/name/Marion%20Cornish/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3069_22-SPR_CA_D#subjects)

Online

Online

Subject Contact Marion Cornish ([https://directory.westernsydney.edu.au/search/name/Marion Cornish/](https://directory.westernsydney.edu.au/search/name/Marion%20Cornish/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3069_22-SPR_ON_O#subjects)

Parramatta City - Macquarie St

Evening

Subject Contact Marion Cornish ([https://directory.westernsydney.edu.au/search/name/Marion Cornish/](https://directory.westernsydney.edu.au/search/name/Marion%20Cornish/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3069_22-SPR_PC_E#subjects)

Day

Subject Contact Marion Cornish ([https://directory.westernsydney.edu.au/search/name/Marion Cornish/](https://directory.westernsydney.edu.au/search/name/Marion%20Cornish/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3069_22-SPR_PC_D#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Helen Lambourne ([https://directory.westernsydney.edu.au/search/name/Helen Lambourne/](https://directory.westernsydney.edu.au/search/name/Helen%20Lambourne/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3069_22-OT3_OW_O#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Marion Cornish ([https://directory.westernsydney.edu.au/search/name/Marion Cornish/](https://directory.westernsydney.edu.au/search/name/Marion%20Cornish/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3069_22-SC3_SC_D#subjects)

BUSM 3070 Strategic Sport Leadership

Credit Points 10

Legacy Code 200998

Coordinator Dr Michelle O'Shea ([https://directory.westernsydney.edu.au/search/name/Dr Michelle OShea/](https://directory.westernsydney.edu.au/search/name/Dr%20Michelle%20OShea/))

Description In contemporary sport environments, sport practitioners require an in-depth understanding of strategic leadership processes and practices. In order to respond to sport's ongoing professionalisation, globalisation, demographic changes and emerging consumer needs, sport managers and government policy makers require knowledge and skills which will allow them to successfully manage these changes. Students will develop knowledge and skills in areas such as policy development and strategic planning, executive leadership and change management processes and practices. The unit content will be applied across diverse sport environments including high performance sport in not-for profit contexts and community sport with a focus on sport for development. Students will apply their strategic leadership knowledge and skills by formulating a policy or related initiative for a sport agency or organisation.

School Business

Discipline Business and Management, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYA 4491 - Sport Management Planning and Development
SPRT 3016 - Sport Management Planning and Development

Assumed Knowledge

An introductory level of knowledge in sport management.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate a comprehension of the range of political, philosophical and economic rationales for government involvement in the development of sport;
2. Critically evaluate and develop sport organisation policy, considering strategic management theories, principles and processes in context;
3. Analyse internal and external ethical, environmental, stakeholder, legislative and technological issues shaping strategic management in sport organisations and policy contexts;
4. Evaluate current sport organisation/agency strategic management processes, practices and policy implementation;
5. Apply strategic management principles in sport organisations and to the development of sport/ development through sport.

Subject Content

- strategic management theories and principles and their implementation/practice in sport organisation/agency and policy contexts
- external and Internal Ethical, environmental, Stakeholder, Legislative and technological Issues that impact on strategic analysis
- planning in A variety of sport Organisations/agencies i.e in The private and public sector
- practical development and implementation of sport strategies in Domestic, international organisational/agency and policy contexts
- business planning and Entrepreneurship in sport

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Critical Review	1,500 words	30	N	Individual
Report	2,500 words	30	N	Group
Final Exam	2 hours	40	N	Individual

Prescribed Texts

- Leach, R., Robson, S., Simpson, K. and Tucker, L. eds., (Latest edition). Strategic Sport Development. Routledge.

Teaching Periods

Autumn Campbelltown Day

Subject Contact Dr Michelle O'Shea ([https://directory.westernsydney.edu.au/search/name/Dr Michelle O'Shea](https://directory.westernsydney.edu.au/search/name/Dr%20Michelle%20O%27%20Shea))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3070_22-AUT_CA_D#subjects)

Online

Online

Subject Contact Dr Michelle O'Shea ([https://directory.westernsydney.edu.au/search/name/Dr Michelle O'Shea](https://directory.westernsydney.edu.au/search/name/Dr%20Michelle%20O%27%20Shea))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3070_22-AUT_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Dr Michelle O'Shea ([https://directory.westernsydney.edu.au/search/name/Dr Michelle O'Shea](https://directory.westernsydney.edu.au/search/name/Dr%20Michelle%20O%27%20Shea))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3070_22-AUT_PC_D#subjects)

BUSM 3071 Technology Management for Competitiveness

Credit Points 10

Legacy Code 200668

Coordinator Hilal Hurriyet ([https://directory.westernsydney.edu.au/search/name/Hilal Hurriyet/](https://directory.westernsydney.edu.au/search/name/Hilal%20Hurriyet/))

Description This contemporary unit provides an understanding of technology management and productivity measurement/improvement concepts aimed to improve the competitiveness of organisations. Students are introduced to a range of tools and techniques to acquire and implement technology and develop productivity improvement programs within global operations and supply chain context. The interaction between technological change and competitiveness (productivity and other performance measurement systems) is also explored. The unit is relevant to managers or technologists with responsibilities for managing technological change

School Business

Discipline Business and Management, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYA 4405 - Productivity and Technology Management

Assumed Knowledge

An introductory level of knowledge in operations and supply chain management.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of the fundamental concepts and principles of technology management and productivity and performance management at firm level
2. Analyse the impact of technology and technological change on management, productivity and competitiveness of the firm by the analysis of the case studies.
3. Evaluate current levels of productivity and performance and effectively contribute to the identification/ development and implementation of appropriate enterprise-level performance measurement systems

4. Develop an effective understanding of process of managing technology strategy and global operations simultaneously
5. Identify and apply appropriate approaches/ techniques to solve specific productivity and performance related problems at the firm level.
6. Demonstrate a basic understanding of a variety of quantitative and qualitative techniques and analyse and interpret the results of the analysis to guide and support decision-making process at the firm level

Subject Content

Understanding the environment in which technology is managed
Technology strategy

The creation of core technological competencies
Acquiring new technology through research and development
New technology implementation-
Technology management in service organisations

Teaching Periods

BUSM 3072 Tourism Industry Professional Placement

Credit Points 20

Legacy Code 102385

Coordinator Garth Lean ([https://directory.westernsydney.edu.au/search/name/Garth Lean/](https://directory.westernsydney.edu.au/search/name/Garth%20Lean/))

Description Tourism Industry Professional Placement (TI PP) provides students with understanding and experience of the tourism or related industry workplace. Students work in a voluntary capacity with an industry host to gain work-ready skills and undertake professionally appropriate tasks. Students complete a Professional Placement Proposal and Professional Placement Report.

School Social Sciences

Discipline Tourism Management

Student Contribution Band HECS Band 4 20cp

Level Undergraduate Level 3 subject

Restrictions Students must be enrolled in 1664 Bachelor of Tourism Management or 6030 Diploma in Social Science/Bachelor of Tourism Management, where this is an alternate core subject. Students enrolled in the 1667 Bachelor of Social Science (Heritage and Tourism Major) may include this subject as an elective. Students must have successfully completed 160 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate practical employability skills that can be useful for professional career development;
2. Apply problem-solving skills and plan for situation improvement;
3. Demonstrate capacity to work effectively in team environments;
4. Design and manage a program of professional development;
5. Evaluate and report on a professional development/situation improvement program.

Subject Content

Introduction to work-based learning - pre-placement orientation and planning

Professional development goal-setting and planning
Project and progress management
Professional development evaluation and reporting
Completion of a situation improvement project/task

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Proposal	1500 words	30	N	Individual
Report	3500 words	60	N	Individual
Presentation	15 minutes	10	N	Individual
Evaluation	N/A	S/U	Y	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Composite

Subject Contact Garth Lean ([https://directory.westernsydney.edu.au/search/name/Garth Lean/](https://directory.westernsydney.edu.au/search/name/Garth%20Lean/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3072_22-AUT_PS_C#subjects)

Spring

Parramatta - Victoria Rd

Composite

Subject Contact Garth Lean ([https://directory.westernsydney.edu.au/search/name/Garth Lean/](https://directory.westernsydney.edu.au/search/name/Garth%20Lean/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3072_22-SPR_PS_C#subjects)

BUSM 3073 Tourism Policy and Planning

Credit Points 10

Legacy Code 101904

Coordinator Garth Lean ([https://directory.westernsydney.edu.au/search/name/Garth Lean/](https://directory.westernsydney.edu.au/search/name/Garth%20Lean/))

Description This unit gives students a general understanding of planning theory as it relates to sustainable tourism policy and practice. Students will apply this knowledge to tourism sites, facilities and activities in Sydney with a major assignment focusing on Sydney Olympic Park. A self-guided field trip enables students to apply and understand various planning techniques, tourism policies, scenario mapping strategies and consider conflict resolution practices. Students will present their ideas by integrating quantitative and qualitative data, both in teams and individually. At the conclusion of this unit students will have the skills to apply planning theory to an analysis of tourism policies, sites, facilities and activities in a global city such as Sydney.

School Social Sciences

Discipline Tourism Management

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYA 1265 - Tourism Policy and Planning BUSM 2035 - Recreational Tourism Policy and Planning

Incompatible Subjects LGYB 8930 - Tourism Policy and Planning LGYA 6103 - Recreational Planning towards Sustainable Tourism LGYB 8197 - Sustainable Tourism and Recreational Planning

Restrictions Successful completion of 80 credit points

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of planning theory as it relates to sustainable tourism;
2. Analyse various planning techniques, tourism policies, scenario mapping strategies and conflict resolution practices;
3. Work individually and in teams to present their ideas orally and in written forms;
4. Integrate quantitative and qualitative tourism data to formulate policies and procedures; and
5. Apply planning theory to an analysis of tourism policies, sites, facilities and activities.

Subject Content

Understanding tourism policy and planning
 Applying sustainable tourism concepts and indicators to case studies
 Assessing tourism experiences and opportunities using qualitative and quantitative data
 Examining stakeholder conflicts and impact assessments
 Planning for destination management
 Conducting scenario planning
 Conducting site visits and field work
 Preparing professional presentations
 Evaluating planning frameworks

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1200 words	30	Y	Individual
Presentation	20 minutes	25	Y	Group
Report	1800 words	45	Y	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Garth Lean ([https://directory.westernsydney.edu.au/search/name/Garth Lean/](https://directory.westernsydney.edu.au/search/name/Garth%20Lean/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3073_22-AUT_PS_D#subjects)

BUSM 3074 Work Employment and the Labour Market

Credit Points 10

Legacy Code 200243

Coordinator Louise Ingersoll ([https://directory.westernsydney.edu.au/search/name/Louise Ingersoll/](https://directory.westernsydney.edu.au/search/name/Louise%20Ingersoll/))

Description This unit provides an in-depth study of the links between work, employment and wider labour market issues. An introductory framework will be provided emphasizing the historical perspectives of work and the key theories and concepts involved in industrial sociology. Current and future issues and trends in work organization and practice and their relationships to society will also be considered. The unit will then examine the relationship between labour markets, employment and government policy in both macro and micro settings. Particular emphasis will be placed upon the interaction of regional labour markets, policies and outcomes for key labour market segments.

School Business

Discipline Business And Management

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BUSM 1023

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the key concepts in the disciplines of industrial sociology and labour economics;
2. Analyse the relationships between social, economic and political structures and work, particularly as they relate to the Australian workplace and Australian society;
3. Assess the impact of work as it affects distinct groups, the workplace, the labour market and wider society;
4. Evaluate the external and internal influences shaping labour market issues in both macro and regional settings;
5. Identify the strengths and weakness of contemporary education, training and employment strategies on labour market behaviours and outcomes;
6. Evaluate the concepts associated with issues of labour supply and demand.

Subject Content

- The meaning of work
- historical perspectives of work and theories of work
- impact of contemporary work and labour market Trends including work intensification, casualisation, restructuring and environmentalism, unpaid work
- An Overview of The contemporary labour markets in macro and Regional settings
- An Overview of theories of The labour market and their impact upon government policy development
- The Supply and demand for labour ? including and assessment of Factors influencing their dynamics and relationships
- The impact of government education and employment policies on labour market outcomes for key groups

Prescribed Texts

- Edgell, S. (2012), The Sociology of Work- Continuity and Change in Paid and Unpaid Work 2nd Edition, SAGE Publications Ltd, London, United Kingdom.

Teaching Periods

BUSM 3077 Construction Project Management

Credit Points 10

Legacy Code 301229

Coordinator Wenchi Shou ([https://directory.westernsydney.edu.au/search/name/Wenchi Shou/](https://directory.westernsydney.edu.au/search/name/Wenchi%20Shou/))

Description This unit is to give students an understanding of appropriate methods of managing construction projects and to develop skills in using these methods on the type of projects expected to undertake in their professional careers. It covers the major knowledge areas of project management theory as they relate to construction.

School Eng, Design & Built Env

Discipline Project Management

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects BUSM 3060 Project Management
BUSM 3061 Project Management

Assumed Knowledge

An understanding of basic knowledge in building and construction.

Learning Outcomes

1. Apply organisational behaviour theory to specific construction management projects
2. Manage a construction project to meet cost, time, scope and quality constraints
3. Assess and manage risk in a construction project
4. Establish and manage communication and procurement protocols in a construction project
5. Apply integration techniques and skills for project management

Subject Content

1. Management and integration of scope, time and cost
2. Quality control
3. Risk management
4. Intra-project communication
5. Procurement and organisational behaviour.
6. Building Information Modelling application for Construction Project Management.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	5,000 words	30	N	Group
Quiz	1 hour	20	N	Individual
Presentation	10 minutes	10	N	Individual
Final Exam	2 hours	40	N	Individual

Teaching Periods

Autumn Penrith (Kingswood)

Day

Subject Contact Keivan Bamdad Masouleh ([https://directory.westernsydney.edu.au/search/name/Keivan Bamdad Masouleh/](https://directory.westernsydney.edu.au/search/name/Keivan%20Bamdad%20Masouleh/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3077_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Keivan Bamdad Masouleh ([https://directory.westernsydney.edu.au/search/name/Keivan Bamdad Masouleh/](https://directory.westernsydney.edu.au/search/name/Keivan%20Bamdad%20Masouleh/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3077_22-AUT_PS_D#subjects)

BUSM 3078 Business Report

Credit Points 20

Legacy Code 201043

Coordinator Dorothea Bowyer ([https://directory.westernsydney.edu.au/search/name/Dorothea Bowyer/](https://directory.westernsydney.edu.au/search/name/Dorothea%20Bowyer/))

Description This unit is designed to bring to life the knowledge gained during the students' study whilst applying it practically to diverse business contexts through a work integrated learning research project. The project will build on the comprehensive, coherent and connected knowledge gained in business specialisations to allow the student to explore and develop attributes required to be successful in contributing to outcomes in a business environment. Students will have an opportunity to work under the supervision of an academic on a research project. Assessment of the unit will include a formal research presentation to academics and/or industry. Entry to this unit is on a competitive basis. Contact the unit coordinator for details.

School Business

Discipline Business Management

Student Contribution Band HECS Band 4 20cp

Level Undergraduate Level 3 subject

Restrictions Students must have permission from the subject Coordinator and must have completed a minimum of 160 credit points (or equivalent) prior to undertaking this subject and must have 20 credit points of subjects available, within program allowances, to take this subject. The availability of supervision of projects, a student's ability to meet any special, safety, or identified persons requirements of a project site, the student's academic record and any record of misconduct, will also be considered.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Plan, organise and manage a business-related research project to completion;
2. Identify and use research literature relevant to a specific business issue or project;
3. Select and employ appropriate data collection methods;
4. Synthesise theoretical knowledge and context specific information in relation to a specific business issue or project;

5. Produce an analytical report including recommendations;
6. Present in a formal environment to peers and academics.

Subject Content

Planning and organisational skills
 Time management
 Project management
 Business research
 Report writing
 Presentation skills
 Data collection including field research

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Interview - Research Project Pitch	25 Minutes	20	N	Individual
Report - Research Report	6,000 words	50	N	Individual
Presentation - Research Presentation	25 minutes	30	N	Individual
Participation	Throughout semester- workshops (as timetabled for the unit) and meetings with supervisor and project hosts as required (scope of meetings to be set early in session)	S/U	Y	Individual

Prescribed Texts

- Schindler, P., 2019. Business Research Methods (13th ed.), McGraw-Hill,

Teaching Periods

BUSM 3079 Travel in the Digital Age

Credit Points 10

Legacy Code 102779

Coordinator Garth Lean ([https://directory.westernsydney.edu.au/search/name/Garth Lean/](https://directory.westernsydney.edu.au/search/name/Garth%20Lean/))

Description This unit explores the ways in which digital technologies are reshaping travel, including travellers' experiences, and planning and management of the travel industry. Students will learn how digital technologies are being utilised, and the opportunities and challenges

these technologies present. The unit will provide opportunities to engage with travel apps, virtual/augmented reality technologies, smart attractions and transport technologies. Students will also learn how to conceptualise and pitch their own digital travel products. Upon completion of the unit, students will be well placed to develop and manage innovative, socially responsible travel and mobility technologies.

School Social Sciences

Discipline Tourism Management

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 80 credit points of study.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate opportunities for the use of digital technologies in travel and tourism;
2. Evaluate potential challenges, threats and social-inequalities created by social technologies;
3. Critically review digital travel and tourism technologies;
4. Ascertain technology gaps in the travel and tourism industries;
5. Devise new travel and tourism technologies;
6. Propose digital technologies to an expert audience.

Subject Content

The digital disruption of tourism and travel;
 Rethinking tourism communities and stakeholders in relation to the digital futures of work and society;
 Opportunities, benefits, challenges and risks of digital technologies in travel and tourism;
 Travel/tourism smartphone applications and their design and development;
 Digitally enhanced attractions and destinations (including digital interpretation, and the use of augmented and virtual reality);
 Digital travel experiences and destinations;
 The future of transport and transit (including autonomous cars/buses/trains/planes, windowless planes, digital airports/hotels); and
 Opportunities for understanding tourist markets with digital technology (including tourist/traveller tracking and ethical/privacy implications).

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
The Opportunities and Challenges of Digital Technologies in Travel	1,500 words	35	N	Individual
Digital Travel App Concept Pitch	15 minutes (500 words equivalent, per person)	25	N	Group

Travel App Proposal	1,000 words per group member	40	N	Group
---------------------	------------------------------	----	---	-------

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Garth Lean ([https://directory.westernsydney.edu.au/search/name/Garth Lean/](https://directory.westernsydney.edu.au/search/name/Garth%20Lean/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3079_22-SPR_PS_D#subjects)

BUSM 3080 Health Care Systems and Organisation Culture

Credit Points 10

Legacy Code 401389

Coordinator Stewart Alford ([https://directory.westernsydney.edu.au/search/name/Stewart Alford/](https://directory.westernsydney.edu.au/search/name/Stewart%20Alford/))

Description This unit identifies complexities associated with health care systems and processes, equipping students with the essential business skills to deal with challenges arising throughout the process of managing health services. A key focus of the unit is in the management of resources as a strategic activity of health organisations, particularly in relation to human resources, as workforce shortages pose a significant challenge to contemporary health management practice.

School Health Sciences

Discipline Public and Health Care Administration

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BUSM 1037

Equivalent Subjects BUSM 3017 - Health Services Workforce Management

Assumed Knowledge

Foundation knowledge of data management and organisational governance.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Interpret the strategic planning, strategic management and decision-making processes of health organisations;
2. Critically analyse strategic and operational approaches to health planning and resource management in national and local policy planning frameworks for the health and the aged care industry;
3. Apply relevant data analytics to Health Resourcing Data in order to profile the resource and monitor and review performance indicators;
4. Assure skills in resource management, in particular human and financial resources management, including, performance management and development, education and training, workforce redesign, employee relations, workforce consultation, budgeting and financial reporting for the health and aged care industry;

5. Critically interpret the link between performance indicators, performance management, governance and strategic management at Unit/Service/Organisational levels in a variety of contexts such as financial, safety and workforce;
6. Integrate ethical decision making related to marginalised groups and cultures such as Indigenous populations, individuals with a disability and individuals with a lived experience of mental illness in health care policy and innovation areas such as workforce planning, values-based healthcare, clinical redesign and strategic management.

Subject Content

1. Health care systems and processes
2. Strategic planning for quality and performance
3. International and national policy and planning frameworks for the health workforce
4. The Australian health care workforce ? overview, trends and issues
5. Workforce planning and budgeting at organisational level
6. Developing the organisational workforce plan at strategic and operational levels
7. Data Analytics and human resource information systems
8. Productivity of the health workforce
9. Human resources issues in the health, aged and social services sectors
10. Workforce reform, innovation and strategic planning

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Management report including graphic and tabular presentation of computer lab work using payroll or other HRIS data	1,500 words	40	N	Individual
Workforce planning report and budget	1,000 words	25	N	Individual
Case study Report and budget on improving workforce performance	2,000 words	35	N	Individual

Teaching Periods

Spring

Campbelltown

Day

Subject Contact Stewart Alford ([https://directory.westernsydney.edu.au/search/name/Stewart Alford/](https://directory.westernsydney.edu.au/search/name/Stewart%20Alford/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3080_22-SPR_CA_D#subjects)

Online

Online

Subject Contact Stewart Alford ([https://directory.westernsydney.edu.au/search/name/Stewart Alford/](https://directory.westernsydney.edu.au/search/name/Stewart%20Alford/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3080_22-SPR_ON_O#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Stewart Alford ([https://directory.westernsydney.edu.au/search/name/Stewart Alford/](https://directory.westernsydney.edu.au/search/name/Stewart%20Alford/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM3080_22-SC3_SC_D#subjects)

BUSM 3081 Business Analytics Project

Credit Points 10

Legacy Code 201091

Coordinator Francine Garlin ([https://directory.westernsydney.edu.au/search/name/Francine Garlin/](https://directory.westernsydney.edu.au/search/name/Francine%20Garlin/))

Description This unit provides students with the experience of applying business analytics skills and knowledge gained throughout the course of their degree in general and from the Business Analytics major in particular. Students will undertake a project in a real-world case setting to transform data to knowledge providing analytical solution to a client-specified problem. In teams, students will develop a project proposal, final report and/or interactive project tool and presentation. Students will gain insight into the profession of business analytics through independent learning and reflective practice.

School Business

Discipline Business and Management, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BUSM 1042

Restrictions Students must be enrolled in MT2041 Business Analytics and have completed 160 credit points before enrolling in this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the organisational context from which information needs arise;
2. Apply business analytic techniques to solve organisational problems in alignment with organisational goals;
3. Justify business analytic options and recommendations using knowledge and skills developed across the major;
4. Communicate concepts and recommendations in different formats suited to the audience;
5. Collaborate with team members in a productive manner supporting diverse viewpoints in relation to business analytics;

6. Identify the contribution of the business analytics profession to achieving organisational goals within the context of ethical and socially responsible practice.

Subject Content

- The focus of this subject is The development of A final report/ interactive tool and client presentation in teams with Regular academic consultation. teams will develop analytical solutions and make strategic recommendations to A client-specified problem. The solution will be assessed by The client organisation for its viability, appropriateness and, where appropriate, cost and return to The organisation. Nominated team members will engage with client Organisations at predetermined times.
- The principles and process of Project management.
- Review of the analysis process: Identification and evaluation of information needs; data acquisition; interpretation, and; strategic recommendation.
- Review key concepts relating to ethics and cyber security
- introduction to client relationship management
- team Roles, professional communication, task allocation, Coordination and control.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Proposal	1000	10	N	Group
Report	4000	40	N	Group
Presentation	20 minutes	10	N	Group
Reflection	2000	40	N	Individual

Teaching Periods

BUSM 4001 Business Analysis Seminars

Credit Points 10

Legacy Code 200896

Coordinator Aila Khan ([https://directory.westernsydney.edu.au/search/name/Aila Khan/](https://directory.westernsydney.edu.au/search/name/Aila%20Khan/))

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

School Business

Discipline Business and Management, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 4 subject

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Synthesise and critically evaluate contemporary business theories and practices
2. Demonstrate an advanced understanding of a range of theoretical approaches in business
3. Describe the inter-disciplinary nature of business research
4. Describe in detail and apply a minimum of two advanced quantitative analysis techniques
5. Communicate advanced knowledge of a research program to a general audience
6. Identify differing stakeholder groups and outline their engagement with contemporary business research
7. Critique academic debates in specific business research areas, outlining the different methods of investigation employed

Subject Content

This subject draws upon the varied discipline expertise of leading School of Business academics to present candidates with an overview of a variety of methods and methodologies employed in business research. Using contemporary research projects as case studies in research practice, candidates will first be introduced to the context in which the research is undertaken. This will be followed by an introduction to the theoretical framework the research is approached from and how this determined the data collection, analysis and interpretation that was undertaken. Methods of analysis that will be featured in this seminar series will include ANOVA, common factor analysis; correlation analysis; forecasting; linear, nonlinear and multiple regression; logit analysis; principal components analysis; structured equation modelling; time series analysis among others.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	3 minutes, 1 PPT slide	20	N	Individual
Essay	2000 words equivalent	50	N	Individual
Report	4 x 500 words (2000 words)	30	N	Individual

Prescribed Texts

- There is no set text for this subject ? a list of readings relating to the presented seminars will be presented on vUWS

Teaching Periods

1st Half

Parramatta City - Macquarie St

Day

Subject Contact Aila Khan ([https://directory.westernsydney.edu.au/search/name/Aila Khan/](https://directory.westernsydney.edu.au/search/name/Aila%20Khan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM4001_22-1H_PC_D#subjects)

BUSM 4002 Seminal Papers in Business

Credit Points 10

Legacy Code 200898

Coordinator Edward Mariyani-Squire ([https://directory.westernsydney.edu.au/search/name/Edward Mariyani-Squire/](https://directory.westernsydney.edu.au/search/name/Edward%20Mariyani-Squire/))

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

School Business

Discipline Business And Management

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 4 subject

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Present an overview of the main theories related to their planned research topic from scholarly journals and texts
2. Examine these authors' perspectives on their topic and the arguments that they present
3. Critically analyse the style, structure, and content of the literature and debate and defend their critical analysis
4. Identify and critically analyse the philosophical, theoretical and methodological approaches of the research outlined in the literature
5. Identify and discuss gaps in the literature as it pertains to their research area
6. Employ scholarly conventions used in identifying and accessing information sources, summarising and analysing literature, compiling research reports and articles and in dissertation construction

Subject Content

Seminal debates in business theory will be presented by senior academics from the range of disciplines represented in the School

of Business and by visiting scholars. Each seminar will outline the context of the original research contribution and then describe the ensuing debate, drawing also on contemporary work that is based on the developments of, or has arisen from original research. Each seminar will be followed by a workshop session discussing the presentation. The uniting strand of this subject will be a comparison of the debates from the different business disciplines with emphasis on how this knowledge should shape a critical review of the theories informing the candidate's planned research.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1,500 words	30	N	Individual
Presentation	20 minutes	20	N	Individual
Critical Review	2,500 words	50	N	Individual

Prescribed Texts

- A set of readings will be provided on vUWS

Teaching Periods

2nd Half

Parramatta City - Macquarie St

Day

Subject Contact Edward Mariyani-Squire ([https://directory.westernsydney.edu.au/search/name/Edward Mariyani-Squire/](https://directory.westernsydney.edu.au/search/name/Edward%20Mariyani-Squire/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM4002_22-2H_PC_D#subjects)

BUSM 7001 Advanced Research Skills

Credit Points 20

Legacy Code 200745

Coordinator Terry Sloan ([https://directory.westernsydney.edu.au/search/name/Terry Sloan/](https://directory.westernsydney.edu.au/search/name/Terry%20Sloan/))

Description Advanced Research Skills is designed for students who are undertaking Doctoral studies. This unit aims to equip participants with sound knowledge of research methods in business, their criteria for use, their basis of selection, their underlying assumptions and limitations, and their computational implications and processes. The unit will introduce candidates to different methodologies in management research and will also provide in-depth study of particular methods that candidates are expected to use in their thesis, e.g. case studies, surveys, questionnaire design, conducting interviews and focus groups as well as qualitative and quantitative data analysis.

School Business

Discipline Business and Management, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 20cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) BUSM 7075

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Choose the appropriate methodology to investigate a research problem.
2. Develop data collection instruments that yield needed information
3. Set up data collection processes that yield acceptable participation and response rates.
4. Select appropriate analytical and statistical tools.
5. Interpret data analyses.

Subject Content

Scientific approach and method
Quantitative and qualitative research process
Reasoning with statistics
Survey questionnaire analysis
Experimental design
Developing and Analysis of Questionnaire data
Populations
Missing values
Distributions and Assumptions
Sampling procedures
Multiple comparisons
Grounded theory and Social Science fieldwork
Phenomenology
Post modernism
Feminist studies
Ethnography
Content and textual analysis
Triangulation
Multi method data collection
Multi method analysis

Teaching Periods

BUSM 7003 Applied Business Project

Credit Points 10

Legacy Code 200798

Coordinator Mahesh Enjeti ([https://directory.westernsydney.edu.au/search/name/Mahesh Enjeti/](https://directory.westernsydney.edu.au/search/name/Mahesh%20Enjeti/))

Description This is a unit in which students will have individual responsibility for the timely completion of a significant project under the guidance of a member of the University's academic staff. Students will be required to take a real business issue or problem and apply the relevant theories, frameworks and/or concepts learned throughout the MBA. Projects should focus on issues that would be addressed by senior management within an organisation, and should apply a consultancy perspective. This is the capstone unit. Students should take it as their last unit of study.

School Business

Discipline Business Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) BUSM 7062 AND

BUSM 7016 AND
BUSM 7026 AND
BUSM 7023 AND
MKTG 7010 AND
BUSM 7047 AND
BUSM 7061 AND
BUSM 7088 AND
BUSM 7073

Incompatible Subjects BUSM 7070 - Masters Project BUSM 7103 - Contemporary Applied Research in Employment Relations LGYA 4885 - Business Research Paper BUSM 7015 - Contemporary Management Theory and Practice

Restrictions

Students must be enrolled in 2755 Master of Business Administration or 2762 Executive Master of Business Administration and must have successfully completed 100 credit points of MBA subjects.

Assumed Knowledge

This is the Master of Business Administration capstone subject and is recommended to be undertaken in the final quarter of study.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically evaluate a business issue relevant to senior management;
2. Demonstrate a high level of autonomy via self-directed learning in the application of chosen theories and concepts;
3. Implement advanced problem solving and creative thinking skills appropriate to the chosen topic;
4. Evaluate, develop and revise relevant business strategy as needed;
5. Consider the importance and relevance of ethics, corporate sustainability and social responsibility as part of the final outcome.

Subject Content

- identify A Critical business issue that should be attended to by senior management
- apply key theories/frameworks/concepts relevant to their choice of Project
- use Problem-solving and Creative thinking approaches
- undertake decision making processes from An Ethical perspective
- consider corporate sustainability within The context of The Project
- develop and justify recommendations, based on The available evidence and analysis

1. Identify a critical business issue that should be attended to by senior management
2. Apply key theories/frameworks/concepts relevant to their choice of project
3. Use problem-solving and creative thinking approaches
4. Undertake decision making processes from an ethical perspective
5. Consider corporate sustainability within the context of the project
6. Develop and justify recommendations, based on the available evidence and analysis

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Project proposal: Written professional document and oral presentation	Maximum 1,000 words proposal and 5 minute presentation	40	N	Individual
Project Report: Written professional document	Maximum 2,500 words	60	N	Individual

Prescribed Texts

- Texts and collated readings for previous MBA subjects

Teaching Periods

Quarter 1

Parramatta City - Macquarie St Evening

Subject Contact Laurel Jackson ([https://directory.westernsydney.edu.au/search/name/Laurel Jackson/](https://directory.westernsydney.edu.au/search/name/Laurel%20Jackson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7003_22-Q1_PC_E#subjects)

Quarter 3

Parramatta City - Macquarie St Evening

Subject Contact Laurel Jackson ([https://directory.westernsydney.edu.au/search/name/Laurel Jackson/](https://directory.westernsydney.edu.au/search/name/Laurel%20Jackson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7003_22-Q3_PC_E#subjects)

BUSM 7004 Applied Project (Human Resources and Management)

Credit Points 10

Legacy Code 200954

Coordinator Marion Cornish ([https://directory.westernsydney.edu.au/search/name/Marion Cornish/](https://directory.westernsydney.edu.au/search/name/Marion%20Cornish/))

Description Applied Project (Human Resources and Management) is an integrated capstone unit that brings together the skills and understandings HRM and management students have developed during their course of study. The unit encourages HRM and management students to demonstrate their ability to solve multidisciplinary problems in relation to current and future issues that affect the application of human resource and management functions in contemporary workplace and industry contexts. The unit will also allow students to critically evaluate issues critical to these professional domains to determine and assess effective solutions. The topics are determined from year to year by discussions between the individual student, the unit coordinator and the student's chosen supervisor.

School Business

Discipline Business And Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate Business program and must have successfully completed 40 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of knowledge within their area of study (human resources or management) in conducting a major project;
2. Assess specific industry (human resources or management) issues in depth, and to critically evaluate the body of knowledge relevant to a major industry topic;
3. Apply knowledge and skills to produce a report with recommendations for improved professional human resource or management practice in a specific industry context.

Subject Content

- selection of human resources and management Project Topics
- conducting A literature Review
- sources of human resources and management information
- Preparing A major Project report

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	1,500 words	30	N	Individual
Report	3,000 words	70	N	Individual

Teaching Periods

Quarter 1

Parramatta City - Macquarie St

Evening

Subject Contact Marion Cornish ([https://directory.westernsydney.edu.au/search/name/Marion Cornish/](https://directory.westernsydney.edu.au/search/name/Marion%20Cornish/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7004_22-Q1_PC_E#subjects)

Quarter 3

Parramatta City - Macquarie St

Evening

Subject Contact Ataus Samad ([https://directory.westernsydney.edu.au/search/name/Ataus Samad/](https://directory.westernsydney.edu.au/search/name/Ataus%20Samad/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7004_22-Q3_PC_E#subjects)

BUSM 7007 Business Communication Skills

Credit Points 10

Legacy Code 200817

Coordinator Mark Thomas ([https://directory.westernsydney.edu.au/search/name/Mark Thomas/](https://directory.westernsydney.edu.au/search/name/Mark%20Thomas/))

Description This unit is designed to assist students to enhance their ability to make written and oral reports suitable for presentation to employers and stakeholders in a modern business environment. More specifically, this foundation unit assists students to evaluate academic literature in various business contexts, to communicate effectively as an individual or within groups and to apply ethical practices in different business contexts. These traits can be applied in the workplace and any contemporary business environment.

School Business

Discipline Business And Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate Business program or 3693 Master of Engineering. The online offerings for this subject are only available to students enrolled in program 2770 Master of Commerce (Financial Planning), 2793 Master of Financial Planning and 2795 Graduate Certificate in Financial Planning.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Select appropriate sources from the library database;
2. Demonstrate the various types of written communication used in business and the different styles of communication required;
3. Demonstrate critical use of academic literature in business and economics having regard to both explicit and implicit assumptions, the logic of the arguments, and the appropriateness of the conclusions;
4. Effectively work individually or within groups to prepare business communications and essays;
5. Demonstrate knowledge of the pitfalls which can arise in business operations that span different cultures and different countries;
6. Identify cultural issues in academic and business contexts and make recommendations for improving practice.

Subject Content

- differing types of business documents and The appropriate methods of developing and distributing these documents
- Basic library Searches and how to Evaluate information
- how to structure written and other business documents and how to acknowledge sources
- logical reasoning
- common fallacies in reasoning
- Critical analysis and evaluation
- how to effectively work in groups
- implications of Global business
- application of logical reasoning and clear communication to topical business and economics Issues
- application of Ethical practices in academia and business

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Summary	500 words	20	N	Individual
Critical Review	1,500 words	40	N	Individual
Report	Report: 2,000 words / Presentation: 15 minutes / Reflection: 500 words	40	N	Both (Individual & Group)

Prescribed Texts

- Dwyer, J 2012, Communication for business and the professions: strategies and skills, custom version of 5th edn, Pearson Education Australia.

Teaching Periods

Quarter 1

Parramatta City - Macquarie St

Evening

Subject Contact Gillian Hewitson ([https://directory.westernsydney.edu.au/search/name/Gillian Hewitson/](https://directory.westernsydney.edu.au/search/name/Gillian%20Hewitson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7007_22-Q1_PC_E#subjects)

Sydney City Campus Quarter 1

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7007_22-SQ1_SC_D#subjects)

Quarter 2

Parramatta City - Macquarie St

Evening

Subject Contact Huntley Evans ([https://directory.westernsydney.edu.au/search/name/Huntley Evans/](https://directory.westernsydney.edu.au/search/name/Huntley%20Evans/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7007_22-Q2_PC_E#subjects)

Sydney City Campus Quarter 2

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7007_22-SQ2_SC_D#subjects)

Quarter 3

Parramatta City - Macquarie St

Evening

Subject Contact Gillian Hewitson ([https://directory.westernsydney.edu.au/search/name/Gillian Hewitson/](https://directory.westernsydney.edu.au/search/name/Gillian%20Hewitson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7007_22-Q3_PC_E#subjects)

Sydney City Campus Quarter 3

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7007_22-SQ3_SC_D#subjects)

Quarter 4

Parramatta City - Macquarie St

Day

Subject Contact Mark Thomas ([https://directory.westernsydney.edu.au/search/name/Mark Thomas/](https://directory.westernsydney.edu.au/search/name/Mark%20Thomas/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7007_22-Q4_PC_D#subjects)

Evening

Subject Contact Mark Thomas ([https://directory.westernsydney.edu.au/search/name/Mark Thomas/](https://directory.westernsydney.edu.au/search/name/Mark%20Thomas/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7007_22-Q4_PC_E#subjects)

Sydney City Campus Quarter 4

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7007_22-SQ4_SC_D#subjects)

BUSM 7008 Business Internship

Credit Points 10

Legacy Code 200769

Coordinator Laurel Jackson ([https://directory.westernsydney.edu.au/search/name/Laurel Jackson/](https://directory.westernsydney.edu.au/search/name/Laurel%20Jackson/))

Description The Business Internship is designed for students who want to gain industry experience and further their studies through a 10-week business internship. This Business Internship unit is based on a project style unit which requires students to undertake a research project in their chosen field whilst attending an industry based internship.

School Business

Discipline Business And Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects BUSM 7070 - Masters Project

Restrictions

Students must be enrolled in a postgraduate Business program and must have successfully completed 50% of subjects in their approved program of study. Permission of the Director of Academic Program is required before undertaking this subject.

Assumed Knowledge

Understanding of the business environment and organisational structures, business communications skills, business strategy, as well as substantial knowledge in the major discipline area.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate the links between theory and practical work environments by using appropriate theoretical frameworks to analyse novel workplace situations;
2. Develop your personal and professional communication and presentation skills;
3. Gain an understanding of workplace culture and identify behavioural characteristics necessary for working in a collegial work environment.

Subject Content

Students will work in conjunction with the subject Coordinator and an academic supervisor who is an academic expert in their area of specialisation. All internships must be approved by the subject Coordinator prior to commencing. The internship will involve a literature review, application of theory and techniques, methodological investigation and recommendations. Internships will be industry based and directly relevant to the student's area of interest. Students will meet with their Supervisor regularly throughout the study period and with the subject Coordinator, in a class environment, as defined by the subject guidelines.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	Consists of Report 1,000 words (20%) and Presentation 10%, 10 minutes	30	N	Individual
Presentation	20 minutes	20	N	Individual
Report	4,000 words	50	N	Individual

Teaching Periods

Quarter 1

Parramatta City - Macquarie St

Composite

Subject Contact Laurel Jackson ([https://directory.westernsydney.edu.au/search/name/Laurel Jackson/](https://directory.westernsydney.edu.au/search/name/Laurel%20Jackson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7008_22-Q1_PC_C#subjects)

Quarter 2

Parramatta City - Macquarie St

Composite

Subject Contact Laurel Jackson ([https://directory.westernsydney.edu.au/search/name/Laurel Jackson/](https://directory.westernsydney.edu.au/search/name/Laurel%20Jackson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7008_22-Q2_PC_C#subjects)

Quarter 3

Parramatta City - Macquarie St

Composite

Subject Contact Laurel Jackson ([https://directory.westernsydney.edu.au/search/name/Laurel Jackson/](https://directory.westernsydney.edu.au/search/name/Laurel%20Jackson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7008_22-Q3_PC_C#subjects)

Quarter 4

Parramatta City - Macquarie St

Composite

Subject Contact Laurel Jackson ([https://directory.westernsydney.edu.au/search/name/Laurel Jackson/](https://directory.westernsydney.edu.au/search/name/Laurel%20Jackson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7008_22-Q4_PC_C#subjects)

BUSM 7010 Business Operations Management

Credit Points 10

Legacy Code 200782

Coordinator Krishnamurthy Ramanathan ([https://directory.westernsydney.edu.au/search/name/Krishnamurthy Ramanathan/](https://directory.westernsydney.edu.au/search/name/Krishnamurthy%20Ramanathan/))

Description This unit introduces participants to operations management in a range of organisational and industry contexts. Operations management is an important element of business strategy and integral to both service and manufacturing sectors alike. Students will develop an appreciation of the latest trends in operations management and the applications currently adopted in organisations. They will also learn to apply quantitative techniques for analysing problems and providing recommended solutions. This unit provides an excellent foundation for further specialist study in operations management but also works well for students in general business programs.

School Business

Discipline Organisation Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYA 4461 - Operations Management

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the role of operations management in a range of organisations and institutions.
2. Explain the interaction between operations management and other aspects of an organisation (marketing, finance, human resources etc.).
3. Apply a variety of quantitative techniques to management problems and interpret the results from a manager's perspective.
4. Prepare recommendations for the management of the internal operations of an organisation, based on quantitative analysis, marketing considerations, behavioural and political factors, financial considerations and other relevant factors.
5. Identify and analyse business situations and feel confident making and implementing management decisions on the basis of their analysis.

Subject Content

Process analysis
Operations strategy
Inventory management
Forecasting
Capacity planning
Work and staff scheduling

Teaching Periods

BUSM 7011 Business Operations and Logistics

Credit Points 10

Legacy Code 200838

Coordinator Henry Lau ([https://directory.westernsydney.edu.au/search/name/Henry Lau/](https://directory.westernsydney.edu.au/search/name/Henry%20Lau/))

Description This unit introduces students to operations and logistics management theory and practice. Operations and logistics management is an important element of business strategy and it is integral to both service and manufacturing industries. Students will develop an appreciation of the latest trends in business operations and logistics management and the applications currently adopted in organisations and industries. They will also learn to apply quantitative techniques for formulating/analysing problems and providing recommended solutions. This unit provides an excellent foundation for further specialisation in logistics and supply chain management but also works well for students in general business operations programs.

School Business

Discipline Business Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects BUSM 7010 - Business Operations Management

Restrictions

Students must be enrolled in a postgraduate Business program, 3693 Master of Engineering, 3749 Master of Science, 3772 Graduate Diploma in Protected Cropping or 3773 Graduate Certificate in Protected Cropping

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the critical role of operations/logistics management plays in business organisations;
2. Explain the interactions between operations/logistics management and other aspects of a business enterprise with a view of managing competitive priorities and dynamic capabilities for the long term competitiveness;
3. Evaluate the characteristics of various operations and logistics environments and assess their impact on business;
4. Identify and apply a variety of latest quantitative/ qualitative techniques to tackle operations/logistics management problems and interpret the results from a business management perspective;
5. Apply the skills needed to design, develop and improve operations and logistics systems;
6. Identify and analyse business situations and feel confident making and implementing decisions based on quantitative/qualitative analysis, marketing considerations, behavioural, political factors and financial considerations;
7. Analyse the key features of global operations and logistics and discuss the relevance, managerial considerations, advantages and limitations in depth.

Subject Content

- introduction to Operations and Logistics processes analysis
- new Product and service design
- inventory management
- Supply chain management
- Forecasting and demand management
- capacity planning, constrain management and scheduling
- quality management, control and improvement
- Logistics Network design and information system management
- A Balance of manufacturing and service management
- Project management

1. Introduction to operations and logistics processes analysis
2. New product and service design
3. Inventory management
4. Supply chain management
5. Forecasting and demand management
6. Capacity planning, constrain management and scheduling
7. Quality management, control and improvement
8. Logistics network design and information system management
9. A balance of manufacturing and service management
10. Project management

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Case Study	2,500 words	30	N	Group
Reflection	2 reports, 750 words each	30	N	Individual
Final Exam	2 hours	40	Y	Individual

Prescribed Texts

- Krajewski, LJ, Ritzman, LP& Malhotra MK 2019, Operations management: processes and supply chains, Twelfth Edition, 12th

edn/global edn, Pearson Education, Inc., Upper Saddle River, New Jersey.

Teaching Periods

Quarter 1

Parramatta City - Macquarie St

Evening

Subject Contact Hilal Hurriyet ([https://directory.westernsydney.edu.au/search/name/Hilal Hurriyet/](https://directory.westernsydney.edu.au/search/name/Hilal%20Hurriyet/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7011_22-Q1_PC_E#subjects)

UEH Quarter 2

Vietnam

Day

Subject Contact Hilal Hurriyet ([https://directory.westernsydney.edu.au/search/name/Hilal Hurriyet/](https://directory.westernsydney.edu.au/search/name/Hilal%20Hurriyet/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7011_22-UQ2_UE_D#subjects)

Quarter 3

Parramatta City - Macquarie St

Evening

Subject Contact Henry Lau ([https://directory.westernsydney.edu.au/search/name/Henry Lau/](https://directory.westernsydney.edu.au/search/name/Henry%20Lau/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7011_22-Q3_PC_E#subjects)

UEH Quarter 3

Vietnam

Day

Subject Contact Henry Lau ([https://directory.westernsydney.edu.au/search/name/Henry Lau/](https://directory.westernsydney.edu.au/search/name/Henry%20Lau/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7011_22-UQ3_UE_D#subjects)

BUSM 7012 Business Project

Credit Points 10

Legacy Code 200829

Coordinator Peter Kavalamthara ([https://directory.westernsydney.edu.au/search/name/Peter Kavalamthara/](https://directory.westernsydney.edu.au/search/name/Peter%20Kavalamthara/))

Description This is a 20 credit point subject over two Quarters, 20 weeks in total, 10 credit points in each Quarter. Business Project equips professionals to address contemporary challenges through research and applying knowledge developed in earlier units of study. This student-centred subject provides close supervision of research and analytical practices to enhance skill development and capacity to engage with problems confronting organisations, taking account of contexts and multiple stakeholders. Students will have scope to focus on issues that are of particular concern to organisations or interest for their careers. As an integrating subject, it demands participants bring together their knowledge and curiosity to develop recommendations in a format that can showcase their achievements. In order to complete this subject, students must have studied this subject over two teaching periods.

School Business

Discipline Business Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate Business program or in program 3748 Master of Information Governance. Students in the following program must have successfully completed 60 credit points before undertaking this unit: 2764 Master of Commerce (Human Resource Management). Students in the following programs must have successfully completed 40 credit points before undertaking this unit: 2624 Master of Business (Operations Management) and 2725 Master of Commerce (Property Investment and Development). Students in program 2761 Master of Business Administration must have completed all core subjects plus 40 credit points of major subjects (i.e. a total of 80 credit points) and must obtain permission of the Director of Academic Program.

Assumed Knowledge

Understanding of the business environment and organisational structures, business communications skills, business strategy, as well as substantial knowledge in the major discipline area.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Develop a project proposal outlining a business plan for an in-depth investigation of a contemporary organisational challenge;
2. Analyse and interpret secondary data gathered from a range of sources, to assist in defining and refining the contemporary issue;
3. Apply theories, concepts and tools to the challenge faced by the organisation or industry;
4. Develop strategies based on the results of analysis of data considering stakeholder objectives and constraints, such as competitive pressures and regulation that demonstrate respect for ethics and diversity;
5. Develop insights into theory, research practice and challenges of leadership by assessing the significance of recommendations relative to the dynamic and complex nature of organisations in uncertain environments.

Subject Content

Students will work in conjunction with the subject Coordinator and an academic supervisor who is an academic expert in their area of specialisation. All projects must be approved by the subject Coordinator prior to commencing. Each project will involve literature survey, application of theory and techniques, methodological investigation and recommendations. Wherever possible projects should be industry based and directly relevant to the student's area of interest. Students will meet with their Supervisor regularly throughout the study period and with the subject Coordinator, in a class environment, as defined by the subject guidelines.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Proposal	1,500 words	30	N	Individual
Report	1,000 words	10	N	Individual
Report	4,000 words and 10 minute presentation	60	N	Individual

Prescribed Texts

- Van Aken, J., Berends, H., & Van der Bij, H. (2012). Problem Solving in Organizations: A Methodological Handbook for Business and Management Students. 2nd edition. Cambridge University Press.

Teaching Periods

Quarter 1

Parramatta City - Macquarie St

Evening

Subject Contact Peter Kavalamthara ([https://directory.westernsydney.edu.au/search/name/Peter Kavalamthara/](https://directory.westernsydney.edu.au/search/name/Peter%20Kavalamthara/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7012_22-Q1_PC_E#subjects)

Sydney City Campus Quarter 1

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7012_22-SQ1_SC_D#subjects)

UEH Quarter 1

Vietnam

Day

Subject Contact Laurel Jackson ([https://directory.westernsydney.edu.au/search/name/Laurel Jackson/](https://directory.westernsydney.edu.au/search/name/Laurel%20Jackson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7012_22-UQ1_UE_D#subjects)

Quarter 2

Parramatta City - Macquarie St

Evening

Subject Contact Peter Kavalamthara ([https://directory.westernsydney.edu.au/search/name/Peter Kavalamthara/](https://directory.westernsydney.edu.au/search/name/Peter%20Kavalamthara/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7012_22-Q2_PC_E#subjects)

Sydney City Campus Quarter 2

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7012_22-SQ2_SC_D#subjects)

Quarter 3

Parramatta City - Macquarie St

Evening

Subject Contact Peter Kavalamthara ([https://directory.westernsydney.edu.au/search/name/Peter Kavalamthara/](https://directory.westernsydney.edu.au/search/name/Peter%20Kavalamthara/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7012_22-Q3_PC_E#subjects)

Sydney City Campus Quarter 3

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7012_22-SQ3_SC_D#subjects)

UEH Quarter 3

Vietnam

Day

Subject Contact Peter Kavalamthara ([https://directory.westernsydney.edu.au/search/name/Peter Kavalamthara/](https://directory.westernsydney.edu.au/search/name/Peter%20Kavalamthara/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7012_22-UQ3_UE_D#subjects)

Quarter 4

Parramatta City - Macquarie St

Evening

Subject Contact Peter Kavalamthara ([https://directory.westernsydney.edu.au/search/name/Peter Kavalamthara/](https://directory.westernsydney.edu.au/search/name/Peter%20Kavalamthara/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7012_22-Q4_PC_E#subjects)

Sydney City Campus Quarter 4

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7012_22-SQ4_SC_D#subjects)

UEH Quarter 4

Vietnam

Day

Subject Contact Peter Kavalamthara ([https://directory.westernsydney.edu.au/search/name/Peter Kavalamthara/](https://directory.westernsydney.edu.au/search/name/Peter%20Kavalamthara/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7012_22-UQ4_UE_D#subjects)

BUSM 7013 Business, Society and the Environment

Credit Points 10

Legacy Code 200847

Coordinator Louise Ingersoll ([https://directory.westernsydney.edu.au/search/name/Louise Ingersoll/](https://directory.westernsydney.edu.au/search/name/Louise%20Ingersoll/))

Description Business, Society and the Environment draws on social enquiry and reflection to explore the complex relationships between business and the stakeholders of business, by critically evaluating the social, environmental and political impacts of business decisions and practices. The unit focusses on the challenges and ethical dilemmas emerging from global capitalism, and addresses the significance of government in regulating the impact of business on society and the environment. The unit critically considers the nature of the firm and the role of ideology to justify business decisions.

School Business

Discipline Business And Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate Business program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse the social and environmental impacts of business practices in national and global contexts;
2. Critically reflect on the connections between individual experience and social and environmental issues;
3. Apply theories and models to analyse the social and environmental dimensions of the interactions between Business and the stakeholders of Business;
4. Identify and critically analyse different ideologies used to justify the perspectives of business, government and society, with attention on social and environmental issues;
5. Critically reflect on and research the social and environmental issues emerging from the reciprocal impacts of business, government and society.

Subject Content

- The business-society-government dynamic
 - The significance of The environment to society and business sustainability
 - sociological and Ethical reasoning for sustainability of business
 - The development of capitalism, globalisation and The impact on The environment
 - ideological Models relevant to The business, society and environmental perspectives
 - The dynamic connections between sustainability, stakeholders and The nature of The firm
 - Stakeholder perspectives on The environment and business
1. The Business-Society-Government dynamic
 2. The significance of the environment to society and business sustainability
 3. Sociological and ethical reasoning for sustainability of business
 4. The development of capitalism, globalisation and the impact on the environment
 5. Ideological models relevant to the business, society and environmental perspectives
 6. The dynamic connections between sustainability, stakeholders and the nature of the firm
 7. Stakeholder perspectives on the environment and business

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	1,200 words	30	N	Individual
Reflection	1,000 words	30	N	Individual
Case Study	15 minute presentation (10%) and 3,000 word Analysis (30%)	40	N	Individual

Prescribed Texts

- Customised compilation of readings

Teaching Periods

Quarter 4

Parramatta City - Macquarie St

Evening

Subject Contact Louise Ingersoll ([https://directory.westernsydney.edu.au/search/name/Louise Ingersoll/](https://directory.westernsydney.edu.au/search/name/Louise%20Ingersoll/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7013_22-Q4_PC_E#subjects)

BUSM 7014 Compliance Management

Credit Points 10

Legacy Code 200776

Coordinator Premaratne Samaranayake ([https://directory.westernsydney.edu.au/search/name/Premaratne Samaranayake/](https://directory.westernsydney.edu.au/search/name/Premaratne%20Samaranayake/))

Description This unit comprises three modules that focus on quality management, risk management, and performance measurement and benchmarking. The quality systems module explores quality management principles, systems, and frameworks, and the role that quality management plays in creating customer value, improving competitiveness and enhancing organisational effectiveness. The risk management module examines the important risks that need to be managed by businesses, especially in a global business setting, and introduces common frameworks that can be used to develop risk management strategies. The performance measurement and benchmarking module elaborates upon the evolution of performance measurement frameworks and introduces approaches that can be used by businesses to assess the status of their business processes and enhance performance through benchmarking. It will draw upon the concepts and theories covered in the quality and risk management modules. All three modules incorporate aspects related to economic, social and environmental responsibility. Students are required to study all three modules.

School Business

Discipline Organisation Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYA 4463 - Management of Quality

Incompatible Subjects BUSM 7074 - Performance Measurement and Benchmarking LGYB 9039 - Risk Management

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the features of compliance management within a business setting;
2. Recommend alternate approaches to ensuring quality, risk, and performance management compliance in organisations;
3. Assess the applicability of various compliance elements in business.
4. Apply economic, social and environmental responsibility decision-making frameworks in the context of compliance management

Subject Content

Module 1 Quality Management:

- quality defined, quality concepts, quality for competitive advantage
- systems thinking, quality philosophies and frameworks
- quality and The Customer
- Deploying important quality management frameworks for process management and Continuous improvement
- creating A quality culture

Module 2 Risk Management:

- introduction to Risk and Risk management
- types of risks and Operational Risk analysis
- Risk identification and managing Risk in Projects, programs and portfolios
- managing Risk in An international business setting
- Risk management frameworks and generic approaches for Risk mitigation and management

Module 3 Performance Measurement

- The principles of performance measurement
- The evolution of performance measurement and The Balanced Scorecard approach
- performance measurement system design and establishing effective measurement systems
- benchmarking and its role in Analysing and interpreting performance measures, types of benchmarking and common approaches for benchmarking
- using benchmarking results to develop performance measures for organisational improvement

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Critical Review	1,000 words	30	N	Individual

Critical Review	1,000 words	30	N	Individual
Final Exam	2 hours	40	Y	Individual

Teaching Periods

Quarter 1

Parramatta City - Macquarie St

Evening

Subject Contact Premaratne Samaranyake (<https://directory.westernsydney.edu.au/search/name/PremaratneSamaranyake/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7014_22-Q1_PC_E#subjects)

Sydney City Campus Quarter 1

Sydney City

Day

Subject Contact Daniel Townsend (<https://directory.westernsydney.edu.au/search/name/DanielTownsend/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7014_22-SQ1_SC_D#subjects)

Quarter 3

Parramatta City - Macquarie St

Evening

Subject Contact Premaratne Samaranyake (<https://directory.westernsydney.edu.au/search/name/PremaratneSamaranyake/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7014_22-Q3_PC_E#subjects)

Sydney City Campus Quarter 3

Sydney City

Day

Subject Contact Daniel Townsend (<https://directory.westernsydney.edu.au/search/name/DanielTownsend/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7014_22-SQ3_SC_D#subjects)

BUSM 7016 Contemporary Organisation Behaviour

Credit Points 10

Legacy Code 200788

Coordinator Ataus Samad (<https://directory.westernsydney.edu.au/search/name/AtausSamad/>)

Description Contemporary Organisation Behaviour has been designed to offer you tools which can help you manage people in an increasingly complex organisational climate. Therefore, the objectives of the unit focus on critically evaluating how organisations, groups and teams, and individual behaviour, can affect work performance and productivity. You will explore in depth a range of Organisational Behaviour variables using theory as the foundation for evaluation and/or research while developing skills in professional practice for communicating, collaborating and critically reflecting. You will have opportunities to relate and apply concepts to your work experience and

context learning what might be most relevant to your future plans in management.

School Business

Discipline Business Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects BUSM 7017 - Contemporary Organisation Behaviour

Incompatible Subjects BUSM 7060 Management Skills

Restrictions

Students must be enrolled in 2757 Graduate Certificate in Business Administration or 2762 Executive Master of Business Administration.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate organisational behaviour theories and practice demonstrating knowledge of management including current and future trends and issues in the discipline.
2. Justify improvement to professional management practice supported by critical analysis of the relevant organisational behaviour literature and logical reasoning.
3. Communicate complex information and innovative solutions of the discipline to diverse audiences and in a variety of formats and contexts.
4. Reflect critically on the role of the self and others in professional management practice identifying relevant theoretical frameworks.
5. Collaborate with diverse others in contributing to team goals including team building, decision-making, and ethical practice.

Subject Content

1. Individual differences
2. Motivation
3. Social perception
4. The ir/rational manager
5. Team development
6. Trust within the organisation
7. Values and organisational change
8. Behavioural ethics
9. A multi-frame perspective of organisation & Competing Value Framework
10. The future of the Organisation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Research Report	1,500 words (maximum)	40	N	Individual
2a . Written Report	2,500 words (maximum)	30	N	Group
2b. Oral Presentation	20 minutes (maximum)	10	N	Group

Reflective Portfolio	1,000 word equivalent (maximum)	20	N	Individual
----------------------	---------------------------------	----	---	------------

Prescribed Texts

- There is no textbook for this subject. A collection of readings will be available for the subject.

Teaching Periods

Quarter 4

Parramatta City - Macquarie St

Evening

Subject Contact Jayne Bye ([https://directory.westernsydney.edu.au/search/name/Jayne Bye/](https://directory.westernsydney.edu.au/search/name/Jayne%20Bye/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7016_22-Q4_PC_E#subjects)

BUSM 7018 Contemporary People Management

Credit Points 10

Legacy Code 200826

Coordinator Thomas Klikauer ([https://directory.westernsydney.edu.au/search/name/Thomas Klikauer/](https://directory.westernsydney.edu.au/search/name/Thomas%20Klikauer/))

Description The unit serves as an introduction to human resource management for those considering careers in employment relations and those who will potentially have people management responsibilities. HR processes and practices are studied in contexts and with a consideration of stakeholders' interests, leading to an appreciation of the contribution of human resource management to organisational success. Students will evaluate particular approaches to human resource management through analysing real-world cases and practical activities.

School Business

Discipline Human Resource Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYA 8572 - Human Resource Management LGYA 4898 - Human Resource Management

Restrictions

Students must be enrolled in a Business postgraduate program, 3693 Master of Engineering, 3698 Master of Information and Communications Technology (Advanced), 3699 Master of Information and Communications Technology, 3752 Master of Project Management or 1850 - Master of Education (Leadership and Management).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the contribution of strategic HRM to organisations, and analyse why effective HRM is difficult
2. Describe the various ways that HRM can be pursued in a range of organisations

- Describe and explain the key functions and practices associated with HRM and industrial relations; additionally, advocate improvements to practice
- Analyse and evaluate key issues and problems facing stakeholders in contemporary environments
- Develop analytical and communication skills appropriate for participating in people management in organisations

Subject Content

- Human Resource Management (HRM) for the 21st Century
- Ethical and Legal Foundations of HRM
- Analysis and Design of Work
- Knowledge, Innovation and Cultural Change
- Recruitment, Selection and Inducting Staff
- Reward Management and Performance
- Employee Learning/ Managing Careers
- Managing Diversity and Work-Life Balance
- Workplace Health and Safety/ Duty Of Care and Privacy Issues
- Managing A Global Workforce and Evaluation of HRM

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	800 words and 10 minutes	25	N	Individual
Essay	1,500 words	35	N	Individual
Final Exam	2 hours	40	N	Individual

Prescribed Texts

- Klikauer, T. 2018. *Managing People in Organisations*, London: Macmillan Higher Education Press.
- Kramar, R., Bartram, T. & De Cieri, H. (2011) *Human Resource Management in Australia- Strategy, People, Performance* (4th ed.), Sydney: McGraw-Hill.

Teaching Periods

Quarter 1

Parramatta City - Macquarie St

Evening

Subject Contact Thomas Klikauer ([https://directory.westernsydney.edu.au/search/name/Thomas Klikauer/](https://directory.westernsydney.edu.au/search/name/Thomas%20Klikauer/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7018_22-Q1_PC_E#subjects)

Quarter 2

Parramatta City - Macquarie St

Evening

Subject Contact Thomas Klikauer ([https://directory.westernsydney.edu.au/search/name/Thomas Klikauer/](https://directory.westernsydney.edu.au/search/name/Thomas%20Klikauer/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7018_22-Q2_PC_E#subjects)

Sydney City Campus Quarter 2

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7018_22-SQ2_SC_D#subjects)

Quarter 4

Parramatta City - Macquarie St

Evening

Subject Contact Thomas Klikauer ([https://directory.westernsydney.edu.au/search/name/Thomas Klikauer/](https://directory.westernsydney.edu.au/search/name/Thomas%20Klikauer/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7018_22-Q4_PC_E#subjects)

Sydney City Campus Quarter 4

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7018_22-SQ4_SC_D#subjects)

BUSM 7019 Corporate Governance and the Global Environment

Credit Points 10

Legacy Code 200795

Coordinator Dominic Mcloughlin ([https://directory.westernsydney.edu.au/search/name/Dominic Mcloughlin/](https://directory.westernsydney.edu.au/search/name/Dominic%20Mcloughlin/))

Description Corporate governance is the set of processes, policies and laws affecting the way a firm is directed, administered or controlled. This unit examines corporate governance systems and how these may contribute to sustainable enterprise. Models of corporate governance are analysed, and decision-making processes are evaluated in various economic and social contexts. The unit also introduces the institutions of the legal system, with particular emphasis on domestic and international corporations law.

School Business

Discipline Business Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYA 8690 - Governance and Ethics

Incompatible Subjects LAWS 7009 - Commercial Law

Restrictions

Students must be enrolled in 2755 Master of Business Administration, 2762 Executive Master of Business Administration.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse corporate governance models and frameworks linked to responsible, accountable and transparent decision-making in organisations;
2. Evaluate different international models of corporate governance, and appreciate how different socio-political ideologies, corporate structures, legislation, policies and relationships support those models;
3. Argue the links between corporate governance, corporate social responsibility, ethics and sustainability;
4. Articulate understanding of Australian legal institutions, and recommend processes for compliance with corporations law;
5. Analyse corporations law from a comparative, i.e., international perspective, and recommend processes for compliance with international corporations law.

Subject Content

Corporate Governance, social responsibility and sustainability:

- Models of corporate governance, including strategic, monitoring and regulatory characteristics;
- Influence of socio-political ideologies on global corporate governance models;
- Corporate social responsibility and ethics frameworks in the global environment;
- Global economic contexts for sustainability.

Corporate Governance legal systems- Corporations law in Australia:

- International legal systems;
- Comparative Corporations law;
- Corporate governance and compliance;
- Corporate governance and due diligence.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1,000 words max.	30	N	Individual
Case Study	1,000 words max.	30	N	Individual
Final Exam	2 hours	40	Y	Individual

Prescribed Texts

- Clarke, T. (2012), International Corporate Governance, Routledge, UK.

Teaching Periods

Quarter 1

Parramatta City - Macquarie St

Evening

Subject Contact Dominic Mcloughlin ([https://directory.westernsydney.edu.au/search/name/Dominic Mcloughlin/](https://directory.westernsydney.edu.au/search/name/Dominic%20Mcloughlin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7019_22-Q1_PC_E#subjects)

BUSM 7020 Creating Sustainable Organisations

Credit Points 10

Legacy Code 200853

Coordinator Robert Perey ([https://directory.westernsydney.edu.au/search/name/Robert Perey/](https://directory.westernsydney.edu.au/search/name/Robert%20Perey/))

Description 'Creating Sustainable Organisations' explores new pathways to sustainability and leadership for the 21st Century, encouraging continual reflection and discussion on the nature and implications of current debates on environmental and social issues. It examines different models and strategies designed to balance the need for business growth with responsiveness to social and environmental issues. 'Creating Sustainable Organisations' provides students with the skills to lead in ways that will enable them to be active participants in the solution to the planet's environmental and social problems.

School Business

Discipline Organisation Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYA 8728 - Creating Sustainable Organisations

Restrictions

Students must be enrolled in a postgraduate Business program or 3693 Master of Engineering.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate knowledge of the meaning and key principles underpinning the notion of sustainability;
2. Explain the benefits and importance of creating sustainable organisations in ways that are appropriate to influence business decision-makers;
3. Make recommendations on processes for the introduction of sustainability in business, organisations, including processes to foster leadership for sustainability;
4. Apply appropriate models and frameworks for sustainability practice and decision-making in organisations;
5. Identify the benefits of sustainability for both business and society and demonstrate that appreciation through reflective analysis.

Subject Content

- what is sustainability?
- The business case for sustainability
- leadership and sustainability
- sustainability Models
- Measuring and Reporting sustainability
- strategic sustainability
- social sustainability
- sustainability and The Global environment
- The future of sustainability

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	1,500 words	30	N	Individual
Case Study	1,500 words	40	N	Individual
Simulation	15 minutes; 1,000 words	30	N	Group

Prescribed Texts

- Book of Readings (compilation of various relevant materials)

Teaching Periods

Quarter 2

Parramatta City - Macquarie St

Evening

Subject Contact Robert Perey ([https://directory.westernsydney.edu.au/search/name/Robert Perey/](https://directory.westernsydney.edu.au/search/name/Robert%20Perey/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7020_22-Q2_PC_E#subjects)

BUSM 7021 Credit and Lending Decisions

Credit Points 10

Legacy Code 51166

Coordinator Vivienne Saverimuttu ([https://directory.westernsydney.edu.au/search/name/Vivienne Saverimuttu/](https://directory.westernsydney.edu.au/search/name/Vivienne%20Saverimuttu/))

Description Lending is one of the most important functions of any financial institution. If not managed properly, it can lead to credit quality problems, threatening the existence of the financial institution. This unit aims to provide an analysis of the various lending activities of financial institutions, emphasising the assessment of credit proposals and the management of credit risk.

School Business

Discipline Business And Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate Business program.

Assumed Knowledge

51163 Financial Institutions and Markets and/or 51164 Finance / 200426 Corporate Finance.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply constructive lending practices with due consideration of the interactive relationship between different banking activities, structures and risks;
2. Apply knowledge of credit risk assessment principles and processes to conduct proficient credit risk assessment;

3. Analyse lending information to detect different credit risk components and to make reasoned judgements appropriate to the circumstances;
4. Integrate the spectrum of knowledge and information to generate constructive lending solutions.

Subject Content

The principles of lending and lending basics
 Financial statements analysis
 Credit scoring techniques
 Credit risk analysis
 Consumer lending
 Real estate lending
 Security, consumer credit legislation and legal issues
 Corporate lending
 Small business lending
 International lending
 Credit risk measurement and loan portfolio management

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Intra-session Exam	2 hours	30	N	Individual
Report	3,000 words	20	N	Group
Final Exam	2 hours	50	N	Individual

Prescribed Texts

- Sathhye, M. & Bartle, J. 2017. Credit Analysis & Lending Management, 4th Edition, Mirabel Publishing.

Teaching Periods

Quarter 3

Parramatta City - Macquarie St

Evening

Subject Contact Vivienne Saverimuttu ([https://directory.westernsydney.edu.au/search/name/Vivienne Saverimuttu/](https://directory.westernsydney.edu.au/search/name/Vivienne%20Saverimuttu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7021_22-Q3_PC_E#subjects)

BUSM 7022 Derivatives

Credit Points 10

Legacy Code 51169

Coordinator Peter Kavalamthara ([https://directory.westernsydney.edu.au/search/name/Peter Kavalamthara/](https://directory.westernsydney.edu.au/search/name/Peter%20Kavalamthara/))

Description This unit provides an introduction to the major classes of derivatives: forwards, futures, swaps and options. These are studied in detail with the objective of elucidating the ways in which these instruments can be used for the purposes of hedging, speculation and arbitrage. In addition to the analysis of derivative usage and market growth, considerable attention is given to the objective of gaining an understanding of the fundamentals of derivative pricing.

School Business

Discipline Business And Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate Business program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate the operational mechanics of derivatives trading;
2. Analyse the roles of the key participants in derivatives markets;
3. Evaluate the institutional and organisational structure of key derivatives markets;
4. Analyse the theoretical background to derivatives pricing such as cash and carry arbitrage and probability-based models;
5. Explain the history of derivatives markets and risk management generally.

Subject Content

The nature of derivatives
 Mechanics of futures markets
 Hedging strategies
 Using derivatives for risk management
 Determination of forward and futures prices
 Interest rate futures
 Swaps
 Mechanics of options markets
 Properties of stock options
 Trading strategies involving options
 Introduction to option pricing models

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Intra-session Exam	1.5 hours	30	N	Individual
Critical Review	20 minutes	20	N	Group
Final Exam	2 hours	50	Y	Individual

Prescribed Texts

- Hull, J 2014, Fundamentals of futures and options markets, 8th edn, Pearson, Harlow, Essex. [Available online]

Teaching Periods

Quarter 2

Parramatta City - Macquarie St

Evening

Subject Contact Peter Kavalanthara ([https://directory.westernsydney.edu.au/search/name/Peter Kavalanthara/](https://directory.westernsydney.edu.au/search/name/Peter%20Kavalanthara/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7022_22-Q2_PC_E#subjects)

BUSM 7023 Developing Business Expertise

Credit Points 10

Legacy Code 200790

Coordinator Laurel Jackson ([https://directory.westernsydney.edu.au/search/name/Laurel Jackson/](https://directory.westernsydney.edu.au/search/name/Laurel%20Jackson/))

Description This unit addresses one of the key internal issues facing business today: understanding and using a range of business information to make strategic decisions. Students will use the knowledge gained from prior units to solve business problems, deal with unique situations or plan and manage changing circumstances. A multi-disciplinary approach to analyse business situations will be applied to enable students to recognise this inter-related nature of business disciplines. A simulated practice in the application of knowledge to complex situations will be applied to provide an experiential learning environment.

School Business

Discipline Business Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 2755 Master of Business Administration, 2757 Graduate Certificate in Business Administration, 2762 Executive Master of Business Administration.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of the basic methods of designing and managing internal business processes;
2. Demonstrate independent and interdependent learning in preparation for professional roles in management;
3. Apply aspects of process management to plan and manage changing circumstances;
4. Apply project management skills to achieve organisational objectives;
5. Critically evaluate the importance of introducing and maintaining quality standards from a multi-disciplinary approach.

Subject Content

- process analysis and design
- introduction to Project management
- Understanding Operations, capacity, costs and customers
- implementing and maintaining quality Issues
- business strategy
- value Proposition
- Integrate the relevant theories from prior units studied to identify organisational objectives (business, government, and/or not for profit) within changing circumstances

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study: Individual Case Assessment 1	maximum 500 word equivalent	20	N	Individual
Case Study: Individual Case Assessment 2	maximum 1,000 words equivalent	35	N	Individual
Case Study: Individual Case Assessment 3	maximum 1,500 words equivalent	45	N	Individual

Prescribed Texts

- Collated readings, Texts of previous subjects

Teaching Periods

BUSM 7024 Developing Human Capital and Organisational Capability

Credit Points 10

Legacy Code 200827

Coordinator Nelson D'Souza ([https://directory.westernsydney.edu.au/search/name/Nelson DSouza/](https://directory.westernsydney.edu.au/search/name/Nelson%20DSouza/))

Description The unit equips students to lead human resource development initiatives by developing specialist knowledge and skills. Contemporary human resource development is studied within the context of strategic employment relations, challenges around talent management, the evolution of training and development in firms and in public institutions, and with some consideration of organisational learning. By working through stakeholder differences and labour market segments, students argue as they apply knowledge to different contexts. Through argument and application comes insight into critical perspectives on building human capability, career management and development, and current and future trends in human resource development in a number of countries.

School Business

Discipline Human Resource Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYA 8882 - Employee Training and Development
LGYA 4896 - Developing Human Capital

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain human resource development and career concepts and discuss the value and impact of human resource development to organisations and economies;
2. Analyse the major characteristics of strategic human resource development and explain the alignment of human resource strategies with business strategies via core people competencies and talent management;
3. Explain challenges and responses to competing perspectives and interests around human resource development in organisations and around public education/training infrastructure;

Subject Content

- human capital and organisational capability ? The strategic role of HRD
- HRD in context ? external Factors shaping organisational priorities and planning
- The HRD lifecycle ? from on-boarding to succession planning
- The contribution of current ideas in Adult and workplace learning to human resource development.
- Analysing, designing and implementing learning and development
- key practice skills in HRD ? partnerships, coaching and mentoring
- Measuring HRD impacts ? evaluation processes and employee engagement and retention Metrics
- targeted HRD Initiatives ? supporting workplace diversity, talent management and leadership development
- The evolution of career management
- Ethical human resource development

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	10 minutes	10	N	Individual
Essay	2,000 words	40	N	Individual
Final Exam	2,000 words	50	N	Individual

Teaching Periods

Quarter 2

Parramatta City - Macquarie St

Evening

Subject Contact Nelson D'Souza ([https://directory.westernsydney.edu.au/search/name/Nelson D'Souza](https://directory.westernsydney.edu.au/search/name/Nelson%20D%27Souza/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7024_22-Q2_PC_E#subjects)

Sydney City Campus Quarter 2

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7024_22-SQ2_SC_D#subjects)

BUSM 7025 Diversity, Labour Markets and Workforce Planning

Credit Points 10

Legacy Code 200828

Coordinator Michael Lyons ([https://directory.westernsydney.edu.au/search/name/Michael Lyons/](https://directory.westernsydney.edu.au/search/name/Michael%20Lyons/))

Description Demographic change, economic cycles and labour force participation patterns influence the manner in which HRM functions are conducted. This unit focuses on the way an organisation's external environment impacts on both strategic and workforce maintenance planning. The unit is designed to enable employment relations professionals and managers to plan for organisational sustainability, managing workforce-related risk, and growth. The emphasis on labour markets, workforce diversity and planning allows for accommodation of demographic changes, human capital shortages and economic cycles when planning for labour supply and labour demand requirements. While the aim is to identify gaps between the present and future human capital needs - and implementing solutions so the organisation can accomplish its mission, goals, and objectives - the difficulty of this systematic and proactive process increases with the complexity of an organisation and the longer the time horizon used in the planning.

School Business

Discipline Human Resource Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYA 8596 - Work and Society LGYA 4899 - Work Society and Labour Markets LGYA 4901 - Workforce Planning

Restrictions

Students must be enrolled in a postgraduate program or program 8083 Bachelor of Research.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe and explain the relationship between labour markets and HRM functions;
2. Analyse the implications of key demographic and economic changes impacting on the labour supply for workforce planning and workplace diversity;
3. Evaluate the merits of workplace diversity strategies to advance organisational and social objectives;
4. Develop workforce plans and HRM strategies that align with organisational goals;
5. Assess developments and innovations in management approaches to workplace diversity and workforce planning.

Subject Content

- labour markets: concepts, dimensions and diversity
- The Australian labour market: Trends, patterns and cycles
- international, Regional and industry labour markets
- labour market Disadvantage: causes and consequences
- labour market and workplace diversity
- workplace diversity strategies: from compliance to Integrating workplace diversity principles with HRM practices
- Workforce planning concepts: Alignment with HRM processes

- Workforce planning contexts: Demography, educational infrastructure and The economy
- strategic Workforce planning: Forecasting and planning labour demand and labour Supply

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Task	100 words	10	N	Individual
Report	2,000 words	40	N	Individual
Final Exam	Exam paper (questions) to be released on vUWS; students have 24 hours to submit their answers; word limit of 2,000 words for the answers apply.	50	N	Individual

Prescribed Texts

- There is no prescribed textbook for this subject. Learning materials and readings for each topic will be available online via vUWS (the subject's e-learning website).

Teaching Periods

Quarter 1

Parramatta City - Macquarie St

Evening

Subject Contact Michael Lyons ([https://directory.westernsydney.edu.au/search/name/Michael Lyons/](https://directory.westernsydney.edu.au/search/name/Michael%20Lyons/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7025_22-Q1_PC_E#subjects)

Quarter 3

Parramatta City - Macquarie St

Evening

Subject Contact Michael Lyons ([https://directory.westernsydney.edu.au/search/name/Michael Lyons/](https://directory.westernsydney.edu.au/search/name/Michael%20Lyons/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7025_22-Q3_PC_E#subjects)

BUSM 7026 Emerging Leaders

Credit Points 10

Legacy Code 200789

Coordinator Sheree Gregory (<https://directory.westernsydney.edu.au/search/name/Sheree Gregory/>)

Description Developing competitive advantage in a globalised business context demands that leaders recognise the imperative of managing stakeholders during periods of significant and complex organisational strategic change. The focus of 'Emerging Leaders' is the development of skills and knowledge that underpins capacities for successful strategic partnering both within and outside the organisation. Engaging with the research and debates on leadership as they relate to current leadership practice and principles in various international and organisational contexts means these newly emerging leaders will be in a position to lead and ensure the performance of individuals, teams and organisations.

School Business

Discipline Business Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 2755 Master of Business Administration, 2757 Graduate Certificate in Business Administration, 2762 Executive Master of Business Administration.

Assumed Knowledge

Students should be aware of the content covered in the subjects 200783 The Business Environment and 200788 Contemporary Organisational Behaviour.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Understand the context and nature of leadership in contemporary society;
2. Critically evaluate and apply different leadership theories and models in a wide range of contexts;
3. Demonstrate a sound grasp of the skills and abilities required to deal effectively with leadership challenges and dilemmas;
4. Demonstrate awareness and commitment towards ethical principles and responsible leadership.

Subject Content

- exploring The complex nature of leadership/theories and Models of leadership
- Becoming A leader/team leadership
- Critical perspectives on leadership/leadership, power and ethics
- imagining The future of leadership
- Reflections and conclusions

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Report	1,000 words	30	N	Individual
Essay	1,500 words	40	N	Individual

Presentation 10 minute 30 N Group presentation

Prescribed Texts

- Book of Compiled Readings
- Northouse, PG, 2012 (6th or later edition), Leadership: Theory and practice. Thousand Oaks: Sage.

Teaching Periods

BUSM 7027 Employment Relations Professional Practice

Credit Points 10

Legacy Code 200717

Coordinator Khalida Malik (<https://directory.westernsydney.edu.au/search/name/Khalida Malik/>)

Description Employment Relations Professional Practice concentrates on communicating and performing as employment relations professionals. Students practice the activities undertaken by professionals, such as advocacy and presentation, team work, information and knowledge management, research, analysis and problem solving, and producing reports, policies and analytical essays, with opportunities for feedback. The focus is knowledge of the ER professions, such as the role, function and ethics of human resource managers, industrial officers and the role of professional bodies in Australia and internationally. Support for academic practice will accompany professional activities. The unit is designed for those wanting to build a career in employment relations.

School Business

Discipline Human Resource Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

Basic knowledge of human resource management objectives and functions from undergraduate study or work experience; it is recommended that students complete this subject in the same quarter as 200718 Human Resource Management.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the kinds of activities and work that they will be expected to perform and ethical and political challenges they will encounter as an employment relations professional in a number of contexts to bring knowledge and study to life through responsible engagement and appreciation of competing stakeholder perspectives;
2. Simulate the behaviours required of employment relations professionals to become a credible activist, such as successful advocacy, negotiation and feedback practices;
3. Apply the Australian Human Resource Institute criteria of professional practice to the areas of professional practice discussed in the subject;

4. Explain the value of working as a team, diagnose problems that can arise, and make recommendations to enhance team performance as progress towards becoming a stakeholder manager and a culture and change agent;
5. Undertake some career planning activities as progress towards developing management knowledge through applied intellectual inquiry in discipline contexts.

Subject Content

1. Characteristics of professional work; role and functions of employment relations professionals
2. Dynamics of teams and groups
3. Working in the technology and information age; HR technology and knowledge management
4. Library and internet research for employment relations professionals
5. Learning for professional practice; feedback and coaching; reflective practice
6. Introduction to negotiation practice
7. Ethics and challenges for employment relations professionals
8. Work health and safety (WHS)
9. Winning your case: writing and speaking persuasively
10. Analysis and problem solving for professional practice
11. Building an employment relations career

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	1,000 words in total	30	N	Individual
Report	1,500 words	30	N	Group
Reflection	1,500 words	40	N	Individual

Prescribed Texts

- De Cieri, H & Kramar, R 2014, Human resource management in Australia ? strategy, people, performance, 5th edn, McGraw-Hill, Irwin, North Ryde, Sydney. [Plus specified e-readings]

Teaching Periods

Quarter 2

Parramatta City - Macquarie St

Evening

Subject Contact Khalida Malik ([https://directory.westernsydney.edu.au/search/name/Khalida Malik/](https://directory.westernsydney.edu.au/search/name/Khalida%20Malik/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7027_22-Q2_PC_E#subjects)

BUSM 7028 Entrepreneurial Management Capabilities

Credit Points 10

Legacy Code 200850

Coordinator Hugh Pattinson ([https://directory.westernsydney.edu.au/search/name/Hugh Pattinson/](https://directory.westernsydney.edu.au/search/name/Hugh%20Pattinson/))

Description Developing innovation and entrepreneurial capability is essential for small, medium and large businesses. This unit introduces students to practical and applied knowledge supported by theory, concepts, frameworks for understanding and developing innovation and entrepreneurial thought, capability, infrastructure and platforms. Students will be exposed to leadership and approaches to the development of new products, services, processes and business models, with support from Western Sydney University's Launch Pad Technology Business Incubator.

School Business

Discipline Business And Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate Business program or be enrolled in the 3698 Master of Information and Communications Technology (Advanced), 3693 Master of Engineering or 3699 Master of Information and Communications Technology.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify key underlying principles for innovation and entrepreneurship;
2. Illustrate the importance of innovation and entrepreneurial leadership in an applied enterprise context;
3. Evaluate contemporary and emerging issues in innovation and entrepreneurship;
4. Apply contemporary and emerging innovation and entrepreneurship principles and frameworks to evaluation and development of ideas into commercialised products, services and business models.

Subject Content



- innovation and Entrepreneurship theory and frameworks
- entrepreneurial leadership
- Innovation and entrepreneurship for new ventures (start-ups) and spin-offs from existing organisations
- Models and frameworks for ideation and Commercialisation of new products, services, processes and business Models
- contemporary and emerging Issues in innovation and Entrepreneurship

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1,000 words	30	N	Individual
Feasibility Study	2,000 words	40	N	Individual
Business Plan	2,000 words	30	N	Group

Prescribed Texts

- A set of readings and links under the name of gEntrepreneurial Management Capabilities: Readings and Links h

Teaching Periods

Quarter 4

Parramatta City - Macquarie St

Evening

Subject Contact Hugh Pattinson ([https://directory.westernsydney.edu.au/search/name/Hugh Pattinson/](https://directory.westernsydney.edu.au/search/name/Hugh%20Pattinson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7028_22-Q4_PC_E#subjects)

BUSM 7029 Event Management

Credit Points 10

Legacy Code 200844

Coordinator Catherine Link ([https://directory.westernsydney.edu.au/search/name/Catherine Link/](https://directory.westernsydney.edu.au/search/name/Catherine%20Link/))

Description Event management draws on a wide range of skills involved in functioning in the hospitality industry. Whilst investigating the concept of events, students are asked to consider the logistics and management involved in creating an event-based experience for their guests. To facilitate the provision of an event experience, this unit investigates areas of risk management, planning and logistics, event stakeholders and media and volunteer management.

School Business

Discipline Business And Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate Business program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Recognise the multifaceted and multidimensional nature of the domestic and global events sector;
2. Demonstrate a critical understanding of the commercial and government rationales for bidding for and hosting domestic and global events;
3. Analyse the design and experience concepts in relation to the event context;
4. Apply event management theory to an event experience;
5. Demonstrate an understanding of event layout, theming and staging.

Subject Content

1. The concept of events and staging events
2. Hosting an event and the importance to relevant stakeholders
3. Logistics of event management
4. The role of the event as an experience
5. Obtaining and managing event resources and working with suppliers
6. Marketing, sponsorship and bidding for an event
7. Event monitoring, schedules and control process to mitigate risk

Prescribed Texts

- Allen, J, O'Toole, W, Harris, R & McDonnell, I 2011, Festival and special event management, Wiley, Milton, Qld. The textbook will be supplemented by weekly readings.

Teaching Periods

BUSM 7030 Facilities and Venue Management

Credit Points 10

Legacy Code 200846

Coordinator Colin Sheringham ([https://directory.westernsydney.edu.au/search/name/Colin Sheringham/](https://directory.westernsydney.edu.au/search/name/Colin%20Sheringham/))

Description Increasingly, hospitality-orientated businesses involve large scale or specialist facilities and venues which require ongoing development, maintenance and redevelopment. This unit provides an understanding of key principles involved in the design and redesign of the use of space, drawing on the principles of servicescapes and planning for a customer experience. Consideration is given to the functional, organisational, environmental and aesthetic aspects of facilities and venues, in the context of organisations which need to manage revenue and distribution channels to remain competitive and sustainable.

School Business

Discipline Business And Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate Business program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the challenges facing hospitality managers in the development and design of facilities and venues in terms of asset management and financing, environmental sustainability, or risk management;
2. Make recommendations to enhance the hospitality context and the **servicescape** in ways that use assets efficiently, are environmentally sustainable, and/or minimise risk to employees, customers and assets;
3. Identify and discuss aspects of asset management in relation to servicescapes and sustainability;
4. Comprehend and document issues of ownership, management and franchising in hospitality;
5. Detail the relationship between facility and venue design and the customer/guest.

Subject Content

1. Hospitality facilities and venues ? design, maintenance and redesign
2. Servicescapes and leiscapes as areas for the delivery of a hospitality experience
3. Incorporating environmental sustainability into facility and venue design and operations
4. Ownership of facilities and venues
5. The role of the guest within a facility or venue
6. Functions, organisational, environmental and aesthetic elements of design

7. The role of design in generating revenue
8. Distinctions of form and function in facilities and venue design

Prescribed Texts

- Compiled readings

Teaching Periods

BUSM 7031 Financial Institution Management

Credit Points 10

Legacy Code 51165

Coordinator Linda Wu ([https://directory.westernsydney.edu.au/search/name/Linda Wu/](https://directory.westernsydney.edu.au/search/name/Linda%20Wu/))

Description This unit provides participants with an overview of the types of financial institutions and the regulatory context within which they operate. Financial risk management and corporate responsibility serve as an underpinning framework to consider the complexity associated with managing contemporary financial institutions in an Australian and International context. A focus of the unit is to provide participants with an opportunity to use techniques to measure and manage financial risk.

School Business

Discipline Business And Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate Business program.

Assumed Knowledge

51163 - Financial Institutions and Markets and/or 200426 - Corporate Finance.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the main types of financial risk confronted by financial institutions;
2. Apply relevant techniques to measure and manage financial risks;
3. Identify the main regulations and operations of financial institutions within such regulations;
4. Critically evaluate contemporary issues, including financial risks, affecting financial institutions and their owners, managers, employees and customers in an Australian and international context.

Subject Content

The Financial Services Industry: depository institutions
 The Financial Services Industry: non-depository financial institutions
 Why are financial intermediaries special?
 Risks of financial intermediation
 Interest rate risk
 Credit risk
 Portfolio and concentration risk
 Sovereign risk
 Market risk

Foreign exchange risk
 Liquidity risk
 Securitisation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Intra-session Exam	2 hours	30	N	Individual
Case Study	3,000 words	20	N	Group
Final Exam	2 hours	50	N	Individual

Prescribed Texts

- Lange, H., Saunders, A., & Cornett, M. 2013. Financial Institutions Management, 3rd edition, McGraw-Hill Australia.

Teaching Periods

Quarter 3 Parramatta City - Macquarie St Evening

Subject Contact Linda Wu ([https://directory.westernsydney.edu.au/search/name/Linda Wu/](https://directory.westernsydney.edu.au/search/name/Linda%20Wu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7031_22-Q3_PC_E#subjects)

BUSM 7032 Financial Institutions and Markets (MAF)

Credit Points 10

Legacy Code 51163

Coordinator Vivienne Saverimuttu ([https://directory.westernsydney.edu.au/search/name/Vivienne Saverimuttu/](https://directory.westernsydney.edu.au/search/name/Vivienne%20Saverimuttu/))

Description This unit helps students to: understand the role and nature of financial markets and institutions; develop computational skills for transactions in financial markets; understand the factors that determine share price, interest rates and exchange rates; and understand major derivative products and their use in financial markets. This subject contains financial institutions and markets and the transactions that take place in them.

School Business

Discipline Business And Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 2705 Master of Finance, 2702 Master of Applied Finance, 2704 Graduate Diploma in Applied Finance, 2745 Graduate Diploma in Applied Finance, 2708 Graduate Certificate in Applied Finance, 2703 Master of International Trade and Finance, 2759 Master of Finance, 2761 Master of Business Administration, 2782

Master of Business Administration/Master of Applied Finance, 2816
Master of Business Analytics.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Understand the role and nature of financial markets and institutions;
2. Develop computational skills for transactions in financial markets;
3. Understand the factors that determine share price, interest rates and exchange rates;
4. Understand major derivative products and their use in financial markets.

Subject Content

Financial institutions
Equity market issuers
Equity market investors
Financial mathematics
Corporate debt markets
Government debt markets
Foreign exchange markets
Derivative markets

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Intra-session Exam	1.75 hrs + 10 mins	20%	N	Individual
Report	2500 words	20%	N	Individual
Presentation	20 mins	10%	N	Individual
Final Exam	3 hrs	50%	N	Individual

Prescribed Texts

- Viney, C. & Phillips, P. 2019, Financial Institutions, Instruments And Markets. 9th edn. McGraw Hill.

Teaching Periods

Quarter 2

Parramatta City - Macquarie St

Evening

Subject Contact Vivienne Saverimuttu ([https://directory.westernsydney.edu.au/search/name/Vivienne Saverimuttu/](https://directory.westernsydney.edu.au/search/name/Vivienne+Saverimuttu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7032_22-Q2_PC_E#subjects)

Quarter 4

Parramatta City - Macquarie St

Evening

Subject Contact Vivienne Saverimuttu ([https://directory.westernsydney.edu.au/search/name/Vivienne Saverimuttu/](https://directory.westernsydney.edu.au/search/name/Vivienne+Saverimuttu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7032_22-Q4_PC_E#subjects)

Sydney City Campus Quarter 4 Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam+Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7032_22-SQ4_SC_D#subjects)

BUSM 7033 Financial Statement Analysis (PG)

Credit Points 10

Legacy Code 51214

Coordinator Nicole Ibbett ([https://directory.westernsydney.edu.au/search/name/Nicole Ibbett/](https://directory.westernsydney.edu.au/search/name/Nicole+Ibbett/))

Description The major sources of information on which to base judgements on borrowing capacity, liquidity, managerial effectiveness, and investment potential remain the financial statements of an organisation. This unit is a result of the claim made by Foster, an authority in the finance field, that developments in the fields of accounting, economics, finance and statistics (as they relate to financial statement analysis) are understood well enough to permit financial statement analysis to be studied intensively.

School Business

Discipline Business And Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students wishing to take this subject as an elective need approval from the program Advisor and must be enrolled in a postgraduate program.

Assumed Knowledge

Students will have completed an undergraduate program in accounting or a postgraduate financial accounting subject.

Learning Outcomes

1. Understand the role and nature of financial markets and institutions;
2. Develop computational skills for transactions in financial markets;
3. Understand the factors that determine share price, interest rates and exchange rates;
4. Understand major derivative products and their use in financial markets.

Subject Content

Financial institutions
Equity market issuers
Equity market investors
Financial mathematics
Corporate debt markets
Government debt markets
Foreign exchange markets
Derivative markets

Prescribed Texts

- Viney, C. & Phillips, P. 2019, Financial Institutions, Instruments And Markets. 9th edn. McGraw Hill.

Teaching Periods

BUSM 7034 Foundations of Management

Credit Points 10

Legacy Code 200785

Coordinator Louise Kippist ([https://directory.westernsydney.edu.au/search/name/Louise Kippist/](https://directory.westernsydney.edu.au/search/name/Louise%20Kippist/))

Description Developing one's own professional skills, being able to assess and develop the skills of others, and astutely reading the environment, are core to high-achieving executives. Foundations of Management introduces new managers to the fundamentals of management. It takes an holistic view of the elements related to optimal performance of managers, drawing from and reflecting upon participants' experiences. The elements consist of the awareness of ones self as a manager, identifying and developing own management skills required for now and the future needed when working within a dynamic organisational environment. The focus is developing one's own management skills through the application of theory to management practice.

School Business

Discipline Business Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Incompatible Subjects BUSM 7101 - Workplace Management Dynamics
BUSM 7060 - Management Skills

Restrictions

Students must be enrolled in 2755 Master of Business Administration, 2756 Graduate Diploma in Business Administration (Exit Only), 2757 Graduate Certificate in Business Administration, 2762 Executive Master of Business Administration.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Integrate management theory and practice from a career experience perspective;
2. Reflect on own attributes and communication styles that frame and impact own management practice and relationships;
3. Apply problem solving skills to evaluate own management skills required to work in the dynamic environment of complex organisations;
4. Frame future career goals within contemporary management theory.

Subject Content

- introduction to unit. Topics covered include, philosophy of Teaching, experiential learning and individual learning styles.
- knowledge of self. Topics covered include, theories on personality, perception and values.
- communication. Topics covered include, theories of communication and principles of supportive communication.

- decision making and Problem solving. Topics covered include, theoretical decision making concepts including bounded rationality.
- Resilience. Topics covered include, theories of positive Psychology and Resilience.
- managing change. Topics covered include, theories on innovation and change management.
- managing conflict. Topics covered include, theories on Conflict management including individual Conflict management styles.
- Motivation. Topics covered include, theories of motivation and self-determination.
- managing teams and groups. Topics covered include, theories on teams, team processes and team building.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Final Autobiography	1,000 words	30	N	Individual
Reflexive journal	1,000 words	35	N	Individual
Career plan	1,000 words	35	N	Individual

Prescribed Texts

- Clegg, S, Kornberger, M & Pitsis, T 2011, Managing and organizations: an introduction to theory and practice, 3rd edn, Sage.

Teaching Periods

BUSM 7035 Funds Management and Portfolio Selection

Credit Points 10

Legacy Code 51168

Coordinator Anil Mishra ([https://directory.westernsydney.edu.au/search/name/Anil Mishra/](https://directory.westernsydney.edu.au/search/name/Anil%20Mishra/))

Description This unit provides an introduction to the theory, concepts, tools, techniques and applications of investment management, drawing on examples from the Australian financial system. The unit focuses on various asset pricing models including capital asset pricing model, single index model arbitrage pricing theory and Fama-French three factor model. The unit introduces various portfolio management strategies, asset classes including bonds and equity securities. The unit also highlights various fund performance measures.

School Business

Discipline Business And Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate Business program. The online offerings for this subject are only available to students enrolled in the fully online program 2770 Master of Commerce (Financial Planning) or 2807 Master of Stockbroking and Financial Advising.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Recognise the factors that affect asset, especially share prices;
2. Interpret the Markowitz model of portfolio allocation, single index model, Arbitrage Pricing Theory, Fama-French model and related applications;
3. Explain the Efficient Market Hypothesis;
4. Apply the various performance evaluation techniques for managed funds;
5. Discuss the bond management techniques: duration, convexity, immunisation and applications;
6. Discuss the passive and active portfolio management techniques and applications;
7. Discuss the international investment environment.

Subject Content

Advanced Macroeconomic matters

Advanced Systems and linkages

Advanced Financial products

How to choose an appropriate structure to meet the needs of a client

Advanced Regulation

Explaining the advice process in a manner that the client understands

Advanced Research and research methodologies

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Multiple Choice	2 hours	30	N	Individual
Applied Project	1,500 words and 5 minutes	25	N	Individual
Final Exam	2 hours	45	N	Individual

Prescribed Texts

- Brailsford, T, Heaney, R and Bilson, C 2011, Investments concepts and applications, 4th ed, Thomson: Melbourne (or most recent edition).

Teaching Periods

Quarter 2

Parramatta City - Macquarie St

Evening

Subject Contact Anil Mishra ([https://directory.westernsydney.edu.au/search/name/Anil Mishra/](https://directory.westernsydney.edu.au/search/name/Anil%20Mishra/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7035_22-Q2_PC_E#subjects)

Quarter 4

Online

Online

Subject Contact Anil Mishra ([https://directory.westernsydney.edu.au/search/name/Anil Mishra/](https://directory.westernsydney.edu.au/search/name/Anil%20Mishra/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7035_22-Q4_ON_O#subjects)

BUSM 7036 Funds Management and Portfolio Selection (EO)

Credit Points 10

Legacy Code 900655

Coordinator Peter Kavalamthara ([https://directory.westernsydney.edu.au/search/name/Peter Kavalamthara/](https://directory.westernsydney.edu.au/search/name/Peter%20Kavalamthara/))

School Business

Discipline Business And Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Challenge Exam	3 hours	100	Y	Individual

Teaching Periods

Quarter 2

Online

Online

Subject Contact Peter Kavalamthara ([https://directory.westernsydney.edu.au/search/name/Peter Kavalamthara/](https://directory.westernsydney.edu.au/search/name/Peter%20Kavalamthara/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7036_22-Q2_ON_O#subjects)

Quarter 4

Online

Online

Subject Contact Peter Kavalamthara ([https://directory.westernsydney.edu.au/search/name/Peter Kavalamthara/](https://directory.westernsydney.edu.au/search/name/Peter%20Kavalamthara/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7036_22-Q4_ON_O#subjects)

BUSM 7037 Gastronomy and the Food and Beverage Experience

Credit Points 10

Legacy Code 200842

Coordinator Catherine Link ([https://directory.westernsydney.edu.au/search/name/Catherine Link/](https://directory.westernsydney.edu.au/search/name/Catherine%20Link/))

Description This unit focuses on the provision of food and beverage - a fundamental operational component of the majority of hospitality businesses. As consumer understanding of food and beverage increases there is a need for the industry to advance their knowledge

and for businesses to provide offerings which extend beyond the traditional food and beverage frameworks in order to stay competitive. The role of food within society and subsequent commercial implications, including gastronomic tourism, food quality and safety are discussed in this unit.

School Business

Discipline Hospitality Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYA 4590 - Gastronomy and the Management of the Food Experience

Restrictions

Students must be enrolled in a postgraduate Business program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Define gastronomy within a social and cultural context to explain why we eat what we eat;
2. Analyse the economic, socio-cultural, environmental factors that shape gastronomic practice and culinary appreciation in contemporary society;
3. Distinguish trends in foodservice and opportunities in the area of commercial provision of food, including eco-gastronomy, slow food and culinary tourism;
4. Critically analyse the nature of the meal experience and the value of culinary experiences to the hospitality industry;
5. Appraise current gastronomic issues and how these issues will impact on the commercial provision of food in the hospitality industry context.

Subject Content

1. A historical perspective of gastronomy and the role of food in society and culture
2. The development of the modern industrial food system and its implication for the Hospitality industry: the experience economy, culinary tourism
3. The development of the meal as a culinary experience
4. Food as a cultural product: gastronomic tourism, food media, food and cities
5. Five functions model of dining
6. Food and the media ? implications for the industry
7. Implications of food trends on the prepared food retailer

Prescribed Texts

- Compiled readings

Teaching Periods

BUSM 7040 Governance, Ethics and Social Entrepreneurship

Credit Points 10

Legacy Code 200848

Coordinator Ayda Succarie ([https://directory.westernsydney.edu.au/search/name/Ayda Succarie/](https://directory.westernsydney.edu.au/search/name/Ayda%20Succarie/))

Description There is a growing need for communities and not-for-profit organisations to maintain a degree of organisational and social sustainability, without recourse to philanthropy, government, or other sources of aid. This unit adopts business and entrepreneurial principles to identify and explain the management of a social venture, with a view to ensuring organisational and social sustainability. The unit provides an understanding of governance and ethical practice to support social outcomes.

School Business

Discipline Business And Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate Business or Information and Communications Technology program or in program 1870 Master of Chinese Cultural Relations, 1871 Graduate Certificate in Chinese Cultural Relations or 1872 Graduate Diploma in Chinese Cultural Relations.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe business structures and governance frameworks;
2. Compare models of governance in the context of business ethics and corporate social responsibility;
3. Critically reflect on the role of social innovation and the fourth sector to contribute to social entrepreneurship;
4. Evaluate the impact of social innovation and entrepreneurship in addressing social problems;
5. Identify the key elements required to lead, scale and grow a social enterprise.

Subject Content

1. Business and organisational governance frameworks
2. Models of corporate governance
3. Business ethics and corporate social responsibility
4. Business and society stakeholders and stakeholder management
5. Dimensions and scope of social innovation
6. Innovation and entrepreneurship to address social problems
7. Sustainability of business and leading for social sustainability
8. Planning, implementing and evaluating a social enterprise

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Critical Review	1,200 words	30	N	Individual
Reflection	1,000 words	30	N	Individual
Proposal	video pitch and defence (10%) and 3,000 words (30%)	40	N	Group

Prescribed Texts

- Customised compilation of readings

Teaching Periods

Quarter 2

Parramatta City - Macquarie St

Evening

Subject Contact Ayda Succarie ([https://directory.westernsydney.edu.au/search/name/Ayda Succarie/](https://directory.westernsydney.edu.au/search/name/Ayda%20Succarie/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7040_22-Q2_PC_E#subjects)

Sydney City Campus Quarter 2

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7040_22-SQ2_SC_D#subjects)

Sydney City Campus Quarter 4

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7040_22-SQ4_SC_D#subjects)

BUSM 7042 Hospitality and Tourism in Society

Credit Points 10

Legacy Code 200837

Coordinator Colin Sheringham ([https://directory.westernsydney.edu.au/search/name/Colin Sheringham/](https://directory.westernsydney.edu.au/search/name/Colin%20Sheringham/))

Description This unit unpacks the concept of hospitality and addresses the questions of what the hospitality industry is, and what its role is in the broader societal context. Linking together elements of tourism and leisure, consideration is given to the impacts, both positive and negative, of hospitality on individuals, communities and economies. Discussions of the integration, communication, planning, and interconnection between hospitality and tourism and their implications in society are also considered.

School Business

Discipline Hospitality Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate Business program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate a developed understanding of the positive and negative outcomes of tourism and hospitality;
2. Interpret the latest social issues and impacts of tourism and hospitality;
3. Analyse the impact of hospitality and tourism on society;
4. Discuss the implications of tourism and hospitality in a developing and developed world context;
5. Project the current impacts of hospitality and tourism.

Subject Content

1. Hospitality and tourism within a context of culture
2. The impact of tourism and hospitality together on local environments
3. The positive and negative social impacts of hospitality and tourism
4. Tourism and hospitality in a developing and changing world
5. The theory of hospitality - the work of Conrad Lashley
6. The impacts of tourism and the hospitality industry - from the third world to post industrial cities

Prescribed Texts

- Compiled readings

Teaching Periods

BUSM 7043 Industrial Relations and Workplace Change

Credit Points 10

Legacy Code 200719

Coordinator Michael Lyons ([https://directory.westernsydney.edu.au/search/name/Michael Lyons/](https://directory.westernsydney.edu.au/search/name/Michael%20Lyons/))

Description Industrial Relations and Workplace Change is designed to equip current and future employment relations professionals and practitioners with the knowledge necessary to analyse and implement the processes for workplace change and workplace-level bargaining. The understanding of workplace change covered in this unit includes an emphasis on rights, obligations and "voice". The unit focuses on workplace change problem solving for employee engagement and dispute resolution in both local and global workplace change contexts.

School Business

Discipline Human Resource Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYA 8579 - The Industrial Relations Process

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the purposes and roles of workplace change both in Australia and other countries;
2. Evaluate the importance of consultative processes and the effectiveness of particular mechanisms in the workplace change context;
3. Contrast traditional approaches to the industrial relations of workplace change with key elements of an employee engagement

focus to be able to analyse the implications of workplace change proposals;

4. Advocate an approach to workplace change problems in complex and changing circumstances to make strategic contributions;
5. Identify global and international issues that affect the industrial relations of the workplace change processes.

Subject Content

- workplace change and The external environment: regulation and policy influences
- workplace change and The Internal environment: management styles and prerogatives
- workplace change and Collective representation: Productivity and flexibility
- workplace change through Bargaining and Negotiation
- workplace disputes: causes, avoidance and Resolution
- employee voice: employee engagement and performance
- Product markets and international best practice
- industrial relations, HRM and Measuring for evaluation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Essay	2,000 words	50	N	Individual
Professional Task	2,000 words	50	Y	Individual

Prescribed Texts

- Bray, M, Waring, P and Cooper, R & Macneil J 2018, Employment relations: theory & practice, 4th edition, McGraw Hill, Sydney.

Teaching Periods

Quarter 1

Parramatta City - Macquarie St

Evening

Subject Contact Michael Lyons ([https://directory.westernsydney.edu.au/search/name/Michael Lyons/](https://directory.westernsydney.edu.au/search/name/Michael%20Lyons/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7043_22-Q1_PC_E#subjects)

BUSM 7044 Information for Business

Credit Points 10

Legacy Code 200726

Coordinator John Edwards ([https://directory.westernsydney.edu.au/search/name/John Edwards/](https://directory.westernsydney.edu.au/search/name/John%20Edwards/))

Description This unit examines the information requirement for effective marketing decisions. The unit explores approaches managers can use to identify information requirements and then to use different financial, environmental and market information. Topics include interpretation of business performance, preparation of marketing forecasts and budget allocations.

School Business

Discipline Business And Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYA 4630 - Marketing Research LGYA 4627 - International Business Research

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Formulate business objectives and identify data needs
2. Identify data that is needed for specific decision making.
3. Interpret information to make business decisions
4. Develop forecasts and budget for marketing activities

Subject Content

What is knowledge?

Nature of marketing decisions

Developing financial, environmental, and market indicators

Evaluating business performance and opportunities

Marketing forecasts and budgets

Prescribed Texts

- Fleisher, C & Bensoussan, B 2007, Business and competitive analysis methods, Wharton School Pub, ACM Online Book Program.

Teaching Periods

BUSM 7045 Innovation Through Digital Technology

Credit Points 10

Legacy Code 200845

Coordinator Qiuyan Fan ([https://directory.westernsydney.edu.au/search/name/Qiuyan Fan/](https://directory.westernsydney.edu.au/search/name/Qiuyan%20Fan/))

Description Business innovation in the Digital Economy recognises that current economic development and leadership is based on digitisation of the global economy. This unit provides a framework for understanding management issues, business development and technology use and change in the areas of innovation and digital business. The unit introduces students to various digital technologies and applications that companies need to address for creating new business opportunities in the fast changing global business environment. Students will develop an appreciation of digital business as a form of organisational innovation and the importance of innovation in the digital economy. Students will learn to formulate a digital business strategy for an organisation and understand various issues involved in digital business innovation. Students will be exposed to the University's business and technology incubator environment.

School Business

Discipline Business And Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate Business program or be enrolled in the Master of Information and Communications Technology (Advanced), Master of Information and Communications Technology, Master of Chinese Cultural Relations, Graduate Certificate in Chinese Cultural Relations, Graduate Diploma in Chinese Cultural Relations or Master of Research.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe and explain impact of digital technology on business, supported by exemplary examples of business digital innovation
2. Recognise, describe and adopt digital business innovation and transformation in a changing world
3. Apply tools and techniques to formulate digital business strategy for an organisation
4. Identify and analyse how business innovation through digital technologies open up new opportunities and challenges for entrepreneurs in the digital economy

Subject Content

1. Innovation, entrepreneurship and the digital economy
2. Industry dynamics of innovation through digital technology
 - business model innovation in A digital World
 - innovation in E-commerce
 - digital innovation in business processes
 - digital innovation in Marketing
3. Business strategy and digital transformation
 - A framework for digital business strategy formulation and implementation
4. Issues and factors affecting the success of business innovation in the digital economy

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	15-20 Minutes	20%	N	Individual
Report	3,000 Words	30%	N	Group
Final Exam	2 hours	50%	N	Individual

Prescribed Texts

- Chaffey, D, Hemphill, T & Edmundson-Bird, D 2019 Digital business and e-commerce management, 7th edn, Pearson Education, United Kingdom.

Teaching Periods

Quarter 2

Parramatta City - Macquarie St

Evening

Subject Contact Qiuyan Fan ([https://directory.westernsydney.edu.au/search/name/Qiuyan Fan/](https://directory.westernsydney.edu.au/search/name/Qiuyan%20Fan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7045_22-Q2_PC_E#subjects)

BUSM 7046 Innovation for New Markets

Credit Points 10

Legacy Code 200851

Coordinator Tendai Chikweche ([https://directory.westernsydney.edu.au/search/name/Tendai Chikweche/](https://directory.westernsydney.edu.au/search/name/Tendai%20Chikweche/))

Description Entrepreneurship, innovation and new markets are pertinent activities that have collectively become cornerstones of how firms grow and interact with society. This unit introduces students to issues, principles and frameworks associated with exploring opportunities and challenges that relate to these three activities. Emerging and new markets are examples of markets that represent opportunities and challenges for innovation and entrepreneurial activities. Through selected readings that emphasise key themes and issues, students will be exposed to an understanding of what constitutes entrepreneurship, innovation, new markets and market development, how they are influenced by the ever-changing business environment, an examination of opportunities that emerge as a result of changing technology and consumer expectations taking place in emerging and new markets. Emerging markets have become a key source of innovation in products, services and business processes which calls for an examination as to whether these can be extended to developed markets. The unit provides students with an opportunity for continuous practical experiential learning through collaboration with industry Launch Pad partners.

School Business

Discipline Business And Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate Business program or be enrolled in the 3698 Master of Information and Communications Technology (Advanced), 3693 Master of Engineering, 3749 Master of Information and Communications Technology or 3749 Master of Science.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe and explain the nature and importance of new markets, examining the challenges and opportunities;
2. Develop strategies for managing and exploring the challenges and opportunities posed by new markets such as market entry, market development and managing institutional support mechanisms;
3. Examine and apply the key elements of entrepreneurship and the drivers of value creation in the context of emerging and new markets;
4. Describe and assess how emerging and new markets are associated with global innovation cycles, potential e-business platforms and prospects for open innovation and reverse innovation.

Subject Content

1. New Market Entry and Development

- new market formations and opportunities e.g. Telecommunications revolution
 - mediating Variables for new markets. e.g. legal and Regulatory, economic, political/culture, Intellectual property
 - strategic Issues for new market entry and development. e.g. institutional support Structures

2. Innovation and Entrepreneurship In Emerging Markets and New Markets

- Defining characteristics and scope of emerging markets .i.e. Brazil, Russia, India, China (BRIC), Africa, Latin America, Asia, and the Middle East
 - Entrepreneurship and The drivers of value Creation in emerging markets.eg, role of networks, knowledge and Intellectual property
 - Reverse innovation -emerging markets to advanced markets
 - innovation cycles for emerging and new markets
 - open innovation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	20 minutes	15	N	Individual
Case Study	1,500 words	35	N	Individual
Report	1,000 words	20	N	Individual
Applied Project	Report - 2,000 words and Presentation - 10 Minutes	30	N	Group

Prescribed Texts

- A Set of Readings and Links under the name of [gInnovation For New and Emerging Markets: Readings and Links](#)

Teaching Periods

Quarter 2

Parramatta City - Macquarie St

Evening

Subject Contact Tendai Chikweche ([https://directory.westernsydney.edu.au/search/name/Tendai Chikweche/](https://directory.westernsydney.edu.au/search/name/Tendai%20Chikweche/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7046_22-Q2_PC_E#subjects)

BUSM 7047 Innovation, Creativity and Entrepreneurship

Credit Points 10

Legacy Code 200792

Coordinator Hugh Pattinson ([https://directory.westernsydney.edu.au/search/name/Hugh Pattinson/](https://directory.westernsydney.edu.au/search/name/Hugh%20Pattinson/))

Description The aim of this unit is to provide students with the necessary skills to understand, execute and manage entrepreneurial innovation processes in firms/organisations, and be more prepared to succeed within an increasingly complex, global and highly competitive entrepreneurial environment. Firms/organisations of various sizes, including small and medium enterprises (SMEs) that are innovative

and entrepreneurial provide vision, nurture creativity and idea management as part of their everyday activities and in seeking long-term sustainability.

School Business

Discipline Business Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYA 8997 - Innovation and Entrepreneurship

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Illustrate the importance of innovation and entrepreneurship in an applied enterprise and organisational (firm/organisation) context;
2. Examine management approaches that foster innovativeness and entrepreneurship in a firm/ organisation, both from a large and small (SME) perspective;
3. Engage in the process of identifying entrepreneurial opportunities, particularly those based on innovation;
4. Undertake a feasibility study and develop a new venture plan for the commercialisation of new research ideas, whereby both innovation and entrepreneurship are referred to and adopted as the core aspects of the study;
5. Evaluate the impact of contemporary and emerging themes related to innovation and entrepreneurship, in particular themes that underline the long-term sustainability of a firm/organisation.

Subject Content

The innovation process:

- the mindset of the entrepreneur;
- new venture planning/creation;
- business feasibility planning; and
- emerging Issues that directly and indirectly impact innovation and entrepreneurial processes.

Some of the emerging issues include: the (increasingly) stronger links between entrepreneurship and sustainability in its various forms, such as business/financial, social and environmental; the emergence of new technologies that help support innovation/ entrepreneurship, new business concepts, and changes in legislation.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay based on case study	1,000 words max.	30	N	Individual
Proposal "presented to a panel" format	2,000 words equivalent	30	N	Group
Feasibility study	2,000 words	40	N	Individual

Prescribed Texts

- A collation of readings will be provided

Teaching Periods

BUSM 7048 Innovation, Creativity and Foresight

Credit Points 10

Legacy Code 200852

Coordinator Hasnain Zaheer ([https://directory.westernsydney.edu.au/search/name/Hasnain Zaheer/](https://directory.westernsydney.edu.au/search/name/Hasnain%20Zaheer/))

Description Creativity is a systematic, logical process mixing imaginative and creative thinking. Ideation is a process for forming and relating ideas derived through creativity. Innovation seeks to take ideas through invention and entrepreneurial processes to create new economic and social value. Students will be exposed to a variety of brainstorming, creativity and foresight methods and tools, with emphasis on scenario planning methods. Students will be introduced to workshop development, moderation and management approaches and methods. Selected key themes on economic, social, technological, and sustainable development for Australia over the next 10-30 years will be analysed and developed through a scenario planning workshop process, with outputs mapped to business and social innovation and entrepreneurship thinking, and platforms. Students will also be exposed to creativity and foresight methods used by the Western Sydney University Launch Pad Business Technology Incubator.

School Business

Discipline Business and Management, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate Business program or be enrolled in the Master of Information and Communications Technology (Advanced), Master of Information and Communications Technology, Master of Research or or Master of Science ? Food Science Specialisation.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe, assess and select appropriate methods, principles and frameworks for creativity, ideation and innovation as individual steps or as a complete cycle;
2. Classify key foresight principles, methods and tools;
3. Develop, commission, and moderate creativity and foresight workshops, with emphasis on scenario planning;
4. Develop outputs from scenario planning workshops on key themes related to key issues including **g**sustainability**h**, economic and business regeneration, smart cities, emerging technologies, and other issues relevant to Australian and regional environmental challenges out to 2030-40.

Subject Content

1. Creativity, ideation and innovation: creating and turning ideas into innovation
2. Creative thinking and ideation philosophies and methods
3. From futures studies to foresight: developing conversations about the future

- foresight philosophy and methods

- Scenario planning approaches and methods

4. Moderating creativity and foresight workshops focused around selected themes for economic, social, technological, and sustainable development out to 2030-40

5. Creativity, ideation and innovation and entrepreneurship sensemaking

- application of creativity and foresight workshop outcomes to innovation, business and social Entrepreneurship mindsets, systems and platforms

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Essay	1,000 words	30	N	Individual
Report	1,500 words	30	N	Individual
Presentation	2,000 words, 10 minute presentation	40	N	Group

Prescribed Texts

- A Set of Readings and Links under the name of **g**Innovation, Creativity and Foresight/Scenario Planning: Readings and Links**h**

Teaching Periods

Quarter 1

Parramatta City - Macquarie St

Evening

Subject Contact Hasnain Zaheer ([https://directory.westernsydney.edu.au/search/name/Hasnain Zaheer/](https://directory.westernsydney.edu.au/search/name/Hasnain%20Zaheer/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7048_22-Q1_PC_E#subjects)

Sydney City Campus Quarter 1

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7048_22-SQ1_SC_D#subjects)

Quarter 3

Parramatta City - Macquarie St

Evening

Subject Contact Hasnain Zaheer ([https://directory.westernsydney.edu.au/search/name/Hasnain Zaheer/](https://directory.westernsydney.edu.au/search/name/Hasnain%20Zaheer/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7048_22-Q3_PC_E#subjects)

BUSM 7050 Integrated Business Experience 1

Credit Points 10

Legacy Code 200831

Coordinator Laurel Jackson ([https://directory.westernsydney.edu.au/search/name/Laurel Jackson/](https://directory.westernsydney.edu.au/search/name/Laurel%20Jackson/))

Description Successful professionals must be able to view issues and problems from multiple perspectives and be able to utilise a range of different skills to make appropriate decisions. This unit introduces this multi-faceted approach to business by taking the knowledge gained in earlier units and of the real-world of business and applying this via case studies. Students will be expected to work independently and in syndicate teams to solve common issues facing businesses and policy makers using critical, integrative and creative thinking. It is recommended that this unit be the final subject within the graduate certificate.

School Business

Discipline Business And Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate Business program. Students enrolled in the 2765 Graduate Certificate of Business must have successfully completed 20 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and evaluate issues that impact on the successful management of an organisation;
2. Demonstrate the skills for critical and reflective thinking as part of strategic planning;
3. Apply knowledge from accounting, economic management, human resource management, operations and marketing perspectives to business;
4. Demonstrate the ability to develop practical solutions for contemporary issues facing business;
5. Reflect and review group and individual performance as part of decision making activities.

Subject Content

- introduction to contemporary Organisations and contexts
 - Overview of management decision making and policy making
 - assess and analyse The financial Issues facing Organisations
 - assess and analyse human resource management perspectives and impacts
 - assess and analyse The value of customers and Customer focus
 - assess and analyse The management of Operations
 - undertake and Evaluate competitive assessments
 - understand The environmental context of management, including organisational culture, planning and change.
1. Introduction to contemporary organisations and contexts
 2. Overview of management decision making and policy making
 3. Assess and analyse the financial issues facing organisations
 4. Assess and analyse human resource management perspectives and impacts
 5. Assess and analyse the value of customers and customer focus
 6. Assess and analyse the management of operations
 7. Undertake and evaluate competitive assessments
 8. Understand the environmental context of management, including organisational culture, planning and change.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	1,000 words	30	N	Individual
Report	1,000 words equivalent	30	N	Individual
Report	3,000 words and 15 minutes	40	N	Group

Teaching Periods

Quarter 1

Parramatta City - Macquarie St

Evening

Subject Contact Nelson D'Souza ([https://directory.westernsydney.edu.au/search/name/Nelson D'Souza](https://directory.westernsydney.edu.au/search/name/Nelson%20D%27Souza/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7050_22-Q1_PC_E#subjects)

Sydney City Campus Quarter 1

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7050_22-SQ1_SC_D#subjects)

Quarter 2

Parramatta City - Macquarie St

Evening

Subject Contact Laurel Jackson ([https://directory.westernsydney.edu.au/search/name/Laurel Jackson/](https://directory.westernsydney.edu.au/search/name/Laurel%20Jackson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7050_22-Q2_PC_E#subjects)

Quarter 3

Parramatta City - Macquarie St

Evening

Subject Contact Nelson D'Souza ([https://directory.westernsydney.edu.au/search/name/Nelson D'Souza](https://directory.westernsydney.edu.au/search/name/Nelson%20D%27Souza/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7050_22-Q3_PC_E#subjects)

Sydney City Campus Quarter 3

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7050_22-SQ3_SC_D#subjects)

Quarter 4

Parramatta City - Macquarie St

Evening

Subject Contact Nelson D'Souza ([https://directory.westernsydney.edu.au/search/name/Nelson D'Souza](https://directory.westernsydney.edu.au/search/name/Nelson%20D%27Souza))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7050_22-Q4_PC_E#subjects)

BUSM 7051 Integrated Business Experience 2

Credit Points 10

Legacy Code 200843

Coordinator Gulay Avsar ([https://directory.westernsydney.edu.au/search/name/Gulay Avsar/](https://directory.westernsydney.edu.au/search/name/Gulay%20Avsar/))

Description Successful professionals must be able to view organisational issues from multiple perspectives (range of stakeholders) and levels (from local to international), then be able to utilise a range of different skills to make appropriate decisions. This unit takes this multi-faceted approach by utilising the knowledge gained in earlier units and applying it to case studies. Building on the unit 'Integrated Business Experience 1', an international focus provides participants with the opportunity to consider issues on a broader scale. Students will be expected to work with a group simulation to solve common issues facing organisations and policy makers using critical, integrative and creative thinking.

School Business

Discipline Business And Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) BUSM 7050

Restrictions

Students must be enrolled in a postgraduate Business program. Students must have successfully completed 20 credit points of general foundation or core subjects in program 2761 Master of Business Administration.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and evaluate issues that impact the successful management of an organisation;
2. Demonstrate the skills for critical thinking as part of longer term strategic planning;
3. Apply practical solutions for the contemporary issues facing organisations;
4. Develop business plans that consider the impact of a global economy;
5. Reflect and review group and individual performance as part of decision making activities.

Subject Content

- Overview of Managerial decision making
- processes and skills involved in Assessing and Analysing The financial Issues facing A business

- processes and skills involved in Assessing and Analysing The value of customers
- processes and skills involved in Assessing and Analysing human resource management perspectives and impacts
- consideration of The impact of A ?gglobal marketplace?h on decision making
- implementation of The principles of Scenario testing
- methods for undertaking and Evaluating competitive assessments
- international strat

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Case Study	1,000 words	40	N	Individual
Reflection	500 words	15	N	Individual
Report	Report – 2,000 words (35%) Presentation 15 minutes (10%)	45	N	Group

Teaching Periods

Quarter 1

Parramatta City - Macquarie St

Evening

Subject Contact Rajul Joshi ([https://directory.westernsydney.edu.au/search/name/Rajul Joshi/](https://directory.westernsydney.edu.au/search/name/Rajul%20Joshi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7051_22-Q1_PC_E#subjects)

Sydney City Campus Quarter 2

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7051_22-SQ2_SC_D#subjects)

Quarter 4

Parramatta City - Macquarie St

Evening

Subject Contact Gulay Avsar ([https://directory.westernsydney.edu.au/search/name/Gulay Avsar/](https://directory.westernsydney.edu.au/search/name/Gulay%20Avsar/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7051_22-Q4_PC_E#subjects)

Sydney City Campus Quarter 4

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7051_22-SQ4_SC_D#subjects)

BUSM 7053 International Finance

Credit Points 10

Legacy Code 51211

Coordinator Heath Spong (https://directory.westernsydney.edu.au/search/name/Heath_Spong/)

Description This unit provides a comprehensive analysis and coverage of contemporary international finance by describing the international financial system, institutions and market practices; international finance theorems and their application; Euromarkets; international borrowing, lending and capital sourcing; measurement of foreign exchange risk; managing foreign exchange exposure; foreign currency derivatives, international investment; and globalisation and the MNC.

School Business

Discipline Business And Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate Business program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse and evaluate the benefits and disadvantages of the various exchange rate systems;
2. Evaluate the extent to which the theories of exchange rate determination explain exchange rate movements in today's globalised economy;
3. Apply the various tools and approaches for firms in hedging transaction exchange exposure, and recommend the most appropriate approach to hedging in a variety of economic and firm-specific circumstances;
4. Analyse the extent to which firms are exposed to economic or operating exchange risk, evaluate their systems in place to manage it, and recommend alternative approaches;
5. Analyse the issues and choices that arise with international investment;
6. Apply critical thinking, problem solving and presentation skills to individual and/or group activities dealing with international finance issues.

Subject Content

International Monetary System
Parity Conditions in International Markets
The Foreign Exchange Market
Foreign Currency Derivatives and Exposure
The Balance of Payments
International lending, borrowing and sourcing of Capital
International Investment
Risk management techniques
Globalisation and the multinational enterprise
Exchange rate Exposure

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Multiple Choice	2 hours	30	N	Individual
Report	1,500 words	20	N	Group
Final Exam	2 hours	50	Y	Individual

Prescribed Texts

- Eun, C. and B. Resnick. 2016. International Financial Management (8th Edition). McGraw Hill.
- Multinational Business Finance 15th Edition. Authors: David K. Eiteman, Arthur I. Stonehill, Michael H. Moffett.

Teaching Periods

Quarter 1

Parramatta City - Macquarie St

Evening

Subject Contact Heath Spong (https://directory.westernsydney.edu.au/search/name/Heath_Spong/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7053_22-Q1_PC_E#subjects)

UEH Quarter 2

Vietnam

Day

Subject Contact Heath Spong (https://directory.westernsydney.edu.au/search/name/Heath_Spong/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7053_22-UQ2_UE_D#subjects)

BUSM 7054 International and Global Employment Relations

Credit Points 10

Legacy Code 200720

Coordinator Ben Imbun (https://directory.westernsydney.edu.au/search/name/Ben_Imbun/)

Description This unit is designed to put national-level employment relations into international and global perspectives. Students will be equipped to work in globalised labour markets and to assist organisations in responding effectively to international environments. The nature of globalisation, national systems of employment relations and significant contemporary human resource management issues are explored. The implications of social, cultural, political and economic factors in differing national, international and global contexts for employment relations strategies and practices are examined.

School Business

Discipline Human Resource Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Incompatible Subjects LGYA 8593 - International Human Resource Management LGYA 8584 - Themes in International and Comparative Employment Relations

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the nature of key international and global employment relations forces, including national structures and processes and their implications for employment relations
2. Analyse and explain the strategic role of human resource management in dealing effectively with international and global employment relations issues and national systems of employment relations
3. Explain the implications of international and global employment relations issues for the achievement of organisational goals
4. Make meaningful recommendations on how an organisation's employment relations policies and practises can respond to international and global employment relations pressures
5. Develop policies to accommodate different national employment relations systems and laws
6. Develop human resource management policies to address contemporary pressures for reform of employment relations practices

Subject Content

- international and Global business drivers: implications for HRM
- A conceptual framework for Analysing international and Global ER forces, stakeholders and practices
- key functions and objectives of international human resource management
- nature and implications of key Stakeholder interests in The context of international and Global ER
- legal, political, social and cultural Issues impacting upon international IR and HRM
- ILO, EU, NAFTA and other international employment relations regulations
- Comparisons of national systems of employment relations
- key contemporary ER and HRM Issues and pressures for reform at The Global and national levels
- Developing HRM policies and practices to deal with differing national ER structures, standards and pressures
- developing Ethical HRM practices at The Global and international levels
- Contributing to good corporate Governance through effective international HRM policies and practices

Teaching Periods

BUSM 7055 Internship

Credit Points 10

Legacy Code 200830

Coordinator Laurel Jackson ([https://directory.westernsydney.edu.au/search/name/Laurel Jackson/](https://directory.westernsydney.edu.au/search/name/Laurel%20Jackson/))

Description This is a 20 credit point subject over two Quarters, 20 weeks in total, 10 credit points in each Quarter. Internship is designed for students who want to gain industry experience and further their

studies through a 20-credit point business internship, conducted over two consecutive teaching sessions. This Internship subject is based on a 'project style' subject which requires students to undertake a research project in their chosen field whilst attending an industry-based internship. These highly sought after internships will be filled on a competitive basis.

School Business

Discipline Business Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate Business program. The online offerings for this subject are only available to students enrolled in programs 2770 Master of Commerce (Financial Planning) and 2793 Master of Financial Planning. Students in the following programs must have completed 60 credit points before undertaking this unit: 2793 Master of Financial Planning; 2770 Master of Commerce (Financial Planning); 2624 Master of Business (Operations Management) and 2764 Master of Commerce (Human Resource Management). Students in program 2761 Master of Business Administration must have completed all core subjects plus 40 credit points of major subjects (i.e. a total of 80 credit points) and must obtain permission of the Director of Academic Program before undertaking this subject.

Assumed Knowledge

Understanding of the business environment and organisational structures, business communications skills, business strategy, as well as substantial knowledge in the major discipline area.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Investigate a real business issue within a specific organisation/business.
2. Analyse and interpret secondary data gathered from a range of sources, to assist in defining the business issue.
3. Demonstrate the links between theory and practical work environments by using appropriate theoretic frameworks to analyse novel workplace situations.
4. Apply and apprise appropriate skills and knowledge to work productively in a relevant discipline-related business workplace.

Subject Content

The internship must be approved by the subject Coordinator prior to students commencing in it. Each internship will involve a literature survey, application of theory and techniques to an industry based problem, methodological investigation, reporting and recommendations. Internships will be industry-based and directly relevant to the student's area of interest. Students will work in conjunction with the subject Coordinator and an academic supervisor who is an academic expert in their area of specialization. Students will meet with their Supervisor regularly throughout the study period and with the subject Coordinator, in a class environment, as defined by the subject guidelines.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	1,500 words and 10 minute presentation	30	N	Individual
Presentation	20 minutes	20	N	Individual
Applied Project	4,000 words	50	N	Individual

Teaching Periods

Quarter 1

Parramatta City - Macquarie St

Evening

Subject Contact Laurel Jackson ([https://directory.westernsydney.edu.au/search/name/Laurel Jackson/](https://directory.westernsydney.edu.au/search/name/Laurel%20Jackson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7055_22-Q1_PC_E#subjects)

Sydney City Campus Quarter 1

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7055_22-SQ1_SC_D#subjects)

Quarter 2

Parramatta City - Macquarie St

Evening

Subject Contact Laurel Jackson ([https://directory.westernsydney.edu.au/search/name/Laurel Jackson/](https://directory.westernsydney.edu.au/search/name/Laurel%20Jackson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7055_22-Q2_PC_E#subjects)

Quarter 3

Parramatta City - Macquarie St

Evening

Subject Contact Laurel Jackson ([https://directory.westernsydney.edu.au/search/name/Laurel Jackson/](https://directory.westernsydney.edu.au/search/name/Laurel%20Jackson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7055_22-Q3_PC_E#subjects)

Quarter 4

Parramatta City - Macquarie St

Evening

Subject Contact Laurel Jackson ([https://directory.westernsydney.edu.au/search/name/Laurel Jackson/](https://directory.westernsydney.edu.au/search/name/Laurel%20Jackson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7055_22-Q4_PC_E#subjects)

Sydney City Campus Quarter 4

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7055_22-SQ4_SC_D#subjects)

BUSM 7058 Leading Contemporary Organisations

Credit Points 10

Legacy Code 200833

Coordinator Marion Cornish ([https://directory.westernsydney.edu.au/search/name/Marion Cornish/](https://directory.westernsydney.edu.au/search/name/Marion%20Cornish/))

Description This unit explores the processes and challenges encountered by leaders in contemporary organisations, taking into account rapidly changing environments. Through an in-depth appraisal of various leadership theories and concepts, it encourages students to reflect on the key competencies required for effective leadership. It also emphasises the importance of self-knowledge, values and ethics for contemporary leaders. Students will be required to design a leadership development program to address current and future leadership issues.

School Business

Discipline Business And Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate Business program or 1850 - Master of Education (Leadership and Management).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the key individual competencies, processes and challenges for effective leadership;
2. Justify the importance of values and ethics in leadership;
3. Apply critical, reflective and creative skills to leadership-related processes;
4. Forecast relevant issues and competencies in leadership for the future;
5. Design a leadership development program to address current and future leadership issues.

Subject Content

- The leadership/management dichotomy
- leadership as A ?eprocess of interaction?f in A social context
- individual and Collective leadership competencies
- leadership for self-knowledge
- leading in changing organisational and industry contexts
- leadership in diverse cultural contexts
- leading in A Global context
- leadership for The future

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1,000 words	25	N	Individual
Presentation	1,000 words	30	N	Group
Report	1,500 words and 5 minutes	45	N	Individual

Prescribed Texts

- Northouse, Peter G., 2019, 8th ed., Leadership (International Student Edition) Theory and Practice, SAGE Publications Inc. Thousand Oaks, CA

Teaching Periods

UEH Quarter 2

Vietnam

Day

Subject Contact Marion Cornish ([https://directory.westernsydney.edu.au/search/name/Marion Cornish/](https://directory.westernsydney.edu.au/search/name/Marion%20Cornish/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7058_22-UQ2_UE_D#subjects)

Quarter 3

Parramatta City - Macquarie St

Evening

Subject Contact Marion Cornish ([https://directory.westernsydney.edu.au/search/name/Marion Cornish/](https://directory.westernsydney.edu.au/search/name/Marion%20Cornish/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7058_22-Q3_PC_E#subjects)

Sydney City Campus Quarter 3

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7058_22-SQ3_SC_D#subjects)

UEH Quarter 3

Vietnam

Day

Subject Contact Marion Cornish ([https://directory.westernsydney.edu.au/search/name/Marion Cornish/](https://directory.westernsydney.edu.au/search/name/Marion%20Cornish/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7058_22-UQ3_UE_D#subjects)

BUSM 7059 Logistics Processes in Enterprise Resource Planning

Credit Points 10

Legacy Code 200836

Coordinator Premaratne Samaranayake ([https://directory.westernsydney.edu.au/search/name/Premaratne Samaranayake/](https://directory.westernsydney.edu.au/search/name/Premaratne%20Samaranayake/))

Description This unit introduces key logistics processes supported by modern ERP (Enterprise Resource Planning) systems, using an integrated process perspective of the firm. Each process within broader logistics processes provides the basis for executing logistics operations in a range of organisations across manufacturing, service and government sectors. Logistics processes are introduced through key process cycles including manufacturing, planning and control (MPC) in production planning, procurement cycle in purchasing, sales order processing in sales and distribution, and logistics execution. Cross-integration of these process cycles is also illustrated using various integrations among the procurement, fulfilment, production and warehouse management processes. Logistics processes are demonstrated using data, application and technical integration within an ERP system environment.

School Business

Discipline Business And Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate Business program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate understanding of key functional areas of logistics processes in manufacturing and service organisations;
2. Explain master data, organisational structures and functions within key functional areas of organisation for effective logistics operations;
3. Perform various planning, control and execution functions within broader logistics processes using an ERP system, based on several planning/execution strategies;
4. Describe how data, application and technical integration works across key functional modules of ERP system, using functional applications and information systems;
5. Apply concepts and principles of logistics processes when implementing re-engineered processes in broader supply chain practices across various industry sectors.

Subject Content

- introduction to business processes
- The procurement process
- The fulfilment process
- sales and Operations planning and demand management processes
- The material planning process
- The production process
- inventory and warehouse management processes
- process integration
- Logistics execution ? selected Topics

1. Introduction to business processes
2. The procurement process
3. The fulfilment process
4. Sales and operations planning and demand management processes
5. The material planning process
6. The production process

7. Inventory and warehouse management processes
8. Process integration
9. Logistics execution ? selected topics

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Intra-session Exam	90 minutes	30	N	Individual
Report	2,500-3,000 words	30	N	Group
Final Exam	2 hours	40	N	Individual

Prescribed Texts

- Magal, SR & Word, J 2012, Integrated business processes with ERP systems, 1st edn, John Wiley & Sons, Inc, NJ, USA. ISBN: 978-0-470-47844-8

Teaching Periods

Quarter 2

Parramatta City - Macquarie St

Evening

Subject Contact Premaratne Samaranyake (<https://directory.westernsydney.edu.au/search/name/PremaratneSamaranyake/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7059_22-Q2_PC_E#subjects)

BUSM 7060 Management Skills

Credit Points 10

Legacy Code 200768

Coordinator Louise Ingersoll (<https://directory.westernsydney.edu.au/search/name/LouiseIngersoll/>)

Description This unit explores the skills of managers and their effect on organisational leadership. The contemporary organisations in which we work bring together a complex array of relationships and processes that require ongoing development of a broad range of skills for the manager. Management and leadership, and the skills required for both, are not seen as separate in this unit. This unit focuses on building the skills which will best prepare managers and leaders for dynamic and changing organisational environments.

School Business

Discipline Organisation Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically evaluate the theory, research and practice of management and leadership;
2. Appraise the effect self awareness has on management and leadership behaviour;
3. Diagnose and recommend improvements in personal, group and organisational performance, using appropriate theoretical support;
4. Reflect on how various communication requirements and skills act as an integrating human relations tool for management and leadership;
5. Analyse the implications of individual development on leadership and management.

Subject Content

Contemporary management and leadership thinking
 Communication as management and leadership capability
 Creative individual and group problem solving
 Leadership of groups and teams
 Motivation and engagement in organisations
 Change management and leadership

Teaching Periods

BUSM 7061 Managerial Economics

Credit Points 10

Legacy Code 200793

Coordinator Vivienne Saverimuttu (<https://directory.westernsydney.edu.au/search/name/VivienneSaverimuttu/>)

Description This unit introduces students to the application of basic economic concepts to managerial decision-making and their use in a range of business environments. Students will learn how to apply microeconomic tools to common problems facing business managers, such as maximising profit, setting prices, creating efficient incentive structures, and selecting competitive strategies. Case studies are also used to demonstrate the value of microeconomic tools in making business decisions, and to foster the student's application of their learning to their own business environment.

School Business

Discipline Business Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYA 8716 - Economic Contexts for Managers
 LGYA 8679 - International Financial Management
 ECON 7002 - International Trade and Industry Economics

Incompatible Subjects ECON 7001 - Economics (PG)

Restrictions

Students must be enrolled in the following programs: 5502 Graduate Certificate in Business Administration, 2755 Master of Business Administration, 2757 Graduate Certificate in Business Administration, 2762 Executive Master of Business Administration.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Determine basic economic tools that can guide businesses when selecting cost structures, output levels and a specific product mix;
2. Employ economic methods to guide the use of business resources, and to make investment decisions;
3. Examine the current market and industry changes at regional and global levels, and predict possible future developments;
4. Appraise the economic theories of strategy and bargaining, and develop an approach to deal with business uncertainty;
5. Evaluate alternative incentive programs, and determine which is most appropriate for their own business environment.

Subject Content

- managers, Profits, and markets
- demand, Supply and market Equilibrium
- Marginal analysis for Optimal decisions
- Basic estimation techniques
- theory of Consumer behaviour
- Elasticity and demand
- demand estimation and Forecasting
- Estimating and Forecasting industry demand for price-taking Firms
- production and cost in The short Run
- production and cost in The long Run
- production and cost estimation
- Managerial decisions in competitive markets
- Managerial decisions for Firms with market power
- decisions under Risk and uncertainty
- government regulation of business
- The investment decision

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Intra-session Exam	1.5 hours	30	N	Individual
Report	1,000 words each	30	N	Individual
Final Exam	2 hours	40	Y	Individual

Prescribed Texts

- Froeb, LM, McCann, BT, Ward, MR, & Shor, M. 2018, Managerial economics - a problem solving approach, 5th edition, Cengage Publishing.

Teaching Periods

Quarter 2

Parramatta City - Macquarie St

Evening

Subject Contact Vivienne Saverimuttu ([https://directory.westernsydney.edu.au/search/name/Vivienne Saverimuttu/](https://directory.westernsydney.edu.au/search/name/Vivienne+Saverimuttu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7061_22-Q2_PC_E#subjects)

BUSM 7062 Managerial Finance

Credit Points 10

Legacy Code 200787

Coordinator Walid Bakry ([https://directory.westernsydney.edu.au/search/name/Walid Bakry/](https://directory.westernsydney.edu.au/search/name/Walid+Bakry/))

Description This unit is designed to provide students with the knowledge and skills required for understanding, analysing and solving corporate financial management issues. The focus is corporate-oriented with emphasis on the practical application of economic theory in financial decisions confronting business today.

School Business

Discipline Business And Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYA 8667 - Financial Management

Incompatible Subjects ACCT 7014 - Financial Management of Hospitality and Hotel Managers LGYA 7713 - Financial Management in Health Services HLTH 7005 - Health Financial Management

Restrictions

Students must be enrolled in the following programs: 2755 Master of Business Administration, 2757 Graduate Certificate in Business Administration, 2762 Executive Master of Business Administration.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of the relevance of corporate finance to business practice;
2. Attain knowledge of the key issues facing financial managers;
3. Comprehend and apply finance theory underlying financial management;
4. Implement skills in corporate financial-decision making;
5. Be able to appraise the current financial environment in which business decisions are made.

Subject Content

Annual report, cash flow, role of time value in finance

The time value of money

Risk, return and the Security Market Line (SML)

Capital Asset Pricing Model (CAPM)

Interest rates, bond valuation, valuing shares, and dividends

Long-term investing and capital budgeting

Net present value, other investment criteria, consideration of risk

Financial leverage and capital structure policy

Lease or purchase

Mergers and acquisitions

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Mid-Quarter online exam	1.5 hours	30	N	Individual
Case Study	2,000 words	30	N	Group

Online Final 2 hours 40 Y Individual
exam on
vUWS

Prescribed Texts

- Gitman, L., Juchau, R., and Flanagan, J. 2011, Principles of Managerial Finance, 6th edition, Pearson, ISBN 9781442518193

Teaching Periods

Quarter 4

Parramatta City - Macquarie St

Evening

Subject Contact Walid Bakry ([https://directory.westernsydney.edu.au/search/name/Walid Bakry/](https://directory.westernsydney.edu.au/search/name/Walid%20Bakry/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7062_22-Q4_PC_E#subjects)

BUSM 7064 Managing Project Teams and Stakeholders

Credit Points 10

Legacy Code 301187

Coordinator Sepani Senaratne ([https://directory.westernsydney.edu.au/search/name/Sepani Senaratne/](https://directory.westernsydney.edu.au/search/name/Sepani%20Senaratne/))

Description This unit is designed to provide students with essential behavioural knowledge areas for project management. Since project management occurs in a team setting, project managers need to master team leadership by understanding team dynamics and behaviour in different team settings, which is a main focus area in this unit. Students will also learn effective ways to identify and engage project stakeholders and communication concepts and tools that effectively influence stakeholders.

School Eng, Design & Built Env

Discipline Project Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 3752 Master of Project Management.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse project team structures and team leadership roles
2. Appraise how teams are formed and developed in project contexts
3. Identify, categorise and prioritise project stakeholders
4. Develop a stakeholder management plan
5. Critically evaluate communication management processes in different project settings

Subject Content

1. Project organisation and teams
2. Team leadership
3. Project team dynamics
4. Identifying and dealing with project stakeholders

5. Project communication

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Case Study	2000 Words	20	N	Individual
Report	2500 words	30	N	Individual
Report	3000 words	30	N	Group
Presentation	20 minutes per group	20	N	Group

Teaching Periods

Autumn

Parramatta City - Macquarie St

Evening

Subject Contact Sepani Senaratne ([https://directory.westernsydney.edu.au/search/name/Sepani Senaratne/](https://directory.westernsydney.edu.au/search/name/Sepani%20Senaratne/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7064_22-AUT_PC_E#subjects)

BUSM 7065 Managing in the Global Context

Credit Points 10

Legacy Code 200835

Coordinator Ataus Samad ([https://directory.westernsydney.edu.au/search/name/Ataus Samad/](https://directory.westernsydney.edu.au/search/name/Ataus%20Samad/))

Description Managing in the Global Context provides students with an understanding of the complexities of managing in the changing economic, political, legal, technological and within socio cultural factors that influence global business operations. By addressing areas of understanding the global business environment, managing political risk and government relations, understanding culture, cross cultural communication and negotiation, strategy and structures for global organisations, motivating and leading, business ethics and corporate responsibility and competencies for global managers this Unit provides an organisational behaviour approach to managing in a dynamic global context. Through critical analysis of contemporary media, research and case studies this Unit provides a basis for linking management practice to theoretical knowledge.

School Business

Discipline Business Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate Business program or in program 3748 Master of Information Governance, 1870 Master of Chinese Cultural Relations.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the complexities of the dynamic global environment that impact on managing organisations;
2. Demonstrate a thorough understanding of how culture influences the role of managers working in the global environment;
3. Apply critical, reflective and problem solving skills to evaluate ethics and corporate social responsibility;
4. Make recommendations to Business based on a country's political and regulatory risk factors;
5. Apply oral presentation skills and visual materials to communicate complex ideas;
6. Interact effectively with others and in teams in complex situations.

Subject Content

- Understanding The Global business environment
 - Understanding The external environment
 - managing political Risk and government relations
 - Understanding culture
 - cross cultural communication and Negotiation
 - strategy and Structures for Global Organisations
 - Motivating and leading
 - ethics, corporate social responsibility (CSR) and reputation in The Global environment
 - competencies for Global managers
1. Understanding the global business environment
 2. Understanding the external environment
 3. Managing political risk and government relations
 4. Understanding culture
 5. Cross cultural communication and negotiation
 6. Strategy and structures for global organisations
 7. Motivating and leading
 8. Ethics, Corporate Social Responsibility (CSR) and reputation in the global environment
 9. Competencies for global managers

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1,000 words	30	N	Individual
Essay	1,200 words	30	N	Individual
Report	Part 1: 2,500 words. Part 2: 20 minutes	40	N	Group

Prescribed Texts

- Luthans, F & Doh, J 2012, International management, 8th edn, McGraw-Hill

Teaching Periods

Quarter 2

Parramatta City - Macquarie St

Evening

Subject Contact Ataus Samad ([https://directory.westernsydney.edu.au/search/name/Ataus Samad/](https://directory.westernsydney.edu.au/search/name/Ataus%20Samad/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7065_22-Q2_PC_E#subjects)

Sydney City Campus Quarter 2

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7065_22-SQ2_SC_D#subjects)

BUSM 7070 Masters Project

Credit Points 10

Legacy Code 200280

Coordinator Felicitas Evangelista ([https://directory.westernsydney.edu.au/search/name/Felicitas Evangelista/](https://directory.westernsydney.edu.au/search/name/Felicitas%20Evangelista/))

Description Masters Project is an integrated capstone unit that brings together the skills and understanding marketing students have developed during their course of study. The unit encourages students to demonstrate their ability to solve problems in relation to current and future issues within a marketing context in contemporary business. The unit allows students to critically evaluate issues relevant to their topic and assess effective solutions. The topics are determined by discussions between the individual student, the unit coordinator and the student's chosen supervisor.

School Business

Discipline Business And Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYA 8752 - Applied Marketing Planning
 LGYA 8767 - Masters Project in International Business
 LGYA 4472 - Business Project (International Marketing)

Restrictions

Students must be enrolled in a postgraduate Business program or 1850 Master of Education (Leadership and Management). Students enrolled in program 2698 Master of Business (Marketing) must have successfully completed 40 credit points in the program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of applied knowledge within the field of marketing;
2. Assess specific issues in-depth, and to critically evaluate the body of knowledge relevant to their marketing topic;
3. Apply knowledge and skills to produce a report with recommendations for improved professional marketing practice in a specific industry context.

Subject Content

- analyse and interpret data gathered from The Marketing environment, A client organisation, and other external sources in order to identify and refine A Marketing issue.
- apply Marketing strategies based on The results of analysis of data considering company objectives and resources as well as Trends in The Marketing environment.

- Contrast The impact of The dynamic and complex nature of marketplaces and Marketing strategies in uncertain environments.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Proposal	1,500 words	30	N	Individual
Applied Project	3,000 words	70	N	Individual

Teaching Periods

Quarter 2

Parramatta City - Macquarie St

Day

Subject Contact Felicitas Evangelista ([https://directory.westernsydney.edu.au/search/name/Felicitas Evangelista/](https://directory.westernsydney.edu.au/search/name/Felicitas%20Evangelista/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7070_22-Q2_PC_D#subjects)

Quarter 4

Parramatta City - Macquarie St

Day

Subject Contact Felicitas Evangelista ([https://directory.westernsydney.edu.au/search/name/Felicitas Evangelista/](https://directory.westernsydney.edu.au/search/name/Felicitas%20Evangelista/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7070_22-Q4_PC_D#subjects)

BUSM 7071 Negotiation and Conflict Resolution Management

Credit Points 10

Legacy Code 200796

Coordinator Laurel Jackson ([https://directory.westernsydney.edu.au/search/name/Laurel Jackson/](https://directory.westernsydney.edu.au/search/name/Laurel%20Jackson/))

Description Negotiation has become a strategic necessity for many firms wishing to survive and grow in today's increasingly competitive globalised economy. Negotiation and conflict resolution errors can be costly to direct and indirect stakeholders. As such, Negotiation and Conflict Resolution Management will provide theoretical frameworks for students to develop the practical skills needed to manage the negotiation and conflict resolution needs of any organisation. Through the use of role play and simulations, students will be required to analyse corporate data and apply strategies to create a negotiated agreement. It examines negotiation in different contexts including multiparty negotiations. Emphasis is also placed on causes of conflict and how to identify potential indicators, leading to an analysis of the different conflict modes and patterns.

School Business

Discipline Business Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYA 8695 - Negotiation for Managers LGYA 8696 - Conflict Resolution

Restrictions

Students must be enrolled in 5502 Graduate Certificate in Business Administration, 2755 Master of Business Administration, 2757 Graduate Certificate in Business Administration, 2762 Executive Master of Business Administration.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply negotiation and conflict resolution theories, including from an employment relations perspective;
2. Analyse and evaluate how local and international contexts inform negotiation and conflict resolution strategies;
3. Evaluate and apply conflict resolution strategies in the negotiation process;
4. Evaluate the role of ethics in the negotiation and conflict resolution process and outcomes;
5. Identify and assess the risks and potential outcomes of negotiated decisions;
6. Analyse corporate data and apply negotiation and conflict resolution strategies to create a negotiated agreement.

Subject Content

Negotiation and conflict resolution theory and strategy
Perception and communication
Fundamentals of Industrial Relations
Power and ethics
Relationships
Constituents
Coalitions and teams
Diversity management

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflective journal Individual - Engage in and critically reflect on process and outcomes of minor negotiation exercises	Maximum 1,000 words	35	N	Individual
Written Essay Group - Case Analysis - Analyse negotiations using theoretical frames	Maximum 1,500 words	30	N	Group

Practical/ engaged exercise/ role play - Major Negotiation Exercise- Individual plan and group negotiation

500 word plan and 30 minute role play

35

N

Both (Individual & Group)

Prescribed Texts

- Lewicki, R.J, Barry, B. and Saunders, D.M. (2010) Negotiation, 6th ed McGraw Hill, New York.
- Fisher, R. and Ury W (2011) Getting to yes: negotiating agreement without giving in, 3rd ed, Penguin, New York.

Teaching Periods

BUSM 7072 New Venture Finance

Credit Points 10

Legacy Code 200849

Coordinator Kamel Taoum ([https://directory.westernsydney.edu.au/search/name/Kamel Taoum/](https://directory.westernsydney.edu.au/search/name/Kamel%20Taoum/))

Description New Venture Finance introduces students to essential theories, frameworks, principles and requirements for understanding and seeking funding for new ventures, with a focus on investor philosophy. A dynamic approach to seeking initial and subsequent funding for developing innovations and entrepreneurship is emphasised in this unit, recognizing that most new ventures are not fully funded as they launch. The unit also explores approaches related to new ventures at the stage at which they are maturing into defined businesses. Students will be introduced to commercialisation and strategies for the development of business plans designed to seek funding and support.

School Business

Discipline Business And Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate Business program or be enrolled in the Master of Information and Communications Technology (Advanced), Master of Information and Communications Technology or Master of Research.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply the principles, frameworks, concepts and terms used by the venture capital industry relevant to launching and sustaining a new venture;
2. Identify resources and skills necessary to successfully grow a new venture using an entrepreneurial perspective;
3. Describe the stages of development of a new venture and possible entry, harvest and possible exit strategies;
4. Develop and present a new venture business plan to venture capitalists, investors or funding authorities.

Subject Content

1. Financial Preparation For Entrepreneurial Ventures
2. Sources of Funding and Financial Capital For New Ventures
3. The Venture Capitalist/Investor Perspective
 - valuation methods
 - deal Structures
 - Entries, Harvest and Exit strategies
 - venture capital resources, Incubators, Technology Parks, support systems
 - initial and Subsequent investment Rounds
4. Government and Semi-Government (Local, Regional, National) policy support and funding For New Ventures
5. Presenting New Venture Funding Plans and Requests to Investors and Funding Authorities
6. New and Emerging Web-Based Forms of Capital Raising

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Multiple Choice	60 minutes	20	N	Individual
Report	2,000 word report; 10 minute presentation	30	N	Group
Final Exam	2 hours	50	N	Individual

Prescribed Texts

- Metrick , Andrew , Ayako Yasuda (2010), Venture Capital and the Finance of Innovation: Second Edition, Wiley

Teaching Periods

Quarter 1

Parramatta City - Macquarie St

Evening

Subject Contact Kelly Liu ([https://directory.westernsydney.edu.au/search/name/Kelly Liu/](https://directory.westernsydney.edu.au/search/name/Kelly%20Liu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7072_22-Q1_PC_E#subjects)

Quarter 3

Parramatta City - Macquarie St

Evening

Subject Contact Kamel Taoum ([https://directory.westernsydney.edu.au/search/name/Kamel Taoum/](https://directory.westernsydney.edu.au/search/name/Kamel%20Taoum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7072_22-Q3_PC_E#subjects)

BUSM 7073 One Hundred Days

Credit Points 10

Legacy Code 200797

Coordinator Sheree Gregory ([https://directory.westernsydney.edu.au/search/name/Sheree Gregory/](https://directory.westernsydney.edu.au/search/name/Sheree%20Gregory/))

Description This integrative unit focuses on the first one hundred days of a business executive who has commenced in a new management role. Students will gain insights into the challenges facing managers today and develop the skills in leadership and management expertise that were introduced in earlier units. The premise of this unit is that regardless of their level of experience, all managers undertaking new responsibilities need to understand who the key stakeholders are and what the business' personnel practices, financial objectives and marketing strategies are. Students will be given scenarios covering a range of business environments and are expected to problem solve these using the skills and knowledge learned in previous units.

School Business

Discipline Business Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) BUSM 7023

Restrictions

Students must be enrolled in 2755 Master of Business Administration, 2762 Executive Master of Business Administration.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Interpret how business problems can have different implications depending on the environment in which they occur;
2. Evaluate the role and importance of internal and external stakeholders;
3. Conduct and execute the fundamentals of human resource management in context of the role of a newly appointed manager;
4. Create, manage and apply communication and public relations strategies as a senior manager;
5. Appraise management decision making during times of change and crisis;
6. Critique and assesses the risks and outcomes of poor decision making;
7. Examine the impact of corporate social responsibility and ethical standards on management decision making.

Subject Content

- analysis of different business environments, such as Consumer business ? retail, manufacturing/industrial, financial services, not for profit and government, to meet set goals and objectives
- Understanding The Roles of Internal and external stakeholders
- applying human resource management and industrial relations
- Utilising communication strategies and public relations Issues
- managing change within The context of corporate social responsibility and Ethical practices
- Crisis management identifying poor decision making and implications of this
- Analysis of different business environments, such as consumer business ? retail, manufacturing/industrial, financial services, not for profit and government, to meet set goals and objectives
- Understanding the roles of internal and external stakeholders
- Applying human resource management and industrial relations
- Utilising communication strategies and public relations issues
- Managing change within the context of corporate social responsibility and ethical practices

- Crisis management Identifying poor decision making and implications of this

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	1,500 word equivalent	40	N	Individual
Report	Maximum 2,000 words	60	N	Individual

Prescribed Texts

- Texts from previous subjects, and a collation of readings, case studies and simulation materials.

Teaching Periods

Quarter 4

Parramatta City - Macquarie St

Evening

Subject Contact Sheree Gregory ([https://directory.westernsydney.edu.au/search/name/Sheree Gregory/](https://directory.westernsydney.edu.au/search/name/Sheree%20Gregory/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7073_22-Q4_PC_E#subjects)

BUSM 7075 Philosophical Foundations of Business Research

Credit Points 20

Legacy Code 200743

Coordinator Terry Sloan ([https://directory.westernsydney.edu.au/search/name/Terry Sloan/](https://directory.westernsydney.edu.au/search/name/Terry%20Sloan/))

Description This unit aims to develop a deeper understanding of the theoretical traditions in business research, the philosophy of science that informs research and the methodological approaches in business research. We discuss in depth the assumptions behind two major paradigms: The deductive (quantitative) and the inductive (qualitative) paradigms.

School Business

Discipline Business and Management, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 20cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the characteristics of doctoral study and scholarly research;

2. Reflect on, explain and share the philosophical and practical differences of major research paradigms;
3. Critically assess what constitutes a theoretical contribution;
4. Critically assess the different methodological approaches in business research;
5. Demonstrate knowledge and skill to produce their own significant contribution to professional business practice and theory.

Subject Content

Aims, objectives and characteristics of doctoral study;
Philosophy of scholarly research in business
Epistemological and ontological differences of major research paradigms;
Differences in methodological approaches in business research;

Teaching Periods

BUSM 7076 Practice Management for Health Professionals (PG)

Credit Points 10

Legacy Code 400736

Coordinator Diana Messum ([https://directory.westernsydney.edu.au/search/name/Diana Messum/](https://directory.westernsydney.edu.au/search/name/Diana%20Messum/))

Description This unit is aimed to introduce the student to the management issues in establishing and working in a clinical practice. While the unit will cover issues related to health professionals and public sector management, the focus of the unit will be on issues in private practice. The aim of the unit is to introduce the student to a wide range of topics, including an over view of health care funding in Australia, private and public health system, developing a business plan, different business structures, financial management, managing staff and occupational health and safety issues.

School Health Sciences

Discipline Business Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Compare and contrast the global components of the health care system within Australia, with particular emphasis on funding arrangements for private and public sector funding.
2. Identify the key elements of a successful business plan, extrapolating these into a small business in a health care profession.
3. Outline the essential elements in establishing a small business, including business viability and raising capital.
4. Discuss the key issues in financial planning of a small business, with particular emphasis on taxation, insurance and related issues.
5. Manage a budget, with consideration to the income and types of expenditure required.
6. Delineate different business structures and employment arrangements, including partnerships, associates and affiliates.
7. Discuss the issues associated with the employment of staff, including employer and employee obligations.
8. Explore concepts and roles of leadership and management styles.
9. Identify the occupational health and safety issues within a small business and formulate ways in which a practice can be managed according to these guidelines.
10. Formulate methods of monitoring successful practice including the development and implementation of policies and procedures.

Subject Content

1. Overview of the Australian health care system
 - private Vs public sectors
 - funding Models for health care in Australia
 - Medicare
 - health Insurance
2. Setting up a small business
 - Raising capital
 - developing A business plan
 - developing A Marketing plan
 - Risk analysis
 - financial analysis
3. Financial Planning and Evaluation
 - managing budgets
 - capital Expenditure
 - Recurrent expenses
 - taxation and related Issues
 - investment and finance
 - funding, Loans and financial resources
 - investment and capital growth programs
4. Business Structures
 - company, Trusts etc.
 - registering A company
5. Types of employee contracts
 - rights and obligations of employers and employees
 - Workcover and compensation
 - Insurance Issues
 - employee Vs affiliate Vs partner
6. Managing Staff
 - management and competencies
 - management styles and leadership
 - employee relations
 - staff Recruitment and selection
 - staff retention
 - performance management
7. Occupational Health and Safety Issues

Teaching Periods

BUSM 7077 Preparation for Postgraduate Study in Business

Credit Points 40

Legacy Code 200942

Coordinator Laurel Jackson ([https://directory.westernsydney.edu.au/search/name/Laurel Jackson/](https://directory.westernsydney.edu.au/search/name/Laurel%20Jackson/))

Description Preparation for Postgraduate Study in Business complements and extends your prior learning providing advanced preparation in a range of business areas and a foundation for your further postgraduate business studies. An appreciation of the global economy will provide a framework for exploring people and culture as well as managing people in organisations. You will evaluate organisational performance using diverse data and intelligence and by interpreting financial statements. You will also explore essential aspects of financing enterprises and financial markets. This unit will enable you to develop the professional and academic skills necessary

for ethical conduct in business and in preparation for advanced study in postgraduate business courses.

School Business

Discipline Business And Management

Student Contribution Band HECS Band 4 40cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must have completed the Postgraduate Qualifying Program having demonstrated competency in all 10 learning modules.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Communicate effectively using Business literacy skills that are suited to audience and context;
2. Communicate effectively using verbal skills that are suited to audience and context;
3. Collaborate effectively in teams;
4. Apply contemporary and detailed business knowledge, critical thinking and problem solving in global business contexts;
5. Apply numeracy and information literacy skills to business situations;
6. Identify discipline-appropriate cultural issues and make recommendations for Business practice;
7. Critically analyse managerial decisions in terms of ethical practice and social responsibility.

Subject Content

- written communication for Postgraduate Study
- interpreting financial statements
- people and culture
- The Global economy
- Ethical enterprise practice
- verbal communication for Postgraduate Study
- enterprise Intelligence
- managing people and Organisations
- innovation and creativity
- fundamentals of finance

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Compendium (Course Work, Individual)	10,000 words	50	Y	Individual
Viva Voce (Oral Exam)	1 hour	50	Y	Individual

Teaching Periods

BUSM 7078 Project Management

Credit Points 10

Legacy Code 51240

Coordinator Dilupa Nakandala ([https://directory.westernsydney.edu.au/search/name/Dilupa Nakandala/](https://directory.westernsydney.edu.au/search/name/Dilupa%20Nakandala/))

Description This unit introduces students to the philosophy, tools and techniques for effectively managing projects in an organisation. Participants will be required to apply lessons learned to real-world situations and cases, developing their professional expertise in project management in ways that are relevant to their careers. Topics include organisational strategy and project selection; project definition and criteria of merit; tools and techniques; team leadership and management; development of project plans; estimation of time and resources; risk analysis and management; scheduling and control; resource allocation; project tracking; project closure and review. Participants will be expected to use MS Project as a project management tool.

School Business

Discipline Business And Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate Business program, 3752 Master of Project Management or 3749 Master of Science. Students enrolled in other programs require approval from the Director of Academic Program for their program to enrol in this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of the role of project management and how projects link to corporate strategic planning and strategic management;
2. Apply knowledge and techniques on project planning;
3. Apply knowledge on project risk assessment and management;
4. Demonstrate knowledge on project progress controlling and monitoring;
5. Demonstrate an understanding of the importance of project completion and closure procedures;
6. Explain and apply the principles of managing project teams and resolving team conflicts.

Subject Content

Project life cycle, selection and initiation
 Organisational strategy and contexts
 Project planning
 Critical path method
 Resource scheduling
 Managing teams and leadership
 Managing risk
 Managing inter-organisational relations and international projects
 Project governance
 Introduction to agile project management
 Project progress and performance measurement
 Project closure and audit
 Determinants of project success and project failure

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	Five case notes (300 words)	10	N	Individual
Report	1,500 words, with MS Project	25	N	Group
Report	1,500 words	25	N	Individual
Final Exam	2 hours	40	Y	Individual

Prescribed Texts

- Larson, E.W. and Gray, C.F., 2018. Project Management: The managerial process (seventh edition). New York: McGraw-Hill Education.

Teaching Periods

UEH Quarter 1

Vietnam

Day

Subject Contact Dilupa Nakandala ([https://directory.westernsydney.edu.au/search/name/Dilupa Nakandala/](https://directory.westernsydney.edu.au/search/name/Dilupa+Nakandala/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7078_22-UQ1_UE_D#subjects)

Quarter 2

Parramatta City - Macquarie St

Evening

Subject Contact Dilupa Nakandala ([https://directory.westernsydney.edu.au/search/name/Dilupa Nakandala/](https://directory.westernsydney.edu.au/search/name/Dilupa+Nakandala/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7078_22-Q2_PC_E#subjects)

Sydney City Campus Quarter 2

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel+Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7078_22-SQ2_SC_D#subjects)

UEH Quarter 3

Vietnam

Day

Subject Contact Dilupa Nakandala ([https://directory.westernsydney.edu.au/search/name/Dilupa Nakandala/](https://directory.westernsydney.edu.au/search/name/Dilupa+Nakandala/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7078_22-UQ3_UE_D#subjects)

Quarter 4

Parramatta City - Macquarie St

Evening

Subject Contact Dilupa Nakandala ([https://directory.westernsydney.edu.au/search/name/Dilupa Nakandala/](https://directory.westernsydney.edu.au/search/name/Dilupa+Nakandala/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7078_22-Q4_PC_E#subjects)

BUSM 7079 Purchasing and Materials Management

Credit Points 10

Legacy Code 51259

Coordinator Premaratne Samaranayake ([https://directory.westernsydney.edu.au/search/name/Premaratne Samaranayake/](https://directory.westernsydney.edu.au/search/name/Premaratne+Samaranayake/))

Description This unit introduces purchasing and materials management through a number of concepts, processes and methods across a number of industry sectors including manufacturing, service and public sector. It covers a range of topics including purchasing strategy, organisational structure and responsibilities, global supply management, supplier selection and evaluation, procurement process, price/cost analysis, purchasing contract arrangements and inventory management. Students will develop an appreciation of theoretical knowledge in purchasing and materials management and applications and systems currently adopted in organisations. The knowledge and skills developed through lectures, case analyses and hands-on exercises will prepare students to manage a range of purchasing and materials management functions in global organisations.

School Business

Discipline Business And Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate Business program.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Describe the impact of effective supply management on overall business performance;
- Explain the connections between supply management and an organisation's business strategy;
- Analyse the underlying principles that support effective management of purchasing and materials management;
- Describe procurement process and materials management functions;
- Integrate the knowledge of sourcing and global supply management for selection and evaluation of potential suppliers;
- Apply cost management principles and methods in purchasing and materials management.

Subject Content

The Progression to Professional Supply Management
Supply Management: An Organisation-Spanning Activity
Global Supply Management
Outsourcing
Sourcing
Procurement Process
Total Cost of Ownership
Price and Cost Analysis
Methods of Compensation

Inventory Management

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Intra-session Exam	90 minutes	30	N	Individual
Report	1500 words	30	N	Individual
Final Exam	2 hours	40	N	Individual

Prescribed Texts

- Burt, D.N., Petcavage, S.D. and Pinkerton, R.L. 2010, Supply Management, 8th Edition, McGraw-Hill/Irwin Companies, Inc.

Teaching Periods

Quarter 1

Parramatta City - Macquarie St

Evening

Subject Contact Premaratne Samaranyake (<https://directory.westernsydney.edu.au/search/name/PremaratneSamaranyake/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7079_22-Q1_PC_E#subjects)

BUSM 7081 Reward Management

Credit Points 10

Legacy Code 200721

Coordinator Khalil Al Jerjawi (<https://directory.westernsydney.edu.au/search/name/KhalilAlJerjawi/>)

Description This unit enables employment relations professionals to deploy advanced practitioner skills in specific workplace and institutional contexts. The management and the negotiation of reward are emphasised. Innovations such as strategic and total reward strategies are critically examined. These innovations relate to the key issues of market-imperatives and fairness, including the balance between collective and individually-determined reward and reward strategies related to performance.

School Business

Discipline Human Resource Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYA 9000 - Remuneration Theory and Practice

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Contrast, analyse and utilise the research literature to facilitate the analysis of reward management;
2. Apply multidisciplinary and competing stakeholder perspectives in debates and analysis of contemporary reward management;
3. Critically analyse reward and performance management debates and evaluate a range of policy and practice approaches;
4. Apply advanced reward practitioner skills in both workplace and institutional settings, in reward design and the negotiation of reward;
5. Analyse the negotiation of reward and the dynamics of disputes that arise within reward management.

Subject Content

- Reward policy and Governance
 - Reward Distribution and Bargaining
 - strategic Reward
 - total rewards: transactional rewards and relational rewards
 - Reward design, performance management and contemporary choice for Reward practitioners
 - individual Reward, High commitment management, High performance work systems
 - Negotiating Reward in workplace and institutional settings
1. Reward policy and governance
 2. Reward distribution and bargaining
 3. Strategic reward
 4. Total rewards: transactional rewards and relational rewards
 5. Reward design, performance management and contemporary choice for reward practitioners
 6. Individual reward, high commitment management, high performance work systems
 7. Negotiating reward in workplace and institutional settings

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	1,500 words	30	N	Individual
Presentation	30 minutes	20	N	Group
Essay	2,000 words	50	N	Individual

Teaching Periods

Quarter 4

Parramatta City - Macquarie St

Evening

Subject Contact Khalil Al Jerjawi (<https://directory.westernsydney.edu.au/search/name/KhalilAlJerjawi/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7081_22-Q4_PC_E#subjects)

BUSM 7082 Risk Management and Decision Making

Credit Points 10

Legacy Code 301192

Coordinator Srinath Perera ([https://directory.westernsydney.edu.au/search/name/Srinath Perera/](https://directory.westernsydney.edu.au/search/name/Srinath%20Perera/))

Description This unit introduces decision theory, concepts and techniques applicable in managing projects. These techniques provide the basis for understanding project risks. The risk management process is reviewed in detail and dynamics of applying it in specialisation domains is discussed. The unit also analyses the concept of value and how value management is applied in managing projects. The different approaches of applying value management in different specialisations are discussed.

School Eng, Design & Built Env

Discipline Business and Management, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in program 3752 Master of Project Management.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Understand and apply decision theory and techniques in the context of projects.
2. Understand the concept of risk and the process of risk management.
3. Evaluate risks applicable in executing projects.
4. Analyse value characteristics applicable to products, processes and projects using the concept of value.
5. Critically evaluate the value of the business case and apply value management techniques to enhance value.

Subject Content

Decisions Making theory and techniques
Risk and Uncertainty
Risk Management Process
Risk Analysis
Risk response strategies
Introduction to Value management
Value management process
Function analysis
Applications of Value Management

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report (Decision Making and Risk)	2000 words	20	N	Individual
Case Study (Risk Management)	2000 words	20	N	Individual

Report and Presentation	4000 words report and 15 minute presentation	60	Y	Both (Individual & Group)
-------------------------	--	----	---	---------------------------

Teaching Periods

Spring

Parramatta City - Macquarie St

Evening

Subject Contact Srinath Perera ([https://directory.westernsydney.edu.au/search/name/Srinath Perera/](https://directory.westernsydney.edu.au/search/name/Srinath%20Perera/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7082_22-SPR_PC_E#subjects)

BUSM 7083 Security Analysis and Portfolio Theory

Credit Points 10

Legacy Code 51212

Coordinator Heath Spong ([https://directory.westernsydney.edu.au/search/name/Heath Spong/](https://directory.westernsydney.edu.au/search/name/Heath%20Spong/))

Description This unit examines the valuation of assets, firms and securities. The focus is on the attempt by active investors to identify mispriced securities through projection of a firm's future cash flows based on pro forma financial statements, translating those projections to values and dividing the firm value among the different security holders of the firm. Students develop their understanding of accounting, finance and economic concepts in this applied unit by building models of a firm and conducting analyses of the equity valuation.

School Business

Discipline Business And Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate Business program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse financial and non-financial company and industry information;
2. Assess a company's future prospects;
3. Classify the concepts and limitations of traditional valuation approaches;
4. Valuate different types of securities;
5. Classify the concepts of alternative valuation approaches;

Subject Content

Introduction to valuation
Understanding the business
Accounting Analysis
Financial Ratio Analysis
Cash Flow Analysis
Forecasting Details

The cost of capital
Valuations
Valuation ratios
Some complications

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Intra-session Exam	1.5 hours	20	N	Individual
Report	2,000 words	20	N	Group
Final Exam	2 hours	50	N	Individual
Reflection	500 words	10	N	Individual

Prescribed Texts

- Lundholm, R & Sloan, R 2013, Equity valuation and analysis, 3rd edn, McGraw-Hill.

Teaching Periods

Quarter 2

Parramatta City - Macquarie St

Evening

Subject Contact Heath Spong (<https://directory.westernsydney.edu.au/search/name/Heath Spong/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7083_22-Q2_PC_E#subjects)

BUSM 7084 Start-up

Credit Points 10

Legacy Code 200971

Coordinator Laurel Jackson (<https://directory.westernsydney.edu.au/search/name/Laurel Jackson/>)

Description This is a 20 credit point subject over two Quarters, 20 weeks in total, 10 credit points in each Quarter. Developing start-ups and rejuvenating existing businesses are essential for industry and regional development and regeneration. This subject integrates knowledge from the Master of Business Administration (MBA) Program into frameworks for students to experience developing an idea into prototype products and services and start-up businesses.

School Business

Discipline Business Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in program 2761 Master of Business Administration, 3698 Master of Information and Communications Technology (Advanced) or 3699 Master of Information and Communications Technology and must obtain permission to enrol in this subject. Students must have successfully completed all core

subjects plus 40 credit points of major subjects (i.e. a total of 80 credit points).

Assumed Knowledge

Understanding of the business environment and organisational structures, business communications skills, business strategy, as well as substantial knowledge in the discipline.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Design a start-up business.
- Generate a prototype from an idea by using a development framework.
- Develop a plan for creating a new business.
- Identify emerging trends and issues associated with business and regional business development and regeneration.

Subject Content

Frameworks and approaches for developing start-ups.

Ideation.

Developing product/service prototypes.

Developing business models.

Financing new ventures.

Road-mapping.

Completing and pitching the business plan.

Beyond the start-up phase.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Proposal	1,500 words	20	N	Individual
Progress report	1,500 words	30	N	Individual
Final report	2,500 words (40%), and 15 minute presentation (10%)	50	N	Individual

Prescribed Texts

- There is no prescribed textbook. Readings and resources will be packaged as online e-resources.

Teaching Periods

Quarter 1

Parramatta City - Macquarie St

Evening

Subject Contact Laurel Jackson (<https://directory.westernsydney.edu.au/search/name/Laurel Jackson/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7084_22-Q1_PC_E#subjects)

BUSM 7085 Strategic Bank Management

Credit Points 10

Legacy Code 51173

Coordinator Anil Mishra ([https://directory.westernsydney.edu.au/search/name/Anil Mishra/](https://directory.westernsydney.edu.au/search/name/Anil%20Mishra/))

Description This unit examines a range of contemporary issues facing financial services firms in the twenty-first century. The unit provides an in-depth examination of changing demands and needs of the various stakeholders of financial services firms and a major emphasis is put on the evaluation and analysis of resulting implications. For each identified issue, major conclusions are drawn and strategies developed to deal with the associated challenges and opportunities for management. Special topics are covered in line with pertinent events in the industry.

School Business

Discipline Business And Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) BUSM 7031

Restrictions

Students must be enrolled in 2705 Master of Finance, 2702 Master of Applied Finance, 2704 or 2745 Graduate Diploma in Applied Finance or 2708 Graduate Certificate in Applied Finance.

Assumed Knowledge

200426 - Corporate Finance and 51166 - Credit and Lending Decisions.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. The major challenges financial services firms face in the 21st century,
2. The conflicting perspectives of financial services firms stakeholders and arising challenges and opportunities,
3. The impact of regulation, experience and market forces on corporate governance structures and associated issues, challenges and opportunities
4. The need for internal controls, governance structures and arising challenges and opportunities for the management of employees and managers,
5. The role of competition and entry barriers to the industry and the arising challenges and opportunities for existing financial services firms,
6. The major concepts behind mergers, acquisitions, strategic alliances and downsizing activities as well as associated rationales, challenges and opportunities.

Subject Content

- The changing landscape of The financial services industry
- The Customer Challenge: Product & service innovation
- Regulatory demands & market forces: The need for Stronger Internal Governance Structures
- management of employees & managers: how to align firm objectives and organisational behaviour

- Competition and entry to The financial services industry
- Mergers, acquisitions & strategic Alliances
- corporate social responsibility in The financial services industry
- six sigma as A management tool in financial services Firms
- performance management: Shareholders vs. Debtholders vs. management

Teaching Periods

BUSM 7086 Strategic Business Management

Credit Points 10

Legacy Code 200841

Coordinator Mahesh Enjeti ([https://directory.westernsydney.edu.au/search/name/Mahesh Enjeti/](https://directory.westernsydney.edu.au/search/name/Mahesh%20Enjeti/))

Description This unit critically examines strategic management processes in various business, industry and economic contexts. Students actively participate in experiential learning focussing on strategic leadership, visioning, situation analysis, objective setting and evaluation. Students apply current strategy models and theories to solving industry-specific problems and scenarios. The teaching methods are application-oriented using a variety of engaging technologies and media which simulate real-world strategic problem-solving.

School Business

Discipline Business Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate Business or Information and Communications Technology program or be enrolled in program 3748 Master of Information Governance, 3772 Graduate Diploma in Protected Cropping or 3773 Graduate Certificate in Protected Cropping

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate the impact of the key elements of strategic leadership, ethics and corporate social responsibility in the formation of strategy;
2. Critically reflect on the strengths and weaknesses of various approaches to the strategic management process;
3. Synthesise theoretical knowledge in undertaking strategic analysis;
4. Create strategies using models and theories of sustainable competitive advantage.

Subject Content

- introduction to theoretical approaches to strategic management processes that contribute to competitive advantage
- strategic thinking and analysis
- strategic formation and The setting of patterns for action
- measures of business performance
- The industry context
- business level strategy
- Network level strategy
- growth strategies in A multi-business context

- Introduction to theoretical approaches to strategic management processes that contribute to competitive advantage
- Strategic thinking and analysis
- Strategic formation and the setting of patterns for action
- Measures of business performance
- The industry context
- Business level strategy
- Network level strategy
- Growth strategies in a multi-business context

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	1,500 words	30	N	Individual
Report (on simulation), peer moderated (30%), and presentation (10%)	1,500 words and 15 minutes	40	N	Group
Final examination	2 hours	30	Y	Individual

Prescribed Texts

- De Wit, R 2020 Strategy: An International Perspective, 7th ed., Cengage Learning EMEA, Hampshire UK. ISBN: 978-1-4737-6585-6 (softback)
- Hitt, M. A., Ireland, R. D., Hoskisson, R. E. (2017). Strategic Management: Concepts and Cases: Competitiveness and Globalization, 12e, 12th Edition. Cengage Learning

Teaching Periods

Quarter 4

Parramatta City - Macquarie St

Evening

Subject Contact Mahesh Enjeti ([https://directory.westernsydney.edu.au/search/name/Mahesh Enjeti/](https://directory.westernsydney.edu.au/search/name/Mahesh%20Enjeti/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7086_22-Q4_PC_E#subjects)

Sydney City Campus Quarter 4

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7086_22-SQ4_SC_D#subjects)

BUSM 7087 Strategic Employment Relations

Credit Points 10

Legacy Code 200722

Coordinator George Lafferty ([https://directory.westernsydney.edu.au/search/name/George Lafferty/](https://directory.westernsydney.edu.au/search/name/George%20Lafferty/))

Description This capstone unit aims for students to acquire the skills, knowledge and understanding of the challenges of managing people strategically in complex and turbulent environments. The unit examines theories on business strategy, strategic management, human resource strategy and industrial relations strategy. The use of knowledge of Human Resource Management and Industrial Relations in strategic analysis and evaluation for transforming the people management function is explained. Management practice is considered through examining ways of acting strategically relative to tendencies for the human resource function to become mired in tactical responses. The tools and techniques for analysing, implementing and evaluating strategy are emphasised.

School Business

Discipline Human Resource Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Incompatible Subjects LGYA 8573 - Employment Relations Strategy and Change

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

Knowledge of human resource management and industrial relations from studying at least 40 credit points at the postgraduate level.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain approaches to theories of organisational strategy and structure through contrasting a range of influential models;
2. Design strategies in relation to stakeholders and context using case examples;
3. Critically analyse various employment relations theories and models that seek to explain the processes of strategy formation;
4. Relate management, union and government policies to the wider strategic concerns of the organisation with special consideration of how strategic decisions are made and implemented;
5. Analyse the development and implementation of employment relations strategy within the environment of business planning and in relation to a specific organisation for organisational transformation;
6. Apply tools for strategy implementation and evaluation.

Subject Content

- strategic management
 - human resource management strategy
 - industrial relations strategy
 - human resource Transformation
 - human resource management, industrial relations and organisational change
 - Practising strategy
 - strategy evaluation: Balance Scorecard, human resource Metrics
1. Strategic Management
 2. Human Resource Management Strategy
 3. Industrial Relations Strategy
 4. Human Resource Transformation

5. Human Resource Management, Industrial Relations and Organisational Change
6. Practising Strategy
7. Strategy Evaluation: Balance Scorecard, Human Resource Metrics

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Evaluating strategic processes: responding to contemporary issues	2,000 words	50	N	Individual
Essay	1,500 words	50	N	Individual

Prescribed Texts

- Selected weekly readings are made available through vUWS.

Teaching Periods

Quarter 3

Parramatta City - Macquarie St

Evening

Subject Contact George Lafferty ([https://directory.westernsydney.edu.au/search/name/George Lafferty/](https://directory.westernsydney.edu.au/search/name/George%20Lafferty/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7087_22-Q3_PC_E#subjects)

Sydney City Campus Quarter 3

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7087_22-SQ3_SC_D#subjects)

BUSM 7088 Strategic Management

Credit Points 10

Legacy Code 200794

Coordinator Mahesh Enjeti ([https://directory.westernsydney.edu.au/search/name/Mahesh Enjeti/](https://directory.westernsydney.edu.au/search/name/Mahesh%20Enjeti/))

Description Strategic Management integrates business functional knowledge. The practical approach provides opportunities to use a range of strategic analysis tools and to engage in problem-solving (individually and collaboratively). Simulated strategic decision-making that includes data interpretation and generating options requires exercise of communication, research, and information literacy capabilities. This unit will allow MBA graduates to interpret data, generate strategic options and contribute to strategic decision-making in a number of organisational contexts.

School Business

Discipline Business Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects BUSM 7104 - Strategic Analysis and Decision Making

Restrictions

This is an integrated studies subject. Students must have successfully completed 70 credit points. Students must be enrolled in 2755 Master of Business Administration, 2757 Graduate Certificate in Business Administration, 2762 Executive Master of Business Administration.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Outline the development of strategy theory and practice;
2. Practice the skill of situational analysis using the insights gained from applying different theoretical lenses;
3. Apply knowledge from a range of functional disciplines in the interpretation of scenarios and the identification of options thus relating learning from other units in the MBA degree;
4. Develop an appreciation of the dynamic and contested nature of strategic management processes in organisational and industry contexts;
5. Critique the limitations of frequently cited theoretical explanations for organisation success and failure;
6. Analyse contemporary developments and practice in the field of strategy in the form of self-directed research (such as sustainability, governance, risk, ethics and innovation);
7. Critically reflect on strategic management as a process given the iterative and complex relationships between strategy, culture, ethics, structure, resources and environment.

Subject Content

- introduction to strategy
- strategic analysis (case method and tools of analysis)
- Theories of the firm [Industrial Organisation (I/O), Process Perspectives (OS), Resources Based Views (RBV)]
- contemporary Developments including knowledge based views (KBV) and integrated Models
- content of strategy (corporate, business, Network, international)
- contexts of strategy (organisational, international, industry)
- purpose (strategic reasoning, social responsibility, corporate mission and sustainability)
- Introduction to Strategy
- Strategic Analysis (Case Method and tools of analysis)
- Theories of the firm [Industrial Organisation (I/O), Process Perspectives (OS), Resources Based Views (RBV)]
- Contemporary developments including knowledge based views (KBV) and integrated models
- Content of Strategy (Corporate, Business, Network, International)
- Contexts of Strategy (Organisational, International, Industry)
- Purpose (Strategic Reasoning, Social Responsibility, Corporate Mission and Sustainability)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case analysis report - Individual Case Analysis	1,000 words	30	N	Individual
Report based on case study - Group work presentation	1,500 words plus	30	N	Group
Final Exam	2 hrs	40	Y	Individual

Prescribed Texts

- A collation of readings will be provided
- Bob De Wit (2017) Strategy: An International Perspective 6th Ed. Cengage Learning Hampshire, UK. [ISBN 9781473725157 Edition 6]

Teaching Periods

BUSM 7090 Strategic Project Management

Credit Points 10

Legacy Code 301193

Coordinator Robert Osei-Kyei ([https://directory.westernsydney.edu.au/search/name/Robert Osei-Kyei/](https://directory.westernsydney.edu.au/search/name/Robert%20Osei-Kyei/))

Description This unit teaches students the importance of aligning projects with the business strategy. Strategic alignment is a two-way process. Overall business strategy guides project planning, and, in turn, project success drives enterprise strategy. Students understand the bigger-picture goals, how to identify what is being accomplished and why, and how to achieve goals. Other topics include measuring project success and portfolio and program management.

School Eng, Design & Built Env

Discipline Project Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in program 3752 Master of Project Management.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate theoretical understanding of organisational strategy and the principles of competitive advantage and align these to project management
2. Analyse a company's mission, goals, and objectives, and develop a plan to ensure that project outcomes reflect an appropriate strategy
3. Evaluate critical success factors, use the principles of project portfolio management (PPM) to evaluate potential projects, and justify the selection of an appropriate portfolio that reflects company goals and objectives

4. Critically evaluate how project success can be quantified and measured, and construct a plan to allocate appropriate resources to the portfolio
5. Critically analyse project management and procurement strategies and critical success factors in the global business environment
6. Communicate effectively as a professional and function as an effective leader or member of a diverse team

Subject Content

Business strategy and its relation to projects
Mission, goals, objectives and processes to bring an organization's intended strategy to reality
Strategic choices and strategic management practices
Methods of aligning projects with strategy
Strategic evaluation and selection of projects to create a well-balanced portfolio
Critical success factors, financial evaluation criteria, and measuring project success
Procurement strategies
Strategic portfolio and program management
Managing projects in global context

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	20 minutes	20	N	Individual
Report and Presentation	3,000 words and 10 minutes	40	N	Group
Professional task	2,500 words	40	N	Individual

Teaching Periods

Spring

Parramatta City - Macquarie St

Evening

Subject Contact Robert Osei-Kyei ([https://directory.westernsydney.edu.au/search/name/Robert Osei-Kyei/](https://directory.westernsydney.edu.au/search/name/Robert%20Osei-Kyei/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7090_22-SPR_PC_E#subjects)

BUSM 7091 Strategic Technology Management

Credit Points 10

Legacy Code 200777

Coordinator Krishnamurthy Ramanathan ([https://directory.westernsydney.edu.au/search/name/Krishnamurthy Ramanathan/](https://directory.westernsydney.edu.au/search/name/Krishnamurthy%20Ramanathan/))

Description This unit provides participants with an understanding of the diverse and complex issues surrounding the strategic management of technology. Special emphasis will be placed on the basic concepts and theories that will be needed to understand, anticipate, acquire, and use technology strategically for attaining a competitive edge in

the market. The unit is of particular relevance to managers, engineers, technologists, and scientists who have, or will have, responsibilities for managing technological change and innovation.

School Business

Discipline Organisation Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYB 9051 - Strategic Technology Management

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of how technology is embodied in a firm and the capabilities required to exploit firm-level technology for achieving competitive advantage.
2. Identify, select, and apply techniques for assessing for forecasting technological change and assess the capabilities and limitations of such techniques.
3. Analyse the process of technology acquisition in various contexts, and the interrelationships between technology transfer and research and development management;
4. Explain the links between firm behaviour around technology and national policies and global influences.
5. Identify and make recommendations around the diverse issues involved in formulating a technology strategy for the firm and analyse the interrelationships between technology strategy and overall corporate strategy.

Subject Content

Technology, innovation and competitiveness
 Manufacturing technology
 Technological capability
 The S-curve
 Technological forecasting techniques
 Environmentally friendly technology
 Research and development
 Technology transfer
 The role of government
 Technological entrepreneurship
 Technology strategy
 Future challenges

Teaching Periods

BUSM 7092 Supply Chain Management

Credit Points 10

Legacy Code 200329

Coordinator Henry Lau ([https://directory.westernsydney.edu.au/search/name/Henry Lau/](https://directory.westernsydney.edu.au/search/name/Henry%20Lau/))

Description With a rapid increase in global trade and increasing customer expectations, firms are under considerable competitive pressure to find cost-effective and creative ways of delivering value to customers. Since the creation of customer value needs to be viewed

holistically - from raw material movement from suppliers through to transformation in the factory and then on to distributors and customers - the effective management of the supply chain and related business networks is critical to achieving competitive advantage. Through formal lectures, case study discussions, and assignments, this unit provides the foundational knowledge, tools, and techniques needed to participate in the design, implementation, and management of an effective supply chain.

School Business

Discipline Business And Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate Business program, the Master of Research, 3752 Master of Project Management, 3693 Master of Engineering or 3749 Master of Science.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe supply chain and logistics processes and explain the underlying principles that support their effective management;
2. Elaborate on the role and importance of customer relationship management and its importance in developing an effective and efficient supply chain;
3. Identify the various elements of supply chain and logistics management processes and critically evaluate their role and interdependence in effective supply chain management;
4. Interpret, from a strategic perspective, the role and importance of supply chain management in enhancing competitive advantage;
5. Define and evaluate the networks and relationships present within supply chains;
6. Apply important tools and techniques for designing, operating and evaluating the performance of an effective supply chain management system.

Subject Content

21st century supply chains and logistics management
 Customer relationship management
 Procurement and manufacturing
 Integrated operations planning
 Inventory management
 Transportation, warehousing and packaging
 Global supply chains
 Network design and operations analysis
 Collaboration and performance management
 Risk and sustainability

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	4 x 500 words	20	N	Group

Report	2,000 words	30	N	Individual
Final Exam	2 hours	50	Y	Individual

Prescribed Texts

- Bowersox, DJ, Closs, DJ, Cooper, MB & Bowersox, JC 2012, Supply chain logistics management, 4th edn, McGraw-Hill/Irwin, Boston

Teaching Periods

Quarter 2

Parramatta City - Macquarie St

Evening

Subject Contact Henry Lau ([https://directory.westernsydney.edu.au/search/name/Henry Lau/](https://directory.westernsydney.edu.au/search/name/Henry%20Lau/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7092_22-Q2_PC_E#subjects)

Quarter 4

Parramatta City - Macquarie St

Evening

Subject Contact Henry Lau ([https://directory.westernsydney.edu.au/search/name/Henry Lau/](https://directory.westernsydney.edu.au/search/name/Henry%20Lau/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7092_22-Q4_PC_E#subjects)

BUSM 7093 The Business Environment

Credit Points 10**Legacy Code** 200783

Coordinator Maria Estela Varua ([https://directory.westernsydney.edu.au/search/name/Maria Estela Varua/](https://directory.westernsydney.edu.au/search/name/Maria%20Estela%20Varua/))

Description This unit introduces students to different aspects of the business environment so they develop a general understanding of a wide range of topics within the field of commerce. Management, marketing, legal and economic perspectives are explored as components of business structures taking into account the interactions between political, social, and fiscal environments. It is recommended that students undertake this unit in their first quarter of study.

School Business**Discipline** Business Management**Student Contribution Band** HECS Band 4 10cp**Level** Postgraduate Coursework Level 7 subject

Incompatible Subjects LGYA 4461 - Operations Management
ECON 7001 - Economics (PG) BUSM 7010 - Business Operations Management
BUSM 7044 - Information for Business LGYA 8762 - International Business Environment

Restrictions

Students must be enrolled in 5502 Graduate Certificate in Business Administration, 2755 Master of Business Administration, 2757 Graduate Certificate in Business Administration, 2762 Executive Master of Business Administration.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify a range of different business structures and the environment in which they operate;
2. Interpret the implications of business decision making across all key areas of business activity;
3. Consider the commercial importance and relevance of corporate sustainability and social responsibility in business decision making.

Subject Content

Terms and concepts related to a variety of business models
Different business structures and the institutions that make up the economy
The mixed economy and the role of the government
The macro economic environment, including the global environment
Introductory business law and how it impacts corporate activity
Sustainability and corporate social responsibility issues related to business operations

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Individual case studies	500 words	30	N	Individual
Individual - presentation - and summary - based on a weekly topic	10-15 minutes and 500 words minimum	20	N	Individual
Final exam	2 hours	50	Y	Individual

Prescribed Texts

- Bovee C.L and Thill J.V (2011) *Business in Action*, 5th Edition, Prentice Hall (Pearson)

Teaching Periods

BUSM 7094 The Contemporary Business Environment

Credit Points 10**Legacy Code** 200820

Coordinator Maria Estela Varua ([https://directory.westernsydney.edu.au/search/name/Maria Estela Varua/](https://directory.westernsydney.edu.au/search/name/Maria%20Estela%20Varua/))

Description This unit provides foundational knowledge that is needed to appreciate the complexities involved in managing businesses in an uncertain and complex global setting. Emphasis is placed on the influence of the economic, socio-cultural, political, and technological environments on a business and the need for businesses to adopt a global perspective in formulating and implementing strategic interventions for enhancing competitiveness.

School Business

Discipline Business And Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects BUSM 7093 - The Business Environment

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the economic, socio-cultural, political, and technological environments within which contemporary businesses operate;
2. Discuss critical issues that influence the effective operation of a business in a global business environment;
3. Interpret, from a strategic perspective, the implications of business decision making across all key areas of business activity;
4. Analyse the commercial importance and relevance of corporate sustainability and social responsibility in business decision making.

Subject Content

1. Introduction to the economic, socio-cultural, political, and technological environments within which contemporary businesses operate
2. Interactions between the multiple environments of business and the major functional areas of business
3. Implications of the multiple environments of business for business ownership, management roles, production systems, employees, marketing, customer communication and financial management
4. The global business environment, strategic approaches to international markets, business ethics and corporate social responsibility

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	1,500 words	30	N	Group
Presentation	Oral presentation 5 minutes	20	N	Individual
Final Exam	2 hours	50	Y	Individual

Prescribed Texts

- Brooks, A, Weatherston, J & Wilkinson, G 2011, The international business environment, Pearson Education. Frenchs Forest.

Teaching Periods

BUSM 7097 Time and Quality Management

Credit Points 10

Legacy Code 301195

Coordinator Ali Al-Ashwal ([https://directory.westernsydney.edu.au/search/name/Ali Al-Ashwal/](https://directory.westernsydney.edu.au/search/name/Ali%20Al-Ashwal/))

Description This unit introduces time and quality management using basic planning and quality concepts. The unit will cover concept

of planning and critical path methods including Project Evaluation and Review Technique (PERT), Line of Balance (LoB), Resource Management and Network. Relevant time management software is to be introduced in this unit to plan and manage project activities. The unit will also help students to understand and analyse quality system accreditation process and manage scope and changes in a project.

School Eng, Design & Built Env

Discipline Quality Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in program 3752 Master of Project Management.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Plan a project using basic principles to complex methodology, planning logic and use of relevant software.
2. Analyse scope and resource management and work methods for a project.
3. Evaluate and Review project progress and manage changes and their impact.
4. Relate Quality Management Systems and Principles to a project.
5. Produce a project quality plan for a project as per international quality standards.

Subject Content

The Concept of Planning and Critical Path Method (CPM)

Resource Management

Scheduling Techniques; Project Evaluation and Review Technique (PERT), Line of Balance (LoB) and Resource Management and Network Relevant Scheduling Software (Primavera, Microsoft Projects, etc.)

Quality Management tools

Quality Management System and Accreditation

Statistical Quality Control

Scope Management

Change Management

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	3000 words	30	N	Both (Individual & Group)
Report	3000 words	30	N	Both (Individual & Group)
Final Exam	2 hours	40	Y	Individual

Teaching Periods

Autumn

Parramatta City - Macquarie St

Evening

Subject Contact Ali Al-Ashwal (<https://directory.westernsydney.edu.au/search/name/Ali-Al-Ashwal/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7097_22-AUT_PC_E#subjects)

BUSM 7098 Tourism Management

Credit Points 10

Legacy Code 200839

Coordinator Daniela Spanjaard (<https://directory.westernsydney.edu.au/search/name/Daniela-Spanjaard/>)

Description This unit considers concepts of tourism management and explores the structure of tourism from a systems approach across an Australian and international context. Consideration is given to the tourist motivation to explore why tourism is undertaken, ranging from the traditional to special interest. The objectives and benefits/risks are considered from each stakeholder's perspective where stakeholders may include relevant government organisations, tour operations, consumers, and service providers throughout the Tourism Supply Chain. Planning of the tourist experience is also explored to provide an improved understanding and management of tourists

School Business

Discipline Tourism Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate Business program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically examine the tourist experience;
2. Analyse tourism as a system and its impact on regions within which it exists;
3. Develop a sustainable tourist experience which considers the various tourist stakeholders;
4. Evaluate and analyse a tourism supply chain;
5. Define and critique the latest in tourism trends.

Subject Content

1. History of tourism and tourism management within society
2. Trends in tourism including sustainable business practices, and special interest tourism
3. Stakeholder considerations as a consequence of tourism
4. Exploring the components of the tourism supply chain
5. Planning tourism experiences and understanding the tourist motivation
6. Social, business and environmental factors driving the tourism industry internationally, nationally and locally
7. Tourism as a partially industrialised system
8. Trends in tourism
9. Tourism as a system

Prescribed Texts

- Compiled readings

Teaching Periods

BUSM 7099 Understanding Contemporary Organisations

Credit Points 10

Legacy Code 200825

Coordinator Mahesh Enjeti (<https://directory.westernsydney.edu.au/search/name/Mahesh-Enjeti/>)

Description Understanding Contemporary Organisations introduces the theoretical perspectives offered by the disciplines of business and organisation studies to students who have not previously undertaken a business study program. Students will develop their understanding of organisational structure and design and then examine the processes and practices that flow from structure and design. Through this unit, students build an integrated understanding of marketing, finances and people management practices in contemporary organisational settings.

School Business

Discipline Business And Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 2761 Master of Business Administration 2765 Graduate Certificate in Business 2782 Master of Business Administration/Master of Applied Finance 2806 Master of Marketing 3698 Master of Information and Communications Technology (Advanced) 3699 Master of Information and Communications Technology 3702 Master of Information and Communications Technology (Research) or 3748 Master of Information Governance

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain contemporary organisational structures and design;
2. Analyse contemporary people management practices;
3. Discuss marketing practices in contemporary organisational settings;
4. Explain financial practices in contemporary organisational settings;
5. Develop an integrated analysis of a contemporary organisation.

Subject Content

- introduction to The fields of business and organisation studies
- principles of Adult self-directed learning and implications for Understanding contemporary Organisations (learning and organising in uncertain times)
- contemporary organisational Structures and design
- contemporary people management practices
- Marketing practices
- financial practices
- integrated case of A contemporary organisation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	1,500 words	30	N	Individual
Case Study	2,000 words	40	N	Individual
Case Study	2,000 words	30	N	Group

Prescribed Texts

- Bovee, C & Thill, J 2017, Business in action, Pearson Prentice-Hall, New York.

Teaching Periods

Quarter 1

Parramatta City - Macquarie St

Evening

Subject Contact Laurel Jackson ([https://directory.westernsydney.edu.au/search/name/Laurel Jackson/](https://directory.westernsydney.edu.au/search/name/Laurel%20Jackson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7099_22-Q1_PC_E#subjects)

Sydney City Campus Quarter 1

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7099_22-SQ1_SC_D#subjects)

Quarter 2

Parramatta City - Macquarie St

Evening

Subject Contact Rajul Joshi ([https://directory.westernsydney.edu.au/search/name/Rajul Joshi/](https://directory.westernsydney.edu.au/search/name/Rajul%20Joshi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7099_22-Q2_PC_E#subjects)

Sydney City Campus Quarter 2

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7099_22-SQ2_SC_D#subjects)

Quarter 3

Parramatta City - Macquarie St

Evening

Subject Contact Robert Perey ([https://directory.westernsydney.edu.au/search/name/Robert Perey/](https://directory.westernsydney.edu.au/search/name/Robert%20Perey/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7099_22-Q3_PC_E#subjects)

Sydney City Campus Quarter 3

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7099_22-SQ3_SC_D#subjects)

Quarter 4

Parramatta City - Macquarie St

Evening

Subject Contact Jayne Bye ([https://directory.westernsydney.edu.au/search/name/Jayne Bye/](https://directory.westernsydney.edu.au/search/name/Jayne%20Bye/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7099_22-Q4_PC_E#subjects)

Sydney City Campus Quarter 4

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7099_22-SQ4_SC_D#subjects)

BUSM 7101 Workplace Management Dynamics

Credit Points 10

Legacy Code 200725

Coordinator Ben Imbun ([https://directory.westernsydney.edu.au/search/name/Ben Imbun/](https://directory.westernsydney.edu.au/search/name/Ben%20Imbun/))

Description Workplace interactions are dynamic, fluid and responsive to changing economic, social, political and technological circumstances. Adopting a critical approach, the focus is on the concerns of managers and workers in their day-to-day interactions. Participants will explore the impact of organisational and socio-economic change on organisation stakeholders with emphasis on the impact of the new forms of work and technology, economic developments, workforce diversity, and cross-cultural communication. Dynamics equips business students with the ability to analyse and address a changing business environment, appropriate for careers in Australia and internationally.

School Business

Discipline Human Resource Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Incompatible Subjects LGYA 4617 - Dynamics of Workplace Management LGYA 8768 - Managing Diversity

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Assess the extent to which organisations are driven by external pressures (such as competition, globalisation, economic transformation, and demography) relative to managers' capacity for strategic choice;
2. Describe developments in workplace management and employment relations associated with new forms of work and technology, workforce diversity, and developments arising from globalisation in Australia and internat

Subject Content

1. Changing context of work (economic, socio-political, globalisation)
2. Emerging business developments; responses to increasing competition (product, labour, and capital markets)
3. Changing organisation of work (skills, knowledge, technology)
4. Organisational culture, climate and change management
5. Managing and negotiating change
6. The challenge and opportunity of diversity
7. Communication, cooperation and conflict in the workplace
8. Diversity and cross-culture management

1. Changing context of work (economic, socio-political, globalisation)
2. Emerging business developments; responses to increasing competition (product, labour, and capital markets)
3. Changing organisation of work (skills, knowledge, technology)
4. Organisational culture, climate and change management
5. Managing and negotiating change
6. The challenge and opportunity of diversity
7. Communication, cooperation and conflict in the workplace
8. Diversity and cross-culture management

Teaching Periods

BUSM 7105 Business Analytics in Practice

Credit Points 10

Legacy Code 201019

Coordinator Premaratne Samaranayake (<https://directory.westernsydney.edu.au/search/name/PremaratneSamaranayake/>)

Description This unit will explore and analyse ideas and concepts related to business intelligence and advanced analytics in business and broader economic contexts. The ability to identify, gather, extract, and analyse data is vital to organisations. Business analytics uses a variety of software applications to transform such data into useful information that can then be used for constructive decision making, improving operational effectiveness and efficiencies and identifying new business opportunities.

School Business

Discipline Business and Management, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects MKTG 7002 - Applied Marketing Solutions

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify which business problems require decision support from business analytics.

2. Determine reliability and validity of data and the business analytics methods used to address a business problem.
3. Recommend decision support systems while taking privacy, security and cultural issues into consideration.
4. Critically evaluate the tools and techniques used in developing business projections and performance reports.

Subject Content

1. Overview of business intelligence, analytics and decision support systems, focussing on broader functional applications.
2. Business intelligence, business reporting and business performance management.
3. Descriptive analytics.
4. Prescriptive analytics.
5. Introduction to advanced analytics techniques.
6. Business intelligence and analytics tools.
7. Data mining, text mining and web data analysis
8. Future directions for business analytics.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	2,000 words	35	N	Individual
Applied Project	1,500 words	35	N	Group
Presentation	15 minutes	30	N	Group

Prescribed Texts

- Kale, N. and Jones, N., 2016, Practical Analytics: Applied Analytics Concepts Using Market-Leading Software Tools, Epistemy Press LLC.

Teaching Periods

Quarter 1

Parramatta City - Macquarie St

Evening

Subject Contact Premaratne Samaranayake (<https://directory.westernsydney.edu.au/search/name/PremaratneSamaranayake/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7105_22-Q1_PC_E#subjects)

Quarter 3

Parramatta City - Macquarie St

Evening

Subject Contact Premaratne Samaranayake (<https://directory.westernsydney.edu.au/search/name/PremaratneSamaranayake/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7105_22-Q3_PC_E#subjects)

BUSM 7106 Ethics and Professionalism in Financial Services

Credit Points 10

Legacy Code 201037

Coordinator Sharon Taylor ([https://directory.westernsydney.edu.au/search/name/Sharon Taylor/](https://directory.westernsydney.edu.au/search/name/Sharon%20Taylor/))

Description This unit will address the ways in which ethics play a pivotal role in professional behaviour. The process of professionalism is an integral part of management and is responsible for effective decision making. This unit considers the challenges in the financial services environment that require strong ethical values and professional judgement. Ethical decision making is a fundamental requirement of good business practice. This unit will consider the importance of ethics, the FASEA Code of Ethics, how to apply different ethical frameworks for decision making and the meaning of being a professional in financial services. This unit is available as a standalone bridging unit which is accredited by the Financial Adviser Standards and Ethics Authority (FASEA) having met the FASEA curriculum and standards requirements.

School Business

Discipline Business And Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program or students who have practical experience working in the financial planning industry and are currently registered on the national Financial Adviser Register (FAR) may take this subject as a non-award stand-alone subject in order to meet new education requirements as outlined by the Financial Adviser Standards and Ethics Authority (FASEA).

Assumed Knowledge

Students are expected to have practical experience working in the financial planning industry and be on the Financial Adviser Register.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of ethics, ethical behaviour and the importance of a code of ethics;
2. Critically review a variety of ethical frameworks and the ways in which they are used to apply professional standards;
3. Evaluate the fundamental principles of professional conduct and their role in a code of professional ethics;
4. Apply ethical frameworks to solve dilemmas that are encountered by advisers;
5. Demonstrate an understanding of professionalism and best practice;
6. Identify the importance of a financial adviser's duty to act in the best interest of the client;
7. Discuss the need for due diligence and the maintenance and storage of appropriate client records.

Subject Content

- Ethical frameworks
- Ethical decision making
- Judgment and Ethical behaviour
- trust, professional practice and The meaning of professional misconduct
- best practices including Due diligence, reflection avoiding Conflicts of interest
- codes of professional ethics - e.g. FASEA Code of ethics and its application
- professional independence and client centred ?gbest interest?h
- ethics in A corporate environment

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Practice Case study	2,000 words	30	N	Individual
Online Quizzes	8 Quizzes	10	N	Individual
Final Exam: Closed Book	2 hours	60	Y	Individual

Prescribed Texts

- Dellaportas S,Thomsen.S and Conyon.M, Principles of Ethics and Corporate Governance, McGraw Hill, Latest Edition

Teaching Periods

Quarter 4

Online

Online

Subject Contact Sharon Taylor ([https://directory.westernsydney.edu.au/search/name/Sharon Taylor/](https://directory.westernsydney.edu.au/search/name/Sharon%20Taylor/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7106_22-Q4_ON_O#subjects)

BUSM 7109 Environmental Management: A Business Perspective

Credit Points 10

Legacy Code 201081

Coordinator Yi-Chen Lan ([https://directory.westernsydney.edu.au/search/name/Yi-Chen Lan/](https://directory.westernsydney.edu.au/search/name/Yi-Chen%20Lan/))

Description In this project oriented unit, students apply environmental management concepts within a business context. Students explore a range of practices and strategies to a sustainable business operation, learning why environmental sustainability is the world's most challenging and complex issue. As part of group work projects, students investigate methods and tools to analyse environmental management practices, determine environmental risks, and develop associated mitigation strategies. Additionally environmental

management systems and relevant international standards are used to evaluate business environmental performance in real-world cases and emerging environmental management initiatives, such as the circular economy, natural capital accounting, and environmental and social profit and loss.

School Business

Discipline Business And Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

A basic understanding of core competencies of a business operation and literature review skills is desirable.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate current environmental challenges impacting business operations along with the methodologies and tools that may be effective in addressing these challenges to provide business competitive advantage.
2. Design appropriate environmental management, risk management and mitigation strategies for enterprises that highlight effective methods to minimise environmental impacts.
3. Apply systems & strategic thinking in addressing enterprise financial profit and loss scenarios and integrating the concept of the circular economy.
4. Collaborate with others on a real work project justifying analyses and recommendations.
5. Present a compelling business case in a range of formats to diverse audiences that demonstrates critical thinking, scholarship and integrity.

Subject Content

1. Overview and the current situation in environmental management
2. Challenges and opportunities of environmental management (UN sustainable development goals 2030)
3. Environmental Strategies, Theories, and Practices
4. Environmental management tools
5. Business environmental accounting
6. Green supply chain management
7. Life cycle assessment and carbon footprint labelling
8. Circular economy
9. Moving forward: natural capital accounting, environmental and social profit & loss, and ESG

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	2,500 words	30	N	Individual
Applied Project	4,500 words	30	N	Group

Presentation	30 minutes per group	20	N	Group
Report	1,500 words	20	N	Individual

Teaching Periods

UEH Quarter 1

Vietnam

Day

Subject Contact Yi-Chen Lan ([https://directory.westernsydney.edu.au/search/name/Yi-Chen Lan/](https://directory.westernsydney.edu.au/search/name/Yi-Chen%20Lan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7109_22-UQ1_UE_D#subjects)

Quarter 3

Parramatta City - Macquarie St

Evening

Subject Contact Yi-Chen Lan ([https://directory.westernsydney.edu.au/search/name/Yi-Chen Lan/](https://directory.westernsydney.edu.au/search/name/Yi-Chen%20Lan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM7109_22-Q3_PC_E#subjects)

BUSM 9001 Higher Degree Research Thesis - Business Management

Credit Points 20

Legacy Code 800043

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Business

Discipline Business Management

Student Contribution Band HECS Band 4 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM9001_22-RQ1_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM9001_22-RQ1_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM9001_22-RQ1_KW_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM9001_22-RQ1_PC_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM9001_22-RQ2_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM9001_22-RQ2_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM9001_22-RQ2_KW_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM9001_22-RQ2_PC_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM9001_22-RQ3_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM9001_22-RQ3_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM9001_22-RQ3_KW_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM9001_22-RQ3_PC_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM9001_22-RQ4_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM9001_22-RQ4_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM9001_22-RQ4_KW_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=BUSM9001_22-RQ4_PC_D#subjects)

BUSM 9002 Higher Degree Research Thesis - Management

Credit Points 20

Legacy Code 800041

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Business

Discipline Business and Management, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

CART 3001 Modernism

Credit Points 10

Legacy Code 101033

Coordinator Lorraine Sim ([https://directory.westernsydney.edu.au/search/name/Lorraine Sim/](https://directory.westernsydney.edu.au/search/name/Lorraine%20Sim/))

Description This unit aims to introduce students to important works of literature from the earlier part of the 20th century. Throughout the course we will be concentrating on literature but will make reference to other art forms (in particular the visual arts) to provide the intellectual context necessary to understanding the ideas of the period. There will be a close study of a small number of important novels or works of poetry from the period, with a close consideration of techniques of writing and the way these techniques contribute to an understanding of the themes in the works.

School Humanities & Comm Arts

Discipline Creative Arts, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. demonstrate an understanding of Modernism and place it in intellectual, historical and artistic contexts;
2. demonstrate an understanding of certain key concepts and techniques important to the period; and
3. evaluate the importance of Modernist ideas and works in contemporary literature.

Subject Content

Nineteenth century influence on early 20th century practice: symbolism, realism

Ideas of artistic production

The impact of the visual arts on literature

Modernist Poetry

Modernist fiction: stream of consciousness

Modernist fiction: experimentation and tradition

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Short Answer	500 words	20	N	Individual
Essay	1,000 words	30	N	Individual
Essay	2,500 words	50	N	Individual

Prescribed Texts

- A book of primary readings prepared by the subject coordinator.

Teaching Periods

Spring

Penrith (Kingswood)

Day

Subject Contact Lorraine Sim ([https://directory.westernsydney.edu.au/search/name/Lorraine Sim/](https://directory.westernsydney.edu.au/search/name/Lorraine%20Sim/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CART3001_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Lorraine Sim ([https://directory.westernsydney.edu.au/search/name/Lorraine Sim/](https://directory.westernsydney.edu.au/search/name/Lorraine%20Sim/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CART3001_22-SPR_PS_D#subjects)

CART 7001 Applied Methods in Literary Studies and Creative Writing

Credit Points 20

Legacy Code 102220

Coordinator Gretchen Shirm ([https://directory.westernsydney.edu.au/search/name/Gretchen Shirm/](https://directory.westernsydney.edu.au/search/name/Gretchen%20Shirm/))

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

School Humanities & Comm Arts

Discipline Written Communication

Student Contribution Band HECS Band 4 20cp

Level Postgraduate Coursework Level 7 subject

Incompatible Subjects HUMN 4009 - Research Design 1 Theories of Enquiry HUMN 4010 - Research Design 2 Practices of Research

Restrictions

Students must be enrolled in 1797 or 1831 Master of Arts in Literature and Creative Writing.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Write at a high level in a range of critical and creative forms
2. Locate, assess and use appropriate critical resources
3. Recognise and reflect on the significance of literary texts in imagining and interpreting the world
4. Construct coherent, evidence-based arguments of literary scholarship
5. Identify the range of methods used to produce good quality work of creative writing.

Subject Content

This subject will offer an overview of:

1. methods of research and practice particular to literary studies
2. methods of research and practice particular to creative writing
3. the publishing scene in Australia and internationally
4. the literary critical scene in Australia and internationally
5. the impact of writing in Western Sydney, Greater Sydney and nationally
6. how research can direct the practice of writing
7. how the practice of writing can inform research
8. how engaging with techniques and exercises can develop both critical and creative practice
9. how examining the works of particular writers can open up an understanding of writing practice
10. an understanding of the value of literature and its role in society

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Annotated Bibliography	1,500 words	30	N	Individual
Essay	1,000 words	30	N	Individual
Applied Project	2,000 words	40	N	Individual

Prescribed Texts

- Smith, Hazel. *The Writing Experiment: Strategies for Innovative Creative Writing*. Crows Nest, N.S.W. : Allen & Unwin, 2005.

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Gretchen Shirm ([https://directory.westernsydney.edu.au/search/name/Gretchen Shirm/](https://directory.westernsydney.edu.au/search/name/Gretchen%20Shirm/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CART7001_22-AUT_PS_D#subjects)

CART 7002 Applied Practice in Literary Studies and Creative Writing

Credit Points 20

Legacy Code 102222

Coordinator Fiona Wright ([https://directory.westernsydney.edu.au/search/name/Fiona Wright/](https://directory.westernsydney.edu.au/search/name/Fiona%20Wright/))

Description This unit familiarises students with the practice of pursuing and presenting research and methods in literature and related forms as well as with regard to the kinds of research required for undertaking creative work. It provides students with the opportunity to explore these methods in their own research and/or creative practice. This unit opens out into workshops in which students work through elements of the work they are developing for their masters project.

School Humanities & Comm Arts

Discipline Written Communication

Student Contribution Band HECS Band 4 20cp

Level Postgraduate Coursework Level 7 subject

Incompatible Subjects HUMN 4009 - Research Design 1 Theories of Enquiry HUMN 4010 - Research Design 2 Practices of Research

Restrictions

Students must be enrolled in 1797 or 1831 Master of Arts in Literature and Creative Writing.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Read, understand and interpret complex literary texts
2. Write at a high level in a range of critical and creative forms
3. Explain the elements involved in properly constructing an argument
4. Reflect on the significance of literary texts in imagining and interpreting the world
5. Construct coherent, evidence-based arguments of literary scholarship
6. Identify the range of methods used to produce good quality work of creative writing.

Subject Content

This subject will develop the practice of:

1. research and writing particular to literary studies and criticism
2. research and writing particular to creative writing
3. surveying the publishing scene to consider publishing options
4. surveying the literary critical scene in Australia and internationally to consider placing works of criticism
5. considering the focus and the impact of the writing practice being attempted (creative or critical)
6. writing and workshoping critical and/or creative work
7. reading and critically engaging with the work of others
8. designing a longer piece of creative or critical work for the masters project

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short Overview Essay (on the design of the Masters Project)	2,000 words	40	N	Individual
Short Sample Work (Creative or Essay)	2,000 words	40	N	Individual
Critical Reflection on Others Work	500 words	20	N	Individual

Prescribed Texts

- Mudrooroo, Narogin. 1983. Doctor Wooreddy's Prescription for Enduring the Ending of the World. Whatever edition you can source.
- Spark, Muriel. 1961. The Prime of Miss Jean Brodie. Whatever edition you can source.

Teaching Periods**Spring****Parramatta - Victoria Rd****Day**

Subject Contact Fiona Wright ([https://directory.westernsydney.edu.au/search/name/Fiona Wright/](https://directory.westernsydney.edu.au/search/name/Fiona%20Wright/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CART7002_22-SPR_PS_D#subjects)

CART 7004 Art Therapy: Approaches and Applications

Credit Points 20

Legacy Code 102354

Coordinator Patricia Parish ([https://directory.westernsydney.edu.au/search/name/Patricia Parish/](https://directory.westernsydney.edu.au/search/name/Patricia%20Parish/))

Description This unit introduces the spectrum and variety of contemporary art therapy approaches, as they are taken up with and regarded by diverse participants in a range of community and clinical contexts. Students will critically consider how art therapy is applied and adapted to assist people with particular problems and categories of distress. The emergence and problematisation of clinical populations and client groups will be examined, with a view to developing an art therapy practice informed by critical psychological and social perspectives. An experiential component will provide practical experience in exploring art therapy processes and techniques by working in group situations led by experienced art therapists.

School Social Sciences

Discipline Creative Arts, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 20cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) CART 7005

Equivalent Subjects CART 7003 - Art Therapy Application to Client Groups

Restrictions

Students must be enrolled in 4595 Master of Art Therapy or 1770 Master of Social Science (Studies in Art Therapy)

Assumed Knowledge

Foundations of art therapy.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply understanding of the spectrum of contemporary art therapy theories and practices;

2. Appropriately adapt art therapy for diverse issues and clients in a variety of practice contexts;
3. Conduct immanent critique of art therapy professional practice, with particular regard to the positioning of clients and feedback from communities of concern such as client advocacy groups;
4. Develop observational, reflexive and facilitation skills needed to practice art therapy in a group context;
5. Reflect constructively on the art therapist's use of the self and art within the therapeutic relationship.

Subject Content

Consideration of a range of contemporary art therapy approaches, in relation to a variety of presenting issues, the diversity of clients, and the range of contexts for practice

Critical analysis of the relationships between theory & practice in a range of contemporary art therapy approaches

Critical psychological and sociological perspectives upon art therapy practice

Client perspectives on experiences of art therapy

Exploration of different art therapy processes and techniques in a group experiential learning context

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
A1 Proposal and Annotated Bibliography	500 words	10	N	Individual
A2 Literature Review	2,500 words	40	N	Individual
A3 ETG Reflection	3,000 words	50	Y	Individual

Prescribed Texts

- Hogan, S. (2016). Art Therapy Theories. A Critical Introduction. London and New York: Routledge. [Email 23/02/2018 from Kaysha Carroll SSAP Librarian confirms availability of text online in WSU Library.]

Teaching Periods**Spring****Parramatta - Victoria Rd****Day**

Subject Contact Patricia Parish ([https://directory.westernsydney.edu.au/search/name/Patricia Parish/](https://directory.westernsydney.edu.au/search/name/Patricia%20Parish/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CART7004_22-SPR_PS_D#subjects)

CART 7005 Art Therapy: Histories, Theories, Groups

Credit Points 20

Legacy Code 101303

Coordinator Patricia Parish ([https://directory.westernsydney.edu.au/search/name/Patricia Parish/](https://directory.westernsydney.edu.au/search/name/Patricia%20Parish/))

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

School Social Sciences

Discipline Creative Arts, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 20cp

Level Postgraduate Coursework Level 7 subject

Incompatible Subjects LGYA 7428 - Art Therapy Theory and Practice 1
LGYA 9676 - Art Therapy Theory and Practice 2

Restrictions

Students must be enrolled in 4595 Master of Art Therapy or 4617 Master of Social Science. Refer to the subject Outline for attendance requirements for experiential group sessions.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine the histories and practices of art therapy and its development as a profession, with particular critical attention to the postcolonial Australian context.
2. Describe and compare the major theoretical frameworks of art therapy.
3. Explore and analyse the connections between theory and practice in art therapy
4. Practice art making skills and techniques and reflectively analyse the centrality of, and demonstrate an understanding of their significance within art therapy.
5. Show awareness of the self in one's own art making and reflectively analyse the centrality of this to the practice of art psychotherapy.
6. Recognise and investigate the processes in art therapy in groups.
7. Practice and reflect on interpersonal sensitivity and self-awareness in the experiential training group.

Subject Content

1. Historical overview of the development of art Therapy in Australia, Europe & North America
2. The history of art therapy and its relationship to psychiatry, education and the visual arts
3. Analysis of art therapy in a postcolonial context
4. Consideration of art therapy as clinical practice
5. The relationship between theory and practice
6. Exploration of the relationship between art practice & art therapy
7. Exploration of art therapy group process
8. Art making practice within a group experiential learning context

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Proposal	500 words	10	N	Individual
Essay	2,500 words	40	N	Individual
Reflection	3,000 words	50	Y	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Patricia Parish ([https://directory.westernsydney.edu.au/search/name/Patricia Parish/](https://directory.westernsydney.edu.au/search/name/Patricia%20Parish/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CART7005_22-AUT_PS_D#subjects)

CART 7007 Creativity: Theory and Practice

Credit Points 20

Legacy Code 102376

Coordinator Sally Macarthur ([https://directory.westernsydney.edu.au/search/name/Sally Macarthur/](https://directory.westernsydney.edu.au/search/name/Sally%20Macarthur/))

Description Research in communication arts utilises a range of investigative procedures appropriate to the theory and practice of each creative arts discipline. This unit will introduce fundamental research languages, methods, and outcomes relevant to the creative arts disciplines, and encourage students to develop approaches best suited to their theory and practice. Students will write and defend a research proposal and paper for a research program: the unit will enable students to apply a rigorous research framework to their work. Students will engage with a range of significant and critical texts which address the broad implications of practices and theories in creative arts disciplines.

School Humanities & Comm Arts

Discipline Creative Arts, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 20cp

Level Postgraduate Coursework Level 7 subject

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe and evaluate social, cultural and theoretical contexts for creative and analytic work.
2. Develop and apply appropriate writing skills for research papers.
3. Develop and demonstrate appropriate analytic and research skills through collegial discussion.
4. Develop and demonstrate skills in self-directed, arts-based research, and independent thinking.
5. Identify the relationship between creativity and theoretical work.
6. Critique the creative models used in creative arts practice.

Subject Content

Approaches to creative practice and research
Theories of culture and communication
Visibility and knowledge
Novelty and mimicry
Interfaces and affect
Contemporary aesthetics

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Seminar Presentation	20 min oral presentation	10	N	Individual
Seminar written paper	2,000 words	20	N	Individual
Proposal for Research Paper	1,000 words	20	N	Individual
Research Paper	3,000 words	40	N	Individual
Collaborative Critical Reflection	20 minute oral presentation	10	N	Individual

Prescribed Texts

- Course readings will be available through the Library e-Reserve.

Teaching Periods

CART 7010 Integrating Arts and Therapy

Credit Points 20

Legacy Code 102527

Coordinator Joy Paton ([https://directory.westernsydney.edu.au/search/name/Joy Paton/](https://directory.westernsydney.edu.au/search/name/Joy%20Paton/))

Description This unit introduces art therapy students to an understanding of art psychotherapy theory through the lens of contemporary art and the translation of foundational psychotherapy knowledge and skills into art therapy practice. This unit builds on the micro skills of counselling and psychotherapy learned in Counselling Skills for the Allied Professions, through the scaffolded introduction and practice of art therapy clinical skills during intensive group work supported by staff. The unit also offers an opportunity for students to demonstrate their emerging understandings of art therapy by producing and exhibiting an artwork on a chosen aspect of the relationship between art and psychotherapy.

School Social Sciences

Discipline Creative Arts, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 20cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) CART 7005 AND
WELF 7032 AND

WELF 7029

Equivalent Subjects WELF 7005 - Counselling 2

Incompatible Subjects WELF 7010 - Foundations of Psychotherapy and Counselling 2
CART 7011 - Integrating Arts and Therapy

Restrictions

Students must be enrolled in 4595 Master of Art Therapy.

Assumed Knowledge

Concurrent or previous study of foundational subjects in counselling and art therapy.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Practice beginning skills in art therapy effectively with a range of client groups and issues.
2. Demonstrate art therapy skills in practice sessions in ways that will enhance the therapeutic relationship and the progress of therapy
3. Reflect constructively on their art therapy practice from multiple positions
4. Analyse significant critical connections between the theoretical frameworks of contemporary art and art psychotherapy
5. Analyse the significance of studio art practice for the practicing art therapist
6. Curate own or client artwork around a therapeutic issue or theme

Subject Content

1. In-class practice of art therapy clinical skills to address a range of client issues.
2. Reflection on the experience of art therapy practice from the positions of trainee practitioner, participant and observer, including close analysis of video recordings of practice sessions.
3. Exploration of the connections and tensions between the theories and practices of art psychotherapy and those of contemporary art.
4. Planning, documenting progress toward and exhibiting an artwork that researches an aspect of the relationship between art and psychotherapy.
5. Critical consideration of the role of the exhibition in art therapy, including the intersections of art therapy with arts-based mental health recovery and the 'arts in health' movement.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	50 minute video recording plus 2,000 words (not including transcript)	50	Y	Individual
Portfolio	1,000 words plus 8 digital images	20	N	Individual

Applied project 500 words + ongoing 30 N Individual

Prescribed Texts

- Hyland Moon, C. (Ed.). 2010. Materials and media in art therapy: critical understanding of diverse artistic vocabularies. NY: Routledge.
- Rubin, J. 2011. The art of art therapy: what every art therapist needs to know. (2nd Edition). NY & Hove, Sussex: Routledge.

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Joy Paton ([https://directory.westernsydney.edu.au/search/name/Joy Paton/](https://directory.westernsydney.edu.au/search/name/Joy%20Paton/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CART7010_22-SPR_PS_D#subjects)

CART 7013 Masters Project

Credit Points 40

Legacy Code 102255

Coordinator Kate Fagan ([https://directory.westernsydney.edu.au/search/name/Kate Fagan/](https://directory.westernsydney.edu.au/search/name/Kate%20Fagan/))

Description The Masters Project is the culmination of the Master of Arts in Literature and Creative Writing. Students will build up to being able to complete a long written project. For many students this will be a creative project (creative writing, or related media including music). This involves both the creative work (normally 11,000 words) along with an 'exegesis' that offers a critical overview of the ideas within it (4,000 words). Other students might choose to write a long critical essay in literary studies (15,000 words). There is no class work; rather, students work individually with a supervisor with significant expertise in the area in researching and writing their Project.

School Humanities & Comm Arts

Discipline Creative Arts, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 40cp

Level Postgraduate Coursework Level 7 subject

Incompatible Subjects LGYA 1660 - Masters Project

Restrictions

Students must have successfully completed 80 credit points in the MA in Literature and Creative Writing or submit equivalent approved academic credit.

Assumed Knowledge

Students are expected to have foundational knowledge of marketing theory and practice.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Critically read and review research literature in the field of their research
- Compile a literature review of the field of their research

- Organise and evaluate research material relevant to their project
- Compose and present research thesis or creative project with research component.

Subject Content

- design A Critical or Creative Project with exegesis
- Compose long research essay or Creative Project with exegesis

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Thesis	15,000 maximum. In the case of creative work, the word length might vary depending on the creative form used with an exegesis of at a maximum of 4,000 words	100	N	Individual

Teaching Periods

Autumn

Parramatta City - Macquarie St

Attendance Not required

Subject Contact Kate Fagan ([https://directory.westernsydney.edu.au/search/name/Kate Fagan/](https://directory.westernsydney.edu.au/search/name/Kate%20Fagan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CART7013_22-AUT_PC_N#subjects)

Spring

Parramatta City - Macquarie St

Attendance Not required

Subject Contact Kate Fagan ([https://directory.westernsydney.edu.au/search/name/Kate Fagan/](https://directory.westernsydney.edu.au/search/name/Kate%20Fagan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CART7013_22-SPR_PC_N#subjects)

CART 7014 Research Methods in the Creative Arts

Credit Points 20

Legacy Code 102375

Coordinator Clare Maclean ([https://directory.westernsydney.edu.au/search/name/Clare Maclean/](https://directory.westernsydney.edu.au/search/name/Clare%20Maclean/))

Description This unit investigates conceptual and theoretical models used in Creative Arts Research. It introduces students to a variety

of important methodologies, including empiricism, experimentation, practice-based research, performativity-as-method, and narrative inquiry. It will also focus on writing as a creative praxis that has an important relationship to all the creative arts. Methodologies will be explored through the analysis of various theoretical and conceptual models that are applied in and produced through creative work. The unit will include a variety of strategies for analysing and documenting creative work, including observation, participation, reflection and representation. It will also examine the divisions between theory and practice, asking whether theory is in itself a practice that empiricism describes. It will look at the conditions under which creative arts research is produced, exploring its meanings, effects and affects.

School Humanities & Comm Arts

Discipline Creative Arts, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 20cp

Level Postgraduate Coursework Level 7 subject

Assumed Knowledge

Successful completion of undergraduate degree and formal acceptance into the Master of Arts (Creative Arts).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify conceptual and theoretical models used in creative arts practice research
2. Evaluate creative arts practice as research
3. Formulate a practice of writing which describes creative arts research
4. Interpret the objects of art in creative arts research.
5. Explain the methods used by practitioners, theorists and empiricists in creative arts research.

Subject Content

Students will work on topics that include:

- experimental aesthetics and speculative ontologies
- collaborative arts practices
- writing and creative practice
- visual analysis
- critical and ontological design
- empiricism
- Intercultural research
- perspectives in digital arts research
- Understanding the visual
- performativity-as-method
- practice-led research
- Improvisation and research
- The multi-modal thesis
- Multi-disciplinary arts practices

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case study of 2,000 words creative work	30		N	Individual

Oral presentation	1,000 words	30	N	Individual
Essay	3,000 words	40	N	Individual

Prescribed Texts

- NULL

Teaching Periods

2nd Half

Parramatta - Victoria Rd

Day

Subject Contact Clare Maclean ([https://directory.westernsydney.edu.au/search/name/Clare Maclean/](https://directory.westernsydney.edu.au/search/name/Clare%20Maclean/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CART7014_22-2H_PS_D#subjects)

CART 7018 Writing Practice and Tradition

Credit Points 10

Legacy Code 102498

Coordinator Peter Boyle ([https://directory.westernsydney.edu.au/search/name/Peter Boyle/](https://directory.westernsydney.edu.au/search/name/Peter%20Boyle/))

Description This unit will consider the nature of writing in terms of both writing and editorial practice. It will involve the analysis of major works by writers (both of fiction and non-fiction) within particular traditions and communities and reflect on the themes of these works and the processes through which they emerge. It will explore the power of the word to shape our understanding of the world. This reflection will be both theoretical and practical.

School Humanities & Comm Arts

Discipline Written Communication

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects CART 7016 - Word (Literary Traditions)

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Theorise the expressive potentials of fiction or non-fiction writing
2. Characterise the role of the writer in editing and critiquing their own work
3. Characterise the role of external editors and publishers in the production of finished works
4. Analyse those elements within works which create engagement with audiences
5. Examine the processes of communication that occur in events that look to promote finished works
6. Apply ideas developed in the subject to the writing process

Subject Content

- Expressive form: its limits and potentials
- The editorial process: writing and re-writing
- writing to engage: creating connections
- The World beyond The page: publication process
- The idea of An audience
- engaging with The public

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Written Assignment	4,000 Words	100	N	Individual

Prescribed Texts

- NULL

Teaching Periods

CART 7019 Writing Process

Credit Points 10

Legacy Code 102499

Coordinator George Haddad ([https://directory.westernsydney.edu.au/search/name/George Haddad/](https://directory.westernsydney.edu.au/search/name/George%20Haddad/))

Description This unit will consider elements of the physical world around us: the phenomena we inhabit which form our sense of self. Focusing on literature and how meaning is created in literary form the unit will consider the interaction between the created world and the real world. It will focus on method and process in writing. In doing this it will engage with ideas from a number of areas, including science, philosophy, and literary theory in considering particular aspects of both our interaction with world, and how it shapes us, and the manner in which art shapes and forces itself upon the world. A specific theme related to the process of creation in art will be addressed.

School Humanities & Comm Arts

Discipline Creative Arts, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects CART 7017 - World (Art and Nature)

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply phenomenological methods to the analysis of everyday experience
2. Characterise how conceptual approaches from the sciences might be integrated with artistic or cultural expression
3. Reflect upon the nature of the interaction between ideas and bodies

4. Generate a creative or critical piece of writing that considers the nature of the interaction between the natural world and the worlds expressed in imaginative forms
5. Analyse the different and complimentary potentials of thinking in science and thinking in the arts
6. Contrast the descriptions of the world possible through art and science.

Subject Content

- physical phenomena and how we engage with them
- The interaction between science and The Arts
- The representation of embodied thought
- The idea of The World and its reflection in Creative forms
- Understanding through art, Understanding through science
- The feeling of ideas.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Written Project	4000 words	100	N	Individual

Prescribed Texts

- NULL

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Dennis Schmidt ([https://directory.westernsydney.edu.au/search/name/Dennis Schmidt/](https://directory.westernsydney.edu.au/search/name/Dennis%20Schmidt/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CART7019_22-SPR_PS_D#subjects)

CART 7020 Writing and Form

Credit Points 10

Legacy Code 102500

Coordinator Christopher Conti ([https://directory.westernsydney.edu.au/search/name/Christopher Conti/](https://directory.westernsydney.edu.au/search/name/Christopher%20Conti/))

Description While narrative belongs to all human discourse, the modern study of its form developed its basic concepts in the study of narrative fiction. This unit focuses on major approaches to narrative fiction and theories of the novel. A key area of inquiry is the literary evolution of narrative techniques and concepts since the modernist experiments in representing consciousness and time. Each week we look at a key element of narrative form and the historical factors behind its development. This critical and historical perspective is complemented by a practical focus on the processes of narrative form uncovered in close reading of selected texts and various writing exercises. Students will discover the historical significance behind key developments in the contemporary novel and prose art and ways those developments might inform their own creative work. The dual focus of the unit equips students with the tools for critical writing and creative writing.

School Humanities & Comm Arts

Discipline Written Communication

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects CART 7015 - Search (Translation)

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply theories of translation to the analysis of work from different cultures
2. Apply theories of translation to the analysis of different cultural forms
3. Theorise the role of creative expression in the projection of national identity
4. Reflect on the importance of translation to the Australian context
5. Use archival material (or material uncovered through research) to analyse how different cultural forms project national and cross-national identity
6. Examine the importance of searching or the quest to processes of cross-cultural communication.

Subject Content

1. Use and critically reflect on key elements of narrative form studied on this subject.
2. Apply narratological concepts to selected primary texts.
3. Examine the narrative structures of fictional and non-fictional texts.
4. Recognise the dynamic historical relationship between tradition and innovation.
5. Articulate the historical evolution of key narrative modes, concepts and devices.
6. Demonstrate understanding of various critical and interpretive concerns arising from the theory of the novel.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Essay	4,000 words	100	Y	Individual

Teaching Periods

Quarter 2

Parramatta - Victoria Rd

Day

Subject Contact Christopher Conti ([https://directory.westernsydney.edu.au/search/name/Christopher Conti/](https://directory.westernsydney.edu.au/search/name/Christopher%20Conti/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CART7020_22-Q2_PS_D#subjects)

CART 7021 Writing and Ideas

Credit Points 10

Legacy Code 102497

Coordinator Charles Barbour ([https://directory.westernsydney.edu.au/search/name/Charles Barbour/](https://directory.westernsydney.edu.au/search/name/Charles%20Barbour/))

Description This unit will focus on a particular idea or concept that is of major importance to the diverse cultural, artistic and philosophical understandings we have of ourselves. It will then look to explore how the idea operates through these differing understandings and the problems it poses for representation. The theoretical and creative texts examined will focus both on the nature of the idea and how it might be better understood or made use of in creative practice.

School Humanities & Comm Arts

Discipline Written Communication

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects CART 7009 - Idea (Conceiving Experience)

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and analyse important points of continuity and difference in theories of cultural and creative practice from Ancient times to the present
2. Explain the relevance of theories of cultural and creative practice to the contemporary world and contemporary practice.
3. Apply key concepts from aesthetic theory to examples of artistic practice.
4. Apply key concepts from theories of cultural practice to present day contexts.
5. Identify and trace the logical consistency of arguments in a clear and precise way.
6. Demonstrate proficiency in the analysis of sophisticated theoretical texts.

Subject Content

- foundations of Critical theory: The Greeks
- Developments of Critical theory: rationalism
- key concepts in Aesthetic theory
- key concepts in theories of cultural practice
- contemporary theory: key texts

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Essay	4000 Words	100	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Charles Barbour ([https://directory.westernsydney.edu.au/search/name/Charles Barbour/](https://directory.westernsydney.edu.au/search/name/Charles%20Barbour/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CART7021_22-AUT_PS_D#subjects)

CART 7022 Writing, Sounds, Images, Texts

Credit Points 10

Legacy Code 102501

Coordinator Kate Richards ([https://directory.westernsydney.edu.au/search/name/Kate Richards/](https://directory.westernsydney.edu.au/search/name/Kate%20Richards/))

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

School Humanities & Comm Arts

Discipline Written Communication

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects CART 7008 - Display (Sounds Images Text)

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Theorise the role of practice in thinking through artistic form
2. Analyse how different art forms can interact to deepen or generate affects
3. Describe the possibilities for new forms of expression through the utilization of new technologies
4. Examine aspects of the processes involved in generating meaning through different forms
5. Theorise elements of the potentials of artistic expression
6. Examine how the manner in which, and the forms through which, works are displayed add to their expressive potential

Subject Content

Practice-led Research in the creative arts

The interaction between art forms

New technologies and the arts

The generation of meaning across different forms

The potentials of artistic expression

Engagement with cultural contexts

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Written Assignment - Project	4,000 words	100	N	Individual

Teaching Periods

Quarter 4

Parramatta - Victoria Rd

Day

Subject Contact Kate Richards ([https://directory.westernsydney.edu.au/search/name/Kate Richards/](https://directory.westernsydney.edu.au/search/name/Kate%20Richards/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CART7022_22-Q4_PS_D#subjects)

CART 9001 Higher Degree Research Thesis - Creative Arts

Credit Points 20

Legacy Code 800005

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Humanities & Comm Arts

Discipline Creative Arts, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CART9001_22-RQ1_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CART9001_22-RQ1_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CART9001_22-RQ1_PS_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CART9001_22-RQ2_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CART9001_22-RQ2_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CART9001_22-RQ2_PS_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CART9001_22-RQ3_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CART9001_22-RQ3_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CART9001_22-RQ3_PS_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CART9001_22-RQ4_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CART9001_22-RQ4_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CART9001_22-RQ4_PS_D#subjects)

CEDS 3001 Bridging the Gap: Re-engaging Indigenous Learners

Credit Points 10

Legacy Code 101756

Coordinator Madison Shakespeare (<https://directory.westernsydney.edu.au/search/name/Madison Shakespeare/>)

Description This unit is available to all undergraduate students who have open electives. Bridging the Gap: Re-engaging Indigenous Australian Learners will provide students with knowledge and skills to develop teaching strategies that will bridge the education gaps existing for many Indigenous Australian (Indigenous) learners. Students will gain knowledge of quality teaching frameworks to engage all learners and in particular Indigenous learners. The unit will also increase students' awareness of the complexities of the cultural inter-relationships between many Indigenous and non-Indigenous learners. The unit focuses on empowering students to effectively teach: Indigenous Australians; Indigenous studies in consultation with Indigenous communities; and assess as well as evaluate resources for use in teaching Indigenous studies.

School Humanities & Comm Arts

Discipline Education Studies

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects TEAC 1019 - Issues in Aboriginal Education

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. identify teaching strategies that will assist Indigenous Australian learners to improve their overall educational attainments;
2. use appropriate teaching and learning pedagogy and methodologies to engage Indigenous students;
3. interpret and explain the cultural differences between Indigenous and non-Indigenous learners;
4. explain the importance of teaching Indigenous Australian Studies and perspectives;
5. assess and evaluate resources and pedagogy for use in teaching Indigenous Australian Studies

Subject Content

- what are The historical and Critical education Issues for indigenous Australian learners
- indigenous Australian studies
- Critical education for indigenous Australians
- Indigenous Education Policy ? National; State; Indigenous Education Reports
- Pedagogical issues ? Indigenous perspectives in curriculum and building on what students bring to the education experience; differing models and strategies
- Teaching and learning methodologies / strategies to engage indigenous Australians
- communication ? both-ways / cross cultural communication, Integrating The Teaching of culture and The socio cultural aspects of Teaching
- Motivational strategies
- Assessing and Evaluating learning resources / materials for design / development of appropriate curriculum materials
- cross cultural partnerships for teachers and learners
- Educating The child ? Educating The whole community
- social inclusion for socially transformative Teaching - international comparative studies

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	1,200 words	30	N	Individual
Report	1,200 words (for the written part) and 10 minutes presentation (per student)	30	N	Individual
Essay	2,000 words	40	N	Individual

Teaching Periods

Autumn

Online

Online

Subject Contact Madison Shakespeare ([https://directory.westernsydney.edu.au/search/name/Madison Shakespeare/](https://directory.westernsydney.edu.au/search/name/Madison%20Shakespeare/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CEDS3001_22-AUT_ON_0#subjects)

CEDS 7001 Education Policy, Practice and Global Knowledge Co-construction

Credit Points 10

Legacy Code 102160

Coordinator Michael Singh ([https://directory.westernsydney.edu.au/search/name/Michael Singh/](https://directory.westernsydney.edu.au/search/name/Michael%20Singh/))

Description From 2020 students should note that core subjects are now taught in semesters rather than half yearly sessions. This subject explores the relationship between education and knowledge through reference to questions about the links between education policy practices and global knowledge production. The conceptual framework which provides the focus for this subject explores the dynamic, cyclical relations between the following: conditions of possibility for linking education policy practices and global knowledge production; contexts of negotiation/distance that affect this relationship; the modes of reception and rejection of the impact of linking of the two, and the mechanisms of connection that make this possible. These core concepts provide a focus for exploring questions about the relationship between 'education policy practices' and 'global knowledge production' in students' everyday work-life.

School Education

Discipline Education Studies

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically review concepts that explain what students know and do through their everyday professional practice that links 'education policy practices' and 'global knowledge production'.
2. Evaluate core and contributory concepts that address questions concerning the relationship between 'education policy practices' and 'global knowledge production'.
3. Investigate through active-learning and research, understandings and actions that relate education and knowledge, policy and production.

Subject Content

1. Overarching concepts: education policy practice and global knowledge construction
2. Core concepts: conditions of (im)possibility; contexts of negotiation/distance; modes of reception/rejection; mechanisms of (dis)connection
3. Contributory concepts: receptive leaders ; knowledge brokers; shared knowledge interests; reduced perception of distance; bridging perceived distance; connected histories; disciplinary boundaries; institutional boundaries; structural hierarchies; intellectual dependency/captive minds; rejection of difference; acknowledgement; positive affirmation; critical, creative and productive adaptation; mobility, person-to-person encounters, knowledge networks; shared communicational language; multilingual frame of reference

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report: An evidence-driven analysis of key conceptual tools	2,500	50	N	Individual
Essay: A critique of concepts relating to education and knowledge production	2,500	50	N	Individual

Teaching Periods

CEDS 7002 So, You Want to Be an Academic?

Credit Points 10

Legacy Code 800210

Coordinator Anna Denejkina ([https://directory.westernsydney.edu.au/search/name/Anna Denejkina/](https://directory.westernsydney.edu.au/search/name/Anna%20Denejkina/))

Description The knowledge labour market is tightening as more academics compete for the limited number of permanent and temporary positions available globally. Early career researchers must quickly adapt to established systems, increased workloads and sometimes stressful and changing work environments. They may be concerned about job security. The purpose of this unit is to introduce students to the world of academia, to assist them in developing the knowledge and skills required to thrive as early career researchers, and to establish networks that they can leverage in order to gain employment and be successful in their careers. Through an innovative model built on online activities and workshops, students will develop an understanding of the nature of academic work in Australia and around the world in the 21st century. Each student will partner with a mentor to develop time, project and people management skills, as well as mapping out networks to pursue near to and upon completion of the student's Doctoral (HDR) candidature.

School Graduate Research School

Discipline Education Studies

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) HUMN 7038 AND
HUMN 7005 AND
HUMN 7026 AND
HUMN 7037

Restrictions

Students must be enrolled in a Doctoral (HDR) program and 8111 - Graduate Certificate in Researcher Engagement, Development and Impact.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Plan for research and development as early career researchers;
2. Develop short and longer-term mentoring plans;
3. Explain their philosophy linking teaching and learning in higher education, with reference to academic literature;
4. Identify and apply for appropriate employment opportunities within academia;
5. Demonstrate skills required to self-manage research projects as early career researchers;
6. Reflect on own performance and identify own development needs.

Subject Content

- Identifying and developing mentoring relationships
- Developing a post-doctoral research plan
- Identifying employment opportunities within academia
- The role of the modern professional academic
- Project management in academia
- Time management and work life balance
- Teaching and learning in higher education
- Collaboration and teamwork in academia

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	1,500 words (2 entries x 750 words each)	S/U	Y	Individual
Report	2,000 words	S/U	Y	Individual
Portfolio	A - Research Plan (500 words) B - Mentoring Plan (500 words) C - CV (1,000 words).	S/U	Y	Individual

Teaching Periods

1st Half

Parramatta - Victoria Rd

Composite

Subject Contact Anna Denejkina ([https://directory.westernsydney.edu.au/search/name/Anna Denejkina/](https://directory.westernsydney.edu.au/search/name/Anna%20Denejkina/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CEDS7002_22-1H_PS_C#subjects)

CEDS 7003 Research Methods in Education

Credit Points 10

Legacy Code 102824

Coordinator Nathan Berger ([https://directory.westernsydney.edu.au/search/name/Nathan Berger/](https://directory.westernsydney.edu.au/search/name/Nathan%20Berger/))

Description Research Methods in Education provides students with an introduction to educational research methods and data analysis. It enables students to develop their understanding of how research evidence can be used to improve educational practice and policy, and the challenges associated with the use of research evidence in education. The unit will develop students' knowledge and skills to design research instruments and analyse research data. This unit is designed to provide students with foundational research skills for their application to research and professional projects.

School Education

Discipline Education Studies

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Must be enrolled in 1726 Master of Education (Leadership), 1888 Master of Education (Leadership & Management), 1720 Master of Inclusive Education, 1723 Master of Education (Social Ecology), 1847 Master of Education (STEM)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse the role of research evidence in improving practice and policy in educational contexts.
2. Appraise theoretical paradigms and their influence on research design and methods.
3. Explain how a range of research designs (qualitative, quantitative and/ or mixed methods) can be applied to address educational research questions.
4. Explore qualitative and quantitative approaches to analyse educational data.
5. Explore the design of research instruments that are used to collect data in an educational context.
6. Evaluate the ethical frameworks impacting on research in education.

Subject Content

- how can research evidence be used to improve educational practice and policy?
- how are theoretical paradigms related to research design and methods?
- what are The characteristics of different research designs, and how can they be enacted in educational contexts?
- how can research data be collected and analysed?
- what are The Ethical Issues that need to be considered when conducting research in educational contexts?

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Critical Review	15 minutes	35	N	Individual

Annotated Bibliography	2000 words	50	N	Individual
Reflection	500 words	15	N	Individual

Teaching Periods

Autumn

Online

Online

Subject Contact Nathan Berger ([https://directory.westernsydney.edu.au/search/name/Nathan Berger/](https://directory.westernsydney.edu.au/search/name/Nathan%20Berger/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CEDS7003_22-AUT_ON_O#subjects)

UEH Quarter 2

Vietnam

Day

Subject Contact Nathan Berger ([https://directory.westernsydney.edu.au/search/name/Nathan Berger/](https://directory.westernsydney.edu.au/search/name/Nathan%20Berger/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CEDS7003_22-UQ2_UE_D#subjects)

Spring

Online

Online

Subject Contact Nathan Berger ([https://directory.westernsydney.edu.au/search/name/Nathan Berger/](https://directory.westernsydney.edu.au/search/name/Nathan%20Berger/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CEDS7003_22-SPR_ON_O#subjects)

CEDS 9001 Higher Degree Research Thesis - Education Studies

Credit Points 20

Legacy Code 800119

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Education

Discipline Education Studies

Student Contribution Band HECS Band 1 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CEDS9001_22-RQ1_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CEDS9001_22-RQ1_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CEDS9001_22-RQ1_PS_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CEDS9001_22-RQ2_BA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CEDS9001_22-RQ2_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CEDS9001_22-RQ2_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CEDS9001_22-RQ2_PS_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CEDS9001_22-RQ3_BA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CEDS9001_22-RQ3_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CEDS9001_22-RQ3_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CEDS9001_22-RQ3_PS_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CEDS9001_22-RQ4_BA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CEDS9001_22-RQ4_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CEDS9001_22-RQ4_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CEDS9001_22-RQ4_PS_D#subjects)

CHEM 0001 Chemistry (WSTC Prep)

Credit Points 10

Legacy Code 700043

Coordinator Phillip Newman (<https://directory.westernsydney.edu.au/search/name/Phillip Newman/>)

Description This unit is a platform to introduce Chemistry to students. It introduces students to the basic concepts required to satisfy the needs of most first year university science units in both skill and content areas. It is intended that students will gain a greater understanding of the theoretical concepts covered in the unit by completing the practical component of the unit. Students will also be introduced to professional pathways in science.

School Western Sydney The College

Discipline Chemical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects CHEM 0002 - Chemistry (UWSC)

Restrictions Students must be enrolled at Western Sydney University, The College.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and describe professional pathways in science.
2. Use the periodic table to make predictions about the physical and chemical properties of elements and the compounds they form.
3. Use equations to calculate relative quantities of reactants and products.
4. Describe the factors that influence the type and rate of chemical reactions.
5. Apply simple stoichiometric relationships.
6. Gather and analyse first and second hand data from scientific investigations and draw conclusions. This can be demonstrated by second hand data analysis in the intra session exams and final exam and by gathering first hand data in the practicals and writing up the practical reports.
7. Use appropriate terminology and reporting styles to communicate information and understanding

Subject Content

1. Introduction to the science learning community.
2. Professional pathways in science and the importance of a knowledge of the key concepts in chemistry and the development of practical skills to all Science majors.
3. Redox ? Electron transfer, oxidation states, half-equations, balanced redox equations, reduction potentials.
4. Periodic Table ? Arrangement of elements, electronic configuration, physical and chemical properties, groups 1,2,7 and 8, metals/non-metals, solids, liquids and gasses, trends in periodic properties.
5. Chemical Bonding - forces between molecules.
6. Chemical Reactions ? Why substances react, the rate of reaction, chemical equations.
7. Quantities in Chemical Reactions ? Reacting quantities, the mole concept, and solids, gasses and solutions.
8. Acids and Bases ? properties and reactions of acids, pH, volumetric analysis, Lowry-Bronsted theory, weak acids and bases.
9. Equilibrium ? Dynamic equilibrium, equilibrium constant ? position and effect of temperature, K_a , pH and K .

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	500-700 words	20	N	Individual
Short Answer	1 hour each	30	N	Individual
Log/ Workbook	400 words each for 3 of the 3 practicals	20	N	Individual

End-of-session Exam	2 hours	30	N	Individual
---------------------	---------	----	---	------------

Teaching Periods

Term 1

Nirimba Education Precinct

Day

Subject Contact Phillip Newman ([https://directory.westernsydney.edu.au/search/name/Phillip Newman/](https://directory.westernsydney.edu.au/search/name/Phillip%20Newman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM0001_22-T1_BL_D#subjects)

Term 2

Nirimba Education Precinct

Day

Subject Contact Phillip Newman ([https://directory.westernsydney.edu.au/search/name/Phillip Newman/](https://directory.westernsydney.edu.au/search/name/Phillip%20Newman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM0001_22-T2_BL_D#subjects)

CHEM 0002 Chemistry (WSTC)

Credit Points 10

Legacy Code 900024

Coordinator Phillip Newman ([https://directory.westernsydney.edu.au/search/name/Phillip Newman/](https://directory.westernsydney.edu.au/search/name/Phillip%20Newman/))

Description This unit introduces students to the basic concepts required to satisfy the needs of most first year university science courses in both skill and content areas. It is intended that students will gain a greater understanding of the theoretical concepts covered in the course by completing the practical component of the course. Students will also be introduced to professional pathways in science.

School Western Sydney The College

Discipline Chemical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects CHEM 0001 - Chemistry (WSTC Prep)

Restrictions Students must be enrolled in a Foundation Studies program at The College.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and describe professional pathways in science.
2. Use the periodic table to make predictions about the physical and chemical properties of elements and the compounds they form
3. Use equations to calculate relative quantities of reactants and products.
4. Describe the factors that influence the type and rate of chemical reactions.
5. Apply simple stoichiometric relationships.
6. and analyse first and second hand data from scientific investigations and draw conclusions. This can be demonstrated by second hand data analysis in the intra session exams and final

exam and by gathering first hand data in the practicals and writing up the practical reports.

- Use appropriate terminology and reporting styles to communicate information and understanding

Subject Content

- Introduction to the science learning community.
- Professional pathways in science.
- Redox - Electron transfer, oxidation states, half-equations, balanced redox equations, reduction potentials.
- Periodic Table - Arrangement of elements, electronic configuration, physical and chemical properties, groups 1,2,7 and 8, metals/non-metals, solids, liquids and gasses, trends in periodic properties.
- Chemical Bonding - Types of bonds, metallic, covalent and ionic, properties of substances, polarity, forces between molecules.
- Chemical Reactions - Why substances react, the rate of reaction, chemical equations.
- Quantities in Chemical Reactions - Reacting quantities, the mole concept, and solids, gasses and solutions.
- Acids and Bases - properties and reactions of acids, pH, volumetric analysis, Lowry-Bronsted theory, weak acids and bases.
- Equilibrium - Dynamic equilibrium, equilibrium constant - position and effect of temperature, K_a , pH and K .

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	500-700 words	20	N	Individual
Short Answer	1 hour each	30	N	Individual
Log/ Workbook	400 words each for 3 of the 3 practicals	20	N	Individual
End-of-session Exam	2 hours	30	N	Individual

Teaching Periods

CHEM 1003 Essential Chemistry 1

Credit Points 10

Legacy Code 300800

Coordinator Janice Aldrich-Wright ([https://directory.westernsydney.edu.au/search/name/Janice Aldrich-Wright/](https://directory.westernsydney.edu.au/search/name/Janice%20Aldrich-Wright/))

Description This unit provides an introduction to some of the essential knowledge, concepts and skills of chemistry, to serve the needs of students majoring in chemistry and those requiring a working knowledge of chemistry. Observable chemical facts and phenomena including structure, dynamics, and energetics, are explained in terms of current mathematical and visual models and further developed in Essential Chemistry 2. Evidence for chemical understanding is provided using IR spectroscopy, mass spectrometry, and computer molecular modelling. Laboratory skills relate theory to practice through the development of practical skills required to determine the concentration of an analyte using volumetric and spectrophotometric analysis.

School Science

Discipline Organic Chemistry

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects CHEM 1001 - Chemistry 1 CHEM 1011 - Principles of Chemistry CHEM 1004 Essential Chemistry 1

Assumed Knowledge

HSC Chemistry (2 unit) or HSC Multi-strand Science (3 or 4 unit) or equivalent. General Mathematics bands 5 and 6 or Mathematics band 4 or equivalent.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Explain chemistry concepts accurately, clearly, and concisely, using an appropriate combination of everyday language with correct spelling and grammar; specialist chemical terms and notation; mathematics (equations, graphs); molecular-level representations; and labelled diagrams
- Demonstrate competence in the manipulative laboratory skills and deductive skills involved in volumetric, spectrophotometric, and qualitative analysis
- Calculate quantities using mathematical formulas, and expressing them with the appropriate number of significant figures, and in some cases, uncertainty
- Describe an atom's chemical personality by relating its position in the Periodic Table to its electron configuration, and ratio of effective nuclear charge Z_{eff} , to average distance r of the valence electrons from the nucleus
- Predict the physical properties of a substance based on its classification as a metal, ionic compound, molecular substance, or network substance and the types of intra- and intermolecular bonding involved.
- Explain how IR spectra and data from mass spectrometry provide experimental evidence for the composition, connectivity (which atoms are bonded together), and formula for a compound.
- Identify a reaction as an example of a Lewis acid-base reaction (complexation or proton exchange) or a redox reaction (electron exchange), identify the donors and acceptors, express the extent of reaction quantitatively in terms of the reaction quotient, Q , and predict the direction of reaction from the difference between Q and t

Subject Content

Atomic structure and periodicity

Pure substances - physical properties, structure and bonding
Lewis acid-base reactions (dissolving, precipitation, complexation, proton exchange) and redox reactions in aqueous systems

Introduction to chemical thermodynamics

Structure, shape and bonding within and between molecules

Colligative properties of solutions

Chemical systems at equilibrium, and open living systems

Chemical speciation and buffering in aqueous solution as a result of competitive equilibria

Stoichiometric concepts in volumetric and spectrophotometric analysis

Prescribed Texts

- Mahaffy, P, Tasker, R, Bucat, B, Kotz, J, Weaver, GC, & Treichel, P, et al. 2011, Chemistry: human activity, chemical reactivity, Nelson Education, Toronto.

- Recommended: Odyssey Molecular Modelling Software v4.x. Wavefunction Inc

Teaching Periods

CHEM 1004 Essential Chemistry 1 (WSTC)

Credit Points 10

Legacy Code 700121

Coordinator Phillip Newman ([https://directory.westernsydney.edu.au/search/name/Phillip Newman/](https://directory.westernsydney.edu.au/search/name/Phillip%20Newman/))

Description This unit provides an introduction to some of the essential knowledge, concepts and skills of chemistry, to serve the needs of students majoring in chemistry and those requiring a working knowledge of chemistry. Observable chemical facts and phenomena including structure, dynamics, and energetics, are explained in terms of current mathematical and visual models and further developed in Essential Chemistry 2. Evidence for chemical understanding is provided using IR spectroscopy, mass spectrometry, and computer molecular modelling. Laboratory skills relate theory to practice through the development of practical skills required to determine the concentration of an analyte using volumetric and spectrophotometric analysis.

School Science

Discipline Organic Chemistry

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects CHEM 1001 - Chemistry 1 CHEM 1003 - Essential Chemistry 1 CHEM 1011 - Principles of Chemistry LGYB 0460 - Chemistry 1 (UWSC)

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in Extended Diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject. Students enrolled in the combined Diploma/Bachelor programs listed below must pass all College Preparatory subjects listed in the program structure before progressing to the Year 2 subjects.

Assumed Knowledge

HSC Chemistry (2 unit) or HSC Multi-strand Science (3 or 4 unit) or equivalent. General Mathematics bands 5 and 6 or Mathematics band 4 or equivalent. WSTC Prep chemistry.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain chemistry concepts accurately, clearly, and concisely, using an appropriate combination of everyday language with correct spelling and grammar; specialist chemical terms and notation; mathematics (equations, graphs); molecular-level representations; and labelled diagrams.
2. Demonstrate competence in the manipulative laboratory skills and deductive skills involved in volumetric, spectrophotometric, and qualitative analysis.
3. Calculate quantities using mathematical formulas, and expressing them with the appropriate number of significant figures, and in some cases, uncertainty.
4. Describe an atom's chemical \diamond epersonality \diamond f by relating its position in the Periodic Table to its electron configuration, and ratio

of effective nuclear charge Z_{eff} , to average distance r of the valence electrons from the nucleus.

5. Predict the physical properties of a substance based on its classification as a metal, ionic compound, molecular substance, or network substance and the types of intra- and intermolecular bonding involved.
6. Explain how IR spectra and data from mass spectrometry provide experimental evidence for the composition, connectivity (which atoms are bonded together), and formula for a compound.
7. Identify a reaction as an example of a Lewis acid-base reaction (complexation or proton exchange) or a redox reaction (electron exchange), identify the donors and acceptors, express the extent of reaction quantitatively in terms of the reaction quotient, Q , and predict the direction of reaction from the difference between Q and the

Subject Content

1. Atomic structure and periodicity.
2. Pure substances - physical properties, structure and bonding.
3. Lewis acid-base reactions (dissolving, precipitation, complexation, proton exchange) and redox reactions in aqueous systems.
4. Introduction to chemical thermodynamics.
5. Structure, shape and bonding within and between molecules.
6. Colligative properties of solutions.
7. Chemical systems at equilibrium, and open 'living' systems.
8. Chemical speciation and buffering in aqueous solution as a result of competitive equilibria.
9. Stoichiometric concepts in volumetric and spectrophotometric analysis.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Practical Log/Workbook	3 hours/week x 5 weeks	20	Y	Individual
Intra-session Exams x 5	30 minutes x 5	20	N	Individual
Intra-session Exam (Mid-term)	1.5 hours	20	N	Individual
Final Exam	2 hours	40	Y	Individual

Prescribed Texts

- Mahaffy, P, Tasker, R, Bucat, B, Kotz, J, Weaver, GC, & Treichel, P, et al. 2015, Chemistry: human activity, chemical reactivity, 2nd International Edition, Nelson Education, Toronto.
- Recommended: Odyssey Molecular Modelling Software v4.x. Wavefunction Inc

Teaching Periods

CHEM 1005 Essential Chemistry 2

Credit Points 10

Legacy Code 300803

Coordinator Mark Williams ([https://directory.westernsydney.edu.au/search/name/Mark Williams/](https://directory.westernsydney.edu.au/search/name/Mark%20Williams/))

Description This unit introduces an investigation of the reactivity of covalent molecules, in particular, of carbon-based compounds. Focusing on introductory chemical dynamics and thermodynamics, students will develop an in-depth understanding of the structure, nomenclature and reactivity of the principal organic functional groups, extending their basic principles of chemistry. They will also understand how molecules are synthesised and the ways they react being important in the function and role of chemistry in biological systems in our domestic and industrial worlds.

School Science

Discipline Chemical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects CHEM 1002 - Chemistry 2 CHEM 1010 - Medicinal Chemistry CHEM 1006 - Essential Chemistry 2 (WSTC)

Incompatible Subjects LGYB 6352 - Biological Chemistry 12D

Assumed Knowledge

An understanding and competence with basic chemical principles including SI units, chemical symbols, formulas and equations, nomenclature, stoichiometry, the mole concept, bonding, molecular shape and polarity, states and properties of matter, thermodynamics, equilibria, acids and bases, pH and electrochemistry. General Mathematics bands 5 and 6 or Mathematics band 4 or equivalent.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the structure and function relationship between organic molecules and their physical and chemical properties
2. Recognise and predict the product of the following organic reactions: a) Elimination reaction of alcohols and alkyl halides, b) Addition reactions of alkenes, alkynes, aldehydes and ketones, c) Substitution reactions of alcohols, alkyl halides and carboxylic acid derivatives, d) Redox reactions of alcohols, aldehydes, ketones, carboxylic acids and esters
3. Use experimental data to find the rate law and propose a mechanism for a chemical reaction
4. Explain the basic thermodynamic principles that govern chemical systems
5. Demonstrate competence in the manipulative laboratory skills and deductive skills involved in organic synthesis, thermodynamics and reaction kinetics
6. Record the results of their investigations demonstrating awareness of the conventions of scientific writing and graphical presentations
7. Apply and transfer chemical principles to other contexts such as biological systems

Subject Content

Introduction to Chemical Dynamics: reactions kinetics - 1st order chemical reactions; rate law and mechanisms of reaction
Introduction to Chemical Thermodynamics; Spontaneity of reaction; Entropy; Enthalpy; Hess's Law
Organic chemistry: structure of principal organic functional groups, nomenclature, physical properties and structure; reaction types - addition, substitution, elimination, redox
Scientific method(s)

Setup and performance of a chemical synthesis, including setup and conducting a reflux, and distillation, use of separating funnel and recrystallisation, measurement of melting point, refractive index
Measurement, graphing and analysis of data

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Laboratory work including post-lab online quiz	6 x 3 hour oncampus practicals; offshore international students 6 x online practicals	25	Y	Individual
Lecture and Tutorial Participation	N/A	5	N	Individual
Workshop quizzes	6 x 1 hour	15	N	Individual
Written Assignment	1,000 words	15	N	Individual
Final Examination	2 hours	40	N	Individual

Prescribed Texts

- Burrows, Andrew; Holman, John; Parsons, Andrew; Pilling, Gwen; Price, Gareth; Chemistry3, introducing Inorganic, Organic and Physical Chemistry; 3rd Edition Oxford University Press. ISBN 978-0-19-873380-5

Teaching Periods

CHEM 1006 Essential Chemistry 2 (WSTC)

Credit Points 10

Legacy Code 700122

Coordinator Phillip Newman ([https://directory.westernsydney.edu.au/search/name/Phillip Newman/](https://directory.westernsydney.edu.au/search/name/Phillip%20Newman/))

Description This unit introduces an investigation of the reactivity of covalent molecules, in particular, of carbon-based compounds. Focussing on introductory chemical dynamics and thermodynamics, students will develop an in-depth understanding of the structure, nomenclature and reactivity of the principal organic functional groups, extending their basic principles of chemistry. They will also understand how molecules are synthesised and the ways they react being important in the function and role of chemistry in biological systems in our domestic and industrial worlds.

School Science

Discipline Organic Chemistry

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects CHEM 1002 - Chemistry 2 CHEM 1010 - Medicinal Chemistry LGYB 0462 - Chemistry 2 (UWSC) CHEM 1005 - Essentials of Chemistry 2

Assumed Knowledge

An understanding and competence with basic chemical principles including SI units, chemical symbols, formulas and equations, nomenclature, stoichiometry, the mole concept, bonding, molecular shape and polarity, states and properties of matter, thermodynamics, equilibria, acids and bases, pH and electrochemistry. General Mathematics Bands 5 and 6 or Mathematics Band 4 or equivalent.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Log/ workbook	3 hours x 5 weeks	20	Y	Individual
Quiz	6 short (10 minutes) online practice quizzes	25	N	Individual
Essay	1,000 words	10	N	Individual
Short Answer	1 hour	10	N	Individual
End-of- session Exam	2 hours and 20 minutes	35	N	Individual

Teaching Periods

CHEM 1008 Introductory Chemistry

Credit Points 10

Legacy Code 300808

Coordinator Richard Thomas ([https://directory.westernsydney.edu.au/search/name/Richard Thomas/](https://directory.westernsydney.edu.au/search/name/Richard%20Thomas/))

Description The chemical sciences underpin our understanding in the environmental, forensic, health, medical, biological and physical sciences. This unit familiarises students with the fundamental principles of chemistry and how chemistry shapes the world around us. Students will be introduced to the concepts of atomic structure, the reactivity of substances, the Periodic Table, stoichiometry, and will learn about the structure and reactivity of substances and mixtures in different chemical environments, and exposed to different forms of electromagnetic radiation. Students will explore real world problems and apply the fundamental principles of chemistry to better understand how we may shape our own future.

School Science

Discipline Chemical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects CHEM 1007 - Introductory Chemistry CHEM 1009 - Introductory Chemistry (WSTC)

Restrictions

NOTE: Only External students can enrol in a composite offering for this subject.

Assumed Knowledge

General Mathematics or equivalent.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify key principles and concepts of general, inorganic, physical and electro chemistry.
2. Apply key principles and concepts of chemistry to identify, explain and examine the relationships between micro and macro chemical processes and observations in a number of scientific disciplines.
3. Conduct experiments and examine results to illustrate selected key principles and concepts of chemistry.
4. Safely handle and dispose chemical substances in lab environments.
5. Collaborate effectively in groups on experiments.
6. Communicate chemistry and chemical experiments to a range of audiences using scientific language, chemistry symbols, three - dimensional structures of compounds and conventions of general chemical nomenclature correctly.

Subject Content

1. Acquisition of Knowledge: demonstrating a knowledge of, and applying the principles and concepts of chemistry
2. Applications of knowledge: recognising that chemistry plays an essential role in society and underpins many industrial, technological and medical advances. Understanding and being able to articulate aspects of the place and importance of chemistry in the local and global community
3. Communication: presenting information, articulating arguments and conclusions, in a variety of modes, to diverse audiences, and for a range of purposes
4. Skills and applications of skills: synthesising and evaluating information from a range of sources, including traditional and emerging information technologies and methods; conducting experiments to illustrate key principles and concepts; incorporating qualitative and quantitative evidence into scientifically defensible arguments
5. Personal and Professional attributes: recognising the creative endeavour involved in acquiring knowledge, and the testable and contestable nature of the principles of chemistry; Demonstrating a capacity for self-directed learning; working collaboratively in teams.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Numerical Problem Solving	3 hr/w 6 weeks	20	N	Individual
Numerical Problem Solving	3 hr/w 3 weeks	20	Y	Individual

Participation	2h lecture 13 weeks. 3hr tutorial 6 weeks	10	N	Individual
Final Exam	2h	50	N	Both (Individual & Group)

Prescribed Texts

Chemistry3 : introducing inorganic, organic and physical chemistry.
Burrows, A. et al., Oxford University Press; 4th edition.

Teaching Periods**Autumn****Campbelltown****Day**

Subject Contact Richard Thomas ([https://directory.westernsydney.edu.au/search/name/Richard Thomas/](https://directory.westernsydney.edu.au/search/name/Richard%20Thomas/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM1008_22-AUT_CA_D#subjects)

Hawkesbury**Day**

Subject Contact Richard Thomas ([https://directory.westernsydney.edu.au/search/name/Richard Thomas/](https://directory.westernsydney.edu.au/search/name/Richard%20Thomas/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM1008_22-AUT_HW_D#subjects)

Composite

Subject Contact Richard Thomas ([https://directory.westernsydney.edu.au/search/name/Richard Thomas/](https://directory.westernsydney.edu.au/search/name/Richard%20Thomas/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM1008_22-AUT_HW_C#subjects)

Parramatta - Victoria Rd**Day**

Subject Contact Richard Thomas ([https://directory.westernsydney.edu.au/search/name/Richard Thomas/](https://directory.westernsydney.edu.au/search/name/Richard%20Thomas/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM1008_22-AUT_PS_D#subjects)

CHEM 1009 Introductory Chemistry (WSTC)

Credit Points 10

Legacy Code 700155

Coordinator Phillip Newman ([https://directory.westernsydney.edu.au/search/name/Phillip Newman/](https://directory.westernsydney.edu.au/search/name/Phillip%20Newman/))

Description The chemical sciences underpin our understanding in the environmental, forensic, health, medical, biological and physical sciences. This unit familiarises students with the fundamental principles of chemistry and how chemistry shapes the world around us. Students will be introduced to the concepts of atomic structure, the reactivity of substances, the Periodic Table, stoichiometry, and will learn about the structure and reactivity of substances and mixtures in different chemical environments, and exposed to different forms of electromagnetic radiation. Students will explore real world problems

and apply the fundamental principles of chemistry to better understand how we may shape our own future.

School Science

Discipline Chemical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects CHEM 1008 - Introductory Chemistry

Incompatible Subjects CHEM 1003 - Essential Chemistry 1 CHEM 1004 - Essential Chemistry 1 (WSTC)

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in Extended Diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject. Students enrolled in the combined Diploma/Bachelor programs listed below must pass all College Preparatory subjects listed in the program structure before progressing to the Year2 subjects.

Assumed Knowledge

General Mathematics or equivalent.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify key principles and concepts of general, inorganic, physical and electro chemistry.
2. Apply key principles and concepts of chemistry to identify, explain and examine the relationships between micro and macro chemical processes and observations in a number of scientific disciplines.
3. Conduct experiments and examine results to illustrate selected key principles and concepts of chemistry.
4. Safely handle and dispose chemical substances in lab environments.
5. Collaborate effectively in groups on experiments.
6. Communicate chemistry and chemical experiments to a range of audiences using scientific language, chemistry symbols, three - dimensional structures of compounds and conventions of general chemical nomenclature correctly.

Subject Content

1. Acquisition of Knowledge: demonstrating a knowledge of, and applying the principles and concepts of chemistry
 2. Applications of knowledge: recognising that chemistry plays an essential role in society and underpins many industrial, technological and medical advances. Understanding and being able to articulate aspects of the place and importance of chemistry in the local and global community
 3. Communication: presenting information, articulating arguments and conclusions, in a variety of modes, to diverse audiences, and for a range of purposes
 4. Skills and applications of skills: synthesising and evaluating information from a range of sources, including traditional and emerging information technologies and methods; conducting experiments to illustrate key principles and concepts; incorporating qualitative and quantitative evidence into scientifically defensible arguments
 5. Personal and Professional attributes: recognising the creative endeavour involved in acquiring knowledge, and the testable and contestable nature of the principles of chemistry; Demonstrating a capacity for self-directed learning; working collaboratively in teams
1. Acquisition of Knowledge: demonstrating a knowledge of, and applying the principles and concepts of chemistry

- Applications of knowledge: recognising that chemistry plays an essential role in society and underpins many industrial, technological and medical advances. Understanding and being able to articulate aspects of the place and importance of chemistry in the local and global community
 - Communication: presenting information, articulating arguments and conclusions, in a variety of modes, to diverse audiences, and for a range of purposes
 - Skills and applications of skills: synthesising and evaluating information from a range of sources, including traditional and emerging information technologies and methods; conducting experiments to illustrate key principles and concepts; incorporating qualitative and quantitative evidence into scientifically defensible arguments
 - Personal and Professional attributes: recognising the creative endeavour involved in acquiring knowledge, and the testable and contestable nature of the principles of chemistry; Demonstrating a capacity for self-directed learning; working collaboratively in teams
- Acquisition of Knowledge: demonstrating a knowledge of, and applying the principles and concepts of chemistry
 - Applications of knowledge: recognising that chemistry plays an essential role in society and underpins many industrial, technological and medical advances. Understanding and being able to articulate aspects of the place and importance of chemistry in the local and global community
 - Communication: presenting information, articulating arguments and conclusions, in a variety of modes, to diverse audiences, and for a range of purposes
 - Skills and applications of skills: synthesising and evaluating information from a range of sources, including traditional and emerging information technologies and methods; conducting experiments to illustrate key principles and concepts; incorporating qualitative and quantitative evidence into scientifically defensible arguments
 - Personal and Professional attributes: recognising the creative endeavour involved in acquiring knowledge, and the testable and contestable nature of the principles of chemistry; Demonstrating a capacity for self-directed learning; working collaboratively in teams

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short Answer	20 minutes x 4	20	N	Individual
Log/ Workbook	3 hours/week x 5	20	Y	Individual
Participation	1 hour/week x 10	10	N	Individual
Short Answer	1 hour	20	N	Individual
End-of-session Exam	2 hours and 20 minutes	30	N	Individual

Prescribed Texts

- Chemistry3 Burrows, Holmans, Parsons, Pilling, Price 2013, 2nd edition OUP
- Recommended: Odyssey Molecular Modelling Software v4.x. Wavefunction Inc

Teaching Periods

Term 1

Nirimba Education Precinct

Day

Subject Contact Phillip Newman ([https://directory.westernsydney.edu.au/search/name/Phillip Newman/](https://directory.westernsydney.edu.au/search/name/Phillip%20Newman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM1009_22-T1_BL_D#subjects)

Term 2

Nirimba Education Precinct

Day

Subject Contact Phillip Newman ([https://directory.westernsydney.edu.au/search/name/Phillip Newman/](https://directory.westernsydney.edu.au/search/name/Phillip%20Newman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM1009_22-T2_BL_D#subjects)

Term 3

Nirimba Education Precinct

Day

Subject Contact Phillip Newman ([https://directory.westernsydney.edu.au/search/name/Phillip Newman/](https://directory.westernsydney.edu.au/search/name/Phillip%20Newman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM1009_22-T3_BL_D#subjects)

CHEM 1012 Essential Chemistry

Credit Points 10

Legacy Code 301451

Coordinator Mark Williams ([https://directory.westernsydney.edu.au/search/name/Mark Williams/](https://directory.westernsydney.edu.au/search/name/Mark%20Williams/))

Description This unit introduces an investigation of the reactivity of covalent molecules, in particular, of carbon-based compounds. Focusing on introductory chemical dynamics and thermodynamics, students will develop an in-depth understanding of the structure, nomenclature and reactivity of the principal organic functional groups, extending their basic principles of chemistry. They will also understand how molecules are synthesised and the ways they react being important in the function and role of chemistry in biological systems in our domestic and industrial worlds.

School Science

Discipline Organic Chemistry

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects CHEM 1002 - Chemistry 2 CHEM 1010 - Medicinal Chemistry CHEM 1006 - Essential Chemistry 2 (WSTC) CHEM 1005 - Essential Chemistry 2

Incompatible Subjects LGYB 6352 - Biological Chemistry 12D

Assumed Knowledge

An understanding and competence with basic chemical principles including SI units, chemical symbols, formulas and equations, nomenclature, stoichiometry, the mole concept, bonding, molecular shape and polarity, states and properties of matter, thermodynamics,

equilibria, acids and bases, pH and electrochemistry. General Mathematics bands 5 and 6 or Mathematics band 4 or equivalent

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the structure and function relationship between organic molecules and their physical and chemical properties
2. Recognise and predict the product of the following organic reactions: a) Elimination reaction of alcohols and alkyl halides, b) Addition reactions of alkenes, alkynes, aldehydes and ketones, c) Substitution reactions of alcohols, alkyl halides and carboxylic acid derivatives, d) Redox reactions of alcohols, aldehydes, ketones, carboxylic acids and esters
3. Use experimental data to find the rate law and propose a mechanism for a chemical reaction
4. Explain the basic thermodynamic principles that govern chemical systems
5. Demonstrate competence in the manipulative laboratory skills and deductive skills involved in organic synthesis, thermodynamics and reaction kinetics
6. Record the results of their investigations demonstrating awareness of the conventions of scientific writing and graphical presentations
7. Apply and transfer chemical principles to other contexts such as biological systems

Subject Content

1. Introduction to Chemical Dynamics: reactions kinetics - 1st order chemical reactions; rate law and mechanisms of reaction
2. Introduction to Chemical Thermodynamics; Spontaneity of reaction; Entropy; Enthalpy; Hess's Law
3. Organic chemistry: structure of principal organic functional groups, nomenclature, physical properties and structure; reaction types - addition, substitution, elimination, redox
4. Scientific method(s)
5. Setup and performance of a chemical synthesis, including setup and conducting a reflux, and distillation, use of separating funnel and recrystallisation, measurement of melting point, refractive index
6. Measurement, graphing and analysis of data

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Laboratory Work: (Calculations and analysis of practical work (12%) and completion of pre and post work online (8%))	6x 3hr particles	25	N	Individual

Lecture and Tutorial Participation (Use of SRUs with peer learning)	5		N	Individual
Workshops (Combination of 1 hour face-to-face peer learning and tutorial, and 1 hour online work in a computer lab)	2 hours per week for 6 weeks	15	N	Individual
Written Assignment	1,000 words	15	N	Individual
Final Examination	2 hours	40	N	Individual

Prescribed Texts

- Burrows, Andrew; Holman, John; Parsons, Andrew; Pilling, Gwen; Price, Gareth; Chemistry3, introducing Inorganic, Organic and Physical Chemistry; 3rd Edition Oxford University Press. ISBN 978-0-19-873380-5

Teaching Periods

Spring Campbelltown Day

Subject Contact Mark Williams ([https://directory.westernsydney.edu.au/search/name/Mark Williams/](https://directory.westernsydney.edu.au/search/name/Mark%20Williams/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM1012_22-SPR_CA_D#subjects)

Hawkesbury Day

Subject Contact Mark Williams ([https://directory.westernsydney.edu.au/search/name/Mark Williams/](https://directory.westernsydney.edu.au/search/name/Mark%20Williams/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM1012_22-SPR_HW_D#subjects)

Composite

Subject Contact Mark Williams ([https://directory.westernsydney.edu.au/search/name/Mark Williams/](https://directory.westernsydney.edu.au/search/name/Mark%20Williams/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM1012_22-SPR_HW_C#subjects)

Parramatta - Victoria Rd Day

Subject Contact Mark Williams ([https://directory.westernsydney.edu.au/search/name/Mark Williams/](https://directory.westernsydney.edu.au/search/name/Mark%20Williams/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM1012_22-SPR_PS_D#subjects)

CHEM 1013 Essential Chemistry (WSTC)

Credit Points 10

Legacy Code 700333

Coordinator Phillip Newman ([https://directory.westernsydney.edu.au/search/name/Phillip Newman/](https://directory.westernsydney.edu.au/search/name/Phillip%20Newman/))

Description This unit introduces an investigation of the reactivity of covalent molecules, in particular, of carbon-based compounds. Focussing on introductory chemical dynamics and thermodynamics, students will develop an in-depth understanding of the structure, nomenclature and reactivity of the principal organic functional groups, extending their basic principles of chemistry. They will also understand how molecules are synthesised and the ways they react being important in the function and role of chemistry in biological systems in our domestic and industrial worlds.

School Science

Discipline Organic Chemistry

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects CHEM 1006 Essential Chemistry 2 CHEM 1002 Chemistry 2 CHEM 1010 Medicinal Chemistry CHEM 1005 Essential Chemistry 2 LGYB 0462 Chemistry 2 (WSTC)

Restrictions Students must be enrolled at The College. Students enrolled in Extended Diploma programs must have passed 40 credit points of preparatory subjects in order to enrol in this subject.

Assumed Knowledge

An understanding and competence with basic chemical principles including SI units, chemical symbols, formulas and equations, nomenclature, stoichiometry, the mole concept, bonding, molecular shape and polarity, states and properties of matter, thermodynamics, equilibria, acids and bases, pH and electrochemistry.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the structure and function relationship between organic molecules and their physical and chemical properties
2. Recognise and predict the product of the following organic reactions: Elimination reaction of alcohols and alkyl halides, Addition reactions of alkenes, alkynes, aldehydes and ketones, Substitution reactions of alcohols, alkyl halides and carboxylic acid derivatives, Redox reactions of alcohols, aldehydes, ketones, carboxylic acids and esters
3. Use experimental data to find the rate law and propose a mechanism for a chemical reaction
4. Explain the basic thermodynamic principles that govern chemical systems.
5. Demonstrate competence in the manipulative laboratory skills and deductive skills involved in organic synthesis and reaction kinetics.
6. Record the results of their investigations demonstrating awareness of the conventions of scientific writing and graphical presentations.
7. Apply and transfer chemical principles to other contexts such as biological systems.

Subject Content

1. Introduction to Chemical Dynamics: reactions kinetics - 1st order chemical reactions; rate law and mechanisms of reaction;
2. Introduction to Chemical Thermodynamics; Spontaneity of reaction; Entropy; Enthalpy; Hess's Law
3. Organic chemistry: structure of principal organic functional groups, nomenclature, physical properties and structure; reaction types ? addition, substitution, elimination, redox;
4. Scientific method(s)
5. Setup and performance of a chemical synthesis, including setup and conducting a reflux, and distillation, use of separating funnel and recrystallisation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Log/workbook	3 hrs x 5 weeks	20	N	Individual
Quiz	Online Quizzes	18	N	Individual
Quiz	Online Quizzes	7	N	Individual
Essay	1000 words	10	N	Individual
Short Answer	1 hour	10	N	Individual
End-of-session Exam	2 hours and 20 mins	35	N	Individual

Teaching Periods

Term 2

Nirimba Education Precinct

Day

Subject Contact Phillip Newman ([https://directory.westernsydney.edu.au/search/name/Phillip Newman/](https://directory.westernsydney.edu.au/search/name/Phillip%20Newman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM1013_22-T2_BL_D#subjects)

Term 3

Nirimba Education Precinct

Day

Subject Contact Phillip Newman ([https://directory.westernsydney.edu.au/search/name/Phillip Newman/](https://directory.westernsydney.edu.au/search/name/Phillip%20Newman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM1013_22-T3_BL_D#subjects)

CHEM 2001 Analytical Chemistry

Credit Points 10

Legacy Code 300832

Coordinator Andrew Shalliker ([https://directory.westernsydney.edu.au/search/name/Andrew Shalliker/](https://directory.westernsydney.edu.au/search/name/Andrew%20Shalliker/))

Description This unit provides insight into both classical methods of analytical analysis and an introduction to modern instrumental

methods of analysis. Specifically, the classical methods of analysis include volumetric and gravimetric methods, while the modern instrumental methods include separation techniques and spectroscopy. The role of spreadsheets in data analysis and presentation is discussed and applied in the laboratory program.

School Science

Discipline Chemical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) CHEM 1003 OR CHEM 1008

Equivalent Subjects CHEM 2002 - Analytical Chemistry 2

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain how analysis is both qualitative and quantitative.
2. Explain the importance of the correct use of analytical tools in quantitative analysis.
3. Apply appropriate numerical skills and use spreadsheets in order to improve the analysis of chemical information, to present the data in a table, graph etc. appropriate for scientific literature.
4. Perform experimental tasks on volumetric methods of analysis with attention to Occupational Health and Safety and risk assessments and to undertake the appropriate calculations to determine content.
5. Perform gravimetric methods of analysis and appropriate calculations to determine the concentration of chemical species present in a sample.
6. Explain the principles of separation and spectroscopic processes and its applications in the field of analytical chemistry.

Subject Content

1. An introduction to the objectives of analysis in analytical chemistry.
2. Sampling techniques, sample handling and preparation.
3. Understanding spreadsheet functions and screen interfaces of data analysis programs
4. Volumetric analysis and solution preparation including stoichiometric calculations.
5. Gravimetric methods of analysis and stoichiometric calculations
6. Separations, including HPLC, GC and CE.
7. Spectroscopy, including IR, UV, AAS and AES.
8. Challenges in the analysis of real samples

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	3 hours	30	Y	Individual
Intra-session Exam	50 minutes	20	N	Individual
Final Exam	2 hours	50	N	Individual

Prescribed Texts

- Skoog, DA 2004, Fundamentals of analytical chemistry, 8th edn, Thomson-Brooks/Cole, Belmont, CA.

Teaching Periods

Autumn Campbelltown

Day

Subject Contact Andrew Shalliker ([https://directory.westernsydney.edu.au/search/name/Andrew Shalliker/](https://directory.westernsydney.edu.au/search/name/Andrew%20Shalliker/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM2001_22-AUT_CA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Andrew Shalliker ([https://directory.westernsydney.edu.au/search/name/Andrew Shalliker/](https://directory.westernsydney.edu.au/search/name/Andrew%20Shalliker/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM2001_22-AUT_PS_D#subjects)

CHEM 2006 Inorganic Chemistry

Credit Points 10

Legacy Code 300899

Coordinator Feng Li ([https://directory.westernsydney.edu.au/search/name/Feng Li/](https://directory.westernsydney.edu.au/search/name/Feng%20Li/))

Description This unit introduces students to a thorough study of coordination chemistry (discussing complexes, ligands, structure, isomerism, stability, reaction mechanisms, oxidation states, elements in the first transition series, coordination chemistry in biological systems). The unit then moves on to areas of fundamental inorganic chemistry, including bonding, and solid state chemistry. Advanced Modules cover the following topics: spectroscopy in coordination complexes, physiology and inorganic chemistry, and medicinal inorganic chemistry. This unit also introduces many of the laboratory techniques and equipment that are used in synthetic procedures in coordination chemistry.

School Science

Discipline Inorganic Chemistry

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) CHEM 1003 OR CHEM 1008

Incompatible Subjects CHEM 2007 - Inorganic Chemistry 2 CHEM 2004 - Coordination Chemistry

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the properties and features of coordination compounds (coordination number and geometry; types of ligands; isomerism in coordination compounds; nomenclature; variable oxidation states; nomenclature; spectroscopy) and apply these concepts to other coordination complexes.
2. Differentiate the varied roles of metals in biochemical systems.
3. Recognise the strengths and weaknesses of various bonding theories in coordination chemistry and apply them appropriately (ligand field theory, molecular orbital theory, valence bond theory).
4. Apply a knowledge of solvent properties and evaluate their effect on chemical systems.

- Describe the structures and properties of ionic and non-ionic solids.
- Apply the fundamental principles of inorganic chemistry to advanced areas through the Advanced Modules.
- Research the literature of coordination chemistry and relate this to experimental results within an experimental Report.
- Demonstrate laboratory techniques and conduct experiments in the coordination chemistry laboratory, acquire experimental data, analyse and communicate in written format as result sheets or reports(s).
- Identify, interpret and comply with safety requirements in relation to the use of chemical reagents and laboratory equipment.

Subject Content

- Structure and Isomerism in Inorganic Chemistry
 - Structures of inorganic and coordination compounds; coordination number and geometry; types of ligands; isomerism in coordination compounds; nomenclature.
- Properties of Coordination Complexes
 - Variable oxidation states; formation of complexes in solution; the chelate effect; hard and soft acids and bases; the first transition series.
- Bonding in Inorganic Chemistry
 - Introduction to bonding in inorganic and coordination complexes; ligand field theory; magnetic properties; electronic spectra; ligand field stabilisation energy; molecular orbital theory.
- Bioinorganic Chemistry
 - Introduction to bioinorganic chemistry; heme in hemoglobin, myoglobin and cytochromes; zinc enzymes; iron-sulfur proteins; bioinorganic chemistry of molybdenum; model compounds.
- Solvent Properties
 - Comparison between water and non-aqueous solvents; concepts of acid-base behaviour.
- Inorganic Solids
 - The structure of ionic solids; lattice energy calculations; the Born-Haber cycle; imperfection and conductivity in ionic solids; the structure of non-ionic solids.
- Advanced Modules - Several Advanced Module topics will be used to review and analyse the principles covered in the six topics, and their applications in various areas of science.
 - Spectroscopic Characterisation of Coordination Complexes - Characterisation using electronic spectra; infrared spectra; nuclear magnetic resonance spectra.
 - Medicinal Inorganic Chemistry - Anti-cancer drugs; chelate therapy; diagnostic and therapeutic radiopharmaceuticals, medical imaging and coordination chemistry

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	Report - approximately six pages long, including calculations and diagrams.	30	N	Individual

Quiz	20 minutes each	20	N	Individual
Final Exam	2 hours	50	N	Individual

Prescribed Texts

- Housecroft, C.E. and Sharpe, A.G., 2012, *Inorganic Chemistry*, 4th ed, Pearson Prentice-Hall (Recommended but not compulsory.)

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Feng Li ([https://directory.westernsydney.edu.au/search/name/Feng Li/](https://directory.westernsydney.edu.au/search/name/Feng%20Li/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM2006_22-AUT_PS_D#subjects)

CHEM 2008 Organic Chemistry

Credit Points 10

Legacy Code 300876

Coordinator Christopher Gordon ([https://directory.westernsydney.edu.au/search/name/Christopher Gordon/](https://directory.westernsydney.edu.au/search/name/Christopher%20Gordon/))

Description Organic molecules are at the heart of the chemistry of life and industry. This unit builds on the fundamental chemical principles, exploring reaction mechanisms and the concept of reactivity and stereo- and regio-selectivity of many of the central reactions that form the basis of living processes, modern research, and contemporary industrial transformations. The unit contains a problem-based module on the application of spectroscopic methods to organic structure elucidation, focusing on spectroscopic data and a practical section on organic synthesis. The unit will focus on complex organic molecules including biologically relevant molecules, and examples from chemical industries, medicinal and pharmaceutical industries.

School Science

Discipline Organic Chemistry

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) CHEM 1005

Equivalent Subjects BIOS 2039 - Molecules of Life Synthesis and Reactivity CHEM 2009 - Organic Chemistry

Learning Outcomes

On successful completion of this subject, students should be able to:

- Demonstrate how the bonding and electronic structure in organic molecules relates to some of the calculated physical and chemical properties
- Recognise and predict the product of organic reactions outlined in the subject content based on theoretical concepts and examples of sustainable practical approaches by industry
- Integrate scientific knowledge on the mechanism, regio- and stereo-specific organic reactions with experimental outcomes across the discipline to analyse and solve problems

- Predict the mechanism involved in addition, elimination, and substitution reactions, based on the factors of kinetics and thermodynamics which influence these pathways
- Analyse qualitatively and quantitatively the spectroscopic data (Infrared, UV and ¹H Nuclear Magnetic Resonance (NMR) spectroscopy), particularly in the elucidation of organic structures
- Describe enolate chemistry and its involvement in biochemical pathways like Citric Acid cycle
- Conduct basic chemical investigations on synthetic techniques for organic compounds, individually and/or a member of a team, quantitative analysis of yield, determination of product purity using scientific instrumentation, identifying accuracy and reliability, carrying out risk assessments and conforming to safe laboratory practices
- Communicate experimental data correctly in a Lab Report and/or record of the results of their investigations demonstrating analysis of data, awareness of the conventions of scientific writing with chemical mechanisms

Subject Content

- Reactivity of organic compounds as a function of chemical structure, particularly electron distribution
- Mechanisms of major organic reaction types including
 - Addition reactions of alkenes, alkynes, aldehydes and ketones
 - Substitution reactions of alcohols, alkyl halides and carboxylic acid derivatives
 - elimination reaction of alcohols and alkyl halides
 - Aromatic compounds and its resonance stability and effect on electrophilic Substitution reactions
 - Redox reactions of alcohols, aldehydes, ketones, carboxylic acids and esters
- Stereochemistry of organic molecules: enantiomers and diastereomers and reactions including
 - Addition reactions (Halogenation, hydrogenation, hydrohalogenation)
 - SN1 and SN2 reactions
 - E1 and E2 reactions
 - electrophilic Aromatic substitutions
- Factors involved in substitution, addition, elimination and redox reactions of the major functional groups
- Aromatic compounds, its resonance stability and the effect on electrophilic aromatic substitution reactions
- Selection of specific reagents and manipulation of functional groups in controlled synthesis of important organic compounds
- Structure elucidation of organic molecules using spectroscopy - UV, IR, ¹H NMR
 - Infrared (IR) spectroscopy will be used to identify The bond vibrations in common Functional groups, conjugation via UV spectroscopy and Basic concept of Nuclear Magnetic resonance (NMR) spectroscopy, structure elucidation using Chemical shifts and spin coupling.
- Introduction to enolate chemistry and its involvement in biochemical pathways like Citric acid cycle

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	100 words and chemical structures per Practical (x6); 200 words (x2) and chemical structures and mechanisms	30	Y	Individual
Report	Mostly chemical structures and Part 2 - up to 1,000 words	15	N	Individual
Intra-session Exam	1.5 hours	15	Y	Individual
Final Exam	2 hours	40	Y	Individual

Prescribed Texts

- Organic Chemistry by David Klein 2015 John Wiley and Sons,USA

Teaching Periods

Autumn Campbelltown

Day

Subject Contact Christopher Gordon ([https://directory.westernsydney.edu.au/search/name/Christopher Gordon/](https://directory.westernsydney.edu.au/search/name/Christopher%20Gordon/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM2008_22-AUT_CA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Christopher Gordon ([https://directory.westernsydney.edu.au/search/name/Christopher Gordon/](https://directory.westernsydney.edu.au/search/name/Christopher%20Gordon/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM2008_22-AUT_PS_D#subjects)

CHEM 2010 Physical Chemistry

Credit Points 10

Legacy Code 300849

Coordinator Abhishek Gupta ([https://directory.westernsydney.edu.au/search/name/Abhishek Gupta/](https://directory.westernsydney.edu.au/search/name/Abhishek%20Gupta/))

Description Physical Chemistry describes the fundamentals of energy changes in chemical systems (thermodynamics), the rates and mechanisms of chemical reactions (kinetics), and electrochemistry and/or ion and electron transport. These concepts will be applied to a range of chemical and/or biochemical processes. A major focus of the unit will be to develop the ability to study quantitative chemical/biochemical problems, and develop useful physical chemistry experimental and data-analysis skills.

School Science

Discipline Chemical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) CHEM 1003 OR
CHEM 1008 AND
CHEM 1005

Equivalent Subjects LGYB 6359 - Chemistry 2 LGYB 9672 - Physical Chemistry 2 CHEM 2011 - Physical Chemistry 2 LGYA 6135 - Bimolecular Dynamics

Assumed Knowledge

This subject requires a knowledge of introductory concepts in differential and integral calculus.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply the First Law of thermodynamics to a system and its surroundings.
2. Explain the Second Law of thermodynamics and relate it to the physical meaning of entropy of a system.
3. Gather data, synthesise and calculate changes in state functions such as enthalpy, entropy, and Gibbs free energy.
4. Relate thermodynamic quantities to the potential of an electrochemical cell.
5. Determine rate laws from kinetic data and relate these to mechanisms and the determination of theoretical rate equations.
6. Conduct basic chemistry experiments, individually or as a member of a team, showing familiarity with scientific instrumentation, identifying accuracy and reliability, and carrying out risk assessments.
7. Analyse and communicate experimental data correctly in a Lab Report and/or record of the results of investigations, using the conventions of scientific writing.

Subject Content

1. The First Law of Thermodynamics and transfer of energy as work and/or heat due to some simple physical and biological processes
2. The difference between thermodynamically reversible and irreversible processes
3. Heat capacities, and the relationships between heat and enthalpy change
4. The Second Law of Thermodynamics, its applications, and the calculation of entropy of the system, and surroundings
5. Calculation of Gibbs free energy and their effect on (1) the direction of chemical change; (2) the equilibrium constant of a chemical reaction; and (3) the reversible potential of an electrochemical cell and/or ion transport across a biological membrane
6. Calculation of equilibrium constants using thermodynamic quantities, with applications to a range of chemical/biological processes, and how chemical equilibria are affected by changed reaction conditions and/or inter- and intramolecular interactions
7. Use of van't Hoff plots for calculating enthalpy and entropy changes
8. The relationship between thermodynamic quantities and the equilibrium potential of an electrochemical cell, and/or ion and electron transport in biological systems (for example, ion channels and ion pumps)
9. Thermodynamic nonideality and its modelling using activities and activity coefficients
10. Rate equations, reaction orders and rate constants and determination of simple rate laws from experimental kinetic data using integrated rate equations and initial rate methods

11. The relationships between reaction mechanisms and rate equations, and the effects of temperature on reaction rates
12. Use of the steady-state and pre-equilibrium approximations in a range of kinetic calculations; and/or enzyme catalysis and inhibition as illustrated by Michaelis-Menten model
13. Laboratory skills and techniques in

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Assignment	Up to 1000 words	30	N	Individual
Practical	Lab report about 200 words each (x5)	30	Y	Individual
Final Exam	2 hours	40	Y	Individual

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Abhishek Gupta ([https://directory.westernsydney.edu.au/search/name/Abhishek Gupta/](https://directory.westernsydney.edu.au/search/name/Abhishek%20Gupta/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM2010_22-SPR_PS_D#subjects)

CHEM 3001 Advanced Analytical Chemistry

Credit Points 10

Legacy Code 300925

Coordinator Andrew Shalliker ([https://directory.westernsydney.edu.au/search/name/Andrew Shalliker/](https://directory.westernsydney.edu.au/search/name/Andrew%20Shalliker/))

Description This unit builds on Analytical Chemistry 2 and focuses more on instrumental analysis, isolation and cleanup techniques and aspects of quality control and quality assurance in an analytical laboratory and in manufacturing are discussed. The instrumental methods covered include atomic spectroscopy (for example, atomic absorption and emission, x-ray fluorescence), molecular spectroscopy (for example, UV-Vis, IR, fluorometry, mass spectrometry), chromatography, electrochemistry, thermal methods and automated methods. The theory of the instrumental methods, their construction, operation and applications are covered. The theory and application of isolation and cleanup techniques in inorganic and organic residue analysis are given.

School Science

Discipline Chemical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) CHEM 2001

Equivalent Subjects CHEM 3006 - Analytical Chemistry 3 CHEM 3002 - Advanced Chemical Analysis

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the role of analytical chemistry, classification of quantitative analytical methods, measurement of mass and volume, laboratory safety, laboratory notebook keeping, and the application of concentration units.
2. Explain the theory, instrumentation and application of: Atomic spectroscopy ? examples may be selected from flame and non flame atomic absorption spectroscopy, inductively coupled plasma (ICP) optical emission spectroscopy, ICP-mass spectroscopy, arc/spark emission spectroscopy, x-ray fluorescence. Molecular spectroscopy ? examples selected from UV-Vis spectroscopy, IR spectroscopy, molecular fluorescence. Potentiometric and coulometric methods - examples may be selected from voltametry and polarography, ion selective electrodes and biosensors. Overview of automatic instruments and instrumentation, flow injection analysis.
3. Explain the theory, instrumentation and application of chromatographic analysis focusing on liquid and gas chromatography. Other branches of chromatography may also be discussed.
4. Explain the theory, instrumentation and application of thermal methods which may include examples from: Thermogravimetric methods, differential thermal analysis, differential scanning calorimetry, thermometric titrations.
5. Demonstrate understanding and explain selected topics covered from: the analysis of air, gases, water, soil, geological materials, ceramics, biological materials, metals and alloys, forensic toxicology and pesticide residues.
6. Explain the application of quality assurance and good manufacturing practice in industry and quality control in a registered laboratory. Application of analytical method development and validation as part of quality control. Implications of some analytical results reported.

Subject Content

1. Fundamental Aspects of Analytical Chemistry
- role of analytical Chemistry, Classification of quantitative analytical methods, measurement of Mass and volume, laboratory safety, laboratory notebook, Revision of concentration units.
2. Spectrochemical Analysis
3. Chromatographic Analysis
- theory, instrumentation and application of chromatographic analysis focusing on liquid and gas chromatography. other branches of chromatography may also be discussed.
4. Automated Methods of Analysis
- Overview of automatic instruments and instrumentation, flow injection analysis.
5. Specialised Methods of Analysis
- A more detailed Discussion of Topics which may be selected from The analysis of Air, gases, water, soil, geological materials, ceramics, Biological materials, metals and alloys, forensic toxicology and pesticide residues.
6. Aspects of Quality Assurance
- application of quality assurance and good manufacturing practice in industry and quality control in A registered laboratory. application of analytical method development and validation as part of quality control.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reports		40	N	Individual
3 in-session examinations	1 hour	60	N	Individual

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Andrew Shalliker ([https://directory.westernsydney.edu.au/search/name/Andrew Shalliker/](https://directory.westernsydney.edu.au/search/name/Andrew%20Shalliker/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM3001_22-SPR_PS_D#subjects)

CHEM 3003 Advanced Inorganic Chemistry

Credit Points 10

Legacy Code 300907

Coordinator Feng Li ([https://directory.westernsydney.edu.au/search/name/Feng Li/](https://directory.westernsydney.edu.au/search/name/Feng%20Li/))

Description Building on the foundations laid in Inorganic Chemistry, this unit focuses on structure and bonding in inorganic chemistry, and the stereochemistry of coordination complexes. Spectroscopic and magnetic properties of inorganic compounds are evaluated as a consequence of structure and bonding, and an introduction to X-ray methods for structure determination is given. Kinetics and mechanism of inorganic reactions are examined, and the area of bioinorganic chemistry is developed. Unique structures and reactions of organotransition metal chemistry are explored. Advanced Modules cover aqueous chemistry of cations and oxyanions, inorganic materials, molecular orbital theory in coordination complexes, group theory; lanthanides and actinides.

School Science

Discipline Inorganic Chemistry

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) CHEM 2004 OR
CHEM 2007 OR
CHEM 2006

Equivalent Subjects LGYB 9729 - Inorganic Chemistry 3 CHEM 3011 - Inorganic Chemistry 3 LGYA 6134 - Advanced Inorganic Chemistry

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically contrast the bonding theories in coordination complexes (valence bond theory, ligand field theory, molecular orbital theory) and assess their strengths

- Apply an understanding of kinetics and mechanism to reactions of coordination complexes
- Contrast the various functions of metals in bioinorganic chemistry through a study of selected elements
- Analyse the impact of stereochemistry of the varied roles of metals in inorganic compounds
- Describe the structure and bonding of organo-transition metal complexes and apply this to their role in homogeneous catalytic cycles
- Apply the fundamental principles of inorganic chemistry to advanced areas through the Advanced Modules
- Research the literature of inorganic chemistry, including chemical databases such as SciFinder
- Demonstrate laboratory techniques and conduct advanced experiments, integrating theory with practice, in the inorganic chemistry laboratory
- Identify, critique and apply safety requirements in relation to the use of chemical reagents and laboratory equipment

Subject Content

- Structure and Bonding in Inorganic Chemistry
 - The nature of structure and bonding in Coordination and organometallic complexes.
- Stereochemistry
 - The range of stereochemistries adopted by Coordination and organometallic complexes.
- Kinetics, Mechanism and Redox
 - The use of kinetic measurements and other methods in deducing inorganic reaction mechanisms; the mechanism of substitution reactions in complex molecules; the way in which redox reactions may occur.
- Bioinorganic Chemistry
 - The role of transition metals and other main group elements in Biological systems.
- Characterisation of Inorganic Compounds
 - The use of spectroscopic, Magnetic and X-ray methods in characterising inorganic compounds.
- Organotransition Metal Chemistry
 - introduction to organotransition metal Chemistry, homogeneous organotransition metal catalysis, introduction to heterogeneous organotransition metal catalysis
- Students also select one of Advanced Module A or Advanced Module B.
 - Advanced Module A
 - Aqueous Chemistry of Cations and Metallic Oxyanions
 - Lewis acid behaviour of metal ions and the structures of hydrolysed species in solution; speciation
 - Inorganic Materials Chemistry
 - The Synthesis, structure and properties of A range of advanced inorganic materials
 - Advanced Module B
 - Molecular Orbital Theory in Coordination Complexes
 - Introduction to Group Theory; the application of MO Theory to coordination complexes
 - Lanthanides and Actinides
 - Structures with high coordination numbers; chemistry of the lanthanides and actinides; applications of lanthanides and actinides

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Practical	Report is approximately six pages long including calculations and diagrams	30	N	Individual
Short Answer	10 x questions	10	N	Individual
Final Exam	2 hours	60	N	Individual

Prescribed Texts

- Housecroft, C.E. and Sharpe, A.G., 2012, *Inorganic Chemistry*, 4th ed, Pearson Prentice-Hall

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Feng Li ([https://directory.westernsydney.edu.au/search/name/Feng Li/](https://directory.westernsydney.edu.au/search/name/Feng%20Li/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM3003_22-AUT_PS_D#subjects)

CHEM 3004 Advanced Organic Chemistry

Credit Points 10

Legacy Code 300906

Coordinator Kamali Kannangara ([https://directory.westernsydney.edu.au/search/name/Kamali Kannangara/](https://directory.westernsydney.edu.au/search/name/Kamali%20Kannangara/))

Description This unit builds on the reactions learnt in the unit Organic Chemistry, extending the range of C-C bond forming reactions to include the most significant in modern synthesis. In the second stage students learn to develop multistep synthetic strategies to produce target molecules using their level 2 organic chemistry and the reactions above. Structural analysis by mass spectroscopy and more advanced NMR techniques is also investigated. The students use this chemistry in a lab course designed to highlight a number of these concepts (including the synthesis of 2 pharmaceutical compounds and a team experiment) and to extend their range of practical skills.

School Science

Discipline Organic Chemistry

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) CHEM 2008

Equivalent Subjects LGYA 6141 - Drug Design and Synthesis CHEM 3013 - Organic Chemistry 3

Learning Outcomes

On successful completion of this subject, students should be able to:

- Apply relevant knowledge to major carbon-carbon bond forming reactions in organic chemistry

- Analyse information on a range of chemical reactions and the reagents, solvent and conditions to predict the structure of reaction major product and by-products
- Analyse and apply scientific knowledge to solve problems on the mechanism, regio- and stereo-specific organic reactions with experimental outcomes across the discipline
- Explain reactions of simple heterocyclic systems
- Analyse and interpret qualitatively and quantitatively the spectroscopic data (Infrared, UV and ^1H , ^{13}C Nuclear Magnetic Resonance (NMR) spectroscopy and mass spectral data) to elucidate the organic molecular structures
- Successfully plan and conduct basic chemical investigations on synthetic techniques for organic compounds carrying out the risk assessments and conforming to safe laboratory practices, either individually or a member of a team
- Generate a formal Lab report and/or record of the experimental data, by interpreting data with an awareness of the conventions of scientific writing with chemical mechanisms, critiquing the methodology, accuracy and reliability of data and proposing strategies to improve

Assignment No 1 - The total Organic Synthesis Reactions and Mechanisms	Up to 100 words and chemical structures	5	N	Individual
Assignment No 2 - Organic Molecule Structure Elucidation Using Spectroscopy	1 hour, an individual assignment under supervision during week 11, to be scheduled during the lecture time	10	N	Individual
Mid-Semester Exam	1 hour	15	Y	Individual
Final Exam	2 hours	40	Y	Individual

Prescribed Texts

- Organic Synthesis by Michael B. Smith ? (3rd Edn, 2011 Elsevier) Electronic ISBN 978-0-12-415884-9

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Kamali Kannangara ([https://directory.westernsydney.edu.au/search/name/Kamali Kannangara/](https://directory.westernsydney.edu.au/search/name/Kamali%20Kannangara/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM3004_22-SPR_PS_D#subjects)

CHEM 3005 Advanced Physical Chemistry

Credit Points 10

Legacy Code 300926

Coordinator Allan Torres ([https://directory.westernsydney.edu.au/search/name/Allan Torres/](https://directory.westernsydney.edu.au/search/name/Allan%20Torres/))

Description Advanced Physical Chemistry builds on the fundamental principals of energy changes in systems (thermodynamics), and the rates and mechanisms of reactions (kinetics) learnt in Physical Chemistry and extends this so that students gain an understanding of polymer and surface chemistries. This unit also will strengthen student's problem solving skills in quantitative chemical analysis, develop experimental techniques and advanced data-analysis skills.

School Science

Discipline Chemical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) CHEM 2010

Equivalent Subjects CHEM 3015 - Physical Chemistry 3

Subject Content

- Nucleophilic C-C bond forming reactions
- C-C bond formation via palladium coupling and ring closing metathesis
- C-C bond formation via orbital symmetry controlled reactions
- Introductory heterocyclic chemistry
- Spectroscopy (IR, UV, Mass & ^1H and ^{13}C NMR)
- Synthetic design
- Total organic synthesis

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Practical Component	300 words in total for the lab report (10%); Lab report on multi-step synthesis up to 1,000 words including chemical structures (15%); A 3-minute oral presentation of a single PPT slide relevant to organic synthesis (5%).	30	Y	Individual

Assumed Knowledge

An understanding of and competence with the basic principles of physical chemistry including states and properties of matter, thermodynamics, chemical equilibria, kinetics and electrochemistry.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate enhanced laboratory skills, with a particular emphasis on occupational health and safety, risk assessments and the careful and systematic collection of numerical data.
2. Analyse numerical problems in physical chemistry, including the use of precision estimates.
3. Demonstrate the use of mathematical models for a range of applications in physical chemistry.
4. Apply the theory of synthetic, mechanistic, thermodynamic, kinetic and material properties to polymer and surface chemistries in research and industry.
5. Apply the theory of physical chemistry to practical applications in other disciplines or subdisciplines; for example, analytical, industrial and environmental chemistry, geochemistry, nanotechnology, biochemistry.

Subject Content

1. Principles of colloidal systems including classification, preparation, purification, and characterization, electric double layer, zeta-potential and stabilization.
2. Principles of surface thermodynamics: surface tension, contact angles, capillary condensation and rise, Gibbs surface free energy, and surface excess, micelle formation, thermodynamic behaviour of bubbles, droplets, and crystallites.
3. Interfacial properties: adhesion, and spreading, adsorption (chemisorption and physisorption) models for adsorption.
4. Surface characterization by AFM, STM, nanomanipulation.
5. Applications of surface chemistry in industry and the environment.
6. Theory of polymer nomenclature, three dimensional structure, molecular weight and distributions.
7. Stepwise polymerisation: mechanism, kinetics, control of molecular weight distribution.
8. Chain polymerisation: free radical, ionic and coordination mechanisms and kinetics.
9. Control of molecular weight distributions.
10. Chain copolymerisation: copolymerisation kinetics, production of random, alternating, block and graft copolymers.
11. Polymerisation processes and processing.
12. Polymer characterization: GPC, DSC, FTIR, NMR.
13. Introduction to Quantum Chemistry

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Numerical Problem Solving	Up to 1,000 words	30	N	Individual
Practical	4 x excel spreadsheets, 2 pages each	30	Y	Individual
Final Exam	3 hours	40	Y	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Allan Torres ([https://directory.westernsydney.edu.au/search/name/Allan Torres/](https://directory.westernsydney.edu.au/search/name/Allan%20Torres/))

View timetable (https://classregistration.westernsydney.edu.au/event/timetable/?subject_code=CHEM3005_22-AUT_PS_D#subjects)

CHEM 3008 Biodevices

Credit Points 10

Legacy Code 300890

Coordinator Bill Price ([https://directory.westernsydney.edu.au/search/name/Bill Price/](https://directory.westernsydney.edu.au/search/name/Bill%20Price/))

Description This unit replaces 300414 - Biodevices from Autumn 2014. The unit will investigate nature's nanomachines; lipids, DNA and proteins. The students will learn how only a few basic building blocks can self-assemble into more complex structures, which in turn self-assemble into more complex hierarchical structures from which one can build biodevices. These fascinating self-organising supramolecular structures generally involve some kind of non-covalent binding. Particular emphasis is placed on the underlying principles that govern the functioning of such machines and some coverage of the modelling of such processes using techniques such as statistical thermodynamics is given. Biological computing is also covered.

School Science

Discipline Chemical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYA 6025 - Biodevices

Restrictions Successful completion of 60 credit points at Level 1 or 2.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explicate many of the biodevices provided by Nature
2. Summarise the various biomolecules that biodevices are constituted from.
3. Understand self-organisation and supramolecular structures in nature.
4. Interpret and model some of the underlying processes that control biodevices using statistical thermodynamics and the lattice model.
5. Describe and explain biological computing.

Subject Content

1. Nature's nanomachines.
2. Understanding of structure and functions of lipid, DNA and proteins with respect to biodevices.
3. Supramolecular chemistry and how it translates to everyday concepts.
4. How does nature form self-organising supramolecular structures?
5. How ion channels work.
6. Applications of ion channels as biological sensors.
7. How to make a biological computer and its advantages over silicon-based super computers.

8. The future of biodevices and their limitations.
9. What thermodynamics and modelling can tell us with regard to the design of biodevices.

Prescribed Texts

- Ken A. Dill and Sarina. Bromberg. Molecular Driving Forces, 2nd edn. New York: Garland Science, 2010.

Teaching Periods

CHEM 3010 Forensic Chemistry

Credit Points 10

Legacy Code 300868

Coordinator Brenden Riley (<https://directory.westernsydney.edu.au/search/name/Brenden Riley/>)

Description This unit extends the student's knowledge and understanding of chemical topics that are relevant to forensic investigations, and provides a deeper understanding of the underlying chemical and physical principles. Topics are taught in the context of the correct principles and procedures for collecting and conserving evidence, and the safe handling of chemical substances. Topics include an extended range of modern chemical instrumentation; the chemistry and analysis of various classes of drugs; clandestine drug laboratories; fire, arson and accelerants; explosions and explosives; and various forms of trace evidence (including textile fibres, glass and paint).

School Science

Discipline Forensic Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) NATS 2019 OR CHEM 2001

Equivalent Subjects CHEM 3009 - Forensic Chemistry

Assumed Knowledge

Knowledge of general and analytical chemistry equivalent to satisfactory completion of Chemistry 1, Chemistry 2, Essentials of Chemistry 1, Essentials of Chemistry 2 and a second year analytical chemistry subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply advanced knowledge of a range of chemical topics that are relevant to forensic investigations, and give evidence of an understanding of the underlying chemical and physical principles.
2. Use modern chemical instrumentation for analysing forensic samples, and explain the underlying chemistry and physical principles of the analytical methods.
3. Collect and analyse chemical data, demonstrating appropriate laboratory skills, and incorporating relevant Quality Assurance and Work Health and Safety principles.
4. Handle chemical substances safely, and critically evaluate the risks associated with forensic casework, in the context of Work Health and Safety practices and legislation.
5. Write scientific laboratory reports and critically evaluate the relevance of forensic chemistry to professional forensic practice.

6. Understand the role of a forensic chemist in the investigation of criminal and terrorist incidents.

Subject Content

- advanced instrumental methods for Analysing forensic samples.
- applications of Chemical instrumentation in real-time policing.
- Chemistry and analysis of illicit drugs.
- trace evidence such as textile fibres, glass and paint.
- Fire, arson and accelerants.
- Explosions and explosives.
- application of forensic Chemistry for The investigation of criminal and terrorist incidents.
- principles and practice of work health and safety and quality assurance in The recovery and analysis of Chemical residues.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	No set length	30	N	Group
Report	2,000 words	30	N	Individual
Quiz	Assessment 1 (10%) Assessment 2 (15%) Assessment 3 (15%) 1 hours for each assessment	40	Y	Individual

Teaching Periods

Autumn Hawkesbury Day

Subject Contact Val Spikmans (<https://directory.westernsydney.edu.au/search/name/Val Spikmans/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM3010_22-AUT_HW_D#subjects)

CHEM 3012 Nanochemistry

Credit Points 10

Legacy Code 300895

Coordinator Robert Kaziro (<https://directory.westernsydney.edu.au/search/name/Robert Kaziro/>)

Description The unit covers basic theory of surface chemistry, latest technologies of surface depositions and industrial and commercial applications of nanomaterials and nanopowders. Upon successful completion, the students will achieve an in-depth understanding of techniques of preparation of nanomaterials and nanopowders that includes plasma arching, chemical vapour deposition, electrodeposition, sol-gel synthesis, ball milling and the use of natural particles. Technical aspects of process control on the microstructure and properties of coatings will be discussed. Case studies of applications of nanopowders and nanomaterials such as

biomedical implants, insulators, high power magnets, molecular sieves, supercomputers, jet engines and other industrial applications will be pursued.

School Science

Discipline Chemical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) CHEM 1003

Equivalent Subjects LGYA 6162 - Nanochemistry LGYA 6030 - Nanopowders and Nanomaterials

Assumed Knowledge

An understanding of the content of the subjects Nanotechnology 1 and Nanotechnology 2 or equivalent.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the theory of surface chemistry, latest technologies of surface depositions and industrial and commercial applications of nanomaterials and nanopowders.
2. Explain the techniques of preparation of nanomaterials and nanopowders that includes plasma arching, chemical vapour deposition, electrodeposition, sol-gel synthesis, ball milling and the use of natural particles.
3. Conduct case studies of applications of nanopowders and nanomaterials such as biomedical implants, insulators, high power magnets, molecular sieves, supercomputers, jet engines and other industrial applications.
4. Synthesize nanoparticles by electrodeposition of gold and/or zinc oxide nanoparticles and analyse products by atomic force microscope.

Subject Content

1. Basics of nanomaterials and nanopowders and their attributes and characteristics
2. Theory of surface and bulk and characteristics of nanomaterials and nanopowders
3. Different techniques of preparation, their advantages and disadvantages
4. Biomimetic processes for nanomaterials and nanopowders
5. Feasibility of development of synthetic nanomaterials and nanopowders and their uses

Prescribed Texts

- Wilson, M 2002, Nanotechnology: basic science and emerging technologies, UNSW Press, Sydney.

Teaching Periods

CHEM 3014 Pharmacological Chemistry

Credit Points 10

Legacy Code 300920

Coordinator Krishant Deo ([https://directory.westernsydney.edu.au/search/name/Krishant Deo/](https://directory.westernsydney.edu.au/search/name/Krishant%20Deo/))

Description This unit is aimed at undergraduates with grounding in chemistry and biochemistry who have an interest in a career related to medicinal chemistry. Because it concerns the manner in which foreign molecules can interact with the body's mechanisms it is of direct relevance not only to the pharmaceutical industry but also to the food, agricultural, cosmetic (etc) industries. It conveys the fascination of designing chemical structures for particular uses within biological systems and which overlap the disciplines of chemistry, biochemistry, cell biology and pharmacology. Emphasis is placed upon design of the chemical structure itself rather than an investigation of the specific chemical structure of its site of action in the body. This is reflected in the laboratory work which traces the historical development of drug design, essentially through a process of a series of inorganic syntheses, relevant to a range of common drugs.

School Science

Discipline Pharmacology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYA 5935 - Pharmacological Chemistry

Assumed Knowledge

This subject is aimed at undergraduates with a grounding in chemistry and biochemistry.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Obtain an understanding of the classification of drugs by chemical structure, by pharmacological effect, by target, and by site of action
2. Identify the type of physicochemical and chemical forces that govern the interaction of a drug with its target
3. Obtain an understanding of the stereochemical and conformational requirements of drug-target interactions
4. Obtain an appreciation of the design of drug analogues based upon knowledge of targets and drug structure using quantitative structure-activity relationships (QSAR) methodologies
5. Relate modern methods used to synthesise, purify and analyse drugs in the drug design process and demonstrate this by undertaking experiments which explore structure and biological response
6. Synthesise, characterise, and measure the biological activity of a that compound
7. Research and present lecture and written report on an assigned major group of drugs
8. Record the results of and the outcomes of their laboratory investigations demonstrating awareness of the conventions of scientific writing and graphical presentations to produce a formatted manuscript

Subject Content

1. Introduction to Pharmacological chemistry laboratory to patient
2. Peptide and Protein Structure
3. Nucleic acids
4. An Overview of the Major Drug Classes
5. Enzymes
6. Drug Action at Receptors
7. Introduction to Structure-Activity Relationships
8. Quantitative Structure-Activity Relationships (QSAR)
9. Student topic seminars on major group(s) of drugs: that may include Non Steroidal Anti-Inflammatory Agents, Steroidal Anti-Inflammatory Agents, Adrenocortical Steroids, Local Anaesthetics,

General Anaesthetics, Androgens/Anabolic Steroids, Estrogens and Progestins, Cardiovascular Vasodilators, Hypoglycemic Agents, Anti-Depressants, Narcotic Analgesics, Hypnotics/Minor Tranquillizers, Antihistamines, Prostaglandins, Antimicrobial agents such as Penicillin, Tetracycline and Streptomycin, Anticoagulants, Antimalarial Agents, Anticancer Drugs, Antiviral agents, Radio Therapy

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Laboratory Experiments and Reports		30	N	Individual
Assignment and Presentation of Assigned Topic	15 pages, in Times New Roman font, 12 point and 1.5 spaced (including figures and references)	45	N	Individual
Final Bespoke Assessment/ Exam	over weekend	25	N	Individual

Prescribed Texts

- Benjamin, B 2015, Basic principles of drug discovery and development, Academic Press, London. <https://westsydney-primo.hosted.exlibrisgroup.com/permalink/f/1vt0uuc/UWS-ALMA51165977780001571>

Teaching Periods

Spring Campbelltown Day

Subject Contact Krishant Deo ([https://directory.westernsydney.edu.au/search/name/Krishant Deo/](https://directory.westernsydney.edu.au/search/name/Krishant%20Deo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM3014_22-SPR_CA_D#subjects)

CHEM 9001 HDR Thesis - Functional Genomics

Credit Points 20

Legacy Code 800144

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Science

Discipline Chemical Sciences

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1 Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM9001_22-RQ1_CA_D#subjects)

Research Quarter 2 Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM9001_22-RQ2_CA_D#subjects)

Research Quarter 3 Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM9001_22-RQ3_CA_D#subjects)

Research Quarter 4 Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM9001_22-RQ4_CA_D#subjects)

CHEM 9002 HDR Thesis - Nanotechnology

Credit Points 20

Legacy Code 800142

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Science

Discipline Chemical Sciences

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1 Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM9002_22-RQ1_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM9002_22-RQ1_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM9002_22-RQ1_PS_D#subjects)

Research Quarter 2

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM9002_22-RQ2_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM9002_22-RQ2_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM9002_22-RQ2_PS_D#subjects)

Research Quarter 3

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM9002_22-RQ3_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM9002_22-RQ3_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM9002_22-RQ3_PS_D#subjects)

Research Quarter 4

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM9002_22-RQ4_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM9002_22-RQ4_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM9002_22-RQ4_PS_D#subjects)

CHEM 9003 Higher Degree Research Thesis - Chemical Sciences

Credit Points 20

Legacy Code 800075

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Science

Discipline Chemical Sciences

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM9003_22-RQ1_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM9003_22-RQ1_PS_D#subjects)

Research Quarter 2

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM9003_22-RQ2_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM9003_22-RQ2_PS_D#subjects)

Research Quarter 3

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM9003_22-RQ3_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM9003_22-RQ3_PS_D#subjects)

Research Quarter 4

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM9003_22-RQ4_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM9003_22-RQ4_PS_D#subjects)

CHEM 9004 Higher Degree Research Thesis - Chemistry

Credit Points 20

Legacy Code 800132

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Science

Discipline Chemical Sciences

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM9004_22-RQ1_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM9004_22-RQ1_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM9004_22-RQ1_PS_D#subjects)

Research Quarter 2

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM9004_22-RQ2_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM9004_22-RQ2_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM9004_22-RQ2_PS_D#subjects)

Research Quarter 3

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM9004_22-RQ3_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM9004_22-RQ3_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM9004_22-RQ3_PS_D#subjects)

Research Quarter 4

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM9004_22-RQ4_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM9004_22-RQ4_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM9004_22-RQ4_PS_D#subjects)

CHEM 9005 Higher Degree Research Thesis - Forensics

Credit Points 20

Legacy Code 800158

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Science

Discipline Chemical Sciences

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM9005_22-RQ1_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM9005_22-RQ1_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM9005_22-RQ1_PS_D#subjects)

Research Quarter 2

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM9005_22-RQ2_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM9005_22-RQ2_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM9005_22-RQ2_PS_D#subjects)

Research Quarter 3

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM9005_22-RQ3_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM9005_22-RQ3_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM9005_22-RQ3_PS_D#subjects)

Research Quarter 4

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM9005_22-RQ4_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM9005_22-RQ4_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CHEM9005_22-RQ4_PS_D#subjects)

CIVL 1001 Surveying for Engineers

Credit Points 10

Legacy Code 300738

Coordinator Won Hee Kang ([https://directory.westernsydney.edu.au/search/name/Won Hee Kang/](https://directory.westernsydney.edu.au/search/name/Won%20Hee%20Kang/))

Description This is a core unit which provides students with basic skills that are required to carry-out Surveying. After the completion of this unit, students will be able to carry-out required preliminary surveying for most of the civil and construction engineering projects. This unit will also serve as a foundation for most of the units that follow in the course.

School Eng, Design & Built Env

Discipline Civil Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Pre-requisite(s) MATH 1016

Equivalent Subjects CIVL 1002 - Surveying for Engineering CIVL 1003 - Surveying for Engineers (WSTC AssocD)

Assumed Knowledge

Students need a good knowledge of Geometry and Trigonometry.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the terminology, instruments, datum, maps and coordinate systems; operate, record and reduce observations made using current industry standard surveying equipment.
2. Develop contour and building site maps.

3. Operate, record and adjust angular observations made with current industry standard surveying equipment; use a tape to measure slope distances and to reduce linear observations to the horizontal; to adjust a combination of these angular and linear observations to provide coordinates of the traverse points used.
4. Estimate errors in engineering surveying and apply necessary adjustments.
5. Compute cross-sectional areas and volumes for channels and embankments; prepare mass-haul diagrams
6. Prepare diagrams and compute parameters for the setting out the centrelines of roads or railways where horizontal circular and transition curves are to be placed, or where a vertical curve is to be placed.
7. Describe the relationship between global positioning system (GPS), spatial information systems (SIS) and surveying
8. Work cooperatively in a team to complete field work, data reduction and analysis and report writing.

Subject Content

1. Errors and accuracies to desired tolerances.
2. Levelling traverses and height datums.
3. Angle and distance traversing, including closures and adjustment of errors in closed traverses.
4. Feature surveys, including coordinate systems and map projections.
5. Computations of cross-sectional areas and basic volumes for cuttings or embankments for roads or railways.
6. Calculation and presentation of mass-haul diagrams.
7. The design and setting out parameters for the centrelines of horizontal/circular, transition and vertical curves for roads and railways.
8. Accuracies required for the building set-out and equipment tolerances.
9. Introduction to Geographic/Spatial Information Systems (GIS/SIS) including satellite positioning sources (GNSS) and their use in many Engineering contexts.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	N/A	10	N	Individual
Report	Five reports (6% each), each report about 10 pages long	30	N	Group
Final Exam	2 hours (closed book)	60	N	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Won Hee Kang ([https://directory.westernsydney.edu.au/search/name/Won Hee Kang/](https://directory.westernsydney.edu.au/search/name/Won%20Hee%20Kang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL1001_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Won Hee Kang ([https://directory.westernsydney.edu.au/search/name/Won Hee Kang/](https://directory.westernsydney.edu.au/search/name/Won%20Hee%20Kang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL1001_22-AUT_PS_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Ankit Agarwal ([https://directory.westernsydney.edu.au/search/name/Ankit Agarwal/](https://directory.westernsydney.edu.au/search/name/Ankit%20Agarwal/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL1001_22-SC2_SC_D#subjects)

CIVL 1003 Surveying for Engineers (WSTC AssocD)

Credit Points 10

Legacy Code 700120

Coordinator Abbas Ranjbar ([https://directory.westernsydney.edu.au/search/name/Abbas Ranjbar/](https://directory.westernsydney.edu.au/search/name/Abbas%20Ranjbar/))

Description This unit provides students with basic skills that are required to carry out surveying. After the completion of this unit, students will be able to carry out required preliminary surveying for most of the civil and construction engineering projects. Offerings of alternate units are dependent on there being sufficient student enrolment numbers. If enrolments are low, the College may cancel delivery of the alternate unit.

School Eng, Design & Built Env

Discipline Civil Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects CIVL 1001 - Surveying for Engineers

Restrictions Students must be enrolled in 7022 Associate Degree in Engineering

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the terminology, instruments, datum, maps and coordinate systems; operate, record and reduce observations made using current industry standard surveying equipment.
2. Develop contour and building site maps.
3. Operate, record and adjust angular observations made with current industry standard surveying equipment; use a tape to measure slope distances and to reduce linear observations to the horizontal; to adjust a combination of these angular and linear observations to provide coordinates of the traverse points used.
4. Estimate errors in engineering surveying and apply necessary adjustments.
5. Compute cross-sectional areas and volumes for channels and embankments; prepare mass-haul diagrams.
6. Prepare diagrams and compute parameters for the setting out of the centrelines of roads or railways where horizontal circular and

transition curves are to be placed or where a vertical curve is to be placed.

7. Describe the relationship between global positioning system (GPS), spatial information systems (SIS) and surveying.
8. Work cooperatively in a team to complete field work, data reduction and analysis and for report writing.

Subject Content

1. Errors and accuracies to millimetre tolerances
2. Levelling traverses and height datums
3. Angle and distance traversing, including closures and adjustment of errors in closed traverses
4. Feature surveys, including coordinate systems and map projections
5. Computations of cross-sectional areas and basic volumes for cuttings or embankments for roads or railways
6. Calculation and presentation of mass-haul diagrams
7. The design and setting out parameters for the centrelines of horizontal circular and transition curves and for vertical curves for roads and railways
8. Accuracies required for the building set-out and equipment tolerances
9. Introduction to Geographic/Spatial Information Systems (GIS/SIS) including satellite positioning sources (GNSS) and their use in many engineering contexts

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical and Reports	20 pages (team) 6 hours	20	N	Group
Online Quizzes	5 x 20minutes =100 minutes	30	N	Individual
End of session exam (in parts): Part 1: written – problem solving/short answer Part 2: Viva Voce	Part 1: 2 hours + 30 min for online submission Part 2: 20 minutes per student	50	Y	Individual

Prescribed Texts

- Uren, J. & Price, W. 2010. Surveying for Engineers. 5th Ed. Palgrave Macmillan. OR
- Bannister, A., Raymond, S. & Baker, R. 1998. Surveying. 7th Ed. Prentice-Hall.

Teaching Periods

Quarter 4

Nirimba Education Precinct

Composite

Subject Contact Abbas Ranjbar ([https://directory.westernsydney.edu.au/search/name/Abbas Ranjbar/](https://directory.westernsydney.edu.au/search/name/Abbas%20Ranjbar/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL1003_22-Q4_BL_C#subjects)

CIVL 2002 Environmental Engineering

Credit Points 10

Legacy Code 300737

Coordinator Mariam Darestani (<https://directory.westernsydney.edu.au/search/name/Mariam Darestani/>)

Description This unit teaches the fundamental theory and methods required for a civil engineer to solve environmental issues they would face in their professional life.

School Eng, Design & Built Env

Discipline Civil Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects CIVL 4006 - Environmental Engineering

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply basic principles of ecology and environmental processes to achieve sustainable water quantity and quality management;
2. Apply appropriate drinking water and wastewater treatment techniques;
3. Examine basic air and noise pollution control techniques;
4. Apply solid and hazardous waste management techniques in urban and rural environments;
5. Explain climate change issues and its implication to civil and environmental engineering projects;
6. Apply environmental impact assessment and life cycle assessment methods for simple civil and environmental engineering problems.
7. Explain legislative requirements and ethical issues related to civil and environmental engineering projects.

Subject Content

1. General principal of ecologically sustainable development , Climate change and Environmental issues
2. Drinking water treatment
3. Wastewater treatment
4. Water quality management
5. Solid and hazardous waste collection and disposal
6. Environmental impact assessment and life cycle assessment
7. Air and noise pollution
8. Climate change issues related to civil and environmental engineering
9. Water chemistry
10. Emerging water and water treatment and desalination technologies

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz 1	30 minutes	15	N	Individual
Quiz 2	30 minutes	15	N	Individual
Quiz 3	30 minutes	15	N	Individual
Project	2 hours	30	N	Group
Report	500 words	15	N	Individual
Field trip - quiz and essay	1,000 words	10	N	Individual

Teaching Periods

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Ankit Agarwal (<https://directory.westernsydney.edu.au/search/name/Ankit Agarwal/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL2002_22-SC1_SC_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Mariam Darestani (<https://directory.westernsydney.edu.au/search/name/Mariam Darestani/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL2002_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Mariam Darestani (<https://directory.westernsydney.edu.au/search/name/Mariam Darestani/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL2002_22-SPR_PS_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Peter Lendrum (<https://directory.westernsydney.edu.au/search/name/Peter Lendrum/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL2002_22-SC3_SC_D#subjects)

CIVL 2003 Fluid Mechanics

Credit Points 10

Legacy Code 300762

Coordinator Ataur Rahman (<https://directory.westernsydney.edu.au/search/name/Ataur Rahman/>)

Description This unit provides a basic understanding of fluid mechanics principles. Fluid mechanics is the study of the properties and movements of fluids, and key to understanding many of our engineering systems involving fluids, such as power generation, lubrication, irrigation and navigation. While the main focus is on incompressible fluids, effects of compressible fluids are also discussed. The theories learned in classes are reinforced in laboratory

sessions. Students analyse fluid systems and apply principles in designing basic pipes and open-channels.

School Eng, Design & Built Env

Discipline Water and Sanitary Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) MATH 1016 AND

ENGR 1011 OR

ENGR 1028

Equivalent Subjects CIVL 2015 - Water Engineering CIVL 2004 - Fluid Mechanics (WSTC Assoc Deg)

Assumed Knowledge

200238 - Mathematics for Engineers 2.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply concepts of statics, kinematics and dynamics of fluids to solve fluid related engineering problems
2. Estimate flow through basic pipes and open channels
3. Analyse and design basic pipes and open-channels

Subject Content

Fluid properties

Fluid statics

Fluid kinematics

Types of flow

Continuity, momentum and energy principles

Dimensional analysis

Flow measurements, such as using plate orifices, venturi meters, semi-venturi meters

Surface resistance

Form resistance

Basic pipe flow

Basic open channel flow principles

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	30 minutes (per Quiz)	20	N	Individual
Report	1,000 words (per report)	20	N	Group
Participation	1.5 hours (per participation)	6	N	Individual
Final Exam	2 hours	54	N	Individual

Prescribed Texts

- Elger, DF 2013. Engineering fluid mechanics, 10th edn, Wiley, Hoboken, NJ.

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Ataur Rahman ([https://directory.westernsydney.edu.au/search/name/Ataur Rahman/](https://directory.westernsydney.edu.au/search/name/Ataur%20Rahman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL2003_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Ataur Rahman ([https://directory.westernsydney.edu.au/search/name/Ataur Rahman/](https://directory.westernsydney.edu.au/search/name/Ataur%20Rahman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL2003_22-AUT_PS_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Ankit Agarwal ([https://directory.westernsydney.edu.au/search/name/Ankit Agarwal/](https://directory.westernsydney.edu.au/search/name/Ankit%20Agarwal/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL2003_22-SC2_SC_D#subjects)

CIVL 2004 Fluid Mechanics (WSTC AssocD)

Credit Points 10

Legacy Code 700111

Coordinator Abbas Ranjbar ([https://directory.westernsydney.edu.au/search/name/Abbas Ranjbar/](https://directory.westernsydney.edu.au/search/name/Abbas%20Ranjbar/))

Description The unit provides a basic understanding of fluid mechanics principles. While the main focus will remain on incompressible fluids, effects of compressible fluids will also be discussed. The theories learned in classes will be reinforced in laboratory sessions. Offerings of alternate units are dependent on there being sufficient student enrolment numbers. If enrolments are low, the College may cancel delivery of the alternate unit.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) MATH 1017 AND ENGR 1012

Equivalent Subjects CIVL 2003 - Fluid Mechanics

Restrictions Students must be enrolled in 7022 Associate Degree in Engineering

Assumed Knowledge

700102 - Mathematics for Engineers 2.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply concepts of statics, kinematics and dynamics of fluids to solve water related engineering problems
2. Estimate flow through basic pipes and open channels
3. Analyse and design basic pipes and open-channels

Subject Content

Fluid properties
 Fluid statics
 Fluid kinematics
 Types of flow
 Continuity, momentum and energy principles
 Dimensional analysis
 Flow measurements, such as using plate orifices, venturi meters, semi-venturi meters
 Surface resistance
 Form resistance
 Basic pipe flow
 Basic open channel flow principles

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Lab Reports x2	2 x 1,000 words each report	20	N	Both (Individual & Group)
Online Quizzes x5	5 x 20 minutes = 100 minutes	15	N	Individual
Intra-session exam	1 hour + 30 minutes for online submission	15	N	Individual
End of session exam in parts: Part 1: written - problem solving/short answer Part 2: Viva Voce	Part 1: 2 hours + 30 minutes for online submission Part 2: 20 minutes per student	50	Y	Individual

Prescribed Texts

- Elger, DF 2013. Engineering fluid mechanics, 10th edn, Wiley, Hoboken, NJ.

Teaching Periods

Quarter 4

Nirimba Education Precinct

Composite

Subject Contact Abbas Ranjbar ([https://directory.westernsydney.edu.au/search/name/Abbas Ranjbar/](https://directory.westernsydney.edu.au/search/name/Abbas%20Ranjbar/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL2004_22-Q4_BL_C#subjects)

CIVL 2007 Introduction to Structural Engineering

Credit Points 10

Legacy Code 300733

Coordinator Won Hee Kang ([https://directory.westernsydney.edu.au/search/name/Won Hee Kang/](https://directory.westernsydney.edu.au/search/name/Won%20Hee%20Kang/))

Description This unit covers the basic concepts in analysing and designing simple structural members. It consists of the fundamentals of structural analysis, concrete structures and steel structures

School Eng, Design & Built Env

Discipline Civil Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) MECH 2003

Equivalent Subjects CIVL 2006 - Introduction to Structural Engineering
 CIVL 2008 - Introduction to Structural Engineering (WSTC Assoc Deg)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the reactions and internal forces in statically determinate structures under a variety of loading conditions.
2. Determine the influence lines for statically determinate beams.
3. Determine the deflections of statically determinate beams, trusses and frames.
4. Use force methods to analyse statically indeterminate beams.
5. Recognize the effect of material properties on the behaviour of simple steel and concrete structures.
6. Apply structural analysis in the design process.
7. Identify what the appropriate materials are used, and design simple steel and reinforced concrete flexural elements.

Subject Content

Analysis of statically determinate beams and frames.

Analysis of statically determinate trusses.

Influence lines for beams and trusses.

Deflections of trusses, beams and frames.

Force method for statically indeterminate structures.

Determination of dead and live loads on steel and concrete structures.

Determination of sizes for simple steel beams under load.

Determination of dimensions and reinforcement for reinforced concrete beams under load.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	2hrs - open book	30	N	Individual
Numerical Problem Solving	13 hours	10	N	Individual

Final Exam 2.5 hours - 60 N Individual
open book

Teaching Periods

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Ankit Agarwal ([https://directory.westernsydney.edu.au/search/name/Ankit Agarwal/](https://directory.westernsydney.edu.au/search/name/Ankit%20Agarwal/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL2007_22-SC1_SC_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Won Hee Kang ([https://directory.westernsydney.edu.au/search/name/Won Hee Kang/](https://directory.westernsydney.edu.au/search/name/Won%20Hee%20Kang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL2007_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Won Hee Kang ([https://directory.westernsydney.edu.au/search/name/Won Hee Kang/](https://directory.westernsydney.edu.au/search/name/Won%20Hee%20Kang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL2007_22-SPR_PS_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Ankit Agarwal ([https://directory.westernsydney.edu.au/search/name/Ankit Agarwal/](https://directory.westernsydney.edu.au/search/name/Ankit%20Agarwal/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL2007_22-SC3_SC_D#subjects)

CIVL 2008 Introduction to Structural Engineering (WSTC AssocD)

Credit Points 10

Legacy Code 700115

Coordinator Abbas Ranjbar ([https://directory.westernsydney.edu.au/search/name/Abbas Ranjbar/](https://directory.westernsydney.edu.au/search/name/Abbas%20Ranjbar/))

Description This unit covers the basic concepts in analysing and designing simple structural members. It consists of the fundamentals of structural analysis, concrete structures and steel structures. Offerings of alternate units are dependent on there being sufficient student enrolment numbers. If enrolments are low, the College may cancel delivery of the alternate unit.

School Eng, Design & Built Env

Discipline Civil Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) MECH 2004

Equivalent Subjects CIVL 2007 - Introduction to Structural Engineering

Restrictions Students must be enrolled at Western Sydney University, The College in 7022 Associate Degree in Engineering

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the reactions and internal forces in statically determinate structures under a variety of loading conditions
2. Determine the influence lines for statically determinate beams
3. Determine the deflections of statically determinate beams, trusses and frames
4. Use force methods to analyse statically indeterminate beams
5. Recognise the effect of material properties on the behaviour of simple steel and concrete structures
6. Apply structural analysis in the design process
7. Design simple steel and reinforced concrete flexural elements and specify appropriate materials

Subject Content

1. Analysis of statically determinate beams and frames
2. Analyse of statically determinate trusses
3. Influence lines for beams and trusses
4. Deflections of trusses, beams and frames
5. Force method for statically indeterminate structures
6. Determine dead and live loads on steel and concrete structures
7. Determine sizes for simple steel beams under load
8. Determine dimensions and reinforcement for reinforced concrete beams under load

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Online Quizzes x 5	20 minutes each	30	N	Individual
Mid-Quarter Test	2 hours	20	N	Individual
Final Exam	2 hours	50	N	Individual

Prescribed Texts

- Hibbeler R.C. (2009) Structural Analysis (7th edition in SI units), Prentice Hall.

Teaching Periods

Quarter 4

Nirimba Education Precinct

Composite

Subject Contact Abbas Ranjbar ([https://directory.westernsydney.edu.au/search/name/Abbas Ranjbar/](https://directory.westernsydney.edu.au/search/name/Abbas%20Ranjbar/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL2008_22-Q4_BL_C#subjects)

CIVL 2012 Soil Mechanics

Credit Points 10

Legacy Code 300985

Coordinator Pan Hu ([https://directory.westernsydney.edu.au/search/name/Pan Hu/](https://directory.westernsydney.edu.au/search/name/Pan%20Hu/))

Description This is an introductory unit covering the use of soil, and the water in it, as an engineering material. It will provide students with a basic understanding of the physical and mechanical properties of soils, simple soil testing methods to characterise soil strength and deformation behaviour, and how to apply basic techniques to assess the hydro-mechanical response of soils subjected to loading.

School Eng, Design & Built Env

Discipline Civil Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) MATH 1016

Equivalent Subjects CIVL 2011 - Soil Engineering CIVL 2013 - Soil Mechanics (WSTC AssocD)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the concepts of soil mechanics
2. Apply soil mechanics concepts to soil engineering problems
3. Analyse the response of soil and the water in it when subjected to loading
4. Apply basic laboratory tests to measure the engineering properties of soils
5. Solve simple design problems in soil engineering

Subject Content

soil formation
 clay mineralogy
 soil classification
 soil compaction
 effective stress in soils
 flow of water in soils
 flow nets and the engineering effects of water movements
 consolidation and settlement
 stress increases in soils
 shear strength in soils
 lateral stresses in soils

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short Answer		5	N	Individual
Report	15 pages in total	15	N	Individual
Quiz	Closed book - 2x 50 minutes	30	N	Individual
Final Exam	2 hours	50	N	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Pan Hu ([https://directory.westernsydney.edu.au/search/name/Pan Hu/](https://directory.westernsydney.edu.au/search/name/Pan%20Hu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL2012_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Pan Hu ([https://directory.westernsydney.edu.au/search/name/Pan Hu/](https://directory.westernsydney.edu.au/search/name/Pan%20Hu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL2012_22-AUT_PS_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Ankit Agarwal ([https://directory.westernsydney.edu.au/search/name/Ankit Agarwal/](https://directory.westernsydney.edu.au/search/name/Ankit%20Agarwal/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL2012_22-SC2_SC_D#subjects)

CIVL 2013 Soil Mechanics (WSTC AssocD)

Credit Points 10

Legacy Code 700245

Coordinator Abbas Ranjbar ([https://directory.westernsydney.edu.au/search/name/Abbas Ranjbar/](https://directory.westernsydney.edu.au/search/name/Abbas%20Ranjbar/))

Description This unit is an introductory unit covering the use of soil, and the water in it, as an engineering material. It will provide students with a basic understanding of the physical and mechanical properties of soils, simple soil testing methods to characterise soil strength and deformation behaviour and how to apply basic techniques to assess the hydro-mechanical response of soils subjected to loading. Offerings of alternate units are dependent on there being sufficient student enrolment numbers. If enrolments are low, the College may cancel delivery of the alternate unit.

School Eng, Design & Built Env

Discipline Civil Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) MATH 1017

Equivalent Subjects CIVL 2011 - Soil Engineering CIVL 2012 - Soil Mechanics

Restrictions Students must be enrolled at Western Sydney University, The College in 7022 Associate Degree in Engineering

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the concepts of soil mechanics
2. Apply soil mechanics concepts to soil engineering problems

- Analyse the response of soil and the water in it when subjected to loading
- Apply basic laboratory tests to measure the engineering properties of soils
- Solve simple design problems in soil engineering

Subject Content

- Soil formation
- Clay mineralogy
- Soil classification
- Soil compaction
- Effective stress in soils
- Flow of water in soils
- Flow nets and the engineering effects of water movements
- Consolidation and settlement
- Stress increases in soils
- Shear strength in soils
- Lateral stresses in soils

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	30 minutes each	15	N	Individual
Practical	Equivalent to 1,500 words each	15	N	Both (Individual & Group)
Intra-session Exam	1 hour	20	N	Individual
Final Exam	2 hours	50	N	Individual

Teaching Periods

Quarter 2

Nirimba Education Precinct

Composite

Subject Contact Abbas Ranjbar ([https://directory.westernsydney.edu.au/search/name/Abbas Ranjbar/](https://directory.westernsydney.edu.au/search/name/Abbas%20Ranjbar/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL2013_22-Q2_BLC#subjects)

CIVL 2016 Civil and Substructure

Credit Points 10

Legacy Code 301220

Coordinator Mark Crowley ([https://directory.westernsydney.edu.au/search/name/Mark Crowley/](https://directory.westernsydney.edu.au/search/name/Mark%20Crowley/))

Description This unit provides an overview of civil construction and associated sub-structure works comprising footings, pilings and slabs and the high costs associated with these elements. Through site surveys, site assessments and design proposals students will apply their developing understanding of bulk excavation, site drainage, service mains (electricity, gas, water, sewerage, data), roads and retaining walls to real world examples. Students will also examine public infrastructure such as ports, tunnels, bridges and highways to deepen their knowledge base. Additionally, in order to further

understand the high costs involved in sub structure works, students will learn to identify problems faced on sites including rock, chemically-aggressive soils and water-logged sites.

School Eng, Design & Built Env

Discipline Construction Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

- Undertake preliminary surveys of a project site
- Conduct assessments of site conditions relating to foundation condition, gradient and drainage
- Design the road pavement requirements, site drainage and services installation for a proposed building project
- Select appropriate footing and substructure systems for different construction sites

Subject Content

- Properties of rock and soil
- Site establishment (construction sheds and storage, signage, hoardings and barricades, traffic control)
- Understanding the principles of subdivision siteworks (surveying, bulk excavation and fill, site drainage and stormwater detention, retaining walls)
- Road construction
- Service mains (stormwater, potable & grey water, sewerage, electricity, gas & data)
- Conventional sub-structures (shallow footings, slabs, piling)
- Specialised sub-structures (basements, tunnels, marine and riverine sub-structures)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	60 minutes each (in 3 separate weeks)	45	N	Individual
Applied Project	2,000 words (for the group with designated individual components)	55	N	Both (Individual & Group)

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Mark Crowley ([https://directory.westernsydney.edu.au/search/name/Mark Crowley/](https://directory.westernsydney.edu.au/search/name/Mark%20Crowley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL2016_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Mark Crowley ([https://directory.westernsydney.edu.au/search/name/Mark Crowley/](https://directory.westernsydney.edu.au/search/name/Mark%20Crowley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL2016_22-AUT_PS_D#subjects)

CIVL 2017 Sustainable Construction Materials

Credit Points 10

Legacy Code 301399

Coordinator Alan Todhunter ([https://directory.westernsydney.edu.au/search/name/Alan Todhunter/](https://directory.westernsydney.edu.au/search/name/Alan%20Todhunter/))

Description This unit focusses on the suitability for purpose (performance, durability, sustainability and standards and regulatory compliance) of building and construction materials. Students investigate the physical properties and behaviour of various timbers, metals, concretes, polymers, new materials and composite systems, and their durability within Australia's diverse environments. Students also consider sustainable and eco-friendly construction materials in life-cycle assessment of construction systems and materials selection at the design stage.

School Eng, Design & Built Env

Discipline Structural Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Incompatible Subjects CIVL 2009 - Material Science in Construction

Assumed Knowledge

Content covered in Residential Building.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Characterise properties of different building materials and their application in building construction.
2. Analyse how and why materials degrade in the built environment.
3. Assess the environmental impacts associated with materials selection for construction.
4. Assess the suitability of materials in building components used in buildings.
5. Apply Australian standards and regulations relating to eco-friendly and durable buildings.

Subject Content

1. Properties of construction materials.
2. Application of various materials in construction.
3. Durability of construction materials and components.
4. Sustainable and eco-friendly construction materials.
5. Selection of materials in construction.
6. Life-cycle assessment of construction systems.
7. Compliance with Australian standards and regulations.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Report	1200 words	30%	N	Individual
Case Study	2000 words	40%	N	Individual
Quiz	x3 (10% each) 45 minutes per Quiz.	30%	N	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Alan Todhunter ([https://directory.westernsydney.edu.au/search/name/Alan Todhunter/](https://directory.westernsydney.edu.au/search/name/Alan%20Todhunter/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL2017_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Alan Todhunter ([https://directory.westernsydney.edu.au/search/name/Alan Todhunter/](https://directory.westernsydney.edu.au/search/name/Alan%20Todhunter/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL2017_22-AUT_PS_D#subjects)

CIVL 2018 Water Supply Systems Design

Credit Points 10

Legacy Code 301424

Coordinator Dharma Hagare ([https://directory.westernsydney.edu.au/search/name/Dharma Hagare/](https://directory.westernsydney.edu.au/search/name/Dharma%20Hagare/))

Description In this unit students will examine the quality of water and the standards to be met for the supply of water that is fit for its intended use. The design of treatment processes to meet these standards as well as principles underlying the hydraulic design of the treatment systems are examined in the context of both urban and remote rural communities. Students will also explore alternative supply systems and their merits and demerits, including economic viability, in order to gain design and analysis skills with respect to various water supply systems.

School Eng, Design & Built Env

Discipline Water and Sanitary Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) CIVL 2002 OR ENGR 1050 AND CIVL 2003

Co-requisite(s) CIVL 3011

Equivalent Subjects CIVL 4014 Water and Wastewater Treatment

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse alternate sources of water that can be used to supply water for its intended use.
2. Design unit processes and their sequence to produce water that is fit for its intended use for both urban and remote rural communities.
3. Design associated infrastructure for supplying water for its intended use.
4. Evaluate the sustainability of reuse, recycle and disposal options for the waste generated from treatment processes.
5. Demonstrate communication and collaboration skills in working with others in an ethical and respectful manner to produce professional analyses and reports in designing and evaluating sustainable water supply systems.

Subject Content

1. Sources of water and its quality
2. Fit for the purpose water quality guidelines/ standards
3. Alternative sources of water including, surface water, groundwater, stormwater and recycled water.
4. Conventional Water Treatment Processes
5. Transmission and distribution of water
6. Advanced water treatment processes
7. Impact of changing climate on water sources and water availability
8. Reuse/ recycle/ disposal of water treatment plant sludge/ waste.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Tutorial submissions	In-class submissions	20	N	Individual
Project Report	5000 words including figures, tables and pictures	25	N	Group
Practical Report	1000 words including tables, figures and pictures	5	N	Group
Final Exam	3 hours	50	N	Individual

Teaching Periods

CIVL 3002 Concrete Structures (UG)

Credit Points 10

Legacy Code 300736

Coordinator Ee Loon Tan ([https://directory.westernsydney.edu.au/search/name/Ee Loon Tan/](https://directory.westernsydney.edu.au/search/name/Ee%20Loon%20Tan/))

Description This unit covers the basic elements of structural behaviour and design with reinforced and pre-stressed concrete. Students will learn to analyse the section capacity of reinforced concrete beams, slabs, and columns, and design simple suspended structures. The unit places a strong emphasis on the process of structural design.

School Eng, Design & Built Env

Discipline Civil Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) CIVL 2007

Co-requisite(s) CIVL 3014

Equivalent Subjects CIVL 3001 - Concrete Structures (UG)

Assumed Knowledge

Knowledge of engineering mechanics and statics.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Discuss the properties of fresh and hardened concrete
2. Apply limit state design concepts to concrete elements and whole structures
3. Determine design actions for and analyse concrete structures to obtain internal design action effects
4. Design concrete elements based on evaluated design action effects
5. Apply relevant Australian Standards for concrete structures and loading in the designing of concrete structural elements
6. Analyse and interpret the behaviour of concrete structural elements subjected to appropriate design loads

Subject Content

Materials, the design process, Standards

Beams: flexural strength analysis, flexural behaviour, shear, deflections and cracking.

Basic pre-stressed design.

Columns: ultimate strength, slenderness effects.

Slabs: simplified design, simple analysis for deflections.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	approx. 20 pages	30	N	Group
Intra-session Exam	1 hr - Closed book	20	N	Individual
Final Exam	2 hrs - Closed Book	50	N	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Ee Loon Tan ([https://directory.westernsydney.edu.au/search/name/Ee Loon Tan/](https://directory.westernsydney.edu.au/search/name/Ee%20Loon%20Tan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL3002_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Ee Loon Tan ([https://directory.westernsydney.edu.au/search/name/Ee Loon Tan/](https://directory.westernsydney.edu.au/search/name/Ee%20Loon%20Tan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL3002_22-AUT_PS_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Ankit Agarwal ([https://directory.westernsydney.edu.au/search/name/Ankit Agarwal/](https://directory.westernsydney.edu.au/search/name/Ankit%20Agarwal/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL3002_22-SC2_SC_D#subjects)

CIVL 3003 Construction Planning

Credit Points 10

Legacy Code 300728

Coordinator Yingbin Feng ([https://directory.westernsydney.edu.au/search/name/Yingbin Feng/](https://directory.westernsydney.edu.au/search/name/Yingbin%20Feng/))

Description This unit is intended to provide students with the ability to organise the resources required for a major construction project; to plan the sequence and timing of construction operations; and to assess the risk inherent in achieving a construction schedule.

School Eng, Design & Built Env

Discipline Construction Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BLDG 1005 OR
GEOM 2001 OR
BLDG 2002

Equivalent Subjects BLDG 3005 - Construction Planning

Assumed Knowledge

A basic understanding of the construction process of residential and commercial buildings and estimating principles.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Plan a project using basic principles of logic planning
2. Apply the concepts of **critical path** and **float**
3. Calculate resources, determine resource constraints on construction operations, and develop solutions that will minimise the impact of these constraints
4. Assess the probability of achieving a project completion date

5. Use a generic computer programme such as MS Project, to develop and graphically represent construction logic

Subject Content

Bar/Gantt Charts

Critical Path Method - Arrow diagrams

Critical Path Method - Precedence diagrams

Overlapping network models

Resources management - limits, resource aggregation and levelling

Project control

Scheduling using MS Project

Chain scheduling, multiple activity and line of balance

Work study

Risk and scheduling

Program evaluation and review technique (PERT)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	30 minutes	20	N	Individual
Quiz	20 minutes	10	N	Individual
Report	12 Tutorials	30	N	Group
Final Exam	2 hours	40	N	Individual

Prescribed Texts

- Uher, Thomas E., 2011, Programming and Scheduling Techniques, UNSW Press, Sydney

Teaching Periods

Summer A

Parramatta - Victoria Rd

Day

Subject Contact Yingbin Feng ([https://directory.westernsydney.edu.au/search/name/Yingbin Feng/](https://directory.westernsydney.edu.au/search/name/Yingbin%20Feng/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL3003_22-SUA_PS_D#subjects)

CIVL 3004 Construction Technology 3 (Concrete Construction)

Credit Points 10

Legacy Code 200502

Coordinator Md Kamrul Hassan ([https://directory.westernsydney.edu.au/search/name/Md Kamrul Hassan/](https://directory.westernsydney.edu.au/search/name/Md%20Kamrul%20Hassan/))

Description The aim of this unit is to introduce students to the concept of structures, loads and the effect of loads on structures in relation to concrete construction. Students will have an in-depth understanding of concrete as a construction material. It covers the construction technology aspects of concrete structural components and systems, including beams, columns, slabs and frames. Emphasis will be given to formwork design and construction. Students will be introduced to the relevant Australian Standards for concrete construction. The unit also

aims at developing students' ability to deal professionally with other building professionals, including architects and structural engineers.

School Eng, Design & Built Env

Discipline Building Construction Management

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Assumed Knowledge

Awareness of standard construction systems for residential and commercial construction.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and define the different loads that a concrete structure carries.
2. Recognise and explain the different effects and actions caused by loads on concrete structures.
3. Identify and evaluate the different structural systems available for use in concrete construction.
4. Perform simple load evaluation for basic loading situations, including dead and live loads.
5. Determine the structural behaviour of simple concrete elements through analysis and design.
6. Explain how to design and construct form work for concrete construction.
7. Explain how to manage broader issues related to concrete construction including site safety and material handling.
8. Comply with Australian Standards relevant to concrete construction.

Subject Content

Dead load and live loads in concrete construction;
Load calculation, loading codes;
Properties of concrete;
Concrete handling and pour;
Steel reinforcement;
Basic components and their behaviour in concrete construction;
Components of concrete formwork;
Formwork design, falsework and site safety;
Concrete frames and methods and sequence of construction;
Pre-stressed concrete;
AS3600 Concrete Structures Code;
Innovative concrete construction;

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Lab Quiz	3 x 1hr lab quizzes	25	N	Individual
Assignment 1 - individual	5000 Word	5	N	Individual
Assignment 1 - Group	5000 Word	25	N	Group

Final Exam	2 hr vUWS based and non-proctored	45	N	Individual
------------	-----------------------------------	----	---	------------

Teaching Periods

CIVL 3005 Construction Technology 4 (Steel Construction)

Credit Points 10

Legacy Code 200470

Coordinator John Zhang ([https://directory.westernsydney.edu.au/search/name/John Zhang/](https://directory.westernsydney.edu.au/search/name/John%20Zhang/))

Description This unit deals with the construction of structural steelwork. Students will gain a better understanding of mechanical properties of steel. It covers various components in structural steelwork, and their behaviour under loads. Students will also be introduced to various frame systems in multi-story and high-rise construction and relevant Australian Standards for steel construction. Emphasis will be given to safe erection and assembly of structural steelwork. Due consideration will be given to the requirements of Workcover in relation to site safety and material handling. An introduction will also be given for Steel-concrete composite construction.

School Eng, Design & Built Env

Discipline Structural Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Assumed Knowledge

Students undertaking this subject should have prior knowledge of construction techniques associated with residential and non-residential building and a basic understanding of structural systems.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe various structural systems in the context of steel framework
2. Explain what the structural properties of steel are and how they affect steel construction
3. Analyse and explain the different effects and actions caused by loads on various structural steelwork
4. Recount the sequence of construction in a typical portal frame building and the issues related to site safety and site management;
5. Summarise the various methods of connection in steel structures
6. Analyse construction sequences of typical steel-concrete composite construction
7. Converse, with confidence, with other building professionals including structural engineers at a professional level in the role of a construction manager
8. Apply Australian Standards related to structures and construction, in particular, loading code and steel construction

Subject Content

Introduction to steel structures, failures and the consequences
Steel as a structural material
Fire issues in steel construction

Loads and their effect on steel structures
 Structural analysis and design,
 AS4100 Steel Structures
 Steel sections and Tension members
 Beams
 Beam-Columns Column Buckling
 Self-arranged site visit
 Connection type and details
 Frames and their analysis
 Frame: Case study
 Detailing and fabrication
 Safe erection of steel frame
 Composite and innovation and Overview

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Project Assignment - Steel Construction	5,000 words approximately	30	N	Group
Online quizzes (3 x 10%)	30 minutes (per Quiz)	30	N	Individual
Final online exam-non- proctored	2 hours online exam via vUWS	40	N	Individual

Prescribed Texts

- Full set of lecture notes provided during lecture

Teaching Periods

CIVL 3007 Engineering Geomechanics

Credit Points 10

Legacy Code 301001

Coordinator Samantha Liyanapathirana (<https://directory.westernsydney.edu.au/search/name/SamanthikaLiyanapathirana/>)

Description This unit will present the application of principles of soil mechanics to the solution of foundation and geotechnical problems including the evaluation of allowable bearing capacity of shallow and pile foundations, the stability of earth retaining structures and the stability of slopes.

School Eng, Design & Built Env

Discipline Geotechnical Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) CIVL 3014 AND
 CIVL 2012 OR
 CIVL 2011

Equivalent Subjects CIVL 3008 - Foundation Engineering

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply soil mechanics principles to analyse foundation problems
2. Apply a systematic engineering approach to designing foundations
3. Interpret soil properties and soil test data for use in foundation analysis and design
4. Apply engineering software as a tool in foundation analysis and design
5. Interpret and apply Australian Standards when designing foundations
6. Prepare a geotechnical design report on a foundation design problem

Subject Content

1. Site investigation
2. Design of earth retaining structures
3. Shallow foundations
4. Slope stability
5. Deep foundations

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	20 pages	15	N	Individual
Report	20 pages	15	N	Individual
Quiz	1 hour	20	N	Individual
Numerical Problem Solving	2 hours	50	Y	Individual

Teaching Periods

Sydney City Campus - Term 1 Sydney City

Day

Subject Contact Ankit Agarwal (<https://directory.westernsydney.edu.au/search/name/AnkitAgarwal/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL3007_22-SC1_SC_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Samantha Liyanapathirana (<https://directory.westernsydney.edu.au/search/name/SamanthikaLiyanapathirana/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL3007_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Samantha Liyanapathirana ([https://directory.westernsydney.edu.au/search/name/Samanthika Liyanapathirana/](https://directory.westernsydney.edu.au/search/name/Samanthika%20Liyanapathirana/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL3007_22-SPR_PS_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL3007_22-SC3_SC_D#subjects)

CIVL 3010 Highway Infrastructure

Credit Points 10

Legacy Code 300988

Coordinator Chin Leo ([https://directory.westernsydney.edu.au/search/name/Chin Leo/](https://directory.westernsydney.edu.au/search/name/Chin%20Leo/))

Description This unit focuses on two key aspects of highway infrastructure design, namely, the bridge superstructure design and the foundation soil preparation prior to construction of the highway pavement. It aims to provide students with specialised knowledge in bridge loading and structural design, methods to deal with soft and weak grounds, and building of earth embankments to support the highway pavement. These aspects will be discussed in relation to Australian design codes.

School Eng, Design & Built Env

Discipline Transport Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) CIVL 2007 AND CIVL 2012

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply soil and structural mechanics principles in highway infrastructure design
2. Interpret soil properties and soil test data for use in geotechnical analysis and design
3. Apply engineering software as a tool for use in geotechnical analysis and design
4. Interpret and apply Australian Standards when designing highway infrastructures
5. Analyse and propose cost effective design highway infrastructures

Subject Content

Bridge Superstructure Module

1. Types of bridges
2. Bridge substructures and superstructures
3. Bridge loading and design loads
4. Design of superstructures

Highway Embankment and Foundation Module

1. Soft soil remediation
2. Soil stabilisation and improvement
3. Earth fills and retaining structures

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Participation	2 Hours	10	N	
Applied Project	15-20 pages each (include calculations and diagrams)	50	N	
Numerical Problem Solving	1 hour each	40	N	

Teaching Periods

CIVL 3011 Hydraulics

Credit Points 10

Legacy Code 300765

Coordinator Kejun Dong ([https://directory.westernsydney.edu.au/search/name/Kejun Dong/](https://directory.westernsydney.edu.au/search/name/Kejun%20Dong/))

Description The unit covers the principles of open channel hydraulics, pipe hydraulics and culvert hydraulics. Specific topics in open channel hydraulics include uniform flow, resistance equations, specific energy principle, flow types, gradually varied flow and rapidly varied flow. The purpose is to enable design of efficient open channels to meet engineering requirements. In addition, principles of pipe and culvert hydraulics are introduced, enabling analysis and design of pipe networks and culverts.

School Eng, Design & Built Env

Discipline Water and Sanitary Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) CIVL 2003

Equivalent Subjects CIVL 2015 - Water Engineering CIVL 2014 - Water Engineering

Assumed Knowledge

Mathematical knowledge equivalent to the content within 200238 Mathematics for Engineers 2.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. analyse existing channels using hydraulic principles
2. apply basic hydraulic principles to design open channels of different configurations
3. critically analyse existing small hydraulic structures
4. design appropriate hydraulic structures to control and measure flow through open channels

5. analyse and design pipe networks using pressurised flow principles
6. evaluate the adequacy of existing culverts
7. design appropriate culverts using culvert hydraulic principles

Subject Content

Open channel hydraulics: Basic principles - continuity, momentum and energy principles

Open channel hydraulics: Channel design - use of uniform flow principles

Open channel hydraulics: Best hydraulic sections

Open channel hydraulics: Specific energy principle

Open channel hydraulics: Rapidly varied flow - hydraulic jump

Open channel hydraulics: Gradually varied flow - water surface profiles

Open channel hydraulics: Flow measurements - weirs, spillways, gates and flumes

Pipe hydraulics: Laminar and turbulent flow in pipes

Pipe hydraulics: Major and minor losses in pipes

Pipe hydraulics: Pipes in series

Pipe hydraulics: Pipes in parallel

Pipe hydraulics: Pipe network analysis

Pipe hydraulics: Turbomachinery - pumps and pump selection

Culvert hydraulics: Basic principles - gravity and pressurised flows

Culvert hydraulics: Culvert flow classification

Culvert hydraulics: Design of culverts

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	1/2 hour	20	N	Individual
Quiz	1-hr	10	N	Individual
Intra-session Exam	2 hours, closed book	35	N	Individual
Final Exam	2 hours, closed book	35	N	Individual

Teaching Periods

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Ankit Agarwal ([https://directory.westernsydney.edu.au/search/name/Ankit Agarwal/](https://directory.westernsydney.edu.au/search/name/Ankit%20Agarwal/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL3011_22-SC1_SC_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Kejun Dong ([https://directory.westernsydney.edu.au/search/name/Kejun Dong/](https://directory.westernsydney.edu.au/search/name/Kejun%20Dong/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL3011_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Kejun Dong ([https://directory.westernsydney.edu.au/search/name/Kejun Dong/](https://directory.westernsydney.edu.au/search/name/Kejun%20Dong/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL3011_22-SPR_PS_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL3011_22-SC3_SC_D#subjects)

CIVL 3012 Steel Structures

Credit Points 10

Legacy Code 300730

Coordinator Fidelis Mashiri ([https://directory.westernsydney.edu.au/search/name/Fidelis Mashiri/](https://directory.westernsydney.edu.au/search/name/Fidelis%20Mashiri/))

Description This unit covers the basic behaviour of steel members and structures, the appropriate methods to analyse them and the design criteria and methods used to proportion them.

School Eng, Design & Built Env

Discipline Structural Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) CIVL 2007

Co-requisite(s) CIVL 3014

Equivalent Subjects CIVL 3013 - Steel Structures

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Recognise different steel grades
2. Apply limit state design concepts to structural steel elements
3. Determine design actions for and analyse steel structures to obtain internal design action effects
4. Design structural steel elements based on evaluated design action effects
5. Apply relevant Australian Standards for steel structures and loading in the designing of structural steel elements
6. Analyse and interpret the behaviour of structural steel elements subjected to a variety of design loads
7. Use engineering software to determine internal design action effects
8. Work effectively as a team member to analyse and report on a structural steel design problem

Subject Content

Plastic Analysis

Biaxial Bending

Shear and bearing beam webs

Bolted and Welded Connections

Frames

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied Project	Approximately 20 pages design report	30	N	Group
Professional Task	Exam type questions and 2 hour Mid Semester exam quizzes	20	N	Individual
Final Exam	2 hours	50	N	Individual

Teaching Periods

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Ankit Agarwal ([https://directory.westernsydney.edu.au/search/name/Ankit Agarwal/](https://directory.westernsydney.edu.au/search/name/Ankit%20Agarwal/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL3012_22-SC1_SC_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Fidelis Mashiri ([https://directory.westernsydney.edu.au/search/name/Fidelis Mashiri/](https://directory.westernsydney.edu.au/search/name/Fidelis%20Mashiri/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL3012_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Fidelis Mashiri ([https://directory.westernsydney.edu.au/search/name/Fidelis Mashiri/](https://directory.westernsydney.edu.au/search/name/Fidelis%20Mashiri/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL3012_22-SPR_PS_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL3012_22-SC3_SC_D#subjects)

CIVL 3014 Structural Analysis

Credit Points 10

Legacy Code 300732

Coordinator Haiping Zhu ([https://directory.westernsydney.edu.au/search/name/Haiping Zhu/](https://directory.westernsydney.edu.au/search/name/Haiping%20Zhu/))

Description This unit introduces students to the aspects of structural analysis of trusses, beams and frames. It covers the first-order elastic analysis of statically determinate and indeterminate structures. This course aims to teach students to master basic skills in structural analysis as well as skills in using computer software to analyse complex structures.

School Eng, Design & Built Env

Discipline Structural Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) CIVL 2007

Equivalent Subjects CIVL 3015 - Structural Analysis

Learning Outcomes

On successful completion of this subject, students should be able to:

1. analyse statically indeterminate structures using force and displacement methods (including slope deflection and moment distribution methods)
2. analyse trusses, beams and frames to obtain internal forces and displacements using the matrix method
3. operate current structural analysis software packages

Subject Content

Slope-deflection method for beam and frame analysis

Moment distribution method for beam and frame analysis

Matrix method for truss analysis

Matrix method for beam analysis

Matrix method for frame analysis

Introduction to second-order analysis of structures

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	30 mins for tutorial quiz and 50 mins for practical quiz	30	N	Individual
Numerical Problem Solving	Tutorial and Practical Solutions	10	N	Individual
Final Exam	2 hours, closed book	60	N	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Haiping Zhu ([https://directory.westernsydney.edu.au/search/name/Haiping Zhu/](https://directory.westernsydney.edu.au/search/name/Haiping%20Zhu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL3014_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Haiping Zhu ([https://directory.westernsydney.edu.au/search/name/Haiping Zhu/](https://directory.westernsydney.edu.au/search/name/Haiping%20Zhu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL3014_22-AUT_PS_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Ankit Agarwal ([https://directory.westernsydney.edu.au/search/name/Ankit Agarwal/](https://directory.westernsydney.edu.au/search/name/Ankit%20Agarwal/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL3014_22-SC2_SC_D#subjects)

CIVL 3016 Building Superstructure

Credit Points 10

Legacy Code 301221

Coordinator Brendan Kirkland ([https://directory.westernsydney.edu.au/search/name/Brendan Kirkland/](https://directory.westernsydney.edu.au/search/name/Brendan%20Kirkland/))

Description The aim of this unit is to provide students with an understanding of the factors that contribute to the design and construction of a building superstructure. Students will be introduced to relevant Australian Standards for common construction materials and practices. The unit also aims to develop the ability of construction students to communicate professionally with other building professionals including structural engineers. Emphasis will be given to the strength, behaviour and failure of structural members, connections and frames.

School Eng, Design & Built Env

Discipline Structural Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Assumed Knowledge

Basic knowledge of building construction both residential and non-residential.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	3 x Quizzes (30 minutes each)	30	N	Individual
Report	1500 words (per student)	30	N	Both

End-of-session Exam 2 hours 40 Y Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Brendan Kirkland ([https://directory.westernsydney.edu.au/search/name/Brendan Kirkland/](https://directory.westernsydney.edu.au/search/name/Brendan%20Kirkland/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL3016_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Brendan Kirkland ([https://directory.westernsydney.edu.au/search/name/Brendan Kirkland/](https://directory.westernsydney.edu.au/search/name/Brendan%20Kirkland/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL3016_22-AUT_PS_D#subjects)

CIVL 3017 Construction Scheduling

Credit Points 10

Legacy Code 301230

Coordinator Yingbin Feng ([https://directory.westernsydney.edu.au/search/name/Yingbin Feng/](https://directory.westernsydney.edu.au/search/name/Yingbin%20Feng/))

Description This unit is intended to provide students with the skills and ability to organise the resources required for a major construction project, to plan the sequence and timing of construction operations, and to assess the risk inherent in achieving a construction schedule.

School Eng, Design & Built Env

Discipline Construction Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BLDG 1005 OR

BLDG 1014 OR

GEOM 2001 OR

BLDG 2002

Equivalent Subjects BLDG 3005 Construction Planning
CIVL 3003 Construction Planning

Assumed Knowledge

A basic understanding of the construction process of residential and commercial buildings and estimating principles.

Teaching Periods

Spring

Penrith (Kingswood)

Day

Subject Contact Yingbin Feng ([https://directory.westernsydney.edu.au/search/name/Yingbin Feng/](https://directory.westernsydney.edu.au/search/name/Yingbin%20Feng/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL3017_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Yingbin Feng ([https://directory.westernsydney.edu.au/search/name/Yingbin Feng/](https://directory.westernsydney.edu.au/search/name/Yingbin%20Feng/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL3017_22-SPR_PS_D#subjects)

CIVL 3018 Hydrogeology

Credit Points 10

Legacy Code 301397

Coordinator Ataur Rahman ([https://directory.westernsydney.edu.au/search/name/Ataur Rahman/](https://directory.westernsydney.edu.au/search/name/Ataur%20Rahman/))

Description This unit covers principles of hydrogeology. It contains concepts related to occurrence of groundwater, groundwater movement, groundwater hydraulics, water wells, quality of groundwater, groundwater modelling and groundwater management. The objectives of this unit are to enable students to learn the concept of groundwater and apply the learnt concepts in solving groundwater problems in engineering practice.

School Eng, Design & Built Env

Discipline Water and Sanitary Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) CIVL 2003

Equivalent Subjects EART 3004 - Hydrogeology

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply fundamental knowledge of groundwater movement, groundwater hydraulics and water wells to solve hydrogeological problems
2. Apply groundwater quality modelling techniques
3. Evaluate groundwater pollution and management problems
4. Analyse groundwater modelling and exploration techniques
5. Evaluate current Australian codes and software to solve groundwater problems
6. Critically evaluate current literature to benchmark recent problems and developments in groundwater engineering practice
7. Design sustainable groundwater engineering projects

Subject Content

1. Occurrence of groundwater
2. Groundwater movement
3. Groundwater and well hydraulics
4. Water wells
5. Groundwater levels and environmental influences
6. Quality of groundwater
7. Pollution of groundwater
8. Management of groundwater
9. Groundwater modelling
10. Groundwater investigation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
2 Quizzes (Short answer test), @ 10% each = 20%	30 minutes each	20	N	Individual
Project (Students to complete a design project, three students in a group, a group submits one report)	2,500 words	25	N	Group
Final exam	2 hours	55	N	Individual

Teaching Periods

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Ankit Agarwal ([https://directory.westernsydney.edu.au/search/name/Ankit Agarwal/](https://directory.westernsydney.edu.au/search/name/Ankit%20Agarwal/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL3018_22-SC2_SC_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Ataur Rahman ([https://directory.westernsydney.edu.au/search/name/Ataur Rahman/](https://directory.westernsydney.edu.au/search/name/Ataur%20Rahman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL3018_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Ataur Rahman ([https://directory.westernsydney.edu.au/search/name/Ataur Rahman/](https://directory.westernsydney.edu.au/search/name/Ataur%20Rahman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL3018_22-SPR_PS_D#subjects)

CIVL 3019 Wastewater Systems Design

Credit Points 10

Legacy Code 301426

Coordinator Sathaa Arumugam Sathasivan ([https://directory.westernsydney.edu.au/search/name/Sathaa Arumugam Sathasivan/](https://directory.westernsydney.edu.au/search/name/Sathaa%20Arumugam%20Sathasivan/))

Description Providing clean water and sanitation is one of the United Nations Sustainable Development Goals. Students will gain knowledge and skills in designing and proposing modifications to current wastewater and sanitation practices. Students will examine

conventional processes and explore how they should be modified to address emerging issues (contaminants, climate variability) and how the potential of wastewater as a resource can be realised. Students will also identify various ways smart technologies can be adopted in addressing the challenges facing wastewater disposal/resource recovery.

School Eng, Design & Built Env

Discipline Water and Sanitary Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) CIVL 2003 AND
CIVL 2002 OR
ENGR 1050 OR
PROC 1006

Equivalent Subjects CIVL 4014 - Water and Wastewater Treatment

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Assess risk from key waterborne pathogens and propose engineering control.
2. Demonstrate the ability to set up mass balance equation for different scenario.
3. Design conventional wastewater treatment processes.
4. Measure water quality variation in a pilot/full-scale wastewater system and explain how processes could be modified, to achieve a desired outcome.
5. Assess the risks of wastewater effluent disposal to water bodies including that from climate change/extreme events.
6. Evaluate the environmental impact of wastewater collection, treatment and disposal methods and propose solution in line with Circular Economy concept.
7. Design resource recovery options and explain emerging wastewater treatment options.

Subject Content

1. Water quality parameters relevant for wastewater
2. Wastewater microbiology and epidemiology
3. Wastewater collection systems
4. Modelling wastewater treatment processes
5. Wastewater and sludge treatment processes
6. Resource recovery

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	1500 words	10	N	Individual
Report	1500 words	10	N	Individual
Report and presentation	2000-3000 words and 15 minutes	30	N	Both (Individual & Group)
Final Exam	2 hours	50	Y	Individual

Teaching Periods

CIVL 3020 Sustainable Waste Engineering

Credit Points 10

Legacy Code 301422

Coordinator Dharma Hagare ([https://directory.westernsydney.edu.au/search/name/Dharma Hagare/](https://directory.westernsydney.edu.au/search/name/Dharma%20Hagare/))

Description Sustainable waste management is an important consideration for any student who is training to become an engineer, as waste is produced in all engineering fields. In this unit students will identify and characterise sources of solid and hazardous waste generated in the community. The application of circular economy and zero waste principles are examined alongside real-world case studies to focus on sustainable management of waste incorporating minimisation, recycle, recovery and disposable options.

School Eng, Design & Built Env

Discipline Water and Sanitary Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects CIVL 4011 Waste Management

Restrictions Successful completion of 120 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse classification, transportation, storage and disposal of solid and hazardous waste.
2. Apply risk assessment principles to manage hazardous waste in a sustainable way.
3. Design landfill sites for both urban and rural areas using sound engineering principles.
4. Use life cycle analysis to determine appropriate options for waste disposal, and recovery and recycling of materials.
5. Determine appropriate circular economy and zero waste approaches to minimise waste generation.
6. Demonstrate communication and collaboration skills in working with others in an ethical and respectful manner to produce professional analyses and reports in sustainable waste engineering.

Subject Content

1. Solid and hazardous waste classification, transportation and processing.
2. Treatment, reuse/ recovery and disposal options for solid and hazardous waste.
3. Risk assessment and management as applied to hazardous waste.
4. Landfill site location and design, and its sustainable management.
5. Contaminant transport and accumulation.
6. Application of life cycle analysis for evaluating waste disposal options, and recovery and recycling of materials.
7. Circular economy and its application in waste management.
8. Zero waste opportunities and technologies.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Tutorial submissions	In-class submissions	20	N	Individual
Project Report	5000 words including figures, tables and pictures	25	N	Individual
Practical Report	1000 words including tables, figures and pictures	5	N	Individual
Final Exam	3 hours	50	N	Individual

Teaching Periods

CIVL 4001 Applied Mechanics

Credit Points 10

Legacy Code 300986

Coordinator Baolin Wang ([https://directory.westernsydney.edu.au/search/name/Baolin Wang/](https://directory.westernsydney.edu.au/search/name/Baolin%20Wang/))

Description Applied mechanics deals with the mechanical responses of structural components under various loading and support conditions. This unit will introduce the theoretical foundations and solution methods for the stability and dynamic responses of beams, columns and plates and their associated applications in engineering practices.

School Eng, Design & Built Env

Discipline Structural Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) CIVL 3014

Assumed Knowledge

Student should have prior knowledge of strain, stress and deflection analysis of simple structures.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the buckling and vibration behaviours of structural components;
2. Derive the governing equations for the buckling and vibration of structural components;
3. Solve the governing equations analytically for buckling and vibration of beams, columns and plates;
4. Solve the governing equations numerically for buckling and vibration of beams, columns and plates;
5. Apply the buckling and vibration analysis to solve practical engineering problems.

Subject Content

1. Introduction to the buckling behaviour of structures; Governing equations for the buckling of columns;

2. Analytical solutions for simple column buckling cases;
3. Applications of buckling analysis of columns in structural design;
4. Introduction to the vibration behaviour of structures; Governing equations for the free vibration of beams;
5. Analytical solutions for simple beam free vibration cases;
6. Applications of vibration analysis of beams in engineering practices;
7. Introduction to the thin plate theory; Governing equations for the buckling of plates;
8. Analytical solutions for simple plate buckling cases;
9. Governing equations for the vibration of plates; analytical solutions for simple plate vibration cases;
10. Applications of buckling and vibration analysis of plates in engineering practices;
11. Numerical methods for buckling and vibration analysis of structures;
12. Analysis of complex buckling and vibration cases for beams, columns and plates by numerical methods.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	2 x 1 hour each (20% each)	40	N	Individual
Case Study	2 page each	5	N	Individual
Case Study	2 hours	55	N	Individual

Teaching Periods

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Ankit Agarwal ([https://directory.westernsydney.edu.au/search/name/Ankit Agarwal/](https://directory.westernsydney.edu.au/search/name/Ankit%20Agarwal/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL4001_22-SC1_SC_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Baolin Wang ([https://directory.westernsydney.edu.au/search/name/Baolin Wang/](https://directory.westernsydney.edu.au/search/name/Baolin%20Wang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL4001_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Baolin Wang ([https://directory.westernsydney.edu.au/search/name/Baolin Wang/](https://directory.westernsydney.edu.au/search/name/Baolin%20Wang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL4001_22-SPR_PS_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Baolin Wang ([https://directory.westernsydney.edu.au/search/name/Baolin Wang/](https://directory.westernsydney.edu.au/search/name/Baolin%20Wang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL4001_22-SC3_SC_D#subjects)

CIVL 4002 Composite Structures

Credit Points 10

Legacy Code 300987

Coordinator Fidelis Mashiri ([https://directory.westernsydney.edu.au/search/name/Fidelis Mashiri/](https://directory.westernsydney.edu.au/search/name/Fidelis%20Mashiri/))

Description This unit builds on knowledge gained in steel and concrete structures, especially the design of structural members using either steel or concrete. Students will learn the design of composite beams, floors, columns and connections based on Australian and International standards as well as mechanics of materials.

School Eng, Design & Built Env

Discipline Structural Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) CIVL 3012 AND CIVL 3002

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and discuss various structural systems used in composite construction
2. Apply limit state design concepts to composite structural elements and structures
3. Analyse and determine design loads for composite structures
4. Design composite structural elements based on service loads

Subject Content

1. Composite Beams
2. Composite Floors
3. Composite Columns
4. Composite Connections

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Assignments (Solutions to Exam Type Questions; Total of 4 to cover each content topic; Each worth 5%; Each topic covers ULOs 1-4)	20 Pages (in total)	20	N	Individual
Mid-Semester Exam	2 Hours	20	N	Individual
Final Examination	2 Hours	60	N	Individual

Teaching Periods

CIVL 4003 Construction Technology 5 (Envelope)

Credit Points 10

Legacy Code 200471

Coordinator Mohammad Reza Razavi ([https://directory.westernsydney.edu.au/search/name/Mohammad Reza Razavi/](https://directory.westernsydney.edu.au/search/name/Mohammad%20Reza%20Razavi/))

Description After undertaking this unit, you should understand the way internal spaces are designed and constructed to optimise thermal, visual and acoustic comfort and for energy efficiency.

School Eng, Design & Built Env

Discipline Building Services Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Co-requisite(s) Students in 2607 Bachelor of Construction Management must enrol in BLDG 4012 Industry Based Learning before enrolling in this unit

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Relate people's sight, hearing and thermal comfort to the lighting, acoustics and thermal control of buildings.
2. Evaluate how heat is transmitted through and stored within the building envelope.
3. Explain the construction methods used for thermal insulation and thermal storage in a building.
4. Analyse how wind, rain and condensation is excluded from a building envelope.
5. Determine the basic parameters of lighting using practical measurements and mathematical models.
6. Synthesise artificial lighting strategies in simple room configurations.
7. Relate how the intensity and movement of the sun affects daylighting and apply strategies to improve the natural lighting of buildings.

8. Describe the characteristics of sound in a structure and in the air.
9. Determine sound transmission by practical measurements and mathematical calculations.
10. Develop construction techniques to improve the acoustic resistance of partitions.
11. Explain how noise and reverberation can be attenuated within a building.
12. Evaluate a building in terms of energy efficient design.
13. Investigate the relationship between built form and climate.
14. Actively contribute to team research and communication project.

Subject Content

Fundamentals of Vision
 Artificial Light
 Daylight
 Thermal Comfort
 Steady State Heat Flow
 Periodic Heat Flow
 Fire Resistance
 Fundamentals of Human Hearing
 Noise Control
 Room Acoustics
 Effect of Climate on Buildings & Weatherproofing

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short Answer	3 hours	40	N	Individual
Report	1500 words as the individual component of a group project	20	N	Group
Multiple Choice	2 hours	40	N	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Mohammad Reza Razavi ([https://directory.westernsydney.edu.au/search/name/Mohammad Reza Razavi/](https://directory.westernsydney.edu.au/search/name/Mohammad%20Reza%20Razavi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL4003_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Mohammad Reza Razavi ([https://directory.westernsydney.edu.au/search/name/Mohammad Reza Razavi/](https://directory.westernsydney.edu.au/search/name/Mohammad%20Reza%20Razavi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL4003_22-AUT_PS_D#subjects)

CIVL 4004 Construction Technology 6 (Services)

Credit Points 10

Legacy Code 300725

Coordinator Baolin Wang ([https://directory.westernsydney.edu.au/search/name/Baolin Wang/](https://directory.westernsydney.edu.au/search/name/Baolin%20Wang/))

Description To provide students with a vehicle to develop knowledge and skills needed to comprehend the design of services in major buildings, and in so doing engender a life-long interpretation of the intricacies of physical installation and their critical sequence in the construction process.

School Eng, Design & Built Env

Discipline Building Services Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Equivalent Subjects LGYB 5400 Construction Technology 6 (Services)

Restrictions Students must be enrolled in Bachelor of Construction Management, Bachelor of Engineering, Bachelor of Engineering Advanced (Honours), Bachelor of Building Design Management, Bachelor of Engineering (Honours) or Diploma in Building Design Management/Bachelor of Building Design Management.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Interpret and apply pragmatic decision making as it applies to the role of a construction professional in the design, installation and management of major building services
2. Differentiate between the concept of building services coordination and building services integration

Subject Content

This subject provides students with an introduction to design, installation and management of these services:

1. Mechanical (heating, ventilation and air conditioning)
2. Electrical (transformation, reticulation and safety devices)
3. Hydraulic (water supply, storage and distribution, sanitary plumbing and fittings)
4. Active fire systems (sprinklers and detectors)
5. Communication and security systems
6. Vertical transportation services (elevators and escalators)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Major assignment	2,000 words	50	N	Individual
End session quiz	1 hour	25	N	Individual
Mid session quiz	1 hour	25	N	Individual

Teaching Periods

Spring

Penrith (Kingswood)

Day

Subject Contact Baolin Wang ([https://directory.westernsydney.edu.au/search/name/Baolin Wang/](https://directory.westernsydney.edu.au/search/name/Baolin%20Wang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL4004_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Evening

Subject Contact Baolin Wang ([https://directory.westernsydney.edu.au/search/name/Baolin Wang/](https://directory.westernsydney.edu.au/search/name/Baolin%20Wang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL4004_22-SPR_PS_E#subjects)

CIVL 4005 Construction in Practice 3

Credit Points 10

Legacy Code 200484

Coordinator John Smolders ([https://directory.westernsydney.edu.au/search/name/John Smolders/](https://directory.westernsydney.edu.au/search/name/John%20Smolders/))

Description This unit enables students to integrate and develop knowledge gained earlier in the course allowing them to simulate industry practice. Students are given a brief to undertake large and complex construction projects (eg. high rise buildings, airport construction, or sports stadium construction). They then take account of regulatory control, financial limitations, and stakeholder impacts whilst managing a team and being flexible and responsive to changing demands.

School Eng, Design & Built Env

Discipline Construction Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Co-requisite(s) Students in 2607 Bachelor of Construction Management must enrol in BLDG 4012 Industry Based Learning before enrolling in this unit

Equivalent Subjects LGYB 5402 - Building in Practice 3

Restrictions Successful completion of 200 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate the acquisition and synthesis of a wide range of skills and knowledge from their previous years of study in the undertaking of a complex building project, including (but not limited to): a. feasibility studies and site utilisation b. Impact assessment issues c. analysis of market influences with regard to leasing/sale of buildings d. planning and building control legislation including heritage requirements and conservation issues e. cost & contract planning f. project management and contract administration g. the role of consultants and other members of the construction team h. specification writing, and i. tendering procedures

2. Plan, manage and report on a complex team-based construction project,
3. Reflect upon their team performance.

Subject Content

- feasibility studies and site utilisation,
- impact assessment Issues
- analysis of market influences with regard to leasing/sale of buildings,
- planning and Building control Legislation including heritage requirements and conservation Issues
- cost & contract planning,
- project management and contract administration,
- The role of consultants and other members of The construction team
- specification writing, and
- tendering procedures

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Two seminar presentations	Not specified	40	N	Group
Final Report	5000 words	30	N	Group
Reflective diary	2000 words	30	N	Individual

Teaching Periods

CIVL 4008 Pile Foundations

Credit Points 10

Legacy Code 300990

Coordinator Samantha Liyanapathirana ([https://directory.westernsydney.edu.au/search/name/Samanthika Liyanapathirana/](https://directory.westernsydney.edu.au/search/name/Samanthika%20Liyanapathirana/))

Description This unit covers analysis and design criteria for pile foundations subjected to axial, lateral and dynamic loading based on the Australian Standards. Computer software necessary to carry out analysis and design will be introduced. Also field testing methods available for pile integrity testing will be discussed.

School Eng, Design & Built Env

Discipline Geotechnical Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) CIVL 3007 OR CIVL 3008

Learning Outcomes

On successful completion of this subject, students should be able to:

1. evaluate settlement and bearing capacity of single piles and pile groups
2. compute the lateral load carrying capacity of piles
3. design piled raft foundations

- interpret and apply Australian standards for design of deep foundations
- explain the different pile integrity testing methods and their suitability for different conditions

Subject Content

- Single piles and pile groups subjected to vertical loads
- Laterally loaded piles
- Piled raft foundations
- Application of Australian standards in design of pile foundations
- Design of piles subjected to dynamic loading
- Pile integrity testing

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	1 hour	20	N	Individual
Report	40 pages	30	Y	Individual
Final Exam	2 Hour	50	Y	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Samantha Liyanapathirana (<https://directory.westernsydney.edu.au/search/name/SamanthikaLiyanapathirana/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL4008_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Samantha Liyanapathirana (<https://directory.westernsydney.edu.au/search/name/SamanthikaLiyanapathirana/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL4008_22-AUT_PS_D#subjects)

CIVL 4009 Timber Structures (UG)

Credit Points 10

Legacy Code 300739

Coordinator Fidelis Mashiri (<https://directory.westernsydney.edu.au/search/name/FidelisMashiri/>)

Description Students learn about the engineering properties of timber and assess it as a construction material. Design methods based on structural mechanics are covered including the design of members and connections.

School Eng, Design & Built Env

Discipline Civil Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) CIVL 2007

Co-requisite(s) CIVL 3014

Equivalent Subjects LGYB 1031 - Timber Structures (UG)

Learning Outcomes

On successful completion of this subject, students should be able to:

- Identify the properties of timber that influence its strength as a construction material.
- Apply limit state design concepts for timber elements and whole structures
- Determine design loads and analyse timber structures to evaluate internal design action effects
- Design timber elements based on evaluated design action effects

Subject Content

Characteristics, grading and use of timber for structural design
 Design of tension members
 Design of Compression members
 Design of members in flexure
 Design of members under combined action
 Design of connections

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	Submission of tutorial solutions (every fortnight from week 3)	10	N	Individual
Intra-session Exam	2 hours	15	N	Individual
Report	Approximately 40 pages	25	N	Group
Final Exam	2 hours	50	N	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Fidelis Mashiri (<https://directory.westernsydney.edu.au/search/name/FidelisMashiri/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL4009_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Fidelis Mashiri (<https://directory.westernsydney.edu.au/search/name/FidelisMashiri/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL4009_22-AUT_PS_D#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Ankit Agarwal ([https://directory.westernsydney.edu.au/search/name/Ankit Agarwal/](https://directory.westernsydney.edu.au/search/name/Ankit%20Agarwal/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL4009_22-SC1_SC_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL4009_22-SC3_SC_D#subjects)

CIVL 4010 Transportation Engineering

Credit Points 10

Legacy Code 300982

Coordinator Dharma Hagare ([https://directory.westernsydney.edu.au/search/name/Dharma Hagare/](https://directory.westernsydney.edu.au/search/name/Dharma%20Hagare/))

Description This unit provides students with the course material that will assist them with the execution of Civil Engineering Construction and Urban Development / Town Planning projects. The unit mainly focuses on the planning, design and construction of transportation facilities for urban and rural areas. Students will have an opportunity to implement the skills learnt using a case of a subdivision development.

School Eng, Design & Built Env

Discipline Transport Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) CIVL 1001 AND ENGR 2016 AND EART 4001

Incompatible Subjects CIVL 2005 - Infrastructure Engineering

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply principles involved in the design, construction and maintenance of both small and large transportation networks comprising of both roadways and railway tracks.
2. Analyse and design transportation hubs and intersections for allowing efficient traffic flow.
3. Analyse sustainable transport systems and facilities for both rural and urban areas.
4. Apply available design tools and guidelines for transportation network design.
5. Create and contribute to productive and efficient teams for designing and evaluating efficient transportation systems.

Subject Content

1. Transportation planning and major networks design.

2. Traffic theory and intersections design.
3. Road network design for residential area.
4. Estimation of design traffic loads.
5. Design of carriageways, pavements and associated drainage facilities.
6. Application of design principles for the design of a subdivision.
7. Design and maintenance of railway tracks.
8. Sustainability of transportation systems and facilities, and their evaluation.
9. Use of relevant design and drawing software.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Tutorial and quiz participation.	Weekly	10	N	Individual
Major Project (2 reports)	15,000 words equivalent for the entire group of 4 members. The report will include drawings, calculation sheets, tables and figures. Actual write-up can be about 25%.	30	N	Group
Final exam	3 hours	60	N	Individual

Teaching Periods

CIVL 4011 Waste Management

Credit Points 10

Legacy Code 300994

Coordinator Dharma Hagare ([https://directory.westernsydney.edu.au/search/name/Dharma Hagare/](https://directory.westernsydney.edu.au/search/name/Dharma%20Hagare/))

Description Sustainable waste management, to reduce climate impact, is an important consideration for any student who is getting trained as an engineer. In this unit students will identify and characterise sources of atmospheric, solid and hazardous waste generated from the community. Students will then focus on sustainable management of waste incorporating minimisation, recycle, recovery and disposable options as well as greenhouse gases and their impact on climate change.

School Eng, Design & Built Env

Discipline Water and Sanitary Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) CIVL 2002

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the major atmospheric pollutants and the technologies available for their control.
2. Examine the drivers for climate change and discuss their impact at global level.
3. Classify the solid and hazardous waste produced and analyse its transportation and disposal options.
4. Apply risk assessment principles to manage hazardous waste in a sustainable way.
5. Use sound engineering principles to locate and design landfill sites for both urban and rural areas.
6. Assess waste disposal options, and recovery and recycling of materials in terms of triple bottom line objectives.

Subject Content

1. Solid and hazardous waste classification, transportation and processing.
2. Treatment, reuse/ recovery and disposal options for solid and hazardous waste.
3. Risk assessment and management as applied to hazardous waste.
4. Landfill site location and design, and its sustainable management.
5. Contaminant transport and accumulation.
6. Waste disposal options and recovery and recycling of materials, and their assessment against triple bottom line criteria.
7. Atmospheric pollutants and their control.
8. Climate change and its mitigation.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Participation	1 hour per quiz	15	N	Individual
Report	5,000 words including figures, tables and pictures	30	N	Group
Report	1,000 words including tables, figures and pictures	5	N	Group
Final Exam	3 hours	50	N	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Dharma Hagare ([https://directory.westernsydney.edu.au/search/name/Dharma Hagare/](https://directory.westernsydney.edu.au/search/name/Dharma%20Hagare/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL4011_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Dharma Hagare ([https://directory.westernsydney.edu.au/search/name/Dharma Hagare/](https://directory.westernsydney.edu.au/search/name/Dharma%20Hagare/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL4011_22-AUT_PS_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Dharma Hagare ([https://directory.westernsydney.edu.au/search/name/Dharma Hagare/](https://directory.westernsydney.edu.au/search/name/Dharma%20Hagare/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL4011_22-SC2_SC_D#subjects)

CIVL 4012 Water Resource Engineering

Credit Points 10

Legacy Code 300993

Coordinator Surendra Shrestha ([https://directory.westernsydney.edu.au/search/name/Surendra Shrestha/](https://directory.westernsydney.edu.au/search/name/Surendra%20Shrestha/))

Description This unit introduces optimisation theories applicable to water resources projects. The unit applies different optimisation models to select the best option available. Engineering economic theories specifically applicable to water resources projects are also discussed.

School Eng, Design & Built Env

Discipline Water and Sanitary Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) CIVL 3011

Learning Outcomes

On successful completion of this subject, students should be able to:

1. differentiate between linear and non-linear programming principles
2. formulate water resources problems using linear, non-linear and dynamic programming techniques
3. employ appropriate optimisation techniques to water resource development projects
4. propose the best water resources project alternative among the available options
5. apply engineering economic principles to water resources projects
6. develop a decision support system as a team

Subject Content

1. Linear Programming
2. Non-linear Programming
3. Dynamic Programming
4. Water Resources Economics
5. Water Allocation Models

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Mid-Term Exam	1 hr	20	N	Individual
Project Report	Each group submits one report of 2500 words (plus appendices) (est.)	30	Y	Group
Final Examination	2 hrs	50	Y	Individual

Teaching Periods

CIVL 4014 Subject CIVL 4014 Not Found

Legacy Code 300992

Coordinator Sathaa Arumugam Sathasivan ([https://directory.westernsydney.edu.au/search/name/Sathaa Arumugam Sathasivan/](https://directory.westernsydney.edu.au/search/name/Sathaa%20Arumugam%20Sathasivan/))

Student Contribution Band

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Assignment on Water Treatment process design	10-15 pages	25	Y	Individual
Assignment on Wastewater treatment process design	10-15 pages	25	Y	Individual
Final Exam	2 hours	50	Y	Individual

Teaching Periods

CIVL 4015 Complex Building Project

Credit Points 10

Legacy Code 301232

Coordinator John Smolders ([https://directory.westernsydney.edu.au/search/name/John Smolders/](https://directory.westernsydney.edu.au/search/name/John%20Smolders/))

Description This unit enables students to integrate and develop knowledge gained earlier in the course allowing them to simulate industry practice. Students are given a brief to undertake large and complex construction projects (eg. high rise buildings, airport

construction, or sports stadium construction). They then take account of regulatory control, financial limitations, and stakeholder impacts whilst managing a team and being flexible and responsive to changing demands.

School Eng, Design & Built Env

Discipline Construction Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Co-requisite(s) BLDG 4012

Equivalent Subjects LGYB 5402 Building in Practice 3
CIVL 4005 Construction in Practice 3

Teaching Periods

Spring Penrith (Kingswood)

Day

Subject Contact John Smolders ([https://directory.westernsydney.edu.au/search/name/John Smolders/](https://directory.westernsydney.edu.au/search/name/John%20Smolders/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL4015_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact John Smolders ([https://directory.westernsydney.edu.au/search/name/John Smolders/](https://directory.westernsydney.edu.au/search/name/John%20Smolders/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL4015_22-SPR_PS_D#subjects)

CIVL 4016 Envelope and Services

Credit Points 10

Legacy Code 301222

Coordinator Keivan Bamdad Masouleh ([https://directory.westernsydney.edu.au/search/name/Keivan Bamdad Masouleh/](https://directory.westernsydney.edu.au/search/name/Keivan%20Bamdad%20Masouleh/))

Description The building envelope and its inter-relationship with building services are critical to the successful functioning of our modern built environment. In this unit students will learn how to minimise operational energy requirements by making good choices in terms of materials and systems which focus on end-user needs. Measurement of building performance and continuous improvement is addressed alongside compliance with building codes and relevant Australian standards.

School Eng, Design & Built Env

Discipline Building Services Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Equivalent Subjects CIVL 4003 Construction Technology 5 (Envelope)
CIVL 4004 Construction Technology 6 (Services)

Assumed Knowledge

Detailed knowledge of construction technology applicable to high rise buildings.

Teaching Periods

Spring Penrith (Kingswood)

Day

Subject Contact Keivan Bamdad Masouleh ([https://directory.westernsydney.edu.au/search/name/Keivan Bamdad Masouleh/](https://directory.westernsydney.edu.au/search/name/Keivan%20Bamdad%20Masouleh/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL4016_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Keivan Bamdad Masouleh ([https://directory.westernsydney.edu.au/search/name/Keivan Bamdad Masouleh/](https://directory.westernsydney.edu.au/search/name/Keivan%20Bamdad%20Masouleh/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL4016_22-SPR_PS_D#subjects)

CIVL 4017 Surface Water Hydrology

Credit Points 10

Legacy Code 301329

Coordinator Utsab Katwal ([https://directory.westernsydney.edu.au/search/name/Utsab Katwal/](https://directory.westernsydney.edu.au/search/name/Utsab%20Katwal/))

Description Surface water hydrology covers the principles of hydrology as it pertains to surface water component of the hydrologic cycle. The principal focus is on the relationship between rainfall and surface runoff. The extent of flooding resulting from storm events will be evaluated through floodplain delineation process. Successful completion of this unit provides the competencies required to propose sustainable engineering solutions to potential adverse impacts of land-use changes. This unit builds on the hydraulic concepts acquired from the units completed earlier.

School Eng, Design & Built Env

Discipline Water and Sanitary Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) CIVL 3011

Equivalent Subjects CIVL 4007 - Hydrology EART 4001 - Surface Water Hydrology

Assumed Knowledge

Students need working knowledge of spreadsheet software, for example Microsoft Excel.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify all components of the hydrologic cycle
2. Perform hydrologic analysis of catchments
3. Design retention and detention basins incorporating appropriate hydraulic structures and evaluate their effectiveness
4. Apply statistical techniques to forecast future hydrologic events

5. Formulate and execute surface water hydrology software packages to simulate catchment response
6. Delineate extent of flooding using appropriate hydraulic software packages
7. Propose sustainable solutions to address adverse impacts of land development
8. Effectively work in a team environment

Subject Content

Hydrologic principles
Hydrologic analysis
Frequency analysis
Flood routing
Hydrologic simulation models
Urban hydrology
Floodplain hydraulics
Design applications in hydrology

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied Project	1,500 words per student (approx)	20	N	Group
Intra-session Exam	1 hour	20	N	Individual
Final Exam	2 hours	40	Y	Individual
Report	500 word per student	10	N	Group
Report	approx. 1000 words per student (includes improvements to 500 words per student from Progress Report 1)	10	N	Group

Prescribed Texts

- Bedient, PB, Huber WC & Vieux BE 2019, Hydrology and floodplain analysis, 6th edn, Pearson, Upper Saddle River, NJ.

Teaching Periods

Autumn Penrith (Kingswood)

Day

Subject Contact Utsab Katwal ([https://directory.westernsydney.edu.au/search/name/Utsab Katwal/](https://directory.westernsydney.edu.au/search/name/Utsab%20Katwal/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL4017_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Utsab Katwal ([https://directory.westernsydney.edu.au/search/name/Utsab Katwal/](https://directory.westernsydney.edu.au/search/name/Utsab%20Katwal/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL4017_22-AUT_PS_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Ankit Agarwal ([https://directory.westernsydney.edu.au/search/name/Ankit Agarwal/](https://directory.westernsydney.edu.au/search/name/Ankit%20Agarwal/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL4017_22-SC2_SC_D#subjects)

CIVL 4018 Building Design Project 1 (Honours)

Credit Points 20

Legacy Code 301101

Coordinator Mary Hardie ([https://directory.westernsydney.edu.au/search/name/Mary Hardie/](https://directory.westernsydney.edu.au/search/name/Mary%20Hardie/))

Description In this unit, students who have a record of superior performance in the Building Design Management program, will source a suitable design project at their own initiative, to complete as a capstone work which illustrates the skills they have developed throughout their study program. The project will contain a high level of complexity exceeding that of previous building designs produced in the program. Both the complexity level and the number of design constraints will distinguish the project undertaken for this unit from the non-honours stream unit. Diverse stakeholder input on the project's impact will be gathered and assessed. The design solution generated will show mastery of complex design problems which integrate technical knowledge with economic and social responsibility. Superior skill in resolving design conflicts will be demonstrated.

School Eng, Design & Built Env

Discipline Construction Engineering

Student Contribution Band HECS Band 2 20cp

Level Undergraduate Level 4 subject

Pre-requisite(s) BLDG 3001

Incompatible Subjects BLDG 4001 Building Design Project 1

Restrictions Students must be enrolled in 3727 Bachelor of Building Design Management.

Assumed Knowledge

Students should be familiar with the content from the first three years of the Building Design Management degree, including expertise in CAD, iterative design process and construction technology.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Generate a design brief for a building project with sufficient detail to make a preliminary judgement on project feasibility.

2. Analyse the site conditions and construct a performance specification for a building design to a professional standard.
3. Make the case for particular design decisions which have the effect of limiting some design choices.
4. Reflect on feedback relating to the proposed sketch design and make responsive changes to demonstrate resolution of stakeholder conflicts.
5. Illustrate the building design through a fully rendered 3D CAD model which is of professional standard and can be understood by members of the general public.
6. Argue persuasively for a design solution that you have generated.

Subject Content

Planning approval requirements
Complex and high-rise building projects
Buildings incorporating multiple usages
Design under constrained conditions
Multiple stakeholder interest groups
Conflict resolution

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Report	1,500 words	20	N	Individual
Applied Project	3D CAD model and 500 word explanation	30	N	Individual
Applied Project	3D CAD model and 2D drawings	40	N	Individual
Reflection	1,000 words	10	N	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Mary Hardie ([https://directory.westernsydney.edu.au/search/name/Mary Hardie/](https://directory.westernsydney.edu.au/search/name/Mary%20Hardie/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL4018_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Evening

Subject Contact Mary Hardie ([https://directory.westernsydney.edu.au/search/name/Mary Hardie/](https://directory.westernsydney.edu.au/search/name/Mary%20Hardie/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL4018_22-AUT_PS_E#subjects)

CIVL 4019 Building Design Project 2 (Honours)

Credit Points 20

Legacy Code 301102

Coordinator Mary Hardie ([https://directory.westernsydney.edu.au/search/name/Mary Hardie/](https://directory.westernsydney.edu.au/search/name/Mary%20Hardie/))

Description In this unit, students who have a record of superior performance in the program will continue to develop the design solution they created in Building Design Project 1 (Honours) into a fully resolved CAD model suitable for costing, scheduling and contracting. Construction Certificate documentation of professional standard will be generated. Both the complexity level and the number of design constraints will distinguish the project undertaken for this unit from the non-honours stream unit. Diverse stakeholder input on the projects impact will be gathered and assessed. Complex constraints relating to buildability and efficient project delivery will be resolved. Strict budgetary constraints will be imposed and students will be expected to demonstrate a capacity to use lateral thinking and generate creative solutions in response to problematic situations which arise during project delivery but which were unknown at project commencement.

School Eng, Design & Built Env

Discipline Building

Student Contribution Band HECS Band 2 20cp

Level Undergraduate Level 4 subject

Pre-requisite(s) CIVL 4018

Incompatible Subjects BLDG 4002 Building Design Project 2

Restrictions Students must be enrolled in 3727 Bachelor of Building Design Management.

Assumed Knowledge

Students should be familiar with the content from the first three years of the Building Design Management degree, including expertise in CAD, iterative design process and construction technology.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Select the appropriate construction systems for the building project.
2. Specify materials, finishes and performance standards expected in the completed building.
3. Resolve the details of footings/floor/wall and floor/roof junctions and illustrate these with detail drawings to a professional standard.
4. Construct a fully detailed 3D CAD model with sufficient information for accurate pricing and technical assessment.
5. Illustrate and present their design management choices in 2D views drawn from a 3D CAD model of professional standard.
6. Resolve budgetary conflicts, construction safety issues and environmental impacts of construction using innovative design management solutions.
7. Reflect on feedback relating to a building design and argue persuasively for a design solution that you have generated.

Subject Content

Construction Certificate approval
Complex and high-rise development
Complex services integration and clash detection
Proactive response to stakeholder feedback
Conflict resolution

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Specification of a critical trade section for the project	2000 words	20	N	Individual
Detailed drawings of critical construction junctions	3D CAD model and large scale 2D drawings	30	N	Individual
Fully developed building design suitable for Construction Certificate Application	3D CAD model and 2D drawings	40	N	Individual
Reflective Report	1000 words	10	N	Individual

Teaching Periods

CIVL 4020 Construction Research Project

Credit Points 20

Legacy Code 301223

Coordinator Peng Zhang ([https://directory.westernsydney.edu.au/search/name/Peng Zhang/](https://directory.westernsydney.edu.au/search/name/Peng%20Zhang/))

Description In this unit students will undertake practical research into identified technical, managerial or economic problems in the construction industry. Groups of up to four students will collectively undertake these industry based research projects and produce an individual final report plus another tangible outcome as agreed at the project proposal stage. A wide range of indicative practical projects will be available to assist and direct the research effort.

School Eng, Design & Built Env

Discipline Construction Engineering

Student Contribution Band HECS Band 2 20cp

Level Undergraduate Level 4 subject

Pre-requisite(s) BLDG 4010

Teaching Periods

Spring Penrith (Kingswood)

Day

Subject Contact Peng Zhang ([https://directory.westernsydney.edu.au/search/name/Peng Zhang/](https://directory.westernsydney.edu.au/search/name/Peng%20Zhang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL4020_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Peng Zhang ([https://directory.westernsydney.edu.au/search/name/Peng Zhang/](https://directory.westernsydney.edu.au/search/name/Peng%20Zhang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL4020_22-SPR_PS_D#subjects)

CIVL 7001 Advanced Applied Mechanics

Credit Points 10

Legacy Code 301010

Coordinator Baolin Wang ([https://directory.westernsydney.edu.au/search/name/Baolin Wang/](https://directory.westernsydney.edu.au/search/name/Baolin%20Wang/))

Description Applied mechanics deals with the mechanical responses of structural components under various loading and support conditions. This unit will introduce the theory of elasticity and study the bending, buckling and vibration behaviours of beams, plates and shells and their associated applications in engineering practices.

School Eng, Design & Built Env

Discipline Structural Engineering

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the bending, buckling and vibration behaviours of structural components;
2. Derive the governing equations for the bending, buckling and vibration of structural components;
3. Solve the governing equations for simple bending, buckling and vibration cases of beams, plates and shells;
4. Use finite element package to solve the governing equations numerically for complex cases;
5. Apply the buckling and vibration analysis to solve practical engineering problems.

Subject Content

1. Introduction to theory of elasticity; bending of beams;

2. Introduction to buckling of structures; analytical solutions for simple column buckling cases;
3. Introduction to vibration of structures; analytical solutions for simple beam free vibration cases;
4. Introduction to thin plate theory; Governing equations for the bending, buckling and vibration of plates;
5. Analytical solutions for simple plate bending, buckling and vibration cases;
6. Analysis of buckling and vibration of composite plates;
7. Introduction to thin shell theories;
8. Analytical solutions for simple shell bending, buckling and vibration cases;
9. Introduction to numerical methods for bending, buckling and vibration analysis of structures;
10. Applications of numerical methods to solve complex buckling and vibration cases for beams, columns and plates.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
2 x 1-hour in-class quiz (20% each)	1 hour each	40	N	Individual
Final exam (short answers)	2 hours	55	N	Individual
10 x tute assessment (0.5% each) (in-class)	2 pages each	5	N	Individual

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Baolin Wang ([https://directory.westernsydney.edu.au/search/name/Baolin Wang/](https://directory.westernsydney.edu.au/search/name/Baolin%20Wang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL7001_22-SPR_PC_D#subjects)

CIVL 7002 Advanced Composite Structures

Credit Points 10

Legacy Code 301008

Coordinator Fidelis Mashiri ([https://directory.westernsydney.edu.au/search/name/Fidelis Mashiri/](https://directory.westernsydney.edu.au/search/name/Fidelis%20Mashiri/))

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

School Eng, Design & Built Env

Discipline Civil Engineering

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Classify various structural systems used in composite construction including recent developments
2. Apply limit state design concepts to composite structural elements and structures
3. Analyse and determine design loads for composite structures
4. Design composite structural elements based on service loads

Subject Content

1. Composite Beams
2. Composite Floors
3. Composite Columns
4. Composite Connections

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Assignments: 10 pages per Coursework assignment, total of 2, each worth 10%.	20	N	Individual	
Mid-Semester Exam	2hrs	20	N	Individual
Final Examination (Long Answers)	2hrs	60	N	Individual

Teaching Periods

CIVL 7003 Advanced Geotechnical Engineering

Credit Points 10

Legacy Code 300604

Coordinator Samantha Liyanapathirana ([https://directory.westernsydney.edu.au/search/name/Samanthika Liyanapathirana/](https://directory.westernsydney.edu.au/search/name/Samanthika%20Liyanapathirana/))

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

School Eng, Design & Built Env

Discipline Geotechnical Engineering

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYA 6113 - Foundation Engineering (PG)

Restrictions

Students must be enrolled in a postgraduate program

Assumed Knowledge

Fundamental knowledge of soil mechanics.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply soil mechanics principles to analyse foundation problems
2. Apply a systematic engineering approach to designing foundations
3. Interpret soil properties and soil test data for use in foundation analysis and design
4. Apply engineering software as a tool in foundation analysis and design
5. Interpret and apply Australian Standards when designing foundations

Subject Content

Introduction to foundation engineering
Site investigations
Shallow foundation design
Mat foundations
Lateral earth pressure
Retaining structures
Slope stability
Soft soils

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Major Project 1	Equivalent 25 pages	30	N	Group
Major Project 2	Equivalent 25 pages	30	N	Individual
Final Exam	2 hours	40	N	Individual

Teaching Periods

CIVL 7004 Advanced Highway Infrastructure

Credit Points 10

Legacy Code 301011

Coordinator Chin Leo ([https://directory.westernsydney.edu.au/search/name/Chin Leo/](https://directory.westernsydney.edu.au/search/name/Chin%20Leo/))

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

School Eng, Design & Built Env

Discipline Construction Engineering

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

Soil mechanics at undergraduate level.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply principles of mechanics in pavement design.
2. Analyse soil principles for ground engineering and embankment design.
3. Evaluate soil properties and soil test data in geotechnical analysis and design.
4. Design highway infrastructures integrating relevant engineering principles using engineering software and Australian practices.
5. Collaborate with people from diverse backgrounds, both specialist and non-specialist, to achieve objectives of tasks.
6. Communicate analyses and recommendations in a formal report using appropriate technical and diagrammatic specifications.
7. Demonstrate ethical professional practice in all activities of the subject.

Subject Content

Pavement Design Module:

1. Asphalt mix design
2. Flexible pavement design
3. Rigid pavement design

Highway Embankment and ground improvement Module:

1. Soft soil remediation
2. Ground improvement techniques
3. Earth fills and retaining structures

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Participation	2 hours	10	N	Individual
Applied Project	25 pages (major report) and 15 pages (minor report)	50	N	Group

Numerical 1 hour (per 40 N Individual
Problem quiz)
Solving

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Chin Leo ([https://directory.westernsydney.edu.au/search/name/Chin Leo/](https://directory.westernsydney.edu.au/search/name/Chin%20Leo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL7004_22-AUT_PC_D#subjects)

CIVL 7005 Advanced Numerical Methods in Engineering

Credit Points 10

Legacy Code 301024

Coordinator Chin Leo ([https://directory.westernsydney.edu.au/search/name/Chin Leo/](https://directory.westernsydney.edu.au/search/name/Chin%20Leo/))

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

School Eng, Design & Built Env

Discipline Structural Engineering

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply the principles of finite element theory to analyse the mechanical behaviours of 1D, 2D and 3D structural components;
2. Formulate finite element algebraic equations for elasticity;
3. Determine the element stiffness matrices for 1D, 2D and 3D elements;
4. Evaluate the workings and limitations of commercial finite element packages;
5. Solve practical engineering problems by using finite element method.

Subject Content

1. Constitutive stress-strain relationships in elasticity;
2. Strain-displacement relationship;
3. Potential energy in elastic body;
4. Principle of minimum potential energy;

5. Finite element method for 1D analysis;
6. Shape functions;
7. 2D plane stress analysis including triangular elements, quadrilateral elements;
8. Finite elements for plates and shells;
9. 3D solid elements;
10. Constraints and pressure loadings;
11. Stress and strain results.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
2 x 1-hour In-Class Quiz (20% each)	1 hour each	40	N	Individual
10 x Tute Assessment (in-class)	2 pages each	5	N	Individual
Final Exam (short answers)	2 hours	55	N	Individual

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Chin Leo ([https://directory.westernsydney.edu.au/search/name/Chin Leo/](https://directory.westernsydney.edu.au/search/name/Chin%20Leo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL7005_22-SPR_PC_D#subjects)

CIVL 7006 Advanced Structural Analysis

Credit Points 10

Legacy Code 300594

Coordinator Haiping Zhu ([https://directory.westernsydney.edu.au/search/name/Haiping Zhu/](https://directory.westernsydney.edu.au/search/name/Haiping%20Zhu/))

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

School Eng, Design & Built Env

Discipline Civil Engineering

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Incompatible Subjects LGYA 5845 - Linear and Nonlinear Analysis of Structures LGYA 5976 - Advanced Structural Engineering LGYA 5837 - Numerical and Finite Element Methods

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. improve the skills to analyse beams and frames using the slope deflection method
2. enhance the ability to use the matrix method to analyse complex structures
3. analyse bending and buckling of beams and plates
4. use software packages to analyse structures

Subject Content

Slope deflection method for beams and frames
Matrix method for statically indeterminate structures
Bending of beams and plates
Buckling of beams and plates

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Final Exam	2 hours	55	N	Individual
Intra-session Exam	1.5 hours	25	N	Individual
Quiz	1 hour	10	N	Individual
Numerical Problem Solving	Tutorial question solutions	10	N	Individual

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Haiping Zhu ([https://directory.westernsydney.edu.au/search/name/Haiping Zhu/](https://directory.westernsydney.edu.au/search/name/Haiping%20Zhu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL7006_22-AUT_PC_D#subjects)

CIVL 7007 Advanced Timber Structures

Credit Points 10

Legacy Code 301009

Coordinator Fidelis Mashiri ([https://directory.westernsydney.edu.au/search/name/Fidelis Mashiri/](https://directory.westernsydney.edu.au/search/name/Fidelis%20Mashiri/))

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

School Eng, Design & Built Env

Discipline Civil Engineering

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Interpret the properties of sawn timber and manufactured wood products that influence their strength as a construction materials.
2. Apply limit state design concepts for timber elements and whole structures
3. Determine design loads and analyse timber structures to evaluate internal design action effects
4. Design timber elements based on evaluated design action effects

Subject Content

1. Characteristics, grading and use of timber for structural design
2. Design of tension members
3. Design of Compression members
4. Design of members in flexure
5. Design of members under combined action
6. Design of connections

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Task	10 pages per assignment	20	N	Individual
Intra-session Exam	2 hours	20	N	Individual
Final Exam	2 hours	60	N	Individual

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Fidelis Mashiri ([https://directory.westernsydney.edu.au/search/name/Fidelis Mashiri/](https://directory.westernsydney.edu.au/search/name/Fidelis%20Mashiri/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL7007_22-AUT_PC_D#subjects)

CIVL 7008 Advanced Waste Management

Credit Points 10

Legacy Code 301017

Coordinator Dharma Hagare ([https://directory.westernsydney.edu.au/search/name/Dharma Hagare/](https://directory.westernsydney.edu.au/search/name/Dharma%20Hagare/))

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

School Eng, Design & Built Env

Discipline Water and Sanitary Engineering

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate the technologies available for controlling the major atmospheric pollutants.
2. Systematically evaluate the drivers for climate change and discuss their impact at global level.
3. Classify the solid and hazardous waste produced and analyse its transportation and disposal options.
4. Apply risk assessment principles to manage hazardous waste in a sustainable way.
5. Apply advanced tools such as, life cycle analysis, to locate and design landfill sites for both urban and rural areas.
6. Assess waste disposal options, and recovery and recycling of materials in terms of triple bottom line objectives.

Subject Content

1. Solid and hazardous waste classification, transportation and processing.
2. Treatment and disposal options for solid and hazardous waste.
3. Risk assessment and management as applied to hazardous waste.
4. Landfill site location and design, and its sustainable management.
5. Contaminant transport and accumulation.
6. Waste disposal options and recovery and recycling of materials, and their assessment against triple bottom line criteria.
7. Atmospheric pollutants and their control.
8. Climate change and its mitigation.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Participation	1 hour per quiz	15	N	Individual
Report	4,000 words including tables, figures and pictures	30	N	Individual
Report	2,000 words including figures, tables and pictures	5	N	Group
Final Exam	3 hours	50	N	Individual

Teaching Periods

Autumn

Parramatta City - Macquarie St Day

Subject Contact Dharma Hagare ([https://directory.westernsydney.edu.au/search/name/Dharma Hagare/](https://directory.westernsydney.edu.au/search/name/Dharma%20Hagare/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL7008_22-AUT_PC_D#subjects)

CIVL 7009 Advanced Water Engineering

Credit Points 10

Legacy Code 300595

Coordinator Surendra Shrestha ([https://directory.westernsydney.edu.au/search/name/Surendra Shrestha/](https://directory.westernsydney.edu.au/search/name/Surendra%20Shrestha/))

Description This unit introduces advanced principles of engineering hydrology as it pertains to the surface water component of the hydrologic cycle. Students are exposed to floodplain analysis techniques. The focus is on practical engineering solutions to issues originating from catchment development. Students are exposed to commonly used hydraulic and hydrologic software packages to delineate flooded areas resulting from such developments.

School Eng, Design & Built Env

Discipline Water and Sanitary Engineering

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Incompatible Subjects CIVL 4007 Hydrology EART 4001 Surface Water Hydrology

Restrictions

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

Assumed Knowledge

Exposure to basic hydraulics and engineering hydrologic principles.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Simulate catchment response using hydrologic principles
2. Verify catchment response using commonly used hydraulic and hydrologic software packages
3. Design on-site detention structures to meet regulatory requirements
4. Identify areas flooded from storms of specified frequencies and durations
5. Communicate effectively with peers and wider professional communities

Subject Content

1. Components of a hydrologic cycle
2. Rainfall-runoff relationships
3. On-site detention systems
4. Commonly used hydraulic & hydrologic software packages

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied Project	2500 words per student + appendices	85	N	Group
Presentation	30 minute oral presentation	15	N	Individual

Teaching Periods

Autumn

Parramatta City - Macquarie St Day

Subject Contact Qinghua Zeng ([https://directory.westernsydney.edu.au/search/name/Qinghua Zeng/](https://directory.westernsydney.edu.au/search/name/Qinghua%20Zeng/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL7009_22-AUT_PC_D#subjects)

CIVL 7011 Building Engineering

Credit Points 10

Legacy Code 300713

Coordinator Brendan Kirkland ([https://directory.westernsydney.edu.au/search/name/Brendan Kirkland/](https://directory.westernsydney.edu.au/search/name/Brendan%20Kirkland/))

Description The aim of this unit is to provide students with an understanding of the factors that contribute to decisions in building design in respect of compliance with building regulations and standards. Topics include soil classification for construction, footing systems, loadings and their evaluation, structural materials and systems, structural behaviour and strength, and failure and rectification.

School Eng, Design & Built Env

Discipline Building Services Engineering

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects CUVL5001 - Building Engineering
LGYB 8310 - Building Engineering

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. describe the underlying concepts of building engineering
2. explain the soil classification and its implication on footing systems
3. discuss loading and structural behaviour of various structural members and perform simple performance evaluation
4. carry out rudimentary review of designs for NCCA compliance
5. assess existing structures in terms of the acceptability of their performance.
6. apply various codes of practice related to structural engineering in assessing a design solution.

Subject Content

1. Structural design actions: dead and live load, wind effect
2. Load combinations and Limit State Design
3. Soil classification and footing systems
4. Structural engineering concepts
5. Behaviour of structural materials
6. Reinforced concrete members and prestressed concrete
7. Structural timber members and connections
8. Structural steel members: beams, columns and tension members
9. Steel connections, frames and composite members

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	3 x 30 minutes	30	N	Individual
Report	4000 words	40	N	Individual
Final Exam	2 hours	30	N	Individual

Teaching Periods

Summer A

Online

Online

Subject Contact Brendan Kirkland ([https://directory.westernsydney.edu.au/search/name/Brendan Kirkland/](https://directory.westernsydney.edu.au/search/name/Brendan%20Kirkland/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL7011_22-SUA_ON_O#subjects)

Spring

Online

Online

Subject Contact Brendan Kirkland ([https://directory.westernsydney.edu.au/search/name/Brendan Kirkland/](https://directory.westernsydney.edu.au/search/name/Brendan%20Kirkland/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL7011_22-SPR_ON_O#subjects)

CIVL 7012 Building Fire Services

Credit Points 10

Legacy Code 300711

Coordinator Sameera Wijesiri Pathirana ([https://directory.westernsydney.edu.au/search/name/Sameera Wijesiri Pathirana/](https://directory.westernsydney.edu.au/search/name/Sameera%20Wijesiri%20Pathirana/))

Description This unit describes the various types and application of building services and fire safety systems. It introduces appropriate standards for building fire service system design and the methods of applying recommendations of fire engineering assessments with respect to building services and fire safety systems.

School Eng, Design & Built Env

Discipline Building Services Engineering

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYC 0661 - Building Fire Services

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

Building surveying, fire safety engineering and related disciplines.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. explain the operation of building fire services
2. identify and apply the relevant standards for building fire services
3. describe the relationship between fire brigade intervention and fire safety design
4. assess the adequacy of building fire safety system designs

Subject Content

Building Fire Safety Systems

Smoke Hazard Management

Automatic Fire Detection

Fire Hydrants

Hose Reels and Extinguishers

Fire Sprinklers

Special Hazard Extinguishment

Warning, communication signage and lighting

Emergency Planning and Response

Environment in which Fire Brigade Intervention Model operates

The Fire Brigade Intervention Model

Fire Brigade Operations

Fire System Reliability

Fire awareness

Hazard reduction & performance based designs and servicing, maintenance and certification.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz 1	Short quiz with 10 multiple choice questions.	10	N	Individual
Assignment 1. Essay and analytical.	1500 words	20	N	Individual
Quiz 2	Short quiz with 10 multiple choice questions.	10	N	Individual
Assignment 2. Essay and analytical.	3000 words.	40	N	Individual
Assignment 3. Essay and analytical.	1500 words	20	N	Individual

Teaching Periods

Spring Online

Online

Subject Contact Sameera Wijesiri Pathirana ([https://directory.westernsydney.edu.au/search/name/Sameera Wijesiri Pathirana/](https://directory.westernsydney.edu.au/search/name/Sameera+Wijesiri+Pathirana/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL7012_22-SPR_ON_O#subjects)

CIVL 7013 Deep Foundations

Credit Points 10

Legacy Code 301015

Coordinator Samanthika Liyanapathirana ([https://directory.westernsydney.edu.au/search/name/Samanthika Liyanapathirana/](https://directory.westernsydney.edu.au/search/name/Samanthika+Liyanapathirana/))

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

School Eng, Design & Built Env

Discipline Geotechnical Engineering

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Design piled raft foundations
2. Interpret and apply Australian standards for design of deep foundations
3. Identify pile load and integrity testing methods suitable for different conditions
4. Describe site investigation methods appropriate for different site conditions
5. Evaluate settlement, lateral deformation and load carrying capacity of deep foundations

Subject Content

1. Site investigation
2. Analysis and design of deep foundations subjected to axial and lateral loading, according to Australian Standards.
3. Piled raft foundations
4. Design of deep foundations for seismically active regions
5. Pile load and integrity testing methods for Deep foundations

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz (Online)	1 hour	20	N	Individual
Design Project (Individual)	40 pages	30	Y	Individual
Final exam	2 hour	50	Y	Individual

Teaching Periods

CIVL 7014 Sustainable Systems

Credit Points 10

Legacy Code 301003

Coordinator Sathaa Arumugam Sathasivan ([https://directory.westernsydney.edu.au/search/name/Sathaa Arumugam Sathasivan/](https://directory.westernsydney.edu.au/search/name/Sathaa+Arumugam+Sathasivan/))

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

School Eng, Design & Built Env

Discipline Water and Sanitary Engineering

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Successfully select the tools available for achieving sustainable development.
2. Demonstrate via the chosen project the basic social, cultural, environmental, and global considerations required for sustainable development.
3. Perform Life Cycle Assessment using GaBi for a chosen project.
4. Perform Environmental/Social/Economic Impact Assessment for a chosen project.
5. Analyse energy efficiency and suggest possible improvements.
6. Apply various Australian environmental regulations.

Subject Content

1. Introduction to sustainable development.
2. Introduction to medium related environmental problems.
3. Material and energy flow in the environment and processes.
4. Ecosystems, Ecology.
5. Social aspects of environment and Environmental ethics.
6. Past policies and consequences on technological innovations and challenges they posed & Concept of sustainability.
7. Tools applied in achieving sustainability and case studies;

(1) Technical tools:

- a. Environmental Impact Assessment
- b. Cleaner Production
- c. Life Cycle Assessment
- d. Industrial Ecology
- e. Energy efficiency
- f. Social Impact Assessment
- g. Cumulative Impact Assessment

(2) Non-technical tools:

- Regulatory, economic, and policy tools

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	2,000 to 3,000 words	35	N	Individual
Report	2,000 to 3,000 words	35	N	Individual
Final Exam	2 hours	30	Y	Individual

Prescribed Texts

- NULL

Teaching Periods

Summer A

Parramatta City - Macquarie St

Day

Subject Contact Sathaa Arumugam Sathasivan ([https://directory.westernsydney.edu.au/search/name/Sathaa Arumugam Sathasivan/](https://directory.westernsydney.edu.au/search/name/Sathaa%20Arumugam%20Sathasivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL7014_22-SUA_PC_D#subjects)

Spring

Parramatta City - Macquarie St

Day

Subject Contact Sathaa Arumugam Sathasivan ([https://directory.westernsydney.edu.au/search/name/Sathaa Arumugam Sathasivan/](https://directory.westernsydney.edu.au/search/name/Sathaa%20Arumugam%20Sathasivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL7014_22-SPR_PC_D#subjects)

CIVL 7015 Water Resources Systems Analysis

Credit Points 10

Legacy Code 301012

Coordinator Surendra Shrestha ([https://directory.westernsydney.edu.au/search/name/Surendra Shrestha/](https://directory.westernsydney.edu.au/search/name/Surendra%20Shrestha/))

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

School Eng, Design & Built Env

Discipline Water and Sanitary Engineering

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

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

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. formulate and solve optimisation problems with specific application to water resources projects

- use linear and non-linear programming techniques in the decision making process (water resources projects)
- propose the best water resource project alternative from among various available options
- develop and implement decision support systems in selection of available water resources
- select and apply the most appropriate model from among commonly available water allocation models
- communicate effectively with peers and wider professional communities

Subject Content

- Linear Programming principles
- Non-linear Programming techniques
- Engineering Economic theory
- Water Allocation Models
- Commonly used optimisation packages

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Project Report x 1	2500 words (plus appendices) (est.)	85	N	Individual
Oral Presentation	30-min oral presentation	15	N	Individual

Teaching Periods

CIVL 7017 Wastewater Treatment and Recycling

Credit Points 10

Legacy Code 301278

Coordinator Sathaa Arumugam Sathasivan ([https://directory.westernsydney.edu.au/search/name/Sathaa Arumugam Sathasivan/](https://directory.westernsydney.edu.au/search/name/Sathaa%20Arumugam%20Sathasivan/))

School Eng, Design & Built Env

Discipline Water and Sanitary Engineering

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short Answer	15-20 pages	35	N	Individual
Report	3,000 words	25	N	Group
Final Exam	2 hours	40	Y	Individual

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Sathaa Arumugam Sathasivan ([https://directory.westernsydney.edu.au/search/name/Sathaa Arumugam Sathasivan/](https://directory.westernsydney.edu.au/search/name/Sathaa%20Arumugam%20Sathasivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL7017_22-AUT_PC_D#subjects)

CIVL 7018 Water Treatment and Distribution

Credit Points 10

Legacy Code 301279

Coordinator Sathaa Arumugam Sathasivan ([https://directory.westernsydney.edu.au/search/name/Sathaa Arumugam Sathasivan/](https://directory.westernsydney.edu.au/search/name/Sathaa%20Arumugam%20Sathasivan/))

School Eng, Design & Built Env

Discipline Water and Sanitary Engineering

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Assignment on Water Treatment process design: will largely consist of calculations, figures and tables with some narrative	15-20 pages	35	N	Individual
Research Project and lab report	3,000 words	25	N	Group
Final exam	2 hours	40	Y	Individual

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Sathaa Arumugam Sathasivan ([https://directory.westernsydney.edu.au/search/name/Sathaa Arumugam Sathasivan/](https://directory.westernsydney.edu.au/search/name/Sathaa%20Arumugam%20Sathasivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL7018_22-SPR_PC_D#subjects)

CIVL 9001 Higher Degree Research Thesis - Engineering (Civil)

Credit Points 20

Legacy Code 800059

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Eng, Design & Built Env

Discipline Civil Engineering

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL9001_22-RQ1_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL9001_22-RQ1_PS_D#subjects)

Research Quarter 2

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL9001_22-RQ2_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL9001_22-RQ2_PS_D#subjects)

Research Quarter 3

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL9001_22-RQ3_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL9001_22-RQ3_PS_D#subjects)

Research Quarter 4

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL9001_22-RQ4_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CIVL9001_22-RQ4_PS_D#subjects)

Clinical Education B (Rehabilitation)

Coordinator Jane Chalmers ([https://directory.westernsydney.edu.au/search/name/Jane Chalmers/](https://directory.westernsydney.edu.au/search/name/Jane%20Chalmers/))

Student Contribution Band

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Placement Assessment (APP)	5 weeks	80	Y	Individual
Oral Case Presentation	15 minutes	20	N	Individual
Clinical Placement Portfolio	Comprises 5 worksheets, learning needs form and de-identified client information form	Pass/Fail	Y	Individual

Teaching Periods

Clinical Education C (Ambulatory Care)

Coordinator Amitabh Gupta ([https://directory.westernsydney.edu.au/search/name/Amitabh Gupta/](https://directory.westernsydney.edu.au/search/name/Amitabh%20Gupta/))

Student Contribution Band

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Placement Assessment (APP)	5 weeks	80	Y	Individual
Oral Case Presentation	15 minutes	20	N	Individual
Clinical placement portfolio	5 worksheets, learning needs form, de-identified client information	S/U	Y	Individual

Teaching Periods

Clinical Education D (Paediatrics)

Coordinator Genevieve Dwyer ([https://directory.westernsydney.edu.au/search/name/Genevieve Dwyer/](https://directory.westernsydney.edu.au/search/name/Genevieve%20Dwyer/))

Student Contribution Band

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Placement Assessment (Assessment of Physiotherapy Practice - APP)	5 weeks	80	Y	Individual
Oral Case Presentation	15 minutes	20	N	Individual

Clinical Placement Portfolio	5 clinical worksheets, learning needs form, de-identified client information plus critical reflection on perceptions of paediatric physiotherapy	Pass/Fail	Y	Individual
------------------------------	--	-----------	---	------------

Teaching Periods

Clinical Education E (Advanced Care)

Coordinator Rocco Cavaleri ([https://directory.westernsydney.edu.au/search/name/Rocco Cavaleri/](https://directory.westernsydney.edu.au/search/name/Rocco%20Cavaleri/))

Student Contribution Band

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Placement Assessment (APP)	5 weeks	80	Y	Individual
Oral Case Presentation	15 minutes	20	N	Individual
Clinical Placement Portfolio	5 clinical worksheets, learning needs form, de-identified client information form	Pass/Fail	Y	Individual

Teaching Periods

Clinical Sciences 2

Coordinator Elizabeth O'Connor ([https://directory.westernsydney.edu.au/search/name/Elizabeth OConnor/](https://directory.westernsydney.edu.au/search/name/Elizabeth%20OConnor/))

Student Contribution Band

Teaching Periods

CMPL 1001 Traditional Chinese Medicine 1

Credit Points 10

Legacy Code 400346

Coordinator Xiaoshu Zhu ([https://directory.westernsydney.edu.au/search/name/Xiaoshu Zhu/](https://directory.westernsydney.edu.au/search/name/Xiaoshu%20Zhu/))

Description This unit provides a comprehensive introduction to traditional Chinese medicine (TCM). Students are introduced to basic TCM theory, and the physiological principles of the diagnostic system that forms the basis of TCM practice. The history and philosophy of Chinese medicine is introduced and discussed in the light of contemporary clinical practice.

School Health Sciences

Discipline Traditional Chinese Medicine

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Discuss the philosophical context of TCM in preparation for future clinical practice;
2. Compare the main differences between traditional Chinese medical science and contemporary Western medical science;
3. Explain the professional practice of TCM within the context of health care in Australia, and the development of the profession internationally;
4. Describe physiological functions and attributes of the fundamental concepts including yin/yang, wu xing, vital substances, and bodily organs (zang-fu) and their interrelationships in TCM;
5. Determine the principles of aetiology and pathogenesis in TCM, including the causes of disease;
6. Discuss the interrelationship of the causes of disease, the mechanisms by which they disrupt health and the relationship of lifestyle patterns to health and prevention of disease;
7. Summarise the historical development of TCM.

Subject Content

1. Introduction to TCM:
 - The Definition of TCM
 - contemporary TCM practice (methods, clinical scope, integration)
 - The main distinguishing features of TCM philosophy and theoretical principles
 - difficulties in the study of TCM for contemporary Western students; contemporary TCM terminology in English, TCM concepts that do not exist in Western culture, TCM wholistic paradigm vs. WSM analytical approach
 - An historical context
2. Basic TCM theory:
 - yin/yang theory
 - wu xing theory and The concordances
3. TCM physiology:
 - Physiology of the internal organs (zang-fu)
 - Origins, actions and functions of Qi, blood, body fluids, jing and shen
 - introduction to channels (Jingluo)
 - food and fluid metabolism
4. Aetiology & pathogenesis in TCM:
 - TCM view of disease
 - health and disease concepts and definitions
 - etiology & pathogenesis of disease in TCM
 - The causes of disease in Traditional Chinese medicine
 - The relationship between The body and pathogenic Factors

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Essay	1,500 words	50	N	Individual
Final Exam	2 hours	50	N	Individual

Prescribed Texts

- Maciocia, G., (2005). The Foundations of Chinese Medicine. 2nd Edition. Edinburgh: Churchill Livingstone.

Teaching Periods

Autumn Campbelltown Day

Subject Contact Xiaoshu Zhu ([https://directory.westernsydney.edu.au/search/name/Xiaoshu Zhu/](https://directory.westernsydney.edu.au/search/name/Xiaoshu%20Zhu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CMPL1001_22-AUT_CA_D#subjects)

CMPL 1002 Traditional Chinese Medicine 2

Credit Points 10

Legacy Code 400348

Coordinator Xiaoshu Zhu ([https://directory.westernsydney.edu.au/search/name/Xiaoshu Zhu/](https://directory.westernsydney.edu.au/search/name/Xiaoshu%20Zhu/))

Description This unit provides learning experiences that enable students to expand upon their understanding of TCM philosophy and principles, with particular reference to developing diagnostic skills in TCM. Students acquire basic skills in case history taking, interpretation of relevant signs and symptoms, arriving at a TCM diagnosis, and devising suitable treatment strategies.

School Health Sciences

Discipline Traditional Chinese Medicine

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Pre-requisite(s) CMPL 1001

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Command knowledge of the physiological functions and attributes of the Zang-fu organs and their interrelationships
2. Articulate a critical understanding of the four methods of TCM diagnosis, including pulse, tongue and abdominal diagnosis
3. Complete case studies from interrogation and collection of clinical data through to basic diagnosis and treatment principles
4. Differentiate the eight principal patterns of classification of disease
5. Analyse clinical cases with the eight principal patterns of classification and four methods of diagnosis

Subject Content

1. The four methods of diagnosis in TCM:
 - Inspection (including inspection of the tongue & other key features)

- inquiry (including The ten Traditional questions, Additional questions for women, modern approaches)
 - listening & smelling
 - palpation (including palpation of The radial pulse and abdomen)
2. The eight principal patterns of classification of disease.
 3. Clinical cases and the development of differential diagnosis using the eight principals.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Written Assignment	1500 words	40	N	Individual
A Case Report	1000 words	20	N	Individual
Final Examination	2 hours	40	N	Individual

Prescribed Texts

- Deng, T. (1999). Practical Diagnosis in Traditional Chinese Medicine. Edinburgh: Churchill Livingstone

Teaching Periods

Spring Campbelltown Day

Subject Contact Xiaoshu Zhu ([https://directory.westernsydney.edu.au/search/name/Xiaoshu Zhu/](https://directory.westernsydney.edu.au/search/name/Xiaoshu%20Zhu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CMPL1002_22-SPR_CA_D#subjects)

CMPL 2002 Channels and Points 1

Credit Points 10

Legacy Code 400874

Coordinator Shengxi (George) Zhang ([https://directory.westernsydney.edu.au/search/name/Shengxi \(George\) Zhang/](https://directory.westernsydney.edu.au/search/name/Shengxi%20Zhang/))

Description Acupuncture is one of the principal therapeutic interventions in Traditional Chinese Medicine (TCM). This unit introduces students to acupuncture theory and practice, and provides opportunity to develop practical skills. It covers the theory of channels and points, channel pathway, point location and indications of the conception and governor vessels, and the first 6 channels in the meridian cycle. This unit also expands upon the student's understanding of TCM theory and practice principles. This unit includes mandatory clinical placement

School Health Sciences

Discipline Acupuncture

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) CMPL 1002

Co-requisite(s) CMPL 2006

Equivalent Subjects LGYA 7238 - Acupuncture 1

Restrictions Students must be enrolled in 4660 Bachelor of Health Science-Master of Traditional Chinese Medicine or 4710 Bachelor of Traditional Chinese Medicine.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Differentiate between the distribution and local anatomy of the channels covered in this unit;
2. Point out and explain the location, functions and indications of commonly used points on the channels, and of the extra points.
3. Distinguish high-risk related acupuncture points and apply appropriate needling strategies.

Subject Content

1. The channel system
 - Classification and nomenclature of The channels
 - yin yang relationships within The channel system
 - general functions of The channels
 - general principles of Qi flow and channel Distribution
 - The external and Internal pathways of The twelve Regular channels
 - theory, pathways, points and Connecting points of The eight extra channels
 - pathways of The divergent, luo, and musculo-tendino channels
2. Acupuncture points
 - general introduction
 - classes of points
 - methods of locating points
 - nomenclature of The points
 - therapeutic properties of The points (functions and Indications)
3. Specific point categories
 - wu Shu points
 - Yuan points
 - luo points
 - Xi points
 - back Shu points
 - front mu points
 - Confluent points
 - influential points
 - Crossing points
 - Lower He points
4. Surface anatomical features in relation to acupuncture points
 - a. Anatomical position and movement
 - b. Anatomy and clinical assessment including visual and palpation examination association with acupuncture points
 - head
 - Neck
 - Thorax
 - abdomen and pelvis
 - back
 - Upper limb
 - Lower limb
5. Locations, functions, indications and application (needling/moxibustion methods and precautions/contraindications) of the points of:
 - Governing Vessel (Dumai)
 - Conception Vessel (Renmai)
 - Lung Channel of Hand Taiyin
 - Large Intestine Channel of Hand Yangming
 - Stomach Channel of Foot Yangming
 - Spleen Channel of Foot Taiyin

- Heart Channel of Hand Shaoyin
 - Small Intestine Channel of Hand Taiyang
- Note: surface anatomy relevant to identifying individual acupuncture point location covered in this subject and relevant safe administration of needling will be covered.

6. Clinical skills

- Point location and application of The main acupuncture points
- identification of High-Risk related acupuncture points
- Sterilisation procedures & maintaining asepsis
- occupational health and safety procedures
- acupuncture contraindications and adverse reactions
- clinical accidents and their management
- introduction to filiform needling, correct direction and length
- codes and guidelines required by The Chinese medicine Board of Australia, including Code of conduct, infection prevention and control guidelines for acupuncture practice
- needling practice

Special Requirements

Legislative pre-requisites

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement. Students must also hold a valid and current First Aid Certificate from a Registered Training Organisation. Refer to the Special Requirements website for more information.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Practical Exam	2 occasions, 25 minutes per student	40	Y	Individual
Quiz	15 minutes x 10 quizzes	10	N	Individual
Final Exam	2 hours	50	N	Individual
Log/Workbook	Totally 10 hours	S/U	Y	Individual

Prescribed Texts

- Deadman, P., Mazin, Al-K., (2007). A Manual of Acupuncture, 2nd Edition. London: Journal of Chinese Medicine Publications.

Teaching Periods

Autumn Campbelltown Day

Subject Contact Shengxi (George) Zhang ([https://directory.westernsydney.edu.au/search/name/Shengxi \(George\) Zhang/](https://directory.westernsydney.edu.au/search/name/Shengxi%20(George)Zhang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CMPL2002_22-AUT_CA_D#subjects)

CMPL 2003 Channels and Points 2

Credit Points 10

Legacy Code 400875

Coordinator Shengxi (George) Zhang ([https://directory.westernsydney.edu.au/search/name/Shengxi \(George\) Zhang/](https://directory.westernsydney.edu.au/search/name/Shengxi%20(George)Zhang/))

Description Acupuncture is one of the principal therapeutic interventions in Traditional Chinese Medicine (TCM). This unit completes the study of the system of channels and points, which forms the basis of clinical application of acupuncture. It covers the channel pathway, point location and indications of the last 6 channels of the meridian cycle and the extra points. It also reinforces the student's ability to identify and palpate surface anatomy relevant to identifying the acupuncture point locations covered in this unit and relevant safe administration of needling. This unit expands the student's understanding of TCM theory and practice principles. This unit includes mandatory clinical placement

School Health Sciences

Discipline Acupuncture

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) CMPL 2006 AND CMPL 2002

Equivalent Subjects LGYA 7238 - Acupuncture 1

Restrictions Students must be enrolled in 4660 Bachelor of Health Science-Master of Traditional Chinese Medicine or 4710 Bachelor of Traditional Chinese Medicine to enrol in this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Differentiate between the distribution and local anatomy of the channels covered in this unit;
2. Identify location, functions and indications of commonly used points on the channels, and of the extra points;
3. Identify high-risk related acupuncture points and apply appropriate needling strategies.

Subject Content

1. The three yang channels of foot and points
 - pathway and Indications of The channels
 - Locations and Indications of The points
2. Du, Ren and other extra-ordinary channels and points
3. The extra points

Note: surface anatomy relevant to identifying individual acupuncture point location covered in this subject and relevant safe administration of needling will be taught.

Clinical skills

- Point location of The main acupuncture points
- identification of High-Risk related acupuncture points

Special Requirements

Essential equipment

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement.

Students must also hold a valid and current First Aid Certificate from a Registered Training Organisation. Refer to the Special Requirements website for more information.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical Acupuncture Assessments x2	25 minutes each	40	Y	Individual
Online Quizzes x10	15 minutes each	20	N	Individual
Exam	2 hours	40	N	Individual
Logbook: Clinical Observation	10 hours at UniClinic	Pass/Fail	Y	Individual

Prescribed Texts

- Deadman, P., Mazin, Al-K., (2007). A Manual of Acupuncture, 2nd Edition. London: Journal of Chinese Medicine Publications

Teaching Periods

Spring Campbelltown Day

Subject Contact Shengxi (George) Zhang ([https://directory.westernsydney.edu.au/search/name/Shengxi \(George\) Zhang/](https://directory.westernsydney.edu.au/search/name/Shengxi%20(George)%20Zhang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CMPL2003_22-SPR_CA_D#subjects)

CMPL 2004 Chinese Materia Medica 1

Credit Points 10

Legacy Code 400876

Coordinator Yu-Ting Sun ([https://directory.westernsydney.edu.au/search/name/Yu-Ting Sun/](https://directory.westernsydney.edu.au/search/name/Yu-Ting%20Sun/))

Description Herbal medicine is one of the principal therapeutic interventions in Traditional Chinese Medicine. This unit introduces students to the therapeutic and reference organisation of Chinese medicinal herbs, and enables students to commence using the materia medica. It covers the commonly used herbs in each of the six categories of the Chinese materia medica, including the herbal properties, actions, indications, contraindications, combined usage as well as herbal dispensing. This unit also expands upon the student's understanding of TCM theory and practice principles. This unit includes mandatory clinical placement

School Health Sciences

Discipline Traditional Chinese Medicine

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) CMPL 1002

Co-requisite(s) CMPL 2006

Equivalent Subjects LGYA 7239 - Chinese Herbal Medicine 1

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply the basic traditional Chinese herbal medicine theory and practice;
2. Analyse the properties, functions and contraindications of each of the major individual herbs in the six herb categories.
3. Evaluate the interactions of herbs including synergism and antagonisms in the context of Chinese medicine theory.
4. Differentiate the range of commonly used Chinese herbs in each category.

Subject Content

1. Introduction to Chinese materia medica
2. Herbal properties
 - four natures
 - Five flavours
 - four tendencies
 - Attributive meridians
 - combination of The herbs
 - contraindications of The herbs
3. Naming and classification of Chinese herbs
4. Individual herbs (including commonly used combinations)
 - herbs for relieving The exterior
 - herbs for clearing heat
 - herbs for removing dampness
 - herbs for regulating Qi
 - herbs for moving blood
 - Tonifying herbs

Special Requirements

Legislative pre-requisites

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement. Students must also hold a valid and current First Aid Certificate from a Registered Training Organisation. Refer to the Special Requirements website for more information.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	40 mins	25	N	Individual
Essay	1,500 words	25	N	Individual
Final Exam	2 hours	50	N	Individual

Professional Placement	online simulated	S/U	Y	Individual
Performance	clinical discussions			

Prescribed Texts

- Yu, C., (2000). A Clinical Guide to Chinese herbs and Formulae. Melbourne: Churchill Livingstone.
- Bensky, D., Clavey, S., Stoger, E., (2004). Chinese Herbal Medicine: Materia Medica, (3rd ed) Seattle: Eastland Press.

Teaching Periods

Autumn Campbelltown Day

Subject Contact Yu-Ting Sun ([https://directory.westernsydney.edu.au/search/name/Yu-Ting Sun/](https://directory.westernsydney.edu.au/search/name/Yu-Ting%20Sun/))

View timetable (https://classregistration.westernsydney.edu.au/event/timetable/?subject_code=CMPL2004_22-AUT_CA_D#subjects)

CMPL 2005 Chinese Materia Medica 2

Credit Points 10

Legacy Code 400877

Coordinator Yu-Ting Sun ([https://directory.westernsydney.edu.au/search/name/Yu-Ting Sun/](https://directory.westernsydney.edu.au/search/name/Yu-Ting%20Sun/))

Description This unit completes the study of Chinese medicinal herbs, which forms the basis for Chinese herbal medicine. It covers the commonly used herbs in each of the twelve categories of the Chinese materia medica, including the herbal properties, actions, indications, contraindications and combined usage. It also introduces the basic knowledge of herbal pharmacognosy. This unit also expands upon the student's understanding of Traditional Chinese Medicine theory and practice principles.

School Health Sciences

Discipline Traditional Chinese Medicine

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) CMPL 1002 AND CMPL 2004

Equivalent Subjects LGYA 7240 - Chinese Herbal Medicine 2

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply basic herbal theory and practice;
2. Identify the major individual herbs in each of the twelve herb categories utilising visual recognition, tasting, smelling and hand examination;
3. Describe the major individual herbs in each of the twelve herb categories, in terms of properties, functions and contraindications;
4. Explain known herb interactions for the herbs in each category;
5. Apply the concept of synergy in Chinese herbal medicine, specifically in reference to the herbs covered in this unit;

6. Compare and contrast the range of commonly used Chinese herbs in each of the twelve categories.

Subject Content

1. Individual herbs (including commonly used combinations):

- herbs for warming The interior
 - Astringent herbs
 - herbs for dispelling Wind-dampness
 - phlegm resolving, antitussive & antiasthmatic herbs
 - herbs for relieving food stagnation
 - herbs for purgation
 - herbs for arresting bleeding
 - herbs for calming The shen
 - herbs for extinguishing The liver Wind
 - Aromatic substances for Opening The orifices
 - herbs for expelling parasites
 - herbs for external application
2. Introduction to herbal pharmacognosy
 - Plant physiology, Morphology and taxonomy
 - major Chemical groups of Plant constituents

Special Requirements

Legislative pre-requisites

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement. Students must also hold a valid and current First Aid Certificate from a Registered Training Organisation. Refer to the Special Requirements website for more information.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical Exam	40 minutes	25	N	Individual
Twelve Herb Category Essay	1,500 words	25	N	Individual
Final Examination	2 hours	50	N	Individual
Clinical Observation	10 hours at UniClinic	Pass/Fail	Y	Individual

Prescribed Texts

- Yu, C., (2000). A Clinical Guide to Chinese herbs and Formulae. Melbourne: Churchill Livingstone.
- Bensky, D., Clavey, S., Stoger, E., (2004). Chinese Herbal Medicine: Materia Medica, (3rd ed) Seattle: Eastland Press.

Teaching Periods

Spring Campbelltown Day

Subject Contact Yu-Ting Sun ([https://directory.westernsydney.edu.au/search/name/Yu-Ting Sun/](https://directory.westernsydney.edu.au/search/name/Yu-Ting%20Sun/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CMPL2005_22-SPR_CA_D#subjects)

CMPL 2006 Traditional Chinese Medicine 3

Credit Points 10

Legacy Code 400352

Coordinator Xiaoshu Zhu ([https://directory.westernsydney.edu.au/search/name/Xiaoshu Zhu/](https://directory.westernsydney.edu.au/search/name/Xiaoshu%20Zhu/))

Description This unit enables students to develop a sound understanding of causes of disease in TCM with a particular focus on TCM disease pattern differentiation. Students will be able to identify the clinical manifestations relating to specific patterns and develop the appropriate TCM treatment principles. This is complemented by the reinforcement of skills in case history taking and TCM diagnostics.

School Health Sciences

Discipline Traditional Chinese Medicine

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) CMPL 1002

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Differentiate TCM disease patterns according to the zang-fu organs; Qi, Blood and body fluid; and the aetiology;
2. Critically apply knowledge of the progression of disease through the body;
3. Compare and contrast the principles of aetiology and pathogenesis in TCM, including exogenous and endogenous causes of disease, the interrelationship of these causes, the mechanisms by which they disrupt health and the relationship of lifestyle patterns to health and prevention of disease;
4. Articulate the treatment principles in TCM.

Subject Content

1. TCM pathophysiology:
 - organ (zang fu) pathophysiology
 - Qi, blood, body fluid pathophysiology
 - channel pathophysiology
 - latent diseases
2. Pattern differentiation in TCM:
 - according to pathogen (heat, damp, dry, Cold, Wind, phlegm, food and blood stasis)
 - according to The zang fu organs
 - according to Qi, blood and body fluid
 - Symptoms as A result of Conflict between pathogenic and antipathogenic Qi
 - root and Symptoms (ben and biao)
 - Disease progression and the transformation of disease states (six divisions, four stages, 3 levels (jiao))

3. Treatment principles in TCM

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	1,500 words	20	N	Individual
Essay	2,000 words	40	N	Individual
Final Exam	2 hours	40	N	Individual

Prescribed Texts

- Deng, T., (1999). Practical Diagnosis in Traditional Chinese Medicine. Edinburgh: Churchill Livingstone.

Teaching Periods

Autumn Campbelltown Day

Subject Contact Xiaoshu Zhu ([https://directory.westernsydney.edu.au/search/name/Xiaoshu Zhu/](https://directory.westernsydney.edu.au/search/name/Xiaoshu%20Zhu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CMPL2006_22-AUT_CA_D#subjects)

CMPL 3001 Acupuncture Techniques

Credit Points 10

Legacy Code 400873

Coordinator Shengxi (George) Zhang ([https://directory.westernsydney.edu.au/search/name/Shengxi \(George\) Zhang/](https://directory.westernsydney.edu.au/search/name/Shengxi%20Zhang/))

Description This unit consolidates and extends students' knowledge of acupuncture theory and practice, and provides further opportunity to develop practical skills. Students are introduced to the theory of point combinations and the development of acupuncture prescriptions and treatment plans. Practical sessions include obtaining Qi (De Qi), promoting Qi techniques, tonifying and reducing needling techniques, moxibustion, cupping, Gua Sha, Tuina, intradermal/cutaneous needling, scalp acupuncture, auricular acupuncture, wrist/ankle acupuncture, electroacupuncture and laser acupuncture. This unit also expands upon the student's understanding of the theory and practice principles of traditional Chinese medicine.

School Health Sciences

Discipline Acupuncture

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) CMPL 2003 AND CMPL 2006

Equivalent Subjects CMPL 2001 - Acupuncture 2

Restrictions Students must be enrolled in 4660 Bachelor of Health Science-Master of Traditional Chinese Medicine or 4710 Bachelor of Traditional Chinese Medicine.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Formulate acupuncture prescriptions for specific indications.
2. Competently apply knowledge and safe practice of manipulation techniques of acupuncture, moxibustion, cupping and related other techniques/adjunct therapies.

Subject Content

1. Basic therapeutics of acupuncture
 - introduction to acupuncture techniques
 - managing shen and retaining Qi
2. Practical skills of acupuncture
 - Qi sensation
 - Safe insertion of filiform needles to different directions and depths with relevance to function (including needling difficult points, different gauges and lengths, Connecting points)
 - Basic needle manipulations
 - Reinforcing and reducing methods
3. Moxibustion, cupping and Gua Sha
 - functions and Indications of moxibustion, cupping and Gua Sha
 - contraindications and cautions of moxibustion, cupping and Gua Sha
 - management of accidents Resulting from moxibustion, cupping and Gua Sha
 - clinical skills for practicing moxibustion, cupping and Gua Sha
4. Acupuncture prescription
 - principles of Point selection and combination
 - methods of Point selection and combination
5. Intradermal/cutaneous needling and bloodletting
6. Scalp acupuncture
7. Auricular acupuncture
8. Wrist/ankle acupuncture
9. Electroacupuncture
10. Laser acupuncture
11. Introduction to Tuina

Special Requirements

Legislative pre-requisites

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement. Students must also hold a valid and current First Aid Certificate from a Registered Training Organisation. Refer to the Special Requirements website for more information.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Practical Exam	60 minutes	35	Y	Individual
Practical Exam	20 minutes	20	Y	Individual
Final Exam	2 hours written exam	45	N	Individual

Prescribed Texts

- Deadman, P., Mazin, Al-K., (2007). A Manual of Acupuncture, 2nd Edition. London: Journal of Chinese Medicine Publications.

Teaching Periods

Autumn Campbelltown

Day

Subject Contact Shengxi (George) Zhang ([https://directory.westernsydney.edu.au/search/name/Shengxi \(George\) Zhang/](https://directory.westernsydney.edu.au/search/name/Shengxi%20(George)Zhang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CMPL3001_22-AUT_CA_D#subjects)

CMPL 3002 Chinese Medicinal Formulas

Credit Points 10

Legacy Code 400878

Coordinator Yu-Ting Sun ([https://directory.westernsydney.edu.au/search/name/Yu-Ting Sun/](https://directory.westernsydney.edu.au/search/name/Yu-Ting%20Sun/))

Description Herbal medicine is the principal therapeutic intervention in Traditional Chinese Medicine (TCM). This unit follows from Chinese Materia Medica 1 & 2, and begins the study of major Chinese herbal formulas, which form the basis for clinical prescribing in Chinese herbal medicine. The focus of this unit is to compare and contrast the main formulas in specified categories, and to analyse the specific actions of the herbs that make up the formula. Students will be required to formulate, assemble and prepare complex prescriptions. This unit expands upon the student's knowledge of the Chinese Materia Medica, as well as the understanding of TCM theory and practice principles.

School Health Sciences

Discipline Traditional Chinese Medicine

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) CMPL 2006 AND CMPL 2005

Equivalent Subjects LGYA 7240 - Chinese Herbal Medicine 3

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate the construction of Chinese herbal formulas;
2. Articulate herb interactions and apply this knowledge in the construction of formulas;
3. Compare and contrast the main formulas in the categories covered, including the herbs that make up the formula, their action and indications for usage of the formula;
4. Formulate and modify herbal prescriptions to suit individual clinical presentations.

Subject Content

1. Introduction to Chinese herbal formulas
 - therapeutic methods and herbal formulas
 - composition of herbal formula
 - action to take in The event of An unexpected reaction
2. Major herbal formulas

- exterior dispersing formulas
- heat clearing formulas
- Laxative and purgative formulas
- Dryness dispelling formulas
- Wind eliminating formulas
- dampness dispelling formulas
- phlegm dispelling formulas
- food stagnation reducing formulas
- Qi regulating formulas
- blood regulating formulas
- Tonifying formulas
- interior warming formulas
- Astringent formulas
- shen calming formulas
- Harmonizing formulas

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	15 mins	15	N	Individual
Case Study	1,500 words	25	N	Individual
Final Exam	2 hours	60	N	Individual

Prescribed Texts

- Scheid, V., Bensky, D., Barolet, R. & Ellis, A. (2009). Chinese Herbal Medicine: Formulas and Strategies (Second Edition). Seattle: Eastland Press.

Teaching Periods

Autumn

Campbelltown

Day

Subject Contact Yu-Ting Sun ([https://directory.westernsydney.edu.au/search/name/Yu-Ting Sun/](https://directory.westernsydney.edu.au/search/name/Yu-Ting%20Sun/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CMPL3002_22-AUT_CA_D#subjects)

CMPL 3003 Traditional Chinese Medicine Practice 1

Credit Points 10

Legacy Code 400354

Coordinator Yu-Ting Sun ([https://directory.westernsydney.edu.au/search/name/Yu-Ting Sun/](https://directory.westernsydney.edu.au/search/name/Yu-Ting%20Sun/))

Description This unit is focused on introductory clinical practice in a clinical setting. It enables the students to link theory with practice. It expands the students' knowledge base of Chinese medicine theory and diagnosis, and the application of acupuncture and Chinese herbal medicine treatment. Students assist with clinical practice, take consultations, and perform basic acupuncture related techniques. Students will also learn basic skills in handling herbal preparation and dispensing. This unit includes mandatory clinical placement

School Health Sciences

Discipline Traditional Chinese Medicine

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) CMPL 2006

Co-requisite(s) CMPL 3001 AND CMPL 3002

Restrictions Students must be enrolled in 4660 Bachelor of Health Science-Master of Traditional Chinese Medicine or 4710 Bachelor of Traditional Chinese Medicine.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Conduct basic aspects of clinic and patient management
2. Conduct Chinese medicine consultations and maintain case records according to
3. Formulate Chinese medicine diagnoses and treatment plans in a clinical setting
4. Apply acupuncture theories and techniques in the treatment of commonly seen conditions
5. Explain Chinese medicine diagnosis and treatments to patient in lay terms
6. Prepare herbal decoction
7. Dispense raw, granule, patent Chinese herbal medication according to accreditation standards
8. Apply reflective practice to support clinical learning.

Subject Content

1. Basic clinical management and facilitation
 - managing patients and patient records
 - assisting in equipment used in treatment
 - room preparation
2. Conducting a Chinese medicine consultation and forming diagnosis and treatment
3. Explaining Chinese medicine to the patient
4. Preparing of herbal decoctions
5. Dispensing Chinese medicinal prescriptions, labelling and recording requirements, administration advice and precautions
6. Acupuncture prescription formulation for common conditions

Special Requirements

Legislative pre-requisites

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement. Students must also hold a valid and current First Aid Certificate from a Registered Training Organisation. Refer to the Special Requirements website for more information. Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	Initial case report form + 1500 words supplementary report	30	N	Individual
Practical	Quiz and zoom simulation scenarios	30	Y	Individual
Professional Task	Quiz, zoom simulation scenarios and block skill training when available	40	Y	Individual
Professional Placement Performance	36 online hours, 20hr block skill trainins	S/U	Y	Individual

Teaching Periods

Autumn Campbelltown Day

Subject Contact Yu-Ting Sun (<https://directory.westernsydney.edu.au/search/name/Yu-Ting-Sun/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CMPL3003_22-AUT_CA_D#subjects)

CMPL 3004 Traditional Chinese Medicine Practice 2

Credit Points 10

Legacy Code 400356

Coordinator Yu-Ting Sun (<https://directory.westernsydney.edu.au/search/name/Yu-Ting-Sun/>)

Description This unit focuses on the application of the skills and knowledge of TCM within a clinical setting. The unit provides the opportunity to expand students' knowledge base of the theory Chinese medicine through the work integrated experiential learning. Specifically, the unit covers TCM diagnosis, the application of Acupuncture techniques and the implementation of Chinese herbal medicine treatments. The unit also covers basic Chinese language including Pin Yin and Romanisation to enable students to apply TCM terminology as part of clinical practice. Under supervision, students have the opportunity to consult with clients/patients, perform basic acupuncture, and undertaken herbal prescription. Students will also undertake basic herbal processing and preparation of medicinal herbs.

School Health Sciences

Discipline Traditional Chinese Medicine

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) CMPL 3003

Restrictions Students must be enrolled in 4660 Bachelor of Health Science-Master of Traditional Chinese Medicine or 4710 Bachelor of Traditional Chinese Medicine.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Participate in all basic aspects of clinic and patient management;
2. Engage in patient management in a clinical context;
3. Apply the practice of specific acupuncture techniques;
4. Employ the basic herbal processing, prescribing and dispensing skills;
5. Assist in the formulation of herbal and acupuncture prescriptions.
6. Execute foundation skills in the use of the Pin Yin system and simple Chinese characters used in the practice of Chinese medicine.

Subject Content

1. Practice of acupuncture techniques introduced in TCM Practice 1 and classical techniques including:

- Cooling The night sky
 - Fire on The mountain
 - Waving The dragon's tail
2. Basic preparation of medical substances and formulae
3. Processing of crude herbs
4. Practice of Chinese language in Chinese medicine practice
- Pin yin system of Romanisation
 - simple Chinese characters used in practice
5. Clinical management and facilitation of practice:
- managing equipment
 - Assessing A patient, gathering clinical information and clinical decision-making (assistance)
 - consulting patients and providing treatment (assistance)

Special Requirements

Legislative pre-requisites

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement. Students must also hold a valid and current First Aid Certificate from a Registered Training Organisation. Refer to the Special Requirements website for more information.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz: Pinyin and Romanisation	40 minutes	20	N	Individual
Practical: Assessment of Herbal Formula Construction and Prescribing	40 minutes	25	Y	Individual

Case Study: 1,500 words 25 N Individual
Comprehensive
Case Record
and Analysis

Clinical Competency Assessment	Weeks 3-6 during clinical practicum	30	Y	Individual
--------------------------------------	--	----	---	------------

Clinical Practicum: Participation and Logbook	56 hours at UniClinic	Pass/Fail	Y	Individual
--	--------------------------	-----------	---	------------

Teaching Periods

Spring Campbelltown Day

Subject Contact Yu-Ting Sun ([https://directory.westernsydney.edu.au/search/name/Yu-Ting Sun/](https://directory.westernsydney.edu.au/search/name/Yu-Ting%20Sun/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CMPL3004_22-SPR_CA_D#subjects)

CMPL 4001 Block Clinical Practicum

Credit Points 10

Legacy Code 401104

Coordinator Xiaoshu Zhu ([https://directory.westernsydney.edu.au/search/name/Xiaoshu Zhu/](https://directory.westernsydney.edu.au/search/name/Xiaoshu%20Zhu/))

Description This unit provides the student with intensive, supervised clinical practice experience. Arrangements are usually made for students to complete this stage in China. Due to the travel restriction as a result of COVID-19 pandemic, this unit in 2020 is wholly offered in Australia. The unit represents the final clinical practicum stage with an opportunity in developing clinical skills. Students will be expected to demonstrate competence in handling patients in a clinical context, and manage their integrated care using Traditional Chinese Medicine.

School Health Sciences

Discipline Traditional Chinese Medicine

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Incompatible Subjects CMPL 7002 - Block Clinical Practicum (PG) AND LGYA 7257 - Block Clinical Practicum

Restrictions Students must be enrolled in a Traditional Chinese Medicine program.

Assumed Knowledge

It is assumed the student will have a thorough knowledge of TCM theory, acupuncture and Chinese herbal medicine and have completed all (or close to all) clinical hours under supervision. As a core competency in registered TCM practice this is not a suitable subject for other health disciplines.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Synthesise knowledge and competency in the practice of all TCM clinical areas;

2. Demonstrate competence in the design and formulation of care of patients in a clinical context;
3. Correctly diagnose, prescribe and administer treatment;
4. Examine issues related to the care of patients in a multidisciplinary environment;
5. Understand the importance of culture and diversity in professional settings.

Subject Content

The following skills should be mastered in a high turnover clinical environment (preferably in a Chinese hospital environment):

- detailed Examination of patients, including, Analysing investigative reports
 - advanced techniques of acupuncture
 - advanced Chinese herb prescription writing
 - intensive pulse and tongue Diagnosis
- Competently managing the integration of Chinese and Western medicine

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Log/Workbook	400 hours	5	N	Individual
Log/Workbook	Brief documentation on 100 patients, with at least 40 patients from the internal medicine department and at least 40 patients from the acupuncture departments	15	Y	Individual
Viva Voce	Assessment of two patients with three detailed case histories (including diagnosis, treatment principles, treatment administration, follow-up)	50	Y	Individual
Essay	5000 words	30	N	Individual

Teaching Periods

Spring Campbelltown

Day

Subject Contact Xiaoshu Zhu ([https://directory.westernsydney.edu.au/search/name/Xiaoshu Zhu/](https://directory.westernsydney.edu.au/search/name/Xiaoshu%20Zhu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CMPL4001_22-SPR_CA_D#subjects)

CMPL 4002 Chinese Internal Medicine 1

Credit Points 10

Legacy Code 401098

Coordinator Yu-Ting Sun ([https://directory.westernsydney.edu.au/search/name/Yu-Ting Sun/](https://directory.westernsydney.edu.au/search/name/Yu-Ting%20Sun/))

Description The study of internal medicine forms the basis of clinical practice in Traditional Chinese Medicine (TCM). This unit begins to bridge the gap between theory and practice. It enables the health professional to analyse, diagnose and treat common internal diseases with both acupuncture and herbal medicine and using a TCM approach. The focus of this unit is on the analysis of major presenting symptoms.

School Health Sciences

Discipline Traditional Chinese Medicine

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) CMPL 2006 AND
CMPL 3001 AND
CMPL 3002

Incompatible Subjects 700918 - Chinese Internal Medicine 1 (PG) LGYA 7251 - Chinese Internal Medicine 1

Restrictions Students must be enrolled in program 4710 - Bachelor of Traditional Chinese Medicine.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse and explain the connections between the causes and pathophysiological mechanisms of common internal diseases with their clinical manifestations.
2. Employ the skills of inspection, auscultation and olfaction, interrogation and palpation in to accurately diagnose specific internal diseases.
3. Analyse the signs and symptoms of common internal medicine diseases to arrive at a TCM differential diagnosis.
4. Design treatment principles and write prescriptions (acupuncture and herbs) for common diseases of internal medicine.
5. Practice protocols in TCM compared to orthodox management.

Subject Content

1. Diseases and syndromes of the Lung system (TCM)
 - common Cold & influenza
 - Cough (bronchitis, bronchiectasis)
 - Dyspnea syndrome (asthmatic bronchitis, asthmatic emphysema)
 - Lung abscess (pneumonia, pulmonary abscess)
 - Lung atony (pulmonary fibrosis, atelectasis)
2. Diseases and syndromes of Spleen system (TCM)

- Hiccup (some diseases with phrenospasm)
 - Vomiting (gastritis, pylorospasm)
 - Dysphagia (esophagitis, cardiospasm)
 - Stomach-ache (gastritis, peptic ulcer)
 - Abdominal pain (intestinal spasm, dyspepsia)
 - Diarrhoea (enteritis, irritable bowel syndrome)
 - Dysenteric disease (dysentery, ulcerative Colitis)
 - Constipation (some diseases with Constipation)
3. Diseases and syndromes of Heart system (TCM)
- chest Blockage syndrome (coronary heart disease, myocarditis)
 - Palpitation (arrhythmia, cardiac decompensation)
 - Insomnia (neurosis, anaemia, cerebral arteriosclerosis)
 - Manic psychosis (active phase of schizophrenia, Manic phase of bipolar Disorder)
 - Depressive psychosis (Depressive phase of schizophrenia, Depressive phase of bipolar Disorder)
 - Depression syndrome (neurosis, major Depression)
 - Epilepsy
 - Syncope (fainting Due to emotional stress, vagal stimulation, A sudden change in environmental temperature or body position)
4. Review of acupuncture points, prescriptions, individual herbs and formulas relevant to the above topics.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Final Exam	2 hours	40	N	Individual
Case Study	2,000 words	30	N	Individual
Viva Voce	15 minutes	30	N	Individual

Teaching Periods

Autumn Campbelltown Day

Subject Contact Yu-Ting Sun ([https://directory.westernsydney.edu.au/search/name/Yu-Ting Sun/](https://directory.westernsydney.edu.au/search/name/Yu-Ting%20Sun/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CMPL4002_22-AUT_CA_D#subjects)

CMPL 4003 Chinese Internal Medicine 2

Credit Points 10

Legacy Code 401102

Coordinator Xiaoshu Zhu ([https://directory.westernsydney.edu.au/search/name/Xiaoshu Zhu/](https://directory.westernsydney.edu.au/search/name/Xiaoshu%20Zhu/))

Description This unit builds on Chinese Medicine 1 and extends the student's ability to analyse, diagnose and treat common and difficult diseases in internal medicine with both acupuncture and herbal medicine and using a TCM approach. Students will develop an understanding of the causes and pathophysiological mechanisms of a wide range of diseases.

School Health Sciences

Discipline Traditional Chinese Medicine

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) CMPL 2006 AND

CMPL 3001 AND

CMPL 3002

Incompatible Subjects CMPL 7004 - Chinese Internal Medicine 2 (PG) AND LGYA 7251 - Chinese Internal Medicine 2

Restrictions Students must be enrolled in program 4710 - Bachelor of Traditional Chinese Medicine or continuing program 4660 Bachelor of Chinese Medicine.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the causes, pathophysiological mechanisms and clinical manifestations of Liver, Kidney, Blood and Body Fluid and Haemorrhagic diseases and syndromes.
2. Conduct a clinical examination including inspection, auscultation and olfaction, interrogation, and palpation in order to arrive at accurate diagnoses of specific diseases.
3. Analyse symptoms and signs, and apply pattern differentiation to arrive at a TCM diagnosis.
4. Design and prescribe appropriate treatment, including acupuncture and/or herbs and/or dietary/lifestyle change, for a range of common diseases covered in this Unit.
5. Analyse and examine practice protocols in TCM compared to orthodox medicine correspondence to Liver, Kidney, Blood and Body Fluid and Haemorrhagic diseases and syndromes.

Subject Content

1. Diseases and syndromes of Liver system (TCM)
 - Dizziness (Meniere's disease, cerebral arteriosclerosis, hypertensive encephalopathy, anaemia)
 - Hypochondriac pain (disorders of The liver and gallbladder, intercostal neuralgia)
 - Jaundice (hepatitis, hepatocirrhosis, pancreatitis, cholecystitis)
 - Abdominal distension (ascites, tumours of The Abdominal cavity, tuberculous peritonitis)
2. Diseases and syndromes of Kidney system (TCM)
 - Stranguria syndrome (Urinary tract infections, Urinary stones, prostatitis, chyluria)
 - Oliguria and anuria (contraction of bladder sphincter, prostatic hyperplasia, kidney failure)
 - Seminal emission (neurasthenia, prostatitis, Seminal vesiculitis)
 - Impotence (sexual disorders, sexual neurasthenia)
 - Oedema (cardiogenic Oedema, renalgenic Oedema, hypoproteinemia, severe anaemia)
3. Diseases and syndromes of Qi, Blood and Body Fluid (TCM)
 - Endogenous fever (Functional low fever, hematopathy, desmosis, endocrinopathy, some chronic infectious diseases)
 - Sweating syndrome (vegetative nerves Functional disturbance, tuberculosis, rheumatic fever, hyperthyroidism)
 - Wasting and thirsting syndrome (diabetes mellitus, diabetes insipidus)
 - stagnation and Accumulation (Abdominal tumours, enlargement of The liver and spleen, Functional gastrointestinal disturbances)
 - Deficient debility (various chronic and consumptive diseases)
4. Blood, Body Fluid and Hemorrhagic diseases and syndromes (TCM)
 - Epistaxis (rhinitis, influenza, nasal carcinoma)
 - Hemoptysis (bronchiectasis, bronchitis, pneumonia, Lung cancer)
 - Hematemesis (haemorrhage of Upper Digestive tract, esophagitis)

- Hemafecia (peptic ulcer, hepatocirrhosis, Stomach cancer, colon cancer)
- Hematuria (nephritis, renal tuberculosis, Urinary cancer, some cases of Urinary stones and infection)
- Review of acupuncture points, prescriptions, individual herbs and formulas relevant to The above topics.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Case Study Presentation	10 minutes	15	N	Individual
Case Study Report	1500 words	35	N	Individual
Final Exam	2 hours	50	N	Individual

Teaching Periods

Spring Campbelltown Day

Subject Contact Xiaoshu Zhu ([https://directory.westernsydney.edu.au/search/name/Xiaoshu Zhu/](https://directory.westernsydney.edu.au/search/name/Xiaoshu%20Zhu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CMPL4003_22-SPR_CA_D#subjects)

CMPL 4004 Classical Texts in Chinese Medicine

Credit Points 10

Legacy Code 401100

Coordinator Shengxi (George) Zhang ([https://directory.westernsydney.edu.au/search/name/Shengxi \(George\) Zhang/](https://directory.westernsydney.edu.au/search/name/Shengxi%20Zhang/))

Description This unit provides further learning experiences that enable the students to explore the original theories on physiology, pathology, diagnosis, differentiation and treatment of diseases through select periods of Chinese history. Many theoretical concepts, diagnostic systems and therapeutic methods of Traditional Chinese Medicine (TCM) are still in current usage, and will be covered through the study of important classical texts and academic schools of TCM thought. This unit expands upon the student's understanding of TCM theories and practice principles through studies of the classical literature.

School Health Sciences

Discipline Traditional Chinese Medicine

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) CMPL 2006 AND CMPL 3002

Incompatible Subjects CMPL 7006 - Classical Texts in Chinese Medicine (PG)

Restrictions Students must be enrolled in program 4710 - Bachelor of Traditional Chinese Medicine.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate the academic thoughts and achievements of the major schools and classical texts that helped form the basis of contemporary TCM practice.
2. Analyse the approaches to the pathogenesis, development, differentiation and treatment of the Cold-injured Diseases, Warm Diseases and chronic diseases covered in the classical texts used in this unit.
3. Define the strategy and methodology employed in the Shang Han Lun and Wenbing Xue texts.

Subject Content

1. Introduction to the key classical texts in TCM including Huang Di Nei Jing (Inner Classic of Yellow Emperor), Nanjing (The Classic on Difficulties), Shang Han Za Bing Lun (Treatise on Cold-injured and Miscellaneous Diseases) and Wen Bing Xue (The Study of Warm Diseases).
2. Introduction to the historical development and the characteristics of the major academic schools of TCM.
3. Theoretical overview of Shang Han Lun (Treatise on Cold-injured and Miscellaneous Diseases) and Wen Bing Xue (The Study of Warm Diseases) including diagnostic differentiation and treatment principles.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Essay	1,500 words	30	N	Individual
Essay	2,500 words	40	N	Individual
Presentation	15 minutes	30	N	Individual

Teaching Periods

Autumn Campbelltown Day

Subject Contact Shengxi (George) Zhang ([https://directory.westernsydney.edu.au/search/name/Shengxi \(George\) Zhang/](https://directory.westernsydney.edu.au/search/name/Shengxi%20Zhang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CMPL4004_22-AUT_CA_D#subjects)

CMPL 4005 Specialities in Traditional Chinese Medicine 1

Credit Points 10

Legacy Code 401099

Coordinator Xiaoshu Zhu ([https://directory.westernsydney.edu.au/search/name/Xiaoshu Zhu/](https://directory.westernsydney.edu.au/search/name/Xiaoshu%20Zhu/))

Description This unit provides learning experiences that enable the health professional to analyse, diagnose and treat common gynaecological diseases and musculoskeletal conditions using a

Traditional Chinese Medicine (TCM) approach with acupuncture and Chinese herbal medicine. Students will develop a good understanding of the causes and pathophysiological mechanisms of common gynaecological diseases and musculoskeletal conditions.

School Health Sciences

Discipline Traditional Chinese Medicine

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) CMPL 2006 AND
CMPL 3001 AND
CMPL 3002

Incompatible Subjects CMPL 7021 - Specialties in Traditional Chinese Medicine Practice 1 (PG) LGYA 7248 - Specialties in Traditional Chinese Medicine 1

Restrictions Students must be enrolled in 4710 - Bachelor of Traditional Chinese Medicine

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the unique features of women's physiology and pathology in relation to the pathogenesis and diagnosis of gynaecological diseases.
2. Explain the causes and patho

Subject Content

1. Introduction to Orthopaedics (including Traumatology & Rheumatology)
 - physical Examination
 - principles of treatment and therapies
 - methods of management
2. Injury of muscle, tendon and bone
 - Stiff Neck/Cervical soft tissue sprain
 - Cervical spondylopathy
 - scapulohumeral peri-arthritis
 - carpal tunnel syndrome
 - Acute lumbar muscle sprain
 - prolapse of lumbar intervertebral disc
 - Sciatica
 - post surgical management, scar treatment
3. Sport medicine
 - injury treatment and management (injuries to ligaments, tendons, muscle and bone ? knee, elbow, shoulder, wrist, thigh, calf, ankle, Neck, low back)
 - performance enhancement
4. Introduction to gynaecology
 - special features of women's physiology (TCM & WM)
 - aetiology, Diagnosis and therapeutic methods
 - A synopsis of gynaecological pathology
5. Disorders of menstruation
 - early menstruation
 - delayed menstruation
 - irregular menstruation
 - amenorrhoea
 - abnormal Functional uterine bleeding
 - premenstrual syndrome
 - menopausal syndrome
6. Disorders of the female genitalia
 - abno

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	1,500 words	25	N	Individual
Essay	1,500 words	25	N	Individual
Final Exam	2 hours	50	N	Individual

Teaching Periods

Autumn Campbelltown Day

Subject Contact Xiaoshu Zhu ([https://directory.westernsydney.edu.au/search/name/Xiaoshu Zhu/](https://directory.westernsydney.edu.au/search/name/Xiaoshu%20Zhu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CMPL4005_22-AUT_CA_D#subjects)

CMPL 4006 Specialities in Traditional Chinese Medicine 2

Credit Points 10

Legacy Code 401103

Coordinator Shengxi (George) Zhang ([https://directory.westernsydney.edu.au/search/name/Shengxi \(George\) Zhang/](https://directory.westernsydney.edu.au/search/name/Shengxi%20Zhang/))

Description The specialties of paediatrics, dermatology, ear, nose, throat (ENT) and eye diseases, are important divisions of Traditional Chinese Medicine (TCM) activity. This unit enables students to develop an understanding of the aetiology and pathophysiology of common paediatric, dermatological, ENT and eye disorders, and to analyse, diagnose and treat these conditions using acupuncture and Chinese herbal medicine.

School Health Sciences

Discipline Traditional Chinese Medicine

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) CMPL 2006 AND
CMPL 3001 AND
CMPL 3002

Incompatible Subjects CMPL 7022 - Specialties in Traditional Chinese Medicine 2 (PG) LGYA 7259 - Specialties in Traditional Chinese Medicine 2

Restrictions Students must be enrolled in 4710 Bachelor of Traditional Chinese Medicine or continuing program 4660 Bachelor of Health Science-Master of Traditional Chinese Medicine.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the causes and pathophysiological mechanisms of a range of common paediatric, dermatological, ENT and eye diseases by

- demonstrating an understanding of the significance of clinical manifestations
- Identify the relevant characteristics of children

Subject Content

A). Paediatrics

1. General Introduction

- physiology and pathophysiology of children
- feeding and health care
- Basic skills of Examination of children
- diagnostic and treatment principles in pediatrics
- acupuncture in pediatrics
- Chinese herbal medicine in pediatrics

2. Lung System Disorders

- common Cold
- Cough
- Asthma in children

3. Spleen System Disorders

- Infantile Diarrhoea
- Abdominal pain
- Anorexia
- food Stagnancy

4. Kidney System Disorders

- Acute nephritis
- Nephritic syndrome
- Enuresis

5. Infectious Diseases

- Measles
- Rubella
- Varicella (chickenpox)
- Mumps
- Pertussis (Whooping Cough)

6. Miscellaneous Diseases

- attention Deficit Disorder (add)
- Sweating syndrome

B). Dermatology

- aetiology and pathogenesis of Dermatoses
- key points of differentiation for The skin Lesions
- external applications with Chinese herbs and acupuncture

2. Viral Dermatitis

- Herpes zoster (She Chuan Chuang)
- common Wart (Xun Chang You)
- Flat Wart (Bian Ping You)
- Genital Wart (Jian Rui Shi You)

3. Fungal and other Infectious Dermatitis

- Tinea capitis (Tou Xuan)
- Tinea Corporis (Ti Xuan)
- Tinea Manuum (Shou Xuan)
- Tinea pedis (Zu Xuan)
- Tinea Unguium (Jia Xuan)
- Impetigo (Nong Pao Chuang)
- Scabies (Jie Chuang)

4. Allergic Dermatitis

- Eczema (Shi Chuang)
- Urticaria (Hives) (yin Zhen)
- contact dermatitis

5. Disorders of Sebaceous Glands and Hair Follicles

- Acne (Fen Ci)
- Seborrhic dermatitis (Bai Xie Feng)
- Alopecia Areata (You Feng)

6. Other Dermatitis

- Neurodermatitis (Niu Pi Xuan)
- Psoriasis (Bai Bi)
- Vitiligo (Bai Dian Feng)
- systemic Lupus Erythematosus (SLE) (Hong Hu Die Chuang)

C). ENT & Eyes

- rhinitis (allergic, chronic)
- sinusitis
- tinnitus and deafness
- suppurative otitis media (Acute and chronic)
- pharyngitis & laryngitis
- tonsillitis
- conjunctivitis (Acute, chronic, spring)
- hordeolum
- Review of herbal formulas, individual herbs, and acupuncture points as they are covered in The above

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task: Analyse a real patient case	1 hour 40 minutes	20	N	Individual
Case study	2,000 words	40	N	Individual
Final Exam	2 hours	40	N	Individual

Teaching Periods

Spring Campbelltown Day

Subject Contact Shengxi (George) Zhang ([https://directory.westernsydney.edu.au/search/name/Shengxi \(George\) Zhang/](https://directory.westernsydney.edu.au/search/name/Shengxi%20(George)Zhang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CMPL4006_22-SPR_CA_D#subjects)

CMPL 4007 Traditional Chinese Medicine Practice 3

Credit Points 10

Legacy Code 401101

Coordinator Yu-Ting Sun ([https://directory.westernsydney.edu.au/search/name/Yu-Ting Sun/](https://directory.westernsydney.edu.au/search/name/Yu-Ting%20Sun/))

Description This unit represents a continuation of the clinical practicum and development of clinical skills in relation to patient management and TCM health preservation and enhancement, including lifestyle, diet and physical exercise. Students will also be able to apply their knowledge of professional theory, practice, research and evaluation skills to the investigation of TCM problem. Students will be expected to demonstrate competence in handling patients in a clinical context, synthesise knowledge from their studies of specialities in Traditional Chinese Medicine and critically examine the practical aspects of acupuncture and Chinese herbal medicine research. This unit includes mandatory clinical placement

School Health Sciences

Discipline Traditional Chinese Medicine

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) CMPL 3004

Incompatible Subjects CMPL 7023 - TCM Practice 3 (PG) AND LGYA 7249 - TCM Practice 3

Restrictions Students must be enrolled in 4660 Bachelor of Health Science-Master of Traditional Chinese Medicine or 4710 Bachelor of Traditional Chinese Medicine.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Develop effective plans of patient management in terms of improving patient engagement, provision of health preservation and enhancement advice, and employing inter/intra-professional practice.
2. Critically reflect on own performance in the clinic with regard to specific skills relating to Chinese medicine practice.
3. Formulate and provide relevant advice in regard to preserving and enhancing health and wellbeing in clinical settings.

Subject Content

1. Establishing practitioner identity
 - reflective practice
 - introduction to inter/intra-professional practice ? providing The best patient care
2. Advanced patient communication and management
 - engaging The patient in their own healing
3. Managing difficult patients Health Preservation and Enhancement
 - managing A Balanced lifestyle
 - TCM mind-body health and Exercise
 - physical Exercise
 - Chinese medicine diet therapy
 - Balanced diet and nutrition

Special Requirements

Legislative pre-requisites

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement. Students must also hold a valid and current First Aid Certificate from a Registered Training Organisation. Refer to the Special Requirements website for more information.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	2,000 words each	50	N	Individual
Professional Task	90 minutes	30	Y	Individual
Reflection	200 words each	20	N	Individual

Professional Placement Performance	68 hours at UniClinic	S/U	Y	Individual
------------------------------------	-----------------------	-----	---	------------

Teaching Periods

Autumn Campbelltown Day

Subject Contact Yu-Ting Sun ([https://directory.westernsydney.edu.au/search/name/Yu-Ting Sun/](https://directory.westernsydney.edu.au/search/name/Yu-Ting%20Sun/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CMPL4007_22-AUT_CA_D#subjects)

CMPL 4008 Traditional Chinese Medicine Practice 4

Credit Points 10

Legacy Code 401105

Coordinator Shengxi (George) Zhang ([https://directory.westernsydney.edu.au/search/name/Shengxi \(George\) Zhang/](https://directory.westernsydney.edu.au/search/name/Shengxi%20Zhang/))

Description This unit represents a continuation of the clinical practicum and development of clinical skills. Students will integrate theoretical knowledge, practical and research skills, learnt in previous units, into clinical practice, including in: case investigation; diagnosis; formulation of treatment strategies; and the delivery of treatments to patients. Students will learn to act ethically in professional contexts. Students are expected to demonstrate professional competence in handling patients in a clinical context, critically evaluating complex cases, diagnosing, devising and managing the patients using TCM therapies.

School Health Sciences

Discipline Traditional Chinese Medicine

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) CMPL 4007

Incompatible Subjects CMPL 7024 - TCM Practice 4 (PG) AND LGYA 7255 - TCM Practice 4

Restrictions Students must be enrolled in 4660 Bachelor of Health Science-Master of Traditional Chinese Medicine or 4710 Bachelor of Traditional Chinese Medicine.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate complex clinical cases and competently design and formulate care of patients in a clinical context.
2. Analyse issues related to complex cases and the care of patients in a multidisciplinary environment;
3. Form and execute a range of competencies within specialty TCM areas;
4. Justify the principles of the professional code of ethics and act accordingly.
5. Evaluate the key elements in developing a small business such as a private Chinese medicine clinic.

Subject Content

- Advanced skills in all aspects of clinical management and practice appropriate to TCM practice including:
 - intra/inter-professional referrals
 - Working in multi-disciplinary environment
 - occupational health and safety matters
 - Ethical Marketing and promotion
 - Enhanced advance needle techniques including comprehensive manipulations and various types of acupuncture including dental acupuncture, acupuncture analgesia
- Comprehensive clinical skills related to acupuncture and Chinese herbal practice, including identifying and analysing clinical information, diagnosis, formation of treatment plans, performance of interventions and follow-up.
- Professional ethics and privacy management in health ethics
- Introduction to small business development

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

- Find your existing National Police Check or apply for one
- Gather documentary evidence of your vaccination history
- Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
- Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Case Study: Evaluation of 1 clinical case requiring multi-discipline care and referrals	1,500 words	20	N	Individual
Essay: Discussion on the role of inter-professional practices, professional ethics and its impact on TCM practice	2,000 words	25	N	Individual
Viva Examination	1 Initial consultation - 90 minutes	35	Y	Individual
Business Case	1,500 words (not including appendices)	20	N	Individual
Clinical Practicum Logbook	48 hours at UniClinic; Logbook - as per template	Pass/Fail	Y	Individual

Teaching Periods

Spring Campbelltown Day

Subject Contact Shengxi (George) Zhang ([https://directory.westernsydney.edu.au/search/name/Shengxi \(George\) Zhang/](https://directory.westernsydney.edu.au/search/name/Shengxi%20(George)Zhang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CMPL4008_22-SPR_CA_D#subjects)

CMPL 7001 Advanced Acupuncture

Credit Points 10

Legacy Code 400578

Coordinator Xiaoshu Zhu ([https://directory.westernsydney.edu.au/search/name/Xiaoshu Zhu/](https://directory.westernsydney.edu.au/search/name/Xiaoshu%20Zhu/))

School Health Sciences

Discipline Acupuncture

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Teaching Periods

CMPL 7002 Block Clinical Practicum (PG)

Credit Points 10

Legacy Code 400927

Coordinator Xiaoshu Zhu ([https://directory.westernsydney.edu.au/search/name/Xiaoshu Zhu/](https://directory.westernsydney.edu.au/search/name/Xiaoshu%20Zhu/))

Description This unit provides the student with intensive, supervised clinical practice experience. Arrangements will be made for students to complete this stage in China. This will involve students paying their own travel fares, as well as, training and accommodation fees to the Chinese institution. This unit represents the final clinical practicum stage and development of clinical skills. Students will be expected to demonstrate competence in handling patients in a clinical context, and manage their integrated care using TCM.

School Health Sciences

Discipline Traditional Chinese Medicine

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Incompatible Subjects LGYA 7257 - Block Clinical Practicum

Assumed Knowledge

Traditional Chinese Medicine Practice 4 (PG).

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Satisfactory completion of clinical practicum	Satisfactory completion of clinical practicum	10	Y	Individual
Clinical record book	Submission of clinical record book with brief documentation on 100 patients, with at least 40 patients from the internal medicine department and at least 40 patients from the acupuncture departments	20	Y	Individual
Clinical practice assessment	Graded practical skills assessment of two patients with three detailed case histories (including diagnosis, treatment principles, treatment administration, follow-up), one hour each case.	70	Y	Individual

Teaching Periods

CMPL 7003 Chinese Internal Medicine 1 (PG)

Credit Points 10

Legacy Code 400918

Coordinator Henry Liang ([https://directory.westernsydney.edu.au/search/name/Henry Liang/](https://directory.westernsydney.edu.au/search/name/Henry%20Liang/))

Description The study of internal medicine forms the basis of clinical practice in traditional Chinese medicine. This unit begins to bridge the gap between theory and practice. It enables the health professional to analyse, diagnose and treat common internal diseases with both acupuncture and herbal medicine and using a TCM approach. The focus of this unit is on the analysis of major presenting symptoms.

School Health Sciences

Discipline Traditional Chinese Medicine

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Incompatible Subjects LGYA 7246 - Chinese Internal Medicine

Assumed Knowledge

Traditional Chinese Medicine 3, Acupuncture Techniques, Chinese Medicinal Formulas.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply an understanding of causes and pathophysiological mechanisms of common internal diseases, by demonstrating an understanding of the significance of clinical manifestations.
2. Apply relevant skills of inspection, auscultation and olfaction, interrogation, and palpation in order to arrive at accurate diagnoses of specific internal diseases.
3. Analyse symptoms and signs, and apply pattern differentiation to arrive at a TCM differential diagnosis.
4. Design treatment principles, and write prescriptions (acupuncture and herbs) for common diseases of internal medicine. This is inclusive of required dietary or lifestyle changes.
5. Analyse and critically examine practice protocols in TCM compared to orthodox management.

Subject Content

1. Diseases and syndromes of the Lung system (TCM)
 - common Cold & influenza
 - Cough (bronchitis, bronchiectasis)
 - Dyspnea syndrome (asthmatic bronchitis, asthmatic emphysema)
 - Lung abscess (pneumonia, pulmonary abscess)
 - Lung atony (pulmonary fibrosis, atelectasis)
2. Diseases and syndromes of Spleen system (TCM)
 - Hiccup (some diseases with phrenospasm)
 - Vomiting (gastritis, pylorospasm)
 - Dysphagia (esophagitis, cardiospasm)
 - Stomach-ache (gastritis, peptic ulcer)
 - Abdominal pain (intestinal spasm, dyspepsia)
 - Diarrhoea (enteritis, irritable bowel syndrome)
 - Dysenteric disease (dysentery, ulcerative Colitis)
 - Constipation (some diseases with Constipation)
3. Diseases and syndromes of Heart system (TCM)
 - chest Blockage syndrome (coronary heart disease, myocarditis)
 - Palpitation (arrhythmia, cardiac decompensation)
 - Insomnia (neurosis, anaemia, cerebral arteriosclerosis)
 - Manic psychosis (active phase of schizophrenia, Manic phase of bipolar Disorder)
 - Depressive psychosis (Depressive phase of schizophrenia, Depressive phase of bipolar Disorder)
 - Depression syndrome (neurosis, major Depression)
 - Epilepsy (Epilepsy)
 - Syncope (fainting Due to emotional stress, vagal stimulation, A sudden change in environmental temperature or body position)
4. Review of acupuncture points, prescriptions, individual herbs and formulas relevant to the above topics.

Prescribed Texts

- Peng B (2007). Traditional Chinese Internal Medicine (Chinese-English) (2nd Ed). Beijing: People's Medical Publishing House
- Maclean, W., & Lyttleton, J. (2010). The Clinical Handbook of Internal Medicine, Volume 3: Qi Blood Fluid Channels. Sydney: University of Western Sydney.
- Maclean, W., & Lyttleton, J. (2000). The Clinical Handbook of Internal Medicine, Volume 1: The Treatment of Disease with

Traditional Chinese Medicine - Lung, Kidney, Liver, Heart. Sydney: University of Western Sydney

Teaching Periods

CMPL 7004 Chinese Internal Medicine 2 (PG)

Credit Points 10

Legacy Code 400922

Coordinator Xiaoshu Zhu ([https://directory.westernsydney.edu.au/search/name/Xiaoshu Zhu/](https://directory.westernsydney.edu.au/search/name/Xiaoshu%20Zhu/))

Description This unit builds on Chinese Medicine 1 and extends the students ability to analyse, diagnose and treat common and difficult diseases in internal medicine with both acupuncture and herbal medicine and using a Traditional Chinese Medicine approach. Students will develop an understanding of the causes and pathophysiological mechanisms of a wide range of diseases.

School Health Sciences

Discipline Traditional Chinese Medicine

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Incompatible Subjects LGYA 7251 - Chinese Internal Medicine 2

Assumed Knowledge

Traditional Chinese Medicine 3, Acupuncture Techniques, Chinese Medicinal Formulas.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the causes, pathophysiological mechanisms and clinical manifestations of common diseases, covered in this unit
2. Conduct a clinical examination including inspections, auscultation and olfaction, interrogation, and palpation in order to arrive at accurate diagnoses of specific diseases
3. Analyse symptoms and signs, and apply pattern differentiation to arrive at a TCM diagnosis
4. Design treatment principles, and write prescriptions (acupuncture and herbs) for common diseases of internal medicine. This is inclusive of required dietary or lifestyle changes
5. Analyse and critically examine practice protocols in TCM compared to orthodox management

Subject Content

1. Diseases and syndromes of Liver system (TCM)
 - Dizziness (Meniere's disease, cerebral arteriosclerosis, hypertensive encephalopathy, anaemia)
 - Hypochondriac pain (disorders of The liver and gallbladder, intercostal neuralgia)
 - Jaundice (hepatitis, hepatocirrhosis, pancreatitis, cholecystitis)
 - Abdominal distension (ascites, tumours of The Abdominal cavity, tuberculous peritonitis)
2. Diseases and syndromes of Kidney system (TCM)
 - Stranguria syndrome (Urinary tract infections, Urinary stones, prostatitis, chyluria)
 - Oliguria and anuria (contraction of bladder sphincter, prostatic hyperplasia, kidney failure)

- Seminal emission (neurasthenia, prostatitis, Seminal vesiculitis)
 - Impotence (sexual disorders, sexual neurasthenia)
 - Oedema (cardiogenic Oedema, renalgenic Oedema, hypoproteinemia, severe anaemia)
3. Diseases and syndromes of Qi, Blood and Body Fluid (TCM)
- Endogenous fever (Functional low fever, hematopathy, desmosis, endocrinopathy, some chronic infectious diseases)
 - Sweating syndrome (vegetative nerves Functional disturbance, tuberculosis, rheumatic fever, hyperthyroidism)
 - Wasting and thirsting syndrome (diabetes mellitus, diabetes insipidus)
 - stagnation and Accumulation (Abdominal tumours, enlargement of The liver and spleen, Functional gastrointestinal disturbances)
 - Deficient debility (various chronic and consumptive diseases)
4. Hemorrhagic diseases and syndromes (TCM)
- Epistaxis (rhinitis, influenza, nasal carcinoma)
 - Hemoptysis (bronchiectasis, bronchitis, pneumonia, Lung cancer)
 - Hematemesis (haemorrhage of Upper Digestive tract, esophagitis)
 - Hemaecia (peptic ulcer, hepatocirrhosis, Stomach cancer, colon cancer)
 - Hematuria (nephritis, renal tuberculosis, Urinary cancer, some cases of Urinary stones and infection)
5. Review of acupuncture points, prescriptions, individual herbs and formulas relevant to the above topics.

Teaching Periods

CMPL 7005 Chronic and Complex Disorders in Chinese Medicine

Credit Points 10

Legacy Code 401137

Coordinator Shengxi (George) Zhang ([https://directory.westernsydney.edu.au/search/name/Shengxi \(George\) Zhang/](https://directory.westernsydney.edu.au/search/name/Shengxi%20(George)Zhang/))

Description This unit will enable practitioners to extend their clinical reasoning skills to chronic and complex conditions seen in contemporary Chinese Medicine clinical practice. The unit will analyse specific cases and conditions which present a range of complex and contradictory signs and symptoms making diagnosis and treatment challenging. Senior practitioners of both acupuncture and Chinese herbal medicine will present their own clinical experience and assist students to understand their diagnostic and treatment processes.

School Health Sciences

Discipline Traditional Chinese Medicine

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Incompatible Subjects NATS 7005 - Chinese Medicine Specialties AND CMPL 7011 - Dermatology in Chinese Medicine

Restrictions

Students must be enrolled in 4716 Master of Chinese Medicine (or Master of Health Science (Traditional Chinese Medicine) and/or Master of Health Science (Acupuncture))

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the clinical reasoning processes central to Chinese medicine practice.

2. Evaluate the uses and relative efficacy of different TCM theories used to guide Chinese medicine diagnosis in practice.
3. Apply the use of different treatment strategies/principles for approaching complex cases.
4. Apply Chinese medicine clinical reasoning to a range of complex disorders.
5. Assess the strengths and weaknesses of Chinese medicine practice and research in relation to complex and chronic disorders.
6. Able to construct acupuncture and herbal prescriptions to apply in modern clinical conditions.

Subject Content

1. Introduction to clinical reasoning
2. Examination of 'complex cases' from Chinese Medicine (CM) history
3. Case histories drawn from actual contemporary practice which focus on:
 - The impact of pharmaceutical drugs on The body
 - long term Progression of disease
 - multiple diseases coexisting
 - The role of biomedical investigative tests to assist CM Diagnosis
 - interaction of biomedical & CM treatments
4. Cases drawn from a range of specialties:
 - Dermatology
 - gastrointestinal disease
 - Autoimmune disease
 - Paediatrics
 - liver disease
 - Respiratory illness
 - cardiovascular disease

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Case study	2,000 words	35	N	Individual
Essay	2,500 words	35	N	Individual
Online participation		10	N	Individual
Class tests	20 minutes on each workshop	20	N	Individual

Teaching Periods

CMPL 7006 Classical Texts in Chinese Medicine (PG)

Credit Points 10

Legacy Code 400969

Coordinator Henry Liang ([https://directory.westernsydney.edu.au/search/name/Henry Liang/](https://directory.westernsydney.edu.au/search/name/Henry%20Liang/))

Description This unit provides further learning experiences that enable the students to explore the original theories on physiology, pathology, diagnosis, differentiation and treatment of diseases through select periods of Chinese history. Many theoretical concepts, diagnostic systems and therapeutic methods of Traditional Chinese Medicine

(TCM) are still in current usage, and will be covered through the study of important classical texts and academic schools of TCM thought. This unit expands upon the students understanding of TCM theories and practice principles through studies of the classical literature.

School Health Sciences

Discipline Traditional Chinese Medicine

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Incompatible Subjects LGYA 7244 - Classical Texts in Chinese Medicine

Assumed Knowledge

Traditional Chinese Medicine 3, Chinese Medicinal Formulas.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain and critically evaluate the academic thoughts and achievements of the major schools and classical texts that helped form the basis of contemporary TCM practice.
2. Analyse the approaches to the pathogenesis, development, differentiation and treatment of the Cold-injured Diseases, Warm Diseases and chronic diseases covered in the classical texts used in this unit.
3. Develop a working knowledge of the Shang Han Lun and Wenbing Xue texts.

Subject Content

1. Introduction to the key classical texts in TCM
 - Huangdi Neijing (Inner Canon of Yellow Emperor)
 - Nan jing (The Classic on difficulties)
 - Shennong Bencao jing (Shennong's Canon of Materia Medica)
 - Shanghan Zabing Lun (Treatise on Cold-injured and Miscellaneous Diseases)
 - Wenbing Xue (The science of warm diseases)
2. Introduction to the major academic schools in TCM
 - school of Cold-cool therapy (Hejian)
 - school of eliminating Pathogens (Dongxie)
 - school of Internal injury (Yishui)
 - school of yin Nourishing therapy (Danxi)
 - school of spleen-Stomach
 - school of warming-Reinforcing therapy
3. Shang Han Lun
 - introduction to Cold-injured diseases
 - differentiation and treatment of Taiyang, Yangming, Shaoyang, Taiyin, Shaoyin and Jueyin diseases
4. Wen Bing Xue
 - introduction to warm diseases
 - differentiation and treatment of warm diseases according to Wei-Qi-Ying-Xue, and San-jiao diagnostic systems

Teaching Periods

CMPL 7007 Clinical Application of Classical Chinese Herbal Medicine

Credit Points 10

Legacy Code 401130

Coordinator Shengxi (George) Zhang ([https://directory.westernsydney.edu.au/search/name/Shengxi \(George\) Zhang/](https://directory.westernsydney.edu.au/search/name/Shengxi%20(George)Zhang/))

Description This unit presents the origin, development and features of classical Chinese herbal medicine (Jing Fang), and reveals their pharmacological and clinical outcomes based on the latest clinical observation and research. This unit will appeal to practitioners seeking to extend and deepen their knowledge and clinical skills with Chinese herbs and to students embarking on research in this area. The classical texts contain deep insights on Chinese herbs and formulae for a range of conditions. Selective herbal formulae from the Treatise on Cold Pathogenic Diseases (Shanghan Lun) and the Synopsis of Golden Chamber (Jingui Yaolue) are explored in depth to demonstrate the clinical applications.

School Health Sciences

Discipline Traditional Chinese Medicine

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 4716 Master of Chinese Medicine or 4675 Master of Health Science (Traditional Chinese Medicine) and/or 4678 Master of Health Science (Acupuncture).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Discuss the origin and development of classic Chinese herbal medicine (CCHM)
2. Critically analyse the principal features and strategic approaches of CCHM
3. Demonstrate comprehensive skills in applying commonly-used CCHM in contemporary practice
4. Relate the pharmacology and toxicology of CCHM to its clinical outcomes
5. Identify and critically evaluate the strengths and limitations of CCHM

Subject Content

1. Origin and development of Classics of Chinese medicine
 - a. Treatise on Cold Pathogenic Diseases (Shanghan Lun)
 - b. Synopsis of Golden Chamber (Jingui Yaolue)
 - c. Major academic schools of Chinese medicine
2. Feature and methodology of Classic Chinese herbal medicine (CCHM)
 - a. The herbal formula design and strategy
 - b. CCHM and pattern diagnosis
 - c. CCHM modifications
 - d. Dosage and administration of CCHM
3. Review of pharmacological and toxicological research of CCHM
4. Clinical applications of the selected formulae from the Classics
 - a. The exterior expelling formulae
 - b. Heat clearing formulae
 - c. Purgative formulae
 - d. Harmonising formulae
 - e. Qi and blood moving formulae
 - f. Damp and phlegm eliminating formulae
 - g. Internal warming formulae
 - h. Tonic formulae
 - i. Others

5. Strengths and limitations of CCHM

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Essay	2,000 words	30	N	Individual
Essay	2,500 words	30	N	Individual
Peer Review	Minimum of 6 online posts with substantial content to fellow students in relation to online discussion topics	20	N	Individual
Short Answer	20 minutes at each workshop	20	N	Individual

Teaching Periods

CMPL 7008 Clinical Applications of Classical Acupuncture

Credit Points 10

Legacy Code 401131

Coordinator Shengxi (George) Zhang ([https://directory.westernsydney.edu.au/search/name/Shengxi \(George\) Zhang/](https://directory.westernsydney.edu.au/search/name/Shengxi%20(George)Zhang/))

Description This unit presents the origin, development and features of classical acupuncture and reveals the clinical outcomes based on the latest clinical observation and research. This unit will appeal to practitioners seeking to extend and deepen their knowledge and clinical skills with traditional acupuncture and to practitioners embarking on research in this area. Ancient acupuncture theories and techniques will be taught with a focus on their application to contemporary practice based on latest research and on the different theoretical approaches in the design of acupuncture point prescriptions.

School Health Sciences**Discipline** Acupuncture**Student Contribution Band** HECS Band 2 10cp**Level** Postgraduate Coursework Level 7 subject**Equivalent Subjects** CMPL 7001 - Advanced Acupuncture**Restrictions**

Students must be enrolled in 4716 Master of Chinese Medicine.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse the development of acupuncture practice as documented in TCM classical texts
2. Discuss the uses and relative efficacy of different TCM theories used to guide acupuncture practice
3. Analyse the use of different ancient points compared with common points in the treatment of various diseases
4. Demonstrate ancient acupuncture techniques including qi flow methods, Yang Ji Zhou (12 techniques), Green dragon wags its tail

Subject Content

1. Examination of source texts for acupuncture theories and techniques
2. Advanced/ancient acupuncture techniques and their uses, such as Qi flow methods, Green dragon wags its tail, Scarlet phoenix meets the source, Green turtle searches for the point, White tiger shakes its head, Yang Ji Zhou (12 techniques)
3. Channel and point palpation techniques
4. Timing in acupuncture ? zi wu liu zhu
5. Application of eight extraordinary vessels
6. Application of Luo, divergent and sinew channels
7. Application of the 5 transport/shu points
8. Strategies in designing acupuncture prescriptions
9. The connection of current acupuncture theories and techniques to classical theories
10. The developing evidence base for traditional theories and techniques

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Practical Exam	20 minutes each workshop	20	N	Individual
Case Study	2,500 words	35	N	Individual
Essay	2,500 words	35	N	Individual
Peer Review	Minimum of 6 online posts with substantial content to fellow students in relation to online discussion topics	10	N	Individual

Teaching Periods

Autumn Campbelltown Day

Subject Contact Shengxi (George) Zhang ([https://directory.westernsydney.edu.au/search/name/Shengxi \(George\) Zhang/](https://directory.westernsydney.edu.au/search/name/Shengxi%20(George)Zhang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CMPL7008_22-AUT_CA_D#subjects)

CMPL 7009 Clinical Oncology and Chinese Medicine

Credit Points 10

Legacy Code 401136

Coordinator Shengxi (George) Zhang ([https://directory.westernsydney.edu.au/search/name/Shengxi \(George\) Zhang/](https://directory.westernsydney.edu.au/search/name/Shengxi%20(George)Zhang/))

Description This unit is focused on the clinical application of Chinese herbal medicine (CHM) and acupuncture in the management of cancer. Today, cancer is one of the leading causes of death and disease burden. Survival rates for many types of cancer have improved in recent years and long-term survival challenges accepted practices in cancer care and management. This unit explores application of Chinese medicine to the management of cancer, through the ancient wisdom in the classic literature recourses and contemporary clinical practice and research. The unit addresses the commonly used strategies, approaches and roles of Chinese medicine at different stages of cancer as well as the use of Chinese medicine as a supplementary therapy for common types of cancer.

School Health Sciences

Discipline Traditional Chinese Medicine

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 4716 Master of Chinese Medicine (or 4675 Master of Health Science (Traditional Chinese Medicine) and/or 4678 Master of Health Science (Acupuncture)).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Discuss the concept, aetiology and pathogenesis of cancer.
2. Describe basic assessments of cancer and compare an contrast conventional treatments and commonly-used interventions for cancer management using acupuncture and Chinese herbal medicine
3. Critically analyse the theory and practice of CM for relieving symptoms induced by cancer treatment
4. Critically analyse the theory and practice of CM as supportive care for common cancers
5. Identify and critically evaluate the strengths and limitations of CM for cancer

Subject Content

1. Overview of oncology
 - a. Introduction to cancer: concept, causes and classification
 - b. Cancer assessments: grade, staging and cancer markers
 - c. Conventional treatment for cancer
 - surgery
 - Radiotherapy
 - chemotherapy
 - other therapies
2. Overview of CM in relation to cancer
 - a. Historical perspective
 - b. Aetiology and pathogenesis in CM
 - c. Diagnostic approaches in CM

- d. Major research progress of CM for cancer
3. Strategies and principles of CHM and acupuncture management for cancer
 - a. Timing of engagement and relevant approaches
 - b. Treatment principles
 - c. Commonly-used CHM for cancer
 - d. Commonly-used acupuncture for cancer
 - e. Potential anticancer mechanisms of CHM
 - f. Cautions and safety
 4. CM for relieving induced signs and symptoms associated with conventional therapies
 - a. Digestive symptoms
 - b. Bone marrow suppression
 - c. Fatigue
 - d. Hot flashes
 - e. Mucositis
 - f. Others
 5. CM as supportive care for common cancers
 - a. Breast cancer
 - b. Prostate cancer
 - c. Colorectal cancer
 - d. Lung cancer
 - e. Melanoma
 - f. Lymphoma
 - g. Leukaemia
 6. Strengths and limitations of acupuncture and Chinese herbal medicine (CHM)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Completion of 1 case study that requires analysis of de-identified real case and demonstrates the integration of CM knowledge and western medical knowledge in terms of diagnostic information and treatment strategy	2,000 words	30	N	Individual
Completion of a written assignment on a selected contribution of CM in cancer treatment	2,500 words	30	N	Individual

Analysis of clinical cases through vUWS	Minimum of 6 online posts with substantial content to fellow students in relation to online discussion topics	20	N	Individual
In class test	15 minutes of each workshop	20	N	Individual

Teaching Periods

Spring Campbelltown Day

Subject Contact Shengxi (George) Zhang ([https://directory.westernsydney.edu.au/search/name/Shengxi \(George\) Zhang/](https://directory.westernsydney.edu.au/search/name/Shengxi%20(George)%20Zhang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CMPL7009_22-SPR_CA_D#subjects)

CMPL 7010 Clinical Placement

Credit Points 20

Legacy Code 401133

Coordinator Xiaoshu Zhu ([https://directory.westernsydney.edu.au/search/name/Xiaoshu Zhu/](https://directory.westernsydney.edu.au/search/name/Xiaoshu%20Zhu/))

Description This unit provides four weeks of full-time (or part-time equivalent) clinical placement with a choice of clinical training in the defined specialty areas (women's health, musculoskeletal health, mental and neurological disorders, oncology, or chronic and complex diseases). The clinical placement is with experienced specialist practitioners provided in conjunction with the Beijing University of Chinese Medicine in China or by an approved alternative arrangement with the student and limited by available opportunities.

School Health Sciences

Discipline Traditional Chinese Medicine

Student Contribution Band HECS Band 2 20cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) CMPL 7025 OR
CMPL 7016 OR
CMPL 7009 OR
CMPL 7005

Restrictions

Students must be enrolled in 4716 Master of Chinese Medicine.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Synthesise knowledge and competency in the practice of specialty TCM clinical areas;

2. Demonstrate competence in the design and formulation of care of patients in a specialist clinical context;
3. Correctly diagnose, prescribe and administer treatment;
4. Critically examine issues related to the care of patients in a multidisciplinary environment
5. Employ recognised standards of culture and diversity in professional settings

Subject Content

Clinical experience of 4 weeks full-time (or part-time equivalent) with a choice of clinical training in the defined specialty areas (women's health, musculoskeletal health, mental and neurological disorders, oncology in Chinese Medicine, or chronic and complex diseases) with experienced specialist practitioners provided in conjunction with the Beijing University of Chinese Medicine within China or an alternative by arrangement with the student and limited by available opportunities in high turnover specialist clinical settings.

Special Requirements

Legislative pre-requisites

Prior to enrolling in this subject, students must have a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Students must also hold a valid and current First Aid Certificate from a Registered Training Organisation. Use the link to the Special Requirements webpage below for more information.

Special requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Log/ Workbook	4 week clinical block	S/U	Y	Individual
Log/ Workbook	Submission of clinical record book with documentatio on 50 patients	50	Y	Individual
Essay	Written report on the specialist knowledge and skills gained, 4000 words	50	N	Individual

Teaching Periods

1st Half Campbelltown External

Subject Contact Xiaoshu Zhu ([https://directory.westernsydney.edu.au/search/name/Xiaoshu Zhu/](https://directory.westernsydney.edu.au/search/name/Xiaoshu%20Zhu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CMPL7010_22-1H_CA_X#subjects)

2nd Half

Campbelltown

External

Subject Contact Xiaoshu Zhu ([https://directory.westernsydney.edu.au/search/name/Xiaoshu Zhu/](https://directory.westernsydney.edu.au/search/name/Xiaoshu%20Zhu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CMPL7010_22-2H_CA_X#subjects)

CMPL 7011 Dermatology in Chinese Medicine 1

Credit Points 10

Legacy Code 400572

Coordinator Xiaoshu Zhu ([https://directory.westernsydney.edu.au/search/name/Xiaoshu Zhu/](https://directory.westernsydney.edu.au/search/name/Xiaoshu%20Zhu/))

Description This unit along with Dermatology in Chinese Medicine 2 will enable practitioners to develop an in-depth understanding of Traditional Chinese Medicine (TCM) diagnosis and management of a wide range of skin diseases using acupuncture and Chinese herbal medicine. This unit includes orthodox medical diagnosis and management of common skin disorders and the integration of this with TCM theory, diagnosis and management. Dermatology in Chinese Medicine 1 and 2 together provide a strong specialist clinical focus on the management of skin disorders with Chinese medicine.

School Health Sciences

Discipline Traditional Chinese Medicine

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in Master of Health Science (Traditional Chinese Medicine) or Master of Health Science (Acupuncture).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse and compare the TCM diagnosis and management with the orthodox diagnosis and management of a range of common skin disorders including dermatoses caused by viruses, bacteria and fungi, inflammatory dermatoses, physically induced dermatoses, acne, rosacea and psoriasis
2. Identify the clinical manifestations of a range of skin disorders and describe the significance of these
3. Apply the appropriate TCM management of a range of skin diseases including lifestyle and dietary advice, and write individualised prescriptions for acupuncture and/or internal and externally applied herbal formulae
4. Explain the potential adverse effects of a range of western pharmaceuticals used to treat skin disorders, their potential interactions with Chinese herbs and the implications of treatment of skin disorders with Chinese herbal medicine for patients concurrently using western pharmaceutical treatment
5. Evaluate and conclude when special caution or contraindication needs to be considered in treatment of skin disorders with

acupuncture and Chinese herbal medicine (specific disorders, particular patients, concurrent Western medication)

6. Explain the mode of action of externally applied Chinese herbal medicines and their indications and method of application and prepare prescriptions for externally applied herbal formulae in a variety of forms including powders, washes, tinctures, pastes, ointments, plasters
7. Analyse the evidence for the efficacy of treatment of skin disorders with acupuncture and Chinese herbal medicine
8. Explain requirements for storing, labelling and dispensing of external herbal medicines

Subject Content

Clinical manifestations, TCM diagnosis and management (including dietary and lifestyle advice, herbal medicine and/or acupuncture prescription) and orthodox diagnosis and management of:

1. Dermatoses caused by viruses
 - Verruca vulgaris and Verruca plana
 - Condyloma acuminata
 - Herpes simplex
 - Herpes zoster
2. Dermatoses caused by bacteria
 - Folliculitis
 - Erysipelas
 - Impetigo
3. Dermatoses caused by fungi
 - Tinea pedis/capitis/corporalis
 - Candida albicans
4. Inflammatory dermatoses
 - Eczema
 - contact dermatitis
5. Scaly skin diseases
 - Psoriasis
6. Acne
7. Rosacea
8. Integrating TCM and Western medicine in diagnosis and management of skin disorders
 - potential adverse reaction to TCM treatment
 - potential interaction between Western pharmaceuticals and herbal medicines
 - special cautions/contraindications in The TCM treatment of skin disorders
 - relative efficacy of treatment of skin disorders with acupuncture and Chinese herbal medicine
9. Evidence base of TCM in dermatology
10. Externally applied Chinese herbal medicines
 - mode of action
 - Indications
 - application
 - preparation methods and mode application
 - written and verbal instructions
 - storage, dispensing and labelling of herbal medicines

Teaching Periods

CMPL 7012 Evidence Based Practice in Chinese Medicine

Credit Points 10

Legacy Code 401129

Coordinator Isabella Leung ([https://directory.westernsydney.edu.au/search/name/Isabella Leung/](https://directory.westernsydney.edu.au/search/name/Isabella%20Leung/))

Description This unit will introduce and develop the concepts and principles of evidence-based practice as applied to Traditional Chinese Medicine (TCM) and explore specific aspects of research development. Furthermore, this unit will focus on the clinical applications of such research-based evidence and highlight integrative methods combining TCM and biomedical diagnostics and disease management. Students will gain an understanding of the complexities, practicality, and applied methodologies used in research to establish the validity and reliability of TCM theories, diagnostics and interventional techniques in addition to the appropriateness of various outcome measures for research and clinical practice. This unit will provide students with a practical skillset designed to facilitate location, evaluation, integration, and application of scientific research evidence in clinical practice whilst also preparing students for development of research proposals in subsequent units such as Research Protocol Design & Practice.

School Health Sciences

Discipline Traditional Chinese Medicine

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Incompatible Subjects CMPL 7013 - Evidence Based Practice in Chinese Medicine 1 CMPL 7014 - Evidence Based Practice in Chinese Medicine 2

Restrictions

Students must be enrolled in 4716 - Master of Chinese Medicine, 4675 - Master of Health Science (Traditional Chinese Medicine) or 4678 - Master of Health Science (Acupuncture)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Integrate knowledge from both biomedicine and TCM in the diagnosis and treatment of different diseases.
2. Describe the attempts and uses of modern technology and scientific research methods to establish the validity and/or reliability of TCM theory, diagnosis and treatments.
3. Identify research designs and data analysis techniques that can be used in TCM research.
4. Analyse the complexities associated with the application of scientific research methods to TCM.
5. Identify and select outcome measures that can be used in TCM research and clinical practice.
6. Outline a research proposal that is suitable for submission for university ethics approval committee.
7. Outline key issues in developing an evidence base for TCM.
8. Identify key issues in applying TCM evidence to clinical practice.

Subject Content

1. The historical and contemporary evidence bases of TCM and their influence on TCM practice.
2. Integration of biomedicine (including diagnostics and disease management) and TCM.
3. Epidemiological research methods applied to TCM.
4. Quantitative and qualitative research methods in TCM research.
 - Overview of Critical Appraisal.
 - Overview of Basic biostatistics
 - application in TCM clinical practice.
5. Relevant computer skills.
 - database searching.
 - Compiling literature database.

6. Integrating and prioritising clinical information in TCM.
7. Progression and current state of TCM Research.
 - Theory.
 - diagnostic techniques.
 - experimental/laboratory.
 - clinical intervention.
8. Outcome measures for use in TCM research and clinical practice.
9. Future directions of TCM research.
 - emergence of new paradigms in relation to TCM research
 - Developments in TCM research methodology and techniques
 - integration of technological advancements into TCM research
10. Guidelines for preparation of a research proposal adequate for ethics submission.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Literature Review	2,500 words	40%	N	Individual
Proposal	2,500 words	40%	N	Individual
Quiz	Ongoing from week 2 up to week 13	10%	N	Individual
Presentation		10%	N	Individual

Teaching Periods

Autumn Campbelltown Day

Subject Contact Isabella Leung ([https://directory.westernsydney.edu.au/search/name/Isabella Leung/](https://directory.westernsydney.edu.au/search/name/Isabella%20Leung/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CMPL7012_22-AUT_CA_D#subjects)

CMPL 7013 Evidence Based Practice in Chinese Medicine 1

Credit Points 10

Legacy Code 400567

Coordinator Alan Yeung ([https://directory.westernsydney.edu.au/search/name/Alan Yeung/](https://directory.westernsydney.edu.au/search/name/Alan%20Yeung/))

Description This unit will provide the student with the opportunity to develop the skills necessary to search, understand and critically appraise scientific literature related to Chinese medicine. Basic research methods will be introduced sufficient to support the student through this unit. This unit will introduce and develop concepts and principles of evidence-based practice applied to Chinese medicine and explore specific research developments in Chinese medicine.

School Health Sciences

Discipline Traditional Chinese Medicine

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Assumed Knowledge

Equivalent to undergraduate training in Traditional Chinese Medicine or acupuncture.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically appraise Western and Chinese medicine research in terms of appropriateness and validity of research methodology used and conclusions reached
2. Conduct relevant literature searches on Chinese medicine
3. Describe formalised systems of critical appraisal (eg. CASP, Mc Master)
4. Describe different types and levels of research and their application in Chinese medicine and western medicine
5. Interpret basic biostatistics used in scientific research
6. Describe the complexities and limitations of the application of scientific research methodology to Chinese medicine
7. Describe the evidence-base of acupuncture and Chinese herbal medicine in the treatment of a variety of disorders
8. Implement change management strategies to incorporate evidence-based practice (i.e. into clinical practice)

Subject Content

1. Foundations of clinical research
2. Concepts of measurement (validity, reliability)
3. Designs in clinical research
4. Basic data analysis in clinical research
5. Relevant computer skills
 - database Searching
 - Compiling A literature database
6. Evidence-based practice
 - how to become ?evidence-based?f
 - The 5-step EBP process
 - writing A focussed clinical question prior to doing A search
 - levels of evidence
 - RCTs: The gold Standard
 - other levels and types of evidence, their strengths, biases and limitations, including Qualitative research
 - systematic reviews
 - skills required for EBP
 - Searching: sites and sources of evidence: Cochrane, DARE
 - Critical appraisal: checklists to formalise appraisal process (CASP, McMaster)
 - change management and strategies to help implement EBP
 - Ethical and professional responsibilities in TCM

Teaching Periods

CMPL 7014 Evidence Based Practice in Chinese Medicine 2

Credit Points 10

Legacy Code 400568

Coordinator Suzanne Grant ([https://directory.westernsydney.edu.au/search/name/Suzanne Grant/](https://directory.westernsydney.edu.au/search/name/Suzanne%20Grant/))

Description This unit will focus on the integration of Traditional Chinese Medicine (TCM) and Western medicine in the diagnosis and management of disease. A significant focus of this unit will be on

the interpretation and integration of medical diagnostic tests with TCM diagnosis, and will include an examination of the research that attempts to validate TCM theory and diagnostic techniques. Students will learn how to integrate and prioritise clinical information and undertake the development of a research proposal.

School Health Sciences

Discipline Traditional Chinese Medicine

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Assumed Knowledge

Equivalent to undergraduate training in Traditional Chinese Medicine or acupuncture.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Interpret and integrate information from specific western laboratory tests in terms of Chinese medicine diagnostic categories (syndromes).
2. Analyse from a TCM perspective side effects of Western pharmaceuticals.
3. Integrate knowledge from both western medicine and TCM in the diagnosis and treatment of different diseases.
4. Describe the attempts and uses of modern technology and scientific research methods to establish the validity and/or reliability of TCM theory, diagnosis and treatments.
5. Identify research designs and data analysis techniques that can be used in TCM research.
6. Understand and demonstrate the complexities associated with the application of scientific research methods to TCM.
7. Identify and select outcome measures that can be used in TCM research and clinical practice.
8. Prepare a research proposal that is suitable for submission to a university ethics approval committee.

Subject Content

- interpretation and integration of medical diagnostic pathology reports and TCM Diagnosis including: liver function test, hormone levels, full blood Count, blood rheology and urine analysis.
- analysis of side effects of pharmaceutical drugs in relation to TCM diagnostic categories.
- integration of Western medicine (including diagnostics) and TCM.
- TCM differential Diagnosis of common modern diseases.
- Epidemiological research methods.
- Integrating and prioritising clinical information.
- reliability & validation studies of TCM diagnostic techniques and Theory.
- outcome measures for use in research and practice.
- developing guidelines for TCM practice.
- how to prepare A research proposal adequate for ethics submission.

Teaching Periods

CMPL 7015 Mental and Neurological Disorders and Chinese Medicine

Credit Points 10

Legacy Code 401135

Coordinator Yu-Ting Sun ([https://directory.westernsydney.edu.au/search/name/Yu-Ting Sun/](https://directory.westernsydney.edu.au/search/name/Yu-Ting%20Sun/))

Description This unit will enable practitioners to extend their understanding of Chinese Medicine management of a range of mental health conditions and neurological disorders. The clinical focus is on the Chinese Medicine diagnosis and management of these disorders and integration with the orthodox biomedical approaches to disorders that are common in the community. Chinese Medicine treatment will focus on acupuncture and Chinese herbal medicine treatments. Students will learn to apply Chinese Medicine's unique understanding and contribution to the rehabilitation of those who have suffered from disabling psychological/psychiatric and neurological diseases.

School Health Sciences

Discipline Traditional Chinese Medicine

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Incompatible Subjects NATS 7036 - Mental Health in Chinese Medicine
NATS 7038 - Neurological Disorders in Chinese Medicine

Restrictions

Students must be enrolled in 4716 Master of Chinese Medicine, 4717 Graduate Diploma of Chinese Medicine, 4675 Masters of Health Science (Traditional Chinese Medicine), or 4678 Master of Health Science (Acupuncture)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate the strengths and weaknesses of Chinese medicine practice approaches to mental health and neurological disorders
2. Evaluate the application and relative efficacy of different TCM theories used to guide Chinese medicine diagnosis and practice for mental health and neurological disorders
3. Apply the use of different acupuncture and herbal strategies for approaching mental health & neurological cases
4. Analyse the evidence and research from Chinese medicine practice in relation to mental health and neurological disorders
5. Formulate acupuncture and herbal prescriptions for application in mental health and neurological conditions

Subject Content

1. Chinese Medicine understandings of mental health and neurological disorders
2. Strengths and limitations of acupuncture, Chinese herbal medicine and other TCM treatments for mental health and neurological conditions
3. Psychiatric and psychological: approaches to mental health conditions and the place of Chinese medicine interventions in this field
4. Neurological assessments
5. Effects and side effects of common western medications used to treat neurological and mental health conditions
6. Classical TCM thinking about psychology and emotions: the concept of Shen and role of the Heart and other zang-fu organs, blood and qi
7. Chinese medicine and biomedical/ psychological nosology, epidemiology, aetiology, diagnosis and management of common mental health & neurological conditions:
 - Depression: mild Depression, clinical Depression, Bi-polar Depression
 - anxiety
 - mood disorders, including attention Deficit hyperactivity Disorder (ADHD) and post-Traumatic stress Disorder (PTSD)

- drug and alcohol dependence
- sleep disorders
- dementia
- peripheral facial Paralysis (Bell's palsy)
- Headache and migraine
- Epilepsy
- Cerebrovascular accidents and post-Stroke sequelae
- Trigeminal neuralgia
- Meniere's disease
- Parkinson's disease
- motor Neuron disease
- multiple Sclerosis

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
In-class test and demonstration	20 minutes	15	N	Individual
Completion of 1 case study	2000 words	35	N	Individual
Completion of a written assignment	2000 words	35	N	Individual
Participate online through vUWS in critical discussion and appraisal of fellow students written assignment through vUWS	Minimum of 6 online posts with substantial content to fellow students in relation to online discussion topics	15	N	Individual

Teaching Periods

CMPL 7016 Musculoskeletal Health in Chinese Medicine

Credit Points 10

Legacy Code 401134

Coordinator Shengxi (George) Zhang ([https://directory.westernsydney.edu.au/search/name/Shengxi \(George\) Zhang/](https://directory.westernsydney.edu.au/search/name/Shengxi%20Zhang/))

Description This unit will enable practitioners to develop an in-depth understanding of the diagnosis and management of musculoskeletal conditions with acupuncture and Chinese herbal medicine. This unit presents a systematic approach to the assessment of musculoskeletal disorders using Traditional Chinese Medicine (TCM), the application of specific medical tests and includes a focus on common musculoskeletal disorders, sports injuries and rehabilitation. Musculoskeletal Health in Chinese Medicine provides a strong

specialist clinical focus on the management of musculoskeletal health disorders with acupuncture and Chinese herbal medicine.

School Health Sciences

Discipline Traditional Chinese Medicine

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Incompatible Subjects CMPL 7017 - Musculoskeletal Health in Chinese Medicine 1 CMPL 7018 - Musculoskeletal Health in Chinese Medicine 2

Restrictions

Students must be enrolled in 4716 Master of Chinese Medicine.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Articulate the stages of injury in terms of TCM understanding of pathogenesis, diagnosis and corresponding TCM treatment principles
2. Apply a range of diagnostic skills and critically review the value of these in the assessment of common musculoskeletal disorders
3. Analyse signs and symptoms and apply TCM pattern differentiation to diagnose musculoskeletal disorders according to TCM theory, and assess their efficacy in practice
4. Formulate treatment principles and apply various therapeutic techniques including rehabilitation exercises for a range of musculoskeletal disorders and assess their efficacy in practice
5. Critically analyse and integrate TCM diagnosis and management protocols and orthodox diagnosis management
6. Evaluate the strengths and limitations of Chinese medicine treatment of certain musculoskeletal disorders
7. Explore appropriate liaison mechanisms with biomedicine practitioners and other allied health professionals

Subject Content

1. Overview and extension to foundation teaching on TCM in relation to musculoskeletal disorders
2. Physical examination and biomedical diagnostic tests
3. TCM analysis and therapeutic techniques including acupuncture, Chinese herbal medicine, and rehabilitation exercises
 - a. Sports injury: diagnosis and TCM management (excluding dislocations)
 - b. Clinical orthopaedic and neurological syndromes:
 - i. Syndromes of the lumbar spine (including biomechanical dysfunction, disc pathology, chronic back pain, coccydynia)
 - ii. Syndromes of the thoracic spine (including biomechanical dysfunction, Scheuermann's disease, ankylosing spondylitis, costochondritis)
 - iii. Syndromes of the cervical spine (including acute torticollis, chronic neck pain, cervicogenic headache, myofascial trigger points, biomechanical dysfunction, acute cervical disc lesion)
 - iv. Muscle syndromes (including piriformis syndrome)
 - v. Syndromes of the

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Case Study	2,000 words	45	N	Individual
Essay - literature review	2,000 words	45	N	Individual
Practical Exam	20 minutes in one workshop	10	N	Individual

Teaching Periods

2nd Half Campbelltown

Day

Subject Contact Shengxi (George) Zhang ([https://directory.westernsydney.edu.au/search/name/Shengxi \(George\) Zhang/](https://directory.westernsydney.edu.au/search/name/Shengxi%20Zhang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CMPL7016_22-2H_CA_D#subjects)

CMPL 7019 Pharmacology of Chinese Medicines

Credit Points 10

Legacy Code 400569

Coordinator Dilip Ghosh ([https://directory.westernsydney.edu.au/search/name/Dilip Ghosh/](https://directory.westernsydney.edu.au/search/name/Dilip%20Ghosh/))

Description This unit will introduce the student to the pharmacology and toxicology of Chinese herbal medicine. The unit will cover the pharmacological principles of Chinese herbal medicines and identify basic active constituents that contribute to the actions of Chinese herbal medicines. This unit will also introduce safety and toxicology of herbal medicines including mechanisms and measurement of toxicity, known potential adverse reactions of commonly used Chinese herbs, known potential interactions with Western pharmaceuticals and management of adverse events.

School Health Sciences

Discipline Traditional Chinese Medicine

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Assumed Knowledge

Equivalent to undergraduate training in Traditional Chinese Medicine.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the principles and mechanisms of pharmacokinetics, pharmacodynamics and the pharmacological actions of Chinese herbs and key constituents
2. Critically analyse the relationship between classes of drugs, Traditional Chinese Medicine (TCM) theories and classification of Chinese herbs
3. Describe how toxicity of herbal medicine is understood, mechanisms of toxicity, and how toxicity is tested for and measured; and explain the toxicity (including toxic components), dosage ranges, specific preparation requirements, cautions and

contraindications associated with a variety of Chinese herbs and herbal medicinal formulae

4. Identify known potential adverse reactions to specific Chinese herbs and known potential interactions between specific Chinese herbs and Western pharmaceuticals
5. Justify Chinese herbal medicine prescribing considerations that need to be taken into account for patients taking western pharmaceuticals
6. Explain the management of adverse reactions
7. Prepare a report on an adverse event according to the adverse event reporting protocol used in western medicine

Subject Content

1. Principles of drug disposition
 - absorption
 - Distribution
 - metabolism
 - Excretion
2. Principles of pharmacokinetics
3. Principles of pharmacodynamics: mechanisms of drug action
4. Mechanisms of drug interactions
 - Pharmacokinetic interactions
 - Pharmacodynamic drug interactions
5. Classes of pharmaceutical drugs
6. Pharmacological actions of classes of Chinese herbs and commonly used herbs
7. Relationship between classes of drugs, TCM theories and classification of herbs
8. Chinese herbal medicine toxicity and adverse reactions
9. Concept of toxicity
10. Mechanisms of toxicity
11. Toxicity testing and measurement
12. Toxic Chinese herbs and components: identification, dosage, specific preparation requirements, cautions/contraindications
13. Known potential adverse reactions to specific Chinese herbs
14. Concurrent use of Chinese herbs and western pharmaceuticals: prescribing considerations, known potential interactions
15. Management and reporting of adverse reactions

Teaching Periods

CMPL 7020 Research Project and Thesis

Credit Points 30

Legacy Code 401138

Coordinator Xiaoshu Zhu ([https://directory.westernsydney.edu.au/search/name/Xiaoshu Zhu/](https://directory.westernsydney.edu.au/search/name/Xiaoshu%20Zhu/))

Description This is a 60 credit point year-long subject taken over two terms (30 credit points in each term). This subject requires students to complete a substantial piece of independent research in Chinese Medicine including research planning, study design, data collection, analysis and interpretation. Dissertation projects are developed in consultation with staff who possess similar research interests and relevant research experience. Students may wish to submit their work for examination in a form suitable for publication in the peer-reviewed literature (with supplementary material as appropriate).

School Health Sciences

Discipline Traditional Chinese Medicine

Student Contribution Band HECS Band 2 30cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) CMPL 7012 AND
PUBH 7016 OR
HLTH 7008

Co-requisite(s) AGEN 7005

Restrictions

Students must be enrolled in a postgraduate program and have a GPA of 5.0 or greater. Students transferring from the current teaching-out program 4675 Master of Health Science (Traditional Chinese Medicine) and 4678 Master of Health Science (Acupuncture) may be eligible to entry into the subject with 401080 Research Protocol Design and Practice as corequisite subject to individual assessments.

Assumed Knowledge

It is assumed that the student would have completed core (or foundational) subjects associated with their Masters program, ideally in relevant research design and practice related disciplines.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Develop a research proposal in consultation with SSH supervisor(s)
2. Conduct research independently under the direction of SSH supervisor(s)
3. Complete research to an expected disciplinary standard
4. Develop skills in presenting scientific reports

Subject Content

Research proposal development related to Chinese Medicine in consultation with SSH supervisor(s)
Data collection, collation, and analysis
Interpretation and dissemination of research findings

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Thesis	15,000-20,000 words	85	Y	Individual
Presentation	30 minutes class presentation	15	N	Individual

Teaching Periods

1st Half Campbelltown Day

Subject Contact Xiaoshu Zhu ([https://directory.westernsydney.edu.au/search/name/Xiaoshu Zhu/](https://directory.westernsydney.edu.au/search/name/Xiaoshu%20Zhu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CMPL7020_22-1H_CA_D#subjects)

2nd Half Campbelltown

Day

Subject Contact Xiaoshu Zhu ([https://directory.westernsydney.edu.au/search/name/Xiaoshu Zhu/](https://directory.westernsydney.edu.au/search/name/Xiaoshu%20Zhu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CMPL7020_22-2H_CA_D#subjects)

CMPL 7021 Specialities in Traditional Chinese Medicine 1 (PG)

Credit Points 10

Legacy Code 400919

Coordinator Xiaoshu Zhu ([https://directory.westernsydney.edu.au/search/name/Xiaoshu Zhu/](https://directory.westernsydney.edu.au/search/name/Xiaoshu%20Zhu/))

Description This unit provides learning experiences that enable the health professional to analyse, diagnose and treat common gynaecological diseases and musculoskeletal conditions using a TCM approach with acupuncture and Chinese herbal medicine. Students will develop a good understanding of the causes and pathophysiological mechanisms of common gynaecological diseases and musculoskeletal conditions.

School Health Sciences

Discipline Traditional Chinese Medicine

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) CMPL 7003

Incompatible Subjects LGYA 7248 - Specialities in Traditional Chinese Medicine

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Discuss the unique features of women's physiology and pathology in relation to the pathogenesis and diagnosis of gynaecological diseases.
2. Explain the causes and patho-physiological mechanisms of common gynaecological

Subject Content

1. Introduction to Orthopaedics (including Traumatology & Rheumatology)

- physical Examination
 - principles of treatment and therapies
 - methods of management
2. Injury of muscle, tendon and bone
- Stiff Neck/Cervical soft tissue sprain
 - Cervical spondylopathy
 - scapulohumeral peri-arthritis
 - carpal tunnel syndrome
 - Acute lumbar muscle sprain
 - prolapse of lumbar intervertebral disc
 - Sciatica
 - post surgical management, scar treatment
3. Sport medicine

- injury treatment and management (injuries to ligaments, tendons, muscle and bone ? knee, elbow, shoulder, wrist, thigh, calf, ankle, Neck, low back)

- performance enhancement

4. Introduction to gynaecology

- special features of women's physiology (TCM & WM)

- aetiology, Diagnosis and therapeutic methods

- A synopsis of gynaecological pathology

5. Disorders of menstruation

- early menstruation

- delayed menstruation

- irregular menstruation

- amenorrhoea

- abnormal Functional uterine bleeding

- premenstrual syndrome

- menopausal syndrome

6. Disorders of the female genitalia

- abnormal vaginal discharge

- breast lumps: Fibrocystic diseases, fibroadenoma, nodules, mastitis

7. Di

Teaching Periods

CMPL 7022 Specialities in Traditional Chinese Medicine 2 (PG)

Credit Points 10

Legacy Code 400923

Coordinator Amy Tan ([https://directory.westernsydney.edu.au/search/name/Amy Tan/](https://directory.westernsydney.edu.au/search/name/Amy%20Tan/))

Description The specialties of pediatrics, dermatology, ear, nose, throat (ENT) and eye diseases, are important divisions of TCM activity. This unit enables students to develop an understanding of the aetiology and pathophysiology of common paediatric, dermatological, ENT and eye disorders, and to analyze, diagnose and treat these conditions using acupuncture and Chinese herbal medicine.

School Health Sciences

Discipline Traditional Chinese Medicine

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) CMPL 7003

Incompatible Subjects LGYA 7259 - Specialities in Traditional Chinese Medicine 2

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the causes and pathophysiological mechanisms of a range of common paediatric, dermatological, ENT and eye diseases, by demonstrating an understanding of the significance of clinical manifestations
2. Evaluate the relevance of characteristics of children's age, normal growth and development fo

Subject Content

1. Paediatrics

a). General Introduction

- physiology and pathophysiology of children

- feeding and health care

- Basic skills of Examination of children
- diagnostic and treatment principles in pediatrics
- acupuncture in pediatrics
- Chinese herbal medicine in pediatrics
- b). Lung System Disorders
 - common Cold
 - Cough
 - Asthma in children
- c). Spleen System Disorders
 - Infantile Diarrhoea
 - Abdominal pain
 - Anorexia
 - food Stagnancy
- d). Kidney System Disorders
 - Acute nephritis
 - Nephritic syndrome
 - Enuresis
- e). Infectious Diseases
 - Measles
 - Rubella
 - Varicella (chickenpox)
 - Mumps
 - Pertussis (Whooping Cough)
- f). Miscellaneous Diseases
 - attention Deficit Disorder (add)
 - Sweating syndrome
- 2. Dermatology
 - aetiology and pathogenesis of Dermatoses
 - key points of differentiation for The skin Lesions
 - external applications with Chinese herbs and acupuncture
 - b). Viral Dermatitis
 - Herpes zoster (She Chuan Chuang)
 - common Wart (Xun Chang You)
 - Flat Wart (Bian Ping You)
 - Genital Wart (Jian Rui Shi You)
 - c). Fungal and other Infectious Dermatitis
 - Tinea capitis (Tou Xuan)
 - Tinea Corporis (Ti Xuan)
 - Tinea Manuum (Shou Xuan)
 - Tinea pedis (Zu Xuan)
 - Tinea Unguium (Jia Xuan)
 - Impetigo (Nong Pao Chuang)
 - Scabies (Jie Chuang)
 - d). Allergic Dermatitis
 - Eczema (Shi Chuang)
 - Urticaria (Hives) (yin Zhen)
 - contact dermatitis
 - e). Disorders of Sebaceous Glands and Hair Follicles
 - Acne (Fen Ci)
 - Seborrhic dermatitis (Bai Xie Feng)
 - Alopecia Areata (You Feng)
 - f). Other Dermatitis
 - Neurodermatitis (Niu Pi Xuan)
 - Psoriasis (Bai Bi)
 - Vitiligo (Bai Dian Feng)
 - systemic Lupus Erythematosus (SLE) (Hong Hu Die Chuang)
- 3. ENT & Eyes
 - rhinitis (allergic, chronic)
 - sinusitis
 - tinnitus and deafness
 - suppurative otitis media (Acute and chronic)
 - pharyngitis & laryngitis
 - tonsillitis
 - conjunctivitis (Acute, chronic, spring)
 - hordeolum

4. Review of herbal formulas, individual herbs, and acupuncture points as they are covered in the above topics

Teaching Periods

CMPL 7023 Traditional Chinese Medicine Practice 3 (PG)

Credit Points 10

Legacy Code 400920

Coordinator Xiaoshu Zhu ([https://directory.westernsydney.edu.au/search/name/Xiaoshu Zhu/](https://directory.westernsydney.edu.au/search/name/Xiaoshu%20Zhu/))

Description This unit represents a continuation of the clinical practicum and development of clinical skills. Students will also be able to apply their knowledge of professional theory, practice, research and evaluation skills to the investigation of Traditional Chinese Medicine (TCM) problems. Students will be expected to demonstrate competence in handling patients in a clinical context, synthesise knowledge from their studies of specialities in TCM and critically examine the practical aspects of acupuncture and Chinese herbal medicine research. Students will also learn basic knowledge of health preservation and enhancement including lifestyle, diet and physical exercise.

School Health Sciences

Discipline Traditional Chinese Medicine

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Incompatible Subjects LGYA 7249 - Traditional Chinese Medicine Practice (Research Project)

Assumed Knowledge

It is assumed the students will have a thorough knowledge of TCM theory, acupuncture and Chinese herbal medicine as a foundation for this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Competently manage patients in a clinical context;
2. Apply concepts and skills covered so far in Chinese Internal Medicine 1 and Specialities in TCM 1 in a clinical context;
3. Critically examine practical aspects of acupuncture and Chinese herbal medicine research;
4. Practice preserving and enhancing health and wellbeing by implementing knowledge and skills in prescribing lifestyle, diet and physical exercise modifications.

Subject Content

1. All aspects of clinical management and practice appropriate to the private practice of TCM in Australia:
 - appointment taking
 - case history taking and evaluation
 - Diagnosis, treatment Principle and prescriptions
 - patient management and liaison
 - treatment ? acupuncture, Chinese herbs, moxa and cupping
 - account management
 - intra/inter-professional referrals

2. Satisfactory competence in all skills related to acupuncture and Chinese herbal practice, including diagnosis, formation of treatment plans, performance of interventions and follow-up
3. Synthesis of practical aspects of acupuncture and Chinese herbal medicine research, including critical review and analysis of clinical trials and relevant experimental research
4. Health Preservation and Enhancement
 - health preservation
 - methods of health preservation
 - Cultivation of mind
 - dietary regulation
 - Balance between work & rest
 - physical Exercise
 - Chinese medicine dietary therapy
 - Dietetic treatment for common disorders
 - Dietetic materials
 - Cereals
 - Fruit
 - vegetables
 - Nuts
 - Condiments
 - Meats
 - Fish
 - commonly used herbs

Special Requirements

Legislative pre-requisites

First Aid Certificate.

Teaching Periods

CMPL 7024 Traditional Chinese Medicine Practice 4 (PG)

Credit Points 10

Legacy Code 400924

Coordinator Henry Liang ([https://directory.westernsydney.edu.au/search/name/Henry Liang/](https://directory.westernsydney.edu.au/search/name/Henry%20Liang/))

Description This unit represents a continuation of the clinical practicum and development of clinical skills. Students will be able to integrate their theoretical knowledge, practice skills and research base to the investigation, diagnosis and supervised treatment of patients in a clinical context. Students will be able to synthesise knowledge and competency in the practice of clinical areas of focus taught in Chinese Medicine I and II, and Specialties in TCM I and II. Students will be expected to demonstrate professional competence in handling patients in a clinical context, diagnosing more complex cases and devising and managing the integrated care of patients using TCM.

School Health Sciences

Discipline Traditional Chinese Medicine

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Incompatible Subjects LGYA 7255 - Traditional Chinese Medicine Practice 4

Assumed Knowledge

Traditional Chinese Medicine 3 (PG).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Competently manage all aspects of TCM clinical practice;
2. Design and formulate the care of patients in a clinical context;
3. Critically examine issues related to complex cases and the care of patients in a multidisciplinary environment;
4. Synthesise knowledge and demonstrate competence in the practice of a range of the specialty TCM areas;
5. Articulate and apply a high standard of professional ethics.

Subject Content

1. Practice of acupuncture and related techniques including:
 - appointment taking
 - case history taking and evaluation
 - Diagnosis, treatment Principle and prescriptions
 - patient management and liaison
 - treatment ? acupuncture, Chinese herbs, and associated techniques
 - account management
 - intra/inter-professional referrals
 - Working in A multidisciplinary environment
 - Ethical Marketing and promotion
2. Satisfactory competence in all skills related to acupuncture and Chinese herbal practice, including diagnosis, formation of treatment plans, performance of interventions and follow-up.
3. Professional ethics and privacy management in health

Teaching Periods

CMPL 7025 Women's Health in Chinese Medicine

Credit Points 10

Legacy Code 401132

Coordinator Yu-Ting Sun ([https://directory.westernsydney.edu.au/search/name/Yu-Ting Sun/](https://directory.westernsydney.edu.au/search/name/Yu-Ting%20Sun/))

Description This unit will enable practitioners to extend their understanding of Chinese Medicine management of a range of women's health conditions. The clinical focus of this unit is on the integration of Chinese Medicine and conventional therapies in the treatment of disorders of the menstrual cycle, obstetric disorders, fertility, menopause and breast disease.

School Health Sciences

Discipline Traditional Chinese Medicine

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Incompatible Subjects CMPL 7026 - Women's Health in Chinese Medicine 1 AND CMPL 7027 - Women's Health in Chinese Medicine 2

Restrictions

Students must be enrolled in 4716 Master of Chinese Medicine (or Master of Health Science (Traditional Chinese Medicine) and/or Master of Health Science (Acupuncture)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe symptoms and signs of and diagnose a range of specific gynaecological and obstetric diseases and syndromes
2. Be familiar with the range of medical diagnostic tests commonly used in western medicine investigations of gynaecological and obstetric disorders
3. Apply skills in application of integrating TCM and orthodox medicine in the diagnosis and where appropriate, management of gynaecological and obstetric disorders
4. Analyse and critically examine practice protocols in TCM compared to orthodox management
5. Articulate the strengths and limitations of acupuncture and Chinese herbal medicine in the treatment of particular gynaecological and obstetric diseases
6. Articulate when to refer for medical advice/treatment and indicate appropriate liaison with gynaecologists, obstetricians and other relevant medical personnel

Subject Content

1. Signs & symptoms of gynaecology
2. Signs & symptoms of obstetrics
3. Strengths & limitations of TCM management in gynaecology & obstetrics
4. Referring to Western medicine practitioners: who, when, how, why
5. Commonly used western medical diagnostic tests - hormone tests, laparoscopy, ultrasound, and sperm tests relevant to women?fs conditions
6. Integration of TCM and orthodox medicine in diagnosis and management of specific gynaecological and obstetric disorders including:
 - menstrual-related disorders
 - menopausal disorders
 - breast disorders
 - obstetric-related conditions and applications - Prenatal support, birth assistance, Postnatal care
 - Infertility (both female and Male Infertility)
7. Impact of lifestyle and social role on women?fs health

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	2,000 words	35	N	Individual
Online vUWS Participation	Minimum of 6 online posts with substantial content to fellow students in relation to online discussion topics*	10	N	Individual
Written Assignment	2,000 words	35	N	Individual
Test	20 minutes on each workshop	20	N	Individual

Teaching Periods

2nd Half Campbelltown

Day

Subject Contact Yu-Ting Sun ([https://directory.westernsydney.edu.au/search/name/Yu-Ting Sun/](https://directory.westernsydney.edu.au/search/name/Yu-Ting%20Sun/))

View timetable (https://classregistration.westernsydney.edu.au/event/timetable/?subject_code=CMPL7025_22-2H_CA_D#subjects)

CMPL 7026 Women's Health in Chinese Medicine 1

Credit Points 10

Legacy Code 400570

Coordinator Suzanne Cochrane ([https://directory.westernsydney.edu.au/search/name/Suzanne Cochrane/](https://directory.westernsydney.edu.au/search/name/Suzanne%20Cochrane/))

Description This unit enables practitioners to extend their understanding of a range of gynaecological and obstetric disorders and to diagnose and treat these using acupuncture and patent herbal medicines. The clinical focus of this unit is on the integration of Traditional Chinese Medicine (TCM) in the treatment of disorders of the menstrual cycle, obstetric disorders, menopause and breast disease.

School Health Sciences

Discipline Traditional Chinese Medicine

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects CMPL 7026 - Women's Health in Chinese Medicine 1

Assumed Knowledge

Assumed knowledge equivalent to undergraduate training in Traditional Chinese Medicine. Students must have completed a minimum of two years training in raw Chinese herbal medicine prescribing as part of their overall undergraduate training.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse symptoms and signs and diagnose the disease and syndrome for a range of specific gynaecological and obstetric diseases
2. Understand the significance of signs and symptoms specific to gynaecology and obstetrics
3. Interpret the range of medical diagnostic tests commonly used in western medicine investigation of gynaecological and obstetric disorders
4. Integrate TCM and orthodox medicine in the diagnosis and where appropriate, management of gynaecological and obstetric disorders
5. Analyse and critically examine practice protocols in acupuncture compared to orthodox management
6. Articulate the strengths and limitations of acupuncture in the treatment of particular gynaecological and obstetric diseases
7. Articulate when to refer for medical advice/treatment and how to liaise with gynaecologists, obstetricians and other relevant medical personnel

Subject Content

1. Signs & symptoms in gynaecology
2. Signs & symptoms in obstetrics
3. Strengths & limitations of TCM management in gynaecology & obstetrics
4. Referring to Western medicine practitioners: who, when, how, why
5. Commonly used western medical diagnostic tests
 - hormone tests
 - Laparoscopy
 - Ultrasound
 - Sperm tests
6. Integration of TCM and orthodox medicine in diagnosis and management (with an emphasis on acupuncture treatment) of specific gynaecological and obstetric disorders including:
 - i) Menstrual-related disorders
 - Disordered menstrual cycle
 - Dysmenorrhoea
 - signs & Symptoms associated with menstruation, esp. PMS
 - ii) Menopausal disorders
 - iii) Breast disorders
 - iv) Pelvic disorders & discharges
 - v) Obstetric-related disorders
 - Infertility
 - Morning sickness
 - Prenatal acupuncture
 - birth assistance
 - Postnatal acupuncture
7. Impact of lifestyle and social role on women's health

Teaching Periods

CMPL 7027 Women's Health in Chinese Medicine 2

Credit Points 10

Legacy Code 400571

Coordinator Suzanne Cochrane ([https://directory.westernsydney.edu.au/search/name/Suzanne Cochrane/](https://directory.westernsydney.edu.au/search/name/Suzanne%20Cochrane/))

Description This unit enables practitioners to extend their understanding of a range of gynaecological and obstetric disorders and to diagnose and treat these primarily using Chinese herbal medicine. The clinical focus of this unit is on the integration of Traditional Chinese Medicine (TCM) in the treatment of complex disorders of the menstrual cycle, infertility, obstetric disorders, menopause, pelvic and breast disease.

School Health Sciences

Discipline Traditional Chinese Medicine

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects CMPL 7027 - Women's Health in Chinese Medicine 2

Assumed Knowledge

Assumed knowledge equivalent to undergraduate training in Traditional Chinese Medicine. Students must have completed a minimum of two years training in raw Chinese herbal medicine prescribing as part of their overall undergraduate training.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse symptoms and signs and diagnose the disease and syndrome for a range of complex gynaecological and obstetric diseases, including infertility
2. Interpret the range of medical diagnostic tests commonly used in western medicine investigation of complex gynaecological and obstetric disorders and infertility
3. Integrate TCM and orthodox medicine in the diagnosis and where appropriate, management of complex gynaecological and obstetric disorders and fertility
4. Analyse and critically examine practice protocols in TCM compared to orthodox management
5. Articulate the strengths and limitations of Chinese herbal medicine in the treatment of complex gynaecological and obstetric diseases

Subject Content

Integration of TCM and orthodox medicine in diagnosis and management (with an emphasis on Chinese herbal treatment) of complex gynaecological and obstetric disorders including:

1. Menstrual-related disorders
 - Disordered menstrual cycle
 - Dysmenorrhoea
 - signs & Symptoms associated with menstruation
 - dysfunctional uterine bleeding
 - Endometriosis/adenomyosis
2. Menopausal disorders
3. Breast disorders
 - Fibrocystic breast disease
 - breast cancer
4. Pelvic disorders & discharges
 - Inflammatory conditions
 - Ovarian cysts
 - Polycystic ovaries
 - uterine fibroids
 - Cervical dysplasia
 - Pelvic Inflammatory disease
 - Leukorrhoea
 - Thrush
5. Infertility
 - commonly used Western medical diagnostic tests
 - Western medical management of Infertility
 - female Factors
 - Male Factors
 - Diagnosis & treatment
 - TCM role in art
6. Obstetric-related disorders
 - Threatened miscarriage
 - Intrauterine growth retardation
 - Pregnancy-induced hypertension
 - Incomplete abortion
 - Postnatal Depression
 - Lactation disorders
7. Fu Ke Classic literature
8. Strengths & limitations of TCM management in gynaecology & obstetrics
9. Referring to Western medicine practitioners: who, when, how, why

Teaching Periods

CMPL 9001 HDR Thesis - Centre for Complementary Medicine

Credit Points 20

Legacy Code 800138

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School NICM Health Research Institute

Discipline Complementaty Therapies

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

CMPL 9002 Higher Degree Research Thesis - Traditional Chinese Medicine

Credit Points 20

Legacy Code 800105

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Health Sciences

Discipline Traditional Chinese Medicine

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CMPL9002_22-RQ1_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CMPL9002_22-RQ1_CA_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CMPL9002_22-RQ2_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CMPL9002_22-RQ2_CA_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CMPL9002_22-RQ3_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CMPL9002_22-RQ3_CA_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CMPL9002_22-RQ4_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CMPL9002_22-RQ4_CA_D#subjects)

COMM 0001 Academic Literacy (WSTC)

Credit Points 10

Legacy Code 900095

Coordinator Liz Martin ([https://directory.westernsydney.edu.au/search/name/Liz Martin/](https://directory.westernsydney.edu.au/search/name/Liz%20Martin/))

School Western Sydney The College

Discipline Written Communication

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Quarter 1

Penrith (Kingswood)

Day

Subject Contact Liz Martin ([https://directory.westernsydney.edu.au/search/name/Liz Martin/](https://directory.westernsydney.edu.au/search/name/Liz%20Martin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0001_22-Q1_KW_D#subjects)

Parramatta City - George St

Day

Subject Contact Liz Martin ([https://directory.westernsydney.edu.au/search/name/Liz Martin/](https://directory.westernsydney.edu.au/search/name/Liz%20Martin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0001_22-Q1_PG_D#subjects)

Quarter 2

Penrith (Kingswood)

Day

Subject Contact Liz Martin ([https://directory.westernsydney.edu.au/search/name/Liz Martin/](https://directory.westernsydney.edu.au/search/name/Liz%20Martin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0001_22-Q2_KW_D#subjects)

Parramatta City - George St

Day

Subject Contact Liz Martin ([https://directory.westernsydney.edu.au/search/name/Liz Martin/](https://directory.westernsydney.edu.au/search/name/Liz%20Martin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0001_22-Q2_PG_D#subjects)

Quarter 3

Penrith (Kingswood)

Day

Subject Contact Liz Martin ([https://directory.westernsydney.edu.au/search/name/Liz Martin/](https://directory.westernsydney.edu.au/search/name/Liz%20Martin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0001_22-Q3_KW_D#subjects)

Parramatta City - George St

Day

Subject Contact Liz Martin ([https://directory.westernsydney.edu.au/search/name/Liz Martin/](https://directory.westernsydney.edu.au/search/name/Liz%20Martin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0001_22-Q3_PG_D#subjects)

Quarter 4

Penrith (Kingswood)

Day

Subject Contact Liz Martin ([https://directory.westernsydney.edu.au/search/name/Liz Martin/](https://directory.westernsydney.edu.au/search/name/Liz%20Martin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0001_22-Q4_KW_D#subjects)

Parramatta City - George St

Day

Subject Contact Liz Martin ([https://directory.westernsydney.edu.au/search/name/Liz Martin/](https://directory.westernsydney.edu.au/search/name/Liz%20Martin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0001_22-Q4_PG_D#subjects)

COMM 0002 Academic Skills for Communication (WSTC Prep)

Credit Points 10

Legacy Code 700218

Coordinator Chantal Rozairo ([https://directory.westernsydney.edu.au/search/name/Chantal Rozairo/](https://directory.westernsydney.edu.au/search/name/Chantal%20Rozairo/))

Description This unit introduces students to the essential academic skills required for success in tertiary studies. It employs an explicit pedagogy approach to teach students how to become independent, active, and reflective learners. The unit also includes essential research and writing skills specific to the Communication Arts.

School Western Sydney The College

Discipline Communication and Media Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Restrictions Students must be enrolled at Western Sydney University, The College.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Use both independent and collaborative learning strategies to advance the knowledge of the individual and that of their peers.
2. Communicate effectively through the development of critical reading, listening, speaking and writing skills in context.
3. Locate and use information technology systems and educational technologies to support learning and assessment.
4. Apply critical thinking, and use problem solving skills and research skills, to make informed decisions.
5. Apply the process of reflection to learning experiences, in order to assess their own learning styles and learn how to learn.
6. Demonstrate an understanding of the difference between qualitative and quantitative research, as well as primary and secondary sources, as it applies to the communication arts.

Subject Content

1. Introduction to tertiary study
2. Advanced tertiary skills
3. Information skills and blended learning
4. Essential skills for the arts, social sciences and humanities
1. Introduction to tertiary study
2. Advanced tertiary skills
3. Information skills and blended learning
4. Essential skills for the arts, social sciences and humanities

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation		20	N	Individual
Portfolio		50	N	Individual
Essay		30	N	Individual

Teaching Periods

Term 1

Nirimba Education Precinct

Day

Subject Contact Chantal Rozairo ([https://directory.westernsydney.edu.au/search/name/Chantal Rozairo/](https://directory.westernsydney.edu.au/search/name/Chantal%20Rozairo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0002_22-T1_BL_D#subjects)

Term 3

Nirimba Education Precinct

Day

Subject Contact Chantal Rozairo ([https://directory.westernsydney.edu.au/search/name/Chantal Rozairo/](https://directory.westernsydney.edu.au/search/name/Chantal%20Rozairo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0002_22-T3_BL_D#subjects)

COMM 0003 Academic Skills for Design (WSTC Prep)

Credit Points 10

Legacy Code 700221

Coordinator Ben Fletcher ([https://directory.westernsydney.edu.au/search/name/Ben Fletcher/](https://directory.westernsydney.edu.au/search/name/Ben%20Fletcher/))

Description This unit introduces students to the essential academic skills required for success in tertiary studies. It employs an explicit pedagogy approach to teach students how to become independent, active, and reflective learners. The unit also includes essential research and writing skills specific to the Diploma in Design.

School Western Sydney The College

Discipline Communication and Media Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Restrictions Students must be enrolled at Western Sydney University, The College.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Use both independent and collaborative learning strategies to advance the knowledge of the individual and that of their peers.
2. Communicate effectively through the development of critical reading, listening, speaking and writing skills in context.
3. Locate and use information technology systems and educational technologies to support learning and assessment.
4. Apply critical thinking, and use problem solving skills and research skills, to make informed decisions.

5. Apply the process of reflection to learning experiences, in order to assess their own learning styles and learn how to learn.

Subject Content

1. Introduction to tertiary study
2. Advanced tertiary skills
3. Information skills and blended learning
4. Essential skills for the Arts, Social Sciences and Humanities
1. Introduction to tertiary study
2. Advanced tertiary skills
3. Information skills and blended learning
4. Essential skills for the Arts, Social Sciences and Humanities

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection		30	N	Individual
Presentation		10	N	Individual
Report		30	N	Individual
Essay	1,000 words	30	N	Individual

Teaching Periods

Term 1

Nirimba Education Precinct

Day

Subject Contact Ben Fletcher ([https://directory.westernsydney.edu.au/search/name/Ben Fletcher/](https://directory.westernsydney.edu.au/search/name/Ben%20Fletcher/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0003_22-T1_BL_D#subjects)

Term 3

Nirimba Education Precinct

Day

Subject Contact Ben Fletcher ([https://directory.westernsydney.edu.au/search/name/Ben Fletcher/](https://directory.westernsydney.edu.au/search/name/Ben%20Fletcher/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0003_22-T3_BL_D#subjects)

COMM 0004 Communication and Media (WSTC Prep)

Credit Points 10

Legacy Code 700260

Coordinator Chantal Rozairo ([https://directory.westernsydney.edu.au/search/name/Chantal Rozairo/](https://directory.westernsydney.edu.au/search/name/Chantal%20Rozairo/))

Description Communication and Media introduces students to key terminology, concepts and debates in the fields of Communication and Media Studies. The unit looks at the role of communication in a variety of private, professional and public contexts, developing students' ability to identify, evaluate and adopt effective communication practices. Students will also be introduced to the basic critical vocabulary and tools necessary to analyse media discourse and advertising.

School Western Sydney The College

Discipline Communication And Media Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects COMM 0005 - Communication and Media (UWSC)

Restrictions Students must be enrolled at Western Sydney University The College.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of the components of communicative acts, private as well as public.
2. Accurately apply key terminology in the Media and Communication Studies.
3. Discuss the impact of globalisation and technological development on communication and media.
4. Analyse the impact of media representations and advertising on the individual, as well as on broader social, political, and cultural processes.
5. Critically assess media content in terms of balance, accuracy and agenda.
6. Demonstrate an understanding of the implications of media ownership and editorial control in the production of media texts.
7. Discuss the concept of censorship.

Subject Content

Introduction to communication and media and communicator types
 Understanding nonverbal communication
 Conflict Resolution and Negotiation
 Communication in the workplace
 Communication, News and Advertising
 The impact of technology and social media
 The globalisation of communication and new media
 Audience and censorship
 Introduction to communication and media and communicator types
 Understanding nonverbal communication
 Conflict Resolution and Negotiation
 Communication in the workplace
 Communication, News and Advertising
 The impact of technology and social media
 The globalisation of communication and new media
 Audience and censorship

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	1 hour	10	N	Individual
Presentation	10-12 minutes 200-300 words	20	N	Both (Individual & Group)
Portfolio	1500-2500 words	50	N	Individual
Quiz	90 minutes	20	N	Individual

Prescribed Texts

- UWSCollege Communication and Media Textbook

Teaching Periods

Term 1

Nirimba Education Precinct

Day

Subject Contact Chantal Rozairo ([https://directory.westernsydney.edu.au/search/name/Chantal Rozairo/](https://directory.westernsydney.edu.au/search/name/Chantal%20Rozairo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0004_22-T1_BL_D#subjects)

Term 3

Nirimba Education Precinct

Day

Subject Contact Chantal Rozairo ([https://directory.westernsydney.edu.au/search/name/Chantal Rozairo/](https://directory.westernsydney.edu.au/search/name/Chantal%20Rozairo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0004_22-T3_BL_D#subjects)

COMM 0005 Communication and Media (WSTC)

Credit Points 10

Legacy Code 900026

Coordinator Ben Fletcher ([https://directory.westernsydney.edu.au/search/name/Ben Fletcher/](https://directory.westernsydney.edu.au/search/name/Ben%20Fletcher/))

Description The globalisation or interdependence caused by changes in economies and communications along with the influence of new forms of communication and mass media has led to the introduction of media and communications courses in secondary and tertiary education programs. This unit is one which will not only attempt to structure student interest in general communication principles, media, and information technology but also enhance their vocational, interpersonal and academic potential. It is designed to be an introduction to media and communication studies at university.

School Western Sydney The College

Discipline Communication And Media Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Class Quiz	1 hour	5	N	Individual
Seminar	10-12 minutes	10	N	Individual
Presentation and Evaluation	+ 200-300 words			

Research Essay	1,200 words	15	N	Individual
Portfolio	1,500-2,500 words	20	N	Individual
Final Exam	3 hours	50	N	Individual

Teaching Periods

COMM 0008 Developing Academic Language and Literacy

Credit Points 10

Legacy Code 900209

Coordinator Marie Fellbaum Korpi ([https://directory.westernsydney.edu.au/search/name/Marie Fellbaum Korpi/](https://directory.westernsydney.edu.au/search/name/Marie%20Fellbaum%20Korpi/))

School Student Learning Unit

Discipline Written Communication

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Quarter 1

Penrith (Kingswood)

Day

Subject Contact Marie Fellbaum Korpi ([https://directory.westernsydney.edu.au/search/name/Marie Fellbaum Korpi/](https://directory.westernsydney.edu.au/search/name/Marie%20Fellbaum%20Korpi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0008_22-Q1_KW_D#subjects)

Quarter 3

Penrith (Kingswood)

Day

Subject Contact Marie Fellbaum Korpi ([https://directory.westernsydney.edu.au/search/name/Marie Fellbaum Korpi/](https://directory.westernsydney.edu.au/search/name/Marie%20Fellbaum%20Korpi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0008_22-Q3_KW_D#subjects)

COMM 0009 Grammar Workshop (WSTC)

Credit Points 10

Legacy Code 900116

Coordinator Liz Martin ([https://directory.westernsydney.edu.au/search/name/Liz Martin/](https://directory.westernsydney.edu.au/search/name/Liz%20Martin/))

School Western Sydney The College

Discipline Written Communication

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Quarter 1

Bankstown

Day

Subject Contact Liz Martin ([https://directory.westernsydney.edu.au/search/name/Liz Martin/](https://directory.westernsydney.edu.au/search/name/Liz%20Martin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0009_22-Q1_BA_D#subjects)

Campbelltown

Day

Subject Contact Liz Martin ([https://directory.westernsydney.edu.au/search/name/Liz Martin/](https://directory.westernsydney.edu.au/search/name/Liz%20Martin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0009_22-Q1_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Liz Martin ([https://directory.westernsydney.edu.au/search/name/Liz Martin/](https://directory.westernsydney.edu.au/search/name/Liz%20Martin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0009_22-Q1_KW_D#subjects)

Parramatta City - George St

Day

Subject Contact Liz Martin ([https://directory.westernsydney.edu.au/search/name/Liz Martin/](https://directory.westernsydney.edu.au/search/name/Liz%20Martin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0009_22-Q1_PG_D#subjects)

Quarter 2

Bankstown

Day

Subject Contact Liz Martin ([https://directory.westernsydney.edu.au/search/name/Liz Martin/](https://directory.westernsydney.edu.au/search/name/Liz%20Martin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0009_22-Q2_BA_D#subjects)

Campbelltown

Day

Subject Contact Liz Martin ([https://directory.westernsydney.edu.au/search/name/Liz Martin/](https://directory.westernsydney.edu.au/search/name/Liz%20Martin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0009_22-Q2_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Liz Martin ([https://directory.westernsydney.edu.au/search/name/Liz Martin/](https://directory.westernsydney.edu.au/search/name/Liz%20Martin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0009_22-Q2_KW_D#subjects)

Parramatta City - George St

Day

Subject Contact Liz Martin ([https://directory.westernsydney.edu.au/search/name/Liz Martin/](https://directory.westernsydney.edu.au/search/name/Liz%20Martin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0009_22-Q2_PG_D#subjects)

Quarter 3

Bankstown

Day

Subject Contact Liz Martin ([https://directory.westernsydney.edu.au/search/name/Liz Martin/](https://directory.westernsydney.edu.au/search/name/Liz%20Martin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0009_22-Q3_BA_D#subjects)

Campbelltown

Day

Subject Contact Liz Martin ([https://directory.westernsydney.edu.au/search/name/Liz Martin/](https://directory.westernsydney.edu.au/search/name/Liz%20Martin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0009_22-Q3_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Liz Martin ([https://directory.westernsydney.edu.au/search/name/Liz Martin/](https://directory.westernsydney.edu.au/search/name/Liz%20Martin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0009_22-Q3_KW_D#subjects)

Parramatta City - George St

Day

Subject Contact Liz Martin ([https://directory.westernsydney.edu.au/search/name/Liz Martin/](https://directory.westernsydney.edu.au/search/name/Liz%20Martin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0009_22-Q3_PG_D#subjects)

Quarter 4

Bankstown

Day

Subject Contact Liz Martin ([https://directory.westernsydney.edu.au/search/name/Liz Martin/](https://directory.westernsydney.edu.au/search/name/Liz%20Martin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0009_22-Q4_BA_D#subjects)

Campbelltown

Day

Subject Contact Liz Martin ([https://directory.westernsydney.edu.au/search/name/Liz Martin/](https://directory.westernsydney.edu.au/search/name/Liz%20Martin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0009_22-Q4_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Liz Martin ([https://directory.westernsydney.edu.au/search/name/Liz Martin/](https://directory.westernsydney.edu.au/search/name/Liz%20Martin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0009_22-Q4_KW_D#subjects)

COMM 0010 Successful University Writing

Credit Points 10

Legacy Code 900210

Coordinator Erst Carmichael ([https://directory.westernsydney.edu.au/search/name/Erst Carmichael/](https://directory.westernsydney.edu.au/search/name/Erst%20Carmichael/))

School Student Learning Unit

Discipline Written Communication

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Quarter 1

Penrith (Kingswood)

Day

Subject Contact Erst Carmichael ([https://directory.westernsydney.edu.au/search/name/Erst Carmichael/](https://directory.westernsydney.edu.au/search/name/Erst%20Carmichael/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0010_22-Q1_KW_D#subjects)

Quarter 2

Penrith (Kingswood)

Day

Subject Contact Erst Carmichael ([https://directory.westernsydney.edu.au/search/name/Erst Carmichael/](https://directory.westernsydney.edu.au/search/name/Erst%20Carmichael/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0010_22-Q2_KW_D#subjects)

COMM 0011 Texts and Communication (WSTC Prep)

Credit Points 10

Legacy Code 700192

Coordinator Chantal Rozairo ([https://directory.westernsydney.edu.au/search/name/Chantal Rozairo/](https://directory.westernsydney.edu.au/search/name/Chantal%20Rozairo/))

Description This unit assists students to develop skills in reading and textual analysis. It introduces students to the basic principles of reader response theory and general strategies to improve reading resilience. Textual analysis skills are built through engagement with a diverse range of texts on a variety of themes, which are relevant both to the contemporary world and to later studies at both the Foundation and University level. By the end of this unit, students will be able to read, discuss, analyse and write about texts in ways appropriate to academic levels of study.

School Western Sydney The College

Discipline Written Communication

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects COMM 0012 - Texts and Communication (UWSC)

Restrictions Students must be enrolled at Western Sydney University, The College.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain why reading is important.
2. Demonstrate resilience in reading.

- Describe and apply strategies to overcome obstacles in reading.
- Demonstrate an ability to read for information.
- Analyse texts for a multitude of meanings.
- Communicate ideas in appropriate academic form.
- Situate texts in their cultural and social context.

Subject Content

- What are texts, and how do they construct the world?
- The importance of reading, and strategies to build reading resilience.
- The evolution of texts, and their relationship to social change.
- Reader response theory and its meaning for students.
- The relationship between texts, knowledge and power.
- Strategies for contextualising, interpreting and analysing a variety of text types in relation to a number of themes that set up later learning (e.g., ?efreedom?f, ?esexuality?f and ?emorality?f).
- What are texts, and how do they construct the world?
- The importance of reading, and strategies to build reading resilience.
- The evolution of texts, and their relationship to social change.
- Reader response theory and its meaning for students.
- The relationship between texts, knowledge and power.
- Strategies for contextualising, interpreting and analysing a variety of text types in relation to a number of themes that set up later learning (e.g., ?efreedom?f, ?esexuality?f and ?emor

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short Answer		30	N	Individual
Poster		30	N	Individual
Critical Review		40	N	Individual

Teaching Periods

Term 1

Bankstown

Day

Subject Contact Chantal Rozairo ([https://directory.westernsydney.edu.au/search/name/Chantal Rozairo/](https://directory.westernsydney.edu.au/search/name/Chantal%20Rozairo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0011_22-T1_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Chantal Rozairo ([https://directory.westernsydney.edu.au/search/name/Chantal Rozairo/](https://directory.westernsydney.edu.au/search/name/Chantal%20Rozairo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0011_22-T1_BL_D#subjects)

Parramatta City - George St

Day

Subject Contact Chantal Rozairo ([https://directory.westernsydney.edu.au/search/name/Chantal Rozairo/](https://directory.westernsydney.edu.au/search/name/Chantal%20Rozairo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0011_22-T1_PG_D#subjects)

Term 2

Bankstown

Day

Subject Contact Chantal Rozairo ([https://directory.westernsydney.edu.au/search/name/Chantal Rozairo/](https://directory.westernsydney.edu.au/search/name/Chantal%20Rozairo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0011_22-T2_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Chantal Rozairo ([https://directory.westernsydney.edu.au/search/name/Chantal Rozairo/](https://directory.westernsydney.edu.au/search/name/Chantal%20Rozairo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0011_22-T2_BL_D#subjects)

Parramatta City - George St

Day

Subject Contact Chantal Rozairo ([https://directory.westernsydney.edu.au/search/name/Chantal Rozairo/](https://directory.westernsydney.edu.au/search/name/Chantal%20Rozairo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0011_22-T2_PG_D#subjects)

Term 3

Parramatta City - George St

Day

Subject Contact Chantal Rozairo ([https://directory.westernsydney.edu.au/search/name/Chantal Rozairo/](https://directory.westernsydney.edu.au/search/name/Chantal%20Rozairo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0011_22-T3_PG_D#subjects)

COMM 0012 Texts and Communication (WSTC)

Credit Points 10

Legacy Code 900092

Coordinator Chantal Rozairo ([https://directory.westernsydney.edu.au/search/name/Chantal Rozairo/](https://directory.westernsydney.edu.au/search/name/Chantal%20Rozairo/))

School Western Sydney The College

Discipline Written Communication

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio I : Written response to questions	5 x Minimum 50 words	20	N	Individual

Portfolio II:	10 x	40	N	Individual
Blog posts + comment on blog post	Minimum 50 words			
Poster:	1,000 words	40	N	Individual
Poster project:	plus visual element			
20%; Critical reflection:	20%			

Teaching Periods

COMM 0013 Unistep Academic Literacy

Credit Points 10

Legacy Code 900205

Coordinator Janice Catterall ([https://directory.westernsydney.edu.au/search/name/Janice Catterall/](https://directory.westernsydney.edu.au/search/name/Janice%20Catterall/))

School Student Learning Unit

Discipline Written Communication

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Quarter 1

Penrith (Kingswood)

Day

Subject Contact Janice Catterall ([https://directory.westernsydney.edu.au/search/name/Janice Catterall/](https://directory.westernsydney.edu.au/search/name/Janice%20Catterall/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0013_22-Q1_KW_D#subjects)

Quarter 3

Penrith (Kingswood)

Day

Subject Contact Janice Catterall ([https://directory.westernsydney.edu.au/search/name/Janice Catterall/](https://directory.westernsydney.edu.au/search/name/Janice%20Catterall/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0013_22-Q3_KW_D#subjects)

COMM 0014 Graduate Research Literacy (WSTC)

Credit Points 10

Legacy Code 900122

Coordinator Liz Martin ([https://directory.westernsydney.edu.au/search/name/Liz Martin/](https://directory.westernsydney.edu.au/search/name/Liz%20Martin/))

School Western Sydney The College

Discipline Written Communication

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Quarter 1

Bankstown

Day

Subject Contact Liz Martin ([https://directory.westernsydney.edu.au/search/name/Liz Martin/](https://directory.westernsydney.edu.au/search/name/Liz%20Martin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0014_22-Q1_BA_D#subjects)

Campbelltown

Day

Subject Contact Liz Martin ([https://directory.westernsydney.edu.au/search/name/Liz Martin/](https://directory.westernsydney.edu.au/search/name/Liz%20Martin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0014_22-Q1_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Liz Martin ([https://directory.westernsydney.edu.au/search/name/Liz Martin/](https://directory.westernsydney.edu.au/search/name/Liz%20Martin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0014_22-Q1_KW_D#subjects)

Parramatta City - George St

Day

Subject Contact Liz Martin ([https://directory.westernsydney.edu.au/search/name/Liz Martin/](https://directory.westernsydney.edu.au/search/name/Liz%20Martin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0014_22-Q1_PG_D#subjects)

Quarter 2

Bankstown

Day

Subject Contact Liz Martin ([https://directory.westernsydney.edu.au/search/name/Liz Martin/](https://directory.westernsydney.edu.au/search/name/Liz%20Martin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0014_22-Q2_BA_D#subjects)

Campbelltown

Day

Subject Contact Liz Martin ([https://directory.westernsydney.edu.au/search/name/Liz Martin/](https://directory.westernsydney.edu.au/search/name/Liz%20Martin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0014_22-Q2_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Liz Martin ([https://directory.westernsydney.edu.au/search/name/Liz Martin/](https://directory.westernsydney.edu.au/search/name/Liz%20Martin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0014_22-Q2_KW_D#subjects)

Parramatta City - George St

Day

Subject Contact Liz Martin ([https://directory.westernsydney.edu.au/search/name/Liz Martin/](https://directory.westernsydney.edu.au/search/name/Liz%20Martin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0014_22-Q2_PG_D#subjects)

Quarter 3

Bankstown

Day

Subject Contact Liz Martin ([https://directory.westernsydney.edu.au/search/name/Liz Martin/](https://directory.westernsydney.edu.au/search/name/Liz%20Martin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0014_22-Q3_BA_D#subjects)

Campbelltown

Day

Subject Contact Liz Martin ([https://directory.westernsydney.edu.au/search/name/Liz Martin/](https://directory.westernsydney.edu.au/search/name/Liz%20Martin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0014_22-Q3_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Liz Martin ([https://directory.westernsydney.edu.au/search/name/Liz Martin/](https://directory.westernsydney.edu.au/search/name/Liz%20Martin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0014_22-Q3_KW_D#subjects)

Parramatta City - George St

Day

Subject Contact Liz Martin ([https://directory.westernsydney.edu.au/search/name/Liz Martin/](https://directory.westernsydney.edu.au/search/name/Liz%20Martin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0014_22-Q3_PG_D#subjects)

Quarter 4

Bankstown

Day

Subject Contact Liz Martin ([https://directory.westernsydney.edu.au/search/name/Liz Martin/](https://directory.westernsydney.edu.au/search/name/Liz%20Martin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0014_22-Q4_BA_D#subjects)

Campbelltown

Day

Subject Contact Liz Martin ([https://directory.westernsydney.edu.au/search/name/Liz Martin/](https://directory.westernsydney.edu.au/search/name/Liz%20Martin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0014_22-Q4_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Liz Martin ([https://directory.westernsydney.edu.au/search/name/Liz Martin/](https://directory.westernsydney.edu.au/search/name/Liz%20Martin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0014_22-Q4_KW_D#subjects)

COMM 0015 Communication Practices (WSTC Prep)

Credit Points 10

Legacy Code 700324

Coordinator Chantal Rozairo ([https://directory.westernsydney.edu.au/search/name/Chantal Rozairo/](https://directory.westernsydney.edu.au/search/name/Chantal%20Rozairo/))

Description What does it mean to be a communication professional in the digital age? In this unit students will explore the various study and career options available to them in communication industries. They will engage with a range of skills and practices to boost their success in later units and to start thinking and working like a communication professional. Engaging in a case study of an Australian media professional and developing a professional profile of their own ensures that students can identify and develop their own strengths relevant to their communication journey.

School Western Sydney The College

Discipline Communication and Media Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Restrictions Students must be enrolled at Western Sydney University, The College.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Communicate ideas and information in a style appropriate to an academic setting.
2. Demonstrate an understanding of study and career pathways in communication industries.
3. Identify and use tools to create a personal brand related to professional practice.
4. Use visual communication software to articulate a creative concept.

Subject Content

- Introduction to study skills and how to succeed at university.
- Building research skills.
- Practical skills in Adobe Suites and inDesign.
- Presentation skills using digital software.
- Practice with story boarding for narration purposes.
- Building awareness of the career and education pathways within the communication and media industries.
- Creating a personal brand.
- Introduction to design concepts in relation to communication practice.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Portfolio	4 tasks of 250 words or equivalent each	40	N	Individual
Presentation	3-5 mins	20	N	Individual
Case Study	500 words	20	N	Individual
Reflection	500 words	20	N	Individual

Teaching Periods

Term 1

Nirimba Education Precinct

Day

Subject Contact Chantal Rozairo ([https://directory.westernsydney.edu.au/search/name/Chantal Rozairo/](https://directory.westernsydney.edu.au/search/name/Chantal%20Rozairo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0015_22-T1_BL_D#subjects)

Term 2

Nirimba Education Precinct

Day

Subject Contact Chantal Rozairo ([https://directory.westernsydney.edu.au/search/name/Chantal Rozairo/](https://directory.westernsydney.edu.au/search/name/Chantal%20Rozairo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM0015_22-T2_BL_D#subjects)

COMM 1001 Advanced Standing for Communication 140

Credit Points 40

Legacy Code 102623

Coordinator Rachel Bentley ([https://directory.westernsydney.edu.au/search/name/Rachel Bentley/](https://directory.westernsydney.edu.au/search/name/Rachel%20Bentley/))

School Humanities & Comm Arts

Discipline Communication and Media Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 40cp

Level Undergraduate Level 1 subject

Teaching Periods

COMM 1004 Approaches to Text

Credit Points 10

Legacy Code 100641

Coordinator Anne Jamison ([https://directory.westernsydney.edu.au/search/name/Anne Jamison/](https://directory.westernsydney.edu.au/search/name/Anne%20Jamison/))

Description Why do we read books? Reading literary texts is crucial to our ways of understanding the world and ourselves. In this unit students learn that reading resilience, close reading skills and the ability to identify specific literary techniques are foundational to studying literature. Students will read a range of Australian texts including fiction, poetry, short stories, drama and criticism. They will analyse how meanings in those texts are shaped by diverse cultural and international contexts. This unit builds reading capacity while engaging students in key debates about literature today: what it means, how it works, and why it matters.

School Humanities & Comm Arts

Discipline Journalism

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects LGYB 0130 - Approaches to Text COMM 1005 - Approaches to Text (WSTC)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse literary texts to identify and interpret a range of key literary techniques.
2. Apply techniques in academic and critical writing, and respond to feedback to improve writing skills.
3. Summarise and evaluate critical arguments.
4. Work effectively with other students on team tasks.
5. Give effective oral presentations supported by digital-visual presentation tools.
6. Discuss ways in which different cultural and international contexts influence the reading and writing of Australian literary texts.

Subject Content

Students will

- 1) read and analyse a range of literary texts with the purpose of becoming both more resilient and more careful readers.
- 2) develop the ability to identify and interpret key literary devices.
- 3) read a range of Australian texts - prose, poetry and drama - including works by Indigenous Australian authors.
- 4) analyse ways in which different cultural contexts influence the reading and writing of Australian literary texts.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Short Answer	750 words	30	N	Individual
Presentation	5-10 minutes	20	N	Group
Essay	1,500 words	50	N	Individual

Prescribed Texts

- Subject Reader
- Felicity Castagna, No More Boats
- Leah Purcell, The Drover ♦fs Wife

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Anne Jamison ([https://directory.westernsydney.edu.au/search/name/Anne Jamison/](https://directory.westernsydney.edu.au/search/name/Anne%20Jamison/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1004_22-AUT_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Anne Jamison ([https://directory.westernsydney.edu.au/search/name/Anne Jamison/](https://directory.westernsydney.edu.au/search/name/Anne%20Jamison/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1004_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Anne Jamison ([https://directory.westernsydney.edu.au/search/name/Anne Jamison/](https://directory.westernsydney.edu.au/search/name/Anne%20Jamison/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1004_22-AUT_PS_D#subjects)

COMM 1007 Communication in Health

Credit Points 10

Legacy Code 400732

Coordinator Elizabeth Atteya ([https://directory.westernsydney.edu.au/search/name/Elizabeth Atteya/](https://directory.westernsydney.edu.au/search/name/Elizabeth%20Atteya/))

Description Good communication within the health care setting is associated with improved health outcomes. This unit introduces students to foundation knowledge and skills required for effective communication with various stakeholders in varied and complex health situations. The unit is skills-based and uses case studies to create scenarios to which students learn to respond. There is a focus on the client interview and various questioning techniques designed to facilitate a therapeutic relationship as a means of developing rapport and trust. Strategies to promote communication within, between and across health professional disciplines, teams and government agencies is also explored. Written forms of documentation as well as communication skills required to communicate health information to clients, groups and the wider community are also presented. The unit uses a 'student capital' framework to facilitate reflection on current communication skills and those required for success at university and in future practice.

School Health Sciences

Discipline Verbal Communication

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects LGYA 7034 - Communication for the Helping Professions COMM 1008 - Communication in Health (WSTC)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Reflect on their personal attitudes, beliefs and values on communication
2. Demonstrate essential verbal and non-verbal communication skills in the interaction with individual clients, patients, significant others, colleagues, managers and other health stakeholders
3. Describe strategies to adapt communication processes to meet the varying health literacy or special needs of clients, their family and significant others
4. Describe teamwork skills relevant to working in health care settings
5. Describe higher level communication techniques which are useful in complex situations
6. Review and critique written forms of communication
7. Critically analyse and evaluate the characteristics of health professional relationships with clients, colleagues, and the wider community
8. Reflect on their personal attitudes, beliefs, values, on communication

9. Apply essential verbal and written communication skills in the interaction with individual clients, patients, significant others, colleagues and other health stakeholders
10. Analyse and apply strategies to adapt communication processes to meet the varying health literacy or special needs of clients, family and significant others
11. Employ team work skills relevant to working in health care settings.

Subject Content

1. Student Capital framework to promote reflection on communication capacity needs
 2. Theoretical frameworks and processes for effective communication
 3. Communicating with various stakeholders ? the client, family and carers, professional colleagues, health care team, managers and agencies
 4. Modes of communication in health
 5. Developing sound relationships using empathy, rapport and active listening
 6. Verbal and non-verbal communication techniques
 7. Interview skills and motivational interviewing
 8. Communication in difficult situations ? conflict, aggression, assertiveness, sad news
 9. Documentation and presentations in the health
 10. Influential communication and advocacy
 11. Professional communication using social media
 12. Working with people who have different communication needs
 13. Protocols in using interpreters
1. Theoretical frameworks and processes in effective communication
 2. Skills for effective communication with clients, colleagues and the community
 3. Self-awareness in professional communication
 4. The nature of effective helping as a health care professional
 5. Communicating in teams
 6. Working with people who have different communication needs
 7. Professional written and presentation communication skills

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Interview	4 minutes	30	Y	Individual
Presentation	10 minutes	30	N	Group
Portfolio	1,500 words + Infographic	40	N	Individual

Prescribed Texts

- O'Toole, G. (2020). Communication: Core interpersonal skills for health professionals (4th ed.) Chatswood. NSW: Elsevier Australia. ISBN: 9780729542449
- O'Toole, G. (2016). Communication: Core interpersonal skills for health professionals. (3rd ed.) Chatswood. NSW: Elsevier Australia. ISBN: 9780729542449

Teaching Periods

Block A Session

Online

Online

Subject Contact Maria Dent ([https://directory.westernsydney.edu.au/search/name/Maria Dent/](https://directory.westernsydney.edu.au/search/name/Maria%20Dent/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1007_22-BA_ON_O#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1007_22-SC1_SC_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1007_22-SC2_SC_D#subjects)

Spring

Campbelltown

Day

Subject Contact Elizabeth Atteya ([https://directory.westernsydney.edu.au/search/name/Elizabeth Atteya/](https://directory.westernsydney.edu.au/search/name/Elizabeth%20Atteya/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1007_22-SPR_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Elizabeth Atteya ([https://directory.westernsydney.edu.au/search/name/Elizabeth Atteya/](https://directory.westernsydney.edu.au/search/name/Elizabeth%20Atteya/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1007_22-SPR_KW_D#subjects)

Online

Online

Subject Contact Elizabeth Atteya ([https://directory.westernsydney.edu.au/search/name/Elizabeth Atteya/](https://directory.westernsydney.edu.au/search/name/Elizabeth%20Atteya/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1007_22-SPR_ON_O#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1007_22-SC3_SC_D#subjects)

COMM 1008 Communication in Health (WSTC)

Credit Points 10

Legacy Code 700062

Coordinator Charlise Bennett ([https://directory.westernsydney.edu.au/search/name/Charlise Bennett/](https://directory.westernsydney.edu.au/search/name/Charlise%20Bennett/))

Description Communication is integral to professional relationships, whether working individually with a client, educating community members on health matters, or working with other professionals as part of a multidisciplinary team. This unit aims to develop communication skills in preparation for work within the health professions across these areas. Communication skills will include those needed to form therapeutic relationships with individual clients and groups, as well as those required to communicate health information to clients, groups and the wider community. Students will develop skills to establish appropriate working relationships with professional colleagues.

School Health Sciences

Discipline Verbal Communication

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects COMM 1007 - Communication in Health LGYA 7034 - Communication for the Helping Professions COMM 1043 - CommsHealth(UGCert)

Restrictions

Students must be enrolled at Western Sydney University, The College. Students enrolled in Extended Diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject. Students enrolled in Integrated combined courses must have passed or be enrolled in the preparatory units in their course in order to enrol in this unit.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse and evaluate the characteristics of health professional relationships with clients, colleagues, and the wider community.
2. Reflect on the impact of personal attitudes, beliefs and values on communication.
3. Apply essential verbal and written communication skills in the interaction with individual clients, patients, significant others, colleagues and other health stakeholders.
4. Analyse and apply strategies to adapt communication processes to meet the varying health literacy or special needs of clients, family and significant others.
5. Employ teamwork skills relevant to working in health care settings.

Subject Content

- Theoretical frameworks and processes in effective communication
- Skills for effective communication with clients, colleagues and the community
- Self-awareness in professional communication
- The nature of effective helping as a health care professional
- Communicating in teams

- Working with people who have different communication needs
- Professional written and presentation communication skills.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
E-Portfolio	A: 300 words B:1,500 words	40	N	Individual
Presentation	300 words	30	N	Individual
Viva voce	2-3 minutes per person	30	N	Group

Prescribed Texts

- Henderson, A., (2019) Communication for health care practice. Docklands, Victoria: Oxford University Press.

Teaching Periods

Term 2

Nirimba Education Precinct

Day

Subject Contact Charlise Bennett ([https://directory.westernsydney.edu.au/search/name/Charlise Bennett/](https://directory.westernsydney.edu.au/search/name/Charlise%20Bennett/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1008_22-T2_BL_D#subjects)

Term 3

Nirimba Education Precinct

Day

Subject Contact Charlise Bennett ([https://directory.westernsydney.edu.au/search/name/Charlise Bennett/](https://directory.westernsydney.edu.au/search/name/Charlise%20Bennett/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1008_22-T3_BL_D#subjects)

COMM 1009 Creative Writing: Practical Skills and Knowledge

Credit Points 10

Legacy Code 102437

Coordinator Felicity Castagna ([https://directory.westernsydney.edu.au/search/name/Felicity Castagna/](https://directory.westernsydney.edu.au/search/name/Felicity%20Castagna/))

Description This is the second of two Level 1 foundation units in the Creative Writing Major. The unit focuses on developing students into writers by giving them the practical skills and theoretical knowledge needed to become published writers. Students will develop a body of original creative work while reflecting critically upon writing practice. The unit is built around participation in writing workshops, which emphasise improving your work via practical feedback from tutors and peers. Themes covered include writing the personal, writing about place, experimentation, specificity, originality, voice and starting a career in writing. No previous creative writing experience is necessary.

School Humanities & Comm Arts

Discipline Written Communication

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Understand writing forms and identify those concepts most important to the kinds of writing they would like to produce;
2. Write short creative works (or series of works) using a range of techniques, styles and/or forms;
3. Use drafting and editing processes to write more effective creative works;
4. Write and read critically about key creative writing concepts;
5. Recognise ways in which different cultural contexts can shape and influence creative writing;
6. Understand and make use of the benefits of workshopping their writing.

Subject Content

Students will be required to work with the kinds of practical and theoretical knowledge essential to developing effective creative writing, working towards publication. Students will begin to work more intensively in a workshop mode, which involves sharing the work developed through exercises and assignments with the group, to better understand how effectively their writing manages to engage with and communicate with an audience. The workshops will be overseen by a team experienced published writers and focus on the contexts of the contemporary publishing industry. subject material may include:

- Writing the personal;
- Writing about place;
- Making best use of techniques, including experimental techniques;
- Understanding the forms of writing and ways they can affect or speak to readers;
- Developing a specific understanding of your themes, and working out how to say what you want to say;
- Understanding voice and originality;
- Developing an ability to read works critically and apply these critiques to an understanding of how to write well;
- Reading, writing and re-writing for publication.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied Project	750 words	20	N	Individual
Professional Task	1000 words	30	N	Individual
Portfolio	1500 words	50	N	Individual

Prescribed Texts

- eCreative Writing: Practical Skills and Knowledge of Subject Reader

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Felicity Castagna ([https://directory.westernsydney.edu.au/search/name/Felicity Castagna/](https://directory.westernsydney.edu.au/search/name/Felicity%20Castagna/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1009_22-SPR_PS_D#subjects)

COMM 1010 Creative Writing: The Imaginative Life

Credit Points 10

Legacy Code 102436

Coordinator Tegan Daylight ([https://directory.westernsydney.edu.au/search/name/Tegan Daylight/](https://directory.westernsydney.edu.au/search/name/Tegan%20Daylight/))

Description What is an imaginative life, and how do we bring it into the practice of creative writing? This is the first of two Level 1 foundation units in the Creative Writing Major, in which students can find the right place to begin their own writing journey. They will learn how storytelling in all its forms shapes our imaginative life, and begin to acquire practical skills to develop their writing. The unit involves two-hour workshops taught by experienced and widely published writers from the Writing and Society Research Centre and the school of HCA. No previous creative writing experience is necessary.

School Humanities & Comm Arts

Discipline Written Communication

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate and use key techniques of creative writing;
2. Write short creative works (or series of works) using a range of techniques, styles and/or forms;
3. Use drafting and editing processes to write more effective creative works;
4. Write and read critically about key creative writing concepts;
5. Recognise ways in which different cultural contexts can shape and influence creative writing.

Subject Content

Students will be introduced to a range of creative writing materials, concepts and techniques. These will be studied via examples of writing drawn from diverse cultural and historical contexts. They will be put into practice by students via a series of guided writing exercises overseen by experienced creative writing practitioners and critics.

1. Writing as a mode of imaginative thinking and creative response;
2. How to get started as a writer and how to keep going;
3. Applying storytelling as a mode of 'knowing' the world;
4. Key tools of effective creative writing - including sentences, description, plot and form, scene construction, point of view, drama and dialogue (where appropriate);
5. Developing a more effective approach to creative writing - including using drafting and editing processes to write more effectively and sharing work with others;

6. Exploring links between reading and writing, critical thinking and writing practice;
7. Key debates in contemporary creative writing and literary practice, including in the critical literature.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Applied Project	500 words	15	N	Individual
Professional Task	500 words	25	N	Individual
Portfolio	2000 words	50	N	Individual
Participation	300 words	10	N	Individual

Prescribed Texts

- Creative Writing: The Imaginative Life Subject Reader

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Tegan Daylight ([https://directory.westernsydney.edu.au/search/name/Tegan Daylight/](https://directory.westernsydney.edu.au/search/name/Tegan%20Daylight/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1010_22-AUT_PS_D#subjects)

COMM 1011 Data, Mediation and Power (WSTC)

Credit Points 10

Legacy Code 700269

Coordinator Chantal Rozairo ([https://directory.westernsydney.edu.au/search/name/Chantal Rozairo/](https://directory.westernsydney.edu.au/search/name/Chantal%20Rozairo/))

Description Data, Mediation and Power investigates the operation of power in contemporary digital media cultures and economy. The unit examines the primary role played by data in determining how we live in the world. This includes how we interact with the world, its people and digital artefacts, in terms of communication and meaning. The unit focuses on technologies of control and governance related to algorithmic architectures and data economies. Who benefits from data and mediation and what are the limits and possibilities of data? Ultimately, this kind of critical analysis invites us to think about what constitutes a just, democratic society and what constitutes an ethical media life.

School Humanities & Comm Arts

Discipline Communication And Media Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Co-requisite(s) Students enrolled in the combined Diploma/Bachelor courses listed below must pass all College Preparatory units listed in the course structure before progressing to the Year Two units

Equivalent Subjects COMM 1023 - Mediated Mobilities COMM 1012 - Data Mediation and Power

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in extended diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify how data both mediates and governs society and daily life in ways often connected to commercial interests.
2. Understand the ways in which data informs the production of meaning (eg assessment of performance, analysis of texts, policy making informed by demographic modelling).
3. Develop a critical capacity with regard to the limits and possibilities of data and its relation to the operation of power.

Subject Content

1. Identify and critique the key features of network cultures, including an historical overview of the miniaturisation of technology.
2. Examination of cultural contexts and mobile media and assessment of the interrelation between mobile media, privacy and public culture.
3. Overview of policy and the impact upon the availability of mobile media commodities and access to content (eg the rise of 'national webs'?).
4. Assessment of the impact of network cultures as emergent institutional forms that challenge more traditional, modern institutional forms (state, firm, union, university).
5. Critical investigation of concepts of freedom and the extent to which mobile media facilitate and/or restrict forms of social and cultural mobility.
6. Identification of the limits of mobility, media and geo-cultural settings.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	10 questions	5	N	Individual
Applied Project	700 words	25	N	Individual
Applied Project	800 words	30	N	Individual
Essay	1200 words	40	N	Individual

Teaching Periods

Term 3

Nirimba Education Precinct

Day

Subject Contact Chantal Rozairo ([https://directory.westernsydney.edu.au/search/name/Chantal Rozairo/](https://directory.westernsydney.edu.au/search/name/Chantal%20Rozairo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1011_22-T3_BL_D#subjects)

COMM 1012 Data, Mediation, Power

Credit Points 10

Legacy Code 102421

Coordinator Navin Doloswala ([https://directory.westernsydney.edu.au/search/name/Navin Doloswala/](https://directory.westernsydney.edu.au/search/name/Navin%20Doloswala/))

Description Data, Mediation, Power investigates the operation of power in contemporary digital media cultures and economy. The unit examines the primary role played by data in determining how we live in the world. This includes how we interact with the world, its people and digital artefacts, in terms of communication and meaning. The unit focuses on technologies of control and governance related to algorithmic architectures and data economies. Who benefits from data and mediation and what are the limits and possibilities of data? Ultimately, this kind of critical analysis invites us to think about what constitutes a just, democratic society and what constitutes an ethical media life.

School Humanities & Comm Arts

Discipline Communication And Media Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects COMM 1023 - Mediated Mobilities COMM 1006 - Communication Research COMM 1024 - Mediated Mobilities (WSTC) COMM 1011 - Data Mediation and Power (WSTC)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify how data both mediates and governs society and daily life in ways often connected to commercial interests.
2. Explain the ways in which data informs the production of meaning (e.g. assessment of performance, analysis of texts, policy making informed by demographic modelling).
3. Evaluate the limits and possibilities of data and its relation to the operation of power.

Subject Content

- identify and critique The role played by data in determining how we live in The World today.
- examine cultural contexts, people and digital artefacts in terms of communication and meaning and The role played by data in determining communication and meaning.
- critically Investigate technologies of control and Governance related to algorithmic architectures and data economies.
- Investigate The operation of power in contemporary digital media cultures and economy.
- Think about what constitutes A democratic society and Ethical media life.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	10 questions	10	N	Individual
Report	700 words	30	N	Individual
Proposal	500 words	20	N	Individual
Essay	1,500 words	40	N	Individual

Teaching Periods

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Navin Doloswala ([https://directory.westernsydney.edu.au/search/name/Navin Doloswala/](https://directory.westernsydney.edu.au/search/name/Navin%20Doloswala/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1012_22-SC1_SC_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Navin Doloswala ([https://directory.westernsydney.edu.au/search/name/Navin Doloswala/](https://directory.westernsydney.edu.au/search/name/Navin%20Doloswala/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1012_22-SPR_KW_D#subjects)

Online

Online

Subject Contact Navin Doloswala ([https://directory.westernsydney.edu.au/search/name/Navin Doloswala/](https://directory.westernsydney.edu.au/search/name/Navin%20Doloswala/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1012_22-SPR_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Navin Doloswala ([https://directory.westernsydney.edu.au/search/name/Navin Doloswala/](https://directory.westernsydney.edu.au/search/name/Navin%20Doloswala/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1012_22-SPR_PS_D#subjects)

COMM 1015 Foundations of Media Arts and Production

Credit Points 10

Legacy Code 101927

Coordinator Maryella Hatfield ([https://directory.westernsydney.edu.au/search/name/Maryella Hatfield/](https://directory.westernsydney.edu.au/search/name/Maryella%20Hatfield/))

Description In 2021, this unit replaced by unit 102825 - Introduction to Screen Media. This unit explores creative and independent media arts practices across moving image, audio and participatory forms, and introduces students to fundamental principles of sound and screen production. The unit maps theoretical and practical connections between the creation and study of images and sound across media formats through an integrated theory/practice programme focused on the processes through which media artefacts are created. Students learn how to analyse and critically evaluate screen media and also to plan and make simple short works of their own. It introduces students to relevant media arts histories and contexts (with a focus on cinema)

in addition to a range of technologies, media practices and production techniques.

School Humanities & Comm Arts

Discipline Communication And Media Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects LGYB 0161 - Image Sound Text COMM 1028 - Screen Media COMM 1039 - Introduction to Screen Media COMM 1016 - Foundations of Media Arts and Production (WSTC)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an awareness of the processes and practices of screen media arts production and the interdisciplinary and multi-platform nature of screen media arts production
2. Apply creative strategies and technical skills of screen media production in an environment that link them to theories and histories of screen media
3. Demonstrate an ability to critically review a screen media work
4. Make a simple screen media work in small groups work using accessible mobile and online tools
5. Adequately assess the risk involved in professional production projects.

Subject Content

- Visual language and Creative camera coverage. this Topic will introduce mise-en-scene: how A scene is staged for The camera. It will include explorations into camera angles, shot sizes, camera movement, focus, depth of field, speed, lighting, colour, subjective and objective camera, composition and production design. students will learn how to Create storyboards and Create shot lists.

- editing in screen media Production. this Topic will explore The role of editing in screen media Production. It will analyse The strategies of editing from The Two Schools of editing: Continuity editing and Montage.

- sound in screen media Production. this Topic will explore The relationship between sound and screen media. It would explore how sound is recorded and mixed. It will analyse different components of sound in screen media such as atmospheric sounds and music.

- screen media narrative structure, genres and diverse production models. this Topic will explore A range of contexts for screen narrative structure, genres and production Models, comparing and contrasting Hollywood Models with World cinema movements and examples. It will reference how screen media has been critically analysed via theory & post-theory approaches.

- introduction to Documentary. this Topic will introduce The history and diverse contexts of Documentary film and television Production. It will consider online, interactive and transmedia Models in Documentary and non-fiction screen media. It will consider production case studies and The processes of developing A Project from concept through stages of production to finished work.

- Australian screen media: history and industry frameworks. this Topic will introduce Australian screen history and provide An introduction to Australian film & television industry frameworks. It will explore The short film form and its significant role within screen production history more generally as well as its role in The career development of key Australian film-makers.

- Innovative storytelling for the screen, past present and future.

This topic will explore a range of forms including animation; history, contexts, diverse origins and subject matter. It will explore larger themes such as the political image through innov

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Scene and Shot Analysis Storyboard	500 words	30	N	Individual
Discussion Board	1500 words	30	N	Individual
Practical exercises - screen media work	1500 words equivalent plus visual work (maximum of 3 minutes)	40	N	Both (Individual & Group)

Teaching Periods

COMM 1018 Introduction to Journalism

Credit Points 10

Legacy Code 100556

Coordinator Asha Chand ([https://directory.westernsydney.edu.au/search/name/Asha Chand/](https://directory.westernsydney.edu.au/search/name/Asha%20Chand/))

Description This unit introduces students to the fields of journalism and new media, covering the concepts of news values and news research for target audiences. It looks at the role of the journalist and the professional skills of news gathering and news writing. The subject also considers the legal and ethical obstacles and obligations faced by journalists operating in an environment of fast paced communication. The methodologies underlying professional practice as well as delivering news with speed for multimedia platforms are central to this unit.

School Humanities & Comm Arts

Discipline Journalism

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects LGYB 0049 - Journalism News Reporting
COMM 1019 - Introduction to Journalism (WSTC)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the importance of journalism in the modern world
2. Understand the importance of audiences and medias when choosing news.
3. Explain the flow of information in creating news
4. Ask questions and conduct interviews in a professional context
5. Engage with the news and news environments for published outcomes
6. Apply skills gained for intellectual and professional insights

Subject Content

1. Journalism as professional practice
2. Journalism as decision-making
3. Finding news
4. Choosing news and sources
5. Gathering news
6. Evaluating information
7. Constructing news
8. Editing news
9. Working with words
10. Marketing/selling news to a target audience

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	400 words with one primary and one secondary source	30	N	Individual
Professional Task	600 words, including photos, video, voice with at least two secondary sources for publishing in a relevant chosen media	40	N	Individual
Portfolio	To include all weekly homework, including 150 word chapter answers, class writing exercises, 500 word report	30	N	Individual

Teaching Periods

Autumn

Online

Online

Subject Contact Asha Chand ([https://directory.westernsydney.edu.au/search/name/Asha Chand/](https://directory.westernsydney.edu.au/search/name/Asha%20Chand/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1018_22-AUT_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Asha Chand ([https://directory.westernsydney.edu.au/search/name/Asha Chand/](https://directory.westernsydney.edu.au/search/name/Asha%20Chand/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1018_22-AUT_PS_D#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Ming Diao (https://directory.westernsydney.edu.au/search/name/Ming_Diao/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1018_22-SC1_SC_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Margot Dunphy (https://directory.westernsydney.edu.au/search/name/Margot_Dunphy/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1018_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Margot Dunphy (https://directory.westernsydney.edu.au/search/name/Margot_Dunphy/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1018_22-SPR_PS_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Ming Diao (https://directory.westernsydney.edu.au/search/name/Ming_Diao/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1018_22-SC3_SC_D#subjects)

COMM 1019 Introduction to Journalism (WSTC)

Credit Points 10

Legacy Code 700182

Coordinator Chantal Rozairo (https://directory.westernsydney.edu.au/search/name/Chantal_Rozairo/)

Description This unit introduces students to the fields of journalism and new media, covering the concepts of news values and news research for target audiences. It looks at the role of the journalist and the professional skills of news gathering and news writing. The unit also considers the legal and ethical obstacles and obligations faced by journalists operating in an environment of fast paced communication. The methodologies underlying professional practice as well as delivering news with speed for multimedia platforms are central to this unit.

School Humanities & Comm Arts

Discipline Journalism

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Co-requisite(s) Students enrolled in the combined Diploma/Bachelor courses listed below must pass all College Preparatory units listed in the course structure before progressing to the Year 2 units

Equivalent Subjects COMM 1018 - Introduction to Journalism

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in Extended Diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the importance of journalism in the modern world.
2. Understand the importance of audiences and medias when choosing news.
3. Explain the flow of information in creating news.
4. Ask questions and conduct interviews in a professional context.
5. Engage with the news and news environments for published outcomes.
6. Apply skills gained for intellectual and professional insights.

Subject Content

Journalism as professional practice

Journalism as decision-making

Finding news

Choosing news and sources

Gathering news

Evaluating information

Constructing news

Editing news

Working with words

Marketing/selling news to a target audience

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Applied Project	400 words	25	N	Individual
Applied Project	600 words	40	N	Individual
Portfolio	500 words	35	N	Individual

Teaching Periods

Term 3

Nirimba Education Precinct

Day

Subject Contact Chantal Rozairo (https://directory.westernsydney.edu.au/search/name/Chantal_Rozairo/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1019_22-T3_BL_D#subjects)

COMM 1020 Media Cultures and Industries

Credit Points 10

Legacy Code 101926

Coordinator Navin Doloswala ([https://directory.westernsydney.edu.au/search/name/Navin Doloswala/](https://directory.westernsydney.edu.au/search/name/Navin%20Doloswala/))

Description This unit introduces students to the concept of media in terms of how it has changed, how it works and its impact on our lives and society. It builds the necessary foundation for further theoretical and practical study and understanding of the media in future years. Its approach brings practice-based research together with experiential learning and theoretical reflection. At the conclusion of this unit students will be able to demonstrate a fundamental critical understanding of the media. In addition, students will have developed their digital literacy through the creation of digital creative works.

School Humanities & Comm Arts

Discipline Communication And Media Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects LGYB 0221 - Approaches to Communication COMM 1002 - Approaches to Communication COMM 1021 - Media Cultures and Industries (WSTC)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain what media is, using examples and academic ideas.
2. Make arguments about the impact of media on life.
3. Demonstrate media literacy through the creation of their own media content.

Subject Content

- content that defines The media, in terms of its historical development/evolution.
- Intellectual arguments about the impact of media on life (in terms, for example, of race, gender and industry).
- Content that develops foundational digital media literacy skills (applications include the production of mobile video, photography and online content).
- content that teaches and demonstrates Critical reflection skills.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	4-8 questions	4	N	Individual
Practical	Equivalent to 1 minute	36	N	Individual
Peer Review	250 words each (500 words)	20	N	Individual
Essay	1500 words	40	N	Individual

Prescribed Texts

- Siapera, E. (2012). Understanding New Media. Los Angeles, Calif., London: Sage.

Teaching Periods

Autumn Penrith (Kingswood)

Day

Subject Contact Navin Doloswala ([https://directory.westernsydney.edu.au/search/name/Navin Doloswala/](https://directory.westernsydney.edu.au/search/name/Navin%20Doloswala/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1020_22-AUT_KW_D#subjects)

Online

Online

Subject Contact Navin Doloswala ([https://directory.westernsydney.edu.au/search/name/Navin Doloswala/](https://directory.westernsydney.edu.au/search/name/Navin%20Doloswala/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1020_22-AUT_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Navin Doloswala ([https://directory.westernsydney.edu.au/search/name/Navin Doloswala/](https://directory.westernsydney.edu.au/search/name/Navin%20Doloswala/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1020_22-AUT_PS_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Ming Diao ([https://directory.westernsydney.edu.au/search/name/Ming Diao/](https://directory.westernsydney.edu.au/search/name/Ming%20Diao/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1020_22-SC2_SC_D#subjects)

UEH-Session 2

Vietnam

Day

Subject Contact Navin Doloswala ([https://directory.westernsydney.edu.au/search/name/Navin Doloswala/](https://directory.westernsydney.edu.au/search/name/Navin%20Doloswala/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1020_22-UT2_UE_D#subjects)

COMM 1021 Media Cultures and Industries (WSTC)

Credit Points 10

Legacy Code 700180

Coordinator Chantal Rozairo ([https://directory.westernsydney.edu.au/search/name/Chantal Rozairo/](https://directory.westernsydney.edu.au/search/name/Chantal%20Rozairo/))

Description This subject introduces students to the concept of media in terms of how it has changed, how it works and its impact on our lives and society. It builds the necessary foundation for further theoretical and practical study and understanding of the media in future years. Its approach brings practice-based research together with experiential learning and theoretical reflection. At the conclusion of

this unit students will be able to demonstrate a fundamental critical understanding of the media. In addition, students will have developed their digital literacy through the creation of digital creative works.

School Humanities & Comm Arts

Discipline Communication And Media Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects COMM 1020 - Media Cultures and Industries
COMM 1002 - Approaches to Communication
COMM 1003 - Approaches to Communication (WSTC)

Restrictions

Students must be enrolled at Western Sydney University, The College. Students enrolled in Extended Diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject.

Students enrolled in Integrated programs must have passed or be enrolled in the preparatory subjects listed in the program structure prior to enrolling in this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain what media is, using examples and academic ideas
2. Make arguments about the impact of media on life
3. Demonstrate media literacy through the creation of their own media content

Subject Content

1. Content that defines the media, in terms of its historical development/evolution.
2. Intellectual arguments about the impact of media on life (in terms, for example, of race, gender and industry).
3. Content that develops foundational digital media literacy skills (applications include the production of mobile video, photography and online content).
4. Content that teaches and demonstrates critical reflection skills.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short Answer	1000 words (total)	35	N	Individual
Professional Task	1200 words	40	N	Individual
Peer Review	800 words	25	N	Individual

Prescribed Texts

There are no prescribed texts.

Teaching Periods

Term 1

Nirimba Education Precinct

Day

Subject Contact Chantal Rozairo ([https://directory.westernsydney.edu.au/search/name/Chantal Rozairo/](https://directory.westernsydney.edu.au/search/name/Chantal%20Rozairo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1021_22-T1_BL_D#subjects)

Term 2

Nirimba Education Precinct

Day

Subject Contact Chantal Rozairo ([https://directory.westernsydney.edu.au/search/name/Chantal Rozairo/](https://directory.westernsydney.edu.au/search/name/Chantal%20Rozairo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1021_22-T2_BL_D#subjects)

COMM 1026 Principles of Professional Communication 1

Credit Points 10

Legacy Code 100483

Coordinator Myra Gurney ([https://directory.westernsydney.edu.au/search/name/Myra Gurney/](https://directory.westernsydney.edu.au/search/name/Myra%20Gurney/))

Description The unit provides students with an introductory understanding of a range of communication theories and practices necessary for academic work and professional success.

School Humanities & Comm Arts

Discipline Communication and Media Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects LGYB 0278 Written and Oral Presentation 2 LGYB 8920 Business Skills for Professionals LGYB 9625 Professional Skills for Science and Technology COMM 1027 Principles of Professional Communication 1 (WSTC)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. An understanding of the wide range of variables which constitute human communication;
2. Knowledge of the range of factors which affect both oral and written communication within professional contexts;
3. An understanding of argumentation, reasoning and persuasion as factors in written and oral communication;
4. Appreciation of communication across cultures;
5. A range of critical perspectives about issues relating to electronic communication from a written, interpersonal and organisational perspective;
6. Skills to write effectively using a variety of formats especially essays, reports and technical documents;
7. Skills of oral presentations;
8. Research skills including use of library catalogues, databases and the Internet;

9. Communication skills through participation in workshops and the importance of consideration of a variety of personal views, perspectives and styles.

Subject Content

- Importance of communication in personal and professional encounters: The notion of interpersonal competence, interpersonal communication, face to face interaction, communication involving reciprocal Creation of meaning rather than linear message transm
- Factors influencing human communication: perception, observation, inference, effects of personal experience, cultural experience, language as a factor in the social creation of meaning;
- Non-verbal communication: proxemics, paralanguage, kinesics, interpreting non-verbal communication, influence of culture on non-verbal communication, ambiguity of verbal and non-verbal messages;
- Censorship: definitions, what types of information/media are censored, brief history of censorship, political, social and cultural nature of censorship, censorship of the internet, issues and problems;
- Electronic communication and the factors which influence its use and impede its effectiveness: writing email, problems of lack of social presence, some organisational problems arising from use of electronic media;
- principles of effective writing: generating ideas, use of outlines, Importance of structure to enhancement of meaning, Importance of identifying audience and purpose, analysis of style, what constitutes good style, types of sentences, types of paragra
- Common genres of professional and technical writing: reports, letters, instructions;
- oral reports and presentations: how to prepare and present effectively, The Importance of oral organisational strategies, developing appropriate and readable A/v, consideration of The differences between writing and speaking, The implications of non-ve
- principles of effective library research: using The catalogue, using databases, using The internet, using appropriate referencing conventions.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	10 - 15 minutes	20	N	Individual
Report	1,500 - 2,000 words	40	N	Individual
Portfolio	Between approx 100 - 300 words per exercise	40	N	Individual

Teaching Periods

Autumn Campbelltown

Day

Subject Contact Myra Gurney ([https://directory.westernsydney.edu.au/search/name/Myra Gurney/](https://directory.westernsydney.edu.au/search/name/Myra%20Gurney/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1026_22-AUT_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Myra Gurney ([https://directory.westernsydney.edu.au/search/name/Myra Gurney/](https://directory.westernsydney.edu.au/search/name/Myra%20Gurney/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1026_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Raymond Archee ([https://directory.westernsydney.edu.au/search/name/Raymond Archee/](https://directory.westernsydney.edu.au/search/name/Raymond%20Archee/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1026_22-AUT_PS_D#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Ming Diao ([https://directory.westernsydney.edu.au/search/name/Ming Diao/](https://directory.westernsydney.edu.au/search/name/Ming%20Diao/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1026_22-SC1_SC_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Ming Diao ([https://directory.westernsydney.edu.au/search/name/Ming Diao/](https://directory.westernsydney.edu.au/search/name/Ming%20Diao/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1026_22-SC2_SC_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Ming Diao ([https://directory.westernsydney.edu.au/search/name/Ming Diao/](https://directory.westernsydney.edu.au/search/name/Ming%20Diao/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1026_22-SC3_SC_D#subjects)

COMM 1027 Principles of Professional Communication 1 (WSTC)

Credit Points 10

Legacy Code 700040

Coordinator Maria Charalambous ([https://directory.westernsydney.edu.au/search/name/Maria Charalambous/](https://directory.westernsydney.edu.au/search/name/Maria%20Charalambous/))

Description This unit provides students with an introductory understanding of a range of communication theories and practices necessary for academic work and professional success.

School Humanities & Comm Arts

Discipline Communication and Media Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects COMM 1026 - Principles of Professional Communication 1

Restrictions Students must be enrolled at Western Sydney University, The College. Students must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject. Students enrolled in the combined Diploma/Bachelor programs listed below must pass all College Preparatory subjects listed in the program structure before progressing to the Year 2 subjects.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of the wide range of variables which constitute human communication;
2. Demonstrate knowledge of the range of factors which affect both oral and written communication within professional contexts;
3. Demonstrate an understanding of argumentation, reasoning and persuasion as factors in written and oral communication;
4. Demonstrate appreciation of communication across cultures;
5. Demonstrate a range of critical perspectives about issues relating to electronic communication from a written, interpersonal and organisational perspective;
6. Demonstrate skills to write effectively using a variety of formats especially essays, reports and technical documents;
7. Demonstrate skills of oral presentations;
8. Demonstrate research skills including use of library catalogues, databases and the Internet;
9. Demonstrate communication skills through participation in workshops and the importance of consideration of a variety of personal views, perspectives and styles.

Subject Content

1. Importance of communication in personal and professional encounters: the notion of interpersonal competence, interpersonal communication, face to face interaction, communication involving reciprocal creation of meaning rather than linear message transmission;
2. Factors influencing human communication: perception, observation, inference, effects of personal experience, cultural experience, language as a factor in the social creation of meaning;
3. Non-verbal communication: proxemics, paralanguage, kinesics, interpreting non-verbal communication, influence of culture on non-verbal communication, ambiguity of verbal and non-verbal messages;
4. Censorship: definitions, what types of information/media are censored, brief history of censorship, political, social and cultural nature of censorship, censorship of the internet, issues and problems;
5. Electronic communication and the factors which influence its use and impede its effectiveness: writing email, problems of lack of social presence, some organisational problems arising from use of electronic media;
6. Principles of effective writing: generating ideas, use of outlines, importance of structure to enhancement of meaning, importance of identifying audience and purpose, analysis of style, what constitutes good style, types of sentences, types of paragraphing, word choice, ordering, clarity, parallel construction, problems of writing and layout which impede meaning;
7. Common genres of professional and technical writing: reports, letters, instructions;
8. Oral reports and presentations: how to prepare and present effectively, the importance of oral organisational strategies, developing appropriate and readable a/v, consideration of the differences between

writing and speaking, the implications of non-verbal aspects to message effectiveness;

9. Principles of effective library research: using the catalogue, using databases, using the internet, using appropriate referencing conventions.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Portfolio	1000 words	40	N	Individual
Presentation Report	10 minutes	20	N	Individual
Report	2010 words	40	N	Individual

Teaching Periods

Term 1

Nirimba Education Precinct

Day

Subject Contact Maria Charalambous ([https://directory.westernsydney.edu.au/search/name/Maria Charalambous/](https://directory.westernsydney.edu.au/search/name/Maria%20Charalambous/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1027_22-T1_BLD#subjects)

Term 2

Nirimba Education Precinct

Day

Subject Contact Maria Charalambous ([https://directory.westernsydney.edu.au/search/name/Maria Charalambous/](https://directory.westernsydney.edu.au/search/name/Maria%20Charalambous/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1027_22-T2_BLD#subjects)

COMM 1030 University Study and Communication Skills 1 (Block Mode)

Credit Points 10

Legacy Code 102052

Coordinator Corrinne Sullivan ([https://directory.westernsydney.edu.au/search/name/Corrinne Sullivan/](https://directory.westernsydney.edu.au/search/name/Corrinne%20Sullivan/))

Description This unit aims to lay the foundations for academic literacy and study skills required for the successful completion of university study and for lifelong learning. It focuses on developing critical thinking and reflection skills; referencing for essay writing and assignments; oral and written communication skills; skills for reading and interpreting different texts; time-management, computer and e-learning skills for studying at UWS. The unit includes a general orientation to University life, familiarising students with academic language, procedures and the general requirements of progression and assessment at university level.

School Social Sciences

Discipline Written Communication

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects COMM 1029 - University Study Skills (AREP) LGYA 1674 - University Study Skills (Day Mode) LGYA 1622 - University Study Skills (Block Mode)

Restrictions Students must be enrolled in 1689 Bachelor of Community and Social Development.

Assumed Knowledge

Badanami Alternative Entry Program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate clear and appropriate foundation written communication for academic contexts.
2. Develop academic skills for completing research based assessment tasks.
3. Introduce basic skills of critical analysis, critical thinking and critical reflection.
4. Reflect on oral and written communication for the purpose of lifelong learning.

Subject Content

1. Introduction to study at university
2. Academic skills development: use of the library, literature searching, note-taking, referencing, oral and written communication; time management and essay writing skills.
3. Introduction to skills for critical reflection and critical analysis
4. Introduction to critical reading and interpretation skills in relation to different types of text
5. Computer skills and computer technology for online learning at Western Sydney University.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Proposal	500 words	15	N	Individual
Essay	1,000 words	40	N	Individual
Essay	1,000 words	45	N	Individual

Teaching Periods

COMM 1031 University Study and Communication Skills 2 (Block Mode)

Credit Points 10

Legacy Code 102053

Coordinator Corrinne Sullivan ([https://directory.westernsydney.edu.au/search/name/Corrinne Sullivan/](https://directory.westernsydney.edu.au/search/name/Corrinne%20Sullivan/))

Description This unit further develops skills acquired in University Study and Communication Skills 1. It also provides opportunities for students to: develop knowledge about working in teams; research

a topic of their choice; practice and present a formal oral and visual presentation to their peers; and prepare an associated written report.

School Social Sciences

Discipline Written Communication

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Pre-requisite(s) COMM 1030

Equivalent Subjects COMM 1025 - Practical Literacy Communication Skills (Block Mode)

Restrictions Students must be enrolled in program 1689 - Bachelor of Community and Social Development.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Use library and on-line sources to research topics
2. Create PowerPoint presentations
3. Critique and deliver oral presentations
4. Write formal reports, demonstrating skills in critical reflection and analysis
5. Work in a team via vUWS discussion board to prepare an oral presentation
6. Use APA citation and referencing skills

Subject Content

How to research a topic

How to prepare for a PowerPoint presentation

How to develop oral presentation skills

How to write a formal report

How to incorporate critical reflection and analysis in writing

Team work development

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	15 minutes	30	N	Individual
Report	1,500 words	50	N	Individual
Essay	500 words	20	N	Individual

Prescribed Texts

- University of Western Sydney (2013). UniStep guide: Making the transition to university (10th ed.). Sydney: author.

Teaching Periods

COMM 1032 Writing Ecologies

Credit Points 10

Legacy Code 101920

Coordinator Milissa Deitz ([https://directory.westernsydney.edu.au/search/name/Milissa Deitz/](https://directory.westernsydney.edu.au/search/name/Milissa%20Deitz/))

Description This unit introduces students to a set of theories and strategies for exploring storytelling in networked environments and the way social and cultural experiences continue to shape and inform the way we read, write and communicate. Grounded in contexts key to Communication Arts practice, the unit explores what it means to be digitally literate, the difference between newer and older storytelling environments, and the way networked technologies have re-shaped contemporary reading/writing practices. Students will complete a range of analytical and creative tasks that aim to build understanding of the dynamic nature of communication while further developing academic research and writing skills.

School Humanities & Comm Arts

Discipline Written Communication

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects LGYA 0212 - Writing as Communication COMM 1034 - Writing as Communication COMM 1002 - Approaches to Communication COMM 1033 - Writing Ecologies (WSTC)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate English language writing and research skills.
2. Apply a range of theories of writing and storytelling in analyses of critical and creative contexts.
3. Employ a variety of genres and forms of writing and storytelling, particularly in networked environments.
4. Engage in a writing research practice in response to a set topic or brief.
5. Demonstrate an ability to identify the workings of culture within networked media writing practices.
6. Demonstrate an applied understanding of media ethics as they apply to networked media environments.

Subject Content

Histories of reading, writing and human communication
 Communication, affect and emotion
 Storytelling as a community of practice
 Networked media: community, collaboration and convergence
 Introduction to media ethics
 Writing for social change

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	Equivalent 100 words each	25	N	Individual
Short Answer	400 Words	10	N	Individual
Essay	1,000 Words	25	N	Individual

Applied Project	Creative work: 1000 words equivalent Reflection: 500 words	40	N	Individual
-----------------	---	----	---	------------

Prescribed Texts

- Subject Reader (online)

Teaching Periods

Autumn Penrith (Kingswood)

Day

Subject Contact Milissa Deitz ([https://directory.westernsydney.edu.au/search/name/Milissa Deitz/](https://directory.westernsydney.edu.au/search/name/Milissa%20Deitz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1032_22-AUT_KW_D#subjects)

Online

Online

Subject Contact Milissa Deitz ([https://directory.westernsydney.edu.au/search/name/Milissa Deitz/](https://directory.westernsydney.edu.au/search/name/Milissa%20Deitz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1032_22-AUT_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Milissa Deitz ([https://directory.westernsydney.edu.au/search/name/Milissa Deitz/](https://directory.westernsydney.edu.au/search/name/Milissa%20Deitz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1032_22-AUT_PS_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Ming Diao ([https://directory.westernsydney.edu.au/search/name/Ming Diao/](https://directory.westernsydney.edu.au/search/name/Ming%20Diao/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1032_22-SC2_SC_D#subjects)

UEH-Session 2

Vietnam

Day

Subject Contact Milissa Deitz ([https://directory.westernsydney.edu.au/search/name/Milissa Deitz/](https://directory.westernsydney.edu.au/search/name/Milissa%20Deitz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1032_22-UT2_UE_D#subjects)

COMM 1033 Writing Ecologies (WSTC)

Credit Points 10

Legacy Code 700178

Coordinator Chantal Rozairo ([https://directory.westernsydney.edu.au/search/name/Chantal Rozairo/](https://directory.westernsydney.edu.au/search/name/Chantal%20Rozairo/))

Description This unit introduces students to a set of theories and strategies for exploring digital literacy and the way social and cultural experiences shape and inform the way we read, write and communicate. Grounded in contexts key to communication arts practice, the unit explores what it means to be digitally literate, the difference between newer and older reading/writing environments and the way the digital is re-making contemporary reading/writing practices. Students will complete a range of analytical tasks that aim to build understanding of the dynamic nature of communications while further developing academic research and writing skills.

School Humanities & Comm Arts

Discipline Written Communication

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Co-requisite(s) Students enrolled in the combined DiplomaBachelor courses listed below must pass all College Preparatory units listed in the course structure before progressing to the Year 2 units

Equivalent Subjects COMM 1032 - Writing Ecologies

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in extended diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate English language writing skills
2. Apply a range of theories of writing and their uses
3. Employ a variety of genres and forms of writing
4. Engage in a writing research practice
5. Demonstrate an ability to identify the workings of culture within media writing practices

Subject Content

1. Communication and emotion
2. Reading, writing and human communication
3. Reading and writing as a community of practice
4. Making use of experience
5. Communication and new media
1. Communication and emotion
2. Reading, writing and human communication
3. Reading and writing as a community of practice
4. Making use of experience
5. Communication and new media
1. Communication and emotion
2. Reading, writing and human communication
3. Reading and writing as a community of practice
4. Making use of experience
5. Communication and new media

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	1.5 hours	15	N	Not Known
Portfolio	1200 words	45	N	Not Known
Essay	1500 words	40	N	Not Known

Teaching Periods

Term 1

Nirimba Education Precinct

Day

Subject Contact Chantal Rozairo ([https://directory.westernsydney.edu.au/search/name/Chantal Rozairo/](https://directory.westernsydney.edu.au/search/name/Chantal%20Rozairo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1033_22-T1_BL_D#subjects)

Term 2

Nirimba Education Precinct

Day

Subject Contact Chantal Rozairo ([https://directory.westernsydney.edu.au/search/name/Chantal Rozairo/](https://directory.westernsydney.edu.au/search/name/Chantal%20Rozairo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1033_22-T2_BL_D#subjects)

Term 3

Nirimba Education Precinct

Day

Subject Contact Chantal Rozairo ([https://directory.westernsydney.edu.au/search/name/Chantal Rozairo/](https://directory.westernsydney.edu.au/search/name/Chantal%20Rozairo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1033_22-T3_BL_D#subjects)

COMM 1036 Introduction to the Creative Industries

Credit Points 10

Legacy Code 102836

Coordinator Rachel Morley ([https://directory.westernsydney.edu.au/search/name/Rachel Morley/](https://directory.westernsydney.edu.au/search/name/Rachel%20Morley/))

Description Careers in the Creative Industries are on the rise. They're innovation-led, mobile, global and adaptable. In the short-term success can be a matter of luck but a long-term career requires tactics, talent, and savvy business acumen. In this hands-on unit we'll introduce you to some of the key opportunities in the Creative Industries in fields as diverse as Communication, Media, Music, Design, Writing and associated aspects of Intellectual Property Law and Entrepreneurship. We'll look at the Creative Industries from historical and contemporary perspectives, and hear from industry contributors working in the field right now. You'll be introduced to 'future of work' skillsets, including entrepreneurship, leadership, collaboration and communication capabilities, and you'll learn how to situate your own creative knowledge within them. Available to students from all disciplines, this unit will suit you if you're passionate about taking your creative career to the next level.

School Humanities & Comm Arts

Discipline Communication and Media Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Define the Creative Industries using national and international examples.
2. Identify and recognise their field of study within the Creative Industries.
3. Apply research skills to investigate and communicate the career trajectory of a Creative Industries professional.
4. Communicate at an introductory level the relationship between creativity, commerce and law; and the social, economic, technological and workplace practices that typify the Creative Industries.
5. Describe at an introductory level key strategies and methodologies that inform creative research, development, production and circulation in the context of the Creative Industries.

Subject Content

Module 1 ? Creative Industries: An Introduction

-this module provides A broad Overview of The Creative industries from A national and Global perspective. It introduces dynamic contexts Core to The Creative industries through An exploration of The relationship between different Creative practices and kn

Module 2 ? Industry Talks: Putting Creativity to Work

- This module surveys some of the diverse fields that make up the Creative Industries, focusing on the relationship between creativity and commerce in different sectors; evolving work practices and cultures; cross-sector collaborations; and the critical i

Module 3 ? The Big 4: The Production and Circulation of Creative Products

- In preparation for the Level 2 and 3 core Creative Teams units this module explores how ideas become ?creative products?f through an introduction to the people, processes and activities involved in the development, production and circulation of those pro

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	2 multiple choice quizzes (10 questions per quiz @ 1 mark each). End of Module 1 and end of Module 3.	20	N	Individual
Report	1250 words	25	N	Individual

Professional Task	5 minutes (G) + 500-word statement (I)	20	N	Group
Case Study	1,250 words	35	N	Individual

Teaching Periods

Autumn

Online

Online

Subject Contact Rachel Morley ([https://directory.westernsydney.edu.au/search/name/Rachel Morley/](https://directory.westernsydney.edu.au/search/name/Rachel%20Morley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1036_22-AUT_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Rachel Morley ([https://directory.westernsydney.edu.au/search/name/Rachel Morley/](https://directory.westernsydney.edu.au/search/name/Rachel%20Morley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1036_22-AUT_PS_D#subjects)

COMM 1037 Digital Narrative

Credit Points 10

Legacy Code 102827

Coordinator Wendy Chandler ([https://directory.westernsydney.edu.au/search/name/Wendy Chandler/](https://directory.westernsydney.edu.au/search/name/Wendy%20Chandler/))

Description Effective storytelling is at the heart of engaging content. In this unit, you'll learn the basic principles of fictional, narrative storytelling used in screen media. Following on from Screen Media Fundamentals, you'll learn more advanced principles of screen media production, including genre, visual storytelling, camera coverage, lighting, visual style, editing, sound design and performance. You'll also develop an awareness of key narrative concepts such as narrative form, structure, conflict and basic scriptwriting techniques. You'll plan and create a short narrative screen media work, which will demonstrate your enhanced storytelling and production skills.

School Humanities & Comm Arts

Discipline Audio Visual Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Pre-requisite(s) COMM 1041

Incompatible Subjects COMM 2036 - Screen and Sound Practices 2

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Express the key concepts of fictional, narrative storytelling.
2. Establish a sound understanding of the aesthetics and narrative strategies of the short film format.
3. Write a compelling short fiction script in a standard industry format.
4. Showcase effective knowledge and technical skills in camera, sound recording, editing and sound design.
5. Identify the key crew roles in producing a short film: Director, Producer, Cinematographer, Sound Designer, Production Designer, Editor, Writer.

6. Plan and produce a short screen media work.
7. Integrate theoretical and practical knowledge in the analysis and content creation and reflective creative practice.
8. Assess the risk involved in professional production projects.

Subject Content

Concepts and practices in fictional narrative storytelling.
 Scriptwriting techniques and conventions.
 Advanced production techniques in camera, lighting, editing and sound design.
 Directing camera coverage and performance.
 Short narrative screen media production.
 Online content production and publishing.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	5 multiple choice quizzes (10 questions per quiz)	10	N	Individual
Proposal	1,500 words equivalent	30	N	Individual
Applied Project	Less than 2 minutes	40	N	Individual
Reflection	500 words or equivalent.	20	N	Individual

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Wendy Chandler ([https://directory.westernsydney.edu.au/search/name/Wendy Chandler/](https://directory.westernsydney.edu.au/search/name/Wendy%20Chandler/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1037_22-SPR_PS_D#subjects)

COMM 1038 Digital Narrative (WSTC)

Credit Points 10

Legacy Code 700327

Coordinator Ben Fletcher ([https://directory.westernsydney.edu.au/search/name/Ben Fletcher/](https://directory.westernsydney.edu.au/search/name/Ben%20Fletcher/))

Description Effective storytelling is at the heart of engaging content. In this unit, you'll learn the basic principles of fictional, narrative storytelling used in screen media. Following on from Screen Media Fundamentals, you'll learn more advanced principles of screen media production, including genre, visual storytelling, camera coverage, lighting, visual style, editing, sound design and performance. You'll also develop an awareness of key narrative concepts such as narrative form, structure, conflict and basic scriptwriting techniques. You'll plan and

create a short narrative screen media work, which will demonstrate your enhanced storytelling and production skills.

School Humanities & Comm Arts

Discipline Audio Visual Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Pre-requisite(s) COMM 1042

Co-requisite(s) Students enrolled in the combined Diploma/Bachelor courses listed below must pass all College Preparatory units listed in the course structure before progressing to the Year Two units

Equivalent Subjects COMM 2036 - Screen and Sound Practices 2
 COMM 1037 - Digital Narrative

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	5 quizzes, 10 questions each	10	N	Individual
Proposal	1500 words equivalent	30	N	Individual
Applied Project	Less than 2 minutes	40	N	Individual
Reflection	500 words or equivalent	20	N	Individual

Teaching Periods

Term 3

Nirimba Education Precinct

Day

Subject Contact Ben Fletcher ([https://directory.westernsydney.edu.au/search/name/Ben Fletcher/](https://directory.westernsydney.edu.au/search/name/Ben%20Fletcher/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1038_22-T3_BL_D#subjects)

COMM 1039 Introduction to Screen Media

Credit Points 10

Legacy Code 102825

Coordinator Wendy Chandler ([https://directory.westernsydney.edu.au/search/name/Wendy Chandler/](https://directory.westernsydney.edu.au/search/name/Wendy%20Chandler/))

Description Welcome to the dynamic and evolving world of Screen Media. In this unit you will learn how to analyse and critically evaluate cinema, from classic Hollywood to Arthouse and Australian films, along with a range of compelling documentary, animation, immersive and interactive content from around the globe. You'll reflect on the impact of technology and the different approaches to creating and producing powerful content. Inspired by best practice, you will have the

opportunity to plan and create simple, short works of your own using accessible media.

School Humanities & Comm Arts

Discipline Communication And Media Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects LGYB 0161 - Image Sound and Text COMM 1028 - Screen Media COMM 1015 - Foundations of Media Arts and Production COMM 1016 - Foundations of Media Arts and Production (WSTC) COMM 1040 - Introduction to Screen Media (WSTC)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an awareness of the processes and practices of screen media arts production and the interdisciplinary and multi-platform nature of screen media arts production.
2. Apply creative strategies and technical skills of screen media production in an environment that link them to theories and histories of screen media.
3. Critically review a screen media work.
4. Make a simple screen media work using accessible mobile and online tools and critically reflect on the outcome.
5. Assess the risk involved in professional production projects.

Subject Content

Visual language and conventions

Editing in Screen Media

Sound in Screen Media

Screen media narrative structure, genres and diverse production models

Introduction to Documentary

Australian Screen Media

Asia/Pacific Screen Media

Innovative storytelling for the screen, past present and future

Careers in Screen Media

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	5 multiple choice quizzes (10 questions per quiz)	10	N	Individual
Discourse Analysis	1,000 words equivalent	30	N	Individual
Participation	1,000 words	30	N	Individual
Applied Project	1,000 words plus screen media work (maximum of 3 minutes)	30	N	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Wendy Chandler ([https://directory.westernsydney.edu.au/search/name/Wendy Chandler/](https://directory.westernsydney.edu.au/search/name/Wendy%20Chandler/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1039_22-AUT_KW_D#subjects)

Online

Online

Subject Contact Wendy Chandler ([https://directory.westernsydney.edu.au/search/name/Wendy Chandler/](https://directory.westernsydney.edu.au/search/name/Wendy%20Chandler/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1039_22-AUT_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Wendy Chandler ([https://directory.westernsydney.edu.au/search/name/Wendy Chandler/](https://directory.westernsydney.edu.au/search/name/Wendy%20Chandler/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1039_22-AUT_PS_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Wendy Chandler ([https://directory.westernsydney.edu.au/search/name/Wendy Chandler/](https://directory.westernsydney.edu.au/search/name/Wendy%20Chandler/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1039_22-SC2_SC_D#subjects)

Spring

Online

Online

Subject Contact Maryella Hatfield ([https://directory.westernsydney.edu.au/search/name/Maryella Hatfield/](https://directory.westernsydney.edu.au/search/name/Maryella%20Hatfield/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1039_22-SPR_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Maryella Hatfield ([https://directory.westernsydney.edu.au/search/name/Maryella Hatfield/](https://directory.westernsydney.edu.au/search/name/Maryella%20Hatfield/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1039_22-SPR_PS_D#subjects)

COMM 1040 Introduction to Screen Media (WSTC)

Credit Points 10

Legacy Code 700325

Coordinator Ben Fletcher ([https://directory.westernsydney.edu.au/search/name/Ben Fletcher/](https://directory.westernsydney.edu.au/search/name/Ben%20Fletcher/))

Description Welcome to the dynamic and evolving world of Screen Media. In this unit you will learn how to analyse and critically evaluate cinema, from classic Hollywood to Arthouse and Australian films, along with a range of compelling documentary, animation, immersive

and interactive content from around the globe. You'll reflect on the impact of technology and the different approaches to creating and producing powerful content. Inspired by best practice, you will have the opportunity to plan and create simple, short works of your own using accessible media.

School Humanities & Comm Arts

Discipline Communication And Media Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Co-requisite(s) Students enrolled in the combined Diploma/Bachelor courses listed below must pass all College Preparatory units listed in the course structure before progressing to the Year Two units

Equivalent Subjects COMM 1015 - Foundations of Media Arts and Production COMM 1039 - Introduction to Screen Media COMM 1016 - Foundations of Media Arts and Production (WSTC)

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in Extended Diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an awareness of the processes and practices of screen media arts production and the interdisciplinary and multi-platform nature of screen media arts production.
2. Apply creative strategies and technical skills of screen media production in an environment that link them to theories and histories of screen media.
3. Demonstrate an ability to Critically review a screen media work.
4. Make a simple screen media work in small groups work using accessible mobile and online tools and critically reflect on the outcome.
5. Assess the risk involved in professional production projects.

Subject Content

1. Visual language and conventions.
2. Editing in Screen Media.
3. Sound in Screen Media.
4. Screen media narrative structure, genres and diverse production models.
5. Introduction to Documentary.
6. Australian Screen Media.
7. Asia/Pacific Screen Media.
8. Innovative storytelling for the screen, past present and future.
9. Careers in Screen Media.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	5 quizzes, 10 questions each	10	N	Individual
Discourse Analysis	1,000 words equivalent	30	N	Individual

Reflection	1,000 words	30	N	Individual
Applied Project	1,000 words plus screen media work (max 3 mins)	30	N	Individual

Teaching Periods

Term 1

Nirimba Education Precinct

Day

Subject Contact Ben Fletcher ([https://directory.westernsydney.edu.au/search/name/Ben Fletcher/](https://directory.westernsydney.edu.au/search/name/Ben+Fletcher/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1040_22-T1_BL_D#subjects)

Term 2

Nirimba Education Precinct

Day

Subject Contact Ben Fletcher ([https://directory.westernsydney.edu.au/search/name/Ben Fletcher/](https://directory.westernsydney.edu.au/search/name/Ben+Fletcher/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1040_22-T2_BL_D#subjects)

COMM 1041 Screen Media Fundamentals

Credit Points 10

Legacy Code 102826

Coordinator Vincent Tay ([https://directory.westernsydney.edu.au/search/name/Vincent Tay/](https://directory.westernsydney.edu.au/search/name/Vincent+Tay/))

Description Creating compelling video content requires more than just knowing how to use a camera or edit a video. In this hands-on, practical unit, you will develop an appreciation of different tools and techniques, and enhance your ability to be able to create more powerful moving visuals: from researching and planning ideas, composing and framing compelling images, recording, enhancing sound, and editing. You'll have the opportunity to create a range of short content using accessible media, and publish your work online. No prior skills required.

School Humanities & Comm Arts

Discipline Audio Visual Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Incompatible Subjects COMM 2035 - Screen and Sound Practices 1

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Integrate theoretical and practical knowledge in the analysis and creation of short screen media works.
2. Demonstrate basic planning and narrative strategies in relation to short factual content.
3. Demonstrate fundamental knowledge and technical skills in camera, sound recording, editing and sound postproduction.
4. Understand reflective practice.

5. Create and publish media content for online platforms.
6. Assess the risk involved in professional production projects.

Subject Content

Concepts, techniques and practices in screen media production and factual content production

Technical and craft skills in camera, sound recording, editing and postproduction sound

Basic online content and publishing

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	5 multiple choice quizzes (10 questions per quiz)	10	N	Individual
Applied Project	No longer than 3 minutes in total	25	N	Individual
Practical	Series of short technical tasks	10	N	Individual
Applied Project	No longer than 3 minutes in total	35	N	Individual
Reflection	500 words or equivalent	20	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Vincent Tay ([https://directory.westernsydney.edu.au/search/name/Vincent Tay/](https://directory.westernsydney.edu.au/search/name/Vincent%20Tay/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1041_22-AUT_PS_D#subjects)

COMM 1042 Screen Media Fundamentals (WSTC)

Credit Points 10

Legacy Code 700326

Coordinator Ben Fletcher ([https://directory.westernsydney.edu.au/search/name/Ben Fletcher/](https://directory.westernsydney.edu.au/search/name/Ben%20Fletcher/))

Description Creating compelling video content requires more than just knowing how to use a camera or edit a video. In this hands-on, practical unit, you will develop an appreciation of different tools and techniques, and enhance your ability to be able to create more powerful moving visuals: from researching and planning ideas, composing and framing

compelling images, recording, enhancing sound, and editing. You'll have the opportunity to create a range of short content using accessible media, and publish your work online. No prior skills required.

School Humanities & Comm Arts

Discipline Audio Visual Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Co-requisite(s) Students enrolled in the combined Diploma/Bachelor courses listed below must pass all College Preparatory units listed in the course structure before progressing to the Year Two units

Equivalent Subjects COMM 2035 - Screen and Sound Practices 1
COMM 1041 - Screen Media Fundamentals

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	5 quizzes, 10 questions each	10	N	Individual
Applied project	No longer than 3 minutes	25	N	Individual
Practical	Series of short technical tasks	10	N	Individual
Applied project	No longer than 3 minutes	35	N	Individual
Reflection	500 words or equivalent	20	N	Individual

Teaching Periods

Term 2

Nirimba Education Precinct

Day

Subject Contact Ben Fletcher ([https://directory.westernsydney.edu.au/search/name/Ben Fletcher/](https://directory.westernsydney.edu.au/search/name/Ben%20Fletcher/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1042_22-T2_BL_D#subjects)

COMM 1043 Communication in Health (UG Cert)

Credit Points 10

Legacy Code 500055

Coordinator Maria Dent ([https://directory.westernsydney.edu.au/search/name/Maria Dent/](https://directory.westernsydney.edu.au/search/name/Maria%20Dent/))

Description Communication is integral to professional relationships, whether working individually with a client, educating community members on health matters, or working with other professionals as

part of a multidisciplinary team. This unit aims to develop written and verbal communication skills in preparation for work within the health professions across these areas. Communication skills will include those needed to form therapeutic relationships with individual clients and groups, as well as those required to communicate health information to clients, groups and the wider community. Students will develop skills to establish appropriate working relationships with professional colleagues.

School Health Sciences

Discipline Verbal Communication

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects LGYA 7034 Communication for the Helping Professions COMM 1008 Communication in Health COMM 1007 Communication in Health

Restrictions Students need to be enrolled in one of the following programs: 7171 Undergraduate Certificate in Public Health Support, 7172 Undergraduate Certificate in Health Services Management, 7173 Undergraduate Certificate in Aged Care Support, 7176 Undergraduate Certificate in Disability Care Support

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse and evaluate the characteristics of health professional relationships with clients, colleagues, and the wider community.
2. Reflect on the impact of personal attitudes, beliefs and values on communication.
3. Apply essential verbal and written communication skills in the interaction with individual clients, patients, significant others, colleagues and other health stakeholders.
4. Analyse and apply strategies to adapt communication processes to meet the varying health literacy or special needs of clients, family and significant others.
5. Employ teamwork skills relevant to working in health care settings.

Subject Content

1. Theoretical frameworks and processes in effective communication
2. Skills for effective communication with clients, colleagues and the community
3. Self-awareness in professional communication
4. The nature of effective helping as a health care professional
5. Communicating in teams
6. Working with people who have different communication needs
7. Professional written and presentation communication skills.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	500 words	20	N	Individual
Presentation	Case Study (1-2 minutes) (Indiv) (10%) Inter-professional Team Role; Play (6-8 minutes) (Group) (30%)	40%	N	Individual
Portfolio	1200 words	40	N	Individual

Teaching Periods

Block A Session

Online

Online

Subject Contact Maria Dent ([https://directory.westernsydney.edu.au/search/name/Maria Dent/](https://directory.westernsydney.edu.au/search/name/Maria%20Dent/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1043_22-BA_ON_O#subjects)

Block C Session

Online

Online

Subject Contact Maria Dent ([https://directory.westernsydney.edu.au/search/name/Maria Dent/](https://directory.westernsydney.edu.au/search/name/Maria%20Dent/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1043_22-BC_ON_O#subjects)

Block E Session

Online

Online

Subject Contact Maria Dent ([https://directory.westernsydney.edu.au/search/name/Maria Dent/](https://directory.westernsydney.edu.au/search/name/Maria%20Dent/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM1043_22-BE_ON_O#subjects)

COMM 2001 Account and Client Management

Credit Points 10

Legacy Code 101941

Coordinator Kristen Marshall ([https://directory.westernsydney.edu.au/search/name/Kristen Marshall/](https://directory.westernsydney.edu.au/search/name/Kristen%20Marshall/))

Description Effectively managing a client or an 'account' requires a special combination of skills. In this subject, you'll learn the basic principles of account management and how to nurture and foster an environment of trust, respect and partnership. Working on an applied project, you'll explore best practice in 'hard skills': understanding clients' objectives, developing a strategy, managing a project, preparing and holding effective meetings, writing WIPs (work in progress) and contact reports, and working toward specific financial/success metrics. Just as important to your success in client-facing roles are 'soft skills'. You'll learn how to be more proactive, overcome procrastination, manage 'challenging' personalities, develop a network, adapt to cross-

cultural differences, and present well. Both hard and soft skills are critical to the success of your project, your role as client liaison, and importantly, your career.

School Humanities & Comm Arts

Discipline Communication And Media Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) -

Equivalent Subjects COMM 2044 - Writing for the Professions

Restrictions

Successful completion of 80 credit points in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse and discuss liaison strategies and collaborative approaches taken with key stakeholders.
2. Articulate the impact of their role and actions on clients' financial returns.
3. Demonstrate flexibility, empathy and adaptability in a rapidly evolving work environment.
4. Apply the blend of skills and knowledge necessary to effectively manage client-based projects.

Subject Content

Through a weekly lecture and tutorial, students will become familiar with issues and approaches in client liaison, and different approaches to optimizing outcomes. Tutorials are largely concerned with role play, critical evaluations, and classroom discussion. The following are explored:

1. Proactive management of clients and other stakeholders
2. Understanding clients' business objectives, and the marketplace
3. Success metrics
4. Client presentations/meetings
5. Best practice communication with different stakeholder groups
6. Strategies in optimising relationships
7. Financial implications of actions

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz - Weekly Online Quizzes	10 x 10 multiple choice questions	20	N	Individual
Reflection - Written Assessment	1,000 words	30	N	Individual

Applied Project - Major Project	1,000 word document, 2 videos, group presentation	40	N	Group
Short Answer	5 questions	10	N	Individual

Prescribed Texts

- Solomon, R. (2008). The Art of Client Service. New York, USA: Kaplan Publishing.

Teaching Periods

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Kristen Marshall ([https://directory.westernsydney.edu.au/search/name/Kristen Marshall/](https://directory.westernsydney.edu.au/search/name/Kristen%20Marshall/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM2001_22-SC1_SC_D#subjects)

Spring

Online

Online

Subject Contact Kristen Marshall ([https://directory.westernsydney.edu.au/search/name/Kristen Marshall/](https://directory.westernsydney.edu.au/search/name/Kristen%20Marshall/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM2001_22-SPR_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Kristen Marshall ([https://directory.westernsydney.edu.au/search/name/Kristen Marshall/](https://directory.westernsydney.edu.au/search/name/Kristen%20Marshall/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM2001_22-SPR_PS_D#subjects)

2nd Half

Sydney City

Day

Subject Contact Kristen Marshall ([https://directory.westernsydney.edu.au/search/name/Kristen Marshall/](https://directory.westernsydney.edu.au/search/name/Kristen%20Marshall/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM2001_22-2H_SC_D#subjects)

COMM 2002 Advanced Standing for Creative Writing 210

Credit Points 10

Legacy Code 102440

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Humanities & Comm Arts

Discipline Written Communication

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Teaching Periods

COMM 2003 Advanced Standing for Creative Writing 220

Credit Points 20

Legacy Code 102443

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Humanities & Comm Arts

Discipline Written Communication

Student Contribution Band HECS Band 4 20cp

Level Undergraduate Level 2 subject

Teaching Periods

COMM 2004 Advanced Standing for Film Studies 210

Credit Points 10

Legacy Code 102458

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Humanities & Comm Arts

Discipline Audio Visual Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Teaching Periods

COMM 2005 Advanced Standing for Film Studies 220

Credit Points 20

Legacy Code 102461

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Humanities & Comm Arts

Discipline Audio Visual Studies

Student Contribution Band HECS Band 4 20cp

Level Undergraduate Level 2 subject

Teaching Periods

COMM 2006 Advertising: Media

Credit Points 10

Legacy Code 101034

Coordinator Susanna Benzko ([https://directory.westernsydney.edu.au/search/name/Susanna Benzko/](https://directory.westernsydney.edu.au/search/name/Susanna%20Benzko/))

Description This unit explores the critical role of Media in Advertising Campaigns. Through research, analysis and strategic thinking, students will develop media plans for clients. This unit covers media planning in depth: choosing different combinations of media to achieve campaign objectives - digital, outdoor, print, social, radio, TV, cinema, ambient; the use of consumer insight in planning, measures of performance, and creativity in planning and buying.

School Humanities & Comm Arts

Discipline Communication and Media Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) MKTG 1001 OR MKTG 1006

Equivalent Subjects LGYA 0738 - Audience Analysis and Media Planning

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the key concepts and terminology used in advertising media planning.
2. Formulate objectives, strategies and tactics for media planning.
3. Use research and knowledge of audiences and the media environment to develop creative media strategies and tactics. (To be assessed by completing Exercises and the Major Project.)
4. Prepare, cost and evaluate a basic media plan and develop a hypothetical media calendar flow chart, allocate budget. (To be assessed by completing Exercises and the Major Project.)
5. Apply Professional Conduct to tasks.

Subject Content

Introduction/Australian Media Market Overview
Media options available and analysis
The steps within the Media process
Media Strategy development
Target Audience review
Competitor Analysis
Media Implementation
Digital Media
Accountability

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	10 x 10 question quizzes	20	N	Individual
Critical Review	5 min presentation; 500 word report	30	N	Individual

Reflection	2.5 hrs visit, 500 word written task	10	N	Individual
Report	4,000 words	40	N	Group

Teaching Periods

Autumn

Online

Online

Subject Contact Susanna Benzko ([https://directory.westernsydney.edu.au/search/name/Susanna Benzko/](https://directory.westernsydney.edu.au/search/name/Susanna%20Benzko/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM2006_22-AUT_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Susanna Benzko ([https://directory.westernsydney.edu.au/search/name/Susanna Benzko/](https://directory.westernsydney.edu.au/search/name/Susanna%20Benzko/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM2006_22-AUT_PS_D#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Ming Diao ([https://directory.westernsydney.edu.au/search/name/Ming Diao/](https://directory.westernsydney.edu.au/search/name/Ming%20Diao/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM2006_22-SC1_SC_D#subjects)

COMM 2009 Cinema and Censorship

Credit Points 10

Legacy Code 102192

Coordinator Alex Ling ([https://directory.westernsydney.edu.au/search/name/Alex Ling/](https://directory.westernsydney.edu.au/search/name/Alex%20Ling/))

Description Censorship of the arts has long been a contentious issue. This unit examines the cultural contexts and debates surrounding censorship, as well as the institutions, policies, and people that figure prominently in the history of cinema censorship. Censorship discourses reveal shifts in how 'national morality' is constructed, and often display cultural anxieties about changing meanings of gender, sexuality, race, and class. This unit offers an historical survey of film censorship from the 1890s to today, utilising various theoretical approaches (feminist theory, critical race theory, queer theory, and cultural theory), with an emphasis on topics such as obscenity, pornography, violence, and blasphemy.

School Humanities & Comm Arts

Discipline Audio Visual Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Restrictions Successful completion of 40 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of the historical, cultural and theoretical context of censorship as well as its purpose and function;
2. Appreciate changes and developments in censorship throughout the history of cinema;
3. Demonstrate skills in research and critical reading in the fields of cinema studies and visual culture more broadly;
4. Analyse and critically evaluate a range of texts important to the study of film and culture.

Subject Content

Module 1: Hollywood and the Motion Picture Production Code

Specific topics may include:

- Pre-code Hollywood cinema;
- Joseph Breen and the Motion Picture Production Code;
- From the MPPC to the MPAA;
- cinema and The culture Wars.

Module 2: Censorship in Australia

- History of the Australian Classificatory Board;
- Government v. Industry-regulated censorship;
- Refused Classification (RC) films;
- indigenous cinema and censorship.

Module 3: The Global Context

- Specific topics may include:
- Queer and alternative cinemas;
- The BBFC and the 'Video Nasty' debate;
- Political censorship in Indian cinema;
- Religious censorship in Iranian cinema;
- film Festival and Torrent culture.

Prescribed Texts

- A Subject Reader prepared by the subject coordinator. Further reading resources will be made available on vUWS.

Teaching Periods

COMM 2011 Communication Strategies

Credit Points 10

Legacy Code 102056

Coordinator Kristen Marshall ([https://directory.westernsydney.edu.au/search/name/Kristen Marshall/](https://directory.westernsydney.edu.au/search/name/Kristen%20Marshall/))

Description Communication Strategies is a dynamic practice-oriented unit designed to teach students how to interrogate and analyse real clients' products/services, issues and opportunities, markets and audiences, in order to develop effective communication strategies. Through discussion topics and project-based work, students will learn how to design and implement a holistic communications strategy that is relevant for a particular client.

School Humanities & Comm Arts

Discipline Communication And Media Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects MKTG 2009 - Public Relations Tactics COMM 2007 - Advertising Strategy LGYA 1172 - Public Relations Strategy

Restrictions Successful completion of 80 credit points at Level 1.

Assumed Knowledge

Knowledge gained from Year 1 introductory subjects in Public Relations (PR) or Advertising, competent literacy skills, basic computer skills.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the importance of strategy in successful communications, and the range of approaches and methodologies used in campaigns
2. Undertake relevant research to develop and leverage strategies for campaigns
3. Consolidate research findings into a strategic presentation and document
4. Develop a brief/pitch with potential to inspire successful campaigns
5. Outline characteristics of a range of mediums and be able to identify relevant alternative communication strategies
6. Establish criteria for evaluation of campaigns.

Subject Content

Through a weekly lecture and tutorial, students will become familiar with principles behind communication strategies and different approaches to developing such strategies.

- strategic planning
- strategy and tactics
- strategic use of research
- media and message strategies
- Integrating evaluation into The strategic plan

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	15 multiple choice questions x 5	30	N	Individual
Report	10 minutes summary and 1,000 word presentation	40	N	Group
Case Study	1,000 words	30	N	Individual

Prescribed Texts

- Clow, K.E. and Baack, D. (2017). Integrated Advertising, Promotion and Marketing Communication (8th Ed). Pearson: Kendallville

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Kristen Marshall ([https://directory.westernsydney.edu.au/search/name/Kristen Marshall/](https://directory.westernsydney.edu.au/search/name/Kristen%20Marshall/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM2011_22-AUT_KW_D#subjects)

Online

Online

Subject Contact Kristen Marshall ([https://directory.westernsydney.edu.au/search/name/Kristen Marshall/](https://directory.westernsydney.edu.au/search/name/Kristen%20Marshall/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM2011_22-AUT_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Kristen Marshall ([https://directory.westernsydney.edu.au/search/name/Kristen Marshall/](https://directory.westernsydney.edu.au/search/name/Kristen%20Marshall/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM2011_22-AUT_PS_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Ming Diao ([https://directory.westernsydney.edu.au/search/name/Ming Diao/](https://directory.westernsydney.edu.au/search/name/Ming%20Diao/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM2011_22-SC2_SC_D#subjects)

COMM 2014 Editing and Publishing

Credit Points 10

Legacy Code 102435

Coordinator Felicity Castagna ([https://directory.westernsydney.edu.au/search/name/Felicity Castagna/](https://directory.westernsydney.edu.au/search/name/Felicity%20Castagna/))

Description What makes a good editor? How do editing and publishing work in Australia and the wider market? This unit provides an introduction to basic skills required when editing texts for publication, and a survey of key issues confronting literary publishing in Australia. Skills in editing and an understanding of Australian publishing are valuable assets for students of creative writing. They are also relevant to industry-based work in a range of related fields such as advertising, public relations and journalism. This unit will focus on three areas: the practice of editing, modes of publishing, and the economics of writing and publishing.

School Humanities & Comm Arts

Discipline Written Communication

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Restrictions

Successful completion of 40 credit points of study in currently enrolled program.

Assumed Knowledge

Students will be expected to have undergraduate first year level reading and writing skills.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply key concepts and techniques of editing for publication? such as using drafting and editing to improve the quality of written works;

2. Understand the roles and responsibilities of the literary editor;
3. Compare and analyse different modes, genres and processes of publication;
4. Develop a critical understanding of the economics of writing and publishing, and how these operate in diverse reading environments;
5. Recognise and understand changing relationships between authors, publishers and readers;
6. Recognise ways in which different cultural contexts can shape and influence the publishing process.

Subject Content

1. An overview of Australian literary publishing
2. Literary trends, issues and controversies
3. The writer as change maker and literary activist
4. Introduction to three kinds of publishing – commercial, literary and digital
5. The writer and popular culture
6. Economics of writing and publishing
7. The writer in the age of social media
8. Some examples of the relationship between writer and publisher
9. The role of literary magazines, festivals and collectives

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical: Editing Task	500 words	20	N	Individual
Essay	1,000 words	30	N	Individual
End-of-session exam: Take home exam	1,500 words (2 x 750 word short answers)	50	N	Individual

Prescribed Texts

- 'Editing and Publishing' of Subject Reader

Teaching Periods

COMM 2015 Events Management

Credit Points 10

Legacy Code 101940

Coordinator Nicole Bridges ([https://directory.westernsydney.edu.au/search/name/Nicole Bridges/](https://directory.westernsydney.edu.au/search/name/Nicole%20Bridges/))

Description This unit introduces understandings about events as forms of public relations typologies and promotional models. These include strategic public relations and management processes, researching the event promotion environment, infrastructure, organisational and event promotion processes and funding. Students will analyse behaviours of event publics, audiences and participants, matching event opportunities with publics, and conceptualising events as service experiences. Students will develop strategies for developing event partnerships, funding and sponsorship relationships. These include managing the development of the event setting/venue, programming and personnel affecting the on-site event experience, and developing appropriate merchandising strategies for events.

School Humanities & Comm Arts

Discipline Communication And Media Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) MKTG 1009

Equivalent Subjects COMM 3017 - Events Management

Assumed Knowledge

Basic knowledge of public relations theory and current public relations practice.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of events management terminology, definitions and models;
2. Articulate the diversity and significance of the role of events within host organisations and communities and major publics;
3. Demonstrate an understanding of and measure market demand and event experiences;
4. Promote an event to the media via the appropriate public relations tactics;
5. Implement planning processes for an event plan and management design;
6. Demonstrate an understanding of financial, resource and market sector aspects of events planning;
7. Present an event plan and management proposal using effective teamwork skills.

Subject Content

- Defining events, event typologies and event promotional Models in The public relations context
- strategic public relations & management processes for events. identifying and developing events as public relations mediums & as resident and tourist directed experiences.
- research needs of events. Researching The event promotion environment, infrastructure, organisational and event promotion processes, funding
- Analysing The behaviour of event publics, audiences & participants. Matching event opportunities with publics.
- Conceptualising, developing and attracting events as service experiences.
- event partnerships and sponsorships: strategies for identifying, securing and managing sponsor relationships
- managing The development of The event setting/venue, programming & personnel affecting The on-site event experience
- Merchandising strategies for events.
- sources of revenue and event budgeting, pricing, ticketing systems. Operational Issues of significance to events promoters and managers

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	1,500 word (or equivalent)	30	N	Individual
Short Answer	4 x 500 words, 2000 words in total	20	N	Group
Presentation	10 minutes/250 word summary	20	N	Both (Individual & Group)
Report	4,000 (1,000 words per person, based on teams of 4)	30	N	Group

Prescribed Texts

- Van Der Wagen, L. & White, L. (2018). Event management for tourism, cultural, business and sporting events (5th ed.). Sydney: Pearson Education Australia.

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Nicole Bridges ([https://directory.westernsydney.edu.au/search/name/Nicole Bridges/](https://directory.westernsydney.edu.au/search/name/Nicole%20Bridges/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM2015_22-AUT_KW_D#subjects)

Online

Online

Subject Contact Nicole Bridges ([https://directory.westernsydney.edu.au/search/name/Nicole Bridges/](https://directory.westernsydney.edu.au/search/name/Nicole%20Bridges/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM2015_22-AUT_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Nicole Bridges ([https://directory.westernsydney.edu.au/search/name/Nicole Bridges/](https://directory.westernsydney.edu.au/search/name/Nicole%20Bridges/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM2015_22-AUT_PS_D#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Ming Diao ([https://directory.westernsydney.edu.au/search/name/Ming Diao/](https://directory.westernsydney.edu.au/search/name/Ming%20Diao/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM2015_22-SC1_SC_D#subjects)

COMM 2016 Experimental Writing and Electronic Publication

Credit Points 10

Legacy Code 100584

Coordinator Anna Gibbs ([https://directory.westernsydney.edu.au/search/name/Anna Gibbs/](https://directory.westernsydney.edu.au/search/name/Anna%20Gibbs/))

Description Experimental Writing and Electronic Publication is a practical and experiential exploration of modernist writing practices. Students will be introduced to a range of innovative writing techniques designed to stimulate creative thinking and assist in the development of a regular writing practice. Areas of study include: exploration of pre-writing processes; experimental writing genres; power of language; evaluative process; and the development of individual and collaborative techniques for planning and executing writing projects. A primary component of this unit includes working on writing exercises both at home and in class. These exercises will be used to develop the end-of-unit major project.

School Humanities & Comm Arts

Discipline Written Communication

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Outline the history of modernist experimental writing and its relevance to contemporary writing practices
2. Analyse some key texts in the history of experimental writing practices
3. Employ strategies and techniques for overcoming 'writer's block'
4. Develop a major writing project based on class exercises
5. Display skills in writing and editing

Subject Content

Writing, games and play

Writing as process

Writing from dreams

Collage techniques

Writing structures

Experimenting with genre and form: history, poetry, auto/biography and hybrid genres

DIY publication

Digital writing

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Work in progress	2,000 words	30	N	Individual
Major project	a) 2,000 words b) 1,500 words	45	N	Individual
a) Creative work (30%) b) Critical Reflection (15%)				
Class presentation		25	N	Individual

Summer B Day

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Work in progress	1,000 words	40	N	Individual
Major project	2,000 words	60	N	Individual

Teaching Periods

COMM 2017 Feature Writing

Credit Points 10

Legacy Code 102061

Coordinator Asha Chand ([https://directory.westernsydney.edu.au/search/name/Asha Chand/](https://directory.westernsydney.edu.au/search/name/Asha%20Chand/))

Description This subject takes students beyond event and reactionary reporting towards an understanding of the proactive process of exploration, interpretation and exposure in journalism. Students learn how to find, filter and file information in a dynamic and constantly changing environment. Given a lot more time to explore issues, students learn to add value to information while keeping the story current, to deadline and in the public sphere, while negotiating with the media industry to get their stories out into the public sphere. Students are encouraged to develop their unique writing styles while also focusing on social issues such as trauma, violence, mental health and wellbeing.

School Humanities & Comm Arts

Discipline Journalism

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) COMM 1018

Equivalent Subjects LGYA 0585 - Journalism Feature Writing COMM 2023 - Magazine Journalism

Assumed Knowledge

News sense. An interest in telling a story. Basic journalism writing skills and keenness to develop an interest in social issues. Broad understanding of the role of journalism in society. Basic computer skills.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Generate original story ideas suitable for developing into feature stories
2. Undertake newsgathering, research, writing and editing applicable to feature stories
3. Apply interviewing and writing skills appropriate to the generation of feature-length stories.
4. Analyse writing feature stories and the mediums for publication.
5. Adapt writing to various styles while writing tight to deadline.
6. Target a specific audience/publication.

7. Market stories to different publications/audiences as this will add value to student learning
8. Apply teamwork skills through the editing process.

Subject Content

1. Looking behind the scenes of issues and events to formulate feature stories
2. Understanding the interview process a principal tool of journalism research and writing;
3. Ways of adding value to a story such as Computer Assisted Reporting (CAR), use of databases, documents and other secondary sources/writing styles
4. The development of a feature article targeting a specific audience/publication.
5. Editing and critically analysing news in circulation to advance understanding of audience needs
6. Tailoring writing to specific markets to help hone skills (such as marketing your idea/story, revamping the structure) required in a professional setting
7. Reflecting on the processes to build the foundation to an appreciation of the many responsibilities of journalism as a profession.
8. Submitting work for journalism competition to gauge opportunities outside the publishing arena.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Task	1,000 - 1,200 Words	35	N	Individual
Professional Task	300 Words	10	N	Individual
Professional Task	1,200 - 1,500 words plus portfolio	55	N	Individual

Teaching Periods

Autumn

Online

Online

Subject Contact Asha Chand ([https://directory.westernsydney.edu.au/search/name/Asha Chand/](https://directory.westernsydney.edu.au/search/name/Asha%20Chand/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM2017_22-AUT_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Asha Chand ([https://directory.westernsydney.edu.au/search/name/Asha Chand/](https://directory.westernsydney.edu.au/search/name/Asha%20Chand/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM2017_22-AUT_PS_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Ming Diao ([https://directory.westernsydney.edu.au/search/name/Ming Diao/](https://directory.westernsydney.edu.au/search/name/Ming%20Diao/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM2017_22-SC3_SC_D#subjects)

COMM 2019 Interactive Design: Games

Credit Points 10

Legacy Code 102272

Coordinator Sarah Waterson ([https://directory.westernsydney.edu.au/search/name/Sarah Waterson/](https://directory.westernsydney.edu.au/search/name/Sarah%20Waterson/))

Description This unit focuses on game design from an interactive design perspective. Approaches utilising current digital technologies for advanced interactive design are explored. Students will design and produce simple games for mobile and/or desktop delivery. The focus of the unit is about the communication and experience design, rather than technical implementation. Interactive game design examples are examined from the context of shifting production languages, convergent technologies and the design professional contexts. This unit includes game development concepts, platforms, goals and genres, player elements, simple story and character development, gameplay, levels, interface, and the game development process. Students will play games, analyse them, and complete a game design with appropriate documentation.

School Humanities & Comm Arts

Discipline Communication and Media Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects COMM 2018 - Interactive Design II

Assumed Knowledge

Computer literacy including working in a networked environment on a Macintosh computer; management, transportation and storage of digital information and digital production processes such as scanning, pdf production and file storage. Skills in design principles: layout, colour and typography. Literacy with image manipulation software - e.g. Photoshop.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of significant aspects of interactive design practice by producing a design document for an interactive game.
2. Define and implement strategies and research methodologies for producing interactive games within the project work.
3. Apply an appropriate balance of design, testing, critical reflection and refinement of strategy for interactive design through the production of a simple game.
4. Critique and evaluate game design to promote effective communication, interactivity, and user experiences through the

precedent appraisals within the design document, and the final presentation.

5. Identify and control relevant media and techniques (including digital technologies and other media and technologies relevant to the documentation of objectives, user needs and strategy) to the production of an interactive screen-based game.

Subject Content

- interaction design approaches and processes for simple games: planning, user- testing, evaluation, and Revision
- Game genres, goals and player elements
- Basic Gameplay, including: Rules of play, Game theory and challenges
- Basic character and story design for games
- Game development processes
- production processes for designing, developing and delivering interactive media
- interface, level and navigational design for games
- Lynda.com tutorials as appropriate

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	1,200 words and design work	20	N	Individual
Proposal	1,500 words and design work	30	N	Individual
Applied Project	900 word report and design work; 5 minute presentation	50	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Sarah Waterson ([https://directory.westernsydney.edu.au/search/name/Sarah Waterson/](https://directory.westernsydney.edu.au/search/name/Sarah%20Waterson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM2019_22-AUT_PS_D#subjects)

COMM 2020 Introduction to Film Studies

Credit Points 10

Legacy Code 100964

Coordinator Alex Ling ([https://directory.westernsydney.edu.au/search/name/Alex Ling/](https://directory.westernsydney.edu.au/search/name/Alex%20Ling/))

Description The unit will introduce students to the key theoretical strands of film studies and key concepts in the analysis of film. The unit will explore techniques of narrative, performance, genre, realism and spectatorship, as well as introducing methods to analyse the use

of editing, cinematography and sound. A case study of a key historical film movement or genre will introduce students to the study of cinema in its cultural contexts. The unit will also address the transformations in screen cultures as a result of digital technologies and new media.

School Humanities & Comm Arts

Discipline Audio Visual Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Restrictions

Successful completion of 40 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. explain key theoretical concepts in film studies
2. apply key concepts to an active viewing and analysis of film and video
3. demonstrate skills necessary for research and writing on cinema
4. show knowledge of at least one film movement and genre
5. think critically about the screen cultures they encounter in everyday life.

Subject Content

- key concepts in film theory: montage, mise en scene, style, genre, sound, performance, representation, narrative.
- key theoretical strands of screen studies.
- A major film movement or genre.
- Transformations in screen cultures as result of digital technologies and new media.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Critical Review	1,200 words	35	N	Individual
Quiz	30 minutes	20	N	Individual
Essay	1,600 words	45	N	Individual

Prescribed Texts

Set readings for each week will be available on vUWS. There is no printed subject reader for this subject.

Teaching Periods

Spring Bankstown Day

Subject Contact Alex Ling ([https://directory.westernsydney.edu.au/search/name/Alex Ling/](https://directory.westernsydney.edu.au/search/name/Alex%20Ling/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM2020_22-SPR_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Alex Ling ([https://directory.westernsydney.edu.au/search/name/Alex Ling/](https://directory.westernsydney.edu.au/search/name/Alex%20Ling/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM2020_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Alex Ling ([https://directory.westernsydney.edu.au/search/name/Alex Ling/](https://directory.westernsydney.edu.au/search/name/Alex%20Ling/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM2020_22-SPR_PS_D#subjects)

COMM 2022 Journalism: Research and Investigation

Credit Points 10

Legacy Code 102017

Coordinator Margot Dunphy ([https://directory.westernsydney.edu.au/search/name/Margot Dunphy/](https://directory.westernsydney.edu.au/search/name/Margot%20Dunphy/))

Description Investigation and research are fundamental to journalism and many other forms of writing. This unit provides students with the skills to dig deeper to uncover information with which they can build stories that have depth and impact. Students will analyse the role and power of investigative journalism within the information media industry.

School Humanities & Comm Arts

Discipline Journalism

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) COMM 1018

Equivalent Subjects LGYA 0583 - Speciality News Reporting COMM 2021 - Investigative Journalism

Assumed Knowledge

General knowledge of politics, social affairs and economy.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply advanced research techniques in journalistic writing
2. Locate reliable sources of information both online and offline
3. Demonstrate ethical standards in their work, in line with the Australian Journalists' Code of Ethics
4. Work ethically, in line with the Australian Journalists' Code of Ethics

Subject Content

1. Advanced research techniques for writers
2. The historical context of Investigative Journalism
3. Computer & database journalism
4. Using Public Records and historical documents
5. Specialist rounds
6. Journalism ethics

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Research Skills Test	1,200 words	30	N	Individual
Report - Political Profile	600 words	30	N	Individual
Report - Research Based Story	1,000 words	40	N	Individual

Prescribed Texts

- Ferfolja, T., Jones Diaz, C. & Ullman, J. (2018 in press). Understanding Sociological Theory for Educational Practices. 2nd Edition. (Cambridge University Press, UK)

Teaching Periods

Spring Penrith (Kingswood)

Day

Subject Contact Margot Dunphy ([https://directory.westernsydney.edu.au/search/name/Margot Dunphy/](https://directory.westernsydney.edu.au/search/name/Margot%20Dunphy/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM2022_22-SPR_KW_D#subjects)

Online

Online

Subject Contact Margot Dunphy ([https://directory.westernsydney.edu.au/search/name/Margot Dunphy/](https://directory.westernsydney.edu.au/search/name/Margot%20Dunphy/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM2022_22-SPR_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Margot Dunphy ([https://directory.westernsydney.edu.au/search/name/Margot Dunphy/](https://directory.westernsydney.edu.au/search/name/Margot%20Dunphy/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM2022_22-SPR_PS_D#subjects)

COMM 2024 Media Law and Ethics

Credit Points 10

Legacy Code 101928

Coordinator Roger Dawkins ([https://directory.westernsydney.edu.au/search/name/Roger Dawkins/](https://directory.westernsydney.edu.au/search/name/Roger%20Dawkins/))

Description Media Law and Ethics focuses on the media and communication industries of public relations, journalism, advertising and media production, and examines issues including: the legal framework in which these creative communication industries operate, the role of ethics in decision-making in these industries, and the impact of regulation. It considers these issues in relation to their historical and philosophical contexts, and in terms of the contemporary

context of digital networked media. This unit provides a foundation for professional practice in the Communication and Creative Industries key programs.

School Humanities & Comm Arts

Discipline Journalism

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects COMM 2010 - Communication Law and Ethics

Restrictions Successful completion of 60 credit points at Level 1 in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

- apply a thorough understanding of the legal framework in which the communication industries operate and the ethical context of decision-making in the media professions
- explain the Australian legal system as it specifically relates to the key fields of professional communication practice
- articulate historical and philosophical contexts to contemporary practices involving ethical judgments and decision-making
- explain the impact of regulatory procedures upon the range of communication practice, and industry-specific solutions to legal and ethical concerns within media contexts
- apply key research skills to legal and ethical issues in a media context

Subject Content

Defamation, contempt and privacy laws

Fairness in research and reporting, including developing an awareness of anti-discrimination laws and other media guidelines as they apply to minority and/or vulnerable groups such as children and indigenous people

An overview of free speech issues, including the Freedom of Information Act

Understanding creators' rights, including copyright laws as they apply to the media professions

Contextualising journalism, advertising, public relations and media production pressures in contemporaneous terms

The legal framework for electronic communication such as the internet and email

Issues in the regulation and control of print, broadcast and electronic media

The professional codes of ethics that apply in all fields of communication practice

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	30 minutes	10	N	Individual
Case Study	Open book for one week: 1,000 words	30	N	Individual
Professional Task	600 words	20	N	Individual

Essay	1500 research paper worth 40%	40	N	Individual
-------	--	----	---	------------

Prescribed Texts

- Pearson, M., & Polden, M. (2019). The journalist's guide to media law : A handbook for communicators in a digital world (6th ed.). Crows Nest, NSW: Allen & Unwin

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Roger Dawkins ([https://directory.westernsydney.edu.au/search/name/Roger Dawkins/](https://directory.westernsydney.edu.au/search/name/Roger%20Dawkins/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM2024_22-AUT_KW_D#subjects)

Online

Online

Subject Contact Roger Dawkins ([https://directory.westernsydney.edu.au/search/name/Roger Dawkins/](https://directory.westernsydney.edu.au/search/name/Roger%20Dawkins/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM2024_22-AUT_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Roger Dawkins ([https://directory.westernsydney.edu.au/search/name/Roger Dawkins/](https://directory.westernsydney.edu.au/search/name/Roger%20Dawkins/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM2024_22-AUT_PS_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Ming Diao ([https://directory.westernsydney.edu.au/search/name/Ming Diao/](https://directory.westernsydney.edu.au/search/name/Ming%20Diao/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM2024_22-SC2_SC_D#subjects)

COMM 2026 New Media Contexts (WSTC)

Credit Points 10

Legacy Code 700084

Coordinator Peta Downes ([https://directory.westernsydney.edu.au/search/name/Peta Downes/](https://directory.westernsydney.edu.au/search/name/Peta%20Downes/))

Description The convergences and diversifications in the communications media industries of the past two decades have completely altered the environment within which they operate for producers and consumers alike. Issues about digitalisation, convergence, globalisation, the network society and communications media governance require a complete reconceptualisation of the media in order to be able to understand the impact of these changes upon professional practices and consumer habits. This unit will introduce students to international perspectives on issues in the new media

contexts, and an appreciation of some of the social and cultural implications.

School Humanities & Comm Arts

Discipline Communication and Media Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects COMM 2025 - New Media Contexts

Restrictions Students must be enrolled at Western Sydney University, The College in 7021 Associate Degree in Creative Industries

Assumed Knowledge

A basic knowledge of media and communications studies.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. After successful completion of this Unit, students will be able to:
2. identify, analyse and contextualise broad patterns of change in communications media;
3. analyse specific new media developments in public, commercial and community communications and media organizations;
4. examine and report on changes in consumer uses of media;
5. apply critical, reflective, and creative skills to make informed decisions in professional or applied communications contexts;
6. identify practices in media that will enhance their careers in the communications and media industries;
7. integrate theoretical and practical knowledge of the media and communications industries to analyse and solve problems;
8. demonstrate proficiency in a range of communication skills, social interaction, information research and assembly to solve problems, and skills in using technologies.

Subject Content

This subject will explore:

The meanings and implications of the ?new?f in the context of the established and newer media and the emerging globally networked media environment.

Tracking theoretical debates concerning the emerging role of new media industries within more traditional media market structures, and the policy implications of these.

Examination of the patterns of new media developments and operations and the influence on/in the broader social and cultural contexts.

Mediatization and social change.

The political economy of the media and its relation to globalisation.

Content modules will relate to case studies of changes in particular forms and practices in television, film and video, radio, music and the Internet, and mobile wireless communications.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Tutorial Presentation	7-8 minutes	25	N	Individual

New Media Review	750 words	30	N	Individual
Investigative Report	2000 words	45	N	Individual

Teaching Periods

COMM 2027 News Reporting

Credit Points 10

Legacy Code 102062

Coordinator Margot Dunphy ([https://directory.westernsydney.edu.au/search/name/Margot Dunphy/](https://directory.westernsydney.edu.au/search/name/Margot%20Dunphy/))

Description This unit introduces students to news gathering, research, story construction and news writing for delivery over a variety of platforms, from print-based to online, broadcast and social media. It gives students foundation skills which they can then apply in the subsequent electronic and feature units.

School Humanities & Comm Arts

Discipline Journalism

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) COMM 1018

Equivalent Subjects LGYB 0129 - Online Journalism COMM 2028 - News Reporting for Convergent Media

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Find and select appropriate issues and events for production as news stories for multi-platform delivery.
2. Select interviewees and conduct interviews.
3. Explain how to value add to stories with additional story elements
4. Explain how different delivery platforms, including social media, use different news gathering and production techniques.
5. Critically assess ethical and other issues in print and online-delivered journalism.
6. Explain the changes taking place in news media as a result of media convergence.
7. Apply general knowledge and knowledge of current events appropriate for conduct of basic journalistic tasks
8. Adequately assess the risk involved in professional production projects.

Subject Content

Developing a news sense and gathering information for news.
Journalistic interviewing and research.
Presenting news in various formats with a focus on developing news writing style.
Creating social media platforms, including blogs and website to host news stories.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Task	2 x news stories (300 words each) and mission statement (150 words)	30	N	Individual
Professional Task	600 words - News story and report on the issue	30	N	Individual
Professional Task	2 x news stories (500 words each) & revised Stage 1 stories	40	N	Individual

Teaching Periods

Autumn

Online

Online

Subject Contact Margot Dunphy ([https://directory.westernsydney.edu.au/search/name/Margot Dunphy/](https://directory.westernsydney.edu.au/search/name/Margot%20Dunphy/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM2027_22-AUT_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Margot Dunphy ([https://directory.westernsydney.edu.au/search/name/Margot Dunphy/](https://directory.westernsydney.edu.au/search/name/Margot%20Dunphy/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM2027_22-AUT_PS_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Ming Diao ([https://directory.westernsydney.edu.au/search/name/Ming Diao/](https://directory.westernsydney.edu.au/search/name/Ming%20Diao/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM2027_22-SC2_SC_D#subjects)

COMM 2029 Photo Journalism

Credit Points 10

Legacy Code 100953

Coordinator Enrico Scotece ([https://directory.westernsydney.edu.au/search/name/Enrico Scotece/](https://directory.westernsydney.edu.au/search/name/Enrico%20Scotece/))

Description Students studying this unit examine the function of photojournalism in the process of newsgathering and production and examine the relationship between images and text and their communicative potential. The unit involves a variety of approaches to photojournalism using monochrome and colour photography and location lighting for social documentary for ultimate use in a range of published forms.

School Humanities & Comm Arts

Discipline Journalism

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects LGYA 0636 - Photo Journalism

Restrictions Successful completion of 80 credit points at Level 1.

Assumed Knowledge

Students must have a sound understanding of photography principles, and experience in photography processes.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of the communicative potential of the discrete photographic image
2. Explain the legal and ethical issues involved in the use of images of people and property
3. Demonstrate in folio format visual narrative forms as a sequence or series of images in a visual essay
4. Recognize and isolate the necessary key visual elements of a narrative to construct a photo that communicates clearly
5. Prepare photographic images in the context of photojournalism towards publication formatted as both screen and print folios
6. Explain the newsroom structure and processes for negotiation with writers
7. Apply proficiency in monochrome and colour photography, contemporary print and printing systems, basic studio, portable as well as available lighting and digital capture
8. Adequately assess the risk involved in professional production projects.

Subject Content

The construction of meaning through single and sequential images. The role of the image in telling the story, what makes a good news or feature picture.

The use of the photographic image -subjectivity of the photographer and editor.

Skills in analysis, composition and editing of photographic imagery. Understanding the role of the photojournalist within an editorial team.

Understanding concepts of constructing and following a brief. Legal issues (defamation, copyright, privacy) and ethical issues associated with documentary photographic imagery.

The function of research in story development.

The photojournalist as reporter, the feature & investigative story.

The DSLR camera lighting, monochrome and colour photography.

Exposure for and natural and artificial lighting conditions.

Digital capture to publication, file set up for use in print and on-line/ screen publication. File sizes and compression.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	20 Questions	20	N	Individual
Applied Project	20 Images + Synopsis	30	N	Individual

Applied Project	20 Images + Synopsis	30	N	Individual
Reflection	Equivalent 1,000 words	20	N	Individual

Teaching Periods

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Ming Diao ([https://directory.westernsydney.edu.au/search/name/Ming Diao/](https://directory.westernsydney.edu.au/search/name/Ming%20Diao/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM2029_22-SC1_SC_D#subjects)

Spring

Online

Online

Subject Contact Enrico Scotece ([https://directory.westernsydney.edu.au/search/name/Enrico Scotece/](https://directory.westernsydney.edu.au/search/name/Enrico%20Scotece/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM2029_22-SPR_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Enrico Scotece ([https://directory.westernsydney.edu.au/search/name/Enrico Scotece/](https://directory.westernsydney.edu.au/search/name/Enrico%20Scotece/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM2029_22-SPR_PS_D#subjects)

COMM 2032 Professional Writing and Editing

Credit Points 10

Legacy Code 101929

Coordinator Myra Gurney ([https://directory.westernsydney.edu.au/search/name/Myra Gurney/](https://directory.westernsydney.edu.au/search/name/Myra%20Gurney/))

Description Professional communicators require advanced writing and editing skills. This unit explores the nature of writing and preparation of texts for use across different media platforms and in various contexts. In particular, the unit develops skills in editing and re-purposing of writing, and further develops understanding of key writing tools such as voice, emphasis, tone, grammar and punctuation and Plain English for professional purposes. Through in-class workshops and time-restricted editing tasks, students will demonstrate a range of professional writing skills from corporate communications to advanced editing. Through in class presentations, discussions and short written tasks, students will demonstrate an applied understanding of conceptual and theoretical issues related to writing and editing for diverse audiences and applied to a range of current issues.

School Humanities & Comm Arts

Discipline Communication and Media Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects LGYA 0221 - Convergence and New Media COMM 2012 - Convergence and New Media COMM 2025 - New Media Contexts COMM 2026 - New Media Contexts (UWSC)

Restrictions Successful completion of 80 credit points at Level 1.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply theories of writing
2. Re-purpose information for a variety of media platforms
3. Identify and remediate instances of faulty writing
4. Use voice, coherence, emphasis, concision and Plain English appropriately
5. Use basic English grammar and punctuation effectively
6. Edit texts for length, audience, medium and purpose
7. Use professional layout, design and visuals/charts to enhance readability and professional presentation.

Subject Content

- The Topics include theoretical Background on The processing and function of language for rhetorical purposes, The nature of audience and The Importance of layout and Visual composition to reading and interpreting text.

- It will also include The function of professional Communications, editing texts for multi-platform delivery, editing and re-purposing of writing and key professional writing tools such as voice, emphasis, tone, Grammar and punctuation and The style of plain English for professional purposes.

- The principles are then applied through A variety of in-class and other writing tasks designed to demonstrate An advanced Understanding of professional writing styles.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	5 minutes	10	N	Individual
Report	Part 1: 1,200 words (15%), Part 2: 1,800 words (25%)	40	N	Individual
Portfolio	2,400 words	30	N	Individual
Quiz	15 minutes (per Quiz), 15 minutes (per practical)	20	N	Individual

Teaching Periods

Spring Penrith (Kingswood)

Day

Subject Contact Myra Gurney ([https://directory.westernsydney.edu.au/search/name/Myra Gurney/](https://directory.westernsydney.edu.au/search/name/Myra%20Gurney/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM2032_22-SPR_KW_D#subjects)

Online

Online

Subject Contact Myra Gurney ([https://directory.westernsydney.edu.au/search/name/Myra Gurney/](https://directory.westernsydney.edu.au/search/name/Myra%20Gurney/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM2032_22-SPR_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Myra Gurney ([https://directory.westernsydney.edu.au/search/name/Myra Gurney/](https://directory.westernsydney.edu.au/search/name/Myra%20Gurney/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM2032_22-SPR_PS_D#subjects)

Sydney City Campus - Term 3 Sydney City

Day

Subject Contact Ming Diao ([https://directory.westernsydney.edu.au/search/name/Ming Diao/](https://directory.westernsydney.edu.au/search/name/Ming%20Diao/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM2032_22-SC3_SC_D#subjects)

COMM 2035 Screen and Sound Practices 1

Credit Points 10

Legacy Code 102406

Coordinator Vincent Tay ([https://directory.westernsydney.edu.au/search/name/Vincent Tay/](https://directory.westernsydney.edu.au/search/name/Vincent%20Tay/))

Description This unit introduces students to the principles of screen and sound media production with an emphasis on digital video, new media, and short film drama production. Students develop an awareness of screen language through critical reflection upon classic and contemporary cinemas as well as practical exercises. Through a series of specialised modules and workshops, students develop their knowledge and skills in media production including camera coverage, visual storytelling, genre, narrative, montage, and sound design and editing. The unit is complemented by technical training in camera, sound and editing software.

School Humanities & Comm Arts

Discipline Communication And Media Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects COMM 2034 Screen and Sound Practices

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an in-depth knowledge of key media concepts, histories and practices, and their relevance within both Australian screen media industries and in an international context.
2. Examine the multiple ways in which screen media arts are connected with other related fields (design, visual arts, cultural studies and humanities).

3. Critique the short film form: aesthetics, production, narrative, and exhibition, and apply new directions and new technologies in short film production.
4. Demonstrate effective technical skills in camera and sound recording.
5. Differentiate among the key crew roles in producing a short film: Director, Producer, Cinematographer, Sound Designer, Production Designer, Editor, Writer.
6. Demonstrate knowledge of key aspects of Australian and international industries, festivals and markets to prepare students for professional careers in film and media across television, cinema, independent video, and new media.
7. Integrate theoretical and practical knowledge in the analysis and content creation of screen media applying critical, reflective, and creative skills.
8. Adequately assess the risk involved in professional production projects.

Subject Content

- concepts, techniques and practices in screen media production and Creative content production
- Australian screen industries
- short film development in non-fiction and fiction genres

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Production Exercise - Non Fiction	No longer than 3 minutes in total	35	N	Individual
Production Exercise - Drama or Fiction Scene	No longer than 3 minutes in total	35	N	Individual
Perform a Series of Technical Tasks relating to the Camera, Sound, Lighting and Editing Departments	35 tasks, which can be completed in one day	15	N	Individual
Critical Review	500 words or equivalent.	15	N	Individual
Mandatory Attendance at 80% of Classes		S/U	Y	Individual

Teaching Periods

COMM 2036 Screen and Sound Practices 2

Credit Points 10

Legacy Code 102407

Coordinator Maryella Hatfield ([https://directory.westernsydney.edu.au/search/name/Maryella Hatfield/](https://directory.westernsydney.edu.au/search/name/Maryella%20Hatfield/))

Description Following on from Screen and Sound Practices 1, this unit introduces students to more advanced principles of screen and sound media production with an emphasis on digital video, new media, and short film drama production. Students develop a depth of awareness about screen language through critical reflection upon classic and contemporary cinemas as well as practical exercises. Through a series of specialised modules and workshops, students continue to develop their knowledge and skills in media production including camera coverage, visual storytelling, genre, narrative, montage, and sound design and editing. The unit is complemented by further technical training in camera, sound and editing software. Students produce a major creative media project for a video work under 10 minutes duration.

School Humanities & Comm Arts

Discipline Audio Visual Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) COMM 2035

Equivalent Subjects COMM 2034 - Screen and Sound Practices

Restrictions Successful completion of 80 credit points at Level 1

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an in-depth knowledge of key media concepts, histories and practices, and their relevance within both Australian screen media industries and in an international context.
2. Demonstrate an understanding of the multiple ways in which screen media arts are connected with other related fields (design, visual arts, cultural studies and humanities).
3. Demonstrate a sound understanding of the short film form: aesthetics, production, narrative, and exhibition, and apply new directions and new technologies in short film production.
4. Demonstrate effective technical skills in camera and sound recording.
5. Demonstrate an understanding of the key crew roles in producing a short film: Director, Producer, Cinematographer, Sound Designer, Production Designer, Editor, Writer.
6. Integrate theoretical and practical knowledge in the analysis and content creation of screen media applying critical, reflective, and creative skills.
7. Produce a short film of under 10 minutes.
8. Adequately assess the risk involved in professional production projects.

Subject Content

Concepts, techniques and practices in screen media production and creative content production
 Australian screen industries
 Short film production

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Production Plan	2000 words	60	N	Individual
Short film/ video	Less than 10 minutes	40	N	Individual

Teaching Periods

COMM 2043 Writing Fiction

Credit Points 10

Legacy Code 100896

Coordinator Helen Koukoutsis ([https://directory.westernsydney.edu.au/search/name/Helen Koukoutsis/](https://directory.westernsydney.edu.au/search/name/Helen%20Koukoutsis/))

Description In this unit students explore, critically examine, and write in a range of fictional and essay forms. They critique a wide variety of published fiction in order to enhance their understanding of approaches, possibilities, and techniques, thereby developing a greater capacity to write and critically evaluate their own work. Students create their own fiction in the form of written exercises and assignments, which they will have the opportunity to workshop and present to peers in a supportive and constructive critical environment.

School Humanities & Comm Arts

Discipline Written Communication

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects LGYB 6562 - Creative Writing LGYB 4536 - Writing Fiction

Restrictions Successful completion of 40 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Compose a range of short and long critical and fictional pieces using numerous techniques explored in class.
2. Critically examine published texts in order to develop an awareness of the approaches and techniques employed in the writing of fiction.
3. Present to peers originally composed manuscripts of fiction for constructive feedback.
4. Evaluate a range of peers' fictional compositions through guided marking criteria and feedback.
5. Write and speak clearly and effectively.

Subject Content

1. The critiquing of published texts in order to examine the various approaches and techniques deployed in writing fiction.
2. The use of written exercises in order to give students practical experience of creating fiction using numerous techniques examined in class.

3. The setting of critical and creative assignments that give students the opportunity to demonstrate their awareness, understanding and practical mastery of these techniques and approaches.

4. The use of workshops to develop students' writing and awareness of the drafting process, as well as the implementation of blind peer-review of students' original compositions in a supportive environment.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	1,200 words (combined) + 10 minutes oral presentation	50	N	Individual
Essay	1,000 words	20	N	Individual
Applied Project	1,200 words	30	N	Individual

Prescribed Texts

- Subject Reader compiled by subject coordinator

Teaching Periods

COMM 2047 Pitch: Podcasting Essentials

Credit Points 10

Legacy Code 102697

Coordinator Roger Dawkins ([https://directory.westernsydney.edu.au/search/name/Roger Dawkins/](https://directory.westernsydney.edu.au/search/name/Roger%20Dawkins/))

Description This unit will teach students the fundamentals of podcasting, giving them the expertise needed to produce their own podcast feature. Working with academics and industry experts students will learn research and communication skills for finding, pitching and developing audio stories (backgrounding, writing, interviewing, presentation, critical review) and basic technical skills in sound and editing. This unit will show students how to get the most out of their software and hardware, and how to maximise their distribution channels to reach target audiences. Students will also learn how to recognise and evaluate key legal and ethical issues in research and recording content for publication. There is no need to know any of these things already, or have a story ready to tell; this unit is for all levels of experience and disciplinary backgrounds.

School Humanities & Comm Arts

Discipline Communication and Media Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Restrictions Successful completion of 40 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse and evaluate existing podcasts in order to identify key characteristics of the audio genre;
2. Apply research and communication skills for pitching and developing audio stories (backgrounding, writing, interviewing, presentation, reflection);
3. Recognise and evaluate the importance of key legal issues and the role of ethics in research and recording content for publication;
4. Demonstrate technical skills to record, edit and publish an audio feature;
5. Apply collaboration and team work skills.

Subject Content

This subject will be comprised of three topic areas.

Topic 1: Intro to podcasting and storytelling fundamentals

Students will learn the concepts of narrative storytelling; the components of a podcast; how to pitch story ideas; and how to write their own stories about their area(s) of interest.

Topic 2: Understanding audiences, the law and ethics

Students learn basic audience research techniques; relevant legal issues in the context of podcasting (copyright, defamation and privacy) and key ethical issues, including privacy and cultural appropriation.

Topic 3: Production

Students will learn how to record, edit and publish an audio feature, using personal recording devices and their own computers; basic voice presentation techniques; to engage in peer review of others' work.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	60-90 seconds recorded review	20	N	Individual
Practical	60-90 seconds recorded promo PLUS 1000 words proposal	30	N	Individual
Practical	5-7 minutes audio feature	40	N	Individual
Participation	Weekly production exercises	10	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Roger Dawkins ([https://directory.westernsydney.edu.au/search/name/Roger Dawkins/](https://directory.westernsydney.edu.au/search/name/Roger%20Dawkins/))

View timetable (https://classregistration.westernsydney.edu.au/event/timetable/?subject_code=COMM2047_22-AUT_PS_D#subjects)

COMM 2048 Communicating for Sustainability

Credit Points 10

Legacy Code 102705

Coordinator Tanya Notley ([https://directory.westernsydney.edu.au/search/name/Tanya Notley/](https://directory.westernsydney.edu.au/search/name/Tanya%20Notley/))

Description This unit will enable you to become an environmental sustainability leader by building your capacity to be a confident and effective communicator. Environmental sustainability is vital to human wellbeing and planetary health. Effective communication is required to bring about transformation at individual, organisational and societal scales. In this unit you will participate in three modules focused on the key ingredients required for communicating sustainability: strategy, design and storytelling. Weekly learning pods developed by industry and academic leaders are designed to demonstrate what has worked well in practice, across business, government, community and not-for-profit sectors. Assessments provide you with an opportunity to implement the models, concepts and ideas you've learnt during the weekly learning content. This unit is recommended for all students, regardless of discipline.

School Humanities & Comm Arts

Discipline Communication and Media Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Restrictions Successful completion of 40 credit points. Please note that this subject is recommended for all students, regardless of discipline.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse a sustainability need or problem in relation to the local context.
2. Create a communication strategy based on key insights.
3. Develop a clear sustainability narrative to guide communication and public engagement.
4. Design processes to effectively engage communities in strategies.
5. Present information, ideas and media clearly, convincingly and with confidence.

Subject Content

Module 1: Strategies for Communicating Sustainability

This module focuses on developing a communication strategy: how will your intervention create or contribute to change?

Module 2: Storytelling for Sustainable Futures

This module focuses on storytelling: whose voice is being centred? What kind of genre and format will be most effective for creating change?

Module 3: Designing Sustainable Initiatives

This module focuses on design processes and practices: how do you work collaboratively in an ethical way to design appropriate and effective sustainability-focused initiatives?

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Proposal and Presentation	750 - 1,000 words, plus 1 minute in class pitch	30	N	Individual
Applied Project	500 words with visual storyboard	30	N	Individual
Presentation (30%) and Report (10%)	5 - 10 minute presentation plus 750-1,000 words, plus visual documentation	40	N	Both (Individual & Group)

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Tanya Notley ([https://directory.westernsydney.edu.au/search/name/Tanya Notley/](https://directory.westernsydney.edu.au/search/name/Tanya%20Notley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM2048_22-SPR_PS_D#subjects)

COMM 2050 Multiliteracies

Credit Points 10

Legacy Code 102739

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

Description This unit develops students' skills, knowledge and competencies to address a wide range of literacies across multiple technologies, platforms and contexts, including the digital, written, visual, aural, spatial, gestural, and tactile dimensions of meaning production. In any society there are a range of literacies, and contexts in which those literacies might be deployed. Multiliteracies go beyond the traditional textual models of literacy to describe the rich variety of cognitive and cultural tools we use to make sense of the everyday. Multiliteracy is key to our professional and personal effectiveness as well as to our functioning as individuals and citizens in a world characterised by increasing local diversity and global connectedness.

School Humanities & Comm Arts

Discipline Communication and Media Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Restrictions Successful completion of 40 credit points in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Engage critically with a range of multimodal texts
2. Develop and employ a repertoire of practices (knowledge, skills and strategies) appropriate for different purposes and audiences and in a range of cultural, social and domain-specific contexts
3. Examine the ways in which social and cultural diversity shapes literate practices by the application of different knowledges, approaches, orientations, attitudes and values
4. Work collaboratively in small groups to develop strategies and/or propose solutions to real-world problems
5. Practice peer and self-assessment to analyse and reflect on content and promote personal and professional development

Subject Content

This subject is modularized, in the following structure

Contextualizing introductory module: Critical multiliteracies

- What is multiliteracy, and why is it essential?
- The active and passive production of meaning across a range of new platforms and contexts
- What critical theory, tools and contextual understandings do we bring to creating? or seeking to understand? multimodal texts and textuality?
- Reading and Writing in the 21st century
- Multimodal reading
- Media and mediation
- Social and cultural diversity and the diversity of knowledges
- Embodiment and the sensorial literacies: making sense through the senses
- The senses and sense-making; sensory impairment/deprivation and multiliteracies
- Intersectional literacies: what sensory skills (or combination of skills) do we bring to the visual and the digital?
- Non-verbal communication
- Digital and technological literacies
- Computer literacy
- Informational literacy for an online world
- Curating identity in personal and professional life

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	2,500 words approx combined word length – or word equivalent where submission of findings are made in another format (viz. audio or visual)	60	N	Individual

Applied Project: Group Report/ equivalent 30% and Self-evaluation 10%	Report (1,000 words or equivalent in audio/video duration, or online artefact creation) and Teamwork Skills self-evaluation (500 words)	40	N	Both (Individual & Group)
---	---	----	---	---------------------------

Summer A Day

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	2,000 words	60	N	Individual
Applied Project: Group Report/ equivalent 30% and Self-evaluation 10%	Report (1,000 words or equivalent in audio/video duration, or online artefact creation) and Teamwork Skills self-evaluation (500 words)	40	N	Both (Individual & Group)

Summer B Day

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	2,000 words	60	N	Individual
Applied Project: Group Report/ equivalent 30% and Self-evaluation 10%	Report (1,000 words or equivalent in audio/video duration, or online artefact creation) and Teamwork Skills self-evaluation (500 words)	40	N	Both (Individual & Group)

Prescribed Texts

- A Subject Reader of short essential reading resources selected by the subject coordinator/s. May be provisioned online, or as hardcopy (printed).

Teaching Periods

COMM 2051 Animation and Visual Effects

Credit Points 10

Legacy Code 102828

Coordinator Wendy Chandler ([https://directory.westernsydney.edu.au/search/name/Wendy Chandler/](https://directory.westernsydney.edu.au/search/name/Wendy%20Chandler/))

Description Explore the art and technology of animation and visual effects as applied to digital screen media production. In this unit, you will be introduced to the principles of animation and compositing and learn how to create effective motion sequences integrated with sound. Working with commercial software, you will explore the unique possibilities of animation and visual effects production and experiment with alternative, creative, narrative storytelling approaches. Develop critical, conceptual and practical skills within the context of animation and visual effects which will then enable you to deliver powerful and compelling visual stories on multiple media platforms.

School Humanities & Comm Arts

Discipline Communication And Media Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects COMM 2008 - Animation and Visual Effects
COMM 2031 - Principles of Non-Linear Editing
COMM 2042 - Visual Effects
VISU 2007 - Animation and Visual Effects (WSTC)
COMM 2054 - Animation and Visual Effects (WSTC)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate knowledge of current trends and processes of animation and visual effects in relation to digital screen media production.
2. Apply and critique the use of animation and visual effects in such a way to creatively produce relevant solutions to specific concept and design requirements.
3. Create, record and manipulate material for short form animation and visual effects production.
4. Demonstrate relevant technical and software skills in relation to animation and digital effects production. These include green screen studio technical and safety procedures and software training in relevant Adobe Creative Suite applications.
5. Assess the risk involved in professional production projects.

Subject Content

Animation and visual effects histories & case studies.

Animation and visual effects production practices and principles.

Green screen studio production and compositing.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	5 multiple choice quizzes (10 questions per quiz)	10	N	Individual
Applied Project	Up to 30 seconds	30	N	Individual
Applied Project	1,500 Words equivalent	20	N	Individual
Applied Project	Up to 5 minutes	40	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Wendy Chandler ([https://directory.westernsydney.edu.au/search/name/Wendy Chandler/](https://directory.westernsydney.edu.au/search/name/Wendy%20Chandler/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM2051_22-AUT_PS_D#subjects)

Spring

Online

Online

Subject Contact Wendy Chandler ([https://directory.westernsydney.edu.au/search/name/Wendy Chandler/](https://directory.westernsydney.edu.au/search/name/Wendy%20Chandler/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM2051_22-SPR_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Wendy Chandler ([https://directory.westernsydney.edu.au/search/name/Wendy Chandler/](https://directory.westernsydney.edu.au/search/name/Wendy%20Chandler/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM2051_22-SPR_PS_D#subjects)

COMM 2052 Documentary: Factual Screen Media

Credit Points 10

Legacy Code 102830

Coordinator Maryella Hatfield ([https://directory.westernsydney.edu.au/search/name/Maryella Hatfield/](https://directory.westernsydney.edu.au/search/name/Maryella%20Hatfield/))

Description Documentary is an evolving area that continues to flux and change. Due to developments in media distribution, technological change and convergence, audiences are increasingly engaging with factual content in new and innovative ways. This unit explores both conceptual and production approaches to documentary in various forms. Students are introduced to key documentary histories and modes and examine a range of traditional and evolving practices including animated, online interactive and transmedia documentary outcomes. Students produce a short documentary project and in doing so develop professional skills and approaches to production roles as well as ethical relationships and responsibilities with participants and topics.

School Humanities & Comm Arts

Discipline Audio Visual Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) COMM 1015 OR COMM 1039

Co-requisite(s) COMM 1037

Equivalent Subjects COMM 2041 - Video Camera and Image Formation
COMM 2013 - Documentary Media

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Discuss the development of documentary histories, forms, concepts and production techniques.
2. Articulate a range of ways in which evolving forms and directions in documentary production influence current documentary media.
3. Research and write a documentary proposal.
4. Discuss the ways ethical issues related to documentary subjects and topics are reflected in documentary production.
5. Develop and produce a short documentary project.
6. Integrate theoretical and practical knowledge in the reflective analysis of content creation and production roles.

Subject Content

Documentary histories and concepts

Evolving documentary forms (animated, online interactive, transmedia)

Documentary research and proposal writing skills

Documentary practice (preproduction to postproduction)

Ethical considerations and responsibilities involved with working with subjects and topics

Reflective practice

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	5 multiple choice quizzes (10 questions per quiz)	10	N	Individual
Proposal	2,000 words or equivalent	35	N	Individual
Applied Project	Up to 10 minutes	30	N	Group
Reflection	1,500 words or equivalent	25	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Maryella Hatfield ([https://directory.westernsydney.edu.au/search/name/Maryella Hatfield/](https://directory.westernsydney.edu.au/search/name/Maryella%20Hatfield/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM2052_22-AUT_PS_D#subjects)

COMM 2053 Narrative: Fictional Screen Media

Credit Points 10

Legacy Code 102829

Coordinator Maryella Hatfield ([https://directory.westernsydney.edu.au/search/name/Maryella Hatfield/](https://directory.westernsydney.edu.au/search/name/Maryella%20Hatfield/))

Description In the 21st Century the nature of storytelling has evolved. Fictional screen narratives are now delivered across multiple platforms, devices and spaces. At the same time different platforms are strategically used to extend and add new layers to stories while deepening audience interaction and engagement. This unit introduces students to more advanced principles and processes in the production of fictional screen media. Students will learn how to work effectively in collaborative production teams across various key roles in pre-production, production and post-production. Working in teams, students produce a creative cross-platform narrative screen media project.

School Humanities & Comm Arts

Discipline Communication and Media Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) COMM 1015 OR COMM 1039

Equivalent Subjects COMM 3020 - Media Arts Project

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply key concepts in cross platform fictional storytelling to project development.
2. Develop and write a proposal and script for a cross platform fictional project
3. Plan and produce a cross platform screen media project which includes a fictional narrative video.
4. Apply reflexive critical thinking to the creative process and to evaluation of their own and others' work.
5. Work independently and collaboratively on a cross platform fictional storytelling project.

Subject Content

1. Advanced fictional scriptwriting concepts and methods.
2. Cross platform and 360 transmedia storytelling.
3. Relevant skills in cross platform fictional screen media production.
4. Professional production practices and creative processes for screen media practitioners working in collaborative teams.
5. Reflective online content production and publishing

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	5 multiple choice quizzes (10 questions per quiz)	10	N	Individual
Proposal	2,000 words or equivalent	35	N	Individual
Applied Project	Fiction film up to 7 minutes, plus at least one additional platform component	30	N	Group
Reflection	1,500 words or equivalent	25	N	Individual

Teaching Periods

Autumn

Online

Online

Subject Contact Maryella Hatfield ([https://directory.westernsydney.edu.au/search/name/Maryella Hatfield/](https://directory.westernsydney.edu.au/search/name/Maryella%20Hatfield/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM2053_22-AUT_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Maryella Hatfield ([https://directory.westernsydney.edu.au/search/name/Maryella Hatfield/](https://directory.westernsydney.edu.au/search/name/Maryella%20Hatfield/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM2053_22-AUT_PS_D#subjects)

COMM 3001 Advanced Standing for Creative Writing 310

Credit Points 10

Legacy Code 102446

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Humanities & Comm Arts

Discipline Written Communication

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Teaching Periods

COMM 3002 Advanced Standing for Creative Writing 320

Credit Points 20

Legacy Code 102594

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Humanities & Comm Arts

Discipline Written Communication

Student Contribution Band HECS Band 4 20cp

Level Undergraduate Level 3 subject

Teaching Periods

COMM 3003 Advanced Standing for Film Studies 310

Credit Points 10

Legacy Code 102464

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Humanities & Comm Arts

Discipline Audio Visual Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Teaching Periods

COMM 3005 Australian Textual Studies

Credit Points 10

Legacy Code 100849

Coordinator Christopher Conti ([https://directory.westernsydney.edu.au/search/name/Christopher Conti/](https://directory.westernsydney.edu.au/search/name/Christopher%20Conti/))

Description This unit aims to increase students' knowledge of the scope and variety of Australian writing. It examines a range of Australian texts from a number of contexts, usually organised along historical and/or thematic lines, and considers the role of writing both "high" literature and more popular forms in constructions of Australian culture. Issues of place, gender and race may be foregrounded, and consideration given to how these influence images of Australia. Film and television texts may also be included or emphasised.

School Humanities & Comm Arts

Discipline Written Communication

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYB 0186 - Australian Textual Studies LGYB 4976 - Australian Authors Special Study LGYB 4974 - Australian Literature The City and The Bush

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Students will increase their knowledge of the scope and heterogeneity of Australian texts.
2. Students will read and critically examine a range of representative Australian texts from a number of different social and cultural contexts.
3. Students will examine the relationship between Australian texts and ideas and traditions regarding the nature of Australian culture.
4. Students will explore the relationship between Australian literary culture and other cultural forms, such as film, television, journalism and the visual and performing arts.

Subject Content

Text and gender in Australian culture.

Landscape as text: writing Australian places and spaces; the city versus the bush.

Imagining community/ies: the textual construction of the Australian nation and national identity/ies.

Aboriginal texts, from pre 1788 cultural inscriptions to present-day writing.

Ethnic minority writing and questions of multiculturalism.

The concept of an Australian literature, its history and discontents.

Focus study of particular Australian authors.

Writing Australian drama, film and television.

Bastards from the Bush and Sentimental Blokes: Australian literature and popular culture; humour, irony and sentiment.

Australian modernity, Australian modernism.

Australian journalism and literary culture.

Australian literary criticism, its history and some of its major issues (for example, national versus universal culture, "the cultural cringe", radical nationalists versus New Critics, responses to post-structuralism and postcolonialism).

It is necessary to understand/That a poet may not exist (Ern Malley):

Australian literary hoaxes.

Australian writing and the visual arts.

Teaching Periods

COMM 3006 Cinema and Experience

Credit Points 10

Legacy Code 101984

Coordinator Alex Ling ([https://directory.westernsydney.edu.au/search/name/Alex Ling/](https://directory.westernsydney.edu.au/search/name/Alex%20Ling/))

Description Film Studies and Literary Studies share some common theoretical foundations and analytical methods. However, considered in its cultural contexts, the question of how a film is experienced by spectators becomes critical. Films engage spectators in an embodied and affective way. The unit will argue that we cannot understand how a film takes up thematic and cultural questions without exploring the dynamics of spectatorship. This unit will explore some key approaches to film spectatorship and will look at how cinematic techniques shape narrative, genre, character, and thematic and cultural questions into embodied and affective experience.

School Humanities & Comm Arts

Discipline Audio Visual Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYB 0027 - Film Genre and Affect LGYA 0256 - Film and Affect

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Engage in critical debates about cinema spectatorship
2. Identify diverse historical and cultural approaches to cinematic affect
3. Analyse the relationships between key methodologies in film studies
4. Demonstrate skills in film analysis
5. Critique the relationships between film techniques and cultural and thematic questions.

Subject Content

Concepts of classical narrative and their revision
 Comparative methodologies in film studies
 Textual analysis of film
 Cinema of attractions; cinema and modernity
 The role of embodiment in spectatorship
 Concepts of affect and mimetic experience
 Models of affect in narrative, genre, film sound, mise en scene, cinematography and performance
 Case studies of diverse film cultures and movements
 Function of fantasy in film production and consumption
 Contemporary forms of film production and experience

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Seminar Paper	5 minutes / 500 words	15	N	Individual
Close Scene Analysis and Critical Review	1000 words	35	N	Individual
Final Essay	2000 words	50	N	Individual

Prescribed Texts

- Subject Reader

Teaching Periods

COMM 3008 Communication Research Project

Credit Points 10

Legacy Code 101930

Coordinator Raymond Archee ([https://directory.westernsydney.edu.au/search/name/Raymond Archee/](https://directory.westernsydney.edu.au/search/name/Raymond%20Archee/))

Description This final year unit provides a capstone experience as a bridge into professional work or as a precursor to further research studies. The 'open box' approach invites students to develop a concept for a research report or professional project, undertaking preparatory stages of collective and individual research in an area of interest that has emerged as a result of previous studies. Students will generate project options that draw on historical and contemporary research issues and approaches to guide the development of their own research questions and methods specific to their object of research. A range of methodological approaches will be explored, including practice-based methods, industry observation/shadowing, qualitative interviews, and quantitative digital methods. Students will develop their own reading lists, identify appropriate research methods and conduct some pilot testing and evaluation of findings for their project. Students will also learn how to read and consume academic and scholarly research in order to critique problematic issues in published research reports.

School Humanities & Comm Arts

Discipline Written Communication

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects COMM 3039 - Visual Thinking COMM 3019 - Media Analysis

Restrictions Successful completion of 80 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and develop a research question
2. Identify appropriate professional and academic contexts for research, and real world ethical practices
3. Present a rationale for a research project
4. Evaluate and use appropriate methods in your research
5. Articulate a potential research finding appropriate to the selected context
6. Adequately assess the risk involved in professional production projects
7. Be able to critique a research report for reliability, validity and ethical problems

Subject Content

- developing research directions and contexts - The research question and The place of research within academic and professional contexts
 - selected research themes linked to Core practices of Advertising, Journalism, public relations and media Arts production majors - case Study examples
 - Exemplars of published research reports in need of Issues being identified and critiqued
 - The use and Reporting of appropriate research methods and mixed methods research in A pilot research Study
 - developing A research evaluation of The pilot Study using selected methods and approaches

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Proposal	3 minutes max (for Video Presentation); 1,200 words (for Proposal)	30	N	Individual
Report	2,000 words	40	N	Individual
Portfolio	1,500 words	30	N	Individual

Teaching Periods

Autumn

Online

Online

Subject Contact Raymond Archee ([https://directory.westernsydney.edu.au/search/name/Raymond Archee/](https://directory.westernsydney.edu.au/search/name/Raymond%20Archee/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM3008_22-AUT_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Raymond Archee ([https://directory.westernsydney.edu.au/search/name/Raymond Archee/](https://directory.westernsydney.edu.au/search/name/Raymond%20Archee/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM3008_22-AUT_PS_D#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Ming Diao ([https://directory.westernsydney.edu.au/search/name/Ming Diao/](https://directory.westernsydney.edu.au/search/name/Ming%20Diao/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM3008_22-SC1_SC_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Ming Diao ([https://directory.westernsydney.edu.au/search/name/Ming Diao/](https://directory.westernsydney.edu.au/search/name/Ming%20Diao/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM3008_22-SC3_SC_D#subjects)

COMM 3010 Creative Industries Professional Project or Internship

Credit Points 10

Legacy Code 102433

Coordinator Kristen Marshall ([https://directory.westernsydney.edu.au/search/name/Kristen Marshall/](https://directory.westernsydney.edu.au/search/name/Kristen%20Marshall/))

Description Creative Industries Professional Project or Internship will allow students to work with Creative Industries practitioners in a 'real world' context. Students will collaborate with an industry

partner, applying design thinking to achieve creative solutions within an internship placement or develop their own creative industry project.

School Humanities & Comm Arts

Discipline Communication and Media Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Students must be enrolled in Bachelor of Creative Industries or associated double degrees. Students must have successfully completed 160 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explore the relationship between discipline area and its contribution to creative industries and broader society.
2. Undertake appropriate critical thinking.
3. Use design thinking to solve challenges identified in the workplace and/or community setting.
4. Present a professional profile.
5. Demonstrate integrated disciplinary knowledge and skills in a workplace and/or project context.

Subject Content

Professional profile creation

Applied skills within industry of major/sub-major

Critical and design thinking

Applied problem solving

Creative application

Innovation and collaboration

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Proposal: Placement or project preparation tasks	1,000 words	25	N	Individual
Professional Task: Professional Bios	250 words plus 1 min video	15	N	Individual
Professional Task: Online Profile	300 words	10	N	Individual
Portfolio: Digital Portfolio	5 minute video plus Supervisor/ Mentor report	50	N	Individual

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Kristen Marshall ([https://directory.westernsydney.edu.au/search/name/Kristen Marshall/](https://directory.westernsydney.edu.au/search/name/Kristen%20Marshall/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM3010_22-SPR_PS_D#subjects)

COMM 3011 Creative TEAMS 1

Credit Points 10

Legacy Code 102431

Coordinator John Greig ([https://directory.westernsydney.edu.au/search/name/John Greig/](https://directory.westernsydney.edu.au/search/name/John%20Greig/))

Description Creative TEAMS 1 will bring students together in interdisciplinary groups to work with Creative Industries practitioners in a 'real world' context. Students will learn how to collaborate to develop an original solution to a "wicked" problem set by the industry partner. Through research and planning, in relation to a set of relevant constraints: such as cultural, social, environmental, site and audience, students will develop a strategy that utilises the appropriate media, message and approach, to address the identified target audience, based on research findings.

School Humanities & Comm Arts

Discipline Communication and Media Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Students must be enrolled in Bachelor of Creative Industries or associated double degrees. Successful completion of 80 credit points at Level 1 in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the elements of an ill-structured problem
2. Undertake appropriate research in collaboration with others
3. Use design thinking to reflect on a real world problem
4. Use critical thinking to reflect on research
5. Work in teams to develop novel solutions
6. Present findings in a range of formats
7. Demonstrate professional communication skills

Subject Content

Design thinking
 Research skills
 Critical thinking
 Collaborative problem solving
 Professional communication strategies
 Innovation and risk

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied Project	1,000 words plus 10 slides	15	N	Group
Applied Project	1,000 words plus 10 slides	20	N	Group
Applied Project	1,000 words plus 10 slides	25	N	Group
Reflection	1,000 words	40	N	Individual

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact John Greig ([https://directory.westernsydney.edu.au/search/name/John Greig/](https://directory.westernsydney.edu.au/search/name/John%20Greig/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM3011_22-SPR_PS_D#subjects)

COMM 3012 Creative TEAMS 2

Credit Points 10

Legacy Code 102432

Coordinator John Greig ([https://directory.westernsydney.edu.au/search/name/John Greig/](https://directory.westernsydney.edu.au/search/name/John%20Greig/))

Description Creative TEAMS 2 will bring students together in interdisciplinary groups to work with Creative Industries practitioners on professional projects. Students will learn how to collaborate to develop original solutions with industry partners. Through research and planning, in relation to a set of relevant constraints: such as cultural, social, environmental, site and audience, students will develop a strategy that utilises the appropriate media, message and approach, to address the identified target audience, based on research findings.

School Humanities & Comm Arts

Discipline Communication and Media Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) COMM 3011

Restrictions Students must be enrolled in Bachelor of Creative Industries or associated double degrees. Successful completion of 120 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Articulate the elements of an ill-structured problem as a basis for research
2. Use appropriate research methods in collaboration with others
3. Use design thinking to develop a solution to a real problem
4. Use critical thinking to reflect on research
5. Work in teams to develop novel solutions to real problems
6. Present findings professionally in a range of formats
7. Demonstrate advanced communication skills

Subject Content

Applied Design thinking
 Applied Research skills
 Applied Critical thinking
 Collaborative problem solving
 Advanced professional communication
 Innovation and risk management

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Proposal	1,000 words	10	N	Group
Presentation	15 minutes	20	N	Group
Applied Project	1,500 words	40	N	Group
Reflection	1,500 words	30	N	Individual

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact John Greig ([https://directory.westernsydney.edu.au/search/name/John Greig/](https://directory.westernsydney.edu.au/search/name/John%20Greig/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM3012_22-AUT_PC_D#subjects)

COMM 3013 Creative Writing Project

Credit Points 10

Legacy Code 100859

Coordinator Anna Gibbs ([https://directory.westernsydney.edu.au/search/name/Anna Gibbs/](https://directory.westernsydney.edu.au/search/name/Anna%20Gibbs/))

Description This unit extends students beyond the writing of individual stories and poems into larger areas of creative writing, such as the discontinuous narrative, the novella, and the cycle of related poems and/or stories. It involves students in the process of developing a major project from an initial set of ideas, through the stages of drafting to a "finished" product, using workshop techniques, individual interviews and peer critiquing. It aims to give each student some experience of a relationship with readers (fellow students) and an editor (the tutor).

School Humanities & Comm Arts

Discipline Written Communication

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Assumed Knowledge

It is highly desirable that students should have successfully completed one of the following Level 2 subjects: 100896 -Writing Fiction, 100856 - Creative Non-Fiction or 101011 - Writing Poetry.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically examine a range of published texts drawing upon their awareness of the variety of approaches and techniques employed in extended pieces of creative writing.
2. Write a developing series of drafts leading to the completion of an extended creative work.
3. Employ writing and editing skills through the workshop process.
4. Build capacities for critiquing and evaluating their own work through the development of editorial relationships.
5. Express themselves clearly, forcefully and effectively - to the level of their capacity.

Subject Content

The critiquing of published texts in order to examine the various approaches and techniques deployed in writing an extended piece of creative writing.

The use of workshops to develop students' writing and awareness of the drafting process.

The creation of a series of developing drafts in order to produce an effective creative work that improves with each draft.

The use of an editorial relationship to develop students' understanding of the editing process and their capacity for critical evaluation of their own work.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Writing exercises	1000 words	30	N	Individual
Major writing draft	1250 words	30	N	Individual
Major writing final	2500 words	40	N	Individual

Teaching Periods

COMM 3014 Digital Communication

Credit Points 20

Legacy Code 102518

Coordinator Kristen Marshall ([https://directory.westernsydney.edu.au/search/name/Kristen Marshall/](https://directory.westernsydney.edu.au/search/name/Kristen%20Marshall/))

Description This unit covers the theory and practice of social/digital media (SDM) for marketing and communication in a variety of business, advertising and public relations agency contexts. It provides an introduction to the areas of strategy, creative writing and media planning for SDM. It examines trends and issues surrounding the usage of SDM and application and development of practical and tactical tools. Case studies and examples are used to demonstrate best practices. Students develop a major project where they demonstrate appropriate

and professional usage of SDM strategies and tactics in a marketing communication context.

School Humanities & Comm Arts

Discipline Communication And Media Studies

Student Contribution Band HECS Band 4 20cp

Level Undergraduate Level 3 subject

Pre-requisite(s) MKTG 1001 OR
MKTG 1009 AND
COMM 2011

Equivalent Subjects COMM 3016 - Digital and Social Media Communications

Incompatible Subjects LGYA 1699 - Digital and Social Media Communication
COMM 3004 - Advertising Digital Media

Restrictions Successful completion of 80 credit points at Level 1.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate various digital tools, including social media.
2. Develop an informed and theoretically sound digital communication plan/strategy.
3. Apply the concepts and tools required to build and maintain an effective digital communication strategy.
4. Demonstrate the ability to use and analyse digital and social media in the business context.
5. Prepare basic and more complex writing tasks typically required of communication professionals for digital and social media channels.
6. Analyse how digital and social media is used and recommend improvements to real-world issues and problems.
7. Adequately assess the risk involved in developing a digital strategy to address a marketing communication challenge.

Subject Content

Covers the theory and practice of using social/digital media (SDM) for marketing and communication in a variety of business and public agency contexts. Provides an introduction to the areas of strategy, creative writing and media planning for SDM. Examines the trends and issues surrounding the usage of SDM and application and development of practical and tactical tools. Uses case studies and examples to demonstrate best practices. Students develop a major project where they demonstrate appropriate and professional usage of SDM strategies and tactics in a marketing communication context.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	1,500 words	40	N	Individual
Practical	1,000 words	20	N	Individual
Applied Project	3,000 words	40	N	Group

Prescribed Texts

- Quirk, 2018 eMarketing: The essential guide to marketing in a digital world. 6th ed. You can download it right now for free by going here: <https://www.redandyellow.co.za/blog/textbook/>

Teaching Periods

Autumn

Online

Online

Subject Contact Kristen Marshall ([https://directory.westernsydney.edu.au/search/name/Kristen Marshall/](https://directory.westernsydney.edu.au/search/name/Kristen%20Marshall/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM3014_22-AUT_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Kristen Marshall ([https://directory.westernsydney.edu.au/search/name/Kristen Marshall/](https://directory.westernsydney.edu.au/search/name/Kristen%20Marshall/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM3014_22-AUT_PS_D#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Ming Diao ([https://directory.westernsydney.edu.au/search/name/Ming Diao/](https://directory.westernsydney.edu.au/search/name/Ming%20Diao/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM3014_22-SC1_SC_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Ming Diao ([https://directory.westernsydney.edu.au/search/name/Ming Diao/](https://directory.westernsydney.edu.au/search/name/Ming%20Diao/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM3014_22-SC3_SC_D#subjects)

COMM 3015 Digital Journalism Production

Credit Points 20

Legacy Code 102057

Coordinator Margot Dunphy ([https://directory.westernsydney.edu.au/search/name/Margot Dunphy/](https://directory.westernsydney.edu.au/search/name/Margot%20Dunphy/))

Description Digital technologies have revolutionised news delivery. Journalists in every area of the profession now require video, audio, online and print skills to work across multiple platforms and contexts. This unit introduces students to multiplatform digital journalism and the ways in which multiple media can be used to tell stories for a range of contexts. Students develop their own blog site, that is populated using digital devices for working with video, audio and text to engage with a range of social media storytelling modes to extend stories across multiple media contexts. Based on an understanding of ethical and informed journalism practices, students are encouraged to develop their own voice as an independent thinker and writer into the public domain of online publishing.

School Humanities & Comm Arts

Discipline Audio Visual Studies

Student Contribution Band HECS Band 4 20cp

Level Undergraduate Level 3 subject

Equivalent Subjects COMM 3036 - Television Journalism COMM 3030 - Radio Journalism

Restrictions Successful completion of 80 credit points at Level 1 and at least 20 credit points from 102062 News Reporting, 102061 Feature Writing, 102017 Journalism Research & Investigation, 100953 Photo Journalism, 101526 Intro to Sound Technologies, 102266 Researching the Visual, 101538 Sound Synthesis and the Sound Environment or 101922 Web and Time Based Design.

Assumed Knowledge

Basics of news writing for broadcast media and news gathering. Knowledge of legal issues affecting journalism and Journalism Ethics.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate practical skills in newsgathering, research and production
2. Use digital audio and video devices to record material appropriate for news stories
3. Use desktop editing systems and blog templates to assemble basic audio and video stories
4. Explain the legal and ethical issues relevant to digital journalism
5. Work in teams and individually.
6. Critically analyse multi-media journalism
7. Adequately assess the risk involved in professional production projects.

Subject Content

1. Video and audio news and current affairs
2. Finding stories
3. Scripting, narrating and constructing audio and video news stories
4. Use of digital video and audio capture equipment and desktop editing
5. Online and social media delivery of news material
6. The social role of digital journalism

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Practical	Equivalent 750 words (Web site, plus Youtube, FB, Twitter)	10	N	Individual
Professional Task	Video Story (scripted) 2 minutes; Accompanying Facebook/ Blog post 100 words	20	N	Individual

Professional Task	Video story (scripted) 30 minutes; Accompanying Facebook post/Blog post 250 words, FacebookLive Report 1.5 minutes, and Tweet with picture.	30	N	Individual
-------------------	---	----	---	------------

Portfolio	Completed Blog portfolio; containing story package content 1 and 2 plus links, plus 3 best weekly class tasks. Reflection on multi-platform writing process as additional blog post (600 words)	30	N	Individual
-----------	---	----	---	------------

Participation	Weekly production exercises, Group participation	10	N	Individual
---------------	--	----	---	------------

Prescribed Texts

- Alysen, B, (2012), The Electronic Reporter: broadcast journalism in Australia, 3rd edition, UNSW Press, Sydney.

Teaching Periods

Autumn

Online

Online

Subject Contact Margot Dunphy ([https://directory.westernsydney.edu.au/search/name/Margot Dunphy/](https://directory.westernsydney.edu.au/search/name/Margot%20Dunphy/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM3015_22-AUT_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Margot Dunphy ([https://directory.westernsydney.edu.au/search/name/Margot Dunphy/](https://directory.westernsydney.edu.au/search/name/Margot%20Dunphy/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM3015_22-AUT_PS_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Ming Diao ([https://directory.westernsydney.edu.au/search/name/Ming Diao/](https://directory.westernsydney.edu.au/search/name/Ming%20Diao/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM3015_22-SC2_SC_D#subjects)

COMM 3018 Internship

Credit Points 10

Legacy Code 101173

Coordinator John Greig ([https://directory.westernsydney.edu.au/search/name/John Greig/](https://directory.westernsydney.edu.au/search/name/John%20Greig/))

Description This unit provides students with the opportunity to apply the skills and knowledge they are developing during their studies to tasks within a workplace (the host organisation). The unit may involve substantial contact with the public through workplace placements and, for this reason, it is equivalent to a professional placement. The unit is recommended for students in their third year of study (or part time equivalent).

School Humanities & Comm Arts

Discipline Communication and Media Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYA 0737 - Advertising Internship LGYB 0070 - Professional Internship - Public Relations LGYB 0119 - Professional Internship - Journalism LGYB 0074 - Media Co-Productions DESN 3009 Professional Practice Design

Restrictions Successful completion of 120 credit points of study in the currently enrolled program and a minimum of 40 credit points from the Advertising, Journalism, Public Relations or Media Arts Production majors. NOTE: These restrictions do not apply to programs 1655 Bachelor of Arts (Dean's Scholars), 1692 Bachelor of Arts (Interpreting and Translation) Dean's Scholars, 1739 Bachelor of International Studies (Dean's Scholars), 1822 Bachelor of Arts (Pathway to Teaching Primary) Dean's Scholars and 1823 Bachelor of Arts (Pathway to Teaching Secondary) Dean's Scholars. Students who have enrolled in the sub-major SM1125 Advertising Studies must have successfully completed all 40 credit points of this sub-major prior to enrolling in this subject. Sydney City Campus students are required to obtain written approval from the program Contact (details below) prior to enrolling in this subject.

Assumed Knowledge

Students are expected to have thorough knowledge of professional skills required in their field of study, commensurate with those required to participate in a workplace.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate and apply integrated discipline (possibly including technical) knowledge across a relevant academic specialisation in a workplace context with depth in one or more core business disciplines

2. Apply technical and technological skills appropriate and effective for communication purposes and contexts
3. Investigate professional issues and situations through the effective analysis, evaluation and synthesis of theory and practice
4. Exercise independent judgment and initiative in adapting and applying knowledge and skills for effective planning, problem solving and decision making in diverse contexts

Subject Content

- The subject is designed for students in their third year of study (or part time equivalent). In addition to the following points, prospective students must apply for entry to their area supervisor.

- It is The responsibility of students to nominate suitable workplaces. students must provide adequate details of The placement they have been able to organise. students will be expected to play An active role in organising their own placement, either directly to workplaces or through The Western Sydney university placement Service. While, on occasion, academic staff may be able to help find A placement through contacts with employers, as well as offers from employers seeking students, students should not rely on anyone but themselves to arrange A suitable work placement.

Students will need to

1. find a suitable placement
2. discuss their choice with the program coordinator (phone or email will be acceptable)
3. complete the workplace agreement form

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	1,000 words	30	N	Individual
Summary	500 words	10	N	Individual
Portfolio	5 minutes	50	N	Individual
Professional Placement Performance	2 pages	10	N	Individual

Teaching Periods

Summer A

Online

Online

Subject Contact Margot Dunphy ([https://directory.westernsydney.edu.au/search/name/Margot Dunphy/](https://directory.westernsydney.edu.au/search/name/Margot%20Dunphy/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM3018_22-SUA_ON_O#subjects)

Autumn

Online

Online

Subject Contact John Greig ([https://directory.westernsydney.edu.au/search/name/John Greig/](https://directory.westernsydney.edu.au/search/name/John%20Greig/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM3018_22-AUT_ON_O#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Ming Diao ([https://directory.westernsydney.edu.au/search/name/Ming Diao/](https://directory.westernsydney.edu.au/search/name/Ming%20Diao/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM3018_22-SC1_SC_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Ming Diao ([https://directory.westernsydney.edu.au/search/name/Ming Diao/](https://directory.westernsydney.edu.au/search/name/Ming%20Diao/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM3018_22-SC2_SC_D#subjects)

Spring

Online

Online

Subject Contact Margot Dunphy ([https://directory.westernsydney.edu.au/search/name/Margot Dunphy/](https://directory.westernsydney.edu.au/search/name/Margot%20Dunphy/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM3018_22-SPR_ON_O#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Ming Diao ([https://directory.westernsydney.edu.au/search/name/Ming Diao/](https://directory.westernsydney.edu.au/search/name/Ming%20Diao/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM3018_22-SC3_SC_D#subjects)

COMM 3022 Media Memory

Credit Points 10

Legacy Code 101931

Coordinator Milissa Deitz ([https://directory.westernsydney.edu.au/search/name/Milissa Deitz/](https://directory.westernsydney.edu.au/search/name/Milissa%20Deitz/))

Description Media memory is now a critical field of study in journalism, advertising, visual communication and media. The media builds local, national and transnational identities through the representation of the past. Media industries such as advertising rely upon collective memories to design campaigns in order to reach particular audiences. Journalists increasingly 'assemble' stories from digital archives, recombining similar or related events from the past to build stories and features of the present. Individuals increasingly contribute to news events through their own 'witnessing' of events, capturing and sharing material using mobile and social media. This unit addresses these processes by providing a brief history and overview of approaches to thinking about media and memory, in the context of the significance of media convergence and digital memory within contemporary media ecologies. The unit provides students with a series of case studies that approach the memory of particular events, drawing on examples from advertising, public relations, visual communication, animation, film, broadcasting and journalism. Students develop a media research project that engages with the material presented in the unit.

School Humanities & Comm Arts

Discipline Communication And Media Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects COMM 3031 - Researching Media Audiences

Restrictions Successful completion of 80 credit points at Level 1

Assumed Knowledge

Knowledge gained from completion of Bachelor of Communication Years 2 and 3 major subjects.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse and evaluate different conceptualizations of media memory
2. Assess and critique the variety of contexts and frameworks that can be used to understand the complexities of the relationships between media environments and consumers
3. Examine the variety of methods for researching media memory and identify their use in a major project

Subject Content

1. A brief historical overview of approaches to thinking about media and memory
2. The significance of media convergence and digital memory within contemporary media ecologies
3. The complex relationships between media and memory, consumers and audiences generally
4. A series of four themes that engage with media memory to provide a focus for the major project. The major project can be developed in any one of the communication specialisations.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1,000 words	30	N	Individual
Presentation	2-5 minutes	10	N	Individual
Applied Project	2,000 words or visual/ written equivalent	40	N	Individual
Reflection	500 words	20	N	Individual

Prescribed Texts

- Garde-Hansen, J., Hoskins, Andrew, & Reading, Anna. (2009). *Save As... Digital Memories*. Basingstoke: Palgrave Macmillan.

Teaching Periods

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Milissa Deitz ([https://directory.westernsydney.edu.au/search/name/Milissa Deitz/](https://directory.westernsydney.edu.au/search/name/Milissa%20Deitz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM3022_22-SC1_SC_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Milissa Deitz ([https://directory.westernsydney.edu.au/search/name/Milissa Deitz/](https://directory.westernsydney.edu.au/search/name/Milissa%20Deitz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM3022_22-SPR_KW_D#subjects)

Online

Online

Subject Contact Milissa Deitz ([https://directory.westernsydney.edu.au/search/name/Milissa Deitz/](https://directory.westernsydney.edu.au/search/name/Milissa%20Deitz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM3022_22-SPR_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Milissa Deitz ([https://directory.westernsydney.edu.au/search/name/Milissa Deitz/](https://directory.westernsydney.edu.au/search/name/Milissa%20Deitz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM3022_22-SPR_PS_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Ming Diao ([https://directory.westernsydney.edu.au/search/name/Ming Diao/](https://directory.westernsydney.edu.au/search/name/Ming%20Diao/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM3022_22-SC3_SC_D#subjects)

COMM 3024 Modernity and Cinema

Credit Points 10

Legacy Code 101001

Coordinator Shane Hersey ([https://directory.westernsydney.edu.au/search/name/Shane Hersey/](https://directory.westernsydney.edu.au/search/name/Shane%20Hersey/))

Description This unit will engage with the question of how social and aesthetic issues interact in films by examining specific questions which are related to cinema history. Issues of identity will be used to focus upon the ways in which historical contexts interrelate with artistic practice. The unit will consider the process of creating emotions, the consideration of techniques of production and the manipulation of cinema language, the use of narrative or non-narrative form to convey the sense of reality, (or the unreal, the uncertain).

School Humanities & Comm Arts

Discipline Audio Visual Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYC 1620 - Modernity and Cinema

Restrictions Successful completion of 60 credit points

Learning Outcomes

On successful completion of this subject, students should be able to:

1. engage with social and aesthetic issues in film;
2. identify issues of identity in film, in particular in relation to the historical context;
3. identify areas of affect as an outcome of film making techniques; and
4. analyse methods of production and techniques of filmmaking as a mode of story-telling.

Subject Content

Content will draw from, or elaborate upon, a number of the following topics:

- Introduction to aesthetic questions: film and art
- The relation of (psychological and physical) landscape to modernity in British and American film.
- Arthouse films: cinema of ideas
- The movement from modernity to postmodernity
- Issues of identity.

Teaching Periods

COMM 3025 News Teams

Credit Points 10

Legacy Code 102063

Coordinator Nadya El Gawley ([https://directory.westernsydney.edu.au/search/name/Nadya El Gawley/](https://directory.westernsydney.edu.au/search/name/Nadya%20El%20Gawley/))

Description This unit introduces students to the concept surrounding the editorial team process and the culture of the newsroom across all news media. It explores the social and organisational context of news production in commercial, public or community news organisations. It draws upon theory from communication, sociology, psychology, and management to provide a broad understanding of the principles and practices of effective and creative news teams. It critically analyses the structures, processes and techniques of news gathering to enable quality team outcomes. The unit encourages collaborative working relationships and develops students' own practice in a team.

School Humanities & Comm Arts

Discipline Journalism

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects COMM 3026 - News Teams and Newsroom Cultures

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Work in a news team to produce work for a range of media and understand news team processes, structures and management in a critical and experiential way
2. Apply appropriate principles and techniques to the editorial team process in a news production exercise

- Outline their own ideas about news team management, and being part of a news team
- Apply a critical perspective to the impact of newsroom organisation on the dominant news values expressed in the news product
- Construct or model their work (stories) for specific news organisations and understand the organisational context in which news teams operate
- Negotiate and function effectively as a team member.

Subject Content

- The subject introduces students to the concepts surrounding the editorial team process and the culture of the newsroom across all news media.
- It explores the social and organisational context of news production in commercial, public or community news organisations.
- The subject critically analyses the structures, processes and techniques of newsgathering
- It will encourage collaborative working relationships and develop the students own practice as team leaders, managers and members.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Research Report	1,500 words or equivalent	45	N	Individual
News Team Portfolio	2,000 words	45	N	Individual
Working in a team	Not specified	10	N	Individual

Teaching Periods

Spring

Online

Online

Subject Contact Nadya El Gawley ([https://directory.westernsydney.edu.au/search/name/Nadya El Gawley/](https://directory.westernsydney.edu.au/search/name/Nadya%20El%20Gawley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM3025_22-SPR_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Nadya El Gawley ([https://directory.westernsydney.edu.au/search/name/Nadya El Gawley/](https://directory.westernsydney.edu.au/search/name/Nadya%20El%20Gawley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM3025_22-SPR_PS_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Ming Diao ([https://directory.westernsydney.edu.au/search/name/Ming Diao/](https://directory.westernsydney.edu.au/search/name/Ming%20Diao/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM3025_22-SC3_SC_D#subjects)

COMM 3035 TV Production 2

Credit Points 10

Legacy Code 102409

Coordinator Maryella Hatfield ([https://directory.westernsydney.edu.au/search/name/Maryella Hatfield/](https://directory.westernsydney.edu.au/search/name/Maryella%20Hatfield/))

Description In 2023, this unit replaced by 102834 - Screen Media: Capstone Production. Television Production 2 is a practical and vocational unit that provides students with a range of advanced skills for working in the television production and broadcast sector. The course encourages multiplatform conceptualisation and distribution of projects exploring the futures of television in online, mobile and networked environments. Students build on their knowledge and experience from TV Production 1 across a range of roles including project planning, scriptwriting and research, filming, sound recording, video editing, and post production. Working in small teams students develop and produce a TV series with professional production values for broadcast through public media contexts.

School Humanities & Comm Arts

Discipline Communication and Media Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) COMM 3034

Co-requisite(s) COMM 2036

Equivalent Subjects COMM 3021 - Media Arts Workshop COMM 3038 - Video Project COMM 3033 - TV Production COMM 3050 - Screen Media Capstone Production

Restrictions Students commencing mid-year may study this subject concurrently with 102407 Screen and Sound Practices 2.

Assumed Knowledge

Knowledge gained from completion of year 1 subject, Foundations of Media Arts and Production.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Demonstrate a range of skills for working in the television production and broadcast sector.
- Demonstrate a working knowledge and experience within a range of roles that exist within the sector and gain practical experience in filming, sound recording, video editing, postproduction, planning, scriptwriting and research.
- Apply skills to produce television projects with professional production values.
- Work in groups and individually while exploring a wide range of interconnected disciplines.
- Engage with community partners and events in Greater Western Sydney and make programs with a focus on community building.
- Adequately assess the risk involved in professional production projects.

Subject Content

Module 1: TV Series Proposal ? Planning, scripting, and producing a television series proposal and treatment for a series targeted to a specific audience.

Module 2: Series Post Production and Distribution ? Post-production and Distribution ? Broadcast requirements and conventions ? Graphics and titles ? Advanced editing and sound mixing ? Distributing television programmes ? Online distribution.

Module 3: Development and Production of a 30 second TV Commercial.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Treatment, Script and Distribution & Marketing Strategy. Includes Risk Management Plan.	Treatment and Strategy document 2000 words	20	N	Individual
Audio visual Production and post production of a TV Series (Panel; Scripted; Demonstration or Live Music)	Audio visual Production and post production of a TV Series (Panel; Scripted; Demonstration or Live Music)	50	N	Group
Reflective Report (Individual work)	1000 words approx	30	N	Individual

Teaching Periods

COMM 3037 Transmedia Production

Credit Points 10

Legacy Code 101939

Coordinator Wendy Chandler ([https://directory.westernsydney.edu.au/search/name/Wendy Chandler/](https://directory.westernsydney.edu.au/search/name/Wendy%20Chandler/))

Description In 2023, this unit replaced by 102833 - Screen Media: Capstone Development. Video is now delivered across multiple platforms and spaces, both online and offline via mobile networks; through festivals, public spaces and galleries and across social network sites. At the same time video productions are increasingly designed to be Transmedia where different platforms are strategically used to extend and add new layers to stories while deepening audience interaction and engagement. Students will learn about 360 degree storytelling as strategic communications. Students will develop a professional transmedia project proposal for a service, product or system that works across multiple platforms, engaging with audiences through social network sites. Students will explore how content can be meaningfully embedded and linked across multiple platforms to engage target audiences.

School Humanities & Comm Arts

Discipline Audio Visual Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) COMM 3020 OR
COMM 3015 OR
DESN 2010 OR
COMM 2018 OR
COMM 2018 OR
COMM 2034 OR
COMM 2042

Equivalent Subjects COMM 3021 - Media Arts Workshop COMM 3049 - Screen Media Capstone Development

Assumed Knowledge

Knowledge gained from completion of Bachelor of Communication Major year 1 subject (Foundations of Media Arts and Production).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate a sound understanding of Transmedia production processes and techniques including 360 degree storytelling, creating video for the web and engaging with audiences through social network sites.
2. Demonstrate knowledge of a diverse range of Transmedia productions and the ability to analyse why these productions were or were not successful in achieving their goals.
3. Work in a production team to design and implement a Transmedia production.
4. Demonstrate knowledge of digital tools for tracking content flows across platforms as well as tools for audience engagement and experience in using selected tools.
5. Adequately assess the risk involved in professional production projects.

Subject Content

Module 1: Introduction to Transmedia production: explored through historical and current case studies. Here we will examine productions with a social, cultural and commercial focus and we will analyse their goals, aesthetic design, use of platforms, production practices and success. (3 classes)

Module 2: Designing a Transmedia production: working from a series of scenarios or from their own production proposals (these may have been developed prior to this subject), students will design a socially, culturally or commercially orientated Transmedia production. (3 classes)

Module 3: Transmedia production: Training in the use of Transmedia production tools, including web-based video tools and social network sites. Students will receive project-based mentoring from relevant tutors/lecturers. (4 classes)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Transmedia case study analysis	Group presentation 10-12 mins; Written component 250-500 words	20	N	Group
Transmedia production proposal draft - synopsis	Group presentation 10-12 mins; Written proposal - up to 1,000 words	20	N	Group
Transmedia production proposal draft 2 - including Audio-visual Production Plan	Group presentation 10-12 mins; Written proposal - up to 1,000 words	30	N	Group
Transmedia production proposal final. Critique of group project Audio-visual production final	Group class presentation 10-12 mins; Written components - up to 2,000 words; Audio-visual production 1-3 mins	30	N	Group

Teaching Periods

COMM 3041 Writing For Performance

Credit Points 10

Legacy Code 100895

Coordinator Sabrina Achilles ([https://directory.westernsydney.edu.au/search/name/Sabrina Achilles/](https://directory.westernsydney.edu.au/search/name/Sabrina%20Achilles/))

Description In this unit students will consider the history and theory of a selection of performance traditions including Greek tragedy, Elizabethan and Jacobean and modern drama and post-modern performance and write scripts for one or a number of media, including screen (film and television), dramatic theatre, performance poetry and song lyrics and contemporary performance.

School Humanities & Comm Arts

Discipline Written Communication

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYB 4928 - Writing for Performance LGYA 0302 - Writing for Screen and Stage

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. critique performance, both experientially and experimentally;
2. demonstrate an understanding of a range of performance genres, styles and traditions
3. create performance texts; and
4. collaborate in and critically explore the process of developing scripts for stage and/or screen and or environment.

Subject Content

Content will draw from, or elaborate upon, a number of the following topics:

- Dramatic styles, including Aristotelian poetics, psychological drama (Bergson), Jacobean theatre (Greenaway), non-bourgeois theatre (Brecht).
- contemporary lyrics, rap, performance poetry.
- Postmodern aesthetics and performance.
- Feminism and The politics of representation.
- The politics of media institutions.
- Theories of the author/auteur (Allen, Luhmann, Greenaway, Fassbinder).
- Voice and the performance text; writing for radio and video.
- Displacement of the stage as site of performance; text as performer/performing image; audience as performer, life as performance
- Technology in performance and as extended body.
- Theatrical traditions critiqued, including environmental theatre, Living Theatre, Grotowski's Poor Theatre, political theatre, guerilla theatre, ritual.

Prescribed Texts

- A book of primary readings prepared by the subject coordinator.

Teaching Periods

COMM 3042 Writing Poetry

Credit Points 10

Legacy Code 101011

Coordinator Kate Fagan ([https://directory.westernsydney.edu.au/search/name/Kate Fagan/](https://directory.westernsydney.edu.au/search/name/Kate%20Fagan/))

Description What does a poem look or sound like today? In this unit students examine poetic forms, styles and techniques from various cultures of the 20th and 21st centuries. Students are taught to analyse and write poetry via a series of guided workshop exercises. They learn that writing poetry also involves becoming a skilled reader of and about poetry. Students enrich their knowledge and love of poems by scrutinising a range of poetic types and methods including imagism, metaphor, free verse, humour, spoken word traditions, song-writing, ecological poetics, and visual and digital poetics. No previous experience in poetry writing is necessary.

School Humanities & Comm Arts

Discipline Written Communication

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYB 4537 - Writing Poetry

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. write a series of original poems using a range of forms, styles and techniques;
2. identify and apply poetic language, forms and methods;
3. use drafting, editing and in-class workshoping processes to write better poems;
4. analyse ways in which different cultural contexts shape and influence the writing and analysis of poems.

Subject Content

- Students will examine and compare a range of poetic forms, styles and techniques from various cultures of the 20th and 21st centuries including key periods in Australian and American poetry; contemporary poetries in translation; innovative poetics; perf
- students will examine A range of poetry criticism to equip them with Critical skills needed to become better readers of poetry.
- poetry will be studied as A Living art that exists and flourishes in diverse contemporary environments including in books, on streets, on stages and online.
- students will develop A more professional approach to writing poetry including using editing and drafting processes to write better poems, and where appropriate, sharing poems with others.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied Project	4 poems	20	N	Individual
Professional Task	4 x 150-word entries (20%) PLUS participation in one workshoping session (10%)	30	N	Individual
Portfolio	4 poems PLUS 1000-word essay PLUS single performance in end-of-year soiree	50	N	Individual

Prescribed Texts

- 101011 Writing Poetry Subject Reader

Teaching Periods

COMM 3043 Writing Portfolio

Credit Points 10

Legacy Code 100582

Coordinator Gretchen Shirm ([https://directory.westernsydney.edu.au/search/name/Gretchen Shirm/](https://directory.westernsydney.edu.au/search/name/Gretchen%20Shirm/))

Description In this level 3 foundation unit of the Creative Writing Major, students are guided by experienced, professional writers in producing an extended portfolio of original creative writing, in a genre (or genres) of their choice. Students will read closely from a wide range of literary texts while completing an intensive program of in-class writing and workshoping activities. They will gain skills in reading and interpreting texts from different genres, eras and contexts - including culturally diverse settings. Students will develop skills in drafting, editing and polishing their own creative work, and in situating their writing within the Australian literary and publishing industries.

School Humanities & Comm Arts

Discipline Written Communication

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply key techniques and concepts of creative writing.
2. Write short creative works (or series of works) using a range of techniques, styles and/or forms.
3. Develop drafting and editing processes to write more effective creative works.
4. Demonstrate a critical understanding of key creative writing concepts.
5. Identify ways in which different cultural contexts can shape and influence creative writing.

Subject Content

Content will draw from, or elaborate upon, a selection of the following topics:

- Close reading of contemporary literary texts from different genres, eras and contexts (including culturally diverse settings)
- Close reading of critical literary texts (including book reviews, critical essays, and texts directed towards developing writing skills)
- Practical creative writing skills for use across a range of writing genres (including short fiction, the contemporary novel, poetry and creative non-fiction)
- Techniques in drafting, editing and polishing one's own creative writing
- Ways of situating one's own creative writing within the broader Australian literary and publishing industries ? and where appropriate, in international and/or online settings

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task: Creative Work	2 x 500 words (or equiv. depending on genre)	25	N	Individual
Portfolio Part 1: Essay	1000 words	25	N	Individual

Portfolio Part 2000 words 50 N Individual
2: Creative Work

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Gretchen Shirm ([https://directory.westernsydney.edu.au/search/name/Gretchen Shirm/](https://directory.westernsydney.edu.au/search/name/Gretchen%20Shirm/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM3043_22-SPR_PS_D#subjects)

COMM 3045 Advertising: Campaigns

Credit Points 10

Legacy Code 102730

Coordinator John Greig ([https://directory.westernsydney.edu.au/search/name/John Greig/](https://directory.westernsydney.edu.au/search/name/John%20Greig/))

Description In this capstone unit students will learn to professionalise key aspects of the advertising management process. The unit provides the opportunity to link and apply theoretical understanding with research, writing, planning, creative development and media, and presentation skills in response to a live client brief provided by a multi-national advertising agency. The 'real world' situation allows students to demonstrate their capacity for problem analysis and to develop appropriate and timely solutions. Students will work within an allocated budget and to realistic industry deadlines to produce a campaign they can include in their portfolio. Assessment tasks will enable students to demonstrate emerging professional capacity and prepare themselves for a communication position, either in an advertising agency, media agency or consultancy.

School Humanities & Comm Arts

Discipline Communication And Media Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) COMM 2011 AND COMM 2006

Equivalent Subjects LGYA 1057 - Advertising Campaigns COMM 3007 - Communication Campaigns

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the importance of strategy and research in successful advertising campaigns across a range of different approaches and methodologies.
2. Critique advertising campaigns and describe best practice.
3. Undertake relevant research to develop and leverage strategies for campaigns and to develop relevant and strategic insights.
4. Create and present an advertising campaign based on a live agency brief for a real world client.
5. Apply a theoretical grounding in campaign development.

Subject Content

(1) Campaign Practice
Components include

- Research
 - Formulating objectives
 - Identifying and understanding the target audiences
 - Planning strategies and tactics
 - Creative development
 - Writing and design
 - Media planning
 - Budgeting
 - Meeting timelines and evaluation
 - (2) Campaign Theory
 - Reading and research on campaigns
 - Role of digital and traditional media
 - Examination of best practice
 - Reviewing others' work
 - Self-reflection
 - Developing a portfolio
 - Application of digital and traditional media
 - Planning advertising campaigns in a multidisciplinary, multicultural and multimodal context
- Components include

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Critical Review	3 minutes per 30 presentation		N	Individual
Critical Review	2,500 words	30	N	Group
Portfolio	1,000 words and concepts	40	N	Group

Prescribed Texts

- Felton, George. Advertising Concept & Copy (2013) W.W. Norton & Company Inc., New York
- Foster, Jack. How To Get Ideas, (2007) Berrett-Koehler New York

Teaching Periods

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Ming Diao ([https://directory.westernsydney.edu.au/search/name/Ming Diao/](https://directory.westernsydney.edu.au/search/name/Ming%20Diao/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM3045_22-SC2_SC_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact John Greig ([https://directory.westernsydney.edu.au/search/name/John Greig/](https://directory.westernsydney.edu.au/search/name/John%20Greig/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM3045_22-SPR_KW_D#subjects)

Online

Online

Subject Contact John Greig ([https://directory.westernsydney.edu.au/search/name/John Greig/](https://directory.westernsydney.edu.au/search/name/John%20Greig/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM3045_22-SPR_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact John Greig ([https://directory.westernsydney.edu.au/search/name/John Greig/](https://directory.westernsydney.edu.au/search/name/John%20Greig/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM3045_22-SPR_PS_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact John Greig ([https://directory.westernsydney.edu.au/search/name/John Greig/](https://directory.westernsydney.edu.au/search/name/John%20Greig/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM3045_22-SC3_SC_D#subjects)

COMM 3046 Personal Branding Strategies: Build and Manage Your Career Profile

Credit Points 10

Legacy Code 102780

Coordinator Kristen Marshall ([https://directory.westernsydney.edu.au/search/name/Kristen Marshall/](https://directory.westernsydney.edu.au/search/name/Kristen%20Marshall/))

Description A strong personal brand can open doors to career opportunities, promotions and partnerships in all industries. This unit is essential for anyone who wants to propel their career, build a reputation, capitalise on opportunities and stand out to future employers. Using user-centred theories and approaches, we'll teach you how to create a personal brand aligned to your values and goals in a way that engenders confidence, trust and credibility. You'll learn the skills to network so you can connect with and leverage the influencers who can accelerate your reputation. How to build and showcase your brand, both online and offline, and how to manage it over time. How to craft short talks and presentations (based on the philosophies and techniques of TED), to inspire your audience to action. This unit is recommended for all students, regardless of discipline.

School Humanities & Comm Arts

Discipline Communication and Media Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Incompatible Subjects COMM 2049 - Personal Branding Strategies Build and Manage Your Career Profile

Restrictions Successful completion of 80 credit points. Please note that this subject is recommended for all students, regardless of discipline.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse and evaluate key characteristics of strong personal brands.
2. Apply research and communication skills to develop an authentic personal brand.
3. Craft a communications plan to present a clear and consistent message, both online and offline.
4. Create the personal brand components which best demonstrate your brand in your field.
5. Learn how to evaluate and evolve a personal brand over time.

Subject Content

Module 1: Introduction to personal branding

This module introduces the concept of personal branding, and explores its importance in the workplace of the future. We examine strong personal brands in a range of industries, and explore the differences in how those individuals achieve impact.

Module 2: Wayfinding

This module encourages students to explore their goals, beliefs and values concerning work, life and career. Students work through a series of exercises to ideate their future, clarifying what makes them feel fulfilled, engaged and empowered. This is an essential stage in working towards creating an authentic personal brand.

Module 3: Prototyping your brand

This module presents students with ways to create a prototype of their personal brand. Prototyping is an integral part of design thinking, and students will be encouraged to gather information and 'test out' a version of a potentially interesting future. Students will collaborate with external mentors in this module.

Module 4: Communicating your brand

This module focuses on the most effective online and offline channels in which to develop a visible presence (for example, websites, blogs, podcasts, social networks, events, presentations). Students will

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	15 minutes (per Quiz)	20	N	Individual
Self-Assessment	3 sets of worksheets (250 words each)	10	N	Individual
Portfolio	2500 words: Plus Evidence (social media pages, posts, blogs, website, video, images etc)	50	N	Individual
Reflection	500 words	20	N	Individual

Teaching Periods

Autumn

Online

Online

Subject Contact Kristen Marshall ([https://directory.westernsydney.edu.au/search/name/Kristen Marshall/](https://directory.westernsydney.edu.au/search/name/Kristen%20Marshall/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM3046_22-AUT_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Kristen Marshall ([https://directory.westernsydney.edu.au/search/name/Kristen Marshall/](https://directory.westernsydney.edu.au/search/name/Kristen%20Marshall/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM3046_22-AUT_PS_D#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Kristen Marshall ([https://directory.westernsydney.edu.au/search/name/Kristen Marshall/](https://directory.westernsydney.edu.au/search/name/Kristen%20Marshall/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM3046_22-SC1_SC_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Kristen Marshall ([https://directory.westernsydney.edu.au/search/name/Kristen Marshall/](https://directory.westernsydney.edu.au/search/name/Kristen%20Marshall/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM3046_22-SC2_SC_D#subjects)

Spring

Online

Online

Subject Contact Kristen Marshall ([https://directory.westernsydney.edu.au/search/name/Kristen Marshall/](https://directory.westernsydney.edu.au/search/name/Kristen%20Marshall/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM3046_22-SPR_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Kristen Marshall ([https://directory.westernsydney.edu.au/search/name/Kristen Marshall/](https://directory.westernsydney.edu.au/search/name/Kristen%20Marshall/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM3046_22-SPR_PS_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Kristen Marshall ([https://directory.westernsydney.edu.au/search/name/Kristen Marshall/](https://directory.westernsydney.edu.au/search/name/Kristen%20Marshall/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM3046_22-SC3_SC_D#subjects)

COMM 3047 Episodic Screen Media

Credit Points 10

Legacy Code 102831

Coordinator Maryella Hatfield ([https://directory.westernsydney.edu.au/search/name/Maryella Hatfield/](https://directory.westernsydney.edu.au/search/name/Maryella%20Hatfield/))

Description In this subject students will analyse and develop an episodic narrative production proposal using concepts and production strategies for serialised narrative storytelling for online platforms. Students will be introduced to the University's broadcast television studio and operation. Students will build their knowledge and practical skills in the conceptualisation, planning, editing of serialised online web and streamed digital based narratives. This subject will require students' attendance in workshops delivered in blocks and participation in studio recording.

School Humanities & Comm Arts

Discipline Audio Visual Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects COMM 3021 - Media Arts Workshop

COMM 3038 - Video Project

COMM 3033 - TV Production

COMM 3034 - TV Production 1

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse and evaluate short form episodic and serialised digital media content across platforms
2. Analyse current screen production theory and practice in relation to text based episodic storytelling
3. Interpret and apply pre-production strategies to the conceptualisation and development of techniques to develop a pilot for an episodic narratives designed for a specific media platform
4. Apply knowledge of audio and video production theory, tools and techniques to digital media production
5. Edit video and audio in a digital software environment
6. Create and publish media content for online platforms

Subject Content

Module 1: Introduction to short form episodic and serialised digital media content across platforms and genres including: drama, light entertainment, web serials, radio, pod casting and new forms of content distribution ie: tik tok

Module 2: Analysis of screen production theory and practice in relation to text based episodic storytelling. Development of serialised narratives and narrative devices for audience engagement. Analysis of case studies with focus on format, production bibles, licensing and distribution of content

Module 3: Conceptualising and developing pre-production strategies in the development of a pilot for an episodic narratives designed for a specific media platform. Present pitch.

Module 4. Introduction to University broadcast television studio at Parramatta South. Apply knowledge of audio and video production theory, tools and techniques.

Module 5. In groups or individually film selected pilot and edit video and audio in a digital software environment. Finalise project pitch for submission to industry standards.

Module 6. Create and publish media content for online platforms and portfolio.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Venture Makers - Case Studies	1000 words	30	N	Individual
Applied Project & Presentation	1000 words	40	N	Group
Critical Review Responses	800 words and quizzes	20	N	Individual
Critical Review	250 words	10	N	Individual

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Maryella Hatfield ([https://directory.westernsydney.edu.au/search/name/Maryella Hatfield/](https://directory.westernsydney.edu.au/search/name/Maryella%20Hatfield/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM3047_22-SPR_PS_D#subjects)

COMM 3048 Immersive Screen Technologies

Credit Points 10

Legacy Code 102832

Coordinator Rachel Bentley ([https://directory.westernsydney.edu.au/search/name/Rachel Bentley/](https://directory.westernsydney.edu.au/search/name/Rachel%20Bentley/))

Description New technology developments have facilitated the integration and design of immersive technologies to more fully engage audiences with narratives and brands. In this subject, students will study user engagement and visual effects theory and analyse the application of these theories and business models on innovative commercial and creative industries case studies. Students will be introduced to using immersive cross platform technologies and 360 filming. Students will develop a scoping and design template for their own project concept. The project proposal will outline the rationale, using visual design elements and compositing requirements, to build a multi-layered digital experience for a venue, project or brand.

School Humanities & Comm Arts

Discipline Communication and Media Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse and evaluate a range of immersive technologies and their uses in business and creative industries
2. Explain the rationale for, and the range of, business models evolving in the development of trans media content
3. Analyse current user experience and visual design theories applied to case studies
4. Interpret and apply pre-production strategies to the conceptualisation and development of techniques to develop an immersive project
5. Apply creative scoping and project management to the development of audio and video production projects
6. Create and publish media content for online platforms

Subject Content

1. Production design and strategies for audience engagement
2. Immersive Technology tools and formats (immersive, 360, animated, online interactive, transmedia)
3. Case studies of commercial and innovative project design
4. Practice-base workshop in 360 filming and basic compositing
5. Reflecting on practice and publishing to a personal web portfolio

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Practical Project	3 minutes	30	N	Individual
Applied Project	1000 words	30	N	Group
Critical Review Responses	800 words and quizzes	30	N	Individual
Critical Review	250 words	10	N	Individual

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Rachel Bentley ([https://directory.westernsydney.edu.au/search/name/Rachel Bentley/](https://directory.westernsydney.edu.au/search/name/Rachel%20Bentley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM3048_22-SPR_PS_D#subjects)

COMM 3049 Screen Media: Capstone Development

Credit Points 10

Legacy Code 102833

Coordinator Wendy Chandler ([https://directory.westernsydney.edu.au/search/name/Wendy Chandler/](https://directory.westernsydney.edu.au/search/name/Wendy%20Chandler/))

Description In this unit students develop a major screen media project which will be produced in the unit Screen Media Capstone Production. The nature of the project may vary depending on students' interests and career aspirations. Projects may range from documentary, drama, episodic, animation, immersive, transmedia, interactive and other hybrid forms. Depending on the nature the project, projects maybe developed individually or in interdisciplinary groups. Projects may be original creative ideas or undertaken in collaboration with an industry and/or community partner.

School Humanities & Comm Arts

Discipline Audio Visual Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) COMM 3047 AND COMM 3048

Equivalent Subjects COMM 3021 - Media Arts Workshop COMM 3037 - Transmedia Production

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Conduct research and analyse material to inform the creation of a screen media project.
2. Create a comprehensive project proposal document for a screen media project.
3. Produce industry standard planning documents relevant to screen media pre-production theory practices.
4. Explain contemporary business models and distribution platforms in the screen media industry.
5. Consolidate skills and knowledge in their preferred area of interest.
6. Reflect on collaborative work practices and methodologies and the work of self and others.

Subject Content

The development, writing and presentation of a major screen media project.

Industry standard planning and preproduction workflows.

Business skills and changes to distribution platforms in the screen media industry.

The refinement of skills and knowledge in a particular crew role or roles of interest.

Collaborative work practices and methodologies.

Critical reflection on the pre-production work of self and others.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
a) Proposal	1000 words or Equivalent	10	N	Individual
b)Presentation	5 minute presentation	10	N	Group

a) Proposal	2000 words or equivalent	30	N	Individual
b)Presentation	10 minute presentation	20	N	Group
Proposal	1000 words	15	N	Individual
Practical	1000 words or equivalent	15	N	Individual

Teaching Periods

COMM 3050 Screen Media: Capstone Production

Credit Points 10

Legacy Code 102834

Coordinator Wendy Chandler ([https://directory.westernsydney.edu.au/search/name/Wendy Chandler/](https://directory.westernsydney.edu.au/search/name/Wendy%20Chandler/))

Description In this unit students produce projects that were planned and developed in the previous unit, Screen Media: Capstone Development. This unit provides the opportunity for students to consolidate theoretical knowledge and practise-based skills acquired throughout their course to produce a substantial screen media project. Students may choose to take on a leadership role such as producer or director, or students may choose develop their skills targeted to their own area of interest. This may involve a specific production area or crew role which may be undertaken on more than one project. Students will also produce an online portfolio featuring key achievements made throughout the course, for the purpose of enhancing graduate employment prospects.

School Humanities & Comm Arts

Discipline Audio Visual Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects COMM 3021 - Media Arts Workshop COMM 3038 - Video Project COMM 3033 - TV Production COMM 3035 - TV Production 2

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Produce a screen media project that incorporates relevant theory and industry standard production workflows and practices.
2. Consolidate skills and knowledge in a particular production role or roles of interest.
3. Work both independently and collaboratively to effectively produce an interdisciplinary screen media project.
4. Apply reflective practice strategies to guide and problem solve in relation to screen media production.
5. Produce a portfolio website.

Subject Content

Industry standard screen media production and post-production workflows.

The production and delivery of a screen media project to industry standards.

The refinement of skills and knowledge in a particular production role or roles of interest.

Critical reflection strategies in relation to screen media production.

Online portfolio production.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Proposal	2000 words or Equivalent/	20	N	Individual
Applied Project	Up to 10 mins or equivalent	40	N	Group
Reflection	1500 words	20	N	Individual
Practical	1500 words or equivalent	20	N	Individual

Teaching Periods

COMM 7001 Adaptive Leadership, Management and Team Work

Credit Points 20

Legacy Code 102519

Coordinator Kate Richards ([https://directory.westernsydney.edu.au/search/name/Kate Richards/](https://directory.westernsydney.edu.au/search/name/Kate%20Richards/))

Description The Creative Industries provide opportunities for innovative and integrative working styles and methods, particularly in SMEs and multi-disciplinary collaborations. This industry-facing unit provides an understanding and application of specified theories and methods of leadership, management and collaboration, with a creative, technological and/or entrepreneurial focus. You will devise an individual, semester-long professional development challenge in leadership, management or collaboration and apply your learnings to problem-solve a current professional situation. A supplementary collaborative group project allows you to apply and customise industry roles, techniques and processes in a strategic response to a client brief. You will investigate and analyse one model of leadership, management or collaboration that is found in the creative industries.

School Humanities & Comm Arts

Discipline Communication and Media Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 20cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Implement a professional development challenge in leading, managing or collaborating, supported by journaling or meditation, enhanced by self-reflection and applicable to the student's own professional context and development.
2. Apply the principles of leadership, management and collaboration in the creative industries.

3. Discern and qualify your own values and attributes in regards to leading, managing and collaborating.
4. Evaluate and apply appropriate leadership, management and collaboration methods to a group project.
5. Investigate a relevant and specified leadership, management or collaborative method, model or technique.

Subject Content

Overview of specified theories and models of leadership relevant to the Creative Industries.

Management and project management methods, techniques and tools to facilitate creative and technical teams to their best potential and to drive innovation.

Methods for effective and inclusive cross-disciplinary collaboration in the ideation, production, distribution cycle.

A semester-long, student-defined professional development challenge in either leading, managing or collaborating.

Tools for supporting professional development and creativity.

Collaborative group project in which students apply and customise industry roles, techniques and processes in a strategic response to a client brief.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Log/ workbook and presentation	10 entries of 200 words each throughout the semester; 10 minute presentation.	20	N	Individual
Devise and present a team structure, set of management methods and workflows for a creative industries project.	7,000 words, plus diagrams, tools as appropriate.	50	N	Group
Report	2,500 words	30	N	Individual

Teaching Periods

COMM 7002 Convergent Media Internship

Credit Points 10

Legacy Code 101426

Coordinator Anthony Burrett ([https://directory.westernsydney.edu.au/search/name/Anthony Burrett/](https://directory.westernsydney.edu.au/search/name/Anthony%20Burrett/))

Description This professionally oriented unit consists of a work internship placement with a corporate media or community communications division of an organisation. These agencies may

include WSU research centres, educational, community and cultural agencies within Sydney and corporate and professional organisations in Australia or off-shore, as agreed. The focus of the internship is to research and contribute to audience/community liaison and development, and/or to contribute to the cross media production and/or marketing plans of the organisation. During the placement students will develop documentation to capture and manage ideas about professional development, industry trends, professional links, case studies and associated documentation. On completion of the placement students will present a comprehensive report.

School Humanities & Comm Arts

Discipline Communication and Media Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in program 1645/1804 Master of Convergent Media, 1805 Graduate Diploma in Convergent Media, 1646/1806 Graduate Certificate in Convergent Media, 1856 Master of Creative Industries, 1857 Graduate Diploma in Creative Industries or 1858 Graduate Certificate in Creative Industries.

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and articulate 2 - 3 areas of new learning within the creative industries context, including the student's professional experience and competency, and present this as a written report
2. Outline the conceptual and content planning stages of a media project in the internship progress updates for the organization.
3. Outline the prototype/pilot stages of a media project in the professional setting.
4. Apply advanced skills in self-directed learning
5. Demonstrate competency in industry research skills such as audience analysis and cross media marketing plans; technical and design development pathways; media content.
6. Apply advanced skills in self-directed learning

Subject Content

- research and approach An appropriate industry organisation/company for An internship placement
- Negotiation of individual learning Contract
- Industry placement - 40 hours minimum
- Development and ongoing population of a wiki, orientated towards professional development, new areas of learning and relevance to student's other courses
- Regular meetings with academic supervisor
- presentation of wiki and Overview of internship experience
- Development and ongoing population of experience, including inventory of tasks; roles in organisation; new learnings; self-reflection on the internship, learnings and future directions.
- presentation of The internship and An Overview of internship experience.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Industry Placement Plan - (2-3 new areas of learning, proposed hosts, CV) and 40 hours industry placement	40 hours	50	N	Individual
Short Answers - Creation and applied use of 8 microblog posts	8 x 250 words	20	N	Individual
Report and Presentation - A summary of the class of a maximum 10 slides and submission of a 1,000 word illustrated report to outline and reflect on the Internship experience	10 PowerPoint slides and 1,000 word Illustrated Report	30	N	Individual

Teaching Periods

COMM 7003 Foundations of Media Arts Production (PG)

Credit Points 10

Legacy Code 102300

Coordinator Maryella Hatfield ([https://directory.westernsydney.edu.au/search/name/Maryella Hatfield/](https://directory.westernsydney.edu.au/search/name/Maryella%20Hatfield/))

Description This unit explores creative and independent media arts practices across moving image, audio and participatory forms, and introduces students to fundamental principles of long-form sound and screen production. The unit maps theoretical and practical connections between the creation and study of images and sound across media formats through an integrated theory/practice programme focused on the processes through which long-form media artefacts are created. Students learn how to analyse and critically evaluate screen media and also to plan and make simple short works of their own. It introduces students to relevant media arts histories and contexts (with a focus

on cinema) in addition to a range of technologies, media practices and production techniques.

School Humanities & Comm Arts

Discipline Communication And Media Studies

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an awareness of the processes and practices of screen media arts production and the interdisciplinary and multi-platform nature of screen media arts production
2. Apply creative strategies and technical skills of screen media production in an environment that link them to theories and histories of screen media
3. Demonstrate an ability to critically review a screen media work
4. Make a simple screen media work in small groups work using accessible mobile and online tools and plan a distribution strategy for the work.

Subject Content

MODULE 1 - 1. Visual language and creative camera coverage. This topic will study how a scene is staged for the camera. It will include explorations into camera angles, shot sizes, camera movement, focus, depth of field, speed, lighting, colour, subjective and objective camera, composition and production design. Students will learn how to create storyboards and create shot lists.

2. Sound in Screen Media Production. This topic will explore the relationship between sound and screen media. It would explore how sound is recorded and mixed. It will analyse different components of sound in screen media such as atmospheric sounds and music.

3. Editing in Screen Media Production. This topic will explore the role of editing in Screen Media Production. It will analyse the strategies of editing from the two schools of editing: Continuity Editing and Montage.

MODULE 2 - 4. Critical Responses to Screen Media This topic will explore how screen media has been critically analysed. It will look at the principle arguments of the two main schools: Theory & Post-theory.

MODULE 3 - 5. Project development. This topic will explore how projects in Screen Media move from Idea to the Screen. It will study different models from the Hollywood Studio to crowd sourcing/funding. It will cover preparing briefs and concept documents for clients and potential funders.

MODULE 4 - 6. Project Production and Distribution. Stages of Screen Media Production This topic will explore the different stages of screen media production: Preproduction, Production and Postproduction. It will analyse the different roles involved media production with a focus on the director and producer. Legal issues affecting screen media such as licensing and defamation will be covered.

7. Media Distribution This topic will explore one of the most important issues related to screen media production - how media is distribution in offline and online environments. It will analyse concepts and practices such as 'windows' and peer-to-peer sharing.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Group Presentation	Mastery Task: workshop 1 hour; online quiz 1 hour	0	Y	Group
Creative coverage storyboard exercise	500 words equivalent	30	N	Individual
Review, analysis of film/TV program/game	1 500 words	30	N	Individual
Short Media Presentation	1 500 words equivalent plus visual work (maximum of 3 minutes)	40	N	Individual

Teaching Periods

COMM 7004 In the Realms of the Sensory: Ecologies of Word, Sound and Image

Credit Points 10

Legacy Code 102342

Coordinator Peter Mauch ([https://directory.westernsydney.edu.au/search/name/Peter Mauch/](https://directory.westernsydney.edu.au/search/name/Peter%20Mauch/))

Description This unit develops an awareness of the cultural, aesthetic and sensory contexts in which the communication, design and creative arts are practiced. It examines approaches to creative practice and the role that creativity and experimentation, as well as collaboration and social creativity, play in the research process. Particular attention is paid to visual, aural, and alphabetic technologies, and the form of augmented virtual realities and artefacts they create. Mimicry, novelty and improvisation, critique and speculation, 'handability' or tacit knowledge are some of the practices and concepts studied. While the unit is designed for students engaged in creative research, it has relevance for those analysing creative works as part of their research.

School Humanities & Comm Arts

Discipline Communication and Media Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify theories of creative practice relevant to creative work
2. Apply, integrate and extend theoretical perspectives on creative work
3. Use creative practice as a method for the production of novel theoretical perspectives
4. Evaluate the cultural, technological and sensory aspects of creative work
5. Originate novel integrations of theory, research and practice.

Subject Content

- approaches to Creative practice and research
- theories of culture and communication
- Interfaces and affect
- Novelty, mimicry, and improvisation as forms of experimentation and research
- Sensory, virtual and augmented Realities
- Ontological design
- reflective practice
- Immanent listening
- Ontologies of music, voice and sound
- research led practice

Teaching Periods

COMM 7006 Media Project Production

Credit Points 20

Legacy Code 101745

Coordinator Maryella Hatfield ([https://directory.westernsydney.edu.au/search/name/Maryella Hatfield/](https://directory.westernsydney.edu.au/search/name/Maryella%20Hatfield/))

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

School Humanities & Comm Arts

Discipline Communication and Media Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 20cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) COMM 7007

Equivalent Subjects LGYA 1411 - Media Production

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

Broad understanding of convergent media forms and processes; specific knowledge of project development including concept and design development.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Develop an appropriate and detailed project production plan in relation to their proposal brief, including management of content, design and human resource components and applicable timelines.
2. Research and develop stages of the production of their proposal and apply to their project work.
3. Implement the prototype/pilot stage of a significant media project of marketable quality
4. Work as an effective part of a production team to produce a major project.
5. Demonstrate a high level of professional presentation skills through the pitch of the final project.
6. Evaluate a complex product using appropriately identified and applied evaluation techniques.
7. Apply advanced skills in self-directed learning.

Subject Content

- production planning and management
- Project production
- Product evaluation and user testing
- Product Revision
- Project presentation for peer and expert panel Review

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Major Project and Presentation	30 minutes duration and 12 powerpoint slides. Oral presentation of the convergent media prototype or pilot.	60	N	Individual
Written Report	5,000 words	40	N	Individual

Teaching Periods

COMM 7008 Media Research Project

Credit Points 20

Legacy Code 102521

Coordinator Kate Richards ([https://directory.westernsydney.edu.au/search/name/Kate Richards/](https://directory.westernsydney.edu.au/search/name/Kate%20Richards/))

Description This research-focused unit enables students to develop and produce a major work on a convergent media subject and theme, such as: communications and design theories and practices, data visualisation, content creation for convergent media, and digital humanities. The unit will cover methods for designing and implementing an academic or practice-based research project through workshops and exercises. Students may be introduced to techniques

for: differentiating appropriate research methodologies; integrating research techniques into the planning and creation of a research project; field research, action research and research-creation; devising a literature review and constructing a logical argument; and critical reading.

School Humanities & Comm Arts

Discipline Communication and Media Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 20cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Use various research methods and processes.
2. Identify the most suitable approach for a given research problem or question in the field of convergent media.
3. Develop a research question and a subsequent research plan.
4. Conduct research based on the research plan and selected methods.
5. Reflect critically upon research findings.
6. Present research findings and outcomes.

Subject Content

Research methods and processes.

Case studies in convergent media research.

The role of research in convergent media professions.

Establishment of an original research question.

Development of a research plan to include either an academic written essay or practice-based outcome.

Conducting research methods and processes as per research plan.

Presentation of final research outcome.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Research Proposal	1,200-1,500 words	15	N	Individual
Literature Review	10,000-12,000 words	25	N	Individual

a. Research Report OR b. Practical Research Report and Exegesis	a. 60 words OR b. Written exegesis 3,000 words plus practical convergent media project to be negotiated with the unit coordinator	N	Individual
---	---	---	------------

Teaching Periods

COMM 7009 Mobile Media

Credit Points 10

Legacy Code 101743

Coordinator Kate Richards ([https://directory.westernsydney.edu.au/search/name/Kate Richards/](https://directory.westernsydney.edu.au/search/name/Kate%20Richards/))

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

School Humanities & Comm Arts

Discipline Communication and Media Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the main theoretical issues associated with the adoption and use of mobile communication
2. Critically evaluate the social consequences of mobile communication
3. Independently identify an interesting research question about mobile communication and society and carry out an empirical or theoretical enquiry.
4. Contextualize mobile media production and distribution within the converged media landscape
5. Describe history of mobile media and the methods of mobile media production and distribution
6. Manage the production and delivery of mobile media content
7. Research, plan and pitch a mobile media project

Subject Content

- Mobile media and Communications introduction
- Mobiles and The personal sphere
- Mobiles and The public sphere: politics, Civil society, activism, social movements, social capital, regulation
- digital Divides: Mobiles for development and social mobility
- Mobile as A Mass medium
- characteristics of The Mobile medium
- content Distribution on Mobiles: types, modes and platforms
- content Standards and Formats for Mobile media production and delivery
- Streaming video/Mobile TV
- Walled Garden Vs Mobile internet
- Mobile Advertising
- Mobile media: business Models & Consumption Trends
- Mobile internet best practices

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Research Report: Mobile Communication and Society	1,500 words	40	N	Individual
Mobile Media Production		20	N	Individual
Mobile Media Campaign Pitch/ Presentation	15 minute powerpoint presentation 10-12 slides, and written report of maximum 1,500 words	40	N	Individual

Teaching Periods

COMM 7010 New Genres in Research Writing

Credit Points 10

Legacy Code 102662

Coordinator Anna Gibbs ([https://directory.westernsydney.edu.au/search/name/Anna Gibbs/](https://directory.westernsydney.edu.au/search/name/Anna%20Gibbs/))

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

School Humanities & Comm Arts

Discipline Written Communication

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically reflect on the new interdisciplinary forms of writing across the Humanities.
2. Explain writing as a research practice.
3. Critically evaluate complex information, perspectives, and theories relevant to new scholarly writing practices.
4. Creatively stage or perform theoretical propositions, methodologies and conclusions through analysis through critical-creative writing strategies.
5. Demonstrate creative and technical skills to bring complex concepts to life in a practical project.
6. Design and execute a substantial research-based project with a high level of autonomy and accountability.

Subject Content

Seminars will address the history and practice of new forms of writing arising across the humanities disciplines, with reference to particular examples. Students will also participate in writing workshops to develop their own projects on the basis of a series of individual and collaborative exercises engaging practically and experientially with the concepts addressed in the unit.

1. Writing, subjectivity and corporeality
2. Reflexivity and intertextuality in new research genres
3. The politics of form: genre, gender, race and ethnicity
4. Hybrid writing and generic mixing
5. Questions of address, authority and authorisation
6. After critique: experimental method
7. Affective and new materialist methodologies

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short Answer - submission of 2 class exercises	1,000 words	35	N	Individual

Applied project - Critical Creative essay (4,000 words) OR Creative - Critical project plus (1,000 word) critical reflection (3,000 words total)	Essay - 4,000 words Creative project plus reflection 3,000 words	65	N	Individual
--	--	----	---	------------

Teaching Periods

COMM 7011 Researching Convergent Media

Credit Points 10

Legacy Code 101962

Coordinator Hart Cohen ([https://directory.westernsydney.edu.au/search/name/Hart Cohen/](https://directory.westernsydney.edu.au/search/name/Hart%20Cohen/))

Description The contemporary creative industries landscape is characterised by the breakdown of traditional media silos and the transformation of media production and consumption practices. Media, marketing and creative professionals are now required to understand and connect with their audiences across multiple media platforms and to undertake diverse research deploying many new methodologies. The aim of this unit is to provide students with an historical, geopolitical and theoretical introduction to research in the creative industries. The case studies and topics covered vary from semester to semester and can include data visualisation, digital ethnography, digital games, community media, digital arts, activist networks, social media and cross platform projects. Using current media theory, design theories, and research methodologies, students will select, analyse and contextualise case studies.

School Humanities & Comm Arts

Discipline Communication and Media Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYA 1632 - Methods and Case Studies in Convergent Media

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and articulate the key themes associated with creative industries research and contexts.
2. Explain the main theoretical issues associated with the theory and practice of convergent media through participation in the MCM wiki and written work.
3. Outline the precedents and archaeologies of convergent media and discuss them in relation to their research question.

4. Demonstrate competency in critically evaluating a research question and/or case study and the associated theoretical context.
5. Select and apply appropriate research methodologies to their research question in the case study/ paper assignment.
6. Apply advanced skills in self-directed research and writing to independently identify and articulate an appropriate research question for the case study or paper.
7. Identify and articulate the key themes associated with convergent media concepts, research, and contexts.
8. Explain the main theoretical issues associated with the theory and practice of research for the creative industries.
9. Outline the precedents and archaeologies of the creative industries and discuss them in relation to their research question.
10. Select and apply appropriate research methodologies to their research question in the case study/ paper assignment.
11. Apply advanced skills in self-directed research and writing to independently identify and articulate an appropriate research question for the case study or paper.

Subject Content

Module 1: Understanding Convergent Media precedents and archaeologies

Module 2: Researching Convergent Media design and practice

Module 3: Contextualising Convergent Media within current technological, social and political terrains

Topics covered can include: the cultural logic of convergent media; emerging ecologies and genres; affective experience and embodied cognition; the digital divide, economic development and convergent technologies; broadband futures; new media art; locative media; collective intelligence and social networking.

Understanding precedents and archaeologies in research for the creative industries.

Researching design and practice in the creative industries

Contextualising the creative industries within current technological, social and political terrains

Drawing from creative industries research case studies topics covered in this subject can include: emerging ecologies and genres in the creative industries; affective experience and embodied cognition; the digital divide, economic development and convergent technologies; broadband futures; new media art; locative media; collective intelligence and social networking.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short Answer	500 words per entry	25	N	Individual
Annotated Bibliography	200 words per text source	25	N	Individual
Essay	Essay: 2500 words Practice-led research: Practice work plus 1200 to 1500 words	50	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Hart Cohen ([https://directory.westernsydney.edu.au/search/name/Hart Cohen/](https://directory.westernsydney.edu.au/search/name/Hart%20Cohen/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM7011_22-AUT_PS_D#subjects)

COMM 7012 Strategic Communication

Credit Points 20

Legacy Code 102292

Coordinator Tanya Notley ([https://directory.westernsydney.edu.au/search/name/Tanya Notley/](https://directory.westernsydney.edu.au/search/name/Tanya%20Notley/))

Description Local and international industry trends show that strategic communication, particularly including agendas of innovation and ethics, are a growing force in the convergent media landscape. This unit introduces students to both the science and art of strategic communication. It is grounded in an advanced understanding of the complexity of human communication processes and driven by a conviction that systematic research and analysis is required to inform strategic communication responses. This unit is based around a series of assessments that require students to address a real-world business challenge or a social issue in ways that take advantage of convergent media environments.

School Humanities & Comm Arts

Discipline Communication and Media Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 20cp

Level Postgraduate Coursework Level 7 subject

Incompatible Subjects LGYA 1704 - Strategic Communication

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the importance, historical foundations and current application of strategy in successful communication interventions, and be able to identify a diverse range of approaches and methodologies that can be applied to real world needs or problems.
2. Analyse and critique communication strategies embedded within government, corporate, and third sector interventions.
3. Establish criteria for evaluation of strategic convergent media interventions.
4. Undertake relevant research to develop and leverage strategies for 'real world' convergent media interventions; show experience in the use of research to apply theory and modelling to develop effective strategic communication responses.
5. Think critically and creatively to articulate a strategic vision that is based on evidence and driven by theory.

6. Consolidate research findings into a strategic brief/pitch presentation and a final strategic response document.

Subject Content

This subject is delivered in 3 modules:

Module 1: Introduction to strategic thinking and design. This module focuses on the origins and principles of strategic thinking and practice. Through historical case studies (largely from political and commercial domains), students will consider the way that underlying principle informs the formation and development of enlightened strategy. (3 weeks)

Module 2: The science of strategic communication. This module focuses on the gathering and interpretation of empirical and non-empirical data, with an emphasis on data as a key driver of insightful strategy formation. By working with real-life problems students will learn to source and analyse relevant data so as to see and understand a specific environment in ways that inform a strategic response. (4 weeks)

Module 3: The art of strategic communication. By working with the analysis undertaken in Module 2, students will learn to test, critique, and apply relevant models and theories to their analysis in order to design a strategic response to a real-life problem. This application will be used to design a strategic narrative intervention informed by research and driven by theory. (5 weeks).

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Strategic Communication Review. Students analyse and present two strategic communication initiatives	5 minute in class presentation	10	N	Individual
Project Proposal. Students identify a problem or need and propose a research plan and potential models and theories they will investigate to develop a strategic response	5-10 minute in-class presentation and 1,000 word proposal	15	N	Individual

Progress Reports. Students will receive one-on-one mentorship throughout this unit. Students' preparedness for meetings will be assessed	2 x meetings assessed on preparedness and responses	15	N	Individual
--	---	----	---	------------

Student Response. Students will design a strategic response that is based on their research and analysis	5-10 minute in-class presentation and a 4,000 word proposal OR production of design/ media prototype with a 1,000 word report	60	N	Individual
--	---	----	---	------------

Teaching Periods

COMM 7013 Ideate, Develop: Makerspace 1

Credit Points 10

Legacy Code 102717

Coordinator Kate Richards ([https://directory.westernsydney.edu.au/search/name/Kate Richards/](https://directory.westernsydney.edu.au/search/name/Kate%20Richards/))

Description Ideation is at the core of creative industries. This practice-led research unit will teach you how to ideate, develop and pitch a major project, which you can then produce in the Makerspace 2 unit. We will show you how to mobilise your own creative interests, how to identify and research a creative or market challenge, and teach you techniques for generating ideas and innovative solutions-based responses. You'll learn systemic methods and tools for creative ideation across multiple platforms and channels, including UX (user experience), UI (user interactivity), design thinking, IA (information architecture) and UCD (user centred design). We'll also teach you how to pitch your project so it captures the imagination and attention of clients and audiences.

School Humanities & Comm Arts

Discipline Communication and Media Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Incompatible Subjects COMM 7007 - Media Project Proposal

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

Broad understanding of convergent media forms and processes.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply design practice and processes through using research methods in creative industries for the development of a creative industries project proposal.
2. Define and implement appropriate research methodologies for the background, technical design and creative processes involved in the ideation and development of a creative industries project proposal.
3. Identify, critique and evaluate precedent creative industries projects that promote effective communication, interaction, and user experiences through precedent appraisals within the project proposal document.
4. Apply a balanced approach for the design, testing and refinement of the strategy in the project proposal document and in planning for the production of a proof of concept or final project.
5. Demonstrate high level of professional presentation skills through pitching the project proposal stages.

Subject Content

1. The roles of ideation and creative development in creative industries projects and business models.
2. Methodologies and methods for identifying and applying ideation and creative developments methods to a core concept.
3. Choosing an appropriate and viable platform/channel.
4. The roles and methodologies of background, precedent and audience research.
5. User centred design strategies for creative and audience development, including branding, UX and IA.
6. Introduction to business models and understanding of their application.
7. Skillset for proposing a creative industries project including structure, writing and illustration.
8. Scoping and planning for pilot/proof of concept, and associated documentation artefacts.
9. Presentation skills for peer, teacher and industry review.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Proposal 1	1000 words	20	N	Individual
Presentation	10 slides and 10 minutes	10	N	Individual
Proposal 2	1000 words	20	N	Individual
Presentation	10 slides and 10 minutes	10	N	Individual
Final Proposal	1500 words	30	N	Individual
Presentation	10 – 15 slides and 15 minutes	10	N	Individual

Teaching Periods

COMM 7014 Innovate: The Entrepreneurial Mindset

Credit Points 10

Legacy Code 102719

Coordinator Kate Richards ([https://directory.westernsydney.edu.au/search/name/Kate Richards/](https://directory.westernsydney.edu.au/search/name/Kate%20Richards/))

Description This unit focuses on current trends and issues in innovation and entrepreneurship in the creative industries with a strong focus on small to media enterprises (SME), ventures within existing business and within government. The unit addresses methodologies for innovation, such as design-thinking and futuring; the role and efficacy of public and private incubators; the forms, foundations, qualities and capacity of entrepreneurship and business development strategies; and the role of networking and industry partnerships, with a focus on the capacities of social media to effect change in markets and partnerships, and business development strategies. The unit covers existing 'new' business models and emerging trends, such as social entrepreneurship and co-working spaces. The unit builds on previous capstone units Ideate, Develop: Makerspace 1 and Produce, Generate: Makerspace 2 in introducing further methods for creative ideation with a focus on technology.

School Humanities & Comm Arts

Discipline Communication And Media Studies

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Incompatible Subjects COMM 7005 - Innovation and Entrepreneurship PG

Restrictions

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

Assumed Knowledge

A general understanding of capitalism as an economic model; general understanding of how creative industries develop original IP into goods and services.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine specified methods for identifying innovation potential and relevant theories of entrepreneurship and entrepreneurialism.
2. Discern and critically evaluate trends and models in an innovation and entrepreneurship case study.
3. Contextualise creative industries projects within models of entrepreneurship.
4. Apply business development skills to a creative industries business plan.
5. Identify and apply the key drivers for fuelling innovation in the entrepreneurial eco-system.

Subject Content

1. Innovation as methodology and method.

2. Current trends such as creative economies, creative precincts and co-working.
3. Complexity theory and design thinking for innovation.
4. The 21st Century relationships between innovation and Entrepreneurship.
5. Theories and models of entrepreneurship.
6. Business development skills: planning, metrics, B2B, information requirements.
7. Roles of social media and digital marketing in innovation and entrepreneurship.

Innovation as methodology and method.

Current trends such as creative economies, creative precincts and co-working.

Complexity theory and design thinking for innovation.

The 21st Century relationships between innovation and Entrepreneurship.

Theories and models of entrepreneurship.

Business development skills: planning, metrics, B2B, information requirements.

Roles of social media and digital marketing in innovation and entrepreneurship.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Case Study	1,500 words	20	N	Individual
Presentation	10 minutes (10 slides)	10	N	Individual
Professional Task	1,000 words plus one-page business canvas	30	N	Individual
Professional Task	1,500 words	30	N	Individual
Presentation	10 minutes (10 slides)	10	N	Individual

Prescribed Texts

- Drucker, Peter F. Innovation and Entrepreneurship. Harper Collins ? available online WSU library

Teaching Periods

COMM 9001 Higher Degree Research Thesis - Communication and Media Studies

Credit Points 20

Legacy Code 800003

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Humanities & Comm Arts

Discipline Communication and Media Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM9001_22-RQ1_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM9001_22-RQ1_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM9001_22-RQ1_PS_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM9001_22-RQ2_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM9001_22-RQ2_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM9001_22-RQ2_PS_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM9001_22-RQ3_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM9001_22-RQ3_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM9001_22-RQ3_PS_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM9001_22-RQ4_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM9001_22-RQ4_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMM9001_22-RQ4_PS_D#subjects)

COMP 0001 Introductory Programming (WSTC Prep)

Credit Points 10

Legacy Code 700204

Coordinator Zdenka Misanovic (<https://directory.westernsydney.edu.au/search/name/Zdenka Misanovic/>)

Description The unit introduces students to computer programming as an essential tool for problem-solving and data analysis in engineering and science. The focus is on using an algorithmic approach to problem solving. Students will learn how to analyse and solve problems by designing an algorithm and implementing it in a high-level programming language. This unit includes extensive practical work and problem-solving activities. It prepares students for the first year unit, Engineering Computing, in the Bachelor programs in Engineering. Students will also be able to use their acquired programming skills to perform calculations, analyse data and create graphs for their projects and reports in other units.

School Western Sydney The College

Discipline Programming

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects COMP 0002 - Introductory Programming (UWSC)

Restrictions Students must be enrolled at Western Sydney University, The College.

Assumed Knowledge

The ability to create a mathematical expression for a given problem scenario. This would require knowledge of basic arithmetic, percentages and simple statistical measures.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply basic programming control structures (sequence, selection, iteration)
2. Apply algorithmic approaches to design solutions to simple problems in engineering (using a flowchart or pseudocode)
3. Create simple computer programs based on student-designed algorithmic solutions
4. Demonstrate skills in documenting, debugging and testing computer programs
5. Create structured programs and programs for analysis of large data sets

Subject Content

1. Introduction to programming (Weeks 1 & 2)
 - a. Introduction to problem solving
 - b. Introduction to programming design
 - c. Introduction to editing, building and testing.
2. Independent Programming (Weeks 3, 4 and 5)
 - a. Introduction to modularised algorithmic problem solving and robustness
 - b. Introduction to modularised algorithmic programming design
 - c. Intermediate editing, building and robustness testing
3. Engineering Data Analysis (Weeks 6, 7, 8 and 9)
 - a. Algorithms for acquiring and checking data
 - b. Algorithms for processing data
 - c. Algorithms for graphical and statistical analysis
 - d. Testing and verifying programs for data analysis
4. Advanced Programming design (Week 10 & 11)
 - a. Factorisation of code

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Practical	30 Minutes	5	N	Individual
Practical	30 Minutes	10	N	Individual
Practical	Approximately 10 up to 100 lines of code		N	Group
Practical	30 Minutes	15	N	Individual
Applied Project	Approx. up to 300 lines of code	20	N	Individual
End-of-session Exam	2 hours	40	N	Individual

Prescribed Texts

- Allain A., 2012 Jumping into C ++, CProgramming.com, USA.

Teaching Periods

Term 1

Penrith (Kingswood)

Day

Subject Contact Zdenka Misanovic ([https://directory.westernsydney.edu.au/search/name/Zdenka Misanovic/](https://directory.westernsydney.edu.au/search/name/Zdenka%20Misanovic/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP0001_22-T1_KW_D#subjects)

Term 3

Penrith (Kingswood)

Day

Subject Contact Zdenka Misanovic ([https://directory.westernsydney.edu.au/search/name/Zdenka Misanovic/](https://directory.westernsydney.edu.au/search/name/Zdenka%20Misanovic/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP0001_22-T3_KW_D#subjects)

COMP 0002 Introductory Programming (WSTC)

Credit Points 10

Legacy Code 900084

Coordinator Zdenka Misanovic ([https://directory.westernsydney.edu.au/search/name/Zdenka Misanovic/](https://directory.westernsydney.edu.au/search/name/Zdenka%20Misanovic/))

School Western Sydney The College

Discipline Programming

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 0 Preparatory subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Class test	1.5 hrs	20	N	Individual
Programming Project	Approx 100 lines of code	20	N	Individual
Class Work – 12 x 20 min tasks	20 mins each	20	N	Individual
Final Exam	2 hrs	40	N	Individual

Teaching Periods

COMP 0003 Programming Design (WSTC Prep)

Credit Points 5

Legacy Code 700047

Coordinator Buddhima De Silva ([https://directory.westernsydney.edu.au/search/name/Buddhima De Silva/](https://directory.westernsydney.edu.au/search/name/Buddhima%20De%20Silva/))

Description This unit introduces students to the principles required for the effective design and development of solutions to computer program related problems. This unit has been developed to enhance a student's practical ability as well as build a solid theoretical foundation for further study in programming.

School Western Sydney The College

Discipline Programming

Student Contribution Band HECS Band 2 5cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects LGYB 0451 - Programming Design (UWSCDip)
COMP 0004 - Programming Design (UWSC)

Restrictions Students must be enrolled at Western Sydney University, The College.

Assumed Knowledge

The ability to create a mathematical expression for a given problem scenario. This would require knowledge of basic arithmetic, percentages and simple statistical measures.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe what is meant by the terms programming and structured programming.
2. Describe the steps involved in the program development process in solving problems.
3. Illustrate the steps involved in program development using IPO charts.
4. Explain what is meant by the term programming language.
5. Design an algorithm that applies structured programming techniques to solve a given problem.
6. Develop a set of input test data and deskcheck pseudocode.
7. Describe what is meant by modularisation, module cohesion and coupling and parameter passing with different aspects of cohesion and coupling.
8. Design and implement a program solution using an Integrated Development Environment.

Subject Content

1. Introduction to program design
2. Introduction to IPO charts flow charts and pseudocode algorithms
3. Introduction to selection control structures
4. Introduction to repetition control structures
5. Introduction to desk checking the solution algorithm
6. Introduction to modularisation, cohesion and coupling

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied Project		15	N	Individual
Quiz		20	N	Individual
Applied Project		15	N	Individual
Participation Report		10 40	N N	Individual Individual

Teaching Periods

Term 1

Nirimba Education Precinct

Day

Subject Contact Buddhima De Silva ([https://directory.westernsydney.edu.au/search/name/Buddhima De Silva/](https://directory.westernsydney.edu.au/search/name/Buddhima%20De%20Silva/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP0003_22-T1_BL_D#subjects)

Term 2

Nirimba Education Precinct

Day

Subject Contact Buddhima De Silva ([https://directory.westernsydney.edu.au/search/name/Buddhima De Silva/](https://directory.westernsydney.edu.au/search/name/Buddhima%20De%20Silva/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP0003_22-T2_BL_D#subjects)

COMP 0004 Programming Design (WSTC)

Credit Points 5

Legacy Code 900009

Coordinator Sarah Jones ([https://directory.westernsydney.edu.au/search/name/Sarah Jones/](https://directory.westernsydney.edu.au/search/name/Sarah%20Jones/))

Description Programming Design introduces students to the principles required for the effective design of solutions to computer program related problems. The course has been developed to enhance a student's practical ability as well as build a solid theoretical foundation for further study.

School Western Sydney The College

Discipline Programming

Student Contribution Band HECS Band 2 5cp

Level Undergraduate Level 0 Preparatory subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Project One	Approx 2 hrs	10	N	Individual
Class Test	90 mins	20	N	Individual
Project Two	Approx 2.5 hrs	20	N	Individual
Class Work x 10	Approx 20 - 30 mins each class	10	N	Individual
Final Exam	2 hrs	40	N	Individual

Teaching Periods

COMP 1001 3D Modelling Fundamentals

Credit Points 10

Legacy Code 301164

Coordinator Tomas Trescak ([https://directory.westernsydney.edu.au/search/name/Tomas Trescak/](https://directory.westernsydney.edu.au/search/name/Tomas_Trescak/))

Description This unit will introduce the fundamentals of 3D surface modelling. Students will learn the theory of 3D surface modelling and will gain practical skills in creating 3D assets using a popular software package from Autodesk. They will also learn how to design characters and how to integrate their assets with a purpose of producing complex 3D scenes and animated movies. This unit is aimed at students who have no prior knowledge of 3D modelling and are not familiar with associated software packages.

School Computer, Data & Math Sciences

Discipline Computer Graphics

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Design 3D models
2. Review and implement the key principles of various 3D surface modelling techniques
3. Design, render and animate visual scenes
4. Develop transferable conceptual skills in relation to modelling 3D content and animations.

Subject Content

3D Surface Modelling (LowPoly and HighPoly/ Sculpting)
Texturing and Shading
Rigging and Animation
Simulation and Effects
Lighting and Rendering

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	- 5 screenshots with work in progress - 5 screenshots of final model - Maya source files	50	N	Individual
Applied Project	- 5 screenshots with work in progress - 5 screenshots of final model - Maya source files	50	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Tomas Trescak ([https://directory.westernsydney.edu.au/search/name/Tomas Trescak/](https://directory.westernsydney.edu.au/search/name/Tomas_Trescak/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP1001_22-AUT_PS_D#subjects)

COMP 1002 Advanced Computer Science Activities 1

Credit Points 0

Legacy Code 300586

Coordinator Yun Bai ([https://directory.westernsydney.edu.au/search/name/Yun Bai/](https://directory.westernsydney.edu.au/search/name/Yun_Bai/))

Description This unit is only for Bachelor of Computer Science (Advanced) students in year one of their studies. Students will participate in industry and research based extension activities (non-assessable). These activities will be identified with the goal of exposing students early in their degree and integrating them into a culture of academic enquiry, problem solving, knowledge generation and scholarship and an awareness of the challenges and current issues confronting the computing/IT industry. The unit will be used to record student activities and a satisfactory/ unsatisfactory grade will be applied at the end of each semester.

School Computer, Data & Math Sciences

Discipline Computer Science

Student Contribution Band

Level Undergraduate Level 1 subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied Project		S/U	N	Individual

Teaching Periods

1st Half

Penrith (Kingswood)

Attendance Not required

Subject Contact Yun Bai ([https://directory.westernsydney.edu.au/search/name/Yun Bai/](https://directory.westernsydney.edu.au/search/name/Yun%20Bai/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP1002_22-1H_KW_N#subjects)

Parramatta - Victoria Rd

Attendance Not required

Subject Contact Yun Bai ([https://directory.westernsydney.edu.au/search/name/Yun Bai/](https://directory.westernsydney.edu.au/search/name/Yun%20Bai/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP1002_22-1H_PS_N#subjects)

2nd Half

Penrith (Kingswood)

Attendance Not required

Subject Contact Yun Bai ([https://directory.westernsydney.edu.au/search/name/Yun Bai/](https://directory.westernsydney.edu.au/search/name/Yun%20Bai/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP1002_22-2H_KW_N#subjects)

COMP 1005 Programming Fundamentals

Credit Points 10

Legacy Code 300580

Coordinator Anton Bogdanovych ([https://directory.westernsydney.edu.au/search/name/Anton Bogdanovych/](https://directory.westernsydney.edu.au/search/name/Anton%20Bogdanovych/))

Description As a first unit in computer programming, Programming Fundamentals covers the basics of developing software with an emphasis on procedural programming. Students will learn about basic data structures, the concept of algorithms, fundamental programming constructs, common programming language features and functions, program design and good programming style. A high level programming language is combined with a highly visual framework to teach problem solving using software.

School Computer, Data & Math Sciences

Discipline Programming

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects COMP 1004 - Fundamentals of Programming LGYA 5799 - Programming Principles 1 LGYA 4364 - Business Application Development 1 COMP 1006 - Programming Fundamentals (WSTC)

Assumed Knowledge

High school mathematics at Year 10 level.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. With a chosen programming language in mind, analyse a given problem and from a simple problem description, identify desired inputs, outputs, and the necessary processing operations to convert input into output;
2. Develop an algorithm that applies structured programming techniques that solve the given problem;
3. Choose suitable data types to store relevant data for the given problem;
4. Design and code programs which use standard programming concepts: variables, sequence, loops, decision making constructs, mathematical and boolean operators, as well as functions;
5. Apply top-down modular design principles to programming problems and implement the solution using the chosen programming language.

Subject Content

1. Fundamentals of procedural programming including: a. variables and data types; b. performing calculations; c. sequence; d. compound statements; e. decision making constructs; f. looping constructs; g. problem solving techniques; h. writing and using functions; i. one dimensional arrays
2. Keyboard input
3. Techniques of algorithm development
4. Using variables - selecting variable names and variable scope
5. Functions, function return values and parameter passing
6. Arrays

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	15 minutes	0	Y	Individual
Portfolio	2 hours per week	40	Y	Individual
Quiz	60 minutes	20	N	Individual
Applied Project	The solution file is expected to be approximately 500-700 lines of code.	20	N	Individual
Final Exam	2 hours, closed book	20	Y	Individual

Prescribed Texts

- Bogdanovych, A., & Trescak, T. (2021). Learning Java Programming in Claraes World. Springer. <https://doi.org/10.1007/978-3-030-75542-3>

- Gaddis, T. (2016). Starting out with Java: from control structures through objects (6th ed.). Boston: Pearson.

Teaching Periods

Summer A

Parramatta - Victoria Rd

Day

Subject Contact Dean Preston ([https://directory.westernsydney.edu.au/search/name/Dean Preston/](https://directory.westernsydney.edu.au/search/name/Dean%20Preston/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP1005_22-SUA_PS_D#subjects)

Autumn

Campbelltown

Day

Subject Contact Anton Bogdanovych ([https://directory.westernsydney.edu.au/search/name/Anton Bogdanovych/](https://directory.westernsydney.edu.au/search/name/Anton%20Bogdanovych/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP1005_22-AUT_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Anton Bogdanovych ([https://directory.westernsydney.edu.au/search/name/Anton Bogdanovych/](https://directory.westernsydney.edu.au/search/name/Anton%20Bogdanovych/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP1005_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Anton Bogdanovych ([https://directory.westernsydney.edu.au/search/name/Anton Bogdanovych/](https://directory.westernsydney.edu.au/search/name/Anton%20Bogdanovych/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP1005_22-AUT_PS_D#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Mahsa Razavi ([https://directory.westernsydney.edu.au/search/name/Mahsa Razavi/](https://directory.westernsydney.edu.au/search/name/Mahsa%20Razavi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP1005_22-SC1_SC_D#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Natasha Daraio ([https://directory.westernsydney.edu.au/search/name/Natasha Daraio/](https://directory.westernsydney.edu.au/search/name/Natasha%20Daraio/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP1005_22-OT2_OW_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Mahsa Razavi ([https://directory.westernsydney.edu.au/search/name/Mahsa Razavi/](https://directory.westernsydney.edu.au/search/name/Mahsa%20Razavi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP1005_22-SC2_SC_D#subjects)

Spring

Campbelltown

Day

Subject Contact Anton Bogdanovych ([https://directory.westernsydney.edu.au/search/name/Anton Bogdanovych/](https://directory.westernsydney.edu.au/search/name/Anton%20Bogdanovych/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP1005_22-SPR_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Anton Bogdanovych ([https://directory.westernsydney.edu.au/search/name/Anton Bogdanovych/](https://directory.westernsydney.edu.au/search/name/Anton%20Bogdanovych/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP1005_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Anton Bogdanovych ([https://directory.westernsydney.edu.au/search/name/Anton Bogdanovych/](https://directory.westernsydney.edu.au/search/name/Anton%20Bogdanovych/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP1005_22-SPR_PS_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Mahsa Razavi ([https://directory.westernsydney.edu.au/search/name/Mahsa Razavi/](https://directory.westernsydney.edu.au/search/name/Mahsa%20Razavi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP1005_22-SC3_SC_D#subjects)

COMP 1006 Programming Fundamentals (WSTC)

Credit Points 10

Legacy Code 700008

Coordinator Buddhima De Silva ([https://directory.westernsydney.edu.au/search/name/Buddhima De Silva/](https://directory.westernsydney.edu.au/search/name/Buddhima%20De%20Silva/))

Description As a first unit in computer programming, Programming Fundamentals covers the basics of developing software with an emphasis on procedural programming. Students will learn about basic data structures, the concept of algorithms, fundamental programming constructs, common programming language features and functions, program design and good programming style. A high level programming language is combined with a highly visual framework to teach problem solving using software.

School Computer, Data & Math Sciences

Discipline Programming

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Pre-requisite(s) Students enrolled in 7067 Diploma in Information and Communications Technology Extended must pass LANG 0002 Academic Communication 2 (WSTC Prep) or LANG 0032 English for

Tertiary Study 2 (WSTC Prep) or LANG 0039 Introduction to Academic Communication 2 (WSTC Prep) and must pass INFO 0008 Computer Studies (WSTC Prep) and must pass COMP 0003 Programming Design (WSTC Prep) and must pass MATH 0008 Mathematics 2 (WSTC Prep) before enrolling in this unit

Students enrolled in 6035 Diploma Bachelor of Information and Communications Technology 6036 Diploma in Information and Communications Technology Bachelor of Information Systems and 7005 Diploma in Information and Communications Technology must pass COMP 0003 Programming Design (WSTC Prep) before enrolling in this unit

Students enrolled in 6038 Dip in Information and Communications Technology BICT(HIM) 6039 Diploma in Information and Communications Technology BICT 6040 Diploma in Information and Communications Technology BIS 7067 Diploma in Information and Communications Technology Extended 7134 Diploma in Information and Communications Technology Extended - ICT 7138 Diploma in Information and Communications Technology Extended-ICT 7139 Diploma in Information and Communications Technology Extended - IS 7141 Diploma in Information and Communications Technology Extended-HIM 7163 Diploma in Information and Communications Technology (International) and 7164 Dip Information and Communications Technology (HIM) (International) must pass COMP 0003 Programming Design (WSTC Prep) and must pass MATH 0008 Mathematics 2 (WSTC Prep) before enrolling in this unit

Equivalent Subjects COMP 1004 - Fundamentals of Programming LGYA 5799 - Programming Principles 1 LGYA 4364 - Business Application Development 1 COMP 1005 - Programming Fundamentals

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in Extended Diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject. Students enrolled in the combined Diploma/Bachelor programs listed below must pass all College Preparatory subjects listed in the program structure before progressing to the Year 2 subjects.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. With a chosen programming language in mind ? analyse a given problem and from a simple problem description, identify desired inputs, outputs and the necessary processing operations to convert input into output;
2. Develop an algorithm that applies structured programming techniques that solve the given problem;
3. Choose suitable data types to store relevant data for the given problem;
4. Design and code programs which use standard programming concepts; variables, sequence, loops, decision making constructs, mathematical and Boolean operators, as well as functions;
5. Apply top-down modular design principles to programming problems and implement the solution using the chosen programming language.

Subject Content

1. Fundamentals of procedural programming including:
 - a) variables and data types
 - b) performing calculations
 - c) sequence
 - d) compound statements
 - e) decision making constructs
 - f) looping constructs

- g) problem solving techniques
 - h) writing and using functions
 - i) one dimensional arrays
2. Keyboard input
 3. Techniques of algorithm development
 4. Using variables ? selecting variable names and variable scope
 5. Functions, function return values and parameter passing
 6. Arrays

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	20 mins each wk	10%	N	Individual
Quizzes	X2 (10%) 60 mins each	20	N	Individual
Applied Project	700-800 lines of code	20%	N	Individual
End of Session Exam	2 hours	50%	Y	Individual

Block A

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio task	2 x 400 words	30	N	Individual
Professional Task	800 words	30	N	Individual
Applied project	1000 words (equivalent to 300 lines of code)		N	Individual

Prescribed Texts

- Gaddis. T. (2016). Starting out with Java: from control structures through objects (6th Ed.). Boston : Pearson

Teaching Periods

Block A Session

Online

Online

Subject Contact Maria Dent ([https://directory.westernsydney.edu.au/search/name/Maria Dent/](https://directory.westernsydney.edu.au/search/name/Maria%20Dent/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP1006_22-BA_ON_O#subjects)

Term 2

Nirimba Education Precinct

Day

Subject Contact Buddhima De Silva ([https://directory.westernsydney.edu.au/search/name/Buddhima De Silva/](https://directory.westernsydney.edu.au/search/name/Buddhima%20De%20Silva/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP1006_22-T2_BL_D#subjects)

Term 3

Nirimba Education Precinct

Day

Subject Contact Buddhima De Silva ([https://directory.westernsydney.edu.au/search/name/Buddhima De Silva/](https://directory.westernsydney.edu.au/search/name/Buddhima%20De%20Silva/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP1006_22-T3_BL_D#subjects)

COMP 1012 Programming Fundamentals (UG Cert)

Credit Points 10

Legacy Code 500047

Coordinator Maria Dent ([https://directory.westernsydney.edu.au/search/name/Maria Dent/](https://directory.westernsydney.edu.au/search/name/Maria%20Dent/))

Description As a first unit in computer programming, Programming Fundamentals covers the basics of developing software with an emphasis on procedural programming. Students will learn about basic data structures, the concept of algorithms, fundamental programming constructs, common programming language features and functions, program design and good programming style. A high-level programming language is combined with a highly visual framework to teach problem solving using software.

School Computer, Data & Math Sciences

Discipline Programming

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects COMP 1004 Fundamentals of Programming LGYA 5799 Programming Principles 1 LGYA 4364 Business Application Development 1 COMP 1005 Programming Fundamentals COMP 1006 Programming Fundamentals

Restrictions

Only students enrolled in program 7174 Undergraduate Certificate in ICT can enrol

Learning Outcomes

On successful completion of this subject, students should be able to:

1. With a chosen programming language in mind ? analyse a given problem and from a simple problem description, identify desired inputs, outputs and the necessary processing operations to convert input into output;
2. Develop an algorithm that applies structured programming techniques that solve the given problem;

3. Choose suitable data types to store relevant data for the given problem;
4. Design and code programs which use standard programming concepts; variables, sequence, loops, decision making constructs, mathematical and Boolean operators, as well as functions
5. Apply top-down modular design principles to programming problems and implement the solution using the chosen programming language.

Subject Content

1.Fundamentals of procedural programming including:

- a)variables and data types
 - b)performing calculations
 - c)sequence
 - d)compound statements
 - e)decision making constructs
 - f)looping constructs
 - g)problem solving techniques
 - h)writing and using functions
 - i)one dimensional arrays
- 2.Keyboard input
 - 3.Techniques of algorithm development
 - 4.Using variables ? selecting variable names and variable scope
 - 5.Functions, function return values and parameter passing
 - 6.Arrays

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Portfolio	2 x 400 words	30	N	Individual
Professional Task	800 words	30	N	Individual
Applied Project	1000 words (equivalent to 300 lines of code)	40	N	Individual

Teaching Periods

Block A Session

Online

Online

Subject Contact Maria Dent ([https://directory.westernsydney.edu.au/search/name/Maria Dent/](https://directory.westernsydney.edu.au/search/name/Maria%20Dent/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP1012_22-BA_ON_O#subjects)

Block C Session

Online

Online

Subject Contact Maria Dent ([https://directory.westernsydney.edu.au/search/name/Maria Dent/](https://directory.westernsydney.edu.au/search/name/Maria%20Dent/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP1012_22-BC_ON_O#subjects)

Block E Session

Online

Online

Subject Contact Maria Dent ([https://directory.westernsydney.edu.au/search/name/Maria Dent/](https://directory.westernsydney.edu.au/search/name/Maria%20Dent/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP1012_22-BE_ON_O#subjects)

COMP 2001 Advanced Computer Science Activities 2

Credit Points 0

Legacy Code 300587

Coordinator Yun Bai ([https://directory.westernsydney.edu.au/search/name/Yun Bai/](https://directory.westernsydney.edu.au/search/name/Yun%20Bai/))

Description This unit is only for Bachelor of Computer Science (Advanced) students in year two of their studies. Students will participate in industry and research based extension activities (non-assessable). These activities will be identified with the goal of exposing students early in their degree and integrating them into a culture of academic enquiry, problem solving, knowledge generation and scholarship and an awareness of the challenges and current issues confronting the computing/IT industry. The unit will be used to record student activities and a satisfactory/ unsatisfactory grade will be applied at the end of each semester.

School Computer, Data & Math Sciences

Discipline Computer Science

Student Contribution Band

Level Undergraduate Level 2 subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied Project		S/U	N	Individual

Teaching Periods

1st Half

Penrith (Kingswood)

Attendance Not required

Subject Contact Yun Bai ([https://directory.westernsydney.edu.au/search/name/Yun Bai/](https://directory.westernsydney.edu.au/search/name/Yun%20Bai/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP2001_22-1H_KW_N#subjects)

Parramatta - Victoria Rd

Attendance Not required

Subject Contact Yun Bai ([https://directory.westernsydney.edu.au/search/name/Yun Bai/](https://directory.westernsydney.edu.au/search/name/Yun%20Bai/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP2001_22-1H_PS_N#subjects)

2nd Half

Penrith (Kingswood)

Attendance Not required

Subject Contact Yun Bai ([https://directory.westernsydney.edu.au/search/name/Yun Bai/](https://directory.westernsydney.edu.au/search/name/Yun%20Bai/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP2001_22-2H_KW_N#subjects)

COMP 2003 Computer Algebra

Credit Points 10

Legacy Code 301031

Coordinator Roozbeh Hazrat ([https://directory.westernsydney.edu.au/search/name/Roozbeh Hazrat/](https://directory.westernsydney.edu.au/search/name/Roozbeh%20Hazrat/))

Description This unit will introduce the popular computational software Mathematica, through which students will explore and investigate real-world mathematical problems. The unit promotes an experimental side of mathematics and will employ symbolic computation to gain insight and intuition into problems, to discover mathematical patterns and relationships, and create impressive graphics to expose mathematical structures.

School Computer, Data & Math Sciences

Discipline Mathematical Sciences

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) MATH 1014

Assumed Knowledge

Students should be comfortable with high school level of Mathematics and have passed Mathematics 1A. This is required to carry out more advanced projects in the subject.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quizzes x 3	Quiz 1 & 2: 1 to 2 pages of Mathematica codes (5% each) Quiz 3: 2 to 3 pages of Mathematica codes (10%)	20	N	Individual

Applied Project	Part 1: 3 to 5 pages of Mathematica codes and outputs of the codes (15%) Part 2: 4 to 6 pages of Mathematica codes and outputs of the codes (15%)	30	N	Individual
Practical Examination	2 hours	50	Y	Individual

Teaching Periods

COMP 2004 Computer Networking

Credit Points 10

Legacy Code 300565

Coordinator Nabil Giweli ([https://directory.westernsydney.edu.au/search/name/Nabil Giweli/](https://directory.westernsydney.edu.au/search/name/Nabil%20Giweli/))

Description Computer Networking is an introductory unit in computer systems networking. It covers basic networking technologies, Ethernet fundamentals, ISO OSI model, routing, switching and subnetting, the Internet architecture, networking protocols including TCP/IP, important OSI layer 2 and 3 networking device fundamentals, basic network management and security issues. This unit is also the first of three units, which will prepare students for industry based networking certification (CCNA).

School Computer, Data & Math Sciences

Discipline Networks and Communications

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects COMP 2007 - Computer Networking Fundamentals
LGYA 5739 - Applied Data Communications and Networking
COMP 2006 - Computer Networking (WSTC)

Assumed Knowledge

Fundamentals of computer architecture, binary and hexadecimal numbering systems, and programming principles. They should also have a working knowledge of the World Wide Web.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine the fundamental concepts and protocols for computer networking and internetworking.
2. Investigate and analyse the Internet architecture.
3. Analyse the significance of the OSI and TCP/IP models, protocol stacks and their operation in computer networks.
4. Evaluate modern technologies in computer networking.
5. Investigate the functions of important OSI layer 2 and OSI layer 3 networking devices.
6. Assess the management practices and security requirements of computer networks.

7. Construct, test and troubleshoot a small LAN.
8. Subnet a small business network given design criteria.

Subject Content

- concepts of computer networking and internetworking.
- internet architecture.
- An introduction to The operation of The major protocols used in computer networking.
- The OSI model, TCP/IP Protocol stack and IP addressing.
- Understanding of The TCP/IP Protocol stack and its operation in data networks.
- modern data communication and networking technologies.
- management and security requirements of computer networks.
- identification and Review of networking media.
- introduction to Ethernet technologies and switching.
- Routing fundamentals and subnetting.
- construct and Evaluate Network performance in LANs.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	2 hours per week	20	N	Group
Practical Exam	45 minutes practical test	20	N	Group
Quiz	1 hour	10	N	Individual
Final Exam	1 hour2 hours	50	N	Individual

Teaching Periods

WSU Online TRI-1

Wsu Online

Online

Subject Contact Nabil Giweli ([https://directory.westernsydney.edu.au/search/name/Nabil Giweli/](https://directory.westernsydney.edu.au/search/name/Nabil%20Giweli/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP2004_22-OT1_OW_O#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Antoinette Cevenini ([https://directory.westernsydney.edu.au/search/name/Antoinette Cevenini/](https://directory.westernsydney.edu.au/search/name/Antoinette%20Cevenini/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP2004_22-SC1_SC_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Antoinette Cevenini ([https://directory.westernsydney.edu.au/search/name/Antoinette Cevenini/](https://directory.westernsydney.edu.au/search/name/Antoinette%20Cevenini/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP2004_22-SC2_SC_D#subjects)

Spring Campbelltown

Day

Subject Contact Nabil Giweli ([https://directory.westernsydney.edu.au/search/name/Nabil Giweli/](https://directory.westernsydney.edu.au/search/name/Nabil%20Giweli/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP2004_22-SPR_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Nabil Giweli ([https://directory.westernsydney.edu.au/search/name/Nabil Giweli/](https://directory.westernsydney.edu.au/search/name/Nabil%20Giweli/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP2004_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Nabil Giweli ([https://directory.westernsydney.edu.au/search/name/Nabil Giweli/](https://directory.westernsydney.edu.au/search/name/Nabil%20Giweli/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP2004_22-SPR_PS_D#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Karen Harvey ([https://directory.westernsydney.edu.au/search/name/Karen Harvey/](https://directory.westernsydney.edu.au/search/name/Karen%20Harvey/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP2004_22-OT3_OW_O#subjects)

COMP 2005 Computer Networking (Advanced)

Credit Points 10

Legacy Code 300946

Coordinator Nabil Giweli ([https://directory.westernsydney.edu.au/search/name/Nabil Giweli/](https://directory.westernsydney.edu.au/search/name/Nabil%20Giweli/))

Description This unit introduces students to computer systems networking. It covers basic networking technologies, Ethernet fundamentals, ISO OSI model, routing, switching and subnetting, the Internet architecture, networking protocols including TCP/IP, important OSI layer 2 and 3 networking device fundamentals, basic network management and security issues. This unit is also the first of three units, which will prepare students for industry based networking certification (CCNA). Students in this advanced unit will be required to undertake individual assessment activities demonstrating a high level of technical and applied theoretical competency.

School Computer, Data & Math Sciences

Discipline Networks and Communications

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Incompatible Subjects COMP 2007 - Computer Networking Fundamentals LGYA 5739 - Applied Data Communications and Networking COMP 2004 - Computer Networking

Restrictions Students must be enrolled in 3684 Bachelor of Information and Communications Technology (Advanced), 3685 Bachelor of Computing (Information Systems) Advanced, 3688 Bachelor of Information Systems Advanced or 3745 Bachelor of Information Systems Advanced/Bachelor of Business.

Assumed Knowledge

Fundamentals of computer architecture, binary and hexadecimal numbering systems, and programming principles. A working knowledge of the World Wide Web.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine the fundamental concepts and protocols for computer networking and internetworking.
2. Investigate and analyse the Internet architecture.
3. Analyse the significance of the OSI and TCP/IP models, protocol stacks and their operation in computer networks.
4. Evaluate modern technologies in computer networking.
5. Investigate the functions of important OSI layer 2 and OSI layer 3 networking devices.
6. Assess the management practices and security requirements of computer networks.
7. Construct, test and troubleshoot a LAN design with introduced connectivity errors.
8. Subnet a enterprise network given design criteria.

Subject Content

Concepts of computer networking and internetworking.
Internet architecture.

An introduction to the operation of the major protocols used in computer networking.

The OSI model, TCP/IP protocol stack and IP addressing.

Understanding of the TCP/IP protocol stack and its operation in data networks.

Modern data communication and networking technologies.

Management and security requirements of computer networks.

Identification and review of networking media.

Introduction to Ethernet technologies and switching.

Basic routing fundamentals and subnetting.

Construct and evaluate network performance in simple LANs.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical Exercises	2 hours per week	20	N	Group
Practical Exam	45 minute practical test	20	N	Individual
Intra-session Exam	1 hour in class test	10	N	Individual
Final Exam	2 hours	50	N	Individual

Teaching Periods

Spring Campbelltown

Day

Subject Contact Nabil Giweli ([https://directory.westernsydney.edu.au/search/name/Nabil Giweli/](https://directory.westernsydney.edu.au/search/name/Nabil%20Giweli/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP2005_22-SPR_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Nabil Giweli ([https://directory.westernsydney.edu.au/search/name/Nabil Giweli/](https://directory.westernsydney.edu.au/search/name/Nabil%20Giweli/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP2005_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Nabil Giweli ([https://directory.westernsydney.edu.au/search/name/Nabil Giweli/](https://directory.westernsydney.edu.au/search/name/Nabil%20Giweli/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP2005_22-SPR_PS_D#subjects)

COMP 2006 Computer Networking (WSTC)

Credit Points 10

Legacy Code 700012

Coordinator Buddhima De Silva ([https://directory.westernsydney.edu.au/search/name/Buddhima De Silva/](https://directory.westernsydney.edu.au/search/name/Buddhima%20De%20Silva/))

Description This is an introductory unit in computer systems networking. It covers basic networking technologies, Ethernet fundamentals, ISO OSI model, routing, switching and sub-netting, the internet architecture, networking protocols, including TCP/IP, important OSI layer 2 and 3 networking device fundamentals, basic network management and security issues. This unit is also the first of three units which will prepare students for industry based networking certification (CCNA).

School Computer, Data & Math Sciences

Discipline Networks and Communications

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) Students enrolled in 7067 Diploma in Information and Communications Technology Extended and 7134 Diploma in Information and Communications Technology Extended – ICT must pass LANG 0002 Academic Communication 2 (WSTC Prep) or LANG 0032 English for Tertiary Study 2 (WSTC Prep) or LANG 0039 Introduction to Academic Communication 2 (WSTC Prep) and must pass INFO 0008 Computer Studies (WSTC Prep) before enrolling in this unit

Students enrolled in 7138 Diploma in Information and Communications Technology Extended-ICT 7139 Diploma in Information and Communications Technology Extended 7140 Diploma in Information and Communications Technology Extended-IS and 7141 Diploma in Information and Communications Technology Extended-HIM must pass LANG 0012 Academic Professional Communication (WSTC Prep)

and must pass INFO 0001 Academic Skills for ICT (WSTC Prep) before enrolling in this unit

Equivalent Subjects COMP 2007 - Computer Networking Fundamentals LGYA 5739 - Applied Data Communications and Networking COMP 2004 - Computer Networking

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in Extended Diploma programs must have passed 40 credit points of preparatory subjects in order to enrol in this subject. Students enrolled in the combined Diploma/Bachelor programs listed below must pass all College Preparatory subjects listed in the program structure before progressing to the Year 2 subjects.

Assumed Knowledge

Fundamentals of computer architecture, binary and hexadecimal numbering systems and programming principles. Students should also have a working knowledge of the World Wide Web.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the basic concepts and protocols of computer networking and internetworking.
2. Describe and define the internet architecture.
3. Explain the significance of the OSI and TCP/IP models, protocol stacks and their operation in computer networks.
4. Identify and describe modern technologies in computer networking.
5. Examine and review the functions of important OSI layer 2 and OSI layer 3 networking devices.
6. Apply and utilise the basic management and security requirements of computer networks.
7. Design, construct and test a simple LAN.
8. Subnet a network given design criteria.

Subject Content

1. Basic concepts of computer networking and internetworking.
2. Internet architecture.
3. An introduction to the operation of the major protocols used in computer networking.
4. The OSI model, TCP/IP protocol stack and IP addressing.
5. Basic understanding of the TCP/IP protocol stack and its operation in data networks.
6. Modern data communication and networking technologies.
7. Basic management and security requirements of computer networks.
8. Identification and review of networking media.
9. Introduction to Ethernet technologies and switching.
10. Basic routing fundamentals and subnetting.
11. Construct and evaluate network performance in simple LANs.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Participation		10	N	
Quiz		15	N	
Practical Exam		20	N	
Quiz		5	N	

End-of-session Exam 50 N

Teaching Periods

Block A Session

Online

Online

Subject Contact Jack Isherwood ([https://directory.westernsydney.edu.au/search/name/Jack Isherwood/](https://directory.westernsydney.edu.au/search/name/Jack%20Isherwood/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP2006_22-BA_ON_O#subjects)

Term 1

Nirimba Education Precinct

Day

Subject Contact Buddhima De Silva ([https://directory.westernsydney.edu.au/search/name/Buddhima De Silva/](https://directory.westernsydney.edu.au/search/name/Buddhima%20De%20Silva/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP2006_22-T1_BL_D#subjects)

Term 3

Nirimba Education Precinct

Day

Subject Contact Buddhima De Silva ([https://directory.westernsydney.edu.au/search/name/Buddhima De Silva/](https://directory.westernsydney.edu.au/search/name/Buddhima%20De%20Silva/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP2006_22-T3_BL_D#subjects)

COMP 2008 Computer Organisation

Credit Points 10

Legacy Code 300096

Coordinator Jianhua Yang ([https://directory.westernsydney.edu.au/search/name/Jianhua Yang/](https://directory.westernsydney.edu.au/search/name/Jianhua%20Yang/))

Description This unit is designed for computer science students, particularly those interested in systems programming and hardware development. The students will learn about the interface between the hardware and software of a computer system. This will involve study of some aspects of computer architecture and low level interfacing to gain an insight into central processing unit (CPU) organisation at the assembly language level. After completing this unit students will be able to write procedures in an assembly language, use their understanding of the relationship between the instruction set architecture and the implementation of high level languages to write efficient programs.

School Computer, Data & Math Sciences

Discipline Programming

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) The following pre-requisite unit applies to course 3771 only
ENGR 1045 Engineering Programming Fundamentals

The following pre-requisites apply to all courses except 3771

COMP 1005 Programming Fundamentals OR
ELEC 1006 Engineering Computing AND
MATH 1006 Discrete Mathematics OR
MATH 1016 Mathematics for Engineers 1

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Consider the Instruction Set Architecture (ISA) in order to carry out assembly programming tasks.
2. Examine the stored program concept and internal representation of different types of data.
3. Examine the memory hierarchy and how this relates to computer system performance.
4. Identify the hardware mechanisms that support interrupt handling and how the latter is used to implement I/O control.
5. Explain the structure of datapath and control as well as the basic instruction level parallelism using pipelining.
6. Critique fundamental issues in evaluating computer system performance.

Subject Content

1. Machine level representation of data including integer and floating point arithmetic, characters, and arrays; arithmetic and logical operations.
2. Assembly level machine organisation and assembly language programming including instruction set architecture, instruction formats, instruction execution cycle, addressing modes, subroutine call and return mechanisms.
3. Memory organisation and architecture including memory hierarchy, main memory, cache memories, virtual memory.
4. Types and characteristics of I/O devices, interfacing and communication within a computer system, physical organisation and performance of magnetic disks.
5. Hardware support for interrupts, programmed and interrupt-driven I/O, interrupt priority levels.
6. Pipelining and instruction level parallelism (ILP), pipeline hazards.
7. The basics of logic circuit design including fundamental building blocks and minimisation of logic expressions.
8. Functional level machine organisation, implementation of datapath and control unit.
9. Computer system performance measurements and benchmarking, Amdahl's law.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Laboratory exercises	11 x 2 hours	40	N	Individual
2 x In-class quizzes	2 x 20 minutes (per Quiz)	10	N	Individual
Final exam	2 hours	50	N	Individual

Prescribed Texts

- Patterson, D., & Hennessy, J. (2020). *Computer Organization and Design MIPS Edition* (6th ed.). Morgan Kaufmann.

Teaching Periods

Spring

Penrith (Kingswood)

Day

Subject Contact Jianhua Yang ([https://directory.westernsydney.edu.au/search/name/Jianhua Yang/](https://directory.westernsydney.edu.au/search/name/Jianhua%20Yang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP2008_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Jianhua Yang ([https://directory.westernsydney.edu.au/search/name/Jianhua Yang/](https://directory.westernsydney.edu.au/search/name/Jianhua%20Yang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP2008_22-SPR_PS_D#subjects)

COMP 2009 Data Structures and Algorithms

Credit Points 10

Legacy Code 300103

Coordinator Dongmo Zhang ([https://directory.westernsydney.edu.au/search/name/Dongmo Zhang/](https://directory.westernsydney.edu.au/search/name/Dongmo%20Zhang/))

Description This unit introduces students to fundamental data structures and algorithms used in computing. The material covered forms the basis for further studies in programming and software engineering in later units and for further training in programming skills. The unit focuses on the ideas of data abstraction and algorithm efficiency. The issues of computational complexity of algorithms are addressed throughout the semester. The topics covered include the fundamental abstract data types (lists, stacks, queues, trees, hash tables, graphs), recursion, complexity of algorithms, sorting and searching algorithms, binary search trees and graphs.

School Computer, Data & Math Sciences

Discipline Data Structures

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) COMP 2014 OR
COMP 2015 OR
COMP 2016 OR
ENGR 1045

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Select appropriate data structures to solve moderately complex programming problems.
2. Discuss time and space tradeoffs among different data structures that could be used to represent specific information.
3. Perform time-complexity analysis against multiple implementations of various abstract data types.
4. Write programs that use the fundamental abstract data types: linked list, stack, queue, hash table, binary search tree, heap, graph.
5. Select efficient sorting and searching algorithms to solve moderately complex programming problems.

Subject Content

- Basic concepts: abstract data types, Big-O concept and Complexity analysis.
- Stacks and queues: ADT specification, implementation strategies and applications.
- variations of linked lists: Doubly linked lists and circular lists.
- recursion: recursive functions and divide-and-conquer approach.
- trees: Binary trees, Binary search trees, AVL trees, and heaps.
- Graphs: Adjacency matrix and Adjacency list implementations, depth-first search, breadth-first search, and minimum spanning tree algorithms.
- Searching: Sequential search, Binary search and hashing.
- Elementary sorting algorithms: insertion sort, selection sort, and bubble sort.
- advanced sorting algorithms: quick sort, heap sort, and shell sort.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	2 hours (each 14 practical)		N	Individual
Quiz	30 minutes each	6	N	Individual
Applied Project	Around 600-800 lines of code and up to 4 A4 pages of algorithm description and analysis for each assignment	30	N	Individual
Final Exam	Two-hour	50	N	Individual

Prescribed Texts

- Malik, D.S. (2010). Data Structures Using C++ . (2nd ed.). Cengage Learning/Course Technology

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Dongmo Zhang ([https://directory.westernsydney.edu.au/search/name/Dongmo Zhang/](https://directory.westernsydney.edu.au/search/name/Dongmo%20Zhang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP2009_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Dongmo Zhang ([https://directory.westernsydney.edu.au/search/name/Dongmo Zhang/](https://directory.westernsydney.edu.au/search/name/Dongmo%20Zhang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP2009_22-AUT_PS_D#subjects)

COMP 2011 Games Technology

Credit Points 10

Legacy Code 300491

Coordinator Sharon Griffith ([https://directory.westernsydney.edu.au/search/name/Sharon Griffith/](https://directory.westernsydney.edu.au/search/name/Sharon%20Griffith/))

Description This unit provides an introduction to the game industry as well as introducing students to the techniques of game design and construction. Students will be exposed to the history of game development and the key aspects of different genres of computer games.

School Computer, Data & Math Sciences

Discipline Artificial Intelligence

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects LGYA 5804 - Client Server Applications

Assumed Knowledge

A basic understanding of the principles of programming equivalent to Programming Principles 1.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the role of games in individual psychological and social development.
2. Identify the role of games in society.
3. Analyze the basic concepts of game design.
4. List the elements of computer game software
5. Classify the basic concepts of the software development process
6. Summarize the history of computer games and the various game genres.
7. Discuss the structure of the computer game industry.
8. Demonstrate the preparation and presentation of game design documents

Subject Content

- fundamentals: introduction to physiology, Psychology and sociology of play, games and computer games.
- Game design: interaction, dramatic elements, Rules and interface design Rules
- Game genres: action, strategy, role-playing, Sports, vehicle and construction & management Simulations, Adventure, Artificial life, Puzzle and online gaming
- Game Technology: elements of computer games, graphics, sounds, animation, Artificial Intelligence, physics and networking
- Game development: structure of The Game industry, software development process, testing & release

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Case Study	2,000 words	20	N	Individual
Report	3,000 words	30	N	Individual
Essay	2 hours	20	N	Individual
Final Exam	2 hours	30	Y	Individual

Prescribed Texts

- Adams, Ernest. (2010). Fundamentals of game design. Berkeley, CA: New Riders.

Teaching Periods

Autumn Campbelltown Day

Subject Contact Sharon Griffith ([https://directory.westernsydney.edu.au/search/name/Sharon Griffith/](https://directory.westernsydney.edu.au/search/name/Sharon%20Griffith/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP2011_22-AUT_CA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Sharon Griffith ([https://directory.westernsydney.edu.au/search/name/Sharon Griffith/](https://directory.westernsydney.edu.au/search/name/Sharon%20Griffith/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP2011_22-AUT_PS_D#subjects)

COMP 2013 LAN Workshop

Credit Points 10

Legacy Code 300138

Coordinator Jiansheng Huang ([https://directory.westernsydney.edu.au/search/name/Jiansheng Huang/](https://directory.westernsydney.edu.au/search/name/Jiansheng%20Huang/))

Description This unit provides students with the knowledge and skills necessary to install, test, tune, customise, repair and maintain networking hardware and software necessary to create a Local Area Network (LAN). Students also learn how to administer a LAN by setting up user accounts, access privileges, security procedures and back-up/recovery procedures.

School Computer, Data & Math Sciences

Discipline Networks and Communications

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects LGYA 6157 Networking Workshop

Assumed Knowledge

Ability to list, discuss and compare the elements of information coding and signal transmission. List, describe and explain the elements and functional relationships of communications hardware and software.

Identify, locate, distinguish and describe the individual hardware components of a personal computer (PC) and explain their purpose, functions and operations. Install PC components, devices and peripherals in accordance with installation procedures and operational standards.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Install and configure network protocols and applications according to client requirements.
2. Plan, organise and provide basic LAN systems administration and security functions.
3. Contribute to the preparation of a disaster recovery plan for a LAN and set up appropriate backup and recovery procedures.
4. Identify, diagnose, and correct network breakdowns, conflicts, errors and problems.
5. Install, connect, configure, monitor, and tune LAN systems comprising wiring, networking hardware, networking operating systems, and presentation layers.
6. Explain telecommunications systems performance measures and ensure adequate performance and reliability for a LAN.
7. Explain, install, and test networking equipment such as modems, multiplexors, ethernet components, bridges, routers, and terminal emulators.
8. Explain telecommunications requirements for transmission of voice, audio, data, still images, motion video, and multimedia.

Subject Content

- Domains, IP Addressing, Directory naming services.
- Network Addressing with subnets and host IDs using gateways, routers, and emulations.
- host machines and workstations, manual and automatic IP allocation.
- client user services and inter-application communications.
- access control and security.
- Disaster recovery planning, backup and recovery procedures.
- Network performance, Monitoring Measuring and tuning.
- Trouble-shooting, error detection, system maintenance and repair.
- Network policies, user accounts and services, Risk analysis.
- Network devices; cards, modems, multiplexors, routers, bridges, and emulators.
- Telecommunications transmission requirements, Standards, and specifications.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	2 hours each class	10	N	Both (Individual & Group)
Multiple Choice	70 minutes	20	N	Individual
Applied Project	4-week subject project	30	N	Individual
Final Exam	2 hours	40	N	Individual

Prescribed Texts

- Tomsho, G. (2016). Guide to networking essentials (7th ed.). Boston, MA: Cengage Learning

Teaching Periods

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Antoinette Cevenini ([https://directory.westernsydney.edu.au/search/name/Antoinette Cevenini/](https://directory.westernsydney.edu.au/search/name/Antoinette%20Cevenini/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP2013_22-SC1_SC_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Jiansheng Huang ([https://directory.westernsydney.edu.au/search/name/Jiansheng Huang/](https://directory.westernsydney.edu.au/search/name/Jiansheng%20Huang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP2013_22-SPR_KW_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Antoinette Cevenini ([https://directory.westernsydney.edu.au/search/name/Antoinette Cevenini/](https://directory.westernsydney.edu.au/search/name/Antoinette%20Cevenini/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP2013_22-SC3_SC_D#subjects)

COMP 2014 Object Oriented Programming

Credit Points 10

Legacy Code 300147

Coordinator Alex Dong ([https://directory.westernsydney.edu.au/search/name/Alex Dong/](https://directory.westernsydney.edu.au/search/name/Alex%20Dong/))

Description This unit presents the concepts and principles of programming languages with the emphasis on object oriented paradigm. It addresses the importance of the separation of behaviour and implementation as well as effective use of encapsulation, inheritance and polymorphism. The students will gain intensive training in programming skills with supervised laboratory sessions and task oriented assignments.

School Computer, Data & Math Sciences

Discipline Programming

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) COMP 1005 OR ENGR 1045

Equivalent Subjects COMP 2015

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the principles of object oriented programming
2. Explain the concepts of abstract data types, encapsulation and information hiding, class inheritance and polymorphism.
3. Write programs to demonstrate understanding of encapsulation, data hiding, compositions and basic data operations.

- Write program in object oriented style to solve real-world problems using inheritance and polymorphism.

Subject Content

- Concepts and principles of object oriented programming languages
- Elements of syntax and semantics of programming languages
- OOP concepts: encapsulation, information hiding, class inheritance, and polymorphism
- Abstract classes and interfaces
- Programming styles, conventions, pitfalls and debugging
- API: utility classes, arrays, collections
- OO approach in other programming languages

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	10 hour average workload	15	N	Individual
Professional Task	10 hour average workload	15	N	Individual
Practical	2 hours (for 12 weeks)	20	N	Individual
Final Exam	2 hours	50	N	Individual

Prescribed Texts

- Savitch, W. J., & Mock, K. (2016). Absolute C++ (6th ed.). Hoboken, NJ: Pearson.

Teaching Periods

Spring

Penrith (Kingswood)

Day

Subject Contact Alex Dong ([https://directory.westernsydney.edu.au/search/name/Alex Dong/](https://directory.westernsydney.edu.au/search/name/Alex%20Dong/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP2014_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Alex Dong ([https://directory.westernsydney.edu.au/search/name/Alex Dong/](https://directory.westernsydney.edu.au/search/name/Alex%20Dong/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP2014_22-SPR_PS_D#subjects)

COMP 2015 Programming Techniques

Credit Points 10

Legacy Code 300581

Coordinator Paul Davies ([https://directory.westernsydney.edu.au/search/name/Paul Davies/](https://directory.westernsydney.edu.au/search/name/Paul%20Davies/))

Description This unit is intended as a second unit of study in programming. It builds on a basic understanding of procedural programming as would be developed in a first unit. This unit continues the development of programming skills and methodologies required for professional programming and for further study in later computing units. Topics covered include multi-dimensional arrays, file I/O, searching and sorting, and an introduction to object-oriented programming involving classes and inheritance.

School Computer, Data & Math Sciences

Discipline Programming

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) COMP 1005

Equivalent Subjects LGYA 5800

COMP 2017

COMP 2014

Incompatible Subjects COMP 2016 - Programming Techniques (Advanced)

Learning Outcomes

On successful completion of this subject, students should be able to:

- With a chosen programming language in mind, analyse a given problem and: a). Develop an algorithm that applies structured programming techniques such as sequence, selection, iteration and modularisation that solve the given problem; b). Choose suitable data types to store relevant data for the given problem; c). Implement the solution algorithm using the chosen programming language, data types and control structures; d). Test and debug the program code to produce a working computer program.
- Write and implement programs that use data structures such as arrays to solve problems in programming involving multiple data items.
- Demonstrate how different searching and sorting methods operate and be able to implement them in working computer programs
- Store, retrieve and manipulate data programmatically from secondary storage
- Use object-oriented methodology to analyse relatively simple problems and develop object-oriented computer program solutions

Subject Content

- Revision and extension of procedural programming structures including: a. Data types b. I/O statements c. Calculations d. Problem solving techniques e. decision making constructs f. repetition structures g. writing and using functions h. one-dimensional arrays
- Multi-dimensional arrays
- Character strings and textual data
- Sorting and searching algorithms: Sequential Search, Binary Search, Selection Sort, Bubble Sort
- Object-Oriented Programming including: a. Introduction to classes and objects b. Class construction c. Constructors and destructors d. Inheritance e. Polymorphism
- Data files

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	Two Practical Deliverables. 1 to 5 programming tasks per practical deliverable.	30	N	Individual
Applied Project	One deliverable. Typically the solution files will be approximately 800 to 1200 lines of code.	40	N	Individual
Professional Task	90 minutes	30	Y	Individual

Prescribed Texts

- Gaddis. T. (2016). Starting out with Java: From control structures through objects (6th Ed.). Boston, MA : Pearson

Teaching Periods

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Mahsa Razavi ([https://directory.westernsydney.edu.au/search/name/Mahsa Razavi/](https://directory.westernsydney.edu.au/search/name/Mahsa%20Razavi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP2015_22-SC1_SC_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Mahsa Razavi ([https://directory.westernsydney.edu.au/search/name/Mahsa Razavi/](https://directory.westernsydney.edu.au/search/name/Mahsa%20Razavi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP2015_22-SC2_SC_D#subjects)

Spring Campbelltown

Day

Subject Contact Paul Davies ([https://directory.westernsydney.edu.au/search/name/Paul Davies/](https://directory.westernsydney.edu.au/search/name/Paul%20Davies/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP2015_22-SPR_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Paul Davies ([https://directory.westernsydney.edu.au/search/name/Paul Davies/](https://directory.westernsydney.edu.au/search/name/Paul%20Davies/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP2015_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Paul Davies ([https://directory.westernsydney.edu.au/search/name/Paul Davies/](https://directory.westernsydney.edu.au/search/name/Paul%20Davies/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP2015_22-SPR_PS_D#subjects)

COMP 2016 Programming Techniques (Advanced)

Credit Points 10

Legacy Code 300903

Coordinator Paul Davies ([https://directory.westernsydney.edu.au/search/name/Paul Davies/](https://directory.westernsydney.edu.au/search/name/Paul%20Davies/))

Description This unit builds on a basic understanding of procedural programming developed in previous units. Students continue to develop their programming skills and methodologies required for professional programming and for further study in later computing units. Topics covered include multi-dimensional arrays, file I/O, searching and sorting, and an introduction to object-oriented programming involving classes and inheritance. Students in this advanced unit will also investigate and apply advanced concepts such as function overloading and recursion.

School Computer, Data & Math Sciences

Discipline Programming

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) COMP 1005

Incompatible Subjects COMP 2015 - Programming Techniques

Restrictions Students must be enrolled in 3688 Bachelor of Information Systems Advanced or 3684 Bachelor of Information and Communication Technology (Advanced)

Assumed Knowledge

Software development methodologies; Software analysis and design modelling tools and techniques; Programming languages; Implementing databases management systems; Software construction and testing; System documentation; Project Management.

Learning Outcomes

On successful completion of this subject, students should be able to:

- With a chosen programming language in mind, analyse a given problem and: a). Develop an algorithm that applies structured programming techniques such as sequence, selection, iteration and modularisation that solve the given problem; b). Choose suitable data types to store relevant data for the given problem; c). Implement the solution algorithm using the chosen programming language, data types and control structures; d). Test and debug the program code to produce a working computer program.
- Write and implement programs that use data structures such as arrays to solve problems in programming involving multiple data items.
- Demonstrate how different searching and sorting methods operate and be able to implement them in working computer programs
- Store, retrieve and manipulate data programmatically from secondary storage

5. Use object-oriented methodology to analyse relatively simple problems and develop object-oriented computer program solutions
6. Write programs which utilise advanced object-oriented features such as function overloading
7. Apply recursive algorithms to suitable types of problems.
8. Solve programming problems by developing algorithms and fully tested/debugged program code that implement suitable structured programming techniques including appropriate choice of control and data structures.
9. Use object-oriented methodology to analyse relatively simple problems and write object-oriented computer program solutions.
10. Write programs which utilise more advanced object-oriented features such as function overloading, interfaces, aggregation, inheritance and polymorphism.

Subject Content

1. Revision and extension of procedural programming structures including: a. Data types b. I/O statements c. Calculations d. Problem solving techniques e. decision making constructs f. repetition structures g. writing and using functions h. one-dimensional arrays
2. Multi-dimensional arrays
3. Character strings and textual data
4. Sorting and searching algorithms: Sequential Search, Binary Search, Selection Sort, Bubble Sort
5. Object-Oriented Programming including: a. Introduction to classes and objects b. Class construction c. Constructors and destructors d. Inheritance e. Polymorphism
6. Data files
7. Function overloading
8. Recursion
5. Object-Oriented Programming including: a. Introduction to classes and objects b. Class construction c. Constructors and destructors d. Inheritance e. Polymorphism f. Aggregation g. Interfaces

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	Two Practical Deliverables. 1 to 5 programming tasks per practical deliverable.	30	N	Individual
Applied Project	700 – 1200 lines of code	40	N	Individual
Professional Task	90 minutes	30	Y	Individual

Prescribed Texts

- Gaddis. T. (2016). Starting out with Java: From control structures through objects (6th Ed.). Boston, MA : Pearson

Teaching Periods

Spring Campbelltown

Day

Subject Contact Paul Davies ([https://directory.westernsydney.edu.au/search/name/Paul Davies/](https://directory.westernsydney.edu.au/search/name/Paul%20Davies/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP2016_22-SPR_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Paul Davies ([https://directory.westernsydney.edu.au/search/name/Paul Davies/](https://directory.westernsydney.edu.au/search/name/Paul%20Davies/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP2016_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Paul Davies ([https://directory.westernsydney.edu.au/search/name/Paul Davies/](https://directory.westernsydney.edu.au/search/name/Paul%20Davies/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP2016_22-SPR_PS_D#subjects)

COMP 2017 Programming Techniques (WSTC)

Credit Points 10

Legacy Code 700257

Coordinator Buddhima De Silva ([https://directory.westernsydney.edu.au/search/name/Buddhima De Silva/](https://directory.westernsydney.edu.au/search/name/Buddhima%20De%20Silva/))

Description This unit is intended as a second unit of study in programming. It builds on a basic understanding of procedural programming as would be developed in a first unit. This unit continues the development of programming skills and methodologies required for professional programming and for further study in later computing units. Topics covered include multi-dimensional arrays, file I/O, searching and sorting, and an introduction to object-oriented programming involving classes and inheritance

School Computer, Data & Math Sciences

Discipline Programming

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) COMP 1006

Equivalent Subjects COMP 2015 - Programming Techniques LGYA 5800 - Programming Principles 2

Incompatible Subjects COMP 2016 - Programming Techniques (Advanced)

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in the Extended Diploma programs must have passed 40 credit points in order to enrol in this subject. Students enrolled in the combined Diploma/Bachelor programs listed below must pass all College Preparatory subjects listed in the program structure before progressing to the Year 2 subjects.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. With a chosen programming language in mind, analyse a given problem and: (a) Develop an algorithm that applies structured programming techniques such as sequence, selection, iteration and modularisation that solve the given problem; (b) Choose suitable data types to store relevant data for the given problem; (c) Implement the solution algorithm using the chosen programming language, data types and control structures; (d) Test and debug the program code to produce a working computer program.
2. Write and implement programs that use data structures such as arrays to solve problems in programming involving multiple data items.
3. Demonstrate how different searching and sorting methods operate and be able to implement them in working computer programs.
4. Store, retrieve and manipulate data programmatically from secondary storage.
5. Use object-oriented methodology to analyse relatively simple problems and develop object-oriented computer program solutions.

Subject Content

1. Revision and extension of procedural programming structures including:

- (a) Data types
- (b) I/O statements
- (c) Calculations
- (d) Problem solving techniques
- (e) Decision making constructs
- (f) Repetition structures
- (g) Writing and using functions
- (h) One-dimensional arrays

2. Multi-dimensional arrays

3. Character strings and textual data

4. Sorting and searching algorithms: sequential search, binary search, selection sort, bubble sort

5. Object-Oriented Programming including:

- (a) Introduction to classes and objects
- (b) Class construction
- (c) Constructors and destructors
- (d) Inheritance
- (e) Polymorphism

6. Data files

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical Exercises Two practical deliverables – 1 to 5 programming tasks per practical deliverable. Mostly developed in-class over 2 to 4 week period (15% per deliverable)	2 – 4 week duration	30	N	Individual
Programming Project One deliverable. Typically the solution files will be approximately 500 to 700 lines of code.	500 – 700 lines of code	40	N	Individual
Practical Programming Test (Partial open book)	90 mins	30	Y	Individual

Prescribed Texts

- Gaddis. T. (2013). Starting out with Java : from control structures through objects (5th Ed.). Boston : Pearson

Teaching Periods

COMP 2018 Simulation Fundamentals

Credit Points 10

Legacy Code 301167

Coordinator Ante Prodan ([https://directory.westernsydney.edu.au/search/name/Ante Prodan/](https://directory.westernsydney.edu.au/search/name/Ante%20Prodan/))

Description In the last couple of decades computer modelling and simulation has evolved into an important discipline used in nearly every aspect of life from computer games to banking. What was once a tool for training pilots is now a capability to better understand human behaviour, enterprise systems, disease proliferation, and much more. This is an introductory, problem-based unit, where students will learn by doing. Students will acquire ability to use different simulation methodologies and tools such as InsightMaker and AnyLogic to build new insights into the world around you and learn how to share these insights effectively with others.

School Computer, Data & Math Sciences

Discipline Computer Science, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the goals of simulations
2. Conclude the benefits and drawbacks of simulations
3. Demonstrate building simulations by using specific tools and techniques
4. Interpret standard simulation methods and practices

Subject Content

Goal of simulation

When simulation is an appropriate tool

When simulation is not appropriate

Examples of simulation techniques

Model thinking

Simulation methods

Modelling dynamic systems using various types of simulation software

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	Portfolio package	50	N	Individual
Final Exam	2 Hours	50	N	Individual

Teaching Periods

Spring Penrith (Kingswood)

Day

Subject Contact Ante Prodan ([https://directory.westernsydney.edu.au/search/name/Ante Prodan/](https://directory.westernsydney.edu.au/search/name/Ante%20Prodan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP2018_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Ante Prodan ([https://directory.westernsydney.edu.au/search/name/Ante Prodan/](https://directory.westernsydney.edu.au/search/name/Ante%20Prodan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP2018_22-SPR_PS_D#subjects)

COMP 2019 Systems Programming 1

Credit Points 10

Legacy Code 300167

Coordinator Chun Ruan ([https://directory.westernsydney.edu.au/search/name/Chun Ruan/](https://directory.westernsydney.edu.au/search/name/Chun%20Ruan/))

Description This unit provides an introduction to the knowledge and skills required for the design, writing and support of technical software and other such functions normally falling within the role of the systems programmer. It provides for detailed study of a systems programming environment and its application to systems programming tasks.

School Computer, Data & Math Sciences

Discipline Programming

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) COMP 2015 OR

COMP 2016 OR

COMP 2020 OR

COMP 2014 OR

ELEC 1006 AND

ELEC 1001

Restrictions Students in Bachelor of Engineering, Bachelor of Engineering (Advanced) or Bachelor of Engineering Science must be enrolled in one of the Majors attached to the program.

Assumed Knowledge

This subject requires a knowledge base of at least the level of a completed first year in a professional Computing degree. Ability to apply fundamental concepts in data structures, algorithms, programming principles will be assumed.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Exhibit facility with the predominant systems programming language - C.
2. Demonstrate their understanding of the interface to the operating system by applying this knowledge to write and explain programs making system calls.
3. Discuss the nature of a systems program and put into practice the canons of good programming style and of sound software engineering in designing and writing short system utilities.
4. Analyse and maintain longer and more complex programs.
5. Demonstrate further development and reinforcement of their grasp on abstract concepts of data and programming structures by being able to explain how these ideas are realized in a specific programming language and environment.
6. Identify the Central role of concurrency in systems programming.
7. Be able to solve relatively simple problems requiring concurrency.

Subject Content

Nature of 'systems programming', requirements of a system programming language.

Applications of the Concepts of functions, scope, lifetimes and data abstraction in the specific case of C.

Error propagation and handling in C.

File systems, terminal control and signals.

Interface with the operating system: general properties and style of system calls, operating system structures, and how they can be accessed.

Systems administration functions, shell programming.

Event-driven programming: writing a video game.

Concepts and formalisms of concurrent programming, realization via UNIX system calls.

Interprocess communication, synchronous and asynchronous message passing, shared memory, mutual exclusion, interrupts and signals and application to operating principles of UNIX daemons and of client-server structures in general.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	20 - 25 hours	30	N	Individual
Practical	2 hours each, 20 total 10 hours		N	Individual
Final Exam	2 hours	50	Y	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Chun Ruan (<https://directory.westernsydney.edu.au/search/name/Chun Ruan/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP2019_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Chun Ruan (<https://directory.westernsydney.edu.au/search/name/Chun Ruan/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP2019_22-AUT_PS_D#subjects)

COMP 2020 Technologies for Web Applications

Credit Points 10

Legacy Code 300582

Coordinator Paul Davies (<https://directory.westernsydney.edu.au/search/name/Paul Davies/>)

Description Building on material covered in Programming Fundamentals this unit introduces students to some of the key technologies for developing interactive and dynamic web applications from both the client and server perspective. The unit covers web site design, web site development, web page accessibility and usability, HTML, CSS, client side and server side scripting, database interaction, web site promotion (Search Engine Optimisation) and web security.

School Computer, Data & Math Sciences

Discipline Computer Science, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) COMP 1005

Equivalent Subjects COMP 2012 - Interactive Web Site Development

Incompatible Subjects LGYA 5748 - Creating and Managing Web Sites

Assumed Knowledge

Basic programming principles and program control structures equivalent to that covered in Programming Fundamentals. Basic file management and PC operation including how to access and search the World Wide Web.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Create simple web pages demonstrating a working knowledge of HTML and Cascading Style Sheets.
2. Create web pages that include appropriate multimedia content to enhance presentation and/or usability.
3. Create web-based forms incorporating client side scripting to validate user input on the browser.
4. Construct simple dynamic web pages with server side database interaction and server side scripting.
5. Create functional and usable web sites using technologies outlined in learning outcomes 1, 3 and 4 and incorporating: basic principles of human-computer interface design; current accessibility principles and standards; current search engine optimisation techniques.
6. Implement appropriate server-side code to provide simple authentication and access control to a web application.

Subject Content

- brief history of The internet & The World wide Web.
- web page design: use of HTML elements in web page layout, Cascading style sheets and Issues of human-computer interface design including current Standards in accessibility. incorporating sound, video, and animations into web pages.
- current techniques of search engine optimisation.
- HTML forms: input devices and their use for capturing client side information.
- client side scripting using A relevant scripting language (for example JavaScript): making use of client side scripts to enable interactivity with The user and to validate user input.
- Server side scripting & data bases: making use of Server side scripts to Create dynamic web applications that interface with online databases. environment Variables, SQL and Server side includes. A relevant scripting language and Server side scripting environment.
- web and internet security: Basic Server and client security, SSL, digital Certificates and enabling security through scripts.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	90 minutes	30	Y	Individual
Professional Task	Two sets – 6 to 10 web pages each deliverable	40	N	Individual
Applied Project	Up to 15 interactive and dynamic web pages	30	N	Individual

Prescribed Texts

- McCown, F. (2020). Web Programming. zyBooks: Wiley

Teaching Periods

Summer A

Parramatta - Victoria Rd

Day

Subject Contact Rhys Tague ([https://directory.westernsydney.edu.au/search/name/Rhys Tague/](https://directory.westernsydney.edu.au/search/name/Rhys%20Tague/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP2020_22-SUA_PS_D#subjects)

Autumn

Campbelltown

Day

Subject Contact Paul Davies ([https://directory.westernsydney.edu.au/search/name/Paul Davies/](https://directory.westernsydney.edu.au/search/name/Paul%20Davies/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP2020_22-AUT_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Paul Davies ([https://directory.westernsydney.edu.au/search/name/Paul Davies/](https://directory.westernsydney.edu.au/search/name/Paul%20Davies/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP2020_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Paul Davies ([https://directory.westernsydney.edu.au/search/name/Paul Davies/](https://directory.westernsydney.edu.au/search/name/Paul%20Davies/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP2020_22-AUT_PS_D#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Paul Davies ([https://directory.westernsydney.edu.au/search/name/Paul Davies/](https://directory.westernsydney.edu.au/search/name/Paul%20Davies/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP2020_22-OT2_OW_O#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Mahsa Razavi ([https://directory.westernsydney.edu.au/search/name/Mahsa Razavi/](https://directory.westernsydney.edu.au/search/name/Mahsa%20Razavi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP2020_22-SC2_SC_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Mahsa Razavi ([https://directory.westernsydney.edu.au/search/name/Mahsa Razavi/](https://directory.westernsydney.edu.au/search/name/Mahsa%20Razavi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP2020_22-SC3_SC_D#subjects)

COMP 2021 Software Engineering Fundamentals

Credit Points 10

Legacy Code 301343

Coordinator Yun Bai ([https://directory.westernsydney.edu.au/search/name/Yun Bai/](https://directory.westernsydney.edu.au/search/name/Yun%20Bai/))

Description This unit will be offered at Engineering Innovation Hub - Hassall St, Parramatta campus. This unit provides an introduction to software engineering principles including basic software lifecycle concepts, modern development methodologies, conceptual modelling and how these activities relate to programming. Students apply this knowledge together with essential team-based project management to design, build and deploy a simple web-based application.

School Eng, Design & Built Env

Discipline Programming

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) ENGR 1045

Teaching Periods

COMP 2023 Mathematical Programming

Credit Points 10

Legacy Code 301375

Coordinator Roozbeh Hazrat ([https://directory.westernsydney.edu.au/search/name/Roozbeh Hazrat/](https://directory.westernsydney.edu.au/search/name/Roozbeh%20Hazrat/))

Description This unit will introduce the programming language Python, through which students will explore and investigate practical mathematical problems. Python is one of the most powerful versatile programming languages, and it is increasingly used by engineers and scientists as well as banks and financial institutions to tackle their computational problems. The unit promotes an experimental side of mathematics and will employ Python-based computational tools to gain insight and intuition into problems, to discover mathematical patterns and relationships, and to use visualisation techniques to expose mathematical structures.

School Computer, Data & Math Sciences

Discipline Programming

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects COMP 2003 Computer Algebra

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Compute complex numerical expressions by utilising the computational features of Python.
2. Combine different styles of programming (functional, procedural, and list-based) to write powerful code in Python.

- Analyse, investigate, gain insight and intuition into, and thus solve, practical mathematical problems by using Python.
- Create complex graphics and solve equations by combining Python graphics capabilities.
- Communicate computational approaches to mathematical problems effectively in both spoken and written form.

Subject Content

- introduction to Python and Jupyter Notebook
- finding, installing, and loading Python libraries
- working with variables and lists in Python
- writing expressions in Python
- debugging Python code
- handling user input in Python
- control structures (conditionals and loops) in Python
- creating functions in Python
- understanding, creating, and using NumPy/Pandas and data frames
- reading and writing files in Python
- producing basic graphs using Python
- data cleaning, indexing, querying, sorting, aggregating, and merging in Python
- object-oriented programming in Python
- using sets in Python
- list comprehension in Python
- database access in Python
- predictive analysis using Python
- data visualisation using Python
- (mini-projects) investigating practical problems using Python

Prescribed Texts

- Pilgrim, M. (2009). Dive Into Python 3. Apress. <https://doi.org/10.1007/978-1-4302-2416-7>

Teaching Periods

Spring Campbelltown

Day

Subject Contact Roozbeh Hazrat ([https://directory.westernsydney.edu.au/search/name/Roozbeh Hazrat/](https://directory.westernsydney.edu.au/search/name/Roozbeh%20Hazrat/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP2023_22-SPR_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Roozbeh Hazrat ([https://directory.westernsydney.edu.au/search/name/Roozbeh Hazrat/](https://directory.westernsydney.edu.au/search/name/Roozbeh%20Hazrat/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP2023_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Roozbeh Hazrat ([https://directory.westernsydney.edu.au/search/name/Roozbeh Hazrat/](https://directory.westernsydney.edu.au/search/name/Roozbeh%20Hazrat/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP2023_22-SPR_PS_D#subjects)

COMP 2024 Computer Networking (UG Cert)

Credit Points 10

Legacy Code 500049

Coordinator Jack Isherwood ([https://directory.westernsydney.edu.au/search/name/Jack Isherwood/](https://directory.westernsydney.edu.au/search/name/Jack%20Isherwood/))

Description This is an introductory unit in computer systems networking. It covers basic networking technologies, Ethernet fundamentals, ISO OSI model, routing, switching and sub-netting, the internet architecture, networking protocols, including TCP/IP, important OSI layer 2 and 3 networking device fundamentals, basic network management and security issues. This unit is also the first of three units which will prepare students for industry-based networking certification (CCNA).

School Computer, Data & Math Sciences

Discipline Networks and Communications

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects COMP 2004 Computer Networking COMP 2007 Computer Networking Fundamentals LGYA 5739 Applied Data Communications and Networking COMP 2006 Computer Networking

Restrictions

Student need to be enrolled in: program 7174 - Undergraduate Certificate in ICT or program 7179 - Undergraduate Certificate in Cybersecurity, Cybercrime and Behaviour

Assumed Knowledge

Fundamentals of computer architecture, binary and hexadecimal numbering systems and programming principles. Students should also have a working knowledge of the World Wide Web.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Identify the basic concepts and protocols of computer networking and internetworking.
- Describe and define the internet architecture.
- Explain the significance of the OSI and TCP/IP models, protocol stacks and their operation in computer networks.
- Identify and describe modern technologies in computer networking.
- Examine and review the functions of important OSI layer 2 and OSI layer 3 networking devices.
- Apply and utilise the basic management and security requirements of computer networks.
- Design, construct and test a simple LAN.
- Subnet a network given design criteria.

Subject Content

- Basic concepts of computer networking and internetworking.
- Internet architecture.
- An introduction to the operation of the major protocols used in computer networking.
- The OSI model, TCP/IP protocol stack and IP addressing.

5. Basic understanding of the TCP/IP protocol stack and its operation in data networks.
6. Modern data communication and networking technologies.
7. Basic management and security requirements of computer networks.
8. Identification and review of networking media.
9. Introduction to Ethernet technologies and switching.
10. Basic routing fundamentals and subnetting.
11. Construct and evaluate network performance in simple LANs.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Presentation	5 minutes	10	N	Individual
Case Study	500 words	15	N	Group
Case Study	60 min	35	N	Individual
Portfolio	1000 words	30	N	Individual
Portfolio	20 min	10	N	Individual

Teaching Periods

Block A Session

Online

Online

Subject Contact Jack Isherwood ([https://directory.westernsydney.edu.au/search/name/Jack Isherwood/](https://directory.westernsydney.edu.au/search/name/Jack%20Isherwood/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP2024_22-BA_ON_O#subjects)

Block B Session

Online

Online

Subject Contact Jack Isherwood ([https://directory.westernsydney.edu.au/search/name/Jack Isherwood/](https://directory.westernsydney.edu.au/search/name/Jack%20Isherwood/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP2024_22-BB_ON_O#subjects)

Block C Session

Online

Online

Subject Contact Jack Isherwood ([https://directory.westernsydney.edu.au/search/name/Jack Isherwood/](https://directory.westernsydney.edu.au/search/name/Jack%20Isherwood/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP2024_22-BC_ON_O#subjects)

Block E Session

Online

Online

Subject Contact Jack Isherwood ([https://directory.westernsydney.edu.au/search/name/Jack Isherwood/](https://directory.westernsydney.edu.au/search/name/Jack%20Isherwood/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP2024_22-BE_ON_O#subjects)

Block F Session

Online

Online

Subject Contact Jack Isherwood ([https://directory.westernsydney.edu.au/search/name/Jack Isherwood/](https://directory.westernsydney.edu.au/search/name/Jack%20Isherwood/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP2024_22-BF_ON_O#subjects)

COMP 3001 Advanced Computer Science Activities 3

Credit Points 0

Legacy Code 300588

Coordinator Yun Bai ([https://directory.westernsydney.edu.au/search/name/Yun Bai/](https://directory.westernsydney.edu.au/search/name/Yun%20Bai/))

Description This unit is only for Bachelor of Computer Science (Advanced) students in year three of their studies. Students will participate in industry and research based extension activities (non-assessable). These activities will be identified with the goal of exposing students early in their degree and integrating them into a culture of academic enquiry, problem solving, knowledge generation and scholarship and an awareness of the challenges and current issues confronting the computing/IT industry. The unit will be used to record student activities and a satisfactory/ unsatisfactory grade will be applied at the end of each semester.

School Computer, Data & Math Sciences

Discipline Computer Science

Student Contribution Band

Level Undergraduate Level 3 subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
		S/U	N	Individual

Teaching Periods

1st Half

Penrith (Kingswood)

Attendance Not required

Subject Contact Yun Bai ([https://directory.westernsydney.edu.au/search/name/Yun Bai/](https://directory.westernsydney.edu.au/search/name/Yun%20Bai/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3001_22-1H_KW_N#subjects)

Parramatta - Victoria Rd

Attendance Not required

Subject Contact Yun Bai ([https://directory.westernsydney.edu.au/search/name/Yun Bai/](https://directory.westernsydney.edu.au/search/name/Yun%20Bai/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3001_22-1H_PS_N#subjects)

2nd Half

Penrith (Kingswood)

Attendance Not required

Subject Contact Yun Bai ([https://directory.westernsydney.edu.au/search/name/Yun Bai/](https://directory.westernsydney.edu.au/search/name/Yun%20Bai/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3001_22-2H_KW_N#subjects)

COMP 3002 Applications of Big Data

Credit Points 10

Legacy Code 301110

Coordinator Yi Guo ([https://directory.westernsydney.edu.au/search/name/Yi Guo/](https://directory.westernsydney.edu.au/search/name/Yi%20Guo/))

Description Many techniques and tools have been developed over the past decade to cope with the ever-growing needs for the processing and analysis of big data. This unit will cover the key techniques that have been widely used in big data applications, such as relational and Not Only Structured Query Language (NoSQL) databases, Web Services, parallel and cloud computing, MapReduce, Hadoop and its eco-system. It aims to introduce the emerging technologies and applications in big data to students, and keep up with the latest trends in the industry.

School Computer, Data & Math Sciences

Discipline Computer Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) COMP 1013 OR COMP 1005

Assumed Knowledge

Knowledge of computer software, databases, and entry-level statistics.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the major trends and latest development in big data technology
2. Describe a selection of major techniques in use today for big data storage and processing, including NoSQL, MapReduce, cloud computing, web services
3. Build tools to obtain data from various sources and in different formats
4. Evaluate the relative strengths and limitations of relational and NoSQL database systems and recommend the most appropriate solution to data storage and access for different application scenarios
5. Employ HDFS and Hadoop for data storage and manipulation on parallel platforms
6. Select and apply appropriate tools from the Hadoop eco-system for big data management tasks

Subject Content

Sources and formats of big data
Relational Databases and SQL
NoSQL Databases
Web Scraping

Cloud computing platforms for big data

Data parallelism and the MapReduce framework

Data storage and processing with Hadoop Distributed File Systems (HDFS) and Hadoop

The Hadoop eco-system, including Pig, Hive, Spark, etc.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	5 x 30 mins; 6% each quiz	30	N	Individual
Report	Report: 2,000 words (or a 500-1,000 line program)	30	N	Individual
Final Exam	2 hours	40	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Yi Guo ([https://directory.westernsydney.edu.au/search/name/Yi Guo/](https://directory.westernsydney.edu.au/search/name/Yi%20Guo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3002_22-AUT_PS_D#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Antoinette Cevenini ([https://directory.westernsydney.edu.au/search/name/Antoinette Cevenini/](https://directory.westernsydney.edu.au/search/name/Antoinette%20Cevenini/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3002_22-SC1_SC_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Antoinette Cevenini ([https://directory.westernsydney.edu.au/search/name/Antoinette Cevenini/](https://directory.westernsydney.edu.au/search/name/Antoinette%20Cevenini/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3002_22-SC3_SC_D#subjects)

COMP 3003 Cloud Computing Architecture

Credit Points 10

Legacy Code 301204

Coordinator Rodrigo Neves Calheiros ([https://directory.westernsydney.edu.au/search/name/Rodrigo Neves Calheiros/](https://directory.westernsydney.edu.au/search/name/Rodrigo%20Neves%20Calheiros/))

Description This unit, the second part of the Amazon Web Services (AWS) Academy Cloud Computing Architecture curriculum, provides

deeper understanding about advanced cloud computing services and how to architect cloud applications that are scalable, reliable, and efficient in terms of cost and performance. Students will learn advanced cloud computing concepts including notification and messaging, serverless computing, API gateways, NoSQL databases, content delivery networks, stream processing, and long-term storage. The unit also covers advanced cloud security and infrastructure automation. All these aspects are explored in practice with AWS services. Upon completion of this unit, students will be prepared for the AWS Certified Solutions Architect - Associate exam.

School Computer, Data & Math Sciences

Discipline Computer Science, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) COMP 3012 AND COMP 1005

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Assess different design patterns for web-scale storage and recommend the most appropriate pattern for a specific problem
2. Analyze common design patterns and architectures for loosely coupled cloud computing systems and recommend the most appropriate pattern for a specific problem
3. Evaluate strategies to enable high scalability, reliability, cost-efficiency, and performance in a cloud-based system
4. Apply principles and applications of advanced cloud services such as notification and messaging, API gateways, stream processing, and serverless computing
5. Apply concepts of security and infrastructure automation in a cloud-based system
6. Design and deploy scalable, reliable, and efficient systems that utilise advanced cloud services

Subject Content

Design patterns for architecting loosely coupled cloud computing systems: microservices and serverless architectures

Design patterns for web-scale storage: content delivery networks, object storage, and relational and no-relational databases

Advanced cloud services: API gateways, stream processing, and serverless computing

Queueing and notification systems

Advanced cloud security

Reliability in clouds

Cost and performance efficiency in cloud computing

Infrastructure automation

Common cloud design patterns and cloud architectures

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Report	2,000 words	30	N	Individual
Applied Project	10 page report	40	N	Group

Quiz	10-20 minutes each for 10 quizzes	S/U	N	Individual
Practical	15 minutes each for 7 weeks	30	N	Individual

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Rodrigo Neves Calheiros ([https://directory.westernsydney.edu.au/search/name/Rodrigo Neves Calheiros/](https://directory.westernsydney.edu.au/search/name/Rodrigo%20Neves%20Calheiros/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3003_22-SPR_PS_D#subjects)

COMP 3006 Computer Graphics

Credit Points 10

Legacy Code 300093

Coordinator Hanh Vo ([https://directory.westernsydney.edu.au/search/name/Hanh Vo/](https://directory.westernsydney.edu.au/search/name/Hanh%20Vo/))

Description Computer Graphics will examine elementary graphics concepts, algorithms and programming skills for producing graphical applications, in both two-dimension (2D) and three-dimension (3D) using Open GL. Techniques and algorithms will be programmed in Processing, which is a very easy-to-learn programming language yet powerful and comprehensive.

School Computer, Data & Math Sciences

Discipline Computer Graphics

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) COMP 2014 OR COMP 2015 OR COMP 2016 OR COMP 2020

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the main concepts employed in two-dimension (2D) and three-dimension (3D) computer graphics
2. Apply colour, geometry, transformation interaction, animation techniques in 2D graphics
3. Evaluate image processing techniques in 2D graphics
4. Apply primitives, geometric objects, transformation and interaction in 3D graphics
5. Apply viewing, materials, lights, modelling, hierarchy, curves and surfaces in 3D graphics

Subject Content

Processing in context

Colours and shapes including coordinates, primitives and vertices

Variables, data types, arrays, arithmetic, control and functions

Curves, trigonometry, random and transformation

Interaction handling, motion and animation
Image processing techniques
Primitives in 3D
Geometric objects, transformations and interaction in 3D
Viewing, materials, lights and modelling and 3D

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	2 hours for each session	15	N	Individual
Applied Project	A 2D Computer Graphics Program. The program may require a few hundred lines of code	20	N	Group
Applied Project	A 3D Computer Graphics Program. The program may require a few hundred lines of code	15	N	Group
Final Exam	2 hours	50	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Hanh Vo (https://directory.westernsydney.edu.au/search/name/Hanh_Vo/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3006_22-AUT_PS_D#subjects)

COMP 3007 Computer Networks and Internets

Credit Points 10

Legacy Code 300095

Coordinator Nabil Giweli (https://directory.westernsydney.edu.au/search/name/Nabil_Giweli/)

Description This subject extends on the work undertaken in the prerequisite unit, Computer Networking, and provides students with an in-depth understanding of the role of switching technologies and router operations that support small to medium business networks. It includes wireless local area networks (WLANs) and security concepts. Students will also learn key switching and routing concepts allowing them to perform basic network configuration and troubleshooting, identify and mitigate LAN security threats, and configure and secure

a basic WLAN. This is the second of three subjects that prepares the student for industry-based networking certification (CCNA).

School Computer, Data & Math Sciences

Discipline Networks and Communications

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) COMP 2004 OR
COMP 2005

Assumed Knowledge

Fundamentals of data communications and computer networking, such as that covered in the prerequisite subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Configure and manage switches, routers and wireless access points with various connectivity and security requirements
2. Use the network configuration skills to build networks from routers and switches to meet specified features and services.
3. Identify the requirements of implementing LAN and WLAN networks with various protocols for supporting security, availability, and redundancy.
4. Design and troubleshoot IPv4/IPv6 dynamic addressing and static routing on routers for small to medium networks.
5. Describe the operations of routers, switches and WLC.

Subject Content

- Switching, Routing and Wireless Essentials
- Switching Concepts & VLANs & Inter-VLAN Routing
- Redundant Networks
- Available and Reliable Networks
- Layer 2 Security and WLANs
- Routing Concepts & Configuration

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	2 hours (per week)	20	N	Both (Individual & Group)
Practical Exam	45 minutes	20	N	Both (Individual & Group)
Intra-session Exam	1 hour	10	N	Individual
Final Exam	2 hours	50	N	Individual

Prescribed Texts

- None.

Teaching Periods

Autumn Campbelltown

Day

Subject Contact Nabil Giweli ([https://directory.westernsydney.edu.au/search/name/Nabil Giweli/](https://directory.westernsydney.edu.au/search/name/Nabil%20Giweli/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3007_22-AUT_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Nabil Giweli ([https://directory.westernsydney.edu.au/search/name/Nabil Giweli/](https://directory.westernsydney.edu.au/search/name/Nabil%20Giweli/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3007_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Nabil Giweli ([https://directory.westernsydney.edu.au/search/name/Nabil Giweli/](https://directory.westernsydney.edu.au/search/name/Nabil%20Giweli/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3007_22-AUT_PS_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Antoinette Cevenini ([https://directory.westernsydney.edu.au/search/name/Antoinette Cevenini/](https://directory.westernsydney.edu.au/search/name/Antoinette%20Cevenini/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3007_22-SC2_SC_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Antoinette Cevenini ([https://directory.westernsydney.edu.au/search/name/Antoinette Cevenini/](https://directory.westernsydney.edu.au/search/name/Antoinette%20Cevenini/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3007_22-SC3_SC_D#subjects)

COMP 3009 Distributed Systems and Programming

Credit Points 10

Legacy Code 300115

Coordinator Evan Crawford ([https://directory.westernsydney.edu.au/search/name/Evan Crawford/](https://directory.westernsydney.edu.au/search/name/Evan%20Crawford/))

Description This unit covers the concepts, design, and programming of distributed systems. It builds on basic network communication protocols (specifically IP) to cover client server programming using both the system level socket interface and remote procedure calls. It also examines large scale distributed system architectures particularly those based on distributed objects and considers the complexities inherent in distributed transactions. Key concepts covered include data and algorithmic distribution, idempotent protocols, stateless and statefull servers, and distributed system transparency. Illustrative case studies are included.

School Computer, Data & Math Sciences

Discipline Programming

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) Successful completion of COMP 2004 Computer Networking and either COMP 2014 Object Oriented Programming or COMP 2015 Programming Techniques

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and explain distributed system models, client server in particular.
2. Write programs for client side applications (UDP and TCP sockets).
3. Write programs for iterative and concurrent servers (UDP and TCP sockets).
4. Describe and explain how RPC based systems work.
5. Explain the purpose and method of operation of system generated RPC based program code.
6. Write simple RPC based programs (client and server ends) and install/register such services.
7. Identify and describe the major distributed architectures in wide spread use, in particular those based on distributed object technologies.
8. Describe and explain the principal architectural components and working of one major distributed architecture implementation.
9. Explain how distributed transactions run in both partitioned and replicated data environments in terms of recovery, concurrency control, and commitment.
10. Deliver tested and documented programs and systems of significant complexity within specified project deadlines and in a form that meets IT professional standards

Subject Content

- Basic concepts of data and algorithmic distribution.
- client/Server Models: connection and connectionless orientations, stateless versus statefull servers, Server concurrency, socket interface programming.
- Distributed Name/Directory services.
- Remote procedure Calls (RPC): data exchange representations, port location services, RPC programming.
- Large scale architectures and Distributed Objects.
- Distributed data and databases: data replication/partitioning, Distributed transaction and their concurrency, recovery and commitment

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Written Tutorial Exercises	Up to 5. Approx 400 words each or equivalent code	50	N	Individual
Two Quizzes	1.5 hour each	50	N	Individual

Teaching Periods

Spring Penrith (Kingswood)

Day

Subject Contact Evan Crawford ([https://directory.westernsydney.edu.au/search/name/Evan Crawford/](https://directory.westernsydney.edu.au/search/name/Evan+Crawford/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3009_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Evan Crawford ([https://directory.westernsydney.edu.au/search/name/Evan Crawford/](https://directory.westernsydney.edu.au/search/name/Evan+Crawford/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3009_22-SPR_PS_D#subjects)

COMP 3011 Internet Programming

Credit Points 10

Legacy Code 300130

Coordinator Chun Ruan ([https://directory.westernsydney.edu.au/search/name/Chun Ruan/](https://directory.westernsydney.edu.au/search/name/Chun+Ruan/))

Description This unit offers students basic concepts and latest technologies of internet programming and web-based application development. Utilising one of the popular internet programming languages, such as Java, it aims to develop the programming skills and methodologies required for both client-side and server-side programming as well as general purpose programming. The range of topics covered by the unit includes HTML, XML, Java applets, desktop application in Java, servlets, JavaServer Pages and JDBC.

School Computer, Data & Math Sciences

Discipline Programming

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) COMP 2014 OR
COMP 2015 OR
ELEC 1006 OR
COMP 2016

Equivalent Subjects LGYA 5876 - Internet Computing

Assumed Knowledge

Basic knowledge on internet browsing and any object-oriented programming language.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the basic principles and concepts in programming design and implementation for the Internet;
2. Write programs that efficiently utilize basic data structures and algorithms, applets, threads, and basic GUI components;
3. Design web pages by using web forms, applets and CGI scripts;
4. Apply the Java features for Internet application development, including Servlets, JSP, and JDBC;

5. Explain the concepts of encapsulation, inheritance and polymorphism in terms of the design and implementation of Java classes and applications;
6. Use Java API packages.

Subject Content

- brief introduction to web forms, CGI programming, and their Roles in website development
- concepts of encapsulation, inheritance and polymorphism in terms of Java programming language
- GUI, multi-threads
- events, exceptions and I/O
- Servlets and Java Server pages
- simple use of Java database connectivity
- TCP/IP, client and Server networking with The use of sockets
- internet security enforced via Java
- Java API packages

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Individual assignment	10-15 hours of work	15	N	Individual
Group assignment	900-1800 words	25	N	Group
Three practical exercises	1-2 hours of work each	15	N	Individual
Final examination	2 hours	45	N	Individual

Teaching Periods

COMP 3012 Introduction to Cloud Computing

Credit Points 10

Legacy Code 301203

Coordinator Bahman Javadi Jahantigh ([https://directory.westernsydney.edu.au/search/name/Bahman Javadi Jahantigh/](https://directory.westernsydney.edu.au/search/name/Bahman+Javadi+Jahantigh/))

Description This unit, the first half of Amazon Web Services (AWS) Academy Cloud Computing Architecture curriculum, provides deep understanding of fundamental cloud computing concepts and how it can be applied to build cost-effective; highly available and fault tolerant systems. Students will learn concepts including system virtualisation; virtual machines; cloud networks; basic cloud storage and cloud databases; security in clouds; and auto-scaling, load balancing, and monitoring. All these aspects are explored in practice with AWS services.

School Computer, Data & Math Sciences

Discipline Computer Science, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) COMP 2004 OR
COMP 2005

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the concept of system virtualisation
2. Explain and apply basic cloud services
3. Describe the main factors that affect the cost of cloud services and how they can be applied to minimise total cost of ownership
4. Explain and apply basic concepts of security, high availability, and fault tolerance in clouds
5. Analyse systems that utilise basic cloud services

Subject Content

1. System virtualization
2. Fundamentals of cloud computing and cloud networking
3. Basic cloud services: virtual machines, cloud storage, availability zones, auto-scaling, load balancing, and monitoring
4. Cost optimization in cloud services
5. Introduction to cloud security
6. Introduction to cloud databases
7. High availability and fault-tolerance in clouds

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	15 minutes each for 10 labs	50	N	Individual
Quiz	10 minutes each for 9 quizzes	0	Y	Individual
Final Exam	2 hours	50	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Bahman Javadi Jahantigh ([https://directory.westernsydney.edu.au/search/name/Bahman Javadi Jahantigh/](https://directory.westernsydney.edu.au/search/name/Bahman%20Javadi%20Jahantigh/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3012_22-AUT_PS_D#subjects)

COMP 3013 Mobile Applications Development

Credit Points 10

Legacy Code 300960

Coordinator Quang Vinh Nguyen ([https://directory.westernsydney.edu.au/search/name/Quang Vinh Nguyen/](https://directory.westernsydney.edu.au/search/name/Quang%20Vinh%20Nguyen/))

Description This unit teaches technologies and programming languages for developing applications on common mobile platforms, such as Android and iOS. Students will learn skills for developing programs on the above platforms, along with in-class sample applications that highlight platform-specific implementation details.

School Computer, Data & Math Sciences

Discipline Programming

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) For students enrolled in 3687 Bachelor of Information Systems 3688 Bachelor of Information Systems Advanced 3744 Bachelor of Information Systems Bachelor of Business 3745 Bachelor of Information Systems Advanced Bachelor of Business 6036 Diploma in Information and Communications Technology Bachelor of Information Systems or 6040 Diploma in Information and Communications Technology Bachelor of Information Systems - COMP 2020 Technologies for Web Applications
For students enrolled in 3639 Bachelor of Information and Communications Technology - COMP 2015 Programming Techniques
For students enrolled in 3684 Bachelor of Information and Communications Technology (Advanced)- COMP 2016 Programming Techniques (Advanced)
For students enrolled in 3506 Bachelor of Computer Science - COMP 2014 Object Oriented Programming OR COMP 2020 Technologies for Web Applications

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the theoretical fundamental of mobile technologies
2. Identify strengths, opportunity and limitation of platforms, development tools and programming languages for mobile applications
3. Apply common user interface elements into applications
4. Install mobile development tools, such as Android and iOS
5. Develop programs for mobile platforms
6. Implement input and interaction
7. Manipulate files and databases
8. Employ advanced user interface methods to produce graphical applications
9. Apply data management and security in mobile applications

Subject Content

Data management and security
Advanced topics for mobile platforms, including file, database and advanced user interface
Input and Interaction for mobile platforms
Introduction to mobile technologies, including strengths, opportunity and limitation of development for mobile devices
Basic programming for mobile platforms, including variables, data types, arithmetic, control, function, arrays and objects
Overview, architecture and installation of programming languages for mobile platforms
Software development frameworks, tools and mobile applications
Mobile platform overview and common User Interface Elements

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	2 hours each session	20	N	Individual
Applied Project	20-25 hours	25	N	Individual
Applied Project	20-25 hours	25	N	Individual
Quiz	90 minutes	30	N	Individual

Prescribed Texts

- Not required

Teaching Periods

Summer A

Parramatta - Victoria Rd

Day

Subject Contact Mark Johnston ([https://directory.westernsydney.edu.au/search/name/Mark Johnston/](https://directory.westernsydney.edu.au/search/name/Mark%20Johnston/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3013_22-SUA_PS_D#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Mahsa Razavi ([https://directory.westernsydney.edu.au/search/name/Mahsa Razavi/](https://directory.westernsydney.edu.au/search/name/Mahsa%20Razavi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3013_22-SC1_SC_D#subjects)

Spring

Campbelltown

Day

Subject Contact Quang Vinh Nguyen ([https://directory.westernsydney.edu.au/search/name/Quang Vinh Nguyen/](https://directory.westernsydney.edu.au/search/name/Quang%20Vinh%20Nguyen/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3013_22-SPR_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Quang Vinh Nguyen ([https://directory.westernsydney.edu.au/search/name/Quang Vinh Nguyen/](https://directory.westernsydney.edu.au/search/name/Quang%20Vinh%20Nguyen/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3013_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Quang Vinh Nguyen ([https://directory.westernsydney.edu.au/search/name/Quang Vinh Nguyen/](https://directory.westernsydney.edu.au/search/name/Quang%20Vinh%20Nguyen/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3013_22-SPR_PS_D#subjects)

COMP 3014 Networked Systems Design

Credit Points 10

Legacy Code 300575

Coordinator Sharon Griffith ([https://directory.westernsydney.edu.au/search/name/Sharon Griffith/](https://directory.westernsydney.edu.au/search/name/Sharon%20Griffith/))

Description This unit builds on and consolidates the skills and knowledge gained in Computer Networking and Computer Networks and Internets. Students successfully completing this unit will acquire the necessary design skills and knowledge required to build and configure enterprise scale networks. The unit provides students with an opportunity to develop problem-solving techniques and decision-making skills to resolve networking issues. Students completing this unit and its prerequisites should also now be prepared to attempt world recognized network industry certification (CCNA).

School Computer, Data & Math Sciences

Discipline Networks and Communications

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) COMP 3007

Equivalent Subjects LGYA 5741 - Broadband Networking

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Design the physical layout of the network and produce a specification diagram
2. Provide detailed network documentation in the appropriate format
3. Design an Internet Protocol (IP) subnetting scheme using Variable Length Subnet Mask (VLSM) & Classless Inter-Domain Routing (CIDR)
4. Design and propose appropriate router and switch configurations
5. Verify and troubleshoot various types of network connections
6. Provide a written final report/network design proposal to a professional standard
7. Correctly configure a Wireless Local Area Network (WLAN)
8. Correctly configure single-area Open Shortest Path First (OSPF) protocol
9. Correctly configure Virtual Local Area Networks (VLANs) and 802.1q trunking
10. Correctly configure Frame Relay
11. Correctly configure Dynamic Host Configuration Protocol (DHCP)
12. Correctly configure Network Address Translation (NAT)
13. Create and apply Access Control Lists (ACLs)
14. Create a Hierarchical Network Design

Subject Content

Sound Network Design Practices
 Hierarchical Network Design Principles
 Classless Routing
 Single-Area Open Shortest Path First (OSPF) Protocol
 Enhanced Interior Gateway Routing Protocol (EIGRP)
 Switch Configuration
 Spanning-Tree Protocol (STP)
 Virtual Local Area Networks (VLANs)

Virtual Trunking Protocol (VTP)
 Local Area Network (LAN) Aggregation & Redundancy
 Wireless Local Area Networks (WLANs)
 Scaling Internet Protocol (IP) Addresses
 Wide Area Network (WAN) Technologies
 Point-to-Point Protocol (PPP)
 Integrated Services Digital Network (ISDN) and Dial-on-Demand Routing (DDR)
 Frame Relay

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	Maximum of 12 Lab Exercises at a maximum of 2hr per exercise	10	N	Both (Individual & Group)
Practical Exam	1 hour	20	N	Both (Individual & Group)
Multiple Choice	1 hour - closed book	20	Y	Individual
Professional Task	Maximum 15 pages	50	Y	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Sharon Griffith ([https://directory.westernsydney.edu.au/search/name/Sharon Griffith/](https://directory.westernsydney.edu.au/search/name/Sharon%20Griffith/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3014_22-AUT_KW_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Antoinette Cevenini ([https://directory.westernsydney.edu.au/search/name/Antoinette Cevenini/](https://directory.westernsydney.edu.au/search/name/Antoinette%20Cevenini/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3014_22-SC2_SC_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Antoinette Cevenini ([https://directory.westernsydney.edu.au/search/name/Antoinette Cevenini/](https://directory.westernsydney.edu.au/search/name/Antoinette%20Cevenini/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3014_22-SC3_SC_D#subjects)

COMP 3015 Operating Systems Programming

Credit Points 10

Legacy Code 300698

Coordinator Evan Crawford ([https://directory.westernsydney.edu.au/search/name/Evan Crawford/](https://directory.westernsydney.edu.au/search/name/Evan%20Crawford/))

Description This unit provides the knowledge of the internal structure and functionality of Operating Systems. An operating system defines an abstraction of hardware behavior and provides a range of services more suitable for ICT application development than what raw hardware could deliver, in terms of convenience, efficiency and security. It is important that ICT Professionals have some understanding of how these services are realized. For ICT Professionals whose role includes supporting the operating system this unit provides the introduction to the relevant theory and practice.

School Computer, Data & Math Sciences

Discipline Programming

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) COMP 2015 OR
 COMP 2016 OR
 COMP 2014

Equivalent Subjects INFS 3014 - Operating Systems

Incompatible Subjects COMP 3016 - Operating Systems Programming (Advanced)

Assumed Knowledge

Students are expected to have a general understanding on computer systems; computer fundamentals, and programming techniques.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. identify the functions, services and basic structure of operating systems, and describe their role in a computer system;
2. discuss operating systems fundamental concepts: process, process synchronisation, process scheduling and dispatch, memory management, virtual memory, I/O system management, file systems, hierarchical directory systems;
3. identify some of the performance issues involved, and carry out elementary calculations in this regard;
4. identify the central role of concurrency in operating systems programming; and solve relatively simple problems requiring concurrency
5. write programs illustrating the application of the theoretical concepts, and explore these concepts in a simulated environment;
6. analyze and evaluate an operating systems suitability for a task based on requirement.

Subject Content

- Interface with the operating system: general properties and style of system calls; operating system structures, and how they can be accessed;

- process and thread concept, management, synchronisation, scheduling and The realisation of these in modern Operating systems.

- Inter-process communication; vis. Synchronous and asynchronous message passing, shared memory, mutual exclusion, interrupts and signals
- functions, services, Basic structure and The role of An Operating system in A computer system.
- Memory management
- File systems, directories
- security and protection at The Operating system level, protection matrix.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	Five problem-based Case Studies. 600 words or equivalent per case study.	50	N	Individual
Final Exam	2 hours	50	Y	Individual

Teaching Periods

Autumn

Campbelltown

Day

Subject Contact Evan Crawford ([https://directory.westernsydney.edu.au/search/name/Evan Crawford/](https://directory.westernsydney.edu.au/search/name/Evan%20Crawford/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3015_22-AUT_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Evan Crawford ([https://directory.westernsydney.edu.au/search/name/Evan Crawford/](https://directory.westernsydney.edu.au/search/name/Evan%20Crawford/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3015_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Evan Crawford ([https://directory.westernsydney.edu.au/search/name/Evan Crawford/](https://directory.westernsydney.edu.au/search/name/Evan%20Crawford/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3015_22-AUT_PS_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Mahsa Razavi ([https://directory.westernsydney.edu.au/search/name/Mahsa Razavi/](https://directory.westernsydney.edu.au/search/name/Mahsa%20Razavi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3015_22-SC2_SC_D#subjects)

COMP 3016 Operating Systems Programming (Advanced)

Credit Points 10

Legacy Code 300943

Coordinator Evan Crawford ([https://directory.westernsydney.edu.au/search/name/Evan Crawford/](https://directory.westernsydney.edu.au/search/name/Evan%20Crawford/))

Description This unit provides the knowledge of the internal structure and functionality of Operating Systems. Through the use of case studies the abstraction that Operating Systems provide will be investigated, and techniques for programming with these abstractions will be developed.

School Computer, Data & Math Sciences

Discipline Programming

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) COMP 2016 OR COMP 2015

Incompatible Subjects LGYA 6233 - Operating Systems Programming
INFS 3014 - Operating Systems

Restrictions Students must be enrolled in 3684 Bachelor of Information and Communications Technology (Advanced)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. identify the functions, services and basic structure of operating systems, and describe their role in a computer system;
2. discuss operating systems fundamental concepts: process, process synchronisation, process scheduling and dispatch, memory management, virtual memory, I/O system management, file systems, hierarchical directory systems;
3. identify some of the performance issues involved, and carry out calculations in this regard;
4. identify the central role of concurrency in operating systems programming; and solve problems requiring concurrency;
5. write programs illustrating the application of the theoretical concepts, and explore these concepts in a simulated and actual environments;
6. analyze and evaluate an operating systems suitability for a task based on requirement.

Subject Content

Interface with the operating system: general properties and style of system calls; operating system structures, and how they can be accessed;

Process and thread concept, management, synchronisation, scheduling and the realisation of these in modern operating systems.

Inter-process communication; vis. synchronous and asynchronous message passing, shared memory, mutual exclusion, interrupts and signals

Functions, services, basic structure and the role of an operating system in a computer system.

Memory management

File systems, directories

Security and protection at the operating system level, protection matrix

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	5 x approx 600 words or equivalent per case study	50	N	Individual
Final Exam	2 hours	50	Y	Individual

Teaching Periods

Autumn Campbelltown

Day

Subject Contact Evan Crawford ([https://directory.westernsydney.edu.au/search/name/Evan Crawford/](https://directory.westernsydney.edu.au/search/name/Evan%20Crawford/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3016_22-AUT_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Evan Crawford ([https://directory.westernsydney.edu.au/search/name/Evan Crawford/](https://directory.westernsydney.edu.au/search/name/Evan%20Crawford/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3016_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Evan Crawford ([https://directory.westernsydney.edu.au/search/name/Evan Crawford/](https://directory.westernsydney.edu.au/search/name/Evan%20Crawford/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3016_22-AUT_PS_D#subjects)

COMP 3018 Professional Experience

Credit Points 10

Legacy Code 300579

Coordinator Rhys Tague ([https://directory.westernsydney.edu.au/search/name/Rhys Tague/](https://directory.westernsydney.edu.au/search/name/Rhys%20Tague/))

Description Professional Experience is a final year 'capstone' project unit. This unit provides opportunities for students to gain hands-on experience in software systems requirements definition, analysis, design and implementation, in a real-world setting. Students work in groups, guided by an academic supervisor or an industry mentor, in achieving the goals set by the client that provides the project. Suitable projects are sourced from external organisations or within Western Sydney University by way of giving the students professional experience in independent learning and reflective practice.

School Computer, Data & Math Sciences

Discipline Programming

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) INFS 2001 OR
INFS 2002 AND
COMP 2020 OR
COMP 2019 AND
INFO 3008

Equivalent Subjects INFS 3004 - Computing Project 1

Incompatible Subjects INFO 3005

Restrictions

Students must successfully complete 140 credit points, with at least 30 credit points of Level 2 units owned by the School of Computer, Data and Mathematical Sciences. Due to the capstone nature students must be enrolled in:

2768 Bachelor of Information and Communications Technology/
Bachelor of Laws
2800 Bachelor of Information Systems/Bachelor of Laws
3506 Bachelor of Computer Science
3634 Bachelor of Computer Science (Advanced)
3639 Bachelor of Information and Communications Technology
3654 Bachelor of Information and Communications Technology/
Bachelor of Arts
3684 Bachelor of Information and Communications Technology
(Advanced)
3687 Bachelor of Information Systems
3688 Bachelor of Information Systems Advanced
3711 Bachelor of Information and Communications Technology (Health
Information Management)
3737 Bachelor of Information and Communications Technology/
Bachelor of Business
3738 Bachelor of Information and Communications Technology/
Bachelor of Business (Accounting)
3744 Bachelor of Information Systems/Bachelor of Business
6034 Diploma/Bachelor of Information and Communications
Technology (Health Information Management)
6039 Diploma/Bachelor of Information and Communications
Technology
6040 Diploma in Information and Communications Technology /
Bachelor of Information Systems

Assumed Knowledge

Software development methodologies; Software analysis and design modelling tools and techniques; Programming languages; Implementing databases management systems; Software construction and testing.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Complete all tasks in the SDLC to produce a software product or a component of one, working independently and under constraints, in a group setting.
2. Produce a full set of professional level documents covering all phases of the SDLC.
3. Integrate skills and knowledge gained from previous units as required by your project.
4. Apply newly learned technologies to the completion of project activities.
5. Mitigate probable risks when planning, organising and controlling project activities.

- 6. Reflect back on your learning experience and the issues involved when managing software development projects.
- 7. Demonstrate verbal communication skills when presenting a developed system to a diverse audience.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied Project	1.1 Project Plan - Approximately 3,500 words (7-10 pages) (5%) Group submission ** 1.2 Project Proposal - Approximately 3,500 words (7-10 Pages) (5%) Group submission ** 1.3 Systems Analysis & Design Report - Approximately 7,500 words (15-20 Pages) (15%) Group submission ** 1.4 Handover & Completion Report - Approximately 2,500 words (5-7 Pages) (5%) Group submission ** 1.5 Diary and Reflections Report Diary (at least 2 entries per week with each entry of 100-250 words of length). Reflections Report (600 words) 1-2 pages (5%). Individual submission. ** Used as part of the 'groupmark-component' in calculation of Individual Marks in the individual marks calculation tool.	35	N	Both (Individual & Group)

Subject Content

- 1. Software system lifecycle including requirements for a software system, software solutions that satisfy requirements, and tools and techniques for the assurance of quality and compliance of the software system throughout its development life cycle
- 2. Project planning and management
- 3. Stakeholder management
- 4. Negotiation, collaboration
- 5. Reflection for improved performance, professional development and lifelong learning
- 6. Documentation requirements for communicating software systems requirements and design (technical documentation & document version control)
- 7. Communication of designs, solutions, ideas to stakeholders

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Applied Project	2.1 Working Prototype - Demonstrable working prototype that gives the client an idea how the end product would look like (Full functionality is not required) (10%) Group submission **; 2.2 Completed Final System - Fully functional system, with appropriate base data (where required), that meets all system requirements identified. (40%) Group submission **; ** Used as part of the 'group-mark-component' in calculation of Individual Marks in the individual marks calculation tool.	50	N	Both (Individual & Group)
Applied Project	3.1 Final Presentation - (25 minutes) (10%) Group Presentation **; 3.2 Abstract & Video - Project Abstract 400 words (1 page) AND Video- (5-8 minutes) (5%) Group submission **	15	N	Group

Prescribed Texts

- No Essential texts

Teaching Periods

Autumn**Campbelltown****Day**

Subject Contact Rhys Tague ([https://directory.westernsydney.edu.au/search/name/Rhys Tague/](https://directory.westernsydney.edu.au/search/name/Rhys%20Tague/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3018_22-AUT_CA_D#subjects)

Penrith (Kingswood)**Day**

Subject Contact Rhys Tague ([https://directory.westernsydney.edu.au/search/name/Rhys Tague/](https://directory.westernsydney.edu.au/search/name/Rhys%20Tague/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3018_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd**Day**

Subject Contact Rhys Tague ([https://directory.westernsydney.edu.au/search/name/Rhys Tague/](https://directory.westernsydney.edu.au/search/name/Rhys%20Tague/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3018_22-AUT_PS_D#subjects)

Sydney City Campus - Term 1**Sydney City****Day**

Subject Contact Antoinette Cevenini ([https://directory.westernsydney.edu.au/search/name/Antoinette Cevenini/](https://directory.westernsydney.edu.au/search/name/Antoinette%20Cevenini/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3018_22-SC1_SC_D#subjects)

Sydney City Campus - Term 2**Sydney City****Day**

Subject Contact Antoinette Cevenini ([https://directory.westernsydney.edu.au/search/name/Antoinette Cevenini/](https://directory.westernsydney.edu.au/search/name/Antoinette%20Cevenini/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3018_22-SC2_SC_D#subjects)

Spring**Campbelltown****Day**

Subject Contact Rhys Tague ([https://directory.westernsydney.edu.au/search/name/Rhys Tague/](https://directory.westernsydney.edu.au/search/name/Rhys%20Tague/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3018_22-SPR_CA_D#subjects)

Penrith (Kingswood)**Day**

Subject Contact Rhys Tague ([https://directory.westernsydney.edu.au/search/name/Rhys Tague/](https://directory.westernsydney.edu.au/search/name/Rhys%20Tague/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3018_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Rhys Tague ([https://directory.westernsydney.edu.au/search/name/Rhys Tague/](https://directory.westernsydney.edu.au/search/name/Rhys%20Tague/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3018_22-SPR_PS_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Antoinette Cevenini ([https://directory.westernsydney.edu.au/search/name/Antoinette Cevenini/](https://directory.westernsydney.edu.au/search/name/Antoinette%20Cevenini/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3018_22-SC3_SC_D#subjects)

COMP 3019 Professional Experience (Advanced)

Credit Points 10

Legacy Code 300900

Coordinator Rhys Tague ([https://directory.westernsydney.edu.au/search/name/Rhys Tague/](https://directory.westernsydney.edu.au/search/name/Rhys%20Tague/))

Description Professional Experience (Advanced) is a final year 'capstone' work-placement unit. This advanced unit provides the opportunity for students to gain hands-on experience in software systems requirements definition, analysis, design, implementation and project management, in an external organisation under the supervision of industry experts. During the work placement students work in a real-life project applying the theories and technical skills learned in previous units in an industry setting. Students are allowed to propose a work-placement of their choice within an external organisation. School will assess the suggested work-placement for its suitability in meeting the set unit outcomes, prior to approval.

School Computer, Data & Math Sciences

Discipline Programming

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) INFS 2001 OR
INFS 2002 AND
COMP 2020 AND
INFO 3008

Incompatible Subjects LGYA 5744 Computing Project 2 INFO 3005 IT Support Practicum

Restrictions This subject is not an open elective. Permission is required to enrol in this subject for students not in programs 3684 Bachelor of Information and Communications Technology (Advanced); 3688 Bachelor of Information Systems Advanced or 2801 Bachelor of Information Systems Advanced/Bachelor of Laws. Students must be enrolled in any of the SCEM undergraduate computing degrees and must have a program GPA of 5.0 or more and be chosen as a suitable candidate for work placement by the pre-enrolment selection process.

Assumed Knowledge

Software development methodologies; Software analysis and design modelling tools and techniques; Programming languages;

Implementing databases management systems; Software construction and testing; System documentation; Project Management.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Contribute to software development/implementation projects in the industry covering all phases of SDLC.
2. Participate in creating professional level documentation as needed in a project.
3. Relate and apply academic theory to project activities and the general work environment.
4. Discover, investigate and self-learn technologies needed for the completion of project activities
5. Follow work practices and explain aspects related to professional code of conduct in the ICT profession.
6. Identify additional work-related skills acquired through work placement.
7. Reflect upon and critically evaluate their learning from the work placement.
8. Communicate orally and in writing with team members, supervisors, and mentors; also present outcomes to a professional panel and stakeholders.
9. Identify additional work related skills acquired through work placement, which may not have been covered through course studies
10. Reflect and critically evaluate their learning from the work placement.
11. Communicate orally and in writing with team members, supervisors, and mentors; and also present outcomes to a professional panel and stakeholders.

Subject Content

- participate in planning and Monitoring in Project activities.
- contribute to Preparing system documentation.
- work collaboratively with A group of professionals in achieving defined Project goals.
- manage Issues that may arise when Working in A team environment.
- Follow guidance and suggestions given by industry supervisors and Fellow team members of The work placement organisation and academic supervisors within university.
- Be self-directed and work independently managing one's self and time, to complete the activities assigned on time, under pressure and various other constraints present in a work environment.
- effectively communicate orally and in writing with team members, supervisors, mentors and present outcomes to A professional panel and stakeholders.
- learn from The experts and Adapt to The needs of The work environment.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Interview	approximately 20,000 words total		N	Individual
Portfolio	approximately 50,000 words		N	Individual

Presentation	Presentation 30 1= 15 minutes, Presentation 2= 20 minutes	N	Individual
--------------	--	---	------------

Teaching Periods

Autumn Campbelltown Day

Subject Contact Anupama Ginige ([https://directory.westernsydney.edu.au/search/name/Anupama Ginige/](https://directory.westernsydney.edu.au/search/name/Anupama%20Ginige/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3019_22-AUT_CA_D#subjects)

Penrith (Kingswood) Day

Subject Contact Anupama Ginige ([https://directory.westernsydney.edu.au/search/name/Anupama Ginige/](https://directory.westernsydney.edu.au/search/name/Anupama%20Ginige/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3019_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd Evening

Subject Contact Anupama Ginige ([https://directory.westernsydney.edu.au/search/name/Anupama Ginige/](https://directory.westernsydney.edu.au/search/name/Anupama%20Ginige/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3019_22-AUT_PS_E#subjects)

Spring Campbelltown Day

Subject Contact Rhys Tague ([https://directory.westernsydney.edu.au/search/name/Rhys Tague/](https://directory.westernsydney.edu.au/search/name/Rhys%20Tague/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3019_22-SPR_CA_D#subjects)

Penrith (Kingswood) Day

Subject Contact Rhys Tague ([https://directory.westernsydney.edu.au/search/name/Rhys Tague/](https://directory.westernsydney.edu.au/search/name/Rhys%20Tague/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3019_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd Day

Subject Contact Rhys Tague ([https://directory.westernsydney.edu.au/search/name/Rhys Tague/](https://directory.westernsydney.edu.au/search/name/Rhys%20Tague/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3019_22-SPR_PS_D#subjects)

COMP 3020 Social Web Analytics

Credit Points 10

Legacy Code 300958

Coordinator Gizem Intepe ([https://directory.westernsydney.edu.au/search/name/Gizem Intepe/](https://directory.westernsydney.edu.au/search/name/Gizem%20Intepe/))

Description The Social Web provides everyone with a voice; information from Facebook, Twitter and other social networks allows us to identify trends and relationships in society. Whilst this has interest on a personal level, the killer-apps will be in analysing social Web data for business, such as tracking the buzz around a new product, and understanding the relationships between customers and products. This unit will introduce its students to the Social Web data that is available, and blend data science and machine learning concepts to allow extraction and analysis of such data.

School Computer, Data & Math Sciences

Discipline Statistics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) Students who are NOT enrolled in 1837 Bachelor of Cyber Security and Behaviour 3769 Bachelor of Data Science or 3770 Bachelor of Applied Data Science must have successfully completed one the following three units
Students enrolled in 1837 Bachelor of Cyber Security and Behaviour must have successfully completed the following two units
MATH 2006 Experimental Design and Analysis AND MATH 1002 Analytics Programming
MATH 1028 Statistical Decision Making OR MATH 1003 Biometry OR MATH 1030 Statistics for Business

Co-requisite(s) For students enrolled in courses 3769 Bachelor of Data Science or 3770 Bachelor of Applied Data Science
MATH 1033 Thinking About Data

Assumed Knowledge

Students are expected to be familiar with fundamental computer programming concepts.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. extract and process formatted data from social Web sources.
2. use computer algorithms to visualise complex social Web interactions.
3. use mathematical and statistical methods to identify significant trends in the social Web.
4. use mathematical and statistical techniques to identify critical regions of a social network.
5. partition a social network into clusters.
6. choose an appropriate metric to measure the interaction between social network nodes.
7. compute the popularity, authority and hub scores for network nodes.

Subject Content

Data extraction and formatting.
Visualisation of social networks.
Identifying trends in social networks.
Measuring similarity in multiple networks.
Clustering social network information
Finding authorities and hubs in a social network.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short Answer	45 minutes	15	N	Individual
Report	2,000 words	25	N	Group
Quiz	15 minutes (per Quiz)	15	N	Individual
Final Exam	2 hours	45	Y	Individual

Prescribed Texts

- Russell, M. A. (2013). Mining the social web (2nd ed.). Sebastopol, CA: O'Reilly.

Teaching Periods

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Mahsa Razavi ([https://directory.westernsydney.edu.au/search/name/Mahsa Razavi/](https://directory.westernsydney.edu.au/search/name/Mahsa%20Razavi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3020_22-SC1_SC_D#subjects)

Spring

Campbelltown

Day

Subject Contact Gizem Intepe ([https://directory.westernsydney.edu.au/search/name/Gizem Intepe/](https://directory.westernsydney.edu.au/search/name/Gizem%20Intepe/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3020_22-SPR_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Gizem Intepe ([https://directory.westernsydney.edu.au/search/name/Gizem Intepe/](https://directory.westernsydney.edu.au/search/name/Gizem%20Intepe/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3020_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Gizem Intepe ([https://directory.westernsydney.edu.au/search/name/Gizem Intepe/](https://directory.westernsydney.edu.au/search/name/Gizem%20Intepe/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3020_22-SPR_PS_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Antoinette Cevenini ([https://directory.westernsydney.edu.au/search/name/Antoinette Cevenini/](https://directory.westernsydney.edu.au/search/name/Antoinette%20Cevenini/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3020_22-SC3_SC_D#subjects)

COMP 3021 Special Effects Programming

Credit Points 10

Legacy Code 301173

Coordinator Anton Bogdanovych ([https://directory.westernsydney.edu.au/search/name/Anton Bogdanovych/](https://directory.westernsydney.edu.au/search/name/Anton%20Bogdanovych/))

Description This unit will focus on develop programming code to write shaders to create special effects, such as fog, shadows, fire, water, clouds, lightning, motion blur and reflections. These type of shaders are often seen in games and movies. Students will also learn about generic programming algorithms involved in building special effects.

School Computer, Data & Math Sciences

Discipline Computer Graphics

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

- Create special effects with `eShaders` and test under controlled scenarios
- Demonstrate the ability to program a custom `eShader`
- Implement common special effects and test under controlled scenarios
- Develop transferrable practical skills in programming special effects for games

Subject Content

Shader Programming Basics
Creating Fog
Simulating Fire
Writing Water shaders
Generating Clouds
Motion Blur
Reflections

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Workshop Portfolios	1000 lines of code	50	N	Individual
Final Exam	2 Hours	50	N	Individual

Teaching Periods

COMP 3022 Systems Administration Programming

Credit Points 10

Legacy Code 300165

Coordinator Golenur Huq ([https://directory.westernsydney.edu.au/search/name/Golenur Huq/](https://directory.westernsydney.edu.au/search/name/Golenur%20Huq/))

Description This unit covers programming techniques and tools used to administer standalone and networked computer systems. The unit focuses on the use of high level interpretive scripting languages to automate everyday administrative tasks, and to monitor and control running systems. Techniques to extend scripting language capabilities by dynamic linking to compiled code are examined, particularly in terms of access to operating system level functions. The unit also examines the use of administrative programs and tools to monitor and adjust system performance and capacity.

School Computer, Data & Math Sciences

Discipline Programming

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) COMP 2019

Incompatible Subjects LGYA 6160 - Script programming

Assumed Knowledge

Students should have a thorough grounding in systems programming and operating systems basics.

Learning Outcomes

On successful completion of this subject, students should be able to:

- List and define the key types of system administration tasks that are suitable for full or partial automation programmatically.
- Select the most appropriate programming implementation method for a required system administration task from the range: shell scripts, scripting languages, and low level compiled languages; and explain the reasons for the selection.
- Write, test and document system administration programs in a scripting language for various administration tasks that are synchronised or asynchronised (serial, parallel, or event driven) in nature.
- Write programs to automate tasks like user management, software management, backup & recovery, and system security for both local (centralised) and distributed systems.
- Extend the capabilities of a high level scripting language.
- Explain the fundamental principles of performance and capacity planning in regards to systems administration.
- Write programs to collect performance and capacity data for performance and capacity planning purposes. Explain the meaning and significance of the data collected, recommend system administration actions based on this interpretation, and write programs to implement the recommended actions.
- Deliver tested and documented programs with significant complexity within specified project deadlines and in a form that meets IT professional standards.

Subject Content

- The strengths and weaknesses of different programming levels of abstraction, from low level compiled Code to High level interpretive scripts.
- Capabilities and limitations of High level dynamic interpretive languages.
- common systems administration tasks and their potential for automation through scripts, particularly The management of users, system software, security, and backup and recovery.

- using programs to control other programs: under serial, parallel, and event driven models.
- Extending scripting languages through dynamic Linking of compiled code.
- using scripting languages to Monitor and control system performance and capacity.
- CGI scripts for simple Server-side programming.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Laboratory work	Practical tasks along with associated project work	40	N	Individual
Quizzes	Ten quizzes, each quiz contains ten multiple choice questions	10	N	Individual
Final examination	Two hours, open book	50	N	Individual

Teaching Periods

COMP 3023 Systems and Network Management

Credit Points 10

Legacy Code 300166

Coordinator Weisheng Si ([https://directory.westernsydney.edu.au/search/name/Weisheng Si/](https://directory.westernsydney.edu.au/search/name/Weisheng%20Si/))

Description With the advent of the era of Internet of Things, the Internet has become a huge infrastructure in which various kinds of systems are running to deliver a plethora of network services. To ensure the efficient utilization of network resources (e.g., bandwidth) and the convenient access to network services, systems and networks must be managed in a proper way. Facing this demand, this unit covers the standards, protocols and skills pertinent to the management of systems and networks. Moreover, this unit introduces Software Defined Networking (SDN), a new paradigm for conducting network management with programmability, flexibility and scalability.

School Computer, Data & Math Sciences

Discipline Networks and Communications

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) COMP 3007 OR COMP 3025

Assumed Knowledge

Students should be familiar with the fundamentals of computer networking and data communications. In particular, they should have

a good understanding of the TCP/IP protocol suite, the OSI model, and current networking and internetworking technologies.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the basic components involved in network and system management.
2. Apply the network management architecture to an existing network.
3. Interpret data represented by the languages of ASN.1 or SMI.
4. Describe how an MIB is organised.
5. Explain how SNMPv1, SNMPv2 and SNMPv3 work, and apply them to manage a network.
6. Explain how RMON1 and RMON2 work, apply them to manage a network.
7. Configure Web servers, Email servers, DNS servers and DHCP servers.
8. Apply Software Defined Networking in campus networks and data centre networks.

Subject Content

Reviewing networking basics related to Network Management.

Ingredients of network management: agents, managers and management protocols.

Network Management Reference Models and Functionalities.

Abstract Syntax Notation One (ASN.1) and Structure of Management Information (SMI).

Management Information Base (MIB).

Simple Network Management Protocol: SNMPv1, SNMPv2 and SNMPv3.

Remote Monitoring: RMON1 and RMON2.

System configurations including web servers, email servers, DNS servers and DHCP servers.

Software Defined Networking (SDN): architecture, protocol and practice.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	0.5 hour per week	20	N	Individual
Report	1.5 hours per week	20	N	Individual
Report	5-10 pages	20	N	Individual
Final Exam	1 hour	40	N	Individual

Prescribed Texts

- There is no required textbook

Teaching Periods

COMP 3024 Video Games Development

Credit Points 10

Legacy Code 300862

Coordinator Anton Bogdanovych ([https://directory.westernsydney.edu.au/search/name/Anton Bogdanovych/](https://directory.westernsydney.edu.au/search/name/Anton%20Bogdanovych/))

Description This unit provides students with an in-depth understanding of the development and structure of game engines. It provides the student with a unifying overview of the many modules that are incorporated in a game engine as well as a detailed examination of game-play and engine programming.

School Computer, Data & Math Sciences

Discipline Artificial Intelligence

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) COMP 1005

Equivalent Subjects LGYA 6086 - Games Theory and Design

Assumed Knowledge

Understanding of programming concepts and details of programming. Good programming skills in C#, Java or C++. Knowledge of systems analysis methods including object orientated analysis and design. Basic knowledge of vector algebra, matrixes and fundamentals of mathematics.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the fundamental concepts behind computer game engines
2. Understand the technological details behind various modules that comprise a game engine
3. Write basic modules to interface with a game engine
4. Design modules to meet a given set of requirements
5. Develop their own game using the selected game engine

Subject Content

game architecture, data structures and design patterns

designing your own game from scratch

handling interaction from the player

fundamental and games artificial intelligence techniques

network programming with multiplayer games

2D programming

3D pipeline

animation

texture mapping and shading

particle systems

geometrical algorithms for collision detection, geometry simplification

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Tutorials	7 weeks	10	N	Individual
Assignment 1	5 weeks to complete	10	N	Both (Individual & Group)

Assignment 2	Requires a number of weeks to complete	40	N	Both (Individual & Group)
Final Examination	2 hours	40	N	Individual

Prescribed Texts

- Dalmau, D. S-C. (2004). Core techniques and algorithms in game programming. London, UK: Pearson Education.

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Anton Bogdanovych ([https://directory.westernsydney.edu.au/search/name/Anton Bogdanovych/](https://directory.westernsydney.edu.au/search/name/Anton%20Bogdanovych/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3024_22-SPR_PS_D#subjects)

COMP 3025 Wireless and Mobile Networks

Credit Points 10

Legacy Code 300952

Coordinator Nabil Giweli ([https://directory.westernsydney.edu.au/search/name/Nabil Giweli/](https://directory.westernsydney.edu.au/search/name/Nabil%20Giweli/))

Description This unit helps the students gain in depth knowledge in the core concepts and principles in the areas of wireless and cellular networks. It provides them with the technical skills needed to do requirement analysis and evaluate a range of wireless networked systems to plan their institution or expansion. The unit covers the communication characteristics and architecture of wireless systems along with various types of wireless networks, including wireless LANs, personal area networks, sensor networks, mesh networks, and broadband wireless networks. Given the widespread use of mobile phones and devices, a substantial part of the unit is devoted to the study of cellular networks. The unit also covers mobility management and wireless security issues and solutions. Upon completion of this unit, the students will have the capabilities needed for long term and independent learning in the rapidly evolving area of wireless and mobile networking.

School Computer, Data & Math Sciences

Discipline Networks and Communications

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) COMP 2004 OR COMP 2005

Equivalent Subjects LGYA 5741 - Broadband Networking

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an in-depth knowledge of characteristics and architecture of wireless and mobile networks

2. Describe, analyse, and manage the principle applications of wireless and mobile networks
3. Demonstrate a broad understanding of concepts and technologies relevant to wireless and mobile networks
4. Explain relevant industry standards
5. Demonstrate technical skills needed for managing mobility
6. Demonstrate creative skills to plan institution or expansion of wireless and mobile networks
7. Describe security issues in wireless and mobile networks and identify their remedies
8. Demonstrate capabilities for independent learning of evolving concepts in wireless and mobile networking and for communicating those concepts clearly

Subject Content

Overview of Enabling Technologies

Wireless and Mobile Communications and Networking Characteristics and Architecture

IEEE 802.11: Wireless LANs

Cellular Networks and Their Evolutions

IEEE 802.16: Wireless Broadband Access (WiMAX)

Mobility Management

Wireless Mesh Networks

Personal Area Networks

Wireless Sensor Networks

Security of Wireless and Mobile Networks

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	8 short quizzes (less than 10 minutes each) or practical exercises during the lab sessions	25	N	Individual
Intra-session Exam	30 minutes	25	N	Individual
Final Exam	One hour	50	N	Individual

Teaching Periods

Summer B

Parramatta - Victoria Rd

Day

Subject Contact Nabil Giweli ([https://directory.westernsydney.edu.au/search/name/Nabil Giweli/](https://directory.westernsydney.edu.au/search/name/Nabil%20Giweli/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3025_22-SUB_PS_D#subjects)

Autumn Penrith (Kingswood)

Day

Subject Contact Rodrigo Neves Calheiros ([https://directory.westernsydney.edu.au/search/name/Rodrigo Neves Calheiros/](https://directory.westernsydney.edu.au/search/name/Rodrigo%20Neves%20Calheiros/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3025_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Rodrigo Neves Calheiros ([https://directory.westernsydney.edu.au/search/name/Rodrigo Neves Calheiros/](https://directory.westernsydney.edu.au/search/name/Rodrigo%20Neves%20Calheiros/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3025_22-AUT_PS_D#subjects)

Sydney City Campus - Term 1 Sydney City

Day

Subject Contact Antoinette Cevenini ([https://directory.westernsydney.edu.au/search/name/Antoinette Cevenini/](https://directory.westernsydney.edu.au/search/name/Antoinette%20Cevenini/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3025_22-SC1_SC_D#subjects)

Sydney City Campus - Term 2 Sydney City

Day

Subject Contact Antoinette Cevenini ([https://directory.westernsydney.edu.au/search/name/Antoinette Cevenini/](https://directory.westernsydney.edu.au/search/name/Antoinette%20Cevenini/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3025_22-SC2_SC_D#subjects)

COMP 3027 Robotic Programming

Credit Points 10

Legacy Code 301205

Coordinator Vernon Asuncion ([https://directory.westernsydney.edu.au/search/name/Vernon Asuncion/](https://directory.westernsydney.edu.au/search/name/Vernon%20Asuncion/))

Description Robot Operating System (ROS) is a software integration system that is now widely used for robotics software deployment. The philosophy behind ROS is to modularise software that can work for other robots through small changes in the code. This unit focuses on the main concepts of software development under ROS by looking at the file hierarchical systems (e.g. Packages, Stacks, Messages, Services and others), module communication types through Nodes, Topics, Services, Messages, Bags, Master and how they integrate to operate robot sensors and actuators. This unit also looks at actual AI software examples using C++/Python and Answer Set Programming (ASP).

School Computer, Data & Math Sciences

Discipline Programming

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) COMP 2014 Object Oriented Programming and COMP 2019 Systems Programming 1

OR

COMP 2014 Object Oriented Programming and COMP 3015 Operating Systems Programming

OR

MECH 4003 Mobile Robotics

Assumed Knowledge

Basic knowledge of Linux, C++/Python and Object Oriented Programming (OOP).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the software systems for robotics.
2. Illustrate how drivers written for various robot parts are viewed as nodes and services under the ROS system framework.
3. Explain how different \diamond eprocesses \diamond f made for other applications can be incorporated onto their own software projects under ROS through the use of standard/predefined topics.
4. Describe how various state-of-the-art AI software can be embedded into a ROS system by having them as a backend for certain ROS processing tasks (nodes).
5. Develop software for interacting with sensor and controlling actuators using ROS tools.
6. Develop software using current state-of-the-art AI systems as backend for processes as ROS Nodes.

Subject Content

1. Overview and background of the Robot Operating System (ROS)
2. ROS file structures: Packages, Stacks, Messages, Services
3. ROS system components: Nodes, Topics, Services, Messages, Bags, Master and Parameter Server
4. System development under ROS: Navigation of ROS filesystem, creating workspaces (ROS workspace format or catkin), creating ROS packages, building ROS packages, creating nodes, creating msg and srv files, debugging and ROS computation graph visualisations
5. System deployment under ROS: calling ROS nodes, communication between nodes through messages and topics, using services and messages through the srv and msg files, using the Parameter Server
6. Basics of C++/Python building/runtime procedures for integration under ROS through the ROS libraries
7. Using Sensors and Actuators under ROS
8. Examples through 3D modelling and Simulation under ROS via TurtleSim, modelling robots through URDF and Xacro file formats
9. Answer Set Programming (ASP): syntax and semantics, minimal models, default negation and stable models
10. Planning domain using ASP
11. Using ASP solver systems GRINGO, CLASP and iCLINGO, and piping results (answer sets) to ROS nodes using the messages and topics object formats
12. Generating robot movement sequences from answer set outputs of ASP solvers

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	10 Hours	20	Y	Individual
Intra-session Exam	2 hours	40	Y	Individual
Report	10 page report (2000 words approx.)	40	N	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Vernon Asuncion ([https://directory.westernsydney.edu.au/search/name/Vernon Asuncion/](https://directory.westernsydney.edu.au/search/name/Vernon%20Asuncion/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3027_22-AUT_KW_D#subjects)

COMP 3028 Software Construction

Credit Points 10

Legacy Code 301348

Coordinator Yun Bai ([https://directory.westernsydney.edu.au/search/name/Yun Bai/](https://directory.westernsydney.edu.au/search/name/Yun%20Bai/))

Description This unit will be offered at Engineering Innovation Hub - Hassall St, Parramatta campus. This unit focuses on building students' knowledge in software design and construction. Students learn programming skills in a number of different languages, including JavaScript, shell programming, as well as the processes involved in software development. Students discover tools for version control, performance improvement, configuration and debugging with opportunities to apply their skills to a range of practical tasks.

School Eng, Design & Built Env

Discipline Programming

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) ENGR 1045

Teaching Periods

COMP 3029 Software Engineering Industry Project

Credit Points 10

Legacy Code 301349

Coordinator Yun Bai ([https://directory.westernsydney.edu.au/search/name/Yun Bai/](https://directory.westernsydney.edu.au/search/name/Yun%20Bai/))

Description This unit will be offered at Engineering Innovation Hub - Hassall St, Parramatta campus. This unit enables students to experience real-life involvement in designing and implementing a quality software system that conforms to stakeholder requirements in the domain of data analytics. It builds on the skills developed in previous project units in specifying requirements, managing projects, communicating, working in teams to achieve a completed system,

and reinforces skills in software design, coding, testing, reporting and the use of support tools. Students integrate these skills while learning about the domain and professional ways to liaise with the stakeholder to develop appropriate requirements, documentation and a final product.

School Eng, Design & Built Env

Discipline Computer Science, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) ELEC 2017 AND ELEC 2019

Teaching Periods

COMP 3032 Machine Learning

Credit Points 10

Legacy Code 301435

Coordinator Yi Guo ([https://directory.westernsydney.edu.au/search/name/Yi Guo/](https://directory.westernsydney.edu.au/search/name/Yi%20Guo/))

Description Machine Learning is one of the most important technologies in the fields of Artificial Intelligence and Data Science used to explain large datasets, inform decisions and highlight risks. Machine Learning is relevant for solving a range of problems in many industries dealing with significant amounts of information and the structure of that information. In this unit, students put Machine Learning theory into action through widely used algorithms and practical applications for designing, training, and evaluating common learning models and systems. Students use Python programming and, as a result, learn about its important machine learning libraries and packages, such as Scikit-Learn, Keras and TensorFlow for solving practical problems and tasks.

School Computer, Data & Math Sciences

Discipline Artificial Intelligence

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) MATH 1028 OR MATH 1033 OR MATH 1003 OR MATH 1030 AND COMP 1005 OR MATH 1002 OR COMP 3002

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply machine learning tasks such as clustering, dimensionality reduction, regression and classification.
2. Apply machine learning workflow when evaluating learning systems for given tasks.
3. Determine appropriate machine learning models and algorithms in various scenarios.
4. Apply Python programming skills and tools for solving common machine learning application problems.

Subject Content

1. Introduction to Machine Learning
2. Supervised Learning: Regression and Classification
3. Model Selection
4. Unsupervised Learning: Clustering, Dimensionality Reduction and Manifold Learning
5. Non-parametric methods, Tree based Methods, and Support Vector Machines
6. Deep Learning: Foundations of Neural Networks, Autoencoder, CNNs, GANs
7. Reinforcement Learning
8. Python based machine learning libraries, packages and applications

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Intra-session Exam	2 hours	40	Y	Individual
Practicals	2 hours (per practical)	15	N	Individual
Practicals	4 hours (per practical)	45	N	Individual

Prescribed Texts

- Alpaydin, E. (2020). Introduction to machine learning (4th ed.). MIT Press.

Teaching Periods

Spring

Penrith (Kingswood)

Day

Subject Contact Yi Guo ([https://directory.westernsydney.edu.au/search/name/Yi Guo/](https://directory.westernsydney.edu.au/search/name/Yi%20Guo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3032_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Yi Guo ([https://directory.westernsydney.edu.au/search/name/Yi Guo/](https://directory.westernsydney.edu.au/search/name/Yi%20Guo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3032_22-SPR_PS_D#subjects)

COMP 3033 Quantum Computing and Communication

Credit Points 10

Legacy Code 301437

Coordinator Weisheng Si ([https://directory.westernsydney.edu.au/search/name/Weisheng Si/](https://directory.westernsydney.edu.au/search/name/Weisheng%20Si/))

Description This unit introduces how computing and communication can be performed by harnessing quantum phenomena such as superposition and entanglement. From a computer science perspective,

this unit directly starts with the mathematical models delivered by those quantum phenomena while skipping the details of Quantum Mechanics. Based on these mathematical models, this unit introduces the concept of qubits and quantum circuits, and then discusses the design of quantum algorithms and communication protocols, with an emphasis on their applications in Cyber Security. Besides being highly mathematical, this unit is also highly practical: quantum programming will be done throughout the unit with a user-friendly quantum simulator. Students completing this unit will develop skills in designing quantum algorithms and protocols which will be highly sought after in the current and emerging job markets.

School Computer, Data & Math Sciences

Discipline Programming

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) INFO 3006 AND

MATH 1028 OR

MATH 1030

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply the mathematical models enabled by Quantum Mechanics.
2. Compose quantum circuits to implement programming logics.
3. Design quantum algorithms that are faster than classical algorithms.
4. Design secure quantum communication protocols.
5. Apply techniques for correcting quantum errors.
6. Conduct quantum programming on a quantum simulator and some real quantum computers in clouds.

Subject Content

1. Introduction to qubit, superposition, entanglement, and measurement.
2. Guide to quantum programming on a quantum simulator and some real quantum computers in clouds.
3. Introduction to Complex Numbers for quantum computing.
4. Introduction to Linear Algebra for quantum computing.
5. Quantum gates and quantum circuits.
6. Elementary quantum algorithms: Deutsch-Jozsa's algorithm and Simon's algorithm
7. Quantum algorithms with applications: Grover's algorithm and Shor's algorithm
8. Quantum communication: Quantum Teleportation, BB84 protocol and B92 protocol
9. Quantum Error Correction
10. Using Quantum Algorithms and Protocols to help achieve UN?fs SDGs (Sustainable Development Goals)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	2 hours (per lab)	40	N	Individual

Applied Project	30 hours	20	N	Individual
Final Exam	2 hours	40	N	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Weisheng Si ([https://directory.westernsydney.edu.au/search/name/Weisheng Si/](https://directory.westernsydney.edu.au/search/name/Weisheng%20Si/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3033_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Weisheng Si ([https://directory.westernsydney.edu.au/search/name/Weisheng Si/](https://directory.westernsydney.edu.au/search/name/Weisheng%20Si/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3033_22-AUT_PS_D#subjects)

COMP 3034 Multimodal Interaction

Credit Points 10

Legacy Code 301468

Coordinator Omar Mubin ([https://directory.westernsydney.edu.au/search/name/Omar Mubin/](https://directory.westernsydney.edu.au/search/name/Omar%20Mubin/))

Description A key aspect within the field of Human Computer Interaction is capturing user input to a system or device. Called Multimodal Interaction, students learn about the variations of such inputs including how speech, vision, gesture and touch are used to interact with computing devices. Through a mixture of theoretical, research-oriented and practical concepts students will be introduced to novel techniques of interacting with computing devices and interfaces and discuss applications of them, across industrial and research applications, including digital assistants such as Siri, Alexa, facial recognition and surveillance systems.

School Computer, Data & Math Sciences

Discipline Computer Science, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) COMP 1005 AND INFO 3003

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practicals	12 weekly exercises (best 8) + participation	30	Y	Individual

Literature Review	2000 words	20	N	Individual
Applied Project + presentation	5 minutes video + 15 minutes presentation	35	N	Group
Quiz	60 minutes	15	N	Individual

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Omar Mubin ([https://directory.westernsydney.edu.au/search/name/Omar Mubin/](https://directory.westernsydney.edu.au/search/name/Omar%20Mubin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP3034_22-SPR_PS_D#subjects)

COMP 6001 Neuromorphic Algorithms and Computation

Credit Points 10

Legacy Code 800232

Coordinator Saeed Afshar ([https://directory.westernsydney.edu.au/search/name/Saeed Afshar/](https://directory.westernsydney.edu.au/search/name/Saeed%20Afshar/))

Description Designing and implementing processing pipelines for event-based sensory data is a crucial skill for neuromorphic engineers to test novel hardware platforms or to develop new algorithms and learning mechanisms. This project-based unit focuses on principles of neuromorphic algorithm design and hardware-friendly neural architecture design for neuromorphic information processors. This unit consists of two streams of research: applied event-based algorithms and bio-inspired spiking networks. Through solving increasingly challenging tasks using distributed, event-based competitive processing elements, students will learn the differences between conventional and neuromorphic algorithm design, critically assessing real-world problems in a structured manner.

School Graduate Research School

Discipline Algorithms

Student Contribution Band HECS Band 2 10cp

Restrictions Must be enrolled in 8124 Master of Applied Neuromorphic Engineering

Learning Outcomes

On successful completion of this subject, students should be able to:

- Critically evaluate the advantages and disadvantages of event-based data processing in comparison to Conventional Frame-based data
- Assess the fundamental building blocks of neural computation in biology and Neuromorphic Systems
- Design and evaluate event-based algorithms on standard von Neumann architectures
- Propose novel neuromorphic processing methods relevant to distributed neuromorphic processors
- Develop a solution-oriented way of critically assessing real-world problems using Neuromorphic algorithms

6. Effectively communicate the significance and impact of a specific Neuromorphic system to an audience consisting of both specialist and non-specialists

Subject Content

- Encoding and Processing Conventional and Event-based data
- Architectures of Neural Computation
- Spiking Neural Networks in Biology, Software Simulation and Neuromorphic Hardware
- Event-based Classification
- Event-based Tracking
- Event-based Feature Extraction
- Designing a Novel Event-based Algorithm

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	Maximum 1000 lines of code	30	N	Individual
Practical	Maximum 1000 lines of code	30	N	Individual
Applied project	1000 words	20	N	Group
Viva Voce	15 minutes	20	N	Individual

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Saeed Afshar ([https://directory.westernsydney.edu.au/search/name/Saeed Afshar/](https://directory.westernsydney.edu.au/search/name/Saeed%20Afshar/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP6001_22-SPR_PC_D#subjects)

COMP 6002 Neuromorphic Sensing

Credit Points 10

Legacy Code 800233

Coordinator Gregory Cohen ([https://directory.westernsydney.edu.au/search/name/Gregory Cohen/](https://directory.westernsydney.edu.au/search/name/Gregory%20Cohen/))

Description Neuromorphic sensors offer a new way to electronically sense and process data that have a unique structure based on principles found in biology. Understanding how they operate is integral to their effective use in practical situations, to the development of algorithms, process their data, and to the optimisation of their electronic designs. This unit focuses primarily on neuromorphic vision sensors, which are rapidly being adopted by multiple industries, including exciting applications in automotive and space. Students will develop an in-depth understanding of neuromorphic sensors and the skills to operate a neuromorphic sensor for acquiring data and solving real-world problems. This practical experience is in high demand from both research labs and the industry.

School Graduate Research School

Discipline Algorithms

Student Contribution Band HECS Band 2 10cp

Restrictions Students must be enrolled in 8124 Master of Applied Neuromorphic Engineering

Assumed Knowledge

Basic knowledge of:

- the physical nature of light
- analogue and digital electrical circuits (filtering, transistor logic)
- computer architectures (Van Neuman architectures, microcontrollers, buses, peripherals (USB, DAC, GPIO), communication protocols)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Synthesize the characteristics of a scene using data captured by an event-based vision sensor
2. Evaluate the differences between frame and event-based sensors
3. Design an experimental setup to gather valuable data from a neuromorphic sensor with a deep appreciation of different neuromorphic sensor characteristics
4. Assess the suitability of visio-tactile neuromorphic sensing for a real-world application
5. Critically appraise legal, ethical and cultural issues and considerations in the context of the emerging field of Neuromorphic research
6. Report data and analysis in accordance with professional standards

Subject Content

1. Physics of vision sensors
2. The different architectures of vision sensors
3. Biological sensors
 - Retina: organization, key experiments, optic nerve, 6 control muscle
 - Retina: organization, key experiments, optic nerve, 6 control muscle
 - Tactile
 - Olfactory
4. Neuromorphic vision sensors
 - The event-based pixel: architecture, characteristics
 - Sensors?f evolutions: ATIS, DAVIS, Celex.
5. Neuromorphic auditory sensors
 - Artificial cochlea: filters, analogue vs digital implementation
 - Auditory nerve: spike generation
 - Brainstem: Auditory feature extraction and analysis
6. Research methods
7. Sensing technology and emerging legal, ethical and cultural considerations
8. Data collection and analysis
9. Guidelines for journal paper writing

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	3000 words or equivalent	20	N	Group
Practical	1000 words or equivalent	30	N	Individual
Report	4000 words or equivalent	50	N	Individual

Teaching Periods

Spring Parramatta City - Macquarie St Day

Subject Contact Gregory Cohen ([https://directory.westernsydney.edu.au/search/name/Gregory Cohen/](https://directory.westernsydney.edu.au/search/name/Gregory%20Cohen/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP6002_22-SPR_PC_D#subjects)

COMP 7001 Advanced Routing

Credit Points 20

Legacy Code 301065

Coordinator Ante Prodan ([https://directory.westernsydney.edu.au/search/name/Ante Prodan/](https://directory.westernsydney.edu.au/search/name/Ante%20Prodan/))

Description As a Cisco Academy, Western Sydney University can offer students the opportunity to study the Cisco Certified Network Professional course Implementing Cisco IP Routing (ROUTE). This online unit will provide the knowledge, understanding and skills to deploy and manage a range of internal and external routing protocols for a large scale internetwork using Cisco equipment. Students will be expected to undertake individual research to contextualise Cisco in the broader networking environment. The unit provides hands-on lab experience via Netlabs?. If students successfully complete this unit they can progress to CCNP ROUTE certification.

School Computer, Data & Math Sciences

Discipline Networks and Communications

Student Contribution Band HECS Band 2 20cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in the online program Master of Advanced Networking or any other postgraduate Western Sydney University program where this subject can be taken as an unspecified elective and where there are sufficient credit points available in the study program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain how different layers co-exist in the campus design model and what routing/switching equipment operates at each level.
2. Outline the technological and theoretical constraints of the OSPF routing protocol and its interaction with other routing technologies.
3. Identify the proprietary nature of EIGRP and its operational constraints.
4. Estimate the commercial impact of ISIS, its relationship to OSPF and its technological and theoretical differences with other routing protocols.

5. Assess the redistribution between routing protocols and static routing entries, the technological and operational limitations imposed on a network infrastructure.
6. Review route management and the implementation of efficiency into a network infrastructure.
7. Identify address management, contrasting IPv4 with IPv6 implementation.
8. Explain an understanding of BGP as an interior and exterior routing protocol and its relationship and synchronisation with ISIS, OSPF and EIGRP.
9. Illustrate IP multicast and its utilisation in a network infrastructure.
10. Evaluate research, investigate and troubleshoot by means of appropriate practical and exploration-based activities throughout your learning materials.
11. Use direct feedback after Cisco and Packet Tracer assessments to evaluate your own learning.
12. Integrate knowledge from other sources to provide context to the Cisco view.
13. Communicate accurately and reliably, in a structured and coherent fashion, recognising purpose and audience.
14. Work effectively with others in a distance setting where the collaboration is undertaken via computer-mediated communication.
15. Formulate appropriate numerical and mathematical skills to analyse data.
16. Find and select information for a specific purpose, including via the web or a router/switch CLI.
17. Organise time, study methods and resources to suit the circumstances.
18. Demonstrate how to configure routers, implementing complex routed scenarios through online lab sessions.
19. Use specialist software tools.
20. Plan and organise yourself and your work appropriately when working in a group.

Subject Content

1. Pre CCNP review
2. Routing Services
3. Researching networking
4. Configuring EIGRP
5. Configuring the OSPF protocol
6. Manipulating routing updates
7. Implementing path control
8. Implementing a BGP Solution for ISP Connectivity
9. Implementing Routing Facilities for Branch Offices and Mobile Workers
10. Implementing IPv6 in an Enterprise Network

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
TMA - Develop a network, Evaluate protocols, Complete Cisco activities	1000 words	16	Y	Individual

TMA - Build a network, Critique a model, Complete Cisco activities	1000 words	17	Y	Individual
TMA - Group Case Study, Evaluate a protocol, Cisco final exam (not for accreditation)	1000 words	17	Y	Individual
Final Examination	3 hours	50	Y	Individual

Teaching Periods

COMP 7002 Advanced Topics in Networking

Credit Points 10

Legacy Code 300252

Coordinator Seyed Shahrestani ([https://directory.westernsydney.edu.au/search/name/Seyed Shahrestani/](https://directory.westernsydney.edu.au/search/name/Seyed%20Shahrestani/))

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

School Computer, Data & Math Sciences

Discipline Computer Science

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the important concepts relevant to emerging networks and the Internet technologies and architecture.
2. Explain the contemporary issues in security, forensics, and reliability of modern networked systems.
3. Explain the important issues in modern applications and services relying on networked systems.

4. Evaluate the technologies and performance of emerging networks.
5. Demonstrate their proficiency with key research and development issues in the field of networking and network-based services.

Subject Content

Network Technologies Background
 Research, Resources, and Citation
 Contemporary Issues in Computer Networking
 Advanced Networked Systems Forensics, Security, and Reliability
 Advanced Network-based Services
 Trends in Networking and Internet Technologies
 Methodologies for Research in Networking

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Report	1,000-1,500 words, 10-20 minutes each	50	N	Individual
Case Study	6 pages long	50	N	Individual

Prescribed Texts

- Access to Journals, Conference Proceedings, Standards and other relevant publications, through ACM Digital Library, IEEEExplore, ScienceDirect

Teaching Periods

Spring

Parramatta - Victoria Rd

Evening

Subject Contact Seyed Shahrestani ([https://directory.westernsydney.edu.au/search/name/Seyed Shahrestani/](https://directory.westernsydney.edu.au/search/name/Seyed%20Shahrestani/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP7002_22-SPR_PS_E#subjects)

COMP 7003 Big Data

Credit Points 10

Legacy Code 301046

Coordinator Yi Guo ([https://directory.westernsydney.edu.au/search/name/Yi Guo/](https://directory.westernsydney.edu.au/search/name/Yi%20Guo/))

Description "Big data" is the label for the ever-increasing gigantic amount of data with which humanity has to cope. The availability of data and the development of cloud computing architectures to process and analyse these data have made data analytics a central tool in our endeavours. This unit will introduce students to the realm of "big data", covering the important principles and technologies of retrieving, processing and managing massive real-world data sets. It is designed to provide the basic techniques required by any discipline that needs to make sense out of the growing amount of data, and to equip students with the knowledge and key set of skills set to be competitive in the growing job market in the analytics field.

School Computer, Data & Math Sciences

Discipline Computer Science**Student Contribution Band** HECS Band 2 10cp**Level** Postgraduate Coursework Level 7 subject**Assumed Knowledge**

It is expected that students enrolled in this subject should have basic programming skills in any programming language and working knowledge in elementary probability and statistics, including the concepts of random variables, basic probability distributions, expectations, mean and variance.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the major trends in technology, business, and science behind big data
2. Analyse and compare a selection of major big data management techniques in use today, including parallel databases, NoSQL, MapReduce, cloud services
3. Evaluate the relative strengths and weaknesses of MapReduce and parallel database systems and apply the appropriate technique to tackle relevant big data problems
4. Apply proper methods of data pre-processing and cleaning for big data analysis

Subject Content

1. Foundations and recent trends of big data
2. Parallel database management systems
3. Data parallelism and the MapReduce framework
4. NoSQL databases and cloud services
5. Data processing and manipulation for big data analysis

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	2 hours per Practical (10 in total at 2% each)	20	N	Individual
Report	A report of 2000 words + final presentation 10 minutes including question time. Final mark is made up of 70% (or 28 out of 40) for the written component and 30% (or 12 out of 40) for the presentation	40	N	Individual

Final Exam	90 minutes	40	Y	Individual
	open book exam including reading time			

Teaching Periods

Autumn

Parramatta - Victoria Rd

Evening

Subject Contact Yi Guo ([https://directory.westernsydney.edu.au/search/name/Yi Guo/](https://directory.westernsydney.edu.au/search/name/Yi%20Guo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP7003_22-AUT_PS_E#subjects)

COMP 7004 Cloud Computing

Credit Points 10**Legacy Code** 301042

Coordinator Bahman Javadi Jahantigh ([https://directory.westernsydney.edu.au/search/name/Bahman Javadi Jahantigh/](https://directory.westernsydney.edu.au/search/name/Bahman%20Javadi%20Jahantigh/))

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

School Computer, Data & Math Sciences**Discipline** Computer Science, Not Elsewhere Classified.**Student Contribution Band** HECS Band 2 10cp**Level** Postgraduate Coursework Level 7 subject**Restrictions**

Students must be enrolled in a postgraduate program.

Assumed Knowledge

Basic knowledge of networking and computer systems.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Characterise fundamental architecture of Cloud computing
2. Analyse the basic service models in Cloud systems
3. Characterise different virtualisation technologies for Cloud computing
4. Examine compute, storage, network and database services in Cloud systems
5. Evaluate Cloud security and well-architected design principle in systems

Subject Content

1. Parallel and Distributed Computing
2. Virtualisation Technologies
3. Cloud Economics
4. Cloud Computing Services
5. Cloud Security
6. Cloud Architecting
7. Cloud Support Services

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	10 pages	30	N	Individual
Practical	15 minute each for 10 weeks	30	N	Individual
Quiz	10 minutes per quiz	0	Y	Individual
Final Exam	2 hours	40	N	Individual

Prescribed Texts

- Hwang, K. (2012). Distributed and cloud computing: from parallel processing to the Internet of things. Watham, MA: Morgan Kaufmann.

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Bahman Javadi Jahantigh ([https://directory.westernsydney.edu.au/search/name/Bahman Javadi Jahantigh/](https://directory.westernsydney.edu.au/search/name/Bahman%20Javadi%20Jahantigh/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP7004_22-AUT_PS_D#subjects)

COMP 7006 Data Science

Credit Points 10

Legacy Code 301044

Coordinator Liwan Liyanage ([https://directory.westernsydney.edu.au/search/name/Liwan Liyanage/](https://directory.westernsydney.edu.au/search/name/Liwan%20Liyanage/))

Description The explosion of data in the internet age opens up new possibilities for agencies and business to better serve and market to its customers. To take full advantage of these opportunities requires the ability to consolidate, manage and extract information from very large diverse data sets. In science, data sets are growing rapidly, with projects routinely generating terabytes of data. In this unit we examine the software tools and analytic methods that underpin a successful Data Science Project and gain experience in big data analytics.

School Computer, Data & Math Sciences

Discipline Statistics

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Assumed Knowledge

Basic Statistics, Computer Programming.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the issues (computational and social) in data science
2. Show when and how to apply the MapReduce paradigm to solve data analytics problems
3. Select and apply appropriate Machine learning and statistical algorithms to extract information from data
4. Evaluate and interpret the utility of information found using Data Science

Subject Content

1. Introduction to Data Science
2. The Map-Reduce paradigm for Big Data
3. Unsupervised Learning; Clustering, Dimension Reduction
4. Supervised Learning; Regression and Classification
5. Unstructured data
6. Visualisation and Visual Analytics

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Online Quizzes	5 quizzes of 20 minutes each	20	N	Individual
Computer Based Assignment - Data Analysis Task	At least 5 pages of Text	50	N	Individual
Project Presentation	15 Mins	30	N	Individual

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Liwan Liyanage ([https://directory.westernsydney.edu.au/search/name/Liwan Liyanage/](https://directory.westernsydney.edu.au/search/name/Liwan%20Liyanage/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP7006_22-SPR_PS_D#subjects)

Quarter 4

Parramatta City - Macquarie St

Evening

Subject Contact Liwan Liyanage ([https://directory.westernsydney.edu.au/search/name/Liwan Liyanage/](https://directory.westernsydney.edu.au/search/name/Liwan%20Liyanage/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP7006_22-Q4_PC_E#subjects)

COMP 7007 Information Security Management

Credit Points 10

Legacy Code 301162

Coordinator Yun Bai ([https://directory.westernsydney.edu.au/search/name/Yun Bai/](https://directory.westernsydney.edu.au/search/name/Yun%20Bai/))

Description Cyber Crime costs are increasing at an alarming speed. Security management skills are now essential for IT management. This unit provides the knowledge, skills, techniques and mechanisms on information security management for postgraduate students. It covers topics on management aspects of information security such as business and Cybercrime, security awareness, security risks, security fundamentals, risk assessment and security system design, planning and regulatory issues for information system security.

School Computer, Data & Math Sciences

Discipline Computer Science, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

Basic knowledge of computer system, computer security and basic programming skills.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe major security issues in information systems
2. Explain security architecture for system security
3. Characterise Cybercrimes and fundamental security risks
4. Apply security measurement in security system design
5. Identify and analyse security management issues
6. Describe security requirement and solution

Subject Content

1. Globalization, Business and Cybercrimes
2. Information security Basics
3. Information Security awareness
4. Security risks
5. Security mechanisms
6. Risk assessment
7. Managing risk
8. Security architecture
9. Security system design
10. Planning and regulatory issues for security

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	2 hours	40	Y	Individual
Literature Review	5-10 pages report	20	N	Individual
Applied Project	15 pages report + 15 minutes group presentation	40	N	Group

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Yun Bai ([https://directory.westernsydney.edu.au/search/name/Yun Bai/](https://directory.westernsydney.edu.au/search/name/Yun%20Bai/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP7007_22-AUT_PS_D#subjects)

COMP 7008 Internet of Things

Credit Points 10

Legacy Code 301175

Coordinator Seyed Shahrestani ([https://directory.westernsydney.edu.au/search/name/Seyed Shahrestani/](https://directory.westernsydney.edu.au/search/name/Seyed%20Shahrestani/))

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

School Computer, Data & Math Sciences

Discipline Computer Science, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an in-depth knowledge of the IoT characteristics, trends, and architecture.
2. Explain communication technologies of significant importance in the IoT.
3. Describe the major IoT applications and demonstrate creative skills to plan their establishment or expansion.
4. Describe security and privacy issues in the IoT and identify their remedies.
5. Discuss the emerging trends in the IoT and smart environments.

Subject Content

Overview of the IoT and enabling technologies

IoT Architecture

Wireless sensor networks

IoT applications

Smart environments

Privacy and security of the IoT

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	5 minutes each	20	N	Individual
Report	Around 4000 words	20	N	Group
Presentation	10 minutes	10	N	Group
Intra-session Exam	2 hours	50	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Seyed Shahrestani ([https://directory.westernsydney.edu.au/search/name/Seyed Shahrestani/](https://directory.westernsydney.edu.au/search/name/Seyed%20Shahrestani/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP7008_22-AUT_PS_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Mahsa Razavi ([https://directory.westernsydney.edu.au/search/name/Mahsa Razavi/](https://directory.westernsydney.edu.au/search/name/Mahsa%20Razavi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP7008_22-SC3_SC_D#subjects)

COMP 7009 Mobile Computing

Credit Points 10

Legacy Code 301043

Coordinator Quang Vinh Nguyen ([https://directory.westernsydney.edu.au/search/name/Quang Vinh Nguyen/](https://directory.westernsydney.edu.au/search/name/Quang%20Vinh%20Nguyen/))

Description This unit teaches technologies and programming languages for developing applications on common mobile platforms, such as Android and iOS. Students will learn skills for developing programs on the above platforms, along with in-class sample applications that highlight platform - specific implementation details.

School Computer, Data & Math Sciences

Discipline Programming

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) Students enrolled in 2761 Master of Business Administration Information and Communication Technology specialisation must have successfully completed COMP 7015 Programming Proficiency and INFS 7007 Systems Analysis and Database Management Systems
Students enrolled in all other courses must have successfully completed INFS 7009 Web Technologies

Restrictions

Successful completion of 40 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Develop programs for mobile platforms
2. Implement input and interaction in mobile applications
3. Manipulate files and databases in mobile applications
4. Employ advanced user interface methods to produce graphical applications
5. Apply data management and security in mobile applications
6. Explain the theoretical fundamental of mobile technologies
7. Identify strengths, opportunity and limitation of platforms, development tools and programming languages for mobile applications
8. Apply common user interface elements into applications
9. Install mobile development tools, such as Android and iOS

Subject Content

1. Data management and security
2. Advanced topics for mobile platforms, including file, database and advanced user interface
3. Input and Interaction for mobile platforms
4. Introduction to mobile technologies, including strengths, opportunity and limitation of development for mobile devices
5. Basic programming for mobile platforms, including variables, data types, arithmetic, control, function, arrays and objects
6. Overview, architecture and installation of programming languages for mobile platforms
7. Software development frameworks, tools and mobile applications
8. Mobile platform overview and common User Interface Elements

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	2 hours each	20	N	Individual
Applied Project	20-25 hours	25	N	Individual
Applied Project	20-25 hours	25	N	Individual
Short Answer	90 minutes	30	N	Individual

Teaching Periods

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Mahsa Razavi ([https://directory.westernsydney.edu.au/search/name/Mahsa Razavi/](https://directory.westernsydney.edu.au/search/name/Mahsa%20Razavi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP7009_22-SC1_SC_D#subjects)

Spring

Parramatta - Victoria Rd

Evening

Subject Contact Quang Vinh Nguyen ([https://directory.westernsydney.edu.au/search/name/Quang Vinh Nguyen/](https://directory.westernsydney.edu.au/search/name/Quang%20Vinh%20Nguyen/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP7009_22-SPR_PS_E#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Mahsa Razavi ([https://directory.westernsydney.edu.au/search/name/Mahsa Razavi/](https://directory.westernsydney.edu.au/search/name/Mahsa%20Razavi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP7009_22-SC3_SC_D#subjects)

COMP 7011 Multimedia Communication Systems

Credit Points 10

Legacy Code 300256

Coordinator Hon Cheung ([https://directory.westernsydney.edu.au/search/name/Hon Cheung/](https://directory.westernsydney.edu.au/search/name/Hon%20Cheung/))

Description This unit covers advanced concepts and technologies used in emerging multimedia communication systems. Theory, practice and standards for IT professionals endeavouring to build data compression systems for multimedia applications are emphasised.

School Computer, Data & Math Sciences

Discipline Computer Science, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

Basic knowledge in digital compression and coding, digital communication systems and fundamentals of data communication and networking.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of current data compression schemes for all sources of information: audio, data, images, and video.
2. Describe current compression standards and why the various design choices and tradeoffs were made.
3. Demonstrate an understanding of the main issues involved in designing, implementing, selecting and evaluating data compression methods, algorithms and standards for providing multimedia services.
4. Describe and analyse common protocols used in various contemporary networks for multimedia communication.

Subject Content

- Overview of multimedia and multimedia communication systems
- frequency domain coding
- still-Image compression Standard and Developments
- video compression techniques and Standards
- speech coding techniques and Standards
- multimedia conferencing Standards
- multimedia communication protocols and Standards
- multimedia Communications over networks
- Recent Advances in multimedia Communications

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Intra-session Exam	1 hour	20	N	Individual
Report	3000 words	30	N	Individual
Final Exam	2 hours	50	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Evening

Subject Contact Hon Cheung ([https://directory.westernsydney.edu.au/search/name/Hon Cheung/](https://directory.westernsydney.edu.au/search/name/Hon%20Cheung/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP7011_22-AUT_PS_E#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Mahsa Razavi ([https://directory.westernsydney.edu.au/search/name/Mahsa Razavi/](https://directory.westernsydney.edu.au/search/name/Mahsa%20Razavi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP7011_22-SC1_SC_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Antoinette Cevenini ([https://directory.westernsydney.edu.au/search/name/Antoinette Cevenini/](https://directory.westernsydney.edu.au/search/name/Antoinette%20Cevenini/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP7011_22-SC3_SC_D#subjects)

COMP 7012 Network Management

Credit Points 10

Legacy Code 300255

Coordinator Seyed Shahrestani ([https://directory.westernsydney.edu.au/search/name/Seyed Shahrestani/](https://directory.westernsydney.edu.au/search/name/Seyed%20Shahrestani/))

Description The performance of any modern organization is heavily dependent on their networked systems and how these systems are managed. The increasing demand for ICT services and the huge growth of the Internet have resulted in large heterogeneous networks. This unit addresses the issues relevant to management of such networks and the services that run on them. It covers the principles and current practices pertinent to integrated management of networks, systems, and services. The unit helps the students to understand relevant protocols, standards, and standards organizations. It also introduces them to trends and key research areas in management of networked systems.

School Computer, Data & Math Sciences

Discipline Information Systems

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYA 9360 - Management of Networked Systems

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

Familiar with the fundamentals of computer networking and data communications. In particular, a good understanding of the OSI model, the internet protocol suite and current internet technologies.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe network management functions and architecture
2. Describe important standards and protocols for network and system management
3. Describe various management functions and applications
4. Explain important aspects of integrated management of services and applications
5. Explain the role and functions of network management software and platforms
6. Discuss the emerging trends in management of networked and distributed systems
7. Explain key research issues in management of networked systems

Subject Content

Overview of Networking and Network Management
Simple Network Management Protocol (SNMP) and Related Standards
Common Management Information Protocol (CMIP) and Related Standards
Broadband Network Management
Telecommunications Network Management
Network Management systems
Network Management Applications
Web-Based Management
Research in Network Management

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Pop quizzes - Multiple choice or short answer quizzes based on the material covered to the point.	Short quizzes 20 during Lecture sessions. There will be 4 quizzes. Each quiz is worth 5% and will last a maximum of 10 minutes.		N	Individual
Project or Case Study - Report and its Presentation	Report 10 pages long	30	N	Group
Final Exam	Two hour, closed book written exam	50	N	Individual

Teaching Periods

COMP 7013 Network Technologies

Credit Points 10

Legacy Code 300695

Coordinator Ante Prodan ([https://directory.westernsydney.edu.au/search/name/Ante Prodan/](https://directory.westernsydney.edu.au/search/name/Ante%20Prodan/))

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

sharing. The unit helps the students to understand important models, protocols and standards in networking and internetworking.

School Computer, Data & Math Sciences

Discipline Computer Science

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYA 5883 - Network Technology and Data Communications

Restrictions

Students must be enrolled in a Postgraduate program.

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate and analyse the primary concepts of networking and internetworking.
2. Evaluate the significance of the OSI and TCP/IP models and analyse the operation of their relevant protocol stacks for communications and networking.
3. Evaluate the functions of important communication devices such as, repeaters, bridges, routers, switches and gateways, create various types of network configurations and analyse their performance.
4. Analyse the operation of the major protocols used in local area and wide area networks including network security associated algorithms, applications and devices.
5. Analyse the Internet architecture and internetworking technologies, and create research reports on data communications, computer networking and internetworking technologies.

Subject Content

Overview of Networking Technologies
 The Internet and TCP/IP Protocol Suite
 Network Applications and Application Level Protocols
 Local Area Networks
 Internetworking and Routing Protocols
 Fundamentals of Network Management
 Fundamentals of Network Security
 Emerging Network Technologies
 Fundamentals of Wireless Networking and Mobile Computing
 Fundamentals of Multimedia Networking
 Practical aspects of basic LAN and WAN devices

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Practical	15 minutes per practical	20	N	Individual

Professional Task	60 minutes	30	N	Both (Individual & Group)
Case Study	Approximately 3,000 words for two students	25	N	Group
Intra-session Exam	60 minutes	25	N	Individual

Teaching Periods

Summer A

Parramatta - Victoria Rd

Day

Subject Contact Aruna Jamdagni ([https://directory.westernsydney.edu.au/search/name/Aruna Jamdagni/](https://directory.westernsydney.edu.au/search/name/Aruna%20Jamdagni/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP7013_22-SUA_PS_D#subjects)

Autumn

Parramatta - Victoria Rd

Evening

Subject Contact Ante Prodan ([https://directory.westernsydney.edu.au/search/name/Ante Prodan/](https://directory.westernsydney.edu.au/search/name/Ante%20Prodan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP7013_22-AUT_PS_E#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Mahsa Razavi ([https://directory.westernsydney.edu.au/search/name/Mahsa Razavi/](https://directory.westernsydney.edu.au/search/name/Mahsa%20Razavi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP7013_22-SC2_SC_D#subjects)

Spring

Parramatta - Victoria Rd

Evening

Subject Contact Ante Prodan ([https://directory.westernsydney.edu.au/search/name/Ante Prodan/](https://directory.westernsydney.edu.au/search/name/Ante%20Prodan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP7013_22-SPR_PS_E#subjects)

COMP 7014 Optimising Networks

Credit Points 20

Legacy Code 301067

Coordinator Ante Prodan ([https://directory.westernsydney.edu.au/search/name/Ante Prodan/](https://directory.westernsydney.edu.au/search/name/Ante%20Prodan/))

Description As a Cisco Academy, Western Sydney University can offer this Cisco Certified Network Professional course, 'Troubleshooting and Maintaining Cisco IP Networks' (TSHOOT). Cisco Systems are worldwide leaders in networking technologies, for telecommunication, corporate and private networking. This online unit will provide the knowledge, understanding and skills to troubleshoot communication on large-scale data networks using Cisco equipment and extend your research skills. Students will be provided with hands-on lab experience

via Netlabs?. Students who successfully complete this module can progress and complete the CCNP TSHOOT certification with Cisco.

School Computer, Data & Math Sciences

Discipline Networks and Communications

Student Contribution Band HECS Band 2 20cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) COMP 7001 AND COMP 7010

Restrictions

Students must be enrolled in the online program Master of Advanced Networking or any other postgraduate Western Sydney University program where this subject can be taken as an unspecified elective and where there are sufficient credit points available in the study program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Knowledge and understanding
2. 1. Explain troubleshooting and meeting the network requirement in a converged network environment.
3. 2. Describe how VoIP is implemented.
4. 3. Assess troubleshooting technologies and queue types used in IP QoS.
5. 4. Identify different troubleshooting methodologies to support traffic management.
6. 5. Identify the range of techniques in use to deliver a resilient routed, switched network infrastructure.
7. 6. Explain support and troubleshoot a wireless infrastructure and its impact on QoS and scalable networks.
8. Cognitive skills
9. 7. Research, investigate and troubleshoot.
10. 8. Use direct feedback after Cisco, Netlab and Packet Tracer assessments to evaluate your own learning.
11. 9. Integrate knowledge from other sources to gain a deeper understanding of the subject and provide context to the Cisco view.
12. Key skills
13. 10. Communicate accurately and reliably, in a structured and coherent fashion, recognising purpose and audience.
14. 11. Work effectively with others in a distance setting where the collaboration is undertaken via computer-mediated communication.
15. 12. Work effectively with others in a lab setting via moderated ALE on Netlab+.
16. 13. Use appropriate numerical and mathematical skills to analyse data.
17. 14. Find and select information for a specific purpose, including via the Web, Cisco SDM or a Router/Switch CLI.
18. 15. Organise time, study methods and resources to suit the circumstances.
19. 16. Use independent resources to undertake academic research in Advanced Networking.
20. Practical and/or professional skills
21. 17. Configure routers, implementing complex routed scenarios through online lab sessions.
22. 18. Use specialist software tools.
23. 19. Reflect on first-hand experience of configuring and managing network equipment (through attendance at the day school or alternative learning experience).

24. 20. Plan and organise work appropriately when working in a group (online lab sessions).

Subject Content

1. Planning maintenance for complex networks
2. Troubleshooting processes for complex enterprise networks
3. Using maintenance and troubleshooting tools and applications
4. Maintaining and Troubleshooting Campus Switched Solutions
5. Maintaining and Troubleshooting Routing Solutions
6. Troubleshooting Addressing Services
7. Troubleshooting Converged Networks
8. Troubleshooting Network Performance Issue
9. Maintaining and Troubleshooting Network Security Implementations
10. Troubleshooting Complex Enterprise Networks

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
TMA - Cisco activities; Discussion paper; Problem solving	800 words	16	Y	Individual
TMA - Cisco activities; Critical review; Problem solving	1000 words	17	Y	Individual
TMA - Cisco activities: Cisco final exam (not for accreditation); Individual Reflection on Group case study	Cisco activities: Cisco final exam (not for accreditation); - 1000 words; Individual Reflection on Group case study - 150 words	17	Y	Individual
Final examination	3 hours	50	Y	Individual

Teaching Periods

COMP 7015 Programming Proficiency

Credit Points 10

Legacy Code 301038

Coordinator Zhuhan Jiang ([https://directory.westernsydney.edu.au/search/name/Zhuhan Jiang/](https://directory.westernsydney.edu.au/search/name/Zhuhan%20Jiang/))

Description This unit is aimed at the students whose undergraduate study is in a discipline other than computing or information technology. This unit first covers the programming fundamentals on data types, conditional selections and loop structures, and then further develops

the problem solving skills through the use of user-defined functions, records, files, as well as the basic concept and techniques of object-oriented programming. A high level programming language is employed to implement all the problem solutions.

School Computer, Data & Math Sciences

Discipline Programming

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Discuss and explain the concepts of data and procedural representation, programming languages, compilers, interpreters, and development environments.
2. Design and/or represent programs with flow chart and pseudo code.
3. Use effectively the basic data types, selection control, and loop structure.
4. Utilise a high-level programming language to develop problem solutions using standard IO or a proper user interface, files, and record or class structure.
5. Apply a modular design or an OO design to the software solution.
6. Explain the concept of object-oriented programming, and apply the concept to developing a software solution within an OOP environment.

Subject Content

1. The programming environment: computer systems architecture, hardware, operating systems, compilers, interpreters.
2. Data representation and basic data and multimedia types.
3. Program flowchart, pseudo code and the concept of algorithms.
4. Programming basics: syntax, declarations, operators, expressions, assignment, selection, iterations.
5. Other programming features: IO, GUI, functions, arrays, records, files, and classes.
6. Program design, and the coding, testing, and debugging of the programs.
7. The OOP paradigm, method overloading and overriding, inheritance and polymorphism.
8. The solution development within an OOP environment.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	1 hour	15	Y	Individual
Quiz	1 hour	15	Y	Individual
Quiz	2 hours	25	Y	Individual
Practical	8 hours	20	N	Individual
Applied Project	8 hours	25	N	Group

Prescribed Texts

- Lewis, J. (2012). Java software solutions : foundations of program design (7th ed.). Boston: Pearson Addison-Wesley.

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Zhuhan Jiang ([https://directory.westernsydney.edu.au/search/name/Zhuhan Jiang/](https://directory.westernsydney.edu.au/search/name/Zhuhan%20Jiang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP7015_22-AUT_PS_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Mahsa Razavi ([https://directory.westernsydney.edu.au/search/name/Mahsa Razavi/](https://directory.westernsydney.edu.au/search/name/Mahsa%20Razavi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP7015_22-SC2_SC_D#subjects)

Spring

Parramatta - Victoria Rd

Evening

Subject Contact Zhuhan Jiang ([https://directory.westernsydney.edu.au/search/name/Zhuhan Jiang/](https://directory.westernsydney.edu.au/search/name/Zhuhan%20Jiang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP7015_22-SPR_PS_E#subjects)

COMP 7016 Visualisation

Credit Points 10

Legacy Code 301112

Coordinator Zhonglin Qu ([https://directory.westernsydney.edu.au/search/name/Zhonglin Qu/](https://directory.westernsydney.edu.au/search/name/Zhonglin%20Qu/))

Description This unit introduces the fundamentals and technologies of information visualisation. It covers the major concepts of information visualisation, human-computer perception and methods for visual data analysis. Students will learn the knowledge and skills required for identifying suitable visualisation techniques and tools appropriate for various data types and applications. The unit provides students with opportunities to explore recent research in the visualisation field.

School Computer, Data & Math Sciences

Discipline Computer Science

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Incompatible Subjects MATH 2014 Visual Analytics

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

Familiarity with computer software programs, such as Microsoft Office.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the purpose of information visualisation
2. Identify strengths, limitations and opportunity of visualisation techniques
3. Evaluate common visualisation techniques for relational data, multi-dimensional data and spatio-temporal data
4. Analyse interaction methods in visualisation
5. Apply common visualisation tools for data analysis
6. Evaluate visual analytics technologies and tools for data analysis

Subject Content

Information visualisation including main concepts and overview

Visual mappings and visual perception

Trees and graphs visualisation

Multi-dimensional data visualisation

Spatio-temporal data visualisation

Interaction

Using visualisation and tools to understand data

Visual Analytics

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	2 hours each	20	N	Individual
Report	1,500 to 2,000 words report	30	N	Individual
Report	1,500 to 2,000 words report	30	N	Individual
Quiz	60 minutes	20	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Zhonglin Qu ([https://directory.westernsydney.edu.au/search/name/Zhonglin Qu/](https://directory.westernsydney.edu.au/search/name/Zhonglin%20Qu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP7016_22-AUT_PS_D#subjects)

Quarter 3

Parramatta City - Macquarie St

Evening

Subject Contact Zhonglin Qu ([https://directory.westernsydney.edu.au/search/name/Zhonglin Qu/](https://directory.westernsydney.edu.au/search/name/Zhonglin%20Qu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP7016_22-Q3_PC_E#subjects)

COMP 7017 Wireless Networking

Credit Points 10

Legacy Code 300389

Coordinator Seyed Shahrestani ([https://directory.westernsydney.edu.au/search/name/Seyed Shahrestani/](https://directory.westernsydney.edu.au/search/name/Seyed%20Shahrestani/))

Description Wireless technologies are amongst the most exciting and rapidly growing areas in computing and information technology. They implement applications that profoundly impact our personal way of communication, as well as how business in a variety of industries and organisations are conducted. This unit goes into details of such issues. It discusses wireless networking technologies and their related applications. The main features of wireless and mobile communication systems and the networked services that are based on these systems are also presented. The unit provides students with an in-depth understanding of relevant protocols, the emerging standards and standard organisations. The students are also introduced to some of the relevant current key research issues of the field.

School Computer, Data & Math Sciences

Discipline Networks and Communications

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program offered by the School of Computer, Data and mathematical Sciences.

Assumed Knowledge

Students should be familiar with the fundamentals of computer networking and data communications. In particular, they should have a good understanding of the OSI model, the Internet protocol suite and current internet and networking technologies equivalent to satisfactory completion of an introductory networking subject at the undergraduate level such as 300086 offered at Western Sydney University or one year professional experience in networking. The subject is at an advanced level and students would not be able to complete the subject successfully unless they have a good understanding of fundamental issues in computer networking, Internet protocol suite and Internet technologies.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain advantages, the current use, and applications of major wireless technologies
2. Compare and contrast wireless and wired networks
3. Discuss the current wireless and mobile networking technologies
4. Explain various relevant industry standards and discuss their distinctions
5. Explain security features of wireless and mobile networks
6. Discuss the challenges in wireless networking
7. Discuss the emerging wireless networking technologies
8. Evaluate the performance of modern wireless networks
9. Explain key research issues in wireless networking and mobile computing

Subject Content

Overview of Networking and Enabling Technologies

Wireless Communication Technology

Cellular Wireless Networks

Cordless Systems

Narrowband and Broadband Fixed Wireless Access

Wireless LAN Technology
IEEE 802.11 Networks
Universal Short-range Wireless Standards
Mobile Networking
Wireless Application Protocol (WAP)
Research in Wireless Networking

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	10 minutes each	20	N	Individual
Report	Report 10 pages long, presentations 15 - 20 minutes	30	N	Group
Intra-session Exam	two hours	50	N	Individual

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Seyed Shahrestani ([https://directory.westernsydney.edu.au/search/name/Seyed Shahrestani/](https://directory.westernsydney.edu.au/search/name/Seyed%20Shahrestani/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP7017_22-SPR_PS_D#subjects)

COMP 7018 Advanced Cloud Computing

Credit Points 10

Legacy Code 301363

Coordinator Rodrigo Neves Calheiros ([https://directory.westernsydney.edu.au/search/name/Rodrigo Neves Calheiros/](https://directory.westernsydney.edu.au/search/name/Rodrigo%20Neves%20Calheiros/))

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

School Computer, Data & Math Sciences

Discipline Computer Science, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) COMP 7004

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Assess different design patterns for web-scale storage and recommend the most appropriate pattern for a specific problem.
2. Analyse common design patterns and architectures for loosely coupled cloud computing systems and recommend the most appropriate pattern for a specific problem.
3. Evaluate strategies to enable high scalability, reliability, cost-efficiency, performance, and operational excellence in a cloud-based system.
4. Examine concepts of security and infrastructure automation in a cloud-based system.
5. Design and deploy scalable, reliable, and efficient systems that utilise advanced cloud services.

Subject Content

- 1.Design patterns for loosely coupled cloud computing systems: microservices and serverless architectures
- 2.Design patterns for web-scale storage: content delivery networks, object storage, and relational and no-relational databases
- 3.Advanced cloud services: API gateways, stream processing, and serverless computing
- 4.Queueing and notification systems
- 5.Advanced cloud security
- 6.Reliability in clouds
- 7.Cost and performance efficiency in cloud computing
- 8.Infrastructure automation
- 9.Common cloud design patterns and cloud architectures

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	10 minutes for 13 quizzes	S/U	N	Individual
Practical	120 minutes (each)	30	N	Individual
Applied Project	10 pages	25	N	Group
Report	2500 words	30	N	Individual
Viva Voce	10 minutes	15	N	Individual

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Rodrigo Neves Calheiros ([https://directory.westernsydney.edu.au/search/name/Rodrigo Neves Calheiros/](https://directory.westernsydney.edu.au/search/name/Rodrigo%20Neves%20Calheiros/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP7018_22-SPR_PS_D#subjects)

COMP 7019 Applied Machine Learning

Credit Points 10

Legacy Code 301312

Coordinator Vernon Asuncion ([https://directory.westernsydney.edu.au/search/name/Vernon Asuncion/](https://directory.westernsydney.edu.au/search/name/Vernon%20Asuncion/))

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

School Computer, Data & Math Sciences

Discipline Artificial Intelligence

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Assumed Knowledge

Some probability and statistics knowledge would be advantageous.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the scope of current machine learning approaches and applications for both current and future use.
2. Determine the most appropriate tools to use for machine learning tasks using software applications including Python and R programming languages.
3. Explain the core principles behind machine learning algorithms.
4. Distinguish between supervised, unsupervised and reinforcement learning notions.
5. Apply Machine Learning software to real-world problems.

Subject Content

1. Review of the fundamentals of probability theory, statistics and basic linear algebra notions.
2. Installation and introduction to common ML software, which includes the introduction on the use of R and Python as needed for this course.
3. Introduction to linear, multiple and logistic regression.
4. Model selection, regularization and cross-validation:
Applications I: Introduction to NLP and classifying text data using logistic regression and naive Bayes.
5. Introduction to support vector machines (SVM):
Applications II: Classifying text data using SVM classifiers.
6. Introduction to neural networks (NN):
Applications III: Classifying text data and image data using recurrent and convolutional NN.
7. Unsupervised learning: K-Means Clustering and Hierarchical Clustering:
Applications IV: Google's PageRank algorithm.
8. Introduce

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	1 hour(per Quiz)	40	N	Individual
Practical	2 hours	20	N	Individual
Numerical Problem Solving	1,500 words	40	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Vernon Asuncion ([https://directory.westernsydney.edu.au/search/name/Vernon Asuncion/](https://directory.westernsydney.edu.au/search/name/Vernon%20Asuncion/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP7019_22-AUT_PS_D#subjects)

COMP 7020 Artificial Intelligence Ethics and Organisations

Credit Points 10

Legacy Code 301314

Coordinator Jiansheng Huang ([https://directory.westernsydney.edu.au/search/name/Jiansheng Huang/](https://directory.westernsydney.edu.au/search/name/Jiansheng%20Huang/))

Description Artificial Intelligence Ethics and Organisations provides students with a comprehensive grounding in the ethical issues of AI technologies. Students will learn about the relevant laws, regulations and policies with respect to AI ethics, and the existing framework and research trend in the field. With a series of case studies, students will learn how to apply general principles and guidelines in practice. They will also learn to identify potential risks and impacts, to ensure AI ethics are followed in different circumstances regarding data governance, automatic decisions, predictive analytics, autonomous system design and deployment, and structure changes of labour markets.

School Computer, Data & Math Sciences

Discipline Artificial Intelligence

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Assumed Knowledge

General knowledge of artificial intelligence technologies and applications, including machine learning, robotics and autonomous systems, natural language processing and expert systems.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply knowledge of existing laws, policies, and international, national, organisational framework of AI ethics and research trends in the field.
2. Identify potential risks of AI systems in practice.
3. Implement methods to confirm appropriate consent and avoid data breaches in information sharing (when data is collected, sold, shared, collated and used).
4. Determine designs for transparency, fairness and accountability of automatic decisions.
5. Identify bias and discrimination in AI predictive analytics.
6. Explain impacts of AI to labour markets as well as appropriate and flexible regulatory policies to expand social protection.
7. Justify through moral reasoning the use of autonomous systems.

Subject Content

- Emerging AI technologies and applications
- General principles and guidelines of AI ethics
- Existing laws, regulations, policies and ethical framework of AI systems
- Privacy and data governance
- Human oversight in automated decisions
- Bias and discriminations in AI predictive analytics
- Impacts of AI to the structures of labour markets
- Ethical rules of autonomous systems
- AI military ethics
- Applying principles in practices for ethical AI
- Research trend in AI ethics

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay type submission of literature review on AI ethics	1,000 words	20	N	Individual
A single quiz with written answer questions	2 Hours	30	N	Individual
Report: Solution to a case study on AI and ethics	2,000 words	50	N	Individual

Prescribed Texts

- Sarangi, S., & Sharma, P. (2018). Artificial Intelligence: Evolution, Ethics and Public Policy. London: Routledge India.

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Jiansheng Huang ([https://directory.westernsydney.edu.au/search/name/Jiansheng Huang/](https://directory.westernsydney.edu.au/search/name/Jiansheng%20Huang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP7020_22-SPR_PS_D#subjects)

COMP 7021 Knowledge Representation and Reasoning

Credit Points 10

Legacy Code 301315

Coordinator Yan Zhang ([https://directory.westernsydney.edu.au/search/name/Yan Zhang/](https://directory.westernsydney.edu.au/search/name/Yan%20Zhang/))

Description Knowledge representation and reasoning is one of the fundamental components of Artificial Intelligence. It studies ways to represent and reason about human knowledge effectively in formal computational models, and eventually to solve complex tasks using computer systems. This unit covers logic foundations of knowledge representation and reasoning, Answer Set Programming approaches for declarative problem solving, intelligent agent modelling, diagnostic and probabilistic reasoning. This unit is part of the important preparations for career paths to AI engineers, robotics engineers and intelligent software engineers.

School Computer, Data & Math Sciences

Discipline Artificial Intelligence

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must complete 60 credit points before enrolling into this Subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse the logic foundations of knowledge representation and reasoning in Artificial Intelligence;
2. Apply knowledge of the essentials of non-monotonic reasoning and applications of knowledge graphs;
3. Implement Answer Set Programming as a declarative programming language and its applications in general problem solving and in modelling dynamic domains
4. Use formal languages based on Answer Set Programming to represent planning and diagnostic agents
5. Communicate the language of knowledge representation in a professional manner to diverse audiences

Subject Content

1. Logical Foundations for Knowledge Representation and Reasoning
2. Knowledge Representation and Non-monotonic Reasoning
3. Answer Set Programming: Syntax and Semantics
4. Declarative Problem Solving Using Answer Set Programming
5. Algorithms for Computing Answer Sets
6. Modelling Dynamic Domains
7. Planning and Diagnostic Agents
8. Probabilistic Reasoning

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	1.5 hours	40	N	Individual
Practical	4 hours	30	N	Individual
Report	500 words + programming based demonstration (6 hours)	30	N	Individual

Prescribed Texts

- Gelfond, M., & Kahl, Y. (2014). Knowledge representation, reasoning, and the design of intelligent agents. New York, NY: Cambridge University Press.

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Yan Zhang ([https://directory.westernsydney.edu.au/search/name/Yan Zhang/](https://directory.westernsydney.edu.au/search/name/Yan%20Zhang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP7021_22-SPR_PS_D#subjects)

COMP 7022 Natural Language Understanding

Credit Points 10

Legacy Code 301313

Coordinator Manas Patra ([https://directory.westernsydney.edu.au/search/name/Manas Patra/](https://directory.westernsydney.edu.au/search/name/Manas%20Patra/))

Description Natural Language Understanding involves machine reading comprehension and the technologies using it are becoming increasingly widespread. This unit provides a foundation in using the Natural Language Toolkit, which is a leading platform for building Python programs working with 'human language' data, as well as an introduction to Python for Natural Language Processing. Students will use algorithms and explore accessing text corpora and processing raw text; categorising words and classifying text; understanding information from text and analysing sentence structures; and understanding semantic meanings of sentences. Students also gain real-world hands-on experience with Natural Language Understanding through the practical tasks and assignments.

School Computer, Data & Math Sciences

Discipline Artificial Intelligence

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Assumed Knowledge

There are no assumed knowledge for this subject although an undergraduate degree with some probability and statistics is advantageous.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Apply the Natural Language Toolkit to real world Natural Language Processing tasks.
- Use text corpora for the engineering and evaluation of Natural Language Processing systems.
- Determine the role of classification of words and text in Natural Language Processing algorithms.
- Clarify the function of Natural Language Processing algorithms in understanding information from text and the semantic meanings of sentences.
- Analyse artificial intelligence techniques employed in Natural Language Processing algorithms.
- Manage linguistic data.

Subject Content

- Installing and introducing the Natural Language Toolkit (NLKT):
 - Introducing the Python programming language with emphasise for Natural Language Processing (NLP);
 - Using Python string datatypes for the processing of words and texts.
- Accessing text corpora (i.e., ?etext repositories?f) and the processing of raw text:
 - Introduces the Gutenberg, Reuters, Inaugural Address and Annotated text corpus as well as Web and Chat text;
 - Looking at text corpus structure.
- Categorizing words and classifying text:
 - Tagging corpora;
 - Mapping words to properties through Python Dictionaries;
 - Transformation based tagging;
 - Determining the category of a word;
 - Supervised, decision trees, naive bayes and ent

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	1 hour (per Quiz)	30	Y	Individual
Practical	2 hours	30	N	Individual
Report	1,500 words	40	Y	Individual

Prescribed Texts

- Jurafsky, D., & Martin, J. H. (2020). Speech and language processing : an introduction to natural language processing, computational linguistics, and speech recognition (3rd Draft ed.). Stanford. <https://web.stanford.edu/~jurafsky/slp3/>

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Manas Patra ([https://directory.westernsydney.edu.au/search/name/Manas Patra/](https://directory.westernsydney.edu.au/search/name/Manas%20Patra/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP7022_22-AUT_PS_D#subjects)

COMP 9001 Higher Degree Research Thesis - Computing and Information Technology

Credit Points 20

Legacy Code 800049

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Computer, Data & Math Sciences

Discipline Computer Science

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP9001_22-RQ1_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP9001_22-RQ1_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP9001_22-RQ1_PS_D#subjects)

Research Quarter 2

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP9001_22-RQ2_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP9001_22-RQ2_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP9001_22-RQ2_PS_D#subjects)

Research Quarter 3

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP9001_22-RQ3_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP9001_22-RQ3_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP9001_22-RQ3_PS_D#subjects)

Research Quarter 4

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP9001_22-RQ4_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP9001_22-RQ4_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP9001_22-RQ4_PS_D#subjects)

COMP 9002 Higher Degree Research Thesis - Computer Science

Credit Points 20

Legacy Code 800221

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Graduate Research School

Discipline Computer Science, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP9002_22-RQ1_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP9002_22-RQ1_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP9002_22-RQ1_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP9002_22-RQ1_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP9002_22-RQ1_PS_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP9002_22-RQ2_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP9002_22-RQ2_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP9002_22-RQ2_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP9002_22-RQ2_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP9002_22-RQ2_PS_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP9002_22-RQ3_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP9002_22-RQ3_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP9002_22-RQ3_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP9002_22-RQ3_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP9002_22-RQ3_PS_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP9002_22-RQ4_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP9002_22-RQ4_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP9002_22-RQ4_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP9002_22-RQ4_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=COMP9002_22-RQ4_PS_D#subjects)

CULT 0001 Humanities and Communication Arts Exchange Unit 1

Credit Points 10

Legacy Code 900631

Coordinator Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

School Administrative

Discipline Society and Culture, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Autumn

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT0001_22-AUT_EX_X#subjects)

Quarter 1

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT0001_22-Q1_EX_X#subjects)

Quarter 2

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT0001_22-Q2_EX_X#subjects)

Quarter 3

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT0001_22-Q3_EX_X#subjects)

Quarter 4

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT0001_22-Q4_EX_X#subjects)

CULT 0002 Humanities and Communication Arts Exchange Unit 2

Credit Points 10

Legacy Code 900632

Coordinator Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

School Administrative

Discipline Society and Culture, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Autumn

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT0002_22-AUT_EX_X#subjects)

Quarter 2

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT0002_22-Q2_EX_X#subjects)

Quarter 3

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT0002_22-Q3_EX_X#subjects)

Quarter 4

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT0002_22-Q4_EX_X#subjects)

CULT 0003 Humanities and Communication Arts Exchange Unit 3

Credit Points 10

Legacy Code 900633

Coordinator Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

School Administrative

Discipline Society and Culture, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Autumn

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT0003_22-AUT_EX_X#subjects)

Quarter 2

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT0003_22-Q2_EX_X#subjects)

Quarter 3

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT0003_22-Q3_EX_X#subjects)

Quarter 4

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT0003_22-Q4_EX_X#subjects)

CULT 0004 Humanities and Communication Arts Exchange Unit 4

Credit Points 10

Legacy Code 900634

Coordinator Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

School Administrative

Discipline Society and Culture, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Autumn

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT0004_22-AUT_EX_X#subjects)

Quarter 2

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT0004_22-Q2_EX_X#subjects)

Quarter 3

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT0004_22-Q3_EX_X#subjects)

Quarter 4

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT0004_22-Q4_EX_X#subjects)

CULT 0005 Humanities and Communication Arts Exchange Unit 5

Credit Points 10

Legacy Code 900635

Coordinator Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

School Administrative

Discipline Society and Culture, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Autumn

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT0005_22-AUT_EX_X#subjects)

Quarter 2

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT0005_22-Q2_EX_X#subjects)

Quarter 3

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT0005_22-Q3_EX_X#subjects)

Quarter 4

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT0005_22-Q4_EX_X#subjects)

CULT 0006 Key Concepts and Skills in the Social Sciences (WSTC Prep)

Credit Points 10

Legacy Code 700323

Coordinator Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

Description The unit will introduce academic skills allowing students to become successful, reflective and independent tertiary learners. Students will develop a foundational understanding of key theories, concepts, debates and perspectives relevant to the successive first year university units within the field of Social Sciences. This unit will support students towards completion of an interactive authentic task, designed to explore possible positive change in contemporary social life.

School Western Sydney The College

Discipline Society and Culture, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects HUMN 0016 - Key Ideas in Arts and Social Science (WSTC Prep)

Restrictions Students must be enrolled at Western Sydney University, The College. Students must be enrolled in Extended or Standard Diploma programs in Social Science.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate a foundational understanding of key theories, concepts, debates and perspectives relevant to first year university social science units.

- Identify some of the causes and consequences of key debates and perspectives in social science.
- Demonstrate an understanding of the importance of critical reflection when considering contemporary social problems.
- Demonstrate an emerging capacity to use critical thinking, research, writing, public speaking and creativity when proposing solutions to contemporary social problems.

Subject Content

Introduction to tertiary study skills and career aspirations.

The importance of personal integrity within university and professional fields.

Differentiating formal learning at university versus life-long learning.

Introducing critical analytical thinking, emotional intelligence, collaborative learning, and creativity in a social science context.

Introducing key concepts in social sciences including:

- social construction
- secularisation
- modernity
- post modernity
- risk society and insecurity
- social and environmental crises

Introduction to tertiary study skills and career aspirations.

The importance of personal integrity within university and professional fields.

Differentiating formal learning at university versus life-long learning.

Introducing critical analytical thinking, emotional intelligence, collaborative learning, and creativity in a social science context.

Introducing key concepts in social sciences including:

- social construction
- secularisation
- modernity
- post modernity
- risk society and insecurity
- social and environmental crises

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Log/ Workbook	10 activities from weeks 1-10 – 20 to 30 minutes each week	25	N	Individual
Proposal	500 words	20	N	Individual
Presentation	500 words, 5 minutes + creative output	55	N	Individual

Teaching Periods

Term 1

Bankstown

Day

Subject Contact Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT0006_22-T1_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT0006_22-T1_BL_D#subjects)

Term 2

Bankstown

Day

Subject Contact Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT0006_22-T2_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT0006_22-T2_BL_D#subjects)

CULT 1001 Asia in the World

Credit Points 10

Legacy Code 101442

Coordinator Karen Entwistle ([https://directory.westernsydney.edu.au/search/name/Karen Entwistle/](https://directory.westernsydney.edu.au/search/name/Karen%20Entwistle/))

Description This unit introduces Asian societies, cultures, religions, and histories. Considering both traditional and contemporary times, it seeks to place Asia's diverse cultures in a global context. It examines issues such as how to define Asia, how Asian states related to each other, and how Western ideas of international relations have transformed these relations. The unit considers how the great religions/philosophies of Asian societies - Buddhism, Hinduism, Islam, Christianity and Confucianism - have influenced Asian states and relations between them. It explores other forces which have shaped the civilisations, politics and communities of Asia and how they have related to each other and the world beyond.

School Humanities & Comm Arts

Discipline Society and Culture, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects LGYA 0912 - Foundations of Asia

Learning Outcomes

On successful completion of this subject, students should be able to:

- Describe the diversity and complexity of Asia.
- Critique the social manifestations and international political impact of Islam, Hinduism, Christianity, Buddhism and Confucianism in an Asian context.
- Explain the balance between continuity and change in Asian traditions and contemporary societies.

4. Conduct research on traditional and modern concepts of international relations, particularly in an Asian context.

Subject Content

- Prehistoric Asia
- The Civilisation of Ancient India, China, Japan, Korea, and SE Asia
- Asian Religions
- Medieval SE Asia, Japan, Korea, China
- Imperialism in Asia
- Japan and The struggle for Asia

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	30 mins each (approx. 500 words in total)	30	N	Individual
Short Answer	800 words	30	N	Individual
Essay	1,200 words	40	N	Individual

Prescribed Texts

- Subject Reader
- Murphey, R. Stapleton, K. A History of Asia (New York: Routledge 2019), 8th Global Edition. Proquest Ebook Central.

Teaching Periods

Autumn Bankstown

Day

Subject Contact Karen Entwistle ([https://directory.westernsydney.edu.au/search/name/Karen Entwistle/](https://directory.westernsydney.edu.au/search/name/Karen%20Entwistle/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT1001_22-AUT_BA_D#subjects)

Online

Online

Subject Contact Karen Entwistle ([https://directory.westernsydney.edu.au/search/name/Karen Entwistle/](https://directory.westernsydney.edu.au/search/name/Karen%20Entwistle/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT1001_22-AUT_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Karen Entwistle ([https://directory.westernsydney.edu.au/search/name/Karen Entwistle/](https://directory.westernsydney.edu.au/search/name/Karen%20Entwistle/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT1001_22-AUT_PS_D#subjects)

CULT 1005 Crime, Deviance and Society

Credit Points 10

Legacy Code 102039

Coordinator Ashlee Gore ([https://directory.westernsydney.edu.au/search/name/Ashlee Gore/](https://directory.westernsydney.edu.au/search/name/Ashlee%20Gore/))

Description This unit introduces students to the theory and practice of criminology and the sociology of deviance. It considers the ways in which social order is produced, maintained and transgressed from a range of perspectives, including the Chicago school, labelling and deviance theory, Marxism, feminism, and post-colonial theory. These perspectives are explored through a discussion of contemporary issues and controversies, such as terrorism, asylum seeking, the criminalisation of protest, Indigenous incarceration, alcohol and other drug use, and transnational crime.

School Social Sciences

Discipline Criminology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects CULT 1009 - Introduction to Criminology LGYB 0467 - Introduction to Criminology CULT 1006 - Crime Deviance and Society (WSTC)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Summarise the major theories in criminology and the sociology of deviance.
2. Demonstrate knowledge of the historical, intellectual and political origins of theoretical perspectives.
3. Identify meanings and examples of key concept and theories.
4. Discuss the ways in which social norms, and concepts of crime and deviance are socially and culturally constructed.
5. Apply theories of crime and deviance to contemporary social and political debates.
6. Apply research skills to select and evaluate sources for use in academic writing.

Subject Content

Deviance and positivism

The criminogenic city

Durkheim and strain

Youth and subculture

Radical deviance and labelling theory

Marxism, poverty and class

Feminism and critical masculinity theory

Ethnicity, race and post-colonialism

Culture and deviance as edgework

Sexuality, Foucault and disciplining bodies

Globalisation and neo-liberalism

Explaining crime and deviance

Positivism

Place and Crime

Anomie and Strain

Deviant and Criminal Subcultures

Labelling: Constructing Crime and Deviance

Race, Indigeneity and Postcolonial Theories

Feminism and Critical Masculinities

The Surveillance Society and Social Control

Political Economy and Crimes of the Powerful

Green Criminology

Cultural Criminology

International Dimensions of Crime and Deviance

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Short Answer	1,000 words	40	N	Individual
Annotated Bibliography	500 words	20	N	Individual
Essay	1,500 words	40	N	Individual

Prescribed Texts

- White, R, Haines, F and Asquith, N 2017, Crime and Criminology, 6th Edn, Oxford University Press, Melbourne.
- Rodas, A, Simpson, M, Rawlinson, P, Kramer, R, Ryan, E, Taylor, E, Walters, R, Beckley, A, Cunneen, C, Gore, A, Porter, A, Poynting, S and Russell, E 2020. Crime, Deviance and Society: An Introduction to Sociological Criminology. Cambridge University Press, Port Melbourne.

Teaching Periods

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey_Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT1005_22-SC1_SC_D#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Ashlee Gore ([https://directory.westernsydney.edu.au/search/name/Ashlee Gore/](https://directory.westernsydney.edu.au/search/name/Ashlee_Gore/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT1005_22-OT2_OW_O#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Ashlee Gore ([https://directory.westernsydney.edu.au/search/name/Ashlee Gore/](https://directory.westernsydney.edu.au/search/name/Ashlee_Gore/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT1005_22-SPR_KW_D#subjects)

Liverpool

Day

Subject Contact Ashlee Gore ([https://directory.westernsydney.edu.au/search/name/Ashlee Gore/](https://directory.westernsydney.edu.au/search/name/Ashlee_Gore/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT1005_22-SPR_LP_D#subjects)

Online

Online

Subject Contact Ashlee Gore ([https://directory.westernsydney.edu.au/search/name/Ashlee Gore/](https://directory.westernsydney.edu.au/search/name/Ashlee_Gore/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT1005_22-SPR_ON_O#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey_Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT1005_22-SC3_SC_D#subjects)

CULT 1006 Crime, Deviance and Society (WSTC)

Credit Points 10

Legacy Code 700156

Coordinator Paul Rouillon ([https://directory.westernsydney.edu.au/search/name/Paul Rouillon/](https://directory.westernsydney.edu.au/search/name/Paul_Rouillon/))

Description This unit introduces the major approaches to the study of criminology and the sociology of deviance. It considers the ways in which social order is produced, maintained and transgressed from a range of perspectives, including the Chicago school, labelling and deviance theory, Marxism, feminism and queer theory. These perspectives are explored through a discussion of contemporary issues and controversies, such as crime in Western Sydney, the media and moral panic, the criminalisation of HIV transmission, Indigenous incarceration, and alcohol and drug abuse. The unit also addresses the politics of law and order and the resurgence of neo-liberalism in debates over crime and deviance.

School Social Sciences

Discipline Criminology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects CULT 1009 Introduction to Criminology CULT 1005 Crime Deviance and Society LGYB 0467 Introduction to Criminology (UWSC)

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in extended diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Assess the major theories in the criminology and sociology of deviance.
2. Identify meanings and examples of key concept and theories.
3. Discuss the ways in which social norms, concepts of crime and deviance are socially and culturally constructed.
4. Demonstrate in written form the relevance of theories of crime and deviance to understanding contemporary social and political debates.

5. Apply research skills to select and evaluate sources for use in academic writing.

Subject Content

Deviance and positivism
 The criminogenic city
 Durkheim and strain
 Youth and subculture
 Radical deviance and labelling theory
 Marxism, poverty and class
 Feminism and critical masculinity theory
 Ethnicity, race and post-colonialism
 Culture and deviance as edgework
 Sexuality, Foucault and disciplining bodies
 Globalisation and neo-liberalism
 Deviance and positivism
 The criminogenic city
 Durkheim and strain
 Youth and subculture
 Radical deviance and labelling theory
 Marxism, poverty and class
 Feminism and critical masculinity theory
 Ethnicity, race and post-colonialism
 Culture and deviance as edgework
 Sexuality, Foucault and disciplining bodies
 Globalisation and neo-liberalism

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	3 x 10 questions each	15	N	Individual
Reflection	1,000 words	35	N	Individual
Annotated Bibliography	500 words	15	N	Individual
Essay	1,500 words	35	N	Individual

Teaching Periods

Term 1

Bankstown

Day

Subject Contact Paul Rouillon ([https://directory.westernsydney.edu.au/search/name/Paul Rouillon/](https://directory.westernsydney.edu.au/search/name/Paul%20Rouillon/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT1006_22-T1_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Paul Rouillon ([https://directory.westernsydney.edu.au/search/name/Paul Rouillon/](https://directory.westernsydney.edu.au/search/name/Paul%20Rouillon/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT1006_22-T1_BL_D#subjects)

Term 3

Bankstown

Day

Subject Contact Paul Rouillon ([https://directory.westernsydney.edu.au/search/name/Paul Rouillon/](https://directory.westernsydney.edu.au/search/name/Paul%20Rouillon/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT1006_22-T3_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Paul Rouillon ([https://directory.westernsydney.edu.au/search/name/Paul Rouillon/](https://directory.westernsydney.edu.au/search/name/Paul%20Rouillon/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT1006_22-T3_BL_D#subjects)

CULT 1007 Introduction to Crime and Criminal Justice

Credit Points 10

Legacy Code 101560

Coordinator Erin Kruger ([https://directory.westernsydney.edu.au/search/name/Erin Kruger/](https://directory.westernsydney.edu.au/search/name/Erin%20Kruger/))

Description In 2019 this unit replaced by 102709 - Introduction to Criminal Justice. This unit provides an introduction to the study of criminal justice from a critical criminological perspective. How crime is measured and explained, who are identified as criminals or victims, and how to effectively respond to crime is not straightforward. The unit examines the workings of the criminal justice system, and analyses how police, courts and corrections influence the processes of criminalisation and victimisation, and the societal context in which this occurs. The unit looks at other forms of control and prevention beyond those of the criminal justice system.

School Social Sciences

Discipline Criminology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects CULT 1024 - Introduction to Criminal Justice
 CULT 1025 - Introduction to Criminal Justice (WSTC)
 CULT 1008 - Introduction to Crime and Criminal Justice (WSTC)
 CULT 1003 - Crime and Criminal Justice

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Define the concepts central to crime and criminal justice;
2. Summarise the benefits and limitations of theories, debates and policy developments in relation to crime through reference to relevant academic literature and policy sources as appropriate;
3. Identify and describe a range of stakeholders involved in responding to crime, the criminal justice process, these stakeholders of roles and responsibilities and relationships between them;

Subject Content

Defining and measuring crime
 Victims and victimology
 Criminal justice institutions and practices

Issues and themes in criminal justice

Alternatives to the criminal justice process

1. Defining justice, including links between justice and morality.
2. The purpose of justice, consideration of the role of justice in society.
3. Justice and crime, connecting notions of justice to the politics of social control.
4. The link between justice and law, including the separation of powers between parliament, judiciary and the executive branch of government.
5. Criminal justice institutions and practices, discussing the role of police, courts, and corrections.
6. Measuring justice, crime and victimisation, an introduction to and critique of existing data and methods.
7. The criminalisation process and social inequality.
8. Comparing and contrasting approaches to justice (traditional and alternative approaches e.g. restorative justice).

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz online	10 quizzes (via vUWS, 10 questions each)	30	N	Individual
Workbook	1,500 words	30	N	Individual
Essay	1,500 words	40	N	Individual

Prescribed Texts

- A workbook which contains activities for tutorials as well as compulsory tutorial readings.

Teaching Periods

CULT 1012 Policing, Justice and Society

Credit Points 10

Legacy Code 102318

Coordinator Michael Kennedy ([https://directory.westernsydney.edu.au/search/name/Michael Kennedy/](https://directory.westernsydney.edu.au/search/name/Michael%20Kennedy/))

Description In this introductory unit to policing, who the police are, what they do and the practice of policing will be described explained and analysed. The unit will consider the communities, groups and individuals the practice of policing exposes the police and other criminal justice agencies to. Students will consider and critically think about contemporary strategies and approaches applied to policing practice in the 21st Century. Students in this unit will also explore policing theory and apply it to practice. As this is an introductory unit, a focus on developing students' academic skills such as writing for university, reading and annotating will feature throughout the delivery of content.

School Social Sciences

Discipline Criminology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects CULT 1013 - Policing Justice and Society JUST 2012 - Law Evidence and Procedure CULT 1016 - Theories and Concepts of Policing CULT 1015 - Theories and Concepts of Policing

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe and explain past and contemporary policing practices and approaches in a democratic society;
2. Compare and contrast the range of policing roles;
3. Articulate the various policing models and strategies available;
4. Examine theories and concepts used to inform policing practice when working with communities, groups and individuals in which the police and other related agencies engage with.
5. Demonstrate knowledge of and application of basic academic skills

Subject Content

1. Introduction to the subject and examining the 'police' and 'policing'?
2. Historical and Comparative development of policing practice in Australia
3. Policing in a legal context (Online lecture)
4. Study skills in Criminal Justice (Online lecture)
5. Policing, Justice and Intersectionality (Online lecture)
6. Working with victims
7. Interviewing and working with suspects (Online lecture)
8. Offender profiling, crime analysis and policing practice
9. Partnership working and policing practice (Online lecture)
10. Models of policing
11. The Privatisation of Criminal Justice
12. Review and Revision of unit

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Self Reflection (due week 4)	500 words	20	Y	Individual
Short answer exercise (due week 10)	1,500 words	30	Y	Individual
Online quiz/exam preparation (due in week 12)	1 x online quiz	10	Y	Individual
Final Examination – multiple choice	2 hours	40	Y	Individual

Teaching Periods

CULT 1013 Policing, Justice and Society (WSTC)

Credit Points 10

Legacy Code 700238

Coordinator Paul Rouillon ([https://directory.westernsydney.edu.au/search/name/Paul Rouillon/](https://directory.westernsydney.edu.au/search/name/Paul%20Rouillon/))

Description In this unit, the role and function of police from a social, historical and comparative perspective as well as different policing practices in Australia and other nations, are described, explained and analysed. The structure, roles, and reform of police are addressed, as are other issues such as social diversity and community relations and debates about distinct policing strategies and their social impact. Students will explore the relevance of policing theories and concepts in contemporary society.

School Social Sciences

Discipline Criminology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects JUST 2012 - Law Evidence and Procedure CULT 1016 - Theories and Concepts of Policing (UWSC) CULT 1015 - Theories and Concepts of Policing CULT 1012 - Policing Justice and Society

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in Extended Diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject. Students enrolled in 7058 Diploma of Social Science (Policing) Extended and 7077 Bachelor of Social Science (Policing) Extended (WSTC First Year Program) must have successfully completed 700236 Introduction to Australian Law Enforcement before enrolling in this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. After successful completion of this unit, students will be able to:
2. Describe the major trends underpinning past and contemporary policing in a democratic society;
3. Compare and contrast the range of policing roles;
4. Articulate the various policing models and strategies available;
5. Evaluate the key theories and concepts used to inform policing practice for the range of individuals and groups with which they engage.

Subject Content

1. Comparative and historical perspectives on policing
2. The roles and functions of police
3. Policing, inequality and social diversity
4. Gender, race, ethnicity, social class and policing
5. Policing ethics and accountability
6. Community and democratic policing
7. Recent strategies and effectiveness (problem oriented / intelligence/evidence and partnership policing)
8. Working with victims and communities
9. Working with suspects and offenders
10. Reform and professionalisation
11. Policing, risk and terrorism

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	10 x10 weeks @ 30 minutes per quiz	10	N	Individual
Report	500 words	20	N	Individual
Essay	1500 words	30	N	Individual
Final Exam	2 hours	40	N	Individual

Teaching Periods

CULT 1017 Understanding Society

Credit Points 10

Legacy Code 101551

Coordinator Amie Matthews ([https://directory.westernsydney.edu.au/search/name/Amie Matthews/](https://directory.westernsydney.edu.au/search/name/Amie%20Matthews/))

Description Understanding Society introduces first year students to key sociological concepts, methods and theories used for the examination of individuals, social interactions, institutions and structures. Students explore how individual experiences are connected to wider social patterns. Considering questions of power, students will be introduced to various debates concerning structure and agency, and will examine social inequality. With a focus on contemporary social life, the unit provides opportunity for students to consider current social issues and processes of social change. At the conclusion of their studies in this unit students will have been presented with opportunities to develop skills in critical reading and sociological analysis.

School Social Sciences

Discipline Society and Culture, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects HUMN 1037 – Introduction to Sociology
CULT 1019 - Understanding Society (WSTC)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate their knowledge of key concepts and interpretive traditions in sociology.
2. Identify relevant sources, and assess approaches to and claims about social processes and institutions.
3. Analyse social processes and institutions from a broad understanding of contemporary society.
4. Demonstrate writing and referencing skills commensurate with university scholarship.
5. Explain key concepts in sociology.
6. Identify key characteristics of the major theoretical frameworks used in sociology.
7. Identify relevant sources, and assess approaches to and claims about social processes and institutions in contemporary society.
8. Apply a sociological understanding of power, social inequality and social change to case study materials.
9. Demonstrate reading, writing and referencing skills commensurate with university scholarship.

Subject Content

The Sociological Perspective

Groups and Social Control
 Social Inequality
 Social Institution
 Social Change
 Individual and social identities
 Social groups and relationships
 Social Institutions
 Power, structure and agency

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Log/ Workbook	1,000 words (for all workbook submissions combined)	35	N	Individual
Essay	1,500 words	40	N	Individual
Case Study	500 words	25	N	Individual

Prescribed Texts

- McCormack, M., Anderson, E., Jamie, K. and David, M. (2018) *Discovering Sociology*. London, UK: Palgrave.

Teaching Periods

Summer A

Online

Online

Subject Contact Jeeva Sajan ([https://directory.westernsydney.edu.au/search/name/Jeeva Sajan/](https://directory.westernsydney.edu.au/search/name/Jeeva%20Sajan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT1017_22-SUA_ON_O#subjects)

Block A Session

Online

Online

Subject Contact Jack Isherwood ([https://directory.westernsydney.edu.au/search/name/Jack Isherwood/](https://directory.westernsydney.edu.au/search/name/Jack%20Isherwood/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT1017_22-BA_ON_O#subjects)

Autumn

Penrith (Kingswood)

Day

Subject Contact Amie Matthews ([https://directory.westernsydney.edu.au/search/name/Amie Matthews/](https://directory.westernsydney.edu.au/search/name/Amie%20Matthews/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT1017_22-AUT_KW_D#subjects)

Liverpool

Day

Subject Contact Amie Matthews ([https://directory.westernsydney.edu.au/search/name/Amie Matthews/](https://directory.westernsydney.edu.au/search/name/Amie%20Matthews/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT1017_22-AUT_LP_D#subjects)

Online

Online

Subject Contact Amie Matthews ([https://directory.westernsydney.edu.au/search/name/Amie Matthews/](https://directory.westernsydney.edu.au/search/name/Amie%20Matthews/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT1017_22-AUT_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Amie Matthews ([https://directory.westernsydney.edu.au/search/name/Amie Matthews/](https://directory.westernsydney.edu.au/search/name/Amie%20Matthews/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT1017_22-AUT_PS_D#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT1017_22-SC1_SC_D#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Alexia Cameron ([https://directory.westernsydney.edu.au/search/name/Alexia Cameron/](https://directory.westernsydney.edu.au/search/name/Alexia%20Cameron/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT1017_22-OT2_OW_O#subjects)

CULT 1018 Understanding Society (Block Mode)

Credit Points 10

Legacy Code 101763

Coordinator Jeeva Sajan ([https://directory.westernsydney.edu.au/search/name/Jeeva Sajan/](https://directory.westernsydney.edu.au/search/name/Jeeva%20Sajan/))

Description Understanding Society will introduce students in the first year of their studies to key concepts and theories used in examining and understanding social action, social policy, social institutions, social structure and social change. Students enrolled in the unit will be introduced to factual information concerning contemporary societies and the methods of interpreting such information. At the conclusion of their studies in this unit students will have been presented with opportunities to develop skills in critical reading and sociological analysis.

School Social Sciences

Discipline Society and Culture, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects LGYA 7648 - Introduction to Sociology 1 (AREPMETRO)

Restrictions Students must be enrolled in 1689 Bachelor of Community and Social Development

Learning Outcomes

On successful completion of this subject, students should be able to:

1. demonstrate their knowledge and understanding of key concepts and interpretive traditions in sociology
2. identify relevant sources, and assess approaches to, and claims about, social processes and institutions
3. analyse social processes and institutions from a broad understanding of contemporary society

Subject Content

1. The Sociological Perspective
2. Groups and Social Control
3. Social Inequality
4. Social Institution
5. Social Change

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
1a. Essay plan	500 words	15	N	Individual
1b. Essay	1500 words	40	N	Individual
Quiz - Online short answer questions	3 x 250 words	45 (15 each)	N	Individual

Prescribed Texts

- Henslin, J., Possamai, A and A. Possamai ?Inesedy (2013) Sociology: A Down to Earth Approach (2nd ed.), Pearson Australia, Frenchs Forest, NSW.

Teaching Periods

CULT 1019 Understanding Society (WSTC)

Credit Points 10

Legacy Code 700049

Coordinator Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

Description Understanding Society introduces first year students to key sociological concepts, methods and theories used for the examination of individuals, social interactions, institutions and structures. Students explore how individual experiences are connected to wider social patterns. Considering questions of power, students will be introduced to various debates concerning structure and agency, and will examine social inequality. With a focus on contemporary social life, the unit provides opportunity for students to consider current social issues and processes of social change. At the conclusion of their studies in this

unit students will have been presented with opportunities to develop skills in critical reading and sociological analysis.

School Social Sciences

Discipline Society and Culture, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Co-requisite(s) Students enrolled in the combined DiplomaBachelor courses listed below must pass all College Preparatory units listed in the course structure before progressing to the Year Two units

Equivalent Subjects CULT 1017 - Understanding Society

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in extended diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain key concepts in sociology.
2. Identify key characteristics of the major theoretical frameworks used in sociology.
3. Identify relevant sources, and assess approaches to and claims about social processes and institutions in contemporary society.
4. Apply a sociological understanding of power, social inequality and social change to case study materials.
5. Demonstrate reading, writing and referencing skills commensurate with university scholarship.

Subject Content

The sociological perspective
Individual and social identities
Social groups and relationships
Social institutions
Power, structure and agency
Social inequality
Social change

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Workbook Activities	Weekly entries. 500 words. (Students need to complete at least one activity in order to be considered as having attempted this assessment).	30	N	Individual

Essay	1500 words	40	N	Individual
Case Study	1000 words	30	N	Individual

Prescribed Texts

- McCormack, M., Anderson, E., Jamie, K. and David, M. (2018). *Discovering sociology*. London, UK: Palgrave. Only currently available via 2020 Digital Textbook Initiative. IE: Not available online via library catalogue.

Teaching Periods

Term 1

Bankstown

Day

Subject Contact Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT1019_22-T1_BA_D#subjects)

Term 2

Bankstown

Day

Subject Contact Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT1019_22-T2_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT1019_22-T2_BL_D#subjects)

Term 3

Bankstown

Day

Subject Contact Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT1019_22-T3_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT1019_22-T3_BL_D#subjects)

CULT 1020 Working with Communities

Credit Points 10

Legacy Code 101900

Coordinator Nidhi Wali ([https://directory.westernsydney.edu.au/search/name/Nidhi Wali/](https://directory.westernsydney.edu.au/search/name/Nidhi%20Wali/))

Description In 2021, this unit replaced by 102815 - Introduction to Indigenous Australia: Peoples, Places and Philosophies. A diverse range of professionals use social science research, theories and principles in their work with communities. In this unit students will explore common scholarly ideas and practices that inform work with communities and how these are applied in a range of professional settings. This unit introduces students to the methods and principles of community participation, capacity-building, community needs assessment, and resilience. Students will be guided to identify and analyse global, local, government and organisational aspects and interests in the development of their own and wider communities. Students will plan a professional approach to working with an example community by building and reporting on a chosen case study.

School Social Sciences

Discipline Society and Culture, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects CULT 1011 - Organisations Communities and Communication BUSM 1033 - Working with Communities HUMN 1060 - Introduction to Indigenous Australia Peoples Places and Philosophies CULT 1021 Working with Communities (WSTC)

Incompatible Subjects WELF 1008 - Skills Development in the Human Services

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe key concepts and perspectives in community scholarship;
2. Explain how key concepts and perspectives are connected to their individual experience of community, and to a range of professions that work with communities;
3. Collect and analyse relevant information about an example community from scholarly and professional perspectives;
4. Propose an approach to working with an example community from a professional perspective;
5. Explain the importance of community empowerment, capacity-building, community diversity and social justice, to society and the individual;
6. Utilise online technologies to organise, share and communicate Indigenous-related topics and issues.

Subject Content

1. Threshold concepts and the main debates in community scholarship
2. 'Communities' as dynamic, social and cultural groups that are both political and contested entities and exist as multi-scalar (local, regional, international, and across time) collectives of interest, as virtual as well as place based.
3. Why community matters: power, social action, a sense of the past and future directions, contestation and decision-making
4. Assessing social needs and enacting change: How different organisations, stakeholders and groups within society can work together to achieve shared goals and visions
5. How different types of organisations and institutions – global to local – public and private – formal and informal- serve shared needs
6. Social justice and building community resilience

7. Ethical approaches to working with communities: Participatory methods, the issues of trust, cooperation, communication and collaboration in everyday life and in professional life
8. Communications – written and oral forms of communication in everyday and in professional practice to different intended audiences/ readerships, via a journal (assignment 1), a professional report (A2) and a website (A3).
9. Scholarly skills: ethical considerations and integrity, identifying issues, goal setting, time management, introductory research skills, analysing secondary data, writing professional reports and preparing a community engagement website.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	500 words	20	N	Individual
Report	1,500 words	40	N	Individual
Applied Project	1,000 words	40	N	Individual

Teaching Periods

Block A Session

Online

Online

Subject Contact Jack Isherwood ([https://directory.westernsydney.edu.au/search/name/Jack Isherwood/](https://directory.westernsydney.edu.au/search/name/Jack%20Isherwood/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT1020_22-BA_ON_O#subjects)

CULT 1021 Working with Communities (WSTC)

Credit Points 10

Legacy Code 700139

Coordinator Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

Description This introductory unit provides foundational skills and knowledge required for professional practice in a range of social science related careers in which working with and as part of communities is essential. With an emphasis on practical understanding through both team-work and fieldwork it introduces students to a range of skills in interpersonal and written communication, and to community and organisational processes and structures. It enables students to identify issues of change; conflicting and collaborative interests; participation and collaboration. It provides practical experience in working with others to achieve shared objectives with mechanisms for goal setting, issues identification, information and resource sharing that operate in everyday life and all professional contexts

School Social Sciences

Discipline Society and Culture, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects CULT 1011 - Organisations Communities and Communication CULT 1020 - Working with Communities LGYB 0465 - Organisations Communities and Communication

Incompatible Subjects WELF 1008 - Skills Development in the Human Service

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in extended diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject. Students enrolled in 7055 Diploma in Criminal and Community Justice Extended; 7057 Diploma in Social Science Extended; 7058 Diploma in Social Science (Policing) and must have successfully completed 700199 Academic Communication 2 (UWSCFS) or 700208 English for Tertiary Study 2 (UWSCFS) or 700210 Introduction to Academic Communication 2 (UWSCFS).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe key concepts and perspectives in community scholarship
2. Explain how key concepts and perspectives are connected to their individual experience of community, and to a range of professions that work with communities
3. Collect and analyse relevant information about an example community from scholarly and professional perspectives
4. Propose an approach to working with an example community from a professional perspective
5. Explain the importance of community empowerment, capacity-building, community diversity and social justice, to society and the individual;
6. Utilise online technologies to organise, share and communicate Indigenous-related topics and issues.

Subject Content

1. Communities' as dynamic, social groups that are both political and contested entities and exist as multi-scalar (local, regional, international) collectives of interest, as virtual as well as place based.
2. Contextualising the concept of 'community' on abstract and concrete levels. What does the concept of community mean and how is this negotiated in terms of 'belonging' and participating
3. How different types of organisations and institutions - global to local - public and private - formal and informal- serve shared needs
4. Social processes of participation, and the issues of trust, cooperation, communication and collaboration in everyday life and in working life
5. How different organisations, stakeholders and groups within society can work together to achieve shared goals and visions
6. Communications - written and oral forms of communication in everyday and in professional practice.
7. Preparation for field/group work, including working as a team, ethical considerations and integrity, identifying issues, goal setting, defining field work objectives, introductory research skills, analysing secondary data, preparing oral presentation and written reports.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	10 minute group presentation	15	N	Group
Literature Review		35	N	Individual
Report	15 minutes	20	N	Group
Report	1,000 words	30	N	Individual

Teaching Periods

CULT 1022 Working with Cultural Differences

Credit Points 10

Legacy Code 101664

Coordinator Teddy Nagaddya ([https://directory.westernsydney.edu.au/search/name/Teddy Nagaddya/](https://directory.westernsydney.edu.au/search/name/Teddy%20Nagaddya/))

Description This unit is designed to develop student awareness of culture, identity and difference in the Australian context. Students are introduced to and expected to develop a working knowledge of the concepts of culture, identity, power relations, whiteness and difference. From these theoretical bases, issues of identity and difference and power relations are explored in the Australian context with particular focus on Indigenous/non-Indigenous relations and multiculturalism. In addition, the effects of socially constructed differences of race, gender, class, and sexuality are explored.

School Social Sciences

Discipline Society and Culture, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects CEDS 2002 - Working with Cultural Differences in Educational Settings (UG) CULT 1023 - Working with Cultural Differences (WSTC)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Articulate current theories and concepts of culture, identity, difference and power.
2. Identify the historical and social contexts of cultural differences and power relations in Australia through personal narratives and readings.
3. Explain the concept of whiteness as a structure of authority and as a location of identity.
4. Discuss the history of Indigenous/non-Indigenous relations in Australia and its impact for Aboriginal and Torres Strait Islanders today.
5. Evaluate different discourses and practices of multiculturalism in recent Australian history.

Subject Content

Concepts of culture, cultural difference and identity
 Narratives of identities and difference
 Understanding of power and relations of power and positioning within cultural differences
 Whiteness as a structure of authority and as a location of identity

Historical and social perspectives on cultural differences and power relations in Australia
 Impacts of the history of Indigenous/non-Indigenous relations in Australia
 Discourses of multiculturalism in recent Australian history
 Markers of difference such as gender, race, class, sexuality, location in the Australian context
 Exploration of good practice, policy and research on working with cultural differences

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	12 X Quizzes of 5 questions each	40	N	Individual
Reflection	1,200 words	40	N	Individual
Exam	1 hour	20	N	Individual

Teaching Periods

WSU Online TRI-2

Wsu Online

Online

Subject Contact David-Jack Fletcher ([https://directory.westernsydney.edu.au/search/name/David-Jack Fletcher/](https://directory.westernsydney.edu.au/search/name/David-Jack%20Fletcher/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT1022_22-OT2_OW_O#subjects)

Spring

Liverpool

Day

Subject Contact Teddy Nagaddya ([https://directory.westernsydney.edu.au/search/name/Teddy Nagaddya/](https://directory.westernsydney.edu.au/search/name/Teddy%20Nagaddya/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT1022_22-SPR_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Teddy Nagaddya ([https://directory.westernsydney.edu.au/search/name/Teddy Nagaddya/](https://directory.westernsydney.edu.au/search/name/Teddy%20Nagaddya/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT1022_22-SPR_PS_D#subjects)

CULT 1023 Working with Cultural Differences (WSTC)

Credit Points 10

Legacy Code 700140

Coordinator Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

Description The purpose of this subject is to develop awareness and understanding of cultural differences, whiteness and power relations in

Australian society. Students are introduced to and required to develop a working understanding of theories of whiteness, culture, identity, difference and relations of power. Through assignments and activities students have the opportunity to work through the application of these theories in relation to different groups and social issues in the Australian context.

School Social Sciences

Discipline Society and Culture, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Pre-requisite(s) -

Equivalent Subjects CULT 1022 Working with Cultural Differences
HUMN 1046 Tourism in Society (WSTC)

Restrictions

Students must be enrolled at Western Sydney University, The College. Students enrolled in extended diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject. Students enrolled in 7057 Diploma in Social Science Extended must have passed or be enrolled in preparatory subjects listed in the program structure in order to enrol in this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Articulate current theories and concepts of culture, identity, difference and power.
2. Identify the historical and social contexts of cultural differences and power relations in Australia through personal narratives and readings.
3. Explain the concept of whiteness as a structure of authority and as a location of identity.
4. Discuss the history of Indigenous/non-Indigenous relations in Australia and its impact for Aboriginal and Torres Strait Islanders today.
5. Evaluate different discourses and practices of multiculturalism in recent Australian history.

Subject Content

1. Concepts of culture, cultural difference and identity;
2. Narratives of identities and difference;
3. Understanding of power and relations of power and positioning within cultural differences;
4. Whiteness as a structure of authority and as a location of identity;
5. Historical and social perspectives on cultural differences and power relations in Australia;
6. Impact of the history of Indigenous/non-Indigenous relations in Australia;
7. Discourses of multiculturalism in recent Australian history;
8. Markers of difference such as gender, race, class, sexuality, location in the Australian context;
9. Exploration of good practice, policy and research on working with cultural differences.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	(6) of 10 questions each - (Wk2 early intervention quiz – 250 words)	30	N	Individual
Reflection	2 x 600 words	40	N	Individual
Take Home Exam	750 words	30	N	Individual

Teaching Periods

Term 1

Bankstown

Day

Subject Contact Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT1023_22-T1_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT1023_22-T1_BL_D#subjects)

Term 3

Bankstown

Day

Subject Contact Paul Rouillon ([https://directory.westernsydney.edu.au/search/name/Paul Rouillon/](https://directory.westernsydney.edu.au/search/name/Paul%20Rouillon/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT1023_22-T3_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Paul Rouillon ([https://directory.westernsydney.edu.au/search/name/Paul Rouillon/](https://directory.westernsydney.edu.au/search/name/Paul%20Rouillon/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT1023_22-T3_BL_D#subjects)

CULT 1024 Introduction to Criminal Justice

Credit Points 10

Legacy Code 102709

Coordinator Ryan Thorneycroft ([https://directory.westernsydney.edu.au/search/name/Ryan Thorneycroft/](https://directory.westernsydney.edu.au/search/name/Ryan%20Thorneycroft/))

Description This unit introduces students to criminal justice issues and practices through an examination of the Australian criminal justice system and its processes. This is achieved through a court visit (either virtual or physical) as a method of unobtrusive participant observation. Students will examine how the criminal justice system works (and

sometimes fails to work), and how police, courts, and corrections influence the processes of criminalisation, victimisation, and (in)justice.

School Social Sciences

Discipline Criminology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects CULT 1007 - Introduction to Crime and Criminal Justice CULT 1003 - Crime and Criminal Justice CULT 1008 - Introduction to Crime and Criminal Justice (WSTC) CULT 1025 - Introduction to Criminal Justice (WSTC)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Define the concepts central to understandings of justice generally and criminal justice specifically.
2. Explain how the Australian criminal justice system works with reference to each branch of the system; police, courts, and corrections.
3. Discuss Australian criminal justice systems and processes and alternative forms of delivering justice.
4. Articulate an appropriate understanding of theories and concepts used to inform policing, courts and corrections when working with communities, groups and individuals with whom they engage.

Subject Content

A holistic understanding of crime and its relation to criminal justice process.

Defining justice.

The purpose of justice, consideration of the role of justice in society.

Justice and crime, connecting notions of justice to the politics of social control.

The link between justice and law, including the separation of powers between parliament, judiciary and the executive branch of government.

Criminal justice institutions and practices: reporting on the role of police, courts, and corrections.

The criminalisation process and social inequality ? gender/sexuality, indigeneity/race and class.

The purpose of punishment and sentencing.

Comparing and contrasting approaches to justice (traditional and alternative approaches e.g. restorative justice).

Defining policing, including the historical context of policing in Australia as well as features of modern policing.

The impact of police discretion, culture, misconduct and moral vulnerability upon police accountability as well as emerging trends in policing.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	4 quizzes x 10 multiple choice questions each	20	N	Individual

Critical Review	1,000 words	40	N	Individual
Applied Project	1,500 words	40	N	Individual

Teaching Periods

Summer A

Online

Online

Subject Contact Ryan Thorneycroft ([https://directory.westernsydney.edu.au/search/name/Ryan Thorneycroft/](https://directory.westernsydney.edu.au/search/name/Ryan%20Thorneycroft/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT1024_22-SUA_ON_O#subjects)

Autumn

Penrith (Kingswood)

Day

Subject Contact Ryan Thorneycroft ([https://directory.westernsydney.edu.au/search/name/Ryan Thorneycroft/](https://directory.westernsydney.edu.au/search/name/Ryan%20Thorneycroft/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT1024_22-AUT_KW_D#subjects)

Liverpool

Day

Subject Contact Ryan Thorneycroft ([https://directory.westernsydney.edu.au/search/name/Ryan Thorneycroft/](https://directory.westernsydney.edu.au/search/name/Ryan%20Thorneycroft/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT1024_22-AUT_LP_D#subjects)

Online

Online

Subject Contact Ryan Thorneycroft ([https://directory.westernsydney.edu.au/search/name/Ryan Thorneycroft/](https://directory.westernsydney.edu.au/search/name/Ryan%20Thorneycroft/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT1024_22-AUT_ON_O#subjects)

WSU Online TRI-1

Wsu Online

Online

Subject Contact Ryan Thorneycroft ([https://directory.westernsydney.edu.au/search/name/Ryan Thorneycroft/](https://directory.westernsydney.edu.au/search/name/Ryan%20Thorneycroft/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT1024_22-OT1_OW_O#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT1024_22-SC2_SC_D#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact David-Jack Fletcher ([https://directory.westernsydney.edu.au/search/name/David-Jack Fletcher/](https://directory.westernsydney.edu.au/search/name/David-Jack+Fletcher/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT1024_22-OT3_OW_0#subjects)

CULT 1025 Introduction to Criminal Justice (WSTC)

Credit Points 10

Legacy Code 700300

Coordinator Paul Rouillon ([https://directory.westernsydney.edu.au/search/name/Paul Rouillon/](https://directory.westernsydney.edu.au/search/name/Paul+Rouillon/))

Description This unit introduces students to criminology, policing, and criminal justice issues and practices through an examination of the Australian criminal justice process. Students will examine how the criminal justice system works (and sometimes fails to work), and how police, courts, and corrections influence the processes of criminalisation, victimisation, and (in)justice.

School Social Sciences

Discipline Criminology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects CULT 1007 - Introduction to Crime and Criminal Justice CULT 1024 - Introduction to Criminal Justice CULT 1003 - Crime and Criminal Justice CULT 1008 - Introduction to Crime and Criminal Justice (WSTC)

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in Extended College programs must have passed 40 credit points of the preparatory subjects in these programs in order to enrol in this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Define the concepts central to understandings of justice generally and criminal justice specifically.
2. Explain how the Australian criminal justice system works with reference to each branch of the system; police, courts, and corrections.
3. Discuss Australian criminal justice systems and processes and alternative forms of delivering justice.
4. Articulate an appropriate understanding of theories and concepts used to inform policing courts and corrections when working with communities, groups and individuals with whom they engage.
5. Demonstrate skills and knowledge about the theory and practice of what constitutes a successful, independent and reflective learner in tertiary education.
6. Communicate ideas and information in a style appropriate to an academic setting.

Subject Content

A holistic understanding of crime and its relation to criminal justice process.

Defining justice.

The purpose of justice, consideration of the role of justice in society. Justice and crime, connecting notions of justice to the politics of social control.

The link between justice and law, including the separation of powers between parliament, judiciary and the executive branch of government. Criminal justice institutions and practices, discussing the role of police, courts, and corrections.

The criminalisation process and social inequality ? gender/sexuality, indigeneity/race and class.

The purpose of punishment and sentencing.

Comparing and contrasting approaches to justice (traditional and alternative approaches e.g. restorative justice).

Defining policing, including the historical context of policing in Australia as well as features of modern policing.

The impact of police discretion, culture, misconduct and moral vulnerability upon police accountability as well as emerging trends in policing.

Tertiary Study Skills ? Defining tertiary learning strategies including the communication skills and educational technologies required to succeed in a transitional education environment.

A holistic understanding of crime and its relation to criminal justice process.

Defining justice.

The purpose of justice, consideration of the role of justice in society. Justice and crime, connecting notions of justice to the politics of social control.

The link between justice and law, including the separation of powers between parliament, judiciary and the executive branch of government. Criminal justice institutions and practices, discussing the role of police, courts, and corrections.

The criminalisation process and social inequality ? gender/sexuality, indigeneity/race and class.

The purpose of punishment and sentencing.

Comparing and contrasting approaches to justice (traditional and alternative approaches e.g. restorative justice).

Defining policing, including the historical context of policing in Australia as well as features of modern policing.

The impact of police discretion, culture, misconduct and moral vulnerability upon police accountability as well as emerging trends in policing.

Tertiary Study Skills ? Defining tertiary learning strategies including the communication skills and educational technologies required to succeed in a transitional education environment.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	10 quizzes (via vUWS, 5 questions each)	20	N	Individual
Log/ Workbook	(2 x 750 words)	30	N	Individual
Case Study	a) 250 words and b) 1250 words	50	N	Individual

Prescribed Texts

- Broadhurst, R. and Davis, S. E. (2009). Policing in Context: An introduction to Police Work in Australia. Oxford University Press: Oxford.
- Findlay, M., Odgers, S., and Yeo, S. (2014). Australian Criminal Justice, 5th Edn., Oxford University Press, Melbourne.

Teaching Periods

Term 1

Bankstown

Day

Subject Contact Paul Rouillon ([https://directory.westernsydney.edu.au/search/name/Paul Rouillon/](https://directory.westernsydney.edu.au/search/name/Paul%20Rouillon/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT1025_22-T1_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Paul Rouillon ([https://directory.westernsydney.edu.au/search/name/Paul Rouillon/](https://directory.westernsydney.edu.au/search/name/Paul%20Rouillon/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT1025_22-T1_BL_D#subjects)

Term 2

Bankstown

Day

Subject Contact Paul Rouillon ([https://directory.westernsydney.edu.au/search/name/Paul Rouillon/](https://directory.westernsydney.edu.au/search/name/Paul%20Rouillon/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT1025_22-T2_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Paul Rouillon ([https://directory.westernsydney.edu.au/search/name/Paul Rouillon/](https://directory.westernsydney.edu.au/search/name/Paul%20Rouillon/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT1025_22-T2_BL_D#subjects)

CULT 1026 Understanding Society (UG Cert)

Credit Points 10

Legacy Code 500042

Coordinator Jack Isherwood ([https://directory.westernsydney.edu.au/search/name/Jack Isherwood/](https://directory.westernsydney.edu.au/search/name/Jack%20Isherwood/))

Description Understanding Society introduces students to key sociological concepts, methods and theories used for the examination of individuals, social interactions, institutions and structures. Students explore how individual experiences are connected to wider social patterns. Considering questions of power, students will be introduced to various debates concerning structure and agency and will examine social inequality. With a focus on contemporary social life, the unit provides opportunity for students to consider current social issues and processes of social change. At the conclusion of their studies in this unit students will have been presented with opportunities to develop skills in critical reading and sociological analysis.

School Social Sciences

Discipline Society and Culture, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects HUMN 1037 - Introduction to Sociology CULT 1017 - Understanding Society CULT 1019 - Understanding Society (WSTC)

Restrictions Students must be enrolled in program 7170 - Undergraduate Certificate in Mental Health and Counselling.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain key concepts in sociology.
2. Identify key characteristics of the major theoretical frameworks used in sociology.
3. Identify relevant sources and assess approaches to and claims about social processes and institutions in contemporary society.
4. Apply a sociological understanding of power, social inequality and social change to case study materials.
5. Demonstrate reading, writing and referencing skills commensurate with university scholarship.

Subject Content

The Sociological Perspective
Individual and social identities
Social groups and relationships
Social institutions
Power, structure and agency
Social Inequality
Social Change

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Portfolio	300 words per discussion entry (900 total)	30	N	Individual
Short Answer	900 words	20	N	Individual
Peer Review	300 Words	10	N	Individual
Case Study	1200 words	40	N	Individual

Teaching Periods

Block B Session

Online

Online

Subject Contact Jack Isherwood ([https://directory.westernsydney.edu.au/search/name/Jack Isherwood/](https://directory.westernsydney.edu.au/search/name/Jack%20Isherwood/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT1026_22-BB_ON_O#subjects)

Block D Session

Online

Online

Subject Contact Jack Isherwood ([https://directory.westernsydney.edu.au/search/name/Jack Isherwood/](https://directory.westernsydney.edu.au/search/name/Jack%20Isherwood/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT1026_22-BD_ON_O#subjects)

Block F Session

Online

Online

Subject Contact Jack Isherwood ([https://directory.westernsydney.edu.au/search/name/Jack Isherwood/](https://directory.westernsydney.edu.au/search/name/Jack%20Isherwood/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT1026_22-BF_ON_O#subjects)

CULT 1027 Working with Communities (UG Cert)

Credit Points 10

Legacy Code 500043

Coordinator Jack Isherwood ([https://directory.westernsydney.edu.au/search/name/Jack Isherwood/](https://directory.westernsydney.edu.au/search/name/Jack%20Isherwood/))

Description A diverse range of professionals use social science research, theories and principles in their work with communities. In this unit students will explore common scholarly ideas and practices that inform work with communities and how these are applied in a range of professional settings. This unit introduces students to the methods and principles of community participation, capacity-building, community needs assessment, and resilience. Students will be guided to identify and analyse global, local, government and organisational aspects and interests in the development of their own and wider communities. Students will plan a professional approach to working with an example community by building and reporting on a chosen case study.

School Social Sciences

Discipline Society and Culture, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects CULT 1011 - Organisations Communities and Communication BUSM 1033 - Working with Communities CULT 1020 - Working With Communities CULT 1021 - Working with Communities (WSTC)

Restrictions Students must be enrolled in program 7170 - Undergraduate Certificate in Mental Health and Counselling.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe key concepts and perspectives in community scholarship.
2. Critically reflect on how key concepts and perspectives are connected to their individual experience of community, and to a range of professions that work with communities.
3. Collect and analyse relevant information about an example community from scholarly and professional perspectives.
4. Propose an approach to working with an example community from a professional perspective.

5. Explain the importance of community empowerment, capacity-building, identity, diversity and social justice, to society and the individual.
6. Utilise online technologies to organise, share and communicate Indigenous-related topics and issues.

Subject Content

Threshold concepts and the main debates in community scholarship. Communities as dynamic, social and cultural groups that are both political and contested entities and exist as multi-scalar (local, regional, international, and across time) collectives of interest, as virtual as well as place based.

Why community matters: power, social action, a sense of the past and future directions, contestation and decision-making.

Assessing social needs and enacting change: How different organisations

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Portfolio	600 words	20	N	Individual
Case study	1000 words	40	N	Individual
Part A – Needs Assessment	Part A – 400			
Part B – Reflection on Goals and challenges	Part B - 600			
Professional artefact	1,000 words	40	N	Individual

Teaching Periods

Block A Session

Online

Online

Subject Contact Jack Isherwood ([https://directory.westernsydney.edu.au/search/name/Jack Isherwood/](https://directory.westernsydney.edu.au/search/name/Jack%20Isherwood/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT1027_22-BA_ON_O#subjects)

Block C Session

Online

Online

Subject Contact Jack Isherwood ([https://directory.westernsydney.edu.au/search/name/Jack Isherwood/](https://directory.westernsydney.edu.au/search/name/Jack%20Isherwood/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT1027_22-BC_ON_O#subjects)

CULT 2004 Culture, Identity, Difference (Block Mode)

Credit Points 10

Legacy Code 101766

Coordinator Sonia Tascon ([https://directory.westernsydney.edu.au/search/name/Sonia Tascon/](https://directory.westernsydney.edu.au/search/name/Sonia%20Tascon/))

Description This unit introduces students to a range of contemporary theories and concepts that will develop their understanding and analysis of culture, identity and difference within the Australian context. Students will explore the historical and social aspects of culture and identity, and the power and positioning within these. Locations of difference will also be explored such as gender, race, class, ethnicity, sexuality, ability, geography in the Australian context.

School Social Sciences

Discipline Society and Culture, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects CULT 1022 - Working with Cultural Differences
CEDS 2002 - Working with Cultural Differences in Educational Settings
LGYA 7380 - Working with Cultural Differences in Educational Settings

Restrictions Students must be enrolled in 1689 Bachelor of Community and Social Development and must have successfully completed 30 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate understanding of contemporary theories and concepts of culture, identity and difference;
2. Analyse the operation of power in terms of culture, identity and difference in the Australian context;
3. Describe the historical and social contexts of cultural differences in Australia;
4. Demonstrate understanding of the concept of whiteness as a structure of authority and as a location of identity;
5. Explain the operation of sites of power and difference including class, race, gender, ethnicity, ability, geographic location, sexuality, religion.

Subject Content

Culture, cultural difference and identity
Historical and social perspectives on cultural differences in Australia
Narratives about difference and identities
Understanding of power and positionings within cultural differences
Whiteness as a structure of authority and as a location of identity
Discourses of Indigeneity, Multiculturalism and Belonging in recent Australian history
Locations of difference such as gender, race, class, ethnicity, sexuality, ability, geography in the Australian context

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1,000 words	35	N	Individual
Individual Presentation	20 minutes	25	N	Individual
Case Study	2,000 words	40	N	Individual

Teaching Periods

CULT 2005 Ethics in the Social Sciences

Credit Points 10

Legacy Code 101555

Coordinator Kathleen Openshaw ([https://directory.westernsydney.edu.au/search/name/Kathleen Openshaw/](https://directory.westernsydney.edu.au/search/name/Kathleen%20Openshaw/))

Description This unit introduces students to the nature of western ethics and moral discourses, to ethical methodology and to the possibilities and limits of ethical discourse and practice. It covers the history of the formalisation of ethics as well as its current philosophical, sociological, and professional dimensions. It also deals with various case studies of ethical issues and moral debates students may encounter in their everyday day and professional lives. Students will be invited to reflect on moral discourse(s), their own understanding of morality, and on the use of ethics for social justice and fairness.

School Social Sciences

Discipline Society and Culture, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Restrictions Successful completion of 40 credit points. This restriction does not apply to students enrolled in program 1874 Postgraduate Bridging Program (Social Work).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply skills in reflexivity to an understanding of everyday lives and social actions
2. Demonstrate how ethics are constructed, understood, and applied in everyday life and in a social structure
3. Identify the significance of key ethical concepts in the context of social justice and social fairness
4. Articulate the connections between historical and philosophical developments in ethics and their applications to contemporary ethical practice

Subject Content

History of ethics and moral philosophy
Theoretical frameworks (Consequentialism, Deontology, Virtue Ethics)
Personal and professional ethical frameworks
Applied ethics (Honesty & fidelity, sexual & personal relationships, health & medicine, environment & sustainability)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short Answer	1,000 words	35	N	Individual
Poster	500 words	20	N	Individual
Case Study	1,500 words	45	N	Individual

Prescribed Texts

- Thiroux, J. and Krasemann, K. (2012). Ethics Theory and Practice (11th ed.). Pearson-Prentice Hall. USA.

Teaching Periods

Summer A**Liverpool****Day**

Subject Contact Kelly Moylan ([https://directory.westernsydney.edu.au/search/name/Kelly Moylan/](https://directory.westernsydney.edu.au/search/name/Kelly%20Moylan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT2005_22-SUA_LP_D#subjects)

WSU Online TRI-1**Wsu Online****Online**

Subject Contact Alexia Cameron ([https://directory.westernsydney.edu.au/search/name/Alexia Cameron/](https://directory.westernsydney.edu.au/search/name/Alexia%20Cameron/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT2005_22-OT1_OW_O#subjects)

Spring**Penrith (Kingswood)****Day**

Subject Contact Kathleen Openshaw ([https://directory.westernsydney.edu.au/search/name/Kathleen Openshaw/](https://directory.westernsydney.edu.au/search/name/Kathleen%20Openshaw/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT2005_22-SPR_KW_D#subjects)

Liverpool**Day**

Subject Contact Kathleen Openshaw ([https://directory.westernsydney.edu.au/search/name/Kathleen Openshaw/](https://directory.westernsydney.edu.au/search/name/Kathleen%20Openshaw/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT2005_22-SPR_LP_D#subjects)

Parramatta - Victoria Rd**Day**

Subject Contact Kathleen Openshaw ([https://directory.westernsydney.edu.au/search/name/Kathleen Openshaw/](https://directory.westernsydney.edu.au/search/name/Kathleen%20Openshaw/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT2005_22-SPR_PS_D#subjects)

WSU Online TRI-3**Wsu Online****Online**

Subject Contact Alexia Cameron ([https://directory.westernsydney.edu.au/search/name/Alexia Cameron/](https://directory.westernsydney.edu.au/search/name/Alexia%20Cameron/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT2005_22-OT3_OW_O#subjects)

Sydney City Campus - Term 3**Sydney City****Day**

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT2005_22-SC3_SC_D#subjects)

CULT 2006 Evidence, Investigations and Police Intelligence

Credit Points 10

Legacy Code 101567

Coordinator John Edwards ([https://directory.westernsydney.edu.au/search/name/John Edwards/](https://directory.westernsydney.edu.au/search/name/John%20Edwards/))

Description This unit aims to provide an overview of police investigations with a specific focus on understanding the interaction of police powers and the investigative process. The unit will introduce the common criminal offences in order to outline the investigative process through scenario based case studies. The unit will refer to both NSW and Commonwealth legislation. The unit will also examine the role of the courts in applying the rules of evidence to determine whether or not evidence gathered by investigators is sufficiently reliable to be admitted into evidence at a trial. The unit will examine the impact of technological change on the investigative process including the impact of forensic science. Whilst NSW legislation will be a significant focus, the investigative process is universally applicable.

School Social Sciences

Discipline Criminology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Case Study	500 Words	20	N	Individual
Brief of Evidence	1,000 words	25	N	Individual
Essay	1,500 words	30	N	Individual
Exam	2 hours	25	N	Individual

Teaching Periods

CULT 2007 International Politics of North Asia

Credit Points 10

Legacy Code 100872

Coordinator David Walton ([https://directory.westernsydney.edu.au/search/name/David Walton/](https://directory.westernsydney.edu.au/search/name/David%20Walton/))

Description This unit examines contemporary foreign policy issues in North Asia from the perspective of China and Japan. Core issues include a critical evaluation of contemporary Sino-Japanese relations, the role both countries play in regional affairs and why North Asia (in particular the Korean Peninsular) is an intersection point for geopolitics.

School Humanities & Comm Arts

Discipline Society and Culture, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects LGYA 0268 - International Relations of Northeast Asia

Restrictions Successful completion of 40 credit points at Level 1.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. provide an overview of political developments in post 1945 North Asia
2. understand core issues driving Chinese and Japanese foreign policy and regional diplomacy
3. critically engage in contemporary debates on key issues affecting North Asia (such as the ongoing Korean crisis, China's emergence as a great power and the implications of Japan's economic and political malaise).
4. demonstrate sensitivity to cross-cultural and cross-national issues

Subject Content

- Superpower rivalry in post War North Asia
- Regional diplomacy: substance and style
- Chinese politics and foreign policy
- Japanese politics and foreign relations
- Japan and China: strategic engagement or strategic competition?
- The role of Regional actors: Russia, Indonesia and Australia
- The North Korea dilemma
- The role of The United States in North Asia
- strategic Balance in Northeast Asia

Prescribed Texts

- A Subject Reader containing Selected Readings will be constructed by the subject coordinator.

Teaching Periods

CULT 2011 Prisons, Punishment and Criminal Justice

Credit Points 10

Legacy Code 102036

Coordinator Selda Dagistanli ([https://directory.westernsydney.edu.au/search/name/Selda Dagistanli/](https://directory.westernsydney.edu.au/search/name/Selda%20Dagistanli/))

Description The demise of corporal punishment and the regular use of imprisonment are defining features of control in modern states. This unit provides an historical and sociological examination of the models, practices and justifications for punishment and incarceration. It begins with an overview of early liberal notions of the social contract, the modern movement away from corporal punishment towards incarceration, and criminology's emphasis on treatment, reform and

rehabilitation. Following from this, the unit explores the development of probation and parole systems, decarceration, community corrections, mass imprisonment, and the contemporary control of risk and 'dangerous' populations. These themes are considered through the role of intersecting structural factors such as age, gender, sexuality, social class, racial/ethnic identity and disability, and the impact of imprisonment and corrections on different individuals and groups.

School Social Sciences

Discipline Criminology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects CULT 2010 - Prisons and Punishment

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate in written form the relationship between punishment and society, the history of the prison and its relationship to modernism;
2. Critically analyse how social practices of punishment affect certain sectors of the population, including highly marginalised groups;
3. Describe the impact of contemporary issues in public policy and penalty, including community-based measures, private prisons, the dispersal of punishment, restorative and therapeutic justice and vengeance;
4. Critically assess the contributions of philosophical approaches to contemporary debates about punishment goals and practices.

Subject Content

Punishment and criminal justice
 Philosophical justifications for punishment
 The rise of the prison
 Juvenile detention and punishment of youth
 Class, race, disadvantage and imprisonment
 Gender and punishment
 Non-custodial penalties and regulatory justice
 Penal reform, activism and prison politics
 Prison policies and correctional programmes
 Decarceration and recarceration
 Privatisation of prisons and corrections
 Risk, fear and 'dangerousness'?

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quizzes	30 minutes	20	N	Individual
Reflection	1,200 words	35	N	Individual
Essay	1,500 words	45	N	Individual

Teaching Periods

CULT 2016 Evidence and Investigation

Credit Points 10

Legacy Code 102691

Coordinator John Edwards ([https://directory.westernsydney.edu.au/search/name/John Edwards/](https://directory.westernsydney.edu.au/search/name/John%20Edwards/))

Description This unit provides an overview of police investigations with a specific focus on understanding the interaction of police powers and the investigative process. The unit will build on knowledge of the common criminal offences covered in the unit 'Criminal Law for Policing' and outline the investigative process through scenario-based case studies. The unit will refer to both NSW and Commonwealth legislation, and examine the role of the courts in applying the rules of evidence to determine its reliability to be admitted as evidence at a trial. The unit will examine the impact of technological change and forensic science on the traditional investigative process, and provide students an introduction to research into the organisation, processes and governance of Investigative Units.

School Social Sciences

Discipline Criminology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects JUST 2005 - Criminal Investigations

Incompatible Subjects CULT 2006 - Evidence Investigations and Police Intelligence

Assumed Knowledge

An understanding of the basic criminal law offences in the Crimes and Summary Offences Act and Criminal Code Act (Cwlth), to allow non-Policing students to enrol in this subject as an elective without otherwise having to seek a rule waiver by the specification of a prerequisite subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain and utilise a range of investigative practices.
2. Apply relevant legislation to the investigative process.
3. Identify the role and limits of police powers and their interaction with the investigative process.
4. Compare and contrast reliable and unreliable evidence and the role of the courts to evidence gathered by investigators.
5. Describe the organisation, processes and governance of different investigative models.

Subject Content

The process of criminal investigation and the scientific method, including the impact of modern technological advances on the investigative process across a range of jurisdictions. Police powers of search and the rules of evidence as enacted by the Law Enforcement (Powers & Responsibilities) [LEPRA] Act. The different sources and types of evidence applied by police in accordance with the Evidence Act NSW. Models of investigation. International co-operation in investigation of transnational crime.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Task	1,500 words	40	N	Individual
Multiple Choice	2 hours	20	N	Individual
Critical Review	1,500 words	40	N	Individual

Teaching Periods

Spring Penrith (Kingswood)

Day

Subject Contact John Edwards ([https://directory.westernsydney.edu.au/search/name/John Edwards/](https://directory.westernsydney.edu.au/search/name/John%20Edwards/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT2016_22-SPR_KW_D#subjects)

Liverpool

Day

Subject Contact John Edwards ([https://directory.westernsydney.edu.au/search/name/John Edwards/](https://directory.westernsydney.edu.au/search/name/John%20Edwards/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT2016_22-SPR_LP_D#subjects)

CULT 2017 Youth Justice and Practice

Credit Points 10

Legacy Code 102699

Coordinator Ana Rodas ([https://directory.westernsydney.edu.au/search/name/Ana Rodas/](https://directory.westernsydney.edu.au/search/name/Ana%20Rodas/))

Description This unit develops an understanding of the complexity of youth justice by addressing the historical, political, cultural and socio-economic factors associated with youth crime, constructions of youth, and, governmental strategies for regulating and preventing youth crime. Insights from legal practitioners, police, youth workers, adolescent psychologists, and juvenile justice case managers form part of the unit's inter-disciplinary framework. This is used to develop a critical appreciation of the impacts of the regulation of particular youth groups that are over-represented in the juvenile justice system, including Aboriginal and Torres Strait Islander youth, youth in out-of-home care, and other racial/ethnic minority youth. Lastly, the unit critically assesses a range of official interventions for working with young people within the youth justice system.

School Social Sciences

Discipline Criminology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects CULT 2009 - Juvenile Crime and Justice

Restrictions Successful completion of 40 credit points at Level 1.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate knowledge of the multi-disciplinary literature relating to youth justice.
2. Make effective decisions in response to individual cases by applying youth justice principles.
3. Assess the social and political forces that have shaped interventions for working with young people.
4. Communicate effectively using a range of methods commonly used in criminal justice settings.

Subject Content

Origins of a youth justice system
 The nature and extent of youth crime
 Correlates of offending and victimisation
 Youth governance models
 Responding to offending ? criminal and community justice
 Youth as ?esuspect?f

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	750	30	N	Individual
Poster	750	30	N	Individual
Professional Task	1,500 words	40	N	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Ana Rodas ([https://directory.westernsydney.edu.au/search/name/Ana Rodas/](https://directory.westernsydney.edu.au/search/name/Ana%20Rodas/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT2017_22-AUT_KW_D#subjects)

Liverpool

Day

Subject Contact Ana Rodas ([https://directory.westernsydney.edu.au/search/name/Ana Rodas/](https://directory.westernsydney.edu.au/search/name/Ana%20Rodas/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT2017_22-AUT_LP_D#subjects)

Online

Online

Subject Contact Ana Rodas ([https://directory.westernsydney.edu.au/search/name/Ana Rodas/](https://directory.westernsydney.edu.au/search/name/Ana%20Rodas/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT2017_22-AUT_ON_O#subjects)

WSU Online TRI-1

Wsu Online

Online

Subject Contact Alexia Cameron ([https://directory.westernsydney.edu.au/search/name/Alexia Cameron/](https://directory.westernsydney.edu.au/search/name/Alexia%20Cameron/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT2017_22-OT1_OW_O#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT2017_22-SC1_SC_D#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Alexia Cameron ([https://directory.westernsydney.edu.au/search/name/Alexia Cameron/](https://directory.westernsydney.edu.au/search/name/Alexia%20Cameron/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT2017_22-OT3_OW_O#subjects)

CULT 2018 Crime Prevention and Drugs

Credit Points 10

Legacy Code 102708

Coordinator Sharon Kwok ([https://directory.westernsydney.edu.au/search/name/Sharon Kwok/](https://directory.westernsydney.edu.au/search/name/Sharon%20Kwok/))

Description This unit will examine the theory, politics and practice of crime prevention while exploring how this relates to alcohol, illicit drug use and criminalisation. In particular, this unit will explore key elements of alcohol and other drugs (AOD) research, service delivery and policy approaches that are framed, both practically and symbolically as crime prevention measures. It will address current approaches to crime prevention, evaluate their effectiveness and examine emerging strategies in the field. Some key case studies in the field of critical drugs studies will be used throughout this unit to demonstrate some principles of crime prevention introduced in the first part of the unit.

School Social Sciences

Discipline Criminology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Incompatible Subjects CULT 3008 - Crime Prevention and Community

Restrictions Successful completion of 40 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and explain key theoretical frameworks underpinning approaches to crime prevention.
2. Analyse the concept of criminalization and its relationship to drug use and crime prevention.
3. Demonstrate knowledge of the link between critical drugs studies and crime prevention principles.
4. Communicate crime prevention strategies to community and industry stakeholders.

Subject Content

Origins and theoretical foundations of crime prevention.
Types of crime prevention (i.e. social, physical, neighbourhood).
Planning and crime prevention partnerships.
Crime and drugs nexus.
Drugs, crime and harm minimisation as crime prevention.
Criminalisation, decriminalisation and legalisation of drugs.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	Six quizzes (five questions each)	30	N	Individual
Reflection	Two x 500 word journal entries	30	N	Individual
Professional Task	2000 words	40	N	Individual

Prescribed Texts

- Sutton, A, Cherney, A and White R. 2014, Crime Prevention: Principles, Perspectives and Practices, 2nd Edn, Cambridge University Press, Melbourne.

Teaching Periods

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT2018_22-SC1_SC_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Sharon Kwok ([https://directory.westernsydney.edu.au/search/name/Sharon Kwok/](https://directory.westernsydney.edu.au/search/name/Sharon%20Kwok/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT2018_22-SPR_KW_D#subjects)

Liverpool

Day

Subject Contact Sharon Kwok ([https://directory.westernsydney.edu.au/search/name/Sharon Kwok/](https://directory.westernsydney.edu.au/search/name/Sharon%20Kwok/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT2018_22-SPR_LP_D#subjects)

Online

Online

Subject Contact Sharon Kwok ([https://directory.westernsydney.edu.au/search/name/Sharon Kwok/](https://directory.westernsydney.edu.au/search/name/Sharon%20Kwok/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT2018_22-SPR_ON_O#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact David-Jack Fletcher ([https://directory.westernsydney.edu.au/search/name/David-Jack Fletcher/](https://directory.westernsydney.edu.au/search/name/David-Jack%20Fletcher/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT2018_22-OT3_OW_O#subjects)

CULT 2019 First Peoples and Criminal Justice

Credit Points 10

Legacy Code 102712

Coordinator Robyn Newitt ([https://directory.westernsydney.edu.au/search/name/Robyn Newitt/](https://directory.westernsydney.edu.au/search/name/Robyn%20Newitt/))

Description In 2022 this unit replaced by 102916 First Peoples and Criminal Justice. How does colonialism underscore the foundational narratives, knowledges and operation of the legal and criminal justice institutions of colonised nations? Focusing primarily on the Australian context of colonial invasion and settlement, this unit explores the plight of Indigenous peoples and their severe over-representation in the Australian criminal justice system. Studying the impact of colonisation and exploring Indigenous narratives, students will critically examine issues faced by Aboriginal and/or Torres Strait Islander people and their experience of criminal justice in Australia. Overall, the unit will equip students with an understanding of the relationship between dominant colonial narratives of race and institutional racism, while considering how Indigenous knowledge can inform better social and criminal justice outcomes for Indigenous populations. Comparative examples of criminal (in)justice for Indigenous populations in other colonised nations will also be considered.

School Social Sciences

Discipline Criminology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Incompatible Subjects WELF 2008 - Human Rights Human Services and the Law

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflective Writing	900 words	30	N	Individual
Professional Task	900 words	30	N	Individual
Critical Review	1200 words	40	N	Individual

Teaching Periods

CULT 3001 Applied Social Research

Credit Points 10

Legacy Code 101552

Coordinator Nida Denson ([https://directory.westernsydney.edu.au/search/name/Nida Denson/](https://directory.westernsydney.edu.au/search/name/Nida%20Denson/))

Description In this unit students continue their education in social research, building on 400337 Social Research Methods. Students gain experience in using tools and techniques for the collection, analysis and interpretation of quantitative and qualitative data using real world examples. They gain experience in using various primary and secondary sources of data and designing the collection of data through surveys and interviews. Students will also examine the application of research to, for example, program evaluation and policy development, thus preparing students for professional contexts as generators and critical consumers of social research.

School Social Sciences

Discipline Sociology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) HUMN 2066 Investigating and Communicating Social Problems

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply social research methods to real world social issues
2. Evaluate real world research reports
3. Demonstrate research skills by collecting qualitative and quantitative data
4. Demonstrate research skills by analysing and interpreting qualitative and quantitative data

Subject Content

1. How methodology informs methods for data collection and data analyses
2. The characteristics of quantitative and qualitative data
3. Using primary and secondary data sets
4. The design and administration of surveys and interviews
5. The use of case studies, field research, observation and other methods
6. Analyses interpretations and reporting of a range of quantitative and qualitative data types and sources
7. Applications of research to program evaluation and policy development
8. How social research is used to effect action and change

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Critical Review	1000 words	30	N	Individual

Critical Review	1000 words	30	N	Individual
-----------------	------------	----	---	------------

Teaching Periods

Summer A Liverpool

Day

Subject Contact Jeeva Sajan ([https://directory.westernsydney.edu.au/search/name/Jeeva Sajan/](https://directory.westernsydney.edu.au/search/name/Jeeva%20Sajan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT3001_22-SUA_LP_D#subjects)

Autumn Penrith (Kingswood)

Day

Subject Contact Nida Denson ([https://directory.westernsydney.edu.au/search/name/Nida Denson/](https://directory.westernsydney.edu.au/search/name/Nida%20Denson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT3001_22-AUT_KW_D#subjects)

Liverpool

Day

Subject Contact Nida Denson ([https://directory.westernsydney.edu.au/search/name/Nida Denson/](https://directory.westernsydney.edu.au/search/name/Nida%20Denson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT3001_22-AUT_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Nida Denson ([https://directory.westernsydney.edu.au/search/name/Nida Denson/](https://directory.westernsydney.edu.au/search/name/Nida%20Denson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT3001_22-AUT_PS_D#subjects)

WSU Online TRI-1

Wsu Online

Online

Subject Contact Alexia Cameron ([https://directory.westernsydney.edu.au/search/name/Alexia Cameron/](https://directory.westernsydney.edu.au/search/name/Alexia%20Cameron/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT3001_22-OT1_OW_O#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT3001_22-SC2_SC_D#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Alexia Cameron ([https://directory.westernsydney.edu.au/search/name/Alexia Cameron/](https://directory.westernsydney.edu.au/search/name/Alexia%20Cameron/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT3001_22-OT3_OW_O#subjects)

CULT 3002 Children's Culture

Credit Points 10

Legacy Code 101265

Coordinator Nicola Burke ([https://directory.westernsydney.edu.au/search/name/Nicola Burke/](https://directory.westernsydney.edu.au/search/name/Nicola%20Burke/))

Description This unit explores the concept of children's culture and the diversity of cultures to which children belong. The unit focuses on current debates about childhood and children's culture, including the rise of children's consumer culture. Students will gain insights into children's lives and culture by critically engaging with a variety of objects and institutions that are part of children's lives, for example, toys, videogames, children's television programs, films and books. The unit will also examine the role of adults in children's culture, including in marketing and advertising to children.

School Humanities & Comm Arts

Discipline Other Society And Culture

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Engage in key debates about the relationship between children, childhood and children's culture.
2. Situate children's culture in the context of diverse social, cultural, economic and political changes.
3. Identify the varieties of cultures to which children belong.
4. Critique the rise of children's culture and its impact on children's lives.
5. Critically analyse a variety of cultural objects and institutions that are part of children's lives.
6. Identify children as social and cultural agents.

Subject Content

-What is children's culture? What is childhood? Relationship between children's culture and the discourses and societal assumptions about the nature of childhood.

-Historical perspectives on children's culture, for example, the development of books and toys made especially for children.

-Consideration of the diverse social, economic and political contexts that shape and influence children's culture. How can we discuss children's culture when experiences of childhood can vary so widely? Issues such as child labour, children's rights, will

-Children as social and cultural agents - children's play and games; relationship with peers, adults and their environment; children as cultural producers.

-Children's consumer culture key issues and debates - case studies, for example, Barbie, videogames, internet, children's film and television programs, marketing to children - issues and debates, including regulation, violence, adult involvement in childr

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	1,000 words	30	N	Individual
Proposal	1,000 words	30	N	Individual
Essay	2,500 words	40	N	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Nicola Burke ([https://directory.westernsydney.edu.au/search/name/Nicola Burke/](https://directory.westernsydney.edu.au/search/name/Nicola%20Burke/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT3002_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Nicola Burke ([https://directory.westernsydney.edu.au/search/name/Nicola Burke/](https://directory.westernsydney.edu.au/search/name/Nicola%20Burke/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT3002_22-AUT_PS_D#subjects)

CULT 3004 Consumer Culture

Credit Points 10

Legacy Code 102413

Coordinator Kais Al-Momani Al-Momani ([https://directory.westernsydney.edu.au/search/name/Kais Al-Momani Al-Momani/](https://directory.westernsydney.edu.au/search/name/Kais%20Al-Momani%20Al-Momani/))

Description Consumption and consumerism are words that frequently have negative connotations in popular usage, yet globally, rates of consumption and consumerism continue to grow. This unit presents cultural research that investigates the range of consequences - positive, negative or otherwise - that the rise of consumer culture has brought to contemporary global societies. Students analyse a range of cultural products and practices, and consider topics including the ethics of consumption, the role of consumption in forming identities, how consumer culture relates to class, gender, race and ethnicity, the rise of brands, and consumer culture in the digital age.

School Humanities & Comm Arts

Discipline Family and Consumer Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYA 1026 - Consumer Culture

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of the historical and contemporary development of consumer culture as an area of research
2. Critically reflect upon the growth of mass consumption in a diversity of cultural settings
3. Analyse contemporary social events and debates related to the political, economic and environmental consequences of consumer culture
4. Display advanced research skills and analytical processes in investigating the cultural consequences of consumer culture.

Subject Content

- The history of Consumer culture
- material culture and Mass Consumption
- forming identity and achieving status through Consumption
- Consumer culture in The developing World
- Ethical, political and environmental debates about consumerism
- gender, race and ethnicity in Consumer culture
- Brands and branding
- Consumption in The digital Age

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short Answer	1,250 words	25	N	Individual
Presentation	10 mins presentation; 500 word summary	25	N	Individual
Essay	2,000 words	40	N	Individual
Log/ Workbook	10 x 1 page worksheets	10	N	Individual

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Kais Al-Momani Al-Momani ([https://directory.westernsydney.edu.au/search/name/Kais Al-Momani Al-Momani/](https://directory.westernsydney.edu.au/search/name/Kais%20Al-Momani%20Al-Momani/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT3004_22-AUT_BA_D#subjects)

CULT 3007 Contemporary Social Issues and Professional Practice

Credit Points 10

Legacy Code 102203

Coordinator Irena Veljanova ([https://directory.westernsydney.edu.au/search/name/Irena Veljanova/](https://directory.westernsydney.edu.au/search/name/Irena%20Veljanova/))

Description Focused upon professional practice this unit will provide Social Sciences students with an opportunity to improve their career readiness. Using a combination of practical and theoretical teaching framework, this unit will teach students how to translate their social science knowledge to professional, career relevant knowledge. In

doing so, it will also provide students an opportunity to engage with contemporary social issues related, for example, to diversity, work and employment, place, sustainability, violence and alternative to violence, health and cyberworld and cyber-experiences.

School Social Sciences

Discipline Society and Culture, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects CULT 3005 - Contemporary Debates in Social Sciences

Restrictions Students must have successfully completed 80 credit points. Students enrolled in 1734 Bachelor of Policing must have successfully completed the following subjects before enrolling in this subject. 102314 Policing Practices, 101557 The Individual in Society, 102170 People, Place and Social Difference, 102250 Ethical Leadership and 400337 Social Research Methods. Students enrolled in 1665 Bachelor of Community Welfare must have successfully completed the following subjects before enrolling in this subject. 101551 Understanding Society or 101557 The Individual in Society and 101555 Ethics in the Social Sciences, 102170 People, Place and Social Difference, 400337 Social Research Methods. Students enrolled in all other programs must have successfully completed the following subjects before enrolling in this subject. 101551 Understanding Society or 101557 The Individual in Society, And; 101555 Ethics in the Social Sciences, 101900 Working with Communities, 102170 People, Place and Social Difference, 400337 Social Research Methods.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Integrate advanced theoretical and empirical knowledge in dealing with discipline specific real-world social issues;
2. Critically evaluate, interpret and apply knowledge derived from social science relevant published research to solve complex and novel social problems;
3. Exercise critical thinking, reflective, technical and basic professional skills to make informed decisions in the professional and applied context;
4. Demonstrate practical employability skills that can be useful for professional career development;
5. Demonstrate understanding of debate as a process of inquiry and advocacy and ability to apply it in applied context.

Subject Content

There will be two main themes covered in this subject:[1] Introduction to professional practice and [2] Application of professional practice to real-life social issues.

Theme one: Introduction to professional practice:

Applied Social Sciences and professional practice

Mapping the professional domain: Using Social Science in the profession

From degree to Profession: Developing employability skills

Introducing debate: Applied debate in professional context

Hierarchies of knowledge

Power and decision making

Theme two: Application of professional practice to Real-life

Social Issues (such as social issues related to diversity, work and employment, place, sustainability, violence & alternatives to violence, health and cyberworld and cyber-experiences).

Two main themes are covered in this subject:

[1] Introduction to professional practice, and

[2] Application of professional practice to real-life social issues.

- Applied Social Sciences and professional practice
- Mapping the professional domain: Using Social Science in the profession

- From degree to Profession: Developing employability skills
- Introducing debate: Applied debate in professional context
- Hierarchies of knowledge
- Power and decision making

Theme two: Application of professional practice to Real-life Social Issues:

- Social issues related to diversity
- Work and employment
- Place
- Sustainability
- Violence & alternatives to violence
- Health
- Cyberworld and cyber-experiences

Students may source their own internship or work placement as a means to integrate social science theory as it applies to professional practice.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
1. Professional Task	1500 words	30	N	Individual
2a. Presentation	500 (per group)	20	N	Group
2b. e-Portfolio	150 words	10	N	Individual
3a. Quiz (online)	5 questions	5	N	Individual
3b. Report	1700 words	35	N	Individual

Teaching Periods

Summer A

Liverpool

Day

Subject Contact Kamel Taoum ([https://directory.westernsydney.edu.au/search/name/Kamel Taoum/](https://directory.westernsydney.edu.au/search/name/Kamel%20Taoum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT3007_22-SUA_LP_D#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact David-Jack Fletcher ([https://directory.westernsydney.edu.au/search/name/David-Jack Fletcher/](https://directory.westernsydney.edu.au/search/name/David-Jack%20Fletcher/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT3007_22-OT2_OW_O#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT3007_22-SC2_SC_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Irena Veljanova ([https://directory.westernsydney.edu.au/search/name/Irena Veljanova/](https://directory.westernsydney.edu.au/search/name/Irena%20Veljanova/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT3007_22-SPR_KW_D#subjects)

Liverpool

Day

Subject Contact Irena Veljanova ([https://directory.westernsydney.edu.au/search/name/Irena Veljanova/](https://directory.westernsydney.edu.au/search/name/Irena%20Veljanova/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT3007_22-SPR_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Irena Veljanova ([https://directory.westernsydney.edu.au/search/name/Irena Veljanova/](https://directory.westernsydney.edu.au/search/name/Irena%20Veljanova/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT3007_22-SPR_PS_D#subjects)

CULT 3008 Crime Prevention and Community

Credit Points 10

Legacy Code 102038

Coordinator Sharon Kwok ([https://directory.westernsydney.edu.au/search/name/Sharon Kwok/](https://directory.westernsydney.edu.au/search/name/Sharon%20Kwok/))

Description In Spring 2020 this unit replaced by 102708 - Crime Prevention and Drugs. This unit will examine the theory, politics and practice of crime prevention. It will address current approaches to crime prevention, evaluate their effectiveness and examine emerging strategies in the field. The unit will consider the diversity of crimes and the ways in which some are constructed as preventable and others are not, while discussing the challenges posed by unreported crime, fear of crime and the relation between patterns of victimisation and social disadvantage. The unit will draw on empirical literature linking individual, social and contextual factors to the production and prevention of deviant behaviours and explore the potential of crime prevention strategies for alleviating the social ills associated with crime and deviance.

School Social Sciences

Discipline Criminology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects CULT 2014 - Victimisation and Crime Prevention

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and explain key theoretical frameworks underpinning approaches to crime prevention
2. Critically evaluate traditional crime prevention policies and practices
3. Examine emerging innovations in crime prevention
4. Develop crime prevention solutions
5. Communicate crime prevention solutions to community and industry stakeholders

Subject Content

Fear, insecurity, risk and governance - examining the construction of targets for 'control'?

Defining crime prevention - the origins and theoretical foundations of crime prevention

Social prevention

Physical environment and neighbourhood crime prevention

Drugs, crime, and harm minimisation as crime prevention

Changing spaces for crime prevention

Planning and crime prevention partnerships

Crime control as industry? a critical look at the growth of the crime prevention industry

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	Six quizzes (five questions each)	30	N	Individual
Log/ Workbook	1000 words	30	N	Group
Professional Task	2000 words	40	N	Individual

Prescribed Texts

- Sutton, A, Cherney, A and White R. 2014, *Crime Prevention: Principles, Perspectives and Practices*, 2nd Edn, Cambridge University Press, Melbourne.

Teaching Periods

CULT 3010 Culture and Crime

Credit Points 10

Legacy Code 101562

Coordinator Ken Yates ([https://directory.westernsydney.edu.au/search/name/Ken Yates/](https://directory.westernsydney.edu.au/search/name/Ken%20Yates/))

Description In 2020 this unit replaced by 102710 - Crime, Media, Culture. Contemporary societies are replete with images of crime, including in fiction, the media, film and television. In this unit we explore this phenomenon through the lens of cultural criminology and its interest in the exciting and adrenaline-inducing aspects of crime.

We explore the link between culture and crime by looking at both textual/visual and ethnographic research. This means studying the way crime is experienced as 'thrilling' not only by those who consume it via images but also by those who actually engage in violent and transgressive conduct. This unit examines the relationship between cultural images of crime, the lived experience of criminal activity and its social and cultural impact.

School Social Sciences

Discipline Criminology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects CULT 3024 - Crime Media Culture

Restrictions Successful completion of 80 credit points

Assumed Knowledge

A basic understanding of foundational criminological theory.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of the theoretical accounts and topics of research that are part of Cultural Criminology.
2. Make appropriate links between theoretical accounts and independent research.
3. Demonstrate the capacity to disseminate theoretical and empirical evidence of the links between culture and crime to a professional audience.
4. Critically assess cultural depiction of crime, criminals and the criminal justice system
5. Evaluate the value of textual analysis and ethnographic research for the development of criminal justice policy.

Subject Content

1. An Introduction to Cultural Criminology: Introduces Cultural Criminology as a sub-discipline of Criminology.
2. Rebellion: Explores symbolic resistance and social justice.
3. The Spectacle: Explore how spectacular images are used to dramatise crime and criminal justice issues in ways that remove or simplify context.
4. Hyper-reality: Explores the blurred distinction between the represented and the real.
5. Method: Outlines the way Cultural Criminologists do research through both textual and ethnographic analysis.
6. Technology: Discusses how technology alters the way we receive and interact with information about crime.
7. News: Discusses the way the relationship between commercial interests and criminal activity inform and impact news about crime.
8. Film: Discusses how popular culture representations of crime in film impact social expectations about crime and criminal justice issues.
9. Pleasure: Discusses the role of pleasure and enjoyment in the consumption and commission of crime.
10. The Night-Time Economy: Discusses the way cultural fantasies are played out through illicit practices in night-time entertainment districts.
11. Violence: Discusses the relationship between the consumption and commission of violence and aggression.
12. Militarisation: Discusses the way military imagery and ideology is increasingly incorporated into representations of and practices associated with crime control.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	3 quizzes of 5 questions each (at least one quiz to be submitted)	15	N	Individual
Professional Task	1,000 words	40	N	Individual
Essay	2,000 words	45	N	Individual

Teaching Periods

CULT 3011 Ethical Leadership

Credit Points 10

Legacy Code 102250

Coordinator Robert Salama ([https://directory.westernsydney.edu.au/search/name/Robert Salama/](https://directory.westernsydney.edu.au/search/name/Robert%20Salama/))

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

School Graduate Research School

Discipline Society and Culture, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions

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

Learning Outcomes

1. Apply major theories and concepts of ethical leadership to ethical decision making and leadership approaches from various disciplinary perspectives.
2. Evaluate the contributions of various disciplines to contemporary discourse on ethical leadership and decision making.
3. Critically examine the key challenges and dilemmas that impact ethical decision making for organisations and leaders.

4. Synthesise ways of thinking about ethical decision making and leadership in creating an ethical framework inherent to personal and professional goals.

Subject Content

1. Ethics from a cross disciplinary perspective.
2. Ethical frameworks: values, morals, and ethics.
3. Major philosophical, theological, psychological, and sociological perspectives.
4. Ethical leadership and decision making: Developing a framework and taking responsibility.
5. Natural Law and Moral Law: Foundations of public freedoms.
6. Social justice and the common good: Ethics of justice and ethics of care.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	1,500 words	40	N	Individual
Reflection	1,500 words	40	N	Individual
Portfolio	2,000 words	20	N	Individual

Teaching Periods

Summer A

Parramatta - Victoria Rd

Day

Subject Contact Robert Salama ([https://directory.westernsydney.edu.au/search/name/Robert Salama/](https://directory.westernsydney.edu.au/search/name/Robert%20Salama/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT3011_22-SUA_PS_D#subjects)

2nd Half

Parramatta - Victoria Rd

Day

Subject Contact Robert Salama ([https://directory.westernsydney.edu.au/search/name/Robert Salama/](https://directory.westernsydney.edu.au/search/name/Robert%20Salama/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT3011_22-2H_PS_D#subjects)

CULT 3013 Gender, Crime and Violence

Credit Points 10

Legacy Code 101561

Coordinator Ashlee Gore ([https://directory.westernsydney.edu.au/search/name/Ashlee Gore/](https://directory.westernsydney.edu.au/search/name/Ashlee%20Gore/))

Description In recent decades, models and understanding of gender have become a major way of explaining crime and victimisation. Most obviously, feminist researchers have pioneered studies of the neglected victimisation of women from male violence and the impact of gendered discourses on the criminal justice system. This unit will critically engage with this material and also focus on contemporary accounts of the links between criminal offending and different violent

and non-violent masculinities. Lastly, the shifting regulation of different sexualities and their criminalisation will be analysed.

School Social Sciences

Discipline Criminology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) CULT 1024

Restrictions

Successful completion of 80 credit points including the pre-requisite subject listed above.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate understanding of explaining the relationship between violence, crime and gender.
2. Apply key feminist and critical masculinities theories to contemporary issues pertaining to crime and victimisation.
3. Understand and analyse the gendered aspects of the law and criminal justice system.
4. Develop policy and practice-orientated responses to gendered crimes and victimisation.

Subject Content

1. Feminist theories and research
2. Critical masculinities theory
3. Gendered perspectives on the law
4. Women's Victimization and Offending Nexus
5. Gender, War, and Militarization
6. Colonization and the Abuse of Indigenous Women: Now and Then
7. Sexual minority experiences of violence and victimisation
8. Critical perspectives on race, ethnicity and gendered crime
9. Technology Facilitated Violence against Women
10. Gender and Crimes of the Powerful
11. Prevention of gendered violence
12. Gender, justice and punishment

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	500 words	10	N	Individual
Report	1,000 words	30	N	Individual
Professional Task	1,500 words	50	N	Individual
Quiz	10 x 1 per week	10	N	Individual

Teaching Periods

Autumn Penrith (Kingswood)

Day

Subject Contact Ashlee Gore ([https://directory.westernsydney.edu.au/search/name/Ashlee Gore/](https://directory.westernsydney.edu.au/search/name/Ashlee%20Gore/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT3013_22-AUT_KW_D#subjects)

Liverpool

Day

Subject Contact Ashlee Gore ([https://directory.westernsydney.edu.au/search/name/Ashlee Gore/](https://directory.westernsydney.edu.au/search/name/Ashlee%20Gore/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT3013_22-AUT_LP_D#subjects)

Online

Online

Subject Contact Ashlee Gore ([https://directory.westernsydney.edu.au/search/name/Ashlee Gore/](https://directory.westernsydney.edu.au/search/name/Ashlee%20Gore/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT3013_22-AUT_ON_O#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact David-Jack Fletcher ([https://directory.westernsydney.edu.au/search/name/David-Jack Fletcher/](https://directory.westernsydney.edu.au/search/name/David-Jack%20Fletcher/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT3013_22-OT2_OW_O#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT3013_22-SC2_SC_D#subjects)

CULT 3014 Heritage Interpretation

Credit Points 10

Legacy Code 101643

Coordinator Felicity Picken ([https://directory.westernsydney.edu.au/search/name/Felicity Picken/](https://directory.westernsydney.edu.au/search/name/Felicity%20Picken/))

Description This unit examines the theory and practice of heritage interpretation for visitors at natural and cultural heritage sites. It examines the development of heritage interpretation within national parks and museums and explores the various issues facing contemporary interpretation in the context of multicultural and postcolonial societies and the advent of digital media.

School Social Sciences

Discipline Society and Culture, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYA 6067 Heritage Interpretation LGYA 1270 - Heritage Interpretation

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe heritage interpretation theory and its relationship to communications, museology, media and informal learning
2. Apply knowledge of heritage interpretation at a variety of heritage sites, and critically assess practice in terms of heritage interpretation theory
3. Produce a heritage interpretation plan, drawing on relevant theory and practice
4. Synthesise and critically evaluate issues in contemporary heritage interpretation, namely, cross-cultural interpretation, digital media, multi-cultural contexts, postcolonial contexts and emerging perspectives in the field, particularly embodiment and aesthetics

Subject Content

Introduction: defining the terrain of heritage interpretation

Early models of interpretation: Tilden, Uzzell & Vergo

Interpretation Strategies: Interpretation in practice at various Sydney sites

Models of material culture & the implications for heritage interpretation

The planning, the design & the evaluation of heritage interpretation Interpretation and communication

Targeted interpretation ? understanding the visitor

Interpretation, multicultural communities, postcolonial contexts and cross-cultural translation

Heritage interpretation charters of principles (international, national and state)

Future directions: embodiment, aesthetics and digital media

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report on Field Trip and Interpretation Theory	1,500 words	30	N	Individual
Group Presentation (with peer review), and Group Submission of a Heritage Interpretation Plan	1,000 words	30	N	Individual
Individual Report that Locates Group Plan within Contemporary Heritage Interpretation Debates	500 words	10	N	Individual

Final Examination (Short Answer Exam - In Class)	2 hours - 1,000 words	30	N	Individual
--	-----------------------	----	---	------------

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Felicity Picken ([https://directory.westernsydney.edu.au/search/name/Felicity Picken/](https://directory.westernsydney.edu.au/search/name/Felicity%20Picken/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT3014_22-SPR_PS_D#subjects)

CULT 3015 Heritage and Tourism

Credit Points 10

Legacy Code 101599

Coordinator Zelmarie Cantillon ([https://directory.westernsydney.edu.au/search/name/Zelmarie Cantillon/](https://directory.westernsydney.edu.au/search/name/Zelmarie%20Cantillon/))

Description This unit examines the relationship between heritage (both cultural and natural) resources and tourism. It firstly provides an introduction to contemporary issues in heritage and tourism management. Secondly, it investigates the phenomenon of heritage and tourism - its nature, the market, visitors, the issues in planning and management - in the context of sustainable tourism praxis in Australia (and globally) as well as in the context of local communities.

School Social Sciences

Discipline Society and Culture, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Incompatible Subjects LGYA 6066 Cultural Heritage and Tourism LGYA 1269 Cultural Heritage and Tourism

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the nature and issues of heritage resources in relation to tourism planning and management practices in Australia.
2. Analyse the complexities of heritage tourism including its nature, the market, visitor characteristics & motivations, the planning dimensions, attraction types & the issues surrounding these (especially politics in government policies, guidelines & regulations).
3. Examine the principles and issues of heritage management with particular reference to sustainable tourism planning and visitor management.
4. Apply these various understandings and principles to case-studies & in particular field work at The Rocks, Sydney.

Subject Content

- Key concepts: What is heritage ? definitions, nature, uses ? plus key concepts (identity, power, discourse, authenticity, visibility)

- Key management processes: Cultural Heritage Management ? principles, planning, stakeholders, community consultation, visitor issues, dealing with change (national and international context)

- Key tourism components: Heritage/cultural tourism - its nature, the market, visitor characteristics & motivations, the planning dimensions, attraction types & the issues surrounding these (especially politics in government policies, guidelines & regulations).

- Key Issues: The politics of heritage tourism, the political economy of heritage tourism, Heritage tourism in a global context: (case study based explorations ? Diaspora, pilgrimage, the exotic ?eother?f, than tourism) Application: the application of contemporary heritage tourism theory & practice in ?ereal world?f case-studies within Sydney (The Rocks).

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Poster	500 word written summary of the content of the poster + poster	30	N	Individual
Debate	5 minutes per 30 speaker and 1500 words for written summary		N	Individual
Intra-session Exam	3 hours, 1000 words	40	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Zelmarie Cantillon ([https://directory.westernsydney.edu.au/search/name/Zelmarie Cantillon/](https://directory.westernsydney.edu.au/search/name/Zelmarie%20Cantillon/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT3015_22-AUT_PS_D#subjects)

CULT 3016 Indigenous Cultures: A Global Perspective

Credit Points 10

Legacy Code 101905

Coordinator Donna James ([https://directory.westernsydney.edu.au/search/name/Donna James/](https://directory.westernsydney.edu.au/search/name/Donna%20James/))

Description Drawing on global case studies, this unit aims to introduce students to some of the pressing socio-cultural issues facing indigenous peoples around the world. The unit examines the complex relationships between globalisation, colonialism and post-colonialism and contemporary indigenous cultures and identities. It draws attention to the way in which issues of representation, cultural autonomy, cultural commodification, development and human rights play out with respect to indigenous peoples' lives. More specifically, the unit interrogates the power relations and politics central to many of these issues and examines the nature of contemporary indigenous and non-indigenous

interactions, particularly in the contexts of tourism and heritage, the cultural industries, the environment, development and urbanisation.

School Social Sciences

Discipline Society and Culture, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYA 5759 - Indigenous Tourism LGYA 0631 - Indigenous Cultures and Tourism A Global Perspective

Restrictions Successful completion of 60 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain how globalisation has complexified indigenous cultural identities.
2. Demonstrate a critical understanding of the historical and contemporary relationships between indigenous and non-indigenous peoples and cultures by discussing the theories and concepts of colonialism, postcolonialism, autonomy, participatory methods and self-determination.
3. Critically reflect on the issues of cultural representation and cultural consumption.
4. Analyse how politics, power, ethics, ontology and epistemology influence the treatment of indigenous peoples in one of the following contexts: tourism and heritage, the cultural industries, land management and the natural environment, and development.
5. Use online technologies to organise, share and communicate Indigenous-related topics and issues.

Subject Content

Understanding indigeneity in the changing world
Theories of colonialism and postcolonialism
Autonomy, self-determination and indigenous politics
Globalisation and indigenous identities and cultures
The representation and consumption of indigenous cultures
Mapping indigenous cultural landscape/s
Power, land rights, displacement and indigenous protected areas
Ethics, tourism, and cultural and environmental heritage
Sustainability, development and ethics in practice
Ethnography, travel and the Other

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1,500 words	40	N	Individual
Conference-style poster presentation (on an elected Indigenous issue)	Collection of images, commentary etc	20	N	Individual
Reflective blog	1,500 words	40	N	Individual

Teaching Periods

Spring

Penrith (Kingswood)

Day

Subject Contact Donna James ([https://directory.westernsydney.edu.au/search/name/Donna James/](https://directory.westernsydney.edu.au/search/name/Donna%20James/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT3016_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Donna James ([https://directory.westernsydney.edu.au/search/name/Donna James/](https://directory.westernsydney.edu.au/search/name/Donna%20James/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT3016_22-SPR_PS_D#subjects)

CULT 3017 Legislation, Courts and Policing

Credit Points 10

Legacy Code 101568

Coordinator Kate Linklater ([https://directory.westernsydney.edu.au/search/name/Kate Linklater/](https://directory.westernsydney.edu.au/search/name/Kate%20Linklater/))

Description This unit introduces students to the adversarial system, the legislative context of everyday policing, and the different forms of state and federal courts. It includes an emphasis on police powers (NSW and elsewhere), summary and indictable offences, and the role of enforcement and discretion. In particular alternative resolution and specialist courts are described and their role and function analysed. This unit is of value to students in policing, criminology, law, and community welfare.

School Social Sciences

Discipline Criminology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Incompatible Subjects JUST 2012 - Law Evidence and Procedure

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse a criminal or traffic court matter.
2. Describe the general principles of criminal liability in relation to the major substantive criminal offence categories.
3. Explain the laws and acts which are most relevant to the policing role.
4. Consider alternatives available to police to prevent individuals entering the criminal justice system.

Subject Content

The adversarial system (exception of the coroner's court).
Awareness of issues specific to Aboriginal and Torres Strait Islander peoples, other indigenous peoples, and peoples from disadvantaged backgrounds.

Court processes (observation field trip).

The court system (Actus Reus and Mens Rea; indictable and summary offences; alternative resolutions; specialist courts).

Types of law; Acts, statutes (state, inter-state; commonwealth).
Law Enforcement (Powers and Responsibilities) Act 2002 (LEPRA) (NSW) (rule of law; enforcement and discretion).
Law and its interpretation concerning social disorder; property crime; prohibited drugs; crimes of violence (homicide; family violence; armed robbery; assault); Child Protection Act; fraud and computer/electronic crime.
Topical examples such as anti-terrorism laws, bike gang laws etc.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	5 x quizzes with 5 questions each	20	N	Individual
Critical Review	1,500 words	40	N	Individual
Case Study	1,500 words	40	N	Individual

Prescribed Texts

- Mills, B 2011, The criminal trial : courtroom practices, policies and procedures, Federation Press, Annandale, Australia.

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Kate Linklater ([https://directory.westernsydney.edu.au/search/name/Kate Linklater/](https://directory.westernsydney.edu.au/search/name/Kate%20Linklater/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT3017_22-AUT_KW_D#subjects)

Liverpool

Day

Subject Contact Kate Linklater ([https://directory.westernsydney.edu.au/search/name/Kate Linklater/](https://directory.westernsydney.edu.au/search/name/Kate%20Linklater/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT3017_22-AUT_LP_D#subjects)

CULT 3018 Perspectives in Criminology

Credit Points 10

Legacy Code 102037

Coordinator Erin Kruger ([https://directory.westernsydney.edu.au/search/name/Erin Kruger/](https://directory.westernsydney.edu.au/search/name/Erin%20Kruger/))

Description Contemporary criminological knowledge typically concerns explanations of offending, victimisation, prevention and safety, but debates about these matters also reflect unequal power, social division and exclusion. The unit will focus on the criminological concern with offenders across all domains, with particular attention to crimes of the powerful. Additionally, it will analyse the impacts of the blurred lines between the public and private, the national and global, citizens and

aliens, as well as evidence about the expansion of more intensive forms of governance in national and global contexts.

School Social Sciences

Discipline Criminology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) CULT 1005 AND CULT 1024

Equivalent Subjects CULT 3006 - Contemporary Perspectives in Criminology

Restrictions Successful completion of 80 credit points including the pre-requisite subjects listed above.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate a critical understanding of the recent perspectives in criminology.
2. Demonstrate knowledge of crimes of the powerful including white collar, corporate/transnational, state crime and crimes against nature.
3. Apply different theoretical models of understanding state and global power.

Subject Content

The impact of contemporary models in criminology
Globalisation and the changing nature of criminal justice
Neoliberalism and shifting forms of crime prevention
Transnational crimes and the impact of its counter-measures
Law and order trends
Corporate and environmental crimes
Crime, space and social exclusion
State crimes, war crimes and crimes against humanity
Torture and detention without trial
Privatisation and the growth of criminal justice
Terrorism and counter-terrorism
Global criminal justice administration

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Annotated Bibliography	1,500 words	50	N	Individual
Essay	1,500 words	50	N	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Erin Kruger ([https://directory.westernsydney.edu.au/search/name/Erin Kruger/](https://directory.westernsydney.edu.au/search/name/Erin%20Kruger/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT3018_22-AUT_KW_D#subjects)

Liverpool

Day

Subject Contact Erin Kruger ([https://directory.westernsydney.edu.au/search/name/Erin Kruger/](https://directory.westernsydney.edu.au/search/name/Erin%20Kruger/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT3018_22-AUT_LP_D#subjects)

Online

Online

Subject Contact Erin Kruger ([https://directory.westernsydney.edu.au/search/name/Erin Kruger/](https://directory.westernsydney.edu.au/search/name/Erin%20Kruger/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT3018_22-AUT_ON_O#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Erin Kruger ([https://directory.westernsydney.edu.au/search/name/Erin Kruger/](https://directory.westernsydney.edu.au/search/name/Erin%20Kruger/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT3018_22-OT2_OW_O#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT3018_22-SC3_SC_D#subjects)

CULT 3020 Representing Crime

Credit Points 10

Legacy Code 101005

Coordinator Sara Knox ([https://directory.westernsydney.edu.au/search/name/Sara Knox/](https://directory.westernsydney.edu.au/search/name/Sara%20Knox/))

Description This unit deals with the evolution of the figure of the detective and of the criminal; the development of an aesthetics of crime from the later 18th Century; the dynamic nature of fiction, film and television genres of detection. Literatures of sensation, detective fictions, true crime writing and the non-fiction novel will all be examined to allow an in-depth analysis of the changing ethical and psychological character of the detective, and of his nemeses. The crime story in film, television and in other new media may also be addressed to facilitate an analysis of changing cultural contexts for the crime story.

School Humanities & Comm Arts

Discipline Criminology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYC 1299 - Representing Crime

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. demonstrate an understanding of theories of crime fiction in the context of debates about violence, modernity and popular culture;
2. build analytical capacities in relation to concepts of genre, and the interdependence of different generic forms;
3. identify change and continuity in discourses around crime from the later 19th to the early 21st century;
4. analyse the relationship between textual forms of different media in the representation of crime and the figure of criminal and the detective.

Subject Content

Content may vary between semesters of offering dependant on the teaching staff expertise and interests. Content may draw from, or elaborate upon, the following pool of topics:

Contemporary crime fiction

The relationship between crime fiction and its readers.

Literatures of sensation

The Forensic Imagination

True crime: modern genres

The non-fiction crime novel

Crime narrative, visual and oral culture

The Spectacle of the criminal trial

Moral panic around dangerous classes of persons

The fame and infamy of the serial killer

Prescribed Texts

- A book of primary readings prepared by the subject coordinator.

Teaching Periods

CULT 3021 Theories of Authority

Credit Points 10

Legacy Code 101913

Coordinator Norma Lam-Saw ([https://directory.westernsydney.edu.au/search/name/Norma Lam-Saw/](https://directory.westernsydney.edu.au/search/name/Norma%20Lam-Saw/))

Description The unit will trace the idea of authority in the West back to its genesis in Ancient Greece and track its development in modern thought. The aim is to demonstrate the variegated relation between power, law and revolution by closely examining a wide array of texts in a variety of disciplinary fields, including literature.

School Humanities & Comm Arts

Discipline Studies in Human Society, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects CULT 3019 - Politics and Religion

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. describe the historical and conceptual development of the idea of authority
2. articulate ways in which literature can express political ideas;
3. identify theories of the state in Western thought;
4. critique the role of sovereignty in philosophy, literature and culture;
5. analyse and critique the traditional understanding of law and justice;
6. evaluate how the relationship between politics and religion affects different ways of thinking;
7. apply knowledge gained in this subject to other areas of their experience.

Subject Content

. Thucydides

. Augustine: Peace as Universal Political Value

. 16th century: Birth of Modern Sovereignty

. Hobbes: The Spectre of Religious War

. Spinoza - The Necessary Rebel

. Rousseau - Popular Sovereignty

. The Dictatorship of the Proletariat

. Derrida - Democracy to Come

. Foucault - Biopolitics

Teaching Periods

CULT 3023 Global Citizenship and Engagement

Credit Points 5

Legacy Code 301218

Coordinator Liz Thyer ([https://directory.westernsydney.edu.au/search/name/Liz Thyer/](https://directory.westernsydney.edu.au/search/name/Liz%20Thyer/))

Description This is a 10 credit point year-long subject taken over two terms (5 credit point in each term). The subject claims to engage students with current global contexts to integrate professional knowledge and develop skills, attitudes and behaviours that support them to be global citizens with inter-cultural competence. As part of the subject students will be required to undertake a global learning experience relevant to their studies. This experience may involve travel to an overseas organisation and/or community, or participation with a local or online globally focused organisation. The subject is completed across a year of study, with the first semester a preparatory experience, mid-semester the opportunity to complete a global short program, and the final semester a time to reflect. Students will immerse themselves in their new global environment, make sense of the organisation's or a community's modes of action and meaning, and negotiate their ways of acting and being in the process of becoming a member and contributing to the organisation and/or community with which they engage. Students in this subject will reflect on global engagement experiences to discuss self-learning and how this learning informs personal and professional development.

School Health Sciences

Discipline Society and Culture, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 5cp

Level Undergraduate Level 3 subject

Pre-requisite(s) Students must have completed 120cp in their currently enrolled course prior to enrolling in this unit

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the sociocultural practice of a community and evaluate its impact on the people working in that environment, including self.
2. Identify social, cultural or technical challenges associated with international travel and engagement, and implement strategies to address them either collaboratively in a team or as an individual.
3. Contribute to the productivity of an international community.
4. Analyse the contribution of global engagement for an organisation and community
5. Evaluate the impact of global connections on the outcomes for the community, your team and one's professional development.
6. Critically reflect on global engagement experiences to discuss self-learning and how this learning has supported personal and professional de

Subject Content

1. Cultural responsive behaviours, attitudes and actions, including communication skills will be explored for development of cultural competency.
2. Ethical challenges related to international travel and aid, and to student's profession when applied to different cultural/global contexts

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Learning Contract	1,000 words	20	Y	Individual
Essay	1,000 words	30	N	Individual
Portfolio	1,000 words	30	N	Individual
Participation	500 words across at least four discussion forum posts	20	N	Individual

Teaching Periods

1st Half

Campbelltown

Composite

Subject Contact Liz Thyer ([https://directory.westernsydney.edu.au/search/name/Liz Thyer/](https://directory.westernsydney.edu.au/search/name/Liz%20Thyer/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT3023_22-1H_CA_C#subjects)

CULT 3024 Crime, Media, Culture

Credit Points 10

Legacy Code 102710

Coordinator Ken Yates ([https://directory.westernsydney.edu.au/search/name/Ken Yates/](https://directory.westernsydney.edu.au/search/name/Ken%20Yates/))

Description There is a close relationship between representations of crime in mass and social media, and policy and legal responses to

crime. Media consumers are producing and circulating content about crime and criminality through new media technologies, and some are using social media and the internet to engage in new forms of criminality. In this unit, we explore the complex role of mass media and 'new' media in debates over crime and crime control, and the facilitation of criminality by media technologies. This means studying contemporary media theory and its relevance for criminology, and the effects of social media and computing technology on representations and practices of criminality. The unit maintains a strong focus on the ways in which media and culture informs crime policy and criminal justice processes.

School Social Sciences

Discipline Criminology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects CULT 3010 - Culture and Crime

Restrictions

Successful completion of 80 credit points

Assumed Knowledge

A basic understanding of foundational criminological theory.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of the theoretical accounts and topics of research that are part of criminological media studies.
2. Make appropriate links between theoretical accounts and independent research.
3. Demonstrate the capacity to disseminate theoretical and empirical evidence of the links between culture, media and crime to a professional audience.
4. Critically assess cultural depiction of crime, criminals and the criminal justice system.

Subject Content

1. An introduction to criminological media studies
 - Explains the role and history of media studies within criminology.
2. The Spectacle and Hyper-Reality
 - Explore how spectacular images are used to dramatise crime and criminal justice issues in ways that remove or simplify context, and the blurred distinction between the represented and the real.
3. News and true crime
 - Examines how the relationship between commercial interests and criminal activity inform and impact news about crime, and how popular culture representations of crime in true crime media impact social expectations about crime and criminal justice issues.
4. Internet and social media
 - Introduces the internet as a 'new media technology' as a conduit for discourse and representations of criminality and also a potential instrument of criminality, with a focus on the effects of social media on contemporary society
5. Technology
 - Examines how key technologies, such as drones and video games, feature in discourses of policing and crime control, and the role of computing technologies in mystifying state violence.
6. Impact on policy and practice

- Provides case studies of the entanglement between media and cultural discourses of crime and public policy, legislative reform and policing practice.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	3 quizzes of 5 questions each	15	N	Individual
Professional Task	1,000 words	40	N	Individual
Essay	2,000 words	45	N	Individual

Teaching Periods

Summer A

Online

Online

Subject Contact Ken Yates ([https://directory.westernsydney.edu.au/search/name/Ken Yates/](https://directory.westernsydney.edu.au/search/name/Ken%20Yates/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT3024_22-SUA_ON_O#subjects)

WSU Online TRI-1

Wsu Online

Online

Subject Contact Ken Yates ([https://directory.westernsydney.edu.au/search/name/Ken Yates/](https://directory.westernsydney.edu.au/search/name/Ken%20Yates/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT3024_22-OT1_OW_O#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT3024_22-SC2_SC_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Ken Yates ([https://directory.westernsydney.edu.au/search/name/Ken Yates/](https://directory.westernsydney.edu.au/search/name/Ken%20Yates/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT3024_22-SPR_KW_D#subjects)

Liverpool

Day

Subject Contact Ken Yates ([https://directory.westernsydney.edu.au/search/name/Ken Yates/](https://directory.westernsydney.edu.au/search/name/Ken%20Yates/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT3024_22-SPR_LP_D#subjects)

Online

Online

Subject Contact Ken Yates ([https://directory.westernsydney.edu.au/search/name/Ken Yates/](https://directory.westernsydney.edu.au/search/name/Ken%20Yates/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT3024_22-SPR_ON_O#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Ken Yates ([https://directory.westernsydney.edu.au/search/name/Ken Yates/](https://directory.westernsydney.edu.au/search/name/Ken%20Yates/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT3024_22-OT3_OW_O#subjects)

CULT 3025 Prisons, Punishment and Criminal Justice

Credit Points 10

Legacy Code 102711

Coordinator Selda Dagistanli ([https://directory.westernsydney.edu.au/search/name/Selda Dagistanli/](https://directory.westernsydney.edu.au/search/name/Selda%20Dagistanli/))

Description The demise of corporal punishment and the rise of incarceration are defining features of control in modern states. This unit provides an historical and sociological examination of the models, practices and justifications for punishment and incarceration. It begins with an overview of early liberal notions of the social contract, the modern movement away from corporal punishment towards incarceration, and a subsequent welfare oriented emphasis on treatment, reform and rehabilitation. Following from this, the unit explores the development of probation and parole systems, decarceration, community corrections, mass imprisonment, and the contemporary control of risk and 'dangerous' populations. These themes are considered through an intersectional analysis of structural factors such as age, gender, sexuality, social class, racial/ethnic identity and the impact of imprisonment and corrections on different individuals and groups. This unit pays particular attention to the over-representation of Indigenous populations in Australian prisons.

School Social Sciences

Discipline Criminology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Incompatible Subjects CULT 2011 - Prisons Punishment and Criminal Justice (Level 2)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate the relationship between punishment and society, the history of the prison and its relationship to modernism;
2. Critically analyse how social practices of punishment affect certain sectors of the population, including highly marginalised groups;
3. Describe the impact of contemporary issues in public policy and penalty, including community-based measures, private prisons, the

dispersal of punishment, restorative and therapeutic justice and the law and order driven imperatives of retribution and vengeance;

4. Critically assess the contributions of philosophical approaches to contemporary debates about punishment goals and practices.

Subject Content

Punishment and criminal justice
 Philosophical justifications for punishment
 The rise of the prison
 Juvenile detention and punishment of youth
 Class, race, disadvantage and imprisonment: Indigenous over-representation
 Gender and punishment
 Non-custodial penalties and regulatory justice
 Penal reform, activism and prison politics
 Prison policies and correctional programmes
 Decarceration and recarceration
 Privatisation of prisons and corrections
 Risk, fear and ?dangerousness?f

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay Plan - Essay Plan on one set topic citing research and a thesis statement as a framework for assessment 2	300 words	20	N	Individual
Essay	1,500 words	45	N	Individual
Report on prison visit	1,200 words	35	N	Individual

Teaching Periods

Summer A

Liverpool

Day

Subject Contact Selda Dagistanli ([https://directory.westernsydney.edu.au/search/name/Selda Dagistanli/](https://directory.westernsydney.edu.au/search/name/Selda%20Dagistanli/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT3025_22-SUA_LP_D#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Alexia Cameron ([https://directory.westernsydney.edu.au/search/name/Alexia Cameron/](https://directory.westernsydney.edu.au/search/name/Alexia%20Cameron/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT3025_22-OT2_OW_O#subjects)

Spring Penrith (Kingswood)

Day

Subject Contact Selda Dagistanli ([https://directory.westernsydney.edu.au/search/name/Selda Dagistanli/](https://directory.westernsydney.edu.au/search/name/Selda%20Dagistanli/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT3025_22-SPR_KW_D#subjects)

Liverpool

Day

Subject Contact Selda Dagistanli ([https://directory.westernsydney.edu.au/search/name/Selda Dagistanli/](https://directory.westernsydney.edu.au/search/name/Selda%20Dagistanli/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT3025_22-SPR_LP_D#subjects)

Online

Online

Subject Contact Selda Dagistanli ([https://directory.westernsydney.edu.au/search/name/Selda Dagistanli/](https://directory.westernsydney.edu.au/search/name/Selda%20Dagistanli/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT3025_22-SPR_ON_O#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT3025_22-SC3_SC_D#subjects)

CULT 7001 Economies and Ecologies

Credit Points 10

Legacy Code 800174

Coordinator Katherine Gibson ([https://directory.westernsydney.edu.au/search/name/Katherine Gibson/](https://directory.westernsydney.edu.au/search/name/Katherine%20Gibson/))

Description This unit examines how the economy is being reclaimed as a space of political decision in the Anthropocene, the new geological epoch in which human activity is having global impact on the Earth's ecosystems. It critically explores how different ways of thinking about economy shape the worlds we inhabit. It analyses contemporary examples of economic experimentation and human-non-human assemblages that are making 'other worlds' possible. It explores connections between ecological and economic thinking and asks how our conception of the economy and subjectivity changes when we consider the needs of other species as well as our own.

School Graduate Research School

Discipline Other Society And Culture

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate a range of thinking practices that open up the economy as a site of possibility

2. Review and participate/engage with current debates about economic alternatives
3. Apply methods for social and political theoretical development
4. Apply skills in peer reading, reviewing, editing and re-writing

Subject Content

1. Thinking for the Anthropocene
2. Representations of Economy
3. Thinking from Ecology/Nature/Matter
4. Anti-Essentialism and Class
5. Rethinking Economic Subjectivity
6. Decentering Subjectivity
7. Feminist Economic Thought
8. Neoliberalism Scripts and their Effects
9. Unravelling Community
10. Thinking Strategies for Decolonization
11. More-than-HumanPost-Development

Teaching Periods

CULT 7002 Engaging Discursive Fields

Credit Points 10

Legacy Code 102340

Coordinator Tanya Notley ([https://directory.westernsydney.edu.au/search/name/Tanya Notley/](https://directory.westernsydney.edu.au/search/name/Tanya%20Notley/))

Description This unit creates an opportunity for intensive reading on the candidate's research project. Lectures and seminars direct students to identify classic texts, watershed publications, leading scholars, and current debates in their chosen field of research. While expanding their knowledge of existing scholarship, they will become aware of the discursive structures and academic protocols that govern their discipline. What theoretical approaches are used? What does the field of research require of its scholars? What makes their work authoritative? What sources do they use? What questions guide their research? In what context? How has the discursive field changed over time? Such questions direct the formulation of a research project of current relevance.

School Humanities & Comm Arts

Discipline Society and Culture, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Establish a broader knowledge of existing scholarship in their field of research
2. Identify key texts and theoretical approaches used within their field of research
3. Demonstrate awareness of protocols of research and scholarship that govern the field
4. Identify current debates and leading scholars in the field

5. Demonstrate advanced skills in discriminating bibliographic research.

Subject Content

- advanced research techniques
- genres of academic writing
- Expectations of academic research and writing across and within fields of research
- concepts of discourse and The formation of knowledge
- Understanding and recognising sources and uses of academic authority
- Varieties and uses of sources across various media
- relationships between research and its dissemination
- modes of research dissemination beyond Print

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Critical Review of Work Read	2,000-3,000 words	50	N	Individual
Annotated Bibliography: Bibliography of additional reading for future reference assessed on the relevance, and range of resources	1,000 - 1,500 words - dependent on the topic and discipline	25	N	Individual
Quiz: 5 online quizzes based on work read in common. Five questions in each quiz, multiple choice and/ or short answer.	30 minutes each	25	N	Individual

Teaching Periods

CULT 7003 Environmental Humanities

Credit Points 10

Legacy Code 102339

Coordinator Josh Wodak ([https://directory.westernsydney.edu.au/search/name/Josh Wodak/](https://directory.westernsydney.edu.au/search/name/Josh%20Wodak/))

Description This unit provides an overview of the emerging interdisciplinary field of Environmental Humanities. It provides a space

of dialogue for Humanities, Arts and Social Sciences (HASS) and Science, Technology, Engineering and Mathematics (STEM) students to work collaboratively in developing novel ways of thinking about the relationships between culture and nature. The Unit centres on emerging conceptual trends interrogating notions such as: Anthropocene, extinction, planetary boundaries, critical zones, socio-ecological change dynamics, as a way of engaging with fundamental questions of meaning, justice, value, responsibility and purpose in a time of rapid and escalating change. The unit also focuses on methodological issues and tackles questions of co-construction between HASS and STEM disciplines.

School Graduate Research School

Discipline Society and Culture, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate a critical awareness of the historical, philosophical and political implications of human transformation of the environment and the ways we rethink our relations with other non-human beings.
2. Define the major theoretical traditions in environmental humanities identifying the multiple subareas within environmental humanities and understanding their origins, connections, and divergences.
3. Use a range of methods to analyse, critically interrogate, and offer solutions to diverse perspectives on contemporary environmental concerns and dilemmas.
4. Use interdisciplinary approaches to tackling complex problems, including developing research, writing and presentation skills that successfully integrate knowledge from humanities, social sciences, science and technology, and the natural sciences.
5. Demonstrate the ability to translate and present research in an academic forum.

Subject Content

This subject is offered through a combination of online and face-to-face delivery. Students are required to attend 5 x 2 hour lectures, 10 x 2 hour seminars and 1 x 2 hour symposium. The subject makes extensive use of blended learning for accessing resources and activities. Students are expected to spend approximately 120 hours on this subject, working through the reading program, contributing to online discussions, completing the assessment tasks and attending the compulsory lectures/seminars.

Preliminary content include:

1. Conceptualising the environmental humanities: concepts and methods for studying cultures/natures
2. Understanding living systems and coupled socio-ecological dynamics
3. Living in the Anthropocene: exceeding planetary boundaries
4. Approaches in Environmental History
5. Debates in Environmental Anthropology
6. Sustainability and Design
7. Normative principles of Environmental Justice
8. Science, democracy and citizenship
9. Researching global change; interdisciplinary challenges.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Literature review	2,000 words	25	N	Individual
Research Article or Paper	4,000 words	35	N	Individual
Symposium Presentation	15 minutes	35	N	Individual
Provocation	3 images	5	N	Individual

Teaching Periods

CULT 7004 Global Digital Futures

Credit Points 10

Legacy Code 102412

Coordinator Brett Neilson ([https://directory.westernsydney.edu.au/search/name/Brett Neilson/](https://directory.westernsydney.edu.au/search/name/Brett%20Neilson/))

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

School Humanities & Comm Arts

Discipline Society and Culture, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects CULT 7007 - Text Media and Memory

Restrictions

Students must be enrolled in a postgraduate or a research program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Think critically about the implications of using digital technology and methods for compiling, storing, displaying, and disseminating humanities data.
2. Articulate the influence of earlier media, such as photography and film, on communication, research and information design so that digital innovations can be viewed in a broader context.
3. Appraise new formats, genres and methods for the production of knowledge, ranging from the personal and experimental to the institutional.
4. Articulate key ways in which the concepts of identity and community are changing in the digital information age.

Subject Content

The subject is structured around eight modules

1. Digital Futures
2. Data Politics and Algorithmic Governance
3. Digital Infrastructures - Data Centres and Undersea Cables
4. Artificial Intelligence/Machine Learning
5. High Frequency Trading and Flash Crashes
6. Contact Tracing
7. The Chinese Internet and the Digital Silk Road
8. Reverse Engineering

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Online Research and Learning Activities	Regular contribution to activities, totalling minimum 1,000 words	20	N	Individual
Oral Presentation	10 minutes	15	N	Individual
Project: a written work or a digital creative or critical work with an exegesis	3,000 words (or equivalent combination of digital work and written exegesis)	65	N	Individual

Prescribed Texts

- Arthur, Paul Longley. History and New Media. London: Anthem Press, Scholarship in the Digital Age series, 2015.

Teaching Periods

CULT 7006 Rethinking Culture and Society

Credit Points 10

Legacy Code 800196

Coordinator Gregory Noble ([https://directory.westernsydney.edu.au/search/name/Gregory Noble/](https://directory.westernsydney.edu.au/search/name/Gregory%20Noble/))

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

School Graduate Research School

Discipline Other Society And Culture

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. understand the processes in articulating and unpacking key theoretical ideas
2. develop a formulation of their own keywords
3. reflect upon the challenges of interdisciplinarity, methodological pluralism, cultural complexity and engagement
4. develop skills in critical analysis

Subject Content

1. exploration of key concepts of social and cultural analysis, eg: - culture, society, experience, practice, power, local/global, nature, economy, technology, etc
2. development of skills of advanced critical analysis
3. reflection on key challenges of: - interdisciplinarity, methodological pluralism, engaged research, cultural complexity
4. participation in ICS seminar series

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1,500 words	25	N	Individual
Presentation	15 minutes	25	N	Individual
Essay	3,000 words	50	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Gregory Noble ([https://directory.westernsydney.edu.au/search/name/Gregory Noble/](https://directory.westernsydney.edu.au/search/name/Gregory%20Noble/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT7006_22-AUT_PS_D#subjects)

CULT 7008 The Cutting Edge: Advanced Studies in Humanities and Communication Arts

Credit Points 10

Legacy Code 102298

Coordinator Brett Bennett ([https://directory.westernsydney.edu.au/search/name/Brett Bennett/](https://directory.westernsydney.edu.au/search/name/Brett%20Bennett/))

Description The School of Humanities and Communication Arts teaches across a range of disciplines including Design, Music, Creative Arts, Communications and Media, Languages and Linguistics, Cultural and Social Analysis, Philosophy, Literary Studies, History and Political Thought, International Relations and Asian Studies, Indigenous Studies. This shell unit provides advanced academic training, advanced knowledge and intellectual development in the student's academic discipline by focusing on current debates in selected fields of study. The content of this unit will change according to fields of research represented in the cohort of each year, the issues of current concern in the discipline streams taught, and staff expertise. It will be taught in streamed, parallel seminars organised by broadly defined disciplinary grouping.

School Humanities & Comm Arts

Discipline Society and Culture, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in the Bachelor of Research Studies/Master of Research or Master of Research.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Articulate understanding of current debates in their field of study
2. Apply research methods across research topics, research methodologies, and research outcomes
3. Demonstrate advanced skills in analysis, synthesis, and exposition
4. Engage with professional academic research.

Subject Content

This subject provides advanced academic training, advanced knowledge and intellectual development in the student's academic discipline by focusing on current debates in selected fields of study.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Seminar Presentation	15 minutes	20	N	Individual
Writing Project	3,000 words approximately	60	N	Individual
Online Activity	Weekly contributions	20	N	Individual

Teaching Periods

2nd Half

Online

Day

Subject Contact Brett Bennett ([https://directory.westernsydney.edu.au/search/name/Brett Bennett/](https://directory.westernsydney.edu.au/search/name/Brett%20Bennett/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT7008_22-2H_ON_D#subjects)

CULT 7010 Researching Post-Capitalist Possibilities (PhD Summer School)

Credit Points 10

Legacy Code 800216

Coordinator Stephen Healy ([https://directory.westernsydney.edu.au/search/name/Stephen Healy/](https://directory.westernsydney.edu.au/search/name/Stephen%20Healy/))

Description Researching Post-Capitalist Possibilities offers HDR students the opportunity to explore how the humanities and social sciences can play a role in making other worlds possible. It develops the thinking capacities we need as scholars to shape the world and reviews the ethical responsibilities that come with this work. It offers an opportunity to work with scholar members of the Community Economies Collective within the Institute for Culture and Society (ICS) who have been thinking outside or beyond capitalist relations since the publication of J.K. Gibson-Graham's *The End of Capitalism (As We Knew It)* in 1996.

School Graduate Research School

Discipline Other Society And Culture

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

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

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Articulate key ideas of anti-essentialist political economy and feminist poststructuralism
2. Apply the thinking techniques and methodological approaches introduced in the course to student's current research.
3. Situate student-research within current theoretical debates in Feminist Political Economy, Science and Technology Studies and Environmental Humanities concerning economic and ecological futures
4. Design research strategies for instigating social and ecological transformation

Subject Content

This unit presents the conceptual foundations of feminist post-capitalist thinking and demonstrates its applicability. It will provide Master of Research and early stage PhD students with a demanding immersion in social theory debates.

1. Techniques of reading that open up possibility

Key theoretical concept: capitalocentrism

- Genealogy
- Deconstruction
- Queering

2. Theorizing subjects to open up possibility

Key theoretical concept: class as an entry point

- Marxian class analysis
- Anti-essentialist class analysis
- Class and subjectivity

3. Reframing 'the economy' to open up possibility

Key theoretical concept: diverse economies

- Reframing
- Inventory
- Reading for difference
- Performativity

4. Theorizing 'community' to open up possibility

Key theoretical concept: more than human community

- Reading 'property' for diversity
- From nouns to verbs: commons to commoning
- Applications of commoning
- Action research and assets based approaches

Assessment

Summer B Day

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	7 minute	10	N	Individual
Essay	3,000 words	30	N	Individual
Reflection	6 X 250 words	60	N	Individual

Teaching Periods

CULT 9001 Dissertation

Credit Points 20

Legacy Code 800162

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Business

Discipline Other Society And Culture

Student Contribution Band HECS Band 4 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Parramatta City - Macquarie St

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9001_22-RQ1_PC_D#subjects)

Research Quarter 2

Parramatta City - Macquarie St

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9001_22-RQ2_PC_D#subjects)

Research Quarter 3

Parramatta City - Macquarie St

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9001_22-RQ3_PC_D#subjects)

Research Quarter 4

Parramatta City - Macquarie St

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9001_22-RQ4_PC_D#subjects)

CULT 9002 HDR - Under Examination

Credit Points 0

Legacy Code 800163

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Administrative

Discipline Society and Culture, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9002_22-RQ1_BA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9002_22-RQ3_PS_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9002_22-RQ4_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9002_22-RQ4_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9002_22-RQ4_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9002_22-RQ4_KW_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9002_22-RQ4_PC_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9002_22-RQ4_PS_D#subjects)

CULT 9005 HDR Thesis - Dual Award

Credit Points 20

Legacy Code 800191

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Graduate Research School

Discipline Society and Culture, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9005_22-RQ1_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9005_22-RQ1_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9005_22-RQ1_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9005_22-RQ1_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9005_22-RQ1_PS_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9005_22-RQ2_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9005_22-RQ2_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9005_22-RQ2_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9005_22-RQ2_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9005_22-RQ2_PS_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9005_22-RQ3_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9005_22-RQ3_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9005_22-RQ3_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9005_22-RQ3_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9005_22-RQ3_PS_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9005_22-RQ4_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9005_22-RQ4_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9005_22-RQ4_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9005_22-RQ4_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9005_22-RQ4_PS_D#subjects)

CULT 9006 HDR Thesis - Institute for Culture and Society

Credit Points 20

Legacy Code 800154

Coordinator Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

School Institute Culture & Society

Discipline Other Society And Culture

Student Contribution Band HECS Band 4 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9006_22-RQ1_BA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9006_22-RQ1_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9006_22-RQ1_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9006_22-RQ1_PS_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9006_22-RQ2_BA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9006_22-RQ2_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9006_22-RQ2_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9006_22-RQ2_PS_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9006_22-RQ3_BA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9006_22-RQ3_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9006_22-RQ3_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9006_22-RQ3_PS_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9006_22-RQ4_BA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9006_22-RQ4_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9006_22-RQ4_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9006_22-RQ4_PS_D#subjects)

CULT 9007 Higher Degree Research Thesis - Humanities

Credit Points 20

Legacy Code 800117

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Humanities & Comm Arts

Discipline Society and Culture, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9007_22-RQ1_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9007_22-RQ1_KW_D#subjects)

Liverpool

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9007_22-RQ1_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9007_22-RQ1_PS_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9007_22-RQ2_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9007_22-RQ2_KW_D#subjects)

Liverpool

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9007_22-RQ2_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9007_22-RQ2_PS_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9007_22-RQ3_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9007_22-RQ3_KW_D#subjects)

Liverpool

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9007_22-RQ3_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9007_22-RQ3_PS_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9007_22-RQ4_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9007_22-RQ4_KW_D#subjects)

Liverpool

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9007_22-RQ4_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9007_22-RQ4_PS_D#subjects)

CULT 9008 Higher Degree Research Thesis - Research

Credit Points 20

Legacy Code 800190

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Graduate Research School

Discipline Society and Culture, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9008_22-RQ1_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9008_22-RQ1_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9008_22-RQ1_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9008_22-RQ1_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9008_22-RQ1_PS_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9008_22-RQ2_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9008_22-RQ2_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9008_22-RQ2_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9008_22-RQ2_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9008_22-RQ2_PS_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9008_22-RQ3_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9008_22-RQ3_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9008_22-RQ3_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9008_22-RQ3_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9008_22-RQ3_PS_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9008_22-RQ4_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9008_22-RQ4_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9008_22-RQ4_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9008_22-RQ4_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9008_22-RQ4_PS_D#subjects)

CULT 9009 Higher Degree Research Thesis - Society and Culture

Credit Points 20

Legacy Code 800207

Coordinator Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

School Graduate Research School

Discipline Society and Culture, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9009_22-RQ1_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9009_22-RQ1_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9009_22-RQ1_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9009_22-RQ1_KW_D#subjects)

Liverpool

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9009_22-RQ1_LP_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9009_22-RQ4_KW_D#subjects)

Liverpool

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9009_22-RQ4_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9009_22-RQ4_PS_D#subjects)

CULT 9010 Higher Degree Research Thesis - Society and Culture

Credit Points 20

Legacy Code 800184

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Graduate Research School

Discipline Society and Culture, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9010_22-RQ1_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9010_22-RQ1_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9010_22-RQ1_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9010_22-RQ1_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9010_22-RQ1_PS_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9010_22-RQ2_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9010_22-RQ2_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9010_22-RQ2_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9010_22-RQ2_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9010_22-RQ2_PS_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9010_22-RQ3_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9010_22-RQ3_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9010_22-RQ3_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9010_22-RQ3_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9010_22-RQ3_PS_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9010_22-RQ4_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9010_22-RQ4_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9010_22-RQ4_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9010_22-RQ4_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9010_22-RQ4_PS_D#subjects)

CULT 9011 Master of Research Thesis Examination

Credit Points 0

Legacy Code 800193

Coordinator Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

School Administrative

Discipline Society and Culture, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 20cp

Level PhD and Research Masters Level 9 subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Thesis		100	N	Individual

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9011_22-RQ1_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9011_22-RQ1_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9011_22-RQ1_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=CULT9011_22-RQ4_PS_D#subjects)

DESN 0001 Design Practice (WSTC Prep)

Credit Points 10

Legacy Code 700223

Coordinator Ben Fletcher ([https://directory.westernsydney.edu.au/search/name/Ben Fletcher/](https://directory.westernsydney.edu.au/search/name/Ben%20Fletcher/))

Description Design Practice introduces students to the fundamental principles of graphic design practice. This unit investigates how the design process is applied to real-world industry design briefs to create a visual design. Students develop an understanding of the processes and practices used to support collaboration between clients, designers and specialists when designing and producing visual communications. Students are guided through the process of interpreting a design brief, creating and pitching a design response, presenting work for critique, incorporating critique into a design solution and producing highly refined design outcomes to a professional standard. Students work on a number of design briefs using industry standard work practices, including time management strategies, multi-tasking, strict delivery deadlines, brief comprehension and job documentation as well as client/designer coordination and negotiation.

School Western Sydney The College

Discipline Graphic Design Studies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 0 Preparatory subject

Restrictions Students must be enrolled at Western Sydney University, The College.

Assumed Knowledge

Basic written English skills.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. describe and apply the processes and practices used to produce designs in the design industry and explain factors that influence these practices
2. apply the basic elements and principles of the design process to execute the design brief
3. describe and demonstrate the practices, techniques and processes used by designers in establishing briefs and in designing and producing designs that fulfil clients' needs
4. demonstrate competency in graphic design technology
5. conduct research and analysis as well as clearly communicate a rationale for design decisions
6. structure a brief
7. apply project and time management skills to achieve client deadlines
8. present, reflect and evaluate your own creative outcomes

9. maintain and store design documentation and job diaries at a professional standard

Subject Content

1. Design industry overview
2. Requirements and methodologies of design practice
3. The design brief
4. Core design techniques
5. Managing and communication with clients
6. Project management
7. Project delivery and presentation
8. Documenting and storing project documents
1. Design industry overview
2. Requirements and methodologies of design practice
3. The design brief
4. Core design techniques
5. Managing and communication with clients
6. Project management
7. Project delivery and presentation
8. Documenting and storing project documents

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Log/Workbook	Equivalent to 600 words	10	N	Individual
Presentation	Equivalent to 600 words	10	N	Group
Applied Project	Equivalent 1,000 words plus visual elements	20	N	Group
Applied Project	Equivalent 1,500 words plus visual elements	30	Y	Individual
Practical	Equivalent 900 words in total plus visual elements	30	Y	Individual

Teaching Periods

Term 1

Nirimba Education Precinct

Day

Subject Contact Ben Fletcher ([https://directory.westernsydney.edu.au/search/name/Ben Fletcher/](https://directory.westernsydney.edu.au/search/name/Ben%20Fletcher/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=DESN0001_22-T1_BL_D#subjects)

Term 3

Nirimba Education Precinct

Day

Subject Contact Ben Fletcher ([https://directory.westernsydney.edu.au/search/name/Ben Fletcher/](https://directory.westernsydney.edu.au/search/name/Ben%20Fletcher/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=DESN0001_22-T3_BL_D#subjects)

DESN 0002 The Design Process (WSTC Prep)

Credit Points 10

Legacy Code 700197

Coordinator Ben Fletcher ([https://directory.westernsydney.edu.au/search/name/Ben Fletcher/](https://directory.westernsydney.edu.au/search/name/Ben+Fletcher/))

Description The Design Process introduces the elements and principles of design as well as design processes and methods required to explore and creatively apply the design process. The Design Process focuses on the skills and concepts that contribute to interpreting and responding to design briefs, as well as researching, developing and presenting innovative design solutions. The core of any design process is the design brief. The Design Process acknowledges the importance of this and how it informs relationships between the client, designer and specialists engaged to develop the design process. The unit addresses the purpose, sequence, major stages and application of the design process to synthesise solutions relevant to the design industry.

School Western Sydney The College

Discipline Graphic Arts and Design Studies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 0 Preparatory subject

Restrictions Students must be enrolled at Western Sydney University, The College.

Assumed Knowledge

Basic written English skills.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. implement a design process, including research, idea generation, prototyping and reflection, when responding to a brief
2. interpret the requirements of a design brief, the client, and a clearly defined audience and apply these to design work
3. use and apply specific research skills to collect ideas, information and resources relevant to the brief for inspiration, investigation, analysis and interpretation
4. develop the brief by identifying the client, their communication need/s, the purpose and context of the visual communication, the target audience and any constraints that affect the nature of the solution
5. explore a variety of design ideas that draw on the research and are appropriate to the brief
6. develop the concepts by selecting the preferred ideas and applying a range of methods, materials, media, design elements, design principles and presentation formats to create visual communications that address the brief
7. modify the design in response to feedback, reflection and evaluation against the brief
8. present and store work in a format which takes account of the need for professional presentation and potential need for samples in future work
9. select appropriate materials, tools and equipment required for the production of design samples in accordance with the brief
10. interpret and communicate the requirements of a design brief with the client, analyse their communication needs, the purpose of the visual communication and apply these to the design work

Subject Content

1. Stages of the design process
2. The design brief
3. Writing a design proposal
4. Research methods
5. Idea generation
6. Concept development
7. Evaluation, feedback and refinement
8. Creating and delivering an effective presentation
1. Stages of the design process
2. The design brief
3. Writing a design proposal
4. Research methods
5. Idea generation
6. Concept development
7. Evaluation, feedback and refinement
8. Creating and delivering an effective presentation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Log/Workbook	Equivalent to 600 words plus visual elements	10	N	Individual
Case Study Report	1000 words plus visual elements	10	N	Individual
Report	Equivalent to 600 words plus visual elements	15	N	Group
Applied Project	Equivalent to 1000 words plus visual elements	20	N	Group
Portfolio	Equivalent to 1500 words plus visual elements	45	Y	Individual

Prescribed Texts

- Barnun, A, Haddock, S, Hicks, A, Oppen, F 2012, Graphic Design Australian Style Manual, McGraw Hill, Sydney.

Teaching Periods

Term 1

Nirimba Education Precinct

Day

Subject Contact Ben Fletcher ([https://directory.westernsydney.edu.au/search/name/Ben Fletcher/](https://directory.westernsydney.edu.au/search/name/Ben+Fletcher/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=DESN0002_22-T1_BL_D#subjects)

Term 2

Nirimba Education Precinct

Day

Subject Contact Ben Fletcher (<https://directory.westernsydney.edu.au/search/name/Ben Fletcher/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=DESN0002_22-T2_BL_D#subjects)

DESN 0003 Critical Thought in Design (WSTC Prep)

Credit Points 10

Legacy Code 700321

Coordinator Ben Fletcher (<https://directory.westernsydney.edu.au/search/name/Ben Fletcher/>)

Description Critical Thought in Design provides students with an understanding of the process designers use to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. The ability to think critically, creatively and independently is essential for success as a designer in generating and communicating innovative design solutions that meet the needs of the client and target audience. The aim of this unit is to provide students with the skills and techniques necessary to become an independent thinker able to research, analyse, argue and communicate effectively with clients. The unit examines a wide range of critical thinking and design, problem-solving methods including problem definition techniques, idea generation, brainstorming, as well as evaluation and analysis skills.

School Western Sydney The College

Discipline Graphic Arts and Design Studies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 0 Preparatory subject

Restrictions Students must be enrolled at Western Sydney The College

Assumed Knowledge

Basic written English skills.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply lateral thinking techniques to develop creative responses to project briefs.
2. Analyse and evaluate concepts, assumptions, explanations, arguments and solutions to design problems.
3. Identify, correct and prevent errors in thinking and problem solving in design processes.
4. Demonstrate critical and analytical skills in the interpretation and appreciation of works of design.
5. Apply design thinking techniques while conceiving, communicating and presenting ideas.
6. Demonstrate design thinking and research strategies within design practice.

7. Generate ideas and determine solutions using creative thinking methods, and conduct research, analyse, evaluate and communicate rationale for design decisions.
8. Conduct research, analyse, evaluate and communicate rationale for design decisions.

Subject Content

1. Creative thinking and design practice.
2. Critically analyse, consolidate and synthesise knowledge.
3. Creative thinking tools, eg mind mapping, brainstorming, metaphorical thinking, attribute listing, morphological synthesis, lateral thinking and the creative problem solving process.
4. Critical thinking techniques.
5. Lateral thinking and brainstorming.
6. Research and interpretation.
7. Evaluating, implementing and communicating new ideas.
1. Creative thinking and design practice.
2. Critically analyse, consolidate and synthesise knowledge.
3. Creative thinking tools, eg mind mapping, brainstorming, metaphorical thinking, attribute listing, morphological synthesis, lateral thinking and the creative problem solving process.
4. Critical thinking techniques.
5. Lateral thinking and brainstorming.
6. Research and interpretation.
7. Evaluating, implementing and communicating new ideas.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Practical	Equivalent to 600 words	20	N	Individual
Report	Equivalent 1 000 words plus visual elements	30	N	Individual
Portfolio	Equivalent 1 500 words plus visual elements	50	Y	Individual

Teaching Periods

Term 1

Nirimba Education Precinct

Day

Subject Contact Ben Fletcher (<https://directory.westernsydney.edu.au/search/name/Ben Fletcher/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=DESN0003_22-T1_BL_D#subjects)

Term 3

Nirimba Education Precinct

Day

Subject Contact Ben Fletcher (<https://directory.westernsydney.edu.au/search/name/Ben Fletcher/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=DESN0003_22-T3_BL_D#subjects)

DESN 1003 Design Histories and Futures

Credit Points 10

Legacy Code 102262

Coordinator Karen De Perthuis ([https://directory.westernsydney.edu.au/search/name/Karen De Perthuis/](https://directory.westernsydney.edu.au/search/name/Karen%20De%20Perthuis/))

Description This unit introduces students to historical accounts and theories of design from the dominant perspective of Modernism in the first half of the 20th century, through post-war consumerism and the ensuing movements of the 20th century, such as Postmodernism, Punk and New Wave; design reactions to corporate culture, design for change and activism; and the digital design enablers of the 21st century. Students learn a contextual history of 20th century design practice by studying the doctrines around which the modernist movement cohered, and the conditions under which these doctrines are challenged by later movements. The unit explores various roles of the visual designer through history-avant-garde, futurist, revolutionary, utopian design; client-service design; social activism, producer and digital enabler. These roles are expressed across a range of design outcomes such as photography, typography, illustration, print media, graphics, digital design, film and animation. Part of this exploration will examine the impacts of design histories on our past, present and future conditions, as well as changing the future for design. Students will complete visual and writing tasks that aim to build their understanding of design histories and futures, and scholarship in academic research and writing.

School Humanities & Comm Arts

Discipline Graphic Design Studies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects DESN 1001 - 20th Century Design Histories
DESN 1004 - Design Histories and Futures (WSTC)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and analyse examples of design as part of historical contexts of visual practice/experimentation, ideas, social and/or cultural events.
2. Explain influential cultural themes, theories and doctrines that inform the design histories considered with reference to primary and secondary literature about exemplary design approaches.
3. Evaluate the contributions of select designers to these movements and periods of design practice by analysing examples, professional/cultural roles and relevant literature, and by making thinking visible through a design outcome.
4. Demonstrate understanding of the impact of design on contemporary society and the sustainability of the future.
5. Demonstrate research and English language literacy for critical thinking and writing about design history and scholarship

Subject Content

Introduction: Why study design history and theory? What are design histories and futures?

Modernism: the experience of industrial urbanism and cultural responses to modernity.

Experimental graphic design, Futurism and the European Modernist Avant-Garde.

Constructivism, Utopianism and the revolutionary role of the designer in the Soviet transformation.

The Bauhaus: Modernist principles and model of design education.

Photography, New Typography and the dissemination of graphic principles of the International Style of Modernism.

Consumerism and Corporate visual identity systems.

Disturbances: Postmodernism, New Wave and Punk graphics.

Digital design enablers of networked communication.

Revolution against corporate culture: the graphic designer, social responsibility and activism.

Imagining the future 1: design's speculations about future life and 'social dreaming'.

Imagining the future 2: sustainable futures and 'futuring'.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	1,000 words	25	N	Individual
Case Study	Visual design and 1,500 word essay	45	N	Individual
Applied Project	Visual work plus 500 word narrative	30	N	Individual

Prescribed Texts

- Meggs, P.B. and Purvis, A. W. (2016). Meggs' history of graphic design. (6th ed.). New Jersey, John Wiley & Sons.

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Karen De Perthuis ([https://directory.westernsydney.edu.au/search/name/Karen De Perthuis/](https://directory.westernsydney.edu.au/search/name/Karen%20De%20Perthuis/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=DESN1003_22-AUT_PS_D#subjects)

DESN 1004 Design Histories and Futures (WSTC)

Credit Points 10

Legacy Code 700195

Coordinator Ben Fletcher ([https://directory.westernsydney.edu.au/search/name/Ben Fletcher/](https://directory.westernsydney.edu.au/search/name/Ben%20Fletcher/))

Description This unit introduces students to historical accounts and theories of design from two dominant perspectives, modernism and postmodernism. Students learn a contextual history of 20th century design practice by studying the doctrines around which the modernist movement cohered and the conditions under which these doctrines are

questioned by postmodernism. The unit will explore various roles of the visual designer through history such as the avant gardist, futurist, revolutionary, utopian, client-service designer, social activist, producer and digital enabler, as these roles were expressed across a range of design outcomes such as photography, typography, illustration, print media, graphics, digital design, film and animation over a century and beyond. Part of this exploration will examine the impacts of design histories on our past, present and future conditions, as well as the investments in changing the future for design. Students will complete visual and writing tasks that aim to build their understanding of design histories and futures, and scholarship in academic research and writing.

School Humanities & Comm Arts

Discipline Graphic Design Studies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Co-requisite(s) Students enrolled in the combined Diploma/Bachelor courses listed below must pass all College Preparatory units listed in the course structure before progressing to the Year Two units

Equivalent Subjects DESN 1003 - Design Histories and Futures DESN 1001 - 20th Century Design Histories

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in extended diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and analyse examples of design as part of historical contexts of visual practice/ experimentation, ideas, social and/or cultural events.
2. Explain influential cultural themes, theories and doctrines that inform the design histories considered with reference to primary and secondary literature about exemplary design approaches.
3. Evaluate the contributions of select designers to these movements and periods of design practice by analysing examples, professional/cultural roles and relevant literature and by making thinking visible through a design outcome.
4. Demonstrate understanding of the impact of design on contemporary society and the sustainability of the future.
5. Demonstrate research and English language literacy for critical thinking and writing about design history and scholarship.
6. Demonstrate understanding of the impact of design on contemporary society and the sustainability of the future.

Subject Content

1. Introduction: understanding designs impact on the past, present and future.
2. Modernism: the experience of industrial urbanism and cultural response to modernity.
3. Experimental graphic design, futurism and European modernist avant garde.
4. Constructivism, utopianism and the revolutionary role of the designer in the Soviet transformation.
5. The Bauhaus: modernist principles and Eurocentric model of design education.
6. The new typography and the dissemination of graphic principles as the international style.

7. Consumerism and the assimilation of the international style into global corporate visual Identity systems.
 8. Postmodernism, new wave and punk graphics.
 9. Digital design enablers of networked communication.
 10. Revolution against corporate culture: the graphic designer, social responsibility and activism.
 11. Imagining the future: designs speculations about future life and social dreaming
 12. Sustainable design: sustainable futures and futuring
1. Introduction: understanding design?fs i

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	Total of 1000 words for Quiz and Practical. Includes visual design.	25	N	Individual
Applied Project	Visual work plus 500 word narrative	25	N	Individual
Report	200 words	10	N	Individual
Essay	1500 words	40	N	Individual

Teaching Periods

Term 1

Nirimba Education Precinct

Day

Subject Contact Ben Fletcher ([https://directory.westernsydney.edu.au/search/name/Ben Fletcher/](https://directory.westernsydney.edu.au/search/name/Ben+Fletcher/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=DESN1004_22-T1_BL_D#subjects)

Term 2

Nirimba Education Precinct

Day

Subject Contact Ben Fletcher ([https://directory.westernsydney.edu.au/search/name/Ben Fletcher/](https://directory.westernsydney.edu.au/search/name/Ben+Fletcher/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=DESN1004_22-T2_BL_D#subjects)

DESN 1007 Graphic Design: Process and Practice

Credit Points 20

Legacy Code 102264

Coordinator Roman Goik ([https://directory.westernsydney.edu.au/search/name/Roman Goik/](https://directory.westernsydney.edu.au/search/name/Roman+Goik/))

Description This unit enables students to further develop their understanding of the design process within the context of project briefs that introduce areas of graphic design practice that include branding

and identity and information design. Students' understanding of a design brief, the client, and a clearly defined audience will deepen. Students will be introduced to some design specific research skills, such as mood board and persona development, which will help them begin to build a toolkit of methods which they will use throughout their degree. Students will develop their design process and a greater awareness of the role of research in the generation of ideas. Students will be introduced to further lateral thinking techniques and encouraged to develop creative responses to the project briefs within appropriate constraints for both client and audience needs. Further key software will be introduced and supported by online resources, and students will continue to develop their visual design skills in the fundamental areas of type, image and composition.

School Humanities & Comm Arts

Discipline Graphic Design Studies

Student Contribution Band HECS Band 2 20cp

Level Undergraduate Level 1 subject

Pre-requisite(s) DESN 1009

Equivalent Subjects DESN 1008 - Graphic Design Process and Practice (WSTC)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Interpret the requirements of a design brief, the client, and a clearly defined audience and apply these to their design work.
2. Develop a range of design specific research skills and apply such methods as part of their design process.
3. Apply lateral thinking and design thinking techniques to develop creative responses to project briefs.
4. Utilise a range of appropriate visual approaches in the fundamental areas of type, image and composition.
5. Utilise a wider range of features of Adobe CC as an industry standard software application for production.
6. Create a brand identity in response to a client brief.
7. Interpret and communicate complex information to a specific audience.

Subject Content

Branding

- What is branding - it's more than just a logo
- what is A client? Defining your client - precedent and Documentary research skills
- what is An audience? Defining your audience
- mood boards and Personas - design specific research skills
- precedent research skills
- Brand personality, tone of voice, etc
- logo design
- Copywriting

Introduction to Information Design

- Basic Models of information design
- The role of purpose, audience and context within information design
- The taxonomy of organisation
- analysis and Mapping of The key elements of content
- Structuring and representation of information through The use of graphic language
- Lynda.com tutorials as specified: Illustrator CC fundamentals and creating Infographics with Illustrator

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Design Project - quick briefs	Design practice, therefore no length/ duration applicable	20	N	Both (Individual & Group)
Branding and Identity Project	Design practice, therefore no length/ duration applicable	40	N	Individual
Information Design Project	Design practice, therefore no length/ duration applicable	40	N	Individual

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Roman Goik ([https://directory.westernsydney.edu.au/search/name/Roman Goik/](https://directory.westernsydney.edu.au/search/name/Roman%20Goik/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=DESN1007_22-SPR_PS_D#subjects)

DESN 1008 Graphic Design: Process and Practice (WSTC)

Credit Points 20

Legacy Code 700194

Coordinator Ben Fletcher ([https://directory.westernsydney.edu.au/search/name/Ben Fletcher/](https://directory.westernsydney.edu.au/search/name/Ben%20Fletcher/))

Description This unit enables students to further develop their understanding of the design process within the context of project briefs that introduce areas of graphic design practice that include branding and identity and information design. Students' understanding of a design brief, the client and a clearly defined audience will deepen. Students will be introduced to some design specific research skills, such as mood board and persona development, which will help them begin to build a toolkit of methods which they will use throughout their degree. Students will develop their design process and a greater awareness of the role of research in the generation of ideas. Students will be introduced to further lateral thinking techniques and encouraged to develop creative responses to the project briefs within appropriate constraints for both client and audience needs. Further key software will be introduced and supported by online resources and students will continue to develop their visual design skills in the fundamental areas of type, image and composition.

School Humanities & Comm Arts

Discipline Graphic Design Studies

Student Contribution Band HECS Band 2 20cp

Level Undergraduate Level 1 subject

Pre-requisite(s) DESN 1010

Co-requisite(s) Course 6013 - Diploma in Design Bachelor of Graphic Design (Pathway to Teaching Secondary)

Course 6011 - Diploma in Design Bachelor of Design (Visual Communication)

Students enrolled in the combined Diploma Bachelor courses listed below must pass all College Preparatory units listed in the course structure before progressing to the Year 2 units

Equivalent Subjects DESN 1007 - Graphic Design Process and Practice

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in extended diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Interpret the requirements of a design brief, the client and a clearly defined audience and apply these to their design work.
2. Develop a range of design specific research skills and apply such methods as part of their design process.
3. Apply lateral thinking and design thinking techniques to develop creative responses to project briefs.
4. Utilise a range of appropriate visual approaches in the fundamental areas of type, image and composition.
5. Utilise a wider range of features of Adobe CC as an industry standard software application for production.
6. Create a brand identify in response to a client brief.
7. Interpret and communicate complex information to a specific audience.

Subject Content

Branding:

1. What is branding? it?fs more than just a logo.
2. What is a client? Defining the client? precedent and documentary research skills.
3. What is an audience? Defining your audience
4. Mood boards and personas ? design specific research skills
5. Precedent research skills.
6. Brand personality, tone of voice etc.
7. Logo design.
8. Copywriting.

Introduction to information design:

1. Basic models of information design.
2. The role of purpose, audience and context within information design.
3. The taxonomy of organisation.
- 4.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied Project	Design practice therefore no length / duration	20	N	Group
Professional Task	Research 20% Development 20% Design practice therefore no length / duration	40	N	Individual
Practical	Research 20% Development 20% Design practice therefore no length / duration	40	N	Individual

Teaching Periods

Term 1

Nirimba Education Precinct

Day

Subject Contact Ben Fletcher ([https://directory.westernsydney.edu.au/search/name/Ben Fletcher/](https://directory.westernsydney.edu.au/search/name/Ben%20Fletcher/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=DESN1008_22-T1_BL_D#subjects)

Term 3

Nirimba Education Precinct

Day

Subject Contact Ben Fletcher ([https://directory.westernsydney.edu.au/search/name/Ben Fletcher/](https://directory.westernsydney.edu.au/search/name/Ben%20Fletcher/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=DESN1008_22-T3_BL_D#subjects)

DESN 1009 Graphic Design: Understanding the Principles

Credit Points 20

Legacy Code 102261

Coordinator Alison Barnes ([https://directory.westernsydney.edu.au/search/name/Alison Barnes/](https://directory.westernsydney.edu.au/search/name/Alison%20Barnes/))

Description This unit introduces students to the fundamental principles of visual language and graphic design practice. Through a series of workshops, exercises and project briefs, students will learn how elements such as colour, composition, text, typography and image can be used to communicate meaning in a variety of contexts. Through the project briefs students will begin to develop their awareness of graphic design as a problem solving activity and apply their understanding of the design process in relation to research skills, idea generation, reflective practice, and both written and verbal communication skills. Students will learn the importance of prototyping, developing and refining their ideas through practice, and aspects of the digital print

production process will also be introduced. Students will be introduced to design software packages and to support the ongoing development of their digital media skills they will be provided with access to resources for independent online learning.

School Humanities & Comm Arts

Discipline Graphic Design Studies

Student Contribution Band HECS Band 2 20cp

Level Undergraduate Level 1 subject

Equivalent Subjects DESN 1010 - Graphic Design Understanding the Principles (WSTC)

Incompatible Subjects DESN 1016 Introduction to Typography DESN 1006 Digital Design Production

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Develop, refine and present digital and non-digital outcomes to a professional standard.
2. Generate compelling solutions to visual problems that demonstrate an applied understanding of type, image colour and composition using the principles of design.
3. Implement a design process, including research, idea generation, prototyping and reflection, when answering a brief.
4. Use relevant media and image-making processes in developing solutions to visual problems within a set brief.
5. Use the major features of Adobe CC as an industry standard software application for production.
6. Undertake methods of peer evaluation and critique, and apply an iterative process to their design work.

Subject Content

What is graphic design?

Elements of design and principles of design

Colour

Lateral thinking and idea generation

Communicating through text and image

Typography and layout

Lynda.com tutorials as specified: i) Foundations of Colour, ii)

Foundations of Typography, iii) InDesign CC Fundamentals, iv)

Illustrator CC Fundamentals

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Portfolio	Design practice, therefore no length/duration applicable	25	N	Both (Individual & Group)

Practical	Design practice, therefore no length/duration applicable	25	N	Individual
Portfolio	Design practice, therefore no length/duration applicable	50	N	Individual

Prescribed Texts

- Sherin, A. (2018). Introduction to graphic design: A guide to thinking, process and style. London ; New York : Bloomsbury Visual Arts

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Alison Barnes ([https://directory.westernsydney.edu.au/search/name/Alison Barnes/](https://directory.westernsydney.edu.au/search/name/Alison%20Barnes/))

[https://directory.westernsydney.edu.au/search/name/Alison Barnes/](https://directory.westernsydney.edu.au/search/name/Alison%20Barnes/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=DESN1009_22-AUT_PS_D#subjects)

DESN 1010 Graphic Design: Understanding the Principles (WSTC)

Credit Points 20

Legacy Code 700193

Coordinator Ben Fletcher ([https://directory.westernsydney.edu.au/search/name/Ben Fletcher/](https://directory.westernsydney.edu.au/search/name/Ben%20Fletcher/))

Description This unit introduces students to the fundamental principles of visual language and graphic design practice. Through a series of workshops, exercises and project briefs, students will learn how elements such as colour, composition, text, typography and image can be used to communicate meaning in a variety of contexts. Through the project briefs, students will begin to develop awareness of graphic design as a problem solving activity and apply their understanding of the design process in relation to research skills, idea generation, reflective practice and both written and verbal communication skills. Students will learn the importance of prototyping, developing and refining their ideas through practice and aspects of the digital print production process will also be introduced. Students will be introduced to design software packages and to support the ongoing development of their digital media skills they will be provided with access to resources for independent online learning.

School Humanities & Comm Arts

Discipline Graphic Design Studies

Student Contribution Band HECS Band 2 20cp

Level Undergraduate Level 1 subject

Co-requisite(s) Students enrolled in the combined Diploma/Bachelor courses listed below must pass all College Preparatory units listed in the course structure before progressing to the Year 2 units

Equivalent Subjects DESN 1009 - Graphic Design Understanding the Principles

Incompatible Subjects DESN 1016 - Introduction to Typography DESN 1006 - Digital Design Production

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in extended diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Develop, refine and present digital and non-digital outcomes to a professional standard.
2. Generate compelling solutions to visual problems that demonstrate an applied understanding of type, image colour and composition using the principles of design.
3. Implement a design process, including research, idea generation, prototyping and reflection, when answering a brief.
4. Use relevant media and image-making processes in developing solutions to visual problems within a set brief.
5. Use the major features of Adobe CC as an industry standard software application for production.
6. Undertake methods of peer evaluation and critique and apply an iterative process to their design work.

Subject Content

What is graphic design?

Elements of design and principles of design.

Colour

Lateral thinking and idea generation.

Communicating through text and image.

Typography and layout.

Lynda.com tutorials as specified.

- Foundations of Colour.

- Foundations of Typography

- InDesign CC Fundamentals

- Illustrator CC Fundamentals.

What is graphic design?

Elements of design and principles of design.

Colour

Lateral thinking and idea generation.

Communicating through text and image.

Typography and layout.

Lynda.com tutorials as specified.

- Foundations of Colour.

- Foundations of Typography

- InDesign CC Fundamentals

- Illustrator CC Fundamentals.

What is graphic design?

Elements of design and principles of design.

Colour

Lateral thinking and idea generation.

Communicating through text and image.

Typography and layout.

Lynda.com tutorials as specified.

- Foundations of Colour.

- Foundations of Typography

- InDesign CC Fundamentals

- Illustrator CC Fundamentals.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Practical	Design practice therefore no length/duration	25	N	Both (Individual & Group)
Practical	Design practice therefore no length/duration	25	N	Individual
Portfolio	Design practice therefore no length/duration	50	N	Individual

Prescribed Texts

- Samara, T. (2007). Design elements. A graphic style manual: understanding the rules and knowing when to break them. Gloucester, Mass: Rockport Publishers.

Teaching Periods

Term 1

Nirimba Education Precinct

Day

Subject Contact Ben Fletcher ([https://directory.westernsydney.edu.au/search/name/Ben Fletcher/](https://directory.westernsydney.edu.au/search/name/Ben+Fletcher/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=DESN1010_22-T1_BL_D#subjects)

Term 2

Nirimba Education Precinct

Day

Subject Contact Ben Fletcher ([https://directory.westernsydney.edu.au/search/name/Ben Fletcher/](https://directory.westernsydney.edu.au/search/name/Ben+Fletcher/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=DESN1010_22-T2_BL_D#subjects)

Term 3

Nirimba Education Precinct

Day

Subject Contact Ben Fletcher ([https://directory.westernsydney.edu.au/search/name/Ben Fletcher/](https://directory.westernsydney.edu.au/search/name/Ben+Fletcher/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=DESN1010_22-T3_BL_D#subjects)

DESN 1011 Image Design

Credit Points 10

Legacy Code 102263

Coordinator Enrico Scotece ([https://directory.westernsydney.edu.au/search/name/Enrico Scotece/](https://directory.westernsydney.edu.au/search/name/Enrico%20Scotece/))

Description This subject introduces students to photographic image making and applications of photomedia in visual communication design contexts. The experience of image making is covered using the first principles of the photographic medium, camera handling and studio procedures. The principles of visual composition are learnt from the dual perspectives of creating and evaluating photographic and digital imagery, using lens and light-based techniques and methods.

School Humanities & Comm Arts

Discipline Graphic Design Studies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects DESN 1013 - Image Design Illustration DESN 1015 - Introduction to Photomedia DESN 1012 - Image Design (WSTC)

Restrictions

Students must be enrolled in one of the following programs 1571 Bachelor of Design (Visual Communication), 1696 Bachelor of Communication, 1736 Bachelor of Communication (Dean's Scholars), 1737 Bachelor of Design - Visual Communication (Dean's Scholars), 1838 Bachelor of Creative Industries, 1839 Bachelor of Design/Bachelor of Creative Industries, 1840 Bachelor of Communication/Bachelor of Creative Industries, 1841 Bachelor of Music/Bachelor of Creative Industries, 1842 Bachelor of Arts/Bachelor of Creative Industries, 1843 Bachelor of Graphic Design (Pathway to Teaching Secondary), 6007 Diploma in Communication/Bachelor of Communication, 6009 Diploma in Communication/Bachelor of Creative Industries, 6011 Diploma in Design/Bachelor of Design (Visual Communication), 6013 Diploma in Design/Bachelor of Graphic Design (Pathway to Teaching Secondary), 6015 Diploma in Communication/Bachelor of Screen Media (Arts and Production).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Employ photographic techniques and principles for light and lens-based image making
2. Employ compositional devices and visual organisation in designed outcomes
3. Develop creative strategies using a range of photographic methods and techniques to convey meaning
4. Research historical and contemporary image-makers and visual communication outcomes
5. Utilize visual research in concept development
6. Generate solutions that demonstrate an understanding of the relationship between design brief, client and target audience

Subject Content

- Introduction to the image and photo-graphic methods as a tool of communication and research
- Introduction to the camera's functions and its use in the process of visual representation
- Light and lens-based capture and output

- Introduction to the history and use of the image in various genres, forms and applications
- Introduction to professional studio methods and workflows
- The construction of meaning through single, sequential images and editing

Special Requirements

Essential equipment

1 x 16 gig storage drive

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	20 questions	20%	N	Individual
Applied Project	Portfolio of 8 annotated photographic images	20	N	Individual
Applied Project	Photographic design work plus approx. 400 words written descriptions	30	N	Individual
Applied Project	Photographic design work plus approx. 400 words written descriptions	30	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Enrico Scotece ([https://directory.westernsydney.edu.au/search/name/Enrico Scotece/](https://directory.westernsydney.edu.au/search/name/Enrico%20Scotece/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=DESN1011_22-AUT_PS_D#subjects)

DESN 1012 Image Design (WSTC)

Credit Points 10

Legacy Code 700196

Coordinator Ben Fletcher ([https://directory.westernsydney.edu.au/search/name/Ben Fletcher/](https://directory.westernsydney.edu.au/search/name/Ben%20Fletcher/))

Description This unit introduces students to the use of signification and metaphor in the visual communication of verbal and written concepts. The process of creating and evaluating images is explored through the principles of visual organisation and the experience of image making through photographic and illustrative methods, techniques and mediums.

School Humanities & Comm Arts

Discipline Graphic Design Studies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Co-requisite(s) Students enrolled in the combined Diploma/Bachelor courses listed below must pass all College Preparatory units listed in the course structure before progressing to the Year Two units

Equivalent Subjects DESN 1011 - Image Design DESN 1013 - Image Design Illustration DESN 1015 - Introduction to Photomedia

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in extended diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and utilise the elements of design and compositional strategies used in the design of an image.
2. Create images that interpret verbal language and written concepts.
3. Analyse and interpret signs and signifiers used in visual communication and apply these principles to the construction of images.
4. Implement the use of visual metaphor and symbolism for image based practices.
5. Employ a range of image production methods.
6. Utilise appropriate methods of image organisation and manipulation.

Subject Content

Development of visual literacy skills for the effective analysis of image design.

Explore the relationship between visual and verbal language.

The impact of photographic and illustrative media on the reading of a designed image.

The potential of style, technique and media to communicate and evoke a range of image reading experiences.

The process of creating and evaluating photographic and illustrative images.

Appropriate research methodology skills.

Lynda.com tutorials as specified.

Development of visual literacy skills for the effective analysis of image design.

Explore the relationship between visual and verbal language.

The impact of photographic and illustrative media on the reading of a designed image.

The potential of style, technique and media to communicate and evoke a range of image reading experiences.

The process of creating and evaluating photographic and illustrative images.

Appropriate research methodology skills.

Lynda.com tutorials as specified.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	Photographic design work - length/duration not applicable	50	N	Individual
Portfolio	Illustrative design work with 300 word written analysis	50	N	Individual

Teaching Periods

Term 2

Nirimba Education Precinct

Day

Subject Contact Ben Fletcher ([https://directory.westernsydney.edu.au/search/name/Ben Fletcher/](https://directory.westernsydney.edu.au/search/name/Ben+Fletcher/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=DESN1012_22-T2_BL_D#subjects)

Term 3

Nirimba Education Precinct

Day

Subject Contact Ben Fletcher ([https://directory.westernsydney.edu.au/search/name/Ben Fletcher/](https://directory.westernsydney.edu.au/search/name/Ben+Fletcher/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=DESN1012_22-T3_BL_D#subjects)

DESN 1018 Visual Storytelling

Credit Points 10

Legacy Code 101921

Coordinator Janet Saunders ([https://directory.westernsydney.edu.au/search/name/Janet Saunders/](https://directory.westernsydney.edu.au/search/name/Janet+Saunders/))

Description Visual storytelling is increasingly being used in a variety of contexts including websites, magazines, advertising, business and public affairs, exhibitions and events and television, often working across a number of platforms at the same time as requiring responsive design approaches for a diversity of viewing experiences. With access to increasing amounts and types of data, professional communicators need to be able to extract meaning to connect with a variety of different audiences in creative, dynamic, and emotional ways. This Unit introduces students to story archetypes, structure and flow. It encourages metaphorical and analogical storytelling using appropriation making reference to genre and research. This practical unit explores a range of traditional hands-on techniques and digital software commonly used across the communications sector. Students are encouraged to explore and develop their own mark and image making skills aimed at specific target audiences and communication contexts.

School Humanities & Comm Arts

Discipline Graphic Design Studies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects LGYA 2353 - Design Principles 2D3D DESN 1005 - Design Thinking DESN 1019 - Visual Storytelling (WSTC)

Assumed Knowledge

Basic written English skills.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Articulate understanding of the role of visual storytelling for exploring the relationship between content and context.
2. Evaluate visual communication contexts to identify principles and structures for visual storytelling.
3. Apply visual storytelling approaches using a range of digital media applications.
4. Apply visual approaches to generate relevant findings as storytelling outcomes for given briefs.

Subject Content

1. The subject introduces fundamental skills and literacies in visual design principles of layout for print and screen interfaces including readability, hierarchy, usage of information graphics and photography, typography and colour theory.
2. Visual storytelling principles are then applied through written and practical tasks that push understandings about the visual vocabulary of storytelling across a range of media platforms.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied Project	1.3 Equivalent to 30-60 secs or a minimum of 12 key frames plus portfolio	45	N	Individual
Applied Project	2.3 Equivalent to 2 x A4 or 1 x A3 format with minimum of 12 frames plus portfolio.	45	N	Individual
Quiz	Equivalent to 50 words - 5 quizzes with 10 multiple choice over 14 weeks	10	Y	Individual

Teaching Periods

Sydney City Campus - Term 1 Sydney City

Day

Subject Contact Ming Diao ([https://directory.westernsydney.edu.au/search/name/Ming Diao/](https://directory.westernsydney.edu.au/search/name/Ming%20Diao/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=DESN1018_22-SC1_SC_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Janet Saunders ([https://directory.westernsydney.edu.au/search/name/Janet Saunders/](https://directory.westernsydney.edu.au/search/name/Janet%20Saunders/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=DESN1018_22-SPR_KW_D#subjects)

Online

Online

Subject Contact Janet Saunders ([https://directory.westernsydney.edu.au/search/name/Janet Saunders/](https://directory.westernsydney.edu.au/search/name/Janet%20Saunders/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=DESN1018_22-SPR_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Janet Saunders ([https://directory.westernsydney.edu.au/search/name/Janet Saunders/](https://directory.westernsydney.edu.au/search/name/Janet%20Saunders/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=DESN1018_22-SPR_PS_D#subjects)

DESN 1019 Visual Storytelling (WSTC)

Credit Points 10

Legacy Code 700183

Coordinator Ben Fletcher ([https://directory.westernsydney.edu.au/search/name/Ben Fletcher/](https://directory.westernsydney.edu.au/search/name/Ben%20Fletcher/))

Description Visual storytelling is increasingly being used in a variety of contexts including websites, magazines, advertising, business and public affairs, exhibitions and events and television, often working across a number of platforms at the same time as requiring responsive design approaches for a diversity of viewing experiences. With access to increasing amounts and types of data communicators need to be able to extract meaning to connect with a variety of different audiences in creative, dynamic and emotional ways. This unit introduces students to story archetypes, structure and flow. This practical unit explores a range of traditional hands-on techniques and digital software commonly used across the communications sector. Students are encouraged to explore and develop their own mark and image making skills aimed at specific target audiences and communication contexts.

School Humanities & Comm Arts

Discipline Graphic Design Studies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Co-requisite(s) Students enrolled in the combined Diploma/Bachelor courses listed below must pass all College Preparatory units listed in the course structure before progressing to the Year Two units

Equivalent Subjects DESN 1018 - Visual Storytelling LGYB 0479 - Design Thinking (UWSC) DESN 1005 - Design Thinking

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in extended diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject.

Assumed Knowledge

Basic written English skills.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Articulate understanding of the role of visual storytelling for exploring the relationship between content and context.
2. Evaluate visual communication contexts to identify principles and structures for visual storytelling.
3. Apply visual storytelling approaches using a range of digital media applications.
4. Apply visual approaches to generate relevant findings as storytelling outcomes for given briefs.
5. Articulate understanding of the role of visual storytelling for exploring the relationship between content and context.

Subject Content

The unit introduces fundamental skills and literacies in visual design principles of layout for print and screen interfaces including readability, hierarchy, usage of information graphics and photography, typography and colour theory.

Visual storytelling principles are then applied through written and practical tasks that push understandings about the visual vocabulary of storytelling across a range of media platforms.

The unit introduces fundamental skills and literacies in visual design principles of layout for print and screen interfaces including readability, hierarchy, usage of information graphics and photography, typography and colour theory.

Visual storytelling principles are then applied through written and practical tasks that push understandings about the visual vocabulary of storytelling across a range of media platforms.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied Project	1,250 words (600 words research responses, 650 words equivalent in visual presentation work.)	45	N	Individual
Applied Project	1,250 words	45	N	Individual

Quiz	50 words in total over 5 weeks (Each quiz is equivalent to 50 words in total and it consists of 20 questions in total)	10	N	Individual
------	--	----	---	------------

Teaching Periods

Term 1

Nirimba Education Precinct

Day

Subject Contact Ben Fletcher ([https://directory.westernsydney.edu.au/search/name/Ben Fletcher/](https://directory.westernsydney.edu.au/search/name/Ben+Fletcher/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=DESN1019_22-T1_BL_D#subjects)

Term 3

Nirimba Education Precinct

Day

Subject Contact Ben Fletcher ([https://directory.westernsydney.edu.au/search/name/Ben Fletcher/](https://directory.westernsydney.edu.au/search/name/Ben+Fletcher/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=DESN1019_22-T3_BL_D#subjects)

DESN 1021 Web and Time-based Design

Credit Points 10

Legacy Code 101922

Coordinator Greg Hughes ([https://directory.westernsydney.edu.au/search/name/Greg Hughes/](https://directory.westernsydney.edu.au/search/name/Greg+Hughes/))

Description Students will develop fundamental computer software skills and design understandings appropriate to using major web and time based design technologies such as HTML and CSS. They will develop a working understanding of production literacies for online design and time-based design. Students will engage in practical studies of web authoring. Emphasis will be placed on understanding the roles, functions and features of key screen based technologies, design production context for online delivery, current industry best practices, and a working understanding of the responsibilities inherent in the digital design and production process.

School Humanities & Comm Arts

Discipline Graphic Design Studies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects DESN 1020 - Web and Time-based Design
DESN 1022 - Web and Time-based Design (WSTC)

Assumed Knowledge

Introductory level understanding of and skills in design principles particularly basic layout, colour and typographic knowledge. Digital

basics including working in a networked environment on a Macintosh computer. Ability to manage, transport and store digital information.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply graphic design concepts appropriate to the specific concerns of a time-based and/or online environment.
2. Apply methods and processes for planning web sites and time-based outcomes.
3. Demonstrate an applied understanding of designing to a brief with regard to online contexts, audiences and genres.
4. Use terminology and apply industry practices appropriate to preparing, generating and deploying web sites and time-based outcomes.
5. Demonstrate an applied understanding of the major technologies such as HTML, CSS and JQUERY as the basis for authoring web sites..
6. Demonstrate an applied understanding of the standard software applications for producing, optimising and manipulating images or artwork for web and/or time-based outcomes.

Subject Content

- introduction to key front-end web design and development languages: HTML and CSS.
- production processes for designing, developing and delivering online responsive websites.
- fundamental online concepts: responsive design, information architecture, interface design, navigation, user experience and user interaction.
- File formatting, naming conventions, File pathways and how to transfer files to and from A web server.
- Image optimization and preparation for online delivery.
- fundamental time based design concepts: Basic animation principles and graphics in motion.
- production processes for designing, developing and delivering time-based web elements.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Project 1 - Practical Assignment - Portfolio of 2 sequential exercises	1. Multi-page website; 2. Multi or single page (long scroll) website	50	N	Individual

Project 2 - Practical Assignment - Portfolio of 2 sequential projects	1. Web design and time-based element planning material, as a multi or single page (long scroll) website; 2. Multi or single page (long scroll) website, including time-based element	50	N	Individual
--	--	----	---	------------

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Greg Hughes ([https://directory.westernsydney.edu.au/search/name/Greg Hughes/](https://directory.westernsydney.edu.au/search/name/Greg%20Hughes/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=DESN1021_22-SPR_PS_D#subjects)

DESN 1022 Web and Time-based Design (WSTC)

Credit Points 10

Legacy Code 700187

Coordinator Ben Fletcher ([https://directory.westernsydney.edu.au/search/name/Ben Fletcher/](https://directory.westernsydney.edu.au/search/name/Ben%20Fletcher/))

Description Students will develop fundamental computer software skills and design understandings appropriate to using major web and time based design technologies such as HTML and CSS. They will develop a working understanding of production literacies for online design and time-based design. Students will engage in practical studies of web authoring. Emphasis will be placed on understanding the roles, functions and features of key screen based technologies, design production context for online delivery, current industry best practices, and a working understanding of the responsibilities inherent in the digital design and production process.

School Humanities & Comm Arts

Discipline Graphic Design Studies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Co-requisite(s) Students enrolled in the combined Diploma/Bachelor courses listed below must pass all College Preparatory units listed in the course structure before progressing to the Year Two units

Equivalent Subjects DESN 1021 - Web and Time-based Design

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in extended diplomas must pass 40

credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject.

Assumed Knowledge

Introductory level understanding of and skills in design principles particularly basic layout, colour and typographic knowledge. Digital basics including working in a networked environment on a Macintosh computer. Ability to manage, transport and store digital information.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply graphic design concepts appropriate to the specific concerns of a time-based and/or online environment.
2. Apply methods and processes for planning web sites and time-based outcomes.
3. Demonstrate an applied understanding of designing to a brief with regard to online contexts, audiences and genres.
4. Use terminology and apply industry practices appropriate to preparing, generating and deploying web sites and time-based outcomes.
5. Demonstrate an applied understanding of the major technologies such as HTML, CSS and JQUERY as the basis for authoring web sites.
6. Demonstrate an applied understanding of the standard software applications for producing, optimising and manipulating images or artwork for web and/or time-based outcomes.

Subject Content

1. Basic Key online languages: HTML, CSS and JQUERY.
2. Production processes for designing, developing and delivering online responsive websites.
3. Fundamental online concepts: responsive design, information architecture, interface design, navigation, user experience and user interaction.
4. File formatting, naming conventions, file pathways and how to transfer files to and from a web server.
5. Image optimization and preparation for online delivery.
6. Fundamental time-based design concepts: basic animation principles and graphics in motion.
7. Production processes for designing, developing and delivering time-based web elements.

Please Note: Learning in the unit is supported by specified Lynda.com video courses.

1. Basic Key online languages: HTML, CSS and JQUERY.
2. Production processes for designing, developing and delivering online responsive websites.
3. Fundamental online concepts: responsive design, information architecture, interface design, navigation, user experience and user interaction.
4. File formatting, naming conventions, file pathways and how to transfer files to and from a web server.
5. Image optimization and preparation for online delivery.
6. Fundamental time-based design concepts: basic animation principles and graphics in motion.
7. Production processes for designing, developing and delivering time-based web elements.

Please Note: Learning in the unit is supported by specified Lynda.com video courses.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	20 minutes	10	N	Individual
Practical	Not specified	45	N	Individual
Applied Project	Not specified	45	N	Individual

Teaching Periods

Term 1

Nirimba Education Precinct

Day

Subject Contact Ben Fletcher ([https://directory.westernsydney.edu.au/search/name/Ben Fletcher/](https://directory.westernsydney.edu.au/search/name/Ben+Fletcher/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=DESN1022_22-T1_BL_D#subjects)

Term 3

Nirimba Education Precinct

Day

Subject Contact Ben Fletcher ([https://directory.westernsydney.edu.au/search/name/Ben Fletcher/](https://directory.westernsydney.edu.au/search/name/Ben+Fletcher/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=DESN1022_22-T3_BL_D#subjects)

DESN 2001 Australian Design

Credit Points 10

Legacy Code 101923

Coordinator Karen De Perthuis ([https://directory.westernsydney.edu.au/search/name/Karen De Perthuis/](https://directory.westernsydney.edu.au/search/name/Karen+De+Perthuis/))

Description This unit continues the focus on academic and visual literacies for visual communication designers initiated in level one units. Students will investigate the Australian visual communication design profession, largely through the documentation of selected output and established methods across industry sectors producing graphic, photographic, illustrative, typographic, broadcast, interactive and online design. Lectures and selected case studies will outline professional scenarios and support the student in learning about the design industry's organisation and methods. Assessment tasks are designed to develop research and writing skills through the evaluation of professional resources and publications.

School Humanities & Comm Arts

Discipline Graphic Design Studies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Investigate the Australian visual communication design profession and methods of practice.
2. Review professional and academic publications and resources about Australian design.
3. Evaluate examples of professional profiles and case studies.

- Identify established approaches to design thinking and methods in industry practice.
- Develop investigative questions about professional practice and methods in response to existing documentation.

Subject Content

- industry sectors, professional resources, trade publications, associations, industry body websites, selected professional profiles and case studies
- Established design approaches and methods of Visual production and analysis in design.
- instruction on evaluation and writing for assessment tasks

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	750 words + images	30	N	Individual
Report	1250 + images	40	N	Individual
Design Project	Not applicable	30	N	Individual

Prescribed Texts

- NULL

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Karen De Perthuis ([https://directory.westernsydney.edu.au/search/name/Karen De Perthuis/](https://directory.westernsydney.edu.au/search/name/Karen%20De%20Perthuis/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=DESN2001_22-SPR_PS_D#subjects)

DESN 2005 Graphic Design: Interactive Digital Media

Credit Points 20

Legacy Code 102265

Coordinator Sarah Waterson ([https://directory.westernsydney.edu.au/search/name/Sarah Waterson/](https://directory.westernsydney.edu.au/search/name/Sarah%20Waterson/))

Description Digital technology shapes the way we interact with our world. Design of these interactions is a crucial role for today's designers. This unit will develop students' critical interaction and visual design skills in the digital realm, including interface and experience design. Digital design specific research skills, methods and processes are covered. These include user research, persona development, storyboard development, lo-fi and hi-fi prototyping, wireframes and proof of concept methods. Students will engage with problem-based project briefs, and develop solutions that are appropriate for both client and audience needs across a range of devices. Outcomes include app, web and screen designs.

School Humanities & Comm Arts

Discipline Graphic Design Studies

Student Contribution Band HECS Band 2 20cp

Level Undergraduate Level 2 subject

Pre-requisite(s) DESN 1021

Assumed Knowledge

Students should have skills in producing documents or illustrations using Photoshop and Illustrator.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Employ a user-centric view in the context of the digital design process
- Implement a critical outlook and be able to identify key issues in designing for the digital realm
- Utilise a range of methods of describing a designed experience
- Define an experience design problem as well as resolve and present that resolution to design team colleagues
- Apply interactive design processes and planning methods
- Work effectively to produce a designed digital artefact.

Subject Content

- social, historical, technical and cultural contexts in which digital design occurs.
- experience design concepts and processes
- Instructional design basics
- Interaction design fundamentals and methods, including:
 - screen design basics
 - interface design: navigation systems and information architecture
 - goal directed design, implementation Models and mental Models, Understanding users, Personas and goals, scenarios and requirements
 - Qualitative research methods–UX design, adopt A user and needs Mapping
 - interactive digital media design processes, including planning, evaluation, Revision and testing

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	Visual design work, Blog posts Approx. 1,500 words	30	N	Individual
Proposal	Visual design work, annotations and precedent report. Approx. 1,500 words	30	N	Individual

Applied Project	Visual design work, annotations and brief user report. Approx. 1,000 words	40	N	Individual
-----------------	--	----	---	------------

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Sarah Waterson ([https://directory.westernsydney.edu.au/search/name/Sarah Waterson/](https://directory.westernsydney.edu.au/search/name/Sarah%20Waterson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=DESN2005_22-AUT_PS_D#subjects)

DESN 2006 Graphic Design: The Professional Context

Credit Points 20

Legacy Code 102270

Coordinator Leo Robba ([https://directory.westernsydney.edu.au/search/name/Leo Robba/](https://directory.westernsydney.edu.au/search/name/Leo%20Robba/))

Description In this unit, students begin to situate their graphic design practice within a contemporary professional context. Designers today need to collaborate with colleagues or other professionals, and the majority of graphic design briefs require solutions that converge across a variety of media platforms and two, three or four dimensions. Students will undertake projects that extend their design thinking in these areas. Part of the unit requires students to work as part of a team, to develop content and a solution that engages the audience through a range of different media. Throughout this unit, students continue to extend their visual language, and associated material and digital skills.

School Humanities & Comm Arts

Discipline Graphic Design Studies

Student Contribution Band HECS Band 2 20cp

Level Undergraduate Level 2 subject

Pre-requisite(s) DESN 1007

Assumed Knowledge

120 credit points in 1571 Bachelor of Design (Visual Communication) or equivalent.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Use a range of communication skills that facilitate working collaboratively in design teams.
2. Devise and apply effective workflow strategies as an individual and as part of a team.
3. Evaluate a range of digital and material methods in relation to the execution of ideas and differentiate between the appropriateness of such methods in the development of a designed solution.
4. Use appropriate digital and material processes in response to the design brief, client and audience.

5. Employ a conceptual approach to the development of design ideas and apply this thinking into three dimensional form and multi-platform scenarios.

Subject Content

- Packaging Brand essence
- Three dimensional form and design
- Materiality and experience
- sustainability and environmental considerations
- design management
- cross-platform publishing
- The design of complex multi-page material
- Typography, layout and Image design
- Proofing, prototyping and production

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied Project	1000 words 10 minutes	60	N	Both (Individual & Group)
Professional Task	3 process milestones plus final design solution	40	N	Individual

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Leo Robba ([https://directory.westernsydney.edu.au/search/name/Leo Robba/](https://directory.westernsydney.edu.au/search/name/Leo%20Robba/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=DESN2006_22-SPR_PS_D#subjects)

DESN 2007 Illustrating Narrative

Credit Points 10

Legacy Code 101017

Coordinator Janet Saunders ([https://directory.westernsydney.edu.au/search/name/Janet Saunders/](https://directory.westernsydney.edu.au/search/name/Janet%20Saunders/))

Description This unit explores the conceptual, stylistic and format design of illustration for, and as, narrative. Through the design of an individual illustrated book project, students are encouraged to consider the design of different narrative forms, illustrative techniques and styles in relation to content, target audience, client, context, and genre.

School Humanities & Comm Arts

Discipline Graphic and Design Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) DESN 1013 OR

DESN 1011

Equivalent Subjects LGYA 0045 - Illustrative Narrative 3 and LGYA 0052 - Illustrative Narrative 4

Assumed Knowledge

An ability to use the computer programs 'In-Design, Photoshop, and Illustrator' in a Macintosh computer lab.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Employ a range of diverse illustrative mediums, techniques, styles and typography to create specific sequential 'reading' experiences through illustration.
2. Explain how the design elements and format of a book design can influence the 'reading' experience of the target audience.
3. Reflect on the effectiveness of image making strategies through illustrative practices.
4. Employ the compositional strategy of visual weight and directed tension in the design of an illustrated book.
5. Explain how the needs of the target audience, the content of the written text, and the social context of the proposed book influence the design criteria.
6. Employ concept mapping to identify the structure and communication options for illustrated narrative design.
7. Employ appropriate format design options for an illustrated book.
8. Demonstrate the development of professional accountability, through effective time management and participation in critical discussion in feedback, on project work.

Subject Content

1. Experimentation with a range of illustrative drawing, painterly mediums and with a diverse range of illustrative techniques and style, to convey conceptual content with relation to target audience needs.
2. Composition, format design, visual weight and directed tension in relation to designing illustration for books.
3. Visual strategies to convey concepts of space, time and movement.
4. Format design (page layout, the use of borders, the relationship of type to image, white space, colour and book format.)
5. Analysis of text for conceptual content and the development of appropriate visual signifiers.
6. Research and analysis of context, target audience and conceptual content of selected written text, with the purpose of developing suitable illustrations for that text.
7. Conceptual mapping of 'content'.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	Visual work, 500-word research report	50	N	Individual
Applied Project	Visual work	50	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Janet Saunders ([https://directory.westernsydney.edu.au/search/name/Janet Saunders/](https://directory.westernsydney.edu.au/search/name/Janet%20Saunders/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=DESN2007_22-AUT_PS_D#subjects)

DESN 2011 Motion Design

Credit Points 10

Legacy Code 102273

Coordinator Greg Hughes ([https://directory.westernsydney.edu.au/search/name/Greg Hughes/](https://directory.westernsydney.edu.au/search/name/Greg%20Hughes/))

Description This unit introduces students to the fundamentals of motion design practice. Students will discover how elements of static graphic design can be incorporated with sequence, time, space and sound to enhance the exchange of information and meaning in a variety of project contexts and kinetic media outcomes. Additionally, students will discover the purpose and function of motion design and be able to identify professional pathways associated with these skills and knowledge. Students will be exposed to a range of motion design preproduction and production methods, from fundamentals and guidelines to experimental and expressive approaches. Students will learn the importance of planning, mapping and evaluating linear narrative, in combination with the introduction of key software supported by online video courses, for successful motion design outcomes.

School Humanities & Comm Arts

Discipline Graphic Design Studies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) DESN 1021 OR
COMM 2042 OR
COMM 2051 OR
COMM 2051 AND
COMP 2020

Assumed Knowledge

Students are expected to have computer literacy including working in a networked environment on a Macintosh computer; management, transportation and storage of digital information and digital production processes such as scanning, pdf production and file storage. Literacy with image manipulation software - Photoshop and Illustrator is required.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Employ a motion design vocabulary for professional design production and group critique.
2. Analyse the purpose and function of motion design in historical, cultural, social, technological and industry contexts.
3. Synthesise motion design preproduction solutions utilising print and screen-based media to specific design briefs.
4. Produce motion design artefacts utilising time-based media and software to specific design briefs

5. Creatively apply kinetic typography as a means to enhance the relay of information and meaning for improved communication.
6. Apply graphic design knowledge in a time-based medium as a means to enhance the relay of information and meaning for improved communication.
7. Produce and present project work to a professional standard.

Subject Content

- Print-based graphic design fundamentals are reviewed and extended to screen-based and kinetic media considerations.
- The fundamentals of kinetic screen-based motion design, including: image, colour and typography: preproduction and production techniques: sequence, transitions, time and space; framing and editing; and sound.
- The purpose and function of Motion design in historical, cultural, linguistic, semiotic and technological contexts.
- Motion design industry pathways and key influential practitioner case studies.
- terms, principles and conventions of Motion design practice.
- preproduction and production processes and practical Activities for specific Motion design contexts.
- reflection, Discussion and deconstruction of Motion design processes and artefacts, from both industry and student work development, via peer and class presentation critique feedback activities.
- software skills development via in-class and online video course materials, Activities and engagement.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied Project	1. Static graphic design piece; 2. Production planning material (500 words or equivalent); 3. 20-30 second motion design video.	40	N	Individual
Applied Project	1. Production planning material (500-750 words or equivalent); 2. Documentatio of design development (500 words or equivalent); 3. 60-120 second motion graphics piece.	60	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Greg Hughes ([https://directory.westernsydney.edu.au/search/name/Greg Hughes/](https://directory.westernsydney.edu.au/search/name/Greg%20Hughes/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=DESN2011_22-AUT_PS_D#subjects)

DESN 2013 Photomedia: Photographic Practice

Credit Points 10

Legacy Code 102268

Coordinator Enrico Scotece ([https://directory.westernsydney.edu.au/search/name/Enrico Scotece/](https://directory.westernsydney.edu.au/search/name/Enrico%20Scotece/))

Description This unit introduces and examines the multifaceted nature of photographic practice. Students will be introduced to current methods of photographic image production and design for the purpose of Visual Communication. It explores the relationship between photographic technique, genre and the reception of photographic imagery. Students will be introduced to photographic studio practice as the means of controlling image reception, through the intrinsic principles of the photographic medium, including the control of light, exposure in a studio situation and digital post production.

School Humanities & Comm Arts

Discipline Graphic Design Studies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) DESN 1015 OR DESN 1011

Equivalent Subjects DESN 2012 - Photomedia LGYA 0818 - Designing the Image LGYA 0835 - Photo Documentary LGYA 2354 - Introduction to Photomedia

Restrictions Students must be enrolled in 1571 Bachelor of Design (Visual Communication) or 1737 Bachelor of Design - Visual Communication (Dean's Scholars). Specialist photography facilities with limited space, equipment and limited specialist technical support preclude other students from taking this subject as an elective.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Exhibit proficiency in a range of specialization areas in Photographic practice.
2. Exhibit understanding of principals used to control lighting in the studio and on location.
3. Use both mainstream and alternative image production methods as a means of generating visual material.
4. Exhibit proficiency in visual narrative and image flow, for multi paged outcomes.
5. Art direct an idea from concept to final outcome.
6. Use appropriate visual methods to reach identified target audiences based on research.

Subject Content

- students will engage in Project-based resolutions to Image design problems
- Exercise work will explore The nature and function of photographic Image making, through The experience of areas of specialization within photographic practice.
- research and Project work will explore The process of thematic Image production for designed outcomes.
- The development of skills in visually communicating concepts in A design context, through The use of photographic imagery.
- through in class Activities, students will develop control of The medium, for use in client driven designed outcomes.
- Lynda.com courses: as determined.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied Project	Visual work - length/ duration not appropriate	60	N	Individual
Applied Project	Visual work - length/ duration not appropriate	40	N	Individual

Prescribed Texts

- London, B., Stone, J. and Upton, J. (2014). Photography (11th edition) Upper Saddle River USA: Prentice Hall.

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Enrico Scotece ([https://directory.westernsydney.edu.au/search/name/Enrico Scotece/](https://directory.westernsydney.edu.au/search/name/Enrico%20Scotece/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=DESN2013_22-AUT_PS_D#subjects)

DESN 2014 Researching the Visual

Credit Points 10

Legacy Code 102266

Coordinator Michelle Catanzaro ([https://directory.westernsydney.edu.au/search/name/Michelle Catanzaro/](https://directory.westernsydney.edu.au/search/name/Michelle%20Catanzaro/))

Description This unit will introduce students to various ways of seeing and reading images in the visual environment. Students will learn how to conduct visual research using a tool kit of methods including semiotic analysis, content and thematic analysis, and basic observational research across the digital and material environments of visual communications design, and to apply their findings in the development of visual concepts. Students will continue to engage as reflective practitioners and learn to position themselves as visual researchers within a particular cultural and personal context.

School Humanities & Comm Arts

Discipline Graphic Arts and Design Studies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) DESN 1003 OR
DESN 1011 OR
DESN 1021

Restrictions

Students in program 1791 Bachelor of Screen Media (Arts and Production) must have successfully completed 60 credit points of Level 1 subjects.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Exhibit a critical understanding of visual languages at work in contemporary culture
2. Demonstrate a theoretical understanding of key concepts in visual research
3. Exhibit competency in designing, conducting and presenting visual research
4. Apply techniques of visual analysis to collected visual data
5. Effectively utilise visual research findings in the development of original design concepts

Subject Content

1. Introduction to visual research: an overview of approaches (sociology, archaeology, anthropology, semiotics)
2. Creative referencing
3. Mood boards
4. Content analysis
5. Thematic analysis
6. Semiotics, Decoding and Recoding
7. Visual Rhetoric
8. Ethics in visual research
9. Visual ethnography
10. Visual research for cultural contexts

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	5 minute presentation + PDF (750 words)	25	N	Group
Report	Images + 500 words	25	N	Individual
Report	750 words + images	50	N	Individual

Prescribed Texts

- There is no prescribed text for this subject. Each Lecture Topic will include a reference list that supports that topic and should be referred to as required by students in the completion of their work.

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Michelle Catanzaro ([https://directory.westernsydney.edu.au/search/name/Michelle Catanzaro/](https://directory.westernsydney.edu.au/search/name/Michelle%20Catanzaro/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=DESN2014_22-AUT_PS_D#subjects)

DESN 3001 Contextual Design Studies

Credit Points 10

Legacy Code 102275

Coordinator Alison Gill ([https://directory.westernsydney.edu.au/search/name/Alison Gill/](https://directory.westernsydney.edu.au/search/name/Alison%20Gill/))

Description Contextual design studies is the study of what happens around design practice - before, during and after - to explain its meaning and effect. Successful communication design has always depended on the connection between form, content, audience and context, and the designer's abilities to analyse, understand and clarify the contexts of communication have become more important to creative practice. In this unit students will learn to apply the theoretical frameworks of semiotic, thematic and rhetorical analysis used by the interdisciplinary field of Design Studies to interpret design's potential as cultural expression and communication. Students will analyse visual signs and conventions as both targeted and tacit responses to a range of contexts revealing design's interests in marketplaces, society and identity. Students will analyse various graphic examples, and design literature, as they investigate the significance and agency of design interactions, media artefacts and systems.

School Humanities & Comm Arts

Discipline Graphic Design Studies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) DESN 2014

Equivalent Subjects DESN 2003 - Design Issues

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply terminology and theoretical frameworks used in design studies to analyse what design means and does.
2. Research and investigate the social, economic and/or political contexts that inform visual design in explicit and tacit ways;
3. Critically evaluate examples of contemporary design practice that respond to these contexts.
4. Reconceptualise codes and conventions or redirect visual concepts to address an audience and construct a context for visual design including enriching social diversity and environmental sustainability.

5. Demonstrate advanced visual and text-based literacy skills in effective written and visual communication.

Subject Content

1. An overview of the interdisciplinary field of Design Studies and the cultural, communication and sociological theories required for analysing design contexts.
2. The subject content will investigate several scenarios where theoretical frameworks are employed to unpack the economic, social, and/or political contexts of design.
3. Examples of visual communication responses strategically informed by the analysis of various contexts might include:
 - The expanding commodity form and consumerist value system
 - Codes and conventions used in advertising consumer products and identities; for example, gender representation in visual culture.
 - Branding; product values and service systems.
 - Fast fashion cycles in the mediated marketplace; fashion, media and material impacts.
 - investigating The social and material intelligences deployed in The design of ?experiences?f as designers Seek A deeper Understanding of human behaviour, value systems and relationships.
 - Participatory design; working

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied Project	Visual, plus 200 words	30	N	Individual
Summary	1,000 words	30	N	Individual
Essay	1,800 words with visuals	40	N	Individual

Prescribed Texts

- Yates, D. & Price, J. (2015). Communication design: Insights from the creative industries. London; New York: Fairchild Books.

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Alison Gill ([https://directory.westernsydney.edu.au/search/name/Alison Gill/](https://directory.westernsydney.edu.au/search/name/Alison%20Gill/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=DESN3001_22-AUT_PS_D#subjects)

DESN 3002 Data Visualisation

Credit Points 10

Legacy Code 102269

Coordinator Sarah Waterson ([https://directory.westernsydney.edu.au/search/name/Sarah Waterson/](https://directory.westernsydney.edu.au/search/name/Sarah%20Waterson/))

Description We live in an era of data. The designer's role is increasingly one of structuring and transforming data into accessible and meaningful information. In this unit students will be introduced to basic techniques for the visual representation of data. This unit covers

both how to design successful charts, maps, and diagrams, as well as how to use these graphics to compose cohesive storytelling pieces. Students will also discuss both practical and theoretical issues when visualising data, and how Graphic Design and Interactive Design principles apply to the visualisation of information. Students will learn how to design basic infographics and mock ups for interactive visualisations, and they will develop skills to start producing compelling and elegant infographics and data visualisation.

School Humanities & Comm Arts

Discipline Graphic Design Studies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) DESN 1021 OR
DESN 1007

Assumed Knowledge

Students should have at least moderate skills in producing documents or illustrations using Photoshop and Illustrator.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an applied understanding of the key techniques and theories used in visualisation, including data models, graphical perception and techniques for visual encoding and interaction
2. Identify the common data domains and corresponding analysis tasks, including multivariate data, networks, text and cartography.
3. Build and evaluate visualisations from data.
4. Use data to tell a story.

Subject Content

- how to analyse and critique Infographics and visualisations in newspapers, books, online and screen media, and how to propose alternatives that would improve them
- how to plan for data-based storytelling through charts, maps, and diagrams
- how to design Infographics and visualisations that are aesthetically pleasing, informative and accurate
- The foundations of graphic design and of interaction design, applied to Infographics and visualisations

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	1500 words (approx.)	20	N	Individual
Proposal	750 words (approx.) and design work	30	N	Individual
Applied Project	750 words (approx.) and design work	50	N	Individual

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Sarah Waterson ([https://directory.westernsydney.edu.au/search/name/Sarah Waterson/](https://directory.westernsydney.edu.au/search/name/Sarah%20Waterson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=DESN3002_22-SPR_PS_D#subjects)

DESN 3003 Design Research Project

Credit Points 10

Legacy Code 102277

Coordinator Lucy Wang ([https://directory.westernsydney.edu.au/search/name/Lucy Wang/](https://directory.westernsydney.edu.au/search/name/Lucy%20Wang/))

Description This unit offers students the opportunity to develop a self-negotiated design project through exploring a variety of research methods, reflective practice, and concept prototyping. Students will develop a project that focuses on a particular area of interest in order to consolidate their portfolio, and for students enrolled in B Design (Vis Comm), lay the foundation for their fourth year major design project.

School Humanities & Comm Arts

Discipline Graphic Design Studies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) DESN 2014 OR
DESN 3013

Restrictions Students must be enrolled in program 1571 Bachelor of Design (Visual Communication), 1737 Bachelor of Design - Visual Communication (Dean's Scholars), 1839 Bachelor of Design/Bachelor of Creative Industries or 6011 Diploma in Design/Bachelor of Design (Visual Communication). Successful completion of 160 credit points of undergraduate study and one design field of study subject pairing.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse and report on research outcomes, applying this to the design process.
2. Devise appropriate strategies for creative experimentation.
3. Iteratively develop ideas, and creative work.
4. Present design prototypes at industry standard.

Subject Content

Explore a variety of research methods in context.

Analyse and report on research findings.

Write a self-directed brief.

Undertake creative experiments.

Reflect on the design process.

Incorporate feedback into the iteration of design artefact/s.

Refine ideas and develop a design prototype.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	1,000 words	30	N	Individual
Proposal	1,500 words	20	N	Individual
Applied Project	Visual work equivalent to 2,000 words	50	N	Individual

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Lucy Wang ([https://directory.westernsydney.edu.au/search/name/Lucy Wang/](https://directory.westernsydney.edu.au/search/name/Lucy%20Wang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=DESN3003_22-SPR_PS_D#subjects)

DESN 3005 Design Thinking

Credit Points 10

Legacy Code 101924

Coordinator Leon Cmielewski ([https://directory.westernsydney.edu.au/search/name/Leon Cmielewski/](https://directory.westernsydney.edu.au/search/name/Leon%20Cmielewski/))

Description Navigating and addressing the complexity of 21st Century problems and issues requires critical and creative thinking. This unit explores common attributes of design thinking to assist students in developing creative and intelligent responses to the complex scenarios of the contemporary world.

School Humanities & Comm Arts

Discipline Graphic Design Studies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically identify and explore the nature of ill-defined and wicked problems
2. Apply creative problem solving techniques to design appropriate interventions to help tackle a wicked problem
3. Demonstrate fluency and flexibility in generating and developing ideas

Subject Content

- Problem identification, exploration and solving
- Wicked problems
- thinking and Working visually
- Working across disciplines
- Responding to human- and environment-centred concerns

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Project presentation and folio/report	2,000 words or equivalent	50	N	Individual
Project presentation and folio/report	2,000 words or equivalent	50	N	Individual

Prescribed Texts

- Brown, T. (2009). Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation. New York: HarperCollins Publishers.

Teaching Periods

DESN 3006 Graphic Design: Developing a Personal Portfolio

Credit Points 10

Legacy Code 102276

Coordinator Dan Johnston ([https://directory.westernsydney.edu.au/search/name/Dan Johnston/](https://directory.westernsydney.edu.au/search/name/Dan%20Johnston/))

Description This unit focuses on the development of your industry orientated practice and personal portfolio development. Throughout the previous core units and unit pairings you will have developed particular skills and interests that are beginning to define your design practice and your portfolio. The briefs set in this unit offer you the opportunity to specialise further and to develop your portfolio and will, where possible, include live briefs and competitions. You will continue to refine and develop your visual language, material and digital skills, and continue to develop as an independent learner. The unit will culminate in an industry event, where students will have the opportunity to get their portfolios critiqued by design industry representatives.

School Humanities & Comm Arts

Discipline Graphic Design Studies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) DESN 2006 OR
DESN 3001 OR
MKTG 2003 OR
MKTG 2003

Restrictions Successful completion of 160 credit points in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Generate creative and appropriate solutions to design briefs that are executed to industry standards
2. Critique and evaluate your own work in order to develop a design portfolio and a body of work suitable for exhibition
3. Define your specific disciplinary interests within the broad field of contemporary visual communication

4. Employ an independent approach to learning and your design practice.

Subject Content

- online lectures on design practitioners, graduate experiences and portfolio development
- all seminar discussions will be conducted via ZOOM.
- Workshops have been modified for online delivery.
- all presentations will be conducted via ZOOM.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	1,000 words	20	N	Individual
Applied Project : Design Prototype	Visual work equivalent 2,500 words	50	N	Individual
Portfolio : Portfolio Package	Visual work equivalent 1,500 words	30	N	Individual

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Dan Johnston ([https://directory.westernsydney.edu.au/search/name/Dan Johnston/](https://directory.westernsydney.edu.au/search/name/Dan%20Johnston/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=DESN3006_22-SPR_PS_D#subjects)

DESN 3007 Illustrating Popular Culture

Credit Points 10

Legacy Code 102271

Coordinator Leo Robba ([https://directory.westernsydney.edu.au/search/name/Leo Robba/](https://directory.westernsydney.edu.au/search/name/Leo%20Robba/))

Description This unit explores the powerful qualities of illustration when used as a visual communication strategy in the design of popular culture: within an advertising campaign and as social commentary through editorial illustration. The potential of a range of illustrative styles, mediums and techniques, will be explored through experimentation with a variety of visual strategies that utilize lateral thinking, linked to the design of professional concepts, developmental processes and media considerations.

School Humanities & Comm Arts

Discipline Graphic Design Studies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) DESN 1011

Equivalent Subjects DESN 2008 - Illustration Advertising and Editorial

Assumed Knowledge

An ability to use the computer programs "In-Design, Photoshop, and Illustrator" in a Macintosh computer lab.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Implement lateral thinking approaches to illustrative composition, style, technique and media to create illustration for specific design contexts.
2. Employ research findings in the development of a design concept.
3. Demonstrate an understanding of the interrelationship of the concept, client and target audience of an advertising campaign through illustrative design for specific publishing contexts.
4. Reflect on the effectiveness of illustrative communication strategies used in an advertising campaign.
5. Explain the design strategy and method of communication of the content of a range of editorial illustrations.
6. Explain how visual strategies such as metaphor, satire, symbolism and irony are used in editorial illustration.
7. Demonstrate the development of professional accountability, through effective time management and participation in critical discussion in feedback, on project work.

Subject Content

- development of A range of illustrative skills and lateral thinking approaches that include thumbnails, Working roughs, and experiments with illustrative mediums and techniques.
- illustrative style and its relationship to Target audience and design publishing context.
- how to interpret The design brief through illustration, understand The links between concept, client and Consumer needs, and be able to cost The illustrative design project.
- Analysis of "text" and design context in the creation of editorial illustration and illustration used in an advertising campaign.
- Utilise illustration as social commentary.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Illustrated Advertising Campaign	Visual work, 500 word research report	50	N	Individual
Editorial Illustration Project	Visual work and 250 word analysis	50	N	Individual

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Leo Robba ([https://directory.westernsydney.edu.au/search/name/Leo Robba/](https://directory.westernsydney.edu.au/search/name/Leo%20Robba/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=DESN3007_22-SPR_PS_D#subjects)

DESN 3008 Interactive Design: Apps

Credit Points 10

Legacy Code 102267

Coordinator Sarah Waterson ([https://directory.westernsydney.edu.au/search/name/Sarah Waterson/](https://directory.westernsydney.edu.au/search/name/Sarah%20Waterson/))

Description This unit focuses on design methodology for the development and delivery of interactive media applications (apps). Particular concepts addressed include conceptual integration and convergence of various media forms, screen design, navigational hierarchy and structures, and designing engaging interactive interfaces. General principles of interface, information architecture and interaction design will be introduced, alongside principles of digital media production.

School Humanities & Comm Arts

Discipline Graphic Design Studies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) ENGR 1021 OR DESN 1021

Equivalent Subjects DESN 2010 - Interactive Design 1

Assumed Knowledge

Computer literacy including working in a networked environment on a Macintosh computer; management, transportation and storage of digital information and digital production processes such as scanning, pdf production and file storage. Skills in design principles: layout, colour and typography. Literacy with image manipulation software - e.g. Photoshop.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Design and produce appropriate screen design, information architecture and interface design for a mobile/tablet app.
2. Produce a design document that successfully applies user scenario and user-centred design processes to project development.
3. Develop and produce an interactive app that demonstrates the appropriate application of interaction design principles.
4. Apply and select appropriate digital media formats and design processes within the project work, including planning, evaluation, revision and testing methods.
5. Identify key issues in the app design domain.

Subject Content

- screen design
- interface design, navigation systems and information architecture.
- interaction design fundamentals and methods, including user scenarios and personae.

- interactive and user centred design practice for digital media apps
- App design principles and processes, including planning, evaluation, Revision and testing
- Lynda.com software tutorials as specified.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Portfolio	1500 words and design work	20	N	Individual
Proposal	1500 words and design work	30	N	Individual
Report and Presentation	500 word report and 5 minute presentation	50	N	Individual

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Sarah Waterson ([https://directory.westernsydney.edu.au/search/name/Sarah Waterson/](https://directory.westernsydney.edu.au/search/name/Sarah%20Waterson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=DESN3008_22-SPR_PS_D#subjects)

DESN 3011 Public Memory and Commemoration

Credit Points 10

Legacy Code 101253

Coordinator Pamela James ([https://directory.westernsydney.edu.au/search/name/Pamela James/](https://directory.westernsydney.edu.au/search/name/Pamela%20James/))

Description Throughout history various forms of material culture (such as art, architecture, sculpture, objects and photographs) have been used to memorialize individuals as well as to commemorate events, both personal and national. As such, an examination of commemorative works offer valuable insights into the production of public memory and history. This unit explores the particular contexts of such memorials; their meaning, design and, politics. The diverse expressions of commemoration in Australia and the consequent production of public memory provides the arena for such considerations.

School Humanities & Comm Arts

Discipline Graphic Arts and Design Studies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYA 0528 - Dangerous Visions LGYA 1028 - Dangerous Visions

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Use particular examples to explore the construct of public memory through commemorative modes.
2. Describe the relationships between public memory, commemoration and political constructs.
3. Analyse the relationship between the commemorative object, public memory and the aesthetic models of a particular period.
4. Explore the consequences of changing perceptions of meaning in commemorative objects.

Subject Content

1. Design, politics and the construction of public memory.
2. The diverse expressions of commemoration
3. The changing meanings and contexts of memory: Rayner Hoff and Sacrifice
4. Public Memory, Mourning and Memorialisation: Road side memorials, funereal cultures and 'high' art commemorations.
5. Remembering and Re-Telling: Stories, images and meanings in personal collections.
6. Memento Mori and Memorabilia
7. Maintaining the past. The renovation of the Queen Victoria Building and State Theatre in Sydney and Captain Cook's cottage in Melbourne
8. Art and commemoration.

Prescribed Texts

- Subject Reader

Teaching Periods

DESN 3012 Publications

Credit Points 20

Legacy Code 101013

Coordinator Dan Johnston ([https://directory.westernsydney.edu.au/search/name/Dan Johnston/](https://directory.westernsydney.edu.au/search/name/Dan%20Johnston/))

Description This unit examines the role of publication design as a promotional tool. Students explore a range of print and online promotional forms and are involved in the design and production of publications for specific target audiences, including approaches to layouts, image and text relationships, typography and graphic forms. Within a studio environment, students gain an understanding of publication production and visual narrative methodologies through the exploration of media areas appropriate to the project requirements.

School Humanities & Comm Arts

Discipline Graphic Design Studies

Student Contribution Band HECS Band 2 20cp

Level Undergraduate Level 3 subject

Pre-requisite(s) DESN 1006 OR DESN 1020

Assumed Knowledge

Students will have (a) advanced understanding of communication design processes and theories, (b) intermediate knowledge of one specific visual communication practice e.g. graphic design,

photomedia, illustration and/or interactive design, (c) ability to use the computer programs InDesign, Photoshop and Illustrator in a Macintosh computer lab.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Develop objectives and strategies in response to a project brief, emerging forms of contemporary publishing and the limitations and creative possibilities of working within a budget.
2. Organise complex information across multiple-page documents or online publications using typography, image, colour and grids.
3. Utilise cognitive problem-solving to organise creative imagery, typography, form and graphic messages.
4. Apply formal typesetting skills to compose large bodies of text.
5. Produce a body of work that demonstrates understanding of a variety of media appropriate to a project's requirement.

Subject Content

- Employ research findings to write An Article for A design magazine.
- Generate A sequence of magazine spreads that communicate The content of The written Article and magazine theme.
- Create and apply extra content and An appropriate style guide, layout strategies, logo and cover design.
- Evaluate The stages of The Visual design of The magazine spread in relation to theme, content and Target audience experience.
- Respond to team critique.

Teaching Periods

DESN 3013 Social Design: Research and Practice

Credit Points 10

Legacy Code 102274

Coordinator Leo Robba ([https://directory.westernsydney.edu.au/search/name/Leo Robba/](https://directory.westernsydney.edu.au/search/name/Leo%20Robba/))

Description This unit introduces students to the idea that graphic designers can be agents of change. Set project briefs will focus on social and political issues exploring the potential inherent in graphic design practice to make a real difference to society. The unit will encourage students to go beyond the definition of a problem solver, encouraging them to act as a problem seeker, who can use their design thinking skills to develop ideas that respond proactively to society's problems rather than reacting to a client's set brief. The unit will introduce further design-led, social and participatory research methods, that continue to build on the design process, and further expand the methods that underpin aspects of research and practice during the remainder of the degree. Students will refine and develop their visual language skills, in combination with material and digital skills, facilitating their development as an independent learner.

School Humanities & Comm Arts

Discipline Graphic Design Studies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) DESN 2006 OR DESN 2014

Equivalent Subjects DESN 3004 Design Research Training

Assumed Knowledge

Students should have completed one major pairing.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Undertake independent research relevant to a brief, with particular emphasis on the effective critical review of research findings and the translation of these into design strategy and outcome in an iterative process.
2. Exhibit a reflective and creative approach to project development and the design process
3. Employ a design process and practice in a context that requires sensitivity to, and an awareness of, social, cultural and environmental issues
4. Design an appropriately targeted communication strategy for a defined audience, group or stakeholder
5. Demonstrate ability to work collaboratively and respond effectively to feedback
6. Demonstrate ability to explain the process of design development and present soundly justified design concepts and ideas.

Subject Content

- introduction to social design
- Responding to A social design brief
- developing A theory of change to inform targeted and strategic design responses to The brief
- applying design research methods to immerse in The real World context defined by The brief
- engage stakeholders to learn more about The real World context defined by The brief
- developing design concepts in An iterative process of research, design development and reflection
- work collaboratively to refine design concepts
- Seek meaningful feedback from stakeholders and peers

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	1,000 - 1,500 words plus images	40	N	Individual
Applied Project	500 - 750 words plus images	30	N	Individual

Professional Task	Student group will produce design campaign collateral (as per brief) to be featured in a 3 minute pitch video linked to a website. Plus a report of 500 words plus images.	30	N	Group
-------------------	--	----	---	-------

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Leo Robba ([https://directory.westernsydney.edu.au/search/name/Leo Robba/](https://directory.westernsydney.edu.au/search/name/Leo%20Robba/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=DESN3013_22-AUT_PS_D#subjects)

DESN 4005 Major Design Project

Credit Points 10

Legacy Code 102279

Coordinator Dan Johnston ([https://directory.westernsydney.edu.au/search/name/Dan Johnston/](https://directory.westernsydney.edu.au/search/name/Dan%20Johnston/))

Description This is a 20 credit point year-long subject taken over two terms (10 credit points in each term). In this year-long subject students will develop a self-directed project from proposal to production, in consultation with an academic supervisor. The first semester involves engaging in background research to facilitate creative development. Students will build a field survey of their topic area identifying precedents and contexts, leading to experimentation and exploration of a range of potential options and addressing any arising issues, to develop a sound proof of concept. In the second semester students will develop the work to a finished outcome, through an iterative process of prototyping, reflection and analysis. It is expected that there will be a consistent and documented developmental process undertaken across the year, resulting in the final work, which will be a professional level outcome, realised in a specific discipline field within Visual Communication. Students are expected to be self-motivated, and work as an independent professional practitioners, throughout the major design project work.

School Humanities & Comm Arts

Discipline Graphic Design Studies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) DESN 3004 OR DESN 3003

Equivalent Subjects DESN 4001 - Communication Design Major Project

Restrictions Students must be enrolled in 1571 B. Design (Visual Communication).

Assumed Knowledge

It is assumed that students have completed 240 credit points in program 1571 B Design (Visual Communication) before enrolling in this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Develop a range of relevant research findings around a project theme, based on selected literature, precedent design examples, and project context..
2. Devise a self-directed brief that responds to an identified issue or area of interest within the broad discipline areas of Visual Communication.
3. Critically assess the appropriateness of a range of concepts, and the visualisation of these, in order to improve the design solution.
4. Produce and present a designed outcome that demonstrates an understanding of relevant professional contexts and utilises appropriate media, processes and strategies.
5. Employ an independent approach to learning and exercise an appropriate range of project management and communication skills.

Subject Content

- lectures on Creative inquiry and Project development
- Regular seminar discussions of student Project work in Progress, where students present A range of approaches in selected media forms towards their Project execution
- presentations of student work to lecturers and peer panels
- student Discussion forums where ongoing peer learning is encouraged

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	Design work plus 1,000 words	20	N	Individual
Presentation	Design work plus 5 minute presentation	20	N	Individual
Report	Design work plus 1,000 words	20	N	Individual
Presentation	Design work plus 10 minute presentation	40	N	Individual

Teaching Periods

1st Half

Parramatta - Victoria Rd

Day

Subject Contact Dan Johnston ([https://directory.westernsydney.edu.au/search/name/Dan Johnston/](https://directory.westernsydney.edu.au/search/name/Dan%20Johnston/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=DESN4005_22-1H_PS_D#subjects)

2nd Half

Parramatta - Victoria Rd

Day

Subject Contact Dan Johnston ([https://directory.westernsydney.edu.au/search/name/Dan Johnston/](https://directory.westernsydney.edu.au/search/name/Dan%20Johnston/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=DESN4005_22-2H_PS_D#subjects)

DESN 4006 Professional Design Experience: The Individual Practitioner

Credit Points 20

Legacy Code 102280

Coordinator Katrina Sandbach ([https://directory.westernsydney.edu.au/search/name/Katrina Sandbach/](https://directory.westernsydney.edu.au/search/name/Katrina%20Sandbach/))

Description Students will continue to work in the Burrow studio, but in this subject they are positioned as a junior designer who is working individually in response to a range of briefs with their tutor as Creative Director. Students will develop their capacity to manage projects independently from briefing, research, development, costing, and pitching. Through this capstone subject, students will also develop a self-promotion strategy, and increase their understanding of a range of professional practice issues as they relate to the individual practitioner, further preparing them for the industry.

School Humanities & Comm Arts

Discipline Graphic Design Studies

Student Contribution Band HECS Band 2 20cp

Level Undergraduate Level 4 subject

Pre-requisite(s) DESN 4007

Restrictions Successful completion of 240 credit points in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Further develop professional standards of communication and conduct in relation to working with colleagues, supervisors, clients, and suppliers
2. Identify and use relevant research methodologies to inform understanding of target audience and develop appropriate concepts for client-driven briefs
3. Practise industry-standard methods of project management, pitching, costing, delivery as an individual practitioner
4. Engage with a variety of design development and production processes that lead to appropriate finished outcomes

- Develop a design portfolio and self-promotion strategy for industry presentation.

Subject Content

- Online material that cover professional practice issues such as design ethics, project management, professional communication
- Resources and activities that introduce students to practical issues such as costing, invoicing, negotiation, pay rates
- Field work as relevant to the brief (e.g. site visits, online research, attendance of meetings/events)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Live Brief Portfolio	Written and visual work equivalent to 2,000 words.	50	N	Individual
Self-Promotion Strategy and Collateral	Visual work equivalent to 2,000 words	50	N	Individual

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Katrina Sandbach ([https://directory.westernsydney.edu.au/search/name/Katrina Sandbach/](https://directory.westernsydney.edu.au/search/name/Katrina%20Sandbach/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=DESN4006_22-SPR_PS_D#subjects)

DESN 4007 Professional Design Experience: The Studio

Credit Points 20

Legacy Code 102278

Coordinator Katrina Sandbach ([https://directory.westernsydney.edu.au/search/name/Katrina Sandbach/](https://directory.westernsydney.edu.au/search/name/Katrina%20Sandbach/))

Description The Burrow design studio simulates a professional environment where students heighten their design thinking and practice through work-integrated learning. In this subject, the student is positioned as a junior designer who is part of a team working in response to live briefs with real learning partners and tangible outcomes, under the guidance of tutors who act as creative directors. Students will develop their higher level professional design skills through working individually and collaboratively to manage projects from briefing, research, development, pitching, artworking, production and delivery. Through this subject, students will also advance their understanding of what the industry expects of junior designers, providing a bridge between study and work life.

School Humanities & Comm Arts

Discipline Graphic Design Studies

Student Contribution Band HECS Band 2 20cp

Level Undergraduate Level 4 subject

Pre-requisite(s) DESN 3006

Equivalent Subjects DESN 4008 - Professional Design Studio

Restrictions

Successful completion of 240 credit points in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Apply a range of skills in idea generation, concept development, reflective practice, artworking, presentation and production
- Develop professional and ethical standards of communication and conduct in relation to working with colleagues, supervisors, learning partners and suppliers
- Identify and use relevant research methodologies to inform understanding of target audience and develop appropriate concepts for learning partner briefs
- Practice industry-standard methods of project management, such as pitching, quoting and delivery as part of a studio team
- Engage with a variety of design development and production processes that lead to appropriate finished outcomes.

Subject Content

- Online material pertaining to professional practice issues such as ethics, project management, communication
- Studio team meetings
- Learning partner visits to receive formative feedback
- Field visits as required by the brief

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Applied Project	Equivalent to 1000 words	10	N	Group
Applied Project	Visual and written work equivalent to 3000 words	40	N	Individual
Applied Project	Visual and written work equivalent to 4000 words	50	N	Group

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Katrina Sandbach ([https://directory.westernsydney.edu.au/search/name/Katrina Sandbach/](https://directory.westernsydney.edu.au/search/name/Katrina%20Sandbach/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=DESN4007_22-AUT_PS_D#subjects)

DESN 9001 Higher Degree Research Thesis - Graphic and Design Studies

Credit Points 20

Legacy Code 800001

Coordinator Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

School Humanities & Comm Arts

Discipline Graphic Design Studies

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1 Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=DESN9001_22-RQ1_KW_D#subjects)

Research Quarter 2 Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=DESN9001_22-RQ2_KW_D#subjects)

Research Quarter 3 Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=DESN9001_22-RQ3_KW_D#subjects)

Research Quarter 4 Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=DESN9001_22-RQ4_KW_D#subjects)

EART 1004 Soils

Credit Points 10

Legacy Code 300823

Coordinator Jason Reynolds (<https://directory.westernsydney.edu.au/search/name/Jason Reynolds/>)

Description This unit provides students with a basic understanding of soil formation and erosion processes, soil physical, chemical and biological properties, and the diversity and classification of soils in the Australian landscape. These basic principles are explored in relation to the sustainable management of soils for horticultural and agricultural production and for environmental management, other land uses and in relation to forensic investigation and studies. The practical sessions are designed to reinforce the lecture material and include field description and analysis of soil profiles and properties, soil sampling principles and practice, laboratory measurement of soil physical and chemical properties essential/important for plant growth, soil biology and human and animal remains.

School Science

Discipline Soil Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects LGYA 6191 - Noise Assessment PUBH 1003 - Environment and Health

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical Reports	1 000 words x 3	40	N	Individual
Mid Semester Quiz: True/False, Multiple Choice, Short Answers Included	1 hour	30	N	Individual
Final Exam	2 hours	30	N	Individual

Teaching Periods

EART 2001 Climate Change Science

Credit Points 10

Legacy Code 300837

Coordinator Sally Power (<https://directory.westernsydney.edu.au/search/name/Sally Power/>)

Description A factual understanding of the energy balance of the globe, how this impacts on climate and how climate has varied in the past, is essential for any person working in the climate change area. This unit will introduce students to the concept of energy balance and climate, our understanding of how climate works, and how it has changed through time. Topics in basic atmospheric science will give students a critical understanding of current environmental concerns and debates about radiative forcing (the greenhouse effect), climate change, ozone depletion, photochemical pollution and acid precipitation.

School Science

Discipline Atmospheric Sciences

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) CHEM 1008 OR
CHEM 1003 AND
BIOS 1001

Equivalent Subjects LGYA 6248 - Atmospheric Science

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the composition and structural characteristics of the atmosphere as they relate to the energy balance of the Earth, including solar radiation, aerosols, particulates, water vapour, ozone, and greenhouse gasses.
2. Describe the major process components of the climate system, including elevated CO₂, temperature, precipitation, evaporation, transpiration, and wind, evaluate terrestrial feedbacks to climate change and how these may act to modify the rate of future change.
3. Describe the evidence for past climates (paleoclimates), including techniques to reconstruct climate through direct and indirect methods.
4. Explain the major theories and concepts of global climate change, including model scenarios of future climate regimes.
5. Evaluate the impact of climate change on physiology, growth, productivity and species interactions in biological systems. Understand the processes driving climate change impacts on ecosystem structure, diversity and function.
6. Evaluate human impacts - land use changes, industrial pollution, rapid population growth - on climate variables (CO₂, temperature, precipitation) and their potential impact on biological and socio-economic systems, including indigenous culture.
7. Use spreadsheets and statistical tools in analytical programs to analyse and graph data, in order to generate appropriately conclusions.
8. Communicate findings correctly in oral or written form using an appropriate style, accessing scientific literature to place findings into context.

Subject Content

1. Introduction to atmospheric science, the structure and composition of the atmosphere.
2. The Earth's energy balance - the role of water vapour, aerosols, particles and gasses.
3. Understanding processes driving the climate system.
4. Relationships between atmospheric composition and climate - historical evidence.
5. Introduction to climate models and climate predictions.
6. Impacts of elevated carbon dioxide and climate change on plant physiology and interactions among plants, animals and microbes.
7. Effects of climate change on natural and managed ecosystems, including agriculture.
8. The carbon cycle and ecosystem feedbacks.
9. Socio-economic drivers of (and responses to) climate change, including population growth, urbanisation and land use change.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Report	800 words	20	N	Individual
Report	1,500 words	20	N	Individual
Report	500 words	10	N	Individual
Presentation	4 - 6 mins for talk, 20 - 30 slides for presentation	20	N	Individual
Quiz	4 x 30 minutes	30	N	Individual

Prescribed Texts

- Bloom, Arnold (2010) Global Climate Change: Convergence of Disciplines. Sinauer Associates, Inc (publisher) ISBN 978-0-87893-027-2 (pbk)

Teaching Periods

Autumn Hawkesbury Day

Subject Contact Sally Power ([https://directory.westernsydney.edu.au/search/name/Sally Power/](https://directory.westernsydney.edu.au/search/name/Sally%20Power/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EART2001_22-AUT_HW_D#subjects)

EART 3001 Biological Adaptation to Climate Change

Credit Points 10

Legacy Code 300909

Coordinator Justin Welbergen ([https://directory.westernsydney.edu.au/search/name/Justin Welbergen/](https://directory.westernsydney.edu.au/search/name/Justin%20Welbergen/))

Description This unit investigates how organisms respond to variation in climate and what can be done to reduce their vulnerability to anthropogenic climate change. The unit makes use of a novel conceptual framework that defines 'vulnerability' as a function of the 'exposure' and 'sensitivity' of organisms to climate change. Therefore, we will begin by exploring how organisms are exposed to climate change, from regional climatic changes acting at the scale of populations, to local climatological effects acting at the scale of individuals. Next, we will examine what determines the sensitivity of organisms, focusing on the physiological, behavioural, and life-history traits that affect the ability of organisms to cope with and adapt to climate change. Then, we will show how exposure and sensitivity combine to determine the vulnerability of organisms, including in both managed and natural ecosystems. Finally, we will discuss the 'mitigation' and 'adaptation' strategies that can prevent the worst of the potential impacts from becoming realised and help protect our biodiversity in the face of anthropogenic climate change.

School Science

Discipline Atmospheric Sciences

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 40 credit points at Level 2.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe how climate change will affect wildlife and ecosystems from local and global perspectives
2. Explain the significance of historical changes in climate in shaping ecosystems and species radiations
3. Evaluate climate change exposure at different temporal and spatial (global to microhabitat) scales
4. Evaluate climate change sensitivity at all levels of biological organisation
5. Analyse what drives vulnerability of organisms to climate change and what can help reduce impacts
6. Conduct investigations safely and ethically in the field and laboratory, using sampling methodology correctly to obtain valid data
7. Use spreadsheets and statistical tools in analytical programs to enter, analyse, and graph data; and use GIS and population modelling tools to draw appropriate conclusions from data
8. Communicate findings correctly in oral or in written form using an appropriate style, as well as accessing the scientific literature to place the findings in context

Subject Content

1. Overview on climate change impacts on biodiversity
2. Effects of climate change exposure at different temporal (means vs extremes) and spatial (global to microhabitat) scales
 - Historical climate change, recent and future global & regional climate change (climate change-velocity etc.)
 - Extreme events (changes in regimes)
 - climate change refugia, microhabitat buffering
3. Comparison of climate change sensitivity at all levels of biological organisation
 - Genetic change, acclimation/phenotypic plasticity Vs adaptation
 - Cellular & epigenetic processes
 - Plant physiology
 - Animal physiology
 - life-history, population dynamics
 - species interactions & phenology
 - Ecosystem function
4. Factors that drive vulnerability of organisms to climate change and can help reduce impacts
 - Vulnerability - focus on biodiversity
 - Vulnerability - focus on agriculture
 - Prioritisation & conservation action

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quizzes	1 hr	20	N	Individual
Applied Project and Multimedia activity	A minimum of four distinct website pages with full functionality on electronic devices	20	N	Individual
Scientific Report	2,000 words maximum	30	N	Individual
Final Exam	2 hours	30	N	Individual

Teaching Periods

EART 3005 Statistical Hydrology

Credit Points 10

Legacy Code 300991

Coordinator Ataur Rahman ([https://directory.westernsydney.edu.au/search/name/Ataur Rahman/](https://directory.westernsydney.edu.au/search/name/Ataur%20Rahman/))

Description This unit covers the principles of statistical hydrology. It explores at-site flood frequency analysis, regional flood frequency analysis, trend analysis of hydrological data, linear regression analysis and multivariate statistical techniques to solve hydrological problems.

School Eng, Design & Built Env

Discipline Hydrology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) EART 4001

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply at-site flood frequency analysis techniques to estimate design floods from recorded streamflow data.
2. Apply regional flood frequency analysis techniques to estimate design floods when no recorded streamflow data is available.
3. Apply trend analysis to rainfall and streamflow time series data to check the stationarity of the data.
4. Apply linear regression analysis to develop prediction models to estimate streamflow and rainfall indices.
5. Apply multivariate statistical techniques to hydrological problems.
6. Evaluate current Australian codes and software to solve statistical hydrological problems.
7. Critically evaluate current literature to benchmark recent problems and developments in statistical hydrology practice.
8. Design sustainable hydrology projects.

Subject Content

1. At-site flood frequency analysis
2. Regional flood frequency analysis
3. Trend analysis of hydrological data
4. Linear regression analysis as applied to hydrological problems
5. Multivariate statistical techniques as applied to hydrological problems

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
2 Quizzes (Short answer test) at 10% each = 20%	30 minutes each	20	N	Individual
Project (Students will produce group report, 3 students in a group, a group submits one report)	2,500 words	25	N	Individual
Final exam	2 hour	55	N	Individual

Teaching Periods

EART 3006 Science of the Anthropocene

Credit Points 10

Legacy Code 301212

Coordinator Jason Reynolds ([https://directory.westernsydney.edu.au/search/name/Jason Reynolds/](https://directory.westernsydney.edu.au/search/name/Jason%20Reynolds/))

Description The unit explores how the earth has been irreversibly altered through human activities. Topics include the composition of the ocean, land, and atmosphere, and the impacts humans have had on these systems. The unit looks at the detection and control of modern pollutants with a focus on field sampling and modelling of selected environmental systems. These topics will be brought to life in a two-day field trip to sites of significant anthropogenic impact.

School Science

Discipline Earth Sciences

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects EART 3002 Environmental Geochemistry
EART 3003 Environmental Geochemistry

Restrictions Must have completed 20 credit points at level 2

Assumed Knowledge

A basic understanding of scientific enquiry including the periodic table, equilibria, and pH. Introductory statistics including mean, standard deviation, and distributions.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the chemistry of the surface of the Earth, and how it is modified by human activity.
2. Construct and detail the geochemical cycles of various elements
3. Studying the effects of equilibrium for acidity and alkalinity
4. Explain current environmental issues with a focus on the anthropocene
5. Discuss environmental quality criteria in terms of their significance and monitoring, remediation, and rehabilitation of various human-impacted environments.
6. Develop skills used to monitor environmental materials, including the design, construction, testing, and evaluation of a pollutant removal device.
7. Synthesise information on the impacts of the anthropocene for presentation to peers and an academic audience.

Subject Content

The formation of the solar system and Earth
The geological principles relating to elemental mobility
The impacts of humans cycling of elements
The artefacts of the Anthropocene on Earth
Current environmental issues and remediation
Field visits to sites having significant anthropogenic impact
The design and testing of devices to remove anthropogenic pollutants

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Worksheets: Take-home worksheets	8 x 5%	40	N	Individual
Presentation: Student presentation	1 x 10 minutes	20	N	Individual
Multimedia/ video recording	1x10 minutes	20	N	Group
Essay	2,000 words	20	N	Individual

Prescribed Texts

- Ellis, E. (2018) Anthropocene A Very Short Introduction. Oxford University Press. ISBN-13: 978-0198792987

Teaching Periods

Spring Hawkesbury

Day

Subject Contact Jason Reynolds ([https://directory.westernsydney.edu.au/search/name/Jason Reynolds/](https://directory.westernsydney.edu.au/search/name/Jason%20Reynolds/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EART3006_22-SPR_HW_D#subjects)

EART 3007 Land Degradation and Contamination

Credit Points 10

Legacy Code 301273

Coordinator Jason Reynolds ([https://directory.westernsydney.edu.au/search/name/Jason Reynolds/](https://directory.westernsydney.edu.au/search/name/Jason%20Reynolds/))

Description This unit will examine current interdisciplinary topics on land degradation and contamination in both urban, peri-urban and rural environments. The effects of the various human induced land degradation and contamination processes and pollutants in terrestrial environments will be explored and how impacts can be ameliorated and managed. The focus is on both the science of environmental pollutants and on the remediation strategies currently available. Topics include; basic concepts of soils, study of the processes, common soil pollutants, persistent organic contaminants and pesticides, acidification of soils, quantitative risk assessment, land reclamation, and landfill sites

School Science

Discipline Soil Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 20 credit points at Level 2.

Assumed Knowledge

A basic understanding of scientific enquiry including the periodic table, equilibria, and pH. Introductory statistics including mean, standard deviation, and distributions.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Detail the interactions between land, human activities and pollutants
2. Evaluate land data to assess degradation and contamination
3. Explain current land degradation and contamination issues and processes
4. Discuss current environmental quality criteria in relation to land management
5. Demonstrate skills used to monitor degradation and contamination on land
6. Synthesise data for reporting to peers and an academic audience

Subject Content

1. Soil concepts
2. The history of land degradation and contamination in Australia
3. Land degradation due to erosion, salinity, organic matter and fertility decline, soil acidity and alkalinity and other related factors
4. Environmental contaminants and their fate in the environment
5. Pathways for contamination mobility on land surfaces
6. Analytical techniques for measuring contamination and degradation
7. Statistical and modelling approaches to land evaluation and assessment
8. Environmental quality criteria for land evaluation and assessment

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Lab Report	2,000 words	40	N	Individual
Presentation	10 minutes	20	N	Individual
Quiz	1 hour	20	N	Individual
Quiz	1 hour	20	N	Individual

Prescribed Texts

- Soil and Water Contamination. CRC Press Published 2013 ISBN 9780415893435

Teaching Periods

Spring Hawkesbury Composite

Subject Contact Jason Reynolds ([https://directory.westernsydney.edu.au/search/name/Jason Reynolds/](https://directory.westernsydney.edu.au/search/name/Jason%20Reynolds/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EART3007_22-SPR_HW_C#subjects)

EART 2004 Soils and Substrates

Credit Points 10

Legacy Code 301446

Coordinator Jason Reynolds ([https://directory.westernsydney.edu.au/search/name/Jason Reynolds/](https://directory.westernsydney.edu.au/search/name/Jason%20Reynolds/))

Description This unit provides you with a basic understanding of soil formation and erosion processes, soil physical, chemical and biological properties, and the diversity and classification of soils in the Australian landscape. These basic principles, along with alternative substrates, are explored in relation to the sustainable management of soils and substrates for horticultural and agricultural production and for environmental management and other land uses. The practical sessions are designed to reinforce the lecture material and include field description and analysis of soil profiles and properties, soil sampling principles and practice, laboratory measurement of soil and substrate physical and chemical properties essential/important for plant growth, soil/substrate biology.

School Science

Discipline Soil Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Restrictions Must have passed 60 credit points

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe soil and substrate properties and link their importance in the management for sustainable plant production
2. Design appropriate soil and substrate sampling protocols for use in professional and applied contexts
3. Perform basic field and laboratory tests of key soil and substrate physical and chemical properties for plant production and forensic evidence

- Evaluate the significance of test results for plant production, accessing relevant published information to aid in interpretation
- Develop information literacy and written communication skills through accessing, evaluating and integrating information from research journals in an essay on a soils topic of the student's choice

Subject Content

- Classification of Australian soils and their histories.
- Soil and substrate chemical & physical properties and their application.
- Functions of soil and substrate in biology and ecology.
- Managing soil and substrate fertility for environmental and agricultural improvement
- Regenerative approaches to improve soil and substrate fertility
- Carbon farming and data driven systems management.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	2,000 words	40	N	Individual
Presentation	10 minutes	30	N	Individual
End-of-session Exam	2 hours	30	N	Individual

Prescribed Texts

- Raymond R. Weil and Nyle C. Brady, The Nature and Properties of Soils, Global Edition eBook(<https://www.pearson.com.au/9781292162249>)

Teaching Periods

Autumn Hawkesbury

Day

Subject Contact Jason Reynolds ([https://directory.westernsydney.edu.au/search/name/Jason Reynolds/](https://directory.westernsydney.edu.au/search/name/Jason%20Reynolds/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EART3008_22-AUT_HW_D#subjects)

EART 7001 Advanced Hydrogeology

Credit Points 10

Legacy Code 301014

Coordinator Ataur Rahman ([https://directory.westernsydney.edu.au/search/name/Ataur Rahman/](https://directory.westernsydney.edu.au/search/name/Ataur%20Rahman/))

Description This unit covers occurrence of groundwater, groundwater movement, groundwater hydraulics, water wells, quality of groundwater, groundwater modelling and groundwater management. The objectives of this unit are to enable students to learn the associated concept of groundwater and apply the learnt concepts in solving groundwater problems in advanced engineering practice.

School Eng, Design & Built Env

Discipline Hydrology

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program

Learning Outcomes

On successful completion of this subject, students should be able to:

- Apply knowledge of groundwater movement, groundwater hydraulics and water wells to solve hydrogeological problems.
- Apply groundwater quality modelling techniques.
- Evaluate groundwater pollution and management problems.
- Analyse groundwater modelling and exploration techniques.
- Evaluate current Australian codes and software to solve groundwater problems.
- Critically evaluate current literature to benchmark recent problems and developments in groundwater engineering practice.
- Design sustainable groundwater engineering projects.

Subject Content

- Occurrence of groundwater
- Groundwater movement
- Groundwater and well hydraulics
- Water wells
- Groundwater levels and environmental influences
- Quality of groundwater
- Pollution of groundwater
- Management of groundwater
- Groundwater modelling
- Groundwater investigation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Intra-session exam	1 hour	25	N	Individual
Project	5,000 words	30	N	Group
Final examination	2 hours	45	N	Individual

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Ataur Rahman ([https://directory.westernsydney.edu.au/search/name/Ataur Rahman/](https://directory.westernsydney.edu.au/search/name/Ataur%20Rahman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EART7001_22-SPR_PC_D#subjects)

EART 7002 Advanced Statistical Hydrology

Credit Points 10

Legacy Code 301013

Coordinator Ataur Rahman ([https://directory.westernsydney.edu.au/search/name/Ataur Rahman/](https://directory.westernsydney.edu.au/search/name/Ataur%20Rahman/))

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

School Eng, Design & Built Env

Discipline Hydrology

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply at-site flood frequency analysis techniques to estimate design floods from recorded streamflow data.
2. Apply regional flood frequency analysis techniques to estimate design floods when no recorded streamflow data is available.
3. Apply trend analysis to rainfall and streamflow time series data to check the stationarity of the data.
4. Apply linear regression analysis to develop prediction models to estimate streamflow and rainfall indices.
5. Apply multivariate statistical techniques to hydrological problems.
6. Evaluate current Australian codes and software to solve statistical hydrological problems.
7. Critically evaluate current literature to benchmark recent problems and developments in statistical hydrology practice.
8. Design sustainable hydrology projects.

Subject Content

1. At-site flood frequency analysis
2. Regional flood frequency analysis
3. Trend analysis of hydrological data
4. Linear regression analysis as applied to hydrological problems
5. Multivariate statistical techniques as applied to hydrological problems

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Intra-Session Exam - closed book	1 hour	25	N	Individual

Group Project Report (up to 3 students per group)	5,000 words	30	N	Group
---	-------------	----	---	-------

Final examination - closed book	2 hours	45	N	Individual
---------------------------------	---------	----	---	------------

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Ataur Rahman ([https://directory.westernsydney.edu.au/search/name/Ataur Rahman/](https://directory.westernsydney.edu.au/search/name/Ataur%20Rahman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EART7002_22-SPR_PC_D#subjects)

EART 9001 Higher Degree Research Thesis - Hydrology

Credit Points 20

Legacy Code 800079

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Science

Discipline Hydrology

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EART9001_22-RQ1_HW_D#subjects)

Research Quarter 2

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EART9001_22-RQ2_HW_D#subjects)

Research Quarter 3

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EART9001_22-RQ3_HW_D#subjects)

Research Quarter 4

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EART9001_22-RQ4_HW_D#subjects)

EART 9002 Higher Degree Research Thesis - Soil Science

Credit Points 20

Legacy Code 800077

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Science

Discipline Soil Science

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EART9002_22-RQ1_HW_D#subjects)

Research Quarter 2

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EART9002_22-RQ2_HW_D#subjects)

Research Quarter 3

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EART9002_22-RQ3_HW_D#subjects)

Research Quarter 4

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EART9002_22-RQ4_HW_D#subjects)

ECON 0001 Economics (WSTC Prep)

Credit Points 10

Legacy Code 700217

Coordinator Abdullah Al Aabed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Aabed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Aabed/))

Description This unit is designed to familiarise students with some of the basic concepts and relationships of the discipline. It was developed to prepare students for undergraduate study in the academic discipline area of commerce/business and educate students as to the crucial role economic decisions have in society and how economic problems and issues dominate media and politics. By understanding Economics, students are empowered to participate effectively and knowledgeably in economic debate.

School Western Sydney The College

Discipline Economics

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects ECON 0002 - Economics (UWSC)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Intra-session Exam	1 hour	10	N	Individual
Intra-session Exam	1.5 hours	20	N	Individual
Essay	1 hour under test conditions	10	N	Individual
Presentation	10 minutes	10	N	Individual
Final Exam	2 hours	50	N	Individual

Teaching Periods

ECON 0002 Economics (WSTC)

Credit Points 10

Legacy Code 900030

Coordinator Abdullah Al Aabed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Aabed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Aabed/))

Description This unit is designed to familiarise students with some of the basic concepts and relationships of the discipline. It was developed to prepare students for undergraduate study in the academic discipline area of commerce/business and educate students as to the crucial role economic decisions have in society and how economic problems and issues dominate media and politics. By understanding Economics, students are empowered to participate effectively and knowledgeably in economic debate.

School Western Sydney The College

Discipline Economics

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects ECON 0001 - Economics (WSTC Prep)

Restrictions Students must be enrolled in a Western Sydney University, The College Foundation Studies program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Define and explain basic economic concepts and relationships
2. Interpret economic information presented in a variety of forms: text, graphs, statistics, illustrations, diagrams
3. Integrate descriptive economics, economic theory and applied economics
4. Select and organise economic information from a variety of sources for relevance and reliability
5. Describe trends in Australia's economic performance and discuss contemporary issues affecting this trend
6. Explain the operation of government micro and macro-economic policies

Subject Content

1. Economic Concepts and Systems

(including economic growth and its measurement) Types of economic systems.

2. The Circular Flow and Economic Fluctuations

The circular flow of income, national income, expenditure and income.

3. The Price Mechanism

Demand, supply and equilibrium, price elasticity.

4. Market Structures

Features of market structures and the Australian capitalist economy, contemporary market capitalism, government market intervention in the Australian economy.

5. The Australian Financial System and Money

Financial institutions, money and interest, financial deregulation, monetary policy.

6. Economic Policies

Macroeconomic management in Australia, fiscal policy, monetary policy (brief review), prices + incomes policy and external policy, the 'Policy Mix'

7. Australia in the International Economy and contemporary issues

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Intra-session Exam	1 hour	15	N	Individual
Quiz	1 1/2 hours	20	N	Individual
Essay	500 words	15	N	Individual
Presentation	10 minutes	10	N	Individual
End-of-session Exam	2 hours	40	N	Individual

Teaching Periods

ECON 1002 Consumers, Firms and Markets (WSTC)

Credit Points 10

Legacy Code 700249

Coordinator Abdullah Al Abed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Abed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Abed/))

Description This unit is an introduction to microeconomics. It provides students with an understanding of basic concepts such as value, rational consumer behaviour, the behaviour of firms in various market structures, the efficiency and failings of markets, the distribution of wealth and income, and the role of government regulation and intervention. It illuminates these concepts by considering and debating their application to contemporary economic and social issues such as: the influence of marketing on consumer choices, the concentration of market power in Australian industries, rising income and wealth inequality, minimum wage laws, and governmental responses to environmental problems and climate change.

School Business

Discipline Economics

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects MKTG 1005 - Consumers Firms and Markets

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in extended diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply microeconomic concepts to contemporary economic settings.
2. Apply geometric and mathematical concepts and techniques of analysis.
3. Interpret basic theoretical models of market structures.
4. Explain how microeconomic concepts have informed public policy debate on a variety of contemporary politico-economic issues.
5. Analyse critically with respect to theory and policy.

Subject Content

History and methodology.

Supply and demand.

Consumer choice and individual demand.

Anomalous consumer choice and individual demand.

Market demand and elasticities.

Production, costs and optimising.

Perfect and monopolistic competition.

Monopolies.

Oligopolies.

Labour markets.

Capital markets.

Externalities.

Public and common goods.

History and methodology.

Supply and demand.

Consumer choice and individual demand.

Anomalous consumer choice and individual demand.

Market demand and elasticities.
 Production, costs and optimising.
 Perfect and monopolistic competition.
 Monopolies.
 Oligopolies.
 Labour markets.
 Capital markets.
 Externalities.
 Public and common goods.
 History and methodology.
 Supply and demand.
 Consumer choice and individual demand.
 Anomalous consumer choice and individual demand.
 Market demand and elasticities.
 Production, costs and optimising.
 Perfect and monopolistic competition.
 Monopolies.
 Oligopolies.
 Labour markets.
 Capital markets.
 Externalities.
 Public and common goods.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	15 minutes	15	N	Group
Short Answer	500 words total	25	N	Individual
Quiz	30 minutes	20	N	Individual
End-of-session Exam	2 hours	40	N	Individual

Prescribed Texts

- Frank, RH, 2014, Microeconomics and Behavior, 9th edn, McGraw-Hill/Irwin, New York, NY

Teaching Periods

Term 1

Bankstown

Day

Subject Contact Abdullah Al Abed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Abed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Abed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON1002_22-T1_BA_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Abdullah Al Abed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Abed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Abed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON1002_22-T1_PC_D#subjects)

Term 2

Bankstown

Day

Subject Contact Abdullah Al Abed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Abed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Abed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON1002_22-T2_BA_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Abdullah Al Abed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Abed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Abed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON1002_22-T2_PC_D#subjects)

Term 3

Bankstown

Day

Subject Contact Abdullah Al Abed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Abed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Abed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON1002_22-T3_BA_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Abdullah Al Abed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Abed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Abed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON1002_22-T3_PC_D#subjects)

ECON 1003 Financial Institutions and Markets

Credit Points 10

Legacy Code 200048

Coordinator Sean Toohey ([https://directory.westernsydney.edu.au/search/name/Sean Toohey/](https://directory.westernsydney.edu.au/search/name/Sean%20Toohey/))

Description The investment, financing and risk management decisions made by individuals, firms and governments are implemented by creating and trading financial instruments in financial markets, often with the involvement of a variety of institutions. Using the Australian financial system as an illustration, Financial Institutions and Markets introduces students to the theory and functions of financial institutions and markets. Students develop an understanding of the role and functions of bank and non-bank financial institutions and of markets in equities, debt, foreign exchange and derivatives.

School Business

Discipline Economics

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects ECON 1004 - Financial Institutions and Markets (WSTC)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the major institutional features of the Australian financial system;
2. Explain the function and operation of bank and non-bank financial institutions in the Australian financial system;
3. Explain the function and operation of markets in equities, debt, foreign exchange and derivatives;
4. Examine an element of the financial system and summarise and report relevant and contemporary information in the form of an oral presentation;
5. Examine an element of the financial system and summarise and report relevant and contemporary information in the form of a written report;
6. Evaluate the role of institutions, markets and regulators in the Australian financial system;
7. Perform calculations relevant to the use of various financial instruments.

Subject Content

Australian financial institutions
Equity markets
Time value of money
Short and long term debt markets
Foreign exchange markets
Derivatives markets

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	3.5 hours - 5/10 online quizzes must be attempted to have met the requirements for completing this assessment task	20	N	Individual
Presentation	10 minutes	15	N	Individual
Essay	500 words	15	N	Individual
Final Exam	2 hours	50	N	Individual

Prescribed Texts

- Viney, C & Phillips, PJ 2019, Financial institutions, instruments and markets, 9th edn, McGraw-Hill, Sydney.

Teaching Periods

Summer A

Parramatta City - Macquarie St

Day

Subject Contact Sean Toohey ([https://directory.westernsydney.edu.au/search/name/Sean Toohey/](https://directory.westernsydney.edu.au/search/name/Sean%20Toohey/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON1003_22-SUA_PC_D#subjects)

Autumn

Online

Online

Subject Contact Sean Toohey ([https://directory.westernsydney.edu.au/search/name/Sean Toohey/](https://directory.westernsydney.edu.au/search/name/Sean%20Toohey/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON1003_22-AUT_ON_O#subjects)

UEH-Session 1

Vietnam

Day

Subject Contact Sean Toohey ([https://directory.westernsydney.edu.au/search/name/Sean Toohey/](https://directory.westernsydney.edu.au/search/name/Sean%20Toohey/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON1003_22-UT1_UE_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON1003_22-SC2_SC_D#subjects)

UEH-Session 2

Vietnam

Day

Subject Contact Sean Toohey ([https://directory.westernsydney.edu.au/search/name/Sean Toohey/](https://directory.westernsydney.edu.au/search/name/Sean%20Toohey/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON1003_22-UT2_UE_D#subjects)

Spring

Online

Online

Subject Contact Sean Toohey ([https://directory.westernsydney.edu.au/search/name/Sean Toohey/](https://directory.westernsydney.edu.au/search/name/Sean%20Toohey/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON1003_22-SPR_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Sean Toohey ([https://directory.westernsydney.edu.au/search/name/Sean Toohey/](https://directory.westernsydney.edu.au/search/name/Sean%20Toohey/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON1003_22-SPR_PC_D#subjects)

Evening

Subject Contact Sean Toohey ([https://directory.westernsydney.edu.au/search/name/Sean Toohey/](https://directory.westernsydney.edu.au/search/name/Sean%20Toohey/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON1003_22-SPR_PC_E#subjects)

UEH-Session 3**Vietnam****Day**

Subject Contact Sean Toohey ([https://directory.westernsydney.edu.au/search/name/Sean Toohey/](https://directory.westernsydney.edu.au/search/name/Sean%20Toohey/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON1003_22-UT3_UE_D#subjects)

ECON 1004 Financial Institutions and Markets (WSTC)

Credit Points 10

Legacy Code 700250

Coordinator Abdullah Al Abed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Abed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Abed/))

Description The investment, financing and risk management decisions made by individuals, firms and governments are implemented by creating and trading financial instruments in financial markets, often with the involvement of a variety of institutions. Using the Australian financial system as an illustration, Financial Institutions and Markets introduces students to the theory and functions of financial institutions and markets. Students develop an understanding of the role and functions of bank and non-bank financial institutions and of markets in equities, debt, foreign exchange and derivatives.

School Business

Discipline Banking and Finance

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects ECON 1003 - Financial Institutions and Markets

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in extended diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the major institutional features of the Australian financial system.
2. Explain the function and operation of bank and non-bank financial institutions in the Australian financial system.
3. Explain the function and operation of markets in equities, debt, foreign exchange and derivatives.
4. Examine an element of the financial system and summarise and report relevant and contemporary information in the form of an oral presentation.
5. Examine an element of the financial system and summarise and report relevant and contemporary information in the form of a written report.

6. Evaluate the role of institutions, markets and regulators in the Australian financial system.
7. Perform calculations relevant to the use of various financial instruments.

Subject Content

Australian financial institutions.
Equity markets.
Time value of money.
Short and long term debt markets.
Foreign exchange markets.
Derivatives markets.
Australian financial institutions.
Equity markets.
Time value of money.
Short and long term debt markets.
Foreign exchange markets.
Derivatives markets.
Australian financial institutions.
Equity markets.
Time value of money.
Short and long term debt markets.
Foreign exchange markets.
Derivatives markets.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	20 mins each	20	N	Individual
Presentation	15 mins	15	N	Group
Essay	500 words	15	N	Individual
Final Exam	2 hours	50	N	Individual

Prescribed Texts

- Viney, C & Phillips, PJ 2019, Financial institutions, instruments and markets, 9th edn, McGraw-Hill, Sydney.

Teaching Periods

Term 1**Bankstown****Day**

Subject Contact Abdullah Al Abed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Abed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Abed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON1004_22-T1_BA_D#subjects)

Nirimba Education Precinct**Day**

Subject Contact Abdullah Al Abed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Abed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Abed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON1004_22-T1_BL_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Abdullah Al Abed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Abed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Abed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON1004_22-T1_PC_D#subjects)

Term 2

Bankstown

Day

Subject Contact Abdullah Al Abed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Abed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Abed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON1004_22-T2_BA_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Abdullah Al Abed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Abed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Abed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON1004_22-T2_PC_D#subjects)

Term 3

Bankstown

Day

Subject Contact Abdullah Al Abed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Abed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Abed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON1004_22-T3_BA_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Abdullah Al Abed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Abed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Abed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON1004_22-T3_PC_D#subjects)

ECON 1005 Globalisation and Australia

Credit Points 10

Legacy Code 200540

Coordinator Margaret Moussa ([https://directory.westernsydney.edu.au/search/name/Margaret Moussa/](https://directory.westernsydney.edu.au/search/name/Margaret%20Moussa/))

Description This unit provides an overview of the processes promoting globalisation and their impact upon Australian economic development. The unit stresses the interaction between the globalisation tendency and counteracting forces such as nationalism, and the contradictory economic, environmental, political, racial and class interests that have mediated and shaped the local impact of globalisation on the development of the Australian economy. The unit concludes by examining the socio-economic and environmental outcomes that ongoing globalisation is likely to produce in the 21st century for the world and Australia including the possibilities and prospects for indigenous economic development.

School Business

Discipline Economics

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects ECON 1001 - Australia and the Global Economy
LGYB 8918 - Australian Economic History
LGYA 9817 - Australia and the Global Economy

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Outline the main causal mechanisms driving globalisation including the tendencies it promotes towards the freer flow of goods, services, capital and labour in the international economy and the consequent structural economic changes that the process involves.
2. Recognize factors such as nationalism, racial, social and political conflict and environmental impacts on mediating the historical process of globalisation with respect to Australian Economic Development.
3. Compare and distinguish the historical development of the international economy and the historical development of the Australian Economy.
4. Analyze the political basis of government economic strategy.
5. Evaluate the possible directions that globalisation will take in the future and the alternative policy options open to Australian governments with respect to both indigenous and non-indigenous people.
6. Classify and appraise the various impacts that ongoing globalisation are likely to have on local labour markets and career options for indigenous and non-indigenous people in the future as the international division of labour and the structural employment prospects in Australia continue to change and evolve.

Subject Content

- Causal mechanisms underpinning The process of globalisation during The Past Two centuries
- The changing phases of globalisation over The Past Two centuries
- The structural changes in international economic and political relations associated with globalisation over The Past Two centuries
- The impact of globalisation on Australian economic development from The eighteenth century to The present day for indigenous and non-indigenous people local Australian, economic, political (including race relations) and environmental Factors mediating and shaping The impact of globalisation on Australian development over The Past Two centuries
- Likely structural changes in production, distribution of income, labour markets, (for both indigenous and non-indigenous people) trade, capital flows and environmental considerations associated with ongoing globalisation in the 21st Century.
- Possible Australian government responses to the challenges of globalisation in the 21st century with respect to both indigenous and non-indigenous people.

Teaching Periods

ECON 1006 Introduction to Economic Methods

Credit Points 10

Legacy Code 200052

Coordinator Raja Mukherjee ([https://directory.westernsydney.edu.au/search/name/Raja Mukherjee/](https://directory.westernsydney.edu.au/search/name/Raja%20Mukherjee/))

Description Introduction to Economic Methods covers basic concepts in mathematics and statistics to help student understanding of subjects such as accounting, management, marketing, finance, and economics. Students taking this unit are expected to improve their numeracy and analytical skills. In particular, students will learn how to collect, analyse and interpret data using simple descriptive and inferential statistical methods including simple regression analysis. In addition, by working through applied exercises, students are expected to improve their problem solving skills and acquire a basic understanding of calculus relevant to fields such as finance.

School Business

Discipline Economics

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects LGYA 9799 - Introduction to Economic Methods MATH 1030 - Statistics for Business MATH 1028 - Statistical Decision Making MATH 1029 - Statistical Decision Making (UWSC) MATH 1012 - Management Analytics MATH 1031 - Statistics for Business (WSTC)

Assumed Knowledge

HSC Mathematics or equivalent.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply concepts of simple algebra and calculus in describing economic concepts and solve elementary problems in unconstrained optimisation as applied in accounting, finance and economics;
2. Collect data and analyse its main features using descriptive statistics and computer software;
3. Apply probability concepts to solve problems;
4. Evaluate arguments involving discrete or continuous probability distributions;
5. Perform statistical inference involving interval estimation and hypothesis testing of statistical population parameters;
6. Analyse the relationship between two variables using statistical techniques.

Subject Content

- functions and relationships between economic phenomena
- The use of calculus to model Basic economic and business concepts
- Unconstrained and constrained optimisation in economics using calculus
- Descriptive statistics, frequency and relative frequency distributions
- The concept of A statistical experiment and Basic probability concepts
- Discrete probability distributions including The binomial Distribution
- Continuous probability distributions: The normal Distribution
- The Sampling Distribution of The sample mean and The central limit theorem
- Point and interval estimation of A population mean, population proportion and population variance (including business applications)
- Hypothesis testing of A population mean, population proportion and population variance (including business applications)
- inference involving The student's t Distribution and The chi-square Distribution
- Correlation analysis

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	Quizzes are non-compulsory. There are three online with each quiz having a weighting of 10%. 90 minutes are allowed per quiz for completion.	30	N	Individual
Report	800 words	10	N	Individual
Final Exam	3 hours	60	N	Individual

Prescribed Texts

- Comprehensive lecture notes will be provided for students on vUWS, and students will be referred to a variety of reference materials freely downloadable from the internet or available in the library.

Teaching Periods

Autumn

Online

Online

Subject Contact Raja Mukherjee ([https://directory.westernsydney.edu.au/search/name/Raja Mukherjee/](https://directory.westernsydney.edu.au/search/name/Raja%20Mukherjee/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON1006_22-AUT_ON_O#subjects)

Parramatta City - Macquarie St

Evening

Subject Contact Raja Mukherjee ([https://directory.westernsydney.edu.au/search/name/Raja Mukherjee/](https://directory.westernsydney.edu.au/search/name/Raja%20Mukherjee/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON1006_22-AUT_PC_E#subjects)

Day

Subject Contact Raja Mukherjee ([https://directory.westernsydney.edu.au/search/name/Raja Mukherjee/](https://directory.westernsydney.edu.au/search/name/Raja%20Mukherjee/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON1006_22-AUT_PC_D#subjects)

ECON 1011 Principles of Economics

Credit Points 10

Legacy Code 200525

Coordinator Mamta Chowdhury ([https://directory.westernsydney.edu.au/search/name/Mamta Chowdhury/](https://directory.westernsydney.edu.au/search/name/Mamta%20Chowdhury/))

Description This unit is an introduction to economic concepts and contemporary economic issues. It introduces students to basic concepts such as markets and their operation, the behaviour of firms, the efficiency and potential failings of markets, the role of government, key macroeconomic problems such as recessions, inflation and unemployment, as well as contemporary fiscal and monetary policies. It illuminates concepts via application to contemporary economic issues and debates over different theoretical perspectives. This unit also exposes students to recent developments and policy controversies in economics.

School Business

Discipline Economics

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects ECON 1007 - Introductory Economics ECON 1009 - Microeconomics ECON 1010 - Principles of Economics ECON 1012 - Principles of Economics (WSTC)

Restrictions External offerings for this subject during Autumn and Spring are only available to students who are enrolled in a Property program or field of study.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain and apply key economic concepts appropriately;
2. Interpret economic data and apply simple economic models to the analysis of relevant economic issues;
3. Present logical economic arguments in written or oral form;
4. Interpret and solve economic problems;
5. Explain and evaluate the likely effects of government economic policy.

Subject Content

- Foundations of markets: Demand, supply, equilibrium and institutional foundations; elasticities; production and costs
- Market structures: Perfectly competitive markets; monopolies; monopolistic competition; oligopolies and strategic decision-making
- Government intervention: Efficiency and economic welfare; externalities; public goods; market power
- key macroeconomic Variables and problems: GDP, economic growth, unemployment and inflation
- Explaining business cycles, and the unemployment-inflation trade-off; long-term economic growth
- financial sector: banking, money and interest rates
- Domestic macroeconomic policies: Monetary and fiscal policies. Policy stances; debates over policy
- international sector: Balance of payments, international trade and exchange rates

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	60 minutes each	20	N	Individual

Portfolio	15 minutes each	10	N	Group
Short Answer	1,000 words	20	N	Individual
Final Exam	2 hours	50	Y	Individual

Prescribed Texts

- Sloman, J, Norris, K & Garrett, D 2014, Principles of economics, 4th edn, Pearson.

Teaching Periods

Summer A

Parramatta City - Macquarie St

Day

Subject Contact Edward Mariyani-Squire ([https://directory.westernsydney.edu.au/search/name/Edward Mariyani-Squire/](https://directory.westernsydney.edu.au/search/name/Edward%20Mariyani-Squire/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON1011_22-SUA_PC_D#subjects)

Autumn

Bankstown

Day

Subject Contact Mamta Chowdhury ([https://directory.westernsydney.edu.au/search/name/Mamta Chowdhury/](https://directory.westernsydney.edu.au/search/name/Mamta%20Chowdhury/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON1011_22-AUT_BA_D#subjects)

Campbelltown

Day

Subject Contact Mamta Chowdhury ([https://directory.westernsydney.edu.au/search/name/Mamta Chowdhury/](https://directory.westernsydney.edu.au/search/name/Mamta%20Chowdhury/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON1011_22-AUT_CA_D#subjects)

Online

Online

Subject Contact Mamta Chowdhury ([https://directory.westernsydney.edu.au/search/name/Mamta Chowdhury/](https://directory.westernsydney.edu.au/search/name/Mamta%20Chowdhury/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON1011_22-AUT_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Mamta Chowdhury ([https://directory.westernsydney.edu.au/search/name/Mamta Chowdhury/](https://directory.westernsydney.edu.au/search/name/Mamta%20Chowdhury/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON1011_22-AUT_PC_D#subjects)

Evening

Subject Contact Mamta Chowdhury ([https://directory.westernsydney.edu.au/search/name/Mamta Chowdhury/](https://directory.westernsydney.edu.au/search/name/Mamta%20Chowdhury/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON1011_22-AUT_PC_E#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON1011_22-SC2_SC_D#subjects)

Spring

Online

Online

Subject Contact Mamta Chowdhury ([https://directory.westernsydney.edu.au/search/name/Mamta Chowdhury/](https://directory.westernsydney.edu.au/search/name/Mamta%20Chowdhury/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON1011_22-SPR_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Mamta Chowdhury ([https://directory.westernsydney.edu.au/search/name/Mamta Chowdhury/](https://directory.westernsydney.edu.au/search/name/Mamta%20Chowdhury/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON1011_22-SPR_PC_D#subjects)

Evening

Subject Contact Mamta Chowdhury ([https://directory.westernsydney.edu.au/search/name/Mamta Chowdhury/](https://directory.westernsydney.edu.au/search/name/Mamta%20Chowdhury/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON1011_22-SPR_PC_E#subjects)

ECON 1013 The Australian Macroeconomy

Credit Points 10

Legacy Code 200549

Coordinator Andrew Marks ([https://directory.westernsydney.edu.au/search/name/Andrew Marks/](https://directory.westernsydney.edu.au/search/name/Andrew%20Marks/))

Description This unit is an introduction to macroeconomic concepts, analysis and issues in the Australian context. Basic concepts introduced and applied include: national income accounting, economic structure, price indexes and inflation, the balance of payments, and labour market aggregates. These concepts are applied in describing and explaining the recent evolution of the Australian economy in terms of growth, structural change, price stability, and employment. This leads to a discussion of major policy issues such as the role of governments in managing economic fluctuations, and the implications of Australia's foreign liabilities. The course ends with a brief introduction to modelling income determination.

School Business

Discipline Econometrics

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects ECON 1008 - Macroeconomics

Assumed Knowledge

HSC Mathematics.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Define, understand and employ standard macroeconomic concepts to describe actual economies;
2. Describe the macroeconomic features of the Australian economy and their recent evolution;
3. Find, present, manipulate and interpret time-series data on important macroeconomic variables;
4. Identify the main instruments of government policy and explain their effects;
5. Discuss alternative views about macroeconomic policy;
6. Use simple models to make qualitative predictions on the likely macroeconomic effects of policy changes and external shocks.

Subject Content

- structural change and Global integration of The Australian economy
- The labour market, employment and unemployment in Australia
- national income accounting
- Measuring economic aggregates: income Expenditure model
- price and output volatility in Australia: AD-as model
- The financial system and Monetary instruments
- Monetary and fiscal policy
- investment, saving and growth in Australia
- international trade and Balance of payments accounting
- exchange rates and macro adjustment

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	a) One presentation or debate – up to 10 minutes in total. b) One impromptu presentation up to 5 minutes in total	15	N	Both (Individual & Group)
Essay	1,000 words	15	N	Individual

Prescribed Texts

- Bernanke, B, Olenka, N & Frank, R 2019, Principles of Macroeconomics, 5th edn, McGraw Hill, Sydney-Australia.

Teaching Periods

Spring

Online

Online

Subject Contact Andrew Marks ([https://directory.westernsydney.edu.au/search/name/Andrew Marks/](https://directory.westernsydney.edu.au/search/name/Andrew%20Marks/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON1013_22-SPR_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Andrew Marks ([https://directory.westernsydney.edu.au/search/name/Andrew Marks/](https://directory.westernsydney.edu.au/search/name/Andrew%20Marks/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON1013_22-SPR_PC_D#subjects)

ECON 1014 Consumers, Firms and Markets

Credit Points 10

Legacy Code 201099

Coordinator Edward Mariyani-Squire ([https://directory.westernsydney.edu.au/search/name/Edward Mariyani-Squire/](https://directory.westernsydney.edu.au/search/name/Edward%20Mariyani-Squire/))

Description This subject is an introduction to microeconomics. It provides students with an understanding of basic concepts such as value, rational consumer behaviour, the behaviour of firms in various market structures, the efficiency and failings of markets, the distribution of wealth and income, and the role of government regulation and intervention. It illuminates these concepts by considering and debating their application to contemporary economic and social issues such as: the influence of marketing on consumer choices, the concentration of market power in Australian industries, rising income and wealth inequality, minimum wage laws, and governmental responses to environmental problems and climate change.

School Business

Discipline Economics

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects ECON 1002 - Consumers Firms and Markets (WSTC) MKTG 1005 - Consumers Firms and Markets

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply microeconomic concepts to contemporary economic settings.
2. Apply geometric and mathematical concepts and techniques of analysis.
3. Interpret basic theoretical models of market structures.
4. Explain how microeconomic concepts have informed public policy debate on a variety of contemporary politico-economic issues.
5. Analyse critically with respect to theory and policy.

Subject Content

1. History and methodology.
2. Supply and demand.
3. Consumer choice and individual demand.
4. Anomalous consumer choice and individual demand.
5. Market demand and elasticities.
6. Production, costs and optimising.
7. Perfect and monopolistic competition.
8. Monopolies.

9. Oligopolies.
10. Labour markets.
11. Capital markets.
12. Externalities.
13. Public and common goods.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	15 minutes	10	N	Group
Short Answer	5-10 minutes	10	N	Individual
Quiz	4-6 quizzes/30 minutes each	30	N	Individual
Final Exam	2 hours	50	Y	Individual

Prescribed Texts

- Robert H. Frank, Ben Bernanke, Kate Antonovics, Ori Heffetz, ISE Principles of Microeconomics, 7th Edition, McGraw Hill.

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Edward Mariyani-Squire ([https://directory.westernsydney.edu.au/search/name/Edward Mariyani-Squire/](https://directory.westernsydney.edu.au/search/name/Edward%20Mariyani-Squire/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON1014_22-AUT_PC_D#subjects)

Evening

Subject Contact Edward Mariyani-Squire ([https://directory.westernsydney.edu.au/search/name/Edward Mariyani-Squire/](https://directory.westernsydney.edu.au/search/name/Edward%20Mariyani-Squire/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON1014_22-AUT_PC_E#subjects)

ECON 2002 Corporate Financial Management

Credit Points 10

Legacy Code 200488

Coordinator Girijasankar Mallik ([https://directory.westernsydney.edu.au/search/name/Girijasankar Mallik/](https://directory.westernsydney.edu.au/search/name/Girijasankar%20Mallik/))

Description This unit introduces the fundamental concepts of finance theory and the tools of financial decision making in the context of the Australian institutional environment. These concepts relate primarily to the time value of money, risk and return, capital budgeting and capital structure. The unit's purpose is to develop an understanding of the basic practices of financial management from the perspective of a firm (both large and small). Students examine the investment, financing and dividend decisions of corporations.

School Business

Discipline Economics

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) ECON 1006 OR
MATH 1030

Equivalent Subjects ECON 2003 - Financial Management FINC 2001 - Corporate Financial Decision Making

Assumed Knowledge

Introductory economics or microeconomics, basic mathematics and statistics.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain and analyse the investment, financing and dividend decisions of corporations;
2. Apply the concept of time value of money to financial decision making;
3. Have knowledge of the sources of finance, and evaluate their costs in the Australian financial environment;
4. Evaluate capital-expenditure projects and sources of finance;
5. Evaluate leasing as an instrument of financing;
6. Demonstrate the financial techniques used to manage current assets and liabilities;
7. Assess business risk and apply risk management tools.

Subject Content

- financial mathematics and time value of money
- valuation of Securities
- investment decisions
- financing decisions
- Dividend decisions
- capital markets in Australia
- short term financial management
- futures, options and international financial management
- leasing
- Mergers, acquisitions and corporate analysis

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	120 Minutes	30	N	Individual
Report	1000 words	20	N	Individual
Final Exam	2 hours	50	Y	Individual

Prescribed Texts

- Comprehensive lecture notes will be provided for students on vUWS, and students will be referred to a variety of reference materials freely downloadable from the internet or available in the library.

Teaching Periods

Summer B

Online

Online

Subject Contact Girijasankar Mallik ([https://directory.westernsydney.edu.au/search/name/Girijasankar Mallik/](https://directory.westernsydney.edu.au/search/name/Girijasankar%20Mallik/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON2002_22-SUB_ON_O#subjects)

Autumn

Online

Online

Subject Contact Mohammad Tavakoli Baghdadabad ([https://directory.westernsydney.edu.au/search/name/Mohammad Tavakoli Baghdadabad/](https://directory.westernsydney.edu.au/search/name/Mohammad%20Tavakoli%20Baghdadabad/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON2002_22-AUT_ON_O#subjects)

Parramatta City - Macquarie St

Evening

Evening

Subject Contact Girijasankar Mallik ([https://directory.westernsydney.edu.au/search/name/Girijasankar Mallik/](https://directory.westernsydney.edu.au/search/name/Girijasankar%20Mallik/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON2002_22-AUT_PC_E#subjects)

Day

Day

Subject Contact Girijasankar Mallik ([https://directory.westernsydney.edu.au/search/name/Girijasankar Mallik/](https://directory.westernsydney.edu.au/search/name/Girijasankar%20Mallik/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON2002_22-AUT_PC_D#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON2002_22-SC1_SC_D#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Matthew Kelly ([https://directory.westernsydney.edu.au/search/name/Matthew Kelly/](https://directory.westernsydney.edu.au/search/name/Matthew%20Kelly/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON2002_22-OT2_OW_O#subjects)

Spring

Campbelltown

Evening

Evening

Subject Contact Girijasankar Mallik ([https://directory.westernsydney.edu.au/search/name/Girijasankar Mallik/](https://directory.westernsydney.edu.au/search/name/Girijasankar%20Mallik/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON2002_22-SPR_CA_E#subjects)

Day

Day

Subject Contact Girijasankar Mallik ([https://directory.westernsydney.edu.au/search/name/Girijasankar Mallik/](https://directory.westernsydney.edu.au/search/name/Girijasankar%20Mallik/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON2002_22-SPR_CA_D#subjects)

Online

Online

Subject Contact Girijasankar Mallik ([https://directory.westernsydney.edu.au/search/name/Girijasankar Mallik/](https://directory.westernsydney.edu.au/search/name/Girijasankar%20Mallik/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON2002_22-SPR_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Girijasankar Mallik ([https://directory.westernsydney.edu.au/search/name/Girijasankar Mallik/](https://directory.westernsydney.edu.au/search/name/Girijasankar%20Mallik/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON2002_22-SPR_PC_D#subjects)

Evening

Subject Contact Girijasankar Mallik ([https://directory.westernsydney.edu.au/search/name/Girijasankar Mallik/](https://directory.westernsydney.edu.au/search/name/Girijasankar%20Mallik/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON2002_22-SPR_PC_E#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON2002_22-SC3_SC_D#subjects)

ECON 2004 Globalisation and Trade

Credit Points 10

Legacy Code 200541

Coordinator Heath Spong ([https://directory.westernsydney.edu.au/search/name/Heath Spong/](https://directory.westernsydney.edu.au/search/name/Heath%20Spong/))

Description Globalisation and Trade focuses on the role of trade in the process of globalisation. It covers the history and analytical methods of international trade theories and their applications in private industry and the public sector. The theories are applied to contemporary issues in their institutional settings, in particular to: growth and development; trading blocs; and trade strategies in the developed, underdeveloped and formerly planned economies. The unit provides students with a critical understanding of the major economic, environmental, social and ethical issues stemming from the process of globalisation and trade in the twenty first century.

School Business

Discipline Economics

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) ECON 1011

Equivalent Subjects ECON 2006 - International Trade Theory and Policy

Assumed Knowledge

Basic understanding of microeconomic theory.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain key economic concepts used in international trade theory
2. Apply simple economic models to the analysis of trade related economic issues
3. Appraise the theoretical models used to explain international trade
4. Critique the economic concepts and models used in international trade theory and explain their limitations
5. Explain and evaluate the process of globalisation in terms of the role played by trade and factor flows
6. Assess government policies and private sector activities with respect to globalisation and trade in terms of their economic, social and ethical implications for both developed and developing economies

Subject Content

1. Analytical and historical aspects of the theoretical models used to explain international trade.
2. The determination of the terms of trade.
3. Instruments of trade policy.
4. Trade and the distribution of income.
5. The political economy of trade policy.
6. Trade and industry policy in developed countries including Australia.
7. Problems for developing countries.
8. Economic, environmental, social and ethical issues arising from globalisation and trade.

Prescribed Texts

- Krugman, P & Obstfeld, M 2012, International economics: theory and policy, 9th edn, Pearson, USA.

Teaching Periods

ECON 2005 History of Economic Thought

Credit Points 10

Legacy Code 200064

Coordinator James Farrell ([https://directory.westernsydney.edu.au/search/name/James Farrell/](https://directory.westernsydney.edu.au/search/name/James%20Farrell/))

Description This unit introduces the ideas of the most influential economic writers since Aristotle. Their theoretic contributions are discussed in the context of the political and philosophical debates and the economic issues of their times. The unit focuses on the theories of value and distribution; business cycles; and money and economic growth. It examines the criteria for progress in economic thought and considers the role of ideology and values. Students read selections from the writings of Smith, Ricardo, Mill, Marx, Marshall, Keynes and institutional writers.

School Business

Discipline Economics

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) ECON 1009 AND ECON 1008 OR

ECON 1011 AND
ECON 1013

Learning Outcomes

On successful completion of this subject, students should be able to:

1. explain the development of economic and financial theory over time;
2. understand the competing perspectives in economic and financial thought;
3. consider and debate issues of economics and finance;
4. better understand some of the main areas of theoretical and policy debate in economics and finance today.

Subject Content

- The historical development of economics and finance, from the first considerations of conditions of production, exchange and money, through to modern economic thought;
- The major schools of thought (Classical, Keynesian, and Neoclassical) in historical sequence;
- Key areas of debate in economic and finance theory and methodology;
- Rival Continuing traditions in economic and financial thought today: Neoclassical, post Keynesian, Austrian, evolutionary, and ?gEconophysics?h.

Teaching Periods

ECON 2007 Macroeconomic Theory

Credit Points 10

Legacy Code 200547

Coordinator Mamta Chowdhury ([https://directory.westernsydney.edu.au/search/name/Mamta Chowdhury/](https://directory.westernsydney.edu.au/search/name/Mamta%20Chowdhury/))

Description Macroeconomic Theory aims to provide alternative theoretical explanations of the working of the macroeconomy. The unit will be based on the analytical narratives of macroeconomic developments taught in Australian Macroeconomy. Starting from the basic IS-LM model, it derives the aggregate demand (AD) curve and examines the components of commodity and money markets. It also analyses the labour market and derives the aggregate supply (AS) curve of an economy. Using the AD-AS model, it examines the interdependent nature of macroeconomic problems (e.g. inflation, unemployment), and the effectiveness of fiscal and monetary policies within a closed economy context. The basic model is then extended to analyse open economy issues (e.g., exchange rates and balance of payments, external shocks and international interdependence). Whenever appropriate, alternative approaches to macroeconomics are evaluated.

School Business

Discipline Econometrics

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) ECON 1013

Equivalent Subjects LGYA 4311 - Macroeconomic Analysis

Assumed Knowledge

HSC Mathematics.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the nature of macroeconomic problems and policy dilemmas: inflation-unemployment trade-offs, government budget surpluses and deficits, current account deficits, and exchange rate movements
2. Describe unemployment: causes, consequences, and policies
3. Analyse inflation: causes, consequences, and policies
4. Illustrate the link between balance of payments, exchange rates and interest rates
5. Examine the role and effectiveness of fiscal and monetary policies.
6. Apply analytical models of macroeconomics to understand economic policy in a changing environment

Subject Content

1. Current macroeconomic problems and issues
2. Equilibrium in the commodity market (the IS curve)
3. Equilibrium in the money market with endogenous money supply (the LM and MP curves)
4. Equilibrium in Goods and Money markets (the IS-LM model, the IS-MP model, and the aggregate demand curve)
5. Labour market and Unemployment, the aggregate supply curve
6. Exchange rates and balance of payments
7. Nature of inflation and unemployment and the Phillips curve
8. Monetary and Fiscal policy

Teaching Periods

ECON 3001 Applied Econometrics

Credit Points 10

Legacy Code 200054

Coordinator Gulay Avsar ([https://directory.westernsydney.edu.au/search/name/Gulay Avsar/](https://directory.westernsydney.edu.au/search/name/Gulay%20Avsar/))

Description This unit builds on the econometric methods of Economic Modelling. The focus is on the linear model in econometrics in its application to economic and financial time series. The emphasis is on learning by doing in small group workshops.

School Business

Discipline Econometrics

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) MATH 2002 OR
ECON 3004

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Choose the appropriate econometric model to estimate in terms of: a.The theoretical foundations of the model; b.The empirical questions to be addressed, and; c.The nature of the data used to estimate the model
2. Identify variations on the classical linear model when using data which is both cross sectional and time series.
3. Explain issues of modelling with endogenous regressors.
4. Estimate and interpret and test models with limited dependent variables.

- Estimate and interpret linear econometric models using modern time series methods.
- Estimate models with panel data and show how they are related to modern policy evaluation.
- Have developed proficiency in the use of STATA for econometric modelling.

Subject Content

Review of Topics in Regression Analysis

Discrete Dependent Variables:

Binary Response Model

The Tobit Model

Instrumental Variable Estimation:

Omitted Variables/Two Stage Least Squares

Errors in Variables Problem

Testing for Endogeneity and Overidentification

Regression Analysis with Time Series:

OLS, Serial Correlation and Heteroscedasticity

Distributed Lag Models/Unit Root

Spurious Regression/Error Correction Model

Teaching Periods

ECON 3002 Corporations, Economic Power and Policy

Credit Points 10

Legacy Code 200923

Coordinator Partha Gangopadhyay ([https://directory.westernsydney.edu.au/search/name/Partha Gangopadhyay/](https://directory.westernsydney.edu.au/search/name/Partha%20Gangopadhyay/))

Description Australia's industrial, financial and retail sectors are dominated by powerful corporations which engage in a wide variety of competitive and cooperative behaviours. This unit examines how modern corporations position themselves in terms of investment in large-scale production, technological innovation, the manipulation of information, marketing, and cooperative strategies to gain market share and enhance their profitability. It also explores the effects of the interactions of corporate behaviour and public policy, including the governmental function of constructing and regulating explicit market rules of exchange.

School Business

Discipline Economics

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects ECON 3018 - Microeconomic Theory and Applications

Assumed Knowledge

Knowledge gained around consumers and markets, the Australian economy, economic methods and analysis.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Apply theoretical microeconomic concepts to the analysis of industry structure, conduct and performance;
- Develop further understanding and modelling of strategic behaviour within and between firms;

- Analyse microdynamic factors relating to strategic decision making of corporations;
- Critically evaluate interactions between government and corporations;
- Critically evaluate debates over industry and competition policy.

Subject Content

- Equilibrium and disequilibrium Models, Game theory and Rational Expectations

- Microstructure Models: inventory Models, information-based Models, strategic trader Models

- Industrial organisation and microdynamics: product selection, quality and marketing, vertical control and integration, dynamic price competition and tacit collusion, non-price competition, reputation and predation, R&D, innovation and new technologies

- Regulatory Issues: merger regulation, information provision, deceptive conduct, property rights, corporate welfare, Regulatory capture

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Presentation	10 minutes	20	N	Individual
Essay	2,000 words	30	N	Individual
Essay	2 hours	50	N	Individual

Prescribed Texts

- There is not a recommended textbook for this subject. Required readings will be made available through the vUWS site.

Teaching Periods

Autumn Online

Online

Subject Contact Partha Gangopadhyay ([https://directory.westernsydney.edu.au/search/name/Partha Gangopadhyay/](https://directory.westernsydney.edu.au/search/name/Partha%20Gangopadhyay/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON3002_22-AUT_ON_0#subjects)

ECON 3003 Derivatives

Credit Points 10

Legacy Code 200079

Coordinator Mark Thomas ([https://directory.westernsydney.edu.au/search/name/Mark Thomas/](https://directory.westernsydney.edu.au/search/name/Mark%20Thomas/))

Description This unit provides an introduction to the major classes of derivatives: forwards, futures, swaps and options. It examines how these instruments can be used by companies for the purposes of hedging, speculation and arbitrage. Each of these categories of derivatives is examined in some detail. Considerable attention is also given to various models used to price derivative products. The historical background to contemporary risk management is also considered.

School Business

Discipline Economics

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) ECON 1006 AND
ECON 2002

Equivalent Subjects LGYA 9824 - Risk Management LGYB 9004 -
Options Futures and Derivative Products

Assumed Knowledge

Knowledge of mathematics and statistics equivalent to that required for 200052, Introduction to Economic Methods.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the operational mechanics of derivatives trading;
2. Identify and explain the role of key participants in derivatives markets;
3. Evaluate the institutional and organisational structure of key derivatives markets;
4. Examine the theoretical background to the pricing of various types of derivatives;
5. Illustrate the historical development of derivatives.

Subject Content

- options, futures and forwards Overview
- mechanics of futures and forward markets
- interest rate mathematics and analysis
- forward and futures price analysis
- Hedging strategies
- interest rate derivatives
- FRAs and swaps
- option market structure and mechanics
- option strategies
- option pricing Models

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	40 minutes	10	N	Individual
Portfolio	10 minutes	15	N	Individual
Intra-session Exam	1 hour	25	N	Individual
Final Exam	2 hours	50	N	Individual

Prescribed Texts

- Hull, J 2014, Fundamentals of futures and options markets, 8th edn, Pearson, Harlow, Essex. [Available online].

Teaching Periods

Autumn

Online

Online

Subject Contact Mark Thomas ([https://directory.westernsydney.edu.au/search/name/Mark Thomas/](https://directory.westernsydney.edu.au/search/name/Mark%20Thomas/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON3003_22-AUT_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Mark Thomas ([https://directory.westernsydney.edu.au/search/name/Mark Thomas/](https://directory.westernsydney.edu.au/search/name/Mark%20Thomas/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON3003_22-AUT_PC_D#subjects)

UEH-Session 1

Vietnam

Day

Subject Contact Mark Thomas ([https://directory.westernsydney.edu.au/search/name/Mark Thomas/](https://directory.westernsydney.edu.au/search/name/Mark%20Thomas/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON3003_22-UT1_UE_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON3003_22-SC2_SC_D#subjects)

UEH-Session 2

Vietnam

Day

Subject Contact Mark Thomas ([https://directory.westernsydney.edu.au/search/name/Mark Thomas/](https://directory.westernsydney.edu.au/search/name/Mark%20Thomas/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON3003_22-UT2_UE_D#subjects)

ECON 3005 Economic Theories, Controversies and Policies

Credit Points 10

Legacy Code 200816

Coordinator Margaret Moussa ([https://directory.westernsydney.edu.au/search/name/Margaret Moussa/](https://directory.westernsydney.edu.au/search/name/Margaret%20Moussa/))

Description In 2016, this unit replaced by 200925 - Growth, Cycles and Crises. Economic Theories, Controversies and Policies presents alternative approaches to economic theories, controversies and policies. Topics may include recent developments or theoretical controversies in development economics, international trade, monetary economics, labour economics, environmental economics, managerial and industry economics, political economy, the economics of inequality, behavioural economics or feminist economics. Controversial contemporary policy debates, both in Australia and globally, will be

examined. This unit will be team taught to expose students to a range of perspectives.

School Business

Discipline Economics

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) ECON 1011

Assumed Knowledge

Basic understanding of economic and financial concepts.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply critical, reflective and creative skills to solve problems.
2. Demonstrate contemporary and detailed knowledge of a business discipline in local, national and international settings.
3. Identify ethical and social issues and make recommendations for improved practice.

Subject Content

The content will vary according to the interest of students and staff, but may include:

Managerial economics and industry policy:

- debates in industrial organisation
- alternative theories of The firm
- microeconomic reform

Development economics:

- policy dilemmas in The Asia Pacific and other regions
- inclusive growth
- relative deprivation, policy applications
- polarisation of income and wealth
- achievement of millennium goals

Labour:

- human capital, education and Migration
- alternative perspectives on unemployment, Technology and happiness
- outsourcing and offshoring
- segmented labour markets and discrimination

Trade:

- new trade theories
- Unequal exchange
- role of international institutions

Environmental economics:

- The biodiversity Crisis and orthodox economics solution
- Ontological and Ethical Controversies in economics
- A critique of The orthodox theory of endangered species management
- Heterodox economics and The biodiversity Crisis

Alternatives to neo-classical theory and controversies in economic methodologies:

- Neoclassical economics and its critics
- Controversies in The theory of value
- Monopoly capital
- Conflicting theories of The economy and The state

Political economy of money:

- money and Keynesian uncertainty
- Endogenous money: Heterodox Controversies
- A theory of financial instability and debt-deflation
- A Marxian theory of money, Credit and Crisis

Other areas may also include, but are not limited to:

- Behavioural economics, Feminist economics or The economics of inequality.

Teaching Periods

ECON 3006 Economic and Financial Modelling

Credit Points 10

Legacy Code 200916

Coordinator Maria Estela Varua ([https://directory.westernsydney.edu.au/search/name/Maria Estela Varua/](https://directory.westernsydney.edu.au/search/name/Maria%20Estela%20Varua/))

Description Economic and Financial Modelling examines regression analysis and its use in business especially in economics, finance and accounting. Topics will include the properties of estimators, hypothesis testing, specification error, multicollinearity, dummy variables, heteroskedasticity, serial correlation. It also introduces other modelling techniques in finance and economics. Empirical assignments undertaken by the student form an integral part of the unit. The emphasis is on learning by doing in small group workshops.

School Business

Discipline Econometrics

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) MATH 1030 OR ECON 1006

Equivalent Subjects ECON 3004 - Economic Modelling

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply the basic elements of econometric modelling and forecasting.
2. Demonstrate how standard computer software may be used to analyse simple financial and economic problems with a statistical package.
3. Demonstrate hands-on experience in constructing econometric models.
4. Define business problems and analyse using appropriate quantitative techniques.

Subject Content

1. Econometrics and testing economic hypotheses. What should an econometrics report contain?
2. The probability foundations of econometrics.
3. Point estimation in the classical linear econometric model; least squares and likelihood criteria.
4. Hypothesis testing: the Wald, Lagrange multiplier and likelihood ratio tests.
5. Model diagnostics; heteroskedasticity, autocorrelation, model specification testing.
6. Generalised least squares, feasible generalised least squares including autocorrelated errors.
7. Dealing with binary independent variables.
8. Instrumental variable methods.
9. Model discrimination testing; nested tests and testing linear restrictions; non-nested tests.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Intra-session Exam	90 minutes	20	N	Individual
Report	Up to 10 pages (3,000 words equivalency)	20	N	Group
Participation	20 minutes each	10	N	Individual
Final Exam	3 hours	50	N	Individual

Prescribed Texts

- Hill, CR, Griffiths, WE and Lim, GC 2011, Principles of econometrics, 4th edn, Wiley and Sons.

Teaching Periods

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON3006_22-SC1_SC_D#subjects)

UEH-Session 1

Vietnam

Day

Subject Contact Maria Estela Varua ([https://directory.westernsydney.edu.au/search/name/Maria Estela Varua/](https://directory.westernsydney.edu.au/search/name/Maria%20Estela%20Varua/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON3006_22-UT1_UE_D#subjects)

UEH-Session 2

Vietnam

Day

Subject Contact Maria Estela Varua ([https://directory.westernsydney.edu.au/search/name/Maria Estela Varua/](https://directory.westernsydney.edu.au/search/name/Maria%20Estela%20Varua/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON3006_22-UT2_UE_D#subjects)

Spring

Online

Online

Subject Contact Maria Estela Varua ([https://directory.westernsydney.edu.au/search/name/Maria Estela Varua/](https://directory.westernsydney.edu.au/search/name/Maria%20Estela%20Varua/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON3006_22-SPR_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Maria Estela Varua ([https://directory.westernsydney.edu.au/search/name/Maria Estela Varua/](https://directory.westernsydney.edu.au/search/name/Maria%20Estela%20Varua/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON3006_22-SPR_PC_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON3006_22-SC3_SC_D#subjects)

ECON 3007 Economics and Finance Engagement Project

Credit Points 10

Legacy Code 200537

Coordinator Kathy Tannous ([https://directory.westernsydney.edu.au/search/name/Kathy Tannous/](https://directory.westernsydney.edu.au/search/name/Kathy%20Tannous/))

Description This unit will provide students with exposure to problems with which economists and finance professionals are confronted in their daily work. They will learn about and examine the multi-dimensional nature of the issues addressed by economists and finance professionals in real-life. Students will need to consider the nature of the problems, propose solutions, as well as address how realistic the solutions they are proposing are. They will learn how to systematically reflect on their contribution to the industry or community setting with which they engage.

School Business

Discipline Economics

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Students in the following programs must have successfully completed 150 credit points: 2504 Bachelor of Economics, 2526 Bachelor of Economics/LLB, 2739 / 2753 Bachelor of Business and Commerce, 2741 / 2754 Bachelor of Business and Commerce (Advanced Business Leadership), 3655 Bachelor of Information and Communications Technology/ Bachelor of Business and Commerce, 3659 Bachelor of Science/ Bachelor of Business and Commerce, 2740 Bachelor of Business and Commerce / Bachelor of Laws.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Show an in-depth understanding of a real-life problem in their field of study;
2. Choose and apply knowledge they have gained in different units to examine a particular problem;
3. Select and evaluate practical solutions in light of industry or community needs.

Subject Content

After an introduction to engaged research, students will choose a particular problem in an industry or community setting and develop solutions that are beneficial to the industry partner as well as based on state-of-the-art knowledge in the discipline. Students will work alone or in groups depending on the problem to be solved, and will provide a concise and comprehensive report for the industry partner. Throughout the project, students will keep a reflective learning journal.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Proposal	1,500 words	20	N	Individual
Report	5,000 words	50	N	Group
Reflection	2,000 words	30	N	Individual

Teaching Periods

Autumn

Online

Online

Subject Contact Kathy Tannous ([https://directory.westernsydney.edu.au/search/name/Kathy Tannous/](https://directory.westernsydney.edu.au/search/name/Kathy%20Tannous/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON3007_22-AUT_ON_O#subjects)

Parramatta City - Macquarie St

Evening

Subject Contact Kathy Tannous ([https://directory.westernsydney.edu.au/search/name/Kathy Tannous/](https://directory.westernsydney.edu.au/search/name/Kathy%20Tannous/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON3007_22-AUT_PC_E#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON3007_22-SC1_SC_D#subjects)

UEH-Session 1

Vietnam

Day

Subject Contact Kathy Tannous ([https://directory.westernsydney.edu.au/search/name/Kathy Tannous/](https://directory.westernsydney.edu.au/search/name/Kathy%20Tannous/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON3007_22-UT1_UE_D#subjects)

UEH-Session 2

Vietnam

Day

Subject Contact Kathy Tannous ([https://directory.westernsydney.edu.au/search/name/Kathy Tannous/](https://directory.westernsydney.edu.au/search/name/Kathy%20Tannous/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON3007_22-UT2_UE_D#subjects)

Spring

Online

Online

Subject Contact Kathy Tannous ([https://directory.westernsydney.edu.au/search/name/Kathy Tannous/](https://directory.westernsydney.edu.au/search/name/Kathy%20Tannous/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON3007_22-SPR_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Kathy Tannous ([https://directory.westernsydney.edu.au/search/name/Kathy Tannous/](https://directory.westernsydney.edu.au/search/name/Kathy%20Tannous/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON3007_22-SPR_PC_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Kathy Tannous ([https://directory.westernsydney.edu.au/search/name/Kathy Tannous/](https://directory.westernsydney.edu.au/search/name/Kathy%20Tannous/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON3007_22-SC3_SC_D#subjects)

UEH-Session 3

Vietnam

Day

Subject Contact Kathy Tannous ([https://directory.westernsydney.edu.au/search/name/Kathy Tannous/](https://directory.westernsydney.edu.au/search/name/Kathy%20Tannous/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON3007_22-UT3_UE_D#subjects)

ECON 3008 Financial Institutions Lending

Credit Points 10

Legacy Code 200062

Coordinator Sean Toohey ([https://directory.westernsydney.edu.au/search/name/Sean Toohey/](https://directory.westernsydney.edu.au/search/name/Sean%20Toohey/))

Description The major focus of this unit is the assessment and management of credit risk exposures and resulting implications on loan decisions and loan pricing decisions. The unit provides students with knowledge of traditional and modern credit risk measurement and management techniques, regulatory capital adequacy guidelines and economic capital decisions. Special topics covered include modern lending products and pertinent issues in lending. The unit covers current developments and debates in the field.

School Business

Discipline Economics

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Assumed Knowledge

Financial Institutions Management.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Access, evaluate and use relevant information for decision-making purposes
2. Apply theoretical knowledge to a professional/applied context
3. (Demonstrate an understanding of) Understand the local and international relevance of lending; including recent developments
4. Understand (Explain) the importance of ethical conduct within the field of lending
5. Understand (Articulate) the interrelatedness of topics within the field as well as within an inter-disciplinary context

Subject Content

Financial institutions lending basics and introduction to the current credit and lending environment

Types of lending

Analysis of quantitative and qualitative company information

Analysis of industry and market information

Traditional credit risk models

Regulatory capital adequacy

Economic capital methodologies

Modern credit risk models

Loan pricing

Current issues and developments

Teaching Periods

ECON 3009 Financial Institutions Management

Credit Points 10

Legacy Code 200061

Coordinator Selim Akhter ([https://directory.westernsydney.edu.au/search/name/Selim Akhter/](https://directory.westernsydney.edu.au/search/name/Selim%20Akhter/))

Description This unit provides an introduction to the theory and analytical techniques relevant to the management of Australian financial institutions. The unit presents a thorough examination of the major financial risks faced by Australian banks, and methods of measuring and managing these risks.

School Business

Discipline Economics

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Assumed Knowledge

In order to optimise learning outcomes and skill development students are encouraged to have successfully completed or have the assumed equivalent knowledge of the following subjects: 200488 - Corporate Financial Management, 200048 - Financial Institutions and Markets.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critical thinking skills to provide potential solutions for theoretical and/or real-life problems in the banking industry, drawing from a wide range of techniques used in the banking area and also other disciplines such as management,

2. Appreciation of the inter-disciplinary nature of banking and its relations to areas such as HR Management, Organisational Management and Psychology,
3. Information literacy through self-reliant research on current issues, including the identification and evaluation of relevant information and conducting research on an academic standard,
4. Improved numerical skills through understanding and applying various measurement techniques used in banking and through interpreting derived results.
5. Appreciation of the interrelatedness of the various areas and functions in a banking institution,
6. Appreciation of the importance of work ethics, cultural considerations and integrity in banking institutions.

Subject Content

Introduction to financial institution management and the current environment

Measuring performance of financial institutions

Asset and liability management

Interest rate risk measurement and management

Liquidity measurement and management

Liability management

Capital management

Managing the securities portfolio

Securitisation

Operational risk measurement and management

Governance and psychology considerations

Current regulations and developments

Current issues & pertinent topics

Case studies in banking

Teaching Periods

ECON 3010 Globalisation and Asia

Credit Points 10

Legacy Code 200533

Coordinator Andrew Marks ([https://directory.westernsydney.edu.au/search/name/Andrew Marks/](https://directory.westernsydney.edu.au/search/name/Andrew%20Marks/))

Description This unit aims to examine the role of the diverse economies of East Asia, Southeast Asia, and South Asia in the Global economy, and the complex economic, historical, political, social and cultural factors which have influenced and continue to shape the transformation of these economies. The unit will evaluate alternative development paradigms in light of the experience of these economies. The discussion will be cast within the wider debate about the role of foreign trade and investment flows. The unit will take the political economy approach to understanding both the transformation of these economies and their role in the Global Economy.

School Business

Discipline Economics

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYA 4320 - Asian Economies

Assumed Knowledge

200525 - Principles of Economics.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the concept of globalisation and its historical perspectives.
2. Examine the debate about the pros and cons of globalisation, such as growth, poverty, inequality, labour and human rights, and the environment.
3. Outline the institutions of globalisation, such as the IMF, World Bank, WTO and APEC.
4. Describe the role of trade and industry policies.
5. Illustrate the role of FDI and short term capital flows and their pitfalls.
6. Assess the role of multinational corporations.
7. Consider managing globalisation.
8. Attain a greater understanding of the Asian economies.

Subject Content

- Explaining The emergence of Asian?fs miracle economies ? The role of The state: An Asian Model?

- Asia?fs role in globalisation, and The rise and fall of The Washington Consensus

- Global capital and The Asian Crisis

- Japan?fs Stagnationist Crisis & its impact on The Global economy

- The rise of China and The Global economy

- India?fs transition to An open economy

- labour intensive Industrialisation and labour rights

- Poverty, inequality and human development

- urbanisation and environmental Issues

- Demographic transition in Asia

- freedom as development ? Civil and economic rights

Teaching Periods

ECON 3011 Government and the Economy

Credit Points 10

Legacy Code 200532

Coordinator Margaret Moussa ([https://directory.westernsydney.edu.au/search/name/Margaret Moussa/](https://directory.westernsydney.edu.au/search/name/Margaret%20Moussa/))

Description This unit focuses on the nature of state activity in the economy. The unit introduces students to different analytical approaches to the economic role of the state and considers their practical implications for economic policy analysis.

School Business

Discipline Economics

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYA 4318 - Public Finance

Assumed Knowledge

200525 - Principles of Economics, 200549 - The Australian Macroeconomy.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. To ensure students can undertake analysis of the economic and financial aspects of government activity, including:
2. To ensure students understand the different theoretical approaches to government economic activity.
3. To have students understand the scope of government activity in historical and international context, and can use analytical concepts to gain that understanding.
4. To ensure students are able to understand contemporary problems in public finance and apply analytical categories to inform that understanding.
5. To ensure students can undertake analysis of specific public finance proposals or problems and present that analysis in written and verbal forms.

Subject Content

Competing theories of the state

The historical and theoretical development of public economics

The state in the context of theories of institutionalism, corporatism, planned economies and bureaucracy.

Public expenditure in economic theory and policy applications.

The economic significance of the welfare state.

Taxation

Federalism

Deregulation, privatisation.

The relations between the state and the ?private?h sector.

The connections between the microeconomic and macroeconomic policy.

The nature of the state in a globalised economy.

Teaching Periods

ECON 3012 Growth, Cycles and Crises

Credit Points 10

Legacy Code 200925

Coordinator Andrew Marks ([https://directory.westernsydney.edu.au/search/name/Andrew Marks/](https://directory.westernsydney.edu.au/search/name/Andrew%20Marks/))

Description Growth, Cycles and Crises gives students an up-to-date understanding of macroeconomic developments, empirical puzzles, theoretical controversies and policy dilemmas of the day. It begins with an overview of different schools of thought and their historical roots. There follows an investigation of recent global crises, their underlying causes, and the policy responses in the major economic powers. We also consider the stresses on Australia resulting from global economic fluctuations and shifts, causing disruptive exchange rate swings and fiscal difficulties. Finally with major developments around the world and the controversies arising from them, such as debt crises and austerity debate, the problem of unbalanced growth in rapidly developing economies, and stagnation and policy zigzags apparent in some advanced economies.

School Business

Discipline Economics

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects ECON 3005 - Economic Theories Controversies and Policies

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically evaluate alternative theoretical approaches to macroeconomic analysis.
2. Identify the theoretical perspectives of economic commentators.
3. Interpret and evaluate empirical findings relating to macroeconomic relationships.
4. Critically evaluate claims, predictions and policy recommendations regarding the domestic and international macroeconomy.

Subject Content

1. New classical, new Keynesians and post-Keynesians schools of macroeconomic thought.
2. Unemployment and inflation: alternative theories and evidence.
3. Overview of macroeconomic policy tools and dilemmas.
4. Fiscal policy controversies.
5. Monetary policy controversies.
6. Adjustment of the Australian macroeconomy to global shifts and fluctuations.
7. Macroeconomic dilemmas and controversies in the USA, Asia and Europe.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Presentation	10 minutes	20	N	Individual
Essay	2,000 words	30	N	Individual

Prescribed Texts

- Blanchard, O & Sheen, J 2013, Macroeconomics, 4th Australian edn.

Teaching Periods

Spring

Online

Online

Subject Contact Andrew Marks ([https://directory.westernsydney.edu.au/search/name/Andrew Marks/](https://directory.westernsydney.edu.au/search/name/Andrew%20Marks/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON3012_22-SPR_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Andrew Marks ([https://directory.westernsydney.edu.au/search/name/Andrew Marks/](https://directory.westernsydney.edu.au/search/name/Andrew%20Marks/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON3012_22-SPR_PC_D#subjects)

ECON 3013 Industry Economics and Markets

Credit Points 10

Legacy Code 200531

Coordinator Satya Paul ([https://directory.westernsydney.edu.au/search/name/Satya Paul/](https://directory.westernsydney.edu.au/search/name/Satya%20Paul/))

Description The first part of this unit develops an understanding of the relationships between industry structure, the conduct of firms, and market performance. Alternative theories of the firm and strategic market behaviour are considered. The unit then examines the characteristics and operation of particular markets, including public goods and utilities, human resources, and natural and environmental resources. The analysis developed in the unit is used to provide insights into applied policy areas such as competition policy, regulation of public enterprises, microeconomic reform and industry policy.

School Business

Discipline Economics

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) ECON 1009 OR
ECON 1007 OR
ECON 1011

Equivalent Subjects LGYA 4313 - Industry Economics and Policy

Assumed Knowledge

This subject requires an elementary knowledge of microeconomic principles.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply theoretical microeconomic concepts to the analysis of industry structure, conduct and performance
2. Develop further understanding and modelling of strategic behaviour within firms
3. Analyse the role of public sector enterprises
4. Analyse the operation of markets dealing with human and natural resources
5. Interpret and analyse competition policy (such as Trade Practices Legislation)
6. To undertake case study analysis of particular markets or sectors
7. To critically evaluate policy debate in the areas of industry policy and the reform of public sector enterprises.

Subject Content

- alternative theories of The firm
- industry structure-conduct performance- theory and empirical evidence
- pricing and Supply of public goods and public Utilities, including related privatisation and regulation Issues
- Competition policy in Australia
- industry policy
- The operation of ?elabour markets?f
- natural resources and environmental Issues

Teaching Periods

ECON 3014 International Finance

Credit Points 10

Legacy Code 200055

Coordinator Kevin Daly ([https://directory.westernsydney.edu.au/search/name/Kevin Daly/](https://directory.westernsydney.edu.au/search/name/Kevin%20Daly/))

Description The study of international finance from the vantage point of a multinational enterprise provides students with a global insight into international trade for both manufactured and financial products. The unit recognises the increasing importance of global integration of money and capital markets - a trend that is creating expanded opportunities for both investors and organisations that need to raise capital. The recognition and management of risks associated with international operations are explored including cost of capital and financial structure, international financial markets crisis, international financial management, international monetary system, international diversification, foreign exchange risk management including the use of futures and options, foreign investment analysis, determination of exchange rates, balance of payments analysis, international debt crisis and country risk analysis.

School Business

Discipline Economics

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) ECON 2002

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the key financial products operating in the international and domestic financial markets;
2. Analyse the theoretical relationships between spot and forward rates, interest rates and inflation and industry best practice for managing currency and interest rate risk, with a view towards integrating risk management;
3. Classify international investment decisions at the portfolio and project level and examine the different ways of financing or investing, in foreign or domestic operations, the use of debt or equity for funding, and the use of derivative products for risk management;
4. Identify political or country risk issues and the implications arising from the interaction of investment and financing decisions and analyse macroeconomic issues regarding foreign direct investment, international portfolio theory and country risk;
5. Describe the functionality of an Australian multinational corporation and assess how it can take advantage of lower capital costs by being in the international capital market.

Subject Content

- Models of exchange rate determination and Balance of payments
- foreign exchange Risk and management
- The Eurocurrency market
- Parity and market efficiency
- Multinational Corporations ? foreign direct investment
- short-term and long-term international financing
- international banking
- financial Crisis management
- Country Risk management
- case studies

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Presentation	10 minutes	10	N	Individual
Multiple Choice	90 minutes	30	N	Individual
Numerical Problem Solving	2 hours	60	N	Individual

Prescribed Texts

- Eiteman, D.K, Stonehill, A.I. & Mofett, M.H (2016) Multinational Business Finance (14e), Global Edition.

Teaching Periods

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON3014_22-SC1_SC_D#subjects)

UEH-Session 1

Vietnam

Day

Subject Contact Kevin Daly ([https://directory.westernsydney.edu.au/search/name/Kevin Daly/](https://directory.westernsydney.edu.au/search/name/Kevin%20Daly/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON3014_22-UT1_UE_D#subjects)

UEH-Session 2

Vietnam

Day

Subject Contact Kevin Daly ([https://directory.westernsydney.edu.au/search/name/Kevin Daly/](https://directory.westernsydney.edu.au/search/name/Kevin%20Daly/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON3014_22-UT2_UE_D#subjects)

Spring

Online

Online

Subject Contact Kevin Daly ([https://directory.westernsydney.edu.au/search/name/Kevin Daly/](https://directory.westernsydney.edu.au/search/name/Kevin%20Daly/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON3014_22-SPR_ON_O#subjects)

Parramatta City - Macquarie St

Evening

Subject Contact Kevin Daly ([https://directory.westernsydney.edu.au/search/name/Kevin Daly/](https://directory.westernsydney.edu.au/search/name/Kevin%20Daly/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON3014_22-SPR_PC_E#subjects)

Day

Subject Contact Kevin Daly ([https://directory.westernsydney.edu.au/search/name/Kevin Daly/](https://directory.westernsydney.edu.au/search/name/Kevin%20Daly/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON3014_22-SPR_PC_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON3014_22-SC3_SC_D#subjects)

ECON 3016 Macroeconomic Issues

Credit Points 10

Legacy Code 200546

Coordinator James Farrell ([https://directory.westernsydney.edu.au/search/name/James Farrell/](https://directory.westernsydney.edu.au/search/name/James%20Farrell/))

Description In 2016, this unit replaced by 200926 - Macroeconomic Measures and Models. Macroeconomic Issues provides tools to assess competing explanations, predictions and policy recommendations regarding the macroeconomy. Building on the introductory concepts, measures and simple theories, this unit develops a comprehensive model for identifying and quantifying the sources and mechanisms of macroeconomic change. A systematic modelling approach reveals whether differences are rooted in assumptions or empirical claims. We focus on Australia, but consider controversies relating to the USA, Asia and Europe, given their impact on global conditions and the lessons they offer for Australia. Topics include productivity and growth, the determinants of unemployment and inflation, the role of exchange rates in adjustment, and monetary and fiscal policy design.

School Business

Discipline Economics

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) ECON 1013 OR
ECON 2007 OR
LGYA 4311

Equivalent Subjects LGYA 4317 - Macroeconomic Theory and Practice

Assumed Knowledge

It is assumed that students will have an understanding of economic methods.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Compare and contrast alternative theories of theories of consumption and investment;
2. Apply economic models to explain or predict changes in policy or the environment;
3. Critically evaluate alternative theoretical approaches as variants of the standard models;
4. Interpret and evaluate empirical findings relating to macroeconomic relationships;

5. Actively participate in discussion of current issues in macroeconomic theory, empirical studies and policy.

Subject Content

Review of basic concepts and measures:

- Standard models: Investment Saving ? Liquidity preference Money supply (IS-LM), Investment Saving ? Liquidity preference Money supply ? Balance of Payments (a.k.a Mundell-Fleming model) (IS-LM-BP), Aggregate Supply ? Aggregate Demand (AS-AD) (as in Blanchard's Law, growth, and The non-Accelerating inflation rate of unemployment (NAIRU): The Standard model.

Aggregate consumption and investment: theories and evidence
New Classical, New Keynesians and Post-Keynesians Schools of macroeconomic thought

Economic Growth: theories and evidence

Unemployment and Inflation: alternative theories and evidence

Overview of macroeconomic policy tools and dilemmas

Fiscal policy controversies

Monetary policy controversies

The exchange rate and external balance

Macroeconomic dilemmas and controversies in the USA, Asia and Europe

Teaching Periods

ECON 3017 Macroeconomic Measures and Models

Credit Points 10

Legacy Code 200926

Coordinator Mamta Chowdhury ([https://directory.westernsydney.edu.au/search/name/Mamta Chowdhury/](https://directory.westernsydney.edu.au/search/name/Mamta%20Chowdhury/))

Description The unit equips students with formal tools to analyse macroeconomic problems. Students learn to use macroeconomic terms and measures competently in discussion, and interpret data from the income, product, external and government accounts, and labour force surveys. Through hands-on experience constructing and applying price indices, deflators and productivity measures, they acquire practical skills and a sound conceptual understanding of economic variables and the accounting framework. Students come to appreciate the power of macroeconomic models, learning how to capture myriad mechanisms and feedbacks in a single framework, for example to define and quantify multipliers and crowding-out effects. Finally, students gain an understanding of fundamental external constraints, such as international parity and balance of payments equilibrium conditions.

School Business

Discipline Economics

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects ECON 3016 - Macroeconomic Issues

Assumed Knowledge

Knowledge acquired in introductory microeconomics, macroeconomics and accounting.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Access and transform statistical data from the income, product, external and government accounts, and labour force surveys.
2. Construct and apply price indices, deflators and productivity measures.
3. Demonstrate practical skills in manipulating and presenting data, and a thorough conceptual understanding of economic variables and the accounting framework.
4. Derive and interpret simple macroeconomic models and use them to define and quantify multipliers and crowding-out effects.
5. Explain and apply knowledge of an economy's fundamental external constraints, such as international parity and balance of payments equilibrium conditions.

Subject Content

1. Price indices and computation of real variables.
2. Income and product accounts; measurement of growth and cycles.
3. Labour market measures, Okun's Law.
4. Measurement and analysis of productivity growth.
5. Economic growth accounting, models and theories.
6. Income-expenditure, IS-LM, Phillips Curve and AS-AD models.
7. Demand management and multipliers: modelling and measurement.
8. Balance of payments accounting, dynamics of current account and external liabilities.
9. Parity conditions, external balance, adjustment mechanisms.
10. Exchange rate regimes, parity conditions, balance of payments equilibrium conditions.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	10 minutes	20	N	Individual
Essay	2,000 words	30	N	Individual
Final examination	2 hours	50	N	Individual

Prescribed Texts

- Blanchard, O & Sheen, J 2013, Macroeconomics, 4th Australian edn.

Teaching Periods

Spring

Online

Online

Subject Contact Mamta Chowdhury ([https://directory.westernsydney.edu.au/search/name/Mamta Chowdhury/](https://directory.westernsydney.edu.au/search/name/Mamta%20Chowdhury/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON3017_22-SPR_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Mamta Chowdhury ([https://directory.westernsydney.edu.au/search/name/Mamta Chowdhury/](https://directory.westernsydney.edu.au/search/name/Mamta%20Chowdhury/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON3017_22-SPR_PC_D#subjects)

ECON 3018 Microeconomic Theory and Applications

Credit Points 10

Legacy Code 200530

Coordinator Partha Gangopadhyay ([https://directory.westernsydney.edu.au/search/name/Partha Gangopadhyay/](https://directory.westernsydney.edu.au/search/name/Partha%20Gangopadhyay/))

Description In 2016, this unit replaced by 200923 - Corporations, Economic Power and Policy. The aim of Microeconomic Theory and Applications is to extend students' knowledge of microeconomic theory developed in Principles of Economics. After a more formal presentation, the rather idealistic assumptions used in the context of the perfectly competitive markets will be relaxed in order to model typical situations encountered in the business world. The theory of choice will be extended to situations where individuals face uncertainty regarding the outcome of their own actions. In terms of market structure, we will investigate the consequences in terms of price, quantity and consumer's surplus, of monopoly, oligopoly or duopoly markets. As some of these market structures imply that the individuals' decisions might strongly affect or be affected by a limited number of other decision makers, an introduction to Game Theory will be presented. Finally, our concerns for investigating more realistic economic situations will lead us to make a brief incursion into markets characterised by asymmetric information, the presence of public goods or the existence of externalities.

School Business

Discipline Economics

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) ECON 1011 OR
ECON 1006

Equivalent Subjects LGYA 4313 - Industry Economics and Policy

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply theoretical microeconomic concepts to the analysis of agent's behaviour.
2. Model strategic behaviour between firms and powerful actors.
3. Demonstrate understanding of the role of markets in coordinating optimal decisions of decentralised decision makers.
4. Demonstrate understanding of sophisticated markets and their welfare implications.
5. Examine market failures and how to redress them.
6. Examine the consequences of asymmetric information on the market outcome and their cures.
7. Demonstrate understanding of social welfare, equity and economic efficiency.

Subject Content

Introduction: Markets and prices. The basics of supply and demand. The analysis of competitive markets.
Consumer behaviour ? Individual and market demand.
Demand theory: A mathematical treatment.
Production and costs.
Monopoly and pricing with market power.
Monopolistic competition and oligopoly.
Game theory and competitive strategy.

General equilibrium and economic efficiency.
Markets with asymmetric information.
Externalities and public goods.

Prescribed Texts

- Pindyck, RS & Rubinfeld, DL 2009, Microeconomics, 7th edn, Pearson Prentice Hall.

Teaching Periods

ECON 3019 Political Economy

Credit Points 10

Legacy Code 200065

Coordinator Heath Spong ([https://directory.westernsydney.edu.au/search/name/Heath Spong/](https://directory.westernsydney.edu.au/search/name/Heath%20Spong/))

Description This unit examines various political economy approaches to the analysis of economics, mainly associated with Marxian, post-Keynesian, evolutionary schools of thought as well as development economics and the perspectives of international political economy. These may be regarded as the main alternatives to neo-classical economic theory. As they do not represent a unified body of thought, the unit will survey the main contributions of each, focusing on both the positive aspects of theory and the negative aspects relating to the critique of neo-classical theory.

School Business

Discipline Economics

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) ECON 1009 AND
ECON 1008 OR
ECON 1007

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the limitations of mainstream approaches to economics
2. Consider a wider range of economic and developmental problems in international political economy using research methods and methodologies appropriate to those problems
3. Clearly outline alternative schools of thought within political economy and critically evaluate the strengths and weaknesses of each of them
4. Conduct academic debate, and display the oral presentation skills necessary to verbally defend their own position in the context of academic debate
5. Apply excellent written communication skills

Subject Content

Post Keynesian Economics
Marxian Economics
Evolutionary Economics
Critiques of neoclassical economics from all the above perspectives

Teaching Periods

ECON 3021 The Superannuation Industry

Credit Points 10

Legacy Code 200077

Coordinator John Ablett ([https://directory.westernsydney.edu.au/search/name/John Ablett/](https://directory.westernsydney.edu.au/search/name/John%20Ablett/))

Description This unit provides students with an understanding of the economics of retirement and retirement income provision, with particular emphasis on the Australian superannuation industry. On completion of this unit, students should have a comprehensive understanding of superannuation in Australia, as well as an appreciation of the economic issues associated with alternative models of retirement income provision.

School Business

Discipline Economics

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Assumed Knowledge

200049 - Macroeconomics, 200076 - Introductory Economics, 200488 - Corporate Financial Management.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the major economic issues associated with an aging population and the retirement decision;
2. Understand the main economic issues related to **defined** and fully funded age pension schemes, and defined benefit and accumulation superannuation schemes;
3. Describe the evolution the Australian superannuation industry;
4. Explain the likely/possible effects of mandatory retirement income saving on financial markets and macroeconomic variables;
5. Explain the major aspects of taxation and regulation of superannuation;
6. Understand the main investment aspects of superannuation and fund strategies;
7. View the Australian superannuation industry within the international context.

Subject Content

- Demographic transition, economic Rationale of retirement income policy
- alternative Models of retirement income provision: paygo, provident funds, mandatory private
- economic impacts of saving for retirement: The level of saving, labour markets, financial markets
- retirement income policy in Australia: evolution, Age pension, development of The superannuation industry
- theory of taxation and regulation of superannuation, role of trustees
- Investing for The long term, short termism, investment strategies, Australian practice
- retirement Benefits: adverse selection, alternative Benefits, The retirement decision
- pension reforms around The World

Teaching Periods

ECON 3022 Urban and Regional Economics

Credit Points 10

Legacy Code 200075

Coordinator John Ablett ([https://directory.westernsydney.edu.au/search/name/John Ablett/](https://directory.westernsydney.edu.au/search/name/John%20Ablett/))

Description Students wishing to enrol in this unit are advised to contact the Unit Coordinator. This unit deals with: models of short-run fluctuations of regional aggregates and the economic relations between regions; models of long-run change in regional aggregates and the long-run economic relations between regions; equilibrium models of intra-urban location; optimal models of intra-urban allocation; and optimal allocation of capital to urban land.

School Business

Discipline Economics

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Assumed Knowledge

Microeconomics and Macroeconomics or Introductory Economics.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Understand the nature and methodology of economics
2. Understand limitations and pitfalls encountered in studying economics
3. Understand the various economic relationships, both domestic and international
4. Learn how the economy works and why governments adopt various policies
5. Gain an understanding of the concepts to apply in their day to day life

Subject Content

- Centripetal versus centrifugal forces in location.
- impact analysis, Regional multipliers, Regional input output.
- shift-share analysis.
- Kaldorian Models of Regional growth versus neo-Classical Models of Regional growth and convergence.
- The fundamental location model of Von Thünen.
- Equilibrium Models of Urban residential and business location.
- Optimal investment in buildings.
- government and The Urban and Regional economy.

Teaching Periods

ECON 4001 Advanced Analysis and Interpretation

Credit Points 10

Legacy Code 200897

Coordinator Suzan Burton ([https://directory.westernsydney.edu.au/search/name/Suzan Burton/](https://directory.westernsydney.edu.au/search/name/Suzan%20Burton/))

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

School Business

Discipline Econometrics

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 4 subject

Co-requisite(s) HUMN 4009

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe a range of possible research methodologies used to analyse and interpret qualitative business data.
2. Outline the theoretical basis for the methods of analysis they employ in research.
3. Employ a range of software tools for qualitative data analysis.
4. Critique researchers' data analysis and interpretation methods.
5. Plan and undertake the analysis of qualitative business data.
6. Defend their methodological choices in a research proposal.
7. Demonstrate proficiency in citing and referencing a variety of sources.

Subject Content

Effective qualitative analysis is an increasingly important issue in business research. While there has been growth of interest in the area, quality reporting remains low, largely due to lack of training as to how to analyse and communicate qualitative data. This subject will present a series of seminars/workshops on current and emerging qualitative analysis techniques to fill this gap. The seminars will consider the methods of qualitative analysis and the theories that underpin them. They will give an overview of the methods employed in business disciplines and attention will be given as to how to choose the best methods for analysing different qualitative data types. The nature and application of specific techniques and combinations of techniques will be covered in greater detail and hands-on analysis opportunities will give insights into effective analysis and its subsequent reporting. The seminars/workshops will highlight the use of two data analysis packages: NVIVO and Leximancer. NVIVO is a qualitative data analysis computer software package produced and designed for working with very rich text-based and/or multimedia information, where deep levels of analysis on small or large volumes of data is required. Leximancer is a qualitative software analysis package that allows researchers to get text data automatically coded and analysed (rather than the analyst creating and inserting codes). This subject introduces these programs, their basic functions, and presents examples of exemplary original research that have used the programs, in order to give a sense of their possibilities and to highlight how research students might employ them in their own research.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Critical Review	1,000 words	20	N	Individual
Report	1,500 words equivalent	40	N	Individual
Essay	1,500 words	40	N	Individual

Teaching Periods

2nd Half

Parramatta City - Macquarie St

Day

Subject Contact Suzan Burton ([https://directory.westernsydney.edu.au/search/name/Suzan Burton/](https://directory.westernsydney.edu.au/search/name/Suzan%20Burton/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON4001_22-2H_PC_D#subjects)

ECON 7001 Economics

Credit Points 10

Legacy Code 200425

Coordinator Andrew Marks ([https://directory.westernsydney.edu.au/search/name/Andrew Marks/](https://directory.westernsydney.edu.au/search/name/Andrew%20Marks/))

Description This unit presents a broad overview of economics and the way economic activity, institutions and regulations shape social and business outcomes, knowledge that is critical for any student in a business-related discipline. Students will reflect critically on the key economic processes, theories and ideas. We study the way economics defines growth and wellbeing and the economic theories of income determination and business cycles that shape macroeconomic policy. Students will form perspectives on globalisation, trade, colonisation and development and the causes of, and solutions to, inequalities between Indigenous and non-Indigenous Australians. In the microeconomic component of the unit, we study the way economics understands and models individuals and the consumer, production and firms, markets and market structures, the role of government intervention and regulation, environmental outcomes and policy to control processes of economic power.

School Business

Discipline Economics

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYA 8981 Economics (PG)

Restrictions

Students must be enrolled in a postgraduate Business program or postgraduate Information and Communications Technology program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically reflect on the economic perspectives of growth, wellbeing, globalisation, trade and development;

2. Identify macroeconomic problems and make policy recommendations to reduce the severity of cycles and crisis;
3. Evaluate the economic outcomes from markets and make policy recommendations;
4. Apply economic principles to resolve environmental and social issues stemming from economic activity and the behaviour of firms;
5. Identify the historical, cultural and economic causes of inequalities between Indigenous and non-Indigenous Australians and evaluate policy recommendations.

Subject Content

Measures of economic activity and well being
Income determination and the causes of business cycles
Economic effects of globalisation, trade and development
Indigenous Australian?fs sovereignty and economic wellbeing and ?
eclosing the gap?f on inequalities
Domestic and international macroeconomic policy and regulation
Individuals and the consumer in economic theory
Production and firms in economic theory
Markets and the role of government intervention
Environmental and climate effects of economic activity
The environmental and social responsibility of firms

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1,000 words	20	N	Individual
Essay	1,200 words	25	N	Individual
Final Exam	2 hours	55	N	Individual

Prescribed Texts

- There is no prescribed textbook. Online readings will be available, where possible, through vUWS.

Teaching Periods

Quarter 1

Parramatta City - Macquarie St

Evening

Subject Contact Andrew Marks ([https://directory.westernsydney.edu.au/search/name/Andrew Marks/](https://directory.westernsydney.edu.au/search/name/Andrew%20Marks/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON7001_22-Q1_PC_E#subjects)

Sydney City Campus Quarter 1

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON7001_22-SQ1_SC_D#subjects)

Quarter 2

Parramatta City - Macquarie St

Evening

Subject Contact Andrew Marks ([https://directory.westernsydney.edu.au/search/name/Andrew Marks/](https://directory.westernsydney.edu.au/search/name/Andrew%20Marks/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON7001_22-Q2_PC_E#subjects)

Quarter 3

Parramatta City - Macquarie St

Evening

Subject Contact Andrew Marks ([https://directory.westernsydney.edu.au/search/name/Andrew Marks/](https://directory.westernsydney.edu.au/search/name/Andrew%20Marks/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON7001_22-Q3_PC_E#subjects)

Sydney City Campus Quarter 3

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON7001_22-SQ3_SC_D#subjects)

Quarter 4

Parramatta City - Macquarie St

Evening

Subject Contact Andrew Marks ([https://directory.westernsydney.edu.au/search/name/Andrew Marks/](https://directory.westernsydney.edu.au/search/name/Andrew%20Marks/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON7001_22-Q4_PC_E#subjects)

Day

Subject Contact Andrew Marks ([https://directory.westernsydney.edu.au/search/name/Andrew Marks/](https://directory.westernsydney.edu.au/search/name/Andrew%20Marks/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON7001_22-Q4_PC_D#subjects)

ECON 9001 Higher Degree Research Thesis - Economics and Finance

Credit Points 20

Legacy Code 800037

Coordinator Raja Junankar ([https://directory.westernsydney.edu.au/search/name/Raja Junankar/](https://directory.westernsydney.edu.au/search/name/Raja%20Junankar/))

School Business

Discipline Economics

Student Contribution Band HECS Band 4 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Campbelltown

Day

Subject Contact Raja Junankar ([https://directory.westernsydney.edu.au/search/name/Raja Junankar/](https://directory.westernsydney.edu.au/search/name/Raja%20Junankar/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON9001_22-RQ1_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Raja Junankar ([https://directory.westernsydney.edu.au/search/name/Raja Junankar/](https://directory.westernsydney.edu.au/search/name/Raja%20Junankar/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON9001_22-RQ1_KW_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Raja Junankar ([https://directory.westernsydney.edu.au/search/name/Raja Junankar/](https://directory.westernsydney.edu.au/search/name/Raja%20Junankar/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON9001_22-RQ1_PC_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Raja Junankar ([https://directory.westernsydney.edu.au/search/name/Raja Junankar/](https://directory.westernsydney.edu.au/search/name/Raja%20Junankar/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON9001_22-RQ1_PS_D#subjects)

Research Quarter 2

Campbelltown

Day

Subject Contact Raja Junankar ([https://directory.westernsydney.edu.au/search/name/Raja Junankar/](https://directory.westernsydney.edu.au/search/name/Raja%20Junankar/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON9001_22-RQ2_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Raja Junankar ([https://directory.westernsydney.edu.au/search/name/Raja Junankar/](https://directory.westernsydney.edu.au/search/name/Raja%20Junankar/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON9001_22-RQ2_KW_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Raja Junankar ([https://directory.westernsydney.edu.au/search/name/Raja Junankar/](https://directory.westernsydney.edu.au/search/name/Raja%20Junankar/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON9001_22-RQ2_PC_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Raja Junankar ([https://directory.westernsydney.edu.au/search/name/Raja Junankar/](https://directory.westernsydney.edu.au/search/name/Raja%20Junankar/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON9001_22-RQ2_PS_D#subjects)

Research Quarter 3

Campbelltown

Day

Subject Contact Raja Junankar ([https://directory.westernsydney.edu.au/search/name/Raja Junankar/](https://directory.westernsydney.edu.au/search/name/Raja_Junankar/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON9001_22-RQ3_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Raja Junankar ([https://directory.westernsydney.edu.au/search/name/Raja Junankar/](https://directory.westernsydney.edu.au/search/name/Raja_Junankar/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON9001_22-RQ3_KW_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Raja Junankar ([https://directory.westernsydney.edu.au/search/name/Raja Junankar/](https://directory.westernsydney.edu.au/search/name/Raja_Junankar/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON9001_22-RQ3_PC_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Raja Junankar ([https://directory.westernsydney.edu.au/search/name/Raja Junankar/](https://directory.westernsydney.edu.au/search/name/Raja_Junankar/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON9001_22-RQ3_PS_D#subjects)

Research Quarter 4

Campbelltown

Day

Subject Contact Raja Junankar ([https://directory.westernsydney.edu.au/search/name/Raja Junankar/](https://directory.westernsydney.edu.au/search/name/Raja_Junankar/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON9001_22-RQ4_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Raja Junankar ([https://directory.westernsydney.edu.au/search/name/Raja Junankar/](https://directory.westernsydney.edu.au/search/name/Raja_Junankar/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON9001_22-RQ4_KW_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Raja Junankar ([https://directory.westernsydney.edu.au/search/name/Raja Junankar/](https://directory.westernsydney.edu.au/search/name/Raja_Junankar/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON9001_22-RQ4_PC_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Raja Junankar ([https://directory.westernsydney.edu.au/search/name/Raja Junankar/](https://directory.westernsydney.edu.au/search/name/Raja_Junankar/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON9001_22-RQ4_PS_D#subjects)

ECON 9002 Higher Degree Research Thesis - Property Economics

Credit Points 20

Legacy Code 800035

Coordinator Graeme Newell ([https://directory.westernsydney.edu.au/search/name/Graeme Newell/](https://directory.westernsydney.edu.au/search/name/Graeme_Newell/))

Description In 2004, this unit replaced by 800035.2 Higher Degree Research Thesis FT - Property Economics.

School Business

Discipline Economics

Student Contribution Band HECS Band 4 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Parramatta City - Macquarie St

Day

Subject Contact Graeme Newell ([https://directory.westernsydney.edu.au/search/name/Graeme Newell/](https://directory.westernsydney.edu.au/search/name/Graeme_Newell/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON9002_22-RQ1_PC_D#subjects)

Research Quarter 2

Parramatta City - Macquarie St

Day

Subject Contact Graeme Newell ([https://directory.westernsydney.edu.au/search/name/Graeme Newell/](https://directory.westernsydney.edu.au/search/name/Graeme_Newell/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON9002_22-RQ2_PC_D#subjects)

Research Quarter 3

Parramatta City - Macquarie St

Day

Subject Contact Graeme Newell ([https://directory.westernsydney.edu.au/search/name/Graeme Newell/](https://directory.westernsydney.edu.au/search/name/Graeme_Newell/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON9002_22-RQ3_PC_D#subjects)

Research Quarter 4

Parramatta City - Macquarie St

Day

Subject Contact Graeme Newell ([https://directory.westernsydney.edu.au/search/name/Graeme Newell/](https://directory.westernsydney.edu.au/search/name/Graeme_Newell/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ECON9002_22-RQ4_PC_D#subjects)

EDUC 0001 Diploma Plus

Credit Points 20

Legacy Code 900300

Coordinator Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

School Administrative

Discipline Education, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 20cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Autumn Bankstown

Day

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC0001_22-AUT_BA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC0001_22-AUT_PS_D#subjects)

Spring Bankstown

Day

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC0001_22-SPR_BA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC0001_22-SPR_PS_D#subjects)

EDUC 0002 EMP Growing Agriculture

Credit Points 20

Legacy Code 900302

Coordinator Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

School Administrative

Discipline Education, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 20cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Autumn Hawkesbury

Day

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC0002_22-AUT_HW_D#subjects)

Spring Hawkesbury

Day

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC0002_22-SPR_HW_D#subjects)

EDUC 0003 Education Exchange Unit 1

Credit Points 10

Legacy Code 900601

Coordinator Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

School Administrative

Discipline Education, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Autumn External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC0003_22-AUT_EX_X#subjects)

Quarter 2 External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC0003_22-Q2_EX_X#subjects)

Quarter 3 External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC0003_22-Q3_EX_X#subjects)

Quarter 4

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC0003_22-Q4_EX_X#subjects)

EDUC 0004 Education Exchange Unit 2

Credit Points 10

Legacy Code 900602

Coordinator Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

School Administrative

Discipline Education, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Autumn

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC0004_22-AUT_EX_X#subjects)

Quarter 2

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC0004_22-Q2_EX_X#subjects)

Quarter 3

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC0004_22-Q3_EX_X#subjects)

Quarter 4

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC0004_22-Q4_EX_X#subjects)

EDUC 0005 Education Exchange Unit 3

Credit Points 10

Legacy Code 900603

Coordinator Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

School Administrative

Discipline Education, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Autumn

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC0005_22-AUT_EX_X#subjects)

Quarter 2

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC0005_22-Q2_EX_X#subjects)

Quarter 3

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC0005_22-Q3_EX_X#subjects)

Quarter 4

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC0005_22-Q4_EX_X#subjects)

EDUC 0006 Education Exchange Unit 4

Credit Points 10

Legacy Code 900604

Coordinator Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

School Administrative

Discipline Education, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Autumn

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC0006_22-AUT_EX_X#subjects)

Quarter 2

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC0006_22-Q2_EX_X#subjects)

Quarter 3

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC0006_22-Q3_EX_X#subjects)

Quarter 4

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC0006_22-Q4_EX_X#subjects)

EDUC 0007 Education Exchange Unit 5

Credit Points 10

Legacy Code 900605

Coordinator Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

School Administrative

Discipline Education, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Autumn

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC0007_22-AUT_EX_X#subjects)

Quarter 2

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC0007_22-Q2_EX_X#subjects)

Quarter 3

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC0007_22-Q3_EX_X#subjects)

Quarter 4

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC0007_22-Q4_EX_X#subjects)

EDUC 0008 Most Outstanding Year 11

Credit Points 0

Legacy Code 900301

Coordinator Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

School Administrative

Discipline Education, Not Elsewhere Classified.

Student Contribution Band

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC0008_22-AUT_BA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC0008_22-AUT_PS_D#subjects)

Spring

Bankstown

Day

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC0008_22-SPR_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC0008_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC0008_22-SPR_PS_D#subjects)

EDUC 0009 Short Term Study Program

Credit Points 0

Legacy Code 900303

Coordinator Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

School Administrative

Discipline Education, Not Elsewhere Classified.

Student Contribution Band

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC0009_22-AUT_BA_D#subjects)

Campbelltown

Day

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC0009_22-AUT_CA_D#subjects)

Hawkesbury

Day

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC0009_22-AUT_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC0009_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC0009_22-AUT_PS_D#subjects)

Spring

Bankstown

Day

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC0009_22-SPR_BA_D#subjects)

Campbelltown

Day

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC0009_22-SPR_CA_D#subjects)

Hawkesbury

Day

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC0009_22-SPR_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC0009_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC0009_22-SPR_PS_D#subjects)

EDUC 9001 HDR Thesis - Centre for Educational Research

Credit Points 20

Legacy Code 800146

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Ctr For Educational Research

Discipline Other Education

Student Contribution Band HECS Band 1 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC9001_22-RQ1_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC9001_22-RQ1_KW_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC9001_22-RQ2_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC9001_22-RQ2_KW_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC9001_22-RQ3_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC9001_22-RQ3_KW_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC9001_22-RQ4_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC9001_22-RQ4_KW_D#subjects)

EDUC 9002 Higher Degree Research Thesis - Education

Credit Points 20

Legacy Code 800182

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Graduate Research School

Discipline Education, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC9002_22-RQ1_BA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC9002_22-RQ4_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC9002_22-RQ4_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC9002_22-RQ4_PS_D#subjects)

EDUC 9003 Higher Degree Research Thesis - Education

Credit Points 20

Legacy Code 800205

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Graduate Research School

Discipline Education, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC9003_22-RQ1_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC9003_22-RQ1_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC9003_22-RQ1_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC9003_22-RQ1_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC9003_22-RQ1_PS_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC9003_22-RQ2_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC9003_22-RQ2_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC9003_22-RQ2_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC9003_22-RQ2_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC9003_22-RQ2_PS_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC9003_22-RQ3_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC9003_22-RQ3_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC9003_22-RQ3_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC9003_22-RQ3_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC9003_22-RQ3_PS_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC9003_22-RQ4_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC9003_22-RQ4_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC9003_22-RQ4_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC9003_22-RQ4_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=EDUC9003_22-RQ4_PS_D#subjects)

ELEC 1001 Digital Systems 1

Credit Points 10

Legacy Code 300018

Coordinator Qi Cheng ([https://directory.westernsydney.edu.au/search/name/Qi Cheng/](https://directory.westernsydney.edu.au/search/name/Qi%20Cheng/))

Description This unit provides students with a solid background in digital logic design which is foundational to the fields of electrical and computer engineering. Digital logic design involves building electronic components and hardware, such as circuit boards and microchip processors. Students are first introduced to the fundamentals of digital logic, basic logic devices and Boolean algebra. This is followed by analysis and design of combinational and sequential logic circuits.

School Eng, Design & Built Env

Discipline Communications Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects ELEC 1002 - Digital Systems 1 (WSTC AssocD)

Assumed Knowledge

Knowledge on basic principles of analysing an electric circuit, Kirchhoff's Voltage and Current laws and their use in electric circuits and concept of operational amplifier and its circuit would be desirable.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe basic digital concepts and the operation of basic logic gates.
2. Apply Boolean Algebra to a range of logic expressions
3. Apply Karnaugh maps to a range of logic expressions.
4. Analyse and design combinational logic circuits.
5. Describe the operation of a range of memory devices.
6. Describe the principles of analogue-to-digital and digital-to-analogue conversion schemes.

Subject Content

1. Boolean algebra and logic simplification
2. Karnaugh maps
3. Combinational logic circuits
4. Flip-flops, counters, registers
5. Memory
6. Analogue-to-digital and digital-to-analogue conversion

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Practical	3 hours (per Practical)	20	N	Individual
Intra-session Exam	1 hour	20	N	Individual
Final Exam	2 hours	60	N	Individual

Prescribed Texts

Floyd, T. L. (2015). Digital fundamentals. 11th Global ed, Boston, Mass: Pearson Education Inc

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Qi Cheng ([https://directory.westernsydney.edu.au/search/name/Qi Cheng/](https://directory.westernsydney.edu.au/search/name/Qi%20Cheng/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC1001_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Qi Cheng ([https://directory.westernsydney.edu.au/search/name/Qi Cheng/](https://directory.westernsydney.edu.au/search/name/Qi%20Cheng/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC1001_22-AUT_PS_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC1001_22-SC2_SC_D#subjects)

ELEC 1002 Digital Systems 1 (WSTC AssocD)

Credit Points 10

Legacy Code 700240

Coordinator Abbas Ranjbar ([https://directory.westernsydney.edu.au/search/name/Abbas Ranjbar/](https://directory.westernsydney.edu.au/search/name/Abbas%20Ranjbar/))

Description This unit provides students with a solid background in digital logic design which is foundational to the fields of electrical and computer engineering. Digital logic design involves building electronic components and hardware, such as circuit boards and microchip processors. Students are first introduced to the fundamentals of digital logic, basic logic devices and Boolean algebra. This is followed by analysis and design of combinational and sequential logic circuits. Offerings of alternate units are dependent on there being sufficient student enrolment numbers. If enrolments are low, the College may cancel delivery of the alternate unit.

School Eng, Design & Built Env

Discipline Communications Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Pre-requisite(s) MATH 1010

Equivalent Subjects ELEC 1001 - Digital Systems 1

Restrictions Students must be enrolled in 7022 Associate Degree in Engineering

Assumed Knowledge

Knowledge on basic principles of analysing an electric circuit, Kirchhoff's Voltage and Current laws and their use in electric circuits and concept of operational amplifier and its circuit would be desirable.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe basic digital concepts and the operation of basic logic gates.
2. Apply Boolean algebra to a range of logic expressions.
3. Apply Karnaugh maps to a range of logic expressions.
4. Analyse and design combinational logic circuits.
5. Describe the operation of a range of memory devices.
6. Describe the principles of analogue-to-digital and digital-to-analogue conversion schemes.
7. Describe the basic concepts of microcontrollers.
8. Describe the basic concepts and the basic operations of Programmable Logic Controllers (PLCs).

Subject Content

1. Boolean algebra and logic simplification
2. Karnaugh maps
3. Combinational logic circuits
4. Flip-flops, counters, registers
5. Memory
6. Analogue-to-digital and digital-to-analogue conversion
7. Introduction to Microcontrollers and PLCs

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	30 minutes eac	10	N	Individual
Practical	2 hours each	20	N	Both (Individual & Group)
Intra-session Exam	1 hour	20	N	Individual
Final Exam	2 hours	50	N	Individual

Prescribed Texts

- Floyd, T.L. (2015). Digital fundamentals: a systems approach. Global 11th ed, Boston, Mass: Pearson Education Inc

Teaching Periods

Quarter 2

Nirimba Education Precinct

Composite

Subject Contact Abbas Ranjbar ([https://directory.westernsydney.edu.au/search/name/Abbas Ranjbar/](https://directory.westernsydney.edu.au/search/name/Abbas%20Ranjbar/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC1002_22-Q2_BLC#subjects)

ELEC 1003 Electrical Fundamentals

Credit Points 10

Legacy Code 300021

Coordinator Jamal Rizk ([https://directory.westernsydney.edu.au/search/name/Jamal Rizk/](https://directory.westernsydney.edu.au/search/name/Jamal%20Rizk/))

Description This unit introduces essential electrical engineering concepts that provide students with the basic requirements for analysing, designing, building, and testing simple engineering systems. Students use techniques for analysing different types of circuits based on their knowledge of electrical theory and the characteristics of power, electrical energy, signals, and electrical circuit components. Students have practical activities including conducting experiments in learning how electrical systems work. Students are introduced to Electrical Machines and Renewable Energy systems for a fundamental understanding.

School Eng, Design & Built Env

Discipline Electrical And Electronic Engineering And Technology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects ELEC 1005 Electrical Fundamentals (WSTC)
ELEC 1004 Electrical Fundamentals (WSTC Assoc Deg)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the elements in an electric circuit
2. Apply the basic principles of analysing an electric circuit
3. Apply nodal, mesh, superposition, Thevenin's analysis DC electric circuits.
4. Apply the principles of capacitors and inductors as energy storage elements and their first order circuits.
5. Explain characteristics of electronic devices
6. Explain basic principles of communication waves
7. Explain significance of Logic gates and number systems
8. Explain the operation of transformers, DC and AC machines.
9. Explain principle of operation of Renewable Energy systems
10. Explain the elements in electric circuits and electronic devices
11. Apply appropriate techniques in the analysis of electric circuits
12. Analyse the principles of capacitors and inductors as energy storage elements and their first order circuits
13. Explain the operation of transformers, DC and AC machines
14. Outline the key principles involved in the operation of Renewable Energy systems
15. Use appropriate equipment in conducting experiments in a safe manner.

Subject Content

Introduction to basic electrical quantities

Kirchhoffs current and voltage laws

Series and parallel resistors, current and the voltage divider rules

Nodal and Loop analysis, The principle of superposition and Thevenin and Norton equivalent circuits

Energy storage elements, capacitors and inductors. Transient Response of first-order circuits

An introduction to Electronics

An introduction to communication waves

Logic gates and number systems

An introduction to Transformers, Electrical Machines

An introduction to Renewable Energy systems

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	4 x Inclass tests 15 minutes per test.	10	N	Individual
Intra-session Exam	1 hour and 30 minutes	20	N	Individual
Practical	6 x Laboratories 3 hours per practical	20	N	Individual
Final Exam	2 hours	50	N	Individual

Teaching Periods

Summer B

Parramatta City - Macquarie St

Day

Subject Contact Jamal Rizk ([https://directory.westernsydney.edu.au/search/name/Jamal Rizk/](https://directory.westernsydney.edu.au/search/name/Jamal%20Rizk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC1003_22-SUB_PC_D#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC1003_22-SC1_SC_D#subjects)

Spring

Parramatta - Victoria Rd

Day

Subject Contact Jamal Rizk ([https://directory.westernsydney.edu.au/search/name/Jamal Rizk/](https://directory.westernsydney.edu.au/search/name/Jamal%20Rizk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC1003_22-SPR_PS_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Eileen An ([https://directory.westernsydney.edu.au/search/name/Eileen An/](https://directory.westernsydney.edu.au/search/name/Eileen%20An/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC1003_22-SC3_SC_D#subjects)

ELEC 1004 Electrical Fundamentals (WSTC AssocD)

Credit Points 10

Legacy Code 700104

Coordinator Abbas Ranjbar ([https://directory.westernsydney.edu.au/search/name/Abbas Ranjbar/](https://directory.westernsydney.edu.au/search/name/Abbas%20Ranjbar/))

Description The objective of this unit is to introduce to the student a number of concepts within electrical engineering. These include basic definitions of charge, current, potential difference, power; electric circuits and basic laws such as Ohm's and Kirchoff's Laws; Thevenin, Norton's and the maximum power theorems; electromagnetism and the associated fundamental laws; capacitor and resistor circuits and time constants; an introduction to Electronics; communication waves; Logic gates and number systems; and an introduction to Electrical Machines and Renewable Energy systems. Basic principles are explained and applied to a range of typical electrical circuits and devices. These foundations provide students with the basic requirements for a career in engineering where the concepts can be developed or applied to more complex engineering systems.

School Eng, Design & Built Env

Discipline Electrical And Electronic Engineering And Technology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects ELEC 1003 - Electrical Fundamentals ELEC 1005 - Electrical Fundamentals (WSTC)

Restrictions Students must be enrolled in 7022 Associate Degree in Engineering

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the elements in an electric circuit
2. Apply the basic principles of analysing an electric circuit
3. Apply nodal, mesh, superposition, Thevenin's analysis DC electric circuits
4. Apply the principles of capacitors and inductors as energy storage elements and their first order circuits
5. Explain characteristics of electronic devices
6. Explain basic principles of communication waves
7. Explain significance of Logic gates and number systems
8. Explain the operation of transformers, DC and AC machines
9. Explain principle of operation of Renewable Energy systems

Subject Content

1. Introduction to basic electrical quantities
2. Kirchhoffs current and voltage laws
3. Series and parallel resistors, current and the voltage divider rules

4. Nodal and Loop analysis, The principle of superposition and Thevenin and Norton equivalent circuits
5. Energy storage elements, capacitors and inductors. Transient Response of first-order circuits
6. An introduction to Electronics
7. An introduction to communication waves
8. Logic gates and number systems
9. An introduction to Transformers, Electrical Machines
10. An introduction to renewable energy systems

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Online Quizzes 10 weekly quizzes worth 3% each	30 minutes each	30	N	Individual
Intra-session Exam	1 hour	10	N	Individual
Lab Practicals x 5 total	6 hours in total	20	N	Both (Individual & Group)
End of session exam (in parts) Part 1: written problem solving/short answer Part 2: Viva Voce	Part 1: 2 hours (15%) Part 2: Viva Voce 20 minutes per student	40	N	Individual

Prescribed Texts

- Alexander, C.K & Sadiku, M. N. O 2017, Fundamentals of electric circuits, 6th edn, McGraw-Hill, New York.

Teaching Periods

Quarter 3

Nirimba Education Precinct

Composite

Subject Contact Abbas Ranjbar ([https://directory.westernsydney.edu.au/search/name/Abbas Ranjbar/](https://directory.westernsydney.edu.au/search/name/Abbas%20Ranjbar/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC1004_22-Q3_BL_C#subjects)

ELEC 1005 Electrical Fundamentals (WSTC)

Credit Points 10

Legacy Code 700024

Coordinator Ben Kelley ([https://directory.westernsydney.edu.au/search/name/Ben Kelley/](https://directory.westernsydney.edu.au/search/name/Ben%20Kelley/))

Description The objective of this unit is to introduce to the student a number of concepts within electrical engineering. These include the basic definitions of charge, current, potential difference, power; electric circuits and basic laws such as Ohm's and Kirchoff's Laws; Thevenin, Norton's and the maximum power theorems; electromagnetism and the associated fundamental laws; capacitor and resistor circuits and time constants; an introduction to Electronics; communication waves; Logic gates and number systems; and an introduction to Electrical Machines and Renewable Energy systems. Basic principles are explained and applied to a range of typical electrical circuits and devices. These foundations provide students with the basic requirements for a career in engineering where the concepts can be developed or applied to more complex engineering systems.

School Eng, Design & Built Env

Discipline Electrical And Electronic Engineering And Technology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Pre-requisite(s) Students enrolled in 6033 Diploma in Engineering Bachelor of Engineering Studies or 7034 Diploma in Engineering or 7066 Diploma in Engineering Extended must pass PHYS 0003 Foundation Physics 2 before enrolling in this unit

Equivalent Subjects ELEC 1003 - Electrical Fundamentals ELEC 1004 - Electrical Fundamentals (WSTC Assoc Deg)

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in Extended Diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject. Students enrolled in the combined Diploma/Bachelor programs listed below must pass all College Preparatory subjects listed in the program structure before progressing to the Year 2 subjects.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the elements in an electric circuit
2. Apply the basic principles of analysing an electric circuit
3. Apply nodal, mesh, superposition, Thevenin's analysis DC electric circuits
4. Apply the principles of capacitors and inductors as energy storage elements and their first order circuits
5. Explain characteristics of electronic devices
6. Explain basic principles of communication waves
7. Explain significance of Logic gates and number systems
8. Explain the operation of transformers, DC and AC machines
9. Explain principle of operation of Renewable Energy systems

Subject Content

1. Introduction to basic electrical quantities
2. Kirchhoffs current and voltage laws
3. Series and parallel resistors, current and the voltage divider rules
4. Nodal and Loop analysis, The principle of superposition and Thevenin and Norton equivalent circuits
5. Energy storage elements, capacitors and inductors. Transient Response of first-order circuits
6. An introduction to Electronics
7. An introduction to communication waves
8. Logic gates and number systems
9. An introduction to Transformers, Electrical Machines
10. An introduction to renewable energy systems

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	In-class test x4 (2.5% each) 10 - 15 minutes during tutorial class	10	N	Individual
Intra-session Exam	1 hour	20	N	Individual
Practical	Practicals x5 (4% each) (2 hours each)	20	N	Both (Individual & Group)
Final Exam	2 hours	50	N	Individual

Prescribed Texts

- Alexander, CK & Sadiku, MNO 2017, Fundamentals of electric circuits, 6th edn, McGraw-Hill Education, New York

Teaching Periods

Term 1

Penrith (Kingswood)

Day

Subject Contact Ben Kelley ([https://directory.westernsydney.edu.au/search/name/Ben Kelley/](https://directory.westernsydney.edu.au/search/name/Ben%20Kelley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC1005_22-T1_KW_D#subjects)

Parramatta City - George St

Day

Subject Contact Ben Kelley ([https://directory.westernsydney.edu.au/search/name/Ben Kelley/](https://directory.westernsydney.edu.au/search/name/Ben%20Kelley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC1005_22-T1_PG_D#subjects)

Term 2

Parramatta City - George St

Day

Subject Contact Ben Kelley ([https://directory.westernsydney.edu.au/search/name/Ben Kelley/](https://directory.westernsydney.edu.au/search/name/Ben%20Kelley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC1005_22-T2_PG_D#subjects)

Term 3

Penrith (Kingswood)

Day

Subject Contact Ben Kelley ([https://directory.westernsydney.edu.au/search/name/Ben Kelley/](https://directory.westernsydney.edu.au/search/name/Ben%20Kelley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC1005_22-T3_KW_D#subjects)

Parramatta City - George St

Day

Subject Contact Ben Kelley ([https://directory.westernsydney.edu.au/search/name/Ben Kelley/](https://directory.westernsydney.edu.au/search/name/Ben%20Kelley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC1005_22-T3_PG_D#subjects)

ELEC 1006 Engineering Computing

Credit Points 10

Legacy Code 300027

Coordinator Upul Gunawardana ([https://directory.westernsydney.edu.au/search/name/Upul Gunawardana/](https://directory.westernsydney.edu.au/search/name/Upul%20Gunawardana/))

Description Engineering computing is an introduction to using computation to solve real problems. The unit also aims to instil sound principles of program design that can be utilised in many units throughout the students' course. The basic elements and structures of a high level language are taught. Students are exposed to numerous engineering problems and are encouraged to implement solutions using an algorithmic approach.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects ELEC 1008 Engineering Computing (WSTC)
ELEC 1007 Engineering Computing (WSTC Assoc Deg)

Assumed Knowledge

Basic knowledge in use of computers and Windows operating system.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Utilise a typical software development environment.
2. Develop solutions to problems using an algorithmic approach.
3. Apply data structures of a common programming language, to translate an algorithm into a coded program. These programming structures should include the following as a minimum - Selection and Repetition statements - Functions - 1 & 2 dimensional Arrays - File processing
4. Implement basic features of data manipulation and graphing using a spreadsheet program, such as EXCEL.

Subject Content

Spread sheet applications - Spread sheet operations

Spreadsheet applications - Spreadsheet functions and macros

Spread sheet applications - Solving engineering problems using spreadsheets

Structured programming - Introduction to programming environment

Structured programming - Decision structures

Structured programming - Repetition structures

Structured programming - Modular programming

Structured programming - Exchanging data with external files

Problem solving & algorithm development will be embedded in each section

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	1 hour each	60	N	Individual
Final Exam	2 hours	35	N	Individual
Participation	20 hours	5	N	Individual

Prescribed Texts

- Moore, H 2012, MATLAB for engineers, 3rd edn, Pearson Prentice Hall, Boston MA

Teaching Periods

Summer A

Parramatta City - Macquarie St

Day

Subject Contact Upul Gunawardana ([https://directory.westernsydney.edu.au/search/name/Upul Gunawardana/](https://directory.westernsydney.edu.au/search/name/Upul%20Gunawardana/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC1006_22-SUA_PC_D#subjects)

Autumn

Penrith (Kingswood)

Day

Subject Contact Upul Gunawardana ([https://directory.westernsydney.edu.au/search/name/Upul Gunawardana/](https://directory.westernsydney.edu.au/search/name/Upul%20Gunawardana/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC1006_22-AUT_KW_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Upul Gunawardana ([https://directory.westernsydney.edu.au/search/name/Upul Gunawardana/](https://directory.westernsydney.edu.au/search/name/Upul%20Gunawardana/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC1006_22-AUT_PC_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC1006_22-SC2_SC_D#subjects)

ELEC 1007 Engineering Computing (WSTC AssocD)

Credit Points 10

Legacy Code 700106

Coordinator Zdenka Misanovic ([https://directory.westernsydney.edu.au/search/name/Zdenka Misanovic/](https://directory.westernsydney.edu.au/search/name/Zdenka%20Misanovic/))

Description Engineering computing is an introduction to using computation to solve real problems. The unit also aims to instil sound principles of program design that can be utilised in many units throughout the students' course. The basic elements and structures of a high level language are taught. Students are exposed to numerous engineering problems and are encouraged to implement solutions using an algorithmic approach.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects ELEC 1006 - Engineering Computing ELEC 1008 - Engineering Computing (WSTC)

Restrictions Students must be enrolled in 7022 Associate Degree in Engineering

Assumed Knowledge

Basic knowledge in use of computers and Windows operating system.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Utilise a typical software development environment.
2. Develop solutions to problems using an algorithmic approach.
3. Apply data structures of a common programming language to translate an algorithm into a coded program.
4. Implement basic features of data manipulation and graphing using a spreadsheet program, such as EXCEL.

Subject Content

1. Spreadsheet applications - Spreadsheet operations
2. Spreadsheet applications - Spreadsheet functions and macros
3. Spreadsheet applications - Solving engineering problems using spreadsheets
4. Structured programming - Introduction to programming environment
5. Structured programming - Decision structures
6. Structured programming - Repetition structures
7. Structured programming - Modular programming
8. Structured programming - Exchanging data with external files
9. Problem solving & algorithm development will be embedded in each section

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	30 minutes (approx.)	15	N	Individual
Intra-session Exam	1.5 hours (approx.)	30	N	Individual

Report	Approximately 15 between 50-100 lines of command code – 3 weeks duration	N	Individual
--------	--	---	------------

Applied Project	2 hours	40	N	Individual
-----------------	---------	----	---	------------

Prescribed Texts

- Moore, H 2012, MATLAB for engineers, 3rd edn, Pearson Prentice Hall, Boston Ma.
- Larsen R 2013, Engineering with Excel, 4th Ed Pearson Prentice Hall, Upper Saddle River, NJ.

Teaching Periods

Quarter 2

Nirimba Education Precinct

Composite

Subject Contact Zdenka Misanovic ([https://directory.westernsydney.edu.au/search/name/Zdenka Misanovic/](https://directory.westernsydney.edu.au/search/name/Zdenka%20Misanovic/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC1007_22-Q2_BLC#subjects)

ELEC 1008 Engineering Computing (WSTC)

Credit Points 10

Legacy Code 700018

Coordinator Zdenka Misanovic ([https://directory.westernsydney.edu.au/search/name/Zdenka Misanovic/](https://directory.westernsydney.edu.au/search/name/Zdenka%20Misanovic/))

Description Engineering Computing is an introduction to using computation to solve real problems. The unit also aims to instil sound principles of program design that can be utilized in many units throughout the students' course. The basic elements and structures of a high level language are taught. Students are exposed to numerous engineering problems and are encouraged to implement solutions using an algorithmic approach.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Pre-requisite(s) Students enrolled in 7066 or 7162 Diploma in Engineering Extended or 7082 Bachelor of Engineering Extended (WSTC First Year Program) must pass COMP 0001 Introductory Programming (WSTC Prep) before enrolling in this unit

Co-requisite(s) Before taking ELEC 1008 students in program 6033 must have passed or be registered in MATH 0008 PHYS 0003 and GEDU 0008

Equivalent Subjects ELEC 1006 - Engineering Computing ELEC 1007 - Engineering Computing (WSTC Assoc Deg)

Restrictions Students must be enrolled at Western Sydney University, The College unless specific permission has been granted by the

School of Computing, Engineering & Mathematics. Students enrolled in Extended Diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject. Students enrolled in the combined Diploma/Bachelor programs listed below must pass all College Preparatory subjects listed in the program structure before progressing to the Year2 subjects.

Assumed Knowledge

Basic knowledge in use of computers and Windows operating system.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Utilise a typical software development environment
2. Develop solutions to problems using an algorithmic approach
3. Apply data structures of a common programming language, to translate an algorithm into a coded program. These programming structures should be included as a minimum: Selection and repetition statements, Functions, 1 & 2 dimensional arrays, File processing
4. Implement basic features of data manipulation and graphing using a spreadsheet program such as EXCEL

Subject Content

1. Spreadsheet applications - Spreadsheet operations
 2. Spreadsheet applications - Spreadsheet functions and macros
 3. Spreadsheet applications - Solving engineering problems using spreadsheets
 4. Structured programming - Introduction to programming environment
 5. Structured programming - Decision structures
 6. Structured programming - Repetition structures
 7. Structured programming - Modular programming
 8. Structured programming - Exchanging data with external files
- Problem solving & algorithm development will be embedded in each section.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	50 minutes	10	N	Individual
Practical	1 hour	30	N	Individual
Practical	1 hour	20	N	Individual
End-of-session Exam	2 hours	40	N	Individual

Teaching Periods

Term 1

Penrith (Kingswood)

Day

Subject Contact Zdenka Misanovic ([https://directory.westernsydney.edu.au/search/name/Zdenka Misanovic/](https://directory.westernsydney.edu.au/search/name/Zdenka%20Misanovic/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC1008_22-T1_KW_D#subjects)

Parramatta City - George St

Day

Subject Contact Zdenka Misanovic ([https://directory.westernsydney.edu.au/search/name/Zdenka Misanovic/](https://directory.westernsydney.edu.au/search/name/Zdenka%20Misanovic/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC1008_22-T1_PG_D#subjects)

Term 2

Penrith (Kingswood)

Day

Subject Contact Zdenka Misanovic ([https://directory.westernsydney.edu.au/search/name/Zdenka Misanovic/](https://directory.westernsydney.edu.au/search/name/Zdenka%20Misanovic/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC1008_22-T2_KW_D#subjects)

Parramatta City - George St

Day

Subject Contact Zdenka Misanovic ([https://directory.westernsydney.edu.au/search/name/Zdenka Misanovic/](https://directory.westernsydney.edu.au/search/name/Zdenka%20Misanovic/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC1008_22-T2_PG_D#subjects)

Term 3

Parramatta City - George St

Day

Subject Contact Zdenka Misanovic ([https://directory.westernsydney.edu.au/search/name/Zdenka Misanovic/](https://directory.westernsydney.edu.au/search/name/Zdenka%20Misanovic/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC1008_22-T3_PG_D#subjects)

ELEC 1009 Electrical Circuit Fundamentals

Credit Points 10

Legacy Code 301336

Coordinator Leigh Sheppard ([https://directory.westernsydney.edu.au/search/name/Leigh Sheppard/](https://directory.westernsydney.edu.au/search/name/Leigh%20Sheppard/))

Description This subject will be offered at Engineering Innovation Hub - Hassall St, Parramatta campus. This subject is an introductory unit in Electrical Engineering, which provides an introduction to electrical circuits and fundamental electrical elements as well as the technical skills to analyse such circuits. It is suitable for students pursuing further studies in Electrical Engineering such as Power and Energy, Telecommunications, Control, Instrumentation, as well as other related engineering disciplines including Computer Science and Engineering. In the practical section, this course provides hands-on experience in building and testing circuits. This unit is presented in such a way that students who have taken it are capable of building and analysing some practical, useful devices afterwards.

School Eng, Design & Built Env

Discipline Electrical Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	40 Minute quiz during 2 hour tutorial (7 in total)	15	N	Individual
Intra-session Exam	75 Minutes	20	N	Individual
Practical	1 x report per practical (7 in total)	10	Y	Individual
Practical Exam	2 hours	10	Y	Individual
Final Exam	2 hours	45	N	Individual

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Leigh Sheppard ([https://directory.westernsydney.edu.au/search/name/Leigh Sheppard/](https://directory.westernsydney.edu.au/search/name/Leigh%20Sheppard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC1009_22-SPR_PC_D#subjects)

ELEC 1011 Engineering Computing

Credit Points 10

Legacy Code 500064

Coordinator Shubhekshya Basnet ([https://directory.westernsydney.edu.au/search/name/Shubhekshya Basnet/](https://directory.westernsydney.edu.au/search/name/Shubhekshya%20Basnet/))

Description Engineering Computing is an introduction to using computation to solve real problems. The unit also aims to instil sound principles of program design that can be utilized in many units throughout the students' course. The basic elements and structures of a high level language are taught. Students are exposed to numerous engineering problems and are encouraged to implement solutions using an algorithmic approach.

School Eng, Design & Built Env

Discipline Computer Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects ELEC 1006 Engineering Computing ELEC 1007 Engineering Computing (WSTC AssocD) ELEC 1008 Engineering Computing (WSTC)

Restrictions Students must be enrolled in the program : 7178 Diploma in Aerotropolis Industry 4.0 (Mechatronics Skills). or7182 Undergraduate Certificate in Engineering

Assumed Knowledge

Basic knowledge in use of computers and Windows operating system.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Utilise a typical software development environment.
2. Develop solutions to problems using an algorithmic approach.
3. Apply data structures of a common programming language, to translate an algorithm into a coded program. These programming structures should be included as a minimum: Selection and repetition statements? Functions? 1 & 2 dimensional arrays? File processing
4. Implement basic features of data manipulation and graphing using a spreadsheet program such as EXCEL.

Subject Content

1. Spreadsheet applications - Spreadsheet operations
 2. Spreadsheet applications - Spreadsheet functions and macros
 3. Spreadsheet applications - Solving engineering problems using spreadsheets
 4. Structured programming - Introduction to programming environment
 5. Structured programming - Decision structures
 6. Structured programming - Repetition structures
 7. Structured programming - Modular programming
 8. Structured programming - Exchanging data with external files
- Problem solving & algorithm development will be embedded in each section

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	60 minutes	15	N	Individual
Case Study	1,000 words (in total)	15	N	Group
Case Study	600 – 800 min working time* per group member	30	N	Group
Case Study	5 minutes	5	N	Individual
Applied Project	300 - 500 min working time*	35	N	Individual

Teaching Periods

Block A Session

Online

Online

Subject Contact Mitchell Liddle ([https://directory.westernsydney.edu.au/search/name/Mitchell Liddle/](https://directory.westernsydney.edu.au/search/name/Mitchell%20Liddle/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC1011_22-BA_ON_O#subjects)

Block C Session

Online

Online

Subject Contact Shubhekshya Basnet ([https://directory.westernsydney.edu.au/search/name/Shubhekshya Basnet/](https://directory.westernsydney.edu.au/search/name/Shubhekshya%20Basnet/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC1011_22-BC_ON_O#subjects)

Block D Session

Online

Online

Subject Contact Mitchell Liddle ([https://directory.westernsydney.edu.au/search/name/Mitchell Liddle/](https://directory.westernsydney.edu.au/search/name/Mitchell%20Liddle/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC1011_22-BD_ON_O#subjects)

Block E Session

Online

Online

Subject Contact Mitchell Liddle ([https://directory.westernsydney.edu.au/search/name/Mitchell Liddle/](https://directory.westernsydney.edu.au/search/name/Mitchell%20Liddle/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC1011_22-BE_ON_O#subjects)

Block F Session

Online

Online

Subject Contact Mitchell Liddle ([https://directory.westernsydney.edu.au/search/name/Mitchell Liddle/](https://directory.westernsydney.edu.au/search/name/Mitchell%20Liddle/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC1011_22-BF_ON_O#subjects)

ELEC 2001 Circuit Theory

Credit Points 10

Legacy Code 300005

Coordinator Jeffrey Zou ([https://directory.westernsydney.edu.au/search/name/Jeffrey Zou/](https://directory.westernsydney.edu.au/search/name/Jeffrey%20Zou/))

Description This unit aims to equip the student with the tools needed for the design and analysis of electrical and electronic circuits. It also introduces various techniques of circuit analysis, mutual coupling, frequency response and two-port networks.

School Eng, Design & Built Env

Discipline Electrical Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) ELEC 1003 AND
MATH 1019 OR
MATH 1035

Equivalent Subjects ELEC 2002 - Circuit Theory (WSTC AssocD)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply the basic principles of analysing an electric circuit
2. Apply Kirchhoff's Voltage and Current laws and demonstrate their use in a number of electric circuit configurations
3. Apply nodal analysis, mesh analysis and linear circuit theorems to electric circuits.
4. Apply the Laplace Transform to electric circuits
5. Draw conclusions from frequency responses.
6. Mathematically analyse frequency-selective filters.
7. Describe and utilise magnetically coupled circuits
8. Describe and utilise two-port networks.

Subject Content

Phasors relationships for Circuit Elements

Kirchoff's Laws in frequency domain

Impedance combinations

Sinusoidal Steady state analysis (Nodal Analysis, Mesh Analysis, Superposition Theorem and Thevenin equivalent Circuits)

AC Power Analysis (Instantaneous and Average Power, RMS value, Maximum Power and Power factor correction)

Magnetically coupled circuits (Mutual Inductance, Energy in a coupled Circuit)

Frequency response

Laplace Transform and its applications in circuits analysis

Two port network

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	3 hours (per practical) Approx. 5 pages	20	N	Individual
Intra-session Exam	1.5 hours	20	N	Individual
Final Exam	2 hours	60	N	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Jeffrey Zou ([https://directory.westernsydney.edu.au/search/name/Jeffrey Zou/](https://directory.westernsydney.edu.au/search/name/Jeffrey%20Zou/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC2001_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Jeffrey Zou ([https://directory.westernsydney.edu.au/search/name/Jeffrey Zou/](https://directory.westernsydney.edu.au/search/name/Jeffrey%20Zou/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC2001_22-AUT_PS_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC2001_22-SC2_SC_D#subjects)

ELEC 2002 Circuit Theory (WSTC AssocD)

Credit Points 10

Legacy Code 700243

Coordinator Abbas Ranjbar ([https://directory.westernsydney.edu.au/search/name/Abbas Ranjbar/](https://directory.westernsydney.edu.au/search/name/Abbas%20Ranjbar/))

Description This unit aims to equip the student with the tools needed for the design and analysis of electrical and electronic circuits. It also introduces various techniques of circuit analysis, convolution, mutual coupling, frequency response and two-ports loops. Offerings of alternate units are dependent on there being sufficient student enrolment numbers. If enrolments are low, the College may cancel delivery of the alternate unit.

School Eng, Design & Built Env

Discipline Electrical Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) ELEC 1004

Equivalent Subjects ELEC 2001 - Circuit Theory

Assumed Knowledge

Ordinary Differential Equations, including first and second order. Laplace transforms, definition, inverse transform, s-shift, unit step function and Dirac delta function, transform of a derivative, solving differential equations.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Practical	2 hours each	20	N	Individual
Quiz	30 minutes each	10	N	Individual
Intra-session exam	1.5 hour	20	N	Individual
Final Exam	2 hours	50	N	Individual

Teaching Periods

Quarter 4

Nirimba Education Precinct

Composite

Subject Contact Abbas Ranjbar ([https://directory.westernsydney.edu.au/search/name/Abbas Ranjbar/](https://directory.westernsydney.edu.au/search/name/Abbas%20Ranjbar/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC2002_22-Q4_BL_C#subjects)

ELEC 2004 Electronics

Credit Points 10

Legacy Code 300025

Coordinator Ali Hellany ([https://directory.westernsydney.edu.au/search/name/Ali Hellany/](https://directory.westernsydney.edu.au/search/name/Ali%20Hellany/))

Description This unit further develops skills in the analysis, design, practical implementation and testing of the main analogue electronic circuits. Topics covered are: semiconductor diodes and their applications, Bipolar Junction Transistors (BJT), Field Effect Transistors (FET), analysis of BJT and FET, design of discrete operational amplifiers, and operational amplifier characteristics and circuit configurations.

School Eng, Design & Built Env

Discipline Electrical And Electronic Engineering And Technology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) ELEC 1003 OR ELEC 1009

Equivalent Subjects ELEC 2005 - Electronics (WSTC AssocD)

Assumed Knowledge

The prior knowledge on Vibrations and wave phenomena; Photoelectric effect, atomic structure and periodic table; Electricity and magnetism are required. Students should have a sound understanding on: basic principles of analysing an electric circuit; Kirchhoff's Voltage and Current laws and their use in electric circuits; Nodal analysis, mesh analysis and superposition analysis in DC electric circuits; Thevenin and Norton equivalent and their use in electric circuits; The storage elements capacitor and inductor and understand their performance in first and second order circuits.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the basic structure and mode of operation of pn junction diode.
2. Conduct an AC and DC analysis of a circuit with pn junction diode.
3. Explain the basic structure and mode of operations of BJT, MOSFET transistors and operational amplifiers.
4. Conduct an AC and DC analysis of single-stage amplifying circuits using BJT, MOSFET transistors and operational amplifiers.
5. Design simple electronic circuits for a given specification and application.
6. Use Electronics Workbench as a tool to simulate and understand electronic circuits

Subject Content

1. Semiconductors Diodes.

2. Diode applications.
3. Bipolar Junction Transistor (BJTs).
4. DC Biasing (BJTs).
5. Field Effect Transistors (FETs).
6. DC biasing of FET.
7. AC Analysis of FET Operational Amplifiers .

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	3 hours and 5 pages (per Practical)	20	Y	Both (Individual & Group)
Quiz	10-15 minutes (per Quiz) - Max 6 Quizzes	10	N	Individual
Intra-session Exam	1.5 hours	20	N	Individual
Final Exam	2 hours	50	Y	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Ali Hellany ([https://directory.westernsydney.edu.au/search/name/Ali Hellany/](https://directory.westernsydney.edu.au/search/name/Ali%20Hellany/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC2004_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Ali Hellany ([https://directory.westernsydney.edu.au/search/name/Ali Hellany/](https://directory.westernsydney.edu.au/search/name/Ali%20Hellany/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC2004_22-AUT_PS_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC2004_22-SC2_SC_D#subjects)

ELEC 2005 Electronics (WSTC AssocD)

Credit Points 10

Legacy Code 700242

Coordinator Abbas Ranjbar ([https://directory.westernsydney.edu.au/search/name/Abbas Ranjbar/](https://directory.westernsydney.edu.au/search/name/Abbas%20Ranjbar/))

Description This unit further develops skills in the analysis, design, practical implementation and testing of the main analogue electronic circuits. Topics covered are: semiconductor diodes and their applications, Bipolar Junction Transistors (BJT), Field Effect Transistors (FET), analysis of BJT and FET, design of discrete operational amplifiers and operational amplifier characteristics and circuit configurations. Offerings of alternate units are dependent on there being sufficient student enrolment numbers. If enrolments are low, the College may cancel delivery of the alternate unit.

School Eng, Design & Built Env

Discipline Electrical And Electronic Engineering And Technology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) ELEC 1004

Equivalent Subjects ELEC 2004 - Electronics

Restrictions Students must be enrolled in 7022 Associate Degree in Engineering

Assumed Knowledge

Vibrations and wave phenomena; photoelectric effect, atomic structure and periodic table, electricity and magnetism.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the basic structure and mode of operation of pn junction diode.
2. Conduct an AC and DC analysis of a circuit with pn junction diode.
3. Explain the basic structure and mode of operations of BJT, MOSFET transistors and operational amplifiers.
4. Conduct an AC and DC analysis of single-stage amplifying circuits using BJT, MOSFET transistors and operational amplifiers.
5. Design simple electronic circuits for a given specification and application.
6. Use Electronics Workbench as a tool to simulate and understand electronic circuits.

Subject Content

1. Semiconductors Diodes
2. Diode applications
3. Bipolar Junction Transistor (BJTs)
4. DC Biasing (BJTs)
5. Field Effect Transistors (FETs)
6. DC biasing of FET
7. AC Analysis of FET Operational Amplifiers

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Laboratory / Workshop Experiments and Report x 4	3 hours each	15	N	Both (Individual & Group)

Online Quizzes x 5	30 minutes each	10	N	Individual
Intra-session exam	1 hour +30 min for online submission	25	N	Individual
End of session exam (in parts): Part 1: written – problem solving/short answer Part 2: Viva Voce	Part 1: 2 hours + 30 min for online submission Part 2: 20 minutes per student	50	Y	Individual

Teaching Periods

Quarter 4

Nirimba Education Precinct

Composite

Subject Contact Abbas Ranjbar ([https://directory.westernsydney.edu.au/search/name/Abbas Ranjbar/](https://directory.westernsydney.edu.au/search/name/Abbas%20Ranjbar/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC2005_22-Q4_BL_C#subjects)

ELEC 2006 Engineering Electromagnetics

Credit Points 10

Legacy Code 300481

Coordinator Khoa Le ([https://directory.westernsydney.edu.au/search/name/Khoa Le/](https://directory.westernsydney.edu.au/search/name/Khoa%20Le/))

Description This unit introduces Maxwell's equations in integral and differential form and their application to basic theory and application of electromagnetic structures, wave propagation, guides waves, antennas and Electromagnetic compatibility.

School Eng, Design & Built Env

Discipline Communications Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) MATH 1019 AND ENGR 1011 OR ENGR 1028

Equivalent Subjects ELEC 2003 - Electromagnetics LGYA 5725 - Electromagnetic Compatibility

Assumed Knowledge

The students should have a good understanding of 300021 - Electrical Fundamentals or equivalent.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the work of a transmission line
2. Analyse the wave propagation along transmission lines and waveguides

3. Explain the concept of Maxwell's equations in static and dynamic cases
4. Analyse and solve problems of Maxwell's Equations
5. Analyse and solve problems of boundary conditions
6. Explain the basic concept of Hertzian dipole
7. Analyse basic antennas and calculate radiation resistance, gain, ground and mutual impedance

Subject Content

Waves and Phasors
Transmission lines
Vector Analysis
Electrostatics
Magnetostatics
Maxwell's equations
Plane wave propagation
Wave reflection and transmission
Radiation and antenna
Introduction to electromagnetic compatibility
EMC requirement for electric and electronic systems

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Intra-session Exam	1.5 hours	25	N	Individual
Practical	5 x 3 hours	25	N	Both (Individual & Group)
Final Exam	2 hours	50	N	Individual

Teaching Periods

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC2006_22-SC1_SC_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Khoa Le ([https://directory.westernsydney.edu.au/search/name/Khoa Le/](https://directory.westernsydney.edu.au/search/name/Khoa%20Le/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC2006_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Khoa Le ([https://directory.westernsydney.edu.au/search/name/Khoa Le/](https://directory.westernsydney.edu.au/search/name/Khoa%20Le/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC2006_22-SPR_PS_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC2006_22-SC3_SC_D#subjects)

ELEC 2007 Engineering Visualization

Credit Points 10

Legacy Code 300029

Coordinator Jeffrey Zou ([https://directory.westernsydney.edu.au/search/name/Jeffrey Zou/](https://directory.westernsydney.edu.au/search/name/Jeffrey%20Zou/))

Description This unit aims to provide a comprehensive introduction to fundamental concepts and algorithms in engineering visualization. Topics covered include visualization hardware, scan conversion of geometric primitives, 2D and 3D transformations, 3D viewing and projection, hidden surface removal, solid modelling, illumination models and image manipulation.

School Eng, Design & Built Env

Discipline Electrical And Electronic Engineering And Technology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) Students must have passed ELEC 1006 Engineering Computing and either ELEC 2009 Microprocessor Systems or ELEC 2008 Microcontrollers and PLCs

Equivalent Subjects LGYB 0688 - Computer Graphics

Restrictions Students must have successfully completed 160 credit points.

Assumed Knowledge

C++ Programming and 3-D Geometry.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse and select visualization hardware;
2. Draw 2D and 3D objects on a raster display device;
3. Perform affine transformations to 2D and 3D objects;
4. Model a 3D object, project it onto a view plane, and determine its visible surface;
5. Determine the shade of a visible surface
6. Manipulate image for visualization.

Subject Content

1. Visualisation hardware
2. Visualisation software
3. Scan converting primitives and clipping
4. Transformations
5. Curves and surfaces
6. 3D Viewing and visible surface determination
7. Image manipulation and storage
8. Solid modelling

9. Illumination and shading

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Practical	3,000 words	30	N	Individual
Intra-session Exam	1.5 hours	20	N	Individual
Final Exam	2 hours	50	N	Individual

Prescribed Texts

- Hearn, D & Baker, MP 2011, Computer graphics with OpenGL, Addison Wesley, Boston

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Jeffrey Zou ([https://directory.westernsydney.edu.au/search/name/Jeffrey Zou/](https://directory.westernsydney.edu.au/search/name/Jeffrey%20Zou/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC2007_22-AUT_KW_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC2007_22-SC2_SC_D#subjects)

ELEC 2008 Microcontrollers and PLCs

Credit Points 10

Legacy Code 300044

Coordinator Qi Cheng ([https://directory.westernsydney.edu.au/search/name/Qi Cheng/](https://directory.westernsydney.edu.au/search/name/Qi%20Cheng/))

Description Through completion of an applied project students will develop an understanding of the hardware, architecture and the assembly language of microcontrollers in addition to the control of a mechanical system with a programmable logic controller (PLC). The unit looks at the applications of timers, interrupts and serial ports. Furthermore, the general approach in designing a microcontroller in mechanical systems will be studied. Students will use an Omron PLC to control a factory represented by four pneumatic cylinders. After covering the Ladder Logic programming language, they will move on to cover sequential programming and numerical manipulation using PLCs.

School Eng, Design & Built Env

Discipline Computer Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) ELEC 2004 OR
ELEC 1003 OR
ELEC 1009

Assumed Knowledge

Fundamentals of electronics are required.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Design small-scale microprocessor controlled mechanical systems.
2. Write software instructions to implement various microcontroller operations.
3. Program a PLC to control a mechanical system.
4. Use Ladder Logic to execute complex logic operations.
5. Use sequential programming and feedback from a mechanical system to control a complex sequence of tasks.
6. Use a PLC to perform numerical manipulation

Subject Content

1. Basics of number systems and Boolean algebra, hardware architecture of microcontrollers.
2. Assembly languages.
3. Timers, interrupts and their applications in microcontrollers.
4. Procedures of designing microcontroller based systems.
5. Operation of a pneumatic-mechanical system .
6. Ladder logic.
7. Sequential programming.
8. Numerical manipulation with PLCs.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied Project	50-100 Rungs of Programs	40	N	Individual
Tutorial class work	Continuous assessment of weekly programming exercises	30	N	Both (Individual & Group)
Exam	2 Hours Open Book	30	N	Individual

Prescribed Texts

Bates, M 2011, *PIC microcontrollers an introduction to microelectronics*, 3rd edn, Newnes, Oxford.

Teaching Periods

Spring Penrith (Kingswood)

Day

Subject Contact Qi Cheng ([https://directory.westernsydney.edu.au/search/name/Qi Cheng/](https://directory.westernsydney.edu.au/search/name/Qi%20Cheng/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC2008_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Qi Cheng ([https://directory.westernsydney.edu.au/search/name/Qi Cheng/](https://directory.westernsydney.edu.au/search/name/Qi%20Cheng/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC2008_22-SPR_PS_D#subjects)

ELEC 2009 Microprocessor Systems

Credit Points 10

Legacy Code 300076

Coordinator Qi Cheng ([https://directory.westernsydney.edu.au/search/name/Qi Cheng/](https://directory.westernsydney.edu.au/search/name/Qi%20Cheng/))

Description This unit introduces students to the internal structure of microprocessors used in computing systems and their fundamental operations. Topics include assembly language programming, interrupt processing, CPU functions, memory organization, and peripheral programming. The microprocessor and embedded processors are discussed. Students write assembly language programs, debug and create executable files to control microprocessor systems.

School Eng, Design & Built Env

Discipline Computer Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) ELEC 1001

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Write assembly language programs
2. Debug assembly programs and create executable files
3. Describe interrupt (exception) processing
4. Explain CPU hardware functions and address decoding (memory/ IO)
5. Program peripherals

Subject Content

Instruction format, instruction types and assembler directives
Memory segmentation

20-bit address formation and determination

Addressing modes

Types of instructions

Stack operation and access

Assembly programming

Interrupt processing

BIOS and DOS function calls

CPU structure and pin functions

Instruction execution cycles and system timing diagram

Memory and memory address decoding

Memory-mapped and interrupt-driven I/Os
Peripheral Programming

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Numerical Problem Solving	around 10 pages (each)	25	N	Individual
Multiple Choice	30 minutes (per quiz)	10	N	Individual
Practical	3 hours (per practical)	10	N	Individual
Numerical Problem Solving	2 hours	55	N	Individual

Prescribed Texts

- Triebel, W. A., & Singh, A. J. (2014). The 8088 and 8086 microprocessors : programming, interfacing, software, hardware, and applications : including the 80286, 80386, 80486, and Pentium processor families (4th International ed.). Upper Saddle River, N.J.: Pearson.

Teaching Periods

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC2009_22-SC1_SC_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Qi Cheng ([https://directory.westernsydney.edu.au/search/name/Qi Cheng/](https://directory.westernsydney.edu.au/search/name/Qi%20Cheng/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC2009_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Qi Cheng ([https://directory.westernsydney.edu.au/search/name/Qi Cheng/](https://directory.westernsydney.edu.au/search/name/Qi%20Cheng/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC2009_22-SPR_PS_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC2009_22-SC3_SC_D#subjects)

ELEC 2010 Power and Machines

Credit Points 10

Legacy Code 300052

Coordinator Mahmood Nagrial ([https://directory.westernsydney.edu.au/search/name/Mahmood Nagrial/](https://directory.westernsydney.edu.au/search/name/Mahmood%20Nagrial/))

Description This unit develops an understanding an understanding of the basic concepts of power and machines, including modern power systems and transformers, in addition to the fundamentals of electromechanical energy conversion. Students will also study magnetic circuits, modern permanent magnet materials and their characteristics, and balanced and unbalanced three-phase power systems.

School Eng, Design & Built Env

Discipline Electrical And Electronic Engineering And Technology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) ELEC 2001 OR ELEC 2013

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain general arrangements of power systems.
2. Identify the various types of power stations, distribution systems, cost of operation and protection.
3. Analyse magnetic circuits with and without permanent magnet materials
4. Analyse magnetically coupled circuits.
5. Explain the construction of 3-phase and single phase transformers, their analyses and performance.
6. Evaluate basic concepts of energy conversion.
7. Understand general arrangements of power systems.
8. Gain knowledge of various types of power stations, distribution systems, cost of operation and protection.
9. Understand and analyse magnetic circuits with and without permanent magnet materials.
10. Understand magnetically coupled circuits.
11. Understand the construction of 3-phase and single phase transformers, their analyses and performance.
12. Understand basic concepts of energy conversion.

Subject Content

1. Historical Development, Arguments of AC versus DC.
2. Balanced and unbalanced three phase power systems, Single phase and three-phase circuits.
3. General arrangement of a power system, interconnected systems, standard voltage levels.
4. Distribution systems and substations, load characteristics and tariff structure and objectives of system protection and earthing systems.
5. Magnetic circuits with permanent magnets, fundamentals and properties of permanent magnet materials
6. Transformers (Construction, Equivalent circuits, Performance, Losses and efficiency, Voltage regulation and tests of transformers),

Determination of equivalent circuit parameters and Three-phase transformers
 7. Electromagnetic energy conversion principles; DC and AC machine fundamentals, Practical considerations and design limitations.
 Historical Development
 Arguments of AC versus DC for widespread usage-examples.
 Balanced and unbalanced three phase power systems.
 Single phase and three-phase circuits.
 General arrangement of a power system.
 Interconnected systems, standard voltage levels.
 Distribution systems and substations.
 Load characteristics and tariff structure.
 Objectives of system protection and earthing systems.
 Fundamentals and properties of permanent magnet materials.
 Magnetic circuits with permanent magnets.
 Mutual and leakage inductances.
 Construction of transformers.
 Equivalent circuits of transformers.
 Performance of transformers.
 Losses and efficiency of transformers.
 Maximum efficiency of transformers.
 Voltage regulation and tests of transformers.
 Determination of equivalent circuit parameters.
 Three-phase transformers, typical connections and phasor group.
 Electromagnetic energy conversion principles.
 DC machine fundamentals.
 AC machine fundamentals.
 Practical considerations and design limitations.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Numerical Problem Solving	1.5 hours	20	N	Individual
Practical	3 hours (per practical)	20	N	Both (Individual & Group)
Final Exam	2 hours	60	N	Individual

Teaching Periods

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC2010_22-SC1_SC_D#subjects)

ELEC 2011 Signals and Systems

Credit Points 10

Legacy Code 300057

Coordinator Upul Gunawardana ([https://directory.westernsydney.edu.au/search/name/Upul Gunawardana/](https://directory.westernsydney.edu.au/search/name/Upul%20Gunawardana/))

Description This unit aims to develop students' understanding of continuous-time and discrete-time concepts and methods. It covers various signals and their analysis, as encountered in the fields of electrical, computer and telecommunication engineering.

School Eng, Design & Built Env

Discipline Communications Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) MATH 1019 AND ELEC 1003

Equivalent Subjects ELEC 2012 - Signals and Systems (WSTC AssocD)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain common signal types and properties in electrical engineering
2. Explain continuous-time, discrete-time, linear and non-linear systems
3. Describe concepts of power, energy, power spectral density, energy spectral density of signals.
4. Determine impulse response, frequency response and stability of a system
5. Apply the principle of convolution to solve problems in linear systems
6. Perform Fourier analysis and Laplace analysis
7. Apply Z-transforms to discrete-time systems
8. Utilise MATLAB for solving signals and systems related problems

Subject Content

Classification of signals
 Time Domain Representations of Linear-Time Invariant Systems
 The Fourier series
 The Fourier Transform and Its Applications
 The Laplace Transform
 Discrete-Time Signals and Systems and Z-Transforms

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	40 mins x 3	30	N	Individual
Practical	3 hours x 6	20	N	Individual
Final Exam	2 hours closed book	50	N	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Upul Gunawardana ([https://directory.westernsydney.edu.au/search/name/Upul Gunawardana/](https://directory.westernsydney.edu.au/search/name/Upul%20Gunawardana/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC2011_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Upul Gunawardana ([https://directory.westernsydney.edu.au/search/name/Upul Gunawardana/](https://directory.westernsydney.edu.au/search/name/Upul%20Gunawardana/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC2011_22-AUT_PS_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC2011_22-SC2_SC_D#subjects)

ELEC 2012 Signals and Systems (WSTC AssocD)

Credit Points 10

Legacy Code 700241

Coordinator Abbas Ranjbar ([https://directory.westernsydney.edu.au/search/name/Abbas Ranjbar/](https://directory.westernsydney.edu.au/search/name/Abbas%20Ranjbar/))

Description This unit aims to develop students understanding of continuous-time and discrete-time concepts and methods. It covers various signals and their analysis, as encountered in the fields of electrical, computer and telecommunication engineering. Offerings of alternate units are dependent on there being sufficient student enrolment numbers. If enrolments are low, the College may cancel delivery of the alternate unit.

School Eng, Design & Built Env

Discipline Communications Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) MATH 1020 AND ELEC 1004

Equivalent Subjects ELEC 2011 - Signals and Systems

Restrictions Students must be enrolled at Western Sydney University, The College in 7022 Associate Degree in Engineering

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain common signal types and properties in electrical engineering
2. Explain continuous-time, discrete-time, linear and non-linear systems
3. Describe concepts of power, energy, power spectral density, energy spectral density of signals
4. Determine impulse response, frequency response and stability of a system
5. Apply the principle of convolution to solve problems in linear systems

6. Perform Fourier analysis and Laplace analysis
7. Apply Z-transforms to discrete-time systems
8. Utilise MATLAB for solving signals and systems related problems

Subject Content

1. Classification of signals.
2. Time domain representations of linear-time invariant systems.
3. The Fourier series.
4. The Fourier transform and its applications.
5. The Laplace transform.
6. Discrete-time signals and systems and z-transforms.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Online Quizzes x 5	30 minutes x 5	15	N	Individual
Lab reports x 5	2 hours each	20	N	Both (Individual & Group)
Intra-session exam	1 hour	15	N	Individual
Final Exam	2 hours	50	N	Individual

Teaching Periods

Quarter 2

Nirimba Education Precinct

Composite

Subject Contact Abbas Ranjbar ([https://directory.westernsydney.edu.au/search/name/Abbas Ranjbar/](https://directory.westernsydney.edu.au/search/name/Abbas%20Ranjbar/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC2012_22-Q2_BL_C#subjects)

ELEC 2013 Circuits and Signals

Credit Points 10

Legacy Code 301352

Coordinator Richard Yang ([https://directory.westernsydney.edu.au/search/name/Richard Yang/](https://directory.westernsydney.edu.au/search/name/Richard%20Yang/))

Description This unit will be offered at Engineering Innovation Hub - Hassall St, Parramatta campus. This unit covers the fundamentals of circuit, system and signal analysis on which most other courses in the electrical engineering curriculum are built. The unit provides a foundation in frequency domain analysis and in transform methods, as well as significantly extending alternate current analysis, transient analysis and other fundamental circuit analysis tools. Although there is a practical program in the laboratory, the theory aspects of this course are the primary focus.

School Eng, Design & Built Env

Discipline Electrical Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) ELEC 1009

Teaching Periods

ELEC 2014 Mathematics for Electrical Engineers 1

Credit Points 10

Legacy Code 301338

Coordinator Stephen Weissenhofer ([https://directory.westernsydney.edu.au/search/name/Stephen Weissenhofer/](https://directory.westernsydney.edu.au/search/name/Stephen%20Weissenhofer/))

Description This unit will be offered at Engineering Innovation Hub - Hassall St, Parramatta campus. The unit combines two maths components, Vector Calculus and Complex Analysis, both of which incorporate calculus and linear algebra and have many applications to physics, engineering and mathematics, particularly electrical engineering. Vector Calculus involves calculus in two and three dimensions, theory of curves, vector functions and partial derivatives, two- and three-dimensional integration, line integrals and curl and divergence. Complex Analysis extends calculus from real numbers to complex numbers, and develops the theory of analytic functions, complex integration and Cauchy's theorem, series expansions, the residue theorem and applications to real improper integrals and trigonometric integrals.

School Eng, Design & Built Env

Discipline Electrical Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) MATH 1035

Teaching Periods

ELEC 2015 Mathematics for Electrical Engineers 2

Credit Points 10

Legacy Code 301339

Coordinator Stephen Weissenhofer ([https://directory.westernsydney.edu.au/search/name/Stephen Weissenhofer/](https://directory.westernsydney.edu.au/search/name/Stephen%20Weissenhofer/))

Description This unit will be offered at Engineering Innovation Hub - Hassall St, Parramatta campus. This unit builds on two maths components begun in first year engineering, that is linear algebra and statistics. For linear algebra, the aim is to learn and apply the theoretical elements about linear combinations of vectors and matrices amongst other topics to problem sets. For statistics, the aim is to learn the various ways in which random variation arises in engineering contexts and apply methods and models for understanding data and making decisions. In both components, students will expand their skills in analytic thinking.

School Eng, Design & Built Env

Discipline Electrical Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) MATH 1035

Teaching Periods

ELEC 2016 Mathematics for Software Engineers

Credit Points 10

Legacy Code 301344

Coordinator Stephen Weissenhofer ([https://directory.westernsydney.edu.au/search/name/Stephen Weissenhofer/](https://directory.westernsydney.edu.au/search/name/Stephen%20Weissenhofer/))

Description This unit will be offered at Engineering Innovation Hub - Hassall St, Parramatta campus. This unit builds on two maths components begun in first year engineering, which are Finite Maths and Statistics. For Finite Maths, the aim is for students to learn about the ideas in Number Theory, the theory of finite fields, cryptography and Algebraic Coding Theory as techniques for organising information and analysing it. For Statistics, the aim is to learn the various ways in which random variation arises in engineering contexts and apply methods and models for understanding data and making decisions. In both components, students will expand their skills in analytic thinking and making sense of data.

School Eng, Design & Built Env

Discipline Computer Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Teaching Periods

ELEC 2017 Requirements and Design Workshop

Credit Points 10

Legacy Code 301346

Coordinator Richard Yang ([https://directory.westernsydney.edu.au/search/name/Richard Yang/](https://directory.westernsydney.edu.au/search/name/Richard%20Yang/))

Description This unit will be offered at Engineering Innovation Hub - Hassall St, Parramatta campus. This unit has a series of software engineering workshops designed to teach students to work in teams and apply their knowledge to solve real-life problems. These workshops offer students opportunities to concentrate on software requirements analysis and design issues including artefacts produced as well techniques and tools to support this process (brainstorming, problem statements, requirements elicitation, producing design documents and prototyping). In addition, it provides students with some teamwork skills, requirements engineering and design techniques that an engineer would use in the early stages of the development process. The students are also getting experience on different aspects of designing a Web application with a major focus on the front-end.

School Eng, Design & Built Env

Discipline Computer Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Teaching Periods

ELEC 2018 Systems Modelling and Design

Credit Points 10

Legacy Code 301345

Coordinator Richard Yang ([https://directory.westernsydney.edu.au/search/name/Richard Yang/](https://directory.westernsydney.edu.au/search/name/Richard%20Yang/))

Description This unit will be offered at Engineering Innovation Hub - Hassall St, Parramatta campus. This unit reinforces the understanding of discrete mathematics and the role it plays in computing science and engineering. Students learn how to systematically derive implementations from formal specifications using simple mathematics. Students also learn to develop an understanding of the rules for deriving implementations from specifications. Why do they work? What do we have to prove and how? This is crucial for later industrial software engineering practice.

School Eng, Design & Built Env

Discipline Computer Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) MATH 1006 AND ENGR 1045

Teaching Periods

ELEC 2019 Workshop on Reasoning about Programs

Credit Points 10

Legacy Code 301347

Coordinator Richard Yang ([https://directory.westernsydney.edu.au/search/name/Richard Yang/](https://directory.westernsydney.edu.au/search/name/Richard%20Yang/))

Description This unit will be offered at Engineering Innovation Hub - Hassall St, Parramatta campus. The goal of this unit is to develop skills in writing precise specifications of software programs and to translate these specifications into correct implementations. Further methods for reasoning about programs are introduced, including methods for reasoning about termination, program refinement and data refinement. Students learn to apply these ideas to structure their thinking about programs as well as to build a web application within a project context.

School Eng, Design & Built Env

Discipline Computer Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) ELEC 2018

Assumed Knowledge

Discrete mathematics, particularly predicate calculus
Programming in procedural language (C, Python or Java)

Competence with Unix commands, and interacting with the operating system.

Teaching Periods

ELEC 3001 Communication Systems

Credit Points 10

Legacy Code 300007

Coordinator Khoa Le ([https://directory.westernsydney.edu.au/search/name/Khoa Le/](https://directory.westernsydney.edu.au/search/name/Khoa%20Le/))

Description This unit will provide a basic introduction to communication systems and techniques. Specific topics covered include energy and power spectral density, amplitude modulation, frequency modulation, pulse modulation, an overview of digital modulation techniques, noise in communication systems and an overview of current telecommunication systems; spread spectrum systems, optical communication systems, radio broadcasting and mobile communication systems.

School Eng, Design & Built Env

Discipline Communications Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) ELEC 2011

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse analogue modulation techniques such as amplitude and frequency modulation
2. Analyse pulse modulation techniques, quantisation methods, delta modulation, and pulse code modulation
3. Evaluate analogue communication systems performance in the presence of noise
4. Describe basic digital modulation techniques
5. Apply modulation and Fourier transform techniques to explain spread spectrum systems and other mobile communication systems

Subject Content

Review of Fourier Series and Fourier Transforms
Continuous-wave modulation (AM, DSBSC, SSB, FM)
Pulse Modulation (PAM, PPM, PWM)
Delta Modulation
Digital Data Transmission
Introduction to Digital Modulation techniques
Introduction to spread spectrum communication systems
Mobile Communication System basics

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	6 x lab reports including lab preparation and lab documentation	30	Y	Individual
Intra-session Exam	2 hrs, closed book	30	N	Individual
Final Exam	2 hrs, closed book	40	Y	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Khoa Le ([https://directory.westernsydney.edu.au/search/name/Khoa Le/](https://directory.westernsydney.edu.au/search/name/Khoa%20Le/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC3001_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Khoa Le ([https://directory.westernsydney.edu.au/search/name/Khoa Le/](https://directory.westernsydney.edu.au/search/name/Khoa%20Le/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC3001_22-AUT_PS_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC3001_22-SC2_SC_D#subjects)

ELEC 3002 Data Communications

Credit Points 10

Legacy Code 300997

Coordinator Ranjith Liyanapathirana ([https://directory.westernsydney.edu.au/search/name/Ranjith Liyanapathirana/](https://directory.westernsydney.edu.au/search/name/Ranjith%20Liyanapathirana/))

Description This unit is concerned with the principles and topics of fundamental importance to digital data communication, computer communication networks and telecommunications. The lower layers of the protocol structure (physical layer, data link layer and some aspects of the network layer) and the physical medium (hardware and transmission lines) are emphasized. An engineering approach will be taken to provide an insight to transmission and transmission media, communication techniques and transmission efficiency.

School Eng, Design & Built Env

Discipline Electrical And Electronic Engineering And Technology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) ELEC 2011

Incompatible Subjects ELEC 4001 - Data Networks

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Outline common data transmission concepts and techniques.
2. Identify the concepts and physical mechanisms underlying data communication in telecommunication networks.
3. Analyse the telephone network to identify the concepts and physical mechanisms underlying data communication.
4. Evaluate the differences between circuit switching and packet switching, and explain how a data communication system can detect and correct channel errors in transmission.

Subject Content

1. Data transmission
2. Guided (including optical fibre) and unguided (wireless) transmission
3. Signal encoding
4. Interfacing
5. Data link control
6. Multiplexing (Synchronous, Asynchronous, Statistical)
7. Spread Spectrum Modulation (Frequency Hopping, Direct Sequence)
8. Error control and flow control techniques
9. Circuit switching and packet switching

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Laboratory assessments performed in a group of no more than 3 students. Written report max 10 pages (individual)	5 x 3 hours	20	Y	Both (Individual & Group)
Written Report is Individual.				
Written mid-semester examination. Closed book (Calculator required).	1.5 hours	20	N	Individual
Written final examination. Closed book (Calculator required).	2 hours	60	Y	Individual

Prescribed Texts

- Stallings, W 2013 Data and Computer Communications, 10th edn, Boston: Pearson 2013

Teaching Periods

Spring Penrith (Kingswood)

Day

Subject Contact Ranjith Liyanapathirana (<https://directory.westernsydney.edu.au/search/name/RanjithLiyanapathirana/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC3002_22-SPR_KW_D#subjects)

ELEC 3003 Digital Signal Processing

Credit Points 10

Legacy Code 300069

Coordinator Jeffrey Zou (<https://directory.westernsydney.edu.au/search/name/JeffreyZou/>)

Description Students will develop an understanding of the fundamental concepts and principles in digital signal processing by applying the theory learned in their classes to practical exercises. The subject matter includes discrete-time signals and systems, the z-transform, sampling of continuous-time signals, transform analysis of linear time-invariant systems, filter design techniques, structures for discrete-time systems, the discrete Fourier transform and computation of the discrete Fourier transform.

School Eng, Design & Built Env

Discipline Communications Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) ELEC 2011 OR
ELEC 2013

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse discrete-time signals and systems;
2. Apply the z-transform to signal processing;
3. Explain the sampling of continuous-time signals;
4. Apply filter design techniques to the design of discrete-time filters;
5. Analyse structures for discrete-time systems;
6. Apply the discrete Fourier transform to signal processing.

Subject Content

Discrete-time signals and systems

The z-transform

Sampling of continuous-time signals

Transform analysis of linear time-invariant systems

Filter design techniques

Structures for discrete-time systems

The discrete Fourier transform

Computation of the discrete Fourier transform

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	1600 words (per report)	20	N	Individual
Intra-session Exam	1.5 hours	30	N	Individual
Final Exam	2 hours	50	N	Individual

Prescribed Texts

- Oppenheim, AV & Schafer, RW 2010, Discrete-time signal processing, 3rd edn, Pearson, Upper Saddle River, NJ.

Teaching Periods

Sydney City Campus - Term 1 Sydney City

Day

Subject Contact Peter Lendrum (<https://directory.westernsydney.edu.au/search/name/PeterLendrum/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC3003_22-SC1_SC_D#subjects)

Spring Penrith (Kingswood)

Day

Subject Contact Jeffrey Zou (<https://directory.westernsydney.edu.au/search/name/JeffreyZou/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC3003_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Jeffrey Zou (<https://directory.westernsydney.edu.au/search/name/JeffreyZou/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC3003_22-SPR_PS_D#subjects)

Sydney City Campus - Term 3 Sydney City

Day

Subject Contact Jeffrey Zou (<https://directory.westernsydney.edu.au/search/name/JeffreyZou/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC3003_22-SC3_SC_D#subjects)

ELEC 3004 Digital Systems 2

Credit Points 10

Legacy Code 300019

Coordinator Qi Cheng (<https://directory.westernsydney.edu.au/search/name/QiCheng/>)

Description This unit covers modern logic design techniques and the process of creating logic circuits and systems from design specifications to implementation. Topics include logic design techniques for combinational and sequential logic circuits; hardware description language (HDL); logic circuit implementation using an

HDL; state-of-the-art logic circuit design tools; and programmable logic devices.

School Eng, Design & Built Env

Discipline Communications Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) ELEC 1001

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe functions of encoders/decoders, adders/subtractors, multiplexers/demultiplexers and their design procedures; and design them using VHDL (combinational logic)
2. Describe functions of flip-flops, registers, counters, finite-state machines and their design procedures; and design them using VHDL (sequential logic)
3. Build ALUs using VHDL
4. Describe VHDL memory functions and use them to design RAM units
5. Describe VHDL bus and I/O functions and use them to design bidirectional bus and tri-state buses
6. Implement logic circuits on FPGA boards

Subject Content

Logic function optimization

State diagram, state table

Logic circuit design

Hardware description languages (VHDL)

Statements, structures, data, variable, signal, type

Logic circuit modelling using VHDL

RAM implementation

Bus implementation

ALU implementation

Field programmable gate array devices

Implementation of logic circuits on FPGA

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Numerical Problem Solving	Approximately 15 questions each, individual theoretical and programming tasks		N	Individual
Practical	3 hours per session/ Approximately 5-10 pages	20	N	Individual
Final Exam	2 hours	65	N	Individual

Teaching Periods

Sydney City Campus - Term 1 Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC3004_22-SC1_SC_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Qi Cheng ([https://directory.westernsydney.edu.au/search/name/Qi Cheng/](https://directory.westernsydney.edu.au/search/name/Qi%20Cheng/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC3004_22-SPR_KW_D#subjects)

Sydney City Campus - Term 3 Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC3004_22-SC3_SC_D#subjects)

ELEC 3005 Electrical Drives

Credit Points 10

Legacy Code 300070

Coordinator Jamal Rizk ([https://directory.westernsydney.edu.au/search/name/Jamal Rizk/](https://directory.westernsydney.edu.au/search/name/Jamal%20Rizk/))

Description Through practical laboratory exercises students will analyse and evaluate electrical machines and drives. They will examine various types of electrical motors and drive systems, their applications and control. They will also study various types of speed control, starting and braking systems and dynamics.

School Eng, Design & Built Env

Discipline Electrical And Electronic Engineering And Technology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) ELEC 3006

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse various types of electrical drive systems.
2. Evaluate recent developments in the control of electric drive systems.
3. Apply various drive systems to different applications.

Subject Content

Introduction to machine drives. Principal characteristics and requirements. Basic Components of an Electric Drive System.

D.C. motors. Circuit representation. Speed-torque characteristics.

Speed Control of D.C motors

Induction motors. Circuit representation. Speed-torque characteristics.

Speed control of Induction Motors: voltage control, slip-energy recovery, speed control by inverters, frequency and Voltage/Frequency Control. Power electronic devices and basic power converters. Three-phase naturally commutated bridge circuit Braking of Electrical Motors: Regenerative, Dynamics and counter-current braking. Dynamics of DC and Induction Motors

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Intra-session Exam	1.5 hours	25	N	Individual
Practical	3 hours (per practical)	20	Y	Individual
Final Exam	2 hours	55	N	Individual

Teaching Periods

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC3005_22-SC1_SC_D#subjects)

ELEC 3006 Electrical Machines 1

Credit Points 10

Legacy Code 300071

Coordinator Mahmood Nagrial ([https://directory.westernsydney.edu.au/search/name/Mahmood Nagrial/](https://directory.westernsydney.edu.au/search/name/Mahmood%20Nagrial/))

Description This unit introduces the fundamental principles of electrical machines, the principles of electromechanical energy conversion and the operation and analysis of Direct Current (DC) generators and motors, induction motors and synchronous machines. Students apply principles and theory to practical exercises to develop their understanding. The unit also introduces various special purpose electrical machines, such as permanent magnet machines, step motors and reluctance machines for an understanding on different types of machines.

School Eng, Design & Built Env

Discipline Electrical And Electronic Engineering And Technology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) ELEC 2010

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the principles in the operation of DC generators and motors, as well as Induction Motors

2. Apply machine theory techniques in the calculation of voltages, currents, power, speed and torque.
3. Outline the difference between AC & DC machines and their use.
4. Predict the expected responses of electrical machines to the input power.
5. Describe a machine circuit, calculation of machine parameters, machine efficiency and the losses in an electrical machine.
6. Identify different methods of speed control of DC motors and ways to control the speed of Induction Motors.

Subject Content

1. DC Machines
2. Permanent Magnet/ Brushless Machines
3. Induction Machines
4. Synchronous Machines.
5. Single-phase Motors
6. Special Machines

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	6x3 hours	20	N	Individual
Intra-session Exam	1.5 hour	20	N	Individual
Final Exam	3 hours	60	N	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Mahmood Nagrial ([https://directory.westernsydney.edu.au/search/name/Mahmood Nagrial/](https://directory.westernsydney.edu.au/search/name/Mahmood%20Nagrial/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC3006_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Mahmood Nagrial ([https://directory.westernsydney.edu.au/search/name/Mahmood Nagrial/](https://directory.westernsydney.edu.au/search/name/Mahmood%20Nagrial/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC3006_22-AUT_PS_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC3006_22-SC2_SC_D#subjects)

ELEC 3008 Instrumentation and Measurement

Credit Points 10

Legacy Code 300075

Coordinator Gaetano Gargiulo ([https://directory.westernsydney.edu.au/search/name/Gaetano Gargiulo/](https://directory.westernsydney.edu.au/search/name/Gaetano%20Gargiulo/))

Description Through practical exercises students will engage with engineering measurement and instrumentation systems. Students determine the most appropriate measurement method and instrument, such as multimeters, digital oscilloscopes and interfacing modules, for particular applications. They will gain experience with the measurement of physical quantities and the instrumentation required to accurately present information to a controller. Additionally, transducers used to measure common physical quantities are presented in detail, while instrumentation includes a detailed analysis of zero-span circuits, Wheatstone bridges, instrumentation amplifiers, isolation amplifiers, voltage-to-current and voltage-to-frequency modules used for faithful signal transmission, digital-to-analogue and analogue-to-digital circuits to deepen student learning.

School Eng, Design & Built Env

Discipline Electronic Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) ELEC 2001 OR ENGR 2001

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Make use of a variety of transducers to measure physical parameters
2. Estimate the errors involved in making measurements
3. Design and test electronic instrumentation using discrete and integrated circuit components
4. Interface a wide variety of transducers
5. Utilize A/D and D/A converters in the context of digital control
6. Avoid configurations of equipment that lead to grounding problems

Subject Content

Estimation of errors in measurements.
 Transducers, primary & secondary sensors.
 General measurement systems.
 Design of Signal Conditioners.
 Effects of loading in electronic circuits.
 Noise in measurements.
 Aspects of grounding practices.
 A-D/D-A Conversion.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Task	4 submissions required	50	N	Individual
Practical Exam	2 hours	50	N	Individual

Prescribed Texts

- Johnson, CD 2014, Process control instrumentation technology, 8th international edn, Pearson Education Limited, Essex, UK

Teaching Periods

Sydney City Campus - Term 1 Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC3008_22-SC1_SC_D#subjects)

ELEC 3009 Power Systems

Credit Points 10

Legacy Code 300771

Coordinator Mahmood Nagrial ([https://directory.westernsydney.edu.au/search/name/Mahmood Nagrial/](https://directory.westernsydney.edu.au/search/name/Mahmood%20Nagrial/))

Description This unit provides students with a global picture of electrical energy systems. Through practical exercises students will examine and analyse the basic processes of generation, transmission and distribution, power system analysis and planning as well as power systems operation under steady-state and transient conditions. Various aspects of power system operation including harmonics, fundamentals of protection, environmental issues and renewable energy systems are also covered in this unit.

School Eng, Design & Built Env

Discipline Electrical And Electronic Engineering And Technology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) ELEC 2010

Assumed Knowledge

Basic knowledge of power frequency devices and systems.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Summarize and critique the operation of the power supply system grid under normal and transient conditions.
2. Complete basic power systems analysis.
3. Identify and utilize the notions and implications of power system fault levels and stability.
4. Explain Harmonics and their causes, power factor including harmonics.

5. Explain some of the environmental issues associated with energy conversion systems.
6. Identify and critique alternative energy sources.

Subject Content

Overview of generation, transmission and distribution in power systems
 Determination of transmission line parameters
 Power systems behaviour in steady state and transient conditions
 Power system stability
 Economic dispatch and unit commitment
 Renewable energy sources and their impact on power systems

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	2 hours (per practical)	25	N	Individual
Intra-session Exam	1 hour	25	N	Individual
Final Exam	2 hours	50	N	Individual

Teaching Periods

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC3009_22-SC1_SC_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Mahmood Nagrial ([https://directory.westernsydney.edu.au/search/name/Mahmood Nagrial/](https://directory.westernsydney.edu.au/search/name/Mahmood%20Nagrial/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC3009_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Mahmood Nagrial ([https://directory.westernsydney.edu.au/search/name/Mahmood Nagrial/](https://directory.westernsydney.edu.au/search/name/Mahmood%20Nagrial/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC3009_22-SPR_PS_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC3009_22-SC3_SC_D#subjects)

ELEC 3010 Renewable Energy Systems Design

Credit Points 10

Legacy Code 301425

Coordinator Ali Hellany ([https://directory.westernsydney.edu.au/search/name/Ali Hellany/](https://directory.westernsydney.edu.au/search/name/Ali%20Hellany/))

Description This unit prepares engineering students to be conversant with renewable energy systems. Students will learn to appraise environmental, social, legal, economic and political issues concerning renewable energy systems. Students will also learn relevant design skills related to renewable energy systems.

School Eng, Design & Built Env

Discipline Electrical And Electronic Engineering And Technology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) ELEC 1003 AND ENGR 1011

Equivalent Subjects ELEC 4006 Sustainable Energy Systems

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the technical aspects of renewable energy systems.
2. Design renewable energy systems for a given set of conditions.
3. Assess the social, legal, policy, political economic and environmental issues associated with renewable energy systems.
4. Demonstrate communication and collaboration skills in working with others in an ethical and respectful manner to produce professional analyses and reports

Subject Content

1. Introduction and principles of renewable energy
2. Heat transfer/solar radiation
3. Solar photovoltaics
4. Wind energy
5. Biofuels
6. Hydro-power
7. Wave energy and tidal power
8. Geothermal energy
9. Nuclear energy
10. Environmental impact of renewable energies
11. Economic issues
12. Political, social, policy and legal issues

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	4 quizzes (open book)	20	N	Individual

Project Report	3,000 words	30	N	Group
Final Report	3,000 words	50	N	Individual

Prescribed Texts

- Peake, S & Open University (eds) 2012, Renewable energy : power for a sustainable future, 4th edn, Oxford University Press, Oxford.

Teaching Periods

ELEC 4002 Power Electronics

Credit Points 10

Legacy Code 300772

Coordinator Jamal Rizk ([https://directory.westernsydney.edu.au/search/name/Jamal Rizk/](https://directory.westernsydney.edu.au/search/name/Jamal%20Rizk/))

Description The unit covers various types of power electronics systems, their applications and use in Electrical Drive Systems. It also covers application considerations and modern developments in electronic systems. This course provides the fundamentals of Power Electronics and Industrial Electronics.

School Eng, Design & Built Env

Discipline Electronic Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) ELEC 2010 AND ELEC 2004

Assumed Knowledge

Basic knowledge of power frequency devices and systems.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Describe various power electronic systems and their requirements.
- Describe power semiconductor devices characteristics.
- Describe and analyze various types of: Diodes (uncontrolled) rectifiers AC-DC rectifiers Non-isolated DC-DC converters DC-AC converters (Inverters).
- Examine the nature and analyze operation of semiconductor power switching devices and configuration for energy conversion purposes.
- Describe new developments in power electronic system and some of the environmental issues associated with energy conversion systems.

Subject Content

Power Semiconductor Switches
Line-Frequency Diode Rectifiers: Line-Frequency ac Uncontrolled dc Line-Frequency Phase-Controlled Rectifiers and Inverters: Line-Frequency ac Controlled dc
dc-dc Switch-Mode Converters
Switch-Mode dc-ac Inverters: dc Sinusoidal ac
Resonant Converters: Zero-Voltage and/or Zero-Current Switchings

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Practical	Laboratories - 3 hours per week for 6 weeks. Mandatory to pass labs	20	N	Individual
Intra-session Exam	1 hour 30 minutes	20	N	Individual
Final Exam	2 hours	60	N	Individual

Prescribed Texts

- Mohan, N., Undeland, T. and Robbins, W. , Power Electronics: Converters, Applications and Design, 3rd ed., John Wiley, 2003.

Teaching Periods

Autumn Penrith (Kingswood)

Day

Subject Contact Jamal Rizk ([https://directory.westernsydney.edu.au/search/name/Jamal Rizk/](https://directory.westernsydney.edu.au/search/name/Jamal%20Rizk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC4002_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Jamal Rizk ([https://directory.westernsydney.edu.au/search/name/Jamal Rizk/](https://directory.westernsydney.edu.au/search/name/Jamal%20Rizk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC4002_22-AUT_PS_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC4002_22-SC2_SC_D#subjects)

ELEC 4003 Power Quality

Credit Points 10

Legacy Code 300995

Coordinator Ali Hellany ([https://directory.westernsydney.edu.au/search/name/Ali Hellany/](https://directory.westernsydney.edu.au/search/name/Ali%20Hellany/))

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

students are introduced to power quality benchmarking, monitoring and assessment.

School Eng, Design & Built Env

Discipline Electrical Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Restrictions Students must be enrolled in programs 3689 Bachelor of Engineering, 3740 Bachelor of Engineering (Honours) or 3690 Bachelor of Engineering Advanced (Honours) and must have successfully completed 150 credit points.

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and classify power quality disturbances, their causes, and their impact on electrical equipment.
2. Apply Australian and international codes and standards to Power quality analysis as well as describe the terminology used in power quality engineering.
3. Identify the types of hardware and software tools available for use in power quality investigations.
4. Plan a power quality investigation, examine recorded data, and diagnose specific power quality problems.
5. Recommend appropriate mitigation techniques for power quality problems in proposed or existing designs.
6. Discuss power quality problems and present their written findings and recommendations to non-electrical audiences.

Subject Content

1. Power-Quality Standards
2. Voltage Distortion
3. Harmonics and Interharmonics
4. Harmonic Current Sources
5. Power Harmonic Filters
6. Methods for Correction of Power-Quality Problems
7. Power Quality Events
8. Power Quality Measurements

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	Assignment should cover a sufficient literature-review study and should be no less than 2000 words	35	N	Individual

Report	A major assignment should normally be around 4000 words. Materials from progress report can be used in the final report.	65	N	Individual
--------	--	----	---	------------

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Ali Hellany ([https://directory.westernsydney.edu.au/search/name/Ali Hellany/](https://directory.westernsydney.edu.au/search/name/Ali%20Hellany/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC4003_22-AUT_KW_D#subjects)

ELEC 4004 Radio and Satellite Communication

Credit Points 10

Legacy Code 300489

Coordinator Ragbir Bhathal ([https://directory.westernsydney.edu.au/search/name/Ragbir Bhathal/](https://directory.westernsydney.edu.au/search/name/Ragbir%20Bhathal/))

Description This unit is offered in alternate years. This unit will develop an understanding of the theory and practice of radio and satellite communication techniques and measurements and provide an introduction to space communication systems. It will complement the general communication engineering units, addressing advanced topics important and specific to radio and satellite communications.

School Eng, Design & Built Env

Discipline Communications Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) ELEC 3001 OR ELEC 4001

Equivalent Subjects LGYA 3699 - Satellite Communication

Assumed Knowledge

Physics and Materials, Mathematics for Engineers 1 and 2, Astrophysics.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the special challenges and techniques of radio and satellite communications
2. Explain the launch, maintenance and operation of communication satellites and associated telescopes
3. Demonstrate practical knowledge of tracking stations, earth station equipment, telescopes and communication gateways

4. Explain the techniques and use of radio and optical telescopes and associated equipment used in ground based and space stations
5. Demonstrate an understanding of the different architectures and applications of low earth orbit, medium earth orbit and geostationary earth orbit satellite systems
6. Plan, conduct, interpret and document experiments performed in the laboratory

Subject Content

Satellite systems, orbits and launch methods
 Radio wave propagation and polarization
 Radio antennas, receivers and aperture synthesis
 Analog and digital signals
 The space link, interference, link budget calculation
 Satellite access and services and mobile satellite systems
 CCD, photometric systems and adaptive optics
 Robotic observatories and space telescopes
 Remote sensing of planetary systems and image processing and analysis

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practicals/ tutorials	Average contact hours per week 4 hr (made up of 2h lectures + 2h prac/ tutorial per week)	30	N	Individual
Presentation and report	Each oral presentation 10 minutes per student. Report 2,000 words	10	N	Individual
Final Exam	3 hours	60	N	Individual

Teaching Periods

ELEC 4005 Smart Grids and Distributed Generation

Credit Points 10

Legacy Code 300996

Coordinator Mahmood Nagrial ([https://directory.westernsydney.edu.au/search/name/Mahmood Nagrial/](https://directory.westernsydney.edu.au/search/name/Mahmood%20Nagrial/))

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

School Eng, Design & Built Env

Discipline Electrical And Electronic Engineering And Technology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) ELEC 3009

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate the technical aspects of the Smart Grid and Distributed Generation
2. Analyse and simulate the effects of renewable sources on operation of smart grids
3. Discuss and evaluate the control and protection requirements of smart grids
4. Critically examine and assess the environmental issues associated with the Smart Grid and Distributed Generation
5. Discuss and evaluate the economic aspects of the Smart Grid and Distributed Generation
6. Discuss the social, legal and political issues related to the Smart Grid and Distributed Generation

Subject Content

1. Modeling of Smart Grids
 - Loads Impedance Model,
 - PV Sources (Thermal and PV panels),
 - Wind Turbines and Generators,
 - Storage Systems,
 - Rectifiers, Converters and Inverters.
2. Control of Smart Grid Systems
 - Smart Meters,
 - Micro grids,
 - Control of Converters and Inverters,
 - Load, Voltage and Power Control,
 - Synchronized and Islanding Operations of Micro Grids,
 - Design High MW PV Systems,
 - Design of High Power Wind Farm,
 - control of Smart Grid system with High Green energy Penetration.
3. Environmental and pollution issues.
4. Economic analysis of the Smart Grid and Distributed Generation.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Intra-session Exam	1.5 hours	25	N	Individual
Final Exam	2 hours	50	N	Individual

Report	Each group is expected to submit 2 assignments/reports for assessment. Group reports in groups of 3-5 students. Length of reports between 8-10 pages each.	25	Y	Individual
--------	--	----	---	------------

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Mahmood Nagrial ([https://directory.westernsydney.edu.au/search/name/Mahmood Nagrial/](https://directory.westernsydney.edu.au/search/name/Mahmood%20Nagrial/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC4005_22-AUT_KW_D#subjects)

ELEC 4006 Sustainable Energy Systems

Credit Points 10

Legacy Code 300998

Coordinator Ragbir Bhathal ([https://directory.westernsydney.edu.au/search/name/Ragbir Bhathal/](https://directory.westernsydney.edu.au/search/name/Ragbir%20Bhathal/))

Description This unit prepares engineering students to work in the area of renewable energy systems and to be knowledgeable and be in a position to appraise environmental, social, legal, economic and political issues concerned with renewable energy systems.

School Eng, Design & Built Env

Discipline Electrical And Electronic Engineering And Technology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Assumed Knowledge

Basic understanding of the principles and engineering applications of physics in energy systems.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the technical aspects of renewable energy systems
2. Critically examine and assess the environmental issues associated with renewable energy systems
3. Discuss and critically evaluate the economics of the renewable energy systems
4. Critically assess the social, legal and political issues as they relate to renewable energy systems

Subject Content

1. Introduction and principles of renewable energy
2. Heat transfer/solar radiation

3. Solar photovoltaics
4. Wind energy
5. Biofuels
6. Hydro-power
7. Wave energy and tidal power
8. Geothermal energy
9. Nuclear energy
10. Environmental impact of renewable energies
11. Economic issues
12. Political, social and legal issues

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Technical Report 1	3,000 words	60	N	Individual
Technical Report 2	1,500 words + Power point presentation 15 minutes	40	N	Individual

Prescribed Texts

- Boyle, G & Open University (eds) 2012, Renewable energy : power for a sustainable future, 3rd edn, Oxford University Press, Oxford.

Teaching Periods

Spring

Penrith (Kingswood)

Day

Subject Contact Ragbir Bhathal ([https://directory.westernsydney.edu.au/search/name/Ragbir Bhathal/](https://directory.westernsydney.edu.au/search/name/Ragbir%20Bhathal/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC4006_22-SPR_KW_D#subjects)

ELEC 4007 Wireless Communications

Credit Points 10

Legacy Code 300065

Coordinator Ranjith Liyanapathirana ([https://directory.westernsydney.edu.au/search/name/Ranjith Liyanapathirana/](https://directory.westernsydney.edu.au/search/name/Ranjith%20Liyanapathirana/))

Description The unit covers the analysis, design and operation of modern wireless communication systems. The primary focus is on the physical layer and hardware, emphasizing the fundamentals of coding and modulation, spread spectrum and multiple access techniques. Current wireless architectures and mobile communication systems are also covered.

School Eng, Design & Built Env

Discipline Communications Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) ELEC 3001 OR
ELEC 3002

Equivalent Subjects LGYA 5692 - Digital Communication Engineering

Assumed Knowledge

Students should have a good understanding of signals and systems, probability and random processes and fundamentals of communication systems.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe and analyse current wireless communication systems including GSM, CDMA, PCS, W-LAN, Wi-Fi, Bluetooth, 3G and 4G mobile systems.
2. Describe and analyse coding and modulation techniques used in wireless communication systems.
3. Analyse bit error rates, receiver structures (correlation and matched filter), spectral occupancy and antenna diversity.
4. Explain the physical properties of the radio channel.
5. Describe basic forms of multiple access techniques applied to wireless communication.
6. Calculate a free-space link budget and a terrestrial link budget.
7. Determine bit error probabilities and coding gains of coding and modulation techniques used in wireless communication.
8. Design wireless communication systems

Subject Content

Evolution of mobile radio communication
The cellular system; design fundamentals
Frequency reuse, channel assignment strategies, handoff
Interference and system capacity
Mobile radio propagation; multipath fading, Rayleigh and Ricean distributions
Signal Space Design techniques
Matched Filter and Correlation Receiver
Coding and Modulation techniques for wireless communication, Spread Spectrum Modulation
Equalization, diversity and channel coding
Multiple access techniques (FDMA, TDMA, CDMA, OFDM)
Novel wireless architectures, wireless systems and standards (WCDMA)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Intra-session Exam	1 hour, closed book, individual	20	N	Individual
Practical	5 x 3 hrs individual, practical assignments	20	Y	Individual

Final Exam 3 hours 60 Y Individual
individual, closed book

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Ranjith Liyanapathirana (<https://directory.westernsydney.edu.au/search/name/RanjithLiyanapathirana/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC4007_22-AUT_KW_D#subjects)

ELEC 6001 Applied Project in Neuromorphic Engineering

Credit Points 40

Legacy Code 800235

Coordinator Saeed Afshar (<https://directory.westernsydney.edu.au/search/name/SaeedAfshar/>)

Description This 40 credit point semester-long unit provides a capstone experience to students enrolled in the Master of Applied Neuromorphic Engineering. Students work on an industry-oriented project with practical application and outcome. Having the intention to go into industry, this unit provides opportunities for students to explore a relevant problem that can be completed in one semester. Students will gain valuable experience and industry insights.

School Graduate Research School

Discipline Electrical And Electronic Engineering And Technology

Student Contribution Band HECS Band 2 40cp

Pre-requisite(s) INFO 7001 AND
ELEC 6003 AND
COMP 6001 AND
COMP 6002

Restrictions Students must be enrolled in 8124 Master of Applied Neuromorphic Engineering

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Propose a feasible project plan in Neuromorphic Engineering
2. Appraise new opportunities in Neuromorphic Engineering with creativity and initiative
3. Systemically and critically analyse data and information sources that are related to the identified industry-oriented problem aiming to enhance the capabilities of the neuromorphic system
4. Effectively communicate a novel solution and its potentials to both specialist and non-specialist audiences by utilising a variety of multimedia formats that fit for purpose
5. Execute an industry-oriented project with practical application and outcomes in the area of Neuromorphic Engineering

Subject Content

- Project scoping
- Project proposal and plan
- Project execution and evaluation

- Stakeholder engagement
- Effective communication and negotiation
- Industry standards
- Processes and considerations for commercialisation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	1000 words	5	N	Individual
Portfolio	2000 words or equivalent	20	N	Individual
Presentation*	15 mins	10	N	Individual
Applied project	4000 words or equivalent	50	Y	Individual
Proposal	5 mins or 1200 words(or equivalent)	15	N	Individual

Teaching Periods

ELEC 6002 Master Dissertation in Neuromorphic Engineering

Credit Points 40

Legacy Code 800234

Coordinator Bharath Ramesh ([https://directory.westernsydney.edu.au/search/name/Bharath Ramesh/](https://directory.westernsydney.edu.au/search/name/Bharath%20Ramesh/))

Description This is a 80 credit point year-long subject taken over two terms (40 credit points in each term). This subject is offered exclusively on campus for students to benefit from mentorships and regular interactions with leading researchers in the field. Students will have the opportunity to contribute towards impactful research projects, aiming at academic growth and progress. To achieve this goal, the Dissertation subject is designed for students to plan and execute a research-based project in the area of Neuromorphic Engineering. The main task in the year-long 80 credit point dissertation subject is an academic research paper that meets publishing standards and is peer-reviewed by external reviewers (getting the article published on a journal is not a completion requirement to the unit). The students shall be part of regular International Center for Neuromorphic Systems (ICNS) interactions, and benefit from supervisors in a discursive setting as the candidate makes progress.

School Graduate Research School

Discipline Electrical And Electronic Engineering And Technology

Student Contribution Band HECS Band 2 40cp

Restrictions Students must be enrolled in 8123 Master of Neuromorphic Engineering

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Formulate a feasible research plan designed to enhance system capabilities compared to standard sensing frameworks

2. Integrate supervisor feedback into research outcomes using critical reflective practice
3. Systemically and critically analyse data and information sources that are related to the identified research question aiming to enhance the capabilities of the neuromorphic system
4. Effectively communicate project outcomes in a final scientific presentation
5. Compose a scientific research report that synthesises research findings in an application-centred task
6. Produce a scientific article that meets publishing standards by integrating the theory & novel experimental findings

Subject Content

- Literature view
- Research methods
- Ethics
- Portfolio
- Data collection and analysis
- Peer review
- Oral presentation
- Practical experiments
- Writing abstract
- Writing for publication

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Proposal	1000 words or equivalent	5	N	Individual
Portfolio	3000 words or equivalent	10	N	Individual
Practical	3000 words	10	N	Individual
Presentation	30 mins	10	N	Individual
Thesis (Dissertation)*	words	50	Y	Individual
Professional Task*	6,000 words	15	Y	Individual

Teaching Periods

ELEC 6003 Neuromorphic Accelerators

Credit Points 10

Legacy Code 800231

Coordinator Mark Wang ([https://directory.westernsydney.edu.au/search/name/Mark Wang/](https://directory.westernsydney.edu.au/search/name/Mark%20Wang/))

Description Problem-oriented thinking and distributed system design are essential for neuromorphic engineers. This unit is designed to provide students with sufficient understanding to neuromorphic processor. Students will be able to implement spiking neural networks by programming neuromorphic processors. The lab work and programming assignments focus on different key aspects of programming neuromorphic processor: Neural modelling, Python programming, debugging code and hardware/software co-simulation.

The workshops focus on the concrete implementation of neural networks.

School Graduate Research School

Discipline Electronic Engineering

Student Contribution Band HECS Band 2 10cp

Restrictions Must be enrolled in 8124 Master of Applied Neuromorphic Engineering

Assumed Knowledge

Proficient in Python, basic in neural computing, basic in spiking neural networks.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Design Spiking Neural Networks (SNNs) systems for efficient on-chip computing
2. Implement SNNs using the Neuromorphic Processors of programming framework
3. Critically appraise novel solutions for efficient neural network systems
4. Effectively communicate the significance and impact of neuromorphic processors to non-specialist audience
5. Accurately compile professional lab reports detailing the methodology employed in implementing the SNN architecture

Subject Content

- * Architectures of Neuromorphic Accelerators
 - Parallel computing
 - Differences between Neuromorphic Accelerator architectures and conventional von-Neumann architecture
- * Features of Spiking Neural Networks
 - Difference between Spiking Neural Networks and conventional numerical computing systems
- * Programming frameworks of Neuromorphic processors

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Practical	1000 words	25	N	Individual
Practical	1200 words	30	N	Individual
Applied Project	1500 words	30	N	Group
Presentation	5 minutes	15	N	Individual

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Mark Wang ([https://directory.westernsydney.edu.au/search/name/Mark Wang/](https://directory.westernsydney.edu.au/search/name/Mark%20Wang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC6003_22-SPR_PC_D#subjects)

ELEC 6004 Neuromorphic Electronics Design

Credit Points 10

Legacy Code 800229

Coordinator Ying Xu ([https://directory.westernsydney.edu.au/search/name/Ying Xu/](https://directory.westernsydney.edu.au/search/name/Ying%20Xu/))

Description Efficient, parallel, low-power computation is a hallmark of brain computation and the goal of neuromorphic engineering. The focus of this unit is to design, implement and test accurate, electronic, very large scale integrated (VLSI) circuit model of neural systems and the associated signal processing. Students will have opportunities to design and build a neural system on hardware and gain resultant insights into applying neuromorphic engineering to real-world problems. This subject will be undertaken at Parramatta City - Hassall St campus.

School Graduate Research School

Discipline Electronic Engineering

Student Contribution Band HECS Band 2 10cp

Restrictions Students must be enrolled in 8124 Master of Applied Neuromorphic Engineering

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Design and implement Leaky Integrate-and-Fire (LIF) neuron circuits on Field-Programmable Gate Arrays (FPGAs) using Verilog Hardware Description Language (HDL).
2. Develop and implement spiking neural network systems to process event-based data using Verilog/Python
3. Develop a solution-orientated way of critically assessing real-world problems architecturally
4. Communicate the significance and impact of digital neuromorphic systems to non-specialist audiences

Subject Content

- Model and design Leaky knowledge of Integrate-and-Fire (LIF) neuron circuits on a hardware platform using a Hardware description language
- Knowledge and skills of implementing a High-speed interface between a hardware platform and PCs to realise high speed data transmission between the hardware and PCs
- Skills of designing and implementing a LIF neural network system on a hardware platform and PCs
- Knowledge and skills of architectural design of a neuromorphic system

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Practical	1200 words or equivalent	30	N	Individual
Practical	1200 words or equivalent	25	N	Individual

Practical	1500 words or equivalent	30	N	Group
Presentation	15 minutes	15	N	Individual

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Ying Xu (<https://directory.westernsydney.edu.au/search/name/Ying Xu/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC6004_22-AUT_PC_D#subjects)

ELEC 7001 Advanced Control Systems

Credit Points 10

Legacy Code 300603

Coordinator Upul Gunawardana (<https://directory.westernsydney.edu.au/search/name/Upul Gunawardana/>)

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

School Eng, Design & Built Env

Discipline Electrical And Electronic Engineering And Technology

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Incompatible Subjects LGYA 5850 - Digital Control LGYA 5813 - Advanced Control Systems

Restrictions

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

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Develop and use mathematical models of systems in time domain and frequency domain
2. Formulate and analyse models of real systems using physical characteristics

3. Apply root locus and frequency domain techniques for design of feedback controllers
4. Use appropriate computer based tools and laboratory instrumentation to analyse and design feedback control systems.

Subject Content

Continuous and discrete time modelling
 Transfer functions, block diagrams, signal flow graphs, state variable methods
 Stability methods in s-domain, z-domain, time domain
 Root Locus, frequency response methods
 State feedback, pole placement and observers
 Use of the digital computer as main control element
 Converting theoretical designs into hardware

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
In-class quizzes	3 quizzes via vUWS, 2 hours per quiz. Quiz 1, 2 and 3 (10% for each test) * Broad coverage of concepts	30	N	Individual
Practicals	2 hours per week in a computer lab The practical sessions are set up so that students can enhance and apply what is taught in the class. During practical sessions, MATLAB will be utilised for control system modelling and problem-solving. Students will be given 6 problem sets which are equally weighted and to be attempted and solved within a 2-week interval.	20	N	Individual
Final Exam	2 hours	50	N	Individual

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Upul Gunawardana ([https://directory.westernsydney.edu.au/search/name/Upul Gunawardana/](https://directory.westernsydney.edu.au/search/name/Upul%20Gunawardana/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC7001_22-SPR_PC_D#subjects)

ELEC 7002 Advanced Data Networks

Credit Points 10

Legacy Code 300173

Coordinator Ranjith Liyanapathirana ([https://directory.westernsydney.edu.au/search/name/Ranjith Liyanapathirana/](https://directory.westernsydney.edu.au/search/name/Ranjith%20Liyanapathirana/))

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

School Eng, Design & Built Env

Discipline Electrical and Electronic Engineering and Technology, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program

Assumed Knowledge

Communication Systems / Digital Communication.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain network topologies and communication architectures
2. Explain and apply advanced level networking concepts and functions
3. Describe and analyze common protocols used in telephone networks, the Internet and ATM networks.

Subject Content

Introductory concepts: network topologies, packet switching, datagram packet switching and virtual circuits.

Queuing Theory: M/M/1 and other queues, simple applications.

ATM Switching: Service categories, protocol formats, switch fabric architectures

High-speed LANs

Internetworking

Security: private and public key encryption, authentication and digital signatures.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Seminar and individual written report	No more than 15 pages		N	Individual
Practicals assessed as Satisfactory/Unsatisfactory	3 hours per week for 5 weeks	S/U	N	Individual
Mid-term Quiz (Closed Book)	1 hour	25	N	Individual
Final Exam (Closed Book)	2 hours	55	N	Individual

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Ranjith Liyanapathirana ([https://directory.westernsydney.edu.au/search/name/Ranjith Liyanapathirana/](https://directory.westernsydney.edu.au/search/name/Ranjith%20Liyanapathirana/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC7002_22-SPR_PC_D#subjects)

ELEC 7003 Advanced Electrical Machines and Drives

Credit Points 10

Legacy Code 300601

Coordinator Jamal Rizk ([https://directory.westernsydney.edu.au/search/name/Jamal Rizk/](https://directory.westernsydney.edu.au/search/name/Jamal%20Rizk/))

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

School Eng, Design & Built Env

Discipline Electrical And Electronic Engineering And Technology

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Incompatible Subjects LGYA 5847 - Variable Speed Electric Drives LGYA 5844 - Special Electrical Machines

Restrictions

Students must be enrolled in a postgraduate program

Assumed Knowledge

Electric Circuits and Basic Electro magnetics.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply various electrical drive systems to industrial and commercial applications and discuss their requirements.
2. Analyse various types of DC and AC drives.
3. Explain new developments in control of drive systems.
4. Discuss and explain the use of various electrical motors in different electromechanical systems.

Subject Content

Introduction to machine drives. Principal characteristics and requirements. Basic Components of an Electric Drive System.

D.C. motors. Circuit representation. Speed-torque characteristics.

Speed Control of D.C motors

Induction motors. Circuit representation. Speed-torque characteristics.

Speed control of Induction Motors: voltage control, slip-energy recovery, speed control by inverters, frequency and Voltage/Frequency Control.

Power electronic devices and basic power converters.

Three-phase naturally commutated bridge circuit

Braking of Electrical Motors: Regenerative, Dynamics and counter-current braking.

Dynamics of DC and Induction Motors

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Assignment	25 pages which include all the circuits and graphics.	25	N	Individual
Mid-semester exam	2 hours	20	N	Individual
Final Exam	2 hours	55	N	Individual

Teaching Periods

Spring**Parramatta City - Macquarie St****Day**

Subject Contact Jamal Rizk ([https://directory.westernsydney.edu.au/search/name/Jamal Rizk/](https://directory.westernsydney.edu.au/search/name/Jamal%20Rizk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC7003_22-SPR_PC_D#subjects)

ELEC 7004 Advanced Power Quality

Credit Points 10

Legacy Code 301025

Coordinator Ali Hellany ([https://directory.westernsydney.edu.au/search/name/Ali Hellany/](https://directory.westernsydney.edu.au/search/name/Ali%20Hellany/))

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

School Eng, Design & Built Env

Discipline Electrical Engineering

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

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

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and classify power quality disturbances, their causes, and their impact on electrical equipment.
2. Apply Australian and international codes and standards to Power quality analysis as well as describe the terminology used in power quality engineering.
3. Review the types of hardware and test software tools available for use in power quality investigations.
4. Plan a power quality investigation, examine recorded data, and diagnose specific power quality problems.
5. Recommend appropriate mitigation techniques for power quality problems in proposed or existing designs.
6. Evaluate power quality problems and document your finding via a written report.

Subject Content

1. Power-Quality Standards
2. Voltage Distortion
3. Harmonics and Inter-harmonics
4. Harmonic Current Sources
5. Power Harmonic Filters
6. Methods for Correction of Power-Quality Problems
7. Power Quality Events
8. Power Quality Measurements
9. Advanced Power quality analysis

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	No more than 3000 words	35	N	Individual
Report	No more than 5000 words.	65	N	Individual

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Ali Hellany ([https://directory.westernsydney.edu.au/search/name/Ali Hellany/](https://directory.westernsydney.edu.au/search/name/Ali%20Hellany/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC7004_22-AUT_PC_D#subjects)

ELEC 7005 Advanced Signal Processing

Credit Points 10

Legacy Code 300596

Coordinator Jeffrey Zou ([https://directory.westernsydney.edu.au/search/name/Jeffrey Zou/](https://directory.westernsydney.edu.au/search/name/Jeffrey%20Zou/))

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

School Eng, Design & Built Env

Discipline Electrical And Electronic Engineering And Technology

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYA 5840 - Signal Processing 1

Restrictions

Students must be enrolled in a postgraduate program

Assumed Knowledge

Engineering mathematics, circuit theory, signals and systems.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse discrete-time signals and systems mathematically;
2. Explain the z-transform and its applications in signal processing mathematically;
3. Explain the sampling of continuous-time signals mathematically;
4. Design FIR and IIR filters;
5. Analyse filter structures mathematically;
6. Explain the discrete Fourier transform mathematically and apply it to signal processing.

Subject Content

Advanced topics in discrete-time signals and systems
 The z-transform and its applications in signal processing
 Advanced topics in the sampling of continuous-time signals
 FIR and IIR filter design
 Filter structures
 The discrete Fourier transform and its computation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Three laboratory	5 pages each	20	N	Individual
Mid-Semester Test	1.5 hours	30	N	Individual
Final examination	2 hour	50	N	Individual

Prescribed Texts

- Oppenheim, AV & Schafer, RW 2010, Discrete-time signal processing, 3rd edn, Pearson, Upper Saddle River, NJ.

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Jeffrey Zou ([https://directory.westernsydney.edu.au/search/name/Jeffrey Zou/](https://directory.westernsydney.edu.au/search/name/Jeffrey%20Zou/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC7005_22-SPR_PC_D#subjects)

ELEC 7006 Advanced Smart Grids and Distributed Generation

Credit Points 10

Legacy Code 301026

Coordinator Mahmood Nagrial ([https://directory.westernsydney.edu.au/search/name/Mahmood Nagrial/](https://directory.westernsydney.edu.au/search/name/Mahmood%20Nagrial/))

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

School Eng, Design & Built Env

Discipline Electrical And Electronic Engineering And Technology

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate the technical aspects of the Smart Grid and Distributed Generation
2. Analyse and simulate the effects of renewable sources on operation of smart grids
3. Discuss and evaluate the control and protection requirements of smart grids
4. Critically examine and assess the environmental issues associated with the Smart Grid and Distributed Generation
5. Discuss and evaluate the economic aspects of the Smart Grid and Distributed Generation
6. Evaluate and compare various operating requirements with case studies

Subject Content

1. Modelling of Smart Grids.
 - Loads Impedance model
 - PV sources (Thermal and PV panels)
 - Wind Turbines and Generators
 - storage systems
 - Rectifiers, Converters and Inverters
2. Control of Smart Grid Systems.
 - Smart Meters
 - Micro grids
 - control of Converters and Inverters
 - Load, Voltage and power control
 - Synchronized and Islanding Operations of Micro grids
 - design High MW PV systems
 - design of High power Wind farm
 - control of Smart Grid system with High Green energy Penetration
3. Environmental and pollution issues
4. Economic analysis of the Smart Grid and Distributed Generation
5. Case Studies

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Intra-session Exam	1.5 hours	25	N	Individual
Final Exam	2 hours	50	N	Individual
Case Study	Length of reports between 10-15 pages each	25	N	Individual

Prescribed Texts

- Keyhani, A, Marwali, M & Dai, M 2009, 'Smart Grid Distributed Generation Systems', in Integration of green and renewable energy in electric power systems, John Wiley & Sons, Inc., Hoboken, N.J.

Teaching Periods**Autumn****Parramatta City - Macquarie St****Day**

Subject Contact Mahmood Nagrial ([https://directory.westernsydney.edu.au/search/name/Mahmood Nagrial/](https://directory.westernsydney.edu.au/search/name/Mahmood%20Nagrial/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC7006_22-AUT_PC_D#subjects)

ELEC 7008 Instrumentation and Measurement (PG)

Credit Points 10

Legacy Code 300515

Coordinator Gaetano Gargiulo ([https://directory.westernsydney.edu.au/search/name/Gaetano Gargiulo/](https://directory.westernsydney.edu.au/search/name/Gaetano%20Gargiulo/))

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

School Eng, Design & Built Env

Discipline Electronic Engineering

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

Instrumentation and Measurement (PG).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain limitations of and apply a wide range of transducers
2. Design and analyse systems used for process control
3. Explain the techniques and trade-offs involved in A/D and D/A conversion
4. Design and specify requirements for interfacing a large number of analogue signals to a digital controller
5. Design complete instrumentation systems

Subject Content

Transducers
 Amplification techniques (signal conditioning)
 Digital-to-analogue conversion
 Analog-to-digital conversion
 Digital devices

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	15 minutes	20	N	Individual
Professional Task	Four report submissions	80	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Gaetano Gargiulo ([https://directory.westernsydney.edu.au/search/name/Gaetano Gargiulo/](https://directory.westernsydney.edu.au/search/name/Gaetano%20Gargiulo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC7008_22-AUT_PS_D#subjects)

ELEC 7009 Personal Communication Systems

Credit Points 10

Legacy Code 300196

Coordinator Ranjith Liyanapathirana ([https://directory.westernsydney.edu.au/search/name/Ranjith Liyanapathirana/](https://directory.westernsydney.edu.au/search/name/Ranjith%20Liyanapathirana/))

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

School Eng, Design & Built Env

Discipline Communications Technologies

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program

Assumed Knowledge

Communications Systems. Digital Communications.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of current wireless communication systems including GSM, CDMA, PCS, and 3G systems.
2. Describe coding and modulation techniques used in wireless systems.
3. Demonstrate at an advanced level understanding of implementation issues such as bit error rates, receiver complexity, spectral occupancy and antenna diversity.

Subject Content

Evolution of mobile radio communication
The cellular system; design fundamentals
Frequency reuse, channel assignment strategies, handoff
Interference and System capacity

Mobile radio propagation; multipath fading, Rayleigh and Ricean distributions
Modulation techniques for mobile radio
Equalization, diversity and channel coding
Multiple access techniques
Wireless systems and standards

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied Project	Seminar (15 min) and Paper (7500 words)	20	N	Individual
Numerical Problem Solving	1 hour	20	N	Individual
End-of-session Exam	3 hours	60	N	Individual

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Ranjith Liyanapathirana ([https://directory.westernsydney.edu.au/search/name/Ranjith Liyanapathirana/](https://directory.westernsydney.edu.au/search/name/Ranjith%20Liyanapathirana/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC7009_22-AUT_PC_D#subjects)

ELEC 7010 Power System Planning and Economics

Credit Points 10

Legacy Code 300197

Coordinator Mahmood Nagrial ([https://directory.westernsydney.edu.au/search/name/Mahmood Nagrial/](https://directory.westernsydney.edu.au/search/name/Mahmood%20Nagrial/))

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

School Eng, Design & Built Env

Discipline Electrical And Electronic Engineering And Technology

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain and analyse power systems under normal and transient conditions.
2. Analyse power systems using various techniques.
3. Explain optimal control and economic operation of power systems.
4. Identify and utilise the notions and implications of power system fault levels and stability on transmission planning.
5. Explain and analyse harmonics, their causes and effects on system operation & control.
6. Explain and formulate environmental issues associated with energy conversion systems.
7. Identify and critique alternative and renewable energy sources.

Subject Content

Advanced power system components.

Advanced power system control and operation.

Review of econometric generation allocation methods and their limitations.

Transmission planning and distribution planning.

The National Electricity Market - structure, network service and retail services providers.

Alternative energy sources.

1. The National Electricity Market - structure, network service and retail services providers, energy 'wheeling' and trading, the energy 'pool' and typical price behaviours.

2. Review of conventional planning techniques and their limitations.

3. Demand forecasting.

4. System reliability.

5. Transmission planning.

6. Distribution planning and demand management.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practicals	4 practicals with 2 hours duration for each practical	25	Y	Group
Mid-semester test/exam	One hour	25	N	Individual
Final Exam	2 hours	50	N	Individual

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Mahmood Nagrial ([https://directory.westernsydney.edu.au/search/name/Mahmood Nagrial/](https://directory.westernsydney.edu.au/search/name/Mahmood%20Nagrial/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC7010_22-SPR_PC_D#subjects)

ELEC 9001 Higher Degree Research Thesis - Engineering (Computer)

Credit Points 20

Legacy Code 800053

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Eng, Design & Built Env

Discipline Computer Engineering

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC9001_22-RQ1_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC9001_22-RQ1_PS_D#subjects)

Research Quarter 2

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC9001_22-RQ2_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC9001_22-RQ2_PS_D#subjects)

Research Quarter 3

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC9001_22-RQ3_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC9001_22-RQ3_PS_D#subjects)

Research Quarter 4

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC9001_22-RQ4_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC9001_22-RQ4_PS_D#subjects)

ELEC 9002 Higher Degree Research Thesis - Engineering (Electrical)

Credit Points 20

Legacy Code 800051

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Eng, Design & Built Env

Discipline Electrical Engineering

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC9002_22-RQ1_KW_D#subjects)

Research Quarter 2

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC9002_22-RQ2_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC9002_22-RQ2_PS_D#subjects)

Research Quarter 3

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC9002_22-RQ3_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC9002_22-RQ3_PS_D#subjects)

Research Quarter 4

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC9002_22-RQ4_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC9002_22-RQ4_PS_D#subjects)

ELEC 9003 Higher Degree Research Thesis - Engineering (Mechatronic)

Credit Points 20

Legacy Code 800057

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Eng, Design & Built Env

Discipline Electronic Engineering

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC9003_22-RQ1_KW_D#subjects)

Research Quarter 2

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC9003_22-RQ2_KW_D#subjects)

Research Quarter 3

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC9003_22-RQ3_KW_D#subjects)

Research Quarter 4

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC9003_22-RQ4_KW_D#subjects)

ELEC 9004 Higher Degree Research Thesis - Engineering (Telecommunications)

Credit Points 20

Legacy Code 800055

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Eng, Design & Built Env

Discipline Communications Technologies

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC9004_22-RQ1_KW_D#subjects)

Research Quarter 2

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC9004_22-RQ2_KW_D#subjects)

Research Quarter 3

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC9004_22-RQ3_KW_D#subjects)

Research Quarter 4

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ELEC9004_22-RQ4_KW_D#subjects)

ENGR 0001 Academic Skills for Engineering (WSTC Prep)

Credit Points 10

Legacy Code 700202

Coordinator Zdenka Misanovic ([https://directory.westernsydney.edu.au/search/name/Zdenka Misanovic/](https://directory.westernsydney.edu.au/search/name/Zdenka%20Misanovic/))

Description This unit is designed to assist students to become successful independent reflective learners. It introduces students to a range of theories and concepts to facilitate the development of practical skills and personal attitudes necessary for success in tertiary study. Emphasis is placed on developing the key competencies of scientific inquiry - collecting, analysing, organising and communicating information as well as solving problems, particularly when related to using mathematical ideas and techniques.

School Western Sydney The College

Discipline Engineering and Related Technologies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 0 Preparatory subject

Restrictions Students must be enrolled at Western Sydney University, The College.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Use both independent and collaborative learning strategies to advance the knowledge of the individual and that of their peers.
2. Communicate effectively through the development of critical reading, listening, speaking and writing skills in context.
3. Locate and use information technology systems and educational technologies to support learning and assessment.
4. Apply critical thinking, and use problem solving skills and research skills, to make informed decisions.
5. Apply the process of reflection to learning experiences, in order to assess their own learning styles and learn how to learn.

6. Describe criteria for successful posters and oral presentations and write and evaluate a scientific report.

Subject Content

Topic 1: Introduction to tertiary study

Topic 2: Blended learning

Topic 3: Advanced tertiary skills

Topic 4: Information skills

Topic 5: Research methods for science and engineering:

- Introduction to scientific methods
- Scientific report writing
- Data handling
- Critical reading
- Research and referencing (journal articles)
- Project report

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Oral presentation	5 minutes	10%	N	Individual
Reflective Learning Journal	800-1200 words	40%	N	Individual
Scientific Report	1000-2000 words	50%	N	Individual
Project: Part A: Analysis of provided data and proposed hypothesis – 10% Part B: Draft Introduction and Method – 10% Part C – Final report – 30%				

Teaching Periods

ENGR 0002 Computing, Engineering and Mathematics Exchange Unit 1

Credit Points 10

Legacy Code 900626

Coordinator Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

School Administrative

Discipline Engineering and Related Technologies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Autumn

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR0002_22-AUT_EX_X#subjects)

Quarter 2

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR0002_22-Q2_EX_X#subjects)

Quarter 3

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR0002_22-Q3_EX_X#subjects)

Quarter 4

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR0002_22-Q4_EX_X#subjects)

ENGR 0003 Computing, Engineering and Mathematics Exchange Unit 2

Credit Points 10

Legacy Code 900627

Coordinator Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

School Administrative

Discipline Engineering and Related Technologies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Autumn

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR0003_22-AUT_EX_X#subjects)

Quarter 2

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR0003_22-Q2_EX_X#subjects)

Quarter 3

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR0003_22-Q3_EX_X#subjects)

Quarter 4

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR0003_22-Q4_EX_X#subjects)

ENGR 0004 Computing, Engineering and Mathematics Exchange Unit 3

Credit Points 10

Legacy Code 900628

Coordinator Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

School Administrative

Discipline Engineering and Related Technologies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Autumn

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR0004_22-AUT_EX_X#subjects)

Quarter 2

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR0004_22-Q2_EX_X#subjects)

Quarter 3

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR0004_22-Q3_EX_X#subjects)

Quarter 4

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR0004_22-Q4_EX_X#subjects)

ENGR 0005 Computing, Engineering and Mathematics Exchange Unit 4

Credit Points 10

Legacy Code 900629

Coordinator Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

School Administrative

Discipline Engineering and Related Technologies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Autumn

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR0005_22-AUT_EX_X#subjects)

Quarter 2

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR0005_22-Q2_EX_X#subjects)

Quarter 3

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR0005_22-Q3_EX_X#subjects)

Quarter 4

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR0005_22-Q4_EX_X#subjects)

ENGR 0006 Computing, Engineering and Mathematics Exchange Unit 5

Credit Points 10

Legacy Code 900630

Coordinator Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

School Administrative

Discipline Engineering and Related Technologies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Autumn

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR0006_22-AUT_EX_X#subjects)

Quarter 2

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR0006_22-Q2_EX_X#subjects)

Quarter 3

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR0006_22-Q3_EX_X#subjects)

Quarter 4

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR0006_22-Q4_EX_X#subjects)

ENGR 1004 Design Science (WSTC)

Credit Points 10

Legacy Code 700126

Coordinator Robert Paluzzano ([https://directory.westernsydney.edu.au/search/name/Robert Paluzzano/](https://directory.westernsydney.edu.au/search/name/Robert%20Paluzzano/))

Description An explanation and description of how the built environment works is essential to designers and construction professionals. This unit provides an introduction to physical units of measurement, tolerance, statics, dynamics, acoustics and thermal properties. It also allows students to interpret and apply the concepts of electricity, energy, work and power to the built environment. Students engage with these concepts through a hands-on learning experience including practical projects and live demonstrations.

School Computer, Data & Math Sciences

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Pre-requisite(s) Students enrolled in 7015 Diploma in Construction Management or 7065 Diploma in Construction Management Extended or 7042 Bachelor of Construction Management (WSTC FYP) or 7081 Bachelor of Construction Management Extended (WSTC FYP) must pass MATH 0027 Scientific Methods for Construction Management (WSTC Prep) before enrolling in this unit

Equivalent Subjects ENGR 1003 Design Science

Restrictions Students must be enrolled at Western Sydney University, The College in a Construction Management program. Students enrolled in Extended Diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject. Students enrolled in the combined Diploma/Bachelor programs listed below must pass all College Preparatory subjects listed in the program structure before progressing to the Year 2 subjects.

Assumed Knowledge

The content of any NSW HSC Mathematics subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply SI units for measurements
2. Explain and apply the principles of industrial design and construction
3. Explain and use the concepts of forces, equilibrium and electricity
4. Explain and use the thermal properties of materials and use the principles of design in acoustics
5. Prepare a design portfolio to professionally document the design process
6. Plan, manage and actively contribute to a team based project

Subject Content

1. SI units and measurements.
2. Principles for design and construction.
3. Forces and equilibrium.
4. Introduction to electricity.
5. Thermal properties of matter.
6. Acoustics and design principles.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz (In Class)	30 minutes	5	N	Individual
Portfolio	20 hours	20	N	Group
Presentation	10 slides	10	N	Group
Report	3,000 words	40	N	Individual
Critical Review	2,000 words	25	N	Individual

Teaching Periods

ENGR 1006 Design Studio 2: Form and Production

Credit Points 10

Legacy Code 301075

Coordinator Karen Yevenes ([https://directory.westernsydney.edu.au/search/name/Karen Yevenes/](https://directory.westernsydney.edu.au/search/name/Karen%20Yevenes/))

Description From Spring 2020, this unit will be replaced by 301286 - Designing for People: Applied Ergonomics. This unit equips students with the skills to use creative design and structured decision making to solve challenging problems. Students will develop their understanding of design process by creating experimental models using various methods, including 3D rapid prototyping. Students will also record their design process via multimodal media, in both digital and non-digital format. They will also reflect upon the design process through the CDIO framework (Conceive, Design, Implement, Operate) and CAD (Computer-Aided Design).

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects ENGR 1017 - Form and Production ENGR 1014 - Engineering and Design Concepts

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Conceive design solutions to meet a brief, taking into account mechanical, structural, human and contextual requirements.
2. Develop and justify a design solution through an iterative process involving peer feedback.
3. Implement and test a design using prototyping.
4. Critically reflect on and document the design process and suggest improvement opportunities successes (using the CDIO framework).
5. Produce a project report reflecting design and engineering content.

Subject Content

History of creativity in design and engineering
 Design brief interpretation and reframing
 Functional analysis
 Project reporting for designers

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Assessment 1: Object design in 3D in groups, evaluation report and visual process diary as e-portfolio.	Full scale physical model, e-portfolio. Consisting of 5 pages.	30	N	Group
Assessment 2: Object design - presentation of digital narrative and evaluation.	10 minutes presentation of design solution including evaluation of design outcome.	30	N	Individual
Assessment 3: Project report and demo presentation of operational model detailing abstract kinetic object design.	10 page e-portfolio and 10 minutes presentation and 1:1 scale kinetic model.	40	N	Individual

Prescribed Texts

- Dowling, DG, Carew, A & Hadgraft, RG 2013, Engineering your future : an Australasian guide, 2nd edn, John Wiley and Sons Australia, Milton, Qld.

Teaching Periods

ENGR 1008 Engineering Materials

Credit Points 10

Legacy Code 300965

Coordinator Qinghua Zeng ([https://directory.westernsydney.edu.au/search/name/Qinghua Zeng/](https://directory.westernsydney.edu.au/search/name/Qinghua%20Zeng/))

Description This unit will introduce fundamentals of engineering materials. The topics will include materials structure, properties, processing and applications, degradation of materials, sustainability, and the selection of materials for various engineering applications.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Assumed Knowledge

HSC mathematics (not General Mathematics), physics and chemistry.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. describe and identify the atomic structure, bonding, crystal structure and defects of materials;
2. explain and determine the various properties of materials (e.g., mechanical, thermal, electrical, optical, magnetic);
3. identify and explain the mechanical failures, corrosion, and degradation of materials and how to prevent them;
4. select an appropriate material for a given application;
5. apply sustainability principles in engineering practice.

Subject Content

Atomic structure and interatomic bonding

Crystalline structure and defects in solids

Mechanical and physical properties

Metals, ceramics and glasses, polymers, composites, and advanced materials

Materials selection

Materials and sustainability

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Self-Assessment	(1) Total mark for tutorials will be 20. (2) There are 10 weekly online tutorials, and each weights 2 marks. 1 hour	20	N	Individual
Quiz	Two quizzes 15 marks each 1 hour each quiz.	30	N	Individual
Practical	2 hours each	20	N	Both (Individual & Group)
Final Exam	2 hours	30	N	Individual

Prescribed Texts

- Callister, WD & Rethwisch, DG 2015, Fundamentals of materials science and engineering: an integrated approach, 5th edn, Wiley, Hoboken, NJ.

Teaching Periods

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1008_22-SC1_SC_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1008_22-SC3_SC_D#subjects)

ENGR 1009 Engineering Materials (WSTC AssocD)

Credit Points 10

Legacy Code 700147

Coordinator Abbas Ranjbar ([https://directory.westernsydney.edu.au/search/name/Abbas Ranjbar/](https://directory.westernsydney.edu.au/search/name/Abbas%20Ranjbar/))

Description This unit will introduce fundamentals of engineering materials. The topics will include materials structure, properties, processing and applications, degradation of materials, sustainability and the selection of materials for various engineering applications.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects ENGR 1014 - Engineering and Design Concepts
ENGR 1034 - Engineering and Design Concepts (UWSC) LGYB 0481
- Engineering and Design Concepts (UWSC Assoc Deg) ENGR 1008 -
Engineering Materials ENGR 1010 - Engineering Materials (WSTC)

Restrictions Students must be enrolled at Western Sydney University,
The College in 7022 - Associate Degree in Engineering

Assumed Knowledge

HSC mathematics (not General Mathematics), physics and chemistry.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe and identify the atomic structure, bonding, crystal structure and defects of materials.
2. Explain the various properties of materials (eg mechanical, thermal, electrical, optical, magnetic).
3. Identify and explain the mechanical failures, corrosion and degradation of materials and how to prevent them.
4. Select an appropriate material for a given application.
5. Apply sustainability principles in engineering practice.

Subject Content

1. Atomic structure and interatomic bonding
2. Crystalline structure and defects in solids
3. Mechanical and physical properties
4. Metals, ceramics and glasses, polymers, composites and advanced materials
5. Materials selection
6. Materials and sustainability

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practicals	6 hours	15	N	Both (Individual & Group)
Online Quizzes x 10	10 x 0.5 hours = 5 hours	30	N	Individual
Intra-session exam	1 hrs + 30 minutes for online submission	15	N	Individual
End of session exam (in parts): Part 1: written – problem solving/short answer Part 2: Viva Voce	Part 1: 2 hours + 30 minutes for online submission Part 2: 20 minutes per student	40	Y	Individual

Prescribed Texts

- Callister, WD & Rethwisch, DG 2012, Fundamentals of Materials Science and Engineering: An Integrated Approach, 4th edn, John Wiley & Sons, New York.

Teaching Periods

Quarter 4

Nirimba Education Precinct

Composite

Subject Contact Abbas Ranjbar ([https://directory.westernsydney.edu.au/search/name/Abbas Ranjbar/](https://directory.westernsydney.edu.au/search/name/Abbas%20Ranjbar/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1009_22-Q4_BL_C#subjects)

ENGR 1010 Engineering Materials (WSTC)

Credit Points 10

Legacy Code 700152

Coordinator Abbas Ranjbar ([https://directory.westernsydney.edu.au/search/name/Abbas Ranjbar/](https://directory.westernsydney.edu.au/search/name/Abbas%20Ranjbar/))

Description This unit will introduce fundamentals of engineering materials. The topics will include materials structure, properties, processing and applications, degradation of materials, sustainability and the selection of materials for various engineering applications.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Pre-requisite(s) Students enrolled in 6033 Diploma in Engineering Bachelor of Engineering Studies or 7034 Diploma in Engineering or 7066 Diploma in Engineering Extended must pass MATH 0008 Mathematics 2 before enrolling in this unit

Equivalent Subjects ENGR 1014 - Engineering and Design Concepts
ENGR 1008 - Engineering Materials ENGR 1034 - Engineering and Design Concepts (UWSC) LGYB 0481 - Engineering and Design Concepts (UWSC Assoc Deg) ENGR 1009 - Engineering Materials (WSTC Assoc Deg)

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in Extended Diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject. Students enrolled in the combined Diploma/Bachelor programs listed below must pass all College Preparatory subjects listed in the program structure before progressing to the Year 2 subjects.

Assumed Knowledge

HSC mathematics (not General Mathematics), physics and chemistry.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe and identify the atomic structure, bonding, crystal structure and defects of materials.

2. Explain the various properties of materials (eg mechanical, thermal, electrical, optical, magnetic).
3. Identify and explain the mechanical failures, corrosion and degradation of materials and how to prevent them.
4. Select an appropriate material for a given application.
5. Apply sustainability principles in engineering practice.

Subject Content

1. Atomic structure and interatomic bonding
 2. Crystalline structure and defects in solids
 3. Mechanical and physical properties
 4. Metals, ceramics and glasses, polymers, composites and advanced materials
 5. Materials selection
 6. Materials and sustainability
1. Atomic structure and interatomic bonding
 2. Crystalline structure and defects in solids
 3. Mechanical and physical properties
 4. Metals, ceramics and glasses, polymers, composites and advanced materials
 5. Materials selection
 6. Materials and sustainability
1. Atomic structure and interatomic bonding
 2. Crystalline structure and defects in solids
 3. Mechanical and physical properties
 4. Metals, ceramics and glasses, polymers, composites and advanced materials
 5. Materials selection
 6. Materials and sustainability

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Intra-session Exam	60 minutes (1 hour)	20	N	Individual
Quiz	1 hour per week for 10 weeks throughout the term	10	N	Individual
Practical	2 hours	30	N	Both (Individual & Group)
Final Exam	2 hours	40	N	Individual

Prescribed Texts

- Callister, WD & Rethwisch, DG 2015, Fundamentals of Materials Science and Engineering: An Integrated Approach, 5th edn, John Wiley & Sons, New York.

Teaching Periods

Term 1

Parramatta City - George St

Day

Subject Contact Abbas Ranjbar ([https://directory.westernsydney.edu.au/search/name/Abbas Ranjbar/](https://directory.westernsydney.edu.au/search/name/Abbas%20Ranjbar/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1010_22-T1_PG_D#subjects)

Term 2

Penrith (Kingswood)

Day

Subject Contact Abbas Ranjbar ([https://directory.westernsydney.edu.au/search/name/Abbas Ranjbar/](https://directory.westernsydney.edu.au/search/name/Abbas%20Ranjbar/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1010_22-T2_KW_D#subjects)

Parramatta City - George St

Day

Subject Contact Abbas Ranjbar ([https://directory.westernsydney.edu.au/search/name/Abbas Ranjbar/](https://directory.westernsydney.edu.au/search/name/Abbas%20Ranjbar/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1010_22-T2_PG_D#subjects)

Term 3

Penrith (Kingswood)

Day

Subject Contact Abbas Ranjbar ([https://directory.westernsydney.edu.au/search/name/Abbas Ranjbar/](https://directory.westernsydney.edu.au/search/name/Abbas%20Ranjbar/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1010_22-T3_KW_D#subjects)

Parramatta City - George St

Day

Subject Contact Abbas Ranjbar ([https://directory.westernsydney.edu.au/search/name/Abbas Ranjbar/](https://directory.westernsydney.edu.au/search/name/Abbas%20Ranjbar/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1010_22-T3_PG_D#subjects)

ENGR 1011 Engineering Physics

Credit Points 10

Legacy Code 300963

Coordinator Md Abdul Alim ([https://directory.westernsydney.edu.au/search/name/Md Abdul Alim/](https://directory.westernsydney.edu.au/search/name/Md%20Abdul%20Alim/))

Description This unit serves as an introduction to the fundamentals of engineering physics with appropriate applications in a wide range of engineering and industrial design systems.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects ENGR 1028 - Physics and Materials ENGR 1035 - Physics and Materials (UWSC) LGYB 0486 - Physics and Materials (UWSC Assoc Deg) ENGR 1013 - Engineering Physics (WSTC) ENGR 1012 - Engineering Physics (WSTC AssocD)

Assumed Knowledge

HSC physics and HSC mathematics (not General Mathematics).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and apply System Internationale (SI) units in the areas covered in this unit
2. Analyse and solve problems by applying the laws and principles of engineering physics in the following areas covered by the subject: - Units, and Vectors, Linear, and circular motion, Photons, electrons, and atoms, Force systems, and equilibrium, Work, and energy applications, Dynamics of rotational motion, Fluid dynamics, Heat, and thermodynamics, Periodic motion, and wave phenomena, Electricity, and magnetism.
3. Plan, conduct and document experiments performed in the laboratory on - Measurements & uncertainties, - Acceleration due to gravity, - Coefficients of friction, - Standing waves, - Spectral line analysis.
4. Interpret the results of experiments against the theory including the estimation of experimental uncertainties.

Subject Content

Units and Vectors,
Linear and circular motion,
Photons, electrons and atoms,
Force systems and equilibrium,
Work and energy applications
Dynamics of rotational motion,
Fluid dynamics,
Heat and thermodynamics
Periodic motion and wave phenomena,
Electricity and magnetism.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	Complete during 2 hour practical session	10	N	Individual
Practical Exam	2 hours	13	N	Individual
Numerical Problem Solving	40 minutes	20	N	Individual
Final Exam	2 hours	50	N	Individual
Self-Assessment	Complete Modules 2 through to 8.	7	N	Individual

Prescribed Texts

- Young, HD, Freedman, RA, Ford, AL & Estrugo, KZ 2020, Sears and Zemansky's university physics : with modern physics, 15th SI edn, Pearson Education, Harlow.

Teaching Periods

Summer A

Parramatta City - Macquarie St

Day

Subject Contact Md Abdul Alim ([https://directory.westernsydney.edu.au/search/name/Md Abdul Alim/](https://directory.westernsydney.edu.au/search/name/Md%20Abdul%20Alim/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1011_22-SUA_PC_D#subjects)

Autumn

Penrith (Kingswood)

Day

Subject Contact Md Abdul Alim ([https://directory.westernsydney.edu.au/search/name/Md Abdul Alim/](https://directory.westernsydney.edu.au/search/name/Md%20Abdul%20Alim/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1011_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Md Abdul Alim ([https://directory.westernsydney.edu.au/search/name/Md Abdul Alim/](https://directory.westernsydney.edu.au/search/name/Md%20Abdul%20Alim/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1011_22-AUT_PS_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1011_22-SC2_SC_D#subjects)

ENGR 1012 Engineering Physics (WSTC AssocD)

Credit Points 10

Legacy Code 700153

Coordinator Abbas Ranjbar ([https://directory.westernsydney.edu.au/search/name/Abbas Ranjbar/](https://directory.westernsydney.edu.au/search/name/Abbas%20Ranjbar/))

Description This unit serves as an introduction to the fundamentals of engineering physics with appropriate applications in a wide range of engineering and industrial design systems. Students will be expected to solve problems by applying the laws and principles of engineering physics in the following areas covered by the unit - units and vectors, linear and circular motion, photons, electrons and atoms, force systems and equilibrium, work and energy applications, dynamics of rotational motion, fluid dynamics, heat and thermodynamics, periodic motion and wave phenomena, electricity and magnetism.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects ENGR 1028 - Physics and Materials ENGR 1011 - Engineering Physics ENGR 1035 - Physics and Materials (UWSC)

LGYB 0486 - Physics and Materials (UWSC Assoc Deg) ENGR 1013 - Engineering Physics (UWSC)

Restrictions Students must be enrolled at Western Sydney University, The College in 7022 Associate Degree in Engineering

Assumed Knowledge

HSC physics and HSC mathematics (not General Mathematics).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and apply System Internationale (SI) units in the areas covered in this unit
2. Analyse and solve problems by applying the laws and principles of engineering physics in the following areas covered by the subject ? units and vectors, linear and circular motion, photons, electrons and atoms, force systems and equilibrium, work and energy applications, dynamics of rotational motion, fluid dynamics, heat and thermodynamics, periodic motion and wave phenomena, electricity and magnetism
3. Plan, conduct and document experiments performed in the laboratory on ? measurements and uncertainties, acceleration due to gravity, coefficients of friction, standing waves, spectral line analysis.
4. Interpret the results of experiments against the theory including the estimation of experimental uncertainties.

Subject Content

Units and Vectors

Linear and circular motion

Photons, electrons and atoms

Force systems and equilibrium

Work and energy applications

Dynamics of rotational motion

Fluid dynamics

Heat and thermodynamics

Periodic motion and wave phenomena

Electricity and magnetism

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	6 hours	15	N	Both (Individual & Group)
Intra-session Exam	1 hour	15	N	Individual
Quiz	~0.5 hour each	30	N	Individual
Final Exam	2 hours	40	N	Individual

Prescribed Texts

- Young, HD, Freedman, RA and Bhathal, R 2010. Value Pack University Physics plus Mastering Physics with eBook, Pearson Australia

Teaching Periods

Quarter 2

Nirimba Education Precinct

Composite

Subject Contact Abbas Ranjbar ([https://directory.westernsydney.edu.au/search/name/Abbas Ranjbar/](https://directory.westernsydney.edu.au/search/name/Abbas%20Ranjbar/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1012_22-Q2_BL_C#subjects)

ENGR 1013 Engineering Physics (WSTC)

Credit Points 10

Legacy Code 700151

Coordinator Ben Kelley ([https://directory.westernsydney.edu.au/search/name/Ben Kelley/](https://directory.westernsydney.edu.au/search/name/Ben%20Kelley/))

Description This unit serves as an introduction to the fundamentals of engineering physics with appropriate applications in a wide range of engineering and industrial design systems.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Pre-requisite(s) Students enrolled in 7034 Diploma in Engineering 7066 Diploma in Engineering Fast Track or 6033 Diploma in Engineering Bachelor of Engineering Studies must pass PHYS 0003 Foundation Physics 2 before enrolling in this unit

Equivalent Subjects ENGR 1028 - Physics and Materials ENGR 1011 - Engineering Physics ENGR 1035 - Physics and Materials (UWSC) LGYB 0486 - Physics and Materials (UWSC Assoc Deg) ENGR 1012 - Engineering Physics (WSTC Assoc Deg)

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in Extended Diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject. Students enrolled in the combined Diploma/Bachelor programs listed below must pass all College Preparatory subjects listed in the program structure before progressing to the Year 2 subjects.

Assumed Knowledge

HSC physics and HSC mathematics (not General Mathematics).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and apply System Internationale (SI) units in the areas covered in this unit.
2. Analyse and solve problems by applying the laws and principles of engineering physics in the following areas covered by the subject ? units and vectors, linear and circular motion, photons, electrons and atoms, force systems and equilibrium, work and energy applications, dynamics of rotational motion, fluid dynamics, heat and thermodynamics, periodic motion and wave phenomena, electricity and magnetism.
3. Plan, conduct and document experiments performed in the laboratory on ? measurements and uncertainties, acceleration due

to gravity, coefficients of friction, standing waves, spectral line analysis.

- Interpret the results of experiments against the theory including the estimation of experimental uncertainties.

Subject Content

- Units and Vectors
- Linear and circular motion
- Photons, electrons and atoms
- Force systems and equilibrium
- Work and energy applications
- Dynamics of rotational motion
- Fluid dynamics
- Heat and thermodynamics
- Periodic motion and wave phenomena
- Electricity and magnetism
- Units and Vectors
- Linear and circular motion
- Photons, electrons and atoms
- Force systems and equilibrium
- Work and energy applications
- Dynamics of rotational motion
- Fluid dynamics
- Heat and thermodynamics
- Periodic motion and wave phenomena
- Electricity and magnetism
- Units and Vectors
- Linear and circular motion
- Photons, electrons and atoms
- Force systems and equilibrium
- Work and energy applications
- Dynamics of rotational motion
- Fluid dynamics
- Heat and thermodynamics
- Periodic motion and wave phenomena
- Electricity and magnetism

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Intra-session Exam	45 minutes	25	N	Individual
Practical	2 hours each	10	N	Group
Practical Exam	1 hour	15	N	Individual
Final Exam	2 hours	50	N	Individual

Prescribed Texts

- Young, HD and Freedman, RA 2015. University Physics with Modern Physics Global Edition, Pearson Australia

Teaching Periods

Term 1

Parramatta City - George St

Day

Subject Contact Ben Kelley ([https://directory.westernsydney.edu.au/search/name/Ben Kelley/](https://directory.westernsydney.edu.au/search/name/Ben%20Kelley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1013_22-T1_PG_D#subjects)

Term 2

Penrith (Kingswood)

Day

Subject Contact Ben Kelley ([https://directory.westernsydney.edu.au/search/name/Ben Kelley/](https://directory.westernsydney.edu.au/search/name/Ben%20Kelley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1013_22-T2_KW_D#subjects)

Parramatta City - George St

Day

Subject Contact Ben Kelley ([https://directory.westernsydney.edu.au/search/name/Ben Kelley/](https://directory.westernsydney.edu.au/search/name/Ben%20Kelley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1013_22-T2_PG_D#subjects)

Term 3

Penrith (Kingswood)

Day

Subject Contact Ben Kelley ([https://directory.westernsydney.edu.au/search/name/Ben Kelley/](https://directory.westernsydney.edu.au/search/name/Ben%20Kelley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1013_22-T3_KW_D#subjects)

Parramatta City - George St

Day

Subject Contact Ben Kelley ([https://directory.westernsydney.edu.au/search/name/Ben Kelley/](https://directory.westernsydney.edu.au/search/name/Ben%20Kelley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1013_22-T3_PG_D#subjects)

ENGR 1018 Fundamentals of Mechanics

Credit Points 10

Legacy Code 300463

Coordinator Md Abdul Alim ([https://directory.westernsydney.edu.au/search/name/Md Abdul Alim/](https://directory.westernsydney.edu.au/search/name/Md%20Abdul%20Alim/))

Description In this unit students acquire knowledge about the action and interaction of forces, moments and couples in two and three dimensions. Students then apply this to the analysis of the equilibrium of single bodies, and of trusses, mechanisms, and transversely loaded beams. In addition, students study the dynamics of a non-rotating body, and a body rotating about a fixed axis. Further, they study the friction between bodies. Students conduct experiments to see how the lecture content applies to the real world, and make extensive use of vector algebra.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects ENGR 1020 Fundamentals of Mechanics (WSTC)
ENGR 1019 Fundamentals of Mechanics (WSTC Assoc Deg)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Use equilibrium to evaluate unknown reactions, internal loads and represent distributed forces.
2. Evaluate the internal forces in planar trusses, and mechanisms.
3. Calculate the acceleration of a body under the action of an unbalanced force or couple.
4. Analyse static and kinetic friction.
5. Construct bending moment and shear force diagrams.
6. Take measurements in the real world, and use them to verify the theory presented in the lectures.

Subject Content

Statics in two dimensions
Statics in three dimensions
Translational Dynamics
Rotational Dynamics
Beam Diagrams

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Numerical Problem Solving	Two 3-hour practical labs for 5 different experiments	20	Y	Individual
Numerical Problem Solving	12 tutorial sets with 5 -10 questions (each)	12	Y	Individual
Numerical Problem Solving	20 minutes (per Quiz)	20	N	Individual
Final Exam	2 hours	48	N	Individual

Prescribed Texts

- Meriam, JL & Kraige, LG 2013, Engineering mechanics : statics, 7th, SI edn, Wiley, Singapore.
- Hibbler, RC, 2017, Engineering Mechanics Statics, 14th Edition, Pearson, Hoboken

Teaching Periods

Summer B

Parramatta City - Macquarie St

Day

Subject Contact Md Abdul Alim ([https://directory.westernsydney.edu.au/search/name/Md Abdul Alim/](https://directory.westernsydney.edu.au/search/name/Md%20Abdul%20Alim/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1018_22-SUB_PC_D#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1018_22-SC1_SC_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Leigh Sheppard ([https://directory.westernsydney.edu.au/search/name/Leigh Sheppard/](https://directory.westernsydney.edu.au/search/name/Leigh%20Sheppard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1018_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Md Abdul Alim ([https://directory.westernsydney.edu.au/search/name/Md Abdul Alim/](https://directory.westernsydney.edu.au/search/name/Md%20Abdul%20Alim/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1018_22-SPR_PS_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Eileen An ([https://directory.westernsydney.edu.au/search/name/Eileen An/](https://directory.westernsydney.edu.au/search/name/Eileen%20An/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1018_22-SC3_SC_D#subjects)

ENGR 1019 Fundamentals of Mechanics (WSTC AssocD)

Credit Points 10

Legacy Code 700113

Coordinator Abbas Ranjbar ([https://directory.westernsydney.edu.au/search/name/Abbas Ranjbar/](https://directory.westernsydney.edu.au/search/name/Abbas%20Ranjbar/))

Description This unit deals with the action and interaction of forces, moments and couples in two and three dimensions. It examines the equilibrium of single bodies, and of trusses and mechanisms. It then looks at the friction between bodies. It covers the dynamics of a non-rotating body, and a body rotating about a fixed axis. Finally, internal loadings are investigated - particularly within a transversely loaded beam. The unit makes extensive use of vector algebra.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects ENGR 1020 - Fundamentals of Mechanics (WSTC)
ENGR 1018 - Fundamentals of Mechanics

Restrictions Students must be enrolled in 7022 Associate Degree in Engineering

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Manipulate vectors in 2 dimensions and 3 dimensions.
2. Use the equilibrium equations to evaluate unknown reactions and internal loads.
3. Evaluate the member forces in planar trusses.
4. Evaluate the inter-body forces in planar mechanisms.
5. Calculate the acceleration of a body under the action of an unbalanced force or couple.
6. Analyse static and kinetic friction.
7. Construct bending moment and shear force diagrams.
8. Replace a distributed force by a single equivalent force.
9. Identify under-constrained and statically indeterminate problems.
10. Take measurements in the real world and use them to verify the theory presented in the lectures.

Subject Content

1. Statics in two dimensions
 - Vectors
 - Forces Moments and Couples
 - Free body diagrams
 - Equilibrium
 - Friction
 - Trusses
 - Frames and Machines
2. Statics in three dimensions
 - Vectors
 - Forces Moments and Couples
 - Free body diagrams
 - Equilibrium
3. Translational Dynamics
 - Acceleration
 - The work-energy equation
 - Potential energy
4. Rotational Dynamics
 - Acceleration
 - The work-energy equation
5. Beam Diagrams
 - Internal loads
 - Bending moments and shear force diagrams
 - Distributed forces

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Lab Practicals x5	6 hours	15	N	Both (Individual & Group)
Online Quizzes x10	10x0.5 hour= 5 hours	30	N	Individual
Intra-session exam	1 hours + 30 minutes for online submission	15	N	Individual

End of session exam (in parts): Part 1: written – problem solving/short answer Part 2: Viva Voce	Part 1: 2 hours + 30 minutes for online submission Part 2: 20 minutes per student	40	Y	Individual
--	---	----	---	------------

Prescribed Texts

- Meriam, JL & Kraige, LG 2003, Engineering mechanics Volume 1 Statics SI version, 6th edn, Wiley
- Meriam, JL & Kraige, LG 2003, Engineering mechanics Volume 2 Dynamics SI version, 6th edn, Wiley
- Hibbeler, RC 2010, Engineering Mechanics Statics 12th edn in SI units, Pearson
- Hibbeler, RC 2010, Engineering Mechanics Dynamics 12th edn in SI units, Pearson

Teaching Periods

Quarter 4

Nirimba Education Precinct

Composite

Subject Contact Abbas Ranjbar ([https://directory.westernsydney.edu.au/search/name/Abbas Ranjbar/](https://directory.westernsydney.edu.au/search/name/Abbas%20Ranjbar/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1019_22-Q4_BL_C#subjects)

ENGR 1020 Fundamentals of Mechanics (WSTC)

Credit Points 10

Legacy Code 700023

Coordinator Ben Kelley ([https://directory.westernsydney.edu.au/search/name/Ben Kelley/](https://directory.westernsydney.edu.au/search/name/Ben%20Kelley/))

Description This unit deals with the action and interaction of forces, moments and couples in two and three dimensions, on machine elements and simple structures. It examines the equilibrium of single bodies, of multi-body structures and of mechanisms. It then covers the dynamics of a particle. A systematic approach to solving practical engineering design problems is provided. The unit makes extensive use of vector algebra.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Pre-requisite(s) Students enrolled in 7034 Diploma in Engineering 7066 Diploma in Engineering Extended or 6033 Diploma in Engineering Bachelor of Engineering Studies must pass PHYS 0003 Foundation Physics 2 before enrolling in this unit

Equivalent Subjects ENGR 1018 - Fundamentals of Mechanics ENGR 1019 - Fundamentals of Mechanics (WSTC Assoc Degree)

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in Extended Diplomas must pass 40

credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject. Students enrolled in the combined Diploma/Bachelor programs listed below must pass all College Preparatory subjects listed in the program structure before progressing to the Year2 subjects.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Manipulate vectors in 2 dimensions and 3 dimensions
2. Use the equilibrium equations to evaluate unknown reactions and internal loads
3. Evaluate the member forces in planar trusses
4. Evaluate the inter-body forces in planar mechanisms
5. Calculate the acceleration of a body under the action of an unbalanced force or couple
6. Analyse static and kinetic friction
7. Construct bending moment and shear force diagrams
8. Replace a distributed force by a single equivalent force
9. Identify under-constrained and statically indeterminate problems
10. Take measurements in the real world and use them to verify the theory presented in the lectures

Subject Content

1. Statics in two dimensions
 - Vectors
 - forces Moments and Couples
 - Free body diagrams
 - Equilibrium
 - Friction
 - Trusses
 - Frames and machines
2. Statics in three dimensions
3. Translational Dynamics
 - Acceleration
 - The work-energy equation
 - potential energy
4. Rotational Dynamics
5. Beam Diagrams
 - Internal Loads
 - Bending Moments and Shear Force diagrams
 - Distributed forces

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	2 hours each	20	N	Both (Individual & Group)
Quiz	30 minutes	15	N	Individual
Intra-session Exam	1 hour	15	N	Individual
Final Exam	2 hours	50	N	Individual

Prescribed Texts

- Hibbeler, RC 2015, Engineering mechanics: statics, 14th Global edn, Pearson, Harlow, England

- Hibbeler, RC 2016, Mechanics for engineers: dynamics, 14th edn, Pearson, Harlow, England

Teaching Periods

Term 1

Penrith (Kingswood)

Day

Subject Contact Ben Kelley ([https://directory.westernsydney.edu.au/search/name/Ben Kelley/](https://directory.westernsydney.edu.au/search/name/Ben%20Kelley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1020_22-T1_KW_D#subjects)

Parramatta City - George St

Day

Subject Contact Ben Kelley ([https://directory.westernsydney.edu.au/search/name/Ben Kelley/](https://directory.westernsydney.edu.au/search/name/Ben%20Kelley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1020_22-T1_PG_D#subjects)

Term 2

Parramatta City - George St

Day

Subject Contact Ben Kelley ([https://directory.westernsydney.edu.au/search/name/Ben Kelley/](https://directory.westernsydney.edu.au/search/name/Ben%20Kelley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1020_22-T2_PG_D#subjects)

Term 3

Penrith (Kingswood)

Day

Subject Contact Ben Kelley ([https://directory.westernsydney.edu.au/search/name/Ben Kelley/](https://directory.westernsydney.edu.au/search/name/Ben%20Kelley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1020_22-T3_KW_D#subjects)

Parramatta City - George St

Day

Subject Contact Ben Kelley ([https://directory.westernsydney.edu.au/search/name/Ben Kelley/](https://directory.westernsydney.edu.au/search/name/Ben%20Kelley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1020_22-T3_PG_D#subjects)

ENGR 1023 Introduction to Engineering Business Management (WSTC AssocD)

Credit Points 10

Legacy Code 700114

Coordinator Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

Description This unit will cover aspects of modern engineering business management. This unit of study will provide students an opportunity to look at small, medium and large Engineering businesses and the role of Engineering Associates in those organisations.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Restrictions Students must be enrolled at Western Sydney University, The College in 7022 Associate Degree in Engineering

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the functions and nature of modern engineering business management.
2. Define the role, abilities and core competencies of the Engineering Associate in engineering businesses.
3. Evaluate the principles and processes of modern engineering business management and identify key areas of management in small, medium and large Engineering business for further improvement.
4. Integrate and apply the principles of engineering business management to solve complex engineering problems and become effective in the workplace.
5. Explain the internal and external environment of the business and formulate business strategies

Subject Content

This unit provides engineering students with basic knowledge of engineering business management. The contents of this unit are arranged to provide engineers with an introduction to many of the important topics of management, such as the role of engineers, decision making, human resource management, strategic management, business environment, organizing and leading a business, and control. The weekly contents are described as follows:

1. Introduction to management: roles, functions and organizations
2. The environment and corporate culture
3. Managing in a global environment
4. Ethics, social responsibility and sustainable development
5. Organisational planning and goal setting
6. Strategy formulation and implementation: environmental and internal analyses, and business strategies
7. Managerial decision-making
8. Fundamentals of organising
9. Human resource management
10. Managing diversity
11. Leading and motivation in organizations Marketing
12. Communication and teamwork in organizations
13. Managerial and quality control

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	3,000 words	25	N	Group
Presentation	15 minutes	15	N	Group
Quiz	30 minutes each	20	N	Individual
Final Exam	2 hours	40	N	Individual

Prescribed Texts

- Samson, D. and Daft, R.L. (2011). Fundamentals of management. South Melbourne, Vic.: Cengage Learning

Teaching Periods

Quarter 2

Nirimba Education Precinct

Composite

Subject Contact Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader+Unnisa+Mehdi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1023_22-Q2_BL_C#subjects)

ENGR 1024 Introduction to Engineering Practice

Credit Points 10

Legacy Code 300964

Coordinator Ee Loon Tan ([https://directory.westernsydney.edu.au/search/name/Ee Loon Tan/](https://directory.westernsydney.edu.au/search/name/Ee+Loon+Tan/))

Description This unit encourages students to explore the professional responsibilities and challenges faced by Engineers. Students are introduced to emerging issues and approaches in the engineering profession, with particular attention given to using a systems approach to solve engineering problems. Students engage in a semester-long research and problem solving task that addresses technical, environmental and social sustainability imperatives and fosters fundamental research, communication skills. Special emphasis is placed on lifelong learning, academic literacy and professional skills including information literacy, project management, engineering drawing and teamwork which equip students for subsequent academic and professional pursuits.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects ENGR 1015 Engineering and Industrial Design Practice LGYA 5705 Introduction to Professional Practice ENGR 1016 Engineering Design and Construction Practice ENGR 1033 Engineering Design and Construction Practice LGYB 0482 Engineering Design and Construction Practice ENGR 1026 Introduction to Engineering Practice and ENGR 1025 Introduction to Engineering Practice

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Solve an engineering problem using systems approach.
2. Identify and reflect upon the professional responsibilities of the Engineer.
3. Deploy information literacy skills to investigate a complex problem context, alternate approaches and possible solutions.
4. Deploy academic standard literacy skills including academic writing, argument construction and referencing.
5. Communicate research and solutions clearly and professionally in visual and verbal presentations and an illustrated report.

6. Plan, manage, actively contribute to and assess a team based project.
7. Identify and apply environmentally and socially sustainable design criteria to a complex problem.
8. Produce and read an engineering drawing representing simple structures, landscapes, and electric circuit.

Subject Content

Sustainability
 Complex systems
 Innovation
 Problem-solving
 Professional responsibility
 Information literacy and the research process
 Critical thinking
 Academic literacy
 Teamwork
 Time and project management
 Professional communication skills: written, visual and verbal presentations
 Systems approach
 Engineering Drawing

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Literature Review	(A1) 1,000 words (A2) 5 minute presentation (A3) 15 minutes (per quiz)	30	N	Both (Individual & Group)
Report	(B1) 2,000 word first report (B2) 3,000 word final group report (B3) 15 minute presentation	55	N	Both (Individual & Group)
Reflection	(C1) 500 words reflective writing (C2) Minuted records of team meeting	15	N	Individual

Prescribed Texts

- No prescribed text required

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Ee Loon Tan ([https://directory.westernsydney.edu.au/search/name/Ee Loon Tan/](https://directory.westernsydney.edu.au/search/name/Ee%20Loon%20Tan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1024_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Ee Loon Tan ([https://directory.westernsydney.edu.au/search/name/Ee Loon Tan/](https://directory.westernsydney.edu.au/search/name/Ee%20Loon%20Tan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1024_22-AUT_PS_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Ankit Agarwal ([https://directory.westernsydney.edu.au/search/name/Ankit Agarwal/](https://directory.westernsydney.edu.au/search/name/Ankit%20Agarwal/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1024_22-SC2_SC_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Ee Loon Tan ([https://directory.westernsydney.edu.au/search/name/Ee Loon Tan/](https://directory.westernsydney.edu.au/search/name/Ee%20Loon%20Tan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1024_22-SPR_KW_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Ee Loon Tan ([https://directory.westernsydney.edu.au/search/name/Ee Loon Tan/](https://directory.westernsydney.edu.au/search/name/Ee%20Loon%20Tan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1024_22-SPR_PC_D#subjects)

ENGR 1025 Introduction to Engineering Practice (WSTC AssocD)

Credit Points 10

Legacy Code 700149

Coordinator Abbas Ranjbar ([https://directory.westernsydney.edu.au/search/name/Abbas Ranjbar/](https://directory.westernsydney.edu.au/search/name/Abbas%20Ranjbar/))

Description This subject encourages students to explore the professional responsibilities and challenges faced by Engineers. Students are introduced to emerging issues and approaches in the engineering profession, with particular attention given to using a systems approach to solve engineering problems. Students engage in a term-long research and problem solving task that addresses technical, environmental and social sustainability imperatives and fosters fundamental research, communication skills. Special emphasis is placed on lifelong learning, academic literacy and professional skills including information literacy, project management, engineering

drawing and teamwork which equip students for subsequent academic and professional pursuits.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects ENGR 1016 Engineering Design and Construction Practice ENGR 1024 Introduction to Engineering Practice ENGR 1033 Engineering Design and Construction Practice LGYB 0482 Engineering Design and Construction Practice ENGR 1026 Introduction to Engineering Practice

Restrictions

Students must be enrolled at Western Sydney University, The College in 7022 Associate Degree in Engineering

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Solve an engineering problem using systems approach.
2. Identify and reflect upon the professional responsibilities of the Engineer.
3. Deploy information literacy skills to investigate a complex problem context, alternate approaches and possible solutions.
4. Deploy academic standard literacy skills including academic writing, argument construction and referencing.
5. Communicate research and solutions clearly and professionally in visual and verbal presentations and an illustrated report.
6. Plan, manage, actively contribute to and assess a team based project.
7. Identify and apply environmentally and socially sustainable design criteria to a complex problem.
8. Produce and read an engineering drawing representing simple structures, landscapes and electric circuit.

Subject Content

1. Sustainability
2. Complex systems
3. Innovation
4. Problem-solving
5. Professional responsibility
6. Information literacy and the research process
7. Critical thinking
8. Academic literacy
9. Teamwork
10. Time and project management
11. Professional communication skills: written, visual and verbal presentations
12. Systems approach
13. Engineering drawing

Special Requirements

Essential equipment

Access to an engineering drawing software.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Report	Approx. 1000 words	30	N	Individual
Proposal	15 minutes per group	20	N	Individual
Applied Project	Approx. 3000 words report for a group of 4-6 students + 15 min presentation per group	40	N	Individual
Reflection	500 words	10	N	Individual

Prescribed Texts

- None

Teaching Periods

Quarter 1

Nirimba Education Precinct

Composite

Subject Contact Abbas Ranjbar ([https://directory.westernsydney.edu.au/search/name/Abbas Ranjbar/](https://directory.westernsydney.edu.au/search/name/Abbas%20Ranjbar/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1025_22-Q1_BL_C#subjects)

ENGR 1026 Introduction to Engineering Practice (WSTC)

Credit Points 10

Legacy Code 700148

Coordinator Buddhima De Silva ([https://directory.westernsydney.edu.au/search/name/Buddhima De Silva/](https://directory.westernsydney.edu.au/search/name/Buddhima%20De%20Silva/))

Description This subject encourages students to explore the professional responsibilities and challenges faced by Engineers. Students are introduced to emerging issues and approaches in the engineering profession, with particular attention given to using a systems approach to solve engineering problems. Students engage in a term-long research and problem solving task that addresses technical, environmental and social sustainability imperatives and fosters fundamental research, communication skills. Special emphasis is placed on lifelong learning, academic literacy and professional skills including information literacy, project management, engineering drawing and teamwork which equip students for subsequent academic and professional pursuits.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects ENGR 1016 Engineering Design and Construction Practice ENGR 1024 Introduction to Engineering Practice ENGR 1033 Engineering Design and Construction Practice LGYB 0482

Engineering Design and Construction Practice ENGR 1025 Introduction to Engineering Practice

Restrictions

Students must be enrolled at Western Sydney University, The College. Students enrolled in Extended Diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject. Students enrolled in the combined Diploma/Bachelor programs listed below must pass all College Preparatory subjects listed in the program structure before progressing to the Year 2 subjects.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Solve an engineering problem using systems approach.
2. Identify and reflect upon the professional responsibilities of the Engineer.
3. Deploy information literacy skills to investigate a complex problem context, alternate approaches and possible solutions.
4. Deploy academic standard literacy skills including academic writing, argument construction and referencing.
5. Communicate research and solutions clearly and professionally in visual and verbal presentations and an illustrated report.
6. Plan, manage, actively contribute to and assess a team based project.
7. Identify and apply environmentally and socially sustainable design criteria to a complex problem.
8. Produce and read an engineering drawing representing simple structures, landscapes and electric circuit.

Subject Content

1. Sustainability
2. Complex systems
3. Innovation
4. Problem-solving
5. Professional responsibility
6. Information literacy and the research process
7. Critical thinking
8. Academic literacy
9. Teamwork
10. Time and project management
11. Professional communication skills: written, visual and verbal presentations
12. Systems approach
13. Engineering drawing
1. Sustainability
2. Complex systems
3. Innovation
4. Problem-solving
5. Professional responsibility
6. Information literacy and the research process
7. Critical thinking
8. Academic literacy
9. Teamwork
10. Time and project management
11. Professional communication skills: written, visual and verbal presentations
12. Systems approach
13. Engineering drawing
1. Sustainability
2. Complex systems
3. Innovation
4. Problem-solving

5. Professional responsibility
6. Information literacy and the research process
7. Critical thinking
8. Academic literacy
9. Teamwork
10. Time and project management
11. Professional communication skills: written, visual and verbal presentations
12. Systems approach
13. Engineering drawing

Special Requirements

Essential equipment

Access to an engineering drawing software.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Report	Approx. 1000 words	30	N	Individual
Proposal	15 min per group	20	N	Individual
Applied Project	Approx. 3000 words report for a group of 4-6 students + 15 min presentation per group	40	N	Individual
Reflection	500 words	10	N	Individual

Prescribed Texts

- None

Teaching Periods

Term 1

Penrith (Kingswood)

Day

Subject Contact Buddhima De Silva ([https://directory.westernsydney.edu.au/search/name/Buddhima De Silva/](https://directory.westernsydney.edu.au/search/name/Buddhima%20De%20Silva/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1026_22-T1_KW_D#subjects)

Parramatta City - George St

Day

Subject Contact Buddhima De Silva ([https://directory.westernsydney.edu.au/search/name/Buddhima De Silva/](https://directory.westernsydney.edu.au/search/name/Buddhima%20De%20Silva/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1026_22-T1_PG_D#subjects)

Term 2

Penrith (Kingswood)

Day

Subject Contact Buddhima De Silva ([https://directory.westernsydney.edu.au/search/name/Buddhima De Silva/](https://directory.westernsydney.edu.au/search/name/Buddhima%20De%20Silva/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1026_22-T2_KW_D#subjects)

Parramatta City - George St

Day

Subject Contact Buddhima De Silva ([https://directory.westernsydney.edu.au/search/name/Buddhima De Silva/](https://directory.westernsydney.edu.au/search/name/Buddhima%20De%20Silva/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1026_22-T2_PG_D#subjects)

Term 3

Parramatta City - George St

Evening

Subject Contact Buddhima De Silva ([https://directory.westernsydney.edu.au/search/name/Buddhima De Silva/](https://directory.westernsydney.edu.au/search/name/Buddhima%20De%20Silva/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1026_22-T3_PG_E#subjects)

ENGR 1036 Construction Communication

Credit Points 10

Legacy Code 301213

Coordinator Brendan Kirkland ([https://directory.westernsydney.edu.au/search/name/Brendan Kirkland/](https://directory.westernsydney.edu.au/search/name/Brendan%20Kirkland/))

Description This unit encourages students to explore professional responsibilities and challenges faced by construction professionals. Students are introduced to the construction profession through the use of industry case studies and project problems. Students engage in a research and problem-solving task that addresses sustainability imperatives and fosters fundamental research and communication skills. Special emphasis is placed on academic and business literacy, project management and teamwork which equip students for subsequent academic and professional contexts.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects ENGR 1016 - Engineering Design Construction Practice ENGR 1029 - Professional Competencies ENGR 1033 - Engineering Design and Construction Practice (UWSC) LGYB 0482 - Engineering Design and Construction Practice (UWSC Assoc Deg) ENGR 1030 - Professional Competencies

Restrictions Must be enrolled in the following programs: 2607 Bachelor of Construction Management, 3762 Bachelor of Construction Management (Honours), 3727 Bachelor of Building Design Management or 3692 Bachelor of Construction Technology.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and reflect upon the roles and responsibilities of construction professionals
2. Deploy information literacy skills to investigate a construction problem, consider alternate approaches and evaluate possible solutions
3. Recommend and argue for, feasible, innovative and sustainable solutions to problems
4. Deploy academic and business literacy skills including report writing, argument construction and referencing
5. Communicate research outcomes clearly and professionally in visual and verbal presentations
6. Plan, manage and actively contribute to a team based project

Subject Content

1. Communication skills: written, visual and verbal presentations
2. Roles and responsibilities of construction professionals
3. Academic and Business literacy skills
4. Problem-solving
5. Critical thinking
6. Information literacy and the research process
7. Time and project management
8. Industry case studies
9. Sustainable and Innovative approaches

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Report	1,000 words	15	N	Individual
Report	1,000 words plus 3 minute presentation	20	N	Individual
Report	1,000 words per student plus 15 minute group presentation.	55	N	Both (Individual & Group)
Quiz	10 activities comprising of 150 word journal entries OR short online quizzes OR in-class tutorial activities	10	N	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Brendan Kirkland ([https://directory.westernsydney.edu.au/search/name/Brendan Kirkland/](https://directory.westernsydney.edu.au/search/name/Brendan%20Kirkland/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1036_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Brendan Kirkland ([https://directory.westernsydney.edu.au/search/name/Brendan Kirkland/](https://directory.westernsydney.edu.au/search/name/Brendan%20Kirkland/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1036_22-AUT_PS_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Brendan Kirkland ([https://directory.westernsydney.edu.au/search/name/Brendan Kirkland/](https://directory.westernsydney.edu.au/search/name/Brendan%20Kirkland/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1036_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Brendan Kirkland ([https://directory.westernsydney.edu.au/search/name/Brendan Kirkland/](https://directory.westernsydney.edu.au/search/name/Brendan%20Kirkland/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1036_22-SPR_PS_D#subjects)

ENGR 1037 Construction Communication (WSTC)

Credit Points 10

Legacy Code 700290

Coordinator Robert Paluzzano ([https://directory.westernsydney.edu.au/search/name/Robert Paluzzano/](https://directory.westernsydney.edu.au/search/name/Robert%20Paluzzano/))

Description This unit encourages students to explore professional responsibilities and challenges faced by construction professionals. Students are introduced to the construction management profession through the use of industry case studies and project problems. Students engage in a research and problem-solving task that addresses sustainability imperatives and fosters fundamental research and communication skills. Special emphasis is placed on academic and business literacy, project management and teamwork which equip students for subsequent academic and professional contexts.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects ENGR 1016 Engineering Design Construction Practice
ENGR 1029 Professional Competencies
ENGR 1033 Engineering Design Construction Practice (WSTC) LGYB
0482 Engineering Design Construction Practice (Assoc Deg)
ENGR 1036 Construction Communication and
ENGR 1030 Professional Competencies (WSTC)

Restrictions

Students must be enrolled at The College. Students enrolled in Extended Diploma programs: 7136 Dip Building Design Management

Extended and 7137 Dip Construction Management Extended must have passed 30 credit points of preparatory subjects in order to enrol in this subject.

Students enrolled in 6045 Diploma in Construction Technology/ Bachelor of Construction Technology or 6031 Dip Building Design Management/B Building Design Management must have passed or be enrolled in the preparatory units in their course in order to enrol in this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and reflect upon the roles and responsibilities of construction professionals.
2. Deploy information literacy skills to investigate a construction problem, consider alternate approaches and evaluate possible solutions.
3. Recommend and argue for feasible, innovative and sustainable solutions to problems.
4. Deploy academic and business literacy skills including report writing, argument construction and referencing.
5. Communicate research outcomes clearly and professionally in visual and verbal presentations.
6. Plan, manage and actively contribute to a team based project.

Subject Content

1. Communication skills: written, visual and verbal presentations.
 2. Roles and responsibilities of construction professionals.
 3. Academic and business literacy skills.
 4. Problem-solving.
 5. Critical thinking.
 6. Information literacy and the research process.
 7. Time and project management.
 8. Industry case studies.
 9. Sustainable and innovative approaches.
1. Communication skills: written, visual and verbal presentations.
 2. Roles and responsibilities of construction professionals.
 3. Academic and business literacy skills.
 4. Problem-solving.
 5. Critical thinking.
 6. Information literacy and the research process.
 7. Time and project management.
 8. Industry case studies.
 9. Sustainable and innovative approaches.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	1 hour	5	N	Individual
Case Study	800 words	20	N	Individual
Report	1000 words – per student submitted as a well-integrated team report	50	N	Both (Individual & Group)

Presentation	12 – 15 minutes	25	N	Both (Individual & Group)
--------------	-----------------	----	---	---------------------------

Teaching Periods

Term 1

Penrith (Kingswood)

Day

Subject Contact Robert Paluzzano ([https://directory.westernsydney.edu.au/search/name/Robert Paluzzano/](https://directory.westernsydney.edu.au/search/name/Robert%20Paluzzano/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1037_22-T1_KW_D#subjects)

Term 2

Penrith (Kingswood)

Day

Subject Contact Robert Paluzzano ([https://directory.westernsydney.edu.au/search/name/Robert Paluzzano/](https://directory.westernsydney.edu.au/search/name/Robert%20Paluzzano/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1037_22-T2_KW_D#subjects)

ENGR 1038 Design Graphics: Presenting Innovation

Credit Points 10

Legacy Code 301283

Coordinator Karen Yevenes ([https://directory.westernsydney.edu.au/search/name/Karen Yevenes/](https://directory.westernsydney.edu.au/search/name/Karen%20Yevenes/))

Description Design visualisation in the form of 2D and 3D graphics is fundamental to the overall design process. This unit provides students with essential knowledge of design principles as used in visual communication. Students will employ graphic techniques to effectively convey a design proposal using creativity, technical skill, and quality design principles in a manner that is consistent with industry expectations. Students will produce graphic work that is portfolio-ready and suitable to display to potential clients and employers.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects ENGR 1022 Industrial Graphics 1 Presentation
ENGR 1021 Graphics 1 2D 3D Industrial Design Communication

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Plan a design solution for a specific design brief using graphic visualisation techniques.
2. Design an object or building concept through the use of Computer-Aided Design (CAD).
3. Use a range of low fidelity and high fidelity representations (ranging from hand sketches to digital models).
4. Communicate a response to a design brief in the form of concept sketches and 2D/3D digital design drawings.

Subject Content

?Use of 2D and 3D graphics tools to represent a design concept
?Design communication to explain working properties and features of design concepts

?Integration of basic drawing skills for industrial design and architecture students; and skills to communicate design ideas

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Applied Project	1 x A3/A2 size graphic composition	30	N	Individual
Portfolio	5 x A3 size graphic concepts	30	N	Individual

Prescribed Texts

- Eissen, K & Steur, R 2007, Sketching : drawing techniques for product designers, Bis, Amsterdam.

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Karen Yevenes ([https://directory.westernsydney.edu.au/search/name/Karen Yevenes/](https://directory.westernsydney.edu.au/search/name/Karen%20Yevenes/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1038_22-AUT_PC_D#subjects)

ENGR 1039 Designing for Circular Economy

Credit Points 10

Legacy Code 301281

Coordinator Sasha Alexander ([https://directory.westernsydney.edu.au/search/name/Sasha Alexander/](https://directory.westernsydney.edu.au/search/name/Sasha%20Alexander/))

Description Traditional linear consumption patterns have placed considerable load on available natural resources. The lack of comprehensive mitigation strategies has motivated local and international efforts around the United Nations Sustainable Development Goals (UNSDGs 2030) to finding resolutions towards making the world more equitable, sustainable, liveable and with opportunities for new sustainable businesses. Students will choose an existing product and apply the principles of the UNSDGs and Circular Economy to create a proposal and prototype to improve upon its current design. Throughout this process the students will consider product usage, durability, bio-ingredients, the product lifecycle, community impact, and sustainability.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects ENGR 1004 Design Science (WSTC)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply appropriate methods of approach in designing for circular economy.
2. Examine the inter-relationships between human actions and natural ecosystems with a particular focus on a restorative approach with emphasis on product or service design, material optimisation for remanufacturing, reuse, or recycling processes and effective product design methodology.
3. Identify UNSDGs challenges and provide suggestions on how individuals can make a constructive contribution through their own discipline fields through discourse and reflection.
4. Engage and facilitate discussions around the principles of Circular Economy and their inclusion in all future project briefs.
5. Present a conceptual proposal for a product or service improvement that contributes positively to a circular economy approach at a local community or city-wide level.

Subject Content

1. Introduction to the concept of Circular Economy and power of Circular Design in responding to environmental challenges and meaningful professional practice with impact.
2. Moving from linear to circular economy and understanding your professional role mindset change and related progressive community actions.
3. Introduction to a selection of materials and processes used in the manufacture of consumer products and their related environmental impacts on consumer health and wellbeing.
4. The significance of recycled material utilisation through remanufacture toward new economic and environmental gains.
5. Introduction to the United Nations Sustainable Development Goals (UNSDGs) and relationship to professional practice.
6. Introduction to understanding biodiversity and ecosystems and positive effects of circular thinking through case studies and observing UNSDG progress and ethical decision-making in new product development.
7. Applying Circular Economy principles in conceptually redesigning a product or service in cooperation with an extended product life or material lifecycle strategy.

Special Requirements

Legislative pre-requisites

The WHS module must be completed successfully by all students as a requirement for accessing workshops and undertaking practical exercises.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	Design Brief (1000 words)	20	N	Group

Report	Report (1000 words), Visualisation (2x graphics)	30	N	Individual
Portfolio	Report (800 words), 3-Dimensional Model, Reflection(500 words)	50	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Sasha Alexander ([https://directory.westernsydney.edu.au/search/name/Sasha Alexander/](https://directory.westernsydney.edu.au/search/name/Sasha%20Alexander/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1039_22-AUT_PS_D#subjects)

ENGR 1040 Designing for People: Applied Ergonomics

Credit Points 10

Legacy Code 301286

Coordinator Jean Payette ([https://directory.westernsydney.edu.au/search/name/Jean Payette/](https://directory.westernsydney.edu.au/search/name/Jean%20Payette/))

Description Ergonomics is the study of the interaction between people, their environments, and their objects. A sound understanding of the principles of ergonomics allows a designer to develop products, systems and environments with optimum product usability and end user safety. In this unit, students are introduced to modelling workshop procedures and undertake their own ergonomic study. Students then build and test a hand-held scale product, and integrate user feedback into their redesign.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply ergonomics theory and methods to conduct, document and interpret ergonomics research.
2. Analyse the ergonomics of an existing hand-held consumer product.
3. Redesign a hand-held consumer product with reference to ergonomics theory and practical research.
4. Generate basic plan drawings for 1:1 scale Usability Model.
5. Apply modelling techniques to produce a 1:1 scale model to demonstrate product functions and to test product usability.
6. Locate and comply with relevant Australian product safety standards.

Subject Content

-Ergonomics principles and guidelines

-Usability testing
 -Anthropometrics measurements
 -Safety issues in the workshop ? induction
 -Visual systems
 -Ergonomics of lighting
 -Visual and Auditory display
 -Information / Control display
 -Inclusive Design
 -Research methods

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task: Ergonomics analysis & design brief	Ergonomics analysis report: 1,250 words (20%); Design brief: 1,000 words (10%)	30	N	Individual
Applied Project	3 x A2 Concept renderings (Photoshop & Illustrator)	20	N	Individual
Report and Practical	Report: 1,000 words (Redesign report 15%, testing report 15%); Working model 1:1 (20%)	50	N	Individual

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Jean Payette ([https://directory.westernsydney.edu.au/search/name/Jean Payette/](https://directory.westernsydney.edu.au/search/name/Jean%20Payette/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1040_22-SPR_PS_D#subjects)

ENGR 1041 Designing for User Experience (UX)

Credit Points 10

Legacy Code 301284

Coordinator Mauricio Novoa ([https://directory.westernsydney.edu.au/search/name/Mauricio Novoa/](https://directory.westernsydney.edu.au/search/name/Mauricio%20Novoa/))

Description Understanding product-oriented user requirements and mapping user experience journeys provide rich inputs for new product and service innovations. In this unit students will focus on user needs and the interactive elements which, when combined, create

successful user experiences through impactful user interfaces, and highly differentiated outcomes. Students will engage in an applied project in response to an interaction design challenge. As part of their project students will incorporate elements to evoke strong emotional, sensorial and functional connections which are essential in creating inclusive design, engaged usability, and high-quality human-centred experiences, for successful products and services.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Conduct research on user perception of utility, ease of use, efficiency and effectiveness of products and services
2. Design user experience using research data and through testing
3. Communicate findings to diverse audiences in a range of formats
4. Follow an iterative user design process using a set of techniques

Subject Content

1. Contextual Inquiry
2. Human-Centred Design
3. User Research
4. Interaction Design
5. Experience Strategy
6. Information Architecture
7. Experience Prototyping

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied Project	1,250 words	25	N	Individual
Applied project	500 words for abstract (15%); 3 x concept proposals (20%)	35	N	Individual
Applied Project	1000 words 1 x proposal (1,2,3,4) (Article 10%, Proposal 20%) 5 minutes Presentation (2,3,4) (10%)	40	N	Individual

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Mauricio Novoa ([https://directory.westernsydney.edu.au/search/name/Mauricio Novoa/](https://directory.westernsydney.edu.au/search/name/Mauricio%20Novoa/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1041_22-SPR_PS_D#subjects)

ENGR 1042 Sustainable Materials and Smart Manufacturing

Credit Points 10

Legacy Code 301288

Coordinator James Berry ([https://directory.westernsydney.edu.au/search/name/James Berry/](https://directory.westernsydney.edu.au/search/name/James%20Berry/))

Description In this unit we explore the circular 'Cradle to Cradle' design philosophy through material choice and manufacturing systems. Introduced are conventional materials, smart materials, and manufacturing systems within an ecological assessment framework, equipping designers with the tools to select and assess materials and manufacturing processes appropriate to use. Students undertake a life cycle materials research project and a design for manufacture (DFM) project in the context of emergent Industry 4.0 principles.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects ENGR 1032 Sustainable Design Materials Technology ENGR 1031 Sustainable Design 1 Materials Technology

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the stages involved, and associated environmental and social impacts of contemporary materials processing and manufacturing
2. Identify and describe how the properties of materials relate to contemporary manufacturing processes
3. Use knowledge of materials properties and manufacturing processes in selecting suitable materials to meet a simple (closed) design brief for a physical artefact and to justify the selection
4. Describe potential applications of new and emerging materials and processes in the circular economy and Industry 4.0 framework

Subject Content

1. Introduction to the product manufacturing processes of plastics, metals, wood products, glass, plastic composites and smart materials
2. Material finishes and coatings
3. Material selection and specification for product design
4. Material aesthetics and personalities
5. Sustainable material selection, specification and comparison
6. Life cycle analysis using material library tools
7. Design for manufacturing and assembly
8. Simulating plastic forming through making
9. Introduction to Industry 4.0 for manufactured material accreditation and tracking

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	3 x 30 Minutes	30	N	Individual
Applied Project	Mould simulation - 3 page report	40	N	Individual
Applied Project	Design proposal: 10 page diagrammatic visual design Report (500 words)	30	N	Individual

Prescribed Texts

- Thompson, R 2007, Manufacturing processes for design professionals, Thames & Hudson, New York.

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact James Berry ([https://directory.westernsydney.edu.au/search/name/James Berry/](https://directory.westernsydney.edu.au/search/name/James%20Berry/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1042_22-AUT_PS_D#subjects)

ENGR 1043 Co-Designing Change with Local Communities

Credit Points 10

Legacy Code 301282

Coordinator James Berry ([https://directory.westernsydney.edu.au/search/name/James Berry/](https://directory.westernsydney.edu.au/search/name/James%20Berry/))

Description Collaboration is the foundation for some of the most successful world achievements ranging from medical breakthroughs, to space travel, to smart phones, to drones. Effective collaboration in diverse teams promotes a dynamic environment for creativity and innovation with good prospects for developing novel solutions. In a real world collaborative, co-design partnership with an external university partner, students will create a design proposal and prototype, based on a project brief. Through this collaborative process, students will develop skills in research, conceptualisation, communication and reflective practice whilst prototyping and testing their ideas before presenting them to their client.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects ENGR 1002 Applied Ergonomics ENGR 1005 Design Studio 1 Patterns and Products

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify stakeholders and describe human-centred needs based on core requirements.
2. Develop and communicate conceptual design proposals based on a closed design brief.
3. Select a final design based on developed human-centred core attributes.
4. Build and test a design in the form of a simple operating model.
5. Describe and provide a written reflection on learning.

Subject Content

1. Understanding human factors in design through observation and engagement
2. Participating in a real-life collaborative professional challenge
3. User-centred design inquiry
4. Reframing a project brief that observes the integration of people, context, and rewarding experiences of products or services in use
5. Practical introduction to working in teams
6. Integrated design processes and iterative physical model making and prototyping

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	1 working interactive model	30	N	Individual
Applied Project	1200 words and 7 minutes presentation	30	N	Group
Applied Project	2 X A3 presentation posters, one full scale physical model, 3 minutes presentation	40	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact James Berry ([https://directory.westernsydney.edu.au/search/name/James Berry/](https://directory.westernsydney.edu.au/search/name/James%20Berry/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1043_22-AUT_PS_D#subjects)

ENGR 1044 Drawing Skills for Design Thinking

Credit Points 10

Legacy Code 301285

Coordinator Karen Yevenes ([https://directory.westernsydney.edu.au/search/name/Karen Yevenes/](https://directory.westernsydney.edu.au/search/name/Karen%20Yevenes/))

Description Drawing skills can unlock and translate creative thoughts as actions, iterations, and guide collaborative dialogue in meeting common goals. In combination with Design Thinking essentials which include empathy, ideation, and experimentation, practiced drawing skills can accelerate decision-making for individuals or groups. This unit is focused on developing hand drawing skills as a tool for generating creative ideas and design solutions. Students will attain an understanding of spatial relationships between humans and objects, and natural and built environments. The emphasis is on using drawing as a method for conducting exploratory investigations, recording creative thinking processes through ideation and inspiring innovation. Students will gain confidence in communicating their creative ideas to a wide audience.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify a variety of representational techniques to communicate three dimensional forms.
2. Identify relationships between humans and the built environment by undertaking observational drawing activities.
3. Apply visual-thinking techniques as a technique for creative problem solving.
4. Create a portfolio of works that apply drawing principles and techniques to generate 2D compositions.
5. Reflect on your drawing technique and development through the use of a sketch book diary.

Subject Content

1. Drawing as a tool for creative thinking
2. Observational drawing
3. Drawing tools and their use
4. Types of drawings and drawing systems
5. Ideation techniques
6. Explanatory drawings
7. Perspective technique and pictorial representation
8. Perception, viewpoints, depth, light and shadow
9. Design principles in drawing: line, shape, tone texture
10. Diagrammatic drawings
11. The human form in context of designed spaces and objects
12. Composition for communication
13. Rendering processes

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Creative thinking sketchbook	A4 Sketchbook of weekly tutorial exercises	40	N	Individual
Technique: Portfolio of perspective drawings	15 x A3 Pages of perspective drawing exercises	30	N	Individual
Communication Portfolio of explanatory drawings	15 x A3 Communication drawings	30	N	Individual

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Karen Yevenes ([https://directory.westernsydney.edu.au/search/name/Karen Yevenes/](https://directory.westernsydney.edu.au/search/name/Karen%20Yevenes/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1044_22-SPR_PS_D#subjects)

ENGR 1045 Engineering Programming Fundamentals

Credit Points 10

Legacy Code 301335

Coordinator Leigh Sheppard ([https://directory.westernsydney.edu.au/search/name/Leigh Sheppard/](https://directory.westernsydney.edu.au/search/name/Leigh%20Sheppard/))

Description An introduction to problem-solving via programming, which aims to have students develop proficiency in using a high level programming language. Topics covered in this unit include: algorithms, program structures (statements, sequence, selection, iteration, functions), data types (numeric, character), data structures (arrays, tuples, pointers, lists), storage structures (memory, addresses), introduction to analysis of algorithms, testing, code quality, teamwork, and reflective practice. The unit includes extensive practical work in labs and programming projects.

School Eng, Design & Built Env

Discipline Engineering and Related Technologies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Assumed Knowledge

HSC Physics and HSC Mathematics Extension 1 or HSC Mathematics Extension 2. HSC Two units of Science and HSC two units of English.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	2 hours	20	N	Individual
Report	2 hours (each) (2 submissions at 20% each)	40	N	Individual
Final Exam	6 hours	40	N	Individual

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Leigh Sheppard ([https://directory.westernsydney.edu.au/search/name/Leigh Sheppard/](https://directory.westernsydney.edu.au/search/name/Leigh%20Sheppard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1045_22-AUT_PC_D#subjects)

ENGR 1046 Human Centred Design Research Methods

Credit Points 10

Legacy Code 301280

Coordinator Mauricio Novoa ([https://directory.westernsydney.edu.au/search/name/Mauricio Novoa/](https://directory.westernsydney.edu.au/search/name/Mauricio%20Novoa/))

Description Professional practice across many disciplines has evolved toward a co-creative model where stakeholders, human and environmental contexts and the integration of an interdisciplinary approach is seen to accelerate multiple solution developments and innovation. Students are introduced to design research methods and professional design practice in a human-centred discovery project gaining strategic problem solving and critical thinking skills as a core outcome. Special emphasis is placed on lifelong learning, academic literacy and professional skills including information literacy, leveraging knowledge sets, project management, and design innovation all of which equip students for future interactions in academic and professional contexts.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects LGYA 5705 - Introduction to Professional Practice ENGR 1015 - Engineering Industrial Design Practice ENGR 1016 - Engineering Design Construction Practice ENGR 1033 - Engineering Design Construction Practice LGYB 0482 - Engineering Design Construction Practice ENGR 1027 - Introduction to Industrial Design methods

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply design literacy skills to investigate complex design problems in societal context and present alternate approaches and possible solutions with supporting argument
2. Seek and critically analyse academic, contextual and user research in relation to design problems and intent of the subjected Nations Sustainable Development Goals (UNSDGs) and ethical standards
3. Demonstrate standard academic literacy skills including, scholarly inquiry, academic writing, argument construction and referencing
4. Develop and communicate research and design solutions clearly and professionally in visual, verbal and written reports and presentations as an individual and in a team

Subject Content

People and context
 Information literacy and the research process
 Critical thinking
 Design methodology
 Problem-solving
 Design Innovation
 Professional responsibility and ethics
 Academic literacy
 Teamwork
 Time and project management
 Professional communication skills: written, visual and verbal presentations
 Complex systems
 Design actions responding to principles of United Nations Sustainable Development Goals (UNSDGs)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	Report 500 words per student (10%); Essay 1, 200 words (20%)	30	N	Both (Individual & Group)
Report	Report 500 words per student (20%); Presentation 7 minutes (10%)	30	N	Both (Individual & Group)
Applied Project	3 x A3 size (graphic posters)	40	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Mauricio Novoa ([https://directory.westernsydney.edu.au/search/name/Mauricio Novoa/](https://directory.westernsydney.edu.au/search/name/Mauricio%20Novoa/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1046_22-AUT_PS_D#subjects)

ENGR 1047 Advanced Engineering Physics 1

Credit Points 10

Legacy Code 301334

Coordinator Leigh Sheppard ([https://directory.westernsydney.edu.au/search/name/Leigh Sheppard/](https://directory.westernsydney.edu.au/search/name/Leigh%20Sheppard/))

Description This unit will be offered at Engineering Innovation Hub - Hassall St, Parramatta campus. The aim of this unit is to introduce students to the conceptual, mathematical and practical aspects of the following topics in advanced engineering physics, viz: vectors, linear and circular motion, photons, electrons and atoms, Newtons laws of motion, work and kinetic energy, dynamics of rotational motion, fluid dynamics, thermodynamics, periodic motion and waves/acoustics. The content will be delivered via a combination of lectures, tutorials and hands-on practicals in order to develop the growth of theoretical and applied engineering physics knowledge. This will provide students with a solid foundation for their engineering studies.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects ENGR 1011 - Engineering Physics
ENGR 1013 - Engineering Physics

Assumed Knowledge

HSC Physics and HSC Mathematics Extension 1 (not General Mathematics).

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	2 hours per practical	15	N	Individual
Numerical Problem Solving	40 minutes	15	N	Individual
Practical Exam	2 hours	10	N	Individual
Numerical Problem Solving	5-10 problems	10	N	Individual
Final Exam	2 hours	50	N	Individual

Prescribed Texts

Young, HD & Freedman, RA 2020, Sears and Zemansky's University Physics with Modern Physics, 15th Global edn, Pearson Higher Ed, Boston.

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Leigh Sheppard ([https://directory.westernsydney.edu.au/search/name/Leigh Sheppard/](https://directory.westernsydney.edu.au/search/name/Leigh%20Sheppard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1047_22-AUT_PC_D#subjects)

ENGR 1048 Engineering Materials (UG Cert)

Credit Points 10

Legacy Code 500066

Coordinator Maisha Tabassum ([https://directory.westernsydney.edu.au/search/name/Maisha Tabassum/](https://directory.westernsydney.edu.au/search/name/Maisha%20Tabassum/))

Description This unit will introduce fundamentals of engineering materials. The topics will include materials structure, properties, processing and applications, degradation of materials, sustainability and the selection of materials for various engineering applications.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects ENGR 1008 Engineering Materials ENGR 1014 Engineering and Design Concepts ENGR 1009 Engineering Materials (WSTC AssocD) ENGR 1010 Engineering Materials (WSTC) ENGR 1034 Engineering and Design Concepts (WSTC) LGYB 0481 Engineering and Design Concepts (WSTC AssocD)

Restrictions Students must be enrolled in the program : 7178 Diploma of Aerotropolis Industry 4.0 (Mechatronic Skills) or 7182 Undergraduate Certificate in Engineering

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe and identify the atomic structure, bonding, crystal structure and defects of materials.
2. Explain the various properties of materials (eg mechanical, thermal, electrical, optical, magnetic).
3. Identify and explain the mechanical failures, corrosion and degradation of materials and how to prevent them.
4. Select an appropriate material for a given application.
5. Apply sustainability principles in engineering practice.

Subject Content

1. Atomic structure and interatomic bonding
2. Crystalline structure and defects in solids
3. Various properties of materials (mechanical, thermal, electrical, magnetic and optical)
4. Metals, ceramics and glasses, polymers, composites and advanced materials
5. Diffusion and phase diagrams
6. Corrosion and degradation of materials
7. Materials selection
8. Materials and sustainability

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Real-world problem diagnosis and analysis (Part A)	450 words	15	N	Individual
Real-world problem diagnosis and analysis (Part B)	450 words	15	N	Individual
Lab analysis & report: Crystal structures	600 words	20	N	Individual
Lab analysis & report: Mechanical properties	600 words equivalent	20	N	Individual
Case study: Material selection and eco-audit	900 words	30	N	Individual

Teaching Periods

ENGR 1049 Introduction to Engineering Practice

Credit Points 10

Legacy Code 500063

Coordinator Shubhekshya Basnet ([https://directory.westernsydney.edu.au/search/name/Shubhekshya Basnet/](https://directory.westernsydney.edu.au/search/name/Shubhekshya%20Basnet/))

Description This unit encourages students to explore the professional responsibilities and challenges faced by Engineers. Students are introduced to emerging issues and approaches in engineering profession, especially particular attention will be given to systems approach. Students engage in a term-long research and problem solving task that addresses technical, environmental and social sustainability imperatives and fosters fundamental research, communication skills. Special emphasis is placed on lifelong learning, academic literacy and professional skills including information literacy, project management, engineering drawing and teamwork which equip students for subsequent academic and professional contexts.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects ENGR 1024 Introduction to Engineering Practice
ENGR 1025 Introduction to Engineering Practice (WSTC) ENGR 1026
Introduction to Engineering Practice (UWSC)

Restrictions Students must be enrolled in 7178 Diploma of Aerotropolis
Industry 4.0 (Mechatronic Skills) Or 7182 Undergraduate Certificate in
Engineering

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Solve an engineering problem using systems approach.
2. Identify and reflect upon the professional responsibilities of the Engineer.
3. Deploy information literacy skills to investigate a complex problem context, alternate approaches and possible solutions.
4. Deploy academic standard literacy skills including academic writing, argument construction and referencing.
5. Communicate research and solutions clearly and professionally in visual and verbal presentations and an illustrated report.
6. Plan, manage, actively contribute to and assess a team based project.
7. Identify and apply environmentally and socially sustainable design criteria to a complex problem.
8. Produce and read an engineering drawing representing simple structures, landscapes and electric circuit.

Subject Content

1. Sustainability
2. Complex systems
3. Innovation
4. Problem-solving
5. Professional responsibility
6. Information literacy and the research process
7. Critical thinking
8. Academic literacy
9. Teamwork
10. Time and project management
11. Professional communication skills: written, visual and verbal presentations
12. Systems approach
13. Engineering drawing

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied Project	3 minutes	15	N	Individual
Applied Project	1,000 words	20	N	Individual
Applied Project	1,200 words	35	N	Individual
Case Study	1,500 words/ 10-15 minutes	30	N	Group

Teaching Periods

Block B Session

Online

Online

Subject Contact Shubhekshya Basnet ([https://directory.westernsydney.edu.au/search/name/Shubhekshya Basnet/](https://directory.westernsydney.edu.au/search/name/Shubhekshya%20Basnet/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1049_22-BB_ON_O#subjects)

Block C Session

Online

Online

Subject Contact Shubhekshya Basnet ([https://directory.westernsydney.edu.au/search/name/Shubhekshya Basnet/](https://directory.westernsydney.edu.au/search/name/Shubhekshya%20Basnet/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1049_22-BC_ON_O#subjects)

Block D Session

Online

Online

Subject Contact Mitchell Liddle ([https://directory.westernsydney.edu.au/search/name/Mitchell Liddle/](https://directory.westernsydney.edu.au/search/name/Mitchell%20Liddle/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1049_22-BD_ON_O#subjects)

Block E Session

Online

Online

Subject Contact Mitchell Liddle ([https://directory.westernsydney.edu.au/search/name/Mitchell Liddle/](https://directory.westernsydney.edu.au/search/name/Mitchell%20Liddle/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1049_22-BE_ON_O#subjects)

Block F Session

Online

Online

Subject Contact Mitchell Liddle ([https://directory.westernsydney.edu.au/search/name/Mitchell Liddle/](https://directory.westernsydney.edu.au/search/name/Mitchell%20Liddle/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1049_22-BF_ON_O#subjects)

ENGR 1050 Sustainable Engineering Fundamentals

Credit Points 10

Legacy Code 301418

Coordinator Sathaa Arumugam Sathasivan ([https://directory.westernsydney.edu.au/search/name/Sathaa Arumugam Sathasivan/](https://directory.westernsydney.edu.au/search/name/Sathaa%20Arumugam%20Sathasivan/))

Description Engineers need to ensure that their practice is guided by sustainability principles. This unit will introduce students to sustainability and provide an understanding of the environmental and social impacts of human development. Students will be introduced to various national and international initiatives including the United Nations Sustainable Development Goals. Students will learn fundamental scientific concepts in chemistry and ecology, and conduct

and report on laboratory experiments relevant for emerging issues. Students will apply concepts such as material and energy flow, limiting nutrients, carrying capacity, climax, biodiversity, food chain and irreversibility in relation to how an ecosystem responds to changes in the environment to real world case studies.

School Eng, Design & Built Env

Discipline Engineering and Related Technologies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the need for sustainable development and key national and international initiatives.
2. Explain the concepts of ecology.
3. Apply the concepts of ecology to evaluate the effects of human activities on ecosystem.
4. Identify the concept of chemical equilibrium used to evaluate phenomena related to chemical reactions including acids and bases.
5. Apply concepts of oxidation and reduction to analyse electrochemical cells and corrosion.
6. Communicate concepts, experiments and results in a clear and ethical manner.
7. Work safely and collaboratively in groups on laboratory experiments and projects, contributing to reports.

Subject Content

1. Introduction to sustainability
2. Ecology and ecosystems
3. Effects of economic development on environment and society
4. Key international and national initiatives on sustainable development
5. Stoichiometry
6. Chemical equilibrium
7. Acids and bases
8. Electrochemistry
9. Chemical reaction kinetics

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Self-Assessment	30 minutes (each week)	20	N	Individual
Practical	500-1000 words	20	N	Both (Individual & Group)
Short Answer	45 minutes (per Quiz)	30	N	Individual
Report	2000-3000 words and 15 minutes	30	N	Both (Individual & Group)

Prescribed Texts

- Brown, TL., LeMay, HE, Bursten, BE, Murphy, CJ, Woodward, PM, Stoltzfus, M 2018, Chemistry: the central science, 14th edn, Pearson, Boston. <https://west-sydney-primo.hosted.exlibrisgroup.com/permalink/f/1vt0uuc/UWS-ALMA21196197280001571>

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Sathaa Arumugam Sathasivan ([https://directory.westernsydney.edu.au/search/name/Sathaa Arumugam Sathasivan/](https://directory.westernsydney.edu.au/search/name/Sathaa%20Arumugam%20Sathasivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1050_22-AUT_KW_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Sathaa Arumugam Sathasivan ([https://directory.westernsydney.edu.au/search/name/Sathaa Arumugam Sathasivan/](https://directory.westernsydney.edu.au/search/name/Sathaa%20Arumugam%20Sathasivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1050_22-AUT_PC_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Sathaa Arumugam Sathasivan ([https://directory.westernsydney.edu.au/search/name/Sathaa Arumugam Sathasivan/](https://directory.westernsydney.edu.au/search/name/Sathaa%20Arumugam%20Sathasivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR1050_22-AUT_PS_D#subjects)

ENGR 2001 Automated Manufacturing

Credit Points 10

Legacy Code 300735

Coordinator Leo Zhang ([https://directory.westernsydney.edu.au/search/name/Leo Zhang/](https://directory.westernsydney.edu.au/search/name/Leo%20Zhang/))

Description Automated manufacturing is about increasing the capacity of productivity through a range of integrated technologies so that manufacturing operations can run simultaneously. Students will be introduced to the fundamentals of manufacturing operations, automation, and control technologies, including numerical control and industrial robotics. This subject aims to deepen the understanding of the material selection process and enables students to identify appropriate manufacturing processes in a product manufacturing design. Various manufacturing processes such as material removal, bulk deformation, sheet-metal forming, and non-traditional processes will be examined. Through problem-solving activities, students will enhance their manufacturing engineering skills in the computer-aided design (CAD) and computer-aided manufacturing (CAM) areas and acquire the skills to machine their CAD models on a computer numerical control (CNC) machine.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) Students must have passed the two subjects MATH 1016 Mathematics for Engineers 1 and ENGR 1018 Fundamentals of Mechanics OR must have passed the two subjects MATH 1034 Mathematics for Engineers 1 (Advanced) and ENGR 1018 Fundamentals of Mechanics before they can enroll in this subject

Equivalent Subjects ENGR 3002 - Automated Manufacturing

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply knowledge of manufacturing processes and automation control technologies to solve problems and design components.
2. Use CAD software to create and modify components designs and CAM software to generate code files for manufacturing those components.
3. Use suitable problem-solving techniques for problems and contexts in manufacturing design.
4. Discuss the advantages of computer integrated manufacturing, flexible manufacturing processes and their applications in the manufacturing industries.
5. Apply mathematical techniques in a manufacturing engineering problem.
6. Conduct work safely and responsibly in the manufacturing lab.

Subject Content

Material properties and product attributes
 Engineering materials
 Solidification processes
 Particulate processing of metals and ceramics
 Metal forming and sheet metalworking
 Material removal processes
 Property enhancing and surface processing operations
 Joining and assembly processes
 Manufacturing systems
 Manufacturing support systems
 Manual and CNC machining processes and tools
 CAD/CAM technologies, applications and programming
 Cost estimation in manufacturing
 Flexible and fixed automation
 Applications of robotics in automated manufacturing
 Computer-integrated manufacturing & processing planning

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Numerical Problem Solving	3 x assignments	30	N	Individual
Practicals	8 x practicals	30	N	Individual
Final Exam	2 hours	40	Y	Individual

Prescribed Texts

- Groover, MP 2017, Groover's principles of modern manufacturing : materials, processes, and systems, Global, SI edn, John Wiley & Sons, Inc., Hoboken, New Jersey.

Teaching Periods

Sydney City Campus - Term 1 Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR2001_22-SC1_SC_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Leo Zhang ([https://directory.westernsydney.edu.au/search/name/Leo Zhang/](https://directory.westernsydney.edu.au/search/name/Leo%20Zhang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR2001_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Leo Zhang ([https://directory.westernsydney.edu.au/search/name/Leo Zhang/](https://directory.westernsydney.edu.au/search/name/Leo%20Zhang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR2001_22-SPR_PS_D#subjects)

Sydney City Campus - Term 3 Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR2001_22-SC3_SC_D#subjects)

ENGR 2009 Engineering Management for Engineer Associates (WSTC AssocD)

Credit Points 10

Legacy Code 700109

Coordinator Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

Description The unit will provide the knowledge and skills to enable students to support the achievement of organisational goals through applying knowledge of environment and internal culture. The unit evaluates planning processes and goal setting to achieve superior performance and compares alternative approaches to motivation of work team members. Students will consider types of managerial communications and their associated communications channels in achieving best professional practice.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Restrictions Students must be enrolled in 7022 Associate Degree in Engineering

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Manage, integrate and control project time, cost, quality and safety and health.
2. Prepare for project activity planning, time scheduling and project budget.
3. Allocate and balance resources, labour and cash flow within time and cost constraints.
4. Monitor and control the execution of a project.
5. Perform contract and job-site administration.

Subject Content

This unit provides the students with the engineering project management skills and knowledge. It will cover contemporary practices in project planning, costing, scheduling, resourcing, monitoring, controlling, contract administration and job-site administration. The detailed contents are described as following:

1. Introduction to project management (Kloppenborg, 2009)
2. Project selection and prioritization (Kloppenborg, 2009)
3. Organizational capability: structure, culture and roles (Kloppenborg, 2009)
4. Defining scope and constructing work breakdown structures (WBS) (Kloppenborg, 2009)
5. Scheduling projects 1: network technology (Kloppenborg, 2009)
6. Scheduling projects 2: Gantt Chart and MS Project (Kloppenborg, 2009)
7. Resourcing projects 1: Resource allocation (Kloppenborg, 2009)
8. Resourcing projects 2: Compress the project schedule (Kloppenborg, 2009)
9. Budgeting projects 1: cost planning and cost estimating (Kloppenborg, 2009)
10. Budgeting projects 2: cost budgeting and cost control (Kloppenborg, 2009)
11. Project supply chain management (Kloppenborg, 2009)
12. Determining project progress and results Project control (Kloppenborg, 2009)
13. Job-site administration (Gould and Joyce, 2009)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Assignment – Report	2,000 words	30	N	Individual
Online Quizzes x 10	30 minutes each	20	N	Individual
Final Exam	2 hours	50	N	Individual

Prescribed Texts

- Gould, F. and Joyce, N. (2009). Construction Project Management (3rd ed.). New Jersey: Pearson Education, Inc.

- Kloppenborg, T.J. (2009). Contemporary Project Management. USA: South-Western Cengage Learning.

Teaching Periods

Quarter 3

Nirimba Education Precinct

Composite

Subject Contact Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR2009_22-Q3_BL_C#subjects)

ENGR 2010 Engineering Project (WSTC AssocD)

Credit Points 10

Legacy Code 700110

Coordinator Abbas Ranjbar ([https://directory.westernsydney.edu.au/search/name/Abbas Ranjbar/](https://directory.westernsydney.edu.au/search/name/Abbas%20Ranjbar/))

Description In this unit, students will use project management tools, techniques and practices to plan and control a project that achieves stated requirements on time and within budget. Students will plan a project including the creation of a statement of work, a work breakdown structure and an appropriate set of supporting work packages.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) ENGR 2018 OR ENGR 2031

Restrictions Students must be enrolled at The College in 7022 Associate Degree in Engineering. Student must have completed at least 100 Credit Points in their Associate Degree in Engineering Program prior to enrolling in the 700110 Engineering Project (WSTC AssocD).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply the theoretical knowledge gained during the subject to develop practical and innovative engineering solutions.
2. Apply the project management principles to an engineering project.
3. Recognise the importance of client/end-user consultation and satisfaction and good oral presentation and engineering report writing skills.
4. Familiarise themselves with ethical, social, economical and environmental responsibilities of an engineer.
5. Use time and cost management tools and knowledge to plan and control the engineering project.
6. Demonstrate the methods/practices of carrying out systematic engineering project management.

Subject Content

This unit is designed to provide engineering students with the opportunity to create and manage an engineering project with the integration and application of the knowledge and skills of engineering project management. The detailed contents are described as follows:

1. Project brief, assignment, tasks and assessment brief
2. Achieving the primary project objectives: Time, cost, quality and safety
3. Defining the project scope and Planning project activities/tasks
4. Application of project scheduling skills
5. Issues in scheduling and use of MS project
6. Application of financial management skills
7. Application of resources allocation skills
8. Application of project monitoring and control skills
9. Updating master schedule
10. Project quality management planning
11. Project risk management planning
12. Project safety, health and environment management planning
13. Post project reviews

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Progress Report	Min 3,000 words / group (excluding appendices and annexures)	30	N	Both (Individual & Group)
Online Quizzes	20 minutes each	20	N	Individual
10 weekly quizzes each worth 2%				
Oral Presentation.	Usually 20 minutes are to be assigned per group with 5 minutes for Q&A at the end	15	N	Group
Final Report	Min 5,000 words (excluding appendices and annexures) Individual contributions to be specified in the report	35	N	Individual

Prescribed Texts

- Kloppenborg, T.J. (2009). Contemporary Project Management. USA: South-Western Cengage Learning
- Koppenborg, TJ 2019, Contemporary project management : organize, lead, plan, perform, 4th edn, Cengage Learning, Boston, MA.

Teaching Periods

Quarter 3

Nirimba Education Precinct

Composite

Subject Contact Abbas Ranjbar ([https://directory.westernsydney.edu.au/search/name/Abbas Ranjbar/](https://directory.westernsydney.edu.au/search/name/Abbas%20Ranjbar/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR2010_22-Q3_BL_C#subjects)

ENGR 2011 Graphics 2: Visual Simulation

Credit Points 10

Legacy Code 301076

Coordinator Chris Nash ([https://directory.westernsydney.edu.au/search/name/Chris Nash/](https://directory.westernsydney.edu.au/search/name/Chris%20Nash/))

Description From 2020, this unit will be replaced by 301287 - Designing Graphics: Engineering Documentation. Three-dimensional digital simulations are used to model manufactured artefacts, create virtual environments and simulate dynamic processes or systems. In this unit students will use 3D modelling software to simulate static and dynamic 3D structures. High quality photorealistic rendering and 3D printing file preparation will also be covered.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects ENGR 2015 - Industrial Graphics 3 3D Solids

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Assessment 1. Product design.	Detailed manufactured drawing sheets - 10 x A3	40	N	Individual
Assessment 2. Designing and detailing of a product with photorealistic rendering environment.	Prototyping file format document 4 x A3, Photorealistic rendering 1 x A3	40	N	Individual
Assessment 3. Rendered product visual simulation in environment.	Rendered second visual simulation movie	20	N	Individual

Teaching Periods

ENGR 2012 Graphics 3: 3D Engineering Specifications and Visualisation

Credit Points 10

Legacy Code 301079

Coordinator Jean Payette ([https://directory.westernsydney.edu.au/search/name/Jean Payette/](https://directory.westernsydney.edu.au/search/name/Jean%20Payette/))

Description From 2020, this unit will be replaced by 301290 - Design Graphics: Communication for Manufacture. This unit introduces formal graphical communication methods used by professionals engaged in the design, manufacture and management of manufactured items. Students will learn how to follow Australian Standards for engineering drawings, and to use Computer-Aided Design (CAD) software for accurately representing and modelling basic parts and assemblies. The documentation of design concepts in the form of three dimensional (3D) computer models provides data that can be applied in a wide variety of ways to facilitate the understanding and production of parts and assemblies. The objective of this unit is to introduce students to the industry standard software and hardware employed to generate these models, via a "hands on" approach to creating 3D data. Issues such as data transfer, rapid prototyping, computer numerical control (CNC) machining and visualisation will also be discussed.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) ENGR 2011 OR ENGR 1024

Equivalent Subjects ENGR 2014 Industrial Graphics 2 Transition

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Assessment 1: 3D modeling & Surfaces exercises.	2x solid modelling & surfaces exercises	10	N	Individual
Assessment 2. Reverse engineering of an existing product	15 to 20 pages x A3 engineering drawings	40	N	Individual
Assessment 3. Product design and detailing	15 to 20 pages x A3 engineering drawings and a short simulation demonstration	50	N	Individual

Teaching Periods

ENGR 2013 Graphics 4: Kinetic Narratives

Credit Points 10

Legacy Code 301091

Coordinator Dean Preston ([https://directory.westernsydney.edu.au/search/name/Dean Preston/](https://directory.westernsydney.edu.au/search/name/Dean%20Preston/))

Description From 2020, this unit will be replaced by 301308 - Design Practice: Sustainable Manufacturing. This unit introduces students to real life applications of graphics technology, such as 3D games, 3D virtual environments, immersive learning spaces, dynamic 3D simulations of ecosystems, artwork for public spaces, virtual agents. Students will use different software platforms to create interactive 3D environments. They will apply theories of human-computer interaction to design projects where they develop: "a dynamic simulation of a natural or artificial ecosystem", a dynamic 3D virtual environment in which users interact with agents.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) ENGR 2012

Equivalent Subjects ENGR 3018 - Industrial Graphics 4 Surface

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply the principles and theories of human computer interaction in both designing and evaluating virtual worlds and 3D environments.
2. Make an informed choice from a range of different software platforms to create interactive 3D environments.
3. Construct dynamic simulations of natural or artificial ecosystems.
4. Create 3D virtual environments in which users interact with digital agents.
5. Use algorithmic and parametric modelling software to simulate static and dynamic 3D structures.

Subject Content

3D environments and 3D models
 Software tools to create 3D models
 Application Areas of 3D environments
 User Perception Aspects of 3D environments
 Components and structure of 3D environments in relation to Computer Graphics
 Algorithmic Modelling
 Game Development

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Assessment 1a - Initial Representation of 3D environment	Submitted project files and code (1000 lines)	15	N	Individual
Assessment 1b - Demo presentation of 3D environment including interactions	10 minutes presentation and project files/code submitted (2000 lines)	30	N	Individual
Assessment 2 - Weekly Tutorial/Lab activities	Set of exercises (5 exercises, 90 minutes each)	40	N	Individual
Assessment 3 - In class Quizzes X 2	1 hour each	15	N	Individual

Teaching Periods

ENGR 2016 Pavement Materials and Design

Credit Points 10

Legacy Code 300984

Coordinator Qinghua Zeng ([https://directory.westernsydney.edu.au/search/name/Qinghua Zeng/](https://directory.westernsydney.edu.au/search/name/Qinghua%20Zeng/))

Description This unit will provide students the basic knowledge and concepts on pavement materials and design. It will cover the common materials used in pavement construction such as aggregates, cement, asphalt, and concrete. It will also cover the pavement design system, pavement construction, design of flexible pavements, design of rigid pavements, and pavement maintenance.

School Eng, Design & Built Env

Discipline Transport Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) ENGR 1008 or PROC 1008

Equivalent Subjects ENGR 1007 - Engineering Geology and Concrete Materials ENGR 2017 - Pavement Materials and Design

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the properties and manufacture of pavement materials;
2. Design asphalt mix and concrete mix;
3. Evaluate and select the pavement materials for specific pavement construction;
4. Explain the pavement design system;
5. Apply the basic principles to the structural design and construction of flexible and rigid pavements;

6. Conduct pavement evaluation and describe the pavement maintenance practices.

Subject Content

1. Pavement materials and their selection
2. Granular materials: role and function, behaviour, production, properties, and tests for quality
3. Asphalt: mix types, materials selection, mix design, manufacture, and paving
4. Cement: composition, hydration, and properties
5. Concrete: materials selection, mix design, and steel reinforcement materials
6. Pavement design system
7. Design of flexible pavements
8. Design of rigid pavements
9. Pavement construction
10. Maintenance of pavement

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Self- Assessment	1 Hour	5	N	Individual
Practical	2 hours	20	N	Individual
Quiz	1 hour	40	N	Individual
Final Exam	2 hours	35	N	Individual

Teaching Periods

Sydney City Campus - Term 1 Sydney City

Day

Subject Contact Ankit Agarwal ([https://directory.westernsydney.edu.au/search/name/Ankit Agarwal/](https://directory.westernsydney.edu.au/search/name/Ankit%20Agarwal/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR2016_22-SC1_SC_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Qinghua Zeng ([https://directory.westernsydney.edu.au/search/name/Qinghua Zeng/](https://directory.westernsydney.edu.au/search/name/Qinghua%20Zeng/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR2016_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Qinghua Zeng ([https://directory.westernsydney.edu.au/search/name/Qinghua Zeng/](https://directory.westernsydney.edu.au/search/name/Qinghua%20Zeng/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR2016_22-SPR_PS_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR2016_22-SC3_SC_D#subjects)

ENGR 2017 Pavement Materials and Design (WSTC AssocD)

Credit Points 10

Legacy Code 700239

Coordinator Abbas Ranjbar ([https://directory.westernsydney.edu.au/search/name/Abbas Ranjbar/](https://directory.westernsydney.edu.au/search/name/Abbas%20Ranjbar/))

Description This unit will provide students with the basic knowledge and concepts on pavement materials and design. It will cover the common materials used in pavement construction such as aggregates, cement, asphalt and concrete. It will also cover the pavement design system, pavement construction, design of flexible pavements, design of rigid pavements and pavement maintenance. Offerings of alternate units are dependent on there being sufficient student enrolment numbers. If enrolments are low, the College may cancel delivery of the alternate unit.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) ENGR 1009

Equivalent Subjects ENGR 2016 - Pavement Materials and Design

Restrictions Students must be enrolled at Western Sydney University, The College in 7022 Associate Degree in Engineering.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the properties and manufacture of pavement materials
2. Design asphalt mix and concrete mix
3. Evaluate and select the pavement materials for specific pavement construction
4. Explain the pavement design system
5. Apply the basic principles to the structural; design and construction of flexible and rigid pavements
6. Conduct pavement evaluation and describe the pavement maintenance practices

Subject Content

1. Pavement materials and their selection
2. Granular materials: role and function, behaviour, production, properties and tests for quality
3. Asphalt: mix types, materials selection, mix design, manufacture and paving
4. Cement: composition, hydration and properties
5. Concrete: materials selection, mix design and steel reinforcement materials
6. Pavement design system

7. Design of flexible pavements
8. Design of rigid pavements
9. Pavement construction
10. Maintenance of pavement

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Practical	4 hours	20	N	Both (Individual & Group)
Intra-session Exam	1 hour	20	N	Individual
Quiz	~0.5hr each	15	N	Individual
Final Exam	2 hours	45	N	Individual

Teaching Periods

Quarter 2

Nirimba Education Precinct

Composite

Subject Contact Abbas Ranjbar ([https://directory.westernsydney.edu.au/search/name/Abbas Ranjbar/](https://directory.westernsydney.edu.au/search/name/Abbas%20Ranjbar/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR2017_22-Q2_BL_C#subjects)

ENGR 2018 Professional Practice for Engineer Associates (WSTC AssocD)

Credit Points 10

Legacy Code 700118

Coordinator Robert Paluzzano ([https://directory.westernsydney.edu.au/search/name/Robert Paluzzano/](https://directory.westernsydney.edu.au/search/name/Robert%20Paluzzano/))

Description This unit will provide the knowledge and skills to enable students to support the achievement of organisational goals through applying knowledge of environment and internal culture. The unit evaluates planning processes and goal setting to achieve superior performance and compares alternative approaches to motivation of work team members. Students will consider types of managerial communications and their associated communications channels in achieving best professional practice.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) ENGR 2009

Restrictions Students must be enrolled at Western Sydney University, The College in 7022 Associate Degree in Engineering.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Effectively build, motivate and manage project team.
2. Apply managerial communication skills and establish effective communication channels to achieve best professional practice.
3. Make effective oral, written and visual communications.
4. Describe and promote sustainable engineering.
5. Manage occupational health and safety.

Subject Content

This unit provides the engineering students in Australia with the tools and techniques that facilitate the application of the knowledge of engineering management in practical engineering work and study.

The detailed contents are described as following

1. The engineering method
2. Learning to be an engineer
3. Managing occupational health and safety
4. Understanding communication
5. Enabling skills for engineers
6. Information skills
7. Problem-solving tools
8. Sustainable engineering
9. Ethics in engineering
10. Managing engineering projects
11. Developing risk management plan, knowledge management plan and quality plan
12. Communicating information
13. Planning your career

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1,500-2,000 words	10	N	Individual
Report	2,000-3,000 words	20	N	Group
Quiz	30 minutes each	30	N	Individual
Final Exam	2 hours	40	N	Individual

Prescribed Texts

- Dowling, D., Carew, A. and Hadgraft, R. (2010). Engineering Your Future: An Australasian Guide. John Wiley & Sons Australia, Ltd.
- Goetsch, D. L. (2011). Occupational Safety and Health for Technologists, Engineers, and Managers. Upper Saddle River, N.J.: Prentice Hall.

Teaching Periods

Quarter 1

Nirimba Education Precinct

Composite

Subject Contact Robert Paluzzano ([https://directory.westernsydney.edu.au/search/name/Robert Paluzzano/](https://directory.westernsydney.edu.au/search/name/Robert%20Paluzzano/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR2018_22-Q1_BL_C#subjects)

ENGR 2022 Design Practice: Sustainable Manufacturing

Credit Points 10

Legacy Code 301308

Coordinator Jean Payette ([https://directory.westernsydney.edu.au/search/name/Jean Payette/](https://directory.westernsydney.edu.au/search/name/Jean%20Payette/))

Description Reflecting upon the life cycle of products and their components is important in understanding how decisions at the design level impact on people, resources, sustainable goals and how these contribute towards sustainability-oriented local and global value chains. This unit focuses on sustainable decision-making at the design level. It challenges and motivates students towards using sustainability principles to promote good Design for Disassembly (DfD) practices with linkages to material durability, and material reuse. Through a project-based approach, students will appraise manufacturing considerations for product design applying in succession Design for Manufacturing, Assembly and Disassembly (DfM, DfA, DfD) principles to their products and reflect on product lifecycle management best practice.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Assumed Knowledge

The ability to communicate a design proposal using 2D or 3D computer software with annotations, and application of Australian Standards AS 1100 is desirable.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Conduct a product review and re-design based on principles on DfM, DfA and DfD focusing on durability in regard for fit-for-purpose, and circular economy principles
2. Improve sustainable outcomes by applying Design for Manufacturing, Assembly and Disassembly techniques and approaches
3. Employ design methods that enhance the ease of manufacturing component assemblies and ease of disassembly
4. Effect positive sustainable change in design, manufacture, and end-of-life-cycle use of components supporting a sustainable systems approach

Subject Content

1. Emergent local and global perspectives in Sustainable Manufacturing
2. Design for Assembly (DfA), Manufacturing (DfM), and Disassembly (DfD)
3. Design parts with: self-fastening features, handling & insertion, component symmetry, component minimisation, standardisation, modularity, and waste and part minimisation
4. Product Lifecycle Management (PLM) with emphasis on disposal and reuse of manufactured products material resource legacies

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Proposal	1,000 words	20	N	Group
Applied Project	500 words (10%) 6 X A2 size concept development (20%)	30	N	Individual
Applied Project	Engineering drawings (15 pages)	30	N	Individual
Poster	A1 research poster	20	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Jean Payette ([https://directory.westernsydney.edu.au/search/name/Jean Payette/](https://directory.westernsydney.edu.au/search/name/Jean%20Payette/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR2022_22-AUT_PS_D#subjects)

ENGR 2023 Advanced Engineering Physics 2

Credit Points 10

Legacy Code 301351

Coordinator Leigh Sheppard ([https://directory.westernsydney.edu.au/search/name/Leigh Sheppard/](https://directory.westernsydney.edu.au/search/name/Leigh%20Sheppard/))

Description This unit will be offered at Engineering Innovation Hub - Hassall St, Parramatta campus. The aim of the unit is to introduce students to topics such as electricity, magnetism, induction and semiconductivity, and to equip them with mathematical approaches for solving problems in these areas. Content in this unit will be delivered via the combination of lectures, tutorials and practicals in order to foster in students the growth of theoretical and applied physics knowledge. Students completing this unit will have a solid foundation upon which to base their continued engineering studies.

School Eng, Design & Built Env

Discipline Engineering and Related Technologies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) ENGR 1047

Co-requisite(s) MATH 1035

Learning Outcomes

1. Identify and explain the fundamental physical principles and laws relating to electricity, magnetism, physical optics, introductory quantum physics, and solid state physics.
2. Apply mathematical techniques to solve physics problems concerning electricity and magnetism, physical optics, and introductory quantum physics and solid state physics.
3. Execute experimental activities of a fundamental nature.
4. Competently report aims, method, analysis and findings on experimental activities.

Subject Content

1. Electricity and Magnetism: Coulomb's Law, Electric Fields, Gauss's Law, Electric Potential, Capacitance, Magnetic Fields, Magnetic Field's due to currents, Induction and Inductance,
2. Physical Optics: Electromagnetic Waves, Interference, Diffraction
3. Introductory Quantum Physics and Solid State Physics: Photons, Electrons and Atoms, Photos and Matter Waves, Conduction and Electricity in Solids.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	1000 words (per report) 2 hours (practical exam)	20	N	Individual
Quiz	45 minutes (per Quiz)	30	N	Individual
Final Exam	2 hours	50	N	Individual

Prescribed Texts

Young, H & Freedman, R 2020, University Physics with Modern Physics, 15th edn, Pearson Education, UK

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Leigh Sheppard ([https://directory.westernsydney.edu.au/search/name/Leigh Sheppard/](https://directory.westernsydney.edu.au/search/name/Leigh%20Sheppard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR2023_22-SPR_PC_D#subjects)

ENGR 2024 Design Graphics: Communication for Manufacture

Credit Points 10

Legacy Code 301290

Coordinator Jean Payette ([https://directory.westernsydney.edu.au/search/name/Jean Payette/](https://directory.westernsydney.edu.au/search/name/Jean%20Payette/))

Description Students will design manufacture ready product samples through the use of computer graphics including three-

dimensional (3D) surfacing and solids modelling methods used by professionals engaged in engineering and industrial design practice. Students will produce two-dimensional (2D) and three-dimensional (3D) documentation, which can be widely applied to facilitate the understanding and production of parts and assemblies.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) ENGR 2025

Equivalent Subjects ENGR 2014 Industrial Graphics 2 Transition

Assumed Knowledge

Prior knowledge of computer aided design modelling as well as working knowledge of Australian Standard AS1100 for engineering drawing would be desirable.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Incorporate sustainability manufacturing to product development and manufacturing.
2. Use 3D surface and solid modelling to design parts.
3. Produce engineering drawings in compliance with Australian Standards (AS) 1100 Parts 101 (General Principals) and 201 (Mechanical Drawing).
4. Design products specific to a variety of manufacturing processes.

Subject Content

1. Surface modelling
2. Engineering Drawing to AS1100
3. Manufacturing parts ready for manufacturing
4. Materials and manufacturing processes

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied Project	Surface modelling project: 5 parts; Solid modelling project: 5 parts; Full set of engineering drawings (draft 20 pages)	20	N	Individual
Applied Project	Part assembly: 25 parts	40	N	Individual

Applied Project	Full set of engineering drawings (final 30 pages)	40	N	Individual
-----------------	---	----	---	------------

Prescribed Texts

- Boundy, AW 2011, Engineering drawing, 8th edn, McGraw-Hill Australia, North Ryde, N.S.W.

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Jean Payette ([https://directory.westernsydney.edu.au/search/name/Jean Payette/](https://directory.westernsydney.edu.au/search/name/Jean%20Payette/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR2024_22-AUT_PS_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR2024_22-SC2_SC_D#subjects)

ENGR 2025 Design Graphics: Engineering Documentation

Credit Points 10

Legacy Code 301287

Coordinator Sasha Alexander ([https://directory.westernsydney.edu.au/search/name/Sasha Alexander/](https://directory.westernsydney.edu.au/search/name/Sasha%20Alexander/))

Description Current and future growth in the areas of product design, virtual reality, and high technology innovation industries require a foundation and working knowledge of 3D computer modelling. In this unit students will be introduced to 3D modelling software and the fundamental principles of current Australian Standards for engineering drawing and documentation. The skills gained will contribute to preparation for future complex projects in engineering, industrial design and creative industries that require prototyping, files for additive manufacturing (3D printing), and component designs that can perform at exact specifications and standards.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects ENGR 2011 - Graphics 2 Visual Simulation

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply the principles of AS1100 to specify designed products and parts.

2. Use and interpret standard conventions used in engineering drawing.
3. Generate 2D part(s) and assembly engineering drawings using computer-aided design.
4. Communicate manufacturing requirements for designed parts and product assemblies using CAD software (engineering and reverse engineering).
5. Use 3D CAD modelling to design parts.
6. Design products specific to a variety of manufacturing processes.

Subject Content

Introduction to 3D modelling
 Introduction to engineering drawing AS1100
 Manufacturing processes
 Materials specifications

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied Project	20 x CAD exercises; & 10 sketchbook exercises	15	N	Individual
Annotated Bibliography	15 parts 3D Modelling and Full set of Engineering Drawings (30 pages)	40	N	Individual
Applied Project	15 parts 3D Modelling and Full set of Engineering Drawings (30 pages)	45	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Sasha Alexander ([https://directory.westernsydney.edu.au/search/name/Sasha Alexander/](https://directory.westernsydney.edu.au/search/name/Sasha%20Alexander/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR2025_22-AUT_PS_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR2025_22-SC2_SC_D#subjects)

Spring

Parramatta - Victoria Rd

Day

Subject Contact Sasha Alexander ([https://directory.westernsydney.edu.au/search/name/Sasha Alexander/](https://directory.westernsydney.edu.au/search/name/Sasha%20Alexander/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR2025_22-SPR_PS_D#subjects)

ENGR 2026 Design Semantics: Exploring Product Form

Credit Points 10

Legacy Code 301289

Coordinator Karen Yevenes ([https://directory.westernsydney.edu.au/search/name/Karen Yevenes/](https://directory.westernsydney.edu.au/search/name/Karen%20Yevenes/))

Description Products can engage our senses to evoke an emotional response or mediate an experience. This is a powerful psychological tool for industrial designers to understand in terms of the design interface as it provides a strategic opportunity for innovation. In this unit students will create meaningful and active product relationships, and use product semantics as an agency for proposing design solutions in areas such as health and well-being, ageing populations, and sustainable design.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects ENGR 2006 - Design Studio 1 Themes and Variations ENGR 2008 - Design Studio 3 Design Process and Function

Assumed Knowledge

Students will be required to have basic workshop skills and/or model-making skills. A basic understanding of graphics software, for example Adobe Photoshop and Illustrator, is assumed.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply the principles of product semantics as a strategy for creating innovative product solutions.
2. Develop a design brief to address a design problem.
3. Create 2D concepts and 3D prototype models to communicate a design proposal.
4. Validate the product design through testing and evaluation of the designed solution.
5. Apply professional practice and team collaboration in the context of a design project.

Subject Content

Product Semantics as a contemporary research area
 Investigation of key sub-topics and their impact on product form and features: Affordances and signifiers; Design Activism; Kansei Engineering; gender and product design; stereotype; behavioural

change; ergonomics and semantics; relationships with objects; people centred design

Psychology and design opportunity

The product interface and ease of use?

Manufactured details

Development of the Design Brief

Concept graphics to communicate a design solution

Exploratory model-making to investigate product language

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Applied Project	1 x A4 Written document (1500 words)	10	N	Individual
Applied Project	3 x A3 Annotated Graphic compositions; 1 x A3 Process Diary (30 pages);	40	N	Individual
Portfolio	1 x A3 set of detail drawings; 1 x Full scale model	50	N	Both (Individual & Group)

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Karen Yevenes ([https://directory.westernsydney.edu.au/search/name/Karen Yevenes/](https://directory.westernsydney.edu.au/search/name/Karen%20Yevenes/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR2026_22-AUT_PS_D#subjects)

ENGR 2027 Engineering Design

Credit Points 10

Legacy Code 301341

Coordinator Richard Yang ([https://directory.westernsydney.edu.au/search/name/Richard Yang/](https://directory.westernsydney.edu.au/search/name/Richard%20Yang/))

Description This unit will be offered at Engineering Innovation Hub - Hassall St, Parramatta campus. Design thinking is a fundamental skill that every engineer must have for the 21st Century. It is one of the skills that profoundly distinguish human intelligence from artificial intelligence, which greatly impacts an engineer's long-term career success in the workplace. This unit aims to equip students with the domain-independent and solution-neutral design thinking, which can be applied to whatever technical stream students choose to pursue in the future.

School Eng, Design & Built Env

Discipline Engineering and Related Technologies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Teaching Periods

ENGR 2028 New Product Innovation with IoT Data

Credit Points 10

Legacy Code 301305

Coordinator Sasha Alexander ([https://directory.westernsydney.edu.au/search/name/Sasha Alexander/](https://directory.westernsydney.edu.au/search/name/Sasha%20Alexander/))

Description Design Thinking has had a considerable effect on the ways firms innovate, design and evaluate products and services for use. The evolution of smart products and services in recent years offers both challenges and rewards for organisations as the big data generated provides insights to current product and service utilisation. Interpretation and integration of these new knowledge streams can support future product development, by enhanced understanding of human behaviour and features of sensor technologies. Students will produce an IoT influenced project design brief that provides the directional basis for the deployment of both human and technological resources in preparation for their career progression as a future innovation manager in a global, online marketplace.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects ENGR 2003 - Design Management 1 Product Design Audit

ENGR 2002 - Design Management 1 Process and Manufacturing

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply design thinking methods to a context based challenge;
2. Evaluate a product or service from an Internet of Things requirements perspective;
3. Create a narrative by mapping essential considerations for either product or service use;
4. Develop a design innovation strategy incorporating compelling contextual factors framed in a design brief with actionable items that consider necessary resources to progress to a prototype planning stage.

Subject Content

- introduction to The internet of things (IoT) features as A strategic planning approach to new Product development (NPD) or redesign.
- planning Product to market resource utilisation Employing design thinking methods and IoT feature integration
- Leveraging innovation methodologies supporting Entrepreneurship through user-centred approaches
- Scaffolded design brief planning reflecting upon collaborative transdisciplinary practices
- enhancing Product and service development from An end-Consumer-centred Product innovation perspective

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report and Annotated Bibliography: Identify and analyse contextual scenario in IoT Context Report with annotated bibliography	1,000 words (report, 20% with annotated bibliography, 10%)	30	N	Individual
Critical Review: IoT Resource Identification critical review with Mapping visualisation	1,000 words (critical review 20%) And Mapping visualisation ⁽¹⁾	30	N	Individual
IoT Innovation Report with Design Brief & proposal	750 words (design brief 15%) and 1250 words (proposal report 25%)	40	N	Individual

Teaching Periods

ENGR 2029 Simulation in Virtual and Augmented Realities

Credit Points 10

Legacy Code 301306

Coordinator James Berry ([https://directory.westernsydney.edu.au/search/name/James Berry/](https://directory.westernsydney.edu.au/search/name/James%20Berry/))

Description Simulation in three-dimensional (3D) environments provide valuable insights to human-centred perspectives. Whilst investigating the fundamentals of Virtual Reality (VR) and Augmented Reality (AR), students will analyse aspects of functionality, user interfaces, spatial relationships in built environments, sustainability, efficient resource management, instructional support for safety and training, and accelerated design conceptualisation in detailed new product, service or environmental innovation. Students' experiences will equip them for future employment as VR and AR experience designers, interactive experience producers, or creative technologists.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Assumed Knowledge

Possession of 2D or 3D modelling skills is desirable but not essential.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify opportunities to accelerate new product of service development with VR and AR technology strategies
2. Design a 3D model within a virtual reality environment that engages a VR audience
3. Apply VR or AR process steps in developing a new product model for use in a 3D environment
4. Simulate a design for an interactive VR or AR proposal
5. Present a design for an interactive VR or AR proposal that engages an audience in a collaborative discussion around the sustainable simulation benefits of a VR or AR approach

Subject Content

1. Introduction to interactive media namely Virtual Reality (VR) and Augmented Reality (AR)
2. Explore interactive computing and emergent VR and AR applications
3. Discover enabling capabilities for VR and AR
4. Experience VR and AR
5. Designing with VR and for AR
6. Present a design proposal for a 3D environment using interactive media

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
1. Case study	800 word visual report	30	N	Individual
2. Experience proposal	2:00 minute video	25	N	Individual
3. Final applied project and presentation	5 minute presentation of working prototype	45	N	Individual

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact James Berry ([https://directory.westernsydney.edu.au/search/name/James Berry/](https://directory.westernsydney.edu.au/search/name/James%20Berry/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR2029_22-SPR_PS_D#subjects)

ENGR 2030 Industrial Experience (Associate Engineer) (WSTC AssocD)

Credit Points 10

Legacy Code 700311

Coordinator Abbas Ranjbar ([https://directory.westernsydney.edu.au/search/name/Abbas Ranjbar/](https://directory.westernsydney.edu.au/search/name/Abbas%20Ranjbar/))

Description Industry experience provides a significant opportunity for students to understand employer expectations in relation to working on projects and with others in a professional capacity. Students undertake six weeks full-time (37.5 hours per week) employment (or part time equivalent) to obtain relevant workplace experience in Engineering under the supervision of professional engineers in one or more companies. Students identify learning opportunities and goals with a focus on applying academic learning in practice, learning project management, work culture, professional attitude and self-awareness. Students develop critical reflective skills in reporting their progress.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Restrictions Students must be enrolled at The College in 7022 Associate Degree in Engineering. Students must have completed 60 credit points.

Assumed Knowledge

A broad background knowledge in the relevant engineering discipline (ie equivalent to that obtained after completing one and a half (1.5) years of the associate engineering program).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate planning and goal setting skills with a comprehensive plan for work experience.
2. Critically reflect on personal and professional skills required for the workplace context.
3. Report on your experience applying academic learning in the workplace and on your experience learning engineering, engineering processes, and work culture in the workplace context.
4. Provide evidence of working effectively and inclusively with others in multi-disciplinary teams.
5. Assess your work performance using self-assessment and assessment by others.

Subject Content

225 hours of industrial training under the supervision of a professional engineer(s) or engineer associate(s).

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	Daily diary	S/U	N	Individual

Teaching Periods

Quarter 1

Nirimba Education Precinct

Composite

Subject Contact Abbas Ranjbar ([https://directory.westernsydney.edu.au/search/name/Abbas Ranjbar/](https://directory.westernsydney.edu.au/search/name/Abbas%20Ranjbar/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR2030_22-Q1_BL_C#subjects)

ENGR 2031 Management Practices for Engineer Associates (WSTC AssocD)

Credit Points 10

Legacy Code 700307

Coordinator Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

Description This unit will enable students to support the achievement of organisational goals. The unit's major focus is project management, culminating in a practical project which gives students the opportunity to work as part of a team to apply key project management skills and knowledge. It also introduces some of the management practices engineers need to understand and master in order to work effectively in the field. This includes effective communication, especially when working in a team, work health and safety, and an ability to plan, develop and build a career as an Engineer Associate.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects ENGR 2009 Engineering Management for Engineer Associates (WSTC AssocD)
ENGR 2018 Professional Practice for Engineer Associates (WSTC AssocD)

Restrictions Students must be enrolled at The College in 7022 Associate Degree in Engineering

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and use appropriate criteria to reflect on career development pathways in engineering.
2. Apply ethical and sustainable engineering principles.
3. Demonstrate an understanding of workplace health and safety.
4. Analyse and apply engineering project management principles, tools and procedures in an engineering project.
5. Communicate professionally and effectively as part of a team.

Subject Content

- Engineering career planning and development.
- Effective study and workplace communication skills.
- Sustainable engineering and ethics in engineering.
- Managing workplace health and safety.
- Fundamentals of project management.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	10 multiple choice questions per quiz	20	N	Individual
Reflection	300 words each	25	N	Individual
Professional Task	1,000 words	25	N	Individual
Presentation	500-750 words per student	30	N	Group

Teaching Periods

Quarter 3

Nirimba Education Precinct

Composite

Subject Contact Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR2031_22-Q3_BL_C#subjects)

ENGR 2032 Sustainability Analysis and Design

Credit Points 10

Legacy Code 301419

Coordinator Sathaa Arumugam Sathasivan ([https://directory.westernsydney.edu.au/search/name/Sathaa Arumugam Sathasivan/](https://directory.westernsydney.edu.au/search/name/Sathaa%20Arumugam%20Sathasivan/))

Description In this unit, students will learn and appropriately apply technical and socio-economic approaches of achieving sustainability, such as life cycle assessment, environmental impact assessment, environmental auditing, circular economy, design for the environment and cleaner production to real world problems. The students will be taught about policy, financial and social approaches to achieving sustainability through real life problems/cases.

School Eng, Design & Built Env

Discipline Environmental Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Perform Systems Analysis including Environmental Auditing for simple systems or products.
2. Explain the implication of Circular Economy to Sustainable Development.
3. Perform Life Cycle Assessment for a given case.

4. Perform Environmental Impact Assessment for a given project.
5. Explain the term Cleaner Production or Industrial Ecology with examples of applications.
6. Modify a system or product design and perform option analysis considering multiple aspects such as environmental, social, cultural, political, economic, and regulatory factors.
7. Communicate solutions to specialist and non-specialist audiences.

Subject Content

1. Systems analysis and auditing
2. Circular economy
3. Environmental auditing
4. Technical approaches to sustainability such as life cycle assessment; environmental impact assessment
5. Non-technical approaches to sustainability such as tax, policy, marketing.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Report	3000 words	35	N	Individual
Intra-session Exam	1 hour	30	N	Individual
Report	2000-3000 words and 15 minutes	35	N	Both (Individual & Group)

Teaching Periods

ENGR 2033 Industrial Experience (Engineering Technologist)

Credit Points 0

Legacy Code 301441

Coordinator Ee Loon Tan ([https://directory.westernsydney.edu.au/search/name/Ee Loon Tan/](https://directory.westernsydney.edu.au/search/name/Ee%20Loon%20Tan/))

Description Industry experience is a significant opportunity for students to understand employer expectations in relation to working on projects and with others in a professional capacity. Students undertake 8 weeks full-time (37.5 hours per week) employment (or equivalent) to obtain relevant workplace experience in Engineering under the supervision of professional engineers or engineering technologists in one or more companies. Students identify learning opportunities and goals with a focus on applying academic learning in practice, learning project management, work culture, professional attitude and self-awareness. Students develop critical reflective skills in reporting their progress.

School Eng, Design & Built Env

Discipline Engineering and Related Technologies, Not Elsewhere Classified.

Student Contribution Band

Level Undergraduate Level 2 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate planning and goal setting skills with a comprehensive plan for work experience.
2. Critically reflect on personal and professional skills required for the workplace context.
3. Report on your experience in the workplace and how it links to your experience learning engineering, engineering processes, and culture in a workplace context.
4. Provide evidence of working effectively and inclusively with others in multi-disciplinary teams.
5. Assess your work performance using self-assessment and assessment by others.

Subject Content

An 8-week period of industrial training under the supervision of professional engineers or engineering technologists.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Log/ Workbook	Not specified	0	N	Individual
Report	1500 words are recommended	0	N	Individual
Self-Assessment	30 minutes (each task)	0	N	Individual
Participation	5 x 3 hr each workshop each module	0	Y	Individual

Teaching Periods

ENGR 3001 Advanced Engineering Topic 1

Credit Points 10

Legacy Code 300666

Coordinator Ali Hellany ([https://directory.westernsydney.edu.au/search/name/Ali Hellany/](https://directory.westernsydney.edu.au/search/name/Ali%20Hellany/))

Description This unit provides students with the opportunity to tackle challenging engineering problems. They will study advanced topics in selected areas under the supervision of academics. The advanced topics will prepare students for further study and research.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Restrictions Students must be enrolled in program 3666 Bachelor of Engineering (Advanced) or 3690 Bachelor of Engineering Advanced (Honours) and must have a program GPA equal to or greater than 5.5.

Students should have successfully completed 160 credit points to be able to study the advanced engineering topics in the subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an ability to apply the knowledge learned in the first 2 years of study to a specific area of interest;
2. Demonstrate an ability to tackle a challenging problem in a particular area with limited supervision;
3. Demonstrate an ability to communicate effectively;
4. Demonstrate technical competence in a particular area in engineering.

Subject Content

Lectures for introducing the requirements of this subject;
Self-motivated study in specific topics.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	1,000 words	35	N	Individual
Report	3,000 words	65	N	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Ali Hellany ([https://directory.westernsydney.edu.au/search/name/Ali Hellany/](https://directory.westernsydney.edu.au/search/name/Ali%20Hellany/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR3001_22-AUT_KW_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Ali Hellany ([https://directory.westernsydney.edu.au/search/name/Ali Hellany/](https://directory.westernsydney.edu.au/search/name/Ali%20Hellany/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR3001_22-SPR_KW_D#subjects)

ENGR 3003 Biomedical Electronics

Credit Points 10

Legacy Code 301122

Coordinator Gaetano Gargiulo ([https://directory.westernsydney.edu.au/search/name/Gaetano Gargiulo/](https://directory.westernsydney.edu.au/search/name/Gaetano%20Gargiulo/))

Description This unit will cover recent advances in biomedical electronics including electronic diagnostic devices, implanted devices, human-computer-interface, bioinstrumentation and neuromorphic engineering. Topics covered span from the bio-electromagnetism and related applications to regulatory aspects (IEC standards and TGA/FDA approval processes) and electrical safety of instrumentation. This unit will have a strong practical design focus with laboratories

and tutorials focused on the design of real instrumentation (including manufacturing) dealing with real biomedical signals.

School Eng, Design & Built Env

Discipline Biomedical Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) ELEC 2001 OR ENGR 2001

Assumed Knowledge

Basic electronic (amplifiers and filters); computer skills.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. identify and describe medical diagnostic devices and biomedical technologies;
2. assess safety and risks of biomedical technologies;
3. apply fundamental principle of bio-electromagnetism to typical biomedical engineering problems;
4. design and test biopotential amplifiers in practical case studies.

Subject Content

1. Introduction to Bioelectronics - The cell and the volume conductor
2. Amplifiers and filters for biomedical signals
3. Interfaces with the 'volume conductor'
4. Electrical safety
5. Biomedical technologies

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Practical	2 submissions required	30	N	Individual
Applied Project	2 submissions required	40	N	Individual
Practical Exam	2 hours	30	N	Individual

Teaching Periods

ENGR 3004 Biomedical Signals and Data Analysis

Credit Points 10

Legacy Code 301121

Coordinator Gaetano Gargiulo ([https://directory.westernsydney.edu.au/search/name/Gaetano Gargiulo/](https://directory.westernsydney.edu.au/search/name/Gaetano%20Gargiulo/))

Description This unit will cover recent advances in biomedical signal and data analysis including electrocardiography, electroencephalography, human-computer-interface, electromyography,

biomedical images and spikes processing. Topics covered span from basic to advanced signal processing. This unit will have a strong practical design focus with laboratories and tutorials focused on the design of usable software packages dealing with real biomedical signals.

School Eng, Design & Built Env

Discipline Biomedical Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) ELEC 2001 OR ENGR 2001

Assumed Knowledge

Basic programming skills.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Task	3 submissions required	50	N	Individual
Practical Exam	2 hours	50	N	Individual

Teaching Periods

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR3004_22-SC1_SC_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Gaetano Gargiulo ([https://directory.westernsydney.edu.au/search/name/Gaetano Gargiulo/](https://directory.westernsydney.edu.au/search/name/Gaetano%20Gargiulo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR3004_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Gaetano Gargiulo ([https://directory.westernsydney.edu.au/search/name/Gaetano Gargiulo/](https://directory.westernsydney.edu.au/search/name/Gaetano%20Gargiulo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR3004_22-SPR_PS_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Peter Lendrum (<https://directory.westernsydney.edu.au/search/name/Peter Lendrum/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR3004_22-SC3_SC_D#subjects)

ENGR 3006 Control Systems

Credit Points 10

Legacy Code 300009

Coordinator Upul Gunawardana (<https://directory.westernsydney.edu.au/search/name/Upul Gunawardana/>)

Description This unit introduces the fundamental concepts of automatic control engineering. It covers traditional and contemporary design and analysis techniques; the concepts required to design continuous time and discrete time controllers. Matlab is utilized considerably.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) ELEC 2011 OR MECH 3004

Assumed Knowledge

200238 - Mathematics for Engineers 2

- Ordinary Differential Equations
- First order, Second order, and Higher order.
- Laplace transforms
- Multivariable Calculus
- Functions of two or more variables
- Double integrals
- Triple integrals.

Similar to that contained in 200238 - Mathematics for Engineers 2. Students should also have the appropriate background and competence in the safe use of computers, test equipment, components and data sheets.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply the meaning of open and closed loop configurations to control systems.
2. Formulate and analyse models of real systems using physical characteristics.
3. Evaluate the performance of control system configurations in the time domain.
4. Analyse block diagrams and signal flow graph models.
5. Apply complex frequency concepts to the s-plane in the context of damping, damped frequency and stability.
6. Apply root locus methods for design of controllers.
7. Identify the issues associated with the use of digital controllers such as the computer.

Subject Content

Continuous and discrete time modelling
 Notion of negative feedback, error and error reduction
 Transfer functions, block diagrams, signal flow graphs, state variable methods
 Time domain responses and stability analysis
 Bode diagrams, root locus, Nyquist stability
 Introduction to digital control concepts

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	3 x 2 hour online quizzes	30	N	Individual
Practical	2 hours on alternate weeks	20	N	Individual
Final Exam	2 hours	50	N	Individual

Teaching Periods

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Peter Lendrum (<https://directory.westernsydney.edu.au/search/name/Peter Lendrum/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR3006_22-SC1_SC_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Upul Gunawardana (<https://directory.westernsydney.edu.au/search/name/Upul Gunawardana/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR3006_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Upul Gunawardana (<https://directory.westernsydney.edu.au/search/name/Upul Gunawardana/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR3006_22-SPR_PS_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Peter Lendrum (<https://directory.westernsydney.edu.au/search/name/Peter Lendrum/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR3006_22-SC3_SC_D#subjects)

ENGR 3010 Design Studio 4: Innovation through Systems Thinking

Credit Points 10

Legacy Code 301080

Coordinator Mauricio Novoa ([https://directory.westernsydney.edu.au/search/name/Mauricio Novoa/](https://directory.westernsydney.edu.au/search/name/Mauricio%20Novoa/))

Description From 2020, this unit will be replaced by 301292 - Biomechanics in Product Innovation. This unit explores strategies for Industrial Design within the complex context of design work in the 21st century. Students will carry out projects in user-centred design, developing an innovative responses to a semi-open and open briefs using the CDIO (Conceive, Design, Implement, Operate) process. The projects will range from low fidelity cardboard prototypes to more fully developed everyday products and services that can be implemented and operated to meet an identified user need.

School Built Environment

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Assessment 1: Functional design to meet a context brief and report in teams.	1*prototype and 2500 words.	30	N	Group
Assessment 2: Ethnographic study with model, report and presentation.	1*prototype, 1200 words, e-portfolio submission of at least 5 pages of established content, 3*A3 posters, and 10 minutes presentation.	30	N	Individual
Assessment 3: Functional design and presentation to meet a context brief as product service system.	1*Photo-ready rapid prototyped model and 10 minutes presentation and e-portfolio submission.	40	N	Individual

Teaching Periods

ENGR 3013 Engineering Science Project 1

Credit Points 10

Legacy Code 300967

Coordinator Pan Hu ([https://directory.westernsydney.edu.au/search/name/Pan Hu/](https://directory.westernsydney.edu.au/search/name/Pan%20Hu/))

Description This unit describes engineering as a profession, including professional ethics, legal obligations and fundamentals and theories related to project management. The focus will be on development of research and presentation skills of students enrolled in this unit. It will be achieved through employment of appropriate research skills on a capstone project which demonstrates student's knowledge in identifying and planning an engineering project.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Restrictions Students must be enrolled in 3691 Bachelor of Engineering Science, 6033 Diploma in Engineering/Bachelor of Engineering Studies or 7117 Diploma in Engineering/Bachelor of Engineering Studies and must have successfully completed 160 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Annotate and review technical publications;
2. Develop verbal and written communication skills in engineering professionally;
3. Examine Engineering profession and the environment in which these professions operate;
4. Apply the process involved in contract and project management in engineering via a capstone project; and
5. Apply WHS requirements to an engineering project.

Subject Content

1. Research techniques and technical presentation
2. Technical and environmental risk management
3. Professional management principles and practices
4. Project initiation, tender process and tender analysis
5. Contract management, human resources management and value management

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Proposal	15-20 pages.	35	N	Group
Report	30 to 40 pages	65	Y	Group

Prescribed Texts

- Pinto, JK 2016, Project management : achieving competitive advantage, 4th edn, Pearson, Boston

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Pan Hu ([https://directory.westernsydney.edu.au/search/name/Pan Hu/](https://directory.westernsydney.edu.au/search/name/Pan%20Hu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR3013_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Pan Hu ([https://directory.westernsydney.edu.au/search/name/Pan Hu/](https://directory.westernsydney.edu.au/search/name/Pan%20Hu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR3013_22-AUT_PS_D#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Ankit Agarwal ([https://directory.westernsydney.edu.au/search/name/Ankit Agarwal/](https://directory.westernsydney.edu.au/search/name/Ankit%20Agarwal/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR3013_22-SC1_SC_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Pan Hu ([https://directory.westernsydney.edu.au/search/name/Pan Hu/](https://directory.westernsydney.edu.au/search/name/Pan%20Hu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR3013_22-SPR_KW_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Ankit Agarwal ([https://directory.westernsydney.edu.au/search/name/Ankit Agarwal/](https://directory.westernsydney.edu.au/search/name/Ankit%20Agarwal/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR3013_22-SC3_SC_D#subjects)

ENGR 3014 Engineering Science Project 2

Credit Points 10

Legacy Code 300968

Coordinator Pan Hu ([https://directory.westernsydney.edu.au/search/name/Pan Hu/](https://directory.westernsydney.edu.au/search/name/Pan%20Hu/))

Description In this unit, the focus will be on development of research and presentation skills of students, which will be achieved through employment of appropriate research skills on a capstone project. It will demonstrate student's knowledge by conducting an engineering project and completion of a technical report.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) ENGR 3013

Restrictions Students must be enrolled in 3691 Bachelor of Engineering Science, 6033 Diploma in Engineering/Bachelor of Engineering Studies or 7117 Diploma in Engineering/Bachelor of Engineering Studies and must have successfully completed 180 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. apply theoretical knowledge gained during the course to develop practical engineering solutions;
2. apply project management principles to an engineering project;
3. demonstrate a understanding of the importance of client/end-user consultation and satisfaction;
4. develop engineering communication skills related to oral presentation and engineering report writing; and
5. implement the ethical, social, economic and environmental responsibilities of an engineer in the context of an engineering project.

Subject Content

1. Development of integrated practical and innovative solutions to engineering problems.
2. Application of engineering project management skills.
3. Client/end-user consultation process and satisfaction assessment.
4. Development of good oral and written presentation skills appropriate for an engineer.
5. Evaluation of the social, economic and environmental impacts of an engineering project.
6. Application of risk analysis, time and financial management skills to an engineering project
7. Development of research skills.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Report	30-40 pages	15	N	Group
Presentation	20 minutes each group, 20 PowerPoint Slides, group work	20	N	Both (Individual & Group)
Report	50-70 pages.	65	Y	Both (Individual & Group)

Prescribed Texts

- Smith, K. A.. and Imbrie, P. K. 2007, Teamwork and Project Management, 3rd ed., Mc-Graw Hill, NY, USA

- Finkelstein, L, 2008 Pocket Book of Technical Writing: for Engineers and Scientists, 3rd ed., Mc-Graw Hill, NY, USA.

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Pan Hu ([https://directory.westernsydney.edu.au/search/name/Pan Hu/](https://directory.westernsydney.edu.au/search/name/Pan%20Hu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR3014_22-AUT_KW_D#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Ankit Agarwal ([https://directory.westernsydney.edu.au/search/name/Ankit Agarwal/](https://directory.westernsydney.edu.au/search/name/Ankit%20Agarwal/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR3014_22-SC1_SC_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Ankit Agarwal ([https://directory.westernsydney.edu.au/search/name/Ankit Agarwal/](https://directory.westernsydney.edu.au/search/name/Ankit%20Agarwal/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR3014_22-SC2_SC_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Pan Hu ([https://directory.westernsydney.edu.au/search/name/Pan Hu/](https://directory.westernsydney.edu.au/search/name/Pan%20Hu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR3014_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Pan Hu ([https://directory.westernsydney.edu.au/search/name/Pan Hu/](https://directory.westernsydney.edu.au/search/name/Pan%20Hu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR3014_22-SPR_PS_D#subjects)

ENGR 3017 Industrial Experience (Engineering)

Credit Points 0

Legacy Code 300741

Coordinator Ee Loon Tan ([https://directory.westernsydney.edu.au/search/name/Ee Loon Tan/](https://directory.westernsydney.edu.au/search/name/Ee%20Loon%20Tan/))

Description Industry experience is a significant opportunity for students to understand employer expectations in relation to working on projects and with others in a professional capacity. Students undertake 12 weeks full-time (37.5 hours per week) employment (or equivalent) to obtain relevant workplace experience in Engineering under the supervision of professional engineers in one or more companies.

Students identify learning opportunities and goals with a focus on applying academic learning in practice, learning project management, work culture, professional attitude and self-awareness. Students develop critical reflective skills in reporting their progress.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band

Level Undergraduate Level 3 subject

Equivalent Subjects ENGR 3016 - Industrial Experience (Engineering)

Learning Outcomes

On successful completion of this subject, students should be able to:

- Demonstrate planning and goal setting skills with a comprehensive plan for work experience.
- Critically reflect on personal and professional skills required for the workplace context.
- Report on your experience applying academic learning in the workplace and on your experience learning engineering, engineering processes, and work culture in the workplace context.
- Provide evidence of working effectively and inclusively with others in multi-disciplinary teams.
- Assess your work performance using self-assessment and assessment by others.
- be able to relate academic course material to workplace conditions
- develop experience in various aspects of engineering and engineering management -planning, organizing and time management of engineering projects, understanding, and adapting to, the workplace culture
- develop appropriate workplace skills, work habits and professional attitudes by working with a professional engineer
- be able to report the work-log book recording and report writing
- be able to work in a team environment.

Subject Content

A 12 week period of industrial training under the supervision of a professional engineer(s)

A 12-week period of industrial training under the supervision of professional engineers.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Proposal	Not specified	0	N	Individual
Log/Workbook	Not specified	0	N	Individual
Report	2500 words are recommended	0	N	Individual

Teaching Periods

Autumn Penrith (Kingswood)

Day

Subject Contact Ee Loon Tan ([https://directory.westernsydney.edu.au/search/name/Ee Loon Tan/](https://directory.westernsydney.edu.au/search/name/Ee%20Loon%20Tan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR3017_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Ee Loon Tan ([https://directory.westernsydney.edu.au/search/name/Ee Loon Tan/](https://directory.westernsydney.edu.au/search/name/Ee%20Loon%20Tan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR3017_22-AUT_PS_D#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Ankit Agarwal ([https://directory.westernsydney.edu.au/search/name/Ankit Agarwal/](https://directory.westernsydney.edu.au/search/name/Ankit%20Agarwal/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR3017_22-SC1_SC_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR3017_22-SC2_SC_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Ee Loon Tan ([https://directory.westernsydney.edu.au/search/name/Ee Loon Tan/](https://directory.westernsydney.edu.au/search/name/Ee%20Loon%20Tan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR3017_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Ee Loon Tan ([https://directory.westernsydney.edu.au/search/name/Ee Loon Tan/](https://directory.westernsydney.edu.au/search/name/Ee%20Loon%20Tan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR3017_22-SPR_PS_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Ankit Agarwal ([https://directory.westernsydney.edu.au/search/name/Ankit Agarwal/](https://directory.westernsydney.edu.au/search/name/Ankit%20Agarwal/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR3017_22-SC3_SC_D#subjects)

ENGR 3020 Numerical Methods in Engineering

Credit Points 10

Legacy Code 300488

Coordinator Haiping Zhu ([https://directory.westernsydney.edu.au/search/name/Haiping Zhu/](https://directory.westernsydney.edu.au/search/name/Haiping%20Zhu/))

Description The finite element method is a powerful numerical tool for analysing a wide range of engineering problems. The objective of this unit is to introduce the basic and fundamental principles of the finite element techniques by primarily focusing on their applications in the area of structural, solid and soil mechanics.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) MATH 1019 AND MECH 2003

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply the basic principles of finite element theory to analyse the mechanical behaviours of beams, trusses, frames and 2D plane stress and plane strain problems;
2. Formulate finite element algebraic equations for elasticity;
3. Explain the workings and limitations of commercial finite element packages;
4. Apply finite element programs to solve practical engineering problems.

Subject Content

Constitutive stress-strain relationships in elasticity
 Strain-displacement relationship
 Potential energy in elastic body
 Principle of minimum potential energy
 Finite element method for bar, beam, frame and truss analysis
 Governing equations of elasticity
 Shape functions
 Plane analysis
 Two dimensional and axisymmetric finite element analysis
 Linear triangular element,
 Four noded quadrilateral element
 Higher order elements (six-noded triangle and 8-noded quadrilateral Element)
 Solver appreciations
 Constraints and pressure loadings
 Stress and strain results
 Sources of errors

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Numerical Problem Solving	20 mins for each tutorial quiz, and 45 mins for each practical quiz	40	N	Individual
Numerical Problem Solving	1 hour each	5	N	Individual
Final Exam	2 hours	55	N	Individual

Teaching Periods

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR3020_22-SC1_SC_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Haiping Zhu ([https://directory.westernsydney.edu.au/search/name/Haiping Zhu/](https://directory.westernsydney.edu.au/search/name/Haiping%20Zhu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR3020_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Haiping Zhu ([https://directory.westernsydney.edu.au/search/name/Haiping Zhu/](https://directory.westernsydney.edu.au/search/name/Haiping%20Zhu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR3020_22-SPR_PS_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR3020_22-SC3_SC_D#subjects)

ENGR 3021 Professional Practice

Credit Points 10

Legacy Code 300053

Coordinator Peng Zhang ([https://directory.westernsydney.edu.au/search/name/Peng Zhang/](https://directory.westernsydney.edu.au/search/name/Peng%20Zhang/))

Description This unit focuses on ethical conduct for construction managers and on the range of procurement systems utilised in the modern construction industry. It deals with matters of professional responsibility to the community, as well as, honourable and lawful practices in the conduct of business. The issues of confidentiality of information and conflict of interest are examined in the context of real project histories. Risk management and its relationship with quality

project delivery are considered in the light of the changing nature of an industrialised, digitalised and globalised construction industry.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) ENGR 1029 OR
ENGR 1024 OR
ENGR 1036

Assumed Knowledge

Some experience with the range of employment opportunities that are available in the Australian construction industry.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify ethical behavioural requirements of a construction professional in relation to codes of conduct of relevant professional associations
2. Research and evaluate the options available in response to an ethical dilemma on a construction project
3. Describe the most common types of procurement options in use in the modern construction industry and compare their advantages and disadvantages
4. Prioritise risk management strategies on a construction project
5. Reflect on the future direction of the construction industry both in Australia and globally

Subject Content

Individual responsibilities under Professional Codes of Conduct
Characteristics of modern construction procurement systems
Innovation delivery in the construction industry context
Risk management and risk wrapping in project delivery
The future of an industrialised, digitalised and globalised construction industry

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Ethics Report	1500 words	25	N	Individual
Procurement Method Report	2800 words	45	N	Individual
Final Group Report and Presentation	4000 words and 15 minutes	30	N	Group

Prescribed Texts

- NULL

Teaching Periods

Spring Penrith (Kingswood)

Day

Subject Contact Peng Zhang ([https://directory.westernsydney.edu.au/search/name/Peng Zhang/](https://directory.westernsydney.edu.au/search/name/Peng%20Zhang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR3021_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Peng Zhang ([https://directory.westernsydney.edu.au/search/name/Peng Zhang/](https://directory.westernsydney.edu.au/search/name/Peng%20Zhang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR3021_22-SPR_PS_D#subjects)

ENGR 3022 Special Technical Project

Credit Points 10

Legacy Code 301089

Coordinator Ali Hellany ([https://directory.westernsydney.edu.au/search/name/Ali Hellany/](https://directory.westernsydney.edu.au/search/name/Ali%20Hellany/))

Description This is an elective unit offered to students who are engaged in a School approved project. The unit can be taken during the third year of Engineering, Construction Management and Industrial Design courses. This unit consolidates and deepens a students knowledge and capabilities developed through previous years of study. Students will develop complex solutions by collaborating with various discipline specialists. This unit develops management, reflective and leadership skills including the ability to work with team members from other fields of study through practical application.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Restrictions Students need to seek approval from the subject Coordinator to enrol in this subject. Students must have completed 140 credit points or more prior to enrolment and must be enrolled in one of the following programs to enrol in this unit: 3689 Bachelor of Engineering; 3740 Bachelor of Engineering (Honours); 3690 Bachelor of Engineering Advanced (Honours); 3691 Bachelor of Engineering Science; 3727 Bachelor of Building Design Management; 2607 Bachelor of Construction Management; 3692 Bachelor of Construction Technology; 3729 Bachelor of Design and Technology; 3730 Bachelor of Industrial Design; 3731 Bachelor of Industrial Design (Honours).

Assumed Knowledge

Students are expected to have been involved in the project in their 2nd year of study on a voluntary basis.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Synthesise and apply specialist technical knowledge to develop practical and innovative engineering solutions
2. Collaborate within a multidisciplinary team to design and develop elements of an engineering project

3. Employ project management and organisational skills in documenting and producing deliverables on schedule
4. Reflect on their developing skills as a professional and discuss the impact their involvement in the project has had on their attainment of professional and technical competencies
5. Evaluate when new knowledge is required and demonstrate initiative in obtaining and applying this knowledge to improve project outcomes

Subject Content

Major Project Formulation, Planning and Execution

Development of integrated practical and innovative solutions to engineering problems

Development of document management processes and procedures

Application of project time and financial management skills

Development of research skills

Special Requirements

Legislative pre-requisites

WHS Module and Specialist Lab Induction.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	No more than 20 1,500 Words		N	Individual
Log/ Workbook	Regular entries with an average of 1 per week	50	N	Individual
Reflection	Maximum 3,000 words	30	N	Individual

Teaching Periods

Spring Penrith (Kingswood)

Day

Subject Contact Ali Hellany ([https://directory.westernsydney.edu.au/search/name/Ali Hellany/](https://directory.westernsydney.edu.au/search/name/Ali%20Hellany/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR3022_22-SPR_KW_D#subjects)

ENGR 3023 Biomechanics in Product Innovation

Credit Points 10

Legacy Code 301292

Coordinator Karen Yevenes ([https://directory.westernsydney.edu.au/search/name/Karen Yevenes/](https://directory.westernsydney.edu.au/search/name/Karen%20Yevenes/))

Description Designing optimal interactive environments for people requires an overview of human and contextual factors that impact on tasks and activities in the use of everyday products and services as well as specialised equipment. Students will complete a design

challenge to improve product usability with healthy and rewarding outcomes for users through an evidence-based approach. Design challenges are completed with the input of specialist health and science resources with students applying knowledge in the areas of human anatomy, physics and the biomechanics of motion providing insights for new product innovation.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects ENGR 3010 Design Studio 4 Innovation through Systems Thinking

Assumed Knowledge

The ability to generate design concepts that reference human scale and basic knowledge in prototype model fabrication is desirable.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Define and explain the principles of biomechanics
2. Describe and illustrate examples of biomechanical principles in action as they apply a product design
3. Apply biomechanical principles as they relate to the description and analysis of motion
4. Develop an experiment to capture human forces and kinematic concepts related to a selected product design
5. Develop conceptual product designs that take advantage of applied biomechanical knowledge
6. Engage an iterative design discovery process and present a final design solution that improves product usability and user quality of life

Subject Content

1. Principles of biomechanics
2. Biomechanical principles in action in product design
3. Description and analysis of motion
4. Experiment Design and Measurement of forces and kinematics related to product design
5. Conceptual product design with applied biomechanical knowledge
6. Iterative design discovery process concluding in a final design solution

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Observational Study	1,000 words with illustrations	20	N	Group

Research experiment and Conceptual Development	1,000 words (15%); 3 x A3 size annotated concept development (15%)	30	N	Individual
Report and Presentation	1,250 words (20%); Final proposal (20%) 7 minutes Presentation (10%)	50	N	Individual

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Karen Yevenes ([https://directory.westernsydney.edu.au/search/name/Karen Yevenes/](https://directory.westernsydney.edu.au/search/name/Karen%20Yevenes/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR3023_22-SPR_PC_D#subjects)

ENGR 3024 Design Research Methods (Advanced)

Credit Points 10

Legacy Code 301291

Coordinator Karen Yevenes ([https://directory.westernsydney.edu.au/search/name/Karen Yevenes/](https://directory.westernsydney.edu.au/search/name/Karen%20Yevenes/))

Description Design and user research methods are critical in establishing efficient and effective processes around resource utilisation in designing, conducting and presenting research findings that are succinct yet open to new innovations. A range of advanced research design methods are presented and students are guided to the strategic selection of methods appropriate to their own self-sourced project theme. Data collection instruments are designed, operationalised, data coded and analysed via both qualitative and quantitative techniques and discussed in a vibrant peer environment inspired by design thinking and other research methods unique to the design profession and within university human ethics policy protocols.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects ENGR 3012 - Designed Inquiry ENGR 3005 - Contextual Inquiry

Restrictions Students must have completed 160 credit points before enrolling into this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Develop a research proposal based on a design literature review and analysis of contextual problems.

2. Visualise a research design using conceptual diagrams, and apply in managing a research project.
3. Carry out field research into user needs following approved ethics protocols and contextual considerations.
4. Synthesise outcomes emerging from qualitative and quantitative data into design guidelines and recommendations.
5. Develop and apply a methodological research design as part of an iterative design enquiry.
6. Reflect upon and evaluate self-directed research processes.

Subject Content

- Advanced Design Research
- Research topics and design opportunities
- Creating a research design/plan
- Designing an appropriate research methodology
- Literature Review and Annotated Bibliography in design research
- Designing a Research Question
- Advanced referencing, written and oral communication
- Unobtrusive research and documentation
- Research Through Design
- University Human Ethics Protocol in observing and engaging product or service user research
- Field Research
- Designing an appropriate data collection instrument
- Quantitative and qualitative data analysis, reporting and evaluation
- Making and presenting a Research Proposal that meets Ethics Approval requirements
- On-going reflection upon, assessment and management of self-directed research

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Literature Review	1,500 words	20	N	Individual
Presentation	A/V Presentation (10 slides) and 1 x A3 graphic poster	40	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Online

Subject Contact Karen Yevenes ([https://directory.westernsydney.edu.au/search/name/Karen Yevenes/](https://directory.westernsydney.edu.au/search/name/Karen%20Yevenes/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR3024_22-AUT_PS_0#subjects)

ENGR 3025 Designing for Circular Economy (Advanced)

Credit Points 10

Legacy Code 301293

Coordinator Sasha Alexander ([https://directory.westernsydney.edu.au/search/name/Sasha Alexander/](https://directory.westernsydney.edu.au/search/name/Sasha%20Alexander/))

Description Societies today face up to considerable challenges around the sustainable use of human and physical resources. According to the United Nations Sustainable Development Goals 2030 (UNSDGs) there are certainly rewards for professions that carefully consider current, evolving and future systems with a view of providing an integrated response to the sustainable use of resources in local, city-based or regional built environments. This unit requires students to develop an evidence-based sustainable design proposal through the evaluation of value streams, circular economy impacts, and self-prioritised UNSDGs targets with a view to commercialise. Students will develop a Futures Strategy report on their design challenge informed by industry or community based observations.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects ENGR 2021 Sustainable Design Sustainable Futures

Restrictions Students must have completed 100 credit points

Assumed Knowledge

Sufficient practical knowledge and skills in sustainable design and/or materials related life cycle is desirable.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply Circular Economy principles in response to a socio-technical-environmental challenge.
2. Develop an advanced proposal using Circular Economy principles that references select United Nations Sustainable Development Goals 2030.
3. Apply evidenced-based approach in responding to a development challenge within a specific area and in collaboration with a project industry partner.
4. Propose and present a Futures Strategy for collaborations and investment guided by one's own advanced Circular Economy solution

Subject Content

1. New product or service development guided by Circular Economy principles in cooperation with UNSDGs.
2. Value Stream Mapping from a community impact perspective
3. Developing an advanced sustainable design proposal responding to Circular Economy principles.
4. Futures strategy development timeline for a Circular Economy innovation proposal.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Annotated Bibliography and Report	1500 words	20%	N	Individual
Report and Presentation	1000 words 3 x A3 size conceptualisa Presentation (3 minutes)	30%	N	Individual
Report and Presentation	1250 words 1 x A3 conceptualisation Presentation (5 minutes)	50%	N	Individual

Teaching Periods

Spring Penrith (Kingswood)

Day

Subject Contact Sasha Alexander ([https://directory.westernsydney.edu.au/search/name/Sasha Alexander/](https://directory.westernsydney.edu.au/search/name/Sasha%20Alexander/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR3025_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Sasha Alexander ([https://directory.westernsydney.edu.au/search/name/Sasha Alexander/](https://directory.westernsydney.edu.au/search/name/Sasha%20Alexander/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR3025_22-SPR_PS_D#subjects)

ENGR 3026 Design Thinking for Successful Brands and Products

Credit Points 10

Legacy Code 301301

Coordinator Sasha Alexander ([https://directory.westernsydney.edu.au/search/name/Sasha Alexander/](https://directory.westernsydney.edu.au/search/name/Sasha%20Alexander/))

Description Students will learn how to develop a strategic design management plan that helps a firm not only present itself to its target audience but also clearly differentiate amongst competitors. Foundation design principles involving the evaluation of two-dimensional and three-dimensional designs are explored through a series of case studies based on commercially successful design management strategies. To simulate global, real-world design consultation scenarios students interact in an online environment in preparation for evidence-based innovation in their future workplaces as design managers.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply the concepts of design management to a business case study.
2. Evaluate the company's corporate identity aims and their potential impact on its design strategy.
3. Apply a series of methodological approaches in the analysis of pre-existing corporate identity using a staged audit process.
4. Systematically analyse the success of an existing corporate identity outcome by applying the principles of SWOT Analysis methodology.
5. Present and argue for the merits of a design strategy to enhance a company's corporate identity through product portfolio from design perspective.

Subject Content

1. Understanding the attributes of successful brands and products
2. Competitive advantage achieved through differentiated design management strategies
3. Evaluating two and three dimensional designed attributes that combine to communicate and achieve superior marketplace reception and performance
4. Conducting a product, service and brand identity audit
5. Design Thinking methods supporting decision making in new product development

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Critical Review	800 words (critical review 20%) 3 minutes (Presentation 10%)	30	N	Individual
Report	1,000 words (report 25%, visualisations 5%)	30	N	Individual
Report	1,250 words (report 30%) 5 minutes (Presentation 15%)	40	N	Individual

Teaching Periods

Spring Online

Online

Subject Contact Sasha Alexander ([https://directory.westernsydney.edu.au/search/name/Sasha Alexander/](https://directory.westernsydney.edu.au/search/name/Sasha%20Alexander/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR3026_22-SPR_ON_O#subjects)

Mentored Practice in Design Innovation

Credit Points 0

Legacy Code 301296

Coordinator Sasha Alexander ([https://directory.westernsydney.edu.au/search/name/Sasha Alexander/](https://directory.westernsydney.edu.au/search/name/Sasha%20Alexander/))

Description Students will be acculturated to professional practice and conduct in a real work environment setting through a series of webinars and self-guided industry placement. On conclusion of the unit, students will develop a report that summarises their own personal reflections relating to workplace responsibilities, and other experiences accrued throughout the unit. Mentored Practice in Design Innovation seeks to match students with mentors in areas they aspire to be prospective employees or in related fields of professional interest across a 10-week program.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band

Level Undergraduate Level 3 subject

Equivalent Subjects LGYA 2390 - Industrial Experience ENGR 3015 - Industrial Experience

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task: Practice Agreement	Source placement and utilise Mentored Practice Agreement (template provided - 2 pages)	S/U	Y	Individual
Professional Task: Practice Log Sheets	Practice Log Sheets (up to 12 pages)	S/U	Y	Individual
Report: Practice Report & Presentation	3,000 words (report) and 7 minutes (presentation)	S/U	Y	Individual

Teaching Periods

ENGR 3028 Mentored Practice in Design Innovation

Credit Points 10

Legacy Code 301401

Coordinator James Berry ([https://directory.westernsydney.edu.au/search/name/James Berry/](https://directory.westernsydney.edu.au/search/name/James%20Berry/))

Description Mentored Practice offers a program of professionally oriented activities that refine planning for graduate destinations in the design, innovation and manufacturing industries and in particular new product development. Students will focus on career and practical industry attributes, and attend design industry seminars that directly influence their major project, honours thesis, or industrial design capstone project from a strategic and professional practice perspective. This unit assists students on preparing a strategic early career plan which includes a personal portfolio of works with tips on how to commercialise their current academic project, observations and analysis of current design industry practice, and a self-directed practical placement for up to 70 hours.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYA 2390 Industrial Experience ENGR 3015 Industrial Experience

Restrictions Students must be enrolled in Bachelor of Design and Technology, Bachelor of Industrial Design or Bachelor of Industrial Design (Honours) and have successfully completed 160 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Reflect upon real-life experience in developing new products or services within a firm and through mentor-guided professional practice growth with view to enhance employment prospects
2. Report on some of the decision-making processes that affect the development process of industrially produced products
3. Discuss the multidisciplinary nature of the interaction of all those involved in the product or service development process from the conception of the idea to the introduction of new product to the market place and related strategic development processes
4. Test the validity of the design practice methods on a real-life situation
5. Observe and reflect on a company's "culture" and the various methodologies that companies develop over time to conceive, develop and produce new products
6. Strategise approaches for future employment

Subject Content

1. Professional Practice Seminars
2. Professional Portfolio Development
3. Mentor Relationship Strategies and Procurement
4. Reflective Professional Practice Report
5. Strategic Career Planning

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio of Works	Source projects, prepare and develop a portfolio design (6 project summary)	40	N	Individual
Practice Procurement & Report	Practice Log Sheets and Report (up to 12 pages)	40	N	Individual
Presentation	7 minutes (presentation)	20	N	Individual

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact James Berry ([https://directory.westernsydney.edu.au/search/name/James Berry/](https://directory.westernsydney.edu.au/search/name/James%20Berry/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR3028_22-SPR_PC_D#subjects)

ENGR 3029 Specialisation Workshop 1

Credit Points 10

Legacy Code 301438

Coordinator Fidelis Mashiri ([https://directory.westernsydney.edu.au/search/name/Fidelis Mashiri/](https://directory.westernsydney.edu.au/search/name/Fidelis%20Mashiri/))

Description This unit is designed to enhance technical skills development in an engineering discipline. The unit enables students to perform the practical aspects that relate to product development, manufacturing, infrastructure development and service delivery. It also enables students to gain skills to plan, communicate, operate and manage workshops, laboratory settings and work sites while working in a team environment.

School Eng, Design & Built Env

Discipline Engineering and Related Technologies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Design engineering solutions by applying engineering fundamental principles, methods and tools to real world problems
2. Apply project management and engineering procedures and processes for engineering solution development and delivery
3. Develop safe work procedures in workshops, laboratory settings and work sites and in discussion with peers and the facilities team

4. Develop collaboration skills in managing teamwork and team projects with respect for diversity and inclusiveness to achieve project outcomes
5. Communicate concepts, solutions and project outcomes clearly and ethically in a range of formats

Subject Content

Civil and Construction Engineering:

1. Engineering drawing and Computer Aided Drafting (CAD)
2. Civil and Construction Design
3. Civil and Construction Management

Electrical:

1. Industrial Electronics and Control
2. Power Electronics and Communications
3. Renewable Energy

Mechanical and Robotics and Mechatronics:

2. Fitting, Machining, and Fabrication
3. Hydraulics and pneumatics

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short Answer	Approx. 1000 words or equivalent	20	N	Individual
Practical	Approx. 1000 words or equivalent (per submission)	40	N	Individual
Presentation	15 Minutes Group Presentation	15	N	Both (Individual & Group)
Report	Approx. 3000 words or equivalent	25	N	Both (Individual & Group)

Teaching Periods

ENGR 3030 Specialisation Workshop 2

Credit Points 10

Legacy Code 301439

Coordinator Fidelis Mashiri ([https://directory.westernsydney.edu.au/search/name/Fidelis Mashiri/](https://directory.westernsydney.edu.au/search/name/Fidelis%20Mashiri/))

Description This unit is designed to further enhance technical skills development in a team environment and in an engineering discipline through additional workshops that complement and strengthen those completed in previous unit Specialisation Workshop 1. The unit enables students to perform and manage the practical aspects that relate to product development, manufacturing, infrastructure development and service delivery. It also enables students to gain skills to plan, communicate, operate and manage workshops, laboratory settings and work sites while working in a team environment.

School Eng, Design & Built Env

Discipline Engineering and Related Technologies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) ENGR 3029

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Design engineering solutions by applying engineering fundamental principles, methods and tools to real world problems
2. Apply project management and engineering procedures and processes for engineering solution development and delivery
3. Implement safe work procedures in workshops, laboratory settings and work sites and in discussion with peers and the facilities team
4. Demonstrate collaboration skills in managing teamwork and team projects with respect for diversity and inclusiveness to achieve project outcomes
5. Communicate concepts, solutions and project outcomes clearly and ethically in a range of formats

Subject Content

Civil and Construction Engineering:

1. Civil and Construction Plant Operations
2. Infrastructure Construction and Maintenance (Roads, Bridges, Pipes, etc.)
3. Supply Industry Operations

Electrical and Robotics & Mechatronics:

1. Electrical Systems Engineering
2. Switchgear and Control gear
3. Outdoor Power Equipment Technology

Mechanical and Robotics and Mechatronics:

1. Electrical machinery, mechanical principles and mechanical equipment
2. Refrigeration and Air-conditioning
3. Automotive Technology

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short Answer	Approx. 1000 words or equivalent	20	N	Individual
Practical	Approx. 1000 words or equivalent (per submission)	40	N	Individual
Presentation	15 minutes, Group Presentation	15% (5 I), 10 (G))	N	Both (Individual & Group)
Report	Approx. 3000 words or equivalent	25% (5 I), 20 (G))	N	Both (Individual & Group)

Teaching Periods

ENGR 4001 Advanced Engineering Topic 2

Credit Points 10

Legacy Code 300667

Coordinator Ali Hellany ([https://directory.westernsydney.edu.au/search/name/Ali Hellany/](https://directory.westernsydney.edu.au/search/name/Ali%20Hellany/))

Description This unit provides students with the opportunity to tackle engineering problems that are more challenging than those in Advanced Engineering Topic 1. They will study advanced topics in selected areas under the supervision of academics. The advanced topics will prepare students for further study and research.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) ENGR 3001

Restrictions Students must be enrolled in program 3666 Bachelor of Engineering (Advanced) or 3690 Bachelor of Engineering Advanced (Honours) and must have a program GPA equal to or greater than 5.5.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an ability to apply the knowledge learned in the first 3 years of study to a specific area of interest;
2. Demonstrate an ability to tackle complex, challenging problems in a particular area with limited supervision;
3. Demonstrate an ability to communicate effectively;
4. Demonstrate technical competence in a particular area in engineering.

Subject Content

Self-motivated study in specific topics

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	1,000 words	35	N	Individual
Report	3,000 words	65	N	Individual

Prescribed Texts

- No specific texts are required. Supervisors will recommend references based on the resources currently available from the library.

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Ali Hellany ([https://directory.westernsydney.edu.au/search/name/Ali Hellany/](https://directory.westernsydney.edu.au/search/name/Ali%20Hellany/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR4001_22-AUT_KW_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Ali Hellany ([https://directory.westernsydney.edu.au/search/name/Ali Hellany/](https://directory.westernsydney.edu.au/search/name/Ali%20Hellany/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR4001_22-SPR_KW_D#subjects)

ENGR 4004 Design Studio 6: Ambience, Place and Behaviour

Credit Points 10

Legacy Code 301084

Coordinator James Berry ([https://directory.westernsydney.edu.au/search/name/James Berry/](https://directory.westernsydney.edu.au/search/name/James%20Berry/))

Description Designers responding to complex societal challenges require focus on people, places and systems thinking to make sense in guiding new investment in innovation. This unit builds industrial design expertise in four domains including human environments, responsible design, user-centred design, and technology development through applied design research, contextual inquiry methods, and articulation of innovation proposals through conceptual and validated physical modelling, and an interdisciplinary consultative viewpoint.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) ENGR 4003

Equivalent Subjects ENGR 3011 - Design Studio 4 Simulate to Innovate

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply design processes, knowledge and skills to develop a product to meet tangible and intangible user needs.
2. Apply the principles and values embedded in formal professional, legal and industry standards.
3. Provide evidence of iterative design evolution through design research, prototyping and ePortfolio of work.
4. Produce functional and efficient market ready products according to needs, manufacturing constraints, and interdisciplinary protocols.
5. Use lifecycle management principles (e.g. cradle to cradle, analysis of materials and processes, CES EduPack) in the design of products or systems.

6. Scaffold an industrial design capstone project by developing a design brief toward creating a new value proposition of social, economic, and environmental significance.

Subject Content

Design brief development of relevance to a local real-world context

Cultural probe study

Product Development meeting tangible and intangible user needs

Product and service life cycle management

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
User Experimentation Empathic, experiential, affective and meaningful value adding through iterative prototyping and visualization.	3 low fidelity prototypes, 4 concepts, Pecha Kucha, e-Portfolio, 1000 words report.	35	N	Both (Individual & Group)
User-Centered Design: Iterative process of strategy, analysis, specification, design, evaluation and product launch and e-Portfolio submission.	3 high fidelity prototypes, 4 concepts, Pecha Kucha, e-Portfolio, 2000 words report.	65	N	Individual

Prescribed Texts

- De Bont, C, den Ouden, E, Schifferstein, R, Smulders, F & van der Voort, M (eds) 2013, Advanced Design Methods for Successful Innovation, 3TU.Federation.

Teaching Periods

Engineering Project

Credit Points 10

Legacy Code 300483

Coordinator Kejun Dong ([https://directory.westernsydney.edu.au/search/name/Kejun Dong/](https://directory.westernsydney.edu.au/search/name/Kejun%20Dong/))

Description This is a 20 credit point year-long subject taken over two terms (10 credit points in each term). This subject includes a capstone project which demonstrates student's professional level of identifying,

planning, designing, executing, testing and documenting an engineering project or activity.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) ENGR 3021

Co-requisite(s) ENGR 3017

Equivalent Subjects LGYB 1037 - Civil and Environmental Engineering Project 2

Incompatible Subjects LGYA 6084 - Engineering Thesis ENGR 4023 - Advanced Engineering Thesis

Restrictions Successful completion of 240 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply the theoretical knowledge gained during the course to develop practical and innovative engineering solutions.
2. Apply the project management principles to an engineering project.
3. Demonstrate the understanding on the importance of client/end-user consultation and satisfaction and develop engineering communication abilities on good oral presentation and engineering report writing skills.
4. Implement ethical, social, economical and environmental responsibilities of an engineer.
5. Recognise the importance of time and financial management in the context of an engineering project.
6. Understand methods for carrying-out systematic research.

Subject Content

- development of practical and Innovative solutions to Engineering problems.
- application of Engineering Project management skills.
- client/ end-user consultation process and satisfaction assessment and development of good oral and written presentation skills appropriate to An engineer.
- evaluation of social, economical and environmental impacts of An Engineering project.
- application of time and financial management skills.
- development of research skills.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Progress Report	Approx. 50 Pages Report	15	N	Group
Presentation	30 minutes	15	N	Group
Final Report	Approx. 100 Pages Report	70	N	Group

Teaching Periods

Engineering Project 1

Credit Points 10

Legacy Code 300971

Coordinator Kejun Dong ([https://directory.westernsydney.edu.au/search/name/Kejun Dong/](https://directory.westernsydney.edu.au/search/name/Kejun%20Dong/))

Description This unit describes engineering as a profession, including professional ethics and legal obligations highlighted. Fundamentals and theories related to contract and project management will form part of this unit. Throughout the semester, the focus will be on development of research and presentation skills of students enrolled in this unit. This will be achieved through employment of appropriate research skills on a capstone project which demonstrates student's professional level of identifying, planning, and designing engineering project and completion of a technical progress report. The capstone project will be continued in unit 300972 Engineering Project 2.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Co-requisite(s) ENGR 3017

Restrictions Students must be enrolled in the Bachelor of Engineering, Bachelor of Engineering (Honours) or Bachelor of Engineering Advanced (Honours) and have successfully completed 200 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critique technical publications;
2. Present written professional/technical reports;
3. Examine Engineering profession and the environment in which these professions operate;
4. Apply the process involved in contract and project management in Engineering industry via capstone project;
5. Analyse risk situations in an engineering project and manage them by applying the theories of risk management;
6. Apply WHS requirements to an engineering project;
7. Demonstrate an ability to work in a team.

Subject Content

1. Research techniques and technical presentation
2. Technical and environmental risk management
3. Professional management principles and practices
4. Project initiation, tender process and tender analysis
5. Contract management, human resources management and value management

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Research Proposal	15-20 pages.	35	N	Group

Progress Report	30-40 pages.	65	Y	Group
-----------------	--------------	----	---	-------

Prescribed Texts

- Pinto, JK 2016, Project management : achieving competitive advantage, 4th edn, Boston : Pearson, 2016.

Teaching Periods

Engineering Project 2

Credit Points 10

Legacy Code 300972

Coordinator Kejun Dong ([https://directory.westernsydney.edu.au/search/name/Kejun Dong/](https://directory.westernsydney.edu.au/search/name/Kejun%20Dong/))

Description Throughout the semester, the focus will be on development of research and presentation skills of students enrolled in this unit. This will be achieved through employment of appropriate research skills on a capstone project which demonstrates student's professional level of executing, testing and documenting an engineering project and completion of a technical report. This unit is a continuation of 300971 Engineering Project 1.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) ENGR 4006

Co-requisite(s) ENGR 3017

Restrictions Students must be enrolled in Bachelor of Engineering, Bachelor of Engineering (Honours) or Bachelor of Engineering Advanced (Honours) and must have successfully completed 200 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Apply the theoretical knowledge gained during the course to develop practical and innovative engineering solutions;
- Apply the project management principles to an engineering project;
- Demonstrate the understanding of the importance of client/end-user consultation and satisfaction and develop engineering communication abilities on good oral presentation and engineering report writing skills;
- Implement ethical, social, economic and environmental responsibilities of an engineer;
- Recognise the importance of time and financial management in the context of an engineering project;
- Apply systems engineering methods for carrying-out systematic research;
- Demonstrate an ability to work in a team.

Subject Content

- Development of integrated practical and innovative solutions to engineering problems.
- Application of engineering project management skills.

- Client/end-user consultation process and satisfaction assessment and development of good oral and written presentation skills appropriate to an engineer.
- Evaluation of social, economic and environmental impacts of an engineering project.
- Application of time and financial management skills and risk analysis as well.
- Development of research skills.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Progress Report Revision	30-40 pages.	15	N	Group
Oral Presentation	20 minutes each group, PowerPoint Slides, group work but marked individually	20	N	Group
Final Report	50-70 pages.	65	Y	Group

Teaching Periods

ENGR 4009 Major Project Commencement

Legacy Code 300459

Coordinator Jean Payette ([https://directory.westernsydney.edu.au/search/name/Jean Payette/](https://directory.westernsydney.edu.au/search/name/Jean%20Payette/))

Student Contribution Band

Assumed Knowledge

Knowledge related to the successful completion of year 3 Industrial Design or equivalent (e.g. Design & Technology) is assumed. Students undertaking this subject should be able to complete tasks using word processing programs and should have an understanding of basic research methods and the use of library databases. There is an expectation that students have skills in academic writing, report-writing, research, referencing and citations standards. Students should have a sound understanding of project management and record-keeping, including the use of process diaries and minutes to ensure they are able to manage their projects effectively.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Assessment Task 1: Design Research Report	1 x A4 printed & bound document, (12-15 pages)	25	N	Group
Assessment Task 2: Design Brief & Time Management plan (Autumn)	1 x A4 printed & bound document, 5 pages	10	N	Individual
Assessment Task 3: Product Design Specification	1 x A4 printed & bound document (5-8 pages)	15	N	Individual
Assessment Task 4: Concept Communicative Part A: Process Diary (10%) PLUS 1 x A3 Graphic Process Concept Diary Autumn Board (10%) Part B: Graphic Panel (Design Problem)	1 x A3 Process Diary (10%) PLUS 1 x A3 Graphic Process Concept Diary Autumn Board (10%)	20	N	Individual
Assessment Task 5: Physical exploratory model	1:1 model	30	N	Individual

Teaching Periods

ENGR 4010 Major Project Completion

Credit Points 30

Legacy Code 300460

Coordinator Jean Payette ([https://directory.westernsydney.edu.au/search/name/Jean Payette/](https://directory.westernsydney.edu.au/search/name/Jean%20Payette/))

Description Major Project Completion is the project realisation component of the student's final year program. The unit offers the student the chance to consolidate the range of methodologies and processes developed and evaluated in Major Project Commencement, that contextualise the principles and practices that will lead to the realisation of their identified design solution. The final design outcome will form part of the final year graduate exhibition. The design solution which students will be developing and submitting for this unit responds to the design brief developed in Major Project Commencement.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 30cp

Level Undergraduate Level 4 subject

Pre-requisite(s) ENGR 4009

Restrictions Students must have completed Industrial Design/ Engineering Workshop Safety Training.

Assumed Knowledge

Knowledge related to the successful completion of Year 3 Industrial Design is assumed and successful completion of Major Project Commencement.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Plan, manage and report on an in-depth design investigation.
2. Craft an exhibition standard presentation model.
3. Produce detailed industry-standard technical specifications for the manufacture and assembly or production of their design solution.
4. Generate engaging, professional graphic communications that explain their design solutions to a wide audience.
5. Present and defend a logical argument for the novelty, sensitivity/appropriateness and feasibility of a design solution supported by scholarly and practical research and conceptual exploration and development to a wide audience.
6. Communicate how design decisions were arrived at with a detailed visual process diary and concept development models.
7. Prove the structural and/or mechanical integrity and manufacturability of any physical design solutions.

Subject Content

Core area studies which the subject supervisors will guide students through.

Staff/student meetings called on a needs basis to address final year management issues, e.g. exhibition.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied Project	A4 x 5 page written document	10	N	Individual
Applied Project	1 x A3 Process Diary (50 pages), 1 x A3 set of draft engineering drawings, 1 x exploratory physical model (scale 1:1)	30	N	Individual

Applied Project	1 x A3 Final set of engineering drawings to AS1100, 1 x 3D CAD model, 1 x presentation model (scale 1:1), 1 x Powerpoint audio visual presentation (5 slides), 1 x A3 Graphic communication	60	N	Individual
-----------------	---	----	---	------------

Teaching Periods

ENGR 4011 Sustainability and Risk Engineering

Credit Points 10

Legacy Code 300798

Coordinator Dharma Hagare ([https://directory.westernsydney.edu.au/search/name/Dharma Hagare/](https://directory.westernsydney.edu.au/search/name/Dharma%20Hagare/))

Description Analysis of sustainability with engineering perspectives is increasingly becoming important in the modern world. Also, often the risk analysis is required to be carried for true sustainable solutions. Engineers with in-depth understanding of different tools that can be used for both sustainability and risk analysis will have significant edge in their future career. The students will discuss and understand various engineering issues including renewable/alternative energy systems, energy/resource efficiency, sustainable/green buildings, sustainable transport and infrastructure, sustainable water management, environmental management systems, sustainability reporting, life cycle analysis, probability/reliability theory, risk assessment models and, overall system analysis.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) CIVL 2002 AND CIVL 4017

Restrictions Successful completion of 200 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply engineering knowledge for sustainable analysis and sustainable design of engineering systems.
2. Choose appropriate tools/ methods for sustainability and risk analysis of engineering systems.
3. Conduct thorough energy/ water/ materials audit for a given engineering system.
4. Determine appropriate water, energy, transport and infrastructure system based on sustainability and risk management criteria.
5. Carry-out comprehensive life cycle analysis of engineering systems.

6. Conduct overall system analysis of engineering systems considering sustainability and risk criteria.

Subject Content

mass balance/ flow analysis
 heat/energy flow/conservation/loss analysis
 renewable/ alternative energy systems
 energy/resource efficiency
 sustainable/green buildings
 sustainable transport and infrastructure
 sustainable water management
 environmental management systems
 sustainability reporting/ framework
 life cycle analysis
 probability/ reliability theory
 risk assessment models
 integrated system analysis.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Participation	13 x submissions and 13 x quizzes; 1 hour per quiz	15	N	Individual
Report	5,000 words including tables, figures and pictures.	30	N	Group
Final Exam	3 hours	55	N	Individual

Teaching Periods

Sydney City Campus - Term 1 Sydney City

Day

Subject Contact Ankit Agarwal ([https://directory.westernsydney.edu.au/search/name/Ankit Agarwal/](https://directory.westernsydney.edu.au/search/name/Ankit%20Agarwal/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR4011_22-SC1_SC_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Dharma Hagare ([https://directory.westernsydney.edu.au/search/name/Dharma Hagare/](https://directory.westernsydney.edu.au/search/name/Dharma%20Hagare/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR4011_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Dharma Hagare ([https://directory.westernsydney.edu.au/search/name/Dharma Hagare/](https://directory.westernsydney.edu.au/search/name/Dharma%20Hagare/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR4011_22-SPR_PS_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Ankit Agarwal ([https://directory.westernsydney.edu.au/search/name/Ankit Agarwal/](https://directory.westernsydney.edu.au/search/name/Ankit%20Agarwal/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR4011_22-SC3_SC_D#subjects)

ENGR 4012 Industrial Design Major Project (Ideation)

Credit Points 10

Legacy Code 301297

Coordinator Jean Payette ([https://directory.westernsydney.edu.au/search/name/Jean Payette/](https://directory.westernsydney.edu.au/search/name/Jean%20Payette/))

Description In this capstone unit students will immerse themselves in a complex real-world design problem and apply their expertise in conceptualisation, problem solving, human factors and aesthetics to create a novel solution. User-centred design, digital futures and sustainable design practice underpin all learning activities. A multidisciplinary approach is fostered, whereby students will engage with industry experts and community groups reinforcing the role of the graduate designer as an empathetic innovator.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) ENGR 4020 OR ENGR 4004

Restrictions Must be enrolled in undergraduate program: Bachelor of Industrial Design (3730) and have completed a minimum of 220 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate research and design in relation to design project brief requirements
2. Produce advanced design research.
3. Generate a wide range of design concepts that respond to an advanced design project brief.
4. Present an evidence-based design solution that responds to user requirements, highlights differentiated innovation, and integrates sustainability principles.
5. Generate engaging, professional graphic communication and physical modelling that explains design research findings to a wide audience.

Subject Content

- Development of a design brief addressing a complex problem.
- Project management technique
- Applied and continuous iterative design process
- Utilisation of research methods to undertake background investigation of the design problem

- Design conceptualisation through annotated visuals such as graphic layouts, process diary, and working drawings.
- Application of inclusive design principles, sustainable design practice, human centred design, innovative design practice.
- Exploratory specification report on materials, manufacturing, technical package
- Engineering drawing documentation
- Model making of exploratory models and prototypes

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Literature Review	3,000 words Research report 15%; Design brief 10%	25	N	Individual
Applied Project	3 X A3 portfolios Visual concept/ conceptual drawings 15%; Specification report 15%	30	N	Individual
Applied Project	1 X explanatory physical model 1:1 scale	45	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Jean Payette ([https://directory.westernsydney.edu.au/search/name/Jean Payette/](https://directory.westernsydney.edu.au/search/name/Jean%20Payette/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR4012_22-AUT_PS_D#subjects)

ENGR 4013 Creative Business Model Innovation

Credit Points 10

Legacy Code 301303

Coordinator Sasha Alexander ([https://directory.westernsydney.edu.au/search/name/Sasha Alexander/](https://directory.westernsydney.edu.au/search/name/Sasha%20Alexander/))

Description Innovation requires an agile mindset (being flexible and responsive), a broad view of social, economic, and environmental factors, and awareness of interdisciplinary approaches to succeed in a competitive marketplace. Students explore strategic directions for enterprises in creative ways through practical engagement and application of business model innovation methods and tools in a fully online learning environment comprising digital content and live

webinars. Creative sustainable business model specialists are sought after in the marketplace, and this unit provides insights in developing these specialist skills, thus highlighting students' potential as future business leaders.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Teaching Periods

ENGR 4014 Design Practice: Manufactured Product Lifecycle

Credit Points 10

Legacy Code 301310

Coordinator Sasha Alexander ([https://directory.westernsydney.edu.au/search/name/Sasha Alexander/](https://directory.westernsydney.edu.au/search/name/Sasha%20Alexander/))

Description Visualisation analytics for sustainable manufacturing practices provide an essential contribution to planning and adoption for new product development. The application of product lifecycle management (PLM) methods through software interfaces permits the establishment of a digital environment to create, manufacture and manage innovation on a comprehensive basis. Students will engage with an innovation project from a PLM perspective as an extended enterprise with focus on time to market, waste optimisation, prototyping efficiency, and value chain collaboration.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Assumed Knowledge

The ability to communicate a design proposal using 2D or 3D computer software with annotations, and application of Australian Standards AS 1100 or related construction standards are desirable.

Teaching Periods

ENGR 4015 Design Practice: Self-Directed Specialised Mentor Project

Credit Points 10

Legacy Code 301311

Coordinator Sasha Alexander ([https://directory.westernsydney.edu.au/search/name/Sasha Alexander/](https://directory.westernsydney.edu.au/search/name/Sasha%20Alexander/))

Description Mentorship is highly regarded in preparation for accelerated understanding of the competitiveness and excitement of professional practice. Specialised mentors provide insights and engage students in co-creative processes and guide the pursuit of design innovations that challenge markets and redefine career progression and employment opportunities. This unit permits students to develop their own idea from conceptual discovery to market strategy and launch

preparations with the view to build a new commercial pathway and personal resilience by creating a new value proposition of merit.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Assumed Knowledge

The ability to communicate a design proposal using 2D or 3D computer software with annotations, and application of Australian Standards AS 1100 or related construction standards are desirable.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Engage with specialised mentors in a co-creative and meaningful way
2. Develop detailed strategies for new product development and market launch
3. Employ a collaborative and iterative design process approach for a new product under specialised mentorship
4. Consider and respond to the commercial realities associated with a self-initiated project
5. Present to a professional peer audience in a competitive pitch environment

Subject Content

1. Self-directed product design development for unique market release and commercialisation
2. Consultative and iterative co-creative design innovation process
3. New Product Development product discovery and development under specialised mentor guidance
4. Intellectual Property
5. New product development pitch to expert panel

Teaching Periods

ENGR 4016 Design Practice: Sustainable Components

Credit Points 10

Legacy Code 301309

Coordinator Chris Nash ([https://directory.westernsydney.edu.au/search/name/Chris Nash/](https://directory.westernsydney.edu.au/search/name/Chris%20Nash/))

Description New Product development in architecture and construction industries draws upon construction knowledge, applied materials specification, design for durable systems, component interfaces supporting assembly and robust design principles with aesthetic considerations, functional and desirable product attributes. This unit forms part of the Design Practice specialisation and builds upon the principles of sustainable manufacturing and product life cycle in response to an emergent construction theme. In this unit, entrepreneurship and product detailing assist decisions that drive future advancements in construction component design.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Assumed Knowledge

The ability to communicate a design proposal using 2D or 3D computer software with annotations, and application of Australian Standards AS 1100 or related construction standards are desirable.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate market opportunities in architectural and construction product industries
2. Employ design methods that enhance the design of component assemblies
3. Apply engineering and material specification knowledge to new product development
4. Improve connected interfaces between building materials through functional, efficient and aesthetic design considerations to a high quality and relevant manufactured standard

Subject Content

1. Connector design discovery for architectural and construction industries
2. Applied modular component design processes
3. Engineered material specification and detailing
4. Design for assembly, installation, and maintenance
5. Design for efficiency and elegance in resolution of functional and aesthetic requirements

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied Project	1500 words (design brief) (10%) and 3 x A2 Concept Rendering (20%)	30	N	Individual
Applied Project	CAD Assembly (15%) Full set of Engineering Drawings (30%)	45	N	Individual
Poster	A1 Contextual Poster	25	N	Individual

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Chris Nash ([https://directory.westernsydney.edu.au/search/name/Chris Nash/](https://directory.westernsydney.edu.au/search/name/Chris%20Nash/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR4016_22-SPR_PS_D#subjects)

ENGR 4017 Design Thinking for Competitive Advantage

Credit Points 10

Legacy Code 301302

Coordinator Sasha Alexander ([https://directory.westernsydney.edu.au/search/name/Sasha Alexander/](https://directory.westernsydney.edu.au/search/name/Sasha%20Alexander/))

Description Design Thinking has become widely adopted as a novel problem solving mechanism and asset to market growth, resource utilisation, and competitiveness. This approach incorporates human-centric attributes and iterative processes which are features of professional designers co-creating with stakeholders. In this unit, students focus on empathic viewpoints associated with understanding people, markets and the environment. They explore future possibilities for communities using decision-making processes, informed by global challenges as represented through the UNSDGs. This new global societal driver for equitable living standards, economic prosperity, and sustainable societies is explored through online study involving a series of webinars, digital interactions, and conclude with a student prototype presentation.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate opportunities for competitive advantage using Design Thinking methodology and employing empathetic viewpoints and visualisation techniques.
2. Synthesise knowledge into a human-centred approach that engages with an aspect of the UNSDGs and produces a differentiated outcome
3. Convince a range of stakeholders in multi-disciplinary contexts of the use of Design Thinking for competitive opportunities and outcomes

Subject Content

1. Design Thinking overview and as a strategic competitiveness method
2. Design Thinking as an organisational influencer
3. Empathic viewpoints that accelerate new product development
4. Framing a UNSDG-oriented project brief for new product development
5. Strategic decision-making around UNSDG outcome implementation and commercialisation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Critical Review	1,000 words; and contextual images	30	N	Individual
Applied Project	1,000 words; and visualisation	30	N	Individual
Report and Presentation	1,200 words (report) and Prototype and 3 minutes (presentation)	40	N	Individual

Teaching Periods

Spring Online Online

Subject Contact Sasha Alexander ([https://directory.westernsydney.edu.au/search/name/Sasha Alexander/](https://directory.westernsydney.edu.au/search/name/Sasha%20Alexander/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR4017_22-SPR_ON_0#subjects)

ENGR 4018 Industrial Design Major Project (Conclusion)

Credit Points 20

Legacy Code 301298

Coordinator Karen Yevenes ([https://directory.westernsydney.edu.au/search/name/Karen Yevenes/](https://directory.westernsydney.edu.au/search/name/Karen%20Yevenes/))

Description In collaboration with industry experts and community groups students will refine and complete their capstone project which was conceptualised and proposed in Industrial Design Major Project (Ideation). Students will advance their responses to complex, real-world design problems and refine their expertise in conceptualisation, problem solving, human factors, aesthetics, innovation and communication to deliver a novel product solution to stakeholders as work-ready graduates.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 20cp

Level Undergraduate Level 4 subject

Pre-requisite(s) ENGR 4020 OR ENGR 4004

Teaching Periods

Spring Parramatta - Victoria Rd Composite

Subject Contact Karen Yevenes ([https://directory.westernsydney.edu.au/search/name/Karen Yevenes/](https://directory.westernsydney.edu.au/search/name/Karen%20Yevenes/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR4018_22-SPR_PS_C#subjects)

ENGR 4019 Start-Up Product Launch

Credit Points 10

Legacy Code 301304

Coordinator James Berry ([https://directory.westernsydney.edu.au/search/name/James Berry/](https://directory.westernsydney.edu.au/search/name/James%20Berry/))

Description Students, working in cross functional teams and as individuals, will develop a mature value proposition for validation and launch of a market-ready product or service that includes promotional narratives and artefacts. Students will focus on entrepreneurial innovation and lean start-up models using design-led strategies such as CANVAS modelling, minimum viable product (MVP), and launching in addition to strategies for securing external funding for projects. Students will be well placed to create dynamic adaptive organisation for business, government, wider communities and start-up businesses as career professionals.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Equivalent Subjects ENGR 3008 - Design Management 4 Design Process ENGR 4002 - Design Management 4 Strategy and Lean Start-Up

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Initiate a rapid design process for an idea to market outcome.
2. Integrate a design-led innovation process across a cross functional team.
3. Strategise a design-led approach to envision competitive advantages for a new product development.
4. Develop and launch new marketable ideas.
5. Foster teamwork collaborations toward improving creative and innovative team culture.

Subject Content

1. Lean start-up models for entrepreneurial innovation
2. Design thinking approaches (canvas modelling) for management of design and implementation
3. Product and service development in a cross-functional team
4. Rapid new product development
5. Business prototyping, implementation and operation
6. Promotional content development such as video

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
1. Idea pitch	1:30 minute pitch + 3 x A3 posters	25	N	Individual
2. Posters and MVP model	3 X Posters and MVP model	25	N	Individual
3. Final product launch	3 Minute presentation video + 1000 word report	50	N	Individual

Prescribed Texts

- Osterwalder, A & Pigneur, Y, 2010, Business model generation a handbook for visionaries, game changers, and challengers, Wiley, Hoboken, NJ.

Teaching Periods

Spring

Online

Online

Subject Contact James Berry ([https://directory.westernsydney.edu.au/search/name/James Berry/](https://directory.westernsydney.edu.au/search/name/James%20Berry/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR4019_22-SPR_ON_0#subjects)

Studio: Design Synthesis Capstone

Credit Points 20

Legacy Code 301295

Coordinator Karen Yevenes ([https://directory.westernsydney.edu.au/search/name/Karen Yevenes/](https://directory.westernsydney.edu.au/search/name/Karen%20Yevenes/))

Description This unit engages students in a significant project that synthesises creative thinking, design strategy and practical skills in preparation to be 'work-ready' as a designer upon graduation. Students will apply the skills that they have acquired throughout the degree in core and specialised elective subjects to their chosen project. The amalgamation of multidisciplinary viewpoints with industry collaborators throughout the process ensures a vibrant learning environment, culminating in well resolved design outcomes.

School Built Environment

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 20cp

Level Undergraduate Level 4 subject

Teaching Periods

ENGR 4021 Studio: Interdisciplinary Global

Credit Points 10

Legacy Code 301294

Coordinator Sasha Alexander ([https://directory.westernsydney.edu.au/search/name/Sasha Alexander/](https://directory.westernsydney.edu.au/search/name/Sasha%20Alexander/))

Description This unit engages students in a collaborative evidenced based project with local and international expert partners including NASA in the thematic area of Designing for Space Missions 2025 for astronaut health and space architecture for habitat design. Students are able to explore new concepts and integrate their skills within teams across unique research domains. The traditional linear thinking of creativity and innovation is challenged, giving way to a dynamic workspace for discussion, exploration, discovery, critical reflective practice, and maker-culture. This leads to new co-created interdisciplinary innovations which assist in the preparation of students for the Future of Work and decision-making across diverse teams. The focus on the physical and psychological aspects of space are also informing new viewpoints in designing with COVID19 in the Built Environment.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Equivalent Subjects ENGR 3009 - Design Studio 3 Product Realisation
ENGR 4003 - Design Studio 5 Symbol and Meaning Making

Restrictions Student are required to have completed 120 credit points in any WSU degree.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Evaluate literature in relevant area to reframe a complex project brief in teams.
- Propose a development plan based on a contextual evaluation and interdisciplinary approach to problem solving
- Use systematic and empathic design thinking processes to meet a design project brief from introductory to advanced conceptual proposals and from multi-disciplinary viewpoints to integrated proposals.
- Apply lifecycle management principles in the development of products, services, behaviours and systems for people
- Confidently present the team's iterative development processes for a product design using interdisciplinary perspectives.

Subject Content

- Interdisciplinary teams engaging in a Project Based Learning themed real-world challenge
- Reframing and advancing a project brief from interdisciplinary viewpoints using evidence-based research and collaborative team consensus approaches
- Interdisciplinary discovery to systems lifecycle management observing select United Nations Sustainable Development Goals (UNSDGs) toward refined user-centred needs, and verifiable attributes central to system performance
- Iterative conceptual and detailed development through prototyping as communication of intentions and proposal resolution
- Work Integrated Learning (WIL) oriented professional practice with university and international external industry expert visitations and constructive feedback on team developments

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied Project	1,000 words	25	N	Both (Individual & Group)
Report	1,000 words individual report 25% and 5 minute group presentation (10%)	35	N	Both (Individual & Group)
Report	1,250 words individual report 30% and 10 minute group presentation (10%)	40	Y	Both (Individual & Group)

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Sasha Alexander ([https://directory.westernsydney.edu.au/search/name/Sasha Alexander/](https://directory.westernsydney.edu.au/search/name/Sasha%20Alexander/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR4021_22-AUT_PS_D#subjects)

ENGR 4022 Studio: Design Synthesis Capstone

Credit Points 10

Legacy Code 301402

Coordinator Karen Yevenes ([https://directory.westernsydney.edu.au/search/name/Karen Yevenes/](https://directory.westernsydney.edu.au/search/name/Karen%20Yevenes/))

Description This unit engages students in a significant project that synthesises creative thinking, design strategy and practical design skills in preparation to be 'work-ready' as a designer upon graduation. Students will apply the skills that they have acquired throughout their degree in core and specialised elective subjects toward their Design Capstone project. The amalgamation of multidisciplinary viewpoints with industry collaborators throughout the unit ensures a vibrant learning environment, culminating in well resolved design outcomes within a Work Integrated Learning (WIL) Framework with linkages to a real-world challenge.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critique existing global design trends (within the overarching project theme) in relation to manufacturing, sustainability and entrepreneurial opportunities

2. Develop methods for responding to an advanced design project brief.
3. Apply a range of 2D and 3D design communication skills to propose a design solution to a complex problem or issue
4. Synthesise and apply design process, skills and knowledge to create innovative design solutions in multidisciplinary teams.
5. Present an evidence-based design solution that addresses local, national or global requirements

Subject Content

1. Advanced Integrated Product Design Investigation
2. Applied local and international design standards
3. Advanced iterative design methods incorporating analogue and digital communication
4. Actionable Manufacturing Documentation
5. Sustainable Lifecycle Design
6. Industry and community-centred contextually responsive value proposition
7. Course-length Skills Synthesis
8. Managing creativity and innovation in teams

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Proposal and Report	Design Brief 1500 words Research report 1000 words	30	N	Individual
Portfolio	Physical iterative 3D model (individual) 20% Presentation (6 minutes) (group) 5% Engineering drawings (individual) 15%	40	N	Both (Individual & Group)
Applied Project	Physical high resolution 3D model (group) 20% Presentation (10 minutes) (individual) 10%	30	N	Both (Individual & Group)

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Karen Yevenes ([https://directory.westernsydney.edu.au/search/name/Karen Yevenes/](https://directory.westernsydney.edu.au/search/name/Karen%20Yevenes/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR4022_22-SPR_PS_D#subjects)

ENGR 4023 Advanced Engineering Thesis

Credit Points 30

Legacy Code 300668

Coordinator Yingyan Zhang ([https://directory.westernsydney.edu.au/search/name/Yingyan Zhang/](https://directory.westernsydney.edu.au/search/name/Yingyan%20Zhang/))

Description This is a 60 credit point year-long subject taken over two terms (30 credit points in each term). This subject provides students with the opportunity to conduct original research on their chosen topics under the supervision of academics. Students are encouraged to disseminate their research results as refereed publications.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 30cp

Level Undergraduate Level 4 subject

Incompatible Subjects LGYA 6084 - Engineering Thesis ENGR 4005 - Engineering Project ENGR 4033 Honours Thesis

Restrictions Students must be enrolled in program 3666 Bachelor of Engineering (Advanced). Students must have successfully completed 220 credit points and must have a program GPA equal to or greater than 5.5. Students must enrol in this subject in two consecutive halves (e.g. 1H and 2H for start year intake, or 2H in the current year and 1H in the following year for mid-year intake).

Assumed Knowledge

Honours level across the student's major.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an ability to undertake self-motivated research with minimal supervision.
2. Evaluate previous research, its relevance to the topic given and where the given topic builds onto the previous research.
3. Apply to a specific area of interest the knowledge learned in the first 220 credit points of study.
4. Recognise potential valuable research outcomes to the particular field and to the realm of Engineering.

Subject Content

Self-directed and self-motivated research into specific topics developed from the students' Key Program of study

Discipline specific content assigned by the supervisor(s)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Progress report	Equivalent of 12,000 words including the write-up, tables, figures and equations.	10	N	Individual
Thesis	Equivalent to 80 pages - 30,000 to 40,000 words including the write-up, tables, figures and equations.	80	N	Individual
Oral presentation	Extended abstract - maximum 2 pages.	10	N	Individual

Prescribed Texts

- Please refer to the Learning Guide.

Teaching Periods

ENGR 4024 Construction Management Honours Thesis

Credit Points 10

Legacy Code 301160

Coordinator Peng Zhang ([https://directory.westernsydney.edu.au/search/name/Peng Zhang/](https://directory.westernsydney.edu.au/search/name/Peng%20Zhang/))

Description This is a 20 credit point year-long subject taken over two terms (10 credit points in each term). This subject provides honours level students with the opportunity to undertake research on a specialist topic within their program of undergraduate studies. Each student is assigned to a supervisor (an expert researcher) based on the chosen research topic. Students are expected to meet the supervisor regularly and work progressively to complete the research. This research will be an extended investigation of a chosen subject that is undertaken using appropriate research methods. In addition to the specialist knowledge on the chosen research topic, students will learn a range of skills including academic writing, project management, critical thinking and analytical skills.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Incompatible Subjects BLDG 4005 - Major Project in Construction

Restrictions Students must be enrolled in program 2607 Bachelor of Construction Management. Students must have successfully completed 220 credit points and must have a program GPA equal to or greater than 5.0.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an ability to undertake self-motivated research with minimal supervision.
2. Evaluate previous research, its relevance to the topic given and where the given topic builds onto the previous research.
3. Apply to a specific area of interest the knowledge learned in the first three years of study.
4. Recognise potential valuable research outcomes to the particular field and to the realm of Construction Management.

Subject Content

Self-directed and self-motivated research into specific topics relevant to the discipline

- discipline-specific content assigned by The supervisor(s)
- lectures on general research methodologies
- library Workshops on Researching skills and referencing

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	5000 words excluding references and appendices	20	N	Individual
Thesis	Equivalent to 12,000-15,000 words excluding references and appendices	70	N	Individual
Report	Extended abstract - maximum 2 pages; 20 minutes presentation including Q&A time	10	N	Individual

Teaching Periods

1st Half

Penrith (Kingswood)

Day

Subject Contact Peng Zhang (<https://directory.westernsydney.edu.au/search/name/Peng Zhang/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR4024_22-1H_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Peng Zhang (<https://directory.westernsydney.edu.au/search/name/Peng Zhang/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR4024_22-1H_PS_D#subjects)

2nd Half

Penrith (Kingswood)

Day

Subject Contact Sepani Senaratne (<https://directory.westernsydney.edu.au/search/name/Sepani Senaratne/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR4024_22-2H_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Sepani Senaratne (<https://directory.westernsydney.edu.au/search/name/Sepani Senaratne/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR4024_22-2H_PS_D#subjects)

ENGR 4025 Final Year Project 1 (UG Engineering)

Credit Points 10

Legacy Code 301245

Coordinator Pan Hu (<https://directory.westernsydney.edu.au/search/name/Pan Hu/>)

Description This unit describes engineering as a profession, highlighting professional ethics and legal obligations. The focus will be on the development of design skills or research and presentation skills for students enrolled in this unit. This will be achieved through the use of appropriate design/research skills on a capstone project, which will be either design oriented or research oriented on a specialist topic. Under the direction of an academic supervisor and research mentor, the project will demonstrate the student's professional level of identifying, planning, and designing an engineering project while at the same time completing a technical progress report. The capstone project will be continued in the unit Final Year Project 2 (UG Engineering).

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Co-requisite(s) ENGR 3017

Equivalent Subjects ENGR 4031 Engineering Thesis 1

Restrictions Students must be enrolled in 3728 Bachelor of Engineering (Honours)/Bachelor of Business or 3740 Bachelor of Engineering (Honours) or 3690 Bachelor of Engineering Advanced (Honours) and they must have completed at least 200 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate and critique previous research in terms of its relevance to the given topic and how the latter has contributed to previous research.
2. Examine the Engineering profession from an environmental perspective and use appropriate contract, project, WHS and

risk management processes and methodologies to manage an engineering project.

- Design the major steps in the proposed research by developing the research problem, research hypotheses, research questions and preparing a realistic timeline.
- Construct experimental design, use appropriate research methodology to identify data requirements and achieve the research objectives.
- Apply effective written communication skills when preparing professional/technical reports.
- Demonstrate the ability to work in a team environment when working in a design-oriented project or undertaking self-motivated research with minimal supervision.

Subject Content

- Research techniques and technical presentation
- Technical and environmental risk management
- Professional management principles and practices
- Project initiation, tender process and tender analysis
- Contract management, human resources management and value management

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Proposal	15 to 20 pages	35	N	Individual
Report	30-40 pages	65	Y	Individual

Prescribed Texts

- Pinto, JK 2016, Project management : achieving competitive advantage, 4th edn, Pearson, Boston

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Pan Hu ([https://directory.westernsydney.edu.au/search/name/Pan Hu/](https://directory.westernsydney.edu.au/search/name/Pan%20Hu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR4025_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Pan Hu ([https://directory.westernsydney.edu.au/search/name/Pan Hu/](https://directory.westernsydney.edu.au/search/name/Pan%20Hu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR4025_22-AUT_PS_D#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Ankit Agarwal ([https://directory.westernsydney.edu.au/search/name/Ankit Agarwal/](https://directory.westernsydney.edu.au/search/name/Ankit%20Agarwal/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR4025_22-SC1_SC_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Ankit Agarwal ([https://directory.westernsydney.edu.au/search/name/Ankit Agarwal/](https://directory.westernsydney.edu.au/search/name/Ankit%20Agarwal/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR4025_22-SC2_SC_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Ee Loon Tan ([https://directory.westernsydney.edu.au/search/name/Ee Loon Tan/](https://directory.westernsydney.edu.au/search/name/Ee%20Loon%20Tan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR4025_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Ee Loon Tan ([https://directory.westernsydney.edu.au/search/name/Ee Loon Tan/](https://directory.westernsydney.edu.au/search/name/Ee%20Loon%20Tan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR4025_22-SPR_PS_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Ankit Agarwal ([https://directory.westernsydney.edu.au/search/name/Ankit Agarwal/](https://directory.westernsydney.edu.au/search/name/Ankit%20Agarwal/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR4025_22-SC3_SC_D#subjects)

ENGR 4026 Final Year Project 2 (UG Engineering)

Credit Points 10

Legacy Code 301246

Coordinator Pan Hu ([https://directory.westernsydney.edu.au/search/name/Pan Hu/](https://directory.westernsydney.edu.au/search/name/Pan%20Hu/))

Description This unit continues the on-going work started in unit Final Year Project 1 (UG Engineering). Throughout the semester students will further develop their design, research and presentation skills. This will be achieved through employment of appropriate design/research skills to finish a capstone project, either design-oriented or research-oriented project, which demonstrates student's professional level of executing, testing, documenting an engineering project and completing a technical report.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) ENGR 4025

Equivalent Subjects ENGR 4032 Engineering Thesis 2

Restrictions Students must be enrolled in 3728 Bachelor of Engineering (Honours)/Bachelor of Business or 3740 Bachelor of Engineering (Honours) or 3690 Bachelor of Engineering Advanced (Honours) or 3771 Bachelor of Engineering Advanced (Honours) and they must have completed at least 220 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply project management principles that incorporate time and financial management to develop practical and innovative engineering solutions.
2. Apply effective written and verbal communication skills tailored to the appropriate audience (e.g. for client or end-user consultation, or academic and wider professional community).
3. Design and conduct experiments using relevant research methodology, identify data requirements, develop a research problem, research hypotheses and questions to achieve objectives.
4. Apply systems engineering methods for carrying-out systematic research.
5. Evaluate research outcomes to the particular field and to the realms of the Engineering and Construction professions.
6. Demonstrate the ability to work in a team environment when working in a design-oriented project or undertaking self-motivated research with minimal supervision.

Subject Content

1. Development of integrated practical and innovative solutions to engineering problems.
2. Application of engineering project management skills.
3. Client/ end-user consultation process and satisfaction assessment and development of good oral and written presentation skills appropriate to an engineer.
4. Evaluation of social, economic and environmental impacts of an engineering project.
5. Application of time and financial management skills and risk analysis as well.
6. Development of research skills.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	8 pages in research paper format	15	N	Individual
Presentation	20 minutes oral presentation during mid-semester break	20	N	Individual
Report	50-70 pages	65	Y	Individual

Prescribed Texts

- Pinto, JK 2016, Project management : achieving competitive advantage, 4th edn, Pearson, Boston

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Pan Hu ([https://directory.westernsydney.edu.au/search/name/Pan Hu/](https://directory.westernsydney.edu.au/search/name/Pan%20Hu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR4026_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Pan Hu ([https://directory.westernsydney.edu.au/search/name/Pan Hu/](https://directory.westernsydney.edu.au/search/name/Pan%20Hu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR4026_22-AUT_PS_D#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Ankit Agarwal ([https://directory.westernsydney.edu.au/search/name/Ankit Agarwal/](https://directory.westernsydney.edu.au/search/name/Ankit%20Agarwal/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR4026_22-SC1_SC_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Ankit Agarwal ([https://directory.westernsydney.edu.au/search/name/Ankit Agarwal/](https://directory.westernsydney.edu.au/search/name/Ankit%20Agarwal/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR4026_22-SC2_SC_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Pan Hu ([https://directory.westernsydney.edu.au/search/name/Pan Hu/](https://directory.westernsydney.edu.au/search/name/Pan%20Hu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR4026_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Pan Hu ([https://directory.westernsydney.edu.au/search/name/Pan Hu/](https://directory.westernsydney.edu.au/search/name/Pan%20Hu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR4026_22-SPR_PS_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Ankit Agarwal ([https://directory.westernsydney.edu.au/search/name/Ankit Agarwal/](https://directory.westernsydney.edu.au/search/name/Ankit%20Agarwal/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR4026_22-SC3_SC_D#subjects)

ENGR 4027 Industrial Design Applied Research Project (Honours)

Credit Points 20

Legacy Code 301299

Coordinator Sasha Alexander ([https://directory.westernsydney.edu.au/search/name/Sasha Alexander/](https://directory.westernsydney.edu.au/search/name/Sasha%20Alexander/))

Description The Industrial Design Honours Program provides candidates with an opportunity to undertake a significant design research project and research training component that explores design issues including products, services, systems and research methods. In this unit students combine scholarly inquiry, critical thinking, design thinking, applied design research methods and exploratory prototyping informed by state of the art research via literature review, and human-centred design methods with ethical considerations. Discussion of results of preliminary concept explorations of low to medium fidelity are further refined towards a reframed and detailed design brief, research project timeline, and evolved design research methodology in preparation for a high quality research proposal and a substantial creative work.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 20cp

Level Undergraduate Level 4 subject

Equivalent Subjects LGYC 4734 Industrial Design Project (Commencement)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	2,000 words	10	N	Individual
Applied Project	1,500 words	5	Y	Individual
Applied Project	1,500 words	15	N	Individual
Portfolio	30 pages (Process Diary) 15 pages (Engineering Drawings for fabrication) 15 pages (Project report)	30	N	Individual

Report	3 x Human-centred design prototypes 2 x functional principles models 1 x full size scale model study 1 x contextual perspective with intended industrial design proposal 10 minutes (Presentation)	40	N	Individual
--------	--	----	---	------------

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Sasha Alexander ([https://directory.westernsydney.edu.au/search/name/Sasha Alexander/](https://directory.westernsydney.edu.au/search/name/Sasha%20Alexander/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR4027_22-AUT_PS_D#subjects)

ENGR 4028 Industrial Design Project (Commencement)

Coordinator Jean Payette ([https://directory.westernsydney.edu.au/search/name/Jean Payette/](https://directory.westernsydney.edu.au/search/name/Jean%20Payette/))

Student Contribution Band

Assumed Knowledge

Knowledge related to the successful completion of year 3 Industrial Design or equivalent (e.g. Design & Technology) is assumed. Ability to use: E-mail, Internet Web Browser, WebCT or equivalent, Word processing program, CAD software, Workshop machinery (e.g. mill, lathe, sander, rapid prototyping machine). Knowledge and/or experience in: Referencing, Lab/Workshop O&HS, Report writing, Essay writing, Process Diary, Group work, Research Methods for Industrial Designers, Project Management, Ethical Research Approval Process.

Special Requirements

Legislative pre-requisites

Ethics clearance if required.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Part A: Research Design, Literature Review and Ethics Approval Part B: Design Brief	Part A: 2000 words Part B: 500 words	15	N	Individual
Design Communicatio	3 x A3 Colour printed Concept rendering	15	N	Individual
Documentation -Part A: Draft Engineering Drawings to AS1100 - Part B: Visual Process Diary	Part A: 10 to 15 pages engineering drawings Part B: 1 x A3 bound document, 50 pages	30	N	Individual
Project Progress Report	5000 words	15	N	Individual
Project Proposal Presentation/ Project Pitch	10 minutes	5	N	Individual
3D Model	Physical/ Tangible 3D Model accompanied by a 10 mins demo presentation	20	N	Individual

Teaching Periods

ENGR 4029 Industrial Design Project (Completion)

Credit Points 40

Legacy Code 300774

Coordinator Jean Payette ([https://directory.westernsydney.edu.au/search/name/Jean Payette/](https://directory.westernsydney.edu.au/search/name/Jean%20Payette/))

Description The Industrial Design Honours Program provides students with an opportunity to apply their industrial design skills to an in-depth year long design research project. In Industrial Design Major Project (Completion), Honours candidates respond to the research findings and design brief that they produced in Autumn semester. They undertake detailed design development to resolve and communicate a final design solution, which is publicly exhibited at the end of the year. Their design and research communications present a strong argument for the final design and demonstrate the honours candidates capacity to undertake postgraduate design research and to join professional design practice.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 40cp

Level Undergraduate Level 4 subject

Pre-requisite(s) ENGR 4028

Equivalent Subjects LGYB 1049 - Industrial Design Project (Completion)

Restrictions Students must be enrolled in Bachelor of Industrial Design or Bachelor of Industrial Design (Honours). Ethics clearance must be obtained if required.

Assumed Knowledge

Knowledge related to the successful completion of year 3 Industrial Design is assumed and successful completion of Industrial Design Project Commencement and Industrial Design Project Commencement's co-requisite subjects.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Plan, manage and report on an in-depth design investigation
2. Produce a scholarly exegesis which demonstrates a critical, comprehensive understanding of industrial design methods.
3. Craft an exhibition standard presentation model.
4. Produce detailed industry-standard technical specifications for the manufacture and assembly or production of their design solution.
5. Generate engaging, professional graphic communications that explain their design solutions to a wide audience.
6. Present and defend a logical argument for the novelty, sensitivity/appropriateness and feasibility of a design solution supported by scholarly and practical research and conceptual exploration and development to a wide audience
7. Communicate how design decisions were arrived at with a detailed visual process diary and concept development models.
8. Prove the structural and/or mechanical integrity and manufacturability of any physical design solutions.

Subject Content

Industrial Design Project (Completion) is the project realisation component of the students' final year of their studies.

The unit is composed of weekly lectures, tutorials, workshops and consultation sessions: core area studies which the subject supervisors will guide students through and staff/student meetings called on a needs basis to address final year management issues; eg. exhibition. Topics discussed in the sessions include:

Research Methodology
Qualitative Analysis
Quantitative Analysis
Thesis Writing
Low and Hi Fidelity Prototyping
Career and Graduate Options

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
High Resolution Working Model	Working Model	35	N	Individual

Visual Process Diary Completion	A4 Visual Process Diary	3	N	Individual
3D Modeling & Engineering Drawings	Drawings	20	N	Individual
Exegesis	6000-8000 words (5000 words submitted in 300773)	40	N	Individual
Checkpoint Presentations Development	1) Concept (10 minute presentation) 2) Concept Development (10 minute presentation)	2	N	Individual

Teaching Periods

ENGR 4030 Industrial Design Research Thesis (Honours)

Credit Points 20

Legacy Code 301300

Coordinator Sasha Alexander ([https://directory.westernsydney.edu.au/search/name/Sasha Alexander/](https://directory.westernsydney.edu.au/search/name/Sasha%20Alexander/))

Description In this unit, students will extend their research journey using appropriate applied design research methods that explore usability, design semantics, functionality, sustainability and product considerations. Students will submit a creative project and exegesis on their research endeavour providing a critical analysis and reflection on outcomes that situate the work within relevant literature, ideas and industrial design field discourse. In addition to the specialist knowledge on the chosen research topic, students will learn a range of skills including academic writing, and project management.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 20cp

Level Undergraduate Level 4 subject

Pre-requisite(s) ENGR 4027

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Sasha Alexander ([https://directory.westernsydney.edu.au/search/name/Sasha Alexander/](https://directory.westernsydney.edu.au/search/name/Sasha%20Alexander/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR4030_22-SPR_PS_D#subjects)

ENGR 4034 Climate Smart Engineering

Credit Points 10

Legacy Code 301420

Coordinator Sathaa Arumugam Sathasivan ([https://directory.westernsydney.edu.au/search/name/Sathaa Arumugam Sathasivan/](https://directory.westernsydney.edu.au/search/name/Sathaa%20Arumugam%20Sathasivan/))

Description Climate change is one of the most significant and urgent challenges facing the world today. In this unit, students will learn and appropriately apply scientific principles, in an engineering context, to reduce our impact on climate as well as in adopting to changing climate conditions. Students will explore both current and emerging technologies, that address climate change, in order to propose workable real world solutions.

School Eng, Design & Built Env

Discipline Engineering and Related Technologies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate designs for climate smartness.
2. Design geoengineering approaches and explain the working principles.
3. Design three climate proof systems/infrastructure and explain the working principles.
4. Develop a comprehensive plan to improve climate smartness of a chosen product, infrastructure or system and communicate to technical and non-technical audience.

Subject Content

1. Climate change and its relation to the technology
2. Geoengineering ? emission reduction, carbon sequestration, forest expansion, orbital mirrors, sunshades etc.
3. Design of climate proof systems ? transport, building, water supply systems, agriculture, water resources etc.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	30 minutes	15	N	Individual
Simulation	2000-2500 words and 10 minutes presentation per student	40	N	Both (Individual & Group)
Final Exam	2 hours	45	Y	Individual

Teaching Periods

ENGR 4035 Smart and Liveable Cities

Credit Points 10

Legacy Code 301423

Coordinator Dharma Hagare ([https://directory.westernsydney.edu.au/search/name/Dharma Hagare/](https://directory.westernsydney.edu.au/search/name/Dharma%20Hagare/))

Description Students will apply smart and sustainability perspectives to design urban centres. Students will use a range of tools to conduct integrated system analysis for smart and liveable cities. Students work on real world projects including green buildings, blue/green space, sustainable transport and infrastructure, sustainable water management. Though these projects, students will achieve significant edge in their employability.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) CIVL 2002 OR ENGR 1050

Equivalent Subjects ENGR 4011 Sustainability and Risk Engineering

Restrictions Successful completion of 200 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Integrate engineering and sustainability principles and tools in analysing and designing urban centres.
2. Conduct life cycle assessment and system analyses incorporating risk assessment for sustainability of resources for a given urban centre.
3. Design urban centres using smart cities principles to enhance liveability and wellbeing.
4. Justify smart city designs in terms of sustainability principles.
5. Communicate and collaborate with diverse team members, and key stakeholders in developing innovative designs and recommendations.

Subject Content

1. Water, energy and materials conservation
2. Design of sustainable and smart urban centres
3. Application of life cycle analysis to urban centres
4. Sustainable solutions incorporating risk assessment
5. Integrated systems engineering
6. Physical and mental wellbeing of inhabitants
7. Smart cities/ IoT/ Data analytics as applied to urban centres

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Tutorial submissions	13 x in-class submissions	20	N	Individual

Project Report	5000 words (including tables, figures and pictures)	25	N	Group
Practical Report	1000 words (including tables, figures and pictures)	5	N	Group
Final Exam	3 hours	50	N	Individual

Teaching Periods

ENGR 4036 Advanced Engineering Thesis 2: Detailed Investigations

Credit Points 10

Legacy Code 301484

Coordinator Pan Hu ([https://directory.westernsydney.edu.au/search/name/Pan Hu/](https://directory.westernsydney.edu.au/search/name/Pan%20Hu/))

Description Advanced Engineering Thesis 2 - Detailed Investigations unit consists of a research project designed and implemented under the direction of an academic supervisor and research mentor. This unit is the culmination of studies for students who have completed their first three years of an undergraduate degree and provides substantial training in detailed Investigations. Under staff supervision, students are allocated a particular topic for their research, design their own programme of research, and perform the research. The emphasis of this unit is on the application of research knowledge gained in other units and in Engineering Thesis 1 - Preliminary Investigations to the practical conduct of the individual research project. This unit provides final year Advanced engineering students with the opportunity to undertake research on a specialist topic within their Key Program of undergraduate study.

School Eng, Design & Built Env

Discipline Engineering and Related Technologies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) ENGR 4037

Equivalent Subjects MECH 4006 - Advanced Engineering Thesis 2 Detailed Investigations

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	Students are required to conduct a 20 minutes oral presentation during mid-semester break.	20	N	Individual
Report	8 pages in journal paper format	15	N	Individual
Thesis	60-80 pages	65	Y	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Pan Hu ([https://directory.westernsydney.edu.au/search/name/Pan Hu/](https://directory.westernsydney.edu.au/search/name/Pan%20Hu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR4036_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Pan Hu ([https://directory.westernsydney.edu.au/search/name/Pan Hu/](https://directory.westernsydney.edu.au/search/name/Pan%20Hu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR4036_22-AUT_PS_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Pan Hu ([https://directory.westernsydney.edu.au/search/name/Pan Hu/](https://directory.westernsydney.edu.au/search/name/Pan%20Hu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR4036_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Pan Hu ([https://directory.westernsydney.edu.au/search/name/Pan Hu/](https://directory.westernsydney.edu.au/search/name/Pan%20Hu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR4036_22-SPR_PS_D#subjects)

Advanced Engineering Project 1

Credit Points 10

Legacy Code 301006

Coordinator Pan Hu ([https://directory.westernsydney.edu.au/search/name/Pan Hu/](https://directory.westernsydney.edu.au/search/name/Pan%20Hu/))

Description In this unit, the students will be working on a major engineering project as a team of 2 to 5 students. The project will be supervised by an academic staff on topics related to his/her research expertise. The students will apply and further develop their expertise in research, engineering project management and planning, work health and safety, and professional writing skills. The students are

required to present outcomes using a professional report which should include a background, objectives, a comprehensive literature review, the methodology and a project plan which can then be completed in Advanced Engineering Project 2.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) ENGR 7013

Restrictions Students must be enrolled in a postgraduate program

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and critique technical publications
2. Present written professional/technical reports
3. Examine the Engineering profession and the environment in which it operates
4. Apply the process involved in contract and project management in Engineering industry via capstone project
5. Analyse risk situations in an engineering project and apply the theories of risk management to negate or mitigate them
6. Apply Workplace Health and Safety (WHS) requirements to an engineering project

Subject Content

1. Research techniques and technical presentation
2. Technical and environmental risk management
3. Professional management principles and practices
4. Project initiation, tender process and tender analysis
5. Contract management, human resources management and value management

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	1 hour online	20	N	Individual
Proposal	Minimum of 1,500 words	20	N	Group
Report	Minimum of 5000 words per group (students need to state individual contributions)	60	N	Individual

Prescribed Texts

- Pinto, JK 2016, Project management: achieving competitive advantage, 4th edn, Pearson Education, Harlow.

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Pan Hu ([https://directory.westernsydney.edu.au/search/name/Pan Hu/](https://directory.westernsydney.edu.au/search/name/Pan%20Hu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR7001_22-AUT_PC_D#subjects)

ENGR 7002 Advanced Engineering Project 2

Credit Points 10

Legacy Code 301007

Coordinator Pan Hu ([https://directory.westernsydney.edu.au/search/name/Pan Hu/](https://directory.westernsydney.edu.au/search/name/Pan%20Hu/))

Description In this unit, students will complete the major engineering project commenced in unit 301006 Advanced Engineering Project 1. The students are expected to develop advanced technical knowledge and skills in their field of study as well as the ability to function effectively as an individual in a team, with the capacity to be a leader or manager. The students are required to present outcomes using a professional report and an oral presentation.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) ENGR 7001

Co-requisite(s) ENGR 7013

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply the theoretical knowledge gained during the course to develop practical and innovative engineering solutions.
2. Apply the project management principles to completion of an engineering project.
3. Analyse the importance of client/ end-user consultation and satisfaction and develop engineering communication abilities on good oral presentation and engineering report writing skills.
4. Implement ethical, social, economic and environmental responsibilities that apply to engineers.
5. Apply time and financial management in the context of an engineering project.
6. Apply systems engineering methods for carrying-out systematic research.

Subject Content

1. Development of integrated practical and innovative solutions to engineering problems.
2. Application of engineering project management skills.
3. Client/ end-user consultation process and satisfaction assessment.

4. Development of oral and written presentation skills appropriate to an engineer.
5. Evaluation of social, economic and environmental impacts of an engineering project.
6. Application of time and financial management skills.
7. Risk analysis.
8. Development of research skills.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	1 hour online	20	N	Individual
Presentation	15 minutes in total with all team members to present	20	N	Individual
Report	8,000 - 12,000 words per group (individual student contribution has to be stated)	60	N	Individual

Prescribed Texts

- Smith, KA 2014, Teamwork and project management, 4th edn, Team work and project management, McGraw-Hill Education, New York, NY

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Pan Hu ([https://directory.westernsydney.edu.au/search/name/Pan Hu/](https://directory.westernsydney.edu.au/search/name/Pan%20Hu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR7002_22-AUT_PC_D#subjects)

ENGR 7004 Bushfire Fighting

Credit Points 10

Legacy Code 200500

Coordinator Grahame Douglas ([https://directory.westernsydney.edu.au/search/name/Grahame Douglas/](https://directory.westernsydney.edu.au/search/name/Grahame%20Douglas/))

Description This unit describes the techniques, hardware and extinguishing agents used to fight and control bushfires and focuses on the logistics involved in ensuring safe, efficient and effective control. The content includes bushfire fighting strategies in the context of rural and interface environments, hazard reduction and brigade structure arrangements. The role of planning in supporting firefighting through water supply and access is also considered as are the findings from various Public Inquiries.

School Eng, Design & Built Env

Discipline Fire Technology

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

This subject assumes that the student has undertaken undergraduate study in building surveying, planning or related areas or has gained the equivalent building construction knowledge by working in the construction industry in an appropriate capacity for at least four years.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the techniques, hardware and extinguishing agents used to fight and control bushfires;
2. Explain the varying logistics used in both the rural and urban interface during bushfires;
3. Evaluate the role of planning in supporting the firefighting effort during bushfires;
4. Evaluate the role of hazard reduction and its management for reducing fuels;
5. Implement firefighting strategies and incident control used to manage bushfire events.

Subject Content

Fire fighting techniques, hardware and extinguishing agents;
The rural and urban interface;
Planning and undertaking fire fighting operations;
Fire fighting strategies;
Hazard reduction management;
Hazard reduction;
Water supplies and access for developments;
Role of public inquiries

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short Answer	500 words	10	N	Individual
Essay	1,000 words	20	N	Individual
Report	2,000 words	40	Y	Individual
Case Study	1,500 words	30	N	Individual

Teaching Periods

Summer A

Online

Online

Subject Contact Grahame Douglas ([https://directory.westernsydney.edu.au/search/name/Grahame Douglas/](https://directory.westernsydney.edu.au/search/name/Grahame%20Douglas/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR7004_22-SUA_ON_O#subjects)

ENGR 7005 Emergency Management for Bushfire Prone Areas

Credit Points 10

Legacy Code 200459

Coordinator Grahame Douglas ([https://directory.westernsydney.edu.au/search/name/Grahame Douglas/](https://directory.westernsydney.edu.au/search/name/Grahame%20Douglas/))

Description This unit describes the organisational and administrative arrangements for the management of emergency events in Australia, including the role of States and local government and the techniques available to develop risk management strategies in order to minimise loss of life and property arising from bushfire emergencies. The unit describes how the three tiers of Government interact during major emergency events, the role of community engagement in emergency management and the process of developing a risk management plan for bushfire emergencies. The unit also discusses the role of post-event survey and emergency and evacuation planning at the property scale.

School Eng, Design & Built Env

Discipline Fire Technology

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

Bushfire behaviour, planning, building and bushfire fighting subjects.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and describe the organisational and administrative arrangements applying to emergency events in their own jurisdiction
2. Describe the process of developing risk management strategies and their applicability to bushfire planning;
3. Discuss the techniques that can be used to develop risk management strategies, including community engagement, monitoring and review;
4. Predict the (qualitative) risk of an area arising from bushfire; and
5. Apply appropriate guidelines, standards and codes to the development of a bushfire emergency plan for a site.

Subject Content

Legislative requirements and organisational arrangements for emergencies

Integration of the fire services and other emergencies authorities
Prevention (mitigation), preparedness, response and recovery concepts

Bushfire risk management processes and strategies

Evacuation planning in bushfire emergencies

Community engagement in planning for bushfire emergencies

Post event surveys, research and their role in emergency planning

Recovery from emergencies.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short Answer	1000 words	20	N	Individual
Essay	3000 words	35	N	Individual
Report	2000 words	25	N	Individual
Professional Task	Workshop tasks including 20 minute oral presentation	20	N	Individual

Teaching Periods

Spring

Online

Online

Subject Contact [Grahame Douglas \(https://directory.westernsydney.edu.au/search/name/Grahame Douglas/\)](https://directory.westernsydney.edu.au/search/name/Grahame%20Douglas/)

View timetable (https://classregistration.westernsydney.edu.au/event/timetable/?subject_code=ENGR7005_22-SPR_ON_0#subjects)

ENGR 7006 Fire Engineering 1 (Fire Dynamics)

Credit Points 10

Legacy Code 300709

Coordinator [Sameera Wijesiri Pathirana \(https://directory.westernsydney.edu.au/search/name/Sameera Wijesiri Pathirana/\)](https://directory.westernsydney.edu.au/search/name/Sameera%20Wijesiri%20Pathirana/)

Description This unit aims to develop a detailed knowledge of fire behaviour and dynamics in the built environment. Students will be able to understand fuels and combustion processes; the chemistry of combustion; flammability limits; ignition characteristics; and different types of flames and fire plumes. The content also covers the burning of liquids and solids; flammable vapour/air mixtures; extinction and extinguishment; flame spread mechanisms and modeling; flashover; fire resistance and fire severity; projection of flames from burning compartment openings; spread of fire from a compartment; production and measurement of smoke; and smoke movement.

School Eng, Design & Built Env

Discipline Fire Technology

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYB 8308 - Fire Engineering 1 (Fire Dynamics)

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

Physics, chemistry, engineering mathematics.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the basic principles of the fire phenomenon including the nature of fire, heat transfer, burning of gases, liquids and solids, initiation and propagation and products of combustion
2. Identify fire hazards & causes of fires and health effects of toxic smoke
3. Determine fire loads, fire growth, ventilation factor
4. Explain flashover, fire severity and fire resistance of structural materials, suppression systems, smoke and heat control, detection, warning and how these parameters are used in the development of a fire safety engineering solution
5. Analyse a range of fire scenarios and apply fire science to interpret and develop fire safety engineering solutions

Subject Content

Fuels and the combustion process

Chemistry of combustion in fire

Flammability limits

Premixed flames

Diffusion flames

Flames from natural fires

Fire plumes

Burning of gases and vapours

Burning of liquids

Burning of solids

Smouldering combustion

Flaming combustion

Self-induced ignition

Piloted and non-piloted ignition

Propagation of smouldering and flaming combustion

Growth to flashover

Flashover

Post-flashover fires

Fire resistance

Spread of fire from a compartment

Production and measurement of heat, smoke and toxic gases

Methods for assessment of fire behaviour

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Numerical Problem Solving	Analytical, 2,000 word equivalent, individual	25	N	Individual
Numerical Problem Solving	Analytical, 2,000 word equivalent, individual	25	N	Individual
Numerical Problem Solving	Analytical, 2,000 word equivalent, individual	25	N	Individual
Numerical Problem Solving	Analytical, 2,000 word equivalent	25	N	Individual

Teaching Periods

Autumn

Online

Online

Subject Contact Sameera Wijesiri Pathirana ([https://directory.westernsydney.edu.au/search/name/Sameera Wijesiri Pathirana/](https://directory.westernsydney.edu.au/search/name/Sameera+Wijesiri+Pathirana/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR7006_22-AUT_ON_0#subjects)

ENGR 7007 Fire Engineering 2 (Fire Models)

Credit Points 10

Legacy Code 300710

Coordinator Md Kamrul Hassan ([https://directory.westernsydney.edu.au/search/name/Md Kamrul Hassan/](https://directory.westernsydney.edu.au/search/name/Md+Kamrul+Hassan/))

Description This unit aims to develop an understanding of various types of computational tools used in engineering design of fire safety systems. The fundamentals of control volume, applications of conservation laws in modeling and the form of predictive equations are explained. The content includes evaluations of fire severity, fire resistance levels of various types of building structures and elements. Hand calculation equations, zone models and field models are covered. The limitations of the models in representing the real phenomena are also discussed.

School Eng, Design & Built Env

Discipline Fire Technology

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYC 0673 - Fire Engineering 2 (Fire Models)

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

Physics, chemistry, engineering mathematics, building regulations, fire dynamics, building fire services.

Learning Outcomes

1. Explain the basic principles of the fire phenomenon including the nature of fire, heat transfer, burning of gases, liquids and solids, initiation and propagation and products of combustion
2. Identify fire hazards & causes of fires and health effects of toxic smoke
3. Determine fire loads, fire growth, ventilation factor
4. Explain flashover, fire severity and fire resistance of structural materials, suppression systems, smoke and heat control, detection, warning and how these parameters are used in the development of a fire safety engineering solution
5. Analyse a range of fire scenarios and apply fire science to interpret and develop fire safety engineering solutions

Subject Content

Fuels and the combustion process

Chemistry of combustion in fire
 Flammability limits
 Premixed flames
 Diffusion flames
 Flames from natural fires
 Fire plumes
 Burning of gases and vapours
 Burning of liquids
 Burning of solids
 Smouldering combustion
 Flaming combustion
 Self-induced ignition
 Piloted and non-piloted ignition
 Propagation of smouldering and flaming combustion
 Growth to flashover
 Flashover
 Post-flashover fires
 Fire resistance
 Spread of fire from a compartment
 Production and measurement of heat, smoke and toxic gases
 Methods for assessment of fire behaviour

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Numerical Problem Solving	Analytical, 2000 words equivalent, individual.	20	N	Individual
Numerical Problem Solving	Analytical, 2000 words equivalent, individual.	20	N	Individual
Numerical Problem Solving	Analytical, 2000 words equivalent, individual.	20	N	Individual
Quiz	30 multiple choice questions, individual.	10	N	Individual
Final Exam	2 hour exam	30	N	Individual

Prescribed Texts

- ABCB, 2005, International Fire Engineering Guidelines Edition 2005, Australian Building Codes Board, Canberra.
- Drysdale, D., 2011. An Introduction to Fire Dynamics, 3rd edn, John Wiley and Sons, Chichester, UK.

Teaching Periods

Autumn

Online

Online

Subject Contact Md Kamrul Hassan ([https://directory.westernsydney.edu.au/search/name/Md Kamrul Hassan/](https://directory.westernsydney.edu.au/search/name/Md+Kamrul+Hassan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR7007_22-AUT_ON_O#subjects)

ENGR 7008 Fire Engineering Design and Assessment

Credit Points 10

Legacy Code 300718

Coordinator Sameera Wijesiri Pathirana ([https://directory.westernsydney.edu.au/search/name/Sameera Wijesiri Pathirana/](https://directory.westernsydney.edu.au/search/name/Sameera+Wijesiri+Pathirana/))

Description This unit helps to develop a high level of knowledge of fire safety systems relevant to life protection and the design and assessment of such systems. The unit covers the process of fire safety engineering design and assessment including the fire engineering brief, conceptual design, regulatory objectives, fire safety engineering subsystems, verification methods, timeline analysis, design fires, evaluation of performance of passive and active fire protection systems, risk analysis and fire engineering project reporting.

School Eng, Design & Built Env

Discipline Fire Technology

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYB 5425 - Fire Safety Systems (Life Safety)

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

Fire safety engineering principles, building regulations, fire dynamics, building fire services, fire modelling and human behaviour in fires.

Learning Outcomes

1. explain the fundamentals of building fire modelling
2. undertake a range of calculation methods and utilise computational tools to tackle different aspects of fire safety engineering problems;
3. apply computational methods and simple fire modelling tools to predict fire behaviour and smoke movement in buildings and solve fire safety engineering problems.
4. conduct literature reviews to appreciate the range of model application in fire safety engineering and to obtain data for model input and evaluation.

Subject Content

Correlations and dimensional analysis
 Fire plume calculations
 Fire severity and fire resistance
 Building structure and steel, concrete, timber and glazing elements behaviour
 Radiation models
 Detector and sprinkler activation models
 Zone model and its application
 Fundamentals of field models
 Literature review

Special Requirements

Essential equipment

Calculator, PC or laptop.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Report	1000 words	15	N	Individual
Report	1500 words.	20	N	Group
Report	2000 words	25	N	Group
Report	3000 words	40	N	Individual

Prescribed Texts

- ABCB, 2005, International Fire Engineering Guidelines Edition 2005, Australian Building Codes Board, Canberra.
- Drysdale, D., 2011. An Introduction to Fire Dynamics, 3rd edn, John Wiley and Sons, Chichester, UK.

Teaching Periods

Spring

Online

Online

Subject Contact Sameera Wijesiri Pathirana ([https://directory.westernsydney.edu.au/search/name/Sameera Wijesiri Pathirana/](https://directory.westernsydney.edu.au/search/name/Sameera+Wijesiri+Pathirana/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR7008_22-SPR_ON_O#subjects)

ENGR 7010 Fire Engineering Science

Credit Points 10

Legacy Code 301048

Coordinator Won Hee Kang ([https://directory.westernsydney.edu.au/search/name/Won Hee Kang/](https://directory.westernsydney.edu.au/search/name/Won+Hee+Kang/))

Description This unit aims to enhance students' knowledge of the fundamental principles of physics, including heat and mass transfer, fluid mechanism and thermodynamics, which govern the natural phenomena associated with fires. The unit also covers properties of materials, basic mathematics and numerical methods for students to become familiar with quantitative analysis of fire dynamics and structural response. In addition, students will learn probability and risk concepts in fire safety engineering. This is a bridging unit for students who are admitted to the Graduate Certificate and Graduate Diploma in Fire Safety Engineering without an engineering or physical science background. It lays the foundation for further studies in fire safety engineering courses.

School Eng, Design & Built Env

Discipline Fire Technology

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Assignment 1	2,000 words	30	N	Individual
Assignment 2	2,000 words	30	N	Individual
Assignment 3	3,000 words	40	N	Individual

Teaching Periods

Summer A

Online

Online

Subject Contact Won Hee Kang ([https://directory.westernsydney.edu.au/search/name/Won Hee Kang/](https://directory.westernsydney.edu.au/search/name/Won%20Hee%20Kang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR7010_22-SUA_ON_0#subjects)

ENGR 7012 Fire Technology and Engineering Principles

Credit Points 10

Legacy Code 300948

Coordinator Sameera Wijesiri Pathirana ([https://directory.westernsydney.edu.au/search/name/Sameera Wijesiri Pathirana/](https://directory.westernsydney.edu.au/search/name/Sameera%20Wijesiri%20Pathirana/))

Description The unit introduces students to the basic principles of fire behaviour and fire safety design so that they can appreciate fire safety systems and interpret fire safety engineering design concepts. The unit covers the basics of combustion, building fire characteristics, smoke movement, responses of fire safety devices, building fire resistance, response of building occupants, fire safety engineering design and assessment methodology. The unit provides the basis for understanding fire safety engineering and the techniques and tools used in fire safety engineering.

School Eng, Design & Built Env

Discipline Fire Technology

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Incompatible Subjects ENGR 7011 - Fire Technology Principles ENGR 7009 - Fire Engineering Principles

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

Undergraduate study in building surveying, planning or related areas or has gained the equivalent building construction knowledge by working

in the construction industry in an appropriate capacity for at least four years.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the basic principles of the fire phenomenon including the nature of fire, heat transfer, and initiation and propagation
2. Identify enclosure fire hazards and be able to determine fire loads, fire growth rates and flashover
3. Describe the principles used in fire engineering design and assessment
4. Describe the functions of various fire safety subsystems, such as suppression systems, smoke and heat control, detection, warning and egress provision, which are used in the development of a fire safety engineering solutions;
5. Interpret fire safety engineering reports.

Subject Content

The nature of fire and heat transfer processes

Fire initiation and propagation

Enclosure fires

Fire suppression

Smoke and heat control

Detection and warning

Introduction to International Fire Engineering Guidelines

The Fire Engineering Brief

Overview of fire engineering methodology

Fire safety subsystems A, B, C and D

Fire safety sub-systems E and F

Analysis and preparing report

Assessment of Fire engineering report

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Assignment 1	Analytical, 2000 words equivalent, individual	25	N	Individual
Assignment 2	Analytical, 2000 words equivalent, individual	25	N	Individual
Final exam	2 hour exam	50	N	Individual

Prescribed Texts

- Drysdale, D. D. 2011, An Introduction to Fire Dynamics, 3rd Edition, John Wiley and Sons, Chichester, UK.
- ABCB, 2005, International Fire Engineering Guidelines Edition 2005. Australian Building Codes Board, Canberra. (Available from ABCB online shop: <http://www.abcb.gov.au/index.cfm?fuseaction=ProductList>)

Teaching Periods

Autumn

Online

Online

Subject Contact Sameera Wijesiri Pathirana ([https://directory.westernsydney.edu.au/search/name/Sameera Wijesiri Pathirana/](https://directory.westernsydney.edu.au/search/name/Sameera+Wijesiri+Pathirana/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR7012_22-AUT_ON_O#subjects)

ENGR 7013 Industrial Experience (PG)

Credit Points 0

Legacy Code 301027

Coordinator Ee Loon Tan ([https://directory.westernsydney.edu.au/search/name/Ee Loon Tan/](https://directory.westernsydney.edu.au/search/name/Ee+Loon+Tan/))

Description Students will undertake 12 weeks full time (37.5 hours per week) employment (or part time equivalent) to obtain relevant workplace experience in Engineering companies under the supervision of professional engineers in one company or more. This will give the student a solid grounding in the Key Program of engineering which they have chosen to pursue.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply your engineering knowledge gained through academic studies in real world environment
2. Undertake experience in various aspects of engineering and engineering management
3. Improve appropriate workplace skills, including inter-personal skills, work habits and professional attitudes by working with one or more engineer(s)

Subject Content

- Obtain information on the processes of exploring opportunities and gaining Industrial Experience;
- Attend workshops on resume writing and interview skills run by the WSU Careers team;
- Conduct work experience for 12 weeks full-time or equivalent part-time (60 days) participation in a usually unpaid position at a relevant engineering company. (This experience can also be gained at more than one engineering company.)
- Follow relevant work practices and procedures;
- Perform appropriate workplace tasks as directed;
- Seek feedback on assigned tasks from appropriate person;
- document evidence of Activities carried as required.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Log/Workbook	12 weeks	0	N	Individual
Report	About 3,000 words	0	N	Individual
Professional Placement Performance	1-2 pages on company's official letterhead	0	N	Individual
Participation	4 hours	0	N	Individual

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Ee Loon Tan ([https://directory.westernsydney.edu.au/search/name/Ee Loon Tan/](https://directory.westernsydney.edu.au/search/name/Ee+Loon+Tan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR7013_22-AUT_PC_D#subjects)

Spring

Parramatta City - Macquarie St

Day

Subject Contact Ee Loon Tan ([https://directory.westernsydney.edu.au/search/name/Ee Loon Tan/](https://directory.westernsydney.edu.au/search/name/Ee+Loon+Tan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR7013_22-SPR_PC_D#subjects)

ENGR 7014 Master Project 1

Credit Points 10

Legacy Code 300597

Coordinator Pan Hu ([https://directory.westernsydney.edu.au/search/name/Pan Hu/](https://directory.westernsydney.edu.au/search/name/Pan+Hu/))

Description This unit is a problem based project unit. Students are expected to conduct self studies under supervision by academic staff. Students will identify research topics in consultation with supervisors, carry out literature survey in one of the fields of engineering, construction, information technology or data science. Students will be required to define research objectives and scope, establish research methodology and prepare a research plan.

School Eng, Design & Built Env

Discipline Engineering and Related Technologies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYA 5830 - Master of Engineering Specialist Reading LGYA 4574 - Built Environment Project LGYA 4576 - Built Environment Research Project

Restrictions

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

Assumed Knowledge

- (1) Knowledge in one of the fields in engineering, construction, information technology, data science or a related discipline;
- (2) Knowledge in research methodology; and
- (3) Skills in literature review.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse literature in relevant area to identify potential research problems.
2. Identify and propose research questions and hypothesis based on literature review.
3. Justify the research proposal in relation to its significance in literature and its anticipated impact.
4. Develop a plan and methodology to conduct research on an identified question/issue/problem.
5. Present ideas, concepts, arguments/prototypes and conclusions in a professional report.

Subject Content

Questioning. Develop a research question or hypothesis. The end result of the student's initial reading should be a well-defined research question. The research question will help the student to focus on the scope of their work.

Problem identification. Identify a problem in a relevant field, such as engineering, building surveying, design and construction management, at a general or fundamental, technical or regulatory or philosophical level that needs investigation. It is important that the student examine the assumptions that underlie the problem.

Literature review. Critically review and appraise current literature related to the student's study topic is an essential first step. Extensive reading and referencing the key papers and other sources is seen as a part of the problem solving process. The students must read widely and compare the opinions of the many authors in their paper.

Definition of objective. Define research objectives and scope.

Methodology. Prepare research methodology for the investigation of the research issue.

Planning. Prepare a research plan for carrying out the research.

Reporting. Produce a report and present preliminary findings.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Learning Contract	1 page	0	Y	Individual
Proposal	1,500 - 2,500 words	35	N	Individual

Report	5,000 - 7,500 words (includes calculations, graphs, tables)	65	N	Individual
--------	---	----	---	------------

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Pan Hu ([https://directory.westernsydney.edu.au/search/name/Pan Hu/](https://directory.westernsydney.edu.au/search/name/Pan%20Hu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR7014_22-AUT_PC_D#subjects)

Spring

Parramatta City - Macquarie St

Day

Subject Contact Pan Hu ([https://directory.westernsydney.edu.au/search/name/Pan Hu/](https://directory.westernsydney.edu.au/search/name/Pan%20Hu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR7014_22-SPR_PC_D#subjects)

ENGR 7015 Master Project 2

Credit Points 10

Legacy Code 300598

Coordinator Pan Hu ([https://directory.westernsydney.edu.au/search/name/Pan Hu/](https://directory.westernsydney.edu.au/search/name/Pan%20Hu/))

Description This unit is a continuation of unit Master Project 1 and is a problem based project unit. Students are expected to conduct self studies under supervision by academic staff and deliver the final outcomes of the research topics that are proposed in Master Project 1. Students will employ the identified methodologies to carry out the research plans and fulfil the research objectives with the defined scope. Each individual student is required to produce an oral presentation and a final written report in one of the fields of engineering, construction, information technology or data science. Students will acquire problem solving skills in this unit.

School Eng, Design & Built Env

Discipline Engineering and Related Technologies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) ENGR 7014

Equivalent Subjects LGYA 5829 - Master of Engineering Project LGYA 4576 - Built environment Research Project

Restrictions

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

Assumed Knowledge

(1) Knowledge in one of the fields in engineering, construction, information technology, data science or a related discipline; (2) Knowledge in research methodology; and (3) Skills in literature review and oral presentation.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Continuous review of existing literature in the relevant area and draw relevance to the proposed research project.
2. Execute a prepared research plan using appropriate methodologies.
3. Analyse and evaluate research findings to achieve intended project outcomes.
4. Write technical documents on ideas, concepts, arguments and conclusions professionally.
5. Communicate research results at a professional level through an oral presentation.

Subject Content

1. Implementation of research methodology. The methodology and research plan that have been established in Master Project 1 are implemented in this subject. Students may carry out experimental work or numerical simulations or theoretical analysis or field studies.
2. Literature review. Further review and appraise current literature related to the student's study topic.
3. Analysis and discussion. Conduct detailed quantitative and qualitative analyses of the data collected and discuss the results.
4. Reporting. Produce a complete dissertation and present the final findings clearly stating the student's own original contribution to the topic.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	15 minute presentation followed by 5 minutes questions and answers session	20	N	Individual
Report	10000 words	80	N	Individual

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Pan Hu ([https://directory.westernsydney.edu.au/search/name/Pan Hu/](https://directory.westernsydney.edu.au/search/name/Pan%20Hu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR7015_22-AUT_PC_D#subjects)

Spring

Parramatta City - Macquarie St

Day

Subject Contact Pan Hu ([https://directory.westernsydney.edu.au/search/name/Pan Hu/](https://directory.westernsydney.edu.au/search/name/Pan%20Hu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR7015_22-SPR_PC_D#subjects)

ENGR 7016 Planning for Bushfire Prone Areas

Credit Points 10

Legacy Code 301049

Coordinator Grahame Douglas ([https://directory.westernsydney.edu.au/search/name/Grahame Douglas/](https://directory.westernsydney.edu.au/search/name/Grahame%20Douglas/))

Description This unit describes the relevant planning issues for bushfire prone areas and the measures that can be implemented to ensure appropriate development in these areas. A knowledge and understanding of the planning, design and construction of the urban form is important if we are to manage the risk of bushfire on the community. It is also fundamental in our understanding of the management of development for bushfires and the necessary infrastructure for bushfire suppression and property protection in bushfire prone areas. Topics include conceptual planning issues, determining bushfire prone areas, bushfire and planning legislation, strategic and regional planning for bushfire, subdivision, defensible space and construction, design, staging and siting, vulnerable developments, industry and other forms of commercial use, landscaping and maintenance, and water and access.

School Eng, Design & Built Env

Discipline Fire Technology

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects ENGR 6002 - Planning for Bushfire Prone Areas
ARCH 7004 - Planning and Development Control

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1,200 words	20	N	Individual
Critical Review	3,000 words	30	N	Individual
Report	3,000 words	30	Y	Individual
Presentation	15 minutes + 5 minutes Q&A	20	N	Individual

Teaching Periods

ENGR 7017 Professional Practice and Communication

Credit Points 10

Legacy Code 301005

Coordinator Maria Mikhail ([https://directory.westernsydney.edu.au/search/name/Maria Mikhail/](https://directory.westernsydney.edu.au/search/name/Maria%20Mikhail/))

Description This unit introduces some of the concepts, standards and techniques associated with the current professional practice for engineering and information technology students. These include the various elements of engineering and IT practice, basic knowledge of contract laws and legal responsibility, competence in verbal and written communication, and an understanding of ethical considerations.

School Computer, Data & Math Sciences

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Display skills in all aspects of communication, including for technical and non-technical, and academic and public audiences.
2. Evaluate information relevant to IT and engineering topics, using the full range of information-searching tools.
3. Describe and model ethical and professional codes of conduct for IT and engineering professions.
4. Demonstrate the concepts related to business risk management, security and privacy of information.
5. Explain legal, social and environmental issues related to computing, IT and engineering.
6. Explain project management principles and recognise their impact in the leveraging of professional practice in IT and engineering.
7. Work effectively as both leader and member of a team, to design, manage and complete a number of projects, and to resolve conflicts.

Subject Content

Academic and professional writing
 Oral and visual presentation
 Ethics, ethical behaviour and professional responsibility
 Intellectual property rights
 Risk management and management of data security
 Project management
 Contracts and arbitration
 Work integrated learning and professional portfolio

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Essay	1,500 words	30	N	Individual
Report	3,500 words	30	Y	Group
Presentation	5 minutes (per student)	15	N	Both (Individual & Group)
Case Study	2,500 words	25	Y	Individual

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Maria Mikhail ([https://directory.westernsydney.edu.au/search/name/Maria Mikhail/](https://directory.westernsydney.edu.au/search/name/Maria%20Mikhail/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR7017_22-AUT_PC_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Maria Mikhail ([https://directory.westernsydney.edu.au/search/name/Maria Mikhail/](https://directory.westernsydney.edu.au/search/name/Maria%20Mikhail/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR7017_22-AUT_PS_D#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Mahsa Razavi ([https://directory.westernsydney.edu.au/search/name/Mahsa Razavi/](https://directory.westernsydney.edu.au/search/name/Mahsa%20Razavi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR7017_22-SC1_SC_D#subjects)

Spring

Parramatta City - Macquarie St

Day

Subject Contact Aruna Jamdagni ([https://directory.westernsydney.edu.au/search/name/Aruna Jamdagni/](https://directory.westernsydney.edu.au/search/name/Aruna%20Jamdagni/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR7017_22-SPR_PC_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Aruna Jamdagni ([https://directory.westernsydney.edu.au/search/name/Aruna Jamdagni/](https://directory.westernsydney.edu.au/search/name/Aruna%20Jamdagni/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR7017_22-SPR_PS_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Mahsa Razavi ([https://directory.westernsydney.edu.au/search/name/Mahsa Razavi/](https://directory.westernsydney.edu.au/search/name/Mahsa%20Razavi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR7017_22-SC3_SC_D#subjects)

ENGR 7019 Specialised Software Applications

Credit Points 10

Legacy Code 301002

Coordinator Olivia Mirza ([https://directory.westernsydney.edu.au/search/name/Olivia Mirza/](https://directory.westernsydney.edu.au/search/name/Olivia%20Mirza/))

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

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects ELEC 7007 - Engineering Software Applications

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Recognise and apply the capabilities of software tools in a professional engineering context.
2. Input, model and analyse data and systems using industry standard engineering software.
3. Apply computer based modelling and analysis tools to investigate and professionally report on a specific, in-depth engineering problem.
4. Apply software-generated imagery to support reported analysis, findings or recommendations.

Subject Content

3D CAD

Excel

MATLAB Applications - Telecommunications

MATLAB Applications - Civil Engineering

Finite Element Analysis in Electromagnetism

Abaqus for Civil Engineering

Surface Hydrology Modelling

CFAST/FDS - Fire Safety Engineering

GIS - Bushfire Protection

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Numerical Problem Solving	2000 words	25	N	Individual
Quiz	1 hour	25	Y	Individual
Numerical Problem Solving	4000 words	50	N	Individual

Teaching Periods

Summer A

Parramatta City - Macquarie St

Day

Subject Contact Maryam Hosseini ([https://directory.westernsydney.edu.au/search/name/Maryam Hosseini/](https://directory.westernsydney.edu.au/search/name/Maryam%20Hosseini/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR7019_22-SUA_PC_D#subjects)

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Olivia Mirza ([https://directory.westernsydney.edu.au/search/name/Olivia Mirza/](https://directory.westernsydney.edu.au/search/name/Olivia%20Mirza/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR7019_22-AUT_PC_D#subjects)

ENGR 7020 Sustainability and Risk Engineering (PG)

Credit Points 10

Legacy Code 300939

Coordinator Dharma Hagare ([https://directory.westernsydney.edu.au/search/name/Dharma Hagare/](https://directory.westernsydney.edu.au/search/name/Dharma%20Hagare/))

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

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program

Assumed Knowledge

Engineering problem solving skills.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply engineering knowledge for comprehensive analysis of engineering systems for sustainability.
2. Choose appropriate tools/methods for sustainability and risk analysis of engineering systems.
3. Conduct thorough energy/water/materials audit for a given engineering system and construct detailed mass balance tables.
4. Determine appropriate water, energy, transport and infrastructure system based on sustainability and risk management criteria.
5. Carry - out triple bottom line based life cycle analysis of engineering systems including rigorous economic analysis tools.
6. Conduct overall system analysis of engineering systems considering sustainability and risk criteria.

Subject Content

mass balance/ flow analysis
 heat/energy flow/conservation/loss analysis
 renewable/ alternative energy systems
 energy/resource efficiency
 sustainable/green buildings
 sustainable transport and infrastructure
 sustainable water management
 environmental management systems
 sustainability reporting/ framework
 life cycle analysis
 probability/ reliability theory
 risk assessment models
 integrated system analysis.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Tutorial submissions and Quizzes	1 hour per quiz	20	N	Individual
Report	4,000 words including tables, figures and pictures	30	N	Group
Final Exam	3 hours	50	N	Individual

Prescribed Texts

- Vezzoli, C. and Manzini, E. (2008). Design for environmental sustainability. Springer, London.
- Wang J.X. and Roush M.L. (2000). "What every engineer should know about risk engineering and management ", New York : Marcel Dekker, Inc.
- White, I. (2010). Water and the city: risk, resilience, and planning for a sustainable future, Routledge, New York.

- Yigitcanlar, T. (2010). Rethinking sustainable development: urban management, engineering, and design, Engineering Science Reference, Hershey, Pa.

Teaching Periods

Spring**Parramatta City - Macquarie St****Day**

Subject Contact Dharma Hagare ([https://directory.westernsydney.edu.au/search/name/Dharma Hagare/](https://directory.westernsydney.edu.au/search/name/Dharma%20Hagare/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR7020_22-SPR_PC_D#subjects)

ENGR 7023 Advanced Biomedical Data and Images

Credit Points 10

Legacy Code 301211

Coordinator Upul Gunawardana ([https://directory.westernsydney.edu.au/search/name/Upul Gunawardana/](https://directory.westernsydney.edu.au/search/name/Upul%20Gunawardana/))

Description This unit will cover advanced biomedical signal and data analysis including electrocardiography, electroencephalography, human-computer-interface, electromyography, machine learning and biomedical images. This unit will have a strong practical design focus with laboratories and tutorials focused on the design of usable software packages dealing with real biomedical signals.

School Eng, Design & Built Env

Discipline Biomedical Engineering

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program

Assumed Knowledge

Signals theory; computer skills including use of MATLAB.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Process biomedical signals.
2. Write user-interface to automatically/aid expert scoring signals.
3. Analyse and process biomedical images.
4. Develop complex signal manipulation strategies.

Subject Content

Introduction to Biomedical Signals
 Digital filters for Biomedical Signals
 Automated scoring of Biomedical Signals
 Biomedical images: production and processing
 Advanced techniques for data manipulations

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	Three submissions required (see schedule of activities for due dates)	80	N	Individual
Presentation	15 minutes	20	N	Individual

Prescribed Texts

- Semmlow, JL 2004, Biosignal and biomedical image processing MATLAB-based applications, Marcel Dekker, New York.

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Upul Gunawardana ([https://directory.westernsydney.edu.au/search/name/Upul Gunawardana/](https://directory.westernsydney.edu.au/search/name/Upul%20Gunawardana/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR7023_22-AUT_PC_D#subjects)

ENGR 7024 Advanced Biomedical Electronics

Credit Points 10

Legacy Code 301209

Coordinator Gaetano Gargiulo ([https://directory.westernsydney.edu.au/search/name/Gaetano Gargiulo/](https://directory.westernsydney.edu.au/search/name/Gaetano%20Gargiulo/))

Description This unit will cover advanced design of biomedical electronic devices including, implanted devices, human-computer-interface, bioinstrumentation and neuromorphic engineering. Topics covered span from the bioelectromagnetism and related applications to regulatory aspects (IEC standards and TGA/FDA approval processes) and electrical safety of instrumentation. This unit will have a strong practical design focus with laboratories and tutorials focused on the design of real instrumentation (including manufacturing) dealing with real biomedical signals.

School Eng, Design & Built Env

Discipline Biomedical Engineering

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program

Assumed Knowledge

General principle of circuits analysis and simulation Electronic amplifiers Principle of Instrumentation and Measurements.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply medical diagnostic devices and biomedical technologies
2. Assess safety and risks of biomedical technologies
3. Apply fundamental principle of bio-electromagnetism to typical biomedical engineering problems
4. Design and test biopotential amplifiers in practical case studies
5. Design and test physiological sensors

Subject Content

Principle of biomedical electronic and bio-electromagnetism

Medical devices/diagnostics design principles

Electrical safety applied to the field of biomedical engineering

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	Four submissions required, see the schedule of activities for due dates	80	N	Individual
Presentation	15 minutes	20	N	Individual

Prescribed Texts

- Webster, JG & Clark, JW (eds) 2010, Medical instrumentation : application and design, 4th edn, John Wiley & Sons, Hoboken, NJ.

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Gaetano Gargiulo ([https://directory.westernsydney.edu.au/search/name/Gaetano Gargiulo/](https://directory.westernsydney.edu.au/search/name/Gaetano%20Gargiulo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR7024_22-SPR_PC_D#subjects)

ENGR 7025 Human Physiology and Biomedical Technologies

Credit Points 10

Legacy Code 301210

Coordinator Gaetano Gargiulo ([https://directory.westernsydney.edu.au/search/name/Gaetano Gargiulo/](https://directory.westernsydney.edu.au/search/name/Gaetano%20Gargiulo/))

Description This unit aims to introduce a wide range of biomedical technologies and how they are used in medical practice. Topics will span from data acquisition technologies such as ECG, EEG, body plethysmography, to large imaging diagnostics such as CT scanner, PET scanner and bio-mechanical assisting devices often used for rehabilitation and support. The first part of this unit will include a module on human physiology and bio-mechanics. This module

gives a basic understanding of the human body and introduces the scientific and medical terminology used for anatomy, physiology and biochemistry and bio-mechanics.

School Eng, Design & Built Env

Discipline Biomedical Engineering

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program

Assumed Knowledge

Computer skills; basic concepts of electronics i.e. amplifiers and filters; knowledge of signal theory

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply basic principles of human physiology to biomedical engineering.
2. Apply the process of development of medical devices from inception to commercialization.
3. Apply principles relating to the functioning of major biomedical technologies.

Subject Content

Biomedical technologies: Signals based devices i.e. ECG, EMG etc
Biomedical technologies: Imaging based devices i.e. MRI, X-rays etc
Principles of human physiology

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	Submission 1 Part A: 20 questions; Submission 2 Part B: 3000 words	80	N	Individual
Presentation	15 minutes	20	N	Individual

Prescribed Texts

- Becchetti, C & Neri, A 2013, Medical instrument design and development : from requirements to market placements, John Wiley & Sons, Chichester, West Sussex.

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Gaetano Gargiulo ([https://directory.westernsydney.edu.au/search/name/Gaetano Gargiulo/](https://directory.westernsydney.edu.au/search/name/Gaetano%20Gargiulo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR7025_22-AUT_PC_D#subjects)

ENGR 7026 Performance Solutions for Bushfire Protection

Credit Points 10

Legacy Code 301265

Coordinator Grahame Douglas ([https://directory.westernsydney.edu.au/search/name/Grahame Douglas/](https://directory.westernsydney.edu.au/search/name/Grahame%20Douglas/))

Description This subject describes the processes and techniques available to develop performance outcomes to the planning and building of structures required for bushfire protection in Australia. Students learn advanced methods to address performance when considering bushfire protection measures for which the 'bushfire protection guidelines' are relevant as well as the processes similar to that used in developing performance solutions under the National Construction Code. These include the use of event tree analysis, verification methods, bushfire spray/drenching systems and alternative access for evacuation arrangements when developing performance solutions. Students are required to develop suitable measures through a performance solution for bushfire protection of a building.

School Eng, Design & Built Env

Discipline Fire Technology

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) None

Co-requisite(s) None

Equivalent Subjects ENGR 7003 Alternate Solutions for Bushfire Prone Areas

Restrictions

Students must be enrolled in 3793 Graduate Diploma in Bushfire Protection or 3708 Master of Bushfire Protection and have completed 40 credit points of study.

Assumed Knowledge

Students must have prior knowledge of Bushfire behaviour, planning, building, bushfire fighting and emergency management.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine the principles of performance-based design as it applies to bushfire protection.
2. Apply the bushfire safety protection guideline process and techniques applicable to bushfire.
3. Apply the appropriate bushfire protection systems to the development of suitable bushfire design.
4. Apply appropriate alternate performance approaches to access for bushfire protection.
5. Apply the use of 'measures in combination' for developments in bushfire prone areas.
6. Examine the use and limitations of event tree analysis in bushfire protection design.

7. Communicate assessments and recommendations for performance-based solutions for bushfire protection.

Subject Content

1. Introduction to performance-based approaches and bushfire protection measures.
2. Bushfire design guidelines and its application to the bushfire event.
3. Bushfire verification method and event/fault tree analysis.
4. Bushfire spray systems and its impact on design bushfires.
5. Bushfire protection measures in combination.
6. Performance planning as a driver of bushfire protection.
7. Tools, techniques and data for bushfire protection analysis.
8. Alternate access arrangements for performance.
9. Landscaping and maintenance to address performance.
10. Reporting and implementation of performance solutions.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Two Short Answers	500 words (250 words for each question)	20	N	Individual
Essay	1000 words	20	N	Individual
Report	2000 words	25	N	Individual
Report	2500 words	35	Y	Individual

Teaching Periods

Spring

Online

Online

Subject Contact [Grahame Douglas \(https://directory.westernsydney.edu.au/search/name/Grahame Douglas/\)](https://directory.westernsydney.edu.au/search/name/Grahame%20Douglas/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR7026_22-SPR_ON_0#subjects)

ENGR 7027 Spatial Tools and Mapping

Credit Points 10

Legacy Code 301264

Coordinator [Grahame Douglas \(https://directory.westernsydney.edu.au/search/name/Grahame Douglas/\)](https://directory.westernsydney.edu.au/search/name/Grahame%20Douglas/)

Description This unit offers practical applications in spatial information software. Students will be taught using Geographical Information Systems (GIS) software to prepare maps (such as bushfire prone land) as well as management plans required of planning and design practitioners. Workshops are provided to assist students in the practical use of the GIS system. Students are provided with online module notes and readings as well as assignments being submitted online. Emphasis is placed on teaching students practical software applications skills relevant to industry needs.

School Eng, Design & Built Env

Discipline Other Engineering And Related Technologies

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Recognise and apply the capabilities of spatial software tools in a professional context.
2. Input, model and analyse data and systems using industry standard spatial software.
3. Apply spatial modelling and analysis tools to professionally represent environmental measures of a specific development proposal.
4. Apply software-generated imagery to support planning and construction reports, findings and recommendations.

Subject Content

1. Introduction to GIS
2. GIS Applications
3. Key Concepts
4. Introduction to emergency and environmental risk management planning
5. GIS and other software applications
6. GIS analysis tools
7. GIS mapping layouts
8. Bushfire Prone Land Mapping Guidelines
9. Bushfire Protection/Management Plans and other environmental management plans

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short Answer	1,000 words	25	N	Individual
Applied Project	1,000 words	25	N	Individual
Applied Project	2,000 words plus mapping	50	N	Individual

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact [Grahame Douglas \(https://directory.westernsydney.edu.au/search/name/Grahame Douglas/\)](https://directory.westernsydney.edu.au/search/name/Grahame%20Douglas/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR7027_22-AUT_PC_D#subjects)

ENGR 7028 Engineering Project 1 (PG)

Credit Points 20

Legacy Code 301395

Coordinator Pan Hu ([https://directory.westernsydney.edu.au/search/name/Pan Hu/](https://directory.westernsydney.edu.au/search/name/Pan%20Hu/))

Description This unit introduces the professional engineering skills necessary to practice as an engineer, including project management, professional communication, professional ethics and legal obligations. Students are required to conduct a critical literature survey on a relevant area, identify the design or research problems, propose a plan and methodology for the design or research problems, conduct some preliminary work and analysis, present their work, and complete a project proposal and a project report.

School Eng, Design & Built Env

Discipline Engineering and Related Technologies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 20cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

Knowledge in the relevant field of chosen major.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critique previous research in terms of its relevance and contribution to the given topic.
2. Manage an engineering project from an environmental perspective, using appropriate contract, project, WHS and risk management processes.
3. Evaluate the major steps in the proposed research by developing the research problem, research hypotheses, research questions and a realistic timeline.
4. Construct experimental design, using appropriate research methodology, identifying data requirements and conducting relevant research to achieve objectives.
5. Apply effective written and verbal communication skills when preparing professional/technical reports.
6. Work collaboratively in a team setting on a design-oriented project or research-based project under minimal supervision.

Subject Content

Introduction to communication
Workplace communication
Technical writing
Introduction to project management
Ethics and professional code of conduct
Statistical methods
Peer-assessed oral presentation
Literature survey
Research proposal
Preliminary study

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Proposal	15-20 pages (5,000-7,500 words)	20	N	Individual
Report	20-50 pages (7,500-1,5000 words including drawings and calculations)	50	Y	Both (Individual & Group)
Presentation	15 minutes	10	N	Both (Individual & Group)
Quiz	1 hour online	20	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Pan Hu ([https://directory.westernsydney.edu.au/search/name/Pan Hu/](https://directory.westernsydney.edu.au/search/name/Pan%20Hu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR7028_22-AUT_PS_D#subjects)

Spring

Parramatta - Victoria Rd

Day

Subject Contact Pan Hu ([https://directory.westernsydney.edu.au/search/name/Pan Hu/](https://directory.westernsydney.edu.au/search/name/Pan%20Hu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR7028_22-SPR_PS_D#subjects)

ENGR 7029 Engineering Project 2 (PG)

Credit Points 20

Legacy Code 301396

Coordinator Pan Hu ([https://directory.westernsydney.edu.au/search/name/Pan Hu/](https://directory.westernsydney.edu.au/search/name/Pan%20Hu/))

Description This unit is a continuation of unit Engineering Project 1 (PG). Students will further develop their professional skills in engineering design, research, and presentation. This will be achieved through the independent work on the proposed engineering design or research topic under an academic supervisor. Students are required to employ the identified design plan or research methodologies to carry out the proposed design or research work, fulfil the design or research objectives, evaluate and analyse the results, and present the results and findings in an oral presentation, a research paper and a final project report. This unit will demonstrate students' professional level of conducting an engineering project.

School Eng, Design & Built Env

Discipline Engineering and Related Technologies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 20cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) ENGR 7028

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

Knowledge in the relevant field of chosen major.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply project management principles that incorporate time and financial management to develop practical and innovative engineering solutions.
2. Apply effective written and verbal communication skills tailored to the appropriate audience.
3. Design engineering experiments using a well formulated problem, an appropriate research methodology, data requirements, hypotheses and research questions to achieve objectives.
4. Apply systems engineering methods for carrying-out systematic research.
5. Evaluate research outcomes on a particular field and to the realms of the Engineering professions.

Subject Content

This subject is about developing an individual engineering design or research under an academic supervisor.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Proposal	6-8 pages (2000-2500 words)	15	N	Individual
Presentation	15 minutes	20	N	Individual
Report	50-80 pages (15000-25000 words including drawings and calculations)	65	Y	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Pan Hu ([https://directory.westernsydney.edu.au/search/name/Pan Hu/](https://directory.westernsydney.edu.au/search/name/Pan%20Hu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR7029_22-AUT_PS_D#subjects)

Spring

Parramatta - Victoria Rd

Day

Subject Contact Pan Hu ([https://directory.westernsydney.edu.au/search/name/Pan Hu/](https://directory.westernsydney.edu.au/search/name/Pan%20Hu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR7029_22-SPR_PS_D#subjects)

ENGR 9001 Higher Degree Research Thesis - Engineering

Credit Points 20

Legacy Code 800179

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Graduate Research School

Discipline Engineering and Related Technologies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR9001_22-RQ1_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR9001_22-RQ1_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR9001_22-RQ1_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR9001_22-RQ1_KW_D#subjects)

ENGR 9002 Higher Degree Research Thesis - Engineering

Credit Points 20

Legacy Code 800202

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Graduate Research School

Discipline Engineering and Related Technologies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR9002_22-RQ1_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR9002_22-RQ1_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR9002_22-RQ1_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR9002_22-RQ1_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR9002_22-RQ1_PS_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR9002_22-RQ2_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR9002_22-RQ2_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR9002_22-RQ2_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR9002_22-RQ2_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR9002_22-RQ2_PS_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR9002_22-RQ3_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR9002_22-RQ3_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR9002_22-RQ3_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR9002_22-RQ3_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR9002_22-RQ3_PS_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR9002_22-RQ4_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR9002_22-RQ4_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR9002_22-RQ4_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR9002_22-RQ4_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR9002_22-RQ4_PS_D#subjects)

ENGR 9003 Higher Degree Research Thesis - Engineering (Environmental)

Credit Points 20

Legacy Code 800061

Coordinator Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

School Eng, Design & Built Env

Discipline Environmental Engineering

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR9003_22-RQ1_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR9003_22-RQ1_PS_D#subjects)

Research Quarter 2

Campbelltown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR9003_22-RQ2_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR9003_22-RQ2_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR9003_22-RQ2_PS_D#subjects)

Research Quarter 3

Campbelltown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR9003_22-RQ3_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR9003_22-RQ3_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR9003_22-RQ3_PS_D#subjects)

Research Quarter 4

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR9003_22-RQ4_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR9003_22-RQ4_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENGR9003_22-RQ4_PS_D#subjects)

ENVL 1001 Understanding Landscape

Credit Points 10

Legacy Code 300812

Coordinator Suzanne Ermert ([https://directory.westernsydney.edu.au/search/name/Suzanne Ermert/](https://directory.westernsydney.edu.au/search/name/Suzanne%20Ermert/))

Description This unit explores the historical and cultural perceptions and perspectives of the term 'landscape' and the sustainability and management of landscapes. Students become familiar with the terminology and concepts surrounding the natural landscape experientially through a series of field trips and develop an awareness and appreciation of both of the conceptual and actual landscape issues. Skills in mapping and spatial awareness skills and technologies will be developed through field trips and workshop sessions including GIS. Such skills will assist in developing a capacity to comprehensively describe and analyse the landscape.

School Science

Discipline Environmental Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects LGYA 6199 - Understanding Landscape LGYB 9526 - Understanding Landscape

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Determine the relationship between humans and the natural environment and the impacts of the ecological health of that environment from human development.
2. Identify diverse concepts of landscape.
3. Recognise the range of values and meanings associated with the term 'landscape', including their own and those of their peers.
4. Explain the basis of selected landscape management issues. Evaluate the holistic nature of landscape systems and the links to landscape management issues.
5. Apply skills associated with maps, mapping, spatial investigation (GIS) and associated technologies, and landscape management techniques as a way to interpret the landscape.

Subject Content

1. Landscape concepts, issues and landscape conditions;
2. Effects of humankind on past, present and future landscapes;
3. Maps and mapping: Spatial analysis using GIS and mapping techniques in combination with spatial investigation technologies to characterise and assess landscapes for environmental assessment and the role of habitat;
4. Assessment of heritage landscapes, including aboriginal heritage;
5. Fire ecology in the Sydney Basin; including the influence of fire on various landscapes including urban and wilderness landscapes;
6. Spatial awareness;
7. Compass and map reading;
8. Spatial estimations and calculations using clinometers, measuring wheels;
9. Route construction through a nominated landscape using mapping techniques;
10. Basic plant identification using taxonomic key;
11. Humankind's historical and cultural involvement within the landscape;
12. Principles and practice of fire and fire management issues;
13. Underlying layers within the framework of landscape;
14. Cultural, historical and artistic perspectives of the indigenous relationship with the landscape.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Environmental Autobiography	1,000 words	15	N	Individual
Field trip tasks sheets which evaluate/characterise sites visited	Completed during field trip	20	N	Individual

Poster / Presentation of analysis/ characterisation of specific landscape site not visited in field trips	15 minute presentation	25	N	Individual
Final Exam	2 hours	40	N	Individual

Teaching Periods

ENVL 1002 Environmental Issues and Solutions

Credit Points 10

Legacy Code 301271

Coordinator Michelle Ryan ([https://directory.westernsydney.edu.au/search/name/Michelle Ryan/](https://directory.westernsydney.edu.au/search/name/Michelle%20Ryan/))

Description This unit explores a variety of environmental issues with a focus on emerging environmental issues. The relationships between human health and environmental health are explored through a number of case studies. Concepts explored include 21st Century contaminants, noise, energy and water. Through a combination of case studies and practical field experience, students will develop the skills and knowledge appropriate to develop solutions to a variety of environmental issues. Students enrolled in the Undergraduate Certificate in Environmental Sustainability will not complete the practical field experience component of this unit, as they will be studying online.

School Science

Discipline Environmental Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects PUBH 1002 Environment and Health

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and describe a variety of environmental issues
2. Describe a number of emerging environmental issues due to urban development
3. Identify and explain essential characteristics of various environmental issues
4. Monitor, assess and make appropriate recommendations to address environmental noise issues
5. Identify and explain the legal and administrative components of noise.
6. Identify relevant environmental legislation and policy
7. Demonstrate competency in academic writing
8. Research and communicate a case study of an environmental issue
9. Demonstrate critical thinking by identifying solutions to a chosen environmental issue

Subject Content

- Introduction into a number of environmental issues
- Urban development and environment

- Energy use
- Water pollution
- Water security
- Urban environments and human health
- 21st Century contaminants
- Environmental determinants of human health and wellbeing
- Environmental noise
- Assessment, regulation and control of environmental noise
- Environmental health policy, practice and stakeholder responsibilities
- Real world case studies

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Participation: Weekly Online Discussion		20	N	Individual
Mid Semester Quiz	Quiz – 1 hour	20	N	Individual
Noise Report	2,000 words	35	N	Individual
Report: Case Study	1,000 words	25	N	Individual

Prescribed Texts

- In place of a set text for this subject students will be directed to a broad range of regularly-updated online texts, peer-reviewed articles, government reports and policy documents.

Teaching Periods

Block A Session

Online

Online

Subject Contact Jack Isherwood ([https://directory.westernsydney.edu.au/search/name/Jack Isherwood/](https://directory.westernsydney.edu.au/search/name/Jack%20Isherwood/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENVL1002_22-BA_ON_O#subjects)

Spring

Hawkesbury

Composite

Subject Contact Michelle Ryan ([https://directory.westernsydney.edu.au/search/name/Michelle Ryan/](https://directory.westernsydney.edu.au/search/name/Michelle%20Ryan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENVL1002_22-SPR_HW_C#subjects)

ENVL 1003 Environmental Issues and Solutions (WSTC)

Credit Points 10

Legacy Code 700296

Coordinator Virginia Shepherd ([https://directory.westernsydney.edu.au/search/name/Virginia Shepherd/](https://directory.westernsydney.edu.au/search/name/Virginia%20Shepherd/))

Description This unit explores a variety of environmental issues with a focus on emerging environmental issues. The relationships between human health and environmental health are explored through a number of case studies. Concepts explored include 21st Century contaminants, noise, energy and water. Through a combination of case studies and practical field experience, students will develop the skills and knowledge appropriate to develop solutions to a variety of environmental issues.

School Science

Discipline Environmental Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects PUBH 1002 Environment and Health
ENVL 1002 Environmental Issues and Solutions

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in Extended Diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and describe a variety of environmental issues
2. Describe a number of emerging environmental issues due to urban development
3. Identify and explain the essential characteristics of environmental noise.
4. Monitor, assess and make appropriate recommendations to address environmental noise issues.
5. Demonstrate competency in academic writing.
6. Research and communicate a case study of an environmental issue
7. Demonstrate critical thinking by identifying solutions to a chosen environmental issue

Subject Content

- Introduction into a number of environmental issues
- Urban development and environment
- Energy use
- Water pollution
- Water security
- Urban environments and human health
- 21st Century contaminants
- Environmental determinants of human health and wellbeing
- Environmental noise
- Assessment, regulation and control of environmental noise
- Concepts of health, traditional and new public health approaches to population health
- Environmental health policy, practice and stakeholder responsibilities
- Real world case studies

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Participation	Weekly	20	N	Individual
Quiz	1 hr	10	N	Individual

Case Study	2,000 words	30	N	Individual Report
Case Study	1,500 words	40	N	Individual Report

Prescribed Texts

- In place of a set text for this subject, students will be directed to a broad range of regularly updated online texts, peer-reviewed articles, government reports and policy documents.

Teaching Periods

ENVL 1004 Introduction to Environmental Science

Credit Points 10

Legacy Code 301407

Coordinator Elise Pendall ([https://directory.westernsydney.edu.au/search/name/Elise Pendall/](https://directory.westernsydney.edu.au/search/name/Elise%20Pendall/))

Description Students learn how biology, chemistry and the physical sciences interact to regulate environmental processes in natural and built environments. They will evaluate concepts of sustainability and resilience and apply these perspectives to understand how human actions can alter the natural world. Students will use interdisciplinary approaches, including field studies, to investigate environmental processes and evaluate specific environmental challenges. Local and global environmental issues, sustainability, resilience and stewardship will be explored across diverse social and ecological contexts.

School Science

Discipline Environmental Studies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe how biological and physical sciences interact to regulate fundamental environmental processes in natural and built environments.
2. Identify key concepts of sustainability and resilience from different perspectives, including Aboriginal and Torres Strait Islander views.
3. Explain how human actions can influence environmental sustainability.
4. Articulate the interdisciplinary approaches, as an individual and in a team, to understand environmental problems in diverse social and ecological contexts.
5. Effectively communicate the scientific principles underpinning environmental processes and the impact of management on sustainability.

Subject Content

1. Framework for a sustainable future, including science and the environment, economics, politics, and public policy.
2. Ecology: the science of organisms and their environment.
3. Human population and essential resources, including human population & development.
4. Water, hydrologic cycle and human use.
5. Soil: foundation for land ecosystems.
6. Production and distribution of food.

7. Pests and pest control.
8. Harnessing energy for human society.
9. Pollution and prevention.
10. Stewardship for a sustainable future.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	4 x 30 min	40	N	Individual
Field Practicals	2 x 500 words	30	N	Individual
Podcast - Perspectives of Sustainability	10-15 min	30	N	Individual

Prescribed Texts

- Withgott, J., & Laposata, M. (2015). *Environment : The science behind the stories* (Fifth edition. Global ed.). Boston Pearson.

Teaching Periods

Spring Hawkesbury Day

Subject Contact Elise Pendall ([https://directory.westernsydney.edu.au/search/name/Elise Pendall/](https://directory.westernsydney.edu.au/search/name/Elise%20Pendall/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENVL1004_22-SPR_HW_D#subjects)

ENVL 1005 Environmental Issues and Solutions (UG Cert)

Credit Points 10

Legacy Code 500053

Coordinator Jack Isherwood ([https://directory.westernsydney.edu.au/search/name/Jack Isherwood/](https://directory.westernsydney.edu.au/search/name/Jack%20Isherwood/))

Description This unit explores a variety of environmental issues with a focus on emerging environmental issues. The relationships between human health and environmental health are explored through a number of case studies. Concepts explored include 21st Century contaminants, noise, energy and water. Through a combination of case studies and practical field experience, students will develop the skills and knowledge appropriate to develop solutions to a variety of environmental issues.

School Science

Discipline Environmental Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects PUBH 1002 Environment and Health ENVL 1003 Environmental issues and Solutions ENVL 1002 Environmental issues and Solutions

Restrictions Students must be enrolled in the following program: 7175 Undergraduate Certificate of Environmental Sustainability

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and describe a variety of environmental issues
2. Describe a number of emerging environmental issues due to urban development
3. Identify and explain essential characteristics of various environmental issues
4. Monitor, assess and make appropriate recommendations to address environmental noise issues
5. Demonstrate competency in academic writing
6. Research and communicate a case study of an environmental issue, and

Subject Content

1. Introduction into a number of environmental issues
2. Urban development and environment
3. Energy use
4. Water pollution
5. Water security
6. Urban environments and human health
7. 21st Century contaminants
8. Environmental determinants of human health and wellbeing
9. Environmental noise
10. Assessment, regulation and control of environmental noise
11. Environmental health policy, practice and stakeholder responsibilities
12. Real world case studies

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quizzes	40 minutes x 2	30	N	Individual
Portfolio	1200 words	40	N	Individual
Report	1000 words	30	N	Individual

Teaching Periods

Block A Session

Online

Online

Subject Contact Jack Isherwood ([https://directory.westernsydney.edu.au/search/name/Jack Isherwood/](https://directory.westernsydney.edu.au/search/name/Jack%20Isherwood/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENVL1005_22-BA_ON_O#subjects)

Block C Session

Online

Online

Subject Contact Jack Isherwood ([https://directory.westernsydney.edu.au/search/name/Jack Isherwood/](https://directory.westernsydney.edu.au/search/name/Jack%20Isherwood/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENVL1005_22-BC_ON_O#subjects)

Block E Session

Online

Online

Subject Contact Jack Isherwood ([https://directory.westernsydney.edu.au/search/name/Jack Isherwood/](https://directory.westernsydney.edu.au/search/name/Jack%20Isherwood/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENVL1005_22-BE_ON_O#subjects)

ENVL 2001 Analysis of Spatial Data

Credit Points 10

Legacy Code 101646

Coordinator Awais Piracha ([https://directory.westernsydney.edu.au/search/name/Awais Piracha/](https://directory.westernsydney.edu.au/search/name/Awais%20Piracha/))

Description The making and the use of maps. This unit involves the critical examination of the way geographical data is produced, analysed, mapped and used to inform both private and public decisions. Natural environment, health, accessibility and residential amenity are examples of phenomena that have an important geographical dimension. Policy responses to these phenomena need to be specific with regard to locations and places. Geographic information systems software and census will be used to produce maps based on the analysis and interpretation of data relating to the student's field of interest.

School Social Sciences

Discipline Environmental Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects LGYA 7235 - Analysis of Spatial Data

Restrictions Successful completion of 40 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe and critically analyse geographical information
2. Apply GIS to the analysis and modelling of social, economic or environmental data
3. Identify and describe the spatial dimension of issues in the social or environmental sciences

Subject Content

Basic elements and principles of mapping/cartography
 Basics of Geographic Information Systems (GIS)
 Understanding social and environmental spatial databases
 Spatial analysis of social data
 Modelling urban growth and change within cities
 Geographic Information Systems (GIS) applications
 Web based mapping for communities

Critical appraisal of spatial information

Spatial dimensions of social indices

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Exam: Midterm examination (In class)	500 words	25	N	Individual
Project: Mapping Project 1	1,000 words	25	N	Individual
Project Report: Mapping Project 2	1,500 words	50	N	Individual

Teaching Periods

Spring

Penrith (Kingswood)

Day

Subject Contact Awais Piracha ([https://directory.westernsydney.edu.au/search/name/Awais Piracha/](https://directory.westernsydney.edu.au/search/name/Awais%20Piracha/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENVL2001_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Awais Piracha ([https://directory.westernsydney.edu.au/search/name/Awais Piracha/](https://directory.westernsydney.edu.au/search/name/Awais%20Piracha/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENVL2001_22-SPR_PS_D#subjects)

ENVL 2002 Environmental Regulation and Policy

Credit Points 10

Legacy Code 300841

Coordinator Ian Wright ([https://directory.westernsydney.edu.au/search/name/Ian Wright/](https://directory.westernsydney.edu.au/search/name/Ian%20Wright/))

Description This unit aims to provide students with a broad understanding of the current environmental regulations available to environment protection and planning authorities at the State and Local Government level to protect and manage the natural and built environments. This unit will also consider environmental policy introduced by the State and Commonwealth governments to manage land use activities so as to encourage sustainable development practices. It is a suitable unit for students entering government or industry in environmental management, health and planning roles. There is a particular focus on the use of legislation and preparation of policy to address environmental and health risks to the community.

School Science

Discipline Environmental Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects ENVL 3001 - Environmental Regulations and Policy
ENVL 3002 - Environmental Regulations
ENVL 3010 - Environmental Planning Policy Regulation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Essay	1500 words	45	N	Individual
Report	2000 words	55	N	Individual

Teaching Periods

ENVL 2003 Landuse and the Environment

Credit Points 10

Legacy Code 300875

Coordinator Samsul Huda ([https://directory.westernsydney.edu.au/search/name/Samsul Huda/](https://directory.westernsydney.edu.au/search/name/Samsul%20Huda/))

Description This unit will assist students develop a sound framework for the analysis of land use and its interactions with the environment. The skills gained will assist in the evaluation of land use at various levels from household to international level. Particular emphasis will be placed on students gaining a sound conceptual framework from which to examine sustainability at the environmental, economic, social, and production levels. Emphasis will be placed on the use of ecological footprinting as a tool.

School Science

Discipline Environmental Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects LGYA 6188 - Landuse and the Environment

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Utilise Ecological Footprint principles in the analysis of land-use.
2. Describe the principles of sustainable land-use.
3. Apply the principles of sustainability with respect to land-use.
4. Undertake an analysis at regional, country, enterprise or household level of the impacts of land-use on the environment.
5. Design and develop a computer based calculator for use in predicting the energy consumption of an enterprise.
6. Debate contemporary issues on landuse and the environment, including such issues as carbon emission trading; use of oil, coal and gas; alternative energy; and global warming myths and facts.

Subject Content

1. The theory of climate change and sustainable landuse options primarily for Australian landscapes.
2. 'Real world' examples of relevant landuse activities explored to develop an understanding of the interactions between land-use and the environment.
3. Interactions between land-use, production and consumption.
4. Calculation of the carbon emissions and ecological footprint for an enterprise of choice and with recommendations for improvement with regard to desirable and feasible change.
5. The environmental impact of enterprises and the 'land equivalent' required to sustain such enterprises.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Debate - Oral Presentation	30 minutes overall time for the group debate	10	N	Group
Quiz - Written	2 hours	30	N	Individual
Project - Written and Oral Presentation	2,000 words and 15 minutes group presentation	60 (45% individual and 15% group)	N	Both (Individual & Group)

Prescribed Texts

- Chambers, N, Simmons, C & Wackernagel, M 2000, Sharing nature's interest: ecological footprints as an indicator of sustainability, Earthscan, London.

Teaching Periods

ENVL 2005 Internet of Things for the Environment

Credit Points 10

Legacy Code 301275

Coordinator Basant Maheshwari ([https://directory.westernsydney.edu.au/search/name/Basant Maheshwari/](https://directory.westernsydney.edu.au/search/name/Basant%20Maheshwari/))

Description Internet of things (IoT) is about connecting platforms to internet for monitoring, managing and controlling them. Simply put, IoT can make 'dumb' things 'smart' by connecting them to the Internet and sensors. This results in improved efficiency of data collection, accuracy and decision making. The applications of IoT is rapidly expanding in environmental science and management, and the topics in this unit will cover aspects of IoT for water, air and noise pollution monitoring, extreme weather warning, river water flow monitoring, water quality management, irrigation management, flora and fauna monitoring, broadacre agriculture, protected cropping, biodiversity, ecosystems health, wildlife and more.

School Science

Discipline Environmental Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	Proposal 1,000 words Presentation 10 minutes	15	N	Individual
Quiz	1 hour	30	N	Individual
Report	Report 2,000 words Presentation 15 minutes	55	N	Individual

Teaching Periods

ENVL 2006 Environmental Planning and Climate Change

Credit Points 10

Legacy Code 301390

Coordinator Ian Wright ([https://directory.westernsydney.edu.au/search/name/Ian Wright/](https://directory.westernsydney.edu.au/search/name/Ian%20Wright/))

Description This unit is an introduction to environmental planning in local and state government and in particular the role of planning in protecting the natural environment, enhancing population health and/or encouraging sustainable development practices. Students focus on goal-setting for environmental protection and then explore how planning policy can assist with achieving these goals. Current metropolitan planning and strategy is examined using the Metropolitan Strategy for Sydney as the primary case study. The unit scopes environmental planning policies introduced by state, local and Commonwealth governments to adapt to climate induced impacts on the environment and on community health and well being.

School Science

Discipline Environmental Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects PUBH 3009 - Environmental Planning PUBH 2008 - Environmental Planning Climate Change

Incompatible Subjects NATS 2020 - Healthy Built Environments

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain Commonwealth, state and local environmental planning law and policy;
2. Research and set appropriate environmental planning goals for environmental protection and conservation within the built environment context;

3. Describe key elements of building design for energy efficiency, acoustic comfort and water conservation;
4. Outline the main components of the Sydney Metropolitan Plan in relation to the projected environment and human health impacts of climate change;
5. Propose sustainable planning solutions through the application of sustainability policy including BASIX and Part J of the building Code of Australia.

Subject Content

1. Environmental planning practice in local and state government;
2. Environmental planning to enhance environmental sustainability and population health and address the emergent and projected human health and environmental sustainability impacts of global climate change;
3. Professional competencies relating to planning and climate change as required by graduate employers and as reflected in professional accreditation criteria;
4. Environmental management opportunities provided by legislation and government policy such as:
 - a. Environmental Planning and Assessment Act (under review);
 - b. Applicable State Environmental Planning Policies (SEPPs);
 - c. Metropolitan Strategy for Sydney;
 - d. Relevant regional strategies; and
 - e. climate change policy including sea level rise policy and sustainability policy with reference also given to SEPP (BASIX) and part J of the Building Code of Australia.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1500 words	30	N	Individual
Quiz	up to 30 mins	30	N	Not Known
Report	2000 words	40	N	Individual

Prescribed Texts

- Farrier, D. and P. Stein (Eds) 2011. The environmental law handbook: planning and land use in NSW, 5th edn, Thomson Reuters (Professional) Australia, Rozelle, N.S.W.

Teaching Periods

ENVL 2007 Environmental Monitoring and Assessment

Credit Points 10

Legacy Code 301408

Coordinator Matthias Boer ([https://directory.westernsydney.edu.au/search/name/Matthias Boer/](https://directory.westernsydney.edu.au/search/name/Matthias%20Boer/))

Description In this unit, you will develop the practical skills and underlying scientific knowledge required to address environmental questions across natural and built environments. Through practicals, workshops, and an independent research project you will learn how to design a monitoring and assessment program to characterise different environment situations, interpret data and propose management solutions to contemporary environmental challenges.

The unit will introduce a range of topics, including the application of geographic information systems (GIS), remote sensing methodologies, environmental sensors, the internet of things and citizen science approaches to understand and improve environmental situations, and provides opportunities to research a chosen, real-world topic to assess an aspect of environmental sustainability.

School Science

Discipline Environmental Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain different concepts and approaches to environmental monitoring and assessment in the context of natural and built environments.
2. Critique monitoring data and environmental reports that utilise a range of environmental indicators including soil, air, water, microbial.
3. Apply different techniques and approaches for environmental monitoring.
4. Evaluate environmental data to assess the current state of the environment and manage risk in the context of environmental sustainability.

Subject Content

1. Why monitor and assess the environment?
2. Key parameters for monitoring and assessment.
3. Framework for designing a monitoring and assessment program, including field sampling considerations, data collection and statistical analysis.
4. Introduction to Geographic Information Systems.
5. Introduction to remote sensing for environmental monitoring and change detection.
6. Field application of sensors, Internet of things and drones for environmental assessment and management.
7. Plant, animal, microbial and soil monitoring.
8. River and catchment monitoring.
9. Air quality monitoring.
10. The role of citizen science/crowd sourcing in environmental monitoring.
11. Selected case studies for environmental impact assessment.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	Four online quizzes (5% each)30 minutes each quiz	20	N	Individual
Report	2000 words maximum	25	N	Individual
Report	2000 words maximum	25	N	Individual

Report	3000 words maximum	20	N	Group
Presentation	10 min.	10	N	Group

Teaching Periods

Autumn

Hawkesbury

Composite

Subject Contact Matthias Boer ([https://directory.westernsydney.edu.au/search/name/Matthias Boer/](https://directory.westernsydney.edu.au/search/name/Matthias%20Boer/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENVL2007_22-AUT_HW_C#subjects)

ENVL 3003 Environmental Risk Management

Credit Points 10

Legacy Code 300858

Coordinator Samsul Huda ([https://directory.westernsydney.edu.au/search/name/Samsul Huda/](https://directory.westernsydney.edu.au/search/name/Samsul%20Huda/))

Description This unit examines the world of environmental risk management and will introduce students to environmental management systems including Environmental Impact Assessment and Environmental Auditing. The unit considers and examines the application of the precautionary principle in real world situations. Students will also be introduced to methods of quantitative risk assessment as applied to environmental and agricultural risks such as urban, peri-urban and rural growth; industrial and agricultural land use; contaminated land, and climate change.

School Science

Discipline Environmental Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects ENVL 3004 - Environment Risk Management LGYA 6128 - Agriculture Risk

Restrictions Successful completion of 120 credit points

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Discuss and critique the environmental impact assessment process and its limitations as a management tool;
2. Explain the environmental auditing process, advantages and limitations of different auditing approaches and assessment and management of contaminated sites;
3. Apply AS 4360 and ISO 140004 in the appropriate context;
4. Apply principles of risk and uncertainty and tools for modelling risk;
5. Apply appropriate tools to effectively manage and/or transfer risk;
6. Research, evaluate, utilise and communicate information on risk assessment and management using multiple sources.

Subject Content

Environmental Impact Assessment (EIA)

Environmental Auditing (EA)

Review and processing of an EIA/EA

Identification, assessment and management of environmental risk
 Application of risk management to solving real world problems
 Management and assessment of Agricultural Risk
 Management of risk from weather and climate change

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Case study report	3,000 words	40	N	Individual
Case Study	Each student will submit their report (maximum of 1,500 words) electronically	20	N	Individual
Test	2 hours	40	N	Individual

Teaching Periods

ENVL 3005 Planning the City: Development, Community and Systems

Credit Points 10

Legacy Code 101593

Coordinator Anna Leditschke ([https://directory.westernsydney.edu.au/search/name/Anna Leditschke/](https://directory.westernsydney.edu.au/search/name/Anna%20Leditschke/))

Description This unit aims to provide students with a fundamental understanding of the role of government, focusing on the role and nature of planning across all levels of government from a variety of theoretical frameworks. It presents a critical examination of the urban development and planning processes, with particular attention given to the environmental and political issues associated with planning at the local government level. It looks at the changes and challenges confronting local government in view of the demands made on them by the changing social and economic conditions and societal values such as those relating to requirements for public participation, transparency and accountability. The unit also examines the role of private sector in planning and assessment processes.

School Social Sciences

Discipline Environmental Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 80 credit points

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the historical background and significance of the Planning profession;
2. Apply the key concepts involved in planning and managing development within the context of local planning;

3. Analyse urban development and planning processes within the planning framework; and
4. Explain changes in planning processes that reflect evolution of socioeconomic and cultural values.

Subject Content

1. Origins of town planning
2. The rationale for planning and regulation
3. The political and environmental issues related to the implementation of planning
4. Strategic planning
5. The development control system
6. Participatory planning, access and equity
7. Changes and challenges for Local Government
8. Planning by private sector

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Report	1,000 words	30	N	Individual
Quiz	1,000 words	30	N	Individual
Professional Task	1,000 words	40	N	Individual

Prescribed Texts

- Thompson, S. & Maginn, P.J. (eds). 2012. Planning Australia: An overview of urban and regional planning. (Second Edition). Port Melbourne, VIC: Cambridge University Press.

Teaching Periods

Autumn Penrith (Kingswood)

Day

Subject Contact Anna Leditschke ([https://directory.westernsydney.edu.au/search/name/Anna Leditschke/](https://directory.westernsydney.edu.au/search/name/Anna%20Leditschke/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENVL3005_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Anna Leditschke ([https://directory.westernsydney.edu.au/search/name/Anna Leditschke/](https://directory.westernsydney.edu.au/search/name/Anna%20Leditschke/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENVL3005_22-AUT_PS_D#subjects)

ENVL 3006 Transport, Access and Equity

Credit Points 10

Legacy Code 101645

Coordinator Awais Piracha ([https://directory.westernsydney.edu.au/search/name/Awais Piracha/](https://directory.westernsydney.edu.au/search/name/Awais%20Piracha/))

Description This unit examines the equity and efficiency issues in the provision of transport in cities and regions from a critical social science perspective. Issues of transport disadvantage and policy and planning responses to improve access to urban services are examined. The social and environmental impact of transport systems are considered in the context of urban management.

School Social Sciences

Discipline Environmental Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYA 7234 - Transport Access and Equity

Restrictions Successful completion of 80 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. analyse problems associated with transport and access to urban services and to propose constructive alternatives
2. design and negotiate solutions to transport and access issues in a practical context.
3. Apply critical, reflective and creative skills to transport and access issues in an applied context
4. Demonstrate Social interaction and communication skills in a problem-driven context

Subject Content

- Environmental sustainability of transport systems,
- Social justice issues in the provision of public transport including: the needs of particular groups; social impacts of projects; access to urban services; remote and indigenous communities
- Transport planning and policy: transport demand modelling and management; transport infrastructure investment issues; impacts of telesubstitution.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	1500 words equivalent	40	N	Individual
Report	1000 words	30	N	Individual
Reflection	10 minute presentation with 1500 words	30	N	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Awais Piracha ([https://directory.westernsydney.edu.au/search/name/Awais Piracha/](https://directory.westernsydney.edu.au/search/name/Awais%20Piracha/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENVL3006_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Awais Piracha ([https://directory.westernsydney.edu.au/search/name/Awais Piracha/](https://directory.westernsydney.edu.au/search/name/Awais%20Piracha/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENVL3006_22-AUT_PS_D#subjects)

ENVL 3007 Urban Environment

Credit Points 10

Legacy Code 300860

Coordinator Michelle Ryan ([https://directory.westernsydney.edu.au/search/name/Michelle Ryan/](https://directory.westernsydney.edu.au/search/name/Michelle%20Ryan/))

Description This unit explores the relationships between community, the natural environment and government within an urban context through considering how housing and urban development can influence population health. Concepts explored include "healthy housing", "active living" "safety by design" and "energy efficiency". Through a combination of case studies and practical field experience, students will develop the skills and knowledge appropriate to assessing the "healthiness" and sustainability of urban environments. The unit examines methods of construction and building regulation aimed at the preservation of health and amenity.

School Science

Discipline Environmental Studies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYA 6254 - Urban Environment

Incompatible Subjects LGYB 9943 - Environmental Health Law ARCH 3007 - Urban Development Systems NATS 2020 - Healthy Built Environments

Restrictions Successful completion of 120 credit points

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the requirements for sustainable and healthy urban design
2. Describe the principles of urban development assessment
3. Describe environmental, health and planning control of urban development projects
4. Describe the principles of liveable and healthy urban design
5. Analyse the relationship between disease prevention and housing design, including their relationship to \diamond epidemics of today \diamond h - obesity, heart disease and depression
6. Research, evaluate, utilise and communicate relevant statutory and policy information

Subject Content

EHA professional accreditation requirements specific to the built environment;
Human health impacts of housing and urban development;
Healthy Housing, "Active Living", "Safety By Design" and "Energy Efficiency";
Assessment of "Healthiness" and sustainability of urban environments;

Environmental Planning and Assessment Act, Local Government Act, Public Health Act; Building Code of Australia; Development approval and control.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Online Discussion	Weekly	20	N	Individual
Online Quiz	1.5 hours	30	N	Individual
Individual Report	2000 words	50	N	Individual

Prescribed Texts

- Dannenberg, AL, Frumkin, H & Jackson, RJ (eds) 2011, Making Healthy Places: Designing and Building for Health, Well-being, and Sustainability, Island Press, Washington, DC.

Teaching Periods

ENVL 3009 Air Quality and Climate Change

Credit Points 10

Legacy Code 301391

Coordinator Maggie Davidson ([https://directory.westernsydney.edu.au/search/name/Maggie Davidson/](https://directory.westernsydney.edu.au/search/name/Maggie%20Davidson/))

Description Deteriorating air quality and climate change are two major challenges facing humanity and threatening environmental sustainability and human health. As such, air quality and climate change are of International, National, State and local community concern. This unit critically analyses the many issues that relate to air pollution, including its nature, extent, impacts and monitoring. Students will examine an air pollution issue of their choice.

School Science

Discipline Environmental Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects PUBH 3001 - Air Quality and Climate Change LGYA 6192 - Air Quality Management

Restrictions Successful completion of 60 credit points at Level 1 and 40 credit points at Level 2.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Evaluate the major sources of air pollution and critically analyse associated impacts on human health and environmental sustainability.
- Describe the impact of meteorology on air pollution in a local area.
- Critically analyse the health effects of air pollution.

- Evaluate and analyse the monitoring and assessment of air pollution.
- Critically analyse the causes and the main methods of controlling point sources of air pollution.
- Apply and evaluate basic air modelling techniques.
- Evaluate indoor air problems.

Subject Content

Introduction to Air Pollution
Impact of legislation on Ambient Air Pollution
Sources of Air Pollution
Motor Vehicles and their impact on air pollution
Sources and human health effects of air pollution
Climatology
Air quality assessment and air modelling
What is a critical literature review relating to air pollution
Indoor Air Quality Odour Assessment
Global Issues - Climate Change

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Annotated Bibliography	1000 words	20	N	Individual
Report	1000 words	30	N	Individual
Literature Review	2000 words	50	N	Individual

Prescribed Texts

- Vallero, D. (2014). Fundamentals of air pollution (5th ed.). Amsterdam, Netherlands : Elsevier

Teaching Periods

ENVL 3010 Environmental Planning, Policy & Regulation

Credit Points 10

Legacy Code 301403

Coordinator Ian Wright ([https://directory.westernsydney.edu.au/search/name/Ian Wright/](https://directory.westernsydney.edu.au/search/name/Ian%20Wright/))

Description This unit is an introduction to environmental planning and environmental regulations in local and state governments. It covers the role of planning and enforcement of regulations in protecting the natural environment, enhancing public health and/or encouraging sustainable development practices. Students become familiar with the key legislation for environmental protection and then explore how planning and regulations can assist with achieving optimal environmental outcomes. Current planning and regulations are examined using urban development and planning in Sydney as the primary case study. The unit includes key environmental planning policies and important legislation used by state, local and Commonwealth governments to protect the natural and built environment and to protect public health.

School Science

Discipline Environmental Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects PUBH 2007 Environmental Planning and Climate Change
ENVL 2002 Environmental Regulations and Policy

Assumed Knowledge

It is expected that the students will have completed some Level 1 subjects that have some environmental content.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the incorporation of environmental controls into development proposals and approvals;
2. Explain the implementation of environmental protection objectives and policies in development assessment regulations;
3. Relate environmental control principles and remedial strategies to NSW Government key legislation;
4. Investigate and develop sound environmental strategies to rectify or avoid environmental problems using either regulatory or non-regulatory approaches as appropriate;
5. Undertake sound research to inform recommendations to solve environmental problems.
6. Gather evidence and prepare for legal action on an environmental problem under relevant legislation;
7. Explain Commonwealth, state and local environmental planning law and policy;
8. Research and set appropriate environmental planning goals for environmental protection and conservation within the built and natural environment context;

Subject Content

1. Environmental planning practice in local, state and Commonwealth government;
2. Current NSW environmental regulations for environmental protection and management
3. Current NSW legislation, with a key focus on: Local Government Act, Protection of the Environment Operations Act and Environmental Planning and Assessment Act.
4. Environmental regulations and planning approaches to enhance environmental sustainability;
5. Professional competencies relating to environmental regulation and environmental planning as required by graduate employers and as reflected in professional accreditation criteria;
6. Environmental management plans and policies such as:
 - a. Applicable State Environmental Planning Policies (SEPPs);
 - b. Metropolitan Strategy for Sydney;
 - c. Relevant regional strategies;
 - d. Local Environment Plans (LEPs)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Individual	1,500 words	20	N	Individual report

Online Multiple choice quiz	6 quizzes worth 5 marks each	30	N	Individual
Individual	2,000 words	50	N	Individual report

Teaching Periods

Spring Hawkesbury

Composite

Subject Contact Ian Wright ([https://directory.westernsydney.edu.au/search/name/Ian Wright/](https://directory.westernsydney.edu.au/search/name/Ian%20Wright/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENVL3010_22-SPR_HW_C#subjects)

ENVL 7002 Planning and Environmental Regulation

Credit Points 10

Legacy Code 101634

Coordinator Anna Leditschke ([https://directory.westernsydney.edu.au/search/name/Anna Leditschke/](https://directory.westernsydney.edu.au/search/name/Anna%20Leditschke/))

Description This unit provides students with an understanding of the planning process from both a state and local government perspective. The unit will cover concepts related to the planning process, focusing on development control and regulation issues, planning instruments and development applications. It will also address the areas of planning and environment law, with specific reference to the legal framework that regulates planning and development in NSW.

School Social Sciences

Discipline Environmental Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Interpret and apply legislation and case law to state and local government planning practices.
2. Identify, analyse and explain the statutory processes of land-use regulation and development control.
3. Demonstrate the role of professional planners and advise governments, courts and communities in plan-making and development regulation, assessment and review.
4. Develop and evaluate planning policies, plans, regulations and development proposals.

Subject Content

1. Environmental protection and development
2. Making decision and taking action
3. Implementation issues
4. Planning and the legal framework
5. Development controls within a planning system

6. Development applications and assessment
7. Strategic planning; planning systems and property markets
8. Scope of environmental law
9. Planning and environmental dispute resolution

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short Answer	500 words	20	N	Individual
Report	1,500 words	30	N	Group
Essay	2,000 words	50	N	Individual

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Anna Leditschke ([https://directory.westernsydney.edu.au/search/name/Anna Leditschke/](https://directory.westernsydney.edu.au/search/name/Anna%20Leditschke/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENVL7002_22-AUT_PC_D#subjects)

ENVL 7003 Urban Research Report

Credit Points 10

Legacy Code 101637

Coordinator Nicky Morrison ([https://directory.westernsydney.edu.au/search/name/Nicky Morrison/](https://directory.westernsydney.edu.au/search/name/Nicky%20Morrison/))

Description This capstone unit requires students to write a 5,000 word comprehensive research report on a local or international urban planning issue. Students will select a research topic of individual interest, and work to assemble a range of evidence to address the research question. This facilitates an opportunity for students to apply their skills and knowledge acquired in the Master's program, through a high level of work and quality engagement in an authentic and professional context.

School Social Sciences

Discipline Environmental Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYA 1299 - Urban Management Placement Thesis

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Formulate a successful research proposal for independent research
2. Demonstrate knowledge and critical analysis skills in the production of a literature review

3. Identify an appropriate research method to address the particular research question, and assemble a range of evidence to address it.
4. Apply their skills and knowledge in a sustained program of research writing
5. Produce a clear report of the outcomes of the research project, based on application of the skills and knowledge acquired

Subject Content

Write a Research Proposal that frames a research question and indicates an appropriate research method by which to address it. Undertake an independent research project under the supervision of an academic supervisor.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Proposal	1000 words	20	N	Individual
Report	5000 words	80	N	Individual

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Nicky Morrison ([https://directory.westernsydney.edu.au/search/name/Nicky Morrison/](https://directory.westernsydney.edu.au/search/name/Nicky%20Morrison/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENVL7003_22-AUT_PC_D#subjects)

Spring

Parramatta City - Macquarie St

Day

Subject Contact Nicky Morrison ([https://directory.westernsydney.edu.au/search/name/Nicky Morrison/](https://directory.westernsydney.edu.au/search/name/Nicky%20Morrison/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENVL7003_22-SPR_PC_D#subjects)

ENVL 9001 Higher Degree Research Thesis - Environmental Studies

Credit Points 20

Legacy Code 800067

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Science

Discipline Environmental Studies

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENVL9001_22-RQ1_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENVL9001_22-RQ1_PS_D#subjects)

Research Quarter 2

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENVL9001_22-RQ2_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENVL9001_22-RQ2_PS_D#subjects)

Research Quarter 3

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENVL9001_22-RQ3_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENVL9001_22-RQ3_PS_D#subjects)

Research Quarter 4

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENVL9001_22-RQ4_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=ENVL9001_22-RQ4_PS_D#subjects)

FINC 1001 Management Accounting Fundamentals

Credit Points 10

Legacy Code 200116

Coordinator Rada Massingham ([https://directory.westernsydney.edu.au/search/name/Rada Massingham/](https://directory.westernsydney.edu.au/search/name/Rada%20Massingham/))

Description This subject replaced by ACCT 1010 Management Accounting Fundamentals from Trimester 2, 2022. This subject provides an introduction to management accounting in an e-commerce environment. The interrelations of management accounting to other functional areas, to suppliers, to customers, and to other sources of external information relevant to planning and control are examined. Topics include the development and logic of routine and non-routine analysis performed to support management decision making.

School Business

Discipline Banking, Finance and Related Fields, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Pre-requisite(s) ACCT 1007

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Develop and describe costing techniques and their strengths and weaknesses;
2. Apply different decision models in the evaluation of product costing, product pricing and sales forecasting;
3. Prepare a master budget with all of the required supplementary schedules;
4. Assess what is relevant and irrelevant information in non-routine decision-making;
5. Explain ethical issues in management accounting;
6. Describe management accounting in an electronic environment;
7. Appraise basic concepts of control, and the behavioural impacts of control systems.

Subject Content

- introduction to management accounting
- Basic cost management concepts and cost behaviour
- cost volume profit analysis
- Product and service costing: job-order system
- Product and service costing: A process systems approach
- relevant decision making
- budgeting for planning and control
- Flexible budgeting, Standard costing and variance analysis
- Allocating costs of support departments and joint products

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	Weekly	15	Y	Individual
Professional Task	1,000 words	15	N	Group
Intra-session Exam	1.5 hours	20	N	Individual
Final Exam	2 hours	50	Y	Individual

Prescribed Texts

- Garrison, R 2020, Managerial accounting, 17th edn, McGraw-Hill Education, New York, ISBN 9781260575682

Teaching Periods

Autumn

Online

Subject Contact Rada Massingham ([https://directory.westernsydney.edu.au/search/name/Rada Massingham/](https://directory.westernsydney.edu.au/search/name/Rada%20Massingham/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC1001_22-AUT_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Rada Massingham ([https://directory.westernsydney.edu.au/search/name/Rada Massingham/](https://directory.westernsydney.edu.au/search/name/Rada%20Massingham/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC1001_22-AUT_PC_D#subjects)

WSU Online TRI-1

Wsu Online

Subject Contact Matthew Kelly ([https://directory.westernsydney.edu.au/search/name/Matthew Kelly/](https://directory.westernsydney.edu.au/search/name/Matthew%20Kelly/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC1001_22-OT1_OW_O#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC1001_22-SC1_SC_D#subjects)

FINC 1003 Professional Relationships and Communication in Business

Credit Points 10

Legacy Code 200747

Coordinator Joanne Ross ([https://directory.westernsydney.edu.au/search/name/Joanne Ross/](https://directory.westernsydney.edu.au/search/name/Joanne%20Ross/))

Description This unit will introduce students to and assist them in the development of a broad range of necessary skills required by today's

professional advisers. Such skills are highly valued, transferable and universally recognised in the world of work and will assist students in managing their day to day relationships with clients and colleagues. Skills include: * Creation and on going maintenance of the client adviser relationship and a recognition of the importance of trust as the foundation of that relationship; * Identification of the broad needs of clients and an appreciation of differing levels of client financial literacy; * Communication and interpersonal skills which contribute to productive relationships with clients and colleagues; * Professional/Academic research and writing skills; * Enhanced team based skills that contribute to productive working relationships and outcomes.

School Business

Discipline Banking, Finance and Related Fields, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects LGYA 4516 - Financial Advisory Relationships

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Discuss what is meant by the term **professional advice** in the context of varying professional environments;
2. Demonstrate effective professional communication and interpersonal skills ? oral and written;
3. Demonstrate effective research and writing skills in an academic and professional business context;
4. Describe what is meant by financial literacy and its application to a variety of clients;
5. Participate in teams which contribute to productive working relationships and outcomes;
6. Demonstrate technological literacy that contributes to effective execution of tasks.

Subject Content

- professional advice in A variety of business contexts
- communication and The professional adviser
- Working in teams
- academic and professional research and writing
- non verbal communication
- interpersonal skills
- oral communication
- Negotiation
- financial literacy
- The advice process, stakeholders and The Regulatory environment
- ethics and Fiduciary relationships
- Behavioural finance and client engagement
- Conflict Resolution

Prescribed Texts

- Mohan, T 2008, Communicating as Professionals, 2nd edition, Cengage Learning.

Teaching Periods

FINC 2002 Personal Asset Management

Credit Points 10

Legacy Code 200265

Coordinator Amanda Craft ([https://directory.westernsydney.edu.au/search/name/Amanda Craft/](https://directory.westernsydney.edu.au/search/name/Amanda%20Craft/))

Description This subject provides students with necessary knowledge and skills to construct and manage a portfolio of personal assets. Emphasis is placed on how the individual, rather than the firm, approaches financing and investing decisions. The subject will consider the theories of portfolio construction, concepts of investment risk, return and diversification, matching asset allocation based on client's individual risk profile, design and management of a personal investment portfolio and the law as it relates to investments. This subject meets accreditation requirements of the Financial Adviser Standards and Ethics Authority (FASEA).

School Business

Discipline Investment and Securities

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) FINC 3006

Incompatible Subjects -

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain concepts in personal asset management including assets, risks, asset allocation.
2. Determine taxation and legal implications of different forms of financing and investment
3. Build an asset portfolio using principles of portfolio management for self or client
4. Communicate concepts and decisions in managing personal assets to diverse stakeholders in a range of formats

Subject Content

- The role and scope of investments
- Investment risk, return and diversification
- Modern portfolio and behavioural finance concepts
- Portfolio design including asset allocation and risk profiling
- Asset Classes – Equity, Cash and Fixed Interest, Property, Internationals, Exotics
- Direct Investment
- Indirect Investment
- Taxation Planning and Investments
- Law of Investments
- Portfolio management

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	1500 words	20	N	Individual
Case Study	2000 words	40	N	Individual
Final Exam	2 hours	40	Y	Individual

Prescribed Texts

- Gitman, L, Joehnk, M, Smart, S, Juchau, R, Ross, D & Wright, S 2011, Fundamentals of investing, 3rd edn, Pearson Australia.

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Amanda Craft ([https://directory.westernsydney.edu.au/search/name/Amanda Craft/](https://directory.westernsydney.edu.au/search/name/Amanda%20Craft/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC2002_22-AUT_PC_D#subjects)

FINC 3001 Bank Management

Credit Points 10

Legacy Code 200818

Coordinator Sean Toohey ([https://directory.westernsydney.edu.au/search/name/Sean Toohey/](https://directory.westernsydney.edu.au/search/name/Sean%20Toohey/))

Description Bank Management provides students with an understanding of modern banking by identifying the main types of risk confronted by banks and applying relevant techniques to measure and manage those risks. Students will recognise that the risks faced, and the methods and markets through which these risks are managed, are similar for the managers of other types of financial institutions such as building societies, investment banks and insurance companies as well as, to some extent, non-financial corporates. Consequently, the unit will prepare students for careers throughout the financial services sector and will also be beneficial for other business professionals.

School Business

Discipline Banking and Finance

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Assumed Knowledge

Students who have completed the subject Corporate Financial Management or equivalent will find this subject more manageable.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate critical understanding of the structures and functioning of banking and issues related to banking in a contemporary globalised economy, including the impact of government policy and regulation on banking.
2. Interpret the financial statements of banks and apply various tools and approaches for measuring and evaluating the performance of banks.
3. Evaluate various asset-liability management techniques and hedging against interest-rate risk and credit risk.
4. Analyse and evaluate lending choices in different business and personal lending contexts from the perspective of sources of fee income and other revenue producing services.
5. Evaluate important risk-management tools for banks.

Subject Content

1. Banks and the financial services industry

2. Risks of financial institutions
3. Interest rate risk measurement
4. Managing interest rate risk
5. Market risk
6. Credit risk
7. Liquidity risk
8. Liability and liquidity management
9. Capital management and adequacy

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	0.2 hours	20	N	Group
Quiz	5 hours	30	N	Individual
Final Exam	2 hours	50	N	Individual

Prescribed Texts

- Lange, H, Saunders, A & Cornett, MM 2015, Financial institutions management, 4th (or latest) edn, McGraw-Hill, North Ryde.

Teaching Periods

Autumn

Online

Online

Subject Contact Sean Toohey ([https://directory.westernsydney.edu.au/search/name/Sean Toohey/](https://directory.westernsydney.edu.au/search/name/Sean%20Toohey/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC3001_22-AUT_ON_O#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC3001_22-SC2_SC_D#subjects)

UEH-Session 2

Vietnam

Day

Subject Contact Sean Toohey ([https://directory.westernsydney.edu.au/search/name/Sean Toohey/](https://directory.westernsydney.edu.au/search/name/Sean%20Toohey/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC3001_22-UT2_UE_D#subjects)

FINC 3002 Behavioural Finance

Credit Points 10

Legacy Code 200518

Coordinator Heath Spong ([https://directory.westernsydney.edu.au/search/name/Heath Spong/](https://directory.westernsydney.edu.au/search/name/Heath%20Spong/))

Description Traditional theories of finance are based the assumption that investors are both rational and utility maximizing. The Efficient Markets Hypothesis in particular has assumptions about investor behaviour which underpin its key predictions. The tenants of behavioural finance disputes the validity of these assumptions. This unit challenges traditional theory by examining how decision making and investor behaviour may be driven by personal and market psychology.

School Business

Discipline Banking, Finance And Related Fields

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Assumed Knowledge

Students should have at least an introductory finance background before entering into this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. To understand traditional theories of financial asset pricing and investment decision making;
2. To understand the implications of different assumptions about investor rationality and market psychology for taxation systems for asset pricing and investment decision making;
3. To appreciate alternative theories of investor and market behaviour.

Subject Content

- theoretical and empirical critiques of The Efficient markets Hypothesis/capital Assets pricing model
- The Psychology of investors
- Risk versus uncertainty
- The behaviour of finance markets ? non-normal distributions
- implications of investor irrationality for economics and The analysis of money

Teaching Periods

FINC 3004 Financial Planning

Credit Points 10

Legacy Code 200627

Coordinator Amanda Craft ([https://directory.westernsydney.edu.au/search/name/Amanda Craft/](https://directory.westernsydney.edu.au/search/name/Amanda%20Craft/))

Description Financial planning is the culmination of study into the complex processes involved in providing financial advice following the requirements of the Financial Adviser Standards and Ethics Authority (FASEA). Students are challenged to apply their knowledge of the principles of personal financial planning to provide personal financial advice through the Statement of Advice. Through weekly activities including case studies and role plays, students develop their understanding of the current Australian regulatory environment, strategies for the accumulation of wealth and risk protection, planning and managing finances.

School Business

Discipline Banking and Finance

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) FINC 3014

Equivalent Subjects -

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Assess client needs in the development of a financial plan/ statement of advice
2. Analyse appropriate strategies for investment, risk management, asset allocation, taxation, superannuation, social security, aged care, and estate issues.
3. Make decisions using knowledge of the theories and practice involved in personal financial planning
4. Communicate complex information to clients in a concise, clear, and professional manner
5. Provide relevant details and possible outcomes of advice using critical thinking, evidence and ethics.

Subject Content

- Financial planning skills and documents
- Professionalism and ethics
- Developing a Statement of Advice
- Areas of advice: budgeting, investment, insurance, retirement, aged care & estate planning
- Advice strategies
- Financial planning in practice

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Simulation	20 minutes	40	N	Individual
Case Study	1000 words	20	N	Individual
Case Study	2000 words	40	Y	Individual

Prescribed Texts

- Taylor, S Financial Planning in Australia: Advice and Wealth Management 10th edn, 2021, LexisNexis Butterworths, Aust.

Teaching Periods

Autumn

Online

Online

Subject Contact Amanda Craft ([https://directory.westernsydney.edu.au/search/name/Amanda Craft/](https://directory.westernsydney.edu.au/search/name/Amanda%20Craft/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC3004_22-AUT_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Amanda Craft ([https://directory.westernsydney.edu.au/search/name/Amanda Craft/](https://directory.westernsydney.edu.au/search/name/Amanda%20Craft/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC3004_22-AUT_PC_D#subjects)

FINC 3006 Insurance Advising - Theory and Practice

Credit Points 10

Legacy Code 200272

Coordinator Amanda Craft ([https://directory.westernsydney.edu.au/search/name/Amanda Craft/](https://directory.westernsydney.edu.au/search/name/Amanda%20Craft/))

Description This unit provides a substantial grounding in the theories and practices of insurance and risk management so as to enable students to make knowledgeable and sound risk management decisions, to understand advisory functions and the role and legal obligations of the adviser in the insurance process. The course is useful to students who wish to increase their knowledge generally of personal risk management but also for students specifically interested in the insurance aspects of the financial planning process. The unit is designed to include an understanding and exploration of managing personal risk, the operation of insurance markets, regulation, insurance products including life, general, health and mandated policies and recommendations for using insurance products for individuals, their families and small business.

School Business

Discipline Insurance and Actuarial Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYB 6470 - Insurance and Risk Management

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe how the various risk concepts, classifications, rules and methods of handling risk are integrated into the overall personal risk management process;
2. Demonstrate a comprehensive understanding of the Australian regulatory environment in which risk management advice and insurance products are provided;
3. Understand the client fact find process and how to prepare a needs analysis to provide resulting insurance recommendations;
4. Critically assess the risk management and insurance needs of individuals and small business;
5. Describe the different types of life, general and other insurance products and their application to real world consumers and small business;
6. Demonstrate effective professional communication and interpersonal skills both oral and written;
7. Demonstrate technological literacy which contributes to effective execution of tasks.

Subject Content

- introduction to Risk management
- The Risk management process
- Insurance Law in Australia
- regulation and compliance
- Insurance cover and recommendations
- Insurance underwriting
- personal Insurance
- general, health and mandated Insurance

- business Insurance
- determining client needs and implementation of Insurance recommendations

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Intra-session examination	2 hours	25	N	Individual
Report - Individual writing task	Individual writing task 1,500 words	25	N	Individual
Final examination	2 hours	50	Y	Individual
Attendance	Mandatory attendance at 9 tutorials (any absence must be reasonably explained)	Pass/Fail	N	Individual

Prescribed Texts

- Teale, J 2019, Insurance and risk management, 4th edn.

Teaching Periods

Spring Online

Online

Subject Contact Amanda Craft ([https://directory.westernsydney.edu.au/search/name/Amanda Craft/](https://directory.westernsydney.edu.au/search/name/Amanda%20Craft/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC3006_22-SPR_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Amanda Craft ([https://directory.westernsydney.edu.au/search/name/Amanda Craft/](https://directory.westernsydney.edu.au/search/name/Amanda%20Craft/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC3006_22-SPR_PC_D#subjects)

Evening

Subject Contact Amanda Craft ([https://directory.westernsydney.edu.au/search/name/Amanda Craft/](https://directory.westernsydney.edu.au/search/name/Amanda%20Craft/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC3006_22-SPR_PC_E#subjects)

FINC 3007 International Property

Credit Points 10

Legacy Code 200545

Coordinator Heath Spong ([https://directory.westernsydney.edu.au/search/name/Heath Spong/](https://directory.westernsydney.edu.au/search/name/Heath%20Spong/))

Description This unit examines international property, with particular attention given to international property investment and the factors influencing international property markets. The development of international property markets is assessed, including the structure of mature, developing and emerging property markets. The performance analysis of both direct and indirect international property is also examined to assess the strategic contribution of international property in an investment portfolio.

School Business

Discipline Investment and Securities

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions External offerings for this subject are only available to students who are enrolled in a Property program or Property Major.

Assumed Knowledge

Knowledge of property and property investment.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Utilise the property investment analysis in assessing the role of international property in an investment portfolio;
2. Discuss the regulatory, financial and economic factors influencing international property markets;
3. Comprehensively explain the structure of mature, developing and emerging property markets;
4. Discuss the property investment vehicles available for international property investment.

Subject Content

- introduction to international property
- international property investment strategies and property portfolio management
- international property investment Risk management strategies
- international property performance analysis
- international property investment vehicles
- international property investment case-studies

Prescribed Texts

- Solnik, B and McLeavey, D 2009, Global Investments, Boston, Pearson Education, Inc.

Teaching Periods

FINC 3008 Investment Management

Credit Points 10

Legacy Code 200819

Coordinator Gulay Avsar ([https://directory.westernsydney.edu.au/search/name/Gulay Avsar/](https://directory.westernsydney.edu.au/search/name/Gulay%20Avsar/))

Description Investment Management describes the theory and practice of investment decision-making. The general objective of the unit is to introduce students to the tools of financial investment by providing a conceptual framework within which the key financial decision of investment can be analysed. This unit provides an overview of the theory of investing by describing investor indifference curves and optimal portfolios. The unit will include evaluating asset allocation, security selection and security analysis within an active portfolio

management framework, measuring portfolio performance and security selection decisions.

School Business

Discipline Investment and Securities

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Incompatible Subjects ECON 3015 - Investment Management ECON 3020 - Portfolio Management

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate comprehensive disciplinary knowledge regarding the sources of finance, and the financial instruments in the Australian financial environment.
2. Evaluate equities, bonds and bills from an investment perspective.
3. Provide micro and macro analysis as applied to stock selection.
4. Evaluate both quantitative and qualitative indicators of investment returns and risk.
5. Apply portfolio performance measurement tools and manage a diversified portfolio.
6. Demonstrate comprehensive disciplinary knowledge regarding investor requirements with actual outcomes, as measured in the performance measurement stage.
7. Demonstrate knowledge of the theory of active portfolio management and the Capital Asset Pricing Model.

Subject Content

1. Risk versus return trade-off, analysis and valuation of securities.
2. Portfolio performance evaluation.
3. Managing portfolios.
4. Efficient markets.
5. Empirical evidence on security returns.
6. Theory of active portfolio management.
7. Capital Asset Pricing Model.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	10 minutes	20	N	Group
Multiple Choice	90 minutes	30	N	Individual
Practical Exam	2 hours	50	Y	Individual

Prescribed Texts

Reilly, FK, Brown, KC, Lamba, A & Elston, F 2020, Investment analysis & portfolio management: Asia-Pacific edition, 3 / 4 Cengage Learning, South Melbourne, Vic.

Teaching Periods

Autumn

Online

Online

Subject Contact Gulay Avsar ([https://directory.westernsydney.edu.au/search/name/Gulay Avsar/](https://directory.westernsydney.edu.au/search/name/Gulay%20Avsar/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC3008_22-AUT_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Gulay Avsar ([https://directory.westernsydney.edu.au/search/name/Gulay Avsar/](https://directory.westernsydney.edu.au/search/name/Gulay%20Avsar/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC3008_22-AUT_PC_D#subjects)

UEH-Session 1

Vietnam

Day

Subject Contact Gulay Avsar ([https://directory.westernsydney.edu.au/search/name/Gulay Avsar/](https://directory.westernsydney.edu.au/search/name/Gulay%20Avsar/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC3008_22-UT1_UE_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC3008_22-SC2_SC_D#subjects)

UEH-Session 3

Vietnam

Day

Subject Contact Gulay Avsar ([https://directory.westernsydney.edu.au/search/name/Gulay Avsar/](https://directory.westernsydney.edu.au/search/name/Gulay%20Avsar/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC3008_22-UT3_UE_D#subjects)

FINC 3009 Property Finance

Credit Points 10

Legacy Code 200875

Coordinator Mustapha Bangura ([https://directory.westernsydney.edu.au/search/name/Mustapha Bangura/](https://directory.westernsydney.edu.au/search/name/Mustapha%20Bangura/))

Description The aim of this unit is to provide insight into property finance in Australia and overseas. Students critically review equity and debt financing and examine the financing alternatives available, as well as methods for evaluating these alternatives. Students also examine the impact of debt financing on a property and evaluate the taxation aspects of property transactions. In addition, students gain both a theoretical and an applied understanding of an after-tax cash flow projection in this unit. International property finance is also addressed.

School Business

Discipline Banking, Finance and Related Fields, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYB 6469 Property Finance and Tax FINC 3010 Property Finance and Tax

Restrictions External offerings for this subject are only available to students who are enrolled in a Property program or field of study.

Assumed Knowledge

It is assumed that students will have a sound knowledge of:

1. Valuation and financial mathematics
2. Concepts of discounted cash flow analysis and application
3. Statutory valuation legislation and procedures
4. Property portfolio analysis and property investment analysis and application

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the financial environment of Australia.
2. Assess and develop optimal financing strategies for property investments.
3. Outline the factors that determine the impact of leverage upon returns from property investments and developments.
4. Assess the impact of taxation on potential outcomes from investments in property.

Subject Content

1. Overview of property investment financing.
2. The Australian financial system.
3. Mortgage loans including fixed and variable interest rate.
4. Financing analysis of residential properties and income-producing properties.
5. Financial risk analysis.
6. Property taxation (taxes on income, capital, transaction taxes, land tax).
7. Taxation and property investment implications.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	2,500 words	50	N	Individual
Final examination	2 hours	50	N	Individual

Prescribed Texts

- Brueggeman & Fisher 2011, Real estate finance and investments, 14th edn, McGraw-Hill, Boston.

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Mustapha Bangura ([https://directory.westernsydney.edu.au/search/name/Mustapha Bangura/](https://directory.westernsydney.edu.au/search/name/Mustapha%20Bangura/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC3009_22-SPR_PC_D#subjects)

Parramatta External

External

Subject Contact Mustapha Bangura ([https://directory.westernsydney.edu.au/search/name/Mustapha Bangura/](https://directory.westernsydney.edu.au/search/name/Mustapha%20Bangura/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC3009_22-SPR_PX_X#subjects)

FINC 3011 Property Investment

Credit Points 10

Legacy Code 200749

Coordinator Kamel Taoum ([https://directory.westernsydney.edu.au/search/name/Kamel Taoum/](https://directory.westernsydney.edu.au/search/name/Kamel%20Taoum/))

Description Property Investment addresses critical issues in property investment analysis. The characteristics and fundamentals of property investment will be addressed. Students will learn and apply the concepts of property economics, market analysis, valuation, financial analysis and risk analysis in making property investment decision. The subject pays special attention to the discounted cash flow method as the basis of analysis for investment properties. Finally, students will be introduced to property finance, taxation and international property investment issues.

School Business

Discipline Investment and Securities

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYA 4694 - Property Investment

Restrictions External offerings for this subject are only available to students who are enrolled in a Property program or field of study.

Assumed Knowledge

Students undertaking this subject require the background knowledge achieved through prior study in the general principles of valuation.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate and apply economic and market data to analyse the property market.
2. Apply calculations of risk and returns for investment properties.
3. Utilise the discounted cash flow method in analysing investment properties.
4. Conduct an investment analysis for income producing properties.
5. Explain property investment decision process in a dynamic market environment.
6. Perform risk analysis for investment properties.

7. Explain the impacts of financing and taxation on property returns and the issues of investment in international property.
8. Apply verbal communication skills appropriate to property context.

Subject Content

1. Introduction to property investment.
2. Calculations for property investment.
3. Measuring investment returns.
4. Property market analysis.
5. DCF valuation method.
6. Leases, cashflow proformas and discount rates.
7. Property investment risk.
8. Sensitivity and scenario analysis.
9. Investment decision making.
10. International property investment.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report (market)	3,000 words	20	N	Group
Report (property investment analysis): Part 1: Individual report. Part 2: Individual presentation.	Part 1 (report) 1,500 words (20%); Part 2 (presentation) 3 minutes (10%)	30	N	Individual
Final examination	2 hours	50	N	Individual

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Mustapha Bangura ([https://directory.westernsydney.edu.au/search/name/Mustapha Bangura/](https://directory.westernsydney.edu.au/search/name/Mustapha%20Bangura/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC3011_22-SPR_PC_D#subjects)

Parramatta External

External

Subject Contact Mustapha Bangura ([https://directory.westernsydney.edu.au/search/name/Mustapha Bangura/](https://directory.westernsydney.edu.au/search/name/Mustapha%20Bangura/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC3011_22-SPR_PX_X#subjects)

FINC 3013 Property Portfolio Management

Credit Points 10

Legacy Code 200873

Coordinator Jufri Marzuki ([https://directory.westernsydney.edu.au/search/name/Jufri Marzuki/](https://directory.westernsydney.edu.au/search/name/Jufri%20Marzuki/))

Description This unit examines the role of property in an investment portfolio, with particular attention given to property portfolio performance analysis and property investment strategy. Indirect property investment vehicles in Australia and overseas are assessed, including Real Estate Investment Trusts, property syndicates, property securities funds and unlisted property funds. The performance analysis of both direct and indirect property is also examined to assess the strategic contribution of property to an investment portfolio.

School Business

Discipline Investment and Securities

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects FINC 3012 Property Portfolio Analysis (V2) LGYA 4695 Property Portfolio Analysis (V2)

Restrictions External offerings for this subject are only available to students who are enrolled in a Property program or field of study.

Assumed Knowledge

A sound understanding of commercial property.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the significance of property in an institutional investment portfolio.
2. Apply property performance analysis and property portfolio performance analysis to property investment and decision making.
3. Explain the role of investment strategy in property portfolio management.
4. Identify the range and features of the various property investment vehicles.
5. Prepare a REIT valuation report.
6. Explain the significance of international property in a portfolio.

Subject Content

1. Introduction to investment portfolio management and analysis.
2. Assessing property investment risk and return assessment.
3. Mixed-asset portfolio analysis.
4. Advanced property portfolio analysis.
5. Property investment vehicles.
6. Valuation of real estate investment trusts.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	1250 words	20	N	Individual
Report	750 words	30	N	Individual
Final Exam	2 hours	50	N	Individual

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Jufri Marzuki ([https://directory.westernsydney.edu.au/search/name/Jufri Marzuki/](https://directory.westernsydney.edu.au/search/name/Jufri%20Marzuki/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC3013_22-SPR_PC_D#subjects)

Parramatta External

External

Subject Contact Jufri Marzuki ([https://directory.westernsydney.edu.au/search/name/Jufri Marzuki/](https://directory.westernsydney.edu.au/search/name/Jufri%20Marzuki/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC3013_22-SPR_PX_X#subjects)

FINC 3014 Retirement and Succession Planning

Credit Points 10

Legacy Code 200899

Coordinator Michelle Cull ([https://directory.westernsydney.edu.au/search/name/Michelle Cull/](https://directory.westernsydney.edu.au/search/name/Michelle%20Cull/))

Description Retirement and Succession Planning aims to provide a study of the legislative framework and financial planning issues that impact on advice and decisions relating to retirement planning and estate and succession planning. The unit focuses on identifying practical and strategic planning opportunities and outcomes. The unit will be run with students discussing case studies and preparing critical analysis reports on contemporary issues. Successful completion of the unit will introduce students to retirement planning and superannuation concepts which could lead to careers in these fields.

School Business

Discipline Banking, Finance and Related Fields, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LAWS 1004

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate communication skills through reading and writing in context of issues relevant to retirement and succession planning.
2. Develop information literacy through accessing, evaluating and the use of relevant information in respect of current issues and regulation relevant to unit content.
3. Integrate theoretical and practical knowledge to solve complex and novel retirement and succession planning problems.
4. Demonstrate knowledge of the value of ethical conduct as a professional in the financial services industry.

Subject Content

1. Superannuation investment standards and Public offer and self-managed funds.
2. Preservation standards.
3. Small business issues.
4. Eligible Termination Payments.

5. Superannuation on marriage breakdown.
6. Superannuation planning.
7. Social Security.
8. Role of estate planning within financial planning.
9. Estate and succession planning processes.
10. Wills, trusts, powers of attorney.
11. Capital Gains Tax and estate planning.
12. Succession planning.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Case study and presentation	Case study - 1500 words (10%); Presentation - 20 minutes (15%)	25	N	Individual
Case study	1500 words	25	N	Individual
Final examination	2 hours	50	Y	Individual

Prescribed Texts

- Taylor, S Financial Planning in Australia: Advice and Wealth Management 9th edn, 2020, LexisNexis Butterworths, Aust.

Teaching Periods

Spring

Online

Online

Subject Contact Michelle Cull ([https://directory.westernsydney.edu.au/search/name/Michelle Cull/](https://directory.westernsydney.edu.au/search/name/Michelle%20Cull/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC3014_22-SPR_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Michelle Cull ([https://directory.westernsydney.edu.au/search/name/Michelle Cull/](https://directory.westernsydney.edu.au/search/name/Michelle%20Cull/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC3014_22-SPR_PC_D#subjects)

FINC 3015 Security Analysis and Business Valuation

Credit Points 10

Legacy Code 200921

Coordinator Joseph Masoud ([https://directory.westernsydney.edu.au/search/name/Joseph Masoud/](https://directory.westernsydney.edu.au/search/name/Joseph%20Masoud/))

Description This unit analyses companies from a fundamental perspective in order to derive an intrinsic value for securities. The focus is on the attempt by active investors to identify mispriced securities using publicly available information, company reports and financial market information. The analytical techniques of financial

statement analysis (e.g. fundamental analysis, free cash flow analysis and pro-forma analysis) and the issue of the "reliability" and "quality" of publicly available information are discussed and explored. Those contemplating careers in investment banking, financial consulting, trust funds, superannuation funds, hedge funds, and brokerage firms will find this applied unit both useful and interesting.

School Business

Discipline Investment and Securities

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) ECON 2002

Assumed Knowledge

Knowledge acquired in the corporate financial management and fundamentals of accounting.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Collect and critically analyse financial and non-financial company and industry information.
2. Assess the implications of the macroeconomic environment, industry structure and operations and strategies of a business for its future prospects.
3. Construct and apply various valuation models to value security and the business.
4. Critically assess the valuations of a business and of its debt and equity based on discounted cash flow analysis.
5. Classify the concepts and limitations of traditional valuation approaches.

Subject Content

1. Overview of valuation.
2. Analysis of the industry structure and operational strategies of a particular business.
3. Forecasting and valuing cash flows.
4. Business and security risk analysis.
5. Estimating the required rates of return for a business.
6. Computation of the firm's cost of capital.
7. Apply various valuation models to assess and value a business.
8. Assess a company's future prospects.
9. Relative valuation using market comparables.
10. Strategic options: evaluating strategic opportunities.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	2000 words	20	N	Group
Intra-session Exam	90 minutes	30	N	Individual
Final Exam	2 hours	50	N	Individual

Prescribed Texts

- Titman, S & Martin, J 2011, Valuation, 2nd edition, Pearson.

Teaching Periods

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC3015_22-SC1_SC_D#subjects)

Spring

Online

Online

Subject Contact Joseph Masoud ([https://directory.westernsydney.edu.au/search/name/Joseph Masoud/](https://directory.westernsydney.edu.au/search/name/Joseph%20Masoud/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC3015_22-SPR_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Joseph Masoud ([https://directory.westernsydney.edu.au/search/name/Joseph Masoud/](https://directory.westernsydney.edu.au/search/name/Joseph%20Masoud/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC3015_22-SPR_PC_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Joseph Masoud ([https://directory.westernsydney.edu.au/search/name/Joseph Masoud/](https://directory.westernsydney.edu.au/search/name/Joseph%20Masoud/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC3015_22-SC3_SC_D#subjects)

UEH-Session 3

Vietnam

Day

Subject Contact Heath Spong ([https://directory.westernsydney.edu.au/search/name/Heath Spong/](https://directory.westernsydney.edu.au/search/name/Heath%20Spong/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC3015_22-UT3_UE_D#subjects)

FINC 7001 Communication and Ethics for Financial Planners

Credit Points 10

Legacy Code 201008

Coordinator Nicole Ibbett ([https://directory.westernsydney.edu.au/search/name/Nicole Ibbett/](https://directory.westernsydney.edu.au/search/name/Nicole%20Ibbett/))

Description Students are immersed in an ethical framework in which to practice an array of essential skills required, by financial advisers, to create and maintain professional client adviser relationships. The unit investigates the importance of interpersonal skills and various approaches to dealing with the broad needs of clients - communication, psychological aspects of client decision making, culture and the creation of trust in the adviser-client relationship. This unit also

includes professional writing skills, team work, time management, financial literacy and the promotion of professional services.

School Business

Discipline Banking, Finance And Related Fields

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects FINC 7002 - Communication and Ethics for Financial Planner

Incompatible Subjects FINC 7004 - Financial Adviser Skills

Restrictions

Students must be enrolled in program 2793 Master of Financial Planning or 2795 Graduate Certificate in Financial Planning.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate the various types of communication (both written and verbal) used by financial planners;
2. Assess the financial literacy of a client;
3. Evaluate and critically analyse the ethical considerations and implications of trust and culture as they relate to financial planning advice;
4. Apply and apprise appropriate skills and knowledge to work productively in a relevant discipline-related business workplace;
5. Analyse the client's needs and objectives and risk types with special reference to decision making psychological and personality profile.

Subject Content

Ethics

Client adviser relationships

The psychological needs and behaviour of clients

Financial literacy

Verbal and written communication

Trust

Culture

Team work

Time management

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Presentation	15 minutes	25	N	Individual
Case Study	1,500 words	25	N	Group
Final Exam	2 hours	50	Y	Individual

Prescribed Texts

- Taylor, S., and Juchau, R., (Current edition) Financial Planning in Australia: Advice and Wealth Management

Teaching Periods

Quarter 1

Online

Online

Subject Contact Nicole Ibbett ([https://directory.westernsydney.edu.au/search/name/Nicole Ibbett/](https://directory.westernsydney.edu.au/search/name/Nicole%20Ibbett/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC7001_22-Q1_ON_O#subjects)

Quarter 3

Online

Online

Subject Contact Nicole Ibbett ([https://directory.westernsydney.edu.au/search/name/Nicole Ibbett/](https://directory.westernsydney.edu.au/search/name/Nicole%20Ibbett/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC7001_22-Q3_ON_O#subjects)

FINC 7002 Communication and Ethics for Financial Planners (EO)

Credit Points 10

Legacy Code 900660

Coordinator Nicole Ibbett ([https://directory.westernsydney.edu.au/search/name/Nicole Ibbett/](https://directory.westernsydney.edu.au/search/name/Nicole%20Ibbett/))

School Business

Discipline Banking, Finance And Related Fields

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Final Exam	3 hours	100	Y	Individual
Presentation	5 minutes	P/F	Y	Individual

Teaching Periods

Quarter 1

Online

Online

Subject Contact Kamel Taoum ([https://directory.westernsydney.edu.au/search/name/Kamel Taoum/](https://directory.westernsydney.edu.au/search/name/Kamel%20Taoum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC7002_22-Q1_ON_O#subjects)

Quarter 2

Online

Online

Subject Contact Nicole Ibbett ([https://directory.westernsydney.edu.au/search/name/Nicole Ibbett/](https://directory.westernsydney.edu.au/search/name/Nicole%20Ibbett/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC7002_22-Q2_ON_O#subjects)

Quarter 3

Online

Online

Subject Contact Nicole Ibbett ([https://directory.westernsydney.edu.au/search/name/Nicole Ibbett/](https://directory.westernsydney.edu.au/search/name/Nicole%20Ibbett/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC7002_22-Q3_ON_O#subjects)

FINC 7004 Financial Adviser Communication Skills

Credit Points 10

Legacy Code 200987

Coordinator Kamel Taoum ([https://directory.westernsydney.edu.au/search/name/Kamel Taoum/](https://directory.westernsydney.edu.au/search/name/Kamel%20Taoum/))

Description In this practical unit students develop the ability to write up a risk profile with objectives for clients with varying needs. Students analyse investment decisions and provide advice to clients which is informed by regulatory issues relevant to the finance industry. Students are required to demonstrate the ability to create a Statement of Advice for clients of different risk preference and investor profile.

School Business

Discipline Investment and Securities

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects BUSM 7007 - Business Communication Skills

Incompatible Subjects FINC 7001 - Communication and Ethics for Financial Planners

Restrictions

Students must be enrolled in one of the following programs - 2807 Master of Stockbroking and Financial Advising or 2808 Diploma of Stockbroking and Financial Advising or 2809 Graduate Certificate of Stockbroking and Financial Advising.

Assumed Knowledge

Some knowledge of analysing markets and investments would be beneficial.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse regulatory issues relevant to managed investment and security products in Australia;
2. Evaluate disclosure obligations as they relate to giving advice to clients over the telephone;
3. Advise clients on securities and managed investment products and services in accordance with Australian Securities and Investments Commission (ASIC) requirements.
4. Demonstrate the various types of communication (both written and verbal) used in business and the different styles of communication required;

5. Evaluate and critically analyse the ethical considerations that relate to financial advice;
6. Apply and appraise knowledge of productive group work to a business workplace situation;
7. Analyse the client's needs and objectives and advise the client on appropriate investment strategies;
8. Apply appropriate regulations, including disclosures, in the giving of financial advice.

Subject Content

Identifying Client Needs and Objectives

Client Risk Profile

Legal and Tax Considerations

Analysing and Developing Recommendations

Providing Advice

Providing Ongoing Service

Providing Advice and Ongoing Service

Developing Written Business Documents

Acknowledging Sources

Ethical Practice in Academia and Business

Logical Reasoning and Clear Communication in Business

How to Effectively Work in Groups

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	15 minutes	25	N	Individual
Assignment: Professional Task	2,000 words	25	N	Individual
Final Exam	2 hours	50	Y	Individual

Teaching Periods

FINC 7005 Financial Adviser Communication Skills (EO)

Credit Points 10

Legacy Code 900654

Coordinator Heath Spong ([https://directory.westernsydney.edu.au/search/name/Heath Spong/](https://directory.westernsydney.edu.au/search/name/Heath%20Spong/))

School Business

Discipline Investment and Securities

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Teaching Periods

Quarter 2

Online

Online

Subject Contact Heath Spong ([https://directory.westernsydney.edu.au/search/name/Heath Spong/](https://directory.westernsydney.edu.au/search/name/Heath%20Spong/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC7005_22-Q2_ON_O#subjects)

Quarter 4

Online

Online

Subject Contact Heath Spong (<https://directory.westernsydney.edu.au/search/name/Heath Spong/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC7005_22-Q4_ON_O#subjects)

FINC 7006 Financial Modelling

Credit Points 10

Legacy Code 51054

Coordinator Rachel Reyes (<https://directory.westernsydney.edu.au/search/name/Rachel Reyes/>)

Description This unit is essential in preparing students for applied financial analysis and modelling applications used extensively in a number of postgraduate finance units. It familiarises students with the strengths and limitations of contemporary quantitative modelling techniques using multivariate statistical procedures and optimisation approaches. Students are also familiarised with relevant software.

School Business

Discipline Banking, Finance And Related Fields

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate Business program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Undertake tests of economic and financial hypotheses using empirical data and summarise their results in a sensible reporting format;
2. Apply quantitative analysis techniques;
3. Implement the basic elements of financial modelling and forecasting;
4. Use computer software to analyse financial problems;
5. Demonstrate ability to construct financial models.

Subject Content

Introduction to Financial Modelling and Financial Data

Correlation Analysis

Introduction to Simple Regression

Multiple Regressions

Regression with Dummy Variables

Regression with Lagged Explanatory Variables

Univariate Time Series Analysis

Regression with Time Series Variables

Financial Volatility

Revision and writing an Empirical Project

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Intra-session Exam	90 minutes	30	N	Individual
Report	4,500 words	20	N	Group
Final Exam	2 hours	50	N	Individual

Prescribed Texts

- Koop, Gary. 2006, Analysis of Financial Data, John Wiley and Sons Ltd, West Sussex, England.

Teaching Periods

Quarter 1

Parramatta City - Macquarie St

Evening

Subject Contact Maria Estela Varua (<https://directory.westernsydney.edu.au/search/name/Maria Estela Varua/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC7006_22-Q1_PC_E#subjects)

FINC 7007 Financial Planning Research Project

Credit Points 10

Legacy Code 200959

Coordinator Peter Humphreys (<https://directory.westernsydney.edu.au/search/name/Peter Humphreys/>)

Description Financial Planning Research Project encompasses a major research project and presentation. This equips students with skills to address challenges through research and the ability to apply knowledge developed in earlier units of study. This student-centered unit provides supervision of research and analytical practices to enhance skill development and capacity to engage with the problems confronting the financial planning industry. Students will have scope to focus on issues that are of particular concern to the financial planning industry. As an integrating unit, it demands participants bringing their knowledge together and with curiosity to develop recommendations in a format that can showcase their achievements.

School Business

Discipline Banking, Finance and Related Fields, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 2793 Masters of Financial Planning and have successfully completed 80 credit points.

Assumed Knowledge

Understanding of the financial planning environment and business communications skills.

Learning Outcomes

1. Undertake tests of economic and financial hypotheses using empirical data and summarise their results in a sensible reporting format;
2. Apply quantitative analysis techniques;
3. Implement the basic elements of financial modelling and forecasting;
4. Use computer software to analyse financial problems;
5. Demonstrate ability to construct financial models.

Subject Content

Introduction to Financial Modelling and Financial Data
 Correlation Analysis
 Introduction to Simple Regression
 Multiple Regressions
 Regression with Dummy Variables
 Regression with Lagged Explanatory Variables
 Univariate Time Series Analysis
 Regression with Time Series Variables
 Financial Volatility
 Revision and writing an Empirical Project

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	15 minutes presentation and 10 minutes questions	30	N	Individual
Report	4,000 words	70	N	Individual

Prescribed Texts

- Koop, Gary. 2006, Analysis of Financial Data, John Wiley and Sons Ltd, West Sussex, England.

Teaching Periods

Quarter 1

Online

Online

Subject Contact Peter Humphreys ([https://directory.westernsydney.edu.au/search/name/Peter Humphreys/](https://directory.westernsydney.edu.au/search/name/Peter%20Humphreys/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC7007_22-Q1_ON_O#subjects)

Quarter 3

Online

Online

Subject Contact Peter Humphreys ([https://directory.westernsydney.edu.au/search/name/Peter Humphreys/](https://directory.westernsydney.edu.au/search/name/Peter%20Humphreys/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC7007_22-Q3_ON_O#subjects)

FINC 7008 Financial Products and Markets

Credit Points 10

Legacy Code 200986

Coordinator Peter Kavalamthara ([https://directory.westernsydney.edu.au/search/name/Peter Kavalamthara/](https://directory.westernsydney.edu.au/search/name/Peter%20Kavalamthara/))

Description This unit introduces students to the wide range of investment products and financial securities. Importantly, it develops students' ability to analyse investment opportunities and understand their respective risk and reward profiles. Students will also develop the computational skills necessary for transactions in financial markets, which enable an informed comparison of securities for the purposes of investment decisions.

School Business

Discipline Investment and Securities

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 2807 Master of Stockbroking and Financial Advising or 2808 Graduate Diploma in Stockbroking and Financial Advising or 2809 Graduate Certificate in Stockbroking and Financial Advising.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Compare the features, benefits and risks of a range of securities and discuss how these features affect their application in different investment strategies;
2. Compare the features, benefits and risks of listed and unlisted managed funds and alternative asset classes;
3. Evaluate the risk-reward characteristics of an investment portfolio;
4. Propose an investment portfolio that meets client specified needs.

Subject Content

Introduction to the Economy, Financial Markets and Products
 Equities and the Stock Market
 Debt Securities
 Managed Investments
 The Investment Process
 Equities and Fixed Interest Managed Funds
 Other Asset Classes and Managed Funds
 Introduction to the Economy, Financial Markets and Products

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quizzes	4 quizzes; each of 30 minutes duration (2 hours) Each quiz worth 10 marks	40	N	Individual
Final Exam - Take Home	2 hours	60	N	Individual

Teaching Periods

Quarter 4

Online

Online

Subject Contact Heath Spong ([https://directory.westernsydney.edu.au/search/name/Heath Spong/](https://directory.westernsydney.edu.au/search/name/Heath%20Spong/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC7008_22-Q4_ON_O#subjects)

FINC 7009 Financial Products and Markets (EO)

Credit Points 10

Legacy Code 900653

Coordinator Peter Kavalamthara ([https://directory.westernsydney.edu.au/search/name/Peter Kavalamthara/](https://directory.westernsydney.edu.au/search/name/Peter%20Kavalamthara/))

School Business

Discipline Investment and Securities

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Challenge Exam	2 hours	100	Y	Individual

Teaching Periods

Quarter 1

Online

Online

Subject Contact Heath Spong ([https://directory.westernsydney.edu.au/search/name/Heath Spong/](https://directory.westernsydney.edu.au/search/name/Heath%20Spong/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC7009_22-Q1_ON_O#subjects)

Quarter 3

Online

Online

Subject Contact Peter Kavalamthara ([https://directory.westernsydney.edu.au/search/name/Peter Kavalamthara/](https://directory.westernsydney.edu.au/search/name/Peter%20Kavalamthara/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC7009_22-Q3_ON_O#subjects)

FINC 7010 Insurance and Risk Management

Credit Points 10

Legacy Code 200870

Coordinator Sharon Taylor ([https://directory.westernsydney.edu.au/search/name/Sharon Taylor/](https://directory.westernsydney.edu.au/search/name/Sharon%20Taylor/))

Description This unit introduces students to the use of a range of insurance types and products to manage risk for individuals and small business. It aims to identify, evaluate and manage risk as part of the financial planning process to produce a compliant statement of advice. A number of risk management strategies are identified and the importance of life insurance, total and permanent disablement, trauma policies, property insurance, health cover, income protection and business insurance in managing risk is addressed. The unit provides an understanding of the various issues that can arise with respect to insurance policies and premiums and uses both the multiple and needs analysis approaches to calculate the level of cover required. A holistic approach to the risk management process is provided where a variety of insurance covers are considered in the context of a full financial plan that is adequate and affordable to the client and their specific needs as identified in the data collection process.

School Business

Discipline Insurance and Actuarial Studies

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) FINC 7020 AND
FINC 7011 OR
FINC 7008

Equivalent Subjects LGYB 6488 Insurance and Risk Management (PG)

Restrictions

Students must be enrolled in program 2793 Master of Financial Planning, 2794 Graduate Diploma in Financial Planning, 2807 Master of Stockbroking and Financial Advising or 2808 Graduate Diploma in Stockbroking and Financial Advising or the following teach out programs: /2770 Master of Commerce (Financial Planning) or 2690 Graduate Certificate in Commerce (Financial Planning).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain how the various risk concepts, classifications, rules and methods of handling risk are integrated into the overall risk management process
2. Illustrate a comprehensive understanding of the Australian regulatory environment in which risk management advice and insurance products are provided

3. Critically assess the risk management needs of individuals
4. Explain the different types of life, general and other insurance products and their application to individuals
5. Critically assess the risk management needs of small business in order to provide resulting insurance recommendations
6. Explain the different types of insurance products and their application to small business
7. Illustrate an holistic understanding of financial planning strategies

Subject Content

- Risk Profiling and Risk analysis
- Risk management: Risk reduction products and strategies
- personal Insurance: life Insurance, health Insurance and related products
- Insurance of Assets
- regulation and ethics
- The advisory relationship
- economic context and Behavioural economics
- determining client needs and recommendations, including life cycle portfolio construction and planning for special needs
- business Insurance Issues, SME business needs

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	2,500 words	10	N	Group
Learning Portfolio (may include reflective journal, online discussions, recorded meetings, team minutes wikis, research, working documents, team log books or, direct observation)	800 words	10	N	Individual
Professional Task: Statement of Advice	2,000 words	30	N	Individual
Final Examination	2 hours	50	Y	Individual

Prescribed Texts

- Taylor, S 2020, Financial planning in Australia: Advice and Wealth Management, 9th edn, LexisNexis, Chatswood, Australia.

Teaching Periods

Quarter 4

Online

Online

Subject Contact Amanda Craft ([https://directory.westernsydney.edu.au/search/name/Amanda Craft/](https://directory.westernsydney.edu.au/search/name/Amanda%20Craft/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC7010_22-Q4_ON_O#subjects)

FINC 7011 Investment Planning

Credit Points 10

Legacy Code 200868

Coordinator Nicole Ibbett ([https://directory.westernsydney.edu.au/search/name/Nicole Ibbett/](https://directory.westernsydney.edu.au/search/name/Nicole%20Ibbett/))

Description Investment Planning is one of the core units in the Master of Commerce (Financial Planning). The course is designed to provide the educational basis to enable students to increase competence as professional financial advisers and enable them to gain an advanced knowledge and understanding of the financial planning industry. The unit introduces basic concepts of risk and return in relation to investment planning. Various investment vehicles are covered including shares and fixed interest investments.

School Business

Discipline Investment and Securities

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYB 6482 Principles of Investment Planning (PG)

Restrictions

Students must be enrolled in 2671/2770 Master of Commerce (Financial Planning) or 2690 Graduate Certificate in Commerce (Financial Planning).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Outline the reasons for investing, examine the different asset classes, various types of risk, and the purpose of diversification;
2. Explain the workings of the main investment markets;
3. Apply the techniques of the modern portfolio theory and investment analysis to finding solutions to various investment problems.

Subject Content

- macroeconomic matters
- systems and linkages
- financial products
- how to choose An appropriate structure to meet The needs of A client
- regulation
- Explaining The advice process in A manner that The client understands
- research and research methodologies
- Behavioural economics
- life cycle portfolio construction
- Product feature and selection
- debt management
- property Issues and direct equities

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	1,000 words	20	N	Individual
Presentation	15 minutes	20	N	Individual
Final Exam	2 hours	60	Y	Individual

Prescribed Texts

- Taylor, S 2020, Financial planning in Australia: Advice and Wealth Management, 9th edn, LexisNexis Butterworths, Chatswood, NSW

Teaching Periods

Quarter 1

Online

Online

Subject Contact Nicole Ibbett ([https://directory.westernsydney.edu.au/search/name/Nicole Ibbett/](https://directory.westernsydney.edu.au/search/name/Nicole%20Ibbett/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC7011_22-Q1_ON_O#subjects)

Quarter 3

Online

Online

Subject Contact Nicole Ibbett ([https://directory.westernsydney.edu.au/search/name/Nicole Ibbett/](https://directory.westernsydney.edu.au/search/name/Nicole%20Ibbett/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC7011_22-Q3_ON_O#subjects)

FINC 7012 Investment Planning (EO)

Credit Points 10

Legacy Code 900656

Coordinator Nicole Ibbett ([https://directory.westernsydney.edu.au/search/name/Nicole Ibbett/](https://directory.westernsydney.edu.au/search/name/Nicole%20Ibbett/))

School Business

Discipline Investment and Securities

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Final Exam	3 hours	80	Y	Individual
Report	2000 words	20	N	Individual

Teaching Periods

Quarter 1

Online

Online

Subject Contact Nicole Ibbett ([https://directory.westernsydney.edu.au/search/name/Nicole Ibbett/](https://directory.westernsydney.edu.au/search/name/Nicole%20Ibbett/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC7012_22-Q1_ON_O#subjects)

Quarter 3

Online

Online

Subject Contact Nicole Ibbett ([https://directory.westernsydney.edu.au/search/name/Nicole Ibbett/](https://directory.westernsydney.edu.au/search/name/Nicole%20Ibbett/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC7012_22-Q3_ON_O#subjects)

FINC 7013 Planning for Retirement

Credit Points 10

Legacy Code 200871

Coordinator Julie Knutsen ([https://directory.westernsydney.edu.au/search/name/Julie Knutsen/](https://directory.westernsydney.edu.au/search/name/Julie%20Knutsen/))

Description This unit provides an understanding of key issues, decisions and frameworks involved in financial planning for later life and succession. It enables the student to provide advice on business succession planning strategies, to evaluate the most appropriate estate planning for different types of clients at different stages of their life, to analyse wills, trusts and social security provisions, to apply relevant analytical and decision making tools to succession, trust administration, tax strategy and similar post-retirement decisions.

School Business

Discipline Banking, Finance and Related Fields, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) FINC 7020

Restrictions

Students must be enrolled in program 2794 Graduate Diploma in Financial Planning, 2793 Master of Financial Planning, 2808 Graduate Diploma in Stockbroking and Financial Advising or 2807 Master of Stockbroking and Financial Advising.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate where estate planning fits in any particular client's circumstances;
2. Analyse wills, trusts and estate planning arrangements and social security provisions appropriate for the client's needs, aims and circumstances;
3. Apply relevant analytical and decision making tools to succession, trust administration, tax strategy and similar post-retirement decisions;

4. Provide advice on business succession planning strategies and how they can be used in different cultural settings.

Subject Content

- Estate planning
- Wills- Executors and power of Attorney
- Trusts
- Intestacy
- social security, aged care, and longevity Issues in later life
- taxation implications of Estate planning
- business succession planning

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	1,250 words	30	Y	Individual
Essay	1,000 words	20	N	Individual
Final Exam	2 hours	50	Y	Individual

Prescribed Texts

- Taylor, S, Financial Planning in Australia: Advice and Wealth Management, 9th Edition 2020, Lexis Nexis Butterworths, Australia.
- Perkins, M and Monohan, R Estate Planning : A Practical Guide for Professionals Helping Australians to Age Well , 5th Edition , 2021, LexisNexis

Teaching Periods

Quarter 2

Online

Online

Subject Contact Julie Knutsen ([https://directory.westernsydney.edu.au/search/name/Julie Knutsen/](https://directory.westernsydney.edu.au/search/name/Julie%20Knutsen/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC7013_22-Q2_ON_O#subjects)

Quarter 4

Online

Online

Subject Contact Yongqing Li ([https://directory.westernsydney.edu.au/search/name/Yongqing Li/](https://directory.westernsydney.edu.au/search/name/Yongqing%20Li/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC7013_22-Q4_ON_O#subjects)

FINC 7014 Planning for Retirement (EO)

Credit Points 10

Legacy Code 900657

Coordinator Yongqing Li ([https://directory.westernsydney.edu.au/search/name/Yongqing Li/](https://directory.westernsydney.edu.au/search/name/Yongqing%20Li/))

School Business

Discipline Banking, Finance and Related Fields, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Final Exam	3 hours	80	Y	Individual
Case Study	1,500 words	20	N	Individual

Teaching Periods

Quarter 3

Online

Online

Subject Contact Amanda Craft ([https://directory.westernsydney.edu.au/search/name/Amanda Craft/](https://directory.westernsydney.edu.au/search/name/Amanda%20Craft/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC7014_22-Q3_ON_O#subjects)

Quarter 4

Online

Online

Subject Contact Yongqing Li ([https://directory.westernsydney.edu.au/search/name/Yongqing Li/](https://directory.westernsydney.edu.au/search/name/Yongqing%20Li/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC7014_22-Q4_ON_O#subjects)

FINC 7015 Principles of Financial Planning

Credit Points 10

Legacy Code 200866

Coordinator Julie Knutsen ([https://directory.westernsydney.edu.au/search/name/Julie Knutsen/](https://directory.westernsydney.edu.au/search/name/Julie%20Knutsen/))

Description This introductory unit describes the nature and process of financial planning and financial planning participants within the Australian economic, legal, social, cultural and ethical environment. The key influences affecting the client relationship are identified along with a focus on the use of verbal and non-verbal communication skills to develop client rapport. The unit also involves evaluating data collection and risk tolerance tools and identifying the impact of the regulatory and economic environment on stakeholders. Other topics involve budgetary analysis, term structure, investment decisions, ethics, client goal-setting and statement of advice compliance. The unit provides the foundational knowledge essential to develop and apply comprehensive knowledge across all financial planning areas.

School Business

Discipline Investment and Securities

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYB 6479 Principles of Financial Planning (PG)

Restrictions

Students must be enrolled in 2671/2770 Master of Commerce (Financial Planning) or 2690 Graduate Certificate in Commerce (Financial Planning).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and articulate the key influences that can affect the relationship between the financial planner and the client and develop strategies for effectively managing the client-planner relationship;
2. Identify and articulate the primary pieces of legislation that impact on the financial services industry;
3. Demonstrate the manner in which conflicts of interest arise and identify how ethics is part of the decision making process;
4. Explain how the economic environment and Australian government policy instruments impact on financial planning ;
5. Use a range of calculations and data collection tools to make appropriate recommendations to clients.

Subject Content

1. The Economic Environment & Term Structure: business economics, behavioural economics, consumers, products and the efficiency of markets, government policy (incorporating both fiscal and monetary policy), business cycle, economic indicator & the impact on investment decisions, present value and future value calculations.
2. The Financial Planning Environment: I: identifying financial planning participants, stakeholders, career specialisations in financial planning.
3. The Financial Planning Relationship: key influences and strategies for effectively managing the client-planner relationship.
4. The Financial Planning Ethical Environment: includes conflicts of interest and ethics in the decision making process and the relationship between regulation and ethics.
5. Introduction to Behavioural Finance: key influences for managing the client-planner relationship; behavioural economics; Identify and learn from what has been discovered in the field of psychology to develop theories and models to describe how investors actually make their decisions.
6. Behavioural Finance (Part II); addressing human emotions; guide clients towards achieving goals & expectations; identifying biases and errors.
7. The Purpose of the Statement of Advice (SoA): an introduction to the key components of a compliant Statement of Advice to meet the needs of the client and adviser. Includes client objectives, needs, financial situation, data collection tools, risk
8. The Financial Planning Regulatory Environment: introduces contract law, common law, consumer law and corporation law as it applies to financial planning. Self-regulation of the industry is also introduced.
9. The Financial Planning Regulatory Environment (Part II): The Financial Planning Regulatory Environment: introduces contract law, common law, consumer law and corporation law as it applies to financial planning. Self-regulation of the industry is also introduced.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	500 words each	20	N	Group
Case Study	25 minutes	15	N	Individual
Participation	10 activities must be attempted to have the met the requirements for completing this assessment task.	15	N	Individual
Case Study	2 hours	50	Y	Individual

Prescribed Texts

- Taylor, S 2020, Financial planning in Australia, 9th edn, LexisNexis, Chatswood, Australia.

Teaching Periods

Quarter 2

Online

Online

Subject Contact Julie Knutsen ([https://directory.westernsydney.edu.au/search/name/Julie Knutsen/](https://directory.westernsydney.edu.au/search/name/Julie%20Knutsen/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC7015_22-Q2_ON_O#subjects)

Quarter 4

Online

Online

Subject Contact Julie Knutsen ([https://directory.westernsydney.edu.au/search/name/Julie Knutsen/](https://directory.westernsydney.edu.au/search/name/Julie%20Knutsen/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC7015_22-Q4_ON_O#subjects)

FINC 7016 Principles of Financial Planning (EO)

Credit Points 10

Legacy Code 900658

Coordinator Julie Knutsen ([https://directory.westernsydney.edu.au/search/name/Julie Knutsen/](https://directory.westernsydney.edu.au/search/name/Julie%20Knutsen/))

School Business

Discipline Investment and Securities

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Final Exam	3 hours	75	Y	Individual
Presentation	Maximum 10 minutes	25	N	Individual

Teaching Periods

Quarter 1

Online

Online

Subject Contact Sharon Taylor ([https://directory.westernsydney.edu.au/search/name/Sharon Taylor/](https://directory.westernsydney.edu.au/search/name/Sharon%20Taylor/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC7016_22-Q1_ON_O#subjects)

Quarter 2

Online

Online

Subject Contact Julie Knutsen ([https://directory.westernsydney.edu.au/search/name/Julie Knutsen/](https://directory.westernsydney.edu.au/search/name/Julie%20Knutsen/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC7016_22-Q2_ON_O#subjects)

Quarter 4

Online

Online

Subject Contact Michelle Cull ([https://directory.westernsydney.edu.au/search/name/Michelle Cull/](https://directory.westernsydney.edu.au/search/name/Michelle%20Cull/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC7016_22-Q4_ON_O#subjects)

FINC 7017 Property Investment Analysis

Credit Points 10

Legacy Code 200696

Coordinator Heath Spong ([https://directory.westernsydney.edu.au/search/name/Heath Spong/](https://directory.westernsydney.edu.au/search/name/Heath%20Spong/))

Description This unit introduces the concept of investment analysis in the context of property. It explores the unique features of income-producing property and examines the performance of these properties, their loans and their taxation through the application of a variety of investment techniques. Also covered are risk analysis techniques for income-producing properties and portfolios.

School Business

Discipline Investment and Securities

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYB 6499 - Property Investment Analysis (V2)

Restrictions

Students must be enrolled in a postgraduate Business program.

Assumed Knowledge

Students undertaking this subject should have a sound knowledge of the property industry.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Utilise the property investment analysis in assessing property assets for investment purposes
2. Discuss the calculations involved in assessment of returns and risk
3. Critically evaluate the risk level of an income-producing property
4. Critically evaluate the key factors that impact upon the return and risk associated with investment in individual created property investments and projects
5. Project an after-tax cash flow for an income-producing property

Subject Content

- property investment analysis process and The concepts of investment analysis
 - Traditional valuation methods versus property investment Analyses
 - Ratio analysis: analysis of returns from An income producing property
 - Discounted Cash flows: DCF techniques and The development of analytical Models for measurement of effective return on owner?fs equity post Tax
 - financial leverage: analysis of how The level of borrowing influences The return on equity
 - Risk management: methods of Analysing risks
 - taxation and property investment: Projecting An after-Tax Cash flow
 - contemporary Topics including sustainable property investment
1. Prop

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	1,000 words excluding appendices, tables and figures	40	N	Individual
Report	2,500 words excluding appendices, tables and figures	60	N	Individual

Teaching Periods

FINC 7019 Statement of Advice Research Project

Credit Points 10

Legacy Code 200960

Coordinator Amanda Craft ([https://directory.westernsydney.edu.au/search/name/Amanda Craft/](https://directory.westernsydney.edu.au/search/name/Amanda%20Craft/))

Description Statement of Advice Research Project encompasses a major research project, a Statement of Advice (SOA). This SOA equips students with knowledge and skills to address challenges through research and the ability to apply knowledge developed in earlier units of study. This student-centered unit provides skill development and capacity to engage with the requirements of the profession. Students will have scope to focus on issues relevant to a case study as a means of developing a comprehensive SOA for a client (in the case study). As an integrating unit, it demands participants bringing together their knowledge to develop recommendations based on learning from earlier units. This unit also ensures students meet the regulatory and accreditation education requirements to be a registered financial adviser.

School Business

Discipline Banking, Finance and Related Fields, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) Students enrolled in 2793 Masters of Financial Planning or 2807 Master of Stockbroking and Financial Advising must have successfully completed 60 credit points

Equivalent Subjects LGYB 6493 - Current Issues in Financial Planning

Restrictions

Students who are currently registered on the National Financial Adviser Register (FAR) may take this subject as a non-award stand-alone subject in order to meet new education requirements as outlined by the Financial Adviser Standards and Ethics Authority (FASEA). Students not currently on the FAR must be enrolled in 2793 Masters of Financial Planning, 2807 Master of Stockbroking and Financial Advising or 2825 Graduate Certificate in Financial Advising.

Assumed Knowledge

Understanding the financial planning environment, business communications skills, as well as substantial knowledge in the discipline.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate a broad theoretical and technical knowledge of practice in the development of a Statement of Advice;
2. Apply theoretical and technical knowledge to provide in-depth specialist and professional advice related to financial markets, investments, superannuation, retirement planning, insurance and social planning;
3. Critically analyse and synthesise information to formulate effective financial decisions;
4. Utilise reasoned judgments to solve problems in a client/advisor context with reference to ethical, regulatory and investment perspectives;
5. Integrate professional practice and theory.

Subject Content

- introduction to current Issues and reviews
- basis for advice ? client profile
- financial analysis
- financial analysis?using projections
- development and integration of client focused strategies
- developing cost-benefit analysis and recommendation of strategies

- meeting Disclosure requirements

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Case Study	1,000 words	40	N	Individual
Case Study	4,000 words	60	N	Individual

Teaching Periods

Quarter 2

Online

Online

Subject Contact Amanda Craft ([https://directory.westernsydney.edu.au/search/name/Amanda Craft/](https://directory.westernsydney.edu.au/search/name/Amanda%20Craft/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC7019_22-Q2_ON_O#subjects)

FINC 7020 Superannuation

Credit Points 10

Legacy Code 200867

Coordinator Julie Knutsen ([https://directory.westernsydney.edu.au/search/name/Julie Knutsen/](https://directory.westernsydney.edu.au/search/name/Julie%20Knutsen/))

Description This unit provides an understanding of the key issues, decisions and frameworks that affect financial planning for retirement. The unit focuses on superannuation and effective financing of retirement. It includes key concepts in prudential supervision of Australian superannuation, exploration of types of funds relevant to retirement, appreciating trends in retirement financing policies and their effects on providing advice, understanding the social security and age care systems' effect on retirement planning strategies; and correctly computing tax liabilities on superannuation, pensions, and estate management. This unit is the principal one for learning about self-managed superannuation funds, for whom they are suitable and for whom they are not.

School Business

Discipline Investment and Securities

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 2671/2770 Master of Commerce (Financial Planning) or 2690 Graduate Certificate in Commerce (Financial Planning).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate key concepts in prudential supervision of Australian superannuation;
2. Evaluate types of funds relevant to retirement;

- Evaluate the trends in retirement financing policies and their effects on providing advice;
- Apply to practical retirement decisions a sufficient understanding of the social security and age care systems;
- Apply the correctly assessed tax to superannuation, pension, fund administration and similar calculations.

Subject Content

- client Profiling and managing The advisory relationship
- economic and lifestyle decision making for retirement provision
- Law and ethics of retirement and aged care planning
- retirement strategy development and superannuation fund selection
- fund types, pensions and state assistance
- macroeconomic, social and political context of retirement planning Trends in Australia
- self-Managed superannuation fund design, management and taxation
- Behavioural economics and financial decision making for retirement
- financial safety nets, aged care and Centrelink Issues arising from extended longevity

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	Part 1: 500-1,000 words and Part 2: 3-5 minutes	30	N	Both (Individual & Group)
Essay	400-800 words	20	N	Individual
Final Exam	2 hours	50	Y	Individual

Prescribed Texts

- Leow I and Murphy S, 2019, Australian Master Superannuation Guide, 23rd edition Sydney: CCH Australia Ltd
- Taylor, S, Financial Planning in Australia: Advice and Wealth Management, 9th Edition 2020, Lexis Nexis Butterworths, Australia.

Teaching Periods

Quarter 2

Online

Online

Subject Contact Julie Knutsen ([https://directory.westernsydney.edu.au/search/name/Julie Knutsen/](https://directory.westernsydney.edu.au/search/name/Julie%20Knutsen/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC7020_22-Q2_ON_O#subjects)

Quarter 4

Online

Online

Subject Contact Graeme Colley ([https://directory.westernsydney.edu.au/search/name/Graeme Colley/](https://directory.westernsydney.edu.au/search/name/Graeme%20Colley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC7020_22-Q4_ON_O#subjects)

FINC 7021 Superannuation (EO)

Credit Points 10

Legacy Code 900659

Coordinator Julie Knutsen ([https://directory.westernsydney.edu.au/search/name/Julie Knutsen/](https://directory.westernsydney.edu.au/search/name/Julie%20Knutsen/))

School Business

Discipline Investment and Securities

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Final Exam	3 hours	80	Y	Individual
Presentation	1000 words max.	20	N	Individual

Teaching Periods

Quarter 2

Online

Online

Subject Contact Julie Knutsen ([https://directory.westernsydney.edu.au/search/name/Julie Knutsen/](https://directory.westernsydney.edu.au/search/name/Julie%20Knutsen/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC7021_22-Q2_ON_O#subjects)

Quarter 4

Online

Online

Subject Contact Graeme Colley ([https://directory.westernsydney.edu.au/search/name/Graeme Colley/](https://directory.westernsydney.edu.au/search/name/Graeme%20Colley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC7021_22-Q4_ON_O#subjects)

FINC 7022 Applied Project (Finance and Property)

Credit Points 10

Legacy Code 201100

Coordinator Hassan Gholipour Fereidouni ([https://directory.westernsydney.edu.au/search/name/Hassan Gholipour Fereidouni/](https://directory.westernsydney.edu.au/search/name/Hassan%20Gholipour%20Fereidouni/))

Description Applied Project (Finance and Property) is the integrating capstone unit, which brings together the skills that property students have developed during the course in preparing a high quality professional report in the finance or property industry. The unit encourages property students to demonstrate their ability to solve multi-disciplinary problems in relation to current and future issues

that affect the finance or property sectors. The unit will also allow students to critically evaluate issues in their industry to determine and assess potential industry implications. The topics are determined from year to year by discussions between the individual student, the unit coordinator and the student's chosen supervisor.

School Business

Discipline Banking, Finance And Related Fields

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects MKTG 7003 - Applied Project (Finance and Property)

Restrictions

Students must be enrolled in a postgraduate Business program and must have successfully completed 40 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of knowledge within their area of study (Finance or Property) in conducting a major project;
2. Assess specific industry (Finance or Property) issues in depth, and to critically evaluate the body of knowledge relevant to a major industry topic;
3. Apply knowledge and skills to produce a report with recommendations relevant to an organisation or sector within the Finance or Property industries.

Subject Content

- selection of finance or property Project Topics
- Preparing A Project Contract
- conducting A literature Review
- sources of finance or property information
- Preparing A major Project report

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	1,500 words	30	N	Individual
Report	3000 words	70	N	Individual

Teaching Periods

Quarter 2

Parramatta City - Macquarie St

Evening

Subject Contact Hassan Gholipour Fereidouni ([https://directory.westernsydney.edu.au/search/name/Hassan Gholipour Fereidouni/](https://directory.westernsydney.edu.au/search/name/Hassan%20Gholipour%20Fereidouni/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC7022_22-Q2_PC_E#subjects)

Parramatta External

Online

Subject Contact Hassan Gholipour Fereidouni ([https://directory.westernsydney.edu.au/search/name/Hassan Gholipour Fereidouni/](https://directory.westernsydney.edu.au/search/name/Hassan%20Gholipour%20Fereidouni/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC7022_22-Q2_PX_O#subjects)

Quarter 4

Parramatta City - Macquarie St

Evening

Subject Contact Partha Gangopadhyay ([https://directory.westernsydney.edu.au/search/name/Partha Gangopadhyay/](https://directory.westernsydney.edu.au/search/name/Partha%20Gangopadhyay/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=FINC7022_22-Q4_PC_E#subjects)

GEDU 0001 Tertiary Study Skills in Arts (WSTC Prep)

Credit Points 0

Legacy Code 700165

Coordinator Kathy Gooch ([https://directory.westernsydney.edu.au/search/name/Kathy Gooch/](https://directory.westernsydney.edu.au/search/name/Kathy%20Gooch/))

Description This unit is designed to assist students to become successful independent reflective learners. It introduces students to a range of theories and concepts to facilitate the development of practical skills and personal attitudes necessary for success in tertiary study.

School Western Sydney The College

Discipline Learning Skills Programs

Student Contribution Band

Level Undergraduate Level 0 Preparatory subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Oral Presentation		20	N	Individual
Learning Journal		80	N	Individual

Teaching Periods

GEDU 0002 Tertiary Study Skills in Business (WSTC Prep)

Credit Points 0

Legacy Code 700247

Coordinator Abdullah Al Aabed ([https://directory.westernsydney.edu.au/search/name/Abdullah Al Aabed/](https://directory.westernsydney.edu.au/search/name/Abdullah%20Al%20Aabed/))

Description This unit is designed to assist students to become successful independent reflective learners. It introduces students to a range of theories and concepts to facilitate the development of practical skills and personal attitudes necessary for success in tertiary study.

School Western Sydney The College

Discipline Learning Skills Programs

Student Contribution Band

Level Undergraduate Level 0 Preparatory subject

Restrictions Students must be enrolled at Western Sydney University, The College.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate skills and knowledge about the theory and practise of what constitutes an successful independent reflective learner in tertiary education
2. Access and explore tertiary education and to make informed choices about the future direction of their education
3. Communicate ideas and information in a style appropriate to an academic setting
4. Use improved interpersonal skills to become effective group members and develop a peer support network
5. Locate and use appropriate educational technologies

Subject Content

1. Online etiquette in an educational environment
2. Variety of tertiary learning strategies
3. UWSC Policies and Procedures
4. Higher education culture
5. Time management, managing conflicting priorities
6. Strategies for studying in your course
7. Factors influencing student success

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation		20	N	Individual
Reflection		80	N	Individual

Teaching Periods

GEDU 0005 Tertiary Study Skills in Construction Management (WSTC Prep)

Credit Points 0

Legacy Code 700167

Coordinator Robert Paluzzano ([https://directory.westernsydney.edu.au/search/name/Robert Paluzzano/](https://directory.westernsydney.edu.au/search/name/Robert%20Paluzzano/))

Description This unit is designed to assist students to become successful independent, reflective, lifelong learners. It introduces

students to a range of theories and concepts to facilitate the development of practical skills and personal attitudes necessary for success in tertiary study and the workplace.

School Western Sydney The College

Discipline Learning Skills Programs

Student Contribution Band

Level Undergraduate Level 0 Preparatory subject

Restrictions Students must be enrolled at Western Sydney University, The College.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate skills and knowledge about the theory and practise of what constitutes an successful independent, reflective and lifelong learner in tertiary education
2. Access and explore the career opportunities in Construction Management and make informed choices about the future direction of their education
3. Communicate ideas and information in a style appropriate to an academic or professional workplace setting
4. Use improved interpersonal skills to become effective group members and develop a peer support network
5. Locate and use appropriate educational technologies
6. Access and explore the career opportunities in Construction Management and make informed choices about the future direction of their education
7. Communicate ideas and information in a style appropriate to an academic or professional workplace setting
8. Locate and use appropriate educational technologies

Subject Content

- Online etiquette
- Variety of tertiary learning strategies
- WSTC Policies and Procedures
- Professional Skills
- Time management, managing conflicting priorities
- Strategies for studying University level units
- Factors influencing student success in tertiary study and beyond

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Oral Presentation		20	N	Individual
Learning Journal		80	N	Individual

Teaching Periods

GEDU 0006 Tertiary Study Skills in Criminal and Community Justice (WSTC Prep)

Credit Points 0

Legacy Code 700168

Coordinator Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

Description This unit is designed to assist students to become successful independent reflective learners. It introduces students to a range of theories and concepts to facilitate the development of practical skills and personal attitudes necessary for success in tertiary study.

School Western Sydney The College

Discipline Learning Skills Programs

Student Contribution Band

Level Undergraduate Level 0 Preparatory subject

Restrictions Students must be enrolled at Western Sydney University, The College.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate skills and knowledge about the theory and practise of what constitutes an successful independent reflective learner in tertiary education
2. Access and explore tertiary education and to make informed choices about the future direction of their education
3. Communicate ideas and information in a style appropriate to an academic setting
4. Use improved interpersonal skills to become effective group members and develop a peer support network
5. Locate and use appropriate educational technologies

Subject Content

- Online etiquette in an educational environment
- Variety of tertiary learning strategies
- WSC Policies and Procedures
- Higher education culture
- Time management, managing conflicting priorities
- Strategies for studying in your course
- Factors influencing student success

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Oral Presentation		20	N	Individual
Learning Journal		80	N	Individual

Teaching Periods

GEDU 0007 Tertiary Study Skills in Design (WSTC Prep)

Credit Points 0

Legacy Code 700177

Coordinator Ben Fletcher ([https://directory.westernsydney.edu.au/search/name/Ben Fletcher/](https://directory.westernsydney.edu.au/search/name/Ben%20Fletcher/))

School Western Sydney The College

Discipline Learning Skills Programs

Student Contribution Band

Level Undergraduate Level 0 Preparatory subject

Restrictions Students must be enrolled at Western Sydney University, The College.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate skills and knowledge about the theory and practise of what constitutes a successful independent reflective learner in tertiary education
2. Access and explore tertiary education and to make informed choices about the future direction of their education
3. Communicate ideas and information in a style appropriate to an academic setting
4. Use improved interpersonal skills to become effective group members and develop a peer support network
5. Locate and use appropriate educational technologies

Subject Content

1. Online etiquette in an educational environment
2. Variety of tertiary learning strategies
3. WSTC Policies and Procedures
4. Higher education culture
5. Time management, managing conflicting priorities
6. Strategies for studying in your course
7. Factors influencing student success

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation		20	N	Individual
Reflection		80	N	Individual

Teaching Periods

Term 1

Nirimba Education Precinct

Day

Subject Contact Ben Fletcher ([https://directory.westernsydney.edu.au/search/name/Ben Fletcher/](https://directory.westernsydney.edu.au/search/name/Ben+Fletcher/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=GEDU0007_22-T1_BL_D#subjects)

Term 2

Nirimba Education Precinct

Day

Subject Contact Ben Fletcher ([https://directory.westernsydney.edu.au/search/name/Ben Fletcher/](https://directory.westernsydney.edu.au/search/name/Ben+Fletcher/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=GEDU0007_22-T2_BL_D#subjects)

GEDU 0008 Tertiary Study Skills in Engineering (WSTC Prep)

Credit Points 0

Legacy Code 700169

Coordinator Frank Gutierrez ([https://directory.westernsydney.edu.au/search/name/Frank Gutierrez/](https://directory.westernsydney.edu.au/search/name/Frank+Gutierrez/))

Description This unit is designed to assist students to become successful independent reflective learners. It introduces students to a range of theories and concepts to facilitate the development of practical skills and personal attitudes necessary for success in tertiary study.

School Western Sydney The College

Discipline Learning Skills Programs

Student Contribution Band

Level Undergraduate Level 0 Preparatory subject

Restrictions Students must be enrolled at Western Sydney University, The College.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate skills and knowledge about the theory and practise of what constitutes an successful independent reflective learner in tertiary education
2. Access and explore tertiary education and to make informed choices about the future direction of their education
3. Communicate ideas and information in a style appropriate to an academic setting
4. Use improved interpersonal skills to become effective group members and develop a peer support network
5. Locate and use appropriate educational technologies

Subject Content

1. Online etiquette in an educational environment
2. Variety of tertiary learning strategies
3. WSTC Policies and Procedures
4. Higher education culture
5. Time management, managing conflicting priorities
6. Strategies for studying in your course

7. Factors influencing student success

1. Online etiquette in an educational environment
2. Variety of tertiary learning strategies
3. WSTC Policies and Procedures
4. Higher education culture
5. Time management, managing conflicting priorities
6. Strategies for studying in your course
7. Factors influencing student success

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation		20	N	
Portfolio		40	N	
Portfolio		40	N	

Teaching Periods

Term 1

Penrith (Kingswood)

Day

Subject Contact Frank Gutierrez ([https://directory.westernsydney.edu.au/search/name/Frank Gutierrez/](https://directory.westernsydney.edu.au/search/name/Frank+Gutierrez/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=GEDU0008_22-T1_KW_D#subjects)

Parramatta City - George St

Day

Subject Contact Frank Gutierrez ([https://directory.westernsydney.edu.au/search/name/Frank Gutierrez/](https://directory.westernsydney.edu.au/search/name/Frank+Gutierrez/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=GEDU0008_22-T1_PG_D#subjects)

Term 2

Penrith (Kingswood)

Day

Subject Contact Frank Gutierrez ([https://directory.westernsydney.edu.au/search/name/Frank Gutierrez/](https://directory.westernsydney.edu.au/search/name/Frank+Gutierrez/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=GEDU0008_22-T2_KW_D#subjects)

Parramatta City - George St

Day

Subject Contact Frank Gutierrez ([https://directory.westernsydney.edu.au/search/name/Frank Gutierrez/](https://directory.westernsydney.edu.au/search/name/Frank+Gutierrez/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=GEDU0008_22-T2_PG_D#subjects)

Term 3

Parramatta City - George St

Day

Subject Contact Frank Gutierrez ([https://directory.westernsydney.edu.au/search/name/Frank Gutierrez/](https://directory.westernsydney.edu.au/search/name/Frank%20Gutierrez/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=GEDU0008_22-T3_PG_D#subjects)

GEDU 0009 Tertiary Study Skills in Health Science (WSTC Prep)

Credit Points 0

Legacy Code 700170

Coordinator Charlise Bennett ([https://directory.westernsydney.edu.au/search/name/Charlise Bennett/](https://directory.westernsydney.edu.au/search/name/Charlise%20Bennett/))

Description This unit is designed to assist students to become successful independent reflective learners. It introduces students to a range of theories and concepts to facilitate the development of practical skills and personal attitudes necessary for success in tertiary study.

School Western Sydney The College

Discipline Learning Skills Programs

Student Contribution Band

Level Undergraduate Level 0 Preparatory subject

Restrictions Students must be enrolled at Western Sydney University, The College.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate skills and knowledge about the theory and practise of what constitutes an successful independent reflective learner in tertiary education
2. Access and explore tertiary education and to make informed choices about the future direction of their education
3. Communicate ideas and information in a style appropriate to an academic setting
4. Use improved interpersonal skills to become effective group members and develop a peer support network
5. Locate and use appropriate educational technologies

Subject Content

1. The College Policies and Procedures
2. Apply time management skills and independent learning
3. Factors influencing student success- Self-efficacy and support for success
4. Reflection
5. Making videos and using YouTube
6. Group work
7. Exploring key programs in health science
8. Group work on presentations
9. Presentations
10. Other qualifications offered at WSU and the college RTO
11. Employability and volunteering
12. Subjects for next term

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	30 minutes	15	N	Individual
Applied project	500 words	20	N	Individual
Presentation	2-3 minutes pp	30	N	Group
Report	1000 words	35	N	Individual

Teaching Periods

GEDU 0010 Tertiary Study Skills in Information and Communications Technology (WSTC Prep)

Credit Points 0

Legacy Code 700171

Coordinator Frank Gutierrez ([https://directory.westernsydney.edu.au/search/name/Frank Gutierrez/](https://directory.westernsydney.edu.au/search/name/Frank%20Gutierrez/))

Description This unit is designed to assist students to become successful independent reflective learners. It introduces students to a range of theories and concepts to facilitate the development of practical skills and personal attitudes necessary for success in tertiary study.

School Western Sydney The College

Discipline Learning Skills Programs

Student Contribution Band

Level Undergraduate Level 0 Preparatory subject

Restrictions Students must be enrolled at Western Sydney University, The College.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate skills and knowledge about the theory and practise of what constitutes an successful independent reflective learner in tertiary education
2. Access and explore tertiary education and to make informed choices about the future direction of their education
3. Communicate ideas and information in a style appropriate to an academic setting
4. Use improved interpersonal skills to become effective group members and develop a peer support network
5. Locate and use appropriate educational technologies

Subject Content

1. Online etiquette in an educational environment
2. Variety of tertiary learning strategies
3. WSTC Policies and Procedures
4. Higher education culture
5. Time management, managing conflicting priorities

6. Strategies for studying in your course
7. Factors influencing student success
1. Online etiquette in an educational environment
2. Variety of tertiary learning strategies
3. WSTC Policies and Procedures
4. Higher education culture
5. Time management, managing conflicting priorities
6. Strategies for studying in your course
7. Factors influencing student success

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Presentation		20	N	Individual
Portfolio		80	N	Individual

Teaching Periods

Term 1

Nirimba Education Precinct

Day

Subject Contact Frank Gutierrez ([https://directory.westernsydney.edu.au/search/name/Frank Gutierrez/](https://directory.westernsydney.edu.au/search/name/Frank%20Gutierrez/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=GEDU0010_22-T1_BL_D#subjects)

Term 2

Nirimba Education Precinct

Day

Subject Contact Frank Gutierrez ([https://directory.westernsydney.edu.au/search/name/Frank Gutierrez/](https://directory.westernsydney.edu.au/search/name/Frank%20Gutierrez/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=GEDU0010_22-T2_BL_D#subjects)

GEDU 0011 Tertiary Study Skills in Islamic Studies (WSTC Prep)

Credit Points 0

Legacy Code 700164

Coordinator Kathy Gooch ([https://directory.westernsydney.edu.au/search/name/Kathy Gooch/](https://directory.westernsydney.edu.au/search/name/Kathy%20Gooch/))

School Western Sydney The College

Discipline Learning Skills Programs

Student Contribution Band

Level Undergraduate Level 0 Preparatory subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Oral Presentation		20	N	Individual
Learning Journal		80	N	Individual

Teaching Periods

GEDU 0012 Tertiary Study Skills in Legal Studies (WSTC Prep)

Credit Points 0

Legacy Code 700172

Coordinator Theresa Wyborn ([https://directory.westernsydney.edu.au/search/name/Theresa Wyborn/](https://directory.westernsydney.edu.au/search/name/Theresa%20Wyborn/))

Description This unit is designed to assist students to become successful independent reflective learners. It introduces students to a range of theories and concepts to facilitate the development of practical skills and personal attitudes necessary for success in tertiary study.

School Western Sydney The College

Discipline Learning Skills Programs

Student Contribution Band

Level Undergraduate Level 0 Preparatory subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Oral Presentation		20	N	Individual
Learning Journal		80	N	Individual

Teaching Periods

GEDU 0013 Tertiary Study Skills in Science (WSTC Prep)

Credit Points 0

Legacy Code 700173

Coordinator Phillip Newman ([https://directory.westernsydney.edu.au/search/name/Phillip Newman/](https://directory.westernsydney.edu.au/search/name/Phillip%20Newman/))

Description This unit is designed to assist students to become successful independent reflective learners. It introduces students to a range of theories and concepts to facilitate the development of practical skills and personal attitudes necessary for success in tertiary study and beyond.

School Western Sydney The College

Discipline Learning Skills Programs

Student Contribution Band

Level Undergraduate Level 0 Preparatory subject

Restrictions Students must be enrolled at Western Sydney University, The College.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate skills and knowledge about the theory and practise of what constitutes an successful independent reflective and lifelong learner in tertiary education and beyond
2. Access and explore career opportunities in science and make informed choices about the future direction of their education
3. Communicate ideas and information in a style appropriate to an academic or workplace setting
4. Use improved interpersonal skills to become effective group members and develop a peer support network
5. Locate and use appropriate educational technologies

Subject Content

- Online etiquette in an educational environment
- Variety of tertiary learning strategies
- WSTC Policies and Procedures
- Higher education culture
- Time management, managing conflicting priorities while studying university-level units
- Strategies for studying university-level units
- Strategies and skills for success in a workplace environment

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Oral Presentation		20	N	Individual
Learning Journals		80	N	Individual

Teaching Periods

GEDU 0014 Tertiary Study Skills in Social Science (Policing) (WSTC Prep)

Credit Points 0

Legacy Code 700175

Coordinator Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

Description This unit is designed to assist students to become successful independent reflective learners. It introduces students to a range of theories and concepts to facilitate the development of practical skills and personal attitudes necessary for success in tertiary study.

School Western Sydney The College

Discipline Learning Skills Programs

Student Contribution Band

Level Undergraduate Level 0 Preparatory subject

Restrictions Students must be enrolled at Western Sydney University, The College.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate skills and knowledge about the theory and practise of what constitutes an successful independent reflective learner in tertiary education
2. Access and explore tertiary education and to make informed choices about the future direction of their education
3. Communicate ideas and information in a style appropriate to an academic setting
4. Use improved interpersonal skills to become effective group members and develop a peer support network
5. Locate and use appropriate educational technologies

Subject Content

1. Online etiquette in an educational environment
2. Variety of tertiary learning strategies
3. WSTC Policies and Procedures
4. Higher education culture
5. Time management, managing conflicting priorities
6. Strategies for studying in your course
7. Factors influencing student success

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation		20%	N	Individual
Journal		80%	N	Individual

Teaching Periods

GEDU 0015 Tertiary Study Skills in Social Science (WSTC Prep)

Credit Points 0

Legacy Code 700174

Coordinator Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

Description This unit is designed to assist students to become successful independent reflective learners. It introduces students to a range of theories and concepts to facilitate the development of practical skills and personal attitudes necessary for success in tertiary study.

School Western Sydney The College

Discipline Learning Skills Programs

Student Contribution Band

Level Undergraduate Level 0 Preparatory subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate skills and knowledge about the theory and practise of what constitutes an successful independent reflective learner in tertiary education
2. Access and explore tertiary education and to make informed choices about the future direction of their education
3. Communicate ideas and information in a style appropriate to an academic setting
4. Use improved interpersonal skills to become effective group members and develop a peer support network
5. Locate and use appropriate educational technologies

Subject Content

1. Online etiquette in an educational environment
2. Variety of tertiary learning strategies
3. WSTC Policies and Procedures
4. Higher education culture
5. Time management, managing conflicting priorities
6. Strategies for studying in your course
7. Factors influencing student success

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Creative Showcase a. Oral Presentation and creative piece (20%) b. Progress Report (5%)	Oral presentation (5 minutes) Progress Report – weekly from week 7.	20	N	Individual
Learning Portfolio a. Reflections (x2) b. In-class tasks (x9)	Week 2 and 12 Weekly from week 2-11	80	N	Individual

Teaching Periods

GEOM 2002 Quantity Surveying 2

Credit Points 10

Legacy Code 200487

Coordinator Wenchi Shou ([https://directory.westernsydney.edu.au/search/name/Wenchi Shou/](https://directory.westernsydney.edu.au/search/name/Wenchi%20Shou/))

Description This subject is designed to provide students with an advanced understanding of the various roles of a quantity surveyor. Students will develop an ability to apply the skills necessary to deliver both pre-contract and post-contract quantity surveying services.

School Eng, Design & Built Env

Discipline Surveying

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) GEOM 2001 OR BLDG 2002

Assumed Knowledge

Building construction including residential, light industrial and small commercial as covered in the subjects Building 1, Building 2 and Quantity Surveying 1.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Recognise the abilities and core competencies of the quantity surveyor as stipulated by the Australian Institute of Quantity Surveyors (AIQS)
2. Measure building works involving multiple trades in accordance with the Australian Standard Method of Measurement of Building Works
3. Comment on building depreciation with respect to contract conditions
4. Comment on insurance and bonds requirement related to construction field
5. Prepare cash flow forecasts for a construction project
6. Prepare progress valuation certificates

Subject Content

- measurement
- feasibility Study - cost-in-use and cost reconciliation
- examine The financial and contractual aspects of construction tenders
- Tax Depreciation
- Progress certificate - valuation of variations, financial statement
- Cash flow forecast and final account
- Insurance and bonds
- Nomination, Assignment, Subletting, Novation and Subcontracting
- Dispute Resolution

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Project - Portfolio (40%) and Group Presentations (20%)	3,000 words	60	N	Both (Individual & Group)
Online Final Exam	2 hours	40	N	Individual

Teaching Periods

GEOM 3001 Advanced Building Measurement

Credit Points 10

Legacy Code 301233

Coordinator Jun Wang ([https://directory.westernsydney.edu.au/search/name/Jun Wang/](https://directory.westernsydney.edu.au/search/name/Jun%20Wang/))

Description This unit is designed to help students develop greater understanding of measurement for complex building works such as commercial and industrial construction. Students will be introduced to measurement used in specialised trades, such as building services and structural steel.

School Eng, Design & Built Env

Discipline Surveying

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Restrictions

Students must complete 200 credit points before enrolling in this subject.

Teaching Periods

Spring

Penrith (Kingswood)

Day

Subject Contact Jun Wang ([https://directory.westernsydney.edu.au/search/name/Jun Wang/](https://directory.westernsydney.edu.au/search/name/Jun%20Wang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=GEOM3001_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Jun Wang ([https://directory.westernsydney.edu.au/search/name/Jun Wang/](https://directory.westernsydney.edu.au/search/name/Jun%20Wang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=GEOM3001_22-SPR_PS_D#subjects)

HLTH 0001 Health Care Environments (WSTC Prep)

Credit Points 10

Legacy Code 700226

Coordinator Charlise Bennett ([https://directory.westernsydney.edu.au/search/name/Charlise Bennett/](https://directory.westernsydney.edu.au/search/name/Charlise%20Bennett/))

Description Health care environments introduces students to foundation knowledge for health science level units in their degree. This includes supporting the independence and well being of clients, regardless of age or disability. Focus in this unit includes working legally and ethically, working with diverse people and following safe work practices. Effective communication is imperative, through written care plans, identifying what has been provided using client centred practice. This unit incorporates most core and elective units in the Certificate III in Individual Support. Students can pursue a qualification

through the College RTO in one of three specialisations- Disabilities, Ageing, and Home & Community.

School Western Sydney The College

Discipline Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects HLTH 0002 - Health Care Environments (WSTC)

Restrictions Students must be enrolled at Western Sydney University, The College.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of providing individualised support in ageing, disability and home and community care (HACC) service provision
2. Propose methods to support the independence and wellbeing of individuals
3. Develop appropriate communication strategies to effectively work in health care settings
4. Strategise different methods to be inclusive of diversity
5. Evaluate legal and ethical dilemmas in health care settings
6. Recognise safe work practices for direct client care

Subject Content

1. Rationale and processes underpinning individual support, planning and delivery
2. Roles and responsibilities of different people providing individual support
3. Communicating for best client outcomes between professionals, carers, family members, other support workers and managers in health care
4. Legal and ethical considerations in the workplace
5. Safe work practices for client care
6. Supporting individuals and their wellbeing
7. Service delivery models, community practices and inclusion
8. Facilitating skills and practices to empower people with disabilities, in home care and ageing
1. Rationale and processes underpinning individual support, planning and delivery
2. Roles and responsibilities of different people providing individual support
3. Communicating for best client outcomes between professionals, carers, family members, other support workers and managers in health care
4. Legal and ethical considerations in the workplace
5. Safe work practices for client care
6. Supporting individuals and their wellbeing
7. Service delivery models, community practices and inclusion
8. Facilitating skills and practices to empower people with disabilities, in home care and ageing

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	500 words each	30	N	Individual
Quiz	2 hours	35	N	Individual
Case Study	1,000 words	35	N	Individual

Teaching Periods

Term 1

Nirimba Education Precinct

Day

Subject Contact Despina Kamper ([https://directory.westernsydney.edu.au/search/name/Despina Kamper/](https://directory.westernsydney.edu.au/search/name/Despina%20Kamper/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH0001_22-T1_BL_D#subjects)

Term 3

Nirimba Education Precinct

Day

Subject Contact Despina Kamper ([https://directory.westernsydney.edu.au/search/name/Despina Kamper/](https://directory.westernsydney.edu.au/search/name/Despina%20Kamper/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH0001_22-T3_BL_D#subjects)

HLTH 0002 Health Care Environments (WSTC)

Credit Points 10

Legacy Code 900106

Coordinator Charlise Bennett ([https://directory.westernsydney.edu.au/search/name/Charlise Bennett/](https://directory.westernsydney.edu.au/search/name/Charlise%20Bennett/))

Description Health care environments introduces students to foundation knowledge for health science level units in their degree. This includes supporting the independence and wellbeing of clients, regardless of age or disability. Focus in this unit includes working legally and ethically, working with diverse people and following safe work practices. Effective communication is imperative, through written care plans, identifying what has been provided using client centred practice. This unit incorporates most core and elective units in the Certificate III in Individual Support. Students can pursue a qualification through the College RTO in one of three specialisations- Disabilities, Ageing, and Home & Community.

School Western Sydney The College

Discipline Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects HLTH 0001 - Health Care Environments (UWSCFS)

Restrictions Students must be enrolled at The College in a Foundation Studies program

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of providing individualised support in ageing, disability and home and community care (HACC)

2. Propose methods to support the independence and wellbeing of individuals
3. Develop appropriate communication strategies to effectively work in health care settings
4. Strategise different methods to be inclusive of diversity
5. Evaluate legal and ethical dilemmas in health care settings
6. Recognise safe work practices for direct client care

Subject Content

Rationale and processes underpinning individual support, planning and delivery

Roles and responsibilities of different people providing individual support

Communicating for best client outcomes between professionals, carers, family members, other support workers and managers in health care

Legal and ethical considerations in the workplace

Safe work practices for client care

Supporting individuals and their wellbeing

Service delivery models, community practices and inclusion

Facilitating skills and practices to empower people with disabilities, in home care and ageing

Rationale and processes underpinning individual support, planning and delivery

Roles and responsibilities of different people providing individual support

Communicating for best client outcomes between professionals, carers, family members, other support workers and managers in health care

Legal and ethical considerations in the workplace

Safe work practices for client care

Supporting individuals and their wellbeing

Service delivery models, community practices and inclusion

Facilitating skills and practices to empower people with disabilities, in home care and ageing

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection: 3 reflections on class activities	500 words each	30	N	Individual
Intra-session Exam: In-class multiple choice quiz and short answer	2 hours	35	N	Individual
Case Study: Report on Individual Client	1000 words	35	N	Individual

Teaching Periods

Term 2

Nirimba Education Precinct

Day

Subject Contact Despina Kamper ([https://directory.westernsydney.edu.au/search/name/Despina Kamper/](https://directory.westernsydney.edu.au/search/name/Despina%20Kamper/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH0002_22-T2_BL_D#subjects)

Term 3

Nirimba Education Precinct

Day

Subject Contact Despina Kamper ([https://directory.westernsydney.edu.au/search/name/Despina Kamper/](https://directory.westernsydney.edu.au/search/name/Despina%20Kamper/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH0002_22-T3_BL_D#subjects)

HLTH 0003 Literacy in Health Science (WSTC Prep)

Credit Points 10

Legacy Code 700227

Coordinator Ryan Sidoti ([https://directory.westernsydney.edu.au/search/name/Ryan Sidoti/](https://directory.westernsydney.edu.au/search/name/Ryan%20Sidoti/))

Description This unit provides an introduction to the provision of health, services and fields associated with the provision of health in Australia. The unit covers a range of health science concepts, including what health literacy is and why it is important and other concepts such as acute care, chronic care, National Health Priority Areas (NHPAs) in Australia, and health education. The unit also introduces examples of terminology used for measuring the distribution and determinants of disease and illness in varied population groups (epidemiology). This includes terms such as health data, morbidity, co-morbidities, mortality, quality of life and disability adjusted life years. This unit aims to give students an understanding of health science practice in Australia both in city and rural settings and identifies minority group issues and challenges in accessing healthcare and services.

School Western Sydney The College

Discipline Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 0 Preparatory subject

Restrictions Students must be enrolled at Western Sydney University, The College.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Define health literacy and understand its importance in making appropriate health decisions
2. Use common medical terminology as it relates to health
Demonstrate a foundational understanding of the impact that health education can have on health behaviour
3. Examine and evaluate minority group issues and challenges, regarding National Health Priority Areas, in Australia
4. Describe the role and impact of health professionals in primary and secondary schools regarding health literacy

Subject Content

1. Health Literacy- developing the capacity to obtain, process and understand basic health information and services needed to make appropriate health decisions.
2. Healthcare settings- an introduction to what healthcare encompasses and where it can be practised
3. National Health Priority Areas in Australia (including mental health)
4. Acute and chronic care defining the differences and how it impacts on individual health
5. Minority group issues and challenges in Australia in accessing health services and maintaining health
6. Health in schools- health professionals in schools both primary and secondary education
7. Health education purpose and dimensions to enhance individuals, families, community and society
8. Medical terminology- an introduction to and application of common word roots, prefixes and suffixes used in health science.
1. Health Literacy- developing the capacity to obtain, process and understand basic health information and services needed to make appropriate health decisions.
2. Healthcare settings- an introduction to what healthcare encompasses and where it can be practised
3. National Health Priority Areas in Australia (including mental health)
4. Acute and chronic care defining the differences and how it impacts on individual health
5. Minority group issues and challenges in Australia in accessing health services and maintaining health
6. Health in schools- health professionals in schools both primary and secondary education
7. Health education purpose and dimensions to enhance individuals, families, community and society
8. Medical terminology- an introduction to and application of common word roots, prefixes and suffixes used in health science.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Participation		10	N	Individual
Essay	750 words	30	N	Individual
Presentation	Presentation a. Part A: 500 words b. Part B: 10 minutes	40	N	Individual
Quiz	2 hours 20 minutes	20	N	Individual

Teaching Periods

Term 1

Nirimba Education Precinct

Day

Subject Contact Ryan Sidoti ([https://directory.westernsydney.edu.au/search/name/Ryan Sidoti/](https://directory.westernsydney.edu.au/search/name/Ryan%20Sidoti/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH0003_22-T1_BL_D#subjects)

Term 3

Nirimba Education Precinct

Day

Subject Contact Ryan Sidoti ([https://directory.westernsydney.edu.au/search/name/Ryan Sidoti/](https://directory.westernsydney.edu.au/search/name/Ryan%20Sidoti/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH0003_22-T3_BL_D#subjects)

HLTH 0004 Organisation for Tertiary Study (WSTC)

Credit Points 5

Legacy Code 900089

Coordinator Charlise Bennett ([https://directory.westernsydney.edu.au/search/name/Charlise Bennett/](https://directory.westernsydney.edu.au/search/name/Charlise%20Bennett/))

Description This unit aims to familiarise students with some of the concepts and issues surrounding healthy living, particularly for young people in an environment far from parental support. It introduces students to academic skills and the expectations of learners in a tertiary environment while further developing their language skills. By the end of this unit, the goal is for students to have a better knowledge and understanding of how to improve their health, develop organisational skills and learn to manage their time. The unit also aims to develop their understanding of the effect of drug use on health and lifestyle. There will be a range of teaching and learning strategies used in this unit including working in groups. The aims of this unit are to develop an understanding of the concept of health and wellbeing; develop and maintain organisational skills for various areas of life; create a mindset and learn skills to manage time well.

School Western Sydney The College

Discipline Other Health

Student Contribution Band HECS Band 2 5cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects LGYB 1377 - Living Skills (UWSC)

Restrictions Only students enrolled at The College in Foundation Studies programs can enrol in this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify key health issues which confront young people in particular.
2. Define and explain some key concepts related to good health.
3. Identify healthy and unhealthy choices.
4. Demonstrate an ability to organise their study, eating, exercise and leisure schedules.
5. Collect information from AV sources.
6. Undertake research using the skills of collecting, analysing and organising information from a variety of sources.
7. Read at a pre tertiary level.
8. Interpret data in the form of text, graphs, statistics and illustrations.
9. Write notes, summaries and extended responses.
10. Use technology in their studies

Subject Content

1. Introduction

Introduction to the Academic program.

2. Goals and Time Management.

Personal goals, weekly planner, monthly assessment planner.

Choices that we have to make with our time and how these affect our lives and, in particular, tertiary study.

3. Food Matters

Nutritional information about foods and the impact of food on physical and mental health and well being.

4. Drug use and its impact.

Legal and illegal drugs. Personal and societal effects of drug usage in Australia.

5. Customs/Protective Behaviours

Understanding some Australian customs and identifying risky behaviour.

Some basic survival techniques.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Planning and Organisational Task	750 words	20	N	Individual
Mid-Term Quiz	1 hour	20	N	Individual
Research Assignment	200 – 500 words	30	N	Individual
Classroom Activities		30	N	Individual

Teaching Periods

HLTH 0005 The Health Science Professional (WSTC Prep)

Credit Points 10

Legacy Code 700303

Coordinator Charlise Bennett ([https://directory.westernsydney.edu.au/search/name/Charlise Bennett/](https://directory.westernsydney.edu.au/search/name/Charlise%20Bennett/))

Description The Health Science Professional is designed to enhance Academic English skills whilst exploring different pathways available in the Bachelor of Health Science degree, and the majors associated with Testamur majors including Clinical Science, Health Promotion, Health Services Management, Public Health and Recreation Therapy. The unit will lead students through the compliance requirements of their intended pathway, and map out the process of meeting these requirements. Students are encouraged to develop their ideas and understanding of health sciences and the areas of specialisation they can pursue.

School Western Sydney The College

Discipline Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 0 Preparatory subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Initiate the compliance needs for appropriate key programs.
2. Identify the direct pathway through to the completion of studies with key programs in health science and consider ways to enhance opportunities for employability at graduation.
3. Identify and summarise the main points of arguments.
4. Demonstrate an ability to research, critically read, analyse and make meaning from academic texts.
5. Produce a well-structured, logical, coherent and cohesive response to writing tasks using appropriate academic language structures.
6. Understand the importance of Interprofessional Education (IPE) in the Health Sciences and develop reflective professional practices.
7. Demonstrate an understanding of the key policies and procedures relevant to students at The College and Western Sydney University, such as those around Academic Integrity, extensions and special consideration.

Subject Content

1. Unit and course introduction
2. Critical reading and conventions of academic writing
3. Inter-professional learning
4. The structure of academic argument
5. Health, growth and development
6. Working with children and families
7. Compliance for student placements
8. Becoming a reflective practitioner
9. Health science professions
10. Employability, soft skills and volunteering
11. Communication STEPPS & ISBAR
12. Making the most of fieldwork learning opportunities
13. Working in diverse settings
14. Compliance meeting and reflection

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Log/ Workbook	10 questions	10	N	Individual
Log/ Workbook	10 minutes	10	N	Individual
Case Study	500 words	20	N	Individual

Case Study	750 words	25	N	Individual
Report	1000 words	35	N	Individual

Teaching Periods

Term 1

Nirimba Education Precinct

Day

Subject Contact Charlise Bennett ([https://directory.westernsydney.edu.au/search/name/Charlise Bennett/](https://directory.westernsydney.edu.au/search/name/Charlise%20Bennett/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH0005_22-T1_BL_D#subjects)

Term 2

Nirimba Education Precinct

Day

Subject Contact Charlise Bennett ([https://directory.westernsydney.edu.au/search/name/Charlise Bennett/](https://directory.westernsydney.edu.au/search/name/Charlise%20Bennett/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH0005_22-T2_BL_D#subjects)

HLTH 1001 Foundations of Research and Evidence-Based Practice

Credit Points 10

Legacy Code 400863

Coordinator Nerida Klupp ([https://directory.westernsydney.edu.au/search/name/Nerida Klupp/](https://directory.westernsydney.edu.au/search/name/Nerida%20Klupp/))

Description This unit considers the reasons and roles for evidence-based practice and research in healthcare, introducing students to core concepts and relevant terminology. Skills are developed for asking clinical or professional healthcare questions and translating these skills into search strategies for finding evidence. To make sense of that evidence, students are introduced to quantitative and qualitative research methods, types of data, how data are described and how biostatistics is used to provide meaning to research data.

School Health Sciences

Discipline Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects HLTH 1002 - Foundations of Research and Evidence-Based Practice (UWSC)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the background and reasons for evidence-based practice and health research
2. Design and perform an advanced search strategy for a PICO
3. Identify types and levels of evidence within the healthcare research continuum
4. Describe the ethical responsibilities for EBP and health research
5. Explain how data may be described and summarised in health research

6. Describe the core statistical concepts used to provide meaning from health research data
7. Integrate evidence into academic writing

Subject Content

1. Introduction to evidence-based practice
 - Critical thinking: Type 1 and 2 system thinking
 - The role of EBP: managing human bias, information and uncertainty
 - Ethical and professional considerations in EBP
 - 5 Step EBP process
 - Steps 1/2: Formulating questions, Sources of evidence, Search strategies
 - using evidence in academic writing
2. Introduction to research methods
 - The role of research: enquiry and acquisition of knowledge
 - Qualitative and quantitative research designs
 - levels of evidence
 - Core research concepts (e.g. bias, Validity, reliability)
 - Ethical considerations for research
3. Introduction to biostatistics
 - types of data
 - summarising and describing data
 - interpreting common inferential results
 - clinical and statistical significance
1. Introduction to evidence-based practice (EBP)
 - Steps 1-3: Formulating questions; Sources of evidence; Search strategies

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Examination- Finding Evidence	60 mins	25	N	Individual
Report - Using Evidence Assignment	1,000 words	35	N	Individual
Final Exam - Multiple Choice Questions	90 mins	40	N	Individual

Prescribed Texts

- Hoffman, T., Bennett, S., & Del Mar, C. (2017). Evidence-based practice across the health professions (3rd ed.). Chatswood, New South Wales, Australia: Churchill Livingstone.

Teaching Periods

HLTH 1002 Foundations of Research and Evidence-Based Practice (WSTC)

Credit Points 10

Legacy Code 700064

Coordinator Charlise Bennett (<https://directory.westernsydney.edu.au/search/name/Charlise+Bennett/>)

Description This unit will consider the reasons and roles of evidence-based practice and research, and introduce students to their language and core concepts. Skills will be developed for asking clinical or professional healthcare questions and to translate these into search strategies for finding evidence. To make sense of that evidence, students will be introduced to quantitative and qualitative research methods, types of data, how data is described and how biostatistics is used to provide meaning to research data.

School Health Sciences

Discipline Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects HLTH 1001 - Foundations of Research and Evidence-Based Practice

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in Extended Diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject. Students enrolled in the combined Diploma/Bachelor programs listed below must pass all College Preparatory subjects listed in the program structure before progressing to the Year 2 subjects.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Recognise the background and reasons for evidence-based practice and health research
2. Design and perform an advanced search strategy for a PICO
3. Identify types and levels of evidence within the healthcare research continuum
4. Describe the ethical responsibilities for EBP and health research
5. Explain how data may be described and summarised in health research
6. Describe the core statistical concepts used to provide meaning from health research data
7. Integrate evidence into academic writing

Subject Content

- Introduction to evidence-based practice
- Critical thinking: Type 1 and 2 system thinking
 - The role of EBP: managing human bias, information and uncertainty
 - Ethical and professional considerations in EBP
 - 5 Step EBP process
 - Steps 1/2: Formulating questions; Sources of evidence, Search strategies
 - using evidence in academic writing
- Introduction to research methods
- The role of research: enquiry and acquisition of knowledge
 - Qualitative and quantitative designs
 - levels of evidence
 - Core research concepts (e.g. bias, Validity, reliability)
 - Ethical considerations for research
- Introduction to biostatistics
- types of data
 - summarising and describing data
 - interpreting common and inferential results
 - clinical and statistical significance

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Online workbook	Completed online as weekly modules	40	N	Individual
Online review quizzes	3x 30 minutes; 15 questions per quiz; 5% each	15	N	Individual
Finding evidence assignment	750 words	20	N	Individual
Using evidence assignment	750 words	25	N	Individual

Prescribed Texts

- Hoffman, T., Bennett, S., & Del Mar, C. (2013). Evidence-based practice across the health professions (2nd ed). Sydney, New South Wales: Churchill Livingstone.

Teaching Periods

HLTH 1003 Introduction to Paramedicine

Credit Points 10

Legacy Code 401066

Coordinator Rachael Vella ([https://directory.westernsydney.edu.au/search/name/Rachael Vella/](https://directory.westernsydney.edu.au/search/name/Rachael%20Vella/))

Description This unit introduces students to the paramedic profession and its scope of practice in Australia. It includes exploration of the roles and responsibilities of paramedics in the context of the changing health environment. Ethical issues and relevant legal and regulatory requirements will also be discussed. Students will be introduced to the key concepts of paramedicine and to the complexity of normal development and its relationship to the processes of health science.

School Health Sciences

Discipline Paramedical Studies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

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

Learning Outcomes

On successful completion of this subject, students should be able to:

- Describe paramedicine with respect to its purpose, role and contribution to health care
- Apply basic communication skills to communicate effectively with the client, peers and academic staff and prepare reports

- Employ critical reflection skills in paramedic contexts
- Practice paramedicine in a safe and ethical manner
- Describe the regulatory requirements for paramedicine in Australia and apply them to case scenarios
- Analyse case scenarios for typical paramedic interventions

Subject Content

- The scope and practice of pre-hospital care and paramedicine
- The roles and responsibilities of paramedics
- The history, culture, organisational structure, policies and procedures of Ambulance Services
- Communication and reporting in paramedicine and related competencies
- Critical reflection in paramedicine
- Groups served by paramedics and their special needs
- Ethics and regulatory requirements in paramedicine
- Future directions for paramedicine

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	1 x 400 words (10%) 1 x 600 words (20%)	30	N	Individual
Presentation	10 mins	30	N	Individual
Final Exam	1 hour	40	N	Individual

Teaching Periods

Autumn

Campbelltown

Day

Subject Contact Rachael Vella ([https://directory.westernsydney.edu.au/search/name/Rachael Vella/](https://directory.westernsydney.edu.au/search/name/Rachael%20Vella/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH1003_22-AUT_CA_D#subjects)

HLTH 1006 Movement and Skill Development

Credit Points 10

Legacy Code 400891

Coordinator Kylie Steel ([https://directory.westernsydney.edu.au/search/name/Kylie Steel/](https://directory.westernsydney.edu.au/search/name/Kylie%20Steel/))

Description This unit examines the scientific basis for movement and sports skill development. An understanding of the principles of movement and motor skill and how they apply to performance is examined through a range of movement tasks required for track and field athletics and some team sports. Laboratory activities will focus upon the basic movement tasks of throwing, jumping, balancing, striking, running and rotary activities. An examination of the instruments used in efficient movement analysis is undertaken.

School Health Sciences

Discipline Human Movement

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Pre-requisite(s) BIOS 1022 OR

BIOS 1035 AND

SPRT 1001

Incompatible Subjects HLTH 1008 - PDHPE Exploring Movement Skills

HLTH 3013 - PDHPE Efficient Movement Principles

Restrictions

Students must be enrolled in program 4659 Bachelor of Health Science (PDHPE), 4549 - Bachelor of Health Science (PDHPE), 4742 Bachelor of Health Science (Health and Physical Education)-Pathway to Teaching (Secondary), 4747 Bachelor of Health Science (Health and Physical Education) or 6001 Diploma in Health Science/Bachelor of Health Science (Health and Physical Education)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the basic anatomy and physiology of the body necessary as a base for efficient movement.
2. Explain basic movement and skill acquisition principles as applied to human movement, with reference to all sports.
3. Demonstrate video analysis skills in relation to sport skill and game analysis.
4. Apply scientific principles in the improvement of motor skill performance.
5. Evaluate the motor skill performance of athletes of varying levels.
6. Identify the basic physical and mechanical principles which underlie movement.

Subject Content

1. Revision of skeletal and muscular systems.
2. Movement principles: balance, force, levers, motion, momentum; associated with track and field athletics and some team sports.
3. Mechanical factors affecting motion in sport: friction, air, water resistance, gravity, impact, spin, elasticity.
4. Application of movement principles through practical sessions in a range of sports.
5. Evaluation of skill performance ? isolating specific motor patterns, determining and applying movement principles (coaching points), classifying skill to enhance performance, learning movement skills.
6. Cinematography ? use of videos for efficient movement analysis of sporting skills.
7. Practice and coaching considerations to enhance the acquisition and development of skills.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Midsemester Quiz	2 hours	30	N	Individual

End Semester Quiz	2 hours	30	N	Individual
Lab Book	1,500 words	40	N	Individual

Prescribed Texts

- Spittle, M. (2013). Motor learning and skill acquisition: Applications for physical education and sport. South Yarra, Vic.: Palgrave Macmillan Australia.

Teaching Periods

Spring Penrith (Kingswood)

Day

Subject Contact Kylie Steel ([https://directory.westernsydney.edu.au/search/name/Kylie Steel/](https://directory.westernsydney.edu.au/search/name/Kylie%20Steel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH1006_22-SPR_KW_D#subjects)

HLTH 1009 Paramedic Practice 1

Credit Points 10

Legacy Code 401067

Coordinator Buck Reed ([https://directory.westernsydney.edu.au/search/name/Buck Reed/](https://directory.westernsydney.edu.au/search/name/Buck%20Reed/))

Description This unit allows the student to develop professional and clinical skills and techniques in preparation for paramedic practice. Students will be exposed to manual handling techniques to enable safe lifting and movement of patients and equipment, and discuss principles of infection control and scene safety. Students will learn how to undertake a holistic patient assessment and perform basic diagnostic tests. Students will have the opportunity to practice new skills and become oriented to the prehospital setting during clinical placements on non-emergency transport ambulances, preparing them for an extended emergency ambulance clinical placement in the following semester.

School Health Sciences

Discipline Paramedical Studies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Pre-requisite(s) HLTH 1003

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply principles of safe practice including manual tasks, infection control, scene safety and scene management.
2. Demonstrate techniques for basic patient assessment and history taking.
3. Interpret basic findings arising from patient assessment, physical examination and history taking
4. Interpret basic and intermediate ECG data

5. Demonstrate clinical reasoning relating to ECG interpretation, dysrhythmia management, and pain assessment and management.
6. Demonstrate an effective patient handover.
7. Demonstrate communication, manual handling and patient interaction skills in a non-emergency transport setting.

Subject Content

1. Infection control & hand hygiene practices
2. Manual handling of equipment and patients
3. Principles of basic scene assessment and safety
4. Patient assessment and history taking
5. Assessment and Management of Pain
6. Interpretation and management of basic ECG dysrhythmias
7. Patient Handover
8. Applied mathematics and medical terminology for paramedicine
9. Placements (spread across the semester). Supervised, 3 days of placement with non-emergency patient transport ambulance crew

Special Requirements

Legislative pre-requisites

NOTE: Due to Covid Restrictions, the First Aid Requirement is currently not needed.

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Report	750 Words	20	N	Individual
Practical Exam	1 hour	40	N	Individual
Quiz	2 x 30 minute quizzes	40	N	Individual
Professional Placement Performance		S/U	Y	Individual

Prescribed Texts

- Thyer L, Simpson P and Reed B (Eds) (2016) Bachelor of Health Science (Paramedicine) Elsevier

Teaching Periods

2nd Half Campbelltown

Day

Subject Contact Buck Reed ([https://directory.westernsydney.edu.au/search/name/Buck Reed/](https://directory.westernsydney.edu.au/search/name/Buck%20Reed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH1009_22-2H_CA_D#subjects)

HLTH 1010 Professional Health Competencies

Credit Points 10

Legacy Code 400871

Coordinator Caterina Tannous (https://directory.westernsydney.edu.au/search/name/Caterina_Tannous/)

Description This unit introduces skills for studying and working in health science. Students will gain an understanding of the interdisciplinary and multi-disciplinary nature of health science practice in the 21st century, and how this interacts with the specialty health professions, client and community expectations of health care and employment opportunities in health science. Students will learn foundation competencies that will underpin their academic development and their safe, responsible and ethical practice in health science service environments.

School Health Sciences

Discipline Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects HLTH 1011 - Professional Health Competencies (WSTC)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Four Online Competency Quizzes	MCQs, Untimed, repeated attempts allowed, 20 questions	S/U	Y	Individual
Annotated Bibliography	1,000 words	35	N	Individual
Case Study Assignment	1,500 words	45	N	Individual
Unit Reviews	45 minutes each	20	N	Individual

Teaching Periods

HLTH 1011 Professional Health Competencies (WSTC)

Credit Points 10

Legacy Code 700067

Description This unit introduces skills for studying and working in health science. Students will gain an understanding of the interdisciplinary and multi-disciplinary nature of health science practice in the 21st century, and how this interacts with the specialty health professions, client and community expectations of health care and employment opportunities in health science. Students will learn foundation competencies that will underpin their academic development and their safe, responsible and ethical practice in health science service environments.

School Health Sciences

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects HLTH 1010 - Professional Health Competencies

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quizzes 4 x online competency quizzes	2 hours for each quiz	P/F	Y	Individual
Annotated bibliography	1,000 words	30	N	Individual
Case study	1,500 words	40	N	Individual
2 x quizzes	30 minutes each	20	N	Individual
Participation	In class, over 8 weeks	10	N	Individual

Teaching Periods

HLTH 1012 Evidence in Health

Credit Points 10

Legacy Code 401383

Coordinator Nerida Klupp (https://directory.westernsydney.edu.au/search/name/Nerida_Klupp/)

Description This unit will introduce skills for finding and using the best available evidence in health. This begins with understanding thinking systems, biases and why we often don't accept, or respond, to facts, science and evidence. Students will learn the evidence-based practice process to formulate questions and find appropriate and relevant evidence from the unending amount of information available. The unit covers key concepts in how to read and understand a research paper. Students will develop skills for communicating evidence to strengthen arguments in academic writing and professional practice.

School Health Sciences

Discipline Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects HLTH 1001 - Foundations of Research and Evidence-Based Practice HLTH 1002 - Foundations of Research and Evidence-Based Practice (UWSC)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Recognise personal thinking styles and associated biases;
2. Describe the reasons for the 5 steps of evidence-based practice;
3. Design a sensitive and specific PICO search strategy to find best available evidence;
4. Identify type, level and key research concepts in journal articles;

5. Integrate strength and relevance of evidence findings into academic writing.

Subject Content

1. Critical thinking
 - introduction to epistemology
 - System 1 and 2 thinking
 - Heuristics, biases and certainty
 - ?gWhy we don't believe The facts?h
 - ethics and evidence
 - reflective practice
2. Evidence-based Practice (EBP) Process
 - 5-Step EBP process
 - Step 1 Formulating questions
 - Step 2 Sources of evidence
 Search strategies
 Information literacy
 Reader bias
3. How to read a paper
 - Article sections
 - types of research
 - levels of evidence
 - key research concepts (e.g. measurement, reliability, Validity, causality, probability)
4. Communicating evidence
 - Integrating evidence in writing
 - evidence justification
 - evidence summaries

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Finding Evidence Exam	1 hour	15	N	Individual
Evidence Selection Assignment	No word limit for PICO table/Search strategy/ Selection criteria table. Selection justification = 100 words.	25	N	Individual
Evidence Summary Assignment	800 words	25	N	Individual
Final Exam	2 hours	35	N	Individual

Prescribed Texts

- Greenhalgh, T., Bidewell, J., Crisp, E., Lambros, A. & Warland, J. (2017): Understanding research methods for evidence-based practice (2nd ed.). Milton, Australia: Wiley.

Teaching Periods

Summer A

Campbelltown

Day

Subject Contact Anna Spencer ([https://directory.westernsydney.edu.au/search/name/Anna Spencer/](https://directory.westernsydney.edu.au/search/name/Anna%20Spencer/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH1012_22-SUA_CA_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Nerida Klupp ([https://directory.westernsydney.edu.au/search/name/Nerida Klupp/](https://directory.westernsydney.edu.au/search/name/Nerida%20Klupp/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH1012_22-SC2_SC_D#subjects)

Spring

Campbelltown

Day

Subject Contact Aymen El Masri ([https://directory.westernsydney.edu.au/search/name/Aymen El Masri/](https://directory.westernsydney.edu.au/search/name/Aymen%20El%20Masri/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH1012_22-SPR_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Aymen El Masri ([https://directory.westernsydney.edu.au/search/name/Aymen El Masri/](https://directory.westernsydney.edu.au/search/name/Aymen%20El%20Masri/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH1012_22-SPR_KW_D#subjects)

Online

Online

Subject Contact Nerida Klupp ([https://directory.westernsydney.edu.au/search/name/Nerida Klupp/](https://directory.westernsydney.edu.au/search/name/Nerida%20Klupp/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH1012_22-SPR_ON_O#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH1012_22-SC3_SC_D#subjects)

HLTH 1013 Professional Competencies in Health

Credit Points 10

Legacy Code 401396

Coordinator Caterina Tannous ([https://directory.westernsydney.edu.au/search/name/Caterina Tannous/](https://directory.westernsydney.edu.au/search/name/Caterina%20Tannous/))

Description This unit, taken in the first session for commencing students in health science courses, offers an introduction to

foundation knowledge and skills required for future practice in the health workforce. Students will gain an understanding of their roles and will develop skills required for safe, responsible and ethical practice required as health professionals. There is a specific focus on developing students' understanding of the roles of others in the interprofessional health care team as a way of establishing - professional identity. The International Classification of Functioning provides a framework within which client centred and community focussed approaches to practice is discussed. The unit also uses a 'student capital' framework to facilitate reflection of academic capability and development of skills required for success at university.

School Health Sciences

Discipline Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects HLTH 1011 - Professional Health Competencies
HLTH 1010 - Professional Health Competencies

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Reflect and identify academic and professional capacity needs;
2. Practice information and academic literacy skills for ensuring academic success in a health science degree;
3. Describe and apply principles to ensure ethical and responsible practice in the current academic and future health professional environment;
4. Use global models of health and well-being concepts to demonstrate a holistic understanding of health within the framework of person-centred practice;
5. Describe and apply principles of safe practice in the health sciences;
6. Describe and apply the legal responsibilities and obligations of health science professionals;
7. Explain and describe approaches used in inter-professional health science teams.

Subject Content

- 'Student Capital' framework to promote reflection on academic and professional capacity needs
- transition support pods based on learning needs - information literacy, academic integrity, academic literacy
- Definition of profession and professionalism, special requirements of placements
- Ethical considerations and professional codes of conduct
- legal framework in The health sciences - duty of care, Negligence, Risk minimisation, informed consent and privacy. legal requirements of documentation
- mandatory responsibilities - child protection, Abuse and neglect
- professional Registration
- work health and safety - infection control/hand wash and manual handling
- international Classification of functioning (ICF) framework
- person-centred practice
- Interprofessional Roles and The health science team
- professional identity

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Summary	750 words	20	N	Individual
Portfolio	750 words	30	Y	Individual
Case Study	1,500 words	40	N	Individual
Participation	10 weeks	10	N	Individual

Teaching Periods

Autumn Campbelltown

Day

Subject Contact Elizabeth Atteya ([https://directory.westernsydney.edu.au/search/name/Elizabeth Atteya/](https://directory.westernsydney.edu.au/search/name/Elizabeth%20Atteya/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH1013_22-AUT_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Elizabeth Atteya ([https://directory.westernsydney.edu.au/search/name/Elizabeth Atteya/](https://directory.westernsydney.edu.au/search/name/Elizabeth%20Atteya/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH1013_22-AUT_KW_D#subjects)

Online

Online

Subject Contact Elizabeth Atteya ([https://directory.westernsydney.edu.au/search/name/Elizabeth Atteya/](https://directory.westernsydney.edu.au/search/name/Elizabeth%20Atteya/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH1013_22-AUT_ON_O#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH1013_22-SC1_SC_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH1013_22-SC2_SC_D#subjects)

Spring

Online

Online

Subject Contact Caterina Tannous ([https://directory.westernsydney.edu.au/search/name/Caterina Tannous/](https://directory.westernsydney.edu.au/search/name/Caterina%20Tannous/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH1013_22-SPR_ON_O#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Andrey Zheluk (https://directory.westernsydney.edu.au/search/name/Andrey_Zheluk/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH1013_22-SC3_SC_D#subjects)

HLTH 1014 Evidence in Health (WSTC)

Credit Points 10

Legacy Code 700315

Coordinator Ryan Sidoti (https://directory.westernsydney.edu.au/search/name/Ryan_Sidoti/)

Description This unit will introduce skills for finding and using the best available evidence in health. This begins with understanding thinking systems, biases and why we often don't accept, or respond, to facts, science and evidence. Students will learn the evidence-based practice process to formulate questions and find appropriate and relevant evidence from the unending amount of information available. The unit covers key concepts in how to read and understand a research paper. Students will develop skills for communicating evidence to strengthen arguments in academic writing and professional practice.

School Health Sciences

Discipline Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects HLTH 1002 Foundations of Research and Evidence-Based Practice (UWSC)

HLTH 1001 Foundations of Research and Evidence-Based Practice
HLTH 1012 Evidence in Health

Restrictions Students must be enrolled at The College. Students in Extended programs (7142, 7143) need to have passed 40 CPs of preparatory subjects in order to enrol in this subject. Students in Integrated programs (6000, 7018, 6001, 7088) need to have passed or be enrolled in the preparatory subjects in these programs in order to enrol in this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Recognise personal thinking styles and associated biases
2. Describe the reasons for the 5 steps of evidence-based practice
3. Design a sensitive and specific PICO search strategy to find best available evidence
4. Identify type, level and key research concepts in journal articles
5. Integrate strength and relevance of evidence findings into academic writing

Subject Content

1. Critical thinking
 - a. Introduction to epistemology
 - b. System 1 and 2 thinking
 - c. Heuristics, biases and certainty
 - d. Why we don't believe the facts?

- e. Ethics and evidence
 - f. Reflective practice
2. Evidence-based Practice (EBP) Process
 - a. 5-step EBP process
 - b. Step 1 Formulating questions
 - c. Step 2 Sources of evidence
 - i. Search strategies
 - ii. Information literacy
 - iii. Reader bias
 3. How to read a paper
 - a. Article sections
 - b. Types of research
 - c. Levels of evidence
 - d. Key research concepts (e.g. measurement, reliability, valid

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	20 questions/30 minutes each	10	N	Individual
Report	500 words plus search	20	N	Individual
Report	750 words	25	N	Individual
Final Exam	2 hours	35	N	Individual
Participation	10 weeks	10	N	Individual

Prescribed Texts

- Hoffman, T., Bennett, S., & Del Mar, C. (2017). Evidence-based practice across the health professions (3rd ed.). Sydney, New South Wales: Churchill Livingstone.

Teaching Periods

Term 1

Nirimba Education Precinct

Day

Subject Contact Ryan Sidoti (https://directory.westernsydney.edu.au/search/name/Ryan_Sidoti/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH1014_22-T1_BL_D#subjects)

Term 2

Nirimba Education Precinct

Day

Subject Contact Ryan Sidoti (https://directory.westernsydney.edu.au/search/name/Ryan_Sidoti/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH1014_22-T2_BL_D#subjects)

HLTH 1015 Professional Competencies in Health (WSTC)

Credit Points 10

Legacy Code 700313

Coordinator Charlise Bennett ([https://directory.westernsydney.edu.au/search/name/Charlise Bennett/](https://directory.westernsydney.edu.au/search/name/Charlise%20Bennett/))

Description This unit, taken in the first session for commencing students in health science courses, offers an introduction to foundation knowledge and skills required for future practice in the health workforce. Students will gain an understanding of their roles and will develop skills required for safe, responsible and ethical practice required as health professionals. There is a specific focus on developing students' understanding of the roles of others in the inter-professional health care team as a way of establishing professional identity. The International Classification of Functioning provides a framework within which client centred and community focussed approaches to practice is discussed. The unit also uses a 'student capital' framework to facilitate reflection of academic capability and development of skills required for success at university.

School Health Sciences

Discipline Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects HLTH 1011 Professional Health Competencies (WSTC)

HLTH 1010 Professional Health Competencies

HLTH 1013 Professional Health Competencies in Health

Restrictions Students must be enrolled at The College in one of the following programs: 7068, 7018, 7090, 6000, 6001, 7088 Students enrolled in Extended Diploma programs (7068, 7069, 7078, 7079, 7090, 7091) must have passed 40 credit points of the preparatory subjects in order to enrol in this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Reflect and identify academic and professional capacity needs
2. Practice information and academic literacy skills for ensuring academic success in a health science degree
3. Describe and apply principles to ensure ethical and responsible practice in the current academic and future health professional environment
4. Use global models of health and well-being concepts to demonstrate a holistic understanding of health within the framework of person-centred practice
5. Describe and apply principles of safe practice in the health sciences
6. Describe and apply the legal responsibilities and obligations of health science professionals
7. Explain and describe approaches used in inter-professional health science teams

Subject Content

1. 'Student Capital' framework to promote reflection on academic and professional capacity needs
2. Transition support pods based on learning needs - Information Literacy, Academic Integrity, Academic Literacy
3. Definition of profession and professionalism, special requirements of placements
4. Ethical Considerations and professional codes of conduct

5. Legal Framework in the Health Sciences - Duty of care, negligence, risk minimisation, informed consent and privacy. Legal requirements of documentation

6. Mandatory responsibilities - Child protection, Abuse and neglect

7. Professional registration

8. Work Health and Safety - Infection control/hand wash and Manual handling

9. International Classification of Functioning (ICF) Fra

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Portfolio	750 words	20	N	Individual
Summary	750 words	20	N	Individual
Case Study	1,500 words	30	N	Individual
Quiz	45 minutes each	20	N	Individual
Participation	10 weeks	10	N	Individual

Teaching Periods

Term 1

Nirimba Education Precinct

Day

Subject Contact Despina Kamper ([https://directory.westernsydney.edu.au/search/name/Despina Kamper/](https://directory.westernsydney.edu.au/search/name/Despina%20Kamper/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH1015_22-T1_BL_D#subjects)

Term 2

Nirimba Education Precinct

Day

Subject Contact Despina Kamper ([https://directory.westernsydney.edu.au/search/name/Despina Kamper/](https://directory.westernsydney.edu.au/search/name/Despina%20Kamper/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH1015_22-T2_BL_D#subjects)

HLTH 1016 Professional Competencies in Health (UG Cert)

Credit Points 10

Legacy Code 500054

Coordinator Maria Dent ([https://directory.westernsydney.edu.au/search/name/Maria Dent/](https://directory.westernsydney.edu.au/search/name/Maria%20Dent/))

Description This unit offers an introduction to foundation knowledge and skills required for future practice in the health workforce. Students will gain an understanding of their roles and will develop skills required for safe, responsible and ethical practice required as health professionals. There is a specific focus on developing students' understanding of the roles of others in the interprofessional health care team as a way of establishing professional identity. The International Classification of Functioning provides a framework within which client centred and community focussed approaches to practice is discussed. The unit also uses a 'student capital' framework to facilitate reflection

of academic capability and development of skills required for success at university.

School Health Sciences

Discipline Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects HLTH 1011 Professional Health Competencies HLTH 1010 Professional Health Competencies HLTH 1013 Professional Competencies in Health

Restrictions Students need to be enrolled in one of the following programs: 7171 Undergraduate Certificate in Public Health Support, 7172 Undergraduate Certificate in Health Services Management, 7173 Undergraduate Certificate in Aged Care Support, 7176 Undergraduate Certificate in Disability Care Support

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Reflect and identify academic and professional capacity needs
2. Practice information and academic literacy skills for ensuring academic success in a health science degree
3. Describe and apply principles to ensure ethical and responsible practice in the current academic and future health professional environment
4. Use global models of health and well-being concepts to demonstrate an holistic understanding of health within the framework of person-centred practice
5. Describe and apply principles of safe practice in the health sciences
6. Describe and apply the legal responsibilities and obligations of health science professionals
7. Explain and describe approaches used in inter-professional health science teams

Subject Content

1. Student Capital framework to promote reflection on academic and professional capacity needs
2. Transition support pods based on learning needs - Information Literacy, Academic Integrity, Academic Literacy
3. Definition of profession and professionalism, special requirements of placements
4. Ethical Considerations and professional codes of conduct
5. Legal Framework in the Health Sciences - Duty of care, negligence, risk minimisation, informed consent and privacy. Legal requirements of documentation
6. Mandatory responsibilities - Child protection, Abuse and neglect
7. Professional registration
8. Work Health and Safety - Infection control/hand wash and Manual handling
9. International Classification of Functioning (ICF) Framework
10. Person-centred practice
11. Interprofessional roles and the health science team
12. Professional identity

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	45 Minutes x 2	30	N	Individual
Reflection	600 words	20	N	Individual
Professional Task	1 hour	10	N	Individual
Case Study	1200 words	40	N	Individual

Teaching Periods

Block B Session

Online

Online

Subject Contact Maria Dent ([https://directory.westernsydney.edu.au/search/name/Maria Dent/](https://directory.westernsydney.edu.au/search/name/Maria%20Dent/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH1016_22-BB_ON_0#subjects)

Block D Session

Online

Online

Subject Contact Maria Dent ([https://directory.westernsydney.edu.au/search/name/Maria Dent/](https://directory.westernsydney.edu.au/search/name/Maria%20Dent/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH1016_22-BD_ON_0#subjects)

Block F Session

Online

Online

Subject Contact Maria Dent ([https://directory.westernsydney.edu.au/search/name/Maria Dent/](https://directory.westernsydney.edu.au/search/name/Maria%20Dent/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH1016_22-BF_ON_0#subjects)

HLTH 2001 A Field Study: Comparative Studies of Health Care Delivery

Credit Points 10

Legacy Code 400958

Coordinator Shyama Ratnayake ([https://directory.westernsydney.edu.au/search/name/Shyama Ratnayake/](https://directory.westernsydney.edu.au/search/name/Shyama%20Ratnayake/))

Description Australia has strict border measures in place to protect the health of the Australian community. Travel restrictions between Australian states and territories and in some remote areas of Australia are in place to help prevent the spread of COVID-19. Further to this, there is a ban on overseas travel from Australia. You can't leave Australia unless you get an exemption from the Department of Home Affairs (source - <https://covid19.homeaffairs.gov.au/leaving-australia>). Due to this ban on international travel, this unit will not be offered 2021 Summer A. The focus of this unit is to provide nursing students with the problem-solving skills required in assessing and caring for people who are living in poverty in remote or rural areas in Australia and/or internationally. This unit is designed to enable students to develop cultural awareness and understanding of health care delivery and contemporary issues confronting health care for people who are living

in remote or rural areas in Australia and/or internationally. Students will be eligible for up to 80 hours of approved clinical hours following successful completion of the clinical assessment tool by an accredited registered nurse.

School Nursing & Midwifery

Discipline Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Restrictions Students must be enrolled in 4691 Bachelor of Nursing or 4693 Bachelor of Nursing (Advanced) or 4780 Bachelor of Nursing - WSU Online program/s, and must have passed 80 credit points of the undergraduate Nursing degree at Western Sydney University. Permission required to enrol in this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Compare the health care delivery in Western Sydney of regional/ remote areas of Australia or Internationally
2. Identify major influences on, and common challenges to, health care delivery
3. Describe the relationship between the specific characteristics of health care delivery and health status outcomes for populations
4. Compare and contrast the health care delivery of Western Sydney and the country of study in this elective
5. Identify ethnic and cultural issues in the provision of culturally sensitive health care
6. Observe and/or participate in clinical activities of the health care delivery in the country of study
7. Demonstrate an awareness of their own culture and the culture of others

Subject Content

1. Health care delivery components: health care providers, health care consumers, health care institutions and organisations
2. Major influences: environmental conditions, demography of the population, cultural factors, social organisation, economic factors, political system
3. Common challenges: accessibility, affordability, ageing population, changing ethnic composition of populations, chronic diseases and increasing morbidity, commercialised health care, consumer demands, cost control, ethical limits (e.g. on technological growth and innovation), health care quality, health care workforce (e.g. training, regulation, shortage), overspecialisation and focus on tertiary care (? ghospit

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western

Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	1,000 words	50	N	Individual
Field Study Report	1,000 words	50	N	Individual

Participation	6 hours and Duration of field study	S/U	Y	Both (Individual & Group)
Professional Placement Performance	Up to 80 hours	S/U	Y	Individual

Teaching Periods

HLTH 2003 Biomechanics

Credit Points 10

Legacy Code 401140

Coordinator Peter Clothier ([https://directory.westernsydney.edu.au/search/name/Peter Clothier/](https://directory.westernsydney.edu.au/search/name/Peter%20Clothier/))

School Health Sciences

Discipline Human Movement

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects BIOS 2004 - Biomechanics and Kinesiology HLTH 2008 - Introduction to Biomechanics

Restrictions Students must be enrolled in 4658 Bachelor of Health Science (Sport and Exercise Science), 4661 Bachelor of Health Science/Master of Podiatric Medicine, 4662 Bachelor of Health Science/Master of Physiotherapy, 4706 Bachelor of Physiotherapy, 4707 Bachelor of Physiotherapy (Honours), 4708 Bachelor of Podiatric Medicine or 4709 Bachelor of Podiatric Medicine (Honours)

Assumed Knowledge

It is assumed that students have knowledge of structural and functional anatomy of the human body. Students also need to be able to apply basic concepts in maths and physics.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Define and explain terms, principles and units of measurement that apply to the biomechanics of motion, sport and exercise.
2. Apply biomechanical principles as they relate to the description and analysis of motion, sport and exercise.
3. Solve quantitative problems related to kinematic and kinematic concepts.
4. Describe and illustrate examples of linear and angular analogues of Newton's Laws of motion.
5. Identify and explain fluid mechanics principles as they apply to motion.
6. Illustrate and explain the biomechanical properties of human tissues, how these tissues respond to loading and how problems to the tissue may affect tissue functioning.
7. Recall and describe concepts relating to the biomechanical analysis human gait and locomotion

Subject Content

1. Introduction to Biomechanics
 - terminology & definitions
 - principles of Motion
 - Qualitative Vs quantitative Motion
 - SI units
2. Introduction to Physics

- Mass, inertia, laws of Motion, density, Force, torque, impulse
 - mechanical loading
 - contact and non-contact forces
 - Friction
 - introduction to levers
 - levers in The human body
 - centre of gravity, Balance and stability
3. Biomechanics of Human Tissue
 - definitions
 - plasticity and Elasticity
 - stress and strain
 - Shear-strain diagrams
 - bone
 - muscle and tendon
 - Articular cartilage
 - synovial joints
 - effects of immobilisation
 - effects of disease processes
 4. Mechanics in action
 - Moments, Moments of inertia, momentum
 - conservation of momentum
 - Rotatory Equilibrium
 - Collisions, impact and impulse
 - Projectile Motion: biomechanics of throwing and kicking
 5. Fluid Mechanics
 - fluid forces
 - Buoyancy, lift and drag
 - Air patterns and ball spin
 6. Linear and angular Kinematics
 - scalar, Vectors and tensors
 - Force Vectors concept
 - torque and moment Vectors concept
 - normal and sheer stresses
 - introduction to angular and linear kinematics
 - collecting kinematic data
 7. Linear and angular Kinetics
 - levers
 - axes of rotation
 - Free body diagrams
 - Calculating kinetics
 8. The Gait Cycle
 - events in The gait cycle
 - muscle activation and sequencing
 - joint range of Motion
 - gait cycle in running
 - Gait cycle in patient populations (eg amputees; rheumatoid arthritis, older population)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	Up to 30 mins	20	N	Individual
Presentation	15 mins	30	N	Group
Final Exam	2 hours	50	N	Individual

Teaching Periods

Autumn Campbelltown Day

Subject Contact Peter Clothier ([https://directory.westernsydney.edu.au/search/name/Peter Clothier/](https://directory.westernsydney.edu.au/search/name/Peter%20Clothier/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH2003_22-AUT_CA_D#subjects)

HLTH 2004 Exercise Bioenergetics

Credit Points 10

Legacy Code 400883

Coordinator Shona Papalia ([https://directory.westernsydney.edu.au/search/name/Shona Papalia/](https://directory.westernsydney.edu.au/search/name/Shona%20Papalia/))

Description This unit investigates exercise metabolism and related genomics and proteomics in an integrated fashion. Covering: energy pathways; metabolic control; metabolism, oxygen consumption and respiratory quotient relationships; metabolic responses to acute and chronic exercise; pathway contributions to exercise; metabolic limitations to exercise; metabolic contributions to fatigue; metabolic acidosis, cellular and systemic implications of metabolic thresholds, conditions that can alter cellular metabolism. Whilst skeletal muscle metabolism is the primary focus, liver and adipose tissue metabolism are also considered as are anabolic pathways. Students will be exposed to basic biochemical assays of interest to the exercise physiologist.

School Health Sciences

Discipline Human Movement

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) NATS 1009 AND
NATS 1010 AND
SPRT 1001 AND
HLTH 1001

Equivalent Subjects BIOS 2003 - Bioenergetics of Exercise

Restrictions Students must be enrolled in 4658 Bachelor of Health Science (Sport and Exercise Science).

Assumed Knowledge

The knowledge and skills covered in the pre-requisite subjects. In addition students are expected to have a mathematical ability equal to a passing level in the BOSTES (NSW) numeracy test. See <http://www.boardofstudies.nsw.edu.au/rosa/literacy-and-numeracy-tests.html>. Students whose mathematical ability is not at this level or who have not used such mathematics recently are encouraged to seek assistance early through the Mathematics Educational resource Hub (MESH). <http://www.westernsydney.edu.au/mesh/mesh>

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Interpret the information in chemical equations, formulae, structures, as well as understand the general concepts involved in biological applications of thermodynamics, genomics, proteomics and metabolomics.
2. Explain the mechanism of action of enzymes and factors that affect rate of enzyme-controlled reactions.

3. Describe the structure and functions of DNA and RNA, the processes of replication, translation and transcription along with how rates of these to processes can be altered by exercise.
4. Detail the major concepts of aerobic, alactic and lactic energy production including regulation and integration of the metabolic pathways, as well as understand the different terminology for these energy systems.
5. Detail the factors that influence the contribution of carbohydrate, lipid and protein metabolism to the supply of energy for a range of exercise and conditions.
6. Explain the relationships between metabolism, oxygen consumption and respiratory quotient, metabolic rate, blood lactate, pH and metabolic thresholds.
7. Explain the biochemistry of metabolic acidosis and its implication for exercise performance.
8. Proficiently use basic biochemical testing equipment and understand the basis for protocol, objectivity, reliability and validity.
9. Explain the relevance of and interpret an array of biochemical assays used as part of integrated exercise and fitness testing and physiological research.
10. Calibrate equipment used in exercise biochemistry including gas analysers, blood lactate analysers.

Subject Content

Note: For all areas mentioned below the following will be covered: gender differences and changes over the life span.

1. Introduction to Chemistry, Biochemistry and Molecular Biology
 - a. Chemical symbols, formulae, structure representation, bonding, formula mass, moles, pH, ions, solubility, reaction equations, equilibrium vs steady state vs completion.
 - b. Terminology in context metabolism, catabolic, anabolic, genomics, proteomics, metabolomics
 - c. High Energy phosphate and High Energy Carriers.
 - d. Chemical thermodynamics
 - Free energy
 - Enthalpy
 - Entropy
 - spontaneous reactions
 - Catalysts effect on
 - energy and bonds
 - e. Oxidation reduction reactions
 - f. Energy substrates, their structures and storage in humans: CHO, Fat, protein.
 - g. Enzyme structure function and factors influencing rate of enzyme controlled reactions.
 - h. Nucleic acids and gene expression
 - structure and function
 - replication, translation and transcription
 - The basics of The processes
 - Altering rates of
 - Importance in energy metabolism
 - impact of Exercise on current status of research
 - i. The work energy relationship at a cellular level
 - mechanical work
 - muscle contraction energy metabolism link
 - Electrical work.
2. Skeletal Muscle Energy Production Pathways and exercise
 - a. ATP/PC (Alactic) system
 - b. Anaerobic Glycolysis
 - c. Aerobic pathways
 - Aerobic glycolysis
 - Tricarboxylic acid cycle
 - Oxidative Phosphorylation and The Electron transport system
 - Lipolysis and Beta-oxidation of Fats

- protein and Amino acid metabolism
- d. Bioenergetic shuttle systems and the adenylate kinase & deaminase reactions
- e. Measuring contributions of pathways to energy of exercise
 - Oxygen Consumption, Respiratory quotient, metabolic rate, blood lactate, pH and metabolic thresholds (including calculations)
 - Equipment calibration and protocols - Accuracy, Objectivity, reliability, validity; Limitations
 - interpretation of results
- f. Metabolic responses to exercise
 - Acute Exercise - The sprinter, The marathon runner and ultra-marathon runner
 - chronic Exercise - sprint and Endurance running training
 - Factors influencing substrate usage in Exercise
 - metabolic acidosis
 - The fate of lactate
 - Metabolisms Contributions to central and peripheral fatigue
- g. Energy metabolism integration and control
- 3. Differences in energy metabolism between tissues and Overview of other processes related to energy metabolism and exercise.
 - a. Muscle and liver
 - Gluconeogenesis
 - glycogen Synthesis
 - b. Adipose tissue and Fatty Acid synthesis
 - c. Amino acid and pro

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	Varied - From 5 to 20 minutes each	S/U	Y	Individual
Quiz	30 minutes maximum allowed time each.	30	N	Individual
Report	minimum 3-4 pages, 10 point Arial font single spaced	20	N	Individual
Final Exam	3 hours	50	N	Individual

Prescribed Texts

- Mougios, V., Exercise Biochemistry, Human Kinetics, 2nd Edition, 2020

Teaching Periods

Autumn

Campbelltown

Day

Subject Contact Shona Papalia ([https://directory.westernsydney.edu.au/search/name/Shona Papalia/](https://directory.westernsydney.edu.au/search/name/Shona%20Papalia/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH2004_22-AUT_CA_D#subjects)

HLTH 2005 Exercise Prescription I

Credit Points 10

Legacy Code 401143

Coordinator Bobby Cheema ([https://directory.westernsydney.edu.au/search/name/Bobby Cheema/](https://directory.westernsydney.edu.au/search/name/Bobby%20Cheema/))

Description This subject is designed to give students an understanding of and experience in exercise prescription and fitness program construction for the general population (apparently healthy) across all ages and genders. It will focus on the development of general health-related exercise programs, which improve aerobic and anaerobic fitness, muscular strength and endurance, flexibility and body composition. Students will design, implement, supervise and evaluate a self-prescribed exercise program, and instruct training sessions for fellow students.

School Health Sciences

Discipline Human Movement

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) HLTH 2003 AND SPRT 2002

Equivalent Subjects HLTH 2006 - Exercise Prescription for General Populations

Restrictions

Students must be enrolled in 4658 - Bachelor of Health Science (Sport and Exercise Science).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Articulate the principles of exercise prescription with particular emphasis on aerobic training, resistance training, and flexibility training methods
2. Describe how ageing and physical inactivity impact upon health-related physical fitness and how exercise can be used to mitigate these effects
3. Describe the absolute and relative contraindications to exercise participation and criteria to terminate fitness tests of all types
4. Administer and interpret a range of pre-exercise health screening tools to determine the risk for an individual and appropriate action
5. Select, implement, interpret, and modify standard health-related physical fitness tests for low risk individuals
6. Design, implement, supervise, and evaluate training programs in the primary areas of exercise prescription for low risk clients using in-person and telepractice service delivery methods

Subject Content

1. The health benefits and risks of exercise
2. Pre-exercise screening, testing and interpretation
3. General principles of exercise prescription and exercise program development
 - a. aerobic training
 - b. flexibility training
 - c. high-intensity interval training
 - d. resistance training
 - e. circuit training and group-based exercise programming
4. Fundamentals of periodization

5. Exercise prescription across the lifespan
6. Exercise prescription for weight management
7. Resistance training prescription for children and adolescents
8. Exercise prescription during pregnancy
9. Alternative training methods, yoga
10. Design, implement, supervise and evaluate effective exercise prescriptions using in-person and telepractice service delivery methods

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Final exam	2 hours	50	Y	Individual
Presentation	15 minutes	30	N	Group
Simulation	Weekly	20	N	Individual

Prescribed Texts

- American College of Sports Medicine. ACSM's guidelines for exercise testing and prescription. 11th ed. Philadelphia: Wolters Kluwer/Lippincott Williams & Wilkins Health; 2022.

Teaching Periods

Spring Campbelltown Day

Subject Contact Bobby Cheema ([https://directory.westernsydney.edu.au/search/name/Bobby Cheema/](https://directory.westernsydney.edu.au/search/name/Bobby%20Cheema/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH2005_22-SPR_CA_D#subjects)

HLTH 2006 Exercise Prescription for General Populations

Credit Points 10

Legacy Code 400326

Coordinator Chloe Taylor ([https://directory.westernsydney.edu.au/search/name/Chloe Taylor/](https://directory.westernsydney.edu.au/search/name/Chloe%20Taylor/))

Description In 2016, this unit is replaced by 401143 - Exercise Prescription I. The exercise prescription area is designed to give students an understanding of and experience in exercise prescription and fitness program construction for the general population of all ages and both genders, including pre exercise screening and fitness testing. It will focus on the development of general health related fitness programs, which improve aerobic and anaerobic fitness, flexibility, muscular strength and endurance, including resistance training. Students will design, implement and evaluate a self-prescribed exercise program as well as provide one-to-one training sessions for fellow students.

School Health Sciences

Discipline Human Movement

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) HLTH 2008 AND BIOS 2011 AND BIOS 2037

Restrictions Students must be enrolled in 4658 Bachelor of Health Science (Sport and Exercise Science).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply knowledge of the principles of exercise prescription with particular emphasis on aerobic training, resistance training, and flexibility training methods.
2. Describe how ageing and physical inactivity impact upon health-related physical fitness and how exercise can be used to mitigate these effects.
3. Describe the absolute and relative contraindications to exercise participation and criteria to terminate fitness tests of all types.
4. Administer and interpret a range of pre-exercise health screening tools to determine the risk for an individual and appropriate action.
5. Select, calibrate, implement and interpret (and modify) standard health-related physical fitness tests for low risk individuals.
6. Design, supervise, and evaluate training programs in the primary areas of exercise prescription (outlined in unit content) for low risk clients.

Subject Content

1. Review:
 - Validity, reliability, accuracy
 - Exercise measurement and Monitoring equipment set up use and calibration
 - warm-up, cool-down, principles of training
 - Progression, maintenance, overtraining, aspects of fitness
 - Measuring BP, HR and RPE; and their relationships to work rate
 - components of fitness
 - types of Exercise
2. Organisational and legal aspects
 - informed consent
 - client information and record booklets
 - OH&S - Inspections, Risk assessments, Risk reduction, Standard Operating procedures
 - Prohibited persons
 - Privacy acts ? PIPPA and HRIPA
3. Health Benefits and Risks of exercise
 - Benefits of Exercise - health related fitness, performance related fitness (everyday life tasks, work, recreation), quality of life
 - Absolute and relative contraindications
 - criteria for terminating tests
 - signs of excessive strain
4. Defining the term General Populations
5. Aerobic exercise intensity setting and monitoring ? advantages and limitations
 - HR - H_{max} (measured vs predicted, formulas to calculate for different exercise modalities), Heart Rate Reserve
 - RPE
6. Pre exercise screening
 - A best practice model Vs PARQ Vs other commonly used tools
7. Fitness Testing
 - common tests and their physiological basis
 - Effect of environmental and subject (client) factors
 - fitness test selection, implementation and interpretation of results
 - modifications based on Age, gender
 - medical, environmental and procedural Risk Factors
8. Applying Biomechanics in exercise prescription
 - identifying movement patterns
 - common errors in body Alignment & technique

- identifying potential risks of injury associated with using common Exercise equipment and types
 - prescribing appropriate substitutions for unsafe exercises
9. Guidelines for training apparently healthy individuals for health related improvements
- Endurance
 - Anaerobic capacity
 - resistance training - Muscular strength, Endurance, power and hypertrophy
 - flexibility
 - Coordination and motor control - Falls prevention
10. Structure of training sessions
- warm up, conditioning, cool down
 - order within conditioning component
 - group Vs individual
 - formal Vs informal settings
11. Phases of training
- initial, improvement, maintenance
12. Exercise Program Evaluation
13. Exercise over the lifespan ? children, adolescents, young adults, older adults
- Acute responses to Exercise and adaptations to training
 - implications for Exercise prescription
 - Age related Musculoskeletal and cardiovascular problems ? implications for Exercise programs
14. Gender and Exercise Prescription
- Male female differences and similarities
15. Pregnancy
- Maternal changes
 - effects on mother and foetus
 - guidelines
16. Applying Psychosocial knowledge and skills in fitness testing and program implementation
- Motivating clients
 - maximising adherence and compliance
 - communication skills
 - goal setting
17. Referring clients to other health professionals

Special Requirements

Legislative pre-requisites

Prior to enrolling in this subject, students must have:

- 1) submitted a Student Undertaking Form and have applied for a National Police Certificate;
- 2) submitted Working with Children Check Student Declaration;
- 3) possess a current WorkCover Authority approved First Aid Certificate.

Prescribed Texts

- American College of Sports Medicine. ACSM's guidelines for exercise testing and prescription. 9th ed. Philadelphia: Wolters Kluwer/Lippincott Williams & Wilkins Health; 2014.

Teaching Periods

HLTH 2007 Fundamentals of Medical Concepts and Terminology

Credit Points 10

Legacy Code 300950

Coordinator Jim Basilakis ([https://directory.westernsydney.edu.au/search/name/Jim Basilakis/](https://directory.westernsydney.edu.au/search/name/Jim%20Basilakis/))

Description This unit is designed to provide the student with the knowledge necessary to understand the information contained in the health record, to function in a medical environment through an understanding of the fundamentals of medicine and to effectively use disease classification systems. Within each body system, the student will study anatomy and physiology, disease processes and their treatment, and medical terminology (disease titles, symptomatic terms, surgical terms and investigations). The unit will also focus on specialist topics such as mental health, obstetrics, paediatrics, infectious diseases, oncology, radiotherapy, nuclear medicine, diagnostic and surgical interventions.

School Computer, Data & Math Sciences

Discipline Other Health

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) INFS 2004

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse clinical terms structurally into roots, suffixes, prefixes and combining forms;
2. Accurately spell and pronounce clinical terms;
3. Explain the basic structure, function, disease processes and treatment relating to the major body systems;
4. Identify commonly used drugs and understand how to utilise the Monthly Index of Medical Specialities (MIMS) as a pharmaceutical prescribing reference guide.
5. Use and interpret clinical terms documented in health records.

Subject Content

1. Introduction to medicine and medical terminology;
2. Terms and conditions relating to all the body systems;
3. Terms relating to interventions.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Viva Voce	10 Mins	20	N	Individual
Viva Voce	10 Mins	20	N	Individual
Viva Voce	5 minutes per 15 student		N	Individual
Viva Voce	20 minutes	45	N	Individual

Prescribed Texts

- Chabner, D.-E. (2013). The language of medicine (10th ed.). Sydney: Saunders Elsevier.

Teaching Periods

Autumn Campbelltown

Composite

Subject Contact Jim Basilakis ([https://directory.westernsydney.edu.au/search/name/Jim Basilakis/](https://directory.westernsydney.edu.au/search/name/Jim%20Basilakis/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH2007_22-AUT_CA_C#subjects)

Day

Subject Contact Jim Basilakis ([https://directory.westernsydney.edu.au/search/name/Jim Basilakis/](https://directory.westernsydney.edu.au/search/name/Jim%20Basilakis/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH2007_22-AUT_CA_D#subjects)

Penrith (Kingswood)

Composite

Subject Contact Jim Basilakis ([https://directory.westernsydney.edu.au/search/name/Jim Basilakis/](https://directory.westernsydney.edu.au/search/name/Jim%20Basilakis/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH2007_22-AUT_KW_C#subjects)

Day

Subject Contact Jim Basilakis ([https://directory.westernsydney.edu.au/search/name/Jim Basilakis/](https://directory.westernsydney.edu.au/search/name/Jim%20Basilakis/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH2007_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Composite

Subject Contact Jim Basilakis ([https://directory.westernsydney.edu.au/search/name/Jim Basilakis/](https://directory.westernsydney.edu.au/search/name/Jim%20Basilakis/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH2007_22-AUT_PS_C#subjects)

Day

Subject Contact Jim Basilakis ([https://directory.westernsydney.edu.au/search/name/Jim Basilakis/](https://directory.westernsydney.edu.au/search/name/Jim%20Basilakis/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH2007_22-AUT_PS_D#subjects)

HLTH 2009 Mental Health and Substance Abuse

Credit Points 10

Legacy Code 401095

Coordinator Paul Simpson ([https://directory.westernsydney.edu.au/search/name/Paul Simpson/](https://directory.westernsydney.edu.au/search/name/Paul%20Simpson/))

Description This unit introduces students to mental health and behavioural presentations, and emergencies arising from legal and illegal substance use. Students will explore the epidemiology, pathophysiology, manifestation, recognition, assessment and management of common mental health problems, behavioural presentations, and cases involving legal and illegal drug use in the context of paramedicine. Students will practice techniques for managing these presentations from an interpersonal communication perspective and a clinical management perspective. Acute and sub-acute presentations will be discussed, with specific attention given to the role of the paramedic regarding risk assessment, counselling, and health promotion. Legalities associated with management

of behaviourally disturbed or cognitively impaired patients will be discussed, and issues relating to multi-agency care, collaboration and co-operation will be examined.

School Health Sciences

Discipline Paramedical Studies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) HLTH 1009

Co-requisite(s) HLTH 2017

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Discuss the role of paramedics with regard to health promotion and injury prevention for patients with mental health, drug or alcohol related presentations
2. Describe techniques for undertaking mental health and behavioural assessment and management in the prehospital environment
3. Describe the clinical presentations associated with commonly encountered substances
4. Apply patient assessment and clinical skills to cases involving mental health or substance affected patients
5. Discuss the role of paramedics in the inter-professional care of mental health patients
6. Discuss the professional, ethical and legal considerations surrounding management of a patient with a mental health or substance affected presentation

Subject Content

Mental health and behavioural (MH&B)

1. Epidemiology of MH and behavioural presentations and structure of MH care systems in Australia
 2. Legal, cultural and social considerations associated with MH&B presentations
 3. Communication with, and assessment of, MH&B patients
 4. Anxiety Disorders, Mood Disorders, Psychotic Disorders, Personality Disorders, Dementia, delirium and confusion
- Drug & substance use/abuse
1. Epidemiology of alcohol and drug use in Australia
 2. Assessment, diagnosis and management of acute drug or substance use
 3. Alcohol intoxication and alcoholism
 4. Common illicit substances
 5. Prescription and non-prescription medication abuse presentations
 6. Mental health and drug use ? patients with dual presentations
 7. Role of paramedic in health promotion and injury prevention

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a

Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	Up to 30 questions in 30 minutes	10	N	Individual
Case Study	1,500 words	30	N	Individual
Simulation	30 minutes	40	Y	Individual
Quiz	Up to 60 questions in 60 minutes	20	N	Individual

Teaching Periods

1st Half Campbelltown Day

Subject Contact Paul Simpson ([https://directory.westernsydney.edu.au/search/name/Paul Simpson/](https://directory.westernsydney.edu.au/search/name/Paul%20Simpson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH2009_22-1H_CA_D#subjects)

HLTH 2012 Nutrition and Health 1

Credit Points 10

Legacy Code 300933

Coordinator Sunil Panchal ([https://directory.westernsydney.edu.au/search/name/Sunil Panchal/](https://directory.westernsydney.edu.au/search/name/Sunil%20Panchal/))

Description Nutrition is the science that applies knowledge of the nutritional components of foods to ensure the wellbeing of the human body. This unit presents the basic principles and concepts of human nutrition including nutrient requirements, functions, deficiency symptoms and the effects of dietary excess as well as energy balance and weight control. Students will gain a general understanding of the macronutrients such as carbohydrates, proteins and lipids in human metabolism, energy release and common diseases and disorders such as obesity, malnutrition, diabetes etc. The role of water and electrolytes in cellular and tissue functions, as well as alcohol metabolism and its impact on human health will be covered. The micronutrients are also studied, including the properties, general requirements, functions and the effects of deficiency and excess consumption of vitamins and essential minerals.

School Science

Discipline Food Science and Biotechnology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects HLTH 2011 - Nutrition and Health 1

Assumed Knowledge

Sound understanding of undergraduate Level 1 chemistry and biology.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Understand and evaluate the role of nutrition in human health.
2. Demonstrate an understanding of nutrient intake requirements and recommended dietary allowances.

3. Demonstrate an understanding of the human digestive system and the metabolism of macro and micro nutrients and effects of deficiency and excesses to human health.
4. Understand the health and social issues linked to alcohol intake in general population.
5. Understand the role of essential fatty acids, amino acids, water, electrolytes in the diet and their roles in human health.
6. Solve numerical problems e.g., Body Mass Index, energy content in foods, and interpret its impact on human health.
7. Apply the knowledge gained through lectures and tutorial discussions to address the contemporary health issues in Australian population.
8. Demonstrate the communication skills through group discussion, scientific literacy and essay writing.

Subject Content

- Basic concept of nutrition, food components and its relationships to health and disease
- understand food groups, dietary guidelines, nutrients requirements and Nutrient reference values
- physiology of digestion, absorption and metabolic pathways involving carbohydrates, proteins and lipids and their Roles in maintaining human health
- covers diet related health Issues such obesity and diabetes, protein calorie malnutrition, alcohol and health, electrolyte Balance in body etc
- energy Balance, underweight, obesity and weight management, energy Calculation, body Mass Index, Basel metabolic rate etc
- Roles of all of vitamins and Essential minerals in health and nutrition e.g., general properties, sources, Recommended Daily Allowance, functions, physiology and deficiency diseases
- Current issues such as health related foods nutraceuticals and functional foods, pre- and probiotics, Omega 3 fatty acids, food fortification etc

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Take-home mid-semester exam	1 week	30	N	Individual
Essay	3,000 words	30	N	Individual
Final Exam	2 hours	40	N	Individual

Prescribed Texts

- Mann, J & Truswell, AS (eds) 2012, Essentials of human nutrition, 4th edn, Oxford University Press, Oxford.

Teaching Periods

HLTH 2013 Nutrition and Health 2

Credit Points 10

Legacy Code 300934

Coordinator Sunil Panchal ([https://directory.westernsydney.edu.au/search/name/Sunil Panchal/](https://directory.westernsydney.edu.au/search/name/Sunil%20Panchal/))

Description This unit explores the basic concepts of human nutrition in relation to various stages of the lifespan from infants to late adulthood. It also explores nutrition in relation to chronic health conditions such as obesity, cardiovascular disease and eating disorders. Students will learn about the development of the Australian Dietary Guidelines and Nutrient Reference Values. Students will also learn to make informed decisions with regard to nutritionally critical moments of the life span, emerging nutrition opinions or contemporary uses of nutrition in physical activity, sports and chronic health conditions.

School Science

Discipline Nutrition and Dietetics

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) HLTH 2012

Equivalent Subjects HLTH 2014 - Nutrition and Health 2

Assumed Knowledge

An understanding of human nutrition, food and the metabolism of micro- and macro-nutrients and computer literacy.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Group assignment and presentation	4000 words (group), 20 minutes per group presentation	30	N	Group
Online Quizzes	2 x 20 minutes	10	N	Individual
Take-home intra-session exam	1 week	30	N	Individual
Literature review	1,500 words	30	N	Individual

Teaching Periods

HLTH 2015 Out-of-hospital Medical Care 1

Credit Points 10

Legacy Code 401074

Coordinator Rachael Vella ([https://directory.westernsydney.edu.au/search/name/Rachael Vella/](https://directory.westernsydney.edu.au/search/name/Rachael%20Vella/))

Description The aim of this unit is to extend knowledge and clinical skills required for the assessment and management of cardiovascular, respiratory and neurological medical emergencies. The unit combines pathophysiological principles development of skills and interpretation of diagnostic technology with clinical decision-making to implement advanced life support.

School Health Sciences

Discipline Paramedical Studies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) BIOS 2029 or
NATS 2038

Co-requisite(s) HLTH 2018

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify patient presentations and select appropriate pre hospital treatment plans
2. Integrate patient history and pathophysiology of cardiovascular, respiratory and neurological emergencies into the pre hospital assessment and treatment
3. Discuss the epidemiology and consequences of acute cardiovascular, respiratory and neurological emergencies
4. Provide an evidence-based justification for guidelines relating to cardiovascular, respiratory and neurological emergencies
5. Demonstrate competency in interpretation of ECGs
6. Provide constructive feedback and integrate feedback into future performance.
7. Provide constructive feedback and integrate feedback into future performance

Subject Content

1. Pathophysiology of cardiovascular, respiratory and neurological emergencies
2. Australian Resuscitation Council guidelines for managing resuscitation at an advanced skill level
3. ECG monitoring, analysis and interpretation
4. Clinical decision-making related to termination of resuscitation
5. Assessment, treatment and evidence-based clinical decision-making in relation to adult respiratory medical emergencies
6. Assessment, treatment and evidence-based clinical decision-making in relation to adult neurological medical emergencies
7. Importance of providing and receiving feedback in a out-of-hospital setting

1. Pathophysiology of cardiovascular, respiratory and neurological emergencies
2. Australian Resuscitation Council guidelines for managing resuscitation at an advanced skill level
3. ECG monitoring, analysis and interpretation
4. Clinical decision-making related to termination of resuscitation
5. Assessment, treatment and evidence-based clinical decision-making in relation to adult respiratory medical emergencies
6. Assessment, treatment and evidence-based clinical decision-making in relation to adult neurological medical emergencies
7. Importance of providing and receiving feedback in a out-of-hospital setting

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Multiple Choice: Online In-Class Test	2 x 30 minutes	30	N	Individual
Guideline review	1,500 words	25	N	Individual
Written Examination	2 hours	45	Y	Individual

Prescribed Texts

- Curtis, K., Ramsden, C. and Lord, B. (2011). Emergency and Trauma Care for nurses and paramedics. Chatswood, N.S.W.: Elsevier.
- Wesley, K. (2011). Huszar's Basic Dysrhythmias and Acute Coronary Syndromes: Interpretation and Management. St Louis, Missouri: Elsevier

Teaching Periods

2nd Half Campbelltown

Day

Subject Contact Rachael Vella ([https://directory.westernsydney.edu.au/search/name/Rachael Vella/](https://directory.westernsydney.edu.au/search/name/Rachael%20Vella/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH2015_22-2H_CA_D#subjects)

HLTH 2017 Paramedic Practice 2

Credit Points 10

Legacy Code 401068

Coordinator Robin Pap ([https://directory.westernsydney.edu.au/search/name/Robin Pap/](https://directory.westernsydney.edu.au/search/name/Robin%20Pap/))

Description This unit focuses on the core competencies for paramedic practice in real world situations. These competencies will be developed through on-campus simulation learning, clinical placements with an emergency ambulance crew over a period of 3 weeks, and through an evidence-based exploration of paramedic practice. The core competencies include communication, documentation, reflections and professional ethical behaviour. In addition, students will practice patient assessment and supervised procedures appropriate to their level.

School Health Sciences

Discipline Paramedical Studies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) HLTH 1009 AND
NATS 1010 AND
NATS 1009

Restrictions

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

Assumed Knowledge

A fundamental understanding of paramedic patient assessment, including primary and secondary surveys (vital signs, history taking and physical examination).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Display effective communication skills, ethics and professionalism
2. Demonstrate consistent safe work practices
3. Execute basic paramedic skills in a real-world environment
4. Link patient presentations with appropriate treatment or management plans
5. Reflect on the pre-hospital environment, the patient's experiences and their own learning needs
6. Evaluate appropriate, evidence-based pre-hospital management strategies
7. Identify and discuss current health issues
8. Demonstrate clinical reasoning relating to basic airway management, , parenteral drug administration, cardiac arrest management, basic trauma care , and spinal care

Subject Content

Clinical placement in an emergency ambulance setting:

1. Inter-professional communication, ethics and professionalism
2. Safe work practices
3. Assessment and observation of real-world patients and health professionals
4. Basic skills and protocols associated with patient assessment and management
5. Supervised Interpretation of patient findings and Implementation of appropriate techniques

Post clinical placement:

1. Reflection on clinical placement experience
2. Evidence based pre-hospital practice
3. Awareness of the Australian health sector
4. Basic airway management
5. Introductory pharmacology
6. Cardiac Arrest Management
7. Basic Trauma Care
8. Management of spinal injuries
9. Diagnostics and clinical assessment

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz x 2 - Online quiz conducted synchronously remotely. Open Book	Multiple Choice - Quiz 1: 30 minutes 60 minutes (20%)	30	N	Individual
Professional Placement Performance - Preceptor report	N/A	S/U	Y	Individual
Placement Portfolio: 1 x Placement Learning Plan, 1 x Reflection	750 words (Placement Learning Plan); 1000 words (Reflection)	30	N	Individual
OSCE	up to 30 minutes	40	Y	Individual

Prescribed Texts

- Talley & O'Connell. Clinical Examination: A Systematic Guide to Physical Diagnosis. 7th Edition Churchill Livingstone Australia
- Wesley. Huszar's Basic Dysrhythmias and Acute Coronary Syndromes: Interpretation & Management 4th Edition Elsevier

Teaching Periods

1st Half Campbelltown Day

Subject Contact Robin Pap ([https://directory.westernsydney.edu.au/search/name/Robin Pap/](https://directory.westernsydney.edu.au/search/name/Robin%20Pap/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH2017_22-1H_CA_D#subjects)

HLTH 2018 Paramedic Practice 3

Credit Points 10

Legacy Code 401073

Coordinator Paul Simpson ([https://directory.westernsydney.edu.au/search/name/Paul Simpson/](https://directory.westernsydney.edu.au/search/name/Paul%20Simpson/))

Description This subject introduces students to advanced elements of paramedic practice including advanced life support (ALS) resuscitation, and systematic examination of the cardiorespiratory and neurological systems. Core psychomotor procedures will be explored including advanced airway management and intravenous access. The unit has a strong practical component, during which students can apply theoretical learning to simulated cases of moderate complexity. The unit is underpinned by a strong focus on reasoning and decision making.

School Health Sciences

Discipline Paramedical Studies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) HLTH 2017

Co-requisite(s) HLTH 2015

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate reasoning and decision making relating to safe performance of clinical procedures
2. Demonstrate structured physical examination of the cardiovascular, respiratory, and neurological systems
3. Analyse findings of diagnostic assessments and formulate care plans
4. Formulate referral-based care plans involving integration into community-based healthcare services
5. Perform advanced life support procedures in simulation contexts
6. Apply patient safety principles to simulation practice.

Subject Content

1. Physical examination of the cardiorespiratory and neurological systems
2. Advanced life support (ALS)
3. Diagnostics and clinical decision making
4. Parenteral drug administration
5. Advanced airway management
6. Safe drug administration
7. Medical documentation
8. Determination of disposition
9. Referral and integrated care
10. Paramedicine integration with community based healthcare

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Online Quiz	30 minutes;	10	N	Individual
Case study	2000 words	25	N	Individual
Online Quiz	60 minutes	20	N	Individual
Simulation	60 minutes	45	Y	Group

Prescribed Texts

- Johnson M, Boyd L, Grantham H, Eastwood K (2015) Paramedic Principles and Practice ANZ. Elsevier
- Talley, N. & O'Connell, S. (2013) Clinical Examination: A systematic guide to physical diagnosis. 7th Edition, Churchill Livingstone.

Teaching Periods

2nd Half Campbelltown Day

Subject Contact Paul Simpson ([https://directory.westernsydney.edu.au/search/name/Paul Simpson/](https://directory.westernsydney.edu.au/search/name/Paul%20Simpson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH2018_22-2H_CA_D#subjects)

HLTH 2021 Research Methods (Quantitative and Qualitative)

Credit Points 10

Legacy Code 400864

Coordinator Anannya Singharay ([https://directory.westernsydney.edu.au/search/name/Anannya Singharay/](https://directory.westernsydney.edu.au/search/name/Anannya%20Singharay/))

Description This unit further explores research methods used to acquire knowledge in healthcare. This includes research designs, international standards, key statistics, and interpretation of results. The range of health research methods will be presented, and studies about treatment effectiveness (clinical trials and systematic reviews), diagnostic effectiveness and qualitative approaches will be explored in detail. Pathways for early-career research are also introduced.

School Health Sciences

Discipline Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) HLTH 1001

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the main questions, types and levels of evidence
2. Interpret the STARD statement, including statistical results, for tests of diagnostic effectiveness
3. Interpret the CONSORT statement, including statistical results, for clinical trials
4. Interpret the PRISMA statement, including statistical results, for systematic reviews
5. Describe designs and key issues for conducting other quantitative research
6. Describe designs and key issues for conducting qualitative research
7. Identify strategies for presenting and describing data from qualitative research
8. Specify pathways, processes and resources for conducting beginner research
9. Specify requirements and resources for research proposal and ethics submission
10. Identify the main methodologies, research questions, types and levels of evidence for quantitative and qualitative research.
11. Describe structured approaches and methods for assessing quality of evidence.
12. Interpret the CONSORT statement for assessing reporting quality of clinical trials.
13. Interpret results in quantitative and qualitative research reports.

14. Specify requirements for research proposals and conducting ethical research.
15. Identify pathways and processes for commencing a career in research.

Subject Content

1. Quantitative Research
 - i. Overview of questions, types and levels for evidence.
 - ii. Randomised controlled trials
 - *RCT design and the CONSORT statement
 - *RCT statistical testing for continuous and categorical data
 - iii. Studies of diagnostic effectiveness
 - *Diagnostic study design and the STARD statement
 - *Statistical testing for diagnostic studies
 - iv. Cohort, case-control and other epidemiological studies
 - v. Systematic reviews
 - *SR design and the PRISMA statement
 - *Meta-analysis for continuous and categorical data
2. Qualitative research
 - i. Overview of qualitative paradigms, methodologies, research questions and study designs
 - ii. Strategies for presenting and describing qualitative data
 - iii. Applications, strengths and limitation of qualitative and quantitative research compared.
 - iv. Integrating or mixed methods
3. Beginning research
 - i. Formal study options
 - ii. Workplace research: action research, audits and quality assurance
 - iii. Research preparation, protocol writing and ethical approval

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	30 minutes	10	N	Individual
Short-answer questions about an RCT	600 words total document text as counted by Turnitin	10	N	Individual
CONSORT appraisal of an RCT	1,200 words total document text as counted by Turnitin	20	N	Individual
Final Examination	2 hours	50	N	Individual
Participation in class activities	Weeks 3-14	10	N	Individual

Prescribed Texts

- Hoffman, T., Bennett, S., & Del Mar, C. (2017). Evidence-based practice across the health professions. Chatswood, NSW, Australia: Elsevier.

- Greenhalgh, T. M., Bidewell, J., Crisp, E., Lambros, A., & Warland, J. (2017). *Understanding research methods for evidence-based practice in health*. Milton, QLD Australia: Wiley.

Teaching Periods

Summer A Campbelltown Day

Subject Contact Anannya Singharay (https://directory.westernsydney.edu.au/search/name/Anannya_Singharay/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH2021_22-SUA_CA_D#subjects)

HLTH 2022 Biostatistics in Health

Credit Points 10

Legacy Code 401381

Coordinator John Bidewell (https://directory.westernsydney.edu.au/search/name/John_Bidewell/)

Description This unit introduces concepts and practice of biostatistics related to public health, healthcare policy and practice, and health science generally. Evidence-based health professionals must be able to interpret and act upon quantitative data from research about the health of individuals, communities and populations; and factors affecting health including determinants of health, and the effects of policies and interventions on the health of individuals and groups. The unit covers essential principles of statistical reasoning, assumptions and methods applied to health scenarios. Learning is achieved by students exploring available statistical information and through analysis of numerical data sets.

School Health Sciences

Discipline Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

- Describe the importance and contribution of biostatistics to healthcare policy and practice.
- Describe the structure of statistical software databases.
- Explain the logic, assumptions and limitations of inferential statistics and hypothesis testing as they relate to health investigations.
- Conduct valid descriptive and inferential analyses using statistical software.
- Interpret and report the results of statistical analysis.

Subject Content

- The importance and contribution of biostatistics to health policy and practice.
- Structure of data sets in software used for statistical analysis.
- Single-variable descriptive statistics for continuous and categorical data.
- Descriptive statistics combining two or more categorical or continuous variables.
- Descriptive measures of effect: differences, ratios and correlations.

- Main effects and interactions in descriptive analyses with two or more variables.
- Probability: normal and binomial distributions; standard scores and prediction.
- From random sample to population: logic of statistical inference and hypothesis testing.
- Sampling distributions, the standard error, z tests, t tests and confidence intervals.
- Non-parametric inferential statistics: alternatives to t tests; chi-square for two categorical variables.
- One-way analysis of variance.
- Regression analysis.
- Reporting statistical results: tables, graphs and expository prose; document preparation.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	30 minutes per quiz	30	N	Individual
Report	800 words total document	30	N	Individual
Report	1200 words total document	40	N	Individual

Prescribed Texts

- Bowers, D. (2019). *Medical statistics from scratch: An introduction for health professionals (4th ed.)*. John Wiley & Sons.

Teaching Periods

Spring Campbelltown Day

Subject Contact John Bidewell (https://directory.westernsydney.edu.au/search/name/John_Bidewell/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH2022_22-SPR_CA_D#subjects)

Online Online

Subject Contact John Bidewell (https://directory.westernsydney.edu.au/search/name/John_Bidewell/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH2022_22-SPR_ON_O#subjects)

Sydney City Campus - Term 3 Sydney City

Day
Subject Contact Andrey Zheluk (https://directory.westernsydney.edu.au/search/name/Andrey_Zheluk/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH2022_22-SC3_SC_D#subjects)

HLTH 2023 Introduction to Physical Cultural Studies

Credit Points 10

Legacy Code 401413

Coordinator Nicki Taylor ([https://directory.westernsydney.edu.au/search/name/Nicki Taylor/](https://directory.westernsydney.edu.au/search/name/Nicki%20Taylor/))

Description From 2020 this unit replaces 401239 - Introduction to Physical Cultural Studies. The unit explores the interconnection between physical movement, culture, and society. Students will investigate the relationships among physical culture in its various forms (including health, physical activity, sport, dance, leisure, and movement related practices) and broader contexts (pedagogical, social, cultural, political, economic, and technological). The unit will equip students with knowledge and skills in becoming active, reflective and critical learners in physical culture thereby enacting meaningful changes in sites of inequality.

School Health Sciences

Discipline Human Movement

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects PUBH 1005 - Foundations of Wellbeing PUBH 2014 - Introduction to Physical Cultural Studies

Restrictions Students must be enrolled in 4659 Bachelor of Health Science (PDHPE), 4747 Bachelor of Health Science (HPE) or 6001 Diploma in Health Science/Bachelor of Health Science (Health and Physical Education)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain key tenets, methods and topics in physical cultural studies
2. Examine new ways of thinking about bodies, subjectivities and physical cultures
3. Identify sources of inequality in a range of physical cultural sites and address them to enable meaningful changes
4. Analyse problems regarding questions of gender, sexuality, class, ethnicity and subjectivity in relation to physical culture in the contemporary world

Subject Content

1. Introduction to physical cultural studies
2. Thinking like a sociocultural theorist
3. Historical development in sport
4. Cultural reproduction and taste in physical culture
5. Cultures and bodies in physical culture
6. Identity and difference
7. Gender and sexuality
8. Globalisation and postcolonialism
9. Consumer and Consumption in sport
10. Cultural diversity in physical activity

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
5 Quizzes	10 minutes	30	N	Individual
Group Presentation	10 minutes	20	N	Group
Applied Project	2,500 words	50	N	Individual

Teaching Periods

Spring Penrith (Kingswood)

Day

Subject Contact Nicki Taylor ([https://directory.westernsydney.edu.au/search/name/Nicki Taylor/](https://directory.westernsydney.edu.au/search/name/Nicki%20Taylor/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH2023_22-SPR_KW_D#subjects)

HLTH 2024 Research Methods in Health

Credit Points 10

Legacy Code 401403

Coordinator John Bidewell ([https://directory.westernsydney.edu.au/search/name/John Bidewell/](https://directory.westernsydney.edu.au/search/name/John%20Bidewell/))

Description This unit explores quantitative and qualitative research methods used to generate and expand knowledge in healthcare. The principal practice and policy questions in healthcare are identified, along with the research paradigms, methodologies, rationales, designs, sampling, data collection and measurement methods, analysis, controls over bias and validity, reporting methods and ethical standards applied to answer these questions and inform evidence-based practice. Practical experience is gained with tools for the appraisal of research evidence guiding practice. Workplace research and organisation research for quality assurance are included. Pathways to a professional career in research are explained.

School Health Sciences

Discipline Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) HLTH 1012 OR HLTH 1001

Equivalent Subjects HLTH 2021 Research Methods (Quantitative and Qualitative)

Assumed Knowledge

A basic understanding of research methods and levels of evidence.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the principal research questions applicable to evidence-based practice in health
2. Apply the major quantitative and qualitative paradigms, methodologies, designs, methods and ethical considerations for answering the principal research questions in health

- Analyse criteria and processes for enhancing the generalisability and applicability of qualitative and quantitative research evidence in health
- Interpret quantitative and qualitative results in research reports
- Utilise structured appraisal tools for assessing reporting quality of research evidence in health
- Critique methods for workplace research
- Distinguish pathways and processes for commencing a career in health research

Subject Content

- Contribution of empirical research to the advancement of evidence-based practice and policy in healthcare
- Types of research questions in healthcare
- Levels of evidence in quantitative research
- Research paradigms and methodologies
- Research designs
- Sampling in quantitative and qualitative research
- Data collection methods in quantitative and qualitative research
- Ethics and privacy in human research and the management of data
- Data analysis in quantitative and qualitative research
- Appraisal tools and their use for quantitative and qualitative research
- Study and career pathways for professional research in health; funding and research teams
- Research in the workplace: Action research, quality assurance, audits and benchmarking

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	30 minutes	10	N	Individual
Report	1,200 words	25	N	Individual
Report	1,200 words	25	N	Individual
End-of-session Exam	2 hours	40	N	Individual

Teaching Periods

Autumn Campbelltown

Day

Subject Contact John Bidewell ([https://directory.westernsydney.edu.au/search/name/John Bidewell/](https://directory.westernsydney.edu.au/search/name/John%20Bidewell/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH2024_22-AUT_CA_D#subjects)

Online

Online

Subject Contact John Bidewell ([https://directory.westernsydney.edu.au/search/name/John Bidewell/](https://directory.westernsydney.edu.au/search/name/John%20Bidewell/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH2024_22-AUT_ON_O#subjects)

Sydney City Campus - Term 1 Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH2024_22-SC1_SC_D#subjects)

Sydney City Campus - Term 2 Sydney City

Day

Subject Contact John Bidewell ([https://directory.westernsydney.edu.au/search/name/John Bidewell/](https://directory.westernsydney.edu.au/search/name/John%20Bidewell/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH2024_22-SC2_SC_D#subjects)

HLTH 2025 Exercise Nutrition

Credit Points 10

Legacy Code 401436

Coordinator Angelo Sabag ([https://directory.westernsydney.edu.au/search/name/Angelo Sabag/](https://directory.westernsydney.edu.au/search/name/Angelo%20Sabag/))

Description This unit provides students with an understanding of the interdependent areas of nutrition within the context of sport, physical activity, and exercise. Nutritional needs and recommendations for all levels and types of physical activity are covered along with the links between nutrition and health, sport performance, body composition and control of body weight. Students will develop skills in nutritional analysis and program development, measurement of energy expenditure and body composition assessment. Students will use these skills and knowledge in the individualisation of advice on exercise nutrition for health and sport performance.

School Health Sciences

Discipline Nutrition and Dietetics

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) NATS 1009 AND SPRT 1001

Equivalent Subjects BIOS 2010 - Exercise Nutrition BIOS 2011 - Exercise Nutrition Body Composition and Weight Control

Restrictions Students must be enrolled in 4658 Bachelor of Health Science (Sport and Exercise Science).

Learning Outcomes

On successful completion of this subject, students should be able to:

- Describe the dietary guidelines and the recommended servings of the core food groups recommended by the National Health and Medical Research Council and other internationally recognized governing bodies.
- Describe the physiological functions of the macronutrients (carbohydrates, fats and protein) and micronutrients (vitamins, minerals and water).
- Explain the digestive system and underpinning physiological mechanisms behind the breakdown and absorption of various food sources.

4. Analyse a diet for its energy, macronutrient and micronutrient content, as well as describe the strengths, weaknesses and limitations of the commonly used methods for measuring and analysing dietary intake.
5. Describe the assumptions and limitations of common methods body composition assessment including BMI, waist hip ratio, skinfolds, body composition estimates (from regression equations) and other indices, and demonstrate the knowledge and ability to use these measures to service athletes, apparently healthy and obese individuals.
6. Explain the relationship between energy balance and control of body composition.
7. Provide general nutrition advice to promote, achieve and maintain a healthy lifestyle and/or improve sport performance.
8. Explain the importance of behavioural modification and other strategies to help individuals to incorporate and adhere to appropriate dietary strategies that support achieving and maintaining a healthy body mass.
9. Explain the nutritional, health and psychological risks of common fad and popular diets.
10. Describe and discuss the role of nutrition and ergogenic supplements in optimising exercise performance.

Subject Content

1. Exercise Nutrition

- general dietary guidelines and recommendations for health and physical performance
- dietary analysis: methods, applications and limitations of methods
- Digestive processes and Nutrient absorption kinetics
- physiological function of macronutrients and micronutrients with An emphasis on their Roles related to energy metabolism and Exercise
- methods of Measuring, Estimating and interpreting body composition
- Estimating individual energy requirements and energy Expenditure
- sport-specific nutrition and hydration for optimising performance, recovery & physiologic adaptation
- Nutritional supplements and Ergogenic AIDS
- Nutritional disorders: Prevalence, signs, Symptoms and key physiological effects

2. Other

- discipline specific WHS ? related to practical tasks of The unit

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Portfolio	500 words	25	N	Individual
Quizzes	30 minutes each	25	N	Individual
Final Exam	2 hours	50	Y	Individual

Teaching Periods

Spring Campbelltown Day

Subject Contact Drew Keys ([https://directory.westernsydney.edu.au/search/name/Drew Keys/](https://directory.westernsydney.edu.au/search/name/Drew%20Keys/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH2025_22-SPR_CA_D#subjects)

HLTH 3001 Applied Nutrition

Credit Points 10

Legacy Code 300908

Coordinator Li Li ([https://directory.westernsydney.edu.au/search/name/Li Li/](https://directory.westernsydney.edu.au/search/name/Li%20Li/))

Description This unit builds on basic concepts in human nutrition and facilitates the study of nutrition needs across the lifecycle and for specific lifestyle and nutrition related diseases. This study will incorporate how to assess nutritional status (incorporating anthropometric, biochemical, clinical, dietary and physical activity assessment) of individuals and groups, understand the strengths and limitations of various methods, how to manipulate diets to ensure nutritional sufficiency and how to provide nutrition education regarding lifestyle related diseases and sports nutrition.

School Science

Discipline Food Science and Biotechnology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) HLTH 2012 AND HLTH 2013

Equivalent Subjects HLTH 3002 - Applied Nutrition

Assumed Knowledge

An understanding of human nutrition, food, the metabolism of micro- and macro-nutrients, nutritional needs in various contexts, the relationship between dietary intake and disease/health, and computer literacy.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe, apply, and interpret results from, tools and methodologies (including anthropometric, biochemical, clinical and dietary) for assessing the nutritional status and level of physical activity of individuals and groups for various purposes
2. Explain the strengths, limitations (including measurement errors), validity and reliability of various nutritional status assessment techniques
3. Utilise nutritional analysis software to organise and present dietary data
4. Provide recommendations for meeting nutritional requirements for the prevention / treatment of lifestyle related chronic disease and for sports nutrition
5. Articulate food laws relating to the nutrition labelling of foods
6. Apply teaching and learning skills or styles for effective nutrition counselling and education

Subject Content

1. Assessment of nutritional status
2. Anthropometric, biochemical, clinical and dietary assessment methods
3. Introductory methods to measure energy expenditure and physical activity levels
4. Use of nutritional analysis software

5. Application of reference values to findings from nutritional assessment methods
6. Manipulating existing diets
7. Provision of nutrition education for the prevention / treatment of lifestyle related chronic disease and for sports nutrition

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	3,000 words	40	N	Individual
Practical	15 - 30 minutes	10	N	Individual
Online syndronous presentation and reflection report 500 words	Presentation 15 minutes, Reflection	20	N	Both (Individual & Group)
Quizzes - Three online quizzes (10% each)	30 minutes each	30	N	Individual

Prescribed Texts

- Ross, A., Caballero, B., & Cousins, R. J. (2014). Modern nutrition in health and disease (11th ed.). Wolters Kluwer Health.
- Charney, P. (2016). Nutrition assessment. Momentum press.
- Daradkeh, G., & Guizani, N. (2016). Handbook for nutritional assessment through life cycle. Nova Science
- Gibson, RS 2005, Principles of nutritional assessment, 2nd edn, Oxford University Press, 2005, Oxford, New York.

Teaching Periods

Spring Hawkesbury Day

Subject Contact Li Li (<https://directory.westernsydney.edu.au/search/name/Li Li/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH3001_22-SPR_HW_D#subjects)

HLTH 3003 Clinical Leadership and Patient Safety

Credit Points 10

Legacy Code 401097

Coordinator Navin Naidoo (<https://directory.westernsydney.edu.au/search/name/Navin Naidoo/>)

Description This unit introduces students to clinical leadership, supervision and patient safety in the context of paramedicine. Students will undertake a 4 week clinical placement block with an emergency ambulance crew, which will in part be used as a basis for reflective learning activities and critical analysis. Students will explore and discuss concepts of clinical leadership and supervision, drawing from their clinical placement experiences. Students will learn about

leadership styles, principles of clinical education, mentoring and supervision in the field, clinical governance and patient safety.

School Health Sciences

Discipline Paramedical Studies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) HLTH 3014

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Display effective communication skills, ethics and professionalism
2. Demonstrate consistent safe work practices
3. Execute intermediate/advanced paramedic skills in a real world environment
4. Assess a patient, formulate a clinical impression, and implement a prioritised clinical management plan under supervision
5. Analyse their individual leadership style and identify personal strengths and weakness
6. Discuss the role paramedics play in contributing to clinical governance, patient safety and quality improvement
7. Analyse medical error incidents
8. Discuss strategies for managing paramedic health and resilience
9. Discuss preceptorship in an ambulance context

Subject Content

A). During clinical placement

1. A four week clinical placement involving application of skills and knowledge in scene management and patient examination and assessment, clinical decision making, and patient management.

B). Post-clinical placement

1. Clinical placement reflection and debrief
2. Leadership styles and approaches
3. Clinical leadership and professional leadership
4. Clinical supervision and preceptorship
5. Mentoring and preceptorship
6. Patient safety and clinical governance
7. Human factors, error and situational awareness

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Practice Performance: Preceptor report	4 weeks	S/U	Y	Individual
Online MCQ quiz	Up to 60 minutes	20%	N	Individual

Self-assessment: Written paper analysing personal pre-and post-360 degree surveys	3,000 words	30%	N	Individual
---	-------------	-----	---	------------

Viva Voce: Oral viva assessment	Up to 45 minutes	50%	Y	Individual
---------------------------------	------------------	-----	---	------------

Teaching Periods

2nd Half Campbelltown Day

Subject Contact Navin Naidoo ([https://directory.westernsydney.edu.au/search/name/Navin Naidoo/](https://directory.westernsydney.edu.au/search/name/Navin%20Naidoo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH3003_22-2H_CA_D#subjects)

HLTH 3004 Emergency Care for Special Populations

Credit Points 10

Legacy Code 401070

Coordinator Paul Simpson ([https://directory.westernsydney.edu.au/search/name/Paul Simpson/](https://directory.westernsydney.edu.au/search/name/Paul%20Simpson/))

Description This unit explores the issues in caring for special populations in the emergency situation - multicultural and Indigenous settings, the elderly, people with disabilities and people experiencing mental illness. Current trends underlying policies and services and determinants of wellbeing in these contexts are discussed. Particular attention is given to issues, principles and practices relating to ageing, and to the assessment, treatment, rehabilitation strategies and crisis counselling for people experiencing mental illness.

School Health Sciences

Discipline Paramedical Studies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) HLTH 3014

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the strategic environment and trends underlying policies and services in the aged care and disability contexts
2. Discuss the impact of culture, society and family on wellbeing and health care needs
3. Demonstrate understanding of the psychological and social factors influencing the health care of older people and people with disabilities
4. Examine the range of resources and facilities relevant to services for older people and people with disability

5. Apply knowledge, skills and experience to reflect on and analyse health care needs and emergency situations affecting special populations

Subject Content

1. Special populations and social attitudes
2. Legislation and policy relating to special populations
 - a. Funding
 - b. Rights
 - c. Discrimination
3. Health care contexts
 - a. Determinants of health and wellbeing
 - b. Settings for aged care and disability services
 - c. Carers
4. Ageing
 - a. Psychological, biological, social and psychosocial issues
 - b. Family structures
 - c. Family and community care
5. Mental health
 - a. Assessment, treatment and rehabilitations
 - b. Crisis counselling
6. Implications for pre-hospital and emergency care (this topic is integrated in each of the preceding areas)

Teaching Periods

HLTH 3005 Evidence-Based Practice

Credit Points 10

Legacy Code 400865

Coordinator Nerida Klupp ([https://directory.westernsydney.edu.au/search/name/Nerida Klupp/](https://directory.westernsydney.edu.au/search/name/Nerida%20Klupp/))

Description In this unit, students incorporate previous research and biostatistics knowledge to develop new skills for using evidence to inform all aspects of their professional practice. Evidence-based practice uses an enquiry led approach to manage expanding and uncertain knowledge by formulating answerable questions, effectively searching literature, critically appraising evidence validity and results, and to assess its significance in clinical practice and healthcare decision-making. Students will incorporate evidence in communication and shared decision making processes for patient scenarios relevant to their program.

School Health Sciences

Discipline Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) Students need to have done HLTH 2021 Research Methods plus one clinical unit from their specific program This will be one of four possible units

Students enrolled in Course Code 4661 (Continuing) or 4708 (Current) must have completed REHA 2007 Podiatry Pre-Clinical

Students enrolled in Course Code 4663 (Continuing) or 4711 (Current) must have completed REHA 2004 Occupational Therapy Practice 2

Students enrolled in Course Code 4662 (Continuing) or 4706 (Current) must have completed REHA 3003 Clinical Education General

Equivalent Subjects LGYA 7051 - Integrating Evidence into Practice

Restrictions

Students must be enrolled in program Codes 4660,4661, 4662, 4663, 4706, 4708, 4710, 4711. 4763, 4788

Assumed Knowledge

Knowledge and skills of Foundations of Research & Evidence-based Practice 400863 and Research Methods (Qualitative and Quantitative) 400864 and at least one clinical subject of the student's program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Conduct sensitive and specific PICO search strategies
2. Identify key classification, design and result information from research studies
3. Critically appraise validity and clinical significance of research
4. Justify value of evidence according to its level, quality and applicability
5. Incorporate evidence into clinical reasoning and decision making
6. Negotiate evidence-informed shared decision-making

Subject Content

1. Exploring reasons for EBP
 - history of EBP development in health care
 - management of professional disagreement, situation effects and bias
 - management of information overload
 - management of uncertainty
2. Appraising evidence
 - for studies of interventions, diagnostic tests, prognosis, experiences and systematic reviews and guidelines
 - level of evidence
 - Internal Validity
 - statistical and clinical significance
 - Generalisability, Applicability and Usefulness
3. Implementing evidence into practice
 - incorporating evidence with expertise, values and situations
 - limitations of EBP paradigm
 - using evidence in clinical reasoning and decision-making
 - communicating evidence to clients
 - evidence-informed shared decision-making
 - evaluation of EBP

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Critically Appraised Topic: Part A written assignment (Report)	600 words plus search strategy	25	N	Individual
Critically Appraised Topic: Part B Viva Examination (Viva Voce)	Approx. 20 minutes	35	Y	Individual

Final Examination: 90 mins 40 N Individual

Multiple Choice Questions

Prescribed Texts

- Hoffman, T., Bennett, S., & Del Mar, C. (2013). Evidence-based practice across the health professions (2nd ed). Sydney, New South Wales: Churchill Livingstone.

Teaching Periods

Spring Campbelltown Day

Subject Contact Nerida Klupp ([https://directory.westernsydney.edu.au/search/name/Nerida Klupp/](https://directory.westernsydney.edu.au/search/name/Nerida%20Klupp/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH3005_22-SPR_CA_D#subjects)

HLTH 3007 Global Nutrition, Food and Community

Credit Points 10

Legacy Code 300917

Coordinator Li Li ([https://directory.westernsydney.edu.au/search/name/Li Li/](https://directory.westernsydney.edu.au/search/name/Li%20Li/))

Description This unit aims to develop an understanding of the inter relationship between nutrition and health in Australian and Global contexts. The aim is to provide the student with a sound foundation in nutritional anthropology, public health nutrition and health promotion in order that they can systematically analyse nutritional problems associated with world food issues; including those affecting minority and culturally and linguistically diverse groups within Australia; diseases of affluence and current health and nutrition issues in the community. An important objective of the unit is that students learn the principles of health promotion and how to apply effective nutrition promotion strategies in community and population settings in order to reduce the burdens of various nutritional and lifestyle related disorders and diseases like: obesity, some cancers, diabetes and cardiovascular disease and malnourishment.

School Science

Discipline Food Science and Biotechnology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) HLTH 2012

Equivalent Subjects HLTH 3010 - Nutrition and Community Health HLTH 3006 - Global Nutrition Food and Community

Assumed Knowledge

Understanding of human nutrition and associated health issues.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Case Study	1500	30	N	Individual
Oral presentation and written report	15 minutes, 2000 words	30	N	Group
Quiz	15 Mins	5	N	Individual
Final exam	2 hours	35	N	Individual

Teaching Periods

HLTH 3008 Gymnastics and Dance

Credit Points 10

Legacy Code 400896

Coordinator Rhiannon White ([https://directory.westernsydney.edu.au/search/name/Rhiannon White/](https://directory.westernsydney.edu.au/search/name/Rhiannon%20White/))

Description Students actively engage in a variety of gymnastics activities to develop skill competencies on vault, bars, beam, and floor. Students will also learn about a variety of dance styles and apply movement composition principles. Students will consider safety principles and learn teaching strategies that will enable them to teach gymnastics and dance accurately and safely in line with the Health and Physical Education curriculum. Students will also design their own original teaching and learning ideas that are active, enjoyable, and educational, to ensure they can implement quality gymnastics and dance learning experiences in PE.

School Health Sciences

Discipline Human Movement

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Incompatible Subjects LGYA 0700 - Human Movement 5 PERF 3008 - Introduction to Dance

Restrictions

Students must be enrolled in 4742 Bachelor of Health Science (Health and Physical Education)-Pathway to Teaching (Secondary), 4747 Bachelor of Health Science (HPE) or 6001 Diploma in Health Science/ Bachelor of Health Science (Health and Physical Education)

Learning Outcomes

On successful completion of this subject, students should be able to:

- Interpret content from the Australian Health and Physical Education (HPE) curriculum in the contexts of gymnastics and dance
- Demonstrate understanding of safety principles and teaching points relevant to gymnastics and dance activities
- Demonstrate a range of movement skills in the gymnastics and dance context
- Design enjoyable and active games and activities that integrate gymnastics skills into Physical Education lessons.
- Critically analyse the inclusion of gymnastics and dance in physical education.

Subject Content

1. Learning gymnastics skills and dance styles
2. Teaching, planning, and creating gymnastics activities and dance routines
3. Understanding gymnastics and dance in school physical education
4. Cultural interpretations of dance
5. Biomechanics of gymnastics
6. Movement composition to music
7. Safety considerations when teaching sport activities
8. Health and physical education curriculum

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Gymnastics Teaching Resources	Approx. 8 pages	35	N	Individual
Dance Lesson Plan	Approx. 3-4 pages, plus appendix	35	N	Individual
Teaching Experience & Justification	15 mins + 500 words	30	N	Individual

Teaching Periods

Spring

Penrith (Kingswood)

Day

Subject Contact Rhiannon White ([https://directory.westernsydney.edu.au/search/name/Rhiannon White/](https://directory.westernsydney.edu.au/search/name/Rhiannon%20White/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH3008_22-SPR_KW_D#subjects)

HLTH 3009 Major Incident Management

Credit Points 10

Legacy Code 401075

Coordinator Nicole Peel ([https://directory.westernsydney.edu.au/search/name/Nicole Peel/](https://directory.westernsydney.edu.au/search/name/Nicole%20Peel/))

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

School Health Sciences

Discipline Paramedical Studies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) HLTH 3014

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Research and formulate strategic and tactical responses to major incidents as part of a health response team
2. Demonstrate understanding of the principles and techniques of major incident prevention, response and recovery
3. Demonstrate leadership and decision-making in the context of a health response team

Subject Content

1. Health service and emergency service structure and roles
2. Planning for major incident response
3. The Ambulance Service Management Plan
 - a. Command and control
 - b. Communications
 - c. Safety
 - d. Recovery
4. Medical support
 - a. Triage
 - b. Transport
 - c. Treatment
5. Scene control and management
 - a. Children
 - b. Casualties
 - c. Media
 - d. Psychosocial support
6. Hazardous materials
7. Mass gatherings
8. Natural disasters

Teaching Periods

HLTH 3011 Obstetrics and Paediatrics

Credit Points 10

Legacy Code 401072

Coordinator Liz Thyer ([https://directory.westernsydney.edu.au/search/name/Liz Thyer/](https://directory.westernsydney.edu.au/search/name/Liz%20Thyer/))

Description The aim of this unit is to prepare the student for out-of-hospital care and management of obstetric, neo-natal and paediatric emergencies. It focuses on understanding human birth and development, normal and complicated delivery and the changes that occur in the pregnant woman. Developmental changes throughout childhood and the skills required to manage a broad range of clinical paediatric emergencies are explored.

School Health Sciences

Discipline Paramedical Studies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) HLTH 2018 AND HLTH 2015

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe and categorise typical and atypical growth and development from birth to adolescence
2. Describe and categorise typical and atypical growth and development of the pregnant woman
3. Demonstrate out-of-hospital assessment and management of select obstetric, neo-natal and paediatric emergencies
4. Apply clinical reasoning to manage obstetric, neo-natal and paediatric clinical problems in out-of-hospital settings
5. Justify a plan of management for an obstetric, neo-natal or paediatric problem that demonstrates professional and ethical behaviour and recognises the role of family and other health practitioners

Subject Content

Theory and practice, within the out-of-hospital setting, for:

1. Basic understanding of normal pregnancy and parturition
2. Common complications in pregnancy and obstetric emergencies
3. Assessment and management of the neonate
4. Basic understanding of typical and atypical growth and development from birth to adolescence
5. Relevant paediatric illnesses and trauma
6. Identifying relevant methods used to assess and monitor infants, children and adolescents, as appropriate to their needs
7. Management of paediatric cases using sound clinical reasoning and understanding the response of the child and the family
8. Relevant signs of child abuse and neglect

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	Two quizzes: 20 each quiz is a duration of 20 minutes and worth 10%	20	N	Individual
Practical Exam	up to 30 minutes	40	N	Individual
Intra-session Exam	1 hour	40	N	Individual

Teaching Periods

1st Half

Campbelltown

Day

Subject Contact Liz Thyer ([https://directory.westernsydney.edu.au/search/name/Liz Thyer/](https://directory.westernsydney.edu.au/search/name/Liz%20Thyer/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH3011_22-1H_CA_D#subjects)

HLTH 3012 Out-of-hospital Medical Care 2

Credit Points 10

Legacy Code 401096

Coordinator Navin Naidoo ([https://directory.westernsydney.edu.au/search/name/Navin Naidoo/](https://directory.westernsydney.edu.au/search/name/Navin%20Naidoo/))

Description The aim of this unit is to extend the foundational knowledge relating to the assessment and management of medical presentations across the spectrum of acuity, including falls, geriatric care, sepsis, gynaecological, genitourinary, ear/nose/throat and complex co-morbid conditions.. The unit combines theoretical and practical aspects to develop knowledge, skills, interpretation and application of diagnostics and clinical decision-making to implement appropriate patient care. Students will investigate fundamental elements of paramedic practice relating to medicolegal documentation, risk assessment and clinical reasoning relating to determination of patient disposition.

School Health Sciences

Discipline Paramedical Studies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) NATS 1009 AND
NATS 1010 AND
HLTH 2015

Co-requisite(s) HLTH 3014

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the pathophysiology and clinical presentation of common medical conditions across the spectrum of acuity
2. Formulate care plans using effective clinical reasoning relevant to patients across the lifespan and spectrum of acuity
3. Discuss barriers and enablers to safe and appropriate integrated care and referral
4. Demonstrate safe and effective performance of clinical procedures
5. Analyse principles of medical documentation and their connection to patient safety and clinical quality
6. Demonstrate systematic assessment of cardiorespiratory, neurological, genitourinary and gastrointestinal systems
7. Demonstrate ability to work effectively in a team to provide safe and appropriate care

Subject Content

1. Complex and co-morbid Patient presentations
2. Gynaecological and genitourinary emergencies
3. Endocrine emergencies
4. Sepsis
5. Advanced Life Support Procedures
6. Clinical Reasoning

7. Systematic clinical assessment
8. Medical record-keeping

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	1 hour	20	N	Individual
Short Answer	30 minutes	20	N	Individual
Literature Review	N/A	20	N	Individual
Practical Exam	Up to 60 minutes	40	Y	Individual

Teaching Periods

1st Half

Campbelltown

Day

Subject Contact Navin Naidoo (<https://directory.westernsydney.edu.au/search/name/Navin+Naidoo/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH3012_22-1H_CA_D#subjects)

HLTH 3014 Paramedic Practice 4

Credit Points 10

Legacy Code 401069

Coordinator Buck Reed (<https://directory.westernsydney.edu.au/search/name/Buck+Reed/>)

Description This unit focuses on the core competencies for paramedic practice in real world situations. Students will review high fidelity simulation scenarios to facilitate simulation debrief sessions exploring scene management, interpersonal communication, decision making, inter-professional cooperation and clinical management. Students will then consolidate and extend these skills through supervised clinical placements with an emergency ambulance crew over a period of 5 weeks. Experiences and exposure gained during the placement will form the basis for analysis of case studies and reflective learning.

School Health Sciences

Discipline Paramedical Studies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) HLTH 2018

Co-requisite(s) HLTH 3012

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Plan and assess personal professional goals and performance
2. Display effective situational awareness, operational safety, communication skills, ethics, and professionalism in a paramedic work environment
3. Analyse contemporary paramedic practice in a regulated professional environment
4. Demonstrate holistic paramedic care for patients from vulnerable populations.
5. Execute intermediate level paramedicine skills in a real-world environment
6. Apply a systematic approach to patient assessment, history taking and clinical management in a paramedic work environment to an intermediate level
7. Critique decision making in cases involving patients with moderately complex presentations in a paramedic work environment
8. Analyse scene, professional and clinical management displayed in simulated case scenarios

Subject Content

Prior to clinical placement

- Paramedic practice in intermediate-level simulated scenarios
- Placement planning
- Professional practice, professionalisation and the application of critical non-technical skills and knowledge
- Care and management of vulnerable populations
- Referral, patient disposition and integrated care

During clinical placement

- Paramedicine skills associated with assessment and history taking in a real-world paramedic work environment
- Decision making and judgement in complex real-world patient presentations
- Supervised management of patient disposition and referral decisions
- Supervised formulation of a clinical impression and management plan
- Supervised performance of clinical interventions utilised by registered paramedics
- Clinical documentation and interprofessional communication

After clinical placement

- Self-evaluation of learning and performance
- Evaluation and reporting of clinical experiences

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Proposal	750 Words	15	N	Individual
Practical Exam	30 Minutes	30	Y	Individual
Viva Voce	25 Minutes	25	Y	Individual
Case Study	1500 Words	30	N	Individual

Professional NA S/U Y Individual
Placement
Performance

Teaching Periods

1st Half Campbelltown Day

Subject Contact Buck Reed ([https://directory.westernsydney.edu.au/search/name/Buck Reed/](https://directory.westernsydney.edu.au/search/name/Buck%20Reed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH3014_22-1H_CA_D#subjects)

HLTH 3015 Resistance Training and Physiology

Credit Points 10

Legacy Code 400890

Coordinator Paul Marshall ([https://directory.westernsydney.edu.au/search/name/Paul Marshall/](https://directory.westernsydney.edu.au/search/name/Paul%20Marshall/))

Description In 2016, this unit is replaced by 401148 - Strength and Conditioning. Resistance Training and Physiology presents the growing body of research evidence supporting specific methods of resistance exercise and training, as well as the role of resistance exercise in disease prevention and health promotion. Students gain an increased understanding of the energetics and physiology of resistance exercise by also completing laboratories focussed on the research of important applied concepts in resistance exercise and training. Students also experience resistance training.

School Health Sciences

Discipline Human Movement

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) HLTH 2004 AND
BIOS 2037 AND
BIOS 3003

Restrictions Students must be enrolled in program 4658 - Bachelor of Health Science (Sport and Exercise Science).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. a detailed understanding of the energetics of muscle contractions during different intensities of resistance exercise;
2. a detailed understanding of the molecular biology of muscular strength and hypertrophy;
3. knowledge of the systemic physiological responses to different intensities of resistance exercise;
4. knowledge of the differences in force and power development between different types of muscle contractions: isometric, isotonic, isokinetic;
5. understanding of the changes to repetitions and sets performed in resistance exercise, and how specific changes in either component can change the training stimuli for either of muscular strength, power or endurance;

6. knowledge of the roles of resistance exercise and training to sports performance, as well as disease prevention and rehabilitation;
7. developed skills for developing and supervising quality resistance training programs specific to certain desired outcomes;
8. mastered techniques required for safe and optimal resistance training of specific muscles and/or muscle groups using free weights and weight machines;
9. Explain the reasoning behind discipline specific OH&S procedures and systems;
10. Perform all practical skills and activities safely and in compliance with standard operating procedures and laboratory rules.

Subject Content

1. The research-based evidence for specific types of resistance training for specific outcomes; such as strength, power and endurance.
2. The cellular response mechanisms to resistance training for stimulation of muscle anabolism and hypertrophy.
3. The neural components of increased muscular strength.
4. Gender differences in strength and responses to resistance training.
5. Different equipment used in resistance training, and how they differ in promoting specific resistance training outcomes.
6. Training paradigms used in resistance training.
7. Potential abuse of pharmacological and nutritional ergogenic aids in resistance training, as well as their performance and health consequences.
8. The roles of resistance exercise and training in sports and athletics.
9. The roles of resistance exercise and training in disease prevention and rehabilitation.
10. Designing resistance exercise training programs.
11. Experiencing resistance exercise training.

Special Requirements

Legislative pre-requisites

Prior to enrolling in this subject, students must have:

- 1) submitted a Student Undertaking Form and have applied for a National Police Certificate;
- 2) submitted Working with Children Check Student Declaration;
- 3) possess a current WorkCover Authority approved First Aid Certificate.

Teaching Periods

HLTH 3016 Strength and Conditioning

Credit Points 10

Legacy Code 401148

Coordinator Dean Norris ([https://directory.westernsydney.edu.au/search/name/Dean Norris/](https://directory.westernsydney.edu.au/search/name/Dean%20Norris/))

Description Strength and Conditioning presents the growing body of research evidence supporting specific methods of resistance exercise and training, as well as the role of resistance exercise in disease prevention and health promotion. Students gain an understanding of the energetics and physiology of resistance exercise by also completing and experiencing laboratories focussed on the important applied concepts in resistance exercise and training.

School Health Sciences

Discipline Human Movement

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) HLTH 2003 AND
BIOS 2012 AND
SPRT 2002

Equivalent Subjects HLTH 3015 - Resistance Training and Physiology

Restrictions Students must be enrolled in 4658 - Bachelor of Health Science (Sport and Exercise Science).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain skeletal muscle anatomy and identify the key structures involved with muscle contraction
2. Evaluate contributions to muscle contraction from the nervous system and within the muscle
3. Identify the biological mechanisms that explain different types of training adaptation following resistance exercise
4. Prescribe an evidence based resistance exercise program for a healthy, untrained individual
5. Examine contributing factors to performance of an exercise movement
6. Construct a basic nutritional plan that effectively complements typical resistance exercise prescription
7. Critique the scientific basis and be able to review evidence for modern trends in resistance exercise prescription

Subject Content

- The Anatomy and physiology of muscle contraction
- The research-based evidence for specific types of resistance training for specific outcomes; such as strength, power and endurance
- exposure to different equipment used in resistance training, and how The equipment differs in promoting specific resistance training outcomes
- training paradigms used in resistance training
- potential Abuse of Pharmacological and Nutritional Ergogenic Aids in resistance training, as well as their performance and health consequences
- The Roles of resistance Exercise and training in Sports and athletics
- The Roles of resistance Exercise and training in disease prevention and rehabilitation
- designing resistance Exercise training programs
- experiencing resistance Exercise training

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Final Exam	2 hours	40	Y	Individual
Applied Project Part A- Program	Up to 8 pages	20	N	Individual
Applied Project Part B- 2 x Program Explanations	Up to 2 pages each	20	N	Individual

Resistance Training Programs	Up to 6 pages	20	N	Individual
------------------------------	---------------	----	---	------------

Prescribed Texts

- Chapter excerpts from the book, Brooks GA, Fahey TD, Baldwin KM. Human bioenergetics and its applications: fifth edition. McGraw-Hill.
- This is an electronic book specially prepared for this subject. <http://www.mheducation.com.au/9781121631915-aus-resistance-training-and-physio>
- This e-book is a compilation of relevant chapters from the above named text, which is already available as a hard-copy in the library for students to access should they not purchase the e-book.

Teaching Periods

Spring Campbelltown Day

Subject Contact Dean Norris ([https://directory.westernsydney.edu.au/search/name/Dean Norris/](https://directory.westernsydney.edu.au/search/name/Dean%20Norris/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH3016_22-SPR_CA_D#subjects)

HLTH 3017 Traumatic and Environmental Emergencies

Credit Points 10

Legacy Code 401071

Coordinator Robin Pap ([https://directory.westernsydney.edu.au/search/name/Robin Pap/](https://directory.westernsydney.edu.au/search/name/Robin%20Pap/))

Description This unit deals with pathophysiology and pathogenesis of traumatic injuries and environmental emergencies as well as safe and effective out-of-hospital management of these patients. Best patient outcomes are achieved when out-of-hospital care forms part of a trauma system. Paramedics are required to make decisions to achieve the provision of the right care and transfer to the right hospital in the right time. This applies to both, the single-patient incident and the mass casualty situation. This unit aims to develop the knowledge and skills to safely and effectively manage the patient(s) suffering traumatic injury or an environmental emergency. Furthermore, the unit aims to prepare the paramedic student to be part of a major incident response.

School Health Sciences

Discipline Paramedical Studies

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) HLTH 3014

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

Assumed Knowledge

First and second year of the BHSc (Paramedicine).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine the incidence and mechanism of injury of a range of major traumatic injuries.
2. Integrate patient presentation to underlying pathophysiology of traumatic injuries and environmental conditions.
3. Describe, defend, demonstrate and analyse evidence-based out-of-hospital management of major trauma and environmental emergencies including effective integration into a trauma system.
4. Apply clinical reasoning and problem-solving in complex single- and multiple-patient situations.
5. Explain and apply principles of major incident management.
6. Evaluate the roles and responsibilities of ambulance services and individual paramedics during major incident management including CBRN (chemical, biological, radioactive and nuclear) events.

Subject Content

The subject covers the paramedic response to a range of critical environmental, physiological and traumatic emergencies, including:

1. Mechanisms of injury
2. Head, brain and facial injuries
3. Spinal injury
4. Thoracic injury
5. Abdominal and genitourinary injury
6. Musculoskeletal and soft tissue injury
7. Burns
8. Crush, blast and ballistic injuries
9. Environmental Emergencies
10. Toxicology, poisoning and envenomation
11. Principles of major incident management
12. Roles and responsibilities at major incidents including Chemical, Biological, Radiological and Nuclear (CBRN) events

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Rapid Review	NA	30	N	Group
Online Test	2 hours	30	N	Individual
Practical Exam	Up to 1 hour	40	Y	Individual

Prescribed Texts

- Cameron, P., & Little, Mark, editor. (2020). Textbook of adult emergency medicine (Fifth ed.).
- Curtis, K., Ramsden, Clair, editor, Considine, Julie, editor, & Fry, Magaret, editor. (2019). Emergency and trauma care for nurses and paramedics (3rd ed.).

Teaching Periods

2nd Half Campbelltown Day

Subject Contact Robin Pap ([https://directory.westernsydney.edu.au/search/name/Robin Pap/](https://directory.westernsydney.edu.au/search/name/Robin%20Pap/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH3017_22-2H_CA_D#subjects)

HLTH 3018 Ethical and Legal Issues in Health Care

Credit Points 10

Legacy Code 401408

Coordinator Elizabeth Atteya ([https://directory.westernsydney.edu.au/search/name/Elizabeth Atteya/](https://directory.westernsydney.edu.au/search/name/Elizabeth%20Atteya/))

Description From 2020 this unit replaces 400249 - Ethical and Legal Issues in Health Care. This unit enables students to explore and develop an understanding of the ethical and legal issues important within contemporary health care. Through the use of case studies students will analyse profound ethical and legal challenges facing current health care that are equally important to health professionals, patients/clients and society generally. Critical thinking about these issues will be encouraged. Students will also be encouraged to consider differing theoretical perspectives in their examination of ethical issues. Additionally, students studying to work within health care, including complementary medicine, will develop a comprehensive understanding of the requirements for ensuring that their practice conforms to legal doctrines and ethical standards.

School Health Sciences

Discipline Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects JUST 3005 - Ethical and Legal Issues in Health Care

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically evaluate the relationship between ethics and law and describe the key components of each.
2. Critically analyse the legal and ethical context in which health care occurs and its importance in relation to risk management.
3. Debate the inter-connection between the rights and responsibilities of patients/clients, health practitioners and the wider community within a health care systems.
4. Debate and appraise legal principles and doctrines relevant to health care.
5. Outline the process by which legal rules are determined and changed.
6. Critically evaluate ethical decision-making frameworks in order to evaluate their effectiveness in justifying a response to ethical dilemmas.
7. Critique and apply differing theoretical perspectives and legal principles in relation to ethical issues.
8. Analyse the social and political context of health care and identify the differences between policy and practice in health care implementation.
9. Appraise ethical and legal issues in relation to the practice of complementary and alternative medicine and its relationship with conventional medicine.

Subject Content

1. Ethics:

- The relationship between ethics and Law
- A Definition of ethics and Ethical behaviour
- professional codes of ethics

- historical perspectives on The relationship between complementary and alternative medicine (CAM) and conventional medicine
- Ethics and morality: moral reasoning; morality and the law; the role of emotion
- Ethical theories/approaches and decision-making frameworks
- Ethical principles: autonomy; non-maleficence; beneficence; justice; and their applicability within health care
- Veracity in health care
- The ethics of medical expert testimony
- The ethics of child protection work in health care: mandatory reporting/difficulty of false accusations
- The contradictions between public health and individual rights
- Ethical Issues in current health debates: Vaccination, pesticides and fluoride
- globalisation, profit motives and The pharmaceutical industry
- Current issues in ethics and law: quality of life and sanctity of life issues; health care as a right; ethical aspects of health resource allocation; ethical research and experimentation
- Understanding evidence based medicine, its advantages and disadvantages, in mainstream medicine and complementary/ alternative medicine

2. Law:

- The relationship of ethics to Law
- how laws are made: statute Law and common Law
- Classifications of Law: substantive and procedural law; criminal and civil law and their relevance to health care
- Consent: legal requirements; potential actions in law; ethical underpinnings
- Negligence: Duty of care; Standard of Care; Damage and Litigation
- Professional and client relationships: foundational principles and characteristics; rights and responsibilities; privacy and confidentiality; complaints mechanisms
- Workplace issues: vicarious liability; OH&S requirements, privacy and freedom of information; EEO; New Industrial Relations Laws
- Specific legal requirements of professional practice: including poisons act and administration of drugs, including complementary medicines; Quarantine and Customs requirements and the Therapeutic Goods Administration; Registration and disciplinary proce
- The Importance of ensuring that practice conforms to legal Doctrine and Ethical Standards and its relationship to Risk management

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	30 minutes	30	N	Group
Essay	2,000 words	40	N	Individual
Quiz	4 questions/10 minutes per quiz	20	N	Individual
Participation	11 weeks	10	N	Individual

Prescribed Texts

- Kerridge, I., Lowe, M., & Stewart, C. (2013). Ethics and law for the health professions (4th ed.). Annandale, NSW: The federation Press.

Teaching Periods

Summer A

Online

Online

Subject Contact Elizabeth Atteya ([https://directory.westernsydney.edu.au/search/name/Elizabeth Atteya/](https://directory.westernsydney.edu.au/search/name/Elizabeth%20Atteya/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH3018_22-SUA_ON_O#subjects)

Spring Campbelltown

Day

Subject Contact Caterina Tannous ([https://directory.westernsydney.edu.au/search/name/Caterina Tannous/](https://directory.westernsydney.edu.au/search/name/Caterina%20Tannous/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH3018_22-SPR_CA_D#subjects)

Online

Online

Subject Contact Caterina Tannous ([https://directory.westernsydney.edu.au/search/name/Caterina Tannous/](https://directory.westernsydney.edu.au/search/name/Caterina%20Tannous/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH3018_22-SPR_ON_O#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH3018_22-SC3_SC_D#subjects)

HLTH 3019 Nutrition, Health and Disease

Credit Points 10

Legacy Code 301457

Coordinator Sunil Panchal ([https://directory.westernsydney.edu.au/search/name/Sunil Panchal/](https://directory.westernsydney.edu.au/search/name/Sunil%20Panchal/))

Description In this unit you will explore the basic concepts of human nutrition in relation to various stages of the lifespan from infants to late adulthood. It also explores nutrition in relation to chronic health conditions such as obesity, cardiovascular disease and eating disorders. You will learn about the development of the Australian Dietary Guidelines and Nutrient Reference Values. You will also learn to make informed decisions with regard to nutritionally critical moments of the life span, emerging nutrition opinions or contemporary uses of nutrition in physical activity, sports and chronic health conditions.

School Science

Discipline Nutrition and Dietetics

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) HLTH 2012 AND BIOS 2021

Equivalent Subjects HLTH 2014 - Nutrition and Health 2 HLTH 2013 - Nutrition and Health 2

Assumed Knowledge

An understanding of human nutrition, food and the metabolism of micro- and macro-nutrients and computer literacy.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the principles of epidemiology and health trends within Australia and worldwide
2. Explain how the Australian Dietary Guidelines and Nutrient Reference Values are determined and used to assess nutritional adequacy at both an individual and population level
3. Evaluate the impact of nutrition on health across the life span
4. Synthesise scholarly evidence on topics related to nutrition and health
5. Critically analyse the role of nutrition in relation to a range of chronic health conditions
6. Critically analyse the role of nutrition in relation to physical activity, sports nutrition issues, diet choices such as veganism and vegetarianism, and controversial fad diets

Subject Content

1. Principles of nutritional epidemiology
2. Health trends in Australia and worldwide
3. Concept, formulation and uses of the Australian Dietary Guidelines, Australian Guide to Healthy Eating, and Nutrient Reference Values (NRV)
4. Methods for assessing body composition and diet.
5. Nutritional requirements and food habits throughout key stages of the lifespan.
6. Relationship between nutrition and chronic metabolic and related diseases.
7. Relationship between nutrition and physical activity and sports nutrition issues.
8. Controversial issues in nutrition such as fad diets, and emerging opinions and misinformation.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	4 x 20 minutes	20	N	Individual
Literature Review	1,200 words	35	N	Individual
Critical Review	4,000 words	30	N	Group
Presentation	5 minutes	15	N	Individual

Prescribed Texts

- Bender, DA. Introduction to Nutrition and Metabolism, 5th ed. CRC Press, Taylor & Francis Group.
- Mann, J & Truswell, AS 2012, Essentials of human nutrition, 4th edn, Oxford University Press, Oxford.

Teaching Periods

Spring Hawkesbury

Day

Subject Contact Sunil Panchal (https://directory.westernsydney.edu.au/search/name/Sunil_Panchal/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH3019_22-SPR_HW_D#subjects)

HLTH 3020 Global Nutrition and Food

Credit Points 10

Legacy Code 301458

Coordinator Li Li (https://directory.westernsydney.edu.au/search/name/Li_Li/)

Description This unit aims to develop an understanding of the inter relationship between nutrition and health in Australian and Global contexts. The aim is to provide you with a sound foundation in nutritional anthropology, public health nutrition and health promotion in order that they can systematically analyse nutritional problems associated with world food issues; including those affecting minority and culturally and linguistically diverse groups within Australia; diseases of affluence and current health and nutrition issues in the community. An important objective of the unit is that you will learn the principles of health promotion and how to apply effective nutrition promotion strategies in community and population settings in order to reduce the burdens of various nutritional and lifestyle related disorders and diseases like: obesity, some cancers, diabetes and cardiovascular disease and malnourishment.

School Science

Discipline Nutrition and Dietetics

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) HLTH 2012 AND BIOS 2021

Equivalent Subjects HLTH 3007 Global Nutrition Food and Community HLTH 3006 Global Nutrition Food and Community HLTH 3010 Nutrition and Community Health

Assumed Knowledge

An understanding of human nutrition and associated health issues.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the anthropological relationship between nutrition and health in the Australian and global context
2. Critique the contributing factors that affect the nutrition status of Australia's indigenous population
3. Evaluate the relationship of lifestyle factors and nutritional status along with the contribution of food systems to community health and wellbeing

4. Critique the influences of world food politics on nutritional status and examine the trends in national and international nutrition and food
5. Critique the role of nutrition promotion and public health nutrition
6. Analyse current diet related nutrition related public health issues
7. Propose a public health nutrition promotion plan for a current public health issue

Subject Content

1. Principles and application of nutritional anthropology
2. Nutritional Epidemiology
3. Nutrition and Health issues in Indigenous populations
4. Lifestyle factors, Australian food habits and Australian food systems
5. Risk factors, nutrition and cardio vascular disease (CVD)
6. Risk factors, nutrition and cancer
7. Risk factors, nutrition and diabetes
8. Obesity and community health
9. Health Promotion and public health nutrition
10. International nutrition and world food politics
11. Quantitative and qualitative data collection methods

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study Report	1,500 words	30	N	Individual
	2,000 words, 20 minutes	30	N	Group
Final Exam	2 hours	40	N	Individual

Prescribed Texts

- Hughes, R & Margetts, BM 2011, Practical Public Health Nutrition, Wiley-Blackwell, Oxford
- Lawrence, M. Worsley, T. 2007. Public health nutrition: from principles to practice. Allen & Unwin. Sydney

Teaching Periods

Autumn Hawkesbury

Day

Subject Contact Li Li (https://directory.westernsydney.edu.au/search/name/Li_Li/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH3020_22-AUT_HW_D#subjects)

HLTH 4001 Professional Reasoning

Credit Points 10

Legacy Code 401125

Coordinator Ali Gebhardt (https://directory.westernsydney.edu.au/search/name/Ali_Gebhardt/)

Description This final year unit focuses on the transition from student to practitioner. The aim of this unit is to provide students with learning opportunities that will consolidate and enhance their competence in professional practice throughout their career. Professional

competencies of central concern include advanced clinical reasoning skills, evidence based-practice, reflective practice, personal and career management strategies, self-directed and life-long learning. These competencies contribute positively to the effective management of graduates' clinical practice in various work contexts, and their future career paths. Acquisition of such skills will allow the graduate to direct and adapt to change in these areas.

School Health Sciences

Discipline Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) REHA 3019 AND REHA 3002

Co-requisite(s) REHA 3024

Incompatible Subjects HLTH 7013 - Professional Reasoning

Restrictions Students must be enrolled in 4711 Bachelor of Occupational Therapy or 4712 Bachelor of Occupational Therapy (Honours). This is a specialty subject offered as a compulsory core subject of the occupational therapy program. It is profession specific, preparing students to practice as an occupational therapist and not relevant as an elective for non-occupational therapy students.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify various models and classifications of clinical reasoning and analyse their use in practice
2. Apply occupational therapy theories and conceptual models to guide clinical reasoning in practice scenarios
3. Apply the occupational therapy problem solving process to practice scenarios and reflect on clinical reasoning during the different stages of problem solving
4. Reflect on their own clinical reasoning skills and identify strategies to move from a novice to expert reasoning
5. Apply principles of ethical reasoning to various practice scenarios

Subject Content

1. Models and theories of clinical reasoning
2. Use of clinical reasoning to guide client management
3. Models and theories of occupational therapy practice and process
4. Using evidence based practice to guide client management and the role of evidence-based practice in clinical reasoning
5. Strategies to move from novice to expert in clinical reasoning
6. Principles of ethical reasoning

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	2,500 words	50	N	Individual
Portfolio	2,500 words	50	N	Individual

Teaching Periods

Autumn Campbelltown

Day

Subject Contact Ali Gebhardt ([https://directory.westernsydney.edu.au/search/name/Ali Gebhardt/](https://directory.westernsydney.edu.au/search/name/Ali%20Gebhardt/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH4001_22-AUT_CA_D#subjects)

HLTH 4002 Evidence-Based Practice (Advanced)

Credit Points 10

Legacy Code 400944

Coordinator Rosalind Bye ([https://directory.westernsydney.edu.au/search/name/Rosalind Bye/](https://directory.westernsydney.edu.au/search/name/Rosalind%20Bye/))

Description In this unit, students incorporate previous research and biostatistics knowledge to develop new skills for using evidence to inform all aspects of their professional practice. Evidence-based practice uses an enquiry led approach to manage expanding and uncertain knowledge by formulating answerable questions, effectively searching literature, critically appraising evidence validity and results, and to assess its significance in clinical practice and healthcare decision-making. Students will incorporate evidence in communication and shared decision-making processes for patient scenarios relevant to their program. Students will embark on research training through studying the theory and application of research methods to honours research in their chosen field and practising the skills to analyse evidence in the health sciences.

School Health Sciences

Discipline Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) Students need to have done HLTH 2021 Research Methods plus students in Occupational Therapy Physiotherapy and Podiatric Medicine must have done ONE clinical unit from their specific program These are outlined below
Students enrolled in Course Code 4661 (Continuing) or 4708 (Current) must have completed REHA 2007 Podiatry Pre-Clinical
Students enrolled in Course Code 4663 (Continuing) or 4711 (Current) must have completed REHA 2004 Occupational Therapy Practice 2
Students enrolled in Course Code 4662 (Continuing) or 4706 (Current) must have completed REHA 3003 Clinical Education General

Incompatible Subjects HLTH 3005 - Evidence-Based Practice

Restrictions

Students must be eligible to enrol in honours in the nominated programs. This subject is only relevant to honours students in clinical health sciences and is specifically tailored to accommodate the program and progression requirements of such students. It is not appropriate as a general elective.

Assumed Knowledge

Knowledge and skills of Foundations of Research & Evidence-based Practice 400863 and Research Methods (Qualitative and Quantitative) 400864 AND at least one clinical subject of the student's program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Conduct sensitive and specific PICO search strategies
2. Identify key classification, design and result information from research studies
3. Critically appraise validity and clinical significance of research
4. Justify value of evidence according to its level, quality and applicability
5. Incorporate evidence into clinical reasoning and decision making
6. Negotiate evidence-informed shared decision-making
7. Formulate an appropriate design and research protocol for the honours investigation in conjunction with the honours supervisor
8. Analyse the organisational and ethical issues of research in health practice settings, and practically apply this to the honours research topic
9. Justify the selection of specific data analysis techniques for use in the student's research question

Subject Content

1. Exploring reasons for EBP
 - history of EBP development in health care
 - management of professional disagreement, situation effects and bias
 - management of information overload
 - management of uncertainty
2. Appraising evidence
 - for studies of interventions, diagnostic tests, prognosis, experiences and systematic reviews and guidelines
 - level of evidence
 - Internal Validity
 - statistical and clinical significance
 - Generalisability, Applicability and Usefulness
3. Implementing evidence into practice
 - incorporating evidence with expertise, values and situations
 - limitations of EBP paradigm
 - using evidence in clinical reasoning and decision-making
 - communicating evidence to clients
 - evidence-informed shared decision-making
 - evaluation of EBP
4. Honours research development knowledge and skills
 - transition Issues: Becoming A clinical health science Honours researcher and Understanding The Honours research training process
 - Working with your supervisor and developing good research practice skills
 - Scholarly writing and using library resources
 - research design of Honours Projects
 - ethics of research in The health sciences
 - developing, writing and Presenting An Honours research proposal
 - data analysis techniques and managing data in Honours Projects

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Critical Review: Critically Appraised Topic: Part A Written Assignment	600 words plus search strategy	15	N	Individual
Viva Voce: Critically Appraised Topic: Part B Viva Examination	20 minutes	25	Y	Individual
Final Exam	90 minutes	35	N	Individual
Research Proposal	2,000 words	25	N	Individual

Prescribed Texts

- Creswell, J. W. (2014). Research design: Qualitative, quantitative, and mixed methods approaches (4th ed.). Los Angeles: Sage
- Hoffman, T., Bennett, S., & Del Mar, C. (2013). Evidence-based practice across the health professions (2nd ed). Sydney, New South Wales: Churchill Livingstone

Teaching Periods

Spring Campbelltown Day

Subject Contact Rosalind Bye ([https://directory.westernsydney.edu.au/search/name/Rosalind Bye/](https://directory.westernsydney.edu.au/search/name/Rosalind%20Bye/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH4002_22-SPR_CA_D#subjects)

HLTH 7001 A Global Perspective on Social Determinants of Health

Credit Points 10

Legacy Code 400841

Coordinator David Lim ([https://directory.westernsydney.edu.au/search/name/David Lim/](https://directory.westernsydney.edu.au/search/name/David%20Lim/))

Description Evidence is mounting that the health of individuals, groups and whole populations is significantly determined by social factors - the social determinants. The related research has its origins in concern for the growing inequalities in health both within and between countries. This unit examines the framework of the social determinants of health in a global perspective and includes a reflection on the phenomenon of globalisation and its impact, both positive and negative on people's health. Students will critically reflect on this relatively new and emerging body of knowledge and research which clearly situates the maintenance of health and healthy societies within their socioeconomic and socio-cultural contexts. They will also examine implications for policy, health systems and different groups within society.

School Health Sciences

Discipline Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the social determinants of health in their global and local manifestations
2. Critically evaluate the evidence supporting the social determinants thesis and causal pathways offered to describe the link between social factors and inequitable health outcomes;
3. Critically analyse the impact of globalisation and social structure and processes on health inequalities within Australia and internationally;
4. Critically appraise the link between social stratification, differential exposure, differential susceptibility and differential consequences in generating health inequities
5. Critically assess the capacity of national health systems to reduce health inequities and have a better balance between acute care and prevention/health maintenance.

Subject Content

1. Social Determinants of Health and Illness
 - The social health gradient ? international evidence; Health equity, equality and inequality
 - Proximal and distal Determinants of health inequities
 - The Global marketplace
2. Impacts of Globalization, on:
 - policy making (World bank and WHO); political and economic structures and processes
 - health professional training, manpower and Migration
 - environments for health: local and Global, including climate change
3. Responses:
 - frameworks for policy development using The social Determinants perspective
 - frameworks for Analysing The links between globalization and health
 - Reorienting health services
 - inter-sectoral partnerships and collaboration

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	2,000 words	40	N	Individual
Professional Task	3,000 words	50	N	Individual
Professional Task	300 words	10	N	Individual

Teaching Periods

HLTH 7002 Building Organisational Capacity in Health Care

Credit Points 10

Legacy Code 400846

Coordinator Olayide Ogunsiji ([https://directory.westernsydney.edu.au/search/name/Olayide Ogunsiji/](https://directory.westernsydney.edu.au/search/name/Olayide%20Ogunsiji/))

Description The concept, form and structure of health care organisations are explored. Organisational theory is used to analyse contemporary health care structures. Factors which influence organisational design, function and effectiveness are discussed including: organisational behaviour, strategy, culture, power and politics, technology, sustainability and effectiveness. A major focus is planning for strategic organisational development to meet the challenges of rapid change and the need for performance improvements in patient care delivery. Concepts related to the strategic development of workforce capacity in the health care arena considered through the application of theories including the learning organisation. Leadership is examined with emphasis on change management.

School Nursing & Midwifery

Discipline Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects PUBH 7017 - Leadership and the Development of Organisational Capacity in Health Care

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Assess the impact of organisational culture, power, politics and technology on readiness for change in health care organisations.
2. Critically analyse organisational strategy, design and structure of health care organisations by applying organisational theory.
3. Investigate how effective change leadership can lead to improved organisational capacity and performance.
4. Critically reflect on and critique health care organisational capacity building in a rapidly changing environment.
5. Recommend strategies for workforce capacity development within a contemporary health care setting.

Subject Content

Module 1 - Introduction to organisational theory, design and structure, and its application to the health care environment

- organisational theory and structure - organisational structures, function, formal systems of power and authority, how they are affected by the internal and external environment in the health care sector
- factors influencing organisational design and function in health care including organisational behaviour, strategy, culture, power and politics, technology, sustainability and effectiveness
- organisational culture and subcultures in health care

Module 2 - Organisational capacity building, workforce development and change management in the health care environment

- leadership, adaptive organisational cultures and change
- theories and frameworks for organisational capacity building
- Models and strategies for workforce development

- managing conflict, pandemic, power and politics in health care organisations
 Module 3 - Improving organisational performance
 - theories and concepts underpinning organisational performance improvement in health care
 - Measuring organisational performance and effectiveness
 - leading organisational capacity building and improving organisational performance in the health care arena

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	1,500 words	50	N	Individual
Discourse Analysis	1,500 words	50	N	Individual

Prescribed Texts

- There is no essential textbook.

Teaching Periods

Hong Kong Baptist - Aut

Hong Kong Baptist University

Offshore

Subject Contact Olayide Ogunsiji ([https://directory.westernsydney.edu.au/search/name/Olayide Ogunsiji/](https://directory.westernsydney.edu.au/search/name/Olayide%20Ogunsiji/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH7002_22-HKA_HO_F#subjects)

Autumn

Online

Online

Subject Contact Olayide Ogunsiji ([https://directory.westernsydney.edu.au/search/name/Olayide Ogunsiji/](https://directory.westernsydney.edu.au/search/name/Olayide%20Ogunsiji/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH7002_22-AUT_ON_O#subjects)

Parramatta - Victoria Rd

Composite

Subject Contact Olayide Ogunsiji ([https://directory.westernsydney.edu.au/search/name/Olayide Ogunsiji/](https://directory.westernsydney.edu.au/search/name/Olayide%20Ogunsiji/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH7002_22-AUT_PS_C#subjects)

Day

Subject Contact Olayide Ogunsiji ([https://directory.westernsydney.edu.au/search/name/Olayide Ogunsiji/](https://directory.westernsydney.edu.au/search/name/Olayide%20Ogunsiji/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH7002_22-AUT_PS_D#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH7002_22-SC1_SC_D#subjects)

Hong Kong Baptist - Spr

Hong Kong Baptist University

Offshore

Subject Contact Olayide Ogunsiji ([https://directory.westernsydney.edu.au/search/name/Olayide Ogunsiji/](https://directory.westernsydney.edu.au/search/name/Olayide%20Ogunsiji/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH7002_22-HKS_HO_F#subjects)

Hong Kong Baptist - T3

Hong Kong Baptist University

Offshore

Subject Contact Olayide Ogunsiji ([https://directory.westernsydney.edu.au/search/name/Olayide Ogunsiji/](https://directory.westernsydney.edu.au/search/name/Olayide%20Ogunsiji/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH7002_22-HK3_HO_F#subjects)

HLTH 7003 Community and Public Health Nutrition

Credit Points 10

Legacy Code 301186

Coordinator Li Li ([https://directory.westernsydney.edu.au/search/name/Li Li/](https://directory.westernsydney.edu.au/search/name/Li%20Li/))

Description This unit examines the principles of public health nutrition and a systems approach, and enables students to use them to identify and analyse nutrition issues and outcomes. Students will learn about the food and nutrition system and its drivers, and examine their impact on current food, nutrition and nutrition-related health issues. They will explore public health nutrition priorities in Australia and 'at risk' groups such as Aboriginal and Torres Strait Islander peoples, culturally and linguistically diverse groups, and other vulnerable groups. They will learn to interrogate nutrition-related policies in relation to public health nutrition priorities and contemporary topics in Australia and similar contexts. Students will learn about the role of advocacy in promoting a sustainable and equitable food supply system, and improving food and nutrition outcomes for populations.

School Science

Discipline Nutrition and Dietetics

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Unit coordinator permission is required, to ensure that prospective students have completed sufficient undergraduate study (the equivalent of 30 credit points of undergraduate study at Western) that focus on nutrition science, life cycle nutrition, and the relationship

between diet and disease. This is essential, assumed knowledge for this unit, as the subject does not teach these topics.

Assumed Knowledge

Undergraduate knowledge of human nutrition, including nutrition science, life cycle nutrition, and the relationship between diet and disease.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply principles of public health nutrition and a systems approach to analyse population-level food and nutrition issues and outcomes.
2. Analyse the food and nutrition system in Australia and evaluate the impact of relevant drivers on the components as well as the whole of the system.
3. Critique current policies, strategies and advocacy practices in Australia and similar contexts, in relation to public health nutrition and the food system.
4. Identify public health nutrition issues and priorities in Australia and similar contexts, and in their populations and at risk subgroups, and examine how these issues and priorities have been addressed and the outcomes.
5. Communicate professionally and effectively to a range of audiences, in written and oral formats.

Subject Content

1. The principles of public health nutrition and a systems approach, and its relationship with population food, nutrition and health outcomes.
2. An introduction of food and nutrition system and its drivers, such as the social, economical, political, and environmental drivers.
3. Public health nutrition issues and priorities in Australia and in at risk groups such as Aboriginal and Torres Strait Islander peoples, culturally and linguistically diverse groups, and other vulnerable, minority groups.
4. Policies and strategies, such as nutrition and food monitoring and surveillance, to examine current nutrition and nutritionally-related health issues, and promote population-level nutrition outcomes.
5. The purpose and how to of strategic and effective advocacy in influencing nutrition, food and health policy and legislation, and the food and nutrition system, in order to promote a sustainable and equitable food supply, and adequate population-level nutrition.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Short Answer	5 x 30 minutes	30	N	Individual
Report	3,000 words	40	N	Individual
Presentation	20 minutes	30	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Li Li (<https://directory.westernsydney.edu.au/search/name/Li Li/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH7003_22-AUT_PS_D#subjects)

HLTH 7004 Dissertation

Credit Points 40

Legacy Code 401079

Coordinator Amit Arora (<https://directory.westernsydney.edu.au/search/name/Amit Arora/>)

Description This unit requires students to complete a substantial piece of independent research. Dissertations will involve the in-depth examination of a particular topic/question, and should demonstrate evidence of ability to undertake sustained critical analysis. The dissertation provides an opportunity for students to demonstrate that they can consolidate knowledge acquired throughout their course of study, understand how existing evidence/information relates to research topics, and how their own work adds to this body of knowledge. Independent thinking is required, including the ability to critique one's own work and that of others, as well as articulating the implications of their own research and support their findings through their written dissertation. Students will have the opportunity to participate in workshops where they will gain skills in defining a clear research question, preparing a formal research proposal, conducting a literature review, ethics and research, and formal writing at a professional standard. Findings of student work will be presented at an end of semester research seminar. This unit can also be taken over two semesters (see 401282 Dissertation (Part-Time)).

School Health Sciences

Discipline Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 40cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) For students enrolled in 4702 Master of Public Health or 4698 Master of Health Science courses only
 AGEN 7005 Research Protocol Design and Practice and
 HLTH 7008 Introduction to Biostatistics
 OR
 HLTH 7025 Healthcare Data for Decision making
 OR
 HLTH 7015 Qualitative Research Methodology in Health
 For students enrolled in 3749 Master of Science and 4738 Master of Epidemiology courses only
 HLTH 7008 Introduction to Biostatistics
 For all students
 PUBH 7016 Introduction to Epidemiology

Equivalent Subjects The two units below are equivalent to each other

HLTH 7004 Dissertation (Full-time)
 HLTH 7020 Dissertation (Part-time)

Restrictions

To enrol in this unit, students must be enrolled in a post-graduate program and have a GPA of 5.5 or greater. Students must have an

approved Masters Dissertation Proposal before enrolling. Students must submit prior to enrolment a proposal no longer than 3 pages comprising the following: 1. Proposed title 2. Background and rationale 3. Research objectives 4. Research plan (including study design, data sources, and analytic strategy) 5. Expected outcomes and benefits 6. Risk identification and mitigation plan 7. Ethical implications 8. Budget and how research costs are to be met (if required) 9. Timeline 10. Supervisor endorsement. 11. References Approval of the Dissertation Proposal must be provided by the subject Coordinator to ensure that the project meets the expected scale and scope of a 40 credit point Dissertation. For students enrolled in the Master of Public Health, Master of Health Science or Master of Epidemiology, they are also required to have completed 80cp before they can enrol in this subject.

Assumed Knowledge

It is assumed that the student would have completed core (or foundational) subjects associated with their Masters program, ideally in relevant research design and practice related disciplines.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Argue for the significance of research and their impact on society
2. Systemically and critically analyse literature and information sources that are related to the identified research question / hypothesis
3. Justify a research proposal in relation to its significance in the literature, its anticipated impact and the ethical considerations involved
4. Apply appropriate research methods and evaluation processes to collate and critically analyse/interpret data
5. Compose a scientific research report that synthesises research findings.
6. Effectively communicate/disseminate findings of a research project to a variety of audiences

Subject Content

Research proposal development in consultation with supervisor(s)
Data collection, collation, and analysis
Interpretation and dissemination of research findings in the form of a professionally-written research report

1. Research proposal development in consultation with supervisor(s) and subject co-ordinator feedback
2. Data collection, collation, and analysis
3. Interpretation and dissemination of research findings in the form of a professionally-written dissertation or a draft journal article
4. Dissemination of research findings in the form of a seminar presentation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Proposal	3-4 pages	S/U	Y	Individual
Thesis	up to 20,000 words for Dissertation/ up to 8,000 words for draft Journal article	90	Y	Individual
Presentation	15 minutes	10	N	Individual

Teaching Periods

Autumn

Online

Online

Subject Contact Amit Arora ([https://directory.westernsydney.edu.au/search/name/Amit Arora/](https://directory.westernsydney.edu.au/search/name/Amit%20Arora/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH7004_22-AUT_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Amit Arora ([https://directory.westernsydney.edu.au/search/name/Amit Arora/](https://directory.westernsydney.edu.au/search/name/Amit%20Arora/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH7004_22-AUT_PS_D#subjects)

Spring

Online

Online

Subject Contact Amit Arora ([https://directory.westernsydney.edu.au/search/name/Amit Arora/](https://directory.westernsydney.edu.au/search/name/Amit%20Arora/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH7004_22-SPR_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Amit Arora ([https://directory.westernsydney.edu.au/search/name/Amit Arora/](https://directory.westernsydney.edu.au/search/name/Amit%20Arora/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH7004_22-SPR_PS_D#subjects)

HLTH 7005 Health Financial Management

Credit Points 10

Legacy Code 400845

Coordinator David Lim ([https://directory.westernsydney.edu.au/search/name/David Lim/](https://directory.westernsydney.edu.au/search/name/David%20Lim/))

Description This unit provides health leaders with an introduction to financial management in health and aged care settings as a basis for understanding the impact of leadership decision-making on financial outcomes and how financial decision-making impacts on clinical service delivery. Content includes an overview of health economics and economic evaluation, health care funding models, the principles, practices and tools for financial planning and management, basic

accounting principles and financial terminology and using financial information and reporting for negotiating financial plans, tracking and evaluating financial performance and using financial information in decision-making within the clinical environment.

School Health Sciences

Discipline Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYA 7322 - Health Economics and Comparative Health Systems LGYA 7489 - Resources management in Aged Care

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Be able to critically examine different funding arrangements used internationally, and/or between the Commonwealth and the States in Australia for health and aged care services.
2. Be aware of recent reforms in funding, including government funding, non-government funding, user pays, and current and future issues in financing.
3. Understand basic accounting principles and the language of financial reporting.
4. Understand financial management issues, such as accounting for overheads, capital assets, short and long-term liabilities and depreciation.
5. Critically analyse the reporting systems used by health and aged care organisations, including budget statements.
6. Prepare budgets and economic appraisals of funding options.
7. Understand how health information is used to develop performance indicators for management of cost centres, be able to analyse budget variances and evaluate options eg in response to budget blowouts.
8. Prepare an application for funding, with consideration of offsets and alternative funding strategies.

Subject Content

- national and Regional funding responsibilities, budget determination and Distribution of funds.
- state government role, resource Distribution formula and episode funding.
- Recent policy Initiatives and opportunities for reform.
- Alternative funding strategies to government (e.g., sponsorships, privatization, competitive tendering and fee-for-service arrangements).
- other Models and Initiatives for funding of different health care systems, eg, Hong Kong.
- external and Internal environments which influence financial performance of organisations.
- principles of health and aged care services sector financial management and accounting.
- management accounting and how financial events are reported.
- key performance indicators and cost centre report interpretation.
- how to Evaluate financial position eg with performance ratios, Contract services or purchase, profit, loss and return on investments.
- development and use of health information for eg, casemix funding and performance indicators.
- accounting for capital Assets eg capital charging.
- how to conduct An economic appraisal of A new development.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short Answer	500 words	20	N	Individual
Report	1,500 words	30	N	Individual
Professional Task	200 words	10	N	Individual
Report	2,000 words	40	N	Individual

Teaching Periods

HLTH 7006 Health Services and Facilities Planning

Credit Points 10

Legacy Code 400844

Coordinator Stacie Powell ([https://directory.westernsydney.edu.au/search/name/Stacie Powell/](https://directory.westernsydney.edu.au/search/name/Stacie%20Powell/))

Description Planning occurs at all levels within all health organisations, government, non-government and in the private sector. There is a hierarchy in planning health services with some global overarching policy documents, national agreed priorities which affect corporate and regional plans as well as local services and projects. Planning focuses on future directions for health, is value based and resource allocation driven. The process of health planning will be outlined including how to conduct a needs analysis, develop an evidence based approach, consult with stakeholders including the community, document an implementation plan and evaluate outcomes.

School Health Sciences

Discipline Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects BUSM 7104 - Strategic Analysis and Decision Making

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Discuss the concept of planning, the planning process and the need for planning by health managers
2. Demonstrate knowledge of the differences between strategic management, strategic planning, business planning and health service planning and their application in the public and private sectors
3. Demonstrate the capability to prepare key planning documents, including corporate and strategic plans, business plans and health service plans
4. Describe the differences between mission statements, goals, strategic objectives, operational objectives and balanced scorecard approaches to planning and their application in developing planning documents
5. Conduct a needs analysis including stakeholder consultation, analysis of relevant qualitative and quantitative data based

on appropriate data sets and the capacity to collect relevant information

6. Develop planning competencies in the preparation of a strategic plan for a service of choice; using external and internal environmental scanning and population based planning approaches
7. Develop planning competencies in the preparation of a health service plan; including application of planning methodologies such as role delineation, data analysis of relevant data sets, clinical stream planning approaches including models of care, situational analysis and links with facility planning and asset management
8. Develop critical analysis skills in defining key issues for the planning process and strategies to address the issues
9. Develop and complete an implementation plan including risk mitigation strategies and identify and apply criteria to evaluate a plan

Subject Content

- 1) Strategic Planning in Health
- 2) Developing and implementing Strategic plans in the health sector
- 3) Developing service plans in the health sector
- 4) Conducting a needs analysis
- 5) Conducting community consultations
- 6) Evaluating health system performance (balanced scorecard)
- 7) Using evidence in health service delivery and evaluation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Summary of presentation	250 words	20	N	Individual
Presentation Report	15 minutes 2,000 words	20 60	N N	Group Individual

Teaching Periods

HLTH 7007 Health Workforce Planning

Credit Points 10

Legacy Code 400843

Coordinator Stewart Alford ([https://directory.westernsydney.edu.au/search/name/Stewart Alford/](https://directory.westernsydney.edu.au/search/name/Stewart%20Alford/))

Description This is a flexible learning unit looking at Human Resource Management as a strategic activity of health organisations especially as workforce shortages pose significant challenges to the health, welfare and aged care sectors. The workforce, with appropriate knowledge and expertise, is essential to the efficient and effective delivery of quality health services. Successful organisations shape their workforce to anticipate current and future business directions and goals. Workforce planning is a crucial element of this approach and its success.

School Health Sciences

Discipline Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYA 8572 - Human Resources Management LGYA 7490 - Workforce Planning and HR Issues in Aged Care LGYA 4898 - Human Resource Management

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyze the health industry workforce profile based on appraisal of national and international workforce data.
2. Evaluate human resources management and information management systems used in health care organisations to develop and manage critical workforce data.
3. Identify future workforce needs within the health care industry and apply principles of strategic human resource planning to address workforce issues.
4. Manage an organisational workforce, including recruitment and selection, performance management, training, development and employee relations, for the health and aged care industry

Subject Content

1. The health industry workforce profile based on an analysis of rigorous workforce data.
2. Human resources management and information systems used in health care service organisations to develop and manage critical workforce data.
3. Identification of future workforce needs within the health care industry and apply principles of strategic human resource planning to address workforce issues.
4. Development of skills in workforce management, including recruitment and selection, performance management, training, development and employee relations, for the health and aged care industry
5. Conducting staff appraisals.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Workforce planning report	1500 words	40	N	Individual
Workforce performance report	2500 words	60	N	Individual

Teaching Periods

HLTH 7008 Introduction to Biostatistics

Credit Points 10

Legacy Code 401077

Coordinator Paul Fahey ([https://directory.westernsydney.edu.au/search/name/Paul Fahey/](https://directory.westernsydney.edu.au/search/name/Paul%20Fahey/))

Description Most professions in the health sciences need to read and interpret statistics relating to individual health status, interpret health risks in communities, and engage in the evaluation of interventions, or impact of health policies or programs. Many public health practitioners are actively involved in surveillance, quantitative research and/or evaluation. This unit provides students with the fundamental skills they need to analyse and interpret results from quantitative data collections. Content includes descriptive statistics, undertaking comparisons between groups, quantifying associations between variables, and statistical power. The unit is highly applied with the main focus being on interpretation and appraisal of statistical results and conducting analyses using statistical software.

School Health Sciences

Discipline Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Select appropriate descriptive statistics and graphs for different data types and produce these from a data set using statistical software.
2. Explain key concepts such as statistical inference, the central limit theorem, sampling distributions, probability distributions, confidence intervals, hypothesis tests, etc
3. List the key steps required to produce a confidence interval and to conduct a hypothesis test
4. Use statistical terms and symbols correctly when reviewing and interpreting statistical material
5. Compute statistical power or required sample size for a confidence interval or hypothesis test
6. Select appropriate statistical analyses to address a given research question and implement these analyses on a data set using statistical software
7. Interpret the output of statistical analyses clearly and correctly in a written report
8. Appraise the appropriateness of statistical results relative to all relevant considerations: including the research question, data types, shape of distribution, statistical power and other, procedure specific, assumptions.

Subject Content

1. Data and data types (categorical, ordinal, quantitative, etc)
2. Descriptive statistics (mean, standard deviation, median, quartiles, frequency, relative frequency) and graphs (bar chart, histogram, scatterplot, boxplots, run charts, etc)
3. Using statistical software
4. Statistical inference (populations, random samples and the probability relationship between them)

5. Probability distributions (binomial and normal), what they represent and how they are used
6. Confidence intervals as a method of statistical inference and the role of the central limit theorem
7. Hypothesis tests as a method of statistical inference, the 5 steps in hypothesis testing
8. t-procedures for statistical inference on means and mean differences
9. Chi-square procedures for statistical inference on associations between categorical variables
10. Statistical power and sample size in relation to one sample and difference between two sample confidence intervals and hypothesis tests only
11. Correlation and multiple regression models and associated confidence intervals and hypothesis tests
12. Nonparametric alternatives to t-procedures

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short Answer	2 hours	30	N	Individual
Short Answer	2 hours	30	N	Individual
Report	2 hours	40	N	Individual

Prescribed Texts

- Sullivan LM. Essentials of Biostatistics in Public Health (2nd ed). Jones & Bartlett, Sudbury, MA. 2012. ISBN-13: 978-0-7637-9531-3, ISBN-10: 0-7637-9531-3, OR
- Sullivan, L. M. (2017). Essentials of biostatistics in public health (3rd ed). Jones & Bartlett, Sudbury. ISBN: 9781284108194

Teaching Periods

Autumn Online

Online

Subject Contact Paul Fahey ([https://directory.westernsydney.edu.au/search/name/Paul Fahey/](https://directory.westernsydney.edu.au/search/name/Paul%20Fahey/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH7008_22-AUT_ON_O#subjects)

Parramatta - Victoria Rd Day

Subject Contact Paul Fahey ([https://directory.westernsydney.edu.au/search/name/Paul Fahey/](https://directory.westernsydney.edu.au/search/name/Paul%20Fahey/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH7008_22-AUT_PS_D#subjects)

Spring Online

Online

Subject Contact Paul Fahey ([https://directory.westernsydney.edu.au/search/name/Paul Fahey/](https://directory.westernsydney.edu.au/search/name/Paul%20Fahey/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH7008_22-SPR_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Paul Fahey ([https://directory.westernsydney.edu.au/search/name/Paul Fahey/](https://directory.westernsydney.edu.au/search/name/Paul%20Fahey/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH7008_22-SPR_PS_D#subjects)

HLTH 7009 Leadership and Change

Credit Points 10

Legacy Code 400414

Coordinator Cannas Kwok ([https://directory.westernsydney.edu.au/search/name/Cannas Kwok/](https://directory.westernsydney.edu.au/search/name/Cannas%20Kwok/))

Description Within the context of a society where change is ongoing, leadership is required in order to achieve optimum outcomes. Students in this unit will be encouraged to critically explore leadership styles, leadership and change theories, leadership in learning organisations and the community within a primary health care framework. This unit will enable students to assess both the internal and external environments of organisations, communities and individuals as the need for change is identified, planned and implemented. The unit identifies the central strategies necessary for the development of leaders who are able to achieve sustainable change outcomes.

School Nursing & Midwifery

Discipline Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYC 0566 - Processes of Change

Restrictions

Students must be enrolled in 4569 Master of Primary Health Care or 4694 Master of Primary Health Care.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically apply the principles of leadership theory to the development of effective individual and organisational leadership strategies for practice within a primary health care approach;
2. Reflect on the relationship between leadership and management;
3. Understand and incorporate the importance of emotional intelligence as a factor in leading sustainable change processes;
4. Critically examine the empowering role of education in facilitating change outcomes;
5. Critically examine the relationship between leadership, organisational culture and sustainable change;
6. Critically explore the effects of internal and external environmental factors on organisations as they move through change processes.

Subject Content

Theories and styles of leadership.

Empowerment, motivation and sustainable change.

Critical reflection and change outcomes.

Learning organisations and leadership.

Mentorship in leadership development.

Internal and external environmental influences on change processes.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Essay	2,000 words	40	N	Individual
Analysis of workplace or community change strategy	3,000 words	60	N	Individual

Prescribed Texts

- There is no essential textbook.

Teaching Periods

HLTH 7010 Nutrition Promotion

Credit Points 10

Legacy Code 301185

Coordinator Li Li ([https://directory.westernsydney.edu.au/search/name/Li Li/](https://directory.westernsydney.edu.au/search/name/Li%20Li/))

Description This unit aims to introduce students to the principles and practices of nutrition and health promotion, for use in primary and secondary prevention. Students will learn and critically appraise all aspects of the program planning cycle, from needs assessment to evaluation. Students will develop their capabilities to design initiatives that are responsive to, and contribute to, the community and public health nutrition evidence base. Students will acquire knowledge related to communication, food and social marketing, nutrition education, and nutrition and behaviour change theories; and learn how to translate this into effective nutrition promotion initiatives that aim to influence food choice, intake, supply and/or access. Lastly, students will learn to work in, and/or manage, multi-disciplinary teams and work with key stakeholders. Negotiation and influencing skills, together with capacity building skills, to guide and upskill individuals and groups, will be developed for the purpose of improving the nutritional status of groups.

School Science

Discipline Nutrition and Dietetics

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Unit coordinator permission is required, to ensure that prospective students have completed sufficient undergraduate study (the equivalent of 30 credit points of undergraduate study at Western) that focus on nutrition science, life cycle nutrition, and the relationship between diet and disease. This is essential, assumed knowledge for this unit, as the subject does not teach these topics.

Assumed Knowledge

Undergraduate knowledge of human nutrition, including nutrition science, life cycle nutrition, and the relationship between diet and disease.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply behaviour change theories to promote nutrition for individuals and populations.
2. Critique nutrition promotion initiatives, and food and social marketing techniques, in Australia and globally, that aim to influence food choice, intake, supply and/or access.
3. Apply program planning skills, models and principles to develop nutrition promotion programs addressing community and public health nutrition priorities.
4. Apply suitable frameworks and education skills to engage communities and build capacity for individuals and groups.
5. Demonstrate professional skills required to conduct successful nutrition promotion practices, such as interpersonal and counselling skills, negotiation and influencing skills, project management, and the ability to develop and maintain effective working relationships within multi-disciplinary teams and with key stakeholders.
6. Communicate professionally and effectively in verbal and written formats in a culturally sensitive manner.

Subject Content

1. Theories and evidence relevant to nutrition promotion, including:
 - i. Behaviour change theories
 - ii. Social and food marketing techniques
 - iii. Other theories and evidence related to the drivers of food choice
 - iv. Communication styles and modes
 - v. Nutrition education
2. The principles, models, and practices for planning successful programs, services and/or strategies:
 - i. Key stages, for example, conducting a needs assessment, designing and planning a program/strategy/intervention/service, identifying implementation challenges and solutions, and conducting process and outcome evaluation
 - ii. Logistical considerations
 - iii. Negotiating, influencing, and developing/maintaining effective working relationships with(in), multi-disciplinary teams and key stakeholders
 - iv. Capacity building
3. The design of effective nutrition promotion programs and strategies that aim to influence food choice, intake, supply and/or access, and are responsive to, and/or contribute to, the community and public health nutrition evidence base.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Intra-session exam	300 words per quiz	30	N	Individual
Report	3,000 words	50	N	Individual
Presentation	20 minutes	20	N	Individual

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Li Li ([https://directory.westernsydney.edu.au/search/name/Li Li/](https://directory.westernsydney.edu.au/search/name/Li%20Li/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH7010_22-SPR_PS_D#subjects)

HLTH 7011 Nutritional Assessment Methods

Credit Points 10

Legacy Code 301184

Coordinator Li Li ([https://directory.westernsydney.edu.au/search/name/Li Li/](https://directory.westernsydney.edu.au/search/name/Li%20Li/))

Description This unit aims to introduce students to methodologies that incorporate anthropometric, biochemical, clinical, dietary and physical activity assessment to assess the nutritional status of individuals and groups. Students will critically explore the strengths and limitations of various methods. Students will also learn to make professional judgement regarding when and how to use methods, including validating nutritional status assessment methods to achieve valid and reliable nutritional assessment outcomes.

School Science

Discipline Nutrition and Dietetics

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Unit coordinator permission is required, to ensure that prospective students have completed sufficient undergraduate study (the equivalent of 30 credit points of undergraduate study at Western) that focus on nutrition science, life cycle nutrition, and the relationship between diet and disease. This is essential, assumed knowledge for this unit, as the subject does not teach these topics.

Assumed Knowledge

Undergraduate knowledge of human nutrition, including nutrition science, life cycle nutrition, and the relationship between diet and disease.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Select, justify, implement, and interpret data from, tools and methodologies for assessing the nutritional status of individuals or groups, for various purposes and assess data/results against various guidelines/references.
2. Critique the strengths and limitations (including measurement errors) of various nutritional status assessment techniques, tools and methodologies.
3. Obtain, organise, analyse, and present dietary data and interpret results, utilising suitable nutritional analysis software, databases, techniques and procedures.
4. Describe, critique, apply, and interpret results from, various methods used to determine the comparative validity and reliability of specific tools and methods used to assess nutritional status.

5. Communicate professionally and effectively in verbal and written formats.

Subject Content

1. Methods, including their strengths, weaknesses, and when and how to use, that can be used to assess the nutritional status of groups and individuals. This includes:
 - i. Anthropometry (for example, body composition)
 - ii. Biochemical (for example, iron deficiency anaemia)
 - iii. Clinical (for example, sarcopenia)
 - iv. Dietary methods (for example, diet diversity or energy intake)
 - v. Physical activity level
 - vi. Energy expenditure
2. Results of various nutritional assessment methods to evaluate nutritionally related issues or assess progress against guidelines/references/standards to assess nutritional status (for example, nutrient reference values).
3. Comparative validity and reliability of methods that are used to assess nutritional status (for those that have not been already validated) and the results from validation studies.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	1 hour	20	N	Individual
Essay	1,000 words	20	N	Individual
Final Exam	2 hours	40	N	Individual
Report	1,500 words	20	N	Individual

Prescribed Texts

- Gibson, R. 2005, Principles of nutritional assessment, 2nd edn, Oxford University Press, New York.

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Li Li ([https://directory.westernsydney.edu.au/search/name/Li Li/](https://directory.westernsydney.edu.au/search/name/Li%20Li/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH7011_22-AUT_PS_D#subjects)

HLTH 7013 Professional Reasoning

Credit Points 10

Legacy Code 400925

Coordinator Rosalind Bye ([https://directory.westernsydney.edu.au/search/name/Rosalind Bye/](https://directory.westernsydney.edu.au/search/name/Rosalind%20Bye/))

Description This final year unit focuses on the transition from student to practitioner. The aim of this unit is to provide students with learning opportunities that will consolidate and enhance their competence in professional practice throughout their career. Professional competencies of central concern include advanced clinical reasoning skills, evidence based-practice, reflective practice, personal and career management strategies, self-directed and life long learning. These

competencies contribute positively to the effective management of graduates clinical practice in various work contexts, and their future career paths. Acquisition of such skills will allow the graduate to direct and adapt to change in these areas.

School Health Sciences

Discipline Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) REHA 7011 OR REHA 7013

Restrictions

Students must be enrolled in 4663 Bachelor of Health Science/Master of Occupational Therapy, 4664 Master of Occupational Therapy, 4711 Bachelor of Occupational Therapy or 4712 Bachelor of Occupational Therapy (Honours). This is a specialty subject offered as a compulsory core subject of the occupational therapy program. It is profession specific, preparing students to practice as an occupational therapist and not relevant as an elective for non-occupational therapy students.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify various models and classifications of clinical reasoning and analyse their use in practice
2. Apply occupational therapy theories and conceptual models to guide clinical reasoning in practice scenarios
3. Apply the occupational therapy problem solving process to practice scenarios and reflect on clinical reasoning during the different stages of problem solving
4. Critically reflect on their own clinical reasoning skills and identify strategies to move from a novice to expert reasoning
5. Apply principles of ethical reasoning to various practice scenarios

Subject Content

1. Models and theories of clinical reasoning
2. Use of clinical reasoning to guide client management
3. Models and theories of occupational therapy practice and process
4. Using evidence based practice to guide client management and the role of evidence-based practice in clinical reasoning
5. Strategies to move from novice to expert in clinical reasoning
6. Principles of ethical reasoning

Teaching Periods

HLTH 7014 Professional Topic

Credit Points 10

Legacy Code 400850

Coordinator Stewart Alford ([https://directory.westernsydney.edu.au/search/name/Stewart Alford/](https://directory.westernsydney.edu.au/search/name/Stewart%20Alford/))

Description This unit is designed to allow high achieving students to comprehensively explore a relevant topic of interest to them, either through a minor supervised research project or industry-based project. This unit's flexible delivery offers a unique experience specific to each project and student. Students in this unit will develop extensive skills through project-based learning essential for employment and/or higher degree studies.

School Health Sciences

Discipline Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must have permission from subject Coordinator to enrol in this subject. Students must have GPA of 5.0 or above. Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Propose and investigate a topic area relevant to professional practice.
2. Critique peer-reviewed literature pertinent to the proposed topic and identify gaps in knowledge.
3. Design and Implement a relevant professional project.
4. Justify possible areas of inquiry for future research or development.

Subject Content

The design of this subject is flexible so that it can respond to the special needs of the student and their topic chosen for exploration. The learning activities and resources required will be individually negotiated between the student and their project supervisor. Unit content will include:

1. Project-based learning relevant to individual professional goals and available expertise within industry, academia or other relevant body.
2. Critical literature appraisal on topics relevant to the student's project
3. Project management skills
4. Report writing in the form of a scoping paper or research paper or industry project report.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Literature Review	2,500 words	40	N	Individual
Scoping Report OR Applied Research Project OR Industrial Project Performance	3,000 words	60	N	Individual

Teaching Periods

HLTH 7015 Qualitative Research Methodology in Health

Credit Points 10

Legacy Code 401238

Coordinator David Lim ([https://directory.westernsydney.edu.au/search/name/David Lim/](https://directory.westernsydney.edu.au/search/name/David%20Lim/))

Description This unit prepares students to conduct qualitative research. The unit covers ontologies, epistemologies, methodologies, and research methods, particularly those that involve the collection, management and analysis of qualitative data, and how findings are communicated. It also addresses the ethics of research.

School Health Sciences

Discipline Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Appraise qualitative research projects and literature
2. Design quality research projects, connecting ontology, epistemology, methodology, and research methods
3. Judiciously select appropriate methodologies and methods to conduct research
4. Examine qualitative research proposals for their methodological quality and ethical sensitivities

Subject Content

1. Introduction to qualitative research
2. Ontology, epistemology, methodology, and qualitative research methods
3. Research design
4. Quality and ethical qualitative research
5. The use of qualitative research methods and communicating the associated findings for different audiences

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Critical Review	1,000 words	30	N	Individual
Short Answer	500 words	20	N	Individual
Proposal	3,000 words	50	N	Individual

Prescribed Texts

- Liamputtong, P. (2020) Qualitative research methods. 5th ed. Melbourne: Oxford University Press
- Liamputtong, P. (2017). Research methods in health: Foundations for evidence-based practice, 3rd edn. Melbourne: Oxford University Press.

Teaching Periods

Autumn

Online

Online

Subject Contact David Lim ([https://directory.westernsydney.edu.au/search/name/David Lim/](https://directory.westernsydney.edu.au/search/name/David%20Lim/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH7015_22-AUT_ON_0#subjects)

Parramatta - Victoria Rd

Day

Subject Contact David Lim ([https://directory.westernsydney.edu.au/search/name/David Lim/](https://directory.westernsydney.edu.au/search/name/David%20Lim/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH7015_22-AUT_PS_D#subjects)

HLTH 7016 Quality and Safety in Health Care

Credit Points 10

Legacy Code 400842

Coordinator Bruce Barraclough ([https://directory.westernsydney.edu.au/search/name/Bruce Barraclough/](https://directory.westernsydney.edu.au/search/name/Bruce%20Barraclough/))

Description Health care managers and clinicians are responsible for the quality and safety of patient care within their units. To introduce a culture of safety they must understand and work within current policy, surveillance and governance strategies. In this unit students will study the cultural and governance environments within which quality and safety systems are introduced in health care. Students will also develop skills required to effectively use the tools available for managing and monitoring quality and safety issues within their workplace.

School Health Sciences

Discipline Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects PUBH 7018 - Leadership in Quality and Safety in Health Care

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically appraise the human and cultural factors which impact on quality and safety
2. Understand the importance of surveillance, analysis and communication in developing quality and safety systems in health care
3. Develop and manage strategies for crisis management of unfolding quality and safety issues

Subject Content

- Health care standards in Australia; What are they? Who sets them? How are they monitored? Audits? Legislative requirements?
- Policy and organisational structure for the management of quality and safety issues in Australia; (Australian Commission on Safety and Quality and Health Care, NSW Clinical Excellence Commission and so forth)
- Risk management and patient safety

- Crisis management
- Reporting and Legislative requirements
- developing A culture of quality and safety
- clinical Governance
- information systems and quality management systems
- contemporary case studies

Teaching Periods

HLTH 7020 Dissertation (Part Time)

Credit Points 20

Legacy Code 401282

Coordinator Amit Arora ([https://directory.westernsydney.edu.au/search/name/Amit Arora/](https://directory.westernsydney.edu.au/search/name/Amit%20Arora/))

Description This is a 40 credit point year-long subject taken over two terms (20 credit points in each term). This subject requires students to complete a substantial piece of independent research. Dissertations will involve the in-depth examination of a particular topic/question, and should demonstrate evidence of ability to undertake sustained critical analysis. The dissertation provides an opportunity for students to demonstrate that they can consolidate knowledge acquired throughout their program of study and understand how existing evidence/information relates to research topics, and how their own work adds to this body of knowledge. Independent thinking is required, including the ability to critique one's own work and that of others, as well as articulating the implications of their own research and support their findings through their written dissertation. Students will have the opportunity to participate in workshops where they will gain skills in defining a clear research question, preparing a formal research proposal, conducting a literature review, ethics and research, and formal writing at a professional standard. Findings of student work will be presented at an end of semester research seminar. This subject can also be taken over one semester (see HLTH 7004 Dissertation (Full Time)).

School Health Sciences

Discipline Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 20cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) For students enrolled in the 4702 Master of Public Health or 4698 Master of Health Science courses only
AGEN 7005 Research Protocol Design and Practice
and

HLTH 7008 Introduction to Biostatistics
OR

HLTH 7025 Healthcare Data for Decision making
OR

HLTH 7015 Qualitative Research Methodology in Health

For students enrolled in 3749 Master of Science and 4738 Master of Epidemiology courses only

HLTH 7008 Introduction to Biostatistics

For all students

PUBH 7016 Introduction to Epidemiology

Equivalent Subjects The two units below are equivalent to each other
HLTH 7004 Dissertation (Full-time)
HLTH 7020 Dissertation (Part-time)

Restrictions

To enrol in this unit, students must be enrolled in a post-graduate program and have a GPA of 5.5 or greater. Students must have an

approved Masters Dissertation Proposal before enrolling. Students must submit prior to enrolment a proposal no longer than 3 pages comprising the following: 1. Proposed title 2. Background and rationale 3. Research objectives 4. Research plan (including study design, data sources, and analytic strategy) 5. Expected outcomes and benefits 6. Risk identification and mitigation plan 7. Ethical implications 8. Budget and how research costs are to be met (if required) 9. Timeline 10. Supervisor endorsement. 11. References Approval of the Dissertation Proposal must be provided by the subject Coordinator to ensure that the project meets the expected scale and scope of a 40 credit point Dissertation. For students enrolled in the Master of Public Health, Master of Health Science or Master of Epidemiology, they are also required to have completed 80cp before they can enrol in this subject.

Assumed Knowledge

It is assumed that the student would have completed core (or foundational) subjects associated with their Masters program, ideally in relevant research design and practice related disciplines.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Argue for the significance of research and their impact on society
2. Systemically and critically analyse literature and information sources that are related to the identified research question / hypothesis
3. Justify a research proposal in relation to its significance in the literature, its anticipated impact and the ethical considerations involved
4. Apply appropriate research methods and evaluation processes to collate and critically analyse/interpret data
5. Compose a scientific research report that synthesises research findings.
6. Effectively communicate/disseminate findings of a research project to a variety of audiences

Subject Content

Research proposal development in consultation with supervisor(s)
Data collection, collation, and analysis
Interpretation and dissemination of research findings in the form of a professionally-written research report

1. Research proposal development in consultation with supervisor(s) and subject co-ordinator feedback
2. Data collection, collation, and analysis
3. Interpretation and dissemination of research findings in the form of a professionally-written dissertation or a draft journal article
4. Dissemination of research findings in the form of a seminar presentation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Proposal	3-4 pages	S/U	Y	Individual
Thesis	Up to 20,000 words for Dissertation/ Up to 8,000 words for draft Journal article	90	Y	Individual
Presentation	15 minutes	10	N	Individual

Teaching Periods

Autumn

Online

Online

Subject Contact Amit Arora ([https://directory.westernsydney.edu.au/search/name/Amit Arora/](https://directory.westernsydney.edu.au/search/name/Amit%20Arora/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH7020_22-AUT_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Amit Arora ([https://directory.westernsydney.edu.au/search/name/Amit Arora/](https://directory.westernsydney.edu.au/search/name/Amit%20Arora/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH7020_22-AUT_PS_D#subjects)

Spring

Online

Online

Subject Contact Amit Arora ([https://directory.westernsydney.edu.au/search/name/Amit Arora/](https://directory.westernsydney.edu.au/search/name/Amit%20Arora/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH7020_22-SPR_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Amit Arora ([https://directory.westernsydney.edu.au/search/name/Amit Arora/](https://directory.westernsydney.edu.au/search/name/Amit%20Arora/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH7020_22-SPR_PS_D#subjects)

HLTH 7022 Advanced Health Service Management

Credit Points 10

Legacy Code 401361

Coordinator Paul Preobrajensky ([https://directory.westernsydney.edu.au/search/name/Paul Preobrajensky/](https://directory.westernsydney.edu.au/search/name/Paul%20Preobrajensky/))

Description This unit focuses on the principles and practice of health service management. The unit draws on material from different settings to consider governance, policy, and strategic planning. Students will critique health system reforms, including those that aim to address healthcare inequity. The role of politics and policy will be discussed to clarify the impact on health service management. The unit will explore how health service operations are managed and how

performance and outcomes are measured. Students will also explore how patients, carers, and other stakeholders shape health service management.

School Health Sciences

Discipline Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) PUBH 7031

Equivalent Subjects HLTH 7007 Health Workforce Planning

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critique health service management processes to clarify how to improve workplace processes and organisational culture
2. Distinguish leadership and management skills, particularly the different approaches that are appropriate for individual circumstances
3. Translate data and information into policy and practice
4. Develop a change management plan
5. Effectively communicate to different audiences through verbal and written reports and presentations

Subject Content

1. The relationships between health service management, leadership, organisational culture, politics, and policy
3. Health service management in the public, private, and not-for-profit sectors
4. Strategic planning, including workforce planning, human resources, and resource management
5. Patient, carer, and public engagement
6. Governance and accountability
7. Measuring and managing impact

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	1,250 words	25	N	Individual
Report	1,000 words	35	N	Individual
Presentation	10 min plus 1,000 words	40	N	Individual

Prescribed Texts

- Walshe, K. & Smith, J. (2016). Healthcare Management (3rd Edition). Open University Press.
- Day, G.E., Leggat, S.G. (Eds). (2015). Leading and managing health services: An Australian perspective. Melbourne Australia. Cambridge University Press.

Teaching Periods

Spring Online

Online

Subject Contact Paul Preobrajensky ([https://directory.westernsydney.edu.au/search/name/Paul Preobrajensky/](https://directory.westernsydney.edu.au/search/name/Paul%20Preobrajensky/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH7022_22-SPR_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Paul Preobrajensky ([https://directory.westernsydney.edu.au/search/name/Paul Preobrajensky/](https://directory.westernsydney.edu.au/search/name/Paul%20Preobrajensky/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH7022_22-SPR_PS_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH7022_22-SC3_SC_D#subjects)

HLTH 7023 Advanced Sport and Exercise Science

Credit Points 20

Legacy Code 401414

Coordinator Simon Green ([https://directory.westernsydney.edu.au/search/name/Simon Green/](https://directory.westernsydney.edu.au/search/name/Simon%20Green/))

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

School Health Sciences

Discipline Human Movement

Student Contribution Band HECS Band 4 20cp

Level Postgraduate Coursework Level 7 subject

Restrictions

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

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Plan, execute and evaluate two programs (learning contracts) of self-directed learning.
2. Develop and demonstrate sound knowledge and understanding of theory and practice in a chosen topic in Sports and Exercise Science.
3. Critically review published research about a topic related to your Masters research project.
4. Develop and demonstrate sound scientific writing skills.
5. Develop and demonstrate sound oral communication and presentation skills.

Subject Content

1. Advanced theoretical content related to the candidates research interests.
2. Developing skill-sets pertaining to Sport & Exercise Science research and/or clinical practice.
3. Management of self-directed learning programs.
4. Interpretation and evaluation of research contributions.

Special Requirements

Legislative pre-requisites

If you are involved in research work with human participants, you will need to consult with supervisors regarding any compulsory training or background checks that might be required.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Learning Contract	2 pages for each contract	10	Y	Individual
Reflection	1 page for each contract	10	Y	Individual
Presentation	45 minutes	40	N	Individual
Report	4,000 - 5,000 words	40	N	Individual

Prescribed Texts

- None. Reading in these subjects will be given by the supervisors and will be recently published primary research and review articles. These publications are available through the library website.

Teaching Periods

Autumn Campbelltown

Day

Subject Contact Simon Green ([https://directory.westernsydney.edu.au/search/name/Simon Green/](https://directory.westernsydney.edu.au/search/name/Simon%20Green/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH7023_22-AUT_CA_D#subjects)

HLTH 7024 Health Services Financing

Credit Points 10

Legacy Code 401362

Coordinator Krista Cockrell ([https://directory.westernsydney.edu.au/search/name/Krista Cockrell/](https://directory.westernsydney.edu.au/search/name/Krista%20Cockrell/))

Description This unit provides health leaders with an introduction to financial management in both public and private sector health services. The learning from this unit forms a basis for understanding the impact of leadership decision-making on financial outcomes and how financial decision-making impacts on clinical service delivery. The development of different approaches to funding to address issues of effectiveness, efficiency and acceptability (including equity) are examined. Pressures for reform are linked to developments at various levels of management and organisation type to enable analysis of potential impacts on clinical delivery. Students will critically analyse the relationship between performance and principles of governance, focusing on developing an improvement in the quality of service delivery. Reflective practice will be used to facilitate the application of resource management and clinical governance to a self-identified workplace issue warranting a clinical governance business case.

School Health Sciences

Discipline Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) PUBH 7031

Equivalent Subjects HLTH 7005 Health Financial Management

Restrictions

Students must be enrolled in a postgraduate program

Assumed Knowledge

Competent use of Microsoft Excel, and high school mathematics (arithmetic, formulas and algebra, reading graphs).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse funding arrangements used internationally in comparison to those used within the Australian Healthcare system
2. Examine recent reforms in funding, including government funding, non-government funding and user pays in the Australian and international context.
3. Translate key health financial principles and language into practice.
4. Create a budget with consideration to financial risks from a zero-base for a proposed health service.

- Analyse budget variances and evaluate options to mitigate financial risks.

Subject Content

- International comparison of healthcare systems
- Budgeting for health
- The Pharmaceutical Benefits Scheme
- Medicare and the role of private healthcare in Australia
- Accounting and budgeting principles
- Casemix and DRGs
- The State Budget
- Healthcare Agreements and Planning
- The Private Public Partnership and Capital Charging
- Cost-benefit analysis of capital projects in healthcare
- Financial Risks in Healthcare

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Task	500 words	25	N	Individual
Professional Task	500 words	25	N	Individual
Professional Task	1,500 words	50	N	Individual

Prescribed Texts

- The latest edition of the following textbooks:
- Baker, Judith J., and Baker, R. W., Author. Health Care Finance : Basic Tools for Nonfinancial Managers. Fifth ed. 2018. ISBN-13: 978-1284143546
- Ross, T.K. (2018). A Comprehensive Guide to Budgeting for Healthcare Managers (1st Edition). Jones & Bartlett Learning.
- Willis, E., Reynolds, L., and Keleher, H. (2016). Understanding the Australian Health Care System (3rd Edition). Harcourt Publishers Group (Australia) Pty. Ltd. Australia

Teaching Periods

Spring

Online

Online

Subject Contact Krista Cockrell ([https://directory.westernsydney.edu.au/search/name/Krista Cockrell/](https://directory.westernsydney.edu.au/search/name/Krista%20Cockrell/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH7024_22-SPR_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Krista Cockrell ([https://directory.westernsydney.edu.au/search/name/Krista Cockrell/](https://directory.westernsydney.edu.au/search/name/Krista%20Cockrell/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH7024_22-SPR_PS_D#subjects)

HLTH 7025 Healthcare Data for Decision-Making

Credit Points 10

Legacy Code 401365

Coordinator Kingsley Agho ([https://directory.westernsydney.edu.au/search/name/Kingsley Agho/](https://directory.westernsydney.edu.au/search/name/Kingsley%20Agho/))

Description Most professions in the health sciences need to read and interpret data relating to individual health status, interpret health risks in communities, and engage in the evaluation of interventions, or impact of health policies or programs. Many public health practitioners are actively involved in surveillance, quantitative research and/or evaluation. This unit provides an opportunity to learn about making health service decisions using appropriate data. Students learn how to explore and use data that are assembled to replicate real patient data to both generate and answer questions. The focus may be managerial or clinical, or an integration of these. Students analyse the assembled patient dataset to generate and interpret health statistics, and translate them into health information and knowledge for decision-making. Students completing this subject develop the ability to explore health data and provide recommendations based on the findings.

School Health Sciences

Discipline Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

Competent use of Microsoft Excel, and high school mathematics (arithmetic, formulas and algebra, reading graphs).

Learning Outcomes

On successful completion of this subject, students should be able to:

- Explore and organise data in order to generate reports and make recommendations
- Identify and compare the relationship between data, information, knowledge and wisdom and how these elements inform practice, management, and policy
- Explain data elements in contemporary health data terminologies

Subject Content

- Health informatics
- Describing and visualising health data using appropriate software e.g. Microsoft Excel and SPSS
- Determining relationships between variables
- Limitations of the data and analysis and risks of misinterpretation
- Administrative Data and Clinical Data
- Demography and Health Indicators
- Working with Excel - Survival Analysis
- Interpreting data to determine health service needs
- Communication and dissemination of health information data to key stakeholders
- Working in Excel (II): Time Series Analysis
- Determining relationships between variables through data linkage
- Unintended errors in technology

6. Standardisation of data
7. Privacy, security and confidentiality

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	1000 words	30	N	Individual
Professional Task	1000 words	30	N	Individual
Professional Task	2500 words	40	N	Individual

Prescribed Texts

- McFedries, P. (2019). Excel data analysis for dummies (4th ed.). John Wiley.
- Davis, N. A., & Shiland, B. J. (2015). Statistics & Data Analytics for Health Data Management. Elsevier Health Sciences.
- Kros, J. F., & Rosenthal, D. A. (2016). Statistics for Health Care Management and Administration: Working with Excel. John Wiley & Sons.

Teaching Periods

Autumn

Online

Online

Subject Contact Kingsley Agho ([https://directory.westernsydney.edu.au/search/name/Kingsley Agho/](https://directory.westernsydney.edu.au/search/name/Kingsley%20Agho/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH7025_22-AUT_ON_0#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Kingsley Agho ([https://directory.westernsydney.edu.au/search/name/Kingsley Agho/](https://directory.westernsydney.edu.au/search/name/Kingsley%20Agho/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH7025_22-AUT_PS_D#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH7025_22-SC1_SC_D#subjects)

Spring

Online

Online

Subject Contact Kingsley Agho ([https://directory.westernsydney.edu.au/search/name/Kingsley Agho/](https://directory.westernsydney.edu.au/search/name/Kingsley%20Agho/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH7025_22-SPR_ON_0#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Kingsley Agho ([https://directory.westernsydney.edu.au/search/name/Kingsley Agho/](https://directory.westernsydney.edu.au/search/name/Kingsley%20Agho/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH7025_22-SPR_PS_D#subjects)

HLTH 7026 Professional Internship in Health

Credit Points 40

Legacy Code 401368

Coordinator Stewart Alford ([https://directory.westernsydney.edu.au/search/name/Stewart Alford/](https://directory.westernsydney.edu.au/search/name/Stewart%20Alford/))

Description This unit provides students with the opportunity to translate the content of the postgraduate program to the context of the workplace through an integrated workplace internship. This experience will allow the student to develop the necessary skills and competencies expected of high performing health professionals. The Internship enables a focused opportunity to work in contemporary healthcare settings with leaders and managers from a variety of professions. Students will also engage in coursework with a focus on creating an portfolio that revisits all content learned throughout their courses to critically assess their learning journey and learning outcomes. This process will teach students how to systematically self-reflect in deep and transformative ways, engaging with theory and knowledge acquired and developed through their studies to design and create a portfolio of their skills and competencies through a social capital framework. The unit will culminate in a presentation of the results of their internship project in a research and practice seminar.

School Health Sciences

Discipline Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 40cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a post-graduate program and have a GPA of 5.5 or greater. Students enrolled in the Master of Public Health or Master of Health Science must have successfully completed 80 credit points. Permission is required for enrolment. Students must submit a CV and cover letter to the subject Coordinator detailing their previous professional experience/background and what they wish to achieve in the internship, including preferred areas of work in health.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critique peer-reviewed literature and identify gaps in current knowledge and practice
2. Demonstrate good analytical skills, strong problem-solving skills and a logical approach to achieving outcomes
3. Plan, manage and deliver a comprehensive applied project or set of related tasks relevant to the health work place.
4. Demonstrate the ability to work cooperatively and effectively within a team environment displaying positive and constructive work behaviours to achieve common goals.
5. Engage in self-analysis to identify factors relevant to supporting life-long learning and ethical professional practice

6. Articulate and implement the principles of reflective practice in personal and professional settings
7. Evaluate personal strengths and their applications to leadership and participation in professional teams
8. Assess ones own capabilities in doing and knowing based on evidence of experience and practice

Subject Content

1. Professional experience in selected workplace
2. The reflective practice: Reporting and responding; relating; reasoning; and reconstructing
3. Social capital, habitus, field and practice ? using Bourdieu's social capital theory to self-reflect

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Self-Assessment	800 words	10	N	Individual
Essay	1,000 words	10	N	Individual
Portfolio	3,000 words	40	N	Individual
Presentation	15 minutes	10	N	Individual
Professional Placement Performance	2,500 words	30	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Stewart Alford ([https://directory.westernsydney.edu.au/search/name/Stewart Alford/](https://directory.westernsydney.edu.au/search/name/Stewart%20Alford/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH7026_22-AUT_PS_D#subjects)

Spring

Online

Online

Subject Contact Stewart Alford ([https://directory.westernsydney.edu.au/search/name/Stewart Alford/](https://directory.westernsydney.edu.au/search/name/Stewart%20Alford/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH7026_22-SPR_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Stewart Alford ([https://directory.westernsydney.edu.au/search/name/Stewart Alford/](https://directory.westernsydney.edu.au/search/name/Stewart%20Alford/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH7026_22-SPR_PS_D#subjects)

HLTH 7027 Professional Project in Health 1

Credit Points 20

Legacy Code 401369

Coordinator David Lim ([https://directory.westernsydney.edu.au/search/name/David Lim/](https://directory.westernsydney.edu.au/search/name/David%20Lim/))

Description Health professionals, particularly those at managerial positions, are frequently tasked with solving very complex problems in their practice. Some of these problems are so complex that they can be called 'wicked' problems, or problems that are highly resistant to resolution. This unit uses project-based learning to provide students with the opportunity to work collaboratively and inter-disciplinarily to solve an industry-driven 'wicked' problem, using systematic and evidence-based techniques to do so. Students will be challenged to think broadly to take into account the interrelationships among a full range of causal factors underlying the 'wicked' problem at hand, and will be required to use more collaborative and innovative approaches to solve industry challenges. Students will be exposed to a range of industry representatives who will pose the difficult, 'wicked' problems to them and who will return to assess the proposed solutions.

School Health Sciences

Discipline Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 20cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students in 4702 Master of Public Health Pathway) and 4698 Master of Health Science must have successfully completed 40 credit points

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Use collaboration and interpersonal skills to work together with a group of diverse professionals
2. Apply problem-solving skills to an actual health challenge
3. Critically analyse literature and information sources that are related to the identified **wicked** problem
4. Apply appropriate methods and evaluation processes to create a solution-based proposal
5. Evaluate feasibility, potential impact and limitations of potential solutions
6. Articulate complex health science ideas and solutions to a wide range of audiences
7. Demonstrate innovative thinking in creating a solution to a health challenge

Subject Content

1. Understanding wicked problems
2. Tackling wicked problems by working collaboratively and inter-disciplinarily
3. Design thinking
4. The stages of a solution-based proposal

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Task	500 words	15	N	Individual
Professional Task	1,500 words	25	N	Individual
Professional Task	Minimum of 3 and maximum of 5 minutes	20	N	Individual
Professional Task	3,000 words	40	N	Group

Teaching Periods

Spring Online

Online

Subject Contact David Lim ([https://directory.westernsydney.edu.au/search/name/David Lim/](https://directory.westernsydney.edu.au/search/name/David%20Lim/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH7027_22-SPR_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact David Lim ([https://directory.westernsydney.edu.au/search/name/David Lim/](https://directory.westernsydney.edu.au/search/name/David%20Lim/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH7027_22-SPR_PS_D#subjects)

HLTH 7028 Professional Project in Health 2

Credit Points 20

Legacy Code 401370

Coordinator Arianne Reis ([https://directory.westernsydney.edu.au/search/name/Arianne Reis/](https://directory.westernsydney.edu.au/search/name/Arianne%20Reis/))

Description This capstone unit intends to develop students' work-readiness. Health professionals are recurrently asked to engage in reflective practice as a way to improve clinical and non-clinical reasoning. The ability to reflect on action and in action allows health professionals not only to improve their practice but also to more clearly articulate their strengths and weaknesses to potential employers. In this unit, students will focus on creating a portfolio that will require revisiting all content learned throughout their courses to critically assess their learning journey and learning outcomes. It will teach students how to systematically self-reflect in deep and transformative ways, engaging with theory and knowledge acquired and developed through their studies to design and create a portfolio of their skills and competencies through a social capital framework.

School Health Sciences

Discipline Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 20cp

Level Postgraduate Coursework Level 7 subject

Incompatible Subjects HLTH 7026 Professional Internship in Health

Restrictions

Students enrolled in 4702 Master of Public Health and 4698 Master of Health Science must have successfully completed 40 credit points

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Engage in self-analysis to identify factors relevant to supporting life-long learning and ethical professional practice
2. Articulate and implement the principles of reflective practice in personal and professional settings
3. Evaluate personal strengths and their applications to leadership and participation in professional teams
4. Assess one's own capabilities in doing and knowing relative to their field based on evidence of experience and practice

Subject Content

1. The reflective practice: Reporting and responding; relating; reasoning; and reconstructing
2. Social capital, habitus, field and practice ? using Bourdieu's social capital theory to self-reflect

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Self-Assessment	1,000 words	25	N	Individual
Reflection	1,500 words	35	N	Individual
Portfolio	3,000 words	40	N	Individual

Teaching Periods

Autumn

Online

Online

Subject Contact Arianne Reis ([https://directory.westernsydney.edu.au/search/name/Arianne Reis/](https://directory.westernsydney.edu.au/search/name/Arianne%20Reis/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH7028_22-AUT_ON_0#subjects)

Spring

Online

Online

Subject Contact Arianne Reis ([https://directory.westernsydney.edu.au/search/name/Arianne Reis/](https://directory.westernsydney.edu.au/search/name/Arianne%20Reis/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH7028_22-SPR_ON_0#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Arianne Reis ([https://directory.westernsydney.edu.au/search/name/Arianne Reis/](https://directory.westernsydney.edu.au/search/name/Arianne%20Reis/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH7028_22-SPR_PS_D#subjects)

HLTH 7029 Quality and Safety

Credit Points 10

Legacy Code 401371

Coordinator Sarah Auld ([https://directory.westernsydney.edu.au/search/name/Sarah Auld/](https://directory.westernsydney.edu.au/search/name/Sarah%20Auld/))

Description This unit provides an overview of emerging health policy with particular attention to quality and safety. Students develop a critical view on the organisation of healthcare, measurement and delivery of outcomes from the patient and population perspective as well as organisational accountability for quality and safety. The course consists of three components. The first component targets the main constituents of clinical governance, including practice design, analysis and improvement, error reporting and investigation, public accountability and open disclosure, multi-disciplinary teamwork and clinical leadership. The second component introduces the tools of clinical process redesign which help managers make practical improvements to practices in their units. The third component targets risk management by providing an overview of the kinds of risks faced by health service managers by outlining perceptions of risk such as adverse effect versus opportunity capital.

School Health Sciences

Discipline Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects HLTH 7012 - Organisational Governance and Performance Management

Restrictions

Students must be enrolled in a postgraduate program

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse health reforms to apply to strategic and operational planning and implementation
2. Critique efforts to improve health systems, in Australia and beyond
3. Design strategies to avert risk and manage adversity
4. Integrate good governance into practice within a health service industry
5. Analyse the role of leadership, professional communication and interpersonal skills as they relate to quality and safety
6. Translate evidence and best practice into organisational and clinical governance to improve outcomes

Subject Content

1. Organisational governance
2. Quality and safety in the Australian and global context
3. Quality Improvement frameworks
4. Quality failings

5. Quality indicators, measurement and reporting
6. Quality management
7. Training and education for quality and safety
8. Risks and complaints management
9. Patient and public involvement in improving quality and safety in healthcare
10. Evaluating quality care through audit

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Summary	800 words	25	N	Individual
Proposal: Implementatic Proposal of a Quality and Safety Plan	1,250 words	35	N	Individual
Report: Evidence- based Policy for Workplace Quality and Safety	2,000 words	40	N	Individual

Prescribed Texts

- Gottwald, M., Lansdown, G.E. (2014). Clinical Governance: Improving the quality of healthcare for patients and service users. McGraw-Hill Education.
- Spath, P. (2018). Introduction to healthcare quality management (3rd ed.). Health Administration Press
- Nash, D. (2019). The healthcare quality book: Vision, strategy, and tools (4th ed.). Health Administration Press

Teaching Periods

Spring

Online

Online

Subject Contact Sarah Auld ([https://directory.westernsydney.edu.au/search/name/Sarah Auld/](https://directory.westernsydney.edu.au/search/name/Sarah%20Auld/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH7029_22-SPR_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Sarah Auld ([https://directory.westernsydney.edu.au/search/name/Sarah Auld/](https://directory.westernsydney.edu.au/search/name/Sarah%20Auld/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH7029_22-SPR_PS_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH7029_22-SC3_SC_D#subjects)

HLTH 7030 Professional Internship in Health (Part-time)

Credit Points 20

Legacy Code 401435

Coordinator Stewart Alford ([https://directory.westernsydney.edu.au/search/name/Stewart Alford/](https://directory.westernsydney.edu.au/search/name/Stewart%20Alford/))

Description This is a 40 credit point year-long subject taken over two terms (20 credit points in each term). This subject provides students with the opportunity to translate the content of the postgraduate program to the context of the workplace through an integrated workplace internship. This experience will allow the student to develop the necessary skills and competencies expected of high performing health professionals. The Internship enables a focused opportunity to work in contemporary healthcare settings with leaders and managers from a variety of professions. Students will also engage in coursework with a focus on creating a portfolio that revisits all content learned throughout their programs to critically assess their learning journey and learning outcomes. This process will teach students how to systematically self-reflect in deep and transformative ways, engaging with theory and knowledge acquired and developed through their studies to design and create a portfolio of their skills and competencies through a social capital framework. The subject will culminate in a presentation of the results of their internship project. This subject can also be taken over one semester (see HLTH 7026 Professional Internship in Health (Full Time)).

School Health Sciences

Discipline Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 20cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a post-graduate program and have a GPA of 5.5 or greater. Students enrolled in the Master of Public Health or Master of Health Science must have successfully completed 80 credit points. Permission is required for enrolment. Students must submit a CV and cover letter to the subject Coordinator detailing their previous professional experience/background and what they wish to achieve in the internship, including preferred areas of work in health.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critique peer-reviewed literature and identify gaps in current knowledge and practice
2. Demonstrate good analytical skills, strong problem-solving skills and a logical approach to achieving outcomes
3. Plan, manage and deliver a comprehensive applied project or set of related tasks relevant to the health work place.
4. Demonstrate the ability to work cooperatively and effectively within a team environment displaying positive and constructive work behaviours to achieve common goals.

5. Engage in self-analysis to identify factors relevant to supporting life-long learning and ethical professional practice

6. Articulate and implement the principles of reflective practice in personal and professional settings

7. Evaluate personal strengths and their applications to leadership and participation in professional teams

8. Assess ones own capabilities in doing and knowing based on evidence of experience and practice

Subject Content

1. Professional experience in selected workplace
2. The reflective practice: Reporting and responding; relating; reasoning; and reconstructing
3. Social capital, habitus, field and practice ? using Bourdieu?fs social capital theory to self-reflect

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Self-Assessment	800 words	10	N	Individual
Essay	1,000 words	10	N	Individual
Portfolio	3,000 words	40	N	Individual
Presentation	15 minutes	10	N	Individual
Professional Task	2,500 words	30	N	Individual

Teaching Periods

Autumn

Online

Online

Subject Contact Stewart Alford ([https://directory.westernsydney.edu.au/search/name/Stewart Alford/](https://directory.westernsydney.edu.au/search/name/Stewart%20Alford/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH7030_22-AUT_ON_0#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Stewart Alford ([https://directory.westernsydney.edu.au/search/name/Stewart Alford/](https://directory.westernsydney.edu.au/search/name/Stewart%20Alford/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH7030_22-AUT_PS_D#subjects)

Spring

Parramatta - Victoria Rd

Online

Subject Contact Stewart Alford ([https://directory.westernsydney.edu.au/search/name/Stewart Alford/](https://directory.westernsydney.edu.au/search/name/Stewart%20Alford/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH7030_22-SPR_PS_0#subjects)

Day

Subject Contact Stewart Alford ([https://directory.westernsydney.edu.au/search/name/Stewart Alford/](https://directory.westernsydney.edu.au/search/name/Stewart%20Alford/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH7030_22-SPR_PS_D#subjects)

HLTH 9001 Higher Degree Research Thesis - Health

Credit Points 20

Legacy Code 800204

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Graduate Research School

Discipline Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9001_22-RQ1_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9001_22-RQ1_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9001_22-RQ1_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9001_22-RQ1_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9001_22-RQ1_PS_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9001_22-RQ2_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9001_22-RQ2_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9001_22-RQ2_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9001_22-RQ2_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9001_22-RQ2_PS_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9001_22-RQ3_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9001_22-RQ3_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9001_22-RQ3_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9001_22-RQ3_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9001_22-RQ3_PS_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9001_22-RQ4_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9001_22-RQ4_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9001_22-RQ4_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9001_22-RQ4_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9001_22-RQ4_PS_D#subjects)

HLTH 9002 Higher Degree Research Thesis - Health

Credit Points 20

Legacy Code 800133

Coordinator Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

School Health Sciences

Discipline Other Health

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Campbelltown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9002_22-RQ1_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9002_22-RQ1_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9002_22-RQ1_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9002_22-RQ1_PS_D#subjects)

Research Quarter 2

Campbelltown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9002_22-RQ2_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9002_22-RQ2_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9002_22-RQ2_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9002_22-RQ2_PS_D#subjects)

Research Quarter 3

Campbelltown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9002_22-RQ3_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9002_22-RQ3_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9002_22-RQ3_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9002_22-RQ3_PS_D#subjects)

Research Quarter 4

Campbelltown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9002_22-RQ4_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9002_22-RQ4_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9002_22-RQ4_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9002_22-RQ4_PS_D#subjects)

HLTH 9003 Higher Degree Research Thesis - Health

Credit Points 20

Legacy Code 800181

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Graduate Research School

Discipline Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9003_22-RQ1_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9003_22-RQ1_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9003_22-RQ1_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9003_22-RQ1_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9003_22-RQ1_PS_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9003_22-RQ2_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9003_22-RQ2_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9003_22-RQ2_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9003_22-RQ2_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9003_22-RQ2_PS_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9003_22-RQ3_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9003_22-RQ3_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9003_22-RQ3_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9003_22-RQ3_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9003_22-RQ3_PS_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9003_22-RQ4_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9003_22-RQ4_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9003_22-RQ4_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9003_22-RQ4_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9003_22-RQ4_PS_D#subjects)

HLTH 9004 Higher Degree Research Thesis - Nutrition and Dietetics

Credit Points 20

Legacy Code 800129

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Health Sciences

Discipline Nutrition and Dietetics

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9004_22-RQ1_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9004_22-RQ1_HW_D#subjects)

Research Quarter 2

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9004_22-RQ2_HW_D#subjects)

Research Quarter 3

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9004_22-RQ3_HW_D#subjects)

Research Quarter 4

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HLTH9004_22-RQ4_HW_D#subjects)

Honours Research 2 (Podiatric Medicine)

Credit Points 10

Legacy Code 401046

Coordinator Steven Walmsley ([https://directory.westernsydney.edu.au/search/name/Steven Walmsley/](https://directory.westernsydney.edu.au/search/name/Steven%20Walmsley/))

Description This is a 20 credit point year-long subject taken over two terms (10 credit points in each term). In this subject students will complete the significant research component of their honours study as a year-long subject of study (offered as 1H and 2H sessions). They will build upon the skills and knowledge of research, evidence-based practice and scholarly enquiry gained in subjects completed earlier in the program. The emphasis of this subject is the completion of a supervised honours research project. Each student will work individually with their supervisor to complete the stages of data collection and data analysis and will write their results into a format suitable for submission for examination.

School Health Sciences

Discipline Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) REHA 4031 AND HLTH 4002 AND REHA 3028 AND REHA 3029

Co-requisite(s) REHA 4018

Restrictions The subject is a Podiatry specific honours research project and therefore restricted only to students enrolled in program code 4709 - Bachelor of Podiatric Medicine (Honours).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Implement data collection plans formulated in the previous unit, Honours Research 1
2. Undertake data analysis suitable for their chosen research topic
3. Formulate and implement data management strategies and data analysis to reach research conclusions
4. Critically discuss and present the project's aims, methodology, results, discussion and conclusions in a scholarly manner
5. Critically analyse the impact of research findings in relation to theory, practice, education and public policy
6. Plan and execute the production of a scholarly research thesis suitable for submission for examination.

Subject Content

Major content of this subject will be determined by the particular research topic being investigated. Generic content will include:

- research design and practical implementation of research methods in health practice
- Ethical conduct of The research process
- data collection, management and analysis relevant to Project
- Critical Review and analysis of literature in relation to research findings
- implications of results for theory, practice, education, policy and future research

- Scholarly writing of The final Honours results in A format suitable for Examination

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Thesis	chapter (~8,000-12,000 words) or article format (~10,000 words)	100	Y	Individual

Teaching Periods

1st Half Campbelltown

Day

Subject Contact Steven Walmsley ([https://directory.westernsydney.edu.au/search/name/Steven Walmsley/](https://directory.westernsydney.edu.au/search/name/Steven%20Walmsley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA4033_22-1H_CA_D#subjects)

2nd Half Campbelltown

Day

Subject Contact Steven Walmsley ([https://directory.westernsydney.edu.au/search/name/Steven Walmsley/](https://directory.westernsydney.edu.au/search/name/Steven%20Walmsley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA4033_22-2H_CA_D#subjects)

HORT 1001 Crop Production

Credit Points 10

Legacy Code 300815

Coordinator Qaiyum Parvez ([https://directory.westernsydney.edu.au/search/name/Qaiyum Parvez/](https://directory.westernsydney.edu.au/search/name/Qaiyum%20Parvez/))

Description This unit aims to provide students with an understanding of the scientific basis of sustainable crop and food production and security. These include broad-acre cropping, fruits/orchards and vegetables. In this unit students will gain an understanding of the physiological controls on crop yield in the variable Australian environment in which crops are grown. Students will become familiar with the science and practice of sustainable crop production and develop crop management skills through the production of nursery crops, vegetables and fruits. Students will also gain an understanding of processing these crops after harvest, to develop an appreciation of factors impacting upon produce quality and safety.

School Science

Discipline Horticulture

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects HORT 1003 - Horticultural Production 2 BIOS 2023 - Fruit Production LGYA 5943 - Floriculture HORT 1002 - Crop Production

Assumed Knowledge

Basic knowledge of plants.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Crop Production Report	1,000 words	15	N	Individual
Food Processing and Analysis report	1,000 words	15	N	Individual
Field Work Project activities/ participation	N/A	10	N	Individual
Mid Semester Quiz	30 Minutes	10	N	Individual
Final Exam	2 Hours	50	N	Individual

Teaching Periods

HORT 1004 Horticultural Production Systems

Credit Points 10

Legacy Code 301096

Coordinator Michelle Mak ([https://directory.westernsydney.edu.au/search/name/Michelle Mak/](https://directory.westernsydney.edu.au/search/name/Michelle%20Mak/))

Description Food represents the single largest part of your environmental footprint. This means our modern, urban-oriented society must begin to reconnect with the sources of our food to create more sustainable future. This unit explores the scientific basis of sustainable crop production by examining fruit, vegetable and grain enterprises. Management of produce from harvest to consumption will also be explored to examine factors that impact upon food quality and safety. Students will compare and contrast growing conditions of the highly variable Australian environment to consider the global context for horticultural industry development. By delving into the world of crop management, students will identify the impacts (opportunities and constraints) of plant physiology on the sustainability of food. Students will also consider how novel food products can prompt consumers to appreciate the environmental, economic and social benefits that can arise from sustainable horticultural production.

School Science

Discipline Horticulture

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects HORT 1003 - Horticultural Production 2 LGYA 5944 - Fruit Production HORT 1002 - Crop Production HORT 1001 - Crop Production

Assumed Knowledge

Basic knowledge of plants.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the science and practices in crop production and the cause and effect behind these practices
2. Analyse the benefits and limiting factors of a range of basic techniques used in crop production
3. Explain the basic principles of production management of selected crops
4. Describe the harvesting, processing, quality control and packaging of foods derived from crop production
5. Explain the cost of production for the selected crops grown and justify this against potential market gains
6. Predict the effects of environmental modification on crop yield, quality and market potential
7. Appropriately determine plant biomass and calculate fertiliser and chemical application rates

Subject Content

1. Sustainable crop production practices to food processing and analysis
2. Growing environment, soil media, and nursery practices
3. Seed (collection, viability, storage, germination) production
4. Fruit production (temperate and subtropical), tropical fruits in Australia
5. Plant propagation and micro propagation
6. Comparative analysis of current and innovative extensive and intensive production systems
7. Broad-acre field & agricultural crop production
8. Environmental and physiological factors affecting agricultural crops in Australian and international climates
9. Fresh produce?harvest, quality & processing
10. Grafting, budding & planting crops in field
11. Field crop management from seeding to harvest and post-harvest
12. Fruits / Orchard pruning & management for fruiting plants
13. Apiculture (production & management)
14. Real world experience through field trips to orchards, mushroom industry and broad-acre crops and project based assessment

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Proposal	1000 words	15	N	Individual
Marketing pitch	1000 words	20	N	Individual
Reflection	4 pages	15	N	Individual
Final Exam	2 hours	50	N	Individual

Teaching Periods

HORT 1006 Protected Cropping Biosecurity and Pollination

Credit Points 10

Legacy Code 301214

Coordinator Lihua Li ([https://directory.westernsydney.edu.au/search/name/Lihua Li/](https://directory.westernsydney.edu.au/search/name/Lihua%20Li/))

Description The protected cropping industry in Australia is a rapidly expanding sector. There is an identified need for trained professionals who have an understanding of the management of plant pests and diseases. Students studying this course will learn industry best practice related to biosecurity, pest and disease management and emergency response procedures. In addition to pest and disease management the challenges of pollination in the context of Australian protected cropping will be explored. Western Sydney University is home to the state of the art National Vegetable and Protected Cropping Centre (NVPCC), this facility will be utilized in the on campus components of this course.

School Science

Discipline Horticulture

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify invertebrate pests and plant pathogens, common to greenhouse and protected cropping systems, and their implications for quarantine, biosecurity and integrated pest and disease management (IPDM)
2. Describe interactions between pests, diseases and their hosts in a closed climate controlled environment, including their impact on yield and economic costs
3. Discuss the types of pollination and pollinators, comparing Australian legislation and practices against international protected cropping systems
4. Explain the importance of pest economic thresholds, population dynamics, and pesticide resistance in relational to biological, chemical and mechanical control strategies
5. Develop a chemical control plan for a protected cropping scenario including identification of chemical classifications, application methods, withholding periods and PPE & WHS
6. Use National standards and industry best practice protocols to plan and oversee an emergency pest and disease control program.

Subject Content

1. Introduction to low, medium and high-tech protected cropping environments. Familiarisation with the unique challenges, biosecurity issues (nationally and on-farm) and pollination services specific to Australian protected cropping.
2. Identification of invertebrate pests including monitoring and economic costs in protected cropping environments.
3. Identification of plant diseases, crop destruction for quarantine purposes and safe re-establishment of production in closed growing environments.
4. Biological pest control techniques, technologies and research specific to protected cropping.

5. PLANTPLAN, Nationally Agreed Standard Operating Procedures (NASOP) and current legislation used to plan and oversee an emergency disease or plant pest control program
6. Chemical pest and disease control, legislation, WHS and PPE.
7. Pesticide resistance in Australia and internationally, commercial crop disease-tolerant packages and their economic advantages and costs.
8. Pollinators suitable to protected cropping and climate controlled horticulture. Alternative pollinators and Australia specific pollinators.
9. Pollination types and mechanisms. Pollination case studies and emerging research opportunities.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Portfolio - A collection of evidence for weekly learning achievements.	1000 words or equivalent	30	N	Individual
Professional Task - Professional documentatio	1500 words or equivalent	30	Y	Individual
Presentation	10 minutes	20	N	Group
Final Quiz - online	2 hours	20	N	Individual

Teaching Periods

HORT 1007 Protected Cropping Plant Nutrition

Credit Points 10

Legacy Code 301277

Coordinator Michelle Mak ([https://directory.westernsydney.edu.au/search/name/Michelle Mak/](https://directory.westernsydney.edu.au/search/name/Michelle%20Mak/))

Description Plant nutrition is essential to plant health and defence, productivity and crop quality; this is especially so in the soilless environment employed by the protected cropping industry. This unit will focus on crop nutrient requirements, nutrient deficiencies and their symptoms, practical nutrient monitoring using hand-held technologies and the PRIVA system and correction techniques. This unit also explores soilless substrates and their influence on nutrient loads, nutrient-rich waste water recovery, reuse and environmentally sustainable disposal options. Western Sydney University is home to the state of the art National Vegetable and Protected Cropping Centre (NVPCC), this facility will be utilized in the on campus components of this course.

School Science

Discipline Horticulture

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the essential elements needed for plant growth and their properties
2. Investigate the relationships between nutrient acidity, electrical conductivity, and plant nutrient requirements and availability in relation to their effect on crop growth and management at different growth stages
3. Explain plant nutrient deficiencies in commonly used substrates including symptoms, sampling techniques and management for correction
4. Illustrate effective waste water management and nutrient optimisation
5. Demonstrate a range of foundational academic skills including oral and written communication, an understanding of scientific method, professional document development, referencing, collaboration skills through group study and independent study skills.

Subject Content

-Factors affecting plant growth, such as; essential elements required for plant nutrition and their properties in response to acid and base changes (pH) and electrical conductivity (EC)
 -Plant nutrient requirements and uptake at different growth stages and their management
 -Plant nutrient deficiencies, their symptoms, sampling and correction
 -Substrates commonly used in protected cropping, their influence on water and nutrient and how these inputs can be recovered, recycled or disposed of in an environmentally sustainable way.
 -Practical skills will include using hand-held monitoring technologies. Analytical skills will include choosing appropriate nutrient substitutions, calculating nutrient recipes and evaluating and utilising online tools to verify crop husbandry decision making.
 -Demonstrate foundational academic skills such as; critical thinking, academic writing skills, oral and written communication, professional document development, avoiding plagiarism and correct referencing techniques, providing fair and constructive criticism.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	8 x 100 words or equivalent (800 words)	40	N	Individual
Case Study	1,000 words or equivalent	30	N	Group
Peer Review	100 words	10	N	Individual
Final Quiz	2 hours	20	N	Individual

Prescribed Texts

- Greenhouse horticulture Technology for optimal crop production, Cecilia Stanghellini, Bert Van 't Ooster and Ep Heuvelink, Published: 2019 Pages: 300 ISBN: 978-90-8686-329-7

Teaching Periods

HORT 2001 Greenhouse Technology for Food Sustainability

Credit Points 10

Legacy Code 301097

Coordinator Zhonghua Chen ([https://directory.westernsydney.edu.au/search/name/Zhonghua Chen/](https://directory.westernsydney.edu.au/search/name/Zhonghua%20Chen/))

Description Greenhouses are enclosed structures that optimise temperature, light, water and carbon dioxide to maximise plant production. Also called 'greenhouse horticulture', these advanced systems integrate technologies across disciplines (e.g. horticultural, environmental and material sciences; mechanical engineering and design; robotics and computing programming) to create futuristic indoor environments that increase the quantity and quality of plant-derived foods. Controlled environments can significantly reduce reliance on inputs (fertiliser, pesticide, energy and water) and reduce environmental impacts (including 'food miles'). This unit explores a range of greenhouse technologies in Australia and overseas-from simple low-cost options, through to cutting-edge technology in energy and water-efficient production. Students will observe current status and future trends in the industry to examine how advanced technologies can improve sustainability measures along with the reliability of horticultural output. Students will consider how innovative horticultural enterprises can provide consumers with greater capacity to adopt more sustainable diets.

School Science

Discipline Horticulture

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Assumed Knowledge

Students enrolling in this subject should have knowledge of least one of the following subject areas: horticultural production systems; environmental sustainability analytics; technological design and development; consumer behaviour and/or marketing principles; health promotion and/or human nutrition.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate and communicate the future of greenhouse horticulture in Australia in comparison to international experience
2. Identify and articulate key challenges and opportunities (environmental, economic and social) faced by greenhouse horticulture
3. Explain principles of crop husbandry in the context of greenhouse horticulture
4. Explain objectives of greenhouse environment management
5. Analyse, integrate and promote the benefits of technologies employed in greenhouse horticulture
6. Interpret and communicate wider environmental, social and business impacts of greenhouse horticulture

Subject Content

1. Current status of greenhouse horticulture in Australia and globally
2. Opportunities and challenges (environmental, economic and social) faced by greenhouse horticulture
3. Crop husbandry for yield, profit and sustainability

4. Management of greenhouse environment (temperature, humidity, light, CO₂) for crop growth and yield
5. Technologies for improving input efficiency in greenhouse horticulture
6. Emerging consumer markets, and consumer influences on horticultural supply and demand
7. Postharvest food technologies and promotion of sustainable diets
8. Current and future research opportunities in greenhouse horticulture

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied project- Part A: written proposal Part B: presentation	Part A (10%): 500 words, Part B (30%): 20 mins	40	N	Individual
Industry proposal	1-page plan plus 15 mins audio-visual	40	N	Individual
Examination	2 hours	20	N	Individual

Teaching Periods

HORT 2003 Plant Production

Credit Points 10

Legacy Code 301447

Coordinator Jay Bose ([https://directory.westernsydney.edu.au/search/name/Jay Bose/](https://directory.westernsydney.edu.au/search/name/Jay%20Bose/))

Description This unit will provide you with an understanding of the scientific basis of sustainable plant production in natural and built environments. These include cropping of plants for food production in extensive and intensive systems. In this unit you will gain an understanding of the physiological controls on plant yield in the Australian environment. You will become familiar with the science and practice of sustainable plant production and develop crop management skills through the production of nursery crops, vegetables and fruits.

School Science

Discipline Horticulture

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Restrictions 60 credit points of subjects

Assumed Knowledge

Basic knowledge of plants.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the science and practices in plant production and the cause & effect behind these practices.
2. Demonstrate competence in a range of basic techniques used in crop production.

3. Examine the basic principles of production management of selected crops.
4. Analyse the principle components regulating plant production.
5. Predict the effects of environment modification on crop yield & quality.

Subject Content

1. Sustainable plant production practices for food processing and analysis.
2. Growing environments, system modelling and analysis for Australian conditions.
3. Plant propagation and seed (collection, viability, storage, germination) production.
4. Intensive plant production.
5. Broad-acre field & agricultural crop production.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Crop Production Report	1500 words	30	N	Individual
Field Work Project activities/participation	3x 1000 words	30	N	Group
Final Exam	2hours	40	N	Individual

Prescribed Texts

- Adams C R, Bamford K M., Early M P. (2008) Principles of Horticulture, Heinemann (Elsevier) 5th edition, Oxford UK

Teaching Periods

Spring Hawkesbury

Day

Subject Contact Jay Bose ([https://directory.westernsydney.edu.au/search/name/Jay Bose/](https://directory.westernsydney.edu.au/search/name/Jay%20Bose/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HORT2003_22-SPR_HW_D#subjects)

HORT 3001 Postharvest

Credit Points 10

Legacy Code 300869

Coordinator Chris Cazzonelli ([https://directory.westernsydney.edu.au/search/name/Chris Cazzonelli/](https://directory.westernsydney.edu.au/search/name/Chris%20Cazzonelli/))

Description This unit explores the factors affecting the retention of quality of fresh fruit, vegetables and cut flowers from grower to consumer. Topics include: the role of fresh produce for the health and happiness of people; the growth and maturation and physiology of fresh produce; the importance of managing temperature and relative humidity of the storage environment; the responses of fresh produce to changes in temperature and water loss; the role of ethylene in fruit

ripening and senescence; the practical issues of assessing harvest maturity; packaging; distribution and the control of postharvest diseases and pest and the concepts of market access.

School Science

Discipline Horticulture

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects HORT 2002 - Postharvest

Assumed Knowledge

This subject assumes that students have a basic knowledge of biology, plant morphology and anatomy, chemistry and mathematics. Students are also assumed to be familiar with the World Wide Web and the tools for database searching and basic computer packages such as WORD and EXCEL.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	5 quizzes (20 mins each) 4% weighting each	20	N	Individual
Practical Assessment	4 practical reports (1,000 words each). 10% weighting each.	40	N	Individual
Final Examination	2 hours	40	N	Individual

Teaching Periods

HORT 3002 Protected Cropping Technology

Credit Points 10

Legacy Code 301448

Coordinator Michelle Mak ([https://directory.westernsydney.edu.au/search/name/Michelle Mak/](https://directory.westernsydney.edu.au/search/name/Michelle%20Mak/))

Description This unit will develop your understanding of the role technology plays in underpinning plant production, in built environments, as well as the impact on processing and consumption of established and emerging opportunities. This unit explores the factors affecting growth, maturation and physiology of plant products in the protected cropping environment. Industry issues of controlling pests and disease, assessing harvest maturity, post-harvest management are underpinned by systems modelling and sustainable practices.

School Science

Discipline Horticulture

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Restrictions Must have passed 100 credit points of subjects.

Assumed Knowledge

This subject assumes that students have a basic knowledge of biology, plant morphology and anatomy, chemistry and mathematics. Students are also assumed to be familiar with the World Wide Web and the tools for database searching and basic computer packages such as WORD and EXCEL.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the principles that underpin the production and preservation of protected plant products.
2. Examine the elements of protected cropping technology that alter plant production.
3. Explain how protected cropping technology and data driven systems can be used to manage plant products, from production to consumption.
4. Analyse the factors that contribute to sustainable disease, pest and waste control in protected cropping environments.
5. Critically evaluate the postharvest processes and factors that contribute to plant product transport, storage, processing and quality.

Subject Content

1. Principles of plant product development in protected cropping environments.
2. Pathophysiology disorders of plant products, pre- and post-harvest, in controlled environments.
3. Develop healthy foods and managing waste by modifying plant nutrients and environment.
4. Sustainable protected cropping technology and data driven systems.
5. Postharvest technology and plant product management.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quizzes	4x 20min Quiz	20	N	Individual
Practical	4x 1000 words	40	N	Individual
Final Exam	2hours	40	N	Individual

Prescribed Texts

- Wills, RBH, McGlasson, WB & Graham, D 2007, Postharvest: an introduction to the physiology and handling of fruit, vegetables and ornamentals, 5th edn, New South Wales University Press, Sydney.

Teaching Periods

Spring Hawkesbury

Day

Subject Contact Michelle Mak ([https://directory.westernsydney.edu.au/search/name/Michelle Mak/](https://directory.westernsydney.edu.au/search/name/Michelle%20Mak/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HORT3002_22-SPR_HW_D#subjects)

HORT 7001 Advanced Greenhouse Technology

Credit Points 10

Legacy Code 301358

Coordinator Michelle Mak ([https://directory.westernsydney.edu.au/search/name/Michelle Mak/](https://directory.westernsydney.edu.au/search/name/Michelle%20Mak/))

Description This unit explores a range of advanced greenhouse technologies in Australia and overseas-from simple low-cost options, through to cutting-edge technology in energy and water-efficient production. Students will observe current status and future trends in the industry to examine how advanced technologies can improve sustainability measures along with the reliability of horticultural output. This unit focuses on engineering aspects of greenhouse horticulture systems as well as crop growth and development. The basics of crop growth and development and the physical principles of greenhouse systems at different levels will be taught. The main in depth topics of the unit are: the selection of suitable greenhouse technology, physics of greenhouse climate, greenhouse systems (passive greenhouse, climate controlled, closed or semi-closed greenhouse), cropping systems, cover materials and smart glass technologies, energy saving technologies, water and nutrient recycling, and robotics for de-leafing and picking.

School Science

Discipline Horticulture

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Assumed Knowledge

Students entering this subject may have basic knowledge of crop physiology and production, and basic understanding of the physical principles pertaining to glass house design. Student may also have knowledge and experience in one of the following subject areas: horticultural production systems; environmental sustainability analytics; technological design and development; marketing principles and business management.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain objectives of advanced greenhouse technologies and their effective application and
2. Articulate key challenges and opportunities for the selection of suitable greenhouse technology
3. Appraise principles of advanced protected cropping technologies in the context of national and
4. Communicate the advanced greenhouse technologies in contributing to the wider

5. Evaluate advances in greenhouse technologies in Australia in comparison to international greenhouse technological advancements.

Subject Content

1. Current status of advanced greenhouse technologies in Australia and overseas with low-tech,
2. The physical principles of greenhouse systems at different levels: passive greenhouse, climate
3. The advanced management monitoring of crop growth and development and the selection of
4. Advanced cropping systems for current vegetables and herbs and future crops under protected
5. Innovations in covering materials and glass technologies for improving energy use efficient and
6. Advances in fertigation, water and nutrient recycling technologies for optimal crop production
7. Progress in robotics for labour-intensive de-leafing, pollination, and picking technologies.
8. Future global innovations of advanced greenhouse technologies and their use for Australian

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	3 x online quizzes, 60 min each include multiple choice and short answer questions	30	N	Individual
Report and presentation	Practical report (15%, 1,000 words); Presentation (15%, 15 min)	30	N	Group
Essay	2,000 words	40	N	Individual
Participation	3 day workshop	S/U	Y	Individual

Teaching Periods

Spring Hawkesbury

Day

Subject Contact Michelle Mak ([https://directory.westernsydney.edu.au/search/name/Michelle Mak/](https://directory.westernsydney.edu.au/search/name/Michelle%20Mak/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HORT7001_22-SPR_HW_D#subjects)

HORT 7002 Greenhouse Control Systems

Credit Points 10

Legacy Code 301359

Coordinator Liz Tucker ([https://directory.westernsydney.edu.au/search/name/Liz Tucker/](https://directory.westernsydney.edu.au/search/name/Liz%20Tucker/))

Description This unit develops an understanding of the leading controlling systems for protected cropping in low, medium and high-tech greenhouses. The main topics are: the integration of hardware and software in a range of different protected cropping systems, management of the aerial environment (e.g. manageable parameters and greenhouse climate engineering, radiation management, energy sources and distribution systems, ventilation, air conditioning and cooling systems, screens, carbon dioxide-sources and distribution), and management of the hydroponic environment (factors, tools, control of water and nutrient balance, water quality, salinity effects). The unit emphasises computing skills, calculation, and analysis that are applicable to a range of different greenhouse control systems.

School Science

Discipline Horticulture

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Assumed Knowledge

Students enrolling in this subject should have knowledge of one of the following subject areas: horticultural production systems; environmental sustainability analytics; computing and technological applications; marketing principles and business management.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	Three online quizzes of 60 minutes each including multiple choice and short answer questions	30	N	Individual
Report	One practical report (1,000 words)	15	N	Group
Presentation	15 minutes	15	N	Group
Essay	2,000 words	40	N	Individual
Participation	Engagement in 3 day workshop	S/U	Y	Individual

Teaching Periods

Autumn Hawkesbury Day

Subject Contact Liz Tucker ([https://directory.westernsydney.edu.au/search/name/Liz Tucker/](https://directory.westernsydney.edu.au/search/name/Liz%20Tucker/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HORT7002_22-AUT_HW_D#subjects)

HORT 7003 Greenhouse Crop Production

Credit Points 10

Legacy Code 301360

Coordinator Robert Sharwood ([https://directory.westernsydney.edu.au/search/name/Robert Sharwood/](https://directory.westernsydney.edu.au/search/name/Robert%20Sharwood/))

Description This unit focuses on key concepts relating to the functioning of a range of greenhouse horticultural crops in their environment, biological mechanisms, crop growth and development, integrated pest management, crop production, quality and postharvest technology. Students will learn concepts and knowledge relevant to plant physiology, environmental sciences, horticultural production, food technology, and postharvest physiology. Students will be able to measure and interpret plant physiological, biochemical, genetic, and produce quality traits in greenhouse experiments in the context of the functional diversity in crops. The students will also integrate knowledge using plant growth modelling techniques, interpret model output, and address questions on functional diversity in crops by combining model output and experimental data.

School Science

Discipline Horticulture

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Assumed Knowledge

Students enrolling in this subject should have knowledge of one of the following subject areas: horticultural production systems; environmental sustainability analytics; computing and technological applications; marketing principles and business management.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	Three online quizzes of 60 minutes each including multiple choice and short answer questions	30	N	Individual
Report	One practical report (1,000 words)	15	N	Group
Presentation	15 minutes	15	N	Group
Essay	2,000 words	40	N	Individual
Participation	Engagement in 3 day workshop	S/U	Y	Individual

Teaching Periods

Autumn Hawkesbury

Day

Subject Contact Robert Sharwood ([https://directory.westernsydney.edu.au/search/name/Robert Sharwood/](https://directory.westernsydney.edu.au/search/name/Robert%20Sharwood/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HORT7003_22-AUT_HW_D#subjects)

HORT 7004 Industry Project

Credit Points 10

Legacy Code 301361

Coordinator Michelle Mak ([https://directory.westernsydney.edu.au/search/name/Michelle Mak/](https://directory.westernsydney.edu.au/search/name/Michelle%20Mak/))

Description In this unit, students will complete an industry based project under the guidance of an industry partner and a member of the University's academic staff. Using a project based methodology, students will be required to solve a real world problem on behalf of a protected cropping industry partner. Students will develop skills in scoping, planning, implementing, reporting on the industry project; reflecting on what has been learned in the context of their personal and professional development and how this can be used in their future career.

School Science

Discipline Horticulture

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Assumed Knowledge

Students entering this subject should have knowledge of one of the following subject areas: horticultural production systems; environmental sustainability analytics; computing and technological applications; marketing principles and business management.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Design a project to assist an industry partner to solve a real life problem.
2. Collect and analyse data for the protected cropping project.
3. Develop relationships and rapport with industry and academic professionals.
4. Manage an industry based project to deliver outcomes within the specified
5. Propose innovative solutions to solve uncertain/unforeseen factors using negotiation and
6. Synthesise information from a variety of academic and industry sources.
7. Communicate the project results via a presentation and report to the industry.

Subject Content

Design features of a project undertaken for a protected cropping industry partner.

Reporting on progress to an industry partner to meet appropriate milestones

Management of an industry project
Industry project protocols and methods
Ethical conduct in industry projects
Financial analysis and project budget
Communication and networking
Personal and professional development ? including development of critical and reflective abilities

Special Requirements

Legislative pre-requisites

Students will need to complete a Risk Assessment form for approval of their supervisor before commencing field work for this subject. Students involving research on human participants will need Human Ethics approval from their supervisor and the Subject Coordinator before commencing field data collection. Other approvals may be needed for specific projects.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	10 minutes	20	N	Individual
Report (Lit. Review & Project Update)	2,000 words	30	N	Individual
Report: Written Project Report	3,000 words	50	N	Individual

Prescribed Texts

- Carlopio, J., Andrewartha, G. (2012) Developing Management Skills: A Guide for Leaders 5th edn. Pearson Australia

Teaching Periods

HORT 7005 Industry Project (Extended)

Credit Points 10

Legacy Code 301362

Coordinator Zhonghua Chen ([https://directory.westernsydney.edu.au/search/name/Zhonghua Chen/](https://directory.westernsydney.edu.au/search/name/Zhonghua%20Chen/))

Description In this unit, students will undertake a more in depth investigation of the project undertaken in 301361 Industry Project. Students will extend their use of project based methodologies to solve the problem identified in the pre-requisite unit 301361 Industry Project for a protected cropping industry partner. Students will extend their skills in planning, implementing, collecting and analysing data, reporting on the industry project and reflecting on what has been learned in the context of their personal and professional development and how this can be used in future career.

School Science

Discipline Horticulture

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) HORT 7004

Special Requirements

Legislative pre-requisites

Students need to advise the Unit Coordinator of any changes to the Risk Assessment submitted for subject HORT 7004 Industry Project.

Human Ethics reports will be required as part of this subject where approvals were obtained for these in subject HORT 7004 Industry Project. Other reports may be needed for specific projects.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	4,000 words	50	N	Individual
Presentation	15 minutes	30	N	Individual
Self-Assessment	1,000 words	20	N	Individual

Teaching Periods

Autumn

Hawkesbury

Composite

Subject Contact Zhonghua Chen ([https://directory.westernsydney.edu.au/search/name/Zhonghua Chen/](https://directory.westernsydney.edu.au/search/name/Zhonghua%20Chen/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HORT7005_22-AUT_HW_C#subjects)

HORT 7006 Plant-Climate Interactions in Controlled Environments

Credit Points 10

Legacy Code 301357

Coordinator Jay Bose ([https://directory.westernsydney.edu.au/search/name/Jay Bose/](https://directory.westernsydney.edu.au/search/name/Jay%20Bose/))

Description This unit aims to provide knowledge of relationships between plant growth, controlled environment and crop physiological aspects relevant to protected crop production. The unit will provide students with relevant knowledge to explain and develop concepts that are key to understanding various areas of environmental plant physiology. The unit will also stimulate students to conceptualise interactions between the physical environment and plant functioning. The unit will compare the important parameters and concepts (e.g. plant growth, plant and fruit development, light interception, light use efficiency, biomass partitioning, and water use efficiency) in horticultural crop growth in the controlled systems.

School Science

Discipline Horticulture

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Assumed Knowledge

Students entering this subject should have knowledge of one of the following subject areas: horticultural production systems; environmental sustainability analytics; computing and technological applications; marketing principles and business management.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain physical and chemical factors that control plant growth.
2. Measure, analyse and explain advantages and disadvantages of the light environments.
3. Dissect the fundamental processes of photosynthesis and understand how leaf photosynthesis can
4. Explain the principles of leaf gas exchange and important parameters and concepts underlying
5. Explain the potential and importance of physical-physiological measurements for plant phenotyping
6. Synthesise experimental results to reach valid conclusions.
7. Appraise the interactions between the physical environment and plant function with a focus on crop
8. Communicate the findings of scientific investigations and literature reviews relating to contemporary issues in plant-climate interactions.

Subject Content

1. Plant microclimates such as air and tissue temperature, light, and air humidity.
2. Common methods for measuring soil and plant nutrition controlling crop growth and development
3. Lighting sources and the effects of the light environment (natural versus artificial light, including intensity, spectrum and duration) on crop production
4. Concepts and measurements of crop primary production for horticultural crops grown in controlled systems and the open field
5. Crop gas exchange, growth analysis and biomass allocation to estimate photosynthesis, stomatal conductance and dark respiration
6. Latest advances in plant phenotyping
7. Environmental impacts on crop growth and production under protected cropping

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	3 x online quizzes (60 min. each, multiple choice and short answer questions)	30	N	Individual

Report and presentation	One practical report (15%, 1,000 words) and one 15-min. presentation (15%)	30	N	Group
Report	2,000 words	40	N	Individual
Participation	3 day workshop	S/U	Y	Individual

Teaching Periods

Spring Hawkesbury

Day

Subject Contact Jay Bose ([https://directory.westernsydney.edu.au/search/name/Jay Bose/](https://directory.westernsydney.edu.au/search/name/Jay%20Bose/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HORT7006_22-SPR_HW_D#subjects)

HORT 9001 Higher Degree Research Thesis - Horticulture

Credit Points 20

Legacy Code 800071

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Science

Discipline Horticulture

Student Contribution Band HECS Band 1 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1 Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HORT9001_22-RQ1_HW_D#subjects)

Research Quarter 2 Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HORT9001_22-RQ2_HW_D#subjects)

Research Quarter 3 Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HORT9001_22-RQ3_HW_D#subjects)

Research Quarter 4 Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HORT9001_22-RQ4_HW_D#subjects)

HORT 9002 Higher Degree Research Thesis - Viticulture

Credit Points 20

Legacy Code 800073

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Science

Discipline Viticulture

Student Contribution Band HECS Band 1 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1 Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HORT9002_22-RQ1_HW_D#subjects)

Research Quarter 2 Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HORT9002_22-RQ2_HW_D#subjects)

Research Quarter 3 Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HORT9002_22-RQ3_HW_D#subjects)

Research Quarter 4

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HORT9002_22-RQ4_HW_D#subjects)

HOSP 3001 Approved Industrial Experience (400 Hrs)

Credit Points 0

Legacy Code HS305A

Coordinator Tim Hall ([https://directory.westernsydney.edu.au/search/name/Tim Hall/](https://directory.westernsydney.edu.au/search/name/Tim%20Hall/))

Description This is a "Work Experience in Industry" unit, for which no student contribution or fee is charged. Enrolment in the unit will not consume Student Learning Entitlement (SLE). Students in the Bachelor of Hospitality Management are required to obtain at least 400 hours, vocationally relevant, industrial experience during their program of study.

School Business

Discipline Hospitality

Student Contribution Band

Level Undergraduate Level 3 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Completion of 400 hours experience in the hospitality industry.

Subject Content

Student is to complete 400 hours of work experience in hospitality industry.

Student is to complete 400 hours of work experience in hospitality industry.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Report	2000 words	100	N	Individual

Teaching Periods

Spring

Online

Online

Subject Contact Tim Hall ([https://directory.westernsydney.edu.au/search/name/Tim Hall/](https://directory.westernsydney.edu.au/search/name/Tim%20Hall/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HOSP3001_22-SPR_ON_O#subjects)

HUMN 0001 Academic Skills for Islamic Studies (WSTC Prep)

Credit Points 10

Legacy Code 700228

Coordinator Kathy Gooch ([https://directory.westernsydney.edu.au/search/name/Kathy Gooch/](https://directory.westernsydney.edu.au/search/name/Kathy%20Gooch/))

Description This unit introduces students to the essential academic skills required for success in tertiary studies. It employs an explicit pedagogy approach to teach students how to become independent, active, and reflective learners. The unit also includes essential research and writing skills specific to the Diploma in Islamic Studies.

School Western Sydney The College

Discipline Sociology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Oral presentation	5 minutes	10	N	Individual
Reflective learning journal	600 words	30	N	Individual
Research Project: Annotated bibliography – 10%	1,200 words	60	N	Individual
Progress report – 10%				
Essay plan – 10%				
Final essay – 30%				

Teaching Periods

HUMN 0002 Academic Skills for Policing (WSTC Prep)

Credit Points 10

Legacy Code 700235

Coordinator Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

Description This unit introduces students to the essential academic skills required for success in tertiary studies. It employs an explicit pedagogy approach to teach students how to become independent, active, and reflective learners. The unit also includes essential research and writing skills specific to the social sciences and policing.

School Western Sydney The College

Discipline Studies in Human Society, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Restrictions Students must be enrolled at Western Sydney University, The College.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Use both independent and collaborative learning strategies to advance the knowledge of the individual and that of their peers.
2. Communicate effectively through the development of critical reading, listening, speaking and writing skills in context.
3. Locate and use information technology systems and educational technologies to support learning and assessment.
4. Apply problem solving skills and research skills, to make informed decisions.
5. Reflect on learning experiences, in order to assess their own learning styles and elearn how to learn.
6. Demonstrate an understanding of the difference between qualitative and quantitative research, as well as primary and secondary sources, as it applies to the social sciences and policing.

Subject Content

1. Introduction to tertiary and academic skills
2. Introduction to academic culture
3. Information skills and blended learning
4. Essential skills for Policing

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Oral presentation	5 minutes	10	N	Individual
Reference test	1 hour	10	N	Individual
Reflective Learning Journal: Part 1 – 20% Part 2 – 20%	1200 words	40	N	Individual

Research Project:	(a) 500 words article analysis (b) 500 words (week 3 or 4) – 10%	40	N	Both (Individual & Group)
(a) Article analysis	(b) Concept map – 10%			
(b) Concept map	(c) Group presentation – 10%			
(c) Group presentation	(d) Final submission (Reflective activity) – 10%			

Teaching Periods

HUMN 0003 Academic Skills for the Social Sciences (WSTC Prep)

Credit Points 10

Legacy Code 700233

Coordinator Christopher Roffey ([https://directory.westernsydney.edu.au/search/name/Christopher Roffey/](https://directory.westernsydney.edu.au/search/name/Christopher%20Roffey/))

Description This unit introduces students to the essential academic skills required for success in tertiary studies. It employs an explicit pedagogy approach to teach students how to become independent, active, and reflective learners. The unit also includes essential research and writing skills specific to the social sciences.

School Western Sydney The College

Discipline Studies in Human Society, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Restrictions Students must be enrolled at Western Sydney University, The College.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Use both independent and collaborative learning strategies to advance the knowledge of the individual and that of their peers.
2. Communicate effectively through the development of critical reading, listening, speaking and writing skills in context.
3. Locate and use information technology systems and educational technologies to support learning and assessment.
4. Apply problem solving skills and research skills, to make informed decisions.
5. Reflect on learning experiences, in order to assess their own learning styles and elearn how to learn.
6. Demonstrate an understanding of the difference between qualitative and quantitative research, as well as primary and secondary sources, as it applies to the social sciences.

Subject Content

1. Introduction to tertiary and academic skills
2. Introduction to academic culture
3. Information skills and blended learning

4. Essential skills for the Social Sciences

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Oral presentation	5 minutes	10	N	Individual
Reference test	1 hour	10	N	Individual
Reflective Learning Journal: Part 1 – 20% Part 2 – 20%	1,200 words	40	N	Individual
Research Project: (a) Article analysis (b) analysis (week 3 or 4) – 10% (b) Concept map – 10% (c) Group presentation – 10% (d) Final submission (Reflective activity) – 10%	(a) 500 words article analysis (b) 500 words (c) 5 minutes (d) 1,200 words	40	N	Both (Individual & Group)

Teaching Periods

HUMN 0006 Australian Studies (WSTC Prep)

Credit Points 10

Legacy Code 700213

Coordinator Chantal Rozairo ([https://directory.westernsydney.edu.au/search/name/Chantal Rozairo/](https://directory.westernsydney.edu.au/search/name/Chantal%20Rozairo/))

Description Australian Studies aims to inform students of some of the aspects of the historical development of Australia and highlight some of the important physical, social, political and economic issues and events which have helped shape the development of Australia as an independent, modern nation. The study of issues, events, attitudes and values in the Australian context along with the development of academic skills will assist students in their study of Humanities units at the tertiary level. In addition, all students, especially international students, should acquire a better appreciation of the environment in which they live and learn to think more critically about issues facing people in the 21st century.

School Western Sydney The College

Discipline Studies In Human Society

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects HUMN 0007 - Australian Studies (UWSC)

Incompatible Subjects HUMN 0005 - Australian Studies (UWSC) HUMN 0004 - Australian Contemporary Studies (UWSC)

Restrictions Students must be enrolled at Western Sydney University, The College.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of key events, processes and debates in the history of Australia.
2. Demonstrate an understanding of the difference between primary and secondary sources and a basic ability to interpret both.
3. Evaluate competing interpretations of central debates in contemporary Australia, including (but not limited to) those surrounding the issues of human rights, multiculturalism, religion, social welfare.
4. Present ideas effectively in written, oral and digital form.
5. Demonstrate an understanding of some of the distinguishing geographical, social and political features of contemporary Australian society.

Subject Content

1. Introduction to Australian geography and demography
2. Aboriginal and Torres Strait Islander civilisation and connections to Asia
3. Aboriginal and Torres Strait Islander and European visitors
4. Colonial Australia: Australian Britons and Aboriginal dispossession
5. Australian nation building: Federation, Anzac and looking to America
6. Australia and migration: from White Australia to multiculturalism
7. Australian identity?
8. Australia in Asia
9. Issues in contemporary Australia

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	1 hour	20	N	Individual
Essay	1000 words	40	N	Individual
Applied Project	10 minutes	40	N	Individual

Teaching Periods

Term 1

Bankstown

Day

Subject Contact Chantal Rozairo ([https://directory.westernsydney.edu.au/search/name/Chantal Rozairo/](https://directory.westernsydney.edu.au/search/name/Chantal%20Rozairo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN0006_22-T1_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Chantal Rozairo ([https://directory.westernsydney.edu.au/search/name/Chantal Rozairo/](https://directory.westernsydney.edu.au/search/name/Chantal%20Rozairo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN0006_22-T1_BL_D#subjects)

Term 3

Bankstown

Day

Subject Contact Chantal Rozairo ([https://directory.westernsydney.edu.au/search/name/Chantal Rozairo/](https://directory.westernsydney.edu.au/search/name/Chantal%20Rozairo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN0006_22-T3_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Chantal Rozairo ([https://directory.westernsydney.edu.au/search/name/Chantal Rozairo/](https://directory.westernsydney.edu.au/search/name/Chantal%20Rozairo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN0006_22-T3_BL_D#subjects)

HUMN 0007 Australian Studies (WSTC)

Credit Points 10

Legacy Code 900077

Coordinator Chantal Rozairo ([https://directory.westernsydney.edu.au/search/name/Chantal Rozairo/](https://directory.westernsydney.edu.au/search/name/Chantal%20Rozairo/))

School Western Sydney The College

Discipline Studies In Human Society

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Intra-session exam	50 minutes	10	N	Individual
Essay	1000 words	30	N	Individual

Video presentation	10 minutes	30	N	Individual
Final Exam	2 hours	30	N	Individual

Online

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Portfolio	300-400 words per week x 9 wks	40	N	Individual
Presentation	7 minutes	20	N	Individual
Applied Project - Analytical Project	1200 words (Includes Peer Review word count)	30	N	Individual
Applied Project - Peer Review	1200 words (Includes Analytical Project word count)	10	N	Individual

Teaching Periods

HUMN 0008 Comparative World Religions (WSTC Prep)

Credit Points 10

Legacy Code 700229

Coordinator Kathy Gooch ([https://directory.westernsydney.edu.au/search/name/Kathy Gooch/](https://directory.westernsydney.edu.au/search/name/Kathy%20Gooch/))

Description This unit introduces students to the internally diverse and dynamic nature of religions in the world today. It explores the values and beliefs of religious traditions around the world, their points of difference and similarity. It aims to equip students with an understanding of the way that religions are embedded in culture. The unit provides students with a social science and humanities based vocabulary for discussing theological notions and debating the influence of religion on history, culture and contemporary issues. The unit also provides students with an opportunity to apply academic research and writing skills.

School Western Sydney The College

Discipline Sociology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Online quizzes	10 quizzes	20	N	Individual
Source analysis with guided questions	300 words	15	N	Individual
Group oral presentation (20%) + 300 words (10%) With individual written summary	10 minutes	30	N	Individual
Research essay	1,000 words	35	N	Individual

Teaching Periods

HUMN 0009 Cultural Perspectives (WSTC Prep)

Credit Points 10

Legacy Code 700212

Coordinator Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

Description This unit is designed to help students understand why people from diverse cultures and historical periods may think differently, behave differently and have vastly different worldviews. This unit is designed to help students understand more about themselves, their family and friends and the reasons why people do things in particular ways and believe the things that they do. It has a strong theoretical base but is also designed to encourage reflection.

School Western Sydney The College

Discipline Studies In Human Society

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects HUMN 0010 - Cultural Perspectives (UWSC)

Restrictions Students must be enrolled at Western Sydney University, The College.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate a foundational understanding of the key concept of culture, and its related analytical perspectives of cultural relativism and ethnocentrism.
2. Identify and examine specific locations of historical, geographical and social differences, such as modernity, nationality, gender and social class.
3. Compare how different historical, geographical and social locations foster different cultural perspectives.
4. Demonstrate a proficiency in the basic research and writing skills of tertiary study through the effective presentation of ideas in written, oral and digital form.
5. Work effectively as part of a group, and reflect critically on both individual and group achievements.

Subject Content

1. Foundation ideas in cultural and social analysis
 2. Academic definitions of culture, gender, social class, modernity, power, Indigeneity, the self and the 'Western World'
 3. Introductions to key social and cultural debates around multiculturalism, privilege, religion, globalization
 4. Analysis of students' own socio-cultural locations
1. Foundation ideas in cultural and social analysis
 2. Academic definitions of culture, gender, social class, modernity, power, Indigeneity, the self and the 'Western World'
 3. Introductions to key social and cultural debates around multiculturalism, privilege, religion, globalization
 4. Analysis of students' own socio-cultural locations

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short Answer	2 x 150-200	20	N	Individual
Debate	10-12 mins	30	N	Individual
Applied Project	Applied Project 1000 words Reflection 400 words	50	N	Both (Individual & Group)

Prescribed Texts

- College Cultural Perspectives Workbook

Teaching Periods

Term 1

Bankstown

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN0009_22-T1_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN0009_22-T1_BL_D#subjects)

Term 3

Bankstown

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN0009_22-T3_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN0009_22-T3_BL_D#subjects)

HUMN 0010 Cultural Perspectives (WSTC)

Credit Points 10

Legacy Code 900029

Coordinator Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

Description Cultural Perspectives is designed to help students to understand why people from diverse cultures and historical periods think differently, behave differently and, generally, have vastly different worldviews. This course is designed to help students to understand a little more about themselves, their family and friends and the reasons why people do things in particular ways, and believe the things that they do. It has a strong theoretical base but is also designed to encourage reflection.

School Western Sydney The College

Discipline Studies In Human Society

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Homework questions	150-200	10	N	Individual
Seminar Presentation	10 - 12 minutes	20	N	Individual
Wiki Assessment Task	Wiki – 1000 words Reflection – 400 words	40	N	Both (Individual & Group)
Research Essay	1000 words	30	N	Individual

Term 1 Online

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Homework questions	150-200	10	N	Individual
Seminar Presentation	10 - 12 minutes	20	N	Individual

Wiki Assessment Task	Wiki – 1000 words Reflection – 400 words	40	N	Both (Individual & Group)
Research Essay	1000 words	30	N	Individual

Term 2 Online

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Homework questions	150-200	10	N	Individual
Seminar Presentation	10 - 12 minutes	20	N	Individual
Wiki Assessment Task	Wiki – 1000 words Reflection – 400 words	40	N	Both (Individual & Group)
Research Essay	1000 words	30	N	Individual

Term 3 Online

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Homework questions	150-200	10	N	Individual
Seminar Presentation	10 - 12 minutes	20	N	Individual
Wiki Assessment Task	Wiki – 1000 words Reflection – 400 words	40	N	Both (Individual & Group)
Research Essay	1000 words	30	N	Individual

Teaching Periods

HUMN 0016 Key Ideas in Arts and Social Sciences (WSTC Prep)

Legacy Code 700246

Coordinator Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

Student Contribution Band

Teaching Periods

HUMN 0017 Key Ideas in Arts and Social Sciences (WSTC)

Credit Points 10

Legacy Code 900109

Coordinator Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

Description This unit explores some of the most influential ideas in the humanities and social sciences, including democracy, imperialism, romantic love and secularisation. The unit traces the origins of these ideas and their manifestation in the world today. The unit will equip students with the ability to identify and evaluate some of the central ideas underpinning public discussion on a range of political and cultural issues today. In addition, it will provide students with a solid foundation of cultural and historical knowledge which is assumed knowledge in many University level units.

School Western Sydney The College

Discipline History

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects HUMN 0015 - History of Western Thought (UWSCFS) HUMN 0016 - Key Ideas in Arts and Social Sciences (UWSCFS)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Online quizzes	10 quizzes @ 20 mins each		N	Individual
Group presentation	10 mins plus 100 words	25	N	Group
	20% and peer evaluation 5%			
Essay Plan:	a) 250 words a) Plan 15% b) Essay 40%	55	N	Individual
	b) 1200 words			

Online

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Online quizzes – 5 quizzes	10 mins each	10	N	Individual
Reflective tasks	5 x 200 words	25	N	Individual
Group Wiki 20% Plus Peer Evaluation (video/audio)	500 words, 5 mins	25	N	Group
				5%

Learning Portfolio	1200 words	40	N	Individual
--------------------	------------	----	---	------------

Teaching Periods

HUMN 0018 Literacy for Tertiary Studies (WSTC)

Credit Points 5

Legacy Code 900047

Coordinator Mira Baird ([https://directory.westernsydney.edu.au/search/name/Mira Baird/](https://directory.westernsydney.edu.au/search/name/Mira%20Baird/))

Description The University Foundations Studies Literacy for Tertiary Studies course aims to develop and consolidate some key academic skills which will assist students, especially those with limited exposure to quantitative and analytical study, successfully complete their Foundation Studies and future undergraduate study.

School Western Sydney The College

Discipline Studies In Human Society

Student Contribution Band HECS Band 4 5cp

Level Undergraduate Level 0 Preparatory subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short Test	40 minutes	10	N	Individual
Mid-term examination	1 hour. 45 minutes	25	N	Individual
Oral presentation	10 minutes	25	N	Individual
Final Examination	2 hours	40	N	Individual

Teaching Periods

HUMN 0019 Studies of Society (WSTC)

Credit Points 10

Legacy Code 900091

Coordinator Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

Description This unit aims to help students develop an understanding and appreciation of Australian society. The unit will provide general information and familiarise students with key structures, events, concepts and terminology used in relation to Australia's modern society. At the end of this unit, students should have greater knowledge and understanding on Australia's history, governmental and political systems. They will learn about consumer laws, civilian rights and responsibilities as well as the composition of Australia's population and relevant variations and trends.

School Western Sydney The College

Discipline Studies in Human Society, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Restrictions Students must be enrolled in a Foundation program at The College.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Define and explain some key concepts related to the subject
2. Identify key elements of Australian society, e.g. population composition and historical events
3. Demonstrate an understanding of Australian institutions and systems, e.g. business, governmental, judicial and political systems
4. Interpret information in the form of text, graphs, statistics and illustrations
5. Write notes, summaries and extended responses based on unit content, readings and class discussions
6. Distinguish and respond to key words and terms in relation to Australian society

Subject Content

1. Australia - History

Settlement by Indigenous peoples and their location across Australia. 1788 the arrival of Europeans.

The role of convicts and migrants in establishing and developing Australia.

2. Australia's Population

Common statistics on size, age, distribution and cultural composition of Australia's population.

Reasons for variations, settlement patterns, range of belief systems and future population trends.

3. Australia's Government System

The three tiered system of government. The role and responsibilities associated with Local, State and Federal levels of government.

4. Australia's Political Framework

Role of political parties in a democratic society. Types of political parties.

Electoral and voting processes in Australia.

5. Australian Legal System

The role of the judicial system (independent of government and military sections)

Common civilian rights and responsibilities as well as consumer laws.

6. Business In Australia - Consumers - Satisfying Wants

Needs, wants, goods, and services.

Factors determining which wants are satisfied.

7. Business In Australia - Consumers - Money

Barter, money, exchange, credit, interest and interest rates, purchasing goods and services - retail, direct sales, direct marketing.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
In-class Test	70 minutes	15	N	Individual
Stimulus Response Task	900 words	15	N	Individual
In-class Extended (with 350 word Essay Plan submitted prior) Response	60 minutes	20	N	Individual
End of Session Exam (Take Home)	2 hours 10 minutes	50	N	Individual

Teaching Periods

HUMN 0020 Understanding Academic Life (WSTC Prep)

Credit Points 10

Legacy Code 700281

Coordinator Paul Rouillon ([https://directory.westernsydney.edu.au/search/name/Paul Rouillon/](https://directory.westernsydney.edu.au/search/name/Paul%20Rouillon/))

Description This unit introduces students to the skills needed for success in academic life. It introduces students to a range of topics to facilitate and develop an increased confidence in fundamental academic skills, develop planning and goal setting skills necessary for university. This unit forms a pre-requisite to 700168 Tertiary Study Skills in Criminal and Community Justice, 700174 Tertiary Study Skills in Social Science and 700175 Tertiary Study Skills in Policing.

School Western Sydney The College

Discipline Studies in Human Society, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects HUMN 0003 - Academic Skills for the Social Sciences JUST 0001 - Academic Skills for Criminal and Community Justice HUMN 0002 - Academic Skills for Policing

Restrictions Students must be enrolled at Western Sydney University, The College.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Develop effective learning strategies to advance the knowledge of the individual and that of their peers.
2. Understand effective communication (reading, listening, speaking and writing)
3. Understand the role of Information and Communication Technology in learning and the relationship with online presence and reputation
4. Develop problem solving skills
5. Reflect on learning experiences

- Understand the role of research and referencing within a tertiary setting

Subject Content

- Introduction to fundamental academic skills
 - Introduction to university culture and the ?elives?f of students within an academic setting
 - Digital communication, ethics and citizenship for professional and academic life
 - Essential skills for success in Tertiary Studies ? referencing, individual presentations, reflection, undertaking research
- Introduction to fundamental academic skills
 - Introduction to university culture and the ?elives?f of students within an academic setting
 - Digital communication, ethics and citizenship for professional and academic life
 - Essential skills for success in Tertiary Studies ? referencing, individual presentations, reflection, undertaking research

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Presentation	5 minutes	20	N	Individual
Reflection	2 x 500 words	35	N	Individual
Portfolio	1000 words	45	N	Individual

Teaching Periods

Term 1

Bankstown

Day

Subject Contact Paul Rouillon ([https://directory.westernsydney.edu.au/search/name/Paul Rouillon/](https://directory.westernsydney.edu.au/search/name/Paul%20Rouillon/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN0020_22-T1_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Paul Rouillon ([https://directory.westernsydney.edu.au/search/name/Paul Rouillon/](https://directory.westernsydney.edu.au/search/name/Paul%20Rouillon/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN0020_22-T1_BL_D#subjects)

Term 3

Bankstown

Day

Subject Contact Paul Rouillon ([https://directory.westernsydney.edu.au/search/name/Paul Rouillon/](https://directory.westernsydney.edu.au/search/name/Paul%20Rouillon/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN0020_22-T3_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Paul Rouillon ([https://directory.westernsydney.edu.au/search/name/Paul Rouillon/](https://directory.westernsydney.edu.au/search/name/Paul%20Rouillon/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN0020_22-T3_BL_D#subjects)

HUMN 0021 Understanding the Social Sciences (WSTC Prep)

Credit Points 10

Legacy Code 700234

Coordinator Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

Description The unit is designed to introduce students to the scientific basis of the social sciences, its basic research methodologies, and the impact social science has on social policy, social justice, and social change. The unit is also intended to provide students with an understanding of key disciplines that comprise the social sciences in order that students can make an informed choice about majors and sub-majors when they progress to a Bachelor degree. The unit will also provide students with an opportunity to acquire and apply basic research and digital literacy skills.

School Western Sydney The College

Discipline Studies in Human Society, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Restrictions Students must be enrolled at Western Sydney University, The College.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Define the social sciences and their impact on society.
- Compare and contrast key disciplines within the social sciences.
- Apply problem-solving and basic research skills.
- Demonstrate an understanding of key majors within a social science degree and career outcomes.
- Present research both orally and using digital technologies.
- Communicate writing and referencing skills appropriate to an academic environment.

Subject Content

- What do we mean by the social sciences?
- What impact do the social sciences have on social policy, social justice, and social change?
- How do the main disciplines within the social sciences relate to, and differ from, each other?
- Problem-solving using a social science approach.
- Basic research methods within the social sciences.
- Investigating further studies in the social sciences and related fields.
 - What do we mean by the social sciences?
 - What impact do the social sciences have on social policy, social justice, and social change?
 - How do the main disciplines within the social sciences relate to, and differ from, each other?
 - Problem-solving using a social science approach.
 - Basic research methods within the social sciences.

6. Investigating further studies in the social sciences and related fields.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Participation	weekly	10	N	Individual
Portfolio		45	N	Individual
Short Answer	500 words	25	N	Individual
Presentation	5 minutes	20	N	Individual

Teaching Periods

Term 1

Bankstown

Day

Subject Contact Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN0021_22-T1_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN0021_22-T1_BL_D#subjects)

Term 3

Bankstown

Day

Subject Contact Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN0021_22-T3_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN0021_22-T3_BL_D#subjects)

HUMN 1001 Advanced Standing for Ancient History 110

Credit Points 10

Legacy Code 102450

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Humanities & Comm Arts

Discipline History

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Teaching Periods

HUMN 1007 Brave New World: Negotiating Social Change in the 21st Century

Credit Points 10

Legacy Code 101886

Coordinator Lucy Nicholas ([https://directory.westernsydney.edu.au/search/name/Lucy Nicholas/](https://directory.westernsydney.edu.au/search/name/Lucy%20Nicholas/))

Description The discipline of Sociology has witnessed a transformation reflecting significant changes in society and social life. This unit re-examines the sociological dimensions of a variety of social concerns, for example: environmental issues, global migration, health, religion, indigeneity, gender, ethnic conflict and sub-cultural groups and asks: In the 'brave new world' of contemporary society we need to re-evaluate the conventional sociological concern of social structure and inequality in the face of these broad social changes. This unit will examine the social transformations which characterise contemporary social life; in particular the pace of social change and the implications of social media. In exploring these social concerns the links are drawn between more recent theoretical constructs and the more traditional focus on national social structures and inequalities. The unit will place special emphasis on concepts such as risk, individualism and uncertainty.

School Social Sciences

Discipline Sociology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate a sound knowledge and understanding of recent developments in sociological thought and the reasons behind them
2. Apply recent sociological perspectives to some of the key social problems and/or challenges presented globally and within contemporary Australian life
3. Demonstrate a reflexive stance on the various sociological perspectives presented
4. Analyse some specific examples of how global processes of change can impact people's everyday lives in local contexts
5. Discuss, through a sociological lens, various possible, probable and preferred social futures with reference to current social trends

Subject Content

Social Change

Rethinking social class in the age of uncertainty

Global poverty and the global economy

Family and social change

Mobility and globalisation

Ecology and risk

Youth subcultures in the face of social change

Identity and identity politics

Social change movements

Religion for generation x and y

Health in the face of the risk society

Social networks in the 21st century

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Online Debate	Online individual contribution to moderated discussion, (4 x 250 words online contributions)	30	Y	Individual
Essay	1500 words	40	Y	Individual
Final Exam – take home (online)	2 x 500 word essays	30	Y	Individual

Prescribed Texts

- Set readings will be available on vUWS. Links to visual material will be provided on vUWS

Teaching Periods

Summer A

Liverpool

Day

Subject Contact Lucy Nicholas ([https://directory.westernsydney.edu.au/search/name/Lucy Nicholas/](https://directory.westernsydney.edu.au/search/name/Lucy%20Nicholas/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1007_22-SUA_LP_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Lucy Nicholas ([https://directory.westernsydney.edu.au/search/name/Lucy Nicholas/](https://directory.westernsydney.edu.au/search/name/Lucy%20Nicholas/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1007_22-SPR_KW_D#subjects)

Liverpool

Day

Subject Contact Lucy Nicholas ([https://directory.westernsydney.edu.au/search/name/Lucy Nicholas/](https://directory.westernsydney.edu.au/search/name/Lucy%20Nicholas/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1007_22-SPR_LP_D#subjects)

HUMN 1008 Cities: Introduction to Urban Studies

Credit Points 10

Legacy Code 101589

Coordinator Cameron Mcauliffe ([https://directory.westernsydney.edu.au/search/name/Cameron Mcauliffe/](https://directory.westernsydney.edu.au/search/name/Cameron%20Mcauliffe/))

Description This unit is a keystone in the Geography and Urban Studies major. It aims to introduce students to the major urban challenges that will shape our society in the future and to the major substantive concerns in the field of urban management and planning. It will develop students' understanding of how their own urban experiences are shaped by broader historical, cultural, economic, and social forces, and will enable students to compare the Australian urban context and issues with those in other world regions.

School Social Sciences

Discipline Human Geography

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects LGYA 1336 - The Urban Context

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically evaluate debates over major urban development issues (such as environmental sustainability, heritage preservation, or social equity);
2. Analyse the physical, social, economic, and cultural structure of the contemporary Australian city, and contrast it with the structure of cities in other world regions;
3. Formulate a coherent argument about the impacts of a current urban issue (such as transportation, large scale redevelopment, or urban growth) ;
4. Explain major contemporary theories about the urban-level interface between global and local forces;
5. Identify the unique and distinctive elements that define particular urban places, and describe the relationships between these urban place and urban inhabitants.

Subject Content

1. Historical evolution of cities, urban problems, and our attempts to resolve those problems
2. Comparative analysis of the social, economic, political, and cultural forces shaping cities in different world regions
3. Globalisation and social equity
4. Environmental and economic sustainability

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	4 x 30min	40	N	Individual
Essay	1,000 words	30	N	Individual
Case Study	400-600 words per person	30	N	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Cameron Mcauliffe ([https://directory.westernsydney.edu.au/search/name/Cameron Mcauliffe/](https://directory.westernsydney.edu.au/search/name/Cameron%20Mcauliffe/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1008_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Cameron Mcauliffe ([https://directory.westernsydney.edu.au/search/name/Cameron Mcauliffe/](https://directory.westernsydney.edu.au/search/name/Cameron%20Mcauliffe/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1008_22-AUT_PS_D#subjects)

HUMN 1010 Contemporary Society (Advanced)

Credit Points 20

Legacy Code 101516

Coordinator Cristina Rocha ([https://directory.westernsydney.edu.au/search/name/Cristina Rocha/](https://directory.westernsydney.edu.au/search/name/Cristina%20Rocha/))

Description Contemporary Society introduces students to central issues in social analysis and a range of perspectives that have been used to understand the social world. It provides them with a theoretical grounding in the central concepts and methods of social theory through an encounter with problems raised when social theory directly engages with practical problems such as racism, environmentalism and inequality.

School Humanities & Comm Arts

Discipline Studies In Human Society

Student Contribution Band HECS Band 4 20cp

Level Undergraduate Level 1 subject

Teaching Periods

HUMN 1012 Contextualising Community Development Within Indigenous Australia

Credit Points 10

Legacy Code 102306

Coordinator Jim Ife ([https://directory.westernsydney.edu.au/search/name/Jim Ife/](https://directory.westernsydney.edu.au/search/name/Jim%20Ife/))

Description This unit provides students with the understanding and context for working collaboratively with Aboriginal and Torres Strait Islander peoples in the professional practice of community and social development. Students will learn the core concepts of community development theory and practice in Australian and international contexts, and will then apply them within the context of Indigenous Australia in light of the history of colonisation, the Stolen Generation, self-determination, and reconciliation. Emphasis is placed on ethical standards for Community Work practice and principles for working with Aboriginal and Torres Strait Islander peoples.

School Social Sciences

Discipline Indigenous Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects HUMN 1014 - Contextualizing Indigenous Australia (Block Mode) HUMN 1013 - Contextualising Indigenous Australia (Day Mode) LGYA 6068 - Indigenous Australia Back to the Future

Restrictions Students must be enrolled in the Bachelor of Community and Social Development (BCSD)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Understand the core principles of community development theory and practice.
2. Apply those principles to working with Indigenous communities.
3. Critique conventional community development models and principles in terms of Indigenous knowledges and understandings of community.
4. Identify ways that community development can contribute to Indigenous well-being and cultural security.

Subject Content

Understanding community

The imperative of community development

Foundations of community development: social justice and ecological sustainability

Indigenous understandings of community

Core principles of community development: wisdom from below, change from below, the integrity of process, diversity, empowerment, global/local

Community development practice: Facilitation, Education, Organisation, Representation

Community development in Indigenous communities

Applying Indigenous knowledges to community development

Cultural Security

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Short Essay on Principles of Community development	800 words	20	N	Individual
Case study Community Profile	1,200 words	40	N	Individual
Reflective Paper	1,200 words	40	N	Individual

Teaching Periods

HUMN 1013 Contextualising Indigenous Australia (Day Mode)

Credit Points 10

Legacy Code 101751

Coordinator Madison Shakespeare ([https://directory.westernsydney.edu.au/search/name/Madison Shakespeare/](https://directory.westernsydney.edu.au/search/name/Madison%20Shakespeare/))

Description This unit will provide a comprehensive overview of Indigenous Australian cultures, histories and identities. The scope of the unit spans pre-colonisation to the twenty-first century across Australia and all relevant fields of study. A cross-section of institutional, community and popular culture contexts will be explored through flipped mode of delivery supported by face to face tutorials. This body of knowledge will provide a context for various professions and discussions. Students will have the exciting opportunity to hear from a diverse range of Indigenous educators from academics to artists through to performers and community elders. A broad understanding of Indigenous Australia will position students to be advocates for change in contemporary Australia.

School Humanities & Comm Arts

Discipline Indigenous Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects LGYA 6068 - Indigenous Australia Back to the Future

Learning Outcomes

On successful completion of this subject, students should be able to:

1. discuss Indigenous Australian cultures, histories and identities from pre-colonisation through to the twenty-first century;
2. explain the diversity that exists within and between Indigenous Australians;
3. identify and reflect on their own life stories to make meaning of the relationship between Indigenous and Non-Indigenous Australians;
4. use effective research skills to investigate Indigenous Australian cultures, histories and identities;
5. perceive that a National identity includes Indigenous Australians;
6. appraise own understanding of new knowledge related to Indigenous Australia.

Subject Content

Defining Indigenous Australia
 Diversity within and between Indigenous Australians
 Kinship, ?ecountry?f and social organization
 Value orientations and ?eTjukurrra?f (Dreaming)
 Indigenous Languages
 Indigenous Knowledge
 Indigenous Economics
 Indigenous Created Expressions
 Significant historical themes / events e.g. protection / assimilation / integration / self-determination / reconciliation, Stolen Generation
 Indigenous social indicators e.g. health, housing, education
 Politics of Land / Land Rights / Native Title
 Politics of Identity and Representation
 Indigenous peoples' contribution to Australian society

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1,000 words	40	N	Individual
Multiple Choice	1 hour	15	N	Individual
Reflection	1,500 words	45	N	Individual

Teaching Periods

Autumn

Online

Online

Subject Contact Madison Shakespeare ([https://directory.westernsydney.edu.au/search/name/Madison Shakespeare/](https://directory.westernsydney.edu.au/search/name/Madison%20Shakespeare/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1013_22-AUT_ON_0#subjects)

HUMN 1015 Development and Sustainability

Credit Points 10

Legacy Code 101572

Coordinator Julie Wen ([https://directory.westernsydney.edu.au/search/name/Julie Wen/](https://directory.westernsydney.edu.au/search/name/Julie%20Wen/))

Description The unit introduces the basic concepts relating to sustainability and development, and explores their relevance to real-world situation at the local, national, and global levels. The causes of unsustainability as well as their short-term and long-term effects on society and the environment will be evaluated. Students will analyse, using appropriate sustainability indicators and social change theories, a social change initiative (i.e., program, project, policy) designed to integrate the socio-economic, cultural and environmental dimensions of sustainability within the context of a specific developmental focus (e.g. poverty alleviation, gender equality, human/social development, heritage conservation, biodiversity, tourism, green accounting, sustainable livelihoods). Students will engage in problem-based learning skills in order to critically analyse and discuss current issues in development, and provide solutions to sustainability.

School Social Sciences

Discipline Sociology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects HUMN 1040 Peace Sustainability and World Futures

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Understand the core concepts and practice of sustainability and development at the local, national, and international levels;
2. Identify and assess current issues/problems in achieving sustainable development, including their causes and impacts;

- Apply theories in the sustainable practice of various types/categories of development (i.e. social, cultural, economic, environmental);
- Apply sustainable indicators in the analysis of social change initiatives designed to promote sustainable development (e.g. poverty alleviation, gender equality, human/social development, heritage conservation, biodiversity, tourism, green accounting, sustainable livelihoods); and
- Demonstrate skills in problem-solving, in oral and written communications, and in learning both independently and as a team member

Subject Content

Core concepts/theories about sustainability and development

Major issues concerning the sustainability of developmental initiatives and their effects on the socio-economic and cultural aspects of society (e.g. culture of peace, human rights, gender empowerment, equitable sharing of costs and benefits)

Major issues concerning the sustainability of the natural environment (e.g. climate change, biodiversity conservation, precautionary principle, ecological footprint)

Evaluation of social/cultural, environmental, and economic elements of development for sustainability

Alternative technologies and sustainable living/livelihoods

Basic social change theories and practice

Sustainability indicators of development at different temporal and spatial scales

Barriers to sustainability: Conflicts, social worldviews, ethics

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Open book exam	1000 words, 1 hour	40	N	Individual
Report	2000 words	40	N	Individual
Presentation	10 minutes per group, equivalent of 200 words per person	20	N	Group

Teaching Periods

Spring Penrith (Kingswood)

Day

Subject Contact Julie Wen ([https://directory.westernsydney.edu.au/search/name/Julie Wen/](https://directory.westernsydney.edu.au/search/name/Julie%20Wen/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1015_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Julie Wen ([https://directory.westernsydney.edu.au/search/name/Julie Wen/](https://directory.westernsydney.edu.au/search/name/Julie%20Wen/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1015_22-SPR_PS_D#subjects)

HUMN 1016 Different Ways of Being in the World: Introduction to Social Anthropology

Credit Points 10

Legacy Code 102344

Coordinator Helena Onnudottir ([https://directory.westernsydney.edu.au/search/name/Helena Onnudottir/](https://directory.westernsydney.edu.au/search/name/Helena%20Onnudottir/))

Description The key and foundational focus of Social Anthropology is the relationship between people and their cultures. This unit provides an introduction to key concepts, methods and theories of classical and contemporary Social Anthropology. It will guide the students to an informed and critical understanding of the nature and extent of human diversity and differences, as well as the similarities which unite us as people. The unit has two parts. The first part introduces students to the history and scope of Social Anthropology through selected work of some classical anthropologists, introducing key concepts and conceptual frameworks. The second part is designed around selected case studies of Indigenous Peoples in Australia, the Asia Pacific, and the Americas, providing the students with critical insight into the application of anthropological theory and the epistemological contribution of the discipline of Social Anthropology.

School Social Sciences

Discipline Anthropology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

- Demonstrate an understanding of the concepts and theories foundational to Social Anthropology.
- Discuss diversity and similarity across human cultures.
- Apply foundational Anthropological theory to case studies.

Subject Content

What makes us human? Key concepts in the study of human society
Understanding and Analysing Cultural Diversity and Differences.

Foundational Anthropological Theories.

Social and Cultural Analysis in Anthropology.

Conducting Fieldwork: What is Ethnography?

Changing Worlds: Past and Present Anthropological Approaches.

Colonial/Post-Colonial cultures and societies

Peoples and the State: Past and Present.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	20 questions each	25	N	Individual

Essay	Essay 1,500 words Essay Plan (optional) 500 words	45	N	Individual
Final Exam	500 words each	30	N	Individual

Prescribed Texts

- Hylland Eriksen, T. (2015) *Small Places, Large Issue: An Introduction to Social and Cultural Anthropology*, (4th. ed.) Pluto Press.

Teaching Periods

Summer A Liverpool

Day

Subject Contact Helena Onnudottir ([https://directory.westernsydney.edu.au/search/name/Helena Onnudottir/](https://directory.westernsydney.edu.au/search/name/Helena%20Onnudottir/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1016_22-SUA_LP_D#subjects)

Autumn

Penrith (Kingswood)

Day

Subject Contact Helena Onnudottir ([https://directory.westernsydney.edu.au/search/name/Helena Onnudottir/](https://directory.westernsydney.edu.au/search/name/Helena%20Onnudottir/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1016_22-AUT_KW_D#subjects)

Liverpool

Day

Subject Contact Helena Onnudottir ([https://directory.westernsydney.edu.au/search/name/Helena Onnudottir/](https://directory.westernsydney.edu.au/search/name/Helena%20Onnudottir/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1016_22-AUT_LP_D#subjects)

HUMN 1017 Everyday Life

Credit Points 10

Legacy Code 100897

Coordinator David Tait ([https://directory.westernsydney.edu.au/search/name/David Tait/](https://directory.westernsydney.edu.au/search/name/David%20Tait/))

Description This unit introduces students to key themes and issues in the study of everyday life. It draws on different disciplinary areas - especially anthropology, sociology and cultural studies - and different theoretical and methodological perspectives to examine the ways cultural practices and meanings are used to shape human identities and societies in everyday life. It will focus on rituals and routines in the different spaces of everyday life, and the ways these contribute to the production of local worlds and the key cultural categories that give meaning to these worlds. It will include a focus on how we research everyday life.

School Humanities & Comm Arts

Discipline Sociology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects LGYB 0187 - Introduction to Cultural Studies
HUMN 1018 - Everyday Life (WSTC)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate their understanding of key issues in the study of everyday life
2. Use central concepts in cultural and social analysis
3. Explain key approaches to the study of everyday life
4. Implement their skills in critical analysis and interpretation
5. Relate subject knowledge to the contemporary world
6. Undertake independent and self-directed learning
7. Use skills in the oral and written presentation of knowledge.

Subject Content

The rituals and routines of everyday life

The spaces of the everyday - work, home, leisure, etc

The social construction of identity and belonging in everyday life - self, gender, nation, ethnicity, etc

Youth cultures

The social construction of nature

Studying everyday life - ethnography, semiotics

The global dimensions of everyday life

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Learning Journal (quizzes and reflective journal)	1,000 words	60	N	Individual
Writing Exercises	1,200 words	40	N	Individual

Prescribed Texts

- Set of Readings compiled by subject coordinator

Teaching Periods

HUMN 1018 Everyday Life (WSTC)

Credit Points 10

Legacy Code 700135

Coordinator Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

Description This unit introduces students to key themes and issues in the study of everyday life. It draws on different disciplinary areas - especially anthropology, sociology and cultural studies - and different theoretical and methodological perspectives to examine the ways cultural practices and meanings are used to shape human identities and societies in everyday life. It will focus on rituals and routines in the different spaces of everyday life and the ways these contribute to the production of local worlds and the key cultural categories that give

meaning to these worlds. It will include a focus on how we research everyday life.

School Humanities & Comm Arts

Discipline Sociology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Co-requisite(s) Students enrolled in the combined Diploma/Bachelor courses listed below must pass all College Preparatory units listed in the course structure before progressing to the Year Two units

Equivalent Subjects HUMN 1017 Everyday Life

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in extended diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of key issues in the study of everyday life
2. Use central concepts in cultural and social analysis
3. Explain key approaches to the study of everyday life
4. Implement their skills in critical analysis and interpretation
5. Relate subject knowledge to contemporary world
6. Undertake independent and self-directed learning
7. Use skills in the oral and written presentation of knowledge.

Subject Content

- The rituals and routines of everyday life
- the spaces of the everyday ? work, home, leisure etc
- the social construction of identity and belonging in everyday life ? self, gender, nation, ethnicity etc
- youth cultures
- the social construction of nature
- the global dimensions of everyday life
- studying everyday life ? ethnography, semiotics
- The rituals and routines of everyday life
- the spaces of the everyday ? work, home, leisure etc
- the social construction of identity and belonging in everyday life ? self, gender, nation, ethnicity etc
- youth cultures
- the social construction of nature
- the global dimensions of everyday life
- studying everyday life ? ethnography, semiotics
- The rituals and routines of everyday life
- the spaces of the everyday ? work, home, leisure etc
- the social construction of identity and belonging in everyday life ? self, gender, nation, ethnicity etc
- youth cultures
- the social construction of nature
- the global dimensions of everyday life
- studying everyday life ? ethnography, semiotics

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	5 minutes	10	N	Individual
Portfolio	1,500 words	50	N	Individual
Applied Project	500 words plus visual component	40	N	Individual

Prescribed Texts

- Everyday Life Subject Reader, Western Sydney University. OR Scott, S 2009 Making Sense of everyday life, Polity, Cambridge, UK.

Teaching Periods

Term 1

Bankstown

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1018_22-T1_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1018_22-T1_BL_D#subjects)

Parramatta City - George St

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1018_22-T1_PG_D#subjects)

Term 2

Parramatta City - George St

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1018_22-T2_PG_D#subjects)

HUMN 1026 Global Structures, Local Cultures

Credit Points 10

Legacy Code 102345

Coordinator Mary Hawkins ([https://directory.westernsydney.edu.au/search/name/Mary Hawkins/](https://directory.westernsydney.edu.au/search/name/Mary%20Hawkins/))

Description Globalisation has created a world of convergence and, at the same time, of division. Nations appear now to be less sovereign and more limited, as their political, economic and cultural systems become enmeshed within, and in some instances subordinate to, a world system. Similarly, certain cultural styles, from the choice of footwear to neo-liberal politics, have become part of a global culture. However, while we as citizens are becoming increasingly international,

we as humans are looking for meaning in smaller, local, communities. Globalisation has not, it seems, created an homogenous world culture, but rather, a world in which citizens participate in, and identify with, both global and local cultures. This subject traces the emergence of a global society and culture and, through the use of case studies drawn from throughout the world, examines the links between global structures and local cultures.

School Social Sciences

Discipline Anthropology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects HUMN 1024 - Global Structures Local Cultures

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Employ the concepts of **eculture**, **esociety**, **estructure** and **eglobalisation**
2. Critically discuss the relationship between imperialism and the emergence of capitalism
3. Critically discuss global structures and how global inequality is maintained
4. Assess through the use of case studies, the ways in which global structures shape, and are shaped by, local lives

Subject Content

Anthropological approaches to globalisation;
 Making the world one ? proto globalisation, imperialism, and the emergence of capitalism;
 The anthropology of global capitalism and global inequalities;
 Institutions of global governance ? unions, funds, banks and treaty organisations;
 The ordering of humanity ? race and racism;
 Gender orders;
 Religion and conflict;
 Nations and communities;
 Indigenous peoples and population movements;
 Connecting humans ? mobile telecommunications and social media;
 Resistance, change and global social movements.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	20 questions each	25	N	Individual
Essay	1500 words	45	N	Individual
Take home Exam	2 x 500 words	30	N	Individual

Prescribed Texts

- Hawkins, M. 2014. Global Structures Local Cultures 2nd Edition, Melbourne: Oxford University Press.

Teaching Periods

Spring Penrith (Kingswood)

Day

Subject Contact Mary Hawkins ([https://directory.westernsydney.edu.au/search/name/Mary Hawkins/](https://directory.westernsydney.edu.au/search/name/Mary%20Hawkins/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1026_22-SPR_KW_D#subjects)

Liverpool

Day

Subject Contact Mary Hawkins ([https://directory.westernsydney.edu.au/search/name/Mary Hawkins/](https://directory.westernsydney.edu.au/search/name/Mary%20Hawkins/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1026_22-SPR_LP_D#subjects)

HUMN 1028 Human Rights, Peace and Development

Credit Points 10

Legacy Code 101573

Coordinator Melissa Phillips ([https://directory.westernsydney.edu.au/search/name/Melissa Phillips/](https://directory.westernsydney.edu.au/search/name/Melissa%20Phillips/))

Description The Universal Declaration of Human Rights (UDHR) was written in response to the atrocities of World War II. Since its ratification, the UDHR has been a 'roadmap' for peace, forming the basis for international responses to conflicts, poverty and disadvantage. This unit examines and critiques the concept of human rights. It will be shown how differentials of political and economic power between countries and groups within countries are used to prioritise and preference different rights so as to justify selective humanitarian efforts in the initial phases of peace-making and the policy requirements for peace-building in human social, economic and cultural development.

School Social Sciences

Discipline Sociology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects HUMN 1033 - Inequality Human Rights

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the concepts and philosophy of human rights, peace and development.
2. Identify and describe the different categories of rights ? civil, political, economic and cultural within the context of peace and development
3. Analyse the impact of human rights to the social conditions of vulnerable persons and groups.
4. Identify and describe the significant debates within the area of human rights as they apply to issues of peace and development.
5. Apply human rights concepts and arguments to analyse and evaluate topical and controversial issues within the areas of peace and development .

Subject Content

1. International Human Rights in an Historical Perspective. Defining Peace and Development.
2. The Philosophical Foundations of Human Rights.
3. Civil and Political Rights.
4. Economic and Social Rights.
5. Cultural and Environmental Rights.
6. The Rights of Different Social Groups (with particular focus on: women, racial/ethnic groups; the disabled)
7. A Critique of the Concept of Human Rights.
8. Examining the UN implementation of the UDHR during conflicts between countries and within countries.
9. Examining the UN implementation of the UDHR to assist the disadvantaged and vulnerable.
10. Human Rights, Peace and Development in the New Millennium.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Literature Review	1000 words	35	N	Individual
Case Study	750 words	30	N	Individual
Essay	1000 words	35	N	Individual

Prescribed Texts

- Frezzo, M. (2015). The sociology of human rights: An introduction. Cambridge, UK; Polity Press.

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Melissa Phillips ([https://directory.westernsydney.edu.au/search/name/Melissa Phillips/](https://directory.westernsydney.edu.au/search/name/Melissa%20Phillips/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1028_22-AUT_KW_D#subjects)

Liverpool

Day

Subject Contact Melissa Phillips ([https://directory.westernsydney.edu.au/search/name/Melissa Phillips/](https://directory.westernsydney.edu.au/search/name/Melissa%20Phillips/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1028_22-AUT_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Melissa Phillips ([https://directory.westernsydney.edu.au/search/name/Melissa Phillips/](https://directory.westernsydney.edu.au/search/name/Melissa%20Phillips/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1028_22-AUT_PS_D#subjects)

HUMN 1029 Human Rights, Peace and Development (WSTC)

Credit Points 10

Legacy Code 700158

Coordinator Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

Description The Universal Declaration of Human Rights (UDHR) was written in response to the atrocities of World War II. Since its ratification, the UDHR has been a "roadmap" for peace, forming the basis for international responses to conflicts, poverty and disadvantage. This unit examines and critiques the concept of human rights. It will be shown how differentials of political and economic power between countries and groups within countries are used to prioritise and preference different rights so as to justify selective humanitarian efforts in the initial phases of peace-making and the policy requirements for peace-building in human social, economic and cultural development.

School Social Sciences

Discipline Sociology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects HUMN 1033 - Inequality Human Rights
HUMN 1028 - Human Rights Peace and Development

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in extended diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the concepts and philosophy of human rights, peace and development.
2. Identify and describe the different categories of rights ? civil, political, economic and cultural within the context of peace and development
3. Analyse the impact of human rights to the social conditions of vulnerable persons and groups.
4. Identify and describe the significant debates within the area of human rights as they apply to issues of peace and development.
5. Apply human rights concepts and arguments to analyse and evaluate topical and controversial issues within the areas of peace and development .

Subject Content

1. International Human Rights in an Historical Perspective. Defining Peace and Development.
2. The Philosophical Foundations of Human Rights.
3. Civil and Political Rights.
4. Economic and Social Rights.
5. Cultural and Environmental Rights.
6. The Rights of Different Social Groups.
7. A Critique of the Concept of Human Rights.
8. Examining the UN implementation of the UDHR during conflicts between countries and within countries.
9. Examining the UN implementation of the UDHR to assist the disadvantaged and vulnerable.

10. Human Rights, Peace and Development in the New Millennium.
1. International Human Rights in an Historical Perspective. Defining Peace and Development.
 2. The Philosophical Foundations of Human Rights.
 3. Civil and Political Rights.
 4. Economic and Social Rights.
 5. Cultural and Environmental Rights.
 6. The Rights of Different Social Groups.
 7. A Critique of the Concept of Human Rights.
 8. Examining the UN implementation of the UDHR during conflicts between countries and within countries.
 9. Examining the UN implementation of the UDHR to assist the disadvantaged and vulnerable.
 10. Human Rights, Peace and Development in the New Millennium.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	1000 Words (1A = 500 word written task; 1B = 500 words combined)	35	N	Individual
Case Study	750 words	30	N	Individual
Essay	1000 words	35	N	Individual

Teaching Periods

Term 1

Bankstown

Day

Subject Contact Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1029_22-T1_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1029_22-T1_BL_D#subjects)

Term 3

Bankstown

Day

Subject Contact Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1029_22-T3_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1029_22-T3_BL_D#subjects)

HUMN 1039 Modern European History and Politics

Credit Points 10

Legacy Code 102000

Coordinator Margarite Poulos ([https://directory.westernsydney.edu.au/search/name/Margarite Poulos/](https://directory.westernsydney.edu.au/search/name/Margarite%20Poulos/))

Description This subject introduces students to the major events and ideas that have shaped Europe in the late modern period. There is a strong focus on the dramatic events of the twentieth century following the demise of empire, and the subsequent rise of competing nationalisms and radical politics. The subject is concerned equally with the cultural and social contexts in which these events occurred. Students will study the diverse ways in which historians have approached the history of the twentieth century from the study of high politics to the focus on daily life. Methodological questions that will be addressed include the relative role of individual agency and of structural constraints in explaining historical change. The subject will encourage students to evaluate the period as a whole, drawing on scholarship which engages the modernity - democracy - violence nexus.

School Humanities & Comm Arts

Discipline History

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the major themes of modern European politics culture and society;
2. Discuss the impact of war, dictatorship and revolution on everyday life and the reconstruction of Europe since the demise of multi-ethnic empires and the rise of nationalism;
3. Place the specific themes within a broader European and global context;
4. Interpret and critically engage with historical scholarship and evidence;
5. Identify the variety of ways in which historians approach the past.

Subject Content

This subject may include the following themes:

- Modernity and violence
- nations, nationalism, identity
- colonialism and decolonisation
- Conflict-World Wars, revolutions, revolts, resistance
- Transatlantic relations
- The new Europe
- Genocide
- Fascism, Nazism, Stalinism, totalitarianism
- protest and dissent East and West
- gender, race, class, religion
- national Communisms
- Liberalism
- Cold War
- European integration/ disintegration

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1,500 words	30	N	Individual
Essay	2,000 words	50	N	Individual
Final Exam	48 hours given	20	N	Individual

Prescribed Texts

- Hobsbawm, Eric, *The Age of Extremes: a history of the world 1914-1991* (London: Vintage, 1994)
- Mazower, Mark, *Dark Continent: Europe's Twentieth Century* (London: Penguin, 1999).

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Margarite Poulos ([https://directory.westernsydney.edu.au/search/name/Margarite Poulos/](https://directory.westernsydney.edu.au/search/name/Margarite%20Poulos/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1039_22-AUT_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Eduardo Ugarte ([https://directory.westernsydney.edu.au/search/name/Eduardo Ugarte/](https://directory.westernsydney.edu.au/search/name/Eduardo%20Ugarte/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1039_22-AUT_KW_D#subjects)

Spring

Parramatta - Victoria Rd

Day

Subject Contact Margarite Poulos ([https://directory.westernsydney.edu.au/search/name/Margarite Poulos/](https://directory.westernsydney.edu.au/search/name/Margarite%20Poulos/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1039_22-SPR_PS_D#subjects)

HUMN 1041 People, Place and Social Difference

Credit Points 10

Legacy Code 102170

Coordinator Alanna Kamp ([https://directory.westernsydney.edu.au/search/name/Alanna Kamp/](https://directory.westernsydney.edu.au/search/name/Alanna%20Kamp/))

Description This unit focuses on the local experiences of cultural and socio-economic difference. This includes applied social science approaches to inequality, diversity, community, sense of place, and environmental sustainability in the urban setting. There is an emphasis upon spatial literacy for social scientists (fieldwork, mapping, data analysis and place description).

School Social Sciences

Discipline Human Geography

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects LGYA 1337 - Geography of Urban and Regional Development HUMN 1045 - The Geographies of Social Difference (UWSC) HUMN 1044 - The Geographies of Social Difference HUMN 1042 - People Place and Social Difference (WSTC)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Construct inventories on the urban impacts of social, economic and environmental processes;
2. Illustrate, using graphics and text, landscape and social change;
3. Evaluate the strengths and weaknesses of the different measures of social change;
4. Describe theories of inequality, diversity, community, sense of place and environmental sustainability;
5. Work in the field effectively in a small group;
6. Describe and summarise the competing political arguments regarding the impacts of global forces (immigration, globalisation, environmental change).

Subject Content

Inequality
Gender
Cultural diversity
Mobility
Community
Situatdness
Sense of place
Environment
Indigenous knowledge
Demography

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	750 words	20	N	Individual
Essay	1000 words	40	N	Individual
Final Exam	2 hours	40	N	Individual

Prescribed Texts

- Waitt, G et al., 2000, *Introducing Human Geography: Globalisation, Difference and Inequality*, Longman, Sydney.

Teaching Periods

Summer A

Liverpool

Day

Subject Contact Rosalie Atie ([https://directory.westernsydney.edu.au/search/name/Rosalie Atie/](https://directory.westernsydney.edu.au/search/name/Rosalie%20Atie/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1041_22-SUA_LP_D#subjects)

WSU Online TRI-1

Wsu Online

Online

Subject Contact Alexia Cameron ([https://directory.westernsydney.edu.au/search/name/Alexia Cameron/](https://directory.westernsydney.edu.au/search/name/Alexia%20Cameron/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1041_22-OT1_OW_O#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1041_22-SC2_SC_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Alanna Kamp ([https://directory.westernsydney.edu.au/search/name/Alanna Kamp/](https://directory.westernsydney.edu.au/search/name/Alanna%20Kamp/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1041_22-SPR_KW_D#subjects)

Liverpool

Day

Subject Contact Alanna Kamp ([https://directory.westernsydney.edu.au/search/name/Alanna Kamp/](https://directory.westernsydney.edu.au/search/name/Alanna%20Kamp/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1041_22-SPR_LP_D#subjects)

Online

Online

Subject Contact Alanna Kamp ([https://directory.westernsydney.edu.au/search/name/Alanna Kamp/](https://directory.westernsydney.edu.au/search/name/Alanna%20Kamp/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1041_22-SPR_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Alanna Kamp ([https://directory.westernsydney.edu.au/search/name/Alanna Kamp/](https://directory.westernsydney.edu.au/search/name/Alanna%20Kamp/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1041_22-SPR_PS_D#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Alexia Cameron ([https://directory.westernsydney.edu.au/search/name/Alexia Cameron/](https://directory.westernsydney.edu.au/search/name/Alexia%20Cameron/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1041_22-OT3_OW_O#subjects)

HUMN 1042 People, Place and Social Difference (WSTC)

Credit Points 10

Legacy Code 700159

Coordinator Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

Description This unit focuses on the local experiences of cultural and socio-economic difference. This includes applied social science approaches to inequality, diversity, community, sense of place, and environmental sustainability in the urban setting. There is an emphasis upon spatial literacy for social scientists (fieldwork, mapping, data analysis and place description).

School Social Sciences

Discipline Human Geography

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects LGYA 1337 - Geography of Urban and Regional Development HUMN 1044 - The Geographies of Social Difference HUMN 1041 - People Place and Social Difference HUMN 1045 - The Geographies of Social Difference

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in Extended Diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Construct inventories on the urban impacts of social, economic and environmental processes.
2. Illustrate, using graphics and text, landscape and social change.
3. Evaluate the strengths and weaknesses of the different measures of social change.
4. Understand theories of inequality, diversity, community, sense of place, and environmental sustainability.
5. Work in the field effectively in a small group
6. Identify and summarise the competing political arguments regarding the impacts of global forces (immigration, globalisation, environmental change).

Subject Content

Inequality
Gender
Cultural diversity
Mobility
Community
Situatedness
Sense of place
Environment
Indigenous knowledge
Demography
Inequality
Gender
Cultural diversity
Mobility
Community
Situatedness

Sense of place
 Environment
 Indigenous knowledge
 Demography
 Inequality
 Gender
 Cultural diversity
 Mobility
 Community
 Situatedness
 Sense of place
 Environment
 Indigenous knowledge
 Demography

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	250 words 500 words	20	N	Individual
Essay	200 words 1000 words	40	N	Individual
Final Exam	2 hours	40	N	Individual

Teaching Periods

Term 1

Bankstown

Day

Subject Contact Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1042_22-T1_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1042_22-T1_BL_D#subjects)

Term 2

Bankstown

Day

Subject Contact Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1042_22-T2_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1042_22-T2_BL_D#subjects)

Term 3

Bankstown

Day

Subject Contact Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1042_22-T3_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1042_22-T3_BL_D#subjects)

HUMN 1043 Personal Identities in Professional Practice

Credit Points 10

Legacy Code 102308

Coordinator Corrinne Sullivan ([https://directory.westernsydney.edu.au/search/name/Corrinne Sullivan/](https://directory.westernsydney.edu.au/search/name/Corrinne%20Sullivan/))

Description In this unit students examine their own personal identity as a context for understanding Aboriginal and Torres Strait Islander clients in professional practice. Students will examine the constructions and meanings of Indigenous identity and compare non-Indigenous theories of identity. Research and presentation skills will be developed to create and describe a family tree. The unit will also focus on key social and political issues that have impacted on the lives and identities of Aboriginal and Torres Strait Islander peoples and implications for practice.

School Social Sciences

Discipline Indigenous Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects HUMN 1050 - Who do You Think You Are? (Block Mode) HUMN 1051 - Who do You Think You Are? (Day Mode)

Restrictions Students must be enrolled in the Bachelor of Community and Social Development (BCSD) program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Collect and synthesise historical records to create a family tree;
2. Communicate the process and importance of family history research for Indigenous identity and professional practice;
3. Analyse how the construction of their own Indigenous identity is relevant to professional practice;
4. Argue the key social and political issues that have impacted generationally on the lives and identities of Aboriginal and Torres Strait Islander peoples and explain the implications for professional practice.

Subject Content

Locating and analysing archival/historical documents
 Creating a family history tree

Introduction to theories of identity
 Indigenous identity
 The importance of understanding own personal identity and implications on practice
 Understanding key social and political issues that have impacted on the lives and identities of Aboriginal and Torres Strait Islander peoples and implications on practice

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Applied Project	1,000 words	40	N	Individual
Presentation	Oral presentation (15 minutes including 5 minutes Q & A time) + 500 word summary	20	N	Individual
Essay	1,000 words	40	N	Individual

Teaching Periods

HUMN 1048 Understanding Islam and Muslim Societies (WSTC)

Credit Points 10

Legacy Code 700160

Coordinator Kathy Gooch ([https://directory.westernsydney.edu.au/search/name/Kathy Gooch/](https://directory.westernsydney.edu.au/search/name/Kathy%20Gooch/))

Description This is an introductory level unit that forms part of the Islamic Studies major. The unit will contribute to the development of sound disciplinary expertise in the academic study of Islam - historical and sociological. The unit will familiarise students with critical approaches to the study of Islam that touch on its origins and development, formation of traditions, social structures and institutions as well as familiarising students with issues regarding Islam in the Western context. The unit will assist students to develop cross-cultural awareness and interaction, communication and interpersonal skills, inventiveness and a capacity for independent thinking and analysis and problem solving skills.

School Humanities & Comm Arts

Discipline Sociology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects HUMN 1047 - Understanding Islam and Muslim Societies

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in Extended Diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. After successful completion of this Unit, students will be able to:
2. Discern the basic beliefs and practices that constitute the Islamic faith.
3. Identify Islamic doctrine in relevant historical contexts and distinguish the diversity of Muslim societies and cultures.
4. Describe key discourses within the academic study of Islam.

Subject Content

1. The origins of Islam and the historical and social context in which it emerged.
2. The formation of the Islamic Traditions.
3. Islamic 'arts' and humanities including art, architecture, prose and poetry.
4. Islamic institutions including law and philosophical foundations.
5. Islamic societies in the Middle Islamic period (11th - 15th Century).
6. Education and the transmission of knowledge in the pre-modern period.
7. Transition into modernity: post-Ottoman rule particularly the 18th Century.
8. Islam and Muslims in the modern world.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Short answer question	300 words	10	N	Individual
Minor Essay	800 words	20	N	Individual
In-class exams x 2	500 words x 2	30	N	Individual
Research Essay	1500 words	40	N	Individual

Teaching Periods

HUMN 1049 Understanding Visual Culture

Credit Points 10

Legacy Code 101979

Coordinator Alex Ling ([https://directory.westernsydney.edu.au/search/name/Alex Ling/](https://directory.westernsydney.edu.au/search/name/Alex%20Ling/))

Description Visual media are a major feature of everyday life in contemporary society. The circulation of images shapes our sense of who we are individually and collectively; how we move through the world; and the possibilities that exist for enacting social change. This unit introduces students to the histories and theories of visual culture, from painting and photography, through cinema and television, to digital media, including social media and user-generated content. Students will gain practical skills in analyzing visual and audiovisual texts as well as a comprehensive understanding of the role of visual culture in the production and maintenance of power relations. These skills are crucial to engaging critically with contemporary culture.

School Humanities & Comm Arts

Discipline Studies in Human Society, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Recognise a range of visual, audio-visual and multi-media forms and genres.
2. Explain relevant key concepts and terminologies
3. Analyse a range of visual texts important to the study of visual culture, historical and contemporary art, and digital media forms
4. Demonstrate critical reading skills in the field of visual culture

Subject Content

This subject is modularised and teaching and content may vary slightly from semester to semester based upon staff teaching and research expertise. The subject will focus on different visual modes, such as painting, photography, screen cultures and digital cultures. The subject will examine concepts and methodologies of visual culture study and analysis, which may include

- representation
- perspective
- composition
- framing
- modes of spectatorship
- viewing practices
- semiotics
- meaning
- ideology
- genre

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	Weekly quiz (run over 10 weeks total): best 8 of 10 will be counted for assessment	20	N	Individual
Essay	1,000 words	40	N	Individual
Final Exam	1,200 words	40	N	Individual

Prescribed Texts

- A Subject Reader will be available from the Connect Bookshop

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Alex Ling ([https://directory.westernsydney.edu.au/search/name/Alex Ling/](https://directory.westernsydney.edu.au/search/name/Alex%20Ling/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1049_22-AUT_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Alex Ling ([https://directory.westernsydney.edu.au/search/name/Alex Ling/](https://directory.westernsydney.edu.au/search/name/Alex%20Ling/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1049_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Alex Ling ([https://directory.westernsydney.edu.au/search/name/Alex Ling/](https://directory.westernsydney.edu.au/search/name/Alex%20Ling/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1049_22-AUT_PS_D#subjects)

HUMN 1051 Who do you think you are? (Day Mode)

Credit Points 10

Legacy Code 101762

Coordinator Peter Pinnington ([https://directory.westernsydney.edu.au/search/name/Peter Pinnington/](https://directory.westernsydney.edu.au/search/name/Peter%20Pinnington/))

Description This unit is available to all Undergraduate students who have open electives. Who do you think you are? will provide students practice in the analysis of historical documents, family narratives, autobiography, political and social issues around a project that will give a context for their own personal story. Students will develop skills in oral history work, locating and retrieving archival documents and compiling their own 'family tree'. Students will also develop skills in practising speaking and writing genre appropriate to their own family history. An introduction to the theory of identity and identification will enable students to appreciate the complexities of becoming.

School Humanities & Comm Arts

Discipline Indigenous Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Co-requisite(s) HUMN 1013

Learning Outcomes

On successful completion of this subject, students should be able to:

1. At the successful completion of this unit, students will be able to:
2. use effective research skills to locate and retrieve archival documents;
3. critically analyse historical documents;
4. identify key social and political issues that have impacted and shaped their own lives and families lives;
5. critically reflect on their own family narratives and history;
6. compile a ♦family tree♦f;
7. practise skills in speaking and writing genre appropriate to their own family history; and
8. rethink their own identity and identifications.

Subject Content

This subject will address some of the following:

Understanding the archives
 How to access and retrieve archival/historical documents
 Interpreting archival/historical documents
 The importance of history
 The role of family narratives and oral history
 Autobiography work
 Memory work
 How to compile a family history tree
 Identity and identification work

Teaching Periods

HUMN 1052 Australian Politics and Active Citizenship

Credit Points 10

Legacy Code 102738

Coordinator David Burchell ([https://directory.westernsydney.edu.au/search/name/David Burchell/](https://directory.westernsydney.edu.au/search/name/David+Burchell/))

Description We live in an increasingly interconnected world where international trade, foreign policy, digital communication and flows of migrants and cultures across borders appear to undermine the importance of national communities. Despite this, everyday life is still profoundly influenced by the decisions which national governments make and the powers they exercise. This unit introduces Australian political institutions, processes and contemporary issues. It traces democracy beyond Parliamentary representation to encompass active citizenship, through which public opinion is formed and expressed. Students will identify key political issues in contemporary Australia, understand how political institutions respond, and develop the skills to contribute to public debates.

School Humanities & Comm Arts

Discipline Studies in Human Society, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects HUMN 1005 - Australia and the World HUMN 1006 - Australia and the World (WSTC) HUMN 1055 - Australian Politics and Active Citizenship (WSTC)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe Australia's representative systems of government
2. Explain Australia's federal system
3. Identify key issues in Australian foreign policy
4. Participate in contemporary public debates using a variety of written genres

Subject Content

1. What is liberal democracy? To what extent do Australian political institutions reflect liberal democratic principles?

- The origins and development of Australian Federation
- Responsible government: representative democracy and the policy process

- The Australian State: the Federal system and the Constitution, the legislature, the cabinet, the judiciary, and the public service

2. Political representation: reflecting the political will?

- Australia's electoral system and elections: How democratic are they?
- The history and development of the major parties

- The role of minor parties and independents in Australian politics
- Communal rights in Australian democracy, including the rights of first nations peoples

3. Australia in the world

- Thinking about foreign policy? the traditional agenda

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Short Answer	250 words	10	N	Individual
Portfolio	1,500 words	50	N	Individual
Final Exam	2 hours	40	N	Individual

Prescribed Texts

- Online readings

Teaching Periods

Autumn

Bankstown

Day

Subject Contact David Burchell ([https://directory.westernsydney.edu.au/search/name/David Burchell/](https://directory.westernsydney.edu.au/search/name/David+Burchell/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1052_22-AUT_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact David Burchell ([https://directory.westernsydney.edu.au/search/name/David Burchell/](https://directory.westernsydney.edu.au/search/name/David+Burchell/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1052_22-AUT_KW_D#subjects)

Spring

Parramatta - Victoria Rd

Day

Subject Contact Diane Colman ([https://directory.westernsydney.edu.au/search/name/Diane Colman/](https://directory.westernsydney.edu.au/search/name/Diane+Colman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1052_22-SPR_PS_D#subjects)

HUMN 1053 Diversity, Language and Culture

Credit Points 10

Legacy Code 102736

Coordinator Sebastian Byrne ([https://directory.westernsydney.edu.au/search/name/Sebastian Byrne/](https://directory.westernsydney.edu.au/search/name/Sebastian+Byrne/))

Description The purpose of this unit is to equip students with skills to understand and navigate a culturally and linguistically diverse society, including that of Greater Western Sydney. Students will gain an historically informed, critical understanding of the meaning of culture, the impact of colonisation, indigenous Australian cultures,

and of approaches to diversity, multilingualism and multiculturalism. They will explore the value of their existing and emerging skills in bilingualism and cross-cultural communication as tools to navigate a rapidly changing global environment. Students will practice their intercultural communication skills in a team setting through a virtual field trip to an Australian community.

School Humanities & Comm Arts

Discipline Studies in Human Society, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects HUMN 1009 - Contemporary Society HUMN 1011 - Contemporary Society (WSTC) HUMN 1056 - Diversity Language and Culture (WSTC)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain key concepts in the analysis of diversity, language and culture.
2. Develop communicative competence in a range of intercultural settings.
3. Identify and explain the role of cultural diversity, bilingualism and multilingualism in becoming responsible local and global citizens.
4. Engage critically with media and visual culture to ground their theoretical understanding.
5. Achieve academic literacy by locating and assessing sources and expounding an argument in written and verbal forms.
6. Critically reflect upon experiences of intercultural communication and community engagement.
7. Work effectively in teams.

Subject Content

Histories, concepts and policies of cultural diversity.
 Cultures of Indigenous Australian peoples.
 Bilingualism and multilingualism.
 Language as a human endowment.
 Language typology and language learning.
 Concepts of social harmony and social protest.
 Race and colonialism in Australia.
 Arts and visual culture in contemporary Australia.
 Advocating for alternative futures.
 Self-directed field trip including in-class preparation: engaging in cultural and intercultural experiences.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	10 x Quizzes (30 minutes each)	30	N	Individual
Portfolio	8 x summaries (200 words each)	40	N	Individual
Report	1,200 words	30	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Sebastian Byrne ([https://directory.westernsydney.edu.au/search/name/Sebastian Byrne/](https://directory.westernsydney.edu.au/search/name/Sebastian%20Byrne/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1053_22-AUT_PS_D#subjects)

Spring

Bankstown

Day

Subject Contact Sebastian Byrne ([https://directory.westernsydney.edu.au/search/name/Sebastian Byrne/](https://directory.westernsydney.edu.au/search/name/Sebastian%20Byrne/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1053_22-SPR_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Sebastian Byrne ([https://directory.westernsydney.edu.au/search/name/Sebastian Byrne/](https://directory.westernsydney.edu.au/search/name/Sebastian%20Byrne/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1053_22-SPR_KW_D#subjects)

HUMN 1054 When Worlds Collide: European Empires and the World, c.1600-1950

Credit Points 10

Legacy Code 102768

Coordinator Simon Fleming ([https://directory.westernsydney.edu.au/search/name/Simon Fleming/](https://directory.westernsydney.edu.au/search/name/Simon%20Fleming/))

Description This unit provides an historical investigation of the interaction between European empires - specifically the British and the Dutch - and the Americas and Asia-Pacific region, from 1600-1950. It examines the combination of domination and cultural negotiation between colonisers and colonised, which included, among other processes, the trans-Atlantic slave trade. It examines both how peoples were managed as imperial subjects, and how they responded to this management. The unit explores both the effect of imperial rule on the colonised, and of empire upon the colonisers. It draws upon historical literature from a variety of sources and perspectives, and from European and Asian history.

School Humanities & Comm Arts

Discipline History

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects HUMN 1022 - Global History CULT 1014 - The First Globalisation HUMN 1023 - Global History

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Discuss the historical experience of European colonialism, for both colonisers and colonised, with reference the British and Dutch Empires.
2. Describe processes for studying different cultures, Western and non-Western, in contact and collision.
3. Apply selected historiographic and ethnographic skills to the study of historical cultures.
4. Produce compelling arguments with primary and secondary sources.

Subject Content

NB. This content is modular and therefore: the content will be taught according to the available teaching staff's areas of expertise; not all topics will be included each semester; content will not necessarily be taught in the order it is listed below.

1. The origins of modern European empires: the British and the Dutch in context.
2. The early British Empire in the Atlantic and Caribbean
3. The British Empire and property: the case of John Locke

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1,500 words	40	N	Individual
Log/ Workbook	1,500 words (One submission, with 5 entries on topics from throughout the semester)	40	N	Individual
Presentation	5 minutes	20	N	Individual

Prescribed Texts

- Subject Reader

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Simon Fleming (<https://directory.westernsydney.edu.au/search/name/Simon+Fleming/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1054_22-AUT_PS_D#subjects)

Spring

Bankstown

Day

Subject Contact Simon Fleming (<https://directory.westernsydney.edu.au/search/name/Simon+Fleming/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1054_22-SPR_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Simon Fleming (<https://directory.westernsydney.edu.au/search/name/Simon+Fleming/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1054_22-SPR_KW_D#subjects)

HUMN 1055 Australian Politics and Active Citizenship (WSTC)

Credit Points 10

Legacy Code 700294

Coordinator Chantal Rozairo (<https://directory.westernsydney.edu.au/search/name/Chantal+Rozairo/>)

Description We live in an increasingly interconnected world where international trade, digital communication and flows of migrants and cultures across borders appear to undermine the importance of national communities. Despite this, everyday life is still profoundly influenced by the decisions which national governments make and the powers they exercise. This unit introduces Australian political institutions, processes and contemporary issues. It traces democracy beyond Parliamentary representation to encompass active citizenship, through which public opinion is formed and expressed. Students will identify key political issues in contemporary Australia, understand how political institutions respond, and develop the skills to contribute to public debates.

School Humanities & Comm Arts

Discipline Studies in Human Society, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects HUMN 1005 - Australia and the World HUMN 1006 - Australia and the World (WSTC) HUMN 1052 - Australian Politics and Active Citizenship

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in Extended College programs must have passed 40 credit points of the preparatory subjects in these programs.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain Australia's representative systems of government.
2. Explain Australia's federal system.
3. Identify key issues in Australian foreign policy.
4. Participate in contemporary public debates using a variety of written genres.

Subject Content

1. What is liberal democracy? To what extent do Australian political institutions reflect liberal democratic principles?

- The origins and development of Australian Federation
- Responsible government: representative democracy and the policy process

- The Australian State: The Federal system and the Constitution, the legislature, the cabinet, the judiciary, and the public service

2. Political representation: reflecting the political will?

- Australia's electoral system and elections: How democratic are they?

- The history and development of the major parties
 - The role of minor parties and independents in Australian politics
 - Communal rights in Australian democracy, including Aboriginal and Torres Strait Islander rights
3. Australia in the world
- Thinking about foreign policy the traditional agenda/traditions in Australian foreign policy
 - The changing foreign policy agenda in the 21st century (e.g. human rights, environment, borders, migration, terrorism, aid, the changing nature of citizenship)
 - Australia's engagement with Asia the challenge in the 21st century?
4. Political processes and the public sphere
- Media and political discourse in the digital age
 - Gender politics and the representation of women
 - Aboriginal and Torres Strait Islanders in the political sphere
 - Citizen participation, engagement and activism
1. What is liberal democracy? To what extent do Australian political institutions reflect liberal democratic principles?
- The origins and development of Australian Federation
 - Responsible government: representative democracy and the policy process
 - The Australian State: The Federal system and the Constitution, the legislature, the cabinet, the judiciary, and the public service
2. Political representation: reflecting the political will?
- Australia's electoral system and elections: How democratic are they?
 - The history and development of the major parties
 - The role of minor parties and independents in Australian politics
 - Communal rights in Australian democracy, including Aboriginal and Torres Strait Islander rights
3. Australia in the world
- Thinking about foreign policy ? the traditional agenda/traditions in A

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz		30	N	Individual
Reflection		30	N	Individual
Short Answer		40	N	Individual

Teaching Periods

Term 1

Bankstown

Day

Subject Contact Chantal Rozairo ([https://directory.westernsydney.edu.au/search/name/Chantal Rozairo/](https://directory.westernsydney.edu.au/search/name/Chantal%20Rozairo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1055_22-T1_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Chantal Rozairo ([https://directory.westernsydney.edu.au/search/name/Chantal Rozairo/](https://directory.westernsydney.edu.au/search/name/Chantal%20Rozairo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1055_22-T1_BL_D#subjects)

Parramatta City - George St

Day

Subject Contact Chantal Rozairo ([https://directory.westernsydney.edu.au/search/name/Chantal Rozairo/](https://directory.westernsydney.edu.au/search/name/Chantal%20Rozairo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1055_22-T1_PG_D#subjects)

Term 2

Parramatta City - George St

Day

Subject Contact Chantal Rozairo ([https://directory.westernsydney.edu.au/search/name/Chantal Rozairo/](https://directory.westernsydney.edu.au/search/name/Chantal%20Rozairo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1055_22-T2_PG_D#subjects)

Term 3

Bankstown

Day

Subject Contact Chantal Rozairo ([https://directory.westernsydney.edu.au/search/name/Chantal Rozairo/](https://directory.westernsydney.edu.au/search/name/Chantal%20Rozairo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1055_22-T3_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Chantal Rozairo ([https://directory.westernsydney.edu.au/search/name/Chantal Rozairo/](https://directory.westernsydney.edu.au/search/name/Chantal%20Rozairo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1055_22-T3_BL_D#subjects)

Parramatta City - George St

Day

Subject Contact Chantal Rozairo ([https://directory.westernsydney.edu.au/search/name/Chantal Rozairo/](https://directory.westernsydney.edu.au/search/name/Chantal%20Rozairo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1055_22-T3_PG_D#subjects)

HUMN 1056 Diversity, Language and Culture (WSTC)

Credit Points 10

Legacy Code 700292

Coordinator Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

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

School Humanities & Comm Arts

Discipline Studies in Human Society, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects HUMN 1009 - Contemporary Society HUMN 1011 - Contemporary Society (WSTC) HUMN 1053 - Diversity Language and Culture

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in Extended College programs must have passed 40 credit points of the preparatory subjects in these programs.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain key concepts in the analysis of diversity, language and culture.
2. Develop communicative competence in a range of intercultural settings.
3. Identify and explain the role of cultural diversity, bilingualism and multilingualism in becoming responsible local and global citizens.
4. Engage critically with media and visual culture to ground their theoretical understanding.
5. Achieve academic literacy by locating and assessing sources and expounding an argument in written and verbal forms.
6. Critically reflect upon experiences of intercultural communication and community engagement.
7. Work effectively in teams.

Subject Content

Histories, concepts and policies of cultural diversity.

Cultures of Indigenous Australian peoples.

Bilingualism and multilingualism.

Language as a human endowment.

Language typology and language learning.

Concepts of social harmony and social protest.

Race and colonialism in Australia.

Arts and visual culture in contemporary Australia.

Advocating for alternative futures.

Field trip including in-class preparation: engaging in cultural and intercultural experiences.

Histories, concepts and policies of cultural diversity.

Cultures of Indigenous Australian peoples.

Bilingualism and multilingualism.

Language as a human endowment.

Language typology and language learning.

Concepts of social harmony and social protest.

Race and colonialism in Australia.

Arts and visual culture in contemporary Australia.

Advocating for alternative futures.

Field trip including in-class preparation: engaging in cultural and intercultural experiences.

Histories, concepts and policies of cultural diversity.

Cultures of Indigenous Australian peoples.

Bilingualism and multilingualism.

Language as a human endowment.

Language typology and language learning.

Concepts of social harmony and social protest.

Race and colonialism in Australia.

Arts and visual culture in contemporary Australia.

Advocating for alternative futures.

Field trip including in-class preparation: engaging in cultural and intercultural experiences.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	30 mins each	25	N	Individual
Portfolio	1,250 words (30%) and 250 words (10%)	40	N	Both (Individual & Group)
Essay	1,000 words	35	N	Individual

Teaching Periods

Term 1

Parramatta City - George St

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1056_22-T1_PG_D#subjects)

Term 2

Bankstown

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1056_22-T2_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1056_22-T2_BL_D#subjects)

Parramatta City - George St

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1056_22-T2_PG_D#subjects)

Term 3

Bankstown

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1056_22-T3_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1056_22-T3_BL_D#subjects)

Parramatta City - George St

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1056_22-T3_PG_D#subjects)

HUMN 1057 Doing Sociology

Credit Points 10

Legacy Code 102787

Coordinator Julia Kantek ([https://directory.westernsydney.edu.au/search/name/Julia Kantek/](https://directory.westernsydney.edu.au/search/name/Julia%20Kantek/))

Description With a focus on what it is that sociologists 'do' and why, this unit considers how sociology contributes to a better understanding of everyday life. That is, to the routine engagements, interactions and practices that make up our individual and social worlds. Where we live, what we consume, how we feel and the meanings we give our work, leisure, environments and relationships will all be analysed with reference to academic and popular content. Serving as an introduction to the discipline of sociology and its various sub-fields and methods, 'Doing Sociology' places emphasis on how sociological knowledge can be applied. In this way, the unit provides students with the opportunity to consider what they might do with sociology; how a sociological perspective might help them better understand the social world and contribute in a meaningful way to resolving contemporary social issues.

School Social Sciences

Discipline Sociology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify key characteristics of the discipline of sociology and its sub-fields.
2. Examine aspects of everyday life from a sociological perspective.
3. Apply sociological perspectives to contemporary social issues.
4. Evaluate the utility of sociological knowledge in the workplace.

Subject Content

Introduction to the discipline of sociology.
Introduction to sociological research methods.
Sociology in everyday life.
Sociology in the workplace.
Applying sociological knowledge.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Summary	500 words in total	30	N	Individual
Essay	1,500 words	40	N	Individual
Presentation	10 minutes (equivalent to 1,000 words)	30	N	Group

Prescribed Texts

- Matthewman, S., Lane West-Newman, C. and Curtis, B. (eds.) (2020) Being Sociological. Basingstoke and New York: Palgrave MacMillan (3rd edn.).

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Julia Kantek ([https://directory.westernsydney.edu.au/search/name/Julia Kantek/](https://directory.westernsydney.edu.au/search/name/Julia%20Kantek/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1057_22-AUT_KW_D#subjects)

Liverpool

Day

Subject Contact Julia Kantek ([https://directory.westernsydney.edu.au/search/name/Julia Kantek/](https://directory.westernsydney.edu.au/search/name/Julia%20Kantek/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1057_22-AUT_LP_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1057_22-SC3_SC_D#subjects)

HUMN 1058 Indigenous Landscapes

Credit Points 10

Legacy Code 102805

Coordinator Madison Shakespeare ([https://directory.westernsydney.edu.au/search/name/Madison Shakespeare/](https://directory.westernsydney.edu.au/search/name/Madison%20Shakespeare/))

Description Indigenous Landscapes aims to explore 'traditional' Indigenous Australian ways of knowing landscape in contemporary, meaningful, and relevant ways. Specifically, the unit acknowledges and values pre-colonial Australian history and land-use practices. Content includes 'traditional' land management practices; cold-burning, protected area management, sustainable land use; cultural heritage and heritage landscapes, Sovereign land rights. This unit also aims to equip students with cultural competency in order to address issues of dispossession and disadvantage brought about by the historical destruction and disruption of ecological integrity.

School Humanities & Comm Arts

Discipline Indigenous Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects BIOS 1020 - Indigenous Landscape LGYA 6193 - Indigenous Landscapes

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate cultural competency when working with Indigenous Australians
2. Identify ♦etraditional♦ of Indigenous Australian land-use practices
3. Discuss the significance of Native Title and its difference compared to Land Rights
4. Argue the benefits of effective landscape joint-management/co-management for reconciliation
5. Demonstrate understanding of the importance to Indigenous Australians of particular places and sites of significance
6. Explain the concept of protected area management

Subject Content

Indigenous landscapes
 Indigenous land management
 Contemporary environmental sustainability
 Native Title / Sovereign Land Rights
 Protected area management
 Sustainable land use
 Joint Management / Co-management
 Cultural Heritage
 Heritage Landscapes

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	60 mins (30 questions)	15	N	Individual
Presentation	10 mins presentation/ 1,200 word paper	40	N	Individual
Report	2,000 words	45	N	Individual

Teaching Periods

Spring

Online

Online

Subject Contact Madison Shakespeare ([https://directory.westernsydney.edu.au/search/name/Madison Shakespeare/](https://directory.westernsydney.edu.au/search/name/Madison%20Shakespeare/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1058_22-SPR_ON_O#subjects)

HUMN 1059 When Worlds Collide: European Empires and the World, c.1600-1950 (WSTC)

Credit Points 10

Legacy Code 700299

Coordinator Chantal Rozairo ([https://directory.westernsydney.edu.au/search/name/Chantal Rozairo/](https://directory.westernsydney.edu.au/search/name/Chantal%20Rozairo/))

Description This unit provides an historical investigation of the interaction between European empires-specifically the British and the Dutch-and the Americas and Asia-Pacific region, from 1600-1950. It examines the combination of domination and cultural negotiation between colonisers and colonised, which included, among other processes, the trans-Atlantic slave trade. It examines both how peoples were managed as imperial subjects, and how they responded to this management. The unit explores both the effect of imperial rule on the colonised, and of empire upon the colonisers. It draws upon historical literature from a variety of sources and perspectives, and from European and Asian history.

School Humanities & Comm Arts

Discipline History

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects CULT 1014 - The First Globalisation HUMN 1022 - Global History HUMN 1054 - When Worlds Collide European Empires and the World c1600-1950 HUMN 1023 - Global History (WSTC)

Restrictions Students must be enrolled at The College to enrol in this subject. Students enrolled in Extended College programs must have passed 40 credit points of the preparatory subjects in these programs in order to enrol in this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Discuss the historical experience of European colonialism, for both colonisers and colonised, with reference the British and Dutch Empires.
2. Describe processes for studying different cultures, Western and non-Western, in contact and collision.
3. Apply selected historiographic and ethnographic skills to the study of historical cultures.
4. Produce compelling arguments with primary and secondary sources.

Subject Content

NB This content is modular and therefore: the content will be taught according to the available teaching staff's areas of expertise; not all topics will be included each term; content will not necessarily be taught in the order it is listed below.

1. The origins of modern European empires: the British and the Dutch in context.
2. The early British Empire in the Atlantic and Caribbean
3. The British Empire and property: the case of John Locke
4. The Mughal Empire and its first contact with the British
5. The British and India: 1600-1700
6. Liberal Critics of Empire: Adam Smith and Edmund Burke
7. America revolts against empire: the American Revolution

8. Religion and Liberalism: Raja Rammohun Roy
9. Africa and the trans-Atlantic Slave Trade
10. The Abolition of slavery in the British Empire
11. Gandhi and the Indian independence movement
12. The Dutch Empire in Asia: overview
13. The Dutch in Indonesia
14. British and Dutch colonial policy in SE Asia.
15. A survey of colonial policies and practices re marriage and sex in Asia.
16. A survey of colonial policies on Islam in Asia
17. The battle for ownership in settler colonial Australia
18. The emergence of Australian settler nationalism
19. Issues in the colonial Dutch East Indies
20. The rise of Indonesian nationalism

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	900 words	30	N	Individual
Report	Archive - 750 words	30	N	Individual
Essay	1500 words	40	N	Individual

Teaching Periods

Term 1

Parramatta City - George St

Composite

Subject Contact Chantal Rozairo ([https://directory.westernsydney.edu.au/search/name/Chantal Rozairo/](https://directory.westernsydney.edu.au/search/name/Chantal%20Rozairo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1059_22-T1_PG_C#subjects)

Term 2

Bankstown

Day

Subject Contact Chantal Rozairo ([https://directory.westernsydney.edu.au/search/name/Chantal Rozairo/](https://directory.westernsydney.edu.au/search/name/Chantal%20Rozairo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1059_22-T2_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Chantal Rozairo ([https://directory.westernsydney.edu.au/search/name/Chantal Rozairo/](https://directory.westernsydney.edu.au/search/name/Chantal%20Rozairo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1059_22-T2_BL_D#subjects)

Parramatta City - George St

Day

Subject Contact Chantal Rozairo ([https://directory.westernsydney.edu.au/search/name/Chantal Rozairo/](https://directory.westernsydney.edu.au/search/name/Chantal%20Rozairo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1059_22-T2_PG_D#subjects)

Term 3

Bankstown

Day

Subject Contact Chantal Rozairo ([https://directory.westernsydney.edu.au/search/name/Chantal Rozairo/](https://directory.westernsydney.edu.au/search/name/Chantal%20Rozairo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1059_22-T3_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Chantal Rozairo ([https://directory.westernsydney.edu.au/search/name/Chantal Rozairo/](https://directory.westernsydney.edu.au/search/name/Chantal%20Rozairo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1059_22-T3_BL_D#subjects)

Parramatta City - George St

Day

Subject Contact Chantal Rozairo ([https://directory.westernsydney.edu.au/search/name/Chantal Rozairo/](https://directory.westernsydney.edu.au/search/name/Chantal%20Rozairo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1059_22-T3_PG_D#subjects)

HUMN 1060 Introduction to Indigenous Australia: Peoples, Places and Philosophies

Credit Points 10

Legacy Code 102815

Coordinator Ian Shearer ([https://directory.westernsydney.edu.au/search/name/Ian Shearer/](https://directory.westernsydney.edu.au/search/name/Ian%20Shearer/))

Description This unit introduces students to the rich diversity: past, present and future of Aboriginal and Torres Strait Islanders in Australia with emphasis placed on the importance of identity, diversity, representation and resilience. You will engage directly with Indigenous sources and learn to critically analyse content from Indigenous Standpoints. Presenting as a challenging and thought-provoking experience of Aboriginal and Torres Strait Islander peoples, places and philosophies, this unit provides a solid theoretical foundation of Indigenous perspectives for the knowledges and professional practices in your chosen field.

School Social Sciences

Discipline Indigenous Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects CULT 1020 - Working with Communities CULT 1021 - Working with Communities (WSTC) HUMN 1062 - Introduction to Indigenous Australia Peoples Places and Philosophies (WSTC)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Outline the history of Indigenous Australia since British colonisation.
2. Discuss the social, cultural and political situations and circumstances that challenge contemporary Indigenous Australia.

3. Explain societal misconceptions, ideas, attitudes and assumptions about Indigenous Australia.
4. Discuss the importance of core concepts including identity, diversity, representation and resilience.
5. Adopt a socially and culturally responsive personal and professional approach to Indigenous Australia.

Subject Content

Indigenous Research Matters: Reading, writing and terminology
 Indigenous Worlds: Where do you stand?
 An historical timeline: tracing major events from pre-colonisation to today
 Contemporary Indigenous Identities
 Indigenous Land and Country
 Indigenous spaces and places
 Indigenous people and the arts: representation and narrative
 Interrogating 'Closing the gap' and other policies in relation to Indigenous social determinants
 Indigenous people and intersectionality
 Racism and Privilege
 Working in Indigenous contexts
 Why Indigenous Social Sciences Matters
 Indigenous Worlds, Land, Country and Kinship
 Race and Settler Colonialism
 Contemporary Indigenous Identities and Intersectionality
 Interrogating Close the Gap and other policies in relation to Indigenous Peoples
 Indigenous Incarceration and Social Activism

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	30 minutes	10	N	Individual
Case Study	1,200 words	40	N	Individual
Essay	1,500 words	50	N	Individual

Teaching Periods

Summer A

Liverpool

Day

Subject Contact Ian Shearer ([https://directory.westernsydney.edu.au/search/name/Ian Shearer/](https://directory.westernsydney.edu.au/search/name/Ian%20Shearer/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1060_22-SUA_LP_D#subjects)

WSU Online TRI-1

Wsu Online

Online

Subject Contact Ian Shearer ([https://directory.westernsydney.edu.au/search/name/Ian Shearer/](https://directory.westernsydney.edu.au/search/name/Ian%20Shearer/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1060_22-OT1_OW_O#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Ian Shearer ([https://directory.westernsydney.edu.au/search/name/Ian Shearer/](https://directory.westernsydney.edu.au/search/name/Ian%20Shearer/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1060_22-SPR_KW_D#subjects)

Liverpool

Day

Subject Contact Ian Shearer ([https://directory.westernsydney.edu.au/search/name/Ian Shearer/](https://directory.westernsydney.edu.au/search/name/Ian%20Shearer/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1060_22-SPR_LP_D#subjects)

Online

Online

Subject Contact Ian Shearer ([https://directory.westernsydney.edu.au/search/name/Ian Shearer/](https://directory.westernsydney.edu.au/search/name/Ian%20Shearer/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1060_22-SPR_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Ian Shearer ([https://directory.westernsydney.edu.au/search/name/Ian Shearer/](https://directory.westernsydney.edu.au/search/name/Ian%20Shearer/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1060_22-SPR_PS_D#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Ian Shearer ([https://directory.westernsydney.edu.au/search/name/Ian Shearer/](https://directory.westernsydney.edu.au/search/name/Ian%20Shearer/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1060_22-OT3_OW_O#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1060_22-SC3_SC_D#subjects)

HUMN 1061 Islam: Past, Present and Future

Credit Points 10

Legacy Code 102823

Coordinator Vassilios Adrahtas ([https://directory.westernsydney.edu.au/search/name/Vassilios Adrahtas/](https://directory.westernsydney.edu.au/search/name/Vassilios%20Adrahtas/))

Description This is an introductory level unit that forms part of the Islamic Studies major. The unit will contribute to the development of sound disciplinary expertise in the academic study of Islam - historical, anthropological, and sociological. The unit will familiarise students with

critical approaches to the study of Islam that touch on its origins and development, formation of traditions, social structures and institutions, and with issues regarding Islam in the Western context. The unit will aid students in developing cross-cultural awareness and interpersonal communication skills.

School Humanities & Comm Arts

Discipline Sociology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects HUMN 1047 - Understanding Islam and Muslim Societies HUMN 1048 - Understanding Islam and Muslim Societies (WSTC)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the basic beliefs and practices that constitute the Islamic faith.
2. Identify Islamic doctrine in relevant historical contexts and distinguish the diversity of Muslim societies and cultures.
3. Interpret key discourses within the academic study of Islam.

Subject Content

1. The Academic Study of Islam
2. Key Questions
3. The Sources
4. Search of Origins
5. The Revelation
6. The Messenger
7. Witnessing and Reports
8. Women in Islam
9. The Ulama
10. The Sufi
11. Religion and Politics
12. Modernity

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	500 words equivalent	25	N	Individual
Essay	1,000 words	35	N	Individual
Essay	1,500 words	40	N	Individual

Prescribed Texts

- K?ng, Hans. Islam: Past, Present and Future, Oxford: Oneworld, 2007

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Vassilios Adrahtas ([https://directory.westernsydney.edu.au/search/name/Vassilios Adrahtas/](https://directory.westernsydney.edu.au/search/name/Vassilios%20Adrahtas/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1061_22-AUT_BA_D#subjects)

Online

Online

Subject Contact Vassilios Adrahtas ([https://directory.westernsydney.edu.au/search/name/Vassilios Adrahtas/](https://directory.westernsydney.edu.au/search/name/Vassilios%20Adrahtas/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1061_22-AUT_ON_O#subjects)

HUMN 1062 Introduction to Indigenous Australia: Peoples, Places and Philosophies (WSTC)

Credit Points 10

Legacy Code 700320

Coordinator Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

Description This subject introduces students to the rich diversity: past, present and future of Aboriginal and Torres Strait Islanders in Australia with emphasis placed on the importance of identity, diversity, representation and resilience. You will engage directly with Indigenous sources and learn to critically analyse content from Indigenous Standpoints. Presenting as a challenging and thought-provoking experience of Aboriginal and Torres Strait Islander peoples, places and philosophies, this subject provides a solid theoretical foundation of Indigenous perspectives for the knowledges and professional practices in your chosen field.

School Social Sciences

Discipline Indigenous Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects CULT 1020 - Working with Communities AND CULT 1021 - Working with Communities (WSTC) AND HUMN 1060 - Introduction to Indigenous Australia Peoples Places and Philosophies

Restrictions

Students must be enrolled at Western Sydney University, The College. Students enrolled in Extended Diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject.

Students enrolled in the combined Diploma/Bachelor programs must pass all College Preparatory subjects listed in the program structure before progressing to the Year Two subjects.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Outline the history of Indigenous Australia since British colonisation.
2. Discuss the social, cultural and political situations and circumstances that challenge contemporary Indigenous Australia.
3. Explain societal misconceptions, ideas, attitudes and assumptions about Indigenous Australia.
4. Discuss the importance of core concepts including identity, diversity, representation and resilience.
5. Adopt a socially and culturally responsive personal and professional approach to Indigenous Australia.

Subject Content

1. Indigenous Research Matters: Reading, writing and terminology
2. Indigenous Worlds: Where do you stand?
3. An historical timeline: tracing major events from pre-colonisation to today
4. Contemporary Indigenous Identities
5. Indigenous Land and Country
6. Indigenous spaces and places
7. Indigenous people and the arts: representation and narrative
8. Interrogating 'Closing the gap' and other policies in relation to Indigenous social determinants
9. Indigenous people and intersectionality
10. Racism and Privilege
11. Working in Indigenous contexts

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	30 minutes	10	N	Individual
Case Study	a. Case Study Outline (10%) (200 words) b. Case Study Final Submission (30%) (1,000 words)	40	N	Individual
Essay	a. Essay Plan (10%) (300 words) b. Reflective Essay (40%) (1,200 words)	50	N	Individual

Teaching Periods

Term 2

Bankstown

Day

Subject Contact Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1062_22-T2_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1062_22-T2_BL_D#subjects)

Term 3

Bankstown

Day

Subject Contact Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1062_22-T3_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN1062_22-T3_BL_D#subjects)

HUMN 2001 A History of Modern Global Buddhism

Credit Points 10

Legacy Code 101882

Coordinator Brett Bennett ([https://directory.westernsydney.edu.au/search/name/Brett Bennett/](https://directory.westernsydney.edu.au/search/name/Brett%20Bennett/))

Description A history of Buddhism and its spread through Asian and more recently to the West, introducing its principal beliefs and practices, the diversity of its manifestations, its political, cultural, and social impact. This unit is a history of this current global religion in its social, cultural and political context.

School Humanities & Comm Arts

Discipline History

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects LGYB 0084 - Communication and Culture in Asia 2 Performing Asian Cultures and Identities

Incompatible Subjects HUMN 2013 - Buddhism in the Contemporary World

Restrictions Successful completion of 40 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. understand this major world cultural system and the diversity of its manifestations in the world, past and present;
2. be aware of the cultural diversity of Asia;
3. understand the political and social manifestations of Buddhism in various Asian societies;
4. recognise cultural difference and significance in Asian art traditions;

5. reflect meaningfully on the processes of cultural spread and cultural change through globalisation;
6. appreciate different problems and approaches to understanding cultures other than one's own, as a basis for increased intercultural understanding.
7. discuss Buddhism as a major world cultural system and the diversity of its manifestations past and present;
8. explain the cultural diversity of Asia;
9. analyse the political and social manifestations of Buddhism in various Asian societies;
10. identify cultural difference and significance in Asian art traditions;
11. analyse the processes of cultural spread and cultural change through globalisation.

Subject Content

Historical overview of the origin and spread of Buddhism
Asoka and Buddhist polity, past and present (Buddhist basis of Asian state and social organisation)
Studies of selected Buddhist cultures (chosen to achieve the learning outcomes)
Buddhist art, archaeology, gardens, literature, heritage
Buddhism in Asian practices past and present
Buddhism and Asian modernity and Asian nationalism
Buddhism in Australia
Global Buddhism

Prescribed Texts

- Subject Reader

Teaching Periods

HUMN 2003 Advanced Standing for Ancient History 210

Credit Points 10

Legacy Code 102453

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Humanities & Comm Arts

Discipline History

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Teaching Periods

HUMN 2004 Advanced Standing for Ancient History 220

Credit Points 20

Legacy Code 102456

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Humanities & Comm Arts

Discipline History

Student Contribution Band HECS Band 4 20cp

Level Undergraduate Level 2 subject

Teaching Periods

HUMN 2005 Advanced Standing for Cultural and Social Analysis 210

Credit Points 10

Legacy Code 102467

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Humanities & Comm Arts

Discipline Studies in Human Society, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Teaching Periods

HUMN 2006 Advanced Standing for Cultural and Social Analysis 220

Credit Points 20

Legacy Code 102470

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Humanities & Comm Arts

Discipline Studies in Human Society, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 20cp

Level Undergraduate Level 2 subject

Teaching Periods

HUMN 2007 Advanced Standing for Indigenous Australian Studies 210

Credit Points 10

Legacy Code 102595

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Humanities & Comm Arts

Discipline Indigenous Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Teaching Periods

HUMN 2008 Advanced Standing for Indigenous Australian Studies 220

Credit Points 20

Legacy Code 102596

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Humanities & Comm Arts

Discipline Indigenous Studies

Student Contribution Band HECS Band 4 20cp

Level Undergraduate Level 2 subject

Teaching Periods

HUMN 2009 Advanced Standing for Modern History 210

Credit Points 10

Legacy Code 102441

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Humanities & Comm Arts

Discipline History

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Teaching Periods

HUMN 2010 Advanced Standing for Modern History 220

Credit Points 20

Legacy Code 102444

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Humanities & Comm Arts

Discipline History

Student Contribution Band HECS Band 4 20cp

Level Undergraduate Level 2 subject

Teaching Periods

HUMN 2011 Ancient Western Culture: Periclean Athens

Credit Points 10

Legacy Code 100244

Coordinator Mark G. E. Kelly ([https://directory.westernsydney.edu.au/search/name/Mark G. E. Kelly/](https://directory.westernsydney.edu.au/search/name/Mark%20G.%20E.%20Kelly/))

Description The Athens of Pericles is studied from three perspectives: philosophy, politics, and history. The use of reason and rhetoric is examined through the works of some pre-Socratics, Sophists and Socrates. The focus on philosophy and politics will be placed in the context of the history of the city-state and democratic citizenship.

School Humanities & Comm Arts

Discipline Studies In Human Society

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Restrictions Successful completion of 40 credit points in the students' current enrolled program

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the culture of Periclean Athens in terms of philosophy, politics and history.
2. Compare and contrast key sources of the period in philosophy and history; as well as to examine the artistic visual heritage.
3. Analyse the continuities and discontinuities between 5th century B. C. Athens and modernity.
4. Analyse the culture of Periclean Athens in terms of philosophy, art and history.
5. Compare and contrast key sources of the period in philosophy, politics and history.

Subject Content

- The rise of reason and rhetoric as forms of legitimation in public discourse. Philosophical understandings of nature. The Presocratics, particularly Anaxagoras. Sophist tactics and styles of argumentation. Protagoras as The leading example. Truth and virtue in Socratic philosophy.

- The artistic ideals of The Classical Age: harmony and perfection. Developments in architectural style: The Doric. The Acropolis. Sculptural representations of The gods and humans. The Parthenon frieze. The meaning of art in Greek culture. The status of The artist. Phidias, Iktinos and Kallikrates.

- The city-state as An economic, cultural and political entity. The comportment of The body within The polis. Male and female standards. The sexual differentiation of religious ceremonies. public and private. Athenian democracy and The ideals of citizenship. public morality. The rise of reason and rhetoric as forms of legitimation in public discourse.

Philosophical understandings of nature.

The Presocratics, particularly Anaxagoras.

Sophist tactics and styles of argumentation.

Protagoras as the leading example.

Truth and virtue in Socratic philosophy.

The city-state as an economic, cultural and political entity.

The comportment of the body within the polis.

Public and private.

Athenian democracy and the ideals of citizenship.

Public morality.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	750 x 3 (2250)	60%	N	Individual
Essay	1500 words	40%	N	Individual

Teaching Periods

HUMN 2012 Anthropologies of the Everyday

Credit Points 10

Legacy Code 102347

Coordinator Geir Henning Presterudstuen ([https://directory.westernsydney.edu.au/search/name/Geir Henning Presterudstuen/](https://directory.westernsydney.edu.au/search/name/Geir%20Henning%20Presterudstuen/))

Description In 2021, this unit replaced by 102844 - Society, Culture and Human Diversity. Although people's lives vary significantly depending on ethnographic context, it is also through everyday practices and rituals that the universality of the human condition becomes most obvious. Close studies of how people create a living and make meaning of their everyday experiences in various contexts can thus provide valuable lessons about cultural difference as well as about what it means to be human, and is consequently a core aspect of anthropological inquiry. In this unit students engage with this overarching theme via ethnographic case studies as well as through inquiries into their own everyday lives.

School Social Sciences

Discipline Anthropology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) HUMN 1016

Restrictions Students in programs 1667 Bachelor of Social Science, 1733 Bachelor of Social Science (Advanced) and 6023 Diploma in Social Science/Bachelor of Social Science must have successfully completed 40 credit points of Level 1 subjects.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply anthropological concepts to the description of social and cultural phenomena of the everyday
2. Analyse how everyday social behaviour and practice are shaped by cultural factors
3. Articulate some ways that everyday social practice may help us understand human cultures
4. Evaluate the concept of *the everyday* through self-reflection
5. Apply anthropological theories to case studies
6. Utilise basic observational techniques in order to study aspects of everyday life

Subject Content

Theorising the everyday experience;
Belonging and homemaking; space and place;
Everyday communication;
Work, production and exchange;
Childhood and schooling;
Love and friendship;

Food as a cultural entity;
Understanding the human body/emodied experiences;
Understanding violence, illness and death;
Human/animal relations;
Conspicuous consumption;
Developing online identities and virtual communication.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Online Journal	1000 words	30	N	Individual
Field Report	500 words plus visuals	20	N	Individual
Analytical Essay	1500 words	50	N	Individual

Teaching Periods

HUMN 2014 Civil Society in Contemporary China

Credit Points 10

Legacy Code 101968

Coordinator Edmund Fung ([https://directory.westernsydney.edu.au/search/name/Edmund Fung/](https://directory.westernsydney.edu.au/search/name/Edmund%20Fung/))

Description This unit is intended to give students an understanding of the social development of the People's Republic of China (PRC). It will engage with some of the key concepts that scholars have utilised to understand social changes. In this vein, the unit will consider China's socio-political transformation from a civil society perspective. It will consider a range of stakeholders - from non-governmental organisations to trade associations - and examine the events that have contributed to the development of China's civil society.

School Humanities & Comm Arts

Discipline Sociology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Restrictions Successful completion of 40 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. explain the conception of civil society and its utility in understanding China's social and political development
2. critically assess the emergence of new social stakeholders in China and their impact on civil society
3. assess the Chinese state's response to civil society stakeholders
4. evaluate the future of China's civil society and its potential in affecting socio-political change
5. use social science methods to construct future research.

Subject Content

- . Conceptions of civil society
- . Conceptions of Chinese civil society
- . Social changes in China since 1978
- . State-society relations in China
- . Key domestic social stakeholders, including non-governmental organisations
- . Emergence of voluntarism
- . Role of transnational actors in Chinese civil society
- . Role of the state in Chinese civil society
- . Future social and political developments in China

Prescribed Texts

- Hasmath, Reza and Jennifer Hsu (eds.) 2009. China in an Era of Transition: Understanding Contemporary State and Society Actors. New York and Basingstoke: Palgrave Macmillan. [ISBN: 9780230613508]

Teaching Periods

HUMN 2015 Community and Social Action

Credit Points 10

Legacy Code 101595

Coordinator Michel Edenborough ([https://directory.westernsydney.edu.au/search/name/Michel Edenborough/](https://directory.westernsydney.edu.au/search/name/Michel%20Edenborough/))

Description Dismantling oppressive and complex forms of disadvantage and inequality are social justice and human rights issues demanding collective action. Activism is not solely about disruption and disobedience. This unit focuses on local, national and global social movements, the use of digital technologies and differing forms of activism using theories of social change. We identify and reflect on diverse perspectives, challenging normative constructs between individual and structural explanations of inequality and explore tactics and strategies adopted by activists, from the early 20th century through to contemporary campaigns. Students are enabled to take part in meaningful ways as active change agents through design, planning and participation in a social action campaign, thereby building knowledge and skills in community engagement, relationship building and the strategies and methods involved in bringing about positive social change.

School Social Sciences

Discipline Sociology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects LGYA 1286 - Education for Social Action

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of social movements and change processes from diverse perspectives.
2. Recognise the challenges for collective action in the social/political context of NPM (New Public Management).
3. Critically analyse the competing interests involved in social change.
4. Identify the links between contested issues in global and local contexts in terms of bringing about social change.

5. Recognise and reflect on skills used in mobilising power necessary for bringing about social change.

Subject Content

Key concepts and theories of social change
 History of Social Movements
 Ethical and respectful advocacy and activism change strategies
 Social Action & the State
 Current Challenges & Opportunities for Social Change
 Organising for Social Change
 Citizenship & Social Change
 Values, competing interests & technology
 Environmental Activism
 Indigenous Activism
 Women & Social Change
 Linking individual & structural social change

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Critical Review	900 words	30	N	Individual
Case Study	600 words	20	N	Individual
3a Proposal	300 words	10	Y	Individual
3b Report	1,200 words	40	N	Group

Prescribed Texts

- Selected readings

Teaching Periods

WSU Online TRI-2

Wsu Online

Online

Subject Contact David-Jack Fletcher ([https://directory.westernsydney.edu.au/search/name/David-Jack Fletcher/](https://directory.westernsydney.edu.au/search/name/David-Jack%20Fletcher/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2015_22-OT2_OW_O#subjects)

Spring

Liverpool

Day

Subject Contact Michel Edenborough ([https://directory.westernsydney.edu.au/search/name/Michel Edenborough/](https://directory.westernsydney.edu.au/search/name/Michel%20Edenborough/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2015_22-SPR_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Michel Edenborough ([https://directory.westernsydney.edu.au/search/name/Michel Edenborough/](https://directory.westernsydney.edu.au/search/name/Michel%20Edenborough/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2015_22-SPR_PS_D#subjects)

HUMN 2017 Complex Emergencies and International Guidelines

Credit Points 10

Legacy Code 102367

Coordinator Garry Stevens ([https://directory.westernsydney.edu.au/search/name/Garry Stevens/](https://directory.westernsydney.edu.au/search/name/Garry%20Stevens/))

Description Over the last five decades, the world has experienced a significant number of disasters, which have occurred in many different forms including natural (e.g. Tsunami or drought) and human-induced (e.g. wars or ethnic conflicts), leading to an unplanned exponential increase in the number of international non-government organisations. This unit examines the causes and consequences of disasters and the application of international guidelines governing humanitarian responses. It provides an outline of theoretical approaches to the understanding of the political aspects of emergencies and introduces real-life case studies that aim to engage students in critical thinking and improve their knowledge of the core humanitarian standard on quality and accountability; the humanitarian charter and minimum standards; and the challenges related to interagency coordination in emergencies

School Social Sciences

Discipline Studies in Human Society, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Define different types of natural and human-induced disasters and phases of emergencies
2. Identify theoretical frameworks to explain the causes of emergencies and assess their applications in various emergency contexts
3. Describe and critically analyse the principles of disaster preparedness and mitigation
4. Analyse factors and activities associated with various types of disasters
5. Articulate key players in emergency response and management, their roles and challenges they face
6. Identify major international guidelines and standards that govern humanitarian responses and assess enabling and disabling factors associated with the adherence to such standards
7. Critically analyse challenges and ethical dilemmas associated with various emergency scenarios

Subject Content

1. Disasters: Definition, typology, and evolution
2. The right to humanitarian aid: International laws guiding humanitarian response
3. Theoretical foundations of disasters
4. Principal of disaster prevention, preparedness, and mitigation
5. Phases of emergency management and the relief-development continuum
6. Anatomy of disaster response
7. Core humanitarian standard on quality and accountability
8. The SPHERE project: humanitarian charter and minimum standards
9. Key challenges and dilemmas during humanitarian response
10. Militarization and politicization of humanitarian assistance

11. Case studies and lessons learned: Genocide in Rwanda vs. the Asian Tsunami

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Reflection	150 words per week (1-8)	20	N	Individual
Essay	1,500 words	30	N	Individual
End-of-session Exam	2 hours	50	N	Individual

Prescribed Texts

- Renzaho, AMN (Ed) (2016). Globalisation, Migration and Health: Challenges and Opportunities. London: Imperial College Press

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Garry Stevens ([https://directory.westernsydney.edu.au/search/name/Garry Stevens/](https://directory.westernsydney.edu.au/search/name/Garry%20Stevens/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2017_22-AUT_PS_D#subjects)

HUMN 2018 Cultural and Social Geographies

Credit Points 10

Legacy Code 101590

Coordinator Andrew Gorman-Murray ([https://directory.westernsydney.edu.au/search/name/Andrew Gorman-Murray/](https://directory.westernsydney.edu.au/search/name/Andrew%20Gorman-Murray/))

Description Examines the nexus between society, culture and place. Considers contemporary social and cultural planning issues including: local community relations, place management, place redefinitions, ethnic concentration, cultural precincts, and the spatial politics of gender and sexuality. The roles of cultural products in carrying spatial information and reinforcing identity are examined. Introduction to cultural and social geography, and developments in cognate fields of cultural studies and anthropology. Key theories of identity. Case studies range across ethnicity, religion, age, gender, sexuality, class and nationalism. The analysis and assessment advances an appreciation of social and cultural difference and social justice.

School Social Sciences

Discipline Human Geography

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects HUMN 2019 - Cultural and Social Geographies (UWSC)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe key paradigmatic shifts within cultural and social geography, social planning, and cultural studies.
2. Critically evaluate and analyse cultural products.
3. Analyse representations of place, culture and society.
4. Evaluate policies and programs for contemporary place management.
5. Identify and describe key theories of identity and place.

Subject Content

1. Old to new cultural geographies, and the rise of social planning, postmodern cities.
2. Theories of identity and place.
3. Representing people and place: national identity in-place
4. Indigeneity, place and post-colonialism.
5. Social distance and spatial distance.
6. The local politics of difference.
7. Geographies of fear and violence.
8. Sexuality and space.
9. The geographies of racism and anti-racism.
10. Constructions of environment.
11. The spaces of religion and faith.
12. Heritage, identity and the production of urban places.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Essay	750 words	25	N	Individual
Case Study	750 words	25	N	Individual
Report	1,500 words	50	N	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Andrew Gorman-Murray ([https://directory.westernsydney.edu.au/search/name/Andrew Gorman-Murray/](https://directory.westernsydney.edu.au/search/name/Andrew%20Gorman-Murray/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2018_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Andrew Gorman-Murray ([https://directory.westernsydney.edu.au/search/name/Andrew Gorman-Murray/](https://directory.westernsydney.edu.au/search/name/Andrew%20Gorman-Murray/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2018_22-AUT_PS_D#subjects)

HUMN 2020 Digital Humanities and Research Methods (UG)

Credit Points 10

Legacy Code 102425

Coordinator Rachel Hendery ([https://directory.westernsydney.edu.au/search/name/Rachel Hendery/](https://directory.westernsydney.edu.au/search/name/Rachel%20Hendery/))

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

School Humanities & Comm Arts

Discipline Studies in Human Society, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Restrictions Successful completion of 60 credit points at Level 1.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Communicate a clear understanding of the ways digital technologies are applied in interdisciplinary research contexts;
2. Collaborate with fellow students to engage with digital platforms for research;
3. Articulate the ways in which digital technologies are influencing social and cultural research methodologies; and
4. Describe how new digital technologies can be used to address contemporary research questions.

Subject Content

Introduction to subject - The 'computational turn' in the humanities (lecture pods, readings)

Digitisation (lecture pods, readings in own time). Workshop: exercise relating to working with electronic texts.

Data/text mining and visualisation (Lecture pods, readings). Workshop: text mining and visualisation exercise.

Gaming (lecture pods, readings). Workshop: case study exercise in gaming.

GIS and mapping (lecture pods, readings). Workshop: mapping exercise.

Network analysis, social media, metadata (lecture pods, readings).

Workshop: exercise relating to network analysis.

Students present their own final project.

Teaching Periods

HUMN 2021 Doing Business in China

Credit Points 10

Legacy Code 101857

Coordinator Niv Horesh ([https://directory.westernsydney.edu.au/search/name/Niv Horesh/](https://directory.westernsydney.edu.au/search/name/Niv%20Horesh/))

Description This unit is primarily aimed at acquainting undergraduate students with the academic theory and debates surrounding China's business etiquette and its globalizing economy. Drawing on a wide range of English-language studies, unit lectures will cover in broad strokes the historic background of the economic reforms carried out in China over the last three decades, as well as their societal implications. They will discuss, for example, the evolution of corporate law and property rights in the PRC since 1949, and the underlying differences and interdependence between the Chinese and Australian economies.

School Humanities & Comm Arts

Discipline History

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Restrictions Successful completion of 40 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Students will be able to
2. Explain the historic background and ongoing controversies surrounding China's economic-reform thrust over the last three decades.
3. Carry out effective team or group-based work.
4. Proficiently argue their standpoint, both orally and in writing, in relation to China's development trajectory and the future of Sino-Australian trade.
5. Independently find important sources of data and information that might later help them further develop their knowledge of the Chinese and Australian economies, as well as the process of economic globalization as a whole.
6. Demonstrate team-work allocation capacity, as well as group research and presentation skills.

Subject Content

What have been the most successful/unsuccessful aspects of China's economic reforms?

A Unique Business Etiquette?

Inter-Provincial Competition.

Foreign Investment in China.

Impersonal vs. Personal Trust.

Legal Reform.

The Wenzhou vs. Shanghai Models of Economic Development.

China's Financial and Banking System.

State Owned Enterprises vs. Private Sector.

The Spectre of Corruption/Guanxi.

The Deadweight of Pollution.

The Global Financial Crisis and the End of "Chimerica".

The Future of Sino-Australian Trade and Investment.

Teaching Periods

HUMN 2022 Emergency Field Operations: Supply Management and Logistics

Credit Points 10

Legacy Code 102368

Coordinator Garry Stevens ([https://directory.westernsydney.edu.au/search/name/Garry Stevens/](https://directory.westernsydney.edu.au/search/name/Garry%20Stevens/))

Description This unit will equip students with the required skills to assess organisational capacity to respond to disasters and other complex humanitarian emergencies. The unit will cover logistical frameworks and tools for planning, the sustainable deployment of goods and services, and monitoring and evaluating the effectiveness of local and global supply chains. It will discuss the challenges, ethical, and political dimensions of supply chains and contingency plans in emergency and disaster response contexts.

School Social Sciences

Discipline Studies in Human Society, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Co-requisite(s) HUMN 2017

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe logistics principles, processes and frameworks and their adaptations in humanitarian emergencies
2. Articulate key challenges, ethical issues, and political dimensions of humanitarian logistics
3. Identify and use recognised tools to plan and monitor supply chains and evaluate their effectiveness.
4. Critically assess organisational capacity to respond to a humanitarian emergency
5. Conduct and report a Logistics Capacity Assessment (LCA)
6. Critically assess the role and effectiveness of the Logistics Cluster in humanitarian response
7. Articulate principles of sustainable deployment of goods and services

Subject Content

Logistics and supply chain management: key concepts and frameworks
Logistics in humanitarian emergencies: challenges, standards and the Cluster Approach

Preparedness and procurement: setting up local and global supply networks

Transport, warehousing and distribution

Assessment and monitoring: conducting a Logistics Capacity Assessment (LCA)

Co-ordination and Communication in emergency response contexts

Security and civil-military co-operation

New logistics frontiers: services, cash transfers and market support

Human resource management

Sustainability and performance evaluation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	1500 words	30	N	Individual
Applied Project	2000 words per group	20	N	Group
Final Exam	2 hours	50	N	Individual

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Garry Stevens ([https://directory.westernsydney.edu.au/search/name/Garry Stevens/](https://directory.westernsydney.edu.au/search/name/Garry%20Stevens/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2022_22-SPR_PS_D#subjects)

HUMN 2023 Empire: European Colonial Rule and its Subjects, 1750-1920

Credit Points 10

Legacy Code 100861

Coordinator David Burchell ([https://directory.westernsydney.edu.au/search/name/David Burchell/](https://directory.westernsydney.edu.au/search/name/David%20Burchell/))

Description A historical investigation of the experience of the 19th century European empires from the perspectives of both the colonised and colonisers. It examines the combination of domination and cultural negotiation between colonisers and colonised. It examines both how peoples were managed as imperial subjects and how they responded to this management. It looks both at the effect of imperial rule on the colonised, and of empire upon the colonisers. It draws upon historical literature from a variety of sources and perspectives, and within European and Asian history. The focus is chiefly, though not exclusively, upon the British empire and its subject peoples.

School Humanities & Comm Arts

Discipline Studies in Human Society, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects LGYB 0089 - The World Encircled 1100 - 1600

Restrictions Successful completion of 40 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the historical experience of European colonialism
2. Describe processes for studying different cultures in contact and collision
3. Apply selected historiographic and ethnographic skills to the study of historical cultures
4. Demonstrate essay-writing and argumentative skills

Subject Content

- . Notions of imperial destiny and mission
- . Similitude: imagining the metropolis in the colony

- . Empire, race and sexuality
- . Hierarchy and the glamour of imperial rule
- . Artefacts of empire and their significance
- . The empires as people-management
- . The ambivalence of the colonised

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Major assignment	2000 words	40	N	Individual
Journal	1000 words	30	N	Individual
Tutorial Tasks	1000 words	30	N	Individual

Prescribed Texts

- Course reader

Teaching Periods

HUMN 2024 Ethnographies of Southeast Asia and the Pacific

Credit Points 10

Legacy Code 102346

Coordinator Geir Henning Presterudstuen ([https://directory.westernsydney.edu.au/search/name/Geir Henning Presterudstuen/](https://directory.westernsydney.edu.au/search/name/Geir%20Henning%20Presterudstuen/))

Description This unit will introduce students to ethnographic field study through a close examination of the anthropology of two regions with which Australia is geographically and politically aligned; the Pacific Islands and South-east Asia. Drawing upon classic and contemporary ethnography the unit will provide opportunities for comparative and trans-historical studies of how cultures in these regions have been constructed and changed in relation to larger global dynamics. It will also provide an insight into the ways in which anthropological theory is developed in the context of attempts to explain and interpret cultural difference. Key topics of study, explored through case studies, will include the colonial experience, traditions and modernities, nations and nationalism, transnationalism, religion, social conflict, and material cultures. The unit will include ethnographic films.

School Social Sciences

Discipline Anthropology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply anthropological concepts to the description of cultural diversity in South-east Asia and the Pacific islands.
2. Analyse some of the ways symbolic cultures and traditions are influenced by political, material and environmental factors.

3. Draw upon ethnographic case studies to explain regional similarities and differences.
4. Apply anthropological theories to case studies about cultural change.
5. Analyse some ways visual anthropology (film, photography) can effectively aid in the description of cultural phenomena.

Subject Content

1. The peoples of Southeast Asia and the Pacific.
2. The South Pacific and Southeast Asia in the colonial imagination.
3. Melanesian and Polynesian anthropologies.
4. Chiefs and Big Men ? governance and tradition.
5. Gifts, symbols and material culture.
6. Anthropologies of Southeast Asia: Indonesia and Thailand.
7. The village, the nation and nationalism in Indonesia, Thailand and Malaysia.
8. Global interventions: the IMF, the World Bank and INGOs in Cambodia, Indonesia, and Laos.
9. Commodifying culture ? Southeast Asia and the pacific as tourist destinations.
10. Australia in the Region.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Critical Review: Ethnographic Film Critique/ Analysis	1000 words	25	N	Individual
2A. Poster (20%) 2B. Presentation (5%): Poster Presentation	500 words plus visuals	25	N	Individual
Analytical essay	1500 words	50	N	Individual

Teaching Periods

HUMN 2025 Families and Intimate Life

Credit Points 10

Legacy Code 102143

Coordinator Kate Huppatz ([https://directory.westernsydney.edu.au/search/name/Kate Huppatz/](https://directory.westernsydney.edu.au/search/name/Kate%20Huppatz/))

Description This unit will critically examine sociological perspectives on families and intimate life, building on the approaches and theories introduced in the first year of Sociology studies. The familiarity of families and intimate relationships will be thrown into question. Students will be asked to examine their beliefs, unpack myths of the 'naturalness' of family, and question the 'personal'. Families and intimate relationships will be viewed as part of the wider social structure, their constitutions shaped by culture, economies, social policy, technology and globalisation. The unit will demonstrate the

historical and cultural specificity of the nuclear family and its role in the creation and reproduction of social inequality and social difference.

School Social Sciences

Discipline Sociology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects HUMN 2052 - Sociology of the Family HUMN 2016 - Comparative Studies of Families and Kinship

Restrictions

Successful completion of 40 credit points

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Recognise and describe the family and intimate relationships as socially constituted.
2. Describe the contemporary diversity of family and intimate relationship forms across cultures.
3. Provide evidence for the historical specificity of family forms and intimate relationships.
4. Analyse the family and intimate relationships in terms of power relations.
5. Demonstrate an understanding of sociological approaches to the family and intimate life.
6. Apply sociological theory to analyse families and intimate life.
7. Recognise and describe the family as a social rather than a biological construct;
8. Recognise and describe intimate relationships as social constructs;
9. Describe the contemporary diversity of family and intimate relationship forms both in our own and other cultures;
10. Provide evidence for the historical specificity of family forms and intimate relationships;
11. Analyse the family and intimate relationships in terms of power relations;
12. Demonstrate an understanding of sociological approaches to the family and intimate life.

Subject Content

- Diverse families and intimate relationships across time and culture
- Sociological theories on the family and intimate life
- Love and romance
- Marriage and cohabitation
- Gendered division of domestic labour
- Childhood and parenting
- Transnational families and outsourcing care
- Violence in families and intimate relationships
- Relationship breakdown, divorce and re-partnering
- Friendship and social networks beyond the family
- Gender, sexuality and power

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	500 words	20	N	Individual
Essay	1500 words	40	N	Individual
Short Answer	1000 words	40	N	Individual

Teaching Periods

WSU Online TRI-1

Wsu Online Online

Subject Contact Alexia Cameron ([https://directory.westernsydney.edu.au/search/name/Alexia Cameron/](https://directory.westernsydney.edu.au/search/name/Alexia%20Cameron/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2025_22-OT1_OW_O#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2025_22-SC2_SC_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Kate Huppatz ([https://directory.westernsydney.edu.au/search/name/Kate Huppatz/](https://directory.westernsydney.edu.au/search/name/Kate%20Huppatz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2025_22-SPR_KW_D#subjects)

Liverpool

Day

Subject Contact Kate Huppatz ([https://directory.westernsydney.edu.au/search/name/Kate Huppatz/](https://directory.westernsydney.edu.au/search/name/Kate%20Huppatz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2025_22-SPR_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Kate Huppatz ([https://directory.westernsydney.edu.au/search/name/Kate Huppatz/](https://directory.westernsydney.edu.au/search/name/Kate%20Huppatz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2025_22-SPR_PS_D#subjects)

WSU Online TRI-3

Wsu Online Online

Subject Contact Alexia Cameron ([https://directory.westernsydney.edu.au/search/name/Alexia Cameron/](https://directory.westernsydney.edu.au/search/name/Alexia%20Cameron/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2025_22-OT3_OW_O#subjects)

HUMN 2026 Growing the Indigenous Economy

Credit Points 10

Legacy Code 102307

Coordinator Jeeva Sajan ([https://directory.westernsydney.edu.au/search/name/Jeeva Sajan/](https://directory.westernsydney.edu.au/search/name/Jeeva%20Sajan/))

Description In Growing the Indigenous Economy, we examine Australia's Indigenous economies and their dynamics. Students are challenged to reflect on the significant contribution Aboriginal and Torres Strait Islander peoples have made and continue to make to Australia's economy. They are also challenged to rethink the politics of the welfare economy as it relates to Aboriginal and Torres Strait Islander peoples; whilst reviewing relevant community development frameworks. Students are introduced to a number of enterprise development case studies, for example: The Arts, mining and land development, environmental and cultural tourism, sport, and small business.

School Social Sciences

Discipline Indigenous Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects HUMN 2047 - Revaluing Indigenous Economics (Block Mode) HUMN 2048 - Revaluing Indigenous Economics (Day Mode)

Restrictions Students must be enrolled in the Bachelor of Community and Social Development (BCSD).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the foundations and structures of **Indigenous** Aboriginal and Torres Strait Islander economies;
2. Identify key issues and challenges impacting Indigenous peoples' business success;
3. Formulate new economic opportunities for diverse Aboriginal and Torres Strait Islander communities and peoples;
4. Discuss Aboriginal and Torres Strait Islander peoples' participation in the mainstream Australian economy;
5. Recognise Aboriginal and Torres Strait Islander peoples' community strengths and attributes that promote individual, family and community development.

Subject Content

- Overview of **Indigenous** foundations and structures of Indigenous economies (e.g., trade and trade routes; importance of land for Aboriginal people, importance of the sea for Torres Strait Islander people, ceremonial practices and **connection** for country?)
- The impact of invasion and colonisation by the British, and Aboriginal and Torres Strait Islander peoples displacement and dispossession from 'country'
- government policies and The management of indigenous lives
- politics of welfare dependence
- politics of stolen wages and unpaid work
- indigenous economic opportunities: The Arts, mining and land development, environmental and cultural tourism, community services and enterprises, small businesses

- developing positive attitudes towards and perceptions of Aboriginal and Torres Strait Islander peoples
 - Exploring proactive community development approaches, including the culturally relevant application of Asset Based Community Development (ABCD).

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	1,500 words	60%	Y	Individual
Essay	1,000 words	40%	Y	Individual

Teaching Periods

HUMN 2027 Health, Illness and Biomedicine: A Sociological Perspective

Credit Points 10

Legacy Code 101610

Coordinator Irena Veljanova (https://directory.westernsydney.edu.au/search/name/Irena_Veljanova/)

Description The Sociology of Medicine and Health Care starts from the basic premise that illness and health are social as well as biological processes. Traditional areas of the discipline are explored and in each case their applicability to public health is stressed. At the same time, an important goal is to suggest how that field is being redefined and reinvigorated by social and cultural studies of science and technology. The theoretical perspectives and substantive issues raised and developed to study them are critically examined. The provision and organisation of health care are examined with emphasis on the social and political context in which public health is pursued and ill health treated within Australia.

School Social Sciences

Discipline Sociology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects LGYA 1357 Sociology of Medicine and Health Care

Restrictions Successful completion of 40 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply sociological theories and concepts to the specific area of social activity, medicine and health care;
2. Critically examine the dominant ideologies within the health industry, e.g., the curative model of a health care, the use of technologies in health care, and the medicalisation of society;
3. Identify and critically examine the idea of health and illness, experiences of health & illness and inequalities in those experiences ;

4. Critically examine the role of the health professions, eg medicine, nursing, in social life and their role in social control and the construction of deviance;
5. Critically evaluate health related media content through a sociological lens.

Subject Content

1. What is the social model of health and how does it differ from the biomedical model? What is illness?
2. How do the main sociological perspectives differ in their approach to studying health and illness.
3. Social organisation of health care and the political economy of health. Aging and health: Towards a sociology of ageing and dying
4. Social determinants of health (Issues of inequalities and equity in access)
5. Multicultural Health Applied
6. Medicalisation of Deviance
7. The new health paradigm and the autonomous health consumer (Alternative and complementary health care included).
8. The role of technology in modern health care.
9. Media and Health
10. Constructing medical objects and subjects (Body, Medicine and Society)
11. Transhuman Health Paradigm
12. Health Discrimination

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	1,000 words	25	N	Individual
Presentation	500 words	30	N	Individual
Essay	1500 words	45	N	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Irena Veljanova (https://directory.westernsydney.edu.au/search/name/Irena_Veljanova/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2027_22-AUT_KW_D#subjects)

Liverpool

Day

Subject Contact Irena Veljanova (https://directory.westernsydney.edu.au/search/name/Irena_Veljanova/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2027_22-AUT_LP_D#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Andrey Zheluk (https://directory.westernsydney.edu.au/search/name/Andrey_Zheluk/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2027_22-SC1_SC_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Irena Veljanova ([https://directory.westernsydney.edu.au/search/name/Irena Veljanova/](https://directory.westernsydney.edu.au/search/name/Irena%20Veljanova/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2027_22-SC3_SC_D#subjects)

HUMN 2028 Identity and Belonging

Credit Points 10

Legacy Code 101612

Coordinator Jennifer Cheng ([https://directory.westernsydney.edu.au/search/name/Jennifer Cheng/](https://directory.westernsydney.edu.au/search/name/Jennifer%20Cheng/))

Description Identity and belonging are foundational concepts in sociology. This unit commences with an overview of the ways in which these concepts are understood in the social sciences and how these understandings have been impacted more recently by processes of globalisation. Through engagement with films, documentaries and academic texts the unit explores different modes and sites of identity and belonging as they circulate on both local and global scales. Specifically, we will examine topics like gender and sexuality, home and neighbourhood, the nation state and nationality, social class, consumption, work and leisure, ethnicity, youth cultures and new media. The unit equips students with the concepts and theories necessary for an understanding of social continuity and social change and encourages them to reflect on their own identities and social and cultural positionings.

School Social Sciences

Discipline Sociology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe sociological theories and concepts relevant to identity, belonging and globalisation.
2. Critically reflect on issues of identity and belonging as they emerge in film, documentaries and popular culture.
3. Explain how identities and experiences of belonging have changed, and are changing, over time.
4. Explain the interrelationship between identity and belonging.
5. Analyse the significance of issues of identity and belonging for minority groups.

Subject Content

Identity and belonging
 Genders and sexualities
 Neighbourhood and home
 Ethnicity and race
 Nation-states and nationalism
 New media and global communities
 Consumption and social class
 Globalisation and cosmopolitanism

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	4x 250 words each	30	N	Individual
Essay	1,000 words	30	N	Individual
Report	1,000 words	40	N	Individual

Prescribed Texts

- Huppatz, K., Hawkins, M., & Matthews, A. (2016). Identity and belonging. London, UK: Palgrave Macmillan

Teaching Periods

Summer A

Liverpool

Day

Subject Contact Jennifer Cheng ([https://directory.westernsydney.edu.au/search/name/Jennifer Cheng/](https://directory.westernsydney.edu.au/search/name/Jennifer%20Cheng/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2028_22-SUA_LP_D#subjects)

Autumn

Penrith (Kingswood)

Day

Subject Contact Jennifer Cheng ([https://directory.westernsydney.edu.au/search/name/Jennifer Cheng/](https://directory.westernsydney.edu.au/search/name/Jennifer%20Cheng/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2028_22-AUT_KW_D#subjects)

Liverpool

Day

Subject Contact Jennifer Cheng ([https://directory.westernsydney.edu.au/search/name/Jennifer Cheng/](https://directory.westernsydney.edu.au/search/name/Jennifer%20Cheng/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2028_22-AUT_LP_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2028_22-SC2_SC_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2028_22-SC3_SC_D#subjects)

HUMN 2030 Islam In the Modern World (WSTC)

Credit Points 10

Legacy Code 700162

Coordinator Kathy Gooch ([https://directory.westernsydney.edu.au/search/name/Kathy Gooch/](https://directory.westernsydney.edu.au/search/name/Kathy%20Gooch/))

Description This unit introduces students to Islam and its adherents within contemporary global context. It looks at key Muslim intellectuals from the 19th Century until the present and examines their attempts to come to terms with modernity as a Western project, while addressing critical issues facing Islam. Areas for consideration include: renewal and reform; the impact of colonialism and globalisation on Muslim discourse; independent judgement (ijtihad) versus emulation (taqlid); and issues associated with civil society. Students will also explore the challenge of shaping a Muslim identity in the modern world - in the context of key Muslim institutions and social movements.

School Humanities & Comm Arts

Discipline Sociology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects HUMN 3055 - Islam in the Modern World

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in extended Diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. After successful completion of this Unit, students will be able to:
2. Describe historical developments in the Muslim world and their impact on contemporary contexts.
3. Explain the origins, development and diversity of Islamic thoughts on various contemporary issues.
4. Analyse scholarly and popular debates regarding Muslim societies.
5. Analyse changing relations between Islam and the West during the modern period.

Subject Content

1. The thought of key Muslim intellectuals from the 19th century to the present.
2. Muslim intellectuals on/and modernity as a Western project.
3. The impact of globalisation and colonialism on Muslim discourse.
4. Independent judgement (ijtihad) versus emulation (taqlid).
5. Muslim identity in the modern world in light of key Muslim institutions and social movements.
6. Reform and renewal.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Short answer questions	300 words	10	N	Individual
Analytical and Conception Task	1,000 words	25	N	Individual
In-class short answer exams	2 x 500 words	25	N	Individual
Essay	1,500 words	40	N	Individual

Teaching Periods

HUMN 2031 Islam in the Modern World

Credit Points 10

Legacy Code 102294

Coordinator Jan Ali ([https://directory.westernsydney.edu.au/search/name/Jan Ali/](https://directory.westernsydney.edu.au/search/name/Jan%20Ali/))

Description This unit introduces students to Islam and its adherents within contemporary global context. It looks at key Muslim intellectuals from the 19th Century till the present and examines their attempts to come to terms with modernity as a Western project while addressing critical issues facing Islam. Areas for consideration include: renewal and reform; the impact of colonialism and globalisation on Muslim discourse; independent judgment (ijtihad) versus emulation (taqlid); and issues associated with civil society. Students will also explore the challenge of shaping a Muslim identity in the modern world in the context of key Muslim institutions and social movements.

School Humanities & Comm Arts

Discipline Sociology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Restrictions Successful completion of 40 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe historical developments in the Muslim world and their impact on contemporary contexts.
2. Explain the origins, development, and diversity of Islamic thoughts on various contemporary issues.
3. Analyse scholarly and popular debates regarding Muslim societies.
4. Analyse changing relations between Islam and the West during the modern period.

Subject Content

1. The thought of key Muslim intellectuals from the 19th century to the present.
2. Muslim intellectuals on/and modernity as a Western project.
3. The impact of globalisation and colonialism on Muslim discourse.
4. Independent judgement (ijtihad) versus emulation (taqlid).
5. Muslim identity in the modern world in light of key Muslim institutions and social movements.
6. Reform and Renewal.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Analytical and Conception Paper	1,000 words	35	N	Individual
Two Online Exams	2 x 250 words	20	N	Individual
Major Essay	2,000 words	45	N	Individual

Teaching Periods

Spring Bankstown

Day

Subject Contact Jan Ali ([https://directory.westernsydney.edu.au/search/name/Jan Ali/](https://directory.westernsydney.edu.au/search/name/Jan%20Ali/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2031_22-SPR_BA_D#subjects)

Online

Online

Subject Contact Jan Ali ([https://directory.westernsydney.edu.au/search/name/Jan Ali/](https://directory.westernsydney.edu.au/search/name/Jan%20Ali/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2031_22-SPR_ON_O#subjects)

HUMN 2032 Issues in World Development: Rich World, Poor World

Credit Points 10

Legacy Code 101331

Coordinator Zulfan Tadjoeeddin ([https://directory.westernsydney.edu.au/search/name/Zulfan Tadjoeeddin/](https://directory.westernsydney.edu.au/search/name/Zulfan%20Tadjoeeddin/))

Description This unit introduces students to the field of international development, where the divide between the rich world and poor world takes a centre stage. While development has created prosperity around the world, it is not without discontents. Social and economic inequality at the global level is a real problem and has been increasing. The 'developed' and 'developing' world paradigm will be critically examined. Students will be equipped with theories and practicum examining development, underdevelopment and their related issues within a contemporary political, economic and social framework. Students will also have exposure to current global development debates such as poverty, global inequality, sustainable development, democracy and security.

School Social Sciences

Discipline Human Geography

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects LGYA 7635 - Issues in Third World Development

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe and analyse the divide between rich and poor world
2. Critically examine and articulate key theories, perspectives and issues in world development
3. Critically examine and articulate frameworks or models of international development and then apply those frameworks or models to real and practical issues in world development

Subject Content

Introduction: Rich world and poor world in the era of globalisation
Theories of development and humanitarian intervention
How to get rich: capitalism and industrialisation
Poverty: what, how and why
Globalization, trade and Multi-National Corporations (MNCs)
Population growth and migration
Health, education and human development
Environment and development
Social and economic inequality
State vs. Market
Conflict and development
Democracy, Institution and development

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	750 words	25	N	Individual
Presentation	5-7 presentation slides & 5-7 minutes oral presentation (in class)	10	N	Individual
Essay	1,500 words	40	N	Individual
Essay	750 words	25	N	Individual

Teaching Periods

Autumn Penrith (Kingswood)

Day

Subject Contact Zulfan Tadjoeeddin ([https://directory.westernsydney.edu.au/search/name/Zulfan Tadjoeeddin/](https://directory.westernsydney.edu.au/search/name/Zulfan%20Tadjoeeddin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2032_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Zulfan Tadjoeeddin ([https://directory.westernsydney.edu.au/search/name/Zulfan Tadjoeeddin/](https://directory.westernsydney.edu.au/search/name/Zulfan%20Tadjoeeddin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2032_22-AUT_PS_D#subjects)

HUMN 2033 Issues in World Development: Rich World, Poor World (WSTC)

Credit Points 10

Legacy Code 700267

Coordinator Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

Description This unit introduces students to the field of international development, where the divide between the rich world and poor world takes a centre stage. While development has created prosperity around the world, it is not without discontents. Social and economic inequality at the global level is a real problem and has been increasing. The 'developed' and 'developing' world paradigm will be critically examined. Students will be equipped with theories and case studies examining development, underdevelopment and their related issues within a contemporary political, economic and social framework. Students will also have exposure to current global development debates such as poverty, global inequality, sustainable development, democracy and security.

School Social Sciences

Discipline Human Geography

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects LGYA 7635 - Issues in Third World Development
HUMN 2032 - Issues in World Development Rich World Poor World

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in Extended Diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe and analyse the divide between rich and poor world
2. Critically examine and articulate key theories, perspectives and issues in world development
3. Critically examine and articulate frameworks or models of international development and then apply those frameworks or models to real and practical issues in world development

Subject Content

Introduction: Rich world and poor world in the era of globalization
Theories of development

How to get rich: capitalism and industrialization

Poverty: what, how and why

Globalization, trade and Multi-National Corporations (MNCs)

Population growth and migration

Health, education and human development

Environment and development

Social and economic inequality

State vs. Market

Conflict, development and development resistance

Democracy and development

Introduction: Rich world and poor world in the era of globalization

Theories of development

How to get rich: capitalism and industrialization

Poverty: what, how and why

Globalization, trade and Multi-National Corporations (MNCs)

Population growth and migration

Health, education and human development

Environment and development

Social and economic inequality

State vs. Market

Conflict, development and development resistance

Democracy and development

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short Answer	900 words	25	N	Individual
Log/ Workbook	900 words (in-class)	25	N	Individual
Proposal	10 minutes presentation to tutor for feedback (in class)	10	N	Individual
Report	1200 words	40	N	Individual

Teaching Periods

Term 1

Bankstown

Day

Subject Contact Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2033_22-T1_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2033_22-T1_BL_D#subjects)

Term 3

Bankstown

Day

Subject Contact Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2033_22-T3_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2033_22-T3_BL_D#subjects)

HUMN 2034 Keeping the Past

Credit Points 10

Legacy Code 100001

Coordinator Karen Entwistle ([https://directory.westernsydney.edu.au/search/name/Karen Entwistle/](https://directory.westernsydney.edu.au/search/name/Karen%20Entwistle/))

Description Legislation requires the preservation of natural, built and movable heritage, but choices about what to keep often produce controversy and reveal starkly varying opinions about what is historic. From the choice of people commemorated in statues to modest buildings on the site of new developments, local communities and central governments are divided about whose past is protected and praised. The historian's investigation of places and objects is an important part of the formal assessment process and may be part of controversial debates. Parramatta has a rich selection of heritage places. How does heritage fit in a modern CBD? Site visits around the city will identify archaeological and architectural heritage to promote discussions, museums will showcase objects from the past, documents preserved in archives will offer insights and historical research techniques will help to answer the questions "What should be kept from the past?" and "Why should it be kept?"

School Humanities & Comm Arts

Discipline History

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects LGYA 9196 - Keeping the Past

Restrictions Successful completion of 40 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Observe historic places and objects.
2. Identify the frameworks within which heritage is protected.
3. Examine the processes required to research and establish historical significance.
4. Explore political controversy and historical uncertainty.

Subject Content

1. What makes a place or an object historic?
2. Identifying and recording the past through site and museum visits.
3. Researching historic places and objects.
4. Historical evidence and assessments of significance.
5. Preserving the past - conservation or restoration?
6. Managing the past and its interpretation
7. Heritage legislation and relevant organisations.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	1,500 words	40	N	Individual
Reflection	500 words	15	N	Individual

Applied 1,500 words 45 N Individual Project

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Karen Entwistle ([https://directory.westernsydney.edu.au/search/name/Karen Entwistle/](https://directory.westernsydney.edu.au/search/name/Karen%20Entwistle/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2034_22-AUT_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Karen Entwistle ([https://directory.westernsydney.edu.au/search/name/Karen Entwistle/](https://directory.westernsydney.edu.au/search/name/Karen%20Entwistle/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2034_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Karen Entwistle ([https://directory.westernsydney.edu.au/search/name/Karen Entwistle/](https://directory.westernsydney.edu.au/search/name/Karen%20Entwistle/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2034_22-AUT_PS_D#subjects)

HUMN 2036 Mangamai'bangawarra: Indigenous Science

Credit Points 10

Legacy Code 300959

Coordinator Sam Venables ([https://directory.westernsydney.edu.au/search/name/Sam Venables/](https://directory.westernsydney.edu.au/search/name/Sam%20Venables/))

Description This unit explores aspects of Aboriginal science and medical science in the treatment and prevention of illness. The unit has a particular focus on the knowledge of the local D'harawal People. The culture and history of Indigenous Australians is introduced to provide a contextual backdrop to the study of Indigenous medical remedies from eastern Australia, the deserts, and the tropics. To complement this study, Indigenous perspectives on the seasons, weather and land management will be studied.

School Science

Discipline Indigenous Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Assumed Knowledge

Equivalent to a basic understanding of Level 1 introductory biology and chemistry.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Contrast Indigenous and European methods of transmitting knowledge from generation to generation,

2. Consider Indigenous perspectives on culture and history, and appraise their integration into daily lives in areas such as the role of food sources in maintaining good health.
3. Identify the Indigenous seasons and the perspective on weather.
4. Evaluate the benefits of Indigenous methods of land management, including the roles of fire, conservation and sustainability.
5. Identify and evaluate the effects of common plant treatments in the desert, eastern Australia and the tropics.
6. Identify and evaluate the effects of common treatments based on animal and insect products.
7. Critically appraise the methods and underlying presumptions of modern pharmaceutical science in research on Indigenous medicinal treatments.

Subject Content

1. Introduction to Indigenous culture and history, with an emphasis on the Dharawal people.
2. The diversity of the Indigenous environment, focussing on the desert, eastern Australia and the tropics, and the role of seasons on those environments.
3. Indigenous relationship to the land and to sustainable land management and care.
4. Common plant treatments in the desert, eastern Australia and the tropics.
5. Treatments derived from animal products and insects.
6. The interaction of modern pharmaceutical science with Indigenous medical treatments.
7. The role of diet in maintaining good health in diverse environments (desert, eastern Australia and the tropics).

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Discussion Board Participation	N/A	10	N	Individual
Oral Communicative Exercise	3000 words	25	N	Group
Electronic Presentation	Max 10 minutes	25	N	Individual
Final Examination	2 hours	40	N	Individual

Teaching Periods

Spring Online

Subject Contact Sam Venables ([https://directory.westernsydney.edu.au/search/name/Sam Venables/](https://directory.westernsydney.edu.au/search/name/Sam%20Venables/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2036_22-SPR_ON_O#subjects)

HUMN 2037 Peace-Making and Peace-Building

Credit Points 10

Legacy Code 101575

Coordinator Melissa Phillips ([https://directory.westernsydney.edu.au/search/name/Melissa Phillips/](https://directory.westernsydney.edu.au/search/name/Melissa%20Phillips/))

Description The concept of Peace is more than just an absence or cessation of conflict, but also the achievement of social justice and equitable standards of living. Humanitarian work/interventions in response to war and natural and human-made disasters that result in refugee crises are referred to as peace-making whilst the implementation of sustainable Community Development programs aimed at achieving the empowerment and improved standards of living for vulnerable groups is referred to as peace-building. This unit examines and critiques some of the strategies of peace-making and peace-building that have been adopted both within Australia and internationally.

School Social Sciences

Discipline Sociology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Restrictions Successful completion of 40 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine the moral and philosophical issues of humanitarian intervention
2. Critically assess the justification of armed interventions
3. Describe issues of diplomacy and mediation in conflict resolution situations
4. Identify, examine and critique actions of the State, Business and Third Sectors during humanitarian crises and community development initiatives
5. Design a needs-based program related to peace making and peace building

Subject Content

- War, revolution and humanitarian intervention
- Social dilemmas; fundamental attribution error; evolving motives; communication; changing the pay-offs
- Competition; perceived injustice; misperception; shifting perceptions
- Contact; desegregation; friendship; equal-status contact
- Cooperation and peace; building cohesiveness; setting superordinate goals; improving attitudes; group and superordinate identities
- Bargaining; mediation; integrative agreements; controlled communications
- Arbitration; conciliation; the strategy and stages of GRIT; ?real world? applications of GRIT
- Mapping The ideological battleground: Doubts about humanitarian intervention and development ? moral and legal Theory. - Examining The UN peacekeeping mission (idea, practice and criticism)
- Redressing structural violence and reforming economy

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1,000 words	35	N	Individual
Report	1,000 words	35	N	Individual
Exam (take home)	1,000 words	30	N	Individual

Teaching Periods

Spring Penrith (Kingswood)

Day

Subject Contact Melissa Phillips ([https://directory.westernsydney.edu.au/search/name/Melissa Phillips/](https://directory.westernsydney.edu.au/search/name/Melissa%20Phillips/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2037_22-SPR_KW_D#subjects)

Liverpool

Day

Subject Contact Melissa Phillips ([https://directory.westernsydney.edu.au/search/name/Melissa Phillips/](https://directory.westernsydney.edu.au/search/name/Melissa%20Phillips/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2037_22-SPR_LP_D#subjects)

HUMN 2038 Pigments of the Imagination

Credit Points 10

Legacy Code 101752

Coordinator Madison Shakespeare ([https://directory.westernsydney.edu.au/search/name/Madison Shakespeare/](https://directory.westernsydney.edu.au/search/name/Madison%20Shakespeare/))

Description This unit is available to all Undergraduate students who have open electives. Pigments of the Imagination challenges the accepted view that there is such a thing as 'race' based on skin colour and that identity is based on it. This unit will encourage students to consider their own definitions of race and explore the view that it is an imaginary concept. Students will examine the various ways race as an imaginary concept permeates our education practices and cultural representations influencing the construction of racially classified positions for Indigenous Australians as well as all Australians. Students will be encouraged, by critically analysing a range of cultural texts to re-imagine Indigenous and Non-Indigenous relations through flipped mode of delivery supported by face to face tutorials.

School Humanities & Comm Arts

Discipline Studies In Human Society

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Restrictions Successful completion of 40 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. explain how race is an imaginary concept and about power;
2. identify the various ways race as an imaginary concept permeates our education practices and cultural representations;
3. critically reflect on their own racialised position within Australian society;
4. critically analyse the way race as an imaginary concept has impacted the lives of Australia's first peoples and Indigenous and Non-Indigenous relations; and
5. explore new ways of thinking and speaking/writing about difference, which challenges old race stereotypes.

Subject Content

This subject will address some of the following:

What does 'race' mean, to whom, where and when?

The history of 'race'

The notion that meanings i.e. race meanings are historically and culturally contingent

The construction and perpetuation of race is about power Cultural politics and the practices of racialisation e.g. racialised identities, racialised relationships and racism

The politics of representations of 'the native', 'the primitive'

The 'real', 'the essentialist' and constructivist positions about race

What does 'strategic essentialism' mean and to whom?

The feminist conjuncturalist approach to race

The intersections of race, gender and nation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Critical Review	1,000 words	30	N	Individual
Presentation (for the written part) 5 minutes Presentation (per student)	1,000 words	35	N	Individual
Portfolio	1,500 words	35	N	Individual

Prescribed Texts

- Book of selected readings

Teaching Periods

HUMN 2039 Political Terror

Credit Points 10

Legacy Code 101797

Coordinator Brett Bowden ([https://directory.westernsydney.edu.au/search/name/Brett Bowden/](https://directory.westernsydney.edu.au/search/name/Brett%20Bowden/))

Description Since the terrorist attacks of 11 September, 2001, threats of terrorism have been entrenched in both headlines and the collective psyche. Across the globe, terrorism, anti-terrorism and the politics of fear are influential factors in the formulation of domestic and foreign policies. The current wave of terror and counter-terror raises important questions. What do we mean by terror? Is the war on terror really a war

like no other? Is the current terrorist threat unprecedented? This unit will examine historical precedents and theories of terrorism.

School Humanities & Comm Arts

Discipline History

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Restrictions Successful completion of 40 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Define terrorism and political violence
2. Understand the history of politically motivated terror tactics
3. Distinguish between different forms of political terror
4. Identify significant events and movements in the history of political terror

Subject Content

- A history of Terror
- Terrorism & political violence
- early modern Terror
- Tyrannicide
- French Revolutionary Terror
- Red & white Terror in Soviet Russia
- Authoritarian Terror
- Genocidal Terror
- Anarchist Terror
- national Liberation Terror
- Fundamentalist Terror
- Anti-Terror

Teaching Periods

HUMN 2040 Politics of Sex and Gender

Credit Points 10

Legacy Code 100882

Coordinator Penelope Rossiter ([https://directory.westernsydney.edu.au/search/name/Penelope Rossiter/](https://directory.westernsydney.edu.au/search/name/Penelope%20Rossiter/))

Description This unit provides an introduction to the study of the contemporary politics of sex and gender. Students study key concepts and learn to apply these concepts in the analysis of current issues. Concepts covered include the meanings of sex, gender and sexuality; biology and social constructionism; gendered bodies; doing gender; equality and difference. The concept of intersectionality - how gender intersects in complex relationships of power with other differences such as ethnicity, sexuality, dis/ability and class - is central to this area of study. The unit explores the meaning and potential for social change for a more equitable society and the obstacles to that. Strategies examined range from the use of targets and quotas, to social and cultural activism. Students have the opportunity to explore areas of personal and scholarly interest.

School Humanities & Comm Arts

Discipline Gender Specific Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects LGYB 0160 - Sex Gender and Social Relations

Restrictions Successful completion of 40 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain and apply key concepts used to analyse the politics of sex and gender
2. Undertake independent research on the politics of sex and gender
3. Assess the quality and relevance of academic research on a specific topic in this area of study
4. Effectively communicate the results of research in written formats

Subject Content

The meanings of sex, gender and sexualities
Biology and social constructionism
Gender and representation
Doing gender
Equality and difference
Intersectionality: living and researching multiple differences
Gender and politics: equality and representation
Equity and diversity: quotas, targets and other institutional strategies
Social and cultural activism and the politics of sex and gender

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Concepts Portfolio	1,000 words	30	N	Individual
Op Ed Piece - Opinion Piece	800 words	30	N	Individual
Essay	2,000 words	40	N	Individual

Teaching Periods

HUMN 2043 Religion and the Origins of Modern Science

Legacy Code 102002

Coordinator Sarah Irving-Stonebraker ([https://directory.westernsydney.edu.au/search/name/Sarah Irving-Stonebraker/](https://directory.westernsydney.edu.au/search/name/Sarah%20Irving-Stonebraker/))

Student Contribution Band

In Spring 2022, this subject replaced by HUMN 2074 Origins of the Secular West.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Tutorial Tasks	Class discussion with 500 word written summary - 10 minutes	20	N	Individual
Essay	3,000 words	40	N	Individual
Exam	2 hours	40	N	Individual

Teaching Periods

HUMN 2044 Representing Everyday Life in Literary and Visual Cultures

Credit Points 10

Legacy Code 101917

Coordinator Lorraine Sim ([https://directory.westernsydney.edu.au/search/name/Lorraine Sim/](https://directory.westernsydney.edu.au/search/name/Lorraine%20Sim/))

Description This unit explores how the realm of everyday life has been imagined and represented in a range of literary traditions and visual and media cultures. It examines what we understand by this concept, realist and experimental approaches to its representation, and how everyday life is shaped by various historical, social and cultural factors (e.g. technology, gender, class, war). With a focus on modern and contemporary texts and contexts, students will study primary works in relation to key theories of the everyday. Possible topics include: Victorian realism, Surrealism, stream of consciousness narration, social documentary photography, social realist cinema, postmodern narrative, blogs.

School Humanities & Comm Arts

Discipline Sociology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Restrictions Successful completion of 40 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse ideas and representations of the ordinary/everyday in relation to specific literary and visual traditions and forms
2. Demonstrate a familiarity with some of the key theories of the everyday in cultural studies and how they can be applied to specific works of literature or visual media
3. Identify the relationship between concepts of the everyday and historical, social and cultural contexts
4. Build capacities in the close reading of literary and/or visual texts
5. Demonstrate skills in oral and written presentation, with a focus on writing skills and effective argument.

Subject Content

. Representations of the ordinary and everyday life in one or more literary genres (e.g. prose fiction, poetry, life writing) and visual media (e.g. photography, film, television)
. Definitions and theories of the everyday in relation to cultural formations and practices (e.g. Walter Benjamin, Surrealism, Henri

Lefebvre, Georg Lukacs, Roland Barthes, Ben Highmore, Rita Felski, Jean Baudrillard);
. Critical debates surrounding the (im)possibility of representing the everyday;
. The intersections between the everyday and modernity as related to the primary texts (e.g. spaces, technology, class, ethnicity, gender, war/terrorism, modes and technologies of representation);
. The close study of a select number (e.g. 4) of specific literary traditions and visual and media cultures in terms of their engagement with the subject matter of the everyday. Possible topics include:
- Victorian realism and series fiction
- Stream of consciousness narration
- The everyday and poetic tradition (e.g. Romanticism, Imagism, Objectivism)
- Postmodern narrative
- Blogs and other online media (Twitter, Facebook etc.)
- Surrealism
- Documentary photography
- social realist cinema (e.g. kitchen sink drama)
- Hyperrealism

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Summary	700 words	25	N	Individual
Essay	1,200 words	35	N	Individual
Essay	1,500 words	40	N	Individual

Teaching Periods

HUMN 2046 Researching Culture

Credit Points 10

Legacy Code 101906

Coordinator Penelope Rossiter ([https://directory.westernsydney.edu.au/search/name/Penelope Rossiter/](https://directory.westernsydney.edu.au/search/name/Penelope%20Rossiter/))

Description This unit introduces students to the diverse field of cultural research. It outlines and explains qualitative research methods and methodologies used by cultural researchers. Tutorials and assessment tasks involve 'hands-on' activities designed to familiarise students with the research process and research practices that explore taken-for-granted aspects of everyday life such as interviews, focus groups and observation based research; as well as sensory research, the use of diary methods, and the critically important ethical dimensions of social and cultural research. Through completion of this unit, students will gain critical literacies in creating and analysing a range of qualitative data.

School Humanities & Comm Arts

Discipline Studies In Human Society

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) HUMN 1017 OR HUMN 1049

Restrictions Successful completion of 40 credit points including one of the pre-requisite subjects shown above.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain and appropriately utilise key methods used in cultural research
2. Critically discuss and evaluate cultural research projects
3. Demonstrate understanding of contemporary debates about the practice and ethics of cultural research

Subject Content

- Introduction to cultural research
- Exploring experience: conceptual and ethical issues
- Interviews
- Focus Groups
- Observation based research
- Sensory research
- Conversation analysis
- Researching material culture

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	800 words (plus associated practical element of exercise)	20	N	Individual
Portfolio	1,200 words (plus associated practical element of exercises)	40	N	Individual
Portfolio	1,200 words (plus associated practical element of exercises)	40	N	Individual

Prescribed Texts

- The prescribed text for this subject is the Researching Culture Subject Reader available from WSU Connect.

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Penelope Rossiter ([https://directory.westernsydney.edu.au/search/name/Penelope Rossiter/](https://directory.westernsydney.edu.au/search/name/Penelope%20Rossiter/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2046_22-AUT_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Penelope Rossiter ([https://directory.westernsydney.edu.au/search/name/Penelope Rossiter/](https://directory.westernsydney.edu.au/search/name/Penelope%20Rossiter/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2046_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Penelope Rossiter ([https://directory.westernsydney.edu.au/search/name/Penelope Rossiter/](https://directory.westernsydney.edu.au/search/name/Penelope%20Rossiter/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2046_22-AUT_PS_D#subjects)

HUMN 2048 Revaluing Indigenous Economics (Day Mode)

Credit Points 10

Legacy Code 101753

Coordinator Madison Shakespeare ([https://directory.westernsydney.edu.au/search/name/Madison Shakespeare/](https://directory.westernsydney.edu.au/search/name/Madison%20Shakespeare/))

Description Revaluing Indigenous Economics will examine Australia's Indigenous economy and its dynamics. It will challenge students to reflect on the significant contribution Indigenous Australians have made and continue to make to our growing economy. It will also challenge students to rethink the politics of the welfare economy as it relates to Indigenous Australians. Students will be introduced to a number of enterprise development case studies for example, The Arts, Mining and Land Development, Tourism and the Environment, Sports and Small Business.

School Humanities & Comm Arts

Discipline Indigenous Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Restrictions Successful completion of 40 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. explain the foundations and structures of Indigenous Australian economies;
2. identify key issues and challenges impacting Indigenous peoples' business success;
3. investigate the significant contribution Indigenous people have and continue to make to the Australian;
4. discuss Indigenous peoples' participation in the mainstream Australian economy.

Subject Content

Overview of foundations and structures of Indigenous economies e.g. trade and trade routes; importance of land for Indigenous people, ceremonial practices and caring for country? The impact of invasion and colonisation by the British and Indigenous displacement and dispossession from country? Government policies and the management of Indigenous lives Politics of welfare dependence

Politics of stolen wages and unpaid work
 Indigenous contemporary contribution to the Australian economy ?
 The Arts, Tourism and the Environment, Mining and Land Development,
 Community Services and Enterprises, Voluntary Community Work
 rebutting the myths and stereotypes about Indigenous people

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Critical Review	1,000 words	25	N	Individual
Case Study	1,000 words	30	N	Group
Essay	2,000 words	45	N	Individual

Teaching Periods

HUMN 2050 Social Research Methods (Block Mode)

Credit Points 10

Legacy Code 101767

Coordinator Jane Mears ([https://directory.westernsydney.edu.au/search/name/Jane Mears/](https://directory.westernsydney.edu.au/search/name/Jane%20Mears/))

Description In this unit students are introduced to the research process and different approaches to research. Key research themes and concepts are examined, and students learn methods and techniques for gathering, analysing, and interpreting research data. The ethical and practical implications of research and the use of research results are discussed. Indigenous research issues are addressed, particularly for research with Aboriginal and Torres Strait Islander participants and communities.

School Social Sciences

Discipline Sociology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects HUMN 2049 - Social Research Methods LGYA 7650 - Research and the Human Services (AREPMETRO)

Restrictions Students must be enrolled in 1689 Bachelor of Community and Social Development and must have successfully completed 60 credit points including subject 101763 - Understanding Society (Block Mode).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Review research literature as a first step in the research process;
2. Identify issues to be considered at each stage of the research process for both qualitative and quantitative research;
3. Identify and explain key research themes and concepts;
4. Apply research knowledge and skills to design a small scale research project;
5. Apply research knowledge and skills to conduct a small scale research project, and analyse and interpret the results;

6. Recognise and act to address issues in research with Aboriginal and Torres Strait Islander participants and communities.

Subject Content

- Approaches to research: key themes and concepts (e.g., epistemology, ontology, axiology; variability and measurement; reliability and validity; correlation and causation)
- methods and methodology: Qualitative, quantitative, mixed methods
- designing research: literature Review, theoretical framework, questions and hypotheses, methodology, data collection, data analysis and interpretation
- research ethics
- Sampling
- Qualitative interviews; qualitative designs
- survey methodology and questionnaire design
- Analysing Qualitative data
- Analysing quantitative data (statistical analysis and analysis software)
- Reporting research
- indigenous research Issues, particularly for research with Aboriginal and Torres Strait Islander participants and communities.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Annotated Bibliography	1,000 words	30	N	Individual
Research Report: Methodology	1,000 words	40	N	Individual
Research Report: Results and Discussion	1,000 words	30	N	Individual

Prescribed Texts

- Walter, M. (Ed.). (2019). Social research methods (4th ed.). South Melbourne, Australia: Oxford University Press.

Teaching Periods

HUMN 2053 The Economics of Cities and Regions

Credit Points 10

Legacy Code 101591

Coordinator Phillip O'Neill ([https://directory.westernsydney.edu.au/search/name/Phillip O'Neill/](https://directory.westernsydney.edu.au/search/name/Phillip%20O'Neill/))

Description 'Economics of cities and regions' introduces the major political-economic issues facing cities and regions. Class discussions investigate how political-economic forces (such as globalisation, structural change etc) shape the development of cities and regions. Class activities enable students to apply economic principles to urban and regional planning and policy decisions, and teach students to analyse the social and distributional impacts of policy and planning decisions.

School Social Sciences

Discipline Human Geography

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects LGYA 1283 - Urban Development Resource Allocation

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically evaluate the key political-economic challenges facing cities and regions
2. Explain the major political-economic trends and policies shaping urban and regional development in cities and regions
3. Perform simple spatial analyses using standard sources of basic local economic and social data

Subject Content

1. The place of the economy in cities and regions
2. The urban economy
3. Logistics corridors
4. The regional economy
5. Economic sectors
6. Economic sectors (assignment)
7. Socio-spatial distributions
8. Alternate economies
9. Spatial economic drivers
10. Assignment 3 workshop activity
11. Spatialised economic networks
12. The role of the state
13. Integration: The case study of urban infrastructure (Optional class)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	1000 words plus illustrations and references	30	N	Individual
Report	1000 words plus illustrations and references	40	N	Individual
Essay	1000 words plus illustrations and references	30	N	Individual

Teaching Periods

Spring Penrith (Kingswood)

Day

Subject Contact Phillip O'Neill ([https://directory.westernsydney.edu.au/search/name/Phillip O&/#x27;Neill](https://directory.westernsydney.edu.au/search/name/Phillip%20O%27Neill))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2053_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Phillip O'Neill ([https://directory.westernsydney.edu.au/search/name/Phillip O&/#x27;Neill](https://directory.westernsydney.edu.au/search/name/Phillip%20O%27Neill))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2053_22-SPR_PS_D#subjects)

HUMN 2056 The Racial State

Credit Points 10

Legacy Code 101990

Coordinator Alana Lentin ([https://directory.westernsydney.edu.au/search/name/Alana Lentin/](https://directory.westernsydney.edu.au/search/name/Alana%20Lentin/))

Description Racism is often thought of as both primordial and pathological. Racist states, such as Apartheid South Africa or Nazi Germany, are usually considered to be exceptions rather than the rule and mainly a thing of the past. This unit examines the ways in which, despite the challenge to racism, race remains a fundamental organising idea in modern western states, one that has a direct affect on our everyday realities. We will examine how race is reproduced through politics, culture, socialisation and economic structures. We will consider the effects this has on individual and societal lived experience in complex post-immigration, postcolonial societies.

School Humanities & Comm Arts

Discipline Studies In Human Society

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects HUMN 2063 - New Ethnicities Old Racisms

Restrictions Successful completion of 40 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse the relationship between concepts of race and racism, state power and individual experience.
2. Apply key theoretical analyses to their understanding of race as 'lived experience'.
3. Critically evaluate the relationship between institutional apparatuses and public cultures within which racist ideas are expressed.
4. Present ideas in a clear and well-constructed manner through seminar discussions and debates.
5. Work interactively using online methods of communication to plan projects and get feedback from student peers
6. Work collaboratively in the design and conduct of a small-scale research project.

Subject Content

- introduction: busting The myths of race?
- what is race, what is racism?
- Whose Country? race and The colonial experience
- mobility and change
- institutional and systemic racism
- race, gender and sexuality
- 'Policing the Crisis
- Abolitionist visions
- Islamophobia
- race, digital Technology and social media

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Journal Postings	2,000 words	60	N	Individual
Poster plus Written Summary	500 words	40	N	Individual

Prescribed Texts

- A Subject Reader prepared by the subject coordinator. Further reading resources will be made available on vUWS

Teaching Periods

HUMN 2057 Tourism in Society

Credit Points 10

Legacy Code 101598

Coordinator Felicity Picken ([https://directory.westernsydney.edu.au/search/name/Felicity Picken/](https://directory.westernsydney.edu.au/search/name/Felicity%20Picken/))

Description In this unit students approach tourism as a cultural and social phenomenon and tourism industries, tourist behaviour, the tourist experience and tourism impacts are examined through a socio-cultural lens. Considering tourism as an agent of social change, the unit explores the interplay between tourism, mobility and globalisation, tourism and development, and tourism and world events. The unit will also unpack some of the common motivations for leisure travel, explore the role of tourism in everyday life, and examine the interconnections between the media, consumer culture, visual culture and the tourist experience.

School Social Sciences

Discipline Sociology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects HUMN 1046 - Tourism in Society (UWSC) LGYA 1264 - Tourism in Contemporary Society LGYB 8188 - Tourism Issues and Change

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Summarize the various theoretical platforms used in a socio-cultural study of tourism (eg theories of authenticity, modernity/post-modernity, globalisation, identity etc.)
2. Describe the relationships between tourism and the content areas under study (eg commodity culture, visual culture, media culture etc.)
3. Apply theoretical understandings to contemporary tourism issues
4. Demonstrate an understanding of the key concepts taught in this unit

Subject Content

Tourism and contemporary society: an introduction
 Desire, the 'dream of difference' and journeying to 'otherness'
 Tourism and the question of authenticity
 Tourist attractions as a socio-cultural process
 Tourism and visual culture: the tourist gaze
 Commodification, commodity culture and tourism
 Media cultures and tourism (Print, TV, Film, Digital)
 Tourism and developing countries ? selected case-studies
 Diaspora, multi-culturalism, postcoloniality and tourism
 Tourism and international politics (e.g. natural and human disasters, war, terrorism, diseases and climate change)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz (minimum 1/10 must be submitted)	10 questions per quiz	20	N	Individual
Essay	1,500 words	40	N	Individual
Report	1,500 words	40	N	Individual

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Felicity Picken ([https://directory.westernsydney.edu.au/search/name/Felicity Picken/](https://directory.westernsydney.edu.au/search/name/Felicity%20Picken/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2057_22-SPR_PS_D#subjects)

HUMN 2058 Urban Life/Urban Culture

Credit Points 10

Legacy Code 100291

Coordinator George Morgan ([https://directory.westernsydney.edu.au/search/name/George Morgan/](https://directory.westernsydney.edu.au/search/name/George%20Morgan/))

Description Big cities can be frantic, difficult, polluted and often dangerous places in which to live. Yet cities also contain possibilities for social and cultural stimulation not available elsewhere. This unit traces the origins and development of modern cities in all of their complexity. It looks at how industrial cities emerged in Europe

and Australia, and at the threat that uncontrolled urban growth posed to social order. We examine the conditions of urban life that promote alienation and anonymity, and how people overcome social fragmentation. There is discussion of modern cities - from those that sprawl, like Sydney, to the relatively compact and dense centres of Europe, the north-eastern United States and Asia. We look at the gendered nature of public space, and how class and ethnic tensions are played out in cities. Students read a range of texts on urban culture and society. These include classic works by writers like Friedrich Engels, George Simmel and Walter Benjamin, to the contemporary work of David Harvey, Richard Sennet and Mike Davis.

School Humanities & Comm Arts

Discipline Philosophy

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Restrictions Successful completion of 40 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. describe the processes by which early industrial cities were formed;
2. evaluate the public and political responses to social tensions and inequalities in these cities;
3. analyse the forces that promote urban redevelopment and associated social and political reform;
4. evaluate the motivations behind, and consequences of, urban ethnographic writing and reportage in late nineteenth century Britain and Australia;
5. explain how and why suburbanised low density cities (particularly Sydney) emerged in the period after World War II; and
6. assess how social identities are influenced by urban forms - size, density, zoning practices, division of labour.

Subject Content

Growth of cities in early industrial England
 Revolution and Rebuilding in Paris - the legacy of Haussman
 Henry Mayhew and the London Poor
 The Slum Clearance movement in Britain and Australia
 Modernism, Town Planning and the cultivation of social order
 Sydney and the suburbs
 Urban Disorders, Moral Panics and Defensible Space - From Sydney to Los Angeles
 Gender and Public Space

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	10 minutes minimum	20	N	Individual
Essay	2,000 words	40	N	Individual
Final Exam	2 hours	40	N	Individual

Teaching Periods

Summer B

Parramatta - Victoria Rd

Day

Subject Contact George Morgan ([https://directory.westernsydney.edu.au/search/name/George Morgan/](https://directory.westernsydney.edu.au/search/name/George%20Morgan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2058_22-SUB_PS_D#subjects)

HUMN 2061 Women with Muslim Identity

Credit Points 10

Legacy Code 101879

Coordinator Jan Ali ([https://directory.westernsydney.edu.au/search/name/Jan Ali/](https://directory.westernsydney.edu.au/search/name/Jan%20Ali/))

Description An exploration of perceptions of Muslim women and of the meaning and significance of Muslim identity for women today. Students will analyse ways in which Muslim women perceive themselves and are perceived by others in the context of contemporary Islamic revivalism, focussing on differences and relationships among various outsider's and insider's perceptions. A central focus will be the resurgence of the veil in the context of contemporary Islamic revivalism; Students will explore the meanings of veiling in the context of discussions and debates on the role of women, equality and freedom, cultural diversity, religious values and secularity.

School Humanities & Comm Arts

Discipline Gender Specific Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Restrictions Successful completion of 40 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. describe and analyse cross-cultural perceptions of Muslim women
2. describe and analyse experiences of contemporary Muslim women
3. apply these analyses within discussions of diverse conceptions of freedom and agency, modernity and religion, and women's roles
4. engage in intellectual debate and dialogue on these issues

Subject Content

- . analysis of cross-cultural perceptions of Muslim women
- . social analysis of the resurgence of the veil in the context of contemporary Islamic revivalism
- . social analysis of the role of women in Islam
- . analysis of experiences and self-understandings of some contemporary Muslim women
- . analysis of diverse conceptions of freedom and agency
- . analysis of diverse conceptions of modernity, secularity, and religion
- . analysis of diverse conceptions of women's roles, women's equality and difference

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Workbook (A weekly critical reflection on weekly lecture, reading/s, and tutorial discussion)	1,000 words	30	N	Individual
Mid-session in-class exam	1 hour	20	N	Individual
Research Paper	2,000 words	50	N	Individual

Prescribed Texts

- Ahmed, Leila. *A Quiet Revolution: The Veil's Resurgence from the Middle East to America*. New Haven: Yale University Press, 2011.
- Ahmed, Leila. *A Border Passage from Cairo to America—a Woman's Journey*. New York: Farrar, Straus and Giroux, 1999.

Teaching Periods

HUMN 2062 Youth Cultures and Moral Panics

Credit Points 10

Legacy Code 100298

Coordinator George Morgan ([https://directory.westernsydney.edu.au/search/name/George Morgan/](https://directory.westernsydney.edu.au/search/name/George%20Morgan/))

Description Young people have long been the focus of social fears. Public figures regularly express concern about the disorder created by unruly youths, or the effects of change on young people. This is the case in relation to popular music, 'youth gangs', new technologies and other areas. This unit will consider how young people became defined as a problem by politicians, policy, the media and others. Resulting 'moral panics' represent social anxieties around economic, social and technological change, producing calls for 'solutions' which often entail repressive laws or policing. Students will examine a range of case studies from Australia and elsewhere.

School Humanities & Comm Arts

Discipline Sociology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Restrictions Successful completion of 40 credit points of study in currently enrolled program.

Assumed Knowledge

Satisfactory understanding of key issues and concepts of first year core subjects.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. understand the nature and formation of moral panics
2. describe and explain the key features and concepts of subculture theory
3. investigate the emergence of the category of youth in public discourse
4. examine the role of the media in amplifying public insecurities around youth and in identifying 'folk devils'
5. assess the social and economic roots of disorder among young people
6. consider the connections between social anxieties, governance, policing and media coverage of youth cultures and disorder
7. evaluate the connections between youth, ethnicity, class and gender in representations of youth in contemporary Australia

Subject Content

- . Social contexts of youth cultures and moral panics - industrialisation, migration, consumer society and urbanisation
- . Social dimensions of youth cultures and moral panics - relations of class, gender and race/ethnicity
- . Moral panic theory, risk and social anxiety
- . Theories of youth culture and subcultures
- . Media reporting and policing of 'problem youth' in contemporary Australia
- . Case studies of youth cultures and moral panics

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	2,000 words	50%	N	Individual
Continuous in-class tests	90 minutes	50%	N	Individual

Prescribed Texts

- Subject Reader

Teaching Periods

HUMN 2064 Responses to Disaster: School of Social Sciences Winter School

Credit Points 10

Legacy Code 102790

Coordinator Kathleen Openshaw ([https://directory.westernsydney.edu.au/search/name/Kathleen Openshaw/](https://directory.westernsydney.edu.au/search/name/Kathleen%20Openshaw/))

Description This elective unit, focused on "responses to disaster", is applicable to all undergraduate degree programs with an elective component in the School of Social Sciences. Students will undertake a 14-day international field trip where they will be immersed in a rich intercultural learning and student-centred environment. Students are given the opportunity to apply their discipline specific skills and knowledge in understanding how natural disasters impact various facets of a local community, and how these are managed in a real-world setting. Students must have a medical clearance letter and

any requisite vaccinations. They should provide this letter to the Unit Coordinator prior to enrolment and departure.

School Social Sciences

Discipline Studies in Human Society, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Restrictions ? Students must be enrolled in one of the following programs: 1664 Bachelor of Tourism Management 1665 Bachelor of Community Welfare 1666 Bachelor of Social Work 1667 Bachelor of Social Science 1709 Bachelor of Criminal and Community Justice 1710 Bachelor of Criminology 1713 Bachelor of Criminal and Community Justice/Bachelor of Social Work 1732 Bachelor of Planning 1733 Bachelor of Social Science (Advanced) 1734 Bachelor of Policing (Leadership Program) 1735 Bachelor of Humanitarian and Development Studies 1790 Bachelor of Anthropology 1837 Bachelor of Cyber Security and Behaviour 1844 Bachelor of Policing 6023 Diploma in Social Science/Bachelor of Social Science 6025 Diploma in Criminal and Community Justice/Bachelor of Criminal and Community Justice 6027 Diploma in Social Science/Bachelor of Humanitarian and Development Studies 6030 Diploma in Social Science/Bachelor of Tourism Management 6044 Diploma in Social Science (Policing)/Bachelor of Policing ? Students must have achieved a minimum GPA of 5 in order to enrol. ? Students must have completed 80 credit points of study. ? Students must have a medical clearance letter from their GP, and the appropriate vaccinations. They should provide this proof to the subject Coordinator prior to enrolment and departure.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine the impacts of, and local strategies to manage, natural disasters across different facets of community life using an evidence-based approach.
2. Identify the relationships between local and global processes through the lens of responses to disaster.
3. Apply intercultural competence and critical reflexivity in a cross-cultural collaborative setting.
4. Disseminate learning and information in various formats and to different audiences.

Subject Content

1. How to prepare for cross-cultural collaboration (in an Indonesian context).
2. The ethics and politics of working in a disaster context.
3. How to understand and apply local responses to disaster through different disciplinary lenses.
4. How to consolidate and disseminate intercultural learning.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection: Online Blog (4 x 200 word entries)	800 words	30	N	Individual

Responses to Disaster Report	2,000 words	50	N	Individual
Poster & Presentation	5 minutes	20	N	Individual

Teaching Periods

HUMN 2065 Self and Society

Credit Points 10

Legacy Code 102788

Coordinator Helena Onnudottir ([https://directory.westernsydney.edu.au/search/name/Helena Onnudottir/](https://directory.westernsydney.edu.au/search/name/Helena%20Onnudottir/))

Description This core theory unit for sociology majors introduces students to traditional and contemporary debates in social thought and provides tools for sociological analysis. The unit outlines the development of sociological thought in the context of changing social realities and relations between the individual and society, with a particular focus on the formation of the Self. A number of theorists and theoretical areas are addressed, spanning over 150 years of evolving sociological analysis. This enables students to better grasp the relation between theory and application, the diversity of sociological analysis, as well as providing the capacity to think across a number of different sociological schools of thought.

School Social Sciences

Discipline Sociology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Incompatible Subjects HUMN 3071 - Self and Society

Restrictions Successful completion of 80 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe traditional and contemporary sociological debates on the formation of the self.
2. Outline the notion of agency, and critically evaluate the relations between the individual and society.
3. Apply major theories and theorists in sociology and social thought.
4. Demonstrate a critical, reflexive stance on classical and contemporary sociology in written form.
5. Analyse a real-life social issue through a sociological lens.
6. Compare and contrast different schools of sociological thinking.

Subject Content

Introduction: Relation between the Self and Society
 Classical sociologists: from Tradition to Modernity
 Modernity 2: Late, Post- and Liquid Modernity
 Consciousness and Identity
 Values and Critical Theory: The Critique of Instrumental Reasoning and Reification
 Value Freedom, Value Relevance and Political Commitment in Sociology
 The Political Value Commitments of Sociologists and the Philosophical Justification
 The Sociological Imagination and Civic Ethno methods
 The Sociological Imagination and Political Strategy
 'Key Sociological Thinkers'

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
8 short online postings (16%) Short summary on one Thinker (14%)	minimum 200 words for postings (total for all eight) 300 words for summary	30	N	Individual
Analysing a Thinkers life and sociological interests	1,000 words	30	N	Individual
Application of three theoretical perspectives to a case story	1,500 words	40	N	Individual

Teaching Periods

Spring Penrith (Kingswood)

Day

Subject Contact Helena Onnudottir ([https://directory.westernsydney.edu.au/search/name/Helena Onnudottir/](https://directory.westernsydney.edu.au/search/name/Helena%20Onnudottir/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2065_22-SPR_KW_D#subjects)

Liverpool

Day

Subject Contact Helena Onnudottir ([https://directory.westernsydney.edu.au/search/name/Helena Onnudottir/](https://directory.westernsydney.edu.au/search/name/Helena%20Onnudottir/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2065_22-SPR_LP_D#subjects)

HUMN 2066 Investigating and Communicating Social Problems

Credit Points 10

Legacy Code 102816

Coordinator Rowena Butland ([https://directory.westernsydney.edu.au/search/name/Rowena Butland/](https://directory.westernsydney.edu.au/search/name/Rowena%20Butland/))

Description This unit builds interdisciplinary social science skills to investigate and engage with social challenges that impact contemporary society. Students are introduced to the methods and principles of research for community consultation, strengths assessment and capacity building. Data literacy skills will be developed, with a focus on understanding and creating qualitative and quantitative data and how they are used within contemporary society. Students will be asked to investigate and intervene in social challenges

using ethical and evidence-based analyses. The unit is aimed to suit students who are pursuing either a research or occupational trajectory and assessments are tailored to discipline-appropriate learning.

School Social Sciences

Discipline Sociology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects HUMN 2049 - Social Research Methods

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Discuss contemporary social challenges and the role of research in taking affirmative action.
2. Develop data literacy skills within the contexts of social research, professional practice, and engaged citizenship.
3. Explain how quantitative and qualitative data are used by various elements of society.
4. Address issues surrounding bias and misinformation regarding social issues.
5. Apply problem solving skills using both written and verbal forms of communication.

Subject Content

Contemporary social issues and challenges within the community

Data literacy for social and professional practice

Bias and misinformation in contemporary society

Numerical Literacy

Data collection and analysis for community consultation and capacity building

Community strengths and needs assessment

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	500 words	20	N	Individual
Reflection	1,500 words	40	N	Individual
Report	1,000 words	40	N	Individual

Teaching Periods

Summer A

Liverpool

Day

Subject Contact Rowena Butland ([https://directory.westernsydney.edu.au/search/name/Rowena Butland/](https://directory.westernsydney.edu.au/search/name/Rowena%20Butland/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2066_22-SUA_LP_D#subjects)

Online

Online

Subject Contact Rowena Butland ([https://directory.westernsydney.edu.au/search/name/Rowena Butland/](https://directory.westernsydney.edu.au/search/name/Rowena%20Butland/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2066_22-SUA_ON_O#subjects)

Autumn

Penrith (Kingswood)

Day

Subject Contact Rowena Butland ([https://directory.westernsydney.edu.au/search/name/Rowena Butland/](https://directory.westernsydney.edu.au/search/name/Rowena%20Butland/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2066_22-AUT_KW_D#subjects)

Liverpool

Day

Subject Contact Rowena Butland ([https://directory.westernsydney.edu.au/search/name/Rowena Butland/](https://directory.westernsydney.edu.au/search/name/Rowena%20Butland/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2066_22-AUT_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Rowena Butland ([https://directory.westernsydney.edu.au/search/name/Rowena Butland/](https://directory.westernsydney.edu.au/search/name/Rowena%20Butland/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2066_22-AUT_PS_D#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2066_22-SC1_SC_D#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Rowena Butland ([https://directory.westernsydney.edu.au/search/name/Rowena Butland/](https://directory.westernsydney.edu.au/search/name/Rowena%20Butland/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2066_22-OT2_OW_O#subjects)

HUMN 2067 History of the Ancient World

Credit Points 10

Legacy Code 102814

Coordinator Gregory Barton ([https://directory.westernsydney.edu.au/search/name/Gregory Barton/](https://directory.westernsydney.edu.au/search/name/Gregory%20Barton/))

Description Students explore the rise and fall of major civilizations in the ancient world. The unit surveys empires from Europe to East Asia. The unit surveys the transition from hunter gatherers to the age of agriculture and the rise of city states, and vast empires with far-flung trading networks. It also looks at the impact of ancient pandemics, technology and alcohol, mythology, religion and philosophical ideas. The unit allows students to explore how ideas of nature and spirituality defined imperial power centres and how these empires in turn drove trade and created vast cultural zones that still impact the world today.

Students will read and respond to the voices of the past and forge their own interpretation of the broad outline of the ancient world.

School Humanities & Comm Arts

Discipline History

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Restrictions Students must have successfully completed 40 credit points in currently enrolled program

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Compare the historical experiences of ancient societies with a focus on daily life.
2. Examine the key features and characteristics of the civilizations studied.
3. Investigate and apply primary and secondary sources to the study of ancient societies.

Subject Content

1. From Hunter Gatherers to Agriculture.
2. Deep History in Eurasia, Australia and Africa.
3. Environmental and Health Impact of Agriculture.
4. Writing and Sumer.
5. Trade Networks: Assyria, Babylon and Harappan.
6. Ancient Egypt.
7. Ancient Persia.
8. India and Hinduism.
9. China and Buddhism.
10. Greece.
11. Rome.
12. Mediterranean Christianity.
13. Science and Technology in Ancient Empires.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Presentation	5 minutes + 750 words	30	N	Individual
Annotated Bibliography	1,000 words	30	N	Individual
Essay	1,500 words	40	N	Individual

Teaching Periods

Spring

Bankstown

Day

Subject Contact Gregory Barton ([https://directory.westernsydney.edu.au/search/name/Gregory Barton/](https://directory.westernsydney.edu.au/search/name/Gregory%20Barton/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2067_22-SPR_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Gregory Barton ([https://directory.westernsydney.edu.au/search/name/Gregory Barton/](https://directory.westernsydney.edu.au/search/name/Gregory%20Barton/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2067_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Gregory Barton ([https://directory.westernsydney.edu.au/search/name/Gregory Barton/](https://directory.westernsydney.edu.au/search/name/Gregory%20Barton/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2067_22-SPR_PS_D#subjects)

HUMN 2068 Cultures of Southeast Asia and Oceania

Credit Points 10

Legacy Code 102843

Coordinator Ute Eickelkamp ([https://directory.westernsydney.edu.au/search/name/Ute Eickelkamp/](https://directory.westernsydney.edu.au/search/name/Ute%20Eickelkamp/))

Description This unit will introduce students to ethnographic field study through a close examination of two regions with which Australia is geographically and politically aligned; Oceania (the Pacific Islands) and South-east Asia. Drawing upon classic and contemporary ethnography the unit will provide opportunities for comparative and trans-historical studies of how cultures in these regions have been constructed and changed in relation to larger global dynamics. The unit will also provide an insight into the ways in which social theory is developed in the context of attempts to explain and interpret cultural difference. Key topics of study, explored through case studies, will include the colonial experience, tradition and modernities, nations and nationalism, transnationalism, religion, social conflict, and material cultures. The unit will include a close study of visual and virtual research methodologies.

School Social Sciences

Discipline Anthropology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects HUMN 2024 - Ethnographies of Southeast Asia and the Pacific

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply anthropological concepts to the description of cultural diversity in Southeast Asia and the Pacific islands.
2. Analyse some of the ways symbolic cultures and traditions are influenced by political, material and environmental factors.
3. Draw upon ethnographic case studies to explain regional similarities and differences.
4. Apply anthropological theories to case studies about cultural change.
5. Analyse some ways visual anthropology (film, photography) can effectively aid in the description of cultural phenomena.

Subject Content

The peoples of Southeast Asia and Oceania.
The Pacific Islands and Southeast Asia in the colonial imagination.
Melanesian and Polynesian anthropologies.
Chiefs and Big Men ? governance and tradition.
Gifts, symbols and material culture.
Anthropologies of Southeast Asia: Indonesia and Thailand.
The village, the nation and nationalism in Indonesia, Thailand and Malaysia.
Global interventions: the IMF, the World Bank and INGOs in Cambodia, Indonesia, and Laos.
Commodifying culture ? Southeast Asia and Oceania as tourist destinations.
Australia in the Region.
Climate change, food security and other contemporary challenges in the region.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Critical Review	1,000 words	25	N	Individual
Poster	500 words and visuals	25	N	Individual
Essay	1,500 words	50	N	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Ute Eickelkamp ([https://directory.westernsydney.edu.au/search/name/Ute Eickelkamp/](https://directory.westernsydney.edu.au/search/name/Ute%20Eickelkamp/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2068_22-AUT_KW_D#subjects)

Liverpool

Day

Subject Contact Ute Eickelkamp ([https://directory.westernsydney.edu.au/search/name/Ute Eickelkamp/](https://directory.westernsydney.edu.au/search/name/Ute%20Eickelkamp/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2068_22-AUT_LP_D#subjects)

HUMN 2069 Society, Culture and Human Diversity

Credit Points 10

Legacy Code 102844

Coordinator Malini Sur ([https://directory.westernsydney.edu.au/search/name/Malini Sur/](https://directory.westernsydney.edu.au/search/name/Malini%20Sur/))

Description In this unit students will conduct comparative studies of how people create a living and make meaning of their everyday experiences in various contemporary contexts. By using cultural diversity as an analytical lens, students will engage with the broader questions about what it means to be human, how cultures change

and adapt and how studies of human diversity can provide answers to many of the challenges of the future. Through case studies, critical analyses and self-reflection students will also examine how key unit themes such as cultural competence, ethnographic inquiry and comparativism are applied in anthropology and other key employment areas for social science and humanities graduates.

School Social Sciences

Discipline Anthropology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects HUMN 2012 - Anthropologies of the Everyday

Restrictions Successful completion of 40 credit points

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply anthropological concepts to the comparative study of contemporary social and cultural phenomena.
2. Analyse how everyday social behaviour and practice are shaped by cultural factors.
3. Articulate some ways that studying everyday cultural expressions and experiences may help us develop cultural competence.
4. Evaluate the concept of **ecultural diversity** through self-reflection.
5. Apply anthropological theories to case studies.
6. Utilise basic observational techniques in order to study aspects of cultural diversity.

Subject Content

Cultural competence through comparative studies.

Belonging and homemaking; space and place.

Everyday communication.

Work, production and exchange.

Childhood and schooling.

Love and friendship.

Food as a cultural entity.

Understanding the human body/embodyed experiences.

Understanding violence, illness and death.

Human/animal relations.

Conspicuous consumption.

Human/technology relations.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Log/ Workbook	1,000 words	30	N	Individual
Report	500 words and visuals	20	N	Individual
Essay	1,500 words	50	N	Individual

Teaching Periods

Spring

Online

Online

Subject Contact Malini Sur ([https://directory.westernsydney.edu.au/search/name/Malini Sur/](https://directory.westernsydney.edu.au/search/name/Malini%20Sur/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2069_22-SPR_ON_O#subjects)

HUMN 2070 First Peoples and Criminal Justice

Credit Points 10

Legacy Code 102916

Coordinator Robyn Newitt ([https://directory.westernsydney.edu.au/search/name/Robyn Newitt/](https://directory.westernsydney.edu.au/search/name/Robyn%20Newitt/))

Description How does colonialism underscore the foundational narratives, knowledges and operation of the legal and criminal justice institutions of colonised nations? Focusing primarily on the Australian context of colonial invasion and settlement, this unit explores the plight of Indigenous peoples and their severe over-representation in the Australian criminal justice system. Studying the impact of colonisation and exploring Indigenous narratives, students will critically examine issues faced by Aboriginal and/or Torres Strait Islander people and their experience of criminal justice in Australia. Overall, the unit will equip students with an understanding of the relationship between dominant colonial narratives of race and institutional racism, while considering how Indigenous knowledge can inform better social and criminal justice outcomes for Indigenous populations. Comparative examples of criminal (in)justice for Indigenous populations in other colonised nations will also be considered.

School Social Sciences

Discipline Indigenous Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects CULT 2019 - First Peoples and Criminal Justice

Incompatible Subjects WELF 2008 - Human Rights Human Services and the Law

Restrictions Successful completion of 40 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Understand the enduring social and criminal justice impact of colonisation on Indigenous populations.
2. Develop a critical appreciation of the colonial underpinnings of our legal and criminal justice systems and the notion of institutional racism.
3. Demonstrate a robust understanding of intersectional disadvantage as it impacts Australia's First Peoples.
4. Apply decolonial and critical postcolonial texts and knowledges to contemporary criminal justice interventions.

Subject Content

Invasion and settlement: the history of colonisation in Australia
Colonialism, racialisation and criminalisation of Indigenous peoples
Liberalism and the imposition of white man's law

The 'welfare' state, protectionism and Stolen Generations
 The legacies of colonialism: are we post-colonial?
 Contemporary social and criminal justice issues affecting remote and urban Indigenous populations in Australia:
 - Intersectional disadvantages affecting Indigenous populations: race, gender, class, disability
 - Institutional racism and over-intervention
 - Over-policing and deaths in custody
 - Indigenous over-representation in prisons
 Decolonising criminal justice: Indigenous knowledges informing social and criminal justice outcomes

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Case Study	900 words	30	N	Individual
Professional Task	900 words	30	N	Individual
Critical Review	1,200 words	40	N	Individual

Teaching Periods

Spring Penrith (Kingswood)

Day

Subject Contact Robyn Newitt ([https://directory.westernsydney.edu.au/search/name/Robyn Newitt/](https://directory.westernsydney.edu.au/search/name/Robyn%20Newitt/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2070_22-SPR_KW_D#subjects)

Liverpool

Day

Subject Contact Robyn Newitt ([https://directory.westernsydney.edu.au/search/name/Robyn Newitt/](https://directory.westernsydney.edu.au/search/name/Robyn%20Newitt/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2070_22-SPR_LP_D#subjects)

Online

Online

Subject Contact Robyn Newitt ([https://directory.westernsydney.edu.au/search/name/Robyn Newitt/](https://directory.westernsydney.edu.au/search/name/Robyn%20Newitt/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN2070_22-SPR_ON_O#subjects)

HUMN 3001 Advanced Standing for Ancient History 310

Credit Points 10

Legacy Code 102459

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Humanities & Comm Arts

Discipline History

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Teaching Periods

HUMN 3002 Advanced Standing for Ancient History 320

Credit Points 20

Legacy Code 102462

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Humanities & Comm Arts

Discipline History

Student Contribution Band HECS Band 4 20cp

Level Undergraduate Level 3 subject

Teaching Periods

HUMN 3003 Advanced Standing for Cultural and Social Analysis 310

Credit Points 10

Legacy Code 102473

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Humanities & Comm Arts

Discipline Studies in Human Society, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Teaching Periods

HUMN 3004 Advanced Standing for Cultural and Social Analysis 320

Credit Points 20

Legacy Code 102587

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Humanities & Comm Arts

Discipline Studies in Human Society, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 20cp

Level Undergraduate Level 3 subject

Teaching Periods

HUMN 3005 Advanced Standing for Indigenous Australian Studies 310

Credit Points 10

Legacy Code 102597

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Humanities & Comm Arts

Discipline Indigenous Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Teaching Periods

HUMN 3006 Advanced Standing for Indigenous Australian Studies 320

Credit Points 20

Legacy Code 102598

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Humanities & Comm Arts

Discipline Indigenous Studies

Student Contribution Band HECS Band 4 20cp

Level Undergraduate Level 3 subject

Teaching Periods

HUMN 3007 Advanced Standing for Modern History 310

Credit Points 10

Legacy Code 102447

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Humanities & Comm Arts

Discipline History

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Teaching Periods

HUMN 3008 Advanced Standing for Modern History 320

Credit Points 20

Legacy Code 102588

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Humanities & Comm Arts

Discipline History

Student Contribution Band HECS Band 4 20cp

Level Undergraduate Level 3 subject

Teaching Periods

HUMN 3009 Alternatives to Violence

Credit Points 10

Legacy Code 101570

Coordinator Zulfan Tadjoeeddin ([https://directory.westernsydney.edu.au/search/name/Zulfan Tadjoeeddin/](https://directory.westernsydney.edu.au/search/name/Zulfan%20Tadjoeeddin/))

Description The key tenet of this unit is the belief that there are superior alternatives to violence for peace building. Holistic development (including socio-cultural, political, economic, governance, etc.) provides the best and most constructive alternatives to violence. The unit examines different alternatives to violence within the broader context of peace and development studies. Students will be equipped with theoretical approaches to alternatives to violence and an ability to evaluate and apply those alternatives in social development contexts.

School Social Sciences

Discipline Studies in Human Society, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 80 credit points or subject 101573 Human Rights, Peace and Development.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically evaluate key theoretical approaches to alternatives to violence, non-violence and social change
2. Evaluate the logic and merit of different alternatives to violence and how those alternatives work
3. Apply different alternatives to violence to social development issues

Subject Content

Violence, non-violence, conflict and development
Conflict management, resolution and transformation
Religion and ethnicity

Conflict, natural resources and the environment
On structural violence: Poverty, inequality, marginalization and exclusion

Alternatives to violence (1): Democracy and political development
Alternatives to violence (2): Socio-economic development
Alternatives to violence (3): Civil society and participation
Social change and conflict
Social movements or rebellion?
Non-violence in action

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Online quizzes	4 attempts out of 6 quizzes	20	N	Individual
Case Study Paper	1,500 words	50	N	Individual
Assignment	1,000 words	30	N	Individual

Teaching Periods

Spring Penrith (Kingswood) Day

Subject Contact [Zulfan Tadjoeddin \(https://directory.westernsydney.edu.au/search/name/Zulfan Tadjoeddin/\)](https://directory.westernsydney.edu.au/search/name/Zulfan%20Tadjoeddin/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3009_22-SPR_KW_D#subjects)

HUMN 3011 An Introduction to Contemporary Aboriginal Australia

Credit Points 10

Legacy Code 401242

Coordinator [Glenda Mcdonald \(https://directory.westernsydney.edu.au/search/name/Glenda Mcdonald/\)](https://directory.westernsydney.edu.au/search/name/Glenda%20Mcdonald/)

Description This unit introduces the perspectives of Aboriginal people and communities and explores both diverse and unifying aspects of Aboriginal cultures. The unit is informed by a theoretical model of developing cultural competence - cultural knowledge, cultural awareness, cultural skills, cultural encounter and cultural desire (Campinha-Bacote, 2011). To maximize their learning, students will experience an 'on-country' field trip facilitated by Aboriginal Elders. The unit will interest anyone wishing to develop personal and organisational cultural competence related to Aboriginal Australia, extend their understanding of past and contemporary issues relating to Aboriginal people and communities and promote understanding of the intergenerational impacts of the past experiences of Aboriginal people and their communities.

School Nursing & Midwifery

Discipline Indigenous Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 80 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse contemporary cultural issues in Aboriginal Australia.
2. Apply newly acquired knowledge to their professional practice,
3. Critically reflect on a transformative learning experience in the development of cultural competence related to Aboriginal Australia.
4. Describe the influence of history, politics and economics on the health of Aboriginal Australians today.

5. Identify workplace strategies and practices which facilitate the improvement of the delivery of culturally competent professional practice.
6. Apply the cultural respect, cultural competence and Communication Framework within a professional capacity in relation to Aboriginal Peoples.
7. Apply theoretical concepts of assessment, communication and decision-making from student's own disciplinary perspective to work with Aboriginal communities.

Subject Content

Three topic areas;

1. History of Aboriginal Australia 1787 - Historical periods of interaction between colonisers and Australian Aboriginal people. The period of colonisation from first contact to mid 1850s. The period of protection from mid 1850s to mid 20th century. The period of activism from mid 20th century onwards
2. Aboriginal Culture: A living culture - How cultural values and practices have continued and grown since colonisation. Values include the Dreaming, spirituality, connection to country, social organisation. Practices include stories/songs/dance/art, lore and law, traditional medicine, and rituals associated with births, deaths and marriages.
3. Aboriginal Australia in the Future: Where to from here? - Where to from here includes current state of land rights, activism, election of Aboriginal women to parliament, contemporary advocates (eg. Stan Grant), rise of media in Aboriginal affairs (eg. NITV)

Teaching Periods

HUMN 3012 Applied Indigenous Research Project

Credit Points 10

Legacy Code 102310

Coordinator [Kaiya Aboagye \(https://directory.westernsydney.edu.au/search/name/Kaiya Aboagye/\)](https://directory.westernsydney.edu.au/search/name/Kaiya%20Aboagye/)

Description In this unit students will undertake a guided personal inquiry project. Students will investigate and reflect on the practical, cultural and ethical complexities of being an Indigenous researcher. Students will examine ethics guidelines for research with Indigenous peoples and the realities of applying them in practice. They will study examples of Indigenous research scholarship to develop and present their own Statement of Research Philosophy.

School Social Sciences

Discipline Indigenous Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) HUMN 2050

Equivalent Subjects LGYA 1682 - Rethinking Research with Indigenous Australians Independent Study project (Block Mode) HUMN 3070 - Rethinking Research with Indigenous Australians Independent Study project (Day Mode)

Restrictions Students must be enrolled in the Bachelor of Community and Social Development (BCSD) program. Students must have successfully completed 60 credit points of study.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the experiences of research of an Indigenous scholar;
2. Undertake a guided personal inquiry research project;
3. Create an individual statement of research philosophy;
4. Demonstrate presentation skills to describe and reflect on statement of research philosophy.

Subject Content

Self-reflective research methods for example personal inquiry, autoethnography

Ethics protocols and guidelines relating to Aboriginal and Torres Strait Islander peoples

Learning from experiences of Indigenous researchers

Complexities (practical, cultural and ethical) of being an Indigenous researcher

Indigenous methodologies and methods

Researcher approach and philosophy towards research

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	1,000 words	30	N	Individual
Professional Task	1,000 words	40	N	Individual
Presentation	20 minutes	30	N	Individual

Teaching Periods

HUMN 3013 Australian Colonial History

Credit Points 10

Legacy Code 102004

Coordinator Carol Liston ([https://directory.westernsydney.edu.au/search/name/Carol Liston/](https://directory.westernsydney.edu.au/search/name/Carol%20Liston/))

Description This unit introduces students to the 18th and 19th century foundations of modern Australia, and to the social, economic, political and cultural events that shaped Australian history. Students will be encouraged to consider the process of historical change within an historiographical framework and will use primary sources to explore some of these debates. Some of the themes explored will be colonisation, convictism, class, urbanisation, gender, land, indigenous society, culture and political developments leading to the federation of the Australian colonies in 1901.

School Humanities & Comm Arts

Discipline History

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects HUMN 1019 - Foundations of Modern Australia
HUMN 3014 - Australian History 1860-1920

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate the skills necessary for an analytical approach to historical documents
2. Use skills of analysis, synthesis and fluid expression in oral and written presentation
3. Describe the various personalities, developments and forces- social, economic, legal, political, geographical and religious- responsible for shaping Australian society in the colonial period.
4. Evaluate historical events through the use of primary sources.

Subject Content

Topics will be chosen from the following:

- European-Aboriginal relations
- British motives for occupation: gaol, trading post or strategic colony?
- Convict Australia: The Convict system and its Legacy
- Geographical expansion: land policies, pastoralism, rural settlements, immigration
- political and constitutional Developments
- cultural and social life: education, religion, art and literature, welfare
- Late 19th-century Australian cities and urbanisation
- immigration
- economic and technological change, such as mining, railways
- colonial politics and The emergence of The Federal movement
- Employment - work in the cities, work in the country; women and work
- The labour movement
- developing/changing attitudes to race, class, gender and social reform/politics
- development of Australian identity through social change, cultural development and recreation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Online tutorial portfolio (reading summaries & quizzes)	1200 words	30	N	Individual
Written assignment 1	2000 words	40	N	Individual
Written assignment 2	1200 words	30	N	Individual

Prescribed Texts

- No text book. Book of documents and readings will be provided in hard copy and on-line

Teaching Periods

HUMN 3015 Australian History Around Us

Credit Points 10

Legacy Code 102516

Coordinator Helen Bones (<https://directory.westernsydney.edu.au/search/name/Helen+Bones/>)

Description Historians are detectives, searching for clues and unravelling the puzzles of the past. A walk down your local street holds many clues about the history of a local area - from the name of the street, the architecture of the buildings, the trees planted by the road, even the new building that indicates a recent change. Local studies are used as the foundation for socio-economic studies across many disciplines while an understanding of local history contributes to establishing personal and community identities. In this unit students will learn research skills to uncover the lives of people from the past, re-imagine familiar places and consider events long forgotten that happened in the streets of their suburbs. The final assignment is a chance to turn these discoveries into a new history for their community.

School Humanities & Comm Arts

Discipline History

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects HUMN 3038 - Exploring Local History

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Locate historical sources about Australian places
2. Interpret historical sources relating to a particular locality
3. Research people, places and events in the past
4. Explain the historical processes shaping the development of localities
5. Integrate a variety of historical resources into a historical narrative

Subject Content

Local history and national histories

Family history and community history

Observing signs of the past ?walking the streets, wandering the cemeteries

Hearing the past ? using oral histories

Investigating local history ?public records; maps and photographs

Using digital records ? tracing people and places

Investigating communities in the past ? getting around; earning a living; living locally - education, religion, sport and entertainment

Retrieving hidden or forgotten pasts

Telling the story - writing and exhibiting local history

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Portfolio of local history resources	1,000 words	30	N	Individual
Presentation of project plan (a/v on line)	5 minutes/500 words	20	N	Individual
Local history project report	3,000 words	50	N	Individual

Prescribed Texts

- Book of readings or online resources

Teaching Periods

HUMN 3016 Australian History Since 1920

Credit Points 10

Legacy Code 100987

Coordinator Andrew Moore (<https://directory.westernsydney.edu.au/search/name/Andrew+Moore/>)

Description In 2013 this unit replaced by 101999 - Twentieth Century Australia. This unit includes a general overview of major developments in Australian political and social history since 1920, and also focuses on particular issues such as the Great Depression, 1949 coal strike, the Petrov Affair and the Whitlam dismissal.

School Humanities & Comm Arts

Discipline History

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYA 0953 - Australian History Since 1920 LGYB 4929 - Australian History Since 1920

Restrictions Successful completion of 60 credit points

Learning Outcomes

On successful completion of this subject, students should be able to:

1. To give students the background needed to make them perceptive and critical observers of contemporary Australian society and politics;
2. To present the major issues of political conflict in Australia over the last sixty years;
3. To encourage students to analyse the class interests in various conflicts;
4. To encourage students to develop an awareness of Australia's role in international affairs as it has developed since 1920;
5. To provide students with an overview of themes in recent Australian history, especially as they relate to issues of Australian identity;
6. To encourage students to further incorporate primary sources in their studies of Australian history and to develop skills that will make this possible.

Subject Content

Popular culture in the 1920s and 1930s

D.H. Lawrence, Kangaroo
 The Great Depression- economic, social and political issues
 Kylie Tennant's The Battlers
 Foreign policy in the 1930s
 World War Two- military and homefront issues
 The 1949 coal strike
 The Labor Split
 The Cold War
 The Petrov Affair
 Immigration and suburbanisation
 Aboriginal Issues
 The Swinging Sixties and 1970s radicalism
 The Whitlam dismissal
 The New Right
 The New Labor Right
 Rupert Murdoch and Super League

Prescribed Texts

- Ken Buckley and Ted Wheelwright, False Paradise, OUP, Melbourne, 1998

Teaching Periods

HUMN 3017 Australian Indigenous History from Federation to Reconciliation

Credit Points 10

Legacy Code 101872

Coordinator Timothy Rowse ([https://directory.westernsydney.edu.au/search/name/Timothy Rowse/](https://directory.westernsydney.edu.au/search/name/Timothy%20Rowse/))

Description This unit aims to explore the history of the relationship between Indigenous and non-Indigenous Australians from Federation (1901) to the present. At the beginning of the twentieth century, Australia became a nation without paying much attention to the first Australians. It was widely assumed that they would die out or at least remain an insignificant welfare problem. Instead, these first Australians survived and grew as a minority population; they also increasingly made themselves heard as a people - so successfully that in 2008 the Parliament of Australia felt obliged formally to apologise for their years of mistreatment. This unit highlights two stories: the non-Indigenous transition from complacency to engagement, and the survival and increasing political effectiveness of the descendants of Australia's first peoples.

School Humanities & Comm Arts

Discipline Indigenous Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. describe and date the principal changes in public policy towards Aborigines over the period 1901-2010
2. identify the regional diversity of colonial structures and of Indigenous Australian's experiences

3. contextually interpret primary sources
4. critically appraise historical controversy

Subject Content

- . The political, constitutional and economic position of Indigenous Australians in 1901
- . Queensland's 1897- early 1920s
- . The ideology and practice of 'protection'
- . The rise of Aboriginal critics
- . Torres Strait: industry and ethnic difference
- . 1937 - the impossibility of a national policy
- . Aborigines and TSIs in World War Two - a new deal?
- . Assimilation in theory and practice
- . Indigenous responses to assimilation
- . The 1967 referendum
- . Inclusion of Aborigines and TSIs in welfare state
- . Land rights
- . Remembering and debating 'the Stolen Generations'
- . How the High Court rewrote Australian history
- . The contested meanings of 'reconciliation'

Prescribed Texts

- Broome, Richard. Aboriginal Australians : A History since 1788. Fully rev. 4th ed. Crows Nest, N.S.W.: Allen & Unwin, 2010.

Teaching Periods

HUMN 3018 Australian Indigenous History: From first contact to 'dying race'

Credit Points 10

Legacy Code 101919

Coordinator Timothy Rowse ([https://directory.westernsydney.edu.au/search/name/Timothy Rowse/](https://directory.westernsydney.edu.au/search/name/Timothy%20Rowse/))

Description Until 1788, Australia was peopled by those who we now call Aborigines. Then Europeans arrived and began to spread across the continent, displacing and marginalising the Aborigines. This unit will tell the stories of that transformation, beginning with an account of the ideas and motivations of British authority in the late eighteenth century and concluding at the moment when six British colonies formed a federated nation. Topics to be covered will include: violence, humanitarianism, Christian missions, institutional authority. The course will emphasise and explain regional and temporal differences in the ways that Indigenous and non-Indigenous interacted. Students will study primary sources and learn to understand them in context.

School Humanities & Comm Arts

Discipline Indigenous Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYA 1557 - Australian Indigenous History

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the key theoretical concepts relevant to understanding Australia as a settler-colonial society.
2. Examine the geographically variable impact of colonisation and thus of Indigenous responses.
3. Describe the different phases and methods of colonial authority and Indigenous response.
4. Explain the persistence of a self-conscious Indigenous minority and of controversy about its entitlements
5. Analyse primary documents in order to understand the perspectives of government policies and social changes.
6. Evaluate the effects of colonising authority, against the stated aims of such authority
7. Apply historical approaches to identity formation to current debates about Australian society and history.

Subject Content

- . European ideas about native peoples in late C18
- .The colonisation of Port Jackson and Cumberland Plain, 1788-1820: law and violence
- .Tasmania, 1804-1836: law and violence
- .The Buxton Report 1837
- .What missionaries tried to do up to 1850.
- .Swan River, King George Sound and South Australia, 1829-1850: law and violence
- .Protection: Coranderrk 1860-1900
- .Protection? : Racial pessimism and Social Darwinism
- .Queensland 1859-1897: law and violence
- .New Norcia Mission 1847-1900
- .The Torres Strait 1879-1900

Teaching Periods

HUMN 3019 Britain in the Age of Botany Bay, 1760-1815

Credit Points 10

Legacy Code 102079

Coordinator Simon Burrows ([https://directory.westernsydney.edu.au/search/name/Simon Burrows/](https://directory.westernsydney.edu.au/search/name/Simon%20Burrows/))

Description This unit introduces the social, economic, political and cultural forces that shaped the society from which the first white Australians came. It considers processes of historical change and uses primary sources to explore historical debates concerning these changes. Themes covered include social class; sex and gender; crime and punishment; industrial revolution, urbanisation, and public health; the public sphere; political life; war, militarisation, and empire. This unit places special emphasis on the use of digitised primary sources, training students in their use. It also requires an extended piece of original primary source-based historical research. The unit spans the period 1760-1815.

School Humanities & Comm Arts

Discipline History

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of the nature of the discipline of history.
2. Evaluate debates amongst historians.
3. Analyse historical documents and the conduct of original primary-source based historical research using digital resources.
4. Utilise skills of analysis, synthesis and fluid expression in the oral and written presentation of historical evidence or argument.
5. Utilise skills at video/oral presentation of project work and peer assessment.
6. Demonstrate an awareness of the forces - social, economic, cultural, political, geographical and religious - responsible for British society in the period examined.
7. Assess the influence of history on contemporary issues, attitudes and places.

Subject Content

Topics covered in lectures and tutorials will include:

- Polite society
- Industrialisation and urbanisation
- Commercialisation and Consumer culture
- Crime and Punishment
- sex and gender
- religion
- politics and The public sphere
- War, militarisation and empire
- Radicalism and Working class protest

Most topics will be delivered in a series of lecture pods of about 20 minutes each. Tutorials will serve as research skills workshops, instructing students in the conduct and methodologies of historical research. Emphasis will be laid on the use of key on-line resources, notably ECCO (Eighteenth-Century Collections Online); the Burney collection of early English newspapers; The Old Bailey on line. On line research training materials will also be provided.

Prescribed Texts

- Students will be recommended to buy one of the following for background and reference, according to their interests:
- Hilton, Boyd, A Mad, Bad and Dangerous People: England 1783-1846 (Oxford, 2006)
- Langford, Paul, A Polite and Commercial People: England 1727-1783 (1989)
- O'Gorman, Frank, The long eighteenth century: British political and social history, 1688-1832 (London : Arnold, 1997).
- Porter, Roy English Society in the Eighteenth Century (Allen Lane: London 1982)

Teaching Periods

HUMN 3023 Climate Change and Culture

Credit Points 10

Legacy Code 101870

Coordinator Fiona R Cameron ([https://directory.westernsydney.edu.au/search/name/Fiona R Cameron/](https://directory.westernsydney.edu.au/search/name/Fiona%20R%20Cameron/))

Description This unit introduces climate change as a complex social, cultural and political phenomenon, one that is re-shaping the way we live in the world and future lifestyles. Because climate change

is highly contested, the course critically examines the issue from different theoretical, disciplinary, social and cultural perspectives. Topics range from cultural theory and forms of social action to the history and construction of climate change as concepts and debates around nature, culture, science, economics and consumption; to social justice, Indigenous knowledge systems, popular culture, the media and Australian politics, global governance, cities and urban planning.

School Humanities & Comm Arts

Discipline Human Geography

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. recognise climate change as a social, political, cultural and economic issue;
2. explain the complexities of current debates and issues governing climate change culture
3. apply knowledge of climate change issues and debate in written analysis;
4. demonstrate skills in online and library-based research.

Subject Content

- . History and construction of climate change and global warming as concepts
- . Science controversies and the construction of climate change
- . Cultural theory, methodologies and social action
- . Post humanism and the climate crisis
- . Debates around nature, culture, economics and consumption
- . Climate change in popular culture
- . Activism, new institutional forms and the climate crisis
- . Indigenous knowledge systems
- . Australian politics and global governance
- . Cosmopolitics, social justice, climate refugees and immigration policy
- . Technology and energy
- . Food security
- . Water
- . Cities and urban planning
- . Climate change and cultural institutions
- . Communication and media as an intervening public
- . Engaging with the Climate Crisis through Music and Art

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	2000 words	40	N	Individual
Written Assessment	300-500 words	30	N	Individual
Presentation and written report	10 mins: presentation 1500 words: report	30	N	Individual

Teaching Periods

HUMN 3024 Comparative Nationalism

Credit Points 10

Legacy Code 102003

Coordinator Margarite Poulos ([https://directory.westernsydney.edu.au/search/name/Margarite Poulos/](https://directory.westernsydney.edu.au/search/name/Margarite%20Poulos/))

Description Nationalism, an ideology considered by many to have passed its peak, now dominates world politics and permeates political discourse. This phenomenon is crucial to understanding Trump's America First campaign, the problems affecting the EU and secession, the tensions and conflicts that are garbed in a religious rhetorical veil, and which constitute much of the agenda of today's "war on terror." What is nationalism? What is national identity? What are the main forms of its articulation in history and in the present, across geographical borders, class boundaries, gender and generational cleavages? This unit will survey the major theories of nationalism, and examine diverse examples of historical and contemporary nationalisms, predominantly within the European context. This is an upper level unit whose readings draw on a variety of approaches and examples and aim at providing a solid introduction to the scholarly literature.

School Humanities & Comm Arts

Discipline History

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. demonstrate in-depth knowledge about the development of nationalism in nineteenth and twentieth-century Europe and in representations of the nation in art and literature
2. identify and critically evaluate major historical and political theories concerning nationalism
3. explain the historical background of issues related to nationalism in the contemporary world
4. demonstrate skills in research and interpretation, and skills in written presentation.

Subject Content

This subject may include the following themes:

- theories of nationalism
- independence and unification movements
- Imperialism, Anti- colonialism, and nationalism
- narratives of nation and national identity
- gender race and nation
- Citizenship
- representation and symbolism
- violence, War, ethnic cleansing and Genocide
- economic globalisation and The nation state
- nation after The Cold War
- nationalism and human rights

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Literature Review	1500 words	20	N	Individual
Essay	3000 words	50	N	Individual
Final Exam	2 hours	30	N	Individual

Teaching Periods

HUMN 3025 Conceptualising Islam

Credit Points 10

Legacy Code 102494

Coordinator Milad Milani ([https://directory.westernsydney.edu.au/search/name/Milad Milani/](https://directory.westernsydney.edu.au/search/name/Milad%20Milani/))

Description The 'Muslim question' has been a topic of interest to Western scholarship for over four hundred years. This unit introduces students to multidisciplinary approaches to the study of Islam and invites students to consider the construction and deconstruction of Islamic Studies as a field of study at various stages of history. The unit provides students with the opportunity to gain increased awareness of both the debates within the field and those that scrutinise the field. That is, becoming comfortable with interrogating the cluster of theoretical and methodological strategies for scholarly inquiry into Islamic Studies.

School Humanities & Comm Arts

Discipline Sociology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically assess Islamic Studies scholarship from the past leading up to the present;
2. Describe central thinkers and their works that have contributed to the development of the field
3. Analyse the history of scholarship and approaches to the study of Islam and Muslims;
4. Apply reflexive methodologies and theories to reading Islam in contemporary society; and
5. Recognise key influences and changes in the history of field to the present age.

Subject Content

1. Situating Islam in academic discourse
2. Nineteenth and twentieth century scholarship
 - 2.1 German Orientalism and Islamic Studies
 - 2.2 European Orientalism and the Saidian reaction
3. The invention of geographies and rhetoric
 - 3.1 'Normative' Islam

3.2 'Authenticity debate' in Islamic Studies

4. Identity formations

4.1 Islam and Muslim identities

4.2 Diversity in religious expression and practice

5. Theorising Islam

5.1 The insider-outsider debate

5.2 The role of critics and caretakers

6. The Historical imagination of the Muslim past

6.1 Muslim accounts of origin

6.2 Skeptical accounts of origin

Prescribed Texts

- Ahmed, S. (2016). What is Islam? The Importance of Being Islamic. Princeton: Princeton University Press.
- Hughes, A. (2007). Situating Islam: Past and Future of an Academic Discipline. London: Equinox.

Teaching Periods

HUMN 3026 Convicts and Settlers - Australian History 1788 - 1840

Credit Points 10

Legacy Code 101799

Coordinator Carol Liston ([https://directory.westernsydney.edu.au/search/name/Carol Liston/](https://directory.westernsydney.edu.au/search/name/Carol%20Liston/))

Description In little more than half a century Australia was transformed from a convict prison to a parliamentary democracy. The people who made this transformation were the ex-convicts, free settlers and first generation of colonial born children. The survival of data about ordinary people between 1788-1840 makes it possible to investigate families, communities, employment, law and order and the daily experiences of urban and frontier life in these formative years. Using family history resources on the internet and sophisticated digital archives of historical records in Australia and overseas, this unit will challenge assumptions about "who do you think we were?"

School Humanities & Comm Arts

Discipline Studies in Human Society, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Understand social structures within an historical context
2. Create biographies
3. Describe a variety of historical resources found with on-line searches
4. Identify information in historical source documents
5. Describe the social groups within the colonial population
6. Evaluate conflicting interpretations derived from similar historical evidence

Subject Content

- Background of social structure of 18th century England, Scotland & Ireland

- Convicts, Soldiers, Officials - social backgrounds, criminal backgrounds
- non-European Convicts and Soldiers - African, Indian and Mediterranean connections
- Marriage, bigamy, legitimacy and inheritance in colonial Australia
- colonial Born children - education, employment, family Structures
- what became of The convicts? - The economic and social Contributions of emancipists in The Sydney region
- Immigrant settlers - families of Convicts, adventurers and entrepreneurs, Officials of empire
- Looking out - links to Asia, India and The Pacific

Teaching Periods

HUMN 3029 Cultures of Crime and Punishment

Credit Points 10

Legacy Code 102479

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

Description The focus of this unit is on the ways in which crime and punishment are defined and practiced in a range of different cultures, and how different countries' social customs and cultural values influence the evolution of their understanding of, and response to, criminal behaviour. Drawing on both theoretical frameworks and practical examples, the unit will provide students with an opportunity to work in a collaborative learning environment, working with both instructors and other students to undertake and communicate research logically.

School Humanities & Comm Arts

Discipline History

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply contemporary cultural theories of crime and punishment to understanding criminal behaviour.
2. Explain how social structure and culture affect a society's approach to punishment.
3. Assess the impact of digital culture on crime.
4. Use digital tools to identify the changing nature of crime and criminal justice.
5. Develop research proposals in a collaborative learning environment.
6. Communicate research arguments logically and clearly in oral and written form.

Subject Content

1. Social and cultural theories of crime and punishment
2. Punishment in Nordic cultures
3. Cultures of mass incarceration
4. The changing nature of crime and criminal justice
5. Digital culture and crime

Teaching Periods

HUMN 3030 Cyber Justice (UG)

Credit Points 10

Legacy Code 102529

Coordinator David Tait ([https://directory.westernsydney.edu.au/search/name/David Tait/](https://directory.westernsydney.edu.au/search/name/David%20Tait/))

Description The world is being transformed by digital technologies. The same technologies that make life more comfortable for some can unleash violence and destruction for others. Cyber war and cyber terrorism offer new risks for the international community. Bullying, identity theft and bank fraud, on a more local level, are given a new life in the cyber world. Cyber technologies also provide enhanced opportunities for detecting and apprehending criminals, resolving disputes and modernising justice processes. New social spaces are opened up (social media networks, the 'dark web'), and new identities made possible (online grooming profile, avatars). How does the law keep up with the emergence of new crimes and technology-enhanced versions of old ones, and how do the cultural worlds of hackers, crackers and trackers work? The subject examines how justice processes and spaces, as well as criminal networks and strategies, are being reimagined to take advantage of the new technologies.

School Humanities & Comm Arts

Discipline Studies in Human Society, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Incompatible Subjects LAWS 3015 - Cyber Law and Justice

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Assumed Knowledge

Successful completion of second-year subjects in cultural and society, history and political thought, law, psychology or criminology would be useful, but are not required. Experience of using social media would also be useful but not required.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the nature of cybercrime (including cyber terrorism and cyber war) and the techniques, targets and harms produced by it.
2. Describe the way cyber technologies are used in policing and courts to transform justice processes and respond to cybercrime.
3. Identify relevant media reports, research material, images and other relevant sources relevant to cybercrime and cyber justice.
4. Assess the quality of research about cybercrime and cyber justice in terms of its method, use of sources and contribution to academic debates.
5. Develop research ideas in a peer-supported learning environment.
6. Communicate research arguments logically and clearly in oral and written form.
7. Use digital technologies to collaborate, develop arguments and settle disputes.

Subject Content

Cybercrime: new and enhanced crimes of the digital age.

Cyberjustice: the transformation of justice by digital technologies.

Cyber war and cyber terrorism.

Cyber bullying and stalking.

Privacy and surveillance.
On-line and virtual justice.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection - Individual Response to Class Activities	800 words	30	N	Individual
Summaries - Group Reviews	200 words	10	N	Group
Essay - Research Brief	1,500 words	40	Y	Individual
'Science Fair' Multi-Media Presentation	10 minutes	20	N	Group

Teaching Periods

HUMN 3031 Death and Culture

Credit Points 10

Legacy Code 100996

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

Description This unit is a critical introduction to the social practices surrounding death in modernity. Although primarily addressing social arrangements in the West, the unit examines the bio-politics of death in a wider cultural framework, with attention to geographies of power and economic influence. The unit traces the historical development of concepts of the individual; the impact on Western ideas around death of genocide and modern warfare; and assesses contemporary ethical, social and medical controversies (like euthanasia and the trade in body parts). The unit attempts to demonstrate the relationship of death to: social institutions; ideas of community and the construction of self in modernity.

School Humanities & Comm Arts

Discipline Studies in Human Society, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYC 1307 - Death and Culture LGYA 0949 - Death and Culture

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically evaluate the function of social debate around issues of vital social importance.

2. Identify key issues about contemporary experiences of death and dying in a range of learning resources.
3. Demonstrate their understanding of the historical origins of present day beliefs and practices around death and dying
4. Apply theoretical knowledge to real-world situations and give a scholarly context to personal experience.

Subject Content

Content may vary between semesters of offering dependant on the teaching staff expertise and interests.

1. The history of death: 1800-1945
2. Grief, mourning and social ritual
3. Death in High Modernity
4. Mass death and the century of genocide
5. The economics of death: killing for science and profit
6. Death and the media
7. Death, trauma and the unmaking of community
8. Euthanasia
9. Legal Execution
10. Commodifying the corpse: the trade in body parts etc.
11. Deathwork
12. Virtual death
13. Virtual mourning

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio of Responses to Topic Questions	6 x 300 words (1,800 words approximately in total)	50	N	Individual
Concept Quiz (Online)	25 minutes (500 words approximately)	15	N	Individual
Scenario Analysis task	1,500 words approximately	35	N	Individual

Prescribed Texts

- Kellehear, Allan. A Social History of Dying. Cambridge: Cambridge University Press, 2007.
- Death and Culture Subject Reader

Teaching Periods

HUMN 3032 Dictators, Democrats and Dreamers: Indonesia 1942 to now

Credit Points 10

Legacy Code 102188

Coordinator Steven Drakeley ([https://directory.westernsydney.edu.au/search/name/Steven Drakeley/](https://directory.westernsydney.edu.au/search/name/Steven%20Drakeley/))

Description This unit surveys the post-independence history of Indonesia, Australia's nearest and most important Asian neighbour.

Commencing with the Japanese Occupation during World War II, it traces Indonesia's often turbulent contemporary history through dictatorship and poverty to democracy and prosperity, bringing the story up to the latest developments at the time of teaching. Students will study Indonesia's struggle for independence and then equally challenging struggle to build a new nation able to take its place in the world amidst serious economic problems and profound political differences. The unit is also concerned with the historiographical problems confronting students of Indonesian history.

School Humanities & Comm Arts

Discipline History

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Incompatible Subjects HUMN 2054 - The History of Modern Indonesia

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. outline the main historical forces that created and shaped independent Indonesia
2. explain the complex and varied role that Islam and other religions are playing in Indonesia's post-independence history
3. explore the role of Indonesia's indigenous cultures and politics and their interaction with foreign factors and forces in shaping Indonesia and Indonesia's place in the world
4. produce a coherent argument about the interaction of tradition and the challenge of modernity in generating social tensions and propelling political and social change
5. identify the main problems and issues confronting historians working on Indonesia and the different theoretical scholarly approaches to Indonesian history
6. apply historical research skills to another country and culture.

Subject Content

- Demise of The Dutch colonial regime
- Japanese occupation
- Indonesian revolution
- Sukarno presidency
- 1965 Coup and Mass Killings
- The Soeharto presidency
- Indonesian foreign policy
- Islam and other Religions in Indonesian politics and society
- Indonesian politics and economy
- post-Soeharto reform era

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	10/50 minutes per week	20	N	Individual

Portfolio	2000 words	40	N	Individual
Essay	2000 words	40	N	Individual

Teaching Periods

HUMN 3033 Digital Cultures

Credit Points 10

Legacy Code 102410

Coordinator Chris Fleming (<https://directory.westernsydney.edu.au/search/name/Chris+Fleming/>)

Description This is the compulsory Level 3 capstone unit for the Cultural and Society major and a compulsory unit in the Digital Cultures major. It gives students essential skills for researching and analysing contemporary cultural and social processes through a digital lens. Key topics include youth and digital culture, digital citizenship, racism and the digital, film and games, and digital work and economies. Through this unit, students gain an understanding of how digital technologies transform everyday practices, meanings and identities, create new opportunities and problems for addressing societal challenges and explore what it means to participate in a digital society, now and in the future.

School Humanities & Comm Arts

Discipline Studies in Human Society, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects HUMN 3028 - Culture Society and Globalisation

Restrictions Successful completion of 60 credit points in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse the role of digital technologies in transforming society and culture using central concepts and tools,
2. Apply research inquiry skills and methods involved in researching digital cultures,
3. Identify and describe the dynamics and properties of digital networks, programs and platforms,
4. Evaluate and compare research supported by evidence and observation,
5. Undertake independent and self-directed study/research,
6. Work in teams and collaborate in online settings to undertake research and analysis,
7. Present knowledge in a range of written forms.

Subject Content

- Participatory culture and politics
- Histories and narratives of The digital/future
- Researching digital culture - approaches, methods, ethics
- film, games and users/audiences
- Network dynamics and mobilities
- digital children/youth, gender and race/racisms
- digital identity and Citizenship
- digital work and economies
- digital exclusion and local/Global Divides
- digital Consumption and intimacies

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quizzes: 2 short quizzes combining multiple choice and short answer questions	1,000 words	30	N	Individual
Essay: Essay discussing current debate in digital cultures research	1,500 words	40	N	Individual
Group report and online slideshow on a participatory digital platform	1,250 words and 10-20 slides to last a maximum 10 minutes	30	N	Group

Prescribed Texts

- Subject Reader

Teaching Periods

Spring Bankstown

Day

Subject Contact Chris Fleming ([https://directory.westernsydney.edu.au/search/name/Chris Fleming/](https://directory.westernsydney.edu.au/search/name/Chris%20Fleming/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3033_22-SPR_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Chris Fleming ([https://directory.westernsydney.edu.au/search/name/Chris Fleming/](https://directory.westernsydney.edu.au/search/name/Chris%20Fleming/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3033_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Chris Fleming ([https://directory.westernsydney.edu.au/search/name/Chris Fleming/](https://directory.westernsydney.edu.au/search/name/Chris%20Fleming/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3033_22-SPR_PS_D#subjects)

HUMN 3034 Emotions, Culture and Community

Credit Points 10

Legacy Code 100860

Coordinator Penelope Rossiter ([https://directory.westernsydney.edu.au/search/name/Penelope Rossiter/](https://directory.westernsydney.edu.au/search/name/Penelope%20Rossiter/))

Description This unit examines forms of cultural expression and collective selfunderstanding articulated as emotional identifications. Topics covered may include shame, pride, responsibility, forgiveness, resentment, hope, disgust, generosity, happiness, hate and love. The unit explores how these have been taken up in contemporary cultural analysis as a focus for understanding affinities and conflicts between individuals and communities and for how Australians imagine their historical interconnectedness. It introduces some key theoretical perspectives that have been, and might be, applied to the study of emotions, culture and community.

School Humanities & Comm Arts

Discipline Studies In Human Society

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of the study of emotions, culture and community as a growing area of interdisciplinary inquiry.
2. Identify and apply a variety of theoretical perspectives relevant to study in this area.
3. Utilise an extended conceptual vocabulary pertinent to the study of emotions and modes of sociability.
4. Demonstrate, in written and oral formats, advanced skills in researching and analysing contemporary Australia in terms of the affective dimensions of inter-communal relations.

Subject Content

Each week focuses on a specific topic relevant to the study of emotions, culture and community in contemporary Australia. Topics may include:

Shame
Guilt
Love
Hope
Generosity
Responsibility
Forgiveness
Resentment
Disgust
Pride
Happiness
Hate

Prescribed Texts

- Book of readings - compiled by the subject coordinator.

Teaching Periods

HUMN 3035 Enlightenment and Revolution

Credit Points 10

Legacy Code 101974

Coordinator Simon Burrows ([https://directory.westernsydney.edu.au/search/name/Simon Burrows/](https://directory.westernsydney.edu.au/search/name/Simon%20Burrows/))

Description The Enlightenment and Age of Revolutions are pivotal moments in Western and global history and had lasting political and cultural repercussions. This module seeks to explore links between them and to place them in wider intellectual and cultural context. Particular focus will be placed upon the paradigmatic French revolution, but within a framework emphasising other revolutions of the period. Hence individual classes treat society and government in Europe; the moderate and radical strands of enlightenment; precursors to the French revolution in the Atlantic world; the public sphere; the French revolution and Terror; Revolutionary Imperialism and Napoleonic rule; the revolutionary legacy.

School Humanities & Comm Arts

Discipline History

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. demonstrate advanced skills of documentary interpretation when confronted with primary source material
2. analyse and offer critical, internationally comparative judgements on the nature of the enlightenment, public sphere and revolutions of the age of revolutions
3. evaluate possible causative links between the political theory of the enlightenment and the politics of revolution
4. demonstrate critical awareness of the historiographical debates and interpretations surrounding the enlightenment and French revolution
5. contextualise the Enlightenment and the French Revolution in a broader context of debates about the nature of late modernity.

Subject Content

1. Political Culture in the Enlightenment
 - . Society and government in Enlightenment Europe
 - . High Politics and the High Enlightenment
 - . Radical Enlightenment
 - . The Rise of the Public Sphere
2. Revolutionary France
 - . The dawn of the Atlantic Revolution
 - . The Political Origins of the French revolution
 - . 1789 - the Year of the Great Revolution
 - . The Fall of the Monarchy and the Birth of the Republic
 - . Violence, Terror and Civil War
3. Legacies: The French Imperium and the Revolutionary Tradition
 - . War and Imperialism
 - . The Napoleonic Episode
 - . The Revolutionary Tradition in Europe, 1815-1871
 - . Conclusions

Prescribed Texts

- Subject Reader available through the Connect Bookshop

Teaching Periods

HUMN 3036 Ethics in Historical Perspective

Credit Points 10

Legacy Code 102007

Coordinator David Burchell ([https://directory.westernsydney.edu.au/search/name/David Burchell/](https://directory.westernsydney.edu.au/search/name/David%20Burchell/))

Description The unit provides an historical overview of the different types of ethical beliefs and practices that have been used in specific social settings from the classical world to the modern West. It looks at different types of spiritual and secular ethical behaviours, and the doctrines associated with each. It focuses upon the types of ethical argument and judgment-making specific to particular professions, occupations and social statuses over time. It concludes by surveying the different types of ethics taught to professionals today in the West, and on the differences between each, as well as the specific requirements of each. It will be of interest both to students with an interest in the history of ideas, and to students who want to learn more about ethics and moral decision-making.

School Humanities & Comm Arts

Discipline History

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYA 0908 - Ethical Cultures

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. demonstrate an understanding of several different kinds of ethical practices and doctrines operating in public and private life from the classical world to the modern West
2. assess the strengths and weaknesses of at least some of these cultures and traditions
3. demonstrate in-depth understanding of at least one historical case-study pertinent to these debates
4. use skills in written and verbal argumentation

Subject Content

Topics may include:

- ethics as A way of life: Classical philosophy and shaping The moral self
- social ethics in Ancient Greece and Rome
- The emergence of Christian ethics: Augustine and The church fathers
- Monks and courtiers: Ethical teachings in The Medieval courtly and monastic worlds
- books of The courtier: The ethics of counsel in The Renaissance
- Conscience and responsibility: The Reformations and The Ethical subject
- Ethical reasoning: The casuistical tradition
- Guardians and Spectators: the moral periodical in the 18th century
- Philoising ethics: Hume and Kant

- The emergence of The social Conscience in The Anti-Slavery Campaigns

Prescribed Texts

- Subject Reader

Teaching Periods

HUMN 3039 Food: A Cultural History

Credit Points 10

Legacy Code 102305

Coordinator Carol Liston ([https://directory.westernsydney.edu.au/search/name/Carol Liston/](https://directory.westernsydney.edu.au/search/name/Carol%20Liston/))

Description The modern world seems obsessed by food. This unit will look at the historical development of sources of food, from archaeological evidence of the earliest human meals through the emergence of agriculture and its scientific modifications to the physical and cultural evidence of technological changes in methods of preservation, preparation, cooking and eating various foods. Food is also integral to our social, religious and cultural lives and the unit will investigate the historical origins of some of these customs. Students will have the opportunity to range across time and place (through readings, recipes and field trips) to explore foods that are part of their cultural heritage - or feasts that they wish they could have eaten from centuries long past.

School Humanities & Comm Arts

Discipline History

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points in the currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify a selection of places and objects relating to food production and eating in Australian history
2. Explain the historical and cultural significance of certain foods
3. Investigate the historical and cultural origins of a particular dish (recipe)
4. Construct an evidence based argument or narrative of the results of an investigation into the historical and cultural factors associated with particular foods.

Subject Content

Content will include a selection from the following topics:

Archaeological evidence of food origins and cooking methods
Trade and wealth - salt, pepper, sugar, spices
Plants on the move
Keeping it longer - air dried to freeze dried
Pots, Pans and Microwaves
Fingers, forks or chopsticks
Indigenous Australian foods
Australian colonial eating
Portable foods ? take-always ancient and modern
Rations - convicts, military and the home front
Food, health and healing
Religious practice and foods
Recipes, measurements and instruction manuals

Class and custom - manners, etiquette and tradition
Upstairs, downstairs - kitchens great and small
Food Wars

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
			N	Individual

Summer A Online

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	4 exercises, total 800 words	30	N	Individual
Quizzes	8 quizzes, total 800 words	30	N	Individual
Report	2500 words	40	N	Individual

Teaching Periods

HUMN 3040 From Vindication to Liberation: A Comparative History of Feminism

Credit Points 10

Legacy Code 102520

Coordinator Bridget Brooklyn ([https://directory.westernsydney.edu.au/search/name/Bridget Brooklyn/](https://directory.westernsydney.edu.au/search/name/Bridget%20Brooklyn/))

Description Beginning with Mary Wollstonecraft's A Vindication of the Rights of Woman, this historical survey analyses the Western feminist ideas and action over the past two centuries, exploring examples from Australia, France, the UK and the US. Important stages in the history of Western feminism will be studied, from the early equality feminism of the eighteenth century, to domestic feminism and the woman suffrage campaigns of the nineteenth. Aspects of the history of more recent feminism will include such developments as the role of maternalism in the creation of the welfare state, and the shift to an emphasis on liberation in the 1960s and 1970s.

School Humanities & Comm Arts

Discipline History

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the principal feminist movements of several western countries over the past two centuries;
2. Appraise the ideas that characterised different feminist movements of the past;
3. Identify key individuals who shaped feminist thought and fostered change;
4. Explain how Australian feminism has fit into the international context, and identify the ways in which it has been both influenced and influential; and
5. Understand some of the intersections between gender and race, particularly with reference to Australia.

Subject Content

1. What is feminism? Problems defining feminism in the past and the present.
2. Articulating women's rights: the French Revolution and equality feminism.
3. Backlash? The rise of evangelism and the cult of domesticity in the nineteenth century.
4. Feminism in the Victorian era: freedom within boundaries.
5. Winning the vote: suffrage campaigns of the nineteenth and early twentieth centuries.
6. Maternalist feminism in the early twentieth century.
7. Interwar feminism in Australia, France and the US; domestic science and the citizen mother.
8. From equality to liberation: the rise of 'second wave' feminism.
9. Race and gender in the second half of the twentieth century.
10. The 'third wave' and why feminism is still important.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	2 x 750 words	30	N	Individual
Essay	2,000 words	40	N	Individual
Final Exam	2 hours	30	N	Individual

Prescribed Texts

- Weekly readings online or in Subject Reader.

Teaching Periods

Spring Bankstown

Day

Subject Contact Bridget Brooklyn ([https://directory.westernsydney.edu.au/search/name/Bridget Brooklyn/](https://directory.westernsydney.edu.au/search/name/Bridget%20Brooklyn/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3040_22-SPR_BA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Bridget Brooklyn ([https://directory.westernsydney.edu.au/search/name/Bridget Brooklyn/](https://directory.westernsydney.edu.au/search/name/Bridget%20Brooklyn/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3040_22-SPR_PS_D#subjects)

HUMN 3041 Geographies of Migration

Credit Points 10

Legacy Code 101694

Coordinator Cameron McAuliffe ([https://directory.westernsydney.edu.au/search/name/Cameron McAuliffe/](https://directory.westernsydney.edu.au/search/name/Cameron%20McAuliffe/))

Description An international and cross-institutional discussion of immigration and settlement. Covering the theory and experience of immigration. Considers the international and national regulation of immigration and settlement policies, as well as refugee policy. Case studies are from Australia and Canada, and Singapore. Within mixed tutorial groups (with students from Singapore, Vancouver & Sydney) students will exchange experiences and opinions of immigration.

School Social Sciences

Discipline Human Geography

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 80 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Construct case studies and files on the impacts of international migration, drawing upon statistics, experiences, visual material and other technologies
2. Summarise, contrast and critically analyse theories of international migration
3. Integrate theories of immigration with statistics, field data and personal experiences
4. Relate international migration to the forces and theory of globalisation and population movement
5. Critically evaluate the competing political arguments regarding migration and its impacts
6. Relate political arguments regarding migration to their own personal experiences (and those of their peers)
7. Develop a tolerance and appreciation of cultural difference within cities of immigrant reception
8. Develop a sense of international co-operation and citizenship, and establish enduring links with peers in Singapore (The National University of Singapore (NUS)) and Vancouver (The University of British Columbia (UBC))

Subject Content

Migration types and drives

Theorising migration

Australian immigration: history, flows and impacts

Immigrant residential concentration

Transnationalism

Population, immigration and environment

Transnational flows and migration policies in Singapore

Canadian immigration and settlement

Undocumented migration and human trafficking

Australian aspects of forced migration and human trafficking

Environmental refugees

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Tutorial Participation	Tutorial Participation, lodged on-line (exhibit 100 words, workshop findings 100 words, on-line tutorial postings 200 words x 5 = 1,200 words)	40	N	Individual
Ministerial Briefing	1,000 words	30	N	Individual
Examination	2 hours	30	N	Individual

Prescribed Texts

- de Haas, H, Castles, S & Miller, MJ 2020, *The Age of Migration: International population movements in the modern world*, 6th Edition, Red Globe Press.

Teaching Periods

Spring

Penrith (Kingswood)

Day

Subject Contact Cameron Mcauliffe ([https://directory.westernsydney.edu.au/search/name/Cameron Mcauliffe/](https://directory.westernsydney.edu.au/search/name/Cameron%20Mcauliffe/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3041_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Cameron Mcauliffe ([https://directory.westernsydney.edu.au/search/name/Cameron Mcauliffe/](https://directory.westernsydney.edu.au/search/name/Cameron%20Mcauliffe/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3041_22-SPR_PS_D#subjects)

HUMN 3042 Global Politics

Credit Points 10

Legacy Code 101735

Coordinator Brett Bowden ([https://directory.westernsydney.edu.au/search/name/Brett Bowden/](https://directory.westernsydney.edu.au/search/name/Brett%20Bowden/))

Description The experiences of globalization are explored from a variety of levels across time and space, from the individual to the local, the national to the international. The focus in this course will be on issues of politics, both domestic and international, but we will keep in mind that globalization is a phenomenon that is explored and assessed by a wide range of disciplines, including history, sociology, politics, law, economics, anthropology, gender studies, human geography,

economics, regional and area studies, science and technology, health and epidemiology.

School Humanities & Comm Arts

Discipline Studies in Human Society, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate understanding of theoretical approaches to globalisation and global politics;
2. Identify and differentiate phenomena of globalisation;
3. Deploy various disciplinary methods to analyse globalisation;
4. Develop and use effective research skills to investigate globalisation

Subject Content

Defining globalization
Thinking about globalization
History and theories of globalization
Globalization and the state
Globalization, technology and deterritorialisation
Global governance and non-state actors
The Global economy and inequality
Globalization and culture
The ethics of globalization
Globalization, order and security
Anti-globalization and alternatives

Teaching Periods

HUMN 3043 Globalisation and Sustainability

Credit Points 10

Legacy Code 200815

Coordinator Margaret Moussa ([https://directory.westernsydney.edu.au/search/name/Margaret Moussa/](https://directory.westernsydney.edu.au/search/name/Margaret%20Moussa/))

Description Globalisation and Sustainability introduces students to critical debates about the role of global and national institutions of power in determining economic, environmental, social and cultural outcomes. Students will be introduced to opposing and controversial theoretical perspectives on globalisation and sustainability and issues relating to Aboriginal and Torres Strait Islander peoples to improve policy and practice in the future. In the process students will be encouraged to consider problems relating to ethics, rights, justice and democracy in society. This unit can also be taken by students who have studied social science and humanities.

School Business

Discipline Sociology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions

Note that only students enrolled at Sydney City Campus may register in the Sydney City Campus subjects offered at that location.

Assumed Knowledge

Basic understanding of economic concepts.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically assess the role of global and national institutions of power in determining economic, environmental, social and cultural outcomes.
2. Compare and debate opposing theoretical and policy approaches to economic, environmental, social and cultural outcomes.
3. Make recommendations to improve policy and practice with regard to complex economic, environmental, social and cultural issues.
4. Demonstrate recognition of the alternative perspectives on economic and social development held by Aboriginal and Torres Strait Islander peoples.
5. Explain the interdependence of the economy and environment.

Subject Content

1. Local and global institutions
 - comparative advantage
 - Unequal exchange
 - development and uneven development
2. Crises and Cycles
 - Global financial crises
 - sustainable, socially-Just and democratic economic alternatives
3. Aboriginal and Torres Strait Islander issues
 - economic and historical perspectives ? rights
 - sustainable economic development debates
4. Growth and Sustainability: Ecological sustainable development
 - definitions of sustainability
 - limits to growth
5. Energy and climate change
 - Carbon lock-in, fossil fuel energy system
 - Global environmental agreements
 - Clean development mechanism
 - environmental justice
6. Food, water, population, species
 - Global food system and The environment
 - management of water resources
 - population growth and limits
 - species extinction and biodiversity loss

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	20 minutes	20	N	Group
Essay	1500 words	30	N	Individual
Final Exam	2 hours	50	N	Individual

Teaching Periods

Autumn**Online****Online**

Subject Contact Margaret Moussa ([https://directory.westernsydney.edu.au/search/name/Margaret Moussa/](https://directory.westernsydney.edu.au/search/name/Margaret%20Moussa/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3043_22-AUT_ON_O#subjects)

Parramatta City - Macquarie St**Day**

Subject Contact Margaret Moussa ([https://directory.westernsydney.edu.au/search/name/Margaret Moussa/](https://directory.westernsydney.edu.au/search/name/Margaret%20Moussa/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3043_22-AUT_PC_D#subjects)

Sydney City Campus - Term 2**Sydney City****Day**

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3043_22-SC2_SC_D#subjects)

UEH-Session 2**Vietnam****Day**

Subject Contact Margaret Moussa ([https://directory.westernsydney.edu.au/search/name/Margaret Moussa/](https://directory.westernsydney.edu.au/search/name/Margaret%20Moussa/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3043_22-UT2_UE_D#subjects)

HUMN 3044 Healing and Culture

Credit Points 10

Legacy Code 101716

Coordinator Cristina Rocha ([https://directory.westernsydney.edu.au/search/name/Cristina Rocha/](https://directory.westernsydney.edu.au/search/name/Cristina%20Rocha/))

Description This unit takes as its starting point the idea that disease has social and cultural as well as biological origins. What people define as good health and illness, and how they treat the latter are profoundly shaped by cultural frameworks. Healing practices, including biomedicine, are underpinned by cultural understandings and larger configurations of power. We will examine notions of disease causality across cultures and explore the argument that good and ill health are about more than just the body. Popular understandings of illness and its origins, and techniques for responding to and seeking to remedy illness can be a reflection of how different societies imagine their place in the world.

School Humanities & Comm Arts

Discipline Studies in Human Society, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Incompatible Subjects LGYA 0933 - Special Topics in Cultural and Social Analysis

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Think critically about the connections between health, illness, healing and culture
2. Communicate and research effectively
3. Explain the role of global power relations in international health
4. Critically engage in debates around Western, Complementary and Traditional medicines.
5. Have an elementary understanding of medical anthropology theory
6. Develop problem-solving skills by applying and adapting anthropological knowledge to real world problems.

Subject Content

1. Social construction of illness
2. Medicalisation and Biopower
3. Alternative healing systems and biomedicine
4. Religion and healing
5. Healing and globalisation
6. Medical tourism
7. Spiritual tourism
8. Traffic of body parts
9. International health
10. Migration and health

Prescribed Texts

- NULL

Teaching Periods

HUMN 3046 History of Modern China to 1949

Credit Points 10

Legacy Code 100507

Coordinator Eduardo Ugarte ([https://directory.westernsydney.edu.au/search/name/Eduardo Ugarte/](https://directory.westernsydney.edu.au/search/name/Eduardo%20Ugarte/))

Description This Asian history unit is concerned with the transformation of China in a social, political and intellectual context since the late eighteenth century. The unit focuses on China's modern transformation in the first half of the twentieth century and its relevance for contemporary China. The scope is broad, encompassing changes from the last phases of the Qing Dynasty to the Republican era and the rise to power of the Communists in 1949. The approach is issue-oriented, thematic and, where appropriate, chronological.

School Humanities & Comm Arts

Discipline History

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYB 0142 - History of Modern China 1850-1949 Reform and Revolution

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the relevance of major social, political, and intellectual developments in pre-1949 China to contemporary China;
2. Analyse the relationship between change and continuity, reform and revolution, liberalism and illiberalism, tradition and modernity in the process of change in modern China;
3. Critique the different views of Chinese modernity expressed by statesmen and intellectuals.

Subject Content

The Topics will be based on all or part of the following

1. The 'Century of Humiliation' and its relevance to contemporary China
2. The Qing Empire in Decline: Insularity and Grandeur
3. The Opium Wars
4. Rebellions
5. Wars with France and Japan
6. The 100 Days of Reform
7. The last decade of imperial rule
8. The Xinhai Revolution of 1911
9. The May 4th Movement
10. The Rise of the KMT and CCP
11. The Nanjing Decade
12. The Second Sino-Japanese War and the Xi'an Incident
13. World War II in China and the Civil War

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Presentation	5 mins and 500 words	30	N	Individual
Discourse Analysis	The essay will be divided into two equal parts (750 words each). Each part will consist of a "mini-essay" which will analyse one primary source.	30	N	Individual
Essay	2,000-2,500 words	40	N	Individual

Prescribed Texts

- Subject Reader

Teaching Periods

Autumn Bankstown

Day

Subject Contact Eduardo Ugarte ([https://directory.westernsydney.edu.au/search/name/Eduardo Ugarte/](https://directory.westernsydney.edu.au/search/name/Eduardo%20Ugarte/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3046_22-AUT_BA_D#subjects)

Online

Day

Subject Contact Eduardo Ugarte ([https://directory.westernsydney.edu.au/search/name/Eduardo Ugarte/](https://directory.westernsydney.edu.au/search/name/Eduardo%20Ugarte/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3046_22-AUT_ON_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Eduardo Ugarte ([https://directory.westernsydney.edu.au/search/name/Eduardo Ugarte/](https://directory.westernsydney.edu.au/search/name/Eduardo%20Ugarte/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3046_22-AUT_PS_D#subjects)

HUMN 3047 History of Muslim Civilisations and Ideas

Credit Points 10

Legacy Code 102184

Coordinator Milad Milani ([https://directory.westernsydney.edu.au/search/name/Milad Milani/](https://directory.westernsydney.edu.au/search/name/Milad%20Milani/))

Description This unit focuses on intellectual, societal, institutional and technological developments within the Muslim world. It looks at comparisons and interconnections between regions and peoples and outlines the history and context of Muslim political thought from the death of Mohamed to the contemporary period. The unit will have a strong historiographical focus that examines 'Islamic data-sets' and assesses the concepts of primary and secondary source materials which conventionally are used to construct interpretations of the past.

School Humanities & Comm Arts

Discipline History

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions

Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate comprehension of Muslim political past leading up to the present
2. Recognise and describe key figures and events that relate to the dynamic and changing relationship between Muslim and non-Muslim civilisations
3. Analyse and comprehend the history of scholarship and approaches to the study of Muslim political thought

4. Apply historical conceptual and methodological approaches to the study of Muslim civilisations and ideas
5. Identify significant influences and changes in the process of historical development and impact of civilisational components and ideas to the present age

Subject Content

- 1 Religion, Civility, Politics
- 2 Al-Farabi The Second Master
- 3 Ibn Sina The Highest Truth
- 4 Al-Ghazali Incoherence of Philosophers
- 5 Ibn Rushd Incoherence of Incoherence
- 6 Nasir al-Tusi Jurisprudence and Philosophy
- 7 Ibn Taymiyya Absolutism of Religious Law
- 8 Ibn Khaldun Human Civilisation
- 9 Afghani Islamic Political Ascendency
- 10 Iqbal Reconstruction of Religious Thought
- 11 Qutb Islamic Subjectivism
- 12 Shariati Islamic Synthesis
- 13 Taha The Second Message

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1,500 words	45	N	Individual
Essay	2,500 words	55	N	Individual

Prescribed Texts

- Tolan, John, Henry Laurens, and Gillens Veinstein. Europe and the Islamic World: A History. Princeton, New Jersey: Princeton University Press, 2013.

Teaching Periods

Autumn Online

Online

Subject Contact Milad Milani ([https://directory.westernsydney.edu.au/search/name/Milad Milani/](https://directory.westernsydney.edu.au/search/name/Milad%20Milani/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3047_22-AUT_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Milad Milani ([https://directory.westernsydney.edu.au/search/name/Milad Milani/](https://directory.westernsydney.edu.au/search/name/Milad%20Milani/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3047_22-AUT_PS_D#subjects)

HUMN 3048 History of Sexuality

Credit Points 10

Legacy Code 101991

Coordinator Alison M Downham Moore ([https://directory.westernsydney.edu.au/search/name/Alison M Downham Moore/](https://directory.westernsydney.edu.au/search/name/Alison%20Downham%20Moore/))

Description This unit introduces students to some key debates about the definition and origin of sexuality as a concept, and to the historical origins of particular sexual identities and the political values attributed to them. It teaches students to take account of the differing ways that forms of desire, pleasure, obscenity, pornography, perversion, sin and transgression have been articulated across time and place. In the unit we traverse an array of temporal moments and geographic loci, drawn to the 'hotspots' of historiographic contention.

School Humanities & Comm Arts

Discipline History

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain important issues in the history of sexuality.
2. Articulate differences in the way societies have articulated desire across time and place.
3. Identify the challenges of tracing historical themes that are differently defined in every time.
4. Outline the methodologies employed by historians in the study of sexuality.
5. Explore the historical contingency of sexual categories.

Subject Content

- Same-sex desire in Ancient Greece
- religion and sexual sin
- Pornography, libertinism and The French revolution
- Nineteenth-century female 'frigidity'; the emergence of the term 'sexuality' in nineteenth-century thought
- The regulation of prostitutes in The Nineteenth century
- The emergence of sexual science in modern medicine
- The invention of the idea of 'perversion'
- The politicisation of homosexuality in The twentieth century
- Interwar psychoanalysis of sexuality
- sexuality during War
- The use of sexuality in historical Memory
- The sexual revolutions of The nineteen-sixties
- The emergence of claims about sexual practice as A form of transgression in Recent sexual identity movements.

Prescribed Texts

- Subject Reader

Teaching Periods

HUMN 3049 Home and Away: Ethnicity and Migration in Australia

Credit Points 10

Legacy Code 101611

Coordinator Jennifer Cheng ([https://directory.westernsydney.edu.au/search/name/Jennifer Cheng/](https://directory.westernsydney.edu.au/search/name/Jennifer%20Cheng/))

Description Using contemporary and historical sociological accounts of migration and ethnicity, this unit analyses the social, cultural and economic impact of international migration, with specific reference to Australia. It further introduces students to major sociological issues, both theoretical and empirical, relating to the construction of migrant groups within settler societies through interviews and qualitative analysis. Key concerns of the unit include the position of indigenous peoples, race and racism, ethnic identity, and ethnic conflict and cooperation in society.

School Social Sciences

Discipline Sociology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYA 1305 - Sociology of Ethnicity and Migration

Restrictions Successful completion of 80 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Upon completion of this subject students will be able to:
2. Demonstrate an understanding of the significance of migration in the formation of Australian class structures and cultures.
3. Critically assess the linkages between ethnic identity construction and other forms of identity in Australia.
4. Understand, and be able to demonstrate the specific issues and problems involved in conducting sociological research in the area of migration and ethnicity.
5. Locate the sociology of migration and ethnic formation in the broader context of social transformation in the world system and the international division of labour.
6. Identify and describe the significance of indigenous peoples in the construction of settler societies like Australia.

Subject Content

History of population movements
 Concepts of race and ethnicity
 Indigenous peoples
 Theories of migration
 Ethnicity and the nation-state
 Demographic characteristics of Australian society
 Multiculturalism in Australia
 Whiteness and ethnicity
 Transnationalism and new forms of migration
 Refugees and asylum seekers in Australia
 Ethnicity and Violence

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Literature Review	750 words	25	N	Individual

Report	1,250 words	40	N	Individual
Essay	1,000 words	35	N	Individual

Teaching Periods

Autumn Penrith (Kingswood)

Day

Subject Contact Jennifer Cheng ([https://directory.westernsydney.edu.au/search/name/Jennifer Cheng/](https://directory.westernsydney.edu.au/search/name/Jennifer%20Cheng/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3049_22-AUT_KW_D#subjects)

Liverpool

Day

Subject Contact Jennifer Cheng ([https://directory.westernsydney.edu.au/search/name/Jennifer Cheng/](https://directory.westernsydney.edu.au/search/name/Jennifer%20Cheng/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3049_22-AUT_LP_D#subjects)

HUMN 3050 Housing Markets and Policy

Credit Points 10

Legacy Code 101592

Coordinator Emma Power ([https://directory.westernsydney.edu.au/search/name/Emma Power/](https://directory.westernsydney.edu.au/search/name/Emma%20Power/))

Description Housing affordability and equity are central urban problems. This unit focuses on the history and current challenges of housing markets and policy in Australia. Comparisons are drawn between rental and home ownership, the roles of the public, social, and private sectors, and between Australian, European, and North American housing markets and policies. We will critically evaluate how policy, markets and the experiences and practices of households interact. We will consider key housing challenges including ending homelessness, housing for health, housing in an ageing society, and housing in times of crisis such as climate change, bushfire and pandemic.

School Social Sciences

Discipline Human Geography

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYA 1331 Regional Planning

Restrictions Successful completion of 80 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain how specific policies affect different segments of the housing market.
2. Analyse how future financial, economic, social and environmental trends could alter the outcomes of specific housing strategies.
3. Critically evaluate how the Australian housing sector has evolved, and why this path has been different than the path of other economically similar countries, such as Canada, the UK, and the USA.

4. Explain how the role of major housing actors (local and state governments, housing associations, private developers, small and large investors, tenants, and home owners) has evolved, and why.
5. Demonstrate understanding of the major sources of local housing data.

Subject Content

What is housing and why is it so important

Tenure: social / legal construction of housing classes and homeownership as a social policy

Housing affordability and housing subsidies

Tenants in the public, social, and private sectors

Housing and the labour market

Housing as home

Housing and health

Housing and ageing

Responses to homelessness

Housing in times of crisis (e.g in context of climate change, sea level rise, bushfire, pandemic)

Alternative models of housing

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	800 words	20	N	Individual
Case Study	1,000 words	35	N	Individual
Report	1,200 words	45	N	Individual

Teaching Periods

Spring Penrith (Kingswood)

Day

Subject Contact Emma Power ([https://directory.westernsydney.edu.au/search/name/Emma Power/](https://directory.westernsydney.edu.au/search/name/Emma%20Power/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3050_22-SPR_KW_D#subjects)

Online

Online

Subject Contact Emma Power ([https://directory.westernsydney.edu.au/search/name/Emma Power/](https://directory.westernsydney.edu.au/search/name/Emma%20Power/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3050_22-SPR_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Emma Power ([https://directory.westernsydney.edu.au/search/name/Emma Power/](https://directory.westernsydney.edu.au/search/name/Emma%20Power/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3050_22-SPR_PS_D#subjects)

HUMN 3051 Human Rights and Culture

Credit Points 10

Legacy Code 101988

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

Description This unit examines the cultural consequences of the rise of the global human rights regime. It introduces debates about cultural relativism and universal human rights and explores a number of areas of contemporary conflict between cultural practices and human rights norms. It also examines the role of human rights NGOs in creating a new global human rights culture, and asks what it means to be a subject of human rights.

School Humanities & Comm Arts

Discipline Studies In Human Society

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of the history of the global human rights regime.
2. Engage in reasoned debate about human rights universalism and cultural relativism.
3. Analyse contemporary tensions between respecting cultural diversity and compliance with human rights norms.
4. Critically reflect on the relation between human rights and neoliberal capitalism.
5. Demonstrate an understanding of the role of NGOs in shaping a global human rights culture.
6. Display effective research skills and analytical processes in investigating the cultural issues raised by the rise of the global human rights regime.

Subject Content

- WWII and The drafting of The Universal Declaration of human rights
- The rise of The human rights NGOs (Amnesty international, human rights Watch)
- theoretical debates about Universal human rights and cultural relativism
- Controversies about human rights and culture: private property rights and communal cultures; the 'Asian values debate'; individual rights and indigenous cultures; women's rights and gendered violence
- human rights, The nation-state and self-determination
- 'Humanitarian intervention' and the militarisation of human rights
- The relation between The human rights regime and The emergence of neoliberal capitalism
- human rights and subjectivity: what does It mean to be A subject of human rights?

Teaching Periods

HUMN 3054 Islam in Southeast Asia

Credit Points 10

Legacy Code 101467

Coordinator Steven Drakeley ([https://directory.westernsydney.edu.au/search/name/Steven Drakeley/](https://directory.westernsydney.edu.au/search/name/Steven%20Drakeley/))

Description Islam is a significant feature of Southeast Asia's past and present. Employing methodologies and insights drawn primarily from history, political science, and anthropology, this unit explores Islam's place in and contribution to contemporary Southeast societies and politics, as well as its history in the region. Major themes to be explored include: the debates about Islam's spread to Southeast Asia and its interaction with the region's established socio-religious features, the colonial experience, Islam's often contested place in the national life of Southeast Asian nations, its past and ongoing links with the rest of the Muslim world, as well as contemporary issues associated with the War on Terror and conflicts in Muslim societies.

School Humanities & Comm Arts

Discipline Sociology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYB 0177 - Islam in Asian and World Politics

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the main historical factors that have shaped the various practices of Islam in Southeast Asia;
2. Outline the main variations in Islamic practice in different Southeast Asian societies both in the contemporary context and over time;
3. Explore the role of Islam in Southeast Asian politics both in the contemporary context and over time;
4. Develop coherent arguments about the interactions of local traditions and beliefs and orthodox and reforming waves of Islam emanating from the Middle East;
5. Identify the main issues and problems confronting scholars working on Islam in Southeast Asia;
6. Apply historical and religious studies research skills to other countries and cultures.

Subject Content

- Timing, Origins, and mechanisms by which Islam came to Southeast Asia
- Mechanisms and history of Islam's continuing spread throughout Southeast Asia
- Islam's interaction with existing beliefs, customs and political structures in the region, both in the past and present
- Past and ongoing interaction between currents of Islamic thought and teachings in Southeast Asia and those in The rest of The Muslim World
- The impact of colonialism on Islam and Muslims in Southeast Asia
- The role of Islam in Southeast Asia in resistance against colonial rule
- Southeast Asian Muslims and The development of nationalism and independence movements in Southeast Asia
- The history of Islam's place in the national life of Southeast Asian nations, including economies, culture and politics

-Islam's contemporary place in the national life of Southeast Asian nations, including economies, culture and politics
 -The role of Islam in Regional rebellions in Southeast Asia (especially Mindanao, Pattani, Aceh)
 -Islamist movements in contemporary Southeast Asia such as Jemaah Islamiyah and Abu Sayyaf
 -academic debates over methodology and approaches to The Study of Islam in Southeast Asia

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Essay	2000 words	40	N	Not Known
Quiz	not specified	20	N	Not Known
Portfolio	2000 words	40	N	Not Known

Teaching Periods

HUMN 3056 Islam in the West

Credit Points 10

Legacy Code 101822

Coordinator Jan Ali ([https://directory.westernsydney.edu.au/search/name/Jan Ali/](https://directory.westernsydney.edu.au/search/name/Jan%20Ali/))

Description The unit focuses on the question of Muslim presence in the West with reference to the dynamics of inclusion and exclusion. Its aim is to enable students to look at the question of Muslim presence in terms of an action-reaction phenomenon in which different outlooks, ideas, institutions and nodes of information and authenticity interact to create an environment in which identities are developed. These identities then go on to shape the cooperative and conflictual relationships between different subsections of Muslim minorities and the majority non-Muslim Western states and societies. While focusing on the contemporaneity of the question, the unit looks at the study of Muslim presence in the West in a socio-historical context by providing an understanding of how Muslim-Western contacts shaped the nature of their relationship in the past. Then, the unit looks to contrasting the changes before and after 9/11 with reference to a set of ideas, institutions and contexts.

School Humanities & Comm Arts

Discipline Studies in Human Society, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. explain the sociological complexities of Muslim presence in the West and the intricacies of negotiating Muslim living through the processes of social inclusion and exclusion;
2. analyse the issue of Muslim presence in the West in terms of an action-reaction dynamics and how Muslim identities are developed;

3. recognise and describe how Muslim identities affect relationships among Muslim communities and between Muslims and majority non-Muslims and the state;
4. analyse the impact of colonialism on the relationship between Muslims and the people of the West; and
5. examine the relationship between Muslims and the people of the West before and after 9/11 particularly in relation to a set of constantly changing ideas, institutions and contexts that are subject to the imperatives of globalisation.

Subject Content

- this subject focuses on The question of Muslim presence in The West with reference to The dynamics of The processes of inclusion and exclusion.

- It seeks to enable students to gain comprehensive and Critical insights into The question of Muslim presence in terms of An action-reaction phenomenon.

- It also provides students to better appreciate how different outlooks, ideas, institutions and nodes of information and authenticity interact to Create An environment in which Muslim identities are forged and formed.

- these identities then help shape The relationships of Muslims among and within their communities and between Muslims and The majority non-Muslims and The state.

- The students will also gain insight into the impact of colonialism on the relationship between Muslims and the people of the West and how this relationship has come under intense scrutiny before and after 9/11 particularly in relation to a set of consta

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Essay	1000 words	30	N	Individual
Multiple Choice	2 x 500 words	30	N	Individual
Essay	2000 words	40	N	Individual

Prescribed Texts

- Abe Ata & Jan Ali (Eds.) (2018) Islam in the West: Perceptions and Reactions. Oxford: Oxford University Press.

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Jan Ali ([https://directory.westernsydney.edu.au/search/name/Jan Ali/](https://directory.westernsydney.edu.au/search/name/Jan%20Ali/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3056_22-AUT_BA_D#subjects)

Online

Online

Subject Contact Jan Ali ([https://directory.westernsydney.edu.au/search/name/Jan Ali/](https://directory.westernsydney.edu.au/search/name/Jan%20Ali/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3056_22-AUT_ON_O#subjects)

HUMN 3057 Islam, Media and Conflict

Credit Points 10

Legacy Code 101468

Coordinator Jan Ali ([https://directory.westernsydney.edu.au/search/name/Jan Ali/](https://directory.westernsydney.edu.au/search/name/Jan%20Ali/))

Description Provides students with an understanding of global, regional and local news media production and representations of Islam and Muslim societies. It discusses new, emerging and alternative forms of media discourses of conflict in the Muslim world, and analyses selected news reports as forms of case studies. Taking the notion of 'Orientalism' as its starting point, the subject/unit critically examines the extent to which the mediatisation of conflict impacts relations between Islam and the West vis-a-vis debates on Orientalism, 'Asian values' and Islamic world views.

School Humanities & Comm Arts

Discipline Sociology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. analyse media representations of Islam and Muslim communities;
2. analyse the effects of media representations on Muslim and non-Muslim audiences;
3. understand theoretical paradigms for critical analysis of social and political relations of Muslim and non-Muslim communities and societies; and
4. analyse a variety of media discourses about religion and religious communities.

Subject Content

- historical encounters: Islam and The West
- Islam in Western thought
- Mass media: theories, Structures and Organisations
- content analysis: representations of Islam and Muslims
- media effects
- Reporting Islam: Operations Realities
- Reporting War and Conflict
- Image and Reality of Global Conflicts
- audience analysis: impact of media content
- An Islamic theory of media
- media in The Muslim World

Prescribed Texts

- A Subject Reader (comprised of relevant extracts from leading and contemporary scholarship/primary sources on the topic).

Teaching Periods

HUMN 3058 Islamic Revivalism in the Globalised World

Credit Points 10

Legacy Code 102297

Coordinator Jan Ali ([https://directory.westernsydney.edu.au/search/name/Jan Ali/](https://directory.westernsydney.edu.au/search/name/Jan%20Ali/))

Description In the last decades there has been a surge in Islamic consciousness in Muslim communities across the globe. Islamic history has been punctuated by periods of revivalist activity and its hallmark always has been a desire for the return to Islamic origins - the basics of the faith as enshrined in the Islamic scripture. This unit explores the phenomenon of contemporary Islamic revivalism. The unit contrasts contemporary Islamic revivalism with earlier expressions. It aims to demonstrate that contemporary Islamic revivalism has manifested itself in a multiplicity of forms as a defensive reaction to an epoch characterised as modernity.

School Humanities & Comm Arts

Discipline Sociology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify key issues and concepts in the literature on contemporary Islamic revivalism
2. Analyse scholarly debates surrounding contemporary Islamic revivalism
3. Assess the causes and consequences of contemporary Islamic revivalism
4. Examine the theoretical models of Islamic revivalism
5. Analyse the ideology, diversity and activities of Islamic revivalist movements
6. Apply conceptual and theoretical approaches to the understanding of Islam and Muslims in a globalised world
7. Develop analytical tools necessary in conducting sociological research.

Subject Content

- Islam: An introduction
- The development of Islamic Civilisation
- Islam and The processes of modernisation and Globalisation
- Explanations of Islamic Revivalism
- theories of social change and religious response
- colonialism and its impact on The Muslim World
- Islam-West relations
- Crisis of Islam and Muslim Societies
- Islamic Reformism and The foundational thinkers
- emergence of Islamic Revivalist movements
- methods of Islamic Revivalism
- Islamic invention, Tolerance and Modernity
- Islam in The modern Globalised World

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Minor written essay	1,000 words	30	N	Individual
Online exam x2	500 words total	20	N	Individual
Research paper	3,000 words	50	N	Individual

Prescribed Texts

- Ali, J. (2012). *Islamic revivalism encounters the modern world : A study of the Tabligh Jamaat*. New Delhi: Sterling.

Teaching Periods

HUMN 3060 Modern Japanese History

Credit Points 10

Legacy Code 100271

Coordinator Peter Mauch ([https://directory.westernsydney.edu.au/search/name/Peter Mauch/](https://directory.westernsydney.edu.au/search/name/Peter%20Mauch/))

Description This unit considers Japan's trajectory from the battle of Sekigahara in 1600 until the atomic bombings in 1945. We will examine the samurai and ritual suicide, the tea ceremony and Zen Buddhism. We will read tales told by those who frequented the "floating world," populated by wealthy merchants, geisha, and sumo wrestlers. We will consider the creation of Imperial Japan, and we will study its emergence as the only non-Western Great Power. We will enquire into Japan's fledgling democracy in the 1920s, and its descent into militarism and aggression in the 1930s. Finally, we will consider Japan's participation in World War II: its victories, its losses, its propaganda, and its abject defeat.

School Humanities & Comm Arts

Discipline History

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. analyze important events, both domestic and international, that have shaped modern Japan;
2. critique the role of the emperors in modern Japanese history;
3. evaluate the ways in which the Japanese, from all walks of life, have responded to seminal events;
4. apply academic skills of research, appropriate to the discipline of history including the discriminating use of sources, analysis, and the communication of ideas in both oral and written forms.

Subject Content

1. Battle of Sekigahara
2. The Tokugawa Shogunate
3. Japan's Meiji restoration (1868)
4. Modernization and Westernization
5. Victory in the Sino-Japanese (1894-95) and Russo-Japanese (1904-05) Wars
6. Death of the Meiji Emperor
7. Taisho Democracy and cooperation with the Anglo-American powers
8. Militarism, aggression, and increasing isolation
9. World War II

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1,500 words	35	N	Individual
Literature Review	1,500 words	35	N	Individual
Viva Voce	15 mins (equivalent of 1,000 words)	30	N	Individual

Teaching Periods

HUMN 3061 Mystical Islam: The Emergence of Sufism in World History

Credit Points 10

Legacy Code 102495

Coordinator Milad Milani ([https://directory.westernsydney.edu.au/search/name/Milad Milani/](https://directory.westernsydney.edu.au/search/name/Milad%20Milani/))

Description Global Islamism has projected a particularly severe, even militant face of Islam across much of the world. Much less well known is the fact that for much of its history Islam has had a quite different face: it has been mystical and contemplative more than proselytising. The Sufist tradition was formed within the first three centuries of Islamic history; its influence spread far and wide across the Muslim World where "Sufis" played a pivotal role in engaging non-Muslim peoples both within and on the fringes of their world. The unit explores religious pluralism and an alternative narrative in Islam.

School Humanities & Comm Arts

Discipline Sociology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions

Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of Sufi historical past leading up to the present;
2. Analyse key figures and events that define the Sufi mystical tradition;
3. Comprehend the history of scholarship and approaches to the study of Sufism;
4. Apply multidisciplinary methodological approaches to the study of Sufism and mystic traditions;
5. Identify significant influences in the process of development and impact of Sufi ideas to the present age; and
6. Exhibit learned research techniques and awareness of relevant source materials.

Subject Content

Module 1 Overview and Approach

Module 2 Before Sufism

Module 3 The Sufi The Dervish

Module 4 Silence and Sobriety

Module 5 Intoxicated Speech

Module 6 Consolidation and Systematisation

Module 7 Principal Teachings

Module 8 Mysticism and the Religion of Love

Module 9 Mystical Poetry

Module 10 Theophany

Module 11 The Female Mystic

Module 12 The Divine Feminine

Module 13 Resistance and Change

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Minor Essay	1,500 words	45	N	Individual
Major Research Essay	2,500 words	55	N	Individual

Prescribed Texts

- Knysh, Alexander. *Islamic Mysticism*. 1st ed. Brill: Leiden, 2010.

Teaching Periods

Spring Bankstown Day

Subject Contact Milad Milani ([https://directory.westernsydney.edu.au/search/name/Milad Milani/](https://directory.westernsydney.edu.au/search/name/Milad%20Milani/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3061_22-SPR_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Milad Milani ([https://directory.westernsydney.edu.au/search/name/Milad Milani/](https://directory.westernsydney.edu.au/search/name/Milad%20Milani/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3061_22-SPR_KW_D#subjects)

Online

Online

Subject Contact Milad Milani ([https://directory.westernsydney.edu.au/search/name/Milad Milani/](https://directory.westernsydney.edu.au/search/name/Milad%20Milani/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3061_22-SPR_ON_O#subjects)

HUMN 3062 Napoleon: the Making of a Legend

Credit Points 10

Legacy Code 102343

Coordinator Simon Burrows ([https://directory.westernsydney.edu.au/search/name/Simon Burrows/](https://directory.westernsydney.edu.au/search/name/Simon%20Burrows/))

Description This unit appraises the achievement of Napoleon Bonaparte and the manner in which he has been portrayed in his own propaganda, by his contemporaries and by historians. It also considers the historical impact of the Napoleonic and anti-Napoleonic myths in the history of France and Europe. At the heart of the module is the paradox of Napoleon's enduring popularity in France, despite his responsibility for crushing defeats in 1812-1814 and again 1815.

School Humanities & Comm Arts

Discipline History

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Discuss the main features of the career of Napoleon Bonaparte
2. Critically evaluate historiographical debates concerning Napoleon's historical significance, reputation and legacy
3. Present historical evidence and argument in a recorded oral presentation
4. Discuss the importance of myth in history
5. Demonstrate skills at interpreting historical primary source documents
6. Present, analyse and synthesise historical evidence and argument in written form.

Subject Content

1. Napoleon Bonaparte's political career and policies in France and abroad; his attempts to control his own image; the Napoleonic legends; Bonapartism and its legacy after 1815.
2. Historical and contemporary images and interpretations of Napoleon;
3. The circumstances of Napoleon's rise;
4. Napoleon's claims to be a great general and how his victories were achieved;
5. Napoleonic diplomacy and whether he was personally responsible for the persistent warfare of the period 1799-1815;
6. The nature of Napoleonic imperialism; and whether Napoleon's rule in France might be considered enlightened or socially reactionary;
7. Napoleon's claims to liberalism and the appeal of the Napoleonic legend.

Prescribed Texts

- Philip G. Dwyer, ed., *Napoleon and Europe* (Longman, 2001)

Teaching Periods

HUMN 3063 Peace & Development Project

Credit Points 10**Legacy Code** 101571

Coordinator Melissa Phillips ([https://directory.westernsydney.edu.au/search/name/Melissa Phillips/](https://directory.westernsydney.edu.au/search/name/Melissa%20Phillips/))

Description The Peace & Development major is concerned with understanding and addressing inequities of power, wealth & opportunity that contribute to international and local conflicts and environmental degradation. In this capstone unit students will have the opportunity to consolidate their understanding, knowledge and skills of peace and development issues through planning, implementing and writing up individual or collective projects. Students will identify individual and collective actions that can be taken to improve conditions so that opportunities for peaceful, equitable & sustainable living are created locally & globally.

School Social Sciences**Discipline** Studies in Human Society, Not Elsewhere Classified.**Student Contribution Band** HECS Band 4 10cp**Level** Undergraduate Level 3 subject**Pre-requisite(s)** HUMN 1028



Equivalent Subjects LGYA 1314 - Work-based Learning Project
Humanitarian Peace and Health Studies

Restrictions Successful completion of 100 credit points.**Assumed Knowledge**

This subject is a capstone subject for students doing the Peace & Development major. Students should have a knowledge of concepts, theories from & strategies used within the Peace & Development field.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critique theories of social change, social action & social activism;
2. Examine the role of social institutions (eg NGOs) as change agents;
3. Plan, implement and write up an individual or group project that may be research or action oriented;
4. Summarise methods for evaluating the benefits and limitations of social interventions or social action projects (eg program evaluation);
5. Examine the role of reflective & ethical practice for peace & development practitioners;
6. Reflect on the strengths and limitations of development etoolsf for affecting & improving social conditions.

Subject Content

This subject is project based and students will have the opportunity to focus on their particular interests. However in general terms the content will include the following:
Theories of social change, social action & activism

The role of social institutions in social change

Project management

Reflective & ethical practice

Methods of evaluation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Literature Review and Project Plan	1,000 words	30	N	Individual
Project Report	2,000 words	50	N	Individual
Class Presentation	10 minutes / 500 words	20	N	Individual

Teaching Periods

Spring

Penrith (Kingswood)

Day

Subject Contact Melissa Phillips ([https://directory.westernsydney.edu.au/search/name/Melissa Phillips/](https://directory.westernsydney.edu.au/search/name/Melissa%20Phillips/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3063_22-SPR_KW_D#subjects)

HUMN 3064 Politics, Power and Resistance

Credit Points 10**Legacy Code** 101985

Coordinator Alana Lentin ([https://directory.westernsydney.edu.au/search/name/Alana Lentin/](https://directory.westernsydney.edu.au/search/name/Alana%20Lentin/))

Description This unit examines the effects of politics on society and of the social on politics. Politics is understood as a struggle for defining how we live in common with others. We examine how power is attained and maintained and how some ideologies dominate over others to shape opportunities for challenging the status quo. Our focus is the contemporary nation-state in the context of globalisation, increased transnationalism, and shifting balances of power. Key themes include economic and social inequality in the modern state, the colonial power matrix, discipline and punishment, gender and race, and resistance to oppression. Each week will combine theoretical approaches and case-study based 'perspectives' on the topic.

School Humanities & Comm Arts**Discipline** Sociology**Student Contribution Band** HECS Band 4 10cp**Level** Undergraduate Level 3 subject**Restrictions**

Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the relationship between political phenomena and social relations in contemporary societies
2. Engage deeply with the set readings and be able to articulate their main arguments.
3. Critically reflect upon the meaning, relevance and impact of resistance strategies.
4. Use written, visual and oral methods for communicating the above.

Subject Content

1. Introduction: "All Power to all the People"
2. Why everything costs money?
3. The Coloniality of Power
4. Global health inequities (perspective)
5. Indigenous resistance (perspective)
6. Stigma Power
7. Anti-Poverty Activism (perspective)
8. Gender and Power
9. Gender and Resistance (perspective)
10. The Punishing State
11. "Change Everything": The movement for abolition (perspective)
12. Conspiracy theory and the far-right
13. Conclusion

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Critical Review	700 words	20	N	Individual
Essay	1,500 words	50	N	Individual
Critical Review	700 words	20	N	Individual
Proposal	300 words	10	N	Individual

Prescribed Texts

- A Subject Reader prepared by the subject coordinator. Further reading resources will be made available on vUWS

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Alana Lentin ([https://directory.westernsydney.edu.au/search/name/Alana Lentin/](https://directory.westernsydney.edu.au/search/name/Alana%20Lentin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3064_22-AUT_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Alana Lentin ([https://directory.westernsydney.edu.au/search/name/Alana Lentin/](https://directory.westernsydney.edu.au/search/name/Alana%20Lentin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3064_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Alana Lentin ([https://directory.westernsydney.edu.au/search/name/Alana Lentin/](https://directory.westernsydney.edu.au/search/name/Alana%20Lentin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3064_22-AUT_PS_D#subjects)

HUMN 3065 Postcolonial Australian Cinema

Credit Points 10

Legacy Code 101987

Coordinator Anne Rutherford ([https://directory.westernsydney.edu.au/search/name/Anne Rutherford/](https://directory.westernsydney.edu.au/search/name/Anne%20Rutherford/))

Description This unit will examine the role of cinema in forming images of national and cultural identity. The unit will explore the development of Indigenous and postcolonial cinema in Australia. The unit will discuss political debates and issues in postcolonial Australian cinema, and will raise questions about the nature of memory as it is mediated by cinematic experience, the representation of history, and the history of representation of indigenous cultures and peoples. The unit will examine these questions through a study of postcolonial Australian cinema produced by both Indigenous and non-Indigenous filmmakers.

School Humanities & Comm Arts

Discipline Sociology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects HUMN 3021 - Cinema Culture Memory

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. identify key debates in cinema studies
2. demonstrate an understanding of a range of national and postcolonial/indigenous cinema
3. analyse the relationships between cinema, culture and memory
4. engage with issues of Indigenous representation
5. utilise bibliographic research for writing on cinema
6. demonstrate skills in film analysis

Subject Content

- debates and Issues in indigenous and postcolonial cinemas
- cinema as cultural construct: cultural studies of particular historical contexts, Issues of genre, reception and cultural mediation
- institutional contexts for production of national and postcolonial cinemas
- key concepts of story-telling, Memory and history in cinema
- Visual cultures and colonial contexts: may include photography, travelogues, Advertising, ethnography, Documentary
- Critical literature and debates which analyse representation of race, history, land and indigenous Issues
- A case Study of postcolonial Australian cinema

Prescribed Texts

- Subject Reader

Teaching Periods

HUMN 3066 Power as a Cultural System

Credit Points 10**Legacy Code** 102348

Coordinator Andrew McWilliam ([https://directory.westernsydney.edu.au/search/name/Andrew McWilliam/](https://directory.westernsydney.edu.au/search/name/Andrew%20McWilliam/))

Description In this unit students will explore notions of power, domination, authority and conflict from an anthropological perspective. Students will draw upon specific case studies of the social and political organisation of a variety of communities to understand how social order is perceived, achieved and maintained cross-culturally, through local systems of governance but also through social categories such as race, kinship, ethnicity and nations. Through these examinations students will also apply anthropological insights in order to understand how social practices such as participation, collaboration, resistance and violence operate in local political contexts. In the final part of the unit students will assess the various ways anthropologists work with and against local power structures and to what extent ethnography and applied anthropological work can intervene in systems of oppression.

School Social Sciences**Discipline** Anthropology**Student Contribution Band** HECS Band 4 10cp**Level** Undergraduate Level 3 subject**Pre-requisite(s)** HUMN 1016

Restrictions Successful completion of 80 credit points in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify major anthropological theories and paradigms that can be utilised to understand power relationships and political systems.
2. Use ethnographic case studies to analyse how the political is construed in various cultural contexts.
3. Critically reflect on some of the power relationships intrinsic to ethnographic fieldwork and other professional situations anthropologists are involved in.
4. Formulate research plans and strategies for conducting short term research projects in the anthropological tradition.

Subject Content

1. Social order and the structure of social life
2. Neighbourhoods, villages, cities as sites of power
3. Kinship as a social structure
4. Political anthropology
5. Warfare and violence/peace and conflict resolution
6. The politics of culture
7. Race, ethnicities and nations
8. Religion and power
9. Power and knowledge
10. Research ethics and power

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Literature Review	4 x 200 words	20	N	Individual
Intra-session Exam	800 words	20	N	Individual
Applied Project	1,500 words	40	N	Individual
Critical Review	20 minutes	20	N	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Geir Henning Presterudstuen ([https://directory.westernsydney.edu.au/search/name/Geir Henning Presterudstuen/](https://directory.westernsydney.edu.au/search/name/Geir%20Henning%20Presterudstuen/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3066_22-AUT_KW_D#subjects)

Liverpool

Day

Subject Contact Geir Henning Presterudstuen ([https://directory.westernsydney.edu.au/search/name/Geir Henning Presterudstuen/](https://directory.westernsydney.edu.au/search/name/Geir%20Henning%20Presterudstuen/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3066_22-AUT_LP_D#subjects)

HUMN 3067 Power, Politics and Knowledge

Credit Points 10**Legacy Code** 200752

Coordinator Patty Hodgson ([https://directory.westernsydney.edu.au/search/name/Patty Hodgson/](https://directory.westernsydney.edu.au/search/name/Patty%20Hodgson/))

Description Please note that this unit is no longer on offer. Please contact business.courses@uws.edu.au or phone (02) 9685 9200 for further information. The aim of this unit is to provide students with a thorough grasp of the complex relationships between power, politics and knowledge in organisational settings. It also highlights the need for managers to use power ethically and equitably in workplaces. These aims are addressed through an examination of a range of theories of power, and topics such as: distribution and exercise of power in organisations, organisational politics, gender and power, language and power, resistance to power, and others. Innovative class activities and assessment methods (e.g., brainstorming; storytelling; film analysis) are used in this unit to ensure that students are able to effectively apply theoretical concepts to real life situations.

School Business**Discipline** Sociology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYB 9015 - Power Politics and Knowledge BUSM 3056 - Power Politics and Knowledge

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the links between power, politics and knowledge.
2. Critically appraise various classical and contemporary theories of power.
3. Apply elements of various theories of power to organisational events.
4. Explain the operation of power at micro- and macro levels.
5. Analyse patterns of distribution and operation of power in organisational settings.
6. Reflect on the importance of using power ethically in organisational settings

Subject Content

Unit overview/Introducing the notion of power.

Theories of power ? past and present.

Power elites.

Organisational power.

Organisational politics.

Power and leadership.

Power and ethics.

Language and power.

Resistance to power.

Subtle forms of power.

Gender and power: Are women as powerful as men in work settings?

Online discussion (exam preparation).

Summary and conclusions.

Teaching Periods

HUMN 3068 Public Health Response in Complex Emergencies

Credit Points 10

Legacy Code 102369

Coordinator Nidhi Wali (<https://directory.westernsydney.edu.au/search/name/Nidhi+Wali/>)

Description This unit examines several different aspects of public health in emergencies including rapid assessment of the health status of the population, public health surveillance measures, and the priorities in an emergency phase. To effectively respond to complex emergencies, government and non-government organisations must enact policy and activity to prevent, protect against, and respond to injuries and threats posed by infectious disease outbreaks and hunger. The unit provides an outline of the principles of disaster prevention, preparedness and mitigation, and introduces students to aspects of human resources in the coordination of different operational initiatives.

School Social Sciences

Discipline Studies in Human Society, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Co-requisite(s) HUMN 2017

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Define different types of natural and human-induced disasters and outline public health responses required for different phases of emergencies.
2. Outline conceptual and methodological approaches related to public health in complex emergencies to inform health priorities, and articulate frameworks and standards that inform and govern the prioritisation process in complex emergencies.
3. Describe an understanding of complex emergency management systems and plans including the humanitarian charter, minimum standards, and the anatomy of disaster response.
4. Describe key players in emergency response and management, their roles and challenges they face.
5. Identify and critically analyse major international guidelines and standards that govern humanitarian responses, and recognise enabling and disabling factors associated with the adherence to such standards.
6. Analyse the national and international contextual, policy, and legal frameworks that govern a complex emergency response.
7. Critically analyse challenges and ethical dilemmas associated with various emergency scenarios.

Subject Content

1. Epidemiology of disasters
2. Principles of disaster prevention and mitigation
3. Generating the evidence to inform interventions
4. Top health priorities in complex emergencies
5. Mass vaccination and vaccine-preventable diseases
6. Water and sanitation
7. Food and nutrition
8. Shelter and site planning, and non-food items
9. Reproductive health
10. Accountability, effectiveness, and ethical dimensions of humanitarian response
11. Bringing it together: Critical appraisal of the evidence

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Reflection	150 words per week (1-8)	20	N	Individual
Essay	1,500 words	40	N	Individual
Quiz	2 hours	40	N	Individual

Prescribed Texts

- Renzaho, A.M.N. (Ed.). (2016). Globalisation, migration and health: Challenges and opportunities. London: Imperial College Press.

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Nidhi Wali (<https://directory.westernsydney.edu.au/search/name/Nidhi+Wali/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3068_22-AUT_PS_D#subjects)

HUMN 3069 Queer Culture

Credit Points 10

Legacy Code 102191

Coordinator David McInnes (<https://directory.westernsydney.edu.au/search/name/David+McInnes/>)

Description Queer culture will introduce students to queer theory and provide opportunities to use these theories in the close study of cultural practice and politics. Queer theory counters the idea that people have stable sexes, genders and sexualities. Instead, queer theory argues that the experience of those that are homosexual, bisexual, transgender, and intersex highlight the frequent mis-matches in what are taken for granted to be 'normal' experiences of identity. Queer theory demonstrates the impossibility of a natural or normal sexuality, but it also demonstrates the problem with the terms 'man' and 'woman', 'male' and 'female', 'normal' and 'abnormal'. In Queer culture students will learn about queer theories and have the opportunity to apply these theories to an in-depth and personally engaging study of queer politics and activism; queer media, film and performance; and queer sex, selfhood, and identity trans/formations.

School Humanities & Comm Arts

Discipline Studies in Human Society, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of key aspects of queer theory
2. Apply a range of queer theories to the research and analysis of cultural practice
3. Engage in debate and discussion, in writing online about questions of queer politics, activism and research.
4. Write a well-structured, analysis-based report on research into an aspect of queer culture using queer theory.

Subject Content

- Queer theory
- Queer politics and activism - gay Liberation, The Queer movement, HIV/AIDS politics and activism, international Queer politics and activism
- Queer media, film and performance - drag, Queer film, Queer critiques of mainstream film, online and virtual communities
- Queer sex, selfhood and identity trans/formation - Queer sexual practice and sexual cultures, queerings of masculinity and femininity, for example, female masculinities
- research approaches for investigating Queer cultures and Queer cultural practice

Prescribed Texts

- A book of readings/online reading resources will also be produced.
- Jagose, A. 1996 Queer theory, Melbourne: Melbourne University Press.

Teaching Periods

HUMN 3070 Rethinking Research with Indigenous Australians: Independent Study Project (Day Mode)

Credit Points 10

Legacy Code 101759

Coordinator Madison Shakespeare (<https://directory.westernsydney.edu.au/search/name/Madison+Shakespeare/>)

Description This unit will provide students with an exciting opportunity to undertake an Independent Study Project on an Indigenous topic. Students will gain greater knowledge of Indigenous people and develop effective communication skills as well as a level of cultural competency. The Independent Study Project will expose students to the complexities of the cultural inter-relationships and the politics of undertaking research with Indigenous people. It will also provide students with skills and ideas for future research projects that will add to Indigenous knowledge and provide a sound foundation for ethical research.

School Humanities & Comm Arts

Discipline Indigenous Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Undertake culturally appropriate desk top research on an Indigenous topic.
2. Review and analyse appropriate literature relevant to their Independent Study Project.
3. Identify appropriate research methodologies relevant to Indigenous people and their communities.
4. Record and report their research findings to Indigenous people/communities.

Subject Content

- Introduction to research and research methodologies
- Conducting culturally appropriate and ethical research
- Undertaking a literature review
- Applying relevant and current theory when ?doing?f research with and for Indigenous people/communities
- Designing an appropriate and creative project
- Reporting research finding to Indigenous people and their communities

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Proposal	1,000 words	20	N	Individual
Presentation	10-15 minutes	30	N	Individual
Report	2,500 words	50	N	Individual

Teaching Periods

Spring

Penrith (Kingswood)

Day

Subject Contact Madison Shakespeare ([https://directory.westernsydney.edu.au/search/name/Madison Shakespeare/](https://directory.westernsydney.edu.au/search/name/Madison%20Shakespeare/))

View timetable (https://classregistration.westernsydney.edu.au/event/timetable/?subject_code=HUMN3070_22-SPR_KW_D#subjects)

Online

Online

Subject Contact Madison Shakespeare ([https://directory.westernsydney.edu.au/search/name/Madison Shakespeare/](https://directory.westernsydney.edu.au/search/name/Madison%20Shakespeare/))

View timetable (https://classregistration.westernsydney.edu.au/event/timetable/?subject_code=HUMN3070_22-SPR_ON_O#subjects)

HUMN 3071 Self and Society

Credit Points 10

Legacy Code 101330

Coordinator Helena Onnudottir ([https://directory.westernsydney.edu.au/search/name/Helena Onnudottir/](https://directory.westernsydney.edu.au/search/name/Helena%20Onnudottir/))

Description In Spring 2020 this unit replaced by 102788 - Self and Society. This core theory unit for sociology majors introduces students to traditional and contemporary debates in social thought. The unit reviews sociological thought in the context of changing conceptions of the relation between the individual and society and the formation of the self. A number of theorists and theoretical areas are addressed, employing as the focal point of study or analysis what has been called middle range theory. This enables students to better grasp the relation between theory and application and to uncover competing theorists and ideas that may complement or be opposed to the positions argued in the unit.

School Social Sciences

Discipline Sociology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Presentation	500 words	30	N	Both (Individual & Group)
Essay	1000 words	20	N	Individual
Applied Project	1500 words	50	N	Individual

Teaching Periods

HUMN 3075 Sociology of Religion

Credit Points 10

Legacy Code 101359

Coordinator David Tittensor ([https://directory.westernsydney.edu.au/search/name/David Tittensor/](https://directory.westernsydney.edu.au/search/name/David%20Tittensor/))

Description In this subject some of the main sociological approaches to the study of religion will be considered. The subject will be orientated particularly to the tension between religion and social theory in the evolution of sociological thought. It addresses the impact of religion and religious bodies on Australian society and politics. The unit will focus on the relation of theory and practice, on the research of contemporary religious practice, and on the contemporary relevance of major theorists in the sociology of religion. It will address issues such as Buddhism, Fundamentalism(s), gender in religion, globalisation, Islam, modernity/post modernity, neo-paganism, networks in spiritualities, New Age, popular culture, and new religious movements.

School Social Sciences

Discipline Sociology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects Unit LGYB 5040 - Sociology of Religion

Restrictions

Successful completion of 80 credit points of study.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Provide a critical introduction to some of the major theorists in the sociology of religion.
2. Explore the major rationales for religion as a belief system and their relevance to the contemporary and historical development of institutionalised, and networking forms of, religious practice - with particular reference to the secularisation debate.
3. Investigate the formation of major religious institutions and emergent religious groups, the part they have played in the formation and support of dominant ideologies and the existing social structure, and how these factors have influenced the peculiar nature of religion in Australia.

Subject Content

1. Religion ideology and the individual (the nature of belief systems and the role of sociology in the analysis of religion)
2. Is the influence of religion in society declining? Modernity and the secularisation debate.
3. Durkheim and the functions of religious belief. Religion, community and integration in contemporary society.

4. Weber - Religion and the rational overview
5. State and Religion- The Church of England and the Catholic Church.
6. Islam
7. Buddhism and Eastern Religions
8. New Religious Movements and Cults.
9. Alternative Spiritualities (New Age and Neo-Paganism)
10. Post-modern religions: Fundamentalism(s), Consumer Religions and Hyper-Real Religions.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1,000 words	30	N	Individual
Quiz	10 weeks x Weekly quizzes (4 Q's per week)	20	N	Individual
Proposal	500 words	10	N	Individual
Report	1,500 words	40	N	Individual

Prescribed Texts

- Possamai, A. & Tittensor, D. (2022) Religion and Change in Australia London: Routledge.

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact David Tittensor ([https://directory.westernsydney.edu.au/search/name/David Tittensor/](https://directory.westernsydney.edu.au/search/name/David%20Tittensor/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3075_22-AUT_KW_D#subjects)

Liverpool

Day

Subject Contact David Tittensor ([https://directory.westernsydney.edu.au/search/name/David Tittensor/](https://directory.westernsydney.edu.au/search/name/David%20Tittensor/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3075_22-AUT_LP_D#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3075_22-SC1_SC_D#subjects)

HUMN 3076 Sultans, Colonists and Nationalists: Indonesia C1200-1942

Credit Points 10

Legacy Code 102187

Coordinator Steven Drakeley ([https://directory.westernsydney.edu.au/search/name/Steven Drakeley/](https://directory.westernsydney.edu.au/search/name/Steven%20Drakeley/))

Description This unit examines the historical background of Indonesia's struggle to attain independent nationhood. Emphasis will be placed on social, cultural and political factors that shaped Indonesia prior to 1942, encompassing the classical period of the Hindu-Buddhist kingdoms, the rise of the early modern Islamic sultanates, the first encounters between Europeans and the peoples of the 'Malay world', the emergence of the Dutch East India Company (VOC) as a dominant force in the region, the subsequent imposition of the Dutch colonial rule, and, most significantly, the development of modern Indonesian nationalism.

School Humanities & Comm Arts

Discipline History

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Incompatible Subjects HUMN 2054 - The History of Modern Indonesia

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the significant historical forces that shaped Indonesia prior to 1942
2. Describe the cultural, religious and political diversity of Indonesian society
3. Recognise the factors that contributed to the rise and fall of traditional Indonesian polities during the pre-colonial era
4. Outline key differences between the Hindu-Buddhist and Islamic kingdoms
5. Discuss the pattern of Dutch colonial rule and changing economic structures in Indonesia
6. Evaluate the impact of modern and traditional influences on the development of Indonesian nationalism
7. Demonstrate effective literacy skills and research techniques.

Subject Content

- Indonesia as An archipelagic cross-roads
- Traditional patterns of state formation and The Legacy of cultural borrowings from India and China
- religious Transformation under Islam and The emergence of A Muslim commercial class
- The rise of Islamic maritime States in The early modern period
- The arrival of European trading companies and their impact upon indigenous political and trading systems
- VOC ascendancy and expansion
- Consolidation of Dutch colonial rule in the 19th century
- The impact of colonialism on indigenous society
- The Dutch Civilising mission and its unexpected outcomes
- The rise of Indonesian nationalism in the early 20th century
- forms of organised resistance to Dutch colonial rule and key ideological influences
- Cooperation versus non-Cooperation
- Subversive forms of Indonesian resistance to Dutch rule
- The Dutch colonial state on The eve of World War II

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1,000 words	30	N	Individual
Essay	2,000 words	40	N	Individual
Quiz	1,000 words	30	N	Individual

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Karen Entwistle ([https://directory.westernsydney.edu.au/search/name/Karen Entwistle/](https://directory.westernsydney.edu.au/search/name/Karen%20Entwistle/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3076_22-AUT_BA_D#subjects)

Online

Online

Subject Contact Karen Entwistle ([https://directory.westernsydney.edu.au/search/name/Karen Entwistle/](https://directory.westernsydney.edu.au/search/name/Karen%20Entwistle/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3076_22-AUT_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Karen Entwistle ([https://directory.westernsydney.edu.au/search/name/Karen Entwistle/](https://directory.westernsydney.edu.au/search/name/Karen%20Entwistle/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3076_22-AUT_PS_D#subjects)

HUMN 3077 Sustainable Futures

Credit Points 10

Legacy Code 101569

Coordinator Sebastian Pfautsch ([https://directory.westernsydney.edu.au/search/name/Sebastian Pfautsch/](https://directory.westernsydney.edu.au/search/name/Sebastian%20Pfautsch/))

Description In this unit we will explore the questions 'can we create a sustainable society? If so what would it look like and how could it be done; is it possible to live ethically with each other and the planet?' While major contemporary theoretical concepts will be explored the emphasis is on developing sustainable alternatives to the way we now live both locally and globally. Particular attention will be paid to thinking ecologically, postcolonial development and issues of race and gender.

School Social Sciences

Discipline Sociology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 80 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Compare and contrast contemporary theoretical approaches to sustainable development

2. Apply key concepts and theories to practical solutions for sustainable living
3. Critically reflect upon major critiques of sustainability and development theories and practices i.e. postcolonial perspectives; ecofeminism and gender.
4. Create sustainable solutions to a key issue of sustainable living
5. Recognise key theories and concepts as presented in class and reading materials.

Subject Content

Discourses of development, globalisation and sustainability

Post colonialism

Ecofeminism

Social movements and activism for sustainability

Developing diversity

Sustainable consumption: agriculture, food & resources

Living spaces and places: urban, regional and rural planning and design

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Proposal	400 words	10	N	Individual
Report	2,000 words	50	N	Individual
Presentation	1,000 words	30	N	Individual
Reflection	300 words	10	N	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Sebastian Pfautsch ([https://directory.westernsydney.edu.au/search/name/Sebastian Pfautsch/](https://directory.westernsydney.edu.au/search/name/Sebastian%20Pfautsch/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3077_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Sebastian Pfautsch ([https://directory.westernsydney.edu.au/search/name/Sebastian Pfautsch/](https://directory.westernsydney.edu.au/search/name/Sebastian%20Pfautsch/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3077_22-AUT_PS_D#subjects)

HUMN 3078 The Anthropologies of Gender and Sexualities

Credit Points 10

Legacy Code 102349

Coordinator Helena Onnudottir ([https://directory.westernsydney.edu.au/search/name/Helena Onnudottir/](https://directory.westernsydney.edu.au/search/name/Helena%20Onnudottir/))

Description Examining the social construction of gender has been central to anthropological inquiries since the 1930s. Early ethnographic studies were instrumental in debunking gender essentialism and challenging the hegemony of western constructs about 'masculinity'

and 'femininity'. Since the 1930s, critical Anthropological theories and ethnographies have through cross-cultural comparison, demonstrated the great variation in expressions of individual sexuality/ies, the dynamics and confines behind the construction of gender roles and the cultural meaning and expression of gender categories across the globe. This unit will address the ongoing exploration of and challenges to the sex (biology) vs. gender (culture) dichotomy and contemporary cultural, social and political transformation (manipulation) of these categories.

School Social Sciences

Discipline Anthropology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) HUMN 1016

Restrictions Successful completion of 80 credit points in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the concepts and theories of the Anthropologies of Gender and Sexuality.
2. Produce a reflective and comparative analysis on cross-cultural case studies.
3. Critically analyse the gender diversity across human cultures and societies.
4. Apply Anthropological theory to contemporary case studies.
5. Articulate some of the ways biological categories are culturally mediated.

Subject Content

Anthropology of gender.
 Anthropology of Sexualities.
 Masculinities/femininities/third gender categories.
 Sex/gender.
 Gender and power
 Cultural constructs vs. biological determinism.
 Cross-cultural comparison of gender roles.
 Fluidity and diversity of human sexualities.
 To do or not to do? Sex and taboos.
 The gendered body

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	2 x 200 words	20	N	Individual
Essay	2000 words	50	N	Individual
Case Study	2 x 300 words	30	N	Individual

Prescribed Texts

- Lyons, A.P. and H.D. Lyons (eds.) (2011) *Sexualities in Anthropology: A Reader*, Wiley-Blackwell

Teaching Periods

Autumn Penrith (Kingswood)

Day

Subject Contact Helena Onnudottir ([https://directory.westernsydney.edu.au/search/name/Helena Onnudottir/](https://directory.westernsydney.edu.au/search/name/Helena%20Onnudottir/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3078_22-AUT_KW_D#subjects)

Liverpool

Day

Subject Contact Helena Onnudottir ([https://directory.westernsydney.edu.au/search/name/Helena Onnudottir/](https://directory.westernsydney.edu.au/search/name/Helena%20Onnudottir/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3078_22-AUT_LP_D#subjects)

HUMN 3079 The Asian Century

Credit Points 10

Legacy Code 101957

Coordinator Karen Entwistle ([https://directory.westernsydney.edu.au/search/name/Karen Entwistle/](https://directory.westernsydney.edu.au/search/name/Karen%20Entwistle/))

Description This unit explores whether the 21st century can be referred to as the Asian Century. It addresses itself to a host of questions, including: What is the Asian Century? How does it differ from the American Century (20th Century) and the British Century (19th Century)? What are the historical, cultural and philosophical foundations of the Asian Century? How has Asia been transformed since World War II, and more recently? What are the risks and challenges for Asian states in the Asian Century? What are the challenges and the opportunities for the West (including Australia) in the Asian Century?

School Humanities & Comm Arts

Discipline History

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. explore and evaluate Asia's regional dynamics
2. discern the historical, philosophical, and cultural underpinnings of the Asian Century
3. compare and contrast various Asian nations' trajectories since the arrival of the West in the mid-19th Century
4. appraise the contributions which different scholars have made to our understanding of the Asian century

Subject Content

- The British and The American centuries
- The Transformation (and rise) of Asian nations, including Japan, China, India, South Korea, Singapore and Indonesia
- The development and Importance of Southeast Asia
- Crisis points in The region
- Central Asia's role in the Asian century

- Applicability of various theories, including modernisation and realist theory, to The Asian century
- social inequality and disparity, political Corruption, The middle income gap, Competition for finite natural resources, environmental damage and Global warming
- China as a threat theory: containment or engagement (or somewhere in between)?
- Continued US primacy in The region? or power-sharing between The US and China? strategic competition? or partnership?

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Tutorial Exercises	1000 words	30	N	Individual
Short Written Assignment	1000 words	30	N	Individual
Essay	2000 words	40	N	Individual

Teaching Periods

Spring Bankstown Day

Subject Contact Karen Entwistle ([https://directory.westernsydney.edu.au/search/name/Karen Entwistle/](https://directory.westernsydney.edu.au/search/name/Karen%20Entwistle/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3079_22-SPR_BA_D#subjects)

Online

Subject Contact Karen Entwistle ([https://directory.westernsydney.edu.au/search/name/Karen Entwistle/](https://directory.westernsydney.edu.au/search/name/Karen%20Entwistle/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3079_22-SPR_ON_O#subjects)

Parramatta - Victoria Rd Day

Subject Contact Karen Entwistle ([https://directory.westernsydney.edu.au/search/name/Karen Entwistle/](https://directory.westernsydney.edu.au/search/name/Karen%20Entwistle/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3079_22-SPR_PS_D#subjects)

HUMN 3080 The History of Southeast Asia

Credit Points 10

Legacy Code 102491

Coordinator Steven Drakeley ([https://directory.westernsydney.edu.au/search/name/Steven Drakeley/](https://directory.westernsydney.edu.au/search/name/Steven%20Drakeley/))

Description This unit introduces students to the history of Southeast Asia, and to the major ideas and debates pertaining to the historical development of Southeast Asia as an important and distinctive world region in its own right. The course will examine the historical, cultural and religious factors that have shaped Southeast Asian

societies, from antiquity to the modern era. Key topics include the origins and characteristics of early civilisations, traditional patterns of state formation, global trade networks and European imperialism, popular resistance and the nationalist challenge to the colonial order, decolonisation in Cold War Southeast Asia, and nation-building in the twentieth century.

School Humanities & Comm Arts

Discipline History

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the central themes and debates pertaining to the historical development of Southeast Asian societies and the region.
2. Demonstrate basic analytical skills of historical interpretation, argument and evidence relevant to Southeast Asia.
3. Explain the various ways in which geography and environment have affected the historical development of the Southeast Asian region.
4. Analyse the historical processes that created the complex societies of Southeast Asia.
5. Scrutinise major cultural borrowings, religious influences and the impact of European colonialism on individual nations of Southeast Asia.
6. Distinguish between the historical development of Southeast Asian states from the early modern to the post-colonial era.

Subject Content

The setting: the population, environment and geography of Southeast Asia

The Indianisation of Southeast Asia

The rise and fall of the classical states

The Islamisation of Southeast Asia

Trade and its networks during the 'The Age of Commerce'

East-west encounters in Southeast Asia: the first European impact

European colonialism in 19th century Southeast Asia

The economic transformation of Southeast Asia during the colonial era

The rise of nationalism and challenges to colonial rule

Progress and modernity in 20th century Southeast Asia

The impact of the Japanese occupation and the revolutionary moment

Independence and a new world order

Cold War Southeast Asia

The Southeast Asian region in the modern world

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Discourse Analysis	1,500 words	35	N	Individual
Research Essay	2,500 words	45	N	Individual

Online 20 N Individual
Quizzes

Teaching Periods

HUMN 3081 The International Relations of the Middle East Since 1945

Credit Points 10

Legacy Code 101783

Coordinator James Trapani ([https://directory.westernsydney.edu.au/search/name/James Trapani/](https://directory.westernsydney.edu.au/search/name/James%20Trapani/))

Description This unit offers a historical study of the international relations of the Middle East from 1945 to the present. It examines the relations of Middle Eastern states to global structures of power; the pattern of relations between regional states; the causes of regional wars and international co-operation; the impact of domestic factors on the foreign policy of states; the importance of oil to international politics and the global economy; and the role of ideologies and non-state forces in international relations and between states in the Middle East.

School Humanities & Comm Arts

Discipline History

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate ability to develop and expound an argument in written form
2. Skills in oral expression refined by discussing and debating key issues, episodes and themes relevant to the history of the Middle East since 1945
3. Ability to conduct research and demonstrate a depth of knowledge and analysis of particular themes, issues or aspects of post-1945 Middle Eastern history
4. Ability to demonstrate a broad understanding and knowledge of the content of the subject
5. Demonstrate ability to discuss and critically analyse primary texts and other literature related to the subject
6. Develop both written and oral expression, essential skills for students at the upper-level and beyond.

Subject Content

Historical perspectives on the Middle East
The formation of the modern Middle East
The interplay of domestic, regional and international rivalries
The Cold War and the Middle East
The enduring Arab/Israeli conflict
Crises and conflict in the Middle East after the Cold War
Modern and religious ideologies and challenges to the Middle East states: transnational movements
Oil and the Middle East: regional and international political and economic implications

The modern Middle East in historical perspective

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Essay	2,000 words	35	N	Individual
Tutorial Presentation and Paper	1,000 words	20	N	Individual
Take home Exam	72 hour period to submit short essay responses to turnitin	45	N	Individual

Prescribed Texts

- Fred Halliday, *The Middle East in International Relations*, Cambridge University Press, Cambridge, 2nd edition, 2008

Teaching Periods

HUMN 3082 The Making of the 'Aborigines'

Credit Points 10

Legacy Code 101757

Coordinator Madison Shakespeare ([https://directory.westernsydney.edu.au/search/name/Madison Shakespeare/](https://directory.westernsydney.edu.au/search/name/Madison%20Shakespeare/))

Description This unit is available to all undergraduate students who have open electives. The Making of the 'Aborigines' explores the complex human relations and historical forces that have constructed Australia's indigenous people as 'Aboriginal' and/or 'Torres Strait Islander'. It will involve a critical examination of a range of contemporary social and political issues impacting on and being engaged by Indigenous people. A more comprehensive understanding of the position of Indigenous people in contemporary Australian society will enable students to engage more effectively with Indigenous people.

School Humanities & Comm Arts

Discipline Indigenous Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. identify key social and political issues that have impacted and shaped Aboriginal and/or Torres Strait Islander lives and communities;
2. critically analyse the impact of key social and political issues on Indigenous Australia;

- explain the impact of colonisation on Indigenous peoples and the ramifications of such for Non-Indigenous Australians;
- identify Indigenous peoples' strategies of resistance to the colonising process - comparative studies;
- use effective research skills to investigate the social and political issues that impact Indigenous Australia.

Subject Content

Invasion and Colonisation
 Terra Nullius
 State and Commonwealth Policies e.g. Protection, Assimilation, Integration, Self-Determination
 Indigenous social indicators
 Indigenous welfare dependence
 US Civil Rights Movement and influence on Indigenous Australia
 1967 Referendum
 Politics of Land/Land Rights/Native Title
 Deaths in Custody
 Stolen Generation
 National Apology to the Stolen Generation
 Northern Territory Intervention
 Stolen wages
 Repatriation of Indigenous Remains
 Revisionist policies e.g. NSW DSE Aboriginal Education Policy

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Critical Review	1,500 words	30	N	Individual
Short Answer	Participation in vJWS and 600 words (for Short Answer)	25	N	Individual
Presentation	15 mins (per group) and 10 mins (for individual presentation)	30	N	Both (Individual & Group)
Report	1,000 words	15	N	Individual

Prescribed Texts

- Book of Selected Readings

Teaching Periods

Autumn

Online

Online

Subject Contact Madison Shakespeare ([https://directory.westernsydney.edu.au/search/name/Madison Shakespeare/](https://directory.westernsydney.edu.au/search/name/Madison%20Shakespeare/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3082_22-AUT_ON_O#subjects)

HUMN 3084 Theories of Conflict and Violence

Credit Points 10

Legacy Code 100969

Coordinator Mark G. E. Kelly ([https://directory.westernsydney.edu.au/search/name/Mark G. E. Kelly/](https://directory.westernsydney.edu.au/search/name/Mark%20G.%20E.%20Kelly/))

Description Why do humans kill? What is the nature of war? This course is a selection of different established theories offering explanations of human violence and social conflict. Both theories of individual violence and aggression, and collective conflict are studied to give students a perspective on the forces behind these phenomena. Theories from politics, philosophy, psychoanalysis, sociobiology, sociology, and cultural studies are introduced to exemplify the classic positions and lines of reasoning. These are used to question and explain current forms of violence and conflict, and to give students better understanding of the issues behind attempts to forestall, manage or end conflict.

School Humanities & Comm Arts

Discipline Studies In Human Society

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYA 0295 - Theories of Violence and Conflict

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Explain the accepted causes and origins of human violence - individual and collective.
- Analyse the traditions and forces at work in different particular instances of human violence.
- Describe the typical forms of argument used in explaining or justifying conflict.
- Evaluate the reasoning in such explanations and justifications.
- Examine ethical issues in human conflict and violence.

Subject Content

- introduction to evolutionary theories - role of inter and intra species struggles.
- Origins and development of social Darwinism and socio-biology
- Recent sociobiology and new field of evolutionary Psychology and critiques
- Basic Psychoanalytic accounts of human aggression and violence/violence and sexuality
- Classic theories of War: Sun Tzu and Von Clausewitz
- Ethical Issues of War and its justification
- The state and violence - Classic statements and modern amendments from Machiavelli, Hobbes, Kant to Weber, Benjamin, Foucault
- Conflict views of modern society - Marx, Sorel and class
- Spectacles of violence in contemporary culture
- Categories of violence: naming and representing
- contemporary Issues of Conflict and violence

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	10-12 minutes presentation plus a summary of 500 words	20	N	Individual
Essay	1,200 words	30	N	Individual
Essay	2,000 words plus references	50	N	Individual

Prescribed Texts

- NULL

Teaching Periods

HUMN 3087 Twentieth Century Australia

Credit Points 10

Legacy Code 101999

Coordinator Bridget Brooklyn ([https://directory.westernsydney.edu.au/search/name/Bridget Brooklyn/](https://directory.westernsydney.edu.au/search/name/Bridget%20Brooklyn/))

Description This survey unit provides an overview of major events in Australian political, cultural and social history of the twentieth century. The unit will examine key events such as World Wars and the Great Depression, but will also discuss broader changes that affected Australians, black and white, male and female, rich and poor. In doing so, it will examine some of the ideas and political movements that dominated twentieth century Australia, including class politics, feminism, imperial loyalty, indigenous politics, nationalism, racism and sectarianism.

School Humanities & Comm Arts

Discipline History

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects HUMN 3014 - Australian History since 1860 - 1920
HUMN 3016 - Australian History since 1920

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the chronology of events in twentieth century Australia.
2. Analyse the causal factors underlying events and social movements in twentieth century Australia.
3. Identify and analyse significant trends and themes in twentieth-century Australian history.
4. Implement a variety of skills and approaches to historical interpretation
5. Evaluate sources to employ historical analysis and argument.

Subject Content

Unit content may vary according to teaching staff available, and may include the following:

- Federation: inclusion and exclusion.
- Australia and The first World War.
- Australia in the 1920s.
- The Great Depression and the 1930s.
- Australia and The second World War.
- The Petrov Affair.
- post-War rumblings: Feminism, race and assimilation.
- Social protest in the 1960s.
- The Whitlam years and their impact on Australian society.
- The final decades: globalisation, indigenous politics and prosperity.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	2,000 words	40	N	Individual
3 short writing tasks	1 500 words (500 words each)	30	N	Individual
Final Exam	2 hours	30	N	Individual

Teaching Periods

HUMN 3088 Understanding Freedom

Credit Points 10

Legacy Code 101798

Coordinator Dimitris Vardoulakis ([https://directory.westernsydney.edu.au/search/name/Dimitris Vardoulakis/](https://directory.westernsydney.edu.au/search/name/Dimitris%20Vardoulakis/))

Description "Understanding Freedom" consists of a close analysis of major theories of freedom from ancient times to the contemporary world. It explores the relation between freedom and imprisonment, freedom and politics, freedom and the everyday, as well as the way that freedom informs the production of culture.

School Humanities & Comm Arts

Discipline Studies in Human Society, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points

Learning Outcomes

On successful completion of this subject, students should be able to:

1. explore contemporary theories of freedom;
2. recognise ways in which theories of freedom can inform contemporary political ideas;
3. outline theories of freedom in Western thought;
4. discuss the role of freedom in philosophy and culture;
5. analyse and critique the traditional understanding of freedom;
6. evaluate how theories of freedom structure the thought of key-thinkers; and

7. apply knowledge gained in this subject to other areas of their experience

Subject Content

- "Understanding Freedom" looks at the way that freedom has been conceptualized and traces the development of that idea in Western thought.
- It examines how freedom is articulated in every-day life, and explores contemporary theories of freedom.
- The Examination of The concept of freedom will be carried out by concentrating on key thinkers who have written on freedom.

Teaching Periods

HUMN 3090 Understanding Power

Credit Points 10

Legacy Code 101731

Coordinator Norma Lam-Saw ([https://directory.westernsydney.edu.au/search/name/Norma Lam-Saw/](https://directory.westernsydney.edu.au/search/name/Norma%20Lam-Saw/))

Description This unit aims to explore contemporary understandings of power and its various manifestations in the modern world. Numerous themes are considered including informal and formal mechanisms of power, the uses and abuses of power, resistance, plus various examples of "powered" sites. The unit examines the relation between power, violence and the state. The unit concentrates on a few, influential theorists of power. Particular attention is paid to how power has an impact on the production of culture.

School Humanities & Comm Arts

Discipline Studies In Human Society

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYA 1008 - Understanding Power

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. explore contemporary theories of power;
2. recognise ways in which theories of power can inform contemporary political ideas;
3. outline theories of power in Western thought;
4. discuss the role of power in philosophy and culture;
5. analyse and critique the traditional understanding of power;
6. evaluate how theories of power structure the thought of key-thinkers; and
7. apply knowledge gained in this subject to other areas of their experience.

Subject Content

The content consists of a close analysis of major theories of power from ancient times to the contemporary world. It explores the relation between power and knowledge, power and violence, power and the state, power and discipline, as well as the way that power informs the production of culture.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	Not Specified	5	N	Individual
Essay	2000 words	50	N	Individual
Portfolio	Not Specified	45	N	Individual

Teaching Periods

Spring

Bankstown

Day

Subject Contact Norma Lam-Saw ([https://directory.westernsydney.edu.au/search/name/Norma Lam-Saw/](https://directory.westernsydney.edu.au/search/name/Norma%20Lam-Saw/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3090_22-SPR_BA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Norma Lam-Saw ([https://directory.westernsydney.edu.au/search/name/Norma Lam-Saw/](https://directory.westernsydney.edu.au/search/name/Norma%20Lam-Saw/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3090_22-SPR_PS_D#subjects)

HUMN 3091 Violence in Everyday Life

Credit Points 10

Legacy Code 101898

Coordinator David Tait ([https://directory.westernsydney.edu.au/search/name/David Tait/](https://directory.westernsydney.edu.au/search/name/David%20Tait/))

Description The unit provides an overview of the 'dark side' of human society and culture - violence. It examines how violence shapes, threatens and informs aspects of everyday life at home, work, school, the sports field and the street. Through a series of structured learning activities students engage with a range of documents and images to explore practices and experiences of violence. The role of institutions like the state, churches and sporting bodies in regulating violence will be considered. Students will gain skills in understanding the cultural milieu of marginal groups, languages of power and the emotions of excitement, fear and terror produced by acts of violence, skills useful for effective functioning in the workplace and family. The unit provides skills for honours level research in social and cultural analysis, law and legal studies, criminology, and history and political thought.

School Humanities & Comm Arts

Discipline Sociology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. critically read, evaluate and interpret texts about violence
2. integrate ideas and data from several different disciplinary traditions to develop an argument
3. work productively with peers to develop a shared research project
4. elaborate a research concept into a researchable question.

Subject Content

- . Violence as 'ordinary' behaviour - human nature, social structure or individual deviance?
- . Structural violence - slavery, racism and totalitarianism
- . Religion and violence - crusades, conquistadores and coexistence
- . Violence at home - conflict in intimate relationships
- . Ritualised violence and sport - on and off the field
- . Psychopaths in the workplace - creating safe environments
- . Turf wars - gangs, neighbourhoods and community safety
- . Cyberbullying and cybercrime
- . Hoons and hooligans - young men, alcohol and thrill-seeking
- . Violent education - shaping young minds, reproducing class inequalities
- . Making violence routine: training killers in the military
- . Developing peaceful futures?

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Research paper	3,000 words	60	N	Individual
In-class exam	30 minutes	10	N	Individual
Multi-media presentation	2 hours	30	N	Individual

Prescribed Texts

- NULL

Teaching Periods

Summer B

Online

Online

Subject Contact David Tait ([https://directory.westernsydney.edu.au/search/name/David Tait/](https://directory.westernsydney.edu.au/search/name/David%20Tait/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3091_22-SUB_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact David Tait ([https://directory.westernsydney.edu.au/search/name/David Tait/](https://directory.westernsydney.edu.au/search/name/David%20Tait/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3091_22-SUB_PS_D#subjects)

HUMN 3092 WWII in Asia and the Pacific

Credit Points 10

Legacy Code 101830

Coordinator Peter Mauch ([https://directory.westernsydney.edu.au/search/name/Peter Mauch/](https://directory.westernsydney.edu.au/search/name/Peter%20Mauch/))

Description This unit provides inquiry into the origins, course, and aftermath of WWII in Asia and the Pacific. We will ask why Japan and China went to war with each other in the 1930s; we will also seek understanding of why and how that war came to include the United States, Britain, the Soviet Union, the Netherlands, Australia, New Zealand, and practically all of Asia. We will examine the atomic attacks against Hiroshima and Nagasaki: Was the bomb a necessary evil? Or could/should the US have avoided using the bomb? We will also look intensively at post-WWII Asia. How did two wartime allies - the US and the Soviet Union - become bitter enemies within months of the war's end? Why did China descend into civil war? What was the war in Korea all about? Were wars of independence throughout SE Asia unavoidable? How was it that Japan escaped much of this postwar misery?

School Humanities & Comm Arts

Discipline History

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. identify the complexity of international affairs (in general), and (more specifically) analyse the international environment before, during, and after WWII
2. outline the issues that spark wars (in general), and (more specifically) discern the issues over which nations fought during WWII
3. evaluate key differences in scholarly interpretations of events
4. analyse primary source materials
5. construct a sound argument based on solid research into both primary and secondary sources

Subject Content

Origins, course, and aftermath of WWII in Asia and the Pacific
 Japanese-U.S. relations; Sino-Japanese relations; Sino-U.S. relations; Soviet-U.S. relations; Japanese-Soviet relations
 Colonialism and SE Asian independence
 The atomic bomb
 The International Military Tribunal for the Far East (IMTFE), war crimes, and international law
 Ideology (including democracy, autocracy, authoritarianism, and communism) as a factor in international relations

Prescribed Texts

- Akira Iriye, *The Origins of World War II in Asia and the Pacific*, (London: Longman, 1987).
- Peter Mauch, ed., *The Occupation-era Correspondence of Kichisaburo Nomura*, (Folkestone; Global Oriental, 2010).

Teaching Periods

Spring Bankstown

Day

Subject Contact Peter Mauch ([https://directory.westernsydney.edu.au/search/name/Peter Mauch/](https://directory.westernsydney.edu.au/search/name/Peter%20Mauch/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3092_22-SPR_BA_D#subjects)

Online

Online

Subject Contact Peter Mauch ([https://directory.westernsydney.edu.au/search/name/Peter Mauch/](https://directory.westernsydney.edu.au/search/name/Peter%20Mauch/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3092_22-SPR_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Peter Mauch ([https://directory.westernsydney.edu.au/search/name/Peter Mauch/](https://directory.westernsydney.edu.au/search/name/Peter%20Mauch/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3092_22-SPR_PS_D#subjects)

HUMN 3093 War

Credit Points 10

Legacy Code 102423

Coordinator Peter Mauch ([https://directory.westernsydney.edu.au/search/name/Peter Mauch/](https://directory.westernsydney.edu.au/search/name/Peter%20Mauch/))

Description Have you ever wondered what war is good for? Edwin Starr thought it was good for "absolutely nothing." This unit will take you on an intellectual journey, around the globe and across history, as you reach your own answer to this question. You will evaluate the norms associated with war as well as the experiences of warriors from ancient through modern times. You will assess the role of militias, armies, navies, and air forces in the broad sweep of history. You will consider nuclear weaponry, terrorism, guerrilla warfare, just war theory, as well as anti-war movements.

School Humanities & Comm Arts

Discipline History

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Incompatible Subjects HUMN 2059 - War

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply theoretical perspectives on warfare to historical case studies.
2. Critically assess the development of strategies and technologies of warfare.
3. Evaluate various popular and scholarly explanations of wars' causes.

4. Demonstrate an understanding of the connections between war and politics.
5. Identify the causes and nature of the key wars in history covered in the course.
6. Compare and contrast the varying perspectives on war in Western and Non-Western societies.

Subject Content

- The history of warfare: from Ancient times to The present
- The development of practices in warfare: Technology, armies, strategy, War economies
- The development of thought as it relates to War
- Global perspectives on War
- Protesting against War/depicting War
- Starting Wars/ending Wars

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Essay	2,000 words	40	N	Individual
Presentation of Film Review	3 minutes per 20 person		N	Individual
Mid-term exam	1 hour; 500 words approx.	40	N	Individual

Summer B Online

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Log/workbook	2,000 words	40	N	Individual
Audio-visual presentation	3 minutes per 30 person		N	Individual
Quiz	1,000 words (equivalent)	30	N	Individual

Prescribed Texts

- Geoffrey Parker, ed., Cambridge Illustrated History of Warfare, (Cambridge UP, 2008)

Teaching Periods

HUMN 3094 War and Society in the Twentieth Century

Credit Points 10

Legacy Code 101993

Coordinator Bridget Brooklyn ([https://directory.westernsydney.edu.au/search/name/Bridget Brooklyn/](https://directory.westernsydney.edu.au/search/name/Bridget%20Brooklyn/))

Description This unit explores the social and cultural history of warfare in the twentieth century, with a particular emphasis on the experience of 'ordinary' men and women during the First and Second World Wars. Drawing on case studies and scholarship from Australia, Britain and the United States, students will examine a diverse range of topics and themes, including the politics of gender, class and race in wartime.

School Humanities & Comm Arts

Discipline History

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects HUMN 2060 - War and Society 20th Century Australia

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the major themes of the social and cultural history of warfare in the twentieth century.
2. Discuss relevant case studies drawn from Australian, British and American examples.
3. Analyse the major conflicts of the twentieth century.
4. Interpret and critically engage with historical scholarship.

Subject Content

Topics may include

1. The experience of combat and its social and cultural ramifications.
2. Gender, sexuality and war.
3. Race and ethnicity in wartime.
4. The politics of class on active service and on the home-front.
5. Repatriation and reintegration at war?fs end.
6. The experience of veterans.
7. Memorialisation and the commemoration of wars and the war dead.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	2,000 words	40	N	Individual
Presentation and Report	5 minutes; 1,000 words	20	N	Individual
Final Exam	2 hours	40	N	Individual

Summer B

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay: Extended Writing Task	2,000 words	50	N	Individual

Log/ Workbook	1,000 words	35	N	Individual
Quiz	4 quizzes	15	N	Individual

Prescribed Texts

- A Subject Reader to be purchased through Connect or available electronically through vUWS.

Teaching Periods

HUMN 3096 What is the Human?

Credit Points 10

Legacy Code 101010

Coordinator Chris Fleming ([https://directory.westernsydney.edu.au/search/name/Chris Fleming/](https://directory.westernsydney.edu.au/search/name/Chris+Fleming/))

Description This unit examines theories of human nature from a variety of historical and disciplinary perspectives. It engages with, and encourages the student to evaluate, conceptions of the human - some of which have had wide currency in the broader culture and some which have not. The unit also engages the idea of whether a unified conception of human nature is tenable at all.

School Humanities & Comm Arts

Discipline Studies In Human Society

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYC 1283 - What is the Human?

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate their familiarity with the most pervasive ideas of human nature in the western philosophical and anthropological traditions.
2. Recognise the complex and intricate links between concepts of human nature and epistemology, religion, ethics and art.
3. Be conversant with debates surrounding the idea of 'the human' and the very possibility of theorising at this level of generality.

Subject Content

1. Classical and contemporary philosophies of human nature
2. Contemporary anthropology and cross-cultural studies
3. Perspectives on human nature from science, especially contemporary biology
4. Postmodern critiques of the possibility of the 'sciences of man'
5. Implications for ideas of human nature on epistemology, ethics, and art
6. The idea of the 'post-human' and technology

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Tutorial paper	1000 words	20	N	Individual
Longer written exercise	1500 words	30	N	Individual
Take Home Test	1000-1300 words	50	N	Individual

Prescribed Texts

- Subject Reader

Teaching Periods

HUMN 3098 Genders and sexualities: beyond the binary

Credit Points 10

Legacy Code 102733

Coordinator Kerry Robinson ([https://directory.westernsydney.edu.au/search/name/Kerry Robinson/](https://directory.westernsydney.edu.au/search/name/Kerry%20Robinson/))

Description This unit encourages students to critically reflect on how their own identities and experiences of genders and sexualities are shaped by broader social practices that define what is natural and what is normal. The unit focuses on two substantive topics: the body and institutions. Bodies are usually understood through biological explanations of gender and sexuality. However, this unit will consider how the body is shaped by the social discourses and practices through which genders and sexualities are produced. The unit investigates how age, race, class and ability are coded differently in terms of gender and sexuality. Institutions - families, schools, workplaces and religions - will be studied as sites where genders and sexualities may be observed but also produced and negotiated.

School Social Sciences

Discipline Gender Specific Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 80 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse gender and sexuality in historical, political and social context.
2. Apply a critical understanding of social theories to gender and sexuality.
3. Demonstrate capacity to apply theories of gender and sexuality to personal experiences.
4. Assess institutional discourses of gender and sexuality.

Subject Content

Introduction: Gender, sexuality, identity and intersectionality
 Theoretical perspectives on gender and sexuality; relationship between gender and sexuality
 Gender, sexuality & power: Discourse, knowledge & subjectivity
 Gender and sexuality across the lifespan
 Gender, sexuality and the body

Gender, sexuality and violence
 Gender, sexuality and the family
 Gender, sexuality and the workplace
 Gender, sexuality and education
 Gender, sexuality and politics (National & global)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Critical Review	1,000 words	30	N	Individual
Interview	1,000 words	40	N	Individual
Essay	1,000 words	30	N	Individual

Teaching Periods

Spring

Penrith (Kingswood)

Day

Subject Contact Kerry Robinson ([https://directory.westernsydney.edu.au/search/name/Kerry Robinson/](https://directory.westernsydney.edu.au/search/name/Kerry%20Robinson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3098_22-SPR_KW_D#subjects)

Liverpool

Day

Subject Contact Kerry Robinson ([https://directory.westernsydney.edu.au/search/name/Kerry Robinson/](https://directory.westernsydney.edu.au/search/name/Kerry%20Robinson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3098_22-SPR_LP_D#subjects)

HUMN 3100 Social Sciences International Placement (1): Preparation for Placement

Credit Points 10

Legacy Code 102723

Coordinator Nichole Georgeou ([https://directory.westernsydney.edu.au/search/name/Nichole Georgeou/](https://directory.westernsydney.edu.au/search/name/Nichole%20Georgeou/))

Description This unit is designed to equip students with the knowledge and skills required to successfully undertake a placement abroad, or in the case of those students who need to undertake a local placement, an organisation in Australia that is focused on international development. To this end, to prepare students for 102724 Social Sciences International Placement (II) the unit examines issues of sustainability and the political and ethical dimensions of volunteering, development and/or fieldwork. It interrogates the rise of volunteering and learning for development abroad experiences, and provides opportunities for students to reflect on their own part in this growth 'industry'. Workshops and online activities will cover practical topics such as health and wellbeing, and living and working in development contexts. They will also provide students with opportunity to learn more about their placement country and/or organisation and to begin

developing skills in intercultural communication and interaction, ethnographic observation and reflexivity.

School Social Sciences

Discipline Studies in Human Society, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) Students enrolled in course 1733 must complete the following pre-requisites CULT 1017 Understanding Society and BEHV 1021 The Individual in Society and CULT 1020 Working with Communities and HUMN 1041 People Place and Social Difference and CULT 2005 Ethics in the Social Sciences and HUMN 2049 Social Research Methods PLUS one of the following Advanced core units BUSM 1016 Leadership in a Complex World Or DESN 2002 Creativity Innovation and Design Thinking Or BEHV 2007 Internship and Community Engagement Or CULT 3011 Ethical Leadership Students enrolled in courses 1664 and 6030 must complete the following pre-requisites CULT 1017 Understanding Society and CULT 1020 Working with Communities and HUMN 1041 People Place and Social Difference and SPRT 2011 Sustainability Tourism and Place and CULT 3015 Heritage and Tourism and CULT 3016 Indigenous Cultures A Global Perspective

Students enrolled in all other courses must complete the following pre-requisites CULT 1017 Understanding Society and BEHV 1021 The Individual in Society and CULT 1020 Working with Communities and HUMN 1041 People Place and Social Difference and CULT 2005 Ethics in the Social Sciences and HUMN 2049 Social Research Methods

Co-requisite(s) HUMN 3101

Restrictions Students must be enrolled in program 1667 Bachelor of Social Science; 1733 Bachelor of Social Science (Advanced); 1790 Bachelor of Anthropology; 1664 Bachelor of Tourism Management; 1735 Bachelor of Humanitarian and Development Studies, 6023 Diploma in Social Science/Bachelor of Social Science, 6027 Diploma in Social Science/Bachelor of Humanitarian and Development Studies or 6030 Diploma in Social Science/Bachelor of Tourism Management. Students enrolled in 1667, 1664, 1733, 6023 or 6030 must have achieved a minimum GPA of 5 in order to enrol. All students must also have completed 160 credit points of study.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify key principles in sustainable development.
2. Analyse the ethical, political and power dimensions of volunteering, development and/or fieldwork.
3. Critically evaluate best practice principles in international volunteering, development work and/or fieldwork.
4. Identify key techniques for developing reflexivity.
5. Demonstrate intercultural understanding and awareness.

Subject Content

Introduction to fieldwork and the volunteer experience.

Introduction to sustainable development and the Sustainable Development Goals.

The ethics and politics of volunteering, development and fieldwork.

Cross-cultural communication, intercultural interaction and understanding.

Developing reflexivity.

Preparation for international travel and/or placement.

Health and wellbeing in international work contexts.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Summary: 3 x reading summaries	1,500 words	45	Y	Individual
Participation: 1 hour each 3 x workshop activities		30	Y	Group
Participation: 1 hour each 2 x online activities		25	Y	Individual

Teaching Periods

2nd Half

Parramatta - Victoria Rd

Day

Subject Contact Nichole Georgeou ([https://directory.westernsydney.edu.au/search/name/Nichole Georgeou/](https://directory.westernsydney.edu.au/search/name/Nichole%20Georgeou/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3100_22-2H_PS_D#subjects)

HUMN 3101 Social Sciences International Placement (II): Placement

Credit Points 20

Legacy Code 102724

Coordinator Nichole Georgeou ([https://directory.westernsydney.edu.au/search/name/Nichole Georgeou/](https://directory.westernsydney.edu.au/search/name/Nichole%20Georgeou/))

Description This unit provides students with the opportunity to apply skills and knowledge acquired during the first two years of their degree to a 'real world' setting. Students will undertake a 14 week internationally focused placement with organisations in, for example, the community, not-for-profit or government sectors. The unit coordinator will partner students with an international organisation, and together with the placement host(s) will jointly supervise the student. The work that students undertake during placement will vary, but may include: community visits, community consultation, development of educational programs, policy evaluation, research and report writing. Relevant activities may also be undertaken at another university in the placement country. The work placement will provide students with invaluable experience working in social sciences related fields in cross-cultural contexts. Prior to commencing the placement, students are required to complete pre-placement coursework (in co-requisite unit 102723 Social Sciences International Placement (I)). On return from placement the experience will be rounded out with the completion of 102725 Social Sciences International Placement (III). Students are required to complete a Working with Children Check, and medical clearance may also be required to undertake placement in a developing country, along with a Working With Children check for certain organisations. Those students unable to undertake an internationally based placement for health or personal reasons should contact the Unit Coordinator before enrolment in this unit to discuss

available options for being placed locally. Students should also note that NSW Health facilities have further, specific requirements, and should seek advice from the Unit Coordinator.

School Social Sciences

Discipline Studies in Human Society, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 20cp

Level Undergraduate Level 3 subject

Pre-requisite(s) Students enrolled in course 1733 must complete the following pre-requisites CULT 1017 Understanding Society and BEHV 1021 The Individual in Society and CULT 1020 Working with Communities and HUMN 1041 People Place and Social Difference and CULT 2005 Ethics in the Social Sciences and HUMN 2049 Social Research Methods plus one of the following Advanced core units BUSM 1016 Leadership in a Complex World or DESN 2002 Creativity Innovation and Design Thinking or BEHV 2007 Internship and Community Engagement or CULT 3011 Ethical Leadership Students enrolled in courses 1664 and 6030 must complete the following pre-requisites CULT 1017 Understanding Society and CULT 1020 Working with Communities and HUMN 1041 People Place and Social Difference and SPRT 2011 Sustainability Tourism and Place and CULT 3015 Heritage and Tourism and CULT 3016 Indigenous Cultures A Global Perspective Students enrolled in all other courses must complete the following pre-requisites CULT 1017 Understanding Society and BEHV 1021 The Individual in Society and CULT 1020 Working with Communities and HUMN 1041 People Place and Social Difference and CULT 2005 Ethics in the Social Sciences and HUMN 2049 Social Research Methods

Co-requisite(s) HUMN 3100

Restrictions NOTE: Enrolment in the Summer session is only available under limited circumstances. Please contact the subject Coordinator for any further information. Students must be enrolled in program 1667 Bachelor of Social Science; 1733 Bachelor of Social Science (Advanced); 1790 Bachelor of Anthropology; 1664 Bachelor of Tourism Management; 1735 Bachelor of Humanitarian and Development Studies, 6023 Diploma in Social Science/ Bachelor of Social Science, 6027 Diploma in Social Science/Bachelor of Humanitarian and Development Studies or 6030 Diploma in Social Science/Bachelor of Tourism Management. Students enrolled in 1667, 1664, 1733, 6023 or 6030 must have achieved a minimum GPA of 5 in order to enrol. All students must also have completed 160 credit points of study, and should seek medical clearance if they are to undertake placement in a developing country context. Students who have not been cleared for undertaking international placement may be able to undertake a local placement, pending medical clearance for local placement activities.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Draw on placement experience to identify challenges in the workplace.
2. Develop responses to workplace challenges.
3. Demonstrate reflexivity in professional and cross-cultural settings.
4. Demonstrate intercultural understanding and awareness.
5. Apply social sciences knowledge in the workplace.

Subject Content

Intercultural immersion
Practising reflexivity in professional and cross-cultural settings
Development, volunteering and fieldwork in practice

Work experience: applying social sciences skills and knowledge in international work contexts.

Special Requirements

Legislative pre-requisites

Please note that due to the ongoing impact of COVID-19, the requirement to submit a Working with Children Check Student Declaration has been temporarily suspended until further notice.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio: Learning Portfolio	3,000 words	S/U	Y	Individual
Professional Placement Performance: 2 x Supervision Reports	To be completed midway and at end of placement by workplace supervisor	S/U	Y	Individual

Teaching Periods

2nd Half

Online

Online

Subject Contact Nichole Georgeou ([https://directory.westernsydney.edu.au/search/name/Nichole Georgeou/](https://directory.westernsydney.edu.au/search/name/Nichole%20Georgeou/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3101_22-2H_ON_O#subjects)

HUMN 3102 Social Sciences International Placement (III): Post-placement Reflections

Credit Points 10

Legacy Code 102725

Coordinator Nichole Georgeou ([https://directory.westernsydney.edu.au/search/name/Nichole Georgeou/](https://directory.westernsydney.edu.au/search/name/Nichole%20Georgeou/))

Description This unit is the final component of the Social Sciences International Placement. Facilitated by the unit coordinators the unit comprises a series of workshops and assessments, which will provide opportunities for students to debrief and reflect critically on their placement experience. Assessments and workshops are designed so that students learn how to convey newly acquired skills, perspectives and life choices in different settings (classroom; job interviews and applications), and to apply the placement experience in immediate and life-long educational, professional and personal endeavours. For those students who have undertaken a placement overseas, the unit is also designed to encourage reintegration into their home culture. Specifically, assessments and workshops are designed so that students

intentionally process and analyse the layered meanings of their time spent abroad, and the feelings and experiences of coming 'home'.

School Social Sciences

Discipline Studies in Human Society, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) Students enrolled in course 1733 must complete the following pre-requisites CULT 1017 Understanding Society and BEHV 1021 The Individual in Society and CULT 1020 Working with Communities and HUMN 1041 People Place and Social Difference and CULT 2005 Ethics in the Social Sciences and HUMN 2049 Social Research Methods plus one of the following Advanced core units BUSM 1016 Leadership in a Complex World or DESN 2002 Creativity Innovation and Design Thinking or BEHV 2007 Internship and Community Engagement or CULT 3011 Ethical Leadership

Restrictions Students must be enrolled in program 1667 Bachelor of Social Science; 1733 Bachelor of Social Science (Advanced); 1790 Bachelor of Anthropology; 1664 Bachelor of Tourism Management; 1735 Bachelor of Humanitarian and Development Studies, 6023 Diploma in Social Science/ Bachelor of Social Science, 6027 Diploma in Social Science/Bachelor of Humanitarian and Development Studies or 6030 Diploma in Social Science/Bachelor of Tourism Management. Students enrolled in 1667, 1664, 1733, 6023 or 6030 must have achieved a minimum GPA of 5 in order to enrol. All students must also have completed 160 credit points of study.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically evaluate their own practice in development and/or fieldwork as measured against **best practice principles**.
2. Critically reflect on their own intercultural understanding and awareness.
3. Demonstrate reflexivity.
4. Demonstrate intercultural competence.
5. Critically reflect on the utility of social sciences knowledge in the workplace.
6. Identify how the placement experience may be incorporated into future career/study trajectories.

Subject Content

Practising reflexivity

Reflecting on development, volunteering and fieldwork in practice

Reflecting on intercultural experiences

Re-acculturation

Career building: Maximising placement and international experience

Social sciences in the workplace

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation: 10 minutes Group Video Presentation	20		N	Group

Presentation: 10 minutes Individual Presentation	20		N	Individual
Reflection: 3,000 words Reflective Report	60		N	Individual

Teaching Periods

Summer A

Parramatta - Victoria Rd

Day

Subject Contact Nichole Georgeou ([https://directory.westernsydney.edu.au/search/name/Nichole Georgeou/](https://directory.westernsydney.edu.au/search/name/Nichole%20Georgeou/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3102_22-SUA_PS_D#subjects)

HUMN 3103 Group Project

Credit Points 10

Legacy Code 102741

Coordinator Alexandra Coleman ([https://directory.westernsydney.edu.au/search/name/Alexandra Coleman/](https://directory.westernsydney.edu.au/search/name/Alexandra%20Coleman/))

Description This unit is designed to extend the employability, professional skills and networks of Bachelor of Arts students. Every year, a range of options will be offered to students. These may involve activities as diverse as group research projects with existing available databases; simulation projects with 'real world' problems determined in partnership with an external agency or internal Western organisational unit; the development of a small-scale event that services a School objective and a community need; or a disciplinary or inter-disciplinary capstone project. The common objective is the development of students' skills in collaboration and team work through a focus on authentic tasks and problem-solving.

School Humanities & Comm Arts

Discipline Studies in Human Society, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 160 credit points of study in currently enrolled program and students must be enrolled in one of the following programs: 1651 - Bachelor of Arts (Pathway to Teaching Primary) 1652 - Bachelor of Arts (Pathway to Teaching Secondary) 1655 - Bachelor of Arts (Dean's Scholars) 1706 - Bachelor of Arts 1739 - Bachelor of International Studies (Dean's Scholars) 1822 - Bachelor of Arts (Pathway to Teaching Primary) Dean's Scholars 1823 - Bachelor of Arts (Pathway to Teaching Secondary) Dean's Scholars 1658 - Bachelor of International Studies 6005 - Diploma in Arts/Bachelor of Arts 6019 - Diploma in Arts/Bachelor of Arts (Pathway to Teaching Primary) 6021 - Diploma in Arts/Bachelor of Arts (Pathway to Teaching Secondary)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse a current community, organisational or professional need or problem.
2. Work effectively in teams to design and deliver a group project in response to an identified need or problem.

3. Apply advanced level disciplinary, or inter-disciplinary, skills and knowledges to ◊ereal world◊f problems.
4. Communicate project outcomes effectively in appropriate formats.
5. Reflect on their implementation of the task, its value to society, and their personal and professional knowledge and skill development.

Subject Content

Identification and analysis of a contemporary problem, or challenge, suitable for a semester-long group project.

The design and implementation of a semester long group project.

Communication of the project outcomes in appropriate formats.

Reflection on the group process and outcomes of the project.

Self-reflection on the roles undertaken, and the personal and professional benefits of participation.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	500 words	15	N	Individual
Portfolio	1,500 words	30	N	Group
Applied Project	2,000 words & 20 minutes	55	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Alexandra Coleman ([https://directory.westernsydney.edu.au/search/name/Alexandra Coleman/](https://directory.westernsydney.edu.au/search/name/Alexandra%20Coleman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3103_22-AUT_PS_D#subjects)

HUMN 3104 Historical Methodologies

Credit Points 10

Legacy Code 102766

Coordinator Bridget Brooklyn ([https://directory.westernsydney.edu.au/search/name/Bridget Brooklyn/](https://directory.westernsydney.edu.au/search/name/Bridget%20Brooklyn/))

Description The unit is an overview of Western historical thought and writing, from Herodotus to Foucault, demonstrating different approaches to historical knowledge. We examine some of the many ideas and sources that have influenced historical writing as well as some of the enduring questions, such as 'What is historical truth?' and 'Can history ever be objective?' Our exploration will include both close reading of texts and more 'hands-on' exercises to gain insight into different historical methodologies.

School Humanities & Comm Arts

Discipline History

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) Any two of the following subjects -

HUMN 1054 OR

HUMN 1059 OR

HUMN 1039 OR

HUMN 2042 OR

HUMN 2067

Equivalent Subjects HUMN 3083 - Theories and Methods of History

Restrictions

Students are required to have completed two of the three Level 1 and 2 History and Political Thought or Modern History core units.

Successful completion of 80 credit points of study in currently enrolled program.

Assumed Knowledge

Students are expected to have completed prior study in either the History and Political Thought or Modern History majors and to understand the conventions of essay writing and referencing in history.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Recognise key developments in European historiography over several centuries.
2. Analyse important debates over historical writing, such as the question of historical truth.
3. Evaluate the ways in which historical ideas are communicated to the public at large, and the role they play in matters of community identity.
4. Interpret the challenges posed by different types of historical sources.
5. Assess the ways in which historical knowledge is developed.

Subject Content

Historians of classical and medieval Europe.

Historicism

The emergence of social history.

The development of alternative histories of class, race and gender.

Facts, interpretation, objectivity and the postmodern challenge.

Ideas of historical time.

Contested histories, including the Australian frontier wars.

Oral history and oral tradition, including Aboriginal and Torres Strait Islander oral forms in Australian history.

Interpreting sources

Public history

History and the creative imagination.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	500 words for each summary	30	N	Individual

Essay	2,000 words	40	N	Individual
Final Exam	2 hours	30	N	Individual

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Bridget Brooklyn ([https://directory.westernsydney.edu.au/search/name/Bridget Brooklyn/](https://directory.westernsydney.edu.au/search/name/Bridget%20Brooklyn/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3104_22-AUT_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Bridget Brooklyn ([https://directory.westernsydney.edu.au/search/name/Bridget Brooklyn/](https://directory.westernsydney.edu.au/search/name/Bridget%20Brooklyn/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3104_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Bridget Brooklyn ([https://directory.westernsydney.edu.au/search/name/Bridget Brooklyn/](https://directory.westernsydney.edu.au/search/name/Bridget%20Brooklyn/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3104_22-AUT_PS_D#subjects)

HUMN 3105 History of Religion

Credit Points 10

Legacy Code 102734

Coordinator Milad Milani ([https://directory.westernsydney.edu.au/search/name/Milad Milani/](https://directory.westernsydney.edu.au/search/name/Milad%20Milani/))

Description This unit will investigate 'religion' as an object of historical study. Students will consider a variety of approaches to historical considerations about beliefs, scriptures, and rituals that have come to be defined as religion, as well as those that have not. The unit will examine the development of various religious traditions from its foundation to its present state by exploring them in light of their cultural, political, and social context.

School Humanities & Comm Arts

Discipline History

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Discuss the history of religion from past to present;
2. Recognise and describe key people and periods in relation to the development of religion historically;
3. Apply and analyse critical-historical approaches to the study of religion;

4. Identify significant influences and/or changes in the process of historical development and the way these may have shaped key features of civilisation up to the present time.

Subject Content

Questions of theory and method: The study of religion in historical perspective, outline of approach to the subject

Prehistoric and ancient traditions

South Asia: Hinduism, Jainism, Buddhism, Sikhism

East Asia: Daoism, Confucianism, and Shinto

The Middle East: Zoroastrianism, Judaism, Christianity, Islam

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Minor Essay	1,500 words	45	N	Individual
Major Essay	2,500 words	55	N	Individual

Prescribed Texts

- Noss, D.S. and Grangaard, B.R. (2018). A History of the World's Religions. Abingdon: Routledge.

Teaching Periods

HUMN 3106 Study Tours

Credit Points 10

Legacy Code 102742

Coordinator Shane Hersey ([https://directory.westernsydney.edu.au/search/name/Shane Hersey/](https://directory.westernsydney.edu.au/search/name/Shane%20Hersey/))

Description This unit provides students with opportunities outside the usual classroom experience. It is designed particularly for students who (1) enrol in short course study tours and/or (2) take a placement with an international or domestic workplace. A number of WSU partners offer short course study programs either internationally or domestically. The study tours offer an opportunity to spend up to three weeks off campus and experience real-life settings that allow for application of academic knowledge and understanding of on-the-spot discoveries.

School Humanities & Comm Arts

Discipline Studies in Human Society, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects HUMN 3053 - International Study Tours

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the effect of culture as it applies to a national/ workplace setting
2. Apply academic knowledge to existing situations
3. Integrate existing knowledge with new, on-the-spot discoveries

4. Reflect on the impact of the subject on your intellectual and professional development

Subject Content

1. Planned short course in an international or domestic setting.
2. Integration of knowledge gained in an international or domestic context with discipline knowledge.
3. Intercultural understanding and skill development.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Portfolio	1,000 words (or equivalent)	20%	N	Individual
Presentation	10 Minutes	20%	N	Individual
Critical Review	2,500 - 3,000 words	60%	N	Individual

Teaching Periods

HUMN 3107 Labour and Culture

Credit Points 10

Legacy Code 102781

Coordinator George Morgan ([https://directory.westernsydney.edu.au/search/name/George Morgan/](https://directory.westernsydney.edu.au/search/name/George%20Morgan/))

Description In recent history, social, economic, political and technological forces have produced profound changes to work and working life, undermining the stability of jobs and vocational skills, and disrupting and fragmenting career structures. This unit traces 1) the history of work, from pre-industrial to post-industrial times, 2) the rise of the factory system, 'Fordism' and scientific management of production, 3) the modern idea and experience of leisure and recreation as an adjunct to wage labour, and, in post-Fordist times, of culture and creativity as a central part of work, 4) the influence of technology on skills, and the rise of the 'knowledge economy' in the digital era, 5) the role of worker organisations in securing and protecting conditions of work.

School Humanities & Comm Arts

Discipline Studies in Human Society, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the changes to the organisation of productive work through history.
2. Analyse the forces that have led to changes in production processes and to the contractual arrangements around paid work over time.

3. Critically evaluate ongoing debates about the future of work and employment.
4. Critically evaluate ongoing debates about the role and influence of technological change on working life.
5. Articulate the distinction between material and immaterial labour and between Fordism and post-Fordism.
6. Identify the roles that knowledge, innovation and symbolic creativity plays in contemporary economic life and commodity production.

Subject Content

Content may include:

Pre-Industrial Work: Gathering, Hunting, Making and Growing
Crafts, Guilds and Artisans
Industrial Revolution, Factory Labour and 'Clock Time'
Work and Leisure
Mass Production, Taylorism and De-Skilling
Fordism, to Post-Fordism
Ethnicity, Indigeneity and Divided Labour Markets
Globalisation, Outsourcing and Supply-Chain Capitalism
Digital Technology, Immaterial Labour and The Knowledge Economy
Organised Labour in Industrial and Post-Industrial Times
Creative Industries, Networking and the Projective City
Jobs, Vocations, and Careers
Co-Working, Digital Nomadism and the New Geography of Work
Towards a Post-Work Society?

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Portfolio: 5 written summaries of a weekly topic to be submitted over the course of the semester	300 words x 5	30	N	Individual
Research-based argumentative discussion in essay format	2,000 words	40	N	Individual
Final Exam	2 hours	30	N	Individual

Teaching Periods

Spring Bankstown Day

Subject Contact George Morgan ([https://directory.westernsydney.edu.au/search/name/George Morgan/](https://directory.westernsydney.edu.au/search/name/George%20Morgan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3107_22-SPR_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact George Morgan ([https://directory.westernsydney.edu.au/search/name/George Morgan/](https://directory.westernsydney.edu.au/search/name/George%20Morgan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3107_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact George Morgan ([https://directory.westernsydney.edu.au/search/name/George Morgan/](https://directory.westernsydney.edu.au/search/name/George%20Morgan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3107_22-SPR_PS_D#subjects)

HUMN 3108 We Are The University: Students Co-creating Change

Credit Points 10

Legacy Code 102791

Coordinator Tai Peseta ([https://directory.westernsydney.edu.au/search/name/Tai Peseta/](https://directory.westernsydney.edu.au/search/name/Tai%20Peseta/))

Description This project-based unit offers students a chance to learn, negotiate and practise change-making skills in, and for, our University, Western Sydney University. At the heart of this unit is student partnership, curriculum co-creation, and an invitation for students to be involved in improving the educational experience at Western. Working in groups and alongside a university mentor, students will have an opportunity to contribute genuine solutions to an authentic education challenge that might be (a) commissioned by senior staff of the University; (b) intended to support students' aspirations to become a student leader; or (c) offers students a chance to undertake a project that advances their existing student leader or representative role. By choosing this elective unit, students not only receive credit for the partnership work they undertake, the University will have a new way of involving students in its decision-making processes. This is a unit intended to sharpen students' analytical skill-set and provide a taste of what it's like to operate as a change-maker inside a large and complex institution. This unit is recommended for all students, regardless of discipline.

School Social Sciences

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 80 credit points. Please note that this subject is recommended for all students, regardless of discipline.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Articulate a view of the purpose of universities and students' role in them, drawing on the scholarly literature and multiple sources of data.
2. Carry out an inquiry project that addresses a substantial challenge intended to improve students' educational experience at Western.
3. Create an artefact that communicates the findings of the project to the broad university community.

4. Identify why and how a student partnership approach can contribute to successful change-making in universities.
5. Describe the applicability of a partnership approach to your life as a student, and to your likely future endeavours.

Subject Content

1. Why study the University (and WSU)? History and Purpose
 - Jeffrey J. Williams' concept 'Teach the University'
 - Representations of the (Australian) University: influenced by philosophy, history, fiction, sociology
 - An overview of the university sector in Australia
 - An official history of WSU (Forsyth and Hutchinson) / An indigenous history of WSU
2. The difference between Governance and Leadership in universities
 - Act of Parliament for WSU
 - Leadership / Governance / Committee structure: who are the leaders and what do they lead?
 - Role of Office of Governance at WSU: how does the business of university actually work?
 - Where is student leadership, gove

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3108_22-SPR_PC_D#subjects)

HUMN 3109 Catastrophe: The Environmental History of the Ancient World

Credit Points 10

Legacy Code 102835

Coordinator Gregory Barton ([https://directory.westernsydney.edu.au/search/name/Gregory Barton/](https://directory.westernsydney.edu.au/search/name/Gregory%20Barton/))

Description This unit examines past human interactions with the environment with its primary focus on the ancient Mediterranean and Near East between 2000 BC to 1600 AD. Case studies include Sumer, the lost civilisations of the Sahara, Egypt, Greece, Rome, the Maya and later European colonial empires. Students will assess, evaluate and synthesize data drawn from environmental history to analyse how the limits of natural resources constrain civilisations. The unit asks how catastrophic collapse of civilisations informs the sustainability of our own societies. Key topics will be soil fertility, deforestation, desertification, and climate change from ancient times to the Anthropocene.

School Humanities & Comm Arts

Discipline History

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects HUMN 3020 - Catastrophe The Environmental History of the Ancient and Modern World

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Define the interaction between Nature and Civilisation in the past
2. Explain the concept of resource constraint
3. Evaluate competing paradigms of environmental explanations for the collapse of civilisations in the ancient world
4. Define, with empirical examples, the key concepts: civilization ♦f, ♦enature ♦f, ♦environmentalism ♦f, ♦empire ♦f, ♦edesertification ♦f, ♦edesiccation theory ♦f, globalism
5. Distinguish civilisations of the world in terms of their relationship with nature

Subject Content

Civilisation and Nature: an overview

The World Inheritance: Religion and Nature

The Sumerians: For the want of a tree a kingdom was lost?

Ancient Greece and Deforestation

Ancient Rome: Soil Fertility and the Rot in the Heart of the Empire

The Mayan Catastrophe: Deforestation and Starvation?

Central Asia: Desertification on the Silk Road

Columbian Exchanges and Encounters 1400-1600

Colonialism and the fear of Global Desert

Forests and Power: An Australian Fantasy

Air Pollution and Climate Change

The Globalization (and future collapse?) of Nature

The Natural Limits of Homo Sapiens

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Research Paper	3,000 words	50	N	Individual
Book Review	750 words	25	N	Individual
Field Trip	5-10 minute	25	N	Individual
Oral Report (10%)/Field Notes (15%)	presentation/ written notes 750 words			

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Gregory Barton ([https://directory.westernsydney.edu.au/search/name/Gregory Barton/](https://directory.westernsydney.edu.au/search/name/Gregory%20Barton/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3109_22-SPR_PS_D#subjects)

HUMN 3110 Gender and Sexualities Across Cultures

Credit Points 10

Legacy Code 102845

Coordinator Helena Onnudottir ([https://directory.westernsydney.edu.au/search/name/Helena Onnudottir/](https://directory.westernsydney.edu.au/search/name/Helena%20Onnudottir/))

Description Examining the social construction of gender has been central to social science inquiries - including anthropology and sociology - since the 1930s. Early ethnographic studies were instrumental in debunking gender essentialism and challenging the hegemony of western constructs about 'masculinity' and 'femininity'. Since the 1930s, critical social theories and ethnographies have through cross-cultural comparison, demonstrated the great variation in expressions of individual sexuality/ies, the dynamics and confines behind the construction of gender roles and the cultural meaning and expression of gender categories across the globe. This unit will address the ongoing exploration of and challenges to the sex (biology) vs. gender (culture) dichotomy and contemporary cultural, social and political transformation (manipulation) of these categories.

School Social Sciences

Discipline Anthropology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects HUMN 3078 - The Anthropologies of Gender and Sexualities

Restrictions Successful completion of 80 credit points of study

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the concepts and theories of the social and historical construct of gender and sexualities across cultures.
2. Produce a reflective and comparative analysis on cross-cultural case studies.
3. Critically analyse the gender diversity across human cultures and societies.
4. Apply Anthropological theory to contemporary case studies.
5. Articulate some of the ways biological categories are culturally mediated.

Subject Content

Anthropology of gender.

Anthropology of Sexualities.

Masculinities/femininities/third gender categories.

Sex/gender.

Gender and power.

Cultural constructs vs. biological determinism.

Cross-cultural comparison of gender roles.

Fluidity and diversity of human sexualities.

To do or not to do? Sex and taboos.

The gendered body.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Report	2 x 200 words	20	N	Individual

Essay	2,000 words	50	N	Individual
Critical Review	2 x 300 words	30	N	Individual

Prescribed Texts

- Lyons, A.P. and H.D. Lyons (eds.) (2011) *Sexualities in Anthropology: A Reader*, Wiley-Blackwell

Teaching Periods

HUMN 3111 History of the People's Republic of China

Credit Points 10

Legacy Code 102842

Coordinator Niv Horesh ([https://directory.westernsydney.edu.au/search/name/Niv Horesh/](https://directory.westernsydney.edu.au/search/name/Niv%20Horesh/))

Description This unit is concerned with the historical complexities during the period between the establishment of the People's Republic in 1949 and up to the present day. It will equally focus on the Mao Zedong era (1949-1976) and on the post-1976 period, which saw the adoption and implementation of an "open-door" policy, and the launch of the "Four Modernisations". Due attention will also be paid to the Xi Jinping era (2012-present). We will explore a wide range of social and political issues that have a bearing on China's future as a potential world leader in the twenty-first century.

School Humanities & Comm Arts

Discipline History

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects HUMN 3074 - Social and Political Developments in Contemporary China

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Analyse the major social, political, and intellectual developments since the establishment of People's Republic of China, especially those which have contemporary relevance.
- Interpret the relationship between change and continuity, reform and revolution, tradition and modernity over the course of the People Republic of China's existence.
- Describe the multi-faceted search for modernisation pursued by both statesmen and intellectuals in the People's Republic of China.

Subject Content

Learning to One Side – Communist rule in the early phase of the People's Republic, 1949-1955
 The Hundred Flowers and Anti-Rightist Campaigns, 1956-1957
 The Great Leap Forward, 1958-1960
 The Cultural Revolution, 1966-1976
 The Gang of Four and Hua Guofeng, 1976-1981
 Origins of the "open-door" and the "Four Modernizations"
 Social change in the 1980s and the limits of political reform
 The Tiananmen tragedy, 1989

The Jiang Zemin era, 1989-2002
 The Hu-Wen era, 2002-2012
 Taiwan, Macau and Hong Kong since 1997
 The Xi Jinping era, 2012-present
 >abara

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Presentation	5 minutes	20	N	Individual
Quiz	1,000 words	30	N	Individual
Essay	3,000 words	50	N	Individual

Teaching Periods

HUMN 3112 Indigenous Methodologies

Credit Points 10

Legacy Code 102850

Coordinator Corrinne Sullivan ([https://directory.westernsydney.edu.au/search/name/Corrinne Sullivan/](https://directory.westernsydney.edu.au/search/name/Corrinne%20Sullivan/))

Description This unit provides an introduction to Indigenous research methodologies. It will develop the conceptual and theoretical knowledge of Indigenist, decolonial and anti-racist research methodologies to research with Indigenous peoples, and research that is of significance to Indigenous Australians. The unit also addresses ethical considerations and processes providing students with the skills and knowledge to engage in ethical research praxis.

School Social Sciences

Discipline Indigenous Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) HUMN 1060

Learning Outcomes

On successful completion of this subject, students should be able to:

- Examine the ethical research processes and practices relating to research with Indigenous peoples and/or communities.
- Explain the principles of a range of Indigenous research methodologies appropriate for application in research with Indigenous peoples, or matters related to Indigenous Australia.
- Reflect on the role as an Indigenous or non-Indigenous researcher or practitioner undertaking research or work with Indigenous people/communities/subject matter.
- Analyse the major social, political and scholarly influences that have underpinned the development of Indigenous research methodologies.
- Apply the principles of current Australian research guidelines and codes of conduct.

Subject Content

Standpoint and Decolonisation
 Critical self-reflection
 Indigenous principles in research
 Western research and Indigenous peoples, communities, and cultures
 Decolonising frameworks for research with Indigenous Australian peoples
 Indigenous Methodologies and Methods
 Data sovereignty and Intellectual Property
 Ethics and Research Practice

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	1000	30	N	Individual
Presentation	10 minutes	30	N	Individual
Critical Essay	1500	40	N	Individual

Teaching Periods

Spring Liverpool

Day

Subject Contact Corrinne Sullivan ([https://directory.westernsydney.edu.au/search/name/Corrinne Sullivan/](https://directory.westernsydney.edu.au/search/name/Corrinne%20Sullivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3112_22-SPR_LP_D#subjects)

HUMN 3113 Migration and Social Change

Credit Points 10

Legacy Code 102862

Coordinator Sukhmani Khorana ([https://directory.westernsydney.edu.au/search/name/Sukhmani Khorana/](https://directory.westernsydney.edu.au/search/name/Sukhmani%20Khorana/))

Description This unit will address the key concepts and issues of migration particular to settler colonies like Australia as well as nations in Europe and the Asia Pacific. It will consider the lives of first and second generation migrants and the spaces they inhabit, that is, rapidly growing suburbs and urban fringes. Attention will be paid to how migrant identities intersect with their class, gender and other categories. This includes a close examination of how their livelihoods are impacted by increasing gentrification, health and environmental crises, and intensified forms of border control and anti-immigration sentiment. Finally, the unit will encourage student to understand the contemporary influences such as solidarity movements and online cultures that impact our understanding of migration and prompt social change.

School Humanities & Comm Arts

Discipline Sociology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects HUMN 3085 - Transnational Migration HUMN 3086 - Transnationalism and Migration

Restrictions Successful completion of 60 credit points in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critique concepts of identity, migration, multiculturalism and cosmopolitanism by applying these to relevant examples.
2. Discuss the intersection of migration with race, ethnicity, gender and class, and with the issues of urban development, global capitalism, public health and environmental crises.
3. Conduct primary research using a relevant methodology.
4. Clearly express complex ideas and arguments orally and in writing.

Subject Content

Migration, multiculturalism and cosmopolitanism
 Public space: Ethno-burbs, community gardens, gentrification
 Intersection of migration with gender, race and class identities
 Art, media and migration
 Contemporary crises (like COVID-19) and migration
 Global mediated youth cultures and migration

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	1,500 words	30	N	Individual
Presentation	10 minutes (equivalent to 1,000 words)	20	N	Individual
Essay	2,000 words	50	N	Individual

Teaching Periods

Spring Bankstown

Day

Subject Contact Sukhmani Khorana ([https://directory.westernsydney.edu.au/search/name/Sukhmani Khorana/](https://directory.westernsydney.edu.au/search/name/Sukhmani%20Khorana/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3113_22-SPR_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Sukhmani Khorana ([https://directory.westernsydney.edu.au/search/name/Sukhmani Khorana/](https://directory.westernsydney.edu.au/search/name/Sukhmani%20Khorana/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3113_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Sukhmani Khorana ([https://directory.westernsydney.edu.au/search/name/Sukhmani Khorana/](https://directory.westernsydney.edu.au/search/name/Sukhmani%20Khorana/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN3113_22-SPR_PS_D#subjects)

HUMN 4001 Researcher Development 1: Reading, Writing, and the Business of Research

Credit Points 10

Legacy Code 800218

Coordinator Alex Norman ([https://directory.westernsydney.edu.au/search/name/Alex Norman/](https://directory.westernsydney.edu.au/search/name/Alex%20Norman/))

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

School Graduate Research School

Discipline Studies in Human Society, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 4 subject

Equivalent Subjects HUMN 4009 - Research Design 1 Theories of Enquiry

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Appraise the personal, societal, institutional, and intellectual process of creating new knowledge or new understanding of current knowledge.
2. Appraise the scholarly literature, identify research problems, and formulate research questions.
3. Employ academic referencing conventions and document production at a research standard;
4. Demonstrate the principles of professional academic writing to generate research grade text
5. Integrate knowledge from other units and sources to create a preliminary research proposal.

Subject Content

- The nature of research as a professional industry;
- The attitudes and the tools required to develop as a professional researcher;
- The principles of effective academic writing;
- The principles of detailed critical reading;
- Theories of how research fields develop over time;
- The external forces that shape research fields and research agendas;

- The concept of stewardship and personal responsibility in research; and
- The importance of reflective writing for developing a research project.
- The nature of research as a professional industry;
- The attitudes and the tools required to develop as a professional researcher;
- The principles of effective academic writing;
- The principles of detailed critical reading;
- Theories of how research fields develop over time;
- The external forces that shape research fields and research agendas;
- The concept of stewardship and personal responsibility in research; and
- The importance of reflective writing for developing a research project.
- The nature of research as a professional industry;
- The attitudes and the tools required to develop as a professional researcher;
- The principles of effective academic writing;
- The principles of detailed critical reading;
- Theories of how research fields develop over time;
- The external forces that shape research fields and research agendas;
- The concept of stewardship and personal responsibility in research; and
- The importance of reflective writing for developing a research project.
- The nature of research as a professional industry;
- The attitudes and the tools required to develop as a professional researcher;
- The principles of effective academic writing;
- The principles of detailed critical reading;
- Theories of how research fields develop over time;
- The external forces that shape research fields and research agendas;
- The concept of stewardship and personal responsibility in research; and
- The importance of reflective writing for developing a research project.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Portfolio	3,000 words	0	Y	Individual
Annotated Bibliography	1,000 words	0	Y	Individual
Report	2,000 words	0	Y	Individual

Teaching Periods

1st Half

Online

Online

Subject Contact Alex Norman ([https://directory.westernsydney.edu.au/search/name/Alex Norman/](https://directory.westernsydney.edu.au/search/name/Alex%20Norman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN4001_22-1H_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Alex Norman ([https://directory.westernsydney.edu.au/search/name/Alex Norman/](https://directory.westernsydney.edu.au/search/name/Alex%20Norman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN4001_22-1H_PC_D#subjects)

2nd Half

Online

Online

Subject Contact Alex Norman ([https://directory.westernsydney.edu.au/search/name/Alex Norman/](https://directory.westernsydney.edu.au/search/name/Alex%20Norman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN4001_22-2H_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Alex Norman ([https://directory.westernsydney.edu.au/search/name/Alex Norman/](https://directory.westernsydney.edu.au/search/name/Alex%20Norman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN4001_22-2H_PC_D#subjects)

HUMN 4002 Researcher Development 2: Proposing and Justifying Research

Credit Points 10

Legacy Code 800220

Coordinator Alex Norman ([https://directory.westernsydney.edu.au/search/name/Alex Norman/](https://directory.westernsydney.edu.au/search/name/Alex%20Norman/))

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

School Graduate Research School

Discipline Studies in Human Society, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) HUMN 4001

Equivalent Subjects HUMN 4010 - Research Design 2 Practices of Research

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate knowledge of codes and laws surrounding the ethical conduct of research.
2. Design a research project that adapts knowledge from diverse sources and articulates research questions that can be feasibly interrogated through research.
3. Identify, assess, and recommend feasible approaches or methods for undertaking the proposed research project.
4. Defend the design, impact, significance, and feasibility of a research proposal to a panel of scholars composed of one or more broader discipline.

Subject Content

- Planning for research
- Managing human research ethics applications
- Conceptual introduction to ethical considerations of being a researcher and conducting research as public good
- Understanding the genre of research proposals
- Understanding the notion of impact
- Writing abstracts and impact statements
- Strategies for oral presentation of project proposals
- Planning for research
- Managing human research ethics applications
- Conceptual introduction to ethical considerations of being a researcher and conducting research as public good
- Understanding the genre of research proposals
- Understanding the notion of impact
- Writing abstracts and impact statements
- Strategies for oral presentation of project proposals
- Planning for research
- Managing human research ethics applications
- Conceptual introduction to ethical considerations of being a researcher and conducting research as public good
- Understanding the genre of research proposals
- Understanding the notion of impact
- Writing abstracts and impact statements
- Strategies for oral presentation of project proposals
- Planning for research
- Managing human research ethics applications
- Conceptual introduction to ethical considerations of being a researcher and conducting research as public good
- Understanding the genre of research proposals
- Understanding the notion of impact
- Writing abstracts and impact statements
- Strategies for oral presentation of project proposals
- Planning for research
- Managing human research ethics applications
- Conceptual introduction to ethical considerations of being a researcher and conducting research as public good
- Understanding the genre of research proposals
- Understanding the notion of impact
- Writing abstracts and impact statements
- Strategies for oral presentation of project proposals

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Task	750 words	0	N	Individual
Proposal	4 A4 pages	0	N	Individual
Quiz	20 questions (MCQ + SA)	15	N	Individual
Participation	1 % point for of each of 8 workshops + 2 % evidence of asynchronous interaction (see D2.5e)	10	N	Individual
Proposal	3,000 words	35	Y	Individual
Viva Voce	20 minutes	40	Y	Individual

Teaching Periods

1st Half

Online

Online

Subject Contact Alex Norman ([https://directory.westernsydney.edu.au/search/name/Alex Norman/](https://directory.westernsydney.edu.au/search/name/Alex%20Norman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN4002_22-1H_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Alex Norman ([https://directory.westernsydney.edu.au/search/name/Alex Norman/](https://directory.westernsydney.edu.au/search/name/Alex%20Norman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN4002_22-1H_PC_D#subjects)

2nd Half

Online

Online

Subject Contact Alex Norman ([https://directory.westernsydney.edu.au/search/name/Alex Norman/](https://directory.westernsydney.edu.au/search/name/Alex%20Norman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN4002_22-2H_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Alex Norman ([https://directory.westernsydney.edu.au/search/name/Alex Norman/](https://directory.westernsydney.edu.au/search/name/Alex%20Norman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN4002_22-2H_PC_D#subjects)

HUMN 4003 Writing Beyond the Academy: Knowledge Translation and Public Audience Communication

Credit Points 10

Legacy Code 800219

Coordinator Declan Kuch ([https://directory.westernsydney.edu.au/search/name/Declan Kuch/](https://directory.westernsydney.edu.au/search/name/Declan%20Kuch/))

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

School Graduate Research School

Discipline Studies in Human Society, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 4 subject

Equivalent Subjects HUMN 4012 - Research Literacies

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

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically appraise public audience communication conventions used by researchers.
2. Develop a pitch of a research translation story suitable for a public audience in response to editorial guidelines.
3. Discuss how their own research field addresses issues of broader public concern.
4. Apply knowledge translation skills by writing for a non-specialist public audience;
5. Critically assess their own writing through engagement with reviewer feedback.

Subject Content

Introduction to the concept of Knowledge translation
 Introduction to the principles of public audience writing
 Pitching ideas to editors
 Working with editorial feedback
 Editing a piece of public audience writing
 Introduction to the concept of Knowledge translation
 Introduction to the principles of public audience writing
 Pitching ideas to editors
 Working with editorial feedback
 Editing a piece of public audience writing
 Introduction to the concept of Knowledge translation
 Introduction to the principles of public audience writing
 Pitching ideas to editors
 Working with editorial feedback
 Editing a piece of public audience writing
 Introduction to the concept of Knowledge translation
 Introduction to the principles of public audience writing
 Pitching ideas to editors
 Working with editorial feedback
 Editing a piece of public audience writing

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Reflection	1,250 words	S/U	Y	Individual
Essay	500 words	S/U	Y	Individual
Essay	1,000 words	S/U	Y	Individual
Essay	1,000 words	S/U	Y	Individual

Teaching Periods

1st Half

Online

Online

Subject Contact Declan Kuch ([https://directory.westernsydney.edu.au/search/name/Declan Kuch/](https://directory.westernsydney.edu.au/search/name/Declan%20Kuch/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN4003_22-1H_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Declan Kuch ([https://directory.westernsydney.edu.au/search/name/Declan Kuch/](https://directory.westernsydney.edu.au/search/name/Declan%20Kuch/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN4003_22-1H_PC_D#subjects)

2nd Half

Online

Online

Subject Contact Declan Kuch ([https://directory.westernsydney.edu.au/search/name/Declan Kuch/](https://directory.westernsydney.edu.au/search/name/Declan%20Kuch/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN4003_22-2H_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Declan Kuch ([https://directory.westernsydney.edu.au/search/name/Declan Kuch/](https://directory.westernsydney.edu.au/search/name/Declan%20Kuch/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN4003_22-2H_PC_D#subjects)

HUMN 4006 Honours Thesis Part Time 2

Credit Points 20

Legacy Code 101807

Coordinator Rae Dufty-Jones ([https://directory.westernsydney.edu.au/search/name/Rae Dufty-Jones/](https://directory.westernsydney.edu.au/search/name/Rae%20Dufty-Jones/))

Description This unit is the second unit of the research project and thesis of the BSS Honours program and consists of a research project designed and implemented under the direction of an academic supervisor and research mentor. It is only available to students who have been accepted into the honours programmes for the following Bachelors degrees - Community Welfare, Policing, Social Science and Tourism Management. This unit is the culmination of studies for students who have completed their undergraduate degree and provides substantial training in research. Under staff supervision, students choose the particular topic for their research, design their own programme of research , perform the research and analyse the results. The production of a thesis is at the end of this process. Students describe the rationale for their topic, their research programme, ethical issues, results and their conclusions.

School Psychology

Discipline Studies In Human Society

Student Contribution Band HECS Band 4 20cp

Level Undergraduate Level 4 subject

Teaching Periods

HUMN 4008 Honours Thesis Part Time 4

Credit Points 20

Legacy Code 101809

Coordinator Rae Dufty-Jones ([https://directory.westernsydney.edu.au/search/name/Rae Dufty-Jones/](https://directory.westernsydney.edu.au/search/name/Rae%20Dufty-Jones/))

Description This unit is the fourth unit of the research project and thesis of the BSS Honours program and consists of a research project designed and implemented under the direction of an academic supervisor and research mentor. It is only available to students who have been accepted into the honours programmes for the following Bachelors degrees - Community Welfare, Policing, Social Science and Tourism Management. This unit is the culmination of studies for students who have completed their undergraduate degree and provides substantial training in research. Under staff supervision, students choose the particular topic for their research, design their own programme of research , perform the research and analyse the results. The production of a thesis is at the end of this process. Students describe the rationale for their topic, their research programme, ethical issues, results and their conclusions.

School Psychology

Discipline Studies In Human Society

Student Contribution Band HECS Band 4 20cp

Level Undergraduate Level 4 subject

Teaching Periods

HUMN 4014 Social Work Honours Preparation

Credit Points 10

Legacy Code 101788

Coordinator Neil Hall ([https://directory.westernsydney.edu.au/search/name/Neil Hall/](https://directory.westernsydney.edu.au/search/name/Neil%20Hall/))

Description This unit supports the Social Work Thesis. It is an intensive study in two parts. Part 1 is an introduction to Honours study and to the research thesis. Topics covered include the research proposal, the literature review, research methodologies, ethics in social research and ethics applications. Part 2 focuses on the writing stage of the thesis. Topics covered include data analysis and thesis writing.

School Social Sciences

Discipline Studies In Human Society

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 4 subject

Teaching Periods

HUMN 7001 Advanced Social Research Methods

Credit Points 10

Legacy Code 102177

Coordinator Rowena Butland ([https://directory.westernsydney.edu.au/search/name/Rowena Butland/](https://directory.westernsydney.edu.au/search/name/Rowena%20Butland/))

Description Students in Advanced Social Research Methods concentrate on methods for collecting and analysing research data. The unit builds on the key research concepts established in 102175 Research in the Social Sciences, in particular research methodology. Advanced Social Research Methods provides students with an

overview of research design and the methods for collecting and analysing research data within the broad spectrum of the social sciences. This includes purposes, strengths and limitations and applications to professional domains and/or discipline contexts. Students attend in-depth workshops on specific methods offered by practicing researchers to evaluate the merits of different research methods.

School Social Sciences

Discipline Studies In Human Society

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) HUMN 7036

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically compare different research methodologies and approaches in the Social Sciences.
2. Demonstrate critical and strategic understanding of qualitative, quantitative and mixed methods research traditions in the social sciences.
3. Demonstrate depth of understanding of a range of methods of collecting and analysing research data, including their purposes, strengths and limitations.
4. Explicate the potential application of methods for collecting and analysing research data in relation to a research topic in a social science setting.

Subject Content

1. Research Methodologies in the Social Sciences ? theories and frameworks
2. Evaluation of qualitative, quantitative and mixed methods traditions
3. Methods of collecting and analysing research data (a range of methods will be reviewed)
4. Reading and evaluating social research reports
5. Application in professional fields of social research and social research methods

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Participation - online discussion on guest lectures	4 x 250 word contributions (total 1,000 words)	10	N	Individual
Reflection - critical reflections on 3 methods of data collection	3 x 1,000 word reflections (3000 words total)	45	N	Individual

Report - 2,000 words 45 N Individual
critical
reflection on
data analysis
based on 2 of
the methods
discussed in
assignment 2

Prescribed Texts

- Bryman, A. (2016) Social research methods. (5th edn.). Oxford, NY: Oxford University Press.

Teaching Periods

HUMN 7002 Applied Imagination

Credit Points 10

Legacy Code 101651

Coordinator Christy Hartlage ([https://directory.westernsydney.edu.au/search/name/Christy Hartlage/](https://directory.westernsydney.edu.au/search/name/Christy%20Hartlage/))

Description This unit asks students to reflect upon imagination and its use in research, inquiry, and social action. It challenges students to develop an applied understanding of imagination in the development of creative responses to personal and social concerns. Underlying this exploration is a challenge to students to reflect upon the relationship between form, content and communication, objectivity and subjectivity, arts theory and practice, the writer, performer, artist and educator. The unit considers mediums for expression and communication; imagination as an analytical tool, and imagination as a means for understanding, communicating and enabling intentions and outcomes.

School Education

Discipline Education Studies

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program, with the exception of those students enrolled in the Bachelor of Research Studies.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. analyse and differentiate qualities in creative texts
2. communicate creative understandings
3. apply theory to the imaginative process
4. produce an imaginative response to a chosen issue
5. critically reflect upon personal imaginative processes through unit content
6. demonstrate appreciation of imaginative underpinnings of social construction

Subject Content

- An historical survey of conceptualisations of imagination
- Mapping The imaginative process: inter-relating personal and theoretical responses to performance, writing and Visual representation in A variety of contexts
- Evaluating quality and effectiveness in imaginative work

- Inquiring into The use of imagination in shaping personal and social agendas: The personal and social politics of imagination
- work with A variety of genres of Creative expression
- Creatively exploring personal experience and process of imagining
- imagining and developing Creative means for bringing about personal, social and cultural change

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Textual analysis in essay form	2,500 words	40	N	Individual
Imaginative presentation supported by written critical reflective discussion with unit coordinator)	2,500 words plus imaginative work (subject to negotiation with unit coordinator)	60	N	Individual

Teaching Periods

HUMN 7003 Applied Innovation and Entrepreneurship

Credit Points 10

Legacy Code 800211

Coordinator Michael O'Connor ([https://directory.westernsydney.edu.au/search/name/Michael OConnor/](https://directory.westernsydney.edu.au/search/name/Michael%20Connor/))

Description Entrepreneurial & innovative skills are more important than ever for today's graduates where applying creativity to drive commercial outcomes is commonplace both for those working inside organisations and those developing their own business. This unit, based on the fundamental principle of 'doing', proposes to deliver principles and content through a highly applied approach. This is a unit that teaches entrepreneurship in a fundamentally different way to the traditional course structures. The unit is delivered through Western Sydney University's highly successful "Launch Pad Innovation Centre" which provides both Tech Start-up and SME business support. This unit maximises the opportunity for real-world application by delivering through a case study driven approach and utilising a mix of presenters including: academia, business mentors, industry specialists from Launch Pad partners such as KPMG, NAB and government industry representatives, and actual start-up and SME business owners as guest lecturers.

School Graduate Research School

Discipline Studies In Human Society

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) HUMN 7038 AND
HUMN 7005 AND
HUMN 7026 AND

HUMN 7037

Restrictions

Students must be enrolled in a Doctoral (HDR) program and also enrolled in program 8111 - Graduate Certificate in Researcher Engagement, Development and Impact.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Recognise complex interactions among business, social, scientific and technological inputs;
2. Appreciate the dynamics and process of entrepreneurial and research leadership;
3. Demonstrate generic skills in a range of topics surrounding innovation and entrepreneurship;
4. Explain the process of research commercialisation;
5. Identify market opportunities;
6. Identify and understand the driving forces of enterprise success - finance, cash-flow, resources, logistics & strategy;
7. Demonstrate evidence of skills and experiences gained in an ePortfolio;
8. Reflect on own performance and identify own development needs.

Subject Content

- Fuelling innovation
- Understanding lean business models
- Research commercialisation in an innovation economy
- Reinventing through disruption and big data
- Business model innovation
- Customer discovery, validation and acquisition
- Starting your venture
- Challenging inertia
- Financing your innovation
- Staying afloat
- Growth hacking
- The entrepreneurial journey and continuing to be innovative

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	1,000 words	0	Y	Individual
Learning Contract	2,000 words	0	Y	Individual
Proposal	1,500 words	0	Y	Individual

Teaching Periods

1st Half

Campbelltown

Day

Subject Contact Michael O'Connor ([https://directory.westernsydney.edu.au/search/name/Michael O&/#x27;Connor](https://directory.westernsydney.edu.au/search/name/Michael%20Connor/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7003_22-1H_CA_D#subjects)

2nd Half

Bankstown

Day

Subject Contact Michael O'Connor ([https://directory.westernsydney.edu.au/search/name/Michael O'Connor](https://directory.westernsydney.edu.au/search/name/Michael%20O%27Connor))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7003_22-2H_BA_D#subjects)

Campbelltown

Day

Subject Contact Michael O'Connor ([https://directory.westernsydney.edu.au/search/name/Michael O'Connor](https://directory.westernsydney.edu.au/search/name/Michael%20O%27Connor))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7003_22-2H_CA_D#subjects)

Hawkesbury

Day

Subject Contact Michael O'Connor ([https://directory.westernsydney.edu.au/search/name/Michael O'Connor](https://directory.westernsydney.edu.au/search/name/Michael%20O%27Connor))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7003_22-2H_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Michael O'Connor ([https://directory.westernsydney.edu.au/search/name/Michael O'Connor](https://directory.westernsydney.edu.au/search/name/Michael%20O%27Connor))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7003_22-2H_KW_D#subjects)

Liverpool

Day

Subject Contact Michael O'Connor ([https://directory.westernsydney.edu.au/search/name/Michael O'Connor](https://directory.westernsydney.edu.au/search/name/Michael%20O%27Connor))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7003_22-2H_LP_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Michael O'Connor ([https://directory.westernsydney.edu.au/search/name/Michael O'Connor](https://directory.westernsydney.edu.au/search/name/Michael%20O%27Connor))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7003_22-2H_PC_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Michael O'Connor ([https://directory.westernsydney.edu.au/search/name/Michael O'Connor](https://directory.westernsydney.edu.au/search/name/Michael%20O%27Connor))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7003_22-2H_PS_D#subjects)

HUMN 7004 Australian Cultural Policy and Practice

Credit Points 10

Legacy Code 102542

Coordinator Diane Colman ([https://directory.westernsydney.edu.au/search/name/Diane Colman/](https://directory.westernsydney.edu.au/search/name/Diane%20Colman/))

Description Understanding of Australia's cultural identity is essential for those who intend to engage in its promotion or in the management of cultural exchanges between Australia and other countries. This unit will describe the main features of Australian cultures including Indigenous culture, Western culture as inherited through settlement from Britain and elsewhere, and of multiculturalism arising from recent migration patterns. Students will study the history and current status of Australia's political institutions, its important international alliances and treaties, and the development of its independent foreign policy. An introduction will be given to Australia's major cultural management organisations and arts institutions (including invited guest speakers).

School Humanities & Comm Arts

Discipline Anthropology

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the Australian cultural identity in relation to a range of current or historic debates
2. Evaluate examples of Indigenous culture, multiculturalism and inherited British and Commonwealth cultures
3. Interpret the roles of state and non-state agencies in the cultural sphere and policy development
4. Develop proposals that represent Australian identity in major cultural events and anniversaries

Subject Content

The complexity of Australian cultural identity
 The cultural heritage of Australia?fs First Nations
 British settlement and its cultural inheritance
 A changing Australia and the diversity of multiculturalism
 The development of cultural policy and practice in Australia
 Cultural institutions in Australia and how they operate
 Representing Australia on film
 How the world sees Australia through the visual arts
 The sporting life brings Australia to the world stage
 How the world hears Australia in words and music

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Summary	500 words	15	N	Individual
Discourse Analysis	1,500 words	35	N	Individual
Proposal	Part (a): 10 minutes, 1,000 words equivalent; Part (b): 2,000 words	50	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Diane Colman ([https://directory.westernsydney.edu.au/search/name/Diane Colman/](https://directory.westernsydney.edu.au/search/name/Diane%20Colman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7004_22-AUT_PS_D#subjects)

HUMN 7005 Career and Personal Development

Credit Points 10

Legacy Code 800198

Coordinator Jessica Weir ([https://directory.westernsydney.edu.au/search/name/Jessica Weir/](https://directory.westernsydney.edu.au/search/name/Jessica%20Weir/))

Description A key skill in becoming a professional researcher is learning how to manage your career options. Fundamental aspects of this include making strategic choices regarding research focus and employment directions, learning to build professional networks both locally and internationally, and undertaking self-directed learning to continually expand your abilities and knowledge. This unit is designed to provide a structured approach to these aspects of career planning, and will include collaborative workshops where experienced researchers join the group to discuss the art of navigating around external constraints while forging your own path forward. As an early application of these principles, the unit involves completion of your Confirmation of Candidature proposal.

School Graduate Research School

Discipline Studies In Human Society

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a PhD program or program 8111 - Graduate Certificate in Researcher Engagement, Development and Impact

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Assess the skills required for a range of employment options, both within and outside academia;
2. Clearly articulate their career options and goals;

3. Demonstrate the worthiness of the proposed research with respect to gaps or conflicts in present knowledge or understanding;
4. Prepare a comprehensive and critical literature review;
5. Explain how their thesis is related to the literature;
6. Demonstrate the ability to professionally present themselves to potential employers and networks in an ePortfolio.

Subject Content

A career in Academia?

Careers beyond Research: Applying your skills outside academia

Engaging with academia and beyond

Professional Skills for Research Leaders

Managing Relationships

Career Shaping: Understanding Skills and Opportunities

Career Shaping: Planning for the future

A career in Academia?

Careers beyond Research: Applying your skills outside academia

Engaging with academia and beyond

Professional Skills for Research Leaders

Managing Relationships

Career Shaping: Understanding Skills and Opportunities

Career Shaping: Planning for the future

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	1,000 words	S/U	Y	Individual
Presentation	2,000 words	S/U	Y	Individual
Reflection	500 words	S/U	Y	Individual

Teaching Periods

1st Half

Bankstown

Composite

Subject Contact Jessica Weir ([https://directory.westernsydney.edu.au/search/name/Jessica Weir/](https://directory.westernsydney.edu.au/search/name/Jessica%20Weir/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7005_22-1H_BA_C#subjects)

Campbelltown

Composite

Subject Contact Jessica Weir ([https://directory.westernsydney.edu.au/search/name/Jessica Weir/](https://directory.westernsydney.edu.au/search/name/Jessica%20Weir/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7005_22-1H_CA_C#subjects)

Hawkesbury

Composite

Subject Contact Jessica Weir ([https://directory.westernsydney.edu.au/search/name/Jessica Weir/](https://directory.westernsydney.edu.au/search/name/Jessica%20Weir/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7005_22-1H_HW_C#subjects)

Penrith (Kingswood)

Composite

Subject Contact Jessica Weir ([https://directory.westernsydney.edu.au/search/name/Jessica Weir/](https://directory.westernsydney.edu.au/search/name/Jessica%20Weir/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7005_22-1H_KW_C#subjects)

Liverpool

Composite

Subject Contact Jessica Weir ([https://directory.westernsydney.edu.au/search/name/Jessica Weir/](https://directory.westernsydney.edu.au/search/name/Jessica%20Weir/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7005_22-1H_LP_C#subjects)

Parramatta City - Macquarie St

Composite

Subject Contact Jessica Weir ([https://directory.westernsydney.edu.au/search/name/Jessica Weir/](https://directory.westernsydney.edu.au/search/name/Jessica%20Weir/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7005_22-1H_PC_C#subjects)

Parramatta - Victoria Rd

Composite

Subject Contact Jessica Weir ([https://directory.westernsydney.edu.au/search/name/Jessica Weir/](https://directory.westernsydney.edu.au/search/name/Jessica%20Weir/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7005_22-1H_PS_C#subjects)

2nd Half

Bankstown

Composite

Subject Contact Jessica Weir ([https://directory.westernsydney.edu.au/search/name/Jessica Weir/](https://directory.westernsydney.edu.au/search/name/Jessica%20Weir/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7005_22-2H_BA_C#subjects)

Campbelltown

Composite

Subject Contact Jessica Weir ([https://directory.westernsydney.edu.au/search/name/Jessica Weir/](https://directory.westernsydney.edu.au/search/name/Jessica%20Weir/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7005_22-2H_CA_C#subjects)

Hawkesbury

Composite

Subject Contact Jessica Weir ([https://directory.westernsydney.edu.au/search/name/Jessica Weir/](https://directory.westernsydney.edu.au/search/name/Jessica%20Weir/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7005_22-2H_HW_C#subjects)

Penrith (Kingswood)

Composite

Subject Contact Jessica Weir ([https://directory.westernsydney.edu.au/search/name/Jessica Weir/](https://directory.westernsydney.edu.au/search/name/Jessica%20Weir/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7005_22-2H_KW_C#subjects)

Liverpool

Composite

Subject Contact Jessica Weir ([https://directory.westernsydney.edu.au/search/name/Jessica Weir/](https://directory.westernsydney.edu.au/search/name/Jessica%20Weir/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7005_22-2H_LP_C#subjects)

Parramatta City - Macquarie St

Composite

Subject Contact Jessica Weir ([https://directory.westernsydney.edu.au/search/name/Jessica Weir/](https://directory.westernsydney.edu.au/search/name/Jessica%20Weir/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7005_22-2H_PC_C#subjects)

Parramatta - Victoria Rd

Composite

Subject Contact Jessica Weir ([https://directory.westernsydney.edu.au/search/name/Jessica Weir/](https://directory.westernsydney.edu.au/search/name/Jessica%20Weir/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7005_22-2H_PS_C#subjects)

HUMN 7006 China Culture Study

Credit Points 10

Legacy Code 102544

Coordinator Jocelyn Chey ([https://directory.westernsydney.edu.au/search/name/Jocelyn Chey/](https://directory.westernsydney.edu.au/search/name/Jocelyn%20Chey/))

Description This unit provides students with opportunities outside the usual classroom experience. The unit uses knowledge acquired previously in the unit Chinese Cultural Policy and Practice and offers a real life application of this knowledge within a Chinese cultural context. Students will be required to travel to China for two to three weeks during their inter session break. While in China, they will visit important cultural and academic institutions and keep a daily diary of this experience. On their return to Australia students will be finalising assessment tasks required as part of this unit.

School Humanities & Comm Arts

Discipline Anthropology

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) HUMN 7007

Restrictions

Students must be enrolled in 1870 Master of Chinese Cultural Relations.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Discuss Chinese culture, as it applies to social and artistic settings.
2. Consider the roles of cultural institutions in relation to knowledge of contemporary Chinese society and China's international cultural links.
3. Integrate existing knowledge with new, on-the-spot discoveries.
4. Reflect on observations of contemporary China in relation to historical, social, artistic and technological developments.

Subject Content

Planned short visit in an international setting.
Integration of discipline knowledge in an international context.
Intercultural understanding and skill development.

Teaching Periods

HUMN 7007 Chinese Cultural Policy and Practice

Credit Points 10

Legacy Code 102541

Coordinator Qiang Guo ([https://directory.westernsydney.edu.au/search/name/Qiang Guo/](https://directory.westernsydney.edu.au/search/name/Qiang%20Guo/))

Description China's relationship with Australia and the rest of the world is critical to Australia's future success. This unit offers a broad introduction to Chinese society, history and politics and will cover in more detail cultural developments, including the creative arts such as music, literature, visual arts and film, together with popular arts and the digital transformation of media and the arts. An outline of Chinese aesthetic theories, cultural policies and the work of critics will be presented. The roles of art institutions such as museums, galleries, performance companies and publishers will be considered, together with agencies involved in international cultural exchange such as translators, censors and copyright agencies. The study of the interplay of Chinese language, thought and culture will be an integral part of this unit. A case study of a particular cultural medium may be presented by an invited guest speaker. This unit may be further developed through the China Culture Study unit which is an alternate unit within the Master of Chinese Cultural Relations course.

School Humanities & Comm Arts

Discipline Anthropology

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Discuss developments in Chinese history and social changes
2. Critically analyse theoretical frameworks related to Chinese culture
3. Critically evaluate contemporary Chinese cultural manifestations
4. Analyse the development of a particular Chinese art form and its institutional management
5. Discuss issues applying to the technological development and internationalisation of Chinese culture

Subject Content

1. Introduction to Chinese history, society and political developments
2. An overview of aspects of Chinese language, thought and culture
3. Introduction to Chinese aesthetics and cultural policies
4. Outline of Chinese cultural forms including art, music, theatre, film, literature and popular culture
5. An examination of a selected art form through literature search
7. Digitalisation and globalisation of Chinese culture
6. Arts management and the functions of art institutions in China

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Proposal and Presentation	800 - 1000 words, 5-10 minutes	20	N	Individual
Portfolio Report	1,000 words (equivalent)	30	N	Individual
Report	2,500 words	50	N	Individual

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Qiang Guo ([https://directory.westernsydney.edu.au/search/name/Qiang Guo/](https://directory.westernsydney.edu.au/search/name/Qiang%20Guo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7007_22-SPR_PS_D#subjects)

HUMN 7008 Contemporary Theories of Religion and Society

Credit Points 10

Legacy Code 102201

Coordinator Adam Possamai ([https://directory.westernsydney.edu.au/search/name/Adam Possamai/](https://directory.westernsydney.edu.au/search/name/Adam%20Possamai/))

Description Covering Australia and other parts of the world, this unit explores current social theories of religion at the micro, meso, macro, and cyber levels. Starting from the micro or individual level, it deals with theories on the emergence of post-dogmatic religion and the growth of subjectivised forms of religion in the non-institutional field. It then moves to the group or meso level and covers the activities of religious and non-religious groups in the public and post-secular sphere. It then reaches the global (macro) level to discuss notions of multiple modernities, transnationalism and civilizational analysis. Finally, at the cyber level the unit analyses recent theories on the impact of new social media on religion.

School Social Sciences

Discipline Studies In Human Society

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Assumed Knowledge

Students must have completed an undergraduate degree or equivalent.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Differentiate and articulate major theories and theorists in religion and society
2. Illustrate critical reading and writing skills in social theory

- Critique the literature and concepts routinely employed in contemporary social science discourses on religion and society

Subject Content

- Emergence of post-dogmatic religion
- Growth of subjectivised forms of religion in the non-institutional field
- Theories of conversion
- Mega and Emergent Churches
- Social Construction of New Religious Movements
- Post-Secularism
- Religion and Multiple Modernities
- Religion and Transnationalism
- Civilizational Analysis and Religion
- Religion and Web 2.0

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Literature review	2,000 words	45	N	Individual
Essay	3,000 words	55	N	Individual

Teaching Periods

HUMN 7009 Critical and Creative Enquiry

Credit Points 20

Legacy Code 102628

Coordinator Patricia Parish ([https://directory.westernsydney.edu.au/search/name/Patricia Parish/](https://directory.westernsydney.edu.au/search/name/Patricia%20Parish/))

Description This unit is designed to extend students' capacity to undertake critical and creative research in the arts therapies. Students will have the opportunity to work together and extend each other's work while undertaking a small research project that does not involve human research subjects. The theories and ethics of difference and diversity will be central to the process of enquiry. This includes formulation of research questions or problems, the choice and articulation of appropriate methodologies; data gathering and analysis; and the preparation of a research report. Students will learn to systematically question the dominant assumptions of their field and generate alternatives to a tendency for practitioner research to reproduce 'the same'.

School Social Sciences

Discipline Studies In Human Society

Student Contribution Band HECS Band 4 20cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) WELF 7008 OR HUMN 7036

Equivalent Subjects HUMN 7025 - Integrated Project LGYA 7525 - Integrating Theory Research and Practice

Incompatible Subjects HUMN 7010 - Critical and Creative Enquiry WELF 7020 - Practising Research and Researching Practice

Restrictions

Students must be enrolled in program 4595 Master of Art Therapy

Assumed Knowledge

Introductory knowledge of theory and research methodology.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Plan and implement a sustained critical reading program in a relevant area.
- Map and critically analyse the connections between theory, research and practice.
- Investigate a research question so as to critically conceptualise relationships between theory, research and practice in arts therapy.
- Demonstrate an understanding of the research process in practice.
- Organise, create and reflect on an oral, visual and/or performative presentation of their work.
- Exemplify high level analytical and written skills in the completion of the final written report.

Subject Content

Advanced literature searching.

Advanced analysis of how theories of difference and diversity relate to research methods and research practice.

Ethics of practitioner research.

Exploration of theoretical, critical, collaborative and arts-based research practice.

Developing and implementing a research project.

Developing collaborative and research team skills.

Preparing and giving a seminar presentation on the process of working in teams/groups.

Preparing a written research report.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Proposal: Brief research project plan	750 words	10	N	Individual
Report: Research project report	4,500 words	60	N	Individual
Participation: Participation in Group Seminar Presentation	No more than 30 minutes per small group		N	Group

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Patricia Parish ([https://directory.westernsydney.edu.au/search/name/Patricia Parish/](https://directory.westernsydney.edu.au/search/name/Patricia%20Parish/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7009_22-SPR_PS_D#subjects)

HUMN 7011 Cultural Diplomacy and Soft Power

Credit Points 10

Legacy Code 102543

Coordinator Nicholas Ng ([https://directory.westernsydney.edu.au/search/name/Nicholas Ng/](https://directory.westernsydney.edu.au/search/name/Nicholas%20Ng/))

Description This unit provides an introduction to key topics and debates in diplomacy and international relations. Relationships with other governments depend on diplomacy, which has been defined as the art of persuasion. Diplomatic modes, including those based on universalist values and those based on pragmatic self-interest will be considered and tested in the context of contemporary bilateral, regional and multilateral relations. The concepts of soft power and international public relations will be considered in the light of current cultural diplomacy campaigns, and tested through simulated role-play.

School Humanities & Comm Arts

Discipline Anthropology

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the theories of soft power and cultural diplomacy and describe examples of their application
2. Discuss the history and main trends in public and cultural diplomacy worldwide
3. Describe and analyse examples of Australian and Chinese cultural diplomacy
4. Develop solutions to real-life cases involving the application of cultural diplomacy

Subject Content

Theories of cultural diplomacy.

History of cultural diplomacy and international cultural organisations.

Australia's cultural diplomacy.

China's cultural diplomacy.

Case studies developed through role play.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Presentation: Part (a) Presentation on personal investigation of a current issue. It involves (a) 500 word overview of the presentation and (b) Presentation (10 minutes per student)	500 words; Part (b) 10 minutes per student	15%	N	Individual
Research Essay: It involves: (a) 2 x 500 word blogs while preparing essay (10%) and (b) Essay 2,500 words (30%)	Part (a) 2 x 500 words; Part (b) 2,500 words	40%	N	Individual
Case Study: Team inquiry task on case-study problem. It involves (a) Group presentation (30%) (b) Individual diary (15%)	Part (a) 20 minutes; Part (b) 1,000 words	45%	N	Both (Individual & Group)

Teaching Periods

HUMN 7012 Cyber Justice (PG)

Credit Points 10

Legacy Code 102424

Coordinator David Tait ([https://directory.westernsydney.edu.au/search/name/David Tait/](https://directory.westernsydney.edu.au/search/name/David%20Tait/))

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

processes and spaces, as well as criminal networks and strategies, are being reimaged to take advantage of the new technologies.

School Humanities & Comm Arts

Discipline Studies in Human Society, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

Previous study of cultural and social analysis, history and political thought, law, psychology or criminology would be useful, but is not required. Experience of using social media would also be useful but not required.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe and critically evaluate the nature of cybercrime (including cyber terrorism and cyber war) and the techniques, targets and harms produced by it.
2. Describe and critique the way cyber technologies are used in policing and courts to transform justice processes and respond to cybercrime.
3. Identify and evaluate relevant media reports, research material, images and other relevant sources relevant to cybercrime and cyber justice.
4. Analyse and interpret research about cybercrime and cyber justice in terms of its method, use of sources and contribution to academic debates.
5. Develop research ideas in a peer-supported learning environment.
6. Communicate research arguments logically and clearly in oral and written form.
7. Use digital technologies to collaborate, develop arguments and settle disputes.

Subject Content

- Cybercrime: new and enhanced crimes of the digital age
- Cyberjustice: the transformation of justice by digital technologies
- Cyber war and cyber terrorism
- Cyber bullying and stalking
- Privacy and surveillance
- On-line and virtual justice

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay - Research paper	4000 words	40	Y	Individual
Summaries - Group Reviews	200 words	30	N	Group

Reflections 800 words 30 N Individual
- Individual response to class activities

Teaching Periods

HUMN 7013 Debates in Global History

Credit Points 10

Legacy Code 102341

Coordinator Gregory Barton (<https://directory.westernsydney.edu.au/search/name/Gregory+Barton/>)

Description The unit considers the history of the ways that different regions of humanity have interacted, since 1400. The unit will consider such topics as: ethnic-centrism (how to address it in historical and political knowledge?); the era of 'Pan Asia' (what does the rise of China and India mean for historical and political studies?); the prominence of 'nation' in historical knowledge (how to treat human history as 'global?'); the relationship of ethno-nationalism to globalization; the periodization of global history (turning points in the emergence of a global humanity); the determinants of difference and commonality in human history; the characteristics of 'empires'; the natural limits of humanity.

School Humanities & Comm Arts

Discipline History

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

History and Political Thought Major, International Relations and Asian Studies Major or equivalent.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyze the debates among historians that explain globalization
2. Apply an understanding of the competing paradigms of Global History to historical practice.
3. Distinguish regions of the world in terms of their relationship with 'modernity'.
4. Evaluate globalization as a cultural phenomenon through the use of key theoretical texts
5. Construct persuasive arguments around major debates in Global history

Subject Content

1. Global History: an overview
2. Ecumenical Integrations and Empires 500 to 1500
3. Columbian Exchanges and Encounters 1400-1600
4. The Enlightenment and Global History
5. Afro-Eurasian and Atlantic Worlds
6. Globalization and The Great Divergence

7. Global Governance and Informal Empire
8. Globalizations and its Discontents
9. The Rise of Asia
10. The Natural Limits of Homo Sapiens

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Summary - Abstract Drafts	500 words	10	N	Individual
Presentation	1500 words	40	N	Individual
Essay	4,000 words approximately	50	N	Individual

Prescribed Texts

- Pollard, E., Rosenberg, Clifford D., author, Tignor, Robert L., author, & Adelman, Jeremy, author. (2015). *Worlds together, worlds apart* (Concise 1st ed.) New York and London: W.W. Norton and Co.

Teaching Periods

HUMN 7015 Digital Humanities Research Methods (PG)

Credit Points 10

Legacy Code 102426

Coordinator Rachel Hendery ([https://directory.westernsydney.edu.au/search/name/Rachel Hendery/](https://directory.westernsydney.edu.au/search/name/Rachel%20Hendery/))

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

School Humanities & Comm Arts

Discipline Studies in Human Society, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Discuss the range of ways digital technologies are applied in advanced interdisciplinary research contexts;

2. Apply the key principles of collaborative design and participation in digital projects in academic and industry settings;
3. Analyse the applications and influence of digital technologies on social and cultural research methodologies; and
4. Create a digital project based on an application of digital technologies to a contemporary research question.

Subject Content

1. Introduction to subject ? The ?computational turn?f in the humanities
2. Digitisation
3. Data/text mining and visualisation
4. Gaming
5. GIS and mapping
6. Network analysis, social media, metadata
7. Students present their own final project.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Reflection	1000 words max	20	N	Individual
Presentation	20 minutes per presentation	30	N	Individual
Essay	3000 words max (or equivalent combination of digital work and written exegesis)	50	N	Individual

Teaching Periods

Summer A

Parramatta - Victoria Rd

Composite

Subject Contact Rachel Hendery ([https://directory.westernsydney.edu.au/search/name/Rachel Hendery/](https://directory.westernsydney.edu.au/search/name/Rachel%20Hendery/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7015_22-SUA_PS_C#subjects)

HUMN 7016 Diversity in Practice

Credit Points 10

Legacy Code 102183

Coordinator Jane Durie ([https://directory.westernsydney.edu.au/search/name/Jane Durie/](https://directory.westernsydney.edu.au/search/name/Jane%20Durie/))

Description This unit offers students the opportunity to systematically apply the theories and concepts developed in the Difference and Diversity and /or Religion and Society Specialisations to a project relevant to students' areas of professional practice, or interest. The focus of the project will be drawn from those issues of race, class, sexuality, disability, gender, religion and ethnicity embedded in the

theoretical and conceptual work undertaken in the earlier units of the named specialisations.

School Social Sciences

Discipline Studies In Human Society

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) HUMN 7044 AND HUMN 7030

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically evaluate and apply social theories, concepts and issues to a specific project context;
2. Undertake in-depth analysis and critique of relevant literature, policy and/or media and present an oral synthesis;
3. Present in written form a synthesis of the in-depth analysis and critique;
4. Plan, undertake and complete a self-directed project at master level of study.

Subject Content

Project Planning

Relate theories of Difference and Diversity to the development and completion of a project

Review and critically analyse literature, policy and/or media relevant to the project

Research/write the complexities and intersections of race, class, gender, sexuality, religion, disability and so on as appropriate within the project context

Project report requirements

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Proposal	2000 words	30	N	Individual
Presentation	15 minutes	20	N	Individual
Report	3000 words	50	N	Individual

Teaching Periods

HUMN 7017 Ecopedagogies

Credit Points 10

Legacy Code 102157

Coordinator Tonia Gray ([https://directory.westernsydney.edu.au/search/name/Tonia Gray/](https://directory.westernsydney.edu.au/search/name/Tonia%20Gray/))

Description In simplest terms, ecopedagogies is teaching and learning in partnership with Nature. This interdisciplinary unit examines place-based theory and outdoor-experiential education. Research

has repeatedly shown that outdoor experiential learning promotes health, well-being, cognitive advancement, growth and development for children, youth and adults. Correspondingly, the importance of ecopedagogies in this historical era cannot be underestimated. The precariousness of human/nature interrelationships compels us to explore new ways of learning and knowing and ecopedagogies provides new ways of connecting with the natural world. Further insight is gained through engaging with First Peoples' knowledge systems through the conceptualisation of 'country' and relational frameworks.

School Education

Discipline Education Studies

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine the broad theoretical underpinnings of ecopedagogies
2. Engage with First Peoples' knowledge systems and apply them to their understandings of human/nature relationships
3. Apply knowledge of human development and the ways in which it is supported by applied ecological learning
4. Apply ecopedagogical principles to support human health and well-being
5. Critically reflect upon own insights and applications of specific ecopedagogical experiences

Subject Content

Ecological consciousness and its implications in precarious times

Ecopedagogies and the reciprocity of human/nature relationships

First Peoples' ways of knowing as a foundation for ecopedagogies

Human development and the foundational role of experiential outdoor education

The role of ecopedagogies in learning, health and well-being

Theories and models of childhood/youth/adult outdoor provision and pedagogy

Global perspectives and place-based understandings of human/nature relationships in an increasingly urbanized and technological world

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Learning sequence	2,500 words	50	N	Individual
Implement and report on the project. Include personal reflections on pedagogies and processes and participant feedback	2,500 words	50	N	Individual

Teaching Periods

HUMN 7018 Ecopsychology and Cultural Change

Credit Points 10

Legacy Code 101652

Coordinator Erin Mackenzie ([https://directory.westernsydney.edu.au/search/name/Erin Mackenzie/](https://directory.westernsydney.edu.au/search/name/Erin%20Mackenzie/))

Description From 2020 students should note that core units are now taught in semesters rather than half yearly sessions. Ecopsychology is concerned with the relationship between human consciousness, human actions and environmental issues. It seeks to understand the sources, both phenomenological and socio-cultural, of the disjuncture between nature and psyche and to develop possibilities for personal and cultural re-connection and healing. Through applying experiential methods, critical inquiry and engagement with ecopsychological writings, students develop their awareness of "self", "nature", "culture" and explore the dynamics between them. The unit incorporates perspectives on ecological identity, ecospirituality and sense of place as ways of re-imagining the human-nature relationship and effecting ecologically-oriented change.

School Education

Discipline Education Studies

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

- critically analyse and reflect upon the experiential and socio-cultural dimensions of their own personal relationships with nature;
- employ a range of methods for developing a critical and reflexive ecological consciousness;
- critically evaluate differing psychological, spiritual and ecological standpoints as they apply to the development of ecological identity;
- critique the influence of personal, cultural and cosmological narratives in shaping human-nature relationships;
- apply ecopsychological perspectives to inform processes of cultural transformation;
- articulate potentials and challenges associated with the project of ecopsychology.

Subject Content

Nature and psyche - perceived oppositions and integrative possibilities
 Ecological consciousness and ecological identity
 Ecological perspectives on self and society
 Sense of place
 Somatic, archetypal and transpersonal approaches to ecopsychology
 Deep ecology & new cosmologies
 Place, story, relationships and reconciliation
 Ecopsychology and cultural change

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Ecopsychology reflection and project plan	1,000 words	25	N	Individual
Project report	4,500 words	75	N	Individual

Teaching Periods

HUMN 7019 Emergency and Disaster Management

Credit Points 10

Legacy Code 102575

Coordinator Spyros Schismenos ([https://directory.westernsydney.edu.au/search/name/Spyros Schismenos/](https://directory.westernsydney.edu.au/search/name/Spyros%20Schismenos/))

Description This unit uses comparative analysis of different emergency responses to humanitarian disasters to provide students with the skills and knowledge required to play a role in future emergency and disaster management. Students will gain knowledge of the geo-political forces and key international frameworks and standards that shape humanitarian responses, and of the motivations and approaches of aid donors and humanitarian NGOs when intervening in states. They will also gain foundational knowledge of assessment of NGO capacities and organisational infrastructure for managing emergencies, for example their organisational structures and cultures, donor priorities, support systems and personnel.

School Social Sciences

Discipline Studies in Human Society, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

- Contrast the different emergency responses to humanitarian disasters through a comparative analysis of the skills and knowledge required in emergency and disaster management.
- Critically analyse the geo-political forces and key international frameworks and standards that shape humanitarian responses
- Articulate the motivations and approaches of aid donors and humanitarian NGOs when intervening in states.
- Demonstrate a foundational knowledge in the assessment of NGO capacities and organisational infrastructure such as organisational structures and cultures, donor priorities, support systems and personnel for managing emergencies.

Subject Content

- A comparative analysis of the different emergency responses to humanitarian disasters in development of the skills and knowledge required in emergency and disaster management.
 - A critical analysis of the geo-political forces and key international frameworks and standards that shape humanitarian responses.
 - An exploration of the motivations and approaches of aid donors and humanitarian NGOs when intervening in states.
 - A foundational knowledge of the assessment of NGO capacities and organisational infrastructure such as organisational structures and

cultures, donor priorities, support systems and personnel for managing emergencies.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1,500 words	20	N	Individual
Case Study	1,500 words	30	N	Individual
End-of-session Exam	2 hours	50	N	Individual

Prescribed Texts

- James, E., 2017. Managing humanitarian relief: an operational guide for NGOs. Second Edition. Practical Action Publishing.

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Spyros Schismenos (https://directory.westernsydney.edu.au/search/name/Spyros_Schismenos/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7019_22-AUT_PC_D#subjects)

HUMN 7021 Fieldwork in Complex and Hostile Places

Credit Points 20

Legacy Code 800213

Coordinator Scott Flower (https://directory.westernsydney.edu.au/search/name/Scott_Flower/)

Description Working overseas is demanding and poses unique research challenges as well as risks to personal security and safety. This seven-day intensive subject teaches a range of applied research approaches, field skills, techniques and technologies to prepare students for operating safely overseas. The immersive scenario-based role-play learning is delivered at an off-site location. Drawing on United Nations accredited curriculum, the subject equips students with an appreciation for the major methodological, ethical, legal, logistical and personal challenges they are likely to confront when working 'in the field'. The unit is of special relevance to students seeking employment in Government and NGO sectors.

School Graduate Research School

Discipline Studies in Human Society, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 20cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate or High Degree Research program code.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. produce a high-quality fieldwork-focused Research Plan, Ethics Application and Risk Management Plan with supporting documentation;
2. demonstrate a practical understanding of the University Risk Management, OHS, Security and Travel Guidelines;
3. understand the range of personal and institutional moral, legal and ethical issues involved with fieldwork;
4. articulate the pros and cons of specific research methods and analytical tools appropriate for addressing their fieldwork research question/problem
5. undertake applied research or work in a complex and hostile location;
6. demonstrate their awareness of the key personal security challenges confronting researchers in the field and how to respond appropriately to mitigate or manage such risks;
7. understand in advanced capacity what complex and hostile environments are, and be able to manage personal and research participant risks whilst undertaking effective research; and
8. make effective plans and decisions regarding fieldwork (prior to, during and after deployment) as part of an overarching research strategy.

Subject Content

1. A Fieldwork Philosophy
2. Scoping the research question/s in preparation for the field
3. Applied Research Design
4. Ethical considerations and applications
5. Legal issues and obligations
6. Data collection methods, data management and cyber security in the field
7. Fieldwork planning and risk management: approaches and techniques
8. Practical field craft ? travel, health and safety skills for fieldwork in complex and hostile places
9. Security Context
10. Field Preparedness and Evacuation
11. Field Communication Protocol
12. Sexual Assault
13. Residence Assessment Exercise
14. Basics of Negotiation
15. Coping with Insecure Environments: Stress Awareness
16. Weapons Awareness
17. Fire and Movement
18. Introduction to GPS and Navigation
19. Field Communication Equipment
20. First Aid: Essentials for life support (EAR/CPR, major bleeding control & evacuation/repatriation)
21. Image and Acceptance
22. Vehicle Check Points/Road Blocks
23. Trip Planning
24. Crowds and Mobs
25. Field Security
26. Kidnap Avoidance and Hostage Survival
27. What to do on arrival in-country (i.e. flexible organisation, travelling light for mobility & security)
28. Patterns of behaviour and predictability including counter-surveillance
29. Stress Disorders (ASD & PTSD and mental health first aid)
30. How to not be a target (image and acceptance)
31. What to do regarding the presence of small arms

32. How to avoid and/or cope with threats of physical violence and physical violence

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	3,000 words	25	N	Individual
Proposal	7,000 words	65	N	Individual
United Nations learning modules	4 x modules - 10 9-10 hours in total	10	N	Individual

Teaching Periods

HUMN 7022 Global Criminology and Human Rights

Credit Points 10

Legacy Code 102200

Coordinator Stephen Tomsen ([https://directory.westernsydney.edu.au/search/name/Stephen Tomsen/](https://directory.westernsydney.edu.au/search/name/Stephen%20Tomsen/))

Description Global criminology is concerned with the process of respecting and fostering ideals of justice, the rule of law and human rights in an expanding range of transnational and domestic locations. These include stable, divided and post-conflict societies that are variously dealing with issues of discrimination, exploitation, insecurity and violence via international agreements, judicial and political means. The global development of justice initiatives has challenged the traditional criminological concern with individual offenders prosecuted by the sovereign nation state acting on behalf of a sole victim. In this unit students will gain a critical understanding of theories and concepts of global criminology, detail of the key aspects and uses of international criminal law, and the potential of alternative modes of attaining social justice. Case studies from around the globe will be analysed along with an emphasis placed on assessing the significance of issues, rights and justice reforms in developing regions.

School Social Sciences

Discipline Studies In Human Society

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

Undergraduate degree in criminology, criminal justice or a related social science area, or equivalent.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain key terms and issues in global criminology;
2. Distinguish theories of global criminology and globalisation;
3. Assess key literature and research evidence demonstrating a critical understanding of policy implications;
4. Design and successfully complete a research project in International Criminology.

Subject Content

Theory and scope of global criminology
 State crimes and legal liability
 Transitional justice
 The globalisation of law and human rights
 Victimology and international victim rights
 Crime, Human Rights and the UN
 Gender and international justice
 Health and human security
 Human rights and worker exploitation
 Criminalisation versus protection of refugees
 Strengths and weaknesses of international criminal justice (the ICC)
 Justice initiatives in developing regions

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Opinion Piece (Op-ed)	1,000 words	20	N	Individual
Book Review	1,000 words	20	N	Individual
Applied Project: Research project	3,000 words	60	N	Individual

Teaching Periods

HUMN 7023 Global Health, Migration and Development

Credit Points 10

Legacy Code 102576

Coordinator Melissa Phillips ([https://directory.westernsydney.edu.au/search/name/Melissa Phillips/](https://directory.westernsydney.edu.au/search/name/Melissa%20Phillips/))

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

School Social Sciences

Discipline Studies in Human Society, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and critically review conceptual frameworks for understanding migration processes and causes and effects of migration locally, regionally, and internationally.
2. Explain the socio-political dimensions of different types of migration and the social and health burden associated with various types of migration.
3. Articulate relevant policy responses to maximise the socio-economic impact of voluntary migration including the strengths and limitations of their application.
4. Succinctly summarise international standards and guidelines as well as best practices governing the needs of forced migrants.
5. Differentiate the roles of key UN agencies from those of international NGOs and the civil society in response to the needs of various types of migrants and in relation to advocacy.
6. Develop competence in analysing the role of voluntary migration in the context of development assistance, poverty alleviation and skill transfer.
7. Critically review the ethical dimensions associated with the militarisation of development aid and humanitarian response.

Subject Content

Globalisation and international migration

- relationship between globalisation and Migration
- international Migration theories
- patterns of international Migration
- dialogue on international Migration: United Nations position and other key players
- international Migration Controversies

Forced Migration: Internally displaced people

- Who is an internally displaced person (IDP)?
- Overview of The social and health Burden of IDPs: fleeing, returning and post Conflict phases.
- policy response: soft vs. hard laws

Forced Migration: Refugees and complex humanitarian emergencies

- history and patterns of complex humanitarian emergencies
- Disaster epidemiology
- Refugees health and Burden of disease
- setting priorities and decision making and programming
- international guidelines and Standards
- Refugee Governance and Regional mechanisms and policy response

Forced Migration: Asylum seekers

- who is an Asylum seeker? how do they differ from An IDP or A Refugee
- Detention practice and Ethical dimensions
- UNHCR Detention guidelines
- social and health Burden of asylum seekers in Detention
- alternatives to Detention: The European perspective Vs An Australian perspective
- social and health policy response: role of NGOs in Detention vs. political response.

Forced Migration: Climate Change and Displacement

- Complexity and definitional issues as to what constitutes an 'environmental migrant'

- The Challenge of predicting The scale of climate and environmentally induced Migration
- current Trends, patterns and approaches to address The issue
- explore interconnected effects of climate change, health, and Migration including The types of health consequences linked to climate change that act as drivers of Migration
- Voluntary Migration: Rural to

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Critical Review	1,000 words	25	N	Individual
Essay	2,000 words	35	N	Individual
Case Study	2,500 words	40	N	Individual

Prescribed Texts

- Renzaho, AMN (ed) 2016. Globalisation, Migration and Health: Challenges and Opportunities. London: Imperial College Press.

Teaching Periods

HUMN 7024 Humanitarian and Development Agendas and Progress

Credit Points 10

Legacy Code 102577

Coordinator Melissa Phillips ([https://directory.westernsydney.edu.au/search/name/Melissa Phillips/](https://directory.westernsydney.edu.au/search/name/Melissa%20Phillips/))

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

School Social Sciences

Discipline Studies in Human Society, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and assess enablers and barriers to development from historical, geographical, political, demographic, sociological and

economic perspectives, and the various roles of different actors in development processes.

2. Describe and critically assess current international efforts to end poverty.
3. Critically consider the accountability and ethical approaches of humanitarian actors and agencies in global development.
4. Theorise the nexus between humanitarian interventions and development processes.
5. Critically review the ethical dimensions associated with the militarisation of development aid and humanitarian response.

Subject Content

1. The complex interplay of ideas surrounding international response and management of natural and man-made disasters, and the consequent efforts to induce development or to rebuild states.
 2. The emergence of international humanitarian and development agencies from the mid-20th century to the modern day.
 3. Current International efforts to end poverty, such as the United Nations Conference on the Human Environment, the Rome Declaration and Plan of Action on World Food security, the Millennium Development Goals (MDGs) and the post-2015 Sustainable Development Goals (SDGs).
 4. Enablers and barriers to development from historical, geographical, political, demographic, sociological and economic perspectives.
 5. Humanitarian and development actors and the various roles they play in intervention and development processes.
 6. Accountability and ethical approaches of humanitarian actors and agencies in global development.
- Ethical dimensions associated with the militarisation of development aid and humanitarian response.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Critical Review	1,000 words	25	N	Individual
Essay	2,000 words	35	N	Individual
Case Study	2,500 words	40	N	Individual

Teaching Periods

Spring

Parramatta City - Macquarie St

Composite

Subject Contact Melissa Phillips ([https://directory.westernsydney.edu.au/search/name/Melissa Phillips/](https://directory.westernsydney.edu.au/search/name/Melissa%20Phillips/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7024_22-SPR_PC_C#subjects)

HUMN 7026 Knowledge Translation

Credit Points 10

Legacy Code 800199

Coordinator Michael O'Connor ([https://directory.westernsydney.edu.au/search/name/Michael OConnor/](https://directory.westernsydney.edu.au/search/name/Michael%20OConnor/))

Description Knowledge translation looks at how knowledge created through research can be applied in real world contexts. It takes research from the theoretical stage (i.e. "that's interesting, but so what?") to the applied stage where it can be used to create real impact. In this unit, we explore the two main processes of knowledge translation - communication and implementation. This is a highly collaborative unit where the interdisciplinary group meets to engage in general theoretical discussion and practice various knowledge translation activities based on our various fields of research.

School Graduate Research School

Discipline Studies In Human Society

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a PhD program or program 8111 - Graduate Certificate in Researcher Engagement, Development and Impact

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Integrate academic presentation experience into a coherent narrative that demonstrates development and refinement of advanced oral and written communication skills for an academic setting, highlighting relevant outcomes and impacts.
2. Understand concepts and frameworks in implementation science and how to utilise implementation science theory to effect change
3. Establish an effective research profile to build networks and dissemination avenues, including various platforms such as Twitter, LinkedIn, ResearchGate, Academia.edu etc
4. Demonstrate evidence of skills, personal attributes and experiences gained in an ePortfolio.

Subject Content

What is knowledge translation?

Knowledge translation as a pathway to building impact opportunities
Strategies for building networks, end users and dissemination avenues
Developing a knowledge translation strategy
Communicating research results and impact within and outside academia

Implementation science and how it can be harnessed to create change
What is knowledge translation?

Knowledge translation as a pathway to building impact opportunities
Strategies for building networks, end users and dissemination avenues
Developing a knowledge translation strategy
Communicating research results and impact within and outside academia

Implementation science and how it can be harnessed to create change

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	1,000 words	0	Y	Individual
Learning Contract	1,000 words	0	Y	Individual

Presentation 3 minutes 0 Y Individual
 (3MT) 30
 minute
 poster
 defence
 (HDR
 Showcase)

Teaching Periods

1st Half

Bankstown

Composite

Subject Contact Michael O'Connor ([https://directory.westernsydney.edu.au/search/name/Michael O'Connor](https://directory.westernsydney.edu.au/search/name/Michael%20O%27;Connor))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7026_22-1H_BA_C#subjects)

Campbelltown

Composite

Subject Contact Michael O'Connor ([https://directory.westernsydney.edu.au/search/name/Michael O'Connor](https://directory.westernsydney.edu.au/search/name/Michael%20O%27;Connor))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7026_22-1H_CA_C#subjects)

Hawkesbury

Composite

Subject Contact Michael O'Connor ([https://directory.westernsydney.edu.au/search/name/Michael O'Connor](https://directory.westernsydney.edu.au/search/name/Michael%20O%27;Connor))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7026_22-1H_HW_C#subjects)

Penrith (Kingswood)

Composite

Subject Contact Michael O'Connor ([https://directory.westernsydney.edu.au/search/name/Michael O'Connor](https://directory.westernsydney.edu.au/search/name/Michael%20O%27;Connor))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7026_22-1H_KW_C#subjects)

Liverpool

Composite

Subject Contact Michael O'Connor ([https://directory.westernsydney.edu.au/search/name/Michael O'Connor](https://directory.westernsydney.edu.au/search/name/Michael%20O%27;Connor))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7026_22-1H_LP_C#subjects)

Parramatta City - Macquarie St

Composite

Subject Contact Michael O'Connor ([https://directory.westernsydney.edu.au/search/name/Michael O'Connor](https://directory.westernsydney.edu.au/search/name/Michael%20O%27;Connor))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7026_22-1H_PC_C#subjects)

Parramatta - Victoria Rd

Composite

Subject Contact Michael O'Connor ([https://directory.westernsydney.edu.au/search/name/Michael O'Connor](https://directory.westernsydney.edu.au/search/name/Michael%20O%27;Connor))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7026_22-1H_PS_C#subjects)

2nd Half

Bankstown

Composite

Subject Contact Michael O'Connor ([https://directory.westernsydney.edu.au/search/name/Michael O'Connor](https://directory.westernsydney.edu.au/search/name/Michael%20O%27;Connor))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7026_22-2H_BA_C#subjects)

Campbelltown

Composite

Subject Contact Michael O'Connor ([https://directory.westernsydney.edu.au/search/name/Michael O'Connor](https://directory.westernsydney.edu.au/search/name/Michael%20O%27;Connor))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7026_22-2H_CA_C#subjects)

Hawkesbury

Composite

Subject Contact Michael O'Connor ([https://directory.westernsydney.edu.au/search/name/Michael O'Connor](https://directory.westernsydney.edu.au/search/name/Michael%20O%27;Connor))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7026_22-2H_HW_C#subjects)

Penrith (Kingswood)

Composite

Subject Contact Michael O'Connor ([https://directory.westernsydney.edu.au/search/name/Michael O'Connor](https://directory.westernsydney.edu.au/search/name/Michael%20O%27;Connor))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7026_22-2H_KW_C#subjects)

Liverpool

Composite

Subject Contact Michael O'Connor ([https://directory.westernsydney.edu.au/search/name/Michael O'Connor](https://directory.westernsydney.edu.au/search/name/Michael%20O%27;Connor))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7026_22-2H_LP_C#subjects)

Parramatta City - Macquarie St

Composite

Subject Contact Michael O'Connor ([https://directory.westernsydney.edu.au/search/name/Michael O'Connor](https://directory.westernsydney.edu.au/search/name/Michael%20O%27;Connor))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7026_22-2H_PC_C#subjects)

Parramatta - Victoria Rd

Composite

Subject Contact Michael O'Connor ([https://directory.westernsydney.edu.au/search/name/Michael O'Connor](https://directory.westernsydney.edu.au/search/name/Michael%20O%27Connor))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7026_22-2H_PS_C#subjects)

HUMN 7027 Leading Change

Credit Points 10

Legacy Code 102161

Coordinator Christine Woodrow ([https://directory.westernsydney.edu.au/search/name/Christine Woodrow/](https://directory.westernsydney.edu.au/search/name/Christine%20Woodrow/))

Description From 2020 students should note that core units are now taught in semesters rather than half yearly sessions. This unit explores change and leadership through a range of contexts. In this unit we critically analyse cultural, structural and political dimensions of change in organisations, systems and communities. This unit is grounded in leadership models that feature collaborative and relationship enhancing approaches to enable purposeful change.

School Education

Discipline Education Studies

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse the nature of change, change agency and the role of individuals, organisations and systems
2. Critique change strategies, including media, contexts, systems and impacts.
3. Articulate a holistic perspective on leaders as activists, advocates and capacity builders within change processes
4. Analyse models of leadership for productive change
5. Use cases to apply theoretical understandings about leadership and change
6. Evaluate a range of effective strategies, processes and skills that may be used to develop and maintain constructive teamwork;
7. Evaluate a case study of successful change leadership
8. Evaluate reflective and ethical approaches to case study conduct

Subject Content

1. Understanding and critically analysing change and change contexts.
2. Theory and practice of leadership for change.
3. Critiquing and building models of leadership for activism, advocacy and capacity building
4. Application of understandings about leadership and change to specific cases and examples.
5. Building strategic partnerships and active team work.
6. Using and developing case studies to examine change.
7. Reflective and ethical approaches to case study conduct.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Critical text analysis of policy, report or media text	2,500 words	40	N	Individual
Case study of a person or team who has (have) led successful change	3,500 words	60	N	Individual

Teaching Periods

HUMN 7028 Management and Evaluation of Aid Programs

Credit Points 10

Legacy Code 102578

Coordinator Thierno Diallo ([https://directory.westernsydney.edu.au/search/name/Thierno Diallo/](https://directory.westernsydney.edu.au/search/name/Thierno%20Diallo/))

Description Evaluation of development aid and relief programs is an instrument for accountability and effective learning in terms of what works, for whom, in what circumstances, and at what cost. This unit uses critical and practical analyses to provide students with the skills and knowledge required to plan, implement, manage, and evaluate development aid and relief programs. Students are introduced to program planning and management strategies, types of evaluation approaches and their application, and evaluation dissemination utilisation. They gain practical skills to translate evaluation into policy and practice

School Social Sciences

Discipline Studies in Human Society, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Assumed Knowledge

Students have undergraduate level knowledge of research design, method and analysis.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and assess approaches to differing evaluation and monitoring frameworks for humanitarian and development projects.
2. Demonstrate skills in developing theory of change/project logic to guide the establishment of project/program effectiveness.
3. Demonstrate the knowledge and skills required to develop a project proposal in response to a call for an evaluation.
4. Critically examine both internal and external forces and realities that may hinder the acceptance of evaluation findings.
5. Critically evaluate project/program proposals and evaluation reports.

6. Identify and assess approaches to differing evaluation and monitoring frameworks for humanitarian and development projects
7. Demonstrate skills in developing theory of change/project logic to guide the establishment of project/program effectiveness
8. Demonstrate the knowledge and skills required to develop an evaluation project proposal
9. Critically examine both internal and external forces and realities that may hinder the acceptance of evaluation findings
10. Critically evaluate project/program proposals and evaluation reports

Subject Content

Introduction to stages in program planning.
 Six Normative Approaches to Evaluation.
 Types of evaluation: Formative, process and summative.
 Evaluation designs.
 Methods of data collection.
 Summarising evaluation data: data analysis and report writing.
 Evaluation dissemination and utilisation.
 Writing terms of reference for an evaluation.
 Developing an expression of interest and an inception report.
 Ethical and quality evaluation standards.
 Appraising project proposals and evaluation reports.
 Debriefing and reflection: Q and A.
 Defining the approach and objectives of evaluation
 Theories of change models
 Approaches to evaluation
 Approaches to evaluation: synthesis and meta-evaluation
 Designing evaluations: starting questions
 Selection evaluation designs: introduction to experimental, quasi-experimental and case study methods
 Designing and conducting evaluations: data collection strategies and tools
 Sampling strategies and real world / real time evaluation techniques
 Planning for and conducting data analysis
 Evaluating complex interventions
 Evaluation of organizational strategies and sector-wide programs
 Managing, presenting and disseminating evaluations
 The impact, ethics, and politics of evaluation in international organizations

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	1,800 words	35	N	Individual
Proposal	2,000 words	40	N	Individual
Critical Review	1,200 words	25	N	Individual

Prescribed Texts

- Renzaho, A., 2007. Measuring Effectiveness in Humanitarian and Development Aid: Conceptual Frameworks, Principles and Practice. Nova Sciences.
- Stufflebeam D.L. and Coryn C.L., 2014. Evaluation theory, models, and applications. John Wiley & Sons.
- Linda G. Morra Imas and Ray C. Rist. 2009. Road to Results: Designing and Conducting Effective Development Evaluations. Washington, DC: World Bank.

Teaching Periods

HUMN 7029 Master of Social Science Thesis

Credit Points 20

Legacy Code 102040

Coordinator Kamel Taoum ([https://directory.westernsydney.edu.au/search/name/Kamel Taoum/](https://directory.westernsydney.edu.au/search/name/Kamel%20Taoum/))

Description This is a 40 credit point year-long subject taken over two terms (20 credit points in each term). This yearlong subject requires the completion of a research thesis and associated activities. The purpose of this subject is the completion of a research study building on the research subjects so far completed in the core subjects of the Master of Social Science. Students will work with a supervisor to frame, conceptualise, conduct and complete a research study and present a final research thesis.

School Social Sciences

Discipline Studies In Human Society

Student Contribution Band HECS Band 4 20cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) HUMN 7036 AND HUMN 7045

Co-requisite(s) HUMN 7001

Restrictions

Students must be enrolled in 1770 Master of Social Science or 1712 Master of Planning and have successfully completed 80 credit points including subjects 102175 Research in the Social Sciences & 102179 Theories of the Social.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate advanced knowledge and critical analysis skills in reviewing relevant literature
2. Formulate a successful research proposal for high level independent research thesis
3. Identify and apply a comprehensive understanding of the purpose and the requirements for ethics approval
4. Successfully argue the case for the methodology and theoretical perspective for a research project
5. Apply their skills and knowledge in a sustained program of critical reading, research activities and research writing
6. Present the research at a professional standard to an academic audience
7. Exemplify advanced academic analytical and written skills in the completion of the final written research thesis

Subject Content

Supervision contract with an academic supervisor
 Seminars and workshops conducted from time-to-time to support completion of the research thesis
 Literature review
 Research proposal ? research question, methodology, research design, collection and analysis methods
 Ethics application and clearance, as necessary

Research activities to complete the thesis
 Writing activities to complete the thesis
 Written and seminar presentation of the research findings and report

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Literature Review	3,000 words	20	N	Individual
Proposal	2,000 words	10	N	Individual
Theory & Methodology Discussion paper	2,500 words	15	N	Individual
Seminar presentation & Attendance	20 minutes	5	N	Individual
Thesis	15,000 words	50	Y	Individual

Teaching Periods

HUMN 7031 Political Economy of Development

Credit Points 10

Legacy Code 101895

Coordinator Zulfan Tadjoeeddin ([https://directory.westernsydney.edu.au/search/name/Zulfan Tadjoeeddin/](https://directory.westernsydney.edu.au/search/name/Zulfan%20Tadjoeeddin/))

Description The unit introduces students to the main theories and the diverse political economy dimensions of development. It consists of three modules. The first deals with key concepts that interrogate the meaning of development, origins of prosperity and the concepts of poverty, inequality and redistribution, which are contentious in their applications to various groups. The second module examines core issues in the political economy of development, which include globalisation, foreign aid, democracy, conflict and the role of the state. The last module engages with pertinent case studies focusing on Asia, the Pacific as well as problems with development in the Western world.

School Social Sciences

Discipline Studies In Human Society

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Review various theoretical perspectives of development and debates surrounding them.
2. Identify and critically analyse the core issues and their inter-linkages in the diverse perspectives of political economy of development.
3. Critically analyse cases of development using appropriate theoretical frameworks.

Subject Content

Module I - Concepts

1. Defining and measuring development
2. Origins of prosperity: Capital, geography, culture and institutions
3. Poverty, inequality and redistribution

Module II ? Core Issues

4. Globalisation: The West and the rest
5. Development assistance and foreign aid
6. Fragile and failed states: The bottom billion
7. Democracy and development
8. The state and development: Searching for a right balance

Module III ? Case Studies

9. The East Asian and Southeast Asian miracle
10. Global financial crisis (GFC) and populism
11. Development in the Pacific: Vulnerability of small island states
12. The struggle of Indigenous peoples

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	900 words	25	N	Individual
Critical Review	900 words	25	N	Individual
Case Study	2,000 words	50	N	Individual

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Zulfan Tadjoeeddin ([https://directory.westernsydney.edu.au/search/name/Zulfan Tadjoeeddin/](https://directory.westernsydney.edu.au/search/name/Zulfan%20Tadjoeeddin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7031_22-AUT_PC_D#subjects)

HUMN 7032 Public Health in Complex Emergencies (Advanced)

Credit Points 10

Legacy Code 102574

Coordinator Nidhi Wali ([https://directory.westernsydney.edu.au/search/name/Nidhi Wali/](https://directory.westernsydney.edu.au/search/name/Nidhi%20Wali/))

Description The health, socio-economic, and political aspects of conflicts and disasters are complex and multidimensional, requiring political commitment and coordinated and effective prevention. This unit uses critical analyses to provide students with the skills and knowledge required to understand the politics of public health response in emergency situations. Students will be introduced to rapid health assessment protocols in, and health priorities and the prevention of public health effects of, complex emergencies. They will gain practical skills to evaluate and critically appraise the evidence used to inform public health policy and the effectiveness of different decision-making practices in emergency situations.

School Social Sciences

Discipline Studies in Human Society, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critique the principles that govern health response in complex emergencies, including the responsibility to respond and protect, and the roles and responsibilities of various actors.
2. Articulate relevant policy responses pertaining to decision making frameworks including when to respond, who does what and when, and when to leave or phase out the intervention.
3. Critically review the political and ethical dimensions of public health response in complex emergencies and how they relate to international agendas.
4. Evaluate the strengths and limitations of available evidence and epidemiological data that inform the public health response.
5. Analyse both internal and external forces and realities that may facilitate or impede the delivery of public health services and programs in complex emergencies.
6. Demonstrate the practical skills to plan, implement, and evaluate evidence-based prevention programs.
7. Deploy critical appraisal skills to evaluate the effectiveness of NGO coordination and interagency decision making in the humanitarian response.

Subject Content

- Multidimensional health, socio-economic, and political aspects of conflicts and disasters.
- Analysis of the requisite political commitment and coordinated effort for effective prevention.
- Critical analyses and their use in understanding the politics of public health response in emergency situations.
- Rapid health assessment protocols for priorities in health, and the prevention of public health effects of complex emergencies.
- The development of practical skills in the evaluation and critical appraisal of the evidence used to inform public health policy, and the effectiveness of different decision-making practices in emergency situations.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study Essay	3000 words	50	N	Individual
Presentation	15-20 minutes presentation	20	N	Individual
Take home exam	2 hours	30	N	Individual

Prescribed Texts

- Teller, Siri and Roche, Niall (eds). Public Health in Humanitarian Action. University of Copenhagen, Copenhagen, 2016.

Freely available at: http://globalhealth.ku.dk/phha/PHHA_OER_Textbook_WHOe.pdf

Teaching Periods

HUMN 7033 Religion and Law in Contemporary Public Discourse

Credit Points 10

Legacy Code 102202

Coordinator Jane Durie ([https://directory.westernsydney.edu.au/search/name/Jane Durie/](https://directory.westernsydney.edu.au/search/name/Jane%20Durie/))

Description Debates over the role of religion as well as religious law in the public sphere have been ongoing themes in recent decades in many countries. Religion and law are two important yet rival sources of normative reasoning of public order in which they are constitutive, regulative and coercive forces. The unit introduces students to various understanding of the interrelations between religion and law in the societal and individual domains of the public sphere; and reflects on the contentious nature of the relationships given sensitive issues such as religious education, equal marriage, abortion, human rights. In the first part of the unit, students study the relationship between law and religion in various faiths such as Judaism, Christianity, Islam and Hinduism. The second part examines how different religious traditions interact and intersect with different legal traditions (common and civil law system) in a range of countries (for example Australia, UK, Israel, Indonesia, India, Iran).

School Social Sciences

Discipline Studies In Human Society

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Assumed Knowledge

Undergraduate degree or equivalent.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the intricate relationship between religion and law in multi-faith contexts and in relation to diverse social issues;
2. Analyse prevailing debates about state policies that concern faith and religious communities in various countries with different legal systems;
3. Assess the implications of the positioning of religious discourses and religious law in the public sphere.

Subject Content

The intersections of religion and law

Religion and law in Judaism

Religion and law in Christianity

Religion and law in Islam

Religion and law in Hinduism

Between religious and secular legislations

Between official and unofficial courts

Between private and public schools

Between pillarisation and deprofessionalisation

Can religion and law reconcile?

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Essay	1,000 words	20	N	Individual
Book Review	1,500 words	30	N	Individual
Essay	2,000 words	50	N	Individual

Teaching Periods

HUMN 7034 Research Project in Cultural Exchange

Credit Points 40

Legacy Code 102545

Coordinator Nicholas Ng ([https://directory.westernsydney.edu.au/search/name/Nicholas Ng/](https://directory.westernsydney.edu.au/search/name/Nicholas%20Ng/))

Description In this unit you will undertake a research/development project in relation to cultural exchange with China. This may include professional involvement in a cultural exchange activity and/or a research project on an issue relating to cultural exchange. The activity will include researching the literature and interpreting this in relation to the chosen task in a research/project report. There is no class work. Each student will be supervised by a member of staff in the School of Humanities and Communication Arts.

School Humanities & Comm Arts

Discipline Anthropology

Student Contribution Band HECS Band 4 40cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) HUMN 4010

Restrictions

Students must have successfully completed 70 credit points in the Master of Chinese Cultural Relations or the Master of Cross-cultural Relations.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse historical and current Australian and Chinese cultural traditions that may influence current cross-cultural exchange activities
2. Apply theoretical perspectives, knowledge and experience based on working with practitioners to developments in intercultural exchange
3. Research issues relating to cross-cultural exchanges and events to resolve barriers to effective cultural interaction
4. Design and implement communication strategies and a business plan in relation to a cultural exchange activity
5. Develop and evaluate an innovative approach to cross-cultural communication and practice

Subject Content

Major practical or theoretical research project supported by documentation.

Documentation of project and progress reports.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Thesis	12,000 words	100	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Attendance Not required

Subject Contact Nicholas Ng ([https://directory.westernsydney.edu.au/search/name/Nicholas Ng/](https://directory.westernsydney.edu.au/search/name/Nicholas%20Ng/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7034_22-AUT_PS_N#subjects)

Spring

Parramatta - Victoria Rd

Attendance Not required

Subject Contact Nicholas Ng ([https://directory.westernsydney.edu.au/search/name/Nicholas Ng/](https://directory.westernsydney.edu.au/search/name/Nicholas%20Ng/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7034_22-SPR_PS_N#subjects)

HUMN 7035 Research and Public Policy

Credit Points 10

Legacy Code 800212

Coordinator Anna Denejkina ([https://directory.westernsydney.edu.au/search/name/Anna Denejkina/](https://directory.westernsydney.edu.au/search/name/Anna%20Denejkina/))

Description Public policy can effect change in society at global, national and local levels. This unit examines public policy and the role of research in its development. Students will explore, analyse and understand the link between research and public policy, will receive guest lectures from experts in public policy development, and have the opportunity to produce a peer-reviewed public policy paper or article.

School Graduate Research School

Discipline Studies In Human Society

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) HUMN 7038 AND
HUMN 7005 AND
HUMN 7026 AND
HUMN 7037

Restrictions

Students must be enrolled in a Doctoral (HDR) program and 8111 - Graduate Certificate in Researcher Engagement, Development and Impact.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse public policy in local, national and global contexts
2. Recognise and appraise the sources of existing public policies, their purpose and the processes used in their development.
3. Evaluate how policies can be designed to support basic principles of social justice.
4. Examine the contribution of a number of alternative approaches to the identification of issues, research methods, implementation and analyses of public policy.
5. Prepare an outline of public policy journal article or draft of public policy general audience article addressing a topic relevant to the student's research area.
6. Reflect on own performance and identify own development needs.

Subject Content

Role of public policy
Ethics and public policy
Theory of public policy
Development of public policy
Role of public policy
Ethics and public policy
Theory of public policy
Development of public policy

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	2 x 750 (1,500 words total)	S/U	Y	Individual
Proposal	(a) 800-word draft OR (b) 1,250-word outline of article	S/U	Y	Individual
Report	2,000 words	S/U	Y	Individual

Teaching Periods

1st Half**Bankstown****Composite**

Subject Contact Anna Denejkina (<https://directory.westernsydney.edu.au/search/name/Anna Denejkina/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7035_22-1H_BA_C#subjects)

2nd Half**Bankstown****Composite**

Subject Contact Anna Denejkina (<https://directory.westernsydney.edu.au/search/name/Anna Denejkina/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7035_22-2H_BA_C#subjects)

Campbelltown**Composite**

Subject Contact Anna Denejkina (<https://directory.westernsydney.edu.au/search/name/Anna Denejkina/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7035_22-2H_CA_C#subjects)

Hawkesbury**Composite**

Subject Contact Anna Denejkina (<https://directory.westernsydney.edu.au/search/name/Anna Denejkina/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7035_22-2H_HW_C#subjects)

Penrith (Kingswood)**Composite**

Subject Contact Anna Denejkina (<https://directory.westernsydney.edu.au/search/name/Anna Denejkina/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7035_22-2H_KW_C#subjects)

Liverpool**Composite**

Subject Contact Anna Denejkina (<https://directory.westernsydney.edu.au/search/name/Anna Denejkina/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7035_22-2H_LP_C#subjects)

Parramatta City - Macquarie St**Composite**

Subject Contact Anna Denejkina (<https://directory.westernsydney.edu.au/search/name/Anna Denejkina/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7035_22-2H_PC_C#subjects)

Parramatta - Victoria Rd**Composite**

Subject Contact Anna Denejkina (<https://directory.westernsydney.edu.au/search/name/Anna Denejkina/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7035_22-2H_PS_C#subjects)

HUMN 7036 Research in the Social Sciences

Credit Points 10

Legacy Code 102175

Coordinator Sharon Kwok (<https://directory.westernsydney.edu.au/search/name/Sharon Kwok/>)

Description From 2016 this unit replaced by 102357 - Ethics and Diversity in Research and Therapy for students enrolled in 4595-Master of Art Therapy only. This unit provides foundational skills and knowledge for research in the Social Sciences including contemporary developments such as digital and online research. It introduces key research concepts of epistemology, ethics, theory and methodology drawing on different fields of studies within the Social Sciences. The unit canvasses critical debates and approaches to research in the Social Sciences; the processes by which knowledge is created through research; and the purposes to which knowledge is applied in the Social Sciences. Finally, the unit focusses on developing student's skills and knowledge for developing research questions and research proposals.

School Social Sciences

Discipline Studies In Human Society

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects CULT 7005 - Research for Practice

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

Undergraduate degree in the Social Sciences or equivalent.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate critical understanding of the importance of research in the social sciences
2. Critically analyse the processes by which knowledge is created through research
3. Explain and evaluate epistemological and theoretical frameworks for research in the social sciences
4. Understand and demonstrate the steps required in completing a research proposal
5. Appraise different methodological approaches to research in the social sciences

Subject Content

1. Introduction ? research in the social sciences
2. Contemporary approaches to research in the social sciences
3. Doing ethical research in the social sciences
4. From research interest to research question ? developing a research question
5. Conceptualising research in the social sciences - What is ontology/ epistemology
6. Theoretical perspectives in the social sciences
7. Research Methodologies
8. Methods for collecting and analysing research data
9. The research proposal template
10. Writing as research

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Literature Review	500 words each, (total 2,000 words)	40	N	Individual
Essay	100 words each, (total 1,000 words)	10	N	Individual
Report	2,000 words	50	N	Individual

Teaching Periods

HUMN 7037 Researcher Engagement and Impact

Credit Points 10

Legacy Code 800209

Coordinator Jessica Weir ([https://directory.westernsydney.edu.au/search/name/Jessica Weir/](https://directory.westernsydney.edu.au/search/name/Jessica%20Weir/))

Description Maximising impact requires strategy. In addition to an extensive relationship-building with external parties as well as a general commitment to knowledge translation, achieving impact also means being strategic with research design from the earliest stages of project planning. Who is your research targeted to? What are the broader social aims of your research? Which individuals and organisations might have a stake in the outcomes of your research? What are the relevant disciplinary, policy, economic, industry, and social contexts for your research? What barriers or opportunities exist within these contexts? What social media and other communication platforms are available for you to transfer knowledge? What types of public communication should you engage in, and at what stages of your research? This unit will explore how to design research projects with such questions in mind, by combining collaborative workshops with assessments tailored specifically to your own circumstances. Whatever stage your research is at, you will have the opportunity to produce output that will feed into your broader impact or engagement objectives.

School Graduate Research School

Discipline Studies In Human Society

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a PhD program or program 8111 - Graduate Certificate in Researcher Engagement, Development and Impact.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate the role of innovation and creativity in research;
2. Demonstrate evidence of skills, personal attributes and experiences gained in an ePortfolio;
3. Reflect on own performance and identify own development needs;
4. Initiate research networks and relationships with colleagues, mentors and peers;
5. Appreciate the importance of engagement and the impact of research on society;

6. Translate their discipline to audiences both inside and outside the academy.

Subject Content

- How to become an engaging researcher
- How to communicate with confidence
- Effective collaboration skills
- Networking skills/extending outwards
- Global citizenship
- Importance of engagement and the impact of research on wider society and of the impact of society on research
- How to become an engaging researcher
- How to communicate with confidence
- Effective collaboration skills
- Networking skills/extending outwards
- Global citizenship
- Importance of engagement and the impact of research on wider society and of the impact of society on research

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	2,000 words	S/U	Y	Individual
Essay	1,000 words	S/U	Y	Individual
Presentation	15 minutes plus Q&A	S/U	Y	Individual

Teaching Periods

1st Half

Bankstown

Composite

Subject Contact Jessica Weir ([https://directory.westernsydney.edu.au/search/name/Jessica Weir/](https://directory.westernsydney.edu.au/search/name/Jessica%20Weir/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7037_22-1H_BA_C#subjects)

Campbelltown

Composite

Subject Contact Jessica Weir ([https://directory.westernsydney.edu.au/search/name/Jessica Weir/](https://directory.westernsydney.edu.au/search/name/Jessica%20Weir/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7037_22-1H_CA_C#subjects)

Hawkesbury

Composite

Subject Contact Jessica Weir ([https://directory.westernsydney.edu.au/search/name/Jessica Weir/](https://directory.westernsydney.edu.au/search/name/Jessica%20Weir/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7037_22-1H_HW_C#subjects)

Penrith (Kingswood)

Composite

Subject Contact Jessica Weir ([https://directory.westernsydney.edu.au/search/name/Jessica Weir/](https://directory.westernsydney.edu.au/search/name/Jessica%20Weir/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7037_22-1H_KW_C#subjects)

Liverpool

Composite

Subject Contact Jessica Weir ([https://directory.westernsydney.edu.au/search/name/Jessica Weir/](https://directory.westernsydney.edu.au/search/name/Jessica%20Weir/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7037_22-1H_LP_C#subjects)

Parramatta City - Macquarie St

Composite

Subject Contact Jessica Weir ([https://directory.westernsydney.edu.au/search/name/Jessica Weir/](https://directory.westernsydney.edu.au/search/name/Jessica%20Weir/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7037_22-1H_PC_C#subjects)

Parramatta - Victoria Rd

Composite

Subject Contact Jessica Weir ([https://directory.westernsydney.edu.au/search/name/Jessica Weir/](https://directory.westernsydney.edu.au/search/name/Jessica%20Weir/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7037_22-1H_PS_C#subjects)

2nd Half

Bankstown

Composite

Subject Contact Jessica Weir ([https://directory.westernsydney.edu.au/search/name/Jessica Weir/](https://directory.westernsydney.edu.au/search/name/Jessica%20Weir/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7037_22-2H_BA_C#subjects)

Campbelltown

Composite

Subject Contact Jessica Weir ([https://directory.westernsydney.edu.au/search/name/Jessica Weir/](https://directory.westernsydney.edu.au/search/name/Jessica%20Weir/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7037_22-2H_CA_C#subjects)

Hawkesbury

Composite

Subject Contact Jessica Weir ([https://directory.westernsydney.edu.au/search/name/Jessica Weir/](https://directory.westernsydney.edu.au/search/name/Jessica%20Weir/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7037_22-2H_HW_C#subjects)

Penrith (Kingswood)

Composite

Subject Contact Jessica Weir ([https://directory.westernsydney.edu.au/search/name/Jessica Weir/](https://directory.westernsydney.edu.au/search/name/Jessica%20Weir/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7037_22-2H_KW_C#subjects)

Liverpool

Composite

Subject Contact Jessica Weir ([https://directory.westernsydney.edu.au/search/name/Jessica Weir/](https://directory.westernsydney.edu.au/search/name/Jessica%20Weir/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7037_22-2H_LP_C#subjects)

Parramatta City - Macquarie St

Composite

Subject Contact Jessica Weir ([https://directory.westernsydney.edu.au/search/name/Jessica Weir/](https://directory.westernsydney.edu.au/search/name/Jessica%20Weir/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7037_22-2H_PC_C#subjects)

Parramatta - Victoria Rd

Composite

Subject Contact Jessica Weir ([https://directory.westernsydney.edu.au/search/name/Jessica Weir/](https://directory.westernsydney.edu.au/search/name/Jessica%20Weir/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7037_22-2H_PS_C#subjects)

HUMN 7038 Researcher Knowledge and Development

Credit Points 10

Legacy Code 800197

Coordinator Michael O'Connor ([https://directory.westernsydney.edu.au/search/name/Michael OConnor/](https://directory.westernsydney.edu.au/search/name/Michael%20OConnor/))

Description Researchers must have an in-depth knowledge of their research area and the appropriate methods used, as well as the ability to access and manage large amounts of information. This unit will provide students with the opportunity develop a range of literacies and cognitive abilities, culminating in the presentation of the student's Early Candidature Plan.

School Graduate Research School

Discipline Studies In Human Society

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a PhD program or program 8111 - Graduate Certificate in Researcher Engagement, Development and Impact.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Discuss their research theme or question;
2. Define the theme/question in terms that indicate the student's research will provide insights into its resolution;
3. Articulate the research methods that will be utilised and theory/ies that will be considered within their thesis;
4. Identify skill development requirements;
5. Compose an Early Candidature Plan;
6. Demonstrate the ability to professionally present their research journey within an ePortfolio.

Subject Content

Academic literacy and numeracy
Digital research and literacy/ePortfolio
Information literacy and management

Research methods

Literature review: engaging with and reviewing the literature
Confirmation of candidature as an action plan for your thesis

Data visualisation

Responsible conduct of research

Project management

Computer programming

Statistical modelling

Academic literacy and numeracy

Digital research and literacy/ePortfolio

Information literacy and management

Research methods

Literature review: engaging with and reviewing the literature

Confirmation of candidature as an action plan for your thesis

Data visualisation

Responsible conduct of research

Project management

Computer programming

Statistical modelling

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	1,500 words	0	Y	Individual
Learning Contract	20 minutes plus response to panel questions	0	Y	Individual
Reflection	500 words	0	Y	Individual

Teaching Periods

1st Half

Bankstown

Composite

Subject Contact Michael O'Connor ([https://directory.westernsydney.edu.au/search/name/Michael O'Connor/](https://directory.westernsydney.edu.au/search/name/Michael%20OConnor/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7038_22-1H_BA_C#subjects)

Campbelltown

Composite

Subject Contact Michael O'Connor ([https://directory.westernsydney.edu.au/search/name/Michael O'Connor/](https://directory.westernsydney.edu.au/search/name/Michael%20OConnor/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7038_22-1H_CA_C#subjects)

Hawkesbury

Composite

Subject Contact Michael O'Connor ([https://directory.westernsydney.edu.au/search/name/Michael O'Connor/](https://directory.westernsydney.edu.au/search/name/Michael%20OConnor/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7038_22-1H_HW_C#subjects)

Penrith (Kingswood)

Composite

Subject Contact Michael O'Connor (<https://directory.westernsydney.edu.au/search/name/Michael O'Connor>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7038_22-1H_KW_C#subjects)

Liverpool

Composite

Subject Contact Michael O'Connor (<https://directory.westernsydney.edu.au/search/name/Michael O'Connor>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7038_22-1H_LP_C#subjects)

Parramatta City - Macquarie St

Composite

Subject Contact Michael O'Connor (<https://directory.westernsydney.edu.au/search/name/Michael O'Connor>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7038_22-1H_PC_C#subjects)

Parramatta - Victoria Rd

Composite

Subject Contact Michael O'Connor (<https://directory.westernsydney.edu.au/search/name/Michael O'Connor>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7038_22-1H_PS_C#subjects)

2nd Half

Bankstown

Composite

Subject Contact Michael O'Connor (<https://directory.westernsydney.edu.au/search/name/Michael O'Connor>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7038_22-2H_BA_C#subjects)

Campbelltown

Composite

Subject Contact Michael O'Connor (<https://directory.westernsydney.edu.au/search/name/Michael O'Connor>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7038_22-2H_CA_C#subjects)

Hawkesbury

Composite

Subject Contact Michael O'Connor (<https://directory.westernsydney.edu.au/search/name/Michael O'Connor>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7038_22-2H_HW_C#subjects)

Penrith (Kingswood)

Composite

Subject Contact Michael O'Connor (<https://directory.westernsydney.edu.au/search/name/Michael O'Connor>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7038_22-2H_KW_C#subjects)

Liverpool

Composite

Subject Contact Michael O'Connor (<https://directory.westernsydney.edu.au/search/name/Michael O'Connor>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7038_22-2H_LP_C#subjects)

Parramatta City - Macquarie St

Composite

Subject Contact Michael O'Connor (<https://directory.westernsydney.edu.au/search/name/Michael O'Connor>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7038_22-2H_PC_C#subjects)

Parramatta - Victoria Rd

Composite

Subject Contact Michael O'Connor (<https://directory.westernsydney.edu.au/search/name/Michael O'Connor>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7038_22-2H_PS_C#subjects)

HUMN 7040 Social Ecology

Credit Points 10

Legacy Code 102152

Coordinator David Wright (<https://directory.westernsydney.edu.au/search/name/David Wright/>)

Description This unit focuses on learning in the context of social-ecological understanding. It asserts that ecological sustainability is a consequence of the understanding and enactment of social-ecological relationships. In this regard 'social ecology' describes a field of understanding while 'sustainability' describes praxis in a social-ecological context. Both experience and the understanding of experience - learning- are subject matter. This study is undertaken through reference to ecological systems of understandings in the context of challenges to that understanding. It is grounded in reference to learning, change, creativity, culture, politics and the physical environment. The unit introduces key theorists and invites students to examine their personal relationship to social-ecological learning.

School Education

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects HUMN 7039 - Researching Social Ecology

Restrictions

Students must be enrolled in a postgraduate program, with the exception of those students enrolled in the Bachelor of Research Studies.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Understand social ecology as a contested term through insight into the history of its use (and thereby possible future uses) in the field of sustainable social practice.
2. Communicate understanding of the systemic base of ecological relationships.
3. Evaluate transformative learning theory for its relevance to individual and social sustainability.
4. Design a project that demonstrates a capacity to work with learning, in and through personal, social and environmental relationships, and design a sustainable response to an issue of learning.
5. Create insight into the relationship between personal experience and learning through ecological understanding.
6. Evaluate ecological understanding and transformative learning theory as socio-cultural phenomena, through reference to real world experience

Subject Content

1. Social ecology, sustainability and the ecological discourse
2. Systemic perspectives and the perspective of the participant
3. Social ecology, sustainability and ecological science
4. Learning in relation to Indigenous ways of knowing, place and the local?
5. Learning through imaginative and creative ways of understanding and communicating
6. Mindfulness in relation to ecological understanding
7. Social ecology, sustainability, social action and patterns and perceptions of change

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Literature review	1500 words	40	N	Individual
Essay	3500 words	60	N	Individual

Prescribed Texts

- Wright, D. & Hill, S.B. (eds) (2020) Social Ecology and Education: Transforming worldviews and practices. Routledge

Teaching Periods

HUMN 7041 Social Research in the Digital World

Credit Points 10

Legacy Code 102194

Coordinator Jenna Condie ([https://directory.westernsydney.edu.au/search/name/Jenna Condie/](https://directory.westernsydney.edu.au/search/name/Jenna%20Condie/))

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

School Social Sciences

Discipline Studies In Human Society

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse the similarities and differences between emerging methods of digital research and traditional social research methods;
2. Undertake in-depth evaluation of the possible challenges of digital technologies to established theoretical assumptions and paradigms in the social sciences and in interdisciplinary contexts;
3. Articulate a critical understanding of different digital research methods and analyse their relative merits and limitations for different research contexts;
4. Demonstrate their ability to participate in networked scholarly practices across the social web.

Subject Content

Overview of the field of digital research

Conceptualising digital research settings

Digital scholarly practices including networking, open access

approaches, and developing a professional web presence

Digital research similarities and differences in comparison to more traditional research practices

Understanding of the place of digital research in the broader field of social research

Limitations and possibilities for digital research

Ethical concerns associated with digital data gathering, analysis and production

The political economy of digital data; power, control, and politics

Working with big data and data science techniques

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Online contributions	2000 (4 x 500)	40	N	Individual

Report	2000 words	40	N	Individual
Discussion	30 minutes	20	N	Individual

Prescribed Texts

- There is no set textbook for this subject. Relevant reading will be given throughout the subject and made available on vUWS.

Teaching Periods

HUMN 7042 Space, Place and the Field

Credit Points 10**Legacy Code** 102295

Coordinator Stephen Healy ([https://directory.westernsydney.edu.au/search/name/Stephen Healy/](https://directory.westernsydney.edu.au/search/name/Stephen%20Healy/))

Description This unit explores the relevance and application of the 'spatial turn' across social sciences and humanities disciplines. It examines various ways of thinking spatially, theorizing processes that shape urban space, and researching in place. Through concrete engagements with Sydney as a living laboratory it explores how the spatial turn adds to and counters dominant ways of thinking that privilege temporality or deep structure. Space, Place and the Field is analysed at varying scales, including from bodies to species, streets to cities, interpersonal to macro politics, drawing on the wealth of social, cultural, economic and environmental studies of Sydney.

School Social Sciences**Discipline** Human Geography**Student Contribution Band** HECS Band 4 10cp**Level** Postgraduate Coursework Level 7 subject**Restrictions**

Students must be enrolled in a postgraduate program.

Assumed Knowledge

Undergraduate degree in the Social Sciences or equivalent.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine and assess current debates about space and place in social analysis
2. Define and apply methods for qualitative and quantitative spatial analysis
3. Explain and conduct different approaches to field-based data collection.

Subject Content

Key concepts and traditions in geographic thought
 Environmental determinism then and now
 Cultural ecology then and now
 Regionalism
 Spatial science: Sydney's Social Atlas
 Field observations
 Inequality and urban geography
 Humanistic geography and phenomenology
 Gender and the city
 Power, diversity and difference on the street

Materialities and the more than human city

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Presentation	10 minutes	15	N	Individual
Report	2,000 words	35	N	Individual
Essay	3,000 words	50	N	Individual

Teaching Periods

HUMN 7044 Theories of Difference and Diversity

Credit Points 10**Legacy Code** 102176

Coordinator Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter%20Bansel/))

Description This unit will introduce students at post-graduate level to contemporary theories and concepts of difference and diversity. The unit will particularly examine feminism, post-structuralism, new materialism, queer theory and critical realism. It will also address specific concepts such as inequality, human rights, freedom and marginalisation. It will apply these theories and concepts to investigations of contemporary social issues and debates related to race, disability, ethnicity, sexuality, gender and other categories of individual identity and collective belonging. The unit will provide a strong theoretical base to the work that students have undertaken in the unit Theories for Critical Practice, and inform the work to be undertaken in the other units in this specialisation.

School Social Sciences**Discipline** Studies In Human Society**Student Contribution Band** HECS Band 4 10cp**Level** Postgraduate Coursework Level 7 subject**Restrictions**

Students must be enrolled in a postgraduate program.

Assumed Knowledge

Undergraduate degree in the Social Sciences or equivalent.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Differentiate and analyse contemporary theories of difference and diversity
2. Argue a personal position of difference and diversity
3. Critically appraise concepts of inequality, human rights, freedom, marginalisation
4. Demonstrate the application of theories in relation to contemporary social issues of difference and diversity

Subject Content

1. What is meant by the terms difference and diversity
2. Concepts of inequality, human rights, freedom, marginalisation
3. Contemporary theories of difference and diversity
4. Assumptions and perspectives and impacts of contemporary theories
5. Developing a theoretical position
6. Linking theories and concepts to the Australian context and social issues

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	500 words	20	N	Individual
Proposal	1,000 words	30	N	Individual
Essay	2,000 words	50	N	Individual

Teaching Periods

Autumn

Parramatta City - Macquarie St

Weekend

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7044_22-AUT_PC_W#subjects)

HUMN 7045 Theories of the Social

Credit Points 10

Legacy Code 102179

Coordinator Sky Hugman ([https://directory.westernsydney.edu.au/search/name/Sky Hugman/](https://directory.westernsydney.edu.au/search/name/Sky+Hugman/))

Description This unit examines the notions that humans are intrinsically social beings who are at once products of and producers of their own circumstances. By providing an overview and critical engagement with a wide array of social theories, the unit explores key aspects of human society including structure and agency; knowledge and power relations; culture and identity; class, economy and consumption; self, society and the public sphere; social change and social justice. Students consider the social, political and discursive processes through which theories are made and applied, and how theories may both limit and create possibilities for research and practice. Throughout the unit students will be encouraged to use critical social theory to not only expose and analyse social systems but also to engage in reflection about how theoretical perspectives can inform practices of change.

School Social Sciences

Discipline Studies In Human Society

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects HUMN 7043 - Theories for Critical Practice HUMN 7050 Theories of the Social

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

Undergraduate degree in the Social Sciences or equivalent.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically reflect the inter-relationships between theory, research and social practices in a discipline/field of practice
2. Appraise core assumptions operating within a discipline and/or field of practice
3. Demonstrate high level judgement in the deployment of key theoretical constructs within a discipline and/or field of practice
4. Contribute to contemporary theoretical debates within and across disciplines and fields of practice.
5. Develop an advanced critical understanding of how social theory can inform transformative practice on an individual and collective level.

Subject Content

Foundations of social theory

Modernity

Marx and Historical Materiality

Ideology, discourse and power

Critical Theory

Subjectivity, existentialism and phenomenology

Post-structuralism, post-modernity and feminism

Psychoanalysis as social theory

Post colonialism and southern theory

Structuration and multiple modernities

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	1,500 words (min 8 online submissions)	30	N	Individual
Annotated Bibliography	1,500 words	30	N	Individual
Essay	2,000 words	40	N	Individual

Teaching Periods

HUMN 7047 Transnational Crime

Credit Points 10

Legacy Code 102198

Coordinator Sharon Kwok ([https://directory.westernsydney.edu.au/search/name/Sharon Kwok/](https://directory.westernsydney.edu.au/search/name/Sharon+Kwok/))

Description In traditional criminology crimes have been understood as acts that breach the criminal code of a given nation state. By contrast,

transnational crimes are defined as violations of law that embrace more than one nation in their planning, operation or impact. These crimes often have a much broader (though often veiled) relation to serious individual and collective social harm and can be especially difficult to prevent or investigate and prosecute. Students will be expected to understand the global and regional developments that foster transnational crime, its range and security impacts, and international agreements and conventions as well the new forms of policing developed to counter it.

School Social Sciences

Discipline Studies In Human Society

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

Undergraduate degree in criminology, criminal justice or a related social science area, or equivalent.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe evidence about the full range of transnational forms of crime;
2. Critically describe, distinguish between and assess rival theoretical explanations of transnational crime;
3. Explain criminal justice policy and policing implications of these new forms of crime.

Subject Content

1. Introduction to organised crime and transnational crime
2. Economics of transnational crime
3. Borderless criminal organisation
4. Transnational Crime - Drug Trafficking
5. Transnational Crime - Human trafficking and smuggling
6. Cyber crime and virtual border
7. Wildlife trafficking
8. Policing the globe

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1,000 Words	20	N	Individual
Literature Review	1,500 Words	30	N	Individual
Report	2,500 Words	50	N	Individual

Teaching Periods

Autumn Online

Online

Subject Contact Sharon Kwok ([https://directory.westernsydney.edu.au/search/name/Sharon Kwok/](https://directory.westernsydney.edu.au/search/name/Sharon%20Kwok/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7047_22-AUT_ON_0#subjects)

HUMN 7048 Understanding Race

Credit Points 10

Legacy Code 102601

Coordinator Alana Lentin ([https://directory.westernsydney.edu.au/search/name/Alana Lentin/](https://directory.westernsydney.edu.au/search/name/Alana%20Lentin/))

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

School Humanities & Comm Arts

Discipline Sociology

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify major sociological, literary and cultural approaches to race and racism
2. Analyse primary texts from the race critical literature
3. Apply race critical analyses to socio-political and historical events and issues

Subject Content

Unit content will draw on the following topics in race critical scholarship:

1. Defining the race concept
2. Race and state
3. Race as property
4. Race critical and decolonial epistemologies
5. Postracialism

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	Presentation 15 minutes - Blog post 2000 words in total	50	N	Individual
Essay	4,000 words	50	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Alana Lentin ([https://directory.westernsydney.edu.au/search/name/Alana Lentin/](https://directory.westernsydney.edu.au/search/name/Alana%20Lentin/))

View timetable (https://classregistration.westernsydney.edu.au/event/timetable/?subject_code=HUMN7048_22-AUT_PS_D#subjects)

HUMN 7049 Violence, Culture and Criminal Justice

Credit Points 10

Legacy Code 102199

Coordinator Stephen Tomsen ([https://directory.westernsydney.edu.au/search/name/Stephen Tomsen/](https://directory.westernsydney.edu.au/search/name/Stephen%20Tomsen/))

Description In recent decades, a new wave of racial, ethnic and religious violence and terrorism has been linked to rapid patterns of globalisation and tensions over group and national identities. Specific knowledge about violence and considerations about its real extent, causes and cultural meanings remain uncertain. Yet there is evidence of a recent general decline in violence with a significant role for legal and quasi-legal bodies for acknowledging injury, punishing previously 'deniable' violence and promoting reconciliation. Seminar topics in this course will include the global patterns and forms of violence; individual versus societal and historical explanations; biology, evolution and culture; gender, race and inequality; hatred, genocide, collective identity and psychoanalysis; the role of states and law in countering and condoning interpersonal and collective violence; debates about victimhood and the cultural symbols of violence and its memorialisation.

School Social Sciences

Discipline Studies In Human Society

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

Undergraduate degree in criminology, criminal justice or a related social science area; or equivalent.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe evidence of the global patterns, histories and forms of interpersonal violence and collective conflict;
2. Critically read, distinguish between, and write about rival theories of human violence;
3. Give examples of the role of international criminal law in countering violence

Subject Content

1. Defining violence
2. The global scope and forms of violence
3. Collective violence and warfare
4. Criminology, biology and evolutionary explanation
5. Society, culture and the civilising process
6. Violence, law and masculinities
7. State violence
8. Violence, race and genocide
9. The Holocaust
10. Industrial killing and distanced suffering
11. Violence, victimhood and memory
12. Memorialising violence, truth and international justice

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Critical Review: Critical topic summaries (4)	2,000 Words	40	N	Individual
Essay	3,000 Words	60	N	Individual

Teaching Periods

HUMN 7051 How to Write History

Credit Points 10

Legacy Code 102661

Coordinator Alison M Downham Moore ([https://directory.westernsydney.edu.au/search/name/Alison M Downham Moore/](https://directory.westernsydney.edu.au/search/name/Alison%20M%20Downham%20Moore/))

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

School Humanities & Comm Arts

Discipline History

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Make an informed choice of methodological approach in your Masters thesis, having considered a range of possible options
2. Relate your eventual choice of Masters thesis methodology to existing scholarship of that style
3. Explain why your chosen Masters thesis methodology is the most appropriate approach for their chosen topic
4. Describe the range of methodological approaches that characterise much current historical research
5. Understand what is at stake in historians' choices of particular methodologies
6. Detect and analyse the methodological approach of any piece of historical scholarship

Subject Content

Seminars in this subject will focus on the practical methods involved in different approaches to historical scholarship, considering how particular topics may be more suitable to one or another approach, and what changes in a historian's account of a topic depending upon the style of scholarship through which the past is approached.

- social and family history ? how can we locate sources that tell US about ordinary people?
- cultural history ? how can we judge The Importance of films, paintings, novels, plays, newspapers, propaganda pamphlets, posters and magazines of The past?
- conceptual history, Intellectual history and history of political thought ? how can we appreciate what mattered to Past minds when their concepts were different to ours?
- history of science, Technology and medicine ? how can we appreciate what Past scientific thinkers assumed about The world?
- gender history and history of sexuality ? how can we reconstruct The way Past people saw sexual desire and saw themselves as sexed beings?
- Big history and deep history ? what is The largest Possible temporal scale for historians to work with, and what are The advantages/ disadvantages of Big vs. small

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied Project	4000 words	60	N	Individual
Log / Workbook	300 words each week	40	N	Individual

Teaching Periods

HUMN 7054 Social Science Research Project

Credit Points 40

Legacy Code 102817

Coordinator Thierno Diallo ([https://directory.westernsydney.edu.au/search/name/Thierno Diallo/](https://directory.westernsydney.edu.au/search/name/Thierno%20Diallo/))

Description This unit requires students to design, plan and manage a research project using existing literature and/or data sets. Students will engage critically and analytically with the literature in the field, and undertake research to evaluate and report on research findings. Under the guidance of an academic supervisor students will develop a research question, conduct a systematic review of literature/write a case study/work on an existing dataset, and write a thesis on a topic related to the social sciences. Through this process, students will gain insight into the various components of the research process. Further, they will demonstrate an ability to identify issues, synthesise salient information, and articulate original ideas to make a practical contribution to the existing body of knowledge relevant to the social sciences.

School Social Sciences

Discipline Studies in Human Society, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 40cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects HUMN 7052 - Humanitarian and Development Research Project

Restrictions

Students must have completed 80 credit points in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Argue for the significance of research and their impact on society
2. Systemically and critically analyse literature and information sources that are related to the identified research question / hypothesis
3. Justify a research proposal in relation to its significance in the literature, its anticipated impact and the ethical considerations involved
4. Apply appropriate research methods and evaluation processes to collate and critically analyse/interpret data
5. Compose a scientific research report that synthesises research findings.
6. Effectively communicate/disseminate findings of a research project to a variety of audiences

Subject Content

1. The scientific method: Origins and general philosophical approaches
2. Qualitative research methods (Philosophy of qualitative research, observation, good practices and criteria, qualitative interviewing, qualitative analysis, mixed methods)
3. Quantitative research methods (research design, measurement, sampling)
4. Practice, Ethics and Integrity
5. Research proposal development
6. Project Report
7. Presentation of research findings

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Proposal	3,000 words	30	N	Individual
Presentation	20 minutes	10	N	Individual
Report	12,000 words	60	Y	Individual

Teaching Periods

1st Half

Parramatta City - Macquarie St

Day

Subject Contact Thierno Diallo ([https://directory.westernsydney.edu.au/search/name/Thierno Diallo/](https://directory.westernsydney.edu.au/search/name/Thierno%20Diallo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7054_22-1H_PC_D#subjects)

HUMN 7055 Social Science Training Placement

Credit Points 40

Legacy Code 102818

Coordinator Thierno Diallo ([https://directory.westernsydney.edu.au/search/name/Thierno Diallo/](https://directory.westernsydney.edu.au/search/name/Thierno%20Diallo/))

Description This unit encompasses a three-month training placement (approximately 420 hours) which is designed to consolidate knowledge and skills in the area of contemporary humanitarian and development aid or in the overlapping arenas of international criminological issues such as trafficking, criminalisation and victimisation or other fields in the social sciences. Students will design, plan, implement and report their findings on a project or projects, during a placement with a domestic or international organisation in the community, the not-for-profit, or government sectors. Students will be required to undertake a specific, focused project or projects relevant to the host organisation's needs, as an opportunity to apply the skills, training and knowledge acquired through coursework in the Master of Humanitarian and Development Studies or the Master of International Criminology programs or other master's programs in social science related disciplines.

School Social Sciences

Discipline Studies in Human Society, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 40cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects HUMN 7053 - Humanitarian and Development Training Placement

Restrictions

Students must have completed 80 credit points in the Master of Humanitarian and Development Studies or Master of International Criminology programs.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse the relevant literature in a contemporary context in the social sciences.
2. Design a project proposal within an organisational environment.
3. Deploy management skills of planning and implementation for a project in a work setting.
4. Apply critical thinking skills in the production of a coherent and substantiated project report.
5. Communicate the outcomes of the project and placement experience at a professional standard to an academic audience

Subject Content

1. Professional experience in the workplace.
2. Introduction to qualitative research (ethnography, observation, field work, good practices and criteria for qualitative research).
3. Planning, designing and implementing applied projects in a work setting.
4. Project proposal.

Special Requirements

Legislative pre-requisites

Prior to enrolling in this subject students must have submitted a Working with Children Check Student Declaration (where relevant to the placement to be undertaken). Refer to the Special Requirements website for more information.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Proposal	3,000 words	20	N	Individual
Professional Placement Performance	2 x Supervision reports	S/U	Y	Individual
Presentation	30 minutes	20	N	Individual
Report	12,000 words	60	Y	Individual

Teaching Periods

HUMN 7056 Grant Proposals and Applications

Credit Points 10

Legacy Code 800226

Coordinator Michael O'Connor ([https://directory.westernsydney.edu.au/search/name/Michael OConnor/](https://directory.westernsydney.edu.au/search/name/Michael%20OConnor/))

Description Early career researchers engage in an exceedingly dynamic and competitive research and academic environment. They are expected to possess skills to successfully develop research projects, identify appropriate funding opportunities and communicate their knowledge by applying for research funding in line with their program of research. In this elective unit students will develop the knowledge and skills required to draft complex grant applications - using a framework that includes research design, hypotheses, research questions, and results - while communicating information in an accurate but

accessible manner. Students will develop and refine their ideas for future research funding based on their knowledge gained across all the GCREDI units as well as their research studies. Students will communicate those ideas in practice through development of grant writing skills relevant to funding opportunities associated with their chosen career paths.

School Graduate Research School

Discipline Studies In Human Society

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) HUMN 7038 AND
HUMN 7005 AND
HUMN 7026 AND
HUMN 7037

Restrictions

Students must be enrolled in a Doctoral (HDR) program. Students must be enrolled in program 8111 - Graduate Certificate in Researcher Engagement, Development and Impact.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Plan for research and development within their chosen field.
2. Understand how team member(s) skills/attributes are needed to create a compelling proposal.
3. Develop, articulate and communicate a program of research in an accessible manner.
4. Identify funding schemes and agencies appropriate for the candidate's program of research and career progression.
5. Write a well-articulated grant proposal that meets agency/funding scheme requirements.
6. Self-manage research projects as early career researchers.
7. Reflect on own performance and identify own development needs.
8. Interpret the relationship between discipline area and research and its contribution to broader societal transformations.

Subject Content

1. Articulate research needs/opportunities for a chosen field.
2. Outline a program of research to address the needs/opportunities in a field.
3. Developing an impactful but feasible research proposal with an understanding of how to build an effective and compelling application team.
4. Developing a relevant, comprehensive and realistic research budget.
5. Identifying prospective and suitable funding schemes and agencies for scholarships, fellowships, grants, etc.
6. Exploring key funding elements including assessment criteria, audience and style.
7. Organising a grant proposal in line with the requirements of the funder.
8. Project management for researchers.
9. Creating a compelling research proposal narrative by considering the strategic research initiatives of your institution and relevant stakeholders (e.g., community groups, government, industry, etc.)
10. Approaches for revising and refining grant proposals.
11. Reflecting on research impact and contribution to broader societal transformations.
12. Building and demonstrating resilience as early career researchers.

13. Reflecting on research impact and contribution to broader societal transformations.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	2 reflective written entries, 500 words each (1,000 words total)	0	Y	Individual
Proposal	1,000 words	0	Y	Individual
Proposal	2,500 words	0	Y	Individual
Reflection	1,000 words	0	Y	Individual
Proposal	6,000 words (1,000 words per student team member)	0	Y	Group
Presentation	30 min (5 min per student team member)	0	Y	Individual
Reflection	1,500 words	0	Y	Individual

Teaching Periods

2nd Half

Parramatta City - Macquarie St

Composite

Subject Contact Michael O'Connor ([https://directory.westernsydney.edu.au/search/name/Michael O'Connor](https://directory.westernsydney.edu.au/search/name/Michael%20O%27Connor))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN7056_22-2H_PC_C#subjects)

HUMN 7057 Thirty-Day Research Placement

Credit Points 10

Legacy Code 800227

Coordinator Anna Denejkina ([https://directory.westernsydney.edu.au/search/name/Anna Denejkina/](https://directory.westernsydney.edu.au/search/name/Anna%20Denejkina/))

Description In this experiential learning unit, Graduate Certificate in Researcher Engagement, Development and Impact (GCREDI) students undertake a 30-day internship placement to experience current research practice, to develop professional networks, and to demonstrate and strengthen the transferable, professional and technical research skills they have developed through the GCREDI course and their HDR candidature. Completion of an internship gives research candidates the opportunity to strengthen their research career options and allows for further development of skills in research, planning, management, strategy, professional communication and leadership. The 30-day internship placement can be undertaken in

an industry, government or non-government organisation, and is self-sourced by the student in consultation with the Unit Coordinator.

School Graduate Research School

Discipline Studies In Human Society

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) HUMN 7038 AND

HUMN 7005 AND

HUMN 7026 AND

HUMN 7037 AND

HUMN 7003 OR

HUMN 7035 OR

CEDS 7002

Restrictions

Internship placement must be agreed between placement site and student; and student and subject Coordinator prior to student enrolling in the subject and commencing the internship placement. Students must be enrolled in a Doctoral (HDR) program and also enrolled in program 8111 - Graduate Certificate in Researcher Engagement, Development and Impact.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate skills required to self-manage research projects as early career researchers.
2. Demonstrate planning and management of time and resources required for the internship.
3. Demonstrate an understanding of areas for improvement and development and recommend future development actions using the Extreme Ownership framework.
4. Reflect on own performance and identify own development needs.
5. Interpret the relationship between discipline area and research and its contribution to broader societal transformations.
6. Report on their research work in a professional environment in line with disciplinary standards.
7. Reflect on own performance and identify own development needs.
8. Report on their research work in a professional environment and in line with disciplinary standards.

Subject Content

All content development and delivery are based on the practical application of the following content to the internship placement:

Pre-internship:

1. Experiential learning theory;
2. Project management in research (Part 1): including completion of a pre-internship checklist;
3. Minimum requirements and expectations for a safe workplace and environment; and
4. Professional practices: Innovation, creativity, ethics and diversity in the workplace
5. UN Sustainable Development Goals

During-internship:

1. Developing professional researcher identity;
2. Reflecting on short and longer-term research career plans;
3. Building research and career networks;
4. Experiential learning in practice; and
5. Collaborative practice: collaboration and teamwork in a research environment using the Extreme Ownership framework

Post-internship:

1. Principles of research engagement and impact in industry, government or non-government sectors;
2. Reflecting on personal and professional development;
3. Reflecting on research impact and contribution to broader societal transformations; and
4. Project management in research (Part 2): including completion of a post-internship debrief

Special Requirements

Legislative pre-requisites

Any Internship placement site requirements must be met prior to commencement of the placement and must be valid for its duration. For example, students' projects may comprise working with vulnerable populations, and may require students to undertake Child Protection course; Police Check, First Aid, etc.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
e-Portfolio Entries	2 reflective written entries, 500 words each (1,000 words total)	S/U	Y	Individual
Research Report of Internship Work	3,000 words or equivalent	S/U	Y	Individual
Presentation	Mode: A. Video – graphics with voice over (7 minutes) OR B. Presentation with Q & A (15 minutes)	S/U	Y	Individual

Teaching Periods

HUMN 9001 HDR Thesis - Centre for Health Research

Credit Points 20

Legacy Code 800160

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Centre For Health Research

Discipline Studies In Human Society

Student Contribution Band HECS Band 4 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

HUMN 9002 HDR Thesis - Centre for Infrastructure Engineering

Credit Points 20

Legacy Code 800189

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Centre For Infrastructure Eng

Discipline Studies In Human Society

Student Contribution Band HECS Band 4 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9002_22-RQ1_KW_D#subjects)

Research Quarter 2

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9002_22-RQ2_KW_D#subjects)

Research Quarter 3

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9002_22-RQ3_KW_D#subjects)

Research Quarter 4

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9002_22-RQ4_KW_D#subjects)

HUMN 9006 HDR Thesis - Religion and Society Research Centre

Credit Points 20

Legacy Code 800157

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Religion & Society Res Centre

Discipline Studies In Human Society

Student Contribution Band HECS Band 4 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9006_22-RQ1_BA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9006_22-RQ1_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9006_22-RQ1_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9006_22-RQ1_PS_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9006_22-RQ2_BA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9006_22-RQ2_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9006_22-RQ2_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9006_22-RQ2_PS_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9006_22-RQ3_BA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9006_22-RQ3_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9006_22-RQ3_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9006_22-RQ3_PS_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9006_22-RQ4_BA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9006_22-RQ4_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9006_22-RQ4_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9006_22-RQ4_PS_D#subjects)

HUMN 9007 HDR Thesis - Translational Health Research Institute

Credit Points 20

Legacy Code 800194

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Translational Health Research

Discipline Studies In Human Society

Student Contribution Band HECS Band 4 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9007_22-RQ1_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9007_22-RQ1_CA_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9007_22-RQ2_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9007_22-RQ2_CA_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9007_22-RQ3_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9007_22-RQ3_CA_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9007_22-RQ4_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9007_22-RQ4_CA_D#subjects)

HUMN 9008 Higher Degree Research Thesis - Gender Specific Studies

Credit Points 20

Legacy Code 800023

Coordinator Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

School Humanities & Comm Arts

Discipline Gender Specific Studies

Student Contribution Band HECS Band 4 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9008_22-RQ1_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9008_22-RQ1_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9008_22-RQ1_PS_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9008_22-RQ2_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9008_22-RQ2_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9008_22-RQ2_PS_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9008_22-RQ3_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9008_22-RQ3_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9008_22-RQ3_PS_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9008_22-RQ4_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9008_22-RQ4_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9008_22-RQ4_PS_D#subjects)

HUMN 9009 Higher Degree Research Thesis - History

Credit Points 20

Legacy Code 800019

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Humanities & Comm Arts

Discipline History

Student Contribution Band HECS Band 4 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9009_22-RQ1_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9009_22-RQ1_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9009_22-RQ1_PS_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9009_22-RQ2_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9009_22-RQ2_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9009_22-RQ2_PS_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9009_22-RQ3_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9009_22-RQ3_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9009_22-RQ3_PS_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9009_22-RQ4_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9009_22-RQ4_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9009_22-RQ4_PS_D#subjects)

HUMN 9010 Higher Degree Research Thesis - Indigenous Studies

Credit Points 20

Legacy Code 800021

Coordinator Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

School Humanities & Comm Arts

Discipline Indigenous Studies

Student Contribution Band HECS Band 4 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9010_22-RQ1_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9010_22-RQ1_KW_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9010_22-RQ2_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9010_22-RQ2_KW_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9010_22-RQ3_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9010_22-RQ3_KW_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9010_22-RQ4_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9010_22-RQ4_KW_D#subjects)

HUMN 9011 Higher Degree Research Thesis - Social Ecology

Credit Points 20

Legacy Code 800029

Coordinator Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

School Education

Discipline Studies in Human Society, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9011_22-RQ1_BA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9011_22-RQ1_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9011_22-RQ1_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9011_22-RQ1_PS_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9011_22-RQ2_BA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9011_22-RQ2_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9011_22-RQ2_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9011_22-RQ2_PS_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9011_22-RQ3_BA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9011_22-RQ3_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9011_22-RQ3_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9011_22-RQ3_PS_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9011_22-RQ4_BA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9011_22-RQ4_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9011_22-RQ4_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9011_22-RQ4_PS_D#subjects)

HUMN 9012 Higher Degree Research Thesis - Sociology

Credit Points 20

Legacy Code 800123

Coordinator Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter%20Bansel/))

School Social Sciences

Discipline Sociology

Student Contribution Band HECS Band 4 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter%20Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9012_22-RQ1_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter%20Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9012_22-RQ1_KW_D#subjects)

Liverpool

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter%20Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9012_22-RQ1_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter%20Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9012_22-RQ1_PS_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter%20Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9012_22-RQ2_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter%20Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9012_22-RQ2_KW_D#subjects)

Liverpool

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter%20Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9012_22-RQ2_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter%20Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9012_22-RQ2_PS_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter%20Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9012_22-RQ3_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter%20Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9012_22-RQ3_KW_D#subjects)

Liverpool

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter%20Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9012_22-RQ3_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter%20Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9012_22-RQ3_PS_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter%20Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9012_22-RQ4_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9012_22-RQ4_KW_D#subjects)

Liverpool

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9012_22-RQ4_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=HUMN9012_22-RQ4_PS_D#subjects)

HUMN 9013 Higher Degree Research Thesis PT - History

Credit Points 20

Legacy Code 800018

Coordinator Jann Fathers ([https://directory.westernsydney.edu.au/search/name/Jann Fathers/](https://directory.westernsydney.edu.au/search/name/Jann+Fathers/))

School Humanities & Comm Arts

Discipline History

Student Contribution Band HECS Band 4 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

INFO 0001 Academic Skills for Information Communications Technology (WSTC Prep)

Credit Points 10

Legacy Code 700205

Coordinator Frank Gutierrez ([https://directory.westernsydney.edu.au/search/name/Frank Gutierrez/](https://directory.westernsydney.edu.au/search/name/Frank+Gutierrez/))

Description This unit is designed to assist students to become successful independent reflective learners. It introduces students to a range of theories and concepts to facilitate the development of practical skills and personal attitudes necessary for success in tertiary study. Emphasis is placed on developing the key competencies of scientific inquiry - collecting, analysing, organising and communicating information as well as solving problems, particularly when related to using mathematical ideas and techniques.

School Western Sydney The College

Discipline Information Technology, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 0 Preparatory subject

Restrictions Students must be enrolled at Western Sydney University, The College.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify effective study skills and strategies to overcome major challenges of tertiary study.
2. Locate and use information technology systems and educational technologies to support learning and assessment.
3. Demonstrate competency in the use of the following Microsoft Applications & HTML: Word, Excel, PowerPoint, HTML
4. Identify and describe the basic components and concepts of Information Technology.
5. Demonstrate an understanding of essential skills and knowledge required for ICT such as research skills, problem solving skills, analysis skills, communication skills and working in a team.
6. Demonstrate understanding of different career paths in ICT.

Subject Content

Topic 1: Academic skills for success at tertiary level

Topic 2: Microsoft Applications - MS Word, MS Excel, MS Powerpoint

Topic 3: Introduction to HTML

Topic 4: What is ICT? Basic components & concepts of ICT such as main components of IT, computer Networking & internetworking, key security issues of IT, social, ethical and privacy issues relating to computing.

Topic 5: ICT Career paths

Topic 1: Academic skills for success at tertiary level

Topic 2: Microsoft Applications - MS Word, MS Excel, MS Powerpoint

Topic 3: Introduction to HTML

Topic 4: What is ICT? Basic components & concepts of ICT such as main components of IT, computer Networking & internetworking, key security issues of IT, social, ethical and privacy issues relating to computing.

Topic 5: ICT Career paths

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Multiple Choice	20 minutes each	15%	N	Individual
Portfolio	3 Activities	45%	N	Individual
Report	Report 1,500 words	30%	N	Group
Presentation	Presentation: 3-5 minutes	10%	N	Individual

Teaching Periods

Term 1

Nirimba Education Precinct

Day

Subject Contact Frank Gutierrez ([https://directory.westernsydney.edu.au/search/name/Frank Gutierrez/](https://directory.westernsydney.edu.au/search/name/Frank%20Gutierrez/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO0001_22-T1_BL_D#subjects)

Term 3

Nirimba Education Precinct

Day

Subject Contact Frank Gutierrez ([https://directory.westernsydney.edu.au/search/name/Frank Gutierrez/](https://directory.westernsydney.edu.au/search/name/Frank%20Gutierrez/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO0001_22-T3_BL_D#subjects)

INFO 0002 Academic Skills for Information Communications Technology (WSTC)

Credit Points 10

Legacy Code 900100

Coordinator Buddhima De Silva ([https://directory.westernsydney.edu.au/search/name/Buddhima De Silva/](https://directory.westernsydney.edu.au/search/name/Buddhima%20De%20Silva/))

Description This unit is designed to assist students to become successful independent reflective learners. It introduces students to a range of theories and concepts to facilitate the development of practical skills and personal attitudes necessary for success in tertiary study. Emphasis is placed on developing the key competencies required to be successful in an Information Communications Technology course- research, analysis, problem solving, communication and team work.

School Western Sydney The College

Discipline Information Technology, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects INFO 0001 - Academic Skills for ICT (UWSCFS)

Teaching Periods

INFO 0003 Advanced Computer Studies (WSTC Prep)

Credit Points 10

Legacy Code 700259

Coordinator Buddhima De Silva ([https://directory.westernsydney.edu.au/search/name/Buddhima De Silva/](https://directory.westernsydney.edu.au/search/name/Buddhima%20De%20Silva/))

Description This unit has been developed to enhance a student's problem solving skills in the context of software development. Students are introduced to more advanced material in computer studies, including advanced features of Microsoft Access, web page

development using HTML and CSS, the fundamentals of Systems Analysis and Design, programming and object-oriented analysis.

School Western Sydney The College

Discipline Information Technology, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 0 Preparatory subject

Pre-requisite(s) INFO 0008

Equivalent Subjects INFO 0004 - Advanced Computer Studies (UWSC)

Assumed Knowledge

Basic competency in the following Microsoft applications:

- Access
- Creating basic web pages with HTML

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
System Analysis and Design Portfolio	Approx 2 hrs	20	N	Individual
Database Case Study – in-class and at home	Approx 2 hrs	15	N	Individual
Web Page Case Study – in-class and at home	Approx 2 hrs	15	N	Individual
Programming Case Study – in-class and at home	Approx 2 hrs	15	N	Individual
Database, Web Design and Programming Class Work	Approx 20-30 mins each class	10	N	Individual
Final Exam	2 hrs	25	N	Individual

Teaching Periods

INFO 0004 Advanced Computer Studies (WSTC)

Credit Points 10

Legacy Code 900076

Coordinator Buddhima De Silva ([https://directory.westernsydney.edu.au/search/name/Buddhima De Silva/](https://directory.westernsydney.edu.au/search/name/Buddhima%20De%20Silva/))

School Western Sydney The College

Discipline Information Technology, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 0 Preparatory subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
System Analysis and Design Portfolio	Approximately 2 hours	20	N	Individual
Database Case Study – in-class and at home	Approximately 2 hours	15	N	Individual
Web Page Case Study – in-class and at home	Approximately 2 hours	15	N	Individual
Programming Case Study – in-class and at home	Approximately 2 hours	15	N	Individual
Database, Web Design and Programming Class Work	Approximately 20-30 minutes each	10	N	Individual
Final Exam	2 hours	25	N	Individual

Teaching Periods

INFO 0005 Computer Competency (WSTC)

Credit Points 5

Legacy Code 900027

Coordinator Zdenka Misanovic ([https://directory.westernsydney.edu.au/search/name/Zdenka Misanovic/](https://directory.westernsydney.edu.au/search/name/Zdenka%20Misanovic/))

Description Computer Competency aims to provide students with the computing skills necessary to research information on the Internet and produce documents and presentations at a level suitable for their academic studies.

School Western Sydney The College

Discipline Information Technology, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 5cp

Level Undergraduate Level 0 Preparatory subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Test One	90 minutes	20	N	Individual
Test Two	90 minutes	20	N	Individual
Project (PowerPoint, Computer Hardware and Information Design Concepts)	2.5 hours	20	N	Individual
Class Work – Ten exercises for each class	20 minutes	10	N	Individual
Final Exam	2 hours	30	N	Individual

Teaching Periods

INFO 0006 Computer Fundamentals (WSTC Prep)

Credit Points 10

Legacy Code 700277

Coordinator Buddhima De Silva ([https://directory.westernsydney.edu.au/search/name/Buddhima De Silva/](https://directory.westernsydney.edu.au/search/name/Buddhima%20De%20Silva/))

Description The Computer Fundamentals unit aims to develop a solid theoretical foundation to help students prepare for further study in Information and Communications Technology while developing/enhancing students' practical skills in Business Processing Applications. Topics in the unit include the underpinning concepts of Information Technology, Software and Hardware, Computer Networking, Internet, Security of Information Systems, Privacy and Ethics, Use of MS Office applications and HTML.

School Western Sydney The College

Discipline Information Technology, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 0 Preparatory subject

Restrictions Students must be enrolled at Western Sydney, The College.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and describe the basic components and concepts of Information Technology.
2. Identify the basic components and protocols of computer networking and internetworking.
3. Explain the key security issues of information technology.
4. Recognise and explain the social, ethical and privacy issues relating to computing.
5. Demonstrate competency in the use of the following Microsoft Applications: Word, Excel, PowerPoint.
6. Create a Basic Web site using HTML.

Subject Content

Theory topics

1. Introduction to underpinning concepts of Information Technology
2. Computer Hardware and Software

3. Data representation and converting number systems
4. Communication Networks
5. The Internet and the World Wide Web
 - a. Security, social, ethical and privacy issues.
- Practical Topics
6. Introduction to the Windows Environment
7. Introduction to MS Word
8. Introduction to MS PowerPoint
9. Introduction to MS Excel
10. Introduction to HTML

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Participation and tutorial activities	10 activities	10	N	Individual
Electronic Portfolio	2 activities	20	N	Individual
Electronic Portfolio/ Presentation	2 activities, presentation (5-10 min)	25	N	Individual
Intra-session Exam	60 minutes	10	N	Individual
Final Examination	2 hours	35	N	Individual

Teaching Periods

INFO 0007 Computer Literacy (WSTC)

Credit Points 5

Legacy Code 900051

Coordinator Frank Gutierrez ([https://directory.westernsydney.edu.au/search/name/Frank Gutierrez/](https://directory.westernsydney.edu.au/search/name/Frank%20Gutierrez/))

Description This unit is intended to familiarise the University Foundation Studies students with the basic functions of computers and the skills necessary to use the common applications such as Microsoft Word, Microsoft PowerPoint and the Internet. These skills are introduced to students through structured activities that will assist students to complete the research and document preparation requirements of their other units.

School Western Sydney The College

Discipline Information Technology, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 5cp

Level Undergraduate Level 0 Preparatory subject

Restrictions Must be enrolled at The College in Foundation program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Start up, logon and shut down a computer successfully;
2. Save and store documents in appropriate formats;

3. Find relevant and useful information online;
4. Use Microsoft Word to create simple documents and reports;
5. Use Microsoft PowerPoint to create effective slide shows;
6. Print documents.

Subject Content

1. Introduction to Computers
 - o How computers work;
 - o Introduction to the operating system
2. Files and Folders
 - o Managing files and folders;
 - o Storing and retrieving files.
3. Introduction to the Internet
 - o Accessing the internet;
 - o Saving files from the internet;
 - o Search engines and guides/categories;
 - o Developing a search strategy, copyright and plagiarism;
 - o Following a WebQuest;
 - o Designing a WebQuest.
4. Introduction to Microsoft Word
 - o Features of a word processor;
 - o Microsoft Word window and menus;
 - o Writing and editing simple documents;
 - o Spell and grammar checkers;
 - o Inserting graphics from clip art, photos and the internet;
 - o Improving the appearance of documents.
5. Introduction to Presentation Software:
 - o Creating a simple slide presentation;
 - o Using PowerPoint templates;
 - o Simple animation effects

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical/ Short Answer	4 x 20 minutes	20	N	Individual
Applied Project - PowerPoint	4 - 5 pages (A4)	10	N	Individual
Applied Project – Searching the Internet (Webquest)	4 - 5 pages (A4)	20	N	Individual
Applied Project - Word	4 - 5 pages (A4)	10	N	Individual
Intra-session exam	60 minutes	40	N	Individual

Prescribed Texts

- College Computer Literacy Student Workbook

Teaching Periods

INFO 0008 Computer Studies (WSTC Prep)

Credit Points 10

Legacy Code 700201

Coordinator Frank Gutierrez ([https://directory.westernsydney.edu.au/search/name/Frank Gutierrez/](https://directory.westernsydney.edu.au/search/name/Frank%20Gutierrez/))

Description This unit introduces and develops basic competencies in using computers and application software for the Building Design Management and Construction Management industries. The ability to use computers and application software for creating word-processed documents, spreadsheets, as well as understanding the processes involved with creating and analysing designs and managing projects has become an integral part of the required skill set for these industries. This unit has been developed to enhance students' practical ability as well as build a theoretical foundation for further study.

School Western Sydney The College

Discipline Information Technology, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects INFO 0009 - Computer Studies (UWSC)

Restrictions Students must be enrolled at Western Sydney University, The College.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and describe the basic computer concepts and use of computers in the Construction industry.
2. Explain the key security issues of information technology.
3. Explain the social, ethical and privacy issues relating to computing.
4. Recognise the basic process of designing, estimating and scheduling of a construction project.
5. Demonstrate competency in the use of the following Microsoft Applications: Word, Excel, PowerPoint.
6. Describe basic functions in the use of MS-Project
7. Describe basic functions in the use of design software, such as ArchiCAD.

Subject Content

Theory topics

- Introduction to Information Systems and Technology
- The Internet and the World Wide Web
- Software
- Hardware
- Basic process of designing, estimating and scheduling of a construction project.
- Introduction to Microsoft Project
- Introduction to ArchiCAD.

Practical Topics

- Introduction to the Windows Environment
- Using the Internet and the World Wide Web
- Introduction to word processing
- Introduction to PowerPoint
- Introduction to Excel
- Introduction to Creating WebPages;
- Introduction to Access

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Tutorial & Classroom Participation	Approx 20-30 mins each	15%	N	Individual
Portfolio	2 activities	35%	N	Individual
a. Report	500 words	40%	N	Individual
b. Report c. Presentation	each report 7 slides			
Online Quizzes	30 mins each	10%	N	Individual

Prescribed Texts

- The College Computer Studies Student Workbook

Teaching Periods

INFO 0009 Computer Studies (WSTC)

Credit Points 10

Legacy Code 900028

Coordinator Buddhima De Silva ([https://directory.westernsydney.edu.au/search/name/Buddhima De Silva/](https://directory.westernsydney.edu.au/search/name/Buddhima%20De%20Silva/))

Description Computer Studies introduces to the students the new age of information, where computers and communication play an integral part in our lives. The course has been developed to enhance a student's practical ability as well as build a solid theoretical foundation for further study.

School Western Sydney The College

Discipline Information Technology, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 0 Preparatory subject

Assumed Knowledge

This subject is only available to UWSCollege students enrolled in Foundation Studies.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Workshop and Practical tasks	20-30 minutes each	10	N	Individual
Web page Design Project	2 hours	15	N	Individual

Class Test 1	90 minutes	20	N	Individual
Class Test 2	90 minutes	25	N	Individual
Final Exam	2 hours	30	N	Individual

Teaching Periods

INFO 0010 Information Technology in Business (WSTC Prep)

Credit Points 10

Legacy Code 700278

Coordinator Frank Gutierrez ([https://directory.westernsydney.edu.au/search/name/Frank Gutierrez/](https://directory.westernsydney.edu.au/search/name/Frank%20Gutierrez/))

Description This unit introduces basic business concepts and how Information Systems can be used in Business. It also deals with Systems Analysis and Design, and Database Design and Development concepts. These concepts are introduced using a variety of case studies to provide authentic learning opportunities.

School Western Sydney The College

Discipline Information Technology, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 0 Preparatory subject

Restrictions Students must be enrolled at Western Sydney University, The College.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and explain business structures, support functions and operations.
2. Explain how Information Systems are used in Business.
3. Explain various phases of the System Development Life Cycle including activities and deliverables.
4. Identify and explain different Software Development Methodologies.
5. Demonstrate competency in using MS Access by: a. applying database modelling concepts, including design and normalisation of databases; b. creating and using forms; c. creating and using queries and reports.

Subject Content

1. The nature of business, its role in society and types of business structures, support functions & operations.
2. Internal and external influences on Business
3. Role of Information Systems in Business.
4. Systems Analysis and Design fundamentals.
5. Introduction to Database Design and Development concepts using MS Access.
1. The nature of business, its role in society and types of business structures, support functions & operations.
2. Internal and external influences on Business.
3. Role of Information Systems in Business.
4. Systems Analysis and Design fundamentals.
5. Introduction to Database Design and Development concepts using MS Access.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Participation	10 activities	10	N	Individual
Portfolio	Max 1.5 hours	20	N	Individual
Intra-session Exam	1 hour	15	N	Individual
Applied Project	3 hours	15	N	Individual
End-of-session Exam	2 hours	40	N	Individual

Teaching Periods

Term 1

Nirimba Education Precinct

Day

Subject Contact Frank Gutierrez ([https://directory.westernsydney.edu.au/search/name/Frank Gutierrez/](https://directory.westernsydney.edu.au/search/name/Frank%20Gutierrez/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO0010_22-T1_BL_D#subjects)

Term 3

Nirimba Education Precinct

Day

Subject Contact Frank Gutierrez ([https://directory.westernsydney.edu.au/search/name/Frank Gutierrez/](https://directory.westernsydney.edu.au/search/name/Frank%20Gutierrez/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO0010_22-T3_BL_D#subjects)

INFO 1001 Introduction to Information Technology

Credit Points 10

Legacy Code 300134

Coordinator Jianhua Yang ([https://directory.westernsydney.edu.au/search/name/Jianhua Yang/](https://directory.westernsydney.edu.au/search/name/Jianhua%20Yang/))

Description This introductory unit gives students an insight into the history, structure, operations and uses of computers, and their impact on society. This will be complemented by hands-on use of computers and popular application software packages in a graphical user interface environment. Students gain a basic understanding of the uses of computers, and the skills necessary to use popular applications software, including word processing, spreadsheet and database packages, and Internet tools and services.

School Computer, Data & Math Sciences

Discipline Information Technology, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects LGYB 4133 - Introduction to Computers LGYB 9621 - Computer Fundamentals LGYA 9786 - Information Technology

Restrictions

Permission required for students enrolled in 3562 Bachelor of Science (Advanced Science).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. recognise and describe the function(s) of the fundamental components of any computer system
2. demonstrate an understanding of the principles of operation of computer hardware, software, peripheral devices and the integration of these components into computer systems
3. competently use a range of common applications software packages to complete tasks commonly encountered in educational, work and leisure environments
4. effectively utilise electronic networks to communicate
5. demonstrate the ability to successfully search and retrieve information from online sources
6. critically discuss issues raised by the use of computers in society

Subject Content

1. History, development, application of computers and information systems;
2. Hardware - CPU, input and output devices, storage and file organisation, networks, data communication;
3. Operating environments;
4. Disk and file management;
5. Wordprocessing - creating & formatting documents, document presentation;
6. Spreadsheets - creation, formatting, formulas, functions and charts;
7. Databases - concepts; accessing simple databases;
8. Graphics - drawing packages, graphics in documents;
9. Presentations software;
10. Exporting/importing data between applications;
11. Network applications- email, on-line databases, the Internet;
12. Computers in society - privacy and security issues, ethical computer use, ergonomics.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	Equivalent to 3000 words documenting weekly practical exercises	15	N	Individual
Practical Exam	50 minutes in corresponding tutorial session		N	Individual
Applied Project	Creating Information Resources	15	N	Individual

Presentation	5 minutes in corresponding tutorial session	5	N	Individual
Final Exam	2 Hours	45	N	Individual

Prescribed Texts

- LaBerta, C. (2014). Computers are your future. Complete (12th new international ed.). Pearson.

Teaching Periods

Autumn

Campbelltown

Composite

Subject Contact Jianhua Yang ([https://directory.westernsydney.edu.au/search/name/Jianhua Yang/](https://directory.westernsydney.edu.au/search/name/Jianhua%20Yang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO1001_22-AUT_CA_C#subjects)

Day

Subject Contact Jianhua Yang ([https://directory.westernsydney.edu.au/search/name/Jianhua Yang/](https://directory.westernsydney.edu.au/search/name/Jianhua%20Yang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO1001_22-AUT_CA_D#subjects)

Parramatta - Victoria Rd

Composite

Subject Contact Jianhua Yang ([https://directory.westernsydney.edu.au/search/name/Jianhua Yang/](https://directory.westernsydney.edu.au/search/name/Jianhua%20Yang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO1001_22-AUT_PS_C#subjects)

Day

Subject Contact Jianhua Yang ([https://directory.westernsydney.edu.au/search/name/Jianhua Yang/](https://directory.westernsydney.edu.au/search/name/Jianhua%20Yang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO1001_22-AUT_PS_D#subjects)

Spring

Campbelltown

Day

Subject Contact Jianhua Yang ([https://directory.westernsydney.edu.au/search/name/Jianhua Yang/](https://directory.westernsydney.edu.au/search/name/Jianhua%20Yang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO1001_22-SPR_CA_D#subjects)

Composite

Subject Contact Jianhua Yang ([https://directory.westernsydney.edu.au/search/name/Jianhua Yang/](https://directory.westernsydney.edu.au/search/name/Jianhua%20Yang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO1001_22-SPR_CA_C#subjects)

Parramatta - Victoria Rd

Composite

Subject Contact Jianhua Yang ([https://directory.westernsydney.edu.au/search/name/Jianhua Yang/](https://directory.westernsydney.edu.au/search/name/Jianhua%20Yang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO1001_22-SPR_PS_C#subjects)

Day

Subject Contact Jianhua Yang ([https://directory.westernsydney.edu.au/search/name/Jianhua Yang/](https://directory.westernsydney.edu.au/search/name/Jianhua%20Yang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO1001_22-SPR_PS_D#subjects)

INFO 1002 PC Workshop

Credit Points 10

Legacy Code 300150

Coordinator Miroslav Filipovic ([https://directory.westernsydney.edu.au/search/name/Miroslav Filipovic/](https://directory.westernsydney.edu.au/search/name/Miroslav%20Filipovic/))

Description This unit introduces students to the hardware and software components of a stand-alone personal computer (PC). Students become familiar with the CPU, memory, secondary storage, IO peripherals and communications devices commonly found in a PC. They learn to assemble and disassemble a PC and to install hardware and software components according to supplier specifications. Students also learn to use and customise the PC operating system to maintain and optimise PC performance.

School Computer, Data & Math Sciences

Discipline Information Technology, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Assumed Knowledge

Basic knowledge of personal computers.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify, locate, distinguish, and describe the individual hardware components of a PC and explain their purpose, functions and operations.
2. Explain and discuss the interaction between computer hardware components and devices and systems software.
3. List, explain and effectively use the major functions of a PC operating system to manage processes, programs, files, and devices.
4. Determine user requirements for new hardware components, devices and peripherals.
5. Explain technical specifications for PC hardware components, devices and peripherals and discuss these with suppliers and vendors.
6. Install PC components, devices and peripherals in accordance with installation procedures and operational standards with minimum disruption to clients.
7. Measure PC system performance and efficiency and tune and optimise components to meet operational requirements.
8. Use and extend the functionality of the PC operating system to monitor and manage the effective and secure operation of the PC and its devices.

Subject Content

PC architecture, CPU, Motherboard, bus, memory, disk systems, ports, monitor, video and sound cards, modems, pointers and joysticks. Basics of Windows operating system, file management, process management, device management, utility software.

Technical specifications, manuals and standards, connectivity, portability, performance, capacity.

Hardware suppliers, vendors, ordering procedures.

Device installation: Interrupts, DMA channels, IRQs, procedures, settings, switches, customisation, device conflict resolution.

PC Performance measurement and optimisation.

System files, Windows registry, RegEdit.

System recovery, rescue disks, backup and recovery procedures.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Completion of laboratory tasks.	Eight labs (practicals), three hours each.	20	N	Individual
Two Progressive mid-semester tests	2 hours each	30	N	Individual
One home assignment – Report & Case Study	One week to investigate and complete	10	N	Individual
Final Practical Demonstration	Two hours lab session	40	Y	Individual

Teaching Periods

INFO 2002 Tangible Interaction Design

Credit Points 10

Legacy Code 301088

Coordinator Omar Mubin ([https://directory.westernsydney.edu.au/search/name/Omar Mubin/](https://directory.westernsydney.edu.au/search/name/Omar%20Mubin/))

Description This unit will provide students with the capacity to create interactive products that can sense environmental stimuli and exhibit an appropriate yet intelligent response. Students will be expected to write script based programs to control hardware circuits connecting various Input/Output peripherals (sensors, actuators). The range of interactive products studied and built by the students will be diverse; ranging from household everyday products to artifacts that can be used in public spaces.

School Eng, Design & Built Env

Discipline Information Technology, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) INFO 3003

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Create electronic hardware that recognises input from human and environmental stimuli.
2. Create software to define logic that operates an interactive physical artefact.
3. Create, test and improve a physical prototype that responds to human behaviour or other sensory input.
4. Demonstrate fluency in critical making; through use of literature in tangible interaction and observation of existing products.
5. Combine hardware, software and functional design to create an interactive product that meets a design brief (e.g. for home, office or public contexts).

Subject Content

1. Tangible and Embedded Interaction (TEI)
2. Actuators and Sensors
3. Environmental Awareness and Recognition
4. I/O Programming (using various platforms such as Arduino, Phidgets, etc)
5. Hardware and Software Integration
6. Wearable Technology
7. Contextualising TEI and application areas (music, entertainment, education, socialisation, persuasion, etc)
8. Research Topics in TEI
9. Internet of Things

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Assessment 1: Interactive Concept	Develop computer code (500 lines equivalent), technical drawings (2 x A3 pages), presentation of 5 minute duration	20	N	Individual
Assessment 2: Interactive Prototype	Develop circuit diagram, computer code (500 lines equivalent), technical drawings (2 x A3 pages), working scaled prototype	30	N	Individual
Weekly Tutorial Exercises/ Labs	2 hour session (3-5 questions)	30	N	Individual
In Class Quizzes x 2	1 hour each	20	N	Individual

Teaching Periods

INFO 2003 Technologies for Mobile Applications

Credit Points 10

Legacy Code 300976

Coordinator Evan Crawford ([https://directory.westernsydney.edu.au/search/name/Evan Crawford/](https://directory.westernsydney.edu.au/search/name/Evan%20Crawford/))

Description This unit introduces students to the technologies used to develop and deploy mobile applications. The unit covers evaluating organisational needs in the mobile space, responsive web design, web technologies, interface challenges, location awareness, cloud services and data storage.

School Computer, Data & Math Sciences

Discipline Other Information Technology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) COMP 1005

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Final Exam	2 hours	40	N	Individual
Tutorial Exercises	Five equally weighted sets each requiring 2 hours work.	40	N	Individual
Application Project	20 hours	20	N	Individual

Teaching Periods

INFO 2004 Cyber Crime and Social Engineering

Credit Points 10

Legacy Code 102700

Coordinator Farnaz Farid ([https://directory.westernsydney.edu.au/search/name/Farnaz Farid/](https://directory.westernsydney.edu.au/search/name/Farnaz%20Farid/))

Description This unit focuses on both the theory and application of cyber crime and cybersecurity. More specifically, it focuses on the intersection between human behaviour, cyber crime, and cyber security with topics ranging from social engineering to organisational security infrastructure. It asks - What outcomes do cyber criminals seek? How can you protect yourself and your business from cyber crime? What methods do cyber criminals typically use to gain their desired outcomes? In this unit, cyber crime and cyber security is covered from both a theory-based and applied understanding of how to reduce the likelihood of or harm caused by cyber crime.

School Social Sciences

Discipline Security Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) INFS 1002

Equivalent Subjects INFO 2001 Cyber Crime and Cyber Safety

Assumed Knowledge

A basic understanding of computer systems and network structures. This knowledge is gained as the student progresses through their first semester in the program with a start-year intake; or from the completion of two semesters in the program in the case of a mid-year intake. A basic understanding of core theories related to social and cognitive psychology is desirable but not essential.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Define cyber crime and cyber safety by its related theories, terms and methods of investigation.
2. Compare and contrast cyber criminal practices with standard criminal practices.
3. Describe effective interventions to reduce susceptibility and risk from cyber attacks on an individual or organisation.
4. Evaluate the quality of organisational preparedness for cyber crime and susceptibility to different cyber criminal tools.
5. Develop an approach to identifying and assessing weak points in organisational defences.

Subject Content

Introduction and History of Cyber Crime
 Online Safety ? applied and theoretical perspectives
 Cyber criminals and cyber crime practices
 Vulnerability to cyber crime and social engineering attacks
 Protection from cyber crime and social engineering attacks on individuals and organisations

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	10 X 5 MCQ each	10	N	Individual
Case Study	1,000 words	35	N	Individual
Presentation	20 minutes	15	N	Group
Final Exam	2 hours	40	N	Individual

Prescribed Texts

- Hadnagy, C. (2010). Social engineering: The art of human hacking. John Wiley & Sons

Teaching Periods

WSU Online TRI-2

Wsu Online

Online

Subject Contact Natasha Daraio ([https://directory.westernsydney.edu.au/search/name/Natasha Daraio/](https://directory.westernsydney.edu.au/search/name/Natasha%20Daraio/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO2004_22-OT2_OW_O#subjects)

Spring

Parramatta - Victoria Rd

Day

Subject Contact Farnaz Farid ([https://directory.westernsydney.edu.au/search/name/Farnaz Farid/](https://directory.westernsydney.edu.au/search/name/Farnaz%20Farid/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO2004_22-SPR_PS_D#subjects)

INFO 2005 Cyber Security and Behaviour Research Project

Credit Points 20

Legacy Code 102704

Coordinator Alana Maurushat ([https://directory.westernsydney.edu.au/search/name/Alana Maurushat/](https://directory.westernsydney.edu.au/search/name/Alana%20Maurushat/))

Description This is a 40 credit point year-long subject taken over two terms (20 credit points in each term). This subject comprises the research pathway of the Bachelor of Cyber Security and Behaviour. Students will undertake a major research project in the field of behavioural cyber security. The specifics of the project will be coordinated between the student and the research supervisor at Western, which is undertaken over two semesters. Students should firstly discuss their proposed research project with the research supervisor, as it may require prior approval by the University's Ethics Committee depending on the research topic chosen. In the first semester, students plan their research, complete a literature review and propose the project plan to a panel of experts. By the end of the second semester students will have completed their thesis by research and will defend that thesis to a panel of experts. As such, students will have contributed to research in the field of cyber security and behaviour which prepares them for further studies towards a Masters or PhD qualification.

School Social Sciences

Discipline Security Science

Student Contribution Band HECS Band 2 20cp

Level Undergraduate Level 2 subject

Restrictions Students must be enrolled in program 1837 - Bachelor of Cyber Security and Behaviour and have successfully completed 140 credit points

Assumed Knowledge

An understanding of experimental design and research.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Formulate a comprehensive proposal for a high level independent research project.

2. Demonstrate an understanding of research methodology through an analysis of empirical data.
3. Construct a reasoned academic argument to demonstrate critical thinking skills in the production of a coherent and substantiated thesis.
4. Defend the findings of the research at a professional standard to an academic audience.

Subject Content

Literature review

Development of a research proposal, including formulating the research question, methodology, research design, collection and analysis methods

Research and writing activities to complete the thesis

Seminar presentation of the proposal, the project, and defence of the thesis.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Literature Review	2,500 words	30	N	Individual
Presentation	30 minutes	15	N	Individual
Thesis	6,000 - 8,000 words	45	Y	Individual
Presentation	60 minutes	10	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Composite

Subject Contact Alana Maurushat ([https://directory.westernsydney.edu.au/search/name/Alana Maurushat/](https://directory.westernsydney.edu.au/search/name/Alana%20Maurushat/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO2005_22-AUT_PS_C#subjects)

Spring

Parramatta - Victoria Rd

Composite

Subject Contact Alana Maurushat ([https://directory.westernsydney.edu.au/search/name/Alana Maurushat/](https://directory.westernsydney.edu.au/search/name/Alana%20Maurushat/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO2005_22-SPR_PS_C#subjects)

INFO 2006 Usable Security

Credit Points 10

Legacy Code 102757

Coordinator Farnaz Farid ([https://directory.westernsydney.edu.au/search/name/Farnaz Farid/](https://directory.westernsydney.edu.au/search/name/Farnaz%20Farid/))

Description This unit will cover the human factors of security and privacy, as well as address emerging issues, challenges and regulations which underpin the need for usable security and privacy. After

introducing the fundamental principles of security and privacy, these will be explored while considering how these principles shape the experience of users who are interacting with the designed product. Humans are an essential part of security and privacy, and they also inherently pose significant challenges. Students will be introduced to some of the fundamental security and privacy standards and regulations. They will learn about cognitive and perceptual approaches to usable security as well as how to create systems that are usable and trusted alongside fulfilling the requirements of remaining secure and private. Research topics such as how to design user studies to critically evaluate security, privacy, trust and usability interfaces will be addressed to provide students with an informed view on emerging best practices.

School Social Sciences

Discipline Security Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) BEHV 1025 AND COMP 1005

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of the principles of security, privacy and trust as they relate to key policies, standards and regulations.
2. Evaluate key experimental techniques used in perceptual and cognitive science relevant to usable security and privacy.
3. Explain approaches to social engineering, trust and organisational shift to cyber resilience, and location data permissions.
4. Evaluate modern authentication methods in security.
5. Critically analyse contemporary issues related to security and privacy.
6. Create educational and/or training materials aimed to enhance security and privacy.

Subject Content

- Security, privacy and trust principles used in the design, development and assessment of a range of technologies.
 - Security and privacy policies, standards, and regulations.
 - Higher order cognitive principles which include aspects of learning, problem solving and decision making with a focus on trust, usability and user perception.
 - Organisational shift towards a secure culture of cyber resilience through trust, usable security and behavioural economics.
 - Warning and risk design; actions and consequences as both essential and inherently difficult while maintaining security and privacy.
 - Humans as the weakest link in the cybersecurity, and educative/AI approaches and theories to counter this risk.
 - Security authentication methods such as bio-informatics and password systems.
 - Mobile security and privacy - locations and permissions in phone and communication apps.
- Learn people, process and systems for Cyber Incident Response

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	1,500 words	40	N	Individual
Simulation	3 days	20	N	Individual
Report	2 pages	20	N	Individual
Critical Review	800 words	20	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Farnaz Farid ([https://directory.westernsydney.edu.au/search/name/Farnaz Farid/](https://directory.westernsydney.edu.au/search/name/Farnaz%20Farid/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO2006_22-AUT_PS_D#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Farnaz Farid ([https://directory.westernsydney.edu.au/search/name/Farnaz Farid/](https://directory.westernsydney.edu.au/search/name/Farnaz%20Farid/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO2006_22-OT2_OW_O#subjects)

INFO 2007 Cyber Crime and Social Engineering (Block)

Credit Points 10

Legacy Code 500075

Coordinator Rachel Renwick ([https://directory.westernsydney.edu.au/search/name/Rachel Renwick/](https://directory.westernsydney.edu.au/search/name/Rachel%20Renwick/))

Description This unit focuses on both the theory and application of cyber crime and cybersecurity. More specifically, it focuses on the intersection between human behaviour, cyber crime, and cyber security with topics ranging from social engineering to organisational security infrastructure. It asks - What outcomes do cyber criminals seek? How can you protect yourself and your business from cyber crime? What methods do cyber criminals typically use to gain their desired outcomes? In this unit, cyber crime and cyber security is covered from both a theory-based and applied understanding of how to reduce the likelihood of or harm caused by cyber crime.

School Social Sciences

Discipline Security Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) INFS 1013

Equivalent Subjects INFO 2001 - Cyber Crime and Cyber Safety
INFO 2004 - Cyber Crime and Social Engineering

Restrictions

Students must be enrolled in program 7179 - Undergraduate Certificate in Cybersecurity, Cybercrime and Behaviour.

Assumed Knowledge

A basic understanding of computer systems and network structures. This knowledge is gained as the student progresses through their first Block in the program with a start-year intake; or from the completion of two Blocks in the program in the case of a mid-year intake. A basic understanding of core theories related to social and cognitive psychology is desirable but not essential.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Define cyber crime and cyber safety by its related theories, terms and methods of investigation.
2. Compare and contrast cyber criminal practices with standard criminal practices.
3. Describe effective interventions to reduce susceptibility and risk from cyber attacks on an individual or organisation.
4. Evaluate the quality of organisational preparedness for cyber crime and susceptibility to different cyber criminal tools.
5. Develop an approach to identifying and assessing weak points in organisational defences.

Subject Content

Introduction and History of Cyber Crime
Online Safety ? applied and theoretical perspectives
Cyber criminals and cyber crime practices
Vulnerability to cyber crime and social engineering attacks
Protection from cyber crime and social engineering attacks on individuals and organisations

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz		35	N	
Case Study		35	N	
Presentation		30	N	

Teaching Periods

Block A Session

Online

Online

Subject Contact Rachel Renwick ([https://directory.westernsydney.edu.au/search/name/Rachel Renwick/](https://directory.westernsydney.edu.au/search/name/Rachel%20Renwick/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO2007_22-BA_ON_O#subjects)

Block C Session

Online

Online

Subject Contact Rachel Renwick ([https://directory.westernsydney.edu.au/search/name/Rachel Renwick/](https://directory.westernsydney.edu.au/search/name/Rachel%20Renwick/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO2007_22-BC_ON_O#subjects)

Block D Session

Online

Online

Subject Contact Rachel Renwick ([https://directory.westernsydney.edu.au/search/name/Rachel Renwick/](https://directory.westernsydney.edu.au/search/name/Rachel%20Renwick/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO2007_22-BD_ON_O#subjects)

Block E Session

Online

Online

Subject Contact Rachel Renwick ([https://directory.westernsydney.edu.au/search/name/Rachel Renwick/](https://directory.westernsydney.edu.au/search/name/Rachel%20Renwick/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO2007_22-BE_ON_O#subjects)

Block F Session

Online

Online

Subject Contact Rachel Renwick ([https://directory.westernsydney.edu.au/search/name/Rachel Renwick/](https://directory.westernsydney.edu.au/search/name/Rachel%20Renwick/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO2007_22-BF_ON_O#subjects)

INFO 3001 Computer Security

Credit Points 10

Legacy Code 300569

Coordinator Tomas Trescak ([https://directory.westernsydney.edu.au/search/name/Tomas Trescak/](https://directory.westernsydney.edu.au/search/name/Tomas%20Trescak/))

Description This unit aims in particular at, but is not limited to, the implementation and management of security and privacy policies of organisations within the standards and legal framework that is also applicable to the Australian standards.

School Computer, Data & Math Sciences

Discipline Security Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Assumed Knowledge

Students are expected to have general understanding on computer systems; computer fundamentals, databases, and web technologies.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain fundamental theories related to computer security, and apply them to computer systems and organisations.
2. Describe the modern authentication, authorisation and access control mechanisms used in computer systems; and look at a few methods of access operations and ownership issues.
3. Explain basic concepts in encryption and cryptography and describe application of various cryptographic techniques and algorithms in accomplishing security.

4. Examine security issues within various hardware systems, operating systems and application software and present the general causes that lead to system security failures.
5. Analyse the security issues specific to databases, and understand how to protect sensitive information and statistical systems within an organisation.
6. Identify security threats and risks associated with web and related technologies; and the capacity to make corrective and preventative measures against these threats and risks in organisations.
7. Describe the relevant standards and the legal framework related to security and privacy; and implement security and privacy policies in organizations.

Subject Content

- Introduction to fundamentals of computer security;
 - Identification and authentication: System Security, Managing passwords, Online Verification Requirements, PKI, Key establishment, authentication and protocols;
 - Access Control: Access operations, Ownership, Access control structure;
 - Security in hardware and software: Data and Code, Memory management, Race conditions, Java Security, .NET security framework;
 - Operating system security: Windows/Unix security,
 - Cryptography: Symmetric/Asymmetric key Encryption, Digital signature, Hashing, Algorithms;
 - Web security: IP security, SSL/TLS, DNS, Firewalls, cookies, Intrusion, Digital identification techniques, Client-side Digital Certificates, Certification Authorities, Server side security, privacy;
 - database security: SQL security model, statistical database security, integrated security, data privacy.
 - Security policies and legal framework: Organizational policies, standards and legal framework for security and privacy;
1. Describe the complexities of working in the Cyber Security Industry
 2. Identify legal and ethical issues of working in cyber environment
 3. Differentiate between threats, vulnerabilities, and exploits
 4. Identify network architectures and recognise their potential vulnerabilities
 5. Apply reconnaissance methodologies to discover weaknesses in computing environment
 6. Explain the differences between vulnerability management policies and vulnerability management maturity models
 7. Apply concepts of exploiting vulnerabilities to hack into a system using common penetration testing tools and frameworks
 8. Explain the principles of symmetric and asymmetric cryptography, and public key infrastructure
 9. Identify data classification levels and email marking standards associated with the dissemination of sensitive and classified information
 10. Identify data classification levels and email marking standards associated with the dissemination of sensitive and classified information
 11. Identify threats in social networks via Open Source Intelligence (OSINT) Methodologies and demonstrate the capturing of Personally Identifiable Information (PII) using OSINT
 12. Demonstrate usage of website security assessment tools to identify weaknesses and potential web attack vectors
 13. Identify the types of forensic investigations from a cybersecurity perspective, differentiating between software and hardware digital forensic tools
 14. Identify the resources required to navigate the cybersecurity landscape as a potential cybersecurity professional

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	45 minutes (Weekly from Week 2)	40	N	Individual
Quiz	60 minutes	20	N	Individual
Final Exam	2 hours	40	N	Individual

Prescribed Texts

- Pfleeger, C. P., Pfleeger, S. L., & Margulies, J. (2015). Security in computing (5th ed.). Upper Saddle River, NJ: Prentice Hall.

Teaching Periods

WSU Online TRI-1

Wsu Online Online

Subject Contact Natasha Daraio ([https://directory.westernsydney.edu.au/search/name/Natasha Daraio/](https://directory.westernsydney.edu.au/search/name/Natasha%20Daraio/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO3001_22-OT1_OW_O#subjects)

Sydney City Campus - Term 2

Sydney City Day

Subject Contact Antoinette Cevenini ([https://directory.westernsydney.edu.au/search/name/Antoinette Cevenini/](https://directory.westernsydney.edu.au/search/name/Antoinette%20Cevenini/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO3001_22-SC2_SC_D#subjects)

Spring Campbelltown

Day

Subject Contact Tomas Trescak ([https://directory.westernsydney.edu.au/search/name/Tomas Trescak/](https://directory.westernsydney.edu.au/search/name/Tomas%20Trescak/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO3001_22-SPR_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Tomas Trescak ([https://directory.westernsydney.edu.au/search/name/Tomas Trescak/](https://directory.westernsydney.edu.au/search/name/Tomas%20Trescak/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO3001_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Tomas Trescak ([https://directory.westernsydney.edu.au/search/name/Tomas Trescak/](https://directory.westernsydney.edu.au/search/name/Tomas%20Trescak/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO3001_22-SPR_PS_D#subjects)

WSU Online TRI-3

Wsu Online Online

Subject Contact Natasha Daraio ([https://directory.westernsydney.edu.au/search/name/Natasha Daraio/](https://directory.westernsydney.edu.au/search/name/Natasha%20Daraio/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO3001_22-OT3_OW_O#subjects)

INFO 3002 Ethical Hacking Principles and Practice

Credit Points 10

Legacy Code 301124

Coordinator Weisheng Si ([https://directory.westernsydney.edu.au/search/name/Weisheng Si/](https://directory.westernsydney.edu.au/search/name/Weisheng%20Si/))

Description This unit teaches students ethical hacking principles and skills with the ultimate goal of defence. It covers practical skills in different stages of ethical hacking, including reconnaissance on public information, port and vulnerability scanning, exploitation of vulnerabilities, post exploitation, and writing a comprehensive report to document detected vulnerabilities and proposed solutions. Students will not only practice with major tools in ethical hacking, but also learn the principles of how these tools work and hence how to defend against them.

School Computer, Data & Math Sciences

Discipline Security Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) COMP 2004 OR
COMP 2005 AND
COMP 2020

Assumed Knowledge

Students should have a solid understanding of computer networking (especially with the TCP/IP protocol suite), possess basic programming skills in developing computer applications and web applications, and command basic knowledge and skills in databases and operating systems.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the differences between lawful and unlawful behaviour in conducting ethical hacking
2. Apply reconnaissance knowledge and tools to gather public information about systems and networks
3. Apply port scanning knowledge and tools to detect port status in target computers
4. Apply vulnerability scanning knowledge and tools to detect vulnerabilities in target computers
5. Apply exploitation knowledge and tools to verify and exploit the detected vulnerabilities
6. Apply post exploitation knowledge and tools to evaluate the severity of vulnerabilities
7. Detect and defend against social engineering techniques
8. Apply web penetration testing knowledge and tools to detect vulnerabilities in web applications

9. Compose a comprehensive report that details detected vulnerabilities and proposed solutions

Subject Content

1. Introduction to ethical hacking: concepts, legal requirements, stages, and lab environment
2. Reconnaissance based on public information, and its major tools
3. Port scanning, and its major tools
4. Vulnerability scanning, and its major tools
5. Exploitation of vulnerabilities, and its major tools
6. Post exploitation, and its major tools
7. Social Engineering, and its major tools
8. Web penetration testing, and its major tools
9. Writing a comprehensive report to document detected vulnerabilities and proposed solutions

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	30 minutes x 12 weeks	15	N	Individual
Report	2 hours x 10 weeks	25	N	Individual
Report	Project Report (6-10 pages)	20	N	Individual
Final Exam	One hour	40	N	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Weisheng Si ([https://directory.westernsydney.edu.au/search/name/Weisheng Si/](https://directory.westernsydney.edu.au/search/name/Weisheng%20Si/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO3002_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Weisheng Si ([https://directory.westernsydney.edu.au/search/name/Weisheng Si/](https://directory.westernsydney.edu.au/search/name/Weisheng%20Si/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO3002_22-AUT_PS_D#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Antoinette Cevenini ([https://directory.westernsydney.edu.au/search/name/Antoinette Cevenini/](https://directory.westernsydney.edu.au/search/name/Antoinette%20Cevenini/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO3002_22-SC1_SC_D#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Weisheng Si ([https://directory.westernsydney.edu.au/search/name/Weisheng Si/](https://directory.westernsydney.edu.au/search/name/Weisheng%20Si/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO3002_22-OT2_OW_O#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Weisheng Si ([https://directory.westernsydney.edu.au/search/name/Weisheng Si/](https://directory.westernsydney.edu.au/search/name/Weisheng%20Si/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO3002_22-SC2_SC_D#subjects)

INFO 3003 Human-Computer Interaction

Credit Points 10

Legacy Code 300570

Coordinator Omar Mubin ([https://directory.westernsydney.edu.au/search/name/Omar Mubin/](https://directory.westernsydney.edu.au/search/name/Omar%20Mubin/))

Description A key component to the discipline of Information Systems is the understanding and the advocacy of the user in the development of IT applications and systems. IT graduates must develop a mind-set that recognizes the importance of users and organisational contexts. They must employ user centered methodologies in the development, evaluation, and deployment of IT applications and systems. This unit examines human-computer interaction in order to develop and evaluate software, websites and information systems that not only look professional but are usable, functional and accessible.

School Computer, Data & Math Sciences

Discipline Information Technology, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects INFS 3015 - Software Interface Design

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply cognitive models to the design of application user interfaces.
2. Indicate ways in which users' characteristics (i.e., age, education, cultural differences, disability etc.) require adaptation of a user interface to increase effectiveness.
3. Integrate appropriate user-centred design methodologies into the development of an application or website and recognise advantages and disadvantages of doing so.e.
4. Describe major usability guidelines and standards, for e.g. ISO or Nielsen
5. Develop both low-fidelity and high-fidelity prototypes and produce user interfaces for domain specific applications.
6. Create an appropriate user evaluation plan with carefully chosen subjective and objective measures.

7. Discuss state of the art research issues and novel interaction technologies under the umbrella of HCI.

- Barnum, C. M. (2010). Usability testing essentials: Ready, set...test. Burlington, MA: Elsevier Science

Subject Content

- Understanding The user and The user experience
- interaction styles
- Usability Standards
- user-centred design methods
- development tools and prototyping
- Usability testing: tools and methodologies
- Accessibility and assistive technologies
- Personalisation and trust
- Developing for multiple devices (Computer, PDAs, 3G phones etc)
- human computer interface in industry
- research Initiatives in HCI
- emerging technologies

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Log/ Workbook	In-class basic tutorial questions to be completed in a log book during the tutorial session. Number of questions will usually range from 3 - 5	10	Y	Individual
Log/ Workbook	In extension to class work, students will be given weekly exercises that they must be complete at home and submit at two points in the semester	15	Y	Individual
Applied Project	A: 1200 words B: 1200 words in addition to a set of diagrams as part of an appendix C: 10 minutes	75	Y	Individual

Prescribed Texts

Teaching Periods

Summer A

Parramatta - Victoria Rd

Day

Subject Contact Paul Bingham ([https://directory.westernsydney.edu.au/search/name/Paul Bingham/](https://directory.westernsydney.edu.au/search/name/Paul%20Bingham/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO3003_22-SUA_PS_D#subjects)

Autumn

Campbelltown

Day

Subject Contact Omar Mubin ([https://directory.westernsydney.edu.au/search/name/Omar Mubin/](https://directory.westernsydney.edu.au/search/name/Omar%20Mubin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO3003_22-AUT_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Omar Mubin ([https://directory.westernsydney.edu.au/search/name/Omar Mubin/](https://directory.westernsydney.edu.au/search/name/Omar%20Mubin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO3003_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Omar Mubin ([https://directory.westernsydney.edu.au/search/name/Omar Mubin/](https://directory.westernsydney.edu.au/search/name/Omar%20Mubin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO3003_22-AUT_PS_D#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Antoinette Cevenini ([https://directory.westernsydney.edu.au/search/name/Antoinette Cevenini/](https://directory.westernsydney.edu.au/search/name/Antoinette%20Cevenini/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO3003_22-SC1_SC_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Antoinette Cevenini ([https://directory.westernsydney.edu.au/search/name/Antoinette Cevenini/](https://directory.westernsydney.edu.au/search/name/Antoinette%20Cevenini/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO3003_22-SC2_SC_D#subjects)

INFO 3004 Human-Computer Interaction (Advanced)

Credit Points 10

Legacy Code 300901

Coordinator Omar Mubin ([https://directory.westernsydney.edu.au/search/name/Omar Mubin/](https://directory.westernsydney.edu.au/search/name/Omar%20Mubin/))

Description IT graduates must be able to develop and evaluate software, websites and mobile apps that not only look professional but are usable, functional and accessible. However, the study of HCI is often restricted to its use as a tool in the software development process. This advanced unit also examines HCI as a field of research and how to conduct research into human user factors. Students in this advanced unit will be required to complete a research project and produce a final research report, which is of a standard capable of being considered for publication in a HCI conference or journal.

School Computer, Data & Math Sciences

Discipline Information Technology, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Incompatible Subjects INFO 3003 - Human-Computer Interaction INFS 3015 - Software Interface Design

Restrictions Students must be enrolled in program 2801 Bachelor of Information Systems Advanced/Bachelor of Laws, 3684 Bachelor of Information and Communications Technology (Advanced), 3688 Bachelor of Information Systems Advanced or 3745 Bachelor of Information Systems Advanced/Bachelor of Business.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply cognitive models to the design of application user interfaces.
2. Describe ways in which users' characteristics (i.e., age, education, cultural differences, disability etc.) require adaptation of a user interface to increase effectiveness.
3. Integrate appropriate user-centred design methodologies into the development of an application, website or emerging technology (such as mobile and wearable devices)
4. Discuss the advantages and disadvantages for using a human-centred software development approach.
5. Describe and use the major usability guidelines and standards.
6. Develop low-fidelity prototypes, and high-fidelity prototypes.
7. Develop user interfaces for domain specific applications.
8. Create an appropriate user evaluation plan with carefully chosen subjective and objective measures.
9. Discuss state of the art research issues and novel interaction technologies under the umbrella of HCI.
10. Conduct a research based project in HCI and write a research report, which could be considered for publication in a HCI conference or journal.

Subject Content

Understanding the user and the user experience

Interaction styles

Usability standards

User-centred design methods

Development tools and prototyping

Matching interface elements to user requirements

Usability testing: tools and methodologies

Accessibility and assistive technologies

Rich media

Localisation, globalisation

Personalisation and trust

Developing for multiple devices (Computer, PDAs, 3G phones etc)
Human Computer Interface In Industry
HCI and virtual worlds
Emerging technologies
Current technological and theoretical advances in HCI
Research initiatives in HCI

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Log/ Workbook	In-class basic tutorial questions to be completed in a log book during the tutorial session. Number of questions will usually range from 3 - 5	10	Y	Individual
Log/ Workbook	In extension to class work, students will be given weekly exercises that they must be complete at home and submit at two points in the semester W7 and W12	15	Y	Individual
Applied Project	Part A - 1200 words Part B - 1200 words in addition to a set of diagrams as part of an appendix Part C - 10 minutes presentation.	55	Y	Individual
Report	2000 words	20	Y	Individual

Teaching Periods

Autumn

Campbelltown

Day

Subject Contact Omar Mubin ([https://directory.westernsydney.edu.au/search/name/Omar Mubin/](https://directory.westernsydney.edu.au/search/name/Omar%20Mubin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO3004_22-AUT_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Omar Mubin ([https://directory.westernsydney.edu.au/search/name/Omar Mubin/](https://directory.westernsydney.edu.au/search/name/Omar%20Mubin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO3004_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Omar Mubin ([https://directory.westernsydney.edu.au/search/name/Omar Mubin/](https://directory.westernsydney.edu.au/search/name/Omar%20Mubin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO3004_22-AUT_PS_D#subjects)

INFO 3005 I.T. Support Practicum

Credit Points 10

Legacy Code 300136

Coordinator Chun Ruan ([https://directory.westernsydney.edu.au/search/name/Chun Ruan/](https://directory.westernsydney.edu.au/search/name/Chun%20Ruan/))

Description This unit provides students real-world experience in the area of Information Technology (IT) support. Students are located with industry partners in the Greater Western Sydney region in IT support positions for 10 hours per week over a 12 week period. In addition, students receive instruction and tuition in aspects of professional practice such as code of ethics.

School Computer, Data & Math Sciences

Discipline Information Technology, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) INFO 1002 AND
COMP 2013 OR
LGYA 6157

Restrictions Students must be in their final session of study and enrolled in the Bachelor of Information and Communications Technology or Bachelor of Information and Communications Technology (Advanced).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply the knowledge and skills learned throughout the course in an effective, efficient, and appropriate manner.
2. Elicit, analyse, and interpret client requirements for general and specific appropriate information technology solutions; design (or assist in the design), implement, test, maintain, and document those solutions.
3. Use and apply team work, empowerment methods, meeting concepts, group techniques, and listening skills to address and resolve problems.
4. Communicate effectively, both in writing and orally, with clients, vendors, colleagues, employees, employers, and other people at all levels of the community and organisations within the community.
5. Explain the technical, economic, legal, ethical, moral, and social implications, constraints, costs and benefits of adopting and

applying particular technological solutions to address personal and corporate objectives.

6. Participate in, and direct if necessary, a project to investigate, identify, specify, implement, test, install, and maintain an information system involving the identification and control of a set of project activities

Subject Content

Twelve weeks work experience (10 hours per week) practicum with a client organisation, providing support in the area of IT support, user support, user training, sales, servicing, documentation support, internet support, etc.

Fortnightly meeting with Western Sydney University supervisor.

Practicum administration and assessment procedures.

Review of concepts of team work and group dynamics.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Placement Performance	not specified	100	N	Individual

Teaching Periods

INFO 3006 Information Security

Credit Points 10

Legacy Code 300128

Coordinator Yun Bai ([https://directory.westernsydney.edu.au/search/name/Yun Bai/](https://directory.westernsydney.edu.au/search/name/Yun%20Bai/))

Description Information Security is concerned with the protection and privacy of information in computer systems. The focus is primarily on introducing cryptography concept, algorithm and protocol in information security and applying such knowledge in the design and implementation of secure computer and network systems. The unit also addresses conventional and public key encryption, number theory and algebra and their application in public key encryption and signature. Students will learn the application of cryptography algorithm in current computer systems and information security management. This unit also provides students with the practical experience around security programming.

School Computer, Data & Math Sciences

Discipline Security Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) MATH 1006 AND
COMP 2009 OR
COMP 2015 OR
COMP 2016

Assumed Knowledge

Basic understanding of data structures, number theory and probability theory. Basic programming skills in C, C++, java, etc.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe fundamentals in computer security and basic knowledge in cryptography;
2. Explain conventional encryption/decryption methods and the concepts of symmetric keys;
3. Design and implement block ciphers and stream ciphers;
4. Explain principles of public key cryptosystems and public key algorithms;
5. Summarize the number theory used in the RSA algorithm, Diffie-Hellman key exchange and digital signatures;
6. Apply authentication functions and hash functions in message authentication;
7. Illustrate Kerberos authentication protocols;
8. Apply security requirements and design in electronic mail systems and in electronic commerce.
9. Explain principles and mechanisms of security management.

Subject Content

Security, cyberattack and countermeasure, cryptography and steganography

Conventional encryption and DES system

Number Theory and algebra, Modular arithmetic and Euclid's algorithm

Public key encryption and RSA algorithm

Digital signature and authentication protocols

Key distribution and management

Security protocols and various applications in current computer systems

Information Security management

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short Answer	2-5 pages	25	N	Individual
Practical	500 lines of program	25	N	Individual
Final Exam	2 hours	50	Y	Individual

Prescribed Texts

- Stallings, W. (2017). Cryptography and network security : principles and practice (7th ed.). Boston: Pearson.

Teaching Periods

Spring Penrith (Kingswood)

Day

Subject Contact Yun Bai ([https://directory.westernsydney.edu.au/search/name/Yun Bai/](https://directory.westernsydney.edu.au/search/name/Yun%20Bai/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO3006_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Yun Bai ([https://directory.westernsydney.edu.au/search/name/Yun Bai/](https://directory.westernsydney.edu.au/search/name/Yun%20Bai/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO3006_22-SPR_PS_D#subjects)

INFO 3007 Network Security

Credit Points 10

Legacy Code 300143

Coordinator Hon Cheung ([https://directory.westernsydney.edu.au/search/name/Hon Cheung/](https://directory.westernsydney.edu.au/search/name/Hon%20Cheung/))

Description This unit is concerned with the protection of information transferred over computer networks. It includes discussion of techniques for securing data transported over local and wide area networks. At the conclusion of the unit students will have a good understanding of the practical aspects of securing a computer network against internal and external attacks.

School Computer, Data & Math Sciences

Discipline Security Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) COMP 2007 OR
COMP 2004 OR
COMP 2005

Assumed Knowledge

Good understanding of the principles of information security, and computer networks and internets.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify security threats in LAN and WAN environments;
2. Identify current network security protocols and where they should be implemented;
3. Explain how popular operating systems handle secure communications;
4. Analyse and describe the security services provided by internetworking protocols;
5. Explain the purpose and basic configuration requirements of an internet firewall;
6. Describe the major components needed for secure electronic commerce;
7. Describe techniques for detecting and mitigating security threats to a networked system.

Subject Content

Network Security concepts

Network Security Protocols

Operating System Security

LAN Security

Internet Security

Firewalls

Secure Electronic Commerce

Mobile Security

Secure Network Management

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	8 x 2 hour Practicals	30	N	Individual
Intra-session Exam	1 hour	15	N	Individual
Final Exam	2 hours	55	N	Individual

Prescribed Texts

- Stallings, W. (2014). Network security essentials: Applications and standards (5th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Teaching Periods

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Antoinette Cevenini ([https://directory.westernsydney.edu.au/search/name/Antoinette Cevenini/](https://directory.westernsydney.edu.au/search/name/Antoinette%20Cevenini/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO3007_22-SC1_SC_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Hon Cheung ([https://directory.westernsydney.edu.au/search/name/Hon Cheung/](https://directory.westernsydney.edu.au/search/name/Hon%20Cheung/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO3007_22-SPR_KW_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Antoinette Cevenini ([https://directory.westernsydney.edu.au/search/name/Antoinette Cevenini/](https://directory.westernsydney.edu.au/search/name/Antoinette%20Cevenini/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO3007_22-SC3_SC_D#subjects)

INFO 3008 Professional Development

Credit Points 10

Legacy Code 300578

Coordinator Heidi Bjering ([https://directory.westernsydney.edu.au/search/name/Heidi Bjering/](https://directory.westernsydney.edu.au/search/name/Heidi%20Bjering/))

Description This is a final year unit that builds on foundation and intermediate computing units to prepare students for professional experience. The unit covers the content in three modules as 1) Ethics and Professional Code of Conduct, 2) Project Management, and 3) Legal, Social, Environmental issues, Quality Assurance and IT Compliance. The content covered in these three modules are carefully

designed to fill in the gaps in knowledge that is not so far covered in previous units in preparing students for the challenging projects units and professional working life ahead. This unit is a pre-requisite to the capstone project, covered in Professional Experience Project unit.

School Computer, Data & Math Sciences

Discipline Information Technology, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYA 5983 - Professional Preparation and Project Management

Restrictions Successful completion of 140 credit points.

Assumed Knowledge

Understanding of systems analysis and design.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe ethics and professional code of conduct associated with the professions related to computing and Information & communications technologies (ICT)
2. Communicate in a professional manner for IT projects among team members and with outside parties.
3. Plan, schedule and manage ongoing project activities as a group and an individual.
4. Carry out cost benefit analysis of software related projects
5. Manage team dynamics that involves working with people of varying skill levels, from different work/life experiences and diverse cultural backgrounds
6. Articulate the concepts related to security, privacy and freedom of information as it relates to electronic data
7. Explain legal, social and environmental issues in relation to computing and ICT
8. Describe the importance of quality assurance and techniques used in verifying quality of software development projects
9. Articulate the core concepts of IT compliance in order to develop a plan that addresses IT control elements.
10. Recognise indigenous culture and safety issues in proposed system designs

Subject Content

- Module 1 ICT Professional Code of Ethics and Code of Practice with special reference to the Australian Computer Society's professional code.

- professional communication and writing and Presenting reports
- types of ICT applications, their impact on society and indigenous cultures and The relevance of ethics in ICT.

- Module 2 Role of a project manager, skills required to manage a project and the importance of communications in all its forms

- Preparing A Project proposal, making A business case and managing stakeholders

- creating A work breakdown structure, Estimating time and costs, Preparing schedules using Standard tools and techniques used in The industry

- Monitoring and managing quality, risks and Continuous process improvement

- teamwork and leadership

- personal Project management

- Module 3 Legal aspects of ICT copyright, privacy, freedom of information, intellectual property, 'white collar' crime, property damage, fraud, theft, bad advice, incompetence, law of contract, trade practices.
- legal Issues and It Regulatory compliance
- Usability and quality assurance of It applications
- social and indigenous Issues and considerations in ICT

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short Answer	8-10 pages each module	30	N	Individual
Proposal	Report 25-30 pages	30	N	Group
Final Exam	60 minutes	40	Y	Individual

Prescribed Texts

- Cadle, J. & Yeates, D. (2008). Project management for information systems (5th ed.). Harlow, England: Pearson/Prentice Hall.
- McDermid, D. (Ed.). (2008). Ethics in ICT: An Australian perspective. Frenchs Forest, NSW: Pearson Education Australia.

Teaching Periods

Summer A

Parramatta - Victoria Rd

Day

Subject Contact Rhys Tague ([https://directory.westernsydney.edu.au/search/name/Rhys Tague/](https://directory.westernsydney.edu.au/search/name/Rhys%20Tague/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO3008_22-SUA_PS_D#subjects)

Autumn

Campbelltown

Day

Subject Contact Heidi Bjering ([https://directory.westernsydney.edu.au/search/name/Heidi Bjering/](https://directory.westernsydney.edu.au/search/name/Heidi%20Bjering/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO3008_22-AUT_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Heidi Bjering ([https://directory.westernsydney.edu.au/search/name/Heidi Bjering/](https://directory.westernsydney.edu.au/search/name/Heidi%20Bjering/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO3008_22-AUT_KW_D#subjects)

Online

Online

Subject Contact Heidi Bjering ([https://directory.westernsydney.edu.au/search/name/Heidi Bjering/](https://directory.westernsydney.edu.au/search/name/Heidi%20Bjering/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO3008_22-AUT_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Heidi Bjering ([https://directory.westernsydney.edu.au/search/name/Heidi Bjering/](https://directory.westernsydney.edu.au/search/name/Heidi%20Bjering/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO3008_22-AUT_PS_D#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Antoinette Cevenini ([https://directory.westernsydney.edu.au/search/name/Antoinette Cevenini/](https://directory.westernsydney.edu.au/search/name/Antoinette%20Cevenini/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO3008_22-SC1_SC_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Antoinette Cevenini ([https://directory.westernsydney.edu.au/search/name/Antoinette Cevenini/](https://directory.westernsydney.edu.au/search/name/Antoinette%20Cevenini/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO3008_22-SC2_SC_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Antoinette Cevenini ([https://directory.westernsydney.edu.au/search/name/Antoinette Cevenini/](https://directory.westernsydney.edu.au/search/name/Antoinette%20Cevenini/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO3008_22-SC3_SC_D#subjects)

INFO 3011 Social Computing

Credit Points 10

Legacy Code 300961

Coordinator Simi Kamini Bajaj ([https://directory.westernsydney.edu.au/search/name/Simi Kamini Bajaj/](https://directory.westernsydney.edu.au/search/name/Simi%20Kamini%20Bajaj/))

Description Rapid growth of computational devices connected to the internet such as mobile phones, tablets, personal computers have made us into a digitally connected society. This has enabled us to develop a new computing paradigm: Social Computing to enhance ways we can fulfil a range of primary and secondary human needs. Already many new businesses have evolved making use of these possibilities surpassing the number of users in corresponding conventional businesses such as retail, transportation and hotel chains. In this unit you will learn the fundamental concepts of Social Computing, how Social Computing is evolving, explore interaction models of social networks, analyse a few reported cases that relate to social computing in detail to understand the impact on society and businesses, and explore ways to enhance a range of livelihood activities and future possibilities. This unit will also cover underpinning technologies related to social computing such as Web 2.0, knowledge management and related security and privacy issues.

School Computer, Data & Math Sciences

Discipline Information Technology, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 160 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the impact of Social Computing taking examples from our daily life.
2. Describe characteristics of Social Computing and explain these characteristics using examples.
3. Describe the factors and technologies that enabled wide spread use of social computing.
4. Analyse a specific scenario related to lack of timely information leading to unsatisfactory outcomes and develop a solution based on a Social Computing paradigm to transform these scenarios.
5. Explain the rapid evolution of Social Computing using theories relevant to technology diffusion.
6. Synthesise the future impact on Social Computing on individuals, organisations and the society as a whole.

Subject Content

1. Social Computing, its evolution and broader impact
2. The essential characteristics of Social Computing and how these relate to human needs
3. Review of technologies that enabled the Social Computing paradigm
4. Broader review of how Social Computing is impacting our daily activities
5. Explore ways to enhance livelihood activities using social computing
6. Review of technology diffusion patterns that are applicable to Social Computing
7. Security and privacy issues in Social Computing
8. Future of Social Computing

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	3 blogs spread within the semester	30	N	Individual
Applied Project	Group project of 8 weeks duration, and 10 minutes (each presentation)	40	N	Both (Individual & Group)
Essay	1,500 words	30	Y	Individual

Teaching Periods

Spring Parramatta - Victoria Rd

Day

Subject Contact Simi Kamini Bajaj ([https://directory.westernsydney.edu.au/search/name/Simi Kamini Bajaj/](https://directory.westernsydney.edu.au/search/name/Simi%20Kamini%20Bajaj/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO3011_22-SPR_PS_D#subjects)

Sydney City Campus - Term 3 Sydney City

Day

Subject Contact Antoinette Cevenini ([https://directory.westernsydney.edu.au/search/name/Antoinette Cevenini/](https://directory.westernsydney.edu.au/search/name/Antoinette%20Cevenini/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO3011_22-SC3_SC_D#subjects)

INFO 3012 Cyber Security and Behaviour Placement 1

Credit Points 20

Legacy Code 102702

Coordinator Alana Maurushat ([https://directory.westernsydney.edu.au/search/name/Alana Maurushat/](https://directory.westernsydney.edu.au/search/name/Alana%20Maurushat/))

Description In 2022, this unit replaced by Unit 102904 - Cyber Security and Behaviour Industry Placement. This unit is the initial placement for the work integrated learning embedded in the Bachelor of Cyber Security and Behaviour degree. There are three options: 1. WSU-brokered industry placement on a competitive basis; 2. an approved placement at the student's place of work, or via the student's networks and contacts; 3. an industry project report based on industry-generated case studies and problems. In addition, workshops will be conducted throughout the semester to aid in your learning and to support your professional development during this placement or project. Contact the unit coordinator well in advance to elect your own industry placement (such as your current employer). Only options 2 and 3 are available to WSU Online students.

School Social Sciences

Discipline Security Science

Student Contribution Band HECS Band 2 20cp

Level Undergraduate Level 3 subject

Restrictions Students must be enrolled in program 1837 - Bachelor of Cyber Security and Behaviour and have successfully completed 140 credit points.

Assumed Knowledge

A basic understanding of computer systems, architecture, infrastructure, internet protocols and networking protocols.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate employment skills for a professional career development.
2. Apply problem solving skills, developed through ethical behaviour to identify potential areas for improvement in the workplace.
3. Evaluate and report on professional development.
4. Identify methods for improving organization wide problems and propose solutions.

Subject Content

Industry placement or industry project for the development of employment skills towards a professional career in cyber security. The application of problem solving skills in a real-world environment or real-world problems, through the identification of the potential for improvement and the implementation of solutions.

Opportunity for professional development in the workplace or related industry project.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	2 x 750 words each	S/US	Y	Individual
Presentation	15 minutes	S/US	Y	Group
Professional Placement Performance		S/US	Y	Individual

WSU Online Trimester 1 Online

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Proposal	750 words	S/US	Y	Individual
Proposal	750 words	S/US	Y	Individual
Report	4,000 words (incorporates A1, A2, A3)	S/US	Y	Individual
Presentation	15 minutes	S/US	Y	Individual

WSU Online Trimester 2 Online

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Proposal	750 words	S/US	Y	Individual
Proposal	750 words	S/US	Y	Individual
Report	4,000 words (incorporates A1, A2, A3)	S/US	Y	Individual
Presentation	15 minutes	S/US	Y	Individual

WSU Online Trimester 3 Online

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Proposal	750 words	S/US	Y	Individual
Proposal	750 words	S/US	Y	Individual
Report	4,000 words (incorporates A1, A2, A3)	S/US	Y	Individual
Presentation	15 minutes	S/US	Y	Individual

Teaching Periods

WSU Online TRI-2

Wsu Online

Online

Subject Contact Natasha Daraio ([https://directory.westernsydney.edu.au/search/name/Natasha Daraio/](https://directory.westernsydney.edu.au/search/name/Natasha%20Daraio/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO3012_22-OT2_OW_O#subjects)

INFO 3013 Cyber Security and Behaviour Placement 2

Credit Points 20

Legacy Code 102703

Coordinator Alana Maurushat ([https://directory.westernsydney.edu.au/search/name/Alana Maurushat/](https://directory.westernsydney.edu.au/search/name/Alana%20Maurushat/))

Description In 2022, this unit replaced by unit INFO 3016 - Cyber Security and Behaviour Community Placement. This unit is the second placement for the work integrated learning embedded in the Bachelor of Cyber Security and Behaviour degree. There are three options: 1. WSU-brokered industry placement on a competitive basis; 2. an approved placement at the student's place of work, or via the student's networks and contacts; 3. an industry project report based on industry-generated case studies and problems. Students may continue the option chosen for Cyber Security and Behaviour Placement 1, or choose another available option. Workshops will be conducted throughout the semester to aid in your learning and to support your professional development during this placement or project. Contact the unit coordinator well in advance to elect your own industry placement (such as your current employer). Only options 2 and 3 are available to WSU Online students.

School Social Sciences

Discipline Security Science

Student Contribution Band HECS Band 2 20cp

Level Undergraduate Level 3 subject

Pre-requisite(s) INFO 3012

Restrictions Students must be enrolled in program 1837 - Bachelor of Cyber Security and Behaviour and have successfully completed 140 credit points.

Assumed Knowledge

A basic understanding of computer systems, architecture, infrastructure, internet protocols and networking protocols.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate employment skills for a professional career development.
2. Apply problem solving skills, developed through ethical behaviour to identify potential areas for improvement in the workplace.
3. Evaluate and report on professional development.
4. Identify methods for improving organization wide problems and propose solutions.

Subject Content

Industry placement or industry project for the development of employment skills towards a professional career in cyber security. The application of problem solving skills in a real-world environment or real-world problems, through the identification of the potential for improvement and the implementation of solutions. Opportunity for professional development in the workplace or related industry project.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Reflection	1,000 words	S/US	Y	Individual
Report	2,000 words	S/US	Y	Individual
Professional Placement Performance	N/A	S/US	Y	Individual

WSU Online Trimester 1 Online

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Proposal	750 words	S/US	Y	Individual
Proposal	750 words	S/US	Y	Individual
Report	4,000 words (incorporates 1, 2, 3)	S/US	Y	Individual
Presentation	15 minutes	S/US	Y	Individual

WSU Online Trimester 2 Online

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Proposal	750 words	S/US	Y	Individual
Proposal	750 words	S/US	Y	Individual
Report	4,000 words (incorporates 1, 2, 3)	S/US	Y	Individual
Presentation	15 minutes	S/US	Y	Individual

WSU Online Trimester 3 Online

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Proposal	750 words	S/US	Y	Individual
Proposal	750 words	S/US	Y	Individual

Report	4,000 words (incorporates 1, 2, 3)	S/US	Y	Individual
Presentation	15 minutes	S/US	Y	Individual

Teaching Periods

WSU Online TRI-3

Wsu Online

Online

Subject Contact Natasha Daraio ([https://directory.westernsydney.edu.au/search/name/Natasha Daraio/](https://directory.westernsydney.edu.au/search/name/Natasha%20Daraio/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO3013_22-OT3_OW_O#subjects)

INFO 3014 Digital Investigations and Forensics

Credit Points 10

Legacy Code 102701

Coordinator Abubakar Bello ([https://directory.westernsydney.edu.au/search/name/Abubakar Bello/](https://directory.westernsydney.edu.au/search/name/Abubakar%20Bello/))

Description This unit focuses on the concepts, theories, and practice of digital investigations and forensics. More specifically, it focuses on using a detailed hands-on approach to the use of computer technology in investigating and demonstrating that particular digital media contains incriminating evidence. With topics ranging from data acquisition, file systems examination, social media, email and network investigations, mobile and cloud forensics, a working knowledge of how to approach digital investigations and utilise various forensic tools to collect, analyse and present digital evidence will be gained. In this unit, digital investigations and forensics is covered from both a theory-based and applied understanding of how to recover admissible legal evidence after an incident, or proactively as a key defence to reduce the likelihood of cyber attacks.

School Social Sciences

Discipline Security Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) INFS 1002 AND INFO 2001 OR INFO 2004

Assumed Knowledge

A basic understanding of computer systems, architecture, infrastructure, internet protocols and networking protocols. A basic understanding of core theories related to social and cognitive psychology is desirable.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the process of digital investigations and forensics on digital media.
2. Design a proactive digital investigation process to detect and prevent exposure to cyber attacks in organisations.
3. Identify and recover key evidence from digital media using a variety of forensic tools.

4. Conduct and manage digital investigations and forensics involving digital media
5. Demonstrate an understanding of the ethical principles and practice for digital forensic investigators.
6. Present clear evidence and conclusions of a digital investigation in report form.
7. Define the methods, theories, and terms related to digital investigations and forensics.

Subject Content

Fundamentals of digital investigations and forensics
 Processing attack and incident scenes
 Data acquisition, analysis, and validation
 Network, mobile and cloud forensics
 Email and social media forensic investigations
 Current digital forensics tools
 Digital evidence and report writing for high-tech investigations
 Ethical issues for digital investigations and forensics

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	10 x 10 MCQ ea	10	N	Individual
Report	2,000 words	30	N	Group
Practical	10 lab projects	20	N	Individual
Final Exam	2 hours	40	N	Individual

Prescribed Texts

- Nelson, B., Phillips, A., & Steuart, C. (2019). Guide to computer forensics and investigations: Processing digital evidence. Cengage Learning.

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Abubakar Bello ([https://directory.westernsydney.edu.au/search/name/Abubakar Bello/](https://directory.westernsydney.edu.au/search/name/Abubakar%20Bello/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO3014_22-AUT_PS_D#subjects)

WSU Online TRI-1

Wsu Online

Online

Subject Contact Natasha Daraio ([https://directory.westernsydney.edu.au/search/name/Natasha Daraio/](https://directory.westernsydney.edu.au/search/name/Natasha%20Daraio/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO3014_22-OT1_OW_O#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Karen Harvey ([https://directory.westernsydney.edu.au/search/name/Karen Harvey/](https://directory.westernsydney.edu.au/search/name/Karen%20Harvey/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO3014_22-OT3_OW_O#subjects)

INFO 3015 Internet of Things and Smart Environments

Credit Points 10

Legacy Code 301436

Coordinator Seyed Shahrestani ([https://directory.westernsydney.edu.au/search/name/Seyed Shahrestani/](https://directory.westernsydney.edu.au/search/name/Seyed%20Shahrestani/))

Description This unit covers the essential components and the dominant and emerging applications of the Internet of Things (IoT) and smart environments. These include the functions of sensors, actuators, and relevant communication networks in collecting, analysing, and acting on smart environment data. The role of machine learning in developing smart environment solutions, such as smart cities, smart transportation, smart healthcare, and other leading applications, are also discussed. The unit additionally covers critical IoT cybersecurity and privacy issues and examines approaches for addressing them. It presents the relevant principles and current practices and explores the trends in IoT and smart environments.

School Computer, Data & Math Sciences

Discipline Networks and Communications

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) COMP 2004

Assumed Knowledge

The students should be familiar with the fundamentals of communication networks.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain IoT technologies and its major applications
2. Break down the main components of the IoT, including sensors, actuators, and communication networks
3. Critique the utilisation of the IoT for developing smart cities, smart transportation, self-driving cars, smart aged care and healthcare, and other major smart solutions
4. Analyse the significant IoT cybersecurity threats and privacy concerns and propose solutions to address them
5. Apply creative skills to plan institution or expansion of the IoT and its smart applications
6. Demonstrate capabilities for independent learning of evolving concepts in IoT and smart environments and for clearly communicating those concepts

Subject Content

1. Overview of the Internet of Things and smart applications
2. IoT enabling technologies

3. IoT key components: sensors, actuators, and communication networks
4. Smart environments
5. IoT-related protocols and standards
6. IoT cybersecurity and privacy
7. Dominant and emerging smart applications
8. Machine learning for IoT data analysis and security
9. Trends in IoT and smart environments

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Short Answer Exam	Short quizzes (less than 10 minutes each) or practical exercises during the lab sessions	25	N	Individual
Intra-session Exam	1 hour	25	N	Individual
Final Exam	2 hours	50	N	Individual

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Seyed Shahrestani ([https://directory.westernsydney.edu.au/search/name/Seyed Shahrestani/](https://directory.westernsydney.edu.au/search/name/Seyed%20Shahrestani/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO3015_22-SPR_PS_D#subjects)

INFO 7001 Advanced Machine Learning

Credit Points 10

Legacy Code 301119

Coordinator Oliver Obst ([https://directory.westernsydney.edu.au/search/name/Oliver Obst/](https://directory.westernsydney.edu.au/search/name/Oliver%20Obst/))

Description Advanced Machine Learning explores modern methods of classification, clustering and regression to make predictions and analyse different forms of data. Issues that face all machine learning methods, such as model evaluation, assessment and generalisation will also be analysed.

School Computer, Data & Math Sciences

Discipline Information Technology, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) COMP 7024

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

Fundamentals of computer programming and basic linear algebra.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe appropriate machine learning methods for given problems.
2. Fit modern machine learning models to data.
3. Make predictions based on a fitted machine learning model.
4. Analyse data based on a fitted machine learning model.
5. Evaluate the utility of a machine learning method for given data.

Subject Content

1. Introduction to Machine Learning
2. Support Vector Machines
3. Neural Networks
4. Reinforcement Learning
5. Manifold/Metric Learning

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Online quizzes	5x60 minutes	20	N	Individual
Project	15 pages	50	N	Individual
Project presentation	15 mins	30	N	Individual

Prescribed Texts

- Sutton, R. S., Barto, A. G. (2018). Reinforcement Learning: An Introduction (2nd ed.). Cambridge, Massachusetts: The MIT Press.

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Oliver Obst ([https://directory.westernsydney.edu.au/search/name/Oliver Obst/](https://directory.westernsydney.edu.au/search/name/Oliver%20Obst/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO7001_22-SPR_PS_D#subjects)

INFO 7002 Advanced Topics in Artificial Intelligence

Credit Points 10

Legacy Code 301196

Coordinator Vernon Asuncion ([https://directory.westernsydney.edu.au/search/name/Vernon Asuncion/](https://directory.westernsydney.edu.au/search/name/Vernon%20Asuncion/))

Description This unit introduces the most fundamental techniques of artificial intelligence (AI), including knowledge representation, searching, machine learning and intelligent agents. Students will learn the basic theories and algorithms that are essential in the design and development of intelligent systems. The unit will focus on two typical AI applications: game playing and e-trading. Students will have the chance of using existing multiagent system platforms to design and develop intelligent software for game playing and automated trading in e-markets.

School Computer, Data & Math Sciences

Discipline Information Technology, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Incompatible Subjects LGYA 5875 Intelligent Agents LGYA 5991 Automated Negotiation and e-Trading INFO 7006 Intelligent Agents for eMarkets

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the background and principles of typical artificial intelligence techniques;
2. Describe the algorithms and their applications of typical artificial intelligence techniques;
3. Describe the architectures and models of intelligent agents and robots;
4. Explain the general economic model of electronic markets;
5. Design and implement computer game players and trading agents based on provided system development environment.

Subject Content

Problem solving techniques

Knowledge representation and reasoning techniques

Machine learning techniques

Intelligent agents and multiagent systems

Advanced Topic 1: Special intelligence and general intelligence

Advanced Topic 2: Intelligent agents for game playing

Advanced Topic 3: Robot programming

Advanced Topic 4: Agent-mediated e-Markets

Advanced Topic 5: Intelligent agents for e-trading

Case study

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Assignment 1	15 hours of work offline.	20	N	Individual

Assignment 2	15 hours of work offline.	20	N	Individual
Final examination	2 hours (open book)	60	N	Individual

Teaching Periods

Spring

Parramatta - Victoria Rd

Evening

Subject Contact Vernon Asuncion ([https://directory.westernsydney.edu.au/search/name/Vernon Asuncion/](https://directory.westernsydney.edu.au/search/name/Vernon%20Asuncion/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO7002_22-SPR_PS_E#subjects)

INFO 7003 Advanced Topics in User System Interaction

Credit Points 10

Legacy Code 301045

Coordinator Omar Mubin ([https://directory.westernsydney.edu.au/search/name/Omar Mubin/](https://directory.westernsydney.edu.au/search/name/Omar%20Mubin/))

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

School Computer, Data & Math Sciences

Discipline Information Technology, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Incompatible Subjects INFO 3003 - Human-Computer Interaction INFO 3004 - Human-Computer Interaction (Advanced)

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply cognitive and user models to the design of application user interfaces.
2. Describe ways in which users' characteristics (i.e., age, education, cultural differences, disability etc.) require adaptation of a user interface to increase effectiveness.
3. Integrate appropriate user-centred design methodologies into the development of an application, website or emerging technology (such as mobile and wearable devices)
4. Describe and use the major usability guidelines and standards.
5. Develop low-fidelity prototypes, and high-fidelity prototypes.
6. Develop user interfaces for domain specific applications.

7. Create an appropriate user evaluation plan with carefully chosen subjective and objective measures.
8. Discuss state of the art research issues and novel interaction technologies under the umbrella of HCI by means of presenting discourse through a literature review paper.

Subject Content

Understanding the user and the user experience
 Interaction styles
 Usability standards
 User-centred design methods
 Development tools and prototyping
 Matching interface elements to user requirements
 Usability testing: tools and methodologies
 Accessibility and assistive technologies
 Rich media
 Localization, globalization
 Developing for multiple devices (Computer, PDAs, 3G phones etc)
 Human Computer Interface In Industry
 Emerging technologies
 Research initiatives in HCI
 Research skills (literature review, collecting and analysing data, writing a research report)
 Novel Interaction Techniques
 Multimodal Interaction
 Mobile HCI

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Log/ Workbook	3-5 questions to be completed during tutorial	10	Y	Individual
Log/ Workbook	Weekly exercises to be completed at home	20	Y	Individual
Applied Project	Part A - 750 words Part B - 1,200 words Part C - 10 minutes presentation	50	Y	Individual
Literature Review	1,500-2,000 words	20	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Evening

Subject Contact Omar Mubin ([https://directory.westernsydney.edu.au/search/name/Omar Mubin/](https://directory.westernsydney.edu.au/search/name/Omar%20Mubin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO7003_22-AUT_PS_E#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Harry Wang ([https://directory.westernsydney.edu.au/search/name/Harry Wang/](https://directory.westernsydney.edu.au/search/name/Harry%20Wang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO7003_22-SC3_SC_D#subjects)

INFO 7004 ICT Practicum

Credit Points 0

Legacy Code 301047

Coordinator Simi Kamini Bajaj ([https://directory.westernsydney.edu.au/search/name/Simi Kamini Bajaj/](https://directory.westernsydney.edu.au/search/name/Simi%20Kamini%20Bajaj/))

Description In this unit, students undertake 120 hours of full-time or part-time equivalent industry placement as a Work Integrated Learning (WIL) component required for the successful completion of their course. Students can nominate an organisation of their choice however, they must seek the approval of the Unit Coordinator before the commencement of the industry placement. Students have the option to work in an organisation in Australia, or within a department/division of Western Sydney University carrying out ICT related tasks or globally, with the exception of their home country for non-Australian resident students. This provides an opportunity for real-world experience in the ICT industry in Australia as well as anywhere in the world. Students with substantial post-qualification work experience in Australia or globally (with the exception of their home country for non-Australian residents) may be eligible for advanced standing for this unit.

School Computer, Data & Math Sciences

Discipline Information Technology, Not Elsewhere Classified.

Student Contribution Band

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) For students enrolled in 3698 Master of Information and Communications Technology (Advanced) or 3699 Master of Information and Communications Technology - ENGR 7017 Professional Practice in Communication
 For students enrolled in 3765 Master of Artificial Intelligence - COMP 7020 Artificial Intelligence Ethics and Organisations

Restrictions

Students must be enrolled in 3698 Master of Information and Communications Technology (Advanced), 3699 Master of Information and Communications Technology or 3765 Master of Artificial Intelligence.

Assumed Knowledge

A broad background knowledge in ICT discipline (i.e. equivalent to that obtained after completing two-three years of ICT/Computing).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Relate academic course material to workplace conditions
2. Develop experience in various aspects of ICT industry such as planning, organising and managing ICT projects as well as adapting to workplace culture in Australia or globally)

3. Develop appropriate workplace skills, work habits and professional attitudes by working with professionals
4. Communicate effectively in a variety of forms to diverse audiences
5. Work in a team environment

Subject Content

A 120 hrs full time or part-time equivalent of industrial training in the ICT industry performing following tasks:

1. Find details of assigned workplace including relevant work practices and procedures
2. Follow relevant work practices and procedures
3. Perform appropriate workplace tasks as directed
4. Seek feedback on assigned tasks from appropriate person
5. Document evidence of activities carried as required

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Participation	A daily kept diary with the employer's evaluation at the end of each week	S/U	Y	Individual
Log/ Workbook	A 2-3 pages report detailing the tasks and responsibility undertaken by the student	S/U	Y	Individual
Professional Placement Performance	A standard form (approx. 1 page) is provided for Employer to fill in and submit to the subject coordinator as a confidential report.	S/U	Y	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Attendance Not required

Subject Contact Simi Kamini Bajaj ([https://directory.westernsydney.edu.au/search/name/Simi Kamini Bajaj/](https://directory.westernsydney.edu.au/search/name/Simi%20Kamini%20Bajaj/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO7004_22-AUT_PS_N#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Mahsa Razavi ([https://directory.westernsydney.edu.au/search/name/Mahsa Razavi/](https://directory.westernsydney.edu.au/search/name/Mahsa%20Razavi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO7004_22-SC1_SC_D#subjects)

Spring

Parramatta - Victoria Rd

Attendance Not required

Subject Contact Simi Kamini Bajaj ([https://directory.westernsydney.edu.au/search/name/Simi Kamini Bajaj/](https://directory.westernsydney.edu.au/search/name/Simi%20Kamini%20Bajaj/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO7004_22-SPR_PS_N#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Mahsa Razavi ([https://directory.westernsydney.edu.au/search/name/Mahsa Razavi/](https://directory.westernsydney.edu.au/search/name/Mahsa%20Razavi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO7004_22-SC3_SC_D#subjects)

INFO 7005 IT Project Management

Credit Points 10

Legacy Code 300260

Coordinator Bahman Javadi Jahantigh ([https://directory.westernsydney.edu.au/search/name/Bahman Javadi Jahantigh/](https://directory.westernsydney.edu.au/search/name/Bahman%20Javadi%20Jahantigh/))

Description This unit is designed to provide students with an opportunity to learn and apply the knowledge, values and skills of consultancy, project management, and research by undertaking an IT project. The unit covers preparing and presenting project proposals in various ICT areas, project management, time management, communication skills, and the evolving legal, ethical, and social responsibilities of IT professionals. Students will work in teams under the supervision of a staff member, to plan and investigate their project.

School Computer, Data & Math Sciences

Discipline Other Information Technology

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

Understanding of systems analysis and design principles.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Develop business cases and proposals for various IT projects
2. Demonstrate understanding of issues in IT project management

3. Demonstrate competence in project management, researching, planning, carrying out and evaluating an IT project
4. Work with people, in a small project team, managing their own time
5. Write, produce and present review reports of their progress
6. Demonstrate professional commitment and understanding of legal, ethical and social issues
7. Demonstrate communication skills using different and new media

Subject Content

Developing business cases for IT projects
 Developing project proposals
 Challenges and failures in IT project managements
 Project management
 Recent project management methodologies
 Developing consultancy and research skills
 Presentation skills and inter-personal skills

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Proposal	10-page for part-1 and 15-page for part-2	60	N	Group
Essay	800 Words	10	N	Individual
Presentation	15 Minutes	10	N	Group
Report	1800 Words	20	N	Individual

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Bahman Javadi Jahantigh ([https://directory.westernsydney.edu.au/search/name/Bahman Javadi Jahantigh/](https://directory.westernsydney.edu.au/search/name/Bahman%20Javadi%20Jahantigh/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO7005_22-SPR_PS_D#subjects)

INFO 7007 Masters Thesis

Credit Points 40

Legacy Code 301125

Coordinator Yi Zhou ([https://directory.westernsydney.edu.au/search/name/Yi Zhou/](https://directory.westernsydney.edu.au/search/name/Yi%20Zhou/))

Description This is a 80 credit point year-long subject taken over two terms (40 credit points in each term). This subject provides an opportunity for masters students to carry out a comprehensive investigation and practical work on a cutting edge research topic in the area of Information and Communication Technologies. Students are encouraged to select topics they envisage to be of value to their future careers. Students will undertake individual research-intensive project-based study under the guidance of an academic supervisory panel.

School Computer, Data & Math Sciences

Discipline Information Technology, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 40cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) ENGR 7017 AND
 ENGR 7018 AND
 HUMN 4009 AND
 HUMN 4010

Restrictions

Students must be enrolled in the Master of Information and Communications Technology (Research).

Assumed Knowledge

Prior knowledge deemed appropriate by the project supervisor.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Further critically review and analyse literature in relevant area to identify important research problems.
2. Develop a successful research plan and methodology to tackle identified research problems.
3. Conduct effective research activities to carry out the research plan.
4. Exemplify advanced academic analytical and written skills in the final thesis.
5. Communicate ideas and plans at a professional level to academic audiences.

Subject Content

All students enrolled in this subject will be supervised by an academic supervisor or a supervisory panel to undertake a yearlong independent ICT related research project, proposed in the subject 800169 - Research Design 2. Under supervision, each student needs to further critically review and appraise current literature, and conduct research activities to carry out the research plan. At the end, all students need to write a master thesis for the undertaken research and present their major research findings. Students are highly encouraged to publish peer-reviewed papers from outcome of their research.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
3-month progress report	2500 words	10	N	Individual
6-month progress report and presentation	5000 words for progress report, 20 minutes for progress presentation	20	N	Individual
Final masters thesis	20,000-25,000 words	60	N	Individual
Final presentation	30 minutes	10	N	Individual

Teaching Periods

INFO 7008 Modern Software Architectures

Legacy Code 301163

Coordinator Rodrigo Neves Calheiros ([https://directory.westernsydney.edu.au/search/name/Rodrigo Neves Calheiros/](https://directory.westernsydney.edu.au/search/name/Rodrigo%20Neves%20Calheiros/))

Student Contribution Band**Assumed Knowledge**

Student must know how to write Objected-Oriented code.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Practicals	1-2 pages lab report per practical (2 practicals in total)	20	N	Individual
Applied Project (10% report + 20% project quality and demonstrator	10 pages document per group (3-4 students per group), including technical report, architecture diagrams, and user manual, plus 15 minutes demonstrator of the working software system	30	N	Group
Quiz	1 hour	30	Y	Individual
Research Report	8 pages document	20	N	Individual

Teaching Periods

INFO 7009 Network Security

Credit Points 20

Legacy Code 301068

Coordinator Ante Prodan ([https://directory.westernsydney.edu.au/search/name/Ante Prodan/](https://directory.westernsydney.edu.au/search/name/Ante%20Prodan/))

Description With organisations increasingly dependent on their information systems, there is a greater need to ensure that the underlying network infrastructure being used by these systems is secure. Western Sydney University is a leading Cisco Academy and this

Cisco Certified Networking Associate (CCNA) Security module will give students a foundation to prepare for the Certified Information Systems Security Professional (CISSP) qualification. This online unit will provide the knowledge, understanding and practical experience to manage secure communication across a large-scale internetwork using Cisco equipment. Students will be expected to undertake individual research to contextualise their Cisco study in the broader security management environment.

School Computer, Data & Math Sciences**Discipline** Security Science**Student Contribution Band** HECS Band 2 20cp**Level** Postgraduate Coursework Level 7 subject**Pre-requisite(s)** COMP 7001 AND COMP 7010**Restrictions**

Students must be enrolled in the online program Master of Advanced Networking or any other postgraduate Western Sydney University program where this subject can be taken as an unspecified elective and where there are sufficient credit points available in the study program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify network security threats.
2. Explain techniques for evaluating and managing information security risks.
3. Implement the techniques for designing and implementing network security using available security infrastructure and devices.
4. Analyse the theory behind - and techniques for implementing - access control, authentication, authorisation and accounting.
5. Design secure network architectures.
6. Implement firewall and intrusion prevention technologies.
7. Use cryptography and virtual private networks to ensure secure transmission of information.
8. Outline the importance of physical and environmental security to have a holistic understanding of network security challenges.
9. Integrate knowledge and skills from various sources into a coherent whole, making the appropriate abstractions.
10. Critically evaluate and reflect upon your own work.
11. Solve problems using network modelling tools and real equipment.
12. Interpret complex issues both systematically and creatively, making informed judgements in the absence of complete data.
13. Integrate knowledge and skills from various sources into a coherent whole, making the appropriate abstractions.
14. Solve problems and apply solutions independently to professional or equivalent level tasks/projects/functions.
15. Work with others to refine ideas, leading to an improved understanding of key concepts within the computing systems context.
16. Build and maintain advanced networks using Cisco equipment.
17. Advocate the appropriate use of advanced security technologies.
18. Prepare to gain industry-recognised certification.

Subject Content

1. Security threats and risk management
2. Security architecture and design
3. Security implementation

4. Cryptography
5. Security management

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
TMA - Article review; Report; Cisco activities	1000 words	10	Y	Individual
TMA - Problem solving task; Apply research to problem; Cisco activities	1200 words	20	Y	Group
TMA - Group Case Study; Apply research to problem; Cisco activities	1100 words	20	Y	Group
Final examination	3 hours	50	Y	Individual

Teaching Periods

INFO 7010 Research Project A

Credit Points 20

Legacy Code 301055

Coordinator Kisanthi Seneviratne ([https://directory.westernsydney.edu.au/search/name/Kisanthi Seneviratne/](https://directory.westernsydney.edu.au/search/name/Kisanthi%20Seneviratne/))

Description This unit is a problem based research unit. Students are expected to conduct individual studies under supervision by academic staff. Students will acquire the basic skills that are essential for completing a research project. They will learn how to identify research topics in the fields relevant to their courses. They will be required to define research objectives and scope, conduct literature survey, establish research methodology, prepare a research plan and present these contents in a final report and through an oral presentation. This unit is a pre-requisite of unit Research Project B in which the research plan will be carried out.

School Eng, Design & Built Env

Discipline Other Information Technology

Student Contribution Band HECS Band 2 20cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) Students enrolled in 3716 Master of Mathematics student must have successfully completed MATH 7006 Calculus of Variations and Advanced Calculus MATH 7010 Non-linear Ordinary Differential Equations MATH 7004 Applied Complex Variables and MATH 7005 Approximation Theory

Students enrolled in 3752 Master of Project Management must have successfully completed BUSM 7064 Managing Project Teams and Stakeholders MGMT 7003 Financial Management of Projects BUSM 7097 Time and Quality Management BLDG 7009 Project Procurement Systems BUSM 7082 Risk Management and Decision Making and BUSM 7090 Strategic Project Management

Incompatible Subjects ENGR 7014 Master Project 1 ENGR 7015 Master Project 2

Assumed Knowledge

Knowledge in one of the following fields:

- Building surveying
- Bushfire protection
- Computing, ICT, Networking
- Construction
- Engineering
- Fire safety engineering
- Mathematics
- Project management.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Proposal	2,000 words	20	N	Individual
Presentation	10 minutes plus 10 minutes Q&A	20	N	Individual
Report	8,000 words	60	Y	Individual

Teaching Periods

Autumn

Online

Online

Subject Contact Kisanthi Seneviratne ([https://directory.westernsydney.edu.au/search/name/Kisanthi Seneviratne/](https://directory.westernsydney.edu.au/search/name/Kisanthi%20Seneviratne/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO7010_22-AUT_ON_0#subjects)

Spring

Online

Online

Subject Contact Kisanthi Seneviratne ([https://directory.westernsydney.edu.au/search/name/Kisanthi Seneviratne/](https://directory.westernsydney.edu.au/search/name/Kisanthi%20Seneviratne/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO7010_22-SPR_ON_0#subjects)

INFO 7011 Research Project B

Credit Points 20

Legacy Code 301056

Coordinator Kisanthi Seneviratne ([https://directory.westernsydney.edu.au/search/name/Kisanthi Seneviratne/](https://directory.westernsydney.edu.au/search/name/Kisanthi%20Seneviratne/))

Description This unit is a continuation of the unit Research Project A and is a problem based project unit. Students are expected to conduct individual studies under supervision by academic staff and deliver the final outcomes/findings on the research topics that are proposed in Research Project A. Students will employ the identified methodologies to carry out the research plans and fulfil the research objectives with the scope defined in the Research Project A. Each individual student is required to produce an oral presentation and a final written report. In this unit, students will acquire research related problem solving skills. Note that students enrolled in the course Master of Project Management (only) must seek permission to enrol in this unit.

School Eng, Design & Built Env

Discipline Other Information Technology

Student Contribution Band HECS Band 2 20cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) INFO 7010

Incompatible Subjects ENGR 7014 Master Project 1 ENGR 7015 Master Project 2

Assumed Knowledge

Knowledge in one of the following fields relevant to

- Building surveying
- Bushfire protection
- Computing, ICT, Networking
- Construction
- Engineering
- Fire safety engineering
- Mathematics
- Project management.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	15 minutes plus 10 minutes Q&A	20	N	Individual
Thesis	15,000 to 20,000 words or equivalent	80	Y	Individual

Teaching Periods

Autumn

Online

Online

Subject Contact Krisanthi Seneviratne ([https://directory.westernsydney.edu.au/search/name/Krisanthi Seneviratne/](https://directory.westernsydney.edu.au/search/name/Krisanthi%20Seneviratne/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO7011_22-AUT_ON_O#subjects)

Spring

Online

Online

Subject Contact Krisanthi Seneviratne ([https://directory.westernsydney.edu.au/search/name/Krisanthi Seneviratne/](https://directory.westernsydney.edu.au/search/name/Krisanthi%20Seneviratne/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO7011_22-SPR_ON_O#subjects)

INFO 7012 Strategy for Technological Innovation

Credit Points 20

Legacy Code 301053

Coordinator Ante Prodan ([https://directory.westernsydney.edu.au/search/name/Ante Prodan/](https://directory.westernsydney.edu.au/search/name/Ante%20Prodan/))

Description This online unit introduces a range of perspectives on the strategy formation process, recognising that there is no one universal process to fit all needs. A significant part of the teaching centres on an overview of strategic management. This is then placed into the context of technological innovation through six teaching blocks, each block providing a different perspective on the strategy formation process.

School Computer, Data & Math Sciences

Discipline Other Information Technology

Student Contribution Band HECS Band 2 20cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in the online program Master of Computing or any other postgraduate Western Sydney University program where this subject can be taken as an unspecified elective and where there are sufficient credit points available in the study program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the different perspectives of strategy and strategic management and a range of theoretical, conceptual and applied material relevant to their study and application across a variety of organisational, sectoral or industrial settings relevant to technological innovation and management.
2. Discuss the relationship between, and the significance of the various perspectives on strategy for technological innovation and management.
3. Analyse a range of contextual and temporal variables that condition and shape the practice of strategy for technological innovation and management.
4. Evaluate the contested nature of the various perspectives and the theories, approaches and methodologies (e.g. tools and techniques) that inform and underpin them.
5. Interpret a range of contemporary and/or pervasive issues (which may change over time), relevant to a students organisation, sector or industry, or the subject, field or discipline a student has studied and integrate this into their work as example/case study material.
6. Critically analyse and evaluate conceptual, theoretical and applied approaches relevant to strategy and technological innovation, and/or TM and strategic management, with particular reference to

the organisational, sectoral or industrial setting appropriate to a student's location and/or interests.

7. Critically analyse and evaluate current research and scholarship in the field of strategy and technological innovation, and/or TM and strategic management more generally, with particular emphasis on a student's chosen organisational, sectoral or industrial setting.
8. Apply knowledge and understanding of strategy/strategic management to technological innovation and management through independent learning and reflection on practice and experience.
9. Effectively communicate knowledge, ideas and conclusions about strategy, strategic management and technological innovation and management with particular reference to the organisational, sectoral or industrial context of most relevance to them.
10. Reflect on their performance, identify their learning needs and develop appropriate learning strategies.
11. Design and apply research and the skills required for analysing, and communicating, potentially complex findings and conclusions.
12. Implement a professional and ethical approach to any investigative/research work.

Subject Content

Perspectives on strategy - Dimensions of innovation
 Planning for strategic position - Dynamic interaction
 Learning - Planning and analysis
 Culture - Culture and strategic options
 Power and politics - Shaping strategy and innovation
 Environment - Choice of and constraints on innovation
 Configurations - Understanding configurations and change

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay and contribution to wiki	2000 words	15	N	Individual
Essay and contribution to wiki	2000 words	15	N	Individual
Essay and contribution to wiki	2000 words	20	N	Individual
Final assessment - written report	3000 words	50	N	Individual

Teaching Periods

INFO 7013 Web Engineering

Credit Points 10

Legacy Code 300443

Coordinator Athula Ginige ([https://directory.westernsydney.edu.au/search/name/Athula Ginige/](https://directory.westernsydney.edu.au/search/name/Athula%20Ginige/))

Description Today organizations extensively rely on web based information systems to market, sell, manage customer relations, and for most of the internal operations. Users are increasingly using mobile devices to interact with this information. Due to rapidly changing

business environment these systems need to be designed in a way to accommodate the frequent changes. New technologies and frameworks have been developed to support development of large, complex, mobile based, maintainable and evolutionary web systems. In this unit students will study some of these technologies, design methods and frameworks that can be successfully used to engineer such web systems. They will get hands on experience by developing such a system.

School Computer, Data & Math Sciences

Discipline Information Technology, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYA 5881 - Web Application Development

Restrictions

Students must be enrolled in a postgraduate program offered by the School of Computer, Data and mathematical Sciences.

Assumed Knowledge

Ability to develop simple static web sites. Knowledge about server-side and browser-side scripting.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the types of Web based systems and develop conceptual models to meet the specific information needs and/or to support a set of business processes.
2. Select a suitable development process based on needs and constraints.
3. Develop a suitable architecture for the Web System within the constraints, policies and guidelines.
4. Model and design various components as per the architecture.
5. Develop user interfaces based on usability guidelines.
6. Select appropriate technologies and standards to implement these components.
7. Create a project plan to develop the system.
8. Implement and test the critical components of the Web System.
9. Demonstrate the ability to work in a team environment in relation to Web development projects.

Subject Content

- Overview of web Engineering
- types of web systems and characteristics
- conceptual modeling of web systems
- design of user Interfaces and user interaction Models
- web technologies and Standards
- web system architectures
- design methodologies
- web development processes

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	5x 2 hour lab sessions and a 90 minutes quiz at the end of the 5 lab sessions.	35	Y	Individual
Report	Technical paper of about 1000-1500 words and a class presentation	15	Y	Individual
Applied Project	Team activity over 9 weeks	20	Y	Group
Final Exam	2 hours	30	Y	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Athula Ginige ([https://directory.westernsydney.edu.au/search/name/Athula Ginige/](https://directory.westernsydney.edu.au/search/name/Athula%20Ginige/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO7013_22-AUT_PS_D#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Mahsa Razavi ([https://directory.westernsydney.edu.au/search/name/Mahsa Razavi/](https://directory.westernsydney.edu.au/search/name/Mahsa%20Razavi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO7013_22-SC1_SC_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Antoinette Cevenini ([https://directory.westernsydney.edu.au/search/name/Antoinette Cevenini/](https://directory.westernsydney.edu.au/search/name/Antoinette%20Cevenini/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO7013_22-SC3_SC_D#subjects)

INFO 7014 Advanced Topics in Cybersecurity

Credit Points 10

Legacy Code 301236

Coordinator Seyed Shahrestani ([https://directory.westernsydney.edu.au/search/name/Seyed Shahrestani/](https://directory.westernsydney.edu.au/search/name/Seyed%20Shahrestani/))

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

on massively interconnected systems, and the evolving approaches to improve the reliability of advanced services.

School Computer, Data & Math Sciences

Discipline Security Science

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the important concepts applicable to the emerging cybersecurity-related approaches and technologies.
2. Analyse the vital cybersecurity issues in modern applications and services.
3. Explain the contemporary issues in security and reliability of modern massively interconnected systems.
4. Evaluate the performance of the emerging cybersecurity solutions and the related technologies.
5. Demonstrate proficiency with key research and development issues in the fields of cybercrime and cybersecurity.

Subject Content

Cybersecurity: Context and Background
 Contemporary Issues in Cybersecurity
 Trust and Behavior Analysis
 Securing Massively Interconnected Systems
 Advanced System Cybersecurity and Reliability
 Cybersecurity Research, Resources, and Citation
 Methodologies for Research in Advanced Cybersecurity

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	1,200 words	20	N	Individual
Intra-session Exam	2 hours	30	N	Individual
Applied Project	4,000 words and 5-10 minutes per student	50	N	Both (Individual & Group)

Teaching Periods

Autumn

Parramatta - Victoria Rd

Evening

Subject Contact Seyed Shahrestani ([https://directory.westernsydney.edu.au/search/name/Seyed Shahrestani/](https://directory.westernsydney.edu.au/search/name/Seyed%20Shahrestani/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO7014_22-AUT_PS_E#subjects)

INFO 7015 Applied Cybersecurity

Credit Points 10

Legacy Code 301235

Coordinator Jim Basilakis ([https://directory.westernsydney.edu.au/search/name/Jim Basilakis/](https://directory.westernsydney.edu.au/search/name/Jim%20Basilakis/))

Description This unit covers the current approaches, technologies, and applied practices pertinent to cybersecurity and helps the student to understand important related protocols and standards. It describes the features needed for the mitigation of cyber vulnerabilities for improving the reliability of the underlying systems, privacy preservation, and achieving protections against cybercrime and internet fraud. It also examines the basics of ethical hacking, network assurance, cyber risk management, and incident analysis. The unit discusses the trends in applied cybersecurity and introduces some of the relevant current key research issues and features of the field.

School Computer, Data & Math Sciences

Discipline Security Science

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) COMP 7013

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the fundamental concepts of applied cybersecurity
2. Identify cybersecurity threats and the services applied to combat them
3. Explain cybersecurity technologies and practices
4. Analyse and describe the advantages and shortcomings of the more commonly applied cybersecurity approaches
5. Discuss the trends in cybersecurity
6. Explain key research issues in applied cybersecurity

Subject Content

- Applied Cybersecurity: Overview
- Applied Cybersecurity: Concepts, Threats, and Fundamental Solutions
- Cybercrime and Digital Forensics
- Cyber Incident Detection, Analysis, and Recovery
- Ethical Hacking
- Cyber Identification and Authentication
- Applied Software and Web Security
- Cybersecurity: Cloud, Mobile, and Wireless Environments
- Cyber Assurance and Risk Management

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Practical	2 hours	20	N	Individual
Intra-session Exam	2 hours	50	N	Individual
Applied Project: Report (20%) and Presentation (10%)	4,000 words and 10 minutes	30	N	Group

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Jim Basilakis ([https://directory.westernsydney.edu.au/search/name/Jim Basilakis/](https://directory.westernsydney.edu.au/search/name/Jim%20Basilakis/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO7015_22-SPR_PS_D#subjects)

INFO 7016 Postgraduate Project A

Credit Points 10

Legacy Code 301384

Coordinator Jianhua Yang ([https://directory.westernsydney.edu.au/search/name/Jianhua Yang/](https://directory.westernsydney.edu.au/search/name/Jianhua%20Yang/))

Description This is a project-based unit for the Master studies in Computers, Data and Mathematical Sciences. The purpose of this unit is to develop research skills and learn how to manage a research project. Students will engage in research investigation and practical work on a topic in a field of current research interest that is of value to the candidate's professional and intellectual development. Students are expected to actively pursue their interest in an individual research area and undertake self-studies under guidance of a project supervisor. Students will identify research topics in consultation with supervisors, carry out a literature review, define research objectives, establish research methodology, and prepare a research plan. Eventually each student is required to produce a research report with preliminary findings.

School Computer, Data & Math Sciences

Discipline Information Technology, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects ENGR 7014 - Master Project 1

Restrictions

Students must be enrolled in a postgraduate program and have successfully completed 60 credit points of postgraduate subjects.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse the relevant literature to identify potential research problems in the fields of ICT, DS, AI, and Mathematics.
2. Generate research questions and hypothesis based on the literature review and the changing landscape.
3. Justify the research proposal in relation to its significance in literature and its anticipated impact based on computational thinking, big-data thinking, and/or mathematical thinking.
4. Construct a plan and methodology to conduct research on an identified question/issue/problem.
5. Articulate research aims and findings in professional, formal and informal formats and contexts.
6. Apply self-management skills in planning and executing research within computing contexts.
7. Demonstrate research ethics in synthesising complex information from a range of sources and referencing appropriately.

Subject Content

There are no formal lecture sessions for this subject. The subject content covers typical activities in carrying out a research project. The subject content may also be recommended by the subject coordinator/project supervisor for a specific research project.

- Questioning: develop research question(s) or hypotheses. The end result of the students' initial reading should be well-defined research question(s). The research question(s) will help the students to focus on the scope of their work.

- Problem identification: identify A Problem in A relevant field, such as information Communications and Technology, data science, Artificial Intelligence, information Governance, at A general or fundamental, technical or Regulatory or Philosophical level that needs investigation. It is important that The students examine The assumptions that underlies

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Learning Contract	1 page	0	Y	Individual
Proposal	1,500 - 2,500 words	35	N	Individual
Report	5,000 - 7,500 words (includes figures, formulas, tables)	65	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Jianhua Yang ([https://directory.westernsydney.edu.au/search/name/Jianhua Yang/](https://directory.westernsydney.edu.au/search/name/Jianhua%20Yang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO7016_22-AUT_PS_D#subjects)

Sydney City Campus - Term 1 Sydney City

Day

Subject Contact Mahsa Razavi ([https://directory.westernsydney.edu.au/search/name/Mahsa Razavi/](https://directory.westernsydney.edu.au/search/name/Mahsa%20Razavi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO7016_22-SC1_SC_D#subjects)

Spring

Parramatta - Victoria Rd

Day

Subject Contact Jianhua Yang ([https://directory.westernsydney.edu.au/search/name/Jianhua Yang/](https://directory.westernsydney.edu.au/search/name/Jianhua%20Yang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO7016_22-SPR_PS_D#subjects)

Sydney City Campus - Term 3 Sydney City

Day

Subject Contact Mahsa Razavi ([https://directory.westernsydney.edu.au/search/name/Mahsa Razavi/](https://directory.westernsydney.edu.au/search/name/Mahsa%20Razavi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO7016_22-SC3_SC_D#subjects)

INFO 7017 Postgraduate Project B

Credit Points 10

Legacy Code 301385

Coordinator Jianhua Yang ([https://directory.westernsydney.edu.au/search/name/Jianhua Yang/](https://directory.westernsydney.edu.au/search/name/Jianhua%20Yang/))

Description This project based unit is a continuation of unit Postgraduate Project A. Students are expected to work individually under the supervision of academic staff to solve a research problem and deliver the final outcomes on the research topics they selected in Postgraduate Project A. Students will carry out the research plans, employ the identified methodologies, and fulfil the research objectives within the defined scope. Students will acquire problem solving skills and research experience necessary to participate in a future research projects. To complete their project each student is required to deliver an oral presentation and a final written report detailing the outcomes of their research project.

School Computer, Data & Math Sciences

Discipline Information Technology, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) INFO 7016

Equivalent Subjects ENGR 7015 - Master Project 2

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

Fundamentals of software or information systems management, Knowledge in research methodology and Skills in literature review and oral presentation.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Conduct continuous review of existing literature in the fields of ICT, DS, AI, and Mathematics to identify the relevance to the proposed research project.
2. Execute a prepared research plan using appropriate methodologies.
3. Evaluate research findings against intended project outcomes.
4. Articulate research results in professional/formal and informal formats and contexts.
5. Apply self-management skills in executing research in computing contexts.
6. Demonstrate research ethics in synthesising complex information from a range of sources and referencing appropriately.

Subject Content

There are no formal lecture sessions for this subject. The subject content covers the following research activities. However, it may also be recommended by the subject coordinator/project supervisor for a specific research project.

- Literature review: further review and appraise the current literature related to the study topic.
- Implementation of research methodology: the research plan and methodology that have been established in Postgraduate Project A are implemented in this subject. Students may carry out the experimental work or numerical simulations or theoretical analysis or field studies.
- Analysis and discussion: conduct detailed quantitative and qualitative analyses of the data collected and discuss the results.
- Reporting: produce a complete dissertation and present the final findings clearly stating the student's own original contribution to the study topic.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	20 minutes	20	N	Individual
Report	1,500 - 2,500 words (includes figures, formulas, tables)	20	N	Individual
Report	7,500 to 15,000 words (includes figures, formulas, tables)	60	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Jianhua Yang ([https://directory.westernsydney.edu.au/search/name/Jianhua Yang/](https://directory.westernsydney.edu.au/search/name/Jianhua%20Yang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO7017_22-AUT_PS_D#subjects)

Spring

Parramatta - Victoria Rd

Day

Subject Contact Jianhua Yang ([https://directory.westernsydney.edu.au/search/name/Jianhua Yang/](https://directory.westernsydney.edu.au/search/name/Jianhua%20Yang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO7017_22-SPR_PS_D#subjects)

INFO 7018 Cloud Systems Development

Credit Points 10

Legacy Code 301386

Coordinator Rodrigo Neves Calheiros ([https://directory.westernsydney.edu.au/search/name/Rodrigo Neves Calheiros/](https://directory.westernsydney.edu.au/search/name/Rodrigo%20Neves%20Calheiros/))

Description The majority of backend systems supporting modern mobile applications as well as commercial applications are built to run on the cloud. This requires a shift of design where reliability, scalability, performance, and security are key considerations in every stage of the software development process. This unit incorporates the AWS Academy Cloud Developing curriculum, to support learning in the areas of designing, developing, deploying, and monitoring applications for the cloud. Through the completion of an applied project, students will implement the techniques they have learned to enable communication and coordination between services, options for data persistence in the cloud, and optimization of applications for, potentially, millions of users.

School Computer, Data & Math Sciences

Discipline Information Technology, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects INFO 7008 Modern Software Architectures

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

Student must know how to write Objected-Oriented code. Students must have familiarity with cloud computing and networking concepts.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate cloud systems and services, as well as design approaches for cloud applications.
2. Analyse relevant monitoring systems to solve production issues.

- Critically review system requirement determining appropriate cloud-based applications, approaches and services.
- Design a complete cloud-based application using cloud technologies.
- Implement cloud APIs and web-based applications and services using a range of technologies.

Subject Content

- Cloud application design and architecture
- Data persistence in the cloud
- Strategies for application optimisation
- Cloud application deployment and monitoring
- Cloud application communication and coordination
- Cloud application security

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	10 minutes (per Quiz)	S/U	Y	Individual
Practical	10 sessions (3% each)	30	N	Individual
Report, Practical, Viva-voce	Report: 5000 words per group (3-4 students per group, 15%); Project demonstration: 15min, 15%	30	N	Group
Report	2500 words	25	N	Individual
Viva Voce	5 minutes	15	N	Individual

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Rodrigo Neves Calheiros ([https://directory.westernsydney.edu.au/search/name/Rodrigo Neves Calheiros/](https://directory.westernsydney.edu.au/search/name/Rodrigo%20Neves%20Calheiros/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO7018_22-SPR_PS_D#subjects)

INFO 9001 Higher Degree Research Thesis - Information Technology

Credit Points 20

Legacy Code 800178

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Graduate Research School

Discipline Information Technology, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO9001_22-RQ1_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO9001_22-RQ1_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO9001_22-RQ1_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO9001_22-RQ1_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO9001_22-RQ1_PS_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO9001_22-RQ2_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO9001_22-RQ2_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO9001_22-RQ2_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO9001_22-RQ2_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO9001_22-RQ2_PS_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO9001_22-RQ3_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO9001_22-RQ3_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO9001_22-RQ3_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO9001_22-RQ3_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO9001_22-RQ3_PS_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO9001_22-RQ4_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO9001_22-RQ4_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO9001_22-RQ4_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO9001_22-RQ4_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO9001_22-RQ4_PS_D#subjects)

INFO 9002 Higher Degree Research Thesis - Information Technology

Credit Points 20

Legacy Code 800201

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

Description This is a 80 credit point year-long subject.

School Graduate Research School

Discipline Information Technology, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO9002_22-RQ4_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO9002_22-RQ4_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO9002_22-RQ4_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO9002_22-RQ4_PS_D#subjects)

INFO 9003 Higher Degree Research Thesis - Mathematics Sciences

Credit Points 20

Legacy Code 800223

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Graduate Research School

Discipline Information Technology, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO9003_22-RQ1_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO9003_22-RQ1_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO9003_22-RQ1_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO9003_22-RQ1_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO9003_22-RQ1_PS_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO9003_22-RQ2_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO9003_22-RQ2_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO9003_22-RQ2_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO9003_22-RQ2_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO9003_22-RQ2_PS_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO9003_22-RQ3_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO9003_22-RQ3_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO9003_22-RQ3_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO9003_22-RQ3_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO9003_22-RQ3_PS_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO9003_22-RQ4_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO9003_22-RQ4_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO9003_22-RQ4_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO9003_22-RQ4_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFO9003_22-RQ4_PS_D#subjects)

INFS 1002 Information Systems in Context

Credit Points 10

Legacy Code 300573

Coordinator Ana Hol ([https://directory.westernsydney.edu.au/search/name/Ana Hol/](https://directory.westernsydney.edu.au/search/name/Ana%20Hol/))

Description This unit aims to give students the ability to recognise and explain business information systems with regard to type, function, purpose, and the frameworks within which these systems are used. Topics in this unit include computing fundamentals; computer hardware and software; computers and society; use of business application packages - spreadsheets, word processing, database, graphics; organisational information systems; information systems development and acquisition; data and knowledge management; electronic commerce, internets, extranets; networking; enterprise-wide information systems; the internet and information systems security; privacy, ethics and computer crime.

School Computer, Data & Math Sciences

Discipline Systems Analysis and Design

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects INFS 1003 Information Systems in Context (WSTC)

Incompatible Subjects INFS 1004 Introduction to Information Systems

Assumed Knowledge

2 Unit Mathematics and 2 Unit English (General).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and explain an information system with regards to its type, functionality, role and impact;
2. Recognise and explain the role of management, information system professionals and end users when developing and implementing information systems in a business environment;
3. Discuss the implications of contemporary issues effecting business information systems;
4. Identify and explain the structure and business uses of data, information and knowledge banks;

5. Apply the knowledge of common business application packages to present information at a professional level;
6. Summarise, analyse and present data collected through research.
7. Recognise and identify an information system with regards to its type, functionality, role and impact;

Subject Content

Key Issues in Information Systems (IS), Applications of IS in Business: Fundamentals of IS, General Systems Theory, why businesses need IS, IS for business operations and competitive advantage, Changes in the business world.

Information Basics: Data representation and Information management, Data-banks, Technology (Hardware, Software and Communications Technology) as it pertains to effective management of information, the Internet, Intranets and Extranets in business management.

Using and Developing IS: Developing business solutions through effective management of information, Managerial decision support through IS, Focus on end-user needs in business IS, Strategic IS Planning, Business Process Redesign, Management of implementation of IS within business.

Business Challenges in Management of business globalisation, Security, Privacy and Ethics in business practices.

Practical Skills embedded to portfolio activities that will enhance and support students searching skills, the ability to write and critically analyse and effectively present findings using the MS packages (Word, Excel, and PowerPoint).

- key Issues in information systems (is), applications of is in business: fundamentals of is, general systems theory, why businesses need is, is for business Operations and competitive advantage, changes in The business world.

- information basics: data representation and information management, data-banks, Technology (Hardware, software and Communications Technology) as It pertains to effective management of information, The internet, Intranets and Extranets in business management.

- using and developing is: developing business solutions through effective management of information, Managerial decision support through is, focus on end-user needs in business is, strategic is planning, business process redesign, management of implementation of is within business.

- business challenges in management of business globalisation, security, Privacy and ethics in business practices.

- Practical Skills embedded to portfolio activities that will enhance and support students?f searching skills, the ability to write and critically analyse and effectively present findings using the MS pa

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	10 activities	15	N	Individual
Portfolio	5 min presentation (50%), engagement and discussions (50%)	20	N	Individual
Portfolio	10 activities	15	N	Individual
Final Exam	2 hours	50	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Ana Hol ([https://directory.westernsydney.edu.au/search/name/Ana Hol/](https://directory.westernsydney.edu.au/search/name/Ana%20Hol/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS1002_22-AUT_PS_D#subjects)

WSU Online TRI-1

Wsu Online

Online

Subject Contact Natasha Daraio ([https://directory.westernsydney.edu.au/search/name/Natasha Daraio/](https://directory.westernsydney.edu.au/search/name/Natasha%20Daraio/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS1002_22-OT1_OW_O#subjects)

Spring

Parramatta - Victoria Rd

Day

Subject Contact Ana Hol ([https://directory.westernsydney.edu.au/search/name/Ana Hol/](https://directory.westernsydney.edu.au/search/name/Ana%20Hol/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS1002_22-SPR_PS_D#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Natasha Daraio ([https://directory.westernsydney.edu.au/search/name/Natasha Daraio/](https://directory.westernsydney.edu.au/search/name/Natasha%20Daraio/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS1002_22-OT3_OW_O#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Antoinette Cevenini ([https://directory.westernsydney.edu.au/search/name/Antoinette Cevenini/](https://directory.westernsydney.edu.au/search/name/Antoinette%20Cevenini/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS1002_22-SC3_SC_D#subjects)

INFS 1003 Information Systems in Context (WSTC)

Credit Points 10

Legacy Code 700000

Coordinator Frank Gutierrez ([https://directory.westernsydney.edu.au/search/name/Frank Gutierrez/](https://directory.westernsydney.edu.au/search/name/Frank%20Gutierrez/))

Description This unit aims to give students the ability to recognise and explain business information systems with regard to type, function, and purpose, and the frameworks within which these systems are used. Topics in this unit include computing fundamentals; computer hardware and software; computers and society; use of business application packages - spreadsheets, word processing, database, graphics; organisational information systems; information systems development and acquisition; data and knowledge management; electronic commerce, internets, extranets; networking; enterprise-wide information systems; the internet and information systems security; privacy, ethics and computer crime.

School Computer, Data & Math Sciences

Discipline Systems Analysis and Design

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Pre-requisite(s) Students enrolled in 7138 Diploma in Information and Communications Technology Extended - ICT 7139 Diploma in Information and Communications Technology Extended or 7140 Diploma in Information and Communications Technology Extended – Information Systems must pass LANG 0012 Academic and Professional Communication (WSTC Prep) and INFO 0001 Academic Skills for ICT (WSTC Prep)

Equivalent Subjects INFS 1002 - Information Systems in Context

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in Extended Diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject. Students enrolled in the combined Diploma/Bachelor programs listed below must pass all College Preparatory subjects listed in the program structure before progressing to the Year 2 subjects.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Recognise and explain an information system with regards to its type, functionality, role and impact;
2. Recognise and explain the role of management, information system professionals and end users when developing and implementing information systems in a business environment;
3. Discuss the implications of contemporary issues affecting business information systems;
4. Identify and explain the structure and business uses of data, information and knowledge banks;
5. Apply knowledge of common business application packages to present written information at a professional level;
6. Summarise, analyse and present data collected through research.

Subject Content

1. Key Issues in Information Systems, Applications of IS in Business: Fundamentals of IS, General Systems Theory, why businesses need IS, IS for business operations and competitive advantage, Changes in the business world.
2. Information Basics: Data representation and Information management, Data-banks, Technology (Hardware, Software and Communications Technology) as it pertains to effective management of information, the Internet, Intranets and Extranets in business management.
3. Using and Developing IS: Developing business solutions through effective management of information, Managerial decision support through IS, Focus on end-user needs in business IS, Strategic IS Planning, Business Process Redesign, Management of implementation of IS within business.
4. Business Challenges in Management of business globalisation, Security, Privacy and Ethics in business practices.
5. Practical Skills embedded to portfolio activities that will enhance and support students' searching skills, the ability to write and critically analyse and effectively present findings using the MS packages (Word, Excel, PowerPoint)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Participation	15-20 minutes discussion and/or completion of assigned activity in each class (week 2-11)	10	N	Individual
Portfolio	6 Activities	10	N	Individual
Portfolio	5 Activities	10	N	Individual
Intra-session Exam	60 minutes	10	N	Individual
Presentation	10 minutes presentation	10	N	Group
Final Exam	2 hours	50	N	Individual

Teaching Periods

Term 1

Nirimba Education Precinct

Day

Subject Contact Frank Gutierrez ([https://directory.westernsydney.edu.au/search/name/Frank Gutierrez/](https://directory.westernsydney.edu.au/search/name/Frank%20Gutierrez/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS1003_22-T1_BL_D#subjects)

Term 2

Nirimba Education Precinct

Day

Subject Contact Frank Gutierrez ([https://directory.westernsydney.edu.au/search/name/Frank Gutierrez/](https://directory.westernsydney.edu.au/search/name/Frank%20Gutierrez/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS1003_22-T2_BL_D#subjects)

INFS 1006 Systems Analysis and Design

Credit Points 10

Legacy Code 300585

Coordinator Simi Kamini Bajaj ([https://directory.westernsydney.edu.au/search/name/Simi Kamini Bajaj/](https://directory.westernsydney.edu.au/search/name/Simi%20Kamini%20Bajaj/))

Description This unit introduces the concepts of System Analysis and Design. The study of methodologies and techniques for problem recognition, requirement analysis, process modelling, solution design and data modelling are essential elements of this unit. The Systems Development Life Cycle model is employed as the prime approach to teach the unit, equipping students with the basic skills required for developing models for analysis, design, implementation and solving information systems problems. This unit introduces students to approaches of system development including structured, object oriented and agile. Students are exposed well to system design activities including UI, data, basic system architecture and system processing. The use of drawing tools will be discussed in practical sessions.

School Computer, Data & Math Sciences

Discipline Systems Analysis and Design

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects LGYA 5776 Introduction to Analysis and Design
INFS 1007 Systems Analysis and Design (WSTC)

Assumed Knowledge

Students should have knowledge of the fundamentals of information systems, computer systems, computer applications and information processing.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Recognise the key role of a systems analyst and describe the generic roles and responsibilities of users, developers and managers within the context of business information systems.
2. Recall the fundamental building blocks and architecture of information systems.
3. Describe and apply the various phases of the System Development Life Cycle, including related documentation and appropriate project management approaches.
4. Analyse user and system requirements for the purposes of producing abstract models based on real business problems.
5. Explain the use and application of Computer Aided Software Engineering (CASE) Tools in the creation of systems development artefacts.
6. Explain the issues around information systems governance, consumer and information security and professional ethics in regards to their impact on information systems design and operation.

Subject Content

- introduction to systems and information.

- concepts of systems analysis and design.
- The Systems Development Lifecycle (SDLC).
- Problem Definition, statement and documentation.
- introduction to requirements gathering and analysis using business process, data and object oriented modelling
- implementation issues.
- human computer interaction
- Project management.
- information systems Governance, Consumer and information security and professional ethics
- systems development documentation.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	Short answer descriptions + diagrams + workshop participation	30	N	Individual
Quiz	1 hour	20	N	Individual
Final Exam	2 hours	50	N	Individual

Prescribed Texts

- Tilley, S. R. (2020). Systems analysis and design (12th ed.). Boston, MA, USA: Cengage Learning.

Teaching Periods

Autumn Campbelltown

Day

Subject Contact Simi Kamini Bajaj ([https://directory.westernsydney.edu.au/search/name/Simi Kamini Bajaj/](https://directory.westernsydney.edu.au/search/name/Simi%20Kamini%20Bajaj/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS1006_22-AUT_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Simi Kamini Bajaj ([https://directory.westernsydney.edu.au/search/name/Simi Kamini Bajaj/](https://directory.westernsydney.edu.au/search/name/Simi%20Kamini%20Bajaj/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS1006_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Simi Kamini Bajaj ([https://directory.westernsydney.edu.au/search/name/Simi Kamini Bajaj/](https://directory.westernsydney.edu.au/search/name/Simi%20Kamini%20Bajaj/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS1006_22-AUT_PS_D#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Antoinette Cevenini ([https://directory.westernsydney.edu.au/search/name/Antoinette Cevenini/](https://directory.westernsydney.edu.au/search/name/Antoinette%20Cevenini/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS1006_22-SC1_SC_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Antoinette Cevenini ([https://directory.westernsydney.edu.au/search/name/Antoinette Cevenini/](https://directory.westernsydney.edu.au/search/name/Antoinette%20Cevenini/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS1006_22-SC3_SC_D#subjects)

INFS 1007 Systems Analysis and Design (WSTC)

Credit Points 10

Legacy Code 700013

Coordinator Buddhima De Silva ([https://directory.westernsydney.edu.au/search/name/Buddhima De Silva/](https://directory.westernsydney.edu.au/search/name/Buddhima%20De%20Silva/))

Description This unit introduces the concepts of System Analysis and Design. The study of methodologies and techniques for problem recognition, requirement analysis, process modelling and/or data modelling are essential elements of this unit. The Systems Development Life Cycle model is employed as the prime approach to teach the unit, providing students with the basic skills required for analysis and design of logical solutions to information systems problems. The use of Computer Aided System Engineering tools will be discussed in practical sessions.

School Computer, Data & Math Sciences

Discipline Systems Analysis and Design

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Pre-requisite(s) Students enrolled in 7067 Diploma in Information and Communications Technology Extended must pass LANG 0002 Academic Communication 2 (WSTC Prep) or LANG 0032 English for Tertiary Study 2 (WSTC Prep) or LANG 0039 Introduction to Academic Communication 2 (WSTC Prep) and must pass INFO 0008 Computer Studies (WSTC Prep) before enrolling in this unit

Students enrolled in 7138 Diploma in Information and Communications Technology Extended-ICT 7139 Diploma in Information and Communications Technology Extended 7140 Diploma in Information and Communications Technology Extended-IS and 7141 Diploma in Information and Communications Technology Extended-HIM must pass LANG 0012 Academic Professional Communication (WSTC Prep) and must pass INFO 0001 Academic Skills for ICT (WSTC Prep) and must pass INFO 0010 Information Technology in Business (WSTC Prep) before enrolling in this unit

Equivalent Subjects LGYA 5776 - Introduction to Analysis and Design
INFS 1006 - System Analysis and Design
INFS 1006 - Systems Analysis and Design

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in Extended Diploma programs must have passed 40 credit points of preparatory subjects in order to enrol in this subject. Students enrolled in the combined Diploma/Bachelor programs listed below must pass all College Preparatory subjects listed in the program structure before progressing to the Year 2 subjects.

Assumed Knowledge

Students should have knowledge of the fundamentals of information systems, computer systems, computer applications and information processing.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Recognise the key role of a systems analyst and describe the generic roles and responsibilities of users, developers and managers within the context of business information systems.
2. Recall the fundamental building blocks and architecture of information systems.
3. Describe and apply the various phases of the System Development Life Cycle, including related documentation and appropriate project management approaches.
4. Analyse user and system requirements for the purpose of producing abstract models based on real business problems.
5. Explain the use and application of Computer Aided Software Engineering (CASE) Tool in the creation of systems development artefacts.
6. Explain the issues around information systems governance, consumer and information security and professional ethics in regards to their impact on information systems design and operation.

Subject Content

1. Introduction to systems and information.
2. Concepts of systems analysis and design.
3. The Systems Development Lifecycle (SDLC).
4. Problem definition, statement and documentation.
5. Introduction to requirements gathering and analysis using business process, data and object oriented modelling.
6. Implementation issues.
7. Human computer interaction.
8. Project Management.
9. Information systems governance, consumer and information security and professional ethics.
10. Systems development documentation.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Portfolio: Progressive individual assessment	A total of 9 hrs mostly during tutorials	30	N	Individual
Intra-Session Exam: Closed book exam	1 hr	20	N	Individual

Final Exam:	2 hrs	50	Y	Individual
Closed book exam				
Report	Approx 2 hours	40	N	Individual

Prescribed Texts

- Scott, R.T., & Rosenblatt, H.J. (2017). Systems analysis and design, (11th ed.). Boston, MA: Course Technology Cengage Learning.

Teaching Periods

Term 2

Nirimba Education Precinct

Day

Subject Contact Buddhima De Silva ([https://directory.westernsydney.edu.au/search/name/Buddhima De Silva/](https://directory.westernsydney.edu.au/search/name/Buddhima%20De%20Silva/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS1007_22-T2_BLD#subjects)

Term 3

Nirimba Education Precinct

Day

Subject Contact Buddhima De Silva ([https://directory.westernsydney.edu.au/search/name/Buddhima De Silva/](https://directory.westernsydney.edu.au/search/name/Buddhima%20De%20Silva/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS1007_22-T3_BLD#subjects)

INFS 1013 Information Systems in Context (UG Cert)

Credit Points 10

Legacy Code 500046

Coordinator Maria Dent ([https://directory.westernsydney.edu.au/search/name/Maria Dent/](https://directory.westernsydney.edu.au/search/name/Maria%20Dent/))

Description This unit aims to give students the ability to recognise and explain business information systems with regard to type, function, purpose, and the frameworks within which these systems are used. Topics in this unit include computing fundamentals; computer hardware and software; computers and society; use of business application packages - spreadsheets, word processing, database, graphics; organisational information systems; information systems development and acquisition; data and knowledge management; electronic commerce, internets, extranets; networking; enterprise-wide information systems; the internet and information systems security; privacy, ethics and computer crime.

School Computer, Data & Math Sciences

Discipline Systems Analysis and Design

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects INFS 1002 Information Systems in Context
INFS 1003 Information Systems in Context

Restrictions

Students need to be enrolled in program 7174 - Undergraduate Certificate in ICT or 7179 - Undergraduate Certificate in Cybersecurity, Cybercrime and Behaviour

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Recognise and explain an information system with regards to its type, functionality, role and impact;
2. Recognise and explain the role of management, information system professionals and end users when developing and implementing information systems in a business environment;
3. Discuss the implications of contemporary issues affecting business information systems;
4. Identify and explain the structure and business uses of data, information and knowledge banks.
5. Apply knowledge of common business application packages to present written information at a professional level.
6. Summarise, analyse and present data collected through research.

Subject Content

1. Key Issues in Information Systems, Applications of IS in Business: Fundamentals of IS, General Systems Theory, why businesses need IS, IS for business operations and competitive advantage, Changes in the business world.
2. Information Basics: Data representation and Information management, Databanks, Technology (Hardware, Software and Communications Technology) as it pertains to effective management of information, the Internet, Intranets and Extranets in business management.
3. Using and Developing IS: Developing business solutions through effective management of information, Managerial decision support through IS, focus on end-user needs in business IS, Strategic IS Planning, Business Process Redesign, Management of implementation of IS within business.
4. Business Challenges in Management of business globalisation, Security, Privacy and Ethics in business practices.
5. Practical Skills embedded to portfolio activities that will enhance and support students' searching skills, the ability to write and critically analyse and effectively present findings using the MS package

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Short Answer	1,200 words	40	N	Individual
Portfolio	2 x 600 Words	40	N	Individual
Presentation	5-7 minutes presentation	20	N	Individual

Teaching Periods

Block B Session

Online

Online

Subject Contact Maria Dent ([https://directory.westernsydney.edu.au/search/name/Maria Dent/](https://directory.westernsydney.edu.au/search/name/Maria%20Dent/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS1013_22-BB_ON_O#subjects)

Block C Session

Online

Online

Subject Contact Maria Dent ([https://directory.westernsydney.edu.au/search/name/Maria Dent/](https://directory.westernsydney.edu.au/search/name/Maria%20Dent/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS1013_22-BC_ON_O#subjects)

Block D Session

Online

Online

Subject Contact Maria Dent ([https://directory.westernsydney.edu.au/search/name/Maria Dent/](https://directory.westernsydney.edu.au/search/name/Maria%20Dent/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS1013_22-BD_ON_O#subjects)

Block E Session

Online

Online

Subject Contact Maria Dent ([https://directory.westernsydney.edu.au/search/name/Maria Dent/](https://directory.westernsydney.edu.au/search/name/Maria%20Dent/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS1013_22-BE_ON_O#subjects)

Block F Session

Online

Online

Subject Contact Maria Dent ([https://directory.westernsydney.edu.au/search/name/Maria Dent/](https://directory.westernsydney.edu.au/search/name/Maria%20Dent/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS1013_22-BF_ON_O#subjects)

INFS 2001 Database Design and Development

Credit Points 10

Legacy Code 300104

Coordinator Zhuhan Jiang ([https://directory.westernsydney.edu.au/search/name/Zhuhan Jiang/](https://directory.westernsydney.edu.au/search/name/Zhuhan%20Jiang/))

Description The main purpose of this unit is to provide students with an opportunity to gain a basic knowledge of database design and development including data modelling methods, techniques for database design using a set of business rules that are derived from a case study and finally implementation of the database using a commercial relational database management system. Through group work and tutorial practicals, students examine a number of important database concepts such as database administration, concurrency, backup and recovery and security whilst developing their professional communication and team work skills.

School Computer, Data & Math Sciences

Discipline Information Systems, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects INFS 2003 - Database Design and Development (WSTC)

Incompatible Subjects LGYA 4371 - Database Management System for Business Information Systems

Assumed Knowledge

Basic programming skills, including variable declaration, variable assignment, selection statement and loop structure.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe components of a database system, advantages and disadvantages of a database system, roles people play and the historical development of a database system in the context of a Relational Database Management System (RDBMS).
2. Apply basic skills in database modeling, including ER diagrams and normalization in RDBMS.
3. Explain the basic concepts of relational algebra and apply them in queries.
4. Describe the general concepts of transaction management.
5. Identify concepts in database administration.
6. Describe concepts in database security and backup.
7. Define and manipulate data using structured query language (SQL)
8. Design and develop a database for a business application using a commercial database management system

Subject Content

- Introduction to database concepts and ANSI Spark 3 level architecture.
- concepts in data modeling.
- integration of data and data independence.
- Translating A case Study into relational concepts and integrity constraints.
- introduction to relational algebra.
- data modelling: conceptual, logical and physical database design.
- data Definition and manipulation using SQL.
- EER concepts with generalization and specialization.
- Anomalies in databases and data normalization.
- introduction to database security and administration.
- introduction to transaction management, concurrency and locking.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	maximum 2000 words in no more than 20 pages	15	N	Group

Applied Project	maximum 2000 words (excluding SQL source code) in no more than 20 pages	15	N	Group
Practical	Refer to additional information below for details	20	N	Individual
Final Exam	2 hours	50	Y	Individual

Teaching Periods

Summer A

Parramatta - Victoria Rd

Day

Subject Contact Maria Mikhail ([https://directory.westernsydney.edu.au/search/name/Maria Mikhail/](https://directory.westernsydney.edu.au/search/name/Maria%20Mikhail/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS2001_22-SUA_PS_D#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Antoinette Cevenini ([https://directory.westernsydney.edu.au/search/name/Antoinette Cevenini/](https://directory.westernsydney.edu.au/search/name/Antoinette%20Cevenini/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS2001_22-SC1_SC_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Antoinette Cevenini ([https://directory.westernsydney.edu.au/search/name/Antoinette Cevenini/](https://directory.westernsydney.edu.au/search/name/Antoinette%20Cevenini/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS2001_22-SC2_SC_D#subjects)

Spring Campbelltown

Day

Subject Contact Zhuhan Jiang ([https://directory.westernsydney.edu.au/search/name/Zhuhan Jiang/](https://directory.westernsydney.edu.au/search/name/Zhuhan%20Jiang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS2001_22-SPR_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Zhuhan Jiang ([https://directory.westernsydney.edu.au/search/name/Zhuhan Jiang/](https://directory.westernsydney.edu.au/search/name/Zhuhan%20Jiang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS2001_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Zhuhan Jiang ([https://directory.westernsydney.edu.au/search/name/Zhuhan Jiang/](https://directory.westernsydney.edu.au/search/name/Zhuhan%20Jiang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS2001_22-SPR_PS_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Antoinette Cevenini ([https://directory.westernsydney.edu.au/search/name/Antoinette Cevenini/](https://directory.westernsydney.edu.au/search/name/Antoinette%20Cevenini/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS2001_22-SC3_SC_D#subjects)

INFS 2002 Database Design and Development (Advanced)

Credit Points 10

Legacy Code 300941

Coordinator Zhuhan Jiang ([https://directory.westernsydney.edu.au/search/name/Zhuhan Jiang/](https://directory.westernsydney.edu.au/search/name/Zhuhan%20Jiang/))

Description This unit covers the principles, methodologies and technologies for the database design and development, exploring in particular the data modelling methods and the use of the language SQL for the database applications. The unit also examines a number of important database concepts such as database administration, concurrency, backup and recovery, and security. Students in this advanced unit are furthermore required to investigate new technological and theory advances in the database industry and apply them to the solution of concrete database problems.

School Computer, Data & Math Sciences

Discipline Database Management

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Incompatible Subjects LGYA 4371 - Database Management System for Business Information Systems INFS 2001 - Database Design and Development

Restrictions

Students must be enrolled in 3685 Bachelor of Computing (Information Systems) Advanced, 3684 Bachelor of Information and Communication Technology (Advanced), 3688 Bachelor of Information Systems Advanced, 3745 Bachelor of Information Systems Advanced/Bachelor of Business or 2801 Bachelor of Information Systems Advanced/Bachelor of Laws.

Assumed Knowledge

Basic programming skills, including variable declaration, variable assignment, selection statement and loop structure.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe components of a database system, advantages and disadvantages of a database system, roles people play and the

historical development of a database system in the context of a Relational Database Management System (RDBMS).

2. Apply basic skills in database modeling, including ER diagrams and normalization in RDBMS.
3. Explain the basic concepts of relational algebra and apply them in queries.
4. Describe the general concepts of transaction management.
5. Identify concepts in database administration.
6. Describe concepts in database security and backup.
7. Define and manipulate data using structured query language (SQL)
8. Design and develop a database for a business application using a commercial database management system
9. Investigate and apply advanced database techniques such as higher normal forms, stored procedures, triggers, indexes and limited data denormalization

Subject Content

Introduction to database concepts and ANSI Spark 3 level architecture. Concepts in data modeling.

Integration of data and data independence.

Translating a case study into relational concepts and integrity constraints.

Introduction to relational algebra.

Data Modelling: Conceptual, logical and physical database design.

Data definition and manipulation using SQL.

EER concepts with generalisation and specialisation.

Anomalies in databases and database normalisation.

Introduction to database security and administration.

Introduction to transaction management, concurrency and locking.

Higher normal forms, stored procedures, triggers, indexes, and limited data denormalization.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Assignment 1 (including advanced components)	maximum 2000 words in no more than 20 pages	23	N	Both (Individual & Group)
Assignment 2 (including advanced components)	maximum 2000 words (excluding SQL source code) in no more than 20 pages	27	N	Both (Individual & Group)
Final Examination	2 hours	50	N	Individual

Teaching Periods

Spring Campbelltown

Day

Subject Contact Zhuhan Jiang ([https://directory.westernsydney.edu.au/search/name/Zhuhan Jiang/](https://directory.westernsydney.edu.au/search/name/Zhuhan%20Jiang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS2002_22-SPR_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Zhuhan Jiang ([https://directory.westernsydney.edu.au/search/name/Zhuhan Jiang/](https://directory.westernsydney.edu.au/search/name/Zhuhan%20Jiang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS2002_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Zhuhan Jiang ([https://directory.westernsydney.edu.au/search/name/Zhuhan Jiang/](https://directory.westernsydney.edu.au/search/name/Zhuhan%20Jiang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS2002_22-SPR_PS_D#subjects)

INFS 2003 Database Design and Development (WSTC)

Credit Points 10

Legacy Code 700011

Coordinator Frank Gutierrez ([https://directory.westernsydney.edu.au/search/name/Frank Gutierrez/](https://directory.westernsydney.edu.au/search/name/Frank%20Gutierrez/))

Description The main purpose of this unit is to provide students with an opportunity to gain a basic knowledge of database design and development including data modeling methods, techniques for database design using a set of business rules that are derived from a case study and finally implementation of the database using a commercial relational database management system. Through group work and tutorial practicals, students examine a number of important database concepts such as database administration, concurrency, backup and recovery and security whilst developing their professional communication and team work skills.

School Computer, Data & Math Sciences

Discipline Information Systems, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) Students enrolled in 7067 Diploma in Information and Communications Technology Extended and 7134 Diploma in Information and Communications Technology Extended – ICT must pass LANG 0002 Academic Communication 2 (WSTC Prep) or LANG 0032 English for Tertiary Study 2 (WSTC Prep) or LANG 0039 Introduction to Academic Communication 2 (WSTC Prep) and must pass INFO 0008 Computer Studies (WSTC Prep) and must pass COMP 0003 Programming Design (WSTC Prep) before enrolling in this unit

Students enrolled in 7138 Diploma in Information and Communications Technology Extended-ICT 7139 Diploma in Information and Communications Technology Extended 7140 Diploma in Information and Communications Technology Extended-IS and 7141 Diploma in Information and Communications Technology Extended-HIM must pass LANG 0012 Academic and Professional Communication (WSTC Prep) and must pass INFO 0010 Information Technology in Business (WSTC Prep) and must pass COMP 0003 Programming Design (WSTC Prep) Students enrolled in 6038 Diploma in Information and Communications Technology Bachelor of Information and Communications Technology (HIM) 6039 Diploma in Information and Communications

Technology Bachelor of Information and Communications Technology 6040 Diploma in Information and Communications Technology Bachelor of Information Systems 7163 Diploma in Information and Communications Technology and 7164 Diploma in Information and Communications Technology (HIM) must pass COMP 0003 Programming Design (WSTC Prep)

Equivalent Subjects INFS 2001 - Database Design and Development

Restrictions Students must be enrolled at Western Sydney University, The College or in program 7174 Undergraduate Certificate in Information and Communications Technology. Students enrolled in Extended Diploma programs must have passed 40 credit points of preparatory subjects in order to enrol in this subject. Students enrolled in the combined Diploma/Bachelor programs listed below must pass all College Preparatory subjects listed in the program structure before progressing to the Year 2 subjects.

Assumed Knowledge

Basic programming skills, including variable declaration, variable assignment, selection statement and loop structure.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe components of a database system, advantages and disadvantages of a database system, roles people play and the historical development of a database system in the context of a Relational Database Management System (RDBMS)
2. Apply basic skills in database modelling, including ER diagrams and normalisation in RDBMS
3. Explain the basic concepts of relational algebra and apply them in queries
4. Describe the general concepts of transaction management
5. Identify concepts in database administration
6. Describe concepts in database security and backup
7. Define and manipulate data using structured query language (SQL)
8. Design and develop a database for a business application using a commercial database management system

Subject Content

1. Introduction to database concepts and ANSI Spark 3 level architecture
 2. Concepts in data modelling
 3. Integration of data and data independence
 4. Translating a case study into relational concepts and integrity constraints
 5. Introduction to relational algebra/calculus
 6. Data modelling: Conceptual, logical and physical database design
 7. Data definition and manipulation using SQL
 8. Concepts in generalisation and specialisation
 9. Anomalies in databases and data normalisation
 10. Database administration
 11. Introduction to database security and encryption
 12. Introduction to transaction management, concurrency and locking
1. Introduction to database concepts and ANSI Spark 3 level architecture.
 2. Concepts in data modelling
 3. Integration of data and data independence
 4. Translating a case study into relational concepts and integrity constraints
 5. Introduction to relational algebra
 6. Data modelling: Conceptual, logical and physical database design
 7. Data definition and manipulation using SQL
 8. Concepts in generalisation and specialisation

9. Anomalies in databases and database normalisation
10. Introduction to database security and administration
11. Introduction to transaction management, concurrency and locking.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied Project 1	Max 2000 words in no more than 20 pages. 5 weeks duration	15%	N	Group
Applied Project 2	Max 2000 words in no more than 20 pages. 5 weeks duration	15%	N	Group
Practical A: Quizzes B: Participation	A: Quizzes x2 (10%) B: Practical exercises (10%)	20%	N	Individual
Final Exam	2 hours	50%	Y	Individual

Teaching Periods

Term 2

Nirimba Education Precinct Day

Subject Contact Frank Gutierrez ([https://directory.westernsydney.edu.au/search/name/Frank Gutierrez/](https://directory.westernsydney.edu.au/search/name/Frank%20Gutierrez/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS2003_22-T2_BLD#subjects)

Term 3

Nirimba Education Precinct Day

Subject Contact Frank Gutierrez ([https://directory.westernsydney.edu.au/search/name/Frank Gutierrez/](https://directory.westernsydney.edu.au/search/name/Frank%20Gutierrez/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS2003_22-T3_BLD#subjects)

INFS 2004 Introduction to Health Informatics

Credit Points 10

Legacy Code 300566

Coordinator Heidi Bjering ([https://directory.westernsydney.edu.au/search/name/Heidi Bjering/](https://directory.westernsydney.edu.au/search/name/Heidi%20Bjering/))

Description This introductory unit aims to give the student an insight into the key knowledge and skill set required in the emerging domain of Health Informatics. Critical topics include: The Australian healthcare system, health care improvement modelling, health information

systems and management, paper-based v's electronic health records, clinical documentation and data quality, health information management, consumer information security, privacy and ethics, decision support and clinical delivery support systems, healthcare data representation and interchange standards, telehealth and Information Communication technologies (ICT). This will be complemented by practical exercises and assessment support sessions. Through these experiences students will gain an understanding of the application of ICT to the healthcare domain and the skills necessary to play a pivotal role in the design and delivery of healthcare systems and health information management.

School Computer, Data & Math Sciences

Discipline Information Systems

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects INFS 2005 - Introduction to Health Informatics (WSTC)

Assumed Knowledge

Familiarity with use of common business software, eg word processing, spreadsheets, database.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the fundamental aspects of the Australian healthcare system and the application of ICT to healthcare
2. Describe the different standards for health data representation and interchange
3. Apply technical skills in healthcare data modelling
4. Explain the current status of health record data capture and storage (paper v's electronic) and the importance of data quality and clinical documentation to patient safety and quality
5. Describe the impact of electronic health records on health informatics and healthcare delivery
6. Summarise the different types of patient administration and health information systems available within various healthcare settings including Hospital, primary care and community/allied health
7. Describe consumer issues and professional governance matters applicable in the Health Informatics domain including data security and privacy
8. Identify opportunities for the use of Telehealth/Telemedicine
9. Describe the domain of health information management, and the foundational concepts associated with disease classification and terminologies
10. Describe the issues associated with indigenous cultural safety relating to health system designs, functionality and use.

Subject Content

1. Introduction to the Australian healthcare system
2. Review of fundamental aspects of Information and communications technologies applicable to healthcare
3. Purpose and use of health information
4. Paper based vs electronic health information
5. Consideration of the impact of Electronic health records and associated issues including privacy, security and usage
6. Types of patient administration and health information systems available within various healthcare settings including Hospital, primary care and community/allied health

7. Introduction of Healthcare data modelling methods and patient journey modelling
8. Consideration of the impact of clinical documentation and data quality on patient safety and quality
9. Review of Australian and International approaches for health data representation and interchange
10. Supporting healthcare information systems including clinical information systems, databases and decision support systems
11. Exploration of theoretical foundations in the application of Telehealth/Telemedicine
12. Consideration of Informatics professional roles and governance and consumer issues in health informatics
13. Exploration of Health informatics in research and evidence-based practice
14. Overview of health information management and its role within a healthcare setting

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Report	6-8 pages, 3,000 words	30	N	Individual
Report	6-8 pages, Diagrams + 2,000 words	30	N	Individual
Final Exam	2 hours	40	N	Individual

Teaching Periods

Autumn Campbelltown

Day

Subject Contact Heidi Bjering ([https://directory.westernsydney.edu.au/search/name/Heidi Bjering/](https://directory.westernsydney.edu.au/search/name/Heidi%20Bjering/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS2004_22-AUT_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Heidi Bjering ([https://directory.westernsydney.edu.au/search/name/Heidi Bjering/](https://directory.westernsydney.edu.au/search/name/Heidi%20Bjering/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS2004_22-AUT_KW_D#subjects)

Online

Online

Subject Contact Heidi Bjering ([https://directory.westernsydney.edu.au/search/name/Heidi Bjering/](https://directory.westernsydney.edu.au/search/name/Heidi%20Bjering/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS2004_22-AUT_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Heidi Bjering ([https://directory.westernsydney.edu.au/search/name/Heidi Bjering/](https://directory.westernsydney.edu.au/search/name/Heidi%20Bjering/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS2004_22-AUT_PS_D#subjects)

Spring Campbelltown

Day

Subject Contact Heidi Bjerling ([https://directory.westernsydney.edu.au/search/name/Heidi Bjerling/](https://directory.westernsydney.edu.au/search/name/Heidi%20Bjerling/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS2004_22-SPR_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Heidi Bjerling ([https://directory.westernsydney.edu.au/search/name/Heidi Bjerling/](https://directory.westernsydney.edu.au/search/name/Heidi%20Bjerling/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS2004_22-SPR_KW_D#subjects)

Online

Online

Subject Contact Heidi Bjerling ([https://directory.westernsydney.edu.au/search/name/Heidi Bjerling/](https://directory.westernsydney.edu.au/search/name/Heidi%20Bjerling/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS2004_22-SPR_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Heidi Bjerling ([https://directory.westernsydney.edu.au/search/name/Heidi Bjerling/](https://directory.westernsydney.edu.au/search/name/Heidi%20Bjerling/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS2004_22-SPR_PS_D#subjects)

INFS 2005 Introduction to Health Informatics (WSTC)

Credit Points 10

Legacy Code 700258

Coordinator Frank Gutierrez ([https://directory.westernsydney.edu.au/search/name/Frank Gutierrez/](https://directory.westernsydney.edu.au/search/name/Frank%20Gutierrez/))

Description This introductory unit aims to give the student an insight into the key knowledge and skill set required in the emerging domain of Health Informatics. Critical topics include: The Australian healthcare system, health care improvement modelling, health information systems and management, paper-based v's electronic health records, clinical documentation and data quality, health information management, consumer information security, privacy and ethics, decision support and clinical delivery support systems, healthcare data representation and interchange standards, telehealth and ICT technologies. This will be complemented by practical exercises and assessment support sessions. Through these experiences students will gain an understanding of the application of ICT to the healthcare domain and the skills necessary to play a pivotal role in the design and delivery of healthcare systems and health information management.

School Computer, Data & Math Sciences

Discipline Systems Analysis and Design

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects INFS 2004 - Introduction to Health Informatics

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in the Extended Diploma programs must have passed 40 credit points in order to enrol in this subject. Students enrolled in the combined Diploma/Bachelor programs listed below must pass all College Preparatory subjects listed in the program structure before progressing to the Year 2 subjects.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the fundamental aspects of the Australian healthcare system and the application of ICT to healthcare
2. Describe the different standards for health data representation and interchange
3. Apply technical skills in healthcare data modelling
4. Explain the current status of health record data capture and storage (paper v's electronic) and the importance of data quality and clinical documentation to patient safety and quality
5. Describe the impact of electronic health records on health informatics and healthcare delivery
6. Summarise the different types of patient administration and health information systems available within various healthcare settings including Hospital, primary care and community/allied health
7. Describe consumer issues and professional governance matters applicable in the Health Informatics domain including data security and privacy
8. Identify opportunities for the use of Telehealth/Telemedicine
9. Describe the domain of health information management, and the foundational concepts associated with disease classification and terminologies
10. Describe the issues associated with indigenous cultural safety relating to health system designs, functionality and use

Subject Content

1. Introduction to the Australian healthcare system
2. Review of fundamental aspects of Information and communications technologies applicable to healthcare
3. Purpose and use of health information
4. Paper based vs electronic health information
5. Consideration of the impact of Electronic health records and associated issues including privacy, security and usage
6. Types of patient administration and health information systems available within various healthcare settings including Hospital, primary care and community/allied health
7. Introduction of Healthcare data modelling methods and patient journey modelling
8. Consideration of the impact of clinical documentation and data quality on patient safety and quality
9. Review of Australian and International approaches for health data representation and interchange
10. Supporting healthcare information systems including clinical information systems, databases and decision support systems
11. Exploration of theoretical foundations in the application of Telehealth/Telemedicine
12. Consideration of Informatics professional roles and governance and consumer issues in health informatics
13. Exploration of Health informatics in research and evidence-based practice
14. Overview of health information management and its role within a healthcare setting

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Assignment 1 – Research Report Diagrams to be included	6-8 pages 3000 words	30	N	Individual
Assignment 2 – Modelling Diagrams + Submission Predominantly diagrams = 1000-2000 word report. Students are required to make equal contributions to the Group Assignment. (Failure to contribute equally to the group assignment may be reflected in a lower mark than for their team members)	6-8 pages 2000 words	30	N	Group
Final Examination Written short answer test.	2 hrs	40	N	Individual

Teaching Periods

INFS 2006 Object Oriented Analysis

Credit Points 10

Legacy Code 300144

Coordinator Golenur Huq ([https://directory.westernsydney.edu.au/search/name/Golenur Huq/](https://directory.westernsydney.edu.au/search/name/Golenur%20Huq/))

Description The core strength of this unit is to analyse and model business objectives and critical requirements of software systems to be developed using object-oriented (OO) approaches. The system analysis is taken to greater depths within the context of Object Orientation. The Unified Modelling Language version 2.0 (notably use cases, user case diagrams, activity diagrams, class diagrams and sequence diagrams) is used as the modelling standard for creating OO models in the problem space. The unit also covers the rational unified process methodology and applications of design patterns for software development through practical case studies.

School Computer, Data & Math Sciences

Discipline Systems Analysis and Design

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) INFS 1006

Equivalent Subjects MATH 2013 Object Oriented Analysis (WSTC)

Assumed Knowledge

General understanding of what an information system is and how information systems development is undertaken and

- Introductory knowledge about system analysis and design, including
 - basic problem solving experience in computerised information systems
 - ability to derive systems requirements from problem definitions
 - ability to produce system models using process, data, object and network modelling.
- understanding design and implementation issues include, (but may not be limited to), elementary database design, input, output and user interface design and prototyping.
- General knowledge on programming languages
 - Understanding difference between procedure programming and object oriented programming
 - Introductory knowledge of classes and objects and the class construction
 - Introductory knowledge on object orientation, including encapsulation, inheritance.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the theoretical fundamentals underpinning Object Oriented Analysis.
2. Identify Unified Modelling Language (UML) of the Object Management Group (OMG) for analysing software requirements,
3. Outline an object oriented lifecycle and methodology and explain the process of object oriented analysis, especially within the context of iterative and incremental nature of the process,
4. Apply the iterative and adaptable process frame work of RUP in software development.
5. Construct well-documented UML-based artefacts from the early phases of the development process for the case study,
6. Construct the Model of the Problem Space based on the analysis in an industrial CASE tool,
7. Apply team work skills in a small development team, including: distributing the development workload, resolving disputes, running meetings, and taking minutes,
8. Identify and create operational (non-functional) requirements of a system including performance and security,
9. Develop a report based on verbal and written instructions about the performance of software development tasks and associated administrative duties,
10. Illustrate quality assurance, quality control and user-expectations via reports and theoretical explanation.
11. Explore possibilities of applying design patterns in software design.

Subject Content

1. The concepts of Object Orientation including the fundamentals, processes and application of the concepts to practical modelling and object-oriented analysis techniques,
2. Three modelling spaces: Problem, Solution and Background; Roles in Requirement Analysis,

3. Critical Requirement Analysis and Business Evaluation to arrive at high-level requirements and their prioritisation,
4. Package Diagrams and high-level slicing of packages as sub-systems,
5. Four phases of Rational Unified Process: Inception (RUP), Elaboration, Construction and Transition,
6. Documenting Actors and Use Cases,
7. Introduction to Use Case Diagrams, Use Case Notations, Relationships, Analysis & Testing,
8. Activity Diagrams as mechanisms to document the flow of the system/use case,
9. Class Notations and definition of a class including attributes and operations,
10. Documenting Class Diagram and Relationships between various classes such as Association and Inheritance,
11. Documenting Sequence Diagrams and the persistence design with Class and Sequence Diagrams,
12. Major ingredients and creation of State Chart Diagrams,
13. Prototypes and Operational (Non-Functional) Requirements including Performance, Scalability, Security & Volume,
14. Quality assurance, management and testing aspects of a system,
15. Emerging technologies and design,
16. Introduction to Creational, Structural and Behavioural design patterns.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Participation	Ten 2-hour Tut/Lab sessions	20	N	Individual
Applied Project	1 group project, equal score for every member in the group, take 30 - 40 hours for each member to complete his/her own work (group assessment).	30	N	Group
Final Exam	3 hours	50	N	Individual

Prescribed Texts

- Daoust, Norman, UML Requirements Modeling for Business Analysts: Steps to Modeling Success

Teaching Periods

Autumn

Campbelltown

Day

Subject Contact Golenur Huq ([https://directory.westernsydney.edu.au/search/name/Golenur Huq/](https://directory.westernsydney.edu.au/search/name/Golenur%20Huq/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS2006_22-AUT_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Golenur Huq ([https://directory.westernsydney.edu.au/search/name/Golenur Huq/](https://directory.westernsydney.edu.au/search/name/Golenur%20Huq/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS2006_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Golenur Huq ([https://directory.westernsydney.edu.au/search/name/Golenur Huq/](https://directory.westernsydney.edu.au/search/name/Golenur%20Huq/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS2006_22-AUT_PS_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Antoinette Cevenini ([https://directory.westernsydney.edu.au/search/name/Antoinette Cevenini/](https://directory.westernsydney.edu.au/search/name/Antoinette%20Cevenini/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS2006_22-SC2_SC_D#subjects)

INFS 2007 Object Oriented Analysis (Advanced)

Credit Points 10

Legacy Code 300888

Coordinator Golenur Huq ([https://directory.westernsydney.edu.au/search/name/Golenur Huq/](https://directory.westernsydney.edu.au/search/name/Golenur%20Huq/))

Description The core strength of this unit, as the advanced version of 300144 Object Oriented Analysis, is to analyse and model business objectives and critical requirements of software systems to be developed using object-oriented (OO) approaches. The system analysis is taken to greater depths within the context of Object Orientation. The Unified Modelling Language version 2.0 (notably use cases, user case diagrams, activity diagrams, class diagrams and sequence diagrams) is used as the modelling standard for creating OO models in the problem, solution and background modeling spaces. The unit also covers the rational unified process methodology and applications of design patterns for software development through real world case studies.

School Computer, Data & Math Sciences

Discipline Systems Analysis and Design

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) INFS 1006

Incompatible Subjects INFS 2006 - Object Oriented Analysis

Restrictions Students must be enrolled in 3684 Bachelor of Information and Communications Technology (Advanced)

Assumed Knowledge

General understanding of what an information system is and how information systems development is undertaken and

- Introductory knowledge about system analysis and design, including
 - basic problem solving experience in computerised information systems
 - ability to derive systems requirements from problem definitions
 - ability to produce system models using process, data, object and network modelling.
 - understanding design and implementation issues include, (but may not be limited to), elementary database design, input, output and user interface design and prototyping.
- General knowledge on programming languages
 - Understanding difference between procedure programming and object oriented programming
 - Introductory knowledge of classes and objects and class construction
 - Introductory knowledge on object orientation, including encapsulation, inheritance and polymorphism.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the theoretical fundamentals underpinning Object Oriented Analysis
2. Identify Unified Modelling Language (UML) of the Object Management Group (OMG) for analysing software requirements,
3. Outline an object oriented lifecycle and methodology and explain the process of object oriented analysis, especially within the context of iterative and incremental nature of the process
4. Apply the iterative and adaptable process frame work of RUP in software development
5. Construct well-documented UML-based artefacts from the early phases of the development process for the case stud
6. Construct the Model of the Problem Space based on the analysis in an industrial CASE tool
7. Apply team work skills in a small development team, including: distributing the development workload, resolving disputes, running meetings, and taking minutes
8. Recommend object-oriented solutions within the Problem, Solution and Background modelling spaces, including a well-documented and detailed class diagram
9. Identify and create operational (non-functional) requirements of a system including performance and security
10. Illustrate quality assurance, quality control and user-expectations via reports and theoretical explanation
11. Explore possibilities of applying design patterns in software design

Subject Content

The concepts of Object Orientation including the fundamentals, processes and application of the concepts to practical modelling and object-oriented analysis techniques,
 Three modelling spaces: Problem, Solution and Background; Roles in Requirement Analysis,
 Critical Requirement Analysis and Business Evaluation to arrive at high-level requirements and their prioritisation,
 Package Diagrams and high-level slicing of packages as sub-systems,
 Four phases of Rational Unified Process: Inception, Elaboration, Construction and Transition,
 Documenting Actors and Use Cases,
 Introduction to Use Case Diagrams, Use Case Notations, Relationships, Analysis & Testing,
 Activity Diagrams as mechanisms to document the flow of the system/ use case,
 Class Notations and definition of a class including attributes and operations,
 Documenting Class Diagram and Relationships between various classes such as Association and Inheritance,

Advanced Class Definitions, relationships, multiplicity and detailed class Diagrams,
 Documenting Sequence Diagrams and the persistence design with Class and Sequence Diagrams,
 Major ingredients and creation of State Chart Diagrams,
 Prototypes and Operational (Non-Functional) Requirements including Performance, Scalability, Security & Volume,
 Quality assurance, management and testing aspects of a system,
 Emerging technologies and design solutions for various practical case studies,
 Introduction to Creational, Structural and Behavioural design patterns.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	Ten 2-hour Tut/Lab sessions	20	N	Individual
Applied Project	30-40 hours**	30	N	Group
Final Exam	3 hours	50	Y	Individual

Prescribed Texts

- Daoust, Norman, (2012). UML Requirements Modeling for Business Analysts: Steps to Modeling Success, Technics Publications

Teaching Periods

Autumn

Campbelltown

Day

Subject Contact Golenur Huq ([https://directory.westernsydney.edu.au/search/name/Golenur Huq/](https://directory.westernsydney.edu.au/search/name/Golenur%20Huq/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS2007_22-AUT_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Golenur Huq ([https://directory.westernsydney.edu.au/search/name/Golenur Huq/](https://directory.westernsydney.edu.au/search/name/Golenur%20Huq/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS2007_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Golenur Huq ([https://directory.westernsydney.edu.au/search/name/Golenur Huq/](https://directory.westernsydney.edu.au/search/name/Golenur%20Huq/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS2007_22-AUT_PS_D#subjects)

INFS 2009 Database Design and Development (UG Cert)

Credit Points 10

Legacy Code 500048

Coordinator Jack Isherwood ([https://directory.westernsydney.edu.au/search/name/Jack Isherwood/](https://directory.westernsydney.edu.au/search/name/Jack%20Isherwood/))

Description The main purpose of this unit is to provide students with an opportunity to gain a basic knowledge of database design and development including data modeling methods, techniques for database design using a set of business rules that are derived from a case study and finally implementation of the database using a commercial relational database management system. The unit also examines a number of important database concepts such as database administration, concurrency, backup and recovery and security.

School Computer, Data & Math Sciences

Discipline Database Management

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects INFS 2001 Database Design and Development
INFS 2003 Database Design and Development

Restrictions Students need to be enrolled in 7174 ? Undergraduate certificate of ICT

Assumed Knowledge

Basic programming skills, including variable declaration, variable assignment, selection statement and loop structure.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe components of a database system, advantages and disadvantages of a database system, roles people play and the historical development of a database system in the context of a Relational Database Management System (RDBMS)
2. Apply basic skills in database modelling, including ER diagrams and normalisation in RDBMS
3. Explain the basic concepts of relational algebra and apply them in queries
4. Describe the general concepts of transaction management
5. Identify concepts in database administration
6. Describe concepts in database security and backup
7. Define and manipulate data using structured query language (SQL)
8. Design and develop a database for a business application using a commercial database management system

Subject Content

1. Introduction to database concepts and ANSI Spark 3 level architecture.
2. Concepts in data modelling
3. Integration of data and data independence
4. Translating a case study into relational concepts and integrity constraints
5. Introduction to relational algebra/calculus
6. Data modelling: Conceptual, logical and physical database design
7. Data definition and manipulation using SQL
8. Concepts in generalisation and specialisation
9. Anomalies in databases and data normalisation
10. Database administration
11. Introduction to database security and encryption
12. Introduction to transaction management, concurrency and locking.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio-A	Portfolio-A	35	N	Individual
Portfolio-B	500 words (1,2) 15% Portfolio-B 600 words (3-7) 20%			
Applied Project	1200 words	40	N	Individual
Presentation	5 - 10 minutes	25%	N	Individual

Teaching Periods

Block A Session

Online

Online

Subject Contact Jack Isherwood ([https://directory.westernsydney.edu.au/search/name/Jack Isherwood/](https://directory.westernsydney.edu.au/search/name/Jack%20Isherwood/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS2009_22-BA_ON_O#subjects)

Block D Session

Online

Online

Subject Contact Jack Isherwood ([https://directory.westernsydney.edu.au/search/name/Jack Isherwood/](https://directory.westernsydney.edu.au/search/name/Jack%20Isherwood/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS2009_22-BD_ON_O#subjects)

Block F Session

Online

Online

Subject Contact Jack Isherwood ([https://directory.westernsydney.edu.au/search/name/Jack Isherwood/](https://directory.westernsydney.edu.au/search/name/Jack%20Isherwood/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS2009_22-BF_ON_O#subjects)

INFS 2010 Work-Integrated Learning in Digital Construction

Credit Points 10

Legacy Code 301428

Coordinator Keivan Bamdad Masouleh ([https://directory.westernsydney.edu.au/search/name/Keivan Bamdad Masouleh/](https://directory.westernsydney.edu.au/search/name/Keivan%20Bamdad%20Masouleh/))

Description The digitalisation of construction industries has grown considerably in the past decade and this unit responds in practical ways by engaging students in project-based learning related to Digital Construction within an industry framework. Students will select a project with an agreed industry partner, which involves simple digital

applications in day-to-day construction such as software applications, information systems, digital solutions, apps and fintechs. This unit contributes towards the skills required for a work-ready graduate and allows the student to plan, undertake and report on a specific aspect of practice in the context of work.

School Eng, Design & Built Env

Discipline Information Systems, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Restrictions Students must be enrolled in 3782 Bachelor of Construction Management Advanced (Honours) AND have applied and selected by a partner organisation before enrolling in this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Manage various aspects of a project related to Digital Construction, including planning and implementation, to produce agreed deliverables that align with feedback.
2. Conduct research on the theoretical basis on the selected digital construction project demonstrating ethical, digital and information literacy.
3. Reflect on the learning and professional development achievements related to the selected digital construction project.
4. Apply communication and collaboration skills through the selected digital construction project and the workplace.
5. Integrate technical and digital tools for project management applications.

Subject Content

Students will learn how to manage a project on following simple digital applications in day-to-day construction, along with relevant theoretical knowledge through research:

- ?software applications
- ?information systems
- ?digital solutions/ apps/ fintechs

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Proposal	1000 words	20	N	Individual
Presentation	15 minutes (each)	30	N	Individual
Report	2000 words plus an agreed deliverable	50	N	Individual

Teaching Periods

Autumn

Online

Online

Subject Contact Keivan Bamdad Masouleh ([https://directory.westernsydney.edu.au/search/name/Keivan Bamdad Masouleh/](https://directory.westernsydney.edu.au/search/name/Keivan+Bamdad+Masouleh/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS2010_22-AUT_ON_O#subjects)

INFS 3001 Activity Based Funding/ Casemix and Data Quality

Credit Points 10

Legacy Code 300954

Coordinator Jim Basilakis ([https://directory.westernsydney.edu.au/search/name/Jim Basilakis/](https://directory.westernsydney.edu.au/search/name/Jim+Basilakis/))

Description This unit will introduce students to Activity Based Funding and Casemix within the Australian healthcare system. It is designed to cover a variety of casemix classification systems for acute, non-admitted, sub-acute and mental health patients. Attention will be given to Diagnosis Related Groups (DRGs) with specific reference to the Australian Refined Diagnosis Related Groups (AR-DRGs) and the relationship to Activity Based Funding and purchasing models. Measuring performance with activity data and clinical costing methods will be explored. Emphasis will be placed on the impact of data quality as a critical component in achieving excellence in clinical costing, casemix and patient safety.

School Computer, Data & Math Sciences

Discipline Systems Analysis and Design

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) PUBH 2004

Assumed Knowledge

Medical terminology and clinical classification.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply casemix classification and grouping systems used in health
2. Explain the current landscape associated with ABF and Purchasing Models including the impact of the NEP, weighting and fee for service
3. Analyse, apply and communicate the relationship between DRGs, administrative/clinical data and episode/casemix funding/ payment/revenue systems, including activity based funding
4. Explain the relationship between casemix classification and clinical costing
5. Analyse audits and quality checks for clinical coding, costing and appropriate DRG allocation
6. Evaluate quality and safety principles and theory for quality and performance management in healthcare
7. Comprehend the impact of data quality as a critical component in achieving excellence in clinical costing, casemix, service quality and improved patient safety

8. Discuss the importance of engaging clinicians in outcome analysis and improved performance

Subject Content

1. Introduction to ABF/Casemix and the Australian healthcare system
2. Purchasing Models (NEP, weighting and fee for service)
3. Measuring performance with activity data and engaging clinicians in outcome analysis
4. Costing Standards
5. Acute care classifications and their casemix application
6. Non admitted patients occasions of service: - Ambulatory care classification - Emergency Department activity classification
7. Sub acute care and Mental Health classification
8. Data Quality and its impact on patient safety and service transformation
9. Managing quality and coding consistency including coding audits
10. Managing ABF systems including data collection
11. Management information system design and development

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Research Report	2500 words	35	N	Individual
Written Report and Verbal Presentation	written report (1000 words) and verbal presentation (15 mins)	35	N	Group
Intra-session exam	2 hours	30	N	Individual

Teaching Periods

Spring Campbelltown

Day

Subject Contact Jim Basilakis ([https://directory.westernsydney.edu.au/search/name/Jim Basilakis/](https://directory.westernsydney.edu.au/search/name/Jim%20Basilakis/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS3001_22-SPR_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Jim Basilakis ([https://directory.westernsydney.edu.au/search/name/Jim Basilakis/](https://directory.westernsydney.edu.au/search/name/Jim%20Basilakis/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS3001_22-SPR_KW_D#subjects)

Online

Online

Subject Contact Jim Basilakis ([https://directory.westernsydney.edu.au/search/name/Jim Basilakis/](https://directory.westernsydney.edu.au/search/name/Jim%20Basilakis/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS3001_22-SPR_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Jim Basilakis ([https://directory.westernsydney.edu.au/search/name/Jim Basilakis/](https://directory.westernsydney.edu.au/search/name/Jim%20Basilakis/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS3001_22-SPR_PS_D#subjects)

INFS 3002 Advanced Clinical Classification

Credit Points 10

Legacy Code 300953

Coordinator Filippa Pretty ([https://directory.westernsydney.edu.au/search/name/Filippa Pretty/](https://directory.westernsydney.edu.au/search/name/Filippa%20Pretty/))

Description In this unit, the student will be introduced to disease notification and registration procedures. Mortality or cause of death coding will also be examined. Concepts of organising health information in a logical way to interface with an electronic information system will be investigated. The design and role of various health classification systems including the World Health Organizations Family of International Classifications (WHO FIC), specifically ICD 11 and casemix classification systems (e.g. AR DRGs, AN SNAP) will also be discussed. The practical component of this unit will focus on the student further developing their classification skills in the more complex areas of clinical coding including endocrine disorders, specifically diabetes mellitus, circulatory diseases and interventions, genitourinary disorders, specifically chronic kidney disease, obstetrics, paediatrics and congenital anomalies and trauma and procedural complications. The ACS will be applied in detail when classifying from complex discharge summaries and full clinical episodes of care. The student will also be exposed to electronic clinical coding tools that can be used in the classification process.

School Computer, Data & Math Sciences

Discipline Systems Analysis and Design

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) PUBH 2004

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the key design principles which underpin the development of effective classification systems;
2. Accurately classify and group complex clinical records and discharge summaries using ICD-10-AM/ACHI/ACS (manually and electronically);
3. Discuss the process of disease registration and notification procedures;
4. Apply the rules associated with mortality coding;
5. Explain the relationship between terminologies and classifications and discuss their application in relation to the electronic health record;
6. Select the appropriate term to apply to the key concepts in classification and explain the process by which concepts from related or disparate classifications can be linked;
7. Analyse critically a variety of classification systems and make judgements about the clinical, management and other settings where they are appropriately applied;

8. Discuss contemporary and emerging issues in data classification at the national and international level.

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS3002_22-SPR_KW_E#subjects)

Subject Content

1. Design principles for classifications
2. The process of disease registration and notification procedures
3. Managing the coding function including the use of coding audits to improve coding quality
4. Terminologies and their relationship to the development and use of clinical languages
5. The significance of mapping between classification systems
6. Casemix classification systems
7. The WHO Family of International Disease Classifications
8. The application of classification systems in health care settings and the relationship with the electronic health record
9. National and international research and implementation directions

The practical component of this subject will focus on the student further developing their classification skills in the more complex areas of coding including: endocrine disorders, specifically diabetes mellitus, circulatory diseases and interventions, obstetrics, neonatal and congenital anomalies, injuries, poisonings, adverse reactions, sequelae and post-procedural complications.

The student will also be exposed to electronic clinical coding and grouping tools than can be used in the classification process

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical Exam	2 hours	40	N	Individual
Group Assignment - Written Report and Presentation	1,000 words plus 15 minute verbal presentation	30	N	Group
Final Test	2 hours & 15 minutes	30	Y	Individual

Prescribed Texts

- Bowker, G. C., & Star, S. L. (1999). *Sorting things out: classification and its consequences*. Cambridge, Mass: MIT Press.

Teaching Periods

Spring Campbelltown

Evening

Subject Contact Filippa Pretty ([https://directory.westernsydney.edu.au/search/name/Filippa Pretty/](https://directory.westernsydney.edu.au/search/name/Filippa%20Pretty/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS3002_22-SPR_CA_E#subjects)

Penrith (Kingswood)

Evening

Subject Contact Filippa Pretty ([https://directory.westernsydney.edu.au/search/name/Filippa Pretty/](https://directory.westernsydney.edu.au/search/name/Filippa%20Pretty/))

Online

Online

Subject Contact Filippa Pretty ([https://directory.westernsydney.edu.au/search/name/Filippa Pretty/](https://directory.westernsydney.edu.au/search/name/Filippa%20Pretty/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS3002_22-SPR_ON_O#subjects)

Parramatta - Victoria Rd

Evening

Subject Contact Filippa Pretty ([https://directory.westernsydney.edu.au/search/name/Filippa Pretty/](https://directory.westernsydney.edu.au/search/name/Filippa%20Pretty/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS3002_22-SPR_PS_E#subjects)

INFS 3003 Artificial Intelligence

Credit Points 10

Legacy Code 301174

Coordinator Vernon Asuncion ([https://directory.westernsydney.edu.au/search/name/Vernon Asuncion/](https://directory.westernsydney.edu.au/search/name/Vernon%20Asuncion/))

Description This unit provides basic studies in the major areas of artificial intelligence: search, knowledge representation, logic programming, machine learning and knowledge based systems, agent planning and learning. The first part of this unit will focus on the foundation of artificial intelligence: search algorithms and their implementations, game playing, logics and knowledge representation, and inference in reasoning systems. The second part will cover the principles of knowledge based systems (intelligent systems), planning, and machine learning.

School Computer, Data & Math Sciences

Discipline Information Systems

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) MATH 1006 AND COMP 2009

Equivalent Subjects LGYA 5740 Artificial Intelligence LGYA 5781 Knowledge Based Systems INFS 3013 Intelligent Systems

Assumed Knowledge

Basic understanding of data structures and algorithms and basic programming skills in Pascal C/C++ or Java etc.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Articulate the major concepts of artificial intelligence and knowledge based systems and their historical context
2. Implement well designed and various search algorithms for problem solving
3. Implement a well designed proper two-person game playing programs for specific tasks
4. Devise first order logics to formalise proper real world domains
5. Apply proper first order inference procedures to solve reasoning problems

6. Analyse the process of agent planning
7. Implement the Decision Tree Learning algorithm

Subject Content

Introduction to Artificial Intelligence and Knowledge Based Systems
 Search I: Solving Problems by Search
 Search II: Informed Search (A* Search)
 Search III: Game Playing
 Reasoning and Logic
 First Order Logic
 Development of Intelligent Systems
 Planning and Acting
 Learning Decision Trees
 Decision Making

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	20% each. Each assignment will require about 12 hours work.	40	N	Individual
Practical	5% for each lab practice demonstrator Each practical will require about 4 hours work.	10	N	Individual
Final Exam	2 hours	50	Y	Individual

Teaching Periods

Spring

Penrith (Kingswood)

Day

Subject Contact Vernon Asuncion ([https://directory.westernsydney.edu.au/search/name/Vernon Asuncion/](https://directory.westernsydney.edu.au/search/name/Vernon%20Asuncion/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS3003_22-SPR_KW_D#subjects)

INFS 3005 Developing Web Applications with XML

Credit Points 10

Legacy Code 300111

Coordinator Rhys Tague ([https://directory.westernsydney.edu.au/search/name/Rhys Tague/](https://directory.westernsydney.edu.au/search/name/Rhys%20Tague/))

Description This third year unit provides a comprehensive coverage of XML, related emerging technologies and their use in web applications. Students will be given opportunities to develop web based information systems which rely upon these technologies. This unit is heavily oriented to practical based work.

School Computer, Data & Math Sciences

Discipline Information Systems, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Assumed Knowledge

300582-Technologies for Web Applications, 300580-Programming Fundamentals.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Create functional and practical client side web applications using XML
2. Create functional and practical Web applications in XML utilising server side scripting
3. Understand and explain the use of XML for document management, web sites and application development/integration
4. Identify and explain how XML and related technologies are currently being applied in the real world
5. Implement the concept of Document Type Definitions
6. Implement the concept of XML Schema
7. Implement transformation of XML documents using CSS, XSLT.
8. Explain the use of Xlink, Xpointer and Xpath to retrieve information from XML documents

Subject Content

- creating markup with XML
- document type Definition (DTD)
- XML schema and namespaces
- formatting XML for output
- XPath
- XSLT
- XLink and XPointer
- XQuery
- XML and document object model (DOM) and simple API for XML (SAX)
- Server side scripting and XML
- XML technologies and applications
- XML and international Standards

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	4 exercises	20	N	Individual
Applied Project	approximately 25 hours work outside of class time	25	N	Individual
Applied Project	Approximately 25 hrs work outside of class time	25	N	Individual
Final Exam	2 hours	30	N	Individual

Teaching Periods

Spring Campbelltown

Day

Subject Contact Heidi Bjering ([https://directory.westernsydney.edu.au/search/name/Heidi Bjering/](https://directory.westernsydney.edu.au/search/name/Heidi%20Bjering/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS3005_22-SPR_CA_D#subjects)

INFS 3006 Emerging Trends in Information Systems

Credit Points 10

Legacy Code 300584

Coordinator Ana Hol ([https://directory.westernsydney.edu.au/search/name/Ana Hol/](https://directory.westernsydney.edu.au/search/name/Ana%20Hol/))

Description This unit provides a means for students to self-reflect on their future career and their possible involvement in the field of Information Systems and explore the changing nature of information systems in organisations via one of the following: engagements with local businesses, specifically crafted study tours or focused internships. In this unit students will study the role that emerging technologies play in selection, design and development of information systems. Students will be able to research and assess new technologies while networking and engaging with real life businesses, as well as develop and introduce effective strategies for achieving change and improvement that can be delivered by successfully implementing emerging technologies.

School Computer, Data & Math Sciences

Discipline Information Systems

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) INFS 1002 AND COMP 2020

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Review and analyse current and emerging trends in Information System technologies as well as implementation challenges;
2. Analyse requirements and develop plans for IS applications and integration of systems;
3. Examine the roles and suitability of developing business intelligence and data mining strategies for IS applications;
4. Identify issues related to IS in organisations;
5. Examine and evaluate collaborative IS technologies and applications;
6. Develop a set of skills for applying strategies in future career settings;
7. Review, analyse and summarise current literature in selected topic areas in ICT discipline.

Subject Content

- Current and emerging technologies and implementation challenges;
- Planning for system integration, changes and integrations;
- Factors relating to business intelligence, big data, web mining, and utilisation of sensor technologies;
- Personalisation of IS applications;

- Transforming organisations through IS: business models, measuring effectiveness and strategies;
- Globalisation of the IS business environment;
- Contemporary issues in IS: legal, ethical, social, regulatory, security;
- Emerging trends in eTransformation and eCollaboration;
- job readiness.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Critical Review	2000 words	30	N	Individual
Presentation	15 minute presentation	30	N	Group
Applied Project	3-5 min video and 1A4 PowerPoint Page	40	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Ana Hol ([https://directory.westernsydney.edu.au/search/name/Ana Hol/](https://directory.westernsydney.edu.au/search/name/Ana%20Hol/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS3006_22-AUT_PS_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Antoinette Cevenini ([https://directory.westernsydney.edu.au/search/name/Antoinette Cevenini/](https://directory.westernsydney.edu.au/search/name/Antoinette%20Cevenini/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS3006_22-SC2_SC_D#subjects)

INFS 3007 Emerging Trends in Information Systems (Advanced)

Credit Points 10

Legacy Code 300942

Coordinator Ana Hol ([https://directory.westernsydney.edu.au/search/name/Ana Hol/](https://directory.westernsydney.edu.au/search/name/Ana%20Hol/))

Description In this subject students explore the changing nature of information systems in organisations. Apart from being encouraged to research and assess new technologies and implement effective strategies for achieving change within organisational information systems, in this advanced subject students will be required to undertake an individual, but closely supervised research project. The project will help stimulate inquiry, strengthen needs for academic research and encourage students to actively participate in new knowledge generation. Furthermore, students in this subject will be

required to present their findings in a form of an academic paper with a possibility of publishing.

School Computer, Data & Math Sciences

Discipline Information Systems

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) INFS 1002 AND COMP 2020

Incompatible Subjects INFS 3006 - Emerging Trends in Information Systems

Restrictions Students must be enrolled in 2801 Bachelor of Information Systems Advanced/Bachelor of Laws; 3688 Bachelor of Information Systems Advanced or 3745 Bachelor of Information Systems Advanced/Bachelor of Business.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Review and analyse current and emerging trends in Information System technologies as well as implementation challenges;
2. Analyse requirements and develop plans for IS applications and integration of systems;
3. Examine the roles and suitability of developing business intelligence and data mining strategies for IS applications;
4. Identify issues related to IS in organisations;
5. Examine and evaluate collaborative IS technologies and applications;
6. Develop a set of skills for applying strategies in future career settings;
7. Review, analyse and summarise current literature in selected topic areas in ICT discipline;
8. Identify research gaps and propose research questions;
9. Conduct the research investigation and develop a research output (ie. framework, model, method, system);

Subject Content

- Current and emerging technologies and implementation challenges;
- Planning for system integration: enterprise resource planning systems, supply chain management systems, customer relationship management systems;
- Factors relating to business intelligence, data and web mining for IS;
- Personalisation of IS applications;
- Transforming organisations through IS: business models, measuring effectiveness and strategies;
- eCollaboration technologies and applications;
- Globalisation of the IS business environment;
- Contemporary issues in IS: legal, ethical, social, regulatory, security;
- Emerging trends in eTransformation and eCollaboration;
- Research strategies, literature review, identification of research gaps and the proposal of research questions;
- Individual project supervision and time management;

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Critical Review	2000 words	30	N	Individual
Portfolio	15 minutes	30	N	Individual
Applied Project	3-5 min video and 1A4 PowerPoint Page	40	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Ana Hol ([https://directory.westernsydney.edu.au/search/name/Ana Hol/](https://directory.westernsydney.edu.au/search/name/Ana%20Hol/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS3007_22-AUT_PS_D#subjects)

INFS 3008 Formal Software Engineering

Credit Points 10

Legacy Code 300404

Coordinator Yan Zhang ([https://directory.westernsydney.edu.au/search/name/Yan Zhang/](https://directory.westernsydney.edu.au/search/name/Yan%20Zhang/))

Description This unit is concerned with the design, development and maintenance of computer software systems. The unit focuses on current formal specification and system verification technologies and methodologies. Foundations of model checking such as LTL and CTL, as well as a particular practical model checker SPIN will be thoroughly studied in this unit. The SPIN model checker with programming language PROMELA will be used for all software development and verification practices throughout this unit.

School Computer, Data & Math Sciences

Discipline Information Systems

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) MATH 1006 AND COMP 2009

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the general concepts and principles of formal methods for software development and verification.
2. Model concurrent systems using the concepts and formal notions of transition systems and program graphs.
3. Apply Linear Temporal Logic (LTL) and Computation Tree Logic (CTL) to specify the required properties.
4. Perform model checking using SPIN model checker.
5. Formulate PROMELA programs and using SPIN to specify and check the correctness of given software systems and programs.
6. Apply the advanced verification tools to undertake essential formal specification and verification tasks.

Subject Content

Concept and Development of Formal Methods and System Verifications.

Modeling Concurrent Systems.

Linear Time Properties.

Linear Temporal Logic (LTL).

Computation Tree Logic (CTL).

SPIN Model Checker.

PROMELA Programming Language.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	To take place during practicals	60	N	Individual
Quiz 1	1.5 hours	20	Y	Individual
Quiz 2	1.5 hours	20	Y	Individual

Teaching Periods

Spring Penrith (Kingswood)

Day

Subject Contact Yan Zhang ([https://directory.westernsydney.edu.au/search/name/Yan Zhang/](https://directory.westernsydney.edu.au/search/name/Yan%20Zhang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS3008_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Yan Zhang ([https://directory.westernsydney.edu.au/search/name/Yan Zhang/](https://directory.westernsydney.edu.au/search/name/Yan%20Zhang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS3008_22-SPR_PS_D#subjects)

INFS 3010 Healthcare Data Environments

Credit Points 10

Legacy Code 300955

Coordinator Heidi Bjering ([https://directory.westernsydney.edu.au/search/name/Heidi Bjering/](https://directory.westernsydney.edu.au/search/name/Heidi%20Bjering/))

Description This unit extends the student's knowledge of Health Informatics by introducing concepts relating to electronic communications within the health industry. It exposes students to a variety of environments used to create, store, transfer and deliver healthcare data. Areas include minimum data sets, data linkage, messaging concepts/standards, terminologies, healthcare evaluation, electronic health records and related standards, security, privacy and trust, medico legal, epidemiology and population health together with TeleHealth/ TeleMedicine approaches, methodologies, tools and techniques.

School Computer, Data & Math Sciences

Discipline Information Systems

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) INFS 2004

Equivalent Subjects INFS 3019 - e-Health

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate the use of minimum data sets in LHD (local health district), State and National reporting and the importance of data linkage.
2. Evaluate the impact of Security, Privacy, Trust, Medico-Legal aspects and Ethics related to health data.
3. Analyse messaging concepts and standards and how it affects the interoperability between EMR systems.
4. Interpret the use of clinical terminology and classification systems in health.
5. Characterise the concepts of epidemiology and population health in relation to data capture, analysis and research
6. Evaluate the purpose of healthcare evaluation in relation to accreditation/certification standards.
7. Critically evaluate and articulate purpose of electronic medical record (EMR) systems and functional e-Health applications.

Subject Content

1. Electronic Medical Record (EMR) systems and standards
2. Health data, interoperability and messaging concepts/standards
3. Minimum health data sets and mandatory reporting
4. Clinical terminology and classification systems
5. Data linkage and special data types
6. Consideration of the impact of Security, Privacy and Trust for EMR
7. Medico Legal and Ethics related to health data
8. Exploration and application of approaches, methodologies, tools and techniques to support the design and development of e-Health applications
9. Population health
10. Health data mining and big data
11. Approaches to the evaluation of health care at a national, organisational and individual level with a view to improving the quality of health care through practice guidelines, program evaluation, clinical indicators and consumer satisfaction surveys

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	Four entries: 800 - 1,000 words per entry	40	N	Individual
Quiz	Three quizzes: 40 minutes each	30	N	Individual
Report	2,000 words	30	N	Individual

Teaching Periods

Spring Campbelltown

Day

Subject Contact Heidi Bjering ([https://directory.westernsydney.edu.au/search/name/Heidi Bjering/](https://directory.westernsydney.edu.au/search/name/Heidi%20Bjering/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS3010_22-SPR_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Heidi Bjering ([https://directory.westernsydney.edu.au/search/name/Heidi Bjering/](https://directory.westernsydney.edu.au/search/name/Heidi%20Bjering/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS3010_22-SPR_KW_D#subjects)

Online

Online

Subject Contact Heidi Bjering ([https://directory.westernsydney.edu.au/search/name/Heidi Bjering/](https://directory.westernsydney.edu.au/search/name/Heidi%20Bjering/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS3010_22-SPR_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Heidi Bjering ([https://directory.westernsydney.edu.au/search/name/Heidi Bjering/](https://directory.westernsydney.edu.au/search/name/Heidi%20Bjering/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS3010_22-SPR_PS_D#subjects)

INFS 3011 Healthcare Software and Systems

Credit Points 10

Legacy Code 300956

Coordinator Jim Basilakis ([https://directory.westernsydney.edu.au/search/name/Jim Basilakis/](https://directory.westernsydney.edu.au/search/name/Jim%20Basilakis/))

Description In this unit students will learn the concepts underpinning the services computing paradigm of "bridging the gap between Business Services and IT Services". Services Computing technology includes Web services and serviceoriented architecture (SOA), business consulting methodology and utilities, business process modelling, transformation and integration. Students will learn, through the development of practical examples, how to utilise these technologies within a healthcare context

School Computer, Data & Math Sciences

Discipline Information Systems

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) INFS 2004

Equivalent Subjects INFO 3009 Services Computing in Healthcare

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the purpose and the basic functional and practical elements of Web Services for healthcare applications (including an overview of XML related technologies)
2. Design high level user and technical specification of Web Services for healthcare applications.
3. Identify and articulate areas within healthcare where Web Services can be utilised, and how this might be achieved.
4. Identify and articulate the particular needs of business process modelling, transformation and integration within healthcare.
5. Describe and analyse the operations of specific Web Services in healthcare applications, including Clinical Decision Support and Health Portals
6. Apply highly developed and technically advanced written presentation skills in describing Web Services for healthcare applications.

Subject Content

XML related technologies and Web Services

Integration of applications and information within healthcare (eg Clinical Decision Support)

Service oriented architecture for health applications (eg Health Portals)

Business process modelling, transformation and integration in a healthcare context

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	1,500 - 2,000 words	35	N	Individual
Report	5-6 pages (2500-3000)	35	N	Individual
Final Exam	2 hours	30	N	Individual

Teaching Periods

Spring Campbelltown

Day

Subject Contact Jim Basilakis ([https://directory.westernsydney.edu.au/search/name/Jim Basilakis/](https://directory.westernsydney.edu.au/search/name/Jim%20Basilakis/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS3011_22-SPR_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Jim Basilakis ([https://directory.westernsydney.edu.au/search/name/Jim Basilakis/](https://directory.westernsydney.edu.au/search/name/Jim%20Basilakis/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS3011_22-SPR_KW_D#subjects)

Online

Online

Subject Contact Tomas Trescak ([https://directory.westernsydney.edu.au/search/name/Tomas Trescak/](https://directory.westernsydney.edu.au/search/name/Tomas%20Trescak/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS3011_22-SPR_ON_0#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Jim Basilakis ([https://directory.westernsydney.edu.au/search/name/Jim Basilakis/](https://directory.westernsydney.edu.au/search/name/Jim%20Basilakis/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS3011_22-SPR_PS_D#subjects)

INFS 3012 Information Systems Deployment and Management

Credit Points 10

Legacy Code 300572

Coordinator Ana Hol ([https://directory.westernsydney.edu.au/search/name/Ana Hol/](https://directory.westernsydney.edu.au/search/name/Ana%20Hol/))

Description This unit provides a detailed overview of system implementation and deployment stages taking into consideration the steps that are necessary to place a newly developed system into production. In this unit students learn the skills required for accurate requirements gathering, timely and effective system development, and successful implementation that would result in effective system performance. For this to be achieved successfully this unit also addresses the importance of project management skills. The unit also highlights the issues of transition processes after the development phase, the activities required in systems support and maintenance in the system's operational stage.

School Computer, Data & Math Sciences

Discipline Systems Analysis and Design

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) COMP 1005 AND INFS 1006 OR COMP 1005 AND DESN 1021

Equivalent Subjects LGYA 5900 Enterprise Information Management

Assumed Knowledge

A general understanding of various Information Systems in the eBusiness environment - familiarity with information system development processes.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain how system deployment fits within the system development life cycle.
2. Develop a plan for system deployment reflecting the organisational culture and business processes.
3. Evaluate deployment strategies in terms of selecting a suitable one the specific business problem.
4. Apply project management skills and ensure deployment and transitioning schedules are followed.
5. Describe what needs to be considered, so that system users and customers receive appropriate training.
6. Assess possible risks and develop backup plans and strategies.

7. Analyse the change management requirements for implementing and managing a successful system.

8. Critically analyse proposed Information Systems solutions and identify possible improvements.

Subject Content

- system Deployment A Critical aspect of system development life cycle
- Assessing The organisation where system is to be deployed: audience, customers, users, departments
- system implementation: direct, parallel, Phased
- planning for system Deployment: timeline, Schedule, planning
- Assessing The system: testing, Assessing user / company requirements, assuring system performs as required
- Project management skills, Deployment management and transitioning
- user training and documentation
- risks assessment and backup plans and strategies
- change management requirements for implementing and managing successful system

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Self-Assessment	3 minutes (video)	15	N	Individual
Presentation	25 minutes	25	N	Group
Critical Review	150 words (per post)	20	N	Individual
Final Exam	2 hours	40	N	Individual

Teaching Periods

Sydney City Campus - Term 1 Sydney City

Day

Subject Contact Antoinette Cevenini ([https://directory.westernsydney.edu.au/search/name/Antoinette Cevenini/](https://directory.westernsydney.edu.au/search/name/Antoinette%20Cevenini/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS3012_22-SC1_SC_D#subjects)

Spring

Parramatta - Victoria Rd

Day

Subject Contact Ana Hol ([https://directory.westernsydney.edu.au/search/name/Ana Hol/](https://directory.westernsydney.edu.au/search/name/Ana%20Hol/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS3012_22-SPR_PS_D#subjects)

INFS 3017 Web Systems Development

Credit Points 10

Legacy Code 300583

Coordinator Weisheng Si ([https://directory.westernsydney.edu.au/search/name/Weisheng Si/](https://directory.westernsydney.edu.au/search/name/Weisheng%20Si/))

Description In this unit students further develop their theoretical and practical skills in designing and developing web based information systems using systems analysis, programming, database, human computer interaction and web technologies skills that they have learnt in previous units. Current web development technologies and/or frameworks will be utilised to build a complex web information system in a collaborative web development team. Techniques of porting web systems to mobile platforms will also be explored.

School Computer, Data & Math Sciences

Discipline Computer Science, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) COMP 2020

Equivalent Subjects LGYA 5737 Advanced Web Site Development

Assumed Knowledge

- Fundamental web development skills such as HTML, CSS, Javascript and PHP
- Principles of relational database design and development, practical skills in SQL.
- Principles of systems analysis and design including the specification of end-user requirements and a good knowledge of the SDLC and its application to solving computer system related problems.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Design and create dynamic data driven web based information systems incorporating appropriate client and server data validation.
2. Explain and implement techniques of maintaining state in a stateless http environment.
3. Describe and apply essential page design principles to create and manage the overall layout and appearance of web systems using techniques such as templates, master pages, and style sheets.
4. Explain and implement advanced techniques of user interaction with client devices (eg, AJAX).
5. Design and implement an authentication and access control system for web based information systems.
6. Demonstrate necessary technical and theoretical skills and knowledge to work as a member of a project team to successfully develop complex web based information systems.
7. Describe appropriate methods of improving web system performance.
8. Port web based systems to mobile devices.
9. Apply CSS framework to lay out and style website
10. Apply LINQ to construct database queries
11. Apply Entity Framework Core to bind objects with database records
12. Implement both client-side and server-side data validation
13. Implement dynamic webpages with Razor syntax
14. Apply MVC framework to develop web systems
15. Implement user authentication and authorization for web systems
16. Apply collaborative skills to work in a team in developing complex web systems

Subject Content

Presentation and interface design and development

- Client and server-side data validation
- Database connectivity and dynamic page creation
- Authentication and access control
- Maintaining state
- Collaborative Web Development
- Advanced techniques of user interaction with client devices
- Improving Web Systems Performance
- Porting web based systems to mobile devices using current tools and techniques

 1. Cascading Style Sheet (CSS) framework such as Bootstrap
 2. Language Integrated Query (LINQ)
 3. Object to relational database mapping: Entity Framework Core
 4. Client-side and server-side data validation
 5. Razor pages programming
 6. Model-View-Controller (MVC) programming framework: ASP.NET Core
 7. Authentication and authorisation
 8. Collaborative web development

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Practical	50 and 60 hours to complete over a period of 12 weeks	50	N	Individual
Practical	30 to 40 hours to complete over a period of 13 weeks	25	N	Group
Final Exam	1 hour	25	N	Individual

Prescribed Texts

- Microsoft Docs (2017). ASP.NET Core. <https://docs.microsoft.com/en-us/aspnet/core/>
- Microsoft Docs (2017). Entity Framework Core. <https://docs.microsoft.com/en-au/ef/core/>

Teaching Periods

Sydney City Campus - Term 1 Sydney City

Day

Subject Contact Mahsa Razavi ([https://directory.westernsydney.edu.au/search/name/Mahsa Razavi/](https://directory.westernsydney.edu.au/search/name/Mahsa%20Razavi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS3017_22-SC1_SC_D#subjects)

Spring

Campbelltown

Day

Subject Contact Weisheng Si ([https://directory.westernsydney.edu.au/search/name/Weisheng Si/](https://directory.westernsydney.edu.au/search/name/Weisheng%20Si/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS3017_22-SPR_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Weisheng Si ([https://directory.westernsydney.edu.au/search/name/Weisheng Si/](https://directory.westernsydney.edu.au/search/name/Weisheng%20Si/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS3017_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Weisheng Si ([https://directory.westernsydney.edu.au/search/name/Weisheng Si/](https://directory.westernsydney.edu.au/search/name/Weisheng%20Si/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS3017_22-SPR_PS_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Antoinette Cevenini ([https://directory.westernsydney.edu.au/search/name/Antoinette Cevenini/](https://directory.westernsydney.edu.au/search/name/Antoinette%20Cevenini/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS3017_22-SC3_SC_D#subjects)

INFS 3018 Web Systems Development (Advanced)

Credit Points 10

Legacy Code 300902

Coordinator Weisheng Si ([https://directory.westernsydney.edu.au/search/name/Weisheng Si/](https://directory.westernsydney.edu.au/search/name/Weisheng%20Si/))

Description This unit teaches state-of-the-art web frameworks for developing complex web systems. This unit utilises the skills of basic web programming, database design, and systems analysis that students have learnt in previous units. Major topics in this unit include Cascading Style Sheet (CSS) framework, Razor pages, Model-View-Controller (MVC) programming, object to relational database mapping, and authentication and authorization. Moreover, this unit trains students' collaborative skills by asking students to build a complex website in a small team. As an advanced unit, deeper topics such as custom data validation and error handling will be discussed.

School Computer, Data & Math Sciences

Discipline Computer Science, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) COMP 2020

Incompatible Subjects INFS 3017 Web Systems Development

Restrictions Students must be enrolled in programs 3684 Bachelor of Information and Communication Technology (Advanced) or 3688 Bachelor of Information Systems Advanced.

Assumed Knowledge

- Fundamental web development skills such as HTML, CSS, Javascript and PHP
- Principles of relational database design and development, practical skills in SQL.

- Principles of systems analysis and design including the specification of end-user requirements and a good knowledge of the SDLC and its application to solving computer system related problems.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply CSS framework to lay out and style website
2. Apply LINQ to construct database queries
3. Apply Entity Framework Core to bind objects with database records
4. Implement both client-side and server-side data validation
5. Implement dynamic webpages with Razor syntax
6. Apply MVC framework to develop web systems
7. Implement user authentication and authorization for web systems
8. Apply collaborative skills to work in a team in developing complex web systems
9. Implement custom session states needed by web systems
10. Apply error handling techniques to build robust web systems

Subject Content

1. Cascading Style Sheet (CSS) framework such as Bootstrap
2. Language Integrated Query (LINQ)
3. Object to relational database mapping: Entity Framework Core
4. Client-side and server-side data validation
5. Razor pages programming
6. Model-View-Controller (MVC) programming framework: ASP.NET Core
7. Authentication and authorisation
8. Collaborative web development
9. Session states
10. Error handling

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Practical Exercises	50 to 60 hours to complete over a period of 12 weeks	50	N	Individual
Group based Complex Web Application Project	30 to 40 hours to complete over a period of 13 weeks	25	N	Group
Final Exam	1 hour	25	N	Individual

Teaching Periods

Spring Campbelltown

Day

Subject Contact Weisheng Si ([https://directory.westernsydney.edu.au/search/name/Weisheng Si/](https://directory.westernsydney.edu.au/search/name/Weisheng%20Si/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS3018_22-SPR_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Weisheng Si ([https://directory.westernsydney.edu.au/search/name/Weisheng Si/](https://directory.westernsydney.edu.au/search/name/Weisheng%20Si/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS3018_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Weisheng Si ([https://directory.westernsydney.edu.au/search/name/Weisheng Si/](https://directory.westernsydney.edu.au/search/name/Weisheng%20Si/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS3018_22-SPR_PS_D#subjects)

INFS 7001 Advanced Healthcare Data Environments

Credit Points 10

Legacy Code 301028

Coordinator Heidi Bjering ([https://directory.westernsydney.edu.au/search/name/Heidi Bjering/](https://directory.westernsydney.edu.au/search/name/Heidi%20Bjering/))

Description This unit extends the students knowledge of Health Informatics by introducing concepts relating to electronic communications within the health industry. It exposes students to a variety of environments used to create, store, transfer and deliver healthcare data. Areas include minimum data sets, data linkage, messaging concepts/standards, terminologies, healthcare evaluation, electronic health records and related standards, security, privacy and trust, medico legal, epidemiology and population health together with TeleHealth/TeleMedicine approaches, methodologies, tools and techniques. Advanced skills and knowledge on researching into recent developments in specific sub-topics will be acquired through assessment components in the unit.

School Computer, Data & Math Sciences

Discipline Systems Analysis and Design

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Evaluate the usage of electronic health records in Australian Health System situations, including standards, messaging, terminologies, classification systems and clinical languages, security and privacy, health data linkage and minimum data sets.
- Develop data environments to support functional e-Health applications.
- Explain and the concepts of epidemiology and population health in relation to data capture, analysis and research.
- Analyse the purpose of healthcare evaluation in relation to accreditation/certification standards including evaluation methods and policies and procedures for health information management, to the extent of their typical use in Australian Health System situations.
- Apply new knowledge gained from unit to complex cases arising in the Australian Health System workplace, exercising professional judgement in the context of the new knowledge area.
- Apply research methods consistent with planning, implementation and evaluation of e-Health data solutions to address previously unseen workplace problems in the Australian Health System.
- Evaluate the impact of Security, Privacy, Trust, Medico-Legal aspects and Ethics related to health data.

Subject Content

- Electronic Medical Record (EMR) systems and standards
- Health data, interoperability and messaging concepts/standards
- Minimum health data sets and mandatory reporting
- Clinical terminology and classification systems
- Data linkage and special data types
- Consideration of the impact of Security, Privacy and Trust for EMR
- Medico Legal and Ethics related to health data
- Exploration and application of approaches, methodologies, tools and techniques to support the design and development of e-Health applications
- Population health
- Health data mining and big data
- Approaches to the evaluation of health care at a national, organisational and individual level with a view to improving the quality of health care through practice guidelines, program evaluation, clinical indicators and consumer satisfaction surveys
- Critical evaluation techniques of clinical and population research

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	Minimum 1,000 words per each entry	40	N	Individual
Quiz	40 minutes each	30	N	Individual
Report	3,000 words	30	N	Individual

Teaching Periods

Spring

Online

Online

Subject Contact Heidi Bjering ([https://directory.westernsydney.edu.au/search/name/Heidi Bjering/](https://directory.westernsydney.edu.au/search/name/Heidi%20Bjering/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS7001_22-SPR_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Heidi Bjering ([https://directory.westernsydney.edu.au/search/name/Heidi Bjering/](https://directory.westernsydney.edu.au/search/name/Heidi%20Bjering/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS7001_22-SPR_PS_D#subjects)

INFS 7002 Advanced Healthcare Software and Systems

Credit Points 10

Legacy Code 301029

Coordinator Jim Basilakis ([https://directory.westernsydney.edu.au/search/name/Jim Basilakis/](https://directory.westernsydney.edu.au/search/name/Jim%20Basilakis/))

Description In this unit students will learn the concepts underpinning the services computing paradigm of "bridging the gap between Business Services and IT Services". Services Computing technology includes Web services and service-oriented architecture (SOA), business consulting methodology and utilities, business process modelling, transformation and integration. Students will learn, through the development of practical examples, how to utilise these technologies within a healthcare context. Advanced knowledge and knowledge of recent developments in specific sub-topics will also be acquired through practical components in the unit.

School Computer, Data & Math Sciences

Discipline Systems Analysis and Design

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Characterise the functional and practical elements of XML-related technologies and Web Services relating to the areas of messaging, workflow and clinical documentation within a healthcare context.
2. Design high-level user and technical specification of Web Services for healthcare applications.
3. Apply highly developed and technically advanced written presentation skills in describing Web Services for healthcare applications.
4. Analyse and integrate ideas from forefront knowledge via readings and scientific literature about best practice integration approaches in existing sharable healthcare system implementations.
5. Analyse the operations of Web services in the context of newer Internet technologies (eg. mobile and Cloud-based) and adapting to the changing business requirements in healthcare.
6. Apply new knowledge gained from unit to complex cases arising in the Australian Health System workplace, exercising professional judgement in the context of the new knowledge area.

Subject Content

1. Use and application of XML-related technologies and Web Services in the healthcare environment (eg. business process modelling, transformation, messaging, document architectures)
2. Best practice approaches for achieving integration of applications and information within healthcare
3. Techniques for achieving adaptable and scalable system architectures responsive to healthcare business requirements
4. Industry and regulatory standards relevant to national and international healthcare system implementations

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Report	5-6 pages (2500-3000)	35	N	Individual
Report	5-6 pages (2500-3000)	35	N	Individual
Final Exam	2 hours	30	N	Individual

Teaching Periods

Spring

Online

Online

Subject Contact Jim Basilakis ([https://directory.westernsydney.edu.au/search/name/Jim Basilakis/](https://directory.westernsydney.edu.au/search/name/Jim%20Basilakis/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS7002_22-SPR_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Jim Basilakis ([https://directory.westernsydney.edu.au/search/name/Jim Basilakis/](https://directory.westernsydney.edu.au/search/name/Jim%20Basilakis/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS7002_22-SPR_PS_D#subjects)

INFS 7003 Advanced Topics in ICT

Credit Points 10

Legacy Code 300694

Coordinator Tomas Trescak ([https://directory.westernsydney.edu.au/search/name/Tomas Trescak/](https://directory.westernsydney.edu.au/search/name/Tomas%20Trescak/))

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

School Computer, Data & Math Sciences

Discipline Information Systems, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) ENGR 7017

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain significant major research and development trends in ICT
2. Describe the current "state of the art" in three selected topic areas of Advanced ICT
3. Critically analyse technical publications in three selected topic areas of Advanced ICT
4. Apply knowledge gained during the subject to contextualise new ideas in ICT and discuss them with experts in the field
5. Summarise the impact of the consumer and socio-economic issues in Advanced ICT

Subject Content

Advanced Topics in ICT (ATICT) discusses the latest advances in this area, including the state-of-the-art and cutting edge research results and future trends. Subject content is expected to change over the course of ATICT, due to the rapidly changing ICT industry. Below is a list of possible topics to cover within the unit.

1. Web Technologies
2. Visualisation Technologies
3. Big Data
4. Artificial Intelligence
5. Social Networking
6. Digital Humanities
7. Computational Linguistics
8. Emerging Markets
9. Future Trends

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Report	1000-1500 words (approximately 2-3 pages)	20	N	Individual
Presentation	3 Mins (approximately 2-3 slides)	10	N	Individual
Report	1000-1500 words (approximately 2-3 pages)	20	N	Individual
Presentation	3 Mins (approximately 2-3 slides)	10	N	Individual

Report	1000-1500 words (approximately 2-3 pages)	20	N	Individual
Presentation	3 Mins (approximately 2-3 slides)	10	N	Individual
Report	max 500 words (approximately 2 pages)	10	N	Individual

Prescribed Texts

- No specific textbook is prescribed because of the nature of topics which will change from one year to another. The subject will use research journals, white papers and case studies as well as material available on the Web.

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Tomas Trescak ([https://directory.westernsydney.edu.au/search/name/Tomas Trescak/](https://directory.westernsydney.edu.au/search/name/Tomas_Trescak/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS7003_22-AUT_PS_D#subjects)

INFS 7004 Content Management Systems and Web Analytics

Credit Points 10

Legacy Code 300697

Coordinator Simi Kamini Bajaj ([https://directory.westernsydney.edu.au/search/name/Simi Kamini Bajaj/](https://directory.westernsydney.edu.au/search/name/Simi_Kamini_Bajaj/))

Description Content management systems (CMS) is a collective name for a wide range of web applications used by organisations/institutions/enterprises and social communities in establishing a continuing web presence. They may connect to backend systems and can provide complete web application services. This unit builds on both the conceptual and practical skills/knowledge to develop and utilise CMS's; in their management; in technical, legal, ethical and security issues; and in utilising web analytics to obtain business intelligence of their operation and impact.

School Computer, Data & Math Sciences

Discipline Information Systems

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYA 5891 Web Site Management and Security

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

Web development and HTML basics.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Give details of the architecture, functions, operation and characteristics of contemporary Content Management Systems and deploy and deploy a representative CMS;
2. Demonstrate a working knowledge of relevant legal issues: current web-related legislation, copyright, privacy, and intellectual property;
3. Identify privacy concerns and security issues in design, developing and maintaining CMSs including accessibility issues;
4. Demonstrate an understanding of the fundamentals of server protection and control of access to information;
5. Develop management policies for implementation of Web-based services for commercial applications
6. Demonstrate a working knowledge of the various web analytic tools, their application, relevance, scope and limitations and how they can be applied in the business context
7. Demonstrate a working knowledge of community and social networks and the impact of CMSs in society.

Subject Content

- architecture and functions of CMSs, comparison of CMSs and their functionality
- operation, management, policy development and workflow
- security, IP, ethics, Accessibility, Privacy and legal requirements of enterprise systems
- Internationalisation and The user interface
- Deployment and maintenance Issues
- principles, methods, tools and usage of web Analytics
- community CMSs as compared to enterprise CMSs
- developing web applications with CMSs
- future Trends and Developments of CMSs

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz		30	N	Individual
Practical		30	N	Individual
Applied Project	1500 words or equivalent	40	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Simi Kamini Bajaj ([https://directory.westernsydney.edu.au/search/name/Simi Kamini Bajaj/](https://directory.westernsydney.edu.au/search/name/Simi%20Kamini%20Bajaj/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS7004_22-AUT_PS_D#subjects)

INFS 7006 Software Testing and Automation

Credit Points 10

Legacy Code 300770

Coordinator Simi Kamini Bajaj ([https://directory.westernsydney.edu.au/search/name/Simi Kamini Bajaj/](https://directory.westernsydney.edu.au/search/name/Simi%20Kamini%20Bajaj/))

Description Software Testing and Automation will cover topics in two sections - Fundamentals of Software Testing and Test Automation. Section 1 will enable students to get a good understanding of different types of testing, the entire life cycle of Testing; how to design and prepare Test Cases, Test Data, execute these Test Cases and manage the defects. Students will also learn the importance of exclusive Test Environment for Testing and how to create a Traceability Matrix relating Requirements to Test Cases. Since approaches to testing software have also evolved with rigorous systematic approaches and advanced tools to automate some of the testing tasks. Section 2 will expose students to Test Automation using an automation tool, Object mapping and repository creation, Exception handling, logging and reporting, and Creation and Execution of Automation scripts.

School Computer, Data & Math Sciences

Discipline Information Systems, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

Knowledge about: Software Development Life Cycle; Programming knowledge in one of the Object Oriented programming language for e.g. Java, C++; Scripting Language such as Java Script.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Design and prepare Test Cases as part of the test preparation phase of testing life cycle
2. Prepare Test Data for the Test Cases
3. Execute Test Cases and Capture Test Evidences as part of test execution phase of testing life cycle
4. Create defect reports, assign severity levels, manage defects and track defects to closure as part of the defect life cycle
5. Create Traceability Matrix (relating Requirements to Test Cases)
6. Demonstrate an understanding of the syntax of automation tool scripting
7. Create test automation scripts using an automation tool
8. Conduct regression testing using the test automation scripts
9. Demonstrate a broader understanding of importance and state-of-the-art of software testing as practiced in the industry

Subject Content

Section I - Fundamentals of Software Testing:

1. Basics of software testing
2. Types of testing
3. Testing life cycle
4. Test Design
5. Defect management life cycle
6. Test Execution
7. Traceability Matrix

Section II - Automation Testing:

1. Overview of test automation tool, Record and Playback
2. Object map and Object repository creation, Verification Points

3. Global & Environment Variables
4. Data Pool Creation & Using External Data Sources
5. Exception Handling
6. Logging & reporting
7. Creation of Test Automation Scripts
8. Execution of Test Automation Scripts

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quizzes and lab work	3 (90 Minutes) quizzes	35	N	Individual
Mini Project Part A	15 hours	25	N	Group
Mini Project Part B	20 hours	25	N	Individual
Technical Report	2000 words	15	N	Individual

Teaching Periods

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Mahsa Razavi ([https://directory.westernsydney.edu.au/search/name/Mahsa Razavi/](https://directory.westernsydney.edu.au/search/name/Mahsa%20Razavi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS7006_22-SC1_SC_D#subjects)

Spring

Parramatta - Victoria Rd

Evening

Subject Contact Simi Kamini Bajaj ([https://directory.westernsydney.edu.au/search/name/Simi Kamini Bajaj/](https://directory.westernsydney.edu.au/search/name/Simi%20Kamini%20Bajaj/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS7006_22-SPR_PS_E#subjects)

INFS 7007 Systems Analysis and Database Management Systems

Credit Points 10

Legacy Code 300977

Coordinator Aruna Jamdagni ([https://directory.westernsydney.edu.au/search/name/Aruna Jamdagni/](https://directory.westernsydney.edu.au/search/name/Aruna%20Jamdagni/))

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

using a commercial database management system. At the same time, student learning, intercommunication and collaborative working skills are enhanced by student participation in tutorial presentations and group assignments.

School Computer, Data & Math Sciences

Discipline Information Systems, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. explain the key role of a system analyst and compare the generic roles and responsibilities of users, developers and managers within the context of business information systems
2. apply various phases of System Development Life Cycle (SDLC) to collaborative projects in a business environment.
3. analyse user and system requirements for producing abstract models on business problems.
4. explain essential components of a Relational Database Management System (RDBMS) and the database ANSI/SPARC 3 level architecture.
5. apply and generalise skills in database modeling, including Entity-Relationship Diagram (ERD), normalization and Global Relation Diagram (GRD).
6. develop a database using the SDLC methodology and implement this system in a commercial database management system such as Microsoft SQL.
7. explain the general concepts of database transactions and concurrency control.

Subject Content

Systems analysis design and the Systems Development Life Cycle (SDLC)

Project creation, selection and management

Requirements analysis and use case analysis

Process modeling and Data Flow Diagram (DFD)

Systems architecture, user-interface design and program design

Systems testing, documentation and transition

Database architecture, ANSI/SPARC 3 level architecture

Data modeling, Entity-Relationship modeling and Relational modeling

Anomalies in databases and data normalization.

Entity-Relationship Diagram (ERD) and Global Relation Diagram (GRD)

Introduction to database transaction management, concurrency and locking.

Database implementation and SQL

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	2 hours	35%	Y	Individual
Practical	10 in-class tutorial practical exercises. 1 for each week, lasting 10 weeks. Each exercise to be completed no later than the next class.	30%	Y	Group
Report	presentation: 10 minutes including question time report: maximum 2000 words in no more than 20 pages	35%	Y	Group

Teaching Periods

Summer A

Parramatta - Victoria Rd

Day

Subject Contact Pantea Aria ([https://directory.westernsydney.edu.au/search/name/Pantea Aria/](https://directory.westernsydney.edu.au/search/name/Pantea%20Aria/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS7007_22-SUA_PS_D#subjects)

Autumn

Parramatta - Victoria Rd

Evening

Subject Contact Pantea Aria ([https://directory.westernsydney.edu.au/search/name/Pantea Aria/](https://directory.westernsydney.edu.au/search/name/Pantea%20Aria/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS7007_22-AUT_PS_E#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Mahsa Razavi ([https://directory.westernsydney.edu.au/search/name/Mahsa Razavi/](https://directory.westernsydney.edu.au/search/name/Mahsa%20Razavi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS7007_22-SC2_SC_D#subjects)

Spring

Parramatta - Victoria Rd

Evening

Subject Contact Aruna Jamdagni ([https://directory.westernsydney.edu.au/search/name/Aruna Jamdagni/](https://directory.westernsydney.edu.au/search/name/Aruna%20Jamdagni/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS7007_22-SPR_PS_E#subjects)

INFS 7008 Systems and Network Security

Credit Points 10

Legacy Code 300696

Coordinator Hon Cheung ([https://directory.westernsydney.edu.au/search/name/Hon Cheung/](https://directory.westernsydney.edu.au/search/name/Hon%20Cheung/))

Description This unit is concerned with the protection of information in computing systems and when transferred over networks. It addresses techniques for securing networking applications and their security arrangements. Students gain an understanding of the fundamentals of the provision of security in networks and systems, as well as an appreciation of some of the problems that arise in devising practical security solutions.

School Computer, Data & Math Sciences

Discipline Information Systems

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYA 5882 - Distributed Systems and Network Security

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

Basic knowledge of networked and computer systems. Basic understanding of cryptography.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe fundamental concepts of networked system security and security threats.
2. Explain encryption techniques.
3. Analyse and describe common security protocols.
4. Analyse and describe typical authentication protocols and authorization approaches.
5. Explain security issues in networked computer systems.
6. Describe network security in typical networks including LANs and internetworks.
7. Describe security issues and implementation of secure measures on the Internet

Subject Content

Security concepts and terminology
 Security threats
 Cryptography
 Authentication
 Authorization
 Security protocols
 Network security
 Computer security

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Intra-session Exam	1 hour	15	N	Individual
Report	2000 words	20	N	Individual
Final Exam	2 hours	45	N	Individual
Practical	5 practicals x 2hrs in duration.	20	N	Individual

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Hon Cheung ([https://directory.westernsydney.edu.au/search/name/Hon Cheung/](https://directory.westernsydney.edu.au/search/name/Hon%20Cheung/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS7008_22-SPR_PS_D#subjects)

Evening

Subject Contact Hon Cheung ([https://directory.westernsydney.edu.au/search/name/Hon Cheung/](https://directory.westernsydney.edu.au/search/name/Hon%20Cheung/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS7008_22-SPR_PS_E#subjects)

INFS 7009 Web Technologies

Credit Points 10

Legacy Code 300693

Coordinator Zhuhan Jiang ([https://directory.westernsydney.edu.au/search/name/Zhuhan Jiang/](https://directory.westernsydney.edu.au/search/name/Zhuhan%20Jiang/))

Description This unit covers the technologies required for the construction and maintenance of web pages and web sites. It focuses on the web page and site design, markup languages, client-side technologies such as Cascading Style Sheets and Javascript, as well as server-side technologies such as web servers, database connectivity, and server side scripting. It also includes the use of multi-media, security, access rights, and the exploration of some of the latest technological wonders populated on the Internet. This unit is heavily orientated towards practical experience based on amplifying the theoretical concepts.

School Computer, Data & Math Sciences

Discipline Information Systems, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Create individual web sites and demonstrate a working knowledge of HTML, CSS, JavaScript, and simple database interaction

2. Develop and implement prototype server-side and client-side applications, using scripting languages and style sheets
3. Demonstrate the understanding of XHTML, DHTML, XML, AJAX, Web Service, multi-media, and human interaction design principles
4. Adjust the site presentation and performance related to the use of mobile devices
5. Explore the merits and various methods to enable web security, auditing and access control for typical platforms and applications
6. Design and implement prototype web-based information systems for commercial applications
7. Identify and discuss variety of current web technologies, potential issues, and the possible future directions

Subject Content

- Internet and the markup languages: HTML, XHTML, XML and others; HTTP protocol and the client-server model of the web; page and site creation.

- Methods of client interfacing to the web, web page design, current multimedia principles of web page layout and the human interface; Cascading Style Sheets.

- Client-side scripting with JavaScript, making use of client-side scripts, including AJAX or DOM, to enable better user experience and interactivity.

- Common web site security and access control, SSL, encryption, digital certificates, and basic copyright issues.

- Web site organisation, web logging, site statistics, site administration, and content management systems.

- Web servers, and the use of web development libraries or tools.

- Latest trend and features of web technologies.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	50 minutes	20	Y	Individual
Quiz	90 minutes	20	Y	Individual
Practical	8 hours (5-8 linked webpages, depending on the student's own design)	20	Y	Individual
Applied Project	15 hours (10-15 linked webpages, depending on the student's own site design)	40	N	Group

Prescribed Texts

- No specific textbook is prescribed because of the diversity in Web technologies. Also, a tremendous amount of material is available on the Web itself.

Teaching Periods

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Mahsa Razavi ([https://directory.westernsydney.edu.au/search/name/Mahsa Razavi/](https://directory.westernsydney.edu.au/search/name/Mahsa%20Razavi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS7009_22-SC1_SC_D#subjects)

Spring

Parramatta - Victoria Rd

Day

Subject Contact Zhuhan Jiang ([https://directory.westernsydney.edu.au/search/name/Zhuhan Jiang/](https://directory.westernsydney.edu.au/search/name/Zhuhan%20Jiang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS7009_22-SPR_PS_D#subjects)

Evening

Subject Contact Zhuhan Jiang ([https://directory.westernsydney.edu.au/search/name/Zhuhan Jiang/](https://directory.westernsydney.edu.au/search/name/Zhuhan%20Jiang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS7009_22-SPR_PS_E#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Antoinette Cevenini ([https://directory.westernsydney.edu.au/search/name/Antoinette Cevenini/](https://directory.westernsydney.edu.au/search/name/Antoinette%20Cevenini/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS7009_22-SC3_SC_D#subjects)

INFS 9001 Higher Degree Research Thesis - Information Systems

Credit Points 20

Legacy Code 800222

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Graduate Research School

Discipline Information Systems, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS9001_22-RQ1_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS9001_22-RQ1_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS9001_22-RQ1_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS9001_22-RQ1_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS9001_22-RQ1_PS_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS9001_22-RQ2_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS9001_22-RQ2_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS9001_22-RQ2_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS9001_22-RQ2_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS9001_22-RQ2_PS_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS9001_22-RQ3_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS9001_22-RQ3_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS9001_22-RQ3_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS9001_22-RQ3_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS9001_22-RQ3_PS_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS9001_22-RQ4_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS9001_22-RQ4_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS9001_22-RQ4_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS9001_22-RQ4_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=INFS9001_22-RQ4_PS_D#subjects)

Introduction to Podiatry and Clinical Education

Credit Points 10

Legacy Code 400942

Coordinator Stefania Penkala ([https://directory.westernsydney.edu.au/search/name/Stefania Penkala/](https://directory.westernsydney.edu.au/search/name/Stefania%20Penkala/))

Description This is the first unit to introduce Master's entry students to some basic theoretical and practical components related to podiatric practice with an emphasis on clinical competencies in patient communication and management that will be reinforced in the one week clinical placement in either a private practice or public sector setting. In addition, a clinical component will introduce students to skills required to treat basic skin conditions and evaluate the functional anatomy, gait and cursory examination as well as communication skills which are necessary components for the Podiatric Practice clinical units. Furthermore, general clinical treatment techniques will be covered such as chair side devices, strapping and removable pads to more complex skills such as the manufacture of non-cast orthotic devices will be covered.

School Health Sciences

Discipline Podiatry

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Podiatry specific

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the role of podiatrists in health care and understand the legal legislation and registration guidelines for the podiatry profession.
2. Demonstrate the ability to evaluate the aetiology and management of common skin and nail disorders in the health setting.

3. Distinguish relevant skills in assessment of dermatology, vascular, neurological and lower extremity biomechanics and gait analysis within the health environment.
4. Analyse the framework of OH&S, infection control standards and protocols in a clinical setting and in the treatment of the high risk foot and nail surgery procedures.
5. Apply analytical skills encompassing communication and correspondence with patients and allied health professionals (interpersonal, written, and professional presentation).
6. Demonstrate the ability to evaluate and manage common podiatric skills such as identifying and handling of instrumentation within the health environment.
7. Develop manual skills for the application of clinical techniques and apply strapping or pads to the leg and foot within the health environment.
8. Demonstrate a basic understanding of appropriate footwear and demonstrate the need for prescription of non cast orthoses.
9. Demonstrate the ability to apply the above theoretical concepts and practical skills during a one week placement in a private practice or public sector setting.

Subject Content

1. General clinical protocols
 - Policy for the Uniclinic infection control standards and orthoses fabrication work areas (OH&S issues)
 - documentation for patient management at Western Sydney university and learning contracts for external placements
 - professional Issues related to clinical procedures (Internal and external), e.g. Immunisation, criminal checks, senior first aid and Dress Code
2. Cursory physical examination
 - vascular, neurological and dermatological
 - Basic Biomechanical techniques, planes and axes of The Lower extremity and introduction to assessment of gait analysis
 - Basic gait analysis
3. Introduction to functional anatomy
 - Anatomy of The thigh, leg and foot
 - general joint and muscle function assessment
 - introduction to postural types (lordosis, kyphosis) and foot types (normal, pronated and supinated)
4. Documentation
 - legal and professional requirements
 - practical management Issues
 - assessment forms from The UniClinic
 - prescription writing for orthoses
 - correspondence ? letter writing
5. Instrumentation
 - introduction to Basic routine instrument pack
 - introduction to handling instruments
 - Basic nail and Scalpel techniques
6. Manual treatment skills
 - principles for mechanical / Fabrication skills
 - Basic strapping and Padding techniques
 - Basic workshop skills to fabricate non cast orthoses
7. Manual fabrication skills
 - introduction to safety Factors in The workshop
8. External Clinical Placement
 - one full week placement
 - private or public sector
 - observation only

Teaching Periods

JUST 0001 Academic Skills for Criminal and Community Justice (WSTC Prep)

Credit Points 10

Legacy Code 700219

Coordinator Mona Shrestha ([https://directory.westernsydney.edu.au/search/name/Mona Shrestha/](https://directory.westernsydney.edu.au/search/name/Mona%20Shrestha/))

Description This unit introduces students to the essential academic skills required for success in tertiary studies. It employs an explicit pedagogy approach to teach students how to become independent, active, and reflective learners. The unit also includes essential research and writing skills specific to the social sciences and criminal justice.

School Western Sydney The College

Discipline Justice and Law Enforcement, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Restrictions Students must be enrolled at Western Sydney University, The College.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Use both independent and collaborative learning strategies to advance the knowledge of the individual and that of their peers.
2. Communicate effectively through the development of critical reading, listening, speaking and writing skills in context.
3. Locate and use information technology systems and educational technologies to support learning and assessment.
4. Apply problem solving skills and research skills, to make informed decisions.
5. Reflect on learning experiences, in order to assess their own learning styles and ◆elearn how to learn◆f.
6. Demonstrate an understanding of the difference between qualitative and quantitative research, as well as primary and secondary sources, as it applies to the social sciences and criminal justice.

Subject Content

1. Introduction and academic skills
2. Introduction to academic culture
3. Information skills and blended learning
4. Essential skills for Criminal and Community Justice

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Oral presentation	5 minutes	10	N	Individual
Reference test	1 hour	10	N	Individual

Reflective Learning 1,200 words 40 N Individual

Journal: Part 1 – 20% Part 2 – 20%

Research Project:	(a) 500 words article analysis (b) 500 words (week 3 or 4) – 10%	40	N	Both (Individual & Group)
(b) Concept map – 10%				
(c) Group presentation – 10%				
(d) Final submission (Reflective activity) – 10%	(c) 5 mins (d) 1200 words			

Teaching Periods

JUST 0002 Introduction to Australian Law Enforcement (WSTC Prep)

Credit Points 10

Legacy Code 700236

Coordinator Paul Rouillon ([https://directory.westernsydney.edu.au/search/name/Paul Rouillon/](https://directory.westernsydney.edu.au/search/name/Paul%20Rouillon/))

Description This unit provides a broad overview of law enforcement in Australia. It aims to equip students with an understanding of power, law and authority in relation to law enforcement agencies in Australia, as well as an overview of the operations and procedures of those agencies. The unit also provides students with an understanding of what it means to become a law enforcement professional in Australia.

School Western Sydney The College

Discipline Justice and Law Enforcement, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Restrictions Students must be enrolled at Western Sydney University, The College.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of the nature of law enforcement in Australia.
2. Outline the ethics and professionalism expected of Australian law enforcement officers.
3. Identify and explain the various operations and procedures within Australian enforcement agencies.
4. Apply writing, referencing and problem-solving skills commensurate with tertiary studies.
5. Demonstrate research and digital literacy skills.

6. Participate effectively in collaborative learning environments to present information related to Australian law enforcement.

Subject Content

Power and authority
 Legislation relevant to law enforcement
 Who are the Police?
 Private policing
 Government departments
 Disaster and emergency management
 State law enforcement agencies
 National law enforcement agencies
 The impact of law enforcement on local communities
 Becoming a law enforcement professional
 Power and authority
 Legislation relevant to law enforcement
 Who are the Police?
 Private policing
 Government departments
 Disaster and emergency management
 State law enforcement agencies
 National law enforcement agencies
 The impact of law enforcement on local communities
 Becoming a law enforcement professional

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	10 minutes per quiz	10	N	Individual
Report	250 words	10	N	Individual
Essay	750 words	30	N	Individual
Applied Project	1000 words	40	N	Group
Peer Review	250 words	10	N	Individual

Teaching Periods

Term 1

Bankstown

Day

Subject Contact Paul Rouillon ([https://directory.westernsydney.edu.au/search/name/Paul Rouillon/](https://directory.westernsydney.edu.au/search/name/Paul%20Rouillon/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=JUST0002_22-T1_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Paul Rouillon ([https://directory.westernsydney.edu.au/search/name/Paul Rouillon/](https://directory.westernsydney.edu.au/search/name/Paul%20Rouillon/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=JUST0002_22-T1_BL_D#subjects)

Term 3

Bankstown

Day

Subject Contact Paul Rouillon ([https://directory.westernsydney.edu.au/search/name/Paul Rouillon/](https://directory.westernsydney.edu.au/search/name/Paul%20Rouillon/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=JUST0002_22-T3_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Paul Rouillon ([https://directory.westernsydney.edu.au/search/name/Paul Rouillon/](https://directory.westernsydney.edu.au/search/name/Paul%20Rouillon/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=JUST0002_22-T3_BL_D#subjects)

JUST 0003 Introduction to the Australian Legal System (WSTC Prep)

Credit Points 10

Legacy Code 700216

Coordinator Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

Description This unit is designed to develop an understanding of the Australian legal system for students whose courses involve law units relevant to their area of study, such as Business, Construction, Policing and Criminology. Students will investigate the role of the Australian legal system in contemporary society, and explore its relevance to their chosen career path through project-based assessments. The unit will also help students develop the language and communication skills necessary for further tertiary study.

School Western Sydney The College

Discipline Legal Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects JUST 0005 - Introduction to the Australian Legal System – Fast Track (UWSC) JUST 0004 - Introduction to the Australian Legal System (UWSC)

Restrictions Students must be enrolled at Western Sydney University, The College.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Define and use key legal terminology appropriately.
2. Demonstrate an understanding of key legal concepts, the role of law in society and its impact upon Aboriginal and Torres Strait Islander peoples.
3. Explain the relevance of the Australian legal system to their chosen career path.
4. Demonstrate effective written communication skills.
5. Observe and report on the operation of Australian courts.
6. Demonstrate skills in legal problem solving.

Subject Content

1. The concept of law and the development of Australia's legal system.
2. The basic composition of the Australian legal system and introduction

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	40 minutes per quiz	40	N	Individual
Case Study	1,000 words	25	N	Individual
Report	1,250 words	35	N	Individual

Prescribed Texts

- Carvan, J. (2015). Understanding the Australian legal system (7th ed.). Rozelle, N.S.W: Thomson Reuters Professional Australia Ltd.
- http://west-sydney-primo.hosted.exlibrisgroup.com/UWS-ALMA:uws_alma_scope:UWS-ALMA21136423170001571

Teaching Periods

Term 1

Bankstown

Day

Subject Contact Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=JUST0003_22-T1_BA_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=JUST0003_22-T1_PC_D#subjects)

Term 2

Bankstown

Day

Subject Contact Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=JUST0003_22-T2_BA_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=JUST0003_22-T2_PC_D#subjects)

Term 3

Bankstown

Day

Subject Contact Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=JUST0003_22-T3_BA_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=JUST0003_22-T3_PC_D#subjects)

JUST 0004 Introduction to the Australian Legal System (WSTC)

Credit Points 10

Legacy Code 900083

Coordinator Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

Description This unit is designed to develop an understanding of the Australian legal system for students whose courses involve law units relevant to their area of study, such as Business, Construction, Policing and Criminology. Students will investigate the role of the Australian legal system in contemporary society, and explore its relevance to their chosen career path through project-based assessments. The unit will also help students develop the language and communication skills necessary for further tertiary study.

School Western Sydney The College

Discipline Legal Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects JUST 0003 - Introduction to the Australian Legal System (WSTC Prep)
JUST 0005 - Introduction to the Australian Legal System – Fast Track (UWSC)

Restrictions Students must be enrolled at The College.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Define and use key legal terminology appropriately.
2. Demonstrate an understanding of key legal concepts, the role of law in society and its impact upon Aboriginal and Torres Strait Islander peoples.
3. Explain the relevance of the Australian legal system to their chosen career path.
4. Demonstrate effective written communication skills.
5. Observe and report on the operation of Australian courts.
6. Demonstrate skills in legal problem solving.

Subject Content

1. The concept of law and the development of Australia's legal system.

2. The basic composition of the Australian legal system and introduction to key legal terms.
3. The function and operation of Australian courts.
4. The operation and practical relevance of major areas of law (including criminal/civil law, contract law, tort law and international law).

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	40 minutes per quiz	40	N	Individual
Case Study	1000 words	25	N	Individual
Report	1250 words	35	N	Individual

Prescribed Texts

- Carvan, J. (2015). Understanding the Australian legal system (7th ed.). Rozelle, N.S.W: Thomson Reuters Professional Australia Ltd. http://west-sydney-primo.hosted.exlibrisgroup.com/UWS-ALMA:uws_alma_scope:UWS-ALMA21136423170001571

Teaching Periods

JUST 1003 Policing Practices

Credit Points 10

Legacy Code 102314

Coordinator Karl Roberts ([https://directory.westernsydney.edu.au/search/name/Karl Roberts/](https://directory.westernsydney.edu.au/search/name/Karl%20Roberts/))

Description This unit concentrates on the implications for police practice of the legislative framework, and police responsibilities including procedures, practices and methods. The content will focus on police decision-making and discretion, and the meaning and practice of police powers. The approach necessary for working with diverse communities is described and analysed, as are associated communication practices. Concepts examined include the appropriate use of force, the appropriate use of personal information and the characteristics of ethical policing practice. Although the key focus of learning relates to the New South Wales Police Force; examples are also drawn from Australian state and federal policing as well as international policing contexts.

School Social Sciences

Discipline Police Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects JUST 1004 - Policing Practices (UWSC) JUST 2004 - Contemporary Policing JUST 2003 - Contemporary Policing

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the practice implications of police powers in NSW and elsewhere;

2. Demonstrate reflective and practical knowledge of police responsibilities in a range of incidents;
3. Articulate an appropriate understanding of caution, arrest, use of force, custody and offender management;
4. Articulate an appropriate understanding of Duty of Care towards victims and offenders;
5. Explain the practice implications of working with diverse communities;
6. Explain the need for clear communication between the police and the policed.

Subject Content

Critical issues in contemporary policing
 Policing around the World
 Governance, media and policing
 Legislation and the limits of contemporary policing
 Ethics and cultures of policing
 Communications in policing
 Community engagement and customer service
 Caution, arrest and use of force
 Custody and offender management
 Duty of Care to victims and offenders
 Future of policing in Australia

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	1500 words	30	N	Individual
Essay	1500 words	30	N	Individual
Exam	2 hours	40	N	Individual

Teaching Periods

Spring

Penrith (Kingswood)

Day

Subject Contact Karl Roberts ([https://directory.westernsydney.edu.au/search/name/Karl Roberts/](https://directory.westernsydney.edu.au/search/name/Karl%20Roberts/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=JUST1003_22-SPR_KW_D#subjects)

Liverpool

Day

Subject Contact Karl Roberts ([https://directory.westernsydney.edu.au/search/name/Karl Roberts/](https://directory.westernsydney.edu.au/search/name/Karl%20Roberts/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=JUST1003_22-SPR_LP_D#subjects)

JUST 1004 Policing Practices (WSTC)

Credit Points 10

Legacy Code 700237

Coordinator Paul Rouillon ([https://directory.westernsydney.edu.au/search/name/Paul Rouillon/](https://directory.westernsydney.edu.au/search/name/Paul%20Rouillon/))

Description This unit concentrates on the implications for police practice of the legislative framework, police responsibilities including procedures, practices and methods. The content will focus on police decision-making and discretion, and the meaning and practice of police powers. The approach necessary for working with diverse communities is described and analysed, as are associated communication practices. Concepts such as the appropriate use of force, the appropriate use of personal information and the characteristics of ethical policing practice. By comparison, examples are drawn from Australian state and federal policing, and international contexts.

School Social Sciences

Discipline Police Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects JUST 1003 - Policing Practices JUST 2003 - Contemporary Policing JUST 2004 - Contemporary Policing (UWSC)

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in extended diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the practice implications of police powers in NSW and elsewhere
2. Demonstrate reflective and practical knowledge of police responsibilities in a range of incidents
3. Articulate an appropriate understanding of caution, arrest, use of force, custody and offender management
4. Articulate an appropriate understanding of Duty of Care towards victims and offenders
5. Explain the practice implications of working with diverse communities.
6. Explain the need for clear communication between the police and the policed.

Subject Content

Critical issues in contemporary policing
 Policing around the world
 Governance, media and policing
 Legislation and the limits of contemporary policing
 Ethics and cultures of policing
 Communications in policing
 Community engagement and customer service
 Caution, arrest and use of force
 Custody and offender management
 Duty of Care to victims and offenders
 Future of policing in Australia
 Critical issues in contemporary policing
 Policing around the world
 Governance, media and policing
 Legislation and the limits of contemporary policing
 Ethics and cultures of policing
 Communications in policing
 Community engagement and customer service
 Caution, arrest and use of force
 Custody and offender management

Duty of Care to victims and offenders
Future of policing in Australia

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study		10	N	Individual
Report		25	N	Individual
Essay		25	N	Individual
Final Exam		40	N	Individual

Teaching Periods

Term 1

Bankstown

Day

Subject Contact Paul Rouillon ([https://directory.westernsydney.edu.au/search/name/Paul Rouillon/](https://directory.westernsydney.edu.au/search/name/Paul%20Rouillon/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=JUST1004_22-T1_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Paul Rouillon ([https://directory.westernsydney.edu.au/search/name/Paul Rouillon/](https://directory.westernsydney.edu.au/search/name/Paul%20Rouillon/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=JUST1004_22-T1_BL_D#subjects)

Term 3

Bankstown

Day

Subject Contact Paul Rouillon ([https://directory.westernsydney.edu.au/search/name/Paul Rouillon/](https://directory.westernsydney.edu.au/search/name/Paul%20Rouillon/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=JUST1004_22-T3_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Paul Rouillon ([https://directory.westernsydney.edu.au/search/name/Paul Rouillon/](https://directory.westernsydney.edu.au/search/name/Paul%20Rouillon/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=JUST1004_22-T3_BL_D#subjects)

JUST 2007 Human Rights, Human Services and the Law (Block Mode)

Credit Points 10

Legacy Code 101772

Coordinator Maggie Hall ([https://directory.westernsydney.edu.au/search/name/Maggie Hall/](https://directory.westernsydney.edu.au/search/name/Maggie%20Hall/))

Description This unit aims to provide knowledge of human rights issues and laws which are particularly relevant to social workers and community welfare workers. It provides an opportunity for

students to reflect upon the powers, responsibilities and obligations in their professional roles and acquire skills to promote justice for disadvantaged individuals and groups through advocacy and law reform.

School Social Sciences

Discipline Social Work

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects LGYA 7655 - Human Rights Human Services and the Law (AREPMetro) WELF 2008 - Human Rights Human Services and the Law

Restrictions Students must be enrolled in 1689 Bachelor of Community and Social Development and must have successfully completed 60 credit points at Levels 1 and 2.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply a broad understanding of the Australian legal system with particular reference to NSW;
2. Describe how legal institutions and processes promote or undermine access to justice and law reform for disadvantaged groups in the community;
3. Identify areas of substantive law which are particularly relevant to social work, community welfare and youth work practice;
4. Employ advocacy skills using legal knowledge;
5. Demonstrate an understanding of international human rights instruments and process;
6. Write a professional report for legal purposes.

Subject Content

An overview of the Australian legal system with particular reference to NSW

Human service work: legal framework for practice

Human service work for courts and tribunals; writing reports for legal purposes, evidence, disclosure of counselling records

Anti discrimination laws; guardianship laws, mental health laws

Criminal justice; victims of crime, disability, prisoners rights

Civil and administrative laws: housing, consumer protection, employment, social security, education

Australian and NSW law pertinent to children & families

Young people in the criminal justice system

Advocacy strategies using legal knowledge

The international legal framework ?Sources of international law, international courts and enforcement; examples of the development of human rights instruments

Aboriginal and Torres Strait Islanders?f human rights in Australia: constitutional and common law cases

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report about the Local Court	1,000 words	40	N	Individual

Online discussion and reflection	1,000 words	40	N	Individual
Case study Exam in class	1 hour	20	N	Individual

Prescribed Texts

- Redfern Legal Centre 2020, The law handbook: your practical guide to law in New South Wales, 15th edn, Thomson Reuters, Pyrmont. <https://legalanswers.sl.nsw.gov.au/law-handbook-your-practical-guide-law-nsw>

Teaching Periods

JUST 2008 Land Law

Credit Points 10

Legacy Code 200599

Coordinator Michael Iacono ([https://directory.westernsydney.edu.au/search/name/Michael Iacono/](https://directory.westernsydney.edu.au/search/name/Michael%20Iacono/))

Description Land Law seeks to give students an understanding and appreciation of the main legal concepts concerning property and interests in land, and of some of the technical rules used in land law, in a way which will be relevant to students development as property professionals. Students who successfully complete this unit will be familiar with and understand the main concepts of land law, be able to relate these concepts one to the other and to the practice of the property profession, and be familiar with the legal terminology relating to these concepts.

School Law

Discipline Legal Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects LGYB 9941 - Land Law

Restrictions External offerings for this subject are only available to students who are enrolled in a Property program or field of study.

Assumed Knowledge

200184 - Introduction to Business Law.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of the history and the legal principles that relate to property and interests in land.
2. Identify and explain the legal issues that arise in practical problems involving property rights, leasing, ownership and transfer of land.
3. Apply legal principles to practical problems involving property rights, leasing, ownership and transfer of land.
4. Write effectively and appropriately, displaying clear and logical structure and using accurate grammar and punctuation.

Subject Content

- fundamental concepts of land Law
- interests in land
- introduction to Torrens title
- rights to airspace, boundaries, fixtures, encroachments

- leases
- native titles
- co-ownership
- Easements, restrictive covenants.

Prescribed Texts

- Peter Butt, Land Law (Thomson Reuters, 6th ed, 2010)

Teaching Periods

JUST 2011 Law of Commercial Obligations

Credit Points 10

Legacy Code 200554

Coordinator James Paterson ([https://directory.westernsydney.edu.au/search/name/James Paterson/](https://directory.westernsydney.edu.au/search/name/James%20Paterson/))

Description This unit introduces students to the Australian laws governing transactions involving the transfer, registration and use of property. Focusing on commercial applications students will consider laws governing real, intellectual and personal property including topics such as registration requirements under the Torrens title system and the Personal Property Securities Act (PPSA) as well as enforceability and alienation of proprietary interests, leases and deeds, and subsidiary interests such as covenants and easements.

School Law

Discipline Legal Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) LAWS 1001

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Differentiate proprietary interests in the Australian legal system;
2. Critically analyse and assess the legal framework that governs property transactions in Australia;
3. Articulate the legal rights, obligations and liabilities of parties to commercial transactions involving proprietary interests;
4. Apply relevant legal concepts to practical property law problems.

Subject Content

- The concept of property in Australian Law, including Intellectual property
- Torrens title system
- The PPSA (personal property Securities act)
- Registration and transfer of proprietary interests
- Enforceability and alienation of proprietary interests
- commercial leases
- Subsidiary interests including covenants, Easements

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quizzes multiple choice	5 quizzes, best 4/5	25	N	Individual
Essay (problem based)	1,500 words	25	N	Individual
Final Exam	2 hours	50	Y	Individual

Prescribed Texts

- Edgeworth B, et al, Sackville and Neave Australian Property Law (LexisNexis, 11th ed, 2021)
- Duggan A, Australian Personal Property Securities Law (LexisNexis, 3rd ed, 2021)

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact James Paterson ([https://directory.westernsydney.edu.au/search/name/James Paterson/](https://directory.westernsydney.edu.au/search/name/James%20Paterson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=JUST2011_22-SPR_PC_D#subjects)

JUST 2013 Mediation

Credit Points 10

Legacy Code 200294

Coordinator Sheralee Gociev ([https://directory.westernsydney.edu.au/search/name/Sheralee Gociev/](https://directory.westernsydney.edu.au/search/name/Sheralee%20Gociev/))

Description This unit will examine the theory and practice of mediation, specifically in the context of the Australian legal system. It builds upon the more general introduction given in the unit Alternative Dispute Resolution (which is a prerequisite for this course). This unit will assume that students have read the textbook for Alternative Dispute Resolution. This unit is experientially based, and students will be expected to participate in discussions, exercises and role-plays. The theory and practice of mediation will be critically considered, as will the social and legal contexts within which mediation is practised. The unit is presented with a multi-disciplinary, analytical and practical approach. Given the very broad range of areas within which mediation can be applied, students will be able to focus on an area or areas of particular personal or professional interest to them (for example, mediation of commercial disputes, mediation under anti-discrimination or family law). This unit is intended to be an introduction to the practice of mediation.

School Law

Discipline Legal Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) LAWS 2001

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically evaluate contemporary issues in mediation.
2. Prepare for mediation and document pre-mediation processes.
3. Conduct mediation and evaluate the practical, procedural, ethical and legal issues in the mediation.
4. Reflect on and assess their own capabilities and performance to support their personal and professional development.
5. Write clearly and persuasively, referencing according to the Australian Guide to Legal Citation.

Subject Content

- The concept of mediation.
- The range and diversity of definitions of mediation.
- The mediator: the role of the mediator; different models of the role of the mediator.
- skills and skill development in mediation: The personal and professional qualities and competencies required of A mediator.
- The mediator as A third party facilitator.
- The mediator as neutral: The concepts of neutrality and impartiality in practice.
- The mediation process: approaches to Models of The process.
- aims of mediation: The range of aims which mediation may Seek to achieve.
- risks in mediation: potential dangers and problems in mediation, and appropriate strategies for Addressing them.
- Pre-mediation processes: (1) initial contact with the disputing parties.
- Pre-mediation processes: (2) investigative strategies and the facilitation of information gathering by the parties.
- Pre-mediation processes: (3) interviewing parties prior to mediation.
- Pre-mediation processes: (4) case analysis
- Pre-mediation processes: (5) case evaluation: determining when mediation is appropriate and not appropriate, and what form and style of mediation is appropriate.
- Pre-mediation processes: (6) preparing the parties for mediation.
- agreement to mediate
- Pre-mediation processes: (7) the preparation of preliminary statements of issues and options where appropriate.
- Pre-mediation processes: (8) preparing the mediator for mediation.
- Pre-mediation processes: (9) practical preparations and resources (including the choice of venue, the layout of venue, technical and other resources).
- Pre-mediation processes: (10) planning mediation.
- The mediators relationship with The parties.
- The mediation process: (1) initiating the mediation session: the mediators opening statement and preliminary issues.
- The mediation process: (2) facilitating communication and perception sharing: communication skills and language in mediation.
- The mediation process: (3) opening statements and responses.
- The mediation process: (4) focusing and fractionating.
- The mediation process: (5) identifying areas of agreement and disagreement.
- The mediation process: (6) facilitating issue definition and agenda setting.
- The mediation process: (7) facilitating option generation.
- The mediation process: (8) facilitating option evaluation.
- The mediation process: (9) facilitating costing of options and alternatives.
- The mediation process: (10) caucusing, breaks and adjournments.
- The mediation process: (11) returning from separation.
- The mediation process: (12) facilitating negotiation.
- The mediation process: (13) types and forms of agreement.
- The mediation process: (14) facilitating agreement in principle.
- The mediation process: (15) facilitating agreement in detail.
- The mediation process: (16) reality testing.
- The mediation process: (17) agreement writing.
- The mediation process: (18) termination.

- Post-mediation processes: (1) de-briefing of the parties.
- Post-mediation processes: (2) de-briefing of the mediator.
- Post-mediation processes: (3) evaluation and assessment.
- Post-mediation processes: (4) agreement monitoring, review and revision.
- intervention in The mediation process: when, why and how should The mediator intervene?
- control in mediation: Issues relating to control, power and intervention.
- emotions in mediation
- Variant forms of mediation: (1) Co-mediation: the use of two mediators.
- Variant forms of mediation: (2) Team mediation: the use of more than two mediators.
- Variant forms of mediation: (3) Shuttle mediation: mediation without bringing the parties together.
- Variant forms of mediation: (4) Med-Arb.
- Variant forms of mediation: (5) Facilitated Negotiation.
- Variant forms of mediation: (6) Other variant forms of mediation: conciliation, specialist mediation, therapeutic mediation, mediation through advocates and representatives, telephone and video-conferencing mediation, fast-track mediation, crisis media
- Additional parties in mediation: advocates, representatives and supporters.
- mediation in multi-party disputes.
- mediation in family and relationship disputes
- Factors which may influence The mediation process.
- legal Issues in mediation.
- Ethical issues in mediation: ethical principles for mediation; ethical dilemmas and their resolution; codes of ethics and standards of professional practice.
- evaluation of mediators and mediation.
- Issues and Controversies in mediation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Essay	1 x 2,000 words	30	N	Individual
Documentation of Pre-Mediation Process	1 x 1,500 words	20	N	Individual
Conduct and Evaluate a Mediation	45 minutes plus 1,000 word reflection	50	N	Individual

Teaching Periods

JUST 2020 Criminal Law for Policing

Credit Points 10

Legacy Code 102690

Coordinator John Edwards ([https://directory.westernsydney.edu.au/search/name/John Edwards/](https://directory.westernsydney.edu.au/search/name/John%20Edwards/))

Description Knowledge of the criminal law is useful to state and federal police forces, government and private organisations, military police, private investigators, anti-corruption agencies, and in industries such

as banking and insurance. All have a vested interest in preventing, detecting and investigating breaches of the criminal law through a policy framework. This unit introduces students to the common criminal offences encountered by police officers, with a focus on those investigating breaches of the criminal law rather than those prosecuting or defending. Common elements of Australian (particularly NSW legislation) and international jurisdictions and Commonwealth legislation are covered.

School Social Sciences

Discipline Police Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Incompatible Subjects CULT 2006 - Evidence Investigations and Police Intelligence

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the basic elements of a range of commonly used criminal offences.
2. Apply the basic elements of commonly used criminal offences to scenarios to determine the offence.
3. Distinguish the different sources and jurisdictions of criminal offences.
4. Explain the legal reasoning of the courts in interpreting the criminal statutes.

Subject Content

Common offences of the Crimes Act 40/1900 (NSW)

Common offences of the Drug Misuse & Trafficking Act 25/1985 (NSW)

Selected offences of the Criminal Code Act 1995 (Commonwealth)

General and partial defences to criminal offences

Statutory law and common law offences

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Presentation	10 mins and 300 words	15	N	Individual
Case Study	700 words	20	N	Individual
Portfolio	1500 words	40	N	Individual
Multiple Choice	75 questions	25	N	Individual

Prescribed Texts

- Brown, D 2020, Brown, Farrier, Neal and Weisbrodt *Crimes of Criminal Law: Materials and commentary on criminal law and process in New South Wales*, 7th ed., Federation Press, Annandale, NSW.

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact John Edwards ([https://directory.westernsydney.edu.au/search/name/John Edwards/](https://directory.westernsydney.edu.au/search/name/John%20Edwards/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=JUST2020_22-AUT_KW_D#subjects)

Liverpool

Day

Subject Contact John Edwards ([https://directory.westernsydney.edu.au/search/name/John Edwards/](https://directory.westernsydney.edu.au/search/name/John%20Edwards/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=JUST2020_22-AUT_LP_D#subjects)

JUST 3001 Advanced Standing for ADPP (Charles Sturt University) 380

Credit Points 80

Legacy Code 102540

Coordinator Selda Dagistanli ([https://directory.westernsydney.edu.au/search/name/Selda Dagistanli/](https://directory.westernsydney.edu.au/search/name/Selda%20Dagistanli/))

School Social Sciences

Discipline Police Studies

Student Contribution Band

Level Undergraduate Level 3 subject

Teaching Periods

JUST 3002 Assessment and Treatment of Offenders

Credit Points 10

Legacy Code 102068

Coordinator Erin Kruger ([https://directory.westernsydney.edu.au/search/name/Erin Kruger/](https://directory.westernsydney.edu.au/search/name/Erin%20Kruger/))

Description This unit will take an authoritative overview and analysis of issues of assessment, and treatment of offenders, in particular those considered to be high-risk offenders. It will take particular account of policy and legislative issues and developments at an international level and address wider issues of risk and the high-risk offender in the context of the risk society. The unit will also question the relationship between the assessment, treatment and management of such offenders, and consider who is appropriate to involve in this process. The unit will take a multi-disciplinary approach to the assessment, treatment and management of violent and sexual offenders in particular, and extend its coverage to include the issue of stalking. Issues around diversity will be considered throughout.

School Social Sciences

Discipline Justice and Law Enforcement, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 160 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically evaluate how offenders, in particular 'high-risk' offenders, are assessed in relation to risk posed;
2. Critically assess the associated criminogenic needs of offenders, in particular 'high-risk' offenders;
3. Critically analyse key literature associated with the assessment and treatment of offenders, in particular 'high-risk' offenders.

Subject Content

Introduction to the module and the history of risk assessments and treatment work with offenders

Working with Offenders 1: Violent Offenders - Theories of Aggression and Violence

Working with Offenders 1: Violent Offenders - Nature and Extent of Violent Crimes

Working with Offenders 2: Sex Offenders - Theories of Sexual Offending

Working with Offenders 2: Sex Offenders - Nature and Extent of Sexual Crimes

Working with Offenders 3: Inter-partner Violence and Stalking

Risk Assessment 1: Violent offenders

Risk Assessment 2: Sex offenders

Risk Assessment 3: Inter-partner Violence

Treatment Approaches for violent offenders

Treatment Approaches for sex offenders

Treatment Approaches for Inter-partner violence

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Annotated Bibliography	1,500 words	50	N	Individual
Essay	1,500 words	50	N	Individual

Prescribed Texts

- Ireland, J.L., Ireland, C.A., Birch, P. (eds.), (2008) Violent and Sexual Offenders: Assessment, Treatment and Management. Cullumpton: Willan.

Teaching Periods

Spring

Penrith (Kingswood)

Day

Subject Contact Erin Kruger ([https://directory.westernsydney.edu.au/search/name/Erin Kruger/](https://directory.westernsydney.edu.au/search/name/Erin%20Kruger/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=JUST3002_22-SPR_KW_D#subjects)

Liverpool

Day

Subject Contact Erin Kruger ([https://directory.westernsydney.edu.au/search/name/Erin Kruger/](https://directory.westernsydney.edu.au/search/name/Erin%20Kruger/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=JUST3002_22-SPR_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Erin Kruger ([https://directory.westernsydney.edu.au/search/name/Erin Kruger/](https://directory.westernsydney.edu.au/search/name/Erin%20Kruger/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=JUST3002_22-SPR_PS_D#subjects)

JUST 3003 Building Law

Credit Points 10

Legacy Code 200292

Coordinator Christopher Maley ([https://directory.westernsydney.edu.au/search/name/Christopher Maley/](https://directory.westernsydney.edu.au/search/name/Christopher%20Maley/))

Description This unit is designed to provide students with a good understanding of the law and dispute resolution mechanisms that regulate the conduct of the building industry and building practices e.g. Occupational health and safety, contract law, workers compensation, awareness of industrial relations and dispute resolution.

School Law

Discipline Legal Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYB 9948 - Building Law 2

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate a thorough understanding of how the legal system works in relation to the building industry.
2. Demonstrate a thorough understanding of legal principles relevant to the building industry.
3. Apply understanding of legal principles to analyse and solve practical problems.
4. Write effectively and appropriately, displaying clear and logical structure using Plain English.

Subject Content

Contract Law and contract administration

Partnering

Causes of disputes

Methods of Dispute Resolution

Alternative Dispute Resolution

Court procedures, including Land & Environment Court

Local Government Laws

Development Application and Construction Certificate Application

Building and Construction Industry Security of Payments Act

Fair Work Act

Relevant Industrial Relations law

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Short Answer Questions	24 hours	15	N	Individual
Problem Questions				
Essay	2,000 words	40	N	Individual
Take Home Exam	72 hours	45	Y	Individual

Prescribed Texts

- Ian Bailey, Construction Law in Australia, (Thomson Reuters, 4th ed, 2018)

Teaching Periods

Spring

Penrith (Kingswood)

Evening

Subject Contact Christopher Maley ([https://directory.westernsydney.edu.au/search/name/Christopher Maley/](https://directory.westernsydney.edu.au/search/name/Christopher%20Maley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=JUST3003_22-SPR_KW_E#subjects)

Parramatta - Victoria Rd

Evening

Subject Contact Christopher Maley ([https://directory.westernsydney.edu.au/search/name/Christopher Maley/](https://directory.westernsydney.edu.au/search/name/Christopher%20Maley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=JUST3003_22-SPR_PS_E#subjects)

JUST 3006 Governance in Policing

Credit Points 10

Legacy Code 102169

Coordinator Toby Miles-Johnson ([https://directory.westernsydney.edu.au/search/name/Toby Miles-Johnson/](https://directory.westernsydney.edu.au/search/name/Toby%20Miles-Johnson/))

Description In this unit students examine the nature and function of governance and accountability processes within policing and the broader private security industry. There is a focus on the commitment by governments to practices at an individual and organisational level that are based on accountability, contestability and continuous improvement. Issues such as human rights, ethics in policing, conflicts of interest, misconduct, and corruption and criminality within policing and related industries, are explored; and relevant explanatory theories are examined. Different models and levels of governance and accountability in Australia are also explored, as are the roles of professional standards units within police forces, external accountability agencies such as police integrity commissions, the ombudsman, and crime and misconduct agencies. These are compared with other approaches worldwide. Throughout the unit extensive use will be made of case studies and problem based learning where students will be invited to propose solutions to real world problems.

School Social Sciences

Discipline Police Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) CULT 3017 AND
CULT 2006 OR
CULT 2016

Restrictions This is a specialist core subject and is restricted to students enrolled in programs 1662/1844 Bachelor of Policing, 1719 Bachelor of Policing Studies - Non NSW Police Pathway, 1734 Bachelor of Policing (Leadership Program) or 6029 Diploma in Social Science (Policing)/Bachelor of Policing.

Assumed Knowledge

Students are required to possess a sound knowledge of key issues in, and mechanisms of, policing practices, as well as legislative functions, as established as foundational knowledge in the policing core subjects over the first two years of study, in order to successfully undertake this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically evaluate research evidence and literature on ethics, governance and accountability in policing
2. Evaluate the strengths and weaknesses of governance processes and procedures in real world issues.
3. Articulate the need for governance and governance approaches to policing in Australia and internationally.

Subject Content

1. Ethics in policing
2. Ethical dilemmas in policing
3. Historical developments in governance and accountability
4. Corruption, misconduct, conflicts of interest - explanations and theories
5. Governance and Accountability - theories and practice, structures and mechanisms
6. Australian and international approaches to governance in policing and related industries
7. The impact of governance and accountability on policing practice

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	10 x 5 question multiple choice quizzes, due weekly.	20	N	Individual
Critical Review	1,500 words	40	N	Individual
Essay	1,500 words	40	N	Individual

Prescribed Texts

- Miragliotta, N., Errington, W., Barry, N. (2013). The Australian Political System in Action (2nd Ed.). Retrieved from: <https://www.oup.com.au/books/higher-education/social-sciences-and-humanities/9780195518368-the-australian-political-system-in-action>.

Teaching Periods

Autumn

Penrith (Kingswood)

Composite

Subject Contact Toby Miles-Johnson ([https://directory.westernsydney.edu.au/search/name/Toby Miles-Johnson/](https://directory.westernsydney.edu.au/search/name/Toby%20Miles-Johnson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=JUST3006_22-AUT_KW_C#subjects)

Liverpool

Composite

Subject Contact Toby Miles-Johnson ([https://directory.westernsydney.edu.au/search/name/Toby Miles-Johnson/](https://directory.westernsydney.edu.au/search/name/Toby%20Miles-Johnson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=JUST3006_22-AUT_LP_C#subjects)

Online

Online

Subject Contact Toby Miles-Johnson ([https://directory.westernsydney.edu.au/search/name/Toby Miles-Johnson/](https://directory.westernsydney.edu.au/search/name/Toby%20Miles-Johnson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=JUST3006_22-AUT_ON_O#subjects)

JUST 3008 Independent Study (Law)

Credit Points 10

Legacy Code 200704

Coordinator Elen Seymour ([https://directory.westernsydney.edu.au/search/name/Elen Seymour/](https://directory.westernsydney.edu.au/search/name/Elen%20Seymour/))

Description This unit will result in the writing of a research paper of 5,000 words on an approved topic in law. It is anticipated that the unit will be used in appropriate situations such as where the Law School has a Visiting Professor who is prepared to supervise independent study in an area related to their expertise. The intent is that the areas researched will focus principally on those areas identified by the Schools in its Research Strategy. These include (i) international and trans-national governance, (ii) elder law, (iii) law and medicine, (iv) revenue law and (v) professional services law.

School Law

Discipline Legal Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Present a sustained evidence based research paper
2. Demonstrate a high level of comprehension of the selected topic
3. Undertake legal research to locate up to date and accurate information from a variety of both primary and secondary sources
4. Engage in analytical, critical and reflective evaluation of issues and materials
5. Develop reasoned, coherent and persuasive arguments that lead to a logical conclusion
6. Demonstrate excellent academic method
7. Demonstrate originality in research and writing

Subject Content

Research methodology and support activities

Literature review

Proposal

Submission of paper

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation		20	N	Individual
Thesis	5000 words	80	N	Individual

Teaching Periods

JUST 3009 Information Systems Ethics and Law

Credit Points 10

Legacy Code CP308A

Coordinator Kathryn Adams ([https://directory.westernsydney.edu.au/search/name/Kathryn Adams/](https://directory.westernsydney.edu.au/search/name/Kathryn%20Adams/))

Description This unit aims to provide students with an appreciation of the ethical and legal issues surrounding the use of information systems, particularly the internet. It examines the regulatory framework to facilitate an understanding of the legal boundaries within which e-commerce may operate. Matters including the abuse of computers, the privacy of computerised data and electronic communications are critically analysed to reveal a variety of issues which are legally significant.

School Law

Discipline Legal Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Students enrolled in program 2502 - Bachelor of Laws (Non graduate entry) must obtain permission to enrol in this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the manner in which the internet and e-commerce has developed and is legally regulated.
2. Explain the main legal principles and concepts and associated terminology that impact on the internet and e-commerce.
3. Describe the contemporary limits of, and challenges to, regulation of the internet.
4. Discuss the legal and ethical responsibilities of information systems professionals
5. Apply their understanding of legal concepts to analysing and solving practical problems.

Subject Content

Basics of legal system and conceptual framework of subject.

Jurisdictional questions.

Internet Crime.

E-Contracts.

Copyright.

Patents.

Content Regulation

Domain Names and Trade Marks.

Authentication and Electronic Signatures

E-Taxation

Privacy

Intermediary Liability.

Teaching Periods

JUST 3011 Issues in the Criminal Justice System

Credit Points 10

Legacy Code 200701

Coordinator Rossi Kotsis ([https://directory.westernsydney.edu.au/search/name/Rossi Kotsis/](https://directory.westernsydney.edu.au/search/name/Rossi%20Kotsis/))

Description This unit introduces candidates to the criminal justice system through an examination of justifications for punishment and the policy and practice of various criminal justice agencies. Attention is paid to the significance of race, class and gender, and how these variables impact upon justice within the criminal justice system. Where possible, visits to criminal justice agencies and a prison are organised, and practitioners are invited to seminars to enable candidates to gain a more practical understanding of the criminal justice system.

School Law

Discipline Legal Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LAWS 2004

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Assess the dynamic nature of criminal justice and criminal procedure and the social, political and legal factors which contribute to this dynamism.
2. Critically analyse the impact of the criminal justice system on different social groups, including Indigenous Peoples.
3. Develop clear, logical and persuasive arguments about issues of criminal law and criminal justice.
4. Propose solutions to contemporary issues in criminal justice.

Subject Content

1. Criminal legal theory
2. Impact of the criminal justice system on social groups
3. Police investigation and discretion
4. Charge negotiation
5. Jurisdictional limits and classification of criminal charges
6. Impact of political and social factors on criminal laws and procedures
7. The jury as a tribunal of fact
8. Victims of crime
9. Sentencing
10. Technology in the criminal justice system

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Participation	During semester	10	N	Individual
Presentation	30 minutes	30	N	Both (Individual & Group)
Report	1,500 words	20	Y	Individual
Final Exam	48 hours	40	N	Individual

Prescribed Texts

- Findlay, Mark, Stephen Odgers and Stanley Yeo, Australian Criminal Justice (Oxford University Press, 5th ed, 2014)

Teaching Periods

Autumn

Campbelltown

Weekend

Subject Contact Rossi Kotsis ([https://directory.westernsydney.edu.au/search/name/Rossi Kotsis/](https://directory.westernsydney.edu.au/search/name/Rossi%20Kotsis/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=JUST3011_22-AUT_CA_W#subjects)

Spring

Parramatta - Victoria Rd

Weekend

Subject Contact Rossi Kotsis ([https://directory.westernsydney.edu.au/search/name/Rossi Kotsis/](https://directory.westernsydney.edu.au/search/name/Rossi%20Kotsis/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=JUST3011_22-SPR_PS_W#subjects)

JUST 3012 Policing Leaders Internship

Credit Points 10

Legacy Code 101969

Coordinator Kate Linklater ([https://directory.westernsydney.edu.au/search/name/Kate Linklater/](https://directory.westernsydney.edu.au/search/name/Kate%20Linklater/))

Description The Policing Leaders Internship offers work experience to students enrolled in the Bachelor of Policing (Leadership) and Bachelor of Policing degrees within the School of Social Sciences. Internships can take place in a range of policing organisations such as the NSW Police Force, Police Association of NSW, and other member organisations of the Police Federation of Australia. Internship placements will require students to utilise a range of social science skills obtained throughout the Bachelor of Policing (Leadership) and Bachelor of Policing degree programs. This practical work schedule is supported by a reading program that examines different approaches to the study of policing organisations (their structures, functions and policies) and links these issues to the internship experience. The internship provides work at a host organisation for fourteen full days, totalling 105 hours. Typically, this internship component will be realised

as one day per week for fourteen weeks, however an alternative spread of work may be agreed between the organisation, the student, and the unit coordinator. The unit is only offered in the Spring session of Level 3, and is worth 10 units of credit, which will be recorded as an elective on your degree transcript. There is only one lecture for this unit.

School Social Sciences

Discipline Other Society And Culture

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Co-requisite(s) JUST 3006 AND CULT 3001

Restrictions (1). Students must be enrolled in 1734 Bachelor of Policing (Leadership Program), 1844/1662 Bachelor of Policing or 6029 Diploma in Social Science (Policing)/Bachelor of Policing and have passed 80 credits at Level 1 and 60 credits at Level 2. (2). Students will be required to have achieved a GPA of 5 for all Level 1 and Level 2 core subjects of their degree. Internship placements are limited to 20 and will be prioritised for Bachelor of Policing (Leadership Program) students, for whom this subject is core. Any remaining internships will then be offered to Bachelor of Policing students who meet the two prerequisites. In the case of more than 20 students in 1734 meeting these requirements, students will be allocated based on their GPA ranking.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Appraise the working environments of contemporary policing organisations
- Follow direction from police practitioners to undertake applied tasks
- Critically reflect on the application of their individual ethics and professional practice
- Evaluate the important policy and practice contexts of contemporary policing organisations
- Apply their academic knowledge to the practice contexts of contemporary policing organisations
- Synthesise the research, policy and practice evidence related to a critical issue considered during their placement

Subject Content

- Understanding Management theory within policing practice
- Understanding Organisational theory within policing practice
- To gain practical experience within a relevant policing organisation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Reflection	1,000 words	30	N	Individual
Report	2000 words	40	N	Individual
Professional Placement Performance	N/A	30	N	Individual

Prescribed Texts

- Cordner, G.W. (2016). Police Administration. (9th ed.). London & New York: Routledge.

Teaching Periods

Spring Penrith (Kingswood)

Composite

Subject Contact Kate Linklater ([https://directory.westernsydney.edu.au/search/name/Kate Linklater/](https://directory.westernsydney.edu.au/search/name/Kate%20Linklater/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=JUST3012_22-SPR_KW_C#subjects)

Liverpool

Composite

Subject Contact Kate Linklater ([https://directory.westernsydney.edu.au/search/name/Kate Linklater/](https://directory.westernsydney.edu.au/search/name/Kate%20Linklater/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=JUST3012_22-SPR_LP_C#subjects)

JUST 3014 Creating Criminal Justice Solutions

Credit Points 10

Legacy Code 102713

Coordinator Toby Miles-Johnson ([https://directory.westernsydney.edu.au/search/name/Toby Miles-Johnson/](https://directory.westernsydney.edu.au/search/name/Toby%20Miles-Johnson/))

Description In this unit, students will consider some of the contemporary issues faced by the criminal justice system and the possible solutions to these real world problems. Using knowledge and skills drawn from their experience and study in their degree, students will be required to explore a critical policing or criminal justice issue and develop potential solutions. The unit aims to develop skills in problem analysis and managing the practical constraints faced by social scientists working in applied criminal justice and policing settings. Students will identify a critical issue (such as policing domestic violence, police engagement with CALD youth, criminal justice responses to cybercrimes), which they will explore individually and in groups throughout the semester. Students will become familiar with and learn to apply the policy/practice development cycle to identify critical issues, survey existing research and practices, develop alternative strategies for resolving the identified problem, and evaluating the expected outcomes.

School Social Sciences

Discipline Justice Administration

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects JUST 3004 - Contemporary Issues in Criminal Justice and Policing

Restrictions Successful completion of 60 credit points at Level 1 and 60 credit points at Level 2. Students must be enrolled in programs 1662/1844 Bachelor of Policing, 1719 Bachelor of Policing Studies - Non NSW Police Pathway, 1709 Bachelor of Criminal and Community Justice, 1713 Bachelor of Criminal and Community Justice/Bachelor of Social Work, 1734 Bachelor of Policing (Leadership Program), 2767 Bachelor of Criminal and Community Justice/Bachelor of Laws, 6025 Diploma in Criminal and Community Justice/Bachelor of Criminal and

Community Justice and 6029 Diploma in Social Science (Policing)/ Bachelor of Policing. Enrolment in the online option of the subject will be limited to students returning to complete their Bachelor of Policing after completing the CSU Associate Degree in Policing Practices. Student enrolment in the subject will be monitored and any students enrolled in the online option who are not in this category will be requested to change their enrolment to an on-campus location.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply problem-solving models to an issue within the field of criminal justice/policing to inform knowledge and understanding of the issue and to facilitate the development of responses to the issue.
2. Critically evaluate a range of academic, policy and other materials relevant to an issue within the criminal justice/policing field.
3. Construct coherent reports summarising the issue, identifying factors relevant to its aetiology and providing adequate suggestions for intervention and evaluation.
4. Demonstrate an understanding of the challenges inherent in developing responses to real world issues.

Subject Content

This is a capstone subject for the Bachelor of Criminal and Community Justice (including double degrees), Bachelor of Policing, Bachelor of Policing Studies and Bachelor of Policing (Leadership) pathways. Students undertake an in-depth analysis of an issue relevant to criminal justice/policing, utilising their knowledge, skills and experience of justice processes, practices and policy. They will use academic, policy and other relevant literatures to develop suggested responses to an issue and propose a method of evaluation for their proposed intervention. Students will be introduced to problem solving models and their application to justice processes and practices, and will apply problem solving techniques to address the issue. They will develop a report based on a series of assessments which include a scoping exercise, a policy briefing paper and an evaluation study proposal. The subject content will vary from year to year as the subject aims to engage students with the critical issues facing the criminal justice system and policing at the time of completing their degrees. In past years, students have considered innovative approaches to policing domestic violence and responding to domestic violence victims? f needs at the time of reporting, strategies for reducing the impact of cybercrime, and programs to enhance the relationships between police and CALD youth. Core research, policy and project management content will be introduced to students by way of online learning. This will include

Public policy and policy making
Research-led practice and evidence-based practice
Problem solving models
Developing policy from research
The nexus between policy and practice
Scoping a research problem
Identifying policy innovations
Evaluating policy and practice innovation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Briefing Note	1000 words there is no + or - 10 %	40	N	Individual
Group Report	3,000 words there is no + or - 10% (divided between the group members)	30	N	Group
Reflection: Self and Peer Assessment of work towards the Group Report	Completion of a Reflective Quiz and a 100 word reflection on self and peer's contribution to the Group Report	30	N	Individual

Prescribed Texts

- Welsh, W. and H. (2016) Criminal justice policy and planning: Planned change. Fifth edition. New York; New York, Routledge

Teaching Periods

Spring Penrith (Kingswood)

Composite

Subject Contact Toby Miles-Johnson ([https://directory.westernsydney.edu.au/search/name/Toby Miles-Johnson/](https://directory.westernsydney.edu.au/search/name/Toby%20Miles-Johnson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=JUST3014_22-SPR_KW_C#subjects)

Liverpool Composite

Subject Contact Sancia West ([https://directory.westernsydney.edu.au/search/name/Sancia West/](https://directory.westernsydney.edu.au/search/name/Sancia%20West/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=JUST3014_22-SPR_LP_C#subjects)

JUST 4001 Clinical Legal Placement

Legacy Code 200699

Coordinator Jennifer Whelan ([https://directory.westernsydney.edu.au/search/name/Jennifer Whelan/](https://directory.westernsydney.edu.au/search/name/Jennifer%20Whelan/))

Student Contribution Band

Special Requirements

Legislative pre-requisites

Students will need a criminal record check and consent declaration if working with minors during their placement.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Participation	12 Days (100% attendance required)	S/U	Y	Individual
Reflection	1,000 words	S/U	Y	Individual
Professional Task	2,000 words	S/U	Y	Group
Self- Assessment	500 words	S/U	Y	Individual

Teaching Periods

JUST 7001 Contemporary Policing Practice

Credit Points 10

Legacy Code 101891

Coordinator Selda Dagistanli ([https://directory.westernsydney.edu.au/search/name/Selda Dagistanli/](https://directory.westernsydney.edu.au/search/name/Selda%20Dagistanli/))

Description The unit will focus on issues that impact on contemporary policing, and the future of policing. The unit will contextualise policing practice by introducing students to the historical, legal, political and social context of this practice. The unit will then consider contemporary issues for policing such as social inclusion and community engagement, working with cognitive disability, transnational crime and newly defined crimes due to technological advancements. The implications of these developments for policing organisations in the future will be considered.

School Social Sciences

Discipline Police Studies

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Eligible students who have completed the Graduate Diploma in Strategic Leadership Program at NSW Police Management and Leadership Centre; or the Graduate Diploma of Executive Leadership (Policing and Emergency Services) at the Australian Institute of Police Management will receive Advanced standing for this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate solid understanding and analysis of current policing practice from historical, social, political and legal perspectives.
2. Reflect on the role of the police in the 21st Century.
3. Analyse issues facing contemporary policing practice.

Subject Content

1. Historical development of Policing, national and international
2. The impact of the legal, social and political context on policing practice

3. Critical issues impacting on contemporary and future policing practice

Teaching Periods

JUST 7002 Executive Leadership in Policing

Credit Points 10

Legacy Code 101892

Coordinator Selda Dagistanli ([https://directory.westernsydney.edu.au/search/name/Selda Dagistanli/](https://directory.westernsydney.edu.au/search/name/Selda%20Dagistanli/))

Description The unit will introduce students to the principles, dimensions and qualities of contemporary executive leadership, as well as taking an analytical approach to such practice. The unit considers the challenges and dynamics of strategic police leadership within a range of political contexts. It explores the reality and diversity of operational policing and related functions from the leadership perspective and explores the limitations of leadership. It discusses the value and importance of the exercise of proper influence at the political, public and organizational levels.

School Social Sciences

Discipline Police Studies

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Eligible students who have completed the Graduate Diploma in Strategic Leadership Program at NSW Police Management and Leadership Centre; or the Graduate Diploma of Executive Leadership (Policing and Emergency Services) at the Australian Institute of Police Management will receive Advanced standing for this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate comprehensive understanding of the dimensions of executive police leadership.
2. Analyse and reflect on the history and consequences of past executive leadership practice within the NSW Police.
3. Explain the impact of executive leadership capabilities on leadership effectiveness and organisational success.
4. Reflect on effective executive leadership characteristics and styles in policing practice.

Subject Content

1. Executive Leadership principles
2. Dimensions and qualities needed for Executive leadership in policing
3. The historical development of Executive leadership in policing practice
4. The impact of Executive leadership on the organisation and its success

Teaching Periods

JUST 7003 Governance and Accountability in Policing Practice

Credit Points 10

Legacy Code 101893

Coordinator Selda Dagistanli ([https://directory.westernsydney.edu.au/search/name/Selda Dagistanli/](https://directory.westernsydney.edu.au/search/name/Selda%20Dagistanli/))

Description This unit will focus on understanding contemporary corporate governance and accountability within the practice of policing. Core to the content of the unit is the study of the commitment by governments to practices at an individual and organisational level that are based on accountability, contestability and lead to continuous improvement. The role of leadership in shaping and driving the commitment to continuous improvement in service delivery will be considered as well as issues concerning performance measurement, transparent governance, and accountable processes. Best practice policies and systems will be used within the teaching of this unit and examined through a case study teaching approach.

School Social Sciences

Discipline Police Studies

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Eligible students who have completed the Graduate Diploma in Strategic Leadership Program at NSW Police Management and Leadership Centre; or the Graduate Diploma of Executive Leadership (Policing and Emergency Services) at the Australian Institute of Police Management will receive Advanced standing for this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse a policing organisation in terms of performance management and accountability mechanisms.
2. Reflect on the role of accountability and governance in policing organisations.
3. Demonstrate depth of understanding of the importance and advantages of continuous improvement mechanisms to policing practice.
4. Demonstrate an understanding of how to contribute to the governance and accountability of policing agencies.

Subject Content

1. Governance ? theories and practice
2. Accountability ? theories and practice
3. Governance and accountability in police organisations
4. The impact of governance and accountability on policing practice
5. The historical development and current context of performance management in policing practice
6. Continuous improvement in the delivery of policing

Teaching Periods

JUST 7004 Vulnerability and Public Safety

Credit Points 10

Legacy Code 102418

Coordinator Nicole Asquith ([https://directory.westernsydney.edu.au/search/name/Nicole Asquith/](https://directory.westernsydney.edu.au/search/name/Nicole%20Asquith/))

Description This unit explores the concept of vulnerability and its implications for policing and public safety. Vulnerability will be defined and described and the challenges vulnerable populations present for policing and public safety will be discussed.

School Social Sciences

Discipline Police Studies

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) JUST 7001 AND
JUST 7002 AND
JUST 7003 AND
JUST 7005 AND
POLI 7002

Restrictions

Students must be enrolled in 2761 Master of Business Administration and be completing the Policing and Public Safety major.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Recognise different forms of vulnerability and the challenges they pose for policing and public safety
2. Analyse policy applicable to the concept of vulnerability
3. Critically evaluate policy and practice in the policing of vulnerable groups
4. Develop policy and practice guidance applicable to policing or managing vulnerable populations

Subject Content

Defining vulnerability

Vulnerable victims and perpetrators of crime

Police responses to vulnerability

Best practice in policing with vulnerable populations

Policy and practice implications

Prescribed Texts

- Bartkowiak-Thron I and Asquith NL (eds) (2012) Policing Vulnerability. Annandale, NSW: Federation Press.
- Asquith NL, Bartkowiak-Thron I & Roberts, K (eds) Policing Encounters with Vulnerability, forthcoming.

Teaching Periods

JUST 7005 Working with Offending Behaviour: Integrating Theory to Practice

Credit Points 10

Legacy Code 101894

Coordinator Selda Dagistanli ([https://directory.westernsydney.edu.au/search/name/Selda Dagistanli/](https://directory.westernsydney.edu.au/search/name/Selda%20Dagistanli/))

Description The unit begins with an analysis of offending behaviour and criminality through the lens of different theoretical perspectives. The unit will then examine the way in which offenders are assessed for risk and the role criminal justice agencies play in examining risk. The unit will build on this knowledge by considering the range of interventions and treatment programs available to offenders in addressing their behaviour. The unit will conclude by examining the range of criminal justice agencies that play a role in working with offenders, with a particular focus on how this work is done within the community.

School Social Sciences

Discipline Police Studies

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Eligible students who have completed the Graduate Diploma in Strategic Leadership Program at NSW Police Management and Leadership Centre; or the Graduate Diploma of Executive Leadership (Policing and Emergency Services) at the Australian Institute of Police Management will receive Advanced standing for this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding and application of the theoretical frameworks used to understand offending behaviour.
2. Demonstrate a critical understanding of risk assessments practices used with offenders.
3. Identify and analyse offender interventions and treatment programs.
4. Bring critical awareness and understanding to the management of offenders.

Subject Content

1. Theoretical perspectives on offending and the offender.
 - a. Theories of the 'Individual'.
 - b. Theories of the 'Social'.
 - c. Theories of the 'Structural'.
2. Actuarial and Clinical Risk Assessments
3. Offender intervention and program content
4. Management strategies for working with offenders

Teaching Periods

JUST 7006 Clinical Legal Placement

Credit Points 10

Legacy Code 201064

Coordinator Michael Brogan ([https://directory.westernsydney.edu.au/search/name/Michael Brogan/](https://directory.westernsydney.edu.au/search/name/Michael%20Brogan/))

Description Clinical Legal Placement allows students to attend the Parramatta Community Justice Clinic (PCJC) or a community legal centre for ten (10) days. This unit provides students with an invaluable opportunity to use and reflect on their study of law in an interactive, legal service environment and real-life experience. Under the supervision of a legal practitioner students will work on advice, casework, policy or project work, as required by the PCJC or relevant centre. Students will examine the practical application of the law and the interaction of law, facts, policy and ethical issues. Students will be exposed to a system of self-analysis and self-criticism. Students

are required to attend every day, record and reflect on their own experiences, and submit several short papers of various kinds. (Places are limited and enrolment is based on merit with progression status also considered).

School Law

Discipline Legal Studies

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) LAWS 7072 AND
LAWS 7048 AND
LAWS 7047 AND
LAWS 7066

Restrictions

Students must be enrolled in a Postgraduate program. This subject is not available for self-select enrolment. Due to its popularity intake in the subject will be restricted to expressions of interest. GPA and progression in program will be considered. Students must have successfully completed 80 credit points of Juris Doctor core subjects, including the four prerequisite subjects before enrolling in this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate law, the legal system and process in a practical context;
2. Provide advice on legal problems in a practical context;
3. Assess ethical issues arising in legal practice and the professional responsibilities of lawyers in promoting justice and service to the community;
4. Critically reflect on professional development experiences and needs for ongoing development.

Subject Content

1. Real legal problems
2. The practical application of law and ethics to facts
3. Obtaining relevant information from clients
4. Client records:
 - making records
 - File note
 - letter of advice
 - other record types retained by The practice
5. Information for clients:
 - legal information sheets
 - other information available in practice

Special Requirements

Legislative pre-requisites

Students will need a criminal record check and consent declaration if working with minors during their placement.

Teaching Periods

JUST 7007 Issues in the Criminal Justice System

Credit Points 10

Legacy Code 201068

Coordinator Rossi Kotsis ([https://directory.westernsydney.edu.au/search/name/Rossi Kotsis/](https://directory.westernsydney.edu.au/search/name/Rossi%20Kotsis/))

Description This unit introduces candidates to the criminal justice system through a critical review of justifications for punishment and the policy and practice of various criminal justice agencies. Attention is paid to the significance of race, class and gender, and how these variables impact upon justice within the criminal justice system. Students will engage with contemporary issues and ongoing debates in criminal justice. Where possible, visits to criminal justice agencies and a prison are organised, and practitioners are invited to seminars to enable candidates to gain a more practical understanding of the criminal justice system.

School Law

Discipline Legal Studies

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically review current approaches to crime and criminal justice;
2. Evaluate the dynamic nature of criminal justice and the social, political and legal factors which contribute to this dynamism;
3. Critically analyse the impact of the criminal justice system on different social groups;
4. Demonstrate advanced oral communication and collaboration skills.

Subject Content

The following topics comprise the list from which each semester's content will be based. However depending on guest speakers and student interest not every topic is necessarily covered.

- themes in criminal justice
- criminal legal theory
- Crime and indigenous Australians
- Crime and statistics
- The jury
- Victims of Crime
- Sentencing
- Prisons and penalty
- Restorative justice
- Victim-offender conferencing
- Terrorism
- history of criminal Law and procedure
- international Crime and tribunals
- Psychology and Crime
- public order
- police practices

Prescribed Texts

- Findlay, Mark, Stephen Odgers and Stanley Yeo, Australian Criminal Justice (Oxford University Press, 5th ed, 2014)

Teaching Periods

LANG 0001 Academic Communication 1 (WSTC Prep)

Credit Points 10

Legacy Code 700198

Coordinator Richard Robinson ([https://directory.westernsydney.edu.au/search/name/Richard Robinson/](https://directory.westernsydney.edu.au/search/name/Richard%20Robinson/))

Description This unit is designed to introduce students to academic culture as a culture of critical debate and equip students with the academic literacy skills necessary to perform successfully in this culture. In particular, the unit aims to help students access the conventions of academic English by focussing on attitudes to knowledge, and the ways in which ideas are structured and presented in academic texts and speech. The unit assists students to comprehend academic texts, identify key ideas and concepts, and identify and use the rhetorical moves used in academic texts. It also aims to help students compare and contrast ideas across texts, improve grammatical skills that relate to academic writing, summarise and synthesise information, and understand why, when and how to reference information.

School Western Sydney The College

Discipline English Language

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects LANG 0030 - English for Tertiary Study 1 (UWSCFS) LANG 0036 - Introduction to Academic Communication 1 (UWSCFS) LANG 0006 - Academic English 1 (UWSC) LANG 0031 - English for Tertiary Study 1 (UWSC) LANG 0037 - Introduction to Academic Communication 1 (UWSC)

Learning Outcomes

1. Define academic culture and explain the use of evidence to support an argument.
2. Employ effective listening strategies to identify main ideas and supporting evidence.
3. Utilise appropriate reading strategies to comprehend academic texts.
4. Produce writing that successfully summarises and paraphrases the work of others.
5. Demonstrate a command of academic English, including grammar, phrasing, effective sentence structure, spelling and punctuation in a variety of written contexts.
6. Apply the conventions of academic presentations in written and oral formats.
7. Critically reflect on their own learning.

Subject Content

1. Academic culture as a culture of argument
2. Active listening and note-taking skills
3. Reading in an academic culture: the development of ideas
4. Reading in an academic culture: the relative importance of ideas
5. Reading in an academic culture: identifying arguments
6. Writing in an academic culture: academic language skills and grammar
7. Writing in an academic culture: paraphrasing/summarising and synthesising skills

8. Writing in an academic culture: comparing and contrasting ideas across multiple texts
9. Writing in an academic culture: research and referencing
10. Speaking in an academic culture: the structure of presenting ideas
11. Speaking in an academic culture: tutorial/presentation skills

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
In-class listening task	250 words	10	N	Individual
In-class writing task	300 words	15	N	Individual
Essay Plan	150 words	10	N	Individual
Expository Essay (Mandatory task)	1000 words	40	N	Individual
Oral Presentation	3 - 5 minutes	10	N	Individual
Online homework activities Weekly (30 mins pw x 10 wks)	30 mins x 10 wks	15	N	Individual

Teaching Periods

LANG 0002 Academic Communication 2 (WSTC Prep)

Credit Points 10

Legacy Code 700199

Coordinator Richard Robinson ([https://directory.westernsydney.edu.au/search/name/Richard Robinson/](https://directory.westernsydney.edu.au/search/name/Richard%20Robinson/))

Description This unit is designed to expand upon and extend the academic literacy skills acquired in Academic Communication 1. The unit will assist students to develop the skills required to critically read and analyse a variety of texts, and to develop their research and writing skills to produce complex texts. There is a particular focus in this unit on critique and analysis in the process of understanding and producing academic texts.

School Western Sydney The College

Discipline English Language

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Pre-requisite(s) LANG 0001

Equivalent Subjects LANG 0032 - English for Tertiary Study 2 (WSTC Prep) LANG 0039 - Introduction to Academic Communication 2 (WSTC Prep) LANG 0007 - Academic English 2 (WSTC) LANG 0033 - English

for Tertiary Study 2 (WSTC) LANG 0040 - Introduction to Academic Communication 2 (WSTC)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
In-class critical analysis of text exercise	500 words	20%	N	Individual
Essay Plan (including short annotated bibliography)	300 words	15%	N	Individual
Analytical-Persuasive essay (mandatory assessment)	1200 words	35%	N	Individual
Final exam (mandatory assessment)	2 hours	30%	N	Individual

Teaching Periods

LANG 0003 Academic English (WSTC Prep)

Credit Points 10

Legacy Code 700056

Coordinator Maria Charalambous ([https://directory.westernsydney.edu.au/search/name/Maria Charalambous/](https://directory.westernsydney.edu.au/search/name/Maria%20Charalambous/))

Description This unit is designed to improve English proficiency for overseas and local students who wish to progress to university studies. In particular, the course aims to help students access the conventions of academic English by focusing on attitudes to knowledge, the ways in which ideas are structured and presented and surface language correctness. In addition, the course encourages students to develop strategies to maximize their learning and to reflect on their own learning styles.

School Western Sydney The College

Discipline English Language

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects LANG 0003 - Academic English (WSTC Prep)
LANG 0005 - Academic English (UWSC)

Restrictions Students must be enrolled at Western Sydney University, The College.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an ability to critically read, analyse and make meaning from academic texts
2. Identify and summarise the main points of arguments
3. Locate and cite arguments and evidence using the conventions of academic research
4. Produce a well-structured, logical, coherent and cohesive response to writing tasks using appropriate academic language structures
5. Work effectively in a small group learning environment

Subject Content

1. Critically reading and interpreting academic texts
2. Summarising and paraphrasing arguments and evidence
3. Conducting and presenting the results of academic research
4. Synthesising information from multiple sources
5. Using evidence to support an argument
6. Referencing skills
7. Using cohesive devices in academic writing
8. Using arguments, counter-arguments and concessions in persuasive-analytical essay writing
9. Planning, drafting and re-drafting essays
10. Academic language skills

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Essay	a. 350-450 words b. 1000 words	35	N	Individual
Report	1200 words	35	N	Not Known
Final Exam	120 mins	30	N	Individual

Teaching Periods

Term 1

Bankstown

Composite

Subject Contact Maria Charalambous ([https://directory.westernsydney.edu.au/search/name/Maria Charalambous/](https://directory.westernsydney.edu.au/search/name/Maria%20Charalambous/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0003_22-T1_BA_C#subjects)

Nirimba Education Precinct

Composite

Subject Contact Maria Charalambous ([https://directory.westernsydney.edu.au/search/name/Maria Charalambous/](https://directory.westernsydney.edu.au/search/name/Maria%20Charalambous/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0003_22-T1_BL_C#subjects)

Parramatta City - George St

Day

Subject Contact Maria Charalambous ([https://directory.westernsydney.edu.au/search/name/Maria Charalambous/](https://directory.westernsydney.edu.au/search/name/Maria%20Charalambous/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0003_22-T1_PG_D#subjects)

Term 2

Bankstown

Day

Subject Contact Maria Charalambous ([https://directory.westernsydney.edu.au/search/name/Maria Charalambous/](https://directory.westernsydney.edu.au/search/name/Maria%20Charalambous/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0003_22-T2_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Maria Charalambous ([https://directory.westernsydney.edu.au/search/name/Maria Charalambous/](https://directory.westernsydney.edu.au/search/name/Maria%20Charalambous/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0003_22-T2_BL_D#subjects)

Parramatta City - George St

Day

Subject Contact Maria Charalambous ([https://directory.westernsydney.edu.au/search/name/Maria Charalambous/](https://directory.westernsydney.edu.au/search/name/Maria%20Charalambous/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0003_22-T2_PG_D#subjects)

Term 3

Parramatta City - George St

Day

Subject Contact Maria Charalambous ([https://directory.westernsydney.edu.au/search/name/Maria Charalambous/](https://directory.westernsydney.edu.au/search/name/Maria%20Charalambous/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0003_22-T3_PG_D#subjects)

LANG 0004 Academic English (WSTC Prep) Online

Credit Points 10

Legacy Code 700262

Coordinator Katherine Curic ([https://directory.westernsydney.edu.au/search/name/Katherine Curic/](https://directory.westernsydney.edu.au/search/name/Katherine%20Curic/))

Description This unit is designed to improve English proficiency, across the four macro skills. The unit aims to help students access the conventions of academic English by focusing on attitudes to knowledge, the ways in which ideas are structured and presented and surface language correctness. In addition, the unit encourages students to develop strategies to maximize their learning and to reflect on their own learning styles.

School Western Sydney The College

Discipline English Language

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects LANG 0003 - Academic English (UWSCFS)
LANG 0005 - Academic English (UWSC)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Group oral presentation	10 mins	10	N	Individual
Research essay plan	150 words	5	N	Individual
Research essay	1000 words	15	N	Individual
Research report	1200 words	25	N	Individual
Final Exam (Mandatory)	2 hrs	30	N	Individual
Homework tasks	2 tasks @ 1 hour each, plus 3 quizzes @10 multiple choice questions each.	15	N	Individual

Teaching Periods

LANG 0005 Academic English (WSTC)

Credit Points 10

Legacy Code 900021

Coordinator Maria Charalambous ([https://directory.westernsydney.edu.au/search/name/Maria Charalambous/](https://directory.westernsydney.edu.au/search/name/Maria%20Charalambous/))

Description This unit is designed to improve English proficiency for overseas and local students who wish to progress to university studies. In particular, the course aims to help students access the conventions of academic English by focusing on attitudes to knowledge, the ways in which ideas are structured and presented and surface language correctness. In addition, the course encourages students to develop strategies to maximize their learning and to reflect on their own learning styles.

School Western Sydney The College

Discipline English Language

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects LANG 0003 - Academic English (WSTC Prep)
LANG 0039 - Introduction to Academic Communication 2
LANG 0040 - Introduction to Academic Communication 2

Restrictions Students must be enrolled in a Western Sydney University, The College Foundation Studies program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an ability to critically read, analyse and make meaning from academic texts
2. Identify and summarise the main points of arguments

- Locate and cite arguments and evidence using the conventions of academic research
- Produce a well-structured, logical, coherent and cohesive response to writing tasks using appropriate academic language structures
- Work effectively in a small group learning environment

Subject Content

Critically reading and interpreting academic texts
 Summarising and paraphrasing arguments and evidence
 Conducting and presenting the results of academic research
 Synthesising information from multiple sources
 Using evidence to support an argument
 Referencing skills
 Using cohesive devices in academic writing
 Using arguments, counter-arguments and concessions in persuasive-analytical essay writing
 Planning, drafting and re-drafting essays
 Academic language skills
 Critically reading and interpreting academic texts
 Summarising and paraphrasing arguments and evidence
 Conducting and presenting the results of academic research
 Synthesising information from multiple sources
 Using evidence to support an argument
 Referencing skills
 Using cohesive devices in academic writing
 Using arguments, counter-arguments and concessions in persuasive-analytical essay writing
 Planning, drafting and re-drafting essays
 Academic language skills

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	a. 350-450 words (15%) b. 1,000 words (20%)	35	N	Individual
Report	1,200 words	35	N	Both (Individual & Group)
Final Exam	2 hours (60 minutes to upload the responses)	30	N	Individual

Teaching Periods

Term 1

Nirimba Education Precinct

Day

Subject Contact Maria Charalambous ([https://directory.westernsydney.edu.au/search/name/Maria Charalambous/](https://directory.westernsydney.edu.au/search/name/Maria%20Charalambous/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0005_22-T1_BL_D#subjects)

Term 3

Nirimba Education Precinct

Day

Subject Contact Maria Charalambous ([https://directory.westernsydney.edu.au/search/name/Maria Charalambous/](https://directory.westernsydney.edu.au/search/name/Maria%20Charalambous/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0005_22-T3_BL_D#subjects)

LANG 0006 Academic English 1 (WSTC)

Credit Points 10

Legacy Code 900074

Coordinator Mira Baird ([https://directory.westernsydney.edu.au/search/name/Mira Baird/](https://directory.westernsydney.edu.au/search/name/Mira%20Baird/))

School Western Sydney The College

Discipline English Language

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Learning Outcomes

- Communicate information in appropriate written mode according to purpose, audience and unit.
- Understand and make meaning from a variety of written academic text types.
- Communicate information in appropriate spoken mode according to purpose, audience and unit.
- Research, interpret, organise and analyse information.
- Understand and make meaning from a variety of spoken academic text types.
- Work effectively in large and small group learning environments.

Subject Content

- Listening / note-taking skills
- Seminar presentation skills
- Research report skills
- Citation / reference skills
- Academic language skills
- Paraphrasing / summarising skills
- Academic essay genre
- Research skills using library databases
- English Grammar (focus of additional 2 hour component)
- Pronunciation (focus of additional 2 hour component)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
In-class writing task	1 hour 15 minutes	10	N	Individual

Mid-Term exam – Listening, reading, writing	Listening - 45 minutes Reading/ Writing – 1 hour 45 minutes	20	N	Individual
Research Report	1200 words	20	N	Individual
Oral Presentation – individual	10 minutes	15	N	Individual
Final Exam – Listening, reading, writing	Listening – 45 minutes Reading/ Writing – 3 hours + 10 minutes reading time	35	N	Individual

Teaching Periods

LANG 0007 Academic English 2 (WSTC)

Credit Points 10

Legacy Code 900075

Coordinator Mira Baird ([https://directory.westernsydney.edu.au/search/name/Mira Baird/](https://directory.westernsydney.edu.au/search/name/Mira%20Baird/))

School Western Sydney The College

Discipline English Language

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Oral Presentation – group	30 minutes	15	N	Group
Research Essay Plan	100 words	5	N	Individual
Mid-Term exam – Listening, reading, writing	Listening: 45 minutes Reading/ Writing: 1 hour 45 minutes	20	N	Individual
Research Essay	1200 words	25	N	Individual

Final Exam – Listening, reading, writing	Listening: 45 minutes Reading/ Writing: 3 hours + 10 minutes reading time	35	N	Individual
--	--	----	---	------------

Teaching Periods

LANG 0009 Academic Skills for Arts (WSTC Prep)

Credit Points 10

Legacy Code 700211

Coordinator Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

Description This unit is tailored to provide students in the Standard and Extended Diplomas in Arts and the Standard and Extended Bachelor of Arts (First Year Program) courses with an introduction to the Arts as a discipline area, and to the Bachelor of Arts as a degree. Its second aim is to help students develop the basic critical thinking skills necessary for study at university level, and to assist them in identifying and employing strategies to deal with many of the obstacles that make the transition to tertiary study difficult.

School Western Sydney The College

Discipline Language and Literature, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects LANG 0010 - Academic Skills for Arts (WSTC)

Restrictions

Students must be enrolled at Western Sydney University, The College.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of what an Arts degree is: its purpose, content and scope.
2. Use basic critical thinking to identify analyse and assess the merit of arguments in academic and non-academic contexts.
3. Identify the major challenges of academic study, and employ strategies to overcome these.

Subject Content

1. What is the Arts, and what does one do with an Arts degree?
2. Critical thinking for university study
3. Academic Skills for success at university

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1,000 words	40	N	Individual
Self-Assessment	2x2 minutes spoken or 300 words written	30	N	Individual
Short Answer	2x350 words	30	N	Individual

Teaching Periods

Term 1

Bankstown

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0009_22-T1_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0009_22-T1_BL_D#subjects)

Parramatta City - George St

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0009_22-T1_PG_D#subjects)

Term 2

Bankstown

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0009_22-T2_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0009_22-T2_BL_D#subjects)

Parramatta City - George St

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0009_22-T2_PG_D#subjects)

Term 3

Parramatta City - George St

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0009_22-T3_PG_D#subjects)

LANG 0010 Academic Skills for Arts (WSTC)

Credit Points 10

Legacy Code 900097

Coordinator Eloise Tognetti ([https://directory.westernsydney.edu.au/search/name/Eloise Tognetti/](https://directory.westernsydney.edu.au/search/name/Eloise%20Tognetti/))

Description This unit introduces students to the essential academic skills required for success in tertiary studies. It employs an explicit pedagogy approach to teach students how to become independent, active, and reflective learners. The unit also includes essential research and writing skills specific to the arts.

School Western Sydney The College

Discipline Language and Literature, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects LANG 0009 - Academic Skills for Arts (UWSCFS)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied project:	500 words + 5 minutes	25	N	Group
Group project presentation / producing a resource to offer practical support to first year university students in the transition to university study	group member			

Essay: Written task structured as an argument that outlines what an Arts degree can offer the student in terms of their professional and personal goals	1000 words	30	N	Individual
Self-assessment: Evaluation of experience of mentoring project submitted either as video log or written journal	2 x 2 minutes spoken or 300 words written	25	N	Individual
Reflection: Evaluation of keynote lecture topic, and note-taking strategy	2 x 200 words	20	N	Individual

Online

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Learning to learn blog	1000-4000 words	40	N	Individual

Zoom Tutorial	a) 3 min b) 200 words c) tasks a) 200 words d) Introductory presentation 200 words f) b) Goal 200 words g) setting task 400 words h) c) Abstract 3-5 minutes i) analysis d) 20 minutes j) Referencing task e) 5 minutes l) 3 minutes	60 (5 each)	N	Individual
thinking task	f) Annotated Bibliography g) Essay plan h) Essay progress report i) Proofreading task j) Self-assessment rubric task k) Group work task and evaluation l) Exam preparation task			

Teaching Periods

LANG 0011 Academic Skills for Arts (WSTC) Online

Credit Points 10

Legacy Code 900117

Coordinator Sofia Eriksson ([https://directory.westernsydney.edu.au/search/name/Sofia Eriksson/](https://directory.westernsydney.edu.au/search/name/Sofia%20Eriksson/))

School Western Sydney The College

Discipline Language and Literature, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Learning to learn blog	1000-4000	40	N	Individual

Zoomtorial tasks a)	a) 3 min (5% weight) b)	60	N	Individual
Introductory presentation b)	200 words (5% weight) c) 200 words (5% weight)			
Goal setting task c)	Abstract analysis d)			
Referencing task e)	200 words (5% weight) f) 200 words (5% weight)			
Critical thinking task f)	Annotated bibliography g)	400 words (5% weight) h) 3-5 minutes (5% weight) i) 20 minutes (5% weight) j) 200 words (5% weight) k) 5 minutes (5% weight) l) 3 minutes (5% weight)		
Exam preparation task				

Teaching Periods

LANG 0012 Academic and Professional Communication (WSTC Prep)

Credit Points 10

Legacy Code 700276

Coordinator Maria Charalambous ([https://directory.westernsydney.edu.au/search/name/Maria Charalambous/](https://directory.westernsydney.edu.au/search/name/Maria%20Charalambous/))

Description The ability to communicate clearly and persuasively to diverse audiences is a key professional prerequisite. This unit provides students with a preliminary understanding of a range of communication theories and practices necessary for academic work and effective professional communication including presenting in a professional setting. Both professional and societal cultural norms are explored as a contextual basis of the unit. The unit assists in the acquisition of professional skills through authentic and meaningful learning experiences and assessment. The unit assists students to comprehend academic and professional texts, identify key ideas and evidence, and identify and apply certain rhetorical moves which are common in academic communication. It also aims to help students to improve grammatical skills that relate to academic writing, summarise and synthesise information, and understand why, when and how to cite information. In addition, the unit encourages students to develop strategies to maximize their learning and to reflect on their own learning styles.

School Western Sydney The College

Discipline English Language

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Restrictions Students must be enrolled in 7138 Diploma in Information and Communications Technology - ICT or 7139 Diploma in Information and Communications Technology or 7140 Diploma in Information and Communications Technology - Information Systems or 7141 Diploma in Information and Communications Technology (Health Information Management) Extended.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Outline a range of factors which affect oral and written communication within professional contexts.
2. Demonstrate an understanding of communication across cultures.
3. Demonstrate an understanding of multiple perspectives on issues relating to digital communication
4. Develop skills to write effectively using a variety of formats, including research and referencing.
5. Collaborate in large and small group environments.
6. Identify evidence to reinforce a position.
7. Understand academic and professional communication skills.
8. Demonstrate analytical thinking skills to develop innovative and well-founded perspectives related to course content.
9. Demonstrate an understanding of multiple perspectives on issues relating to digital communication
10. Outline a range of factors which affect professional oral and written communication within an ICT context.
11. Identify evidence to support a position by selecting valid information strategically.
12. Demonstrate an understanding of academic and professional communication skills.
13. Demonstrate analytical thinking skills to develop innovative and well-founded perspectives related to ICT innovations

Subject Content

1. What Professional Communication is and how it positively impacts the work environment
2. Critical thinking for academic and professional work
3. Introduction to a variety of professional writing skills
4. Group work in a professional setting
5. Public speaking and professional presentation of ideas
6. Cultural Communication in a professional context
7. Academic writing and referencing
1. What Professional Communication is and how it positively impacts the work environment
2. Critical thinking for academic and professional work
3. Introduction to a variety of professional writing skills
4. Public speaking and professional presentation of ideas
5. Cultural Communication in a professional context
6. Academic reading, writing and referencing skills

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Portfolio		30	N	Individual
Presentation		20	N	Individual

Essay	35	N	Individual
Reflection	15	N	Individual

Teaching Periods

Term 1

Nirimba Education Precinct

Day

Subject Contact Maria Charalambous ([https://directory.westernsydney.edu.au/search/name/Maria Charalambous/](https://directory.westernsydney.edu.au/search/name/Maria%20Charalambous/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0012_22-T1_BL_D#subjects)

Term 3

Nirimba Education Precinct

Day

Subject Contact Maria Charalambous ([https://directory.westernsydney.edu.au/search/name/Maria Charalambous/](https://directory.westernsydney.edu.au/search/name/Maria%20Charalambous/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0012_22-T3_BL_D#subjects)

LANG 0013 Advanced Academic English Skills - A Reading and Writing Module

Credit Points 6

Legacy Code 900065

Coordinator Jackson Howard ([https://directory.westernsydney.edu.au/search/name/Jackson Howard/](https://directory.westernsydney.edu.au/search/name/Jackson%20Howard/))

School The College English Language

Discipline English Language

Student Contribution Band

Level Undergraduate Level 0 Preparatory subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report		25	N	
Annotated Bibliography		10	N	
Essay		25	N	
Final Exam		20	N	
Participation		20	N	

Teaching Periods

English Intake 1

Olympic Park

Day

Subject Contact Jackson Howard ([https://directory.westernsydney.edu.au/search/name/Jackson Howard/](https://directory.westernsydney.edu.au/search/name/Jackson%20Howard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0013_22-E01_OP_D#subjects)

English Intake 5

Olympic Park

Day

Subject Contact Jackson Howard ([https://directory.westernsydney.edu.au/search/name/Jackson Howard/](https://directory.westernsydney.edu.au/search/name/Jackson%20Howard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0013_22-E05_OP_D#subjects)

English Intake 7

Olympic Park

Day

Subject Contact Jackson Howard ([https://directory.westernsydney.edu.au/search/name/Jackson Howard/](https://directory.westernsydney.edu.au/search/name/Jackson%20Howard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0013_22-E07_OP_D#subjects)

English Intake 12

Olympic Park

Day

Subject Contact Jackson Howard ([https://directory.westernsydney.edu.au/search/name/Jackson Howard/](https://directory.westernsydney.edu.au/search/name/Jackson%20Howard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0013_22-E12_OP_D#subjects)

LANG 0014 Advanced Academic English Skills - B Listening and Speaking Module

Credit Points 4

Legacy Code 900066

Coordinator Jackson Howard ([https://directory.westernsydney.edu.au/search/name/Jackson Howard/](https://directory.westernsydney.edu.au/search/name/Jackson%20Howard/))

School The College English Language

Discipline English Language

Student Contribution Band

Level Undergraduate Level 0 Preparatory subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Participation		20	N	
Presentation		20	N	
Viva Voce		20	N	
Summary		20	N	
Interview		20	N	

Teaching Periods

English Intake 8

Olympic Park

Day

Subject Contact Jackson Howard ([https://directory.westernsydney.edu.au/search/name/Jackson Howard/](https://directory.westernsydney.edu.au/search/name/Jackson%20Howard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0014_22-E08_OP_D#subjects)

English Intake 10

Olympic Park

Day

Subject Contact Jackson Howard ([https://directory.westernsydney.edu.au/search/name/Jackson Howard/](https://directory.westernsydney.edu.au/search/name/Jackson%20Howard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0014_22-E10_OP_D#subjects)

LANG 0015 Communicating in English 1 - (CIE1)

Credit Points 10

Legacy Code 900057

Coordinator Visnja Simovic ([https://directory.westernsydney.edu.au/search/name/Visnja Simovic/](https://directory.westernsydney.edu.au/search/name/Visnja%20Simovic/))

School The College English Language

Discipline English Language

Student Contribution Band

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

English Intake 2

Olympic Park

Day

Subject Contact Visnja Simovic ([https://directory.westernsydney.edu.au/search/name/Visnja Simovic/](https://directory.westernsydney.edu.au/search/name/Visnja%20Simovic/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0015_22-E02_OP_D#subjects)

English Intake 4

Olympic Park

Day

Subject Contact Visnja Simovic ([https://directory.westernsydney.edu.au/search/name/Visnja Simovic/](https://directory.westernsydney.edu.au/search/name/Visnja%20Simovic/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0015_22-E04_OP_D#subjects)

English Intake 9

Olympic Park

Day

Subject Contact Visnja Simovic ([https://directory.westernsydney.edu.au/search/name/Visnja Simovic/](https://directory.westernsydney.edu.au/search/name/Visnja%20Simovic/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0015_22-E09_OP_D#subjects)

English Intake 10

Olympic Park

Day

Subject Contact Visnja Simovic ([https://directory.westernsydney.edu.au/search/name/Visnja Simovic/](https://directory.westernsydney.edu.au/search/name/Visnja%20Simovic/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0015_22-E10_OP_D#subjects)

LANG 0016 Communicating in English 2 - (CIE2)

Credit Points 10

Legacy Code 900058

Coordinator Visnja Simovic ([https://directory.westernsydney.edu.au/search/name/Visnja Simovic/](https://directory.westernsydney.edu.au/search/name/Visnja%20Simovic/))

School The College English Language

Discipline English Language

Student Contribution Band

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

English Intake 2

Olympic Park

Day

Subject Contact Visnja Simovic ([https://directory.westernsydney.edu.au/search/name/Visnja Simovic/](https://directory.westernsydney.edu.au/search/name/Visnja%20Simovic/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0016_22-E02_OP_D#subjects)

English Intake 4

Olympic Park

Day

Subject Contact Visnja Simovic ([https://directory.westernsydney.edu.au/search/name/Visnja Simovic/](https://directory.westernsydney.edu.au/search/name/Visnja%20Simovic/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0016_22-E04_OP_D#subjects)

English Intake 9

Olympic Park

Day

Subject Contact Visnja Simovic ([https://directory.westernsydney.edu.au/search/name/Visnja Simovic/](https://directory.westernsydney.edu.au/search/name/Visnja%20Simovic/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0016_22-E09_OP_D#subjects)

English Intake 10

Olympic Park

Day

Subject Contact [Visnja Simovic \(https://directory.westernsydney.edu.au/search/name/Visnja Simovic/\)](https://directory.westernsydney.edu.au/search/name/Visnja%20Simovic/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0016_22-E10_OP_D#subjects)

LANG 0017 Communicating in English 4 - (CIE4)

Credit Points 10

Legacy Code 900093

Coordinator [Visnja Simovic \(https://directory.westernsydney.edu.au/search/name/Visnja Simovic/\)](https://directory.westernsydney.edu.au/search/name/Visnja%20Simovic/)

School The College English Language

Discipline English Language

Student Contribution Band

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

English Intake 2

Olympic Park

Day

Subject Contact [Visnja Simovic \(https://directory.westernsydney.edu.au/search/name/Visnja Simovic/\)](https://directory.westernsydney.edu.au/search/name/Visnja%20Simovic/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0017_22-E02_OP_D#subjects)

English Intake 4

Olympic Park

Day

Subject Contact [Visnja Simovic \(https://directory.westernsydney.edu.au/search/name/Visnja Simovic/\)](https://directory.westernsydney.edu.au/search/name/Visnja%20Simovic/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0017_22-E04_OP_D#subjects)

English Intake 9

Olympic Park

Day

Subject Contact [Visnja Simovic \(https://directory.westernsydney.edu.au/search/name/Visnja Simovic/\)](https://directory.westernsydney.edu.au/search/name/Visnja%20Simovic/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0017_22-E09_OP_D#subjects)

English Intake 10

Olympic Park

Day

Subject Contact [Visnja Simovic \(https://directory.westernsydney.edu.au/search/name/Visnja Simovic/\)](https://directory.westernsydney.edu.au/search/name/Visnja%20Simovic/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0017_22-E10_OP_D#subjects)

LANG 0018 Communicating in English 5 - (CIE5)

Credit Points 10

Legacy Code 900094

Coordinator [Visnja Simovic \(https://directory.westernsydney.edu.au/search/name/Visnja Simovic/\)](https://directory.westernsydney.edu.au/search/name/Visnja%20Simovic/)

School The College English Language

Discipline English Language

Student Contribution Band

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

English Intake 2

Olympic Park

Day

Subject Contact [Visnja Simovic \(https://directory.westernsydney.edu.au/search/name/Visnja Simovic/\)](https://directory.westernsydney.edu.au/search/name/Visnja%20Simovic/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0018_22-E02_OP_D#subjects)

English Intake 4

Olympic Park

Day

Subject Contact [Visnja Simovic \(https://directory.westernsydney.edu.au/search/name/Visnja Simovic/\)](https://directory.westernsydney.edu.au/search/name/Visnja%20Simovic/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0018_22-E04_OP_D#subjects)

English Intake 9

Olympic Park

Day

Subject Contact [Visnja Simovic \(https://directory.westernsydney.edu.au/search/name/Visnja Simovic/\)](https://directory.westernsydney.edu.au/search/name/Visnja%20Simovic/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0018_22-E09_OP_D#subjects)

English Intake 10

Olympic Park

Day

Subject Contact [Visnja Simovic \(https://directory.westernsydney.edu.au/search/name/Visnja Simovic/\)](https://directory.westernsydney.edu.au/search/name/Visnja%20Simovic/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0018_22-E10_OP_D#subjects)

LANG 0020 English Enhancement

Credit Points 10

Legacy Code 900119

Coordinator Jackson Howard ([https://directory.westernsydney.edu.au/search/name/Jackson Howard/](https://directory.westernsydney.edu.au/search/name/Jackson%20Howard/))

School The College English Language

Discipline English Language

Student Contribution Band

Level Undergraduate Level 0 Preparatory subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Intra-session Exam		15	N	
Report		15	N	
Literature Review		10	N	
Essay		20	N	
Presentation		20	N	
End-of-session Exam		20	N	

Teaching Periods

Quarter 1

Parramatta City - Macquarie St

Day

Subject Contact Jackson Howard ([https://directory.westernsydney.edu.au/search/name/Jackson Howard/](https://directory.westernsydney.edu.au/search/name/Jackson%20Howard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0020_22-Q1_PC_D#subjects)

Quarter 2

Parramatta City - Macquarie St

Day

Subject Contact Jackson Howard ([https://directory.westernsydney.edu.au/search/name/Jackson Howard/](https://directory.westernsydney.edu.au/search/name/Jackson%20Howard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0020_22-Q2_PC_D#subjects)

Quarter 3

Parramatta City - Macquarie St

Day

Subject Contact Jackson Howard ([https://directory.westernsydney.edu.au/search/name/Jackson Howard/](https://directory.westernsydney.edu.au/search/name/Jackson%20Howard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0020_22-Q3_PC_D#subjects)

Quarter 4

Parramatta City - Macquarie St

Day

Subject Contact Jackson Howard ([https://directory.westernsydney.edu.au/search/name/Jackson Howard/](https://directory.westernsydney.edu.au/search/name/Jackson%20Howard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0020_22-Q4_PC_D#subjects)

LANG 0021 English for Academic Purposes 1 - (EAP 1)

Credit Points 10

Legacy Code 900062

Coordinator Jackson Howard ([https://directory.westernsydney.edu.au/search/name/Jackson Howard/](https://directory.westernsydney.edu.au/search/name/Jackson%20Howard/))

School The College English Language

Discipline English Language

Student Contribution Band

Level Undergraduate Level 0 Preparatory subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Summary		10	N	
Report		10	N	
Intra-session Exam		10	N	
Viva Voce		10	N	
Report		10	N	
End-of-session Exam		50	N	

Teaching Periods

English Intake 2

Olympic Park

Day

Subject Contact Jackson Howard ([https://directory.westernsydney.edu.au/search/name/Jackson Howard/](https://directory.westernsydney.edu.au/search/name/Jackson%20Howard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0021_22-E02_OP_D#subjects)

English Intake 4

Olympic Park

Day

Subject Contact Jackson Howard ([https://directory.westernsydney.edu.au/search/name/Jackson Howard/](https://directory.westernsydney.edu.au/search/name/Jackson%20Howard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0021_22-E04_OP_D#subjects)

English Intake 9

Olympic Park

Day

Subject Contact Jackson Howard (<https://directory.westernsydney.edu.au/search/name/Jackson Howard/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0021_22-E09_OP_D#subjects)

English Intake 10

Olympic Park

Day

Subject Contact Jackson Howard (<https://directory.westernsydney.edu.au/search/name/Jackson Howard/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0021_22-E10_OP_D#subjects)

LANG 0022 English for Academic Purposes 2 - (EAP 2)

Credit Points 10

Legacy Code 900063

Coordinator Jackson Howard (<https://directory.westernsydney.edu.au/search/name/Jackson Howard/>)

School The College English Language

Discipline English Language

Student Contribution Band

Level Undergraduate Level 0 Preparatory subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Summary		10	N	
Viva Voce		20	N	
Report		15	N	
Intra-session Exam		20	N	
Report		15	N	
End-of-session Exam		20	N	

Teaching Periods

English Intake 2

Olympic Park

Day

Subject Contact Jackson Howard (<https://directory.westernsydney.edu.au/search/name/Jackson Howard/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0022_22-E02_OP_D#subjects)

English Intake 4

Olympic Park

Day

Subject Contact Jackson Howard (<https://directory.westernsydney.edu.au/search/name/Jackson Howard/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0022_22-E04_OP_D#subjects)

English Intake 9

Olympic Park

Day

Subject Contact Jackson Howard (<https://directory.westernsydney.edu.au/search/name/Jackson Howard/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0022_22-E09_OP_D#subjects)

English Intake 10

Olympic Park

Day

Subject Contact Jackson Howard (<https://directory.westernsydney.edu.au/search/name/Jackson Howard/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0022_22-E10_OP_D#subjects)

LANG 0023 English for Academic Purposes 3 - (EAP 3)

Credit Points 10

Legacy Code 900064

Coordinator Jackson Howard (<https://directory.westernsydney.edu.au/search/name/Jackson Howard/>)

School The College English Language

Discipline English Language

Student Contribution Band

Level Undergraduate Level 0 Preparatory subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Summary		20	N	
Report		20	N	

Viva Voce	15	N
Intra-session Exam	20	N
Viva Voce	5	N
End-of-session Exam	20	N

Teaching Periods

English Intake 2

Olympic Park

Day

Subject Contact Jackson Howard ([https://directory.westernsydney.edu.au/search/name/Jackson Howard/](https://directory.westernsydney.edu.au/search/name/Jackson%20Howard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0023_22-E02_OP_D#subjects)

English Intake 4

Olympic Park

Day

Subject Contact Jackson Howard ([https://directory.westernsydney.edu.au/search/name/Jackson Howard/](https://directory.westernsydney.edu.au/search/name/Jackson%20Howard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0023_22-E04_OP_D#subjects)

English Intake 9

Olympic Park

Day

Subject Contact Jackson Howard ([https://directory.westernsydney.edu.au/search/name/Jackson Howard/](https://directory.westernsydney.edu.au/search/name/Jackson%20Howard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0023_22-E09_OP_D#subjects)

English Intake 10

Olympic Park

Day

Subject Contact Jackson Howard ([https://directory.westernsydney.edu.au/search/name/Jackson Howard/](https://directory.westernsydney.edu.au/search/name/Jackson%20Howard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0023_22-E10_OP_D#subjects)

LANG 0024 English for Academic Purposes 4 - (EAP 4)

Credit Points 10

Legacy Code 900071

Coordinator Jackson Howard ([https://directory.westernsydney.edu.au/search/name/Jackson Howard/](https://directory.westernsydney.edu.au/search/name/Jackson%20Howard/))

School The College English Language

Discipline English Language

Student Contribution Band

Level Undergraduate Level 0 Preparatory subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Viva Voce		15	N	
Report		10	N	
Intra-session Exam		20	N	
Summary		10	N	
Case Study		10	N	
Essay		10	N	
End-of-session Exam		20	N	
Viva Voce		5	N	

Teaching Periods

English Intake 2

Bankstown

Day

Subject Contact Jackson Howard ([https://directory.westernsydney.edu.au/search/name/Jackson Howard/](https://directory.westernsydney.edu.au/search/name/Jackson%20Howard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0024_22-E02_BA_D#subjects)

Olympic Park

Day

Subject Contact Jackson Howard ([https://directory.westernsydney.edu.au/search/name/Jackson Howard/](https://directory.westernsydney.edu.au/search/name/Jackson%20Howard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0024_22-E02_OP_D#subjects)

English Intake 4

Bankstown

Day

Subject Contact Jackson Howard ([https://directory.westernsydney.edu.au/search/name/Jackson Howard/](https://directory.westernsydney.edu.au/search/name/Jackson%20Howard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0024_22-E04_BA_D#subjects)

Olympic Park

Day

Subject Contact Jackson Howard ([https://directory.westernsydney.edu.au/search/name/Jackson Howard/](https://directory.westernsydney.edu.au/search/name/Jackson%20Howard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0024_22-E04_OP_D#subjects)

English Intake 9

Bankstown

Day

Subject Contact Jackson Howard ([https://directory.westernsydney.edu.au/search/name/Jackson Howard/](https://directory.westernsydney.edu.au/search/name/Jackson%20Howard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0024_22-E09_BA_D#subjects)

Olympic Park

Day

Subject Contact Jackson Howard ([https://directory.westernsydney.edu.au/search/name/Jackson Howard/](https://directory.westernsydney.edu.au/search/name/Jackson%20Howard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0024_22-E09_OP_D#subjects)

English Intake 10

Bankstown

Day

Subject Contact Jackson Howard ([https://directory.westernsydney.edu.au/search/name/Jackson Howard/](https://directory.westernsydney.edu.au/search/name/Jackson%20Howard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0024_22-E10_BA_D#subjects)

Olympic Park

Day

Subject Contact Jackson Howard ([https://directory.westernsydney.edu.au/search/name/Jackson Howard/](https://directory.westernsydney.edu.au/search/name/Jackson%20Howard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0024_22-E10_OP_D#subjects)

LANG 0025 English for Academic Purposes 5 - (EAP 5)

Credit Points 10

Legacy Code 900072

Coordinator Jackson Howard ([https://directory.westernsydney.edu.au/search/name/Jackson Howard/](https://directory.westernsydney.edu.au/search/name/Jackson%20Howard/))

School The College English Language

Discipline English Language

Student Contribution Band

Level Undergraduate Level 0 Preparatory subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation		20	N	
Report		15	N	
Intra-session Exam		15	N	
Literature Review		10	N	
Essay		20	N	
End-of- session Exam		20	N	

Teaching Periods

English Intake 2

Bankstown

Day

Subject Contact Jackson Howard ([https://directory.westernsydney.edu.au/search/name/Jackson Howard/](https://directory.westernsydney.edu.au/search/name/Jackson%20Howard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0025_22-E02_BA_D#subjects)

Olympic Park

Day

Subject Contact Jackson Howard ([https://directory.westernsydney.edu.au/search/name/Jackson Howard/](https://directory.westernsydney.edu.au/search/name/Jackson%20Howard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0025_22-E02_OP_D#subjects)

English Intake 4

Bankstown

Day

Subject Contact Jackson Howard ([https://directory.westernsydney.edu.au/search/name/Jackson Howard/](https://directory.westernsydney.edu.au/search/name/Jackson%20Howard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0025_22-E04_BA_D#subjects)

Olympic Park

Day

Subject Contact Jackson Howard ([https://directory.westernsydney.edu.au/search/name/Jackson Howard/](https://directory.westernsydney.edu.au/search/name/Jackson%20Howard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0025_22-E04_OP_D#subjects)

English Intake 9

Bankstown

Day

Subject Contact Jackson Howard ([https://directory.westernsydney.edu.au/search/name/Jackson Howard/](https://directory.westernsydney.edu.au/search/name/Jackson%20Howard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0025_22-E09_BA_D#subjects)

Olympic Park

Day

Subject Contact Jackson Howard ([https://directory.westernsydney.edu.au/search/name/Jackson Howard/](https://directory.westernsydney.edu.au/search/name/Jackson%20Howard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0025_22-E09_OP_D#subjects)

English Intake 10

Bankstown

Day

Subject Contact Jackson Howard ([https://directory.westernsydney.edu.au/search/name/Jackson Howard/](https://directory.westernsydney.edu.au/search/name/Jackson%20Howard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0025_22-E10_BA_D#subjects)

Olympic Park

Day

Subject Contact Jackson Howard ([https://directory.westernsydney.edu.au/search/name/Jackson Howard/](https://directory.westernsydney.edu.au/search/name/Jackson%20Howard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0025_22-E10_OP_D#subjects)

LANG 0026 English for International Students 1 (WSTC Prep)

Credit Points 0

Legacy Code 700270

Coordinator Gabriela Jakubowicz ([https://directory.westernsydney.edu.au/search/name/Gabriela Jakubowicz/](https://directory.westernsydney.edu.au/search/name/Gabriela%20Jakubowicz/))

School Western Sydney The College

Discipline English Language

Student Contribution Band

Level Undergraduate Level 0 Preparatory subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate proficiency in the above skills

Subject Content

- Activities designed to improve listening comprehension skills in an academic environment
- Activities designed to improve the ability of students to self-identify and correct grammatical errors in sentence writing, including punctuation
- Activities designed to improve pronunciation skills in order to increase listener understanding in an academic environment
- Activities designed to improve listening comprehension skills in an academic environment
- Activities designed to improve the ability of students to self-identify and correct grammatical errors in sentence writing, including punctuation
- Activities designed to improve pronunciation skills in order to increase listener understanding in an academic environment

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	70 minutes	35	N	Individual
Quiz	45 minutes	30	N	Individual
Presentation	5 minutes per student + 2 minutes class discussion	35	N	Individual

Teaching Periods

Term 1

Bankstown

Day

Subject Contact Gabriela Jakubowicz ([https://directory.westernsydney.edu.au/search/name/Gabriela Jakubowicz/](https://directory.westernsydney.edu.au/search/name/Gabriela%20Jakubowicz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0026_22-T1_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Gabriela Jakubowicz ([https://directory.westernsydney.edu.au/search/name/Gabriela Jakubowicz/](https://directory.westernsydney.edu.au/search/name/Gabriela%20Jakubowicz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0026_22-T1_BL_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Gabriela Jakubowicz ([https://directory.westernsydney.edu.au/search/name/Gabriela Jakubowicz/](https://directory.westernsydney.edu.au/search/name/Gabriela%20Jakubowicz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0026_22-T1_KW_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Gabriela Jakubowicz ([https://directory.westernsydney.edu.au/search/name/Gabriela Jakubowicz/](https://directory.westernsydney.edu.au/search/name/Gabriela%20Jakubowicz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0026_22-T1_PC_D#subjects)

Term 3

Bankstown

Day

Subject Contact Gabriela Jakubowicz ([https://directory.westernsydney.edu.au/search/name/Gabriela Jakubowicz/](https://directory.westernsydney.edu.au/search/name/Gabriela%20Jakubowicz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0026_22-T3_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Gabriela Jakubowicz ([https://directory.westernsydney.edu.au/search/name/Gabriela Jakubowicz/](https://directory.westernsydney.edu.au/search/name/Gabriela%20Jakubowicz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0026_22-T3_BL_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Gabriela Jakubowicz ([https://directory.westernsydney.edu.au/search/name/Gabriela Jakubowicz/](https://directory.westernsydney.edu.au/search/name/Gabriela%20Jakubowicz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0026_22-T3_KW_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Gabriela Jakubowicz ([https://directory.westernsydney.edu.au/search/name/Gabriela Jakubowicz/](https://directory.westernsydney.edu.au/search/name/Gabriela%20Jakubowicz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0026_22-T3_PC_D#subjects)

LANG 0027 English for International Students 1 (WSTC)

Credit Points 0

Legacy Code 900120

Coordinator Jackson Howard (<https://directory.westernsydney.edu.au/search/name/Jackson Howard/>)

Description This unit is designed to meet the academic literacy needs of International students completing the Extended Diplomas in Arts, Building Design Management, Business, Communication, Construction Management, Criminal and Community Justice, Design, Engineering, Health Science, ICT, Science, Social Science and Policing. It is designed specifically for International students who have met the IELTS specifications of these courses. The unit will support these students in understanding how to perform successfully within it in terms of academic literacy skills. Specifically, this unit will focus on improving students' listening and reading comprehension skills, writing skills, speaking, vocabulary and grammar. It consists of 2 hours per week of face-to-face instruction in order to provide students with targeted, structured support.

School Western Sydney The College

Discipline English Language

Student Contribution Band

Level Undergraduate Level 0 Preparatory subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. ? Demonstrate proficiency in listening comprehension skills
2. ? Demonstrate proficiency in reading comprehension skills
3. ? Demonstrate proficiency in delivering oral presentations
4. ? Demonstrate proficiency in academic writing skills
5. ? Demonstrate proficiency in the use of correct grammar and academic vocabulary commensurate with Diploma Level

Subject Content

- Activities designed to improve listening comprehension
- Activities designed to improve the ability of students to self-identify and correct grammatical and structural errors in writing, including paragraph and sentence structure and punctuation
- Activities designed to improve students' reading comprehension and oral presentation and discussion skills in an academic environment
- Activities to improve students' level of academic vocabulary and grammar

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Listening Test: Students listen to recording, answer questions and complete a summary.		35	N	Individual
Reading, grammar and vocabulary quiz including: - ascertain the meanings of words from context - manipulate word forms - correct sentences which contain errors - write a paragraph and include evidence		30	N	Individual
Oral presentation: Students will give a presentation in pairs to the class on a topic related to their field of study.		35	N	Individual

Teaching Periods

LANG 0028 English for International Students 2 (WSTC Prep)

Credit Points 0

Legacy Code 700271

Coordinator Maria Charalambous (<https://directory.westernsydney.edu.au/search/name/Maria Charalambous/>)

School Western Sydney The College

Discipline English Language

Student Contribution Band

Level Undergraduate Level 0 Preparatory subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate proficiency in the above skills

Subject Content

1. Activities designed to improve reading comprehension, listening and note-taking skills in an academic environment.
2. Activities designed to improve writing ability through summary writing.
3. Activities designed to improve the ability of students to self-identify and correct grammatical and structural errors.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Listening Test Students listen to a lecture or similar and answer related questions.		1, 2	N	Individual
Online Quizzes Students complete two online grammar quizzes.		2, 4	N	Individual
Final Exam Students read, take notes and write a summary.		2, 3, 4	N	Individual

Teaching Periods

LANG 0029 English for International Students 2 (WSTC)

Credit Points 0

Legacy Code 900121

Coordinator Maria Charalambous ([https://directory.westernsydney.edu.au/search/name/Maria Charalambous/](https://directory.westernsydney.edu.au/search/name/Maria%20Charalambous/))

Description This unit is designed to meet the academic literacy needs of International students completing the Extended Diplomas in Arts, Building Design Management, Business, Communication, Construction Management, Criminal and Community Justice, Design, Engineering, Health Science, ICT, Science, Social Science and Policing. The unit will support these students in understanding how to perform successfully within it in terms of academic literacy skills. Specifically, it will focus on improving students' reading, listening, speaking and writing skills, as well as expand on skills covered in English for International Students 1. It consists of 2 hours per week of face-to-face instruction in order to provide students with targeted, structured support.

School Western Sydney The College

Discipline English Language

Student Contribution Band

Level Undergraduate Level 0 Preparatory subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. ? Demonstrate proficiency in listening comprehension skills
2. ? Demonstrate proficiency in reading comprehension skills
3. ? Demonstrate proficiency in academic writing skills
4. ? Demonstrate proficiency in the use of correct grammar and academic vocabulary commensurate with University level

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Listening Test		30	N	Individual
Online Quizzes		30	N	Individual
Final Exam	2.5 hours (plus 60 minutes to upload the responses)	40	N	Individual

Teaching Periods

LANG 0030 English for Tertiary Study 1 (WSTC Prep)

Credit Points 10

Legacy Code 700207

Coordinator Richard Robinson ([https://directory.westernsydney.edu.au/search/name/Richard Robinson/](https://directory.westernsydney.edu.au/search/name/Richard%20Robinson/))

Description This unit is designed to introduce International students to academic culture as a culture of critical debate and equip them with the academic literacy skills necessary to perform successfully in this culture. In particular, the unit aims to help International students access the conventions of academic English by focussing on attitudes to knowledge, and the ways in which ideas are structured and presented in academic texts and speech. The unit assists students to comprehend academic texts, identify key ideas and concepts, and identify and use the rhetorical moves used in academic texts. It also aims to help students compare and contrast ideas across texts, improve grammatical skills that relate to academic writing, summarise and synthesise information, and understand why, when and how to reference information. In addition, there is a focus on listening and pronunciation skills for International students.

School Western Sydney The College

Discipline English Language

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects LANG 0001 - Academic Communication 1 (UWSCFS) LANG 0036 - Introduction to Academic Communication 1 (UWSCFS) LANG 0006 - Academic English 1 (UWSC) LANG 0031 - English for Tertiary Study 1 (UWSC) LANG 0040 - Introduction to Academic Communication 1 (UWSC)

Learning Outcomes

1. Define academic culture and explain the use of evidence to support an argument.
2. Employ effective listening strategies to identify main ideas and supporting evidence.
3. Utilise appropriate reading strategies to comprehend academic texts.
4. Produce writing that successfully summarises and paraphrases the work of others.
5. Demonstrate a command of academic English, including grammar, phrasing, effective sentence structure, spelling and punctuation in a variety of written contexts.
6. Apply the conventions of academic presentations in written and oral formats.
7. Critically reflect on their own learning.

Subject Content

1. Academic culture as a culture of argument
2. Active listening and note-taking skills
3. Reading in an academic culture: the development of ideas
4. Reading in an academic culture: the relative importance of ideas
5. Reading in an academic culture: identifying arguments
6. Writing in an academic culture: academic language skills and grammar
7. Writing in an academic culture: paraphrasing/summarising and synthesising skills
8. Writing in an academic culture: comparing and contrasting ideas across multiple texts
9. Writing in an academic culture: research and referencing
10. Speaking in an academic culture: pronunciation
11. Speaking in an academic culture: the structure of presenting ideas
12. Speaking in an academic culture: tutorial/presentation skills

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
In-class listening task	250 words	15	N	Individual
In-class writing task	300 words	20	N	Individual
Essay Plan	150 words	10	N	Individual
Expository Essay	1,000 words	40	N	Individual
Oral Presentation	3 - 5 minutes	15	N	Individual

Teaching Periods

LANG 0031 English for Tertiary Study 1 (WSTC)

Credit Points 10

Legacy Code 900102

Coordinator Richard Robinson ([https://directory.westernsydney.edu.au/search/name/Richard Robinson/](https://directory.westernsydney.edu.au/search/name/Richard%20Robinson/))

Description This unit is designed to introduce International students to academic culture as a culture of argument and equip them with the academic literacy skills necessary to perform successfully in this culture. In particular, the unit aims to help International students access the conventions of academic English by focussing on attitudes to knowledge, and the ways in which ideas are structured and presented in academic texts and speech. The unit assists students to comprehend academic texts, identify key ideas and concepts, and identify and use the rhetorical moves used in academic texts. It also aims to help students compare and contrast ideas across texts, improve grammatical skills that relate to academic writing, summarise and synthesise information, and understand why, when and how to reference information. In addition, there is a focus on listening and pronunciation skills for International students.

School Western Sydney The College

Discipline English Language

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects LANG 0006 - Academic English 1 (UWSC) LANG 0037 - Introduction to Academic Communication 1 (UWSC) LANG 0001 - Academic Communication 1 (UWSCFS) LANG 0030 - English for Tertiary Study 1 (UWSCFS) LANG 0036 - Introduction to Academic Communication 1 (UWSCFS)

Learning Outcomes

1. Define academic culture and explain the use of evidence to support an argument.
2. Employ effective listening strategies to identify main ideas and supporting evidence.
3. Utilise appropriate reading strategies to comprehend academic texts.
4. Produce writing that successfully summarises and paraphrases the work of others.
5. Demonstrate a command of academic English, including grammar, phrasing, effective sentence structure, spelling and punctuation in a variety of written contexts.
6. Apply the conventions of academic presentations in written and oral formats.
7. Critically reflect on their own learning.

Subject Content

1. Academic culture as a culture of argument
2. Active listening and note-taking skills
3. Reading in an academic culture: the development of ideas
4. Reading in an academic culture: the relative importance of ideas
5. Reading in an academic culture: identifying arguments
6. Writing in an academic culture: academic language skills and grammar

7. Writing in an academic culture: paraphrasing/summarising and synthesising skills
8. Writing in an academic culture: comparing and contrasting ideas across multiple texts
9. Writing in an academic culture: research and referencing
10. Speaking in an academic culture: pronunciation
11. Speaking in an academic culture: the structure of presenting ideas
12. Speaking in an academic culture: tutorial/presentation skills

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
In-class listening task	250 words	15	N	Individual
In-class writing task	300 words	20	N	Individual
Essay Plan	150 words	10	N	Individual
Expository Essay (Mandatory task)	1000 words	40	N	Individual
Oral Presentation	3 - 5 minutes	15	N	Individual

Teaching Periods

LANG 0032 English for Tertiary Study 2 (WSTC Prep)

Credit Points 10

Legacy Code 700208

Coordinator Richard Robinson ([https://directory.westernsydney.edu.au/search/name/Richard Robinson/](https://directory.westernsydney.edu.au/search/name/Richard%20Robinson/))

Description This unit is designed to expand upon and extend the academic literacy skills acquired in English for Tertiary Study 1. The unit will assist students to critically read and analyse a variety of texts, and to develop their research and writing skills to produce complex texts. There is a particular focus in this unit on critique and analysis in the process of understanding and producing academic texts.

School Western Sydney The College

Discipline English Language

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Pre-requisite(s) LANG 0030

Equivalent Subjects LANG 0002 - Academic Communication 2 (WSTC Prep) LANG 0039 - Introduction to Academic Communication 2 (WSTC Prep) LANG 0007 - Academic English 2 (WSTC) LANG 0033 - English for Tertiary Study 2 (WSTC) LANG 0040 - Introduction to Academic Communication 2 (WSTC)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
In-class critical analysis of text exercise	500 words	20	N	Individual
Essay Plan (including short annotated bibliography)	300 words	15	N	Individual
Analytical-Persuasive essay	1,200 words	35	N	Individual
Final exam	2 hours	30	N	Individual

Teaching Periods

LANG 0033 English for Tertiary Study 2 (WSTC)

Credit Points 10

Legacy Code 900103

Coordinator Richard Robinson ([https://directory.westernsydney.edu.au/search/name/Richard Robinson/](https://directory.westernsydney.edu.au/search/name/Richard%20Robinson/))

Description This unit is designed to expand upon and extend the academic literacy skills acquired in English for Tertiary Study 1. The unit will assist students to critically read and analyse a variety of texts, and to develop their research and writing skills to produce complex texts. There is a particular focus in this unit on critique and analysis in the process of understanding and producing academic texts.

School Western Sydney The College

Discipline English Language

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Pre-requisite(s) LANG 0031

Equivalent Subjects LANG 0007 - Academic English 2 (UWSC) LANG 0040 - Introduction to Academic Communication 2 (UWSC) LANG 0002 - Academic Communication 2 (UWSCFS) LANG 0002 - Academic Communication 2 (UWSCFS) LANG 0032 - English for Tertiary Study 2 (UWSCFS) LANG 0039 - Introduction to Academic Communication 2 (UWSCFS)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
In-class critical analysis of text exercise	1, 2	20	N	Individual
Essay Plan (including short annotated bibliography)	1, 2, 3	15	N	Individual
Analytical-Persuasive essay (mandatory assessment)	1, 2, 3, 4, 5, 6	35	N	Individual
Final exam (mandatory assessment)	1, 2, 4, 5	30	N	Individual

Teaching Periods

LANG 0034 Essential Skills for Academic Success (WSTC Prep)

Credit Points 10

Legacy Code 700280

Coordinator Gabriela Jakubowicz ([https://directory.westernsydney.edu.au/search/name/Gabriela Jakubowicz/](https://directory.westernsydney.edu.au/search/name/Gabriela%20Jakubowicz/))

Description In 2022 this subject replaced by LANG 0054 - Professional Communication Skills for Policing and Justice (WSTC Prep). This subject is designed to equip students with the communication skills necessary to succeed in an academic context. In particular, the subject focus' on academic arguments, reasoning and evidence; as well as on register and the ways in which ideas are structured and presented in academic texts and speech. The subject assists students to comprehend academic texts, identify key ideas and evidence, and identify and use certain rhetorical moves which are common in academic communication. It also aims to help students compare and contrast ideas across texts, improve grammatical skills that relate to academic writing, summarise and synthesise information, and understand why, when and how to cite information.

School Western Sydney The College

Discipline English Language

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects LANG 0030 - English for Tertiary Study 1 (WSTC Prep) LANG 0036 - Introduction to Academic Communication 1 (WSTC Prep) LANG 0006 - Academic English 1 (WSTC) LANG 0001 - Academic Communication 1 (WSTC Prep) LANG 0037 - Introduction to Academic Communication 1 (WSTC) LANG 0019 - Communication Skills for Construction Management (WSTC Prep) LANG 0042 - Professional Communication Skills for Engineering (WSTC Prep) LANG 0012 - Academic and Professional Communication (WSTC Prep)

Restrictions Students must be enrolled at Western Sydney University, The College.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Understand modes of academic argument including reasoning and the nature and role of evidence
2. Produce writing that effectively summarises and paraphrases the work of others
3. Employ effective listening strategies to identify main ideas and supporting evidence
4. Communicate information in the appropriate spoken mode according to purpose and audience
5. Demonstrate a command of academic English, including grammar, phrasing, sentence structure, spelling and punctuation in a variety of written and spoken contexts
6. Use appropriate reading strategies to comprehend academic texts
7. Source and cite evidence using the conventions of academic research
8. Produce well structured, logical, coherent and cohesive responses to writing tasks

Subject Content

1. Understanding academic culture as a culture of argument, reasoning and evidence
 2. Listening in an academic context: active listening and note-taking skills
 3. Reading in an academic context: the development of ideas
 4. Reading in an academic context: the relative importance of ideas
 5. Reading in an academic context: identifying arguments
 6. Writing in an academic context: academic language skills and grammar
 7. Writing in an academic context: paraphrasing/summarising and synthesising skills
 8. Writing in an academic context: comparing and contrasting ideas across multiple texts
 9. Writing in an academic context: research and referencing
 10. Speaking in an academic context: the structure of presenting ideas
 11. Speaking in an academic context: tutorial/presentation skills
1. Understanding academic culture as a culture of argument, reasoning and evidence
 2. Listening in an academic context: active listening and note-taking skills
 3. Reading in an academic context: the development of ideas
 4. Reading in an academic context: the relative importance of ideas
 5. Reading in an academic context: identifying arguments
 6. Writing in an academic context: academic language skills and grammar
 7. Writing in an academic context: paraphrasing/summarising and synthesising skills
 8. Writing in an academic context: comparing and contrasting ideas across multiple texts
 9. Writing in an academic context: research and referencing
 10. Speaking in an academic context: the structure of presenting ideas
 11. Speaking in an academic context: tutorial/presentation skills

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Summary	1000 words	15	N	Individual
Essay	(a) 300 words (b) 1000 words	40	N	Individual
Presentation	4 minutes	15	N	Individual
Final Exam	2 hours	30	N	Individual

Prescribed Texts

- Essential Skills in Academic Success Workbook

Teaching Periods

Term 1

Bankstown

Composite

Subject Contact Gabriela Jakubowicz ([https://directory.westernsydney.edu.au/search/name/Gabriela Jakubowicz/](https://directory.westernsydney.edu.au/search/name/Gabriela%20Jakubowicz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0034_22-T1_BA_C#subjects)

Nirimba Education Precinct

Composite

Subject Contact Gabriela Jakubowicz ([https://directory.westernsydney.edu.au/search/name/Gabriela Jakubowicz/](https://directory.westernsydney.edu.au/search/name/Gabriela%20Jakubowicz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0034_22-T1_BL_C#subjects)

Term 2

Bankstown

Day

Subject Contact Gabriela Jakubowicz ([https://directory.westernsydney.edu.au/search/name/Gabriela Jakubowicz/](https://directory.westernsydney.edu.au/search/name/Gabriela%20Jakubowicz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0034_22-T2_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Gabriela Jakubowicz ([https://directory.westernsydney.edu.au/search/name/Gabriela Jakubowicz/](https://directory.westernsydney.edu.au/search/name/Gabriela%20Jakubowicz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0034_22-T2_BL_D#subjects)

Term 3

Bankstown

Day

Subject Contact Gabriela Jakubowicz ([https://directory.westernsydney.edu.au/search/name/Gabriela Jakubowicz/](https://directory.westernsydney.edu.au/search/name/Gabriela%20Jakubowicz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0034_22-T3_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Gabriela Jakubowicz ([https://directory.westernsydney.edu.au/search/name/Gabriela Jakubowicz/](https://directory.westernsydney.edu.au/search/name/Gabriela%20Jakubowicz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0034_22-T3_BL_D#subjects)

LANG 0035 IELTS Preparation

Credit Points 4

Legacy Code 900069

Coordinator Elizabeth Na ([https://directory.westernsydney.edu.au/search/name/Elizabeth Na/](https://directory.westernsydney.edu.au/search/name/Elizabeth%20Na/))

School The College English Language

Discipline English Language

Student Contribution Band

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

English Intake 1

Olympic Park

Day

Subject Contact Elizabeth Na ([https://directory.westernsydney.edu.au/search/name/Elizabeth Na/](https://directory.westernsydney.edu.au/search/name/Elizabeth%20Na/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0035_22-E01_OP_D#subjects)

English Intake 12

Olympic Park

Day

Subject Contact Elizabeth Na ([https://directory.westernsydney.edu.au/search/name/Elizabeth Na/](https://directory.westernsydney.edu.au/search/name/Elizabeth%20Na/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0035_22-E12_OP_D#subjects)

LANG 0036 Introduction to Academic Communication 1 (WSTC Prep)

Credit Points 10

Legacy Code 700209

Coordinator Gabriela Jakubowicz ([https://directory.westernsydney.edu.au/search/name/Gabriela Jakubowicz/](https://directory.westernsydney.edu.au/search/name/Gabriela%20Jakubowicz/))

Description This unit is designed to introduce students to academic culture as a culture of critical debate and equip students with the academic literacy skills necessary to perform successfully in this culture. In particular, the unit aims to help students access the conventions of academic English by focussing on attitudes to knowledge, and the ways in which ideas are structured and presented in academic texts and speech. The unit assists students to comprehend academic texts, identify key ideas and concepts, and identify and use the rhetorical moves used in academic texts. It also aims to help students compare and contrast ideas across texts, improve grammatical skills that relate to academic writing, summarise and synthesise information, and understand why, when and how to reference information.

School Western Sydney The College

Discipline English Language

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects LANG 0030 - English for Tertiary Study 1 (UWSCFS) LANG 0001 - Academic Communication 1 (UWSCFS) LANG 0006 - Academic English 1 (UWSC) LANG 0031 - English for Tertiary Study 1 (UWSC) LANG 0037 - Introduction to Academic Communication 1 (UWSC) LANG 0034 - Essential Skills for Academic Success (WSTC Prep) LANG 0019 - Communication Skills for Construction Management (WSTC Prep) LANG 0042 - Professional Communication Skills for Engineering (WSTC Prep) LANG 0012 - Academic and Professional Communication (WSTC Prep)

Restrictions

Students must be enrolled at Western Sydney University, The College. Available to Open Access students.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Define academic culture and explain the use of evidence to support an argument.
2. Employ effective listening strategies to identify main ideas and supporting evidence.
3. Utilise appropriate reading strategies to comprehend academic texts.
4. Produce writing that successfully summarises and paraphrases the work of others.
5. Demonstrate a command of academic English, including grammar, phrasing, effective sentence structure, spelling and punctuation in a variety of written contexts.
6. Apply the conventions of academic presentations in written and oral formats.
7. Critically reflect on their own learning.

Subject Content

1. Academic culture as a culture of argument
2. Active listening and note-taking skills
3. Reading in an academic culture: the development of ideas
4. Reading in an academic culture: the relative importance of ideas
5. Reading in an academic culture: identifying arguments
6. Writing in an academic culture: academic language skills and grammar
7. Writing in an academic culture: paraphrasing/summarising and synthesising skills
8. Writing in an academic culture: comparing and contrasting ideas across multiple texts
9. Writing in an academic culture: research and referencing
10. Speaking in an academic culture: the structure of presenting ideas
11. Speaking in an academic culture: tutorial/presentation skills

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Summary	300 words	15	N	Individual
Case Study	Approximately 350 words	35	N	Individual
Report	(a) Report – 1000 words (35%)(b) Presentation – 4 minutes (15%)	50	N	Individual

Teaching Periods

Term 1

Bankstown

Day

Subject Contact Gabriela Jakubowicz ([https://directory.westernsydney.edu.au/search/name/Gabriela Jakubowicz/](https://directory.westernsydney.edu.au/search/name/Gabriela%20Jakubowicz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0036_22-T1_BA_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Gabriela Jakubowicz ([https://directory.westernsydney.edu.au/search/name/Gabriela Jakubowicz/](https://directory.westernsydney.edu.au/search/name/Gabriela%20Jakubowicz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0036_22-T1_PC_D#subjects)

Term 3

Bankstown

Day

Subject Contact Gabriela Jakubowicz ([https://directory.westernsydney.edu.au/search/name/Gabriela Jakubowicz/](https://directory.westernsydney.edu.au/search/name/Gabriela%20Jakubowicz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0036_22-T3_BA_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Gabriela Jakubowicz ([https://directory.westernsydney.edu.au/search/name/Gabriela Jakubowicz/](https://directory.westernsydney.edu.au/search/name/Gabriela%20Jakubowicz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0036_22-T3_PC_D#subjects)

LANG 0037 Introduction to Academic Communication 1 (WSTC)

Credit Points 10

Legacy Code 900107

Coordinator Jackson Howard ([https://directory.westernsydney.edu.au/search/name/Jackson Howard/](https://directory.westernsydney.edu.au/search/name/Jackson%20Howard/))

Description This unit is designed to introduce students to academic culture as a culture of critical debate and equip students with the academic literacy skills necessary to perform successfully in this culture. In particular, the unit aims to help students access the conventions of academic English by focussing on attitudes to knowledge, and the ways in which ideas are structured and presented in academic texts and speech. The unit assists students

to comprehend academic texts, identify key ideas and concepts, and identify and use the rhetorical moves used in academic texts. It also aims to help students compare and contrast ideas across texts, improve grammatical skills that relate to academic writing, summarise and synthesise information, and understand why, when and how to reference information.

School Western Sydney The College

Discipline English Language

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects LANG 0006 - Academic English 1 (UWSC) LANG 0031 - English for Tertiary Study 1 (UWSC) LANG 0036 - Introduction to Academic Communication 1 (UWSCFS) LANG 0030 - English for Tertiary Study 1 (UWSCFS) LANG 0001 - Academic Communication 1 (UWSCFS) LANG 0034 - Essential Skills for Academic Success (WSTC Prep) LANG 0019 - Communication Skills for Construction Management (WSTC Prep) LANG 0042 - Professional Communication Skills for Engineering (WSTC Prep) LANG 0012 - Academic and Professional Communication (WSTC Prep)

Restrictions Students must be enrolled at The College in a Foundation Studies program

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Define academic culture and explain the use of evidence to support an argument.
2. Employ effective listening strategies to identify main ideas and supporting evidence.
3. Utilise appropriate reading strategies to comprehend academic texts.
4. Produce writing that successfully summarises and paraphrases the work of others.
5. Demonstrate a command of academic English, including grammar, phrasing, effective sentence structure, spelling and punctuation in a variety of written contexts.
6. Apply the conventions of academic presentations in written and oral formats.
7. Critically reflect on their own learning.

Subject Content

1. Academic culture as a culture of argument
2. Active listening and note-taking skills
3. Reading in an academic culture: the development of ideas
4. Reading in an academic culture: the relative importance of ideas
5. Reading in an academic culture: identifying arguments
6. Writing in an academic culture: academic language skills and grammar
7. Writing in an academic culture: paraphrasing/summarising and synthesising skills
8. Writing in an academic culture: comparing and contrasting ideas across multiple texts
9. Writing in an academic culture: research and referencing
10. Speaking in an academic culture: the structure of presenting ideas
11. Speaking in an academic culture: tutorial/presentation skills

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Summary: In-class listening and summarising task	300 words	15	N	Individual
Essay a) Essay Plan 10% b) Expository Essay 30%	a) 300 words b) 1000 words	40	N	Individual
Presentation: Oral Presentation including audience participation	3 – 5 mins	15	N	Individual
Final Exam	2.5 hours (plus 60 minutes to upload the responses)	30	N	Individual

Online

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Homework tasks (Preparation / support for major assessments)	4 tasks @ 1 hr each	20	N	Individual
Timed listening task	2 hrs – 250 words	10	N	Individual
Timed writing task	2 hrs – 300 words	10	N	Individual
Essay Plan	150 words	10	N	Individual
Expository Essay	1000 words	40	N	Individual
Oral Presentation	3-5 mins	10	N	Individual

Teaching Periods

LANG 0038 Introduction to Academic Communication 1 (WSTC) Online

Credit Points 10

Legacy Code 900118

Coordinator Katherine Curic ([https://directory.westernsydney.edu.au/search/name/Katherine Curic/](https://directory.westernsydney.edu.au/search/name/Katherine%20Curic/))

School Western Sydney The College

Discipline English Language

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Homework tasks (preparation/support for major assessments)	1, 2, 3, 4, 5, 7	20	N	Individual
Timed listening task	2, 4	10	N	Individual
Timed writing task	1,3,4	10	N	Individual
Essay Plan	3, 4	10	N	Individual
Expository Essay (Mandatory task)	3, 4, 5, 6	40	N	Individual
Oral Presentation	6, 7	10	N	Individual

Teaching Periods

LANG 0039 Introduction to Academic Communication 2 (WSTC Prep)

Credit Points 10

Legacy Code 700210

Coordinator Gabriela Jakubowicz ([https://directory.westernsydney.edu.au/search/name/Gabriela Jakubowicz/](https://directory.westernsydney.edu.au/search/name/Gabriela%20Jakubowicz/))

Description This unit is designed to improve academic English proficiency for students who wish to progress to university studies. The unit will assist students to critically read and analyse a variety of texts, and to develop their research and writing skills to produce complex texts. There is a particular focus in this unit on critique and analysis in the process of understanding and producing academic texts. In addition, the unit encourages students to develop strategies to maximize their learning and to reflect on their own learning styles.

School Western Sydney The College

Discipline English Language

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects LANG 0032 - English for Tertiary Study 2 (UWSCFS) LANG 0002 - Academic Communication 2 (UWSCFS) LANG 0007 - Academic English 2 (UWSC) LANG 0033 - English for Tertiary Study

2 (UWSC) LANG 0040 - Introduction to Academic Communication 2 (UWSC) LANG 0003 - Academic English (WSTC Prep) LANG 0005 - Academic English (WSTC)

Restrictions Students must be enrolled at Western Sydney University, The College. Available to Open Access students

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an ability to critically read, analyse and make meaning from academic texts.
2. Identify and summarise the main points of arguments.
3. Locate and cite arguments and evidence using the conventions of academic research.
4. Produce a well-structured, logical, coherent and cohesive response to writing tasks using appropriate academic language structures.
5. Demonstrate an emerging capacity to critically reflect on their own learning in written and oral formats.

Subject Content

1. Critically reading and interpreting academic texts
2. Summarising arguments
3. Conducting academic research
4. Synthesising information from multiple sources
5. Using evidence to support an argument
6. Referencing
7. Cohesive devices in academic writing
8. Argument, counter-argument and concessions in analytical-persuasive essay writing
9. Planning, drafting and re-drafting essays
10. Delivering oral presentations and reflecting on students' own learning

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Annotated Bibliography	200 words	10	N	Individual
Critical Review	500 words	20	N	Individual
Essay	a. 300 words 10% b. 1200 words 30%	40	N	Individual
Presentation	a. 300 words 15% b. 5 minutes 15%	30	N	Individual

Teaching Periods

Term 1 Bankstown Day

Subject Contact Gabriela Jakubowicz ([https://directory.westernsydney.edu.au/search/name/Gabriela Jakubowicz/](https://directory.westernsydney.edu.au/search/name/Gabriela%20Jakubowicz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0039_22-T1_BA_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Gabriela Jakubowicz ([https://directory.westernsydney.edu.au/search/name/Gabriela Jakubowicz/](https://directory.westernsydney.edu.au/search/name/Gabriela%20Jakubowicz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0039_22-T1_PC_D#subjects)

Term 2

Bankstown

Day

Subject Contact Gabriela Jakubowicz ([https://directory.westernsydney.edu.au/search/name/Gabriela Jakubowicz/](https://directory.westernsydney.edu.au/search/name/Gabriela%20Jakubowicz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0039_22-T2_BA_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Gabriela Jakubowicz ([https://directory.westernsydney.edu.au/search/name/Gabriela Jakubowicz/](https://directory.westernsydney.edu.au/search/name/Gabriela%20Jakubowicz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0039_22-T2_PC_D#subjects)

LANG 0040 Introduction to Academic Communication 2 (WSTC)

Credit Points 10

Legacy Code 900108

Coordinator Jackson Howard ([https://directory.westernsydney.edu.au/search/name/Jackson Howard/](https://directory.westernsydney.edu.au/search/name/Jackson%20Howard/))

Description This unit is designed to expand upon and extend the academic literacy skills acquired in Introduction to Academic Communication 1. The unit will assist students to critically read and analyse a variety of texts, and to develop their research and writing skills to produce complex texts. There is a particular focus in this unit on critique and analysis in the process of understanding and producing academic texts.

School Western Sydney The College

Discipline English Language

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Pre-requisite(s) LANG 0037

Equivalent Subjects LANG 0007 - Academic English 2 (UWSC) LANG 0033 - English for Tertiary Study 2 (UWSC) LANG 0002 - Academic Communication 2 (UWSCFS) LANG 0032 - English for Tertiary Study 2 (UWSCFS) LANG 0039 - Introduction to Academic English 2 (UWSCFS) LANG 0003 - Academic English (WSTC Prep) LANG 0005 Academic English (WSTC) COMM 1027 - Principles of Professional Communication (WSTC)

Restrictions Students must be enrolled at The College in a Foundation Studies program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically read and analyse academic texts.
2. Summarise the main points of arguments.
3. Source and cite evidence using the conventions of academic research.
4. Apply the rhetorical moves of an analytical-persuasive essay.
5. Produce well structured, logical, coherent and cohesive responses to writing tasks.
6. Produce an academic evidence-based argument.

Subject Content

Critically reading and interpreting academic texts
Summarising arguments
Conducting academic research
Synthesising information from multiple sources
Using evidence to support an argument
Referencing
Cohesive devices in academic writing
Argument, counter-argument and concessions in analytical-persuasive essay writing
Planning, drafting and re-drafting essays
Critically reading and interpreting academic texts
Summarising arguments
Conducting academic research
Synthesising information from multiple sources
Using evidence to support an argument
Referencing
Cohesive devices in academic writing
Argument, counter-argument and concessions in analytical-persuasive essay writing
Planning, drafting and re-drafting essays

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Summary: Annotated Bibliography	200 words	10	N	Individual
Essay: In-class critical analysis of text exercise	300 words	20	N	Individual
Presentation: a. Essay 10% Plan b. Persuasive-Analytical essay 30%	a. 300 words b. 1200 words	40	N	Individual
Final Exam	2 hours (plus 60 minutes to upload the responses)	30	N	Individual

Online

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Final Exam (on campus)	2 hours	30	N	Individual
Online quizzes	2 tasks @ 30 mins each	10	N	Individual
Critical analysis of text exercise	500 words	15	N	Individual
Essay Plan (including short annotated bibliography)	300 words	15	N	Individual
Analytical Persuasive essay	1200 words	30	N	Individual

Teaching Periods

Term 3

Nirimba Education Precinct

Day

Subject Contact Gabriela Jakubowicz ([https://directory.westernsydney.edu.au/search/name/Gabriela Jakubowicz/](https://directory.westernsydney.edu.au/search/name/Gabriela%20Jakubowicz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0040_22-T3_BL_D#subjects)

LANG 0041 Master of Teaching Direct Entry English Program (MTDEEP)

Credit Points 12

Legacy Code 900096

Coordinator Jackson Howard ([https://directory.westernsydney.edu.au/search/name/Jackson Howard/](https://directory.westernsydney.edu.au/search/name/Jackson%20Howard/))

School The College English Language

Discipline English Language

Student Contribution Band

Level Undergraduate Level 0 Preparatory subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection		10	N	
Annotated Bibliography		5	N	
Presentation		5	N	
Intra-session Exam		20	N	
Case Study		5	N	
Practical		5	N	

Short Answer	10	N
End-of-session Exam	40	N

Teaching Periods

English Intake 3

Bankstown

Day

Subject Contact Jackson Howard ([https://directory.westernsydney.edu.au/search/name/Jackson Howard/](https://directory.westernsydney.edu.au/search/name/Jackson%20Howard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0041_22-E03_BA_D#subjects)

English Intake 11

Bankstown

Day

Subject Contact Jackson Howard ([https://directory.westernsydney.edu.au/search/name/Jackson Howard/](https://directory.westernsydney.edu.au/search/name/Jackson%20Howard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0041_22-E11_BA_D#subjects)

LANG 0042 Professional Communication Skills for Engineering (WSTC Prep)

Credit Points 10

Legacy Code 700283

Coordinator Gabriela Jakubowicz ([https://directory.westernsydney.edu.au/search/name/Gabriela Jakubowicz/](https://directory.westernsydney.edu.au/search/name/Gabriela%20Jakubowicz/))

Description This unit is designed to prepare students for real-life communication scenarios in academic and professional contexts, using authentic tasks and assignments. There is a focus on oral and written English skills using introductory level engineering texts and relevant lexical/ grammatical structures of subject areas.

School Western Sydney The College

Discipline English Language

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects LANG 0036 Introduction to Academic Communication 1 (WSTC Prep)
LANG 0037 Introduction to Academic Communication 1 (WSTC)
LANG 0034 Essential Skills for Academic Success (WSTC Prep)
LANG 0019 Communication Skills for Construction Management (WSTC Prep)
LANG 0012 Academic and Professional Communication (WSTC Prep)

Restrictions Students must be enrolled at Western Sydney University, The College in 7162 Diploma in Engineering Extended.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Interpret, analyse and describe data from graphs, charts and tables and identify and describe trends and differences.

- Demonstrate an understanding of engineering technical terms, abbreviations and acronyms.
- Identify and summarise main ideas and key information from written engineering texts.
- Plan and develop written and oral responses to authentic engineering tasks.
- Recognise language used to signpost main ideas and key information in lectures and record ideas and information using diagrams.
- Deliver a presentation and participate in a seminar using prepared notes.

Subject Content

- Reading authentic and/or related Engineering texts, and understanding main ideas and key information
- Identifying and understanding technical terms and acronyms
- Time management and prioritising in preparation for assessments
- Listening to authentic and/or related engineering lectures
- The importance of referencing and citation in Engineering texts
- Actively engaging in oral discussions and presentations on the relative importance of key ideas identified in Engineering and/or related texts and lectures
- Interpreting data in graphs and charts within the Engineering context
- Contributing to and participating in a seminar
- Reading authentic and/or related Engineering texts, and understanding main ideas and key information
- Identifying and understanding technical terms and acronyms
- Time management and prioritising in preparation for assessments
- Listening to authentic and/or related engineering lectures
- The importance of referencing and citation in Engineering texts
- Actively engaging in oral discussions and presentations on the relative importance of key ideas identified in Engineering and/or related texts and lectures
- Interpreting data in graphs and charts within the Engineering context
- Contributing to and participating in a seminar

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Discourse Analysis	150 words	15	N	Individual
Summary	300 words	20	N	Individual
Report	a. 300 words b. 1000 words c. 150 words	45	N	Individual
Presentation	a. 3-5 minutes plus discussion b. written reflection of 150 words	20	N	Individual

Teaching Periods

Term 1

Penrith (Kingswood)

Day

Subject Contact Gabriela Jakubowicz ([https://directory.westernsydney.edu.au/search/name/Gabriela Jakubowicz/](https://directory.westernsydney.edu.au/search/name/Gabriela%20Jakubowicz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0042_22-T1_KW_D#subjects)

Term 3

Penrith (Kingswood)

Day

Subject Contact Gabriela Jakubowicz ([https://directory.westernsydney.edu.au/search/name/Gabriela Jakubowicz/](https://directory.westernsydney.edu.au/search/name/Gabriela%20Jakubowicz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0042_22-T3_KW_D#subjects)

LANG 0043 Skills for Arts (WSTC)

Credit Points 5

Legacy Code 900110

Coordinator Eloise Tognetti ([https://directory.westernsydney.edu.au/search/name/Eloise Tognetti/](https://directory.westernsydney.edu.au/search/name/Eloise%20Tognetti/))

Description This unit introduces students to the essential academic skills required for success in tertiary studies. It employs an explicit pedagogy approach to teach students how to become independent, active, and reflective learners. The unit also introduces essential research and writing skills specific to the arts and social sciences.

School Western Sydney The College

Discipline Language and Literature, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 5cp

Level Undergraduate Level 0 Preparatory subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation (video or in-class)	5 minutes	20	N	Individual
Learning to Learn blog	1200 words	60	N	Individual
Research Project: Essay plan – 10% Annotated bibliography – 10%	800 words	20	N	Individual

Teaching Periods

LANG 0044 Success in Tertiary Literacies (WSTC)

Credit Points 10

Legacy Code 900073

Coordinator Richard Robinson ([https://directory.westernsydney.edu.au/search/name/Richard Robinson/](https://directory.westernsydney.edu.au/search/name/Richard%20Robinson/))

Description This online unit helps to prepare students who are considering university studies. It develops English skills across the 4 areas of listening, speaking, reading and writing. The unit introduces students to academic English which is needed for success at university. Students will come to understand and practise the different oral and written structures used in tertiary study as well as develop good grammatical knowledge. The unit encourages independent study but provides necessary support throughout.

School Western Sydney The College

Discipline English Language

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects LANG 0003 - Academic English (UWSCFS)
LANG 0005 - Academic English (UWSC)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Module One: Reflective journal & lesson on area of grammar weakness	Part 1: 300 words Part 2: 300 words	10	N	Individual
Module Two: A summary & paraphrase edited for informality & corrected for plagiarism	500 words	15	N	Individual
Module Three: A research essay	Part 1: 300 words Additional Part 2: 700 words Part 3: Additional 200 words	25	N	Individual

Module Four: A research report, presentation, and reflective journal	Part 1: 150 words Part 2: Additional 200 words Additional 800 words 5 minutes Part 3: 300 words	30	N	Individual
Module Five: Final Exam	120 minutes	20	N	Individual

Teaching Periods

LANG 0045 The Structure of English (WSTC)

Credit Points 10

Legacy Code 900056

Coordinator Maria Charalambous ([https://directory.westernsydney.edu.au/search/name/Maria Charalambous/](https://directory.westernsydney.edu.au/search/name/Maria%20Charalambous/))

Description This unit is designed to improve the English proficiency across the four macro skills (reading, writing, speaking and listening) of University Foundation Studies students who wish to progress to university studies. Students need preparation for both understanding the content of Foundation Studies and being able to participate fully in all units. Such preparation includes making clear the way English is used according to purpose, audience and unit. Moreover, students need to develop their confidence and competence in using the language in academic contexts. By raising the language awareness of students, they will be able to transfer the learning skills across the unit areas. The course also seeks to address the particular speaking needs of overseas students.

School Western Sydney The College

Discipline English Language

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Restrictions Only students enrolled at The College in Foundation Studies programs can enrol in this unit

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Communicate information in appropriate written mode according to purpose, audience and unit.
2. Understand and make meaning from a variety of written academic text types.
3. Communicate information in appropriate spoken mode according to purpose, audience and unit.
4. Research, interpret, organise and analyse information.
5. Understand and make meaning from a variety of spoken academic text types.
6. Work effectively in large and small group learning environments

Subject Content

1. Listening / note-taking skills
2. Oral presentation skills
3. Speaking skills
4. Academic reading skills
5. Report writing skills

6. Researching for information
7. Academic writing skills
8. Paraphrasing/summarising skills

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short Answer part A	250 words	15	N	Individual
Short Answer part B	250 words	15	N	Individual
Intra-session exam	L - 45 minutes R/ w - 1 hour 45 minutes	20	N	Individual
Presentation	10 minutes	15	N	Individual
Final exam	2.5 hours	35	N	Individual

Teaching Periods

LANG 0046 Understanding the Arts (WSTC Prep)

Credit Points 10

Legacy Code 700282

Coordinator Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

Description This unit is designed to introduce students to what it means to study the Arts, and how the Arts contributes to contemporary society. It addresses the basic skills required for study, and some of the research methodologies commonly encountered in Arts scholarship. The unit is also intended to provide students with an understanding of key disciplines within the Arts, so that students can make an informed choice about majors and sub-majors when they progress to a Bachelor degree, and beyond.

School Western Sydney The College

Discipline Language and Literature, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Restrictions Students must be enrolled at Western Sydney University, The College.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Define the Arts, and explain the value of an Arts degree.
2. Identify the basic skills required to be a successful Arts student and some strategies to develop those skills.
3. Explain the connection between an Arts degree and their intended career.
4. Identify and explain basic research methodologies within the Arts.
5. Use digital technologies to organise information and present academic work.

Subject Content

What do we mean by the Arts?

What is the role of the Arts in contemporary society?

Reading, writing and thinking in the Arts.

Basic research methods within the Arts.

Majors and career pathways in the Arts.

What do we mean by the Arts?

What is the role of the Arts in contemporary society?

Reading, writing and thinking in the Arts.

Basic research methods within the Arts.

Majors and career pathways in the Arts.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	1200 words	60	N	Individual
Short Answer	200 words	20	N	Individual
Reflection	200 words	20	N	Individual

Prescribed Texts

- Connelly, J & Forsyth P 2010, The Study Skills Guide: Essential Strategies for Smart Students, Kogan Page, London.

Teaching Periods

Term 1

Bankstown

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0046_22-T1_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0046_22-T1_BL_D#subjects)

Term 3

Bankstown

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0046_22-T3_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0046_22-T3_BL_D#subjects)

LANG 0047 Communicating in English (Nursing)

Credit Points 3

Legacy Code 900124

Coordinator Visnja Simovic ([https://directory.westernsydney.edu.au/search/name/Visnja Simovic/](https://directory.westernsydney.edu.au/search/name/Visnja%20Simovic/))

School The College English Language

Discipline English Language

Student Contribution Band

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

English Intake 2

Olympic Park

Day

Subject Contact Visnja Simovic ([https://directory.westernsydney.edu.au/search/name/Visnja Simovic/](https://directory.westernsydney.edu.au/search/name/Visnja%20Simovic/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0047_22-E02_OP_D#subjects)

LANG 0048 Bachelor of Nursing Direct Entry English Program

Credit Points 12

Legacy Code 900125

Coordinator Jackson Howard ([https://directory.westernsydney.edu.au/search/name/Jackson Howard/](https://directory.westernsydney.edu.au/search/name/Jackson%20Howard/))

School The College English Language

Discipline English Language

Student Contribution Band

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

LANG 0049 Essential Literacy for Construction Professionals I (WSTC Prep)

Credit Points 10

Legacy Code 700310

Coordinator Maria Charalambous ([https://directory.westernsydney.edu.au/search/name/Maria Charalambous/](https://directory.westernsydney.edu.au/search/name/Maria%20Charalambous/))

Description This unit is designed to improve the English proficiency of Construction Technology students to enable them to achieve academic success. The unit assists students to comprehend academic and professional texts, identify key ideas and evidence, and identify and apply certain rhetorical moves which are common in academic communication. It also aims to help students to improve grammatical

skills that relate to academic writing, summarise and synthesise information, and understand why, when and how to cite information.

School Western Sydney The College

Discipline English Language

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects LANG 0036 - Introduction to Academic Communication 1 (WSTC Prep) LANG 0019 - Communication Skills for Construction Management (WSTC Prep) LANG 0012 - Academic and Professional Communication (WSTC Prep) LANG 0034 - Essential Skills for Academic Success (WSTC Prep) LANG 0042 - Professional Communication Skills for Engineering (WSTC Prep) LANG 0037 - Introduction to Academic Communication 1 (WSTC Prep)

Restrictions Students must be enrolled at The College in 7136 - Diploma in Building Design Management Extended or 7165 - Diploma in Construction Technology Extended

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an ability to work effectively in large and small group learning environments
2. Demonstrate an ability to use appropriate reading strategies to read and comprehend academic and industry texts
3. Identify and summarise the main and specific features of texts and charts
4. Cite evidence using conventions of academic writing
5. Demonstrate an ability to write academically and professionally using a variety of genres and their features

Subject Content

1. Academic reading skills: understanding meaning from context
2. Academic writing skills: the features of academic and professional language
3. Academic reading skills: identifying and highlighting key ideas, arguments and evidence
4. Academic reading skills: interpreting graphs and charts
5. Academic Integrity skills: understanding the importance of referencing
6. Academic integrity skills: citation and paraphrasing skills
7. Academic writing skills: summarising, paraphrasing, synthesising and referencing
8. Academic writing skills: sentence and paragraph structure
9. Academic writing skills: identifying academic and professional lexical chunks
10. Academic writing skills: achieving coherence and cohesion
11. Academic writing skills: the case study writing process
12. Group work skills: skills and strategies for effective group work
1. Academic reading skills: understanding meaning from context
2. Academic writing skills: the features of academic and professional language
3. Academic reading skills: identifying and highlighting key ideas, arguments and evidence
4. Academic reading skills: interpreting graphs and charts
5. Academic Integrity skills: understanding the importance of referencing
6. Academic integrity skills: citation and paraphrasing skills
7. Academic writing skills: summarising, paraphrasing, synthesising and referencing
8. Academic writing skills: sentence and paragraph structure

9. Academic writing skills: identifying academic and professional lexical chunks
10. Academic writing skills: achieving coherence and cohesion
11. Academic writing skills: the case study writing process
12. Group work skills: skills and strategies for effective group work

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Participation	Throughout the term	10	N	Both (Individual & Group)
Log/Workbook	Approximately 100 words per week (weeks 2-11)	35	N	Individual
Portfolio	Part A - Approximately 1000 (300-350 x 3) Part B - 15-20 minutes each	55	N	Individual

Teaching Periods

Term 1

Penrith (Kingswood)

Day

Subject Contact Maria Charalambous ([https://directory.westernsydney.edu.au/search/name/Maria Charalambous/](https://directory.westernsydney.edu.au/search/name/Maria%20Charalambous/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0049_22-T1_KW_D#subjects)

Term 2

Penrith (Kingswood)

Day

Subject Contact Maria Charalambous ([https://directory.westernsydney.edu.au/search/name/Maria Charalambous/](https://directory.westernsydney.edu.au/search/name/Maria%20Charalambous/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0049_22-T2_KW_D#subjects)

Term 3

Penrith (Kingswood)

Day

Subject Contact Maria Charalambous ([https://directory.westernsydney.edu.au/search/name/Maria Charalambous/](https://directory.westernsydney.edu.au/search/name/Maria%20Charalambous/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0049_22-T3_KW_D#subjects)

LANG 0050 Essential Literacy for Construction Professionals II (WSTC Prep)

Credit Points 10

Legacy Code 700319

Coordinator Maria Charalambous ([https://directory.westernsydney.edu.au/search/name/Maria Charalambous/](https://directory.westernsydney.edu.au/search/name/Maria%20Charalambous/))

Description This unit is designed to improve the English language proficiency of local and international Construction Technology students and to improve the English proficiency of Construction Technology students. The unit further develops the expository skills developed in Essential Literacy for Construction Professionals I and introduces critical writing techniques. The unit uses authentic genres and writing techniques common in Academic writing. Through the development of these techniques students will improve critical literacy skills that relate to academic writing and spoken and written genres that are typical in the Construction Technology profession.

School Western Sydney The College

Discipline English Language

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Pre-requisite(s) LANG 0049

Equivalent Subjects LANG 0003 - Academic English LANG 0039 - Introduction to Academic Communication 2 (WSTC Prep) LANG 0005 - Academic English LANG 0040 - Introduction to Academic Communication 2 (WSTC Prep)

Restrictions Students must be enrolled at The College in 7136 - Diploma in Building Design Management Extended; 7165 - Diploma in Construction Technology Extended; 6031 - Diploma in Building Design Management/ Bachelor of Building Design Management; 6045 - Diploma in Construction Technology/Bachelor of Construction Technology

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an ability to work effectively in a small group learning environment using collaborative strategies including oral communication
2. Demonstrate an ability to critically read, analyse and make meaning from academic and industry-related texts
3. Demonstrate an ability to identify and use aspects of Academic Writing, including different genres of Academic English
4. Locate and cite arguments and evidence using the conventions of academic research
5. Identify and summarise the main points of arguments
6. Produce a well-structured, logical, coherent and cohesive response to writing tasks using appropriate academic language structures
7. Demonstrate an ability to communicate orally in formal context, including appropriate selection of material, clear organisation, effective presentation and the ability to adapt to audience, setting and occasion

Subject Content

1. Academic writing skills: the features of academic and professional language
2. Academic reading skills: understanding meaning from context
3. Academic reading skills: identifying and highlighting key ideas, arguments and evidence
4. Academic reading skills: interpreting graphs and charts
5. Academic Integrity: the importance of referencing, citation and paraphrasing
6. Academic writing skills: sentence, paragraph and report structure

7. Academic writing skills: summarising, paraphrasing, synthesising and referencing
8. Academic writing skills: the report writing process
9. Academic writing skills: achieving coherence and cohesion
10. Group work skills: skills and strategies for effective group work
11. Oral Presentation skills: language and presentation techniques for presentation

1. Academic writing skills: the features of academic and professional language
2. Academic reading skills: understanding meaning from context
3. Academic reading skills: identifying and highlighting key ideas, arguments and evidence
4. Academic reading skills: interpreting graphs and charts
5. Academic Integrity: the importance of referencing, citation and paraphrasing
6. Academic writing skills: sentence, paragraph and report structure
7. Academic writing skills: summarising, paraphrasing, synthesising and referencing
8. Academic writing skills: the report writing process
9. Academic writing skills: achieving coherence and cohesion
10. Group work skills: skills and strategies for effective group work
11. Oral Presentation skills: language and presentation techniques for presentation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Participation	Throughout the term	10	N	Both (Individual & Group)
Presentation	5-minute pitch and 250 words	15	N	Individual
Portfolio	Approximately 35 750 words (250 x 3)		N	Individual
Report	1,000 words	40	N	Individual

Teaching Periods

Term 1

Penrith (Kingswood)

Day

Subject Contact Maria Charalambous ([https://directory.westernsydney.edu.au/search/name/Maria Charalambous/](https://directory.westernsydney.edu.au/search/name/Maria%20Charalambous/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0050_22-T1_KW_D#subjects)

Term 2

Penrith (Kingswood)

Day

Subject Contact Maria Charalambous ([https://directory.westernsydney.edu.au/search/name/Maria Charalambous/](https://directory.westernsydney.edu.au/search/name/Maria%20Charalambous/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0050_22-T2_KW_D#subjects)

LANG 0051 Communication Skills for Health Science 1 (WSTC)

Credit Points 10

Legacy Code 900126

Coordinator Gabriela Jakubowicz ([https://directory.westernsydney.edu.au/search/name/Gabriela Jakubowicz/](https://directory.westernsydney.edu.au/search/name/Gabriela%20Jakubowicz/))

Description This unit is designed to introduce students to academic culture as a culture of critical debate and equip students with the academic literacy skills necessary to perform successfully in this culture. In particular, the unit aims to help students access the conventions of academic English by focussing on attitudes to knowledge, and the ways in which ideas are structured and presented in academic texts and speech. The unit assists students to comprehend academic texts, identify key ideas and concepts, and identify and use the rhetorical moves used in academic texts. It also aims to help students compare and contrast ideas across texts, improve grammatical skills that relate to academic writing, summarise and synthesise information, and understand why, when and how to reference information.

School Western Sydney The College

Discipline English Language

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Restrictions Students must be enrolled at The College in 9019 - University Foundation Studies Standard ? 2 Terms ? Health Science/ Nursing Stream

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Define academic culture and explain the use of evidence to support an argument.
2. Employ effective listening strategies to identify and report main ideas and supporting evidence.
3. Utilise appropriate reading strategies to comprehend academic texts.
4. Produce writing that successfully summarises and paraphrases the work of others.
5. Demonstrate a command of academic English, including grammar, phrasing, effective sentence structure, spelling and punctuation in a variety of written contexts.
6. Apply the conventions of academic presentations in written and oral formats.
7. Critically reflect on their own learning.
8. Reflect on feedback to advance the development of literacy skills.

Subject Content

1. Academic culture as a culture of argument
2. Active listening and note-taking skills
3. Reading in an academic culture: the development of ideas
4. Reading in an academic culture: the relative importance of ideas
5. Reading in an academic culture: identifying arguments
6. Writing in an academic culture: academic language skills and grammar
7. Writing in an academic culture: paraphrasing/summarising and synthesising skills

8. Writing in an academic culture: comparing and contrasting ideas across multiple texts
9. Writing in an academic culture: research and referencing
10. Speaking in an academic culture: the structure of presenting ideas
11. Speaking in an academic culture: tutorial/presentation skills
1. Academic culture as a culture of argument
2. Active listening and note-taking skills
3. Reading in an academic culture: the development of ideas
4. Reading in an academic culture: the relative importance of ideas
5. Reading in an academic culture: identifying arguments
6. Writing in an academic culture: academic language skills and grammar
7. Writing in an academic culture: paraphrasing/summarising and synthesising skills
8. Writing in an academic culture: comparing and contrasting ideas across multiple texts
9. Writing in an academic culture: research and referencing
10. Speaking in an academic culture: the structure of presenting ideas
11. Speaking in an academic culture: tutorial/presentation skills

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Summary	300 words	15	N	Individual
Essay	(a) 300 words (b) 1000 words	40	N	Individual
Presentation	3 – 5 mins	20	N	Individual
Quiz	2 hours - 4a. 1 hour; 4b. 1 hour	25	N	Individual

Teaching Periods

Term 1

Nirimba Education Precinct

Day

Subject Contact Gabriela Jakubowicz ([https://directory.westernsydney.edu.au/search/name/Gabriela Jakubowicz/](https://directory.westernsydney.edu.au/search/name/Gabriela%20Jakubowicz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0051_22-T1_BL_D#subjects)

Term 3

Nirimba Education Precinct

Day

Subject Contact Gabriela Jakubowicz ([https://directory.westernsydney.edu.au/search/name/Gabriela Jakubowicz/](https://directory.westernsydney.edu.au/search/name/Gabriela%20Jakubowicz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0051_22-T3_BL_D#subjects)

LANG 0052 Academic Communication for Policing and Justice (WSTC Prep)

Credit Points 10

Legacy Code 700335

Coordinator Maria Charalambous ([https://directory.westernsydney.edu.au/search/name/Maria Charalambous/](https://directory.westernsydney.edu.au/search/name/Maria%20Charalambous/))

Description Communication underpins all aspects of Policing and Justice interaction. This unit is designed to improve the English language skills of Policing and Community and Criminal Justice students through dynamic and engaging teaching methodology. The unit further develops foundational skills students possess and introduces the concept and application of critical analysis. The use of authentic genres and writing techniques common in academic and professional writing in the fields of Policing and Justice lead to the improvement of critical literacy skills related to spoken and written genres.

School Western Sydney The College

Discipline English Language

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects LANG 0003 - Academic English (WSTC Prep) LANG 0005 - Academic English (WSTC) LANG 0039 - Introduction to Academic Communication 2 (WSTC Prep) LANG 0040 - Introduction to Academic Communication 2 (WSTC)

Restrictions Students must be enrolled in 7032 - Diploma in Criminal and Community Justice (exit only), 7154 - Diploma in Criminal and Community Justice Extended, 7167 - Diploma in Social Science (Policing) (exit only), 7168 - Diploma in Social Science (Policing) Extended, 6025 - Diploma in Criminal and Community Justice/Bachelor of Criminal and Community Justice, 6044 - Diploma in Social Science (Policing)/ Bachelor of Policing at Western Sydney University, The College.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an ability to critically read, summarise, analyse, synthesise and make meaning from academic and industry-related texts in Policing and Justice
2. Use advanced aspects of Academic Writing that are transferable to relevant tertiary level degrees, including different genres of Academic English
3. Demonstrate enhanced academic skills through critically assessing an identified theoretical framework in Policing and Community and Criminal Justice
4. Cite arguments and evidence using the conventions of academic research
5. Produce a well-structured, logical, coherent and cohesive response to writing tasks using appropriate academic language structures
6. Demonstrate an ability to communicate orally in formal context, including appropriate selection of material, clear organisation and effective presentation.

Subject Content

1. Academic and professional communication in the fields of Policing and Criminal and Community Justice
2. Academic writing skills: developing and applying features of academic and professional language
3. Academic reading skills: identifying, highlighting and applying key ideas, arguments and evidence
4. Academic Integrity: the importance and application of referencing, citation and paraphrasing

5. Academic writing skills: summarising, paraphrasing, synthesising
6. Academic writing skills: the report writing process including the achievement of coherence and cohesion
7. Critical thinking and reflection for academic and professional work within the Policing and Criminal and Community Justice fields
8. Oral Presentation skills: language and presentation techniques for presentation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Log/ Workbook	800 words	30	N	Individual
Applied Project	1000 and 300 words (1300 total)	50	N	Individual
Presentation	5 minutes and 100 words	20	N	Individual

Teaching Periods

Term 1

Bankstown

Day

Subject Contact Maria Charalambous ([https://directory.westernsydney.edu.au/search/name/Maria Charalambous/](https://directory.westernsydney.edu.au/search/name/Maria%20Charalambous/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0052_22-T1_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Maria Charalambous ([https://directory.westernsydney.edu.au/search/name/Maria Charalambous/](https://directory.westernsydney.edu.au/search/name/Maria%20Charalambous/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0052_22-T1_BL_D#subjects)

Term 2

Bankstown

Day

Subject Contact Maria Charalambous ([https://directory.westernsydney.edu.au/search/name/Maria Charalambous/](https://directory.westernsydney.edu.au/search/name/Maria%20Charalambous/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0052_22-T2_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Maria Charalambous ([https://directory.westernsydney.edu.au/search/name/Maria Charalambous/](https://directory.westernsydney.edu.au/search/name/Maria%20Charalambous/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0052_22-T2_BL_D#subjects)

LANG 0053 Communication Skills for Health Science 2 (WSTC)

Credit Points 10

Legacy Code 900678

Coordinator Gabriela Jakubowicz ([https://directory.westernsydney.edu.au/search/name/Gabriela Jakubowicz/](https://directory.westernsydney.edu.au/search/name/Gabriela%20Jakubowicz/))

Description This unit is designed to improve the English language skills of Health Science and Nursing students through dynamic and engaging teaching methodology. The unit further develops foundational skills students possess and introduces critical analysis. The use of authentic genres and writing techniques common in Academic writing in the fields of Health Science and Nursing lead to the improvement of critical literacy skills related to spoken and written genres which are typical in the Health Science and Nursing professions.

School Health Sciences

Discipline English Language

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Pre-requisite(s) LANG 0051

Equivalent Subjects LANG 0032 English for Tertiary Study 2 (WSTC Prep)

LANG 0002 Academic English 2 (WSTC)

LANG 0033 English for Tertiary Study 2 (WSTC) LANG 0039

Introduction to Academic Communication 2 (WSTC Prep) LANG 0040

Introduction to Academic Communication 2 (WSTC) LANG 0003

Academic English (WSTC Prep)

LANG 0005 Academic English (WSTC)

COMM 1027 Principles of Professional Communication (WSTC)

LANG 0050 Essential Literacy for Construction professionals II (WSTC Prep)

Restrictions Students must be enrolled at The College in the programs 9018 University Foundation Studies Standard ? 2 Term, 9019 University Foundation Studies Standard ? 2 Term, 9020 University Foundation Studies Extended ? 3 Term.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an ability to critically read, summarise, analyse, synthesise and make meaning from academic and industry-related texts in Health Science and Nursing
2. Use sophisticated aspects of Academic Writing, including different genres of Academic English
3. Identify and critique a theoretical framework in Health Science and Nursing
4. Cite arguments and evidence using the conventions of academic research
5. Produce a well-structured, logical, coherent and cohesive response to writing tasks using appropriate academic language structures
6. Demonstrate an ability to communicate orally in formal context, including appropriate selection of material, clear organisation and effective presentation.
7. Work effectively in a small group learning environment

Subject Content

1. Academic and professional communication in the fields of Health Science and Nursing
2. Academic writing skills: developing and applying features of academic and professional language
3. Academic reading skills: identifying, highlighting and applying key ideas, arguments and evidence
4. Academic writing skills: utilising various research techniques
5. Academic Integrity: the importance and application of referencing, citation and paraphrasing
6. Academic writing skills: summarising, paraphrasing, synthesising
7. Academic writing skills: the report writing process including the achievement of coherence and cohesion
8. Critical thinking for academic and professional work within the Health Science and Nursing fields
9. Oral Presentation skills: language and presentation techniques for presentations

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short Answer	300 words	20	N	Individual
Report	400 words	20	N	Individual
Report	1200 words	35	N	Both (Individual & Group)
Viva Voce	Scripted and voiced over power point 4-5 minutes plus 500 words script	25	N	Individual

Teaching Periods

Term 2

Nirimba Education Precinct

Day

Subject Contact Gabriela Jakubowicz ([https://directory.westernsydney.edu.au/search/name/Gabriela Jakubowicz/](https://directory.westernsydney.edu.au/search/name/Gabriela%20Jakubowicz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0053_22-T2_BL_D#subjects)

LANG 0054 Professional Communication Skills for Policing and Justice (WSTC Prep)

Credit Points 10

Legacy Code 700332

Coordinator Gabriela Jakubowicz ([https://directory.westernsydney.edu.au/search/name/Gabriela Jakubowicz/](https://directory.westernsydney.edu.au/search/name/Gabriela%20Jakubowicz/))

Description The ability to communicate efficiently and effectively is crucial in all aspects of professional life. This unit is designed to improve the English proficiency of Policing and Criminal and Community Justice students to enable them to achieve academic

success. The unit assists students to comprehend professional texts, identify key ideas and evidence, and identify and apply certain rhetorical moves which are common in academic and professional communication in the fields of Policing and Justice. It also aims to help students to improve grammatical skills that relate to academic writing, summarise information, and understand why, when and how to cite information.

School Western Sydney The College

Discipline English Language

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects LANG 0030 English for Tertiary Study 1 (UWSCFS)
LANG 0036 Introduction to Academic Communication 1 (UWSCFS)
LANG 0006 Academic English 1 (UWSC)
LANG 0001 Academic Communication 1 (UWSCFS)
LANG 0037 Introduction to Academic Communication 1 (WSTC)
LANG 0019 Communication Skills for Construction Management (WSTC Prep)
LANG 0042 Professional Communication Skills for Engineering (WSTC Prep)
LANG 0012 Academic and Professional Communication (WSTC Prep)
LANG 0034 Essential Skills for Academic Success (WSTC Prep)
LANG 0049 Essential Literacy for Construction Professionals I (WSTC Prep)
LANG 0012 Academic and Professional Communication (WSTC Prep)
LANG 0051 Communication Skills for Health Science 1 (WSTC)

Restrictions Students must be enrolled in program 7154 - Diploma in Criminal and Community Justice Extended and 7168 - Diploma in Social Science (Policing) Extended, at Western Sydney University, The College.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an ability to use appropriate reading and listening strategies to comprehend academic and professional texts common in the fields of Policing and Justice
2. Identify and summarise the relevant and specific features of texts
3. Cite evidence using conventions of academic writing
4. Demonstrate an ability to write academically and professionally using a variety of genres and their features
5. Demonstrate an ability to self-assess and reflect on own learning

Subject Content

1. Understanding academic and professional communication in the fields of Policing and Justice
2. Listening in an academic context: active listening and note-taking skills
3. Academic reading skills: understanding meaning from context
4. Academic reading skills: identifying and highlighting key ideas, arguments and evidence
5. Academic writing skills: identify and apply foundational features of academic and professional language
6. Academic writing skills: summarising and paraphrasing,
7. Academic writing skills: grammar, sentence and paragraph structure
8. Academic writing skills: achieving coherence and cohesion
9. Academic integrity skills: citation and paraphrasing skills
10. Developing self-assessment and reflection skills

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Log/ Workbook	500 words: approximately 100 words per entry with 5 submissions	25	N	Individual
Portfolio	Task 1 - 100 words Task 2 - 150 words Task 3 - 150 words Task 4 - 300 words	40	N	Individual
Report	Part 1 - 600 words Part 2 - 200 words	35	N	Individual

Teaching Periods

Term 1

Bankstown

Day

Subject Contact Gabriela Jakubowicz ([https://directory.westernsydney.edu.au/search/name/Gabriela Jakubowicz/](https://directory.westernsydney.edu.au/search/name/Gabriela%20Jakubowicz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0054_22-T1_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Gabriela Jakubowicz ([https://directory.westernsydney.edu.au/search/name/Gabriela Jakubowicz/](https://directory.westernsydney.edu.au/search/name/Gabriela%20Jakubowicz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0054_22-T1_BL_D#subjects)

Term 3

Bankstown

Day

Subject Contact Gabriela Jakubowicz ([https://directory.westernsydney.edu.au/search/name/Gabriela Jakubowicz/](https://directory.westernsydney.edu.au/search/name/Gabriela%20Jakubowicz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0054_22-T3_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Gabriela Jakubowicz ([https://directory.westernsydney.edu.au/search/name/Gabriela Jakubowicz/](https://directory.westernsydney.edu.au/search/name/Gabriela%20Jakubowicz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG0054_22-T3_BL_D#subjects)

LANG 1002 Arabic 101

Credit Points 10

Legacy Code 100041

Coordinator Nawal Sami ([https://directory.westernsydney.edu.au/search/name/Nawal Sami/](https://directory.westernsydney.edu.au/search/name/Nawal%20Sami/))

Description This unit is designed as an introduction to the Arabic language as well as the contemporary and popular culture of the Arabic-speaking people. It is intended for students who are at beginner level in Modern Standard Arabic in all four skills -listening, speaking, reading and writing. Components of this unit may be presented in English. Students with a background of study in the language need to obtain advice on their appropriate level of language study. During the first two weeks of class, the lecturer will monitor the performance of students and advise students who need to transfer to a higher class. Students should consult the Languages Academic Course Advisor or Unit Coordinator if they are unsure of their entry level.

School Humanities & Comm Arts

Discipline Southwest Asian and North African Languages

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. apply basic Arabic language skills in listening, speaking, reading and writing;
2. gained knowledge of key elements of some Arab countries and the Arabic-speaking community in Australia;
3. identify key characteristics of the Arabic language and its development;
4. demonstrate basic knowledge of the contexts where Arabic is taught in Australia.

Subject Content

- An introduction to the Arabic language;
- An introduction to Arab culture;
- A focus on fundamental grammatical forms at the beginner's level;
- Activities and tasks aimed at developing listening comprehension, speaking, reading and writing skills at beginner's level.

Inherent Requirements

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

Inherent Requirements (https://www.westernsydney.edu.au/ir/inherent_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	30 minutes to 1 hour	20	N	Individual
Presentation	5 minutes	10	N	Individual
Report	1,000 words	30	N	Individual

Final Exam	Maximum 2 hours	40	N	Individual
------------	-----------------	----	---	------------

Teaching Periods

Autumn Bankstown

Day

Subject Contact Nawal Sami ([https://directory.westernsydney.edu.au/search/name/Nawal Sami/](https://directory.westernsydney.edu.au/search/name/Nawal%20Sami/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1002_22-AUT_BA_D#subjects)

LANG 1003 Arabic 102

Credit Points 10

Legacy Code 100042

Coordinator Nawal Sami ([https://directory.westernsydney.edu.au/search/name/Nawal Sami/](https://directory.westernsydney.edu.au/search/name/Nawal%20Sami/))

Description This is a post beginner level unit in Arabic building on the knowledge and skills developed in Arabic 101. It aims to further develop listening, speaking, reading and writing skills in elementary Arabic. The unit includes a socio-cultural component which will examine aspects of the contemporary Arab world and its culture with a particular emphasis on the Arabic-speaking community in Australia. Students with a background of study in the language need to obtain advice on their appropriate level of language study. During the first two weeks of class, the lecturer will monitor the performance of students and advise students who need to transfer to a higher class. Students should consult the Languages Academic Course Advisor or Unit Coordinator if they are unsure of their entry level.

School Humanities & Comm Arts

Discipline Southwest Asian and North African Languages

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Assumed Knowledge

100041 Arabic 101 or equivalent knowledge.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. apply post-beginner Arabic language skills in listening, speaking, reading and writing;
2. interact in the Arabic Language at post-beginner level in a range of communicative situations;
3. use simple grammatical structures;
4. identify key characteristics of spoken Arabic in comparison with Modern Standard Arabic;
5. demonstrate general knowledge of Arab countries, their culture, and the Arabic-speaking community in Australia.

Subject Content

Activities and tasks aimed at further developing listening comprehension, speaking, reading and writing skills at post beginner level;

The development of lexical and grammatical comprehension at post-beginner level;

An introduction to some forms of spoken Arabic;

Further development of knowledge of Arab countries, their culture, and the Arabic-speaking community in Australia.

Inherent Requirements

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

Inherent Requirements (https://www.westernsydney.edu.au/ir/inherent_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quizzes	1 h (30 mins each)	20	N	Individual
Oral Test	3-5 mins	10	N	Individual
Research project	Student diary: 10 sentences; Essay 500 words	30	N	Individual
Practical exam	2 hours	40	N	Individual

Teaching Periods

Spring Bankstown

Day

Subject Contact Nawal Sami ([https://directory.westernsydney.edu.au/search/name/Nawal Sami/](https://directory.westernsydney.edu.au/search/name/Nawal%20Sami/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1003_22-SPR_BA_D#subjects)

LANG 1005 Chinese 101

Credit Points 10

Legacy Code 100056

Coordinator Ruying Qi ([https://directory.westernsydney.edu.au/search/name/Ruying Qi/](https://directory.westernsydney.edu.au/search/name/Ruying%20Qi/))

Description This unit is an introduction to the (Mandarin) Chinese language as well as aspects of Chinese culture which are necessary for language competency, using Pinyin and simplified characters. It is intended for students who are not from a Chinese-speaking background and who are at beginner level in all four skills -listening, speaking, reading and writing in Modern Standard Chinese. Components of this unit may be presented in English. Students with a background of study in the language need to obtain advice on their appropriate level of language study. During the first two weeks of class, the lecturer will monitor the performance of students and advise students who need to transfer to a higher class. Students should consult the Languages Academic Course Advisor or Unit Coordinator if they are unsure of their entry level.

School Humanities & Comm Arts

Discipline Eastern Asian Languages

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. develop basic (Mandarin) Chinese language skills in listening, speaking, reading and writing;
2. gain knowledge of key elements of China, its culture, and the Chinese-speaking community in Australia;
3. gain knowledge of key characteristics of the Chinese language and its development;
4. acquire some understanding of the Chinese way of thinking.

Subject Content

An introduction to the (Mandarin) Chinese language;

An introduction to Chinese culture;

A focus on fundamental grammatical forms at beginner level;

Activities and tasks aimed at developing listening comprehension, speaking, reading and writing skills at beginner level.

Inherent Requirements

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

Inherent Requirements (https://www.westernsydney.edu.au/ir/inherent_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	5-10 minutes	30	N	Individual
Report	1,000 words	30	N	Individual
Final Exam	Maximum 2 hours	40	N	Individual

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Ruying Qi ([https://directory.westernsydney.edu.au/search/name/Ruying Qi/](https://directory.westernsydney.edu.au/search/name/Ruying%20Qi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1005_22-AUT_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Ruying Qi ([https://directory.westernsydney.edu.au/search/name/Ruying Qi/](https://directory.westernsydney.edu.au/search/name/Ruying%20Qi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1005_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Ruying Qi ([https://directory.westernsydney.edu.au/search/name/Ruying Qi/](https://directory.westernsydney.edu.au/search/name/Ruying%20Qi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1005_22-AUT_PS_D#subjects)

LANG 1006 Chinese 102

Credit Points 10

Legacy Code 100057

Coordinator Lijiang Zhao ([https://directory.westernsydney.edu.au/search/name/Lijiang Zhao/](https://directory.westernsydney.edu.au/search/name/Lijiang%20Zhao/))

Description This is a post-beginner level unit in (Mandarin) Chinese intended for those with knowledge of Chinese 101 or equivalent. This unit builds on the knowledge and skills developed in (Mandarin) Chinese 101 and aims to further develop listening, speaking, reading and writing skills in elementary Modern Standard Chinese. The unit includes a socio-cultural component which will examine some aspects of China and Chinese culture as well as the Chinese community in Australia. Students with a background of study in the language need to obtain advice on their appropriate level of language study. During the first two weeks of class, the lecturer will monitor the performance of students and advise students who need to transfer to a higher class. Students should consult the Languages Academic Course Advisor or Unit Coordinator if they are unsure of their entry level.

School Humanities & Comm Arts

Discipline Eastern Asian Languages

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Assumed Knowledge

100056 Chinese 101 or equivalent knowledge.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. demonstrate beginning level language skills in listening, speaking, reading and writing in Modern Standard Chinese;
2. show mastery of the Pinyin Romanisation system;
3. demonstrate a core vocabulary, fundamental grammatical structures and text types to meet basic communicative needs.
4. interact in Modern Standard Chinese at post-beginner level in a range of communicative situations;
5. show greater knowledge of Chinese language, culture and way of thinking, and the Chinese-speaking community in Australia.

Subject Content

- Activities and tasks aimed at further developing listening comprehension, speaking, reading and writing skills at post beginner level;

- The development of lexical and grammatical knowledge at post-beginner level;

- An introduction to text types in everyday situations;

- further development of knowledge of Chinese language, culture and way of thinking, and The Chinese-speaking community in Australia.

- The development of lexical and grammatical knowledge at post-beginner level;

Inherent Requirements

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

Inherent Requirements (https://www.westernsydney.edu.au/ir/inherent_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Task	Listening task (1 dialogue and/or 1 consecutive text), Oral presentation (5-10 minutes)	30	N	Individual
Research project	1000 words	30	N	Individual
In-class test	2 hours	40	N	Individual

Prescribed Texts

- Ma, Y., & Li, X. (2006). Chinese made easy, Book 1 & 2 (2nd ed.). Hong Kong: Joint Publishing.

Teaching Periods

Spring Bankstown

Day

Subject Contact Lijiang Zhao (https://directory.westernsydney.edu.au/search/name/Lijiang_Zhao/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1006_22-SPR_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Lijiang Zhao (https://directory.westernsydney.edu.au/search/name/Lijiang_Zhao/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1006_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Lijiang Zhao (https://directory.westernsydney.edu.au/search/name/Lijiang_Zhao/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1006_22-SPR_PS_D#subjects)

LANG 1008 Communicating in English 3 - (CIE3)

Credit Points 10

Legacy Code 900059

Coordinator Visnja Simovic (https://directory.westernsydney.edu.au/search/name/Visnja_Simovic/)

School The College English Language

Discipline English Language

Student Contribution Band

Level Undergraduate Level 1 subject

Teaching Periods

English Intake 2

Olympic Park

Day

Subject Contact Visnja Simovic (https://directory.westernsydney.edu.au/search/name/Visnja_Simovic/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1008_22-E02_OP_D#subjects)

English Intake 4

Olympic Park

Day

Subject Contact Visnja Simovic (https://directory.westernsydney.edu.au/search/name/Visnja_Simovic/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1008_22-E04_OP_D#subjects)

English Intake 9

Olympic Park

Day

Subject Contact Visnja Simovic (https://directory.westernsydney.edu.au/search/name/Visnja_Simovic/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1008_22-E09_OP_D#subjects)

English Intake 10

Olympic Park

Day

Subject Contact Visnja Simovic (https://directory.westernsydney.edu.au/search/name/Visnja_Simovic/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1008_22-E10_OP_D#subjects)

LANG 1009 Immersion Language Beginner 101

Credit Points 0

Legacy Code 102607

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Humanities & Comm Arts

Discipline Language and Literature, Not Elsewhere Classified.

Student Contribution Band

Level Undergraduate Level 1 subject

Teaching Periods

LANG 1010 Immersion Language Beginner 102

Credit Points 0

Legacy Code 102608

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Humanities & Comm Arts

Discipline Language and Literature, Not Elsewhere Classified.

Student Contribution Band

Level Undergraduate Level 1 subject

Teaching Periods

LANG 1011 Indonesian 101

Credit Points 10

Legacy Code 102316

Coordinator Anna Nettheim ([https://directory.westernsydney.edu.au/search/name/Anna Nettheim/](https://directory.westernsydney.edu.au/search/name/Anna%20Nettheim/))

Description This is an introductory unit to the Indonesian language and culture, for students who commence a specialisation in Indonesian at a beginner level. The unit equips students with basic language skills, provides a basic knowledge about the ethnic, cultural and linguistic diversity of Indonesia. Students with a background of study in the language need to obtain advice on their appropriate level of language study and where required undertake brief spoken and written entry assessments. During the first two weeks of class, the lecturer will monitor the performance of students and advise students who need to transfer to a higher class. Students should consult the Languages Academic Course Advisor or Unit Coordinator if they are unsure of their entry level.

School Humanities & Comm Arts

Discipline Southeast Asian Languages

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Communicate at a basic level using the Indonesian language.
2. Use a range of Indonesian grammar and sentence structures.

3. Talk about themselves, their society and way of life and make some comparisons between Australia and Indonesia.
4. Apply general knowledge about Indonesian culture and society.

Subject Content

Basic Indonesian vocabulary.

Basic Indonesian grammar structures.

Brief dialogues that demonstrate new vocabulary and grammar structures covering themes relevant to travelling to Indonesia, family and friends, and school and university education, and examine cultural differences.

Grammar exercises.

Speaking practice through dialogue practice, pair and small group exercises.

Cultural content such exposure to Indonesian music and films.

Inherent Requirements

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

Inherent Requirements (https://www.westernsydney.edu.au/ir/inherent_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Ongoing Assessment Activities (20 short online quizzes = 2 a week done at home)	1,000 words equivalent	40	N	Individual
2 x Indonesian Writing Tasks	250 words	40	N	Individual
Viva Voce	10 minutes	20	N	Individual

Teaching Periods

LANG 1012 Indonesian 102

Credit Points 10

Legacy Code 102326

Coordinator Anna Nettheim ([https://directory.westernsydney.edu.au/search/name/Anna Nettheim/](https://directory.westernsydney.edu.au/search/name/Anna%20Nettheim/))

Description This is the second and last introductory unit in the Indonesian Language Specialisation. The unit further develops the basic language and communication skills students acquired in Indonesian 101 through the use of activities designed to practice and reinforce Indonesian language and grammar skills. This unit will also introduce a greater focus on the socio-cultural and linguistic diversity found in Indonesia through online powerpoint lectures and accompanying notes. The unit focuses on four language skills (listening, speaking, reading and writing). Students with a background of study in the language need to obtain advice on their appropriate level of language study. During the first two weeks of class, the lecturer will

monitor the performance of students and advise students who need to transfer to a higher class. Students should consult the Languages Academic Course Advisor or Unit Coordinator if they are unsure of their entry level.

School Humanities & Comm Arts

Discipline Southeast Asian Languages

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Pre-requisite(s) LANG 1011

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate listening and reading comprehension of simple non-technical sentences in Indonesian
2. Communicate in Indonesian orally and in writing at a post-beginner level
3. Communicate in Indonesian in a culturally appropriate manner, using basic grammatical constructions
4. Retrieve and apply knowledge about Indonesian culture and society in a variety of contexts.

Subject Content

Four language skills (listening, reading, writing and speaking)
Development of Indonesian grammar skills (Topics 1-10 in text book)
Readings on Indonesian socio-cultural-linguistic diversity
Conversation practice

Inherent Requirements

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

Inherent Requirements (https://www.westernsydney.edu.au/ir/inherent_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Speaking task	4-5 mins	20	N	Individual
Quiz	250 words each	20	N	Individual
Writing task	200 words	20	N	Individual
Research Project/ Report	1,000 words in English	40	N	Individual

Teaching Periods

LANG 1013 Introduction to Interpreting

Credit Points 10

Legacy Code 100194

Coordinator Margot Seligmann ([https://directory.westernsydney.edu.au/search/name/Margot Seligmann/](https://directory.westernsydney.edu.au/search/name/Margot%20Seligmann/))

Description This is a core unit for students in the Bachelor of Arts (Interpreting and Translation) course and an elective foundation unit for language key field of study in the BA. It introduces students to the theory and practice of Interpreting. Lectures are held in English for students of all the languages available. The tutorials are language specific in Arabic, Japanese, Mandarin or Spanish. This unit requires native or near-native proficiency in English and one of the languages offered in the unit.

School Humanities & Comm Arts

Discipline Translating and Interpreting

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects LGYB 2089 - Interpreting 1 LGYB 2090 - Interpreting 2 LGYB 2851 - Introduction to Interpreting

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. apply the insights of linguistic theories that relate to the practice of interpreting;
2. resolve issues of accuracy and equivalence, including register equivalence and the difficulties and controversies surrounding it;
3. recognise cross-cultural differences that influence and are reflected in the use of language;
4. explain the different roles of the interpreter according to type of interpreting;
5. demonstrate proficiency in dialogue interpreting, chuchotage, consecutive interpreting and sight translation, at an introductory level in different settings;
6. demonstrate effective note-taking skills for dialogue and consecutive interpreting; and
7. identify significant aspects of the interpreting profession in Australia, NAATI qualifications, and ethics of the profession.

Subject Content

1. General overview of the theories of pragmatics and discourse analysis as they relate to interpreting,
2. The meaning of accuracy of interpretation and equivalence at the different levels of the language hierarchy and according to different types of interpreting,
3. The meaning of register, the importance of maintaining the source language register in interpretation and the implications of not maintaining it,
4. The different roles of the interpreter according to the type of interpreting,
5. Introduction to the techniques of dialogue interpreting, chuchotage, consecutive interpreting and sight translation,
6. Practice of the different interpreting techniques in education, housing and welfare settings,
7. Introduction to and practice of note taking skills for liaison and consecutive interpreting,

8. Familiarisation with available dictionaries, thesauruses, and other useful resources and guidance on how to use them effectively in the preparation of interpreting assignments.
9. The Interpreting profession in Australia and its codes of ethics.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Practical	5-10 minutes per student per task	40	N	Individual
Practical Exam	TBA	40	N	Individual
End-of-session Exam	1 hour in class	20	N	Individual

Prescribed Texts

- Mikkelsen, H., & Jourdenais, R. (Eds.). (2015). *The Routledge Handbook of Interpreting*. Taylor and Francis.

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Margot Seligmann ([https://directory.westernsydney.edu.au/search/name/Margot Seligmann/](https://directory.westernsydney.edu.au/search/name/Margot%20Seligmann/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1013_22-AUT_PC_D#subjects)

Spring

Parramatta City - Macquarie St

Day

Subject Contact Margot Seligmann ([https://directory.westernsydney.edu.au/search/name/Margot Seligmann/](https://directory.westernsydney.edu.au/search/name/Margot%20Seligmann/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1013_22-SPR_PC_D#subjects)

LANG 1014 Introduction to Linguistics

Credit Points 10

Legacy Code 101945

Coordinator Stacey Sherwood ([https://directory.westernsydney.edu.au/search/name/Stacey Sherwood/](https://directory.westernsydney.edu.au/search/name/Stacey%20Sherwood/))

Description Language is an integral component of human experience. This unit is designed to raise students' awareness of the nature, structures and functions of language and language use. Students will gain the conceptual tools to do basic analysis of language at the levels of phonology, morphology, syntax, semantics and pragmatics. By providing a basic understanding and appreciation of language from

different perspectives, the unit establishes points of contact between language, the humanities, and beyond.

School Humanities & Comm Arts

Discipline Linguistics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects LANG 2032 - Linguistics

Learning Outcomes

On successful completion of this subject, students should be able to:

- explain what language is and how it is used
- analyse grammatical aspects of language;
- demonstrate basic knowledge about language acquisition and processing;
- describe and explain how languages differ and change over time;
- apply fundamental concepts and appropriate theoretical knowledge to analyse data and the selected problem set.

Subject Content

- Introduction to language and linguistics: Rationale for studying linguistics; sub-disciplines of linguistics, other linguistics-related disciplines and their objectives;
- Grammatical aspects of language: phonetics, phonology, morphology, syntax, semantics and pragmatics: the meanings of language;
- language and mind: language acquisition and processing.
- language and society: language in use and language change.
- language change over time

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	7 quizzes at 10-30 minutes each. The two lowest marks will be excluded from the final mark calculation.	40	N	Individual
Short Answer	Approximately 40 1,000 words		N	Individual
Essay	Approximately 20 1000 words		N	Individual

Prescribed Texts

- Fromkin, V., Rodman, R., Hyams, N., Collins, P., Amberber, M. & Cox F. (2012). *An Introduction to Language*. 7th (Australia & NZ) Ed. South Melbourne: Cengage Learning.

Teaching Periods

Autumn

Online

Online

Subject Contact Stacey Sherwood ([https://directory.westernsydney.edu.au/search/name/Stacey Sherwood/](https://directory.westernsydney.edu.au/search/name/Stacey%20Sherwood/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1014_22-AUT_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Stacey Sherwood ([https://directory.westernsydney.edu.au/search/name/Stacey Sherwood/](https://directory.westernsydney.edu.au/search/name/Stacey%20Sherwood/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1014_22-AUT_PS_D#subjects)

LANG 1015 Introduction to Literary Studies

Credit Points 10

Legacy Code 101907

Coordinator Helen Koukoutsis ([https://directory.westernsydney.edu.au/search/name/Helen Koukoutsis/](https://directory.westernsydney.edu.au/search/name/Helen%20Koukoutsis/))

Description This unit involves the close reading of literary texts to explore concepts about meaning-making including the use of language, narrative form, and issues of genre. The unit asks questions about the role and function of literature. For example: is literature's purpose to entertain readers, to provide them with emotional release, to represent the world, or to allow people to make meaning from their experience? The primary texts span three genres - fiction, poetry and drama. Students will learn about the different ways in which these literary forms are constructed and the contrasting ways in which they represent reality.

School Humanities & Comm Arts

Discipline Literature

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects COMM 1014 - English Text and Writing LANG 1016 - Introduction to Literary Studies (WSTC)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Develop a personal and scholarly interpretation of literary texts.
2. Analyse a range of literary texts according to their form.
3. Interpret literary texts with regard to their generic characteristics.
4. Distinguish between primary and secondary texts.

Subject Content

- Trope and figure in literary discourse
- narrative structure and form
- literary genre, form and function
- Narratology and literary criticism
- author and text

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Short Answer	700 words	25	N	Individual
Essay	800 words	30	N	Individual
Portfolio	1,400 words (1 x 800-word Essay; 3 x 200-word Reflections)	45	N	Individual

Prescribed Texts

- Subject Reader

Teaching Periods

Spring

Bankstown

Day

Subject Contact Helen Koukoutsis ([https://directory.westernsydney.edu.au/search/name/Helen Koukoutsis/](https://directory.westernsydney.edu.au/search/name/Helen%20Koukoutsis/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1015_22-SPR_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Helen Koukoutsis ([https://directory.westernsydney.edu.au/search/name/Helen Koukoutsis/](https://directory.westernsydney.edu.au/search/name/Helen%20Koukoutsis/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1015_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Helen Koukoutsis ([https://directory.westernsydney.edu.au/search/name/Helen Koukoutsis/](https://directory.westernsydney.edu.au/search/name/Helen%20Koukoutsis/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1015_22-SPR_PS_D#subjects)

LANG 1016 Introduction to Literary Studies (WSTC)

Credit Points 10

Legacy Code 700288

Coordinator Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

Description This unit involves the close reading of literary texts to explore concepts about meaning-making including the use of language, narrative form, and issues of genre. The unit asks questions about the role and function of literature. For example: is literature's purpose to entertain readers, to provide them with emotional release, to represent the world, or to allow people to make meaning from their experience? The primary texts span three genres - fiction, poetry and drama. Students will learn about the different ways in which these

literary forms are constructed and the contrasting ways in which they represent reality.

School Humanities & Comm Arts

Discipline Literature

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Co-requisite(s) Students enrolled in the combined Diploma/Bachelor courses listed below must pass all College Preparatory units listed in the course structure before progressing to the Year 2 units

Equivalent Subjects COMM 1014 - English Text and Writing LANG 1015 - Introduction to Literary Studies

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in Extended Diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Develop a personal and scholarly interpretation of literary texts.
2. Analyse a range of literary texts according to their form.
3. Interpret literary texts with regard to their generic characteristics.
4. Distinguish between primary and secondary texts.

Subject Content

Trope and figure in literary discourse.

Narrative discourse/form.

Aesthetics and ethics.

Literary genre, form and function.

Narratological and post-structuralist theories author and text.

Myth and the literary text.

Trope and figure in literary discourse.

Narrative discourse/form.

Aesthetics and ethics.

Literary genre, form and function.

Narratological and post-structuralist theories author and text.

Myth and the literary text.

Trope and figure in literary discourse.

Narrative discourse/form.

Aesthetics and ethics.

Literary genre, form and function.

Narratological and post-structuralist theories author and text.

Myth and the literary text.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short Answer	300 words	10	N	Individual
Short Answer	500 words	20	N	Individual
Essay	750 words	30	N	Individual
Essay	1,000 words	40	N	Individual

Prescribed Texts

- Introduction to Literary Studies Subject Reader, Western Sydney University.
- Ham, R, The dressmaker, Duffy and Snellgrove, Potts Point, NSW, 2015.
- Marlowe, C, Doctor Faustus, Bloomsbury Publishing, London, 2010.
- Rose, R, Twelve angry men, Bloomsbury Publishing, London, 2016.

Teaching Periods

Term 1

Bankstown

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1016_22-T1_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1016_22-T1_BL_D#subjects)

Parramatta City - George St

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1016_22-T1_PG_D#subjects)

Term 2

Parramatta City - George St

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1016_22-T2_PG_D#subjects)

Term 3

Bankstown

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1016_22-T3_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1016_22-T3_BL_D#subjects)

Parramatta City - George St

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1016_22-T3_PG_D#subjects)

LANG 1017 Introduction to Translation

Credit Points 10

Legacy Code 100195

Coordinator Kenny Wang ([https://directory.westernsydney.edu.au/search/name/Kenny Wang/](https://directory.westernsydney.edu.au/search/name/Kenny%20Wang/))

Description This is a core unit for students in the Bachelor of Arts (Interpreting and Translation) course and an elective foundation unit for language key field of study in the BA. It introduces students to translation theory and practice. Lectures are held in English for students of all languages. The tutorials are language specific in Arabic, Japanese, Mandarin and Spanish. The unit is only available to students with a high level of proficiency (native or near-native level) in one of the languages offered. The languages offered, subject to demand, are: Arabic, Chinese, Japanese, and Spanish.

School Humanities & Comm Arts

Discipline Translating and Interpreting

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects LGYB 2096 - Translation 1 LGYB 2097 - Translation 2 LGYB 2850 - Introduction to Translation

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. demonstrate knowledge of the different theories of translation throughout history, including those advanced by theorists such as Catford, Nida, Newmark, Steiner and others;
2. show familiarity with the different translation approaches such as literal versus free, semantic versus communicative;
3. explain the intricacies of language and the difficulties of achieving cross linguistic equivalence, at the morphemic, lexical, syntactic and textual levels;
4. describe the cross-cultural differences as they influence language;
5. compare different notions of accuracy and equivalence from the syntactic, to the semantic, to the pragmatic dimensions;
6. demonstrate linguistic proficiency by translating a variety of text genres;
7. show familiarity with existing resources for translation including dictionaries, thesauruses, the Internet; and
8. demonstrate the Translation profession in Australia, NAATI qualifications, and ethics of the profession.

Subject Content

1. General overview of translation theories through the ages.
2. Different approaches to translation according to genre and purpose of translation.

3. The hierarchy of language from the lexical to the textual and discourse as well as some typological differences found across languages.
4. Describe the cross cultural differences that influence language use and language choice.
5. The meaning of accuracy and the difficulties of finding cross linguistic and cross cultural equivalence at the different levels of the language hierarchy.
6. The Translation profession in Australia and its codes of ethics.
7. Semantic versus pragmatic equivalence.
8. The application of theory to problem solving and decision making in the process of translation.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Translation	500 words	40	N	Individual
Translation	2 hours	40	N	Individual
Final Exam	1 hour	20	N	Individual

Prescribed Texts

- Baker, M. (2018). In other words: A coursebook on translation (3rd ed.). London: Routledge.
- Munday, Jeremy. (2016). Introducing Translation Studies: Theories and Applications (4th ed.). London: Routledge.

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Kenny Wang ([https://directory.westernsydney.edu.au/search/name/Kenny Wang/](https://directory.westernsydney.edu.au/search/name/Kenny%20Wang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1017_22-AUT_PC_D#subjects)

Spring

Parramatta City - Macquarie St

Day

Subject Contact Kenny Wang ([https://directory.westernsydney.edu.au/search/name/Kenny Wang/](https://directory.westernsydney.edu.au/search/name/Kenny%20Wang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1017_22-SPR_PC_D#subjects)

LANG 1020 Japanese 101

Credit Points 10

Legacy Code 100085

Coordinator Hiromi Muranaka ([https://directory.westernsydney.edu.au/search/name/Hiromi Muranaka/](https://directory.westernsydney.edu.au/search/name/Hiromi%20Muranaka/))

Description This unit is an introduction to the Japanese language and some related culture. It is intended for beginner students only, who have never studied Japanese. This unit will cover the most basic level of the Japanese language in all four skills: listening, speaking, reading, and writing. The Japanese characters covered in this unit include the

hiragana and katakana. Students with a background of study in the language need to obtain advice on their appropriate level of language study. During the first two weeks of class, the lecturer will monitor the performance of students and advise students who need to transfer to a higher class. Students should consult the Languages Academic Course Advisor or Unit Coordinator if they are unsure of their entry level.

School Humanities & Comm Arts

Discipline Eastern Asian Languages

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. identify important characteristics of the Japanese language;
2. demonstrate basic skills in listening and speaking in Japanese;
3. apply these skills to interact, at a very basic level;
4. recognize and write basic Japanese characters (Hiragana and some Katakana);
5. demonstrate awareness of basic cultural information necessary for speaking the language.

Subject Content

An introduction to important characteristics of the Japanese language; An introduction to some required elements of Japanese culture in relation to speaking the language;

Activities and tasks to develop fundamental grammatical forms at the beginner level;

Activities and tasks aimed at developing listening comprehension, speaking, reading and writing skills at beginner level;

An examination of the grammatical forms and vocabulary studied during the semester.

Inherent Requirements

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

Inherent Requirements (https://www.westernsydney.edu.au/ir/inherent_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Portfolio	800 Japanese characters	30	N	Individual
Practical	1.5 hours	30	N	Individual
Final Exam	2 hours	40	N	Individual

Prescribed Texts

- Refer to Learning Guide, if any.

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Hiromi Muranaka ([https://directory.westernsydney.edu.au/search/name/Hiromi Muranaka/](https://directory.westernsydney.edu.au/search/name/Hiromi%20Muranaka/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1020_22-AUT_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Hiromi Muranaka ([https://directory.westernsydney.edu.au/search/name/Hiromi Muranaka/](https://directory.westernsydney.edu.au/search/name/Hiromi%20Muranaka/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1020_22-AUT_KW_D#subjects)

Online

Online

Subject Contact Hiromi Muranaka ([https://directory.westernsydney.edu.au/search/name/Hiromi Muranaka/](https://directory.westernsydney.edu.au/search/name/Hiromi%20Muranaka/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1020_22-AUT_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Hiromi Muranaka ([https://directory.westernsydney.edu.au/search/name/Hiromi Muranaka/](https://directory.westernsydney.edu.au/search/name/Hiromi%20Muranaka/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1020_22-AUT_PS_D#subjects)

LANG 1021 Japanese 102

Credit Points 10

Legacy Code 100086

Coordinator Xiangdong Liu ([https://directory.westernsydney.edu.au/search/name/Xiangdong Liu/](https://directory.westernsydney.edu.au/search/name/Xiangdong%20Liu/))

Description This is a post beginner level unit in Japanese built on the knowledge and skills developed in Japanese 101 and aims to further develop listening, speaking, reading and writing skills in elementary Japanese. Students who believe they have sufficient background in Japanese to do 102 without having done 101 should apply by e-form for a Rule Waiver, explaining their situation, and have their language level evaluated. Students with a background of study in the language need to obtain advice on their appropriate level of language study. During the first two weeks of class, the lecturer will monitor the performance of students and advise students who need to transfer to a higher class. Students should consult the Languages Academic Course Advisor or Unit Coordinator if they are unsure of their entry level.

School Humanities & Comm Arts

Discipline Eastern Asian Languages

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Pre-requisite(s) LANG 1020

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate basic knowledge and skills in the areas of Japanese morphology, lexicon, syntax and phonology;
2. Read and write using basic kanji characters;
3. Demonstrate further knowledge of Japan and its culture;
4. Utilise the Japanese language in a variety of genres and topics;
5. Communicate with native and non-native speakers of Japanese on various topics using the Japanese language;
6. Utilise key characteristics of the Japanese language in a variety of simple genres and text types;
7. Apply independent learning strategies to acquire another language.

Subject Content

Activities and tasks aimed at further developing listening comprehension, speaking, reading and writing skills at post beginner level;

Development of lexical and grammatical comprehension at post-beginner level;

An introduction to different genres and text types in Japanese;

Further studies of Japanese culture;

Further development of knowledge of Japan, its culture, and the Japanese-speaking community in Australia.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Language Tasks - Weekly Online Tasks	1 hour	5	Y	Individual
Language Tasks - Quiz and Presentation	Items (1) and (2): 2 hours (25%); (3) Oral Presentation: 5-10 minutes (10%)	35	N	Individual
Report - Research Project	1,000 words	30	N	Individual
Final Exam	2 hours	30	N	Individual

Teaching Periods

Spring Bankstown

Day

Subject Contact Xiangdong Liu ([https://directory.westernsydney.edu.au/search/name/Xiangdong Liu/](https://directory.westernsydney.edu.au/search/name/Xiangdong%20Liu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1021_22-SPR_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Xiangdong Liu ([https://directory.westernsydney.edu.au/search/name/Xiangdong Liu/](https://directory.westernsydney.edu.au/search/name/Xiangdong%20Liu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1021_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Xiangdong Liu ([https://directory.westernsydney.edu.au/search/name/Xiangdong Liu/](https://directory.westernsydney.edu.au/search/name/Xiangdong%20Liu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1021_22-SPR_PS_D#subjects)

LANG 1028 The Sound of Language

Credit Points 10

Legacy Code 102042

Coordinator Stacey Sherwood ([https://directory.westernsydney.edu.au/search/name/Stacey Sherwood/](https://directory.westernsydney.edu.au/search/name/Stacey%20Sherwood/))

Description The richness of information conveyed through spoken language owes its form to the combination and recombination of a small number of sounds. In this unit, students will learn the sounds of the world's languages (phonetics) and the ways in which they are combined to build words (phonology). Examples will be drawn from English, Australian Aboriginal languages, and a diverse range of languages spoken around the world. The unit includes an overview of Australian English phonetics and phonology.

School Humanities & Comm Arts

Discipline Linguistics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Incompatible Subjects LANG 2045 - The Sound of Language

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Use the International Phonetic Alphabet to represent language sounds
2. Analyse sound patterns in familiar and unfamiliar languages
3. Read and summarize primary literature in the field of phonology
4. Apply appropriate methods to conduct a small research project on phonological aspects of language.
5. Use the International Phonetic Alphabet to represent language sounds.
6. Analyse sound patterns in familiar and unfamiliar languages, especially in Australian English.
7. Read and summarize primary literature in the field of phonology.
8. Apply appropriate methods to conduct a small research project on phonological aspects of language.

Subject Content

- . The fundamentals of articulatory phonetics including how to produce and transcribe the sounds of the world's languages
 - . A broad sampling of sound patterns in the world's languages including examples from English and Aboriginal languages of Australia
 - . Theoretical framework and analytical tools for describing sound patterns in language
- The fundamentals of articulatory phonetics including how to produce and transcribe the sounds of the world's languages.

A broad sampling of sound patterns in the world's languages emphasising examples from Australian English and Australian Aboriginal and Torres Strait Islander languages. Theoretical framework and analytical tools for describing sound patterns in language.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quizzes x 2	45 minutes each	40	N	Individual
Problem sets x 2	approx 1,000 words each	20	N	Individual
Final Project	2,500 words	40	N	Individual

Prescribed Texts

- Reetz, H, and A. Jongman (2009). *Phonetics: Transcription, Production, Acoustics, and Perception*. Wiley-Blackwell.
- Odden, D. A. (2013). *Introducing phonology*. Cambridge, UK: Cambridge University Press.

Teaching Periods

Spring Bankstown

Day

Subject Contact Stacey Sherwood ([https://directory.westernsydney.edu.au/search/name/Stacey Sherwood/](https://directory.westernsydney.edu.au/search/name/Stacey%20Sherwood/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1028_22-SPR_BA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Stacey Sherwood ([https://directory.westernsydney.edu.au/search/name/Stacey Sherwood/](https://directory.westernsydney.edu.au/search/name/Stacey%20Sherwood/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1028_22-SPR_PS_D#subjects)

LANG 1029 Foundations of Academic English

Credit Points 10

Legacy Code 102735

Coordinator Adrian Hale ([https://directory.westernsydney.edu.au/search/name/Adrian Hale/](https://directory.westernsydney.edu.au/search/name/Adrian%20Hale/))

Description Academic English is a particular kind of English that is used in academic writing and other professional contexts. This unit aims to improve students' written communication skills in academic English. The unit content includes English grammar as well as analytical reading and writing in academic English. Students will also learn to identify and to make cogent and sophisticated arguments using various written formats. Student work will be assessed in terms of theoretical and applied knowledge as well as in terms of writing skills.

School Humanities & Comm Arts

Discipline Studies in Human Society, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects HUMN 1002 - Analytical Reading and Writing
HUMN 1003 - Analytical Reading and Writing (WSTC)
LANG 1031 - Foundations of Academic English (WSTC)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate university-level skills in reading, writing and analytical reasoning.
2. Identify and analyse arguments across different textual genres.
3. Construct formal and structured responses in academic English.
4. Develop practical and theoretical skills in formal grammar.
5. Construct logical arguments.
6. Engage with a range of Englishes, including Aboriginal and Torres Strait Islander varieties of English.
7. Integrate source material into student responses.

Subject Content

The history of the English language.

Vocabulary, lexicon and register in Academic English.

Performance of writing and reading across different academic texts.

Research, structure, argumentation and referencing in formal writing.

The sociolinguistics of grammar, accent and registers in different Englishes.

The semiotics of denotation and connotation in English words.

Formal and applied grammar.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	30 minutes per quiz	20	N	Individual
Quiz	2 hours per quiz	20	N	Individual
Essay	1,500 words in total	30	N	Individual
Essay	1,000 words	30	N	Individual

Teaching Periods

Autumn Bankstown

Day

Subject Contact Adrian Hale ([https://directory.westernsydney.edu.au/search/name/Adrian Hale/](https://directory.westernsydney.edu.au/search/name/Adrian%20Hale/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1029_22-AUT_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Adrian Hale ([https://directory.westernsydney.edu.au/search/name/Adrian Hale/](https://directory.westernsydney.edu.au/search/name/Adrian%20Hale/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1029_22-AUT_KW_D#subjects)

Online

Online

Subject Contact Adrian Hale ([https://directory.westernsydney.edu.au/search/name/Adrian Hale/](https://directory.westernsydney.edu.au/search/name/Adrian%20Hale/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1029_22-AUT_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Adrian Hale ([https://directory.westernsydney.edu.au/search/name/Adrian Hale/](https://directory.westernsydney.edu.au/search/name/Adrian%20Hale/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1029_22-AUT_PS_D#subjects)

Spring

Bankstown

Day

Subject Contact Adrian Hale ([https://directory.westernsydney.edu.au/search/name/Adrian Hale/](https://directory.westernsydney.edu.au/search/name/Adrian%20Hale/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1029_22-SPR_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Adrian Hale ([https://directory.westernsydney.edu.au/search/name/Adrian Hale/](https://directory.westernsydney.edu.au/search/name/Adrian%20Hale/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1029_22-SPR_KW_D#subjects)

Online

Online

Subject Contact Adrian Hale ([https://directory.westernsydney.edu.au/search/name/Adrian Hale/](https://directory.westernsydney.edu.au/search/name/Adrian%20Hale/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1029_22-SPR_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Adrian Hale ([https://directory.westernsydney.edu.au/search/name/Adrian Hale/](https://directory.westernsydney.edu.au/search/name/Adrian%20Hale/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1029_22-SPR_PS_D#subjects)

LANG 1030 Thinking Critically About Texts and Society

Credit Points 10

Legacy Code 102737

Coordinator Charles Barbour ([https://directory.westernsydney.edu.au/search/name/Charles Barbour/](https://directory.westernsydney.edu.au/search/name/Charles%20Barbour/))

Description In this unit students explore the application of texts - including works of literature, philosophy and sociology/cultural studies - to our understanding of contemporary debates and challenges in order to develop critical thinking skills. Developing skills in textual analysis, this unit addresses topical issues and social problems so as to consider enduring questions such as 'What is the human?', 'What is the good life?', 'What is meaning and how do we make it?', and 'What is inequality and what should we do about it?'

School Humanities & Comm Arts

Discipline Literature

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects LANG 1026 - Texts and Traditions LANG 1027 - Texts and Traditions (WSTC) LANG 1032 - Thinking Critically about Texts and Society (WSTC)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Implement high level skills in textual analysis
2. Apply various disciplinary approaches to contemporary political, moral and social issues
3. Recognise and interpret theories of society and social relations
4. Identify and construct sound and cogent arguments
5. Express opinions clearly across different spoken and written genres

Subject Content

Through the analysis of a range of texts, this subject will address one or more of the following contemporary social issues

- Work
- Technology
- Consumption
- Environment

It will do so by considering a variety of critical frames, including a combination of the following

- Australia's first nations people's histories and experiences
- Gender
- Sexuality
- Race
- Class
- Power
- Species

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Participation	In-class, throughout semester	10	N	Individual
Quiz	Each quiz 15%.	30	N	Individual
Report	1,000 words	30	N	Individual
Final Exam	2 hours	30	N	Individual

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Charles Barbour ([https://directory.westernsydney.edu.au/search/name/Charles Barbour/](https://directory.westernsydney.edu.au/search/name/Charles%20Barbour/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1030_22-AUT_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Charles Barbour ([https://directory.westernsydney.edu.au/search/name/Charles Barbour/](https://directory.westernsydney.edu.au/search/name/Charles%20Barbour/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1030_22-AUT_KW_D#subjects)

Spring

Parramatta - Victoria Rd

Day

Subject Contact Dimitris Vardoulakis ([https://directory.westernsydney.edu.au/search/name/Dimitris Vardoulakis/](https://directory.westernsydney.edu.au/search/name/Dimitris%20Vardoulakis/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1030_22-SPR_PS_D#subjects)

LANG 1031 Foundations of Academic English (WSTC)

Credit Points 10

Legacy Code 700291

Coordinator Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

Description Academic English is a special kind of English that is used in academic writing and other professional contexts. This unit aims to improve students' written communication skills in academic English. The unit content includes English grammar as well as analytical reading and writing in academic English. Students will also learn to identify and to make cogent and sophisticated arguments using various written formats. Student work will be assessed in terms of theoretical and applied knowledge as well as in terms of writing skills.

School Humanities & Comm Arts

Discipline Linguistics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects HUMN 1002 - Analytical Reading and Writing
HUMN 1003 - Analytical Reading and Writing (WSTC) LANG 1029 - Foundations of Academic English

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in Extended College programs must have passed 40 credit points of the preparatory subjects in these programs.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate university-level skills in reading, writing and analytical reasoning.

2. Identify and analyse arguments across different textual genres.
3. Construct formal and structured responses in academic English.
4. Develop practical and theoretical skills in formal grammar.
5. Construct logical arguments.
6. Engage with a variety of Englishes, including Aboriginal and Torres Strait Islander varieties of English.
7. Integrate source material into student responses.

Subject Content

- The history of the English language.
- Vocabulary, lexicon and register in Academic English.
- Performance of writing and reading across different academic texts.
- Research, structure, argumentation and referencing in formal writing.
- The sociolinguistics of grammar, accent and registers in different Englishes.
- The semiotics of denotation and connotation in English words.
- Formal and applied grammar.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	1 hour each	25	N	Individual
Essay	750 words	25	N	Individual
Peer Review	300 words	15	N	Individual
Essay	1000 words	35	N	Individual

Teaching Periods

Term 1

Parramatta City - George St

Composite

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1031_22-T1_PG_C#subjects)

Term 2

Bankstown

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1031_22-T2_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1031_22-T2_BL_D#subjects)

Parramatta City - George St

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1031_22-T2_PG_D#subjects)

Term 3

Bankstown

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1031_22-T3_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1031_22-T3_BL_D#subjects)

Parramatta City - George St

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1031_22-T3_PG_D#subjects)

LANG 1032 Thinking Critically About Texts and Society (WSTC)

Credit Points 10

Legacy Code 700293

Coordinator Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

Description In this unit students explore the application of texts - including works of literature, philosophy and sociology/cultural studies - to our understanding of contemporary debates and challenges in order to develop critical thinking skills. Developing skills in textual analysis, this unit addresses topical issues and social problems so as to consider enduring questions such as 'What is the human?', 'What is the good life?', 'What is meaning and how do we make it?', and 'What is inequality and what should we do about it?'

School Humanities & Comm Arts

Discipline Literature

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Co-requisite(s) Before taking LANG 1032 students in programs 6005 6017 6019 6021 and 6041 must have passed or be registered in COMM0011 LANG 0003 and LANG 0009

Equivalent Subjects LANG 1026 - Texts and Traditions LANG 1027 - Texts and Traditions (WSTC) LANG 1030 - Thinking Critically About Texts and Society

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in Extended College programs must have passed 40 credit points of the preparatory subjects in these programs in order to enrol in this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Implement high level skills in textual analysis
2. Apply various disciplinary approaches to contemporary political, moral and social issues
3. Recognise and interpret theories of society and social relations
4. Identify and construct sound and cogent arguments
5. Express opinions clearly across different spoken and written genres

Subject Content

Through the analysis of a range texts, this unit will address one or more of the following contemporary social issues:

- Work
- Technology
- Consumption
- Environment

It will do so by considering a variety of critical frames, including a combination of the following:

- Australia's first nations people's histories and experiences
- Gender
- Sexuality
- Race
- Class
- Power
- Species

Through the analysis of a range texts, this unit will address one or more of the following contemporary social issues:

- Work
- Technology

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Participation	Approx 30 mins preparatory tasks and 30 mins in class per week in six weeks	10	N	Individual
Presentation	7 minutes	30	N	Individual
Peer Review	750 words	30	N	Individual
Report	1,000 words	30	N	Individual

Teaching Periods

Term 1

Bankstown

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1032_22-T1_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1032_22-T1_BL_D#subjects)

Parramatta City - George St

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1032_22-T1_PG_D#subjects)

Term 2

Bankstown

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1032_22-T2_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1032_22-T2_BL_D#subjects)

Parramatta City - George St

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1032_22-T2_PG_D#subjects)

Term 3

Parramatta City - George St

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG1032_22-T3_PG_D#subjects)

LANG 2001 Advanced Standing for Linguistics 210

Credit Points 10

Legacy Code 102592

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Humanities & Comm Arts

Discipline Linguistics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Teaching Periods

LANG 2002 Advanced Standing for Literature 210

Credit Points 10

Legacy Code 102449

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Humanities & Comm Arts

Discipline Literature

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Teaching Periods

LANG 2003 Advanced Standing for Literature 220

Credit Points 20

Legacy Code 102452

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Humanities & Comm Arts

Discipline Literature

Student Contribution Band HECS Band 1 20cp

Level Undergraduate Level 2 subject

Teaching Periods

LANG 2004 Arabic 201

Credit Points 10

Legacy Code 102019

Coordinator Sawsan Amara ([https://directory.westernsydney.edu.au/search/name/Sawsan Amara/](https://directory.westernsydney.edu.au/search/name/Sawsan%20Amara/))

Description This is an intermediate level unit in Arabic intended for two groups of students: (a) students of English speaking backgrounds or other language backgrounds who have achieved a degree of competence in the language at least at the HSC Level; and (b) Arabic language background students whose education has been in English as the medium of instruction in all subjects other than Arabic and who, therefore, have some gaps in their knowledge of Arabic, particularly in situations requiring a more formal language register. The unit is designed to consolidate and advance the acquisition of Modern Standard Arabic for post beginner learners of the language. While consolidating language skills, students will also develop further knowledge of the Arab culture. A range of DELL (Digitally Enhanced Language Learning) activities are utilised as part of the blended learning mode of delivery for this unit. NOTE: Students enrolling in this unit as part of a major or sub major in Arabic must enrol in Arabic 202

at the same time. Students with a background of study in the language may need to take higher level units. During the first two weeks of class, the lecturer will monitor the performance of students and advise students who need to transfer to a higher class. Students should consult the Languages Academic Course Advisor or Unit Coordinator if they are unsure of their appropriate level.

School Humanities & Comm Arts

Discipline Southwest Asian and North African Languages

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects LANG 2052 - Language and Communication Skills 2A Arabic

Assumed Knowledge

100042 - Arabic 102 or equivalent knowledge.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. use an intermediate level of Arabic language skills, including listening, speaking, reading and writing;
2. demonstrate knowledge of intermediate Arabic grammatical structures and vocabulary;
3. converse intelligibly in Arabic within a wide range of situations;
4. read and respond to a range of genres and text types;
5. demonstrate understanding of the Arab culture within the context of different Arabic-speaking countries. In particular students will be able to demonstrate a basic knowledge of the physical and human geography of Arabic-speaking countries and of their early political and social development.

Subject Content

- Activities and tasks aimed at developing listening comprehension, speaking, reading and writing skills at post beginner level;
 - Activities and tasks to develop grammatical forms at the post-beginner level;
 - An examination of a variety of oral and written genres and text types;
 - Listening and reading comprehension tasks for each of the different genres and text-types;
 - A study of the physical and human geography of Arab countries with a particular emphasis on the unique characteristics of each country;
- An examination of Arab culture within its political and - social contexts.

Inherent Requirements

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

Inherent Requirements (https://www.westernsydney.edu.au/ir/inherent_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Short Answer	30 mins each	20	N	Individual
Presentation	5 mins	20	N	Individual
Essay	500-800 words	20	N	Individual
Final Exam	2 hours	40	N	Individual

Prescribed Texts

- Alish, M. (2010). *Ahlan wa Sahlan: Functional Modern Standard Arabic for Beginners*. New Haven; London: Yale University Press.

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Sawsan Amara ([https://directory.westernsydney.edu.au/search/name/Sawsan Amara/](https://directory.westernsydney.edu.au/search/name/Sawsan%20Amara/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG2004_22-AUT_BA_D#subjects)

LANG 2006 Arabic 202

Credit Points 10

Legacy Code 102020

Coordinator Sawsan Amara ([https://directory.westernsydney.edu.au/search/name/Sawsan Amara/](https://directory.westernsydney.edu.au/search/name/Sawsan%20Amara/))

Description This unit further develops students' language skills acquired in Arabic 201 to equip students with more sophisticated language skills and knowledge. It aims to extend learners' skills within a range of topics and to cover basic structural aspects of the language, at a post-beginner level. A range of DELL (Digitally Enhanced Language Learning) activities are utilised as part of the blended learning mode of delivery for this unit. NOTE: Students enrolling in this unit as part of a major or sub major in Arabic must enrol in Arabic 201 at the same time. Students with a background of study in the language may need to take higher level units. During the first two weeks of class, the lecturer will monitor the performance of students and advise students who need to transfer to a higher class. Students should consult the Languages Academic Course Advisor or Unit Coordinator if they are unsure of their appropriate level.

School Humanities & Comm Arts

Discipline Southwest Asian and North African Languages

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects LANG 2052 - Language and Communication Skills 2A Arabic

Assumed Knowledge

100042 Arabic 102 or equivalent knowledge.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. demonstrate understanding of frequently used Arabic phrases;
2. use basic grammatical structures in the language;

3. read relatively long essays and stories on various topics;
4. use Arabic-English dictionaries efficiently;
5. write short essays on various topics;
6. demonstrate an understanding of modern culture and society in the Arabic speaking world.

Subject Content

- introduction of more complex grammatical Structures at A post-beginner level, such as ordinal numbers, agreement in number, gender and case, verbal nouns, idafa, plural demonstratives, and accusative case.
- Aural comprehension activities in Arabic (e.g. listening to speeches, conference papers, lectures, audio and video tapes, radio and television broadcasts).
- speaking Activities in Arabic in both spontaneous and prepared discussions and short talks.
- Reading of different genres of Arabic texts (e.g. magazine and newspaper articles, reports, essays and short stories).
- Writing in various text genres (e.g. essays, official letters, reports, short stories) and in different styles (e.g. formal and informal).

Inherent Requirements

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

Inherent Requirements (https://www.westernsydney.edu.au/ir/inherent_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	3 hours each fortnight	30	N	Individual
Essay	1,500 - 2,000 words	30	N	Individual
Final Exam	2 hours	40	N	Individual

Prescribed Texts

- NULL
- Alish, M. (2010). Ahlan wa Sahlan: Functional Modern Standard Arabic for Beginners. New Haven; London: Yale University Press

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Sawsan Amara ([https://directory.westernsydney.edu.au/search/name/Sawsan Amara/](https://directory.westernsydney.edu.au/search/name/Sawsan%20Amara/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG2006_22-AUT_BA_D#subjects)

LANG 2007 Arabic 203

Credit Points 10

Legacy Code 102021

Coordinator Sawsan Amara ([https://directory.westernsydney.edu.au/search/name/Sawsan Amara/](https://directory.westernsydney.edu.au/search/name/Sawsan%20Amara/))

Description This is one of the components of the Arabic major and sub-major. It assumes an intermediate level of competence in the language. It aims to extend (intermediate) learners' skills with a particular focus on listening, speaking and oral interaction in Arabic, in a range of situations, by exposing students to realistic interactions, including the Arabic-Australian community. The unit also aims to extend the learners' lexicon and structures, particularly those used in talking about current personal experiences as well as events, and popular Arab personalities. A range of DELL (Digitally Enhanced Language Learning) activities are utilised as part of the blended learning mode of delivery for this unit. NOTE: Students enrolling in this unit as part of a major or sub major in Arabic must enrol in Arabic 204 at the same time. Students with a background of study in the language may need to take higher level units. During the first two weeks of class, the lecturer will monitor the performance of students and advise students who need to transfer to a higher class. Students should consult the Languages Academic Course Advisor or Unit Coordinator if they are unsure of their appropriate level.

School Humanities & Comm Arts

Discipline Southwest Asian and North African Languages

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects LANG 2053 - Language and Communication Skills 2B Arabic

Assumed Knowledge

Arabic 102 or equivalent knowledge.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. demonstrate comprehension of different forms of oral Arabic, formal and informal, including oral stories, events, news, description of personal experiences, radio and television broadcasts;
2. interact in a range of formal and informal situations (e.g. speaking to friends, at formal business, education and tourism settings) and deliver short talks and speeches;
3. identify the different varieties of spoken Arabic.

Subject Content

A wide range of aural/oral text in different situations:

- . Introductions and personal histories
- . Description of an event or festival
- . Interactive situations including transactions, interviewing and personal interactions
- . Describing personalities, travels, situations and events relevant to Arabic speakers in Australia.

Inherent Requirements

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

Inherent Requirements (https://www.westernsydney.edu.au/ir/inherent_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Portfolio	Equivalent to 1,000 words	30	N	Individual
Report - Speaking & listening tasks & project	Equivalent to 1,000 words	30	N	Individual
Intra-session Exam - In-class	2 hours maximum	40	N	Individual

Prescribed Texts

- Alosh, M. (2000). *Ahlan wa Sahlan: Functional Modern Standard Arabic for Beginners*. New Haven; London: Yale University Press.

Teaching Periods

Spring Bankstown

Day

Subject Contact Sawsan Amara ([https://directory.westernsydney.edu.au/search/name/Sawsan Amara/](https://directory.westernsydney.edu.au/search/name/Sawsan%20Amara/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG2007_22-SPR_BA_D#subjects)

LANG 2008 Arabic 204

Credit Points 10

Legacy Code 102022

Coordinator Sawsan Amara ([https://directory.westernsydney.edu.au/search/name/Sawsan Amara/](https://directory.westernsydney.edu.au/search/name/Sawsan%20Amara/))

Description This is an intermediate unit in the Arabic major or sub-major. It provides an extension and consolidation of reading comprehension, and writing skills, as well as lexical enrichment in Modern Standard Arabic, particularly its range of written registers and their linguistic characteristics. The content for reading and writing activities will be selected from newspapers, magazines, short stories and other printed media. NOTE: Students enrolling in this unit as part of a major or sub-major in Arabic must enrol in Arabic 203 at the same time. Students with a background of study in the language may need to take higher level units. During the first two weeks of class, the lecturer will monitor the performance of students and advise students who need to transfer to a higher class. Students should consult the Languages Academic Course Advisor or Unit Coordinator if they are unsure of their appropriate level.

School Humanities & Comm Arts

Discipline Southwest Asian and North African Languages

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects LANG 2053 - Language and Communication Skills 2B Arabic

Assumed Knowledge

Arabic 201/202 or equivalent knowledge.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Demonstrate understanding of a variety of texts;
- Write appropriately on a wide range of topics and in different genres;
- Identify the textual characteristics of a range of text-types;
- Carry out basic stylistic analysis of a range of text-types.

Subject Content

Overview of text-types to be studied in the subject and their lexical and grammatical characteristics.

Reading and comprehension of different text-types.

Basic analysis of text types with reference to lexical and structural characteristics.

Writing of different text-types (e.g. letters, resumes, reports, essays, creative writing, short stories, etc.).

Inherent Requirements

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

Inherent Requirements (https://www.westernsydney.edu.au/ir/inherent_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quizzes	1 hour (30 mins each)	30	N	Individual
Writing Portfolio	1,000-1,500 words	30	N	Individual
Practical Exam	2 hours	40	N	Individual

Prescribed Texts

- Alosh, M. (2010). *Ahlan wa Sahlan: Functional Modern Standard Arabic for Intermediate Level*. New Haven; London: Yale University Press.

Teaching Periods

Spring Bankstown

Day

Subject Contact Sawsan Amara ([https://directory.westernsydney.edu.au/search/name/Sawsan Amara/](https://directory.westernsydney.edu.au/search/name/Sawsan%20Amara/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG2008_22-SPR_BA_D#subjects)

LANG 2009 Chinese 201

Credit Points 10

Legacy Code 102024

Coordinator Ruying Qi ([https://directory.westernsydney.edu.au/search/name/Ruying Qi/](https://directory.westernsydney.edu.au/search/name/Ruying%20Qi/))

Description This is a post-beginner unit for intermediate level study of modern Chinese (Mandarin) language and its culture, suitable for Post HSC entry or an equivalent level. This unit is designed for students who take it as part of the Chinese major/sub-major or as an elective unit. It will further develop the Pinyin system and the four core skills (listening, speaking, reading and writing), with a particular focus on core vocabulary and fundamental structures, using approximately 500 simplified Chinese characters. Aspects of culture and language acquisition strategies are explored through research projects. Differentiated learning and assessment tasks and multimedia activities are utilised to cater to non-background and quasi-background learners. The unit is not suitable for background speakers (i.e., who have completed formal secondary education where Mandarin Chinese is used as an official language and also the language of instruction at the School). Note: Students enrolling in this unit as part of a major or sub major in Chinese are encouraged to enrol in Chinese 202 at the same time.

School Humanities & Comm Arts

Discipline Eastern Asian Languages

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects LANG 2049 - Language and Communication Skills 2A Chinese

Assumed Knowledge

Successful completion of 20 credit points of Chinese Language at Level 1 or equivalent.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. demonstrate knowledge of 300 new Chinese characters and compounds;
2. demonstrate understanding of fundamental syntactic structures of the (Mandarin) Chinese language;
3. understand and use a core vocabulary and common expressions to carry out routine tasks, and engage in simple conversations;
4. read and write a range of text types including short messages, postcards, simple notes, and short descriptions;
5. identify key elements of the traditional and contemporary culture and values of the Chinese-speaking people;
6. apply this cultural knowledge to develop links with Chinese speakers and their cultural contexts;
7. apply independent learning strategies to acquire another language.

Subject Content

Activities and tasks aimed at developing listening comprehension, speaking, reading and writing skills at a post beginner level
Activities and tasks to develop grammatical forms at a post-beginner level
An examination of conversational, descriptive and comparative text types at a post-beginner level

Writing notes, letters and expressing opinions using the grammatical structures learned on various topics
An examination of cultural aspects in Chinese-speaking communities
The nature of language acquisition and types of learning strategies.

Inherent Requirements

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

Inherent Requirements (https://www.westernsydney.edu.au/ir/inherent_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	Weekly language tasks and exercises	30	N	Individual
Report	equivalent to 800-1,200 words in Chinese/English	30	N	Individual
Final Exam	maximum 2 hours in length	40	N	Individual

Prescribed Texts

- 1. Qi, R. & Qi, X. (2013). Chinese 201: Language and Communication - Reading Materials. UWS: The UWS Printing Shop.
- 2. Ma, Yamin & Li, Xinying. (2004) Chinese Made Easy , Textbook with CDs and Exercise book 3. Hong Kong: Joint Publishing (H.K.) Co., Ltd.
- 3. Qi, R. (2010). Language and Communication Skills 2A Chinese: Reading Materials. UWS: The UWS Printing Shop.
- 4. Ma, J.F. (2009). Great Wall Chinese, Textbook with CDs and Workbook (3). Beijing: Beijing Language and Culture University Press.
- A list of textbooks to choose from. Textbooks will be updated regularly.

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Ruying Qi ([https://directory.westernsydney.edu.au/search/name/Ruying Qi/](https://directory.westernsydney.edu.au/search/name/Ruying%20Qi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG2009_22-AUT_PS_D#subjects)

LANG 2010 Chinese 202

Credit Points 10

Legacy Code 102025

Coordinator Ruying Qi ([https://directory.westernsydney.edu.au/search/name/Ruying Qi/](https://directory.westernsydney.edu.au/search/name/Ruying%20Qi/))

Description This is a post-beginner unit for intermediate level study of modern Chinese (Mandarin) language and its culture suitable for Post Beginners or an equivalent level. Students can take it as part of a major/sub-major or as an elective unit. It aims to develop listening and speaking skills in a real communicative setting. Students will learn Pinyin, vocabulary, expressions and grammatical structures in a wide range of daily situations. In addition, students will have the chance to learn and research on some interesting aspects of Chinese culture. Differentiated learning and assessment tasks and multimedia activities are utilised to cater to non-background and quasi-background learners. The unit is not suitable for background speakers (i.e., who have completed formal secondary education where Mandarin Chinese is used as an official language and also the language of instruction at the School). Note: Students enrolling in this unit as part of a major or sub major in Chinese are encouraged enrol in Chinese 201 at the same time.

School Humanities & Comm Arts

Discipline Eastern Asian Languages

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects LANG 2049 - Language and Communication Skills 2A Chinese

Assumed Knowledge

Successful completion of 20 credit points of Chinese Language at Level 1 or equivalent.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. use a core vocabulary and commonly used expressions to carry out routine tasks;
2. engage in simple conversations with native and non-native speakers of the language in daily situations;
3. demonstrate comprehension of basic sentence structures in spoken Chinese;
4. display an awareness of the different varieties of spoken language;
5. apply the cultural knowledge to real life situations and develop links with Chinese speakers.
6. apply independent learning strategies to acquire spoken Chinese or another language.

Subject Content

Activities and tasks aimed at developing listening comprehension and speaking skills at post beginner level

Activities and tasks to develop grammatical forms at the post-beginner level

An examination of conversational form and function mappings at the post-beginner level

Commonly used expressions and conversational skills at Stage III to undertake daily tasks: e.g. exchanging personal information and experiences, expressing emotions or opinions, discussing an event, making arrangements, or describing an object or a person.

An examination of cultural aspects in Chinese-speaking communities
The nature of language acquisition and types of learning strategies in spoken Chinese.

Inherent Requirements

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

Inherent Requirements (https://www.westernsydney.edu.au/ir/inherent_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Portfolio	Fortnightly language and cultural tasks	40	N	Individual
Presentation	5 to 10 mins with 300-character written work (20% Presentation and 10% Written Script)	30	N	Individual
Final Exam	1.5 - 2 hours	30	N	Individual

Prescribed Texts

- 1. Ma, J.F. (2009). Great Wall Chinese, Textbook with CDs and Workbook (3). Beijing: Beijing Language and Culture University Press.
- 2. Ma, J.F. (2009). Great Wall Chinese, Textbook with CDs and Workbook (4). Beijing: Beijing Language and Culture University Press.
- 3. Ma, Y. H. & He, Y. (2009). My Chinese. with CDs. Beijing: People's Education Press.
- 4. Zeng, X. Y. (2006). Experiencing Chinese - Experiencing Culture in China with CD. Beijing: Higher Education Press.
- 5. Zeng, X. Y. (2006). Experiencing Chinese - Travelling in China with CD. Beijing: Higher Education Press.
- 6. Zeng, X. Y. (2006). Experiencing Chinese - Business Communication in China with CD. Beijing: Higher Education Press.
- Note: Textbooks will be updated regularly.

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Ruying Qi ([https://directory.westernsydney.edu.au/search/name/Ruying Qi/](https://directory.westernsydney.edu.au/search/name/Ruying%20Qi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG2010_22-AUT_PS_D#subjects)

LANG 2011 Chinese 203

Credit Points 10

Legacy Code 102026

Coordinator Xiang Chen ([https://directory.westernsydney.edu.au/search/name/Xiang Chen/](https://directory.westernsydney.edu.au/search/name/Xiang%20Chen/))

Description This is an intermediate level unit of modern Chinese (Mandarin) language and its culture suitable for students who undertake it as part of the Chinese major or sub-major or as an elective subject. It further develops students' language skills acquired in Chinese 201 and 202 to a level of proficiency to satisfy their general social needs. While students' aural/oral skills are further developed, emphasis is placed on reading and writing. A working knowledge of approximately 800 simplified Chinese characters is developed. Aspects of Chinese culture and society are explored through research work. Differentiated learning and assessment tasks and multimedia activities are utilised to cater to non-background and quasi-background learners. The unit is not suitable for background speakers (i.e., who have completed formal secondary education where Mandarin Chinese is used as an official language and also the language of instruction at the School). Note: Students enrolling in this unit as part of a major or sub major in Chinese are encouraged enrol in Chinese 204 at the same time.

School Humanities & Comm Arts

Discipline Eastern Asian Languages

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects LANG 2030 - Language and Communication Skills 2B Chinese

Incompatible Subjects LGYA 0055 - Chinese 301

LANG 3021 - Chinese 302

LANG 3022 - Chinese 303 Twentieth-Century Chinese Literature

LANG 3023 - Chinese 304 Chinese Classical Literature

LANG 3024 - Chinese 305 Chinese Cinema

LANG 3026 - Chinese 307 The Cultural Context of China

LANG 3025 - Chinese 306 Traditional Chinese Thought

Assumed Knowledge

Successful completion of 20 credit points of Chinese Language at Level 1 or equivalent.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. demonstrate a reasonable level of competence in interacting with Chinese speaking people in a range of everyday situations;
2. use approximately 800 Chinese characters and 400 simplified compounds;
3. demonstrate understanding of fundamental grammatical structures in the language and the ability to use them;
4. identify basic cohesive devices and discourse strategies in Chinese;
5. construct short compositions in simplified Chinese characters;
6. demonstrate a general understanding of Chinese culture and contemporary Chinese society.

Subject Content

Activities and tasks aimed at developing listening comprehension and speaking skills at post beginner level

Activities and tasks to develop grammatical forms at the post-beginner level

An examination of conversational form and function mappings at the post-beginner level

Writing notice, review, scripts and short stories using the grammatical structures learned on various topics.

An examination of cultural aspects in Chinese-speaking communities

Inherent Requirements

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

Inherent Requirements (https://www.westernsydney.edu.au/ir/inherent_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Task-based Portfolio	5-8 minutes oral presentation (20%); Reading and Writing tasks (20%)	40	N	Individual
Research Project on Cultural, Social or Linguistic Issue	800 to 1200 words	30	N	Individual
Final in-class test	2 hours	30	N	Individual

Prescribed Texts

- Qi, R. Chinese 203: Reading Materials. UWS: The UWS Printing Shop.
- Ma, Yamin & Li, Xinying. (2015) Chinese Made Easy 3 Textbook (Simplified Character Version) (3rd edition). Hong Kong: Joint Publishing (H.K.) Co., Ltd.
- A collection of language and culture-specific exercises will be developed and made available on vUWS. This section will be updated regularly.

Teaching Periods

Spring Bankstown Day

Subject Contact Xiang Chen ([https://directory.westernsydney.edu.au/search/name/Xiang Chen/](https://directory.westernsydney.edu.au/search/name/Xiang%20Chen/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG2011_22-SPR_BA_D#subjects)

Parramatta - Victoria Rd Day

Subject Contact Xiang Chen ([https://directory.westernsydney.edu.au/search/name/Xiang Chen/](https://directory.westernsydney.edu.au/search/name/Xiang%20Chen/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG2011_22-SPR_PS_D#subjects)

LANG 2012 Chinese 204

Credit Points 10

Legacy Code 102027

Coordinator Linda Gu ([https://directory.westernsydney.edu.au/search/name/Linda Gu/](https://directory.westernsydney.edu.au/search/name/Linda%20Gu/))

Description This is an intermediate level unit of modern Chinese (Mandarin) language and its culture suitable for students who undertake it as part of the Chinese major or sub-major or as an elective subject. It provides an extension of reading comprehension and writing skills over a range of written registers. The content is selected from contemporary materials (e.g. songs and rhymes, fables and idioms, magazines, short stories and websites). This unit also fosters cultural and social understanding by presenting aspects of contemporary cultures and societies through language use and research work. Differentiated learning and assessment tasks and multimedia activities are utilised to cater to non-background and quasi-background learners. The unit is not suitable for background speakers (i.e., who have completed formal secondary education where Mandarin Chinese is used as an official language and also the language of instruction at the School). Note: Students enrolling in this unit as part of a major or sub major in Chinese are encouraged enrol in Chinese 203 at the same time.

School Humanities & Comm Arts

Discipline Eastern Asian Languages

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects LANG 2030 - Language and Communication Skills 2B Chinese

Restrictions Successful completion of 20 credit points of Chinese Language at Level 1 or equivalent.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. demonstrate grammatical and lexical knowledge at an intermediate level;
2. demonstrate reading and comprehension skills, including by reading aloud;
3. identify and use the conventions of a range of text-types;
4. write different texts, including practical and expressive text genres;
5. demonstrate understanding of the popular culture and of the society in which the language is spoken.

Subject Content

Overview of text-types to be studied in the subject and their lexical and grammatical characteristics;
reading and comprehension exercises on each of the different text-types;

basic analysis of specific text types with reference to lexical and structural characteristics;

contemporary writing in popular culture including magazines, short stories and cartoon stories;

writing messages, personal profiles, descriptions and recount paying attention to the writing conventions of specific genres;

researching issues in culture and society through current journals; magazines and language-specific websites;

creative writing: writing your own short story or mini-drama.

Inherent Requirements

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

Inherent Requirements (https://www.westernsydney.edu.au/ir/inherent_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	N/A	30	N	Individual
Research Project and Presentation	800 to 1200 words (research project; 20%) and 5-8 minutes (presentation; 20%)	40	N	Individual
Final in-class test	2 hours	30	N	Individual

Prescribed Texts

- Qi, Ruying. (2009). Chinese 204: Reading and Writing. UWS: The UWS Printing Shop.
- Ma, Yamin & Li, Xinying. (2004) Chinese Made Easy, Textbook and Exercise book 3 (2CDs). Hong Kong: Joint Publishing (H.K.) Co., Ltd.
- Ma, Yamin & Li, Xinying. (2004) Chinese Made Easy, Textbook and Exercise book 4 (2CDs). Hong Kong: Joint Publishing (H.K.) Co., Ltd.
- A collection of language and culture-specific reading materials, notes and exercises will be developed and made available including online materials. This section will be updated regularly.

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Linda Gu ([https://directory.westernsydney.edu.au/search/name/Linda Gu/](https://directory.westernsydney.edu.au/search/name/Linda%20Gu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG2012_22-SPR_PS_D#subjects)

LANG 2013 Comedy and Tragedy

Credit Points 10

Legacy Code 100900

Coordinator Helen Basides ([https://directory.westernsydney.edu.au/search/name/Helen Basides/](https://directory.westernsydney.edu.au/search/name/Helen%20Basides/))

Description This unit will examine the theory, writing and performance of Western Tragedy and comedy. The generic terms "tragedy" and "comedy" will provide signposts for both historical and theoretically modern approaches to a range of plays. Texts selected from the period

since 1950 may represent comedy and/or tragedy in popular culture, and may have been written for media other than the stage, such as television and film.

School Humanities & Comm Arts

Discipline Literature

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects LGYB 4589 - Comedy and Tragedy

Restrictions Successful completion of 40 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of the plays under analysis in an intellectual context established in lectures, seminars and through wider secondary reading.
2. Identify generic conventions of tragedy and of comedy that are employed or subverted in the texts set for study.
3. Explain the relationship of the plays (and other texts set for study) to contemporary and modern genre theory.
4. Conceptualise and generalise historically concerning tragedy and comedy in the periods examined.
5. Produce an individual, carefully considered written and oral discussions on issues relating to the generic/historical study of the set texts.

Subject Content

Debates about the nature, origins, and cultural locus of the genres of comedy and tragedy (Aristotle, Hobbes, Freud, Steiner, Frye, Barber, Bakhtin, Eagleton)

Debates about the "continuity" and/or demise of traditions of comedy and tragedy

Comedy and tragedy in the classical period (5th Century BCE-1st Century AD)

Shakespearean comedy and tragedy in Elizabethan England (Bradley, Frye, Barber, Reiss, Greenblatt, Bloom)

Debates about the "death" of tragedy (Steiner) and the rise of "liberal" tragedy (Williams) in the 19th century

Modern tragedy (Eagleton)

Contemporary television comedy.

Case studies: selected comedies and tragedies from the classical, Shakespearean and "modern" periods.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
1. Short Analysis Task 1	1,800 words total (tasks 1 and 2)	25	N	Individual
2. Short Analysis Task 2	1,800 words total (tasks 1 and 2)	25	N	Individual

3. Online quizzes	4 quizzes	10	N	Individual
4. Essay	1,500 words	40	N	Individual

Summer A

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
			N	Individual
			N	Individual
			N	Individual
			N	Individual

Prescribed Texts

- A set on primary readings compiled by the subject coordinator

Teaching Periods

LANG 2014 Community Translation (UG)

Credit Points 10

Legacy Code 100191

Coordinator Mustapha Taibi ([https://directory.westernsydney.edu.au/search/name/Mustapha Taibi/](https://directory.westernsydney.edu.au/search/name/Mustapha%20Taibi/))

Description Community Translation facilitates written communication between public services and community members with low literacy in the official or mainstream language(s) of a given country or region. The unit covers the translation of general awareness material (e.g. healthcare, civic responsibilities, social services, etc.) as well as the translation of official documents. Students develop skills in producing target texts in styles appropriate to specific communities and groups, and to the content and function of the source text. They also develop skills in researching and using appropriate specialist terminology, editing and revising, and producing camera-ready documents. On the basis of these skills, the unit further develops students' ability to reflect upon translation in terms of strategies and appropriateness in relation to the target audience as well as make critical written and oral assessment of relevant translations. Subject to demand, the unit will be available for Arabic, Japanese, Mandarin and Spanish.

School Humanities & Comm Arts

Discipline Translating and Interpreting

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Restrictions Students need to be bilingual (in the language combinations offered by the School).

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Appropriately translate general texts from English into their community language;
2. Demonstrate translation skills following NAATI guidelines (250 words of text in 60 minutes);
3. Analyse and reflect upon their own translations (in terms of translation strategies appropriate to their community) to develop resources for improvement;
4. Apply the insights of Translation Theory to translation critique as well as to their practice of translation; and
5. Demonstrate translation revision skills at a near-professional level of competence.

Subject Content

Development of general translation skills to and from English.

Development of ability to reflect upon students' own translations in terms of translation strategies, and making critical assessment of translations in general.

Translation of community information from English into the other language of texts relating to health, social security, and other government services as well as relevant private sector services.

Translation into English, including extract translation, of personal and official documents such as birth certificate, marriage certificate, driver's licence, and educational qualifications.

Translation into English of texts from community-language newspapers and magazines circulating in Australia.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Task	Translation revision: 250 words approx. Commentary: 500-1,000 words	30	N	Individual
Translation	250 words or equivalent each	40	N	Individual
Final Exam	2 hours	30	N	Individual

Prescribed Texts

- Community Translation - Study Book (Prepared by School) Taibi, M. and Ozolins, U. (2016). Community Translation. London: Bloomsbury.

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Mustapha Taibi ([https://directory.westernsydney.edu.au/search/name/Mustapha Taibi/](https://directory.westernsydney.edu.au/search/name/Mustapha%20Taibi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG2014_22-AUT_PC_D#subjects)

LANG 2015 Cultural History of Books and Reading

Credit Points 10

Legacy Code 101967

Coordinator Sara Knox ([https://directory.westernsydney.edu.au/search/name/Sara Knox/](https://directory.westernsydney.edu.au/search/name/Sara%20Knox/))

Description This unit examines the development of the book as a material and cultural object, and the evolution of cultures of reading from codex and clay tablet to digital book and e-Reader. Exploring the historical and technical change taking the book from singular object (painstakingly copied by hand and read by a learned elite) to 'book' as notional object (deliverable 'content', in a range of formats, to readers on demand), this unit focuses on moments of contestation and crisis in reading, writing and print culture: copyright and the role of authorship, censorship, the plundering of libraries, and that most radical proscriptio, book-burning.

School Humanities & Comm Arts

Discipline Literature

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Restrictions Successful completion of 40 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate a basic understanding of the development of the book as a cultural and material object.
2. Contribute to contemporary debates about the future of the book and of reading.
3. Apply the knowledge gained in the production of an audiobook extract of their own chosen text.
4. Critically evaluate issues of medium and form in relation to reader experience and engagement.

Subject Content

Topics may include:

- . History of the material text: clay tablets to codex
- . History of the material text: from the Gutenberg revolution to the industrialisation of the book
- . Non-textual uses of the book: bookiflage
- . Bibliophiles and collectors
- . Reading the reader: literary representations of reading
- . Reading communities: gender, genre and class
- . Copyright and the cult of the author
- . Censorship
- . The evolution of the library
- . Book-burning and the destruction of libraries
- . Contemporary reading cultures and practices: the reading group
- . The reader as listener: the rise of audiobooks
- . The E-Reader: Person? Or gadget?

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1,500 words	30	N	Individual
Presentation	5 minute AV video + 5 minute AV Audio (1,000 words approx.)	50	N	Individual
Peer Review	800 words	20	N	Individual

Summer B Day

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	5 minute AV video + 5 minute AV Audio + 750 words	60	N	Individual
Essay	1,500 words	40	N	Individual

Prescribed Texts

- Subject Reader

Teaching Periods

LANG 2019 Immersion Language Heritage Background 201

Credit Points 0

Legacy Code 102609

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Humanities & Comm Arts

Discipline Language and Literature, Not Elsewhere Classified.

Student Contribution Band

Level Undergraduate Level 2 subject

Teaching Periods

LANG 2020 Immersion Language Heritage Background 202

Credit Points 0

Legacy Code 102610

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Humanities & Comm Arts

Discipline Language and Literature, Not Elsewhere Classified.

Student Contribution Band

Level Undergraduate Level 2 subject

Teaching Periods

LANG 2021 Indonesian 201

Credit Points 10

Legacy Code 102319

Coordinator Anna Nettheim ([https://directory.westernsydney.edu.au/search/name/Anna Nettheim/](https://directory.westernsydney.edu.au/search/name/Anna%20Nettheim/))

Description This is a Level 2 unit in the Indonesian Specialisation. It introduces students to formal and informal registers of Indonesian and exposes them to relatively complex aspects of Indonesian grammar such as affixes. Students will study the use of spoken language mainly through participation in dialogues and discussion. More formal registers will be studied through reading and writing. Communicative settings will include fields such as health, education, and tourism.

School Humanities & Comm Arts

Discipline Southeast Asian Languages

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Assumed Knowledge

102326 Indonesian 102 or introductory level knowledge of basic language skills and general knowledge about ethnic, cultural and linguistic diversity of Indonesia.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Use key Indonesian grammatical constructions;
2. Differentiate between formal and informal registers of Indonesian;
3. Demonstrate listening and reading comprehension skills;
4. Communicate orally and in writing using various Indonesian constructions;
5. Demonstrate awareness of some aspects of Indonesian culture and cultural appropriateness;
6. Use the online learning environment for further language study.

Subject Content

- post-beginner Indonesian Grammar and vocabulary
- Affixes in Indonesian
- common expressions in everyday situations
- formal and informal Indonesian registers
- formal and informal communication in different settings (healthcare, education, travel, etc.)

Inherent Requirements

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

Inherent Requirements (https://www.westernsydney.edu.au/ir/inherent_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Ongoing Assessment Activities	1000 words equivalent	20	N	Individual
2 x Indonesian Writing Tasks	250 words	40	N	Individual
2 x Oral Tests	10 mins each	40	N	Individual

Teaching Periods

LANG 2022 Indonesian 202

Credit Points 10

Legacy Code 102327

Coordinator Anna Nettheim ([https://directory.westernsydney.edu.au/search/name/Anna Nettheim/](https://directory.westernsydney.edu.au/search/name/Anna%20Nettheim/))

Description This is a Level 2 unit in the Indonesian Specialisation. It builds on language skills developed in Indonesian 201 to extend students' use of formal and informal registers of Indonesian and further develop their knowledge of Indonesian communities, cultures and religions. The unit covers the four language skills (reading, listening, speaking and writing) with a special focus on listening and speaking.

School Humanities & Comm Arts

Discipline Southeast Asian Languages

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) LANG 1012

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Differentiate between formal and informal registers of Indonesian
2. Demonstrate listening and reading comprehension skills
3. Communicate orally in various formal and informal settings
4. Demonstrate knowledge of Indonesian communities, cultures and religions.

Subject Content

- formal and informal registers of Indonesian
- reading, listening, speaking and writing
- effective listening for comprehension
- speaking Indonesian in different Communicative situations

Inherent Requirements

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

Inherent Requirements (https://www.westernsydney.edu.au/ir/inherent_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Ongoing in-class tasks	Weekly	20	N	Individual
Two Indonesian written tasks	500 words (250 words each)	40	N	Individual
Speaking task	4-5 mins	20	N	Individual
Research project presentation	10 mins	20	N	Individual

Teaching Periods

LANG 2023 Interpreting Skills

Credit Points 10

Legacy Code 100193

Coordinator Chong Han ([https://directory.westernsydney.edu.au/search/name/Chong Han/](https://directory.westernsydney.edu.au/search/name/Chong%20Han/))

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

School Humanities & Comm Arts

Discipline Translating and Interpreting

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Restrictions Students need to be bilingual (in the language combinations offered by the School).

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. distinguish between spoken and written language in terms of content, structure, speed, text type, number of interlocutors, accent, etc;
2. apply knowledge about different speech styles, registers, social dialects and develop skills necessary to accurately render different discourses in the target language;
3. demonstrate an understanding of context-specific interpreting techniques used in dialogue, consecutive, simultaneous interpreting and sight translation;
4. improve listening skills in a variety of contexts such as business, immigration, tourism and motor transport, and develop techniques for autonomous learning of these skills;

5. use the memory skills required for dialogue interpreting and consecutive interpreting;
6. master the note taking skills necessary to accurately interpret in the long consecutive interpreting mode, and develop techniques for autonomous learning of these skills;
7. develop effective public speaking skills, including techniques for autonomous learning of these skills.

Subject Content

- Variables of spoken language; content, speed, text type, number of interlocutors, accent, speaker's gender; techniques for improving listening comprehension;
- Different speech styles, registers and social dialects and interpreting exercises to develop the skill to accurately render such variables in the Target Language;
- Characteristics of dialogue, consecutive, simultaneous interpreting and sight translation; participants and their roles; typical contexts and content and role implications for each mode; differing cognitive demands of each mode.
- Memory and interpreting: exercises and techniques for developing short-term memory.
- Standard systems for note taking; individual adaptation; techniques for note taking practice.
- Public speaking skills; voice work, audience contact, discourse organisation; techniques for autonomous development of public speaking skills.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	Continuous assessment	30	N	Individual
Tutorial tasks	Continuous assessment of interpreting skills development in class through practical tutorial exercises.	40	N	Individual
End-of-session exam	30 minutes per student	30	N	Individual

Teaching Periods

Spring Parramatta - Victoria Rd Day

Subject Contact Chong Han ([https://directory.westernsydney.edu.au/search/name/Chong Han/](https://directory.westernsydney.edu.au/search/name/Chong%20Han/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG2023_22-SPR_PS_D#subjects)

LANG 2024 Japanese 201

Credit Points 10

Legacy Code 102028

Coordinator Xiangdong Liu ([https://directory.westernsydney.edu.au/search/name/Xiangdong Liu/](https://directory.westernsydney.edu.au/search/name/Xiangdong%20Liu/))

Description This unit is designed as a post-beginner level language and culture unit intended for students who have studied this language to at least HSC level or equivalent. This unit focuses on the development of the grammatical structures and vocabulary in such areas as using polite and plain style of the language, verb conjugation for expressing conjecture, adverbial clauses indicating specific times and places, conditional, etc. The knowledge of kanji is increased to 260 characters. The unit is not suitable for background speakers (i.e., who have completed formal secondary education where Japanese is used as an official language and also the language of instruction at the School). Note: Students enrolling in this unit as part of a major or sub major in Japanese are encouraged to enrol in Japanese 202 at the same time.

School Humanities & Comm Arts

Discipline Eastern Asian Languages

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects LANG 2028 - Language Communication Skills 2A Japanese

Assumed Knowledge

Japanese 102 or knowledge.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. demonstrate understanding of key morphological and syntactic structures of the Japanese language
2. use a broad lexical base and common expressions in a range of socio-cultural contexts and situations involving other learners and native speakers
3. read a range of basic text types and respond appropriately either orally or in writing (approximately 260 kanji characters)
4. write and express ideas in a range of text types including descriptions, narratives, journal entries, using the Japanese they are acquiring
5. aurally comprehend Japanese in a variety of informal and formal contexts and respond appropriately, orally or in writing
6. apply cultural knowledge to develop links with Japanese speakers and their cultural contexts
7. apply independent learning strategies for acquiring another language

Subject Content

. Activities and tasks aimed at developing listening comprehension, speaking, reading and writing skills at Post beginner level

. Activities and tasks to develop grammatical forms at the post beginner level

. An examination of a variety of oral and written genres and text types

. Listening and reading comprehension tasks for each of the different genres and text types

. Grammatical structures and their functions in the following areas: -

Plain form of the language; - Noun modification; - Adverbial clauses

indicating time and place; - Benefactives; - Conditional; - Expressions of

potential and ability; - Describing the present state by using transitive and intransitive verbs.

Inherent Requirements

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

Inherent Requirements (https://www.westernsydney.edu.au/ir/inherent_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	equivalent to 1,000 words	30	N	Individual
Applied Project	equivalent to 2 A4 pages in Japanese	30	N	Individual
Intra-session Exam	maximum 2 hours in length	40	N	Individual

Prescribed Texts

- To be determined on a year by year basis according to student learning needs and availability of text books in the market.
- Suggested textbook: Three A Network (1998) Minna no Nihongo Shokyuu 1&2. Tokyo: Three A Corporation.
- Suggested textbook: Three A Network (1998) Minna no Nihongo Shokyuu 1&2: Translation & Grammatical Notes. Tokyo: Three A Corporation.

Teaching Periods

Autumn

Online

Online

Subject Contact Xiangdong Liu ([https://directory.westernsydney.edu.au/search/name/Xiangdong Liu/](https://directory.westernsydney.edu.au/search/name/Xiangdong%20Liu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG2024_22-AUT_ON_0#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Xiangdong Liu ([https://directory.westernsydney.edu.au/search/name/Xiangdong Liu/](https://directory.westernsydney.edu.au/search/name/Xiangdong%20Liu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG2024_22-AUT_PS_D#subjects)

LANG 2025 Japanese 202 Speaking and Listening

Credit Points 10

Legacy Code 102029

Coordinator Hiromi Muranaka ([https://directory.westernsydney.edu.au/search/name/Hiromi Muranaka/](https://directory.westernsydney.edu.au/search/name/Hiromi%20Muranaka/))

Description This unit is normally undertaken concurrently with, or after, Japanese 201. It is designed to develop and expand speaking and listening skills based on the grammatical knowledge developed in Japanese 201. The range of communicative transactions is increased so that more sophisticated exchanges are possible, for instance when using polite and plain (i.e. casual) styles of speech, describing one's conjecture, stating an opinion, asking for explanation, etc. Cultural and social understanding of Japanese society is also fostered. The unit is not suitable for background speakers (i.e., who have completed formal secondary education where Japanese is used as an official language and also the language of instruction at the School). Note: Students enrolling in this unit as part of a major or sub major in Japanese are encouraged enrol in Japanese 201 at the same time.

School Humanities & Comm Arts

Discipline Eastern Asian Languages

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects LANG 2028 - Language Communication Skills 2A Japanese

Assumed Knowledge

Japanese 102 or equivalent knowledge.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Apply basic strategies in spoken communication in such areas as using formal and casual styles of speech, describing one's conjecture, stating an opinion, confirming the listener's agreement, indicating specific times and spaces, and explaining or asking for an explanation;
- Apply basic grammatical structures and vocabulary to carry out the exchanges stated above.
- Present a speech in Japanese on various topics related to Japan, including its culture and society, students' experience and others.
- Discuss various topics in a group;
- Identify important characteristics of Japanese culture and contemporary Japanese society.

Subject Content

Talking about a range of topics relating to holidays, travelling, sports, food, parties, etc.

Investigating and presenting about Japanese culture.

Making a speech using the plain form (casual speech).

Listening practice of short passages and conversations on various topics.

Presentation and discussion of various topics about Japan.

Asking for and giving directions in Japanese.

Inherent Requirements

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

Inherent Requirements (https://www.westernsydney.edu.au/ir/inherent_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	6 hours	30	N	Individual
Applied Project	100 - 500 words and 5 minutes	30	N	Individual
Practical	30 minutes	40	N	Individual

Prescribed Texts

- To be determined on a year by year basis according to student learning needs and availability of text books in the market.

Teaching Periods

Autumn Bankstown

Day

Subject Contact Hiromi Muranaka ([https://directory.westernsydney.edu.au/search/name/Hiromi Muranaka/](https://directory.westernsydney.edu.au/search/name/Hiromi%20Muranaka/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG2025_22-AUT_BA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Hiromi Muranaka ([https://directory.westernsydney.edu.au/search/name/Hiromi Muranaka/](https://directory.westernsydney.edu.au/search/name/Hiromi%20Muranaka/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG2025_22-AUT_PS_D#subjects)

LANG 2026 Japanese 203

Credit Points 10

Legacy Code 102030

Coordinator Hiromi Muranaka ([https://directory.westernsydney.edu.au/search/name/Hiromi Muranaka/](https://directory.westernsydney.edu.au/search/name/Hiromi%20Muranaka/))

Description This unit further develops students' language skills acquired in Japanese 201 to equip students with more sophisticated language skills and knowledge. Among the topics covered in Japanese 203 are: stating a plan or intention, making a suggestion in the plain form, offering advice, indicating the degree of certainty, describing a change in state, indicating causes of reasons, using of the passive and the imperative, etc. By the end of this unit, students will be able to read and write approximately 380 kanji characters. The unit is not suitable for background speakers (i.e., who have completed formal secondary education where Japanese is used as an official language and also the language of instruction at the School). Note: Students enrolling in this unit as part of a major or sub major in Japanese are encouraged to enrol in Japanese 204 at the same time.

School Humanities & Comm Arts

Discipline Eastern Asian Languages

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects LANG 2031 - Language Communication Skills 2B Japanese

Assumed Knowledge

Japanese 201 or knowledge.

Learning Outcomes

On successful completion of this subject, students should be able to:

- understand and use basic grammatical structures and frequently used phrases;
- read relatively long essays and stories on various topics;
- write short essays on various topics;
- demonstrate understanding of Japanese modern culture and society;
- read and write approximately 380 kanji characters;
- use a broad lexical base and common expressions in a range of socio-cultural contexts and situations involving other learners and native speakers;
- read a range of basic text types and respond appropriately, either orally or in writing

Subject Content

- Activities and tasks aimed at developing listening comprehension, speaking, reading and writing skills at post beginner level;
- Activities and tasks to develop grammatical forms at the post-beginner level;
- An examination of a variety of oral and written genres and text types;
- Reading of essays and stories;
- Writing essays and other written genres (eg, letters, reports, stories etc.) and styles (eg, formal, informal);
- grammatical Structures in The following areas: volitional forms, degree adverbs, imperative and prohibitive forms, conditional forms (different expressions to describe conditions), The passive form of verbs, etc.

Inherent Requirements

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

Inherent Requirements (https://www.westernsydney.edu.au/ir/inherent_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	Equivalent to 1,000 words	30	N	Individual
Research project	2 x A4 pages (in Japanese)	30	N	Individual
In-class Tests	2 hours maximum	40	N	Individual

Prescribed Texts

- Essential texts will be determined on a year by year basis according to student learning needs and availability of text books in the market.
- Three A Network (1998) Minna no Nihongo Shokyuu 2. Tokyo: Three A Corporation.
- Three A Network (1998) Minna no Nihongo Shokyuu 2: Translation & Grammatical Notes. Tokyo: Three A Corporation.

Teaching Periods

Spring Bankstown Day

Subject Contact Hiromi Muranaka ([https://directory.westernsydney.edu.au/search/name/Hiromi Muranaka/](https://directory.westernsydney.edu.au/search/name/Hiromi%20Muranaka/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG2026_22-SPR_BA_D#subjects)

Parramatta - Victoria Rd Day

Subject Contact Hiromi Muranaka ([https://directory.westernsydney.edu.au/search/name/Hiromi Muranaka/](https://directory.westernsydney.edu.au/search/name/Hiromi%20Muranaka/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG2026_22-SPR_PS_D#subjects)

LANG 2033 Literature and Decolonisation

Credit Points 10

Legacy Code 102572

Coordinator Ben Etherington ([https://directory.westernsydney.edu.au/search/name/Ben Etherington/](https://directory.westernsydney.edu.au/search/name/Ben%20Etherington/))

Description Do you know why nearly a hundred new nations were founded between 1945 and 1970? Have you ever wondered who Mahatma Gandhi or Ho Chi Minh were? Why would you challenge authority 'non-violently'? How do you write creatively in a language that has been imposed through colonial conquest? These are all questions connected to decolonisation: the explosive process by which the great modern European empires were dissolved and scores of new nations were formed - from Indonesia to Algeria, India to Nigeria, Jamaica to Vietnam. With this process came a surge of creative energy, as formerly colonised peoples set out to produce new ways of writing and thinking. We will read classic anti-colonial politicians like Gandhi and Frantz Fanon and writers from different decolonising regions including India, Africa, South-East Asia, the Caribbean, the Middle East and Australia.

School Humanities & Comm Arts

Discipline Literature

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects LANG 3064 - Literatures of Decolonisation

Restrictions Successful completion of 40 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. critically read and discuss a range of key works of anti-colonial literature including political and literary texts
2. compare literary writing from different regions and consider broader trends and divergences
3. critically read and contrast different kinds of literary writing
4. understand theoretical and historical problems peculiar to the field of postcolonial and world literatures
5. deploy critical approaches best suited to addressing those problems
6. articulate sustained critical argument, whether in essays or tutorial discussions, between literature, history and politics
7. discuss literatures from a range of cultures and language varieties.

Subject Content

The subject is divided into three modules. Each will focus on a region or thematic concern from the period of decolonisation. In each case, political texts will be read alongside literary works. Subjects, themes and questions considered will include:

- The emergence of new literary communities in decolonisation
- The emergence of new literary materials in decolonisation
- Conceptualising decolonisation and postcolonialism
- nation, nationalism and The people
- literature, utopia and revolution
- Anti-colonial polemic
- Gandhi and the 'Gandhism'
- Negritude and pan-Africanism
- language and violence
- new vernacular and creole languages
- white settler literatures and decolonisation
- rhetorical comparison of political and literary texts

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1,000 words	25	N	Individual
Participation	ongoing	10	N	Individual
Essay	2,000 words	50	N	Individual
Quiz	3 x 10 minutes	15	N	Individual

Prescribed Texts

- Subject Reader (this will include all set articles, political essays and shorter literary texts for the subject). Depending on the specific iteration of the subject one or more of the following books may also be prescribed -
- Aime Cesaire, *Notebook of a Return to My Native Land*, trans. Mireille Rosello and Annie Pritchard (Newcastle: Bloodaxe Books, 1995).
- Raja Rao, *Kanthapura* (New York: New Directions, 1967).
- Edward Kamau Brathwaite, *The Arrivants: A New World Trilogy* (Oxford: Oxford University Press, 1988).
- Chinua Achebe, *Things Fall Apart* (New York: Anchor, 1994) OR *Arrow of God* (New York: Anchor, 1989).
- Pramoedya Ananta Toer, *This Earth of Mankind*, trans. Max Lane (New York: Penguin Books, 1996).

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Ben Etherington (<https://directory.westernsydney.edu.au/search/name/Ben Etherington/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG2033_22-SPR_PS_D#subjects)

LANG 2034 Meaning in Language

Credit Points 10

Legacy Code 102489

Coordinator Kenny Wang (<https://directory.westernsydney.edu.au/search/name/Kenny Wang/>)

Description This unit introduces students to how meaning is constructed in language. It gives an overview of context-free meaning (semantics) and context-dependent meaning (pragmatics). Students will learn how we can encode and access meaning in communication and how this can be studied scientifically. This unit builds on and expands knowledge and methods developed in other linguistics units, especially Structure of Language and Pragmatics. It further connects to more advanced units, in particular Historical Linguistics, Second Language Acquisition, Bilingualism, Sociolinguistics and Discourse Analysis.

School Humanities & Comm Arts

Discipline Linguistics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) LANG 1014

Equivalent Subjects LANG 2038 - Pragmatics

Assumed Knowledge

Knowledge of introductory linguistic terminology, specifically in morphology and syntax.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. demonstrate knowledge of the key concepts of semantics and pragmatics and explain this knowledge to others;
2. analyse, discuss and reflect on significant knowledge in semantics and pragmatics;
3. apply theoretical knowledge to the analysis of data;
4. explain the principles and relevance of research in semantics and pragmatics; and
5. apply the acquired knowledge and skills in professional practice (translation, interpreting, education, business, etc.)

Subject Content

Concepts of meaning
 Lexical semantics
 Formal semantics
 Pragmatics

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	15-45 minutes each	40	N	Individual
Presentation	10 minutes presentation plus 200 word abstract	20	N	Individual
Essay	2,000 words	40	N	Individual

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Kenny Wang (<https://directory.westernsydney.edu.au/search/name/Kenny Wang/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG2034_22-AUT_BA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Kenny Wang (<https://directory.westernsydney.edu.au/search/name/Kenny Wang/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG2034_22-AUT_PS_D#subjects)

LANG 2035 Methods of Reading

Credit Points 10

Legacy Code 101909

Coordinator Lorraine Sim (<https://directory.westernsydney.edu.au/search/name/Lorraine Sim/>)

Description This unit aims to build the skills of reading, interpretation and theoretical and contextual analysis that are critical to the study of literary texts, skills that define scholarship in the discipline of English. Focusing on a sustained and careful study of a small number of literary texts the unit provides an in-depth exploration of technical approaches to close reading, cultural and historical contexts for the production and reception of the texts, and different theoretical approaches to their interpretation. The selected primary texts (one novel, one play and a selection of poems) will span two or three literary/historical periods.

School Humanities & Comm Arts

Discipline Literature

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Restrictions Successful completion of 40 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify different modes of literary/theoretical interpretation
2. Apply different modes of literary/theoretical interpretation to a work of literature
3. Articulate the formal attributes of literary texts
4. Demonstrate competence in the methods and practices of reading that are key to the discipline.

Subject Content

The primary texts for this subject may change from one year of offer to the next, so the subject content as set out below attempts to capture the structure and coverage necessary to provision of the outcomes.

. Why so many ways to read? The values, benefits, and pleasures of different approaches to interpretation.

. Why does genre matter? Consideration of how the formal attributes of texts shape interpretation.

. Reception studies: the work and its readers across time

Alignment of a small number of primary texts in relation to key

theoretical concepts, such as:

- . The author,
- . The uncanny,
- . Text and world,
- . Narrative,
- . Ghosts,
- . Sexual difference,
- . Desire,
- . Racial difference,
- . Pleasure,
- . History.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	500 words	25	N	Individual
Essay	1,000 words	35	N	Individual
Essay	1,500 words	40	N	Individual

Prescribed Texts

- Subject Reader
- Andrew Bennett and Nicholas Royle, *An Introduction to Literature, Criticism and Theory*. 4th Edition. 2011. Pearson Educational.

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Lorraine Sim ([https://directory.westernsydney.edu.au/search/name/Lorraine Sim/](https://directory.westernsydney.edu.au/search/name/Lorraine%20Sim/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG2035_22-AUT_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Lorraine Sim ([https://directory.westernsydney.edu.au/search/name/Lorraine Sim/](https://directory.westernsydney.edu.au/search/name/Lorraine%20Sim/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG2035_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Christopher Peterson ([https://directory.westernsydney.edu.au/search/name/Christopher Peterson/](https://directory.westernsydney.edu.au/search/name/Christopher%20Peterson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG2035_22-AUT_PS_D#subjects)

LANG 2036 Modern Australian Poetry and Poetics

Credit Points 10

Legacy Code 101978

Coordinator Kate Fagan ([https://directory.westernsydney.edu.au/search/name/Kate Fagan/](https://directory.westernsydney.edu.au/search/name/Kate%20Fagan/))

Description This unit examines Australian poetries of the 20th and 21st centuries in context of parallel events in international poetry. It looks at histories and definitions of poetic 'innovation' and asks how Australian poetry has dealt with different waves of modernism. It studies dialogues between local and international avant-gardes, and surveys new poetic genres emerging in online environments. The unit aims to enrich students' critical understanding of poetry and poetics, and where relevant, to enhance their own creative writing practice. Topics addressed include poetic tradition and counter-tradition; form and experiment; colonialism, exile and belonging; literary communities; critical histories; digital and e-poetries.

School Humanities & Comm Arts

Discipline Literature

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects LGYB 0215 - Poetry and Poetics LGYA 0927 - Poetry and Poetics

Restrictions Successful completion of 40 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of modern and contemporary Australian poetries and poetics
2. Analyse links between Australian poetries and those of other countries
3. Critically engage with a range of poems and poetic texts
4. Apply key theoretical perspectives relevant to modern and contemporary poetry and poetics

Subject Content

Content will draw from, or elaborate upon, a number of the following topics:

- Histories of innovation in Australian poetry of the 20th and 21st centuries

- Ecology, colonialism, place and 'landscape' in Australian poetry, including the poetics of Indigenous resistance
- Imagism in Anglo-American modernist poetries and its expression in Australian poetries
- International avant-gardes of the 20th century including French symbolism, futurism, objectivism, Latin American surrealisms, the New York School and Language Poetry
- Australian avant-garde movements and retreats including The Jindyworobak movement, Angry Penguins and The Ern Malley hoax
- Histories of poetry criticism and the transformation of the modernist critical 'enterprise'
- Literary and cultural histories of the 20th century
- The politics of poetic form
- New romanticism, postmodernism and the Generation of '68
- Urban Australian identities, migrant poetics and Collective publishing ventures
- Australian poetries in the early 21st century including digital poetics, online sampling, poetry blogs, e-poetries and poetry apps

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short Answer	800 words (4 x 200 word entries)	35		DEFAULT
Essay	1800 words (3 x 600 word essays)	65		DEFAULT

Prescribed Texts

- Subject Reader (to be compiled by subject coordinator), available for purchase at UWS Connect Books

Teaching Periods

LANG 2037 Pragmatics

Credit Points 10

Legacy Code 102490

Coordinator Chong Han ([https://directory.westernsydney.edu.au/search/name/Chong Han/](https://directory.westernsydney.edu.au/search/name/Chong%20Han/))

Description This is an optional unit of the Linguistics Major which introduces students to pragmatics, the study of language use in context. It combines theoretical elements with practical applications through examples, exercises and authentic data analysis, which enable students to understand the significance of this field of linguistics to language professions, such as interpreting and translation and language teaching.

School Humanities & Comm Arts

Discipline Language And Literature

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) LANG 1014

Equivalent Subjects LGYA 1435 - English Semantics and Pragmatics

Incompatible Subjects LANG 2038 - Pragmatics

Learning Outcomes

On successful completion of this subject, students should be able to:

1. demonstrate general knowledge of different theories of pragmatics.
2. apply data collection skills to conduct research in pragmatics
3. apply the acquired knowledge and skills to analyse spoken and written data from the perspective of pragmatics
4. demonstrate awareness of the connection between pragmatic sensitivity and linguistic choices in intracultural and intercultural communication
5. apply the acquired knowledge and skills in professional practice (translation, interpreting, education, business, etc.)

Subject Content

- The theoretical foundations for the study of pragmatics, including speech act theory, relevance theory, metapragmatic awareness, Grice's theory of conversational implicature and cooperative principles.
- data collection and analysis skills necessary for research in pragmatics, e.g. using corpus data, collecting observational data, using TV data and internet resources, etc.
- pragmatics in specific discourse domains.
- pragmatic issues in communication across time: The change of language and meaning over time.

Teaching Periods

LANG 2039 Sexual/Textual Politics in Victorian Women's Writing

Credit Points 10

Legacy Code 101964

Coordinator Anne Jamison ([https://directory.westernsydney.edu.au/search/name/Anne Jamison/](https://directory.westernsydney.edu.au/search/name/Anne%20Jamison/))

Description This unit will set Victorian women's writing in its historical, intellectual, publishing and cultural contexts, with particular emphasis on the multiple genres of writing within which women engaged in the nineteenth century. Using a broad range of short fiction, this unit will investigate topics such as gender and sexuality, colonialism and empire, and race and identity. It will also explore texts from across Australia, Britain, North America and Ireland and ask students to consider how these texts are still relevant to contemporary society and intellectual thinking.

School Humanities & Comm Arts

Discipline Literature

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Restrictions Successful completion of 40 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate the intellectual and historical contexts that inform a range of nineteenth-century women's texts.
2. Analyse a range of nineteenth-century women's texts and make connections between them.

- Summarise and evaluate literary-critical arguments.
- Work effectively with other students on team tasks.
- Give effective oral presentations supported by digital-visual presentation tools.
- Work independently to organise, plan and deliver a critically-informed research essay.

Subject Content

British, Irish, North American and Australian nineteenth-century women's short fiction published during the nineteenth century. The intellectual, cultural, critical and publishing contexts of nineteenth-century women's short fiction

The intersections of gender, race and sexuality in women's nineteenth-century short fiction.

The uncertainties of home, colonialism and empire in women's short fiction in the nineteenth century

Representations of the changing social role of women in the nineteenth century.

The relevance of women's nineteenth-century writing to contemporary society and intellectual thinking, as well as an examination of literature as a socialising force.

The multiple genres of women's short fiction in the nineteenth-century, e.g. sensation fiction, the gothic, didactic fiction

Women's subversive engagement with key public debates of the period via the short story format

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short Answer: Close reading	750 words	30	N	Individual
Group Presentation	10 - 12 minutes	25	N	Group
Research essay	2,000 words	45	N	Individual

Prescribed Texts

- The subject's prescribed primary texts vary from year to year subject to availability and the expertise of the teaching team, but they are consistently drawn from British, Irish, Australian and North American women's short fiction published during the nineteenth century. The current selection for the subject comprises:
- Maria Edgeworth, "The Limerick Gloves" (1804) Mary Shelley's "The Mortal Immortal" (1833) Elizabeth Gaskell's "The Grey Woman" (1863) Tasma's "Monsieur Caloche" (1878) Charlotte Perkins Gilman's "The Yellow Wallpaper" (1892)
- All prescribed readings for the subject are made available to students through the Subject Reader.

Teaching Periods

LANG 2040 Spanish 201

Credit Points 10

Legacy Code 102032

Coordinator Maria Isabel Pena ([https://directory.westernsydney.edu.au/search/name/Maria Isabel Pena/](https://directory.westernsydney.edu.au/search/name/Maria%20Isabel%20Pena/))

Description This is post-beginner unit suitable for Post Beginners HSC entry or equivalent, within the Spanish programme, designed for students who take it as a major, sub-major or elective. Within the Spanish major or sub major set, it is normally taken concurrently with Spanish 202. The unit will further develop all language skills, listening, speaking, reading and writing with particular focus on a core vocabulary and fundamental structures. Cultural and social understanding is also fostered through research projects on specific cultural or social aspects that are of interest to students. A range of DELL (Digitally Enhanced Language Learning) activities are utilised for this unit. NOTE: Students enrolling in this unit as part of a major or sub major in Spanish must enrol in Spanish 202 at the same time.

School Humanities & Comm Arts

Discipline Southern European Languages

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects LANG 2029 - Language and Communication Skills 2A Spanish

Assumed Knowledge

Spanish 102 or equivalent knowledge.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Demonstrate knowledge of key morphological and syntactic structures of the Spanish language;
- Use a broad lexical base and common expressions in a range of socio-cultural contexts and situations involving other learners and native speakers;
- read a range of basic text types and respond appropriately either orally or in writing
- express ideas in writing in a range of text types including descriptions, narratives, reports, journal entries, recipes, informal correspondence, short summaries;
- demonstrate comprehension of spoken Spanish in a variety of informal and formal contexts and respond appropriately-- orally or in writing;
- identify key elements of the traditional and contemporary culture and values of the Spanish-speaking people
- apply independent learning strategies for acquiring another language.

Subject Content

- Activities and tasks aimed at developing listening comprehension, speaking, reading and writing skills at post beginner level
- Activities and tasks to develop grammatical forms at the post-beginner level
- An examination of a variety of oral and written genres and text types
- Listening and reading comprehension tasks for each of the different genres and text-types;
- A study of the geography of the Spanish-speaking countries with a particular emphasis on regional characteristics;
- An examination of cultural themes.

Prescribed Texts

- Terrell, T. et.al Dos mundos: Comunicacion y Comunidad, (2010) 7th edition, New York: McGraw Hill with online workbook - CENTRO

Teaching Periods

LANG 2041 Structure of Language

Credit Points 10

Legacy Code 101948

Coordinator Stacey Sherwood ([https://directory.westernsydney.edu.au/search/name/Stacey Sherwood/](https://directory.westernsydney.edu.au/search/name/Stacey%20Sherwood/))

Description This unit aims to equip students with knowledge about the structural aspects of language. Students will learn to describe, analyse and reflect on the structure and meaning of linguistic elements from word to sentence level. Using examples from different languages, including Australian Indigenous languages and other languages spoken in Australia, this unit will provide students with an understanding of how structure and meaning are connected, how they link up with other areas of linguistics, and how research in this field is relevant to the linguistic ecology of Australia.

School Humanities & Comm Arts

Discipline Language And Literature

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Co-requisite(s) LANG 1014 AND LANG 1028

Equivalent Subjects LANG 2046 - The Structure of English

Restrictions Successful completion of 40 credit points.

Assumed Knowledge

Basic knowledge of linguistics, phonetics and phonology.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. demonstrate knowledge of the key concepts of morphology and syntax, and explain this knowledge to others
2. analyse, discuss and reflect on significant knowledge in morphology and syntax
3. apply theoretical knowledge to the analysis of data
4. explain the principles and relevance of research in morphology and syntax

Subject Content

- Morphology: inflection and derivation
- Syntax
- Semantics
- theoretical Models of Grammar (Morphology, Syntax and Semantics) and their application to data analysis

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	45 minutes	20	N	Individual
Case Study	Approx 1,000 words each	30	N	Individual
Essay	2,500 words	50	N	Individual

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Stacey Sherwood ([https://directory.westernsydney.edu.au/search/name/Stacey Sherwood/](https://directory.westernsydney.edu.au/search/name/Stacey%20Sherwood/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG2041_22-AUT_BA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Stacey Sherwood ([https://directory.westernsydney.edu.au/search/name/Stacey Sherwood/](https://directory.westernsydney.edu.au/search/name/Stacey%20Sherwood/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG2041_22-AUT_PS_D#subjects)

LANG 2044 The Gothic

Credit Points 10

Legacy Code 102507

Coordinator Helen Basides ([https://directory.westernsydney.edu.au/search/name/Helen Basides/](https://directory.westernsydney.edu.au/search/name/Helen%20Basides/))

Description This unit examines the emergence and development of Gothic literature in English. It studies the rise of Gothic fiction in the late-eighteenth century, and the evolution of Gothic genres in the nineteenth and twentieth centuries. Students will examine key works of Gothic poetry and narrative fiction - such as vampire narratives - in order to consider the social, political and intellectual contexts for Gothic literature. The unit considers how Gothic forms negotiate cultural anxieties, such as those involving race, gender, sexuality, religion, scientific development and class. Set texts from the twentieth century onwards may include works from television, theatre and film.

School Humanities & Comm Arts

Discipline Literature

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Restrictions Successful completion of 40 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine generic conventions of the Gothic that are employed or subverted in the texts set for study.
2. Explain the ways in which the Gothic is situated within particular historical, social, cultural, political and scientific contexts.
3. Demonstrate an understanding of the relationship between gender and genre, especially with respect to the female Gothic.
4. Evaluate different critical approaches to the Gothic in relation to the set literary texts on the subject.

5. Produce independently researched, critically engaged written discussions on topics relating to the generic and historical study of the set texts.

Subject Content

- The emergence of The Gothic in Late-eighteenth century in England and its development in The Nineteenth and twentieth centuries, in literatures of prose and verse.
- Terror Gothic and horror Gothic
- The female Gothic and The intersections of gender and genre
- Gothic fiction?fs exploration and Negotiation of cultural anxieties, including around race, gender, sexuality, religion, scientific development and class
- theoretical considerations of Gothic literature
- contemporary Gothic forms

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Short Answer Task	900–1,000 words	30	N	Individual
Annotated Bibliography	800 words	25	N	Individual
Essay	1,500 words	45	N	Individual

Teaching Periods

LANG 2047 Translation Technologies

Credit Points 10

Legacy Code 101302

Coordinator Anita Byrnes ([https://directory.westernsydney.edu.au/search/name/Anita Byrnes/](https://directory.westernsydney.edu.au/search/name/Anita%20Byrnes/))

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

School Humanities & Comm Arts

Discipline Translating and Interpreting

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects LGYA 0191 - Translation Skills

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply computer-aided translation (CAT) and related concepts and examine their place in the broad area of translation studies.
2. Examine in depth the fields of translation memory (TM) and terminology management, showing the skills required to compare applications and make informed judgments.
3. Describe the workings of one of the leading TM software packages and develop transferable troubleshooting strategies.
4. Explore the possibilities and limitations of machine translation (MT) by looking at the relevant literature and by analysing the outcome of some of the freely available engines on the internet.
5. Consolidate your expertise in internet mining, in particular for parallel corpora, terminological data and subject matter information.
6. Outline the workflows involved in multilingual content management, and explore the big-picture concepts of globalisation, internationalisation and localisation.

Subject Content

1. Overview of the principles of language engineering, and computer-assisted translation.
2. Basic 'generalist' computing skills of particular relevance to translators, in particular those related to data digitalisation, exchange and protection.
3. Desktop TM: components, workflow, and useful troubleshooting strategies.
4. Server TM: open standards for database content exchange, interface with multilingual content management.
5. Capabilities and limitations of MT engines.
6. The principles and practice of writing in controlled language for TM and MT.
7. Internet mining for parallel corpus, terminology data and specific subject matter.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	equivalent of 3 hours	20	N	Individual
Report	1,000 words	40	N	Individual
Practical Exam	1,000 words	40	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Anita Byrnes ([https://directory.westernsydney.edu.au/search/name/Anita Byrnes/](https://directory.westernsydney.edu.au/search/name/Anita%20Byrnes/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG2047_22-AUT_PS_D#subjects)

LANG 2048 Working Grammar

Credit Points 10

Legacy Code 102414

Coordinator David McInnes ([https://directory.westernsydney.edu.au/search/name/David McInnes/](https://directory.westernsydney.edu.au/search/name/David%20McInnes/))

Description How does grammar work? And how do languages function in different social contexts? This unit introduces students to a functional analysis of the English language, and relates the structure of English to its use in cultural and social contexts. It offers students of literature and training teachers an introduction to theories and forms of analysis that support much English language education in Australia. The functional model of language is used in a range of fields - including teaching in schools and universities, teaching ESL/EFL, and broader language research. Students will apply the functional analysis of English to a range of spoken and written texts from diverse literary, social and cultural contexts. This will help to provide grammatical skills and work-readiness, especially for students training to be professional teachers.

School Humanities & Comm Arts

Discipline English Language

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Restrictions Successful completion of 40 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate their understanding of how language relates to the cultural and social contexts in which it is used
2. Identify how texts are structured to achieve a range of social purposes
3. Identify the features of functional grammar at clause, sentence and text levels
4. Analyse grammatical structures and patterns in texts
5. Provide interpretations of texts patterns through their relationship to forms of social and cultural meaning in literary and other texts

Subject Content

- Models of text and context including genre, context of situation including field, tenor and mode
- Analyses of The Grammar of The English clause for documenting Three kinds of meaning - Ideational, interpersonal and textual
- The analysis of clause level Structures for: Transitivity, Nominal groups, mood, modality and appraisal, theme/Rheme and given/new
- Interpretive frameworks for language features and patterns

Prescribed Texts

- Butt, David, Rhondda Fahey, S. Spinks, and C. Yallop. "Using Functional Grammar: An Explorer's Guide. National Centre for English Language Teaching and Research." Macquarie University, Sydney (2000).

Teaching Periods

LANG 2050 Medieval and Early Modern Literature

Credit Points 10

Legacy Code 102626

Coordinator Anthony Uhlmann ([https://directory.westernsydney.edu.au/search/name/Anthony Uhlmann/](https://directory.westernsydney.edu.au/search/name/Anthony%20Uhlmann/))

Description While films and books related to the fantastic and supernatural (like Game of Thrones, Lord of the Rings and Harry Potter) are extremely popular, it is sometimes forgotten that these works draw heavily on historical literary forms and works that engaged directly with the cultures from which they emerged. This unit will look at examples of literature from the Medieval and Early Modern periods (between 1000 and 1800) and the social and cultural worlds they both represented and supported. It will ask how these works still inform how we understand and represent things today.

School Humanities & Comm Arts

Discipline Literature

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Restrictions Successful completion of 40 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse a range of pre-twentieth century texts from various historical and/or cultural contexts.
2. Demonstrate a familiarity with key literary genres (for example epic poetry, pre-novelistic prose narrative, allegory, satire and the novel).
3. Compare and critique interrelations between literary texts and their historical and cultural contexts.
4. Interpret the effects of cultural, social, and technological change on literary production.
5. Recall and analyse information gathered from lectures and set written texts.
6. Discuss and apply ideas related to the major themes and content of the subject.

Subject Content

- The epic poem and its transformations.
- Medieval allegory.
- Prose romance.
- The rise of realism.
- Prose satire.
- The novel.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Short Answer	500 words	25	N	Individual
Essay	1,500 words	35	N	Individual
Essay	2,000 words	40	N	Individual

Prescribed Texts

- Course Reader Provided on vUWS

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Anthony Uhlmann ([https://directory.westernsydney.edu.au/search/name/Anthony Uhlmann/](https://directory.westernsydney.edu.au/search/name/Anthony%20Uhlmann/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG2050_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Anthony Uhlmann ([https://directory.westernsydney.edu.au/search/name/Anthony Uhlmann/](https://directory.westernsydney.edu.au/search/name/Anthony%20Uhlmann/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG2050_22-AUT_PS_D#subjects)

LANG 2051 Writing and Reading Sci-Fi and Fantasy

Credit Points 10

Legacy Code 102772

Coordinator Sara Knox ([https://directory.westernsydney.edu.au/search/name/Sara Knox/](https://directory.westernsydney.edu.au/search/name/Sara%20Knox/))

Description This unit covers the basic creative writing techniques for 'worldbuilding' in the genres of science fiction and fantasy. Through guided reading and writing you'll explore what happens when ordinary human predicaments are deepened and complicated when represented as happening in a world not our own: one with different physical laws, belief systems, technologies and cultural practices. In a workshoping environment, you will build outward from a 'story-bud' about an alternative or alien world to explore the logic of that world and its implications for the creation of believable characters, setting, action and - overall - the development of a successful story.

School Humanities & Comm Arts

Discipline Literature

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Incompatible Subjects LANG 3090 - Writing and Reading Sci Fi and Fantasy

Restrictions Successful completion of 40 credit points of study in currently enrolled program.

Assumed Knowledge

Good standard of written English expression.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of the characteristics of science fiction and fantasy fiction.
2. Apply the techniques of world-building to flesh out story ideas.
3. Effectively utilise face-to-face and online workshop environments for the brainstorming of ideas and the troubleshooting of work in progress.
4. Critically assess works of published Science Fiction and Fantasy to identify the logic of world-building.

5. Demonstrate competence in writing coherent and credible fantasy or science fiction.

6. Identify the qualities of effective writing; and

7. Demonstrate those qualities in their own writing.

Subject Content

The history of fantasy and science fiction as literature and popular fiction.

Race, religion and gender: re-working power in genre fiction.

Genre reading for writing technique.

The story-bud: graft from an existing stock or invent something wholly new?

Consequential logic and the rules of invention: 'if this is so, then what...'

Cosmologies: world-building beliefs.

On creating non-human characters.

Science and Physics: how much do you need to know?

Future technologies and savage worlds: what kind of detail do I need?

Writing the credible incredible setting.

Alternative histories: when time gets out of hand.

Under the shadow of Harry Potter: can I do magic?

Zombies and Vampires: can the undead live on the page?

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Reflection: Online journal (reading responses on aspects of world-building and genre technique in the set texts)	3 x 300 words approximately	25	N	Individual
Applied Project: First draft of project	1,500 words approximately	35	N	Individual
Applied Project: Final draft of project	2,000 words approximately	40	N	Individual

Prescribed Texts

- 102772 Electronic Reader (A collection of weekly reading resources selected by the subject coordinator)

Teaching Periods

LANG 2054 Japanese 204: Speaking and Listening

Credit Points 10

Legacy Code 102804

Coordinator Hiromi Muranaka ([https://directory.westernsydney.edu.au/search/name/Hiromi Muranaka/](https://directory.westernsydney.edu.au/search/name/Hiromi%20Muranaka/))

Description This unit is undertaken concurrently with, or after, Japanese 203. It is designed to further develop and expand speaking and listening skills on the basis of grammatical structure introduced in Japanese 203 and increase the range of communicative transactions developed in Japanese 202 so that more sophisticated exchanges are possible when stating a plan or intention, making a suggestion, offering advice, indicating the degree of certainty, describing a change in state, indicating causes, using the passive and the imperative, etc. This unit will also present further aspects of contemporary Japanese culture and society. The unit is not suitable for background speakers (i.e., who have completed formal secondary education where Japanese is used as an official language and also the language of instruction at the School).
NOTE: Students enrolling in this unit as part of a major or sub major in Japanese are encouraged to enrol in Japanese 203 at the same time.

School Humanities & Comm Arts

Discipline Eastern Asian Languages

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects LANG 2031 - Language Communication Skills 2B
Japanese LANG 2027 - Japanese 204

Assumed Knowledge

Japanese 201 and 202 or equivalent knowledge.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Carry out conversation in such areas as stating a plan or intention, making a suggestion in the plain form, offering advice, indicating degree of certainty, describing a change in state, indicating causes, using the passive and the imperative.
2. Conduct a small research project and present the finding in oral and written Japanese on such topics as Japanese culture, customs and cross-cultural communication between Japan and Australia.
3. Use basic grammatical structures and vocabulary to carry out the exchanges stated above.
4. Demonstrate understanding of Japanese linguistic, pragmatic and cultural considerations when using Japanese.

Subject Content

Conversation needed for basic situations such as work, shopping, asking for information or explanations, what to say in troublesome situations.

Aspects of contemporary Japanese culture and society.

How to conduct and present a small research project on Japanese culture and society.

Listening practice of substantial passages and conversation.

Discourse pragmatics in Japanese oral interaction.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	Equivalent to 1,000 words	30	N	Individual
Research Project	Equivalent to 1,000 words	30	N	Individual
Intra-session Exam - In-class Test	2 hours maximum	40	N	Individual

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Hiromi Muranaka ([https://directory.westernsydney.edu.au/search/name/Hiromi Muranaka/](https://directory.westernsydney.edu.au/search/name/Hiromi%20Muranaka/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG2054_22-SPR_PS_D#subjects)

LANG 2055 English Text

Credit Points 10

Legacy Code 102812

Coordinator David McInnes ([https://directory.westernsydney.edu.au/search/name/David McInnes/](https://directory.westernsydney.edu.au/search/name/David%20McInnes/))

Description The English Language is always used in context. The contexts in which we use English require us to use the language in specific ways. This unit introduces students to the analysis of English texts in context. Students will learn how to analyse text structure and purpose, and they will learn how to analyse the systems of the English language as they are used to facilitate context specific and context appropriate communication. Working between models of social contexts and the language level systems of English, students will develop a greater level of skill in using English for exposition, explanation, reporting, recounting and narrating.

School Humanities & Comm Arts

Discipline Literature

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Outline the relationship between text and context using functional models of context.
2. Describe the function, structure and features of key English text types/genres including recount, report, exposition, explanation and narrative
3. Outline the contextual dimensions of real-world texts used/produced across a range of contexts using the ideas of field, tenor and mode.
4. Analyse the use of English systems and structures to account for language use in context at lexicogrammatical and discourse levels.

Subject Content

1. Functional models of language, context and text.
2. Generic analysis of texts types including reports, recounts, narratives, explanations and expositions.

- Models of context of situation including Field, Tenor and Mode.
- Language analysis and text descriptions articulated to text structure, purpose and contextual variables including lexicogrammatical systems of transitivity, mood and theme and discourse level systems of thematic progression, hierarchies of periodicity and grammatical metaphor.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Discourse Analysis	3 x analysis tasks (20% each) 40 minutes each	60	N	Individual
Short Answer	2 x writing tasks (20% each) 500 words each	40	N	Individual

Teaching Periods

Autumn

Bankstown

Day

Subject Contact David McInnes ([https://directory.westernsydney.edu.au/search/name/David McInnes/](https://directory.westernsydney.edu.au/search/name/David%20McInnes/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG2055_22-AUT_BA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact David McInnes ([https://directory.westernsydney.edu.au/search/name/David McInnes/](https://directory.westernsydney.edu.au/search/name/David%20McInnes/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG2055_22-AUT_PS_D#subjects)

LANG 3001 19th Century American Literature

Credit Points 10

Legacy Code 101796

Coordinator Christopher Peterson ([https://directory.westernsydney.edu.au/search/name/Christopher Peterson/](https://directory.westernsydney.edu.au/search/name/Christopher%20Peterson/))

Description This unit focuses on literature from the American Renaissance through to the end of the Civil War. Issues to be examined will include some of the following: the construction of a national literature, the ideology of American Exceptionalism, the tension between the religious and the secular, and the clash between freedom and slavery. Texts may include fiction, poetry and drama.

School Humanities & Comm Arts

Discipline Literature

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

- analyse a broad range of American fiction, poetry, and drama.
- recognize how the legacy of Puritanism informs 19th century American literature and culture.
- discuss the conflicting ideologies of freedom and slavery in American literature.
- identify generic characteristics of American literature, such as the romance, the gothic, the novel, and the short story.
- gain knowledge of the intersection of the concepts of race, sexuality, gender, and class.
- develop advanced skills in writing and argument.

Subject Content

- The American Renaissance
- Transcendentalism
- The Legacy of Puritanism
- Romantic Individualism
- The emergence of American fiction
- The rise of The American Gothic
- Cult of Sentiment
- democracy and Slavery

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Tutorial Paper	500 words plus 5 minute oral presentation	25	N	Individual
Short written assignment	1,500 words	35	N	Individual
Take-Home Examination	1,500 words	40	N	Individual

Teaching Periods

LANG 3002 20th Century American Literature

Credit Points 10

Legacy Code 102099

Coordinator James Gourley ([https://directory.westernsydney.edu.au/search/name/James Gourley/](https://directory.westernsydney.edu.au/search/name/James%20Gourley/))

Description This unit explores twentieth century American literature. Issues to be examined include some of the following: the construction of a national literature, struggles for justice and human rights, the intersection of race, gender and sexuality, the ideology of American Exceptionalism, the rise and fall of 'The American Dream', place and time in American literature. A range of text types will be taught.

School Humanities & Comm Arts

Discipline Literature

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYA 0895 - American Literature LGYA 0671 - Classic American Literature LGYA 0672 - Modern American Literature LGYA 0527 - American Literature

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse a broad range of American literary texts.
2. Relate America's literature to its ideological, political or physical landscape.
3. Identify political and/or theoretical elements in American literary texts.
4. Evaluate the historical and intellectual context of the subject's texts.
5. Use secondary criticism as part of analysis and argument-building.

Subject Content

- The 'American Dream' and its discontents
- 'Nativism' and 'Primitivism' in the early 20th century
- post-World War one Developments in American culture
- American literary responses to technological and geopolitical dominance
- modernist influences in American literature
- Postmodernist influences in American literature
- Urbanisation and industrialisation in the 20th century
- race, gender, sexuality, and immigration in American literature

Teaching Periods

LANG 3003 Accreditation Studies (UG)

Credit Points 10

Legacy Code 101943

Coordinator Kenny Wang ([https://directory.westernsydney.edu.au/search/name/Kenny Wang/](https://directory.westernsydney.edu.au/search/name/Kenny%20Wang/))

Description This is a compulsory unit in the Bachelor of Arts (Interpreting and Translation) and the Bachelor of Arts (Interpreting and Translation) Dean's Scholars. It aims to provide practice and constructive feedback to students preparing for the accreditation examination. A pass in the unit in at least one of the following options: Interpreting, Translation into English, or Translation from English, with a minimum mark of 70%, will make students eligible for NAATI accreditation on completion of the rest of the requirements of the course.

School Humanities & Comm Arts

Discipline Translating and Interpreting

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LANG 1013 AND

LANG 1017

Co-requisite(s) LANG 3049 OR LANG 1014

Equivalent Subjects LGYA 0187 - Accreditation Studies (UG) LANG 3047 - Interpreting Accreditation Studies UG LGYA 1667 - Translation Accreditation Studies UG

Restrictions Students must be enrolled in programs 1519 - Bachelor of Arts (Interpreting and Translation) or 1692 - Bachelor of Arts (Interpreting and Translation) Dean's Scholars. Students should only enrol in this subject in their final semester.

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. demonstrate understanding of the format, standards and requirement of NAATI accreditation examinations;
2. apply the translation and/or interpreting techniques necessary to pass accreditation examinations;
3. produce accurate and idiomatic translations and/or interpreting;
4. critique interpreting and translation quality through implementing principles of translation/interpreting quality assessment.

Subject Content

Dialogue and consecutive interpreting in simulated settings such as medical consultations, public meetings and courtrooms; Translation to and from English of 250-word passages in a variety of formal genres under timed conditions. Sight translation of written texts (190-210 words in length) Translation to and from English of 250-word passages in a variety of formal genres under timed conditions.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Final Exam		S/U	N	Individual

Prescribed Texts

- There is no set text. All tutorial materials are available on vUWS and should be downloaded and printed out for use in tutorials. The interpreting practice tests and trial exams are available on vUWS.

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Kenny Wang ([https://directory.westernsydney.edu.au/search/name/Kenny Wang/](https://directory.westernsydney.edu.au/search/name/Kenny%20Wang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG3003_22-AUT_PC_D#subjects)

Spring Parramatta City - Macquarie St Day

Subject Contact Kenny Wang ([https://directory.westernsydney.edu.au/search/name/Kenny Wang/](https://directory.westernsydney.edu.au/search/name/Kenny%20Wang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG3003_22-SPR_PC_D#subjects)

LANG 3004 Advanced Standing for Linguistics 310

Credit Points 10

Legacy Code 102471

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Humanities & Comm Arts

Discipline Linguistics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Teaching Periods

LANG 3005 Advanced Standing for Linguistics 320

Credit Points 20

Legacy Code 102593

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Humanities & Comm Arts

Discipline Linguistics

Student Contribution Band HECS Band 1 20cp

Level Undergraduate Level 3 subject

Teaching Periods

LANG 3006 Advanced Standing for Literature 310

Credit Points 10

Legacy Code 102455

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Humanities & Comm Arts

Discipline Literature

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Teaching Periods

LANG 3007 Advanced Standing for Literature 320

Credit Points 20

Legacy Code 102586

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Humanities & Comm Arts

Discipline Literature

Student Contribution Band HECS Band 1 20cp

Level Undergraduate Level 3 subject

Teaching Periods

LANG 3009 Arabic 301

Credit Points 10

Legacy Code 101949

Coordinator Nada Gemayel ([https://directory.westernsydney.edu.au/search/name/Nada Gemayel/](https://directory.westernsydney.edu.au/search/name/Nada%20Gemayel/))

Description This is the first of a series of two units that aim to provide a thorough review of comprehension, speaking, reading and writing skills, as well as grammar and vocabulary of Modern Standard Arabic, its range of registers and its linguistic characteristics. This unit is intended for students who have knowledge and skills in Arabic equivalent to two years of tertiary education in the language and who wish to consolidate, develop and improve these skills. A range of DELL (Digitally Enhanced Language Learning) Activities are utilised as part of the Blended Learning mode of delivery for this unit.

School Humanities & Comm Arts

Discipline Southwest Asian and North African Languages

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Assumed Knowledge

All level 2 Arabic subjects or equivalent knowledge.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Use their knowledge of Arabic grammar and apply it in speaking, reading and writing at an advanced;
2. Demonstrate their skill in Arabic aural comprehension;
3. Read aloud and converse in Arabic;
4. Read Arabic in different genres and for different purposes;
5. Use their receptive and active Arabic vocabulary;
6. Write in different genres of Arabic.

Subject Content

Aural comprehension practice in Arabic by listening to visiting speakers, audio and video tapes, radio and television broadcasts. Speaking practice in Modern Standard Arabic in spontaneous and prepared discussions and short talks on a variety of topics. Practice in reading a variety of specialised texts (e.g. literary, scientific, educational, etc.).

Practice in various forms of writing in Arabic for official and academic purposes.

Inherent Requirements

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

Inherent Requirements (https://www.westernsydney.edu.au/ir/inherent_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Task	4 hours reading and listening: 5 minutes presentation	40	N	Individual
Practical	1 hour	20	N	Individual
Final Exam	2 hours	40	N	Individual

Prescribed Texts

- Alosh, M. (2010). Ahlan wa Sahlan Functional Modern Standard Arabic for Intermediate Learners, Yale University Press. ISBN 0-300-10378-6

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Nada Gemayel ([https://directory.westernsydney.edu.au/search/name/Nada Gemayel/](https://directory.westernsydney.edu.au/search/name/Nada%20Gemayel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG3009_22-AUT_BA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Nada Gemayel ([https://directory.westernsydney.edu.au/search/name/Nada Gemayel/](https://directory.westernsydney.edu.au/search/name/Nada%20Gemayel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG3009_22-AUT_PS_D#subjects)

LANG 3011 Arabic 302 - Arabic Advanced Language and Grammar

Credit Points 10

Legacy Code 100048

Coordinator Nada Gemayel ([https://directory.westernsydney.edu.au/search/name/Nada Gemayel/](https://directory.westernsydney.edu.au/search/name/Nada%20Gemayel/))

Description This is the second of a series of two units that aim to provide a thorough and more advanced review of comprehension, speaking, reading and writing skills, as well as grammar and vocabulary of modern Standard Arabic, its range of registers and its linguistic

characteristics. This unit is intended for students who have knowledge and skills in Arabic equivalent to Arabic 301 and who wish to consolidate, develop and improve these skills. This unit is mandatory for students who wish to pursue a specialisation in Arabic.

School Humanities & Comm Arts

Discipline Southwest Asian and North African Languages

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Assumed Knowledge

Arabic 301 or equivalent.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Apply advanced knowledge of Arabic grammar in speaking, reading and writing
- Comprehend spoken Arabic, both formal and informal
- Converse intelligibly in Arabic within a wider range of situations in colloquial Arabic as well as Modern Standard Arabic
- Read and write Modern Standard Arabic in a wide range of everyday situations.

Subject Content

A systematic review of advanced aspects of Arabic grammar; Aural comprehension practice in Arabic by listening to visiting speakers, audio and video tapes, radio and television broadcasts; Speaking practice in Modern Standard Arabic in spontaneous and prepared discussions and short talks on a variety of topics; Practice in reading a variety of specialised texts, eg. literary, scientific, educational, etc.;

Practice in various forms of writing in Modern Standard Arabic for Official and academic purposes.

Inherent Requirements

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

Inherent Requirements (https://www.westernsydney.edu.au/ir/inherent_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Tasks	4 hours Reading and Writing Task; 4 minute Multimodal presentation	40	N	Individual
Practical	1 hour	20	N	Individual
Practical Exam	2 hours	40	N	Individual

Teaching Periods

Spring Bankstown

Day

Subject Contact Nada Gemayel ([https://directory.westernsydney.edu.au/search/name/Nada Gemayel/](https://directory.westernsydney.edu.au/search/name/Nada%20Gemayel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG3011_22-SPR_BA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Nada Gemayel ([https://directory.westernsydney.edu.au/search/name/Nada Gemayel/](https://directory.westernsydney.edu.au/search/name/Nada%20Gemayel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG3011_22-SPR_PS_D#subjects)

LANG 3012 Arabic 303: Advanced Writing Skills

Credit Points 10

Legacy Code 100049

Coordinator Nawal Sami ([https://directory.westernsydney.edu.au/search/name/Nawal Sami/](https://directory.westernsydney.edu.au/search/name/Nawal%20Sami/))

Description This unit is aimed at those who have successfully finished 100044 - Arabic 202, or have an advanced speaking and writing proficiency in Modern Standard Arabic. It is one of the obligatory units for students intending to graduate with Arabic as a major or sub-major. It seeks to develop the writing skills to prepare students to make professional use of the language, and it is particularly recommended for those who wish to involve themselves in areas such as language teaching and translation. Students will be introduced to a full range of text types and language purposes. They will be guided to analyse, interpret and evaluate passages provided, and will be encouraged to extend their ability by experimenting with a variety of writing styles.

School Humanities & Comm Arts

Discipline Southwest Asian and North African Languages

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Assumed Knowledge

Assumed knowledge: Arabic 204 or equivalent knowledge.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. demonstrate advanced reading skills in a variety of Modern Standard Arabic genres;
2. write a coherent argument, discussion or explanation in Modern Standard Arabic;
3. write effectively according to audience, purpose and content;
4. demonstrate written work of a high level of grammatical accuracy and extensive knowledge of vocabulary;
5. analyse text in Arabic identifying meaning and how it is conveyed;
6. respond to texts personally, critically and sensitively, evaluating linguistic and cultural features;
7. apply techniques for autonomous learning of Modern Standard Arabic language skills.

Subject Content

- analysis of general features common to all text types: language, structure, setting, imagery, tone and mood
- Overview of style in writing: identification and practice with different styles of writing.
- Examination of A selection of contemporary texts in non literary written genres: transactions, procedures, reports, expositions, etc.
- analysis, interpretation and evaluation of samples of major text types: academic, scientific, legal, medical, commercial, literary.
- Creation of original text in different text types: report, diary, procedural writing, newspaper Reporting, reviewing, letter writing.
- Rewriting of A given text for A different audience or purpose.

Inherent Requirements

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

Inherent Requirements (https://www.westernsydney.edu.au/ir/inherent_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Discourse Analysis	2 hours	20	N	Individual
Portfolio	2,500 words	40	N	Individual
Final Exam	2 hours	40	N	Individual

Teaching Periods

LANG 3013 Arabic 304: Arabic Advanced Speaking

Credit Points 10

Legacy Code 100050

Coordinator Nawal Sami ([https://directory.westernsydney.edu.au/search/name/Nawal Sami/](https://directory.westernsydney.edu.au/search/name/Nawal%20Sami/))

Description This is an advanced Arabic unit for students undertaking a major in Arabic or the Bachelor of Arts (Interpreting & Translation) (Arabic stream). As a companion unit of Arabic 303 (Advanced Writing Skills), it aims at preparing students to make a professional use of the language, in this case by placing particular emphasis on oral skills, and it is also specially recommended for those wishing to pursue careers in areas such as language teaching, interpreting and translation. Students will be introduced to a full range of oral text types and language purposes. They will be guided to analyse, interpret and evaluate examples of oral discourse, and be encouraged to develop effective public speaking skills.

School Humanities & Comm Arts

Discipline Southwest Asian and North African Languages

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Assumed Knowledge

Arabic 304: Arabic Advanced Speaking.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Improve listening skills in a variety of genres and develop techniques for autonomous learning of those skills;
2. Master the note-taking skills necessary to accurately develop an argument or respond orally to one;
3. Demonstrate high level of grammatical accuracy and extensive knowledge of vocabulary when speaking;
4. Demonstrate breadth and depth in the treatment of relevant ideas and information;
5. Produce speech suited to a given audience, purpose and/or content, and to manipulate language to meet the requirements of the task with flair and originality;
6. Demonstrate effective public speaking skills, including techniques for autonomous learning of these skills;
7. Analyse oral production in Arabic, identifying its linguistic and contextual features.

Subject Content

- Variables of spoken language; content, speed, text type, number of interlocutors, accent, speaker's gender, techniques for improving listening comprehension.
- Aural comprehension practice in Arabic by listening to visiting speakers, audio and video tapes, radio and television broadcasts.
- Extensive practice with formal and informal registers, extempore and prepared speech, and group discussion.
- Analysis of a selection of contemporary oral texts: speeches, radio interviews, public affairs programs, lawyers court addresses, judge's sentences, etc.
- Rewording of A given text for A different audience or purpose.
- Standard systems of note-taking, individual adaptation; techniques for note-taking practice;
- Public speaking skills: voice work, audience contact, discourse organisation; techniques for autonomous development of public speaking skills.

Inherent Requirements

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

Inherent Requirements (https://www.westernsydney.edu.au/ir/inherent_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Oral Presentations each	3-5 minutes	30	N	Individual
Portfolio	1,000 - 1,250 words	40	N	Individual
Practical Examination	2 hours	30	N	Individual

Prescribed Texts

- Book of readings

Teaching Periods**LANG 3014 Arabic 306: Arabic Novel and Short Story**

Credit Points 10

Legacy Code 100052

Coordinator Eva Melhem ([https://directory.westernsydney.edu.au/search/name/Eva Melhem/](https://directory.westernsydney.edu.au/search/name/Eva%20Melhem/))

Description This is an optional unit in the Arabic major program, which aims to introduce students to the study of the Arabic novel and short story, and which examines the historical, political, social and cultural context that this literature reflects. This will be done by studying selected novels and short stories. Students will be able to do a research component on a novel of their choice. This unit will also examine children's literature, including traditional children stories and contemporary Arabic literature, as well as translated western traditional stories.

School Humanities & Comm Arts

Discipline Southwest Asian and North African Languages

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Assumed Knowledge

Arabic 204 or equivalent.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. develop an appreciation of the historical, social and cultural context in which the modern Arabic novel, short story and play developed;
2. develop an appreciation of modern Arabic prose through the study of a selection of short stories;
3. gain an understanding of the Arabic novel through a research study of selected Arabic novels;
4. examine Arabic literature for children, themes, language, etc.

Subject Content

- The historical, social and cultural context in which the Arabic novel and short story developed; and the impact of the political climate on the content of the novel and short story, especially the war situation in Lebanon, Iraq, Kuwait and Palestine an
- Study of selected short stories and novels.
- Study of children literature: themes, language, style, moral messages, graphics and presentation.

Inherent Requirements

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

Inherent Requirements (https://www.westernsydney.edu.au/ir/inherent_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Critique of an Arabic novel	Not specified	30	N	Individual
Writing a story for children	Not specified	20	N	Individual
Final Examination	Not specified	50	N	Individual

Teaching Periods

Spring Bankstown

Day

Subject Contact Eva Melhem ([https://directory.westernsydney.edu.au/search/name/Eva Melhem/](https://directory.westernsydney.edu.au/search/name/Eva%20Melhem/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG3014_22-SPR_BA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Eva Melhem ([https://directory.westernsydney.edu.au/search/name/Eva Melhem/](https://directory.westernsydney.edu.au/search/name/Eva%20Melhem/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG3014_22-SPR_PS_D#subjects)

LANG 3015 Arabic 308: Language Past and Present

Credit Points 10

Legacy Code 100054

Coordinator Eva Melhem ([https://directory.westernsydney.edu.au/search/name/Eva Melhem/](https://directory.westernsydney.edu.au/search/name/Eva%20Melhem/))

Description This unit aims to give students an understanding of the phonological, morpho-syntactic, semantic and pragmatic changes that have occurred to the Arabic language both spoken and written in the last century. Particular attention will be paid to the different dialects spoken in some of the Arab countries and their relation to Modern Standard Arabic. A special study will be made of the Australian Arabic used by migrant communities.

School Humanities & Comm Arts

Discipline Southwest Asian and North African Languages

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Assumed Knowledge

Assumed knowledge Arabic 204 or equivalent knowledge.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Understand the phonological, morphosyntactic and lexical variations and changes undergone by the Arabic language in the last decade.
2. Recognise the differences across spoken varieties of Arabic.
3. Understand the difference between classical Arabic and Modern Standard Arabic and the factors that lead to the evolution of the language.
4. Explore the problems of users of Arabic in Australia and other migrant countries.
5. Gain an understanding of the extent and status of Arabic in the world.
6. understand the phonological, morphosyntactic and lexical variations and changes undergone by the Arabic language in the last decade;
7. recognise the differences across spoken varieties of Arabic;
8. understand the difference between classical Arabic and Modern Standard Arabic and the factors that lead to the evolution of the language;
9. explore the problems of users of Arabic in Australia and other migrant countries;
10. gain an understanding of the extent and status of Arabic in the world .

Subject Content

The origin, history and spread of the Arabic language in Arab and non-Arab countries.

Phonological, morphosyntactic and lexical variations and changes undergone by the Arabic language in the last century.

The main dialects of Arabic, their structural characteristics, their status and relevance and their relation to Modern Standard Arabic.

Language Policy & the extent and status of Arabic in Australia and in the world.

Code switching and language mixing among speakers of Arabic in Australia and their implications on language development in bilingual Arabic-speaking children.

Arabic language use in social media.

- The origin, history and spread of The Arabic language in Arab and non-Arab countries.

- Phonological, morphological, syntactic and lexical variation of The language.

- Arabic pragmatics: terms of politeness, forms of address, speech acts.

- The main dialects of Arabic, their structural characteristics, their status and relevance and their relation to The Standard.

- Code switching and language mixing among speakers of Arabic in Australia and The implications of this to language development in bilingual Arabic-speaking children.

- The extent and status of Arabic in Australia and in The world.

Inherent Requirements

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

Inherent Requirements (https://www.westernsydney.edu.au/ir/inherent_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	5 minutes oral presentation of the major assignment (10%). 2000-2500 words (30%).	40	N	Individual
Short Answer	1 hour	20	N	Individual
Essay	2 hours	40	N	Individual

Teaching Periods

Autumn Bankstown Day

Subject Contact Eva Melhem ([https://directory.westernsydney.edu.au/search/name/Eva Melhem/](https://directory.westernsydney.edu.au/search/name/Eva%20Melhem/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG3015_22-AUT_BA_D#subjects)

Parramatta - Victoria Rd Day

Subject Contact Eva Melhem ([https://directory.westernsydney.edu.au/search/name/Eva Melhem/](https://directory.westernsydney.edu.au/search/name/Eva%20Melhem/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG3015_22-AUT_PS_D#subjects)

LANG 3016 Bilingualism and Biculturalism

Credit Points 10

Legacy Code 101449

Coordinator Ruying Qi ([https://directory.westernsydney.edu.au/search/name/Ruying Qi/](https://directory.westernsydney.edu.au/search/name/Ruying%20Qi/))

Description Bilingualism and biculturalism are important aspects of life in Australia: many Australian residents are, were, or could be, bilingual and/or bicultural. This unit aims to give students an understanding and appreciation of the most important facets and manifestations of bilingualism and biculturalism, in the linguistic, cognitive, personal, societal and educational spheres, particularly with regard to the Australian context. It also aims to show students how this unit relates to broader studies in education, humanities, linguistics, and social sciences.

School Humanities & Comm Arts

Discipline Linguistics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYB 2371 - Bilingualism and Biculturalism

Learning Outcomes

On successful completion of this subject, students should be able to:

1. demonstrate knowledge about raising children bilingually and biculturally.
2. identify and explain language choice, language maintenance and language shift in multilingual societies as well as code-switching and language mixing in bilingual speakers.
3. identify relationships between bilingualism and cognitive development.
4. evaluate the effectiveness of bilingual education programs and aspects of cross-cultural and/or inter-cultural communication.
5. demonstrate understanding of the complex issues and different dimensions of individual and social bilingualism.
6. critically analyse a range of attitudes toward bilingualism and their relationships with multi-identity.

Subject Content

1. A short overview and introduction to the main concepts of bilingualism and biculturalism.
2. The concept of biculturalism; languages in contact - language maintenance, shift and change; language attitudes; multi-identity.
3. The nature of language interaction and codeswitching, e.g. language choice.
4. Bilingualism and cognitive development.
5. Bilingual language acquisition; raising children bilingually and biculturally.
6. Bilingual education in Australia and overseas; bilingual programs.
7. Bilingualism and aspects of cross-cultural, intercultural communication.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Summary	(continuous assessment and feedback)	30	N	Individual
Report	1,500 - 2,000 words	40	N	Individual
Final Exam	30 minutes	30	N	Individual

Prescribed Texts

- A collection of readings will be provided either on vUWS or in a print format. Further supplementary teaching materials will be referred to in the Essential Readings of the Library Resources section.

Teaching Periods

Autumn Bankstown Day

Subject Contact Ruying Qi ([https://directory.westernsydney.edu.au/search/name/Ruying Qi/](https://directory.westernsydney.edu.au/search/name/Ruying%20Qi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG3016_22-AUT_BA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Ruying Qi ([https://directory.westernsydney.edu.au/search/name/Ruying Qi/](https://directory.westernsydney.edu.au/search/name/Ruying%20Qi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG3016_22-AUT_PS_D#subjects)

LANG 3018 Children's Literature: Image and Text

Credit Points 10

Legacy Code 101626

Coordinator Nicola Burke ([https://directory.westernsydney.edu.au/search/name/Nicola Burke/](https://directory.westernsydney.edu.au/search/name/Nicola%20Burke/))

Description This unit focuses on the interrelationships between image and text in children's literature. The unit examines both picture books and other image-based children's texts, including electronic texts and graphic novels. The unit will examine children's texts as cultural artefacts, theories of visual literacy and how image and text combine to create meaning. Students will have the opportunity to create their own picture book for their final project.

School Humanities & Comm Arts

Discipline Literature

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify children's texts as cultural artefacts produced in and through discourse that arise in particular social, historical contexts
2. Employ the concept of 'visual literacy' to explore how children/young people read and understand 'visual' texts
3. Identify and engage in key debates around children, childhood and children's literature
4. Compare and evaluate different perspectives for analysing how images and text combine to create meaning
5. Undertake close critical analysis of the visual aspects of children's texts and of the relationships between images and written text
6. Apply the knowledge gained in the subject to design their own picture books

Subject Content

Children, childhood and children's literature

The changing role of the visual in children's literature

History of the use of images in children's texts

The social, cultural and political contexts of children's literature

Ideology and the image

Theories of visual literacy and research on how children read images

The interrelationship of images and text in children's literature

Perspectives and approaches for studying the visual aspects of children's literature

Contemporary visual texts - e.g. picture books, electronic texts, graphic novels, multimodal texts

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Analysis task	1,000 words	45	N	Individual
Final picture book project - scaffolded tasks	2,000 words	55	N	Individual

Prescribed Texts

- A Subject Reader

Teaching Periods

Spring Bankstown

Day

Subject Contact Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG3018_22-SPR_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Nicola Burke ([https://directory.westernsydney.edu.au/search/name/Nicola Burke/](https://directory.westernsydney.edu.au/search/name/Nicola%20Burke/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG3018_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Nicola Burke ([https://directory.westernsydney.edu.au/search/name/Nicola Burke/](https://directory.westernsydney.edu.au/search/name/Nicola%20Burke/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG3018_22-SPR_PS_D#subjects)

LANG 3019 Children's and Young Adult Fiction

Credit Points 10

Legacy Code 102205

Coordinator Nicola Burke ([https://directory.westernsydney.edu.au/search/name/Nicola Burke/](https://directory.westernsydney.edu.au/search/name/Nicola%20Burke/))

Description This unit explores a wide range of fictional texts created for children, teenagers and young adults from folktales, fairytales and myths to contemporary examples. It focuses on the relationship between young people, the texts created for them and the cultures in which these texts are produced and read. The unit will examine a variety of genres and themes, for example, the experience of childhood as constructed by adult authors of children's texts; post-colonial children's literature; the emergence and development of distinctly Australian children's texts; the development of young adult; literature;

the impact of new technologies on children's literature; and role of art in children's literature.

School Humanities & Comm Arts

Discipline Literature

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LANG 3017 - Children's Literature

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically describe the history, features and contemporary understandings of children's literature and young adult fiction.
2. Explain how young people's texts are cultural artefacts produced in and through discourse that arise in particular social, historical contexts
3. Undertake critical analysis of young people's texts from a variety of genres.
4. Identify and engage in key debates and issues around children's literature and young adult fiction.
5. Explain how young people's texts are cultural artefacts produced in and through discourse that arise in particular social, historical contexts.

Subject Content

1. What is children's literature and young adult fiction? The discourses that construct children's and young adult fiction will be examined, including educational and societal assumptions about the nature of childhood/adulthood/adolescence and what young people's fiction is, or should be.
2. The social, cultural and political contexts of children's and young adult fiction will be examined, including post-colonial children's literature, the emergence and development of distinctly Australian children's texts, issues of gender, identity, race and ethnicity.
3. Genres and themes in young people's fiction: the variety of texts for young people and the practises and assumptions that shape them.
4. History of children's literature, including folktales, fairy tales and myths.
5. Role of the visual in children's literature and young adult fiction.
6. Bridging the worlds of childhood and adulthood: the development of "young adult" or teenage/adolescent fiction.
7. Young people's fiction and popular culture.
8. Young people's fiction and new technologies.

What is children's literature and young adult fiction? The discourses that construct children's and young adult fiction will be examined, including educational and societal assumptions about the nature of childhood/adulthood/adolescence and what young people's fiction is, or should be.

The social, cultural and political contexts of children's and young adult fiction will be examined, including post-colonial children's literature, the emergence and development of distinctly Australian children's texts, issues of gender, identity, race and ethnicity.

Genres and themes in young people's fiction: the variety of texts for young people and the practises and assumptions that shape them.

History of children's literature, including folktales, fairy tales and myths.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Short Answer	1,500 words	35	N	Individual
Essay	2,500 words	45	N	Individual
Short Answer	1,000 words	20	N	Individual

Teaching Periods

LANG 3020 Chinese 301

Credit Points 10

Legacy Code 101951

Coordinator Xiang Chen ([https://directory.westernsydney.edu.au/search/name/Xiang Chen/](https://directory.westernsydney.edu.au/search/name/Xiang%20Chen/))

Description This is an advanced Level 3 unit within the Chinese major program, designed for students who have acquired an intermediate level of proficiency, and who wish to consolidate and improve their language proficiency and understanding of Chinese culture. It further develops students' proficiency in both spoken and written Chinese, and enhances their comprehension of Chinese language, culture and society. Students are encouraged to express their own opinions in a wide range of social and cultural contexts. Interactive lecture/tutorials, online activities and authentic materials are used to facilitate a positive learning experience.

School Humanities & Comm Arts

Discipline Eastern Asian Languages

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LANG 3058 - Languages and Grammatical Concepts 3A Chinese

Assumed Knowledge

Successful completion of 40 credit points of Chinese language at Level 2 or equivalent.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. demonstrate a level of lexico-grammatical ability equivalent to, or above stage 5 in productive skills and higher stages in reading comprehension;
2. express themselves clearly and coherently on general as well as specific topics;
3. apply different reading and writing skills to different situations for different purposes;
4. use a range of Chinese cohesive devices and discourse strategies in both speaking and writing;
5. interact with native speakers in both spoken and written Chinese in a linguistically and culturally appropriate manner;
6. demonstrate understanding of aspects of Chinese culture and contemporary Chinese society;
7. use their research and critical-thinking skills developed in the subject to investigate Chinese cultural or social issues and express their opinions.

Subject Content

Introduction to aspects of Chinese grammar, cohesive devices and discourse strategies;

Speaking and aural comprehension practice in Chinese in spontaneous and prepared discussions as well as short talks on a variety of topics; Practice in reading a variety of Chinese texts for different purposes; Practice in various forms of writing in Chinese for practical and academic purposes.

Exploration of Chinese culture and contemporary society through a range of topics;

Research on social or cultural topics using data from newspapers, internet sites and/or other sources.

Inherent Requirements

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

Inherent Requirements (https://www.westernsydney.edu.au/ir/inherent_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	10-15 minutes for presentation; 1,500 words for portfolio.	30	N	Individual
Report	1,500 to 2,000 words	30	N	Individual
Final Exam	2 hours	40	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Xiang Chen ([https://directory.westernsydney.edu.au/search/name/Xiang Chen/](https://directory.westernsydney.edu.au/search/name/Xiang%20Chen/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG3020_22-AUT_PS_D#subjects)

LANG 3021 Chinese 302

Credit Points 10

Legacy Code 100063

Coordinator Lijiang Zhao ([https://directory.westernsydney.edu.au/search/name/Lijiang Zhao/](https://directory.westernsydney.edu.au/search/name/Lijiang%20Zhao/))

Description This unit further develops the language skills and cultural understanding students already have or have acquired through Chinese 101-301, with an emphasis on oral expression, reading, writing and research skills. It enhances students' ability to interact in both spoken and written Chinese in various situations and ability to research and express their views on Chinese social and cultural issues. Authentic materials are used as much as possible in order to deepen students'

understanding of the Chinese language, culture and society, and improve their ability to interact in various settings.

School Humanities & Comm Arts

Discipline Eastern Asian Languages

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Assumed Knowledge

Chinese 301 or equivalent.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Further improve their knowledge of Chinese grammar and their ability to apply it to a range of spoken and written discourse
2. Further develop their listening skills and ability to express themselves clearly and coherently on general as well as specific topics
3. Further develop their reading and writing skills for different purposes
4. Further develop their ability to use Chinese cohesive devices and discourse strategies in both speaking and writing
5. Further develop their ability to appreciate major speech registers in the language and express themselves appropriately in different situations
6. Further develop their understanding of aspects of Chinese culture and contemporary Chinese society
7. Further develop their research and critical-thinking skills and ability to use such skills to investigate Chinese cultural or social issues and express their opinions

Subject Content

Speaking practice in Chinese in spontaneous and prepared discussions as well as short talks on a variety of topics

Practice in reading a variety of Chinese texts from different sources for different purposes

Practice in writing appropriately in Chinese for practical and academic purposes

A review of aspects of Chinese grammar, cohesive devices and discourse strategies

An exploration of Chinese culture and contemporary society through a range of topics

A research on a social or cultural topic using data from Internet sites and other sources

Inherent Requirements

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

Inherent Requirements (https://www.westernsydney.edu.au/ir/inherent_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
A combination of written and oral work to be determined according to student learning needs from year to year (eg. Oral/aural tasks or a portfolio of interactive language work).	combination of oral, aural or written work to be determined according to student learning needs from year to year (eg. a presentation and discussion, and an aural test)	30	N	Individual
A major written task (eg. essay or research project, reviews).	approximately 1,500 to 2,000 words	30	N	Individual
Supervised assessment tasks (eg. In-class exam)	Supervised assessment tasks (eg. An in-class examination)	40	N	Individual

Prescribed Texts

- Essential texts will be determined on a year by year basis according to student learning needs and availability of text books in the market. The outline will also list a range of recommended readings for weekly topics.

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Lijiang Zhao (https://directory.westernsydney.edu.au/search/name/Lijiang_Zhao/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG3021_22-SPR_PS_D#subjects)

LANG 3022 Chinese 303: Twentieth-Century Chinese Literature

Credit Points 10

Legacy Code 100064

Coordinator Ruying Qi (https://directory.westernsydney.edu.au/search/name/Ruying_Qi/)

Description This unit introduces students to modern and contemporary Chinese literature in the Chinese language. It includes a brief overview of Twentieth-century Chinese literature, and exposes students to a variety of literary genres. Students are expected to work individually and in groups in order to analyse, evaluate and critique these works, whose social and cultural context is integral to understanding them. This process will not only increase students' understanding and

appreciation of Twentieth-century Chinese literature, but it will also develop their critical thinking skills.

School Humanities & Comm Arts

Discipline Eastern Asian Languages

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Assumed Knowledge

Chinese 204 or equivalent knowledge.

Learning Outcomes

On successful completion of this subject, students should be able to:

- demonstrate basic knowledge of twentieth-century Chinese literature and prominent writers and poets of that period;
- analyse and evaluate texts of various Chinese literary genres in their social and cultural context;
- appreciate and interpret the use of language in literary aesthetics;
- enhance their literary appreciation skills and their critical thinking skills;
- utilize their critical understanding of Chinese literature and its tradition;
- further develop the necessary skills to write literary criticism in Chinese.

Subject Content

An overview of twentieth-century Chinese literature;

A study of selected works from prominent modern writers such as Lu Xun, Ba Jin, Lao She, Cao Yu, Qian Zhongshu, Ding Ling;

A study of selected works from prominent contemporary writers such as Wang Meng, Zhang Xianliang, Liang Xiaosheng;

A study of selected works from prominent contemporary poets such as Bei Dao, Gu Cheng, Shu Ting;

A study of selected works from prominent contemporary Hong Kong, Taiwan and overseas writers such as Jin Yong, Qiong Yao.

Inherent Requirements

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

Inherent Requirements (https://www.westernsydney.edu.au/ir/inherent_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
In-class exam	2 hours	30	N	Individual
Presentation	15-20 minutes including discussion	30	N	Individual
Essay	1500-2000 words	40	N	Individual

Prescribed Texts

- Materials to be prepared by the school.

Teaching Periods

Spring Bankstown

Day

Subject Contact Ruying Qi ([https://directory.westernsydney.edu.au/search/name/Ruying Qi/](https://directory.westernsydney.edu.au/search/name/Ruying%20Qi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG3022_22-SPR_BA_D#subjects)

Parramatta - Victoria Rd**Day**

Subject Contact Ruying Qi ([https://directory.westernsydney.edu.au/search/name/Ruying Qi/](https://directory.westernsydney.edu.au/search/name/Ruying%20Qi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG3022_22-SPR_PS_D#subjects)

LANG 3023 Chinese 304: Chinese Classical Literature

Credit Points 10

Legacy Code 100065

Coordinator Ruying Qi ([https://directory.westernsydney.edu.au/search/name/Ruying Qi/](https://directory.westernsydney.edu.au/search/name/Ruying%20Qi/))

Description This unit introduces students to Chinese classical literature in the Chinese language. It includes a brief overview of Chinese classical literature and exposes students to the prose, poetry, drama and fiction genres of Chinese classical works from the Han dynasty to the Qing dynasty. Through selected readings, students will gain some knowledge of the stylistic and linguistic features of classical prose and develop skills in reading classical Chinese. Students will also develop an understanding of the Chinese literary tradition and an appreciation of the continuing relevance of classical Chinese in contemporary China.

School Humanities & Comm Arts

Discipline Eastern Asian Languages

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate a basic knowledge of the development of Chinese classical literature
2. Show an understanding of the syntax and particles of classical Chinese and its linguistic and stylistic features
3. Convey the meaning of a classical Chinese text in modern Chinese
4. Demonstrate an appreciation of the selected works in their social and historical context
5. Show an understanding of the Chinese literary tradition and the development of the Chinese language
6. Demonstrate high level literary and critical thinking skills

Subject Content

Overview of the development of Chinese classical literature

A study of selected prose from the Han dynasty
 A study of selected poems and prose from the Tang dynasty
 A study of selected prose and poems in irregular metre from the Song dynasty
 A study of selected plays from the Yuan dynasty
 A study of selected novels from the Ming and Qing dynasties

Inherent Requirements

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

Inherent Requirements (https://www.westernsydney.edu.au/ir/inherent_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Presentation	10-15 minutes including discussion	30	N	Individual
Essay	1500-2000 words	40	N	Individual
Intra-session exam	2 hours	30	N	Individual

Prescribed Texts

- Materials to be prepared by the school

Teaching Periods

LANG 3024 Chinese 305: Chinese Cinema

Credit Points 10

Legacy Code 100066

Coordinator Ruying Qi ([https://directory.westernsydney.edu.au/search/name/Ruying Qi/](https://directory.westernsydney.edu.au/search/name/Ruying%20Qi/))

Description This unit offers a brief review of Chinese film and introduces some of the best Chinese-language productions of the last two decades from mainland China and Taiwan. Students will be required to work individually and in groups to critique the social and moral issues raised in these films. They will also consider the historical context from which these films emerged. This process will develop a deeper understanding of Chinese society and the lives of Chinese people of different eras. It will also enhance students' appreciation of Chinese cultural identity and moral values.

School Humanities & Comm Arts

Discipline Eastern Asian Languages

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate understanding of the historical, social and political contexts of Chinese films and filmmaking
2. Demonstrate their understanding of Chinese society and of Chinese people in the different eras depicted in the films studied
3. Critique Chinese cultural identity and the moral values reflected in the films, and consider them critically from an East-West perspective
4. Build capacities in screen language and film arts
5. Identify stylistic differences of specific directors
6. Critically comment on the thematic and artistic aspects of a film, and on the social and moral issues it raises

Subject Content

Introduction of screen language and cinematic techniques

Overview of Chinese cinema in Hong Kong

Overview of Chinese cinema in Taiwan

Overview of Chinese cinema in Mainland China

Study of famous directors

Study of the films by a famous director from Hong Kong (Wang Jiawei)

Study of the films by a famous director from Taiwan (Ang Lee)

Study of the films by a famous director from Mainland China (Zhang Yimou)

Inherent Requirements

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

Inherent Requirements (https://www.westernsydney.edu.au/ir/inherent_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	10-15 minutes	30	N	Individual
Essay	1,500 - 2,000 words	40	N	Individual
Final Exam	2 hours	30	N	Individual

Teaching Periods

Autumn Bankstown

Day

Subject Contact Ruying Qi ([https://directory.westernsydney.edu.au/search/name/Ruying Qi/](https://directory.westernsydney.edu.au/search/name/Ruying%20Qi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG3024_22-AUT_BA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Ruying Qi ([https://directory.westernsydney.edu.au/search/name/Ruying Qi/](https://directory.westernsydney.edu.au/search/name/Ruying%20Qi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG3024_22-AUT_PS_D#subjects)

LANG 3025 Chinese 306: Traditional Chinese Thought

Credit Points 10

Legacy Code 100510

Coordinator Ruying Qi ([https://directory.westernsydney.edu.au/search/name/Ruying Qi/](https://directory.westernsydney.edu.au/search/name/Ruying%20Qi/))

Description This unit is a thematic unit in the BA Key Program Languages and the BA Interpreting and Translation. It is part of the Chinese major or sub-major and can also be taken as an elective. It introduces students to Chinese thought and way of life - the Confucian-Daoist tradition. Students will explore how China's ancient wisdom shapes its long resilient civilization and how it helps the nation maintain its cultural identity while it exerts an international influence on today's world. Students will read selected works of prominent Chinese thinkers in the original or English versions. This unit will be conducted in Chinese and English.

School Humanities & Comm Arts

Discipline Eastern Asian Languages

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Assumed Knowledge

Chinese 202 or equivalent.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. gain an appreciation of the resilience and resourcefulness of China's ancient wisdom and of its historical development.
2. gain an insight into the interplay between philosophical thought, religion, society, government, culture and life to meet challenges and opportunities of a historical change.
3. have a deepened understanding of the true qualities and strengths of Chinese cultural traditions.
4. enhance their appreciation of the continuing relevance of traditional Chinese thought to contemporary Chinese society.
5. further develop their ability to appreciate classical Chinese texts.
6. develop their reflective, comparative and critical-thinking skills and ability to use such skills to analyse Chinese cultural or social issues through research, presentation and proposal/essay writing.
7. be enriched by the treasures of the past and participate in conversations concerning the present and future directions in Chinese culture, thought and philosophy.

Subject Content

- An overview of aspects of China's ancient wisdom and its historical development;

- Topics such as Philosophical thought, religion, education, government, management, strategy, health and life that have been important in history as well as in contemporary times in The Eastern and Western World serving as unifying themes.

- Critical analysis of China's influence across regions of Asia and comparative analysis of perspectives of the Eastern and Western values if applicable being brought to bear on the themes.

- An analysis and Understanding of complex social and cultural Issues in their historical, economic and political contexts.
 - A series of guided readings, discussions, presentations and research on the nature and capacity of China's ancient wisdom and its application to today's world.

Inherent Requirements

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

Inherent Requirements (https://www.westernsydney.edu.au/ir/inherent_requirements/)

Prescribed Texts

- Required readings will be available in a photocopied course reader (available at UWS Co-op Shop) or on vUWS

Teaching Periods

LANG 3026 Chinese 307: The Cultural Context of China

Credit Points 10

Legacy Code 100067

Coordinator Lijiang Zhao (https://directory.westernsydney.edu.au/search/name/Lijiang_Zhao/)

Description This unit provides a brief overview of Chinese culture and examines the cultural interchanges of which it has been a part throughout history. Students will analyse the effects of these cultural contacts, both positive and negative. They will also evaluate and critique relevant cultural issues, from a comparative perspective. This process will increase students' understanding of the cultural identity of China, and it will also enable them to appreciate the importance of outside cultural influences, thereby reinforcing an open and mature attitude towards multiculturalism. The unit will be conducted in Chinese.

School Humanities & Comm Arts

Discipline Eastern Asian Languages

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Assumed Knowledge

Chinese 204 or equivalent.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. demonstrate understanding of the essence of Chinese traditional culture and Chinese cultural identity;
2. identify the cultural exchanges that have taken place between Chinese and other peoples;
3. explain the impact of Chinese culture on other cultures and its continuing relevance to the contemporary world;
4. demonstrate an understanding of how other cultures have affected Chinese culture, up to the present;
5. assess cultural contact situations with an open and mature attitude towards multiculturalism;

6. apply sound analytical and critical thinking skills while dealing with cultural issues.

Subject Content

The essence of traditional Chinese culture and Chinese cultural identity;
 The impact of Chinese culture on other cultures: great inventions, the explorers Zhang Qian and Zheng He, and overseas students;
 The impact of other cultures on Chinese culture: Buddhism, Marco Polo, the Christian missionaries, the Opium War;
 Chinese culture and Chinese people through Western eyes;
 Western culture and Westerners through Chinese eyes;
 Chinese subcultures in Taiwan, Hong Kong and overseas;
 A brief history of Chinese migration to Australia.

Inherent Requirements

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

Inherent Requirements (https://www.westernsydney.edu.au/ir/inherent_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Presentation	10-15 minutes (including discussion)	30	N	Individual
Essay	1500-2000 words	30	N	Individual
In-class exam	2 hours	40	N	Individual

Prescribed Texts

- A Subject Reader prepared by the school. Students to supply Chinese newspapers and magazines.

Teaching Periods

LANG 3027 Creative Non-Fiction

Credit Points 10

Legacy Code 100856

Coordinator Sara Knox (https://directory.westernsydney.edu.au/search/name/Sara_Knox/)

Description This unit provides students with an advanced understanding of the issues, processes and practical questions involved in the writing of creative non-fiction. It is intended that students will gain both enhanced theoretical knowledge of writing practices and, through workshop participation and practical exercises, develop both their own writing skills and the ability to critique the writing of others on the basis of sound understanding of the characteristics of the genre.

School Humanities & Comm Arts

Discipline Literature

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYB 6564 - Texts and Techniques

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Assumed Knowledge

A good standard of written expression.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the characteristics of genre in the categories of creative non-fiction studied;
2. Demonstrate their understanding of those characteristics in their own writing;
3. Analyse technical and aesthetic relationship of non-fiction to fiction;
4. Demonstrate the etiquette of editorial advice;
5. Practice the techniques of self-editing;
6. Demonstrate their own authorial voice across a range of autobiographical narrative genres.

Subject Content

Autobiographical narrative forms

The personal essay

The literary essay

The conceptual essay

Biography: writing the lives of others

Meta-fictional, experimental and hybrid fictions

Documentary fictions

Reportage

Prescribed Texts

- A Subject Reader of primary sources compiled by the subject coordinator

Teaching Periods

LANG 3028 Crime Fiction

Credit Points 10

Legacy Code 102315

Coordinator Matt Mcguire ([https://directory.westernsydney.edu.au/search/name/Matt Mcguire/](https://directory.westernsydney.edu.au/search/name/Matt%20Mcguire/))

Description This unit will introduce students to a variety of texts drawn from the history of crime fiction; including the classic detective story, the Golden Age mystery, US 'Hard Boiled' fiction, the police procedural, and the literary crime novel. Students will develop their knowledge of theories of genre, specifically its formation and evolution, and its implications for the process of making meaning. They will learn about the changing place of crime fiction within the English literary canon, exploring the genre's relationship to questions of artistic value, the distinction between high and low culture, and the differences between literary and popular fiction.

School Humanities & Comm Arts

Discipline Literature

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. analyse a variety of texts drawn from the history of crime fiction
2. identify the formal and thematic elements within various sub-genres of crime fiction
3. employ genre theory to interpret individual texts and to situate them within the broader history of crime fiction
4. locate crime fiction within a series of arguments about the nature of high and low art, and within the critical approaches to the history of the genre.

Subject Content

Content may vary between semesters, but it will draw from, or elaborate on, the following pool of topics:

- The Classic detective story
- The Golden Age Crime novel
- the US 'hard boiled' tradition
- The police procedural
- contemporary Crime fiction
- genre theory
- theories of High and low art
- Critical history of Crime fiction

Teaching Periods

LANG 3029 Culture, Discourse and Meaning

Credit Points 10

Legacy Code 102185

Coordinator David McInnes ([https://directory.westernsydney.edu.au/search/name/David McInnes/](https://directory.westernsydney.edu.au/search/name/David%20McInnes/))

Description In Culture, Discourse and Meaning students explore our culture by looking closely at how we make and share meaning. You look at how power operates by supporting and promoting some ideas and ways of life but not others. In Culture, Discourse and Meaning you also consider how students might change our culture. In your work in the unit, you will develop analytical, interpretive, and critical skills for culture analysis. Through project-based work, students will develop the capacity to analyse and critique the production and operations of power and consider changes in cultural practice.

School Humanities & Comm Arts

Discipline Linguistics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Incompatible Subjects COMM 2045 - Critical Discourse Analysis

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain how language use reproduces and has the potential to change culture
2. Analyse and interpret texts on their social contexts using language-focused analyses
3. Prepare a research-based report on a project investigating the formation and distribution of discursive formations through cultural practice.

Subject Content

- language, culture, discourse
- genres and social practices
- identity and cultural politics
- Intertextuality and recontextualisation
- Tools for Discourse analysis - models of text in context; the language of representation; the language of interaction and negotiation; modes and modalities of language use

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Discourse analysis (x2) (30% each)	500 words each	60	N	Individual
Research Report	1,500 words	40	N	Individual

Prescribed Texts

- Locke, T. (2004). Critical discourse analysis. Bloomsbury Publishing.

Teaching Periods

LANG 3030 Discourse Analysis

Credit Points 10

Legacy Code 101946

Coordinator Adrian Hale ([https://directory.westernsydney.edu.au/search/name/Adrian Hale/](https://directory.westernsydney.edu.au/search/name/Adrian%20Hale/))

Description This unit explores language at the discourse level, introducing different linguistic approaches used in the analysis of discourse. It provides a general overview of major theoretical frameworks and current issues in discourse analysis. It examines authentic spoken and written examples, and demonstrates how discourse analysis is relevant to other disciplines such as media and communication, education, cultural and gender studies, and so on.

School Humanities & Comm Arts

Discipline Linguistics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LANG 1014

Equivalent Subjects LANG 3085 - Text and Discourse in English

Learning Outcomes

On successful completion of this subject, students should be able to:

1. demonstrate general knowledge of different theories and analytic tools of discourse analysis
2. demonstrate awareness of the ways speakers and writers use language according to the situation and communication goals
3. select discourse analytic approaches
4. apply discourse analytic approaches in their own research.

Subject Content

- An Overview of traditions of discourse analysis, e.g. conversation analysis, The ethnography of communication, pragmatics, genre analysis and Critical discourse analysis
- An Overview of key readings in The field, e.g. writings of Foucault, Bakhtin, Fairclough, Kress and van Leeuwen, Cameron, van Dijk
- An introduction to approaches that address technologically mediated and multimodal discourse.
- applications of discourse analytic approaches in research: e.g. discourse in educational settings, discourse across cultures, discourse and gender, discourse and identity, discourse and conflict.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Essay	1000 words	35	N	Individual
Report	1000 words	15	N	Individual
Report	2000 words	50	N	Individual

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Adrian Hale ([https://directory.westernsydney.edu.au/search/name/Adrian Hale/](https://directory.westernsydney.edu.au/search/name/Adrian%20Hale/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG3030_22-SPR_PS_D#subjects)

LANG 3031 Discovering language: Everything you've ever wanted to know but never asked

Credit Points 10

Legacy Code 102625

Coordinator Mark Antoniou ([https://directory.westernsydney.edu.au/search/name/Mark Antoniou/](https://directory.westernsydney.edu.au/search/name/Mark%20Antoniou/))

Description Why can any child learn any language? How come there are so many languages on this planet? What is the most difficult language? What happens to us if we speak more than one language? There are plenty more questions about language that we all have and this unit is all about asking and finding out about language in an engaging way. Students will learn how to ask questions about language and what

research can tell us in answering them. The unit will equip students with the tools to investigate many aspects of language as a defining feature of humans.

School Humanities & Comm Arts

Discipline Linguistics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LANG 1014

Equivalent Subjects LANG 3070 - Research Methods in Linguistics

Restrictions

Successful completion of 60 credit points of study including LANG 1014 - Introduction to Linguistics plus 20 credit points from subjects in the Linguistics major.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and analyse the parts of advanced research articles.
2. Demonstrate understanding of research methods used in the field of Language and Linguistics, including qualitative and quantitative approaches.
3. Identify, discuss and select appropriate research topics in the student's area of interest.
4. Demonstrate understanding of the basic steps to conducting research.
5. Use basic research methods for designing and analysing linguistic data.
6. Apply basic descriptive and inferential statistical concepts and techniques.
7. Write a research proposal.

Subject Content

Fundamental knowledge on how to read research articles: Identifying the basic parts of an article, reporting and critically assessing its content.

Identification of research-worthy and/or controversial topics.

Basic qualitative and quantitative tools to analyse linguistic data.

Step-by-step guidance on how to write a research proposal, including a summary, a research question, the motivation for the study through a literature review, methodology, analysis and predicted results.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Annotated Bibliography	1,000 words	30	N	Individual
Case Study	2,000 words	40	N	Individual
Quizzes	1,500 words in total	30	N	Individual

Teaching Periods

LANG 3033 Film and Drama

Credit Points 10

Legacy Code 100866

Coordinator Anthony Uhlmann ([https://directory.westernsydney.edu.au/search/name/Anthony Uhlmann/](https://directory.westernsydney.edu.au/search/name/Anthony%20Uhlmann/))

Description This unit offers a survey of one or more of the following: drama, drama on film and film drama. It will examine key concepts in cinema theory, dramatic form and film production. Comparison may be made between theatre texts and film adaptations related to the work of specific dramatists; or drama texts may be considered in themselves (often with the screening of filmed versions of these dramas). Alternatively, film itself will be considered as a distinct dramatic form whose contours will be traced in relation to the work of important directors. Viewing films will form an integral part of this unit and students will be expected to attend screenings of films as well as a lecture and tutorial.

School Humanities & Comm Arts

Discipline Literature

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate the different theoretical and historical developments in the field of cinema
2. Employ visual literacy in the discussion of cinema
3. Discern and evaluate key technical concepts belonging to dramatic forms
4. Identify the work of a particular playwright or filmmaker and in relation to methods of critical analysis
5. Illustrate rhetorical skills

Subject Content

- introduction to key elements of film production

- introduction to key elements of dramatic form

- comparison of film form and theatre form

- cinema, film and theatre theory

- film and theatre history

- detailed Examination of The work of A dramatist or dramatists and/or A filmmaker or filmmakers

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Tutorial Discussion and leadership plus tutorial essay	Tutorial (10 min length); leadership plus tutorial essay (500 words)	20	N	Individual
Written Exercise	2,000 words	40	N	Individual
Take Home Exam	1,500 words	40	N	Individual

Prescribed Texts

- A book of primary readings prepared by the subject coordinator.

Teaching Periods

LANG 3034 Historical Linguistics

Credit Points 10

Legacy Code 102043

Coordinator Rachel Hendery ([https://directory.westernsydney.edu.au/search/name/Rachel Hendery/](https://directory.westernsydney.edu.au/search/name/Rachel%20Hendery/))

Description This unit provides an introduction into the study of language change. It discusses fundamental questions such as how and why languages change, how we can investigate and theoretically capture language change, as well as how language change is connected to sociocultural change with special focus on the linguistic habitat of Australia.

School Humanities & Comm Arts

Discipline Linguistics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LANG 1014

Co-requisite(s) LANG 1028 AND LANG 2041

Equivalent Subjects LANG 2018 - History of the English Language

Restrictions Successful completion of 60 credit points including the pre-requisite subject listed above.

Assumed Knowledge

Knowledge of fundamental linguistic terminology, introductory level linguistics; preferably phonetics/phonology and structure of language.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. demonstrate knowledge of the key concepts in historical linguistics, and explain this knowledge to others;
2. make connections between the topics in this subject and their significance within the discipline of historical linguistics, especially in relation to the linguistic ecology of Australia;

3. apply theoretical knowledge to the analysis of data;
4. explain the value and principles of research in historical linguistics.

Subject Content

- types, mechanisms and causes of language change
- theory and Models of language change
- investigative methodology of historical linguistics
- what language can tell US about history, especially The habitat and Ecology of languages in Australia

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	60 minutes	30	N	Individual
Assignments	1000 words or equivalent	30	N	Individual
Final Project	2000 words	40	N	Individual

Teaching Periods

Spring

Bankstown

Day

Subject Contact Rachel Hendery ([https://directory.westernsydney.edu.au/search/name/Rachel Hendery/](https://directory.westernsydney.edu.au/search/name/Rachel%20Hendery/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG3034_22-SPR_BA_D#subjects)

LANG 3035 Immersion Language Native Speaker 301

Credit Points 0

Legacy Code 102611

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Humanities & Comm Arts

Discipline Language and Literature, Not Elsewhere Classified.

Student Contribution Band

Level Undergraduate Level 3 subject

Teaching Periods

LANG 3036 Immersion Language Native Speaker 302

Credit Points 0

Legacy Code 102612

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Humanities & Comm Arts

Discipline Language and Literature, Not Elsewhere Classified.

Student Contribution Band

Level Undergraduate Level 3 subject

Teaching Periods

LANG 3037 Immersion Society and Culture 301

Credit Points 0

Legacy Code 102613

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Humanities & Comm Arts

Discipline Language and Literature, Not Elsewhere Classified.

Student Contribution Band

Level Undergraduate Level 3 subject

Teaching Periods

LANG 3038 Immersion Society and Culture 302

Credit Points 0

Legacy Code 102614

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Humanities & Comm Arts

Discipline Language and Literature, Not Elsewhere Classified.

Student Contribution Band

Level Undergraduate Level 3 subject

Teaching Periods

LANG 3043 Indonesian 305: Past and Present of Indonesian

Credit Points 10

Legacy Code 102331

Coordinator Mustapha Taibi ([https://directory.westernsydney.edu.au/search/name/Mustapha Taibi/](https://directory.westernsydney.edu.au/search/name/Mustapha%20Taibi/))

Description This is an advanced (Level 3) unit in the Indonesian Specialisation, which should ideally be undertaken after Indonesian 301 and Indonesian 302. The unit provides an overview of the history of the Indonesian language and its relation to the languages of neighbouring countries. Students will learn how Indonesian has developed as a standard language and how its spelling, lexicon and syntactical structures have changed over history.

School Humanities & Comm Arts

Discipline Southeast Asian Languages

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Assumed Knowledge

Indonesian 301 or equivalent.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate advanced knowledge of the history and developments of Indonesian
2. Identify historical relationships between Indonesian and other languages
3. Identify the linguistic features of old and modern Indonesian
4. Discuss the relation between language policies and developments of Indonesian.

Subject Content

- history of The Indonesian language
- language planning and standardization
- linguistic variation throughout The history of Indonesian
- historical links with languages spoken in Malaysia, Brunei and Singapore

Inherent Requirements

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

Inherent Requirements (https://www.westernsydney.edu.au/ir/inherent_requirements/)

Teaching Periods

LANG 3044 Indonesian 306: Indonesian Literature

Credit Points 10

Legacy Code 102332

Coordinator Mustapha Taibi ([https://directory.westernsydney.edu.au/search/name/Mustapha Taibi/](https://directory.westernsydney.edu.au/search/name/Mustapha%20Taibi/))

Description This is an advanced (Level 3) unit in the Indonesian Specialisation, which should ideally be undertaken after Indonesian 301 and Indonesian 302. The unit introduces students to Indonesian literature through a historical review and reading and analysis of samples of literary works. Students will analyse and discuss the stylistic features of the works studied as well as the social and cultural aspects reflected in them.

School Humanities & Comm Arts

Discipline Southeast Asian Languages

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Assumed Knowledge

Indonesian 301 or equivalent.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate general knowledge of Indonesian literature
2. Analyse and discuss Indonesian literature in both writing and speaking
3. Identify, analyse and use Indonesian written resources for a small research project or report.

Subject Content

- history of Indonesian literature
- key Indonesian authors
- Indonesian short stories
- Indonesian novels
- Indonesian literature and Indonesian society
- literary norms and stylistic features

Inherent Requirements

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

Inherent Requirements (https://www.westernsydney.edu.au/ir/inherent_requirements/)

Teaching Periods

LANG 3045 Intercultural Communication

Credit Points 10

Legacy Code 101950

Coordinator Mustapha Taibi ([https://directory.westernsydney.edu.au/search/name/Mustapha Taibi/](https://directory.westernsydney.edu.au/search/name/Mustapha%20Taibi/))

Description This unit aims to develop the communicative competence of students in intercultural contexts and raise their awareness of issues in the use of languages. It helps the students understand hidden socio-cultural dimensions and equips them with the knowledge and skills necessary for intercultural communication. It also prepares them to critically analyse linguistic and cultural differences around them, appreciate linguistic and cultural diversity, and integrate the unit contents into their future careers. The impact of intercultural communication is highlighted in a range of real-life sectors, such as second language teaching and learning, translation and interpreting services, international business, tourism, community services, and organisational communication. Lectures will be delivered in English and depending on demand, language-specific tutorials will be delivered in Arabic, Chinese, Indonesian and Japanese as well as English.

School Humanities & Comm Arts

Discipline Linguistics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LANG 3046 - Intercultural Pragmatics

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the connection between language and culture;
2. demonstrate awareness of linguistic and cultural factors that contribute to (un)successful intercultural communication;
3. examine cross-linguistic and cross-cultural differences in verbal and nonverbal communication;

4. use linguistic tools to analyse authentic spoken and written discourses from an intercultural perspective;
5. analyse linguistic and cultural diversities by examining cultural differences;
6. identify effective cross-communicative strategies in various contexts;
7. discuss and apply intercultural communication knowledge and skills to professions (e.g. translation and interpreting services, multicultural education, international business, tourism, community services, etc.).

Subject Content

- relationships between language and culture
- Differences in language use (e.g. lexical equivalence and gap) and culture (e.g. self-orientation vs. other-orientation)
- cross-cultural variability (e.g. Individualism vs. collectivism)
- cross-cultural relationship management (e.g. horizontal vs. vertical)
- face Issues and face-work across cultures
- culture-specific manifestations in spoken (e.g. politeness and impoliteness) and written discourses (e.g. techniques and genres)
- speech acts across cultures (e.g. requests and apologies)
- Hidden dimensions across cultures (e.g. low-contact vs. High-contact)
- cross-cultural communication challenges and strategies (e.g. stereotyping, miscommunication and pragmatic failure)
- Cross-cultural sensitivities (e.g. cultural practices and values, address terms, taboos and solidarity-focused or power-focused communication)

Inherent Requirements

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

Inherent Requirements (https://www.westernsydney.edu.au/ir/inherent_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Oral presentation (in English and language-specific tutorials)	15 minutes	20	N	Individual

Online activities common to all tutorial groups, including online discussions, closed-ended questions (multiple choice) and open-ended questions (short answer)	120 mins total - (45 mins for online discussion, approx. 1,000 words; 30 mins for closed-ended questions, and 45 mins for open-ended questions)	40	N	Individual
Essay	2,000 words	40	N	Individual

Prescribed Texts

- Scollon, R., Scollon, S. W., & Jones, R. H. (2012). *Intercultural communication: A discourse approach* (3rd ed.). Malden, MA: Wiley-Blackwell.

Teaching Periods

Spring Bankstown Day

Subject Contact Mustapha Taibi ([https://directory.westernsydney.edu.au/search/name/Mustapha Taibi/](https://directory.westernsydney.edu.au/search/name/Mustapha%20Taibi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG3045_22-SPR_BA_D#subjects)

Parramatta City - Macquarie St Day

Subject Contact Mustapha Taibi ([https://directory.westernsydney.edu.au/search/name/Mustapha Taibi/](https://directory.westernsydney.edu.au/search/name/Mustapha%20Taibi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG3045_22-SPR_PC_D#subjects)

LANG 3049 Interpreting and Translation Professional Practicum (UG)

Credit Points 10

Legacy Code 101944

Coordinator Uldis Ozolins ([https://directory.westernsydney.edu.au/search/name/Uldis Ozolins/](https://directory.westernsydney.edu.au/search/name/Uldis%20Ozolins/))

Description This subject is a capstone subject for the relevant Interpreting and Translation award and is aimed at assisting students in their transition from interpreting and translation trainees to successful professional interpreters and translators. It provides students with the opportunity to participate in practical aspects of the Interpreting and/or Translation professions and related fields, as well as to undertake supervised practice in the workplace. Students will complete the practical work relevant to their field of specialisation, i.e., Interpreting, Translation or both. Together with LANG3067 Preparation for NAATI Certification UG it helps students prepare for the NAATI Certification test to be undertaken when they finish this program.

School Humanities & Comm Arts

Discipline Translating and Interpreting

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LANG 1013 OR LANG 1017

Co-requisite(s) LANG 3003 OR LANG 3067 AND LANG 2014 OR LANG 2047 OR LANG 2023 OR LANG 3065 OR LANG 3060 OR LANG 3083

Equivalent Subjects LANG 3048 - Interpreting Professional Practicum AND LGYA 1671 - Translation Professional Practicum

Restrictions

Students must be enrolled in 1519 Bachelor of Arts (Interpreting and Translation), 1692 Bachelor of Arts (Interpreting and Translation) Dean's Scholars or 6041 Diploma in Arts/Bachelor of Arts (Interpreting and Translation) and must have successfully completed 60 credit points. Students should enrol in this subject in their final session of study.

Assumed Knowledge

In order to do the professional practice, students need to have demonstrated a minimum ability to interpret and/or translate, as they will be dealing with real life situations.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply interpreting and/or translation-specific skills and knowledge to the workplace
2. Identify the characteristics and structures of different interpreting and translation settings
3. Articulate and operate with the complexities of professional translation and interpreting

Subject Content

1. Placement at an appropriate industry venue
2. Court attendance and observation
3. Group interpreting and translation practice within a simulated industry environment
4. Self-directed program involving the development of interpreting and translation skills
5. Submission of an observation journal

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	n/a	S/U	Y	Individual

Prescribed Texts

- NULL

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Uldis Ozolins ([https://directory.westernsydney.edu.au/search/name/Uldis Ozolins/](https://directory.westernsydney.edu.au/search/name/Uldis%20Ozolins/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG3049_22-AUT_PS_D#subjects)

Spring

Parramatta - Victoria Rd

Day

Subject Contact Uldis Ozolins ([https://directory.westernsydney.edu.au/search/name/Uldis Ozolins/](https://directory.westernsydney.edu.au/search/name/Uldis%20Ozolins/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG3049_22-SPR_PS_D#subjects)

LANG 3050 Introduction to Stylistics

Credit Points 10

Legacy Code 102186

Coordinator Christopher Conti ([https://directory.westernsydney.edu.au/search/name/Christopher Conti/](https://directory.westernsydney.edu.au/search/name/Christopher%20Conti/))

Description The focus of this online unit is the language of literature and the craft of writing. The unit explores the rhetorical or figurative dimension of language across literary and non-literary texts. Students analyse a range of short texts - mostly passages from novels and poems - with an eye to the formal basis of their effects. Through recorded lecture pods and online exercises, students are introduced to the basic tools of stylistic analysis, including narrative analysis, metaphorical analysis and critical discourse analysis.

School Humanities & Comm Arts

Discipline Linguistics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the linguistics basis of literary effects or "style"
2. analyse the rhetorical character of "ordinary" language and text, including the key tropes metaphor, metonymy and irony;
3. apply a range of analytical tools to literary and non-literary texts;

4. implement textual, interpretive and narrative analyses that have applications across discursive and disciplinary boundaries.

Subject Content

Introduction: Literature and literariness - Defamiliarisation - Foregrounding

Module 1: Language as system - Word choices - Collocation

Module 2: Grammar, syntax and function - Transitivity 1: Clauses and agents - Transitivity 2: Patterns

Module 3: Metaphor and metonymy - Tenor and vehicle - Cognitive metaphor theory

Module 4: Language, rhetoric and power - Text and context - Critical discourse analysis

Module 5: Narrative - Focalisation and free indirect discourse - Mind style

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Online quizzes	1,000 words in total	20	N	Individual
Transitivity analysis	1,000-1,500 words	30	N	Individual
Final essay	2,000 words	50	N	Individual

Prescribed Texts

- No prescribed textbook. Short texts for analysis will be drawn from a range of sources, including subjects in the BA English Major, and provided in PDF form (mostly poems and short stories).

Teaching Periods

LANG 3051 Japanese 301

Credit Points 10

Legacy Code 101952

Coordinator Xiangdong Liu ([https://directory.westernsydney.edu.au/search/name/Xiangdong Liu/](https://directory.westernsydney.edu.au/search/name/Xiangdong%20Liu/))

Description This is a Level 3 unit within the Japanese major program, intended for students who have successfully completed Japanese 202 or have acquired equivalent knowledge. It enhances students' comprehension of and ability to use new grammatical structures, expressions, interaction strategies and Kanji characters. In addition to improving the four primary language skills and ability needed for working in Japan or with Japanese people, this unit aims to advance students' knowledge of the modern Japan through the recommended texts and class discussions. Note: This unit is not suitable for native speakers.

School Humanities & Comm Arts

Discipline Eastern Asian Languages

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYA 1583 - Languages and Grammatical Concepts 3A Japanese

Assumed Knowledge

Japanese 203 and 204 or equivalent knowledge.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. understand and use advanced grammatical patterns of Japanese;
2. identify the differences between structural and lexical options in Japanese and utilise them appropriately according to context;
3. communicate in spoken and written Japanese in a manner which is linguistically as well as culturally appropriate;
4. read and write approximately 500 Kanji characters;
5. demonstrate knowledge of the honorific system of the Japanese language and related cultural aspects of the Japanese society.

Subject Content

Introduction to Japanese honorific and related cultural aspects of Modern Japan

Introduction to verb forms used in honorific forms (e.g. causative and passive forms of verb)

Aural comprehension practice in Japanese by listening to authentic language

Speaking practice in Japanese using the most suitable expressions in given settings

Practice in reading a variety of Japanese materials, and exercises on material read

Practice in various forms and styles of writing in Japanese

Reading and writing of Kanji characters

Vocabulary extension exercises incorporated into points above.

Inherent Requirements

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

Inherent Requirements (https://www.westernsydney.edu.au/ir/inherent_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	up to 10 minutes weekly	30	N	Individual
Portfolio	Equivalent to approximately 4,000 Japanese characters maximum	40	N	Individual
Intra-session Exam	2 hours maximum	30	N	Individual

Prescribed Texts

- 1. Three A Network (2013) Minna no Nihongo Shokyyu 2 (2nd edition). Tokyo: Three A Corporation.
- 2. Three A Network (2013) Minna no Nihongo Shokyyu 2: Translation & Grammatical Notes (2nd edition). Tokyo: Three A Corporation.
- A collection of language and culture-specific reading materials, notes and exercises will be developed and made available on vUWS.
- Textbooks will be updated regularly.

Teaching Periods

Autumn

Online

Online

Subject Contact Xiangdong Liu ([https://directory.westernsydney.edu.au/search/name/Xiangdong Liu/](https://directory.westernsydney.edu.au/search/name/Xiangdong%20Liu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG3051_22-AUT_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Xiangdong Liu ([https://directory.westernsydney.edu.au/search/name/Xiangdong Liu/](https://directory.westernsydney.edu.au/search/name/Xiangdong%20Liu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG3051_22-AUT_PS_D#subjects)

LANG 3052 Japanese 302

Credit Points 10

Legacy Code 100092

Coordinator Xiangdong Liu ([https://directory.westernsydney.edu.au/search/name/Xiangdong Liu/](https://directory.westernsydney.edu.au/search/name/Xiangdong%20Liu/))

Description After covering basic Japanese grammar in previous units, this unit is designed to further improve and extend students' competence in Japanese. It enhances students' knowledge and comprehension of Japanese, and develops their ability to apply this knowledge and comprehension to written and spoken Japanese. In addition to the language skills, this unit covers further aspects of Japanese culture through the recommended texts and class discussions. Note: This unit is not suitable for native speakers.

School Humanities & Comm Arts

Discipline Eastern Asian Languages

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Assumed Knowledge

Japanese 301 or equivalent knowledge.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. communicate orally using advanced Japanese grammar and lexicon;
2. read and write advanced kanji characters;
3. apply advanced writing skills in different genres;
4. demonstrate an advanced level of understanding of the Japanese culture.

Subject Content

Application of the Japanese grammar that has been introduced in previous units.

Expressions needed for carrying out class discussions.

Class discussion on specific topics.

Reading and writing of kanji used in the texts.

Writing practice.

Inherent Requirements

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

Inherent Requirements (https://www.westernsydney.edu.au/ir/inherent_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quizzes	up to 10 minutes weekly	30	N	Individual
Portfolio	Equivalent to approximately 4000 Japanese characters maximum	40	N	Individual
Intra-session Exam	2 hours maximum	30	N	Individual

Prescribed Texts

- Essential texts will be determined on a year by year basis according to student learning needs and availability of text books in the market.

Teaching Periods

Spring Bankstown

Day

Subject Contact Xiangdong Liu ([https://directory.westernsydney.edu.au/search/name/Xiangdong Liu/](https://directory.westernsydney.edu.au/search/name/Xiangdong%20Liu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG3052_22-SPR_BA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Xiangdong Liu ([https://directory.westernsydney.edu.au/search/name/Xiangdong Liu/](https://directory.westernsydney.edu.au/search/name/Xiangdong%20Liu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG3052_22-SPR_PS_D#subjects)

LANG 3053 Japanese 303: Contemporary Culture and Society

Credit Points 10

Legacy Code 100093

Coordinator Xiangdong Liu ([https://directory.westernsydney.edu.au/search/name/Xiangdong Liu/](https://directory.westernsydney.edu.au/search/name/Xiangdong%20Liu/))

Description This unit aims to provide students with a valuable insight into modern Japanese culture and society via learning the language at an advanced level. In this unit, students will further enhance their four skills in the language with a focus on listening and speaking.

School Humanities & Comm Arts

Discipline Eastern Asian Languages

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Assumed Knowledge

Japanese 203 and 204 or equivalent knowledge.

Learning Outcomes

On successful completion of this subject, students should be able to:

- communicate in Japanese at an advanced level using expressions which are not only grammatically correct but also culturally appropriate and suitable to the context;
- discuss in Japanese some major issues of Japanese culture and society or differences between Japanese and other cultures;
- demonstrate their understanding of Japanese culture and society;
- conduct a small research project on selected topics.

Subject Content

Advanced Japanese language skills of reading, writing, listening and speaking with a focus on the last two.

Culture-specific expressions of Japanese and the Japanese ways of thinking, speaking and behaving.

Major current issues of the contemporary Japanese society and culture.

Basic skills required to conduct intercultural studies.

Inherent Requirements

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

Inherent Requirements (https://www.westernsydney.edu.au/ir/inherent_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	2 hours in total during the semester	40	N	Individual

Presentation	15 minutes per student	30	N	Individual
Applied Project	4000 Japanese characters	30	N	Individual

Prescribed Texts

- Kyoto Nihongo Kyoiku Senta. (2012). *Advanced Japanese: Communication in Context*. Tokyo: ALC.
- Oka, Mayumi et al (2009) *TOBIRA Gateway to Advanced Japanese: Learning Through Content and Multimedia*. Tokyo: Kuro시오.

Teaching Periods

Autumn

Online

Online

Subject Contact Xiangdong Liu ([https://directory.westernsydney.edu.au/search/name/Xiangdong Liu/](https://directory.westernsydney.edu.au/search/name/Xiangdong%20Liu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG3053_22-AUT_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Xiangdong Liu ([https://directory.westernsydney.edu.au/search/name/Xiangdong Liu/](https://directory.westernsydney.edu.au/search/name/Xiangdong%20Liu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG3053_22-AUT_PS_D#subjects)

LANG 3054 Japanese 304: Discourse in Japanese

Credit Points 10

Legacy Code 101970

Coordinator Akiko Hiratsuka ([https://directory.westernsydney.edu.au/search/name/Akiko Hiratsuka/](https://directory.westernsydney.edu.au/search/name/Akiko%20Hiratsuka/))

Description This unit is designed to enable post-intermediate students of Japanese to learn and practice spoken Japanese at an advanced level. Students will explore Japanese discourse styles and discourse strategies in a range of situations, registers and levels of formality. In addition to the essential readings, materials drawn from educational videos, feature films, television dramas, news programs and language corpus will be used for class discussions and as data for analysis.

School Humanities & Comm Arts

Discipline Eastern Asian Languages

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYA 0082 - Japanese 304 Discourse in Japanese

Assumed Knowledge

Japanese 203 and Japanese 204 or equivalent knowledge.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. demonstrate knowledge of a range of Japanese discourse styles;
2. analyse Japanese discourse from viewpoints such as identity, gender, politeness and level of formality;
3. explain the discourse functions of ellipsis and euphemism;
4. identify main functions of Japanese discourse particles and some other discourse markers;
5. apply their knowledge about Japanese discourse to produce the most appropriate utterances in a given situation including formal and informal talk with a friend or colleague, dealing with a customer, speaking at a job interview, etc.

Subject Content

Basic discourse styles of the Japanese language;
Major discourse markers and their functions;
Ellipsis and euphemism in Japanese spoken discourse;
Formal and informal expressions in different settings including small talk, telephone conversation, presentation, and interview;
Use of honorific expressions to reflect different levels of politeness and social distance;
Gender differences among Japanese speakers in terms of language use.

Inherent Requirements

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

Inherent Requirements (https://www.westernsydney.edu.au/ir/inherent_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Portfolio	Equivalent to 4,000 Japanese characters	40	N	Individual
Presentation	Equivalent to 4,000 Japanese characters	30	N	Individual
Research Project	Equivalent to 4,000 Japanese characters	30	N	Individual

Prescribed Texts

- Readings and other learning materials will be provided by the lecturer.

Teaching Periods

LANG 3055 Japanese 305: Advanced Reading and Writing

Credit Points 10

Legacy Code 101971

Coordinator Hiromi Muranaka ([https://directory.westernsydney.edu.au/search/name/Hiromi Muranaka/](https://directory.westernsydney.edu.au/search/name/Hiromi%20Muranaka/))

Description Students in this unit will further develop their competency in Japanese with a focus on reading and writing at an advanced level. The unit content is organised around communicative and cultural themes on Japanese society. To expose students to authentic language use, reading materials of different genres are selected from Japanese newspapers, magazines, Japanese language corpus and the internet. Acquisition of Kanji is accelerated through reading and writing tasks.

School Humanities & Comm Arts

Discipline Eastern Asian Languages

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Assumed Knowledge

Japanese 203 and 204 or equivalent knowledge.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. demonstrate knowledge of Japanese grammar, lexicon and Kanji characters at an advanced level;
2. identify different styles and genres in written Japanese;
3. analyse and explain instances of deliberate ellipsis and conventional omission;
4. write short texts in Japanese in the genres discussed with appropriate expressions;
5. conduct a small comparative study of written discourse in Japanese and (an)other language(s).

Subject Content

Basic discourse styles of written Japanese text in genres such as emails, letters, newspaper articles and instructions.

Formal and informal expressions in the different settings mentioned above;

Advanced grammatical structures, vocabulary and Kanji characters needed for the discourse types mentioned above;

Ellipsis and topicalisation in Japanese written discourse;

Cultural issues related to or underpinning the language use in the texts discussed.

Inherent Requirements

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

Inherent Requirements (https://www.westernsydney.edu.au/ir/inherent_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	Equivalent to 4,000 Japanese characters	35	N	Individual
Research project presentation	10-20 minutes per student	30	N	Individual
In-class Tests	Up to 2 hours	35	N	Individual

Prescribed Texts

- Kurahachi, J. (1997). Reading and Writing Skills in Japanese: Advanced. Tokyo: Kokin Shoin.

Teaching Periods

Spring Bankstown

Day

Subject Contact Hiromi Muranaka ([https://directory.westernsydney.edu.au/search/name/Hiromi Muranaka/](https://directory.westernsydney.edu.au/search/name/Hiromi%20Muranaka/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG3055_22-SPR_BA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Hiromi Muranaka ([https://directory.westernsydney.edu.au/search/name/Hiromi Muranaka/](https://directory.westernsydney.edu.au/search/name/Hiromi%20Muranaka/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG3055_22-SPR_PS_D#subjects)

LANG 3056 Japanese 306: Japanese Popular Culture

Credit Points 10

Legacy Code 102219

Coordinator Hiromi Muranaka ([https://directory.westernsydney.edu.au/search/name/Hiromi Muranaka/](https://directory.westernsydney.edu.au/search/name/Hiromi%20Muranaka/))

Description This unit aims to reinforce the Japanese language in all four skills: speaking, listening, reading and writing, via the medium of Japanese popular culture, e.g. manga, anime, Japanese drama and/or J-pop, by exploring and analysing culturally and linguistically specific issues of the language, e.g. address terms and taking turns. Students will explore natural Japanese text and speech in both casual and formal styles at an advanced level, as well as increase their knowledge and understanding of Japanese popular culture.

School Humanities & Comm Arts

Discipline Southeast Asian Languages

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Assumed Knowledge

Japanese 203 and 204 or equivalent knowledge.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Communicate in Japanese in a more natural fashion in a variety of situations.
2. Demonstrate skills in reading and comprehending authentic Japanese materials.
3. Identify linguistic varieties (e.g. based on gender, status and age) in the Japanese language.
4. Demonstrate an understanding of non-verbal communication patterns found in the Japanese culture and society.

Subject Content

- use of Japanese popular culture materials such as drama, animation, J-pop and manga to enhance Grammar and discourse in Japanese, both in spoken and written media.

- language tasks to promote fluency in all four language skills.

- Analysis of specific issues in Japanese language (e.g. address forms, characteristics of casual/formal speech, male/female speech, politeness, onomatopoeia).

- comprehension of non-verbal cultural Issues related to Japanese society through Japanese popular culture materials found in gesture, facial expressions and choice of Topics, etc.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Language Tasks	1 hour	30	N	Individual
Project (Presentation and Essay)	10-20 minutes presentation and an essay equivalent to 2,000-3,000 Japanese characters	40	N	Individual
In-Class Test(s)	UP to 2 hours	30	N	Individual

Teaching Periods

LANG 3057 Languages and Grammatical Concepts 3A: Arabic

Credit Points 20

Legacy Code 101709

Coordinator Zouhir Gabsi ([https://directory.westernsydney.edu.au/search/name/Zouhir Gabsi/](https://directory.westernsydney.edu.au/search/name/Zouhir%20Gabsi/))

Description This is an advanced Level 3 language and linguistics unit for students of modern Arabic. Lectures for the grammatical concepts component are held in English for students of all languages while other activities are language-specific. The aim of the unit is twofold. On the one hand it aims, to develop a practical and theoretical understanding of the ways in which major concepts used in everyday speech and writing are mapped and organized in the lexicon and the grammar of human languages, and how these forms develop in learners and

users. On the other hand, it aims to develop advanced comprehension and production skills in Arabic language, including higher stages optional structures, through critical examination of contemporary and historical text and discourse samples from a variety of registers. An understanding of contemporary Arab culture and society is also fostered through comparative research projects on specific cultural, social and/or linguistic, aspects that are of interest to students. A range of CALL (Computer Assisted Language Learning) activities are utilised for this unit.

School Humanities & Comm Arts

Discipline Southwest Asian and North African Languages

Student Contribution Band HECS Band 1 20cp

Level Undergraduate Level 3 subject

Incompatible Subjects LANG 3010 - Arabic 301 LGYA 1259 - Languages 303 Grammatical Concepts Across Languages

Assumed Knowledge

Successful completion of 40 credit points of Arabic Language at Level 2.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. gained an understanding of languages families, main linguistic typologies and the collocation of Arabic within the Semitic languages family;
2. acquired an understanding of key concepts and terminology in the study of lexical categories and sentence structure in the world languages with a specific focus on Arabic;
3. developed ways for identifying those lexico-grammatical concepts through corpus analysis in Arabic compared to English and other languages;
4. identified and learned to describe key areas of interface between pragmatically motivated language use and language structure reflecting on texts from different historical periods and critically using their own bilingual and/or multilingual experience;
5. gained an appreciation of cross linguistic development and particular difficulties in learning other languages with specific focus on learning Arabic; and
6. attained an advanced level of lexico-grammatical ability in productive skills and in reading comprehension

Subject Content

The cross-linguistic and typological component includes:

- An introduction to Basic concepts in identifying language families and typologies
 - identifying and discussing major grammatical concepts, Categories and terms across languages at lexical level including verb, noun, person, number, tense and modality
 - identifying and discussing major grammatical concepts in reference to syntactic structure across languages with reference to canonical or default mappings
 - pragmatic and Semantic contribution to syntactic choices. e.g. politeness and probability, Topic and focus and their contribution to special Mapping on linguistic structure, such as question formation, passives, emphatic constructions
 - Developmental Issues and difficulties in The acquisition and/or translation of those Structures across languages
- Grammatical structures and their functions in the following areas:

- Review of advanced aspects of Arabic grammar e.g. Nominal and Verbal Sentences; negating and expressing tense; reported speech; nominative, genitive and accusative cases and their applications
- Study and analysis of some exemplary texts: Classical, modern Standard Arabic and dialects
- Practice in applying grammatical aspects in writing to produce comprehensive and grammatically correct text across diverse genres;
- Searches of internet sites and other original sources for retrieval of relevant corpus data (diachronic and synchronic, written as well as, where Possible, spoken discourse) for processing, analysis and use. written and spoken materials may include short stories, Biographies, anthologies, children stories, articles from newspapers and magazines, plays or film excerpts, news and interviews

Prescribed Texts

- A collection of language and culture-specific reading materials, notes and exercises will be developed and made available including online material.

Teaching Periods

LANG 3058 Languages and Grammatical Concepts 3A: Chinese

Credit Points 20

Legacy Code 101710

Coordinator Chong Han ([https://directory.westernsydney.edu.au/search/name/Chong Han/](https://directory.westernsydney.edu.au/search/name/Chong%20Han/))

Description In 2013 this unit replaced by 101951 - Chinese 301. This is an advanced Level 3 language and linguistics unit for students of modern Chinese. Lectures for the grammatical concepts component are held in English for students of all languages while other activities are language-specific. The aim of the unit is twofold. On the one hand it aims, to develop a practical and theoretical understanding of the ways in which major concepts used in everyday speech and writing are mapped and organized in the lexicon and the grammar of human languages, and how these forms develop in learners and users. On the other hand, it aims to develop advanced comprehension and production skills in Chinese language, including higher stages optional structures, through critical examination of contemporary and historical text and discourse samples from a variety of registers. An understanding of traditional and contemporary Chinese culture and society is also fostered through comparative research projects on specific cultural, social and/or linguistic, aspects that are of interest to students. A range of CALL (Computer Assisted Language Learning) activities are utilised for this unit.

School Humanities & Comm Arts

Discipline Eastern Asian Languages

Student Contribution Band HECS Band 1 20cp

Level Undergraduate Level 3 subject

Equivalent Subjects LANG 3020 - Chinese 301

Incompatible Subjects LGYA 0055 - Chinese 301 LGYA 1259 - Languages 303 Grammatical Concepts Across Languages

Assumed Knowledge

Successful completion of 40 credit points of Chinese Language at Level 2.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Gained an understanding of languages families, main linguistic typologies and the collocation of Chinese within the Romance languages family;
2. acquired an understanding of key concepts and terminology in the study of lexical categories and sentence structure in the world languages with a specific focus on Chinese;
3. developed ways for identifying those lexico-grammatical concepts and through corpus analysis in Chinese compared to English and other languages;
4. identified canonical mappings of concepts to Chinese linguistic structure in contemporary and earlier historical texts using linguistic theory constructs and their own linguistic experience;
5. identified and learned to describe key areas of interface between pragmatically motivated language use and language structure reflecting on texts from different historical periods and critically using their own bilingual and/or multilingual experience;
6. attained a level of lexico-grammatical ability equivalent to stage 5 in productive skills and higher stages in reading comprehension; and
7. developed their understanding of aspects of Chinese culture and contemporary Chinese society, research and critical-thinking skills and ability to use such skills to investigate Chinese cultural or social issues and express their opinions.

Subject Content

Grammatical structures and their functions in the following areas:

- Review of fundamental aspects of Chinese grammar: Phonology, minimal pairs, syllabification, allophony and phonological variation. Lexical categories and their behaviour;
 - A brief sketch of the history of the language through some exemplary texts: including the emergence of vernacular Chinese in Tang and Song dynasties and its development through Ming and Qing dynasties to early 20th century compared to contemporary texts
 - Searches of internet sites and other original sources for retrieval of relevant corpus data (diachronic and synchronic, written as well as, where Possible, spoken discourse) for processing, analysis and use. written and spoken materials may include short stories, Biographies, anthologies, children stories, articles from newspapers and magazines, plays or film excerpts, news and interviews
 - research on Issues in Chinese language, culture and contemporary society using data from internet sites and/or other sources.
- The cross-linguistic and typological component includes:
- An introduction to Basic concepts in identifying language families and typologies
 - identifying and discussing major grammatical concepts, Categories and terms across languages at lexical level including verb, noun, person, number, tense and modality.
 - identifying and discussing major grammatical concepts in reference to syntactic structure across languages with reference to canonical or default mappings.
 - pragmatic and Semantic contribution to syntactic choices. e.g. politeness and probability, Topic and focus and their contribution to special Mapping on linguistic structure, such as question formation, passives, emphatic constructions.
 - Developmental Issues and difficulties in The acquisition and/or translation of those Structures across languages.

Teaching Periods

LANG 3059 Law, Literature and Culture

Credit Points 10

Legacy Code 102416

Coordinator Christopher Conti ([https://directory.westernsydney.edu.au/search/name/Christopher Conti/](https://directory.westernsydney.edu.au/search/name/Christopher%20Conti/))

Description This unit explores the common origin of law and literature in rhetoric, narrative, interpretation, and culture. Students will study literary representations of justice, violence and morality and explore an interpretive understanding of the law. Core unit texts will usually be drawn from 19th century world literature to the present, though Film and Television texts may also be selected for analysis.

School Humanities & Comm Arts

Discipline Literature

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explore the diverse representations of the law in literature.
2. Investigate the different ways law and literature address moral questions.
3. Demonstrate the usefulness of literary studies and close reading to an understanding of law.
4. Examine the idea of literature as critique of law.

Subject Content

Topics include but are not limited to:

- Force, Law and order in Melville
- Confession and testimony in Dostoevsky
- legal authority and interpretation in Kafka
- Distributive versus retributive justice in Coetzee
- literature as critique of Law
- The relation of justice and violence
- The use of literature to improve legal Understanding
- The modernist predicament of legal theory and Critical legal studies

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Presentation	5 mins presentation plus 500 words (per student)	20	N	Individual
Essay	1500 words	35	N	Individual
Essay	2000 words	45	N	Individual

Prescribed Texts

- Franz Kafka, *The Trial*. Trans. Breon Mitchell. New York: Schocken, 1998.
- J.M. Coetzee, *Disgrace*. London: Secker & Warburg, 1999.

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Christopher Conti ([https://directory.westernsydney.edu.au/search/name/Christopher Conti/](https://directory.westernsydney.edu.au/search/name/Christopher%20Conti/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG3059_22-AUT_BA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Christopher Conti ([https://directory.westernsydney.edu.au/search/name/Christopher Conti/](https://directory.westernsydney.edu.au/search/name/Christopher%20Conti/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG3059_22-AUT_PS_D#subjects)

LANG 3060 Legal Interpreting (UG)

Credit Points 10

Legacy Code 100196

Coordinator Kenny Wang ([https://directory.westernsydney.edu.au/search/name/Kenny Wang/](https://directory.westernsydney.edu.au/search/name/Kenny%20Wang/))

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

School Humanities & Comm Arts

Discipline Translating and Interpreting

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LANG 1017

Assumed Knowledge

Bilingual competence in English and one of the languages offered by the School for the interpreting and translation programs.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. interpret accurately in-person in court hearing situations in the consecutive mode
2. interpret accurately over the phone or via video-link in legal settings
3. interpret simultaneously in a court setting in the whispering mode
4. interpret in a triangular situation in a legal conference in the dialogue mode

5. demonstrate essential knowledge of the Australian legal system and awareness of cross cultural and cross linguistic differences and their relevance in the context of court interpreting
6. use essential legal vocabulary
7. sight translate court documents
8. demonstrate understanding of the complexity of the language of the courtroom, including question tactics and the importance of testimony style.

Subject Content

1. Theory and practice of dialogue interpreting in the legal setting.
2. Theory and practice of consecutive interpreting in the legal setting.
3. Theory and practice of sight translation of legal documents.
4. Theory and practice of simultaneous whispering interpreting in the courtroom.
5. Theory and practice of telephone and video-link interpreting in the legal setting.
6. Essential background concepts and vocabulary of the Australian legal system.
7. The language and strategic use of courtroom questions and their significance to interpreting.
8. The language of courtroom testimony and its significance to interpreting.
9. Essential concepts concerned with cross cultural and cross linguistic communication.
10. Ethical considerations and the role of the court interpreter.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	5 minutes each 10 minutes presentation plus, 5 minutes questions	40	N	Individual
Quiz	15 minutes each; 1 hour	20	N	Individual
Viva Voce	30-40 minutes	40	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Kenny Wang ([https://directory.westernsydney.edu.au/search/name/Kenny Wang/](https://directory.westernsydney.edu.au/search/name/Kenny%20Wang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG3060_22-AUT_PS_D#subjects)

LANG 3061 Literary Animals

Credit Points 10

Legacy Code 101724

Coordinator Christopher Peterson ([https://directory.westernsydney.edu.au/search/name/Christopher Peterson/](https://directory.westernsydney.edu.au/search/name/Christopher%20Peterson/))

Description This unit explores a selection of literary works that invite us to examine the tenuous border separating the "human" from the "non-human." Readings will allow students to learn how literary texts employ various formal techniques (allegory, anthropomorphism, etc.) that call into question the conventional opposition between human and animal. Particular attention will be given to the intersection of animality, race, gender, and sexuality. Readings may include one or more national literatures, such as American or Australian literature.

School Humanities & Comm Arts

Discipline Literature

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. develop knowledge of the human/animal distinction in literature.
2. gain the ability to identify and analyse formal techniques (allegory, anthropomorphism, etc.) that literary texts employ to explore the human/animal distinction.
3. develop knowledge of the historical contexts from which literary and cultural texts emerge.
4. explore how the concepts of animality, race, gender, and sexuality intersect.
5. develop advanced skills in writing and argument.

Subject Content

-Philosophical perspectives on animals: consideration of John Berger's claim that animals have disappeared from modern life; Cartesian notion that animals are machines and therefore lack language and reason; Bentham's assertion that animal suffering is un

-Ethics and politics of carnivorousism: Elizabeth Costello's claim that humans and animals are essentially the same; the limits of sympathy for nonhumans.

-Allegorical animals: consideration of Steve Baker's assertion that literary animals are not transparent allegories about humans; anthropomorphism and anthropophobia.

-Intersection of animality with race, gender, and sexuality: how and why social and cultural minorities become associated with animals; investigation into how the opposition between human and animal conditions the bestialization of minorities.

-Emergence of the "posthumanities"; what does it mean to be posthuman? Can humans fully leave their humanity behind? What are the implications of the posthuman for the discourse of human rights?

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Tutorial Paper: Tutorial Discussion Leader	1,000 words	25	N	Individual

Short Written Assignment	1,500 words (4-5 pages)	35	N	Individual
Take-Home Examination	1,500 words (5-6 pages)	40	N	Individual

Teaching Periods

LANG 3062 Literature and Philosophy

Credit Points 10

Legacy Code 100875

Coordinator Charles Barbour ([https://directory.westernsydney.edu.au/search/name/Charles Barbour/](https://directory.westernsydney.edu.au/search/name/Charles%20Barbour/))

Description This unit will examine ways in which literature and philosophy interact. It will consider the ways in which literature and philosophy offer important and different ways of thinking. And it will consider the differences between literature and philosophy. Literature will be understood to involve thinking through sensations, while philosophy will be understood to involve thinking through concepts. The unit will examine examples of interaction between literary texts and philosophical texts, considering how literary effects can inhabit philosophical texts and philosophical ideas can permeate literary texts. The unit will consider frequently occurring themes within both literature and philosophy, such as ethics (ways of living and acting).

School Humanities & Comm Arts

Discipline Philosophy

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. demonstrate grounded theory for the way in which literature may generate ideas through emotions and sensations and the way philosophy generates ideas through concepts;
2. demonstrate an understanding of how philosophical thought differs from other kinds of thinking (science and art);
3. recognise the shared themes of philosophy and literature;
4. identify the ways in which philosophy offers important ways of thinking;
5. demonstrate how a knowledge of literature and philosophy might interact and to recognise the distinctions as well as the points of contact between literary and philosophical texts;
6. understand the ways in which literature and philosophy effect ways of thinking (outside their field); and
7. demonstrate knowledge of the effect of literature on language.

Subject Content

- introduction to theories of art and literature (aesthetics)
- introduction to understandings of thought processes (cognition)
- Discussion of A particular process of interaction between philosophy and literature (whether organised in relation to historical context or The tracing of A shared problematic)
- Examination of The different signs and their outcomes belonging to literature and philosophy

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Essay	1,000 words	35	N	Individual
Essay	2,000 words	50	N	Individual
Portfolio		15	N	Individual

Prescribed Texts

- A book of primary readings will be prepared by the subject coordinator.

Teaching Periods

LANG 3065 Medical Interpreting (UG)

Credit Points 10

Legacy Code 100197

Coordinator Eva Melhem ([https://directory.westernsydney.edu.au/search/name/Eva Melhem/](https://directory.westernsydney.edu.au/search/name/Eva%20Melhem/))

Description This unit aims to develop students' skills in interpreting at the professional level (formerly NAATI Level 3) through the modes of dialogue interpreting, consecutive interpreting, simultaneous interpreting, and sight translation in the domain of health services. Lectures are held in English for students of all languages. The tutorials are language specific in Arabic, Japanese, Mandarin and Spanish.

School Humanities & Comm Arts

Discipline Translating and Interpreting

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Assumed Knowledge

Bilingual competence in English and one of the languages offered by the School for the interpreting and translation programs.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. interpret a dialogue with segments of up to 60 words in length, in simulated triangular medical situations;
2. interpret accurately over the phone or via video-link in medical/health settings;
3. sight-translate documents such as medical papers, consent forms, information sheets, into both languages;
4. interpret consecutively into both languages, passages of up to 300 words in length;
5. interpret simultaneously into both languages, medical conference material as well as doctor's consultations with mental health patients
6. acquire an understanding of doctor-patient communication in the Australian context

7. apply essential knowledge of medical language, its history and etymology, and use the vocabulary relating to advanced medical matters;
8. explain the ethical and cultural considerations of Health Care Interpreters;
9. apply knowledge of the Australian medical system and of the medical system in the country/ies where the student's other language is spoken;
10. demonstrate the skills to recognise prefixes, suffixes and root words, identify their meanings and build words, and identify words used with pathological conditions.

Subject Content

The history and main features of medical language
 Theory and practice of simultaneous interpreting in medical settings
 Theory and practice of dialogue interpreting in medical settings
 Theory and practice of consecutive interpreting in medical settings
 Theory and practice of telephone and video-link interpreting in medical/health settings
 Theory and practice of sight translation of medical documents
 Basic concepts and vocabulary relating to advanced medical matters
 Knowledge relating to working as a Health Care Interpreter
 Knowledge relating to the role and ethics of a Health Care Interpreter
 Knowledge relating to the Health Care systems of Australia
 Medical Terminology: prefixes, suffixes, and root words

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional tasks	TBA	50	N	Individual
Intra-session examination	30 to 40 minutes	40	N	Individual
Quiz	1 hour	10	N	Individual

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Eva Melhem ([https://directory.westernsydney.edu.au/search/name/Eva Melhem/](https://directory.westernsydney.edu.au/search/name/Eva%20Melhem/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG3065_22-SPR_PS_D#subjects)

LANG 3066 Postcolonial Literatures: Partition, Dependence and Exile

Credit Points 10

Legacy Code 102434

Coordinator Ben Etherington ([https://directory.westernsydney.edu.au/search/name/Ben Etherington/](https://directory.westernsydney.edu.au/search/name/Ben%20Etherington/))

Description This unit introduces the postcolonial literatures that emerged in the wake of decolonisation in the second half of the twentieth century. We will read literary works from across the

postcolonial world, including from the Middle East, South and South-East Asia, Africa, the Caribbean and Australia, and look at the way in which writers contended simultaneously with the legacy of the colonial system and major historical crises that emerged in the wake of its collapse. We will trace the emergence of the postcolonial reality as writers registered the impact of partition, separatism, persistent dependency, and the large-scale movements of people to the first world, whether as migrants or refugees. Alongside the literature, we will read major works of postcolonial theory: one of the most influential intellectual movements in recent history.

School Humanities & Comm Arts

Discipline Literature

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Assumed Knowledge

A basic knowledge of literary forms, techniques, and styles (as acquired in core subjects for the English major) is desirable as the subject focuses on specific aspects of literary writing.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. critically read a range of key postcolonial literary and theoretical works;
2. compare literary writing from different regions and perceive broader trends and divergences between them;
3. critically read and contrast different modes of literary writing;
4. identify theoretical and historical problems peculiar to the field of postcolonial literature, and deploy critical approaches best suited to addressing those problems;
5. articulate sustained critical arguments, whether in essays or tutorial discussions, focused by a reflective understanding of the relationship between literature, history and politics;
6. identify and understand the impact of postcolonialism on the contemporary world

Subject Content

Postcolonialism was arguably the most vital cultural movement of the second half of the twentieth century, catalysing fundamental shifts in literary cultures, thinking across humanities disciplines and public discourse writ large. Students will encounter literary works and ideas that have shaped the world around them, and will be able to bring these ideas to bear on their studies in any number of other areas. The subject will encompass the following concerns:

1. Postcolonial partition and separatism, and their impact on literary practice;
2. Neo-colonialism and neo-imperialism, and their impact on literary practice;
3. Postcolonial displacement, migration, exile and their impact on literary practice;
4. The work of Edward Said and other major postcolonial theorists;
5. 'Orientalism' and the question of representation and power;
6. Postcolonial feminism;
7. The historical reasons for the confluence of postcolonial and post-structural theory;
8. Dependency and world-systems theories and their implications for literary interpretation;
9. Subaltern theory and its implications for literary interpretation;

10.Theories of diaspora, exile and refuge and their implications for literary interpretation;
 11.Postcolonial writers and works from South and South-East Asia, Africa, the Caribbean, the Middle East and Australia.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quizzes - online through vUWS	10 minutes each	15	N	Individual
Short Essay	1,000 words	25	N	Individual
Essay Plan	500 words	10	N	Individual
Essay	2,500 words	50	N	Individual

Prescribed Texts

- ◆ePostcolonial Literatures: Partition, Dependence and Exile◆f Subject Reader (NB: Reader may include extracts from texts listed below under ◆eAdditional Readings◆f)
- Edward Said, *Orientalism* (Penguin Modern Classics, edition with 2003 preface).

Teaching Periods

LANG 3067 Preparation for NAATI Certification (UG)

Credit Points 10

Legacy Code 102550

Coordinator Kenny Wang ([https://directory.westernsydney.edu.au/search/name/Kenny Wang/](https://directory.westernsydney.edu.au/search/name/Kenny%20Wang/))

Description This is a compulsory unit in the Bachelor of Arts (Interpreting and Translation) and the Bachelor of Arts (Interpreting and Translation) Dean's Scholars courses. It aims to provide practice and constructive feedback to students preparing to sit the external NAATI certification examinations.

School Humanities & Comm Arts

Discipline Translating and Interpreting

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LANG 1013 AND LANG 1017

Co-requisite(s) LANG 3049

Equivalent Subjects LANG 3003 - Accreditation Studies (UG)

Restrictions Students must be enrolled in programs 1519 - Bachelor of Arts (Interpreting and Translation) or 1692 - Bachelor of Arts (Interpreting and Translation) Dean's Scholars.

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate understanding of the format, standards and requirement of NAATI certification examinations;
2. Apply the translation and/or interpreting techniques necessary to sit the certification examinations;
3. Produce accurate and idiomatic translations and/or interpreting;
4. Critique interpreting and translation quality through implementing principles of translation/interpreting quality assessment.

Subject Content

Dialogue, consecutive and simultaneous interpreting in simulated settings such as medical consultations, public meetings, courtrooms. Simulated dialogue interpreting over the telephone.

Sight translation of written texts (190-210 words in length).

Translation to and from English of 250-word passages in a variety of formal genres under timed conditions.

Revise translations.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Final Exam	3.5 hours, 3.5 hours, 1.5 hours	100	N	Individual

Prescribed Texts

- There is no set text. All tutorial materials are available on vUWS and should be downloaded and printed out for use in tutorials. The interpreting practice tests and trial exams are available on vUWS.

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Kenny Wang ([https://directory.westernsydney.edu.au/search/name/Kenny Wang/](https://directory.westernsydney.edu.au/search/name/Kenny%20Wang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG3067_22-AUT_PC_D#subjects)

Spring

Parramatta City - Macquarie St

Day

Subject Contact Kenny Wang ([https://directory.westernsydney.edu.au/search/name/Kenny Wang/](https://directory.westernsydney.edu.au/search/name/Kenny%20Wang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG3067_22-SPR_PC_D#subjects)

LANG 3068 Race in Literature

Credit Points 10

Legacy Code 101650

Coordinator Christopher Peterson ([https://directory.westernsydney.edu.au/search/name/Christopher Peterson/](https://directory.westernsydney.edu.au/search/name/Christopher%20Peterson/))

Description This unit explores a selection of modern literary works that focus on the question of "race." Readings will allow students to learn how notions of race have shifted over time, giving particular attention to how mixed-race people challenge dyadic conceptions of racial difference. Readings may include one or more national literatures, such as American or Australian literature.

School Humanities & Comm Arts

Discipline Literature

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

- critically discuss the representation of race in literature;
- analyse critically the interaction between literary texts and shifting definitions of race in a culture.;
- identify the historical contexts from which literary and cultural texts emerge;
- demonstrate the intersection of the concepts of race, sexuality and gender; and
- demonstrate advanced capacities in oral and written argument.

Subject Content

The national literature or literatures studied in this subject will vary from year to year depending on the subject coordinator's area of expertise. Topics to be studied will address some of the following topics:

- 19th century white authors and race: exploration of how their literary production reflects their views on slavery; race and animality
- 20th century black authors and race
- the problem of racial "authenticity"; investigation of how people of mixed-race identity problematize the black/white division; legal prohibitions on miscegenation.
- "Nativism" and "Primitivism" in the 1920s: exploration of how race relates to gender and sexuality; the Jew as racial other.
- black/white conceptions of beauty; consideration of Cheng's notion of "racial melancholia."

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Tutorial	Tutorial	25	N	Individual
Discussion Leader	Paper 500 words			
Short Written Assignment	1500 words (5-6 pages)	35	N	Individual
Take-Home Examination	1500 words (5-6 pages)	40	N	Individual

Teaching Periods

Spring Bankstown

Day

Subject Contact Christopher Peterson ([https://directory.westernsydney.edu.au/search/name/Christopher Peterson/](https://directory.westernsydney.edu.au/search/name/Christopher%20Peterson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG3068_22-SPR_BA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Christopher Peterson ([https://directory.westernsydney.edu.au/search/name/Christopher Peterson/](https://directory.westernsydney.edu.au/search/name/Christopher%20Peterson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG3068_22-SPR_PS_D#subjects)

LANG 3069 Contemporary Irish Writing

Credit Points 10

Legacy Code 102078

Coordinator Anne Jamison ([https://directory.westernsydney.edu.au/search/name/Anne Jamison/](https://directory.westernsydney.edu.au/search/name/Anne%20Jamison/))

Description 'Contemporary Irish Writing' is a level 3 subject within the English and Creative Writing Majors/Minors. This subject examines a range of contemporary Irish writing across several different genres. It will provide an opportunity for students to read and study in detail a variety of texts that explore Irish consciousness in light of the social, cultural and political transformations of contemporary Irish society. Students will be asked to consider the ways in which these texts interrogate Irishness and identity, as well as issues of gender, sexuality, race and the environment in rural and urban Ireland.

School Humanities & Comm Arts

Discipline Literature

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Restrictions

Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Explain a range of contemporary Irish texts in their intellectual, historical and critical contexts.
- Discuss critical approaches to the study of a range of authors and the connections between them.
- Critically analyse texts and other critical readings.
- Appraise the formal and aesthetic dimensions of contemporary Irish literature.
- Recognise and formally analyse, in context, different genres of writing.
- Organise, plan and deliver a critically-informed literary essay.

Subject Content

1. Contemporary Irish writing.
2. Literary and cultural representations of gender, sexuality, race and the environment in contemporary Irish writing.
3. Irishness and Irish identity; personal and national self-definition in Ireland; Irish consciousness.
4. Contemporary social and political contexts within which recent Irish writing has been published.
5. Irish literary traditions and new directions in contemporary Irish writing.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	5-10 minutes	20	N	Individual
Essay	1000 words	35	N	Individual
Essay	1800 words	45	N	Individual

Prescribed Texts

The subject's set texts may vary from year to year depending on availability but selections will always be made from a variety of contemporary Irish writing across multiple genres (poetry, fiction, drama).

Teaching Periods

LANG 3071 Second Language Acquisition

Credit Points 10

Legacy Code 101451

Coordinator Kenny Wang ([https://directory.westernsydney.edu.au/search/name/Kenny Wang/](https://directory.westernsydney.edu.au/search/name/Kenny%20Wang/))

Description This unit is designed for students who are interested in understanding how a second language is learned. It examines learning in both natural or classroom contexts as well as language development in child and adult learners. Students are introduced to current theories of Second Language Acquisition, as well as current research and its applications to the classroom or the translation process. Students will conduct a small research project to become familiar with the process of learning a second language and some basic research notions and techniques.

School Humanities & Comm Arts

Discipline Linguistics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYB 1999 - Second Language Acquisition

Learning Outcomes

On successful completion of this subject, students should be able to:

1. appreciate the widespread importance of the Second Language Acquisition in Australia and its relevance both to the teaching and

learning of English as second language for non English background children and adults as well as overseas students (ESL);

2. demonstrate their understanding of the relevance of the teaching and learning of any language other than English (LOTE);
3. demonstrate an understanding of the development of the field and theories of Second Language Acquisition (SLA);
4. recognise developmental sequences in the acquisition of a second language with particular reference to English as a Second Language;
5. demonstrate their understanding of the variation and the role of individual differences and environmental factors in SLA;
6. conduct an SLA research project including elicitation, recording and analysis of interlanguage data;
7. apply their knowledge of the implications of SLA findings for language assessment and language instruction.

Subject Content

The relevance of Second Language Acquisition (SLA) to understanding learners in Australian and international contexts;

Key terms in SLA and central issues from observation of learners' behaviour;

Historical and theoretical developments in the SLA field: from Behaviourism and Contrastive Analysis to Current theories and Models of SLA;

Focus on one current theory: Processability Theory and its research methodology;

L1-L2 Transfer;

Language assessment and syllabus construction in L2: the Teachability Hypothesis and current developments.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	A combination of short quizzes, exercises conducted mainly over the first half of the semester requiring a total of 1.5-2 hrs of tutorial time.	30	N	Individual

Quiz	One short test on subject content, mainly multiple choice, held about mid semester, requiring about 45 minutes.	30	N	Individual
Report	2000 words	40	N	Individual

Teaching Periods

Spring Bankstown Day

Subject Contact Kenny Wang ([https://directory.westernsydney.edu.au/search/name/Kenny Wang/](https://directory.westernsydney.edu.au/search/name/Kenny%20Wang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG3071_22-SPR_BA_D#subjects)

Parramatta - Victoria Rd Day

Subject Contact Kenny Wang ([https://directory.westernsydney.edu.au/search/name/Kenny Wang/](https://directory.westernsydney.edu.au/search/name/Kenny%20Wang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG3071_22-SPR_PS_D#subjects)

LANG 3072 Short Fiction in the Americas

Credit Points 10

Legacy Code 101791

Coordinator Chris Andrews ([https://directory.westernsydney.edu.au/search/name/Chris Andrews/](https://directory.westernsydney.edu.au/search/name/Chris%20Andrews/))

Description This unit surveys short fiction written in the Americas in English, French, Spanish and Portuguese during the twentieth century. It examines the history of short fictional genres, theories of their functioning, and the ways in which they register and transmit the various national and regional cultures of the Americas. The unit allows students majoring in Spanish to undertake language-specific assessment tasks (reading original texts in Spanish and writing their essay in Spanish) while other students read the texts and complete their assessment tasks in English.

School Humanities & Comm Arts

Discipline Literature

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Articulate the key elements and features of a series of representative works of short fiction from the Americas.
2. Develop an original, closely-argued response to a question about short fiction couched in theoretical or historical terms.
3. Explain the role of the press and particular prestigious magazines in shaping American short fiction in the twentieth century.
4. Identify and describe genres of short fiction from the 'micro-story' to the novella, giving an account of their conventions.
5. Understand the mechanisms by which narrative tension is maintained in short fiction.
6. Analyze the ways in which short fiction constructs and undoes selves.

Subject Content

Short fiction in the twentieth century:

- The limits of short fiction: how short can it be? where does the novel begin?
 - writers, publishers, editors, readers: The periodical press and The short story
 - theories of short fiction from The Russian Formalists to Guillermo Martinez
 - short fiction and narrative selves
 - gender, race and culture in The short story
- The texts will be drawn from the following national and regional literatures:
- Argentina
 - Brazil
 - Mexico
 - The French-speaking Caribbean
 - USA
 - Canada

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	2,000 words	50	N	Individual
Presentation	5 minutes	25	N	Individual
Quizzes	2 x 10-minute quizzes	25	N	Individual

Prescribed Texts

- A course reader containing the essential primary texts will be available.

Teaching Periods

LANG 3073 Sociolinguistics

Credit Points 10

Legacy Code 101450

Coordinator Rachel Hendery ([https://directory.westernsydney.edu.au/search/name/Rachel Hendery/](https://directory.westernsydney.edu.au/search/name/Rachel%20Hendery/))

Description This unit is designed to develop students' interest in language and society and give them an understanding and appreciation of variation in language (accents, dialects) and language change, language planning, as well as the interdependent relationship between

language learning, communicative competence and cultural practices, both in the Australian context and also in a more global context. It also aims to show students how this unit fits in with other language and linguistics-related disciplines, e.g. Linguistics, Bilingualism and Biculturalism, Second Language Acquisition.

School Humanities & Comm Arts

Discipline Linguistics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LANG 1023 - Sociolinguistics

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Reflect and discuss language variation in its complex social context.
2. Investigate variation in language empirically.
3. Evaluate the significance of language variation and multilingualism with a particular focus on Australia.
4. Apply principles and approaches to sociolinguistics in the contexts of language policy and planning, communication and education.

Subject Content

- Overview of The field of sociolinguistics and its connections to other fields of linguistics and other disciplines.
- Dimension of variation in language: social, stylistic and regional.
- language variation in Australia.
- language variation and its relation to language change.
- Multilingualism and language variation.
- language variation and society, including education.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Participation: Tutorial Exercises	1,000 words	30	N	Individual
Quiz: Final Test Online	60 minutes	40	N	Individual
Applied Project: Final Group Project	1,000 words	30	N	Group

Teaching Periods

LANG 3074 Spanish 301

Credit Points 10

Legacy Code 101953

Coordinator Ignacio Garcia (<https://directory.westernsydney.edu.au/search/name/Ignacio Garcia/>)

Description This unit is a Level 3 component of the Spanish major. It is intended for students who have already acquired a high intermediate level of proficiency and who wish to consolidate and improve this

proficiency. It enhances students' knowledge and comprehension of Spanish grammar, and develops their ability to apply such grammatical knowledge in their spoken and written language.

School Humanities & Comm Arts

Discipline Southern European Languages

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYA 1585 - Language and Grammatical Concepts 3A Spanish

Assumed Knowledge

All level 2 Spanish subjects or equivalent knowledge.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an advanced level of receptive and active lexical skills
2. Identify and apply strategies to overcome oral/aural difficulties and achieve communication in Spanish.
3. Demonstrate understanding of the rules of Spanish grammar
4. Apply this grammatical knowledge to monitoring their own written production
5. Process and summarise text materials in Spanish written by native speakers for native speakers
6. Compose correctly written texts in Spanish which can address a variety of situations
7. Demonstrate aural comprehension and oral production skills in Spanish at a level that enables them to engage in meaningful conversation with native speakers

Subject Content

- . A systematic review of all aspects of Spanish morphology
- . Aural comprehension practice in Spanish by listening to authentic language
- . Speaking practice in Spanish in spontaneous and prepared discussions as well as short talks on a variety of topics
- . Practice in reading a variety of Spanish materials and exercises on material read
- . Practice in various forms of writing in Spanish
- . Vocabulary extension exercises incorporated into points above

Prescribed Texts

- Chamorro Guerrero, M.D. et al. (2010). *Abanico*. Nueva Edicion. Barcelona: Difusion.

Teaching Periods

LANG 3075 Spanish 302

Credit Points 10

Legacy Code 101954

Coordinator Ignacio Garcia (<https://directory.westernsydney.edu.au/search/name/Ignacio Garcia/>)

Description This unit is a level 3 component of the Spanish major which extends the skills acquired in Spanish 301. It develops in students an advanced mastery of Spanish grammar, and develops their ability to apply this grammatical knowledge in oral and written communication.

In addition to the language skills, this unit covers further aspects of Spanish culture through the recommended texts and class discussions.

School Humanities & Comm Arts

Discipline Southern European Languages

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYA 1585 - Languages and Grammatical Concepts 3A Spanish

Assumed Knowledge

Spanish 201 and 202 or equivalent knowledge.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate understanding of advanced rules of Spanish grammar;
2. Apply this grammatical knowledge to monitor their own written production;
3. Understand and summarise text materials in Spanish written by native speakers for native speakers;
4. Compose written texts in Spanish which are appropriate for practical and professional purposes;
5. Demonstrate aural comprehension and oral production skills in Spanish at a level that enables them to engage in meaningful conversation with native speakers;
6. Demonstrate an advanced level of receptive and active lexical skills;
7. Identify and apply strategies to overcome oral/aural difficulties and achieve communication in Spanish.

Subject Content

- . A systematic review of complex aspects of Spanish syntax;
- . Aural comprehension practice in Spanish by listening to authentic language;
- . Speaking practice in Spanish in both spontaneous and prepared speech;
- . Practice in reading a variety of Spanish materials and exercises on material read;
- . Practice in writing appropriately in Spanish for practical and professional purposes;
- . An exploration of Spanish culture and contemporary society through a range of topics.

Prescribed Texts

- Chamorro Guerrero, M. D. et al. (2010). *Abanico*. Nueva Edicion. Barcelona: Difusion.

Teaching Periods

LANG 3076 Spanish 303: Advanced Writing Skills

Credit Points 10

Legacy Code 100153

Coordinator Ignacio Garcia (<https://directory.westernsydney.edu.au/search/name/Ignacio Garcia/>)

Description This unit aims to develop the writing skills to prepare them to make professional use of the language. It is particularly

recommended for those who wish to involve themselves in areas such as language teaching and translation. Students will be introduced to a full range of text types and language purposes. They will be guided to analyse, interpret and evaluate passages provided, and will be encouraged to extend their ability by experimenting with a variety of writing styles.

School Humanities & Comm Arts

Discipline Southern European Languages

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. improve reading skills in a variety of genres and develop techniques for autonomous learning of those skills;
2. learn to develop a written, coherent argument, discussion or explanation in Spanish;
3. be able to write effectively according to audience, purpose and content;
4. demonstrate in their written work a high level of grammatical accuracy and extensive knowledge of vocabulary;
5. be able to analyse texts in Spanish identifying meaning and how it is conveyed;
6. be able to analyse different text types and identify the different styles used in each genre;
7. be able to respond to such texts personally, critically and sensitively, evaluating its linguistic and cultural features;
8. develop habits of lifelong language learning.

Subject Content

- analysis of general features common to all text types: language, structure, setting, imagery, tone and mood, register, etc.
- Overview of writing styles: identification and practice with different styles of writing.
- Examination of A selection of contemporary texts in non-literary written genres: transactions, procedures, reports, expositions, business correspondence, legal texts, technical texts etc.
- analysis, interpretation and evaluation of samples of major text types: academic, scientific, legal, medical, commercial, literary.
- Creation of original texts in different text types: report, diary, procedural writing, newspaper Reporting, reviewing, letter writing.
- Rewriting of given texts for A different audience or purpose.
- Study of the nature of language acquisition, especially at advanced levels; techniques for developing habits oflifelong language learning.

Teaching Periods

LANG 3077 Spanish 304: Advanced Speaking Skills

Credit Points 10

Legacy Code 100154

Coordinator Ignacio Garcia (<https://directory.westernsydney.edu.au/search/name/Ignacio Garcia/>)

Description As a companion unit to Spanish 303: Advanced Writing Skills, this unit aims to prepare students to make professional use of the language, in this case by placing particular emphasis on oral skills. It is also specially recommended for those wishing to pursue careers

in areas such as language teaching and translation. Students will be introduced to a full range of oral text types and language purposes. They will be guided to analyse, interpret and evaluate examples of oral discourse, and encouraged to develop effective public speaking skills.

School Humanities & Comm Arts

Discipline Southern European Languages

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. improve listening skills in a variety of genres and develop techniques for autonomous learning of those skills;
2. master the notetaking skills necessary to accurately develop an argument or respond orally to one;
3. demonstrate high level of grammatical accuracy and extensive knowledge of vocabulary when speaking;
4. demonstrate breadth and depth in the treatment of relevant ideas and information;
5. be able to produce speech suited to a given audience, purpose and/or content, and to manipulate language to meet the requirements of the task with flair and originality;
6. develop aspects of effective public speaking skills, including techniques for the autonomous learning of those skills;
7. be able to analyse oral production in Spanish, identifying its linguistic and contextual features;
8. be able to respond to an argument personally, critically and sensitively;
9. develop habits of lifelong language learning.

Subject Content

- Variables of spoken language; content, speed, text type, number of interlocutors, accent, speaker's gender; techniques for improving listening comprehension.
- Aural comprehension practice in Spanish by listening to visiting speakers, audio and video tapes, radio and television broadcasts.
- Extensive practice with formal and informal registers, extempore and prepared speech, and group discussion.
- Analysis of a selection of contemporary oral texts: parliamentary speeches, radio interviews, public affairs programs, lawyers court addresses, judges' sentences, etc.
- Rewording of A given text for A different audience or purpose.
- Standard systems for notetaking; individual adaptation; techniques for notetaking practice.
- Public speaking skills: voice work, audience contact, discourse organization; techniques for autonomous development of public speaking skills.
- The nature of language acquisition, especially at advanced levels; techniques for developing habits of lifelong language learning.

Teaching Periods

LANG 3078 Spanish 305: Contemporary Literature

Credit Points 10

Legacy Code 100155

Coordinator Ignacio Garcia (<https://directory.westernsydney.edu.au/search/name/Ignacio Garcia/>)

Description This is a compulsory unit for students of the BA (Interpreting and Translation) (Spanish), and one of the optional units for students with advanced language skills in Spanish enrolled in the BA. It aims to introduce students to the study of contemporary Hispanic literary works so that they may acquire an appreciation of contemporary Latin American and Spanish literature and an understanding of the historical, political and social contexts in which that literature developed. Emphasis will be placed on the writer's role as an interpreter and critic of society.

School Humanities & Comm Arts

Discipline Southern European Languages

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. gain an understanding of the history of modern literature in Spanish;
2. improve their comprehension skills through reading a wide variety of Spanish texts, including regional and social variants, and specific registers;
3. understand some of the main events which shaped the character of Hispanic writing in the 20th Century;
4. gain insights into writers' attempts to interpret society (e.g. problems, trends, controversies);
5. acquire the vocabulary necessary to be able to discuss and write about the content and structure of these texts, as well as their historical and cultural context.

Subject Content

An overview of the history of literature in Spanish in the 20th Century. Some significant events which had an impact on Hispanic literature: the Spanish-American War, the Spanish Civil War, the Cuban Revolution. Examination of a selection of representative contemporary novels from Spain and Latin America.

Specific themes and leitmotifs developed by contemporary authors, e.g. passivity, waiting, guilt, love, uncertainty about identity.

The development of writing skills using genres such as reviews and essays.

Teaching Periods

LANG 3079 Spanish 306: Contemporary History

Credit Points 10

Legacy Code 100156

Coordinator Ignacio Garcia (<https://directory.westernsydney.edu.au/search/name/Ignacio Garcia/>)

Description This unit aims to introduce students to the history of Spain and Latin America in the Twentieth century to enable them to understand the historical background to present-day events, and to identify the major contemporary policy issues in these regions of the world.

School Humanities & Comm Arts

Discipline Southern European Languages

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Students will:
2. gain an understanding on some of the main events which shaped the character of the Hispanic world in the 20th Century;
3. gain an understanding of the basic economic, political, and cultural infrastructures of the Hispanic world and how they interact.;
4. learn to distinguish the regional differences within the Hispanic world;
5. develop critical thinking skills relevant to the multidisciplinary nature of the subject;
6. acquire the vocabulary necessary to be able to discuss and write about the historical and cultural context.

Subject Content

An overview of the history of Spain and Latin America since 1898.

A detailed study of some events which had a major impact: the Spanish American War, the Spanish Civil War, the Cuban Revolution, the Latin American military regimes.

A study of the end of the Cold War period and its impact in Central America and in the rest of the Hispanic world.

An examination of major present day policy issues in Spain and Latin America.

Teaching Periods

LANG 3080 Spanish 307: Classical Literature

Credit Points 10

Legacy Code 100157

Coordinator Ignacio Garcia (<https://directory.westernsydney.edu.au/search/name/Ignacio Garcia/>)

Description This unit provides an introduction to the social and cultural history of Spain of the Sixteenth and Seventeenth centuries, and to the principal literary monuments of this period. The unit is based on the study of selected representative texts and appropriate background readings.

School Humanities & Comm Arts

Discipline Southern European Languages

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. become familiar with main historical events during the Habsbourg monarchy;
2. delve into the culture of the Renaissance and the Baroque periods in Spain;
3. improve their reading skills through the reading of works of the major Golden Age poets and prose and play writers;

4. learn to analyse some of the great masterpieces of literature during this period;

5. acquire the vocabulary necessary to be able to discuss and write about the message, structure, historical and cultural context of these texts.

Subject Content

- general introduction to The history of The Iberian Peninsula during The XVI and XVII centuries.

- general introduction to The culture of The Renaissance and Baroque periods.

- An Overview of The history of literature of The Golden Age period.

- Examination of A selection of representative poems, novels and plays from this period.

Teaching Periods

LANG 3081 Spanish 308: Spanish Sociolinguistics

Credit Points 10

Legacy Code 100158

Coordinator Ignacio Garcia (<https://directory.westernsydney.edu.au/search/name/Ignacio Garcia/>)

Description This unit aims to give students an understanding of the phonological, morpho-syntactic, semantic and pragmatic changes in the Spanish language as spoken and written at the start of its second millennium. Particular attention will be paid to the dialectal geography of the Hispanic world, and to the problems faced by the language today, with particular reference to its 'Spanglish' version in emigre communities in the United States and Australia, and to information technology.

School Humanities & Comm Arts

Discipline Southern European Languages

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. understand the phonological, morphosyntactic and lexical variations and changes undergone by the Spanish language in the last decades;
2. recognise differences across regional varieties in terms of politeness, forms of address and speech acts;
3. have an overview of the dialectal geography of Spain, and of the problems encountered in the areas in which the language shares official status with other Spanish languages;
4. learn about the dialectal geography of Spanish America, the characteristics of the principles dialect groups, and the influences of migrant and indigenous languages;
5. explore the problems faced by Spanish today, especially when entering into contact with English as manifested in the 'Spanglish' versions of the language in the subjected States and in Australia;
6. gain an understanding of the extent and status of Spanish in the world, and of issues of standardisation.

Subject Content

- The Spanish language at the beginning of the 21st century: phonological, morphological, syntactic and lexical variation and change.
- Spanish pragmatics: terms of politeness, forms of address, speech acts.
- Peninsular Spanish: The main dialect groups. language policies regarding bilingualism in Catalonia, The Basque Country and Galicia.
- American Spanish. The main dialect groups and their structural characteristics. The impact of indigenous languages and of migrant communities.
- The phenomenon of 'Spanglish'; code switching and language function; 'diglossia' in emigre communities; problems in information technology.
- The extent and status of Spanish in The world.
- Issues of standardisation: The use of The language in The media and by The administration, The use of non-sexist language.

Teaching Periods

LANG 3082 Special Study in Languages and Linguistics

Credit Points 10

Legacy Code 100201

Coordinator Kenny Wang ([https://directory.westernsydney.edu.au/search/name/Kenny Wang/](https://directory.westernsydney.edu.au/search/name/Kenny%20Wang/))

Description This Level 3 Languages and Linguistics unit is, primarily, a self-study unit designed to cater for a special area of interest in languages and linguistics not otherwise covered in the units on offer in the languages program or in the BA (Interpreting and Translation) and/or where the student may otherwise find it difficult to complete his or her program of study. Once the topic chosen by the student is approved by the Unit Coordinator a supervisor is nominated and an individually-tailored learning contract, including appropriate language-specific and/or linguistics readings and tasks, is drawn up in collaboration with the supervisor and is submitted to the Unit Coordinator for approval. This approval process should happen, ideally, at least one week prior to the beginning of the teaching semester.

School Humanities & Comm Arts

Discipline Linguistics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Restrictions Permission from the subject Coordinator or Academic program Advisor is required. A Rule Waiver is required to enrol in this subject.

Assumed Knowledge

Level 3 Languages and Linguistics subjects or equivalent.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of a selected topic in humanities, languages, linguistics, literature, translation or language education.
2. Develop, negotiate and plan for the implementation and evaluation of a small-scale research project.

3. Demonstrate basic research skills such as writing a literature review, basic research methodology and critical evaluation of research.
4. Apply independent research skills to achieve further personal development.

Subject Content

Content will vary according to the topic chosen for study. Where appropriate, workshops and/or seminars introducing approaches to research will be conducted.

Inherent Requirements

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

Inherent Requirements (https://www.westernsydney.edu.au/ir/inherent_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Proposal	1,000 - 1,200 words	35	N	Individual
Report	1,800 - 2,000 words	65	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Composite

Subject Contact Kenny Wang ([https://directory.westernsydney.edu.au/search/name/Kenny Wang/](https://directory.westernsydney.edu.au/search/name/Kenny%20Wang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG3082_22-AUT_PS_C#subjects)

Spring

Parramatta - Victoria Rd

Composite

Subject Contact Kenny Wang ([https://directory.westernsydney.edu.au/search/name/Kenny Wang/](https://directory.westernsydney.edu.au/search/name/Kenny%20Wang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG3082_22-SPR_PS_C#subjects)

LANG 3083 Specialised Translation (UG)

Credit Points 10

Legacy Code 100198

Coordinator Kenny Wang ([https://directory.westernsydney.edu.au/search/name/Kenny Wang/](https://directory.westernsydney.edu.au/search/name/Kenny%20Wang/))

Description This unit explores the functional, discursive, rhetorical, syntactic, semantic and lexical features of texts in the following

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

School Humanities & Comm Arts

Discipline Translating and Interpreting

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

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

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. identify and analyse the functional, discursive, rhetorical, syntactic, semantic and lexical features of English texts in the specialised fields of tourism, law, journalism and science and technology;
2. identify and analyse the functional, discursive, rhetorical, syntactic, semantic and lexical features of LOTE texts in the specialised fields of tourism, law, journalism and science and technology; and
3. deploy translation strategies appropriate to the specific text types.

Subject Content

1. Development of general translation skills to and from English
2. Introduction of different specialised genres.
3. Translation of texts to and from English from specialised fields such as information booklets at museums, news articles of various types, prescriptive and non-prescriptive legal texts, technical manuals.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Presentation	15 minutes	30	N	Individual
Quiz	2 x 30 minutes	20	N	Individual
Essay	1200 words	50	N	Individual

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Kenny Wang ([https://directory.westernsydney.edu.au/search/name/Kenny Wang/](https://directory.westernsydney.edu.au/search/name/Kenny%20Wang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG3083_22-SPR_PC_D#subjects)

LANG 3084 Text Analysis for Translation (UG)

Credit Points 10

Legacy Code 102523

Coordinator Chong Han ([https://directory.westernsydney.edu.au/search/name/Chong Han/](https://directory.westernsydney.edu.au/search/name/Chong%20Han/))

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

School Humanities & Comm Arts

Discipline Translating and Interpreting

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Restrictions Students must be enrolled in 1519 Bachelor of Arts (Interpreting and Translation) or 1692 Bachelor of Arts (Interpreting and Translation) Dean ♦fs Scholars.

Assumed Knowledge

Practice in translation and learning of translation strategies at Level 1 and 2 of the BA (Interpreting and Translation), or equivalent knowledge.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate understanding of theories of text analysis;
2. Identify linguistic and textual structures of English and LOTE passages;
3. Conduct textual analysis of English and LOTE passages;
4. Apply text analysis techniques to translation tasks; and
5. Evaluate and critique the quality of their own translations.

Subject Content

Theories of text analysis as they relate to the translation task.

Identifying different types of source texts

Conducting comparative and contrastive analysis of English and LOTE
Identifying of intra-linguistic factors in source texts in both English and LOTE

Identifying where extra-textual knowledge is required for full comprehension of source texts

Defining translation problems in source texts

Evaluating translation quality

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Translation exercises	150 words x 2 (1 x English + 1 x LOTE)	30	N	Individual
Reflective reports	500 words x 2	30	N	Individual
Text analysis exercises	2 Text analysis exercises (each exercise has both English and LOTE tasks)	40	N	Individual

Prescribed Texts

- Nord, Christiane. (1991, 2006). *Text Analysis in Translation: Theory, Methodology, and Didactic Application of a Model for Translation-Oriented Text Analysis*. Amsterdam/Rodopi/Leiden: Brill.

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Chong Han ([https://directory.westernsydney.edu.au/search/name/Chong Han/](https://directory.westernsydney.edu.au/search/name/Chong%20Han/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG3084_22-SPR_PC_D#subjects)

LANG 3086 The Novel

Credit Points 10

Legacy Code 100893

Coordinator Jason Tuckwell ([https://directory.westernsydney.edu.au/search/name/Jason Tuckwell/](https://directory.westernsydney.edu.au/search/name/Jason%20Tuckwell/))

Description This unit explores the status and success of the novel as the dominant modern literary form. It examines aspects of the history and development of the novel from the seventeenth century up to the present, along with a range of novelistic texts from one or a number of literary traditions: from classic British and/or American texts to contemporary postcolonial fiction; from the search for the mythical "great Australian novel" to famous and not-so-famous works in languages other than English.

School Humanities & Comm Arts

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Read and critically examine a range of novelistic texts from one or a number of cultural traditions.
2. Demonstrate an understanding of a number of fictional modes eg.. modernist, post-modernist.

3. Describe and evaluate a range of narrative techniques and features - e.g. point of view, narrative time, plot versus story, characterisation, dialogue, structure.
4. Demonstrate an understanding of changes that have taken place in novelistic forms over a period of time, thereby showing also their understanding of literary genre.
5. Describe the relationships between the novel and other literary and narrative forms.

Subject Content

- . The origins of the novel in earlier genres such as the poetic epic, the prose romance, and Menippean satire.
- . The relationship between novelistic writing and journalism, from Defoe to the present.
- . The epistolary novel, from Richardson to the present.
- . The historical novel, from Scott to the present.
- . Romanticism and the novel.
- . Modernism and the novel.
- . Postmodernism and the novel
- . Focus study of a national tradition; for example, the American novel, the Australian novel, the English novel, the Irish novel, the Scottish novel, etc.
- . Novels in languages other than English: French, German, Spanish, Russian, Indonesian, Japanese, etc. - to be studied in translation.
- . The novel and high culture: F.R. Leavis and "The Great Tradition".
- . "Genre" fiction - such as sci-fi, fantasy, thriller, romance, gothic - and popular culture.
- . The adaptation of novels into film and television.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Four (4) In-class quizzes	20 mins (5 mins each)	10	N	Individual
Short written exercise	500 words	20	N	Individual
Essay	1,500 words	30	N	Individual
Take-home exam	1,500 words	40	N	Individual

Summer B Online

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Three (3) In-class quizzes	15 mins (5 mins each)	20	N	Individual
Essay draft	500 words	30	N	Individual
Essay	1500 words	50	N	Individual

Prescribed Texts

- Aphra Behn, Oroonoko.
- Saul Bellow, Herzog.
- Emily Bronte, Wuthering Heights.

- Daniel Defoe, Moll Flanders.
- Charles Dickens, Bleak House.
- Feodor Dostoevsky, Crime and Punishment.
- George Eliot, Middlemarch.
- Henry Fielding, Tom Jones.
- Gustave Flaubert, Madame Bovary.
- Joseph Furphy, Such is Life.
- James Joyce, Ulysses.
- D.H. Lawrence, Women in Love.
- Thomas Mann, Doctor Faustus.
- Salman Rushdie, The Moor's Last Sigh.
- Walter Scott, Rob Roy.
- Gertrude Stein, The Making of Americans.
- Christina Stead, Seven Poor Men of Sydney.

Teaching Periods

Summer B

Online

Online

Subject Contact

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG3086_22-SUB_ON_O#subjects)

LANG 3087 Women's Writing

Credit Points 10

Legacy Code 102374

Coordinator Helen Koukoutsis ([https://directory.westernsydney.edu.au/search/name/Helen Koukoutsis/](https://directory.westernsydney.edu.au/search/name/Helen%20Koukoutsis/))

Description This unit focuses on the study of women's writing from a broad social and cultural context. While the women writers will change from offering to offering, the content will remain centred on feminist theory and discourses of race, ethnicity, class and gender. The unit will draw on a variety of genres including drama, fiction, poetry, essay and short story. Students will explore women's concerns about motherhood, marriage, violence and domesticity; cultural identity, vocation and the body as (sexual) object. They will also explore women's experiences of madness and victimisation; segregation and alienation; power/lessness and the public sphere.

School Humanities & Comm Arts

Discipline Literature

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate knowledge and appreciation of women's writing from across various social and cultural contexts, including the U.S., Europe, Asia and Australia
2. Identify and analyse the generic features and thematic concerns of women's literature
3. Critically assess the extent to which race, ethnicity, class and gender factor into women's creative spaces and practices

4. Apply feminist literary criticism to a reading of the subject's primary texts
5. Conduct independent scholarly research to build on primary knowledge of women's literature
6. Prepare and write well-analysed critical literary essays.

Subject Content

- Women's writing from Australia, New Zealand, U.S., South America, Britain, Europe and Asia
- The changing Roles of women from specific Histories and contexts
- Feminist theory and literary criticism
- Women's rights and social movements
- Migration, diaspora and women's identity
- Critical discourses of race, ethnicity, class and gender
- Women's concerns about motherhood, marriage, violence and domesticity; cultural identity, vocation and the body as (sexual) object
- Women's experiences of madness and victimisation, segregation and alienation, power/lessness and the public sphere

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	1,000 words	20	N	Individual
Critical Review	1,500 words	35	N	Individual
Essay	2,000 words	45	N	Individual

Prescribed Texts

- Woolf, Virginia (2004/1929). A Room of One's Own. London: Penguin.
- Franklin, Miles. (2011/1901). My Brilliant Career, (introduction by Sandra Gilbert). New York: Penguin.
- These will vary from year to year. Details of e-book availability in the Learning Guide.
- Walker, Alice. (2014/1983). The Color Purple. London: Weidenfeld & Nicolson.
- 102374 Women's Writing Subject Reader and 2-3 texts, including two novels and one play:

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Helen Koukoutsis ([https://directory.westernsydney.edu.au/search/name/Helen Koukoutsis/](https://directory.westernsydney.edu.au/search/name/Helen%20Koukoutsis/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG3087_22-AUT_BA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Helen Koukoutsis ([https://directory.westernsydney.edu.au/search/name/Helen Koukoutsis/](https://directory.westernsydney.edu.au/search/name/Helen%20Koukoutsis/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG3087_22-AUT_PS_D#subjects)

LANG 3089 World Literature in Translation

Credit Points 10

Legacy Code 101669

Coordinator Chris Andrews (<https://directory.westernsydney.edu.au/search/name/Chris Andrews/>)

Description This unit examines representative works of world literature written in languages other than English in order to address a range of literary and cultural issues, including the role of translation in crosscultural communication.

School Humanities & Comm Arts

Discipline Literature

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Articulate the key elements and features of a series of important works of world literature;
2. Produce an original, closely-argued interpretation of a literary work;
3. Examine how the methods of translating literature vary across cultures and historical periods;
4. Explore the differences between literature and other kinds of discourse, asking: Are there literary universals?
5. Investigate the impact of translated works of literature on the cultures that receive them;
6. Identify the differences between the ideas of "world literature" that have developed in different cultures.

Subject Content

- The reading, interpretation and Discussion of A series of important works from World literature in translation
- The Study of cases of literary transfer: cases in which plots, characters, forms and concepts, as well as works, have been transferred from one linguistic culture to another, and how they have affected The cultures that have received them
- Critical reflection on how "world literature" is constructed differently in different cultures

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Recorded presentation on one of the texts	5 minutes	25	N	Individual

Four short answer tests on the texts and the content of the lectures (10 minutes each)	40 minutes	25	N	Individual
Comparative essay	2,000 words	50	N	Individual

Prescribed Texts

- Shushaku Endo, *The Sea and Poison*, translated by Michael Gallagher, New York: New Directions, 1992.
- Gustave Flaubert, *Madame Bovary* (Penguin Classics Deluxe Edition, Translated by Lydia Davis; Harmondsworth; Penguin, 2011.
- Roberto Bolaño, *Distant star*, Translated by Chris Andrews, London; Harvill, 2004.
- Assia Djebar, *Women of Algiers in their Apartment*, Translated by Marjolijn de Jager. Charlottesville; University Press of Virginia, 1992.

Teaching Periods

LANG 3091 Writing and Society

Credit Points 10

Legacy Code 101670

Coordinator Jacinta Van Den Berg (<https://directory.westernsydney.edu.au/search/name/Jacinta Van Den Berg/>)

Description This unit explores the social dimensions of literature, both generally, by considering the role played by tradition, authorship, genre and style in the literary exploration of values, and in specific terms, through a close examination of works which have had an important social impact in their time, including those in translation, from a range of contemporary literatures. The lecturers are members of the Writing and Society Research Group, many of whom are practising authors.

School Humanities & Comm Arts

Discipline Literature

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. understand the social impact of literary works;
2. understand the formal and theoretical issues involved the literary representation and exploration of social values;
3. analyse ways in which literary texts from different cultures portray the values of those cultures; and
4. appreciate the way literature works when viewed from the different points of view of authors and readers.

Subject Content

Tradition and the Australian writer
The literary imagination and the sense of place
Writing, racism and social prejudice

Solitude, self-exile and the provincial author
 Migration, settlement and community
 Social surfaces, psychological depths
 Feminism and fictocriticism
 Indigenous storytelling and its influences
 Neo-realism and contemporary satire
 Politics and poetic form

Teaching Periods

LANG 3093 Advanced Standing for LOTE 320

Credit Points 20

Legacy Code 102715

Coordinator Uldis Ozolins ([https://directory.westernsydney.edu.au/search/name/Uldis Ozolins/](https://directory.westernsydney.edu.au/search/name/Uldis%20Ozolins/))

School Humanities & Comm Arts

Discipline Language and Literature, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 20cp

Level Undergraduate Level 3 subject

Teaching Periods

LANG 3094 The Value of Literature

Credit Points 10

Legacy Code 102765

Coordinator Christopher Conti ([https://directory.westernsydney.edu.au/search/name/Christopher Conti/](https://directory.westernsydney.edu.au/search/name/Christopher%20Conti/))

Description This unit explores the value of literature by examining its competing uses in a range of historical contexts down to and including our own. Literature's potent combination of pleasure and instruction embraces conflicting personal, ethical, political, social, and ideological uses even as it resists them. The unit brings a comparative focus to bear on texts from diverse historical and cultural settings as a way of reflecting on and rediscovering the value of literature in the digital age. Students will also explore the function of criticism to educate the individual sensibility and shape the cultures of public life. Primary texts include poems, narrative fiction, essays, and may include drama, film, and other audiovisual material.

School Humanities & Comm Arts

Discipline Literature

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) Any two of the following subjects -
 COMM 1004 OR
 COMM 1005 OR
 LANG 1015 OR
 LANG 1016 OR
 LANG 2035

Equivalent Subjects LANG 3032 - English Literature After 1830

Restrictions

Students are required to have completed two of the three level 1 & 2 English core subjects.
 Successful completion of 60 credit points in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. demonstrate an understanding of literature as a form of writing and as a way of reading;
2. assess the value of literature across the range of its contested uses;
3. critically evaluate ongoing debates around the literary canon and the public value of literature;
4. evaluate literary texts and their interpretations as a means of cultural intervention as well as of cultural analysis;
5. articulate the distinction between literature's context of production and its context of reception as related but separate frames of interpretation;
6. identify the roles that literature and literary criticism have in cultivating the cognitive and affective potential for social and political change.

Subject Content

Content in this subject will include, but is not limited to, the following

1. debates about how literary texts have been used in order to effect, or resist, social, political, moral, economic, artistic and ethical change, and how language, form and genre are integral in comprehending the way texts pursue their ends;
2. debates about the degree to which literature is, or can be, an effective or viable medium of change;
3. consideration of the ways in which literature has been used as a vehicle for the understanding of self, society and other;
4. debates about literary value, including critical considerations of the canon and canonicity, literature's political capacities (or incapacities), and the role of literature in the digital era;
5. examination of literary texts for their uses in social, moral, and political discourse and for their usefulness or resistance to these uses.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	10 minutes each	15	Y	Individual
Tutorial Participation Mark	In class	5	Y	Individual
Essay	1500 words	40	Y	Individual
Take-home Exam	2 hours	40	Y	Individual

Teaching Periods

Spring Bankstown

Day

Subject Contact Christopher Conti ([https://directory.westernsydney.edu.au/search/name/Christopher Conti/](https://directory.westernsydney.edu.au/search/name/Christopher%20Conti/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG3094_22-SPR_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Christopher Conti ([https://directory.westernsydney.edu.au/search/name/Christopher Conti/](https://directory.westernsydney.edu.au/search/name/Christopher%20Conti/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG3094_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Christopher Conti ([https://directory.westernsydney.edu.au/search/name/Christopher Conti/](https://directory.westernsydney.edu.au/search/name/Christopher%20Conti/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG3094_22-SPR_PS_D#subjects)

LANG 3095 Indonesian 301

Credit Points 10

Legacy Code 102773

Coordinator Anna Nettheim ([https://directory.westernsydney.edu.au/search/name/Anna Nettheim/](https://directory.westernsydney.edu.au/search/name/Anna%20Nettheim/))

Description This is an advanced (Level 3) unit in the Indonesian Specialisation. It focuses on the Indonesian language styles and vocabulary appropriate for academic purposes. Students will learn formal language through reading authentic materials, engaging in open discussion, and writing on topics related to Indonesian culture, language, and other historic and current issues in an academic manner. Students will develop their formal writing skills in Indonesian and will learn how to discuss academic subjects in a formal style. They will begin to develop their ability to translate Indonesian and English texts in a formal manner. They will also develop intercultural awareness by comparing and contrasting academic styles and contexts in Australia and Indonesia.

School Humanities & Comm Arts

Discipline Southeast Asian Languages

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LANG 3039 - Indonesian 301 Indonesian for Academic Purposes

Assumed Knowledge

Successful completion of Indonesian 202 or equivalent.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Communicate in Indonesian orally and in writing using all major sentence constructions.
2. Identify and use appropriate formal styles for effective oral and written communication.

3. Use and interpret original Indonesian texts to better understand Indonesian society and communicate effectively at a high level about a range of topics.
4. Compare and contrast academic writing in English and Indonesian and identify cultural differences.
5. Undertake basic independent research in Indonesian.
6. Undertake simple translation tasks.

Subject Content

Grammar

- yang phrases in academic Indonesian
- Object-focus constructions
- Figures of speech
- suffix ?i
- Forming nouns through affixation

Readings

- Asal Usul Jakarta
- Bahasa Indonesia dalam Masyarakat
- Wayang Kulit
- Wisata Kuliner di Indonesia
- Wajib Belajar di Indonesia

During this subject students will undertake regular conversation practice, listening practice and writing practice relevant to each topic using both the subject materials and contemporary native language materials sourced online. Students will also undertake some translation practice using the readings and other related materials.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Summaries/ Short Answer: Summary of unit Readings x 5 and Practice writing and translation tasks x 4	1,000 words equivalent	20	N	Individual
Essay: 2 x Indonesian short writing tasks	500 words each (20% each)	40	N	Individual
Translation Task	350 words	20	N	Individual
Presentation	10 minutes	20	N	Individual

Teaching Periods

LANG 3096 Indonesian 302

Credit Points 10

Legacy Code 102774

Coordinator Anna Nettheim ([https://directory.westernsydney.edu.au/search/name/Anna Nettheim/](https://directory.westernsydney.edu.au/search/name/Anna%20Nettheim/))

Description This is an advanced (Level 3) unit in the Indonesian Specialisation. It focuses on the Indonesian language styles and vocabulary appropriate for academic purposes. Students will learn formal language through reading authentic materials, engaging in open discussion, and writing on topics related to contemporary Indonesian society and current issues in an academic manner. Students will develop their formal writing skills in Indonesian and will learn how to discuss academic subjects in a formal style. They will further develop their ability to translate Indonesian and English texts in a formal manner. They will develop skills that will assist them to interpret spoken and written Indonesian texts through exploring ways of building up the specific language required to gain a deeper understanding of any particular topic.

School Humanities & Comm Arts

Discipline Southeast Asian Languages

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LANG 3040 - Indonesian 302 Indonesian for Professional Purposes

Assumed Knowledge

Successful completion of Indonesian 202 or equivalent.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Discuss orally and in writing a number of contemporary issues affecting Indonesia;
2. Employ specific Indonesian vocabulary in relation to issues of interest, in order to understand Indonesian perspectives on those issues;
3. Translate Indonesian language materials effectively into English;
4. Understand how function words, new language terms and abbreviations and acronyms are used in Indonesian.

Subject Content

Grammar

- ter- prefix
- Function words
- New language terms
- Abbreviations and acronyms

Readings

- Kehidupan Petani di Indonesia Modern
- Peran TKW dalam Ekonomi Indonesia
- Dunia Maya di Indonesia
- Pelaksanaan Otonomi Daerah
- Contemporary articles related to the theme Lingkungan Hidup

During this subject students will undertake regular conversation practice, listening practice and writing practice relevant to the topic using the unit materials and native language materials sourced online. Students will also undertake some translation practice using the readings and other related materials.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Summaries/ Short answer/ 5 x brief summaries of readings, 4 x short practice writing and translation tasks	2,000 words equivalent	20	N	Individual
Essay: 2 x Indonesian short writing tasks	500 words each (20% each)	40	N	Individual
Translation Task	350 words	20	N	Individual
Presentation	15 minutes	20	N	Individual

Prescribed Texts

- Online learning materials made available by Deakin University.

Teaching Periods

LANG 3097 Indonesian 303

Credit Points 10

Legacy Code 102775

Coordinator Anna Nettheim ([https://directory.westernsydney.edu.au/search/name/Anna Nettheim/](https://directory.westernsydney.edu.au/search/name/Anna%20Nettheim/))

Description This is an advanced (Level 3) unit in the Indonesian Specialisation, which can be undertaken following on from Indonesian 202, 301, or 302 as well as by students with sufficient language skills due to Indonesian or Malay background. The unit further develops students' Indonesian academic language skills by focusing on language resources appropriate for academic purposes. Students will be exposed to a range of academic texts and related online materials to support the development of academic Indonesian skills.

School Humanities & Comm Arts

Discipline Southeast Asian Languages

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LANG 3041 - Indonesian 303 Indonesian for Business

Assumed Knowledge

Successful completion of Indonesian 202 or Indonesian 302 or Equivalent (for example HSC Indonesian with high grades), Native Background and Previous Study in Indonesian or Malay.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate a detailed understanding of the social and cultural diversity of modern Indonesian society;
2. Demonstrate a good knowledge of Indonesian and its sociolinguistic role in modern Indonesia;
3. Communicate at an advanced level using the Indonesian language;

4. Apply general knowledge about Indonesian culture and society to learn and interpret information in the context of effective communication.

Subject Content

High level Indonesian language readings that cover cultural, economic, and historical aspects of Indonesia.

Grammar materials and exercises.

Online materials such as news articles related to the subject themes.

Candi Borobudur untuk Masyarakat Modern

Ber- verbs

Masyarakat Indonesia Gila Bola

Figurative language

Dangdut, Musik Khas Indonesia

Synonyms

Mudik Lebaran

Language and social context

Maluku Kepulauan Rempah-Rempah

Complex sentences

Additional topical material as provided by the teacher and sourced by students

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Summaries/ Short answer: equivalent 5x brief summaries of readings, 4x short practice writing and translation tasks.	1,000 words	20	N	Individual
Essay: 2x Indonesian short writing tasks	500 words each (20% each)	40	N	Individual
Translation Task	350 words	20	N	Individual
Presentation	15 minutes	20	N	Individual

Teaching Periods

LANG 3098 Indonesian 304

Credit Points 10

Legacy Code 102776

Coordinator Anna Nettheim ([https://directory.westernsydney.edu.au/search/name/Anna Nettheim/](https://directory.westernsydney.edu.au/search/name/Anna%20Nettheim/))

Description This is an advanced (Level 3) unit in the Indonesian Specialisation, which can be undertaken following on from Indonesian 202, 301, or 302 as well as by students with sufficient language skills due to Indonesian or Malay background. The unit further develops students' Indonesian academic language skills by focusing on language resources in various genres appropriate for academic purposes. Students will be exposed to a range of academic texts and

related online materials to support the development of academic Indonesian skills.

School Humanities & Comm Arts

Discipline Southeast Asian Languages

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LANG 3042 - Indonesian 304 Contemporary Indonesia

Assumed Knowledge

Successful completion of Indonesian 202 OR Indonesian 301 OR Indonesian 302 OR Equivalent (for example HSC Indonesian with high grades), Native Background and Previous Study in Indonesian or Malay.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate a detailed understanding of the social and cultural diversity of modern Indonesian society;
2. Demonstrate a good knowledge of Indonesian and its sociolinguistic role in modern Indonesia;
3. Communicate at an advanced level using the Indonesian language;
4. Apply general knowledge about Indonesian culture and society to learn and interpret information in the context of effective communication.
5. Demonstrate an understanding of advanced grammatical and stylistic structures in different genres of Indonesian academic writing.

Subject Content

High level Indonesian language readings that cover cultural, economic, and historical aspects of Indonesia.

Grammar materials and exercises.

Online materials such as news articles related to the subject themes.

Sumber Daya Alam dan Ekonomi Indonesia

Dictionary use

Dampak Pariwisata di Bali

Function words

Perang Milik Budaya Indonesia dan Malaysia

Relationships between two or more people or things

Hari Bela Negara

Cognitive framework of language users

- Additional topical material as provided by The teacher and sourced by students

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Summaries/ Short answer: Five summaries of unit Readings and four Practice writing and translation tasks	1,000 words equivalent	20	N	Individual
Essay: Two short writing tasks	500 words each (20% each)	40	N	Individual
Translation Task	350 words	20	N	Individual
Presentation	15 minutes	20	N	Individual

Teaching Periods

LANG 3099 English Talk

Credit Points 10

Legacy Code 102813

Coordinator David McInnes ([https://directory.westernsydney.edu.au/search/name/David McInnes/](https://directory.westernsydney.edu.au/search/name/David%20McInnes/))

Description In English Talk students engage with spoken forms of English communication, ranging from the casual conversations and interactions of everyday life, through the spoken texts of contemporary media to the more formal spoken genres of political speeches, lectures and other forms of public discourse. Students learn how to analyse forms of spoken English using speech act theory, conversation analysis, and functional models of analysis. Students are provided opportunities to consider their own participation in spoken forms of discourse in English by constructing, analysing and redeveloping the kinds of spoken interaction they will participate in in professional and social settings.

School Humanities & Comm Arts

Discipline Linguistics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects TEAC 3008 - English Language Linguistics

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Outline the key developments in linguistic approaches to the study of spoken English.
2. Apply a set of analyses to naturally occurring texts, including analysis of Speech Acts, Adjacency Pairs and Exchange Structure.
3. Use a combination of Mood and Speech Function analysis to describe the roles of participants in conversational exchange.
4. Construct, analyse and reconstruct interactive spoken text to facilitate more successful communication.

Subject Content

1. Speech Act Theory.

2. Ethnomethodology and Conversational Analysis: Turn constructional units and adjacency pairs.
3. The Birmingham School: The structure of conversational exchange.
4. Systemic Functional approaches to conversation: Speech Function, Exchange Structure and Negotiation.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Discourse analysis	40 minutes each	50	N	Individual
Short Answer	500 words each	50	N	Individual

Teaching Periods

Spring

Bankstown

Day

Subject Contact David McInnes ([https://directory.westernsydney.edu.au/search/name/David McInnes/](https://directory.westernsydney.edu.au/search/name/David%20McInnes/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG3099_22-SPR_BA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact David McInnes ([https://directory.westernsydney.edu.au/search/name/David McInnes/](https://directory.westernsydney.edu.au/search/name/David%20McInnes/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG3099_22-SPR_PS_D#subjects)

LANG 7001 Accreditation Studies

Credit Points 10

Legacy Code 101482

Coordinator Kenny Wang ([https://directory.westernsydney.edu.au/search/name/Kenny Wang/](https://directory.westernsydney.edu.au/search/name/Kenny%20Wang/))

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

School Humanities & Comm Arts

Discipline Translating and Interpreting

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYB 3382 - Accreditation Studies

Restrictions

Students must be enrolled in programs 1777, 1776, 1775, 1816, 1637, 1638 or 1639. Special Requirements Corequisites: For Students enrolled in 1637.1 Graduate Diploma in Interpreting the following corequisites apply: 100916, 100921, 100922, 100927 and A7456. For Students enrolled in 1637.2 Graduate Diploma in Interpreting the following corequisites apply: 100916, 100922, 101695, 101696 and A7456. For Students enrolled in 1638.1 Graduate Diploma in Translation the following corequisites apply: 100917, 100921, 100924, 100927 and A7456. For Students enrolled in 1638.2 Graduate Diploma in Translation the following corequisites apply: 100917, 100924, 101695, 101696 and A7456. For Students enrolled in 1639.1 Master of Interpreting and Translation the following corequisites apply: 100916, 100917, 100921, 100922, 100924, 100927 and A7456. For Students enrolled in 1639.2 Master of Interpreting and Translation the following corequisites apply: 100916, 100917, 100922, 100924, 101695, 101696 and A7456.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. demonstrate understanding of the format, standards and requirement of NAATI accreditation examinations;
2. apply the translation and/or interpreting techniques necessary to pass accreditation examinations;
3. produce accurate and idiomatic translations and/or interpreting;
4. critique interpreting and translation quality through implementing principles of translation/interpreting quality assessment.

Subject Content

Dialogue and consecutive interpreting in simulated settings such as medical consultations, public meetings and courtrooms
Translation to and from English of 250-word passages in a variety of formal genres under timed conditions
Sight translation of written texts (190-210 words in length)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Final Exam		S/U	N	Individual

Prescribed Texts

- There is no set text. All tutorial materials are available on vUWS and can be downloaded and printed out for use in tutorials. The interpreting practice tests and trial exams are available on vUWS.

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Kenny Wang ([https://directory.westernsydney.edu.au/search/name/Kenny Wang/](https://directory.westernsydney.edu.au/search/name/Kenny%20Wang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG7001_22-AUT_PC_D#subjects)

Spring

Parramatta City - Macquarie St

Day

Subject Contact Kenny Wang ([https://directory.westernsydney.edu.au/search/name/Kenny Wang/](https://directory.westernsydney.edu.au/search/name/Kenny%20Wang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG7001_22-SPR_PC_D#subjects)

LANG 7002 Advanced Standing for Interpreting and Translation 740 (PG)

Credit Points 40

Legacy Code 102567

Coordinator Uldis Ozolins ([https://directory.westernsydney.edu.au/search/name/Uldis Ozolins/](https://directory.westernsydney.edu.au/search/name/Uldis%20Ozolins/))

School Humanities & Comm Arts

Discipline Translating and Interpreting

Student Contribution Band HECS Band 1 40cp

Level Postgraduate Coursework Level 7 subject

Teaching Periods

LANG 7003 Advanced Standing for Interpreting and Translation 760 (PG)

Credit Points 60

Legacy Code 102568

Coordinator Uldis Ozolins ([https://directory.westernsydney.edu.au/search/name/Uldis Ozolins/](https://directory.westernsydney.edu.au/search/name/Uldis%20Ozolins/))

School Humanities & Comm Arts

Discipline Translating and Interpreting

Student Contribution Band HECS Band 1 60cp

Level Postgraduate Coursework Level 7 subject

Teaching Periods

LANG 7004 Audiovisual Translation: Subtitling and Captioning

Credit Points 10

Legacy Code 101827

Coordinator Vera Xu ([https://directory.westernsydney.edu.au/search/name/Vera Xu/](https://directory.westernsydney.edu.au/search/name/Vera%20Xu/))

Description This unit aims to introduce students to the framework of audiovisual translation in the form of subtitling for films, documentaries and other screen programs and captioning for hearing impaired viewers. The content of the unit will cover the principles, constraints, guiding rules, translation strategies that specifically govern subtitling and captioning. It will also introduce students to related translation

theories and the application in practice. The class will be non-language specific, but students will be expected to work from and into their language other than English.

School Humanities & Comm Arts

Discipline Translating and Interpreting

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) LANG 7021 OR LANG 7020

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. demonstrate a good understanding of subtitling and captioning;
2. explain constraints that govern subtitling and captioning and corresponding rules in subtitling and captioning;
3. demonstrate creative and intelligent condensing principles and strategies in subtitling and the principle of verbatim in captioning;
4. demonstrate understanding of domesticating and foreignising theories and their applications in subtitling;
5. explain the intricacies and difficulties of achieving cross-lingual and cross-cultural communications;
6. demonstrate a high level of language proficiency in a variety of text genres.

Subject Content

Presentation of specific nature of subtitling and captioning as audiovisual translation, including the governing constraints and principles
Introduction of linguistic and cultural dimensions to subtitling and captioning
Introduction of relevant translation theories and their application
Practical strategies in subtitling and captioning

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Presentation	5 minutes	20	N	Individual
Case Study Report	1000-1500 words	50	N	Individual
Intra-language subtitling	Part of English script from a TV program in word document	30	N	Individual

Prescribed Texts

- Please refer to Learning Guide for details (if any).

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Vera Xu ([https://directory.westernsydney.edu.au/search/name/Vera Xu/](https://directory.westernsydney.edu.au/search/name/Vera%20Xu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG7004_22-SPR_PC_D#subjects)

LANG 7005 Bilingualism and Education

Credit Points 10

Legacy Code 102525

Coordinator Ruying Qi ([https://directory.westernsydney.edu.au/search/name/Ruying Qi/](https://directory.westernsydney.edu.au/search/name/Ruying%20Qi/))

Description Bilingualism and Biculturalism are important aspects of life in Australia. Throughout much of the world, bi-multilingualism is the norm for both children and adults. This unit aims to give students an understanding and appreciation of the most important facets and manifestations of bi-multilingualism and bi-multiculturalism, in the linguistic, cognitive, personal, societal and educational spheres. It also aims to show students how this unit relates to broader studies in education, humanities, linguistics, and social sciences. This unit equips students with current research theories and methods in working effectively in early childhood and primary education, language teaching and other workplaces in bi-multilingual and bi-multicultural contexts.

School Humanities & Comm Arts

Discipline Linguistics

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. demonstrate knowledge about raising children bilingually and biculturally;
2. explain language choice, language maintenance and language shift in multilingual societies as well as code-switching and language mixing in bilingual speaker;
3. identify relationships between bilingualism and cognitive development;
4. evaluate the effectiveness of bilingual education programs and aspects of cross-cultural and/or inter-cultural communication;
5. demonstrate understanding of the complex issues and different dimensions of individual and social bilingualism;
6. critically analyse a range of attitudes toward bilingualism and their relationships with multi-identity;

7. apply current research in bilingualism to teaching and professional contexts.

Subject Content

Main concepts of bi-multilingualism and bi-multiculturalism.

Language in contact - language maintenance, shift and change; language attitudes; multi-identity.

The nature of language interaction and code-switching, e.g. language choice.

Bilingualism and cognitive development.

Bilingual language acquisition; raising children bilingually and biculturally.

Bilingual education in Australia and overseas; bilingual programs.

Bilingualism and communication.

Bilingual children and families: Multiliteracies

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Critical Review	2 x 500 words	30	N	Individual
Presentation Report	10 minutes 2,000 to 2500 words	20 50	N N	Individual Individual

Prescribed Texts

- A collection of readings will be provided either on vUWS or in a print format.

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Ruying Qi ([https://directory.westernsydney.edu.au/search/name/Ruying Qi/](https://directory.westernsydney.edu.au/search/name/Ruying%20Qi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG7005_22-AUT_BA_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Ruying Qi ([https://directory.westernsydney.edu.au/search/name/Ruying Qi/](https://directory.westernsydney.edu.au/search/name/Ruying%20Qi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG7005_22-AUT_PC_D#subjects)

LANG 7006 Business Interpreting

Credit Points 10

Legacy Code 101868

Coordinator Eva Melhem ([https://directory.westernsydney.edu.au/search/name/Eva Melhem/](https://directory.westernsydney.edu.au/search/name/Eva%20Melhem/))

Description The unit builds student skills in different settings of business interpreting, from formal business meetings to on-site work in production units to business social activities. Interpreting skills are

honed through practice utilising live, media and internet input. The unit also examines the complexity of the interpreter's role and the interrelationship between business ethics and interpreting ethics when interpreters function as members of a business team.

School Humanities & Comm Arts

Discipline Translating and Interpreting

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) LANG 7020

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

- Interpret with confidence in a variety of business settings
- Understand, critically analyse and replicate business discourse patterns and business terminology
- Explain and build into their practice the role demands and role limits of interpreters in diverse business settings
- Identify appropriate behaviour in business settings including dress, observance of formalities, and awareness of site-specific requirements such as safety procedures
- Appraise the non-interpreting functions affecting the interpreter in the context of business team needs and team priorities
- Sight translate with confidence texts related to business settings

Subject Content

- Descriptions and analysis of representative business settings where interpreters are engaged
- interpreting and sight translation practice in business settings including formal greetings and introductions, meeting procedures, site visit formalities and negotiations
- The pragmatics and etiquette of business interpreting in The context of cultural differences and intercultural communication
- business terminology in finance, trade, contracts and Negotiation
- Examination of Roles and Ethical challenges for interpreters in business settings
- interpreters as members of business Negotiation teams
- Building interpreting teams and teamwork in business interpreting
- The interpreter as A small business

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	2,500 words	40	N	Individual
Participation	varies - during class time	10	N	Individual
Short Answer	1 hour	10	N	Individual
Viva Voce	Per student: 1 10 minute interpreted business dialogues as individuals or members of teams; 2 X 200 word texts for sight translation activities.	40	N	Individual

Prescribed Texts

- None

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Eva Melhem ([https://directory.westernsydney.edu.au/search/name/Eva Melhem/](https://directory.westernsydney.edu.au/search/name/Eva%20Melhem/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG7006_22-AUT_PC_D#subjects)

LANG 7007 Community and Social Services Translation (PG)

Credit Points 10

Legacy Code 101845

Coordinator Mustapha Taibi ([https://directory.westernsydney.edu.au/search/name/Mustapha Taibi/](https://directory.westernsydney.edu.au/search/name/Mustapha%20Taibi/))

Description This unit aims to develop skills in Community Translation (also known as Public Service Translation), which focuses on facilitating written communication between public services and community members who do not have a good command of mainstream language(s). The aim of the unit is for students to develop skills in producing target texts in styles appropriate to specific groups and communities, and to the content and function of the source text. The unit also aims to develop skills in researching and using appropriate specialist terminology, editing and revising, and producing camera-ready documents. On the basis of these skills, the unit is to further develop students' ability to reflect upon translation in terms of strategies and appropriateness in relation to the target audience as well as make critical written and oral assessment of relevant translations. The unit will be available, depending on sufficient demand, for Arabic, Japanese, Mandarin, Spanish, Korean, Persian and Vietnamese.

School Humanities & Comm Arts

Discipline Translating and Interpreting

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYB 3387 - Community Translation LGYA 0966 - Community Translation PG

Restrictions

Students must be bilingual in the language combinations offered by the School. Students must be enrolled in a postgraduate program.

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Effectively translate texts relevant to their specific communities and audiences;
2. Translate 250 words of texts in 60 minutes (based on NAATI marking guidelines) into and from English;
3. Analyse and reflect upon their own translations in terms of translation strategies appropriate to specific groups and communities to develop their own resources for improvement;
4. Apply the insights of Translation Theory to translation critique as well as to their practice of Community Translation; and
5. Demonstrate translation and revision skills at a near-professional level of competence.

Subject Content

1. Development of general translation skills to and from English.
2. Development of ability to reflect upon students' own translations in terms of translation strategies, and make critical assessment of translations in general.
3. Translation of community information from English into the LOTE of texts relating to health, social security, and other government services as well as relevant private sector services.
4. Translation into English, including extract translation, of personal and official documents such as birth certificate, marriage certificate, driver's licence, and educational qualifications.
5. Translation into English of texts from community-language newspapers and magazines circulating in Australia.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	250 words each or equivalent	30	N	Individual
Essay	1000-1500 words	30	N	Individual
Final Exam	250 words each text, 2 hours	40	N	Individual

Prescribed Texts

- Community Translation - Study Book (Prepared by School)
- Taibi, M. and Ozolins, U. (2016). Community Translation. London: Bloomsbury.

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Mustapha Taibi ([https://directory.westernsydney.edu.au/search/name/Mustapha Taibi/](https://directory.westernsydney.edu.au/search/name/Mustapha%20Taibi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG7007_22-AUT_PC_D#subjects)

LANG 7008 Conference Interpreting

Credit Points 10

Legacy Code 102167

Coordinator Margot Seligmann ([https://directory.westernsydney.edu.au/search/name/Margot Seligmann/](https://directory.westernsydney.edu.au/search/name/Margot%20Seligmann/))

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

School Humanities & Comm Arts

Discipline Translating and Interpreting

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYB 3386 - Conference Interpreting LGYA 0965 - Conference Interpreting LGYA 1423 - Conference Interpreting 1

Restrictions

Students must be enrolled in 1780 Master of Arts Translation and Interpreting Studies, 1602 Graduate Certificate in Interpreting and Translation, 1777 Master of Interpreting and Translation or, if a non award student, must be a practicing Interpreter.

Assumed Knowledge

Bilingual competence.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. demonstrate knowledge of different theories that can be applied to the practice of conference interpreting
2. explain the latest research into conference interpreting and its applications to the practice
3. use public speaking skills relevant to the work of conference interpreters
4. demonstrate knowledge of the history, role and structures of international fora such as the UN, NATO, WHO and their committees
5. use essential vocabulary relating to international conferences

6. demonstrate practical knowledge about conference interpreting equipment, working conditions, professional associations, preparation for assignments and team work

7. apply basic conference interpreting skills

Subject Content

The language of speeches, reports, debates, financial statements
A range of oral texts in topics commonly discussed at international conferences

The skills and techniques necessary to interpret in simulated conference situations in the consecutive mode

The skills and techniques necessary to sight translate conference documents accurately

The skills and techniques necessary to interpret in a simulated conference situation in the simultaneous mode

Theories of conference interpreting

Prepare for a professional conference interpreting assignment

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Oral Presentation	10-15 minutes/ approximately 1,000 word equivalent	20	N	Individual
Continuous Assessment	Practical in-class exercises	20	N	Individual
Portfolio and Report	500 word report plus conference preparation portfolio	30	N	Individual
Essay	1,500-2,000 word essay	30	N	Individual

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Margot Seligmann ([https://directory.westernsydney.edu.au/search/name/Margot Seligmann/](https://directory.westernsydney.edu.au/search/name/Margot%20Seligmann/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG7008_22-SPR_PS_D#subjects)

LANG 7009 Contexts of TESOL

Credit Points 10

Legacy Code 102335

Coordinator E'Taf Alkhlaifat ([https://directory.westernsydney.edu.au/search/name/ETaf Alkhlaifat/](https://directory.westernsydney.edu.au/search/name/ETaf%20Alkhlaifat/))

Description This unit introduces students to the field of TESOL and to some of the historical, socio-cultural and academic contexts which influence it - adult education, linguistics, intercultural and migration

factors, bilingualism studies and new technologies. It provides students with some insight into the key issues in these fields which impact on the teaching and learning of English as a second/foreign language.

School Humanities & Comm Arts

Discipline Translating and Interpreting

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects TEAC 7021 - Contexts of TESOL

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the influences of various branches of linguistics on English language teaching and learning
2. Apply knowledge of contemporary approaches to adult education to the field of adult language teaching and learning in local and international contexts
3. Evaluate policies and programs associated with migration and employment in Australia
4. Critique the politics of English and English language teaching in the current local and global contexts
5. Evaluate pedagogical and linguistic influences on approaches to English language and teaching and learning.

Subject Content

- linguistics and TESOL

Language and culture-linguistic relativity, sociolinguistics-language variation, register and dialect, creoles and pidgins, language groups, bilingualism, first and second language acquisition theory, aspects of theories of language in use - pragmatics, discourse analysis, systemic functional grammar, translation and interpreting, and intercultural education

- Adult learning

Theories of adult learning, factors affecting adult learners, learning styles, strategies and preferences, motivation, learner-centredness and self-directed learning, experiential learning, diversity and the notion of the 'other'

- Global contexts of TESOL

A brief history of the English language, English as an international language, English as a foreign language, lingua franca and the politics of English, cultural diversity and the imperialist view of English, the spread of English and growth of world Englishes, language planning and policy, and the roles and 'future' of English

- local contexts of TESOL

Migration and English language education in Australia - Australian citizenship test, Understanding major adult ESL programs including English Language Intensive Courses for Overseas Students (ELICOS), Adult Migrant English Program, Skills for Employment and Education, English for Specific Purposes, General English Program, teaching and learning basic ESL skills, internationalisation of education and English language teaching industry in Australia

- TESOL methodologies

Overview of approaches to English language teaching, issues in the post-methods era - communicative language teaching, addressing the grammar gap, content-based, text-based, and task-based language teaching and learning

- technologies

Applications of various technologies in TESOL, Computer Assisted Language Learning (CALL) (e.g. using iPad, Internet) and new media (e.g. blogs) in ESL/EFL teaching and learning, distance learning, form-focused instruction enhanced by technology, digital storytelling, video games and multimedia projects.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Two Online Quizzes (in-class)	1 hour each	30	N	Individual
In-Class Presentation	10 minutes presentation and 5 minutes Q + A	20	N	Individual
Project-Based Assignment	3,000 - 3,500 words	50	N	Individual

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact ETaf Alkhlaifat (<https://directory.westernsydney.edu.au/search/name/E&/#x27;Taf Alkhlaifat>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG7009_22-SPR_PC_D#subjects)

LANG 7010 Critical Literature Review

Credit Points 20

Legacy Code 200744

Coordinator Terry Sloan (<https://directory.westernsydney.edu.au/search/name/Terry Sloan/>)

Description The aim of this unit is to develop skills in applying rigorous analysis and critical assessment to research-based literature in general, through an examination of literature in a particular field. This unit is intended to provide candidates with the basic skills needed to do critical analysis of literature while also enabling them to gain more familiarity with theories, issues, and problems in a particular research area. Literature will be analysed through a balanced and constructive critique of its strengths and weaknesses, providing suggestions for how the work might have been improved.

School Business

Discipline Language And Literature

Student Contribution Band HECS Band 1 20cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYA 8710 - Critical Literature Review

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Present an overview of literature sources about their selected topic from scholarly journals and texts.
2. Examine authors' perspectives on their topic and the arguments that they present.
3. Critically analyse the style, structure, and content of the literature.
4. Critically analyse the philosophical, theoretical and methodological approaches of the research outlined in the literature.
5. Employ scholarly conventions used in summarising and analysing literature, compiling research reports and articles and in dissertation construction.
6. Develop clear questions and propositions as guides for research investigations.

Subject Content

- The first content strand runs vertically: The subject content, formed by The subject matter of The research literature found in The readings.
- The second content strand runs horizontally: The research content, formed by knowledge and Understanding from The philosophy and methodology of The social sciences.
- The analysis methodology is A process approach that The course takes to The subject and content, through The techniques of analysis and critique of The literature.

Teaching Periods

LANG 7011 Formal and Functional Grammar

Credit Points 10

Legacy Code 102621

Coordinator David McInnes ([https://directory.westernsydney.edu.au/search/name/David McInnes/](https://directory.westernsydney.edu.au/search/name/David%20McInnes/))

Description This unit invites students to study the grammar of English from two related perspectives, formal grammar and functional grammar. The unit provides students with skills in the use of grammar in application to the analysis of a diverse range of texts. Students will develop an understanding of the structures and the functions of English across contexts. This skilled application will enhance their capacities as teachers of English, understanding how English varies in its use and allowing them to support their own students' skilled use of English across contexts.

School Humanities & Comm Arts

Discipline Linguistics

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LANG 7012 - Functional Grammar LANG 7013 - Functional Grammar

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate a working use of formal grammatical analyses of word structure and word classes, lexical semantics, phrasal structures, clausal and sentence structures in English.
2. Demonstrate a working use the ideas of register and genre in application to the analysis of spoken and written language, and experiential and textual analyses of clauses in English.
3. Apply grammatical analysis to texts and consider the pedagogical implications and uses of what the analysis reveals.

Subject Content

1. Comparative introduction to formal and functional approaches to English Grammar.
2. Formal grammatical analysis including, word structure and word classes, lexical semantics, phrasal structures, clause and sentence structures.
3. Functional grammatical analysis including register and genre, spoken and written language experiential and textual analysis of clauses.
4. Pedagogical applications and uses of grammatical analyses including an exploration of a range of text types.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Discourse Analysis	400 words	30	N	Individual
Discourse Analysis	400 words	30	N	Individual
Discourse Analysis	700 words	40	N	Individual

Prescribed Texts

- Selected readings will be provided.

Teaching Periods

Autumn**Parramatta City - Macquarie St****Day**

Subject Contact David McInnes ([https://directory.westernsydney.edu.au/search/name/David McInnes/](https://directory.westernsydney.edu.au/search/name/David%20McInnes/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG7011_22-AUT_PC_D#subjects)

LANG 7014 Gender and Genre

Credit Points 10

Legacy Code 102602

Coordinator Helen Basides ([https://directory.westernsydney.edu.au/search/name/Helen Basides/](https://directory.westernsydney.edu.au/search/name/Helen%20Basides/))

Description This unit considers the intersection of gender and genre in various narrative forms. Through a variety of texts that may include

polemic, conduct literature, plays, novels, poetry and film, students will examine the construction of masculinity and femininity within various genres, and consider the ways in which genres themselves may be gendered. Beginning in the seventeenth century, the unit also considers the strategies that women writers, in particular, have used to participate in literary production by adopting and adapting particular generic conventions. A consideration of the ways in which gender and genre may be connected also allows students to consider questions of literary production and circulation, literary value and reputation.

School Humanities & Comm Arts

Discipline Literature

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine the connection between gender and genre in various narrative modes.
2. Analyse the construction of masculinity and femininity in various genres.
3. Evaluate ideas about the ways in which genres might be gendered.
4. Identify and analyse the ways in which writers have responded to assumptions about the gendered nature of particular narrative forms, authorship and readership.
5. Identify and analyse the ways in which writers, particularly women writers, have adopted and adapted generic conventions in order to reflect their experiences.
6. Explain and analyse the relationship between gender, literary production, literary circulation and reputation.

Subject Content

Debates about the connections between genre and gender.

Representations of masculinity and femininity in various narrative forms.

Women's writing and the woman writer, from the seventeenth century onwards.

Considerations of gender as they relate to: theme, character, voice and form.

Women's place in literary production.

The ideal reader, especially in discourses about the rise of the novel.

Fictional and non-fictional forms.

Examination of different text types: polemic, conduct literature, plays, novels, poetry, short story, essay, and film.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation: Seminar Presentation and Leadership		15	N	Individual

Short Answer: Written Analytical Response	1,500 words	30	N	Individual
Essay: Research Essay	3,000 words	55	N	Individual

Teaching Periods

LANG 7015 Intercultural Communication (PG)

Credit Points 10

Legacy Code 102338

Coordinator Mustapha Taibi ([https://directory.westernsydney.edu.au/search/name/Mustapha Taibi/](https://directory.westernsydney.edu.au/search/name/Mustapha%20Taibi/))

Description This unit aims to develop the students' communicative competence in intercultural contexts, raise their awareness of issues in language use and socio-cultural dimensions, and equip them with the knowledge and skills necessary for intercultural communication. It also prepares students to critically analyse linguistic and cultural differences around them, appreciate linguistic and cultural diversity, and integrate the unit contents into their future careers (e.g. further studies or employment). It highlights the impact of intercultural communication in a range of real-life sectors, such as second language teaching and learning, translation and interpreting services, international business, tourism, community services, and organisational communication.

School Humanities & Comm Arts

Discipline Translating and Interpreting

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify links between language and culture
2. Demonstrate awareness of linguistic and cultural factors that contribute to (un)successful intercultural communication
3. Examine cross-linguistic and cross-cultural differences in verbal and nonverbal communication
4. Conduct linguistic analysis of authentic spoken and written discourses from an intercultural perspective
5. Analyse linguistic and cultural diversities critically by examining linguistic and cultural differences
6. Identify effective cross-communicative strategies in various contexts
7. Demonstrate intercultural competence to discuss and apply intercultural communication knowledge and skills to professions (e.g. ESL/EFL teaching, translation and interpreting services, multicultural education, international business, tourism, social services, etc.)

8. Develop appropriate intercultural attitudes towards different languages and cultures

Subject Content

- intercultural adaptation model
- relationships between language and culture
- Differences in language use (e.g. lexical non-equivalence and gaps) and culture (e.g. self-orientation vs other-orientation)
- cross-cultural variability (e.g. Individualism Vs collectivism)
- intercultural relationship management (e.g. horizontal Vs vertical)
- face Issues and face-work across cultures
- intercultural nonverbal communication competence
- Culture-specific manifestations in spoken (e.g. politeness vs impoliteness) and written discourses (e.g. linear vs non-linear)
- speech acts across cultures (e.g. requests and apologies)
- Hidden dimensions across cultures (e.g. low-contact vs high-contact)
- intercultural communication challenges and strategies (e.g. stereotyping, miscommunication and pragmatic failure)
- Intercultural sensitivities (e.g. cultural practices and values, address terms, taboos and solidarity-focused or power-focused communication)
- intercultural communication research Topics, methods, and tools.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	10 minutes for each student	20	N	Individual
Online Activities - Participation and Quizzes	2 hours (45 mins for online discussion, approx 1,500 words); 30 mins for multiple choice questions; 45 mins for open-ended questions, approx 1,000 words	40	N	Individual
Essay	3000 words	40	N	Individual

Prescribed Texts

- Neuliep, J. W. (2018). Intercultural communication: A contextual approach (7th ed.). Thousand Oaks, California: Sage Publications, Ltd.

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Mustapha Taibi ([https://directory.westernsydney.edu.au/search/name/Mustapha Taibi/](https://directory.westernsydney.edu.au/search/name/Mustapha%20Taibi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG7015_22-SPR_PC_D#subjects)

LANG 7016 Interpreting Skills (PG)

Credit Points 10

Legacy Code 102015

Coordinator Chong Han ([https://directory.westernsydney.edu.au/search/name/Chong Han/](https://directory.westernsydney.edu.au/search/name/Chong%20Han/))

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

School Humanities & Comm Arts

Discipline Translating and Interpreting

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. demonstrate understanding of interpreting theories and their relevance to research and practice;
2. apply knowledge about different speech styles, registers and social dialects to accurately render different discourses in the target language;
3. demonstrate an understanding of context-specific interpreting techniques used in dialogue, consecutive, simultaneous interpreting and sight translation;
4. apply listening skills and techniques in a variety of settings such as business, immigration, tourism and motor transport, and develop techniques for autonomous learning of these skills;
5. use the memory skills required for dialogue interpreting and consecutive interpreting;
6. use note taking skills effectively to interpret accurately in the long consecutive interpreting mode,
7. demonstrate effective public speaking skills, including techniques for autonomous learning of these skills.

Subject Content

- . Variables of spoken language; content, speed, text type, number of interlocutors, accent, speaker's gender; techniques for improving listening comprehension.
- . Cognitive processes behind interpreting
- . Different speech styles, registers and social dialects and interpreting exercises to develop the skill to accurately render such variables in the Target Language.
- . Characteristics of dialogue, consecutive, simultaneous interpreting and sight translation; participants and their roles; typical contexts

and content and role implications for each mode; differing cognitive demands of each mode.

- . Memory and interpreting: exercises and techniques for developing short-term memory
- . Standard systems for note taking; individual adaptation; techniques for note taking practice
- . Public speaking skills; voice work, audience contact, discourse organisation; techniques for autonomous development of public speaking skills.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Research Portfolio	3000 words	30	N	Individual
Tutorial class performance	Continuous assessment of interpreting skills development in class through practical tutorial exercises.	40	N	Individual
Final viva interpreting examination	30 mins per student	30	N	Individual

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Chong Han ([https://directory.westernsydney.edu.au/search/name/Chong Han/](https://directory.westernsydney.edu.au/search/name/Chong%20Han/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG7016_22-SPR_PS_D#subjects)

LANG 7017 Interpreting and Translation Professional Practicum (PG)

Credit Points 10

Legacy Code A7456

Coordinator Uldis Ozolins ([https://directory.westernsydney.edu.au/search/name/Uldis Ozolins/](https://directory.westernsydney.edu.au/search/name/Uldis%20Ozolins/))

Description This subject is a capstone subject for the relevant Interpreting and Translation award, aimed at assisting students in their transition from interpreting and translation trainees to successful professional interpreters and translators. It provides students with the opportunity to participate in practical aspects of the Interpreting and/or Translation professions and related fields, as well as to undertake supervised practice in the workplace. Students will complete the practical work relevant to their field of specialisation; i.e., Interpreting,

Translation or both. Together with LANG 7030 Preparation for NAATI Certification (PG) it helps students prepare for the NAATI Certification test to be undertaken when they finish their program.

School Humanities & Comm Arts

Discipline Translating and Interpreting

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) LANG7020 Introduction to Interpreting PG OR LANG7021 Introduction to Translation PG

Co-requisite(s) LANG7029 Medical Interpreting (PG) OR LANG7016 Interpreting Skills (PG) OR LANG7004 Audiovisual Translation Subtitling and Captioning OR LANG7032 Specialised Translation (PG) OR LANG7026 Legal Interpreting OR LANG7006 Business Interpreting OR LANG7036 Translation Technologies (PG) AND LANG7030 Preparation for NAATI Certification (PG) OR LANG7001 Accreditation Studies

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

In order to do the professional practice, students need to have demonstrated a minimum ability to interpret and/or translate, as they will be dealing with real life situations.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply interpreting and/or translation-specific skills and knowledge to the workplace
2. Identify the characteristics and structures of different interpreting and translation settings
3. Articulate and operate with the complexities of professional translation and interpreting

Subject Content

1. Placement at an appropriate industry venue.
2. Court attendance and observation.
3. Group interpreting and translation practice within a simulated industry environment.
4. Self-directed program involving the development of interpreting and translation skills.
5. Submission of an observation journal.

Special Requirements

Legislative pre-requisites

Students enrolled in 1775 Graduate Diploma in Interpreting ONLY: To be eligible to enrol in a subject and attend a health-related placement in your program, students must meet Western Sydney University program requirements AND Special Legislative Requirements to be assessed in their first year of study against the following

1. National Criminal History Check: Students must have a current (expiring 3 years from date of issue) check valid for their entire program. A valid National Criminal history check must be an Australia wide check, include the student's full name matching their Student ID card and date of birth and not have any offences listed. If a student has

a criminal history identified on their check, they must provide a Clinical Placement Authority Card (CPAC) or conditional letter from the NSW HealthShare Employment Screening and Review Subject

https://www.health.nsw.gov.au/careers/student_clearance/Documents/appendix-10-student-application.pdf

International students must additionally have a translated International Police Check or statutory declaration.

Contact your School for further details. Resources are also available on the Placement Hub website

www.westernsydney.edu.au/compliancehub (https://www.westernsydney.edu.au/placements_hub/placements_hub/student_compliance/)

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.

- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	5 days placement; lectures and tutorials/ workshops	S/U	Y	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Uldis Ozolins ([https://directory.westernsydney.edu.au/search/name/Uldis Ozolins/](https://directory.westernsydney.edu.au/search/name/Uldis%20Ozolins/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG7017_22-AUT_PS_D#subjects)

Spring

Parramatta - Victoria Rd

Day

Subject Contact Uldis Ozolins ([https://directory.westernsydney.edu.au/search/name/Uldis Ozolins/](https://directory.westernsydney.edu.au/search/name/Uldis%20Ozolins/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG7017_22-SPR_PS_D#subjects)

LANG 7020 Introduction to Interpreting PG

Credit Points 10

Legacy Code 101695

Coordinator Margot Seligmann ([https://directory.westernsydney.edu.au/search/name/Margot Seligmann/](https://directory.westernsydney.edu.au/search/name/Margot%20Seligmann/))

Description This is the core unit for students in postgraduate coursework programs in Interpreting and Translation. It introduces students to translation theory and practice of Interpreting. Lectures are held in English for students of all languages. The tutorials are language

specific in Arabic, Japanese, Chinese (Mandarin), Spanish, Korean and Vietnamese.

School Humanities & Comm Arts

Discipline Translating and Interpreting

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYB 2089 - Interpreting 1 LGYB 2090 - Interpreting 2 LGYB 2851 - Introduction to Interpreting

Incompatible Subjects LANG 7019 - Interpreting and Translation Theory

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. demonstrate understanding of linguistic and interpreting theories and apply them to interpreting practice and research;
2. resolve issues of accuracy and equivalence, including register equivalence and the difficulties and controversies surrounding it;
3. recognise cross-cultural differences that influence and are reflected in the use of language;
4. explain the different roles of the interpreter according to type of interpreting;
5. demonstrate proficiency in dialogue interpreting, chuchotage, consecutive interpreting and sight translation at an introductory level in different settings.
6. demonstrate effective note-taking skills for dialogue and consecutive interpreting; and
7. identify significant aspects of the interpreting profession in Australia, NAATI qualifications, and ethics of the profession.

Subject Content

1. General overview of the theories of pragmatics and discourse analysis as they relate to interpreting,
2. The meaning of accuracy of interpretation and equivalence at the different levels of the language hierarchy and according to different types of interpreting,
3. The meaning of register, the importance of maintaining the source language register in interpretation and the implications of not maintaining it,
4. The different roles of the interpreter according to the type of interpreting,
5. Introduction to the techniques of dialogue interpreting, chuchotage, consecutive interpreting and sight translation,
6. Practice of the different interpreting techniques in education, housing and welfare settings,
7. Introduction to and practice of note taking skills for liaison and consecutive interpreting,
8. Familiarisation with available dictionaries, thesauruses, and other useful resources and guidance on how to use them effectively in the preparation of interpreting assignments,
9. The Interpreting profession in Australia and its codes of ethics.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Practical	5-10 minutes per student per task	35	N	Individual
Practical Exam	30 minutes per student	35	N	Individual
End-of-session Exam	1 hour in class	15	N	Individual
Annotated Bibliography	1000 words	15	N	Individual

Prescribed Texts

- Mikkelson, H., & Jourdenais, R. (Eds.). (2015). *The Routledge Handbook of Interpreting*. Taylor and Francis.

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Margot Seligmann ([https://directory.westernsydney.edu.au/search/name/Margot Seligmann/](https://directory.westernsydney.edu.au/search/name/Margot%20Seligmann/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG7020_22-AUT_PC_D#subjects)

Spring

Parramatta City - Macquarie St

Day

Subject Contact Margot Seligmann ([https://directory.westernsydney.edu.au/search/name/Margot Seligmann/](https://directory.westernsydney.edu.au/search/name/Margot%20Seligmann/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG7020_22-SPR_PC_D#subjects)

LANG 7021 Introduction to Translation PG

Credit Points 10

Legacy Code 101696

Coordinator Kenny Wang ([https://directory.westernsydney.edu.au/search/name/Kenny Wang/](https://directory.westernsydney.edu.au/search/name/Kenny%20Wang/))

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

School Humanities & Comm Arts

Discipline Translating and Interpreting

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Incompatible Subjects LANG 7018 - Interpreting and Translation Skills

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. demonstrate advanced knowledge of theories of translation including those advanced by Catford, Nida, Newmark and Steiner;
2. differentiate between translation approaches such as literal versus free, semantic versus communicative;
3. demonstrate understanding of the difficulties of achieving cross-linguistic equivalence at the morphemic, lexical, syntactic and textual levels;
4. demonstrate advanced critical understanding of cross-cultural differences as they influence language;
5. analyse the different notions of accuracy and equivalence from a syntactic, semantic and pragmatic perspective;
6. apply advanced level linguistic proficiency in translating a variety of text genres; and
7. demonstrate advanced knowledge of the Translation profession in Australia, NAATI qualifications, and ethics of the profession.

Subject Content

- general Overview of translation theories
- translation approaches that Respond to genre and purpose
- language hierarchy from The lexical to The textual and discourse including typological difference found across languages
- cross-cultural differences that influence language use and language choice
- challenges of accuracy and find cross-linguistic and cross-cultural equivalence at The difference levels of language hierarchy
- The translation profession in Australia and its codes of ethics
- Semantic versus pragmatic equivalence
- The application of theory to Problem solving and decision making in The process of translation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Translation	500 words (250 words into English and 250 words into LOTE)	40	N	Individual

Translation	2 hours (1 hour test for translation into English and 1 hour test for translation into LOTE)	40	N	Individual
Quiz	1 hour	20	N	Individual

Prescribed Texts

- Baker, M. (2018). In Other Words: A Coursebook on Translation. (3rd ed.). London and New York: Routledge.
- Munday, Jeremy. (2016). Introducing Translation Studies: Theories and Applications (4th ed.). London: Routledge.

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Kenny Wang ([https://directory.westernsydney.edu.au/search/name/Kenny Wang/](https://directory.westernsydney.edu.au/search/name/Kenny%20Wang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG7021_22-AUT_PC_D#subjects)

Spring

Parramatta City - Macquarie St

Day

Subject Contact Kenny Wang ([https://directory.westernsydney.edu.au/search/name/Kenny Wang/](https://directory.westernsydney.edu.au/search/name/Kenny%20Wang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG7021_22-SPR_PC_D#subjects)

LANG 7022 Investigating Second Language Acquisition

Credit Points 10

Legacy Code 100919

Coordinator Stacey Sherwood ([https://directory.westernsydney.edu.au/search/name/Stacey Sherwood/](https://directory.westernsydney.edu.au/search/name/Stacey%20Sherwood/))

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

School Humanities & Comm Arts

Discipline Language and Literature, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYB 3375 - Investigating Second Language Acquisition

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

Knowledge of a LOTE and/or some Linguistics and/or some language teaching experience.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Provide an overview of the recent history of second language acquisition as shaped by early studies based on contrastive analysis, error analysis and the concept of interlanguage.
2. Critically appraise current studies, theoretical models and methodologies adopted in the investigation of second language acquisition.
3. Identify individual and social factors purported to have a role in the successful acquisition of a second language in both natural and classroom settings.
4. Demonstrate the developmental and variational dimensions of language acquisition as envisaged, for instance, by Processability Theory and apply this knowledge to profiling of learner language.
5. Critically appraise the "Teachability Hypothesis" and current L2 pedagogy including communicative language teaching and 'focus on form'.
6. Design and conduct a small-scale project in

Subject Content

- Overview of The historical development of language acquisition as A field of Study including interlanguage studies and findings.
- Overview of main theories and explanatory frameworks used to account for second language acquisition, including current frameworks such as Universal Grammar and Processability Theory.
- The question of linguistic environment and individual Factors including key characteristics of natural and Instructional settings for second language acquisition.
- key Developmental and variational features in second language learners including The learning of discourse-pragmatic functions.
- Possible effects of instruction and The Teachability Hypothesis.
- Methodological and technical Issues in second language acquisition research
- Profiling and corpus analysis as an empirical basis for research and language assessment;
- elements of computer-aided language analysis.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Tests x 2 comprising quizzes on tutorial content and exercises. (20%) Short test on unit content (lectures and readings, mainly multiple choice, held in mid-semester. (20%)	45 mins each	40	N	Individual
Research Report	report: 2000-3000 words research proposal: 1500 - 2000 words	60	N	Individual

Prescribed Texts

- Saville-Troike, M. (2012). *Introducing Second Language Acquisition* (Second Edition). Cambridge, UK: Cambridge University Press.

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Stacey Sherwood ([https://directory.westernsydney.edu.au/search/name/Stacey Sherwood/](https://directory.westernsydney.edu.au/search/name/Stacey%20Sherwood/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG7022_22-SPR_PC_D#subjects)

LANG 7023 Language and Linguistics Research Methods

Credit Points 10

Legacy Code 101854

Coordinator Dariush Izadi ([https://directory.westernsydney.edu.au/search/name/Dariush Izadi/](https://directory.westernsydney.edu.au/search/name/Dariush%20Izadi/))

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

School Humanities & Comm Arts

Discipline Linguistics

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LANG 7024 - Language and Linguistics Research Methods

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. undertake the basic steps to conducting research;
2. examine the main research methodologies, analytical techniques, and research and writing strategies relevant to the field of languages and linguistics;
3. read critically and review research papers in the field of languages and linguistics;
4. employ, where applicable, basic techniques in descriptive and inferential statistics; and
5. produce a design for a research project, and conduct a small research project.

Subject Content

Familiarity with and understanding of UWS Ethics in Postgraduate Research (Principles of Ethical Conduct, Approval Process of Research Involving Human Participants, etc.)

Research models used in the field of Language and Linguistics, including qualitative and quantitative approaches

Critical reading and comments of a representative sample of research papers in the field of Languages and Linguistics

Basic descriptive statistical concepts and techniques

Basic inferential statistical concepts and techniques

Data collection and analysis in the field of Language and Linguistics

Transcription of oral data

An appreciation of, and the ability to use, the prescribed academic register of English appropriate to research

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Literature Review	1000 words	30	N	Individual
Numerical Problem Solving	500-800 words	20	N	Individual
Proposal	500 words	10	N	Individual
Report	1200-1500 words	40	N	Individual

Prescribed Texts

- Wray, A., & Bloomer, A. (2013). *Projects in linguistics: A practical guide to researching language* (3rd ed.). London: Hodder Arnold.
- Wray, A., & Bloomer, A. (2006). *Projects in linguistics: A practical guide to researching language* (2nd ed.). London: Hodder Arnold.

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Dariush Izadi ([https://directory.westernsydney.edu.au/search/name/Dariush Izadi/](https://directory.westernsydney.edu.au/search/name/Dariush%20Izadi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG7023_22-AUT_PC_D#subjects)

LANG 7025 Languages and Linguistics Special Project

Credit Points 10

Legacy Code 101297

Coordinator Kenny Wang ([https://directory.westernsydney.edu.au/search/name/Kenny Wang/](https://directory.westernsydney.edu.au/search/name/Kenny%20Wang/))

Description This unit provides the opportunity for students in postgraduate Interpreting and Translation and Research Studies programs to undertake an independent research project. The topics for the projects are related to their needs and interests in areas such as languages, linguistics, translation and interpreting studies or teaching related issues.

School Humanities & Comm Arts

Discipline Language And Literature

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYA 0749 - TESOL Dissertation LGYA 0754 - TESOL Internship LGYB 3439 - Languages and Linguistics Dissertation

Restrictions

Students must be enrolled in program 1640 Master of Arts Translation and Interpreting Studies, 1687 Master of Arts (Research Studies)/ PhD, 2724 Graduate Certificate in Research Studies, 1777 Master of Interpreting and Translation or 1780 Master of Arts Interpreting and Translation Studies.

Assumed Knowledge

The student should be familiar with research design and procedures, as taught in subjects such as 101854 Language and Linguistics Research methods or be concurrently undertaking a research method subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Develop and present a research project proposal;
2. Demonstrate understanding of the leading research in their chosen field of investigation;
3. Put forward an hypothesis or set of testable propositions;
4. Collect and analyse suitable data to test the hypothesis;
5. Draw inferences about the importance of the findings.
6. Students undertaking a research project will be able to collect and analyse suitable data to test the hypothesis.
7. Students undertaking a research project will be able to draw inferences about the importance of the findings.

Subject Content

The Internship requires:

1. Observation of classes in a range of different English language teaching settings;
 2. A service learning component where student participates in many aspects of the work in TESOL organisations eg undertakes team-teaching or works as teachers aid;
 3. Optional supervised TESOL practice teaching or its equivalent.
- The content of this subject will vary according to the field and topic of the special project.

Content will be dictated by the individual project topic and design, and undertaken under the guidance and supervision of a full time member of staff with the appropriate academic background.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Proposal	1000 words	15	N	Individual
Essay	5000 words	85	N	Individual

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Kenny Wang ([https://directory.westernsydney.edu.au/search/name/Kenny Wang/](https://directory.westernsydney.edu.au/search/name/Kenny%20Wang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG7025_22-SPR_PC_D#subjects)

LANG 7026 Legal Interpreting

Credit Points 10

Legacy Code 100916

Coordinator Kenny Wang ([https://directory.westernsydney.edu.au/search/name/Kenny Wang/](https://directory.westernsydney.edu.au/search/name/Kenny%20Wang/))

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

School Humanities & Comm Arts

Discipline Translating and Interpreting

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYB 3384 - Legal Interpreting

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

Bilingual competence in English and one of the languages offered by the School for the interpreting and translation programs.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. interpret accurately in simulated court hearing situations in the consecutive mode
2. interpret accurately over the phone or via video-link in legal settings
3. sight translate court documents and interpret simultaneously in a simulated court situation in the whispering mode and in a simulated triangular situation in a legal conference in the dialogue mode.
4. demonstrate essential background knowledge of the Australian legal system.
5. understand and use essential legal vocabulary.
6. demonstrate full awareness of cross cultural and cross linguistic differences and their relevance in the context of court interpreting.
7. demonstrate understanding of the complexity of the courtroom language, including question tactics and the importance of testimony style.
8. integrate theory into practice.

Subject Content

1. Theory and practice of dialogue interpreting in the legal setting.
2. Theory and practice of consecutive interpreting in the legal setting.
3. Theory and practice of sight translation of legal documents.
4. Theory and practice of simultaneous whispering interpreting in the courtroom.
5. Theory and practice of telephone and video-link interpreting in the legal setting.
6. Essential background concepts and vocabulary of the Australian legal system.
7. The language and strategic use of courtroom questions and their significance to interpreting.
8. The language of courtroom testimony and its significance to interpreting.
9. Essential concepts concerned with cross cultural and cross linguistic communication.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	1) 5 minutes each; 2) 800 words; 3) 10 minutes presentation plus 5 minutes questions	40	N	Individual

Viva Voce	1) 30-40 minutes; 2) 15 mins each; 3) 1 hour	60	N	Individual
-----------	---	----	---	------------

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Kenny Wang ([https://directory.westernsydney.edu.au/search/name/Kenny Wang/](https://directory.westernsydney.edu.au/search/name/Kenny%20Wang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG7026_22-AUT_PS_D#subjects)

LANG 7027 Literary Theory

Credit Points 10

Legacy Code 102581

Coordinator James Gourley ([https://directory.westernsydney.edu.au/search/name/James Gourley/](https://directory.westernsydney.edu.au/search/name/James%20Gourley/))

Description This unit examines a range of theoretical approaches to literature, the majority of which have proliferated since the beginning of the 20th century. These may include: structuralism, poststructuralism, feminism, postcolonialism, psychoanalysis and posthumanism. In presenting this 'contemporary' mode of engaging with literary texts, 'Literary Theory' asks how we might theorise our approach to reading, and how individual texts allow us to theorise the literary in general.

School Humanities & Comm Arts

Discipline Literature

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine a range of literary theoretical texts from one or a number of disciplinary approaches;
2. Demonstrate an understanding of literary theory and its relation to reading and the category of the literary;
3. Apply literary theoretical principles to literary texts.

Subject Content

Content will draw from, or elaborate upon, a selection of the following topics:

Formalism
Structuralism
Post-structuralism
Feminism
Psychoanalysis
Postcolonialism
Posthumanism

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	4 x 500 words	40	N	Individual
Essay	3000 words	60	N	Individual

Teaching Periods

LANG 7028 Literary Translation

Credit Points 10

Legacy Code 100925

Coordinator Vera Xu ([https://directory.westernsydney.edu.au/search/name/Vera Xu/](https://directory.westernsydney.edu.au/search/name/Vera%20Xu/))

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

School Humanities & Comm Arts

Discipline Translating and Interpreting

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYB 3388 - Literary Translation

Restrictions

Students must be bilingual in the language combinations offered by the school. Students must be enrolled in a postgraduate program.

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. develop an analytical frame for different literary genres in English and in their LOTE as well as appreciate the stylistic and cultural issues involved
2. interpret and exemplify major issues in literary translation theory; and
3. apply the relevant literary translation strategies in practical translation tasks.

Subject Content

1. Presentation of different literary genres including poetry, fiction, drama, film scripts.
2. Introduction of literary translation theory.
3. Application of relevant literary translation strategies.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	5 minutes	30	N	Individual
Essay	Translation up to 1500 words and essay up to 1500 words	50	N	Individual
Final Exam	1 hour	20	N	Individual

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Vera Xu ([https://directory.westernsydney.edu.au/search/name/Vera Xu/](https://directory.westernsydney.edu.au/search/name/Vera%20Xu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG7028_22-AUT_PC_D#subjects)

LANG 7029 Medical Interpreting (PG)

Credit Points 10

Legacy Code 100922

Coordinator Eva Melhem ([https://directory.westernsydney.edu.au/search/name/Eva Melhem/](https://directory.westernsydney.edu.au/search/name/Eva%20Melhem/))

Description This unit aims to develop students' skills and knowledge in interpreting at the Professional level (formerly NAATI Level 3) through the modes of dialogue interpreting, consecutive interpreting, simultaneous interpreting and sight translation in the domain of health services. Lectures are held in English for students of all languages. The tutorials are language specific in Arabic, Japanese, Mandarin, Spanish, Korean and Vietnamese.

School Humanities & Comm Arts

Discipline Translating and Interpreting

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYB 3385 - Medical Interpreting

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

Bilingual competence in English and one of the languages offered by the School for the interpreting and translation programs.

Learning Outcomes

On successful completion of this subject, students should be able to:

- interpret a dialogue with segments of up to 60 words in length, in simulated triangular medical situations
- interpret accurately over the phone or via video-link in medical/health settings
- sight-translate documents such as medical papers, consent forms, information sheets, into both languages
- interpret consecutively into both languages, passages of up to 300 words in length
- interpret simultaneously into both languages, medical conference material as well as doctor's consultations with mental health patients
- acquire an understanding of doctor-patient communication in the Australian context
- apply essential knowledge of medical language, its history and etymology, and use the vocabulary relating to advanced medical matters
- explain the ethical and cultural considerations of Health Care Interpreters
- apply knowledge of the Australian medical system and of the medical system in the country/ies where the student's other language is spoken
- demonstrate the skills to recognise prefixes, suffixes and root words, identify their meanings and build words, and identify words used with pathological conditions.

Subject Content

- Theory and practice of dialogue interpreting in medical settings.
- Theory and practice of consecutive interpreting in medical settings.
- Theory and practice of sight translation of medical documents.
- Theory and practice of simultaneous interpreting in medical settings.
- Theory and practice of telephone and video-link interpreting in medical/health settings.
- The history and main features of medical language.
- Basic concepts and vocabulary relating to advanced medical matters.
- Knowledge relating to working as a Health Care Interpreter.
- Knowledge relating to the role and ethics of a Health Care Interpreter.
- Knowledge relating to the Health Care systems of Australia.
- Medical Terminology: prefixes, suffixes, and root words

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional tasks: Two vocabulary tests 2 x in-class interpreting assess	TBA	40	N	Individual
Peer Review - Analysis of interpreting speech	1500-2000 words	20	N	Individual

Intra-session examination 30 – 40 minutes
 Viva interpreting examination, including the four modes of interpreting examination

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Eva Melhem ([https://directory.westernsydney.edu.au/search/name/Eva Melhem/](https://directory.westernsydney.edu.au/search/name/Eva%20Melhem/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG7029_22-SPR_PS_D#subjects)

LANG 7030 Preparation for NAATI Certification (PG)

Credit Points 10

Legacy Code 102562

Coordinator Kenny Wang ([https://directory.westernsydney.edu.au/search/name/Kenny Wang/](https://directory.westernsydney.edu.au/search/name/Kenny%20Wang/))

Description This is a compulsory unit in the Master of Interpreting and Translation, Master of Translation and TESOL, Graduate Diploma in Translation and Graduate Diploma in Interpreting courses. It aims to provide practice and constructive feedback to students preparing to sit the external NAATI certification examinations.

School Humanities & Comm Arts

Discipline Translating and Interpreting

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) LANG 7017

Equivalent Subjects LANG 7001 - Accreditation Studies

Restrictions

Students must be enrolled in 1777 Master of Interpreting and Translation, 1776 Graduate Diploma in Translation, 1775 Graduate Diploma in Interpreting or 1816 Master of Translation and TESOL. Students in the following programs must have successfully completed 40 credit points: 1816 Master of Translation and TESOL, 1775 Graduate Diploma in Interpreting, 1776 Graduate Diploma in Translation. Students in program 1777 Master of Interpreting and Translation must have successfully completed 120 credit points.

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate understanding of the format, standards and requirement of NAATI certification examinations.
2. Apply the translation and/or interpreting techniques necessary to sit the certification examinations.
3. Produce accurate and idiomatic translations and/or interpreting.
4. Critique interpreting and translation quality through implementing principles of translation/interpreting quality assessment.

Subject Content

Dialogue, consecutive and simultaneous interpreting in simulated settings such as medical consultations, public meetings, courtrooms. Simulated dialogue interpreting over the telephone.

Sight translation of written texts (190-210 words in length).

Translation to and from English of 250-word passages in a variety of formal genres under timed conditions.

Revise translations.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Final Exam	3.5 hours, 3.5 hours, 1.5 hours	100	N	Individual

Prescribed Texts

- There is no set text. All tutorial materials are available on vUWS and should be downloaded and printed out for use in tutorials. The interpreting practice tests and trial exams are available on vUWS.

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Kenny Wang ([https://directory.westernsydney.edu.au/search/name/Kenny Wang/](https://directory.westernsydney.edu.au/search/name/Kenny%20Wang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG7030_22-AUT_PC_D#subjects)

Spring

Parramatta City - Macquarie St

Day

Subject Contact Kenny Wang ([https://directory.westernsydney.edu.au/search/name/Kenny Wang/](https://directory.westernsydney.edu.au/search/name/Kenny%20Wang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG7030_22-SPR_PC_D#subjects)

LANG 7031 Second Language Assessment and Testing

Credit Points 10

Legacy Code 101824

Coordinator Julie Lim ([https://directory.westernsydney.edu.au/search/name/Julie Lim/](https://directory.westernsydney.edu.au/search/name/Julie%20Lim/))

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

School Humanities & Comm Arts

Discipline Language And Literature

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) TEAC 7140

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

Knowledge of Language teaching methodology and curriculum development.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate understanding of key terms in language assessment and testing
2. Identify and discuss various issues in language skills assessment and testing
3. Use different and appropriate techniques and methods in language assessment and testing
4. Design and develop valid and reliable language skills tests
5. Demonstrate understanding of language assessment feedback and improve testing methods
6. Apply language assessment and skills testing in specific educational contexts

Subject Content

Purposes of language assessment and testing
 Properties of language assessment (validity and reliability)
 Current second language proficiency assessment and issues
 Methods for language assessment and skills testing with reference to learner profiling and curriculum design
 Language assessment and test design and development with consideration of diverse education systems
 Language assessment feedback and analysis for improving teaching and learning outcomes

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Essay	1,000 - 1,500 words	30	N	Individual
Essay	2,500-3,000 words	50	N	Individual
Quiz	60 minutes	20	N	Individual

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Julie Lim ([https://directory.westernsydney.edu.au/search/name/Julie Lim/](https://directory.westernsydney.edu.au/search/name/Julie%20Lim/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG7031_22-SPR_PC_D#subjects)

LANG 7032 Specialised Translation (PG)

Credit Points 10

Legacy Code 100917

Coordinator Kenny Wang ([https://directory.westernsydney.edu.au/search/name/Kenny Wang/](https://directory.westernsydney.edu.au/search/name/Kenny%20Wang/))

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

School Humanities & Comm Arts

Discipline Translating and Interpreting

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYB 3389 - Specialised Translation

Restrictions

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

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. identify and analyse the functional, discursive, rhetorical, syntactic, semantic and lexical features of English texts in the specialised fields of tourism, law, journalism and science and technology;
2. identify and analyse the functional, discursive, rhetorical, syntactic, semantic and lexical features of LOTE texts in the specialised fields of tourism, law, journalism and science and technology; and
3. deploy translation strategies appropriate to the specific text types.

Subject Content

1. Development of general translation skills to and from English
2. Introduction of different specialised genres.

3. Translation of texts to and from English from specialised fields such as information booklets at museums, news articles of various types, prescriptive and non-prescriptive legal texts, technical manuals.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Oral presentation	15 minutes	30	N	Individual
Four reflective journal entries	200 words each	20	N	Individual
Essay	Translate a specialised text of 600 words in length, then write a 1200 words essay on the translation process with reference to linguistics and/or translation theory	50	N	Individual

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Kenny Wang ([https://directory.westernsydney.edu.au/search/name/Kenny Wang/](https://directory.westernsydney.edu.au/search/name/Kenny%20Wang/))

View timetable (https://classregistration.westernsydney.edu.au/event/timetable/?subject_code=LANG7032_22-SPR_PC_D#subjects)

LANG 7033 TESOL Internship

Credit Points 20

Legacy Code 101698

Coordinator Ping Yang ([https://directory.westernsydney.edu.au/search/name/Ping Yang/](https://directory.westernsydney.edu.au/search/name/Ping%20Yang/))

Description This is a professional practice unit which consists of an internship in an English language teaching organisation for students of TESOL. It involves participation in the various aspects of the work of the teaching organisation, including a supervised English language teaching practice component for local students. Assessment items facilitate students' self-reflection on their teaching practice and critical evaluation of teaching methods and needs assessment in practice.

School Humanities & Comm Arts

Discipline Language And Literature

Student Contribution Band HECS Band 1 20cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) TEAC 7140

Incompatible Subjects LGYA 0754 - TESOL Internship

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

Knowledge of TESOL field and methodology.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. identify through observation various TESOL approaches in different teaching situations;
2. demonstrate an understanding of successful TESOL teaching through observation of teaching and consultation with experienced teachers regarding their practice;
3. adapt for use a variety of TESOL teaching materials and resources;
4. plan, deliver and evaluate TESOL teaching and learning activities; and
5. demonstrate understanding of important non-teaching elements in language teaching and learning settings such as planning, teacher collaboration, reflection of teaching materials design.

Subject Content

The internship builds on the knowledge and skills students gain in TESOL Methodology and Curricula by situating it in differing TESOL settings such as ELICOS, AMEP, English for Specific Purposes. The main components of the internship are:

- observation of classes in A range of different English language Teaching settings, consultation with Teaching staff, team- Teaching, and Teaching of small withdrawal groups as appropriate in English language Teaching Organisations, and participation in all aspects of work in these organisations.
- Examination of commercial and teacher- produced Teaching resources and materials, including computer assisted language learning resources, current curriculum approaches, and language assessment materials in The range of TESOL settings.
- Supervised practice Teaching for local students in The centre in which they are undertaking their internship or through An English language centre. Practicum may be undertaken in The partner universities overseas depending on funding and placement availability.
- Teaching practice which does not require formal supervision for external students.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	2,000 words	30	N	Individual
Report	3,000 words	40	N	Individual

Professional Placement Performance 20 hrs class observation; 20 hrs of service learning of a mixed range of teaching tasks; 10 hrs supervised and 10 hrs unsupervised teaching practise.

Prescribed Texts

- Richards, J. C., & Farrell, T. S. C. (2005). Professional development for language teachers: Strategies for teacher learning. Cambridge: Cambridge University Press.

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Ping Yang ([https://directory.westernsydney.edu.au/search/name/Ping Yang/](https://directory.westernsydney.edu.au/search/name/Ping%20Yang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG7033_22-AUT_PC_D#subjects)

Spring

Parramatta City - Macquarie St

Day

Subject Contact Ping Yang ([https://directory.westernsydney.edu.au/search/name/Ping Yang/](https://directory.westernsydney.edu.au/search/name/Ping%20Yang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG7033_22-SPR_PC_D#subjects)

LANG 7034 TESOL Project

Credit Points 40

Legacy Code 102337

Coordinator Adrian Hale ([https://directory.westernsydney.edu.au/search/name/Adrian Hale/](https://directory.westernsydney.edu.au/search/name/Adrian%20Hale/))

Description This unit is the final component in the Master of Arts in TESOL course. Equipped with knowledge and research skills developed in previous course components, students undertake independent and guided research activities and propose pedagogical solutions to specific TESOL classroom situations. Students will demonstrate the practical application of this research by undertaking a TESOL project which culminates in a 12,000-15,000 word research report or teaching proposal. Students have the opportunity to research specific TESOL interests in depth. These include, but are not limited to, generic Applied Linguistics, Task-Based Language Teaching, English as a Foreign Language (EFL), Second Language Acquisition, Second or Other Language Maintenance, English for Academic Purposes (EAP), or discrete elements of Pedagogy.

School Humanities & Comm Arts

Discipline English Language

Student Contribution Band HECS Band 1 40cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) TEAC 7140 AND
LANG 7033 AND
LANG 7031 AND
TEAC 7044 AND
LANG 7023 AND
TEAC 7076 AND

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

Knowledge gained in 10 previous subjects in the Master of Arts in TESOL.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Critically read and review research literature in the field of their research
- Compile a literature review of the field of their research
- Apply independent research skills
- Analyse, compile and evaluate findings
- Prepare and present a research report
- Select and implement relevant research methods in a practical teaching project.

Subject Content

This will vary according to the field of practice and topic of research. All students will prepare a proposal and a final research-based report.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Essay	2,000 words + 20 minute presentation	25	N	Individual
Report	10,000 - 12,000 words	75	N	Individual

Prescribed Texts

- Bitchener, J. (2010). Writing an Applied Linguistics Thesis or Dissertation: A Guide to Presenting Empirical Research. Hampshire (UK): Palgrave Macmillan.

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Adrian Hale ([https://directory.westernsydney.edu.au/search/name/Adrian Hale/](https://directory.westernsydney.edu.au/search/name/Adrian%20Hale/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG7034_22-AUT_PC_D#subjects)

Spring

Parramatta City - Macquarie St

Day

Subject Contact Adrian Hale ([https://directory.westernsydney.edu.au/search/name/Adrian Hale/](https://directory.westernsydney.edu.au/search/name/Adrian%20Hale/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG7034_22-SPR_PC_D#subjects)

LANG 7035 Text Analysis for Translation (PG)

Credit Points 10

Legacy Code 102524

Coordinator Chong Han ([https://directory.westernsydney.edu.au/search/name/Chong Han/](https://directory.westernsydney.edu.au/search/name/Chong%20Han/))

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

School Humanities & Comm Arts

Discipline Translating and Interpreting

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

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

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate understanding of linguistic and textual structures of English and LOTE passages;
2. Identify differences and similarities between English and LOTE;
3. Conduct textual analysis of English and LOTE passages;
4. Apply text analysis techniques to translation tasks; and
5. Evaluate and critique the quality of their own translations and the translations done by their peers.

Subject Content

Theories of text analysis as they relate to the translation task.
Identifying different types of source texts
Conducting comparative and contrastive analysis of English and LOTE

Identifying of intra-linguistic factors in source texts in both English and LOTE

Identifying where extra-textual knowledge is required for full comprehension of source texts

Defining translation problems in source texts

Evaluating translation quality

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Translation/Quiz/Short Answer	2 Text analysis exercises (each exercise include both English and LOTE tasks)	30	N	Individual
Translation/Quiz/Short Answer	150 words x 2 (1 x English + 1 x LOTE)	20	N	Individual
Peer review	1 x English + 1 x LOTE	20	N	Individual
Translation/Quiz/Short Answer	150 words x 2 (1 x English + 1 x LOTE)	30	N	Individual

Prescribed Texts

- Nord, Christiane. (1991, 2006). Text Analysis in Translation: Theory, Methodology, and Didactic Application of a Model for Translation-Oriented Text Analysis. Amsterdam/Rodopi/Leiden: Brill.

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Chong Han ([https://directory.westernsydney.edu.au/search/name/Chong Han/](https://directory.westernsydney.edu.au/search/name/Chong%20Han/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG7035_22-SPR_PC_D#subjects)

LANG 7036 Translation Technologies (PG)

Credit Points 10

Legacy Code 101750

Coordinator Anita Byrnes ([https://directory.westernsydney.edu.au/search/name/Anita Byrnes/](https://directory.westernsydney.edu.au/search/name/Anita%20Byrnes/))

Description This unit aims to equip students with the theoretical and practical knowledge needed to effectively apply information and communication technologies to translation and other language related tasks. It focuses on translation memory and terminology management systems, and on the workflow involved in the handling of multilingual content. Emphasis is also put on uses of the Internet as a resource tool, and to the principles of controlled language for text to be processed

by machine translation (MT). Tutorials will be conducted in a computer lab where students will familiarize themselves with leading computer-assisted translation (CAT) software applications.

School Humanities & Comm Arts

Discipline Translating and Interpreting

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine in some depth the fields of translation memory (TM) and terminology management, showing the skills required to compare applications and make informed judgments.
2. Describe the workings of one of the leading TM software packages and develop transferable troubleshooting strategies.
3. Explore the possibilities and limitations of machine translation (MT) by looking at the relevant literature and by analysing the outcome of some of the freely available engines on the internet.
4. Apply the principles of controlled language to the writing of source text to be processed by TM or MT.
5. Consolidate your expertise in internet mining, in particular for parallel corpora, terminological data and subject matter information.
6. Outline the workflows involved in multilingual content management, and explore the big-picture concepts of globalisation, internationalisation and localisation.

Subject Content

1. Overview of the principles of language engineering, and computer-assisted translation
2. Basic 'generalist' computing skills of particular relevance to translators, in particular those related to data digitalisation, exchange and protection
3. Desktop TM: components, workflow, and useful troubleshooting strategies
4. Server TM: open standards for database content exchange, interface with multilingual content management
5. Capabilities and limitations of MT engines
6. The principles and practice of writing in controlled language for TM and MT
7. Internet mining for parallel corpus, terminology data and specific subject matter

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	equivalent to 3 hours	20	N	Individual
Report	1,500 words	50	N	Individual
Practical Exam	1,000 words	30	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Anita Byrnes ([https://directory.westernsydney.edu.au/search/name/Anita Byrnes/](https://directory.westernsydney.edu.au/search/name/Anita%20Byrnes/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG7036_22-AUT_PS_D#subjects)

LANG 9001 Higher Degree Research Thesis - Languages and Linguistics

Credit Points 20

Legacy Code 800025

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Humanities & Comm Arts

Discipline Linguistics

Student Contribution Band HECS Band 1 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG9001_22-RQ1_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG9001_22-RQ1_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG9001_22-RQ1_PS_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG9001_22-RQ2_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG9001_22-RQ2_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG9001_22-RQ2_PS_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG9001_22-RQ3_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG9001_22-RQ3_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG9001_22-RQ3_PS_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG9001_22-RQ4_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG9001_22-RQ4_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LANG9001_22-RQ4_PS_D#subjects)

LAWS 0001 Law Exchange Unit 1

Credit Points 10

Legacy Code 900606

Coordinator Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

School Administrative

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Autumn

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS0001_22-AUT_EX_X#subjects)

Quarter 2

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS0001_22-Q2_EX_X#subjects)

Quarter 3

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS0001_22-Q3_EX_X#subjects)

Quarter 4

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS0001_22-Q4_EX_X#subjects)

LAWS 0002 Law Exchange Unit 2

Credit Points 10

Legacy Code 900607

Coordinator Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

School Administrative

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Autumn

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS0002_22-AUT_EX_X#subjects)

Quarter 2

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS0002_22-Q2_EX_X#subjects)

Quarter 3

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS0002_22-Q3_EX_X#subjects)

Quarter 4

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS0002_22-Q4_EX_X#subjects)

LAWS 0003 Law Exchange Unit 3

Credit Points 10

Legacy Code 900608

Coordinator Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

School Administrative

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Autumn

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS0003_22-AUT_EX_X#subjects)

Quarter 2

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS0003_22-Q2_EX_X#subjects)

Quarter 3

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS0003_22-Q3_EX_X#subjects)

Quarter 4

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS0003_22-Q4_EX_X#subjects)

LAWS 0004 Law Exchange Unit 4

Credit Points 10

Legacy Code 900609

Coordinator Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

School Administrative

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Autumn

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS0004_22-AUT_EX_X#subjects)

Quarter 2

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS0004_22-Q2_EX_X#subjects)

Quarter 3

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS0004_22-Q3_EX_X#subjects)

Quarter 4

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS0004_22-Q4_EX_X#subjects)

LAWS 0005 Law Exchange Unit 5

Credit Points 10

Legacy Code 900610

Coordinator Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

School Administrative

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Autumn

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS0005_22-AUT_EX_X#subjects)

Quarter 2

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS0005_22-Q2_EX_X#subjects)

Quarter 3

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS0005_22-Q3_EX_X#subjects)

Quarter 4

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS0005_22-Q4_EX_X#subjects)

LAWS 1001 Enterprise Law

Credit Points 10

Legacy Code 200909

Coordinator Pamela Devery ([https://directory.westernsydney.edu.au/search/name/Pamela Devery/](https://directory.westernsydney.edu.au/search/name/Pamela%20Devery/))

Description This is an introductory law unit designed to introduce the fundamentals of law in a commercial context. The unit introduces students to the basic principles of law and the legal system as well as examining some of the major areas of law that impact on commercial dealings. This unit examines the legal system, the way law is made and the main areas of law relevant to starting and running a business including contracts, negligence and consumer protection.

School Law

Discipline Business and Commercial Law

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects LGYA 9864 - Introduction to Legal Principles LAWS 1004 - Introduction to Business Law LAWS 1005 - Introduction to Business Law (UWSC) LGYB 0472 - Introduction to Business Law (Creative Industries) LAWS 1002 - Enterprise Law (UWSC)

Restrictions

This subject is not to be taken as part of a Bachelor of Laws program attempt. External offerings are only available to students enrolled in a Property Major and to students enrolled in WSU Online Bachelor of Business. UEH offerings are only available to students enrolled in the Bachelor of Business or Bachelor of Business and Commerce, attending offshore on-campus, at the University of Economics, Ho Chi Minh City.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the features of the Australian legal system that apply to commercial enterprises, including the impact on Indigenous peoples.
2. Explain fundamental legal concepts and principles relevant to commercial enterprises.

- Identify legal issues and strategies to respond to practical commercial problems.
- Formulate written analysis of practical commercial problems.

Subject Content

- Australian Legal Systems.
- Business Structures - partnerships, sole traders, trusts and companies.
- Negligence including negligent misstatement
- Contracts (formation, validity, terms, rights and remedies)
- Australian Consumer Law and Competition Law

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	2 (Best 2 out of 3) x 30 minutes	10	N	Individual
Case Study	850 words	25	N	Group
Case Study	500 words	15	N	Individual
Final Exam	2 hours	50	N	Individual

Prescribed Texts

- James, N 2021, *Business Law*, 6th edn, Willey Australia, Milton, Qld. ISBN: 9780730391869

Teaching Periods

Summer A

Parramatta City - Macquarie St

Day

Subject Contact Pamela Devery ([https://directory.westernsydney.edu.au/search/name/Pamela Devery/](https://directory.westernsydney.edu.au/search/name/Pamela%20Devery/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS1001_22-SUA_PC_D#subjects)

Autumn

Bankstown

Day

Subject Contact Pamela Devery ([https://directory.westernsydney.edu.au/search/name/Pamela Devery/](https://directory.westernsydney.edu.au/search/name/Pamela%20Devery/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS1001_22-AUT_BA_D#subjects)

Campbelltown

Day

Subject Contact Pamela Devery ([https://directory.westernsydney.edu.au/search/name/Pamela Devery/](https://directory.westernsydney.edu.au/search/name/Pamela%20Devery/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS1001_22-AUT_CA_D#subjects)

Evening

Subject Contact Pamela Devery ([https://directory.westernsydney.edu.au/search/name/Pamela Devery/](https://directory.westernsydney.edu.au/search/name/Pamela%20Devery/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS1001_22-AUT_CA_E#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Pamela Devery ([https://directory.westernsydney.edu.au/search/name/Pamela Devery/](https://directory.westernsydney.edu.au/search/name/Pamela%20Devery/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS1001_22-AUT_PC_D#subjects)

Evening

Subject Contact Pamela Devery ([https://directory.westernsydney.edu.au/search/name/Pamela Devery/](https://directory.westernsydney.edu.au/search/name/Pamela%20Devery/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS1001_22-AUT_PC_E#subjects)

WSU Online TRI-1

Wsu Online

Online

Subject Contact Natasha Daraio ([https://directory.westernsydney.edu.au/search/name/Natasha Daraio/](https://directory.westernsydney.edu.au/search/name/Natasha%20Daraio/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS1001_22-OT1_OW_O#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS1001_22-SC1_SC_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS1001_22-SC2_SC_D#subjects)

Spring

Campbelltown

Day

Subject Contact Pamela Devery ([https://directory.westernsydney.edu.au/search/name/Pamela Devery/](https://directory.westernsydney.edu.au/search/name/Pamela%20Devery/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS1001_22-SPR_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Pamela Devery ([https://directory.westernsydney.edu.au/search/name/Pamela Devery/](https://directory.westernsydney.edu.au/search/name/Pamela%20Devery/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS1001_22-SPR_KW_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Pamela Devery ([https://directory.westernsydney.edu.au/search/name/Pamela Devery/](https://directory.westernsydney.edu.au/search/name/Pamela%20Devery/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS1001_22-SPR_PC_D#subjects)

Evening

Subject Contact Pamela Devery ([https://directory.westernsydney.edu.au/search/name/Pamela Devery/](https://directory.westernsydney.edu.au/search/name/Pamela%20Devery/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS1001_22-SPR_PC_E#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Natasha Daraio ([https://directory.westernsydney.edu.au/search/name/Natasha Daraio/](https://directory.westernsydney.edu.au/search/name/Natasha%20Daraio/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS1001_22-OT3_OW_O#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS1001_22-SC3_SC_D#subjects)

LAWS 1002 Enterprise Law (WSTC)

Credit Points 10

Legacy Code 700254

Coordinator Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

Description This is an introductory law unit designed to introduce the fundamentals of law in a commercial context. The unit introduces students to the basic principles of law and the legal system as well as examining some of the major areas of law that impact on commercial dealings. This unit examines the structure of the legal system, the way law is made, and the main areas of law relevant to starting and running a business including contracts, torts and consumer protection.

School Law

Discipline Business and Commercial Law

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Pre-requisite(s) JUST 0003

Equivalent Subjects LAWS 1004 - Introduction to Business Law
LAWS 1001 - Enterprise Law LAWS 1005 - Introduction to Business Law (UWSC)

Restrictions

Students must be enrolled at Western Sydney University, The College. Students enrolled in extended diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior

to enrolling in this University level subject. Students enrolled in the combined Diploma/Bachelor programs listed below must pass all College preparatory subjects listed in the program structure before progressing to the Year 2 subjects.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of the features of the Australian legal system including the impact of this system upon Aboriginal and Torres Strait Islander peoples
2. Demonstrate an understanding of legal concepts in business.
3. Apply understanding of legal concepts to analysing and solving practical problems.
4. Demonstrate effective and appropriate written communication skills.

Subject Content

1. The Legal System
2. Contracts - with emphasis on employment contracts, leases etc
3. Negligence and negligent misstatement, Occupational Health and Safety
4. Australian Consumer Law
5. Business structures - partnerships, sole traders, trusts and companies

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Intra-session Exam		20	N	Individual
Short Answer		40	N	Individual
End-of-session Exam		40	N	Individual

Prescribed Texts

- Nickolas James, Business Law (John Wiley & Sons, 3rd ed, 2014).

Teaching Periods

Term 1

Bankstown

Day

Subject Contact Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS1002_22-T1_BA_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS1002_22-T1_PC_D#subjects)

Term 2

Bankstown

Day

Subject Contact Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS1002_22-T2_BA_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS1002_22-T2_PC_D#subjects)

Term 3

Bankstown

Day

Subject Contact Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS1002_22-T3_BA_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS1002_22-T3_PC_D#subjects)

LAWS 1003 Fundamentals of Australian Law

Credit Points 10

Legacy Code 200977

Coordinator Sandy Noakes ([https://directory.westernsydney.edu.au/search/name/Sandy Noakes/](https://directory.westernsydney.edu.au/search/name/Sandy%20Noakes/))

Description This unit provides students with the fundamental legal skills required to succeed in the study and practice of law. Students will be introduced to the Australian legal system, legal study skills, academic integrity, how law is made, how cases and statute interact, the Australian court hierarchies, case analysis skills, statutory interpretation skills, an introduction to the role of legal professionals in Australia.

School Law

Discipline Law

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects LAWS 1006 - Introduction to Law LAWS 1007 - Introduction to Law (WSTC)

Incompatible Subjects LAWS 1001 - Enterprise Law LAWS 1002 - Enterprise Law (WSTC)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate knowledge of the basis of the Australian law and legal system, including common law institutions and their roles, and the role of legal professionals.
2. Apply basic logical and legal reasoning to legal scenarios.
3. Discuss the principles of academic integrity as they apply to University and professional practice;
4. Apply the doctrine of precedent and the rules of statutory interpretation to basic legal problems.
5. Communicate effectively in writing for lay and expert readers.

Subject Content

Legal study skills
Academic Integrity
How law is made
How cases and statute interact
Court hierarchies
Case analysis skills
Statutory interpretation skills
Introduction to the role of legal professionals in Australia

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Task	Part 1- Communications Diagnostic-45 minutes Part 2- Communications for Legal Professionals Workshop	Complete / complete	Y	Individual
Quiz	4 quizzes across semester	30	N	Individual
Professional Task	2 hours	30	N	Individual
Final Exam	24 hours	40	N	Individual

Prescribed Texts

- Michelle Sanson and Thalia Anthony, Connecting with Law (Oxford University Press, 3rd ed, 2016).
- Trischa Mann, Australian Law Dictionary (Oxford University Press, 2nd ed, 2015).
- Melbourne University Law Review Association, Australian Guide to Legal Citation (Melbourne University Law Review Association Inc, 3rd ed, 2010).

Teaching Periods

Autumn Campbelltown

Evening

Subject Contact Sandy Noakes ([https://directory.westernsydney.edu.au/search/name/Sandy Noakes/](https://directory.westernsydney.edu.au/search/name/Sandy%20Noakes/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS1003_22-AUT_CA_E#subjects)

Day

Subject Contact Sandy Noakes ([https://directory.westernsydney.edu.au/search/name/Sandy Noakes/](https://directory.westernsydney.edu.au/search/name/Sandy%20Noakes/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS1003_22-AUT_CA_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Sandy Noakes ([https://directory.westernsydney.edu.au/search/name/Sandy Noakes/](https://directory.westernsydney.edu.au/search/name/Sandy%20Noakes/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS1003_22-AUT_PC_D#subjects)

Evening

Subject Contact Sandy Noakes ([https://directory.westernsydney.edu.au/search/name/Sandy Noakes/](https://directory.westernsydney.edu.au/search/name/Sandy%20Noakes/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS1003_22-AUT_PC_E#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Sandy Noakes ([https://directory.westernsydney.edu.au/search/name/Sandy Noakes/](https://directory.westernsydney.edu.au/search/name/Sandy%20Noakes/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS1003_22-AUT_PS_D#subjects)

Evening

Subject Contact Sandy Noakes ([https://directory.westernsydney.edu.au/search/name/Sandy Noakes/](https://directory.westernsydney.edu.au/search/name/Sandy%20Noakes/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS1003_22-AUT_PS_E#subjects)

Spring

Parramatta - Victoria Rd

Evening

Subject Contact Nicole Borg ([https://directory.westernsydney.edu.au/search/name/Nicole Borg/](https://directory.westernsydney.edu.au/search/name/Nicole%20Borg/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS1003_22-SPR_PS_E#subjects)

LAWS 1007 Introduction to Law (WSTC)

Credit Points 10

Legacy Code 700157

Coordinator Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

Description This unit introduces students to the Australian legal system. It considers the historical and legal factors which influenced

its development and the key institutions and processes which have resulted. It considers the impact of Australian law and legal system on Indigenous Australians and their laws. The unit introduces students to legal method: legal reasoning and statutory interpretation. Students will also develop academic literacies, including study management, writing and referencing in a legal context.

School Law

Discipline Law

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects LAWS 1006 - Introduction to Law

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1,500 words	30	N	Individual
Quizzes		10	N	Individual
Final exam	3 hours	60	N	Individual

Teaching Periods

LAWS 1009 Legal Analysis and Critique

Credit Points 10

Legacy Code 200978

Coordinator Catherine Renshaw ([https://directory.westernsydney.edu.au/search/name/Catherine Renshaw/](https://directory.westernsydney.edu.au/search/name/Catherine%20Renshaw/))

Description The unit exposes students to the contexts that affect how law is made, some of the institutional limitations on law and justice and the impact of globalisation on law. It introduces theories about the nature and function of law in historical, political, social, economic, cultural, ethical and international contexts. The connection between race, gender, culture and law is examined within the context of the Australian legal tradition, legal history, and the impact of the Australian legal system on Australian First Peoples. The unit introduces students to the processes of critical evaluation of arguments, legal communication and logical and critical problem solving involving statutory interpretation and precedent.

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Co-requisite(s) LAWS 1003 OR
LAWS 1006 OR
LAWS 1006

Equivalent Subjects LAWS 1008 - Law Foundation

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe how law in Australia developed, including English legal history, reception of English law, independence and the impact of these developments on Australian First Peoples;
2. Use basic skills in critical evaluation of arguments, including empirical claims on causation and fact, in a manner that deepens understanding of ethics and its application in law, learning and in the profession;
3. Describe and apply theories about the nature and function of law in local and global contemporary contexts and from different perspectives, including society, politics, economics, culture, gender and race
4. Use basic logical and critical skills to develop solutions to problems involving statutory interpretation and the application of precedent, and analyse the consequences from different perspectives;
5. Apply legal research skills in relation to primary and secondary sources in order to support legal analysis and critique;
6. Articulate legal thought effectively and persuasively in written formats for lay and expert audiences.

Subject Content

The Australian legal tradition
 English legal history
 Doctrine of reception and repugnancy
 Australian constitutional independence
 The impact of the Australian legal system on Australian First Peoples
 Critical evaluation of arguments
 The nature of function of law
 Legal formalism and the rule of law
 Gender, race, culture and the law
 Law and globalisation
 Law in an economic context
 Legal communication
 Case analysis and statutory interpretation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1,000 words	35	N	Individual
Reflection	750 words (in 20 total)		N	Individual
Essay	2,000 words	45	N	Individual

Prescribed Texts

- eReader resources: Compiled materials for Legal Analysis and Critique, which will be available via vUWS (Western Sydney University, Spring 2019)
- Michelle Sanson and Thalia Anthony, *Connecting with Law* (Oxford University Press, 4th ed, 2019).
- Trischa Mann (ed), *Australian Law Dictionary* (Oxford University Press, 3rd, 2017).
- The Australian Guide to Legal Citation (Melbourne University Law Review Association Inc, 4th ed, 2018).

Teaching Periods

Spring

Campbelltown

Evening

Subject Contact Catherine Renshaw ([https://directory.westernsydney.edu.au/search/name/Catherine Renshaw/](https://directory.westernsydney.edu.au/search/name/Catherine%20Renshaw/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS1009_22-SPR_CA_E#subjects)

Day

Subject Contact Catherine Renshaw ([https://directory.westernsydney.edu.au/search/name/Catherine Renshaw/](https://directory.westernsydney.edu.au/search/name/Catherine%20Renshaw/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS1009_22-SPR_CA_D#subjects)

Parramatta - Victoria Rd

Evening

Subject Contact Catherine Renshaw ([https://directory.westernsydney.edu.au/search/name/Catherine Renshaw/](https://directory.westernsydney.edu.au/search/name/Catherine%20Renshaw/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS1009_22-SPR_PS_E#subjects)

Day

Subject Contact Catherine Renshaw ([https://directory.westernsydney.edu.au/search/name/Catherine Renshaw/](https://directory.westernsydney.edu.au/search/name/Catherine%20Renshaw/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS1009_22-SPR_PS_D#subjects)

LAWS 2001 Alternative Dispute Resolution

Credit Points 10

Legacy Code 200811

Coordinator June Wang ([https://directory.westernsydney.edu.au/search/name/June Wang/](https://directory.westernsydney.edu.au/search/name/June%20Wang/))

Description Alternative Dispute Resolution (ADR) processes are no longer 'alternative' but a major part of the contemporary justice system. Modern legal practice requires lawyers to negotiate settlements on behalf of clients and advise clients how to resolve disputes without litigation. Non-adversarial processes offer many benefits to parties, professionals and the community. This unit will introduce you to the theory and practice of alternative dispute resolution processes and provide you with the opportunity to develop key ADR practice.

School Law

Discipline Legal Practice

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Co-requisite(s) LAWS 1003 OR
 LAWS 1006 OR
 LAWS 1006

Incompatible Subjects JUST 2001 - Alternative Dispute Resolution
 JUST 2019 Conflict Resolution

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate contemporary issues and key processes in Australian dispute resolution systems;
2. Analyse and evaluate disputes to identify appropriate and effective processes for attempting resolution;
3. Identify and apply legal and ethical principles and processes for the appropriate resolution of disputes;
4. Conduct and evaluate appropriate processes for the resolution of disputes;
5. Demonstrate capacity to respond professionally to and engage with Aboriginal and Torres Strait Islander peoples in dispute resolution contexts.

Subject Content

Introduction to the Course & Understanding Dispute Resolution
Shaping Australia Dispute Resolution

Negotiation

Mediation

Conciliation

Expert Determination & Arbitration

Litigation & Alternative Dispute Resolution

Competence & Ethics in Dispute Resolution

International Dispute Resolution

Dispute Resolution in the Workplace

Family Dispute Resolution

Culture and Dispute Resolution: Aboriginal and Torres Strait Islander peoples

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	10 minutes	S/U	N	Individual
Quiz	20 minutes	15	N	Individual
Professional task - ADR Role Play	40 minutes	40	N	Individual
Essay	2,500 words	45	N	Individual

Prescribed Texts

- Field, Rachael, Australian Dispute Resolution (LexisNexis Butterworths, 2nd ed, 2021)

Teaching Periods

Spring Campbelltown

Day

Subject Contact June Wang ([https://directory.westernsydney.edu.au/search/name/June Wang/](https://directory.westernsydney.edu.au/search/name/June%20Wang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS2001_22-SPR_CA_D#subjects)

Evening

Subject Contact June Wang ([https://directory.westernsydney.edu.au/search/name/June Wang/](https://directory.westernsydney.edu.au/search/name/June%20Wang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS2001_22-SPR_CA_E#subjects)

Parramatta - Victoria Rd

Day

Subject Contact June Wang ([https://directory.westernsydney.edu.au/search/name/June Wang/](https://directory.westernsydney.edu.au/search/name/June%20Wang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS2001_22-SPR_PS_D#subjects)

Evening

Subject Contact June Wang ([https://directory.westernsydney.edu.au/search/name/June Wang/](https://directory.westernsydney.edu.au/search/name/June%20Wang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS2001_22-SPR_PS_E#subjects)

LAWS 2003 Contracts

Credit Points 10

Legacy Code 200011

Coordinator Souheir Edelbi ([https://directory.westernsydney.edu.au/search/name/Souheir Edelbi/](https://directory.westernsydney.edu.au/search/name/Souheir%20Edelbi/))

Description Contracts covers the formation of contracts, the requirement of writing, privity of contract, contractual terms and their interpretation, breach of contract, discharge of contractual obligations and elements vitiating its formation such as misrepresentation, misleading and deceptive conduct, mistake, undue influence, unconscionability, duress and discharge. Statutory developments are also considered such as the Contracts Review Act 1980 (NSW) and the Australian Consumer Law, as are the historic and theoretical aspects of the development of the law of contract.

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Co-requisite(s) LAWS 1006 OR LAWS 1003

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply contract law concepts and principles to answer legal problems.
2. Critically analyse the main theoretical perspectives and assumptions underpinning contract law.
3. Reflect upon the role and significance of contracts from diverse perspectives including race, gender and disability.
4. Apply communication and collaboration strategies to work effectively with others.
5. Develop logical, reasoned, and persuasive arguments in oral and written formats using a range of primary and secondary sources.

Subject Content

1. Theories of Contract.
2. Formation of Contracts.
3. Formalities.
4. Capacity.
5. Privity of Contract.
6. Contractual Terms.

7. Breach of Contract.
8. Vitiating Elements.
9. Statutory developments.
10. Discharge of contract.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Participation	Ongoing	10	N	Individual
Reflection	1,000 words	15	N	Individual
Presentation	15 - 20 minutes	30	N	Group
Essay	2,000 words	45	N	Individual

Prescribed Texts

- Andrew Robertson and Jeannie Paterson, Contract: Cases and Materials (Thomson Reuters, 2020, 14th edn)
- Andrew Robertson and Jeannie Paterson, Principles of Contract Law (Thomson Reuters, 2020, 6th edn)

Teaching Periods

Autumn Campbelltown

Evening

Subject Contact Souheir Edelbi ([https://directory.westernsydney.edu.au/search/name/Souheir Edelbi/](https://directory.westernsydney.edu.au/search/name/Souheir%20Edelbi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS2003_22-AUT_CA_E#subjects)

Day

Subject Contact Souheir Edelbi ([https://directory.westernsydney.edu.au/search/name/Souheir Edelbi/](https://directory.westernsydney.edu.au/search/name/Souheir%20Edelbi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS2003_22-AUT_CA_D#subjects)

Parramatta - Victoria Rd

Evening

Subject Contact Souheir Edelbi ([https://directory.westernsydney.edu.au/search/name/Souheir Edelbi/](https://directory.westernsydney.edu.au/search/name/Souheir%20Edelbi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS2003_22-AUT_PS_E#subjects)

Day

Subject Contact Souheir Edelbi ([https://directory.westernsydney.edu.au/search/name/Souheir Edelbi/](https://directory.westernsydney.edu.au/search/name/Souheir%20Edelbi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS2003_22-AUT_PS_D#subjects)

LAWS 2004 Criminal Law

Credit Points 10

Legacy Code 200010

Coordinator Meda Couzens ([https://directory.westernsydney.edu.au/search/name/Meda Couzens/](https://directory.westernsydney.edu.au/search/name/Meda%20Couzens/))

Description This unit introduces students to the basic principles of criminal law and criminal responsibility and the criminal justice process as located in its broader social and political context, including the impact of the criminal justice system on Indigenous Australians. Students will engage in collaborative class learning with a particular focus on legal problem solving and participate in a mock bail application.

School Law

Discipline Criminal Law

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Co-requisite(s) LAWS 1006 OR LAWS 1003

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain legislation, legal principles and policy relevant to Australian criminal law;
2. Analyse criminal law problems through application of statutory interpretation methods and relevant case law;
3. Develop clear, logical and persuasive legal arguments, orally and in writing;
4. Examine the impact of the criminal justice system on Aboriginal and Torres Strait Islander peoples.

Subject Content

1. Introduction to criminal justice
2. Principles of criminal responsibility ? capacity, actus reus and mens rea, temporal coincidence, burdens and standards of proof
3. Summary offences ? i.e. offensive language and conduct/anti-social behaviour
4. Murder/Manslaughter
5. Defences ? necessity, duress, self-defence, mental state of person
6. Assault
7. Property offences
8. Drug offences
9. Domestic Violence
10. Aboriginal and Torres Strait Islander Peoples and the criminal justice system

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Task	20 minutes and 1000 words	30	N	Individual
Practical	5 minutes	25	N	Individual
Final Exam	24 hours (2,000) words	45	N	Individual

Prescribed Texts

- Howe, Sattler and Hood, Hayes and Eburn Criminal Law and Procedure in New South Wales 6th edition (LexisNexis, 6th edition, 2019)

Teaching Periods

Autumn Campbelltown Evening

Subject Contact Meda Couzens ([https://directory.westernsydney.edu.au/search/name/Meda Couzens/](https://directory.westernsydney.edu.au/search/name/Meda%20Couzens/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS2004_22-AUT_CA_E#subjects)

Day

Subject Contact Meda Couzens ([https://directory.westernsydney.edu.au/search/name/Meda Couzens/](https://directory.westernsydney.edu.au/search/name/Meda%20Couzens/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS2004_22-AUT_CA_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Amira Aftab ([https://directory.westernsydney.edu.au/search/name/Amira Aftab/](https://directory.westernsydney.edu.au/search/name/Amira%20Aftab/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS2004_22-AUT_PC_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Meda Couzens ([https://directory.westernsydney.edu.au/search/name/Meda Couzens/](https://directory.westernsydney.edu.au/search/name/Meda%20Couzens/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS2004_22-AUT_PS_D#subjects)

Evening

Subject Contact Meda Couzens ([https://directory.westernsydney.edu.au/search/name/Meda Couzens/](https://directory.westernsydney.edu.au/search/name/Meda%20Couzens/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS2004_22-AUT_PS_E#subjects)

LAWS 2005 Financial Services Law

Credit Points 10

Legacy Code 200271

Coordinator William Higgs ([https://directory.westernsydney.edu.au/search/name/William Higgs/](https://directory.westernsydney.edu.au/search/name/William%20Higgs/))

Description Financial services is one of the fastest growing sectors of the Australian economy. This is an essential unit to understand legal, compliance and regulatory issues relating to the financial services sector in Australia. Students will be introduced to the licensing requirements for entering the financial services sector and the obligations for marketing and offering financial products and financial services to retail and wholesale clients. Students are then introduced to the main techniques of financial services regulation: disclosure, licensing, prohibitions or insider trading and market manipulation, self-regulation and powers of investigation and enforcement.

School Law

Discipline Business and Commercial Law

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) LAWS 3045 OR LAWS 2010

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Communicate effectively, persuasively and appropriately in legal context.
2. Demonstrate an understanding of the basic principles of financial services law.
3. Apply the student's understanding of financial services law concepts to analysing and solving practical problems.
4. Appraise some of the criticisms of current financial services law in the different contexts.

Subject Content

Theories of regulation

Financial services regulatory history

Instruments and agencies

Financial Products

Fundraising

Managed Investment Schemes

Retail and wholesale clients

Australian Financial Services Licence

Financial Services Regulation

General conduct and obligations of financial services licensees and market licensees

Insider Trading

Market Manipulation

Continuous disclosure

Regulation of derivatives

Market Misconduct

ASIC's powers and remedies: criminal, civil penalties and enforceable undertakings

Compliance issues

Plaintiff's remedies

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	10% Oral Component, 10% written component	20	N	Individual
Final Exam	2 hours	60	N	Individual
Quiz	15 minutes per quiz; 4 quizzes in total; the best 3 of 4 quizzes will form the final mark.	10	N	Individual
Participation	Ongoing	10	N	Individual

Prescribed Texts

- Robert Baxt, Ashley Black and Pamela Hanrahan, Securities and Financial Services Law (Lexis Nexis, 9th ed, 2017).

Teaching Periods

Autumn

Parramatta City - Macquarie St

Evening

Subject Contact William Higgs ([https://directory.westernsydney.edu.au/search/name/William Higgs/](https://directory.westernsydney.edu.au/search/name/William%20Higgs/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS2005_22-AUT_PC_E#subjects)

LAWS 2007 First Peoples and the Australian Legal System

Credit Points 10

Legacy Code 200944

Coordinator Lynda Holden ([https://directory.westernsydney.edu.au/search/name/Lynda Holden/](https://directory.westernsydney.edu.au/search/name/Lynda%20Holden/))

Description First Peoples and the Australian Legal System provides students with a grounding in the central legal issues associated with the historical and contemporary interaction of First Peoples with the Australian legal system.

School Law

Discipline Law

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) LAWS 1006 OR
LAWS 1003 AND
LAWS 1008 OR
LAWS 1009

Equivalent Subjects LAWS 2009 - Indigenous Australians and the Law

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically examine historical and contemporary legal and social policies affecting First Peoples and the Australian legal system.
2. Evaluate the impact of the Australian legal system on First Peoples and their laws.
3. Critically evaluate an aspect of law, policy or practice in relation to First Peoples and the Australian legal system.
4. Communicate clearly and persuasively.

Subject Content

First Peoples - People - Customary law

The Law of the Colonisers: - Histories and Government Policies - Genocide

The Law of the Colonisers: - Histories and Government Policies - Assimilation and stolen generations

Land and Culture: - Land rights - Native Title - Cultural heritage and intellectual property

Equality: - Racial Discrimination - Criminal Justice - Child Welfare

Autonomy and the Future: - Indigenous Governance - Self-determination - Reconciliation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Research paper	2,500 words	50	N	Individual
Take home examination	2,500 words	50	N	Individual

Prescribed Texts

- Larissa Behrendt et al, Aboriginal and Torres Strait Islander Legal Relations (Oxford University Press, 2nd ed, 2018)

Teaching Periods

LAWS 2008 Government and Public Law

Credit Points 10

Legacy Code 200984

Coordinator Shreeya Smith ([https://directory.westernsydney.edu.au/search/name/Shreeya Smith/](https://directory.westernsydney.edu.au/search/name/Shreeya%20Smith/))

Description Government and Public Law introduces students to the field of public law and the operation of government in Australia. The unit has four key focus areas: Public Law in Australia, How Government Works, Government Accountability and Integrity, and Individuals and Government. The unit is intended to provide an overview of government and public law in Australia. The unit provides a foundation for the later study of Administrative Law and Constitutional Law.

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) LAWS 1003 OR
LAWS 1006

Incompatible Subjects LAWS 3010 - Commercial Transactions Law

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Discuss the history and operation of government in Australia;
2. Examine key areas of public law in Australia;
3. Apply public law to issues relating to human rights and Aboriginal and Torres Strait Islander peoples;
4. Develop critical thinking and academic essay writing skills.

Subject Content

1. Public Law in Australia
 - The idea of Public Law
 - Development of Public Law in Australia
 - Foundational public law values

2. How Government Works

- The Parliament
- The Executive
- The Judiciary
- Intermediate Statutory interpretation: an exploration of statutory interpretation as an expression of the constitutional relationship between the arms of government
- International Law and the Australian legal system

3. Individuals and Government

- Human Rights
- Aboriginal and Torres Strait Islander Peoples and Public Law

4. Government Accountability and Integrity

- Executive Accountability to Parliament
- Public Investigatory Bodies
- Misconduct by public officials

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	400 words	15	N	Individual
Essay	2000 words	40	N	Individual
Final Exam	Take home exam, 2500 words	45	N	Individual

Prescribed Texts

- Lisa Burton-Crawford, Janina Boughey, Maria O'Sullivan and Melissa Castan, Public Law and Statutory Interpretation: Principles and practice (The Federation Press, 2nd ed, 2021) ISBN: 9781760022860

Teaching Periods

Spring Campbelltown

Day

Subject Contact Shreeya Smith ([https://directory.westernsydney.edu.au/search/name/Shreeya Smith/](https://directory.westernsydney.edu.au/search/name/Shreeya%20Smith/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS2008_22-SPR_CA_D#subjects)

Parramatta - Victoria Rd

Evening

Subject Contact Shreeya Smith ([https://directory.westernsydney.edu.au/search/name/Shreeya Smith/](https://directory.westernsydney.edu.au/search/name/Shreeya%20Smith/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS2008_22-SPR_PS_E#subjects)

Day

Subject Contact Shreeya Smith ([https://directory.westernsydney.edu.au/search/name/Shreeya Smith/](https://directory.westernsydney.edu.au/search/name/Shreeya%20Smith/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS2008_22-SPR_PS_D#subjects)

LAWS 2010 Law of Business Organisations

Credit Points 10

Legacy Code 200183

Coordinator Sam Hossain ([https://directory.westernsydney.edu.au/search/name/Sam Hossain/](https://directory.westernsydney.edu.au/search/name/Sam%20Hossain/))

Description This unit deals with legal issues concerning the creation and control of companies and compares this structure with other forms of business organisations, such as joint venture, partnership, trusts and sole traders. This unit will provide students with an appreciation of partnership, and companies and a practical operation of a scheme of corporate regulation in the Australian federal system.

School Law

Discipline Business and Commercial Law

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) LAWS 1004 OR LAWS 1001

Restrictions Students enrolled in 2502 Bachelor of Laws (Non graduate entry) are required to seek permission from their program Advisor prior to enrolling in this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Recognise the various forms of business organisations.
2. Explain the concept and principles of partnerships and trusts, including the liabilities of partners under contract, tort, and criminal law, and the duties and liabilities of trustees..
3. Describe the practical operation of a scheme of corporate regulation in the Australian federal system.
4. Apply company law concepts and principles to analysing and solving key contemporary legal issues concerning the creation and control of companies.

Subject Content

Various forms of business organisations

Partnerships

Registration of a company, pre-registration activities

Dealings with outsiders and liability

Internal management rules, management of a company - board of directors and general meeting

Duties of directors and consequences of breach of directors duty

Shareholder remedies

Capital and fundraising

Record keeping, disclosures and audit

External administration - receivership, administration and winding up.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	Best 4 of 5 quizzes will apply	20	N	Individual
Essay	1,500 words	35	N	Individual
Final Exam	2 hours	45	Y	Individual

Prescribed Texts

- Harris, Jason, Anil Hargovan and Michael Adams, Australian Corporate Law, (LexisNexis Butterworths, 6th ed, 2017)
- Australian Corporations Legislation (LexisNexis Butterworths, 2017)
- Anil Hargovan, Michael Adams and Catherine Brown, Australian Corporate Law (LexisNexis Butterworths, 7th Edn. 2021)

Teaching Periods

Summer A

Parramatta - Victoria Rd

Day

Subject Contact Sam Hossain ([https://directory.westernsydney.edu.au/search/name/Sam Hossain/](https://directory.westernsydney.edu.au/search/name/Sam%20Hossain/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS2010_22-SUA_PS_D#subjects)

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Sam Hossain ([https://directory.westernsydney.edu.au/search/name/Sam Hossain/](https://directory.westernsydney.edu.au/search/name/Sam%20Hossain/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS2010_22-AUT_PC_D#subjects)

Evening

Subject Contact Sam Hossain ([https://directory.westernsydney.edu.au/search/name/Sam Hossain/](https://directory.westernsydney.edu.au/search/name/Sam%20Hossain/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS2010_22-AUT_PC_E#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS2010_22-SC1_SC_D#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Natasha Daraio ([https://directory.westernsydney.edu.au/search/name/Natasha Daraio/](https://directory.westernsydney.edu.au/search/name/Natasha%20Daraio/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS2010_22-OT2_OW_0#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS2010_22-SC2_SC_D#subjects)

Spring

Parramatta City - Macquarie St

Day

Subject Contact Sam Hossain ([https://directory.westernsydney.edu.au/search/name/Sam Hossain/](https://directory.westernsydney.edu.au/search/name/Sam%20Hossain/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS2010_22-SPR_PC_D#subjects)

Evening

Subject Contact Sam Hossain ([https://directory.westernsydney.edu.au/search/name/Sam Hossain/](https://directory.westernsydney.edu.au/search/name/Sam%20Hossain/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS2010_22-SPR_PC_E#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS2010_22-SC3_SC_D#subjects)

LAWS 2012 Regulatory Risk and Compliance

Credit Points 10

Legacy Code 200928

Coordinator Margaret Hyland ([https://directory.westernsydney.edu.au/search/name/Margaret Hyland/](https://directory.westernsydney.edu.au/search/name/Margaret%20Hyland/))

Description This unit aims to provide business students with the foundations for identifying, establishing and developing an organisation's regulatory risk and compliance framework. To achieve this, the unit will analyse current theory, international best practices, as well as key commercial law obligations, which Australian businesses are expected to comply with.

School Law

Discipline Law

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) LAWS 1004 OR LAWS 1001

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate the relationship between legal risk, risk management, an effective compliance framework and good governance.

2. Demonstrate an understanding of the various legal compliance and risk management standards.
3. Apply an understanding of the key elements of establishing an effective compliance programme and risk management system for Australian businesses.

Subject Content

1. The relationship and links between good corporate governance and legal compliance, as well as risk management.
2. Integrating risk management within an organisation's legal compliance framework.
3. The foundation for developing an effective legal compliance framework.
4. An overview of the key legal compliance obligations in financial services law, company law, competition and consumer law, privacy law, and tax law.

Prescribed Texts

- TBA (under development by School of Law)

Teaching Periods

LAWS 2013 Torts Law

Credit Points 10

Legacy Code 200008

Coordinator Sonia Allan ([https://directory.westernsydney.edu.au/search/name/Sonia Allan/](https://directory.westernsydney.edu.au/search/name/Sonia%20Allan/))

Description The unit introduces students to the legal principles and policy of a variety of torts, defences and remedies. The unit also introduces students to the generic legal skills of case reading and analysis and note taking, statutory interpretation and legal problem solving, as well as placing the law in the wider political and social context.

School Law

Discipline Legal Practice

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Co-requisite(s) LAWS 1006 OR LAWS 1003

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Discuss the key principles of Australian torts law prescribed by accrediting authorities.
2. Explain the relationship between common law, legislation and policy in a torts context
3. Apply principles and processes of legal reasoning including case analysis and statutory interpretation to analyse and resolve torts legal problems.
4. Develop clear, concise and persuasive arguments to write answers to legal problems

Subject Content

Comparative role of tort law, criminal law, contract law and no-fault compensation schemes

Intentional torts

Negligence

Defences

Remedies in tort actions

Concurrent liability

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Online Quizzes	30 minutes each	20	N	Individual
Essay - Problem Based assignment	2,000 words	35	N	Individual
Essay	2,500 words	45	N	Individual

Prescribed Texts

- Martin Davies and Ian Malkin, Focus Torts (9th edition, LexisNexis Australia)

Teaching Periods

Spring Campbelltown Evening

Subject Contact Sonia Allan ([https://directory.westernsydney.edu.au/search/name/Sonia Allan/](https://directory.westernsydney.edu.au/search/name/Sonia%20Allan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS2013_22-SPR_CA_E#subjects)

Parramatta - Victoria Rd Day

Subject Contact Sonia Allan ([https://directory.westernsydney.edu.au/search/name/Sonia Allan/](https://directory.westernsydney.edu.au/search/name/Sonia%20Allan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS2013_22-SPR_PS_D#subjects)

Evening

Subject Contact Sonia Allan ([https://directory.westernsydney.edu.au/search/name/Sonia Allan/](https://directory.westernsydney.edu.au/search/name/Sonia%20Allan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS2013_22-SPR_PS_E#subjects)

LAWS 2014 Bioethics

Credit Points 10

Legacy Code 201044

Coordinator Patrick Foong ([https://directory.westernsydney.edu.au/search/name/Patrick Foong/](https://directory.westernsydney.edu.au/search/name/Patrick%20Foong/))

Description This subject covers the ethical and legal issues associated with medical practice and research, including issues raised by new developments in biotechnology. Topics covered include the following: the nature of moral thinking, issues of life and death, experimentation and research involving human subjects, genetic technology, new reproductive technologies, consent and confidentiality.

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) LAWS 2013 AND LAWS 1009

Equivalent Subjects JUST 2002 - Bioethics

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically apply major ethical theories and concepts to biomedical issues and problems.
2. Engage in critical, interdisciplinary analysis of the causes, consequences and problems of contemporary patterns of health and illness and biomedical research.
3. Examine ethical and legal issues raised by recent developments in biotechnology.
4. Apply relevant ethical and legal ideas to practical bioethical problem situations and biomedical law reform.

Subject Content

1. Introduction to bioethics law
2. Medical and health ethics and law
3. Health and medical research
4. Biotechnology: Cloning and stem cell research
5. Genetic technology
6. Assisted reproductive technology (ART)
7. Consent, confidentiality and privacy
8. Surrogacy
9. Euthanasia

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Participation	Ongoing	10	N	Individual
Essay	1500 words	45	N	Individual
Final Exam	24 hours	45	N	Individual

Prescribed Texts

- Ben White, Fiona McDonald, Lindy Willmott, Health Law in Australia (Thomson Reuters, 3rd ed, 2018).

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Patrick Foong ([https://directory.westernsydney.edu.au/search/name/Patrick Foong/](https://directory.westernsydney.edu.au/search/name/Patrick%20Foong/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS2014_22-AUT_PS_D#subjects)

LAWS 3001 Advanced Family Law

Credit Points 10

Legacy Code 200629

Coordinator Kimberly Buttriss ([https://directory.westernsydney.edu.au/search/name/Kimberly Buttriss/](https://directory.westernsydney.edu.au/search/name/Kimberly%20Buttriss/))

Description This unit provides a practical framework around complex family law matters and builds upon the skills obtained in 200633 Family Law. This unit provides the students with the opportunity to obtain practical skills in taking instructions from clients, drafting orders, making urgent applications, children's matters including complex family dynamics, child dispute services, Family Reports, Magellan matters, drafting documents, Relocation Cases, Hague Convention Cases and Contravention Proceedings, Property Matters including assets and values, financial disclosure, conciliation conferences, contributions, expert evidence, spousal maintenance and enforcement proceedings, as well child support and running undefended hearings.

School Law

Discipline Family Law

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LAWS 3023

Equivalent Subjects LGYB 8510 - Advanced Family Law

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Obtain client instructions and prepare documents to commence and run proceedings in relation to both property and children's matters.
2. Draft appropriate Family Law Orders.
3. Prepare the client and their case for expert evidence and final hearings.
4. Provide both written and oral submissions in relation to complex family law issues.
5. Prepare and run a Hearing demonstrating competent advocacy skills.

Subject Content

1. Interviewing Clients - Obtaining Client Instructions
2. Drafting Family Law Orders and Court Documents
3. Drafting and Running Urgent Applications
4. Providing Advice to Clients Regarding Complex Family Law Children's Matters
5. Magellan Matters
6. Family Reports
7. Relocation Cases
8. Hague Convention Cases
9. Contravention
10. Pre-Action Procedures (Property)
11. Contributions - s79 and s75(2)
12. Conciliation Conferences
13. Asset Values and Expert Evidence
14. Enforcement Proceedings
15. Child Support

16. Undefended Hearings

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Children - Single Fact Scenario	(1) Case Outline (s 60CC Considerations - Children) - 1,000 words (15 marks); and (2) Prepare Notice of Risk (15 marks).	30	N	Individual
Property - Single Fact Scenario	(1) Written Submissions (s79 and 75(2) Factors (Property) - 1,000 words (15 marks); (2) Prepare Draft Balance Sheet (format length) (15 marks).	30	N	Individual
Undefended Hearing	(1) Written submissions - 1,000 words; (2) Oral Submissions regarding Undefended Hearing - 15 minutes.	40	N	Individual

Prescribed Texts

- *Australian Master Family Law Guide* (CCH, 11th ed, 2021) (ISBN 9781922347411)

Teaching Periods

Spring Campbelltown Evening

Subject Contact Brett Mcgrath ([https://directory.westernsydney.edu.au/search/name/Brett Mcgrath/](https://directory.westernsydney.edu.au/search/name/Brett%20Mcgrath/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS3001_22-SPR_CA_E#subjects)

Parramatta - Victoria Rd Evening

Subject Contact Kimberly Buttriss ([https://directory.westernsydney.edu.au/search/name/Kimberly Buttriss/](https://directory.westernsydney.edu.au/search/name/Kimberly%20Buttriss/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS3001_22-SPR_PS_E#subjects)

LAWS 3002 Advanced Torts and Civil Wrongs

Credit Points 10

Legacy Code 200650

Coordinator Tim Paine ([https://directory.westernsydney.edu.au/search/name/Tim Paine/](https://directory.westernsydney.edu.au/search/name/Tim%20Paine/))

Description Advanced Torts and Civil Wrongs examines in detail the basic principles and current issues in selected areas of torts law and civil liability.

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LAWS 2013

Equivalent Subjects LGYB 8513 - Advanced Torts and Civil Wrongs

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Construct and critically evaluate arguments by reference to appropriate evidence, authority and alternative perspectives.
2. Apply understanding of tortious concepts to analysing and solving practical problems, theoretical legal issues and contemporary debates.
3. Construct and present a critical and persuasive oral argument for law reform based upon a contemporary tortious issue.
4. Write effectively and appropriately, displaying clear and logical structure and using accurate grammar and punctuation.
5. Use quality, current and relevant information from primary and secondary sources.
6. Ethically and accurately reference (using the Australian Guide to Legal Citation) legal information from a range of primary and secondary sources.

Subject Content

1. Strict liability and the tort of breach of statutory duty.
2. Intentional economic torts including deceit, intimidation and civil conspiracy.
3. Abuse of process torts including malicious prosecution and misfeasance in a public office.
4. Policy consideration and critiques underpinning the duty of care in negligence with specific focus on government agencies, police, parents and children and schools.
5. Actions for stress-related mental harm outside the Civil Liability Act.

6. Section 3B(1)(a) of the Civil Liability Act and the meaning of “an intentional act that is done ... with intent to cause injury or death or that is sexual assault or other sexual misconduct

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Participation	Every class	20	N	Individual
Essay	2,000 words	35	N	Individual
Final Exam	72 hours	45	N	Individual

Prescribed Texts

- David Rolph, Jason NE Varuhas, Penelope Crossley and Michael Douglas, *Balkin & Davis Law of Torts* (LexisNexis, 6th edition 2021)

Teaching Periods

Summer A

Parramatta - Victoria Rd

Day

Subject Contact Tim Paine ([https://directory.westernsydney.edu.au/search/name/Tim Paine/](https://directory.westernsydney.edu.au/search/name/Tim%20Paine/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS3002_22-SUA_PS_D#subjects)

LAWS 3003 Advocacy

Credit Points 10

Legacy Code 200646

Coordinator David Collier ([https://directory.westernsydney.edu.au/search/name/David Collier/](https://directory.westernsydney.edu.au/search/name/David%20Collier/))

Description This unit imparts basic courtroom trial skills giving practice in applying substantive law, practice, procedure and evidence in a simulated courtroom. It also explores both professional and ethical issues involved in the courtroom. There is a limit on enrolment in this unit because of the teaching method adopted.

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Co-requisite(s) LAWS 4004

Equivalent Subjects LGYB 0403 - Advocacy

Restrictions Successful completion of 80 credit points of Bachelor of Laws core subjects. Enrolment in the subject is by invitation only following a call for expressions of interest and a merit selection process. Classes are kept small due to the practical nature of the subject.

Assumed Knowledge

Good communication skills; including the ability to construct a coherent argument and write in a manner that is grammatically correct.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate a clear understanding of: legal professional ethics; proper legal professional practice; and correct legal professional behaviour.
2. Demonstrate the essential requirements of good advocacy in general, and in particular and differing contexts: eg. the difference between conducting bail pending hearing and conducting an appeal in an appellate court.
3. Take up any case and analyse it succinctly, logically and accurately: the relevant facts; the relevant legal principles; and the intelligent application of the principles to the facts.
4. Present the oral distillation of a case analysis in a polite, polished and persuasive fashion.
5. Think quickly and adapt flexibly according to changing circumstances while engaged in presenting an oral argument.
6. Be aware of any relevant aspect of legal professional ethics and be at once able to mould any desired submission so as to accord strictly with that ethical aspect.
7. Present written submissions and analyses in a logically structured and grammatically correct manner.
8. Demonstrate a ready understanding and an intelligent acceptance of the nature of advocacy skills.

Subject Content

1. Introduction to Advocacy
2. Interlocutory Advocacy: Civil
3. Interlocutory Advocacy: Criminal
4. Some Special Types of Criminal Advocacy
5. Trial Advocacy: Opening and Examination in Chief
6. Trial Advocacy: Cross-examination
7. Appellate Advocacy

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	30 minutes	40	N	Individual
Professional Task	1500 words	40	N	Individual
Class Participation	Every class	10	N	Individual
Professional Task	10 minutes	10	N	Individual

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact David Collier ([https://directory.westernsydney.edu.au/search/name/David Collier/](https://directory.westernsydney.edu.au/search/name/David%20Collier/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS3003_22-SPR_PS_D#subjects)

Evening

Subject Contact David Collier ([https://directory.westernsydney.edu.au/search/name/David Collier/](https://directory.westernsydney.edu.au/search/name/David%20Collier/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS3003_22-SPR_PS_E#subjects)

LAWS 3004 Anti-Discrimination Law

Credit Points 10

Legacy Code 200654

Coordinator Luke Maroney ([https://directory.westernsydney.edu.au/search/name/Luke Maroney/](https://directory.westernsydney.edu.au/search/name/Luke%20Maroney/))

Description This unit provides students with a practical understanding of Australian anti-discrimination and equality law, including relevant state and federal legislation, and significant cases. It encourages the development of critical perspectives on the operation and effectiveness of existing regulatory responses to discrimination. Starting with a conceptual and historical overview, this unit considers the key grounds/attributes, types of conduct, and activities (areas of public life) that are protected under current Australian anti-discrimination law. Relevant defences, exceptions and exemptions are also considered, along with procedural requirements for bringing a discrimination complaint, remedies and costs.

School Law

Discipline Business and Commercial Law

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LAWS 2008

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and analyse legislation and case law relevant to discrimination law and practice.
2. Apply law to factual scenarios to provide advice about strengths and weaknesses of actions and defences, likely outcomes of litigation and the merits of litigating.
3. Write effectively, displaying clear and logical structure.
4. Ethically and accurately reference legal information from a range of primary and secondary sources using the Australian Guide to Legal Citation.
5. Construct arguments by reference to appropriate evidence, authority and alternative perspectives.

Subject Content

Introduction
 Historical Context
 Definition of Discrimination
 Grounds or Attributes
 Areas of Unlawful Discriminatory Activity
 General Exemptions
 Harassment
 Incitement
 Racial, Homosexual and HIV or AIDS Vilification
 Victimisation
 Advertisements
 Machinery, Procedure and Remedies

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Problem Scenario Question	1500 words	40	N	Individual
Quiz	30 minutes	20	N	Individual
Take Home Examination	24 hours	40	N	Individual

Prescribed Texts

- Neil Rees, Simon Rice and Dominique Allen, Australian Anti-Discrimination Law (Federation Press, 2nd ed, 2014).

Teaching Periods

Spring

Parramatta - Victoria Rd

Weekend

Subject Contact Luke Maroney ([https://directory.westernsydney.edu.au/search/name/Luke Maroney/](https://directory.westernsydney.edu.au/search/name/Luke%20Maroney/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS3004_22-SPR_PS_W#subjects)

LAWS 3005 Australian Competition Law

Credit Points 10

Legacy Code 200905

Coordinator Adrian Coorey ([https://directory.westernsydney.edu.au/search/name/Adrian Coorey/](https://directory.westernsydney.edu.au/search/name/Adrian%20Coorey/))

Description This unit examines the main competition law provisions of the Competition and Consumer Act 2010 (Cth). Specifically, it examines the key concepts and economic principles that form the basis of competition law, the relevant case law, the available statutory remedies, and enforcement powers of the Australian Competition and Consumer Commission. This unit will provide students with an in-depth understanding of the theoretical basis of competition law as well as a practical understanding of how the competition provisions (including restrictive trade practices and cartel provisions) are applied.

School Law

Discipline Law

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LAWS 2003

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of Australian competition law, policy and related public and private remedies.

2. Demonstrate an understanding of the enforcement powers of the Australian Competition and Consumer Commission.
3. Apply Australian competition law definitions and concepts to analysing and solving practical problems and theoretical legal issues.
4. Demonstrate a critical appreciation of current and proposed legislative amendments relevant to Australian competition law.
5. Accurately and ethically reference (using the Australian Guide to Legal Citation) legal information from a range of primary and secondary sources.
6. Use a range of legal research tools to locate and interrogate primary and secondary legal information.

Subject Content

1. Development of competition law and application of the Competition and Consumer Act 2010 (Cth).
2. Market definition.
3. Market power and substantial lessening of competition.
4. Cartels.
5. Anti-competitive contracts.
6. Misuse of market power.
7. Exclusive dealings.
8. Resale price maintenance.
9. Mergers and acquisitions.
10. Authorisation and notification.
11. Private remedies.
12. Public remedies.
13. Role of the ACCC, enforcement policies and procedures.
14. ACCC investigative powers.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	Online quiz made available for a specified time period.	5	N	Individual
Written Assessment	2,500 words	40	N	Individual
Class Presentation	5 minutes	10	N	Individual
Take Home Exam	2,500 words	45	N	Individual

Prescribed Texts

- Alex Bruce, Australian Competition Law (LexisNexis, 4th ed, 2021).
- Jurisprudentia, Competition Law I, II, III - Student Guide Cards (Jurisprudentia, Sydney, 2022).

Teaching Periods

Spring

Parramatta - Victoria Rd

Weekend

Subject Contact Adrian Coorey ([https://directory.westernsydney.edu.au/search/name/Adrian Coorey/](https://directory.westernsydney.edu.au/search/name/Adrian%20Coorey/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS3005_22-SPR_PS_W#subjects)

LAWS 3006 Australian Consumer Law

Credit Points 10

Legacy Code 200858

Coordinator Adrian Coorey ([https://directory.westernsydney.edu.au/search/name/Adrian Coorey/](https://directory.westernsydney.edu.au/search/name/Adrian%20Coorey/))

Description This unit examines the main statutory provisions of the Australian Consumer Law. Specifically, it examines key concepts and principles of Australian Consumer Law, relevant case law, and statutory remedies that are available. The unit will provide students with not only an understanding of the theoretical basis of Australian Consumer Law, but also a practical understanding of how the provisions are applied.

School Law

Discipline Business and Commercial Law

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LAWS 2003

Equivalent Subjects LGYA 4905 Consumer Law and Policy

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Develop and demonstrate a detailed understanding of the Australian Consumer Law and related principles, policies, cases and statutes;
2. Apply understanding of Australian Consumer Law concepts to analysing and solving practical problems and theoretical legal issues;
3. Construct and critically evaluate legal arguments by reference to relevant legislation and case law in the consumer protection law field;
4. Apply understanding of the Australian Competition and Consumer Commission's role in enforcing the Australian Consumer Law;
5. Ethically and accurately reference (using the Australian Guide to Legal Citation) legal information from a range of primary and secondary sources; and
6. Use a range of legal research tools to locate and evaluate primary and secondary legal information and to develop clear and logical arguments based on legal authority.

Subject Content

Australian Consumer Law Policy Objectives, Definitions and Key Concepts.

Misleading or Deceptive Conduct

False or Misleading Representations

Unconscionable Conduct

Unfair Contract Terms

Consumer Guarantees

Manufacturers Liability

Other Sharp Practices

Remedies under the Australian Consumer Law

Powers of the Australian Competition and Consumer Commission

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	Refer to learning guide	5	N	Individual
Presentation	5 minutes	10	N	Individual
Essay	2,500 words	40	N	Individual
Final Exam	2,500 words	45	N	Individual

Prescribed Texts

- Adrian Coorey, Australian Consumer Law (LexisNexis, 2015).
- Adrian Coorey, Australian Consumer Law - The Comprehensive Guide (Jurisprudentia, Sydney, 2021). Note: This book is available online at <https://www.jurisprudentia.com.au/>.

Teaching Periods

Autumn

Parramatta - Victoria Rd

Evening

Subject Contact Adrian Coorey ([https://directory.westernsydney.edu.au/search/name/Adrian Coorey/](https://directory.westernsydney.edu.au/search/name/Adrian%20Coorey/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS3006_22-AUT_PS_E#subjects)

LAWS 3007 Banking and Securities Law

Credit Points 10

Legacy Code 200697

Coordinator John Juriansz ([https://directory.westernsydney.edu.au/search/name/John Juriansz/](https://directory.westernsydney.edu.au/search/name/John%20Juriansz/))

Description This unit examines the banker customer relationship, the taking and enforcement of security for credit, and the regulation of banks and non bank financial institutions nationally and internationally. Examined are 1. secured financing, 2. the regulation of bank solvency: central banks and the Bank for International Settlements, 3. Infrastructure of financial markets, 4. International financial instruments.

School Law

Discipline Business and Commercial Law

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LAWS 3045

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate comprehensive knowledge of the field and explain, identify and critically evaluate the key concepts, policies and issues on defined topics.

2. Apply an understanding of the relevant legal concepts and aspects of policy analysis to analysing and solving practical problems and theoretical legal issues in a clear, logical and effective way.

Subject Content

1. The Australian financial system and its relationship to the international financial system.
2. The implications of the banker-customer relationship.
3. Secured financing (law relating to the granting, acceptance, and guarantee of securities, letters of credit and the like)
4. International funds transfers
5. Impact of the Personal Properties Securities Act
6. Bank capital adequacy requirements
7. Infrastructure and clearance systems.
8. Financial instruments
9. Securitisation
10. Derivatives (Options and Futures, SWAPS)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Intra-session Exam	2,500 words	45	N	Individual
Final Exam	2,500 words	45	N	Individual
Participation	Ongoing	10	N	Individual

Prescribed Texts

- Hal S Scott and Anna Gelpert, International Finance, Transactions, Policy and Regulation (Foundation Press, 20th ed, 2014)

Teaching Periods

LAWS 3011 Comparative Law: Legal Systems of the World

Credit Points 10

Legacy Code 200529

Coordinator Liesel Spencer ([https://directory.westernsydney.edu.au/search/name/Liesel Spencer/](https://directory.westernsydney.edu.au/search/name/Liesel%20Spencer/))

Description The unit introduces students to the different legal systems of the world: the common law and civil law traditions, indigenous legal systems, religion-based legal systems and legal systems in Asia. It aims to provide an understanding of how they have developed in particular legal and cultural contexts. It also examines and evaluates the impact of the introduction of western legal systems in non-western countries. We will study the systems of both at the general level and in relation to specific laws, such as family law, torts and contracts, dispute resolution and procedure. The unit is also concerned with the nature and function of comparative law as a discipline. Students will be encouraged to undertake individual research and to evaluate legal information derived from a variety of different sources and perspectives.

School Law

Discipline International Law

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LAWS 2013 AND

LAWS 4015 AND

LAWS 2004 AND

LAWS 2003

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the general structure of selected legal systems, their historical and cultural context, and selected laws within those systems
2. Compare and contrast selected legal systems and laws with the common law system and Australian laws
3. Explain the nature and function of comparative law as a discipline
4. Produce critical arguments about selected legal systems and about comparative law as a tool for gaining knowledge
5. Demonstrate high-level communication and research skills
6. Explain the general structure of selected legal systems, their historical and cultural context and selected laws within those systems

Subject Content

1. Introduction: why study comparative law?
2. Comparative methods
3. Perspectives on different systems of law and cultural values
4. A comparative review of the common law system and the civil law system
5. Indigenous legal systems, including those of Aboriginal and Torres Strait Islander peoples
6. Legal systems based on religion: Islamic Law
7. Legal systems in Asia
8. Legal Transplants
9. Legal pluralism
4. Review of the common law
5. The Civil Law system
6. Indigenous legal systems, including those of Aboriginal and Torres Strait Islander peoples
7. Legal systems based on religion: eg Hindu law, Jewish law and Islamic Law
8. Asian legal systems: China and Japan
9. Transplanting legal systems
10. Legal pluralism

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Literature Review	1,200 words	25	N	Individual
Literature Review	1,500 words	30	N	Individual
Essay	2,500 words	45	N	Individual

Prescribed Texts

- Glen, Patrick, Legal Traditions of the World (Oxford University Press, 5th ed, 2014)

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Liesel Spencer ([https://directory.westernsydney.edu.au/search/name/Liesel Spencer/](https://directory.westernsydney.edu.au/search/name/Liesel%20Spencer/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS3011_22-AUT_PS_D#subjects)

LAWS 3013 Conflict of Laws

Credit Points 10

Legacy Code 200656

Coordinator Timothy Mcgrath ([https://directory.westernsydney.edu.au/search/name/Timothy Mcgrath/](https://directory.westernsydney.edu.au/search/name/Timothy%20Mcgrath/))

Description Conflict of Laws (also known as Private International Law) is about resolving legal questions involving more than one jurisdiction. Conflict of Laws issues may arise between the Australian States and Territories or between nations. The globalisation of economic activity, and ease and affordability of travel and telecommunications have contributed to the recent dramatic increase of trans-national dimensions in personal and commercial litigation. This unit provides an introduction to the sources of conflict of laws, the international jurisdiction of domestic courts, the recognition and enforcement of foreign judgements and decrees, and the problem of choice of law as it arises in various situations.

School Law

Discipline International Law

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LAWS 2013 AND

LAWS 2003 AND

LAWS 3082

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and discuss key substantive issues in conflict of laws including: the private dimensions of international law and forum issues that domestic courts face.
2. Compare key aspects of the way in which Australian courts approach conflict of laws situations with procedures in other jurisdictions;
3. Identify and discuss the complexities of enforcement of judgments;
4. Critically examine the issues presented in the readings;
5. Analyse problems concerning conflict of laws, develop options, including applying legal principles, to resolve the problems;
6. Research an issue concerning conflict of law and present your analysis in a logically argued clearly written, well structured, appropriately referenced paper.

Subject Content

- introduction
- Jurisdiction
- choice of Law
- Discretionary non-Exercise of choice
- limits on Jurisdiction

- aspects of trans-national Litigation
- enforcement of foreign judgements
- Defences to enforcement of foreign judgements
- choice of Law-substance and procedure
- Conflict of laws within Australia-constitutional dimensions of choice of Law
- Conflict of laws within Australia-Federal and cross-vested Jurisdiction
- particular applications: choice of Law in Contract, Tort, property Law, family Law

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Class Participation		10	N	Individual
Research Essay	2,000 words	40	N	Individual
Take Home Examination		50	N	Individual

Prescribed Texts

- Davies, M, AS Bell, and PLG Brereton, Nygh's Conflict of Laws in Australia (LexisNexis, 9th ed, 2013)

Teaching Periods

LAWS 3014 Corporate Governance

Credit Points 10

Legacy Code 200657

Coordinator John Juriansz ([https://directory.westernsydney.edu.au/search/name/John Juriansz/](https://directory.westernsydney.edu.au/search/name/John%20Juriansz/))

Description Through an interdisciplinary approach, this unit explores the place and role of the modern for profit business corporation in advanced and emerging capitalist economies. It examines the public and private role of public and private companies (and their equivalent in non-common law jurisdictions), their external and internal orientation, and issues relating to their accountability, responsibility, and transparency.

School Law

Discipline Business and Commercial Law

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LAWS 3045 OR LAWS 2010

Equivalent Subjects LAWS 3026 - Governance

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically examine the theory underlying governance in general and corporate governance in particular, and the relationship between responsibility, accountability and transparency in the context of the term business ethics.

2. Discuss the relationship between law, self regulation such as industry standards and associations codes of conduct, and the disciplining effect of the marketplace
3. Identify and examine the role and powers of the corporate and market regulators and their enacting legislation in the Australian corporate jurisdiction and marketplace.
4. Recognise the structure and relationship between the board of directors, managers, shareholders, employees and other constituencies.
5. Identify and apply the compliance requirements under the laws governing the conduct of the affairs of the corporation including the shareholder meeting, and the functions of the audit, risk management, and remuneration committees.
6. Identify the governance of multinational corporations and the legal framework regulating multi jurisdiction corporations.
7. Identify, evaluate, and prioritise legal issues, the impact of foreign regulatory systems and their interaction with one another to systematically apply the relevant law.
8. Locate, organise, analyse, evaluate and apply legal and non legal materials to develop and substantiate legal advice, and/or argument.
9. Communicate clearly, persuasively and accurately; orally and in writing

Subject Content

1. The economic theory of the firm
2. The legal theory of the Corporation: Australian, US, UK approaches compared to the German and Japanese models
3. The role of Audit, Risk Management and Remuneration committees
4. The role of Institutional shareholders, and Institutional shareholder committees
5. The impact of codes of corporate governance and ethical conduct
6. Markets (Australia, US, UK) versus Managed (Germany and Japan) governance
7. Stakeholders and shareholders, and the political economy of Corporations law
8. Aspects of finance, management, and control

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Take home examination	72 hours/ 3,000 words maximum	45	N	Individual
Take home examination	72 hours/ 3,000 words maximum	45	N	Individual
Class participation	Ongoing	10	Y	Individual

Prescribed Texts

- Du Plessis, Jean Jacques, Anil Hargovan and Jason Harris, Principles of Contemporary Corporate Governance (Cambridge University Press, 4th ed, 2018)

Teaching Periods

LAWS 3015 Cyber Law and Justice

Credit Points 10

Legacy Code 201018

Coordinator David Tait ([https://directory.westernsydney.edu.au/search/name/David Tait/](https://directory.westernsydney.edu.au/search/name/David%20Tait/))

Description The world is being transformed by digital technologies. The same technologies that make life more comfortable for some can unleash violence and destruction for others. Cyber war and cyber terrorism offer new risks for the international community. Bullying, identity theft and bank fraud, on a more local level, are given a new life in the cyber world. Cyber technologies also provide enhanced opportunities for detecting and apprehending criminals, resolving disputes and modernising justice processes. New social spaces are opened up (social media networks, the 'dark web'), and new identities made possible (online grooming profile, avatars). How does the law keep up with the emergence of new crimes and technology-enhanced versions of old ones, and how do the cultural worlds of hackers, crackers and trackers work? The subject examines how justice processes and spaces, as well as criminal networks and strategies, are being reimaged to take advantage of the new technologies.

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LAWS 2008

Incompatible Subjects HUMN 3030 - Cyber Justice (UG)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine the legal nature of cybercrime (including cyber terrorism and cyber war) including its techniques, targets and impact.
2. Critically investigate the way cyber technologies are used in policing and courts to transform justice processes and respond to cybercrime.
3. Assess primary and secondary legal resources related to cybercrime, law and social justice.
4. Develop research ideas in a peer-supported learning environment.
5. Communicate arguments related to cyber law and justice logically and clearly in oral and written form.
6. Use digital technologies relevant to cyber law and justice.

Subject Content

Cybercrime: new and enhanced crimes of the digital age
 Cyberjustice: the transformation of justice by digital technologies
 Cyber war and cyber terrorism.
 Cyber bullying and stalking.
 Privacy and surveillance
 On-line and virtual justice

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	800 words	30	N	Individual
Group reviews	800 words	30	N	Group
Essay	1,500 words	40	Y	Individual

Teaching Periods

LAWS 3016 Elder Law

Credit Points 10

Legacy Code 200632

Coordinator Richard Mccullagh ([https://directory.westernsydney.edu.au/search/name/Richard Mccullagh/](https://directory.westernsydney.edu.au/search/name/Richard%20Mccullagh/))

Description This unit examines law relevant to an aging community. The legal issues are examined in a broad social, cultural and ethical context. Issues of legal capacity relevant not only to the law of contracts but also to medical treatment and end of life decisions are considered. Similarly the law relating to areas of special importance to the elder community such as age discrimination, pensions, retirement villages, wills and estate planning are also discussed.

School Law

Discipline Business and Commercial Law

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LAWS 2013 AND LAWS 2003

Equivalent Subjects LGYB 0409 - Elder Law

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically evaluate the legal, policy, moral and practical issues concerning Substitute Decision Making for older people.
2. Identify and analyse the legal, policy, moral and practical issues that may concern older people in relation to discrimination, abuse, accommodation and retirement finances and estate planning.
3. Communicate clearly, accurately, logically and persuasively.

Subject Content

Introduction to Elder Law
 Policymaking and the older person
 Legislation affecting older persons
 Role of the Guardianship Division of NCAT
 Role of the NSW Trustee and Guardian
 Role of the Public Guardian
 Substitute Decision Making
 Elder Abuse
 Discrimination
 Accommodation issues
 Medico-legal issues associated with aging
 Privacy and Confidentiality
 Grandparenting'
 Financial issues
 Multicultural issues associated with ageing
 Making or not making a will
 Family Provision
 Where to from here?

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quizzes	20 minutes	20	N	Individual
Essay	1800 words	40	N	Individual
Final Exam (Take Home)	24 hours	40	N	Individual

Prescribed Texts

- McCullagh, R, Australian Elder Law (Thomson Reuters, 2018)

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Richard Mccullagh ([https://directory.westernsydney.edu.au/search/name/Richard Mccullagh/](https://directory.westernsydney.edu.au/search/name/Richard%20Mccullagh/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS3016_22-SPR_PS_D#subjects)

LAWS 3017 Employment Law and Policy

Credit Points 10

Legacy Code 200929

Coordinator Sandy Noakes ([https://directory.westernsydney.edu.au/search/name/Sandy Noakes/](https://directory.westernsydney.edu.au/search/name/Sandy%20Noakes/))

Description This unit focuses on the law that regulates individual aspects of employment relationships, including the contract of employment. It aims to place an examination of the development, nature and scope of relevant legal principles in the context of the key features of the contemporary Australian labour market.

School Law

Discipline Law

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and examine the sources of law that govern the employment relationship.
2. Critically analyse the law of employment from contemporary and historical perspectives within an economic and social context
3. Apply the principles of the law of employment to factual problems.

Subject Content

- The way Law governs individual relationships in The labour market.
- The different forms of employment relationships and how to distinguish them.

- The content of The Contract of employment including The duties implied at common Law
- Termination and Remedies at common law.
- Termination and Remedies under statute, including unfair dismissal.
- some selected aspects of statutory regulation of employment.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Online quizzes, consisting of multiple choice and short answer questions	10 online quizzes	20	N	Individual
In-class invigilated	20 minutes	10	N	Individual
In-class oral question and answer presentation length	Up to 2 hours- 1 seminar	20	N	Individual
Take home final examination	2,500 words	50	N	Individual

Prescribed Texts

- Carolyn Sappideen, Paul O'Grady and Joellen Riley, Macken's Law of Employment (Thomson Reuters, 8th ed, 2016).
- Ereader resources: selected readings and resources compiled for the subject, which will be available via Readings and Resources on vUWS.

Teaching Periods

LAWS 3018 Equity & Trusts

Credit Points 10

Legacy Code 200757

Coordinator Maria Bhatti ([https://directory.westernsydney.edu.au/search/name/Maria Bhatti/](https://directory.westernsydney.edu.au/search/name/Maria%20Bhatti/))

Description This unit examines the principles of the law of equity and trusts in Australia. The primary emphasis is on the nature and development of the law of equity and students are also introduced to fundamental principles in the law of trusts. Topics include the nature and application of principles and maxims of Equity, the trust, the types of trusts and introduction to express trusts.

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Co-requisite(s) LAWS 3082

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse the principles and theoretical foundations of equity and trusts;
2. Examine complex policy and practical debates surrounding equity and trusts;
3. Apply the principles of equity and trusts to analysing and solving hypothetical problems and theoretical legal issues; and
4. Construct oral and written arguments and perspectives that address issues relevant to equity and trusts.

Subject Content

Historical overview of Equity
 Substantive law of Equity
 The nature and application of equitable principles
 Concept of the trust and an introduction to express trusts
 Powers and duties of trustees
 The Beneficiary Principle and Non-Charitable Trusts
 The Constitution of Express Trusts
 The Requirement of Writing for Express Trusts
 Informal Testamentary Arrangements
 Express Trusts - Vitiating Elements
 Charitable Trusts
 Implied/Resulting Trusts
 Capital and Income
 Rights and Liabilities of Trustees
 Rights of the Beneficiary
 Variation and termination of trusts

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1500 words	30	N	Individual
Presentation	20 minutes	25	N	Group
Final Exam	24 hours	45	N	Individual

Prescribed Texts

- Michael W Bryan et al, A Sourcebook on Equity & Trusts in Australia (Cambridge University Press, 2nd ed, 2019).
- Michael W Bryan, VJ Vann and S Barkehall Thomas, Equity & Trusts in Australia (Cambridge University Press, 2nd ed, 2017)

Teaching Periods

Autumn

Campbelltown

Day

Subject Contact Maria Bhatti (<https://directory.westernsydney.edu.au/search/name/Maria+Bhatti/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS3018_22-AUT_CA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Maria Bhatti (<https://directory.westernsydney.edu.au/search/name/Maria+Bhatti/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS3018_22-AUT_PS_D#subjects)

Evening

Subject Contact Maria Bhatti (<https://directory.westernsydney.edu.au/search/name/Maria+Bhatti/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS3018_22-AUT_PS_E#subjects)

LAWS 3021 Estate and Succession Planning

Credit Points 10

Legacy Code 200624

Coordinator Bruce Walker (<https://directory.westernsydney.edu.au/search/name/Bruce+Walker/>)

Description The unit aims to provide a detailed study of laws which impact on estate and succession planning, with a focus on identifying practical and strategic planning opportunities and outcomes. The unit forms part of the elective stream of a sub-major in financial planning. Some issues considered in this unit also have an impact in respect to investments, insurance and risk management, retirement, superannuation and taxation consequences.

School Law

Discipline Business and Commercial Law

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LAWS 1004

Equivalent Subjects LGYB 9952 - Estate and Succession Planning

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the key elements of estate planning vehicles
2. Identify key aspects of taxation as it relates to estate planning
3. Apply their understanding of estate planning concepts to analysing and solving practical problems
4. Research and present findings concerning the application of estate planning vehicles

Subject Content

Role of estate planning within financial planning
 Estate and succession planning processes
 Feature of wills, codicils and intestacy
 Powers of Attorney and Guardianship
 Discretionary and Testamentary Trusts
 Capital Gains Tax and estate planning
 Succession planning as it applies to business operations
 Effect of Contracts
 Family Law Considerations
 Property Law Considerations

Prescribed Texts

- Michael Perkins and Robert Monahan, Estate Planning: A Practical Guide for Estate and Financial Service Professionals (LexisNexis, 3rd ed, 2011)

- Stephen Barkoczy, Core Tax Legislation and Study Guide (CCH, 15th ed, 2012)

Teaching Periods

LAWS 3022 Family Dispute Resolution

Credit Points 10

Legacy Code 200772

Coordinator Brett Mcgrath ([https://directory.westernsydney.edu.au/search/name/Brett Mcgrath/](https://directory.westernsydney.edu.au/search/name/Brett%20Mcgrath/))

Description This subject develops mediation skills and understanding of family dispute resolution. It builds on LAWS 3023 (200633) Family Law to deepen student knowledge of and capacity to assist separated parents to resolve disputes about their children and property. Particular attention is given to processes concerning children and processes to assist families who present with highly complex family dynamics, including the presence of family violence. This subject develops students' skills to recognise and understand the drivers of conflict for separating couples, and how to conduct family dispute resolution in both the court and non-court context.

School Law

Discipline Family Law

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LAWS 3023

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Conduct assessment of clients with family relationship issues to assess their suitability for family dispute resolution processes
2. Analyse the impact of family domestic violence on families and children and take appropriate measures to ensure the safety of family members who are subjected to violence
3. Manage casework in a family law context
4. Apply the Family Law Act and other relevant legislation and principles to assist clients with post separation problems
5. Conduct family dispute resolution and outcomes that promote the best interests of the children
6. Reflect on development of professional competence in family dispute resolution
7. Critically evaluate family dispute resolution

Subject Content

1. Introduction and Family Dispute Resolution - the context
2. Approaches to Family Mediation & Role of the Mediator
3. Issues for Separating Couples and Parents & Children
4. Understanding Family & Domestic Violence
5. Children's Voice
6. Issues for Couples: New and Established Relationships
7. Mediating Property & Financial Issues
8. Mediating other family disputes
9. Practice Considerations: the process
10. Additional practice considerations
11. Principles of Practice
12. Language of Mediation – Language & Culture

13. Reflective Practice in Family Law dispute resolution

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Report	2000 words	20	N	Individual
Essay	3000 words	35	N	Individual
Professional Task	Practical – co-mediating in pairs 30 mins conducting FDR.	30	N	Group
Reflection	500 words	15	N	Individual

Prescribed Texts

- Linda Fisher & Mieke Brandon, Mediating With Families, (Thomson Reuters 4th ed, 2018)

Teaching Periods

Summer A

Parramatta - Victoria Rd

Day

Subject Contact Brett Mcgrath ([https://directory.westernsydney.edu.au/search/name/Brett Mcgrath/](https://directory.westernsydney.edu.au/search/name/Brett%20Mcgrath/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS3022_22-SUA_PS_D#subjects)

LAWS 3023 Family Law

Credit Points 10

Legacy Code 200633

Coordinator Brett Mcgrath ([https://directory.westernsydney.edu.au/search/name/Brett Mcgrath/](https://directory.westernsydney.edu.au/search/name/Brett%20Mcgrath/))

Description This unit aims to graduate students who will become reflective, ethical and effective family lawyers and/or family dispute resolution practitioners. This unit adopts a range of perspectives to critically evaluate developments in theory, laws, policies and practices concerned with the legal regulation of intimate relationships, particularly after separation. Family law balances the competing rights, obligations and interests of partners, children and others following separation, often in the context of complex family dynamics. In addition to having a sound grasp of family law, family lawyers must also appreciate the social, political, psychological and economic contexts that influence separating families.

School Law

Discipline Family Law

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LAWS 1006 OR LAWS 1003

Equivalent Subjects LGYB 8494 - Family Law

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the impact of family domestic violence on families and children and advise appropriate measures to ensure the safety of family members.
2. Apply the Family Law Act and other relevant legislation and principles to advise and assist clients with post separation problems.
3. Critically evaluate developments in laws, policies and practices in the family law system.
4. Reflect on the development of their competence as a family law professional.

Subject Content

Family Law
 Constitutional & Jurisdictional Context
 Regulating adult relationships: marriage and divorce
 Family Domestic Violence
 Family Dispute Resolution
 Children & Parents 1
 Children & Parents 2
 Child Support
 Economic context and spousal maintenance
 Property & 3rd party rights
 Property - assessing contribution

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	2,000 words	45	N	Individual
Final Exam	24 hours (2,000 words)	45	N	Individual
Participation	Ongoing	10	N	Individual

Prescribed Texts

- Adiva Sifris et al, Family Law in Australia (Lexis Nexis, 10th ed, 2021)
- Richard Chisholm, Suzanne Christie and Julie Kearney, Annotated Family Law Legislation (Lexis Nexis, 6th ed, 2021)

Teaching Periods

Autumn

Parramatta - Victoria Rd

Evening

Subject Contact Brett Mcgrath ([https://directory.westernsydney.edu.au/search/name/Brett Mcgrath/](https://directory.westernsydney.edu.au/search/name/Brett%20Mcgrath/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS3023_22-AUT_PS_E#subjects)

Day

Subject Contact Brett Mcgrath ([https://directory.westernsydney.edu.au/search/name/Brett Mcgrath/](https://directory.westernsydney.edu.au/search/name/Brett%20Mcgrath/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS3023_22-AUT_PS_D#subjects)

LAWS 3024 Foundations of Chinese Law

Credit Points 10

Legacy Code 200759

Coordinator June Wang ([https://directory.westernsydney.edu.au/search/name/June Wang/](https://directory.westernsydney.edu.au/search/name/June%20Wang/))

Description An LLB alternate unit, Foundations of Chinese Law is taught intensively at a selected Chinese university. The unit introduces students to the basic structure of the Chinese legal system, its laws and the legal culture. Through seminars and field trips to Chinese courts and law firms, the unit aims to develop your understanding of how the Chinese legal system has developed in its political and cultural contexts. It covers the Chinese legal systems at the general level and in relation to specific law, such as contracts, foreign investment law, dispute resolution and procedure.

School Law

Discipline Law

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LAWS 2003

Restrictions The subject is available to students by invitation only. Students must attend all the classes and activities (both online and face-to-face) via the Online Global Learning experience organised by the School of Law. (Dates for session of offer will be made available to students through the School of Law's regular communication channels).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of the general structure of the Chinese legal system and institutions.
2. Critically examine the history of legal reform in China in its cultural context.
3. Describe and evaluate selected laws and dispute resolution procedures in China.

Subject Content

1. Chinese legal system and legal institutions;
2. China's opening Up policy and law reform;
3. The Constitution and Administrative Law;
4. Chinese Foreign Trade and Investment Law;
5. Commercial Law in China;
6. Legal Education, Legal Service and Judicial System in China;
7. Chinese legal Culture and Dispute Resolution

Special Requirements

Legislative pre-requisites

Relevant visa for China.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Class Participation	Ongoing - Attendance is compulsory. Students must attend 100% of the scheduled classes for this unit.	10	N	Individual
Reflective Journal	1,500 Words	35	N	Individual
Research Essay	3,000 Words	55	N	Individual

Prescribed Texts

- Jianfu Chen, Chinese Law: Context and Transformation (Martinus Nijhoff, 2016).

Teaching Periods

LAWS 3025 Foundations of Indian Law

Credit Points 10

Legacy Code 200983

Coordinator Alpana Roy ([https://directory.westernsydney.edu.au/search/name/Alpana Roy/](https://directory.westernsydney.edu.au/search/name/Alpana%20Roy/))

Description An LLB alternate unit, Foundations of Indian Law is taught intensively at a selected Indian university. The unit introduces students to the basic structure of the Indian legal system, its laws and the legal culture. Through seminars and field trips to Indian courts and law firms, the unit aims to develop your understanding of how the Indian legal system has developed in its political and cultural contexts. It covers the Indian legal systems at the general level and in relation to specific law, such as contracts, foreign investment law, dispute resolution and procedure.

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LAWS 1006 OR LAWS 1003 AND LAWS 2003

Restrictions The subject is not available for self-enrolment. Intake in the subject will be restricted to expressions of interest. GPA and progression in program will be considered. Pre-requisites must be met. The subject is not considered appropriate for non-LLB students by virtue of its nature. Students must be able to travel to India for a specified period of 2-2.5 weeks (Dates for session of offer will be made available to students through the School of Law's regular communication channels).

Learning Outcomes

On successful completion of this subject, students should be able to:

- Demonstrate an understanding of the general structure of the Indian legal system and institutions;
- Critically examine the history of legal reform in India in its cultural context;
- Describe and evaluate selected laws and dispute resolution procedures in India;
- Apply an understanding of the Indian legal system to analysing contemporary Indian legal issues.

Subject Content

- The Indian legal system and legal institutions: historical and cultural contexts
- sources of Law in India
- The Indian Judicial system
- constitutional Law in India
- Indian Civil Law
- common Law in India
- Customary Law in India
- Muslim Law in India
- international Law in India
- Indian commercial laws and regulations: including foreign investment and trade laws in India
- Dispute Resolution systems in India
- Indian legal scholarship and The legal education system in India
- The legal profession and professional legal practice and ethics in India

Special Requirements

Legislative pre-requisites

Relevant visa for India.

Prescribed Texts

- Durga Das Basu, Introduction to the Constitution of India (LexisNexis, 22nd ed, 2015).

Teaching Periods

LAWS 3026 Governance

Credit Points 10

Legacy Code 200927

Coordinator Margaret Hyland ([https://directory.westernsydney.edu.au/search/name/Margaret Hyland/](https://directory.westernsydney.edu.au/search/name/Margaret%20Hyland/))

Description This unit aims to provide students with an understanding of the key principles and foundations of corporate governance. By applying an interdisciplinary approach, this unit explores how companies across key jurisdictions (US, UK, Japan, China and Australia) are directed and steered. On completion of this unit, students are expected to have acquired an understanding of various theories and models of corporate governance, as well as international best practices.

School Law

Discipline Business and Commercial Law

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LAWS 1004 OR

LAWS 1001

Incompatible Subjects LAWS 3014 - Corporate Governance

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of various theories and principles pertaining to corporate governance.
2. Critically evaluate various models of governance in different countries and how a system of corporate governance evolves.
3. Analyse the key issues and emerging themes of corporate governance.
4. Identify and discuss corporate governance principles and best practices in the boardroom and the organisation.
5. Demonstrate an understanding of the relationship between law, self-regulation and international best practices.

Subject Content

Theories of Corporate Governance

Models of Governance in Selected Jurisdictions

Key Issues and Emerging Themes of Corporate Governance

Corporate Governance Principles and Codes (OECD, Australia, Japan, US and UK)

Legal and Business Obligations of Directors in Australia

Shareholders' Rights in Monitoring Directors in Australia

The Roles of Auditor, Credit Rating Agencies and Regulator in Australia.

Prescribed Texts

- Paul Redmond, Corporations and Financial Markets Law (Thomson Reuters, 6th ed, 2013)
- [[UWS title under development]] (LexisNexis, [[publication year]])

Teaching Periods

LAWS 3027 Human Rights Law

Credit Points 10**Legacy Code** 200635

Coordinator Robert Mezyk ([https://directory.westernsydney.edu.au/search/name/Robert Mezyk/](https://directory.westernsydney.edu.au/search/name/Robert%20Mezyk/))

Description This Unit examines the theory and practice of international human rights law through the framework of specific, current human rights issues. The Unit examines the moral and political justification for human rights; the foundations and historical development of key human rights instruments and institutions; the domestic, regional and global organisations that contribute to the promotion and protection of human rights; and challenges to realising human rights in different economic, cultural and religious contexts. Through a focus on contemporary issues and debates (which might include for example, the scope of the right to privacy; the effectiveness of measures to prevent genocide; the vulnerability of women and children in conflict situations) the Unit encourages a critical examination of the interconnectedness of rights and the way international human rights law is deployed to expand (or constrain) possibilities for social change and justice. The unit integrates the experience of the teachers as active human rights practitioners and academics in a range of institutions such as with National Human Rights Institutions, Human Rights NGOs, and United Nations bodies to interrogate the range of ways in which human rights can be used to advance the equality and dignity of humanity.

School Law**Discipline** Business and Commercial Law**Student Contribution Band** HECS Band 4 10cp**Level** Undergraduate Level 3 subject

Pre-requisite(s) LAWS 1003 OR
LAWS 1006

Restrictions

Students must have completed 80 credit points of study in Law subjects.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Conduct research into human rights issues, including location of reported cases, treaties, government and civil society reports and academic commentary;
2. Evaluate and apply knowledge of domestic and international human rights law to a range of practical situations;
3. Explain the interrelated nature of human rights challenges across a range of issue areas;
4. Communicate appropriately and effectively, both orally and in writing, critical judgements on the merits of a range of human rights arguments in legal and academic texts;
5. Develop arguments based in human rights analysis to support social change and justice.

Subject Content

1. Historical and philosophical foundations of human rights
2. Challenges to traditional conceptions of human rights
3. International human rights norms and institutions
4. Regional human rights systems
5. Human rights protection at the national level
6. The human rights treaty monitoring system
7. Case studies of human rights interventions on specific issues, which might include: asylum seekers; indigenous peoples; human trafficking; children's rights; rights of women; peace and security
8. Case studies of human rights interventions in specific countries, which might include Australia, New Zealand, Afghanistan, South Sudan, Timor Leste, Myanmar, Russia

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	1,200 words	35	N	Individual
Presentation	20 minutes	20	N	Individual
Essay	2,000 words	45	N	Individual

Prescribed Texts

- Daniel Moeckli, International Human Rights Law (Oxford University Press, 4th ed, 2022)

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Catherine Renshaw ([https://directory.westernsydney.edu.au/search/name/Catherine Renshaw/](https://directory.westernsydney.edu.au/search/name/Catherine%20Renshaw/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS3027_22-SPR_PS_D#subjects)

LAWS 3028 Human Rights and the Asia Pacific

Credit Points 10

Legacy Code 200908

Coordinator Catherine Renshaw ([https://directory.westernsydney.edu.au/search/name/Catherine Renshaw/](https://directory.westernsydney.edu.au/search/name/Catherine%20Renshaw/))

Description This unit examines the place of regional human rights systems in the global architecture of human rights. Concepts of universalism, relativism and the 'Asian values' debate are examined. The record of human rights treaty ratification and compliance in Asia and the Pacific is examined within the context of the international treaty system as well as the ASEAN regional human rights regime. The development and implementation of international and domestic human rights protections in criminal law, constitutional law and institutional construction are examined across the region. The role of civil society, non-governmental organisations and networks, and middle powers in impacting the politics, law and institutions of human rights protections across the Asia-Pacific region is examined.

School Law

Discipline Law

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LAWS 1006 OR LAWS 1003

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of how human rights are protected at the domestic, regional and international levels in the countries of Asia and the Pacific.
2. Integrate knowledge from a range of disciplines to evaluate how different philosophical, religious and cultural traditions in Asia and the Pacific relate to the international law of human rights.
3. Critically evaluate the effectiveness of different mechanisms and institutions for the protection and promotion of human rights in Asia and the Pacific.
4. Develop and present coherent arguments about complex human rights issues.
5. Possess a highly developed ability to communicate analysis effectively in a variety of appropriate scholarly and professional formats.
6. Ethically and accurately reference (using the Australian Guide to Legal Citation) legal information from a range of domestic and international primary and secondary sources.

Subject Content

- The place of Regional human rights systems in The Global architecture of human rights
- Universalism, relativism and the "Asian values" debate
- Asia and The Pacific in The international system (human rights Treaty ratification record, compliance)
- ASEANs new Regional human rights regime (The Commission, The Declaration)
- The Pacific: sub-Regional human rights Developments
- Asia and international criminal Law: The arc of justice from Tokyo to Phnom Penh
- implementation of human rights at The state level in Asia and The Pacific: constitutional protection of rights
- implementation of human rights at The state level in Asia and The Pacific: national human rights institutions in Asia
- Regional behemoths and their different approaches to rights: India and China
- promotion and protection of human rights in Communist States: focus on Vietnam
- human rights under Military dictatorships: Myanmar (Southeast Asia) Fiji (The Pacific) North Korea (North Asia)
- The role of Civil society and non-governmental organisation and their networks in The Asia Pacific
- Australia and new Zealand: middle powers and The politics of human rights persuasion

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Group Presentation	20 minutes	30	N	Group
Reflection	1,000 words	20	N	Individual
Research Essay	2,000 words	50	N	Individual

Prescribed Texts

- Prescribed materials will be available on vUWS. A limited number of hardcopies will also be available for purchase from the WSU bookstore.

Teaching Periods

LAWS 3029 Immigration and Refugee Law

Credit Points 10

Legacy Code 200298

Coordinator Jason Donnelly ([https://directory.westernsydney.edu.au/search/name/Jason Donnelly/](https://directory.westernsydney.edu.au/search/name/Jason%20Donnelly/))

Description This unit provides an introduction to immigration and refugee law principles in Australia. Students will be introduced to the basic statutory machinery and policy principles that guide legal practitioners in resolution of immigration and refugee law problems in Australia. The unit will also provide an introduction to the historical, political and theoretical framework which underpins this area of

the law, and explore some of the more prominent Australian cases associated with immigration and refugee law.

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LAWS 3081

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply an in-depth knowledge of migration legislation, case law and policy to Australian migration and refugee law problems.
2. Examine alternative solutions to complex problems in migration law, policy and administrative practices.
3. Critically evaluate the interaction between the historical, political and theoretical themes that underpin immigration and refugee law in Australia.
4. Demonstrate ability to practise self-directed learning strategies to enhance learner autonomy.

Subject Content

Introduction to Australia's Immigration System

Historical Context

Bridging Visas

Partner Visas

Family Visas

General Skilled Migration

Employer Sponsored/Nominated Visas

Refugee and Humanitarian Visas

Student Visas

Act-based and other miscellaneous visas

Cancellation and Review of Migration Decisions

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Intra-session Exam	2,000 words	60	N	Individual
Professional Task	1,500 words	40	N	Individual

Prescribed Texts

- The subject's vUWS site will identify and include or link to prescribed readings and learning resources.

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Jason Donnelly ([https://directory.westernsydney.edu.au/search/name/Jason Donnelly/](https://directory.westernsydney.edu.au/search/name/Jason%20Donnelly/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS3029_22-AUT_PS_D#subjects)

LAWS 3030 Information and Data Governance Law and Regulation

Credit Points 10

Legacy Code 200955

Coordinator Thillagavathy Rajaretnam ([https://directory.westernsydney.edu.au/search/name/Thillagavathy Rajaretnam/](https://directory.westernsydney.edu.au/search/name/Thillagavathy%20Rajaretnam/))

Description This unit examines the operation of information technology for online data collection, information privacy and data governance laws and regulation. The unit focuses on the right to privacy, the protection of individuals with regard to the processing of personal data and the free movement of such data and the legal framework for information protection. The framework for information privacy and data governance is established by both international and domestic law and regulation. The unit introduces the basic legal framework for information privacy protection and governance under the European Union's Commission, the OECD Guidelines for the Protection of Privacy and Trans-Border Flows of Personal data and under the Australian Privacy protection framework. The unit compares the information governance policy and framework in the European Union and the United States with that in Australia.

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LAWS 2003

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Recognise the legal issues that arise from the use of information technologies in cyberspace;
2. Apply the basic international and national legal framework, the policy to information privacy and data governance laws and regulation to related legal issues for law reform;
3. Use critical thinking and research to resolve related legal issues in oral and/or written forms.

Subject Content

- theoretical approaches to information and data Governance Law
- information and data Governance legal frameworks in The European union
- OECD guidelines for The protection of Privacy and trans-border flows of personal data
- Australian Privacy protection and information Governance framework
- impact of international and national laws and regulation on Privacy and data Governance policies
- challenges for regulators in providing adequate and effective protection information and data Governance laws and regulation in cyberspace

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	20 minutes	20	N	Group
Case Study	750 words	15	N	Group
Case Study	1250 words	20	N	Individual
Essay	2000 words	45	N	Individual

Prescribed Texts

- Evan Selinger, Jules Polonetsky and Omer Tene (Eds), *The Cambridge Handbook of Consumer Privacy* (Cambridge University Press, 2018).

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Thillagavathy Rajaretnam (<https://directory.westernsydney.edu.au/search/name/ThillagavathyRajaretnam/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS3030_22-AUT_PS_D#subjects)

LAWS 3031 Insolvency Law and Policy

Credit Points 10

Legacy Code 200659

Coordinator Timothy Mcgrath (<https://directory.westernsydney.edu.au/search/name/TimothyMcgrath/>)

Description The laws regulating insolvency administration have developed over time into an integral component of the legal system, domestic and international. By purposive analysis of the Australian and cross-border legislative provisions, this unit introduces the law and public policies by which regulators administer insolvent corporate entities and persons, and examines potential outcomes, including restructuring proposals.

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LAWS 3045

Learning Outcomes

On successful completion of this subject, students should be able to:

1. assess the principles, rationale and objectives applicable to insolvency law and other areas of law relevant to the management of personal or corporate financial distress, including the duties of administrators and corporate officers.
2. discuss the principles applicable to the obligations of companies relevant to insolvency practice, both domestic and international, including alternative administration procedures and the duties of directors and officers.

3. critically analyze, apply and comment on areas of law and policy relating to personal and corporate insolvency and the interrelationship between economic theories and insolvency law.
4. debate the investigative and enforcement procedures of the regulators and the principles of law and practice relating to claims, civil and criminal, against insolvent individuals and corporate insolvents, their property and agreements.
5. formulate issues, theoretical and practical, relating to law reform, international treaties, resolutions and trends in insolvency law and policy.

Subject Content

Policies Historical Aspects
Courts Administration
Concepts Insolvency
Directors' Duties
Personal Insolvency
Corporate Administration
Mediation Aspects
Regulators Remedies
Receivership
Charges Trading
Liquidation
Employee Entitlements
Pooling Arrangements
Global Cross-border aspects

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Class Participation - active participation in group discussion	80% attendance is required, any absence must be reasonably explained.	10	Y	Individual
Research Assignment	2,500 words	30	N	Individual
Final Examination	2 hours	60	N	Individual

Prescribed Texts

- Murray, Michael and Jason Harris, *Keay's Insolvency: Personal and Corporate Law* (Thomson Reuters, 9th ed, 2016).

Teaching Periods

LAWS 3032 Intellectual Property

Credit Points 10

Legacy Code 200637

Coordinator Sarah Hook (<https://directory.westernsydney.edu.au/search/name/SarahHook/>)

Description This unit provides an introduction and overview of the legal principles of intellectual property law, and traces the development of this law in Australia. It is designed as an introductory survey subject for

undergraduate law students. Students will be considering the nature of intellectual property, the legal framework which contains it, the ways in which it can be protected and the reasons why it might seem important to our society to uphold intellectual property rights. The modules will cover the four major intellectual property regimes of trademarks, copyright, designs, and patents as well as issues relating to traditional knowledge of Aboriginal and Torres Strait Islander Peoples.

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LAWS 2003

Incompatible Subjects LAWS 3060 - Protecting Ideas LAWS 7033 - Securing Ideas

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine the fundamental principles of intellectual property law.
2. Examine the current policy debates and law reform issues in intellectual property law.
3. Apply principles of intellectual property law to complex factual circumstances or problems.
4. Communicate fundamental legal intellectual property advice creatively and accurately.

Subject Content

Overview of Intellectual Property Law

Copyright

Designs

Patents

Trademarks

Issues in relation to traditional knowledge for Indigenous Communities

Current developments and selected policy and/or international issues

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Participation	Weekly participation	10	N	Individual
Poster	One page	15	N	Individual
Reflection	1,500 words	30	N	Individual
End-of-session Exam	Online: 2,000 words	45	N	Individual

Prescribed Texts

- Sam Ricketson, Megan Richardson, Mark Davison, & Vicki Huang, Intellectual Property: Cases, Materials and Commentary (6th ed, LexisNexis Butterworths, 2020)

Teaching Periods

Spring Campbelltown

Day

Subject Contact Sarah Hook ([https://directory.westernsydney.edu.au/search/name/Sarah Hook/](https://directory.westernsydney.edu.au/search/name/Sarah%20Hook/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS3032_22-SPR_CA_D#subjects)

LAWS 3033 International Business Transactions Law

Credit Points 10

Legacy Code 200638

Coordinator John Juriansz ([https://directory.westernsydney.edu.au/search/name/John Juriansz/](https://directory.westernsydney.edu.au/search/name/John%20Juriansz/))

Description This unit is designed to be taught offshore as well as in Australia. It examines the legal regimes governing international business; international sales transactions; licensing, and investment arrangements; build, operate and transfer schemes; what lawyers do when negotiating and drafting international trade; what needs to be taken into account when dealing with developed, developing, and non-market economies; and the interplay of law, politics and culture in these contexts.

School Law

Discipline International Law

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LAWS 3045

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate comprehensive knowledge of the field and explain, identify and critically evaluate the key concepts, policies and issues on defined topics.
2. Apply an understanding of the relevant legal concepts and aspects of policy analysis to analysing and solving practical problems and legal issues in a clear, logical and effective way.

Subject Content

- historical introduction and present day cross border trade
- The international sales Contract (formation, performance, Breach, Termination, Frustration)
- financing The sales Contract (Documentary Credits)
- Shipping (Bills of Lading)
- Insurance
- foreign direct investment (build, Operate and transfer Schemes, Project financing and Syndicated Loans)
- Transfers of Technology (Licensing, theft, and protection of Intellectual property)
- Dispute Settlement (Resolution of international disputes and enforcement of foreign judgements)
- The private regulation of international trade

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Class participation	Ongoing	10	N	Individual
Take home exam 1	2,500 words-48 hours	45	N	Individual
Take home exam 2	2,500 words-48 hours	45	N	Individual

Prescribed Texts

- Ralph H Folsom et al, International Business Transactions: A Problem-Oriented Coursebook (West Academic, 12th ed, 2015).

Teaching Periods

LAWS 3034 International Criminal Law

Credit Points 10

Legacy Code 200220

Coordinator Manuel Ventura ([https://directory.westernsydney.edu.au/search/name/Manuel Ventura/](https://directory.westernsydney.edu.au/search/name/Manuel%20Ventura/))

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

School Law

Discipline International Law

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LAWS 2004

Learning Outcomes

On successful completion of this subject, students should be able to:

- Demonstrate a comprehensive grasp of the fundamental principles of international criminal law, including an understanding of the issues involved in the regulation of international crimes.
- Critically evaluate the principal institutions of the international criminal legal system and explain their procedures at the international level and the principle sources of law that they apply in resolving disputes.
- Describe the major differences between international and national law in dealing with acts that constitute international crimes.
- Assess the major challenges/weaknesses/effectiveness to/of the international criminal law and the international criminal legal system.

- Apply principles of international criminal law to contemporary issues by problem solving.
- Research develop, refine and produce short written essays and make presentations to the class that demonstrate clear, well structured, appropriately referenced, critical analysis and arguments about salient points of international criminal law.

Subject Content

The Evolution of International Criminal Law
 The Structure of the International Criminal Legal System
 The Sources of International Criminal Law
 The Fundamental Principles of International Criminal Law
 The Definition of Substantive Crimes
 Establishment of International Criminal Tribunals
 The Nuremberg and Tokyo Tribunals
 The United Nations ad hoc Tribunals (Former Yugoslavia/Rwanda)
 Other international(ised) Tribunals
 The International Criminal Court
 Jurisdiction and Procedural Issues
 International v National Jurisdiction
 Immunity from Jurisdiction
 Punishment under International Criminal Law
 The Function and Role of Truth Commissions

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Participation in Seminar Discussions	Whole semester	10	Y	Individual
Essay	3,000 words	45	N	Individual
Take Home Exam	24 hours	45	N	Individual

Quarter 3

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Participation in seminar discussions	Whole semester	10	Y	Individual
Class Presentation	15 minutes	25	Y	Individual
Research Essay	3,000 words	65	Y	Individual

Prescribed Texts

- Robert Cryer et al, An Introduction to International Criminal Law and Procedure (Cambridge University Press, 3rd ed, 2014).
- Cryer, D. Robinson and S. Vasiliev, An Introduction to International Criminal Law and Procedure, 4th Edition (Cambridge, Cambridge University Press, 2019)

Teaching Periods

Spring Parramatta - Victoria Rd

Evening

Subject Contact Manuel Ventura ([https://directory.westernsydney.edu.au/search/name/Manuel Ventura/](https://directory.westernsydney.edu.au/search/name/Manuel%20Ventura/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS3034_22-SPR_PS_E#subjects)

LAWS 3035 International Moot Court

Credit Points 10

Legacy Code 200663

Coordinator Steven Freeland ([https://directory.westernsydney.edu.au/search/name/Steven Freeland/](https://directory.westernsydney.edu.au/search/name/Steven%20Freeland/))

Description This unit aims to train those students selected to represent the School of Law, Western Sydney University, in international law Mooting Competitions in litigation and advocacy before international courts. Depending on the circumstances at the time, the possible competitions will be one or more of the following: Jessup International Law Court Competition; Jean Pictet International Humanitarian Law Competition; Manfred Lachs Space Law Moot Competition; Stetson International Environmental Law Competition. Other alternate competitions may be chosen in the future. For several of the competitions, the majority of the work will be conducted over the summer months and students will be required to undertake that they will devote sufficient time during that period to properly undertake all required tasks. Students will be provided with a grounding in issues including jurisdiction, admissibility, interim measures, principles of state responsibility and remedies. The course will focus on the International Court of Justice. The course will also have a practical component aimed at enhancing the advocacy skills of participants and applying the theory to the practical aspects of the conduct of international advocacy. Students will be involved in the preparation and presentation of a hypothetical case before the ICJ and will be given the opportunity to develop their advocacy skills, including the preparation of written submissions and delivery of oral submissions, in a non-competitive context.

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 80 credit points of law subjects

Learning Outcomes

On successful completion of this subject, students should be able to:

1. demonstrate a basic understanding of the sources of public international law, and apply them to specific factual scenarios
2. engage in critical discussion of relevant legal and advocacy considerations arising from specific moot problems and present oral arguments persuasively
3. demonstrate clear research and analytical skills in relation to complex factual problems involving issues of international law
4. produce draft written memorials which demonstrates clear, well structured, appropriately referenced, critical and original analysis and arguments

5. understand the court etiquette, rules of procedure and evidence and requirements regarding an oral presentation to the International Court of Justice
6. develop and refine their oral presentation skills to the level required for international moot court competitions

Subject Content

- oral presentation skills
- research skills
- written memorial skills
- Understanding The Rules of The international court of justice

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Oral presentations		30	N	Individual
Research Exercises and in-class tests		40	N	Individual
Assigned Written Memorials		30	N	Individual

Teaching Periods

LAWS 3036 International Trade Law

Credit Points 10

Legacy Code 200639

Coordinator John Juriansz ([https://directory.westernsydney.edu.au/search/name/John Juriansz/](https://directory.westernsydney.edu.au/search/name/John%20Juriansz/))

Description This unit examines the legal regime governing the international exchange of goods, services and capital. The focus of the unit will be the WTO and the GATT, GATS, and TRIPS agreements with attention given to the interaction of trade and investment issues, and the interplay of law, politics and diplomacy in regulating these issues. Topics include: the international legal framework for international trade and investment, structural and transactional aspects of international trade and investment, dispute settlement, bilateral and multilateral trade agreements, the impact of national and foreign trade policies on world trading activities, the role and interest of Australia as a trading nation, and trade as a political issue.

School Law

Discipline International Law

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LAWS 3045

Assumed Knowledge

The subject being an advanced year alternate subject draws upon all of the core subjects learnt in a typical Law degree program and the skills learnt from exposure to other disciplines.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate comprehensive knowledge of the field and explain, identify and critically evaluate the key concepts, policies and issues on defined topics.
2. Apply an understanding of the relevant legal concepts and aspects of policy analysis to analysing and solving practical problems and theoretical legal issues in a clear, logical and effective way.

Subject Content

International Law and International Economic Relations (Historical and contemporary)

The Legal structure of the WTO

GATT, GATS, TRIPS, and TRIMS

Dispute Settlement under the WTO

Tariffs Quotas, and Non tariff Barriers

Non discrimination and the Most favoured nation clause

The National Treatment clause

Bilateral and Multilateral Free Trade agreements

Escape Clauses, safeguards and adjustment policies

The regulation of Dumping (injury analysis, subsidies and

Countervailing duties)

Developing countries and the WTO system

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Participation	ongoing	10	N	Individual
Intra-session exam	3,000 words	45	N	Individual
Intra-session exam	3,000 words	45	N	Individual

Prescribed Texts

- Mitsuo Matsushita, Schoenbaum, Thomas J., Mavroidis, Petros C. , and Hahn, Michael., The World Trade Organization: Law Practice and Policy (OUP, Clarendon 3rd ed., 2015).

Teaching Periods

LAWS 3038 International Transactions Law

Credit Points 10

Legacy Code 200930

Coordinator Margaret Hyland ([https://directory.westernsydney.edu.au/search/name/Margaret Hyland/](https://directory.westernsydney.edu.au/search/name/Margaret%20Hyland/))

Description This unit will examine the law, principles and practice governing international business transactions, including such issues as foreign investment law, the UN Convention on Contracts for the International Sale of Goods (CISG), the means of cross-border payments in international business and international banking and

finance, and international anti-corruption regulations. The unit will also examine the enforcement of international business agreements, including alternative dispute resolution in an international context.

School Law

Discipline International Law

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LAWS 1004 OR LAWS 1001

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically evaluate the similarities and differences between domestic and international business transactions.
2. Critically evaluate and apply an understanding of domestic and international law relating to enforcement of international business agreements.
3. Apply an understanding of the role of the major international bodies which assist in the enforcement of international transactions.
4. Critically evaluate and apply an understanding of the wider context of international commercial transactions in a digital age.

Subject Content

- An overview of what constitutes 'international business transactions'.
- foreign investment Law and regulation in Australia and major trading partners such as China, India and Japan.
- UN Convention on contracts for The international sale of goods (CISG)
- The role and effect of The World trade organisation
- The role of The Multinational banks in cross-border payments and The major payment clearing houses.
- The Law and principles relating to The enforcement of international business agreements.
- Australian and international (such OECD) regulations relating to corruption.
- alternative Dispute Resolution of international commercial disputes.

Prescribed Texts

- John Mo, International Commercial Law (LexisNexis, 5th ed, 2012)

Teaching Periods

LAWS 3039 Islam, International Law and Human Rights

Credit Points 10

Legacy Code 200956

Coordinator Maria Bhatti ([https://directory.westernsydney.edu.au/search/name/Maria Bhatti/](https://directory.westernsydney.edu.au/search/name/Maria%20Bhatti/))

Description This unit explores the intersection between Islamic law, international law and human rights. The unit begins with providing a theoretical framework introducing international law and human rights from a secular and Islamic perspective, providing an overview of how classical and contemporary Muslim scholars engage with the human rights discourse. The second part of the unit will discuss human rights from the perspective of nation states, examining the legal framework (in the context of Islamic and secular law) of key nation states, as well as that of some international organisations (including the Organisation of Islamic Cooperation and the Arab

League). Students will examine whether there is an ideal governance framework to protect human rights and discuss core international human rights treaties including Islamic Human Rights instruments (i.e. the Universal Islamic Declaration of Human Rights, the Cairo Declaration on Human Rights in Islam and the Arab Charter on Human Rights). Students will discuss specific human rights issues including Islam and gender, Islam and freedom of expression, Islam and freedom of religion and Islamic criminal law. When examining these topics, students will be encouraged to engage with various interpretations of Islamic law, as well as critically examine the human rights framework.

School Law

Discipline International Law

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LAWS 2008

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the intersection between Islamic law, international law and human rights and its applications in contemporary times;
2. Examine human rights from the perspective of nation states, focusing on the legal framework (in the context of Islamic and secular law) of key nation states, as well as that of some international organisations;
3. Propose solutions to specific human rights issues, including Islam and gender, Islam and freedom of expression, Islam and freedom of religion and Islamic criminal law, to protect human rights;
4. Construct principled and ethical argument and perspectives in addressing issues relevant to Islamic law, international law and human rights, both orally and in writing

Subject Content

1. Basic principles of Islamic law, its different schools of thought and tools of interpretation
2. History and framework of international law
3. Human rights and human rights schemes
4. Comparison of Islamic human right schemes with international human rights
5. Intersections between Islam, democracy and the nation-state
6. The interactions between secularism and Islam
7. The role and rights of women under Islamic law
8. The rights and limitations of freedom of expression under Islamic law
9. The right to freedom of religion under Islamic law
10. The principles of Islamic criminal law and the extent to which it applies in contemporary times

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	20 minutes	10	N	Individual
Class Participation	Every class	10	N	Individual
Presentation and Peer Review	10-15 minutes	35	N	Group

Research Essay	2,500 words	45	N	Individual
----------------	-------------	----	---	------------

Prescribed Texts

- Abdullah Saeed, *Human Rights and Islam: An Introduction to Key Debate between Islamic Law and International Human Rights Law* (Edward Elgar Publishing, 2018)

Teaching Periods

Summer A

Parramatta - Victoria Rd

Day

Subject Contact Maria Bhatti ([https://directory.westernsydney.edu.au/search/name/Maria Bhatti/](https://directory.westernsydney.edu.au/search/name/Maria+Bhatti/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS3039_22-SUA_PS_D#subjects)

LAWS 3040 Islamic Law in a Changing World

Credit Points 10

Legacy Code 101465

Coordinator Jan Ali ([https://directory.westernsydney.edu.au/search/name/Jan Ali/](https://directory.westernsydney.edu.au/search/name/Jan+Ali/))

Description This unit introduces students to Islamic legal theory, its sources and principles, and its application by different schools and scholars to derive religious verdicts. Students will study efforts to 'streamline' Islamic law through a number of Sunni and Shiite schools, various conceptions of shari'ah, and modern attempts at law reform through dynamic scholarship and ijihad (independent judgment). Upon completion, students should be able to explain developments in Islamic legal thought within their socio-historical contexts, and identify key debates among Muslim scholars. Using current case studies, students will also study Islamic law issues affecting Muslims today, especially Muslim minorities.

School Humanities & Comm Arts

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) HUMN 1047 OR LANG 2017

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of historical and theoretical methods of research relevant to Islamic law
2. Critically assess the developments in Islamic legal thought and their socio-historical contexts
3. Demonstrate an analytical appreciation of key debates about Islamic law.

Subject Content

Introduction to Islamic Law in a Changing World

The Islamic conception of justice
 Shariah and Fiqh: Conception and definitions
 Sources I: Revealed (Quran and Prophetic Traditions)
 Sources II: Non-revealed (Ijtihad)
 Evolution and Development
 Major schools of legal thought (Madhahib)
 Goals, Purpose, and Objectives (Maqasid)
 Rights, Democracy, State, and Shariah
 Crime and Punishment (Hudud)
 International law in Islam (Siyar)
 Islamic Law and Muslim Minorities
 Contemporary implementation and reform

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Analytical and Conception Task	1,500 words	30	N	Individual
Book Review	1000 words	30	N	Individual
Essay	2,000 words	40	N	Individual

Teaching Periods

Spring Bankstown Day

Subject Contact Jan Ali ([https://directory.westernsydney.edu.au/search/name/Jan Ali/](https://directory.westernsydney.edu.au/search/name/Jan%20Ali/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS3040_22-SPR_BA_D#subjects)

Online

Subject Contact Jan Ali ([https://directory.westernsydney.edu.au/search/name/Jan Ali/](https://directory.westernsydney.edu.au/search/name/Jan%20Ali/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS3040_22-SPR_ON_O#subjects)

LAWS 3042 Jurisprudence

Credit Points 10

Legacy Code 200649

Coordinator Bradley Gooding ([https://directory.westernsydney.edu.au/search/name/Bradley Gooding/](https://directory.westernsydney.edu.au/search/name/Bradley%20Gooding/))

Description This unit engages students in the critical analysis of modern law through reflection on the major traditions and contemporary practices of legal theory. The Unit encourages students to examine and question key legal concepts that inform the law, such as power, morality and truth. Students will interpret, analyse, justify and critique issues and ideas using tools of critical reflection drawn from texts in legal philosophy, ancient to modern. In this way, they will develop tools that allow them to understand and uncover the foundational ideas and assumptions on which we base our view of the

law and its consequences, leaving students well-placed to embark upon systematic inquiries in legal reform and further studies in legal theory.

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LAWS 1006 OR
 LAWS 1003 AND
 LAWS 1008 OR
 LAWS 1009

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate theoretical perspectives on the conceptualisation of law and its institutions.
2. Critique constructs of legal philosophy regarding the nature and role of law and legislation.
3. Use the tools of jurisprudential legal theory to cultivate theoretical appreciations, and expressive critiques, of concepts of law as they manifest in practical and academic discourses.
4. Propose solutions to problems in the philosophy of law through the interpretation, justification and critique of theoretical propositions.

Subject Content

- The Relationship of Law to Morality, Politics, and Justice
- The Autonomy of Legal Thought and the Professionalization of Legal Service
- The History of Jurisprudence
- The Positivism versus Natural Law Dichotomy, and its Evolution in Contemporary Jurisprudence
- The Role of Interpretation in Legal Reasoning and Adjudication
- Contemporary Challenges to the Ideology of the Anglophone Legal Tradition
- An Introduction to Postmodern Critiques of Western Law and Liberalism
- The Premises and Functions of Critical Feminist Theory and Critical Race Theory
- Global Challenges to Legal Thought, such as Legal Pluralism and Movements Towards Ecologicality
- Case Studies in the Transformation of Fundamental Legal Concepts (Rights, Jurisdiction, the Liberal Individual)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	15-20 minutes	30	N	Individual
Reflection	3,000 words	25	N	Individual
Essay	Ongoing	45	N	Individual

Teaching Periods

Summer A

Parramatta - Victoria Rd

Day

Subject Contact Bradley Gooding ([https://directory.westernsydney.edu.au/search/name/Bradley Gooding/](https://directory.westernsydney.edu.au/search/name/Bradley%20Gooding/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS3042_22-SUA_PS_D#subjects)

LAWS 3043 Land Transactions Law

Credit Points 10

Legacy Code 200021

Coordinator Geoffrey Shelton ([https://directory.westernsydney.edu.au/search/name/Geoffrey Shelton/](https://directory.westernsydney.edu.au/search/name/Geoffrey%20Shelton/))

Description This unit gives students an in-depth treatment of various aspects of the law relating to the transfer of land and interests in land. Transactions dealing with land are examined from both a commercial and residential perspective. These matters form an integral part of the practice of law and are approached from a practical perspective. Topics include the standard agreement for sale of land, the law and practice relating to different title systems, mortgages, leases, easements and covenants.

School Law

Discipline Legal Practice

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LAWS 3082

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Distinguish the various systems of land title.
2. Analyse what constitutes a defect in title, the likely causes of a defect in title, and distinguish latent and patent defects in title.
3. Identify and apply (a). major legislative provisions contained in the Conveyancing Act, 1919 (NSW), the Real Property Act, 1900 (NSW) and other relevant enactments covered in the subject of study, (b). associated adjectival case law, and (c). the rights and obligations contained in the standard agreement for sale of land in New South Wales.
4. Apply the rights and obligations found in statute law, case law, and the standard agreement for sale of land to conveyancing/property law problems.
5. Distinguish various forms of security interests over land in New South Wales, including in particular various types of mortgage.
6. Analyse the various restrictions placed on users of land by way of easements and restrictive covenants.
7. Identify and apply relevant statutory and common law relevant to the various forms of leasehold interests in land.
8. Compare and assess the various remedies available with respect to the enforcement of the terms and conditions contained in the standard contract of sale including with respect to the impact of federal and state trade practices legislation.
9. Communicate clearly and logically
10. Draft in accordance with instructions relevant, well structured documents, in precise language.

Subject Content

- transfer of land and interests in land by Contract or otherwise
- various title systems
- Mortgages and other Securities over land
- Easements, covenants and other restrictions over The use of land
- Leasehold interests in land

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Participation	Class Participation	10	N	Individual
Professional Task	Written assignment. Requires students to draft and comment on a deed of option or similar drafting exercise	30	N	Individual
Final Exam	3 hours	60	N	Individual

Teaching Periods

LAWS 3044 Law and Public Policy (Development and Implementation)

Credit Points 10

Legacy Code 200802

Coordinator John Juriansz ([https://directory.westernsydney.edu.au/search/name/John Juriansz/](https://directory.westernsydney.edu.au/search/name/John%20Juriansz/))

Description This unit examines the link between law, public policy and social reform to explain and understand when legislative programs effectively or ineffectively achieve change. The unit adopts a range of social, political and legal perspectives to examine the policy process and its interaction with law. The unit focuses on recent policy initiatives to assess the role and relevance of law in public policy development.

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LAWS 1006 OR
LAWS 1003 AND
LAWS 1008 OR
LAWS 1009

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate extensive knowledge of the field of public policy development and implementation and explain, identify and critically

evaluate the key concepts, policies and issues in defined case studies.

2. Explain and apply an understanding of the relevant legal concepts and aspects of policy analysis to analysing and solving practical problems and theoretical legal issues in a clear, logical and effective way.
3. Write in a clear, persuasive and logical style on complex legal and policy issues for the diverse range of audiences found in the public policy process.

Subject Content

Theories of the Public Policy Process (development and implementation)

Approaches to the Relationship between Law and Public Policy

Case Study 1: the Northern Territory Intervention

Case Study 2: NSW Diversionary Sentencing and Drug Courts

Case Study 3: Australian Economic Policy

Case Study 4: Migration policy, law and enforcement

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Class Participation (based on contribution to in-class learning)	Entire Semester	10	N	Individual
Minor Case Study	2,000 words	40	N	Individual
Major Case Study	2,500 words	40	N	Individual
Professional Task	500 words	10	N	Individual

Prescribed Texts

- Reader to be collated by subject coordinator.

Teaching Periods

LAWS 3045 Law of Associations

Credit Points 10

Legacy Code 200018

Coordinator Grace Borsellino ([https://directory.westernsydney.edu.au/search/name/Grace Borsellino/](https://directory.westernsydney.edu.au/search/name/Grace%20Borsellino/))

Description This unit deals with issues that arise in relation to the selection of appropriate structures for the conduct of non-profit and commercial dealings. Students examine the legal and practical requirements involved in creating, operating and winding up associations, partnerships and corporations. Emphasis is on the creation and operation of corporations, and the duties and liabilities of directors and officers, as well as the rights and obligations of shareholders.

School Law

Discipline Business and Commercial Law

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LAWS 3018

Incompatible Subjects LAWS 2010 - Law of Business Organisations

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the nature and scope of the law of commercial associations with a focus on the regulation of corporations and corporate activities.
2. Examine the key concepts and principles of corporate law.
3. Apply corporate law principles to analyse and solve legal problem questions.
4. Present a clear and coherent argument that evidences legal research, legal reasoning and professional judgement in responding to issues relating to commercial associations with a focus on corporate law.

Subject Content

- The origin, nature and functions of companies
- forms of business Organisations and legal entities including partnerships, joint ventures, unincorporated associations, sole traders
- Incorporation and its consequences
- formation, promotion and establishment of companies
- corporate Governance Rules
- company Constitution
- Board of Directors
- Shareholders
- meetings: Directors and Shareholder
- Distribution of power between Shareholders and Directors
- Directors duties and liabilities
- Company's liability for Civil and criminal wrongs
- Fiduciary obligations
- acting Properly and with care
- Conflicts of interest
- accou

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Online Quizzes	1 hour	20	N	Individual
Professional Task	1,500 words	35	N	Individual
Final Exam	24 hours	45	N	Individual

Prescribed Texts

- Austin, RP and Ian M Ramsay, Ford, Austin and Ramsay's Principles of Corporations Law (LexisNexis, 16th ed, 2014)

Teaching Periods

Spring Campbelltown

Evening

Subject Contact Grace Borsellino ([https://directory.westernsydney.edu.au/search/name/Grace Borsellino/](https://directory.westernsydney.edu.au/search/name/Grace%20Borsellino/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS3045_22-SPR_CA_E#subjects)

Day

Subject Contact Grace Borsellino ([https://directory.westernsydney.edu.au/search/name/Grace Borsellino/](https://directory.westernsydney.edu.au/search/name/Grace%20Borsellino/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS3045_22-SPR_CA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Grace Borsellino ([https://directory.westernsydney.edu.au/search/name/Grace Borsellino/](https://directory.westernsydney.edu.au/search/name/Grace%20Borsellino/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS3045_22-SPR_PS_D#subjects)

Evening

Subject Contact Grace Borsellino ([https://directory.westernsydney.edu.au/search/name/Grace Borsellino/](https://directory.westernsydney.edu.au/search/name/Grace%20Borsellino/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS3045_22-SPR_PS_E#subjects)

LAWS 3046 Law of Employment

Credit Points 10

Legacy Code 200297

Coordinator Sandy Noakes ([https://directory.westernsydney.edu.au/search/name/Sandy Noakes/](https://directory.westernsydney.edu.au/search/name/Sandy%20Noakes/))

Description This unit focuses on the law that regulates individual aspects of employment relationships including the contract of employment. It aims to place an examination of the development, nature and scope of relevant legal principles in the context of the key features of the contemporary Australian labour market.

School Law

Discipline Business and Commercial Law

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LAWS 2003

Equivalent Subjects LGYB 0299 - Law of Employment

Incompatible Subjects LAWS 3017 - Employment Law and Policy

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and examine the sources of law that govern the employment relationship.
2. Critically analyse the law of employment from contemporary and historical perspectives within an economic and social context.
3. Apply the principles of the law of employment to factual problems.

Subject Content

The way law governs individual relationships in the labour market
The different forms of employment relationships and how to distinguish them

The content of the contract of employment including the duties implied at common law

Termination and remedies at common law

Termination and remedies under statute, including unfair dismissal

Some selected aspects of statutory regulation of employment

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	Weekly quizzes across semester, plus in-class quiz	40	N	Individual
Presentation	Every week during semester	20	N	Individual
Final Exam	3000 words	40	N	Individual

Prescribed Texts

- Carolyn Sappideen, Paul O'Grady and Joellen Riley, Macken Law of Employment (Thomson Reuters, 8th ed, 2016).
- Ereader resources: selected readings and resources compiled for the subject, which will be available via Readings and Resources on vUWS.

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Sandy Noakes ([https://directory.westernsydney.edu.au/search/name/Sandy Noakes/](https://directory.westernsydney.edu.au/search/name/Sandy%20Noakes/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS3046_22-AUT_PS_D#subjects)

LAWS 3047 Law of International Organisations

Credit Points 10

Legacy Code 200803

Coordinator John Juriansz ([https://directory.westernsydney.edu.au/search/name/John Juriansz/](https://directory.westernsydney.edu.au/search/name/John%20Juriansz/))

Description This unit examines the structure and functions of the world's major transnational organisations. The unit extends students' understanding provided by Public International Law by examining the reality of international action and cooperation. Given that the European Union is the most highly evolved transnational organisation in the world today, the course will be centred around this organisation, while comparing it with other major international organisations such as the

UN, the WTO and regional transnational organisations such as the African Union and the Organisation of American States. The Brexit process currently taking place in the EU will be analysed as a disruption to the trend of transnationalism.

School Law

Discipline International Law

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LAWS 2008

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine the legal concepts and principles relating to international organisations;
2. Analyse the legal procedures and principles relevant to the management and operation of key international institutions;
3. Use legal information relevant to the study of international organisations;
4. Apply relevant legal concepts and aspects of policy analysis to analyse and solve practical problems and theoretical legal issues relating to international organisations.

Subject Content

- The international organisation in international Law
- The Internal Law of international Organisations The European union
- one or more of The following Regional Organisations or regimes The African union, ASEAN, organization of American States
- one or more of The following subject-specific Organisations: international labour organization, organisation for economic co-operation and development, The World trade organization, subject-specific organs of The United nations

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Class Participation	Ongoing	10	N	Individual
Written Assignment	3,000 words	45	N	Individual
Final Exam	2 Hours	45	N	Individual

Teaching Periods

LAWS 3048 Law of the Sea

Credit Points 10

Legacy Code 200804

Coordinator Robin Bowley ([https://directory.westernsydney.edu.au/search/name/Robin Bowley/](https://directory.westernsydney.edu.au/search/name/Robin%20Bowley/))

Description This unit will introduce students to the rules regulating the principle uses of the world's oceans. It will highlight historical development of the law of the sea, the sources of the contemporary law of the sea and the adoption of the 1982 Convention on the Law of

the Sea (UNCLOS). Legal regime of various maritime zones including territorial sea and contiguous zone, continental shelf, the exclusive economic zone and the high seas will be studied. Various sources of marine pollution, fisheries, marine scientific research, maritime spatial planning, deep sea bed mining and dispute settlement will also be explored in this unit.

School Law

Discipline International Law

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LAWS 2008

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the relevant international law and policy affecting the oceans
2. Identify various maritime zones in terms of oceans governance and the present status of the law of the sea
3. Apply knowledge and understanding to make an assessment of where the law of the sea can be expected to develop in the future
4. Analyse practical fact situations, locate and apply the relevant legal norms to them

Subject Content

Nature and History of the Law of the Sea
 Baselines and Regime of Internal Waters
 The Territorial Sea and Contiguous Zone
 Special Passage Regimes: International Straits and Archipelagos
 The Exclusive Economic Zone
 The Continental Shelf: Principles of Maritime Delimitation
 Marine Pollution
 Fisheries
 Marine Scientific Research
 Maritime Spatial Planning System
 High Seas, Common Heritage of Mankind and Deep Sea Bed Mining
 Dispute Settlement

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	1,000 - 1,500 words	20	N	Individual
Intra-session Exam	1 hour	30	N	Individual
Final Exam	3,000 - 3,500 words	50	N	Individual

Prescribed Texts

- Donald R. Rothwell and Tim Stephens, *The International Law of the Sea* (Hart, 2010)

Teaching Periods

Autumn

Parramatta - Victoria Rd

Weekend

Subject Contact Robin Bowley ([https://directory.westernsydney.edu.au/search/name/Robin Bowley/](https://directory.westernsydney.edu.au/search/name/Robin%20Bowley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS3048_22-AUT_PS_W#subjects)

LAWS 3049 Media Law

Credit Points 10

Legacy Code 200661

Coordinator Sarah Hook ([https://directory.westernsydney.edu.au/search/name/Sarah Hook/](https://directory.westernsydney.edu.au/search/name/Sarah%20Hook/))

Description This unit examines various aspects of the laws that regulate the media. The central content of the Unit consists of defamation, contempt, privacy and surveillance and a selection of other laws impacting upon this industry. Throughout the unit we will also explore two key themes. The first is whether, as a question of policy, current legal restrictions to media freedom appropriately balance the protection of free speech with various other interests, including protection of reputation, personal privacy and the effective administration of justice. The second theme asks whether media laws that were developed to regulate traditional mass-media organisations apply to individuals who publish their own content online, particularly via social media, and, if so, whether this application is appropriately balanced. Analysis of the application of existing media law principles to a range of new technologies will be featured throughout the unit.

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LAWS 2013 AND LAWS 2008

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Accurately explain the principles, statutes, case law and selected policy aspects in each of the main areas of study, being defamation, contempt, privacy and prohibited publications
2. Analyse the impact of new technologies on traditional concepts of media law and policy
3. Demonstrate enhanced legal writing and reasoning skills, effective research strategies and an appreciation of current issues in media law
4. Apply media law concepts covered in the subject to analysing and solving practical problems
5. Use oral persuasion and legal reasoning skills as well as drafting skills for court documents and courtroom etiquette.

Subject Content

Defamation
Contempt of Court
Privacy
Offensive publications
Media and National Security

Regulation and Media

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Reflection	On-going	20	N	Individual
Simulation	1 hour group oral presentation	35	N	Both (Individual & Group)
End-of-session Exam	48 hours	45	N	Individual

Prescribed Texts

- Sharon Rodrick et al, *Australian Media Law* (6th ed, Thomson Reuters, 2021)

Teaching Periods

Summer A

Parramatta - Victoria Rd

Evening

Subject Contact Sarah Hook ([https://directory.westernsydney.edu.au/search/name/Sarah Hook/](https://directory.westernsydney.edu.au/search/name/Sarah%20Hook/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS3049_22-SUA_PS_E#subjects)

LAWS 3050 Medical Law

Credit Points 10

Legacy Code 200856

Coordinator Timothy Bowen ([https://directory.westernsydney.edu.au/search/name/Timothy Bowen/](https://directory.westernsydney.edu.au/search/name/Timothy%20Bowen/))

Description This unit aims to provide knowledge and understanding of Australian medical law, including some cutting edge legal and policy issues that arise in this field. Medical law is an exceptionally vibrant and challenging field, underpinned by the rapid pace of scientific and social developments that generate new issues for medicine and for the law. Many of the more challenging issues for the law are at the core of policy - birth and reproduction, choice and responsibility, life and death.

School Law

Discipline Legal Practice

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LAWS 2013 AND LAWS 3082 AND LAWS 2008 AND LAWS 2004 AND LAWS 2003

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and evaluate medico legal principles from primary and secondary legal sources.
2. Analyse and apply legal principles to specific medical fact situation.
3. Analyse and describe the relationship between law, medicine and ethics.
4. Evaluate recent and potential areas appropriate for medical law reform.
5. Communicate effectively, orally and in writing.
6. Identify and evaluate the key concepts and principles of medical law.

Subject Content

Privacy, confidence and medical record access.

Consent / trespass; consent / incapacity; Intentional act / harm claims

Negligence - Dury and breach, conflicting duties.

Civil liability legislation impacts

Limitation periods

Assessment of damages

Expert evidence and immunity.

Beginning and end of life

Discipline, mandatory reporting and crime

Coronial jurisdiction

Wrongful life and birth

Causation

Appportionment

Duties to third parties

Vicarious liability and non delegable duties

Mental harm claims

Contract and Australian Consumer Law claims

Medicare

Insurance

Alternative dispute resolution

Open disclosure

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Multiple Choice Quiz	30 minutes	10	N	Individual
Case Study: Problem Question	3000 words including footnotes.	35	N	Individual
Short Answer Test	30 minutes	20	N	Individual
Assignment	3000 words including footnotes	35	N	Individual

Prescribed Texts

- William Madden and Janine McLwraith, Australian Medical Liability (LexisNexis Butterworths, 2nd ed, 2013)

Teaching Periods

Spring

Parramatta - Victoria Rd

Evening

Subject Contact Timothy Bowen ([https://directory.westernsydney.edu.au/search/name/Timothy Bowen/](https://directory.westernsydney.edu.au/search/name/Timothy%20Bowen/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS3050_22-SPR_PS_E#subjects)

LAWS 3052 Mental Health Law

Credit Points 10

Legacy Code 200982

Coordinator Liesel Spencer ([https://directory.westernsydney.edu.au/search/name/Liesel Spencer/](https://directory.westernsydney.edu.au/search/name/Liesel%20Spencer/))

Description This unit is designed to give students an introduction to the interface between the disciplines of psychiatry and law. It examines how the empirical research and theories of psychiatry intersect with the application of legal principles and practices. As a result of successfully completing this unit, students should be able to translate personal and social issues concerning the study of mental illness and mental health into the practice of mental health law and critically evaluate different perspectives and contemporary debates about mental illness and mental health.

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LAWS 2013 AND LAWS 2004

Restrictions Students must have completed 80 credit points of law subjects before enrolling in this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Define key terminology and identify legal, social, and human rights issues relevant to mental illness and mental health
2. Identify the key features of international human rights documents relevant to people who have mental health issues and discuss the extent to which human rights law has influenced domestic law and policy
3. Critically reflect upon Australian national policy, provisions within several NSW statutes and the common law as applicable to mental illness and mental health in a variety of contexts.
4. Explain and critique the operation and purpose of the Mental Health Tribunal (NSW) and other Courts and Tribunals regarding matters relevant to people with mental health conditions
5. Evaluate the role the law may play in preventing mental illness and promoting mental health
6. Present clear logical solutions to mental health legal problem questions
7. Examine and apply mental health law to solve problems related to mental health matters;
8. Analyse Mental Health Review Tribunal procedure;
9. Use legal research and analytical skills to present clear and logical solutions to mental health legal problems;

10. Analyse the language of psychiatric and psychological diagnosis as relevant to legal evidence presented before the Mental Health Review Tribunal.

Subject Content

1. Introduction to key concepts relevant to mental health and illness
2. Examination of legal, social and human rights issues raised for people with mental illness
3. Introduction to relevant international law
4. Introduction to Commonwealth policies, guidelines, plans, and strategies
5. Introduction to mental health related legislation
6. Role of health practitioners and key stakeholders in merits review and judicial review processes
7. Role of legal practitioners and key stakeholders in merits review and judicial review processes
8. Law, practice and procedure, and review mechanisms in NSW relevant to forensic patients
9. Law and justice in mental health case studies
10. Law reform ? public health and human rights approaches to prevention of illness, health promotion, treatment, and care
 - Introduction to Mental Health Act 2007 (NSW)
 - Psychiatrist and Psychologist expert testimony in court and tribunal
 - legal status of An involuntary patient in A mental health facility
 - legal rights of A mentally ill patient before A tribunal
 - Jurisdiction of The mental health tribunal ? Civil
 - authority: includes The making involuntary patient order, financial management order, community treatment orders, electro convulsive therapy and appeal rights
 - The role of An advocate before The tribunal: includes reading all reports, research on least alternative form of care criteria and reading previous MHRT decisions to provide The best outcome for The client
 - to cross examine The treating team on The psychiatric evidence including medication prescribed as to whether there is A better form of care available for The client
 - to explain, in simple words to The client, The process involved and Possible outcomes of The hearing
 - Jurisdiction of The tribunal with respect to forensic patients in The criminal justice system
 - Explaining the pathway and review of forensic patients pursuant to the Mental Health (Forensic Provisions) Act 1990
 - authority includes making Continued Detention in A forensic hospital, conditional and unconditional discharge
 - to explain A client?fs appeal rights from The tribunal to The Supreme court
 - The role of NSW Civil and administrative tribunal with respect to guardianship, financial management and capacity Issues
 - The supervision of A client?fs finance by The office of trustee and guardian
 - legal rights to vary and revoke A financial management order before The NSW Civil and administrative tribunal
 - mental Harm Litigation: post-Traumatic stress Disorder in Law
 - Judicial scepticism in mental Harm Litigation in The District and Supreme court for compensation
 - Detention Centres: mental illness; observance of basic human rights

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	2 x 10 questions	20	N	Individual
Essay	2,000 words	35	N	Individual
Essay	3000	45	N	Individual

Prescribed Texts

- Prescribed materials to be provided on vUWS

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Liesel Spencer ([https://directory.westernsydney.edu.au/search/name/Liesel Spencer/](https://directory.westernsydney.edu.au/search/name/Liesel%20Spencer/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS3052_22-AUT_PS_D#subjects)

LAWS 3053 Moot Court

Credit Points 10

Legacy Code 200773

Coordinator Manuel Ventura ([https://directory.westernsydney.edu.au/search/name/Manuel Ventura/](https://directory.westernsydney.edu.au/search/name/Manuel%20Ventura/))

Description This unit aims to train students in mooting conducted before an appellate court or tribunal. Students will be provided with a grounding in issues including jurisdiction, admissibility, and remedies. The unit will focus on one or more areas of domestic substantive law and will include a research component. The unit will also have a practical component aimed at enhancing the advocacy skills of participants and applying the theory to the practical aspects of the conduct of appellate advocacy. Students will be involved in the preparation and presentation of a hypothetical case before an appellate court or tribunal and will be given the opportunity to develop their advocacy skills, including the preparation of written submissions and delivery of oral submissions, in a non-competitive context. Undertaking this unit would be useful for students seeking to participate in one or more law mooting competitions, representing Western Sydney University such as the Sir Harry Gibbs Constitutional Law Moot, Sir John Peden Contracts Moot, Shine Lawyers Torts Moot, AAT Moot, and the Law Council of Australia Family Law Moot.

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LAWS 2013 AND
LAWS 4015 AND
LAWS 2003 AND
LAWS 3082

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Engage in critical discussion of specific problems arising from the readings and present oral arguments persuasively

2. Display a sophisticated level of research and analytical skills in relation to complex factual problems involving issues of substantive law.
3. Produce draft written submissions which demonstrate clear, well structured, appropriately referenced, critical and original analysis and arguments.
4. Demonstrate an understanding of court etiquette, the rules of procedure and requirements regarding an oral presentation to the relevant court by engaging in a moot.
5. Display a level of oral presentation skills appropriate to that required for national moot court competitions.

Subject Content

Oral presentation skills

Research skills

Written submission skills

Understanding the Rules of the relevant court or tribunal

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Class participation	Throughout semester	10	N	Individual
Oral Presentation	10 to 15 minutes depending upon class numbers	10	N	Individual
Viva Voce Examination	10 to 20 minutes depending upon class numbers.	20	N	Individual
Written submissions: Moot	Moot team submission - up to 3 pages in length.	20	N	Individual
Oral submissions: Moot	40 minutes per team - divided 20/20 or 15/25 or 25/15 between Senior and junior Counsel. Judge may allow an additional 5 minutes per team.	40	N	Individual

Teaching Periods

Summer A

Parramatta - Victoria Rd

Day

Subject Contact Manuel Ventura ([https://directory.westernsydney.edu.au/search/name/Manuel Ventura/](https://directory.westernsydney.edu.au/search/name/Manuel%20Ventura/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS3053_22-SUA_PS_D#subjects)

LAWS 3055 Planning and Environment Law

Credit Points 10

Legacy Code 200647

Coordinator Peter Holt ([https://directory.westernsydney.edu.au/search/name/Peter Holt/](https://directory.westernsydney.edu.au/search/name/Peter%20Holt/))

Description This unit seeks to achieve a balance among theory, policy and practical issues in its approach, and it incorporates a strong interdisciplinary component in the introductory phase. It examines the planning laws in the state of New South Wales. Topics covered include an analysis of the functions of the relevant ministers, State government departments, and local councils; the role of public agencies; the effect of environmental planning instruments; and the impact of the planning system.

School Law

Discipline Business and Commercial Law

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LAWS 1006 OR LAWS 1003

Equivalent Subjects LGYB 0303 - Planning and Environment Law

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply understanding of statutory and common law principles to analysing and solving practical problems and theoretical legal issues in the area of Planning and Environment Law.
2. Write effectively and appropriately, displaying clear and logical structure.
3. Use quality, current and relevant information from primary and secondary sources.
4. Ethically and accurately reference (using the Australian Guide to Legal Citation) legal information from a range of primary and secondary sources.
5. Construct and critically evaluate arguments by reference to appropriate evidence, authority and alternative perspectives.

Subject Content

Introduction to planning and environmental law.

Land use planning.

Analysis of the functions of the Minister, Department of Planning, and local councils.

Role of public agencies, environmental planning instruments and environmental impact assessment.

Issues of enforcement, standing and environmental dispute resolution.

Environmental ethics, environmental principles and the formulation of environmental policy.
 Development Control.
 Environment protection legislation (Enforcement and Pollution Control).
 Land and Environment Court.
 Biodiversity.
 Heritage conservation.
 Water law.
 Mining law.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	2500 words	45	N	Individual
Final Exam	72 hours	45	N	Individual
Participation	80% attendance required	10	N	Individual

Prescribed Texts

- Williams, Peter (ed), The Environmental Law Handbook: Planning and Use in NSW (Thomson Reuters, 6th ed, 2016)

Teaching Periods

Summer A

Parramatta - Victoria Rd

Evening

Subject Contact Peter Holt ([https://directory.westernsydney.edu.au/search/name/Peter Holt/](https://directory.westernsydney.edu.au/search/name/Peter%20Holt/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS3055_22-SUA_PS_E#subjects)

LAWS 3056 Practising in the Public Interest

Credit Points 10

Legacy Code 200943

Coordinator John Juriansz ([https://directory.westernsydney.edu.au/search/name/John Juriansz/](https://directory.westernsydney.edu.au/search/name/John%20Juriansz/))

Description This unit is delivered by the Public Interest Advocacy Centre, an independent, non-profit legal and policy centre. The unit introduces students to systems advocacy and public interest law and exposes them to organisations that are directly involved in public interest and pro bono litigation and activities.

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LAWS 2013 AND
 LAWS 4015 AND
 LAWS 2003 AND

LAWS 3082

Restrictions Enrolment into this subject is by invitation only. A minimum GPA of 5.5 for law subjects is required in order to enrol in this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Write effectively and appropriately, displaying clear and logical structure and using accurate citation, grammar and punctuation.
2. Use quality, current and relevant information from a range of primary and secondary sources.
3. Ethically and accurately reference (using the Australian Guide to Legal Citation style) legal information from a range of primary and secondary sources.
4. Demonstrate an understanding of legal and non-legal strategies used in public interest advocacy by a range of organisations.
5. Construct and critically evaluate arguments by reference to appropriate evidence, authority and alternative perspectives.
6. Apply understanding of systems advocacy, advocacy within formal decision-making structures, the benefits and uses of public interest litigation across a range of organisations that are involved in public interest and pro bono legal practice.

Subject Content

Harm, disadvantage, community and discrimination
 Homelessness, imprisonment and detention
 First Peoples and systems of justice
 Equality before the law
 Government accountability
 Consumer rights
 Public Interest Advocacy and Campaigning
 Public Interest Litigation
 Parliamentary Processes for Campaigning
 Bureaucratic and Political Strategies
 Intervening in the Public Interest
 Media and Social Media for Campaigning

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflective Journal	2,500 words (5 entries of 500 words each)	35	N	Individual
Research Assignment	2,500 - 3,000 words	65	N	Individual

Intensive Seminar Sessions	Students must satisfactorily complete all engagement requirements as may be established by the Public Interest Advocacy Centre.	S/U	N	Individual
----------------------------	---	-----	---	------------

Prescribed Texts

- Readings will be provided by PIAC.

Teaching Periods

LAWS 3060 Protecting Ideas

Credit Points 10

Legacy Code 200931

Coordinator Sarah Hook ([https://directory.westernsydney.edu.au/search/name/Sarah Hook/](https://directory.westernsydney.edu.au/search/name/Sarah%20Hook/))

Description This unit provides an introduction and overview of the legal principles of intellectual property law, and traces the development of this law in Australia. It is designed as an introductory survey subject. The modules consider the different forms of intellectual property including copyright (including moral rights and performers protection), designs, patents, plant breeders rights, trade mark law, passing-off and related actions, domain name law, confidentiality, and circuit layouts.

School Law

Discipline Law

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LAWS 1001 OR LAWS 1004

Incompatible Subjects LAWS 3032 - Intellectual Property

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate knowledge of the principles of intellectual property law.
2. Analyse and interpret the relevant legal principles relating to the subject-matter of this unit.
3. Critically evaluate the implications and effectiveness of the principles of intellectual property law.
4. Demonstrate skills in legal research, and written and oral communication skills appropriate to the subject-matter of this unit.

Subject Content

Copyright
Patents
Trade Marks
Passing Off and related actions
Domain Names
Designs
Plant Breeder's Rights

Circuit Layouts
Confidential Information

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Online Quiz	60 minutes	20	N	Individual
Oral Presentation	5 minutes	30	N	Individual
Essay	2,000 words	50	N	Individual

Prescribed Texts

- To be Advised

Teaching Periods

LAWS 3061 Public Health Law

Credit Points 10

Legacy Code 200702

Coordinator Liesel Spencer ([https://directory.westernsydney.edu.au/search/name/Liesel Spencer/](https://directory.westernsydney.edu.au/search/name/Liesel%20Spencer/))

Description This unit considers various legal issues related to population health. This area of law is relatively new and continually developing and expanding. This unit is primarily concerned with how law has and should respond to various health dilemmas at the population level. These include State protection of the community from death (for example requiring road users to wear a seatbelt or helmet) and disease including both communicable disease (for example immunisation, quarantine and managing disease outbreaks) and non-communicable disease (for example smoking, alcohol, obesity, diabetes and cardiovascular disease). This unit also considers frameworks for evaluating whether public health laws are justifiable regulation, taking into account the balance between public good and the autonomy of individuals.

School Law

Discipline Business and Commercial Law

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LAWS 1006 OR LAWS 1003 OR LAWS 1006

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically examine and evaluate the legal regime relating to public health.
2. Contribute to meaningful discussion about law's role in current public health concerns.
3. Analyse the rights concerns inherent in regulation for the health of the public.

4. Analyse in depth two of the particular topic areas covered in the subject.
5. Communicate effectively, orally and in writing.

Subject Content

State responses to population health problems including death, and disease outbreaks both communicable and non-communicable
Public health law as regulation of health risks at the population level
Evaluation of public health regulation including the balance between public good and individual freedoms

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Debate	Students will be required to present arguments for one side of a debate in one seminar, and required to attend all other debates and provide input into the post-debate discussions	30	N	Individual
Reflection	1,000 words	20	N	Individual
Essay	3,000 words	50	N	Individual

Teaching Periods

LAWS 3063 Public International Law

Credit Points 10

Legacy Code 200653

Coordinator Manuel Ventura ([https://directory.westernsydney.edu.au/search/name/Manuel Ventura/](https://directory.westernsydney.edu.au/search/name/Manuel%20Ventura/))

Description This unit lays the foundation for an understanding of the international system of law, how it works and its relationship with domestic Australian law. It will challenge students to critically analyse the system and suggest ways in which the rules and principles can and should develop in the future in order to accommodate the changing needs and values of the international community of nations. It also represents the foundation for students to move on to the study of other International Law units offered by the School of Law.

School Law

Discipline International Law

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LAWS 2008

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate a comprehensive grasp of the fundamental norms of public international law, including the provisions of the subjected Nations Charter, Statute of the International Court of Justice, and Vienna Convention on the Law of Treaties, as well as significant customary international law principles and jurisprudence of relevant international Courts.
2. Critically evaluate the principal institutions of the international legal system and explain their procedures at the international level and the principle 'sources' of law that they apply in resolving disputes.
3. Describe the major differences between international and national law.
4. Assess the major challenges/weaknesses/effectiveness to/of public international law.
5. Apply principles of public international law to contemporary issues and in problem solving.
6. Research develop, refine and produce written essays that demonstrate clear, well structured, appropriately referenced, critical analysis and arguments about salient points of international law.

Subject Content

- Welcome and introduction
- The nature and development of international Law
- The structure of The international legal system
- The sources of international Law
- The Law of Treaties
- international Law and Municipal Law
- personality, Statehood and Recognition
- title to territory
- state Jurisdiction
- Immunity from Jurisdiction
- state responsibility
- legal regulation of The use of Force by States
- specific areas of international Law (time permitting)
- Peaceful Settlement of international disputes (time permitting)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Participation	Every class	10	N	Individual
Essay	3000 words	45	N	Individual
Final Exam	72 hours	45	N	Individual

Prescribed Texts

- Donald R Rothwell et al, International Law. Cases and materials with Australian perspectives. (Cambridge University Press, 3rd ed, 2018)

Teaching Periods

Autumn

Parramatta - Victoria Rd

Evening

Subject Contact Manuel Ventura ([https://directory.westernsydney.edu.au/search/name/Manuel Ventura/](https://directory.westernsydney.edu.au/search/name/Manuel%20Ventura/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS3063_22-AUT_PS_E#subjects)

LAWS 3065 Retirement Planning

Credit Points 10

Legacy Code 200569

Coordinator Bruce Walker ([https://directory.westernsydney.edu.au/search/name/Bruce Walker/](https://directory.westernsydney.edu.au/search/name/Bruce%20Walker/))

Description This unit aims to provide a study of the laws which impact on advice and decisions relating to retirement planning, with a focus on identifying practical and strategic planning opportunities and outcomes. It forms part of the elective stream of financial planning. Some issues considered in this unit also have an impact in respect to investments, insurance and risk management, superannuation and taxation consequences.

School Law

Discipline Business and Commercial Law

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LAWS 1004

Equivalent Subjects LGYB 9953 - Retirement Planning

Learning Outcomes

On successful completion of this subject, students should be able to:

1. evaluate the role of retirement planning as a core component of financial planning;
2. demonstrate an ability to analyse government policy as it relates to retirement;
3. relate superannuation strategies and products as they relate to retirement issues;
4. identify and explain the impact of retirement planning issues on social security benefits.
5. analyse retirement scenarios, formulate appropriate strategies and apply them to practical examples.

Subject Content

- The superannuation environment
- types of superannuation funds
- public Offer funds and self Managed superannuation funds
- superannuation Standards
- Tax Deductibility and Contributions
- taxation of superannuation funds
- retirement income streams
- social security Issues
- superannuation and Divorce
- Simplification of superannuation

Prescribed Texts

- Australian Master Superannuation Guide (CCH, 16th ed, 2012/2013)

Teaching Periods

LAWS 3066 Revenue Law Industry Placement

Credit Points 10

Legacy Code 201007

Coordinator Elen Seymour ([https://directory.westernsydney.edu.au/search/name/Elen Seymour/](https://directory.westernsydney.edu.au/search/name/Elen%20Seymour/))

Description This work integrated learning unit builds upon the knowledge base of 200019 Revenue Law to provide industry experience for later year Law students. Students who have successfully completed 200019 Revenue Law with a Credit or above result will be eligible to apply for this industry experience. The placement will consist of a full time four week placement at the Australian Tax Office or other suitable workplace approved by the School of Law. Students will work in various practice areas with an emphasis on technical legal issues and will be supervised by senior staff members. The unit will provide students with practical and real-life work experience and will provide students with an appreciation of the professional responsibilities essential for 21st century legal practitioners.

School Law

Discipline Taxation Law

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LAWS 4008

Restrictions Students must have completed 200019 Revenue Law at credit level or above. Enrolment in the subject is by invitation only following a call for expressions of interest and a merit selection based on a 500 word submission outlining the student's interest in the placement and his or her Grade Point Average in the program. Selection will broadly reflect the diversity of applicants. Applicants must also meet any workplace requirements.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine the operation of taxation law in practical contexts;
2. Solve taxation law problems for clients in practical contexts;
3. Communicate relevant information about contemporary legal taxation issues to clients and peers;
4. Reflect on the students' learning and professional development needs;
5. Perform legal writing tasks and critical thinking tasks within a practical legal and taxation context.

Subject Content

This subject consists of the following legal practical experience and academic assessments:

- orientation for work placement in industry
- 4 weeks' work placement in industry
- Zoom discussion session (all students, end of week 2)
- assessments

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	500 words	20	N	Individual
Report	1,000 words	30	N	Individual
Report	Template	S/U	Y	Individual
Essay	2,000 words	50	N	Individual

Teaching Periods

LAWS 3067 Self-Managed Superannuation and Trusts

Credit Points 10

Legacy Code 200900

Coordinator William Higgs ([https://directory.westernsydney.edu.au/search/name/William Higgs/](https://directory.westernsydney.edu.au/search/name/William%20Higgs/))

Description This unit provides students with the requisite skills to provide comprehensive financial advice, particularly within the context of an individual being able to choose a superannuation fund or create a self-managed superannuation fund (SMSF). The unit will provide students with an understanding of the implications of self-managed superannuation funds and the use of the trust structure, which are essential components for professionals in this area.

School Law

Discipline Business and Commercial Law

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) FINC 3014 OR LAWS 3018

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Develop communication skills through reading and writing in diverse contexts.
2. Develop information literacy through accessing, evaluating and using relevant information.
3. Integrate theoretical and practical knowledge to analyse and solve complex and novel problems.
4. Demonstrate understanding of the value of ethical conduct as a professional in work and in civic life.

Subject Content

Introduction to self-managed funds
 Compliance issues
 Investment requirements
 Taxation and superannuation
 Making payments
 Transfer of assets
 Preservation rules
 Estate planning issues
 Financial planning strategies
 Taxation, audit and compliance
 Lump sum benefits
 Advantages/disadvantages of trusts

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Intra-session Exam	2 hours	25	N	Individual
Case Study	Written (1,500 words); and Oral presentation (5 minutes)	30	N	Individual
Final Exam	2 hours	45	N	Individual

Prescribed Texts

- James Leow and Shirley Murphy, Australian Master Superannuation Guide (CCH, 19th ed., 2015/16)
- Australian Superannuation Legislation (CCH, 19th ed., 2015)

Teaching Periods

Spring

Parramatta - Victoria Rd

Evening

Subject Contact William Higgs ([https://directory.westernsydney.edu.au/search/name/William Higgs/](https://directory.westernsydney.edu.au/search/name/William%20Higgs/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS3067_22-SPR_PS_E#subjects)

LAWS 3068 Space Law - Commercial Aspects

Credit Points 10

Legacy Code 200652

Coordinator Steven Freeland ([https://directory.westernsydney.edu.au/search/name/Steven Freeland/](https://directory.westernsydney.edu.au/search/name/Steven%20Freeland/))

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

School Law

Discipline Law

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LAWS 2008

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Understand the historical evolution of the existing legal regime regulating the use and exploration of space.
2. Engage in critical discussion of specific problems arising from the readings and present oral arguments persuasively.
3. Develop, refine and produce a research paper which demonstrates clear, well structured, appropriately referenced, critical and original analysis and arguments.
4. Analyse and examine the details of the five international treaties and the various United Nations Principles which regulate certain activities in space.
5. Understand the Australian legal framework regarding space activities.
6. Critically consider the problems and ambiguities within the existing legal regime.
7. Determine and analyse the legal issues raised by new uses of space for which the existing legal regime is ill-suited.
8. Assess ways in which these unanswered legal issues should be addressed.

Subject Content

- what is The legal Definition of space?
- why do we need A legal regime for space?
- The role of UNCOPUOS (United Nations Committee on Peaceful Uses of Outer Space).
- space Law and Air Law compared.
- The Space Treaties: Outer Space Treaty 1967; Rescue Agreement 1968; Liability Convention 1972; Registration Convention 1975; Moon Agreement 1979.
- United Nations Principles: Direct Broadcasting Principles 1982; Remote Sensing Principles 1986; Nuclear Power Principles 1992.
- Intergovernmental Organisations ? INTELSAT, INMARSAT, ITU, ESA.
- Telecommunications and The Geostationary Orbit.
- national regulation of launching activities.
- Space Activities Act 1998 (Cth).
- environment of space and The Problem of space Debris.
- The international space Station and space Tourism.
- Traffic control Issues and Coordination with The regulation of Air Travel.
- The Commercialisation and privatisation of Outer Space.
- financing and Insurance aspects of space activities.
- Exploitation of space Resources.
- The needs of developing countries.
- Military uses of Outer Space.
- Resolution of disputes in relation to Activities in Outer Space.
- future legal regulation of space Activities ? what needs to be done?

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Participation	Ongoing	10	N	Individual
Essay	1,200-1,500 words	40	N	Individual
Take home exam	24 hours	50	N	Individual

Teaching Periods

LAWS 3069 State Taxes and GST

Credit Points 10

Legacy Code 200266

Coordinator James Paterson ([https://directory.westernsydney.edu.au/search/name/James Paterson/](https://directory.westernsydney.edu.au/search/name/James%20Paterson/))

Description This unit examines the Commonwealth statutory regime to the Goods and Services Tax and the NSW statutory regimes relating to Payroll Tax, Land Tax and Stamp Duty. It provides the framework to critically assess proposals for reform of these taxes.

School Law

Discipline Taxation Law

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LAWS 1004

Restrictions Students enrolled in 2502 Bachelor of Laws (Non graduate entry) must obtain permission to enrol in this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the key elements of the States Taxes and GST systems
2. Recognise the economic, social justice and ethical considerations involved in the formulation of State Taxes and Federal indirect taxation law and policy.
3. Analyse and discuss selected aspects of: GST Law, such as the concepts of registration, supply and acquisition, classification, reporting, thresholds and special rules
4. Analyse and discuss selected aspects of NSW State Taxes, such as payroll tax, land tax and duties and how these relate to similar tax regimes in other Australian States.
5. Apply their knowledge of State Taxes and GST Law obligations and potential liabilities by analysing and solving practical problems.
6. Write and express effectively and concisely, displaying clear and logical structure and using accurate citation, grammar and punctuation,
7. Communicate and respond in a professional context in relation to States Taxes and GST law, by explaining the law.
8. Consider and hypothesise upon the application State Taxes and GST law in relation to a given set of facts.

Subject Content

How GST works

Special rules applying to individual circumstances in relation to GST

Administration and anti-avoidance issues in relation to GST

Planning for GST

General liability in relation to payroll tax

Payroll tax and group employers

Practical aspects of payroll tax

Land tax and general liability

Special matters in relation to land tax

Assessment of stamp duty

Consequences of non stamping

Conveyances and transfers in relation to stamp duty

Stamp duty and interests in land owning companies and trusts

Loan securities and stamp duty

Prescribed Texts

- McCouat, Philip, Australian Premier Master GST Guide 2011 (CCH, 2011) Available online via Intelliconnect

Teaching Periods

LAWS 3070 Taxation Law

Credit Points 10**Legacy Code** 200187**Coordinator** Tenille Buttigieg ([https://directory.westernsydney.edu.au/search/name/Tenille Buttigieg/](https://directory.westernsydney.edu.au/search/name/Tenille%20Buttigieg/))

Description This unit covers the constitutional basis of taxation, the process of determining income tax liability, the concept of income tax and allowable deductions, taxation of fringe benefits, taxation of certain entities (partnerships, companies and trusts), tax accounting, trading stock provisions, tax administration and practice, taxation planning and avoidance, and the Goods and Services Tax.

School Law**Discipline** Taxation Law**Student Contribution Band** HECS Band 4 10cp**Level** Undergraduate Level 3 subject**Pre-requisite(s)** LAWS 2010**Equivalent Subjects** LGYA 9867 - Taxation Law and Practice LGYB 3529 - Taxation (V1) LGYB 8505 - Taxation Law**Incompatible Subjects** LAWS 4008 - Revenue Law**Restrictions**

Students enrolled in 2502 Bachelor of Laws (Non graduate entry) must obtain permission to enrol in this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and explain the key elements of the Australian Income Tax System and the key tax law principles.
2. Apply understanding of legislation, cases and rulings to analysing and solving practical problems, examining theoretical legal issues and performing tax calculations.

Subject Content

1. The constitutional basis of taxation
2. The process of determining income tax liability
3. The concept of income tax and allowable deductions
4. Taxation of fringe benefits
5. Taxation of certain entities (partnerships, trusts, companies and superannuation funds)
6. Tax accounting
7. Trading stock provisions
8. Tax administration and practice
9. Taxation planning and avoidance
10. The Goods and Services Tax

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	5 quizzes. Each quiz is of 5 multiple choice questions. Each question is worth 1 mark. The best 4 of 5 quiz results will be included in the final mark. Each quiz is of 15 minutes duration.	20	N	Individual
Essay	72 hours, 1,750 words	30	N	Individual
Final Exam	2 hours	50	Y	Individual

Prescribed Texts

- Dale Pinto and Kerrie Sadiq *Fundamental Tax Legislation 2022* (Thomson Reuters, 2022) (2021 editions acceptable).
- Kerrie Sadiq, et al *Principles of Taxation Law 2022* (Thomson Reuters, 2022) (2021 edition acceptable)

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day**Subject Contact** Tenille Buttigieg ([https://directory.westernsydney.edu.au/search/name/Tenille Buttigieg/](https://directory.westernsydney.edu.au/search/name/Tenille%20Buttigieg/))View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS3070_22-AUT_PC_D#subjects)**Evening****Subject Contact** Tenille Buttigieg ([https://directory.westernsydney.edu.au/search/name/Tenille Buttigieg/](https://directory.westernsydney.edu.au/search/name/Tenille%20Buttigieg/))View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS3070_22-AUT_PC_E#subjects)

WSU Online TRI-1

Wsu Online

Online**Subject Contact** Matthew Kelly ([https://directory.westernsydney.edu.au/search/name/Matthew Kelly/](https://directory.westernsydney.edu.au/search/name/Matthew%20Kelly/))View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS3070_22-OT1_OW_O#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS3070_22-SC2_SC_D#subjects)

Spring

Parramatta City - Macquarie St

Day

Subject Contact Tenille Buttigieg ([https://directory.westernsydney.edu.au/search/name/Tenille Buttigieg/](https://directory.westernsydney.edu.au/search/name/Tenille%20Buttigieg/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS3070_22-SPR_PC_D#subjects)

Evening

Subject Contact Tenille Buttigieg ([https://directory.westernsydney.edu.au/search/name/Tenille Buttigieg/](https://directory.westernsydney.edu.au/search/name/Tenille%20Buttigieg/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS3070_22-SPR_PC_E#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Matthew Kelly ([https://directory.westernsydney.edu.au/search/name/Matthew Kelly/](https://directory.westernsydney.edu.au/search/name/Matthew%20Kelly/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS3070_22-OT3_OW_O#subjects)

LAWS 3071 Wills and Succession

Credit Points 10

Legacy Code 200641

Coordinator Stephen Janes ([https://directory.westernsydney.edu.au/search/name/Stephen Janes/](https://directory.westernsydney.edu.au/search/name/Stephen%20Janes/))

Description Wills and Succession is that body of law that deals with the devolution of property upon death. The unit encompasses inter alia the law relating to intestacy, the making of a valid will, the administration of the estate and what is known as testator's family maintenance. This unit is of particular importance to those students who intend to practice either as a solicitor or barrister as Wills and Succession forms a significant part of private practice.

School Law

Discipline Legal Practice

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LAWS 3082

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Achieve a sound understanding of the major doctrines relevant in the area of Succession Law and the particular contexts in which they are of potential application.

2. Critically access the scope of operation and complex interaction of legal doctrines which operate in the area of Succession Law.
3. Understand the jurisdiction of the probate court and the types of application for probate and grants of administration which might be made.
4. Understand the practical procedures involved in obtaining grants of various sorts.
5. Understand the principles relevant to the construction of a will and how the court of construction performs this task.
6. Develop an understanding of the roles of executors and administrators, the nature of their rights and duties.
7. Understand the rights of beneficiaries, devisees, legatees, and next of kin in respect of deceased estates.
8. Understand the law and principles for the valid making of a will and a codicil.
9. Understand miscellaneous relevant doctrines such as revival, revocation, capacity, undue influence, and so on.
10. Understand the administration of solvent and insolvent estates.
11. Understand proceedings for passing of accounts and completion of administration.

Subject Content

- Death
- Intestate succession
- family provision
- The nature of A will
- formal requirements
- capacity
- Revocation, Republication and Revival
- Obliterations, Interlineations and Alterations
- construction-general
- construction-specific
- Grants of representation
- administration and Distribution of The Estate

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	2 hours	25	N	Individual
Intra-session Exam	3 hours	45	N	Individual
Viva Voce	20 minutes	30	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Evening

Subject Contact Stephen Janes ([https://directory.westernsydney.edu.au/search/name/Stephen Janes/](https://directory.westernsydney.edu.au/search/name/Stephen%20Janes/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS3071_22-AUT_PS_E#subjects)

Spring

Parramatta City - Macquarie St

Evening

Subject Contact Stephen Janes ([https://directory.westernsydney.edu.au/search/name/Stephen Janes/](https://directory.westernsydney.edu.au/search/name/Stephen%20Janes/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS3071_22-SPR_PC_E#subjects)

LAWS 3072 Work Health and Safety Law

Credit Points 10

Legacy Code 200799

Coordinator Jonathan Adamopoulos ([https://directory.westernsydney.edu.au/search/name/Jonathan Adamopoulos/](https://directory.westernsydney.edu.au/search/name/Jonathan%20Adamopoulos/))

Description This unit examines the different means in which the law protects workplace safety in Australia. The primary focus will be on the work health and safety regulatory framework and its underlying policy. The arbitrary nature of standard setting in the early systems of safety regulation is compared with later legislative models. The workings of these legislative strategies are illustrated by a series of selected issues relating to contemporary health risks in workplaces. Students will also examine issues surrounding enforcement and compliance and corporate governance in the safety context. Other topics include workers compensation and employment law.

School Law

Discipline Business and Commercial Law

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LAWS 2013

Equivalent Subjects LGYB 0395 - Occupational Health and Safety Law LAWS 3054 Occupational Health and Safety Law

Learning Outcomes

On successful completion of this subject, students should be able to:

1. explain the regulatory framework of work health and safety (WHS) in Australia;
2. distinguish between the various means in which the law ensures workplace safety;
3. explain the duties of employers, employees, directors and managers and identify the availability of defences in the event of a breach;
4. consider WHS issues in a commercial context and provide clear and accurate legal advice to clients;
5. explain the relationship between workplace safety and terms of employment;
6. explain the consequences of contravening WHS duties and distinguish various penalty options;
7. critically evaluate the effectiveness of WHS regulation in Australia from different employers' and employees' perspectives.

Subject Content

- Contextual Background and historical development of WHS Law
- workplace safety and The common Law

- workplace safety and employment Law
- duties of employers to employees and other persons in The workplace
- Other statutory duties under the Work Health and Safety Act 2011 (NSW)
- The Commonwealth WHS Scheme
- Defences
- Obligations under the Work Health and Safety Regulation 2011 (NSW)
- workplace consultation and codes of practice
- enforcement
- Penalties and Remedies
- Workers' compensation and rehabilitation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Case Study	1,500 words	20	N	Individual
Professional Task	1,000 words	20	N	Individual
Final Exam	2,500 words	60	N	Individual

Prescribed Texts

- Richard Johnstone, Elizabeth Bluff and Alan Clayton, Work, Health and Safety Law and Policy (Thomson Reuters, 3rd ed, 2012).
- Michael Tooma, Tooma's Annotated Work Health and Safety Act 2011 (Thomson Reuters, 2nd ed, 2017).

Teaching Periods

Autumn

Parramatta - Victoria Rd

Weekend

Subject Contact Jonathan Adamopoulos ([https://directory.westernsydney.edu.au/search/name/Jonathan Adamopoulos/](https://directory.westernsydney.edu.au/search/name/Jonathan%20Adamopoulos/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS3072_22-AUT_PS_W#subjects)

LAWS 3073 Elder Law Industry Placement

Credit Points 10

Legacy Code 201020

Coordinator Elen Seymour ([https://directory.westernsydney.edu.au/search/name/Elen Seymour/](https://directory.westernsydney.edu.au/search/name/Elen%20Seymour/))

Description This elective work integrated learning unit builds on the knowledge base of 200632 Elder Law to provide work experience for later year Law students. Students who have successfully completed 200632 Elder Law will be eligible to apply for this industry experience. The placement will consist of a full time ten day placement at selected industry workplaces with supervision by experienced legal practitioners. The unit will provide students with real-life work experiences in the legal issues associated with the practice of elder law and with an appreciation of the professional responsibilities essential for a 21st Century legal practitioner.

School Law**Discipline** Law, Not Elsewhere Classified.**Student Contribution Band** HECS Band 4 10cp**Level** Undergraduate Level 3 subject**Pre-requisite(s)** LAWS 3016

Restrictions Places in this subject are limited. Students will be selected based on the following: 1. Submission of a 500 word statement of interest in seeking to undertake the unit; and 2. Completion of a satisfactory joint interview process with the subject Coordinator and representative of Industry Partner. Note: the School of Law will manually enrol a list of approved students following an Expression of Interest process.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine the operation of Elder Law in practical contexts.
2. Propose solutions to Elder Law related client problems and issues in practical contexts.
3. Perform legal writing tasks within a practical legal and Elder Law context
4. Reflect on professional development experiences and needs.

Subject Content

1. Elder law in practical contexts.
 2. Elder law related client problems, issues and solutions.
 3. Practical legal writing tasks in the Elder law operational context.
 4. Researching practical issues and solutions
 5. Professional development: reflection on experiences and needs.
- Students will undertake a ten-day placement in an Elder Law industry practice during which students will be engaged in the evaluation and production of Elder Law legal service tasks that may include the preparation of an application to the Guardianship Division of the New South Wales Civil and Administrative Tribunal (NCAT) for a financial management order, guardianship orders or reviews of powers of attorney within a practical legal and Elder Law context.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	500 words	10	N	Individual
Professional Placement Performance	10 days	30	Y	Individual
Reflection	500 words	10	N	Individual
Essay	2,000 words	50	N	Individual

Prescribed Texts

- Field, Sue, K. Williams and C. Sappideen, Elder Law: A Guide to Working with older Australians, The Federation Press, Sydney, 2018.

Teaching Periods

LAWS 3074 Judicial Internship

Credit Points 10**Legacy Code** 201028**Coordinator** Anna Cody ([https://directory.westernsydney.edu.au/search/name/Anna Cody/](https://directory.westernsydney.edu.au/search/name/Anna%20Cody/))

Description This unit provides an internship opportunity for later year law students. Students will spend twelve days throughout the semester at selected courts and tribunals under the supervision of magistrates, judges or tribunal members. The unit will provide students with an opportunity to observe the courts and tribunals first hand, to be mentored by a judicial officer, to engage in practical assistance to the relevant court or tribunal, and to appreciate the professional responsibilities essential for a 21st Century legal practitioner and judicial officer. Entry is competitive and will include a written application and interview. The unit includes a class schedule with the requirement of regular reflection in order to learn deeply from the experience and teach students how to engage in ongoing lifelong learning.

School Law**Discipline** Law, Not Elsewhere Classified.**Student Contribution Band** HECS Band 4 10cp**Level** Undergraduate Level 3 subject**Pre-requisite(s)** LAWS 2015 AND LAWS 2004 AND LAWS 1008 OR LAWS 1009

Restrictions Places in this subject are limited. Students will be selected on merit based on the following: Submission of an expression of interest, including relevant documents, in seeking to undertake the subject (either submitted to an external body or to the subject coordinator); and completion of a satisfactory joint interview process with the subject coordinator and/or a representative of a professional body, court or tribunal.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Reflect on the professional and judicial ethical issues and protocols of courts and tribunals.
2. Examine the operation of a court or tribunal.
3. Perform legal tasks within a practical legal and judicial context.
4. Research professional legal and judicial ethical and practical issues that arise in professional practice.
5. Reflect on their future role as a lawyer.
6. Discuss internship experiences with peers and supervisors.
7. Critique the practice of law as practised in a lower level court or tribunal

Subject Content

1. Professional and judicial ethics;
 2. Court and Tribunal operational protocols;
 3. Paralegal tasks within practical and judicial contexts; and
 4. Issues in professional practice.
 5. Issues in legal system and law practice
- Students will undertake a twelve-day attendance (internship) in a court or tribunal during which students will be mentored by a judicial officer and have an opportunity to develop a deeper understanding

of the practice and procedure of the court or tribunal as well as the functioning of law within a lower tier court of tribunal.

Special Requirements

Legislative pre-requisites

Students must have completed a Student Undertaking Form and have applied for a National Police Certificate.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Participation: 2 hours Pre-internship orientation		S/U	N	Group
Professional Placement Performance: Internship Performance	12 days	S/U	Y	Individual
Reflective Journal (submitted in 4 installments of 600 words each, weeks 3, 6, 9 and 11)	2,400 words	65	Y	Individual
Report: Research paper	1,000 words	35	Y	Individual

Teaching Periods

LAWS 3075 Law's Self-Understanding

Credit Points 10

Legacy Code 201027

Coordinator Bradley Gooding ([https://directory.westernsydney.edu.au/search/name/Bradley Gooding/](https://directory.westernsydney.edu.au/search/name/Bradley%20Gooding/))

Description This unit of study explores the central organising ideas for our present understanding of law. What do these ideas amount to? What, according to these ideas, is significant about us from the legal standpoint? Can the proponents of these ideas deal with their critics? What are the similarities and differences between the legal subject and other ways of thinking about ourselves, such as from a moral or political standpoint? How should we understand the connections between these three separate realms? What is the character of the legal sphere in comparison with these other spheres? What is the character of legal, moral and political reasoning?

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LAWS 1008 OR
LAWS 1009 AND
LAWS 2008

Incompatible Subjects LAWS 3042 - Jurisprudence

Assumed Knowledge

A basic familiarity with legal reasoning and the 'separation of powers' context in which they judiciary operates, and a basic understanding of the precepts of contemporary Western liberal political culture.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine the key concepts which theoretically constitute our contemporary appreciation of the Australian legal system and its functions, to better understand their interaction in rivalrous theorizing about law, morality, and politics.
2. Develop the metatheoretical grounding appropriate for examining and critiquing relevant conceptualizations as they are applied in professional legal and political practice.
3. Integrate conceptual toolsets for pursuing responsible, defensible professional practices with the broader perspectives afforded by increased theoretization.
4. Utilise critical reasoning skills to analyse philosophical/normative legal texts, and participate constructively in the critical discourses which permeate legal thought, both from internal and external perspectives.
5. Apply professional (legal) research and communication skills in the construction and expression of critical perspectives on legal practice.

Subject Content

Module 1. Law and Practical Reasoning

- Critical Thinking and Reflective Equilibrium
- Hart on Human Nature and the Separation of Law and Morality

Module 2. Law and Adjudication

- Dworkin and Interpretation as Integration
- Objectivity, Interpretation and Opinion
- The Internal and External Perspectives in Legal Consciousness

Module 3. Law and the Subject

- The Role of the Legal Subject in Legal Reasoning
- Law and Literature

- Tropes, Cases, and Paradigms: Reasoning by Analogy

Module 4. Legal Methods

- Formalism vs Realism
- Originalism and Literalism in Common Law Constitutionalism
- Applied Methods in Statutory Interpretation

Module 5. The Role of Reasonableness in Law

- Practical Reasoning and Reasonable Disagreement
- The Reasonable in Judicial Reasoning

- The Reasonable in Statutory Interpretation

Module 6. Law and Critical Theory

- The Critique of Rights-Discourse
- Paradox and Other Critical Challenges for Legal Functionality
- Feminism and the Law

Module 7. Course Summary

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Participation	On-going/ Class 1-7	10	N	Individual
Minor Essay	1,500 words	30	N	Group
Major Essay	3,000 words	60	N	Individual

Teaching Periods

LAWS 3076 Technology, Innovation and the Law

Credit Points 10

Legacy Code 201039

Coordinator Grace Borsellino ([https://directory.westernsydney.edu.au/search/name/Grace Borsellino/](https://directory.westernsydney.edu.au/search/name/Grace%20Borsellino/))

Description This unit enables students to proactively adapt to the transforming nature of the legal profession. Students will engage with the technology and innovation expectations of contemporary business, legal practice and community engagements - including the concepts and areas of Big data and Artificial Intelligence and machine learning, Blockchain, legal task automation, e-contracts and smart contracting, technology assisted review, e-Courts, FinTech and RegTech, law tech start-ups, chatbots, and the capacity to develop legal, ethical and regulatory digital literacies. The curriculum will offer insights from a number of innovative and technology focused legal industry experts.

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions

Successful completion of 60 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine new risks, obligations and ethical issues for the courts and practitioners arising from the use of technology in the delivery of justice and legal services.
2. Assess how emerging technologies are changing, challenging and enabling the way that lawyers work.
3. Critically analyse the way that disruptive technologies challenge regulators across global jurisdictions.
4. Use communication skills required by new and emerging technological platforms.

Subject Content

1. Digital literacy & Ethics
 - Law and Technology: lawyers as advocates for vulnerable populations in A World disrupted by Technology
 - Paperless Workflows and information security
 - information Governance and Privacy in A Big data World
 - Forensics & data collection
2. Virtual and Distributed Courts
 - virtual Courts

- online Dispute Resolution
 - case management systems
3. Legal Technology and Practice
 - coding for lawyers
 - Technology assisted Review (TAR)
 - legal research, Discovery, document and data management
 - financial and Regulatory technologies
 4. Human Rights and Technology
 5. Regulatory Landscape of Innovation and Technology: FinTech and RegTech
 6. The Regulation of Blockchain, Smart Contracts and Cryptocurrency

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Video Presentation	10 minutes	30	N	Group
Reflection: Journal	1,000 words	30	N	Individual
Applied Legal Technology Project Report	1,500 words	40	N	Individual

Prescribed Texts

- Additional Prescribed Resources will be provided on vUWS.

Teaching Periods

Summer A

Parramatta - Victoria Rd

Composite

Subject Contact Grace Borsellino ([https://directory.westernsydney.edu.au/search/name/Grace Borsellino/](https://directory.westernsydney.edu.au/search/name/Grace%20Borsellino/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS3076_22-SUA_PS_C#subjects)

LAWS 3077 Legal Internship

Credit Points 10

Legacy Code 201080

Coordinator Jennifer Whelan ([https://directory.westernsydney.edu.au/search/name/Jennifer Whelan/](https://directory.westernsydney.edu.au/search/name/Jennifer%20Whelan/))

Description This unit provides an internship opportunity for later year law students in host organisations (including NGOs and public interest organisations, community legal centres, government departments, corporations, barristers' chambers or private law firms). Internships provide students with invaluable access to opportunities to understand the law in context, to apply their formal learning about legal principles, to develop essential professional skills and to gain exposure to different career pathways. Students who successfully complete orientation requirements will spend twelve days throughout the semester at a host organisation. This will usually be done on a one-day (7 hours) per week basis. An intern's duties will generally consist of a combination of substantive tasks relating to law, policy and practice. Depending on the host organisation, these may include a combination

of research, preparing background materials, briefing papers or research reports, liaising with other organisations, assisting in the provision of legal assistance and advice, observing interviews with clients, conferences with Counsel or in court proceedings, undertaking project and advocacy work, preparing/ giving presentations and assisting with administrative and editing work. The School will seek expressions of interest for the number of placements available with the School's partner host organisations each semester. Students are also able to arrange their own internships at organisations that are not currently host organisations, subject to the approval of the Clinical Director and the agreement of the host organisation to complete the attendance and assessment requirements of the unit.

School Law

Discipline Legal Practice

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LAWS 2015 AND
LAWS 2004 AND
LAWS 2013 AND
LAWS 2003 AND
LAWS 1009

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse the nature, function and principles of Australian law in a specific legal practice context.
2. Effectively apply the principles and processes of legal reasoning.
3. Perform tasks within a practical legal context.
4. Apply the law to solve legal, professional and ethical legal issues that arise in legal practice.
5. Critically reflect on the values, ethical standards and conduct that underpin professional responsibility in legal practice.

Subject Content

12 days of practicum learning exposing interns to the internal workings of legal practice.

Ethical client- centred practice.

Reflective legal practice.

Professional communication and interpersonal skills for the client-centred lawyer.

Critical analysis of the operation of the law, policy and the legal system.

Special Requirements

Legislative pre-requisites

Depending on the host organisation, students may be required to obtain a Working With Children or Criminal Record Check. This will be advised by the relevant host organisation.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Participation	6 x 1.5 hour seminars	0	Y	Individual

Professional Placement Performance	Placement duration - 84 hours (12 days x 7 hours)	0	Y	Individual
Reflection	3 x 600 words each (1,800)	0	Y	Individual
Report	1,000 words maximum	0	Y	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Jennifer Whelan ([https://directory.westernsydney.edu.au/search/name/Jennifer Whelan/](https://directory.westernsydney.edu.au/search/name/Jennifer%20Whelan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS3077_22-AUT_PS_D#subjects)

Spring

Parramatta - Victoria Rd

Day

Subject Contact Jennifer Whelan ([https://directory.westernsydney.edu.au/search/name/Jennifer Whelan/](https://directory.westernsydney.edu.au/search/name/Jennifer%20Whelan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS3077_22-SPR_PS_D#subjects)

LAWS 3078 Legal, Economic and Social Transformation in Taiwan

Credit Points 10

Legacy Code 201089

Coordinator Grace Borsellino ([https://directory.westernsydney.edu.au/search/name/Grace Borsellino/](https://directory.westernsydney.edu.au/search/name/Grace%20Borsellino/))

Description This unit introduces students to the foundational structures of Taiwan's legal system, its economy, and its socio-legal culture and practices. Students will participate in an exchange experience and will be intensively taught at selected Taiwanese university partners. Through engagement with Taiwanese academics, legal professionals (both in Australia at pre-departure programs and in Taiwan through engagements with leading Taiwanese law firms, courts and economic organisations), students will develop commercially relevant knowledge and contemporary practical legal skills to develop as global citizens. Students will examine diverse content areas including Taiwan's Constitutional Court, leading human rights cases, intellectual property protections, the Taiwanese electoral system, and Taiwan's innovative approaches to corporate social responsibility, big data analytics, and new technologies. Where travel to Taiwan is not possible, the unit will be offered online with the program of study to be offered 3-hours a week over a semester and supported online by university and industry partners in Taiwan. Where travel is possible, this online program will be supplemented by a week-long excursion to Taiwan. Interested students should contact the Unit Coordinator to confirm expected costs to the student (e.g. airfare, accommodation, meals, et cetera) and travel dates and requirements.

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Students must have successfully completed 80 credit points of law subjects.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate the foundational features and structures of Taiwan's legal system, its economy, and its socio-legal culture and practices.
2. Reflect on key contemporary legal issues arising in political, economic, and social contexts in which the Taiwanese legal system operates.
3. Communicate principled and ethical arguments and perspectives that address issues relevant to the legal, economic and social transformation of Taiwan.

Subject Content

1. Taiwanese Law and Legal System.
2. Corporate Governance and Corporate Social Responsibility in Taiwan.
3. Democratic Development in Taiwan and its Electoral System.
4. Big Data and New Technology in Taiwan.
5. Taiwanese Business, Regulatory, and Taxation System.
6. Taiwanese Indigenous history.
7. Introduction to Taiwanese languages.
8. Excursions to Taiwanese law firms, courts, stock exchange and other cultural destinations.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	15 minutes	30	N	Group
Reflection	750 words	20	N	Individual
Research Essay	2,000 words	50	N	Individual

Teaching Periods

LAWS 4002 Advanced Constitutional Law

Credit Points 10

Legacy Code 200755

Coordinator Elizabeth Handsley (https://directory.westernsydney.edu.au/search/name/Elizabeth_Handsley/)

Description This unit builds upon the compulsory unit Constitutional Law, and provides a deeper and broader understanding of Australian constitutional law. It examines the constitutional aspects of Australian parliamentary democracy and citizenship, the constitutional powers of the Commonwealth Executive Government, constitutional issues relating to the raising and spending of government revenues and the complexities of the relationship between the Commonwealth and State as independent polities. The unit also examines the limited way in

which the Australian Constitution operates to protect particular rights, liberties and freedoms.

School Law

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) LAWS 4015

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an advanced understanding of, and ability to apply, techniques of constitutional interpretation and reasoning.
2. Apply an understanding of constitutional law concepts to analysing and solving practical problems.
3. Critically evaluate how the Australian Constitution can be said to protect rights, liberties and freedoms.
4. Develop and present coherent legal arguments about complex constitutional issues.
5. Write effectively and appropriately, displaying clear and logical structure and using accurate grammar and punctuation.
6. Ethically and accurately reference (using the Australian Guide to Legal Citation) legal information from a range of primary and secondary sources.

Subject Content

1. Federal Parliament.
2. The High Court.
3. Detention.
4. Appropriation and Grants.
5. Taxation and Excise.
6. Intergovernmental Immunities.
7. Immigration and Aliens Powers.
8. Freedom of Interstate Trade.
9. Rights of Out of State Residents.
10. Acquisition of Property on Just Terms.
11. Freedom of Religion.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Take-Home Assessment	3000 words	50	N	Individual
(A) Group Report (20%) and (B) Group Presentation (10%)	Group Report 2,000 words and Group Presentation 20 min	30	N	Group
Class Participation	Duration of unit	10	N	Individual
Feedback on Project Presentations	30 minutes	10	N	Individual

Prescribed Texts

- George Williams, Sean Brennan and Andrew Lynch, Blackshield and Williams Australian Constitutional Law and Theory (Federation Press, 7th ed, 2018)
- Sarah Joseph and Melissa Castan, Federal Constitutional Law: A Contemporary View (Thomson Reuters, 5th ed, 2019)

Teaching Periods

LAWS 4003 Advanced Taxation Law

Credit Points 10

Legacy Code 200186

Coordinator James Paterson ([https://directory.westernsydney.edu.au/search/name/James Paterson/](https://directory.westernsydney.edu.au/search/name/James%20Paterson/))

Description Advanced Taxation law broadens and deepens the student's knowledge of taxation and revenue law by building upon existing knowledge of, and adding new topics to, those covered in 200187 Taxation Law and 200019 Revenue Law. Such topics include consideration of the tax policy framework, superannuation and also further aspects of income, deductions, entity tax, tax administration, aspects of international tax and Goods and Services Tax.

School Law

Discipline Taxation Law

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) LAWS 4008 OR LAWS 3070

Equivalent Subjects LGYA 9868 - Advanced Taxation Law LGYB 8506 - Advanced Taxation Law

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse elements of the Australian Income Tax System and Goods and Services Tax System;
2. Analyse the economic, social justice and ethical considerations involved in the formulation and application of taxation policy and law to different members of our community;
3. Solve practical tax law problems and issues including tax calculations;
4. Effectively use a range of research tools to locate and evaluate the quality, currency and relevance of legal information.

Subject Content

Tax Policy, Politics and Reform
 Assessable Income: Advanced concepts
 Capital Gains Tax: Special Topics
 Taxation of Entities
 Taxation of Superannuation
 Tax Accounting
 Tax Avoidance: Specific provisions
 Tax Administration: Registration, Collection and Recovery
 International Tax (Advanced)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Participation	Ongoing	10	N	Individual
Essay	2,500 Words	40	N	Individual
Final Exam	2 hours	50	Y	Individual

Prescribed Texts

- Stephen Barkoczy, Foundations of Taxation Law 2021 (Oxford University Press, 13th edition, 2021) (the 2020 edition is acceptable)
- Kerrie Sadiq, Dale Pinto Fundamental Tax Legislation 2021 (Thomson Reuters, 2021) OR Stephen Barkoczy Core Tax Legislation and Study Guide 2021 (Oxford University Press, 24th edition, 2021) (Students may use 2020 editions)

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact James Paterson ([https://directory.westernsydney.edu.au/search/name/James Paterson/](https://directory.westernsydney.edu.au/search/name/James%20Paterson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS4003_22-AUT_PC_D#subjects)

LAWS 4004 Criminal Procedure and Evidence

Credit Points 10

Legacy Code 200015

Coordinator Francine Feld ([https://directory.westernsydney.edu.au/search/name/Francine Feld/](https://directory.westernsydney.edu.au/search/name/Francine%20Feld/))

Description The unit is designed to provide an understanding of the law, the theoretical underpinnings and the underlying policy issues, in the areas of evidence and criminal procedure.

School Law

Discipline Criminal Law

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) LAWS 2004

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain selected theories and rationales underlying the policy and processes of criminal procedure and evidence.
2. Interpret, analyse and apply the statutory and common law rules of evidence and criminal procedure as they operate in a practical context in New South Wales.
3. Understand the circumstances and needs of Aboriginal and Torres Strait Islander peoples in criminal courts, procedures and processes.

Subject Content

1. The nature of the adversarial trial in the criminal context
2. Alternative rationales underlying the Uniform Evidence Acts and the common law
3. Forms of evidence
4. Theories of proof and relevance
5. Standards and burden of proof
6. Rules of exclusion including, hearsay, opinion, admissions, tendency and coincidence, character, credibility, identification evidence
7. Privileges
8. Rules and principles of questioning witnesses and tendering documents
9. Judicial warnings, comment and directions
10. Mandatory and discretionary exclusions and the limitations on evidence
11. Prosecutorial and defence ethics
12. The law governing procedure before a criminal trial including arrest
13. The needs of Aboriginal and Torres Strait Islander peoples in criminal courts, procedure and processes

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	Best 5 of 10 quizzes. 30 minutes each	25	N	Individual
Final Exam	24 hours	45	N	Individual
Professional Task	15 minutes	30	N	Individual

Prescribed Texts

- Jeremy Gans, Andrew Palmer and Andrew Roberts, Uniform Evidence (Oxford University Press, 3rd ed, 2019).

Teaching Periods

Autumn

Campbelltown

Evening

Subject Contact Francine Feld ([https://directory.westernsydney.edu.au/search/name/Francine Feld/](https://directory.westernsydney.edu.au/search/name/Francine%20Feld/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS4004_22-AUT_CA_E#subjects)

Day

Subject Contact Francine Feld ([https://directory.westernsydney.edu.au/search/name/Francine Feld/](https://directory.westernsydney.edu.au/search/name/Francine%20Feld/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS4004_22-AUT_CA_D#subjects)

Parramatta - Victoria Rd

Evening

Subject Contact Francine Feld ([https://directory.westernsydney.edu.au/search/name/Francine Feld/](https://directory.westernsydney.edu.au/search/name/Francine%20Feld/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS4004_22-AUT_PS_E#subjects)

Day

Subject Contact Francine Feld ([https://directory.westernsydney.edu.au/search/name/Francine Feld/](https://directory.westernsydney.edu.au/search/name/Francine%20Feld/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS4004_22-AUT_PS_D#subjects)

LAWS 4006 International Climate Law

Credit Points 10

Legacy Code 200800

Coordinator John Juriansz ([https://directory.westernsydney.edu.au/search/name/John Juriansz/](https://directory.westernsydney.edu.au/search/name/John%20Juriansz/))

Description This course is about international climate law examining both the current international legal frameworks and discussion of future scenarios. It will explore the legal, political and scientific challenges in addressing and responding to climate change. It will illustrate how international climate law interacts with national law including private sector involvement but its principal focus is not on domestic law regimes. Various market and non-market mechanisms will be examined including emission trading systems, carbon taxes, new technologies and renewable energy targets.

School Law

Discipline International Law

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) LAWS 2008

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of the fundamental concepts and principles of climate law.
2. Critically evaluate the global legal frameworks underpinning climate law and demonstrate an understanding of key international initiatives and their implementation.
3. Apply the concepts and principles of international climate law to issues involving mitigation and adaptation.
4. Undertake independent research and analysis to produce a written essay that demonstrates an understanding of international climate law in a defined context that is clear, analytical, appropriately structured and referenced.

Subject Content

1. The Role of Law in Responding to Climate Change
2. The Science and Economics of Climate Change
3. The International Climate Change Framework
4. UNFCCC and the Kyoto Protocol - Flexibility Mechanisms - Compliance - Post Copenhagen and Paris Conference of Parties
5. Australia's Legislative Response to Climate change - emissions trading - carbon taxes - renewable energy targets - energy efficiency schemes
6. Climate Law in Developed and Developing Countries - common but differentiated responsibilities
7. Mitigation and Adaptation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Research Assignment - Report	2,500 words	40	N	Individual
Exam	2 Hours	60	N	Individual

Prescribed Texts

- Prescribed materials will be available on vUWS.

Teaching Periods

LAWS 4007 International Environmental Law

Credit Points 10

Legacy Code 200801

Coordinator Beatriz Garcia De Oliveira ([https://directory.westernsydney.edu.au/search/name/Beatriz Garcia De Oliveira/](https://directory.westernsydney.edu.au/search/name/Beatriz%20Garcia%20De%20Oliveira/))

Description This course provides a general introduction to international environmental law and policy. We will begin by exploring the economic, political, and legal concepts relevant to international environmental treaty regimes. We will then apply these concepts to concrete regimes designed to deal with specific international environmental problems, such as ozone depletion, transboundary air pollution, freshwater resources, marine pollution, world heritage, human rights, biodiversity and habitat loss. The course focuses principally on the dynamic of treaties, negotiations, and state and non-state actors in the international arena. Comparative approaches to national implementation, on selected issues, will also be covered.

School Law

Discipline International Law

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) LAWS 2008

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate a grasp of the fundamental concepts and principles of International Environmental Law.
2. Critically evaluate the principal institutions and operation of the international legal system and demonstrate an understanding of the key actors, sources of law and dispute resolution processes.
3. Apply concepts and principles of International Environmental Law to contemporary environmental issues and to problem solving.
4. Undertake independent research and analysis to produce a written essay that demonstrates an understanding of application of International Environmental Law in a defined context that is clear, analytical, appropriately structured and referenced.

Subject Content

1. Development of International Environmental Law
2. Treaty Regimes
3. Oceans and Seas
4. Freshwater Resources
5. Biodiversity and Wildlife Conservation
6. Human Rights and Environment
7. World Heritage

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quizzes	20 minutes	15	N	Individual
Oral Presentation	15 minutes (plus 5 minutes question time)	40	N	Individual
Research Report	1 500 words (72 hours)	45	N	Individual

Prescribed Texts

- Phillipe Sands and Jacqueline Peel, Principles of International Environmental Law (Cambridge University Press, 4th Ed, 2018).

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Beatriz Garcia De Oliveria ([https://directory.westernsydney.edu.au/search/name/Beatriz Garcia De Oliveria/](https://directory.westernsydney.edu.au/search/name/Beatriz%20Garcia%20De%20Oliveria/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS4007_22-SPR_PS_D#subjects)

LAWS 4008 Revenue Law

Credit Points 10

Legacy Code 200019

Coordinator Elen Seymour ([https://directory.westernsydney.edu.au/search/name/Elen Seymour/](https://directory.westernsydney.edu.au/search/name/Elen%20Seymour/))

Description Revenue Law introduces you to the underlying principles of the Australian taxation system, with a particular focus on Commonwealth taxes. The unit of study is essential for all students intending to embark on a career in tax, law, business, commerce or the public sector. The unit covers the system of taxation; provides a critical analysis of the fundamental concepts of income and capital; and examines the key topics of taxation of remuneration, allowable deductions; taxation of entities, tax avoidance and aspects of tax administration.

School Law

Discipline Business and Commercial Law

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) LAWS 2008

Incompatible Subjects LAWS 3070 - Taxation Law

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the key elements of the Australian income tax system
2. Analyse selected aspects of revenue law, such as the concepts of income and capital, the concepts of capital gains, allowable deductions and taxation of business entities.
3. Apply legislation, cases and rulings to analysing and solving practical problems, examining theoretical legal issues and performing tax calculations.
4. Use a range of research tools to locate and evaluate the quality, currency and relevance of legal information.

Subject Content

Introduction to the Australian taxation system

Taxation of Remuneration

Assessable Income: Income from Business

Assessable Income: Capital Gains Tax

Allowable Deductions: General Deductions

Allowable Deductions: Specific Deductions

Entities: Taxation of Partnership Income

Entities: Taxation of Trust Income

Entities: taxation of companies

Tax Administration

Tax Avoidance

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	3 x 500 word reflections	15	N	Individual
Professional Task	2,000 words	40	N	Individual
Essay	2,000 words	45	Y	Individual

Prescribed Texts

- Krever R, et al *Principles of Taxation Law 2022* (Thomson Reuters, 15th ed, 2021)
- Sadiq, K and Pinto, D *Fundamental Tax Legislation 2022* (Thomson Reuters, 15th ed 2021)

Teaching Periods

Autumn Campbelltown Day

Subject Contact Elen Seymour ([https://directory.westernsydney.edu.au/search/name/Elen Seymour/](https://directory.westernsydney.edu.au/search/name/Elen%20Seymour/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS4008_22-AUT_CA_D#subjects)

LAWS 4009 Transactional Law

Credit Points 10

Legacy Code 200758

Coordinator William Higgs ([https://directory.westernsydney.edu.au/search/name/William Higgs/](https://directory.westernsydney.edu.au/search/name/William%20Higgs/))

Description This subject is designed to equip students for professional practice by providing them with an understanding of what it means (and takes) to be and think like a transactional lawyer in practice and how to 'add value to the deal' and think like a deal lawyer. Students will also be introduced to a range of structured financing transactions including lending arrangements, securitisation (RMBS, CMBS and CDOs), straight vanilla bonds, convertible bonds, covered bonds, asset based financing, managed investment schemes and swaps and derivatives (ISDA). Students will then be introduced to the legal building blocks of those transactions, including the law relating to representations and warranties, covenants, guarantees, subordination, set-off, commingling, trusts, security interests and insolvency. Students will work in teams to analyse and dissect a range of structured financing transactions. Real-life examples from international and domestic practice are discussed.

School Law

Discipline Law

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) LAWS 3045

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Communicate effectively, persuasively and appropriately through reading and writing.
2. Demonstrate an understanding of the responsibilities and ethical obligations of transactional lawyers.
3. Demonstrate and apply an understanding of the legal elements and commercial characteristics of key structured finance transactions to analysing and solving practical problems.
4. Demonstrate and apply an understanding of the legal elements and commercial characteristics of key structured financing transactions by dissecting and analysing transaction and legal structures for a range of structured finance transactions.

Subject Content

1. Transactional Practice
2. Structured Finance Transactions (including lending arrangements, securitisation, straight vanilla bonds, convertible bonds, covered bonds, master trusts, asset based financing, managed investment schemes, swaps and derivatives)
3. Representations and Warranties
4. Covenants
5. Guarantees
6. Transfer of Assets and Recharacterisation
7. Subordination
8. Set-off
9. Commingling
10. Declarations of Trust and Advanced Trust Issues
11. Security Interests (including the PPSA)

12. Insolvency

Prescribed Texts

- Subject Reader

Teaching Periods

LAWS 4010 Designing Law Apps for Access to Justice

Credit Points 10

Legacy Code 201040

Coordinator John Juriansz ([https://directory.westernsydney.edu.au/search/name/John Juriansz/](https://directory.westernsydney.edu.au/search/name/John%20Juriansz/))

Description This unit will teach students how to design and build an application using expert system software. This unit will provide students with a clinical legal experience by providing access to a community based client to ascertain their needs and undertake collaborative work to provide a solution that requires applied legal research, teamwork, innovative and creative design thinking, and the capacity to manage a project. This unit will teach students how to identify, design and build appropriate legal information systems for use in generating legal documents from precedents and assisting users to navigate solutions to legal problems. Students will be exposed to a variety of automated legal tasks and various legal and practical issues associated with their use, including issues of professional regulation. This will include guest lectures from those working on legal expert systems and related technologies. After learning the necessary skills, students will work in small groups to design and build a legal information system. This unit does not require students to have any pre-existing skills or experience in expert systems or computer programming. Instead, the unit itself includes instruction on how to use an expert system software.

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 4 subject

Restrictions Successful completion of 120 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Appraise the limitations and implications of automated legal services in enhancing community access to legal information and services.
2. Collaborate with community partners to obtain instructions, isolate legal problems, and design creative and innovative solutions.
3. Design and build a basic automated legal information system to solve a real world problem.
4. Work constructively as a member of a self-managed team on an extended automated legal service project.
5. Present the automated legal solution clearly and persuasively. .

Subject Content

- Working with community partners
- Overview of legal service applications
- how to build and use A legal application

- principles of programming ? including precision, modularity, efficiency, maintainability, scalability, provability, user engagement, effectiveness, testing, debugging
- design thinking for The new future: case-by-case analysis, aggregated data, data visualization, insights
- teamwork and Project collaboration
- work-based Project management
- Presenting Project solutions to clients

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Applied Project	Design a Law App	60	N	Group
Presentation	60 Minutes	20	N	Group
Reflection	2,000 words	20	N	Individual

Prescribed Texts

- Kevin D Ashley, Artificial Intelligence and Legal Analytics: New Tools for Law Practice in the Digital Age (Cambridge University Press, 2018).
- Joanna Goodman, Robots in Law: How Artificial Intelligence is Transforming Legal Services (ARK Group, 2016).
- Richard Susskind, Tomorrow's Lawyers: An Introduction to Your Future (Oxford University Press, 2nd ed, 2017).
- Additional Prescribed Resources will be provided on vUWS.

Teaching Periods

Summer A

Parramatta - Victoria Rd

Composite

Subject Contact John Juriansz ([https://directory.westernsydney.edu.au/search/name/John Juriansz/](https://directory.westernsydney.edu.au/search/name/John%20Juriansz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS4010_22-SUA_PS_C#subjects)

Spring

Parramatta - Victoria Rd

Composite

Subject Contact John Juriansz ([https://directory.westernsydney.edu.au/search/name/John Juriansz/](https://directory.westernsydney.edu.au/search/name/John%20Juriansz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS4010_22-SPR_PS_C#subjects)

LAWS 4011 Law Honours Dissertation

Credit Points 20

Legacy Code 200700

Coordinator Azadeh Dastyari ([https://directory.westernsydney.edu.au/search/name/Azadeh Dastyari/](https://directory.westernsydney.edu.au/search/name/Azadeh%20Dastyari/))

Description This subject comprises the continued research and writing of a research dissertation of between 8,000 and 12,000 words on an

approved topic in law that was developed in unit LAWS 4016 Legal Research and Methodology with an approved research proposal and supervisor. The subject is only open to students who have successfully completed LAWS 4016 Legal Research and Methodology and are enrolled in a Bachelor of Laws (Honours) program. The subject provides an opportunity for law students to further develop and refine their legal research and writing skills and to explore and analyse a legal topic chosen in consultation with the School of Law Honours Coordinator, in order to produce a high-quality piece of academic work. This subject can only be commenced in Spring Session.

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 20cp

Level Undergraduate Level 4 subject

Pre-requisite(s) LAWS 4016 Legal Research and Methodology

Restrictions

This subject is only available to students enrolled in Bachelor of Laws (Honours) programs:

- 2828 Bachelor of Laws (Graduate Entry) (Honours)
- 2829 Bachelor of Laws (Non graduate entry) (Honours)
- 2830 Bachelor of Arts/Bachelor of Laws (Honours)
- 2831 Bachelor of Social Science/Bachelor of Laws (Honours)
- 2832 Bachelor of Science/Bachelor of Laws (Honours)
- 2833 Bachelor of Communication/Bachelor of Laws (Honours)
- 2834 Bachelor of International Studies/Bachelor of Laws (Honours)
- 2835 Bachelor of Criminology/Bachelor of Laws (Honours)
- 2836 Bachelor of Criminal and Community Justice/Bachelor of Laws (Honours)
- 2837 Bachelor of Information and Communications Technology/Bachelor of Laws (Honours)
- 2838 Bachelor of Construction Management Studies/Bachelor of Laws (Honours)
- 2839 Bachelor of Accounting/Bachelor of Laws (Honours)
- 2840 Bachelor of Business/Bachelor of Laws (Honours)
- 2841 Bachelor of Information Systems/Bachelor of Laws (Honours)
- 2842 Bachelor of Information Systems Advanced/Bachelor of Laws (Honours)
- 2844 Bachelor of Arts (Psychology)/Bachelor of Laws (Honours)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Undertake a research project addressing a particular legal theoretical and/or practical issue
2. Execute self-regulation and autonomy in conducting legal research
3. Present research project outcomes
4. Submit a written thesis that is clear, logically structured, and includes appropriate citation and attribution

Subject Content

1. Legal Research
2. Legal theories and appropriate methodology
3. Writing your draft thesis
4. Final Thesis presentation and preparation

Special Requirements

Legislative pre-requisites

Special requirements will depend on research topic and will be assessed on a case by case basis.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Thesis	8,000 to 12,000 words	100	Y	Individual

Prescribed Texts

- Hutchinson, Terry, *Researching and Writing in Law* (Thomson Reuters, 4th ed, 2018)
- Jensen, Joli *Write No Matter What: Advice For Academics* (The University of Chicago Press, 2017)

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Azadeh Dastyari ([https://directory.westernsydney.edu.au/search/name/Azadeh Dastyari/](https://directory.westernsydney.edu.au/search/name/Azadeh%20Dastyari/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS4011_22-SPR_PS_D#subjects)

LAWS 7001 Advanced Clinical Legal Placement

Credit Points 40

Legacy Code 201006

Coordinator Jennifer Whelan ([https://directory.westernsydney.edu.au/search/name/Jennifer Whelan/](https://directory.westernsydney.edu.au/search/name/Jennifer%20Whelan/))

Description This 40 credit point unit consists of twenty days of clinical work within a legal practice environment. Students are mentored by experienced legal practitioners to develop and apply knowledge and skills in legal practice. Students are responsible for organising their placements with legal services or practices working in areas of interest to the student and the proposed placement must be approved by the School of Law. Students are required to perform professional tasks in the legal service or practice setting and to undertake self-directed study including completing a self-directed research report on a work-related project and workplace reflections. These together with a Professional Performance Report from their workplace supervisor/mentor, will comprise assessment for the unit on a satisfactory/unsatisfactory basis. Students are supported in this through the provision of supporting materials. Advanced Clinical Legal Placement may be undertaken in any study period and may, by agreement, be organised in ways which suit the workplace supervisor/mentor and the student and as agreed with the Unit Coordinator. This may include, for example, undertaking the 20 day clinical work placement as a four week block or distributed over the session parallel to their program of study.

School Law

Discipline Business and Commercial Law

Student Contribution Band HECS Band 4 40cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 2824 Master of Laws in the Master of Laws (Law Graduate) - 120cp pathway. Students must have a Bachelor of Laws or Juris Doctor degree, or equivalent to be eligible to complete Advanced Clinical Legal Placement.

Assumed Knowledge

Bachelor of Laws degree or Juris Doctorate or equivalent.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Reflect on own learning and professional development needs.
2. Design and complete a research project based on issues emerging from the real-time practice.
3. Communicate relevant information about legal issues to legal and non-legal audiences.
4. Perform legal assistance services in a practical context

Subject Content

This subject consist of the following legal and project practical experiences:

- 20 days work placement in a legal service or practice setting
- performance of professional tasks in The everyday legal service or practice setting
- self- directed research report.
- reflective practice (online resources)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Placement reflections	500 x 3	S/U	Y	Individual
Professional Performance	1 completed template	S/U	Y	Individual
Research Report	3000 words	S/U	Y	Individual

Teaching Periods

LAWS 7003 Australia's Visa System 1

Credit Points 10

Legacy Code 200966

Coordinator Jason Donnelly ([https://directory.westernsydney.edu.au/search/name/Jason Donnelly/](https://directory.westernsydney.edu.au/search/name/Jason%20Donnelly/))

Description This unit provides students with a structured examination of issues common to all Australian visas, including public health criteria, implications for family members of visa applicants and visa conditions. The unit further provides a close analysis of issues common to some Australian visas, such as matters of sponsorship,

assurances of support, family violence provisions, provisional visas, English language requirements, skills assessment and exclusion periods and other public interest requirements.

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) LAWS 7007

Restrictions

Students must be enrolled in program 2803/2819 Graduate Diploma in Migration Law, 2810 Master of Laws (International Governance) or 2824 Master of Laws. This program is available to international students who may obtain a Subclass 600 Tourist Visas (with visa condition 8201 ? Max 3 Months Study), 485 Temporary Graduate Visa or other non-student visas with permission to study.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically examine issues common to all Australian visas, including public interest requirements, health criteria and matters related to family members of visa applicants or visa holders.
2. the nature of visa conditions and implications of breaching visa conditions.
3. Analyse miscellaneous issues related to some Australian visas (including sponsorship, assurances of support, family violence, provisional visas, English language requirements, skills assessment and exclusion periods).
4. Propose and justify the appropriate visa category or alternative pathway solutions to relevant case law.
5. Communicate llegal solutions and advice in a written form effectively.
6. Apply ethical principles and the Code of Conduct, and comply with relevant legislation required of a migration agent.
7. Apply self-directed learning strategies to enhance learning.

Subject Content

Issues common to all visas Part 1 (Health)

Issues common to all visas Part 2 (including Family members)

Visa Conditions

Issues common to some visas

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	2,000 words	35	N	Individual
Quiz	30 minutes	10	N	Individual
Take-Home Exam	3,500 words	55	N	Individual

Teaching Periods

Summer A

Online

Online

Subject Contact Jason Donnelly ([https://directory.westernsydney.edu.au/search/name/Jason Donnelly/](https://directory.westernsydney.edu.au/search/name/Jason%20Donnelly/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS7003_22-SUA_ON_O#subjects)

Spring

Online

Online

Subject Contact Michael Morgan ([https://directory.westernsydney.edu.au/search/name/Michael Morgan/](https://directory.westernsydney.edu.au/search/name/Michael%20Morgan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS7003_22-SPR_ON_O#subjects)

LAWS 7004 Australia's Visa System 2

Credit Points 10

Legacy Code 200967

Coordinator Michael Morgan ([https://directory.westernsydney.edu.au/search/name/Michael Morgan/](https://directory.westernsydney.edu.au/search/name/Michael%20Morgan/))

Description This unit explores a number of substantive Australian visas, including those relating to work, doing business in Australia, study and visiting Australia (medical treatment, tourism, business, visitors). This unit focuses on providing students with a practical approach to addressing the eligibility criteria for relevant visa streams, lodgement of visa applications and processing considerations. Students will learn to evaluate pathways and options open to clients, determine strategies and formulate submissions.

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) LAWS 7007 AND LAWS 7003

Restrictions

Students must be enrolled in 2803/2819 Graduate Diploma in Australian Migration Law, 2824 Master of Laws or 2810 Master of Laws (International Governance).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Assess the requirements, visa conditions and application procedures for key visa classes, including work, study, doing business in Australia and visiting Australia;
2. Examine the practical interrelationship between different Australian visas;
3. Determine the appropriate visa category or alternative pathway solutions to relevant case law in a simulated environment;
4. Present clearly Australian immigration options and alternatives to clients;

5. Search and recognise the resources needed and technical requirements to reach the correct advice.
6. Assess the requirements, visa conditions and application procedures for key visa classes, including work, study, doing business in Australia and visiting Australia.
7. Examine the practical interrelationship between different Australian visas.
8. Determine the appropriate visa category or alternative pathway solutions to relevant case law in a simulated environment.
9. Present clearly Australian immigration options and alternatives to clients.

Subject Content

Work visas

Study visas

Business visas

Visiting Australia visas

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Case Study	1,500 words	30	N	Individual
Professional Task	1,000 words	20	N	Individual
Final Exam	2,000 words	50	N	Individual

Teaching Periods

Summer A

Online

Online

Subject Contact Michael Morgan ([https://directory.westernsydney.edu.au/search/name/Michael Morgan/](https://directory.westernsydney.edu.au/search/name/Michael%20Morgan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS7004_22-SUA_ON_O#subjects)

Autumn

Online

Online

Subject Contact Sergio Staglitorio ([https://directory.westernsydney.edu.au/search/name/Sergio Staglitorio/](https://directory.westernsydney.edu.au/search/name/Sergio%20Staglitorio/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS7004_22-AUT_ON_O#subjects)

LAWS 7005 Australia's Visa System 3, Cancellation and Review

Credit Points 10

Legacy Code 201005

Coordinator Nasima Tajik ([https://directory.westernsydney.edu.au/search/name/Nasima Tajik/](https://directory.westernsydney.edu.au/search/name/Nasima%20Tajik/))

Description This unit addresses the balance of visas in the Australian immigration system, including those related to bringing family to Australia, former resident and resident return visas,

humanitarian program (onshore and offshore), bridging visas and other miscellaneous visas (Act-based visas and resolution of status visas). This unit also addresses the regime for review of immigration decisions, including informal review, merits review and judicial review. This unit provides an overview of ministerial intervention and cancellation powers under Australian immigration law. This unit also provides a brief overview of Australian citizenship laws.

School Law

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) LAWS 7007 AND LAWS 7003

Co-requisite(s) LAWS 7004

Incompatible Subjects LAWS 7034 - Visa Compliance Cancellation and Review 1

Restrictions

Students must be enrolled in 2803 Graduate Diploma in Australian Migration Law or 2810 Master of Laws (International Governance).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the requirements, visa conditions and application procedures for key visa classes, including bringing family to Australia, resident return, humanitarian program, bridging visas and other miscellaneous Australian visas.
2. Assess the requirements and procedures relating to visa cancellations, refusals, compliance and other sanctions with migration law in Australia.
3. Analyse ethical and appropriate review pathways of an immigration decision, including informal review, merits review, judicial review and ministerial intervention.
4. Undertake appropriate research to prepare submissions, and effectively advocate for clients.
5. Execute communication strategies with the principal stakeholders, including clients and government to address migration law issues.
6. Critically apply ethical principles, the Code of Conduct and comply with relevant legislation required of a migration agent.

Subject Content

Family Visas
Former Resident and Resident Return Visas
Humanitarian Program
Bridging Visas
Other Miscellaneous Visas
Informal Review and Merits Review
Judicial Review
Ministerial Intervention
Cancellation Powers
Australian Citizenship

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Critical Review (a written constructive criticism of mock decision of Department)	2,000 words	30	N	Individual
Professional Task (preparation of a ministerial intervention application for Department)	1,000 words	30	N	Individual
Take-home exam (2 case studies + 2 short answer questions)	2,000 words	40	N	Individual

Teaching Periods

LAWS 7006 Australian Legal System and Common Law

Credit Points 10

Legacy Code 200981

Coordinator June Wang ([https://directory.westernsydney.edu.au/search/name/June Wang/](https://directory.westernsydney.edu.au/search/name/June%20Wang/))

Description The Australian Legal System and Common Law introduces students, from non-common law jurisdictions, to the Australian legal system and the common law tradition. The unit aims to develop the understanding of how the Australian legal system has developed in its historical and cultural contexts, and its impact on Australia's First Peoples. It also covers the Australian laws in specific areas, such as contracts, torts, trusts and dispute resolution. This unit includes field trips to various Australian courts and legal institutions. Students are encouraged to undertake individual research to evaluate and compare legal institutions and laws in Australia and their home jurisdictions.

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

This subject is not available for self-enrolment. Admission to the subject is by invitation only to students of postgraduate programs of the School of Law who hold a Bachelor of Laws degree, or equivalent, from a non-common law jurisdiction.

Assumed Knowledge

Undergraduate law degree or equivalent from a non-common law jurisdiction.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate the structure and key features of the Australian legal system including its impact on Aboriginal and Torres Strait Islanders People;
2. Examine the historical and cultural context of Australian law and its common law tradition;
3. Apply theoretical and practical knowledge of selected areas of Australian law to critically analyse and solve complex legal problems;
4. Undertake individual research to evaluate and compare Australian legal institutions and laws with those of the students' home jurisdictions.

Subject Content

The subject examines the Australian legal system at the general and theoretic level, and in relation to specific laws, such as torts, contracts, administrative law, equity and trust, dispute resolution and procedure. The subject is also concerned with the tradition and characteristics of the common law and the development of the Australian legal system. Students will be encouraged to undertake individual research and to evaluate and compare legal institutions and laws from a variety of different sources and perspectives. The areas of law covered in the subject include:

- The Australian Constitution and legal system
- court system and lawyers in Australia
- statutory interpretation
- Contract Law
- Tort Law
- administrative Law
- equity and Trusts
- property Law
- Competition Law

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	1,500 words	20	N	Individual
Mid-Session Exam	2 hours	30	N	Individual
Presentation	10 minutes	10	N	Individual
Research Essay	2,500 words	40	N	Individual

Prescribed Texts

- Sanson, Michelle & Thalia Anthony, *Connecting with Law*, (Oxford U Press, 3rd ed. 2014)
- Latimer, Paul, *Australian Business law* (Oxford University Press Australia, 35th ed. 2016)

Teaching Periods

LAWS 7007 Australian Migration Law

Credit Points 10

Legacy Code 200965

Coordinator Jason Donnelly ([https://directory.westernsydney.edu.au/search/name/Jason Donnelly/](https://directory.westernsydney.edu.au/search/name/Jason%20Donnelly/))

Description This unit provides students with an introduction to Australia's immigration system. It provides students with a broad overview of sources of Australian migration law, explores the role of government policy in migration law, and outlines the key components of Australia's migration program. The unit gives students a strong grounding in key terminology used in Australian migration law, and introduces Australian visas. The unit explores the regulatory regime for losing a visa and addresses immigration offences.

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in program 2803/2819 Graduate Diploma in Migration Law, 2810 Master of Laws (International Governance) or 2824 Master of Laws. This program is available to international students who may obtain a Subclass 600 Tourist Visas (with visa condition 8201 ? Max 3 Months Study), 485 Temporary Graduate Visa or other non-student visas with permission to study.

Assumed Knowledge

Prior study and English language proficiency as per the requirements of program 2803/2819 - Graduate Diploma in Australian Migration Law.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the structure of Australia's immigration system, including sources of migration law and role of government policy;
2. Examine the nature of Australian visas and the implications for the loss of Australian visas;
3. Assess the importance of compliance with Australian migration laws and consider the regime with respect to immigration offences in Australia;
4. Effectively explain legal procedures and advice on Australian migration law in written form;
5. Apply basic research skills for relevant legal information on Australian migration law;

Subject Content

The Immigration System
Introduction to Visas
Losing a Visa
Immigration Offences
Public Interest Criteria

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	30 minutes	10	N	Individual
Case Study	1,500 words	40	N	Individual
Take-Home Examination	2,000 words	50	N	Individual

Teaching Periods

Summer A

Online Online

Subject Contact Jason Donnelly ([https://directory.westernsydney.edu.au/search/name/Jason Donnelly/](https://directory.westernsydney.edu.au/search/name/Jason%20Donnelly/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS7007_22-SUA_ON_O#subjects)

Spring

Online Online

Subject Contact Michael Morgan ([https://directory.westernsydney.edu.au/search/name/Michael Morgan/](https://directory.westernsydney.edu.au/search/name/Michael%20Morgan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS7007_22-SPR_ON_O#subjects)

LAWS 7008 Bioethics

Credit Points 10

Legacy Code 200957

Coordinator Patrick Foong ([https://directory.westernsydney.edu.au/search/name/Patrick Foong/](https://directory.westernsydney.edu.au/search/name/Patrick%20Foong/))

Description This subject explores a range of ethical and legal issues in public health, biomedical research, biotechnology and medical practice. Topics covered include the nature of moral thinking, issues of life and death, experimentation and research involving human subjects, genetic technology, new reproductive technologies, consent and confidentiality.

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYA 4912 - Bioethics

Incompatible Subjects JUST 2002 - Bioethics

Restrictions

Students must be enrolled in 8083 Bachelor of Research Studies, 2824 Master of Laws or 2826 Juris Doctor.

Assumed Knowledge

Bachelor of Laws or equivalent qualification.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate ethical concepts, principles and theories that arise in debates concerning the applications of biomedical and

biotechnological developments from different international and local contexts and perspectives.

2. Assess the causes, consequences and problems of contemporary patterns of health and illness, health inequalities, healthcare provision and biomedical research.

3. Critically apply relevant ethical and legal ideas to practical biotechnological problem situations, biomedical law reform and legal issues raised by recent developments in biotechnology.

4. Present clear evidenced-based arguments in support of own ethical position and values.

Subject Content

1. Introduction to bioethics law
2. Medical and health ethics and law
3. Health and medical research
4. Biotechnology: Cloning and stem cell research
5. Genetic technology
6. Assisted reproductive technology (ART)
7. Consent, confidentiality and privacy
8. Surrogacy
9. Euthanasia

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	20 minutes	30	N	Individual
Proposal	1,000 words	25	N	Individual
Essay	4,000 words	45	N	Individual

Prescribed Texts

- Ben White, Fiona McDonald and Lindy Willmott, Health Law in Australia (Thomson Reuters, 3rd ed, 2018). ISBN: 9780455238753.

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Patrick Foong ([https://directory.westernsydney.edu.au/search/name/Patrick Foong/](https://directory.westernsydney.edu.au/search/name/Patrick%20Foong/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS7008_22-AUT_PS_D#subjects)

LAWS 7009 Commercial Law

Credit Points 10

Legacy Code 200432

Coordinator Sam Hossain ([https://directory.westernsydney.edu.au/search/name/Sam Hossain/](https://directory.westernsydney.edu.au/search/name/Sam%20Hossain/))

Description In this unit, students learn about the concepts of law, its impact on businesses, and how to apply the law to solve practical legal problems that arise in business. The unit is designed to help

you identify where potential legal issues or problems can arise in business. It deals with concepts of Australian law and commercial legal obligations that are of importance both to professional practice and to studies in later units. The unit topics are: Australian Legal Institutions and Sources of Law, Case Law and Doctrine of Precedent, Legislation and Statutory Interpretation, The Australian Federation and Concepts of Constitutional Law, Principles of Tortious Liability, the formation, vitiation, performance and discharge of contracts, forms of business structure, consumer transactions, consumer protection and agency.

School Law

Discipline Business and Commercial Law

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Incompatible Subjects LAWS 3009 - Commercial Law

Restrictions

Students must be enrolled in a postgraduate Business program or in program 3748 Master of Information Governance. Other students wishing to take this subject as an elective need approval from the Academic program Advisor. The online offerings for this subject are only available to students enrolled in the fully online programs 2793 Master of Financial Planning and 2795 Graduate Certificate in Financial Planning.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Discuss the origin and development of law and legal institutions in Australia and their social, political and commercial context;
2. Apply common law and statute law to tortious, contractual, consumer and agency relationships to resolve legal issues;
3. Examine the various business entities and their legal responsibilities to solve practical legal problems.

Subject Content

1. Sources of law in Australia including customary law.
2. The Australian legal system - case law, doctrine of precedent, legislation, statutory interpretation, legal reasoning and problem solving.
3. Tort law with a focus upon negligence.
4. Contract law.
5. Consumer law.
6. Agency law.
7. Business structures and legal responsibilities.
8. Business Ethics.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Multiple Choice	20 minutes each	20	N	Individual
Short Answer	1,000 words	30	N	Individual
Final Exam	2 hours	40	Y	Individual
Participation	Every class	10	N	Individual

Prescribed Texts

Nickolas James Business Law 5th ed (Pearson 2020)

Teaching Periods

Quarter 1

Online

Online

Subject Contact Sam Hossain ([https://directory.westernsydney.edu.au/search/name/Sam Hossain/](https://directory.westernsydney.edu.au/search/name/Sam%20Hossain/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS7009_22-Q1_ON_O#subjects)

Sydney City Campus Quarter 1

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS7009_22-SQ1_SC_D#subjects)

Quarter 3

Parramatta City - Macquarie St

Day

Subject Contact Sam Hossain ([https://directory.westernsydney.edu.au/search/name/Sam Hossain/](https://directory.westernsydney.edu.au/search/name/Sam%20Hossain/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS7009_22-Q3_PC_D#subjects)

LAWS 7010 Company Law

Credit Points 10

Legacy Code 200433

Coordinator John Chellew ([https://directory.westernsydney.edu.au/search/name/John Chellew/](https://directory.westernsydney.edu.au/search/name/John%20Chellew/))

Description This unit mainly deals with legal issues concerning various aspects of companies: incorporation, regulation, membership and capital, company management, corporate officers, meetings, relations of the company with outsiders, accounts, reports and other disclosures, arrangements and reconstruction, receivers and winding up, and share acquisition and takeovers. It also considers public policy issues underlying the law in the above areas. Other forms of business organisation, such as partnership, trusts and sole traders, are also dealt with.

School Law

Discipline Business and Commercial Law

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) LAWS 7009

Equivalent Subjects LGYA 8939 - Company Law (PG)

Restrictions

Students must be enrolled in a postgraduate Business program or in program 3748 Master of Information Governance. Students wishing

to take this subject as an elective need approval from the Academic program Advisor.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Recognise the basic principles of company law.
2. Describe the practical operation of a scheme of corporate regulation in the Australian federal system.
3. Recognise how the statutory regime of corporate regulation intersects with common law and equitable developments.
4. Appraise some of the criticisms of current corporate law in the wider context, for example globalisation, and also be familiar with public policy issues in this area.
5. Apply his or her understanding of company law concepts to analysing and solving practical problems.

Subject Content

1. Various forms of business organisations.
2. Company as a form of business organisation - evolution, types, sources of law, regulatory framework.
3. Registration of a company, pre-registration activities.
4. Dealings with outsiders and liability.
5. Internal management rules, management of a company - Board of Directors and general meeting.
6. Duties of Directors and consequences of breach of duty.
7. Shareholder remedies.
8. Capital and fundraising.
9. Record keeping, disclosures and audit.
10. External administration - receivership, administration and winding up.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short Answer	72 Hours	30	N	Individual
Quiz	30 minutes each (marked online, each worth 5 marks, the best 4/5 will count)	20	N	Individual
Final Exam	2 hours	50	N	Individual

Prescribed Texts

- Jason Harris, Anil Hargovan and Michael Adams, Australian Corporate Law (LexisNexis Butterworths, 6th ed, 2018)
- Australian Corporations Legislation 2020 -(LexisNexis, Student Edition, 2020)

Teaching Periods

Quarter 2

Parramatta City - Macquarie St

Evening

Subject Contact John Chellew ([https://directory.westernsydney.edu.au/search/name/John Chellew/](https://directory.westernsydney.edu.au/search/name/John%20Chellew/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS7010_22-Q2_PC_E#subjects)

Sydney City Campus Quarter 2

Sydney City

Day

Subject Contact Neelam Goela ([https://directory.westernsydney.edu.au/search/name/Neelam Goela/](https://directory.westernsydney.edu.au/search/name/Neelam%20Goela/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS7010_22-SQ2_SC_D#subjects)

Quarter 4

Parramatta City - Macquarie St

Evening

Subject Contact John Chellew ([https://directory.westernsydney.edu.au/search/name/John Chellew/](https://directory.westernsydney.edu.au/search/name/John%20Chellew/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS7010_22-Q4_PC_E#subjects)

LAWS 7011 Contemporary Issues in Taxation

Credit Points 10

Legacy Code 200872

Coordinator Tenille Buttigieg ([https://directory.westernsydney.edu.au/search/name/Tenille Buttigieg/](https://directory.westernsydney.edu.au/search/name/Tenille%20Buttigieg/))

Description This unit is designed to increase student knowledge of the Australian taxation law, including capital gains provisions in the income tax legislation. Students will learn how to apply the professional guidelines for tax agents and offer practical advice to clients about their responsibilities and obligations under the law. For example, advice scenarios and potential outcomes with respect to tax evasion and/or avoidance behaviour by clients, incapacity planning contexts, wealth transfer and small business concessions. Student actions and advice will be supported, tested and challenged through a range of case studies, hypothetical client contexts and simulated online examples.

School Law

Discipline Taxation Law

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) LAWS 7031

Restrictions

Students must be enrolled in 2671/2770 Master of Commerce (Financial Planning), 2690 Graduate Certificate in Commerce (Financial Planning), 2793 Master of Financial Planning, 2794 Graduate Diploma in Financial Planning, 2807 Master of Stockbroking and Financial Advising or 2824 Master of Laws.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Write advice, demonstrating the relevance of taxation law in complex problem scenarios, effectively and appropriately, displaying clear and logical structure.
2. Apply knowledge of taxation law to analyse and solve complex practical problems and recommend appropriate courses of action.

Subject Content

- Ethical and professional responsibilities of tax agents including obligations under the Tax Agent Services Act 2009 and the Tax Agent Services Regulations 2009.
- Tax avoidance versus Tax evasion
- Anti-Tax avoidance provisions, both specific and general. alienation of personal services income
- The key aspects of taxes that extend The ordinary income Tax base and relevant taxation obligations
- capital Gains Tax and concessions, including small business concessions
- taxation of estates / wealth transfer/ Marriage breakdown
- Incapacity planning: capital Gains Tax
- taxation in financial planning
- effects of taxation on particular financial products
- effects of taxation on financial strategies of individuals and entities

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short Answer	1,000 words	25	N	Individual
Professional Task	1,000 words	25	N	Individual
Final Exam	2 hours	50	Y	Individual

Prescribed Texts

- Robert Deutsch et al, Australian Tax Handbook (Thomson Reuters, 2021)
- Dale Pinto, Kerrie Sadiq, Keith Kendall, Fundamental Tax Legislation (Thomson Reuters, 2021)

Teaching Periods

Quarter 4

Online

Online

Subject Contact Tenille Buttigieg ([https://directory.westernsydney.edu.au/search/name/Tenille Buttigieg/](https://directory.westernsydney.edu.au/search/name/Tenille%20Buttigieg/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS7011_22-Q4_ON_O#subjects)

LAWS 7013 Global Governance and Sustainability

Credit Points 10

Legacy Code 200903

Coordinator John Juriansz ([https://directory.westernsydney.edu.au/search/name/John Juriansz/](https://directory.westernsydney.edu.au/search/name/John%20Juriansz/))

Description This unit examines how the globalisation of financial markets, relaxation of investment restrictions and liberalisation of the goods and services markets have impacted on the traditional role played by the State and by international organisations on the one hand, and in the increase in power and influence of multinational corporations (State owned or otherwise), private foundations and private interest groups on the other. Examined in this context is the retreat of the State in its role as a regulator of activity and an increase in reliance on private enterprise to provide services as well as the infrastructure needs to the community, in some countries defence and ancillary needs, as well as the adoption of extra judicial dispute settlement processes in resolving disputes between its nationals and non-nationals. These developments have seen the emergence of a wide array of non-governmental actors as providers, arbiters, and countervailing forces providing voice. All of these developments raise issues of accountability, responsibility, transparency, as well as legitimacy.

School Law

Discipline Law

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) LAWS 7027

Restrictions

Students must be enrolled in 2824 Master of Laws, 2784 or 2810 Master of Laws (International Governance).

Assumed Knowledge

Completed a law degree (Bachelor of Laws or Juris Doctor) or equivalent in any jurisdiction.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of recent developments in governance from more than one international legal jurisdiction.
2. Recognise and apply the requirements of professional standards and ethical conduct relevant to the legal and business communities both domestically and internationally.
3. Apply legal principles and skills associated with established [legal and philosophical frameworks] to investigating [and solving] complex legal problems.
4. Justify and interpret theoretical propositions, theoretical methodologies and professional decision making processes within an ethical and values-based context.
5. Critically analyse relevant global governance theory within the context of contemporary legal practice, drawing support from a range of legal and non-legal sources.
6. Integrate theoretical and practical knowledge to critically analyse and solve complex practice oriented legal problems.

Subject Content

1. Traditional Institutions following World War II, including the UN, IMF, IBRD, WTO
2. Impact of Globalisation, including Free Trade, WTO, FTAs
3. The power and impact of Financial Institutions and extra judicial resolution of trade and investment disputes

4. The role of State power in the face of globalisation
5. Varieties of capitalism and their impact
6. Socialism with Chinese characteristics: Free markets and strong central political control
7. Emergence of social, political, and economic institutions
8. Local and global culture in the midst of globalisation
9. Addressing some current concerns, such as money laundering and tax avoidance (profit shifting, tax havens and avoidance legislation)
10. The international financial system after the Global Financial Crisis
11. Democracy, Free markets, and One-party Rule: Social, economic, and political outcomes
12. The end of History: Convergence, Divergence, and the competition for ideas

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
1. Class presentation	20 minutes	20	N	Individual
2. Research assignment, including a literature review for dissertation.	5,000 words	80	N	Individual

Prescribed Texts

- Karns, Mingst, and Stiles, *International Organizations* (Riener, 3rd edn., 2015), hereafter referred to as Karns et al
- Milberg and Winkler, *Outsourcing Economics* (Cambridge UP, 2013), hereafter referred to as Milberg et al

Teaching Periods

LAWS 7014 Human Rights in Practice and Theory

Credit Points 10

Legacy Code 200953

Coordinator Catherine Renshaw ([https://directory.westernsydney.edu.au/search/name/Catherine Renshaw/](https://directory.westernsydney.edu.au/search/name/Catherine%20Renshaw/))

Description This unit examines the place of regional human rights systems in the global architecture of human rights. Concepts of universalism, relativism and the 'Asian values' debate are examined. The record of human rights treaty ratification and compliance in Asia and the Pacific is examined within the context of the international treaty system as well as the ASEAN regional human rights regime. The development and implementation of international and domestic human rights protections in criminal law, constitutional law and institutional construction are examined across the region.

School Law

Discipline Business and Commercial Law

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

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

Assumed Knowledge

Knowledge such as is gained through completion of a law degree (Bachelor of Laws or Juris Doctor) or equivalent in any jurisdiction.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate mastery of theoretical knowledge of how human rights are protected at the domestic, regional and international levels in the countries of Asia and the Pacific.
2. Demonstrate an advanced and integrated understanding from a range of disciplines to evaluate how different philosophical, religious and cultural traditions in Asia and the Pacific relate to the international law of human rights.
3. Demonstrate mastery of knowledge to critically evaluate and analyse the effectiveness of different mechanisms and institutions for the protection and promotion of human rights in Asia and the Pacific.
4. Integrate theoretical and practical knowledge to develop and present coherent arguments about complex human rights issues.
5. Demonstrate a highly developed ability to communicate analysis effectively in a variety of appropriate scholarly and professional formats.
6. Ethically and accurately reference (using the Australian Guide to Legal Citation) legal information from a range of domestic and international primary and secondary sources.

Subject Content

1. The global architecture of human rights.
2. Universalism, relativism and the "Asian values" debate.
3. Regional human rights systems in the global order.
4. Human rights and international criminal law: the arc of justice from Tokyo to Phnom Penh.
5. Implementation of international human rights at the state level.
6. National Human Rights Institutions - Protectors or Pretenders?
7. Protection of Human Rights in Communist states: China and Vietnam.
8. Human rights under military dictatorships: Myanmar (Southeast Asia) Fiji (the Pacific) North Korea (North Asia).
9. The role of civil society in the promotion and protection of human rights.
10. Australia and New Zealand: Middle Powers and the politics of human rights persuasion.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Class Presentation	20 minutes	20	N	Individual
Research Assignment	5,000 words	80	N	Individual

Prescribed Texts

- Readings and materials will be provided on vUWS.

Teaching Periods

LAWS 7015 Information and Data Governance Law and Policy

Credit Points 10**Legacy Code** 200958

Coordinator Thillagavathy Rajaretnam (<https://directory.westernsydney.edu.au/search/name/ThillagavathyRajaretnam/>)

Description This unit focuses on the right to privacy and examines the legal framework for information privacy protection and data governance that are established by both international and domestic law and regulation. This unit introduces students to the theoretical approaches to information privacy and data governance law and policy. In particular, the unit focuses on the European Union Directives and Regulation; the OECD Guidelines for the Protection of Privacy and Trans Border Flows of Personal data and the impact of international laws and regulation on information privacy and data governance regulation and policy in Australia. The unit explores some of the challenges in providing effective information privacy protection and data governance in cyberspace as existing laws adapt to new and advanced information technological developments and their use.

School Law**Discipline** Law, Not Elsewhere Classified.**Student Contribution Band** HECS Band 4 10cp**Level** Postgraduate Coursework Level 7 subject**Restrictions**

Students must be enrolled in 2824 Master of Laws, 2810 Master of Laws (International Governance), 2826 Juris Doctor, 3748/3779 Master of Information Governance, 3775 Graduate Diploma in Information Governance, 3774 Graduate Certificate in Information Governance, 3698 Master of Information and Communication Technology (Advanced) or 3699 Master of Information and Communication Technology. Admission is by invitation only.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate the legal issues that arise from the use of information technologies in cyberspace;
2. Critically analyse the current international and national legal framework and policy for information privacy and data governance laws and regulation to related legal issues;
3. Effectively use critical thinking and research to resolve legal issues related to information and data governance in oral and/or written forms.

Subject Content

- introduction to international and national approaches to, and policies in, Privacy protection and data Governance
- information and data Governance legal frameworks in The European union and in Australia
- The impact of international and national laws and regulation on Privacy and data Governance policies

- The challenges for international and national regulators and data collectors in providing adequate and effective information protection and data Governance laws and regulation in cyberspace

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	30 minutes	20	N	Group
Essay	750 words	15	N	Group
Essay	1,250 words	20	N	Individual
Essay	2,000 words	45	N	Individual

Prescribed Texts

- Evan Selinger, Jules Polonetsky and Omer Tene (Eds), The Cambridge Handbook of Consumer Privacy (Cambridge University Press, 2018).

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Thillagavathy Rajaretnam (<https://directory.westernsydney.edu.au/search/name/ThillagavathyRajaretnam/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS7015_22-AUT_PS_D#subjects)

LAWS 7016 International Banking and Finance Law

Credit Points 10**Legacy Code** 200948

Coordinator John Juriansz (<https://directory.westernsydney.edu.au/search/name/JohnJuriansz/>)

Description This unit is set in the background of the aftermath of the Global Financial Crisis of 2008. It examines the role of financial institutions, financial instruments, financial regulators, and national and international regulatory efforts in a borderless world. Topics covered include: international banking and capital markets, infrastructure of financial markets including the payment and clearance system, derivative instruments (SWAPS, futures, and Options), Asset securitisation, Mutual and Hedge Funds, secured credit, syndicated loans and project financing, and the role of Central Banks and the Bank for International Settlements and the capital adequacy requirements.

School Law**Discipline** Law**Student Contribution Band** HECS Band 4 10cp**Level** Postgraduate Coursework Level 7 subject**Restrictions**

Students must be enrolled in program 8083 Bachelor of Research Studies, 8084 Master of Research - HC, 8085 Master of Research - LC or a postgraduate program from the School of Law. Students enrolled in other programs must obtain permission to enrol in this subject.

Assumed Knowledge

Students must have completed a law degree (Bachelor of Laws or Juris Doctor) or equivalent in any jurisdiction, including specific knowledge of Contracts Law, Corporations Law, Commercial Law and Property Law.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate comprehensive knowledge of the field and explain, identify and critically evaluate the key concepts, policies and issues on defined topics.
2. Apply an understanding of the relevant legal concepts and aspects of policy analysis to analyse and solve practical problems and theoretical legal issues in a clear, logical and effective way.
3. Write policy based position papers on issues relating to banking and finance, and bank and financial services regulation.

Subject Content

1. Infrastructure of Financial Markets.
2. A study of financial markets: US, EU, China and Japan.
3. Bank Capital Adequacy requirements.
4. Payment systems and alternatives.
5. Financial instruments: Derivatives, Futures and Options, SWAPS, Asset securitisation.
6. Mutual and Hedge Funds.
7. Syndicated loans, project financing, and emerging markets debt.
8. Alternative Payment and Settlement Systems.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Class Presentation	Ongoing	20	N	Individual
Research Assignment	5,000 words	80	N	Individual

Prescribed Texts

- Scott, Hal S and Anna Gelpern, *International Finance: Transactions, Policy, and Regulation* (Foundation Press, 20th ed, 2014)

Teaching Periods

LAWS 7017 International Climate Change Law

Credit Points 10

Legacy Code 200949

Coordinator John Juriansz ([https://directory.westernsydney.edu.au/search/name/John Juriansz/](https://directory.westernsydney.edu.au/search/name/John%20Juriansz/))

Description This unit examines the current international legal frameworks and discussion of future climate change scenarios. It

will explore the legal, political and scientific challenges in addressing and responding to climate change. It will illustrate how international climate change law interacts with national law, including private sector involvement, but its principal focus is not on domestic law regimes. Market and non-market mechanisms such as emission trading systems, carbon taxes, new technologies and renewable energy targets will be examined.

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) LAWS 7027

Restrictions

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

Assumed Knowledge

Students must have completed law degree (Bachelor of Laws or Juris Doctor) or equivalent in any jurisdiction.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate mastery of knowledge to critically evaluate the global legal frameworks underpinning climate change law and demonstrate an understanding of key international climate change initiatives and their implementation.
2. Demonstrate mastery of knowledge to apply the concepts and principles of international climate change law to issues involving mitigation and adaptation.
3. Integrate theoretical and practical knowledge to undertake independent research and analysis to produce a written essay demonstrating an understanding of international climate law in a defined context that is clear, analytical, appropriately structured and referenced.

Subject Content

1. The role of law in responding to climate change.
2. The science and economics of climate change.
3. The International Climate Change Framework.
4. UNFCCC and the Kyoto Protocol - Flexibility Mechanisms - Compliance - Post Copenhagen and Paris Conference of Parties.
5. Australia's legislative response to climate change - emissions trading - carbon taxes - renewable energy targets.
6. Climate Law in developed and developing countries - common but differentiated responsibilities.
7. Mitigation and Adaptation.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Class Participation - Oral Presentation	Individual task - oral presentation - scheduled throughout term	20	N	Individual
Research Assignment	5,000 words	80	N	Individual

Prescribed Texts

- Prescribed materials will be available on vUWS.

Teaching Periods

LAWS 7018 International Corporate Governance

Credit Points 10

Legacy Code 200902

Coordinator John Juriansz ([https://directory.westernsydney.edu.au/search/name/John Juriansz/](https://directory.westernsydney.edu.au/search/name/John%20Juriansz/))

Description The unit studies the evolution and transformation of the concept of corporate governance over the last five decades. Its focus is on the role of the large modern corporation in its economic and social setting, and it will in this context examine the challenges of ensuring the economic efficiency of the corporation while being responsive to the needs of the social environment it operates in. Examined will be issues of accountability, responsibility, and transparency of the corporation and its managers, to its investors, employees, consumers and society generally, the role of corporate social responsibility, enlightened shareholder value, and the notion of Accountable Capitalism. Also examined will be the role and responsibility of institutional investors, block holders, and other arbitrageurs of corporate control. While the primary focus of the study will be on the Australian, UK, and US models, comparisons will also be made with the German, Japanese, and Chinese systems of corporate governance.

School Law

Discipline Law

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) LAWS 7027

Restrictions

Students must be enrolled in 2824 Master of Laws, 2784 or 2810 Master of Laws (International Governance).

Assumed Knowledge

Completed a law degree (Bachelor of Laws or Juris Doctor) or equivalent in any jurisdiction.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse domestic and international laws with respect to corporate governance.

2. Interpret and communicate knowledge to present a coherent and sustained argument in relation to an issue of contemporary corporate governance.
3. Critically evaluate theoretical and practical corporate governance issues to solve complex legal problems using legal and non-legal sources.
4. Analyse and evaluate contemporary issues affecting the governance of the modern corporation in a globalised financial market and regulatory system.

Subject Content

1. The economic theory of the firm: Australian, US and UK approaches compared and contrasted with the German and Japanese models.
2. The legal theory of the firm: Australian, US, UK approaches compared to the German and Japanese models.
3. The received legal theory of the firm.
4. The role of Audit, Risk Management and Remuneration committees.
5. The role of Institutional shareholders and Institutional shareholder committees.
6. The impact of codes of corporate governance and ethical conduct.
7. Markets (Australia, US and UK) versus Managed (German and Japanese) governance.
8. Stakeholders and shareholders and the political economy of corporations law.
9. The struggle for control and dominance of the modern corporation within and outside of the board in the context of the globalised financial market.
10. Global financial markets and regulatory system.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Class Presentation	20 minutes	20	N	Individual
Research Assignment, including a literature review for dissertation	5,000 words	80	N	Individual

Prescribed Texts

- Du Plessis, Jean Jacques, Anil Hargovan and Jason Harris, Principles of Contemporary Corporate Governance (Cambridge University Press, 4th ed, 2018)
- Austin, Robert and Ian Ramsay, Ford's Principles of Corporations Law (LexisNexis:Butterworths 16th ed, 2014).
- Clarke, Thomas, International Corporate Governance: A Comparative Approach (Rutledge, 2007).

Teaching Periods

LAWS 7019 International Criminal Law and Justice

Credit Points 10

Legacy Code 200962

Coordinator Manuel Ventura ([https://directory.westernsydney.edu.au/search/name/Manuel Ventura/](https://directory.westernsydney.edu.au/search/name/Manuel%20Ventura/))

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

School Law

Discipline International Law

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 8083 Bachelor of Research Studies/ Master of Research, 8084/8085 Master of Research, 2824 Master of Laws, 2784 or 2810 Master of Laws (International Governance) or 2826 Juris Doctor.

Assumed Knowledge

Bachelor of Laws or equivalent qualification.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate fundamental principles of international criminal law, including an understanding of the issues involved in the regulation of international crimes;
2. Critically analyse and evaluate the principal institutions of the international criminal legal system;
3. Analyse and evaluate the major differences between international and national law in dealing with acts that constitute international crimes;
4. Assess the major challenges to, weaknesses and effectiveness of, the international criminal law and the international criminal legal system;
5. Apply principles of international criminal law and justice to contemporary issues by problem solving.

Subject Content

- evolution and structure of international criminal Law and legal system
- sources of international criminal Law and justice
- fundamental principles of international criminal Law and justice
- Substantive Crimes
- establishment of international criminal tribunals
- International Tribunals: the Nuremberg and Tokyo Trials, the United Nations ad hoc Tribunals (Former Yugoslavia/Rwanda), other International(ised) Tribunals
- The international criminal court, Jurisdiction and procedural Issues
- international v national Jurisdiction
- Immunity from Jurisdiction
- Punishment under international criminal Law and The function and role of Truth Commissions

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Class Participation	Ongoing	10	N	Individual
Essay	3,000 words	45	N	Individual
Research Assignment	4,500 words	45	N	Individual

Prescribed Texts

- Cryer, R, D Robinson and S Vasiliev, *An Introduction to International Criminal Law and Procedure* (Cambridge University Press, 4th ed, 2019)

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Manuel Ventura ([https://directory.westernsydney.edu.au/search/name/Manuel Ventura/](https://directory.westernsydney.edu.au/search/name/Manuel%20Ventura/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS7019_22-SPR_PS_D#subjects)

LAWS 7020 International Environmental Law and Policy

Credit Points 10

Legacy Code 200907

Coordinator Beatriz Garcia De Oliveira ([https://directory.westernsydney.edu.au/search/name/Beatriz Garcia De Oliveira/](https://directory.westernsydney.edu.au/search/name/Beatriz%20Garcia%20De%20Oliveira/))

Description This unit provides an overview of international environmental law and policy. It investigates legal and policy measures for managing and protecting the environment in a sustainable manner. The unit will begin by exploring the economic, political, and legal concepts relevant to international environmental legal regimes. It will then apply these concepts to concrete regimes designed to deal with specific international environmental problems, such as climate change, ozone depletion, air pollution, hazardous waste, freshwater resources, marine pollution, world heritage, human rights, biodiversity and habitat loss. The unit focuses principally on the dynamic of treaties, negotiations, and state and non-state actors in the international arena. Special attention will be given to 21st Century environmental problems. Appropriateness of the present environmental legal regimes and challenges for the future will also be mooted in the unit.

School Law

Discipline International Law

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

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

Assumed Knowledge

Bachelor of Laws or equivalent qualification.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of the fundamental principles and concepts relating to the protection and preservation of the global environment.
2. Critically evaluate principal institutions and operation of the international legal system and demonstrate understanding of key actors, sources of law and dispute resolution processes.
3. Apply international environmental management principles and concepts to contemporary environmental issues and in problem solving.
4. Undertake independent research and analysis that demonstrates an understanding of the application of international environmental law in a defined context, that is clear, analytical and appropriately structured and referenced.
5. Make some assessment of where international environmental law and policy can be expected to develop in the future.

Subject Content

Sources and Development of International Environmental Law and Policy
 International Environmental Management Principles and Concepts
 The Changing Nature of International Environmental Law and Policy
 The Role of International Institutions
 Climate Change Regime
 Ozone Depletion Regime
 International Control of Hazardous Waste
 State Responsibility
 Marine Environment
 Control of Marine Pollution
 International Watercourses
 Protection of the Polar Regions
 Conservation of Biodiversity
 Protection of Cultural and Natural Heritage
 Human Rights and Environment
 Trade and Environment
 Strengths and Weaknesses of International Environmental Regimes

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	20 minutes	15	N	Individual
Oral Presentation	30 minutes (20 mins for presentation, 10 mins for Q&A)	40	N	Individual
Research Report	2000 words (72 hours)	40	N	Individual

Professional Task	1000 words (72 hours)	5	N	Individual
----------------------	--------------------------	---	---	------------

Prescribed Texts

- Phillipe Sands and Jacqueline Peel, Principles of International Environmental Law (Cambridge University Press, 3rd Ed, 2012)
- Phillipe Sand and Jacqueline Peel, Principles of International Environmental Law (Cambridge University Press, 4th ed, 2018)

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Beatriz Garcia De Oliveira ([https://directory.westernsydney.edu.au/search/name/Beatriz Garcia De Oliveira/](https://directory.westernsydney.edu.au/search/name/Beatriz%20Garcia%20Oliveira/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS7020_22-SPR_PS_D#subjects)

LAWS 7021 International Governance Dissertation

Credit Points 10

Legacy Code 200904

Coordinator Azadeh Dastyari ([https://directory.westernsydney.edu.au/search/name/Azadeh Dastyari/](https://directory.westernsydney.edu.au/search/name/Azadeh%20Dastyari/))

Description This unit comprises the preparation of a research dissertation, of between 6,000 to 8,000 words, on a novel and/or in-depth study related to International Governance. The unit provides an opportunity for Master of Laws students to further develop and refine their legal research and writing skills and to explore and analyse a legal topic of international governance. It also requires the student to undertake a literature review, submission of a research proposal, upon acceptance of which the dissertation is written under supervision. The dissertation should be of sufficient quality for acceptance for publication in the online Journal of International Governance, hosted by WSU School of Law.

School Law

Discipline Law

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) LAWS 7027

Co-requisite(s) LAWS 7018 AND LAWS 7013

Restrictions

Students must be enrolled in 2824 Master of Laws, 2784 Master of Laws (International Governance) or 2810 Master of Laws (International Governance).

Assumed Knowledge

Completed a law degree (Bachelor of Laws or Juris Doctor) or equivalent in any jurisdiction.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of domestic and international laws in respect to corporate governance.
2. Demonstrate an understanding of recent developments in governance from more than one international legal jurisdiction.
3. Interpret and communicate knowledge to present a coherent and sustained argument to their area of specialty, the legal profession and broader society.
4. Use cognitive, technical and legal skills to investigate complex legal problems and apply established concepts and theories to different bodies of knowledge.
5. Demonstrate mastery of knowledge to critically reflect and analyse relevant theory within the legal profession from a broad range of legal and non-legal sources.
6. Demonstrate creativity and initiative to new situations in professional practice and for further learning in different jurisdictions (different legal systems).
7. Integrate theoretical and practical knowledge to critically analyse and solve complex legal problems, which can be inter-disciplinary in professional practice.
8. Demonstrate a high level of awareness of practices that lead to autonomy and accountability as a public or private lawyer working for government, NGO, or corporation or private practice.

Subject Content

1. Selection of a specific topic of study on international governance, as agreed by the subject coordinator, the student and the supervisor.
2. A unique problem, involving a literature review, appropriate methodology and submission to potentially change the law or frameworks of international governance, in respect of a particular jurisdiction.
3. Preparation for publication. The dissertation, of between 6,000 and 8,000 words should be publishable in the online Journal of International Governance, hosted by the WSU, School of Law.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Thesis - Research Dissertation	6,000 to 8,000 words	100	N	Individual

Prescribed Texts

- Hutchinson, Terry; "Research and writing in Law" Thomson Reuters: Lawbook Co, 3rd edn 2010 The Thesis must be referenced in accordance with the Melbourne University Law Review Association, Australian Guide to Legal Citation (Melbourne University Law Review Association Inc, 3rd ed, 2010). Electronically at: <http://mulr.com.au/AGLC3.pdf> or as a book.

Teaching Periods

Spring

Parramatta - Victoria Rd

Weekend

Subject Contact Azadeh Dastyari ([https://directory.westernsydney.edu.au/search/name/Azadeh Dastyari/](https://directory.westernsydney.edu.au/search/name/Azadeh%20Dastyari/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS7021_22-SPR_PS_W#subjects)

Day

Subject Contact Azadeh Dastyari ([https://directory.westernsydney.edu.au/search/name/Azadeh Dastyari/](https://directory.westernsydney.edu.au/search/name/Azadeh%20Dastyari/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS7021_22-SPR_PS_D#subjects)

LAWS 7022 International Human Rights Law

Credit Points 10

Legacy Code 200961

Coordinator Robert Mezyk ([https://directory.westernsydney.edu.au/search/name/Robert Mezyk/](https://directory.westernsydney.edu.au/search/name/Robert%20Mezyk/))

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

School Law

Discipline International Law

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate the fundamental norms of international human rights law, including the provisions of the principal human rights instruments and important jurisprudence of relevant human rights bodies;
2. Evaluate the principal human rights-related institutions;
3. Explain the effectiveness of their procedures at the international level for the protection and promotion of human rights;
4. Critically analyse and assess the major (non-legal) challenges to international human rights law;
5. Apply human rights principles in negotiations and problem solving.

Subject Content

1. Historical and philosophical foundations of human rights
2. Challenges to traditional conceptions of human rights
3. International human rights norms and institutions
4. Regional human rights systems
5. Human rights protection at the national level
6. The human rights treaty monitoring system
7. Case studies of human rights interventions on specific issues, which might include: asylum seekers; indigenous peoples; human trafficking; children's rights; rights of women; peace and security
8. Case studies of human rights interventions in specific countries, which might include Australia, New Zealand, Afghanistan, South Sudan, Timor Leste, Myanmar, Russia

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	20 minutes	20	N	Individual
Professional Task	1,200 words	35	N	Individual
Essay	3,000 words	45	N	Individual

Prescribed Texts

- Daniel Moeckli, *International Human Rights* (Oxford University Press, 4th ed, 2022)

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Robert Mezyk ([https://directory.westernsydney.edu.au/search/name/Robert Mezyk/](https://directory.westernsydney.edu.au/search/name/Robert%20Mezyk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS7022_22-SPR_PS_D#subjects)

LAWS 7025 International Law of Ocean Governance

Credit Points 10

Legacy Code 200951

Coordinator Robin Bowley ([https://directory.westernsydney.edu.au/search/name/Robin Bowley/](https://directory.westernsydney.edu.au/search/name/Robin%20Bowley/))

Description This unit examines the rules regulating the principle uses of the world's oceans. It explores the historical development and sources of contemporary law of the sea and the adoption of the 1982 Convention on the Law of the Sea (UNCLOS). Legal regimes of various maritime zones including territorial sea and contiguous zone, continental shelf, the exclusive economic zone and the high seas will be studied. Various sources of marine pollution, fisheries, marine scientific research, maritime spatial planning, maritime safety and security, mining of deep sea beds and dispute settlement will also be explored in this unit.

School Law

Discipline International Law

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

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

Assumed Knowledge

Knowledge of law as contained in a law degree (Bachelor of Laws or Juris Doctor) or equivalent in any jurisdiction, including specific knowledge of Contracts Law, Corporations Law, Commercial Law and Property Law.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate mastery of theoretical knowledge of the relevant international law and policy affecting the oceans and to reflect critically on theory and professional practice.
2. Demonstrate an advanced and integrated understanding of various maritime zones in terms of oceans governance and the present status of the law of the sea.
3. Evaluate complex ideas and concepts at an abstract level to apply knowledge and understanding in making an assessment of where the law of the sea can be expected to develop in the future.
4. Integrate theoretical and practical knowledge to critically analyse practical fact situations, locate and apply the relevant legal norms to them.

Subject Content

1. The evolution of Oceanic Law.
2. Importance of Sustainable Ocean Governance.
3. Baselines and Regimes of Internal Waters.
4. The Territorial Sea and Contiguous Zone.
5. Special Passage Regimes: International Straits and Archipelagos.
6. The Exclusive Economic Zone and High Seas.
7. The Continental Shelf: Principles of Maritime Delimitation.
8. Marine Pollution.
9. Fisheries.
10. Marine Scientific Research.
11. Maritime Spatial Planning System.
12. Maritime Safety and Security.
13. Mining of Deep Sea Beds and Common Heritage of Mankind.
14. Dispute Settlement.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	20 minutes	20	N	Individual
Essay	5,000 words	80	N	Individual

Prescribed Texts

- Donald R Rothwell and Tim Stephens, *The International Law of the Sea* (Hart Publishing, 2nd ed, 2016)

Teaching Periods

Autumn

Parramatta - Victoria Rd

Weekend

Subject Contact Robin Bowley ([https://directory.westernsydney.edu.au/search/name/Robin Bowley/](https://directory.westernsydney.edu.au/search/name/Robin%20Bowley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS7025_22-AUT_PS_W#subjects)

LAWS 7026 International Space Law - Commercial Aspects

Credit Points 10

Legacy Code 200963

Coordinator Steven Freeland ([https://directory.westernsydney.edu.au/search/name/Steven Freeland/](https://directory.westernsydney.edu.au/search/name/Steven%20Freeland/))

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

School Law

Discipline International Law

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Incompatible Subjects LAWS 3068 - Space Law – Commercial Aspects

Restrictions

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

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Assess key elements of the Australian legal framework as they relate to space law.
2. Examine the evolution of the legal regime regulating the use and exploration of space.
3. Analyse the international treaties and United Nations Principles which regulate space activities.

4. Critically examine problems within the existing legal regime relating to the use of space to persuasively present oral arguments.

Subject Content

- legal Definition of space and The need for A legal regime for space
- The role of UNCOPUOS (United nations Committee on Peaceful uses of Outer space)
- Differentiating space Law and Air Law
- The space Treaties and The United nations principles
- Telecommunications and The Geostationary Orbit
- national regulation of launching Activities
- The space environment and The Problem of space debris
- space tourism and Traffic control Issues and Coordination with The regulation of Air travel
- financing and Insurance aspects of space Activities
- Exploitation of space resources
- Military uses of Outer space

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Class Participation	Ongoing	10	N	Individual
Presentation	20 minutes	25	N	Individual
Essay: Research Assignment	5,000 words	65	N	Individual

Teaching Periods

LAWS 7027 Legal Philosophy and Methodology

Credit Points 10

Legacy Code 200901

Coordinator Azadeh Dastyari ([https://directory.westernsydney.edu.au/search/name/Azadeh Dastyari/](https://directory.westernsydney.edu.au/search/name/Azadeh%20Dastyari/))

Description This unit introduces the idea that law is value laden and has a symbiotic relationship with the philosophical, social, political, and economic fabric of society. This unit equips postgraduate students with a solid understanding of theoretical and methodological approaches to studying law and encompasses essential aspects of the legal research process including accessing relevant sources, defining a research question, selecting appropriate research methodologies, and presenting a research project.

School Law

Discipline Law

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse legal theories and apply those to issues in international governance.
2. Evaluate complex issues in international governance.
3. Plan and undertake a research project on international governance.
4. Present research outcomes using highly developed written and oral communication skills.

Subject Content

1. Legal methodologies
2. International governance and legal philosophies, including theories of Law and Justice
3. Legal research

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Literature Review	1500 words	S/U	N	Individual
Proposal	500 words	S/U	N	Individual
Proposal	1500 words	S/U	N	Individual

Prescribed Texts

- Joli Jensen's *Write No Matter What: Advice for Academics* (University of Chicago Press, 2017)

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Azadeh Dastyari ([https://directory.westernsydney.edu.au/search/name/Azadeh Dastyari/](https://directory.westernsydney.edu.au/search/name/Azadeh%20Dastyari/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS7027_22-AUT_PS_D#subjects)

LAWS 7029 Migration Practice 2

Credit Points 10

Legacy Code 201004

Coordinator Jason Donnelly ([https://directory.westernsydney.edu.au/search/name/Jason Donnelly/](https://directory.westernsydney.edu.au/search/name/Jason%20Donnelly/))

Description This unit focuses on the practical processes involved in migration practice as a registered migration agent in Australia. The unit covers topics such as the interview consulting process with clients, the regime for lodging valid visa application (including the methods of lodgement and preparation procedures) and Freedom of Information requests and practical aspects of communicating with the Department. This unit also provides students with the opportunity to undertake a capstone practical training placement with a registered migration agent business. NOTE: All students must attend a mandatory onsite intensive one day workshop to address practical aspects of the Occupational Competency Standards of the department of Immigration and Border

Protection. Students must also undertake a five day Capstone Practical training Placement to gain professional experience in the migration agent industry.

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) LAWS 7007 AND
LAWS 7003 AND
LAWS 7004

Co-requisite(s) LAWS 7005 AND
LAWS 7028 OR
LAWS 7036

Incompatible Subjects LGYA 4914 - Migration Law in Practice

Restrictions

Must be enrolled in 2803 Graduate Diploma in Australian Migration Law.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Conduct the interview consulting process between a migration agent and prospective client and migration agent and client.
2. Prepare, review and lodge visa applications.
3. Assist with the provision of immigration assistance and migration client files.
4. Interact with the Department of Immigration and Border Protection, and examine the notification requirements that relate to migration agents.
5. Conduct a safe, caring, ethical and professional practice required by a migration agent.
6. Reflect on self-practice for professional development.

Subject Content

The interview consulting process
Lodging applications
Freedom of Information requests
Visa application charges
Communicating with the Department
Capstone practical training placement.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task - Draft letter to DIBP on behalf of client in relation to migration problem scenario	800 words	10	N	Individual

Professional Task - Prepare paper-based visa application to address issues raised in migration problem scenario	3,000 words	30	N	Individual
Capstone Practical Training Placement	5 days	30	N	Individual
Reflection	1,500 words	30	N	Individual

Teaching Periods

LAWS 7030 Principles of International Law

Credit Points 10

Legacy Code 200964

Coordinator Manuel Ventura ([https://directory.westernsydney.edu.au/search/name/Manuel Ventura/](https://directory.westernsydney.edu.au/search/name/Manuel%20Ventura/))

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

School Law

Discipline International Law

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

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

Assumed Knowledge

Bachelor of Laws or equivalent qualification.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the fundamental norms of public international law, significant customary international law principles and jurisprudence of relevant international Courts;
2. Evaluate the principal institutions of the international legal system and the principle 'sources' of law that they apply in resolving disputes;
3. Critically assess the major challenges to, and weaknesses and effectiveness of, public international law;

4. Apply fundamental principles of public international law to contemporary issues and in problem solving;
5. Produce clear, well structured, appropriately referenced, critical analysed arguments about salient points of international law.

Subject Content

The Nature and Development of International Law
 The Structure of the International Legal System
 Sources of International Law and The Law of Treaties
 International Law and Municipal Law
 Personality, Statehood and Recognition
 Title to Territory and State Jurisdiction
 Immunity from Jurisdiction and State Responsibility
 Legal Regulation of the Use of Force by States
 Specific Areas of International Law
 Peaceful Settlement of International Disputes

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Participation		10	N	Individual
Essay	3,000 words	45	N	Individual
Essay	4,000 words	45	N	Individual

Prescribed Texts

- Rothwell, DR et al, International Law: Cases and Materials with Australian Perspectives (Cambridge University Press, 3rd ed, 2018).

Teaching Periods

Autumn

Parramatta - Victoria Rd

Evening

Subject Contact Manuel Ventura ([https://directory.westernsydney.edu.au/search/name/Manuel Ventura/](https://directory.westernsydney.edu.au/search/name/Manuel%20Ventura/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS7030_22-AUT_PS_E#subjects)

LAWS 7031 Principles of Taxation

Credit Points 10

Legacy Code 200869

Coordinator John Azzi ([https://directory.westernsydney.edu.au/search/name/John Azzi/](https://directory.westernsydney.edu.au/search/name/John%20Azzi/))

Description This unit provides an overview of the Australian taxation system as it affects the financial planning environment. Many financial planning decisions have a tax impact. Further, some financial products and much financial advice derive at least some of their value from their taxation consequences. Key topics covered include aspects of tax administration, tax planning concepts, the constitutional basis of taxation, assessable income concepts, international tax issues, the taxation of capital, allowable deductions and offsets, and taxation of such entities as partnerships, trusts, companies and shareholders. The course will also address other FBT taxes that impact the financial advice environment including the FBT and the GST.

School Law**Discipline** Taxation Law**Student Contribution Band** HECS Band 4 10cp**Level** Postgraduate Coursework Level 7 subject**Equivalent Subjects** LAWS 7032 - Revenue Law LGYB 3546 - Taxation Planning and Implications**Restrictions**

Students must be enrolled in a postgraduate Business program. Students wishing to take this subject as an elective need approval from the Academic program Advisor. Students in the 2689 Master of Professional Accounting, 2691 Master of Accountancy, 2793 Master of Financial Planning and 2794 Graduate Diploma in Financial Planning programs must have successfully completed 200432 Commercial Law (or equivalent unit) before undertaking this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and explain the key elements of the Australian Income Tax System and the key revenue law principles.
2. Apply the relevance of tax law information in decided taxation cases, effectively and appropriately, displaying clear understanding of how the case law and legislation are applied in solving tax law problems.
3. Apply their understanding of revenue law concepts to analysing and solving practical problems.

Subject Content

1. Aspects of tax administration
2. The Australian Taxation System
3. Concepts of Income
4. Capital Gain Tax
5. Allowable Deductions
6. Taxation of Partnerships and Trusts
7. Taxation of Companies and Shareholders
8. Tax Offsets and Rebates
9. Residence and Source
10. Fringe Benefits Tax
11. Goods and Services Tax
12. Taxation of Superannuation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	5 multiple choice X 5 marks	25	N	Individual
Essay	1,500 words	25	N	Individual
Final Exam	2 hours	50	Y	Individual

Prescribed Texts

- Sadiq, K et al, Principles of Taxation Law 2022 (Thomson Reuters, 2022)

Teaching Periods

Quarter 1

Online**Online****Subject Contact** James Paterson ([https://directory.westernsydney.edu.au/search/name/James Paterson/](https://directory.westernsydney.edu.au/search/name/James%20Paterson/))View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS7031_22-Q1_ON_O#subjects)

Quarter 3

Online**Online****Subject Contact** John Azzi ([https://directory.westernsydney.edu.au/search/name/John Azzi/](https://directory.westernsydney.edu.au/search/name/John%20Azzi/))View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS7031_22-Q3_ON_O#subjects)

LAWS 7032 Revenue Law (PG)

Credit Points 10**Legacy Code** 200397**Coordinator** Tenille Buttigieg ([https://directory.westernsydney.edu.au/search/name/Tenille Buttigieg/](https://directory.westernsydney.edu.au/search/name/Tenille%20Buttigieg/))

Description This unit concerns the study of the Australian taxation system. It will cover taxation of income from personal exertion, business and property, as well as the taxation of fringe benefits provided in the context of employment and the goods and services tax (popularly known as the GST). Lectures and tutorials cover the constitutional basis of taxation, income tax assessment and the concepts of income tax, allowable deductions, other federal and state taxes, taxation of business associations (partnerships, companies, trusts and primary producers), taxation accounting, administration and practice, taxation planning and avoidance.

School Law**Discipline** Law, Not Elsewhere Classified.**Student Contribution Band** HECS Band 4 10cp**Level** Postgraduate Coursework Level 7 subject**Pre-requisite(s)** LAWS 7009**Equivalent Subjects** LGYA 8940 - Revenue Law (PG) LAWS 7031 - Principles of Taxation**Restrictions**

Students wishing to take this subject as an elective need approval from the program Advisor and must be enrolled in a postgraduate Business or Law program.

Assumed Knowledge

200433 - Company Law (PG).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the key elements of the Australian Income Tax System and the Goods and Services Tax System;

2. Examine the relevance of tax law information in a decided taxation case, effectively and appropriately, how the case law and legislation are applied in solving tax law problems;
3. Apply their understanding of revenue law concepts to analysing and solving practical problems;
4. Use a range of research tools to locate and evaluate the quality, currency and relevance of legal information.

Subject Content

1. Introduction to Income Tax Law
2. Residence and Source
3. Income from Labour
4. Fringe Benefits Tax
5. Income from Business
6. Income from Property
7. Compensation principle
8. Capital Gains Tax
9. Allowable deductions
10. Allowable Deductions Specific Provisions
11. Capital Allowances
12. Tax Accounting
13. Trading Stock
14. Taxation of Partnerships
15. Taxation of Trusts
16. Taxation of Companies and Shareholders
17. International Taxation
18. Tax Administration
19. Overview of Goods and Services Tax

Prescribed Texts

- Sadiq, Kerrie et al, Principles of Taxation Law 2017 (Thomson Reuters, 2017)
- Pinto, Dale, Keith Kendall and Kerrie Sadiq, Fundamental Tax Legislation (Thomson Reuters, 25th ed., 2017)

Teaching Periods

LAWS 7033 Intellectual Property

Credit Points 10

Legacy Code 200980

Coordinator Sarah Hook ([https://directory.westernsydney.edu.au/search/name/Sarah Hook/](https://directory.westernsydney.edu.au/search/name/Sarah%20Hook/))

Description This subject provides an introduction and overview of the legal principles of intellectual property law in Australia. Students will consider the nature of intellectual property, the legal framework which contains it, and the ways in which it can be protected. The modules will cover the four major intellectual property regimes of trademarks, copyright, designs, and patents as well as issues relating to traditional knowledge of Aboriginal and Torres Strait Islander Peoples. Students will research the theoretical underpinnings of Intellectual Property Rights and whether they are fit for purpose in contemporary society.

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) Students enrolled in 2824 Master of Laws must have successfully completed the prerequisite subject LAWS 7027 Legal Philosophy and Methodology

Students enrolled in 2826 Juris Doctor must have successfully completed the prerequisite subject LAWS 7027 Legal Philosophy and Methodology and LAWS 7047 Contracts

Co-requisite(s) Students enrolled in 3748 Master of Information Governance must be enrolled in or have successfully completed the co-prerequisite subject LAWS 7009 Commercial Law

Incompatible Subjects LAWS 3032 Intellectual Property

Restrictions

Students must be enrolled in a postgraduate program

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine the fundamental principles of intellectual property law.
2. Apply principles of intellectual property law to complex factual circumstances or problems.
3. Communicate fundamental legal intellectual property advice creatively and accurately.
4. Apply research skills and critically evaluate the theoretical underpinnings of Intellectual Property

Subject Content

1. Overview of Intellectual Property Law
2. Copyright
3. Designs
4. Patents
5. Trademarks
6. Issues in relation to traditional knowledge for Indigenous Communities
7. Current developments and selected policy and/or international issues
8. Theoretical debates in Intellectual Property

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Poster	1 page	10	N	Individual
Report	1500 words	20	N	Individual
Essay	2500 words	30	N	Individual
Final Exam	Online- 2,000 words	40	N	Individual

Prescribed Texts

- Sam Ricketson, Megan Richardson, Mark Davison, & Vicki Huang, Intellectual Property: Cases, Materials and Commentary (6th ed, LexisNexis Butterworths, 2020)

Teaching Periods

Spring Online

Online

Subject Contact Sarah Hook ([https://directory.westernsydney.edu.au/search/name/Sarah Hook/](https://directory.westernsydney.edu.au/search/name/Sarah%20Hook/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS7033_22-SPR_ON_O#subjects)

LAWS 7035 International Criminology Project

Credit Points 20

Legacy Code 102689

Coordinator Stephen Tomsen ([https://directory.westernsydney.edu.au/search/name/Stephen Tomsen/](https://directory.westernsydney.edu.au/search/name/Stephen%20Tomsen/))

Description Students enrolled in this unit will complete an original research project with a focus on a topic area of key interest from their studies in International Criminology, and in such fields as human rights, transnational crime, violence, terrorism, international criminal justice and global law enforcement. Topics will be negotiated and agreed between individual students and the unit coordinating staff, and will allow students to plan, undertake and report on a specific aspect of practice in the context of the field.

School Social Sciences

Discipline Criminology

Student Contribution Band HECS Band 4 20cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must have successfully completed 40 credit points in the Master of International Criminology.

Assumed Knowledge

As this is a capstone subject, an understanding of core concepts within the field of Criminology, such as human rights, transnational crime, violence, terrorism, international criminal justice or global law enforcement is desirable.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate engagement in a sustained program of critical reading in their chosen area to refine a key topic of interest in International Criminology;
2. Critically evaluate the issues presented in relevant scholarship and topic materials to connect theory, research and practice;
3. Synthesise existing research and develop an argument to communicate findings of significance of the chosen topic within International Criminology.

Subject Content

- investigation of A chosen key Study Topic in international Criminology, in such fields as human rights, transnational Crime, violence, Terrorism, international criminal justice and Global Law enforcement.

- development of A Study proposal, derived from Critical analysis of relevant scholarship and A literature Review of existing bodies of work in relation to The chosen key Study topic.

- preparation and presentation of A final research report on The chosen key Study Topic in The context of international Criminology that addresses An area of need and contributes to existing scholarship.

- students will be required to plan, undertake and report on A specific aspect of international Criminology through self-directed learning. this will be facilitated by ongoing, Regular contact and Discussion of work with The lecturer, and demonstrated by The Incorporation of lecturer feedback and comments into written work.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Proposal	2000 words	20	N	Individual
Literature Review	2000 words	20	N	Individual
Report	6000 words	60	N	Individual

Teaching Periods

1st Half

Online

Online

Subject Contact Stephen Tomsen ([https://directory.westernsydney.edu.au/search/name/Stephen Tomsen/](https://directory.westernsydney.edu.au/search/name/Stephen%20Tomsen/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS7035_22-1H_ON_O#subjects)

LAWS 7036 Migration Practice and Theory 1

Credit Points 10

Legacy Code 201031

Coordinator Jason Donnelly ([https://directory.westernsydney.edu.au/search/name/Jason Donnelly/](https://directory.westernsydney.edu.au/search/name/Jason%20Donnelly/))

Description This unit focuses on practical aspects of migration practice as a registered migration agent in Australia. The unit covers the practical role of migration agents in professional practice, the fundamental function of the Office of the Migration Agents Registration Authority (OMARA), the registration process involving migration agents, and provides a close analysis of the Code of Conduct. The unit provides a close examination of various aspects of running a migration agent business, including fees, client accounts, record keeping and the appointment and termination of services. The unit also provides an overview of the complaints and disciplinary regime involving registered migration agents.

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) LAWS 7007 AND LAWS 7003 AND LAWS 7004

Co-requisite(s) LAWS 7038 OR
LAWS 7005

Equivalent Subjects LAWS 7028 - Migration Practice 1

Incompatible Subjects LGYA 4913 - Visa Compliance Cancellation and Review 2

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply various statutory interpretation principles to a complex Australian migration law problem.
2. Analyse matters in accordance with ethical principles and the Code of Conduct required by a migration agent.
3. Examine standards applicable to the financial relationships established with clients.
4. Propose and justify solutions to migration problems in immigration law, policy and administrative practices.
5. Assess current and relevant information from a range of sources to assist in preparing migration advice.
6. Assist with the provision of immigration assistance and migration client files.

Subject Content

Working in Migration Advice.
Practising as a Migration Agent.
Fees, Client Accounts and Record Keeping.
Appointment and Termination of Services.
Complaints and Disciplinary Action.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	1,000 words	20	N	Individual
Professional Task	2,000 words	40	N	Individual
Proposal	2,000 words	40	N	Individual

Teaching Periods

Autumn

Online

Online

Subject Contact Jason Donnelly ([https://directory.westernsydney.edu.au/search/name/Jason Donnelly/](https://directory.westernsydney.edu.au/search/name/Jason%20Donnelly/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS7036_22-AUT_ON_O#subjects)

Spring

Online

Online

Subject Contact Marial Lewis ([https://directory.westernsydney.edu.au/search/name/Marial Lewis/](https://directory.westernsydney.edu.au/search/name/Marial%20Lewis/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS7036_22-SPR_ON_O#subjects)

LAWS 7037 Migration Practice and Theory 2

Credit Points 20

Legacy Code 201030

Coordinator Jason Donnelly ([https://directory.westernsydney.edu.au/search/name/Jason Donnelly/](https://directory.westernsydney.edu.au/search/name/Jason%20Donnelly/))

Description This unit focuses on the practical processes involved in migration practice as a registered migration agent in Australia. The unit covers topics such as the interview consulting process with clients, the regime for lodging valid visa applications (including the methods of lodgement and preparation procedures) and Freedom of Information requests and practical aspects of communicating with the Department. This unit also provides students with the opportunity to undertake a capstone practical placement program with a registered migration agent business in Australia. NOTE: All students must attend a mandatory onsite intensive two-day weekend workshop to address practical aspects reflected in the Occupational Competency Standards of the Department of Home Affairs. Students may also undertake a five day capstone practical placement program to gain professional experience in the migration agent industry in Australia.

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 20cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) LAWS 7007 AND
LAWS 7003 AND
LAWS 7004

Co-requisite(s) LAWS 7038 AND
LAWS 7036

Incompatible Subjects LGYA 4914 - Migration Law in Practice

Restrictions

Students must be enrolled in 2819 Graduate Diploma in Australian Migration Law.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Conduct the interview consulting process between a migration agent and prospective client and migration agent and client.
2. Conduct visa application tasks including preparing, reviewing and lodging visa applications.
3. Solve migration law problems for clients in practical contexts.
4. Interact with statutory instrumentalities to process regulatory migration requirements.
5. Communicate relevant information about migration legal issues to legal and non-legal audiences.

Subject Content

This subject is a capstone Work Integrated Learning (WIL) subject with a WIL placement or a Professional Project option. The subject include scenario based activities/placement activities which incorporate migration practice oriented tasks such as preparing visa applications, drafting ministerial intervention applications and undertaking a service/costs agreement. As a capstone unit, it will draw on the skills and

knowledge students have developed throughout the Graduate Diploma in Australian Migration Law program.

Unit content includes:

1. The interview consulting process;
2. Lodging applications;
3. Government Information (Public Access) Act 2009 (GIPA Act) applications;
4. Visa application preparation, review and lodgement;
5. Communication with statutory instrumentalities;
6. Interviewing and consultation in a migration law context.

Special Requirements

Legislative pre-requisites

Students are prohibited from working with children as part of their Professional Placement.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	1,000 words	20	N	Individual
Quiz	60 minutes	20	N	Individual
Professional Task	Option 1: a) 5 days b) 1,500 words Option 2: 1,500 words	60	Y	Individual

Teaching Periods

Autumn

Online

Online

Subject Contact Jason Donnelly ([https://directory.westernsydney.edu.au/search/name/Jason Donnelly/](https://directory.westernsydney.edu.au/search/name/Jason%20Donnelly/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS7037_22-AUT_ON_O#subjects)

Spring

Online

Online

Subject Contact Marial Lewis ([https://directory.westernsydney.edu.au/search/name/Marial Lewis/](https://directory.westernsydney.edu.au/search/name/Marial%20Lewis/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS7037_22-SPR_ON_O#subjects)

LAWS 7038 Visa Cancellation and Review

Credit Points 20

Legacy Code 201029

Coordinator Douglas McDonald-Norman ([https://directory.westernsydney.edu.au/search/name/Douglas McDonald-Norman/](https://directory.westernsydney.edu.au/search/name/Douglas%20McDonald-Norman/))

Description This unit addresses the balance of visas in the Australian immigration system, including those related to bringing family to Australia, former resident and resident return visas, humanitarian program (onshore and offshore), bridging visas and other miscellaneous visas (Act-based visas and resolution of status visas). This unit also addresses the regime for review of immigration decisions, including informal review, merits review and judicial review. This unit provides an overview of ministerial intervention and cancellation powers under Australian immigration law. This unit also provides a brief overview of Australian citizenship laws.

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 20cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) LAWS 7007 AND LAWS 7003

Co-requisite(s) LAWS 7004

Incompatible Subjects LAWS 7034 - Visa Compliance Cancellation and Review 1 LAWS 7005 - Australia's Visa System 3 Cancellation and Review

Restrictions

Students must be enrolled in 2819 Graduate Diploma in Australian Migration Law, 2824 Master of Laws or 2810 Master of Laws (International Governance).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the requirements, visa conditions and application procedures for key visa classes, including bringing family to Australia, resident return, humanitarian program, bridging visas and other miscellaneous Australian visas.
2. Assess the requirements and procedures relating to visa cancellations, refusals, compliance and other sanctions with migration law in Australia.
3. Analyse ethical and appropriate review pathways of an immigration decision, including informal review, merits review, judicial review and ministerial intervention.
4. Undertake appropriate research to prepare submissions, and effectively advocate for clients.
5. Execute communication strategies with the principal stakeholders, including clients and government to address migration law issues.
6. Critically apply ethical principles, the Code of Conduct and comply with relevant legislation required of a migration agent.
7. Use critical reflection and analytical skills to determine creative, innovative and authentic solutions to real-life and complex migration issues and problems.

Subject Content

Family Visas
Former Resident and Resident Return Visas
Humanitarian Program
Bridging Visas
Other Miscellaneous Visas
Informal Review and Merits Review
Judicial Review
Ministerial Intervention
Cancellation Powers

Australian Citizenship

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	30 mins each	5	Y	Individual
Case Study	1,000 words	15	N	Individual
Critical Review	3,500 words	30	N	Individual
Professional Task	1,000 words	15	N	Individual
Final Exam	2,000 words	35	N	Individual

Teaching Periods

Summer A

Online

Online

Subject Contact Marial Lewis ([https://directory.westernsydney.edu.au/search/name/Marial Lewis/](https://directory.westernsydney.edu.au/search/name/Marial%20Lewis/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS7038_22-SUA_ON_O#subjects)

Autumn

Online

Online

Subject Contact Douglas Mcdonald-Norman ([https://directory.westernsydney.edu.au/search/name/Douglas Mcdonald-Norman/](https://directory.westernsydney.edu.au/search/name/Douglas%20Mcdonald-Norman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS7038_22-AUT_ON_O#subjects)

LAWS 7039 International Criminal Justice

Credit Points 10

Legacy Code 102688

Coordinator Stephen Tomsen ([https://directory.westernsydney.edu.au/search/name/Stephen Tomsen/](https://directory.westernsydney.edu.au/search/name/Stephen%20Tomsen/))

Description This unit gives a detailed overview of the origins, development and contemporary debates about principles and institutions of international criminal law and justice, including the global circulation of ideas about human rights, war crimes, genocide and other "crimes against humanity" and the activity of the International Criminal Court (ICC). It will draw out the strengths of these developments, as well as their limits in addressing the needs of victims and the attainment of social justice. Furthermore, the unit will focus on Australia's often contradictory position in these changes and its own response to issues of global human rights and justice.

School Social Sciences

Discipline Criminal Law

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in program 1862 Master of International Criminology and must have successfully completed 40 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate the fundamental principles in the core topics of human rights, war crimes, genocide and other crimes against humanity in International Criminal Law and Justice.
2. Assess the major challenges, weaknesses and effectiveness of the institutions of international criminal law and the international criminal legal system through critical evaluation.
3. Demonstrate an understanding of contemporary debates surrounding International Criminal Law and Justice from a global human rights perspective through the development of arguments grounded in current research.

Subject Content

The origins and contemporary development of International Criminal Law (1940s - Nuremberg trials and principles, United Nations Charter, Universal Declaration of Human Rights and Convention on the Prevention and Punishment of the Crime of Genocide); Enactment of the Rome Statute (1998) and establishment of the ICC (Hague); Ad hoc International Tribunals; War Crimes, Genocide, Crimes against Humanity, and other Crimes (Torture, Aggression); Key trials and their outcomes; Understanding and frameworks of Global Human Rights; Australia and International Criminal Law and Justice (civil conflicts, military intervention and refugees).

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Critical Review	3,000 (3 x 1000 words)	60	N	Individual
Examination	2,000 words	40	N	Individual

Teaching Periods

LAWS 7040 Financial Advice (Regulatory and Legal Obligations)

Credit Points 10

Legacy Code 201041

Coordinator William Higgs ([https://directory.westernsydney.edu.au/search/name/William Higgs/](https://directory.westernsydney.edu.au/search/name/William%20Higgs/))

Description This unit examines the regulation of provision of financial advice within the Australian financial services sector - including the regulatory and legal obligations relating to financial advice that arise under Chapter 7 ("Financial Services and Markets") of the Corporations

Act 2001 (Cth) and the reporting and notification requirements under the Anti-Money Laundering and Counter-Terrorism Financing Act 2006 (Cth) (AML/CTF Act) and the Anti-Money Laundering and Counter-Terrorism Financing Rules (AML/CTF Rules). The main object of Chapter 7 is to promote: confident and informed decision making by consumers of financial products and services while facilitating efficiency, flexibility and innovation in the provision of those products and services; fairness, honesty and professionalism by those who provide financial services; fair, orderly and transparent markets for financial products; and the reduction of systemic risk and the provision of fair and effective services by clearing and settlement facilities. Businesses that are required to comply with the AML/CTF Act are also required to comply with the Privacy Act 1988 (Cth) when handling personal information collected for the purposes of compliance with their AML/CTF Act obligations. The unit examines the role of the Australian Transaction Reports and Analysis Centre (AUSTRAC) which is the Australian Government agency responsible for ensuring compliance with the AML/CTF Act. The unit critically evaluates the reasons for regulation in the context of contemporary and evolving events which affect the financial services sector including the overarching Australian Privacy Principles (APPs) set out by the Privacy Act 1988 (Cth). The unit also examines the Tax Agent Services Act 2009 (Cth) (TASA) requirements for tax (financial) advisors and the role of the Tax Practitioners Board (TPB) in enforcing the requirements under TASA. The unit examines the professional and ethical obligations in providing financial advice and the consequences of failing to comply with these obligations with a particular focus upon the critical importance of professional ethical conduct, the consequences understanding the need to put the clients interest first, the importance of identifying and resolving conflict of interest, and the need to identify and avoid instances of professional misconduct and unsatisfactory conduct. This unit is available as a standalone bridging unit which is accredited by the Financial Adviser Standards and Ethics Authority (FASEA) having met the FASEA curriculum and standards requirements.

School Law

Discipline Business and Commercial Law

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students are expected to be on the Financial Adviser Register before enrolling in this subject.

Assumed Knowledge

Students are expected to have practical experience working in the financial planning industry and be on the Financial Adviser Register.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine how the Australian legal and regulatory compliance requirements frame the provision of financial advice and the financial services sector.
2. Critically evaluate the policy rationale behind the regulation of the provision of financial advice within the Australian financial services sector.
3. Apply relevant regulatory provisions to case studies.
4. Critically appraise professional and ethical obligations, and the consequences of failing to comply with these obligations, in providing financial advice.

Subject Content

- Overview of current financial services environment and purpose of regulation
- Obligations arising under Chapter 7 (?gFinancial Services and Markets?h) of the Corporations Act 2001 (Cth)
- introduction to Australian Regulatory framework of financial advice and advisors and regula

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	2,000 Words	30	N	Individual
Quiz	6 Quizzes (marked online) of 30 minutes each, the best 5/6 used to make mark of 10.	10	N	Individual
Final Exam	3 Hours	60	Y	Individual

Prescribed Texts

- Robert Baxt, Ashley Black and Pamela Hanrahan, Securities and Financial Services Law (Lexis Nexis, 9th ed, 2017) (or latest edition)

Teaching Periods

Quarter 4

Online

Online

Subject Contact William Higgs ([https://directory.westernsydney.edu.au/search/name/William Higgs/](https://directory.westernsydney.edu.au/search/name/William%20Higgs/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS7040_22-Q4_ON_0#subjects)

LAWS 7041 Administrative Law

Credit Points 10

Legacy Code 201056

Coordinator Michael Head ([https://directory.westernsydney.edu.au/search/name/Michael Head/](https://directory.westernsydney.edu.au/search/name/Michael%20Head/))

Description This unit examines the legal principles regulating the exercise of power by the executive arm of government in its various manifestations; ministers, government departments and officials, regulatory bodies, tribunals, inferior courts and local councils. This is examined in the context of Australian constitutional arrangements and it is taught in the context of constitutional themes and principles that underpin the law in this area. The exercise of power examined includes decision making, the exercise of discretion, delegated legislation and the decision making procedure of the major administrative tribunals. The focus is on the principles of judicial review developed by the courts, standing and remedies. There is also an examination of major non-judicial avenues of review by the major tribunals such as the

Commonwealth Administrative Appeals Tribunal, and the Ombudsman. The unit will also examine Freedom of Information legislation.

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) LAWS 7057 Government and Public Law

Incompatible Subjects LAWS 3081 Administrative Law

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse principles of administrative law, procedure and policy, and their relationship to broader social, economic and political contexts;
2. Provide advice to resolve problems that indicate a deep comprehension of administrative law;
3. Evaluate relevant case law and legislation using a range of legal research tools and methods;
4. Evaluate ethical issues arising in administrative law practice and the professional responsibilities of lawyers in maintaining a just and civilised society.

Subject Content

- introduction and Overview of administrative Law in its constitutional context
- access to government (freedom of information and Reasons for decisions)
- non-Judicial Review of administrative action
- Judicial Review, including The grounds of Judicial Review, primarily ultra vires, natural justice, jurisdictional error
- Judicial Review of delegated Legislation
- Standing
- Judicial Remedies
- investigating administrative Activity (Corruption and Ombudsman)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	1,000 words	20	N	Individual
Professional Task	3,000 words	35	N	Individual
Exam	2 hours	45	N	Individual

Prescribed Texts

- Michael Head, Administrative Law: Context and Critique (Federation Press, 5th ed, 2021).
- Roger Douglas, Michael Head, Yee-Fui Ng and Margaret Hyland, Douglas and Jones's Administrative Law (Federation Press, 8th ed, 2018)

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Michael Head ([https://directory.westernsydney.edu.au/search/name/Michael Head/](https://directory.westernsydney.edu.au/search/name/Michael%20Head/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS7041_22-SPR_PS_D#subjects)

LAWS 7042 Advanced Legal Negotiation

Credit Points 10

Legacy Code 201062

Coordinator John Juriansz ([https://directory.westernsydney.edu.au/search/name/John Juriansz/](https://directory.westernsydney.edu.au/search/name/John%20Juriansz/))

Description This unit examines how conflict arises and engages students to apply the main theories related to conflict and its resolution within diverse practical environments. Students will analyse and synthesis negotiation theories, skill-sets and studies, and will evaluate their respective usefulness as future legal professionals. Students will develop a value-laden negotiation toolbox and will grow in confidence in negotiations within a broad array of environments essential to the legal profession. Students will examine written scholarship, engage in negotiation simulations involving role- scenarios, case hypotheticals, experimental games, and will become intricately involved in other negotiation-related scenarios. Classes will include presentation of conceptual and strategic theories, simulations and role-playing scenarios applying these theories, and de-briefing of the theoretical and practical components of legal negotiation.

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) LAWS 7044

Restrictions

Students must be enrolled in program 2826 Juris Doctor.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply competitive and collaborative negotiation skill-sets most appropriate to the particular dispute as future legal professionals;
2. Develop an advanced understanding of the nature of disputes, including ethical, cultural, and economic factors of disputes, in one or more legal jurisdictions;
3. Demonstrate a critical awareness of the emotional and psychological encouragements and barriers to consensus building as well as those involving rational choice theory;
4. Critically analyse the main theories of influence, sway, and negotiation and their application in the field of law and other related fields;
5. Work effectively as a team member to resolve dispute resolution challenges as future legal professionals.

Subject Content

- elements of negotiations
- Positional Bargaining and interest-based Bargaining
- power and weakness
- nature of disputes - The Ethical, cultural and economic dimensions
- Consensus - The emotional and psychological encouragements and barriers
- Core tasks in reaching agreement: information exchange, solution-seeking, concession management
- ways to manage A Negotiation
- tactics: people and processes
- deal design: value and substance
- Setup: scope and sequence
- common barriers to agreement
- Game theory
- Bargaining strategies
- Distributive Negotiation
- personality and persuasion
- Seven elements of effective negotiations: relationship, communication, interests, options, alternatives, legitimacy, commitment
- best alternative to negotiated agreement (BATNA)
- Coalitions
- Multiparty negotiations
- strategic management and Resolution of deadlocked negotiations

Prescribed Texts

- Fells, Ray and Noa Sheer, *Effective Negotiation: From Research to Results* (Cambridge University Press, 4th ed, 2019).

Teaching Periods

LAWS 7043 Advocacy

Credit Points 10

Legacy Code 201063

Coordinator John Juriansz ([https://directory.westernsydney.edu.au/search/name/John Juriansz/](https://directory.westernsydney.edu.au/search/name/John%20Juriansz/))

Description This unit imparts basic courtroom trial skills giving practice in applying substantive law, practice, procedure and evidence in a simulated courtroom. It also explores both professional and ethical issues involved in the courtroom. Students will engage with advocacy techniques and problem solving and reflect on advocacy problems such as those in leading cases and trial transcripts. Enrolment in this unit is limited owing to the practical nature of the unit.

School Law

Discipline Legal Practice

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) LAWS 7049

Restrictions

Students must be enrolled in program 2826 Juris Doctor and successful completion of 80 credit points of Juris Doctor core subjects. Enrolment in the subject is by invitation only following a call for expressions of interest and a merit selection process. Classes are kept small due to the practical nature of the subject. Students must be enrolled in a postgraduate program.

Assumed Knowledge

Good communication skills; including the ability to construct a coherent argument and write in a manner that is grammatically correct.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Exhibit legal professional ethics and behaviour;
2. Exhibit the essential requirements of good advocacy in multiple contexts;
3. Analyse case studies succinctly, logically and accurately;
4. Critically reflect on the conceptual, ethical and practical aspects of advocacy;
5. Present the oral distillation of a case analysis in a polite, polished and persuasive fashion;
6. Present written submissions which professionally articulate legal argumentation.

Subject Content

- introduction to Advocacy
- Interlocutory Advocacy: Civil
- Interlocutory Advocacy: criminal
- some special types of criminal Advocacy
- case theory
- Evidentiary and procedural Issues in practice
- Trial Advocacy: Opening and Examination-in-Chief
- Trial Advocacy: cross-Examination
- Appellate Advocacy

Teaching Periods

LAWS 7044 Alternative Dispute Resolution

Credit Points 10

Legacy Code 201052

Coordinator Beatriz Garcia De Oliveira ([https://directory.westernsydney.edu.au/search/name/Beatriz Garcia De Oliveira/](https://directory.westernsydney.edu.au/search/name/Beatriz%20Garcia%20De%20Oliveira/))

Description Alternative Dispute Resolution (ADR) processes are no longer 'alternative' but a major part of the contemporary justice system. Modern legal practice requires lawyers to negotiate settlements on behalf of clients and advise clients how to resolve disputes without litigation. Non-adversarial processes offer many benefits to parties, professionals and the community. This unit introduces students to the theory and practices of alternative dispute resolution processes and provide students with the opportunity to develop key ADR practice. Students will employ cultural awareness and appropriate communication strategies required for professional practice in dispute resolution, particularly in relation to Aboriginal and Torres Strait Islander peoples.

School Law

Discipline Legal Practice

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) LAWS 7056 Fundamentals of Australian Law

Incompatible Subjects LAWS 2001 Alternative Dispute Resolution

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate principles, theoretical models and key processes in Australian dispute resolution systems;
2. Propose appropriate and effective processes for attempting dispute resolution;
3. Employ cultural awareness and appropriate communication strategies required for professional practice in dispute resolution, particularly in relation to Aboriginal and Torres Strait Islander peoples;
4. Reflect on ethical and legal issues surrounding dispute resolution models and practice to enhance personal and professional development.

Subject Content

- introduction to The course & Understanding Dispute Resolution
- shaping Australia Dispute Resolution
- Negotiation
- mediation
- Conciliation
- expert determination & Arbitration
- Litigation & alternative Dispute Resolution
- competence & ethics in Dispute Resolution
- international Dispute Resolution
- Dispute Resolution in The workplace
- family Dispute Resolution
- culture and Dispute Resolution: Aboriginal and Torres Strait Islander peoples

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	10 minutes	S/U	N	Individual
Quiz	20 minutes	15	N	Individual
Professional Task ADR Role Play	40 minutes	40	N	Individual
Essay	3,000 words	45	N	Individual

Prescribed Texts

- Field, Rachael, Australian Dispute Resolution (LexisNexis Butterworths, 2nd ed, 2021)

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Beatriz Garcia De Oliveira ([https://directory.westernsydney.edu.au/search/name/Beatriz Garcia De Oliveira/](https://directory.westernsydney.edu.au/search/name/Beatriz%20Garcia%20De%20Oliveira/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS7044_22-SPR_PS_D#subjects)

Evening

Subject Contact Beatriz Garcia De Oliveira ([https://directory.westernsydney.edu.au/search/name/Beatriz Garcia De Oliveira/](https://directory.westernsydney.edu.au/search/name/Beatriz%20Garcia%20De%20Oliveira/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS7044_22-SPR_PS_E#subjects)

LAWS 7045 Civil Procedure and Arbitration

Credit Points 10

Legacy Code 201061

Coordinator Patrick Foong ([https://directory.westernsydney.edu.au/search/name/Patrick Foong/](https://directory.westernsydney.edu.au/search/name/Patrick%20Foong/))

Description This unit provides a comprehensive analysis of the practical and theoretical issues encountered in Australian civil procedure. It examines the major roles and practices governing court supervised processes which are involved in superior court litigation as well as key aspects of arbitration. This unit will include a selection from the following or similar topics: characteristics of an adversarial system, case management procedure, the rules of pleadings, jurisdiction and joinder, service, discovery and Interrogatories, means of gathering evidence at pre-trial including subpoenas and notice to produce, judgment and appeals, enforcement and costs, and arbitration.

School Law

Discipline Legal Practice

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) LAWS 7056 Fundamentals of Australian Law AND LAWS 7061 Legal Analysis and Critique

Incompatible Subjects LAWS 4013 Civil Procedure and Arbitration

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the legal principles and processes of Australian civil litigation, with a particular focus on the law in New South Wales to resolve legal problems;
2. Analyse the legal principles and processes of arbitration to resolve legal problems;
3. Present and defend a legal argument on civil procedure and arbitration in a coherent and effective manner;
4. Create a legal document relevant to civil procedure suited to audience and context;
5. Assess the ethical and legal ethical issues surrounding Dispute Resolution models and practice.

Subject Content

- characteristics of An adversarial system
- case management procedure
- The Rules of pleadings and joinder

- Jurisdiction
- service
- Discovery and Interrogatories
- means of gathering evidence at Pre-Trial including subpoenas and notice to produce
- Judgment and appeals
- enforcement and costs
- Arbitration

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Research Report Part A Assignment	2000 words	40	N	Individual
Research Report Part B Bibliography	500 words	5	N	Individual
Participation	Ongoing	10	N	Individual
Final Exam	3 hours	45	N	Individual

Prescribed Texts

- Stephen Colbran et al, Civil Procedure: Commentary and Materials (LexisNexis Butterworths, 7th ed, 2019).

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Patrick Foong ([https://directory.westernsydney.edu.au/search/name/Patrick Foong/](https://directory.westernsydney.edu.au/search/name/Patrick%20Foong/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS7045_22-SPR_PS_D#subjects)

LAWS 7046 Constitutional Law

Credit Points 10

Legacy Code 201058

Coordinator Azadeh Dastyari ([https://directory.westernsydney.edu.au/search/name/Azadeh Dastyari/](https://directory.westernsydney.edu.au/search/name/Azadeh%20Dastyari/))

Description Constitutional Law introduces the legal rules and doctrines governing State and Commonwealth Constitutional systems in Australia. Topics covered include: State and Commonwealth Constitutions; legislative powers of the Commonwealth and State governments; Executive; the separation of powers doctrine; the legal relations between State and Commonwealth laws; Constitutional freedoms and restrictions on Commonwealth legislative powers.

School Law

Discipline Constitutional Law

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) LAWS 7057 Government and Public Law

Incompatible Subjects LAWS 4015 Constitutional Law

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine the rules, doctrines and conventions that govern the Commonwealth and State constitutional systems in Australia;
2. Construct solutions to legal problems that demonstrate deep comprehension of Constitutional Law;
3. Assess techniques of constitutional interpretation and reasoning;
4. Present persuasive and appropriately substantiated constitutional arguments;
5. Ethically and accurately reference (using the Australian Guide to Legal Citation) legal information from a range of primary and secondary sources.

Subject Content

- introduction to Australian constitutional Law
- state Legislative powers
- constitutional Amendment
- separation of Judicial power
- The Executive
- constitutional interpretation
- Characterisation
- trade and commerce and Incidental powers
- Corporations power
- external affairs power
- Inconsistency between Commonwealth and state laws
- freedom of political communication

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Presentation	10 minutes	20	N	Individual
Research paper	3,000 words	35	N	Individual
Exam	2 hours	45	N	Individual

Prescribed Texts

- George Williams, Sean Brennan and Andrew Lynch, Blackshield and Williams Australian Constitutional Law and Theory: Commentary and Materials (Federation Press, 7th ed, 2018).

Teaching Periods

LAWS 7047 Contracts

Credit Points 10

Legacy Code 201048

Coordinator Souheir Edelbi ([https://directory.westernsydney.edu.au/search/name/Souheir Edelbi/](https://directory.westernsydney.edu.au/search/name/Souheir%20Edelbi/))

Description This subject deals with legal principles related to the development and application of contract law with an awareness of broader political, social, economic, cultural and ethical considerations. Contracts covers the formation of contracts, the requirement of writing, privity of contract, contractual terms and their interpretation, breach of contract, discharge of contractual obligations and elements vitiating its formation such as misrepresentation, misleading and deceptive conduct, mistake, undue influence, unconscionability, duress and discharge. Statutory developments are also considered such as the Contracts Review Act 1980 (NSW) and the Australian Consumer Law, as are the historic and theoretical aspects of the development of the law of contract. Students will collaborate in problem/case-based learning, engage with online learning materials, and participate in a Moot and viva voce to develop knowledge and skills in authentic ways.

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) LAWS 7056 Fundamentals of Australian Law

Incompatible Subjects LAWS 2003 Contracts

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically apply legal principles to solve complex contract law problems with reference to relevant legal authorities.
2. Examine legal principles relevant to the development and application of contract law within a broad political, social, economic, cultural and ethical perspective.
3. Critically analyse the main theoretical perspectives and assumptions underpinning contract law.
4. Present persuasive arguments in written and oral formats including, through communication and collaboration strategies.

Subject Content

1. Theories of Contract.
2. Formation of Contracts.
3. Formalities.
4. Capacity.
5. Privity of Contract.
6. Contractual Terms.
7. Breach of Contract.
8. Vitiating Elements.
9. Statutory developments.
10. Discharge of contract.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	1,000 words	15	N	Individual
Participation		10	N	Individual
Presentation	20 minutes	30	N	Group
Essay	2,500 words	45	N	Individual

Prescribed Texts

- Andrew Robertson and Jeannie Paterson, Contract: Cases and Materials (Thomson Reuters, 2020, 14th edn)
- Andrew Robertson and Jeannie Paterson, Principles of Contract Law (Thomson Reuters, 2020, 6th edn)

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Souheir Edelbi ([https://directory.westernsydney.edu.au/search/name/Souheir Edelbi/](https://directory.westernsydney.edu.au/search/name/Souheir%20Edelbi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS7047_22-AUT_PS_D#subjects)

LAWS 7048 Criminal Law

Credit Points 10

Legacy Code 201047

Coordinator Meda Couzens ([https://directory.westernsydney.edu.au/search/name/Meda Couzens/](https://directory.westernsydney.edu.au/search/name/Meda%20Couzens/))

Description This unit examines the principles and aims of criminal law and criminal procedure. Students will engage with the definition, elements and application of crimes in the context of fatal and non-fatal offences against the person, the major sexual offences, property offences, and relevant defences. Students will analyse the elements of offences and apply the principles of statutory interpretation of offence provisions. Concepts of criminal responsibility and strict liability, the roles of principal agencies in the criminal justice system, and the central elements of the criminal process and sentencing are examined. Students will be introduced to the institutional arrangements of criminal procedure and their respective legislative and policy rationales. Students will engage with contemporary and historical considerations of criminal law, criminal responsibility and the impact of the criminal justice process in a broad social, political and economic context with a particular focus on issues including domestic violence and the impact of the criminal justice system on Aboriginal and Torres Strait Islander peoples. Students will be engaged with a range of practice-oriented exercises including Bail Applications.

School Law

Discipline Criminal Law

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) LAWS 7056 Fundamentals of Australian Law

Incompatible Subjects LAWS 2004 Criminal Law

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse principles of criminal law, procedure and policy, and their relationship to broader social, economic and political contexts;
2. Construct solutions to legal problems that indicate a deep comprehension of the criminal law;
3. Describe the impact of the criminal justice system on Aboriginal and Torres Strait Islander peoples;
4. Discuss ethical issues arising in criminal law practice and the professional responsibilities of lawyers in promoting justice and service to the community.

Subject Content

- The criminal process and The aims of criminal Law
- general Doctrines and principles of Crime
- Definition and elements of Crime
- indigenous Australians and The criminal justice system
- Domestic violence
- components of criminal Offences
- Offences against property
- non-fatal Offences against The person and Defences
- Dishonest acquisition
- Homicide and Defences: Murder, Omission, involuntary, Manslaughter
- Attempts, participation in Crime, Drunkenness, Mistake and Strict responsibility
- public order
- statutory Offences
- criminal procedure: Classification of Offences, process to compel appearance, bail, Preliminary Examination, indictable Offences

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	20 minutes and 1,000 words	30	N	Individual
Practical	5 minutes	25	N	Individual
Final Exam	24 hours	45	N	Individual

Prescribed Texts

- Howe, Sattler and Hood, Hayes and Eburn *Criminal Law and Procedure in New South Wales 6th edition* (LexisNexis, 6th edition, 2019)

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Meda Couzens ([https://directory.westernsydney.edu.au/search/name/Meda Couzens/](https://directory.westernsydney.edu.au/search/name/Meda%20Couzens/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS7048_22-AUT_PS_D#subjects)

LAWS 7049 Criminal Procedure and Evidence

Credit Points 10

Legacy Code 201059

Coordinator Francine Feld ([https://directory.westernsydney.edu.au/search/name/Francine Feld/](https://directory.westernsydney.edu.au/search/name/Francine%20Feld/))

Description The unit is designed to provide an understanding of the law, the theoretical underpinnings and the underlying policy issues, in the areas of evidence and criminal procedure. This unit deals with principles and stages of civil and criminal procedure in order to comply with the formal requirements for admission to legal practice, themes and theories of procedural law, identification and interpretation of the key legislative provisions and key stakeholders, and techniques of statutory interpretation including comprehension of the interpretation of statute through case law and academic commentary. It is expected that the students will be able to solve hypothetical problem questions through the application of procedural legislation and precedent.

School Law

Discipline Criminal Law

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) LAWS 7048 Criminal Law

Incompatible Subjects LAWS 4004 Criminal Procedure and Evidence

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate theories and rationales underlying the policy and processes of criminal procedure and evidence;
2. Critique the statutory and common law rules of evidence and criminal procedure as they operate in a practical context in New South Wales;
3. Assess the circumstances and needs of Aboriginal and Torres Strait Islander peoples in criminal courts, procedures and processes;
4. Construct solutions to legal problems that indicate a deep comprehension and critical application of procedural legislation and precedent;
5. Reflect on the roles and professional responsibilities of legal practitioners in the administration of justice to exercise ethical judgment when undertaking scholarly and legal tasks;
6. Assess factual, evidentiary and policy issues to construct reasoned, justifiable and logical legal and scholarly arguments.

Subject Content

- The nature of The adversarial Trial in The criminal context
- alternative rationales underlying The uniform evidence acts and The common Law
- forms of evidence
- theories of proof and relevance
- Standards and Burden of proof
- Rules of exclusion including, hearsay, opinion, admissions, tendency and coincidence, character, credibility, identification evidence

- Privileges
- Rules and principles of questioning witnesses and tendering documents
- Judicial warnings, comment and directions
- mandatory and Discretionary exclusions and The limitations on evidence
- Prosecutorial and defence ethics
- The Law governing procedure before A criminal Trial including arrest
- The needs of Aboriginal and Torres Strait Islander peoples in criminal Courts, procedure and processes

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	2,500 words	25	N	Individual
Quiz	10 minutes x 5 quizzes	10	N	Individual
Court Observation Reflections	1,500 words	20	N	Individual
Final Examination	2 hours	45	N	Individual

Prescribed Texts

- Andrew Hemming, Francine Feld and Thalia Anthony, Criminal Procedure in Australia (LexisNexis, 2nd ed, 2019).

Teaching Periods

LAWS 7050 Designing Law Apps for Access to Justice

Credit Points 10

Legacy Code 201065

Coordinator John Juriansz ([https://directory.westernsydney.edu.au/search/name/John Juriansz/](https://directory.westernsydney.edu.au/search/name/John%20Juriansz/))

Description This unit will teach students how to design and build an application using expert system software. This unit will provide students with a clinical legal experience by providing access to a community based client to ascertain their needs and undertake collaborative work to provide a solution that requires applied legal research, teamwork, innovative and creative design thinking, and the capacity to manage a project. This unit will teach students how to identify, design and build appropriate legal information systems for use in generating legal documents from precedents and assisting users to navigate solutions to legal problems. Students will be exposed to a variety of automated legal tasks and various legal and practical issues associated with their use, including issues of professional regulation. This will include guest lectures from those working on legal expert systems and related technologies. After learning the necessary skills, students will work in small groups to design and build a legal information system. This unit does not require students to have any pre-existing skills or experience in expert systems or computer programming. Instead, the unit itself includes instruction on how to use an expert system software.

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program. Admission is by invitation only. Enrolment numbers are strictly limited and will be subject to competitive entry so as to ensure enrolment is limited to the best performing cohort. Students must have completed at least 80 credit points of 2826 Juris Doctor core subjects to be considered for admission into this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically assess the limitations and implications of automated legal services in enhancing community access to legal information and services;
2. Collaborate with community partners to obtain instructions, isolate legal problems, and design creative and innovative solutions;
3. Design and build a basic automated legal information system to solve a real world problem;
4. Work constructively as a member of a self-managed team on an extended automated legal service project;
5. Present the automated legal solution clearly and persuasively;
6. Critically reflect on the complex impact of technology in providing legal services within community contexts.

Subject Content

- Working with community partners
- Overview of legal service applications
- how to build and use A legal application
- principles of programming ? including precision, modularity, efficiency, maintainability, scalability, provability, user engagement, effectiveness, testing, debugging
- design thinking for The new future: case-by-case analysis, aggregated data, data visualization, insights
- teamwork and Project collaboration
- work-based Project management
- Presenting Project solutions to clients

Prescribed Texts

- Kevin D Ashley, Artificial Intelligence and Legal Analytics: New Tools for Law Practice in the Digital Age (Cambridge University Press, 2018).
- Joanna Goodman, Robots in Law: How Artificial Intelligence is Transforming Legal Services (ARK Group, 2016).
- Richard Susskind, Tomorrow's Lawyers: An Introduction to Your Future (Oxford University Press, 2nd ed, 2017).
- Additional Prescribed Resources will be provided on vUWS

Teaching Periods

LAWS 7051 Elder Law

Credit Points 10

Legacy Code 201066

Coordinator Richard Mccullagh ([https://directory.westernsydney.edu.au/search/name/Richard Mccullagh/](https://directory.westernsydney.edu.au/search/name/Richard%20Mccullagh/))

Description Whilst Elder Law has been an acknowledged speciality for many years in countries such as Canada and the United States of America, it is only in the last two decades that it has gained recognition in Australia. This unit examines law, theories and issues relevant to an ageing community. The legal issues are examined in a broad social, cultural and ethical context. Issues of legal capacity relevant not only to the law of contracts but also to medical treatment and end of life decisions are considered. Similarly, the law relating to areas of special importance to the elder community such as age discrimination, pensions, retirement villages, wills and estate planning are also discussed.

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically evaluate the legal, policy, moral and practical issues concerning Substitute Decision Making for older people;
2. Analyse the legal, policy, moral and practical issues that may concern older people in relation to discrimination, abuse, accommodation and retirement finances and estate planning;
3. Provide advice in relation to elderly community interests and disputes;
4. Display clear and logical arguments in responses addressing legal issues relating to ageing community;
5. Assess ethical issues arising in Elderly law practice and the professional responsibilities of lawyers in promoting justice and service to the community.

Subject Content

- Policymaking and The older person
- Legislation affecting older persons
- role of The guardianship division of NCAT
- role of The NSW trustee and guardian
- role of The public guardian
- Substitute decision making
- Elder Abuse
- discrimination
- Accommodation Issues
- Medico-legal Issues associated with aging
- Privacy and Confidentiality
- Grandparenting
- financial Issues
- multicultural Issues associated with ageing
- making or not making A will
- family provision

Teaching Periods

LAWS 7052 Elder Law Industry Placement

Credit Points 10

Legacy Code 201067

Coordinator Elen Seymour ([https://directory.westernsydney.edu.au/search/name/Elen Seymour/](https://directory.westernsydney.edu.au/search/name/Elen%20Seymour/))

Description This unit builds on the knowledge base of Elder Law (Juris Doctor) to provide work experience for Juris Doctor Law students. Our industry partners provide the opportunities for students to apply their knowledge and skill to work in various practice areas, with an emphasis on Elder Law related issues. This unit is designed to allow students to gain valuable experience in ethical and professional responsibility, in a workplace, while undertaking academic assessment. Students will also improve their legal and research skills which will assist them in the transition from university to the workplace. The placement will consist of a full time ten- day placement at selected industry workplaces with supervision by experienced legal practitioners. The unit will provide students with real-life work experiences in the legal issues associated with the practice of elder law and with an appreciation of the professional responsibilities essential for a 21st Century legal practitioner.

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) LAWS 7051

Restrictions

Students must be enrolled in 2826 Juris Doctor

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate the operation of Elder Law in practical contexts;
2. Propose solutions to Elder Law related client problems and issues in practical contexts;
3. Perform legal writing tasks within a practical legal and Elder Law context;
4. Critically reflect on professional development experiences and needs for ongoing development.

Subject Content

- Elder Law in practical contexts
 - Elder Law related client problems, Issues and solutions
 - practical legal writing tasks in The Elder Law Operational context
 - Researching practical Issues and solutions
 - professional development: reflection on experiences and needs
- Students will undertake a ten-day placement in an Elder Law industry practice during which students will be engaged in the evaluation and production of Elder Law legal service tasks that may include the preparation of an application to the Guardianship Division of the New South Wales Civil and Administrative Tribunal (NCAT) for a financial management order, guardianship orders or reviews of powers of attorney within a practical legal and Elder Law context.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	500 words	10	N	Individual
Professional Placement Performance	10 days	50	Y	Individual
Proposal	500 words	10	N	Individual
Report	2000 words	30	N	Individual

Prescribed Texts

- Field, Sue, K. Williams and C. Sappideen, *Elder Law: A Guide to Working with older Australians*, The Federation Press, Sydney, 2018.

Teaching Periods

LAWS 7053 Equity & Trusts

Credit Points 10

Legacy Code 201054

Coordinator Ludmilla Robinson ([https://directory.westernsydney.edu.au/search/name/Ludmilla Robinson/](https://directory.westernsydney.edu.au/search/name/Ludmilla%20Robinson/))

Description This unit examines the principles of the law of equity and trusts in Australia. The primary emphasis is on the nature and development of the law of equity and students are also introduced to fundamental principles in the law of trusts. Topics include the nature and application of principles and maxims of Equity, the trust, the types of trusts and introduction to express trusts. The unit emphasises contemporary applications of the rules, principles and remedies of equity. It also explores issues that are presently unresolved and the subject of contention. The unit will also enable students to use a range of legal research tools to select high quality and relevant primary and secondary legal information to support the construction of solutions to hypothetical problems and theoretical legal issues that indicate a deep comprehension of equity and trusts.

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) LAWS 7056 Fundamentals of Australian Law

Co-requisite(s) LAWS 7067 Property Law

Incompatible Subjects LAWS 3018 Equity Trusts

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Analyse principles of equity and trusts, procedure and policy, and their relationship to broader social, economic and political contexts;
- Construct solutions to hypothetical problems and theoretical legal issues that indicate a deep comprehension of equity and trusts;
- Use a range of legal research tools to select high quality and relevant primary and secondary legal information;
- Evaluate the quality, currency and relevance of legal and non-legal information from a range of primary and secondary sources.

Subject Content

- historical Overview of equity
- Substantive Law of equity
- The nature and application of Equitable principles
- concept of The trust and An introduction to Express Trusts
- powers and duties of trustees
- The Beneficiary Principle and non-Charitable Trusts
- The Constitution of Express Trusts
- The Requirement of writing for Express Trusts
- informal Testamentary arrangements
- Express Trusts - Vitiating elements
- Charitable Trusts
- implied/Resulting Trusts
- capital and income
- rights and liabilities of trustees
- rights of The Beneficiary
- variation and Termination of Trusts

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflections (critical reflection, synthesis and comparison of judicial decisions, statutory provisions, and other primary source materials on equity and trusts)	1,500 words	20	N	Individual
Proposal (Generating and evaluating proposals for the reform of equity and trusts law in Australia)	2,500 words	35	N	Individual
Final Exam	2 hours	45	N	Individual

Prescribed Texts

- JD Heydon and MJ Leeming, *Cases and Materials on Equity and Trusts* (LexisNexis Butterworths, 9th ed, 2019).
- Michael Evans, Bradley L Jones and Theresa M Power, *Equity and Trusts* (LexisNexis Butterworths, 4th ed, 2016).

Teaching Periods

LAWS 7054 Foundations of Chinese Law

Credit Points 10

Legacy Code 201077

Coordinator John Juriansz ([https://directory.westernsydney.edu.au/search/name/John Juriansz/](https://directory.westernsydney.edu.au/search/name/John%20Juriansz/))

Description Foundations of Chinese Law is taught intensively at a selected Chinese university. The unit introduces students to the basic structure of the Chinese legal system, its laws and the legal culture. Through seminars and field trips to Chinese courts and law firms, the unit aims to develop your understanding of how the Chinese legal system has developed in its political and cultural contexts. It covers the Chinese legal systems at the general level and in relation to specific law, such as contracts, foreign investment law, dispute resolution and procedure. Students will compare and reflect on key themes in Chinese and Australian law and practice.

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) LAWS 7047

Restrictions

The subject is available to students by invitation only. Students must be able to travel to China for a specified period. (Dates for session of offer will be made available to students through the School of Law's regular communication channels). Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate advanced knowledge of the general structure of the Chinese legal system and institutions
2. Critically examine the history of legal reform in China in its cultural context
3. Evaluate selected laws and dispute resolution procedures in China
4. Critically reflect on key themes in Chinese and Australian law and legal practice

Subject Content

1. Chinese legal system and legal institutions
2. China's opening Up policy and law reform
3. The Constitution and Administrative Law
4. Chinese Foreign Trade and Investment Law
5. Commercial Law in China
6. Legal Education, Legal Service and Judicial System in China
7. Chinese legal Culture and Dispute Resolution
8. Comparison of key themes in Chinese and Australian law and practice.

Special Requirements

Legislative pre-requisites

Relevant visa for China.

Prescribed Texts

- Jianfu Chen, Chinese Law: Context and Transformation (Martinus Nijhoff, 2016).

Teaching Periods

LAWS 7055 Foundations of Indian Law

Credit Points 10

Legacy Code 201078

Coordinator John Juriansz ([https://directory.westernsydney.edu.au/search/name/John Juriansz/](https://directory.westernsydney.edu.au/search/name/John%20Juriansz/))

Description Foundations of Indian Law is taught intensively at a selected Indian university. The unit introduces students to the basic structure of the Indian legal system, its laws and the legal culture. Through seminars and field trips to Indian courts and law firms, the unit aims to develop your understanding of how the Indian legal system has developed in its political and cultural contexts. It covers the Indian legal systems at the general level and in relation to specific law, such as contracts, foreign investment law, dispute resolution and procedure. Students will compare and reflect on key themes in Indian and Australian law and practice.

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) LAWS 7047

Restrictions

Students must be enrolled in a postgraduate program. The subject is not available for self-select enrolment. Intake in the subject will be restricted to expressions of interest. GPA and progression in program will be considered. Pre-requisites must be met. Students must be able to travel to India for a specified period. (Dates for session of offer will be made available to students through the School of Law's regular communication channels).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate advanced knowledge of the general structure of the Indian legal system and institutions
2. Critically examine the history of legal reform in India in its cultural context
3. Evaluate selected laws and dispute resolution procedures in India
4. Critically reflect on key themes in Indian and Australian law and legal practice

Subject Content

1. The Indian Legal System and Legal Institutions: historical and cultural contexts.
2. Sources of Law in India.
3. The Indian Judicial System.
4. Constitutional Law in India.
5. Indian Civil Law.
6. Common Law in India.
7. Customary Law in India.

8. Muslim Law in India.
9. International Law in India.
10. Indian Commercial Laws and Regulations: including Foreign Investment and Trade Laws in India.
11. Dispute Resolution Systems in India.
12. Indian Legal Scholarship and the Legal Education system in India.
13. The Legal Profession and Professional Legal Practice and Ethics in India.

Special Requirements

Legislative pre-requisites

Relevant visa for India.

Prescribed Texts

- Durga Das Basu, Introduction to the Constitution of India (LexisNexis, 22nd ed, 2015).

Teaching Periods

LAWS 7056 Fundamentals of Australian Law

Credit Points 10

Legacy Code 201046

Coordinator Sandy Noakes ([https://directory.westernsydney.edu.au/search/name/Sandy Noakes/](https://directory.westernsydney.edu.au/search/name/Sandy%20Noakes/))

Description This subject provides students with the fundamental legal skills required to succeed in the study and practice of law. Students will be introduced to the Australian legal system, legal study skills and the importance of academic integrity for law students, how law is made, how cases and statute interact, the Australian court hierarchies, case analysis skills, statutory interpretation skills, an introduction to legal ethics and justice, and an introduction to the impact of the Australian legal system on Australian First Peoples.

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) LAWS 7058 Introduction to Law

Incompatible Subjects LAWS 1003 Fundamentals of Australian Law

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Discuss the basis of the Australian law and legal system, including common law institutions and their roles, and the concepts of justice and ethics.
2. Apply basic logical and legal reasoning to legal scenarios.
3. Apply the doctrine of precedent and the rules of statutory interpretation to basic legal problems.
4. Formulate legal arguments in a written document that demonstrates an understanding of the varied functions and techniques of writing in legal practice.

Subject Content

1. Legal study skills
2. Academic Integrity
3. How law is made
4. How cases and statute interact
5. Court hierarchies
6. Case analysis skills
7. Statutory interpretation skills
8. Introduction to legal ethics and justice
9. Introduction to the impact of the Australian legal system on Australian First People

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	4 quizzes across semester	30	N	Individual
Professional Task	2 hours	30	N	Individual
Professional Task	45 minutes	S/US	N	Individual
Final Exam	24 hours	40	N	Individual

Prescribed Texts

- Michelle Sanson and Thalia Anthony, Connecting with Law (Oxford University Press, 4th ed, 2019)
- Michelle Sanson, Statutory Interpretation (Oxford University Press, 2nd ed, 2016).
- Trischa Mann (ed), Australian Law Dictionary (Oxford University Press, 3rd ed, 2017)

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Sandy Noakes ([https://directory.westernsydney.edu.au/search/name/Sandy Noakes/](https://directory.westernsydney.edu.au/search/name/Sandy%20Noakes/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS7056_22-AUT_PS_D#subjects)

Spring

Parramatta - Victoria Rd

Day

Subject Contact Sandy Noakes ([https://directory.westernsydney.edu.au/search/name/Sandy Noakes/](https://directory.westernsydney.edu.au/search/name/Sandy%20Noakes/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS7056_22-SPR_PS_D#subjects)

LAWS 7057 Government and Public Law

Credit Points 10

Legacy Code 201053

Coordinator Shreeya Smith ([https://directory.westernsydney.edu.au/search/name/Shreeya Smith/](https://directory.westernsydney.edu.au/search/name/Shreeya%20Smith/))

Description Government and Public Law is designed to provide an overview of government and public law in Australia and a foundation for the later study of Administrative Law and Constitutional Law. It introduces students to the principles and structures that underpin constitutional and administrative law in Australia. The unit has four key focus areas: Public Law in Australia, How Government Works, Government Accountability and Integrity, and Individuals and Government. Students will collaborate in problem/case-based learning and engage with online learning materials to develop knowledge and skills in legal research and communication enabling them to address critical contemporary public law challenges.

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) LAWS 7056 Fundamentals of Australian Law and LAWS 7058 Introduction to Law

Incompatible Subjects LAWS 2008 Government and Public Law

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critique the role and operation of government in Australia.
2. Examine the role and operations of public law in Australia from a policy perspective
3. Apply public law to issues relating to human rights and Aboriginal and Torres Strait Islander peoples.
4. Construct a comprehensive analysis of contemporary public law
5. Reflect on individual performance to effectively undertake legal work

Subject Content

1. Public Law in Australia
 - The idea of Public Law
 - Development of Public Law in Australia
 - Foundational public law values
2. How Government Works
 - The Parliament
 - The Executive
 - The judiciary
 - Intermediate Statutory interpretation: an exploration of statutory interpretation as an expression of the constitutional relationship between the arms of government
 - International Law and the Australian legal system
3. Individuals and Government
 - Human Rights
 - Aboriginal and Torres Strait Islander Peoples and Public Law

4. Government Accountability and Integrity
 - Executive Accountability to Parliament
 - Public Investigatory Bodies
 - Misconduct by public officials

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Reflection	400 words	15	N	Individual
Essay	2000 words	40	N	Individual
Final Exam	Take home exam 2500 words	45	N	Individual

Prescribed Texts

- Lisa Burton-Crawford, Janina Boughey, Maria O'Sullivan and Melissa Castan, Public Law and Statutory Interpretation: Principles and practice (The Federation Press, 2nd ed, 2021) ISBN: 9781760022860

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Shreeya Smith ([https://directory.westernsydney.edu.au/search/name/Shreeya Smith/](https://directory.westernsydney.edu.au/search/name/Shreeya%20Smith/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS7057_22-SPR_PS_D#subjects)

LAWS 7058 Introduction to Law

Credit Points 10

Legacy Code 201045

Coordinator John Juriansz ([https://directory.westernsydney.edu.au/search/name/John Juriansz/](https://directory.westernsydney.edu.au/search/name/John%20Juriansz/))

Description This intensive unit provides students with an introduction to the discipline of law and inducts students to the Australian Legal System, the School of Law, the legal profession, and the wider legal community. The unit surveys the fundamentals of the Australian legal systems and introduces students to a range of key legal concepts and debates. Students will be introduced to legal problem-solving methodology, the classifications of law, and skills needed to succeed in the study law. Students are introduced to the intellectual skills of fact-finding, critical analysis, logic, reasoning, evaluation and communication. Students will attend excursions to courts, tribunals, law firms and community legal centres. Students will reflect upon their emerging professional profiles to foster and develop career aspirations.

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Incompatible Subjects LAWS 1007 Introduction to Law (WSTC)

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explore the basis of the Australian law and legal system;
2. Analyse logical and legal reasoning to simple legal scenarios;
3. Discuss fundamental legal questions so as to communicate effectively and persuasively for lay and expert readers;
4. Formulate legal arguments that demonstrates an understanding of the basic functions and key techniques of legal writing;
5. Discuss key legal research tools to select relevant primary and secondary legal information to support legal study;
6. Develop self-management and self-directed learning strategies to study law and working in legal professions.

Subject Content

- legal Study skills
- how Law is made
- how cases and statute interact
- court hierarchies
- legal research
- legal referencing
- case analysis skills
- statutory interpretation
- legal ethics and justice
- legal practice and Employability
- legal professionalism

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	2,000 words	45	N	Individual
Participation	Ongoing	10	N	Individual
Presentation	15 minutes	45	N	Individual

Prescribed Texts

- Hinchy, Russell, Context and Method in Australian Law (Thomson Reuters, 2nd ed, 2021)

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact John Juriansz ([https://directory.westernsydney.edu.au/search/name/John Juriansz/](https://directory.westernsydney.edu.au/search/name/John%20Juriansz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS7058_22-AUT_PS_D#subjects)

Spring

Parramatta - Victoria Rd

Day

Subject Contact John Juriansz ([https://directory.westernsydney.edu.au/search/name/John Juriansz/](https://directory.westernsydney.edu.au/search/name/John%20Juriansz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS7058_22-SPR_PS_D#subjects)

LAWS 7059 Judicial Internship

Credit Points 10

Legacy Code 201069

Coordinator Michael Brogan ([https://directory.westernsydney.edu.au/search/name/Michael Brogan/](https://directory.westernsydney.edu.au/search/name/Michael%20Brogan/))

Description This unit provides an internship opportunity for later year law students. Students will spend twelve days throughout the semester at selected courts and tribunals under the supervision of magistrates, judges or tribunal members. The unit will provide students with an opportunity to observe the courts and tribunals first hand, to be mentored by a judicial officer, to engage in practical assistance to the relevant court or tribunal, and to appreciate the professional responsibilities essential for a 21st Century legal practitioner and judicial officer. The unit will assist students in advancing their legal and research skills and deepen their experience of the social, practical and ethical complexities encountered by the legal profession. The unit will also assist students in their transition from university to the profession. Entry is competitive and will include a written application and interview.

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) LAWS 7066 AND
LAWS 7048 AND
LAWS 7072 AND
LAWS 7061 AND
LAWS 7047

Restrictions

Students must be enrolled in a postgraduate program. Permission required. Places in this subject are limited. Students will be selected on merit based on the following: 1. Submission of an expression of interest, including relevant documents, in seeking to undertake the subject (either submitted to an external body or to the subject coordinator); and 2. Completion of a satisfactory joint interview process with the subject coordinator and/or a representative of a professional body, court or tribunal.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically reflect on the limitations of the law, professional and judicial ethical issues and the protocols of courts and tribunals;
2. Examine the operation of a court or tribunal;
3. Perform legal tasks within a practical legal and judicial context;
4. Research professional legal and judicial ethical and practical issues that arise in professional practice;
5. Reflect on professional development experiences and needs;

- Evaluate approaches to problem solving in policy or legal practice professional settings.

Subject Content

- professional and Judicial ethics
 - court and tribunal Operational protocols
 - Paralegal tasks within practical and Judicial contexts
 - Issues in professional practice
 - legal theory, policy and reform
- Students will undertake a twelve-day attendance (internship) in a court or tribunal during which students will be mentored by a judicial officer and have an opportunity to develop a deeper understanding of the practice and procedure of the court or tribunal.

Special Requirements

Legislative pre-requisites

Student Undertaking Form and have applied for a National Police Certificate.

Teaching Periods

LAWS 7060 Law of Associations

Credit Points 10

Legacy Code 201057

Coordinator Grace Borsellino ([https://directory.westernsydney.edu.au/search/name/Grace Borsellino/](https://directory.westernsydney.edu.au/search/name/Grace+Borsellino/))

Description This unit deals with issues that arise in relation to the selection of appropriate structures for the conduct of non-profit and commercial dealings. Students examine the legal and practical requirements involved in creating, operating and winding up associations, partnerships and corporations. Emphasis is on the creation and operation of corporations, and the duties and liabilities of directors and officers, as well as the rights and obligations of shareholders. It is expected that students will be able to propose solutions to legal problem questions and issues relating to commercial associations with a focus on corporate law displaying a clear and coherent argument that evidences legal research, legal reasoning and professional judgement in responding to issues relating to commercial associations with a focus on corporate law.

School Law

Discipline Business and Commercial Law

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) LAWS 7053 Equity Trusts

Incompatible Subjects LAWS 3045 Law of Associations

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Assess the principles of the law of commercial associations with a focus on the regulation of corporations and corporate activities, procedure and policy, and their relationship to broader social, economic and political contexts;

- Propose solutions to legal problem questions and issues relating to commercial associations with a focus on corporate law;
- Present a clear and coherent argument that evidences legal research, legal reasoning and professional judgement in responding to issues relating to commercial associations with a focus on corporate law;
- Reflect on ethical issues arising in the law of commercial associations practice and the professional responsibilities of lawyers in promoting justice and service to the community.

Subject Content

- The origin, nature and functions of companies
- forms of business Organisations and legal entities including partnerships, joint ventures, unincorporated associations, sole traders
- Incorporation and its consequences
- formation, promotion and establishment of companies
- corporate Governance Rules
- company Constitution
- Board of Directors
- Shareholders
- meetings: Directors and Shareholder
- Distribution of power between Shareholders and Directors
- Directors duties and liabilities
- Company's liability for Civil and criminal wrongs
- Fiduciary oblig

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Online Quiz	60 minutes each x 3 (best 2 out of 3)	20	N	Individual
Legal Memorandum	2,000 words	35	N	Individual
Final Exam	24 hour window	45	N	Individual

Prescribed Texts

- Borsellino, Grace (compiled by), Law of Associations: A Custom Publication for Western Sydney University (LexisNexis Butterworths, 2019)(+ eBook)

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Grace Borsellino ([https://directory.westernsydney.edu.au/search/name/Grace Borsellino/](https://directory.westernsydney.edu.au/search/name/Grace+Borsellino/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS7060_22-SPR_PS_D#subjects)

LAWS 7061 Legal Analysis and Critique

Credit Points 10

Legacy Code 201050

Coordinator Catherine Renshaw ([https://directory.westernsydney.edu.au/search/name/Catherine Renshaw/](https://directory.westernsydney.edu.au/search/name/Catherine%20Renshaw/))

Description This unit introduces students to the processes of critical evaluation of arguments, legal communication and logical and critical problem solving involving statutory interpretation and precedent. Students will have the opportunity to explore how law is made, some of the institutional limitations on law and justice, and the impact of globalisation on law. It introduces theories about the nature and function of law in historical, political, social, economic, cultural, ethical and international contexts. The connection between race, gender, culture and law is examined within the context of the Australian legal tradition, legal history, and the impact of the Australian legal system on Aboriginal and Torres Strait Islander Peoples. Students will use logical and critical skills to develop solutions to problems involving statutory interpretation and the application of precedent; and articulate legal thought effectively and persuasively in written formats for lay and expert audiences.

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) LAWS 7056 Fundamentals of Australian Law

Incompatible Subjects LAWS 1009 Legal Analysis and Critique

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explore how law in Australia developed and the impact of these developments on Aboriginal and Torres Strait Islander Peoples;
2. Analyse theories about the nature and function of law in local and global contemporary contexts and from different perspectives;
3. Use logical and critical skills to develop solutions to problems involving statutory interpretation and the application of precedent;
4. Use legal research skills in relation to primary and secondary sources to support case analysis and statutory interpretation.

Subject Content

- The Australian legal tradition
- English legal history
- Doctrine of reception and repugnancy
- Australian constitutional independence
- The impact of The Australian legal system on Australian first peoples
- Critical evaluation of arguments
- The nature of function of Law
- legal formalism and The rule of Law
- gender, race, culture and The Law
- Law and globalisation
- Law in An economic context
- legal communication

- case analysis and statutory interpretation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Essay	1,000 words	35	N	Individual
Reflection	750 words	20	N	Individual
Essay	2,000 words	45	N	Individual

Prescribed Texts

- Robin Creyke et al, Laying Down the Law (LexisNexis Butterworths, 11th ed, 2020).
- Trischa Mann (ed), Australian Law Dictionary (Oxford University Press, 3rd ed, 2017).
- The Australian Guide to Legal Citation (Melbourne University Law Review Association Inc, 4th ed, 2018).

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Catherine Renshaw ([https://directory.westernsydney.edu.au/search/name/Catherine Renshaw/](https://directory.westernsydney.edu.au/search/name/Catherine%20Renshaw/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS7061_22-SPR_PS_D#subjects)

LAWS 7062 Legal Research Dissertation

Credit Points 10

Legacy Code 201074

Coordinator John Juriansz ([https://directory.westernsydney.edu.au/search/name/John Juriansz/](https://directory.westernsydney.edu.au/search/name/John%20Juriansz/))

Description This is a 20 credit point year-long subject taken over two terms (10 credit points in each term). This subject provides students with a capstone research experience in relation to a supervised legal dissertation. Students develop and refine legal research and writing skills by analysing a legal topic chosen in consultation with an academic supervisor. This subject includes training in research methodology and requires the student to undertake a literature review, to develop a research proposal, to present on the proposal and finished work, and to submit a dissertation. This year long subject can only be commenced in Autumn semester and lasts the equivalent of two consecutive semesters. The research project areas will principally focus upon those areas identified by the School of Law in its Research Strategy.

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) LAWS 7027

Restrictions

Students must be enrolled in 2826 Juris Doctor. This year long subject can only be commenced in Autumn semester.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate the theories and real-life issues relevant to legal practice in Australia;
2. Conduct a legal research project;
3. Communicate the results of a legal research project to peers and other legal professionals in oral and written forms in a professional manner;
4. Reflect on own learning and professional development needs.

Subject Content

- research proposal
- ethics
- research Protocol and design
- data collection
- data analysis
- logical argument

Prescribed Texts

- Terry Hutchinson, *Researching and Writing in Law* (Thomson Reuters, 4th ed, 2018).
- Margaret Davies, *Asking the Law Question* (Thomson Reuters, 4th ed, 2017).

Teaching Periods

LAWS 7063 Legal Research Project 1

Credit Points 10

Legacy Code 201075

Coordinator Elen Seymour ([https://directory.westernsydney.edu.au/search/name/Elen Seymour/](https://directory.westernsydney.edu.au/search/name/Elen%20Seymour/))

Description This unit provides students with a capstone research experience in relation to a supervised and structured research project. Students will develop and refine their legal research and writing skills by exploring and analysing a legal topic chosen in consultation with a member of the academic staff in pursuing a particular research interest. Working closely with a supervisor, students will compose a research paper of 5,000 words on an approved topic in law and will provide a 20-minute class presentation based upon the completed project. The research project areas will principally focus upon those areas identified by the School of Law in its Research Strategy.

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) LAWS 7027

Equivalent Subjects LAWS 7023 - International Independent Study Law 1

Restrictions

Students must be enrolled in program 2784 or 2810 Master of Laws (International Governance), 2824 Master of Laws or 2826 Juris Doctor.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Present a sustained evidence based research paper.
2. Demonstrate a high level of comprehension of the selected topic.
3. Undertake legal research to locate up to date and accurate information from a variety of both primary and secondary sources.
4. Engage in analytical, critical and reflective evaluation of issues and materials.
5. Develop reasoned, coherent and persuasive arguments that lead to a logical conclusion.
6. Demonstrate excellent academic method and originality in research and writing.

Subject Content

Students will undertake the following key elements of their research project on an agreed research question under the guidance of their respective supervisors:

1. Research methodology
2. Literature review
3. Topic proposal
4. Submission of paper
5. Class presentation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	20 minutes	S/U	N	Individual
Essay	5,000 words	100	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Elen Seymour ([https://directory.westernsydney.edu.au/search/name/Elen Seymour/](https://directory.westernsydney.edu.au/search/name/Elen%20Seymour/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS7063_22-AUT_PS_D#subjects)

LAWS 7064 Legal Research Project 2

Credit Points 10

Legacy Code 201076

Coordinator Elen Seymour ([https://directory.westernsydney.edu.au/search/name/Elen Seymour/](https://directory.westernsydney.edu.au/search/name/Elen%20Seymour/))

Description This unit provides students with a capstone research experience in relation to a supervised and structured research project. Students will be required to reflect on their earlier research projects and to apply learning from these to enhance this unit's research outcomes. Students will develop and refine their legal research and writing skills by exploring and analysing a legal topic chosen in consultation with a member of the academic staff in pursuing a particular research interest. Working closely with a supervisor, students will compose a research paper of 5,000 words on an approved topic in law and will provide a 20-minute class presentation based upon the completed project. The research project areas will principally focus upon those areas identified by the School of Law in its Research Strategy.

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) LAWS 7063

Equivalent Subjects LAWS 7024 - International Independent Study Law 2

Restrictions

Students must be enrolled in program 2784 or 2810 Master of Laws (International Governance), 2824 Master of Laws or 2826 Juris Doctor.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Present a sustained evidence based research paper.
2. Demonstrate a high level of comprehension of the selected topic.
3. Undertake legal research to locate up to date and accurate information from a variety of both primary and secondary sources.
4. Engage in analytical, critical and reflective evaluation of issues and materials.
5. Develop reasoned, coherent and persuasive arguments that lead to a logical conclusion.
6. Demonstrate excellent academic method and originality in research and writing.

Subject Content

Students will undertake the following key elements of their research project on an agreed research question under the guidance of their respective supervisors:

1. Reflection on research experiences
2. Research methodology
3. Literature review
4. Topic proposal
5. Submission of paper
6. Class presentation

Note: the area of research may extend, but must not duplicate research done in previous units.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	500 words	U/S	N	Individual
Presentation	20 minutes	U/S	N	Individual
Essay	5,000 words	100	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Elen Seymour ([https://directory.westernsydney.edu.au/search/name/Elen Seymour/](https://directory.westernsydney.edu.au/search/name/Elen%20Seymour/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS7064_22-AUT_PS_D#subjects)

LAWS 7065 Moot Court

Credit Points 10

Legacy Code 201070

Coordinator John Juriansz ([https://directory.westernsydney.edu.au/search/name/John Juriansz/](https://directory.westernsydney.edu.au/search/name/John%20Juriansz/))

Description Students will participate in mooting conducted before an appellate court or tribunal. Students will be provided with a grounding in issues including jurisdiction, admissibility, and remedies. The unit will focus on one or more areas of domestic substantive law and will include a research component. Students will prepare and present a hypothetical case before an appellate court or tribunal and will be given the opportunity to develop their advocacy skills, including the preparation of written submissions and delivery of oral submissions. Undertaking this unit would be useful for students seeking to participate in one or more law mooting competitions representing Western Sydney University.

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) LAWS 7072 AND LAWS 7046 AND LAWS 7047 AND LAWS 7067

Restrictions

Students must be enrolled in program 2826 Juris Doctor.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse complex factual problems involving issues of substantive law;
2. Undertake extensive research in relation to complex issues of substantive law;
3. Produce draft written submissions which demonstrate clear, well structured, appropriately referenced, critical and original analysis and arguments;

4. Exhibit command of court etiquette, the rules of procedure and requirements regarding an oral presentation to the relevant court by engaging in a moot;
5. Display a level of oral presentation skills appropriate to that required for national moot court competitions;
6. Collaborate constructively with team members in researching issues and preparing oral and written submissions.

Subject Content

- Issues including Jurisdiction, admissibility, and Remedies
- Issues of Substantive Law
- Mooting conducted before An Appellate court or tribunal
- Advocacy skills
- presentation of A hypothetical case before An Appellate court or tribunal
- Rules and procedures of The relevant court or tribunal
- legal research skills

Prescribed Texts

- John Snape and Gary Watt, *How to Moot: A Student Guide to Mooting* (Oxford University Press, 2nd ed, 2010)

Teaching Periods

LAWS 7066 Professional Responsibility and Legal Ethics

Credit Points 10

Legacy Code 201049

Coordinator Michael Brogan ([https://directory.westernsydney.edu.au/search/name/Michael Brogan/](https://directory.westernsydney.edu.au/search/name/Michael%20Brogan/))

Description This unit provides students with the opportunity to critically reflect on the legal, statutory and ethical principles and standards that underpin the professional obligations of legal practitioners. Students will also analyse ethical issues that commonly occur in professional legal practice in contemporary multicultural Australia, particularly with Aboriginal and Torres Strait Islander peoples. It deals with the professional, legal and ethical responsibilities legal practitioners owe to the law, the courts, their clients and to fellow practitioners, as well as the state and society at large. Students will be able to explain and evaluate the law and practice of legal practitioners, by reference to key topics, such as: professionalism; legal ethics; the history, structure and regulation of the legal profession; and the interpersonal, psychological and cultural factors affecting lawyering. In addition students will be able to demonstrate the process of ethical decision making by selecting and using ethical decision making tools in a legal context and develop their own ethical framework by exploring the relationship between personal and professional attitudes and values; and by reflecting on their own performance.

School Law

Discipline Legal Practice

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) LAWS 7056 Fundamentals of Australian Law

Incompatible Subjects LAWS 2015 Professional Responsibility and Legal Ethics

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Reflect on the legal, statutory and ethical principles and standards that underpin the professional obligations of legal practitioners;
2. Analyse ethical issues that commonly occur in professional legal practice in contemporary multicultural Australia, particularly with Aboriginal and Torres Strait Islander peoples;
3. Develop appropriate strategies to avoid legal and ethical risks in professional legal practice;
4. Propose arguments to support or counter propositions for reform in legal ethics;
5. Develop their own ethical framework by exploring the relationship between personal and professional attitudes and values and by reflecting on their own performance.

Subject Content

- The legal profession: Issues, ethics and lawyering
- professional communication (including cultural Understanding)
- duty to The Law, Courts and Fellow practitioners
- duty to clients (including Basic principles of trust accounting)
- Admission, professional misconduct and discipline
- Psychology and Ethical decision making

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Reflection	1,500 words	20	N	Individual
Viva Voce	20 minutes	35	N	Individual
Examination	2 hours	45	N	Individual

Prescribed Texts

- Paula Baron and Lillian Corbin, *Ethics and Legal Professionalism in Australia* (Oxford University Press, 3rd ed, 2020).

Teaching Periods

LAWS 7067 Property Law

Credit Points 10

Legacy Code 201055

Coordinator John Juriansz ([https://directory.westernsydney.edu.au/search/name/John Juriansz/](https://directory.westernsydney.edu.au/search/name/John%20Juriansz/))

Description Students will learn about the concept of property and the nature of property rights including the boundaries between property and other rights and the boundaries between different forms of property. The unit content includes the doctrine of tenure and estates, native title, and legal and equitable interests in land. Specific topics to be covered include personal property and securities, mortgages, leases, easements and profits a prendre, co-ownership, the Torrens system of statutory registration of interests in land, and the principles for resolving conflicting proprietary interests.

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) LAWS 7056 Fundamentals of Australian Law AND LAWS 7047 Contracts

Incompatible Subjects LAWS 3082 Property Law

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

The basic fundamentals of the Australian Legal System, including the doctrine of precedent and statutory interpretation, contracts and torts law.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse concepts and principles of Australian property law, procedure and policy, and their relationship to broader social, economic and political contexts;
2. Provide advice in relation to proprietary interests and disputes;
3. Display clear and logical arguments in responses addressing legal issues relating to property;
4. Assess ethical issues arising in property law practice and the professional responsibilities of lawyers in promoting justice and service to the community.

Subject Content

- The concept of property and The nature and fragmentation of property rights
- boundaries between different types of property and The protection of property rights
- Bailment
- personal property and Securities
- title, Possession and Limitation of actions
- The Doctrine of Tenures and estates
- leases
- Mortgages
- native title
- The Creation and Disposition of legal and Equitable interests
- statutory Registration systems
- Easements and Profits A prendre
- priorities between Competing proprietary interests
- co-ownership

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	Quiz x 5 (5 best out of 10)	10	N	Individual
Case Study (Case analysis)	1,,000 words	15	N	Individual

Case Study (Provide advice in relation to proprietary interests and disputes)	2,500 words	30	N	Individual
Final Exam	2 hours	45	N	Individual

Prescribed Texts

- Edgeworth, Brendan, Christopher Rossiter, Pamela O'Connor and Andrew Godwin, Sackville & Neave Australian Property Law (Lexis Nexis, 11th ed, 2020).

Teaching Periods

LAWS 7068 Remedies

Credit Points 10

Legacy Code 201060

Coordinator Ludmilla Robinson ([https://directory.westernsydney.edu.au/search/name/Ludmilla Robinson/](https://directory.westernsydney.edu.au/search/name/Ludmilla%20Robinson/))

Description This unit examines the nature, goals and structure of private law remedies, and is organised around the remedial goals of compensation, perfection, vindication, disgorgement, restitution, and punishment. Both judicial and non-judicial remedies in Australian private law are examined including the principles of the major common law, equitable, restitutionary, and statutory remedies available to wronged parties in a variety of circumstances. Emphasis is on the analysis of practical and theoretical advantages and disadvantages of various remedies. The unit explores how and why different remedial goals are accorded differing priority and are given effect in different ways across different areas of private law thereby deepening the student's understanding of remedies and the nature of each of these substantive fields of private law. The content of this unit elucidates the principles relating to the assessment of all forms of damages under common law and statute as well as the judicial approaches to the grant of injunctions and other non-monetary relief.

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) LAWS 7053 Equity Trusts

Incompatible Subjects LAWS 4014 Remedies

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically reflect on common law, equitable, restitutionary, and statutory remedial concepts and their application and effectiveness in contemporary legal practice.
2. Analyse and solve practical problems and theoretical legal issues independently in order to demonstrate a detailed understanding of the suitability of remedies in various practical situations.

3. Collaborate effectively and persuasively on complex legal principles, theories and frameworks governing the award of private law remedies across Australian and overseas jurisdictions.
4. Communicate persuasively and effectively complex knowledge and ideas to expert and non-expert legal audience.
5. Evaluate the impact on Australia's culturally diverse society of the dominant culture's private law remedies.

Subject Content

1. The Nature of Remedies
2. Self-Help Remedies
3. General Principles of Compensation
4. Compensation in Equity
5. Gain-based Awards – Disgorgement and accounting for profits
6. Restitution (the measure of Restitution, Rescission, Unjust Enrichment)
7. Contested Categories
8. Punishment in Private Law (Exemplary Damages)
9. Proprietary Relief
10. Specific Relief – General Principles and Specific Performance
11. Injunctions
12. Declaratory Relief
13. Enforcement
14. Vindicatory damages and Damage in Substitution of Rights
15. Tracing
16. Delivery Up, Cancellation and Rectification
17. Statutory Remedies
18. Defensive Equities

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	Ongoing	20	N	Individual
Professional Task	3000 words	35	N	Individual
Final Exam	2 hours	45	N	Individual

Prescribed Texts

- Covell & Lupton, *Principles of Remedies* (LexisNexis, 8th ed, 2022).
- Witzleb, Normann et al, *Remedies: Commentary and Materials* (Thomson Reuters, 7th ed, 2020).

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Ludmilla Robinson ([https://directory.westernsydney.edu.au/search/name/Ludmilla Robinson/](https://directory.westernsydney.edu.au/search/name/Ludmilla%20Robinson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS7068_22-SPR_PS_D#subjects)

LAWS 7069 Revenue Law

Credit Points 10

Legacy Code 201071

Coordinator Elen Seymour ([https://directory.westernsydney.edu.au/search/name/Elen Seymour/](https://directory.westernsydney.edu.au/search/name/Elen%20Seymour/))

Description This unit examines the legal basis for the Australian taxation system and its application. It will cover taxation of income from personal exertion, business and property, as well as the taxation of fringe benefits provided in the context of employment and the goods and services tax (popularly known as the GST). Lectures and tutorials cover the constitutional basis of taxation, income tax assessment and the concepts of income tax, allowable deductions, other federal and state taxes, taxation of business associations (partnerships, companies, trusts and primary producers), taxation accounting, administration and practice, taxation planning and avoidance.

School Law

Discipline Taxation Law

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) LAWS 7058 AND LAWS 7056

Restrictions

Students must be enrolled in 2826 Juris Doctor.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the key elements of the Australian Income Tax System and the Goods and Services Tax System.
2. Examine the relevance of tax law information in a decided taxation case, effectively and appropriately, how the case law and legislation are applied in solving tax law problems.
3. Apply their understanding of revenue law concepts to analysing and solving practical problems.
4. Use a range of research tools to locate and evaluate the quality, currency and relevance of legal information.

Subject Content

Introduction to Income Tax Law
 Residence and Source
 Income from Labour
 Fringe Benefits Tax
 Income from Business
 Income from Property
 Compensation principle
 Capital Gains Tax
 Allowable Deductions
 Allowable Deductions Specific Provisions
 Capital Allowances
 Tax Accounting
 Trading Stock
 Taxation of Partnerships
 Taxation of Trusts
 Taxation of Companies and Shareholders
 International Taxation
 Tax Administration
 Overview of Goods and Services Tax

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Participation	Ongoing	10	N	Individual
Essay	2000 words	30	N	Individual
Final Exam	2 hours	60	Y	Individual

Prescribed Texts

- Paul Kenny and others, Australian Tax 2017 (Lexis Nexis, 2017)
- Paul Kenny, Core Tax Legislation (LexisNexis, 2017)

Teaching Periods

LAWS 7070 Revenue Law Industry Placement

Credit Points 10

Legacy Code 201072

Coordinator Elen Seymour ([https://directory.westernsydney.edu.au/search/name/Elen Seymour/](https://directory.westernsydney.edu.au/search/name/Elen%20Seymour/))

Description This work integrated learning unit builds upon the knowledge base of 201071 Revenue Law (Juris Doctor) to provide industry experience for later year 2826 Juris Doctor students. Students who have successfully completed 201071 Revenue Law (Juris Doctor) with a Credit or above result will be eligible to apply for this industry experience. This unit is designed to allow students to gain valuable experience in ethical and professional responsibility in a workplace, while undertaking academic assessment. Students will also improve their legal and research skills which will assist them in the transition from university to the workplace. The placement will consist of a full time four-week placement at the Australian Tax Office or other suitable workplace approved by the School of Law. Students will work in various practice areas with an emphasis on technical legal issues and will be supervised by senior staff members.

School Law

Discipline Taxation Law

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) LAWS 7069

Restrictions

Students must have completed 201071 Revenue Law (Juris Doctor) at credit level or above. Enrolment in the subject is by invitation only following a call for expressions of interest and a merit selection based on a 500-word submission outlining the student's interest in the placement and his or her Grade Point Average in the program. Selection will broadly reflect the diversity of applicants. Applicants must also meet any workplace requirements. Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate the operation of taxation law in practical contexts;
2. Propose solutions to taxation law problems for clients in practical contexts;

3. Communicate relevant information about contemporary legal taxation issues to clients and peers;
4. Critically reflect on the students' learning and professional development needs;
5. Perform legal writing tasks and critical thinking tasks within a practical legal and taxation context.

Subject Content

- practical legal problems derived from legal practice
- practical application of Law to facts
- Ethical considerations of legal practice
- client interviewing, legal instructions and information gathering
- professional client management: record keeping, File notes, letters of advice, and other legal professional management systems
- information for clients including legal information sheets and other information available in practice

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	Orientation week/500 words	20	N	Individual
Report	Week 1/1000 words	30	N	Individual
Professional Placement Performance	Template	S/U	Y	Individual
Essay	2000 words	50	N	Individual

Teaching Periods

LAWS 7071 Technology, Innovation and the Law

Credit Points 10

Legacy Code 201073

Coordinator John Juriansz ([https://directory.westernsydney.edu.au/search/name/John Juriansz/](https://directory.westernsydney.edu.au/search/name/John%20Juriansz/))

Description This unit enables students to proactively adapt to the transforming nature of the legal profession. Students will engage with the technology and innovation expectations of contemporary business, legal practice and community engagements - including the concepts and areas of Big Data, Artificial Intelligence, machine learning, Blockchain, legal task automation, e-contracts and smart contracting, technology assisted review, e-Courts, FinTech and RegTech, law tech start-ups, and chatbots. Students will be able to develop legal, ethical and regulatory digital literacies and personal professional strategies to maintain and use these literacies innovatively. The curriculum will offer insights from a number of innovative and technology focused legal industry experts.

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) Students must have successfully completed 80 credit points of 2826 Juris Doctor core units to enrol in this unit

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine new risks, obligations and ethical issues for the courts and practitioners arising from the use of technology in the delivery of justice and legal services;
2. Critically analyse the ways in which emerging technologies are changing, challenging and enabling the way that lawyers and legal systems work;
3. Critically analyse the way that disruptive technologies challenge regulators across global jurisdictions;
4. Use communication skills required by new and emerging technological platforms;
5. Reflect on issues and strategies to personally maintain currency in digital literacies and their innovative application.

Subject Content

1. Digital literacy & Ethics
 - Law and Technology: lawyers as advocates for vulnerable populations in A World disrupted by Technology
 - Paperless Workflows and information security
 - information Governance and Privacy in A Big data World
 - Forensics & data collection
 - professional strategies for maintaining currency and Innovative practice
2. Virtual and Distributed Courts
 - virtual Courts
 - online Dispute Resolution
 - case management systems
3. Legal Technology and Practice
 - coding for lawyers
 - Technology assisted Review (TAR)
 - legal research, Discovery, document and data management
 - financial and Regulatory technologies
4. Human Rights and Technology

Teaching Periods

LAWS 7072 Torts Law

Credit Points 10

Legacy Code 201051

Coordinator Sonia Allan ([https://directory.westernsydney.edu.au/search/name/Sonia Allan/](https://directory.westernsydney.edu.au/search/name/Sonia%20Allan/))

Description Torts Law will provide students with the opportunity to critically analyse the key principles of Australian torts law and its impact within the broader legal context. The topics covered include legal principles and policy of a variety of torts, defences and remedies. The subject also introduces students to legal skills, statutory interpretation and legal problem solving, as well as placing the law in the wider political and social context. Students will be able to search for, analyse, and evaluate cases, statutes, and theoretical writings relevant to torts law to resolve legal problems.

School Law

Discipline Law, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) LAWS 7056 Fundamentals of Australian Law

Incompatible Subjects LAWS 2013 Torts Law

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the key principles of Australian torts law and the impact of torts law in the broader legal context.
2. Analyse cases to resolve legal problems based on principles of Australian torts law.
3. Apply the principles and processes of legal reasoning, including case analysis and statutory interpretation to analyse and resolve torts legal problems.
4. Execute clear, concise and persuasive arguments to write answers to legal scenario-based problems relevant to torts law.

Subject Content

1. Comparative role of tort law, criminal law, contract law and no-fault compensation schemes
2. Intentional torts
3. Negligence
4. Defences
5. Remedies in tort actions
6. Concurrent liability

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	30 minutes each	20	N	Individual
Essay	2500 words	35	N	Individual
Essay	3000 words	45	N	Individual

Prescribed Texts

- Martin Davies and Ian Malkin Torts (LexisNexis, 9th Ed, 2021)
- Civil Liability Act (2002) NSW

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Sonia Allan ([https://directory.westernsydney.edu.au/search/name/Sonia Allan/](https://directory.westernsydney.edu.au/search/name/Sonia%20Allan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS7072_22-SPR_PS_D#subjects)

LAWS 9001 Higher Degree Research Thesis - Law

Credit Points 20

Legacy Code 800039

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Law

Discipline Law

Student Contribution Band HECS Band 4 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS9001_22-RQ1_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS9001_22-RQ1_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS9001_22-RQ1_PS_D#subjects)

Research Quarter 2

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS9001_22-RQ2_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS9001_22-RQ2_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS9001_22-RQ2_PS_D#subjects)

Research Quarter 3

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS9001_22-RQ3_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS9001_22-RQ3_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS9001_22-RQ3_PS_D#subjects)

Research Quarter 4

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS9001_22-RQ4_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS9001_22-RQ4_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=LAWS9001_22-RQ4_PS_D#subjects)

MANU 2001 Design and Manufacturing

Credit Points 10

Legacy Code 301340

Coordinator Leigh Sheppard ([https://directory.westernsydney.edu.au/search/name/Leigh Sheppard/](https://directory.westernsydney.edu.au/search/name/Leigh%20Sheppard/))

Description This unit will be offered at Engineering Innovation Hub - Hassall St, Parramatta campus. This unit introduces basic aspects of design and manufacturing, process selection, manufacturing processes, material selection based on material properties and the use of computers in the design process. A project selected allows students to work individually and in a team environment to achieve the final objective which is a workable product. As part of the project, students are asked to develop a product from a page of functional requirements by developing a concept sketch, material selection, detail engineering drawings, process plan and finally making the product in a workshop. At the end of the semester, the products are tested.

School Eng, Design & Built Env

Discipline Manufacturing Engineering and Technology, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Practical Exam	2 hours	20	N	Individual
Applied Project	2x CAD files and 1x CAM file	15	N	Individual
Applied Project	2x physical items	10	N	Individual
Practical Exam	2 hours	20	N	Individual
Report	15-20 pages (2500 words)	20	N	Individual
Report	a SOLIDWORKS 'Pack and Go' .zip file	15	N	Individual

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Leigh Sheppard ([https://directory.westernsydney.edu.au/search/name/Leigh Sheppard/](https://directory.westernsydney.edu.au/search/name/Leigh%20Sheppard/))

View timetable (https://classregistration.westernsydney.edu.au/event/timetable/?subject_code=MANU2001_22-SPR_PC_D#subjects)

MANU 3003 Creative Digital: Robots and Avatars

Credit Points 10

Legacy Code 301307

Coordinator Mauricio Novoa ([https://directory.westernsydney.edu.au/search/name/Mauricio Novoa/](https://directory.westernsydney.edu.au/search/name/Mauricio%20Novoa/))

Description This is a project-based learning unit that assists students to creatively synthesise skills learned in previous units. Students are introduced to current problem solving in professional practice that negotiates between physical and digital components to form smart artefacts. That relation is represented with the development of an interactive robot and its digital mirror counterpart as its avatar. The unit also assists in the preparation of a professional portfolio show piece for job applications in the industry. Learning by experimentation, the unit links traditional skillsets including software and 3D printing with new forms of design, from engineering narratives to digital creativity within augmented and virtual environments.

School Eng, Design & Built Env

Discipline Manufacturing Engineering And Technology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects MANU 3001 - Graphics 5 Creative Computing

Assumed Knowledge

Understanding of 3D CAD and basic programming is desirable.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Create a project brief that challenges the normal or typical uses of an object.
2. Design and implement techniques for linking components in the virtual (avatar) and real worlds (robot).
3. Develop design solutions using an empathic human-centred approach.
4. Identify and use appropriate range of modalities of communication between user, real world and virtual world for the project.

Subject Content

1. Augmented and Virtual Reality
2. Digital simulation of products and environments
3. Implementing Tangible Interaction between physical and virtual environments by manipulating physical artefacts (robot) that interact with 2D and 3D world objects (avatar, scenario)
4. Use of parametric and polygon CAD software together with cross-platform game engines
5. Visual analytics

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Applied Project: Making the Robot Stage 3D Physical Design and Development	300 words 3D Physical Model and Professional Presentation Pitch (5 slides)	15	N	Individual

Applied Project: Making the Avatar Stage 3D Virtual Design and Development	500 words 3D Digital/VR Model and Professional Presentation Pitch (10 slides)	25	N	Individual
Applied Project: The Smart System (bringing it all together): 3D Physical and Virtual Synchronisation through programming	850 words Final Product/ System Presentation and Professional Presentation Pitch (20 slides)	40	N	Individual
Process: E-Portfolio and Visual Diary	30 pages	20	N	Individual

Teaching Periods

MATH 0002 Foundations of Mathematics (WSTC)

Credit Points 10

Legacy Code 900055

Coordinator Bhupendra Pant ([https://directory.westernsydney.edu.au/search/name/Bhupendra Pant/](https://directory.westernsydney.edu.au/search/name/Bhupendra%20Pant/))

Description Foundations of Mathematics is designed to develop knowledge, understanding and skills in Mathematics to a level, which is appropriate for day-to-day life and also as a basis for further study at university entrance level. The course aims to build on existing skills, develop skills in new areas and encourage students' confidence in their own ability.

School Western Sydney The College

Discipline Mathematics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Class test 1	1 hour	10	N	Individual
Class test 2	1 hour	20	N	Individual
Class test 3	1 hour	20	N	Individual
Final examination	2 hour	50	N	Individual

Teaching Periods

MATH 0003 Introductory Business Mathematics (WSTC)

Credit Points 10

Legacy Code 900114

Coordinator Michael CASEY ([https://directory.westernsydney.edu.au/search/name/Michael CASEY/](https://directory.westernsydney.edu.au/search/name/Michael%20CASEY/))

Description This unit consists of two modules. The first module has been designed to provide a revision of basic mathematical concepts and methods that apply to business situations. They include basic mathematical operations, percentages, equations, index numbers, logarithms, direct and inverse variation, and graphs. The second module has been designed to provide students with the necessary skills for making practical financial decisions. The concepts taught include simple interest, compound interest, annuities and their applications as they apply in a business environment.

School Western Sydney The College

Discipline Mathematics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects MATH 0007 - Mathematics 1

Restrictions Students must be enrolled in a Foundation program at The College.

Assumed Knowledge

Mathematics Year 10 or equivalent.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Solve problems involving basic mathematical operations, equations and formulae.
2. Model mathematical problems using appropriate graphs.
3. Apply simple and compound interest concepts and annuities to real-life business problems.
4. Demonstrate an understanding of how the concept of the time value of money can be applied to investments.
5. Demonstrate an understanding and an ability to apply a variety of fundamental mathematical concepts to solve familiar and unfamiliar problems.
6. Interpret and communicate mathematical ideas in a clear and effective manner, using appropriate notation.
7. 1. Solve problems involving basic mathematical operations, equations and formulae.
8. 2. Model mathematical problems using appropriate graphs.
9. 3. Apply simple and compound interest concepts and annuities to real-life business problems.
10. 4. Demonstrate an understanding of how the concept of the time value of money can be applied to investments.
11. 5. Demonstrate an understanding and an ability to apply a variety of fundamental mathematical concepts to solve familiar and unfamiliar problems.
12. 6. Interpret and communicate mathematical ideas in a clear and effective manner, using appropriate notation.

Subject Content

Module 1 - Basic mathematics

1. Basic mathematical operations on whole numbers, decimals and fractions
2. Percentages, ratios and rates
3. Linear equations
4. Simultaneous linear equations (elimination and the substitution method)
5. Substitution into formulae, rearranging formulae
6. Quadratic equations
7. Index numbers
8. Logarithms
9. Functions and their graphs (linear, quadratic, exponential, logarithmic)
10. Direct and inverse variation

Module 2 - Financial Mathematics

11. Simple interest (interest amount, length of time, interest rate, principal and maturity value, applications, time lines and equations of value)
12. Compound interest (maturity value, principal, interest amount, interest rate, length of time, effective and nominal rates, time lines and equations of value, multiple interest rates)
13. Annuities (ordinary annuities and annuities due, accumulated value, present value, size of annuity, rate per interest period, deferred annuities, perpetuities, general annuities)
14. Applications (loans- affordability, repayment schedules, loan outstanding; investment decisions using NPV and IRR)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Intra-session Exam 1	1 hr	10	N	Individual
Intra-session Exam 2	1 hr	25	N	Individual
Applied Project		25	N	Individual
End of session Test	3 hrs	40	N	Individual

Prescribed Texts

- Ibbett, N. 2012 Financial mathematics for decision making Cengage Learning Australia

Teaching Periods

MATH 0004 Mathematics (WSTC Prep)

Credit Points 10

Legacy Code 700044

Coordinator Miriam Krakovska ([https://directory.westernsydney.edu.au/search/name/Miriam Krakovska/](https://directory.westernsydney.edu.au/search/name/Miriam%20Krakovska/))

Description The Mathematics unit is designed and written to prepare students for further mathematical study at first year university level. It provides a comprehensive introduction to the study of calculus

and its applications in the real world. The unit develops those skills peculiar to the mathematical requirements of further study in the areas of Business, Computing, Information Technology, Science and Engineering.

School Western Sydney The College

Discipline Mathematics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects MATH 0005 - Mathematics (UWSC)

Assumed Knowledge

Completion of Year 10 Mathematics or equivalent.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Class Test 1	1 hour	10	N	Individual
Class Test 2	1 hour	20	N	Individual
Class Test 3	1 hour	20	N	Individual
Final Exam	3 hours + 10 mins reading	50	N	Individual

Teaching Periods

MATH 0005 Mathematics (WSTC)

Credit Points 10

Legacy Code 900032

Coordinator Miriam Krakovska ([https://directory.westernsydney.edu.au/search/name/Miriam Krakovska/](https://directory.westernsydney.edu.au/search/name/Miriam%20Krakovska/))

Description The Mathematics unit is designed and written to prepare students for further mathematical study at first year university level. It provides a comprehensive introduction to the study of calculus and its applications in the real world. The unit develops those skills peculiar to the mathematical requirements of further study in the areas of Business, Computing, Information Technology, Science and Engineering.

School Western Sydney The College

Discipline Mathematics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Class Test 1	1 hour	10	N	Individual
Class Test 2	1 hour	20	N	Individual
Class Test 3	1 hour	20	N	Individual
Final Exam	3 hours + 10 mins reading	50	N	Individual

Teaching Periods

MATH 0006 Mathematics 1 (WSTC Prep)

Credit Points 10

Legacy Code 700284

Coordinator Zdenka Misanovic ([https://directory.westernsydney.edu.au/search/name/Zdenka Misanovic/](https://directory.westernsydney.edu.au/search/name/Zdenka%20Misanovic/))

Description This unit has been designed to enhance students' numeracy skills and their understanding of basic mathematical concepts taught in high school mathematics. The topics include arithmetic and algebra, elementary functions, and basic geometry and trigonometry. The unit will prepare students and help them follow more advanced topics in Mathematics 2, Mathematics for Engineers Preliminary and Mathematics for Engineers 1, as well as various other Engineering and ICT units.

School Western Sydney The College

Discipline Mathematics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Restrictions Students must be enrolled at Western Sydney University, The College.

Assumed Knowledge

Mathematics Year 10 equivalent.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Perform operations and solve simple problems involving whole numbers, decimals, fractions and surds.
2. Apply algebraic rules and techniques to solve simple equations and manipulate formulas
3. Demonstrate conceptual understanding of a function, the domain and range, function graph, and the inverse function, and apply it to model and analyse relationships between quantities.
4. Relate functions (linear and quadratic) and the corresponding equations and apply the relationship to analyse engineering applications.
5. Apply the basic trigonometric ratios and Pythagoras's theorem to solve problems involving triangles.
6. Calculate areas and volumes.

Subject Content

1. Arithmetic (numbers, operations with numbers including whole numbers, fractions, decimal and percentages, properties of real numbers). Measurements and units, estimates, scientific notation and rounding, uncertainties.

2. Algebra (algebraic rules and techniques, equations and identities, working with formulas).
3. Functions (definition and notation, domain and range, graphs, the inverse function).
4. Linear and Quadratics functions and equations; linear systems of 2 equations.
5. Basic Geometry and Trigonometry (angles, triangles, Pythagoras's theorem, trigonometric ratios).
6. Areas and Volumes.
 1. Arithmetic (numbers, operations with numbers including whole numbers, fractions, decimal and percentages, properties of real numbers). Measurements and units, estimates,

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Numerical Problem Solving	50 min	5	N	Individual
Quiz	5x10 min	5	N	Individual
Numerical Problem Solving	50 min	20	N	Individual
Report	2 pages	10	N	Individual
Numerical Problem Solving	50 min	20	N	Individual
End-of-session Exam	2 hours	40	N	Individual

Prescribed Texts

- Breach, M. (2011). Fundamental maths: for engineering and science. Basingstoke: Palgrave Macmillan.

Teaching Periods

Term 1

Nirimba Education Precinct

Day

Subject Contact Zdenka Misanovic ([https://directory.westernsydney.edu.au/search/name/Zdenka Misanovic/](https://directory.westernsydney.edu.au/search/name/Zdenka%20Misanovic/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH0006_22-T1_BL_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Zdenka Misanovic ([https://directory.westernsydney.edu.au/search/name/Zdenka Misanovic/](https://directory.westernsydney.edu.au/search/name/Zdenka%20Misanovic/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH0006_22-T1_KW_D#subjects)

Term 2

Penrith (Kingswood)

Day

Subject Contact Zdenka Misanovic ([https://directory.westernsydney.edu.au/search/name/Zdenka Misanovic/](https://directory.westernsydney.edu.au/search/name/Zdenka%20Misanovic/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH0006_22-T2_KW_D#subjects)

Term 3

Nirimba Education Precinct

Day

Subject Contact Zdenka Misanovic ([https://directory.westernsydney.edu.au/search/name/Zdenka Misanovic/](https://directory.westernsydney.edu.au/search/name/Zdenka%20Misanovic/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH0006_22-T3_BL_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Zdenka Misanovic ([https://directory.westernsydney.edu.au/search/name/Zdenka Misanovic/](https://directory.westernsydney.edu.au/search/name/Zdenka%20Misanovic/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH0006_22-T3_KW_D#subjects)

MATH 0007 Mathematics 1 (WSTC)

Credit Points 10

Legacy Code 900085

Coordinator Bhupendra Pant ([https://directory.westernsydney.edu.au/search/name/Bhupendra Pant/](https://directory.westernsydney.edu.au/search/name/Bhupendra%20Pant/))

School Western Sydney The College

Discipline Mathematics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Class Test 1	1 hour	10	N	Individual
Class Test 2	1 hour	20	N	Individual
Class Test 3	1 hour	20	N	Individual
Final Exam	2 hour	50	N	Individual

This is a mandatory assessment task.

Students who do not attend the final exam will receive an AF grade.

Teaching Periods

MATH 0008 Mathematics 2 (WSTC Prep)

Credit Points 10

Legacy Code 700146

Coordinator Zdenka Misanovic ([https://directory.westernsydney.edu.au/search/name/Zdenka Misanovic/](https://directory.westernsydney.edu.au/search/name/Zdenka%20Misanovic/))

Description This unit has been specifically designed for students who need to refresh or upgrade their understanding of basic mathematical concepts taught in high school mathematics. The topics include basic arithmetic and algebra, elementary functions, geometry, trigonometry and coordinate geometry.

School Western Sydney The College

Discipline Mathematics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Pre-requisite(s) Students enrolled in 7162 Diploma in Engineering Extended 7138 Diploma in Information and Communication Technology Extended - ICT 7139 Diploma in Information and Communication Technology Extended 7140 Diploma in Information and Communication Technology Extended – Information Systems and 7141 Diploma in Information and Communication Technology (Health Information Management) Extended must pass MATH 0006 Mathematics 1 prior to enrolling in this unit

Equivalent Subjects MATH 0009 - Mathematics 2 (UWSC)

Restrictions Students must be enrolled at Western Sydney University, The College.

Assumed Knowledge

Mathematics year 10 equivalent.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Select and apply a variety of algebraic techniques to solve equations and problems.
2. Solve geometric and trigonometric problems that involve two and three dimensional objects.
3. Use the concept of a function and the relationship between dependent and independent variables to solve a variety of problems both algebraically and graphically.
4. Use algebra to solve geometrical problems in Cartesian and polar coordinate systems.
5. Apply a variety of strategies to find mathematical models for problems involving exponential and logarithmic functions.
6. Demonstrate an ability to solve problems by identifying interrelationships between ideas from different areas of mathematics.
7. Interpret and communicate mathematical ideas in a clear and effective manner, using logical arguments and appropriate notation.

Subject Content

1. Basic arithmetic operations (with whole numbers, fractions and decimals, index numbers, units and measurements)

2. Basic algebra (terminology, simplifying algebraic expressions, expanding and factorising, working with algebraic fractions, solving linear and quadratic equations, substituting into formulae and changing the subject, simultaneous equations)
3. Functions (terminology and notation, domain and range, graphs of functions, composite functions, inverse functions, elementary functions (linear, quadratics, exponential and logarithmic.))
4. Geometry (angles, triangles, rectangles, circles, Pythagoras Theorem, areas and volumes)
5. Trigonometry (basic trigonometric ratios, exact ratios, complementary angles, angles of any magnitude, sine and cosine rule, trigonometric functions and their graphs)
6. Coordinate geometry (Cartesian coordinate system, distance between two points, equation of a straight line, gradient of a line, distance of a point from a line, loci, equation of a circle, polar coordinates, Pythagoras Theorem in 3D)

1. Basic arithmetic operations (with whole numbers, fractions and decimals, index numbers, units and measurements)
2. Basic algebra (terminology, simplifying algebraic expressions, expanding and factorising, working with algebraic fractions, solving linear and quadratic equations, substituting into formulae and changing the subject, simultaneous equations)
3. Functions (terminology and notation, domain and range, graphs of functions, composite functions, inverse functions, elementary functions (linear, quadratics, exponential and logarithmic.))
4. Geometry (angles, triangles, rectangles, circles, Pythagoras Theorem, areas and volumes)
5. Trigonometry (basic trigonometric ratios, exact ratios, complementary angles, angles of any magnitude, sine and cosine rule, trigonometric functions and their graphs)
6. Coordinate geometry (Cartesian coordinate system, distance between two points, equation of a straight line, gradient of a line, distance of a point from a line, loci, equation of a circle, polar coordinates, Pythagoras Theorem in 3D)
1. Basic arithmetic operations (with whole numbers, fractions and decimals, index numbers, units and measurements)
2. Basic algebra (terminology, simplifying algebraic expressions, expanding and factorising, working with algebraic fractions, solving linear and quadratic equations, substituting into formulae and changing the subject, simultaneous equations)
3. Functions (terminology and notation, domain and range, graphs of functions, composite functions, inverse functions, elementary functions (linear, quadratics, exponential and logarithmic.))
4. Geometry (angles, triangles, rectangles, circles, Pythagoras Theorem, areas and volumes)
5. Trigonometry (basic trigonometric ratios, exact ratios, complementary angles, angles of any magnitude, sine and cosine rule, trigonometric functions and their graphs)
6. Coordinate geometry (Cartesian coordinate system, distance between two points, equation of a straight line, gradient of a line, distance of a point from a line, loci, equation of a circle, polar coordinates, Pythagoras Theorem in 3D)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Numerical Problem Solving	1 hour	10	N	Individual

Numerical Problem Solving	1 hour	25	N	Individual
Numerical Problem Solving	1 hour	25	N	Individual
End-of-session Exam	2 hours	40	N	Individual

Prescribed Texts

- Breach, M 2011, Fundamental Maths for Engineering and Science, Palgrave Macmillan

Teaching Periods

Term 1

Nirimba Education Precinct

Day

Subject Contact Zdenka Misanovic ([https://directory.westernsydney.edu.au/search/name/Zdenka Misanovic/](https://directory.westernsydney.edu.au/search/name/Zdenka%20Misanovic/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH0008_22-T1_BL_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Zdenka Misanovic ([https://directory.westernsydney.edu.au/search/name/Zdenka Misanovic/](https://directory.westernsydney.edu.au/search/name/Zdenka%20Misanovic/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH0008_22-T1_KW_D#subjects)

Parramatta City - George St

Day

Subject Contact Zdenka Misanovic ([https://directory.westernsydney.edu.au/search/name/Zdenka Misanovic/](https://directory.westernsydney.edu.au/search/name/Zdenka%20Misanovic/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH0008_22-T1_PG_D#subjects)

Term 2

Nirimba Education Precinct

Day

Subject Contact Zdenka Misanovic ([https://directory.westernsydney.edu.au/search/name/Zdenka Misanovic/](https://directory.westernsydney.edu.au/search/name/Zdenka%20Misanovic/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH0008_22-T2_BL_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Zdenka Misanovic ([https://directory.westernsydney.edu.au/search/name/Zdenka Misanovic/](https://directory.westernsydney.edu.au/search/name/Zdenka%20Misanovic/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH0008_22-T2_KW_D#subjects)

Parramatta City - George St

Day

Subject Contact Zdenka Misanovic ([https://directory.westernsydney.edu.au/search/name/Zdenka Misanovic/](https://directory.westernsydney.edu.au/search/name/Zdenka%20Misanovic/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH0008_22-T2_PG_D#subjects)

Term 3

Parramatta City - George St

Day

Subject Contact Zdenka Misanovic ([https://directory.westernsydney.edu.au/search/name/Zdenka Misanovic/](https://directory.westernsydney.edu.au/search/name/Zdenka%20Misanovic/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH0008_22-T3_PG_D#subjects)

MATH 0009 Mathematics 2 (WSTC)

Credit Points 10

Legacy Code 900086

Coordinator Zdenka Misanovic ([https://directory.westernsydney.edu.au/search/name/Zdenka Misanovic/](https://directory.westernsydney.edu.au/search/name/Zdenka%20Misanovic/))

Description This unit has been specifically designed for students who need to refresh or upgrade their understanding of basic mathematical concepts taught in high school mathematics. The topics include basic arithmetic and algebra, elementary functions, geometry, trigonometry and coordinate geometry.

School Western Sydney The College

Discipline Mathematics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects MATH 0008 - Mathematics 2 (WSTC Prep)

Restrictions Students must be enrolled at The College.

Assumed Knowledge

Year 10 Mathematics or equivalent.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Select and apply a variety of algebraic techniques to solve equations and problems.
2. Solve geometric and trigonometric problems that involve two and three dimensional objects.
3. Use the concept of a function and the relationship between dependent and independent variables to solve a variety of problems both algebraically and graphically.
4. Use algebra to solve geometrical problems in Cartesian and polar coordinate systems.
5. Apply a variety of strategies to find mathematical models for problems involving exponential and logarithmic functions.
6. Demonstrate an ability to solve problems by identifying interrelationships between ideas from different areas of mathematics.
7. Interpret and communicate mathematical ideas in a clear and effective manner, using logical arguments and appropriate notation.

Subject Content

1. Basic arithmetic operations (with whole numbers, fractions and decimals, index numbers, units and measurements)
2. Basic algebra (terminology, simplifying algebraic expressions, expanding and factorising, working with algebraic fractions, solving

linear and quadratic equations, substituting into formulae and changing the subject, simultaneous equations)

3. Functions (terminology and notation, domain and range, graphs of functions, composite functions, inverse functions, elementary functions (linear, quadratics, exponential and logarithmic.))

4. Geometry (angles, triangles, rectangles, circles, Pythagoras' Theorem, areas and volumes)

5. Trigonometry (basic trigonometric ratios, exact ratios, complementary angles, angles of any magnitude, sine and cosine rule, trigonometric functions and their graphs)

6. Coordinate geometry (Cartesian coordinate system, distance between two points, equation of a straight line, gradient of a line, distance of a point from a line, loci, equation of a circle, polar coordinates, Pythagoras' Theorem in 3D)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Numerical Problem Solving	1 hour	10	N	Individual
Numerical Problem Solving	1 hour	25	N	Individual
Numerical Problem Solving	1 hour	25	N	Individual
End-of-session Exam	2 hours	40	N	Individual

Prescribed Texts

- Breach, M 2011, Fundamental Maths for Engineering and Science, Palgrave Macmillan

Teaching Periods

MATH 0010 Mathematics 3 (WSTC Prep)

Credit Points 10

Legacy Code 700203

Coordinator Zdenka Misanovic ([https://directory.westernsydney.edu.au/search/name/Zdenka Misanovic/](https://directory.westernsydney.edu.au/search/name/Zdenka%20Misanovic/))

Description This unit is designed to prepare students for further mathematical study at first year university level. It provides a comprehensive introduction to the study of calculus and its applications in the real world. The concepts studied also include arithmetic and geometric series, trigonometry, inverse trigonometric functions, vectors and matrices.

School Western Sydney The College

Discipline Mathematics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Pre-requisite(s) MATH 0008

Equivalent Subjects MATH 0011 - Mathematics 3 (UWSC)

Restrictions Students must be enrolled at Western Sydney University, The College.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply the main concepts of arithmetic and geometric series to solve problems.
2. Manipulate algebraic expressions involving trigonometric identities.
3. Choose and apply appropriate techniques of differential and integral calculus to solve a variety of problems, including real-life problems.
4. Solve problems involving inverse trigonometric functions including those involving derivatives and integrals.
5. Demonstrate an understanding of the basic concepts of vectors and perform basic operations on vectors and matrices.
6. Demonstrate an ability to solve problems by identifying interrelationships between ideas from different areas of mathematics.
7. Communicate abstract mathematical ideas and relationships using appropriate notation and logical arguments.

Subject Content

1. Series (arithmetic and geometric progressions, limiting sum of infinite series)
2. Trigonometry (revision of basic identities, sum and difference of two angles, double angles, and in terms of)
3. Differentiation (gradient of a curve; differentiation from first principles; differentiating powers of x ; differentiating trigonometric, exponential and logarithmic functions; rules of differentiation: sums and differences of functions, product rule, quotient rule, chain rule)
4. Applications of differentiation (determining stationary points and their nature; inflection points, curve sketching, problem solving)
5. Integration (indefinite and definite integrals, rules of integration, area under and between curves, volumes of solids of revolution)
6. Inverse trigonometric functions (and , derivatives and integrals involving inverse trigonometric functions)
7. Vectors (scalars and vectors, addition and subtraction of vectors, problem solving)
8. Matrices (terminology, basic operations on matrices, determinants of 2×2 and 3×3 matrices)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Class Test 1	1 hour	10	N	Individual
Class Test 2	1 hour	25	N	Individual
Class Test 3	1 hour	25	N	Individual
Final Exam	2 hours	40	N	Individual

Prescribed Texts

- Breach, M 2011, Fundamental Maths for Engineering and Science, Palgrave Macmillan

Teaching Periods

MATH 0011 Mathematics 3 (WSTC)

Credit Points 10

Legacy Code 900087

Coordinator Zdenka Misanovic ([https://directory.westernsydney.edu.au/search/name/Zdenka Misanovic/](https://directory.westernsydney.edu.au/search/name/Zdenka%20Misanovic/))

School Western Sydney The College

Discipline Mathematics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Class Test 1	1 hour	10	N	Individual
Class Test 2	1 hour	25	N	Individual
Class Test 3	1 hour	25	N	Individual
Final Exam	2 hours	40	N	Individual

Teaching Periods

MATH 0012 Mathematics B (WSTC Prep)

Credit Points 10

Legacy Code 700069

Coordinator Miriam Krakovska ([https://directory.westernsydney.edu.au/search/name/Miriam Krakovska/](https://directory.westernsydney.edu.au/search/name/Miriam%20Krakovska/))

Description This unit is replaced by 700146 - Foundation Mathematics 2 (UWSCFS) from Term 1 2014. This unit has been specifically designed for students who need to refresh or upgrade their understanding of basic mathematical concepts taught in high school mathematics. The topics include basic arithmetic and algebra, geometry, trigonometry, coordinate geometry, quadratic functions, indices, logarithms and an introduction to differential calculus.

School Western Sydney The College

Discipline Mathematics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects MATH 0013 - Mathematics B

Assumed Knowledge

Completion of Year 10 Mathematics or equivalent.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Three Class Tests (10%, 20%, 20%)		50	N	Individual
Final Exam		50	N	Individual

Teaching Periods

MATH 0013 Mathematics B (WSTC)

Credit Points 10

Legacy Code 900033

Coordinator Miriam Krakovska ([https://directory.westernsydney.edu.au/search/name/Miriam Krakovska/](https://directory.westernsydney.edu.au/search/name/Miriam%20Krakovska/))

Description The Mathematics B course is designed and written to prepare students for further mathematical study at first year university level in courses that do not demand an in-depth study of Calculus. The course particularly develops those skills peculiar to the mathematical requirements of further study in the area of Business, Finance and Economics. It is usually studied in conjunction with 'Commercial Mathematics'.

School Western Sydney The College

Discipline Mathematics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Class Test One		10	N	Individual
Class Test Two		20	N	Individual
Class Test Three		20	N	Individual
Final Exam	2 hours	50	N	Individual

Teaching Periods

MATH 0014 Mathematics C (WSTC Prep)

Credit Points 10

Legacy Code 700025

Coordinator Miriam Krakovska ([https://directory.westernsydney.edu.au/search/name/Miriam Krakovska/](https://directory.westernsydney.edu.au/search/name/Miriam%20Krakovska/))

Description The Mathematics C unit is designed and written to prepare students for mathematical study at first year university level, specifically in the area of Engineering. It provides a comprehensive introduction to the study of calculus and its applications in the real world.

School Western Sydney The College

Discipline Mathematics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Class Test 1	1 hour	10	N	Individual
Class Test 2	1 hour	20	N	Individual
Class Test 3	1 hour	20	N	Individual
Final Exam	3 hours plus 10 minutes reading time	50	N	Individual

Teaching Periods

MATH 0015 Mathematics Extension (WSTC)

Credit Points 10

Legacy Code 900034

Coordinator Miriam Krakovska ([https://directory.westernsydney.edu.au/search/name/Miriam Krakovska/](https://directory.westernsydney.edu.au/search/name/Miriam%20Krakovska/))

Description The course Mathematics Extension is designed and written to prepare students for further mathematical study at first year university level, particularly in the areas of Science and Engineering. Mathematical concepts developed in the 'Mathematics' course are expanded upon and harder mathematical concepts are introduced. The course develops those skills peculiar to the mathematical requirements of further study in the areas of Computing, Information Technology, Science and Engineering. Undergraduate study in the Physics and Engineering areas of university require the student to have been exposed to the mathematics presented at Extension level.

School Western Sydney The College

Discipline Mathematics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Class Test 1	1 hour	20	N	Individual
Class Test 2	1 hour	20	N	Individual
Class Test 3	1 hour	20	N	Individual
Final Exam	3 hours + 10 mins reading	40	N	Individual

Teaching Periods

MATH 0017 Mathematics for Health Science (WSTC)

Credit Points 10

Legacy Code 900088

Coordinator Michael CASEY ([https://directory.westernsydney.edu.au/search/name/Michael CASEY/](https://directory.westernsydney.edu.au/search/name/Michael%20CASEY/))

Description This subject is designed to prepare students for further study at university level in the areas of Health Science and in particular, Nursing. Undergraduate study in Health Science places a particular emphasis on mathematical skills in the workplace and this subject provides a basis for developing those skills. The subject places equal emphasis on both theoretical and practical application of mathematical techniques as would apply in practice in the health environment.

School Western Sydney The College

Discipline Mathematical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects None

Restrictions

Only students enrolled at The College in Foundation Studies programs can enrol in this subject.

Assumed Knowledge

Year 10 Mathematics or equivalent.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of basic mathematical concepts (basic mathematical operations, fraction, percentages, ratios and measurements).
2. Apply different mathematical techniques to solve problems related to oral medication, with and without technological assistance.
3. Apply different mathematical techniques to solve problems related to parental and paediatric medicine, with and without technological assistance.
4. Apply different mathematical techniques to solve problems related in the areas of volume and rates, with and without technological assistance.
5. Interpret, analyse, and solve health-related problems in relation to specific patient case studies.

Subject Content

Module 1: Basic Mathematics

1. Basic mathematical operations with whole numbers, decimals and fractions.

2. Ratios and rates.

3. Percentages.

4. Metric system.

5. Graphs and data.

Module 2: Mathematical Calculations in Health Care

6. Oral Medication ? Dosage: tablets and mixtures.

7. IV Fluid Management ? rate of flow, drop factor, burettes, pumps.

8. Injections ? types, mixing solutions, calculating dosage.

9. Paediatrics ? determine body surface area, dosage by body weight, verifying safe dosages by comparison with recommendations.

10. Volumes/Rates ? calculating complex volumes using the metric system, oral, parenteral and intravenous medications.

Module 1: Basic Mathematics

1. Basic mathematical operations with whole numbers, decimals and fractions.

2. Ratios and rates.

3. Percentages.

4. Metric system.

5. Graphs and data.

Module 2: Mathematical Calculations in Health Care

6. Oral Medication ? Dosage: tablets and mixtures.

7. IV Fluid Management ? rate of flow, drop factor, burettes, pumps.

8. Injections ? types, mixing solutions, calculating dosage.

9. Paediatrics ? determine body surface area, dosage by body weight, verifying safe dosages by comparison with recommendations.

10. Volumes/Rates ? calculating complex volumes using the metric system, oral, parenteral and intravenous medications.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	30 mins	10	N	Individual
Intra-session Exam 1	1 Hour	30	N	Individual
Intra-session Exam 2	1 Hour	30	N	Individual
Case Study	1 Hour	30	N	Individual

Prescribed Texts

- Hext, V., Mayner, L., 2003, Practical Nursing Calculations, Allen and Unwin

Teaching Periods

Term 1

Nirimba Education Precinct

Day

Subject Contact Michael CASEY ([https://directory.westernsydney.edu.au/search/name/Michael CASEY/](https://directory.westernsydney.edu.au/search/name/Michael%20CASEY/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH0017_22-T1_BL_D#subjects)

Term 3

Nirimba Education Precinct

Day

Subject Contact Michael CASEY ([https://directory.westernsydney.edu.au/search/name/Michael CASEY/](https://directory.westernsydney.edu.au/search/name/Michael%20CASEY/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH0017_22-T3_BLD#subjects)

MATH 0018 Maths Start Algebra 1

Credit Points 10

Legacy Code 900646

Coordinator Carmel Coady ([https://directory.westernsydney.edu.au/search/name/Carmel Coady/](https://directory.westernsydney.edu.au/search/name/Carmel%20Coady/))

School Student Learning Unit

Discipline Mathematics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Quarter 1

Penrith (Kingswood)

Day

Subject Contact Carmel Coady ([https://directory.westernsydney.edu.au/search/name/Carmel Coady/](https://directory.westernsydney.edu.au/search/name/Carmel%20Coady/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH0018_22-Q1_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Carmel Coady ([https://directory.westernsydney.edu.au/search/name/Carmel Coady/](https://directory.westernsydney.edu.au/search/name/Carmel%20Coady/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH0018_22-Q1_PS_D#subjects)

Quarter 3

Penrith (Kingswood)

Day

Subject Contact Carmel Coady ([https://directory.westernsydney.edu.au/search/name/Carmel Coady/](https://directory.westernsydney.edu.au/search/name/Carmel%20Coady/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH0018_22-Q3_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Carmel Coady ([https://directory.westernsydney.edu.au/search/name/Carmel Coady/](https://directory.westernsydney.edu.au/search/name/Carmel%20Coady/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH0018_22-Q3_PS_D#subjects)

MATH 0019 Maths Start Algebra 2

Credit Points 10

Legacy Code 900647

Coordinator Carmel Coady ([https://directory.westernsydney.edu.au/search/name/Carmel Coady/](https://directory.westernsydney.edu.au/search/name/Carmel%20Coady/))

School Student Learning Unit

Discipline Mathematics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Quarter 1

Penrith (Kingswood)

Day

Subject Contact Carmel Coady ([https://directory.westernsydney.edu.au/search/name/Carmel Coady/](https://directory.westernsydney.edu.au/search/name/Carmel%20Coady/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH0019_22-Q1_KW_D#subjects)

MATH 0020 Maths Start Calculus

Credit Points 10

Legacy Code 900648

Coordinator Carmel Coady ([https://directory.westernsydney.edu.au/search/name/Carmel Coady/](https://directory.westernsydney.edu.au/search/name/Carmel%20Coady/))

School Student Learning Unit

Discipline Mathematics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Quarter 1

Penrith (Kingswood)

Day

Subject Contact Carmel Coady ([https://directory.westernsydney.edu.au/search/name/Carmel Coady/](https://directory.westernsydney.edu.au/search/name/Carmel%20Coady/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH0020_22-Q1_KW_D#subjects)

Quarter 3

Penrith (Kingswood)

Day

Subject Contact Carmel Coady ([https://directory.westernsydney.edu.au/search/name/Carmel Coady/](https://directory.westernsydney.edu.au/search/name/Carmel%20Coady/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH0020_22-Q3_KW_D#subjects)

MATH 0021 Maths Start Preparation for Calculus

Credit Points 10

Legacy Code 900652

Coordinator Carmel Coady ([https://directory.westernsydney.edu.au/search/name/Carmel Coady/](https://directory.westernsydney.edu.au/search/name/Carmel%20Coady/))

School Student Learning Unit

Discipline Mathematics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Quarter 1

Penrith (Kingswood)

Day

Subject Contact Carmel Coady ([https://directory.westernsydney.edu.au/search/name/Carmel Coady/](https://directory.westernsydney.edu.au/search/name/Carmel%20Coady/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH0021_22-Q1_KW_D#subjects)

Quarter 3

Penrith (Kingswood)

Day

Subject Contact Carmel Coady ([https://directory.westernsydney.edu.au/search/name/Carmel Coady/](https://directory.westernsydney.edu.au/search/name/Carmel%20Coady/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH0021_22-Q3_KW_D#subjects)

MATH 0022 Maths Start Statistics

Credit Points 10

Legacy Code 900650

Coordinator Carmel Coady ([https://directory.westernsydney.edu.au/search/name/Carmel Coady/](https://directory.westernsydney.edu.au/search/name/Carmel%20Coady/))

School Student Learning Unit

Discipline Statistics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Quarter 1

Parramatta - Victoria Rd

Day

Subject Contact Carmel Coady ([https://directory.westernsydney.edu.au/search/name/Carmel Coady/](https://directory.westernsydney.edu.au/search/name/Carmel%20Coady/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH0022_22-Q1_PS_D#subjects)

Quarter 3

Parramatta - Victoria Rd

Day

Subject Contact Carmel Coady ([https://directory.westernsydney.edu.au/search/name/Carmel Coady/](https://directory.westernsydney.edu.au/search/name/Carmel%20Coady/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH0022_22-Q3_PS_D#subjects)

MATH 0023 Maths Start Trigonometry

Credit Points 10

Legacy Code 900651

Coordinator Carmel Coady ([https://directory.westernsydney.edu.au/search/name/Carmel Coady/](https://directory.westernsydney.edu.au/search/name/Carmel%20Coady/))

School Student Learning Unit

Discipline Mathematics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Quarter 1

Penrith (Kingswood)

Day

Subject Contact Carmel Coady ([https://directory.westernsydney.edu.au/search/name/Carmel Coady/](https://directory.westernsydney.edu.au/search/name/Carmel%20Coady/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH0023_22-Q1_KW_D#subjects)

MATH 0024 Maths Start for Engineering

Credit Points 10

Legacy Code 900649

Coordinator Carmel Coady ([https://directory.westernsydney.edu.au/search/name/Carmel Coady/](https://directory.westernsydney.edu.au/search/name/Carmel%20Coady/))

School Student Learning Unit

Discipline Mathematical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Quarter 1

Penrith (Kingswood)

Day

Subject Contact Carmel Coady ([https://directory.westernsydney.edu.au/search/name/Carmel Coady/](https://directory.westernsydney.edu.au/search/name/Carmel%20Coady/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH0024_22-Q1_KW_D#subjects)

MATH 0025 Nursing Numeracy

Credit Points 5

Legacy Code 900206

Coordinator John Nicholls ([https://directory.westernsydney.edu.au/search/name/John Nicholls/](https://directory.westernsydney.edu.au/search/name/John%20Nicholls/))

School Student Learning Unit

Discipline Mathematics

Student Contribution Band HECS Band 1 5cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Quarter 3 Campbelltown

Day

Subject Contact John Nicholls ([https://directory.westernsydney.edu.au/search/name/John Nicholls/](https://directory.westernsydney.edu.au/search/name/John%20Nicholls/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH0025_22-Q3_CA_D#subjects)

Hawkesbury

Day

Subject Contact John Nicholls ([https://directory.westernsydney.edu.au/search/name/John Nicholls/](https://directory.westernsydney.edu.au/search/name/John%20Nicholls/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH0025_22-Q3_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact John Nicholls ([https://directory.westernsydney.edu.au/search/name/John Nicholls/](https://directory.westernsydney.edu.au/search/name/John%20Nicholls/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH0025_22-Q3_PS_D#subjects)

MATH 0026 Practical Mathematics (WSTC)

Credit Points 10

Legacy Code 900115

Coordinator Michael CASEY ([https://directory.westernsydney.edu.au/search/name/Michael CASEY/](https://directory.westernsydney.edu.au/search/name/Michael%20CASEY/))

Description This unit has been designed to develop the students' mathematical literacy and mathematical thinking necessary for further education, work and everyday life. The unit aims to build on existing skills, develop skills in new areas and encourage students' confidence in their own ability by applying mathematical concepts to a series of real life problems.

School Western Sydney The College

Discipline Mathematics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects MATH 0002 - Foundations of Mathematics (WSTC)

Restrictions Students must be enrolled in University Foundation Studies Extended 3 Term program

Assumed Knowledge

Year 9 Mathematics or equivalent.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding and proficiency in using the mathematical language and terminology presented in the subject.
2. Translate real life problems into mathematical language.
3. Select and apply a variety of problem solving strategies and techniques to solve familiar and unfamiliar real life problems.
4. Use appropriate techniques to assess validity of solutions and interpret results.

Subject Content

1. Problem solving
2. The Real Number System
3. Basic Arithmetic
4. Basic Algebra
5. Tables and Graphs
6. Measurements and Geometry
7. Trigonometry
8. Basic probability

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Intra-session Exam 1	1 hour	10	N	Individual
Intra-session Exam 2	1 hour	25	N	Individual
Intra-session Exam 3	1 hour	25	N	Individual
End of session exam	2 hours + 1 hour = 3 hours	40	N	Individual

Teaching Periods

MATH 0027 Scientific Methods for Construction Management (WSTC Prep)

Credit Points 10

Legacy Code 700264

Coordinator Robert Paluzzano ([https://directory.westernsydney.edu.au/search/name/Robert Paluzzano/](https://directory.westernsydney.edu.au/search/name/Robert%20Paluzzano/))

Description This unit is designed to assist students to become competent in the fields of mathematics and basic physical science. It reinforces the mathematical skills in the areas of basic arithmetic, algebra, geometry and trigonometry. The unit introduces the study of forces, work and energy and selected applications of these concepts. Emphasis is placed on developing the key competencies of scientific methods to provide the necessary introduction for Building Design and Construction Technology.

School Western Sydney The College

Discipline Mathematics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Restrictions Students must be enrolled at Western Sydney University The College.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply appropriate arithmetic and algebraic techniques to solve problems.
2. Solve problems involving simple linear equations, and quadratic equations using the formula and where relevant, apply the SI units appropriately.
3. Solve geometric and trigonometric problems that involve two and three dimensional objects.
4. Demonstrate a basic knowledge and understanding of the relationship between force, work, and energy and power.
5. Solve problems involving these as they relate to such quantities as distance, mass and velocity.
6. Identify and discuss the key issues related to the relationship between building design and acoustics.
7. Explain the thermal properties of selected materials used in construction.
8. Interpret and communicate ideas in a clear and effective manner, using logical arguments, appropriate notation and correct units of measurement.

Subject Content

1. Arithmetic processes
 - a) Working with whole numbers
 - b) Working with fractions, decimals and percentages
 - c) Working with index numbers
2. Algebra
 - a) Terminology
 - b) Working with algebraic expressions
3. Solving equations
 - a) SI units and measurement
 - b) Linear equations
 - c) Quadratic equations using the quadratic formula
4. Geometry
 - a) Angles
 - b) Area, volume and surface area of common objects
5. Trigonometry
 - a) Right angled triangle
 - b) Sine and Cosine rules
6. Forces, Work and Energy
 - a) Force = Mass x Acceleration
 - b) Forces in equilibrium
 - c) Work = Force x distance
 - d) Work = Change in(?E) Energy
 - e) Kinetic Energy
 - f) Gravitational Potential Energy
7. Sound waves and acoustics
8. The Thermal properties of materials

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Numerical Problem Solving and Reflection	Tutorial activities completed during class time and submitted and assessed twice during the term.	(10% each) 20	N	Individual
Short answer Presentation	1 hour	20	N	Individual
Short answer	3 minutes	10	N	Individual
Short answer	1 hour	20	N	Individual
End-of-session Exam	2 hrs and 20 mins	30	N	Individual

Teaching Periods

MATH 0028 Statistics for Academic Purposes (WSTC Prep)

Credit Points 5

Legacy Code 700045

Coordinator Michael CASEY ([https://directory.westernsydney.edu.au/search/name/Michael CASEY/](https://directory.westernsydney.edu.au/search/name/Michael%20CASEY/))

Description Understanding, creating and working with statistics are fundamental skill requirements in many areas and career pathways within the arts, business, science and the humanities disciplines. This unit will provide students with a comprehensive overview of statistics in order to prepare them for success in first year university units of study where they will further develop their skills. Through both individual and group tasks students will use statistics to organize and display data as well as draw valid inferences, based on data, by using appropriate statistical tools.

School Western Sydney The College

Discipline Statistics

Student Contribution Band HECS Band 1 5cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects MATH 0029 - Statistics for Academic Purposes (UWSC)

Restrictions Students must be enrolled at Western Sydney University, The College.

Assumed Knowledge

Year 10 Mathematics or equivalent.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of the statistical terminology and use the correct notation.
2. Collect, organise and display data.
3. Calculate descriptive characteristics and describe data sets.
4. Calculate and describe the relationship between two variables and use simple linear regression to predict or estimate values.

- Calculate probabilities.
- Apply appropriate statistical methods to analyse data and make inferences.
- Use computer software to display and analyse data.

Subject Content

- Statistical terminology and methods of collecting data.
- Organising and displaying data.
- Measures of central tendency, variation and spread.
- Correlation and simple linear regression.
- Probability.
- Binomial distribution.
- Normal distribution.
- Sampling distribution.
- Estimation.
- Hypothesis testing.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Intra-session Exam	1 hour	20	N	Individual
Report Part A	Approximately 10 100 words plus tables and graphs		N	Individual
Report Part B	Approximately 25 500 words plus statistical calculations		N	Group
Report Part C	2-3 minutes per student approximately 8 minutes per group + 2 min question time	5	N	Individual
Final Exam	2 hours	40	N	Individual

Prescribed Texts

- Brase, C, Brase, C 2018, Understanding Basic Statistics, 7th edn, Brooks/Cole, Cengage learning, Boston

Teaching Periods

Term 2

Nirimba Education Precinct

Day

Subject Contact Michael CASEY ([https://directory.westernsydney.edu.au/search/name/Michael CASEY/](https://directory.westernsydney.edu.au/search/name/Michael%20CASEY/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH0028_22-T2_BL_D#subjects)

Term 3

Nirimba Education Precinct

Day

Subject Contact Michael CASEY ([https://directory.westernsydney.edu.au/search/name/Michael CASEY/](https://directory.westernsydney.edu.au/search/name/Michael%20CASEY/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH0028_22-T3_BL_D#subjects)

MATH 0029 Statistics for Academic Purposes (WSTC)

Credit Points 5

Legacy Code 900011

Coordinator Michael CASEY ([https://directory.westernsydney.edu.au/search/name/Michael CASEY/](https://directory.westernsydney.edu.au/search/name/Michael%20CASEY/))

Description Understanding, creating and working with statistics are fundamental skill requirements in many areas and career pathways within the arts, business, science and the humanities disciplines. This unit will provide students with a comprehensive overview of statistics in order to prepare them for success in first year university units of study where they will further develop their skills. Through both individual and group tasks students will use statistics to organize and display data as well as draw valid inferences, based on data, by using appropriate statistical tools.

School Western Sydney The College

Discipline Statistics

Student Contribution Band HECS Band 1 5cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects MATH 0028 Statistics for Academic Purposes (WSTC Prep)

Restrictions Students must be enrolled in a Western Sydney University The College Foundation Studies program.

Assumed Knowledge

Year 10 Mathematics or equivalent.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Demonstrate an understanding of the statistical terminology and use the correct notation.
- Collect, organise and display data.
- Calculate descriptive characteristics and describe data sets.
- Calculate and describe the relationship between two variables and use simple linear regression to predict or estimate values.
- Calculate probabilities.
- Apply appropriate statistical methods to analyse data and make inferences.
- Use computer software to display and analyse data.

Subject Content

- Statistical terminology and methods of collecting data.
- Organising and displaying data.
- Measures of central tendency, variation, and spread.
- Correlation and simple linear regression.
- Probability.

6. Binomial distribution.
7. Normal distribution.
8. Sampling distribution.
9. Estimation.
10. Hypothesis testing.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Class Test 1	1 hour	20	N	Individual
Report: Part A		10	N	Individual
Report: Part B		25	N	Individual
Report: Part C		5	N	Individual
End of session Test	2 hours	40	N	Individual

Prescribed Texts

- Brase, C, Brase, C 2018, Understanding Basic Statistics, 7th edn, Brooks/Cole, Cengage learning, Boston

Teaching Periods

MATH 0030 Introduction to Building Calculations (WSTC Prep)

Credit Points 10

Legacy Code 700317

Coordinator Robert Paluzzano ([https://directory.westernsydney.edu.au/search/name/Robert Paluzzano/](https://directory.westernsydney.edu.au/search/name/Robert%20Paluzzano/))

Description This unit is designed to assist students to become competent in the field of basic and introductory senior mathematics. It introduces and reinforces mathematical skills in the areas of basic arithmetic, algebra and geometry. Emphasis is placed on developing key competencies in building calculations.

School Western Sydney The College

Discipline Mathematics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Restrictions Students must be enrolled at The College in7136 - Diploma in Building Design Extended or 7165 - Diploma in Construction Technology Extended

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply appropriate arithmetic techniques to solving problems
2. Apply algebraic techniques to solving problems
3. Solve problems involving simple linear equations
4. Solve quadratic equations using the formula

5. Apply the SI units appropriately
6. Solve geometric problems

Subject Content

1. Arithmetic processes
 - Working with whole numbers
 - Working with fractions, decimals and percentages
 - Working with index numbers
 - Arithmetic operations and order of operations
2. Algebra
 - Terminology
 - Working with algebraic expressions
3. Solving Equations
 - SI units and measurements
 - Linear equations
 - Quadratic equations using the quadratic formula
4. Geometry
 - Angles
 - Area, volume and surface area of common objects

1. Arithmetic processes
 - Working with whole numbers
 - Working with fractions, decimals and percentages
 - Working with index numbers
 - Arithmetic operations and order of operations
2. Algebra
 - Terminology
 - Working with algebraic expressions
3. Solving Equations
 - SI units and measurements
 - Linear equations
 - Quadratic equations using the quadratic formula
4. Geometry
 - Angles
 - Area, volume and surface area of common objects

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Intra-session Exam		20	N	Individual
Intra-session Exam		30	N	Individual
Intra-session Exam		30	N	Individual
Log/Workbook		10	N	Individual
Presentation		10	N	Individual

Prescribed Texts

- Gatton, B., Delaney, C., Horricks, S., Jelbart, T., O'Connor, M., (2015), Foundation Mathematics 3rd edition, Oxford University Press Australia.

Teaching Periods

Term 1

Penrith (Kingswood)

Day

Subject Contact Robert Paluzzano ([https://directory.westernsydney.edu.au/search/name/Robert Paluzzano/](https://directory.westernsydney.edu.au/search/name/Robert%20Paluzzano/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH0030_22-T1_KW_D#subjects)

Term 3

Penrith (Kingswood)

Day

Subject Contact Robert Paluzzano ([https://directory.westernsydney.edu.au/search/name/Robert Paluzzano/](https://directory.westernsydney.edu.au/search/name/Robert%20Paluzzano/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH0030_22-T3_KW_D#subjects)

MATH 1001 Analysis of Change

Credit Points 10

Legacy Code 300830

Coordinator Shatha Aziz ([https://directory.westernsydney.edu.au/search/name/Shatha Aziz/](https://directory.westernsydney.edu.au/search/name/Shatha%20Aziz/))

Description This Level 1 unit introduces students to the mathematical modelling techniques that are used to formulate and solve problems in the physical and biological sciences. To use these techniques successfully, students must develop the ability to formulate a problem mathematically and then be able to use the appropriate knowledge to test conclusions by analytical and numerical means. These skills will be emphasized as each technique is introduced. Apart from some introductory work on logarithms and exponentials (essential concepts in the sciences), the main techniques developed involve aspects of differential calculus, culminating in the use of differential equations to model real phenomena in the sciences.

School Computer, Data & Math Sciences

Discipline Mathematics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects MATH 1011 - Fundamentals of Mathematics LGYB 0484 - Analysis of Change (WSTC)

Incompatible Subjects MATH 1014 - Mathematics 1A

Restrictions Students may complete the three subjects Quantitative Thinking, Analysis of Change and Maths 1A in the following order: 300831 Quantitative Thinking, 300830 Analysis of Change, 300672 Mathematics 1A. This means that students may complete 300831 before attempting 300830, but not after. 300830 and 300831 may be attempted before 300672, but not after. Students may not enrol in 300831 and 300830 or 300831 and 300672 or 300830 and 300672 in the same teaching session. Students enrolled in the Bachelor of Engineering (Honours), Bachelor of Engineering or Bachelor of Engineering Science may not enrol in any of the subjects 300830, 300831 or 300672.

Assumed Knowledge

General Mathematics background achieved at bands 5 or 6, or Mathematics, achieved at band 4, or equivalent or 300831 Quantitative Thinking.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Define, graph and manipulate exponential, logarithmic and trigonometric functions.
2. Apply correctly the techniques of differential calculus to solve biological and chemical- based problems
3. Apply correctly algebraic techniques and manipulate basic limits.
4. Communicate mathematical ideas using standard practices

Subject Content

Exponential and Logarithmic functions

Differential Calculus

Limits

Rules of differentiation

Applications of differentiation

Basic Integration

Trigonometry

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Numerical Problem Solving	30 minutes each	50	N	Individual
Final Exam	2 hours	50	Y	Individual

Prescribed Texts

- Reed, M. B. (2011). Core maths for the biosciences. Oxford: Oxford University Press.
- Monk, P. M. S., & Munro, L. J. (2010). Maths for chemistry: a chemist's toolkit of calculations. Oxford: Oxford University Press. OR

Teaching Periods

Spring

Campbelltown

Day

Subject Contact Shatha Aziz ([https://directory.westernsydney.edu.au/search/name/Shatha Aziz/](https://directory.westernsydney.edu.au/search/name/Shatha%20Aziz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1001_22-SPR_CA_D#subjects)

MATH 1002 Analytics Programming

Credit Points 10

Legacy Code 301107

Coordinator Laurence Park ([https://directory.westernsydney.edu.au/search/name/Laurence Park/](https://directory.westernsydney.edu.au/search/name/Laurence%20Park/))

Description This subject covers the use of computers and computer programming for Data Science. After briefly considering spreadsheet

systems, the subject will consider programming in the statistical system "R" in depth. Finally, other special purpose languages will be touched briefly (eg. SQL).

School Computer, Data & Math Sciences

Discipline Computer Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Assumed Knowledge

Familiarity with computer software programs such as Excel.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Online Quizzes	5x 30 min	20	N	Individual
Computer Test	Lab based 1 hour practical	40	N	Individual
Assignment	3 weeks/ approx. 2000 words	40	N	Individual

Teaching Periods

WSU Online TRI-2

Wsu Online Online

Subject Contact Natasha Daraio ([https://directory.westernsydney.edu.au/search/name/Natasha Daraio/](https://directory.westernsydney.edu.au/search/name/Natasha%20Daraio/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1002_22-OT2_OW_0#subjects)

MATH 1003 Biometry

Credit Points 10

Legacy Code 200263

Coordinator Preethi Kottegoda ([https://directory.westernsydney.edu.au/search/name/Preethi Kottegoda/](https://directory.westernsydney.edu.au/search/name/Preethi%20Kottegoda/))

Description Biometry introduces students to various statistical techniques necessary in scientific endeavours. Presentation of the content will emphasize the correct principles and procedures for collecting and analysing scientific data, using a hands-on approach. Topics include effective methods of gathering data, statistical principles of designing experiments, error analysis, describing different sets of data, probability distributions, statistical inference, non-parametric methods, simple linear regression and analysis of categorical data.

School Computer, Data & Math Sciences

Discipline Statistics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects MATH 1032 - Statistics for Science MATH 1028 - Statistical Decision Making MATH 1030 - Statistics for Business ECON 1006 - Introduction to Economic Methods MATH 1004 - Biometry (WSTC) MATH 1029 - Statistical Decision Making (WSTC) 30123 - Management Analytics

Incompatible Subjects MATH 1025 - Quantitative Techniques

Assumed Knowledge

HSC Mathematics or equivalent.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. apply the basic principles of statistical design incorporating error analysis
2. design a simple scientific experiment, and then carry out and analyse the data obtained
3. estimate population means using confidence intervals
4. test hypotheses about population means using parametric techniques and find appropriate sample sizes for experiments
5. use regression and correlation techniques to describe relationships between variables
6. use the chi-square test for goodness of fit and test for independence to analyse categorical type data
7. develop statistical computing skills as part of a 'tool-kit' for solving statistical problems. (R-commander)

Subject Content

1. Overview - What is Statistical Thinking? And what role does it play in Scientific Research.
2. Gathering Data - Types of data and dealing with measurements
3. Statistical Principles of Design - understanding randomness; types of sampling including observational studies, experiments, blocking and stratification, and levels of replication; sampling concerns.
4. Describing Sets of Data - Qualitative data; graphical methods for describing quantitative data; numerical measures of central tendency and variability; dealing with errors; error bars
5. Basic probability concepts; enough to understand p-values, confidence intervals and independence. Normal distribution and methods for assessing normality; use of transformations to meet assumptions; sampling distributions; the Central Limit Theorem.
6. Estimation with Confidence Intervals: Single sample - Large and small sample confidence intervals for a population mean; determining the sample size.
7. Tests of Hypothesis: Single sample - Elements of a statistical test; type I and type II errors; large and small sample test of hypothesis about a population mean; p-values.
8. Comparing Population Means: Estimation and Hypothesis testing - Comparing two population means: independent sampling and paired difference sampling; comparing three or more population means: one-way and two-way ANOVA;
9. Simple Linear Regression and Correlation - Least squares approach; assessing the usefulness of the model; using the model for estimation and prediction; the coefficients of correlation and determination.
10. Analysis of Categorical Data - Test for independence and 'Goodness-of-fit' test.

Assessment

Autumn Composite

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Numerical Problem Solving	75 minutes	25	N	Individual
Quiz	30 minutes each for 5 online quizzes	25	N	Individual
Final Exam	2 hours open book	50	Y	Individual

Prescribed Texts

- MacGillivray, H., Utts, J. M., & Heckard, R. F. (2014). *Mind on statistics* (2nd Australian & New Zealand ed.). South Melbourne, Vic.: Cengage Learning, 2014.

Teaching Periods

Autumn

Campbelltown

Composite

Subject Contact Preethi Kottegoda ([https://directory.westernsydney.edu.au/search/name/Preethi Kottegoda/](https://directory.westernsydney.edu.au/search/name/Preethi%20Kottegoda/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1003_22-AUT_CA_C#subjects)

Hawkesbury

Composite

Subject Contact Preethi Kottegoda ([https://directory.westernsydney.edu.au/search/name/Preethi Kottegoda/](https://directory.westernsydney.edu.au/search/name/Preethi%20Kottegoda/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1003_22-AUT_HW_C#subjects)

Parramatta - Victoria Rd

Composite

Subject Contact Preethi Kottegoda ([https://directory.westernsydney.edu.au/search/name/Preethi Kottegoda/](https://directory.westernsydney.edu.au/search/name/Preethi%20Kottegoda/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1003_22-AUT_PS_C#subjects)

Spring

Campbelltown

Day

Subject Contact Preethi Kottegoda ([https://directory.westernsydney.edu.au/search/name/Preethi Kottegoda/](https://directory.westernsydney.edu.au/search/name/Preethi%20Kottegoda/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1003_22-SPR_CA_D#subjects)

Hawkesbury

Day

Subject Contact Preethi Kottegoda ([https://directory.westernsydney.edu.au/search/name/Preethi Kottegoda/](https://directory.westernsydney.edu.au/search/name/Preethi%20Kottegoda/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1003_22-SPR_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Preethi Kottegoda ([https://directory.westernsydney.edu.au/search/name/Preethi Kottegoda/](https://directory.westernsydney.edu.au/search/name/Preethi%20Kottegoda/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1003_22-SPR_PS_D#subjects)

MATH 1004 Biometry (WSTC)

Credit Points 10

Legacy Code 700033

Coordinator Michael CASEY ([https://directory.westernsydney.edu.au/search/name/Michael CASEY/](https://directory.westernsydney.edu.au/search/name/Michael%20CASEY/))

Description This unit introduces students to various statistical techniques necessary in scientific endeavours. Presentation of the content will emphasize the correct principles and procedures for collecting and analysing scientific data, using a 'hands-on' approach. Topics include effective methods of gathering data, statistical principles of designing experiments, error analysis, describing different sets of data, probability distributions, statistical inference, non-parametric methods, and simple linear regression and correlation.

School Computer, Data & Math Sciences

Discipline Statistics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects MATH 1030 Statistics for Business ECON 1006 Introduction to Economic Methods MATH 1032 Statistics for Science MATH 1003 Biometry MATH 1028 Statistical Decision Making MATH 1031 Statistics for Business (WSTC) MATH 1029 Statistical Decision Making (WSTC)

Incompatible Subjects MATH 1025 Quantitative Techniques



Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in Extended Diploma programs (7086, 7087) must have passed 40 credit points in order to enrol in this subject. Students enrolled in the combined Diploma/Bachelor programs listed below must pass all College Preparatory subjects listed in the program structure before progressing to the Year 2 subjects.

Assumed Knowledge

Basic computer use. Basic understanding of mathematical algebra.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Apply the basic principles of statistical design incorporating error analysis.
- Design a simple scientific experiment, and then carry out analysis of the data obtained.
- Estimate population means using confidence intervals.
- Test hypotheses about population means using parametric and find appropriate sample sizes for experiments.
- Use regression and correlation techniques to describe relationships between variables.
- Use the chi-square test for goodness of fit and test for independence to analyse categorical type data.
- Develop statistical computing skills as part of a etool-kit for solving statistical problems (R-commander).

8. Develop statistical computing skills as part of a 'tool-kit' for solving statistical problems (R-commander).

Subject Content

1. Overview ? What is statistical thinking? What role does it play in scientific research?
2. Gathering Data ? Types of data and dealing with measurements.
3. Statistical Principles of Design - Understanding randomness; types of sampling including observational studies, experiments, blocking and stratification, and levels of replication; sampling concerns.
4. Describing Sets of Data ? Qualitative data; graphical methods for describing quantitative data; numerical measures of central tendency and variability; dealing with errors; error bars.
5. Basic probability concepts; enough to understand p-values, confidence intervals and independence. Normal distribution and methods for assessing normality; use of transformations to meet assumptions; sampling distributions; the Central Limit Theorem.
6. Estimation with Confidence Intervals: Single sample ? Large and small sample confidence intervals for a population mean; determining the sample size.
7. Tests of Hypothesis: Single sample ? Elements of a statistical test; type I and type II errors; large and small sample test of hypothesis about a population mean; p-values.
8. Comparing Population Means: Estimation and Hypothesis testing Comparing two population means: independent sampling and paired difference sampling; comparing three or more population means: one-way and two-way ANOVA.
9. Simple Linear Regression and Correlation Least squares approach; assessing the usefulness of the model; using the model for estimation and prediction; the coefficients of correlation and determination.
10. Analysis of Categorical Data Test for independence and Goodness-of-fit test.

Overview - What is statistical thinking? What role does it play in scientific research?

Gathering Data - Types of data and dealing with measurements.

Statistical Principles of Design - Understanding randomness; types of sampling including observational studies, experiments, blocking and stratification, and levels of replication; sampling concerns.

Describing Sets of Data - Qualitative data; graphical methods for describing quantitative data; numerical measures of central tendency and variability; dealing with errors; error bars.

Basic probability concepts; enough to understand p-values, confidence intervals and independence.

Normal distribution and methods for assessing normality; use of transformations to meet assumptions; sampling distributions; the Central Limit Theor^m.

Estimation with Con

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Intra-session Exam	1 hour	10	N	Individual
Applied Project	1,500 words	15	N	Group
Intra-session Exam	1 hour	25	N	Individual
Final Examination	2 hours	50	Y	Individual

Prescribed Texts

- MacGillivray, H., Utts, J. M., & Heckard, R. F. (2014). Mind on statistics (2nd Australian & New Zealand ed.). South Melbourne, Vic.: Cengage Learning, 2014.

Teaching Periods

MATH 1006 Discrete Mathematics

Credit Points 10

Legacy Code 200025

Coordinator Leanne Rylands ([https://directory.westernsydney.edu.au/search/name/Leanne Rylands/](https://directory.westernsydney.edu.au/search/name/Leanne%20Rylands/))

Description Discrete Mathematics introduces set theory, symbolic logic, graph theory and some counting techniques. The unit develops mathematical thinking and builds problem solving skills. It provides a solid foundation for further study in mathematics or computing.

School Computer, Data & Math Sciences

Discipline Mathematical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects LGYB 0448 - Discrete Mathematics (UWSC)

Incompatible Subjects MATH 2004 - Discrete Structures and Complexity

Assumed Knowledge

HSC Mathematics or equivalent.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Decide the truth of logical statements involving connectives, and simplify logical expressions using the laws of logic and truth tables
2. Give simple proofs by induction and contradiction;
3. Define and recognise primes, factorise small integers, use the Euclidean algorithm, and do calculations with modular arithmetic;
4. Perform simple operations on sets, find Cartesian products of sets, and use Venn diagrams to illustrate relationships between sets;
5. Solve basic problems in counting and probability;
6. Recognize a function, decide whether a given function is one-to-one or onto, and perform elementary manipulations with functions;
7. Describe simple and directed graphs, use concepts such as "path", and find minimal spanning trees

Subject Content

1. Sets: definitions, subsets, equality, operations, properties, empty set.
2. Counting and probability: Introduction, permutations and combinations, counting rules.
3. Functions: one-to-one, onto, inverse functions, composition.
4. Logic: logical connectives, equivalence, conditional statements, contrapositive, converse, valid arguments, predicates, quantifiers.

5. Number theory and mathematical proof: division, direct proof, counter-examples, division into cases, proof by contradiction and contraposition.
6. Induction and recursion: examples, sequences, sigma and product notation.
7. Graphs and trees: paths, circuits, isomorphisms of graphs, definitions, spanning trees, Kruskal's algorithm.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Numerical Problem Solving	5 minutes each	10	N	Individual
Numerical Problem Solving	45 minutes	20	N	Individual
Numerical Problem Solving	45 minutes	20	N	Individual
Final Exam	2 hours	50	Y	Individual

Prescribed Texts

- Koo-Guan Choo and Donald E. Taylor (1994), Introduction to Discrete Mathematics, Addison Wesley Longman

Teaching Periods

Autumn Campbelltown

Day

Subject Contact Leanne Rylands ([https://directory.westernsydney.edu.au/search/name/Leanne Rylands/](https://directory.westernsydney.edu.au/search/name/Leanne%20Rylands/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1006_22-AUT_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Leanne Rylands ([https://directory.westernsydney.edu.au/search/name/Leanne Rylands/](https://directory.westernsydney.edu.au/search/name/Leanne%20Rylands/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1006_22-AUT_KW_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Leanne Rylands ([https://directory.westernsydney.edu.au/search/name/Leanne Rylands/](https://directory.westernsydney.edu.au/search/name/Leanne%20Rylands/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1006_22-AUT_PC_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Leanne Rylands ([https://directory.westernsydney.edu.au/search/name/Leanne Rylands/](https://directory.westernsydney.edu.au/search/name/Leanne%20Rylands/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1006_22-AUT_PS_D#subjects)

MATH 1010 Fundamentals for Engineering Studies (WSTC AssocD)

Credit Points 10

Legacy Code 700112

Coordinator Abbas Ranjbar ([https://directory.westernsydney.edu.au/search/name/Abbas Ranjbar/](https://directory.westernsydney.edu.au/search/name/Abbas%20Ranjbar/))

Description This unit serves as an introduction to the key mathematics and physics concepts required to study engineering at a tertiary level. This unit has two major components, physics and mathematics. The physics component includes physical quantities, scalars and vectors, kinematics and dynamics. The mathematics component includes basic arithmetic and algebra, trigonometry, coordinate geometry, relations and functions and introduction to differentiation.

School Eng, Design & Built Env

Discipline Mathematics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Restrictions Students must be enrolled in 7022 Associate Degree in Engineering

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Use graphical methods to analyse data using the scientific method;
2. Identify the characteristics of uniform motion and predict variables of motion based on past or current conditions;
3. Identify the characteristics of uniformly accelerated motion and predict variables of motion based on past or current conditions;
4. Use the concepts of kinematics to analyse two-dimensional projectile motion;
5. Use Newtonian dynamics to quantitatively analyse objects in equilibrium;
6. Use Newtonian dynamics to quantitatively analyse objects experiencing uniformly accelerated motion;
7. Use the concepts of work and conservation of energy to explain the behaviour of different systems;
8. Choose and apply appropriate arithmetic, algebraic and graphical techniques to solve problems;
9. Solve theoretical and real life problems using trigonometry;
10. Use algebra to solve geometrical problems in the Cartesian coordinate system;
11. Use the concept of a function and the relationship between dependent and independent variables to solve a variety of problems both algebraically and graphically;
12. Use introductory calculus concepts to solve problems involving rates of change;
13. Demonstrate an ability to solve problems by identifying interrelationships between ideas from different areas of mathematics;
14. Interpret and communicate mathematical ideas in a clear and effective manner, using logical arguments and appropriate notation.

Subject Content

1. Physics
 - a. Mechanics ? Physical Quantities - Units and their relationships
 - b. Mechanics ? Scalars and Vectors - Addition and subtraction
 - c. Mechanics ? Kinematics
 - Motion in a straight line
 - Motion in two dimensions
 - Graphing motion
 - Relative motion
 - d. Mechanics ? Dynamics
 - Newton's Law of Motion
 - Momentum and Imp

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	30 minutes per week	15	N	Individual
Intra-session Exam	50 minutes	20	N	Individual
End-of-session Exam	Intensive session day	25	N	Both (Individual & Group)
Final Exam	2 hours	40	N	Individual

Prescribed Texts

- Grove, M., 2014, Maths in Focus: Mathematics Preliminary Course, Revised 2nd edition, 2014, Nelson Cengage Learning Australia, Melbourne.
- The College Physics Student Workbook
- The College Physics practical simulation workbook

Teaching Periods

Quarter 1

Nirimba Education Precinct

Composite

Subject Contact Abbas Ranjbar ([https://directory.westernsydney.edu.au/search/name/Abbas Ranjbar/](https://directory.westernsydney.edu.au/search/name/Abbas%20Ranjbar/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1010_22-Q1_BL_C#subjects)

MATH 1012 Management Analytics

Credit Points 10

Legacy Code 301123

Coordinator Neil Hopkins ([https://directory.westernsydney.edu.au/search/name/Neil Hopkins/](https://directory.westernsydney.edu.au/search/name/Neil%20Hopkins/))

Description Management Analytics provides students with introductory knowledge and skills in identifying, analysing and interpreting data relevant to Business, Human Resources and Management. In order to develop evidence-based decision-making skills, students will learn how to work with data. Students will organise and summarise data, present data visually and design surveys for new data collection and use. Students will develop skills in understanding decision-making

models and forecasting as a means of improving business processes and HR, management and business metrics.

School Computer, Data & Math Sciences

Discipline Statistics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects MATH 1030 Statistics for Business ECON 1006 Introduction to Economic Methods MATH 1028 Statistical Decision Making MATH 1003 Biometry MATH 1032 Statistics for Science MATH 1031 Statistics for Business (WSTC) MATH 1029 Statistical Decision Making (WSTC)

Assumed Knowledge

HSC maths (2 unit desirable) or equivalent.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Recognise the importance of communicating with data in Business, Management and Human Resource contexts
2. Demonstrate knowledge of evidence-based decision-making techniques in business, human resources and management
3. Organise and summarise numerical data
4. Manipulate, analyse and graph data using Excel
5. Employ appropriate statistical methods and techniques in given situations.
6. Understand the basics of forecasting in Business, Human Resource and Management contexts.
7. Design survey tools for data collection and analysis.

Subject Content

1. Foundations of management analytics
 - data presentation
 - Analytics on spreadsheets
 - collecting data - survey design
2. Descriptive analytics
 - Descriptive statistical measures
 - probability distributions
3. Predictive analytics
 - estimation and Hypothesis testing
 - survey analysis
 - simple linear regression analysis
4. Making decisions and decision analysis

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Multiple Choice	60 minutes	15	N	Individual
Short Answer	Work takes groups up to 4 hours to complete, plus tutorial presentation.	20	N	Group

Short Answer	60 minutes	25	N	Group
End-of-session Exam	2 hours	40	Y	Individual

Prescribed Texts

Selvanathan, E. A., Selvanathan, S., & Keller, G. (2017). Business statistics : Australia and New Zealand (7th ed.). South Melbourne, Victoria: Cengage Learning.

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Neil Hopkins ([https://directory.westernsydney.edu.au/search/name/Neil Hopkins/](https://directory.westernsydney.edu.au/search/name/Neil%20Hopkins/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1012_22-AUT_PC_D#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Natasha Daraio ([https://directory.westernsydney.edu.au/search/name/Natasha Daraio/](https://directory.westernsydney.edu.au/search/name/Natasha%20Daraio/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1012_22-OT2_OW_O#subjects)

Spring

Bankstown

Day

Subject Contact Neil Hopkins ([https://directory.westernsydney.edu.au/search/name/Neil Hopkins/](https://directory.westernsydney.edu.au/search/name/Neil%20Hopkins/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1012_22-SPR_BA_D#subjects)

Campbelltown

Day

Subject Contact Neil Hopkins ([https://directory.westernsydney.edu.au/search/name/Neil Hopkins/](https://directory.westernsydney.edu.au/search/name/Neil%20Hopkins/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1012_22-SPR_CA_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Neil Hopkins ([https://directory.westernsydney.edu.au/search/name/Neil Hopkins/](https://directory.westernsydney.edu.au/search/name/Neil%20Hopkins/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1012_22-SPR_PC_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1012_22-SC3_SC_D#subjects)

MATH 1014 Mathematics 1A

Credit Points 10

Legacy Code 300672

Coordinator Charles Zworestine ([https://directory.westernsydney.edu.au/search/name/Charles Zworestine/](https://directory.westernsydney.edu.au/search/name/Charles%20Zworestine/))

Description This Level 1 unit provides a solid foundation in the theory and applications of differential calculus, as well as some introductory work on complex numbers. It is the first of two units developing aspects of calculus.

School Computer, Data & Math Sciences

Discipline Mathematics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects LGYA 4423 Concepts of Mathematics

Incompatible Subjects LGYA 4295 Mathematics for Business
MATH 1016 Mathematics for Engineers 1

Restrictions Students may complete the three subjects Quantitative Thinking, Analysis of Change and Maths 1A in the following order: 300831 Quantitative Thinking, 300830 Analysis of Change, 300672 Mathematics 1A. This means that students may complete 300831 before attempting 300830, but not after. 300830 and 300831 may be attempted before 300672, but not after. Students may not enrol in 300831 and 300830 or 300831 and 300672 or 300830 and 300672 in the same teaching session. Students enrolled in the Bachelor of Engineering (Honours), Bachelor of Engineering or Bachelor of Engineering Science may not enrol in any of the subjects 300830, 300831 or 300672.

Assumed Knowledge

Mathematics achieved at Bands 5-6, or knowledge equivalent to 300830 Analysis of Change.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Define i and operate with complex numbers.
2. Define and manipulate the following functions: exponential, trigonometric, hyperbolic, logarithmic, inverse trig and inverse hyperbolic.
3. Find limits of functions and determine if a function is continuous or differentiable.
4. Find the derivatives of functions.
5. Apply correctly techniques of differential calculus to problems involving optimization, curve sketching and rates of change.
6. Calculate basic integrals.

Subject Content

- Functions and Inverse Functions: Functions and their Graphs; Trigonometric, Exponential, and Hyperbolic Functions; Inverse Functions; Logarithmic Functions; Inverse Trigonometric and Hyperbolic Functions.
- Complex Numbers: Definition; Basic Operations; Argand Diagram; Polar Form; Euler's Formula; De Moivre's Theorem; Powers and Roots.
- Limits and Continuity: Limit of a Function; Limit Laws; One-Sided Limits; Limits at Infinity; The Sandwich Theorem; Vertical and Horizontal Asymptotes; Intermediate Value Theorem.

- Differentiation: Definition of the Derivative; Differentiability implies Continuity; Derivatives of Polynomials and Exponential Functions; Product and Quotient Rules; Chain Rule; Implicit Differentiation; Derivatives of Trigonometric and Hyperbolic Functions
 - Applications of Derivatives: Maximum and Minimum Values; Extreme Value Theorem; Roll's Theorem and the Mean Value Theorem; Monotonic Functions and the First Derivative Test; Concavity and Curve Sketching; Applied Optimization; Indeterminate Forms and L'Hôpital's Rule
 - Integration: Antiderivatives; Indefinite and Definite Integrals; Connection between the Definite and Indefinite Integrals.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Short Answer	45 minutes	10	N	Individual
Short Answer	45 minutes	10	N	Individual
Short Answer	45 minutes	15	N	Individual
Short Answer	45 minutes	15	N	Individual
Final Exam	3 hours	50	Y	Individual

Prescribed Texts

- Stewart, J. (2016). Calculus: Early transcendentals (8th ed.). Boston, MA: Cengage Learning.

Teaching Periods

Autumn

Campbelltown

Day

Subject Contact Alexander Lee ([https://directory.westernsydney.edu.au/search/name/Alexander Lee/](https://directory.westernsydney.edu.au/search/name/Alexander%20Lee/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1014_22-AUT_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Alexander Lee ([https://directory.westernsydney.edu.au/search/name/Alexander Lee/](https://directory.westernsydney.edu.au/search/name/Alexander%20Lee/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1014_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Alexander Lee ([https://directory.westernsydney.edu.au/search/name/Alexander Lee/](https://directory.westernsydney.edu.au/search/name/Alexander%20Lee/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1014_22-AUT_PS_D#subjects)

Spring

Campbelltown

Day

Subject Contact Charles Zworestine ([https://directory.westernsydney.edu.au/search/name/Charles Zworestine/](https://directory.westernsydney.edu.au/search/name/Charles%20Zworestine/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1014_22-SPR_CA_D#subjects)

Online

Online

Subject Contact Charles Zworestine ([https://directory.westernsydney.edu.au/search/name/Charles Zworestine/](https://directory.westernsydney.edu.au/search/name/Charles%20Zworestine/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1014_22-SPR_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Charles Zworestine ([https://directory.westernsydney.edu.au/search/name/Charles Zworestine/](https://directory.westernsydney.edu.au/search/name/Charles%20Zworestine/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1014_22-SPR_PS_D#subjects)

MATH 1015 Mathematics 1B

Credit Points 10

Legacy Code 300673

Coordinator Alexander Lee ([https://directory.westernsydney.edu.au/search/name/Alexander Lee/](https://directory.westernsydney.edu.au/search/name/Alexander%20Lee/))

Description This Level 1 unit provides a solid foundation in the theory and applications of integral calculus, as well as some introductory work on linear algebra and infinite sequences and series. It is the second of two units developing aspects of calculus.

School Computer, Data & Math Sciences

Discipline Mathematics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Pre-requisite(s) MATH 1014

Equivalent Subjects LGYA 4423 - Concepts of Mathematics

Incompatible Subjects LGYA 4295 - Mathematics for Business
MATH 1016 - Mathematics for Engineers 1

Restrictions This subject is not available to students enrolled in the Bachelor of Engineering (Honours), Bachelor of Engineering or Bachelor of Engineering Science.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Do calculations with matrices and determinants and use row reduction to solve systems of equations.
- State the definition of the definite integral and apply the Fundamental Theorem of Calculus.
- Use the various techniques of integration to evaluate a range of integrals.
- Apply correctly techniques of integral calculus to problems involving some of the following: areas, volumes, work, blood flow, cardiac output, consumer surplus, hydrostatic force.
- Use the various tests to determine if a series converges and find Taylor and Maclaurin series for functions.
- Find the dot and cross product of vectors and the equations of lines and planes.

Subject Content

- Matrices and Determinants: Operations on matrices; Systems of Linear Equations; Row Reduction (Gaussian and Gauss-Jordan Elimination); Properties of Determinants; Cramer's Rule; Inverse of a Matrix (by Row Reduction and the Adjoint Method).
- Vectors: Dot product and cross product; equations of lines and planes.
- Integration: Riemann Sums; Definition of the Definite Integral; Fundamental Theorem of Calculus; Indefinite Integrals; Integration by Substitution; The Logarithm Defined as an Integral.
- Techniques of Integration: Integration by Parts; Trigonometric Integrals; Trigonometric Substitutions; Method of Partial Fractions; Improper Integrals.
- Applications of Integration: Areas and Volumes; Average Value of a Function; Separable Differential Equations; Exponential Growth and Decay; and Topics from: Volumes using cylindrical shells, Work, Arc Length, Area of a Surface of Revolution, Hydrostat
- Infinite Sequences and Series: Definitions; Integral Test and Estimates of Sums; Comparison Tests; Alternating Series; Absolute Convergence; Ratio and Root Tests; Power Series; Taylor and Maclaurin Series; Applications of Taylor Polynomials.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	45 minutes	10	N	Individual
Quiz	45 minutes	10	N	Individual
Quiz	45 minutes	15	N	Individual
Quiz	45 minutes	15	N	Individual
Final Exam	3 hours	50	Y	Individual

Prescribed Texts

- Stewart, J. (2016). Calculus : early transcendentals (8th ed.). Boston, MA: Cengage Learning, 2016.

Teaching Periods

Spring Campbelltown

Day

Subject Contact Alexander Lee ([https://directory.westernsydney.edu.au/search/name/Alexander Lee/](https://directory.westernsydney.edu.au/search/name/Alexander%20Lee/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1015_22-SPR_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Alexander Lee ([https://directory.westernsydney.edu.au/search/name/Alexander Lee/](https://directory.westernsydney.edu.au/search/name/Alexander%20Lee/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1015_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Alexander Lee ([https://directory.westernsydney.edu.au/search/name/Alexander Lee/](https://directory.westernsydney.edu.au/search/name/Alexander%20Lee/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1015_22-SPR_PS_D#subjects)

MATH 1016 Mathematics for Engineers 1

Credit Points 10

Legacy Code 200237

Coordinator Charles Zworestine ([https://directory.westernsydney.edu.au/search/name/Charles Zworestine/](https://directory.westernsydney.edu.au/search/name/Charles%20Zworestine/))

Description This unit is the first of two mathematics units to be completed by all students enrolled in an engineering degree during their first year of study. The content covers a number of topics that underpin the later-stage engineering mathematics units. The subject matter includes: differential and integral calculus of a single variable, complex numbers, aspects of matrix algebra, vectors, and some elementary statistics and probability theory. The aim of this unit is to introduce a number of key mathematical concepts needed in the study of Engineering, and to provide a solid foundation for the follow-on unit Mathematics for Engineers 2.

School Computer, Data & Math Sciences

Discipline Mathematics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Pre-requisite(s) Students enrolled in 3740 Bachelor of Engineering (Honours) or 3689 Bachelor of Engineering must have passed MATH 1021 Mathematics for Engineers Preliminary otherwise permission is required

Equivalent Subjects MATH 1007 Engineering Mathematics 1 LGYA 4425 Mathematical Methods A LGYA 4426 Mathematical Methods B MATH 1018 Mathematics for Engineers 1 (WSTC) MATH 1017 Mathematics for Engineers 1 (WSTC Assoc Deg)

Incompatible Subjects LGYA 4295 Mathematics for Business LGYA 4423 Concepts of Mathematics MATH 1014 Mathematics 1A MATH 1015 Mathematics 1B

Assumed Knowledge

HSC Mathematics achieved at Band 5 or 6. This is the minimum requirement.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Find solutions to problems involving logarithmic, exponential, inverse trigonometric, hyperbolic and inverse hyperbolic functions.
2. Apply correctly the techniques of both differential and integral calculus to solve problems that may involve transcendental functions.
3. Solve problems involving matrices and determinants.
4. Perform operations on vectors, both in 2-D and 3-D.
5. Define i and operate with complex numbers.
6. Define a random variable and find its probability distribution and calculate probabilities based on the Binomial distribution, the Poisson distribution and the Normal distribution.
7. Appreciate the relevance of mathematics in an engineering context.
8. Communicate mathematical ideas using common conventions.

Subject Content

1. Functions and Inverse Functions: Revision - inverse functions, logs, exponentials; trig and inverse trig functions; hyperbolic and inverse hyperbolic functions.
2. Differential Calculus: Revision- limits; continuity; definition of the first derivative, differentiation rules; implicit differentiation including inverse trig functions and inverse hyperbolic functions.
3. Applications of Differential Calculus: L'Hopital's Rule; properties of curves; differentials; related rates.
4. Matrix Algebra: Determinants; matrices; solution of simultaneous equations using matrices and determinants; Gaussian elimination; eigenvalues and eigenvectors.
5. Vectors: definition; basic operations; dot product; cross product; angle between two vectors; equations of lines and planes.
6. Complex Numbers: Basic operations; polar coordinates; Euler's formula; powers and roots of complex numbers.
7. Integration: Indefinite/definite integrals, standard integrals.
8. Techniques of Integration: Method of substitution; method of partial fractions; integration by parts, reduction formula; trig functions; inverse trig and inverse hyperbolic functions; completing the square.
9. Applications of Integration: Revision - areas and volumes; length of curves; mass and moments; power series.
10. Descriptive statistics: Revision - Measures of central tendency and dispersion, mean, mode, median, standard deviation, variance.
11. Random Variables and Probability Distributions: Random variables, discrete random variable distributions, the binomial distribution, the Poisson distribution; definition of a continuous random variable, probability distribution of a continuous random variable, and the Normal distribution.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	30 minutes	10	N	Individual
Numerical Problem Solving	50 minutes	10	N	Individual
Numerical Problem Solving	50 minutes	10	N	Individual
Numerical Problem Solving	50 minutes	10	N	Individual
Numerical Problem Solving	50 minutes	10	N	Individual
Numerical Problem Solving	2 hours	50	Y	Individual

Prescribed Texts

- James, G 2015, Modern engineering mathematics, 5th edn, Pearson Education Limited, Harlow, United Kingdom.

Teaching Periods

Summer A

Parramatta - Victoria Rd

Day

Subject Contact Charles Zworestine (https://directory.westernsydney.edu.au/search/name/Charles_Zworestine/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1016_22-SUA_PS_D#subjects)

Autumn

Penrith (Kingswood)

Day

Subject Contact Charles Zworestine (https://directory.westernsydney.edu.au/search/name/Charles_Zworestine/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1016_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Charles Zworestine (https://directory.westernsydney.edu.au/search/name/Charles_Zworestine/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1016_22-AUT_PS_D#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Peter Lendrum (https://directory.westernsydney.edu.au/search/name/Peter_Lendrum/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1016_22-SC1_SC_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Peter Lendrum (https://directory.westernsydney.edu.au/search/name/Peter_Lendrum/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1016_22-SC2_SC_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Charles Zworestine (https://directory.westernsydney.edu.au/search/name/Charles_Zworestine/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1016_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Charles Zworestine (https://directory.westernsydney.edu.au/search/name/Charles_Zworestine/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1016_22-SPR_PS_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1016_22-SC3_SC_D#subjects)

MATH 1017 Mathematics for Engineers 1 (WSTC AssocD)

Credit Points 10

Legacy Code 700101

Coordinator Zdenka Misanovic ([https://directory.westernsydney.edu.au/search/name/Zdenka Misanovic/](https://directory.westernsydney.edu.au/search/name/Zdenka%20Misanovic/))

Description The content of this unit covers a number of topics in mathematics essential to the study of engineering. The subject matter includes: matrix algebra, complex numbers, vectors, functions and inverse functions, differential and integral calculus of a single variable and some elementary statistics and probability theory.

School Eng, Design & Built Env

Discipline Mathematics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Pre-requisite(s) MATH 1022

Equivalent Subjects MATH 1016 - Mathematics for Engineers 1
MATH 1018 - Mathematics for Engineers 1 (WSTC)

Incompatible Subjects MATH 1014 - Mathematics 1A
MATH 1015 - Mathematics 1B
MATH 1011 - Fundamentals of Mathematics
MATH 1021 - Mathematics for Engineers Preliminary

Restrictions Students must be enrolled at Western Sydney University, The College in 7022 Associate Degree in Engineering

Assumed Knowledge

HSC Maths achieved at Band 5 or 6. This is the minimum requirement.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Solve problems involving matrices and determinants
2. Define j and operate with complex numbers
3. Perform operations on vectors, both in 2-D and 3-D
4. Find solutions to problems involving logarithmic, exponential, inverse trigonometric, hyperbolic and inverse hyperbolic functions
5. Apply correctly the techniques of both differential and integral calculus to solve problems that may involve transcendental functions
6. Define a random variable and find its probability distribution and calculate probabilities based on the Binomial distribution, the Poisson distribution and the Normal distribution
7. Appreciate the relevance of mathematics in an engineering context
8. Communicate mathematical ideas using common conventions

Subject Content

1. Matrix Algebra: Determinants; matrices; solution of simultaneous equations using matrices and determinants; Gaussian elimination; eigenvalues and eigenvectors.
2. Complex Numbers: Basic operations; polar coordinates; Euler's formula; powers and roots of complex numbers.
3. Vectors: definition; basic operations; dot product; cross product; angle between two vectors; equations of lines and planes.
4. Functions and Inverse Functions: Revision - inverse functions, logs, exponentials; trig and inverse trig functions; hyperbolic and inverse hyperbolic functions.
5. Differential Calculus: Revision- limits; continuity; definition of the first derivative, differentiation rules; implicit differentiation including inverse trig functions and inverse hyperbolic functions.
6. Applications of Differential Calculus: L'Hopital's Rule; properties of curves; differentials; related rates.
7. Integration: Indefinite/definite

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Numerical Problem Solving		10	N	Individual
Numerical Problem Solving	90 minutes + 30 minutes for online submission	30	N	Individual
Applied Project		20	N	Individual
End-of-session Exam	2 hours plus 30 minutes for online submission	20	N	Individual
Viva Voce	20 minutes	20	N	Individual

Prescribed Texts

- Croft, A & Davison, R (2008) Mathematics for engineers: a modern interactive approach (3rd ed). Harlow: Pearson Prentice Hall, Harlow UK

Teaching Periods

Quarter 1

Nirimba Education Precinct

Composite

Subject Contact Zdenka Misanovic ([https://directory.westernsydney.edu.au/search/name/Zdenka Misanovic/](https://directory.westernsydney.edu.au/search/name/Zdenka%20Misanovic/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1017_22-Q1_BL_C#subjects)

MATH 1018 Mathematics for Engineers 1 (WSTC)

Credit Points 10

Legacy Code 700019

Coordinator Zdenka Misanovic ([https://directory.westernsydney.edu.au/search/name/Zdenka Misanovic/](https://directory.westernsydney.edu.au/search/name/Zdenka%20Misanovic/))

Description The content of this unit covers a number of topics that underpin the later-stage engineering mathematics units. The subject matter includes: differential and integral calculus of a single variable, complex numbers, aspects of matrix algebra, vectors and some elementary statistics and probability theory.

School Computer, Data & Math Sciences

Discipline Mathematics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Pre-requisite(s) MATH 1023

Equivalent Subjects MATH 1016 - Mathematics For Engineers 1
MATH 1017 - Mathematics for Engineers 1 (WSTC Assoc Deg)

Incompatible Subjects MATH 1014 - Mathematics 1A MATH 1015 - Mathematics 1B MATH 1011 - Fundamentals of Mathematics

Restrictions Students must be enrolled at Western Sydney University, The College unless specific permission has been granted by the School of Computing, Engineering and Mathematics. Students enrolled in Extended Diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject. Students enrolled in the combined Diploma/Bachelor programs listed below must pass all College Preparatory subjects listed in the program structure before progressing to the Year 2 subjects.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Solve problems involving matrices and determinants
2. Define j and operate with complex numbers
3. Perform operations on vectors, both in 2-D and 3-D
4. Find solutions to problems involving logarithmic, exponential, inverse trigonometric, hyperbolic and inverse hyperbolic functions
5. Apply correctly the techniques of both differential and integral calculus to solve problems that may involve transcendental functions
6. Define a random variable and find its probability distribution and calculate probabilities based on the Binomial distribution, the Poisson distribution and the Normal distribution
7. Appreciate the relevance of mathematics in an engineering context
8. Communicate mathematical ideas using common conventions

Subject Content

1. Matrix Algebra: Determinants; matrices; solution of simultaneous equations using matrices and determinants; Gaussian elimination; eigenvalues and eigenvectors.
2. Complex Numbers: Basic operations; polar coordinates; Euler's formula; powers and roots of complex numbers.
3. Vectors: definition; basic operations; dot product; cross product; angle between two vectors; equations of lines and planes.
4. Functions and Inverse Functions: Revision - inverse functions, logs, exponentials; trig and inverse trig functions; hyperbolic and inverse hyperbolic functions.
5. Differential Calculus: Revision- limits; continuity; definition of the first derivative, differentiation rules; implicit differentiation including inverse trig functions and inverse hyperbolic functions.

6. Applications of Differential Calculus: L'Hopital's Rule; properties of curves; differentials; related rates.

7. Integration: Indefinite/defin

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Numerical Problem Solving	40 minutes	10	N	Individual
Numerical Problem Solving	1 hour	20	N	Individual
Numerical Problem Solving	1 hour	20	N	Individual
End-of-session Exam	2 hours	50	Y	Individual

Prescribed Texts

- Croft, A & Davison, R (2008) Mathematics for engineers: a modern interactive approach (3rd ed). Harlow: Pearson Prentice Hall, Harlow UK

Teaching Periods

Term 1

Penrith (Kingswood)

Day

Subject Contact Zdenka Misanovic ([https://directory.westernsydney.edu.au/search/name/Zdenka Misanovic/](https://directory.westernsydney.edu.au/search/name/Zdenka%20Misanovic/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1018_22-T1_KW_D#subjects)

Parramatta City - George St

Day

Subject Contact Zdenka Misanovic ([https://directory.westernsydney.edu.au/search/name/Zdenka Misanovic/](https://directory.westernsydney.edu.au/search/name/Zdenka%20Misanovic/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1018_22-T1_PG_D#subjects)

Term 2

Parramatta City - George St

Day

Subject Contact Zdenka Misanovic ([https://directory.westernsydney.edu.au/search/name/Zdenka Misanovic/](https://directory.westernsydney.edu.au/search/name/Zdenka%20Misanovic/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1018_22-T2_PG_D#subjects)

Term 3

Penrith (Kingswood)

Day

Subject Contact Zdenka Misanovic ([https://directory.westernsydney.edu.au/search/name/Zdenka Misanovic/](https://directory.westernsydney.edu.au/search/name/Zdenka%20Misanovic/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1018_22-T3_KW_D#subjects)

Parramatta City - George St

Day

Subject Contact Zdenka Misanovic ([https://directory.westernsydney.edu.au/search/name/Zdenka Misanovic/](https://directory.westernsydney.edu.au/search/name/Zdenka%20Misanovic/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1018_22-T3_PG_D#subjects)

MATH 1019 Mathematics for Engineers 2

Credit Points 10

Legacy Code 200238

Coordinator Wei Xing Zheng ([https://directory.westernsydney.edu.au/search/name/Wei Xing Zheng/](https://directory.westernsydney.edu.au/search/name/Wei%20Xing%20Zheng/))

Description This unit is the second of two mathematics units to be completed by students enrolled in an Engineering degree during their first year of study. The content covers a number of topics that build on the calculus knowledge from Mathematics for Engineers 1. The subject matter includes: ordinary differential equations, Laplace transforms and multi-variable calculus.

School Computer, Data & Math Sciences

Discipline Mathematics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Pre-requisite(s) MATH 1016

Equivalent Subjects LGYB 0454 Mathematics for Engineers 2 (WSTC)
MATH 1020 Mathematics for Engineers 2 (WSTC Assoc Deg)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Recognise and solve various types of first and second order differential equations and some higher order ordinary differential equations
2. Set up a linear 2D system of differential equations and investigate its solution and the nature of its critical points
3. Apply Laplace transforms in solving problems
4. Use multivariable calculus techniques competently
5. Evaluate multiple (double and triple) integrals.

Subject Content

First Order Ordinary Differential Equations - Separable and linear equations and applications.

Second Order Linear ODEs- both homogeneous and non homogeneous with constant coefficients and applications, Euler Cauchy and Power series solutions.

Higher Order ODEs - homogeneous and non homogeneous with constant coefficients and Euler-Cauchy.

2D linear constant coefficient homogeneous systems, phase plane, critical points and criteria for critical points.

Laplace Transforms and solving ODEs using Laplace transforms.

Level curves and sketching regions in space

Limits and continuity of functions of two variables

Partial differentiation

Chain rule

Gradient vectors and directional derivatives

Equations of normal lines and tangent planes

Maxima, minima and saddle points

Lagrange multipliers

Double integrals in rectangular and polar coordinates and applications

Triple integrals in rectangular, cylindrical and spherical coordinates and applications.

1. First Order Ordinary Differential Equations - Separable and linear equations and applications.

2. Second Order Linear ODEs- both homogeneous and non homogeneous with constant coefficients and applications, Euler Cauchy and Power series solutions.

3. Higher Order ODEs - homogeneous and non homogeneous with constant coefficients and Euler-Cauchy.

4. 2D linear constant coefficient homogeneous systems, phase plane, critical points and criteria for critical points.

5. Laplace Transforms and solving ODEs using Laplace transforms.

6. Level curves and sketching regions in space

7. Limits and continuity of functions of two variables

8. Partial differentiation

9. Chain rule

10. Gradient vectors and directional derivatives

11. Equations of normal lines and tangent planes

12. Maxima, minima and saddle points

13. Lagrange multipliers

14. Double integrals in rectangular and polar coordinates and applications

15. Triple integrals in rectangular, cylindrical and spherical coordinates and applications

15. Triple integrals in rectangular, cylindrical and spherical coordinates and applications.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	30 minutes (per quiz)	10	N	Individual
Intra-session Exam	50 minutes	15	N	Individual
Intra-session Exam	50 minutes	15	N	Individual
Final Exam	2 hours	60	Y	Individual

Teaching Periods

Summer A

Penrith (Kingswood)

Day

Subject Contact Li Zhou ([https://directory.westernsydney.edu.au/search/name/Li Zhou/](https://directory.westernsydney.edu.au/search/name/Li%20Zhou/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1019_22-SUA_KW_D#subjects)

Autumn

Penrith (Kingswood)

Day

Subject Contact Wei Xing Zheng ([https://directory.westernsydney.edu.au/search/name/Wei Xing Zheng/](https://directory.westernsydney.edu.au/search/name/Wei%20Xing%20Zheng/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1019_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Wei Xing Zheng ([https://directory.westernsydney.edu.au/search/name/Wei Xing Zheng/](https://directory.westernsydney.edu.au/search/name/Wei%20Xing%20Zheng/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1019_22-AUT_PS_D#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1019_22-SC1_SC_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1019_22-SC2_SC_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Wei Xing Zheng ([https://directory.westernsydney.edu.au/search/name/Wei Xing Zheng/](https://directory.westernsydney.edu.au/search/name/Wei%20Xing%20Zheng/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1019_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Wei Xing Zheng ([https://directory.westernsydney.edu.au/search/name/Wei Xing Zheng/](https://directory.westernsydney.edu.au/search/name/Wei%20Xing%20Zheng/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1019_22-SPR_PS_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1019_22-SC3_SC_D#subjects)

MATH 1020 Mathematics for Engineers 2 (WSTC AssocD)

Credit Points 10

Legacy Code 700102

Coordinator Zdenka Misanovic ([https://directory.westernsydney.edu.au/search/name/Zdenka Misanovic/](https://directory.westernsydney.edu.au/search/name/Zdenka%20Misanovic/))

Description The content of this unit covers a number of topics that build on the student's calculus knowledge from Mathematics for Engineers 1. The subject matter includes: ordinary differential equations, Laplace transforms and multi-variable calculus. Offerings of alternate units are dependent on there being sufficient student enrolment numbers. If enrolments are low, the College may cancel delivery of the alternate unit.

School Eng, Design & Built Env

Discipline Mathematics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Pre-requisite(s) MATH 1017

Equivalent Subjects MATH 1019 - Mathematics for Engineers 2 LGYB 0454 - Mathematics for Engineers 2 (WSTC)

Restrictions Students must be enrolled at Western Sydney University, The College in 7022 Associate Degree in Engineering

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Recognise and solve various types of first and second order differential equations and some higher order ordinary differential equations.
2. Set up a linear 2D system of differential equations and investigate its solution and the nature of its critical points.
3. Apply Laplace transforms in solving problems.
4. Use multivariable calculus techniques competently.
5. Evaluate multiple (double and triple) integrals.
6. Use mathematical reasoning to solve problems and communicate mathematical ideas using standard practices.

Subject Content

1. First Order Ordinary Differential Equations (O.D.E.) ? separable and linear equations and applicat

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
5 Online quizzes. Each minutes quiz is worth 3%	Approx. 30	15	N	Individual
Intra-session exam	90 minutes	25	N	Individual

4 Online quizzes each quiz is worth 5%

Approx 30 minutes	20	N	Individual
End of Session exam (in parts). Part 1 Written Numerical Problem Solving Part 2: Viva Voce	Part 1: 2 hours +30 minutes for submission (20%) Part 2: Viva Voce 20 minutes per student (20%)	40	Y Individual

Teaching Periods

Quarter 4

Nirimba Education Precinct

Composite

Subject Contact Zdenka Misanovic ([https://directory.westernsydney.edu.au/search/name/Zdenka Misanovic/](https://directory.westernsydney.edu.au/search/name/Zdenka%20Misanovic/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1020_22-Q4_BL_C#subjects)

MATH 1021 Mathematics for Engineers Preliminary

Credit Points 10

Legacy Code 300743

Coordinator Donald Shearman ([https://directory.westernsydney.edu.au/search/name/Donald Shearman/](https://directory.westernsydney.edu.au/search/name/Donald%20Shearman/))

Description This unit is specifically designed for students enrolling in the Bachelor of Engineering (Honours) and Bachelor of Engineering Science degree courses, who do not have a mathematical background in differential and integral calculus. The content of the unit consists of topics in arithmetic and algebra, trigonometry and trigonometric functions, logarithmic and exponential functions, differential and integral calculus.

School Computer, Data & Math Sciences

Discipline Mathematics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects MATH 1023 - Mathematics for Engineers Preliminary (WSTC) MATH 1022 - Mathematics for Engineers Preliminary (WSTC Assoc Deg)

Incompatible Subjects LGYA 4425 - Mathematical Methods A MATH 1011 - Fundamentals of Mathematics MATH 1016 - Mathematics for Engineers 1 MATH 1018 - Mathematics for Engineers 1 (WSTC)

Restrictions All students entering the Bachelor of Engineering (Honours) and Bachelor of Engineering Science will be enrolled in this subject. Students from the Bachelor of Engineering (Honours) program who have sufficient background knowledge in mathematics may attempt a readiness test to allow them to move directly to Mathematics for Engineers 1 if they pass this test.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Perform arithmetic operations and manipulate algebraic symbols as required in solving mathematical problems set in an engineering context
2. Solve mathematical problems using trigonometry, logarithmic and exponential functions
3. Apply correctly the techniques of both differential and integral calculus to solve problems that may involve transcendental functions.
4. Communicate mathematical ideas using standard practices

Subject Content

1. Arithmetic and Algebra: Rational and irrational numbers, indices, manipulation of algebraic expressions, factorisation, linear equations and quadratic expressions, simultaneous equations.
2. Relations and Functions: Domain and range, linear functions, quadratic functions, roots of quadratic equations
3. Logarithmic and Exponential Functions: Definition and properties of exponentials, graphing exponentials, differentiation and integration of exponentials, exponential growth and decay. Definition and properties of logarithms, graphing logarithms, differentiation and integration of logarithms.
4. Trigonometry: Trigonometric ratios, exact ratios, Sine and Cosine rules, reciprocal ratios, angles of any magnitude
5. Trigonometric Functions: Radian measure, graphing, properties of functions, differentiation, integration
6. Further Trigonometric Functions: Applied trigonometry, sums and differences of angles, equation solving, general solutions to trigonometric equations.
7. Inverse Functions and Inverse Trigonometric Functions: $y = \log_a x$ and $y = a^x$ as inverse functions, inverse trigonometric functions, differentiation and integration of inverse functions.
8. Differentiation: Limits and continuity - the derivative from first principles; differentiation formulae; implicit differentiation, tangents and normals to curves, stationary points, higher order derivatives, curve sketching, problems involving maxima and minima, differentiation of trigonometric functions, logarithmic and exponential functions, and inverse trigonometric functions
9. Integration: Primitive functions, definite integrals, areas between curves; integration of trigonometric functions, logarithmic and exponential functions, and inverse trigonometric functions.
8. Differentiation: Limits and continuity; the derivative from first principles; differentiation formulae; implicit differentiation, tangents and normals to curves, stationary points, higher order derivatives, curve sketching, problems involving maxima and minima, differentiation of trigonometric functions, logarithmic and exponential functions, and inverse trigonometric functions
9. Integration: Primitive functions, definite integrals, areas between curves; integration of trigonometric functions, logarithmic and exponential functions, and inverse trigonometric functions

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	Twelve online quizzes will be available, with the 10 best scores taken.	10	N	Individual
Numerical Problem Solving	50 minutes in 10 duration		N	Individual
Numerical Problem Solving	50 minutes in 10 duration		N	Individual
Numerical Problem Solving	50 minutes in 20 duration.		N	Individual
Final Exam	2 hours in duration	50	Y	Individual

Prescribed Texts

- Rattan, Kuldip S., & Klingbeil, Nathan W. (2014). Introductory mathematics for engineering applications. Hoboken, NJ John Wiley and Sons, Inc.

Teaching Periods

Autumn Penrith (Kingswood)

Day

Subject Contact Donald Shearman ([https://directory.westernsydney.edu.au/search/name/Donald Shearman/](https://directory.westernsydney.edu.au/search/name/Donald%20Shearman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1021_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Donald Shearman ([https://directory.westernsydney.edu.au/search/name/Donald Shearman/](https://directory.westernsydney.edu.au/search/name/Donald%20Shearman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1021_22-AUT_PS_D#subjects)

Sydney City Campus - Term 1 Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1021_22-SC1_SC_D#subjects)

Sydney City Campus - Term 2 Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1021_22-SC2_SC_D#subjects)

Spring Penrith (Kingswood)

Day

Subject Contact Donald Shearman ([https://directory.westernsydney.edu.au/search/name/Donald Shearman/](https://directory.westernsydney.edu.au/search/name/Donald%20Shearman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1021_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Donald Shearman ([https://directory.westernsydney.edu.au/search/name/Donald Shearman/](https://directory.westernsydney.edu.au/search/name/Donald%20Shearman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1021_22-SPR_PS_D#subjects)

Sydney City Campus - Term 3 Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1021_22-SC3_SC_D#subjects)

MATH 1022 Mathematics for Engineers Preliminary (WSTC AssocD)

Credit Points 10

Legacy Code 700103

Coordinator Zdenka Misanovic ([https://directory.westernsydney.edu.au/search/name/Zdenka Misanovic/](https://directory.westernsydney.edu.au/search/name/Zdenka%20Misanovic/))

Description This unit covers the fundamental mathematical concepts and techniques necessary for the study of Engineering. Topics include Arithmetic and Algebra, Trigonometry, Functions, and Introductory Differential and Integral calculus.

School Eng, Design & Built Env

Discipline Mathematics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects MATH 1021 - Mathematics for Engineers Preliminary
MATH 1023 - Mathematics for Engineers Preliminary (WSTC)

Incompatible Subjects MATH 1011 - Fundamentals of Mathematics

Restrictions Students must be enrolled at Western Sydney University, The College in 7022 Associate Degree in Engineering.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Perform arithmetic operations and manipulate algebraic symbols as required in solving mathematical problems set in an engineering context
- Solve mathematical problems using trigonometry, logarithmic and exponential functions

- Apply correctly the techniques of both differential and integral calculus to solve problems that may involve transcendental functions.
- Communicate mathematical ideas using standard practices

Subject Content

- Arithmetic and Algebra: Rational and irrational numbers, indices, manipulation of algebraic expressions, factorisation, linear equations and quadratic expressions, simultaneous equations.
- Relations and Functions: Domain and range, linear functions, quadratic functions, roots of quadratic equations
- Logarithmic and Exponential Functions: Definition and properties of exponentials, graphing exponentials, differentiation and integration of exponentials, exponential growth and decay. Definition and properties of logarithms, graphing logarithms, differentiation and integration of logarithms.
- Trigonometry: Trigonometric ratios, exact ratios, Sine and Cosine rules, reciprocal ratios, angles of any magnitude
- Trigonometric Functions: Radian measure, graphing, properties of functions, differentiation, integration
- Further Trigonometric Functions: Applied trigonometry, sums and differences of angles, equation solving, general solutions to trigonometric equations.
- Inverse Functions and Inverse Trigonometric Functions: $y=\log_a x$ and $y=ax$ as inverse functions, inverse trigonometric functions, differentiation and integration of inverse functions.
- Differentiation: Limits and continuity;
- the derivative from first principles; differentiation formulae; implicit differentiation, tangents and normals to curves, stationary points, higher order derivatives, curve sketching, problems involving maxima and minima, differentiation of trigonometric functions, logarithmic and exponential functions, and inverse trigonometric functions
- Integration: Primitive functions, definite integrals, areas between curves; integration of trigonometric functions, logarithmic and exponential functions, and inverse trigonometric functions

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
5 Online quizzes. Each minutes quiz is worth 3%	Approx. 30	15	N	Individual
Class Test	90 minutes	25	N	Individual
4 Online quizzes. Each minutes quiz is worth 5%	Approx. 30	20	N	Individual
Final examination	2 hours	40	Y	Individual

Prescribed Texts

- Croft, A & Davison, R (2008) Mathematics for engineers (3rd ed). Harlow: Pearson Prentice Hall, Harlow UK

Teaching Periods

Quarter 3

Nirimba Education Precinct

Composite

Subject Contact Zdenka Misanovic ([https://directory.westernsydney.edu.au/search/name/Zdenka Misanovic/](https://directory.westernsydney.edu.au/search/name/Zdenka%20Misanovic/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1022_22-Q3_BL_C#subjects)

MATH 1023 Mathematics for Engineers Preliminary (WSTC)

Credit Points 10

Legacy Code 700100

Coordinator Zdenka Misanovic ([https://directory.westernsydney.edu.au/search/name/Zdenka Misanovic/](https://directory.westernsydney.edu.au/search/name/Zdenka%20Misanovic/))

Description This unit covers the fundamental mathematical concepts and techniques necessary for the study of Engineering. Topics include Arithmetic and Algebra, Trigonometry, Functions, and Introductory Differential and Integral calculus.

School Eng, Design & Built Env

Discipline Mathematics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Pre-requisite(s) Students enrolled in 6033 Diploma in Engineering/Bachelor of Engineering Studies 7034 Diploma in Engineering or 7162 Diploma in Engineering Extended must pass MATH 0008 Mathematics 2 (WSTC Prep) before enrolling in this unit Students enrolled in 7066 Diploma in Engineering Extended must pass MATH 0010 Mathematics 3 (WSTC Prep) before enrolling in this unit

Equivalent Subjects MATH 1021 - Mathematics for Engineers Preliminary MATH 1022 - Mathematics for Engineers Preliminary (WSTC Assoc Deg)

Incompatible Subjects MATH 1011 - Fundamentals of Mathematics

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in Extended Diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject. Students enrolled in the combined Diploma/Bachelor programs listed below must pass all College Preparatory subjects listed in the program structure before progressing to the Year 2 subjects.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Perform arithmetic operations and manipulate algebraic symbols as required in solving mathematical problems set in an engineering context.
- Solve mathematical problems using trigonometry, logarithmic and exponential functions.
- Apply correctly the techniques of both differential and integral calculus to solve problems that may involve transcendental functions.
- Communicate mathematical ideas using standard practices.

Subject Content

1. Arithmetic and Algebra: Rational and irrational numbers, indices, manipulation of algebraic expressions, factorisation, linear equations and quadratic expressions, simultaneous equations.
2. Relations and Functions: Domain and range, linear functions, quadratic functions, roots of quadratic equations.
3. Logarithmic and Exponential Functions: Definition and properties of exponentials, graphing exponentials, differentiation and integration of exponentials, exponential growth and decay. Definition and properties of logarithms, graphing logarithms, differentiation and integration of logarithms.
4. Trigonometry: Trigonometric ratios, exact ratios, Sine and Cosine rules, reciprocal ratios, angles of any magnitude.
5. Trigonometric Functions: Radian measure, graphing, properties of functions, differentiation, integration.
6. Further Trigonometric Functions: Applied trigonometry, sums and differences of angles, equation solving, general solutions to trigonometric equations.
7. Inverse Functions and Inverse Trigonometric Functions: $y \log x$ and $y^a x$ as inverse functions, inverse trigonometric functions, differentiation and integration of inverse functions.
8. Differentiation: Limits and continuity.
9. the derivative from first principles; differentiation formulae; implicit differentiation, tangents and normals to curves, stationary points, higher order derivatives, curve sketching, problems involving maxima and minima, differentiation of trigonometric functions, logarithmic and exponential functions, and inverse trigonometric functions
10. Integration: Primitive functions, definite integrals, areas between curves; integration of trigonometric functions, logarithmic and exponential functions, and inverse trigonometric functions.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Numerical Problem Solving	50 minutes	10	N	Individual
Numerical Problem Solving	1 hour	20	N	Individual
Numerical Problem Solving	1 hour	20	N	Individual
End-of-session Exam	2 hours	50	Y	Individual

Prescribed Texts

- Croft, A & Davison, R (2008) Mathematics for engineers (3rd ed). Harlow: Pearson Prentice Hall, Harlow UK

Teaching Periods

Term 1

Parramatta City - George St

Day

Subject Contact Zdenka Misanovic ([https://directory.westernsydney.edu.au/search/name/Zdenka Misanovic/](https://directory.westernsydney.edu.au/search/name/Zdenka%20Misanovic/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1023_22-T1_PG_D#subjects)

Term 2

Penrith (Kingswood)

Day

Subject Contact Zdenka Misanovic ([https://directory.westernsydney.edu.au/search/name/Zdenka Misanovic/](https://directory.westernsydney.edu.au/search/name/Zdenka%20Misanovic/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1023_22-T2_KW_D#subjects)

Parramatta City - George St

Day

Subject Contact Zdenka Misanovic ([https://directory.westernsydney.edu.au/search/name/Zdenka Misanovic/](https://directory.westernsydney.edu.au/search/name/Zdenka%20Misanovic/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1023_22-T2_PG_D#subjects)

Term 3

Penrith (Kingswood)

Day

Subject Contact Zdenka Misanovic ([https://directory.westernsydney.edu.au/search/name/Zdenka Misanovic/](https://directory.westernsydney.edu.au/search/name/Zdenka%20Misanovic/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1023_22-T3_KW_D#subjects)

Parramatta City - George St

Day

Subject Contact Zdenka Misanovic ([https://directory.westernsydney.edu.au/search/name/Zdenka Misanovic/](https://directory.westernsydney.edu.au/search/name/Zdenka%20Misanovic/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1023_22-T3_PG_D#subjects)

MATH 1026 Quantitative Thinking

Credit Points 10

Legacy Code 300831

Coordinator Patrick O'Doherty ([https://directory.westernsydney.edu.au/search/name/Patrick ODoherty/](https://directory.westernsydney.edu.au/search/name/Patrick%20ODoherty/))

Description This level 1 unit develops the quantitative skills that underpin many fields of study in the sciences. The content covered includes basic algebra, functions, graphs, equations, linear and quadratic, introductory probability and descriptive statistics. These mathematical/statistical concepts will be revised and developed using scientific concepts such as molarity and dilution, optical density, population growth, and predator-prey models. In all aspects of this unit, students will be developing and using critical thinking skills to solve mathematical/statistical problems set in a scientific context.

School Computer, Data & Math Sciences

Discipline Mathematics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects MATH 1011 - Fundamentals of Mathematics
MATH 1027 Quantitative Thinking (WSTC)

Restrictions Students may complete the three subjects Quantitative Thinking, Analysis of Change and Mathematics 1A in the following order: 300831 Quantitative Thinking, 300830 Analysis of Change, 300672 Mathematics 1A. This means that students may complete 300831 before attempting 300830, but not after. 300830 and 300831 may be attempted before 300672, but not after. Students may not enrol in 300831 and 300830 or 300831 and 300672 or 300830 and 300672 in the same teaching session. Students enrolled in the Bachelor of Engineering (Honours), Bachelor of Engineering or Bachelor of Engineering Science may not enrol in any of the subjects 300830, 300831 or 300672.

Assumed Knowledge

Basic competence in algebraic manipulation and some familiarity with elementary probability and statistical concepts.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Manipulate algebraic and numeric expressions.
2. Recognise and draw graphs representing linear, quadratic, logarithmic and exponential functions.
3. Solve linear equations, and quadratic equations.
4. Use modelling techniques to represent basic biological systems.
5. Describe data in both numerical and graphical forms.
6. Communicate mathematical and statistical ideas using standard practices.
7. Employ critical thinking skills to solve mathematical and statistical problems set in a scientific context.

Subject Content

- Critical Thinking Skills: Problem-solving strategies; Inductive and Deductive reasoning.
- Numeracy and Calculation: Fractions; Index rules; SI units; Scientific notation; Rounding and estimation; Significant figures; Accuracy and precision; Using a calculator.
- Basic Algebra Review: Substitution in formulae; Rearranging formulae; Proportional reasoning.
- Interpretation: functions; graphs - linear, parabola, logarithmic, exponential; linear equations, quadratic equations.
- Uncertainty and Probability: introductory probability; basic statistics; Descriptive statistics; Random variables and probability distributions; the Normal distribution; treatment and assessment of errors; introductory hypothesis testing; introductory I

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Intra-session Exam	50 minutes	20	N	Individual
Quiz	30 minutes each	10	N	Individual
Short Answer	Up to 15 minutes each	20	N	Individual
Final Exam	2 hours	50	Y	Individual

Teaching Periods

Summer A

Online

Online

Subject Contact Patrick O'Doherty ([https://directory.westernsydney.edu.au/search/name/Patrick O'Doherty](https://directory.westernsydney.edu.au/search/name/Patrick%20O'Doherty))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1026_22-SUA_ON_O#subjects)

Autumn

Campbelltown

Day

Subject Contact Patrick O'Doherty ([https://directory.westernsydney.edu.au/search/name/Patrick O'Doherty](https://directory.westernsydney.edu.au/search/name/Patrick%20O'Doherty))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1026_22-AUT_CA_D#subjects)

Hawkesbury

Day

Subject Contact Patrick O'Doherty ([https://directory.westernsydney.edu.au/search/name/Patrick O'Doherty](https://directory.westernsydney.edu.au/search/name/Patrick%20O'Doherty))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1026_22-AUT_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Patrick O'Doherty ([https://directory.westernsydney.edu.au/search/name/Patrick O'Doherty](https://directory.westernsydney.edu.au/search/name/Patrick%20O'Doherty))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1026_22-AUT_PS_D#subjects)

Spring

Campbelltown

Day

Subject Contact Patrick O'Doherty ([https://directory.westernsydney.edu.au/search/name/Patrick O'Doherty](https://directory.westernsydney.edu.au/search/name/Patrick%20O'Doherty))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1026_22-SPR_CA_D#subjects)

Hawkesbury

Day

Subject Contact Patrick O'Doherty ([https://directory.westernsydney.edu.au/search/name/Patrick O'Doherty](https://directory.westernsydney.edu.au/search/name/Patrick%20O'Doherty))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1026_22-SPR_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Patrick O'Doherty ([https://directory.westernsydney.edu.au/search/name/Patrick O'Doherty](https://directory.westernsydney.edu.au/search/name/Patrick%20O'Doherty))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1026_22-SPR_PS_D#subjects)

MATH 1027 Quantitative Thinking (WSTC)

Credit Points 10

Legacy Code 700123

Coordinator Michael CASEY (<https://directory.westernsydney.edu.au/search/name/Michael CASEY/>)

Description This Level 1 unit develops the quantitative skills that underpin many fields of study in the sciences. The content covered includes basic algebra, functions, graphs, equations - linear and quadratic, introductory probability and descriptive statistics. These mathematical/statistical concepts will be revised and developed using scientific concepts such as molarity and dilution, optical density, population growth, and predator-prey models. In all aspects of this unit, students will be developing and using critical thinking skills to solve mathematical/statistical problems set in a scientific context.

School Computer, Data & Math Sciences

Discipline Mathematics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects MATH 1011 - Fundamentals of Mathematics
MATH 1026 - Quantitative Thinking

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in Extended Diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject. Students may complete 700123 Quantitative Thinking before 700108 Analysis of Change. Students may not enrol in Quantitative Thinking and Analysis of Change in the same teaching session. Students enrolled in the combined Diploma/Bachelor programs listed below must pass all College Preparatory subjects listed in the program structure before progressing to the Year 2 subjects.

Assumed Knowledge

Basic competence in algebraic manipulation and some familiarity with elementary probability and statistical concepts.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Manipulate algebraic and numeric expressions
2. Recognise and draw graphs representing linear, quadratic, logarithmic and exponential functions
3. Solve linear equations, and quadratic equations
4. Use modelling techniques to represent basic biological systems
5. Describe data in both numerical and graphical forms
6. Communicate mathematical and statistical ideas using standard practices
7. Employ critical thinking skills to solve mathematical and statistical problems set in a scientific context

Subject Content

1. Critical Thinking Skills: Problem-solving strategies; Inductive and Deductive reasoning

2. Numeracy and Calculation: Fractions; Index rules; SI units; Scientific notation; Rounding and estimation; Significant figures; Accuracy and precision; Using a calculator

3. Basic Algebra Review: Substitution in formulae; Rearranging formulae; Proportional reasoning

4. Interpretation: functions; graphs ? linear, parabola, logarithmic, exponential; linear equations, quadratic equations

5. Uncertainty and Probability: introductory probability; basic statistics; Descriptive statistics; Random variables and probability distributions; the Normal distribution; treatment and assessment of errors; introductory hypothesis testing; introductory linear regression and correlation

1. Critical Thinking Skills: Problem-solving strategies; Inductive and Deductive reasoning

2. Numeracy and Calculation: Fractions; Index rules; SI units; Scientific notation; Rounding and estimation; Significant figures; Accuracy and precision; Using a calculator

3. Basic Algebra Review: Substitution in formulae; Rearranging formulae; Proportional reasoning

4. Interpretation: functions; graphs ? linear, parabola, logarithmic, exponential; linear equations, quadratic equations

5. Uncertainty and Probability: introductory probability; basic statistics; Descriptive statistics; Random variables and probability distributions; the Normal distribution; treatment and assessment of errors; introductory hypothesis testing; introductory linear regression and correlation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	60 minutes	15	N	Individual
Intra-session Exam	60 minutes	20	N	Individual
Applied Project	10 hours commitment for each student in the group	15	N	Group
End-of-session Exam	2 hours	50	Y	Individual

Prescribed Texts

- Reed, M.B. (2011). Core maths for the biosciences. Oxford: Oxford University Press.

Teaching Periods

Term 1

Nirimba Education Precinct

Day

Subject Contact Michael CASEY (<https://directory.westernsydney.edu.au/search/name/Michael CASEY/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1027_22-T1_BL_D#subjects)

Term 2

Nirimba Education Precinct

Day

Subject Contact Michael CASEY ([https://directory.westernsydney.edu.au/search/name/Michael CASEY/](https://directory.westernsydney.edu.au/search/name/Michael%20CASEY/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1027_22-T2_BLD#subjects)

MATH 1028 Statistical Decision Making

Credit Points 10

Legacy Code 300700

Coordinator Volker Gebhardt ([https://directory.westernsydney.edu.au/search/name/Volker Gebhardt/](https://directory.westernsydney.edu.au/search/name/Volker%20Gebhardt/))

Description Statistical Decision Making introduces students to various statistical techniques supporting the study of computing and science. Presentation of the content will emphasize the correct principles and procedures for collecting and analysing scientific data, using information and communication technologies. Topics include describing different sets of data, probability distributions, statistical inference, and simple linear regression and correlation.

School Computer, Data & Math Sciences

Discipline Statistics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects MATH 1032 Statistics for Science MATH 1003 Biometry MATH 1030 Statistics for Business ECON 1006 Introduction to Economic Methods MATH 1012 Management Analytics MATH 1031 Statistics for Business (WSTC) MATH 1004 Biometry (WSTC) MATH 1029 Statistical Decision Making (WSTC)

Incompatible Subjects MATH 1025 Quantitative Techniques

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse data using traditional methods or modern resampling methods
2. Use technology to assist in performing statistical analysis
3. Recognise the limitations of data collection methods and demonstrate awareness of the influence of these limitations on inference
4. Choose the correct statistical method for analysis and correctly interpret the results
5. Analyse data using traditional methods or modern resampling methods
6. Recognise the limitations in data collection methods and have awareness in the role of data collection on inference

Subject Content

Collecting and describing data

Probability

Confidence intervals and hypothesis tests

Simple linear regression

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Multiple Choice	50 minutes	11	Y	Individual
Short Answer	15 minutes each	24	N	Individual
Report	15 hours each	15	N	Individual
Final Exam	2 hours	50	Y	Individual

Prescribed Texts

- Lock, R. H., Lock, P. F., Morgan, K. L., Lock, E. F., & Lock, D. F. (Eds.). (2013). *Statistics : unlocking the power of data*. Hoboken, N.J.: Wiley.

Teaching Periods

Autumn Campbelltown

Day

Subject Contact Volker Gebhardt ([https://directory.westernsydney.edu.au/search/name/Volker Gebhardt/](https://directory.westernsydney.edu.au/search/name/Volker%20Gebhardt/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1028_22-AUT_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Volker Gebhardt ([https://directory.westernsydney.edu.au/search/name/Volker Gebhardt/](https://directory.westernsydney.edu.au/search/name/Volker%20Gebhardt/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1028_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Volker Gebhardt ([https://directory.westernsydney.edu.au/search/name/Volker Gebhardt/](https://directory.westernsydney.edu.au/search/name/Volker%20Gebhardt/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1028_22-AUT_PS_D#subjects)

MATH 1029 Statistical Decision Making (WSTC)

Credit Points 10

Legacy Code 700041

Coordinator Michael CASEY ([https://directory.westernsydney.edu.au/search/name/Michael CASEY/](https://directory.westernsydney.edu.au/search/name/Michael%20CASEY/))

Description Statistical Decision Making introduces students to various statistical techniques supporting the study of computing and science. Presentation of the content will emphasise the correct principles and procedures for collecting and analysing scientific data, using information and communication technologies. Topics include

describing different sets of data, probability distributions, statistical inference and simple linear regression and correlation.

School Computer, Data & Math Sciences

Discipline Statistics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Pre-requisite(s) Students enrolled in 7005 Diploma in Information and Communications Technology 7067 Diploma in Information and Communications Technology Extended 7104 Diploma in Information and Communications Technology (Health Information Management) 7106 Diploma in Information and Communications Technology (Health Information Management) Extended must pass MATH 0028 Statistics for Academic Purposes (WSTC Prep) before enrolling in this unit

Equivalent Subjects MATH 1032 - Statistics for Science MATH 1003 - Biometry MATH 1030 - Statistics for Business ECON 1006 - Introduction to Economic Methods MATH 1028 - Statistical Decision Making MATH 1031 - Statistics for Business (WSTC) MATH 1004 - Biometry (WSTC)

Incompatible Subjects MATH 1025 - Quantitative Techniques

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in Extended Diploma programs (7067, 7083, 7106, 7107) must have passed 40 credit points in order to enrol in this subject. Students enrolled in the combined Diploma/Bachelor programs listed below must pass all College Preparatory subjects listed in the program structure before progressing to the Year 2 subjects.

Learning Outcomes

1. Analyse data using traditional methods or modern resampling methods
2. Use technology to assist in performing statistical analysis
3. Recognise the limitations of data collection methods and demonstrate awareness of the influence of these limitations on inference
4. Choose the correct statistical method for analysis and correctly interpret the results
5. Analyse data using traditional methods or modern resampling methods
6. Recognise the limitations in data collection methods and have awareness in the role of data collection on inference

Subject Content

Collecting and describing data

Probability

Confidence intervals and hypothesis tests

Simple linear regression

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	30 minutes	5	N	Individual
Intra-session Exam	1 hour	15	N	Individual

Intra-session Exam	1 hour	20	N	Individual
Applied Project	5 hours	10	N	Group
End-of-session Exam	2 hours	50	Y	Individual

Prescribed Texts

- Lock, R. H., Lock, P. F., Morgan, K. L., Lock, E. F., & Lock, D. F. (Eds.). (2013). *Statistics : unlocking the power of data*. Hoboken, N.J.: Wiley.

Teaching Periods

Term 1

Nirimba Education Precinct

Day

Subject Contact Michael CASEY ([https://directory.westernsydney.edu.au/search/name/Michael CASEY/](https://directory.westernsydney.edu.au/search/name/Michael%20CASEY/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1029_22-T1_BL_D#subjects)

Term 3

Nirimba Education Precinct

Day

Subject Contact Michael CASEY ([https://directory.westernsydney.edu.au/search/name/Michael CASEY/](https://directory.westernsydney.edu.au/search/name/Michael%20CASEY/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1029_22-T3_BL_D#subjects)

MATH 1030 Statistics for Business

Credit Points 10

Legacy Code 200032

Coordinator Neil Hopkins ([https://directory.westernsydney.edu.au/search/name/Neil Hopkins/](https://directory.westernsydney.edu.au/search/name/Neil%20Hopkins/))

Description Statistics for Business introduces the basic concepts and techniques of statistics that are particularly relevant to problem solving in business. It also provides a sound base for more advanced study in statistics and forecasting in subsequent sessions. Topics include: presentation of data; descriptive statistics; the role of uncertainty in business decision making; hypothesis testing; and basic forecasting.

School Computer, Data & Math Sciences

Discipline Statistics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects MATH 1032 Statistics for Science MATH 1028 Statistical Decision Making MATH 1003 Biometry ECON 1006 Introduction to Economic Methods MATH 1012 Management Analytics MATH 1031 Statistics for Business (WSTC) MATH 1004 Biometry (WSTC) MATH 1029 Statistical Decision Making (WSTC)

Assumed Knowledge

HSC Mathematics/Mathematics Extension 1 is desirable.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. organise and summarise data numerically
2. recognize the foundation behind inferential statistics
3. identify the underlying assumptions associated with each statistical technique and interpret the results
4. formulate economic and financial hypotheses into statistically testable forms
5. manipulate, analyse and graph data using Excel
6. employ the appropriate statistical methods and techniques in given situations

Subject Content

Data presentation and descriptive statistics

Elementary probability

Random variables and probability distributions

Normal distributions and sampling distributions

Parameter estimation and hypothesis testing - single population

Parameter estimation and hypothesis testing - two populations

Simple linear regression analysis and correlation

Analysis of categorical data

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Multiple Choice	60 minutes	15	N	Individual
Short Answer	60 minutes	25	N	Individual
Short Answer	5 hours	20	N	Group
Final Exam	2 hours	40	Y	Individual

Prescribed Texts

- Selvanathan, E. A., Selvanathan, S., & Keller, G. (2017). Business statistics : Australia and New Zealand (7th ed.). South Melbourne, Victoria: Cengage Learning

Teaching Periods

Summer A

Parramatta City - Macquarie St

Day

Subject Contact Kenan Matawie ([https://directory.westernsydney.edu.au/search/name/Kenan Matawie/](https://directory.westernsydney.edu.au/search/name/Kenan%20Matawie/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1030_22-SUA_PC_D#subjects)

Autumn

Bankstown

Day

Subject Contact Neil Hopkins ([https://directory.westernsydney.edu.au/search/name/Neil Hopkins/](https://directory.westernsydney.edu.au/search/name/Neil%20Hopkins/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1030_22-AUT_BA_D#subjects)

Campbelltown

Day

Subject Contact Neil Hopkins ([https://directory.westernsydney.edu.au/search/name/Neil Hopkins/](https://directory.westernsydney.edu.au/search/name/Neil%20Hopkins/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1030_22-AUT_CA_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Neil Hopkins ([https://directory.westernsydney.edu.au/search/name/Neil Hopkins/](https://directory.westernsydney.edu.au/search/name/Neil%20Hopkins/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1030_22-AUT_PC_D#subjects)

Evening

Subject Contact Neil Hopkins ([https://directory.westernsydney.edu.au/search/name/Neil Hopkins/](https://directory.westernsydney.edu.au/search/name/Neil%20Hopkins/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1030_22-AUT_PC_E#subjects)

Parramatta External

External

Subject Contact Neil Hopkins ([https://directory.westernsydney.edu.au/search/name/Neil Hopkins/](https://directory.westernsydney.edu.au/search/name/Neil%20Hopkins/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1030_22-AUT_PX_X#subjects)

WSU Online TRI-1

Wsu Online

Online

Subject Contact Natasha Daraio ([https://directory.westernsydney.edu.au/search/name/Natasha Daraio/](https://directory.westernsydney.edu.au/search/name/Natasha%20Daraio/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1030_22-OT1_OW_O#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Antoinette Cevenini ([https://directory.westernsydney.edu.au/search/name/Antoinette Cevenini/](https://directory.westernsydney.edu.au/search/name/Antoinette%20Cevenini/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1030_22-SC1_SC_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Antoinette Cevenini ([https://directory.westernsydney.edu.au/search/name/Antoinette Cevenini/](https://directory.westernsydney.edu.au/search/name/Antoinette%20Cevenini/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1030_22-SC2_SC_D#subjects)

Spring

Bankstown

Day

Subject Contact Neil Hopkins ([https://directory.westernsydney.edu.au/search/name/Neil Hopkins/](https://directory.westernsydney.edu.au/search/name/Neil%20Hopkins/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1030_22-SPR_BA_D#subjects)

Campbelltown

Day

Subject Contact Neil Hopkins ([https://directory.westernsydney.edu.au/search/name/Neil Hopkins/](https://directory.westernsydney.edu.au/search/name/Neil%20Hopkins/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1030_22-SPR_CA_D#subjects)

Parramatta City - Macquarie St

Evening

Subject Contact Neil Hopkins ([https://directory.westernsydney.edu.au/search/name/Neil Hopkins/](https://directory.westernsydney.edu.au/search/name/Neil%20Hopkins/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1030_22-SPR_PC_E#subjects)

Day

Subject Contact Neil Hopkins ([https://directory.westernsydney.edu.au/search/name/Neil Hopkins/](https://directory.westernsydney.edu.au/search/name/Neil%20Hopkins/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1030_22-SPR_PC_D#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Neil Hopkins ([https://directory.westernsydney.edu.au/search/name/Neil Hopkins/](https://directory.westernsydney.edu.au/search/name/Neil%20Hopkins/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1030_22-OT3_OW_O#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Antoinette Cevenini ([https://directory.westernsydney.edu.au/search/name/Antoinette Cevenini/](https://directory.westernsydney.edu.au/search/name/Antoinette%20Cevenini/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1030_22-SC3_SC_D#subjects)

MATH 1031 Statistics for Business (WSTC)

Credit Points 10

Legacy Code 700007

Coordinator Michael CASEY ([https://directory.westernsydney.edu.au/search/name/Michael CASEY/](https://directory.westernsydney.edu.au/search/name/Michael%20CASEY/))

Description Statistics for Business introduces the basic concepts and techniques of statistics that are particularly relevant to problem solving in business. It also provides a sound base for more advanced study in statistics and forecasting in subsequent sessions. Topics include: presentation of data; descriptive statistics; the role of uncertainty in business decision making; hypothesis testing; and basic forecasting.

School Computer, Data & Math Sciences

Discipline Statistics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Pre-requisite(s) For students enrolled in courses 71024 and 7177 BUSM 0029 Decision Making for Business

For students enrolled in courses 7005 7098 71021 71022 and 71023 MATH 0028 Statistics for Academic Purposes (WSTC Prep)

Equivalent Subjects MATH 1030 - Statistics for Business MATH 1032 - Statistics for Science ECON 1006 - Introduction to Economic Methods

Restrictions Enrolment restricted to College students. Students enrolled in Extended Diploma programs must have passed 40 CPs of preparatory subjects in order to enrol in this subject.

Assumed Knowledge

Mathematics, equivalent to the Mathematics subject in the NSW HSC.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Organise and summarise data numerically;
2. Recognize the foundation behind inferential statistics;
3. Identify the underlying assumptions associated with each statistical technique and interpret the results;
4. Formulate economic and financial hypotheses into statistically testable forms;
5. Manipulate, analyse and graph data using Excel;
6. Employ the appropriate statistical methods and techniques in given situations.

Subject Content

1. Data presentation and descriptive statistics
2. Elementary probability
3. Random variables and probability distributions
4. Normal distributions and sampling distributions
5. Parameter estimation and hypothesis testing ? single population
6. Parameter estimation and hypothesis testing ? two populations
7. Simple linear regression analysis and correlation
8. Analysis of categorical data

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	30 minutes	10	N	Individual
Intra-session Exam	1 hour	20	N	Individual

Applied Project	Part A: (Approximately 100 words plus tables and graphs) (Individual) (1-3) (10%) Part B (Approximately 500 words plus statistical calculations) (Group) (1-6) (20%)	30	N	Individual
End-of-session Exam	2 hours	40	Y	Individual

Teaching Periods

Term 1

Bankstown

Day

Subject Contact Michael CASEY ([https://directory.westernsydney.edu.au/search/name/Michael CASEY/](https://directory.westernsydney.edu.au/search/name/Michael%20CASEY/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1031_22-T1_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Michael CASEY ([https://directory.westernsydney.edu.au/search/name/Michael CASEY/](https://directory.westernsydney.edu.au/search/name/Michael%20CASEY/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1031_22-T1_BL_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Michael CASEY ([https://directory.westernsydney.edu.au/search/name/Michael CASEY/](https://directory.westernsydney.edu.au/search/name/Michael%20CASEY/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1031_22-T1_PC_D#subjects)

Term 2

Bankstown

Day

Subject Contact Michael CASEY ([https://directory.westernsydney.edu.au/search/name/Michael CASEY/](https://directory.westernsydney.edu.au/search/name/Michael%20CASEY/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1031_22-T2_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Michael CASEY ([https://directory.westernsydney.edu.au/search/name/Michael CASEY/](https://directory.westernsydney.edu.au/search/name/Michael%20CASEY/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1031_22-T2_BL_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Michael CASEY ([https://directory.westernsydney.edu.au/search/name/Michael CASEY/](https://directory.westernsydney.edu.au/search/name/Michael%20CASEY/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1031_22-T2_PC_D#subjects)

Term 3

Bankstown

Day

Subject Contact Michael CASEY ([https://directory.westernsydney.edu.au/search/name/Michael CASEY/](https://directory.westernsydney.edu.au/search/name/Michael%20CASEY/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1031_22-T3_BA_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Michael CASEY ([https://directory.westernsydney.edu.au/search/name/Michael CASEY/](https://directory.westernsydney.edu.au/search/name/Michael%20CASEY/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1031_22-T3_PC_D#subjects)

MATH 1033 Thinking About Data

Credit Points 10

Legacy Code 301108

Coordinator Franco Ubaudi ([https://directory.westernsydney.edu.au/search/name/Franco Ubaudi/](https://directory.westernsydney.edu.au/search/name/Franco%20Ubaudi/))

Description This subject covers basic concepts of data centric thinking. The main areas discussed are; Populations and Samples; Sampling concepts; Types of Data; Descriptive Methods; Estimation and Inference; Modelling. The subject takes a computational and nonparametric approach, before briefly discussing theoretical concepts and distribution theory.

School Computer, Data & Math Sciences

Discipline Statistics

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Assumed Knowledge

2 Unit High School Mathematics.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Online Quizzes	5x 30 min	20	N	Individual
Computer Test	Lab based 1 hour practical test	40	N	Individual

Assignment 3 weeks/ 40 N Individual
approx. 2000 words

Teaching Periods

MATH 1034 Mathematics for Engineers 1 (Advanced)

Credit Points 10

Legacy Code 301333

Coordinator Stephen Weissenhofer ([https://directory.westernsydney.edu.au/search/name/Stephen Weissenhofer/](https://directory.westernsydney.edu.au/search/name/Stephen%20Weissenhofer/))

Description This unit will be offered at Engineering Innovation Hub - Hassall St, Parramatta campus. This unit provides foundational knowledge in key mathematical concepts which are essential for other mathematics units in engineering degrees. The subject matter includes: differential and integral calculus of a single variable, complex numbers, aspects of matrix algebra, vectors, and some elementary statistics and probability theory. In applying maths concepts to problems, students develop analytical thinking and problem solving skills, as well as communication skills to present clear and logical arguments. Students are encouraged to be independent and reflective learners in completing tutorial problems and online assessments.

School Eng, Design & Built Env

Discipline Mathematics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Assumed Knowledge

HSC Physics and HSC Mathematics Extension 1 or HSC Mathematics Extension 2.HSC Two units of Science and HSC two units of English.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	15 minutes each	10	N	Individual
Intra-session Exam	50 minutes duration each	40	N	Individual
End-of-session Exam	2 hours	50	N	Individual

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Stephen Weissenhofer ([https://directory.westernsydney.edu.au/search/name/Stephen Weissenhofer/](https://directory.westernsydney.edu.au/search/name/Stephen%20Weissenhofer/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1034_22-AUT_PC_D#subjects)

Spring

Parramatta - Victoria Rd

Day

Subject Contact Stephen Weissenhofer ([https://directory.westernsydney.edu.au/search/name/Stephen Weissenhofer/](https://directory.westernsydney.edu.au/search/name/Stephen%20Weissenhofer/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1034_22-SPR_PS_D#subjects)

MATH 1035 Mathematics for Engineers 2 (Advanced)

Credit Points 10

Legacy Code 301337

Coordinator Stephen Weissenhofer ([https://directory.westernsydney.edu.au/search/name/Stephen Weissenhofer/](https://directory.westernsydney.edu.au/search/name/Stephen%20Weissenhofer/))

Description This unit will be offered at Engineering Innovation Hub - Hassall St, Parramatta campus. This unit covers a number of topics that build on calculus knowledge from Mathematics for Engineers 1 (Advanced). Calculus is essential for engineering as it involves studying how things change over small intervals of time and allows for modelling such changes. Topics include ordinary differential equations, Laplace transforms and multi-variable calculus. In applying mathematical concepts to problems, students develop analytical thinking and problem solving skills, as well as communication skills to present clear and logical arguments. Students are encouraged to be independent and reflective learners in completing tutorial problems and online assessments.

School Eng, Design & Built Env

Discipline Mathematics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Pre-requisite(s) MATH 1034

Assumed Knowledge

HSC Physics and HSC Mathematics Extension 1 or HSC Mathematics Extension 2.HSC Two units of Science and HSC two units of English.

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Stephen Weissenhofer ([https://directory.westernsydney.edu.au/search/name/Stephen Weissenhofer/](https://directory.westernsydney.edu.au/search/name/Stephen%20Weissenhofer/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1035_22-SPR_PC_D#subjects)

MATH 1036 Mathematics for Engineers Preliminary (UG Cert)

Credit Points 10

Legacy Code 500065

Coordinator Shubhekshya Basnet ([https://directory.westernsydney.edu.au/search/name/Shubhekshya Basnet/](https://directory.westernsydney.edu.au/search/name/Shubhekshya%20Basnet/))

Description This unit covers the fundamental mathematical concepts and techniques necessary for the study of Engineering. Topics include Arithmetic and Algebra, Trigonometry, Functions, and Introductory Differential and Integral calculus.

School Computer, Data & Math Sciences

Discipline Mathematics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects MATH 1021 Mathematics for Engineers Preliminary MATH 1023 Mathematics for Engineers Preliminary (WSTC) MATH 1022 Mathematics for Engineers Preliminary (WSTC AssocD)

Incompatible Subjects LGYA 4425 Mathematical Methods A MATH 1011 Fundamentals of Mathematics MATH 1016 Mathematics for Engineers 1 MATH 1018 Mathematics for Engineers 1 (WSTC)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Numerical Problem Solving	30 minutes working time	10	N	Individual
Numerical Problem Solving	40 minutes working time	15	N	Individual
Numerical Problem Solving	40 minutes working time	15	N	Individual
Numerical Problem Solving	45 minutes working time	20	N	Individual
Numerical Problem Solving	90 minutes working time	40	N	Individual

Teaching Periods

Block A Session

Online

Online

Subject Contact Mitchell Liddle ([https://directory.westernsydney.edu.au/search/name/Mitchell Liddle/](https://directory.westernsydney.edu.au/search/name/Mitchell%20Liddle/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1036_22-BA_ON_O#subjects)

Block B Session

Online

Online

Subject Contact Shubhekshya Basnet ([https://directory.westernsydney.edu.au/search/name/Shubhekshya Basnet/](https://directory.westernsydney.edu.au/search/name/Shubhekshya%20Basnet/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1036_22-BB_ON_O#subjects)

Block D Session

Online

Online

Subject Contact Shubhekshya Basnet ([https://directory.westernsydney.edu.au/search/name/Shubhekshya Basnet/](https://directory.westernsydney.edu.au/search/name/Shubhekshya%20Basnet/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1036_22-BD_ON_O#subjects)

Block E Session

Online

Online

Subject Contact Maisha Tabassum ([https://directory.westernsydney.edu.au/search/name/Maisha Tabassum/](https://directory.westernsydney.edu.au/search/name/Maisha%20Tabassum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1036_22-BE_ON_O#subjects)

Block F Session

Online

Online

Subject Contact Maisha Tabassum ([https://directory.westernsydney.edu.au/search/name/Maisha Tabassum/](https://directory.westernsydney.edu.au/search/name/Maisha%20Tabassum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH1036_22-BF_ON_O#subjects)

MATH 2001 Advanced Calculus

Credit Points 10

Legacy Code 200028

Coordinator Rehez Ahlip ([https://directory.westernsydney.edu.au/search/name/Rehez Ahlip/](https://directory.westernsydney.edu.au/search/name/Rehez%20Ahlip/))

Description This unit is designed for students undertaking studies in mathematics, statistics, operations research and mathematical finance. It provides further mathematical training in the areas of multivariable and vector calculus, which is essential to the understanding of many areas of both pure and applied mathematics.

School Computer, Data & Math Sciences

Discipline Mathematics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) MATH 1015

Equivalent Subjects LGYA 3785 - Advanced Calculus LGYA 3865 - Mathematics 4 LGYB 9666 - Mathematics 21

Incompatible Subjects MATH 1019 - Mathematics for Engineers 2

Restrictions Students enrolled in Bachelor of Engineering, Bachelor of Engineering (Honours) or Bachelor of Engineering Science may not enrol in this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. tackle and solve calculus problems in the multi-variable context
2. apply multi-variable calculus to practical situations
3. perform vector operations and apply to solving geometric problems
4. recognise continuous multi-variable functions
5. calculate limits of multi-variable functions
6. compute directional derivatives, partial derivatives, and gradients
7. find and classify critical points of differentiable multi-variable real valued functions
8. perform multi-variable integration and apply various techniques such as change of variables
9. apply integration to calculating arc lengths, surface areas, and volumes
10. recognise vector fields such as conservative vector fields
11. apply Fundamental Theorem and Green's Theorem to calculating line integrals and/or double integrals

Subject Content

multi-variable differential calculus: functions of several variables and their graphs
 continuity, limits, directional derivatives, partial derivatives and vector-valued functions
 chain rule, level sets, gradient, extreme values, Lagrange multiplier methods
 multivariable integral calculus: multiple integration and iterated integrals, change of order
 curvilinear coordinate systems
 properties of vectors and vector fields
 vector differentiation
 gradient, divergence and curl of a vector
 line, surface and volume integrals
 Green's theorem in the plane
 theorems of Gauss and Stokes

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	10 hours	30	N	Individual
Intra-session Exam	1 hour	20	N	Individual
Final Exam	2 hours	50	N	Individual

Prescribed Texts

- Stewart, J., Clegg, D., Watson, S. (2020) Calculus: Early Transcendentals, Metric Version Edition 9 E. Publisher CENGAGE (Pacific Grove, Calif: Brooks/Cole).

Teaching Periods

Autumn Campbelltown

Day

Subject Contact Rehez Ahlip ([https://directory.westernsydney.edu.au/search/name/Rehez Ahlip/](https://directory.westernsydney.edu.au/search/name/Rehez%20Ahlip/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH2001_22-AUT_CA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Rehez Ahlip ([https://directory.westernsydney.edu.au/search/name/Rehez Ahlip/](https://directory.westernsydney.edu.au/search/name/Rehez%20Ahlip/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH2001_22-AUT_PS_D#subjects)

MATH 2003 Differential Equations

Credit Points 10

Legacy Code 200030

Coordinator Alexander Lee ([https://directory.westernsydney.edu.au/search/name/Alexander Lee/](https://directory.westernsydney.edu.au/search/name/Alexander%20Lee/))

Description Differential equations arise naturally both in abstract mathematics and in the study of many phenomena. This subject provides the theory of ordinary differential equations and an introduction to partial differential equations together with methods of solution. Examples are drawn from a wide range of biological, chemical, physical and economic applications.

School Computer, Data & Math Sciences

Discipline Mathematics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) MATH1015 - Mathematics 1B

Incompatible Subjects MATH 1019 - Mathematics for Engineers 2

Restrictions

Students enrolled in Bachelor of Engineering, Bachelor of Engineering (Honours) or Bachelor of Engineering Science may not enrol in this subject.

Assumed Knowledge

None

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Classify and solve various types of first order ordinary differential equations
2. Classify and solve various types of second order ordinary differential equations
3. Apply Laplace transforms to solve problems including second order ordinary differential equations
4. Classify and solve various types of basic partial differential equations.

Subject Content

- Review of first order differential equations
- homogeneous linear second order equations
- reducible second order equations
- linear second order equations with constant coefficients
- differential operators
- method of undetermined coefficients
- variation of parameters
- equations with variable coefficients
- power series solutions
- Laplace transforms
- simple partial differential equations and separation of Variables, eg diffusion, wave and Laplace equations
- application of Fourier series to partial differential equations

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Intra-term Exam 1	30 minutes	10	N	Individual
Intra-term Exam 2	30 minutes	10	N	Individual
Intra-term Exam3	30 minutes	15	N	Individual
Intra-term Exam 4	30 minutes	15	N	Individual
Final Exam	2 hours	50	Y	Individual

Teaching Periods

Spring Campbelltown Day

Subject Contact Alexander Lee ([https://directory.westernsydney.edu.au/search/name/Alexander Lee/](https://directory.westernsydney.edu.au/search/name/Alexander%20Lee/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH2003_22-SPR_CA_D#subjects)

Penrith (Kingswood) Day

Subject Contact Alexander Lee ([https://directory.westernsydney.edu.au/search/name/Alexander Lee/](https://directory.westernsydney.edu.au/search/name/Alexander%20Lee/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH2003_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd Day

Subject Contact Alexander Lee ([https://directory.westernsydney.edu.au/search/name/Alexander Lee/](https://directory.westernsydney.edu.au/search/name/Alexander%20Lee/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH2003_22-SPR_PS_D#subjects)

MATH 2004 Discrete Structures and Complexity

Credit Points 10

Legacy Code 300699

Coordinator Volker Gebhardt ([https://directory.westernsydney.edu.au/search/name/Volker Gebhardt/](https://directory.westernsydney.edu.au/search/name/Volker%20Gebhardt/))

Description The fact that computers work at all in the way they do is due to the formal mathematical structure that is used in their design. The same holds for establishing important matters such as the reliability of our computer networks. This unit presents, in their computing context, a range of mathematical concepts that are essential for understanding a number of topics concerning computers: the ways they work, they ways they interact, and the ways we interact with them.

School Computer, Data & Math Sciences

Discipline Mathematics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) MATH 1028

Incompatible Subjects MATH 1006 - Discrete Mathematics

Restrictions Students must be enrolled in 3639 Bachelor of Information and Communications Technology or the following double degrees 3654, 3655, 3656, 3657, 3661

Assumed Knowledge

Basic programming such as that in 300580 - Programming Fundamentals.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Appreciate some of the roles that mathematics plays in computing;
2. Recognise a function, decide whether a given function is one-to-one or onto, and perform elementary manipulations with functions;
3. Decide the truth of logical statements involving connectives, and simplify logical expressions using the laws of logic and truth tables;
4. Describe the connections between basic set operations and logic connectives;
5. Describe simple and directed graphs, use concepts such as "path", and find minimal spanning trees
6. Understand the differences between logarithmic, linear, quadratic and exponential algorithms and perform basic complexity analysis on algorithms such as simple sorting algorithms.
7. Appreciate the relevance of the content to computing.

Subject Content

The content of the subject is driven by several computing questions, broken down into modules. Each module consists of an issue in computing that requires certain mathematics to address. The modules, and the mathematics they address, are:

Module 1: Functions, what is and isn't a function, one-to-one and onto functions, representing functions.

Module 2: The way computers "think": logic, and how this relates to sets.

Module 3: Networks and their structure: graphs, spanning trees and matrices.

Module 4: Algorithm efficiency: the analysis of some simple algorithms. Comparisons of various algorithms, why complexity is important. Revision of relevant counting material.

Teaching Periods

MATH 2006 Experimental Design and Analysis

Credit Points 10

Legacy Code 100013

Coordinator Michael Tyler ([https://directory.westernsydney.edu.au/search/name/Michael Tyler/](https://directory.westernsydney.edu.au/search/name/Michael%20Tyler/))

Description This unit is driven by the scientific method with a focus on experimental design and related data analysis. Research design and methodology and ethical issues, statistical concepts and techniques, computer analysis of data, and communicating research findings are all features of this unit, which build on the content in its prerequisite.

School Psychology

Discipline Statistics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) For students NOT enrolled in programs 1630 Graduate Diploma in Psychological Studies 1796 Graduate Diploma in Psychology and 1837 Bachelor of Cyber Security and Behaviour - BEHV 1016

Restrictions

Note that only students enrolled at WSU Online may register in the WSU Online subjects offered at that location.

This pre-requisite will not apply to students enrolled in courses 1630 Graduate Diploma in Psychological Studies, 1796 Graduate Diploma in Psychology and 1837 Bachelor of Cyber Security and Behaviour.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Express understanding of the scientific method, and an appreciation of its role in developing psychological knowledge.
2. Demonstrate knowledge of experimental ethics and experimental research methodology and apply this methodology to experimental data.
3. Contrast basic experimental statistical techniques with emphasis on computerised analysis methods (SPSS).
4. Appraise the relationship between experimental design, collected data and the appropriate statistical technique.

Subject Content

Psychology as science. The role of research in psychology. Making research and ethical decisions. Reviewing the literature, forming research questions and hypotheses, operationalising constructs, choosing variables. Experimental and quasi-experimental designs. Between and within-subjects experimental designs. Reporting experimental results. The publication manual of the APA.

Statistical concepts: Variance, the normal distribution, levels of measurement, descriptive and inferential statistics.

Descriptive statistics: Frequencies, graphical presentation, measures of central tendency, measures of variability, percentiles, z-scores.

Inferential statistics: Populations and samples, sampling distributions, standard error, confidence intervals, significance, alpha, power.

Parametric versus non-parametric statistics, assumptions.

The t-tests, analysis of variance (ANOVA) and their non-parametric equivalents.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Report	1,000 words	30	N	Individual
Portfolio	1 weekly exercise (= 500 words)	15	N	Individual
Quiz	30 questions	15	N	Individual
Final Exam	1 hour	40	N	Individual

Prescribed Texts

- 100013 'Experimental Design and Analysis' Custom Edition package. Available in the University bookshop.

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Michael Tyler ([https://directory.westernsydney.edu.au/search/name/Michael Tyler/](https://directory.westernsydney.edu.au/search/name/Michael%20Tyler/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH2006_22-AUT_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Michael Tyler ([https://directory.westernsydney.edu.au/search/name/Michael Tyler/](https://directory.westernsydney.edu.au/search/name/Michael%20Tyler/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH2006_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Michael Tyler ([https://directory.westernsydney.edu.au/search/name/Michael Tyler/](https://directory.westernsydney.edu.au/search/name/Michael%20Tyler/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH2006_22-AUT_PS_D#subjects)

WSU Online TRI-1

Wsu Online

Online

Subject Contact David-Jack Fletcher ([https://directory.westernsydney.edu.au/search/name/David-Jack Fletcher/](https://directory.westernsydney.edu.au/search/name/David-Jack%20Fletcher/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH2006_22-OT1_OW_O#subjects)

WSU Online TRI-3

Wsu Online Online

Subject Contact David-Jack Fletcher ([https://directory.westernsydney.edu.au/search/name/David-Jack Fletcher/](https://directory.westernsydney.edu.au/search/name/David-Jack+Fletcher/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH2006_22-OT3_OW_O#subjects)

Introduction to Data Science

Credit Points 10

Legacy Code 301033

Coordinator Liwan Liyanage ([https://directory.westernsydney.edu.au/search/name/Liwan Liyanage/](https://directory.westernsydney.edu.au/search/name/Liwan+Liyanage/))

Description Analysis of data is essential for scientific investigation, modelling processes and predicting future events. Data Science is the investigation of the tools required that allow us to perform this modelling and prediction. The increase in accessible data over the past few decades has promoted the use of Data Science, making it a desired skill in many professions. In this unit we further investigate the methods of regression, clustering and classification that form the basis of a data scientist's toolbox.

School Computer, Data & Math Sciences

Discipline Computer Science, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) For students NOT enrolled in 3769 Bachelor of Data Science or 3770 Bachelor of Applied Data Science - MATH 1028 Statistical Decision Making or MATH 1003 Biometry or MATH 1030 Statistics for Business

Co-requisite(s) For students enrolled in 3769 Bachelor of Data Science or 3770 Bachelor of Applied Data Science - MATH 1033 Thinking About Data

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Multiple Choice	10 min per quiz	20	N	Individual
Numerical Problem Solving	to consist of 10 or so pages of text, not including code and output	30	N	Individual
Viva Voce	15 min per student	10	Y	Individual

Numerical Problem Solving	to consist of 10 or so pages of text, not including code and output	40	N	Individual
---------------------------	---	----	---	------------

Teaching Periods

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Antoinette Cevenini ([https://directory.westernsydney.edu.au/search/name/Antoinette Cevenini/](https://directory.westernsydney.edu.au/search/name/Antoinette+Cevenini/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH2009_22-SC1_SC_D#subjects)

MATH 2010 Linear Algebra

Credit Points 10

Legacy Code 200027

Coordinator Shatha Aziz ([https://directory.westernsydney.edu.au/search/name/Shatha Aziz/](https://directory.westernsydney.edu.au/search/name/Shatha+Aziz/))

Description The objective of this unit is to present the main fundamentals of linear algebra and includes such topics as solving systems of linear equations, matrix algebra, determinants, eigenvalues and eigenvectors, Euclidean vector spaces, general vector spaces, inner product spaces and linear transformations.

School Computer, Data & Math Sciences

Discipline Mathematics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Assumed Knowledge

Solving systems of equations with two and three unknowns, basic matrix operations, including multiplication.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Implement Gaussian elimination to solve systems of linear equations.
2. Use and apply vector operations such as the dot product, and concepts such as orthogonality, span, and linear dependence of vectors.
3. Use matrix operations, including matrix multiplication, matrix inversion and LU factorisation.
4. Use and apply concepts related to vector spaces, subspaces and the connection between dimension, linear independence, spanning sets, and basis.
5. Use and apply concepts related to basic linear transformations of the plane, general linear transformations, and the basic notion of kernel.
6. Evaluate determinants using a range of techniques.
7. Be able to compute the eigenvalues and eigenvectors of a linear transformation.
8. Use the concept of orthogonality and orthogonal matrices, including orthogonal projections and the Gram-Schmidt process.

Subject Content

Linear Equations: Introduction to Linear Systems, Gaussian Elimination, applications.

Matrices: matrix operations and rules of arithmetic, elementary matrices, inverses and their calculation, applications.

Determinants: Determinant function, properties, cofactor expansion, Cramer's rule.

Eigenvalues and Eigenvectors: eigenvalues and eigenvectors, diagonalization, applications.

Euclidean Vector Spaces: Vectors in 2 and 3 space, geometric and algebraic interpretation, norms, dot product, cross product, lines and planes. Generalization to Euclidean n-Space, linear transformations between Euclidean vector spaces.

General Vector Spaces: Real vector spaces, subspaces, and concepts of span, linear independence, basis, and dimension.

Inner Product Spaces: Inner product, Cauchy-Schwarz inequality, angle between vectors, orthogonality, Gram-Schmidt Process, least squares, singular value decomposition.

General Linear Transformations: matrix and linear transformations, kernel and range, matrix of linear transformations.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Participation	Weekly Problem Sets, 3 hours in length	6	N	Individual
Numerical Problem Solving	50-minute closed book test	22	N	Individual
Numerical Problem Solving	50-minute closed book test	22	N	Individual
Final Exam	Three-hour closed book examination	50	N	Individual

Prescribed Texts

- Larson, R., Elementary Linear Algebra, 8th Edition Brooks/Cole, Cengage Learning, 2017 ISBN-10: 1305658000 ISBN-13: 9781305658004

Teaching Periods

Autumn

Campbelltown

Day

Subject Contact Shatha Aziz ([https://directory.westernsydney.edu.au/search/name/Shatha Aziz/](https://directory.westernsydney.edu.au/search/name/Shatha%20Aziz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH2010_22-AUT_CA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Shatha Aziz ([https://directory.westernsydney.edu.au/search/name/Shatha Aziz/](https://directory.westernsydney.edu.au/search/name/Shatha%20Aziz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH2010_22-AUT_PS_D#subjects)

MATH 2011 Making Sense of Data

Credit Points 10

Legacy Code 301032

Coordinator Neil Hopkins ([https://directory.westernsydney.edu.au/search/name/Neil Hopkins/](https://directory.westernsydney.edu.au/search/name/Neil%20Hopkins/))

Description The unit builds on the basic statistical concepts introduced in first year, and also prepares students for broader application of statistics for those majoring in science or business. Topics include hypothesis testing; analysis of categorical data; analysis of variance; non-parametric methods; re-sampling (cross validation/bootstrapping); Introduction to visual data analysis; simple Multivariate statistics and sampling and design.

School Computer, Data & Math Sciences

Discipline Statistics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) MATH 1028 OR
MATH 1003 OR
MATH 1030

Assumed Knowledge

Basic Statistics.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Apply the fundamentals of statistical hypothesis testing;
- Use analysis of variance methods to solve practical problems;
- Utilize re-sampling methods to analyse data (cross validation / bootstrapping);
- Employ statistical analysis of data using simple multivariate statistics;
- Introduce the area of visual data analysis;
- Implement the above statistical methods using R.

Subject Content

- Hypothesis Testing
- Sampling and Design
- Nonparametric Methods
- Simple Multivariate Statistics
- Re-Sampling
- Introduction to visual data analysis

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Mid semester Test	60 minutes (Including upload time)	20	N	Individual

Computing Test on R	60 minutes (including upload time)	20	N	Individual
Group Assignment (incl. Presentation)	To consist of 5 or so pages of text and computer output, equivalent to approx. 2000 words as a poster presentation	20	N	Group
Final Examination	2 hours	40	N	Individual

Prescribed Texts

- Field, A. P., Miles, J., & Field, Z. (2012). Discovering statistics using R. Thousand Oaks, Calif: Sage.

Teaching Periods

Spring Campbelltown Day

Subject Contact Neil Hopkins ([https://directory.westernsydney.edu.au/search/name/Neil Hopkins/](https://directory.westernsydney.edu.au/search/name/Neil%20Hopkins/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH2011_22-SPR_CA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Neil Hopkins ([https://directory.westernsydney.edu.au/search/name/Neil Hopkins/](https://directory.westernsydney.edu.au/search/name/Neil%20Hopkins/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH2011_22-SPR_PS_D#subjects)

MATH 2012 Mathematics for Engineers 3

Credit Points 10

Legacy Code 200242

Coordinator Volker Gebhardt ([https://directory.westernsydney.edu.au/search/name/Volker Gebhardt/](https://directory.westernsydney.edu.au/search/name/Volker%20Gebhardt/))

Description Students enrolled in Bachelor of Engineering who are yet to successfully complete 200242 Mathematics for Engineers 3, are to seek advice from Dr Jamal Rizk to enable them to complete the course. This unit is a core unit in the Computer, Electrical, or Telecommunications key programmes of the Bachelor of Engineering course. It builds on the first two mathematics units in that course and provides mathematical tools and techniques needed for the above key programmes. The unit covers topics from advanced calculus including vector calculus, complex analysis, Fourier series, heat and wave equations, Fourier integrals and transforms; discrete mathematics including logic and set theory; random variables and random processes including mean, correlation and covariance functions, ergodicity, ensemble averages, and Gaussian processes.

School Computer, Data & Math Sciences

Discipline Mathematics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) MATH 1008 OR MATH 1019

Equivalent Subjects MATH 2005 - Engineering Mathematics 3

Restrictions This subject is designed to meet the requirements of students enrolled in an engineering degree. There are other mathematics subjects more suitable for students from other disciplines.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. decide the truth of logical statements involving connectives, and simplify logical expressions using the laws of logic and truth tables; find and use normal forms of Boolean expressions, and simplify a digital circuit using Boolean expressions;
2. perform simple operations on sets, find Cartesian products of sets, use Venn diagrams to illustrate relationships between sets, and solve simple counting problems;
3. calculate mean, variance and related statistical descriptors of random variables and random processes;
4. recognise stationary and ergodic processes, and the significance of these;
5. solve problems in vector calculus, including the calculation of line integrals and surface integrals;
6. solve problems involving complex functions and evaluate a complex integral;
7. calculate the Fourier representation for a given function and apply it to the solution of heat and wave equations;

Subject Content

Discrete Mathematics: Logic; set theory; counting.

Random Variables: Notion of a random variable; statistical descriptors such as mean and variance of a random variable.

Random Processes: Notion of a random process; stationary random processes; description of the random process in terms of mean, correlation and covariance functions; ergodicity; ensemble averages; Gaussian processes.

Vector Calculus: Parametric representation of curves in 3D; line integrals; work; circulation; flux; conservative fields; Green's theorem in the plane; surface integrals; Stokes' theorem; divergence theorem.

Complex Analysis: Functions; limits; differentiation; analytic functions; Cauchy-Riemann equations; line integrals in the complex plane; Cauchy integral theorem and Cauchy integral formula.

Fourier Analysis: Fourier Series; Fourier Integrals; Fourier Transforms. Partial Differential Equations: Basic concepts; wave, heat and Laplace equations.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	2 x 15 minutes, each 7.5%	15	N	Not Known

Intra-session Exam	55 minutes	30	N	Not Known
Final Exam	2 hours	50	N	Not Known
Participation	n/a	5	N	Group

Teaching Periods

MATH 2013 Object Oriented Analysis (WSTC)

Credit Points 10

Legacy Code 700039

Coordinator Buddhima De Silva ([https://directory.westernsydney.edu.au/search/name/Buddhima De Silva/](https://directory.westernsydney.edu.au/search/name/Buddhima%20De%20Silva/))

Description The core strength of this unit is to analyse and model business objectives and critical requirements of software systems to be developed using object-oriented (OO) approaches. The system analysis is taken to greater depths within the context of object orientation. The Unified Modelling Language version 2.0 (notably use cases, activity diagrams, class diagrams and sequence diagrams) is used as a modelling standard for creating OO models in the problem space. The unit also covers the rational unified process methodology and applications of design patterns for software development through practical case studies.

School Computer, Data & Math Sciences

Discipline Systems Analysis and Design

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) Students enrolled in 7004 Diploma in Information and Communications Technology Fast Track 7005 Diploma in Information and Communications Technology 7067 Diploma in Information and Communications Technology Extended 7134 Diploma in Information and Communications Technology Extended – ICT 7138 Diploma in Information and Communications Technology Extended - ICT 7139 Diploma in Information and Communications Technology Extended 7140 Diploma in Information and Communications Technology Extended - Information Systems 7163 Diploma in Information and Communications Technology 6035 Diploma Bachelor of Information and Communications Technology 6036 Diploma in Information and Communications Technology Bachelor of Information Systems 6039 Diploma Bachelor of Information and Communications Technology and 6040 Diploma in Information and Communications Technology Bachelor of Information Systems must pass INFS 1007 Systems Analysis and Design before enrolling in this unit

Equivalent Subjects INFS 2006 Object Oriented Analysis

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in Extended Diploma programs must have passed 40 credit points of preparatory subjects in order to enrol in this subject. Students enrolled in the combined Diploma/Bachelor programs listed below must pass all College Preparatory subjects listed in the program structure before progressing to the Year 2 subjects.

Assumed Knowledge

General understanding of what an information system is and how information systems development is undertaken and Introductory knowledge about system analysis and design, including
- basic problem solving experience in computerised information systems

- ability to derive systems requirements from problem definitions
- ability to produce system models using process, data, object and network modelling.
- understanding design and implementation issues include, (but may not be limited to), elementary database design, input, output and user interface design and prototyping.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the theoretical fundamentals underpinning Object Oriented Analysis.
2. Identify Unified Modelling Language (UML) of the Object Management Group (OGM) for analysing software requirements,
3. Outline an object oriented lifecycle and explain the process of object oriented analysis, especially within the context of iterative and incremental nature of the process,
4. Apply the iterative and adaptable process frame work of RUP in software development
5. Construct well-documented UML-based artefacts from the early phases of the development process for the case study,
6. Construct the Model of the Problem Space based on the analysis in an industrial CASE tool,
7. Apply team work skills in a small development team, including: distributing the development workload, resolving disputes, running meetings, and taking minutes,
8. Identify and create operational (non functional) requirements of a system including performance and security,
9. Develop a report based on verbal and written instructions about the performance of software development tasks and associated administrative duties,
10. Illustrate quality assurance, quality control and user-expectations via reports and theoretical explanation.
11. Explore possibilities of applying design patterns in software design.

Subject Content

1. The concepts of Object Orientation including the fundamentals, processes and application of the concepts to practical modelling and object-oriented analysis techniques,
2. Three modelling spaces: Problem, Solution and Background; Roles in Requirement Analysis,
3. Critical Requirement Analysis and Business Evaluation to arrive at high-level requirements and their prioritisation,
4. Package Diagrams and high-level slicing of packages as sub-systems,
5. Four phases of Rational Unified Process (RUP): Inception, Elaboration, Construction and Transition
6. Documenting Actors and Use Cases,
7. Introduction to Use Case Diagrams, Use Case Notations, Relationships, Analysis & Testing,
8. Activity Diagrams as mechanisms to document the flow of the system/use case,
9. Class Notations and definition of a class including attributes and operations,
10. Documenting Class Diagram and Relationships between various classes such as Association and Inheritance,
11. Documenting Sequence Diagrams and the persistence design with Class and Sequence Diagrams,
12. Major Ingredients and Creation of State Chart Diagrams,
13. Prototypes and Operational (Non-Functional) Requirements including Performance, Scalability, Security & Volume,
14. Quality assurance, management and testing aspects of a system,
15. Emerging technologies and design.

16. Introduction to Creational, Structural and Behavioural design patterns.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Participation	10 marked sessions x 1.0% each Approx. 2 hours each	10	N	Individual
Quiz	90 mins	15	N	Individual
Applied Project	30-40 hours each member	25	N	Group
Report	3 hours	50	N	Individual

Teaching Periods

Term 1

Nirimba Education Precinct

Day

Subject Contact Buddhima De Silva ([https://directory.westernsydney.edu.au/search/name/Buddhima De Silva/](https://directory.westernsydney.edu.au/search/name/Buddhima%20De%20Silva/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH2013_22-T1_BL_D#subjects)

MATH 2014 Visual Analytics

Credit Points 10

Legacy Code 301109

Coordinator Zhonglin Qu ([https://directory.westernsydney.edu.au/search/name/Zhonglin Qu/](https://directory.westernsydney.edu.au/search/name/Zhonglin%20Qu/))

Description This unit introduces the fundamentals and technologies of visual analytics to understand big data. It covers major concepts of information visualisation, human computer perception and methods for visual data analysis. Students will learn knowledge and skills for identifying suitable visual analytics techniques, methods and tools for handling various data sets and applications. The unit provides students with opportunities to explore novel research in visual analytics and visualisation.

School Computer, Data & Math Sciences

Discipline Statistics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Assumed Knowledge

Familiarity with computer software programs, such as Microsoft Office.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Practical: Tutorial Labs -10 marked sessions (2% each)	2 hours for each session	20	N	Individual
Applied Project: (Individual) The students are required to develop an effective visualisation for relational data using existing tools or software	20-25 hours	30	N	Individual
Applied Project: (Group) The students are required to develop an effective visual analytics work for multi-dimensional data using existing tools or software.	20-25 hours	30	N	Group
Intra-session Exam: Closed book, multiple choice	1 hour	20	N	Individual

Teaching Periods

MATH 3001 Abstract Algebra

Credit Points 10

Legacy Code 200193

Coordinator Roozbeh Hazrat ([https://directory.westernsydney.edu.au/search/name/Roozbeh Hazrat/](https://directory.westernsydney.edu.au/search/name/Roozbeh%20Hazrat/))

Description This unit develops algebraic thought to a high level. The abstract concepts involved in the main topics (group theory and number theory) have many applications in science and technology, and the unit includes an application to cryptography.

School Computer, Data & Math Sciences

Discipline Mathematical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) MATH 1006

Equivalent Subjects LGYA 3893 - Advanced Algebra LGYA 3789 - Algebra 3

Learning Outcomes

On successful completion of this subject, students should be able to:

1. recognise, describe and manipulate the basic structures in abstract algebra and number theory; namely, groups, rings and integral domains
2. explain the links between these structures and the symmetries of natural objects
3. apply concepts from group theory and number theory to real life situations, such as RSA cryptography
4. demonstrate proficiency in both spoken and written mathematical communications, particularly constructing and communicating proofs

Subject Content

1. Number Theory - Divisibility, Euclid's algorithm - Prime numbers - Fundamental Theorem of Arithmetic - Theorems of Fermat and Euler - Congruences - Modular arithmetic - Applications to Cryptography: the RSA cryptosystem

2. Ring Theory - Abstract rings and concrete examples - Integral domains and fields - Rings of polynomials - Polynomial congruences and quotients - Fundamental Theorem of Algebra

3. Group Theory - Abstract groups - Subgroups - Direct products - Isomorphism - Permutations, the Symmetric group - Rubik's cube - Cayley's Theorem - Group of units of a ring - Cosets, Lagrange's Theorem, Quotient groups

Number Theory - Divisibility, Euclid's algorithm - Prime numbers - Fundamental Theorem of Arithmetic - Theorems of Fermat and Euler - Congruences - Modular arithmetic - Applications to Cryptography: the RSA cryptosystem

Ring Theory - Abstract rings and concrete examples - Integral domains and fields - Rings of polynomials - Polynomial congruences and quotients - Fundamental Theorem of Algebra

Group Theory - Abstract groups - Subgroups - Direct products - Isomorphism - Permutations, the Symmetric group - Rubik's cube - Cayley's Theorem - Group of units of a ring - Cosets, Lagrange's Theorem, Quotient groups

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Intra-session Exam	1 hour	20	N	Individual
Essay	10 hours	20	N	Individual
Presentation	10 minutes	10	N	Individual
Final Exam	Not specified	50	N	Individual

Prescribed Texts

- Nicodemi, Olympia, Sutherland, Melissa A., & Towsley, Gary W. (2007). An introduction to abstract algebra: with notes to the future teacher. Upper Saddle River, N.J: Pearson Prentice Hall.

Teaching Periods

Autumn

Campbelltown

Day

Subject Contact Roozbeh Hazrat ([https://directory.westernsydney.edu.au/search/name/Roozbeh Hazrat/](https://directory.westernsydney.edu.au/search/name/Roozbeh%20Hazrat/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH3001_22-AUT_CA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Roozbeh Hazrat ([https://directory.westernsydney.edu.au/search/name/Roozbeh Hazrat/](https://directory.westernsydney.edu.au/search/name/Roozbeh%20Hazrat/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH3001_22-AUT_PS_D#subjects)

MATH 3003 Analysis

Credit Points 10

Legacy Code 200023

Coordinator Rehez Ahlip ([https://directory.westernsydney.edu.au/search/name/Rehez Ahlip/](https://directory.westernsydney.edu.au/search/name/Rehez%20Ahlip/))

Description Analysis provides the theoretical basis of real and complex numbers, including differentiation and integration. Topics include: field axioms and completeness, sequences, series, convergence, compactness, continuity, differentiability, integrability, and related theorems in both the real and complex number systems.

School Computer, Data & Math Sciences

Discipline Mathematics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) MATH 2001

Equivalent Subjects LGYA 3794 - Advanced Mathematical Topics

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the difference between pointwise and uniform convergence
2. Test for convergence sequences and uniform convergence of series of functions on a given interval
3. Apply interchange theorems for uniformly convergent sequences and series
4. Explain the definition of the Riemann integral
5. Calculate upper and lower sums and integrals of simple functions
6. Prove and apply theorems concerning classes of integrable functions and integrability of sums and products
7. Find limits of sequences via the use of Riemann sums
8. Test for differentiability of a function of a complex variable using the Cauchy-Riemann equations
9. Explain what is meant by an analytic function
10. Apply the Cauchy-Riemann equations to harmonic functions
11. Parametrize a path and then to evaluate some complex integrals directly
12. Evaluate complex integrals by using results such as the Cauchy integral formulae and residue theorem

13. Work out Taylor and Laurent series for some of the simpler functions

Subject Content

- field axioms
- completeness
- limits
- compactness
- cauchy sequences
- uniform Continuity
- uniform convergence
- Continuity
- differentiability
- Rolle's theorem and mvt
- Riemann integral
- differentiation of complex functions
- cauchy-Riemann equations
- analytic functions
- contour integrals
- Cauchy's theorem
- Taylor and Laurent series
- residues
- evaluation of certain real integrals

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Intra-session Exam	50 minutes	20	N	Individual
Intra-session Exam	50 minutes	20	N	Individual
Final Exam	2 hours	60	N	Individual

Prescribed Texts

- Bartle D F & Sherbert D R Introduction to Real Analysis. Wiley John, 2010
- Osbourne A D , Complex Variables and their Applications, 1st Edition , 1999. Pearson Education

Teaching Periods

Autumn

Campbelltown

Day

Subject Contact Rehez Ahlip ([https://directory.westernsydney.edu.au/search/name/Rehez Ahlip/](https://directory.westernsydney.edu.au/search/name/Rehez%20Ahlip/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH3003_22-AUT_CA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Rehez Ahlip ([https://directory.westernsydney.edu.au/search/name/Rehez Ahlip/](https://directory.westernsydney.edu.au/search/name/Rehez%20Ahlip/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH3003_22-AUT_PS_D#subjects)

MATH 3004 Discovery Project

Credit Points 10

Legacy Code 301111

Coordinator Rosalind Wang ([https://directory.westernsydney.edu.au/search/name/Rosalind Wang/](https://directory.westernsydney.edu.au/search/name/Rosalind%20Wang/))

Description In this unit students will gain experience in applying data science skills and using knowledge gained during their bachelor's course of their primary discipline. Students will carry out a real life project transforming data to knowledge under the supervision of an academic mentor. Students will develop a knowledge discovery project proposal and carry out a literature review highlighting the current status of the problem. Assisted by a mentor they will apply the data science skills learned through-out the degree and produce a final discovery project report and/or interactive project tool and give an oral presentation.

School Computer, Data & Math Sciences

Discipline Computer Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Assumed Knowledge

Completed the bachelor's degree subjects in the students primary discipline.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Proposal	1,000 words	20	N	Individual
Report	4,000 words	45	N	Group
Presentation	30 mins including question time.	25	N	Group
Self-Assessment	N/A	10	N	Individual

Teaching Periods

MATH 3005 Environmental Informatics

Credit Points 10

Legacy Code 301035

Coordinator Than Pe ([https://directory.westernsydney.edu.au/search/name/Than Pe/](https://directory.westernsydney.edu.au/search/name/Than%20Pe/))

Description Today, the environment is becoming more and more in the public eye. Methods of environmental monitoring and data analysis are an important source of information for science, business and government regulation. This unit aims to give students a good

introduction to environmental informatics and the analysis of spatio-temporal data.

School Computer, Data & Math Sciences

Discipline Statistics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) MATH 1028 OR

MATH 1003 OR

MATH 1030

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Design an environmental sampling program
2. Use and interpret control charts
3. Estimate and interpret Tolerance and Prediction Intervals
4. Use statistical software to conduct time series analyses
5. Use statistical software to analyse spatial data

Subject Content

1. Environmental Sampling
2. Prediction and Tolerance Intervals
3. Control Charts
4. Time Series - Trend and Autocorrelation
5. Autoregressive and Moving Average Process
6. Models for Spatial Data
7. Modelling Spatial Correlation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Weekly Test (Best 8 from 10)	15 mins for each of 10 weeks	24	N	Individual
Quizzes	3 quizzes of 30 minutes each	12	N	Individual
Computer based Assignment - Data Analysis task	To consist of 10 or so pages of text and computer output, equivalent to approx. 2000 words	14	N	Group
Lab based exam	One exam of 2 hours	50	N	Individual

Teaching Periods

Spring Campbelltown

Day

Subject Contact Than Pe ([https://directory.westernsydney.edu.au/search/name/Than Pe/](https://directory.westernsydney.edu.au/search/name/Than%20Pe/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH3005_22-SPR_CA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Than Pe ([https://directory.westernsydney.edu.au/search/name/Than Pe/](https://directory.westernsydney.edu.au/search/name/Than%20Pe/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH3005_22-SPR_PS_D#subjects)

MATH 3006 Mathematical Modelling

Credit Points 10

Legacy Code 200022

Coordinator Stephen Weissenhofer ([https://directory.westernsydney.edu.au/search/name/Stephen Weissenhofer/](https://directory.westernsydney.edu.au/search/name/Stephen%20Weissenhofer/))

Description Mathematical Modelling is about solving real world problems. The real world is a complicated place which we often need or want to understand better. One way to do this is to set up a mathematical model which we hope can provide insights, predictions and a greater understanding of a complex system. Selected real-world problems are approximated by mathematical models that are amenable to being written in terms of linear and non-linear equations or differential equations. Once equations are solved emphasis is placed on interpreting solutions, modifying models as required and using models for prediction.

School Computer, Data & Math Sciences

Discipline Statistics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) MATH 2003

Assumed Knowledge

Matrix algebra and how to find eigenvalues and eigenvectors.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. formulate equations (both differential and non-differential) which describe selected common physical situations,
2. solve such equations analytically, where appropriate
3. apply computer packages to solve such equations
4. interpret the effects of altering parameters involved in a modelling situation
5. identify limitations of mathematical models proposed
6. evaluate the effectiveness of a model.

Subject Content

1. The modelling process
2. Modelling using proportionality and geometric similarity
3. Modelling discrete dynamical systems:

- modelling change with difference equations
 - approximating change with difference equations
 - solving difference equations
4. Modelling continuous dynamical systems:
- first and second order ordinary differential equations
 - higher order linear ordinary differential equations
 - systems of ordinary differential equations - nonlinear ordinary differential equations
5. Applications will be drawn from areas of biology, chemistry, physics, social sciences and economics.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Class Test 1: Covers weeks 1 to 6 of lecture material on the modelling process, modelling with difference equations, geometric similarity, and fitting models to data. Interpreting solutions and identifying limitations, suggesting improvements.	50 minutes	20	N	Individual
Class Test 2: Covers weeks 7 – 13 of the lecture material on modelling with differential equations, applied to arms race, population growth, managing prescription drug dosages, predator-prey models or other situations.	50 minutes	20	N	Individual
Final exam	3 hours	60	N	Individual

Prescribed Texts

- Giordano, F. R., Fox, W. P., & Horton, S. (2014). A first course in mathematical modeling (5th ed.). Boston, MA Brooks/Cole Thomson Learning.

Teaching Periods

Spring Campbelltown Day

Subject Contact Stephen Weissenhofer ([https://directory.westernsydney.edu.au/search/name/Stephen Weissenhofer/](https://directory.westernsydney.edu.au/search/name/Stephen%20Weissenhofer/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH3006_22-SPR_CA_D#subjects)

Parramatta - Victoria Rd Day

Subject Contact Stephen Weissenhofer ([https://directory.westernsydney.edu.au/search/name/Stephen Weissenhofer/](https://directory.westernsydney.edu.au/search/name/Stephen%20Weissenhofer/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH3006_22-SPR_PS_D#subjects)

MATH 3007 Predictive Modelling

Credit Points 10

Legacy Code 301034

Coordinator Yi Guo ([https://directory.westernsydney.edu.au/search/name/Yi Guo/](https://directory.westernsydney.edu.au/search/name/Yi%20Guo/))

Description In this information age, business and science depend on accurate predictions to make informed decisions. Machine learning is the process of allowing a computer to learn from data, which at its heart is used in making these important decisions. This unit provides students with the knowledge and practice required to implement and effectively use these predictive models such as Neural Networks and Support Vector Machines. Students will use the Python programming language throughout this unit.

School Computer, Data & Math Sciences

Discipline Statistics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) For students not enrolled in 3734 Bachelor of Data Science 3769 Bachelor of Data Science or 3770 Bachelor of Applied Data Science - MATH 1028 Statistical Decision Making or MATH 1003 Biometry or MATH 1030 Statistics for Business

Co-requisite(s) Students in Bachelor of Data Science or Bachelor of Applied Data Science must be enrolled in MATH 1033 Thinking About Data

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Online Quizzes	40 minutes (per Quiz)	20	N	Individual

Intra-session Exam	2 hours	30	Y	Individual
Applied Project 1: Computer based Assignment - Data Analysis task	1000 words	10	N	Group
Applied Project 2: Computer based Assignment - Data Analysis task	2000 words	40	N	Group

Teaching Periods

MATH 3008 Quantitative Project

Credit Points 10

Legacy Code 200045

Coordinator Andrew Francis (<https://directory.westernsydney.edu.au/search/name/Andrew Francis/>)

Description In this unit, students can deepen or apply knowledge gained during their course and practise verbal and written presentation skills. Students will carry out a project under the supervision of an academic staff member. Assisted by their supervisor, students will define the problem to be studied and then acquire, develop and apply the appropriate theory or methodology. They will prepare a final report presenting theoretical results or methodology, an analysis and a discussion followed by an appropriate conclusion, as well as a literature review or a list of references as appropriate. Students will also give a talk on their project.

School Computer, Data & Math Sciences

Discipline Statistics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) Students must have successfully completed 30 credit points of Level 2 mathematics/statistics units from MATH 2010 Linear Algebra

MATH 2001 Advanced Calculus

MATH 2003 Differential Equations

COMP 2003 Computer Algebra

MATH 2011 Making Sense of Data

MATH 2009 Introduction to Data Science

Students must also have completed 30 credit points of Level 3 mathematics/statistics units from MATH 3006 Mathematical Modelling

MATH 3003 Analysis

MATH 3001 Abstract Algebra

COMP 3020 Social Web Analytics

MATH 3007 Predictive Modelling MATH 3005 Environmental Informatics

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Written project outline	12 - 15 pages	10	N	Both (Individual & Group)
Presentation of project outline (possibly by video-conferencing)	10 minutes	10	N	Both (Individual & Group)
Written project report	20 - 40 pages	45	N	Both (Individual & Group)
Presentation of project report (possibly by video-conferencing)	20 minutes	25	N	Both (Individual & Group)
Supervisor's assessment of the student's self-directed project work		10	N	Individual

Teaching Periods

MATH 3011 Probabilistic Models and Inference

Credit Points 10

Legacy Code 301250

Coordinator Oliver Obst (<https://directory.westernsydney.edu.au/search/name/Oliver Obst/>)

Description The unit provides students with an understanding of probabilistic models and inference. It covers model-based approaches for complex systems - from constructing these models to applying information to models. The models, which can be created manually and obtained by learning from data, will also be useful to make decisions under uncertainty. A variety of models and techniques will be discussed; examples include Monte Carlo Methods, Decision Theory, Bayesian networks, Markov networks, and the use of information theory.

School Computer, Data & Math Sciences

Discipline Statistics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Assumed Knowledge

Probability, Linear Algebra, Basic Programming.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Manually construct probabilistic models for specific data.
2. Automatically construct probabilistic models by learning from data.
3. Use the models to make decisions under uncertainty.
4. Accurately represent a probabilistic model using a graphical representation.

Subject Content

Network representation and graphical models

Probabilistic models and entropy

Inference in graphical models

Learning graphical models

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Intra-session Exam	2 hours	30	N	Individual
Applied Project	15 pages	40	N	Individual
Quiz	6x40 min	30	N	Individual

Teaching Periods

MATH 3012 Combinatorics

Credit Points 10

Legacy Code 301378

Coordinator Leanne Rylands ([https://directory.westernsydney.edu.au/search/name/Leanne Rylands/](https://directory.westernsydney.edu.au/search/name/Leanne%20Rylands/))

Description This unit builds upon the knowledge acquired in the prerequisite unit Discrete Mathematics and helps students to develop understanding and mathematical maturity. The unit covers more sophisticated counting techniques, additional concepts in graph theory, and it introduces coding theory. Many applications of these concepts are included, and some combinatorial algorithms are studied. The applications and techniques presented in the unit are used to model systems such as transport networks and social networks, and they have relevance for communication, computing, probability, statistics, and science, and for many everyday problems such as scheduling.

School Computer, Data & Math Sciences

Discipline Mathematics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) MATH 1006 AND MATH 1015

Assumed Knowledge

Logic, proof techniques, counting techniques, graph theory, matrices.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply a variety of techniques to solve counting problems, including the calculation of various probabilities.
2. Apply concepts and algorithms from graph theory to solve problems.
3. Evaluate the use of coding theory for error detection and error correction.
4. Formulate proofs involving counting, graph theory and coding theory.
5. Communicate mathematical arguments effectively in written format.

Subject Content

- Revision of mathematical proof
- Counting techniques, including generating functions
- Applications of counting, including probability
- Graph theory and graph algorithms
- Applications of graph theory
- Introduction to coding theory and applications

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Numerical Problem Solving	1 40 minutes	15	N	Individual
Numerical Problem Solving	45 minutes	20	N	Individual
Numerical Problem Solving	45 minutes	20	N	Individual
Final Exam	2 hours	45	N	Individual

Teaching Periods

MATH 3013 Fields and Equations

Credit Points 10

Legacy Code 301377

Coordinator Roozbeh Hazrat ([https://directory.westernsydney.edu.au/search/name/Roozbeh Hazrat/](https://directory.westernsydney.edu.au/search/name/Roozbeh%20Hazrat/))

Description This unit develops abstract algebraic thought to a higher level. The abstract concepts introduced in the unit, ring theory, field theory and algebraic equations, have many applications in science and technology. The theory of algebraic equations is the study of solutions of polynomial equations. Although the problem originates in explicit manipulations of polynomials, the modern (and far more powerful) treatment is in terms of field extensions. The unit is an introduction to ring theory and field theory; it includes applications to cryptography (RSA) and geometry (proving that it is impossible to trisect an arbitrary angle using only a straightedge and compass).

School Computer, Data & Math Sciences

Discipline Mathematics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) MATH 3015

Assumed Knowledge

Basic notions in algebra, such as equivalence relations, groups, homomorphisms and isomorphisms.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply fundamental structures in abstract algebra and number theory: rings, integral domains, and fields.
2. Examine practical applications, such as RSA cryptography, based on abstract concepts from ring theory and number theory.
3. Formulate proofs involving rings, integral domains, and fields.
4. Communicate mathematical arguments effectively in both spoken and written format.

Subject Content

- Introduction to rings
- Ideals and factor rings
- Ring homomorphisms, ring isomorphisms, and related theorems
- Rings of integers and their congruences
- Polynomial rings and factorization of polynomials
- Fields and solutions to equations
- Extension of fields
- Application: RSA cryptography
- Application: Ruler and compass, 2000 years of impossible constructions

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	20 minutes	10	N	Individual
Quiz	20 minutes	10	N	Individual
Essay	3-6 pages	20	N	Individual
Presentation	15 minutes	10	N	Individual
Final Exam	2 hours	50	N	Individual

Teaching Periods

MATH 3014 Financial Mathematics

Credit Points 10

Legacy Code 301380

Coordinator Rehez Ahlip ([https://directory.westernsydney.edu.au/search/name/Rehez Ahlip/](https://directory.westernsydney.edu.au/search/name/Rehez%20Ahlip/))

Description This unit is an introduction to stochastic calculus and relevant simulation techniques applied to modern finance and the mathematical modelling of financial markets. The core topics developed in the unit are the Ito stochastic integral, Ito's formula, and basic stochastic differential equations, as well as computer simulation techniques with emphasis on Monte Carlo simulations. Some mathematical background is assumed, but the unit will cover any necessary material that is not contained in prerequisites units.

School Computer, Data & Math Sciences

Discipline Mathematics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) MATH 1014 AND

MATH 1015 AND

MATH 2010 AND

MATH 2003

Assumed Knowledge

Calculus, Riemann integration, QR factorisation and generalised inverses of matrices, first and second order differential equations.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the concept of No Arbitrage and its consequences.
2. Apply the binomial model to price options on non-dividend stock (using computer software such as MATLAB or R), for instance by employing Monte Carlo techniques and control variates.
3. Apply key definitions and results on martingales and stochastic calculus to financial modelling.
4. Explain the solution to the Black-Scholes equation for European Call and Put Options, using the general solution of the initial value problem.
5. Deduce the bond pricing equation from the yield curve.

Subject Content

- Basic option theory
- Binomial model for stock options applied to derivatives
- Asset price random walk
- Monte Carlo simulation
- The Black-Scholes model
- Partial differential equations
- Black-Scholes formulae
- Variations on the Black-Scholes model
- Martingales
- Numerical methods
- Binomial approach to option pricing
- Put-Call parity

Prescribed Texts

- P. Willmott, S. Howison, J. Dewynne: The Mathematics of Financial Derivatives ? A Student Introduction. Cambridge University Press, 1995.

Teaching Periods

MATH 3015 Groups and Symmetry

Credit Points 10

Legacy Code 301376

Coordinator Roozbeh Hazrat ([https://directory.westernsydney.edu.au/search/name/Roozbeh Hazrat/](https://directory.westernsydney.edu.au/search/name/Roozbeh%20Hazrat/))

Description This unit develops abstract algebraic thinking to a higher level. The abstract concepts introduced in the unit, the theory of groups and abstract symmetry, have many applications in science and technology. Symmetry plays a role in many different contexts: in crystals, in visual arts, in music and in architecture, to name a few. Analysing and exploiting the symmetries of a particular problem often

is the first step towards finding a practical solution to the problem. Group theory is the study of symmetry. This unit develops the language of groups and techniques to understand the structure of groups.

School Computer, Data & Math Sciences

Discipline Mathematics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) MATH 1006

Equivalent Subjects MATH 3001 Abstract Algebra

Assumed Knowledge

Logic, proof techniques: direct proof, proof by division into cases, proof by contradiction, proof by induction.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply fundamental structures in abstract algebra: groups, subgroups, and permutation groups.
2. Apply concepts from group theory to the study of the symmetry of objects, such as polygons.
3. Formulate proofs involving groups, subgroups, and permutation groups.
4. Communicate mathematical arguments effectively in both spoken and written format.

Subject Content

- Sets and equivalence relations
- Introduction to groups
- Examples of groups and basic properties of groups
- Finite groups and subgroups
- Cyclic groups
- Permutation groups
- Cosets and Lagrange's Theorem
- Normal subgroups and factor groups
- Group homomorphisms and group isomorphisms
- Cayley graphs of groups
- Applications of groups

Teaching Periods

MATH 3016 Mathematics Project

Credit Points 10

Legacy Code 301379

Coordinator Andrew Francis (<https://directory.westernsydney.edu.au/search/name/Andrew Francis/>)

Description In this unit, students can deepen or apply knowledge gained during their course and practise verbal and written presentation skills. Students will carry out a project under the supervision of an academic staff member. Assisted by their supervisor, students will define the problem to be studied and then acquire, develop and apply the appropriate theory or methodology. They will prepare a final report presenting theoretical results or methodology, an analysis and a discussion followed by an appropriate conclusion, as well as a literature review or a list of references as appropriate. Students will also give a talk on their project.

School Computer, Data & Math Sciences

Discipline Mathematics

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) Students not enrolled in 3778 must have successfully completed 30 credit points of Level 2 mathematics/statistics units from the following list

MATH 2010 Linear Algebra
MATH 2001 Advanced Calculus
MATH 2003 Differential Equations
MATH 2011 Making Sense of Data
MATH 2009 Introduction to Data Science
COMP 2023 Mathematical Programming

Students not enrolled in 3778 must also have successfully completed 30 credit points of Level 3 mathematics/statistics units from the following list

MATH 3006 Mathematical Modelling
MATH 3003 Analysis
MATH 3001 Abstract Algebra
COMP 3020 Social Web Analytics
MATH 3007 Predictive Modelling
MATH 3005 Environmental Informatics
MATH 3015 Groups and Symmetry
MATH 3013 Fields and Equations
MATH 3012 Combinatorics
MATH 3014 Financial Mathematics

Equivalent Subjects MATH 3008 Quantitative Project

Restrictions Students enrolled in program 3778 Bachelor of Mathematics must have completed 200 credit points before enrolling into the subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Plan and develop an investigative project.
2. Locate, identify and use information relevant to the problem being studied.
3. Undertake self-directed study relevant to the problem being investigated.
4. Undertake a theoretical and/or analytical investigation.
5. Develop a comprehensive research report in a logical, concise and professional manner.
6. Verbally present a project and its results to an audience.

Subject Content

There is no formal content definition for this subject, as the projects offered will vary according to the expertise and interests of academic staff and the research interests of students. Students will choose individual project topics in consultation with the unit coordinator and the supervising staff member.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Proposal	12-15 pages	10	N	Not Known
Presentation	10 minutes	10	N	Not Known
Report	20-40 pages	45	N	Not Known

Presentation	20 minutes	25	N	Not Known
Participation	n/a	10	N	Individual

Teaching Periods

Autumn Campbelltown

Day

Subject Contact Andrew Francis (<https://directory.westernsydney.edu.au/search/name/Andrew Francis/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH3016_22-AUT_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Andrew Francis (<https://directory.westernsydney.edu.au/search/name/Andrew Francis/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH3016_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Andrew Francis (<https://directory.westernsydney.edu.au/search/name/Andrew Francis/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH3016_22-AUT_PS_D#subjects)

Spring Campbelltown

Day

Subject Contact Andrew Francis (<https://directory.westernsydney.edu.au/search/name/Andrew Francis/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH3016_22-SPR_CA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Andrew Francis (<https://directory.westernsydney.edu.au/search/name/Andrew Francis/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH3016_22-SPR_PS_D#subjects)

MATH 4001 Mathematics Honours Thesis

Credit Points 20

Legacy Code 200413

Coordinator Stephen Weissenhofer (<https://directory.westernsydney.edu.au/search/name/Stephen Weissenhofer/>)

Description This is a 40 credit point year-long subject taken over two terms (20 credit points in each term). The aim of this subject is to further develop the student's research and problem solving skills. The student is required to implement the research plan, complete a substantive piece of research in the field of Mathematics/Statistics, and to communicate the results of that work to an interested and technically literate audience. All projects will therefore contain at least two broad areas of assessment: the substantive work itself, and the oral and written communication of the work to others. All assessment

components submitted in both of these areas are expected to be of a high professional standard. Students will present their research in the thesis. The thesis topic and structure will vary according to the area of interest of the student and the expertise of the supervisor. Throughout this subject regular planned consultations between the student and supervisor will occur. Students are expected to work to a schedule devised in consultation with their supervisor. The schedule will include set dates for the presentation of draft chapters for review by the supervisor.

School Computer, Data & Math Sciences

Discipline Mathematical Sciences

Student Contribution Band HECS Band 1 20cp

Level Undergraduate Level 4 subject

Restrictions Students must have a grade point average greater than 5 unless a case can be made.

Assumed Knowledge

To effectively research in the area of Mathematics/Statistics, an understanding and knowledge equivalent to an undergraduate Bachelor of Science (Mathematics) degree or major in Mathematics/Statistics is required.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. understanding of the fundamentals of pertinent theories and ability to apply these to a novel problem/situation;
2. evidence of original thought in the design and development of the research strategy
3. demonstrate superior communication skills and due care and attention to the requirements of academic writing and reporting of independent research;
4. facility in scholarly argument appropriate to the project, the discipline and to an Honours level
5. demonstrate an understanding of, and adherence to, the ethical and social implications of Mathematics/Statistics research and enquiry

Subject Content

The content is flexible depending on the nature of the research project

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Thesis	8,000 - 12,000 words	100	N	Individual

Teaching Periods

MATH 7001 Advanced Mathematical Investigations

Credit Points 20

Legacy Code 301176

Coordinator Paul Hurley ([https://directory.westernsydney.edu.au/search/name/Paul Hurley/](https://directory.westernsydney.edu.au/search/name/Paul%20Hurley/))

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

School Computer, Data & Math Sciences

Discipline Mathematics

Student Contribution Band HECS Band 1 20cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 8086 Master of Research.

Assumed Knowledge

Undergraduate level of knowledge in mathematics or statistics.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Plan and develop an investigative project.
2. Locate, identify and use information relevant to the problem being studied.
3. Write an extensive literature review.
4. Undertake self-directed study relevant to the problem being investigated.
5. Undertake a theoretical and/or analytical investigation.
6. Write and produce a comprehensive research report in a logical, concise and professional manner.
7. Present a project and its results to an audience in a talk.
8. Prepare results of research for submission to a mathematics or statistics journal for publication.

Subject Content

How to write in a professional manner in mathematics.

Employing LaTeX to write reports/papers and give presentations in mathematics.

Expert knowledge on history/background of chosen field of mathematical research.

Current areas of interest/study and/or open problems in chosen field of mathematical research.

How to write and submit work for publication to a journal in mathematics or statistics.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	25 hours	25	N	Individual
Presentation	15 minutes	20	N	Individual
Report	25 hours	25	N	Individual
Presentation	15 minutes	20	N	Individual
Viva Voce	10 minutes	10	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Paul Hurley ([https://directory.westernsydney.edu.au/search/name/Paul Hurley/](https://directory.westernsydney.edu.au/search/name/Paul%20Hurley/))

View timetable (https://classregistration.westernsydney.edu.au/event/timetable/?subject_code=MATH7001_22-AUT_PS_D#subjects)

MATH 7002 Advanced Statistical Methods

Credit Points 10

Legacy Code 301115

Coordinator Paul Hurley ([https://directory.westernsydney.edu.au/search/name/Paul Hurley/](https://directory.westernsydney.edu.au/search/name/Paul%20Hurley/))

Description There has been a significant trend away from simple statistical models for complex and Big Data. Advanced Statistical Methods is a technical unit that looks at computer intensive statistical techniques for modelling complex data. Students will learn about methods including Density Estimation, the Expectation-Maximisation (EM) algorithm, Bayesian, Markovian and Hidden Markov Models, enabling them to apply sophisticated statistical tools in a Data Science setting.

School Computer, Data & Math Sciences

Discipline Statistics

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) MATH 7012 AND MATH 7016

Co-requisite(s) COMP 7006

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the axioms of probability and the principle of maximum likelihood.
2. Use density estimation to model continuous data.
3. Apply the EM algorithm (Expectation-Maximisation Algorithm) to maximise complex likelihood functions.
4. Evaluate models using computational techniques
5. Analyse data using Bayesian statistical models and MCMC (Markov-Chain Monte Carlo)

Subject Content

1. Review of Probability Theory and Likelihood
2. Density Estimation
3. Maximum Likelihood and EM algorithm
4. Jack-knife, Bootstrap and Cross-validation
5. Introduction to Bayesian Methods
6. Markovian and Hidden Markov Models

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Online Quizzes	5 x 30 minutes	20	N	Individual
Case Study	2,000 words	40	N	Individual
Applied Project	2,000 words	40	N	Individual

Teaching Periods

Spring

Parramatta - Victoria Rd Day

Subject Contact Paul Hurley ([https://directory.westernsydney.edu.au/search/name/Paul Hurley/](https://directory.westernsydney.edu.au/search/name/Paul%20Hurley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH7002_22-SPR_PS_D#subjects)

MATH 7003 Applied Business Statistics

Credit Points 10

Legacy Code 300962

Coordinator Kenan Matawie ([https://directory.westernsydney.edu.au/search/name/Kenan Matawie/](https://directory.westernsydney.edu.au/search/name/Kenan%20Matawie/))

Description This unit introduces the basic statistical concepts and techniques for descriptive and inferential data analysis. It will aid and improve business decision-making, especially when faced with uncertain outcomes.

School Computer, Data & Math Sciences

Discipline Statistics

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

Mathematics to the HSC level.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Organise, tabulate, present, summarise and graph data appropriately;
2. Apply probability to solve business decision making problems;
3. Define and distinguish between discrete and continuous probability distributions;
4. Estimate population means and proportions using confidence intervals;
5. Test hypotheses about population means and proportions;
6. Understand and apply correlation and linear regression to describe and analyse relationships between variables;
7. Use the Chi-square test for goodness of fit and test for independence to analyse categorical type data;
8. Use the necessary computing skills required in Excel to solve and analyse statistical data.

Subject Content

Data type and collection, graphical and tabular techniques
 Numerical descriptive measures, and basic Probability
 Discrete and continuous probability distributions
 Sampling distribution
 Statistical inferences - hypothesis testing
 Correlation and Linear regression analysis
 Statistical inferences -estimation
 Analysis of Categorical data
 Index Numbers

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	50 minutes	15	N	Individual
Quiz	50 minutes	15	N	Individual
Practical	One week	20	N	Individual
Final Exam	2 hours	50	N	Individual

Prescribed Texts

- Selvanathan, E. A. a. (2013). Business statistics: Australia and New Zealand (6th ed.). South Melbourne, Vic.: Cengage Learning.

Teaching Periods

Quarter 2

Parramatta City - Macquarie St

Evening

Subject Contact Kenan Matawie ([https://directory.westernsydney.edu.au/search/name/Kenan Matawie/](https://directory.westernsydney.edu.au/search/name/Kenan%20Matawie/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH7003_22-Q2_PC_E#subjects)

Quarter 4

Parramatta City - Macquarie St

Evening

Subject Contact Kenan Matawie ([https://directory.westernsydney.edu.au/search/name/Kenan Matawie/](https://directory.westernsydney.edu.au/search/name/Kenan%20Matawie/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH7003_22-Q4_PC_E#subjects)

MATH 7005 Approximation Theory

Credit Points 20

Legacy Code 301060

Coordinator Ante Prodan ([https://directory.westernsydney.edu.au/search/name/Ante Prodan/](https://directory.westernsydney.edu.au/search/name/Ante%20Prodan/))

Description Approximation theory is concerned with approximating functions of a given class using functions from another, usually more elementary, class. The efficient solution of such problems is of great importance for computing, and this online unit will provide a general introduction to the mathematical theory behind many approximation methods in common use.

School Computer, Data & Math Sciences

Discipline Mathematics

Student Contribution Band HECS Band 1 20cp

Level Postgraduate Coursework Level 7 subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
TMA - 4 questions	Maths equivalent to 1500 words	15	N	Individual
TMA - 4 questions	Maths equivalent to 1500 words	15	N	Individual
TMA - 4 questions	Maths equivalent to 1500 words	15	N	Individual
TMA - 4 questions	Maths equivalent to 1500 words	15	N	Individual
Final examination	3 hours	55	Y	Individual

Teaching Periods

MATH 7008 Mathematical Investigations

Credit Points 10

Legacy Code 301106

Coordinator Stephen Weissenhofer ([https://directory.westernsydney.edu.au/search/name/Stephen Weissenhofer/](https://directory.westernsydney.edu.au/search/name/Stephen%20Weissenhofer/))

Description Mathematical Investigations will prepare Master of Research for students planning a future in mathematical/statistical research. Students will carry out investigations under the supervision of an academic staff member that will allow development of skills, knowledge and a way of thinking that will assist in the learning of

mathematics/statistics that will prepare them for research in their chosen field of mathematics. They will also develop their written and oral communication skills, culminating in a poster presentation of significant findings as if being submitted at a mathematics/statistics conference, following that conference's directions for submission.

School Computer, Data & Math Sciences

Discipline Mathematical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 8086 Master of Research.

Assumed Knowledge

Undergraduate level of knowledge in mathematics or statistics.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Plan and develop an investigative project.
2. Locate, identify and use information relevant to the problem being studied.
3. Undertake self-directed study relevant to the problem being investigated.
4. Undertake a theoretical and/or analytical investigation.
5. Write and produce a research report in a logical, concise and professional manner.
6. Present a project and its results to an audience in a talk. Prepare results in a poster format.
7. Prepare results in a poster format.

Subject Content

How to write in a professional manner in mathematics.

Employing LaTeX to write reports/papers and give presentations in mathematics.

Expert knowledge on history/background of chosen field of mathematical research.

Current areas of interest/study and/or open problems in chosen field of mathematical research.

How to summarise work for the purpose of a poster presentation in mathematics or statistics.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Literature Review and Outline of proposed mathematical investigation.	Usually more than 5 pages but not longer than 15 pages	10	N	Individual

Oral Presentation of outline of mathematical investigation.	10 minutes	10	N	Individual
Written Final Report.	Usually more than 25 pages but not more than 50 pages	45	N	Individual
Final Oral Presentation	30-45 minutes	25	N	Individual
Poster	A3 size poster	10	N	Individual

Teaching Periods

MATH 7009 Mathematical Proof and Reasoning

Credit Points 10

Legacy Code 301177

Coordinator Stephen Weissenhofer ([https://directory.westernsydney.edu.au/search/name/Stephen Weissenhofer/](https://directory.westernsydney.edu.au/search/name/Stephen%20Weissenhofer/))

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

School Computer, Data & Math Sciences

Discipline Mathematical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Assumed Knowledge

Undergraduate level of knowledge in mathematics or statistics.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse mathematical arguments and determine whether or not they are sound.
2. Make concise rational arguments to prove true statements.
3. Be able to construct counter examples to disprove false statements.
4. Recognise standard types of statements and know the type of argument that is required to prove them.
5. Correctly utilise different types of proof; for example, direct, contradiction and induction.
6. Apply proof techniques to different areas of mathematics; for example, geometry, number theory and other relevant areas.

Subject Content

Logic, valid arguments and common invalid arguments.
The structure of mathematical proofs.
Direct proof and counter-example.
Proof by cases.
Indirect proof, contradiction and contrapositive.
Existence and Uniqueness proofs.
Mathematical Induction proofs.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Assignments	3-4 hours each	30	N	Individual
Class Tests	50 minutes each	30	N	Individual
Final Exam	2 hours	40	N	Individual

Teaching Periods

MATH 7011 Predictive Analytics

Credit Points 10

Legacy Code 301117

Coordinator Rosalind Wang ([https://directory.westernsydney.edu.au/search/name/Rosalind Wang/](https://directory.westernsydney.edu.au/search/name/Rosalind%20Wang/))

Description The information age has allowed business and science to take advantage of the vast amount of available data for predicting outcomes and estimating trends, to make informed decisions. Machine learning is the process of allowing a computer to learn from data, which at its heart is used in making these important decisions. This unit provides students with the knowledge and practice required to implement and effectively use these predictive models such as Neural Networks and Support Vector Machines, and provides opportunity for students to investigate state-of-the-art. Students will use the Python programming language throughout this unit.

School Computer, Data & Math Sciences

Discipline Computer Science

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) MATH 7016

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Multiple linear regression models;
2. Linear models, and generalised linear models;
3. Simple Machine Learning techniques, Support vector Machines and Regression Trees;
4. Create appropriate models using selection procedures in various scenarios;
5. Use Computer software (R) to analyse data including model building, model selection and outcome prediction.

Subject Content

1. Gradient Descent
2. Regularisation and Feature selection
3. Neural Networks
4. Support Vector Machines
5. Naive Bayes
6. Machine Learning applications
7. Semi-supervised learning

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Online Quizzes	5 x 40 minutes (per quiz)	20	N	Individual
Intra-session Exam	2 hours	30	Y	Individual
Applied Project: Computer based assignment, part 1	2000 words	10	N	Group
Applied Project: Computer based assignment, part 2	2000 words	40	N	Group

Teaching Periods

Programming for Data Science

Credit Points 10

Legacy Code 301113

Coordinator Franco Ubaudi ([https://directory.westernsydney.edu.au/search/name/Franco Ubaudi/](https://directory.westernsydney.edu.au/search/name/Franco%20Ubaudi/))

Description The use of computers and computer programming for Data Science is fundamental to the discipline. This introductory unit will briefly cover the use of spreadsheet systems and then will consider programming in the statistical system "R" in detail. Other special purpose languages will also be touched on briefly including SQL (Structured Query Language).

School Computer, Data & Math Sciences

Discipline Statistics

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Use Excel to manage and manipulate data.
2. Extract, transform and load data using R and R-Studio; including reading and writing data files.

3. Create complex R programs to conduct Data Science tasks.
4. Use basic SQL to access databases.
5. Apply simulation techniques to Data Science tasks.
6. Create reports using Markdown and R-Markdown.

Subject Content

1. Use of Spreadsheets for Data Science
2. Introduction to R and R-Studio
3. Data Types, Variables , Expressions, and Data Structures
4. Input and Output
5. Control Structures: Loops, ,Conditional Expressions, and Functions
6. Simulation techniques
7. Object-oriented programming in R
8. Introduction to SQL
9. Using Markdown for reporting

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Online Quizzes	5 x 30 minutes	20	N	Individual
Computer Test	Lab based 1 hour practical	40	N	Individual
Assignment	3,000 words	40	N	Individual

Teaching Periods

MATH 7014 Social Media Intelligence

Credit Points 10

Legacy Code 301116

Coordinator Laurence Park ([https://directory.westernsydney.edu.au/search/name/Laurence Park/](https://directory.westernsydney.edu.au/search/name/Laurence%20Park/))

Description Social Media Intelligence presents the theory and practice of extracting and analysing information from social media networks. The aims are to identify properties of social networks, and to make predictions about future events. Topics included will cover areas such as Graph theory, Game theory and Network dynamics and we will identify how these can be used to model and extract information from Facebook and Twitter.

School Computer, Data & Math Sciences

Discipline Computer Science

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Assumed Knowledge

Basic algebra and computing skills.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and describe properties of social media networks.
2. Compute graph statistics from given social media networks.
3. Analyse simple games and describe their connection to social media networks.
4. Compute and interpret centrality scores over social media networks.
5. Generate and identify small world networks.
6. Use a computer to assist in the analysis of large scale social networks.

Subject Content

1. Graph theory and social networks
2. Introduction to Game theory
3. Information networks and the Web
4. Network population models
5. Network structural models

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Online quizzes	5 x 30 minutes	20	N	Individual
Project	2000 words	30	N	Individual
Exam	2 hours	50	N	Individual

Prescribed Texts

- Easley, D. (2010). Networks, crowds, and markets : reasoning about a highly connected world. New York: Cambridge University Press.

Teaching Periods

MATH 7015 Statistics for Accountants (PG)

Credit Points 10

Legacy Code 200424

Coordinator Kenan Matawie ([https://directory.westernsydney.edu.au/search/name/Kenan Matawie/](https://directory.westernsydney.edu.au/search/name/Kenan%20Matawie/))

Description Statistics for Accountants introduces the basic concepts and techniques for statistical inference and decision making in a business context.

School Computer, Data & Math Sciences

Discipline Statistics

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate Business program.

Assumed Knowledge

Mathematics to the HSC level.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. organise, summarise and graph data appropriately;
2. apply probability and risk measures to solve business decision making problems;
3. formulate economic and financial hypotheses into statistically testable forms and carry out tests of hypotheses accordingly;
4. derive confidence intervals for unknown population parameters
5. identify the underlying assumptions associated with each statistical technique; be able to carry out the technique and interpret the results
6. employ appropriate statistical methods and techniques for statistical analysis and forecasting;
7. use one or more statistical analysis packages.

Subject Content

Data presentation, descriptive statistics and index numbers
Probability, probability distributions and decision analysis
Sampling distributions
Statistical inferences -estimation
Statistical inferences - hypothesis testing
Linear regression and correlation analysis
Analysis of categorical data

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	50 minutes	15	N	Individual
Quiz	50 minutes	15	N	Individual
Practical	50 minutes	20	N	Individual
Final Exam	2 hours	50	N	Individual

Prescribed Texts

- NULL

Teaching Periods

MATH 7016 The Nature of Data

Credit Points 10

Legacy Code 301114

Coordinator Franco Ubaidi ([https://directory.westernsydney.edu.au/search/name/Franco Ubaidi/](https://directory.westernsydney.edu.au/search/name/Franco%20Ubaidi/))

Description This Unit covers concepts of data centric thinking. The main areas discussed are; Populations and Samples; Sampling concepts; Types of Data; Descriptive Methods; Estimation and Inference; and Modelling. The Unit takes a computational and nonparametric approach, before discussing theoretical concepts and Normal distribution theory as large sample approximations.

School Computer, Data & Math Sciences

Discipline Computer Science

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

Undergraduate degree with some statistical content (1 subject) is useful.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe types of data and the relevance to real world examples
2. Design data collection strategies that provide unbiased and reliable data
3. Apply appropriate computer based strategies to estimate population parameters of interest
4. Analyze data to make inferences about populations
5. Create and evaluate simple predictive models, using computer software
6. Evaluate literature and identify common statistical mistakes.

Subject Content

1. The Types, Description and Exploration of Data
2. Collecting Good Data
3. Probability Theory
4. Computer assisted Estimation and Inference
5. Linear Modelling
6. Large Samples and Normal Theory
7. Common Statistical Mistakes

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	5 x 30 minutes	20	N	Individual
Final Exam	Lab based 1 hour practical test	40	N	Individual
Report	4 weeks/ approx. 3000 words	40	N	Individual

Prescribed Texts

- Lock, & Lock, Patti Frazer (2019). Statistics : unlocking the power of data (Second edition, EMEA edition.).

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Gizem Intepe ([https://directory.westernsydney.edu.au/search/name/Gizem Intepe/](https://directory.westernsydney.edu.au/search/name/Gizem%20Intepe/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH7016_22-AUT_PC_D#subjects)

Quarter 2

Parramatta City - Macquarie St

Evening

Subject Contact Franco Ubaudi ([https://directory.westernsydney.edu.au/search/name/Franco Ubaudi/](https://directory.westernsydney.edu.au/search/name/Franco%20Ubaudi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH7016_22-Q2_PC_E#subjects)

Spring

Parramatta City - Macquarie St

Day

Subject Contact Franco Ubaudi ([https://directory.westernsydney.edu.au/search/name/Franco Ubaudi/](https://directory.westernsydney.edu.au/search/name/Franco%20Ubaudi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH7016_22-SPR_PC_D#subjects)

Quarter 4

Parramatta City - Macquarie St

Evening

Subject Contact Franco Ubaudi ([https://directory.westernsydney.edu.au/search/name/Franco Ubaudi/](https://directory.westernsydney.edu.au/search/name/Franco%20Ubaudi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH7016_22-Q4_PC_E#subjects)

MATH 7017 Probabilistic Graphical Models

Credit Points 10

Legacy Code 301365

Coordinator Oliver Obst ([https://directory.westernsydney.edu.au/search/name/Oliver Obst/](https://directory.westernsydney.edu.au/search/name/Oliver%20Obst/))

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

School Computer, Data & Math Sciences

Discipline Statistics

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) MATH 7016

Assumed Knowledge

Probability, Linear Algebra, Basic Programming.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Manually construct probabilistic models for specific data.
2. Automatically construct probabilistic models by learning from data.
3. Use the models to make decisions under uncertainty.
4. Accurately represent a probabilistic model using a graphical representation.

Subject Content

1. Network representation and graphical models
2. Probabilistic models and entropy
3. Inference in graphical models
4. Learning graphical models

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	6x40min	30	N	Individual
Applied Project	15 pages	40	N	Individual
Intra-session Exam	2 hours	30	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Oliver Obst ([https://directory.westernsydney.edu.au/search/name/Oliver Obst/](https://directory.westernsydney.edu.au/search/name/Oliver%20Obst/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH7017_22-AUT_PS_D#subjects)

MATH 7018 Scientific Informatics

Credit Points 10

Legacy Code 301388

Coordinator Miroslav Filipovic ([https://directory.westernsydney.edu.au/search/name/Miroslav Filipovic/](https://directory.westernsydney.edu.au/search/name/Miroslav%20Filipovic/))

Description This unit discusses the most important scientific revolutions in informatics throughout history and the role of Scientific Informatics in modern scientific research. It examines the influence of computing and informatics on the major paradigm shifts in the social, behavioural, biological, health and physical sciences and assesses the societal impact of future discoveries. The unit aims to provide training for Research and Coursework Masters in the computational techniques that are integral to much of modern scientific research as well as cultural and philosophical perspectives on the Science, Technology, Engineering and Mathematics (STEM). Students complete practical assessment items that are relevant to their field of research, which are designed to develop transferrable skills and familiarity with computing tools.

School Computer, Data & Math Sciences

Discipline Mathematics

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects MATH 7013 - Scientific Informatics

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critique the most important scientific revolutions that took place in Informatics related to social, behavioural, biological, health and physical sciences, their causes, and their historical context.
2. Critically examine the social impact of Informatics revolutions through the use of relevant information.
3. Assess the impact on society of the major Informatics discoveries of the future.
4. Examine the role of Informatics in modern human history.
5. Analyse the impact of Informatics in larger socio-cultural context.
6. Write low-level scientific software to solve problems, using several standard languages/tools.
7. Present a solution to an Informatics problem with discussion of strengths and weaknesses.
8. Express research related contents through presentation and report writing.

Subject Content

These scientific informatics revolutions had a deep social impact by changing the way the world is seen and understood and by laying the foundations for the emergence of game-changing new technologies that continue to profoundly shape our lives and social order.

The Unit will promote deep thinking and open discussion on the social contexts and socio-cultural impacts of the major scientific revolutions with the main emphasis on the Scientific Informatics (Computing). Scientific Informatics knowledge and its application by scientists influence, even unconsciously, the way individuals in society think about themselves and interact with others and the world around them. The way of life for billions of people is deeply affected by the technologies and truths that have emerged.

The Unit will address the following fundamental issues

1. What is science informatics and how does it work (apply)?
2. What is the nature of scientific (informatics) research?
3. How does science (and informatics) develop and how do paradigms change?
4. How do scientific controversies begin and end so that rival professional commitments become shared scientific endeavour; For example, what distinguishes creationism from evolutionary theory, or astrology from astronomy?
5. What are the social, cultural and technological impacts and consequences of scientific revolutions with the main emphasis on Computing & Informatics and its applications?
6. What is the nature of observation and experiment?
7. How to question the scientific realism,
8. The rationality or irrationality of scientific revolutions,
9. The relation between science and values and the nature of explanation.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
10 x Practicals	2 hours (per Practical)	30	N	Individual
Presentation	15 minutes	30	N	Individual
Report	2,000 words	40	N	Individual

Prescribed Texts

- Text books will be allocated for each chosen field of study.

Teaching Periods

MATH 7019 Mathematics of Signal Processing

Credit Points 10

Legacy Code 301440

Coordinator Paul Hurley ([https://directory.westernsydney.edu.au/search/name/Paul Hurley/](https://directory.westernsydney.edu.au/search/name/Paul%20Hurley/))

Description This unit teaches students to abstract and develop algorithms, in Python, for analysing and processing deterministic and stochastic data/signals. Students are taught strategies in developing solutions that are optimal and efficient to implement. They learn how to analyse signals under the Fourier transform and under different bases, allowing for an appreciation of how lossy compression works, and how to formulate and solve some convex optimisation algorithms. This subject will be undertaken at Parramatta City - Hassall St campus.

School Computer, Data & Math Sciences

Discipline Mathematics

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program

Assumed Knowledge

Students should know and understand basic linear algebra. Basic programming skills are necessary. Familiarity with Python notebooks is helpful but not mandatory.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Explain mathematical formulations of signal processing algorithms
- Demonstrate mastery of tools for tackling advanced signal and data processing problems
- Analyse advanced signal and data processing algorithms using numerical python programming
- Design applications as advanced signal and data processing algorithms
- Appraise applications of mathematical signal processing

Subject Content

- Motivation - what is mathematics of signal processing, etc.
- Linear algebra and Hilbert spaces
Examples ? neural networks
Basis and frames

- Fourier Transforms
Continuous Fourier series, Fast Fourier transforms
Convolution
- Sampling and interpolation
1D, 2D (sphere/manifold)
- Filtering
Finite Impulse Response (FIR) filters, Infinite Impulse Response (IIR) filters
- Approximation and compression
Wavelets
Time-frequency analysis
- Inverse problems and optimisation
Compressed sensing
LASSO
- Random signals
Probabilistic modelling
Wiener filter, etc.
Max likelihood / EM
- Event-driven sampling/filtering
Sampling in time vs sampling in amplitude
Filtering in asynchronous time
- Array signal processing
Beamforming

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	30 minutes (per Quiz)	20	N	Individual
Applied Project	16 hours	30	N	Individual
Practical Exam	1.5 hours	20	Y	Individual
Practical Exam	2 hours	30	Y	Individual

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Paul Hurley ([https://directory.westernsydney.edu.au/search/name/Paul Hurley/](https://directory.westernsydney.edu.au/search/name/Paul%20Hurley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH7019_22-AUT_PC_D#subjects)

MATH 9001 HDR Thesis - Centre for Research in Mathematics

Credit Points 20

Legacy Code 800165

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Centre For Res In Mathematics

Discipline Mathematics

Student Contribution Band HECS Band 1 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH9001_22-RQ1_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH9001_22-RQ1_PS_D#subjects)

Research Quarter 2

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH9001_22-RQ2_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH9001_22-RQ2_PS_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH9001_22-RQ3_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH9001_22-RQ3_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH9001_22-RQ3_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH9001_22-RQ3_PS_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH9001_22-RQ4_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH9001_22-RQ4_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH9001_22-RQ4_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH9001_22-RQ4_PS_D#subjects)

MATH 9002 Higher Degree Research Thesis - Quantitative Methods and Mathematical Sciences

Credit Points 20

Legacy Code 800047

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Computer, Data & Math Sciences

Discipline Mathematics

Student Contribution Band HECS Band 1 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH9002_22-RQ1_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH9002_22-RQ1_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH9002_22-RQ1_PS_D#subjects)

Research Quarter 2

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH9002_22-RQ2_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH9002_22-RQ2_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH9002_22-RQ2_PS_D#subjects)

Research Quarter 3

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH9002_22-RQ3_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH9002_22-RQ3_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH9002_22-RQ3_PS_D#subjects)

Research Quarter 4

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH9002_22-RQ4_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH9002_22-RQ4_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MATH9002_22-RQ4_PS_D#subjects)

MECH 2001 Kinematics and Kinetics of Machines

Credit Points 10

Legacy Code 300035

Coordinator Helen Wu ([https://directory.westernsydney.edu.au/search/name/Helen Wu/](https://directory.westernsydney.edu.au/search/name/Helen%20Wu/))

Description Kinematics is the study of the motion of objects, and Kinetics is the study of the causes of the motion. The focus for this unit is on rigid body kinematics which involves the study of a solid body with little or no deformation in planar motion, such as those in machines. The motion of key machine components and the forces they generate gives rise to design problems. Students gain an understanding of the relevance of kinematics and kinetics in the analysis and design of mechanical systems and of methods to ensure machines operate efficiently and safely.

School Eng, Design & Built Env

Discipline Mechanical Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) MATH 1016 AND ENGR 1018

Equivalent Subjects MECH 2002 Kinematics and Kinetics of Machines (WSTC AssocD)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Interpret the kinematic structure of mechanisms
2. Identify freedom and constraint in machine
3. Apply graphical velocity and acceleration analysis techniques to mechanisms
4. Predict the movement of particles, a single rigid body
5. Analyse translational and angular displacements, velocities and accelerations of a single rigid body
6. Analyse multi-body mechanisms, gear trains, and cams
7. Verify measurements in the real world against theory presented in the lectures.

Subject Content

Freedom and constraints in mechanisms
 Velocity and acceleration analysis of mechanisms
 Particle kinematics
 Particle kinetics
 Rigid body kinematics
 Rigid body kinetics
 Mechanism kinematics
 Simple and epicyclic gear trains.
 Involute geometry of gear teeth
 The geometry of cams.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Participation	12 x 2 hours in class; 12x2 hours before class	5	N	Both (Individual & Group)
Quiz	15 minutes (per Quiz)	20	N	Individual
Practical	3 hours (per Practical)	15	N	Both (Individual & Group)
Final Exam	2 hours	60	N	Individual

Prescribed Texts

- Hibbeler, RC 2017, Engineering mechanics: dynamics, 14th SI Global edn, Pearson Education, Hoboken, NJ.

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Helen Wu ([https://directory.westernsydney.edu.au/search/name/Helen Wu/](https://directory.westernsydney.edu.au/search/name/Helen%20Wu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH2001_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Helen Wu ([https://directory.westernsydney.edu.au/search/name/Helen Wu/](https://directory.westernsydney.edu.au/search/name/Helen%20Wu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH2001_22-AUT_PS_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH2001_22-SC2_SC_D#subjects)

MECH 2002 Kinematics and Kinetics of Machines (WSTC AssocD)

Credit Points 10

Legacy Code 700244

Coordinator Abbas Ranjbar ([https://directory.westernsydney.edu.au/search/name/Abbas Ranjbar/](https://directory.westernsydney.edu.au/search/name/Abbas%20Ranjbar/))

Description Kinematics is the study of the motion of objects, and Kinetics is the study of the causes of the motion. The focus for this unit is on rigid body kinematics, which involves the study of a solid body with little or no deformation in planar motion, such as those in machines. The motion of key machine components and the forces they generate gives rise to design problems. Students gain an understanding of the relevance of kinematics and kinetics in the analysis and design of mechanical systems and of methods to ensure machines operate efficiently and safely.

School Eng, Design & Built Env

Discipline Mechanical And Industrial Engineering And Technology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) MATH 1017 AND ENGR 1019

Equivalent Subjects MECH 2001 - Kinematics and Kinetics of Machines

Restrictions

Students must be enrolled at Western Sydney University, The College in 7022 Associate Degree in Engineering

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Interpret the kinematic structure of mechanisms
2. Identify freedom and constraint in machines
3. Apply graphical velocity and acceleration analysis techniques to mechanisms
4. Predict the movement of particles
5. Analyse translational and angular displacements, velocities and accelerations of a single rigid body
6. Analyse multi-body mechanisms, gear trains, and cams

7. Verify measurements in the real world against theory presented in the lectures

Subject Content

- Freedom and constraints in mechanisms
- Velocity and acceleration analysis of mechanisms
- Particle kinematics
- Particle kinetics
- Rigid body kinematics
- Rigid body kinetics
- Mechanism kinematics
- Simple and epicyclic gear trains
- Involute geometry of gear teeth
- The geometry of cams

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Lab Reports x 3	2 hrs each	30	N	Individual
Online Quizzes x 5	30 mins each	20	N	Individual
Numerical Problem Solving	2 hours each	20	N	Individual
Research report and presentation	5 - 10 pages (Depending on the design, including images, graphs, photos, calculations and drawings using any simple drawing package Presentation 10 min including question time	30	N	Individual

Prescribed Texts

- Hibbeler, RC 2017, *Engineering mechanics: dynamics*, 14th SI Global edn, Pearson Education, Hoboken, NJ.

Teaching Periods

Quarter 2

Nirimba Education Precinct

Composite

Subject Contact Abbas Ranjbar ([https://directory.westernsydney.edu.au/search/name/Abbas Ranjbar/](https://directory.westernsydney.edu.au/search/name/Abbas%20Ranjbar/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH2002_22-Q2_BL_C#subjects)

MECH 2003 Mechanics of Materials

Credit Points 10

Legacy Code 300040

Coordinator Jonathan Vincent ([https://directory.westernsydney.edu.au/search/name/Jonathan Vincent/](https://directory.westernsydney.edu.au/search/name/Jonathan%20Vincent/))

Description Mechanics of Materials is the study of the stresses and deformation of a body made of any elastic solid material, and how these are related to the body's shape and the load applied to it. This unit looks at how and why structural components including bars and beams deform and break. It concentrates on how these are affected by the geometry of the body and loading. Types of loadings considered include normal loads, torsional loads and bending loads. The main objective of the unit is to introduce students to the aspects of stress, strain and internal force development in the components and the methods to determine the deformation and deflections of the components. Energy methods and impact loadings are also considered.

School Eng, Design & Built Env

Discipline Mechanical And Industrial Engineering And Technology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) ENGR 1018

Equivalent Subjects LGYA 5707 Mechanics and Materials MECH 2004 Mechanics of Materials (WSTC Assoc Deg)

Learning Outcomes

On successful completion of this subject, students should be able to:

- Represent a general traction as stresses and a general displacement as strains and predict stress, strain and deformation for an engineering component under a static/dynamic loading
- Calculate support reactions, stress, strain and deformation in statically indeterminate an axially loaded member
- Predict stress and angle of twist in a circular shaft undergoing torsion
- Construct bending moment, shear force diagrams, bending stresses, deflections and transverse shear stresses for beams carrying point forces, distributed forces, and couples
- Calculate strain energy in axially loaded columns, shafts under torsion and beams under bending and use energy methods to calculate the deflection of a truss
- Predict the buckling of columns
- Take measurements in the real world, and use them to verify the theory presented in the lectures
- Predict stress, strain and deformation in an axially loaded member
- Calculate support reactions in statically indeterminate an axially loaded member
- Represent a General Traction as Stresses
- Represent a General Displacement as Strains
- Construct bending moment and shear force diagrams, for beams carrying point forces, distributed forces, and couples
- Calculate bending stresses and deflections for beams
- Calculate transverse shear stresses in beams
- Calculate strain energy in axially loaded columns, shafts under torsion and beams under bending

16. Predict stress, strain and deformation as a result of an impact loading
17. Use energy methods to calculate the deflection of a truss

Subject Content

Normal stress, strain and deformation
 Statically indeterminate components
 Representing a General Traction as Stresses
 Representing a General Displacement as Strains
 Torsional stresses and deformations
 2D stress transformations
 Bending moment and shear force diagrams
 Bending stresses and deflections
 Transverse shear stresses
 Energy methods
 Buckling of columns

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	Two 3-hour practical labs for 4 different experiments.	10	N	Individual
Numerical Problem Solving	1-hour tutorial class from week 2 for 12 weeks.	10	Y	Individual
Numerical Problem Solving	4 x 20 minutes each	20	N	Individual
Numerical Problem Solving	2 hours	60	N	Individual

Prescribed Texts

- Hibbeler, RC 2018, Mechanics of materials, 10th edn in SI units, Prentice Hall, Singapore
- Hibbeler, RC 2014, Mechanics of materials, 9th edn, Prentice Hall, Singapore.

Teaching Periods

Summer B

Parramatta City - Macquarie St

Day

Subject Contact Jonathan Vincent ([https://directory.westernsydney.edu.au/search/name/Jonathan Vincent/](https://directory.westernsydney.edu.au/search/name/Jonathan%20Vincent/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH2003_22-SUB_PC_D#subjects)

Autumn

Penrith (Kingswood)

Day

Subject Contact Jonathan Vincent ([https://directory.westernsydney.edu.au/search/name/Jonathan Vincent/](https://directory.westernsydney.edu.au/search/name/Jonathan%20Vincent/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH2003_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Jonathan Vincent ([https://directory.westernsydney.edu.au/search/name/Jonathan Vincent/](https://directory.westernsydney.edu.au/search/name/Jonathan%20Vincent/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH2003_22-AUT_PS_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH2003_22-SC2_SC_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH2003_22-SC3_SC_D#subjects)

MECH 2004 Mechanics of Materials (WSTC AssocD)

Credit Points 10

Legacy Code 700116

Coordinator Abbas Ranjbar ([https://directory.westernsydney.edu.au/search/name/Abbas Ranjbar/](https://directory.westernsydney.edu.au/search/name/Abbas%20Ranjbar/))

Description Mechanics of Materials is the study of the stresses and deformation of a body made of any elastic solid material and how these are related to the body's shape and the load applied to it. This unit looks at how and why structural components including bars and beams deform and break. It concentrates on how these are affected by the geometry of the body and loading. Types of loadings considered include normal loads, torsional loads and bending loads. The main objective of the unit is to introduce students to the aspects of stress, strain and internal force development in the components and the methods to determine the deformation and deflections of the components. Energy methods and impact loadings are also considered. Offerings of alternate units are dependent on there being sufficient student enrolment numbers. If enrolments are low, the College may cancel delivery of the alternate unit.

School Eng, Design & Built Env

Discipline Mechanical And Industrial Engineering And Technology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) ENGR 1019

Equivalent Subjects MECH 2003 - Mechanics of Materials

Restrictions Students must be enrolled at Western Sydney University, The College in 7022 Associate Degree in Engineering.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Predict stress, strain and deformation in an axially loaded member.
2. Calculate support reactions in statically indeterminate an axially loaded member
3. Represent a general traction as stresses
4. Represent a general displacement as strains
5. Predict stress and angle of twist in a circular shaft undergoing torsion
6. Construct bending moment and shear force diagrams, for beams carrying point forces, distributed forces and couples
7. Calculate bending stresses and deflections for beams
8. Calculate transverse shear stresses in beams
9. Calculate strain energy in axially loaded columns, shafts under torsion and beams under bending
10. Predict stress, strain and deformation as a result of an impact loading
11. Use energy methods to calculate the deflection of a truss
12. Predict the buckling of columns
13. Observe, analyse and document the measurements in the real world and use them to verify the theory presented in the lectures.

Subject Content

Normal stress, strain and deformation.
 Statically indeterminate components
 Representing a general traction as stresses
 Representing a general displacement as strains
 Torsional stresses and deformations
 2D stress transformations
 Bending moment and shear force diagrams
 Bending stresses and deflections
 Transverse shear stresses
 Energy methods
 Buckling of columns

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	6 hours	10	N	Both (Individual & Group)
Intra-session Exam	1 hour	15	N	Individual
Quiz	~0.5 hour each	25	N	Individual
Final Exam	2 hours	50	N	Individual

Prescribed Texts

- Hibbeler, R.C. & Fan, SC 2011. Mechanics of Materials, Prentice Hall. Singapore

Teaching Periods

Quarter 2

Nirimba Education Precinct

Composite

Subject Contact Abbas Ranjbar ([https://directory.westernsydney.edu.au/search/name/Abbas Ranjbar/](https://directory.westernsydney.edu.au/search/name/Abbas%20Ranjbar/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH2004_22-Q2_BL_C#subjects)

MECH 2005 Mathematics for Mechanical and Mechatronic Engineers

Credit Points 10

Legacy Code 301342

Coordinator Stephen Weissenhofer ([https://directory.westernsydney.edu.au/search/name/Stephen Weissenhofer/](https://directory.westernsydney.edu.au/search/name/Stephen%20Weissenhofer/))

Description This unit will be offered at Engineering Innovation Hub - Hassall St, Parramatta campus. This unit introduces mathematical tools and analytical reasoning useful for a wide range of professions, as well as highlighting mathematical foundations that have contributed to advances in engineering. The course content focuses more on useful concepts at the core of applied mathematics rather than theoretical mathematics. Students learn a range of concepts and methods from applied mathematics and how these apply to various fields of engineering.

School Eng, Design & Built Env

Discipline Mechanical Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) MATH 1035

Teaching Periods

MECH 3001 Advanced Dynamics

Credit Points 10

Legacy Code 300763

Coordinator Helen Wu ([https://directory.westernsydney.edu.au/search/name/Helen Wu/](https://directory.westernsydney.edu.au/search/name/Helen%20Wu/))

Description This unit covers the analysis and control of dynamical behaviour of mechanical systems. It discusses the fundamental principles in controlling mechanical dynamic systems. In particular, the unit will cover contents in: multi-degree of freedom vibration analysis and modelling; open and closed loop systems; transfer function and state variable methods in mechanical system modelling; concepts of stability; design and analyse control systems using root-locus, bode diagram and state-space methods for mechanical systems.

School Eng, Design & Built Env

Discipline Mechanical Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) MECH 3004 OR

MECH 2001

Incompatible Subjects ENGR 3006 - Control Systems

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse and develop mathematical models of multi-degree of freedom mechanical dynamical systems.
2. Analyse system response characteristics based on physical properties of the system.
3. Determine absolute and relative stability of a system using system responses to various control inputs and disturbances.
4. Analyse the effects of a controller in the system and its effects on system stability.
5. Design controllers in both frequency and time domain for linear time-invariant systems.

Subject Content

- Multi-degree of freedom vibration analysis and modelling;
- Open and closed loop systems;
- Transfer function and state variable methods in mechanical system modelling;
- System responses and concepts of stability;
- design and analyse control systems using root-locus, bode diagram and state-space methods for mechanical systems.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	6 hours (in total)	10	N	Individual
Numerical Problem Solving	About 3 hours each	35	N	Individual
Quiz	30 minutes each	5	N	Individual
Final Exam	2 hours	50	N	Individual

Prescribed Texts

- Ogata K 2010, Modern Control Engineering, 5th edn, Pearson Prentice Hall, Upper Saddle River NJ

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Helen Wu ([https://directory.westernsydney.edu.au/search/name/Helen Wu/](https://directory.westernsydney.edu.au/search/name/Helen%20Wu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH3001_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Helen Wu ([https://directory.westernsydney.edu.au/search/name/Helen Wu/](https://directory.westernsydney.edu.au/search/name/Helen%20Wu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH3001_22-AUT_PS_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH3001_22-SC2_SC_D#subjects)

MECH 3002 Advanced Mechanics of Materials

Credit Points 10

Legacy Code 300761

Coordinator Jonathan Vincent ([https://directory.westernsydney.edu.au/search/name/Jonathan Vincent/](https://directory.westernsydney.edu.au/search/name/Jonathan%20Vincent/))

Description This unit builds on the Mechanics of Materials to provide students with knowledge about impacts of deformation, stresses, strains and strength on materials and components essential in understanding how to improve mechanical design. Students' analytic and problem solving skills are developed through analysis of impacts including non-elastic deformation, orientation of the reference axes, and how materials fail. Using knowledge about materials, students evaluate impacts on materials, the mechanisms to control properties of materials, and use mathematical calculations and techniques to determine stresses and strains on simple components. Overall, students develop the capacity to select appropriate materials and improve mechanical design.

School Eng, Design & Built Env

Discipline Mechanical Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) MECH 2003

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Use mathematical calculations to determine a range of stresses
2. Use graphical techniques to represent transformation equations for stresses and angles
3. Evaluate failure of materials in demonstrating knowledge of the relationship between the structure of materials and mechanical properties
4. Outline the mechanisms associated with creep, fatigue, and stress concentrations
5. Determine appropriate methods for controlling the properties of materials such as an alloy

Subject Content

Stresses beyond the yield point.

Residual stresses

Use Mohr's stress circle

Failure Theories

Creep and fatigue

Stress concentrations

Alloys, heat treatments and phase diagrams

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Participation	2 hours (per class)	5	N	Individual
Numerical Problem Solving	15 minutes (per Quiz)	20	N	Individual
Practical	3 hours (per Practical)	10	N	Individual
Final Exam	2 hours	65	N	Individual

Teaching Periods

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH3002_22-SC1_SC_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Jonathan Vincent ([https://directory.westernsydney.edu.au/search/name/Jonathan Vincent/](https://directory.westernsydney.edu.au/search/name/Jonathan%20Vincent/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH3002_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Jonathan Vincent ([https://directory.westernsydney.edu.au/search/name/Jonathan Vincent/](https://directory.westernsydney.edu.au/search/name/Jonathan%20Vincent/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH3002_22-SPR_PS_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH3002_22-SC3_SC_D#subjects)

MECH 3004 Dynamics of Mechanical Systems

Credit Points 10

Legacy Code 300480

Coordinator Helen Wu ([https://directory.westernsydney.edu.au/search/name/Helen Wu/](https://directory.westernsydney.edu.au/search/name/Helen%20Wu/))

Description This unit looks at how non-rigid components deform and oscillate. It looks at undamped and damped systems undergoing free vibration, steady state forced vibration and transient forced vibration. The principles of virtual work are used to investigate the equilibrium and dynamics of mechanisms.

School Eng, Design & Built Env

Discipline Mechanical Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) MECH 2001 AND MECH 2003

Equivalent Subjects LGYA 5694 - Dynamics and Mechanical Systems

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Use Virtual work to determine the equilibrium position of a mechanism.
2. Calculate the acceleration of a mechanism subjected to an applied force or torque.
3. Model a real world system as a collection of simple mechanical components.
4. Determine the equation(s) of motion for a system of simple mechanical components.
5. Solve the equation of motion for a free, 1dof system.
6. Calculate the response to a forced vibration.
7. Balance a rotating disk.
8. Use Laplace transforms to determine the response to impulse and step forces.
9. Take measurements in the real world, and use them to verify the theory presented in the lectures.

Subject Content

Virtual work, and the equilibrium position of a mechanism.
Acceleration of a mechanism subjected to an applied force or torque.
Modelling a real world system as a collection of simple mechanical components.
Determining the equation(s) of motion for a system of simple mechanical components.
Solution of the equations of motion for a free, 1dof system.
Calculation of the response to a forced vibration.
Balancing a rotating disk.
Using Laplace transforms to determine the response to impulse and step forces.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	Tutorials weekly and 4 quizzes of 20 minutes each.	30	N	Individual
Practical	3 hours x 2	10	N	Individual
Final Exam	2 hours	60	N	Individual

Prescribed Texts

- Rao, SS 2011, Mechanical vibrations, 5th edn in SI units, Prentice Hall, Upper Saddle River, NJ.
- Hibbeler, RC 2016, Engineering mechanics : dynamics in SI Units, 14th Global edn, Pearson Education Limited, Harlow, Essex, England

Teaching Periods

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH3004_22-SC1_SC_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Helen Wu ([https://directory.westernsydney.edu.au/search/name/Helen Wu/](https://directory.westernsydney.edu.au/search/name/Helen%20Wu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH3004_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Helen Wu ([https://directory.westernsydney.edu.au/search/name/Helen Wu/](https://directory.westernsydney.edu.au/search/name/Helen%20Wu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH3004_22-SPR_PS_D#subjects)

MECH 3005 Mechanical Design

Credit Points 10

Legacy Code 300764

Coordinator Leo Zhang ([https://directory.westernsydney.edu.au/search/name/Leo Zhang/](https://directory.westernsydney.edu.au/search/name/Leo%20Zhang/))

Description This unit introduces students to the design of machine components. The unit covers the design of components to ensure their functionality, strength and durability. Components designed include drive components, gears, shafts, belt drives, and bearings and structural components, welds and treaded fasteners.

School Eng, Design & Built Env

Discipline Mechanical Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) MECH 2003 AND MECH 2001

Equivalent Subjects MECH 3003 - Design of Servo-Systems

Assumed Knowledge

This subject assumes that the student has undertaken first and second year studies in Western Sydney University engineering programs or equivalent.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Design mechanical components using belt drives and chain drives
- Design typical gears
- Conduct a typical shaft design
- Design mechanical components using bearings
- Design mechanical components using threaded fasteners
- Design mechanical components using welded joints
- Design a mechanical assembly in a team working environment.

Subject Content

Design of Belt drives and chain drives

Design of gears

Design of shafts

Design of bearings

Design of threaded fasteners

Design of welded joints

Nature of mechanical design

Engineering drawing and design standards

Engineering Materials in design

Design under different loading conditions

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Numerical Problem Solving	6 pages each	15	N	Individual
Practical Report	5 pages each	20	N	Individual
Report	10000 word report & 15 min oral presentation	25	Y	Group
Final Exam	2 hours	40	Y	Individual

Prescribed Texts

- Mott, RL 2018 Machine elements in mechanical design, 6th Ed., NY: Pearson.
- Mott, RL 2013 Machine elements in mechanical design, 5th Ed., Pearson/Prentice Hall, Upper Saddle River, N.J.

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Leo Zhang ([https://directory.westernsydney.edu.au/search/name/Leo Zhang/](https://directory.westernsydney.edu.au/search/name/Leo%20Zhang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH3005_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Leo Zhang ([https://directory.westernsydney.edu.au/search/name/Leo Zhang/](https://directory.westernsydney.edu.au/search/name/Leo%20Zhang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH3005_22-AUT_PS_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH3005_22-SC2_SC_D#subjects)

MECH 3006 Mechatronic Design

Credit Points 10

Legacy Code 300487

Coordinator Richard Yang ([https://directory.westernsydney.edu.au/search/name/Richard Yang/](https://directory.westernsydney.edu.au/search/name/Richard%20Yang/))

Description Through practical lab exercises and a design project, students will integrate basic skills of mechanics, mechanical systems, and automation in the practice of engineering design (Design for X and system engineering) as applied to mechatronic devices and systems. Students will perform detailed design analysis on important machine elements such as bearings, brakes, clutches, shaft, motor and to integrate those elements to form an automatic mechatronic system is the intended outcome of undertaking this unit. The project-based tasks incorporated into this program build team work experience as well as each student's individual capabilities.

School Eng, Design & Built Env

Discipline Vehicle Mechanics

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) MECH 2003

Equivalent Subjects LGYA 5708 - Mechatronic Design 1 LGYA 5709 - Mechatronic Design 2

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically discuss how mechanical/mechatronic design concepts are applied in an industrial context
2. Design main machine elements, such as bearings, shaft, linear motion element and motion control elements
3. Design solutions for automatic mechanical/mechatronic systems

4. Undertake a design of typical mechanical/mechatronic systems including the selection of components in senses of system engineering and design for X
5. Design an integrated mechanical/mechatronic system in a project-based environment
6. Work in a team for a project in designing and building a mechanical/mechatronic device

Subject Content

System Engineering Approach and Theory for Engineering Design Principles and Applications of Design for X (Disassembly, Environment, Recycling, and Fatigue) in Product Design Tolerances and Fits

Shaft Design

Design of Bearings

Design of Linear Motion Elements

Electric Motors and Controls

Design of Automatic Mechatronic System

Brakes and Clutches

Project-based design of integrated mechanical/mechatronic systems including selection of suitable components

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Short Answer	2,000 words (each)	30	N	Individual
Report	8,000 – 10,000 words	40	Y	Group
Presentation	3 minutes	10	N	Individual
Log/Workbook	800 words (each)	20	N	Individual

Prescribed Texts

- Mott, RL 2014, Machine elements in mechanical design, 5th edn, Pearson, Boston
- Ulrich, KT & Eppinger, SD 2012, Product design and development, 5th edn, McGraw-Hill/Irwin, New York, NY.

Teaching Periods

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH3006_22-SC1_SC_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Richard Yang ([https://directory.westernsydney.edu.au/search/name/Richard Yang/](https://directory.westernsydney.edu.au/search/name/Richard%20Yang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH3006_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Richard Yang ([https://directory.westernsydney.edu.au/search/name/Richard Yang/](https://directory.westernsydney.edu.au/search/name/Richard%20Yang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH3006_22-SPR_PS_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH3006_22-SC3_SC_D#subjects)

MECH 3007 Thermal and Fluid Engineering

Credit Points 10

Legacy Code 300759

Coordinator Ming Zhao ([https://directory.westernsydney.edu.au/search/name/Ming Zhao/](https://directory.westernsydney.edu.au/search/name/Ming%20Zhao/))

Description The unit provides an understanding of thermo-fluid principles and their engineering applications related to thermal processes and energy conversion used in power plants, heat pumps, wind turbines, and airplanes. Students analytical skills are developed through the evaluation of laminar, turbulent and compressible fluid flows, as well as combustion processes and products. Students are introduced to special thermal and fluid engineering topics, including alternative energy options for Indigenous Australians. In addition to examining the theoretical principles, students evaluate thermodynamic systems and apply basic computational techniques to solve thermodynamics and fluid flow problems in practical laboratory sessions.

School Eng, Design & Built Env

Discipline Mechanical Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) CIVL 2003 AND MECH 3008

Assumed Knowledge

Fundamentals on Fluid Mechanics, Thermodynamics, and Heat Transfer.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse laminar, turbulent and compressible flows
2. Analyse combustion processes and products
3. Perform basic design selection of pumps and turbines
4. Evaluate dynamics of fluid flow and solid body interaction

5. Apply basic computational techniques in solving thermal and fluid engineering problems

Subject Content

Laminar, turbulent and compressible flows

Thermal process of combustion

Turbo-machinery

Fluid-structure interactions

Introduction to computational techniques for thermodynamics and fluid flow applications

Special thermal and fluid engineering topics, e.g., alternative energy for indigenous Australia, buoyancy driven and multiphase flows, etc.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	3 x 15-minute (per Quiz)	15	N	Individual
Practical	3 x Practical reports 1000 words (per report)	30	N	Individual
Participation	9 x 2-hour tutorials	5	N	Individual
Final Exam	2-hour	50	N	Individual

Teaching Periods

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH3007_22-SC1_SC_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Ming Zhao ([https://directory.westernsydney.edu.au/search/name/Ming Zhao/](https://directory.westernsydney.edu.au/search/name/Ming%20Zhao/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH3007_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Ming Zhao ([https://directory.westernsydney.edu.au/search/name/Ming Zhao/](https://directory.westernsydney.edu.au/search/name/Ming%20Zhao/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH3007_22-SPR_PS_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Peter Lendrum (<https://directory.westernsydney.edu.au/search/name/Peter Lendrum/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH3007_22-SC3_SC_D#subjects)

MECH 3008 Thermodynamics and Heat Transfer

Credit Points 10

Legacy Code 300760

Coordinator Ming Zhao (<https://directory.westernsydney.edu.au/search/name/Ming Zhao/>)

Description This unit introduces students to the fundamentals of thermodynamics which involves energy in the form of heat and heat transfer. Students explore the basic laws and properties of thermodynamics to discover how energy is converted and transferred. Students will apply their knowledge to evaluate power and refrigeration cycles, industrial devices, as well as to design a simple industrial device.

School Eng, Design & Built Env

Discipline Mechanical Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) MATH 1019 AND ENGR 1011 OR ENGR 1028

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe thermodynamic systems and the associated heat transfer processes
2. Illustrate the concepts of thermodynamic parameters and processes
3. Explain thermodynamic relations
4. Apply thermodynamic principles to evaluating power and refrigeration cycles
5. Explain the nature of heat transfer processes
6. Apply heat transfer principles to design and evaluation of simple industrial device

Subject Content

Properties of thermodynamic systems
Laws of thermodynamics
Concepts of energy, work, heat and entropy
Thermodynamic relations
Reversible and irreversible processes
Power and refrigeration cycles
Heat conduction
Natural and forced convection
Radiation heat transfer
Heat exchangers

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	15 minutes (per Quiz)	15	N	Individual
Numerical Problem Solving	2 hours (per class)	5	N	Individual
Practical	2,000 word (each)	30	N	Individual
Final Exam	2 hours	50	N	Individual

Teaching Periods

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Peter Lendrum (<https://directory.westernsydney.edu.au/search/name/Peter Lendrum/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH3008_22-SC1_SC_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Ming Zhao (<https://directory.westernsydney.edu.au/search/name/Ming Zhao/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH3008_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Ming Zhao (<https://directory.westernsydney.edu.au/search/name/Ming Zhao/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH3008_22-SPR_PS_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Ming Zhao (<https://directory.westernsydney.edu.au/search/name/Ming Zhao/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH3008_22-SC3_SC_D#subjects)

MECH 3009 Thermodynamics and Heat Transfer (WSTC AssocD)

Credit Points 10

Legacy Code 700312

Coordinator Abbas Ranjbar (<https://directory.westernsydney.edu.au/search/name/Abbas Ranjbar/>)

Description This unit introduces students to the fundamentals of thermodynamics which involves energy in the form of heat and heat transfer. Students explore the basic laws and properties of thermodynamics to discover how energy is converted and transferred. Students will apply their knowledge to evaluate power and refrigeration cycles, industrial devices, as well as to design a simple industrial device. Offerings of alternate units are dependent on there being sufficient student enrolment numbers. If enrolments are low, the College may cancel delivery of the alternate unit.

School Eng, Design & Built Env

Discipline Mechanical Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) ENGR 1012 AND
MATH 1017 AND
LGYB 0486

Equivalent Subjects MECH 3008 - Thermodynamics and Heat Transfer

Restrictions Students must be enrolled at Western Sydney, The College in 7022 Associate Degree in Engineering.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe thermodynamic systems and the associated heat transfer processes.
2. Illustrate the concepts of thermodynamic parameters and processes.
3. Explain thermodynamic relations.
4. Apply thermodynamic principles to evaluating power and refrigeration cycles.
5. Explain the nature of heat transfer processes.
6. Apply heat transfer principles to design and evaluation of simple industrial device.

Subject Content

1. Properties of thermodynamic systems
2. Laws of thermodynamics
3. Concepts of energy, work, heat and entropy
4. Thermodynamic relations
5. Reversible and irreversible processes
6. Power and refrigeration cycles
7. Heat conduction
8. Natural and forced convection
9. Radiation heat transfer
10. Heat exchangers

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	15 minutes (per Quiz)	15	N	Individual
Intra-session exam	1 hour	15	N	Individual

Practical	1000 words (each)	20	N	Individual
Final Exam	2 hours	50	N	Individual

Teaching Periods

MECH 4001 Computational Fluid Dynamics

Credit Points 10

Legacy Code 300999

Coordinator Ming Zhao (https://directory.westernsydney.edu.au/search/name/Ming_Zhao/)

Description This unit introduces students to the fundamentals of computational fluid dynamics. The unit covers the conventional methods for solving the ordinary and partial differential equations. The numerical method for solving the inviscid flow and the viscous flow problems will be introduced. The students learn the application of the commercial software in the engineering problems.

School Eng, Design & Built Env

Discipline Mechanical Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) ELEC 1006 AND
MECH 3007

Assumed Knowledge

Numerical methods, thermal dynamics and fluid mechanics.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Solve flow equations using the basic concepts of Computational Fluid Dynamics;
2. Analyse laminar flow, turbulent flow and heat transfer using numerical method;
3. Apply computational methods to solve simple flow and heat transfer problems;
4. Use commercial CFD software to analyse practical flows.

Subject Content

1. Flow topics governed by ordinary differential equations;
2. Numerical simulation of inviscid fluid flows;
3. Numerical simulation of viscous flows;
4. Heat transfer;
5. CFD modelling using commercial software;
6. Engineering applications of CFD.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	2500 word written report	50	N	Individual

Participation	Students complete the CFD assignment on computers.	5	N	Individual
Practical	written assignment equivalent to 2500 words	45	N	Individual

Prescribed Texts

- Biringen, S 2011, An introduction to computational fluid mechanics by example, 2nd edn, Wiley, Hoboken, N.J.

Teaching Periods

Autumn**Penrith (Kingswood)****Day**

Subject Contact Ming Zhao (https://directory.westernsydney.edu.au/search/name/Ming_Zhao/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH4001_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd**Day**

Subject Contact Ming Zhao (https://directory.westernsydney.edu.au/search/name/Ming_Zhao/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH4001_22-AUT_PS_D#subjects)

Sydney City Campus - Term 2**Sydney City****Day**

Subject Contact Peter Lendrum (https://directory.westernsydney.edu.au/search/name/Peter_Lendrum/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH4001_22-SC2_SC_D#subjects)

MECH 4002 Computer Aided Engineering

Credit Points 10

Legacy Code 301000

Coordinator Leo Zhang (https://directory.westernsydney.edu.au/search/name/Leo_Zhang/)

Description This unit describes the basics and fundamentals of computer aided engineering focusing on the advanced topics of finite element methods, which is a powerful numerical tool for analysing a wide range of engineering problems. Through applied projects students will apply the finite element method (FEM)-based computer aided engineering (CAE) and its applications in the fields of solid mechanics, fluid mechanics, thermodynamics and heat transfer and product design and development as well. The development of students' academic skills in research and communication are also achieved through the completion of FEM-based CAE projects.

School Eng, Design & Built Env

Discipline Mechanical Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) ENGR 3020

Learning Outcomes

On successful completion of this subject, students should be able to:

- Apply the basic and fundamental principles of finite element method on solving typical engineering problems with aids from computer modelling and simulation
- Investigate and explain boundary conditions, mesh generation, error control and other practical considerations in finite element models for conducting finite element analyses for different types of problems
- Implement finite element method into design process for optimal solution
- Apply commonly-used finite element programs to solve practical engineering problems in solid mechanics
- Apply commonly-used finite element programs to solve practical engineering problems in fluid mechanics and thermodynamics and heat transfer

Subject Content

Review on fundamentals of finite element method
3-D finite element methods (solid, shell and plate elements)
Boundary conditions, mesh generation, error control and other practical considerations
Finite element analysis on Solid Mechanics Problems (Linear and Nonlinear Finite Element Analysis)
Finite element analysis on Fluid Mechanics Problems
Finite element analysis on Heat Transfer Problems
FEA-based design optimisation
Computer aided engineering and product design and development

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Numerical Problem Solving	3 × approximately 1000 words each	30	N	Individual
Practical	4 × approximately 1,000 words each	20	N	Individual
Quiz	1 hour (per Quiz)	15	N	Individual
Presentation	3 minutes (presentation) 8,000-10,000 words	35	Y	Both (Individual & Group)

Teaching Periods

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH4002_22-SC1_SC_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Richard Yang ([https://directory.westernsydney.edu.au/search/name/Richard Yang/](https://directory.westernsydney.edu.au/search/name/Richard%20Yang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH4002_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Leo Zhang ([https://directory.westernsydney.edu.au/search/name/Leo Zhang/](https://directory.westernsydney.edu.au/search/name/Leo%20Zhang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH4002_22-SPR_PS_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH4002_22-SC3_SC_D#subjects)

MECH 4003 Mobile Robotics

Credit Points 10

Legacy Code 300043

Coordinator Gu Fang ([https://directory.westernsydney.edu.au/search/name/Gu Fang/](https://directory.westernsydney.edu.au/search/name/Gu%20Fang/))

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

School Eng, Design & Built Env

Discipline Mechanical and Industrial Engineering and Technology, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) ENGR 1018

Restrictions Successful completion of 160 credit points

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe and classify the different types of mechanical structures of mobile robots.
2. Examine the issues of localisation in mobile robots.
3. Examine and apply the map building and path planning techniques used in mobile robotics
4. Evaluate various sensors and assess their applications in mobile robots

Subject Content

Mechanics of Mobile robots

Localisation, map-building and path planning

Sensors and sensing techniques.

Actuators for mobile robots

Recent development in mobile robots

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Applied Project	30 hours	60	N	Both (Individual & Group)
Practical	30 minutes for each lab session	16	N	Individual
Quiz	30 minutes each	24	N	Individual

Teaching Periods

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH4003_22-SC1_SC_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Gu Fang ([https://directory.westernsydney.edu.au/search/name/Gu Fang/](https://directory.westernsydney.edu.au/search/name/Gu%20Fang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH4003_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Gu Fang ([https://directory.westernsydney.edu.au/search/name/Gu Fang/](https://directory.westernsydney.edu.au/search/name/Gu%20Fang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH4003_22-SPR_PS_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH4003_22-SC3_SC_D#subjects)

MECH 4004 Robotics

Credit Points 10

Legacy Code 300056

Coordinator Gu Fang ([https://directory.westernsydney.edu.au/search/name/Gu Fang/](https://directory.westernsydney.edu.au/search/name/Gu%20Fang/))

Description The aim of this unit is to develop an understanding of the basic concepts involved in Robotics. The kinematics, dynamics, control and sensing aspects in robotics will be introduced. In addition, the concepts of artificial intelligence (AI) and their applications in robotics will also be introduced. There will be considerable use of MATLAB in the unit.

School Eng, Design & Built Env

Discipline Mechanical and Industrial Engineering and Technology, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) MECH 3004

Restrictions Successful completion of 200 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. analyse and develop mathematical models of a robot.
2. design suitable controllers for robot systems.
3. understand the use of sensors in robots.
4. appreciate the fundamental aspects of artificial neural networks and fuzzy logic systems.
5. undertake the design and implementation of artificial intelligence in robot applications.
6. Effectively communicate their results via professional report writing.
7. Work as a team to complete different learning tasks that include lab experiments and team assignments.

Subject Content

Robot kinematics and dynamics
 Robot trajectory planning and control
 Robot sensing
 Artificial neural networks
 Fuzzy logic control
 Recent developments in robotics

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Task	10 A4 pages each (Part A and C) 15 pages Report (Part B) About 350 words each page	50	N	Both (Individual & Group)
Practical	3 hours per practical	10	N	Both (Individual & Group)
Final Exam	2 hours	40	N	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Gu Fang ([https://directory.westernsydney.edu.au/search/name/Gu Fang/](https://directory.westernsydney.edu.au/search/name/Gu%20Fang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH4004_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Gu Fang ([https://directory.westernsydney.edu.au/search/name/Gu Fang/](https://directory.westernsydney.edu.au/search/name/Gu%20Fang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH4004_22-AUT_PS_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Peter Lendrum ([https://directory.westernsydney.edu.au/search/name/Peter Lendrum/](https://directory.westernsydney.edu.au/search/name/Peter%20Lendrum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH4004_22-SC2_SC_D#subjects)

Advanced Engineering Thesis 1: Preliminary Investigations

Credit Points 10

Legacy Code 300969

Coordinator Kejun Dong ([https://directory.westernsydney.edu.au/search/name/Kejun Dong/](https://directory.westernsydney.edu.au/search/name/Kejun%20Dong/))

Description Advanced Engineering Thesis 1 - Preliminary Investigations unit consists of a research project designed and implemented under the direction of an academic supervisor and research mentor. This unit is the culmination of studies for students who have completed their first three years of an undergraduate degree and provides substantial training in Preliminary Investigations. Under staff supervision, students are allocated a particular topic for their research, design their own programme of research, and perform the research. The emphasis of this unit is on the application of research knowledge gained in other units to the practical conduct of the individual research project. This unit provides final year Advanced engineering students with the

opportunity to undertake research on a specialist topic within their Key Program of undergraduate study.

School Eng, Design & Built Env

Discipline Mechanical Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Research Proposal	15-20 pages.	35	N	Individual
Progress Report	30-40 pages.	65	Y	Individual

Teaching Periods

Advanced Engineering Thesis 2: Detailed Investigations

Credit Points 10

Legacy Code 300970

Coordinator Kejun Dong ([https://directory.westernsydney.edu.au/search/name/Kejun Dong/](https://directory.westernsydney.edu.au/search/name/Kejun%20Dong/))

Description Advanced Engineering Thesis 2 - Detailed Investigations unit consists of a research project designed and implemented under the direction of an academic supervisor and research mentor. This unit is the culmination of studies for students who have completed their first three years of an undergraduate degree and provides substantial training in detailed Investigations. Under staff supervision, students are allocated a particular topic for their research, design their own programme of research, and perform the research. The emphasis of this unit is on the application of research knowledge gained in other units and in Engineering Thesis 1 - Preliminary Investigations to the practical conduct of the individual research project. This unit provides final year Advanced engineering students with the opportunity to undertake research on a specialist topic within their Key Program of undergraduate study.

School Eng, Design & Built Env

Discipline Mechanical Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) MECH 4005

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Oral Presentation	Students are required to conduct a 20 minutes oral presentation during mid-semester break	20	N	Individual
Research Paper	8 pages in journal paper format.	15	N	Individual
Major Written Thesis	60-80 pages.	65	Y	Individual

Teaching Periods

MECH 7001 Advanced Computational Fluid Dynamics

Credit Points 10

Legacy Code 301023

Coordinator Ming Zhao ([https://directory.westernsydney.edu.au/search/name/Ming Zhao/](https://directory.westernsydney.edu.au/search/name/Ming%20Zhao/))

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

School Eng, Design & Built Env

Discipline Mechanical Engineering

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program

Assumed Knowledge

Finite element methods, Thermal dynamics and Fluid mechanics.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Solve flow equations using numerical methods;
2. Analyse laminar flow, turbulent flow and heat transfer using CFD;
3. Design computer code for simulating flow problems;
4. Apply computational methods to solve simple flow and heat transfer problems;
5. Analyse practical flows using commercial CFD software.

Subject Content

1. Numerical methods for in viscid fluid flows;
2. Numerical methods for vicious flows;
3. Heat transfer;
4. Numerical stability analysis;
5. CFD modelling using commercial software;

6. Engineering applications of CFD.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	3000 word written report	35	N	Individual
Practical	3000 word written report	35	N	Individual
Quiz	1 hour	30	N	Individual

Prescribed Texts

- Biringer, S & Chow, C-Y 2011, An introduction to computational fluid mechanics by example, 2nd edn, Wiley, Hoboken, N.J.

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Ming Zhao (https://directory.westernsydney.edu.au/search/name/Ming_Zhao/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH7001_22-AUT_PC_D#subjects)

MECH 7002 Advanced Computer Aided Engineering

Credit Points 10

Legacy Code 301022

Coordinator Richard Yang (https://directory.westernsydney.edu.au/search/name/Richard_Yang/)

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

School Eng, Design & Built Env

Discipline Mechanical Engineering

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

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

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

- apply the basic and fundamental principles of finite element method on solving typical engineering problems with aids from computer modelling and simulation;
- investigate and explain boundary conditions, mesh generation, error control and other practical considerations in finite element models for conducting finite element analyses for different types of problems;
- implement finite element method into design process for optimal solution;
- apply commonly-used finite element programs to solve practical engineering problems in the following fields: a. Solid mechanics b. Flumechanics c. Thermodynamics and heat transfer d. Optimisation design e. Product design and development

Subject Content

- Review on fundamentals of finite element method
- Finite element methods (spring, bar, beam, solid, shell and plate elements)
- Boundary conditions, mesh generation, error control and other practical considerations
- Finite element analysis on Solid Mechanics Problems (Linear and Nonlinear Finite Element Analysis)
- Finite element analysis on Fluid Mechanics Problems
- Finite element analysis on Thermodynamics and Heat Transfer Problems
- FEA-based design optimisation
- Computer aided engineering and product design and development

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Tutorial Assignments	3 x approx. 6 pages each	30	N	Individual
Four Lab Reports	4 x approx. 5 pages each	20	N	Individual
CAE Project	15-min oral presentation conducted in class and marked individually (5%) and CAE project report marked as group work(30%)	35	Y	Individual
Two Quizzes	1 hour each including ten minutes reading time	15	N	Individual

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Richard Yang ([https://directory.westernsydney.edu.au/search/name/Richard Yang/](https://directory.westernsydney.edu.au/search/name/Richard%20Yang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH7002_22-SPR_PC_D#subjects)

MECH 7003 Advanced Dynamic Systems

Credit Points 10

Legacy Code 301019

Coordinator Helen Wu ([https://directory.westernsydney.edu.au/search/name/Helen Wu/](https://directory.westernsydney.edu.au/search/name/Helen%20Wu/))

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

School Eng, Design & Built Env

Discipline Mechanical Engineering

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Use Virtual work to determine the equilibrium position of a mechanism
2. Analyse the three-dimensional kinematics and kinetics of a rigid body
3. Model a real world system as a collection of simple mechanical components
4. Determine the response to free and forced vibrations using standard differential methods or Laplace transforms
5. Balance a rotating disk to reduce vibrations according to standards
6. Analyse vibration isolation systems and measurement systems
7. Verify the theory presented in the lectures by taking the measurements in the real world and use them for verification purposes

Subject Content

1. Virtual work and potential energy method
2. Three-dimensional kinematics and kinetics of a rigid body
3. Modelling a real world system and determining the equations of motion for mechanical systems
4. Response to free and forced vibrations
5. Balancing a rotating disk
6. Vibration isolation
7. Vibration measurement

8. Using Laplace transforms to determine the response to impulse and step forces.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Final Exam	2 hours	50	N	Individual
Quiz	4 x 1 hour	20	N	Individual
Report	10 pages	20	N	Individual
Practical	2 times x 3 hours each	10	N	Individual

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Helen Wu ([https://directory.westernsydney.edu.au/search/name/Helen Wu/](https://directory.westernsydney.edu.au/search/name/Helen%20Wu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH7003_22-AUT_PC_D#subjects)

MECH 7004 Advanced Mobile Robotics

Credit Points 10

Legacy Code 301020

Coordinator Gu Fang ([https://directory.westernsydney.edu.au/search/name/Gu Fang/](https://directory.westernsydney.edu.au/search/name/Gu%20Fang/))

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

School Eng, Design & Built Env

Discipline Mechanical And Industrial Engineering And Technology

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Classify and model different types of mechanical structures of mobile robots.
2. Examine and solve issues of localisation in mobile robots.

3. Examine and apply the map building and path planning techniques used in mobile robotics
4. Evaluate various sensors and assess their applications in mobile robots

Subject Content

1. Mechanics of Mobile robots
2. Localisation, map-building and path planning
3. Sensors and sensing techniques.
4. Recent development in mobile robots

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Lab	3x 2hrs	20	N	Individual
In class Quiz	3x0.5hr	30	N	Individual
Group Project Report is (no more than 3 students in each group)	limited to 15 pages max.	30	N	Both (Individual & Group)
Individual Project	Report is limited to 15 pages max.	20	N	Individual

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Gu Fang ([https://directory.westernsydney.edu.au/search/name/Gu Fang/](https://directory.westernsydney.edu.au/search/name/Gu%20Fang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH7004_22-SPR_PC_D#subjects)

MECH 7005 Advanced Robotics

Credit Points 10

Legacy Code 300599

Coordinator Gu Fang ([https://directory.westernsydney.edu.au/search/name/Gu Fang/](https://directory.westernsydney.edu.au/search/name/Gu%20Fang/))

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

School Eng, Design & Built Env

Discipline Mechanical and Industrial Engineering and Technology, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Incompatible Subjects LGYA 5817 - Advanced Robotics LGYA 5833 - Mobile Robotic Systems

Restrictions

Students must be enrolled in a postgraduate program

Assumed Knowledge

Some Knowledge of MATLAB/Simulink.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse and develop mathematical models of an industrial robot.
2. Design advanced controllers for robot systems.
3. Analyse and apply sensors in robots.
4. Design and implement artificial intelligence in robot applications.

Subject Content

1. Robot kinematics
2. Robot dynamics
3. Robot trajectory planning
4. Robot controller design
5. Sensing in robotics
6. Artificial neural networks and fuzzy logic and their applications in robotics

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	No more than 3 pages for each lab.	20	N	Individual
Numerical Problem Solving	no more than 10 pages	20	N	Individual
Professional Task	No more than 15 pages	30	N	Individual
Professional Task	No more than 15 pages	30	N	Group

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Gu Fang ([https://directory.westernsydney.edu.au/search/name/Gu Fang/](https://directory.westernsydney.edu.au/search/name/Gu%20Fang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH7005_22-AUT_PC_D#subjects)

MECH 7006 Advanced Thermal and Fluid Engineering

Credit Points 10

Legacy Code 301021

Coordinator Mariam Darestani ([https://directory.westernsydney.edu.au/search/name/Mariam Darestani/](https://directory.westernsydney.edu.au/search/name/Mariam%20Darestani/))

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

School Eng, Design & Built Env

Discipline Mechanical Engineering

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply fundamental knowledge of fluid kinematics and dynamics to solve problems in the fluid engineering.
2. Apply the energy equation to solve the energy and mass flow.
3. Analyse the thermodynamics process and heat transfer of a system.
4. Apply heat transfer principles to the design and evaluation of industrial device.
5. Evaluate heat engine and refrigeration cycles using the thermodynamics principles.

Subject Content

1. Fluid statics and kinematics
2. Steady incompressible flow in pressurised pipe system
3. Forces on bodies immersed in fluid flow
4. Laws of thermodynamics
5. Energy analysis
6. Fundamental mechanisms of heat transfer

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Practical report 1	2500-word practical report	25	N	Individual
Practical report 2	2500-word written report	25	N	Individual
Mid-term in-class quiz	1-hour closed book	25	N	Individual
End-term quiz	1-hour closed book	25	N	Individual

Prescribed Texts

- C'engel, YA, Cimbala, JM & Turner, RH 2012, Fundamentals of thermal-fluid sciences, 4th edn, McGraw-Hill Higher Education, Boston.

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Mariam Darestani ([https://directory.westernsydney.edu.au/search/name/Mariam Darestani/](https://directory.westernsydney.edu.au/search/name/Mariam%20Darestani/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH7006_22-SPR_PC_D#subjects)

MECH 7007 Mechanical System Design

Credit Points 10

Legacy Code 301018

Coordinator Richard Yang ([https://directory.westernsydney.edu.au/search/name/Richard Yang/](https://directory.westernsydney.edu.au/search/name/Richard%20Yang/))

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

School Eng, Design & Built Env

Discipline Mechanical Engineering

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

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

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply the concepts of machine design in devising machine components design
2. Recognise standard engineering formats of representing machine parts
3. Apply governing standards guiding mechanical design to interpret and evaluate mechanical component and system design

4. Apply the design process towards an applied end
5. Examine the typical design process using basics of main machine components and bearing design and their selection
6. Apply principles of stress analysis for sizing of machine components and systems engineering approaches to perform a mechanical system design overall
7. Practise design alternatives to enhance CAD skills using commercial software
8. Conduct mechanical design in a team working environment

Subject Content

1. Nature of Mechanical System Design and Systems Engineering
2. Machine Component Design I - Chain Drives, Belt Drives, and Gears
3. Machine Component Design II - Shaft, Keys, Couplings and Seals
4. Machine Component Design III - Machine Frames, Bolted Connection and Welded Joints
5. Systems Engineering Design I - Systems Engineering Landscape and Structure of Complex Systems
6. Systems Engineering Design II - The System Development Process and Systems Engineering Management
7. Systems Engineering Design III - Systems Engineering Management
8. Systems Engineering Design IV - Concept Development
9. Systems Engineering Design V - Engineering Development
10. Systems Engineering Design VI - Post Development

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short Answer	3 x approx. 6 pages each	30	N	Individual
Log/ Workbook	4 x approx. 5 pages each	20	N	Individual
Report	15-min oral presentation conducted in class and marked individually (10%) and design project report marked as group work (30%)	40	Y	Group
Quiz	1 hour each including ten minutes reading time	10	N	Individual

Prescribed Texts

- Mott, RL 2013, Machine elements in mechanical design, 5th edn, Pearson, Boston.
- Kossiakoff, Alexander; Sweet, William N.; Seymour, Sam; Biemer, Steven M., 2011, Systems Engineering : Principles and Practice, 2nd edn., Wiley (ebook, online available)

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Richard Yang ([https://directory.westernsydney.edu.au/search/name/Richard Yang/](https://directory.westernsydney.edu.au/search/name/Richard%20Yang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH7007_22-AUT_PC_D#subjects)

MECH 7008 Mechatronic System Design

Credit Points 10

Legacy Code 300600

Coordinator Richard Yang ([https://directory.westernsydney.edu.au/search/name/Richard Yang/](https://directory.westernsydney.edu.au/search/name/Richard%20Yang/))

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

School Eng, Design & Built Env

Discipline Mechanical and Industrial Engineering and Technology, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Incompatible Subjects LGYA 6106 - Servo Systems Design (PG) LGYA 5832 - Mechatronic System Design

Restrictions

Students must be enrolled in a postgraduate program

Assumed Knowledge

Equivalent Bachelor of Engineering degree.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Design machine elements, such as shafts, bearings, brake, gears & clutches.
2. Design of a mechatronic system.
3. Design and analyse fluid power servo systems
4. Compare available equipment and select suitable components for the designed system.
5. Design an integrated mechatronic system in a team project-based environment

Subject Content

Shaft, bearing and gear analysis and design.

Belt drives, shaft, clutches, brakes, coupling and motor systems.

Pneumatic and hydraulic equipment and circuits.

Feedback loops and equipment selection.

Project based design of an integrated mechanical system including selection of suitable components.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Tutorial Assignments X 4	4 X Tutorial Assignments (7.5% each)	30	N	Individual
Computer Lab Workbooks X 4	4 X Lab Workbooks (5% each) Finish lab workbooks within 2 hour practical sessions	20	N	Individual
Design Project: Report and Presentation	3,000 words (Report 25%) and 15 minutes (Presentation 5%)	30	Y	Group
Quizzes X 2	2 X Quizzes (10% each) 1 hour each	20	N	Individual

Prescribed Texts

- Boundy, AW 2012, Engineering drawing, 8th edn, McGraw-Hill, Sydney, N.S.W.
- Mott, RL, Vavrek, EM & Wang, J 2018, Machine elements in mechanical design, 6th edn, Pearson/Prentice Hall, Upper Saddle River, N.J

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Richard Yang ([https://directory.westernsydney.edu.au/search/name/Richard Yang/](https://directory.westernsydney.edu.au/search/name/Richard%20Yang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH7008_22-SPR_PC_D#subjects)

MECH 9001 Higher Degree Research Thesis - Engineering (Industrial Design)

Credit Points 20

Legacy Code 800063

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Eng, Design & Built Env

Discipline Industrial Engineering

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH9001_22-RQ1_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH9001_22-RQ1_PS_D#subjects)

Research Quarter 2

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH9001_22-RQ2_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH9001_22-RQ2_PS_D#subjects)

Research Quarter 3

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH9001_22-RQ3_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH9001_22-RQ3_PS_D#subjects)

Research Quarter 4

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH9001_22-RQ4_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH9001_22-RQ4_PS_D#subjects)

MECH 9002 Higher Degree Research Thesis - Engineering (Mechanical)

Credit Points 20

Legacy Code 800185

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Eng, Design & Built Env

Discipline Mechanical Engineering

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH9002_22-RQ1_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH9002_22-RQ1_PS_D#subjects)

Research Quarter 2

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH9002_22-RQ2_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH9002_22-RQ2_PS_D#subjects)

Research Quarter 3

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH9002_22-RQ3_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH9002_22-RQ3_PS_D#subjects)

Research Quarter 4

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH9002_22-RQ4_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MECH9002_22-RQ4_PS_D#subjects)

MEDI 0001 Medicine Exchange Unit 1

Credit Points 10

Legacy Code 900611

Coordinator Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

School Administrative

Discipline Medical Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 3 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Autumn

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI0001_22-AUT_EX_X#subjects)

Quarter 2

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI0001_22-Q2_EX_X#subjects)

Quarter 3

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI0001_22-Q3_EX_X#subjects)

Quarter 4

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI0001_22-Q4_EX_X#subjects)

MEDI 0002 Medicine Exchange Unit 2

Credit Points 10

Legacy Code 900612

Coordinator Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

School Administrative

Discipline Medical Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 3 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Autumn

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI0002_22-AUT_EX_X#subjects)

Quarter 2

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI0002_22-Q2_EX_X#subjects)

Quarter 3

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI0002_22-Q3_EX_X#subjects)

Quarter 4

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI0002_22-Q4_EX_X#subjects)

MEDI 0003 Medicine Exchange Unit 3

Credit Points 10

Legacy Code 900613

Coordinator Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

School Administrative

Discipline Medical Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 3 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Autumn

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI0003_22-AUT_EX_X#subjects)

Quarter 2

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI0003_22-Q2_EX_X#subjects)

Quarter 3

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI0003_22-Q3_EX_X#subjects)

Quarter 4

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI0003_22-Q4_EX_X#subjects)

MEDI 0004 Medicine Exchange Unit 4

Credit Points 10

Legacy Code 900614

Coordinator Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

School Administrative

Discipline Medical Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 3 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Autumn

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI0004_22-AUT_EX_X#subjects)

Quarter 2

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI0004_22-Q2_EX_X#subjects)

Quarter 3

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI0004_22-Q3_EX_X#subjects)

Quarter 4

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI0004_22-Q4_EX_X#subjects)

MEDI 0005 Medicine Exchange Unit 5

Credit Points 10

Legacy Code 900615

Coordinator Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

School Administrative

Discipline Medical Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 3 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Autumn

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI0005_22-AUT_EX_X#subjects)

Quarter 2

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI0005_22-Q2_EX_X#subjects)

Quarter 3

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI0005_22-Q3_EX_X#subjects)

Quarter 4

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI0005_22-Q4_EX_X#subjects)

MEDI 1002 Foundations of Medicine 1

Credit Points 40

Legacy Code 400861

Coordinator Ritesh Raju ([https://directory.westernsydney.edu.au/search/name/Ritesh Raju/](https://directory.westernsydney.edu.au/search/name/Ritesh%20Raju/))

Description This is a 80 credit point year-long subject taken over two terms (40 credit points in each term). This subject integrates the foundational sciences with clinical skills. Students learn the structure and function of the human body, particularly, whole body organisation, basic anatomy, nutrition and metabolism, function and pathology of the gastrointestinal system (including liver), cardiovascular system and respiratory system. In addition, students will gain an understanding of health psychology, patient experience, the medical system, identifying risk, errors in medical practice, managing error and basic procedures such as hand washing. A particular focus will be the communities that make up Greater Western Sydney. Students will also participate in clinical tutorials and will gain skills in history taking and communication in Session 1H and skills in history and examination of the gastrointestinal tract, cardiovascular system and respiratory systems during Session 2H. The subject outline is available from the link on the left-hand menu.

School Medicine

Discipline General Medicine

Student Contribution Band HECS Band 3 40cp

Level Undergraduate Level 1 subject

Restrictions Students must be enrolled in 4641 Bachelor of Medicine, Bachelor of Surgery or 4647 Bachelor of Medical Research.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Patient Care
2. Health in the Community
3. Personal and professional development
4. Scientific basis of medicine

Subject Content

1. The major objectives are to gain an integrated understanding of the structure and function of the human body. This will be addressed at the levels of organ systems, tissues, cells and molecules. The scientific basis of the following topics will be discussed: whole body organisation including basic anatomy, roles of the major organ systems, functional organisation of cells and their specific organelles, characteristics of specialised cells, structure-function characteristics of major biological molecules including carbohydrates, lipids, proteins, enzymes and DNA, the biochemical basis of complex processes such as homeostasis, reproduction and inheritance, growth and development, defence against infectious agents, pathological changes, ageing and death.
2. The unit then examines nutrition and metabolism before exploring the structure, function and pathology of the gastrointestinal system (including liver), cardiovascular system and respiratory system.
3. In the Personal and Professional Development (PPD) stream there is a focus on developmental psychology, the patient experience, the doctor, human interactions, the human in context and the healthcare system.
4. Population health will focus on Evidence Based Medicine in sessions 1 and 2.
5. Introduction to Clinical Medicine will cover generic history taking and communication skills in semester 1 and skills in history and examination of the gastrointestinal tract, cardiovascular system and respiratory systems during semester 2.

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short Answer	2 hours	18	N	
Multiple Choice	2 hours	18	N	
Multiple Choice	1 hr	0	N	
Multiple Choice	1 hr	0	N	
Quiz	Compiled throughout 1H and 2H	4	N	
Essay	Compiled throughout 1H	S/U	Y	
Participation	Participation throughout 1H	S/U	Y	
Quiz	30 minutes	S/U	Y	
Professional Placement performance	Throughout 1H	S/U	Y	
Practical Exam	45 minutes	10	Y	
Short Answer	2hrs	22	N	
Multiple Choice	2 hours	22	N	
Multiple Choice	1 hr	0	N	
Multiple Choice	1 hr	0	N	
Multiple Choice	1 hr	0	N	
Critical Review	200 words throughout 2H	6	N	
Reflection	500 words	S/U	Y	
Applied Project	Compiled throughout 2H	S/U	Y	
Participation	Throughout 2H	S/U	Y	
quiz	30 minutes	S/U	Y	
Professional Placement performance	Throughout placement in 2H	S/U	Y	
Participation	Throughout Subject	S/U	Y	
Professional Task	2 hours	S/U	Y	

Learning Contract	Throughout Subject	S/U	Y

Prescribed Texts

- The MBBS is an integrated 5 year professional entry program which emphasizes life-long and self-directed learning. Accordingly, there are no prescribed textbooks for subjects in the MBBS program. A list of recommended textbooks is available in the subject Learning Guide.

Teaching Periods

1st Half

Campbelltown

Day

Subject Contact Rachael Brown ([https://directory.westernsydney.edu.au/search/name/Rachael Brown/](https://directory.westernsydney.edu.au/search/name/Rachael%20Brown/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI1002_22-1H_CA_D#subjects)

2nd Half

Campbelltown

Day

Subject Contact Rachael Brown ([https://directory.westernsydney.edu.au/search/name/Rachael Brown/](https://directory.westernsydney.edu.au/search/name/Rachael%20Brown/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI1002_22-2H_CA_D#subjects)

MEDI 1004 Clinical Sciences 1

Credit Points 40

Legacy Code 401276

Coordinator Ritesh Raju ([https://directory.westernsydney.edu.au/search/name/Ritesh Raju/](https://directory.westernsydney.edu.au/search/name/Ritesh%20Raju/))

Description This is a 80 credit point year-long subject taken over two terms (40 credit points in each term). Foundational learning for medicine is provided in this yearlong subject that integrates the biomedical sciences through the use of authentic clinical scenarios. Small group problem based learning and bedside teaching with patients, scaffolded by lectures, tutorials and practicals cover each of the body systems in turn, so that students are well prepared for clinical learning. Students will also learn about the human context of health and disease, medical professionalism, the quality and safety of healthcare, evidence based practice, research and clinical skills through community visits, hospital based sessions and workshops. The Professional Portfolio component within this unit will provide students in the Doctor of Medicine (MD) program with the means to monitor and support their acquisition of professional competencies in medicine. Supported by teaching sessions, learning resources and Professional Advisors, students will collate and review evidence of their learning, such as clinical assessments and case studies, preparatory work and outcomes from research and scholarly projects. By identifying and addressing their learning and professional development needs, students will create their own personalised learning journey as the basis for life-long learning in medicine. The Professional Portfolio will also prepare students for the portfolios used extensively in post graduate specialty training in medicine. The subject outline is available from the link on the left-hand menu.

School Medicine

Discipline General Medicine

Student Contribution Band HECS Band 3 40cp

Level Undergraduate Level 1 subject

Incompatible Subjects MEDI1 1002 Foundations of Medicine 1

Restrictions Students must be enrolled in 4758 - Doctor of Medicine (MD)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Patient Care
2. Health in the Community
3. Personal and professional development
4. Scientific basis of medicine

Subject Content

Patient Care

????????? Communicating with patients, carers, families and healthcare professionals

????????? Practical skills in history taking, physical examination

????????? Diagnostic and clinical problem formulation

Health in the Community

????????? Determinants of health and illness in communities and populations

????????? Understanding health needs of diverse communities, the social and cultural context of health, illness and healthcare

????????? Aboriginal and Torres Strait Islander health

????????? Disease prevention and health promotion

Professional and Personal Development

????????? Medical professionalism, professional standards and codes of conduct, legal obligations of students and medical practitioners

????????? Identifying and addressing own learning and personal needs

????????? Quality and safety of health care

????????? Self-evaluation and critical reflection on learning

Scientific Basis of Medicine

. Demonstration of an understanding of the body as a complex, adaptive biological system

????????? Application of the biomedical, social and psychological sciences to clinical and health problems

????????? Information skills and academic literacy

????????? Evidence based practice and research skills

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short Answer	2 hrs	18	N	
Multiple Choice	2 hrs	18	N	
Multiple Choice	1 hr	0	N	

Multiple Choice	1 hr	0	N
Quiz	Compiled throughout 1H and 2H	4	N
Essay	Compiled throughout 1H	S/U	Y
Participation	Evaluation of student engagement during semester 1H	S/U	Y
Quiz	30 minutes	S/U	Y
Portfolio	Portfolio interview with professional advisor 20 min	S/U	Y
Professional Placement Performance	Throughout 1H	S/U	Y
Practical Exam	45 minutes	10	Y
Short Answer	2 hrs	22	N
Multiple Choice	2 hrs	22	N
Multiple Choice	1 hr	0	N
Multiple Choice	1 hr	0	N
Multiple Choice	1 hr	0	N
Critical Review	2000 words	6	N
Reflection	500 words	S/U	Y
Applied Project	Compiled throughout 2H	S/U	Y
Participation	Evaluation of student engagement during semester	S/U	Y
Quiz	30 minutes	S/U	Y
Professional Placement Performance	Throughout placement in 2H	S/U	Y
Portfolio	Portfolio interview with professional advisor 20 min	S/U	Y
Participation	Throughout Unit See part I	S/U	Y
Professional task	2 hrs	S/U	Y

Learning Contract	Throughout Subject	S/U	Y
-------------------	--------------------	-----	---

Prescribed Texts

- The WSU MD is an integrated 5 year professional entry program which emphasizes life-long and self-directed learning. Accordingly, there are no prescribed textbooks for subjects in the MD program. A list of recommended textbooks is available in the subject Learning Guide.

Teaching Periods

1st Half

Campbelltown

Day

Subject Contact Ritesh Raju ([https://directory.westernsydney.edu.au/search/name/Ritesh Raju/](https://directory.westernsydney.edu.au/search/name/Ritesh%20Raju/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI1004_22-1H_CA_D#subjects)

2nd Half

Campbelltown

Day

Subject Contact Ritesh Raju ([https://directory.westernsydney.edu.au/search/name/Ritesh Raju/](https://directory.westernsydney.edu.au/search/name/Ritesh%20Raju/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI1004_22-2H_CA_D#subjects)

MEDI 2002 Foundations of Medicine 2

Credit Points 40

Legacy Code 400862

Coordinator Neeshaan Abrahams ([https://directory.westernsydney.edu.au/search/name/Neeshaan Abrahams/](https://directory.westernsydney.edu.au/search/name/Neeshaan%20Abrahams/))

Description This is a 80 credit point year-long subject taken over two terms (40 credit points in each term). This subject integrates the biomedical sciences with clinical skills. Students continue to build their knowledge of the structure and function of the human body, particularly: renal, musculoskeletal, neuroscience, reproduction and development, endocrinology, infectious disease, immunology and cancer. In addition, students will gain an understanding of the human context of health and disease, global health, medical professionalism, the quality and safety of healthcare, evidence based practice and research skills. On clinical days, students will participate in bedside tutorials to further develop their skills in history and examination of body systems and will also learn how to carry out basic clinical procedures. The subject outline is available from the link on the left-hand menu.

School Medicine

Discipline General Medicine

Student Contribution Band HECS Band 3 40cp

Level Undergraduate Level 2 subject

Pre-requisite(s) MEDI 1002

Incompatible Subjects MEDI 2003 - Clinical Sciences 2

Restrictions Students must be enrolled in 4641 Bachelor of Medicine, Bachelor of Surgery or 4647 Bachelor of Medical Research.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Provides patient centred care as a member of an interdisciplinary team under appropriate supervision: Communication, Patient Assessment, Patient Management
2. Promotes the health and wellbeing of individuals and populations, with particular focus on Greater Western Sydney, rural, regional and Aboriginal and Torres Strait Islander Australia: Determinants of Health & Illness, Health Needs, Health Care Systems, Health Promotion, Indigenous Health
3. Demonstrates and develops professional skills, responsibilities and attitudes: Ethical Practice, Teamwork, Learning and Teaching, Personal Needs, Medical humanities
4. Develops and applies a sound understanding of the scientific foundations (social, basic and clinical) of medical practice: Applies Science to Practice, Uses Evidence, Research

Subject Content

1. The Scientific Basis of Medicine integrates understanding of the structure and function of the human body. This will be addressed at the level of organ systems, tissues, cells and molecules. The scientific basis of the following topics will be discussed: renal system, musculoskeletal system, neuroscience, reproduction and development, endocrinology, infectious disease, immunology and cancer.
2. In the Personal Professional and Development (PPD) stream there is a focus on medical professionalism, professional standards and codes of conduct, legal obligations of students and medical practitioners and identifying and addressing own learning and personal needs
3. Quality and Safety tutorials are part of PPD, looking at identifying risk, the way errors occur in medical practice, managing error as a medical student
4. Population Health will explore statistics, translational research, epidemiology, outbreaks, health promotion and other challenges to public health.
5. Introduction to Clinical Medicine and Clinical Procedural Skills will continue to extend the history and examination of body systems and will introduce students to clinical procedures.

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Practical Exam	40 minutes	10	Y	
Short Answer	2 hours	18	N	
Multiple Choice	2 hours	18	N	
Multiple Choice	30 minutes	0	N	

Applied Project	Compiled throughout 1H	S/U	Y
Literature Review	1500 words	4	Y
Quiz	30 minutes	S/U	Y
Participation	Throughout 1H	S/U	Y
Professional Placement Performance	Throughout 1H	S/U	Y
Professional task	6 stations	10	Y
Short Answer	2 hours	17	N
Multiple choice	2 hours	17	N
Multiple choice	???	0	N
Applied Project	Compiled throughout 2H	S/U	Y
Proposal	1500 words	6	Y
Essay	2000 words	S/U	Y
Participation	Throughout 2H	S/U	Y
Professional Placement Performance	Throughout 2H	S/U	Y
Participation	Throughout subject	S/U	Y
Learning Contract	Throughout subject	S/U	Y

Prescribed Texts

- The WSU MBBS is an integrated 5 year professional entry program which emphasizes life-long and self-directed learning. Accordingly, there are no prescribed textbooks for subjects in the MBBS program. A list of recommended textbooks is available in the subject Learning Guide.

Teaching Periods

1st Half

Campbelltown

Day

Subject Contact Neeshaan Abrahams ([https://directory.westernsydney.edu.au/search/name/Neeshaan Abrahams/](https://directory.westernsydney.edu.au/search/name/Neeshaan%20Abrahams/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI2002_22-1H_CA_D#subjects)

2nd Half

Campbelltown

Day

Subject Contact Neeshaan Abrahams ([https://directory.westernsydney.edu.au/search/name/Neeshaan Abrahams/](https://directory.westernsydney.edu.au/search/name/Neeshaan%20Abrahams/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI2002_22-2H_CA_D#subjects)

MEDI 2003 Clinical Sciences 2

Credit Points 40

Legacy Code 401277

Coordinator Neeshaan Abrahams ([https://directory.westernsydney.edu.au/search/name/Neeshaan Abrahams/](https://directory.westernsydney.edu.au/search/name/Neeshaan%20Abrahams/))

Description This is a 80 credit point year-long subject taken over two terms (40 credit points in each term). Foundational learning for medicine is provided in this yearlong subject that integrates the biomedical sciences through the use of authentic clinical scenarios. Small group problem based learning, bedside teaching with patients and procedural skills teaching scaffolded by lectures, tutorials and practicals cover each of the body systems in turn, so that students are well prepared for clinical learning. Students will also learn about the human context of health and disease, medical professionalism, the quality and safety of healthcare, evidence based practice, research and clinical skills through community visits, hospital based-sessions and workshops. The Professional Portfolio component within this subject will provide students in the Doctor of Medicine (MD) program with the means to monitor and support their acquisition of professional competencies in medicine. Supported by teaching sessions, learning resources and Professional Advisors, students will collate and review evidence of their learning, such as clinical assessments and case studies, preparatory work and outcomes from research and scholarly projects. By identifying and addressing their learning and professional development needs, students will create their own personalised learning journey as the basis for life-long learning in medicine. The Professional Portfolio will also prepare students for the portfolios used extensively in post graduate specialty training in medicine.

School Medicine

Discipline General Medicine

Student Contribution Band HECS Band 3 40cp

Level Undergraduate Level 2 subject

Pre-requisite(s) MEDI 1004

Incompatible Subjects MEDI 2002 Foundations of Medicine 2

Restrictions Students must be enrolled in 4758 - Doctor of Medicine (MD)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Patient Care: Provides patient centred care at all stages of care, from pre-pregnancy to end of life
2. Health in the Community: Promotes the health and wellbeing of individuals and populations, with particular focus on Greater Western Sydney, rural, regional and Aboriginal and Torres Strait Islander communities
3. Personal & professional development: Evaluates and continuously develops own personal and professional capabilities, and those of others
4. Scientific basis of medicine: Applies a sound understanding of the biomedical, psychological and social sciences to medical practice

Subject Content

Patient Care

- Communicating with patients, carers, families and healthcare professionals

- Practical skills in history taking, physical examination and procedural skills

- Diagnostic and clinical problem formulation

Health in the Community

- Determinants of health and illness in communities and populations

- Understanding health needs of diverse communities, the social and cultural

context of health, illness and healthcare

- Aboriginal and Torres Strait Islander health

- Disease prevention and health promotion

Professional and Personal Development

- Medical professionalism, professional standards and codes of conduct, legal obligations of students and medical practitioners

- Identifying and addressing own learning and personal needs

- Quality and safety of health care

- Self-evaluation and critical reflection on learning

Scientific Basis of Medicine

- Application of the biomedical, social and psychological sciences to clinical and health problems

- Information skills and academic literacy

- Evidence based practice and research skills

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical Exam	40 minutes	10	Y	
Short Answer	2 hours	18	N	
Multiple choice	2 hours	18	N	
Multiple choice	30 minutes	0	N	
Applied Project	Compiled throughout 1H	S/U	Y	
Literature review	1500 words	4	Y	
Quiz	30 mins	S/U	Y	
Participation	Throughout 1H	S/U	Y	
Professional Placement Performance	Throughout placement in 1H	S/U	Y	
Professional task	6 stations	10	Y	
Short Answer	2 hours	17	N	
Multiple choice	2 hrs	17	N	
Multiple choice	30 minutes	0	N	
Applied Project	compiled throughout 2H	S/U	Y	

Proposal	1500 words	6	Y
Essay	2000 words	S/U	Y
Participation	Throughout 2H	S/U	Y
Professional Placement Performance	Throughout 2H	S/U	Y
Portfolio	1x 20mins interview with professional advisors	S/U	Y
Participation	Throughout unit	S/U	Y
Learning Contract	Throughout unit	S/U	Y

Teaching Periods

1st Half Campbelltown Day

Subject Contact Neeshaan Abrahams ([https://directory.westernsydney.edu.au/search/name/Neeshaan Abrahams/](https://directory.westernsydney.edu.au/search/name/Neeshaan%20Abrahams/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI2003_22-1H_CA_D#subjects)

2nd Half Campbelltown Day

Subject Contact Neeshaan Abrahams ([https://directory.westernsydney.edu.au/search/name/Neeshaan Abrahams/](https://directory.westernsydney.edu.au/search/name/Neeshaan%20Abrahams/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI2003_22-2H_CA_D#subjects)

MEDI 3002 Clinical Assessment Methods

Credit Points 10

Legacy Code 400879

Coordinator Richard Thomas ([https://directory.westernsydney.edu.au/search/name/Richard Thomas/](https://directory.westernsydney.edu.au/search/name/Richard%20Thomas/))

Description This unit is designed to introduce students to basic principles and essential skills of physical examination and diagnostic/laboratory investigation procedures, required for successful approach to diagnosis of health impairment states. Primary contact health practitioners are expected to have sound understanding of disease presentation, techniques of patient interviewing and examination for collection of relevant clinical information as well as the ability to select appropriate laboratory tests and interpret their findings. This unit will also help students to develop fundamental clinical reasoning skills required in the medical decision making process.

School Health Sciences

Discipline Medical Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 3 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BIOS 2029 AND
NATS 1009 AND
NATS 1010

Equivalent Subjects LGYA 7174 - Clinical Diagnosis

Assumed Knowledge

Understanding of human anatomy & physiology and pathophysiology of common impairments of health.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. demonstrate the ability to conduct a patient interview and to take a structured and directed patient history relating to the presenting complaint;
2. demonstrate competency in the physical examination of major body systems;
3. explain and interpret the clinical significance of common symptoms and signs in each system;
4. explain and interpret the results of common laboratory diagnostic investigations;
5. demonstrate the skills required in the clinical reasoning process.

Subject Content

- medical history and interviewing techniques
- techniques for The assessment of vital signs
- common Symptoms and signs of cardiovascular disorders
- cardiovascular assessment
- common Symptoms and signs of pulmonary disorders
- Thoracic and pulmonary assessment
- common Symptoms and signs of gastrointestinal disorders
- Abdominal and gastrointestinal assessment
- common Symptoms and signs of neurologic disorders
- neurologic assessment
- interpretation of common laboratory tests

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case study assignment	2,000 words	20	N	Individual
Written Quiz	1 hour	20	N	Individual
Final Exam (Part A: Written Exam)	2 hours	60	N	Individual
Written Exam (40%); 40% + Part B: Practical Demonstration	exam (40%); Assessment plan 200-300 words + 10 minutes Video + Documentation 200 words			

Teaching Periods

Spring Campbelltown

Day

Subject Contact Richard Thomas ([https://directory.westernsydney.edu.au/search/name/Richard Thomas/](https://directory.westernsydney.edu.au/search/name/Richard%20Thomas/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI3002_22-SPR_CA_D#subjects)

MEDI 3003 Integrated Clinical Rotations 1

Credit Points 40

Legacy Code 400810

Coordinator Scott Mackenzie ([https://directory.westernsydney.edu.au/search/name/Scott Mackenzie/](https://directory.westernsydney.edu.au/search/name/Scott%20Mackenzie/))

Description This is a 80 credit point year-long subject taken over two terms (40 credit points in each term). Integrated Clinical Rotations 1 is the first major clinical year of the MBBS program. It consists of 10 weeks each in Surgery, Medicine and Medicine in Context (MiC), and 5 weeks in Critical Care. Surgery, Medicine and Critical Care attachments will be at Campbelltown, Blacktown, Mt Druitt, Bankstown, Fairfield and Liverpool hospitals. In Surgery and Medicine students spend 5 weeks in each of two sub-specialities. In Critical Care students spend time in Emergency and Anaesthetics Departments. The 10-week MiC attachment is conducted in two 5-week blocks and involves community-based aspects of the health care system including community organisations and general practice. Students also have 3 Conference Weeks; tutorials in clinical communication skills; and undertake an assignment in Evidence-Based Medicine and 3 online Scientific Streams learning modules. The subject outline is available from the link on the left-hand menu.

School Medicine

Discipline General Medicine

Student Contribution Band HECS Band 3 40cp

Level Undergraduate Level 3 subject

Pre-requisite(s) MEDI 2002

Restrictions

Students must be enrolled in 4641 Bachelor of Medicine/Bachelor of Surgery.

Learning Outcomes

On successful completion of this subject, students should be able to:

As years 3-5 of the MBBS program are an integrated whole and students will undertake various aspects of the clinical and community programs asynchronously in any of the three years it is not possible to divide the learning outcomes on a year by year basis, so the overall course learning outcomes are presented below. However, each of the attachments will have their own learning outcomes which will be made explicit to students in Learning Guides.

CURRICULUM THEMES

1. Patient Care

COURSE LEARNING OUTCOMES

Provides patient centred care as a member of an interdisciplinary team under appropriate supervision.

1.1 Communication

1.1.1 Communicates empathically and effectively with patients, families and health care team members to interact, negotiate, learn and foster understanding.
1.1.2 Establishes trusting relationships and communicates sensitively, empathically and effectively, without prejudice, with individuals and families from diverse backgrounds.
1.1.3 Creates and manages communication and information in all media, for example orally, in writing, electronically, by telephone.

1.2 Patient Assessment

1.2.1 Assesses patient health needs, attending to physical, functional, social, cultural and psychological factors.
1.2.2 Gathers a relevant and comprehensive patient history, generating and testing differential diagnoses
1.2.3 Performs an accurate and appropriate clinical examination, testing & refining differential diagnoses
1.2.4 Synthesises clinical findings to develop prioritised differential diagnoses and a comprehensive problem list
1.2.5 Selects, justifies and interprets investigations to evaluate likely diagnoses.

1.3 Patient Management	<p>Develops, implements and monitors a management plan through a process of shared decision making which addresses the patient’s unique medical, psychological and social needs and preferences:</p> <p>1.3.1 Formulates and implements (under supervision) a comprehensive management plan.</p> <p>1.3.2 Ensures that management addresses the patient’s unique psycho-social, functional & cultural needs and preferences.</p> <p>1.3.3 Explores the role of integrative and complementary therapies utilised by patients for their health care.</p> <p>1.3.4 Monitors the effectiveness of management and provides continuity of care throughout the duration of clinical responsibility.</p> <p>1.3.5 Makes timely, informed and rational decisions in circumstances of uncertainty according to best practice.</p> <p>1.3.6 Performs an appropriate range of technical and practical procedures safely and effectively.</p> <p>1.3.7 Prescribes and administers an appropriate range of medications and other therapeutic agents safely and effectively.</p> <p>1.3.8 Recognises, assesses, initiates management and seeks assistance for deteriorating and critically unwell patients who require immediate care.</p>	2.2 Health Needs	<p>2.2.1 Analyses the health needs and priorities of communities and populations, taking into consideration the historical, cultural, social and political forces which impact on health and wellbeing.</p> <p>2.2.2 Evaluates a range of strategies, including patient and population oriented approaches, for illness prevention and management, and health promotion.</p> <p>2.2.3 Demonstrates culturally sensitive communication and effective engagement with diverse communities and populations.</p>
		2.3 Health Care Systems	<p>2.3.1 Explains the roles of health agencies, services and providers and how they interact to provide health care to individuals and populations.</p> <p>2.3.2 Evaluates the effectiveness of health care systems and services in addressing individual and population needs and priorities.</p>
		2.4 Health Promotion	<p>2.4.1 Promotes the health and wellbeing of individual patients and populations within the context of the culture, health status and health needs of the community of which that patient is a member.</p> <p>2.4.2 Articulates the role of advocacy and public policy in promoting and protecting health and preventing disease.</p>
2. Health in the Community	<p>Promotes the health and wellbeing of individuals and populations, with particular focus on Greater Western Sydney, rural, regional and Aboriginal and Torres Strait Islander Australia.</p>	2.5 Indigenous Health	<p>2.5.1 Explains how various factors, including historical, cultural and political, interact to influence the health of the Aboriginal and Torres Strait Islander peoples.</p>
2.1 Determinants of Health & Illness	<p>2.1.1 Evaluates the determinants of health and illness in populations.</p> <p>2.1.2 Explains how health inequities arise from the interplay of biological, socio-economic, behavioural, sociocultural and environmental factors.</p> <p>2.1.3 Discusses and evaluates the major issues and trends confronting global health, their determinants and effects on individuals and populations.</p>	3. Personal and professional development	<p>Demonstrates and develops professional skills, responsibilities and attitudes</p>
		3.1 Ethical Practice	<p>3.1.1 Aware of and adheres to accepted medical professional codes of conduct.</p> <p>3.1.2 Applies ethical principles in professional practice.</p> <p>3.1.3 Displays and reflects on, appropriate professional attitudes and values.</p> <p>3.1.4 Values patient autonomy, privacy and confidentiality.</p> <p>3.1.5 Aware of and complies with legal responsibilities and requirements, and the guidelines of regulatory bodies.</p> <p>3.1.6 Maximises patient safety, ensures quality care, and manages risk and adverse medical outcomes</p>

3.2 Teamwork	3.2.1 Works effectively and cooperatively as a member of a multidisciplinary team and as a member of the health care system.
3.3 Learning & Teaching	3.3.1 Engages in self and peer evaluation, lifelong learning and teaching.
3.4 Personal Needs	3.4.1 Recognises own personal, physical and emotional needs and is aware of the pathways available for assistance.
3.5 Medical humanities	3.5.1 Engages in scholarship of the arts and humanities to interpret the diverse human experience of health, illness and medical care.
4. Scientific basis of medicine	Develops and applies a sound understanding of the scientific foundations (social, basic and clinical) of medical practice.
4.1 Applies Science to Practice	Applies an understanding of the social and biomedical sciences to the assessment and management of the health needs of individuals and populations: <ul style="list-style-type: none"> 4.1.1 Demonstrates an understanding of the body as a complex adaptive biological system. 4.1.2 Applies an understanding of the basic, social and clinical sciences to clinical reasoning. 4.1.3 Explains the underlying mechanisms of health problems. 4.1.4 Explains the underlying mechanisms of investigative and therapeutic measures, including emerging technologies. 4.1.5 Applies an understanding of the psychological and social sciences to interpret health and illness within a social and cultural context.
4.2 Uses Evidence	Seeks, critically appraises and applies best available evidence relevant to health and illness in individuals and populations.
4.3 Research	4.3.1 Takes opportunities to engage in research and scientific endeavour. 4.3.2 Applies an understanding of research rigour by formulating answerable research questions, selecting appropriate study designs, synthesising, critically analysing and disseminating research findings. 4.3.3 Applies an understanding of ethical principles, and relevant guidelines and laws, to the conduct of research

- 3. 10 weeks of Medicine in a hospital practicum
- 4. 10 weeks of Medicine in Context in community-based practicum
- 5. Five weeks of Critical Care in a hospital practicum
- 6. Three Scientific Streams online learning packages (25 hours each)
- 7. One Evidence-Based Medicine project

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website

Subject Content

1. Three Conference Weeks
2. 10 weeks of Surgery in a hospital practicum

- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Placement Performance	1a: 60mins eac 1b: 30mins each	15	Y	
Professional Placement Performance	2a: 60mins each 2b: 30mins each	15	Y	
Professional Placement Performance	60 mins	7.5	Y	
Professional Placement Performance	See subcomponent 4a-1, 4a-2, 4a-3	12.5	Y	
Case Study	5a: 1200 words 5b: 20 mins	S/U	Y	
Quiz	75 hours	S/U	Y	
Short Answer	2 hours	15	Y	
Multiple Choice	2 hours	15	Y	
Professional Task	1 hour 20 mins	20	Y	
Professional Task participation	1 hour 20 mins	S/U	Y	
Learning Contract	Year Long	S/U	Y	
	Year Long	S/U	Y	

Prescribed Texts

- The WSU MBBS is an integrated 5 year professional entry program which emphasizes life-long and self-directed learning. Accordingly, there are no prescribed textbooks for subjects in the MBBS program. A list of recommended textbooks is available in the subject Learning Guide.

Teaching Periods

1st Half Campbelltown

Day

Subject Contact Scott Mackenzie ([https://directory.westernsydney.edu.au/search/name/Scott Mackenzie/](https://directory.westernsydney.edu.au/search/name/Scott%20Mackenzie/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI3003_22-1H_CA_D#subjects)

2nd Half Campbelltown

Day

Subject Contact Scott Mackenzie ([https://directory.westernsydney.edu.au/search/name/Scott Mackenzie/](https://directory.westernsydney.edu.au/search/name/Scott%20Mackenzie/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI3003_22-2H_CA_D#subjects)

MEDI 3004 Medical Research Project

Credit Points 30

Legacy Code 400813

Coordinator Andrew Page ([https://directory.westernsydney.edu.au/search/name/Andrew Page/](https://directory.westernsydney.edu.au/search/name/Andrew%20Page/))

Description This is a 60 credit point year-long subject taken over two terms (30 credit points in each term). This subject is the principal component in the Bachelor of Medical Research. It aims to give students, enrolled in the Western Sydney University MBBS, the opportunity to develop their critical thinking and gain a more detailed experience in medical research than is provided in the medical program. It consists of a research project in any area of medical research for which the School can provide suitable supervision. Students will study the relevant literature, develop and conduct the program of research with the assistance of their supervisor, take part in research seminars in their research group, and present the results as a dissertation. The main learning outcomes are a subset of the 15 Learning Tasks/Outcomes for the medical program as a whole, but will be achieved at a considerably higher level than is expected in the main MBBS program. The task numbers relate to the complete set in the MBBS learning outcomes.

School Medicine

Discipline Medical Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 3 30cp

Level Undergraduate Level 3 subject

Pre-requisite(s) MEDI 1002 AND MEDI 2002

Co-requisite(s) Must pass two of the following- HLTH 3006 Methods of Scientific Researching HLTH 2021 - Research Methods (Quantitative and Qualitative) HLTH 1001 -Foundations of Research and Evidence-Based Practice

Restrictions This program requires the background of at least two years of a medical degree before it can be successfully attempted. It will therefore be available only to currently enrolled Western Sydney University medical students as part of an intercalated year leading into the Bachelor of Medical Research.

Assumed Knowledge

Knowledge from successful completion of years 1 and 2 of Bachelor of Medicine, Bachelor of Surgery (MBBS).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Task 11. Seeking and applying knowledge: G.11. in seeking and applying knowledge to health problems **◆c**; G.11.1 Identify the question/s posed by the health problem; G.11.2 Find information efficiently to answer the question/s; G.11.3 Evaluate the quality of the information / evidence; G.11.4 Decide whether to apply the information / evidence to the problem, and justify the decision taken.
2. Task 12. Developing new knowledge: G.12. in developing new knowledge **◆c**; G.12.1 Identify gaps in existing knowledge, and develop precise research questions; G.12.2 Plan, design and implement (alone or in appropriate collaboration) studies designed to answer the research question(s); G.12.3 Write up and submit for publication (alone or in appropriate collaboration) the results of such studies; G.12.4 Provide clear and intelligible presentations of the results of such studies in appropriate professional forums

Subject Content

1. Identify an area of achievable research in consultation with the supervisor of the unit
2. Perform a detailed literature search and analysis, relevant to the area of proposed research
3. Develop a research plan
4. Obtain ethical approval
5. Perform the planned experiments
6. Present the literature review then the interim research findings to the supervisor?fs research group and/or other B Med Res students at intervals during the year
7. Present the literature review, research plan, results and discussion as a dissertation for examination

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Thesis	Up to 15,000 words	100	N	Individual

Teaching Periods

1st Half

Campbelltown

Day

Subject Contact Andrew Page ([https://directory.westernsydney.edu.au/search/name/Andrew Page/](https://directory.westernsydney.edu.au/search/name/Andrew%20Page/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI3004_22-1H_CA_D#subjects)

2nd Half

Campbelltown

Day

Subject Contact Andrew Page ([https://directory.westernsydney.edu.au/search/name/Andrew Page/](https://directory.westernsydney.edu.au/search/name/Andrew%20Page/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI3004_22-2H_CA_D#subjects)

MEDI 3005 Professional Portfolio 2

Credit Points 5

Legacy Code 401257

Coordinator Jennifer McDonald ([https://directory.westernsydney.edu.au/search/name/Jennifer McDonald/](https://directory.westernsydney.edu.au/search/name/Jennifer%20McDonald/))

Description This is a 10 credit point year-long subject taken over two terms (5 credit point in each term). This subject is the second of five Professional Portfolio subjects which will provide students in the Doctor of Medicine (MD) course with the means to monitor and support their acquisition of professional competencies in medicine. Supported by workshops, resources and your Academic Supervisor, you will collate and review evidence of your learning, such as clinical assessments and case studies, preparatory work and outcomes from research and scholarly projects. By identifying and addressing your learning and professional development needs, you will create your own personalised learning journey as the basis for life-long learning in medicine. The Professional Portfolio will also prepare you for the portfolios used extensively in post graduate specialty training in medicine.

School Medicine

Discipline General Medicine

Student Contribution Band HECS Band 3 5cp

Level Undergraduate Level 3 subject

Pre-requisite(s) MEDI 1001 AND MEDI 1003

Co-requisite(s) MEDI 2001

Restrictions Restricted to students enrolled in 4758 - Doctor of Medicine (MD). Students must also meet the inherent requirements of the program as outlined in the University of Western Sydney Inherent Requirements for Medicine: (www.uws.edu.au/ir/inherent_requirements/inherent_requirements_for_medicine_courses). Inherent requirements are personal capabilities which are essential for achieving the learning outcomes of the program or subject in a way that will preserve the integrity of the University's teaching, learning and assessment standards and the accreditation requirements for the program. The Disability Education Standard, Section 3.4 (3) states:
♦ In assessing whether an adjustment to the program, subject of the program or program in which the student is enrolled, or proposes to be enrolled, is reasonable

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Provides patient centred care at all stages of care, from pre-pregnancy to end of life
2. Promotes the health and wellbeing of individuals and populations, with particular focus on Greater Western Sydney, rural, regional and Aboriginal and Torres Strait Islander communities
3. Evaluates and continuously develops own personal and professional capabilities, and those of others
4. Applies a sound understanding of the biomedical, psychological and social sciences to medical practice

Subject Content

Medical professional competencies in

- Application of science to understanding of health and disease
- Evaluation of health and disease in individuals and communities
- Evidence based practice and introductory research skills
- Teaching and evaluation of learning
- Scholarly competencies in
 - Academic literacy
 - Critical inquiry through application of the biomedical, psychological and social sciences, arts and humanities
- Self-evaluation and critical reflection on learning, personal and professional development

Special Requirements

Legislative pre-requisites

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement.

Use the link to the Special Requirements webpage below for more information. http://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements (http://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Students are required to obtain and provide all necessary documentation to be verified by NSW ClinConnect. This verification is a requirement of the NSW Health Department for all students enrolled in medical programs. If a student fails to produce this documentation to ClinConnect they will not be able to attend hospital and health service teaching sessions, and placements. Attendance is a mandatory requirement of the program to ensure that professional competencies are met. Failure to attend will result in a Fail Grade for the subject. Documents that must be provided to ClinConnect are:

1. National Police Certificate
2. Adult Health Immunization Schedule
3. Code of Conduct Agreement

Teaching Periods

MEDI 3006 Applied Clinical Sciences 1

Credit Points 40

Legacy Code 401278

Coordinator Scott Mackenzie ([https://directory.westernsydney.edu.au/search/name/Scott Mackenzie/](https://directory.westernsydney.edu.au/search/name/Scott%20Mackenzie/))

Description This is a 80 credit point year-long subject taken over two terms (40 credit points in each term). Applied Clinical Sciences 1 is the first major clinical year of the Doctor of Medicine. Students will apply and extend the knowledge and skills gained in previous subjects during clinical and community placement rotations. Attachment modules Surgery 1 and General Medicine 1 each cover two placement rotations. The Critical Care 1 placement includes experience in the Emergency, Intensive Care, and Anaesthetics departments. The Medicine in Context 1 placement focuses on community-based aspects of the health care system, including community services and general practice. The Doctor of Medicine MD Scholarly Project attachment rotation will be conducted in a site suited to the student's medical research, service, or education project. Placement sites include the Campbelltown, Blacktown/Mt Druitt, Bankstown, Fairfield and Liverpool hospitals, and a variety of community organisations throughout the Greater Western Sydney region. Theoretical Modules support student experiential learning and research skills development in the clinical and community placements. These are 'Evidence-based Medicine and Research Skills 1', 'Professional and Personal Development 1', 'Scientific Streams 1'. Students continue preparation of their Professional Practice Portfolio.

Students undertake a minimum of 1050 clinical practice hours, a 175-hour project rotation, and 3 conference weeks in this unit. Travel and accommodation - Students are required to arrange and pay for their own travel, accommodation, and living expenses for the duration of the placement rotations.

School Medicine

Discipline General Medicine

Student Contribution Band HECS Band 3 40cp

Level Undergraduate Level 3 subject

Pre-requisite(s) MEDI 2003

Incompatible Subjects MEDI 3003 - Integrated Clinical Rotations 1

Restrictions Students must be enrolled in program 4758 Doctor of Medicine.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Patient care - Provides patient centred care at all stages of care, from pre-pregnancy to end of life
2. Health in the Community - Promotes the health and wellbeing of individuals and populations, with particular focus on Greater Western Sydney, rural, regional and Aboriginal and Torres Strait Islander communities
3. Personal & professional development - Evaluates and continuously develops own personal and professional capabilities, and those of others
4. Scientific basis of medicine - Applies a sound understanding of the biomedical, psychological and social sciences to medical practice

Subject Content

1. Theoretical Modules
 - i. Professional Practice Portfolio 1
 - ii. Scientific Streams- 1
 - cardiac disease
 - Immunity and allergy
 - nutrition and metabolism
 - iii. Professional and Personal Development 1
 - iv. Evidence-based Medicine and Research Skills 1
2. Attachment Modules (and clinical practicum)
 - i. Critical Care 1 (Clinical attachment 5 weeks)
 - ii. Surgery 1 (Clinical Attachment 10 weeks)
 - iii. General Medicine 1 (Clinical Attachment 10 weeks)
 - iv. Medicine in Context (Clinical attachment 5 weeks)
 - v. MD Scholarly Project ? Year 3 (Attachment of 5 weeks)
3. Conference

Special Requirements

Legislative pre-requisites

Students are required to obtain and provide all necessary documentation to be verified by NSW ClinConnect. This verification is a requirement of the NSW Health Department for all students enrolled in medical programs. If a student fails to produce this documentation to ClinConnect they will not be able to attend hospital and health service teaching sessions, and placements. Attendance is a mandatory requirement of the program to ensure that professional competencies are met. Failure to attend will result in a Fail grade for the subject.

All Students

To be eligible to enrol in and attend a health-related placement in your program, students must meet Western Sydney University requirements **and** Special Legislative Requirements to be assessed in their first year of study against the following:

1. National Criminal History Check: Students must have a current check valid for their entire program. Criminal history check must be an Australia wide check, include the student's full name matching their Student ID card and date of birth offences listed. If a student has a criminal history identified on their check, they must provide a Clinical Placement Authority Card (CPAC from the NSW HealthShare Employment Screening and Review Unit:https://www.health.nsw.gov.au/careers/student_clearance/Documents/appendix-10-student-application.pdf)
- International students must additionally have a translated International Police Check or statutory declaration.
2. A NSW Working with Children Check (WWCC) clearance letter issued under the category of volunteer valid for their entire program.
3. A current approved first aid certificate valid for their entire program, approved provider courses can be found at <http://training.gov.au>
4. A completed vaccination/immunisation card with all serology results containing expiry dates and currency must be maintained by the compliance for their entire program.
5. NSW Undertaking/Declaration form.
6. Completed any additional health forms required (such as NSW Health Code of Conduct, Health Student Undertaking/Declaration and Assessment Tool).
7. Relevant Local Health District specific documentation as requested. Contact your School for further details. Resources are also available on the Placement Hub (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/) website.

Inherent Requirements

Students must also meet the inherent requirements of the program as outlined in the University of Western Sydney University Inherent Requirements for Medicine:

(www.uws.edu.au/ir/inherent_requirements/inherent_requirements_for_medicine_courses). ([https://hbook.westernsydney.edu.au/subject-details/medi3006/\(www.uws.edu.au/ir/inherent_requirements/inherent_requirements_for_medicine_courses\).html](https://hbook.westernsydney.edu.au/subject-details/medi3006/(www.uws.edu.au/ir/inherent_requirements/inherent_requirements_for_medicine_courses).html))

Inherent requirements are personal capabilities which are essential for achieving the learning outcomes of the Program or Subject in a way that will preserve the integrity of the University's teaching, learning and assessment standards and the accreditation requirements for the program. The Disability Education Standard, Section 3.4 (3) states:

"In assessing whether an adjustment to the course, unit of the course or program in which the student is enrolled, or proposes to be enrolled, is reasonable, the provider is entitled to maintain the academic requirements of the course or program, and other requirements or components that are inherent in or essential to its nature. Note: In providing for students with disabilities, a provider may continue to ensure the integrity of its courses or programs and assessment requirements and processes, so that those on whom it confers an award can present themselves as having the appropriate knowledge, experience and expertise implicit in the holding of that particular award."

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Placement Performance	10 weeks. 1a = 1 hour	12	Y	
Professional Placement Performance	10 weeks. 1a = 1 hour (total)	12	Y	
Professional Placement Performance	5 weeks. 3a = 30 minutes	6	Y	
Professional Placement Performance	5 weeks	10	Y	
Applied Project	5 weeks	10	Y	
Quiz	75 hours	S/U	Y	
Short Answer	2 hours	15	Y	
Multiple choice	2 hours	15	Y	
Professional Task	1 hour 20 minutes	20	Y	
Professional Task	1 hour 20 min	S/U	Y	
Portfolio	5 weeks	S/U	Y	
Participation	Year Long	S/U	Y	
Learning Contract	Year Long	S/U	Y	

Teaching Periods

1st Half

Campbelltown

Composite

Subject Contact Scott Mackenzie ([https://directory.westernsydney.edu.au/search/name/Scott Mackenzie/](https://directory.westernsydney.edu.au/search/name/Scott%20Mackenzie/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI3006_22-1H_CA_C#subjects)

2nd Half

Campbelltown

Composite

Subject Contact Scott Mackenzie ([https://directory.westernsydney.edu.au/search/name/Scott Mackenzie/](https://directory.westernsydney.edu.au/search/name/Scott%20Mackenzie/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI3006_22-2H_CA_C#subjects)

MEDI 3007 Professional Health Placement

Credit Points 10

Legacy Code 401406

Coordinator Stewart Alford ([https://directory.westernsydney.edu.au/search/name/Stewart Alford/](https://directory.westernsydney.edu.au/search/name/Stewart%20Alford/))

Description This unit involves a 140hr work-integrated placement conducted at a health setting. Online public health students will have the option of completing an online project placement with a health organisation. Online health promotion and recreational therapy students will have placements arranged for them within a reasonable distance from their place of residence.

School Health Sciences

Discipline Medical Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 3 10cp

Level Undergraduate Level 3 subject

Restrictions Students must be enrolled in 4656 Bachelor Health Science in either the MT4003 Public Health, MT4001 Health Promotion or MT4002 Health Services Management testamur major and have completed 160cp.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate a capacity for critical self-assessment regarding professional competence, social and professional responsibility and ethical conduct
2. Identify the elements of best practice from a health policy, process or program perspective using a range of evidence-based sources and discuss how these elements can be applied to contemporary health practice
3. Evaluate a current policy, process or program within an organisational setting, using a range of techniques for measurement and evaluation
4. Develop recommendations for a policy, process or program within an organisational setting
5. Collate information, write relevant reports and disseminate information to stakeholders and peers
6. Collaborate professionally and effectively as part of a work team to achieve a shared goal

Subject Content

1. Health competencies and professional behaviour
2. Models of self-reflection
3. Managing the supervisory relationship
4. What is best practice
5. Case studies of best practice and innovation
6. Applying best practice to contemporary health practice.
7. Developing best practice interventions
8. Evaluating best practice interventions
9. Develop future recommendations for interventions

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a

Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
1a - Presentation (15%) and 1b -Report (40%)	1a - 5 minutes and 1b - 1500 words	55	N	Individual
Professional Task	15 minutes	30	N	Individual
Reflection	500 words	15	N	Individual
Professional Placement Portfolio	140 hours and as per logbook template requirements	S/U	Y	Individual

Teaching Periods

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey_Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI3007_22-SC3_SC_D#subjects)

MEDI 3008 Mortuary Practice

Credit Points 10

Legacy Code 301394

Coordinator Hayley Green ([https://directory.westernsydney.edu.au/search/name/Hayley Green/](https://directory.westernsydney.edu.au/search/name/Hayley_Green/))

Description This unit introduces the student to processes and techniques used in a forensic mortuary context. Students will undertake activities that prepare them for clinical placement with an operational forensic mortuary setting, which includes a brief placement within a NSW Forensic and Analytical Science Service (FASS) facility or NSW Organ and Tissue Donation Service. Student must have demonstrated full compliance with NSW Health placement requirements in the first year of their candidature before enrolling in this unit and 301128 Advanced Mortuary Practice. This unit, together with completion of 301128 Advanced Mortuary Practice is essential for graduates of this course seeking employment as a forensic mortuary technician with FASS.

School Science

Discipline Pathology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) NATS 2015 AND NATS 2005 AND NATS 1001 AND NATS 1008

Co-requisite(s) NATS 2004

Restrictions Students must be enrolled in 3733 Bachelor of Medical Science (Forensic Mortuary Practice).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply principles of safe work practice
2. Demonstrate knowledge of key Acts, policies and procedures directly related to a forensic mortuary facility
3. Reflect on the role of the forensic mortuary technician
4. Demonstrate professional behaviours, communication skills and self management
5. Apply beginning level skills in forensic mortuary practices
6. Appraise practice experiences and skills
7. Produce industry relevant documentation for forensic mortuary practice

Subject Content

Professional attitudes and behaviour
 Professional roles and relationships
 Professional communication skills
 Legislative requirements related to practice
 Professional ethics
 Safe work practices
 Scope of mortuary practice
 Forensic mortuary practice skills

Special Requirements

Legislative pre-requisites

To be eligible to enrol in a subject and attend a health-related placement in your program, students must meet Western Sydney University program requirements and Special Legislative Requirements to be assessed in their first year of study against the following.

1. National Criminal History Check: Students must have a current (expiring 3 years from date of issue) check valid for their entire program. A valid National Criminal history check must be an Australia wide check, include the student's full name matching their Student ID card and date of birth and not have any offences listed. If a student has a criminal history identified on their check, they must provide a Clinical Placement Authority Card (CPAC) or conditional letter from the NSW HealthShare Employment Screening and Review Unit https://www.health.nsw.gov.au/careers/student_clearance/Documents/appendix-10-student-application.pdf
- International students must additionally have a translated International Police Check or statutory declaration.
2. A NSW Working with Children Check (WWCC) clearance letter issued under the category of volunteer valid for their entire program.
3. A current approved first aid certificate valid for their entire program. Approved provider courses can be found at <http://training.gov.au> (<http://training.gov.au/>).
4. A completed vaccination/immunisation card with all serology results containing expiry dates and currency must be maintained by the student to ensure compliance for their entire course.
5. NSW Undertaking/Declaration form.
6. Completed any additional health forms required (such as NSW Health Code of Conduct, Health Student Undertaking/Declaration and Tuberculosis (TB) Assessment Tool).
7. Relevant Local Health District specific documentation as requested.

Contact your School for further details. Resources are also available on the Placement Hub (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/) website.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Reflection	500 words each	30	N	Individual
Report	5-10 pages double spaced	20	N	Group
Professional Placement Performance	7-14 hours of placement at a forensic mortuary facility	S/U	Y	Individual
Final Exam	2 hrs	50	Y	Individual

Teaching Periods

1st Half

Campbelltown

Day

Subject Contact Hayley Green ([https://directory.westernsydney.edu.au/search/name/Hayley Green/](https://directory.westernsydney.edu.au/search/name/Hayley%20Green/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI3008_22-1H_CA_D#subjects)

MEDI 3009 Foundational Diagnostic Imaging

Credit Points 10

Legacy Code 401468

Coordinator Paul Stoodley ([https://directory.westernsydney.edu.au/search/name/Paul Stoodley/](https://directory.westernsydney.edu.au/search/name/Paul%20Stoodley/))

Description This unit will introduce students to a range of diagnostic imaging modalities providing an overview of both the technical and practical aspects. Three imaging modalities will be covered, MRI, cardiac sonography and vascular sonography. Within the MRI module, you will learn how to view MRI images and compare them with CT/ultrasound as well as understand the clinical values of each modality and the risks associated. In the cardiac module you will learn the principles of cardiac ultrasound image acquisition, methods used to evaluate cardiac anatomy and function, and the essentials of complimentary tests such as electrocardiograms and stress tests. In the vascular module, undertaking non-imaging assessments will be covered, alongside imaging principles. The practical skills are aimed at providing students with a working knowledge of imaging modalities and enhancing students' prospects of successful application for a training position. The majority of this course is delivered online. However, students must attend a compulsory one-day face-to-face practical skills workshop at Blacktown clinical school.

School Medicine

Discipline Medical Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 3 10cp

Level Undergraduate Level 3 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explore key imaging concepts and principles to inform clinical practice
2. Review 3D and relational anatomy and the relationship to advanced diagnostic imaging
3. Apply theories and strategies used in the performance of both imaging and non-imaging assessments
4. Assess the clinical values of different imaging modality covering diagnostic confidence of each modalities and the risks associated
5. Examine professional pathways and development within medical imaging

Subject Content

MRI: MR image acquisition / 3D and relational anatomy / clinical aspect.

Cardiac ultrasound: image acquisition / evaluating anatomy and function / complimentary tests.

Vascular ultrasound: image acquisition / evaluating anatomy and haemodynamics / non-imaging assessments.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	3 Quizzes x 10 minutes	S/U	N	Individual
Case Study	1,000 words	40	N	Individual
Reflection	600 words	30	N	Individual
Professional Task	800 words	30	N	Individual

Teaching Periods

Spring

Nirimba Education Precinct

Composite

Subject Contact Paul Stoodley ([https://directory.westernsydney.edu.au/search/name/Paul Stoodley/](https://directory.westernsydney.edu.au/search/name/Paul%20Stoodley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI3009_22-SPR_BL_C#subjects)

Online

Online

Subject Contact Paul Stoodley ([https://directory.westernsydney.edu.au/search/name/Paul Stoodley/](https://directory.westernsydney.edu.au/search/name/Paul%20Stoodley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI3009_22-SPR_ON_O#subjects)

MEDI 4001 Integrated Clinical Rotations 2

Credit Points 40

Legacy Code 400811

Coordinator Stephen Tobin ([https://directory.westernsydney.edu.au/search/name/Stephen Tobin/](https://directory.westernsydney.edu.au/search/name/Stephen%20Tobin/))

Description This is a 80 credit point year-long subject taken over two terms (40 credit points in each term). Integrated Clinical Rotations 2 is the second major clinical year of the MB BS program. It consists of 9 weeks in each of Paediatrics, Obstetrics & Gynaecology and Mental Health and four weeks in each of Oncology/Palliative Care and Community Research. There will also be 2 weeks of "Year 4 Campus Learning". These will be one week each and held at either Campbelltown Campus or Blacktown Clinical School. During the year, students will be based at a number of appropriate hospitals throughout Sydney, Bathurst and Lismore. Students will also undertake 3 online learning modules (Scientific Streams). Students will complete a reflective portfolio. Slight variations in the delivery of ICR2 occur in the Rural clinical schools. Learning outcomes & assessment requirements do not differ. The unit outline is available from the link on the left-hand menu.

School Medicine

Discipline General Medicine

Student Contribution Band HECS Band 3 40cp

Level Undergraduate Level 4 subject

Pre-requisite(s) MEDI 3003

Restrictions Students must be enrolled in 4641 Bachelor of Medicine/ Bachelor of Surgery.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Provides patient centred care as a member of an interdisciplinary team under appropriate supervision; Communication, Patient Assessment, Patient Management.
2. Promotes the health and wellbeing of individuals and populations, with particular focus on Greater Western Sydney, rural, regional and Aboriginal and Torres Strait Islander Australia; Determinant of Health and Illness, Health Needs, Health Care Systems, Health Promotion, Indigenous Health.
3. Demonstrates and develops professional skills, responsibilities and attitudes; Ethical Practice, Teamwork, Learning and Teaching, Personal Needs, Medical humanities.
4. Develops and applies a sound understanding of the scientific foundations (social, basic and clinical) of medical practice; Applies Science to Practice, Uses Evidence, Research.

Subject Content

Integrated Clinical Rotation 2 (ICR 2) consists of three 9-week attachments in each of Mental Health, Paediatrics, Obstetrics & Gynaecology and two 4-week attachments in Community Research and Oncology, in addition to two Campus Learning weeks.

1. Obstetrics & Gynaecology
 - normal Pregnancy and childbirth
 - The more common obstetric emergencies
 - The principles of antenatal and Postnatal care
 - aspects of family planning
 - common womens health problems
2. Mental health - discuss and describe (at the level of an undifferentiated practitioner) the assessment, aetiology, epidemiology, classification, phenomenology, medical and psychological co-morbidities, prognosis and management of the following psychiatric problems:

- Affective (mood) disorders
- anxiety disorders
- common disorders of childhood and adolescence (including autism; ADHD, ODD and separation anxiety)
- disorders related to Pregnancy and The post-natal period
- eating disorders
- loss and other crises
- organic Brain disorders (particularly delirium and dementia)
- personality disorders
- schizophrenia and related psychoses
- somataform disorders (including chronic pain, unexplained physical syndromes and psychological problems in general medicine)
- substance Abuse and dependence
- suicidal and Dangerous behaviour

3. Paediatrics - students will be prepared for encounters, in their early postgraduate years, with children.

- Recognition of A sick child
- management of common diseases
- challenges faced by children with disability
- The value of public health interventions such as Vaccination and newborn Screening
- problems faced by indigenous children

4. Oncology

- talking with and Examining people affected by all stages of cancer
- talking with and Examining people affected by all common cancers
- observing all components of multidisciplinary cancer care
- Seeing shared decision-making between people with cancer and their doctors

- talking with and Examining dying people
- students will experience management of cancer in all stages of disease, predominantly Managed in A non-inpatient setting, although inpatient and emergency management is also involved as well as dedicated time in A Palliative care unit Seeing inpatient, community and Home care.

5. Community Research

The Community Research (CR) rotation aligns with the broader goals of the School of Medicine to improve the health of communities in Greater Western Sydney and other under-served areas through education and research. The aim of the rotation is to extend students' previous learning on research skills such as; literature review, critical appraisal, biostatistics, quantitative and qualitative research and evidence-based medicine by supporting the student in undertaking research that investigates the relationships between determinants of health, access to healthcare and health outcomes.

6. Personal and Professional Development (PPD)

- ethics case presentation and written statement
- learning journal

For the ethics case presentation and analysis, students are required to present a case with significant et

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western

Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Placement Performance	OSCE - 6 stations; 2 Written Case Presentations - 1,500-2,000 words each; Professional placement logbook (incl. Mini-CEX)	10	Y	Individual
Professional Placement Performance	OSCE - 5 stations; Case Study - Minimum 1,500 words; Multiple choice questions - 1.5 hours	10	Y	Individual
Professional Placement Performance	Mental Health Multi-Station Assessment (MHMSA) – 6 stations 90 minutes; Essay - Maximum 3,000 words	10	Y	Individual
Report	Group Project 5 Plan- 2-3 pages; Group Final Report - 2,500 – 4,000 words	5	Y	Group
Professional Placement Performance	Presentation - 15 minutes Mini-CEX - 15 minutes CAA - 15 minutes	5	Y	Individual
Quiz	75 hours	S/U	Y	Individual
Essay	Learning Journal - 8 weeks; Essay - 1,500 words	S/U	N	Individual
Learning Contract	Over the whole length of attachment	S/U	Y	Individual
Participation	Over the whole length of attachment	S/U	Y	Individual
Professional Placement Performance	60% of aggregate will be based on assessment completed in ICR3	60	Y	Individual

Prescribed Texts

- The Western Sydney University MBBS is an integrated 5 year professional entry program which emphasizes life-long and self-directed learning. Accordingly, there are no prescribed textbooks for subjects in the MBBS program. A list of recommended textbooks is available in the subject Learning Guide.

Teaching Periods

1st Half

Campbelltown

Day

Subject Contact Stephen Tobin ([https://directory.westernsydney.edu.au/search/name/Stephen Tobin/](https://directory.westernsydney.edu.au/search/name/Stephen%20Tobin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI4001_22-1H_CA_D#subjects)

2nd Half

Campbelltown

Day

Subject Contact Stephen Tobin ([https://directory.westernsydney.edu.au/search/name/Stephen Tobin/](https://directory.westernsydney.edu.au/search/name/Stephen%20Tobin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI4001_22-2H_CA_D#subjects)

MEDI 4002 Integrated Clinical Rotations 3

Credit Points 40

Legacy Code 400977

Coordinator Benjamin Woodham ([https://directory.westernsydney.edu.au/search/name/Benjamin Woodham/](https://directory.westernsydney.edu.au/search/name/Benjamin%20Woodham/))

Description The Unit Outline for this unit can be found by clicking on the "Current MBBS, MD Unit Outlines" link in the left-hand menu. Integrated Clinical Rotation 3 is the first session of the third major clinical year of the MB BS program. It consists of five weeks in each Medicine, Surgery, General Practice or Indigenous Health or ICU, ED & Anaesthetics. There will also be two Conference weeks where all students will be based at either Campbelltown Campus, Macarthur Clinical School or Blacktown Clinical School. Students will be based at a number of appropriate hospitals throughout Sydney. Students will also undertake two online learning modules (Scientific Streams). Students will also undertake a reflective portfolio. The unit outline is available from the link on the left-hand menu.

School Medicine

Discipline General Medicine

Student Contribution Band HECS Band 3 40cp

Level Undergraduate Level 4 subject

Pre-requisite(s) MEDI 4001

Restrictions Students must be enrolled in 4641 Bachelor of Medicine/ Bachelor of Surgery.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Patient Care: Provides patient centred care as a member of an interdisciplinary team under appropriate supervision; Communication, Patient Assessment, Patient Management.
2. Health in the Community: Promotes the health and wellbeing of individuals and populations, with particular focus on Greater Western Sydney, rural, regional and Aboriginal and Torres Strait Islander Australia; Determinants of Health & Illness; Health Needs; Health Care Systems; Health Promotion; Indigenous Health.
3. Personal and professional development: Demonstrates and develops professional skills, responsibilities and attitudes; Ethical Practice, Teamwork, Learning & Teaching, Personal Needs, Medical humanities.
4. Scientific basis of medicine: Develops and applies a sound understanding of the scientific foundations (social, basic and clinical) of medical practice; Applies Science to Practice, Uses Evidence, Research.

Subject Content

1. Elective (Five weeks)
2. Five weeks of Medicine in a hospital practicum and
3. Five weeks of Surgery in a hospital practicum and
4. Five weeks of General Practice in a practicum or
5. Five weeks of Indigenous Health in a community practicum or
6. Five weeks of ICU, ED & Anaesthetics in a hospital practicum
7. Conference weeks x 2, including one in the last week of Teaching
8. Two Scientific Streams ? on line learning packages appropriate to rotation (25 hours each)

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Placement Performance	1a 30-60mins each 1b 30-60mins each	5	Y	Individual
Professional Placement Performance	2a 30-60mins 2b 30-60mins	5	Y	Individual
Professional Placement Performance	3.1a N/A 3.1b N/A 3.1c 2000 - 2500	S/U	Y	Individual
Professional Placement Performance	3.2a 30-60mins 3.2b 30-60mins 3.2c throughout attachment 3.2d 30-60mins	S/U	Y	Individual
Professional Placement Performance	3.3a 30-60mins 3.3b 30-60mins	S/U	Y	Individual

Short Answer	2 hours	12.5	Y	Individual
Multiple Choice	2 hours	12.5	Y	Individual
Multiple Choice	2 hours	12.5	Y	Individual
Essay	7a 300 words per entry 7b Essay - 1500 words	12.5	Y	Individual
Quiz	50 hours	S/U	Y	Individual
Learning Contract	Semester Long	S/U	Y	Individual
Professional Placement Performance	40	Y		Individual

Prescribed Texts

- The Western Sydney University MBBS is an integrated 5 year professional entry program which emphasizes life-long and self-directed learning. Accordingly, there are no prescribed textbooks for subjects in the MBBS program. A list of recommended textbooks is available in the subject Learning Guide.

Teaching Periods

1st Half

Campbelltown

Day

Subject Contact Frank Wang ([https://directory.westernsydney.edu.au/search/name/Frank Wang/](https://directory.westernsydney.edu.au/search/name/Frank%20Wang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI4002_22-1H_CA_D#subjects)

MEDI 4003 Integrated Clinical Rotations 4

Credit Points 40

Legacy Code 400978

Coordinator Benjamin Woodham ([https://directory.westernsydney.edu.au/search/name/Benjamin Woodham/](https://directory.westernsydney.edu.au/search/name/Benjamin%20Woodham/))

Description Integrated Clinical Rotations 4 is the final Unit in the MBBS course and consists of clinical rotations in Medicine, Surgery and two of General Practice, Indigenous Health and ICU/Emergency/Anaesthetics. Students also undertake two Scientific Streams and two Conference weeks.

School Medicine

Discipline General Medicine

Student Contribution Band HECS Band 3 40cp

Level Undergraduate Level 4 subject

Pre-requisite(s) MEDI 4002 OR LGYA 7789

Restrictions Students must be enrolled in 4641 Bachelor of Medicine, Bachelor of Surgery.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Provides patient centred care as a member of an interdisciplinary team under appropriate supervision: Communication, Patient Assessment, Patient Management
- Promotes the health and wellbeing of individuals and populations, with particular focus on Greater Western Sydney, rural, regional and Aboriginal and Torres Strait Islander Australia: Determinants of Health and Illness, Health Needs, Health Care Systems, Health Promotion, Indigenous Health
- Demonstrates and develops professional skills, responsibilities and attitudes: Ethical Practice, Teamwork, Learning and Teaching, Personal Needs, Medical humanities
- Develops and applies a sound understanding of the scientific foundations (social, basic and clinical) of medical practice: Applies Science to Practice, Uses Evidence, Research

Subject Content

- Clinical Attachments - Medicine (1 x 5 weeks)
- Clinical Attachments - Surgery (1 x 5 weeks), and
- Clinical Attachments ? General Practice (1 x 5 weeks) and/or
- Clinical Attachments ? Indigenous Health (1 x 5 weeks) and/or
- Clinical Attachments ? Critical Care - which comprises Anaesthetics, Intensive Care & Emergency Medicine (attachments within attachments). (1 x 5 weeks)
- Selective (1 x 5 weeks) for Rural Students only
- Conference weeks x 2, including one in the last week of Teaching
- 2 Scientific Streams ? on line learning packages appropriate to rotation (25 hours each)
- A Reflective Journal

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Placement Performance		S/U	Y	
Professional Placement Performance		S/U	Y	
Professional Placement Performance		S/U	Y	
Professional Placement Performance		S/U	Y	
Professional Placement Performance		S/U	Y	
Professional Task	1 hour	S/U	Y	

Professional Task	2 hours	S/U	Y
Report	2 hours	S/U	Y
Quiz	5 hours / fortnight	S/U	Y
Learning Contract	Semester long	S/U	Y
Participation	Semester long	S/U	Y

Prescribed Texts

- The MBBS is an integrated 5 year professional entry program which emphasizes life-long and self-directed learning. Accordingly, there are no prescribed textbooks for subjects in the MBBS program. A list of recommended textbooks is available in the subject Learning Guide

Teaching Periods

1st Half Campbelltown Day

Subject Contact Frank Wang ([https://directory.westernsydney.edu.au/search/name/Frank Wang/](https://directory.westernsydney.edu.au/search/name/Frank%20Wang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI4003_22-1H_CA_D#subjects)

2nd Half Campbelltown Day

Subject Contact Frank Wang ([https://directory.westernsydney.edu.au/search/name/Frank Wang/](https://directory.westernsydney.edu.au/search/name/Frank%20Wang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI4003_22-2H_CA_D#subjects)

MEDI 4004 Integrated Clinical Rotations General (ICR General)

Credit Points 60

Legacy Code 401201

Coordinator Benjamin Woodham ([https://directory.westernsydney.edu.au/search/name/Benjamin Woodham/](https://directory.westernsydney.edu.au/search/name/Benjamin%20Woodham/))

Description This is a 120 credit point year-long subject taken over two terms (60 credit points in each term). Integrated Clinical Rotations General is a specific subject for students who have deficiencies in performance at the end of Integrated Clinical Rotations 3 or who have not completed Integrated Clinical Rotations 2 and Integrated Clinical Rotations 3. The content will be tailored to each student to enable them to achieve competence in medicine. The subject will run from the middle of one year to the middle of the following year and the examination assessment will be held in conjunction with Integrated Clinical Rotations 3.

School Medicine

Discipline General Medicine

Student Contribution Band HECS Band 3 60cp

Level Undergraduate Level 4 subject

Pre-requisite(s) MEDI 3003

Equivalent Subjects LGYA 7789 - Integrated Clinical Rotations (General)

Restrictions Students must be enrolled in 4641 - Bachelor of Medicine, Bachelor of Surgery.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. As years 3-5 of the MBBS program are an integrated whole, and students will undertake various aspects of the clinical programs asynchronously in any of the three years, it is not possible to divide the learning outcomes on year by year basis. However, each of the attachments will have their own learning outcomes which will be made explicit to students in Learning Guides.

Subject Content

1. Evidence based medicine project
2. 10 weeks of Medicine in a hospital practicum (2 x 5 week attachment) and
3. 10 weeks of Surgery in a hospital practicum (2 x 5 week attachment) and
4. 5 weeks Critical Care in a hospital practicum and
5. Paediatrics attachment in a hospital practicum and
6. Conference weeks x 2 (Conference Weeks 5.1 and 5.2)
7. PPD via a log book of weekly clinical activities and weekly self-reflection

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Placement Performance	30-60 minutes	50	Y	Individual
Short Answer Multiple Choice	2 hours	12.5	Y	Individual
Multiple Choice	2 hours	12.5	Y	Individual
Professional Placement Performance	5 stations completed during attachment.	10	Y	Individual
Essay	Minimum 2,000 words and oral presentation	2.4	Y	Individual
Learning Contract	Throughout subject	S/U	Y	Individual

Participation	Throughout subject	S/U	Y	Individual
---------------	--------------------	-----	---	------------

Prescribed Texts

- The MBBS is an integrated 5-year professional entry program that emphasizes life-long and self-directed learning. Accordingly, there are no prescribed textbooks for subjects in the MBBS program. A list of recommended textbooks is available in the subject Learning Guide

Teaching Periods

1st Half

Campbelltown

Day

Subject Contact Benjamin Woodham ([https://directory.westernsydney.edu.au/search/name/Benjamin Woodham/](https://directory.westernsydney.edu.au/search/name/Benjamin%20Woodham/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI4004_22-1H_CA_D#subjects)

2nd Half

Campbelltown

Day

Subject Contact Benjamin Woodham ([https://directory.westernsydney.edu.au/search/name/Benjamin Woodham/](https://directory.westernsydney.edu.au/search/name/Benjamin%20Woodham/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI4004_22-2H_CA_D#subjects)

MEDI 4005 Professional Portfolio 3

Credit Points 5

Legacy Code 401259

Coordinator Jennifer McDonald ([https://directory.westernsydney.edu.au/search/name/Jennifer McDonald/](https://directory.westernsydney.edu.au/search/name/Jennifer%20McDonald/))

Description This is a 10 credit point year-long subject taken over two terms (5 credit point in each term). This subject is the third of five Professional Portfolio subjects which will provide students in the Doctor of Medicine (MD) program with the means to monitor and support their acquisition of professional competencies in medicine. Supported by workshops, resources and your Academic and Project Supervisors, you will collate and review evidence of your learning, such as clinical assessments and case studies, preparatory work and outcomes from research and scholarly projects. By identifying and addressing your learning and professional development needs, you will create your own personalised learning journey as the basis for life-long learning in medicine. The Professional Portfolio will also prepare you for the portfolios used extensively in post graduate specialty training in medicine.

School Medicine

Discipline General Medicine

Student Contribution Band HECS Band 3 5cp

Level Undergraduate Level 4 subject

Pre-requisite(s) MEDI 2001 AND MEDI 3005

Co-requisite(s) MEDI 3001

Restrictions Restricted to students enrolled in 4758 - Doctor of Medicine (MD). Students must also meet the inherent requirements of the program as outlined in the University of Western Sydney Inherent Requirements for Medicine: (www.uws.edu.au/ir/inherent_requirements/inherent_requirements_for_medicine_courses). Inherent requirements are personal capabilities which are essential for achieving the learning outcomes of the program or subject in a way that will preserve the integrity of the University's teaching, learning and assessment standards and the accreditation requirements for the program. The Disability Education Standard, Section 3.4 (3) states: In assessing whether an adjustment to the program, subject of the program or program in which the student is enrolled, or proposes to be enrolled, is rea

Learning Outcomes

On successful completion of this subject, students should be able to:

- Provides patient centred care at all stages of care, from pre-pregnancy to end of life
- Promotes the health and wellbeing of individuals and populations, with particular focus on Greater Western Sydney, rural, regional and Aboriginal and Torres Strait Islander communities
- Evaluates and continuously develops own personal and professional capabilities, and those of others
- Applies a sound understanding of the biomedical, psychological and social sciences to medical practice

Subject Content

Medical professional competencies in

- Application of science to understanding of health and disease
- Evaluation of health and disease in individuals and communities
- Application of evidence based practice and research skills
- Teaching and evaluation of learning

- Application of clinical and professional skills in clinical and community settings

Scholarly competencies in

- Academic literacy
- Aspects of the research process, including problem and question formulation, data collection and analysis
- Critical inquiry through application of the biomedical, psychological and social sciences, arts and humanities

Self-evaluation and critical reflection on learning, personal and professional development

Special Requirements

Legislative pre-requisites

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement.

Use the link to the Special Requirements webpage below for more information. http://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements (http://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Students are required to obtain and provide all necessary documentation to be verified by NSW ClinConnect. This verification is a requirement of the NSW Health Department for all students enrolled in medical programs. If a student fails to produce this documentation to ClinConnect they will not be able to attend hospital and health service teaching sessions, and placements. Attendance is a mandatory requirement of the program to ensure that professional competencies are met. Failure to attend will result in a Fail Grade for the subject. Documents that must be provided to ClinConnect are:

- National Police Certificate

2. Adult Health Immunization Schedule
3. Code of Conduct Agreement

Teaching Periods

MEDI 4006 Honours Project (Medicine)

Credit Points 0

Legacy Code 401172

Coordinator Phillipa Hay ([https://directory.westernsydney.edu.au/search/name/Phillipa Hay/](https://directory.westernsydney.edu.au/search/name/Phillipa%20Hay/))

Description Students who meet prerequisite requirements are offered an opportunity in this Unit to undertake enhanced research and scholarship activities while enrolled in the Bachelor of Medicine / Bachelor of Surgery (MBBS) 4641.5. A key objective is to assist students towards the independent application of knowledge and skills in the principles and methods of medical research on a specialist topic of their choice. With supervision, students will further develop their ability to critically evaluate theories and evidence in disciplines relevant to medicine, and to disseminate their work to a range of audiences. Prior to enrolment in the Unit, students must have satisfactorily completed a Research Portfolio and given a 10 minute oral PowerPoint presentation summarising the research program and outcomes. The presentation is to be at a venue approved by the research supervisor and the supervisor must consider the presentation to be of a satisfactory standard.

School Medicine

Discipline General Medicine

Student Contribution Band

Level Undergraduate Level 4 subject

Pre-requisite(s) MEDI 4002

Co-requisite(s) MEDI 4003

Restrictions Due to the GPA requirements for the Honours Award, this subject is restricted to students enrolled in 4641 MBBS who have achieved an overall program GPA \geq 5.5 (combining grades from 400861 Foundations of Medicine 1, 400862 Foundations of Medicine 2, 400810 Integrated Clinical Rotations 1, 400811 Integrated Clinical Rotations 2 and 400977 Integrated Clinical Rotations 3) in order for the student to have a realistic expectation of achieving an Honours Award of Class II Division II. Students must be concurrently enrolled in subject 400978, Integrated Clinical Rotations 4 in Session 2H to be enrolled in the subject. Prior to enrolment in the Unit, students must have satisfactorily completed both the Seminar Presentation and Research Portfolio requirements. To obtain pre-approval, a structured research proposal, endorsed by a research supervisor, must be submitted to the School of Medicine Research and Higher Degrees Committee (RHDC) for review. The research proposal may be submitted to the RHDC any time between the completion of subject 400861, Foundations of Medicine 1 and before commencement of subject 400811, Integrated Clinical Rotations 2. Pre-approval must be obtained prior to collating evidence towards the Research Portfolio. The Research Portfolio will comprise written documentation and evidence of a pre-approved program of research, including a research supervisor endorsement stating that 200 hours was spent on the research.

Assumed Knowledge

MBBS Years 1 to 4 research methodology. Students will be expected to have applied knowledge and skills in designing and conducting research.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate academic writing skills required for writing peer reviewed journal publications
2. Independently identify and seek to address own learning needs for the planning and completion of a defined program of research
3. Seek, critically appraise and apply best available evidence relevant to a defined program of research
4. Demonstrate research rigour by systematically formulating answerable research questions, selecting and implementing appropriate study designs to generate, support or refute a testable hypothesis
5. Demonstrate an understanding of all aspects of the research process, including appropriate data collection and data analysis methods, and the synthesis, appraisal and dissemination of research findings
6. Apply ethical principles, relevant guidelines and laws to the conduct of own research

Subject Content

There is no formal teaching for the Unit. The workload is self-managed, supported by regular meetings with research supervisor(s). The Unit requires submission of an Honours dissertation, a seminar presentation and a research portfolio, together with attainment of the minimum GPA. Students will be assisted individually by their supervisor(s) to develop and apply skills in critical analysis, evaluation and synthesis of their research findings with knowledge from relevant disciplines. Students will be assisted by their supervisor(s) to develop academic writing and oral presentation skills to an Honours standard.

Teaching Periods

2nd Half Campbelltown Day

Subject Contact Phillipa Hay ([https://directory.westernsydney.edu.au/search/name/Phillipa Hay/](https://directory.westernsydney.edu.au/search/name/Phillipa%20Hay/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI4006_22-2H_CA_D#subjects)

MEDI 7002 Allergic Sciences 1

Credit Points 20

Legacy Code 401249

Coordinator Miriam Codarini ([https://directory.westernsydney.edu.au/search/name/Miriam Codarini/](https://directory.westernsydney.edu.au/search/name/Miriam%20Codarini/))

Description This unit will consist of four online modules dealing with the immunological and clinical aspects of allergic diseases. These modules will cover basic immunology and fundamental theoretical and clinical concepts underlying Eczema and Contact Dermatitis, Urticaria and Angioedema, and Drug Hypersensitivity Reactions, Insect Allergy and Anaphylaxis. The purpose of Allergic Sciences 1 is to provide students with sound knowledge of essential immunological principles and common allergic conditions. Students will use self directed learning to link basic science with clinical understanding, and

must attend a written exam at a university approved venue for one of the assessments.

School Medicine

Discipline Internal Medicine

Student Contribution Band HECS Band 3 20cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYA 7790 Allergic Sciences 1 AND LGYA 7791 Allergic Sciences 2 MEDI 7001 Allergic Sciences

Restrictions

Students must be enrolled in program Graduate Certificate in Allergic Diseases, the Graduate Diploma in Allergic Diseases (exit only) or Master of Medicine (Allergic Diseases). Students must be qualified and registered medical practitioners.

Assumed Knowledge

Must have completed a medical degree (MBBS, MBChB or equivalent qualification) and preferably have previous clinical experience.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine the immune mechanisms involved in allergic disease pathogenesis and implications for diagnosis and treatment.
2. Examine the pathophysiology, epidemiology, clinical presentation and treatment of allergic skin disease, drug and insect allergy, and anaphylaxis.
3. Consider key aspects of the professional practice required of doctors caring for patients with allergic skin disease, drug and insect allergy, and anaphylaxis including their limitations and referral pathways for complex patients.
4. Apply critical thinking to assess and manage patients with allergic skin disease, drug and insect allergy, and anaphylaxis.
5. Acquire evidence based knowledge that informs best clinical allergy practice via online self-directed learning strategies.

Subject Content

This subject consists of four modules covering:

1. Immunology
2. Eczema and Contact Dermatitis
3. Urticaria and Angioedema
4. Drug Hypersensitivity Reactions, Insect Allergy and Anaphylaxis

These modules explain the immunological mechanisms underpinning allergic diseases and link basic science with clinical aspects of specific allergic diseases to provide students with clinically relevant knowledge. The learning materials will enable students in the Graduate Diploma in Allergic Diseases (exit only) and Master of Medicine (Allergic Diseases) to undertake the required clinical experiences.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	30 mins x 4	S/US	Y	Individual
Reflection	300 words x 4 (one chosen randomly for marking)	30	Y	Individual
Multiple Choice	60 mins	10	Y	Individual
Final Exam	2 hours	60	Y	Individual

Teaching Periods

1st Half

Online

Online

Subject Contact Miriam Codarini (https://directory.westernsydney.edu.au/search/name/Miriam_Codarini/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI7002_22-1H_ON_0#subjects)

MEDI 7003 Allergic Sciences 2

Credit Points 20

Legacy Code 401250

Coordinator Miriam Codarini (https://directory.westernsydney.edu.au/search/name/Miriam_Codarini/)

Description This unit will consist of four online modules dealing with the immunological and clinical aspects of allergic diseases. These modules will cover fundamental theoretical and clinical concepts underlying Food Allergy, Allergic Airways Diseases, and Rhinoconjunctivitis, Sinusitis and Immunotherapy. The purpose of Allergic Sciences 2 is to complement Allergic Sciences 1 and provide students with comprehensive knowledge for managing patients with allergic conditions in clinical practice. Students will use self directed learning to link basic science with clinical understanding, and must attend a written exam at a university approved venue for one of the assessments.

School Medicine

Discipline Internal Medicine

Student Contribution Band HECS Band 3 20cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) MEDI 7002

Equivalent Subjects LGYA 7790 - Allergic Sciences 1 and LGYA 7791 - Allergic Sciences 2 MEDI 7001 - Allergic Sciences

Restrictions

Students must be enrolled in the Graduate Certificate in Allergic Diseases or Master of Medicine (Allergic Diseases). Students must be qualified and registered medical practitioners.

Assumed Knowledge

Students must have completed a medical degree (MBBS, MBChB or equivalent qualification) and preferably have a basic understanding of core immunological concepts and previous clinical experience.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine the immune mechanisms involved in allergic disease pathogenesis and implications for diagnosis and treatment.
2. Examine the pathophysiology, epidemiology, clinical presentation and treatment of food allergy and respiratory allergy.
3. Consider key aspects of the professional practice required of doctors caring for patients with food allergy and respiratory allergy, including their limitations and referral pathways for complex patients.
4. Apply critical thinking to assess and manage patients with food allergy and respiratory allergy.
5. Acquire evidence based knowledge that informs best clinical allergy practice via online self-directed learning strategies.

Subject Content

This subject consists of four modules covering:

1. Food Allergy ? IgE Mediated
2. Food Allergy ? Non IgE Mediated
3. Allergic Airways Disease
4. Rhinoconjunctivitis, Sinusitis and Immunotherapy

These modules link basic science with clinical aspects of specific allergic diseases to provide students with clinically relevant knowledge. The learning materials will enable students in the Graduate Diploma in Allergic Diseases (exit only) and Master of Medicine (Allergic Diseases) to undertake the required clinical experiences.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Multiple Choice	30 mins x 4	U/S	Y	Individual
Reflection	300 words x 4 (one chosen randomly for marking)	30	Y	Individual
Multiple Choice	60 mins	10	Y	Individual
Multiple Choice	2 hrs	60	Y	Individual

Teaching Periods

1st Half

Online

Online

Subject Contact Miriam Codarini ([https://directory.westernsydney.edu.au/search/name/Miriam Codarini/](https://directory.westernsydney.edu.au/search/name/Miriam%20Codarini/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI7003_22-1H_ON_O#subjects)

2nd Half

Online

Online

Subject Contact Miriam Codarini ([https://directory.westernsydney.edu.au/search/name/Miriam Codarini/](https://directory.westernsydney.edu.au/search/name/Miriam%20Codarini/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI7003_22-2H_ON_O#subjects)

MEDI 7004 Applications of Magnetic Resonance from Cancer to Neuroanatomy

Credit Points 10

Legacy Code 401203

Coordinator Bill Price ([https://directory.westernsydney.edu.au/search/name/Bill Price/](https://directory.westernsydney.edu.au/search/name/Bill%20Price/))

Description Magnetic resonance (MR) provides a suite of versatile information rich and non-invasive techniques of which magnetic resonance imaging (MRI), Magnetic Resonance Spectroscopy (MRS) and Nuclear Magnetic Resonance (NMR) spectroscopy are the best known. These techniques have enormous applications across the sciences (e.g., inorganic and organic chemistry) but increasingly to medicine (e.g., to cancer diagnosis and treatment). Western Sydney University has state-of-the-art MR infrastructure and an international reputation in MR development. This unit will explore the diverse applications and teach experimental practice and fundamental physical principles that underpin all the MR-based techniques. It is intended for medical science, medical and science students who use/intend to use NMR/MRI technology or merely want a deeper understanding of its rapidly expanding capabilities (e.g., functional MRI) and applications.

School Science

Discipline Medical Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Articulate a clear understanding of the concepts of magnetic resonance and imaging.
2. Discuss the current and potential applications of magnetic resonance to medicine and other fields.
3. Conduct basic and advanced magnetic resonance experiments.
4. Process and analyse MRS and MRI data.
5. Apply magnetic resonance and imaging to other disciplines.
6. Understand OH&S issues related to magnetic resonance.

Subject Content

1. Safety in the Research Magnetic Resonance/Clinical MRI Laboratory
2. Basic NMR theory
3. Chemical shift and spin-spin coupling
4. Spin relaxation and diffusion
5. Standard 1D and multidimensional NMR experiments
6. Basic magnetic resonance imaging (MRI) experiments
7. Magnetic resonance spectroscopy (MRS) in brain and tissues
8. Functional magnetic resonance imaging of the brain

9. Medical image processing
10. Diffusion imaging
11. Advanced Techniques in magnetic resonance

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Written worksheet submission	5 x 3 hours	30	N	Individual
Essay	1,500-2,000 words	20	N	Individual
Written Examination	2 hours	50	N	Individual

Teaching Periods

MEDI 7008 Chronic Disease Management in Rural Practice

Credit Points 10

Legacy Code 401272

Coordinator Andrew Page ([https://directory.westernsydney.edu.au/search/name/Andrew Page/](https://directory.westernsydney.edu.au/search/name/Andrew%20Page/))

Description This unit will examine the pathophysiology, epidemiology, clinical presentation and treatment of chronic diseases in rural and remote settings in the Australian context. Students will develop systems to effectively manage chronic disease within their clinical environment and consider key aspects of the professional practice required of doctors caring for patients with chronic diseases. This unit will also introduce the concepts of collaboration with a multidisciplinary team.

School Medicine

Discipline General Medicine

Student Contribution Band HECS Band 3 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 4760 Master of Medicine (Rural Generalism)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and evaluate the pathophysiology, epidemiology, clinical presentation and treatment of chronic diseases in rural and remote settings in the Australian context
2. Explain key aspects of the professional practice required of doctors caring for patients with chronic diseases in rural and remote settings in the Australian context, including their limitations and referral pathways for complex patients.
3. Assess and manage patients with chronic diseases in rural and remote settings in the Australian context

4. Reflect on own practice to promote best practice in rural generalism
5. Develop systems within your clinical setting that promote chronic disease management
6. Evaluate policies, ethical, professional and legal statutory requirements applicable to rural medical practitioners
7. Work effectively and in collaboration with a multidisciplinary team to effect chronic disease management

Subject Content

What is Chronic Disease in Rural and Remote Australia ULO 1,2,3
Principles of Chronic Disease Management ULO 1,2,3,4,5,7
Common Chronic Disease Presentations in Rural Generalist practice 1 ULO 1,2,3,6,7
Chronic Disease Care in the Aboriginal and Torres Islander Community ULO 1,2,3,6,7
Common Chronic Disease Presentations in Rural Generalist practice 2 ULO 1,2,3,6,7
Practice Systems to Promote Chronic Disease Management ULO 2,3,4,5,6,7

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Online Quizzes	15mins at end of each module	10	N	Individual
Online Forum Participation	Twice weekly throughout the semester	10	N	Individual
Case Study x 2	500 words each	30	N	Individual
Reflection: Essay	2000 words	50	N	Individual

Prescribed Texts

- No prescribed text. All learning resources will be provided on vUWS

Teaching Periods

MEDI 7009 Clinical Allergy

Credit Points 10

Legacy Code 401064

Coordinator Miriam Codarini ([https://directory.westernsydney.edu.au/search/name/Miriam Codarini/](https://directory.westernsydney.edu.au/search/name/Miriam%20Codarini/))

Description This is a 20 credit point year-long subject taken over two terms (10 credit points in each term). This yearlong subject will consist of 50 hours of supervised consultation of patients with allergic diseases within the setting of a specialist Immunology/Allergy clinic. The purpose of Clinical Allergy is to apply previously acquired knowledge of allergic diseases to patient care in real time. Students will be supervised by experienced Clinical Immunologists/Allergists and develop skills in allergy diagnosis and management of children and adults. Clinical experiences will include history taking, physical examination, skin prick testing and spirometry interpretation, and management of various allergic conditions. Students will need to

participate in online case conference discussions also, and attend two course workshops, the Australasian Society of Clinical Immunology and Allergy (ASCIA) Annual Scientific Meeting and the Macarthur Series in Immunology.

School Medicine

Discipline Internal Medicine

Student Contribution Band HECS Band 3 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) MEDI 7002 AND
MEDI 7003

Equivalent Subjects LGYA 7792 - Clinical Allergy 1 LGYA 7793 - Clinical Allergy 2

Restrictions

Students must be enrolled in 4689 Graduate Certificate in Allergic Diseases or 4753 Master of Medicine (Allergic Diseases)

Assumed Knowledge

Must have completed a medical degree (MBBS, MBChB or equivalent qualification) and be practising as a medical practitioner in clinical practice. Also, must have sound knowledge and understanding of immunological concepts and clinical aspects of allergic diseases including diagnosis and management.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine aspects of the professional practice required of doctors caring for patients with allergic diseases, including their limitations, referral pathways for complex patients, and reflection and collaboration with other health professionals.
2. Recognise and interpret patient history, physical examination and test results.
3. Diagnose and manage patients with allergic diseases with a safe, caring, ethical and professional practice.
4. Perform and analyse common tests used to investigate and monitor patients with allergic diseases.
5. Communicate relevant clinical information about allergic diseases to patients, their family and health professionals.
6. Perform self-directed learning strategies to enhance evidence based clinical practice.

Subject Content

This subject consists of the following clinical experiences:

1. History and physical examination of patients with allergic diseases
2. Investigation of patients with allergy including skin prick testing and spirometry
3. Management of patients with allergic diseases including anaphylaxis

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Participation	1.5 hrs x 12	S/U	Y	Individual
Professional Task	30 mins each	S/U	Y	Individual
Professional Task	Variable time per patient (total 50 hours of clinical consultation during placement)	S/U	Y	Individual
Presentation	30 mins each x 4	S/U	Y	Individual
Professional Task	300 words each x 15	S/U	Y	Individual
Log/Workbook	Throughout the year (all clinical consultations undertaken during placement)	S/U	Y	Individual

Teaching Periods

1st Half

Campbelltown

Composite

Subject Contact Miriam Codarini ([https://directory.westernsydney.edu.au/search/name/Miriam Codarini/](https://directory.westernsydney.edu.au/search/name/Miriam%20Codarini/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI7009_22-1H_CA_C#subjects)

2nd Half

Campbelltown

Composite

Subject Contact Miriam Codarini ([https://directory.westernsydney.edu.au/search/name/Miriam Codarini/](https://directory.westernsydney.edu.au/search/name/Miriam%20Codarini/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI7009_22-2H_CA_C#subjects)

MEDI 7011 Clinical Minimally Invasive Gynaecological Surgery 2

Credit Points 15

Legacy Code 401057

Coordinator Harry Merkur ([https://directory.westernsydney.edu.au/search/name/Harry Merkur/](https://directory.westernsydney.edu.au/search/name/Harry%20Merkur/))

Description This is a 30 credit point year-long subject taken over two terms (15 credit points in each term). Students undertaking this subject will have a detailed knowledge of open abdominal surgery at commencement. This subject will extend their knowledge in the practical aspects of laparoscopic surgery. This subject will be completed in Year 2 of the program.

School Medicine

Discipline Obstetrics and Gynaecology

Student Contribution Band HECS Band 3 15cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) MEDI 7010

Restrictions

Students must be advanced trainees in Obstetrics and Gynaecology undertaking a Fellowship in Minimally Invasive Gynaecological Surgery at Blacktown Hospital or other accredited site. Students must be enrolled in 4690 Master of Surgery in Advanced Gynaecological Surgery

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Perform minimally invasive gynaecological surgery in a competent and safe manner for all appropriate problems
2. Perform competent patient assessment and postoperative care of complex problems
3. Demonstrate the theory and practice of minimally invasive gynaecological surgery to junior staff
4. To achieve these, the student needs to demonstrate a high level of critical thinking and judgement through the completion of extensive clinical experience treating patients across the full range of gynaecological surgical disorders, receiving continual critical feedback and engaging in reflective discussion with their clinical specialist supervisor. Achievement of these learning outcomes demonstrate extensive experience in the area of Clinical Minimally Invasive Gynaecological Surgery.

Subject Content

Surgical techniques required in minimally invasive gynaecological surgery

Pre-operative assessment and post operative care

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Logbook: Logbook continual record and critical reflection on clinical experience, reviewed by and requiring reflective discussion with the supervisor.	Continuous	50	Y	Individual
Formative assessment report: Clinical assessment	3 monthly	0	N	Individual

Summative 6 monthly 50 Y Individual
assessment
report:
Clinical
assessment

Teaching Periods

MEDI 7012 Critical Care: Skills and Practice

Credit Points 10

Legacy Code 401271

Coordinator Andrew Page ([https://directory.westernsydney.edu.au/search/name/Andrew Page/](https://directory.westernsydney.edu.au/search/name/Andrew%20Page/))

Description This unit that will enhance the student's critical and practical clinical skills for rural generalist practice. The student will become familiar with common critical care presentations and develop a structured approach to the common practical skills of practice. They will also develop effective decision making skills that incorporate a team management approach. The development of these skills will be supported by a mandatory two day face to face practical simulation workshop.

School Medicine

Discipline General Medicine

Student Contribution Band HECS Band 3 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 4760 Masters of Medicine (Rural Generalism)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and evaluate common critical care presentations in rural and remote practice
2. Outline the importance of effective decision making skills in an emergency situation including team management and delegation of tasks
3. Manage the common trauma and medical presentations expected to be seen, and identify the key clinical procedures likely to be required in pre hospital/ primary aeromedical environments
4. Develop a structured approach to common practical skills applicable to rural practice
5. Recognise, assess and manage the deteriorating patient using a structured ABCDE approach
6. Execute effective life-saving procedural skills required in emergency situations
7. Present relevant information to patients, their family and health professionals in a professional manner
8. Manage an effective working plan for professional development in rural generalism practice

Subject Content

Module 1: Common Critical Care (cardiac/sepsis/collapse) ULO 1,2,3,4,5,6,7

Module 2: Common Practical Skills ULO 1,3,4

Module 3: The Seriously Ill Child ULO 1,2,3,4,5,6,7
 2-day workshop (Critical Care Simulation and Practical Skills) ULO
 1,2,3,4,5,6,7,8
 Module 4: The Obstetric Emergency ULO 1,2,3,4,5,6,7
 Module 5: Emergency Response (triage/retrieval/organisation) ULO
 1,2,3,4,5,6,7
 Module 6: Trauma in a Rural Setting (#; MVA; farming) ULO 1,2,3,4,5,6,7

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.

- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Online Forum Participation	Twice weekly throughout the semester	10	N	Individual
Case Study x 2	300 words each	20	N	Individual
Professional Task: Skills Course	2 days face-to-face	50	Y	Individual
Practical Skills Logbook	Throughout semester Logbook length 20 entries	10	N	Individual
Reflective Journal	500 words	10	N	Individual

Prescribed Texts

- No prescribed text. All learning resources will be provided on vUWS.

Teaching Periods

MEDI 7013 Cytopathology and Small Biopsy Pathology 1

Legacy Code 401228

Coordinator Tristan Rutland ([https://directory.westernsydney.edu.au/search/name/Tristan Rutland/](https://directory.westernsydney.edu.au/search/name/Tristan%20Rutland/))

Student Contribution Band

Assumed Knowledge

A basic undergraduate level knowledge in Pathology and microscopy skills is expected, as the candidates will have a MBBS or equivalent pre-requisite degree.

Special Requirements

Legislative pre-requisites

Students need to meet the legislative requirements to be in a supervised specialist training role in Pathology, and hence be working clinically in a hospital/laboratory setting.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical Exam – Cytopathology Microscopy and Reporting	2 hours	30	Y	Individual
Practical Exam – Small Biopsy Microscopy and Reporting	2 hours	30	Y	Individual
Cardiorespiratory Diagnostic Case Studies (Online task over several weeks)	10 cases (50-100 words each)	40	Y	Individual

Teaching Periods

MEDI 7014 Cytopathology and Small Biopsy Pathology 2

Legacy Code 401232

Coordinator Tristan Rutland ([https://directory.westernsydney.edu.au/search/name/Tristan Rutland/](https://directory.westernsydney.edu.au/search/name/Tristan%20Rutland/))

Student Contribution Band

Assumed Knowledge

A basic undergraduate level knowledge in Pathology and microscopy skills is expected, as the candidates will have a MBBS or equivalent pre-requisite degree.

Special Requirements

Legislative pre-requisites

Students need to meet the legislative requirements to be in a supervised specialist training role in Pathology, and hence be working clinically in a hospital/laboratory setting.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Cytopathology Microscopy and Reporting	2 hours	30	Y	Individual

Small Biopsy Microscopy and Reporting	2 hours	30	Y	Individual
Breast Pathology Diagnostic Case Studies (Online task over several weeks)	20 cases ~50-100 words each	40	Y	Individual

Teaching Periods

MEDI 7015 Diversity in Generalist Practice

Credit Points 10

Legacy Code 401273

Coordinator Andrew Page ([https://directory.westernsydney.edu.au/search/name/Andrew Page/](https://directory.westernsydney.edu.au/search/name/Andrew%20Page/))

Description This unit will explore the diversity of populations and examine the complexities of health and health care delivery in rural and remote settings in Australia. Students will develop a structured approach to managing the undifferentiated clinical presentations in a rural practice setting and will also analyse cultural, social, community, population and health factors influencing the practice of rural and remote medicine. Critical reasoning skills will be developed and students will be encouraged to self-reflect on their current clinical situation.

School Medicine

Discipline General Medicine

Student Contribution Band HECS Band 3 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 4760 Masters of Medicine (Rural Generalism)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate the diversity of populations in rural and remote settings in the Australian context
2. Analyse cultural, social, community, population and health factors influencing the practice of rural and remote medicine
3. Identify and evaluate the complexities of health and health care delivery in rural and remote communities
4. Develop a structured approach to manage the undifferentiated clinical presentation in rural practice settings
5. Differentiate health care needs of culturally diverse and disadvantaged groups
6. Discuss patient history, physical examination and test results relevant to medical practices in rural and remote settings in the Australian context
7. Access professional networks to maintain professional skills and to access support and debriefing where required

8. Acquire evidence based knowledge that informs best clinical generalism practice via online self-directed learning strategies

Subject Content

Diversity in the Practice Setting (populations & social factors) ULO 1,2,3,5

The Undifferentiated presentation (Structured approach) ULO 3,4,6,7,8

Rural Generalist Practice 1 (Obstetric; Psychiatry; Palliative Care) ULO 1,2,3,4,5,6,8

Critical Reasoning for Generalist Practice ULO 1,2,3,4,6,7,8

Rural Generalist Practice 2 (Paediatric; Cardiac AF; Diabetes) ULO 1,2,3,4,5,6,8

Maintaining Self Care ULO 3,7,8

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	15 mins at end of each module	10	N	Individual
Participation	Twice weekly throughout Semester 1	10	N	Individual
Case study x 2	500 words each	30	N	Individual
Essay	2000 words	50	N	Individual

Teaching Periods

MEDI 7016 Endometriosis

Credit Points 10

Legacy Code 401058

Coordinator Harry Merkur ([https://directory.westernsydney.edu.au/search/name/Harry Merkur/](https://directory.westernsydney.edu.au/search/name/Harry%20Merkur/))

Description This is an alternate unit in Year 2 of the Master of Surgery (Advanced Gynaecological Surgery) course. Endometriosis commonly presents with pelvic pain and infertility, with gynaecological surgery being a significant treatment option. Surgery in women with endometriosis can be challenging, with gynaecological surgeons requiring advanced training and a multi-disciplinary approach to obtain the best patient outcomes. This unit will provide the students with the opportunity to explore management aspects of endometriosis tailoring treatment options depending on the patient's symptoms and goals. By enrolling in this unit, the student will be expected to produce a detailed discussion on various aspects of endometriosis, focusing on minimally invasive techniques. This includes exploring the pre-operative rationale to perform surgery, intra-operative nuances of surgical techniques used and post-operative care of importance to ensure the best outcomes for the patient.

School Medicine

Discipline Obstetrics and Gynaecology

Student Contribution Band HECS Band 3 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Student must be enrolled in 4770 Master of Surgery (Advanced Gynaecological Surgery) or 4690 Master of Surgery in Advanced Gynaecological Surgery

Assumed Knowledge

All students are expected to have a knowledge base commensurate with a level of an Advanced Trainee or Specialist in Obstetrics & Gynaecology (RANZCOG or other accredited college) and satisfactory completion of the Graduate Diploma in Advanced Gynaecological Surgery [ie, Year 1 of the Master of Surgery (Advanced Gynaecological Surgery) program].

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate diagnostic and treatment options for patients with endometriosis
2. Effectively counsel patients with endometriosis regarding treatment options and therapy dependent on patient symptoms and goals
3. Critique complex endometriosis surgical techniques, focusing on minimally invasive surgical techniques
4. Reflect on the importance of multi-disciplinary and collaborative surgical approaches for patients with severe endometriosis
5. Critically appraise the medical literature on specific aspects of endometriosis

Subject Content

1. Aspects of the diagnosis and management of endometriosis
2. Tailoring treatment options dependent on the patient's symptoms and goals
3. The benefits and disadvantages of surgical intervention in endometriosis including complications from surgery
4. Complex surgical techniques, especially focusing on minimally invasive techniques required to surgically treat endometriosis
5. The importance of a multi-disciplinary and collaborative surgical approach with other surgical specialities in severe endometriosis to optimise patient outcomes
6. Review of current literature on endometriosis

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Report	Total 5,000 words: 1a. Literary Review 4,000 words (SLOs 1, 3, 4); 1b. ~ 1,000 words (SLOs 2, 5)	100	N	Individual

Teaching Periods

1st Half

Campbelltown

External

Subject Contact Harry Merkur ([https://directory.westernsydney.edu.au/search/name/Harry Merkur/](https://directory.westernsydney.edu.au/search/name/Harry%20Merkur/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI7016_22-1H_CA_X#subjects)

2nd Half

Campbelltown

External

Subject Contact Harry Merkur ([https://directory.westernsydney.edu.au/search/name/Harry Merkur/](https://directory.westernsydney.edu.au/search/name/Harry%20Merkur/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI7016_22-2H_CA_X#subjects)

MEDI 7017 Gynaecological Surgery Ergonomics

Credit Points 10

Legacy Code 401059

Coordinator Harry Merkur ([https://directory.westernsydney.edu.au/search/name/Harry Merkur/](https://directory.westernsydney.edu.au/search/name/Harry%20Merkur/))

Description This is an alternate unit in the Graduate Diploma in Advanced Gynaecological Surgery and Year 1 of the Master of Surgery (Advanced Gynaecological Surgery) course. This unit provides students with the knowledge on surgical ergonomics in both open and minimally invasive gynaecological surgery. This unit will extend their knowledge in theoretical and practical aspects, focusing on strategies to maximise ergonomics and its effects on situational awareness, communication and leadership during gynaecological surgery. Students will explore factors associated with gynaecological surgery ergonomics, such as surgeon and surgical assistant positions, theatre setup, incision sites, port placement and surgical techniques to maximise surgical ergonomics in order to reduce surgeon fatigue, injury and improve patient safety and outcomes. It is expected the student will be able to perform operations safely, with economy of movement to optimise surgeon comfort and ultimately improve patient outcomes.

School Medicine

Discipline Obstetrics and Gynaecology

Student Contribution Band HECS Band 3 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 4766 Graduate Diploma of Advanced Gynaecological Surgery or 4770 Master of Surgery (Advanced Gynaecological Surgery) or 4690 Master of Surgery in Advanced Gynaecological Surgery

Assumed Knowledge

All students are expected to have a knowledge base commensurate with a level of a Trainee or Specialist in Obstetrics & Gynaecology (RANZCOG or other accredited college) with satisfactory completion of RANZCOG written examination as per enrolment restrictions.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine the factors that influence surgical ergonomics with various approaches to gynaecological surgery
2. Develop effective techniques in gynaecological surgery to optimise surgical ergonomics leading to safe work practices
3. Critically analyse the benefits of improving surgical ergonomics from a patient, surgeon and surgical team perspective
4. Examine strategies to improve theatre communication, situational awareness and leadership in an operative setting
5. Reflect on specific aspects of surgical ergonomics in gynaecological surgery to enhance professional practice

Subject Content

1. Factors that influence ergonomics within different approaches to gynaecological surgery including surgeon and surgical assistant positions, theatre setup, incision sites, port placement and surgical techniques
2. The benefits of improving surgical ergonomics for both the surgeon and patient
3. Strategies to improve theatre communication, situational awareness and leadership in an operative setting
4. Current practices to ensure safe work practices to protect both patients and staff

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Report	Total 5,000 words: 1a. Literature Review 4,000 words (SLOs 1, 3, 4); 1b. Reflection ~1,000 words (SLOs 2, 5)	100	N	Individual

Teaching Periods

1st Half

Campbelltown

External

Subject Contact Harry Merkur ([https://directory.westernsydney.edu.au/search/name/Harry Merkur/](https://directory.westernsydney.edu.au/search/name/Harry%20Merkur/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI7017_22-1H_CA_X#subjects)

2nd Half

Campbelltown

External

Subject Contact Harry Merkur ([https://directory.westernsydney.edu.au/search/name/Harry Merkur/](https://directory.westernsydney.edu.au/search/name/Harry%20Merkur/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI7017_22-2H_CA_X#subjects)

MEDI 7021 Mental Health Aspects of Allergic Diseases

Credit Points 10

Legacy Code 401252

Coordinator Natalie Morrison ([https://directory.westernsydney.edu.au/search/name/Natalie Morrison/](https://directory.westernsydney.edu.au/search/name/Natalie%20Morrison/))

Description Allergic diseases are chronic conditions which can influence psychosocial wellbeing. Early recognition of effects on mental health is essential to ensure optimal support and enhance quality of life. This unit provides students with knowledge and skills to address mental health concerns in patients with allergic diseases. Modules will cover the psychological effects of living with chronic disease, anxiety and depression, somatic symptom disorders and eating disorders. Students will use online lectures, case discussion and evidence-based materials to explore key elements and strategies for effective mental health assessment and management in clinical allergy practice.

School Medicine

Discipline Internal Medicine

Student Contribution Band HECS Band 3 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) MEDI 7002 AND
MEDI 7003 OR
MEDI 7001

Co-requisite(s) MEDI 7009

Restrictions

Students must be enrolled in Master of Medicine (Allergic Diseases). Students must be medical practitioners registered with AHPRA or the New Zealand Medical Board.

Assumed Knowledge

A completed medical degree (MBBS, MBChB or equivalent qualification) is required and current practice as a clinician is desirable to successfully undertake this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explore common psychological conditions and effects in patients with allergic diseases.
2. Consider the best strategies to assess and manage psychological conditions early in patients with allergic diseases.
3. Use evidence-based resources to promote best practice in caring for patients with allergic diseases and mental health conditions.

Subject Content

1. Psychological effects of living with chronic disease including adaptation, loss, grief, coping and adjustment from the child and adult perspective.
2. Anxiety disorders associated with allergic diseases including generalised anxiety, social phobia and post-traumatic stress disorder.
3. Depression in relation to allergic diseases.
4. Somatoform disorders associated with allergic diseases including chronic pain, unexplained physical syndromes and psychological problems.

5. Eating disorders associated with allergic diseases including food avoidance and aversion.

6. Child specific mental health conditions associated with allergic diseases including separation anxiety, oppositional defiant disorder and other emotional, behavioural and educational effects.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Participation: Facilitation of Group Discussion	30 mins	30	Y	Individual
Critical Review: Written assignment on topic nominated by lecturer	3,000 words	40	Y	Individual
Final exam: Multiple choice questions (MCQ)	1 hour	30	Y	Individual

Teaching Periods

2nd Half

Online

Online

Subject Contact Natalie Morrison ([https://directory.westernsydney.edu.au/search/name/Natalie Morrison/](https://directory.westernsydney.edu.au/search/name/Natalie%20Morrison/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI7021_22-2H_ON_O#subjects)

MEDI 7022 Nutritional Aspects of Allergic Diseases

Credit Points 10

Legacy Code 401251

Coordinator Miriam Codarini ([https://directory.westernsydney.edu.au/search/name/Miriam Codarini/](https://directory.westernsydney.edu.au/search/name/Miriam%20Codarini/))

Description Dietary and nutritional aspects of allergic diseases often need consideration in patient management. This unit provides students with a detailed understanding of nutritional fundamentals and requirements especially for children and adults with food allergy. Online learning materials and case discussion facilitated by an experienced dietitian will promote essential knowledge and practical skills. Modules will provide the latest evidence on nutritional basics, weight management, diagnosis and management of food allergies and intolerances, food labelling, and early infant feeding recommendations. This content will complement the clinical experiences in the Master of Medicine (Allergic Diseases) and enhance clinical allergy practice.

School Medicine

Discipline Internal Medicine

Student Contribution Band HECS Band 3 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) MEDI 7002 AND
MEDI 7003 OR
MEDI 7001

Co-requisite(s) MEDI 7009

Restrictions

Students must be enrolled in Master of Medicine (Allergic Diseases).
Students must be medical practitioners registered with AHPRA or the
New Zealand Medical Board.

Assumed Knowledge

A completed medical degree (MBBS, MBChB or equivalent qualification)
is required and current practice as a clinician is desirable to
successfully undertake this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explore nutritional fundamentals and requirements for patients with allergic diseases.
2. Examine feeding recommendations for children with and without food allergies.
3. Determine best evidence to assess and manage nutritional aspects of allergic diseases.
4. Use evidence-based resources to enhance learning in the nutritional aspects of allergic diseases.

Subject Content

This subject consists of four modules covering:

- Nutritional fundamentals and bone health
- weight management and The effect of Corticosteroids
- restrictive diets and supplementation, particularly for children with food allergies
- food intolerances
- food labelling
- early feeding recommendations
- evidence for food chemicals and additives causing allergy
- tests for food allergy

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Multiple Choice	30 minutes each	S/U	Y	Individual
Case Study	100 words each	20	Y	Individual
Report	300 words	30	Y	Individual
Essay	2,000 words	50	Y	Individual

Teaching Periods

1st Half

Online

Online

Subject Contact Miriam Codarini ([https://directory.westernsydney.edu.au/search/name/Miriam Codarini/](https://directory.westernsydney.edu.au/search/name/Miriam%20Codarini/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI7022_22-1H_ON_O#subjects)

2nd Half

Online

Online

Subject Contact Miriam Codarini ([https://directory.westernsydney.edu.au/search/name/Miriam Codarini/](https://directory.westernsydney.edu.au/search/name/Miriam%20Codarini/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI7022_22-2H_ON_O#subjects)

MEDI 7023 Pelvic Anatomy

Credit Points 10

Legacy Code 401061

Coordinator Harry Merkur ([https://directory.westernsydney.edu.au/search/name/Harry Merkur/](https://directory.westernsydney.edu.au/search/name/Harry%20Merkur/))

Description This is an alternate unit in the Graduate Diploma in Advanced Gynaecological Surgery and Year 1 of the Master of Surgery (Advanced Gynaecological Surgery) course. The student is expected to attain an advanced understanding and knowledge of the Anatomy of the Female Pelvis. The eventual aim is to become a competent surgeon in this field. Detailed Pelvic Anatomy is a vital component required to attain the skills necessary for the performance of Advanced Gynaecological Surgery. Knowledge of the normal versus the abnormal anatomy is required for the correct identification of pelvic structures. When abnormal features are present caused by pathological changes, the student is expected to know how to recognise the distortion caused, thus paving the way to try and normalise the anatomy as best as possible. The student should choose a topic relevant to the operations observed and learned. An analysis of the anatomy important to the topic should be presented in a detailed fashion. Evidence for any conclusions drawn or reflections made should be provided from a review of the literature. An important aspect of detailed knowledge of Pelvic Anatomy is crucial in the avoidance or detection and management of complications at surgery.

School Medicine

Discipline Obstetrics and Gynaecology

Student Contribution Band HECS Band 3 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 4766 Graduate Diploma of Advanced Gynaecological Surgery or 4770 Master of Surgery (Advanced Gynaecological Surgery) or 4690 Master of Surgery in Advanced Gynaecological Surgery

Assumed Knowledge

All students are expected to have a knowledge base commensurate with a level of a Trainee or Specialist in Obstetrics & Gynaecology

(RANZCOG or other accredited college) with satisfactory completion of RANZCOG written examination as per enrolment restrictions.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse aspects of pelvic anatomy relevant to the performance of advanced gynaecological surgery
2. Assess the distortion of anatomy that occurs with pathology
3. Critique surgical techniques to manage pathology appropriately
4. Evaluate surgical anatomy and landmarks required to facilitate safe gynaecological surgery and avoid inadvertent surgical injury
5. Apply reflective and evidence based approaches with respect to pelvic anatomy to enhance professional practice

Subject Content

1. Detail aspects of anatomy of the female pelvis relevant to Advanced Gynaecological Surgery
2. Appreciation of the distortion of anatomy that occurs with pathology
3. Spatial awareness required for the location of important anatomical structures during gynaecological surgery
4. Anatomical landmarks which are key to performing advanced gynaecological surgical procedures
5. Surgical anatomy to avoid complications at gynaecological surgery

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied Project	Total 5,000 words: 1a. Literature Review 4,000 words (SLOs 1, 3, 4); 1b. Reflection ~1,000 words (SLOs 2, 5)	100	N	Individual

Teaching Periods

1st Half

Campbelltown

External

Subject Contact Harry Merkur ([https://directory.westernsydney.edu.au/search/name/Harry Merkur/](https://directory.westernsydney.edu.au/search/name/Harry%20Merkur/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI7023_22-1H_CA_X#subjects)

2nd Half

Campbelltown

External

Subject Contact Harry Merkur ([https://directory.westernsydney.edu.au/search/name/Harry Merkur/](https://directory.westernsydney.edu.au/search/name/Harry%20Merkur/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI7023_22-2H_CA_X#subjects)

MEDI 7025 Port Entry

Credit Points 10

Legacy Code 400995

Coordinator Harry Merkur ([https://directory.westernsydney.edu.au/search/name/Harry Merkur/](https://directory.westernsydney.edu.au/search/name/Harry%20Merkur/))

Description This is an alternate unit in the Graduate Diploma in Advanced Gynaecological Surgery and Year 1 of the Master of Surgery (Advanced Gynaecological Surgery) course. Students undertaking this unit are expected to have a working knowledge on port entry techniques at commencement. This unit will extend their knowledge in theoretical and practical aspects, focusing on the port entry techniques and strategies of port placement and management of port site complications. Students will explore the multitude of port types which are commercially available in minimally invasive gynaecological surgery, the current technologies and tailoring their use in patients to provide optimal surgical outcomes. By enrolling in this unit, the student will be expected to produce a detailed discussion on various aspects of minimally invasive port entry, exploring the pre-operative and intra-operative nuances of surgical planning and techniques. This will extend the student's knowledge so they can safely and effectively establish port entry in minimally invasive gynaecological surgery.

School Medicine

Discipline Obstetrics and Gynaecology

Student Contribution Band HECS Band 3 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 4766 Graduate Diploma of Advanced Gynaecological Surgery or 4770 Master of Surgery (Advanced Gynaecological Surgery) or 4690 Master of Surgery in Advanced Gynaecological Surgery

Assumed Knowledge

All students are expected to have a knowledge base commensurate with a level of a Trainee or Specialist in Obstetrics & Gynaecology (RANZCOG or other accredited college) with satisfactory completion of RANZCOG written examination as per enrolment restrictions.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critique various port entry techniques and their application.
2. Manage pre-operative and intra-operative nuances of surgical planning and techniques with respect to port entry to safely and effectively establish port entry in minimally invasive gynaecological surgery.
3. Evaluate commercially available port site equipment and current technologies to appropriately tailor these products to patient care.
4. Examine port entry complications and manage these complications in a clinical setting.
5. Review the medical literature on specific aspects of port entry utilising an evidence based approach to enhance patient care.

Subject Content

Port entry techniques and its application in an operative setting. Pre-operative and intra-operative surgical planning to ensure effective and safe use of ports in minimally invasive gynaecological surgery. Various commercially port entry equipment and current technologies.

Port entry complications and management of such complications in a clinical setting.
Review of the medical literature in an evidence based approach to port entry.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Literature Review	4000 words	65	N	Individual
Reflection	~1000 words	35	N	Individual

Teaching Periods

1st Half

Campbelltown

External

Subject Contact Harry Merkur ([https://directory.westernsydney.edu.au/search/name/Harry Merkur/](https://directory.westernsydney.edu.au/search/name/Harry%20Merkur/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI7025_22-1H_CA_X#subjects)

2nd Half

Campbelltown

External

Subject Contact Harry Merkur ([https://directory.westernsydney.edu.au/search/name/Harry Merkur/](https://directory.westernsydney.edu.au/search/name/Harry%20Merkur/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI7025_22-2H_CA_X#subjects)

MEDI 7026 Power Modalities

Credit Points 10

Legacy Code 400996

Coordinator Harry Merkur ([https://directory.westernsydney.edu.au/search/name/Harry Merkur/](https://directory.westernsydney.edu.au/search/name/Harry%20Merkur/))

Description This is an alternate unit in the Graduate Diploma in Advanced Gynaecological Surgery and Year 1 of the Master of Surgery (Advanced Gynaecological Surgery) course. A thorough understanding of the range of power modalities available when performing gynaecological surgery is a key fundamental concept to gynaecologists performing such surgery. Students undertaking this unit are expected to have a working knowledge on power modalities at commencement. This unit will extend their knowledge in theoretical and practical aspects. Students will explore the physics behind various power modalities, its physiological effect on human tissue and potential complications related to each power modality. Students will review and compare the current range of commercially available power modalities, assisting them to be competent with its use in a clinical setting and tailoring their use dependent on the type of surgery and pathology. By enrolling in this unit, the student will be expected to produce a detailed discussion on various aspects of power modalities, exploring the nuances of surgical planning and techniques. This will extend the student's knowledge so they can safely and effectively use various power modalities in gynaecological surgery.

School Medicine

Discipline Obstetrics and Gynaecology

Student Contribution Band HECS Band 3 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 4766 Graduate Diploma of Advanced Gynaecological Surgery or 4770 Master of Surgery (Advanced Gynaecological Surgery) or 4690 Master of Surgery in Advanced Gynaecological Surgery

Assumed Knowledge

All students are expected to have a knowledge base commensurate with a level of a Trainee or Specialist in Obstetrics & Gynaecology (RANZCOG or other accredited college) with satisfactory completion of RANZCOG written examination as per enrolment restrictions.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine the physics of various power modalities and its effect on human tissue
2. Evaluate the current range of available power modalities, their potential complications and strategies to minimize risk to patients
3. Assess the use of different power modalities in different surgeries and pathologies, tailoring their use for optimal patient outcomes
4. Employ safe principles to assist in the effective use of various power modalities in a clinical setting
5. Review the medical literature on specific aspects of power modalities in a clinical setting

Subject Content

Physics of various power modalities and its effect on human tissue
Potential complications that may arise from the use of various power modalities (some of which are specific to each power modality) and strategies to minimize the risks to patients

Explore the current range of power modalities available to gynaecological surgeons

Compare the use of different power modalities in different surgeries and pathologies, tailoring their use for optimal patient outcomes

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	Total 5,000 words: 1a. Literature Review 4,000 words (SLOs 1, 3, 4); 1b. Reflection ~ 1,000 words (SLOs 2, 5)	100	N	Individual

Teaching Periods

1st Half

Campbelltown

External

Subject Contact Harry Merkur (https://directory.westernsydney.edu.au/search/name/Harry_Merkur/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI7026_22-1H_CA_X#subjects)

2nd Half

Campbelltown

External

Subject Contact Harry Merkur (https://directory.westernsydney.edu.au/search/name/Harry_Merkur/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI7026_22-2H_CA_X#subjects)

MEDI 7027 Professional Portfolio 4

Credit Points 20

Legacy Code 401261

Coordinator Jenny McDonald (https://directory.westernsydney.edu.au/search/name/Jenny_Mcdonald/)

Description This is a 40 credit point year-long subject taken over two terms (20 credit points in each term). This subject is the penultimate subject of five Professional Portfolio subjects which will provide students in the Doctor of Medicine (MD) program with the means to monitor and support their acquisition of professional competencies in medicine. Supported by workshops, resources and your Academic Supervisor, you will collate and review evidence of your learning, such as clinical assessments and case studies, preparatory work and outcomes from research and scholarly projects. By identifying and addressing your learning and professional development needs, you will create your own personalised learning journey as the basis for life-long learning in medicine. The Professional Portfolio will also prepare you for the portfolios used extensively in post graduate specialty training in medicine.

School Medicine

Discipline General Medicine

Student Contribution Band HECS Band 3 20cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) MEDI 3001 AND MEDI 4005

Co-requisite(s) MEDI 7006

Restrictions

Restricted to students enrolled in 4758 - Doctor of Medicine (MD). Students must also meet the inherent requirements of the program as outlined in the University of Western Sydney Inherent Requirements for Medicine: (www.uws.edu.au/ir/inherent_requirements/inherent_requirements_for_medicine_courses). Inherent requirements are personal capabilities which are essential for achieving the learning outcomes of the program or subject in a way that will preserve the integrity of the University's teaching, learning and assessment standards and the accreditation requirements for the program. The Disability Education Standard, Section 3.4 (3) states: "In assessing whether an adjustment to the program, subject of the program or

program in which the student is enrolled, or proposes to be enrolled, is reas

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Provides patient centred care at all stages of care, from pre-pregnancy to end of life
2. Promotes the health and wellbeing of individuals and populations, with particular focus on Greater Western Sydney, rural, regional and Aboriginal and Torres Strait Islander communities
3. Evaluates and continuously develops own personal and professional capabilities, and those of others
4. Applies a sound understanding of the biomedical, psychological and social sciences to medical practice

Subject Content

Medical professional competencies in

- Application of science to understanding of health and disease, including recent developments in local, regional, national and international contexts
 - Evaluation of health and disease in individuals and communities
 - Application and evaluation of evidence based practice
 - Teaching and evaluation of learning
 - Application and evaluation of clinical and professional skills to a broad range of situations in diverse clinical and community settings
- Scholarly competencies in
- All aspects of the research process, including data collection, analysis and interpretation, and dissemination of research findings to professional academic and community audiences through conducting an independent project
 - Critical inquiry through application of the biomedical, psychological and social sciences, arts and humanities
- Self-evaluation and critical reflection on learning, personal and professional development

Special Requirements

Legislative pre-requisites

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement.

Use the link to the Special Requirements webpage below for more information. http://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements (http://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Students are required to obtain and provide all necessary documentation to be verified by NSW ClinConnect. This verification is a requirement of the NSW Health Department for all students enrolled in medical programs. If a student fails to produce this documentation to ClinConnect they will not be able to attend hospital and health service teaching sessions, and placements. Attendance is a mandatory requirement of the program to ensure that professional competencies are met. Failure to attend will result in a Fail Grade for the subject. Documents that must be provided to ClinConnect are:

1. National Police Certificate
2. Adult Health Immunization Schedule
3. Code of Conduct Agreement

Teaching Periods

MEDI 7028 Professional Portfolio 5

Credit Points 20

Legacy Code 401263

Coordinator Jenny McDonald ([https://directory.westernsydney.edu.au/search/name/Jenny McDonald/](https://directory.westernsydney.edu.au/search/name/Jenny%20McDonald/))

Description This is a 40 credit point year-long subject taken over two terms (20 credit points in each term). This subject is the final subject of five Professional Portfolio subjects which will provide students in the Doctor of Medicine (MD) program with the means to monitor and support their acquisition of professional competencies in medicine. Supported by workshops, resources and your Academic Supervisor, you will collate and review evidence of your learning, such as clinical assessments and case studies, preparatory work and outcomes from research and scholarly projects. By identifying and addressing your learning and professional development needs, you will create your own personalised learning journey as the basis for life-long learning in medicine. The Professional Portfolio will also prepare you for the portfolios used extensively in post graduate specialty training in medicine.

School Medicine

Discipline General Medicine

Student Contribution Band HECS Band 3 20cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) MEDI 7006 AND MEDI 7027

Co-requisite(s) MEDI 7007 AND MEDI 7020

Restrictions

Restricted to students enrolled in 4758 - Doctor of Medicine (MD). Students must also meet the inherent requirements of the program as outlined in the University of Western Sydney Inherent Requirements for Medicine: (www.uws.edu.au/ir/inherent_requirements/inherent_requirements_for_medicine_courses). Inherent requirements are personal capabilities which are essential for achieving the learning outcomes of the program or subject in a way that will preserve the integrity of the University's teaching, learning and assessment standards and the accreditation requirements for the program. The Disability Education Standard, Section 3.4 (3) states: "In assessing whether an adjustment to the program, subject of the program or program in which the student is enrolled, or proposes to be enrolled, is rea

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Provides patient centred care at all stages of care, from pre-pregnancy to end of life
2. Promotes the health and wellbeing of individuals and populations, with particular focus on Greater Western Sydney, rural, regional and Aboriginal and Torres Strait Islander communities
3. Evaluates and continuously develops own personal and professional capabilities, and those of others
4. Applies a sound understanding of the biomedical, psychological and social sciences to medical practice

Subject Content

Medical professional competencies in

- Application of science to understanding of health and disease, including recent developments in local, regional, national and international contexts
 - Evaluation of health and disease in individuals and communities
 - Application and evaluation of evidence based practice
 - Teaching and evaluation of learning
 - Application and evaluation of clinical and professional skills to a broad range of situations in diverse clinical and community settings
- Scholarly competencies in
- All aspects of the research process, including data collection, analysis and interpretation, and dissemination of research findings to professional academic and community audiences through completing an independent project
 - Critical inquiry through application of the biomedical, psychological and social sciences, arts and humanities
- Self-evaluation and critical reflection on learning, personal and professional development

Special Requirements

Legislative pre-requisites

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement.

Use the link to the Special Requirements webpage below for more information. http://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements (http://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Students are required to obtain and provide all necessary documentation to be verified by NSW ClinConnect. This verification is a requirement of the NSW Health Department for all students enrolled in medical programs. If a student fails to produce this documentation to ClinConnect they will not be able to attend hospital and health service teaching sessions, and placements. Attendance is a mandatory requirement of the program to ensure that professional competencies are met. Failure to attend will result in a Fail Grade for the subject. Documents that must be provided to ClinConnect are:

1. National Police Certificate
2. Adult Health Immunization Schedule
3. Code of Conduct Agreement

Teaching Periods

MEDI 7029 Reflective Clinical Allergy Practice

Credit Points 20

Legacy Code 401253

Coordinator Miriam Codarini ([https://directory.westernsydney.edu.au/search/name/Miriam Codarini/](https://directory.westernsydney.edu.au/search/name/Miriam%20Codarini/))

Description This is an online bridging unit for students with a Graduate Certificate in Allergic Diseases qualification or other recognised allergy training who wish to pursue further study in allergic diseases. Students with acceptable prior learning to enrol in this unit will enter Year 2 of the Master of Medicine (Allergic Diseases) with the option to exit at the Diploma level. The unit enables students to revise the latest theoretical and clinical concepts in allergic diseases and reflect on their

own clinical allergy practice. Reflection will be promoted through case presentation and reports and literature review.

School Medicine

Discipline Internal Medicine

Student Contribution Band HECS Band 3 20cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) MEDI 7001 OR

MEDI 7002 AND

MEDI 7003

Restrictions

Students must be enrolled in Master of Medicine (Allergic Diseases). Students must be medical practitioners registered with AHPRA or the New Zealand Medical Board.

Assumed Knowledge

A completed medical degree (MBBS, MBChB or equivalent qualification) is required and current practice as a clinician is desirable to successfully undertake this subject. Also, must have knowledge of immunological concepts and clinical aspects of allergic diseases, and experience with allergy diagnosis and management in clinical practice. Satisfactory knowledge and experience in clinical allergy will have been acquired through the existing Graduate Certificate in Allergic Diseases (program code 4689) or via other accredited professional training.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine current literature regarding the pathophysiology, epidemiology, clinical presentation and treatment of allergic diseases.
2. Review key aspects of the professional practice required of doctors assessing and managing patients with allergic diseases.
3. Present clinical cases in a clear and well structured manner.
4. Reflect on aspects of diagnosis and management of allergic diseases.
5. Conduct a literature review to inform clinical allergy practice.

Subject Content

1. All learning modules from Allergic Sciences 1 and 2 units
2. Clinical case reflection:
 - a. Case study 1 (own case)
 - present and discuss case with PowerPoint slides via Zoom
 - summary report of main diagnostic and treatment challenges
 - b. Case study 2 (provided by lecturer)
 - choose one question emerging from The case, modules or set Topics for literature Review

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	30 minutes x 8	S/U	N	Individual
Quiz	60 mins x 2	S/U	N	Individual

Presentation	15 minutes	15	Y	Individual
Reflection	500 words	20	Y	Individual
Reflection	500 words	25	Y	Individual
Literature Review	1,500 words	40	Y	Individual

Teaching Periods

1st Half

Online

Online

Subject Contact Miriam Codarini ([https://directory.westernsydney.edu.au/search/name/Miriam Codarini/](https://directory.westernsydney.edu.au/search/name/Miriam%20Codarini/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI7029_22-1H_ON_O#subjects)

MEDI 7030 Research Project in Rural Generalist Medicine

Credit Points 20

Legacy Code 401275

Coordinator Andrew Page ([https://directory.westernsydney.edu.au/search/name/Andrew Page/](https://directory.westernsydney.edu.au/search/name/Andrew%20Page/))

Description This unit is an essential part of the final year of the Masters of Medicine (Rural Generalism). It will build on the students' knowledge and skills gained in prior units and the aim of this unit is to design and conduct a research project from an area relevant to their practice of rural generalism. Successful completion of the unit results in the composition of a report, and in an oral presentation, which will include details of the aims, methods, results and conclusions of the project.

School Medicine

Discipline General Medicine

Student Contribution Band HECS Band 3 20cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Must be enrolled in the Master of Medicine (Rural Generalism)

Assumed Knowledge

401080 Research Protocol and Design.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate the theories and real-life issues relevant to rural medical practice
2. Design and conduct a research project in a rural and remote context
3. Communicate the results of the project to peers and other health professionals in oral and written forms in a professional manner
4. Reflect on own learning and professional development needs
5. Apply technology and self-directed learning strategies to enhance evidence-based practice.

Subject Content

Online Tutorial 1: Introduction to the Unit outlining Objectives and Timelines ULO 1,2,3,4,5

Online Tutorial 2: Reflection on Research Protocol and Design Unit ULO 1,2,3,4,5

Online Tutorial 3: Project design tutorial: designed to address design aspects of the project in response to student ?es research proposal ULO 1,2,3,4,5

Online Tutorial 4: Data collection and measurement tutorial: aimed at ensuring data collection and measurements are being made appropriately ULO 1,2,3,4,5

Online Tutorial 5: Data analysis tutorial: aimed at ensuring data analysis will be appropriately performed ULO 2,3,4,5

Online Tutorial 6: Report writing (Introduction; Methods; results and discussion) ULO 1,2,3,4,5

Online Tutorial 7: Research Presentation Skills aimed at identifying the key aspects of the research (for inclusion in the presentation ULO 2,3,4,5

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Research Project Proposal	500-1000 words	10%	N	Individual
Oral Presentation	20 minute	25%	N	Individual
Research Project	4000 words excluding references	65%	Y	Individual

Teaching Periods

MEDI 7031 Rural and Remote Medicine: The Generalist Approach

Credit Points 10

Legacy Code 401270

Coordinator Andrew Page ([https://directory.westernsydney.edu.au/search/name/Andrew Page/](https://directory.westernsydney.edu.au/search/name/Andrew%20Page/))

Description This unit introduces the student to the concepts of rural generalist practice and provides them with an understanding of the complexities and inequalities of providing health care in rural and remote Australian settings. Students will be expected to appraise the current literature around generalist practice and evaluate the models of care and health systems that support a generalist approach. The students will also determine the skills required to effectively deliver the required scope of practice

School Medicine

Discipline General Medicine

Student Contribution Band HECS Band 3 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 4760 Masters of Medicine (Rural Generalism)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explore key concepts and principles of rural health and generalist practice
2. Assess the impact of different models of rural practice from a practitioner and patient perspective
3. Describe the diversity of populations in rural and remote settings in the Australian context
4. Evaluate and describe models of care and health systems that support a generalist approach
5. Identify and evaluate the requirements of skills for rural generalist practice
6. Appraise the current rural health policy as it relates to scope of practice
7. Use critical thinking to review literature relevant to (diseases and) medical practices in rural and remote settings in the Australian context
8. Examine the ethical and standards applicable to rural generalist practice

Subject Content

Module 1: What is generalist practice? ULO 1,4,5

Module 2: Diversity in populations in rural and remote Australia ULO 2,3

Module 3: Models of Care for Generalist practice ULO 2,4,5

Module 4: Using the Library Resources for Research ULO 7

Module 5: Rural Health Policy and its Impact ULO 4,5,6

Module 6: Skills for generalist practice ULO 4,5,8

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	15 minutes at the end of each module	10	N	Individual
Participation	Twice weekly throughout the semester	10	N	Individual
Presentation	15 minutes	30	N	Individual
Literature review	1500 words	50	N	Individual

Teaching Periods

MEDI 7032 Surgical Pathology 1

Legacy Code 401227

Coordinator Tristan Rutland ([https://directory.westernsydney.edu.au/search/name/Tristan Rutland/](https://directory.westernsydney.edu.au/search/name/Tristan%20Rutland/))

Student Contribution Band

Assumed Knowledge

A basic undergraduate level knowledge in Pathology and microscopy skills is expected, as the candidates will have a MBBS or equivalent pre-requisite degree.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Neuropathology Diagnostic Case Studies (Online tasks)	10 cases - 50-100 words each	50	Y	Individual
Practical exam - Surgical Pathology Microscopy and reporting (held during conference week)	2 hours	50	Y	Individual

Teaching Periods

MEDI 7033 Surgical Pathology 2

Credit Points 10

Legacy Code 401229

Coordinator Tristan Rutland ([https://directory.westernsydney.edu.au/search/name/Tristan Rutland/](https://directory.westernsydney.edu.au/search/name/Tristan%20Rutland/))

Description In 2022 this unit replaced by unit 401474 - Surgical Pathology of the Genito-urinary Tract, Salivary Gland and Endocrine System. This unit will re-inforce the diagnostic entities in genito-urinary tract, salivary gland and endocrine system pathology that were introduced in Surgical Pathology I. Two self-directed online learning modules with digitalized images and practical notes on the diagnostic approach to important pathological entities of the above sub-specialties will be provided. The basic concepts in surgical, cyto- and small biopsy pathology, including the appropriate ancillary techniques in the diagnosis, prognostication and treatment prediction will be assessed. This unit is designed to further develop the basic research and communication skills, and critical thinking acquired in Surgical Pathology I, and to reinforce the resources and technical requirements needed to reach the correct pathological diagnosis.

School Medicine

Discipline Pathology

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions Students must be enrolled in 4750 Masters of Medicine (Pathology).

Assumed Knowledge

A basic undergraduate level knowledge in Pathology and microscopy skills is expected, as the candidates will have a MBBS or equivalent pre-requisite degree.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine and interpret diagnostic entities in surgical pathology in the subspecialties of genito-urinary pathology, salivary gland and endocrine pathology
2. Identify and apply appropriate ancillary techniques in the diagnosis and treatment of conditions within the subspecialties of genito-urinary pathology, salivary gland and endocrine pathology
3. Identify common and uncommon disease entities in genitourinary pathology, salivary gland and endocrine pathology, including the diagnosis of non-neoplastic, benign and malignant entities
4. Define the resources and technical requirements needed to reach the correct diagnosis in genitourinary pathology, salivary gland and endocrine pathology
5. Produce a written report that communicates surgical and cytopathology diagnostic findings
6. Exemplify the behaviour required to create a safe, caring, ethical and professional practice required by pathologists

Subject Content

1. Genito-urinary tract pathology
2. Salivary gland pathology
3. Endocrine system pathology

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Genito- Urinary Pathology Diagnostic Case Studies (Online task)	20 cases ~300-500 words each	S/U	Y	Individual
Salivary Gland and Endocrine Pathology Diagnostic Case Studies (Online task)	20 cases ~300-500 words each	S/U	Y	Individual
Essay	1500 word limit	50	Y	Individual
Histopathology Case Reports	10 cases ~300-500 words each	50	Y	Individual

Prescribed Texts

- Eble J.N., Sauter G., Epstein J.I., Sesterhenn I.A. (Eds.): WHO Classification of Tumours of the Urinary System and Male Genital Organs. IARC: Lyon 2004
- DeLellis R.A., Lloyd R.V., Heitz P.U., Eng C. (Eds.): WHO Classification of Tumours of Endocrine Organs. IARC: Lyon 2004

Teaching Periods

MEDI 7034 Surgical Pathology 3

Credit Points 10

Legacy Code 401230

Coordinator Tristan Rutland ([https://directory.westernsydney.edu.au/search/name/Tristan Rutland/](https://directory.westernsydney.edu.au/search/name/Tristan%20Rutland/))

Description In 2022 this unit replaced by unit 401475 - Surgical Pathology of Skin, Bone and Soft Tissue. This unit will re-inforce the diagnostic entity in skin and soft tissue pathology that were introduced in Surgical Pathology I. The first self-directed online learning module is composed of digitalized images and practical notes on the diagnostic approach to important pathological entities of these sub-specialties. The second online module will revise prior learning of the sub-specialties neuropathology, cardiorespiratory pathology, genitourinary pathology, salivary gland and endocrine pathology. A literature review and discussion of contemporary and emerging developments in the relevant pathological entity will be conducted. This unit is designed to not only re-inforce/revise the above topics, but to harness effective communication and analytical research skills and to understand the importance of professional development.

School Medicine

Discipline Pathology

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions Students must be enrolled in 4750 Masters of Medicine (Pathology).

Assumed Knowledge

A basic undergraduate level knowledge in Pathology and microscopy skills is expected, as the candidates will have a MBBS or equivalent pre-requisite degree.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine and interpret advanced diagnostic entities in surgical pathology in the subspecialties of skin and soft tissue pathology
2. Identify common and uncommon disease entities in skin and soft tissue pathology, including the diagnosis of non-neoplastic, benign and malignant entities
3. Use research skills to investigate disease entities in skin and soft tissue pathology to reach the correct diagnosis
4. Report pathological findings using written and oral communication skills to patients, other health professional and related stakeholders, with application of analytical research skills where necessary to form appropriate conclusions and recommendations regarding further clinical management
5. Exemplify the behaviour required to create a safe, caring, ethical and professional practice required by pathologists

Subject Content

1. Skin pathology
2. Soft tissue pathology
3. Analytical research skills (Literature review assessment item)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Skin and Soft Tissue Pathology Diagnostic Case Studies (Online task)	20 cases: 300-500 words each	S/U	Y	Individual
Literature Review	2500 word limit	50	Y	Individual
Histopathology Case Reports	10 cases: 300-500 words each	50	Y	Individual

Prescribed Texts

- Patterson J. Weedon *fs* Skin Pathology (4th Ed.). Elsevier: London 2015.
- Weiss S.W., Goulburn J.R., Folpe A.L. Enzinger & Weiss *fs* Soft Tissue Tumours (6th Ed.). Elsevier: Philadelphia 2013

Teaching Periods

MEDI 7035 Surgical Pathology 4

Credit Points 10

Legacy Code 401231

Coordinator Tristan Rutland ([https://directory.westernsydney.edu.au/search/name/Tristan Rutland/](https://directory.westernsydney.edu.au/search/name/Tristan%20Rutland/))

Description In 2022 this unit replaced by unit 401476 - General Surgical Pathology and Gastrointestinal Pathology. This unit introduces diagnostic entities in surgical pathology entities gastrointestinal and liver, breast, head and neck, paediatric, gynaecological and haemato-pathology. The unit provides training in basic research skills, communication skills, and critical thinking. The self-directed online learning module is composed of digitalized images, practical notes, recorded lectures and quizzes on the diagnostic approach to important pathological entities of the gastrointestinal tract and liver.

School Medicine

Discipline Pathology

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 4750 Masters of Medicine (Pathology).

Assumed Knowledge

A basic undergraduate level knowledge in Pathology and microscopy skills is expected, as the candidates will have a MBBS or equivalent pre-requisite degree.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine diagnostic entities in surgical pathology in the subspecialties of gastrointestinal and liver, breast, head and neck, paediatric, gynaecological, and haematopathology.
2. Assess ancillary techniques in the diagnosis and treatment of conditions within the subspecialties of gastrointestinal and

liver, breast, head and neck, paediatric, gynaecological, and haematopathology.

3. Assess common and uncommon disease entities in gastrointestinal and liver pathology, including the diagnosis of non-neoplastic, benign and malignant entities.
4. Engage in professional development activities related to anatomical pathology.
5. Use evidence-based approach to inform the practice of surgical pathology in the subspecialties of gastrointestinal and liver, breast, head and neck, paediatric, gynaecological, and haematopathology .

Subject Content

1. Gastrointestinal tract and liver pathology
2. Breast pathology
3. Head and neck pathology
4. Paediatric pathology
5. Gynaecological pathology
6. Haematopathology

Special Requirements

Legislative pre-requisites

Students need to meet the legislative requirements to be in a supervised specialist training role in Pathology, and hence be working clinically in a hospital/laboratory setting.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	20 cases ~50-100 words each	50	Y	Individual
Practical Exam	2 hours	50	Y	Individual

Prescribed Texts

- Odze G., Goldblum J.R. Surgical Pathology of the GI Tract, Liver, Biliary Tract and Pancreas (3rd Ed.). Elsevier: London 2014.

Teaching Periods

1st Half

Online

Online

Subject Contact Tristan Rutland (https://directory.westernsydney.edu.au/search/name/Tristan_Rutland/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI7035_22-1H_ON_0#subjects)

MEDI 7036 Surgical Pathology 5

Credit Points 10

Legacy Code 401233

Coordinator Tristan Rutland (https://directory.westernsydney.edu.au/search/name/Tristan_Rutland/)

Description In 2022 this unit replaced by unit 401478 - Surgical Pathology of the Head and Neck, Haematopathology and Paediatric Pathology. This unit will re-inforce the diagnostic entities in haematopathology, head and neck, and paediatric pathology that were introduced in Surgical Pathology IV. Two self-directed online learning modules with digitalized images and practical notes on the diagnostic approach to important pathological entities of the above sub-specialties will be provided. Upon completion of the unit students will have advanced knowledge in surgical, cyto- and small biopsy pathology, including appropriate ancillary techniques and recent research developments. This unit will promote behaviours that create a safe, caring, ethical and professional practice required by pathologists.

School Medicine

Discipline Pathology

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions Students must be enrolled in 4750 Masters of Medicine (Pathology).

Assumed Knowledge

A basic undergraduate level knowledge in Pathology and microscopy skills is expected, as the candidates will have a MBBS or equivalent pre-requisite degree.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine and interpret advanced diagnostic entities in surgical pathology in the subspecialties of haematopathology, head and neck, and paediatric pathology, including a number of non-neoplastic, benign and malignant diagnoses
2. Define the resources and technical requirements needed to reach the correct diagnosis in haematopathology, head and neck, and paediatric pathology
3. Apply basic research skills to identify and describe pathological entities encountered in the professional practice of pathology
4. Reflect on the behaviour required to create a safe, caring, ethical and professional practice required by pathologists

Subject Content

1. Head and neck pathology
2. Paediatric pathology
3. Haematopathology

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	20 cases ~300-500 words each	S/U	Y	Individual
Case Study	20 cases ~300-500 words each	S/U	Y	Individual
Essay	1500 word limit	50	Y	Individual

Report	10 cases ~300-500 words each	50	Y	Individual
--------	------------------------------------	----	---	------------

Prescribed Texts

- Swerdlow E.S.H., Campo E., Harris N.L., Jaffe E.S., Pileri S.A., Stein H., Thiele J., Vardiman J.W. (Eds.). WHO Classification of Tumours of Haematopoietic and Lymphoid Tissues. IARC: Lyon 2008.

Teaching Periods

MEDI 7037 Surgical Pathology 6

Credit Points 10**Legacy Code** 401234**Coordinator** Tristan Rutland ([https://directory.westernsydney.edu.au/search/name/Tristan Rutland/](https://directory.westernsydney.edu.au/search/name/Tristan%20Rutland/))

Description In 2022 this unit replaced by unit 401479 - Surgical Pathology of the Female Genital Tract. This unit will revise the diagnostic entities in gynaecological pathology that were introduced in Surgical Pathology IV. The first self-directed online learning module is composed of digitalized images and practical notes on the diagnostic approach to important pathological entities of gynaecological pathology. A second online module will revise the sub-specialities covered in Surgical Pathology I through V. Students will be required to complete a literature review of contemporary and emerging developments in a relevant pathological entity. This unit is designed to revise all areas of surgical pathology within the Master of Pathology as well as promote engagement with professional development activities relevant to a career as a pathologist.

School Medicine**Discipline** Pathology**Student Contribution Band** HECS Band 2 10cp**Level** Postgraduate Coursework Level 7 subject**Restrictions** Students must be enrolled in 4750 Masters of Medicine (Pathology).**Assumed Knowledge**

A basic undergraduate level knowledge in Pathology and microscopy skills is expected, as the candidates will have a MBBS or equivalent pre-requisite degree.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine and interpret advanced diagnostic entities in surgical pathology in the subspecialty of gynaecological pathology
2. Identify and apply appropriate ancillary techniques in the diagnosis and treatment of conditions within all subspecialties of surgical pathology
3. Identify common and uncommon disease entities in surgical pathology based on their histological features
4. Report pathological findings using written and oral communication skills to patients, other health professional and related stakeholders
5. Engage in professional development activities related to anatomical pathology

Subject Content

Gynaecological pathology

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	20 cases ~300-500 words each	S/U	Y	Individual
Literature Review	2500 word limit	50	Y	Individual
Report	10 cases ~300-500 words each	50	Y	Individual

Prescribed Texts

- Crum C.P., Nucci M.R., Lee K.R. Diagnostic Gynecologic and Obstetric Pathology (2nd Ed.). Elsevier: Philadelphia 2011.

Teaching Periods

MEDI 7038 Telehealth and Rural Communities

Credit Points 10**Legacy Code** 401274**Coordinator** Andrew Page ([https://directory.westernsydney.edu.au/search/name/Andrew Page/](https://directory.westernsydney.edu.au/search/name/Andrew%20Page/))

Description This unit will examine the main clinical, technical and contextual aspects of telehealth relevant to the practice in rural and remote communities. Students will appraise the literature and evidence-based resources regarding e-health to promote best practice in rural generalism and formulate an implementation plan for the introduction or expansion of telehealth services in their practice. They will also develop skills that will enable them to conduct a safe, effective and culturally appropriate telehealth consultation

School Medicine**Discipline** General Medicine**Student Contribution Band** HECS Band 3 10cp**Level** Postgraduate Coursework Level 7 subject**Restrictions**

Students must be enrolled on Masters of Medicine (Rural Generalism)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Practice e-health to provide effective clinical care for patients in rural and remote communities
2. Identify and evaluate the main clinical, technical and contextual aspects of telehealth relevant to the practice in rural and remote communities
3. Appraise the literature and evidence-based resources regarding e-health to promote best practice in rural generalism and with view to further research and study

- Provide quality medical care or facilitate access to specialised care for patients in rural and remote communities
- Formulate and promote an implementation plan for the introduction or expansion of telehealth services in their practice
- Conduct a safe, effective and culturally appropriate telehealth consultation
- Apply technology and self-directed learning strategies to enhance evidence-based practice.

examine the overall management of the different types of diabetes that are fundamental for advance and specialised diabetes clinical practice.

School Medicine

Discipline General Medicine

Student Contribution Band HECS Band 3 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program with evidence of 12 month clinically relevant practice or substantial experience in working with people with diabetes

Assumed Knowledge

Basic knowledge and understanding of diabetes pathophysiology and sufficient experience working with diabetes patients in a clinical setting.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Examine the classification, aetiology and pathophysiology of the three major types of Diabetes
- Integrate lifestyle modification and Medical Nutrition Therapy as an integral part in the management of DM
- Analyse diagnostic criteria and treatment target ranges for each of the three major types of diabetes to determine treatment and management options for each type of diabetes
- Provide education and training on the pharmacodynamics of oral agents, insulin and other injectable medication in the management of DM
- Apply best practice guidelines, clinical recommendations and evidence based practice to support diabetes education

Subject Content

- Aetiology and pathophysiology of diabetes assessment and management
- Diabetes Medication Management
- Blood Glucose Monitoring
- Understanding of the interrelationship between nutrition, exercise, stress, and medications on diabetes and prediabetes management
- Acute complications of diabetes Hypoglycaemia
- Hyperglycaemic states
- Sick day management
- Immunisation for people with diabetes
- Implications for driving and reporting
- Clinical management considerations for identified population groups (Elderly, Paediatric and Diabetes in pregnancy)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Online Quiz 1: Type 1 Diabetes	45 minutes	15	N	Individual

Subject Content

Module 1: What is e-health and telehealth? ULO 1,2,3

Module 2: Setting up telehealth ULO 2,3,4,5,7

Module 3: Evidence Based Use of e-health ULO 1,2,3,7

Module 4: Telehealth Decision Making (Risk Management in Rural and Remote Practice) ULO 1,2,4,5,6,7

Module 5: Introducing e-health and telehealth into practice ULO 1,2,4,5,6,7

Module 6: The Telehealth consultation ULO 2,4,5,6,7

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Participation - Online Forum Participation	Twice weekly throughout the semester	10	N	Individual
Case study x2	500 words each	30	N	Individual
Professional task - Telehealth audit	Audit of telehealth consultations	15	N	Individual
Reflection - Reflective journal	500 words	15	N	Individual
Simulation - Telehealth consultation	Video conference simulation of one telehealth consultation	30	N	Individual

Teaching Periods

MEDI 7039 Clinical Practice in Diabetes 1

Credit Points 10

Legacy Code 401284

Coordinator Cathy Wilson ([https://directory.westernsydney.edu.au/search/name/Cathy Wilson/](https://directory.westernsydney.edu.au/search/name/Cathy%20Wilson/))

Description This unit introduces students to the aetiology, pathophysiology and clinical picture of the various types of diabetes and the short and long term physical impact on individuals. This is the basis for all clinical units in this course. Students will comprehensively

Online Quiz 2: Type 2 Diabetes	45 minutes	15	N	Individual
Online Quiz 3: Pregnancy and Diabetes	30 minutes	10	N	Individual
Case study	2,000 words	40	N	Individual
Participation - Online tutorials	Ongoing	20	N	Individual

Prescribed Texts

- American Association of Diabetes Educators The Art and Science of Diabetes Self-Management Education Desk Reference, 3rd Edition (2017) , American Association of Diabetes Educators: USA

Teaching Periods

Spring

Online

Online

Subject Contact Cathy Wilson ([https://directory.westernsydney.edu.au/search/name/Cathy Wilson/](https://directory.westernsydney.edu.au/search/name/Cathy%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI7039_22-SPR_ON_O#subjects)

MEDI 7040 Clinical Practice in Diabetes 2

Credit Points 10

Legacy Code 401286

Coordinator Cathy Wilson ([https://directory.westernsydney.edu.au/search/name/Cathy Wilson/](https://directory.westernsydney.edu.au/search/name/Cathy%20Wilson/))

Description This unit will focus on the disease process leading to chronic complications of diabetes. Students will examine the screening process, interventions and the management of established microvascular and macrovascular disease associated with diabetes. Students investigate the elderly and vulnerable populations for the synthesis of individualisation of diabetes care and management. Health practitioner clinical skills directly impact on the short and long term health status of people with diabetes. In this online unit, there is a mandatory five day face-to-face clinical workshop component and a mandatory 40 hours of clinical practicum that will be undertaken by all students in this unit.

School Medicine

Discipline General Medicine

Student Contribution Band HECS Band 3 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) MEDI 7039 AND MEDI 7041

Restrictions

Students must be enrolled in 4761 Graduate Certificate or 4762 Graduate Diploma in Person-centred Diabetes Care and Education.

Assumed Knowledge

Basic knowledge and understanding of pathophysiology and clinical diabetes. Demonstrated understanding of psychosocial education and support in diabetes self-management.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Analyse the pathophysiology in the development of chronic complications for people living with diabetes.
- Support and educate people living with diabetes to prevent, detect and delay the onset of diabetes related chronic complications in the context of their lives.
- Educate people living with diabetes with the practical skills required for the self-management of diabetes.
- Adapt diabetes clinical management for vulnerable populations with diabetes such as the elderly, people having surgery and with mental health issues.
- Adapt critical thinking skills and reflection to enhance professional practice in diabetes self-management and education.

Subject Content

Overview pathophysiology in complications

Practical skills in diabetes management

Chronic complications in diabetes

Macrovascular complications associated with diabetes

Microvascular complications associated with diabetes

Vulnerable populations with diabetes such as the elderly, people having surgery and with mental health issues

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Task	45 minutes	30	Y	Individual
Presentation	7 minutes	20	N	Individual
Case Study	2,000 words	40	N	Individual
Professional Placement Performance	40 Hours	10	Y	Individual

Teaching Periods

Autumn

Online

Online

Subject Contact Cathy Wilson ([https://directory.westernsydney.edu.au/search/name/Cathy Wilson/](https://directory.westernsydney.edu.au/search/name/Cathy%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI7040_22-AUT_ON_O#subjects)

Spring

Online

Online

Subject Contact Cathy Wilson ([https://directory.westernsydney.edu.au/search/name/Cathy Wilson/](https://directory.westernsydney.edu.au/search/name/Cathy%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI7040_22-SPR_ON_O#subjects)

MEDI 7041 Diabetes Self-Management Support 1: Individuals

Credit Points 10

Legacy Code 401285

Coordinator Therese Fletcher ([https://directory.westernsydney.edu.au/search/name/Therese Fletcher/](https://directory.westernsydney.edu.au/search/name/Therese%20Fletcher/))

Description Supporting individuals to self-manage their diabetes is the central element of advanced diabetes practice. Underpinned by the empowerment approach, students undertaking this unit will learn the necessary knowledge and skills in educating people with diabetes how to best manage their condition and support behaviours and emotional wellbeing that achieves person centred goals. Drawing on educational, psychological, social and behavioural theories students will learn practical skills in communication, psychological assessment, goal setting and problem-solving that will promote self-care for people with prediabetes and diabetes. This unit is only offered in Spring Session.

School Medicine

Discipline General Medicine

Student Contribution Band HECS Band 3 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in the a postgraduate program with evidence of 12 month clinically relevant practice or substantial experience in working with people with diabetes.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Establish an empowerment and person-centred approach in supporting and educating a person with diabetes to optimally self-manage their condition and partner with health professionals involved with their health care.
2. Apply interpersonal communications strategies to develop a trusting rapport and assess a person's value

Subject Content

1. Empowerment and Person-Centred Care.
2. Therapeutic relationship
3. Advanced communication and psychosocial assessment
4. Educating people with diabetes in self care
5. Promoting, supporting and sustaining person centred healthy behaviours
6. Psychosocial issues in diabetes education and care
7. Mental health co-morbidities

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Participation	Four Tutorials - 90 minutes	20	N	Individual
Quiz	30 minutes	10	N	Individual
Interview	15 minutes	15	N	Individual
Reflection	500 words	15	N	Individual
Case Study	2,000 words	40	N	Individual

Prescribed Texts

- Current: Hendrieckx, C., Halliday, J., Beeney, L., & Speight, J. (2016). Diabetes and emotional health: A handbook for health professionals supporting adults with type 1 or type 2 diabetes.

Teaching Periods

Spring

Online

Online

Subject Contact Therese Fletcher ([https://directory.westernsydney.edu.au/search/name/Therese Fletcher/](https://directory.westernsydney.edu.au/search/name/Therese+Fletcher/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI7041_22-SPR_ON_0#subjects)

MEDI 7042 Diabetes Self-Management Support II: Systems and Organisations

Credit Points 10

Legacy Code 401287

Coordinator Therese Fletcher ([https://directory.westernsydney.edu.au/search/name/Therese Fletcher/](https://directory.westernsydney.edu.au/search/name/Therese+Fletcher/))

Description The increasing number of people with diabetes in Australia and globally is a major public health issue. This unit will explore the increasing burden of diabetes, why some groups of people are more at risk of developing diabetes than others, how society and the way health services are organised and delivered influence the risk of developing diabetes, access to quality health care and individual health outcomes. This subject will examine social determinants related to diabetes, the impact of diabetes on Indigenous Australians, diabetes public policy, workforce capability and the integrated nature of service delivery in reducing prevalence and improving health outcomes for people with diabetes and prediabetes.

School Medicine

Discipline General Medicine

Student Contribution Band HECS Band 3 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine the prevalence and economic burden of diabetes
2. Explore the broader social determinants and the organisation of health service delivery that influence diabetes prevalence, diabetes self-management and health outcomes for individuals and community
3. Appraise the high incidence of diabetes and diabetes related complications amongst Indigenous Australians and the provision of culturally appropriate health care
4. Analyse the impact of public health, non-health policies, and the role of primary health care in reducing diabetes prevalence and its complications
5. Analyse primary, secondary and tertiary prevention in diabetes and the importance of the integrated approach at the macro, meso and micro levels.
6. Critically evaluate the central role of primary care, general practice and interventions that maximise service delivery effectiveness
7. Critically appraise evidence and practice through research and quality improvement activities

Subject Content

- Epidemiology of diabetes and social determinants of diabetes
- Primary Health Care and Primary Prevention
- Diabetes public policy
- Models of integrated person-centred diabetes care
- Integrated patient centred diabetes care -Provider focussed interventions
- Evidence based diabetes practice
- Workforce capability and scope of practice

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Presentation	30 minutes	30	N	Individual
Participation	400-600 words	25	N	Group
Critical Review	1400 words	30	N	Individual
Quiz	1 Hour	15	N	Individual

Teaching Periods

Autumn

Online

Online

Subject Contact Therese Fletcher ([https://directory.westernsydney.edu.au/search/name/Therese Fletcher/](https://directory.westernsydney.edu.au/search/name/Therese+Fletcher/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI7042_22-AUT_ON_0#subjects)

MEDI 7043 Diabetes in Paediatrics, Transition and Pregnancy

Credit Points 10

Legacy Code 401290

Coordinator Therese Fletcher ([https://directory.westernsydney.edu.au/search/name/Therese Fletcher/](https://directory.westernsydney.edu.au/search/name/Therese+Fletcher/))

Description The physical and psychosocial developmental stage and age of the person with diabetes directly impacts on diabetes self-management, diabetes care and quality of life. This specialised unit will explore diabetes in the context of physical, psychological and social development with a focus on children, young adults and pregnant women. Ongoing family, therapeutic and social relationships are central to optimising diabetes management. Family, friends, peers, healthcare providers/organisations role will be examined in the ongoing holistic care and self-management of diabetes and prevention of diabetes complications. Students will evaluate the physiological impact of diabetes, treatment and emerging technology in the management of diabetes such as insulin pump therapy and continuous blood glucose monitoring systems. Accessing and interpreting data for the overall management of diabetes will be undertaken in this unit.

School Medicine

Discipline General Medicine

Student Contribution Band HECS Band 3 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) MEDI 7039 AND
MEDI 7041 AND
MEDI 7040 AND
MEDI 7042

Restrictions

Students must be enrolled in the a postgraduate program with evidence of 12 month clinically relevant practice or substantial experience in working with people with diabetes.

Assumed Knowledge

Advanced knowledge in diabetes care and skills, Graduate Certificate in Diabetes.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine the aetiology, pathophysiology and clinical management of Diabetes in children, young adults and pregnant women.
2. Utilise current guidelines in balancing nutritional, physical activity and medication requirements for children, young adults and pregnant women with different types of diabetes in optimising their health status and support diabetes self-management.
3. Assess the impact on diabetes management in relation to the physiological, psychological and social/cultural developmental stages across the life span.
4. Formulate a person-centred approach in planning care taking into account the developmental and life stages of individuals and families.
5. Consider the implication of using emerging technology and devices for children in the management of diabetes.

Subject Content

- Diabetes in children and young adults
- Diabetes in pregnancy
- Psychological and social/cultural impact of diabetes on children, young adults and pregnant women
- Emerging technology in the management of diabetes

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Online quiz x3	20 mins x3	30	N	Individual
Presentation paediatrics	20 minutes	25	N	Individual
Case Study Transition	2,500 words	45	N	Individual

Teaching Periods

MEDI 7044 Diabetes in Primary Care

Credit Points 10

Legacy Code 401288

Coordinator David Simmons ([https://directory.westernsydney.edu.au/search/name/David Simmons/](https://directory.westernsydney.edu.au/search/name/David+Simmons/))

Description Most of the health care provided to people with diabetes is provided by general practice clinicians and multidisciplinary health care professionals in primary care. This unit will explore the core issues that arise in primary care relating to foundational aspects of care. The unit will comprise of Learning Pods/modules that enable students to choose and learn about areas of practice that are most relevant to their health discipline, context of care and gap in knowledge. There will be a compulsory Learning Pod/modules on primary prevention, secondary and tertiary prevention in primary care and the role of inter-professional integrated practice. Students will also be able to choose from the following diabetes related Learning Pods such as medication therapy, exercise therapy, nutrition therapy and podiatry, insulin pumps and continuous glucose monitoring sensors, cardiovascular and renal health, aged care in diabetes in primary care.

School Medicine

Discipline General Medicine

Student Contribution Band HECS Band 3 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in the a postgraduate program with evidence of 12 month clinically relevant practice or substantial experience in working with people with diabetes.

Assumed Knowledge

Advanced knowledge in diabetes care and education.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the concept and principles of primary, secondary and tertiary prevention for people with diabetes in primary care.
2. Individualise holistic management and education for people with diabetes when prescribing, titrating and monitoring one central approach (medication, nutritional, exercise, podiatric therapy)
3. Individualise holistic management and education for people with diabetes with complex needs.
4. Apply primary care strategies to overcome common barriers to self-management for people with diabetes in the context of their lives.

Subject Content

- Diabetes primary, secondary and tertiary prevention
- Inter-professional practice
- Diabetes Medication intensification
- Weight loss and nutrition
- Podiatry therapy
- Exercise therapy

Prescribed Texts

- American Association of Diabetes Educators(2017) The Art and Science of Diabetes Self-Management Education Desk Reference, 3rd Edition, American Association of Diabetes Educators

Teaching Periods

MEDI 7045 Diabetes in the Hospital

Credit Points 10

Legacy Code 401289

Coordinator David Simmons ([https://directory.westernsydney.edu.au/search/name/David Simmons/](https://directory.westernsydney.edu.au/search/name/David%20Simmons/))

Description People with diabetes are more likely to be admitted to hospital, experience more complications, have longer length of stay and have higher mortality rates compare to people without diabetes. This unit will provide students with the skills and knowledge to optimise metabolic health in the complex care of i- patients with diabetes. The unit will examine the prevalence and economic costs of people with diabetes in hospitals and review current pathological hypotheses on why poor glycaemic control is associated with poorer inpatient health outcomes. Best practice management in inpatient diabetes care, treatment targets and medication intensification for patient in critical, noncritical, peri-operative, end of life will be analysed Clinical governance in providing safe quality diabetes care and organisation response will be included in this unit. An online inter-professional case based approached to learning will be the mode of delivery.

School Medicine

Discipline General Medicine

Student Contribution Band HECS Band 3 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in the a postgraduate program with evidence of 12 month clinically relevant practice or substantial experience in working with people with diabetes.

Assumed Knowledge

Advanced knowledge of diabetes pathophysiology and diabetes clinical care.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the prevalence and economic burden of patients with hyperglycaemia and diabetes in hospital.
2. Review current pathological hypotheses pertaining to the association of poor glycaemic control with poor inpatient health outcomes.
3. Justify the optimisation of blood glucose levels and the prevention and treatment of hypoglycaemia and hyperglycaemia in the care of inpatients with diabetes.
4. Apply evidence based diabetes inpatient management, treatment targets, nutrition and medication intensification in caring for inpatients with diabetes in critical, noncritical, peri-operative, end of life clinical contexts.
5. Evaluate the role of clinical governance and hospital wide systems in supporting safe and effective diabetes care.

Subject Content

Diabetes inpatient prevalence and health outcomes

Inpatient glycaemic targets

Hyperglycaemia and hyperglycaemia emergencies

Insulin pharmacology and best practice in inpatient prescribing and titrating

Hypoglycaemia and appropriate management

Inpatient diabetes education

Diabetes in patient care for critical, perioperative, end of life and mental health patients

Clinical governance, quality and safety

Prescribed Texts

- American Association of Diabetes Educators The Art and Science of Diabetes Self-Management Education Desk Reference, 3rd Edition (2017), American Association of Diabetes Educators: USA

Teaching Periods

MEDI 7046 Advanced Gynaecological Surgery 1

Credit Points 10

Legacy Code 401317

Coordinator Harry Merkur ([https://directory.westernsydney.edu.au/search/name/Harry Merkur/](https://directory.westernsydney.edu.au/search/name/Harry%20Merkur/))

Description This is a 20 credit point year-long subject taken over two terms (10 credit points in each term). This is a year long core subject in the Graduate Diploma in Advanced Gynaecological Surgery and Year 1 of the Master of Surgery (Advanced Gynaecological Surgery). This subject aims to allow students to discuss and reflect on a broad range of topics pertaining to Advanced Gynaecological Surgery with an emphasis on minimally invasive techniques. The pre-operative, intra-operative and post-operative management of patients and their conditions are considered with a review of the literature to substantiate and support any conclusions made which may help shape future clinical practice.

School Medicine

Discipline Obstetrics and Gynaecology

Student Contribution Band HECS Band 3 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 4766 Graduate Diploma of Advanced Gynaecological Surgery or 4770 Master of Surgery (Advanced Gynaecological Surgery). All students are expected to have a knowledge base commensurate with a level of a Trainee or Specialist in Obstetrics & Gynaecology (RANZCOG or other accredited college) with satisfactory completion of RANZCOG written examination as per admission requirements.

Assumed Knowledge

All students are expected to have a knowledge base commensurate with a level of a Trainee or Specialist in Obstetrics & Gynaecology (RANZCOG or other accredited college) with satisfactory completion of RANZCOG written examination as per admission requirements.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Assess the pre-operative management where Gynaecological Surgery is contemplated
2. Critically analyse intra-operative surgical principles involved in performing Gynaecological Surgery, particularly focusing on minimally invasive techniques
3. Diagnose and manage complications, with particular reference to laparoscopic surgical methods utilised when returning to theatres
4. Evaluate the post-operative care to patients following gynaecological surgery
5. Appraise the medical literature to improve clinical judgment and gynaecological surgical competency
6. Employ a safe, caring and ethical approach in the practice of gynaecological surgery
7. Communicate effectively with patients, family and other health care professionals to convey outcomes and concerns in the professional practice of advanced gynaecological surgery

Subject Content

1. Pre-operative assessment of the patient's condition where surgery is an option for the patient
2. Surgical principles required to deal with the contemplated surgical problem, particularly focusing on minimally invasive techniques
3. Intra-operative surgical techniques used at operations to prevent complications with algorithms and pathways to clinically diagnose complications
4. Post-operative care used in Advanced Gynaecological Surgery, particularly in minimally invasive techniques
5. Literature review on proposed gynaecological surgical procedures, including ethical and safety frameworks

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Critical Review	Total of 5,000 words: 1a. 4,000 words (SLOs 1-5, & 7); 2b ~ 1,000 words (SLOs 6)	50	N	Individual
Critical Review	Total of 5,000 words: 2a. 4,000 words (SLOs 1-5, & 7); 2b ~ 1,000 words (SLOs 6)	50	N	Individual
Professional Placement Performance	Ongoing	S/U	Y	Individual
Log/Workbook	Ongoing	S/U	Y	Individual

Teaching Periods

1st Half

Online

Online

Subject Contact Harry Merkur (<https://directory.westernsydney.edu.au/search/name/HarryMerkur/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI7046_22-1H_ON_0#subjects)

2nd Half

Online

Online

Subject Contact Harry Merkur (<https://directory.westernsydney.edu.au/search/name/HarryMerkur/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI7046_22-2H_ON_0#subjects)

MEDI 7047 Advanced Gynaecological Surgery 2

Credit Points 10

Legacy Code 401318

Coordinator Harry Merkur (<https://directory.westernsydney.edu.au/search/name/HarryMerkur/>)

Description This is a 20 credit point year-long subject taken over two terms (10 credit points in each term). This is a yearlong core subject in Year 2 of the Master of Surgery (Advanced Gynaecological Surgery) program. The student is expected to attain a comprehensive understanding and knowledge of the procedures performed in the management of Gynaecological Disorders where surgery is indicated. The ultimate aim is to become a competent surgeon in this field. This subject aims to build upon the knowledge gained from Advanced Gynaecological Surgery 1 to allow students to further discuss and reflect on a broad range of topics pertaining to Advanced Gynaecological Surgery with an emphasis on minimally invasive techniques. The theoretical aspects of teaching surgery is an important aspect in the development of competent surgeons. A review of teaching

techniques, including simulation is an area to be evaluated, appraised and developed. The pre-operative, intra-operative and post-operative management of patients and their conditions are considered with a critical review of the literature to substantiate and support any conclusions made which may help shape future clinical practice.

School Medicine

Discipline Obstetrics and Gynaecology

Student Contribution Band HECS Band 3 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) MEDI 7046

Co-requisite(s) MEDI 7050

Restrictions

Student must be enrolled in 4770 Master of Surgery (Advanced Gynaecological Surgery)

Assumed Knowledge

All students are expected to have a knowledge base commensurate with a level of an Advanced Trainee or Specialist in Obstetrics & Gynaecology (RANZCOG or other accredited college) and satisfactory completion of the Graduate Diploma in Advanced Gynaecological Surgery [ie, Year 1 of the Master of Surgery (Advanced Gynaecological Surgery) program].

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Appraise the pre-operative management where Gynaecological Surgery is contemplated
2. Critically evaluate the intra-operative surgical principles involved in performing Gynaecological Surgery, particularly focusing on minimally invasive techniques
3. Effectively diagnose and manage complications, with particular reference to laparoscopic surgical methods utilised when returning to theatres
4. Critique the post-operative care to patients following gynaecological surgery
5. Conduct research reports on the practice of gynaecological surgery to empower continued self-improvement
6. Reflect on the practice of surgery and teaching strategies relevant to gynaecological surgery and their effectiveness
7. Execute safe, caring and ethical approaches to gynaecological surgery involving patients, family and other health care professionals in a clinical setting

Subject Content

1. Pre-operative assessment of the patient's condition where surgery is an option for the patient
2. Surgical principles required to deal with the contemplated surgical problem, particularly focusing on minimally invasive techniques
3. Intra-operative surgical techniques used at operations to prevent complications with algorithms and pathways to clinically diagnose complications
4. Post-operative care used in Advanced Gynaecological Surgery, particularly in minimally invasive techniques
5. Literature review on proposed gynaecological surgical procedures
6. Theoretical aspects of teaching gynaecological surgery

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Critical Review	5,000 words in total: 1a. 4,000 words (SLOs 1-5, & 7); 1b. ~ 1,000 words (SLO 6)	50	N	Individual
Critical Review	5,000 words in total: 2a. 4,000 words (SLOs 1-5, & 7); 2b. ~ 1,000 words (SLO 6)	50	N	Individual
Professional Placement Performance	Ongoing	S/U	Y	Individual
Log/Workbook	Ongoing	S/U	Y	Individual

Teaching Periods

1st Half

Online

Online

Subject Contact Harry Merkur (<https://directory.westernsydney.edu.au/search/name/HarryMerkur/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI7047_22-1H_ON_0#subjects)

2nd Half

Online

Online

Subject Contact Harry Merkur (<https://directory.westernsydney.edu.au/search/name/HarryMerkur/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI7047_22-2H_ON_0#subjects)

MEDI 7048 Advanced Imaging Research Project

Credit Points 20

Legacy Code 401330

Coordinator James Nol (<https://directory.westernsydney.edu.au/search/name/JamesNol/>)

Description In 2021 this unit replaced by 401467 - Medical Research Project (PG). This unit is an essential part of the final year of the Masters of Advanced Imaging (MRI). It will consolidate and build on the students' knowledge and skills gained in prior units. Students will design and conduct a research project from an area of inquiry relevant to Advanced Imaging - MRI. Successful completion of the unit results

in the composition of a report, and in an oral presentation which will include details of the aims, methods, results and conclusions of the project.

School Medicine

Discipline Radiology

Student Contribution Band HECS Band 3 20cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 4767 Master Advanced Imaging (MRI) and have successfully completed 100 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate the theories and real-life issues relevant to the use of Magnetic Resonance Imaging (MRI) in Australia.
2. Conduct a research project in the field of MRI.
3. Communicate the results of the project to peers and other health professionals in oral and written forms in a professional manner.
4. Reflect on own learning and professional development needs in MRI.
5. Effectively employ technology and self-directed learning strategies to enhance evidence-based practice and patient safety in the field of medical Imaging and MRI.

Subject Content

1. Research Proposal
2. Ethics
3. Research Protocol and Design
4. Data collection and measurement
5. Data analysis
6. Project Report

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Research Project Proposal	1,000 words	10	N	Individual
Oral Presentation	15 minutes	25	N	Individual
Research Report	4,000 words excluding references	65	N	Individual

Teaching Periods

MEDI 7049 Advanced MR Theory

Credit Points 10

Legacy Code 401324

Coordinator James Nol ([https://directory.westernsydney.edu.au/search/name/James Nol/](https://directory.westernsydney.edu.au/search/name/James%20Nol/))

Description This subject provides students with a detailed understanding of “MR Accessories, Image Quality and Contrast Media” employed in Magnetic Resonance Imaging (MRI) technology and the relationship between magnet and coil, the utilisation of the different channels for image formation and pixilation, as well as exploring the role contrast media plays in enhancing body organs. Students will have an in-depth understanding of interactive effects of scanning parameters on the image quality and how to prevent the formation of artefacts and reduce Specific Absorption Rate to improve image quality, reduce artefact, monitor and improve signal to signal to noise ratio and reduce heat generation to prevent harm of burns to the patient.

School Medicine

Discipline Radiology

Student Contribution Band HECS Band 3 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) MEDI 7057 MRI Physics

Restrictions

Students must be enrolled in 4767 Master of Advanced Imaging (MRI) or 4768 Graduate Diploma of Advanced Imaging (MRI)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse the principles of Nuclear Magnetic Resonance and the process of Magnetic Resonance Imaging (MRI) signal acquisition
2. Apply MRI physics in clinical practice
3. Examine MRI parameters, image contrast and image formation
4. Evaluate pulse sequences and their applications to better respond to clinical indications
5. Optimise image resolution, Signal to Noise Ratio and scan time, to produce high-quality diagnostic images
6. Explore the origin of image artefact, measures applied to reduce artefact formation in images as well as preventing burns to a patient due to a specific absorption rate
7. Explore the causes of Signal to Noise Ratio deterioration and the methods to maximise relevant diagnostic data acquisition

Subject Content

1. MRI Physics in practice
2. MRI equipment relationship between the main unit and coil and channels
3. Differences in Pulsation artefacts, environmental effects and image visual artefacts and distortion
4. Contrast Media “composition and side effects
5. Image reconstruction include k-space concept, Fourier transformation, spatial frequency in image reconstruction
6. The interactive factors on image optimisation
7. The latest hardware and software technology in fast MR imaging

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	500 words each x 8	40	N	Individual
Report	1,500 words	30	N	Individual
Case Study	2,000 words	30	N	Individual

Teaching Periods

Autumn

Online

Online

Subject Contact James Nol ([https://directory.westernsydney.edu.au/search/name/James Nol/](https://directory.westernsydney.edu.au/search/name/James%20Nol/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI7049_22-AUT_ON_0#subjects)

MEDI 7050 Advanced Practice in Gynaecological Surgery

Credit Points 5

Legacy Code 401314

Coordinator Harry Merkur ([https://directory.westernsydney.edu.au/search/name/Harry Merkur/](https://directory.westernsydney.edu.au/search/name/Harry%20Merkur/))

Description This is a 10 credit point year-long core subject taken over two terms (5 credit point in each term) in Year 2 of the Master of Surgery (Advanced Gynaecological Surgery) program. Students undertaking this subject are expected to apply advanced knowledge and skills in clinical settings in a safe and effective manner. There is a strong emphasis in reflecting and reviewing surgical cases based on clinical experience the student has gained at surgery. A review of the relevant medical literature and what changes are envisaged when performing this procedure into the future. This subject provides students with the opportunity to produce a detailed discussion on various aspects relating to pre-operative, intra-operative and post-operative gynaecological surgery and provide an evidence based approach. Ultimately, the aim is to improve the student's surgical skills and patient outcomes.

School Medicine

Discipline Obstetrics and Gynaecology

Student Contribution Band HECS Band 3 5cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) MEDI 7046

Co-requisite(s) MEDI 7047

Restrictions

students must be enrolled in 4770 Master of Surgery (Advanced Gynaecological Surgery)

Assumed Knowledge

All students are expected to have a knowledge base commensurate with a level of an Advanced Trainee or Specialist in Obstetrics & Gynaecology (RANZCOG or other accredited college) and satisfactory completion of the Graduate Diploma in Advanced Gynaecological

Surgery [ie, Year 1 of the Master of Surgery (Advanced Gynaecological Surgery) program].

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate surgical principles, techniques and technologies in advanced gynaecological surgery to perform surgery in a safe manner with a high level of confidence
2. Critically analyse aspects relating to pre-operative, intra-operative and post-operative gynaecological surgery to provide an evidence based approach
3. Evaluate the medical literature on various aspects of gynaecological surgery
4. Reflect on aspects of gynaecological surgery to improve surgical acumen and patient outcomes in future practice
5. Critically analyse clinical cases utilising an evidence based approach

Subject Content

1. Dissect components of gynaecological surgery based on the student's clinical exposure
2. Review clinical cases, including pre-operative surgical planning, surgical technique and recognition and management of surgical complications
3. Review of the medical literature on specific aspects of gynaecological surgery
4. Reflect on professional practice in aspects of gynaecological surgery to improve surgical acumen and patient outcomes

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	Throughout Semester (SLOs 1-5): 1a. ~ 100 words per week (SLO 2 & 5); 1b. ~ 400 words per week (SLO 4); 1c. ~ 400 words per week (SLO 1,3 & 5)	50	N	Individual

Case Study	Throughout Semester (SLOs 1-5): 2a. ~ 100 words per week (SLO 2 & 5); 2b. ~ 400 words per week (SLO 4); 2c. ~ 400 words per week (SLO 1,3 & 5)	50	N	Individual
------------	---	----	---	------------

Teaching Periods

1st Half

Online

Online

Subject Contact Harry Merkur ([https://directory.westernsydney.edu.au/search/name/Harry Merkur/](https://directory.westernsydney.edu.au/search/name/Harry%20Merkur/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI7050_22-1H_ON_O#subjects)

2nd Half

Online

Online

Subject Contact Harry Merkur ([https://directory.westernsydney.edu.au/search/name/Harry Merkur/](https://directory.westernsydney.edu.au/search/name/Harry%20Merkur/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI7050_22-2H_ON_O#subjects)

MEDI 7051 Evidence Based Imaging and Clinical Pathways

Credit Points 10

Legacy Code 401321

Coordinator James Nol ([https://directory.westernsydney.edu.au/search/name/James Nol/](https://directory.westernsydney.edu.au/search/name/James%20Nol/))

Description Evidence based imaging is a foundation tool that ensures patients are referred to pertinent modalities for tests of high sensitivity and specificity while fostering a cognisance to the harm of investigations such as the low sensitivity of certain modalities to certain investigations, radiation effects and the societal costs of the health budget. This core unit will enable health professionals with an understanding of the best evidence based diagnostic algorithm "pathway" for the different clinical presentations. In conjunction with the radiobiology unit, this will also equip clinicians with the knowledge to better evaluate the risk versus benefit for any examination requested.

School Medicine

Discipline Radiology

Student Contribution Band HECS Band 3 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) MEDI 7059

Restrictions

Must be enrolled in 4767 Master of Advanced Imaging (MRI), 4768 Graduate Diploma of Advanced Imaging (MRI) or 4769 Grad Certificate in Advanced Imaging (MRI)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse the principles of evidence-based health care practice for the delivery of diagnostic imaging in the clinical context.
2. Develop a template algorithm for diagnostic imaging studies of the brain, spine, upper abdomen, pelvis, knee and shoulder.
3. Develop Algorithm Charts for different clinical indications.
4. Review ethical and safety frameworks in health care and their application to practical diagnostic referral issues.
5. Advocate Evidence Based Medicine practice for Imaging Pathways.
6. Identify the ideal clinical and diagnostic pathway best suited for a patient's condition.

Subject Content

1. Principles of evidence based medicine to Imaging.
2. Algorithm Charts to incorporate continuing change for diagnostic pathways.
3. Evaluation of current diagnostic Imaging pathways of different clinical presentations.
4. Ethical evaluation of the harm versus benefit of diagnostic imaging modalities.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Literature Review	1500 words	40	N	Individual
Professional Task	1500 words including charts, tables and figures x 8	40	N	Individual
Presentation	10 minutes + 1 Abstract	20	N	Individual

Teaching Periods

Spring

Online

Online

Subject Contact James Nol ([https://directory.westernsydney.edu.au/search/name/James Nol/](https://directory.westernsydney.edu.au/search/name/James%20Nol/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI7051_22-SPR_ON_O#subjects)

MEDI 7052 MR Angiography and Cardiac

Credit Points 10

Legacy Code 401329

Coordinator James Nol ([https://directory.westernsydney.edu.au/search/name/James Nol/](https://directory.westernsydney.edu.au/search/name/James%20Nol/))

Description The MR Angiography (MRA) and MR Cardiac (MRC) Imaging unit is a core unit in the course of Advanced Imaging (MRI). The unit provides students with in-depth knowledge of cardiac anatomy, the vascular system, and the relevant protocols to create MRI sequences for the anatomical regions of MRC and MRA in different clinical examinations. It is expected that students will develop the ability to recognise normal anatomy, identify common pathologies and be able to provide diagnostic solutions and/or develop new MRI algorithms for clinical problems. They will have the ability to either produce, request or recommend the proper sequence and the best method of operating the MRI equipment for the anatomical region in question. The unit is offered to students who completed the Graduate Diploma in Advanced Imaging (MRI) 4768, with a varied pathway for the clinical component relevant to their undergraduate discipline. Students will have 2 weeks of clinical training in an MRI clinical site.

School Medicine

Discipline Radiology

Student Contribution Band HECS Band 3 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) MEDI 7055 MR Neurology - Head Neck and Spinal Imaging
MEDI 7054 MR Musculoskeletal Imaging
MEDI 7053 MR Body and Pelvis Imaging

Restrictions

Students must be enrolled in 4767 Master of Advanced Imaging (MRI) and have successfully completed 80 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse sectional Magnetic Resonance –Cardiac (MRC) and Magnetic Resonance – Angiography (MRA) that can be produced on Magnetic Resonance Imaging (MRI) equipment.
2. Critique MRC and MRA scanning principles and their common applications for different clinical problems, and/or any proposed modification to suit individual patient's clinical needs.
3. Create departmental MRC and MRA Magnetic Resonance Imaging (MRI) protocols.
4. Propose new MRC and MRA imaging algorithm and techniques to peers and health professionals.
5. Review MRA and MRC clinical cases to provide image Interpretation with high-level diagnostic confidence.
6. Critique clinical and operational pathways focusing on efficiency, productivity and provision of access to patients to MRA and MRC imaging.
7. Reflect on clinical and operational pathways based on the MR Angiography and Cardiac imaging

Subject Content

1. Sectional cardiovascular anatomy: Heart, valves, major coronary vessels, systemic vasculature of head and neck, body and peripheral vascular structures.
2. Common pathology
3. Selection of appropriate sequences and imaging protocol setup.
4. The use of contrast medium, dosage, type and timing of image acquisition.
5. Contrast and non-contrast Magnetic Resonance –Cardiac (MRC) and Magnetic Resonance – Angiography (MRA) techniques.
6. Advanced Cardiac Imaging: T1 & T2 Mapping, Late Gadolinium Enhancement (LGE), Perfusion
7. Clinical Training via 3 different pathways

- Medical Officer – Image Interpretation and observation of practical work and Interaction with an MRI team.

- Medical MRI Practitioner – Hands on Practical training and basic Image interpretation.

- Allied Health – Interaction with the MRI Operations team, close observation of the operation and patient management and basic Image interpretation.

Special Requirements

Legislative pre-requisites

Note: Due to covid restriction, the Working with Children Check (WWCC) and Student Undertaking has been temporarily removed.

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history

- Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
- Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	1,500 words	30	N	Individual
Literature Review	2,000 words	30	N	Individual
Reflection	500 words each x 8	40	N	Individual

Teaching Periods

Autumn

Online

Online

Subject Contact James Nol ([https://directory.westernsydney.edu.au/search/name/James Nol/](https://directory.westernsydney.edu.au/search/name/James%20Nol/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI7052_22-AUT_ON_0#subjects)

MEDI 7053 MR Body and Pelvis Imaging

Credit Points 10

Legacy Code 401327

Coordinator James Nol ([https://directory.westernsydney.edu.au/search/name/James Nol/](https://directory.westernsydney.edu.au/search/name/James%20Nol/))

Description MR Body and Pelvis Imaging is a core subject in the course of Advanced Imaging (MRI). The subject provides students with in-depth knowledge of Body and Pelvis anatomy and the relevant protocols to create Magnetic Resonance Imaging (MRI) sequences for the anatomical regions in the Thoracic, Abdominal and Pelvic Region for different clinical examinations. It is expected that students will develop the ability to recognise normal anatomy, identify common pathologies and be able to provide diagnostic solutions and/or develop new MRI algorithms for clinical problems. They will have the ability to either produce, request or recommend the proper sequence and the best method of operating the MRI equipment for the anatomical region in question. The subject is offered to all eligible students with a varied pathway for the two weeks clinical component relevant to their undergraduate discipline. Students will have 2 weeks of clinical training in an MRI clinical site.

School Medicine

Discipline Radiology

Student Contribution Band HECS Band 3 10cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) MEDI 7051 AND
MEDI 7049

Restrictions

Successful completion of 60 credit points and Students must be enrolled in 4767 Master of Advanced Imaging (MRI) or 4768 Graduate Diploma of Advanced Imaging (MRI).

Learning Outcomes

On successful completion of this subject, students should be able to:

- Critically examine sectional chest, abdominal and pelvic anatomy that can be produced on Magnetic Resonance Imaging (MRI) equipment
- Critique chest, abdominal and pelvic scanning principles and their common applications for different clinical problems
- Set up the departmental chest, abdominal and pelvis MRI protocols
- Present new Body and Pelvis imaging algorithm and techniques to peers and health professionals
- Critique the use of the different equipment design for body and pelvis imaging and the different MR frequencies required to achieve the best outcome for the patient
- Review image interpretation cases and analyse operation and technical setup to achieve high-level diagnostic confidence during clinical placement
- Reflect on clinical and operational pathways based on the MR Body and Pelvis imaging

Subject Content

- Anatomy of neck, chest, and torso, including chest wall and ribs, Magnetic Resonance (MR) mediastinum and pulmonary Angiography (MRPA), liver, kidney, adrenal, Magnetic Resonance Cholangiopancreatography (MRCP), small bowel and appendix imaging; female pelvis and prostate.
- Common pathology.
- Selection of appropriate sequences and imaging protocol setup.
- Contrast and non-contrast Body and Pelvis imaging techniques.
- Clinical Training via 3 different pathways.

- Medical Officer - Image Interpretation and observation of practical work and Interaction with an MRI team.
- Medical Radiation Practitioner - Hands on Practical training and basic Image interpretation.
- Allied Health - Interaction with the MRI Operations team, close observation of the operation and patient management and basic Image interpretation.

Special Requirements

Legislative pre-requisites

Note: Due to Covid restrictions the special requirements have been removed, July 2021.

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

- Find your existing National Police Check or apply for one
- Gather documentary evidence of your vaccination history
- Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
- Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.

- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	1 500 words x 2	30	N	Individual
Literature Review	2000 words	30	N	Individual
Reflective Journal	500 words each x 8	40	N	Individual

Teaching Periods

Spring Online

Online

Subject Contact James Nol ([https://directory.westernsydney.edu.au/search/name/James Nol/](https://directory.westernsydney.edu.au/search/name/James%20Nol/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI7053_22-SPR_ON_O#subjects)

MEDI 7054 MR Musculoskeletal Imaging (MSK)

Credit Points 10

Legacy Code 401326

Coordinator James Nol ([https://directory.westernsydney.edu.au/search/name/James Nol/](https://directory.westernsydney.edu.au/search/name/James%20Nol/))

Description MR Musculoskeletal "MSK" Imaging is a core subject in the course of Advanced Imaging (MRI). The subject provides students with in-depth knowledge of MSK anatomy and the relevant protocols to create Magnetic Resonance Imaging (MRI) sequences for MSK anatomical regions such as the knee, ankle and hip as well as the spine for different clinical examinations. It is expected that students will develop the ability to recognise normal anatomy, identify common pathologies and be able to provide diagnostic solutions and/or develop new MRI algorithms for clinical problems. They will have the ability to either produce, request or recommend the proper sequence and the best method of operating MRI equipment for the anatomical region in question. The subject is offered to all eligible students with a varied pathway for the two weeks clinical component relevant to their

undergraduate discipline. Students will have 2 weeks of clinical training in an MRI clinical site.

School Medicine

Discipline Radiology

Student Contribution Band HECS Band 3 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) MEDI 7051 AND
MEDI 7049

Restrictions

Students must be enrolled in 4767 Master of Advanced Imaging (MRI) or 4768 Graduate Diploma of Advanced Imaging (MRI) and have successfully completed 60 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine sectional Musculo-skeletal (MSK) anatomy that can be produced on Magnetic Resonance Imaging (MRI) equipment.
2. Critique MSK scanning principles and their common applications for different clinical problems.
3. Set up departmental MSK MRI protocols.
4. Present new MSK imaging algorithm and techniques to peers and health professionals.
5. Critique the use of the different equipment design for MSK imaging and the different MR frequencies required to achieve the best outcome for the patient.
6. Review MRI MSK cases to provide image Interpretation with high-level diagnostic confidence.
7. Reflect on Clinical and Operational pathways focusing on efficiency, productivity and provision of access to patients to MR MSK imaging.

Subject Content

1. Anatomy of Musculo-Skeletal regions to cover:

- Lower Limb: pelvis, hip joint, knee, ankle, mid and forefoot imaging
- Upper Limb: shoulder, elbow, wrist, fingers and thumb imaging
- Long bones imaging; femur, tibia/fibula, humerus, radius and ulna bones
- Orthopaedic spinal imaging
- Common pathology

2. Selection of appropriate sequences and imaging protocol setup.
3. Contrast and non-contrast Musculo-Skeletal imaging techniques.
4. Clinical Training via 3 different pathways.

- Medical Officer - Image Interpretation and observation of practical work and Interaction with a Magnetic Resonance Imaging (MRI) team.
- Medical Radiation Practitioner - Hands on Practical training and basic Image interpretation.
- Allied Health - Interaction with the MRI Operations team, close observation of the operation and patient management and basic Image interpretation.

Special Requirements

Legislative pre-requisites

Note: Due to Covid restrictions the special requirements have been removed, July 2021.

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Case Study	1500 words	30	N	Individual
Literature Review	2000 words	30	N	Individual
Reflective Journal	500 words each x 8	40	N	Individual

Teaching Periods

Spring

Online

Online

Subject Contact James Nol ([https://directory.westernsydney.edu.au/search/name/James Nol/](https://directory.westernsydney.edu.au/search/name/James%20Nol/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI7054_22-SPR_ON_O#subjects)

MEDI 7055 MR Neurology - Head, Neck and Spinal Imaging

Credit Points 10

Legacy Code 401325

Coordinator James Nol ([https://directory.westernsydney.edu.au/search/name/James Nol/](https://directory.westernsydney.edu.au/search/name/James%20Nol/))

Description MR Neurology "Head, Neck and Spinal" Imaging is a core unit in the course of Advanced Imaging (MRI). The unit provides students with in-depth knowledge of neuro-anatomy and the relevant protocols to create Magnetic Resonance Imaging (MRI) sequences for the anatomical regions in the Head, Neck and Spinal Region for different clinical examinations. It is expected that students will develop the ability to recognise normal anatomy, identify common pathologies to provide diagnostic solutions and/or develop new MRI algorithms for clinical problems. They will have the ability to either produce, request or recommend the proper sequence and the best method of operating MRI equipment for the anatomical region in question. The unit is offered to all eligible students with a varied pathway for the two weeks clinical component relevant to their undergraduate discipline. Students will have 2 weeks of clinical training in an MRI clinical site.

School Medicine

Discipline Radiology

Student Contribution Band HECS Band 3 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) MEDI 7051 Evidence Based Imaging and Clinical Pathways
MEDI 7057 MRI Physics

Restrictions

Students must be enrolled in 4767 Master of Advanced Imaging (MRI) or 4768 Graduate Diploma of Advanced Imaging (MRI).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine sectional neuro-anatomy that can be produced on Magnetic Resonance Imaging (MRI) equipment
2. Critique Neurology scanning principles and their common applications for different clinical problems
3. Set up departmental neurology MRI protocols
4. Present new MRI imaging algorithm and techniques to peers and health professionals
5. Critique the use of the different equipment design for MRI imaging and the different MR frequencies required to achieve the best outcome for the patient
6. Review Neurology cases to provide image Interpretation with high-level diagnostic confidence
7. Critique Clinical and Operational pathways focusing on efficiency, productivity and provision of access to patients to neurology imaging

Subject Content

1. Anatomy of head, neck and spine to include spinal and plexuses scan, head scan, cranial nerve imaging, orbits and optic nerve, internal auditory meatus, sinuses, pituitary, skull base, temporal seizure protocol, temporomandibular joint, brain tumour imaging
2. Common pathology
3. Selection of appropriate sequences and imaging protocol setup.
4. The use of contrast medium, dosage, type and timing of image acquisition relevant to Head, Neck and Spinal Imaging.
5. Clinical Training via 3 different pathways:

- a. Medical Officer – Image Interpretation and observation of practical work and Interaction with an MRI team.
- b. Medical MRI Practitioner – Hands on Practical training and basic Image interpretation.
- c. Allied Health – Interaction with the MRI Operations team, close observation of the operation and patient management and basic Image interpretation.

Special Requirements

Legislative pre-requisites

Note: Due to covid restriction, the Working with Children Check (WWCC) and Student Undertaking has been temporarily removed.

All Students

To be eligible to enrol in a subject and attend a NSW- located health-related placement in your program, students must meet Western Sydney University program requirements **and** Special Legislative Requirements to be assessed early in their second year of part-time study against the following:

1. National Criminal History Check: Students must have a current (expiring 4 years from date of issue) check valid for their entire program. A valid National Criminal history check must be an Australia wide check, include the student's full name matching their Student ID card and date of birth and not have any offences listed. If a student has a criminal history identified on their check, they must provide a Clinical Placement Authority Card (CPAC) or conditional letter from the NSW HealthShare Employment Screening and Review Unit.

https://www.health.nsw.gov.au/careers/student_clearance/Documents/appendix-10-student-application.pdf

International students must additionally have a translated International Police Check or statutory declaration.

2. A NSW Working with Children Check (WWCC) clearance letter issued under the category of volunteer valid for their entire course.

3. A current approved first aid certificate valid for their entire course, approved provider courses can be found at

<http://training.gov.au>

4. A completed vaccination/immunisation card with all serology results containing expiry dates and currency must be maintained by the student to ensure compliance for their entire program.

5. NSW Undertaking/Declaration form.

6. Completed any additional health forms required (such as NSW Health Code of Conduct, Health Student Undertaking/Declaration and Tuberculosis (TB) Assessment Tool).

7. Relevant Local Health District specific documentation as requested. Contact your School for further details. Resources are also available on the Placement Hub (https://www.westernsydney.edu.au/placements_hub/placements_hub/student_compliance/) website.

Where Clinical training is in a private setting, the special requirements may differ from public institutions; students will need to comply with requirements identified by their training organisation. Training for some students outside of NSW will be as per the state based requirements.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Case Study	1,500 words	30	N	Individual
Literature Review	2,000 words	30	N	Individual
Reflection	500 words each x 8	40	N	Individual

Teaching Periods

Autumn

Online

Online

Subject Contact James Nol ([https://directory.westernsydney.edu.au/search/name/James Nol/](https://directory.westernsydney.edu.au/search/name/James%20Nol/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI7055_22-AUT_ON_O#subjects)

MEDI 7056 MR Screening

Credit Points 10

Legacy Code 401328

Coordinator James Nol ([https://directory.westernsydney.edu.au/search/name/James Nol/](https://directory.westernsydney.edu.au/search/name/James%20Nol/))

Description MR Screening is a core subject in the program of Advanced Imaging. Magnetic Resonance (MR) Screening tests are essential to categorise patients' conditions for faster and reliable patient management. In a real clinical environment, less than 10 per cent of MR Screening patients will need to go for a full Magnetic Resonance Imaging (MRI) examination. This subject will provide students with a detailed understanding of the rationale and principles of setting up

MR Screening protocols. It will demonstrate the determinant criteria for the setup of the screening protocols in collaboration with the referring clinical team. Students will learn to create research programs to validate the effectiveness of the screening protocols. Students will develop the ability to recognise normal anatomy, normal variants, identify common pathologies and be able to provide diagnostic solutions and/or develop new MRI algorithms for clinical problems. They will have the ability to either produce, request or recommend the proper sequence and the best method of operating the MRI equipment for the anatomical region in question. The subject is offered to students who completed the Graduate Diploma in Advanced Imaging (MRI) 4768, with a varied pathway for the clinical component relevant to their undergraduate discipline. Students will have 2 weeks of clinical training in an MRI clinical site.

School Medicine

Discipline Radiology

Student Contribution Band HECS Band 3 10cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) MEDI 7055 MR Neurology - Head Neck and Spinal Imaging
MEDI 7054 MR Musculoskeletal Imaging
MEDI 7053 MR Body and Pelvis Imaging

Restrictions

Successful completion of 80 credit points and students must be enrolled in 4767 Master of Advanced Imaging (MRI).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critique the rationale for setting up Magnetic Resonance (MR) screening protocols and the pros and cons of the screening protocol
2. Create effective MR Screening protocols to provide confident diagnostic outcomes without the lengthy scan time
3. Evaluate the safety requirement of a dedicated "Multiposition" MRI room in comparison with a traditional "Bore" technology
4. Streamline workflow and patient centred care to facilitate Open Access to dedicated MR screening protocols
5. Explore future research projects to add to the list of MR Screening tests in collaboration with specialists from different clinical specialities
6. Employ a reflective approach to recommend and establish an MR screening protocol based on the patient condition mentally, physically and clinically during clinical placements
7. Review MR Screening cases to provide image Interpretation with a high-level of diagnostic confidence

Subject Content

1. Rationale and principles for setting up screening protocols of: Brain Stroke, Appendix, Musculoskeletal, Renal Colic, Biliary Colic, Prostate, Breast Screen.
2. Advanced anatomy and normal variants as well as identifying the anatomy of abnormal organs and the different pathologies associated with different pathologies.
3. Pros and cons of Magnetic Resonance Imaging ('MR' or 'MRI') screening tests.
4. MR screening protocol setup guidelines
5. Research a program to validate the effectiveness of the screening protocol to additional clinical indications.

6. The relationship between Evidence Based Imaging and MRI.
7. Clinical Training via 3 different pathways

- Medical Officer – Image Interpretation and observation of practical work and Interaction with an MRI team.
- Medical MRI Practitioner – Hands on Practical training and basic Image interpretation.
- Allied Health – Interaction with the MRI Operations team, close observation of the operation and patient management and basic Image interpretation.

Special Requirements

Legislative pre-requisites

Note: Due to covid restriction, the Working with Children Check (WWCC) and Student Undertaking has been temporarily removed.

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements

- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied Project	1,500 words	30	N	Individual
Literature Review	2,500 words	30	N	Individual
Reflection	500 words each	40	N	Individual

Teaching Periods

Autumn

Online

Online

Subject Contact James Nol ([https://directory.westernsydney.edu.au/search/name/James Nol/](https://directory.westernsydney.edu.au/search/name/James%20Nol/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI7056_22-AUT_ON_O#subjects)

MEDI 7057 MRI Physics

Credit Points 10

Legacy Code 401323

Coordinator James Nol ([https://directory.westernsydney.edu.au/search/name/James Nol/](https://directory.westernsydney.edu.au/search/name/James%20Nol/))

Description This unit provides the students with a detailed understanding of the design of the different Magnetic Resonance Imaging (MRI) Scanners. Differences in Electromagnets and Superconducting magnets; production of the magnetic field; radiofrequency (RF) energy; the physics behind pulse sequence absorption of RF Energy and MR Property of Protons are explored. This unit briefly explains their application and how they interrelate with essential accessories such as coils to form an image. The unit also explores the various forms of image contrast that can be obtained using MRI, along with various basic and intermediate MRI pulse sequences and image reconstruction techniques. Students will learn the factors that may cause artefact formation, image quality concerns, and an understanding of the noise producing factors. It also focuses on

the safety requirements, and the serious consequences if proper safety procedures are not implemented and followed.

School Medicine

Discipline Radiology

Student Contribution Band HECS Band 3 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 4767 Master of Advanced Imaging (MRI), 4768 Graduate Diploma of Advanced Imaging (MRI) or 4769 Grad Certificate in Advanced Imaging (MRI)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse Magnetic Resonance Imaging (MRI) Physics, characteristics of the different equipment and the role of the accessories required to form an image.
2. Employ magnetic resonance imaging as the primary diagnostic tool for the production of safe, and reliable diagnostic images.
3. Explore maintenance requirement for the different MRI designs.
4. Explore the different design of magnetic resonance imaging that employs patient-friendly and safer technology.
5. Analyse safety measures to protect MRI equipment, patients and staff.

Subject Content

Magnetic Resonance (MR) Radiofrequency, Equipment Design and Safety.

1. Principles of Magnetic Resonance Imaging (MRI) Physics and basic electromagnetism.
2. Principle of MR image formation, from proton spin signal to final image requisition.
3. Different configurations and designs of MRI equipment.
4. Maintenance ? what parts require (or may require) regular maintenance.
5. Frequencies and methods of production of the magnetic field.
6. MRI Safety Guidelines.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	500 words each (Reflective Journal x 8)	40	N	Individual
Applied Project	1500 words	40	N	Individual
Literature Review	1000 words	20	N	Individual

Teaching Periods

Spring

Online

Online

Subject Contact James Nol ([https://directory.westernsydney.edu.au/search/name/James Nol/](https://directory.westernsydney.edu.au/search/name/James%20Nol/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI7057_22-SPR_ON_O#subjects)

MEDI 7058 Multi-sectional and 3D Human Anatomy

Credit Points 10

Legacy Code 401320

Coordinator James Nol ([https://directory.westernsydney.edu.au/search/name/James Nol/](https://directory.westernsydney.edu.au/search/name/James%20Nol/))

Description This subject includes detailed 3D high resolution multi-sectional anatomy of the human body. Learning human anatomy in a 3D high resolution platform will enable students to conceptualise biological organs in 3D. Students will develop the ability to differentiate between normal and abnormal anatomy as well as understanding the demographics of pathological lesions in their daily clinical works. Delivered online, students will have opportunities to interact with medical imaging specialists as well as other subspecialists, such as surgeons, neurologists, and Emergency Specialists.

School Medicine

Discipline Radiology

Student Contribution Band HECS Band 3 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 4767 Master of Advanced Imaging (MRI), 4768 Graduate Diploma of Advanced Imaging (MRI) or 4769 Grad Certificate in Advanced Imaging (MRI)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine high resolution theoretical and practical 3D anatomy.
2. Examine high resolution 3D Advanced Imaging cross-sectional anatomy.
3. Analyse the most appropriate anatomical planes for commonly investigated structures.

Subject Content

1. Differentiation between 2D and 3D anatomy.
2. Cross-sectional 3D anatomy of human body, which includes head, spine, neck, chest, Abdomen and pelvis, upper and lower extremities.
3. Illustration of anatomical structures in their common scanned planes
4. Reconstructed 3D imaging in 2D and 3D interactive platforms

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	500 words x10	50	N	Individual
Applied Project	2,000 words	30	N	Individual
Presentation	15 minutes	20	N	Individual

Teaching Periods

Autumn

Online

Online

Subject Contact James Nol ([https://directory.westernsydney.edu.au/search/name/James Nol/](https://directory.westernsydney.edu.au/search/name/James%20Nol/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI7058_22-AUT_ON_O#subjects)

MEDI 7059 Radiobiology

Credit Points 10

Legacy Code 401322

Coordinator James Nol ([https://directory.westernsydney.edu.au/search/name/James Nol/](https://directory.westernsydney.edu.au/search/name/James%20Nol/))

Description This subject provides a specialised study of the Characteristics and Properties of Radiation Chemistry, Structure of Matter, Chemical Behaviour, Ionisation and Excitation, as well as in-depth study of the effects of exposure to ionising radiation on biological systems from the cellular level to systemic effects. The topics of the unit will be focused on the biological response to irradiation which will be considered from the perspective of susceptibility versus resistance for the purposes of radiation protection in medical, occupational and environmental exposures to radioactivity. There will be specialist lectures by radiobiology and/or radiotherapy experts during the unit.

School Medicine

Discipline Radiology

Student Contribution Band HECS Band 3 10cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) MEDI 7058

Restrictions

Students must be enrolled in 4767 Master of Advanced Imaging (MRI), 4768 Graduate Diploma of Advanced Imaging (MRI) or 4769 Grad Certificate in Advanced Imaging (MRI)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine the characteristics of the different levels of radiofrequencies and their interaction with matter to identify the difference between ionisation and the excitation of cells
2. Analyse the biological effects of radiation at a cellular and systemic level to assess the risks and benefits of exposure to radiation
3. Analyse the differences in response for healthy and mutagenic cells and the stages of destabilising of molecular structure and cancer formation

4. Assess stochastic and non-stochastic effects of exposure to low level of radiation from medical, occupational and environmental exposure to radiation
5. Communicate the significance of the assessment to a non-specialist audience
6. Determine the proper radiation and risk measurement tools and unit and the illegitimacy of frequented risk assessment tools.

Subject Content

1. Fundamentals of radiofrequency physics.
2. Physiology of excitable and ionisable cells.
3. Biological effects of radiation on the human body and genome.
4. Stochastic and non-stochastic effects of low levels of radiation.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	500 words minimum each x 8	40	N	Individual
Case Study	2,000 words	20	N	Individual
Literature Review	2,500 words	25	N	Group
Presentation	20 minutes	15	N	Individual

Teaching Periods

Autumn

Online

Online

Subject Contact James Nol ([https://directory.westernsydney.edu.au/search/name/James Nol/](https://directory.westernsydney.edu.au/search/name/James%20Nol/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI7059_22-AUT_ON_O#subjects)

MEDI 7060 Adnexal Surgery

Credit Points 10

Legacy Code 401319

Coordinator Harry Merkur ([https://directory.westernsydney.edu.au/search/name/Harry Merkur/](https://directory.westernsydney.edu.au/search/name/Harry%20Merkur/))

Description This is an alternate unit in Year 2 of the Master of Surgery (Advanced Gynaecological Surgery) course. The performance of Adnexal Surgery and the ability to avoid complications is paramount in order to produce a safe environment for the patient. The ability to diagnose and successfully manage complications, should they occur, is a necessary part of every surgeon's makeup. The preoperative assessment of adnexal masses is to be considered, with data provided to help avoid the inadvertent operation on malignant lesions by the generalist. This unit will allow the student to explore various aspects of adnexal surgery and review evidence in the literature to support any conclusions made by the student.

School Medicine

Discipline Obstetrics and Gynaecology

Student Contribution Band HECS Band 3 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) MEDI 7046

Equivalent Subjects MEDI 7018 Laparoscopic Adnexal Surgery

Restrictions

Students must be enrolled in 4766 Graduate Diploma of Advanced Gynaecological Surgery or 4770 Master of Surgery (Advanced Gynaecological Surgery)

Assumed Knowledge

All students are expected to have a knowledge base commensurate with a level of an Advanced Trainee or Specialist in Obstetrics & Gynaecology (RANZCOG or other accredited college) and satisfactory completion of the Graduate Diploma in Advanced Gynaecological Surgery [ie, Year 1 of the Master of Surgery (Advanced Gynaecological Surgery) program].

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate surgical principles involved in performing Adnexal Surgery, focusing on minimally invasive techniques including strategies for specimen removal
2. Diagnose and manage complications, with particular reference to laparoscopic surgical methods utilised when returning to theatres
3. Evaluate various approaches to Adnexal Surgery including the benefits and limitations of each technique
4. Critically appraise the evidence, with an emphasis on strategies to avoid inadvertent operations on malignant lesions
5. Reflect on aspects of Adnexal Surgery in gynaecological surgery to enhance professional practice

Subject Content

1. Surgical principles of Adnexal Surgery, particularly focusing on minimally invasive techniques
2. Surgical techniques used in minimally invasive surgery to prevent complications including the need for laparotomy.
3. Literature review on Adnexal Surgical procedures with emphasis on strategies to avoid inadvertent operations on malignant lesions

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied Project	Total 5,000 words: 1a. Literature Review 4,000 words (SLOs 1, 3, 4); 1b. Reflection ~1,000 words (SLOs 2, 5)	100	N	Individual

Teaching Periods

1st Half

Campbelltown

External

Subject Contact Harry Merkur ([https://directory.westernsydney.edu.au/search/name/Harry Merkur/](https://directory.westernsydney.edu.au/search/name/Harry%20Merkur/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI7060_22-1H_CA_X#subjects)

2nd Half

Campbelltown

External

Subject Contact Harry Merkur ([https://directory.westernsydney.edu.au/search/name/Harry Merkur/](https://directory.westernsydney.edu.au/search/name/Harry%20Merkur/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI7060_22-2H_CA_X#subjects)

MEDI 7061 Hysterectomy

Credit Points 10

Legacy Code 401315

Coordinator Harry Merkur ([https://directory.westernsydney.edu.au/search/name/Harry Merkur/](https://directory.westernsydney.edu.au/search/name/Harry%20Merkur/))

Description This is an alternate unit in Year 2 of the Master of Surgery (Advanced Gynaecological Surgery) course. Students undertaking this unit will be expected to explore aspects of hysterectomy through various approaches in different clinical and pathological settings. This unit will enhance their ability to develop a foundation for improving their skills and achieving competency at hysterectomy, particularly utilising minimally invasive techniques. This unit will allow students to explore the rationale behind decisions to perform a hysterectomy, the nuances of surgical techniques used in a safe manner. It will allow an appreciation of the pre-operative and post-operative issues to ensure optimal patient outcomes.

School Medicine

Discipline Obstetrics and Gynaecology

Student Contribution Band HECS Band 3 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) MEDI 7046

Equivalent Subjects MEDI 7019 Laparoscopic Hysterectomy

Restrictions

Students must be enrolled in 4770 Master of Surgery (Advanced Gynaecological Surgery) or 4690 Master of Surgery in Advanced Gynaecological Surgery

Assumed Knowledge

All students are expected to have a knowledge base commensurate with a level of an Advanced Trainee or Specialist in Obstetrics & Gynaecology (RANZCOG or other accredited college) and satisfactory completion of the Graduate Diploma in Advanced Gynaecological Surgery [ie, Year 1 of the Master of Surgery (Advanced Gynaecological Surgery) program].

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate surgical principles involved in performing hysterectomy, particularly focusing on minimally invasive techniques.
2. Effectively diagnose and manage surgical complications with respect to hysterectomy
3. Critically assess important factors in pre-operative and post-operative care when performing hysterectomy
4. Critically review the medical literature on hysterectomy techniques and strategies to minimise and manage complications

Subject Content

1. Surgical principles of hysterectomy, particularly focusing on minimally invasive techniques
2. Surgical techniques used at hysterectomy to prevent complications
3. Pre-operative and post-operative issues relevant to hysterectomy
4. Review the medical literature on hysterectomy techniques and strategies to minimise and manage complications

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Literature Review	5,000 words in total: 1a. 4,000 words (SLOs 1, 3, 4); 1b. ~ 1,000 words (SLO 2, 3)	100	N	Individual

Teaching Periods

1st Half

Online

Online

Subject Contact Harry Merkur (https://directory.westernsydney.edu.au/search/name/Harry_Merkur/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI7061_22-1H_ON_O#subjects)

MEDI 7062 Pelvic Floor Surgery

Credit Points 10

Legacy Code 401316

Coordinator Harry Merkur (https://directory.westernsydney.edu.au/search/name/Harry_Merkur/)

Description This is an alternate unit in Year 2 of the Master of Surgery (Advanced Gynaecological Surgery) course. This unit provides the student with in depth knowledge of procedures to treat pelvic floor disorders. The performance of Pelvic Floor Surgery and the ability to avoid complications is paramount in order to produce a safe environment for the patient. This unit will allow the student to explore and critically appraise various aspects of Pelvic Floor Surgery and utilise the evidence in the literature to support any conclusions made.

School Medicine

Discipline Obstetrics and Gynaecology

Student Contribution Band HECS Band 3 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) MEDI 7046

Equivalent Subjects MEDI 7024 Pelvic Floor Function and Dysfunction

Restrictions

Students must be enrolled in 4770 Master of Surgery (Advanced Gynaecological Surgery) or 4690 Master of Surgery in Advanced Gynaecological Surgery

Assumed Knowledge

All students are expected to have a knowledge base commensurate with a level of an Advanced Trainee or Specialist in Obstetrics & Gynaecology (RANZCOG or other accredited college) and satisfactory completion of the Graduate Diploma in Advanced Gynaecological Surgery [i.e., Year 1 of the Master of Surgery (Advanced Gynaecological Surgery) program].

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Review surgical principles involved in performing Pelvic Floor Surgery, particularly focusing on minimally invasive techniques
2. Effectively diagnose and manage complications related to Pelvic Floor Surgery
3. Assess factors responsible for prolapse and urinary incontinence
4. Evaluate procedures used to avoid and treat recurrence
5. Critically appraise the literature to improve clinical judgment and surgical competency
6. Reflect on theoretical and practical aspects of Pelvic Floor Surgery to enhance professional practice

Subject Content

1. Surgical principles of Pelvic Floor Surgery, particularly focusing on minimally invasive techniques
2. Surgical techniques used at Pelvic Floor Surgery to prevent complications.
3. Procedures used in prolapse and urinary incontinence
4. Literature review on prolapse and urinary incontinence procedures

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	Total 5,000 words: 1a. Literature Review 4,000 words (SLOs 1, 3, 4); 1b. Reflection ~ 1,000 words (SLOs 2, 5, 6)	100	N	Individual

Teaching Periods

1st Half

Online

Online

Subject Contact Harry Merkur ([https://directory.westernsydney.edu.au/search/name/Harry Merkur/](https://directory.westernsydney.edu.au/search/name/Harry%20Merkur/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI7062_22-1H_ON_O#subjects)

2nd Half

Online

Online

Subject Contact Harry Merkur ([https://directory.westernsydney.edu.au/search/name/Harry Merkur/](https://directory.westernsydney.edu.au/search/name/Harry%20Merkur/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI7062_22-2H_ON_O#subjects)

MEDI 7063 Applied Clinical Sciences 2

Credit Points 40

Legacy Code 401279

Coordinator Stephen Tobin ([https://directory.westernsydney.edu.au/search/name/Stephen Tobin/](https://directory.westernsydney.edu.au/search/name/Stephen%20Tobin/))

Description This is a 80 credit point year-long subject taken over two terms (40 credit points in each term). Applied Clinical Sciences 2 covers the second clinical year of the Doctor of Medicine. Students apply and extend on clinical knowledge and skills learned in previous subjects. Students engage in clinical and community placements to develop professional competencies. Placements may be held in hospitals and community-based service organisations in the Greater Western Sydney area, or as rural placements in Bathurst or Lismore. Students enrolled in this subject must complete each of the subject's theoretical modules and each compulsory attachment module which corresponds with the student's allocated placement site rotations. Students will also continue to work through the MD Scholarly Project. Note: The professional practice students undertake in this subject is a minimum of 1225 hours (subject to location- based placement availability) Travel and accommodation - Students are required to arrange and pay for their own travel, accommodation and living expenses for the duration of the placement.

School Medicine

Discipline General Medicine

Student Contribution Band HECS Band 3 40cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) MEDI 3006

Incompatible Subjects MEDI 4001 - Integrated Clinical Sciences 2
MEDI 7006 - Applied Clinical Sciences 2
MEDI 7027 - Professional Portfolio 4

Restrictions

Students must be enrolled in program 4758 Doctor of Medicine.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Patient Care: Provides patient centred care at all stages of care, from pre-pregnancy to end of life
2. Health in the Community: Promotes the health and wellbeing of individuals and populations, with particular focus on Greater Western Sydney, rural, regional and Aboriginal and Torres Strait Islander communities
3. Personal & professional development: Evaluates and continuously develops own personal and professional capabilities, and those of others.
4. Scientific basis of medicine: Applies a sound understanding of the biomedical, psychological and social sciences to medical practice.

Subject Content

Theoretical Modules:

- Professional and Personal Development 2
- Scientific Streams 2 - Oncology, Neurology, Genetics, Growth and development
- Professional Portfolio 2
- Conference weeks - 2
- Attachment modules aligned to each student's clinical rotations

Special Requirements

Legislative pre-requisites

Students are required to obtain and provide all necessary documentation to be verified by NSW ClinConnect. This verification is a requirement of the NSW Health Department for all students enrolled in medical programs. If a student fails to produce this documentation to ClinConnect they will not be able to attend hospital and health service teaching sessions, and placements. Attendance is a mandatory requirement of the program to ensure that professional competencies are met. Failure to attend will result in a Fail grade for the subject.

All Students

To be eligible to enrol in and attend a health-related placement in your program, students must meet Western Sydney University requirements **and** Special Legislative Requirements to be assessed in their first year of study against the following:

1. National Criminal History Check: Students must have a current check valid for their entire program. Criminal history check must be an Australia wide check, include the student's full name matching their Student ID card and date of birth offences listed. If a student has a criminal history identified on their check, they must provide a Clinical Placement Authority Card (CPAC from the NSW HealthShare Employment Screening and Review Unit:https://www.health.nsw.gov.au/careers/student_clearance/Documents/appendix-10-student-application.pdf)

International students must additionally have a translated International Police Check or statutory declaration.

2. A NSW Working with Children Check (WWCC) clearance letter issued under the category of volunteer valid for their entire program.
3. A current approved first aid certificate valid for their entire program, approved provider courses can be found at <http://training.gov.au>
4. A completed vaccination/immunisation card with all serology results containing expiry dates and currency must be maintained by the compliance for their entire program.

5. NSW Undertaking/Declaration form.

6. Completed any additional health forms required (such as NSW Health Code of Conduct, Health Student Undertaking/Declaration and Assessment Tool).

7. Relevant Local Health District specific documentation as requested. Contact your School for further details. Resources are also available on the Placement Hub (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/) website.

Inherent Requirements

Students must also meet the inherent requirements of the program as outlined in the Western Sydney University Inherent Requirements for Medicine:

(www.uws.edu.au/ir/inherent_requirements/inherent_requirements_for_medicine_courses/)
([https://hbook.westernsydney.edu.au/subject-details/medi7063/\(www.uws.edu.au/ir/inherent_requirements/inherent_requirements_for_medicine_courses/\)](https://hbook.westernsydney.edu.au/subject-details/medi7063/(www.uws.edu.au/ir/inherent_requirements/inherent_requirements_for_medicine_courses/)))

Inherent requirements are personal capabilities which are essential for achieving the learning outcomes of the Program or Subject in a way that will preserve the integrity of the University's teaching, learning and assessment standards and the accreditation requirements for the program. The Disability Education Standard, Section 3.4 (3) states:

"In assessing whether an adjustment to the course, unit of the course or program in which the student is enrolled, or proposes to be enrolled, is reasonable, the provider is entitled to maintain the academic requirements of the course or program, and other requirements or components that are inherent in or essential to its nature. Note: In providing for students with disabilities, a provider may continue to ensure the integrity of its courses or programs and assessment requirements and processes, so that those on whom it confers an award can present themselves as having the appropriate knowledge, experience and expertise implicit in the holding of that particular award."

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Placement Performance	2 hours	10	Y	
Professional Placement Performance	2 hours	10	Y	
Professional Placement Performance	2 hours	10	Y	
Applied Project	5 weeks	5	Y	
Professional Placement Performance	1 hour	5	Y	
Quiz	75 hours	S/U	Y	
Case Study	1500 words	S/U	Y	

Portfolio	5 weeks	S/U	Y
Learning Contract	Over length of attachment	S/U	Y
Participation	Over length of attachment	S/U	Y
Professional Placement Performance	16 weeks	60	Y

Teaching Periods

1st Half

Campbelltown

Composite

Subject Contact Stephen Tobin ([https://directory.westernsydney.edu.au/search/name/Stephen Tobin/](https://directory.westernsydney.edu.au/search/name/Stephen%20Tobin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI7063_22-1H_CA_C#subjects)

2nd Half

Campbelltown

Composite

Subject Contact Stephen Tobin ([https://directory.westernsydney.edu.au/search/name/Stephen Tobin/](https://directory.westernsydney.edu.au/search/name/Stephen%20Tobin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI7063_22-2H_CA_C#subjects)

MEDI 7064 Applied Clinical Sciences 3

Credit Points 40

Legacy Code 401280

Coordinator Neil Merrett ([https://directory.westernsydney.edu.au/search/name/Neil Merrett/](https://directory.westernsydney.edu.au/search/name/Neil%20Merrett/))

Description During Applied Clinical Sciences 3 students will complete clinical attachments from the pool of clinical rotations (General Medicine 2 or 3, Surgery 2 or 3, General Practice, Aboriginal Health, Critical Care, Paediatrics, Obstetrics and Gynaecology, Mental Health and Oncology) which they did not undertake during enrolment in unit 401279 'Applied Clinical Science 2'. Placements may be held across a range of hospitals and community-based services and organisations in Greater Western Sydney, Bathurst or Lismore. The learning and assessment requirements of each rotation are consistent across training sites. This learning is underpinned by the theoretical modules Professional and Personal Development 3', 'Professional Portfolio 3' and 'Scientific Streams 3'. Students will also prepare for barrier exams and continue their MD Scholarly Project. Experiential learning is supported by campus, clinical school and online activities designed to prepare students for clinical practice as a graduate doctor. Note: The professional practice students undertake in this unit is a minimum of 525 hours (subject to location-based placement availability) Note: Travel and accommodation - Students are required to arrange and pay for their own travel, accommodation and living expenses whilst on clinical placement.

School Medicine

Discipline General Medicine

Student Contribution Band HECS Band 3 40cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) MEDI 7063

Incompatible Subjects MEDI 4002 - Integrated Clinical Rotations 3

MEDI 4001 - Integrated Clinical Rotations 2

MEDI 4004 - Integrated Clinical Rotations General

Restrictions

Students must be enrolled in program 4758 - Doctor of Medicine.

Assumed Knowledge

Medical science.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Patient Care: Provides patient centred care at all stages of care, from pre-pregnancy to end of life
2. Health in the Community: Promotes the health and wellbeing of individuals and populations, with particular focus on Greater Western Sydney, rural, regional and Aboriginal and Torres Strait Islander communities
3. Personal and professional development: Evaluates and continuously develops own personal and professional capabilities, and those of others
4. Scientific basis of medicine: Applies a sound understanding of the biomedical, psychological and social sciences to medical practice

Subject Content

1. Theoretical Modules

- Professional and Personal Development 3.

- Scientific Streams 3

- Addiction

- Trauma and Injury

- Professional Portfolio 3

2. Attachment Modules

3. MD Scholarly Project Year 5

4. 2 x Conference weeks

Special Requirements

Legislative pre-requisites

Students are required to obtain and provide all necessary documentation to be verified by NSW ClinConnect. This verification is a requirement of the NSW Health Department for all students enrolled in medical programs. If a student fails to produce this documentation to ClinConnect they will not be able to attend hospital and health service teaching sessions, and placements. Attendance is a mandatory requirement of the program to ensure that professional competencies are met. Failure to attend will result in a Fail grade for the subject.

All Students

To be eligible to enrol in and attend a health-related placement in your program, students must meet Western Sydney University requirements **and** Special Legislative Requirements to be assessed in their first year of study against the following:

1. National Criminal History Check: Students must have a current check valid for their entire program. Criminal history check must be an Australia wide check, include the student's full name matching their Student ID card and date of birth offences listed. If a student has a criminal history identified on their check, they

must provide a Clinical Placement Authority Card (CPAC from the NSW HealthShare Employment Screening and Review Unit: https://www.health.nsw.gov.au/careers/student_clearance/Documents/appendix-10-student-application.pdf)

International students must additionally have a translated International Police Check or statutory declaration.

2. A NSW Working with Children Check (WWCC) clearance letter issued under the category of volunteer valid for their entire program.

3. A current approved first aid certificate valid for their entire program, approved provider courses can be found at <http://training.gov.au>

4. A completed vaccination/immunisation card with all serology results containing expiry dates and currency must be maintained by the compliance for their entire program.

5. NSW Undertaking/Declaration form.

6. Completed any additional health forms required (such as NSW Health Code of Conduct, Health Student Undertaking/Declaration and Assessment Tool).

7. Relevant Local Health District specific documentation as requested. Contact your School for further details. Resources are also available on the Placement Hub (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/) website.

Inherent Requirements

Students must also meet the inherent requirements of the program as outlined in the Western Sydney University Inherent Requirements for Medicine:

(www.uws.edu.au/ir/inherent_requirements/inherent_requirements_for_medicine_courses) ([https://hbook.westernsydney.edu.au/subject-details/medi7064/\(www.uws.edu.au/ir/inherent_requirements/inherent_requirements_for_medicine_courses\)](https://hbook.westernsydney.edu.au/subject-details/medi7064/(www.uws.edu.au/ir/inherent_requirements/inherent_requirements_for_medicine_courses)))

Inherent requirements are personal capabilities which are essential for achieving the learning outcomes of the Program or Subject in a way that will preserve the integrity of the University's teaching, learning and assessment standards and the accreditation requirements for the program. The Disability Education Standard, Section 3.4 (3) states:

"In assessing whether an adjustment to the course, unit of the course or program in which the student is enrolled, or proposes to be enrolled, is reasonable, the provider is entitled to maintain the academic requirements of the course or program, and other requirements or components that are inherent in or essential to its nature. Note: In providing for students with disabilities, a provider may continue to ensure the integrity of its courses or programs and assessment requirements and processes, so that those on whom it confers an award can present themselves as having the appropriate knowledge, experience and expertise implicit in the holding of that particular award."

Teaching Periods

MEDI 7065 Medicine in Practice

Credit Points 40

Legacy Code 401281

Coordinator Neil Merrett ([https://directory.westernsydney.edu.au/search/name/Neil Merrett/](https://directory.westernsydney.edu.au/search/name/Neil%20Merrett/))

Description This capstone experience unit will engage students in professional practice placement rotations drawn from the integrated fields of General Medicine, Surgery, Critical Care, Aboriginal and Torres Strait Islander People's Health and General Practice. Depending on rotations already taken, and the meeting of minimum clinical training hours requirements of the course, students may have the opportunity for an elective rotation. Students will complete their study in scientific streams, professional and personal development and finalise their Professional Practice Portfolio and MD Scholarly Project. The professional practice students undertaken in Medicine in Practice is approximately 700 hours. (subject to location based placement availability). Travel and accommodation - Students are required to arrange and pay for their own travel, accommodation and living expenses whilst on clinical placement.

School Medicine

Discipline General Medicine

Student Contribution Band HECS Band 3 40cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) MEDI 7064

Incompatible Subjects MEDI 4002 - Integrated Clinical Rotations 3
MEDI 4003 - Integrated Clinical Rotations 4
MEDI 4004 - Integrated Clinical Rotations General

Restrictions

Students must be enrolled in program 4758 - Doctor of Medicine.

Assumed Knowledge

Medical science.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Patient Care: Provides patient centred care at all stages of care, from pre-pregnancy to end of life
2. Health in the Community: Promotes the health and wellbeing of individuals and populations, with particular focus on Greater Western Sydney, rural, regional and Aboriginal and Torres Strait Islander communities
3. Personal and professional development: Evaluates and continuously develops own personal and professional capabilities, and those of others
4. Scientific basis of medicine: Applies a sound understanding of the biomedical, psychological and social sciences to medical practice

Subject Content

1. Theoretical Modules
 - Professional and Personal Development 4
 - Scientific Streams 4
 - Technology and Testing
 - Aboriginal and Torres Strait Islander Peoples' Health
 - Professional Portfolio 4
2. MD Scholarly Project 4
3. Conference Weeks (2 x 40 hours)
4. Attachment Modules-

Students will complete the attachments (generally 4) not completed whilst enrolled in subject 401280 Applied Clinical Sciences 3, from the following pool

- General Medicine 2
- General Medicine 3
- Surgery 2

- Surgery 3
- General Practice 2
- Critical Care 2

5. Selective Attachment (available rotations will be notified by the School of Medicine) if required to meet clinical hours or discipline-based training type requirements. The rotation may be project/research based or medical discipline- based.

Special Requirements

Legislative pre-requisites

Students are required to obtain and provide all necessary documentation to be verified by NSW ClinConnect. This verification is a requirement of the NSW Health Department for all students enrolled in medical programs. If a student fails to produce this documentation to ClinConnect they will not be able to attend hospital and health service teaching sessions, and placements. Attendance is a mandatory requirement of the program to ensure that professional competencies are met. Failure to attend will result in a Fail grade for the subject.

All Students

To be eligible to enrol in and attend a health-related placement in your program, students must meet Western Sydney University requirements **and** Special Legislative Requirements to be assessed in their first year of study against the following:

1. National Criminal History Check: Students must have a current check valid for their entire program. Criminal history check must be an Australia wide check, include the student's full name matching their Student ID card and date of birth offences listed. If a student has a criminal history identified on their check, they must provide a Clinical Placement Authority Card (CPAC from the NSW HealthShare Employment Screening and Review Unit: https://www.health.nsw.gov.au/careers/student_clearance/Documents/appendix-10-student-application.pdf)

International students must additionally have a translated International Police Check or statutory declaration.

2. A NSW Working with Children Check (WWCC) clearance letter issued under the category of volunteer valid for their entire program.
3. A current approved first aid certificate valid for their entire program, approved provider courses can be found at <http://training.gov.au>
4. A completed vaccination/immunisation card with all serology results containing expiry dates and currency must be maintained by the compliance for their entire program.
5. NSW Undertaking/Declaration form.
6. Completed any additional health forms required (such as NSW Health Code of Conduct, Health Student Undertaking/Declaration and Assessment Tool).

7. Relevant Local Health District specific documentation as requested. Contact your School for further details. Resources are also available on the Placement Hub (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/) website.

Inherent Requirements

Students must also meet the inherent requirements of the program as outlined in the University of Western Sydney Inherent Requirements for Medicine:

(www.uws.edu.au/ir/inherent_requirements/inherent_requirements_for_medicine_courses)

([https://hbook.westernsydney.edu.au/subject-details/medi7065/\(www.uws.edu.au/ir/inherent_requirements/inherent_requirements_for_medicine_courses\)/](https://hbook.westernsydney.edu.au/subject-details/medi7065/(www.uws.edu.au/ir/inherent_requirements/inherent_requirements_for_medicine_courses)/))

Inherent requirements are personal capabilities which are essential for achieving the learning outcomes of the Program or Subject in a way that will preserve the integrity of the University's teaching, learning and assessment standards and the accreditation requirements for the program. The Disability Education Standard, Section 3.4 (3) states:

"In assessing whether an adjustment to the course, unit of the course or program in which the student is enrolled, or proposes to be enrolled, is reasonable, the provider is entitled to maintain the academic requirements of the course or program, and other requirements or components that are inherent in or essential to its nature. Note: In providing for students with disabilities, a provider may continue to ensure the integrity of its courses or programs and assessment requirements and processes, so that those on whom it confers an award can present themselves as having the appropriate knowledge, experience and expertise implicit in the holding of that particular award."

Teaching Periods

MEDI 7066 Medical Research Project (PG)

Credit Points 20

Legacy Code 401467

Coordinator Andrew Page ([https://directory.westernsydney.edu.au/search/name/Andrew Page/](https://directory.westernsydney.edu.au/search/name/Andrew%20Page/))

Description This capstone unit requires students to design and conduct a research-based project in an area of interest or discipline specialty in consultation with the Unit Coordinator and relevant Program Coordinator.

School Medicine

Discipline Medical Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 3 20cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) HLTH 7008

Equivalent Subjects RAD1 7010 - Research Project in Cardiac Sonography
MEDI 7048 - Advanced Imaging Research Project
NURS 7042 - Research Project in Health Care

Restrictions

Students must be enrolled in a postgraduate program at Western Sydney University.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Design and conduct a research-based project addressing a contemporary area of interest
2. Employ initiative and responsibility in the execution of a research-based project
3. Compose a project report utilising high quality academic writing skills
4. Deliver an oral presentation of project findings

Subject Content

Project design and ethical considerations
Data collection and measurement
Data analysis
Report writing
Composing a research report
Preparing a research presentation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Proposal	1,000 words	15	N	Individual
Presentation	20 minutes	20	N	Individual
Report	5,000 words	65	N	Individual

Teaching Periods

Autumn

Campbelltown

Composite

Subject Contact Andrew Page ([https://directory.westernsydney.edu.au/search/name/Andrew Page/](https://directory.westernsydney.edu.au/search/name/Andrew%20Page/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI7066_22-AUT_CA_C#subjects)

Spring

Campbelltown

Composite

Subject Contact Andrew Page ([https://directory.westernsydney.edu.au/search/name/Andrew Page/](https://directory.westernsydney.edu.au/search/name/Andrew%20Page/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI7066_22-SPR_CA_C#subjects)

MEDI 7067 Cytopathology, Small Biopsy and Breast Pathology

Credit Points 10

Legacy Code 401477

Coordinator Tristan Rutland ([https://directory.westernsydney.edu.au/search/name/Tristan Rutland/](https://directory.westernsydney.edu.au/search/name/Tristan%20Rutland/))

Description This subject introduces diagnostic entities in surgical pathology entities gastrointestinal and liver, breast, head and neck, paediatric, gynaecological and haemato-pathology. The unit provides training in basic research skills, communication skills, and critical thinking. The self-directed online learning module is composed of digitalized images, practical notes, recorded lectures and quizzes on the diagnostic approach to important pathological entities of the breast pathology.

School Medicine

Discipline Pathology

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects MEDI 7014 - Cytopathology and Small Biopsy Pathology 2

Restrictions

Students must be enrolled in 4750 Masters of Medicine (Pathology).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate advanced diagnostic entities of non-gynaecological and gynaecological cytopathology and small biopsies.
2. Assess diagnostic entities in surgical pathology in the subspecialty of breast pathology.
3. Critique the resources needed and technical requirements to reach the correct diagnosis in Breast Pathology.
4. Effectively disseminate research outcomes using highly developed communication skills.

Subject Content

Advanced non-gynaecological cytopathology
Advanced gynaecological cytopathology
Advanced small biopsy pathology
Breast pathology

Special Requirements

Legislative pre-requisites

Students need to meet the legislative requirements to be in a supervised specialist training role in Pathology, and hence be working clinically in a hospital/laboratory setting. If a student fails to meet these requirements they will not be allowed to enrol in the subject.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical Exam	2 hours	30	Y	Individual
Practical Exam	2 hours	30	Y	Individual
Case Study	20 cases ~50-100 words each	40	Y	Individual

Prescribed Texts

- Hoda S.A., Brogi, E., Koerner F.C., Rosen P.P. Rosen ♦fs Breast Pathology (4rd Ed.). Lipincott Williams Wilkins: Philadelphia 2014.
- Koss L.G., Melamed M.R. Koss ♦f Diagnostic Cytology and its Histopathologic Bases. Lipincott Williams Wilkins: Philadelphia 2006.

Teaching Periods

1st Half

Online

Online

Subject Contact Tristan Rutland ([https://directory.westernsydney.edu.au/search/name/Tristan Rutland/](https://directory.westernsydney.edu.au/search/name/Tristan%20Rutland/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI7067_22-1H_ON_0#subjects)

MEDI 7068 Cytopathology, Small Biopsy and Cardiorespiratory Pathology

Credit Points 10

Legacy Code 401473

Coordinator Tristan Rutland ([https://directory.westernsydney.edu.au/search/name/Tristan Rutland/](https://directory.westernsydney.edu.au/search/name/Tristan%20Rutland/))

Description This unit uses a blended learning approach to introduce diagnostic entities in surgical pathology entities of neuropathology, cardiorespiratory pathology, genito-urinary pathology, salivary gland and endocrine pathology, skin and soft tissue pathology. The unit provides training in basic research skills, communication skills, and critical thinking. The self-directed online learning module is composed of digitalized images, practical notes, recorded lectures and quizzes on the diagnostic approach to important pathological entities of the respiratory and cardiovascular systems.

School Medicine

Discipline Pathology

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects MEDI 7013 - Cytopathology and Small Biopsy Pathology 1

Restrictions

Students must be enrolled in 4750 Masters of Medicine (Pathology).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse diagnostic entities in both non-gynaecological and gynaecological cytopathology.
2. Examine small biopsies particularly relating to surgical pathology of the cardiorespiratory system to reach a diagnosis.
3. Justify relevant information regarding pathological findings using evidence-based approach.
4. Communicate key findings in a written report regarding surgical and cytopathology.

Subject Content

Non-gynaecological cytopathology
Gynaecological cytopathology
Small biopsy pathology
Cardiorespiratory systems pathology

Special Requirements

Legislative pre-requisites

Students need to meet the legislative requirements to be in a supervised specialist training role in Pathology, and hence be working clinically in a hospital/laboratory setting. If a student fails to meet these requirements they will not be allowed to enrol in the subject.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Practical Exam	2 hours	30	Y	Individual
Practical Exam	2 hours	30	Y	Individual
Case studies	10 cases (50-100 words each)	40	Y	Individual

Teaching Periods

MEDI 7069 General Surgical Pathology and Gastrointestinal Pathology

Credit Points 10

Legacy Code 401476

Coordinator Tristan Rutland ([https://directory.westernsydney.edu.au/search/name/Tristan Rutland/](https://directory.westernsydney.edu.au/search/name/Tristan%20Rutland/))

Description This unit introduces diagnostic entities in surgical pathology entities gastrointestinal and liver, breast, head and neck, paediatric, gynaecological and haemato-pathology. The unit provides training in basic research skills, communication skills, and critical thinking. The self-directed online learning module is composed of digitalized images, practical notes, recorded lectures and quizzes on the diagnostic approach to important pathological entities of the gastrointestinal tract and liver.

School Medicine

Discipline Pathology

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects MEDI 7035 - Surgical Pathology 4

Restrictions

Students must be enrolled in 4750 Masters of Medicine (Pathology).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine diagnostic entities in surgical pathology in the subspecialties of gastrointestinal and liver, breast, head and neck, paediatric, gynaecological, and haematopathology.

2. Assess ancillary techniques in the diagnosis and treatment of conditions within the subspecialties of gastrointestinal and liver, breast, head and neck, paediatric, gynaecological, and haematopathology.
3. Assess common and uncommon disease entities in gastrointestinal and liver pathology, including the diagnosis of non-neoplastic, benign and malignant entities.
4. Engage in professional development activities related to anatomical pathology.
5. Use evidence-based approach to inform the practice of surgical pathology in the subspecialties of gastrointestinal and liver, breast, head and neck, paediatric, gynaecological, and haematopathology.

Subject Content

Gastrointestinal tract and liver pathology
Breast pathology
Head and neck pathology
Paediatric pathology
Gynaecological pathology
Haematopathology

Special Requirements

Legislative pre-requisites

Students need to meet the legislative requirements to be in a supervised specialist training role in Pathology, and hence be working clinically in a hospital/laboratory setting. If a student fails to meet these requirements they will not be allowed to enrol in the subject.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Case Study	20 cases ~50-100 words each	50	Y	Individual
Practical Exam	2 hours	50	Y	Individual

Prescribed Texts

- Odze G., Goldblum J.R. Surgical Pathology of the GI Tract, Liver, Biliary Tract and Pancreas (3rd Ed.). Elsevier: London 2014.

Teaching Periods

1st Half

Online

Online

Subject Contact Tristan Rutland ([https://directory.westernsydney.edu.au/search/name/Tristan Rutland/](https://directory.westernsydney.edu.au/search/name/Tristan%20Rutland/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI7069_22-1H_ON_0#subjects)

MEDI 7070 General Surgical and Central Nervous System Pathology

Credit Points 10

Legacy Code 401472

Coordinator Tristan Rutland ([https://directory.westernsydney.edu.au/search/name/Tristan Rutland/](https://directory.westernsydney.edu.au/search/name/Tristan%20Rutland/))

Description This unit uses a blended learning approach to introduce diagnostic entities in surgical pathology entities of neuropathology, cardiorespiratory pathology, genito-urinary pathology, salivary gland and endocrine pathology, skin and soft tissue pathology. The unit provides training in basic research skills, communication skills, and critical thinking. The self-directed online learning module is composed of digitalized images, practical notes, recorded lectures and quizzes on the diagnostic approach to important pathological entities of the central nervous system and spinal cord.

School Medicine

Discipline Pathology

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects MEDI 7032 - Surgical Pathology 1

Restrictions

Students must be enrolled in 4750 Masters of Medicine (Pathology) postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine diagnostic entities in surgical pathology in the subspecialties of neuropathology, cardiorespiratory pathology, genito-urinary pathology, salivary gland and endocrine pathology, skin and soft tissue pathology.
2. Examine ancillary techniques in the diagnosis and treatment of conditions within the subspecialties of neuropathology, cardiorespiratory pathology, genito-urinary pathology, salivary gland and endocrine pathology, skin and soft tissue pathology.
3. Analyse important common and uncommon disease entities in Neuropathology, including a number of non-neoplastic, benign and malignant diagnoses.
4. Define the resources needed and technical requirements to reach the correct diagnosis.
5. Produce a diagnostic case study report to the professional standard required of a pathologist.

Subject Content

This subject covers the following organ systems:

Neuropathology
 Cardiorespiratory system pathology
 Genito-urinary tract pathology
 Salivary gland pathology
 Endocrine system pathology
 Skin pathology
 Soft tissue pathology

Students will be required to generate 10 case studies relevant to the above systems, which will include completing a review of the relevant literature, interpretation and application to diagnosis.

Special Requirements

Legislative pre-requisites

Students need to meet the legislative requirements to be in a supervised specialist training role in Pathology, and hence be working

clinically in a hospital/laboratory setting. If a student fails to meet these requirements they will not be allowed to enrol in the subject.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Neuropathology Diagnostic Case Studies (Online tasks)	10 cases - 50-100 words each	50	Y	Individual
Practical exam - Surgical Pathology Microscopy and reporting (held during conference week)	2 hours	50	Y	Individual

Prescribed Texts

- Louis D.N., Ohgaki H., Wiestler O.D., Cavenee W.K. (Eds.): WHO Classification of Tumours of the Central Nervous System. IARC: Lyon 2007.

Teaching Periods

MEDI 7071 Surgical Pathology of Skin, Bone and Soft Tissue

Credit Points 10

Legacy Code 401475

Coordinator Tristan Rutland ([https://directory.westernsydney.edu.au/search/name/Tristan Rutland/](https://directory.westernsydney.edu.au/search/name/Tristan%20Rutland/))

Description This unit will re-inforce the diagnostic entity in skin and soft tissue pathology that were introduced in Surgical Pathology I. The first self-directed online learning module is composed of digitalized images and practical notes on the diagnostic approach to important pathological entities of these sub-specialties. The second online module will revise prior learning of the sub-specialties neuropathology, cardiorespiratory pathology, genito-urinary pathology, salivary gland and endocrine pathology. A literature review and discussion of contemporary and emerging developments in the relevant pathological entity will be conducted. This unit is designed to not only re-inforce/revise the above topics, but to harness effective communication and analytical research skills and to understand the importance of professional development.

School Medicine

Discipline Pathology

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects MEDI 7034 - Surgical Pathology 3

Restrictions

Students must be enrolled in 4750 Masters of Medicine (Pathology).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine and interpret advanced diagnostic entities in surgical pathology in the subspecialties of skin and soft tissue pathology
2. Identify common and uncommon disease entities in skin and soft tissue pathology, including the diagnosis of non-neoplastic, benign and malignant entities
3. Use research skills to investigate disease entities in skin and soft tissue pathology to reach the correct diagnosis
4. Report pathological findings using written and oral communication skills to patients, other health professional and related stakeholders, with application of analytical research skills where necessary to form appropriate conclusions and recommendations regarding further clinical management
5. Exemplify the behaviour required to create a safe, caring, ethical and professional practice required by pathologists

Subject Content

Skin pathology
Soft tissue pathology
Analytical research skills (Literature review assessment item)

Special Requirements

Legislative pre-requisites

Students need to meet the legislative requirements to be in a supervised specialist training role in Pathology, and hence be working clinically in a hospital/laboratory setting. If a student fails to meet these requirements they will not be allowed to enrol in the subject.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Skin and Soft Tissue Pathology Diagnostic Case Studies (Online task)	20 cases: 300-500 words each	S/U	Y	Individual
Literature Review	2,500 word limit	50	Y	Individual
Histopathology Case Reports	10 cases: 300-500 words each	50	Y	Individual

Prescribed Texts

- Patterson J. Weedon *of*s Skin Pathology (4th Ed.). Elsevier: London 2015.
- Weiss S.W., Goulburn J.R., Folpe A.L. Enzinger & Weiss *of*s Soft Tissue Tumours (6th Ed.). Elsevier: Philadelphia 2013

Teaching Periods

MEDI 7072 Surgical Pathology of the Female Genital Tract

Credit Points 10

Legacy Code 401479

Coordinator Tristan Rutland ([https://directory.westernsydney.edu.au/search/name/Tristan Rutland/](https://directory.westernsydney.edu.au/search/name/Tristan%20Rutland/))

Description This unit will revise the diagnostic entities in gynaecological pathology that were introduced in Surgical Pathology IV. The first self-directed online learning module is composed of digitalized images and practical notes on the diagnostic approach to important pathological entities of gynaecological pathology. A second online module will revise the sub-specialities covered in Surgical Pathology I through V. Students will be required to complete a literature review of contemporary and emerging developments in a relevant pathological entity. This unit is designed to revise all areas of surgical pathology within the Master of Pathology as well as promote engagement with professional development activities relevant to a career as a pathologist.

School Medicine

Discipline Pathology

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects MEDI 7037 - Surgical Pathology 6

Restrictions

Students must be enrolled in 4750 Masters of Medicine (Pathology).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine and interpret advanced diagnostic entities in surgical pathology in the subspecialty of gynaecological pathology
2. Identify and apply appropriate ancillary techniques in the diagnosis and treatment of conditions within all subspecialties of surgical pathology
3. Identify common and uncommon disease entities in surgical pathology based on their histological features
4. Report pathological findings using written and oral communication skills to patients, other health professional and related stakeholders
5. Engage in professional development activities related to anatomical pathology

Subject Content

Gynaecological pathology

Special Requirements

Legislative pre-requisites

Students need to meet the legislative requirements to be in a supervised specialist training role in Pathology, and hence be working clinically in a hospital/laboratory setting. If a student fails to meet these requirements they will not be allowed to enrol in the subject.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	20 cases ~300-500 words each	S/U	Y	Individual
Literature Review	2500 word limit	50	Y	Individual
Report	10 cases ~300-500 words each	50	Y	Individual

Prescribed Texts

- Crum C.P., Nucci M.R., Lee K.R. Diagnostic Gynecologic and Obstetric Pathology (2nd Ed.). Elsevier. Philadelphia 2011.

Teaching Periods

2nd Half

Online

Online

Subject Contact Tristan Rutland (https://directory.westernsydney.edu.au/search/name/Tristan_Rutland/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI7072_22-2H_ON_0#subjects)

MEDI 7073 Surgical Pathology of the Genito-urinary Uract, Salivary Gland and Endocrine System

Credit Points 10

Legacy Code 401474

Coordinator Tristan Rutland (https://directory.westernsydney.edu.au/search/name/Tristan_Rutland/)

Description This unit will re-inforce the diagnostic entities in genito-urinary tract, salivary gland and endocrine system pathology that were introduced in Surgical Pathology I. Two self-directed online learning modules with digitalized images and practical notes on the diagnostic approach to important pathological entities of the above sub-specialties will be provided. The basic concepts in surgical, cyto- and small biopsy pathology, including the appropriate ancillary techniques in the diagnosis, prognostication and treatment prediction will be assessed. This unit is designed to further develop the basic research and communication skills, and critical thinking acquired in Surgical Pathology I, and to reinforce the resources and technical requirements needed to reach the correct pathological diagnosis.

School Medicine

Discipline Pathology

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects MEDI 7033 - Surgical Pathology 2

Restrictions

Students must be enrolled in 4750 Masters of Medicine (Pathology).

Learning Outcomes

On successful completion of this subject, students should be able to:

- Examine and interpret diagnostic entities in surgical pathology in the subspecialties of genito-urinary pathology, salivary gland and endocrine pathology
- Identify and apply appropriate ancillary techniques in the diagnosis and treatment of conditions within the subspecialties of genito-urinary pathology, salivary gland and endocrine pathology
- Identify common and uncommon disease entities in genitourinary pathology, salivary gland and endocrine pathology, including the diagnosis of non-neoplastic, benign and malignant entities
- Define the resources and technical requirements needed to reach the correct diagnosis in genitourinary pathology, salivary gland and endocrine pathology
- Produce a written report that communicates surgical and cytopathology diagnostic findings
- Exemplify the behaviour required to create a safe, caring, ethical and professional practice required by pathologists

Subject Content

Genito-urinary tract pathology

Salivary gland pathology

Endocrine system pathology

Special Requirements

Legislative pre-requisites

Students need to meet the legislative requirements to be in a supervised specialist training role in Pathology, and hence be working clinically in a hospital/laboratory setting. If a student fails to meet these requirements they will not be allowed to enrol in the subject.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Genito- Urinary Pathology Diagnostic Case Studies (Online task)	20 cases ~300-500 words each	S/U	Y	Individual
Salivary Gland and Endocrine Pathology Diagnostic Case Studies (Online task)	20 cases ~300-500 words each	S/U	Y	Individual
Essay	1,500 word limit	50	Y	Individual
Histopathology Case Reports	10 cases ~300-500 words each	50	Y	Individual

Prescribed Texts

- Eble J.N., Sauter G., Epstein J.I., Sesterhenn I.A. (Eds.): WHO Classification of Tumours of the Urinary System and Male Genital Organs. IARC: Lyon 2004
- DeLellis R.A., Lloyd R.V., Heitz P.U., Eng C. (Eds.): WHO Classification of Tumours of Endocrine Organs. IARC: Lyon 2004

Teaching Periods

MEDI 7074 Surgical Pathology of the Head and Neck, Haematopathology and Paediatric Pathology

Credit Points 10

Legacy Code 401478

Coordinator Tristan Rutland ([https://directory.westernsydney.edu.au/search/name/Tristan Rutland/](https://directory.westernsydney.edu.au/search/name/Tristan%20Rutland/))

Description This unit will re-inforce the diagnostic entities in haematopathology, head and neck, and paediatric pathology that were introduced in Surgical Pathology IV. Two self-directed online learning modules with digitalized images and practical notes on the diagnostic approach to important pathological entities of the above sub-specialties will be provided. Upon completion of the unit students will have advanced knowledge in surgical, cyto- and small biopsy pathology, including appropriate ancillary techniques and recent research developments. This unit will promote behaviours that create a safe, caring, ethical and professional practice required by pathologists.

School Medicine

Discipline Pathology

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects MEDI 7036 - Cytopathology and Small Biopsy Pathology 5

Restrictions

Students must be enrolled in 4750 Masters of Medicine (Pathology).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine and interpret advanced diagnostic entities in surgical pathology in the subspecialties of haematopathology, head and neck, and paediatric pathology, including a number of non-neoplastic, benign and malignant diagnoses
2. Define the resources and technical requirements needed to reach the correct diagnosis in haematopathology, head and neck, and paediatric pathology
3. Apply basic research skills to identify and describe pathological entities encountered in the professional practice of pathology
4. Reflect on the behaviour required to create a safe, caring, ethical and professional practice required by pathologists

Subject Content

Head and neck pathology
Paediatric pathology
Haematopathology

Special Requirements Legislative Prerequisites

Students need to meet the legislative requirements to be in a supervised specialist training role in Pathology, and hence be working clinically in a hospital/laboratory setting. If a student fails to meet these requirements they will not be allowed to enrol in the unit.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Case Study	20 cases ~300-500 words each	S/U	Y	Individual
Case Study	20 cases ~300-500 words each	S/U	Y	Individual
Essay	1,500 word limit	50	Y	Individual
Report	10 cases ~300-500 words each	50	Y	Individual

Prescribed Texts

- Swerdlow E.S.H., Campo E., Harris N.L., Jaffe E.S., Pileri S.A, Stein H., Thiele J., Vardiman J.W. (Eds.). WHO Classification of Tumours of Haematopoietic and Lymphoid Tissues. IARC: Lyon 2008.

Teaching Periods

2nd Half Online

Online

Subject Contact Tristan Rutland ([https://directory.westernsydney.edu.au/search/name/Tristan Rutland/](https://directory.westernsydney.edu.au/search/name/Tristan%20Rutland/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MEDI7074_22-2H_ON_0#subjects)

Medicine in Practice

Credit Points 40

Legacy Code 401264

Coordinator Neil Merrett ([https://directory.westernsydney.edu.au/search/name/Neil Merrett/](https://directory.westernsydney.edu.au/search/name/Neil%20Merrett/))

Description Medicine in Practice is the final clinical unit of the MD program during which you will confirm and consolidate your knowledge, skills and professional competencies in readiness for graduate practice. Immersion in clinical and community placements continues, and you will act, under supervision, as a junior doctor member of the healthcare team where it is considered safe to do so. Placements include Medicine, Surgery, General Practice, Aboriginal Health and Critical Care rotations in a wide range of healthcare settings, from tertiary hospitals to community based services and practices in Greater Western Sydney. Learning and assessment requirements do not differ across sites. This experiential learning is supported by campus,

clinical school and online activities, including seminars, workshops and modules to ensure readiness for graduate practice.

School Medicine

Discipline General Medicine

Student Contribution Band HECS Band 3 40cp

Level Postgraduate Coursework Level 7 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Provides patient centred care at all stages of care, from pre-pregnancy to end of life
2. Promotes the health and wellbeing of individuals and populations, with particular focus on Greater Western Sydney, rural, regional and Aboriginal and Torres Strait Islander communities
3. Evaluates and continuously develops own personal and professional capabilities, and those of others
4. Applies a sound understanding of the biomedical, psychological and social sciences to medical practice

Subject Content

The major specialties and subspecialties of Medicine, Surgery, General Practice, Aboriginal Health and Critical Care are covered in Applied Clinical Sciences 3 through a combination of clinical and community based placements, campus and clinical school lectures, workshops and tutorials. Topics covered in these specialties include the following

1- Patient care

- o Diagnosis and investigation of problems and presentations in General Medicine, Surgery, General Practice, Aboriginal Health and Critical Care
- o Formulation and implementation (under supervision) of patient centred management plans

- o Prescribing medications and other therapeutic agents

- o Application and evaluation of clinical and procedural skills

2. Health in the Community

- o Health care systems and services

- o Advocacy for disease prevention and health promotion

3. Scientific Basis of Medicine

- o Appraisal, application and evaluation of evidence to clinical problems

- o Application of the biomedical, psychological and social sciences to medical and health problems and presentations

- o Conducting Research

4. Professional and Personal Development

- o Ethical practice

- o Multidisciplinary teamwork and communication

- o Learning and teaching in clinical environments

- o Safety and quality in clinical settings

Teaching Periods

MGMT 1001 Introduction to Property

Credit Points 10

Legacy Code 200601

Coordinator Mohamad Zraika ([https://directory.westernsydney.edu.au/search/name/Mohamad Zraika/](https://directory.westernsydney.edu.au/search/name/Mohamad%20Zraika/))

Description Introduction to Property comprises six main topic areas. The first section covers the various professions within the property industry with particular emphasis on the valuation profession. The second section covers land law and legal concepts concerning

property. The third section addresses issues in property development controls and planning. The fourth section concentrates on the areas of academic and industry report writing. This section also addresses the areas of academic study, lecture procedures and examination technique. The fifth section covers topics in relation to residential valuation and introduces methodologies for valuing more advanced properties as well as the skills required for collecting data for valuation purposes. The sixth section introduces students to mathematics required for later valuation units.

School Business

Discipline Valuation

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects LGYC 1563 - Introduction to Property

Restrictions External offerings for this subject are only available to students who are enrolled in a Property program or field of study.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the role and extent of the property professions;
2. Identify, collect, collate and interpret the relevant types and sources of property data;
3. Apply industry reporting standards and ethics;
4. Use verbal communication skills appropriate to the property context.

Subject Content

- The property industry

- land Law and legal concepts concerning property

- Issues in property development controls and planning

- academic and industry report writing

- valuation maths

- ethics and property

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Presentation	2 minute video	10	N	Individual
Report	2,500 words excluding appendices, photos, graphics, tables and figures.	30	N	Individual
Final Exam	2 hours	60	Y	Individual

Prescribed Texts

- Australian Property Institute 2007, Valuation principles and practice, 2nd edn, Canberra

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Mohamad Zraika ([https://directory.westernsydney.edu.au/search/name/Mohamad Zraika/](https://directory.westernsydney.edu.au/search/name/Mohamad%20Zraika/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MGMT1001_22-AUT_PC_D#subjects)

Parramatta External

External

Subject Contact Mohamad Zraika ([https://directory.westernsydney.edu.au/search/name/Mohamad Zraika/](https://directory.westernsydney.edu.au/search/name/Mohamad%20Zraika/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MGMT1001_22-AUT_PX_X#subjects)

MGMT 1002 Principles of Valuation

Credit Points 10

Legacy Code 200602

Coordinator Sharon Yam ([https://directory.westernsydney.edu.au/search/name/Sharon Yam/](https://directory.westernsydney.edu.au/search/name/Sharon%20Yam/))

Description This unit covers five main topic areas. The first area covers various valuation methods and extends the students' knowledge in relation to industrial property valuation. The second area covers the hypothetical development method of valuation as well as strata valuation principles. The third area introduces the valuation of partial interests and advanced valuation mathematics. The fourth area provides an introduction to statutory valuation, rating and taxing of property. The last area introduces the students to commercial property valuation.

School Business

Discipline Valuation

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects LGYC 1564 - Principles of Valuation

Restrictions

External offerings for this subject are only available to students who are enrolled in a Property program or field of study.

Assumed Knowledge

Students undertaking this subject should have a sound knowledge of the property industry and an understanding of introductory financial mathematics.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Discuss the concepts of valuation and apply various valuation methods, including hypothetical development and Discounted Cash Flow;
2. Collect, analyse and apply data in relation to the valuation of industrial property;
3. Explain partial interests in real property and apply the appropriate method to value them;

4. Apply advanced valuation mathematics using financial calculators and computers;
5. Describe strata subdivision of real property and apply the appropriate method to value these properties;
6. Prepare statutory and taxation valuation at federal, state and local levels;
7. Apply client communication and risk management skills in the context of valuation instructions to avoid issues of professional negligence.

Subject Content

- valuation methods
- valuation of industrial properties
- advanced valuation mathematical concepts
- financial valuation concepts
- introduction to statutory and taxation valuations
- Strata property principles and valuation
- Negligence, Risk and ethics

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Mid-semester 1 hour exam		20	N	Individual
Report	4,000 words	30	N	Group
Final examination	2 hours	50	Y	Individual

Prescribed Texts

- Ling, DC & Archer, WR 2021, Real estate principles: A value approach, 6th edn, McGraw Hill.

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Sharon Yam ([https://directory.westernsydney.edu.au/search/name/Sharon Yam/](https://directory.westernsydney.edu.au/search/name/Sharon%20Yam/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MGMT1002_22-SPR_PC_D#subjects)

Parramatta External

External

Subject Contact Sharon Yam ([https://directory.westernsydney.edu.au/search/name/Sharon Yam/](https://directory.westernsydney.edu.au/search/name/Sharon%20Yam/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MGMT1002_22-SPR_PX_X#subjects)

MGMT 2001 Commercial Valuation

Credit Points 10

Legacy Code 200603

Coordinator Mohamad Zraika ([https://directory.westernsydney.edu.au/search/name/Mohamad Zraika/](https://directory.westernsydney.edu.au/search/name/Mohamad%20Zraika/))

Description This unit provides students with a comprehensive understanding of theory and practice of commercial valuation. All aspects of commercial valuation are covered, including commercial valuation reporting standard of the Australian Property Institute. Knowledge of land use planning, property economics and property investment are applied to commercial valuation in this unit.

School Business

Discipline Valuation

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects LGYC 1565 - Commercial Valuation

Restrictions External offerings for this subject are only available to students who are enrolled in a Property program or field of study.

Assumed Knowledge

Good conceptual knowledge of property valuation methodology and valuation mathematics.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Collect, analyse and apply data to the valuation of commercial land and buildings;
2. Identify and assess the risk factors in retail and commercial property investments;
3. Apply the requirements of the Australian Property Institute commercial valuation practice standards and guideline notes in commercial valuation;
4. Apply the due diligence process in relation to commercial property valuation;
5. Apply the principles and practice of commercial property valuation.

Subject Content

- commercial property market analysis
- commercial property as An investment Asset
- commercial valuation methodology, including capitalisation and DCF in detail
- Rent reviews and premium valuation
- Insurance valuation concepts
- retail valuations
- Due diligence and valuation Reporting Standards

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	2,500 words excluding appendices, tables, photos and graphs.	40	N	Individual
Final Exam	2 hours	60	N	Individual

Prescribed Texts

- Australian Property Institute 2007, Valuation principles and practice, 2nd edn, Deakin, ACT. Australian Property Institute, 6 Campion Street, Deakin ACT 2600.

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Mohamad Zraika ([https://directory.westernsydney.edu.au/search/name/Mohamad Zraika/](https://directory.westernsydney.edu.au/search/name/Mohamad%20Zraika/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MGMT2001_22-AUT_PC_D#subjects)

Parramatta External

External

Subject Contact Mohamad Zraika ([https://directory.westernsydney.edu.au/search/name/Mohamad Zraika/](https://directory.westernsydney.edu.au/search/name/Mohamad%20Zraika/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MGMT2001_22-AUT_PX_X#subjects)

MGMT 3001 Property Project

Credit Points 10

Legacy Code 200360

Coordinator Za Manaf ([https://directory.westernsydney.edu.au/search/name/Za Manaf/](https://directory.westernsydney.edu.au/search/name/Za%20Manaf/))

Description Property Project is the integrating capstone unit, which brings together the skills that property students have developed during the course in preparing high quality professional property industry reports. The unit enables students to critically evaluate issues in the property industry to determine and assess potential property industry implications as well as conduct a feasibility study using an appropriate property software.

School Business

Discipline Management and Commerce, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions External offerings for this subject are only available to students who are enrolled in a Property program or field of study.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply knowledge of a range of property areas to contemporary property issues;
2. Produce professional property industry reports;
3. Effectively collaborate with the community/property industry to produce and present a feasibility study;
4. Conduct a feasibility study of a property development project.

Subject Content

- selection of property Project Topics
- Preparing A Project Contract
- conducting A literature Review
- sources of property information
- Preparing A major Project report
- use of An appropriate property software for property feasibility Study

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	2500 words	30	N	Group
Report	4500 words	70	N	Individual

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Graeme Newell ([https://directory.westernsydney.edu.au/search/name/Graeme Newell/](https://directory.westernsydney.edu.au/search/name/Graeme%20Newell/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MGMT3001_22-SPR_PC_D#subjects)

Parramatta External

External

Subject Contact Za Manaf ([https://directory.westernsydney.edu.au/search/name/Za Manaf/](https://directory.westernsydney.edu.au/search/name/Za%20Manaf/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MGMT3001_22-SPR_PX_X#subjects)

MGMT 3002 Rural Valuation

Credit Points 10

Legacy Code 200605

Coordinator Peter Wills ([https://directory.westernsydney.edu.au/search/name/Peter Wills/](https://directory.westernsydney.edu.au/search/name/Peter%20Wills/))

Description To provide students with a full understanding of rural land/property valuation procedures and techniques. This includes being aware of those factors, inherent and external, that need to be taken into account when assessing different types of rural property holdings. To be aware of those environmental factors that affect rural land productivity, sustainability and end value.

School Business

Discipline Valuation

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYC 1567 - Rural Valuation

Restrictions External offerings for this subject are only available to students who are enrolled in a Property program or Major.

Assumed Knowledge

Students undertaking this subject should have a good understanding of valuation principles. It is also expected that they will understand land tenure systems, collection and analysis of property sales data and technical valuation report writing.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Understand the principles of rural land tenure and title in New South Wales and how it operates in different agricultural regions;
2. Be aware of those factors that affect and impact on the productivity and value of rural property and enterprises;
3. Identify relevant rural data sources, then collate and analyse such data;
4. Appreciate the impact of the added value concept of rural improvements and the impact that farm management practices have on overall value;
5. Demonstrate a detailed knowledge of the different valuation methods and then apply these to varying rural properties and enterprises;
6. Be aware of the ANZPI Professional Practice Standard in relation to rural valuation report writing;
7. Show an understanding of the impact that environmental and sustainability aspects have on rural enterprises and land values;
8. Realise the differing types of specialised rural land uses and understand what factors have to be taken into account when valuing them.

Subject Content

- rural land in Australia and rural valuation research
- NSW agriculture regions and rural land use
- Factors affecting rural land Productivity and value
- rural property data sources
- rural improvements
- The impact of farm management on rural valuation practice
- valuation methods
- rural property valuation inspection procedure
- rural sales analysis
- rural valuation reports
- valuation calculations and reconciliation
- valuation of specific rural properties

Teaching Periods

MGMT 3003 Specialised Valuation

Credit Points 10

Legacy Code 200876

Coordinator Mohamad Zraika ([https://directory.westernsydney.edu.au/search/name/Mohamad Zraika/](https://directory.westernsydney.edu.au/search/name/Mohamad%20Zraika/))

Description The value of special premises constitutes an important segment of valuation practice in Australia. A number of special valuation considerations arise in the appraisal of this class of premises. However, the most compelling reason for studying the valuation of special premises is the fact that these classes of property provide an ideal vehicle whereby valuation principles and methods of valuation can be critically evaluated by students.

School Business

Discipline Valuation

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYC 1566 Valuation of Special Premises MGMT 3005 Valuation of Special Premises

Restrictions External offerings for this subject are only available to students who are enrolled in a Property program or field of study.



Assumed Knowledge

It is assumed that students will have a sound knowledge of:

1. Valuation principles and practices
2. Accounting principles
3. Commercial property practices
4. Property investment analysis and application
5. Property portfolio analysis

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Outline the nature of specialised property types and their use.
2. Identify property type characteristics and their relationship to productivity, profitability and management.
3. Describe the factors which cause depreciation, obsolescence and alternative use of special premises improvements.
4. Analyse the ramifications of contamination and environmental issues on the operation and management of special premises.
5. Apply a range of valuation techniques and data analysis pertinent to the various classes of special premises.
6. Utilise basic principles to develop procedures for undertaking comprehensive valuations of any specialised property and preparation of industry standard  full speaking  narrative reports.

Subject Content

1. Nature of special premises and valuation methods.
2. Accounting issues and professional liability in relation to special premises.
3. Super profit, going concerns and goodwill issues.
4. Plant and machinery valuations.
5. Specialist valuation reports and reconciling evidence.
6. Valuation considerations including good average management in relation to specialised uses.
7. Valuation of special premises and limited market properties (such as both public and accommodation hotels, motels, nursing homes, retirement villages, extractive industries, resorts, marinas, service stations etc.).

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	2,500 words, excluding attachments	40	N	Individual
Final Exam	2 hours	60	Y	Individual

Prescribed Texts

- API 2007, Valuation principles and practice, 2nd edn, Australian Property Institute, Deakin, ACT;

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Mohamad Zraika ([https://directory.westernsydney.edu.au/search/name/Mohamad Zraika/](https://directory.westernsydney.edu.au/search/name/Mohamad%20Zraika/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MGMT3003_22-SPR_PC_D#subjects)

Parramatta External

External

Subject Contact Mohamad Zraika ([https://directory.westernsydney.edu.au/search/name/Mohamad Zraika/](https://directory.westernsydney.edu.au/search/name/Mohamad%20Zraika/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MGMT3003_22-SPR_PX_X#subjects)

MGMT 3004 Statutory Valuation

Credit Points 10

Legacy Code 200711

Coordinator Sharon Yam ([https://directory.westernsydney.edu.au/search/name/Sharon Yam/](https://directory.westernsydney.edu.au/search/name/Sharon%20Yam/))

Description This unit covers the area of statutory valuation. It is the prescribed unit for registration as a valuer with the NSW Fair Trading. It is also the prescribed unit for Certified Practising Valuer (CPV) membership of the Australian Property Institute. Upon completion of this unit, students will demonstrate a comprehensive understanding of the relevant property and related laws, necessary valuation methods and principles required for statutory valuations.

School Business

Discipline Valuation

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYA 4819 - Compulsory Acquisition and Litigation

Restrictions External offerings for this subject are only available to students who are enrolled in a Property program or field of study.

Assumed Knowledge

An understanding of the basic principles of land administration, in particular, the various interests to be held in land and forms of tenure; An understanding of the NSW planning system, the development approval process and administrative controls over decision making; An understanding of various valuation principles and methodologies and valuation of various types of property and interest in land.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply the principles of property and related laws and valuation methods related to compensation and resumption;
2. Explain the process of land acquisition or resumption, and the concepts of market value, special value to the owner, injurious affection, severance, enhancement, disturbance and a loss of goodwill;
3. Apply the important court decisions in compensation valuation;
4. Prepare a professional standard report on a parcel of real estate for the purpose of a claim for compulsory acquisition;

5. Discuss the role of expert witnesses or a legal representative in compensation disputes;
6. Apply legal and valuation concepts in assessing the compensation payable on a compulsory taking;
7. Explain the importance and responsibility of acting professionally as a valuer.

Subject Content

- compensation concepts for compulsory acquisition of property
- valuation procedures in handling compensation cases
- principles and valuation methods for rating and taxing valuation
- valuation report writing
- preparation of evidence for court
- professional Negligence

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	4,000 words	30	N	Group
Presentation	2 hour session	20	N	Individual
Final Exam	2 hours	50	Y	Individual

Prescribed Texts

- Law of compulsory land acquisition Edition: 2nd, 2015 Jacobs, M, Thomson Reuters ISBN 0455235015; ISBN 9780455235011

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Sharon Yam ([https://directory.westernsydney.edu.au/search/name/Sharon Yam/](https://directory.westernsydney.edu.au/search/name/Sharon%20Yam/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MGMT3004_22-AUT_PC_D#subjects)

Parramatta External

External

Subject Contact Sharon Yam ([https://directory.westernsydney.edu.au/search/name/Sharon Yam/](https://directory.westernsydney.edu.au/search/name/Sharon%20Yam/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MGMT3004_22-AUT_PX_X#subjects)

MGMT 7003 Financial Management of Projects

Credit Points 10

Legacy Code 301194

Coordinator Xiaohua Jin ([https://directory.westernsydney.edu.au/search/name/Xiaohua Jin/](https://directory.westernsydney.edu.au/search/name/Xiaohua%20Jin/))

Description Projects are always unique and their processes are always subject to elements of uncertainty and change. The skill of project management professionals in securing the best return for

their organisation's efforts is thus held in great value. This unit is concerned with financial aspects of project management from both theoretical and practical perspectives. The aim is to explain how financial management tasks are carried out in the context of projects as well as stimulate students' reflection on best practice in project financial management.

School Eng, Design & Built Env

Discipline Business And Management

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in program 3752 Master of Project Management.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Prepare and analyse a cost estimate with an appropriate cost-estimation approach
2. Conduct a risk assessment regarding project financial management using appropriate tools
3. Analyse project data and recommend approaches for financing a project
4. Apply best practices for project cost control and recommend appropriate approaches to meeting a project's financial expectations

Subject Content

Finance and Project Finance

Stakeholders and Regulatory Environment

Estimating and Budgeting

Contracts and Documentation

Cash Flow Analysis

Financial Modelling and Project Evaluation

Progress, Valuation and Payments

Risks Involved in Project Financial Management

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Literature Review	3,000 words	30	N	Individual
Professional Task	3,000 words	35	N	Both (Individual & Group)
Professional Task	3,000 words	35	N	Both (Individual & Group)

Teaching Periods

Autumn

Parramatta City - Macquarie St

Evening

Subject Contact Xiaohua Jin ([https://directory.westernsydney.edu.au/search/name/Xiaohua Jin/](https://directory.westernsydney.edu.au/search/name/Xiaohua%20Jin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MGMT7003_22-AUT_PC_E#subjects)

MGMT 9001 Higher Degree Research Thesis - Management and Commerce

Credit Points 20

Legacy Code 800206

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Graduate Research School

Discipline Management and Commerce, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MGMT9001_22-RQ1_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MGMT9001_22-RQ1_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MGMT9001_22-RQ1_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MGMT9001_22-RQ1_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MGMT9001_22-RQ1_PS_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MGMT9001_22-RQ2_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MGMT9001_22-RQ2_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MGMT9001_22-RQ2_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MGMT9001_22-RQ2_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MGMT9001_22-RQ2_PS_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MGMT9001_22-RQ3_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MGMT9001_22-RQ3_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MGMT9001_22-RQ3_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MGMT9001_22-RQ3_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MGMT9001_22-RQ3_PS_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MGMT9001_22-RQ4_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MGMT9001_22-RQ4_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MGMT9001_22-RQ4_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MGMT9001_22-RQ4_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MGMT9001_22-RQ4_PS_D#subjects)

MGMT 9002 Higher Degree Research Thesis - Management and Commerce

Credit Points 20

Legacy Code 800183

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Graduate Research School

Discipline Management and Commerce, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MGMT9002_22-RQ1_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MGMT9002_22-RQ1_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MGMT9002_22-RQ1_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MGMT9002_22-RQ1_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MGMT9002_22-RQ1_PS_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MGMT9002_22-RQ2_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MGMT9002_22-RQ2_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MGMT9002_22-RQ2_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MGMT9002_22-RQ2_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MGMT9002_22-RQ2_PS_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MGMT9002_22-RQ3_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MGMT9002_22-RQ3_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MGMT9002_22-RQ3_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MGMT9002_22-RQ3_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MGMT9002_22-RQ3_PS_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MGMT9002_22-RQ4_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MGMT9002_22-RQ4_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MGMT9002_22-RQ4_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MGMT9002_22-RQ4_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MGMT9002_22-RQ4_PS_D#subjects)

MKTG 0001 Marketing Skills

Credit Points 10

Legacy Code 201035

Coordinator Jess Richards (<https://directory.westernsydney.edu.au/search/name/Jess Richards/>)

Description This subject delivers an overview of the marketing process and how it works within the business environment. Students will learn the basic foundations of marketing so they have a general understanding of marketing concepts. Students who successfully pass this subject, will have achieved some of the required assessments needed to satisfy English entry requirements (IELTS 6.5) to postgraduate Business study at Western Sydney University.

School Business

Discipline Marketing

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 0 Preparatory subject

Restrictions

Students must be enrolled in 2845 Masters Qualifying Program with Business English.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify important marketing concepts and frameworks;
2. Apply marketing concepts and frameworks to case based situations;
3. Demonstrate how marketing creates value in a societal context; and
4. Demonstrate English language skills in the key IELTS test areas: writing, speaking, listening and reading.

Subject Content

- Marketing concepts and terminology
- Market segmentation and target markets
- Buyer behaviour
- Marketing as a social system

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Report	1,500 Words	40	N	Individual
Portfolio	1000 Words equivalency	40	N	Individual
Final Exam	1 hour	20	Y	Individual

Teaching Periods

Quarter 2

Parramatta City - Macquarie St

Day

Subject Contact Hossain Mohammed ([https://directory.westernsydney.edu.au/search/name/Hossain Mohammed/](https://directory.westernsydney.edu.au/search/name/Hossain%20Mohammed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG0001_22-Q2_PC_D#subjects)

Quarter 4

Parramatta City - Macquarie St

Day

Subject Contact Hossain Mohammed ([https://directory.westernsydney.edu.au/search/name/Hossain Mohammed/](https://directory.westernsydney.edu.au/search/name/Hossain%20Mohammed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG0001_22-Q4_PC_D#subjects)

Sydney City Campus Quarter 4

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG0001_22-SQ4_SC_D#subjects)

MKTG 1001 Advertising: An Introduction

Credit Points 10

Legacy Code 100706

Coordinator John Greig ([https://directory.westernsydney.edu.au/search/name/John Greig/](https://directory.westernsydney.edu.au/search/name/John%20Greig/))

Description In this unit students gain a grounding in the key areas of advertising and the steps in the advertising process, viz. research, strategy, creative (copywriting & art direction), production, account service, media planning and marketing communication. Students are also introduced to the issues surrounding advertising and its role in society.

School Humanities & Comm Arts

Discipline Advertising

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects LGYA 0210 - Advertising and Society LGYA 0580- Introduction to Advertising MKTG 1002 - Advertising An Introduction (WSTC)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Put a basic advertising plan together (which demonstrates an understanding of the key steps in the advertising process.)
2. use elementary research skills to inform the plan
3. write a basic creative brief (advertising strategy)
4. engage in advertising media planning and the use of other marketing communication vehicles
5. engage in the advertising creative process
6. explain issues related to advertising's role in society and ideas of ethics in advertising
7. demonstrate written and verbal communication skills

Subject Content

The steps in the process of making ads, the structure of the industry and jobs in the industry.

The use of research in developing ads and simple information gathering skills.

Consumer behaviour - why it's important and how it can be used to help develop effective strategy.

Advertising strategy - why it's important, kinds of strategies and how to write a creative brief

Advertising creative (copywriting and art direction) - key principles for effective work & creative techniques

Media planning - the different media available and the pros and cons of each.

How advertising works to influence people's buying decisions.

Advertising's role in society

Ethics in advertising.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Project	3,000 words	40	N	Group
Issues Debate	Presentation 3 mins; Written debate 500 words	30	N	Individual
Weekly Exercises	Approx 30 mins-1hr per quiz	20	N	Individual
Quiz	Approx 30mins - 1hr, plus attendance at guest lecture	5	N	Individual
Participation	Tutor to assess student against five criteria	5	N	Individual

Prescribed Texts

- Felton, G. (2013). Advertising Concept & Copy. (3rd ed.). New Jersey: Prentice Hall Englewood Cliffs.

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact John Greig ([https://directory.westernsydney.edu.au/search/name/John Greig/](https://directory.westernsydney.edu.au/search/name/John%20Greig/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG1001_22-AUT_KW_D#subjects)

Online

Online

Subject Contact John Greig ([https://directory.westernsydney.edu.au/search/name/John Greig/](https://directory.westernsydney.edu.au/search/name/John%20Greig/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG1001_22-AUT_ON_O#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Ming Diao ([https://directory.westernsydney.edu.au/search/name/Ming Diao/](https://directory.westernsydney.edu.au/search/name/Ming%20Diao/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG1001_22-SC2_SC_D#subjects)

UEH-Session 2

Vietnam

Day

Subject Contact John Greig ([https://directory.westernsydney.edu.au/search/name/John Greig/](https://directory.westernsydney.edu.au/search/name/John%20Greig/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG1001_22-UT2_UE_D#subjects)

Spring

Online

Online

Subject Contact John Greig ([https://directory.westernsydney.edu.au/search/name/John Greig/](https://directory.westernsydney.edu.au/search/name/John%20Greig/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG1001_22-SPR_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact John Greig ([https://directory.westernsydney.edu.au/search/name/John Greig/](https://directory.westernsydney.edu.au/search/name/John%20Greig/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG1001_22-SPR_PS_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Ming Diao ([https://directory.westernsydney.edu.au/search/name/Ming Diao/](https://directory.westernsydney.edu.au/search/name/Ming%20Diao/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG1001_22-SC3_SC_D#subjects)

MKTG 1002 Advertising: An Introduction (WSTC)

Credit Points 10

Legacy Code 700088

Coordinator Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

Description In this unit students gain a grounding in the key areas of advertising and the key steps in the advertising process, viz. research, strategy, creative (copywriting & art direction), media planning and marketing communication. Students are also introduced to the issues surrounding advertising and its role in society.

School Humanities & Comm Arts

Discipline Advertising

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Co-requisite(s) Students enrolled in the combined Diploma/Bachelor courses listed below must pass all College Preparatory units listed in the course structure before progressing to the Year 2 units

Equivalent Subjects MKTG 1001 - Advertising An Introduction

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in Extended Diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Put a basic advertising plan together (which demonstrates an understanding of the key steps in the advertising process).
2. Use elementary research skills to inform the plan.
3. Write a basic creative brief (advertising strategy).
4. Engage in advertising media planning and the use of other marketing communication vehicles.
5. Engage in the advertising creative process.
6. Explain issues related to advertising's role in society and ideas of ethics in advertising.
7. Demonstrate written and verbal communication skills.

Subject Content

1. The steps in the process of making ads, the structure of the industry and jobs in the industry
2. The use of research in developing ads and simple information gathering skills
3. Consumer behaviour ? why it's important and how it can be used to help develop effective strategy
4. Advertising strategy ? why it's important, kinds of strategies and how to write a creative brief
5. Advertising creative (copywriting and art direction) ? key principles for effective work and creative techniques
6. Media planning ? the different media available and the pros and cons of each
7. Marketing communication ? direct marketing, sales promotion, PR, personal selling and new media
8. How advertising works to influence people's buying decisions
9. Advertising's role in society
10. Ethics in advertising

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	500 words	20	N	Individual
Applied Project	1800 words	50	N	Individual

Debate	Presentation 30 - 5 minutes Critical Review based on presentation -700 words	N	Individual
--------	--	---	------------

Teaching Periods

Term 1

Nirimba Education Precinct

Day

Subject Contact Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG1002_22-T1_BL_D#subjects)

Term 2

Nirimba Education Precinct

Day

Subject Contact Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG1002_22-T2_BL_D#subjects)

Term 3

Nirimba Education Precinct

Day

Subject Contact Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG1002_22-T3_BL_D#subjects)

MKTG 1003 Consumer Behaviour

Credit Points 10

Legacy Code 200084

Coordinator Francine Garlin ([https://directory.westernsydney.edu.au/search/name/Francine Garlin/](https://directory.westernsydney.edu.au/search/name/Francine%20Garlin/))

Description From 2022 this subject replaced by MKTG 2010 Customer Experience Fundamentals. A focus on the consumer is critical in marketing philosophy. Effective marketing strategies are necessarily formulated as a result of the understanding of basic consumer behaviour. The aim of the unit Consumer Behaviour is to introduce students to consumer behaviour as a critical component in marketing philosophy, and fundamental to the development of effective marketing strategies. This unit applies concepts, theories and models derived from disciplines such as sociology, anthropology, psychology, economics, and mass communications theory to a consumer context. Students will learn to apply such concepts, theories and models through a range of individual and collaborative means using a blended learning design that draws on current and future consumer trends in various marketplaces.

School Business

Discipline Marketing

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects LGYA 9902 - Consumer Behaviour LGYC 0177 - Buyer Behaviour MKTG 1004 Consumer Behaviour

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate understanding of key consumer behaviour theories, concepts, models and frameworks;
2. Apply relevant theory to explain consumer behaviour in the marketplace/space;
3. Discern how consumer behaviour informs marketing practices;
4. Explain the relevance of Australia's First People in a consumer behaviour and marketing context;
5. Explain the importance of social, economic and environmentally responsible consumer behaviour and marketing practice;
6. Collaborate effectively in teams.

Subject Content

- Overview of Consumer behaviour
- introduction to theory
- external, social influences of culture, sub-culture, social class and non-family and family groups (reference groups) and lifestyle
- The diffusion of innovations
- Internal, psychological influences of involvement, motivation, learning and Memory, perception and information-processing, attitude formation and change, personality, self-concept, emotion
- Situational influences
- The Consumer decision-making process involving: Problem Recognition, information search, Evaluating alternatives, purchase and post-purchase behaviour
- consumerism, ethics, public policy
- future Trends in Consumer behaviour
- Marketing implications of Consumer behaviour including, but not limited to: market research, segmentation, Marketing strategy, planning and evaluation, and Marketing decisions relating to Product, promotion, place and price

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	3 out of a possible 4	30	N	Individual
Report	4,000 words (max)	30	N	Group
Final examination	2 hours	40	N	Individual

Prescribed Texts

- Garlin, F (comp) (latest edition), 200084 Consumer behaviour, McGraw Hill.

Teaching Periods

Summer A

Parramatta City - Macquarie St

Day

Subject Contact Francine Garlin ([https://directory.westernsydney.edu.au/search/name/Francine Garlin/](https://directory.westernsydney.edu.au/search/name/Francine%20Garlin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG1003_22-SUA_PC_D#subjects)

MKTG 1006 Marketing Principles

Credit Points 10

Legacy Code 200083

Coordinator Daniela Spanjaard ([https://directory.westernsydney.edu.au/search/name/Daniela Spanjaard/](https://directory.westernsydney.edu.au/search/name/Daniela%20Spanjaard/))

Description Marketing Principles is an introductory marketing course that delivers an overview of the marketing process and how it works within the field of business. This unit examines how organisations use marketing decisions to satisfy customer needs and deliver value, with a focus on the impact of digital technology. Areas of study include market segmentation and positioning; product decisions and branding; customer decision processes, omnichannel marketing; digital marketing communications; pricing strategies; and customer insights. The unit provides a foundation for those students in the marketing major; however, it also provides a broad overview for those who seek a general understanding of marketing practice and theory.

School Business

Discipline Marketing

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects MKTG 1008 - Marketing Principles (UWSC) MKTG 1007 - Marketing Principles (Creative Industries)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify important marketing concepts, frameworks and theories.
2. Apply marketing concepts, theories and frameworks to different case situations.
3. Recognise the importance of customer relationships within marketing situations
4. Demonstrate how marketing creates value in a societal context and for non-profit organisations.

Subject Content

1. Marketing concepts and terminology
2. Understanding the market and marketing channels
3. Marketing research and customer insights.
4. Market segmentation and target markets.
5. Customer behaviour
6. Designing marketing mix strategies.
7. Digital communications

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	2000 words	30	N	Individual
Portfolio	3 learning activities. 1000 word equivalency	35	N	Individual
Final Exam	2 hours	35	Y	Individual

WSU Online Trimester 1 Online

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	2000 words	30	N	Individual
Portfolio	3 learning activities. 1000 word equivalency	35	N	Individual
Final Exam	2 hours	35	Y	Individual

Prescribed Texts

- Armstrong, G, Adam, S, Denize, S & Kotler, P Principles of marketing, latest edition, Pearson, Melbourne, VIC.

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Daniela Spanjaard ([https://directory.westernsydney.edu.au/search/name/Daniela Spanjaard/](https://directory.westernsydney.edu.au/search/name/Daniela%20Spanjaard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG1006_22-AUT_BA_D#subjects)

Campbelltown

Day

Subject Contact Daniela Spanjaard ([https://directory.westernsydney.edu.au/search/name/Daniela Spanjaard/](https://directory.westernsydney.edu.au/search/name/Daniela%20Spanjaard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG1006_22-AUT_CA_D#subjects)

Online

Online

Subject Contact Daniela Spanjaard ([https://directory.westernsydney.edu.au/search/name/Daniela Spanjaard/](https://directory.westernsydney.edu.au/search/name/Daniela%20Spanjaard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG1006_22-AUT_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Daniela Spanjaard ([https://directory.westernsydney.edu.au/search/name/Daniela Spanjaard/](https://directory.westernsydney.edu.au/search/name/Daniela%20Spanjaard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG1006_22-AUT_PC_D#subjects)

WSU Online TRI-1

Wsu Online

Online

Subject Contact Matthew Kelly ([https://directory.westernsydney.edu.au/search/name/Matthew Kelly/](https://directory.westernsydney.edu.au/search/name/Matthew%20Kelly/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG1006_22-OT1_OW_O#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG1006_22-SC1_SC_D#subjects)

Spring

Online

Online

Subject Contact Daniela Spanjaard ([https://directory.westernsydney.edu.au/search/name/Daniela Spanjaard/](https://directory.westernsydney.edu.au/search/name/Daniela%20Spanjaard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG1006_22-SPR_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Daniela Spanjaard ([https://directory.westernsydney.edu.au/search/name/Daniela Spanjaard/](https://directory.westernsydney.edu.au/search/name/Daniela%20Spanjaard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG1006_22-SPR_PC_D#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Matthew Kelly ([https://directory.westernsydney.edu.au/search/name/Matthew Kelly/](https://directory.westernsydney.edu.au/search/name/Matthew%20Kelly/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG1006_22-OT3_OW_O#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG1006_22-SC3_SC_D#subjects)

MKTG 1008 Marketing Principles (WSTC)

Credit Points 10

Legacy Code 700001

Coordinator Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

Description Marketing Principles is an introductory marketing unit that delivers an overview of the marketing process and how it works within the field of business. This unit examines how organisations use marketing decisions to satisfy customer needs and deliver value. Areas of study include market segmentation and positioning; market planning; product decisions and new product development; branding; customer decision processes, channels of distribution; promotion and advertising; pricing strategies; and customer information management. The unit provides a foundation for those students in the marketing major; however it also provides a broad overview for those who seek a general understanding of the topic.

School Business

Discipline Marketing

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects MKTG 1006 - Marketing Principles
MKTG 1007 - Marketing Principles (Creative Industries)

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in extended diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify important marketing concepts, frameworks and theories
2. Apply marketing concepts, theories and frameworks to different case situations
3. Illustrate the contribution of marketing to achieving business objectives
4. Demonstrate an understanding of how marketing creates value in a societal context and for non-profit organisations.
5. Express and debate ideas on a broad range of marketing issues.

Subject Content

marketing concepts and terminology;
environmental analysis and decision aids;
marketing research and information systems;
market segmentation and target markets;
buyer behaviour;
designing a marketing mix; and
marketing strategies, planning and implementation.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	Group Project 25 (1000 words) Presentation (20 minutes)		N	Group
Essay	1500 words	25	N	Individual
Final Exam	2 hours	50	Y	Individual

Teaching Periods

Term 1

Bankstown

Day

Subject Contact Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG1008_22-T1_BA_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG1008_22-T1_PC_D#subjects)

Term 2

Bankstown

Day

Subject Contact Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG1008_22-T2_BA_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG1008_22-T2_PC_D#subjects)

Term 3

Bankstown

Day

Subject Contact Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG1008_22-T3_BA_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG1008_22-T3_PC_D#subjects)

MKTG 1009 Public Relations Theory and Practice

Credit Points 10

Legacy Code 100212

Coordinator Nicole Bridges ([https://directory.westernsydney.edu.au/search/name/Nicole Bridges/](https://directory.westernsydney.edu.au/search/name/Nicole%20Bridges/))

Description This unit introduces the student to the theory and research that serves as the foundation of the practice of public relations. The unit surveys the history of the discipline, the theories on which the discipline is based, and current models of practice. The unit

focuses on understanding how to research and analyse the opinions of organisational publics in order to develop mutually beneficial relationships with those publics. The contemporary practice of public relations requires an understanding of a broad range of social science theory and research and the ability to incorporate that knowledge in the solution of public relations problems.

School Humanities & Comm Arts

Discipline Public Relations

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects LGYB 0099 - Public Relations Theory and Practice
MKTG 1010 - Public Relations Theory and Practice (WSTC)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. explain relevant public relations concepts, theories and contexts;
2. describe and critique current practices of the public relations industry;
3. identify and critically assess current issues for public relations practice;
4. explain the value of socially responsible, ethical public relations practice;
5. identify the legal implications for public relations activities;
6. describe and identify publics for public relations clients, issues and activities.

Subject Content

- introduction to strategic public relations: Understanding relationships with publics. Situational theory of publics.

- public relations principles, concepts and contexts: Models of public relations practice. public relations as A communication process. historical, social, economic and political contexts for public relations practice. public relations and social responsibility.

- The public relations industry. different sectors: corporate, consultancy, not-for-profit and public. Global industry challenges.

- The public relations professional: Roles and responsibilities. legal Issues affecting public relations practice. Ethics. industry associations.

- Introduction to public relations strategies and techniques: Media relations and publicity; understanding the nature of news and media needs.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	4 x 25 multiple choice questions	50	N	Individual
Report	2,500 words	50	N	Individual

Prescribed Texts

- Chia,J, and Synnott, G. (2013). An Introduction to Public Relations and Communication Management (2nd ed). Melbourne, Vic: Oxford University Press

- Bridges, N. And Howell, G.V.J. (2014). Public Relations Theory and Practice iBook. Howell, G. and Bridges, N. (2012). Public Relations Theory and Practice Workbook 2012. University of Western Sydney: NSW.

Teaching Periods

Autumn

Online

Online

Subject Contact Nicole Bridges ([https://directory.westernsydney.edu.au/search/name/Nicole Bridges/](https://directory.westernsydney.edu.au/search/name/Nicole%20Bridges/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG1009_22-AUT_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Nicole Bridges ([https://directory.westernsydney.edu.au/search/name/Nicole Bridges/](https://directory.westernsydney.edu.au/search/name/Nicole%20Bridges/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG1009_22-AUT_PS_D#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Ming Diao ([https://directory.westernsydney.edu.au/search/name/Ming Diao/](https://directory.westernsydney.edu.au/search/name/Ming%20Diao/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG1009_22-SC1_SC_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Nicole Bridges ([https://directory.westernsydney.edu.au/search/name/Nicole Bridges/](https://directory.westernsydney.edu.au/search/name/Nicole%20Bridges/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG1009_22-SPR_KW_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Ming Diao ([https://directory.westernsydney.edu.au/search/name/Ming Diao/](https://directory.westernsydney.edu.au/search/name/Ming%20Diao/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG1009_22-SC3_SC_D#subjects)

MKTG 1010 Public Relations Theory and Practice (WSTC)

Credit Points 10

Legacy Code 700090

Coordinator Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

Description This unit introduces the student to the theory and research that serves as the foundation of the practice of public relations. The unit surveys the history of the discipline, the theories on which the discipline is based, and current models of practice. The unit

focuses on understanding how to research and analyse the opinions of organisational publics in order to develop mutually beneficial relationships with those publics. The contemporary practice of public relations requires an understanding of a broad range of social science theory and research and the ability to incorporate that knowledge in the solution of public relations problems.

School Humanities & Comm Arts

Discipline Public Relations

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Co-requisite(s) Students enrolled in the combined Diploma Bachelor courses listed below must pass all College Preparatory units listed in the course structure before progressing to the Year Two units

Equivalent Subjects MKTG 1009 - Public Relations Theory and Practice

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in extended diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject.

Assumed Knowledge

Computer literacy.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain relevant public relations concepts, theories and contexts.
2. Describe and critique current practices of the public relations industry.
3. Identify and critically assess current issues for public relations practice.
4. Explain the value of socially responsible, ethical public relations practice.
5. Identify the legal implications for public relations activities.
6. Describe and identify publics for public relations clients, issues and activities.

Subject Content

1. Introduction to strategic public relations: Understanding relationships with publics. Situational theory of publics.
2. Public relations principles, concepts and contexts: Models of public relations practice. Public relations as a communication process. Historical, social, economic and political contexts for public relations practice. Public relations and social responsibility.
3. The public relations industry. Different sectors: corporate, consultancy, not-for-profit and public. Global industry challenges.
4. The public relations professional: Roles and responsibilities. Legal issues affecting public relations practice. Ethics. Industry Associations.
5. Introduction to public relations strategies and techniques. Media relations and publicity; understanding the nature of news and media needs.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	Homework activities – 5 x 4% Minimum 200 words each	20	N	Individual
Applied Project	Draft (10% Written Issue Brief (30%) 2000 words	40	N	Individual
End-of-session Exam	2 hours	40	N	Individual

Teaching Periods

Term 3

Nirimba Education Precinct

Day

Subject Contact Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG1010_22-T3_BL_D#subjects)

MKTG 1011 Fundamentals of Marketing Analytics

Credit Points 10

Legacy Code 201085

Coordinator Francine Garlin ([https://directory.westernsydney.edu.au/search/name/Francine Garlin/](https://directory.westernsydney.edu.au/search/name/Francine%20Garlin/))

Description The unit introduces students to the core concepts associated with business analytics in general, and marketing analytics in particular. The unit aims to provide students foundational knowledge of the range of marketing problems for which business analytics can facilitate solutions. In doing so, the unit focuses on developing an understanding of the nature and tools of analytics as they may apply to key elements of marketing strategy frameworks from a largely non-mathematical/non-statistical perspective.

School Business

Discipline Marketing

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Co-requisite(s) MKTG 1006

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Distinguish the key concepts and techniques of business analytics with related fields, such as business intelligence, big data, market research, artificial intelligence and machine /deep learning.
2. Provide advice on appropriate business analytics data, tools and techniques to address specific marketing problems and insights about customers
3. Use analytic tools to perform simple analysis and data visualisation functions

4. Explain the central importance of customer value and valuing the customer to an organisational success
5. Communicate data-driven insights for marketing action to diverse others
6. Work collaboratively in teams

Subject Content

1. Overview of business analytics and marketing practice
2. The nature of data and models
3. Understanding customers through the lens of analytics
4. Tools for analytics in marketing mix decision-making
5. The question of ethics and analytics
6. Maintaining currency and monitoring trends

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Intra-Session Exam	1 hour	35	N	Individual
Practical	2,000 word equivalency	35	N	Individual
Online Portfolio	4,000 word equivalency	30	N	Group

Teaching Periods

Spring Campbelltown

Day

Subject Contact Francine Garlin ([https://directory.westernsydney.edu.au/search/name/Francine Garlin/](https://directory.westernsydney.edu.au/search/name/Francine%20Garlin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG1011_22-SPR_CA_D#subjects)

Parramatta City - Macquarie St

Evening

Subject Contact Francine Garlin ([https://directory.westernsydney.edu.au/search/name/Francine Garlin/](https://directory.westernsydney.edu.au/search/name/Francine%20Garlin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG1011_22-SPR_PC_E#subjects)

Day

Subject Contact Francine Garlin ([https://directory.westernsydney.edu.au/search/name/Francine Garlin/](https://directory.westernsydney.edu.au/search/name/Francine%20Garlin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG1011_22-SPR_PC_D#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Francine Garlin ([https://directory.westernsydney.edu.au/search/name/Francine Garlin/](https://directory.westernsydney.edu.au/search/name/Francine%20Garlin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG1011_22-OT3_OW_O#subjects)

MKTG 1012 Fundamentals of Marketing Analytics (WSTC)

Credit Points 10

Legacy Code 700331

Coordinator Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

Description The unit introduces students to the core concepts associated with business analytics in general, and marketing analytics in particular. The unit aims to provide students foundational knowledge of the range of marketing problems for which business analytics can facilitate solutions. In doing so, the unit focuses on developing an understanding of the nature and tools of analytics as they may apply to key elements of marketing strategy frameworks from a largely non-mathematical/non-statistical perspective.

School Business

Discipline Marketing

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Pre-requisite(s) Students enrolled in 7102 Diploma in Business Extended must pass 40 credit points from the preparatory units listed in the course structure prior to enrolling in this University level unit

Co-requisite(s) MKTG 1008

Equivalent Subjects MKTG 1011 Fundamentals of Marketing Analytics

Restrictions Students must be enrolled in 6037 Diploma in Business/ Bachelor of Business, 7100 Diploma in Business Fast Track, 7102 Diploma in Business Extended or 7177 Diploma in Business.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Distinguish the key concepts and techniques of business analytics with related fields, such as business intelligence, big data, market research, artificial intelligence and machine /deep learning.
2. Provide advice on appropriate business analytics data, tools and techniques to address specific marketing problems and insights about customers
3. Use analytic tools to perform simple analysis and data visualisation functions
4. Explain the central importance of customer value and valuing the customer to an organisational success
5. Communicate data-driven insights for marketing action to diverse others
6. Work collaboratively in teams.

Subject Content

Overview of business analytics and marketing practice
 The nature of data and models
 Understanding customers through the lens of analytics
 Tools for analytics in marketing mix decision-making
 The question of ethics and analytics
 Maintaining currency and monitoring trends.
 Overview of business analytics and marketing practice
 The nature of data and models
 Understanding customers through the lens of analytics
 Tools for analytics in marketing mix decision-making

The question of ethics and analytics
Maintaining currency and monitoring trends.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	30 minutes	10	N	Individual
Intra-session Exam	1 hour	25	N	Individual
Simulation	3000 word equivalency per group	30	N	Group
Portfolio	1200 words	35	N	Individual

Teaching Periods

Term 3

Bankstown

Day

Subject Contact Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG1012_22-T3_BA_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Bader Unnisa Mehdi ([https://directory.westernsydney.edu.au/search/name/Bader Unnisa Mehdi/](https://directory.westernsydney.edu.au/search/name/Bader%20Unnisa%20Mehdi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG1012_22-T3_PC_D#subjects)

MKTG 2001 Advertising: Creative

Credit Points 10

Legacy Code 100552

Coordinator John Greig ([https://directory.westernsydney.edu.au/search/name/John Greig/](https://directory.westernsydney.edu.au/search/name/John%20Greig/))

Description This is a practice-oriented unit designed to teach students how to conceive and produce original and effective advertising to meet strategic goals. From interpretation of a brief, to creating and evaluating concepts, and presenting campaigns, the course aims to mirror real processes within the advertising industry.

School Humanities & Comm Arts

Discipline Advertising

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) MKTG 1001

Learning Outcomes

On successful completion of this subject, students should be able to:

- engage meaningfully in the 'creative process' of advertising, integrating image, word, and other elements into effective advertising concepts, across a range of media
- continually improve on their ideas. Collaboration, and critical self and peer evaluation are key to this process.
- apply a variety of approaches to idea generation and development, in order to identify techniques and processes which maximize students' own potential.
- explain many of the unique and differing issues involved in creating effective concepts for different media and audiences
- create a number of advertising concepts within a common campaign theme, as the foundation for effective brand building
- explain a range of fundamental executional terms and issues, and typical processes involved in the production of advertising concepts
- present a portfolio which showcases, professionally and clearly, a range of advertising concepts
- apply presentation skills which clearly communicate creative concepts

Subject Content

The brief as a tool; how to interpret/interrogate it
Different approaches to the creative process and concept development
Working with visuals and copy
Characteristics of different media - what works, what doesn't & why
Campaigns - 'characteristics and elements of big ideas' in brand-building
Evaluation and criticism
Presentation & production - overview of processes

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	Not specified	60	N	Individual
Professional Task	Not specified	40	N	Individual

Prescribed Texts

- Felton, George. Advertising Concept & Copy (2013) W.W. Norton & Company Inc., New York
- Foster, Jack. How To Get Ideas, (2007) Berrett-Keohler New York

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact John Greig ([https://directory.westernsydney.edu.au/search/name/John Greig/](https://directory.westernsydney.edu.au/search/name/John%20Greig/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG2001_22-AUT_KW_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Ming Diao ([https://directory.westernsydney.edu.au/search/name/Ming Diao/](https://directory.westernsydney.edu.au/search/name/Ming%20Diao/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG2001_22-SC2_SC_D#subjects)

Spring

Online

Online

Subject Contact John Greig ([https://directory.westernsydney.edu.au/search/name/John Greig/](https://directory.westernsydney.edu.au/search/name/John%20Greig/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG2001_22-SPR_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact John Greig ([https://directory.westernsydney.edu.au/search/name/John Greig/](https://directory.westernsydney.edu.au/search/name/John%20Greig/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG2001_22-SPR_PS_D#subjects)

MKTG 2002 Incubator 1: Innovation and Creativity for Entrepreneurship

Credit Points 10

Legacy Code 301165

Coordinator Anton Bogdanovych ([https://directory.westernsydney.edu.au/search/name/Anton Bogdanovych/](https://directory.westernsydney.edu.au/search/name/Anton%20Bogdanovych/))

Description From time to time we hear stories about successful multi-million (or billion) dollar companies that started in a suburban garage. Is it that simple? The heart of the success of entrepreneurship is innovation and creativity. This unit explores the ways innovative ideas for a product or service can be turned into a successful start-up business. As such, this unit will cover topics including, but not limited to: factors essential for being able to initiate a creative idea, what is innovation, stages of developing a conceptual idea. The unit will be delivered through a number of modules. As an integral part of the unit, students are expected to engage and work in "start-up co-working space" on a regular basis. At the successful completion of this unit, students would have some possible start-up options that could be further explored into creating that multi-million (or billion) dollar company.

School Computer, Data & Math Sciences

Discipline Project Management

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the key drivers behind innovation and creativity
2. Identify commercialisation opportunities out of innovation
3. Utilise a creative process to develop a product concept
4. Explain the importance of applying a suitable model for the start up

5. Unpack innovative business models and business strategies
6. Demonstrate effective verbal and written communication skills that appeal to a wide audience
7. Apply individual skills and knowledge in a collaborative and effective manner in achieving a common goal in a group setting

Subject Content

Creativity and design thinking

The relationship between creativity and entrepreneurship

Innovation and creative process.

Commercialisation, understanding the market & identifying emerging opportunities

Environmental, political, cultural, financial, and organisational forces behind innovation.

Creative principles behind new venture creation.

Models for entrepreneurship

Innovative business models and business strategies

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Case Study	1,500 words	30	N	Individual
Professional Task	3,000 words	50	N	Individual
Presentation	20 mins	20	N	Group

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Anton Bogdanovych ([https://directory.westernsydney.edu.au/search/name/Anton Bogdanovych/](https://directory.westernsydney.edu.au/search/name/Anton%20Bogdanovych/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG2002_22-SPR_PC_D#subjects)

MKTG 2003 Incubator 3: Product Development

Credit Points 10

Legacy Code 301168

Coordinator Anton Bogdanovych ([https://directory.westernsydney.edu.au/search/name/Anton Bogdanovych/](https://directory.westernsydney.edu.au/search/name/Anton%20Bogdanovych/))

Description A creative spark or innovative idea is not enough to succeed as a start-up organisation. A new idea behind a product or a service needs to be first verified to understand the business opportunities out there. Then the identified opportunities need to be adjusted to formalise in a business concept. This unit aims to guide students through that process of converting the creative or innovative idea into the development of a product or service as a sound business concept. This objective is driven through teams of students advancing with their practical projects and along the way learning about a number of theoretical topics such as: prototyping, user testing, etc. The unit will be delivered through a number of modules. As a vital part of the unit, students are expected to engage and work in "start-up co-working

space" on a regular basis. At the successful completion of this unit, students would have converted the innovative idea into a business product or service.

School Computer, Data & Math Sciences

Discipline Marketing

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Follow through the steps associated with product development
2. Test the product for any issues
3. Resolve any product issues by applying iterative development approach
4. Develop initial marketing material for product promotion
5. Apply individual skills and knowledge in a collaborative and effective manner in achieving a common goal in a group setting
6. Demonstrate effective verbal and written communication skills that appeal to a wide audience

Subject Content

- 1) Interplay between product, service and system aspects of product design
- 2) Developing the product prototype utilising technological skills
- 3) Testing and refinement of a product
- 4) Creative problem-solving in product development
- 5) Marketing material development that promotes the product

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied Project	1500 words	50	N	Group
Applied Project	1500 words	20	N	Individual
Presentation	20 minutes	30	N	Group

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Anton Bogdanovych ([https://directory.westernsydney.edu.au/search/name/Anton Bogdanovych/](https://directory.westernsydney.edu.au/search/name/Anton%20Bogdanovych/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG2003_22-AUT_PC_D#subjects)

MKTG 2004 International Marketing Research

Credit Points 10

Legacy Code 200374

Coordinator Aila Khan ([https://directory.westernsydney.edu.au/search/name/Aila Khan/](https://directory.westernsydney.edu.au/search/name/Aila%20Khan/))

Description This unit aims to provide students with tools to undertake and critically evaluate simple international marketing research projects. It covers basic marketing research concepts and statistical techniques with emphasis on the impact of the international environment in conducting both primary and secondary data research.

School Business

Discipline Marketing

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) MATH 1030 AND
MKTG 1006 AND
BUSM 1015

Assumed Knowledge

An understanding of the basic principles of marketing, international business and statistics.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the information needs of international marketing managers;
2. Evaluate and access secondary sources of information about international trade and foreign markets;
3. Assess and apply relevant research concepts, tools and techniques;
4. Use a statistical package to analyse survey data;
5. Formulate and implement research designs that are appropriate for specific international marketing research problems;
6. Use research results to solve international marketing problems.

Subject Content

- marketing research in a global environment
- international marketing research process
- secondary data research in international marketing
- international marketing research design issues
- survey research
- scale development and questionnaire design for multi-country surveys
- sampling
- basic data analysis
- basic statistical techniques
- application of statistical techniques using SPSS
- interpretation of data analysis results
- report writing

Teaching Periods

MKTG 2005 Issues, Risk and Crisis Communication

Credit Points 10

Legacy Code 102064

Coordinator Misty Mcphail ([https://directory.westernsydney.edu.au/search/name/Misty Mcphail/](https://directory.westernsydney.edu.au/search/name/Misty%20Mcphail/))

Description This unit explores the principles and practice of issues management in order to avoid crises, manage when one arises, and seek opportunities to learn and benefit from a crisis where possible, using effective communication. It investigates the development of

crisis management plans, and the testing and implementing of these plans. Dealing with the media and pressure groups is covered, along with training a crisis communication team and organising a response to a crisis situation.

School Humanities & Comm Arts

Discipline Public Relations

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) MKTG 1009

Equivalent Subjects LGYA 1068 - Issues in Corporate Public Relations

Assumed Knowledge

Basic knowledge of public relations theory and current public relations practice.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify issues and crisis communication management as a strategic organisational activity
2. Demonstrate an understanding and apply leadership skills needed to be an effective communicator in issues and crisis situations
3. Critically review the literature on risk, crises and issues management
4. Consider issues and crises management in communication ethics and best practice in relations with stakeholders, including government and the media.

Subject Content

1. Communication and issues management
2. Reputation, image and impression management
3. The nature of crises and preparing for a crisis
4. How governments and organisations respond to environmental challenges
5. Corporate social responsibility, also key publics and their needs
6. Media management and media training of key executives
7. Group behaviour in a crisis
8. Critical path management, and
9. Ways of preventing a crisis in the first place

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Hot Topic Presentation	15 minutes	20	N	Group
Critique Essay (30%) + Proposal (10%)	2,500 words	40	N	Individual

Crisis Simulation:	1,500 words	40	N	Group
Crisis Response	+ 10 minute presentation			
(20% Individual, 10% Group) + Group Reflection (10% Group)				

Prescribed Texts

- Fearn-Banks, K (2011) Crisis Communications : A Casebook Approach. 4th ed. Online. New York: Routledge.

Teaching Periods

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Ming Diao ([https://directory.westernsydney.edu.au/search/name/Ming Diao/](https://directory.westernsydney.edu.au/search/name/Ming%20Diao/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG2005_22-SC2_SC_D#subjects)

Spring

Online

Online

Subject Contact Misty Mcphail ([https://directory.westernsydney.edu.au/search/name/Misty Mcphail/](https://directory.westernsydney.edu.au/search/name/Misty%20Mcphail/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG2005_22-SPR_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Misty Mcphail ([https://directory.westernsydney.edu.au/search/name/Misty Mcphail/](https://directory.westernsydney.edu.au/search/name/Misty%20Mcphail/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG2005_22-SPR_PS_D#subjects)

MKTG 2006 Marketing Communications

Credit Points 10

Legacy Code 200086

Coordinator Michael Lwin ([https://directory.westernsydney.edu.au/search/name/Michael Lwin/](https://directory.westernsydney.edu.au/search/name/Michael%20Lwin/))

Description From 2022 this subject replaced by MKTG 3019 Marketing and Digital Communications. Developing and managing an effective integrated marketing communications (IMC) program is a vital part of successful marketing. Moreover, IMC is a highly visible and demanding aspect of marketing communication effort at brand level. This unit, grounded in marketing principles, provides students with an understanding of IMC, the marketing communication process, and coordinating major elements of the marketing communications mix - advertising, digital marketing, sales promotions, personal selling, sponsorship marketing, public relations, direct marketing.

School Business

Discipline Marketing**Student Contribution Band** HECS Band 4 10cp**Level** Undergraduate Level 2 subject**Pre-requisite(s)** MKTG 1006**Assumed Knowledge**

Basic principles of marketing.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate the development of a brand's integrated marketing communications campaign, and the application of communication creativity;
2. Interpret the theoretical foundations of integrated marketing communications, the marketing communications process, and the major elements of the marketing communications mix at brand-level;
3. Analyse, through the use of appropriate theories, how integrated marketing communications is applied at brand-level;
4. Discuss marketing communications in terms of cultural, social economical and environmental issues at brand-level.

Subject Content

- theoretical foundations of IMC, Marketing Communications decision making process, and Brand equity enhancement
- The communication process
- attitude and persuasion in Marketing Communications
- Marketing segmentation and Brand positioning
- Advertising and digital Marketing Communications
- message planning and implementation
- Broadcast media, Print and support media, and media analysis
- direct Marketing, sales promotion, digital Marketing, personal selling, Marketing public relations and sponsorship Marketing
- Evaluating IMC effectiveness

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	15 minute activity 2,000 word report	30	N	Group
Final Exam	2 hours	30	Y	Individual
Portfolio	1,500 word equivalency	40	N	Individual

Prescribed Texts

- Chitty, W, Luck, E, Barker, N & Valos, M 2014, Integrated marketing communications, 4th Asia Pacific edn, Cengage Learning Australia. [Or latest edition]

Teaching Periods

UEH-Session 1

Vietnam**Day****Subject Contact** Michael Lwin ([https://directory.westernsydney.edu.au/search/name/Michael Lwin/](https://directory.westernsydney.edu.au/search/name/Michael%20Lwin/))View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG2006_22-UT1_UE_D#subjects)

WSU Online TRI-2

Wsu Online**Online****Subject Contact** Natasha Daraio ([https://directory.westernsydney.edu.au/search/name/Natasha Daraio/](https://directory.westernsydney.edu.au/search/name/Natasha%20Daraio/))View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG2006_22-OT2_OW_O#subjects)

Sydney City Campus - Term 2

Sydney City**Day****Subject Contact** Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG2006_22-SC2_SC_D#subjects)

UEH-Session 2

Vietnam**Day****Subject Contact** Michael Lwin ([https://directory.westernsydney.edu.au/search/name/Michael Lwin/](https://directory.westernsydney.edu.au/search/name/Michael%20Lwin/))View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG2006_22-UT2_UE_D#subjects)

MKTG 2007 Marketing Research

Credit Points 10**Legacy Code** 200592**Coordinator** Aila Khan ([https://directory.westernsydney.edu.au/search/name/Aila Khan/](https://directory.westernsydney.edu.au/search/name/Aila%20Khan/))

Description From 2022 this subject replaced by MKTG 2011 Customer Insights. Marketing Research provides a comprehensive appreciation of the methods, uses and limitations of contemporary marketing research. The emphasis is on a conceptual understanding of research method. Students gain exposure to concepts such as research design, information collection, data processing and analysis, and results communication involving qualitative and quantitative techniques.

School Business**Discipline** Marketing**Student Contribution Band** HECS Band 4 10cp**Level** Undergraduate Level 2 subject**Pre-requisite(s)** MATH 1030 AND MKTG 1006**Equivalent Subjects** LGYA 4334 - Fundamentals of Marketing Research

Assumed Knowledge

Basic principles of marketing, consumer behaviour and statistics.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	2 online quizzes, 30 minutes each quiz	20	N	Individual
Report	Part A Proposal: 1,500 words; Part B Final report: 3,000 words	30	N	Group
Final Exam	2 hours	50	N	Individual

Teaching Periods

WSU Online TRI-1**Wsu Online****Online**

Subject Contact Ildiko Volcz ([https://directory.westernsydney.edu.au/search/name/Ildiko Volcz/](https://directory.westernsydney.edu.au/search/name/Ildiko%20Volcz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG2007_22-OT1_OW_O#subjects)

Sydney City Campus - Term 1**Sydney City****Day**

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG2007_22-SC1_SC_D#subjects)

WSU Online TRI-3**Wsu Online****Online**

Subject Contact Ildiko Volcz ([https://directory.westernsydney.edu.au/search/name/Ildiko Volcz/](https://directory.westernsydney.edu.au/search/name/Ildiko%20Volcz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG2007_22-OT3_OW_O#subjects)

Sydney City Campus - Term 3**Sydney City****Day**

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG2007_22-SC3_SC_D#subjects)

MKTG 2008 Principles of E-Marketing

Credit Points 10

Legacy Code 200233

Coordinator Hugh Pattinson ([https://directory.westernsydney.edu.au/search/name/Hugh Pattinson/](https://directory.westernsydney.edu.au/search/name/Hugh%20Pattinson/))

Description This subject introduces students to emerging electronic business environments and their implications for the marketing manager. There will be emphasis on how organisations may rethink the ways in which they build relationships directly with customers. Using the Internet as a template for emerging new businesses, students will be introduced to electronic business models, concepts and tools. Students will explore at an introductory level legal, social and organisational issues related to the development of virtual communities and corporations within emerging electronic environments.

School Business

Discipline Marketing

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of the nature and scope of electronic business through analysing electronic business models.
2. Be able to describe electronic infrastructure.
3. Demonstrate awareness of the contemporary electronic business developments.
4. Describe the concepts and development of the internet and the World Wide Web.
5. Critically assess, implement and value electronic business models and initiatives.
6. Complete a research or business plan project related to electronic business initiatives and activities.

Subject Content

Electronic business models
 Designing the customer interface
 Market communications and branding
 Implementation of e-business initiatives
 Metrics, capital infrastructure and financing
 Managing customer relationships using information
 Enterprise resource planning (ERP)
 Legal and ethical issues
 Emerging issues within the e-paradigm

Teaching Periods

MKTG 2010 Customer Experience Fundamentals

Credit Points 10

Legacy Code 201082

Coordinator Daniela Spanjaard ([https://directory.westernsydney.edu.au/search/name/Daniela Spanjaard/](https://directory.westernsydney.edu.au/search/name/Daniela%20Spanjaard/))

Description Customer experiences occur when there is interaction between a company and their customers. Increasing digitisation of this interface has resulted in a shift of buyer expectations where communication is no longer a one-way process. The result being that this exchange comprises of the customer journey where internal factors such as attitudes, learning and emotions combined with external factors such as culture, social communities, and global networks influence decisions. This unit introduces the complexity of technology driven relationships where customers become co-creators of their own personalized experiences and how companies can be part of this. Students will learn the importance of creating positive customer experiences and how this adds value to organisation strategy.

School Business

Discipline Marketing

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects MKTG 1003 - Consumer Behaviour

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine the interactions between a company, their partners and customers on the quality of customer experiences and the customer journey.
2. Apply theoretical concepts, models and frameworks to address a real-world customer experience demonstrating an understanding consumer behaviour
3. Analyse the influence of brand and social communities especially within the digital space
4. Identify social, economic and environmentally responsible customer behaviour
5. Describe how global customer experiences influence local customer decisions

Subject Content

- The Customer Experience journey
- Customer Decision Making
- Internal consumer behaviour theories including learning, attitudes, memory, emotions, perception and motivation
- External consumer behaviour theories including culture, subculture, social stratification and reference groups
- Social Media and influencers
- Brand Communities
- Social Wellbeing
- Global Customer Experience

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied Project	3500 word equivalency	30	N	Group
Report	2500 words	40	N	Individual
Quiz	1 hour	30	N	Individual

Teaching Periods

Autumn Campbelltown

Day

Subject Contact Daniela Spanjaard ([https://directory.westernsydney.edu.au/search/name/Daniela Spanjaard/](https://directory.westernsydney.edu.au/search/name/Daniela%20Spanjaard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG2010_22-AUT_CA_D#subjects)

Online

Online

Subject Contact Daniela Spanjaard ([https://directory.westernsydney.edu.au/search/name/Daniela Spanjaard/](https://directory.westernsydney.edu.au/search/name/Daniela%20Spanjaard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG2010_22-AUT_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Daniela Spanjaard ([https://directory.westernsydney.edu.au/search/name/Daniela Spanjaard/](https://directory.westernsydney.edu.au/search/name/Daniela%20Spanjaard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG2010_22-AUT_PC_D#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Daniela Spanjaard ([https://directory.westernsydney.edu.au/search/name/Daniela Spanjaard/](https://directory.westernsydney.edu.au/search/name/Daniela%20Spanjaard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG2010_22-OT2_OW_O#subjects)

Sydney City Campus - Term 2 Sydney City

Day

Subject Contact Daniela Spanjaard ([https://directory.westernsydney.edu.au/search/name/Daniela Spanjaard/](https://directory.westernsydney.edu.au/search/name/Daniela%20Spanjaard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG2010_22-SC2_SC_D#subjects)

MKTG 2011 Customer Insights

Credit Points 10

Legacy Code 201084

Coordinator Aila Khan ([https://directory.westernsydney.edu.au/search/name/Aila Khan/](https://directory.westernsydney.edu.au/search/name/Aila%20Khan/))

Description Digital technologies are generating large volumes of information (data) about customers and markets. The key is determining how to organise and analyse this data to generate useful insights about customers for marketing decisions. The focus of this unit is on data analysis and reasoning to better understand the culture of insight-driven businesses. Students will examine different sources of information and the processes needed to ensure the generation of quality output. Activities around data visualization, and the role of social media platforms which support this, will prepare students for their future business careers.

School Business

Discipline Marketing**Student Contribution Band** HECS Band 4 10cp**Level** Undergraduate Level 2 subject**Pre-requisite(s)** MATH 1030**Equivalent Subjects** MKTG 2007 - Marketing Research BUSM 3064 - Service Industry Analytics LGYA 4334 - Fundamentals of Marketing Research**Assumed Knowledge**

It is recommended that students have an understanding of data analytics

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine the managerial importance of market research in gaining customer insights
2. Develop a customer insights plan which incorporates appropriate research approaches
3. Analyse quantitative/qualitative data for effective decision-making in the context of a business problem
4. Communicate through effective written texts, infographics and other visual tools
5. Outline expected ethical and socially responsible behaviour within research methods and customer insight management

Subject Content

1. Introduction to marketing research and the role of customer insights
2. Gathering insights via the marketing research process
3. Designing and implementing effective research to capture customer insights
4. Quantitative methods
5. Qualitative methods
6. Impact of digital technology and User Experience
7. Data Visualisation
8. Social research ethics and responsibility

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	2000 word equivalency	40	N	Individual
Report	2500 word equivalency	30	N	Group
Final Exam	2 hours	30	N	Individual

Prescribed Texts

- Khan A. (2022). WSU Customer Insights. Publisher: Western Sydney University

Teaching Periods

Autumn

Bankstown

Day**Subject Contact** Aila Khan ([https://directory.westernsydney.edu.au/search/name/Aila Khan/](https://directory.westernsydney.edu.au/search/name/Aila%20Khan/))View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG2011_22-AUT_BA_D#subjects)

Campbelltown

Day**Subject Contact** Aila Khan ([https://directory.westernsydney.edu.au/search/name/Aila Khan/](https://directory.westernsydney.edu.au/search/name/Aila%20Khan/))View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG2011_22-AUT_CA_D#subjects)

Online

Online**Subject Contact** Aila Khan ([https://directory.westernsydney.edu.au/search/name/Aila Khan/](https://directory.westernsydney.edu.au/search/name/Aila%20Khan/))View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG2011_22-AUT_ON_O#subjects)

Parramatta City - Macquarie St

Day**Subject Contact** Aila Khan ([https://directory.westernsydney.edu.au/search/name/Aila Khan/](https://directory.westernsydney.edu.au/search/name/Aila%20Khan/))View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG2011_22-AUT_PC_D#subjects)

UEH-Session 2

Vietnam

Day**Subject Contact** Aila Khan ([https://directory.westernsydney.edu.au/search/name/Aila Khan/](https://directory.westernsydney.edu.au/search/name/Aila%20Khan/))View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG2011_22-UT2_UE_D#subjects)

WSU Online TRI-3

Wsu Online

Online**Subject Contact** Aila Khan ([https://directory.westernsydney.edu.au/search/name/Aila Khan/](https://directory.westernsydney.edu.au/search/name/Aila%20Khan/))View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG2011_22-OT3_OW_O#subjects)

MKTG 3001 Brand and Product Management

Credit Points 10**Legacy Code** 200088**Coordinator** Nicole Stegemann ([https://directory.westernsydney.edu.au/search/name/Nicole Stegemann/](https://directory.westernsydney.edu.au/search/name/Nicole%20Stegemann/))**Description** From 2022 this subject replaced by MKTG 3021 Strategic Brand Management. Brand and Product Management focuses on the role brands and products play in the planning and execution of marketing strategies. Aspects of brand and product management

include the building, implementation and maintenance of brands within a range of different contexts are covered in this unit. Students will develop a critical view of the inherent challenges firms encounter in creating and maintaining brands from a marketing perspective. This unit uses workshop sessions and online activities to create an interactive learning environment and bring the content to life.

School Business

Discipline Marketing

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) MKTG 1006

Assumed Knowledge

Basic understanding of market research and an understanding of the core principles of consumer behaviour.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	1500 words and Completion of nine of 13 online activities	40	N	Individual
Applied Project	2,000 words	30	N	Group
Intra-session Exam	1 hour	30	N	Individual

Teaching Periods

WSU Online TRI-1

Wsu Online

Online

Subject Contact Helen Lambourne ([https://directory.westernsydney.edu.au/search/name/Helen Lambourne/](https://directory.westernsydney.edu.au/search/name/Helen%20Lambourne/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3001_22-OT1_OW_O#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3001_22-SC1_SC_D#subjects)

UEH-Session 1

Vietnam

Day

Subject Contact Nicole Stegemann ([https://directory.westernsydney.edu.au/search/name/Nicole Stegemann/](https://directory.westernsydney.edu.au/search/name/Nicole%20Stegemann/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3001_22-UT1_UE_D#subjects)

UEH-Session 2

Vietnam

Day

Subject Contact Nicole Stegemann ([https://directory.westernsydney.edu.au/search/name/Nicole Stegemann/](https://directory.westernsydney.edu.au/search/name/Nicole%20Stegemann/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3001_22-UT2_UE_D#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Karen Harvey ([https://directory.westernsydney.edu.au/search/name/Karen Harvey/](https://directory.westernsydney.edu.au/search/name/Karen%20Harvey/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3001_22-OT3_OW_O#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3001_22-SC3_SC_D#subjects)

MKTG 3002 Business to Business Marketing

Credit Points 10

Legacy Code 200091

Coordinator Neeru Sharma ([https://directory.westernsydney.edu.au/search/name/Neeru Sharma/](https://directory.westernsydney.edu.au/search/name/Neeru%20Sharma/))

Description From 2022 this subject replaced by MKTG 3020 Omnichannel Marketing. Unlike consumer marketing where an individual makes decisions based on their own needs or those of their household, business-to-business (B2B) marketing involves individuals or companies promoting and selling products and/or services to other companies. This unit encompasses all these aspects of B2B marketing including organisational buying behaviour, B2B market research, management of the marketing mix from a B2B perspective, relationship and network marketing, supply chain management and Customer Relationship Management (CRM) strategies, and business marketing strategy.

School Business

Discipline Marketing

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) MKTG 1006

Equivalent Subjects LGYC 0203 - Business-to- Business Marketing
LGYA 9904 - Business-to-Business Marketing

Assumed Knowledge

Basic knowledge of marketing concepts, theories and frameworks.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply the theories and concepts of business-to-business (B2B) marketing.
2. Disseminate practical knowledge of B2B marketing management and its relationship to corporate and business strategy.
3. Implement analytical, interpersonal and decision-making skills appropriate to achieving B2B marketing objectives

Subject Content

- introduction to business to business Marketing
- organisational buying behaviour
- Segmenting The business market and organisational demand analysis
- business Marketing planning: strategic perspective managing products for business markets and innovation
- managing Marketing channels
- managing business Marketing Communications, Advertising, promotion and personal selling
- Formulating and managing pricing strategies for business markets implementing and controlling business Marketing strategies
- Customer relationship management (CRM) strategies and E-commerce strategies for business markets
- Supply chain management
- managing services for business markets

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1,500 words	35	N	Individual
Intra-session Exam	60 mins (online)	20	N	Individual
Report	2,000 words	45	N	Individual

Prescribed Texts

- Hutt, MD & Speh, TW (latest edition), Business marketing management: B2B, EMEA Edition, Cengage Learning.

Teaching Periods

Autumn

Online

Online

Subject Contact Neeru Sharma ([https://directory.westernsydney.edu.au/search/name/Neeru Sharma/](https://directory.westernsydney.edu.au/search/name/Neeru%20Sharma/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3002_22-AUT_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Neeru Sharma ([https://directory.westernsydney.edu.au/search/name/Neeru Sharma/](https://directory.westernsydney.edu.au/search/name/Neeru%20Sharma/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3002_22-AUT_PC_D#subjects)

UEH-Session 1

Vietnam

Day

Subject Contact Neeru Sharma ([https://directory.westernsydney.edu.au/search/name/Neeru Sharma/](https://directory.westernsydney.edu.au/search/name/Neeru%20Sharma/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3002_22-UT1_UE_D#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Ildiko Volcz ([https://directory.westernsydney.edu.au/search/name/Ildiko Volcz/](https://directory.westernsydney.edu.au/search/name/Ildiko%20Volcz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3002_22-OT2_OW_O#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3002_22-SC2_SC_D#subjects)

UEH-Session 2

Vietnam

Day

Subject Contact Neeru Sharma ([https://directory.westernsydney.edu.au/search/name/Neeru Sharma/](https://directory.westernsydney.edu.au/search/name/Neeru%20Sharma/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3002_22-UT2_UE_D#subjects)

MKTG 3003 Commercial Property Management

Credit Points 10

Legacy Code 200600

Coordinator Kamel Taoum ([https://directory.westernsydney.edu.au/search/name/Kamel Taoum/](https://directory.westernsydney.edu.au/search/name/Kamel%20Taoum/))

Description This unit examines the operation of commercial property management as a discrete professional discipline of the property industry. Students examine the fundamental principles of the day-to-day management of the various classes of mainstream commercial investment property. In this unit, students acquire an understanding of the various roles, duties, obligations and legal liabilities of the Commercial Property Manager. Various legislative and statutory provisions are explored, as well as the inter-relationship of commercial property management with the professional disciplines of asset management, investment management and portfolio management,

and other sectors of the property Industry. Students also gain an understanding of contemporary commercial leasing practice and the relationships which operate between the building owner, the building manager, and commercial tenants, including the interests and objectives of all concerned parties.

School Business

Discipline Real Estate

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYC 0055 - Commercial Property Management

Restrictions External offerings for this subject are only available to students who are enrolled in a Property program or field of study.

Assumed Knowledge

It is assumed that candidates attempting this subject are already in possession of a basic understanding of the nature of commercial real estate as an investment and asset class. It is assumed that this level of understanding includes a familiarity with the fundamental characteristics of retail, industrial and office-building properties, plus the sub-markets existing within each of those use categories, and how the characteristics differ between these three prime categories of commercial property use. It is also assumed that, prior to entry into this subject, students already possess a rudimentary understanding of investment analysis, risk analysis and financial appraisal (i.e. valuation) techniques, principles and practice as they apply to commercial real estate.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the wide-ranging nature of the roles, objectives, duties, instructions and obligations inherent in commercial property management, and the economic and market forces which influence them;
2. Explain the various legislative provisions, legal obligations and professional liability issues affecting commercial property management;
3. Demonstrate a sound understanding of the distinctive characteristics of each of the mainstream classes of commercial investment property (retail, industrial, & office buildings) and the manner in which those characteristics dictate the specialist property management considerations in each category;
4. Explain the professional relationships and synergies which occur between the discipline of commercial property management and those of property investment, property development, marketing, leasing, research, valuation, portfolio asset and facilities management.

Subject Content

- Roles, duties and responsibilities of The commercial property manager
- commercial property management ? legal implications
- commercial leases
- Monitor and control of Expenditure in commercial properties
- management of commercial, office, industrial and retail properties
- Facilities management concepts
- The economy and commercial property cycles
- Ecologically sustainable development and its impact on commercial property management

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	2,500 words excluding attachments, disclaimers, figures/tables; table of contents and reference list.	50	N	Individual
Final Exam	2 hours	50	N	Individual

Prescribed Texts

- Online Book of Readings
- Property Council of Australia 1997, Method of measurement for lettable area, PCA, Sydney. (Reprinted 2004)

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Kamel Taoum ([https://directory.westernsydney.edu.au/search/name/Kamel Taoum/](https://directory.westernsydney.edu.au/search/name/Kamel%20Taoum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3003_22-AUT_PC_D#subjects)

Parramatta External

External

Subject Contact Kamel Taoum ([https://directory.westernsydney.edu.au/search/name/Kamel Taoum/](https://directory.westernsydney.edu.au/search/name/Kamel%20Taoum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3003_22-AUT_PX_X#subjects)

MKTG 3004 Export Strategy and Applications

Credit Points 10

Legacy Code 200589

Coordinator Shveta Sharma ([https://directory.westernsydney.edu.au/search/name/Shveta Sharma/](https://directory.westernsydney.edu.au/search/name/Shveta%20Sharma/))

Description Australia's export opportunities have yet to be fully realised. In other words, of all the firms that could be considered as having an export potential, only a very small percentage of them actually do (export). This unit teaches students about the management perspectives and the operational requirements needed for a successful export initiative. Specific topics include strategic intent, capability assessment, information gathering, export entry models evaluation, market mix factors, risk management, export finance, logistics and sales management. The overriding aim of the unit is to enable students to be confident in working in an international business environment

and to seek out and undertake management and operational tasks necessary to the global development of the firm.

School Business

Discipline Marketing

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BUSM 1015

Restrictions

Note that only students enrolled at Sydney City Campus may register in the Sydney City Campus subjects offered at that location.

Assumed Knowledge

Principles of international business including the dynamics of foreign business markets, international marketing and research methods, comparative global economics, international corporate finance and strategy. The basics of economics, accounting, law, statistics and business communications are also assumed.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate how international trade varies between industries, and the drivers of the internationalisation of firms.
2. Appraise a firm's international intent and operational capabilities
3. Identify and research international information relevant to that intent.
4. Design strategies used by companies to select overseas markets and to provide and promote goods and services to buyers in those markets.
5. Evaluate common export transaction activities related to trade finance, risk and logistics

Subject Content

Nature of exporting activity and strategic intent

Export entry model evaluation

Capability assessment,

Marketing Mix

Export Sales Management

Risk Management

Export finance

Logistics management

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	2 quizzes up to 60 mins each	30	N	Individual
Report	4000 words	30	N	Group
Final Exam	2 hours	40	N	Individual

Teaching Periods

Sydney City Campus - Term 1 Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3004_22-SC1_SC_D#subjects)

UEH-Session 2

Vietnam

Day

Subject Contact Farid Ahmed ([https://directory.westernsydney.edu.au/search/name/Farid Ahmed/](https://directory.westernsydney.edu.au/search/name/Farid%20Ahmed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3004_22-UT2_UE_D#subjects)

Spring

Parramatta City - Macquarie St

Day

Subject Contact Shveta Sharma ([https://directory.westernsydney.edu.au/search/name/Shveta Sharma/](https://directory.westernsydney.edu.au/search/name/Shveta%20Sharma/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3004_22-SPR_PC_D#subjects)

Sydney City Campus - Term 3 Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3004_22-SC3_SC_D#subjects)

MKTG 3005 Incubator 6: Funding and Start-up

Credit Points 10

Legacy Code 301171

Coordinator Anton Bogdanovych ([https://directory.westernsydney.edu.au/search/name/Anton Bogdanovych/](https://directory.westernsydney.edu.au/search/name/Anton%20Bogdanovych/))

Description This unit investigates various funding opportunities that might be suitable for your business concept through a number of theoretical topics, such as: possible funding sources including venture capitalists and angel investors, joint venture funding, pitching your ideas. The unit is structured into a number of modules. Further, as activities associated with this unit, students would have to actively seek and secure funding for the start-up.

School Computer, Data & Math Sciences

Discipline Sales And Marketing

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse pros and cons of various funding options
2. Develop a pitch to a possible financier
3. Apply individual skills and knowledge in a collaborative and effective manner in achieving a common goal in a group setting
4. Demonstrate effective verbal and written communication skills that appeal to a wide audience
5. Demonstrate resilience when faced with probable disappointing rejections from financiers

Subject Content

1. Possible funding sources
2. Venture capitalist market
3. Bank loans
4. Self-funding
5. Joint venture funding
6. How to pitch your idea to possible financier

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	1500 words	30	N	Group
Presentation	20 mins	45	N	Group
Reflection	1500 words	25	N	Individual

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Anton Bogdanovych ([https://directory.westernsydney.edu.au/search/name/Anton Bogdanovych/](https://directory.westernsydney.edu.au/search/name/Anton%20Bogdanovych/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3005_22-AUT_PC_D#subjects)

MKTG 3006 Incubator 7: Growth and Exit Strategies

Credit Points 10

Legacy Code 301172

Coordinator Anton Bogdanovych ([https://directory.westernsydney.edu.au/search/name/Anton Bogdanovych/](https://directory.westernsydney.edu.au/search/name/Anton%20Bogdanovych/))

Description This unit will assist students with selecting the further growth strategy, which includes deciding whether their business would grow organically or will require a fast growth model and rapid expansion strategies. The growth strategy will determine further funding decisions. Apart from this, as entrepreneurs, the students would need to also consider possible exit strategies (e.g. initial public offering (IPO), trade sales or personal redundancies). This objective is driven through a number of topics such as: elements of market research and strategies for business growth, risk management, possible exit strategies, etc. The unit will be delivered through a number of modules. As a tangible outcome, at the completion of this unit, students would have developed a future growth plan with an

identification of possible exit strategies. NOTE: This unit is offered at the Werrington Campus "Launch Pad".

School Computer, Data & Math Sciences

Discipline Marketing

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Conduct market research and identify possible business growth areas
2. Analyse competition and possible collaboration opportunities
3. Demonstrate an understanding of legal implications associated with expansion options
4. Analyse personal and organisational effects with various exit strategies

Subject Content

1. Elements of market research and strategies for business growth.
2. Risk management, collaboration, competition, and legal protection.
3. Further growth and expansion strategies.
4. Exit strategies such as IPO, trade sales or personal redundancies.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	1,500 words	30	N	Group
Presentation	20 minutes	50	N	Group
Report	1,500 words	20	N	Individual

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Anton Bogdanovych ([https://directory.westernsydney.edu.au/search/name/Anton Bogdanovych/](https://directory.westernsydney.edu.au/search/name/Anton%20Bogdanovych/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3006_22-SPR_PC_D#subjects)

MKTG 3007 International Marketing

Credit Points 10

Legacy Code 200094

Coordinator Nicole Stegemann ([https://directory.westernsydney.edu.au/search/name/Nicole Stegemann/](https://directory.westernsydney.edu.au/search/name/Nicole%20Stegemann/))

Description Marketing internationally has become a necessity for many firms that wish to survive and grow in today's dynamic and increasingly linked world economy. International Marketing is concerned with understanding and successfully managing the different international economic, cultural, political and legal environments as they affect the marketing activities of companies. International Marketing examines

the role of marketing research, international finance, overseas market entry and expansion strategies and the marketing mix in international markets. On completion of this unit students will have acquired a sound theoretical basis and, particularly, a practical understanding of how companies operate in international markets.

School Business

Discipline Marketing

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) MKTG 1006 OR
BUSM 1015

Restrictions

Note that only students enrolled at WSU Online or Sydney City Campus may register in the WSU Online or Sydney City Campus subjects offered at those locations.

Assumed Knowledge

Students should have a good understanding of marketing research, brand management and the foundations of economics.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse elements of the international environment and their inter-relationships and understand their relevance to international marketing strategies;
2. Identify international marketing opportunities and threats;
3. Demonstrate how international marketing is practised by international companies;
4. Apply sound operational knowledge of international marketing processes to international business activities.

Subject Content

- introduction to international Marketing
- The international economic and financial environment
- The international political and legal environment
- The cultural and social environment of international business
- Researching international markets
- international market entry
- Modifying products for overseas
- effective Distribution overseas
- international Marketing promotion
- international pricing

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	1,800 words and 3 minute individual presentation	55	N	Individual

Intra-session Exam	1 hour (marked online)	20	N	Individual
Report	800 words	25	N	Individual

Prescribed Texts

- Czinkota, M, Ronkainen, I, Sutton-Brady, C, Stegemann, N & Beal, T 2014, International marketing, Asia-Pacific edition, Cengage. [latest edition]

Teaching Periods

Summer A

Online

Online

Subject Contact Nicole Stegemann ([https://directory.westernsydney.edu.au/search/name/Nicole Stegemann/](https://directory.westernsydney.edu.au/search/name/Nicole%20Stegemann/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3007_22-SUA_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Nicole Stegemann ([https://directory.westernsydney.edu.au/search/name/Nicole Stegemann/](https://directory.westernsydney.edu.au/search/name/Nicole%20Stegemann/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3007_22-SUA_PC_D#subjects)

Autumn

Online

Online

Subject Contact Nicole Stegemann ([https://directory.westernsydney.edu.au/search/name/Nicole Stegemann/](https://directory.westernsydney.edu.au/search/name/Nicole%20Stegemann/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3007_22-AUT_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Nicole Stegemann ([https://directory.westernsydney.edu.au/search/name/Nicole Stegemann/](https://directory.westernsydney.edu.au/search/name/Nicole%20Stegemann/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3007_22-AUT_PC_D#subjects)

WSU Online TRI-1

Wsu Online

Online

Subject Contact Matthew Kelly ([https://directory.westernsydney.edu.au/search/name/Matthew Kelly/](https://directory.westernsydney.edu.au/search/name/Matthew%20Kelly/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3007_22-OT1_OW_O#subjects)

UEH-Session 1

Vietnam

Day

Subject Contact Nicole Stegemann ([https://directory.westernsydney.edu.au/search/name/Nicole Stegemann/](https://directory.westernsydney.edu.au/search/name/Nicole%20Stegemann/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3007_22-UT1_UE_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3007_22-SC2_SC_D#subjects)

UEH-Session 2

Vietnam

Day

Subject Contact Nicole Stegemann ([https://directory.westernsydney.edu.au/search/name/Nicole Stegemann/](https://directory.westernsydney.edu.au/search/name/Nicole%20Stegemann/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3007_22-UT2_UE_D#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Matthew Kelly ([https://directory.westernsydney.edu.au/search/name/Matthew Kelly/](https://directory.westernsydney.edu.au/search/name/Matthew%20Kelly/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3007_22-OT3_OW_O#subjects)

MKTG 3009 Marketing Planning Project

Credit Points 10

Legacy Code 200096

Coordinator Ned Doyle ([https://directory.westernsydney.edu.au/search/name/Ned Doyle/](https://directory.westernsydney.edu.au/search/name/Ned%20Doyle/))

Description Marketing planning project (MPP) assimilates and builds on the wide range of marketing units that students have previously completed. MPP assimilates students' specialist knowledge developed in other units through the use of a 'real-life' case context in which students demonstrate their mastery of marketing in the development and presentation of a professional marketing plan.

School Business

Discipline Marketing

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) MKTG 1006

Equivalent Subjects LGYA 9911 - Marketing Project LGYC 0196 - Marketing Planning Project

Assumed Knowledge

An understanding of marketing concepts including the elements of consumer behaviour, marketing research methods, marketing communications, channel management and distribution, brand and product management, competitive strategy and quantitative methods in marketing. The basics of economics, finance and accounting, mathematics and statistics and general communications are also assumed.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Confront the reality that marketing practice is, in large part, a team activity;
2. Recognise that one's effectiveness as a marketing professional is largely dependent on one's ability to function and contribute as part of a team;
3. Experience the task of marketing oneself to a client, and to manage the ongoing process of working with a client in the preparation of a detailed plan;
4. Gain award

Subject Content

The core of this subject is the development of a marketing plan for a real commercial enterprise. The creation of the marketing plan itself (which is a team effort) comprises the major component of this subject. There is also a substantial emphasis on individual effort and assessment. The individual component comprises a reflective journal exercise as well as a short final exam. Teams of 5-6 participants will be assigned to a client organisation that has already formally agreed to work with the university. The aim is to produce a detailed marketing plan that can be assessed by the client organisation for its viability, appropriateness, forecasted financial cost and payback and if so decided by the client, actually implemented. Contact with client companies will be between nominated team members and senior company executives, at times and dates to be confirmed.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Report		60	N	Individual
Reflection	2500-2800 Words	20	N	Individual
End-of-session Exam	2 Hours	20	N	Individual

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Ned Doyle ([https://directory.westernsydney.edu.au/search/name/Ned Doyle/](https://directory.westernsydney.edu.au/search/name/Ned%20Doyle/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3009_22-AUT_PC_D#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3009_22-SC1_SC_D#subjects)

UEH-Session 1

Vietnam

Day

Subject Contact Ned Doyle ([https://directory.westernsydney.edu.au/search/name/Ned Doyle/](https://directory.westernsydney.edu.au/search/name/Ned%20Doyle/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3009_22-UT1_UE_D#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Ildiko Volcz ([https://directory.westernsydney.edu.au/search/name/Ildiko Volcz/](https://directory.westernsydney.edu.au/search/name/Ildiko%20Volcz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3009_22-OT2_OW_O#subjects)

UEH-Session 2

Vietnam

Day

Subject Contact Ned Doyle ([https://directory.westernsydney.edu.au/search/name/Ned Doyle/](https://directory.westernsydney.edu.au/search/name/Ned%20Doyle/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3009_22-UT2_UE_D#subjects)

Spring

Bankstown

Day

Subject Contact Ned Doyle ([https://directory.westernsydney.edu.au/search/name/Ned Doyle/](https://directory.westernsydney.edu.au/search/name/Ned%20Doyle/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3009_22-SPR_BA_D#subjects)

Campbelltown

Day

Subject Contact Ned Doyle ([https://directory.westernsydney.edu.au/search/name/Ned Doyle/](https://directory.westernsydney.edu.au/search/name/Ned%20Doyle/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3009_22-SPR_CA_D#subjects)

Online

Online

Subject Contact Ned Doyle ([https://directory.westernsydney.edu.au/search/name/Ned Doyle/](https://directory.westernsydney.edu.au/search/name/Ned%20Doyle/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3009_22-SPR_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Ned Doyle ([https://directory.westernsydney.edu.au/search/name/Ned Doyle/](https://directory.westernsydney.edu.au/search/name/Ned%20Doyle/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3009_22-SPR_PC_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Ned Doyle ([https://directory.westernsydney.edu.au/search/name/Ned Doyle/](https://directory.westernsydney.edu.au/search/name/Ned%20Doyle/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3009_22-SC3_SC_D#subjects)

MKTG 3010 Marketing and Society

Credit Points 20

Legacy Code 200888

Coordinator Jayne Bye ([https://directory.westernsydney.edu.au/search/name/Jayne Bye/](https://directory.westernsydney.edu.au/search/name/Jayne%20Bye/))

Description This online marketing unit is made up of three key themes. In Social Marketing students examine the nature of social marketing and how the adoption of marketing concepts, frameworks and techniques developed for commercial marketers can be applied to the solution of social problems. Ethics and Marketing considers why ethical conflict occurs in marketing and explores a range of ethical issues that can occur when applying the theory and practice of marketing. In Responsible Business Marketing students will be introduced to the idea that commercial marketing practices can take into account business responsibilities towards society and the environment.

School Business

Discipline Marketing

Student Contribution Band HECS Band 4 20cp

Level Undergraduate Level 3 subject

Restrictions Students must be enrolled in 2773 Bachelor of Business Administration or any Western Sydney Undergraduate program where permission has been granted by that program's DAP or Academic program Advisor.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain concepts, theories and debates about the roles and responsibilities of marketing in society;
2. Apply marketing thinking to health and social behaviour;
3. Demonstrate an understanding of ethics and marketing;
4. Illustrate an understanding of green and environmental marketing, sustainability, fair trade and ethical consumption;
5. Apply and evaluate the relevance of the concepts to a variety of other contexts;
6. Synthesise, and critically evaluate arguments and assumptions from a variety of sources and competing perspectives;
7. Recognise the limitations of knowledge and research in the area;
8. Identify and critically analyse relevant issues involved in responsible social and business marketing;
9. Effectively communicate ideas and arguments to relevant audiences;
10. Demonstrate self-directed learning and the ability to reflect on development as an independent learner.

Subject Content

- Understanding The nature of social Marketing

- Understanding Consumer behaviour
- social Marketing planning
- situation analysis
- Stakeholder analysis
- market segmentation and targeting
- social Marketing objectives
- The Marketing mix and The service element in social Marketing
- The role of Communications and branding in social Marketing programmes
- The social Marketing Network: moving upstream
- relationship Marketing
- The role of research in social Marketing
- The role of ethics in social Marketing
- Evaluating social Marketing programmes

Prescribed Texts

- On line materials will be supplied through vUWS.

Teaching Periods

MKTG 3011 Marketing of Services

Credit Points 10

Legacy Code 200090

Coordinator Karina Wardle ([https://directory.westernsydney.edu.au/search/name/Karina Wardle/](https://directory.westernsydney.edu.au/search/name/Karina%20Wardle/))

Description Given the service-based nature of modern economies, business graduates will either work for firms whose central offering is service or be employed by organisations that use service as an integral supporting element in what they do and what they offer. Therefore, increasingly, knowledge and skills in the field of marketing of services are required by personnel operating across various industries and in a range of roles. The unit aims to: expose students to relevant theory and practice in the field of services marketing; develop participants into more complete marketers capable of operating in service marketing environments.

School Business

Discipline Marketing

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) MKTG 1006

Equivalent Subjects BUSM 2040 - The Service Enterprise

Assumed Knowledge

An advanced understanding of marketing theory and practice.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply the unique characteristics of services marketing with the context of modern organisations;
2. Analyse key services marketing concepts and theories to address practical service situations;
3. Demonstrate the ability to critically evaluate and use information to formulate distinctive strategies and operational plans for service based businesses;

4. Demonstrate advanced communication competencies ? including debating, team building skills and creativity in working on service related projects.

Subject Content

- introduction and Overview of services, including The extended Marketing mix for services, The characteristics of services Marketing etc.
- The gaps model of service quality
- Customer Expectations and perceptions of service
- listening to service customers
- Building Customer relationships
- service recovery
- service innovation and design
- physical evidence and The servicescape
- Employees?f Roles in service delivery
- Customers?f Roles in service delivery
- managing demand and capacity
- integrated service Marketing Communications
- pricing of services

Prescribed Texts

- Zeithaml, VA, Bitner, MJ & Gremler, DD 2013, Services marketing: integrating customer focus across the firm, 6th edn, McGraw-Hill Irwin, New York.

Teaching Periods

MKTG 3013 Property Development 2

Credit Points 10

Legacy Code 200748

Coordinator Za Manaf ([https://directory.westernsydney.edu.au/search/name/Za Manaf/](https://directory.westernsydney.edu.au/search/name/Za%20Manaf/))

Description This unit builds upon previous preliminary studies in the professional discipline of Property Development within the Bachelor of Business (Property) degree and is designed to provide a more in-depth and advanced educational exposure to the wide range of essential inherent functions, core activities, contemporary issues and associated considerations relevant to Property Development, in the context of both theory and practice.

School Business

Discipline Real Estate

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYA 4693 - Property Development 2

Restrictions External offerings for this subject are only available to students who are enrolled in a Property program or Major.

Assumed Knowledge

It is assumed that students attempting this subject already possess a sound understanding of the logical sequence of phases and activities which comprise the overall Property Development Process. Moreover, before attempting this subject, students should already be in command of an appreciation of the wide range of Risk and Sensitivity Factors which arise both in financial feasibility workings and throughout the entire development process. In addition, students should be able to

competently interpret and discuss all aspects of a financial feasibility appraisal, prior to entering study in this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the property development process from project conception through to the management of a newly constructed development;
2. Identify the sources and impacts of risk associated with property development in terms of physical, legal, organisational, and financial practical viability;
3. Evaluate and defend a property development project in terms of an individual's or organisation's financial and non-financial objectives;
4. Critically evaluate project prospects using Risk Management Framework and apply them to the preliminary financial feasibility study models;
5. Make reasoned recommendations regarding whether or not an organisation should commit to a development project.

Subject Content

- client's objectives and requirements
- legal physical organisational and commercial viability
- market research and projections
- property development process ? Marketing for development
- Preliminary feasibility Study ? conceptual and financial viability
- sustainability Issues in PD
- Risk and Risk management framework in PD
- contemporary Issues ? heritage listed property development
- development site appraisal ? DCF analysis
- NPVs and IRR

Prescribed Texts

- Wilkinson, S, Reed, R & Cadman, D 2008, Property development, 5th edn, Routledge, London ; New York

Teaching Periods

MKTG 3014 Property Development Process

Credit Points 10

Legacy Code 200874

Coordinator Za Manaf ([https://directory.westernsydney.edu.au/search/name/Za Manaf/](https://directory.westernsydney.edu.au/search/name/Za%20Manaf/))

Description In this unit, students critically evaluate the property development process, from the initial development concept through to the end-use of completed development projects. Consideration is given to the implications of the property development process and development decisions from the viewpoints of developers, end users, financiers, public authorities and the community. Students acquire a theoretical understanding of the property development process, development appraisal techniques including financial and feasibility aspects, as well as an understanding of how to apply these techniques to a property scenario. Planning issues are also critically examined.

School Business

Discipline Real Estate

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYB 7468 Property Development MKTG 3012 Property Development

Restrictions External offerings for this subject are only available to students who are enrolled in a Property program or field of study.

Assumed Knowledge

It is assumed that students will have a sound knowledge of valuation practices and principles, economic theory and town planning principles.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Outline the holistic process of property development;
2. Critically evaluate the property development process and its key phases and stages ? from initial development concept through to the end-use of completed development projects;
3. Analyse the roles of all relevant industry stakeholders who, in various groups and combinations, occupy vital positions within the property development process;
4. Discuss the implications of the property development process and development decisions from the viewpoints and objectives of developers, end-users, financiers, public authorities, and the community;
5. Interpret and describe various aspects of a financial appraisal and provide advice regarding the financial feasibility, or otherwise, of a development scheme;
6. Analyse and discuss various contemporary issues relevant to the property development industry.

Subject Content

- Overview of property development objectives, input, processes and outputs
- market research, demand & Supply and participants in property development
- Timing of development Projects and economic cycles
- property development appraisal and feasibility techniques
- finance and Risk management in property development
- sustainable property development

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Log/ Workbook	500 words	10	N	Individual
Presentation	5 minutes	10	N	Individual
Report	1,500 words	30	N	Individual
Final Exam	2 hours	50	Y	Individual

Prescribed Texts

- Millington, AF 2002, Property development, Estates Gazette, London.

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Za Manaf ([https://directory.westernsydney.edu.au/search/name/Za Manaf/](https://directory.westernsydney.edu.au/search/name/Za%20Manaf/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3014_22-AUT_PC_D#subjects)

Parramatta External

External

Subject Contact Za Manaf ([https://directory.westernsydney.edu.au/search/name/Za Manaf/](https://directory.westernsydney.edu.au/search/name/Za%20Manaf/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3014_22-AUT_PX_X#subjects)

MKTG 3016 Strategic Marketing Management

Credit Points 10

Legacy Code 200087

Coordinator Farid Ahmed ([https://directory.westernsydney.edu.au/search/name/Farid Ahmed/](https://directory.westernsydney.edu.au/search/name/Farid%20Ahmed/))

Description Customer-centric marketing strategies are vital to capturing competitive advantage and sustaining business success. This unit explores the core concepts and tools of contemporary strategic marketing management. The unit focuses on the skills and framework to develop and manage an integrated marketing strategy that creates value for customers and generates growth for the firm in both online and offline environments. Using a marketing simulation, the unit provides the students the opportunity to make a series of complex, real-world marketing decisions in a competitive environment.

School Business

Discipline Marketing

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) MKTG 1006

Assumed Knowledge

It is assumed that students have knowledge of basic marketing concepts, theories, and frameworks in consumer behaviour, marketing communications and marketing research.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate a strategic orientation for marketing decision-making;
2. Apply key marketing theories and models to analyse Australian and global corporate business strategies;
3. Integrate financial and forecasting considerations in the development of marketing strategies;
4. Formulate marketing strategies which reflect business context and utilise best practice theory and tools.

Subject Content

- The relationship between corporate, business and Marketing strategies

- Assessing Marketing opportunities
- establishing viable Target markets and positioning which align with context and business strengths
- developing Marketing strategies for new, growth and mature industry environments
- E-Marketing strategies
- Evaluating strategic Marketing outcomes

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	1 hour	20	N	Individual
Report	3,500 words	50	N	Individual
Simulation	3500 words equivalency	30	N	Group

Teaching Periods

Autumn

Online

Online

Subject Contact Farid Ahmed ([https://directory.westernsydney.edu.au/search/name/Farid Ahmed/](https://directory.westernsydney.edu.au/search/name/Farid%20Ahmed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3016_22-AUT_ON_O#subjects)

Parramatta City - Macquarie St

Evening

Subject Contact Farid Ahmed ([https://directory.westernsydney.edu.au/search/name/Farid Ahmed/](https://directory.westernsydney.edu.au/search/name/Farid%20Ahmed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3016_22-AUT_PC_E#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3016_22-SC1_SC_D#subjects)

UEH-Session 1

Vietnam

Day

Subject Contact Farid Ahmed ([https://directory.westernsydney.edu.au/search/name/Farid Ahmed/](https://directory.westernsydney.edu.au/search/name/Farid%20Ahmed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3016_22-UT1_UE_D#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Ildiko Volcz ([https://directory.westernsydney.edu.au/search/name/Ildiko Volcz/](https://directory.westernsydney.edu.au/search/name/Ildiko%20Volcz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3016_22-OT2_OW_O#subjects)

UEH-Session 2

Vietnam

Day

Subject Contact Farid Ahmed ([https://directory.westernsydney.edu.au/search/name/Farid Ahmed/](https://directory.westernsydney.edu.au/search/name/Farid%20Ahmed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3016_22-UT2_UE_D#subjects)

Spring

Online

Online

Subject Contact Farid Ahmed ([https://directory.westernsydney.edu.au/search/name/Farid Ahmed/](https://directory.westernsydney.edu.au/search/name/Farid%20Ahmed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3016_22-SPR_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Farid Ahmed ([https://directory.westernsydney.edu.au/search/name/Farid Ahmed/](https://directory.westernsydney.edu.au/search/name/Farid%20Ahmed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3016_22-SPR_PC_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3016_22-SC3_SC_D#subjects)

MKTG 3017 The Markets of Asia

Credit Points 10

Legacy Code 200098

Coordinator Felicitas Evangelista ([https://directory.westernsydney.edu.au/search/name/Felicitas Evangelista/](https://directory.westernsydney.edu.au/search/name/Felicitas%20Evangelista/))

Description Markets of Asia focuses on internationalisation and global competitiveness of organisations in the Asian region. The unit also encourages an appreciation of cultural diversity, and develops students' knowledge and skills so that upon completion of this unit, they will understand the relevant business practices needed to be responsive to enterprise opportunities and threats within this global community.

School Business

Discipline Marketing

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BUSM 1006

Equivalent Subjects LGYA 9922 - Regional Market Study (Asia)

Restrictions

Note that only students enrolled at Sydney City Campus may register in the Sydney City Campus subjects offered at that location.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of the growing importance and strategic emergence of the markets of Asia within a global context;
2. Evaluate the cultural, political and institutional norms and their dynamic impacts on international businesses strategies;
3. Apply analytical, interpersonal and decision-making skills appropriate to formulate successful international business strategies.

Subject Content

- introduction to The markets of Asia
- China and India ? political, legal, economic and technological environment
- The impact of culture on adaptation/innovation in China and India
- Internationalisation and E-business in Asia
- managing international business and business Negotiation in Asia
- Global business strategies, An Asian perspective
- Ethics, social responsibility and sustainability; an Asian perspective

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Report	1,000 words	30	N	Individual
Report	1,500 words	30	N	Group
Final Exam	2 hours	40	N	Individual

Prescribed Texts

- A list of readings and resources will be provided.

Teaching Periods

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3017_22-SC1_SC_D#subjects)

UEH-Session 1

Vietnam

Day

Subject Contact Felicitas Evangelista ([https://directory.westernsydney.edu.au/search/name/Felicitas Evangelista/](https://directory.westernsydney.edu.au/search/name/Felicitas%20Evangelista/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3017_22-UT1_UE_D#subjects)

Spring Online

Online

Subject Contact Felicitas Evangelista ([https://directory.westernsydney.edu.au/search/name/Felicitas Evangelista/](https://directory.westernsydney.edu.au/search/name/Felicitas%20Evangelista/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3017_22-SPR_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Felicitas Evangelista ([https://directory.westernsydney.edu.au/search/name/Felicitas Evangelista/](https://directory.westernsydney.edu.au/search/name/Felicitas%20Evangelista/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3017_22-SPR_PC_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3017_22-SC3_SC_D#subjects)

MKTG 3018 Public Relations: Campaigns

Credit Points 10

Legacy Code 102729

Coordinator Nicole Bridges ([https://directory.westernsydney.edu.au/search/name/Nicole Bridges/](https://directory.westernsydney.edu.au/search/name/Nicole%20Bridges/))

Description In this capstone unit students will learn to professionalise key aspects of the public relations management process. The unit links and applies theoretical understanding with writing, planning and presentation skills in response to a client brief. The 'real-world' situation allows students to demonstrate their capacity for problem analysis and to develop appropriate and timely program solutions. Students are required to work within a limited budget and to realistic industry timelines to produce a public relations campaign for their portfolios. Assessment tasks enable students to demonstrate emerging professional capacity to develop a campaign and prepare for a public relations position, either in an in-house or consultancy role.

School Humanities & Comm Arts

Discipline Public Relations

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) COMM 2011 AND COMM 2015

Equivalent Subjects COMM 3029 - Public Relations Campaigns COMM 3007 - Communication Campaigns

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critique public relations campaigns and describe best practice.
2. Develop a systematic approach to public relations campaigns, including appropriate strategies and tactics.
3. Describe measurable goals and objectives applicable to campaign preparation and delivery.
4. Develop creative and effective campaigns for internal and external publics in an environment of social change using appropriate theoretical models.
5. Present a professional public relations campaign that demonstrates capacity for problem analysis and ability to develop appropriate and timely program solutions, within a limited budget and to realistic industry timelines.

Subject Content

(1) Campaign Practice.

Components include

- Research
- Formulating objectives
- Identifying publics/audiences
- Planning strategies and tactics
- Media planning
- Budgeting
- Timely delivery
- Writing and design
- Evaluation

(2) Campaign Theory.

- Reading and research on campaigns
- Role of digital and traditional media
- Examination of best practice
- Reviewing other work
- Self-reflection
- Developing a portfolio
- Application of digital and traditional media
- Planning public relations campaigns in a multidisciplinary, multicultural and multimodal context

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	250 words (written summary) and 15 minutes (for presentation)	20	N	Group
Report	1,000 words per person	50	N	Group
Portfolio	1,000 words (equivalent)	30	N	Individual

Teaching Periods

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Ming Diao ([https://directory.westernsydney.edu.au/search/name/Ming Diao/](https://directory.westernsydney.edu.au/search/name/Ming%20Diao/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3018_22-SC2_SC_D#subjects)

Spring Penrith (Kingswood)

Day

Subject Contact Nicole Bridges ([https://directory.westernsydney.edu.au/search/name/Nicole Bridges/](https://directory.westernsydney.edu.au/search/name/Nicole%20Bridges/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3018_22-SPR_KW_D#subjects)

Online

Online

Subject Contact Nicole Bridges ([https://directory.westernsydney.edu.au/search/name/Nicole Bridges/](https://directory.westernsydney.edu.au/search/name/Nicole%20Bridges/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3018_22-SPR_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Nicole Bridges ([https://directory.westernsydney.edu.au/search/name/Nicole Bridges/](https://directory.westernsydney.edu.au/search/name/Nicole%20Bridges/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3018_22-SPR_PS_D#subjects)

Sydney City Campus - Term 3 Sydney City

Day

Subject Contact Nicole Bridges ([https://directory.westernsydney.edu.au/search/name/Nicole Bridges/](https://directory.westernsydney.edu.au/search/name/Nicole%20Bridges/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3018_22-SC3_SC_D#subjects)

MKTG 3019 Marketing and Digital Communications

Credit Points 10

Legacy Code 201086

Coordinator Michael Lwin ([https://directory.westernsydney.edu.au/search/name/Michael Lwin/](https://directory.westernsydney.edu.au/search/name/Michael%20Lwin/))

Description The evolving role of digital technologies and digital media has changed how marketers effectively manage a communication campaign in the digital age. This unit offers insights into marketing communication strategies that can effectively reach tech savvy audiences. The principles taught in this unit will provide a strong understanding of the communication process and help utilise the marketing communications mix (advertising, sales promotions, personal selling, sponsorship marketing, public relations, and direct marketing) more effectively. Students completing this unit will be able to build and manage marketing and digital communication campaigns.

School Business

Discipline Marketing

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) MKTG 1006

Equivalent Subjects MKTG 2006 - Marketing Communications

Assumed Knowledge

Students should have foundation knowledge in marketing principles and customer experience.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply the marketing communication principles to develop a campaign that reach and engage with customers.
2. Provide a critical analysis of advertisements and recommend strategies to improve the effectiveness.
3. Evaluate the effectiveness of digital media, traditional media, and non-traditional media.
4. Analyse campaign metrics to measure the campaign's success.
5. Communicate clearly and concisely (concepts, analyses and recommendations) in a range of formats and following academic integrity.

Subject Content

1. Overview of the marketing communication process
2. Communication frameworks and theories
3. Segmentation and targeting strategies
4. Application of new technologies in a communication campaign
5. Effectiveness of digital media, traditional media, and non-traditional media
6. Analytics and metrics to measure the success of the campaign

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	2000 words equivalency	50	N	Individual
Report	2000 words equivalency	30	N	Group
Quiz	1 hour	20	N	Individual

Prescribed Texts

- Chitty, W, Luck, E, Barker, N & Valos, M, Integrated marketing communications, 4th Asia Pacific edn, Cengage Learning Australia. [Or latest edition]

Teaching Periods

Spring Campbelltown

Day

Subject Contact Michael Lwin ([https://directory.westernsydney.edu.au/search/name/Michael Lwin/](https://directory.westernsydney.edu.au/search/name/Michael%20Lwin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3019_22-SPR_CA_D#subjects)

Online

Online

Subject Contact Michael Lwin (<https://directory.westernsydney.edu.au/search/name/Michael Lwin/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3019_22-SPR_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Michael Lwin (<https://directory.westernsydney.edu.au/search/name/Michael Lwin/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3019_22-SPR_PC_D#subjects)

Evening

Subject Contact Michael Lwin (<https://directory.westernsydney.edu.au/search/name/Michael Lwin/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3019_22-SPR_PC_E#subjects)

MKTG 3020 Omnichannel Marketing

Credit Points 10

Legacy Code 201087

Coordinator Neeru Sharma (<https://directory.westernsydney.edu.au/search/name/Neeru Sharma/>)

Description Technology advances are changing customer value requirements. As a result, customers expect an efficient, insightful and tailored service which requires personalised selling processes through high performance technology and customer-centred business models. Multiple touchpoints and digitally driven processes are created to reach them in the right place at the right time. Omnichannel marketing is now central to business transactions. This unit provides students with an understanding of the dynamics and complexities in creating value across various touchpoints in the business to business space. It considers the need to develop an enterprise-wide digital strategy and align technology, organizational structure and processes to develop an omnichannel approach to provide consistent and seamless engagement with buyers.

School Business

Discipline Marketing

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) MKTG 1006

Equivalent Subjects MKTG 3002 - Business to Business Marketing

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Plan ways to align strategy, technology, organisational structure and processes to develop an omni-channel approach using omni-channel marketing concepts and frameworks in a business context.
2. Construct the business to business customer journey to identify diverse touch points.
3. Analyse customer behaviour and their needs using business marketing theories and digital technologies

4. Devise omnichannel marketing strategies for delivering value across all stages of the customer journey.
5. Use analytical, interpersonal and decision-making skills appropriate to a business marketing situation.

Subject Content

1. Introduction to Omnichannel approach of business to customer marketing.
2. Organisational buying behaviour: business buyer personas, buying journey mapping; buying centre.
3. Segmenting the business market and organisational demand analysis.
4. Customer Relationship Management (CRM) strategies and omnichannel marketing strategies
5. Strategic business marketing planning
6. Managing products for business markets and innovation.
7. Value chain management

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied Project	1,000 word equivalency	35	N	Individual
Report	500 words	25	N	Individual
Practical	1000 words plus 5 mins presentation	40	N	Individual

Teaching Periods

Spring Campbelltown

Day

Subject Contact Neeru Sharma (<https://directory.westernsydney.edu.au/search/name/Neeru Sharma/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3020_22-SPR_CA_D#subjects)

Online

Online

Subject Contact Neeru Sharma (<https://directory.westernsydney.edu.au/search/name/Neeru Sharma/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3020_22-SPR_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Neeru Sharma (<https://directory.westernsydney.edu.au/search/name/Neeru Sharma/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3020_22-SPR_PC_D#subjects)

MKTG 3021 Strategic Brand Management

Credit Points 10

Legacy Code 201083

Coordinator Nicole Stegemann ([https://directory.westernsydney.edu.au/search/name/Nicole Stegemann/](https://directory.westernsydney.edu.au/search/name/Nicole%20Stegemann/))

Description Consumers' brand interaction in the marketplace is shaped by a digital and technology driven marketing environment. Innovative and interactive branding strategies have become the key to a successful marketing strategy. Students learn to strategically create, develop, innovate, position and protect branding in an ever-changing environment to establish a sustainable competitive advantage. Through these industry-related activities, students create a business driven portfolio, which can be presented to potential employers. This unit uses workshop sessions and online activities to create an interactive learning environment and bring the content to life.

School Business

Discipline Marketing

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) MKTG 1006

Equivalent Subjects MKTG 3001 - Brand and Product Management

Assumed Knowledge

Students are recommended to have completed 201084 Customer Insights and 201082 Customer Experience Fundamentals which will provide knowledge of consumer behaviour and market research.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate brand equity using appropriate theoretical frameworks and tools.
2. Assess brand strategies in a technology and driven marketplace.
3. Apply appropriate tools for brand portfolio management.
4. Effectively communicate brand strategies using a range of formats

Subject Content

1. Nature and difference between Brand & Product Management
2. Product Development
3. Essence of Building Strong Brands
4. Development of Digital Marketing Strategies
5. Importance of Innovation and Consumer Agency
6. Interactive Marketing Strategies
7. Brand Relationships
8. Brand Portfolio Management

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Case Study	1000 word equivalency	30	N	Individual
Portfolio	2000 word equivalency	40	N	Individual
Applied Project	2000 word equivalency	30	N	Group

Prescribed Texts

- Keller, K.L. and V. Swaminathan 2019, Strategic brand management - building, measuring and managing brand equity, 5th Global edition, Pearson Higher Ed USA. [Or latest edition]

Teaching Periods

WSU Online TRI-2

Wsu Online Online

Subject Contact Nicole Stegemann ([https://directory.westernsydney.edu.au/search/name/Nicole Stegemann/](https://directory.westernsydney.edu.au/search/name/Nicole%20Stegemann/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3021_22-OT2_OW_O#subjects)

Spring Online Online

Subject Contact Nicole Stegemann ([https://directory.westernsydney.edu.au/search/name/Nicole Stegemann/](https://directory.westernsydney.edu.au/search/name/Nicole%20Stegemann/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3021_22-SPR_ON_O#subjects)

Parramatta City - Macquarie St Day

Subject Contact Nicole Stegemann ([https://directory.westernsydney.edu.au/search/name/Nicole Stegemann/](https://directory.westernsydney.edu.au/search/name/Nicole%20Stegemann/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3021_22-SPR_PC_D#subjects)

WSU Online TRI-3

Wsu Online Online

Subject Contact Nicole Stegemann ([https://directory.westernsydney.edu.au/search/name/Nicole Stegemann/](https://directory.westernsydney.edu.au/search/name/Nicole%20Stegemann/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG3021_22-OT3_OW_O#subjects)

MKTG 7001 Applied Channel Systems

Credit Points 10

Legacy Code 200733

Coordinator Daniela Spanjaard ([https://directory.westernsydney.edu.au/search/name/Daniela Spanjaard/](https://directory.westernsydney.edu.au/search/name/Daniela%20Spanjaard/))

Description This unit introduces students to various channel structures and their differing supply and distribution patterns; especially contemporary channel structures (Retail, eMarkets, etc.) will be

addressed. Topics include value chain strategy and management, negotiation as well as the dealing with power and other relationship atmosphere elements.

School Business

Discipline Marketing

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYA 8745 - Business Marketing Strategy

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

1. Evaluate brand equity using appropriate theoretical frameworks and tools.
2. Assess brand strategies in a technology and driven marketplace.
3. Apply appropriate tools for brand portfolio management.
4. Effectively communicate brand strategies using a range of formats

Subject Content

1. Nature and difference between Brand & Product Management
2. Product Development
3. Essence of Building Strong Brands
4. Development of Digital Marketing Strategies
5. Importance of Innovation and Consumer Agency
6. Interactive Marketing Strategies
7. Brand Relationships
8. Brand Portfolio Management

Special Requirements

Essential equipment

A computer and internet access

Prescribed Texts

- Keller, K.L. and V. Swaminathan 2019, Strategic brand management - building, measuring and managing brand equity, 5th Global edition, Pearson Higher Ed USA. [Or latest edition]

Teaching Periods

MKTG 7003 Applied Project (Finance and Property)

Legacy Code 200945

Coordinator Partha Gangopadhyay ([https://directory.westernsydney.edu.au/search/name/Partha Gangopadhyay/](https://directory.westernsydney.edu.au/search/name/Partha%20Gangopadhyay/))

Student Contribution Band

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Proposal	1,500 words	30	N	Individual
Report	3,000 words	70	N	Individual

Teaching Periods

MKTG 7006 Contemporary Issues in Marketing

Legacy Code 200730

Coordinator Farid Ahmed ([https://directory.westernsydney.edu.au/search/name/Farid Ahmed/](https://directory.westernsydney.edu.au/search/name/Farid%20Ahmed/))

Student Contribution Band

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Develop as an autonomous learner and independent thinker able to critically evaluate marketing issues.
2. Apply critical marketing theory to contemporary marketing problems/issues
3. Assess the impact of current and future trends on the role and implementation of international marketing strategies
4. Predict trends and provide marketing strategies for the future using scenario planning techniques

Subject Content

- this subject will deal with a wide range of contemporary marketing issues using a critical framework. The subject content will vary from semester to semester but will included issues such as:
- Dealing with Complexity, and environmental turbulence
- Trends: A call for Environmental Friendly Products; Growing Influence of Religion on Business Strategies; Impact of Technology; Climate Change
- implications of changing economies
- sustainability
- corporate social responsibility

Teaching Periods

MKTG 7007 Corporate Asset and Property Management

Credit Points 10

Legacy Code 201015

Coordinator Kamel Taoum ([https://directory.westernsydney.edu.au/search/name/Kamel Taoum/](https://directory.westernsydney.edu.au/search/name/Kamel%20Taoum/))

Description The unit focuses on the role and functions of corporate asset management as a strategic goal of a corporation. Students examine business structure and how corporate asset management fits into an organisation, and assess the operation of commercial property management and the various roles, duties, obligations and legal liabilities of a Commercial Property Manager. Various legislative and statutory provisions are explored, as well as the inter-relationship of commercial property management with the professional disciplines

of asset management, investment management, portfolio management and other sectors of the property industry.

School Business

Discipline Real Estate

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate Business program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse corporate asset management and its role in strategic planning;
2. Analyse the functions and practices of the corporate asset management unit;
3. Apply methods of increasing shareholder value through astute corporate asset management practices;
4. Examine the various legislative provisions, legal obligations and professional liability issues affecting commercial property management;
5. Analyse the professional relationships and synergies which occur between commercial property management and property investment, property development, marketing, leasing, research, valuation, portfolio asset and facilities management teams.

Subject Content

1. Corporate asset management, functions and practices in strategic planning
2. Acquisition, disposal, funding, leasing, and valuing corporate real estate holdings
3. Performance indicators and methods of measurement of corporate asset management
4. Value management processes of the corporate asset management unit
5. Commercial property management process
6. Property law
7. Roles, duties and responsibilities of a commercial property manager
8. Managing agency agreements and agency proposals to prospective clients
9. Commercial leases, income considerations, tenant considerations
10. Budgeting, monitoring, life cycle costing, financial and investment analysis
11. Ecologically Sustainable Development (ESD) policies and Australian legislation, and the implications of ESD for commercial property management

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	1,800 words	50	N	Individual
Critical Review	1,800 words	50	N	Individual

Teaching Periods

Quarter 2

Parramatta City - Macquarie St

Evening

Subject Contact Kamel Taoum ([https://directory.westernsydney.edu.au/search/name/Kamel Taoum/](https://directory.westernsydney.edu.au/search/name/Kamel%20Taoum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG7007_22-Q2_PC_E#subjects)

Parramatta External

Online

Subject Contact Kamel Taoum ([https://directory.westernsydney.edu.au/search/name/Kamel Taoum/](https://directory.westernsydney.edu.au/search/name/Kamel%20Taoum/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG7007_22-Q2_PX_O#subjects)

MKTG 7008 Creating Markets

Credit Points 10

Legacy Code 200732

Coordinator Minas Poulos ([https://directory.westernsydney.edu.au/search/name/Minas Poulos/](https://directory.westernsydney.edu.au/search/name/Minas%20Poulos/))

Description Understanding markets is central to the effective management of the marketing system. This unit is designed to provide a framework for exploring well-established, current, and emerging topics in consumer and organisational buyer behaviour. An applied approach is used to explore how buyers (from different organisational, social and culturally diverse backgrounds) behave and how strategic marketing efforts can be adapted to create value in different markets.

School Business

Discipline Marketing

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYA 8734 - Buyer Behaviour

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Illustrate how the different disciplines (psychology, anthropology, sociology and economics) explain the basis of buyer behaviour within both consumer and organisational contexts
2. Identify and evaluate how diverse cultural and social contexts influence interactions between organisational and consumer buyer behaviour.
3. Demonstrate how the activities between customer and organisational behaviour influence marketing strategies and options for value creation.

Subject Content

Overview of market behaviour
Organisational buying behaviour
Consumer Decision Making Processes
Creating value in different markets

Cultural, social and psychological influences
 Economic Influences
 Organisational influences
 Building Relationships
 Market Trends

Teaching Periods

MKTG 7009 Customer Relationship Marketing

Credit Points 10

Legacy Code 200736

Coordinator Nicole Stegemann ([https://directory.westernsydney.edu.au/search/name/Nicole Stegemann/](https://directory.westernsydney.edu.au/search/name/Nicole%20Stegemann/))

Description This is a hands-on unit introducing students to the concept and application of customer relationship marketing. It will present an understanding of relationship management principles as well as an overview and analysis of the various techniques available to companies. This unit will examine CRM in the context of different industries and examine the impact that CRM can have on firm performance. The key is to develop an understanding of customer and consumer needs and aspirations to create effective and long-term relationship strategies. There will be a emphasis on consumer loyalty programs and value-added services. It will also examine how CRM can fit into the overall strategy of the firm.

School Business

Discipline Marketing

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of key CRM concepts and techniques
2. Illustrate ROI implications for CRM
3. Development of CRM strategies for marketing organisation
4. Demonstrate the importance of CRM strategies to enhance customer relationships

Subject Content

Introduction to Customer Relationship Marketing
 Paradigm Shift in Marketing
 Consumer Motivations to Engage with Marketers
 Business Customer Motivations and Longterm Benefits
 Consumer Lifetime Value
 Data Mining
 Loyalty Programs: Retailer Programs, Memberships and Contracts
 Internet as CRM tool
 Brand Communities
 Added Value
 Business CRM strategies

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Report	2000 word seminar paper + multimedia presentation group task	40	N	Not Known
Applied Project	2500 word individual task	40	N	Not Known
Participation	individual	20	N	Individual

Teaching Periods

MKTG 7010 Customer Value Management

Credit Points 10

Legacy Code 200791

Coordinator Nicole Stegemann ([https://directory.westernsydney.edu.au/search/name/Nicole Stegemann/](https://directory.westernsydney.edu.au/search/name/Nicole%20Stegemann/))

Description In an economy where products, marketing campaigns and management practises are ever changing, business executives are increasingly recognising that understanding the value of their customers is vital to the survival of the business. Loyal customers are what every organisation seeks. However, increasingly complex supply/demand relationships also result in 'promiscuity' among customers. Therefore, it is crucial that managers have the skills to not only strive for excellence and consistency in product-centric perspectives, but also foster and strengthen those that are customer-centric. This unit fundamentally examines the opportunities and challenges in: a) identifying customers, b) adding value to supplier/consumer relationships, including tools that firms/organisations can use to provide value for customers while ensuring profitability over the entire life of the relationship.

School Business

Discipline Marketing

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Incompatible Subjects MKTG 7009 - Customer Relationship Marketing

Restrictions

Students must be enrolled in 2755 Master of Business Administration, 2757 Graduate Certificate in Business Administration, 2762 Executive Master of Business Administration.

Assumed Knowledge

It is expected that students will have a basic understanding of marketing prior to the commencement of this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate a knowledge of key Customer Relationship and Value Management concepts and techniques;
2. Evaluate the complexity of customer and organisation interaction as part of the value process;
3. Demonstrate the importance of Customer Relationship and Value Management strategies to enhance customer relationships;
4. Develop Customer Relationship and Value Management strategies for marketing organisation including non-profit organisations.

Subject Content

1. Defining who 'customers' are:
 - the differences between promiscuous vs. loyal customers;
 - backward vs. forward relationships;
 - characteristics of potential customer.
2. How different environments impact customer profiles, including Business to Business (B2B), Business to Consumer (B2C), Small to Medium sized Enterprise (SME), government, and not for profit organisations
3. Identifying potential customers in new/existing markets, and incorporating the global customer perspective
4. Identifying/defining the value of customers
5. Adding value via competitive offerings, including those that are not always based on profit decisions
6. How customers perceive, create and demand value
7. Understanding customer and organisational interaction as drivers of value

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Portfolio	1,500 words	30	N	Individual
Report	Report (30%): 1,500 words, Presentation (10%): 15-30 minutes.	40	N	Individual
Applied Project	Report (20%): 2,000 words, Class activity (10%): 15-25 minutes.	30	N	Group

Prescribed Texts

- Day, G. and Moorman, M (2010) Strategy From the Outside In. Profiting from Customer Value McGraw-Hill, Columbus OH

Teaching Periods

MKTG 7011 Feasibility Modelling

Credit Points 10

Legacy Code 201014

Coordinator Za Manaf ([https://directory.westernsydney.edu.au/search/name/Za Manaf/](https://directory.westernsydney.edu.au/search/name/Za%20Manaf/))

Description This unit emphasises the evaluation of a site for the purposes of selecting development projects, evaluating different options and making the decision as to whether to proceed to a more detailed feasibility study and modelling. The unit provides students with the knowledge and skills to prepare a full feasibility report and analysis of a project's concept and financial modelling. Students will apply theories and concepts to a case study using current and available applications.

School Business

Discipline Real Estate

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects MKTG 7022 - Property Feasibility Study LGYB 7483 - Feasibility Study

Restrictions

Students must be enrolled in a postgraduate Business program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Conduct a preliminary feasibility study of a proposed development;
2. Design and evaluate a development's objectives in order to determine risks and returns of the project;
3. Determine appropriate financial modelling to implement development strategies and options;
4. Monitor and report on the financial performance of the completed project.

Subject Content

Feasibility studies and reporting

The various concepts of feasibility: Conceptual and Financial modelling

Preliminary financial feasibility: Introduction to financial analysis and application of Altus's modelling

Sustainable property practice, minimising risk in the feasibility process and risk management strategies

Sensitivity analysis, simulation scenario analysis, financial feasibility and the decision making process

Returns and risks for the various financial stakeholders in projects

Feasibility testing, end of project evaluation and the reporting process

Financial analysis using alternative spreadsheet

Monitoring the project against the feasibility proposal

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Report	2,000 words	30	N	Individual
Report	4,000 words	60	N	Group
Reflection	500 words	10	N	Individual
Peer Review	500 words	U/S	N	Individual

Prescribed Texts

- Havard, T, 2014, Financial feasibility studies for property development: theory and practice.

Teaching Periods

Quarter 2

Parramatta City - Macquarie St

Evening

Subject Contact Za Manaf ([https://directory.westernsydney.edu.au/search/name/Za Manaf/](https://directory.westernsydney.edu.au/search/name/Za%20Manaf/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG7011_22-Q2_PC_E#subjects)

Parramatta External

Online

Subject Contact Za Manaf ([https://directory.westernsydney.edu.au/search/name/Za Manaf/](https://directory.westernsydney.edu.au/search/name/Za%20Manaf/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG7011_22-Q2_PX_O#subjects)

MKTG 7012 International Marketing

Legacy Code 51012

Coordinator Farid Ahmed ([https://directory.westernsydney.edu.au/search/name/Farid Ahmed/](https://directory.westernsydney.edu.au/search/name/Farid%20Ahmed/))

Student Contribution Band

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Understand international marketing management concepts
2. Appreciate the additional complexity in the conduct of marketing overseas caused by environmental factors in the international domain.
3. Apply marketing research and strategy development concepts in the international domain.
4. Identify and evaluate international marketing opportunities.
5. Design international marketing strategies that are financially sound and actionable.

Subject Content

Introduction and Overview

- introduction to international Marketing
- The Marketing paradigm in A Global context
- globalisation from A macro and Micro perspective
- Researching international markets
- international Marketing planning

The Global Marketing Environment

- The economic and financial environments
- The political, legal and Regulatory environments
- The social and cultural environments

Creating Global Marketing Strategies

- market entry and expansion strategies
- relationships and Network strategies
- Product decisions
- pricing decisions
- place (channel) decisions
- promotion decisions
- The impact of ethics and environmentalism on international Marketing
- Niche and MNC strategies

- financial resource implications

Teaching Periods

MKTG 7014 International Property Finance

Credit Points 10

Legacy Code 201012

Coordinator Hassan Gholipour Fereidouni ([https://directory.westernsydney.edu.au/search/name/Hassan Gholipour Fereidouni/](https://directory.westernsydney.edu.au/search/name/Hassan%20Gholipour%20Fereidouni/))

Description This unit develops students' knowledge of finance with particular reference to the property industry. The theories on financial capital markets and market efficiencies are presented with an emphasis on property investment methods, financial leverage, and bankruptcy. The unit also explores various sources of financing and techniques to aid funding decision-making. Students examine recent and emerging developments in the international property investment and financing arena, as well as sustainable investment and financing strategies.

School Business

Discipline Real Estate

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects ACCT 7020 - Property Finance and Taxation LGYC 0016 - Property Finance and Taxation

Restrictions

Students must be enrolled in a postgraduate Business program.

Learning Outcomes

1. Understand international marketing management concepts
2. Appreciate the additional complexity in the conduct of marketing overseas caused by environmental factors in the international domain.
3. Apply marketing research and strategy development concepts in the international domain.
4. Identify and evaluate international marketing opportunities.
5. Design international marketing strategies that are financially sound and actionable.

Subject Content

Introduction and Overview

- introduction to international Marketing
- The Marketing paradigm in A Global context
- globalisation from A macro and Micro perspective
- Researching international markets
- international Marketing planning

The Global Marketing Environment

- The economic and financial environments
- The political, legal and Regulatory environments
- The social and cultural environments

Creating Global Marketing Strategies

- market entry and expansion strategies
- relationships and Network strategies
- Product decisions
- pricing decisions
- place (channel) decisions
- promotion decisions

- The impact of ethics and environmentalism on international Marketing
- Niche and MNC strategies
- financial resource implications

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Assignment 1 (Housing Finance and Refinancing)	1,500 words	50	N	Individual
Assignment 2 (REITs' Annual Reports & Capital Structure)	1,500 words	50	N	Individual

Teaching Periods

Quarter 4

Parramatta City - Macquarie St

Evening

Subject Contact Hassan Gholipour Fereidouni ([https://directory.westernsydney.edu.au/search/name/Hassan Gholipour Fereidouni/](https://directory.westernsydney.edu.au/search/name/Hassan%20Gholipour%20Fereidouni/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG7014_22-Q4_PC_E#subjects)

Parramatta External

Online

Subject Contact Hassan Gholipour Fereidouni ([https://directory.westernsydney.edu.au/search/name/Hassan Gholipour Fereidouni/](https://directory.westernsydney.edu.au/search/name/Hassan%20Gholipour%20Fereidouni/))

View timetable (https://classregistration.westernsydney.edu.au/external/timetable/?subject_code=MKTG7014_22-Q4_PX_O#subjects)

MKTG 7015 Investment Property Valuation

Credit Points 10

Legacy Code 201011

Coordinator Sharon Yam ([https://directory.westernsydney.edu.au/search/name/Sharon Yam/](https://directory.westernsydney.edu.au/search/name/Sharon%20Yam/))

Description This unit focuses on the theory and practice of valuing income-producing properties, specifically retail, office and industrial properties. Students will learn to critically evaluate the various factors affecting the valuation. The content covered in this unit provides a foundation for further study in property valuation.

School Business

Discipline Real Estate

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) MKTG 7028

Equivalent Subjects FINC 7018 - Property Valuation LGYA 4889 - Income Property Appraisal LGCY 1571 - Income Property Appraisal

Restrictions

Students must be enrolled in a postgraduate Business program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply the theory and practice of valuation of an income-producing property;
2. Critically evaluate and apply income property valuation processes;
3. Apply problem-solving skills in the context of income property valuation in changing market conditions;
4. Critically evaluate and apply current Practice Standards in valuing income property;
5. Apply the professional reporting skills in the context of income property valuation.

Subject Content

Income property valuation theory, method and practice
Distinction between valuations of different property types
Data collection processes
Rental and yield determination
Valuation of retail, office and industrial property
Mortgage and Insurance valuation
Valuation reporting practice

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	1,000 words	40	N	Individual
Report	2,500 words	60	N	Individual

Prescribed Texts

- Ling, DC & Archer, WR 2021, Real estate principles: A value approach, 6th edn, McGraw Hill.

Teaching Periods

Quarter 3

Parramatta City - Macquarie St

Evening

Subject Contact Sharon Yam ([https://directory.westernsydney.edu.au/search/name/Sharon Yam/](https://directory.westernsydney.edu.au/search/name/Sharon%20Yam/))

View timetable (https://classregistration.westernsydney.edu.au/external/timetable/?subject_code=MKTG7015_22-Q3_PC_E#subjects)

Parramatta External

Online

Subject Contact Sharon Yam ([https://directory.westernsydney.edu.au/search/name/Sharon Yam/](https://directory.westernsydney.edu.au/search/name/Sharon%20Yam/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG7015_22-Q3_PX_O#subjects)

MKTG 7016 Marketing Innovation

Credit Points 10

Legacy Code 200738

Coordinator Hugh Pattinson ([https://directory.westernsydney.edu.au/search/name/Hugh Pattinson/](https://directory.westernsydney.edu.au/search/name/Hugh%20Pattinson/))

Description This unit builds on previous coursework in marketing by developing analytical skills that address the development of strategic brands and products. It stresses customer, competitor and environmental analysis, and analysis of market segmentation and product positioning. A continual focus is made on creative and critical thinking, commercial innovation and entrepreneurship.

School Business

Discipline Marketing

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate the use of creative tools to leverage contemporary market trends and identify opportunities for innovation
2. Apply analytical tools and frameworks to evaluate feasibility of innovation opportunities
3. Design strategies for commercialising feasible innovation opportunities to create long-term value
4. Develop a business case for venture capital funding for commercialisation of an innovation opportunity

Subject Content

Creative thinking
Commercial Innovation
Entrepreneurship
New Product Solutions
Sustainability

Teaching Periods

MKTG 7017 Marketing Management

Credit Points 10

Legacy Code 200786

Coordinator Md Munir Hossain ([https://directory.westernsydney.edu.au/search/name/Md Munir Hossain/](https://directory.westernsydney.edu.au/search/name/Md%20Munir%20Hossain/))

Description Marketing Management is designed to provide an introduction to the key concepts, principles and practices that constitute the Marketing discipline. Marketing as a business philosophy that underpins the activities of the firm is a key focus. Areas covered include: the marketing process and marketing implementation; marketing and strategic planning, including return on marketing investment (ROMI); the marketing environment; marketing research and marketing information systems; consumer and business buying

behaviour; market segmentation of consumer and business markets; product development and product management; brand management; pricing strategy; communication strategy; competitive marketing strategy; marketing implementation.

School Business

Discipline Marketing

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects MKTG 7018 - Marketing Management LGYC 1535 - Strategic Marketing

Restrictions

Students must be enrolled in 5502 Graduate Certificate in Business Administration, 2755 Master of Business Administration, 2757 Graduate Certificate in Business Administration, 2762 Executive Master of Business Administration

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate a sound appreciation of the basic concepts of marketing theory and the application of those concepts;
2. Articulate the components of strategic marketing management, of the nature of marketing systems, and of the dynamic and complex nature of marketplaces and marketing action;
3. Identify and analyse marketplace phenomena including the relationship between an organisation, its market and its environment;
4. Apply key marketing concepts and skills (e.g., market segmentation, product development, promotion planning, and development of strategies for competitive advantage) in the context of contemporary organisations.

Subject Content

Marketing process and marketing implementation
Marketing and strategic planning, including return on marketing investment (ROMI)
Marketing research and marketing information systems
Consumer and business buying behaviour
Product and brand development and management
Pricing and communication strategies
Competitive marketing strategy

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Key issue analysis report	750 words	15	N	Individual
Marketing plan report	3,500-4,000 words	25	N	Group
Group presentation of marketing plan	20 minutes	10	N	Group

Final examination (closed-book)	2 hours	50	Y	Individual
---------------------------------	---------	----	---	------------

Prescribed Texts

- Kotler, P, & Keller, KL 2016 Marketing management, 15th edn, global edn, Pearson Education Limited, Harlow, Essex, England.

Teaching Periods

MKTG 7019 Marketing Systems

Credit Points 10

Legacy Code 200737

Coordinator Sarah Duffy ([https://directory.westernsydney.edu.au/search/name/Sarah Duffy/](https://directory.westernsydney.edu.au/search/name/Sarah%20Duffy/))

Description This unit studies the marketing process from a holistic viewpoint, considering the intersection of the economy, the government, and the community. This perspective will help students to analyse and understand the interrelated and interdependent parts that comprise a marketing system. Specifically, this unit examines: consumer behaviour, market regulation, social responsibility and sustainability. Students will learn to consider the marketing process and its consequences at both an aggregate and micro level. This unit exposes students to the systematic and analytical approaches expected from them in postgraduate studies in marketing.

School Business

Discipline Marketing

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYA 8733 - Marketing Management

Restrictions

Students must be enrolled in a postgraduate Business program or one of the following programs - 3689 Master of Information Technology (Advanced), 3699 Master of Information Technology, 3749 Master of Science.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Identify marketing concepts, frameworks and theories and marketing systems including frameworks and theories;
- Apply marketing concepts, theories and frameworks to varying market situations;
- Demonstrate how marketing creates value in a societal context and for non-profit organisations;
- Apply ethical and moral standards to marketing issues.

Subject Content

Social systems
Economic systems
Marketing as a social system
System environment
Evolution of systems
Organisational marketing systems
Exchange relationships
Resource flows

Business capacity (risk management, governance, financial assessment)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Critical Review	1,000 words equivalency	30	N	Individual
Presentation	5 minutes video presentation and 15 minutes oral presentation	30	N	Group
Portfolio	2,500 words equivalency	40	N	Individual

Prescribed Texts

- Kotler, P & Keller, K 2012, Marketing management, International edn + MyMarketingLab Value Pack, Pearson Higher Education. [Or latest edition]

Teaching Periods

Quarter 1

Parramatta City - Macquarie St

Evening

Subject Contact Sarah Duffy ([https://directory.westernsydney.edu.au/search/name/Sarah Duffy/](https://directory.westernsydney.edu.au/search/name/Sarah%20Duffy/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG7019_22-Q1_PC_E#subjects)

Sydney City Campus Quarter 1

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG7019_22-SQ1_SC_D#subjects)

Sydney City Campus Quarter 2

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG7019_22-SQ2_SC_D#subjects)

Quarter 3

Parramatta City - Macquarie St

Evening

Subject Contact Sarah Duffy ([https://directory.westernsydney.edu.au/search/name/Sarah Duffy/](https://directory.westernsydney.edu.au/search/name/Sarah%20Duffy/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG7019_22-Q3_PC_E#subjects)

Sydney City Campus Quarter 3

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG7019_22-SQ3_SC_D#subjects)

Quarter 4

Parramatta City - Macquarie St

Day

Subject Contact Sarah Duffy ([https://directory.westernsydney.edu.au/search/name/Sarah Duffy/](https://directory.westernsydney.edu.au/search/name/Sarah%20Duffy/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG7019_22-Q4_PC_D#subjects)

Evening

Subject Contact Sarah Duffy ([https://directory.westernsydney.edu.au/search/name/Sarah Duffy/](https://directory.westernsydney.edu.au/search/name/Sarah%20Duffy/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG7019_22-Q4_PC_E#subjects)

Sydney City Campus Quarter 4

Sydney City

Day

Subject Contact Daniel Townsend ([https://directory.westernsydney.edu.au/search/name/Daniel Townsend/](https://directory.westernsydney.edu.au/search/name/Daniel%20Townsend/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG7019_22-SQ4_SC_D#subjects)

MKTG 7020 Multicultural Marketing

Legacy Code 200731

Coordinator Farid Ahmed ([https://directory.westernsydney.edu.au/search/name/Farid Ahmed/](https://directory.westernsydney.edu.au/search/name/Farid%20Ahmed/))

Student Contribution Band

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Recognise and be sensitive to differing cultural groups within a society
2. Examine issues of various Indigenous cultures within one national border
3. Identify in a given marketing setting the relevant cultural variables that have a major impact in the success of a marketing strategy and adapt accordingly.
4. Consider the process involved in building an effective transcendent team which transcends domestic/local gravities in a sales/marketing environment.

Subject Content

Overview of Cultural Orientations (Including Indigenous)
Approaches and theories to examine cultural differences
Key Ingredients for a good International Manager
Sales and Negotiation Styles
Country specific Sales Strategies and Compensation Plans
The Key to build relationships with customers and consumers
Ethical Considerations

Teaching Periods

MKTG 7022 Property Feasibility Study

Credit Points 10

Legacy Code 200893

Coordinator Za Manaf ([https://directory.westernsydney.edu.au/search/name/Za Manaf/](https://directory.westernsydney.edu.au/search/name/Za%20Manaf/))

Description In 2019 this unit is replaced by 201014 Feasibility Modelling. This unit emphasises the evaluation and development of feasibility studies for the purposes of selecting development projects, evaluating different options and making the decision as to whether to proceed to a more detailed feasibility study. The unit provides students with the knowledge and skills to prepare a full feasibility report and analysis of a project's concept and financial feasibility. This is achieved through the application of theories and concepts to a case study. Students will have access to applications being used in the industry to complete a feasibility report. Additionally, students will develop skills to carry out both scenario and sensitivity testing on the outcomes of the proposed development project.

School Business

Discipline Real Estate

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYB 7483 - Feasibility Studies

Restrictions

Students must be enrolled in a postgraduate Business program.

Assumed Knowledge

Knowledge of property development.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate the meaning of the term feasibility study in terms of comparison of potential objectives with outcomes;
2. Design and evaluate feasibility studies for use in different property development contexts;
3. Prepare and evaluate preliminary feasibility studies used for the purposes of determining whether or not to proceed with consideration of a particular development and / or compare different development options;
4. Prepare and evaluate financial feasibility studies, calculate return and risk of projects and compare risks and returns of different projects, different project options and different financing options;

5. Prepare and evaluate the returns and risks of the different financial stakeholders in a project;
6. Critically evaluate project prospects using sensitivity, simulation and scenario analysis applied to the preliminary financial feasibility study models;
7. Proceed beyond preliminary feasibility studies towards detailed feasibility testing of projects prior to committing to the decision to proceed with the project;
8. Use feasibility testing for the purpose of evaluating and monitoring the performance of ongoing or completed projects.

Subject Content

- what feasibility studies are and The different types of feasibility studies
- components of The feasibility Study
- The Preliminary feasibility Study
- The various concepts of financial feasibility studies
- Minimising Risk in The feasibility process
- Sensitivity analysis, Simulation Scenario analysis, financial feasibility and The decision making process
- returns and risks for The various financial stakeholders in Projects
- further Sensitivity and financial analysis using alternative spreadsheet scenarios
- Monitoring The Project against The feasibility proposal
- feasibility testing, end of Project evaluation and The Reporting process

Prescribed Texts

- Miles, Weiss, Berens and Eppli 2007, Real Estate Development: Principles and Process; 4th edn, Urban Land Institute, Washington.

Teaching Periods

MKTG 7023 Property Investment and Risk Management

Credit Points 10

Legacy Code 201010

Coordinator Mustapha Bangura ([https://directory.westernsydney.edu.au/search/name/Mustapha Bangura/](https://directory.westernsydney.edu.au/search/name/Mustapha%20Bangura/))

Description This unit discusses investment and risk management in the contemporary property context (both local and international). It explores the unique features of income-producing property and examines the performance of such properties, through the application of a variety of investment techniques. The significance of green property investment is also highlighted. Students will perform risk analysis techniques for income-producing properties and portfolios.

School Business

Discipline Real Estate

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects FINC 7017 - Property Investment Analysis LGYB 6499 - Property Investment Analysis (V2)

Restrictions

Students must be enrolled in a postgraduate Business program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply property investment analysis in assessing property assets for investment purposes;
2. Critically evaluate the profitability and risk of an income-producing property;
3. Critically evaluate the impact of key factors, such as green building features on the return and risk associated with investment properties;
4. Propose an after-tax cash flow analysis for an income-producing property.

Subject Content

1. Property investment process and concepts from local and international perspectives
2. Green and environmentally friendly property investment
3. Traditional valuation versus property investment analysis
4. Ratio analysis
5. Discounted cash flow (DCF) and investment analysis
6. DCF-profitability analysis
7. Financial leverage and DCF
8. Risk analysis
9. Risk management of international property
10. Taxation and property investment

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Report	1,000 words	40	N	Individual
Report	2,500 words	60	N	Individual

Teaching Periods

Quarter 1

Parramatta City - Macquarie St

Evening

Subject Contact Za Manaf ([https://directory.westernsydney.edu.au/search/name/Za Manaf/](https://directory.westernsydney.edu.au/search/name/Za%20Manaf/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG7023_22-Q1_PC_E#subjects)

Parramatta External

Online

Subject Contact Za Manaf ([https://directory.westernsydney.edu.au/search/name/Za Manaf/](https://directory.westernsydney.edu.au/search/name/Za%20Manaf/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG7023_22-Q1_PX_O#subjects)

Quarter 3

Parramatta City - Macquarie St

Evening

Subject Contact Mustapha Bangura ([https://directory.westernsydney.edu.au/search/name/Mustapha Bangura/](https://directory.westernsydney.edu.au/search/name/Mustapha%20Bangura/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG7023_22-Q3_PC_E#subjects)

Parramatta External

Online

Subject Contact Mustapha Bangura ([https://directory.westernsydney.edu.au/search/name/Mustapha Bangura/](https://directory.westernsydney.edu.au/search/name/Mustapha%20Bangura/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG7023_22-Q3_PX_O#subjects)

MKTG 7024 Property Portfolio Analysis

Credit Points 10

Legacy Code 200891

Coordinator Jufri Marzuki ([https://directory.westernsydney.edu.au/search/name/Jufri Marzuki/](https://directory.westernsydney.edu.au/search/name/Jufri%20Marzuki/))

Description This unit examines the role of property in an investment portfolio, with particular attention given to property portfolio performance analysis, property investment vehicles and property investment strategy. The performance analysis of both direct and indirect property is also examined to assess the strategic contribution of property to an investment portfolio.

School Business

Discipline Real Estate

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYB 6498 - Property Portfolio Analysis

Restrictions

Students must be enrolled in a postgraduate Business program.

Assumed Knowledge

Knowledge of commercial property markets.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the significant role of property in an institutional investment portfolio;
2. Apply property performance analysis and property portfolio performance analysis;
3. Explain the role of investment strategy in property portfolio management;
4. Identify the range and features of the various property investment vehicles;
5. Prepare a Real Estate Investment Trusts (REITs) valuation report.

Subject Content

- introduction to investment portfolio management and analysis
- Assessing property investment Risk and return
- mixed-Asset portfolio analysis
- advanced property portfolio analysis
- Indirect property investment vehicles
- valuation of real Estate investment Trusts (REITs)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Report	750 words; excludes tables, graphs, photographs. Expected report is 10 pages maximum.	40	N	Individual
Report	2,250 words; excludes tables, graphs, photographs. Expected report is 20 pages maximum	60	N	Individual

Teaching Periods

Quarter 2

Parramatta City - Macquarie St

Evening

Subject Contact Jufri Marzuki ([https://directory.westernsydney.edu.au/search/name/Jufri Marzuki/](https://directory.westernsydney.edu.au/search/name/Jufri%20Marzuki/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG7024_22-Q2_PC_E#subjects)

Parramatta External

Online

Subject Contact Jufri Marzuki ([https://directory.westernsydney.edu.au/search/name/Jufri Marzuki/](https://directory.westernsydney.edu.au/search/name/Jufri%20Marzuki/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG7024_22-Q2_PX_O#subjects)

Quarter 4

Parramatta City - Macquarie St

Evening

Subject Contact Jufri Marzuki ([https://directory.westernsydney.edu.au/search/name/Jufri Marzuki/](https://directory.westernsydney.edu.au/search/name/Jufri%20Marzuki/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG7024_22-Q4_PC_E#subjects)

Parramatta External

Online

Subject Contact Jufri Marzuki ([https://directory.westernsydney.edu.au/search/name/Jufri Marzuki/](https://directory.westernsydney.edu.au/search/name/Jufri%20Marzuki/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG7024_22-Q4_PX_O#subjects)

MKTG 7026 Statutory Valuation and Property Law

Credit Points 10

Legacy Code 201016

Coordinator Sharon Yam ([https://directory.westernsydney.edu.au/search/name/Sharon Yam/](https://directory.westernsydney.edu.au/search/name/Sharon%20Yam/))

Description This unit covers valuation codes laid down by statute and their application in compulsory acquisition and resumption of property. It also includes compensation valuation for compulsory acquisition, professional negligence, litigation, evidence, and alternative dispute resolution. Students will develop an understanding of professional liability and responsibility, and prepare for role as an expert witness.

School Business

Discipline Real Estate

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) MKTG 7028 AND MKTG 7015

Restrictions

Students must be enrolled in a postgraduate Business program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply the principles of property and related laws and valuation methods related to compensation and resumption;
2. Evaluate the process of land acquisition or resumption, and the concepts of market value, special value severance loss, injurious affection, severance, enhancement, disturbance and a loss of goodwill;
3. Apply the important court decisions in compensation valuation;
4. Examine the role of expert witnesses or a legal representative in compensation disputes;
5. Apply legal precedent and valuation concepts to interpret the amount of compensation payable on a compulsory taking.

Subject Content

1. Compulsory acquisition and procedures and related legal consideration, including native title
2. Heads of compensation ? market value, special value severance loss, injurious affection, disturbance and solatium
3. Compulsory acquisition ? valuation approaches
4. Compensation for easement acquisition
5. Goodwill and tax issues in compensation
6. Introduction to API practice requirements
7. Alternative dispute resolution
8. Rating Valuation
9. Professional liability

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Essay	1,000 words	40	N	Individual
Report	2,500 words	60	N	Individual

Teaching Periods

Quarter 3

Parramatta City - Macquarie St

Evening

Subject Contact Sharon Yam ([https://directory.westernsydney.edu.au/search/name/Sharon Yam/](https://directory.westernsydney.edu.au/search/name/Sharon%20Yam/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG7026_22-Q3_PC_E#subjects)

Parramatta External

Online

Subject Contact Sharon Yam ([https://directory.westernsydney.edu.au/search/name/Sharon Yam/](https://directory.westernsydney.edu.au/search/name/Sharon%20Yam/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG7026_22-Q3_PX_0#subjects)

MKTG 7027 Strategic Marketing for Hospitality and Tourism

Credit Points 10

Legacy Code 200840

Coordinator Karina Wardle ([https://directory.westernsydney.edu.au/search/name/Karina Wardle/](https://directory.westernsydney.edu.au/search/name/Karina%20Wardle/))

Description Services marketing capabilities are essential for a career in hospitality. Marketing identifies customer needs, targets market segments, and designs products and communications to serve those customers. This unit examines service marketing in the hospitality context with particular focus on the accommodation sector. It considers the roles played by salespeople in packaging and joint branding marketing strategy for hospitality and tourism.

School Business

Discipline Marketing

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the basic principles and concepts of sales, sales management and marketing;
2. Apply principles and concepts of sales, sales management and marketing to hospitality and hotel organisations;
3. Explain the process of marketing for hospitality and tourism;
4. Analyse the role of marketing in strategic planning for hospitality and tourism;
5. Organise the sales and marketing efforts within a hospitality organisation using sales force planning, evaluation, measurement and control.

Subject Content

1. The evolution of selling, sales management and its significance for the hospitality industry
2. The scope, purpose and role of marketing in hospitality: a strategic approach
3. Sales management skills; including planning and processes
4. Sales forecasting, budgeting, and sales force organisation and evaluation
5. Consumer markets and buyer behaviour in hospitality
6. Implication of customer relationships for marketing planning

Prescribed Texts

- Compiled readings

Teaching Periods

MKTG 7028 Strategic Property Market Analysis

Credit Points 10

Legacy Code 201009

Coordinator Za Manaf ([https://directory.westernsydney.edu.au/search/name/Za Manaf/](https://directory.westernsydney.edu.au/search/name/Za%20Manaf/))

Description Students will develop an understanding of the property industry and its role in the investment context, as well as the collection and analysis of property data. Markets, institutional property portfolios, the role of Government policy, and the controls that affect development, residential valuation and application of economic theory to property development will also be studied.

School Business

Discipline Real Estate

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate Business program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the role of property in the investment context;
2. Apply economic theory to land use and property development;
3. Critically evaluate the sources of property data and analyse the data;
4. Evaluate the role of Government and its effect on Property Decision Making;
5. Critically examine the various inherent, external and statutory controls on property development;
6. Apply industry reporting standards and ethics;

Subject Content

1. Property economics
2. The property profession
3. Supply and demand
4. Highest and best use and city growth pattern
5. Introduction to Land Law including native title
6. Government and property taxation
7. Concepts of value and valuation methods

8. Valuation instructions, valuation reports and ethics
9. Property data sources, collection and analysis
10. Advanced data analysis and big data
11. Property inspection and valuation of residential property

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Report	1,300 words	40	N	Individual
Report	2,300 words	60	N	Individual

Teaching Periods

Quarter 1

Parramatta City - Macquarie St

Evening

Subject Contact Za Manaf ([https://directory.westernsydney.edu.au/search/name/Za Manaf/](https://directory.westernsydney.edu.au/search/name/Za%20Manaf/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG7028_22-Q1_PC_E#subjects)

Parramatta External

Online

Subject Contact Za Manaf ([https://directory.westernsydney.edu.au/search/name/Za Manaf/](https://directory.westernsydney.edu.au/search/name/Za%20Manaf/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG7028_22-Q1_PX_O#subjects)

Quarter 3

Parramatta City - Macquarie St

Evening

Subject Contact Za Manaf ([https://directory.westernsydney.edu.au/search/name/Za Manaf/](https://directory.westernsydney.edu.au/search/name/Za%20Manaf/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG7028_22-Q3_PC_E#subjects)

Parramatta External

Online

Subject Contact Za Manaf ([https://directory.westernsydney.edu.au/search/name/Za Manaf/](https://directory.westernsydney.edu.au/search/name/Za%20Manaf/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG7028_22-Q3_PX_O#subjects)

MKTG 7029 Strategic Value Creation

Credit Points 10

Legacy Code 200734

Coordinator Nicole Stegemann ([https://directory.westernsydney.edu.au/search/name/Nicole Stegemann/](https://directory.westernsydney.edu.au/search/name/Nicole%20Stegemann/))

Description This unit focuses on a holistic approach to creating value through the brand building process and including integrated marketing communication strategies. The main objective of the unit is to address the value creation process and the central role that brands play as the mechanism for value creation and communication with interest groups

(consumers, employees and other stakeholders). This unit will also cover corporate communications and new media as means of value creation strategies.

School Business

Discipline Marketing

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYA 8737 - Promotion Management LGYA 4475 - Promotion and Advertising Overseas

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Appreciate the role of brand and product management in creating value for the organisation
2. Communicate the critical importance of brand equity and of developing a distinct brand identity
3. Apply innovative marketing communications to value creation.
4. Demonstrate how regulatory issues pertaining to consumer protection affect brand building and value creation

Subject Content

Introduction and Overview
 Objectives of Value Creation
 Building Brands
 Positioning Strategies
 Theoretical perspectives in value creation
 Brand and Message Strategies
 Integrated Brand Promotion Strategies
 New Media
 Corporate communication
 Co-creation of value in the communication channel
 Co-Branding and Communication Strategies
 Integrated Message Strategies

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Report	1500 words individual seminar paper	30	N	Not Known
Applied Project	2500 words group reports and 15minute presentation	30	N	Not Known

Portfolio	Prepare and conduct a seminar activity, weekly online posts 200 words as well as preparation of discussion questions for weeks 2 to 8	40	N	Not Known
-----------	---	----	---	-----------

Teaching Periods

MKTG 7030 Sustainable Property Development

Credit Points 10

Legacy Code 201013

Coordinator Za Manaf ([https://directory.westernsydney.edu.au/search/name/Za Manaf/](https://directory.westernsydney.edu.au/search/name/Za%20Manaf/))

Description The unit focusses on the importance of Planning and its role in relation to the property development process. This unit provides a wide ranging study of the objectives, functions, roles and methods of operation of the development process, the financial aspects of development, social considerations, taxation aspects and planning matters.

School Business

Discipline Real Estate

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects MKTG 7021 - Property Development LGYC 0023 - Property Development (V2)

Restrictions

Students must be enrolled in a postgraduate Business program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the roles and impacts of the key participants in the various stages of the property development process;
2. Analyse and evaluate the range of underlying factors which may directly affect the financial viability and risk exposure of development proposals, and how such factors arise;
3. Propose effective means to manage and control development risks of various kinds that may vary over time;
4. Evaluate the level of planning requirement compliance of a development proposal;
5. Evaluate the role society plays in providing proper control of development activity via the formulation of environmental and town planning codes/regulations;
6. Work productively in groups

Subject Content

1. Property development overview
2. Land Law

3. Town Planning and development approval
4. Development objectives and main components
5. Failed development. Definition and the importance of studying a failed development
6. Property development process
7. Risks in property development
8. Risk management strategies
9. Financing a development
10. Project feasibility ? hypothetical Development Method
11. Developing property sustainably including ethical and socially responsible development

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	1000 words	30	N	Individual
Report	2500 words	60	N	Group
Presentation	5 minutes per 10 person		N	Individual
Short Answer	500 words	S/U	N	Individual

Prescribed Texts

- Millington, AF 2000 Property development, Estates Gazette, Reed Business Information, London. [ISBN is 0 7282 0345 6]

Teaching Periods

Quarter 1

Parramatta City - Macquarie St

Evening

Subject Contact Za Manaf ([https://directory.westernsydney.edu.au/search/name/Za Manaf/](https://directory.westernsydney.edu.au/search/name/Za%20Manaf/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG7030_22-Q1_PC_E#subjects)

Parramatta External

Online

Subject Contact Za Manaf ([https://directory.westernsydney.edu.au/search/name/Za Manaf/](https://directory.westernsydney.edu.au/search/name/Za%20Manaf/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG7030_22-Q1_PX_O#subjects)

MKTG 7032 Valuation of Special Premises

Credit Points 10

Legacy Code 201017

Coordinator Za Manaf ([https://directory.westernsydney.edu.au/search/name/Za Manaf/](https://directory.westernsydney.edu.au/search/name/Za%20Manaf/))

Description The value of special premises constitutes an important segment of valuation practice in Australia. A number of special valuation considerations arise in valuation of this class of premises. However, the most compelling reason for studying the valuation of special premises is the fact that such properties provide an ideal

vehicle whereby valuation principles and methods of valuation can be practiced and critically evaluated by students.

School Business

Discipline Real Estate

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) MKTG 7028

Restrictions

Students must be enrolled in a postgraduate Business program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate the nature of specialised property types, their characteristics and relationships to productivity, profitability and management;
2. Examine the effect of contamination and environmental issues on special premises;
3. Apply appropriate valuation techniques and data analysis to the valuation of special premises;
4. Preparation of industry standard reports.

Subject Content

- valuation of special premises and associated Issues
- special premises accounting Issues, super profit and goodwill
- Hotels and motels
- tourist accommodations
- Marinas
- child care Centres
- Nursing homes and retirement villages
- service stations
- Overview of rural valuation
- Asset valuation and business valuation
- Plant and machinery valuation
- Contamination Issues in valuation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	1,000 words	40	N	Individual
Report	2,500 words	60	N	Individual

Teaching Periods

Quarter 4

Parramatta City - Macquarie St

Evening

Subject Contact Za Manaf ([https://directory.westernsydney.edu.au/search/name/Za Manaf/](https://directory.westernsydney.edu.au/search/name/Za%20Manaf/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG7032_22-Q4_PC_E#subjects)

Parramatta External

Online

Subject Contact Za Manaf ([https://directory.westernsydney.edu.au/search/name/Za Manaf/](https://directory.westernsydney.edu.au/search/name/Za%20Manaf/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG7032_22-Q4_PX_O#subjects)

MKTG 7033 Customer Experience

Credit Points 10

Legacy Code 201022

Coordinator Lynne Freeman ([https://directory.westernsydney.edu.au/search/name/Lynne Freeman/](https://directory.westernsydney.edu.au/search/name/Lynne%20Freeman/))

Description Customer experiences occur when there is interaction between a company and their customers for the duration of their relationship. It comprises the customer journey, the consumer-brand 'touchpoints' and the environment in which these experiences happen. Increasing digitisation of the organisation-customer interface has resulted in a shift of buyer expectations where it is easier to compare market offerings and where communication is no longer a one way interaction. This unit considers the complexity of the technology driven relationship where customers become co-creators of their own personalized experiences and how companies can be part of this.

School Business

Discipline Marketing

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects MKTG 7004 - Buyer Behaviour

Restrictions

Students must be enrolled in a postgraduate Business program or 3749 - Master of Science.

Assumed Knowledge

An understanding of marketing theory and relevant principles is assumed.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the complex interactions between a company, their partners and customers which influence the quality of all customer experiences and the customer journey
2. Apply the process of dividing people into social networks based upon criteria such as communication, demographics, product usage, digital use and psychographic attributes and behaviours
3. Formulate a virtual customer experience via the application of digital media and networks
4. Evaluate customer-centric metrics for better decision making
5. Reflect on the issues around maintaining customer privacy in the digital age

Subject Content

1. Investigating customer experience ecosystems
2. Social segmentation
3. The virtual customer experience

4. How human emotions drive positive customer experiences in real-time
5. Customer Insights
6. Managing customer privacy

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Case Study	2,500 words	45	N	Individual
Applied Project	3,500 word equivalency	30	N	Group
Quiz	90 minutes	25	N	Individual

Teaching Periods

Quarter 2

Parramatta City - Macquarie St

Evening

Subject Contact Lynne Freeman ([https://directory.westernsydney.edu.au/search/name/Lynne Freeman/](https://directory.westernsydney.edu.au/search/name/Lynne%20Freeman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG7033_22-Q2_PC_E#subjects)

MKTG 7034 Digital Marketing

Credit Points 10

Legacy Code 201026

Coordinator Michael Lwin ([https://directory.westernsydney.edu.au/search/name/Michael Lwin/](https://directory.westernsydney.edu.au/search/name/Michael%20Lwin/))

Description In the last decade or so, marketing has moved from traditional practice to the digital realm where technology now drives many decisions in marketing strategy. It is now even more important that all types of organisations are able to deliver the right message, to the right people, at the right time. Digital marketing is often closely linked to the internet as the primary channel of contact and where success is measured via mobile and social media marketing. This unit will teach students the principles of digital marketing so they understand the key frameworks of digital marketing technology and are able to apply marketing strategies to target tech savvy consumers.

School Business

Discipline Marketing

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects BUSM 7089 - Strategic Marketing for Managers

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

An understanding of marketing theory and relevant principles is assumed.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the digital marketing theoretical framework
2. Evaluate digital consumer behaviour within the context of marketing strategy
3. Apply discipline knowledge to create a digital marketing campaign
4. Demonstrate the ability to track and evaluate a campaign
5. Analyse digital transparency, data governance and policy

Subject Content

1. An overview of the digital marketing landscape
2. Consumer behaviour in a technology driven environment
3. Investigate digital platforms and marketing channels
4. Design a digital marketing strategy
5. Evaluate digital analytics and metrics to make business decisions
6. Digital transparency, data governance and policy

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	3,000 words equivalency	50	N	Individual
Report	2,000 words equivalency	30	N	Group
Applied Project	1,000 words equivalency	20	N	Individual

Teaching Periods

Quarter 2

Parramatta City - Macquarie St

Evening

Subject Contact Michael Lwin (<https://directory.westernsydney.edu.au/search/name/Michael Lwin/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG7034_22-Q2_PC_E#subjects)

UEH Quarter 2

Vietnam

Day

Subject Contact Michael Lwin (<https://directory.westernsydney.edu.au/search/name/Michael Lwin/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG7034_22-UQ2_UE_D#subjects)

Quarter 4

Parramatta City - Macquarie St

Evening

Subject Contact Michael Lwin (<https://directory.westernsydney.edu.au/search/name/Michael Lwin/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG7034_22-Q4_PC_E#subjects)

UEH Quarter 4

Vietnam

Day

Subject Contact Michael Lwin (<https://directory.westernsydney.edu.au/search/name/Michael Lwin/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG7034_22-UQ4_UE_D#subjects)

MKTG 7035 Frontiers of Branding

Credit Points 10

Legacy Code 201024

Coordinator Nicole Stegemann (<https://directory.westernsydney.edu.au/search/name/Nicole Stegemann/>)

Description Technology has dramatically changed the way brands interact in the marketplace. Marketers are increasingly faced with the challenge of meeting the needs of sophisticated consumers who have multiple brands to choose from in a very competitive environment. This makes innovative branding strategies the key differentiating variable. This unit helps students understand the concept of branding and the utilization of brand assets by learning to strategically create, develop, innovate, position and protect the brand in an ever-changing environment in order to establish a sustainable competitive advantage.

School Business

Discipline Marketing

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects BUSM 7049 - Integrated Brand Management

Restrictions

Students must be enrolled in a postgraduate Business program or 1888 Master of Education (Leadership and Management)

Assumed Knowledge

An understanding of marketing theory and relevant principles is assumed.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critique the role of innovative brand management strategies in directing and sustaining competitive advantage within the context of technological evolution
2. Effectively co-produce alternative branding strategies and their application
3. Analyse how brand communities impact brand decisions
4. Critically evaluate the role of digitization on brand management/building.
5. Develop and apply appropriate metrics to measure brand performance.

Subject Content

1. Building strategic brands
2. Different perspectives of alternative branding
3. Dynamics of brand communities
4. Brand digitization

5. Managing brand innovation
6. How radical re-branding strategies improve competitive advantage
7. Measuring brand performance

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied Project	2,000 word equivalency	40	N	Individual
Report	1,500 words	30	N	Individual
Proposal	2,500 words equivalency	30	N	Group

Teaching Periods

Quarter 1

Parramatta City - Macquarie St

Evening

Subject Contact Nicole Stegemann ([https://directory.westernsydney.edu.au/search/name/Nicole Stegemann/](https://directory.westernsydney.edu.au/search/name/Nicole%20Stegemann/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG7035_22-Q1_PC_E#subjects)

UEH Quarter 1

Vietnam

Day

Subject Contact Nicole Stegemann ([https://directory.westernsydney.edu.au/search/name/Nicole Stegemann/](https://directory.westernsydney.edu.au/search/name/Nicole%20Stegemann/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG7035_22-UQ1_UE_D#subjects)

UEH Quarter 3

Vietnam

Day

Subject Contact Nicole Stegemann ([https://directory.westernsydney.edu.au/search/name/Nicole Stegemann/](https://directory.westernsydney.edu.au/search/name/Nicole%20Stegemann/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG7035_22-UQ3_UE_D#subjects)

MKTG 7036 MarketingMe

Credit Points 10

Legacy Code 201021

Coordinator Daniela Spanjaard ([https://directory.westernsydney.edu.au/search/name/Daniela Spanjaard/](https://directory.westernsydney.edu.au/search/name/Daniela%20Spanjaard/))

Description This unit provides a unique opportunity for students to personalise their postgraduate degree and have a meaningful readily-built portfolio for future employers. It comprises a range of short learning modules designed to provide students with a selection of employment related skills such as career preparation, personal brand building, industry certification and how to use the latest technology pertinent to their field of study. Students will follow certain paths in order to travel through 150 hours of educational participation time, including a range of modules and their final portfolio. Students can pick

and choose the relevant modules at any time during their course, thus allowing flexibility to manage their choices as they progress through the degree. Please note that students in the Master of Marketing, will automatically be given access to vUWS to complete their learning modules, without the need to formally enrol in this unit. However, in order to successfully complete this unit, students should enrol in it when in their final session of study. You will be required to gain approval from your Director of Academic Program to enrol in this unit by submitting an online eForm.

School Business

Discipline Marketing

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) Students must be in the program 2817 - Master of Marketing and have completed 40 credit points of study before enrolling in this subject

Permission required to enrol in this subject in the last session of study

Restrictions

Students must be enrolled in 2817 Master of Marketing.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and critically analyse professional development needs related to employment and the future of work
2. Create a portfolio of learning achievements to showcase employability strengths

Subject Content

- external learning modules in business or other related fields
- industry learning modules that will be co-delivered with WSU
- WSU learning elements that are designed to add breadth and depth to students' knowledge and skill sets for future Employability
- industry certification relevant to The student's field of Study

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	3,000 words equivalency	S/U	N	Individual

Teaching Periods

Quarter 1

Online

Online

Subject Contact Daniela Spanjaard ([https://directory.westernsydney.edu.au/search/name/Daniela Spanjaard/](https://directory.westernsydney.edu.au/search/name/Daniela%20Spanjaard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG7036_22-Q1_ON_O#subjects)

Quarter 2

Online

Online

Subject Contact Daniela Spanjaard ([https://directory.westernsydney.edu.au/search/name/Daniela Spanjaard/](https://directory.westernsydney.edu.au/search/name/Daniela%20Spanjaard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG7036_22-Q2_ON_O#subjects)

Quarter 3

Online

Online

Subject Contact Daniela Spanjaard ([https://directory.westernsydney.edu.au/search/name/Daniela Spanjaard/](https://directory.westernsydney.edu.au/search/name/Daniela%20Spanjaard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG7036_22-Q3_ON_O#subjects)

Quarter 4

Online

Online

Subject Contact Daniela Spanjaard ([https://directory.westernsydney.edu.au/search/name/Daniela Spanjaard/](https://directory.westernsydney.edu.au/search/name/Daniela%20Spanjaard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG7036_22-Q4_ON_O#subjects)

MKTG 7037 Multichannel Marketing

Credit Points 10

Legacy Code 201023

Coordinator Farid Ahmed ([https://directory.westernsydney.edu.au/search/name/Farid Ahmed/](https://directory.westernsydney.edu.au/search/name/Farid%20Ahmed/))

Description Today's customers have far greater control over the buying process than previously, be that in business or consumer markets. Multichannel marketing is about providing your customers with every opportunity to engage with your business across a variety of offline and online platforms. This unit looks at how the messages and media deployed by an organisation create and sustain demand as a means to build network relationships. As customer expectations rise and the influences of technology becomes more prevalent, students will learn about the importance of personalized campaigns that will resonate with each customer account.

School Business

Discipline Marketing

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects BUSM 7009 - Business Marketing

Restrictions

Students must be enrolled in a postgraduate Business program.

Assumed Knowledge

Students should have a solid understanding of the foundations of marketing theory and practice.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Develop business marketing strategies that align with global opportunities and challenges
2. Apply innovative and personalized communication strategies for omni-channel business models
3. Investigate customer-business marketing relationships within the context of marketing channels, networks and supply chains
4. Analyse how organizations create and sustain product or service demand to optimize network relationships.

Subject Content

1. Develop messages through different media to communicate with the market to create and sustain demand
2. Concentrate sales and marketing resources on a clearly defined set of target accounts within a market
3. Build network relationships through the personalized integration
4. Deploy deliberate personalized campaigns
5. Manage marketing technology to meet customers through the various channels and devices
6. Optimize value for business marketing channels and supply chains.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Portfolio	2,000 word equivalent	50	N	Individual
Presentation	15 minutes	30	N	Group
Case Study	1,500 word equivalent	20	N	Individual

Teaching Periods

Quarter 4

Parramatta City - Macquarie St

Evening

Subject Contact Farid Ahmed ([https://directory.westernsydney.edu.au/search/name/Farid Ahmed/](https://directory.westernsydney.edu.au/search/name/Farid%20Ahmed/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG7037_22-Q4_PC_E#subjects)

MKTG 7038 Social Marketing

Credit Points 10

Legacy Code 201025

Coordinator Sarah Duffy ([https://directory.westernsydney.edu.au/search/name/Sarah Duffy/](https://directory.westernsydney.edu.au/search/name/Sarah%20Duffy/))

Description Social Marketing is the application of marketing concepts to the achievement of social ends. Usually this will involve changing attitudes and behaviours in a way that benefits both individuals and communities. This unit builds students' knowledge of how social marketing theory can be used to facilitate behaviour change and improve social outcomes within communities. It will include how to design, manage and evaluate social and behaviour change programs.

School Business

Discipline Marketing

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate Business program.

Assumed Knowledge

An understanding of marketing theory and relevant principles is assumed.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate social marketing problems based on social marketing theory to suggest ways of changing attitudes or behaviours
2. Investigate the stakeholders involved in social marketing issues and their role as target markets in social marketing campaigns
3. Assess the role of marketing activities in achieving change for individuals and communities
4. Evaluate the economic, social, and environmental consequences of a social marketing strategy and develop recommendations

Subject Content

1. Social marketing strategy
2. Stakeholder analysis and target markets
3. Behaviour and attitude change theory
4. Analysis of social marketing campaigns
5. The ethical implications of social marketing campaigns for community and individuals

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	2,000 words	35	N	Individual
Report	2,500 words or equivalent	30	N	Group
Case Study	2,000 words	35	N	Individual

Teaching Periods

Quarter 4

Parramatta City - Macquarie St

Evening

Subject Contact Sarah Duffy ([https://directory.westernsydney.edu.au/search/name/Sarah Duffy/](https://directory.westernsydney.edu.au/search/name/Sarah%20Duffy/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG7038_22-Q4_PC_E#subjects)

MKTG 9001 Higher Degree Research Thesis - Marketing and International Business

Credit Points 20

Legacy Code 800045

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Business

Discipline Marketing

Student Contribution Band HECS Band 4 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG9001_22-RQ1_CA_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG9001_22-RQ1_PC_D#subjects)

Research Quarter 2

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG9001_22-RQ2_CA_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG9001_22-RQ2_PC_D#subjects)

Research Quarter 3

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG9001_22-RQ3_CA_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG9001_22-RQ3_PC_D#subjects)

Research Quarter 4

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG9001_22-RQ4_CA_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=MKTG9001_22-RQ4_PC_D#subjects)

NATS 0001 Academic Skills for Health Science (WSTC Prep)

Credit Points 10

Legacy Code 700225

Coordinator Charlise Bennett ([https://directory.westernsydney.edu.au/search/name/Charlise Bennett/](https://directory.westernsydney.edu.au/search/name/Charlise%20Bennett/))

Description This unit is designed to assist students to become successful independent learners. It introduces students to a range of theories and concepts to facilitate the development of practical skills and personal attitudes necessary for success in tertiary study. Emphasis is placed on developing the key competencies such as time management, critical thinking, researching, learning how to learn and referencing.

School Western Sydney The College

Discipline Natural and Physical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects NATS 0002 - Academic Skills for Health Science (WSTC)

Restrictions Students must be enrolled at Western Sydney University, The College.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Understand and develop time management skills.
2. Develop appropriate online communication skills for tertiary studies and beyond.
3. Communicate effectively through the development of critical reading and writing skills in context.
4. Locate and use information technology systems and educational technologies to support learning and assessment.

5. Apply critical thinking, and use problem solving skills and research skills, to make informed decisions.
6. Assess their own learning styles and the contribution to elearning how to learn.

Subject Content

1. Learning styles and cue awareness
2. Referencing
3. Goals, time management and procrastination
4. Successful learning and critical thinking
5. Note taking, summarising and paraphrasing
6. Sources of information and researching
7. Strengths and weaknesses in what we read
1. Learning styles and cue awareness
2. Referencing
3. Goals, time management and procrastination
4. Successful learning and critical thinking
5. Note taking, summarising and paraphrasing
6. Sources of information and researching
7. Strengths and weaknesses in what we read

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Applied Project	A)1x 150 words (10%) B)1x quiz (10%) C)1x 200 words (10%) D)1x 200 words (10%) E)1x quiz (10%)	50	N	Individual
Critical Review	1,000 words	25	N	Individual
Presentation	5 minutes	25	N	Individual

Teaching Periods

Term 1

Nirimba Education Precinct

Day

Subject Contact Charlise Bennett ([https://directory.westernsydney.edu.au/search/name/Charlise Bennett/](https://directory.westernsydney.edu.au/search/name/Charlise%20Bennett/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS0001_22-T1_BL_D#subjects)

Term 3

Nirimba Education Precinct

Day

Subject Contact Charlise Bennett ([https://directory.westernsydney.edu.au/search/name/Charlise Bennett/](https://directory.westernsydney.edu.au/search/name/Charlise%20Bennett/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS0001_22-T3_BL_D#subjects)

NATS 0002 Academic Skills for Health Science (WSTC)

Credit Points 10

Legacy Code 900099

Coordinator Charlise Bennett ([https://directory.westernsydney.edu.au/search/name/Charlise Bennett/](https://directory.westernsydney.edu.au/search/name/Charlise%20Bennett/))

Description This unit is designed to assist students to become successful independent learners. It introduces students to a range of theories and concepts to facilitate the development of practical skills and personal attitudes necessary for success in tertiary study. Emphasis is placed on developing the key competencies such as time management, critical thinking, researching, learning how to learn and referencing.

School Western Sydney The College

Discipline Natural and Physical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp



Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects NATS 0001 - Academic Skills for Health Science (UWSCFS)

Restrictions Students must be enrolled at The College in a Foundation Studies program

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Understand and develop time management skills
2. Develop appropriate online communication skills for tertiary studies and beyond
3. Communicate effectively through the development of critical reading and writing skills in context.
4. Locate and use information technology systems and educational technologies to support learning and assessment.
5. Apply critical thinking, and use problem solving skills and research skills, to make informed decisions.
6. Assess own learning styles and the contribution to elearning how to learn .

Subject Content

1. Learning styles and cue awareness
2. Referencing
3. Goals, time management and procrastination
4. Successful learning and critical thinking
5. Note taking, summarising and paraphrasing
6. Sources of information and researching
7. Strengths and weaknesses in what we read
1. Learning styles and cue awareness
2. Referencing
3. Goals, time management and procrastination
4. Successful learning and critical thinking
5. Note taking, summarising and paraphrasing
6. Sources of information and researching
7. Strengths and weaknesses in what we read

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Applied Project	A) 1x 150 words (10%) B) 1x quiz (10%) C) 21x 200 words (10%) D) 1x 200 words (10%) E) 1x quiz (10%)	50	N	Individual
Critical Review	1000 words	25	N	Individual
Presentation	5 mins	25	N	Individual

Teaching Periods

Term 1

Nirimba Education Precinct

Day

Subject Contact Charlise Bennett ([https://directory.westernsydney.edu.au/search/name/Charlise Bennett/](https://directory.westernsydney.edu.au/search/name/Charlise%20Bennett/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS0002_22-T1_BL_D#subjects)

Term 3

Nirimba Education Precinct

Day

Subject Contact Charlise Bennett ([https://directory.westernsydney.edu.au/search/name/Charlise Bennett/](https://directory.westernsydney.edu.au/search/name/Charlise%20Bennett/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS0002_22-T3_BL_D#subjects)

NATS 0003 Academic Skills for Science (WSTC Prep)

Credit Points 10

Legacy Code 700230

Coordinator Phillip Newman ([https://directory.westernsydney.edu.au/search/name/Phillip Newman/](https://directory.westernsydney.edu.au/search/name/Phillip%20Newman/))

Description This unit is designed to assist students to become successful independent reflective learners. It introduces students to a range of theories and concepts to facilitate the development of practical skills and personal attitudes necessary for success in tertiary study. Emphasis is placed on developing the key competencies of scientific enquiry - collecting, analysing, organising and communicating information as well as solving problems, particularly when related to using mathematical ideas and techniques.

School Western Sydney The College

Discipline Natural and Physical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 0 Preparatory subject

Restrictions Students must be enrolled at Western Sydney University, The College.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Use both independent and collaborative learning strategies to advance the knowledge of the individual and that of their peers.
2. Communicate effectively through the development of critical reading, listening, speaking and writing skills in context.
3. Locate and use information technology systems and educational technologies to support learning and assessment.
4. Apply critical thinking, and use problem solving skills and research skills, to make informed decisions.
5. Apply the process of reflection to learning experiences, in order to assess their own learning styles and ◆elearn how to learn◆f.
6. Describe criteria for successful posters and oral presentations and write and evaluate a scientific report.

Subject Content

Topic 1: Introduction to tertiary study

Topic 2: Blended learning

Topic 3: Advanced tertiary skills

Topic 4: Information skills

Topic 5: Research methods for science and engineering:

- Introduction to scientific methods
- Scientific report writing
- Data handling
- Critical reading
- Research and referencing (journal articles)
- Project report

Topic 1: Introduction to tertiary study

Topic 2: Blended learning

Topic 3: Advanced tertiary skills

Topic 4: Information skills

Topic 5: Research methods for science and engineering:

- Introduction to scientific methods
- Scientific report writing
- Data handling
- Critical reading
- Research and referencing (journal articles)
- Project report

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	5 minutes	10	N	Individual
Reflection	200 words each	30	N	Individual
Report	1,000-1,200 words	60	N	Individual

Teaching Periods

Term 1

Nirimba Education Precinct

Day

Subject Contact Phillip Newman ([https://directory.westernsydney.edu.au/search/name/Phillip Newman/](https://directory.westernsydney.edu.au/search/name/Phillip%20Newman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS0003_22-T1_BL_D#subjects)

Term 3

Nirimba Education Precinct

Day

Subject Contact Phillip Newman ([https://directory.westernsydney.edu.au/search/name/Phillip Newman/](https://directory.westernsydney.edu.au/search/name/Phillip%20Newman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS0003_22-T3_BL_D#subjects)

NATS 0004 Academic Skills for Science (WSTC)

Credit Points 10

Legacy Code 900101

Coordinator Phillip Newman ([https://directory.westernsydney.edu.au/search/name/Phillip Newman/](https://directory.westernsydney.edu.au/search/name/Phillip%20Newman/))

Description This unit is designed to assist students to become successful independent reflective learners. It introduces students to a range of theories and concepts to facilitate the development of practical skills and personal attitudes necessary for success in tertiary study. Emphasis is placed on developing the key competencies of scientific enquiry - collecting, analysing, organising and communicating information as well as solving problems, particularly when related to using mathematical ideas and techniques.

School Western Sydney The College

Discipline Natural and Physical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects NATS 0003 - Academic Skills for Science (UWSCFS)

Restrictions Students must be enrolled in a Foundation Studies program at The College.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Use both independent and collaborative learning strategies to advance the knowledge of the individual and that of their peers
2. Communicate effectively through the development of critical reading, listening, speaking and writing skills in context
3. Locate and use information technology systems and educational technologies to support learning and assessment
4. Apply critical thinking, and use problem solving skills and research skills, to make informed decisions
5. Apply the process of reflection to learning experiences, in order to assess their own learning styles and ◆elearn how to learn◆f.

6. Describe criteria for successful posters and oral presentations and write and evaluate a scientific report.

chemistry and biology are represented within the unit and presented in context within an integrated framework.

School Western Sydney The College

Discipline Natural and Physical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 0 Preparatory subject

Restrictions Students must be enrolled in a Western Sydney University The College Foundation Studies program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Recognise, recall and display an understanding of specific scientific facts, terminology, principles, concepts and practical techniques;
2. Display an understanding of the benefits and drawbacks of applications of science;
3. Represent scientific information appropriately as diagrams, graphs, tables, reports and equations;
4. Describe, explain and interpret phenomena and ideas in terms of scientific principles;
5. Carry out relevant calculations;
6. Interpret data to draw conclusions which are consistent with the evidence, recognising patterns and relationships where they exist.

Subject Content

1. The Nature of Science
Observations; Physical Quantities and Units; International System of Units and Measurement; Graphs.
2. Force and Motion
Motion Graphs; Accelerated Motion; Free Fall Motion; Forces; Weight; Friction; Newton's Laws.
3. Elements, Compounds and Mixtures
Understanding of Chemistry; Pure and impure substances - properties; Examples of elements, mixtures and compounds; Particles in solids, liquids and gases.
4. Atomic Structure and the Periodic Table
Current atomic theory; Subatomic particles and arrangement; Atomic structure and position on periodic table; Metals and non-metals.
5. The Chemical Reaction
Physical and chemical changes - evidence; Ionic and covalent bonds; Common reactions - word equations - formula equations (balanced only); Common compounds and properties.
6. Cell Theory
Characteristics and requirements of living things; Cell Theory.
7. Body Systems
Major organ systems - organs and functions; Diseases - causes and cures.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Physics assignment-short answer	300 words	20	N	Individual

Subject Content

Topic 1: Introduction to tertiary study

Topic 2: Blended learning

Topic 3: Advanced tertiary skills

Topic 4: Information skills

Topic 5: Research methods for science and engineering:

- Introduction to scientific methods
- Scientific report writing
- Data handling
- Critical reading
- Research and referencing (journal articles)
- Project report

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	5 mins	10	N	Individual
Reflection x 3	200 words each	30	N	Individual
Report Part A:	1000-1200 words	60	N	Individual
Background research related to assigned data : Draft hypothesis, aim – 10%				
Part B: Data analysis and proposed methodology – 10%				
Part C – Final report – 40%				

Teaching Periods

NATS 0005 Foundations of Science (WSTC)

Credit Points 10

Legacy Code 900053

Coordinator Phillip Newman ([https://directory.westernsydney.edu.au/search/name/Phillip Newman/](https://directory.westernsydney.edu.au/search/name/Phillip%20Newman/))

Description This unit aims to provide students with sufficient knowledge of scientific facts and theories to provide the basis for further studies in science, engineering and technology. Emphasis is placed on developing the key competencies of scientific inquiry - collecting, analysing, organising and communicating information as well as solving problems, particularly when related to using mathematical ideas and techniques. Major areas of science - physics,

Chemistry Short Answer	1 hour	20	N	Individual
Biology Short Answer	1 hour	20	N	Individual
End-of-session Exam	2 hours and 20 minutes	40	N	Individual

Teaching Periods

NATS 0006 Fundamentals of Health Science (WSTC Prep)

Credit Points 10

Legacy Code 700190

Coordinator Ryan Sidoti ([https://directory.westernsydney.edu.au/search/name/Ryan Sidoti/](https://directory.westernsydney.edu.au/search/name/Ryan%20Sidoti/))

Description The depth of knowledge and practical skills required by health professionals in the 21st century is very different to that which was required in the past. Medical treatment of illness and disease has become increasingly technical and health professionals are expected to work in partnership in determining patient care. In order to achieve this, today's health professional must have a basic understanding of the fundamental scientific principles behind health and disease. Increasingly, modern health science is concerned with maintaining health as a way of preventing disease and this is achieved through a holistic approach to the human condition. This unit is an introduction to the basic concepts in human body systems, health and disease, that is required in order to commence any tertiary health science course.

School Western Sydney The College

Discipline Natural and Physical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects NATS 0016 - Science for Health Professionals (UWSC) NATS 0018 - Science for Health Science (UWSCFS)

Incompatible Subjects BIOS 1023 - Introduction to Human Biology (WSTC) BIOS 1022 - Introduction to Human Biology

Restrictions Students must be enrolled at Western Sydney University, The College.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Use and interpret a wide range of biological and scientific terms describing the structure, function and location of human body systems.
2. Use and interpret information about the interdependence of human body systems and their components.
3. Interpret and implement information related to health and safety.
4. Describe factors that contribute to healthy functioning of the body.
5. Critically evaluate health-related information and evidence.

Subject Content

Topic 1:Cell structure and function

1.Prokaryotic and eukaryotic cells

2.Eukaryotic cell organelles? structure and function

Topic 2:Introduction to Body Systems

1.Overview of human body systems

2.Cardiovascular and respiratory systems

3.Musculo-skeletal system

4.Endocrine system

5.Digestive system

6.Integumentary system

7.Lymphatic system

8.Nervous system, including sensory systems (eye and ear)

9.Special senses (vision, hearing, smell, taste, equilibrium)

10.Immune system

11.Reproductive system

Topic 3:Reproduction and Genetics

1.Cell division

2.Introduction to DNA, genes and proteins

3.Simple genetics in health and disease

Topic 4:Homeostasis?Interdependence of body systems

1.Maintaining body temperature

2.Maintaining fluid and electrolyte balance

3.Maintaining blood pressure

Topic 5:Health and Disease

1.Nutrition

2.Physical and mental activity

3.Infectious disease and protection from infection

4.Vaccination and immunisation

Topic 1:Cell structure and function

1.Prokaryotic and eukaryotic cells

2.Eukaryotic cell organelles? structure and function

Topic 2:Introduction to Body Systems

1.Overview of human body systems

2.Cardiovascular and respiratory systems

3.Musculo-skeletal system

4.Endocrine system

5.Digestive system

6.Integumentary system

7.Lymphatic system

8.Nervous system, including sensory systems (eye and ear)

9.Special senses (vision, hearing, smell, taste, equilibrium)

10.Immune system

11.Reproductive system

Topic 3:Reproduction and Genetics

1.Cell division

2.Introduction to DNA, genes and proteins

3.Simple genetics in health and disease

Topic 4:Homeostasis?Interdependence of body systems

1.Maintaining body temperature

2.Maintaining fluid and electrolyte balance

3.Maintaining blood pressure

Topic 5:Health and Disease

1.Nutrition

2.Physical and mental activity

3.Infectious disease and protection from infection

4.Vaccination and immunisation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz		40	N	
Log/Workbook		30	N	

End-of-session Exam 30 N

Teaching Periods

Term 1

Nirimba Education Precinct

Day

Subject Contact Ryan Sidoti ([https://directory.westernsydney.edu.au/search/name/Ryan Sidoti/](https://directory.westernsydney.edu.au/search/name/Ryan%20Sidoti/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS0006_22-T1_BL_D#subjects)

Term 2

Nirimba Education Precinct

Day

Subject Contact Ryan Sidoti ([https://directory.westernsydney.edu.au/search/name/Ryan Sidoti/](https://directory.westernsydney.edu.au/search/name/Ryan%20Sidoti/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS0006_22-T2_BL_D#subjects)

NATS 0007 Fundamentals of Science (WSTC Prep)

Credit Points 10

Legacy Code 700231

Coordinator Phillip Newman ([https://directory.westernsydney.edu.au/search/name/Phillip Newman/](https://directory.westernsydney.edu.au/search/name/Phillip%20Newman/))

Description In its broadest sense, science is an evolving body of skills, theories and knowledge about the nature of the world, based on observation, measurement and experiment. In order to begin participating in tertiary science studies, students require a fundamental toolkit of scientific literacy that includes key concepts, language, and skills. This unit provides an overview of, and grounding in, fundamental scientific concepts including the nature of matter and energy, and the flow of energy and cycling of matter through key processes in the biosphere. Integrating these concepts within a framework of a contemporary issue, climate change, enables students to build skills in applying scientific concepts, methods and problem-solving techniques, as well as furthering an understanding of interrelationships between science and other aspects of society. The unit imparts a basic body of essential scientific knowledge, as well as facilitating skills in collecting and analysing information and writing coherent explanations within a scientific framework.

School Western Sydney The College

Discipline Natural and Physical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects NATS 0008 - Fundamentals of Science (WSTC)

Restrictions Students must be enrolled at Western Sydney University, The College.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Solve real life problems involving mathematical concepts and construct appropriate graphs, charts and tables and interpret them.
2. Extract information from written text, graphs and tables and critically evaluate this information and evidence.
3. Describe the structure of the atom and relate this to the formation of molecules and ions.
4. Identify chemical compounds which make up organisms and classify organic molecules according to the arrangement of the chemical bonds.
5. Describe energy changes in chemical reactions and identify and explain chemical reactions important in the environment.
6. Explain the role of living systems in the cycling of matter and flow of energy.
7. Apply the principles of the Scientific Method to solving problems in science and assesses conclusions in relation to evidence and sources.

Subject Content

Topic 1: Basic Mathematical Operations and Data Handling

- Basic mathematical operations with whole numbers, decimals and fractions
- Ratio, rates and percentages
- Graphing and Data handling
- Basic Statistics

Topic 2: Simple and Complex Substances

- Atomic structure and the periodic table
- Molecules and Ions
- Solutions

Topic 3: Biologically Important Molecules

- Organic molecules and functional groups
- Carbohydrates, lipids, nucleic acids and proteins
- Acids, Bases, Salts and Buffers

Topic 4: Chemical Reactions and Energy

- Types of reactions- acid/base, redox, combustion
- Energy changes and stability
- Enthalpy, bond energy and Hesss Law

Topic 5: Biochemical Reactions and Energy

- Living systems as open systems: flow of energy and cycling of matter in the biosphere
- Uphill or downhill? Energy-consuming and energy-producing reactions
- ATP as the link between energy-consuming and energy-producing reactions
- Two great global cycles: photosynthesis and cellular respiration

Topic 6: Applying Concepts: Global Climate Change

- Regulation of average global temperature by greenhouse gases
- Planetary homeostasis: the role of living systems in global temperature regulation
- Carbon and hydrological cycle
- Evidence for and impacts of human-induced global warming
- Reconstructing the past: The Permian extinction event

Topic 1: Basic Mathematical Operations and Data Handling

- Basic mathematical operations with whole numbers, decimals and fractions
- Ratio, rates and percentages
- Graphing and Data handling
- Basic Statistics

Topic 2: Simple and Complex Substances

- Atomic structure and the periodic table
- Molecules and Ions
- Solutions

Topic 3: Biologically Important Molecules

- Organic molecules and functional groups
- Carbohydrates, lipids, nucleic acids and proteins
- Acids, Bases, Salts and Buffers

Topic 4: Chemical Reactions and Energy

- Types of reactions- acid/base, redox, combustion
- Energy changes and stability
- Enthalpy, bond energy and Hess's Law
- Topic 5: Biochemical Reactions and Energy
- Living systems as open systems: flow of energy and cycling of matter in the biosphere
- Uphill or downhill? Energy-consuming and energy-producing reactions
- ATP as the link between energy-consuming and energy-producing reactions
- Two great global cycles: photosynthesis and cellular respiration
- Topic 6: Applying Concepts: Global Climate Change
-

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short Answer	1 hour	10	N	Individual
Short Answer	1 hour and 30 minutes	20	N	Individual
Portfolio	1,500 words	40	N	Individual
End-of-session Exam	2 hours and 20 minutes	30	N	Individual

Prescribed Texts

- The College Fundamentals of Science Student Workbook
- The College Fundamentals of Science Laboratory Manual

Teaching Periods

Term 1

Nirimba Education Precinct

Day

Subject Contact Phillip Newman ([https://directory.westernsydney.edu.au/search/name/Phillip Newman/](https://directory.westernsydney.edu.au/search/name/Phillip%20Newman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS0007_22-T1_BL_D#subjects)

Term 3

Nirimba Education Precinct

Day

Subject Contact Phillip Newman ([https://directory.westernsydney.edu.au/search/name/Phillip Newman/](https://directory.westernsydney.edu.au/search/name/Phillip%20Newman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS0007_22-T3_BL_D#subjects)

NATS 0008 Fundamentals of Science (WSTC)

Credit Points 10

Legacy Code 900105

Coordinator Phillip Newman ([https://directory.westernsydney.edu.au/search/name/Phillip Newman/](https://directory.westernsydney.edu.au/search/name/Phillip%20Newman/))

Description In its broadest sense, science is an evolving body of skills, theories and knowledge about the nature of the world, based on observation, measurement and experiment. In order to begin participating in tertiary science studies, students require a fundamental toolkit of scientific literacy that includes key concepts, language, and skills. This unit provides an overview of, and grounding in, fundamental scientific concepts including the nature of matter and energy, and the flow of energy and cycling of matter through key processes in the biosphere. Integrating these concepts within a framework of a contemporary issue, climate change, enables students to build skills in applying scientific concepts, methods and problem-solving techniques, as well as furthering an understanding of interrelationships between science and other aspects of society. The unit imparts a basic body of essential scientific knowledge, as well as facilitating skills in collecting and analysing information and writing coherent explanations within a scientific framework.

School Western Sydney The College

Discipline Natural and Physical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects NATS 0007 - Fundamentals of Science (UWSCFS)

Restrictions Students must be enrolled at The College in a Foundation Studies program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Solve real life problems involving mathematical concepts and construct appropriate graphs, charts and tables and interpret them.
2. Extract information from written text, graphs and tables and critically evaluate this information and evidence.
3. Describe the structure of the atom and relate this to the formation of molecules and ions.
4. Identify chemical compounds which make up organisms and classify organic molecules according to the arrangement of the chemical bonds
5. Describe energy changes in chemical reactions and identify and explain chemical reactions important in the environment.
6. Explain the role of living systems in the cycling of matter and flow of energy
7. Apply the principles of the Scientific Method to solving problems in science and assesses conclusions in relation to evidence and sources.
8. Describe energy changes in chemical reactions and identify and explain chemical reactions important in the environment.

Subject Content

Topic 1 Basic Mathematical Operations and Data Handling
Basic mathematical operations with whole numbers, decimals and fractions

Ratio, rates and percentages

Graphing and Data handling

Basic Statistics

Topic 2 Simple and Complex Substances

Atomic structure and the periodic table

Molecules and Ions

Solutions

Topic 3 Biologically Important Molecules

Organic molecules and functional groups

Carbohydrates, lipids, nucleic acids and proteins

Acids, Bases, Salts and Buffers

Topic 4 Chemical Reactions and Energy
Types of reactions- acid/base, redox, combustion
Energy changes and stability
Enthalpy, bond energy and Hess's Law
Topic 5 Biochemical Reactions and Energy
Living systems as open systems: flow of energy and cycling of matter in the biosphere
Uphill or downhill? Energy-consuming and energy-producing reactions
ATP as the link between energy-consuming and energy-producing reactions
Two great global cycles: photosynthesis and cellular respiration
Topic 6 Applying Concepts: Global

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Intra-session exam	1 hr	10	N	Individual
Short Answer	1.5 hrs	20	N	Individual
Portfolio	1500 words (completed in class)	40	N	Individual
End of Session Exam	2 hrs and 20 mins	30	N	Individual

Prescribed Texts

- The College Fundamentals of Science Student Workbook
- The College Fundamentals of Science Laboratory Manual

Teaching Periods

NATS 0009 Health Communication (WSTC)

Credit Points 10

Legacy Code 900081

Coordinator Ryan Sidoti ([https://directory.westernsydney.edu.au/search/name/Ryan Sidoti/](https://directory.westernsydney.edu.au/search/name/Ryan%20Sidoti/))

Description Health Care Professionals work in an environment where a high level of communication with others is of paramount importance. Oral, written and interpersonal communication skills form the cornerstone of good professional practice. This unit is designed to help students develop self-awareness, increase their confidence and skills in communicating with others in preparation for the practicum experiences during their undergraduate studies.

School Western Sydney The College

Discipline Natural and Physical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects LGYB 1382 - Nursing Communication (UWSC)

Restrictions This subject is only available to College students enrolled in Foundation Studies programs.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Identify verbal and non-verbal cues and how they relate to health.
- Employ different types of questioning, speaking and listening skills and demonstrate an awareness of their benefits and limitations.
- Reflect on own communication strengths and areas for improvement and how these impact on subjective and objective communication.
- Examine the impact of cultural and situational context on communication when working with people from diverse backgrounds.
- Provide evidence of written and verbal communication skills used in a range of contexts including data entry, charts, journals, reports and publicity (this includes the appropriate use of medical terminology).
- Demonstrate effective interpersonal skills used in team work and holistic practice.
- Demonstrate the ability to work legally and ethically within healthcare.

Subject Content

Understanding communication and its application in health and nursing: verbal, non-verbal and textual

Introduction to cultural and situational sensitivity, safety and competences.

Working ethically, legally, collaboratively and effectively in health care
The importance of reflection and self-awareness and its influence on communication, learning and the relationship to professional life
The practice of health & nursing: examining contexts for professional practice & implications for communication such as effective listening & professional documentation

Understanding communication and its application in health and nursing: verbal, non-verbal and textual

Introduction to cultural and situational sensitivity, safety and competences.

Working ethically, legally, collaboratively and effectively in health care
The importance of reflection and self-awareness and its influence on communication, learning and the relationship to professional life
The practice of health & nursing: examining contexts for professional practice & implications for communication such as effective listening & professional documentation

Understanding communication and its application in health and nursing: verbal, non-verbal and textual

Introduction to cultural and situational sensitivity, safety and competences.

Working ethically, legally, collaboratively and effectively in health care
The importance of reflection and self-awareness and its influence on communication, learning and the relationship to professional life
The practice of health & nursing: examining contexts for professional practice & implications for communication such as effective listening & professional documentation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	700 words	20%	N	Individual
Presentation	In-class - 10 mins	20%	N	Group
Professional Task	In-class - 75 mins	35%	N	Individual
Simulation	In-class - 30 mins	25%	N	Individual

Teaching Periods

Term 1

Nirimba Education Precinct

Day

Subject Contact Ryan Sidoti ([https://directory.westernsydney.edu.au/search/name/Ryan Sidoti/](https://directory.westernsydney.edu.au/search/name/Ryan%20Sidoti/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS0009_22-T1_BL_D#subjects)

Term 2

Nirimba Education Precinct

Day

Subject Contact Ryan Sidoti ([https://directory.westernsydney.edu.au/search/name/Ryan Sidoti/](https://directory.westernsydney.edu.au/search/name/Ryan%20Sidoti/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS0009_22-T2_BL_D#subjects)

Term 3

Nirimba Education Precinct

Day

Subject Contact Ryan Sidoti ([https://directory.westernsydney.edu.au/search/name/Ryan Sidoti/](https://directory.westernsydney.edu.au/search/name/Ryan%20Sidoti/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS0009_22-T3_BL_D#subjects)

NATS 0010 Interpreting Data In Science (WSTC Prep)

Credit Points 10

Legacy Code 700287

Coordinator Phillip Newman ([https://directory.westernsydney.edu.au/search/name/Phillip Newman/](https://directory.westernsydney.edu.au/search/name/Phillip%20Newman/))

Description Science is a way of knowing about the world. It is a process of discovery whose product, an evolving body of scientific knowledge and technology, is a significant determinant of modern Western societies. Engaging with the content, process, and social functions of science requires foundational scientific literacy, including the ability to access multiple textual forms, to construct meaning, and to critically evaluate new information in a scientific framework. In this unit students will develop skills in scientific literacy through undertaking case studies of contemporary relevance. Emphasis is placed on key competencies in scientific academic writing - collecting, analysing, organising, interpreting and communicating information - as well as solving problems related to mathematical ideas and techniques.

School Western Sydney The College

Discipline Natural and Physical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 0 Preparatory subject

Restrictions Students must be enrolled at Western Sydney University, The College.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate a command of academic English, including grammar, phrasing, effective sentence structure, spelling and punctuation in a variety of written contexts.
2. Utilise appropriate reading strategies to comprehend academic texts.
3. Demonstrate an understanding of scientific concepts, terminology, principles, concepts and practical techniques.
4. Display an understanding of the benefits and drawbacks of applications of science.
5. Present data in an appropriate manner.
6. Identify and explain patterns in data including anomalies.
7. Interpret various textual forms, including written text, diagrams, graphs and numerical formulae in the context of contemporary case-studies that incorporate concepts from physics, chemistry and biology.
8. Evaluate scientific information in the context of contemporary case-studies that incorporate concepts from physics, chemistry and biology.

Subject Content

1. Interpreting texts and analysing information in relation to sustainability and the environment
2. Synthesis of scientific texts through understanding of scientific history
3. Relating experimental data to scientific concepts
4. Introduction to academic writing in scientific context
5. Interpreting texts and analysing information involving numeracy and concepts from physics, chemistry and biology
1. Interpreting texts and analysing information in relation to sustainability and the environment
2. Synthesis of scientific texts through understanding of scientific history
3. Relating experimental data to scientific concepts
4. Introduction to academic writing in scientific context
5. Interpreting texts and analysing information involving numeracy and concepts from physics, chemistry and biology

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Log/ Workbook	500 words each	30	N	Individual
Quiz	30 mins each	15	N	Individual
Log/ Workbook	1000 Words	20	N	Individual

Case Study	Part A: 300 words (15%) and Part B: 1,000 words (20%)	35	N	Individual
------------	---	----	---	------------

Teaching Periods

Term 1

Nirimba Education Precinct

Day

Subject Contact Phillip Newman ([https://directory.westernsydney.edu.au/search/name/Phillip Newman/](https://directory.westernsydney.edu.au/search/name/Phillip%20Newman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS0010_22-T1_BL_D#subjects)

Term 3

Nirimba Education Precinct

Day

Subject Contact Phillip Newman ([https://directory.westernsydney.edu.au/search/name/Phillip Newman/](https://directory.westernsydney.edu.au/search/name/Phillip%20Newman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS0010_22-T3_BL_D#subjects)

NATS 0011 Science and Health Exchange Unit 1

Credit Points 10

Legacy Code 900636

Coordinator Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

School Administrative

Discipline Natural and Physical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Autumn

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS0011_22-AUT_EX_X#subjects)

Quarter 2

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS0011_22-Q2_EX_X#subjects)

Quarter 3

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS0011_22-Q3_EX_X#subjects)

Quarter 4

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS0011_22-Q4_EX_X#subjects)

NATS 0012 Science and Health Exchange Unit 2

Credit Points 10

Legacy Code 900637

Coordinator Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

School Administrative

Discipline Natural and Physical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Autumn

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS0012_22-AUT_EX_X#subjects)

Quarter 2

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS0012_22-Q2_EX_X#subjects)

Quarter 3

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS0012_22-Q3_EX_X#subjects)

Quarter 4

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS0012_22-Q4_EX_X#subjects)

NATS 0013 Science and Health Exchange Unit 3

Credit Points 10

Legacy Code 900638

Coordinator Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

School Administrative

Discipline Natural and Physical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Autumn

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS0013_22-AUT_EX_X#subjects)

Quarter 2

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS0013_22-Q2_EX_X#subjects)

Quarter 3

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS0013_22-Q3_EX_X#subjects)

Quarter 4

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS0013_22-Q4_EX_X#subjects)

NATS 0014 Science and Health Exchange Unit 4

Credit Points 10

Legacy Code 900639

Coordinator Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

School Administrative

Discipline Natural and Physical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Autumn

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS0014_22-AUT_EX_X#subjects)

Quarter 2

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS0014_22-Q2_EX_X#subjects)

Quarter 3

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS0014_22-Q3_EX_X#subjects)

Quarter 4

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS0014_22-Q4_EX_X#subjects)

NATS 0015 Science and Health Exchange Unit 5

Credit Points 10

Legacy Code 900640

Coordinator Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

School Administrative

Discipline Natural and Physical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Autumn

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS0015_22-AUT_EX_X#subjects)

Quarter 2

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS0015_22-Q2_EX_X#subjects)

Quarter 3

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS0015_22-Q3_EX_X#subjects)

Quarter 4

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS0015_22-Q4_EX_X#subjects)

NATS 0016 Science for Health Professionals (WSTC)

Credit Points 10

Legacy Code 900090

Coordinator Virginia Shepherd ([https://directory.westernsydney.edu.au/search/name/Virginia Shepherd/](https://directory.westernsydney.edu.au/search/name/Virginia%20Shepherd/))

Description The depth of knowledge and practical skills required by health professionals in the 21st century is very different to that which was required in the past. Medical treatment of illness and disease has become increasingly technical and health professionals are expected to work in partnership to determine patient care. In order to achieve this, today's health professional must have a basic understanding of the fundamental scientific principles behind health and disease.

Increasingly, modern health science is concerned with maintaining health as a way of preventing disease and this is achieved through a holistic approach to the human condition. This unit is an introduction to the basic concepts in human body systems, health and disease, that are required in order to commence any tertiary health science course.

School Western Sydney The College

Discipline Natural and Physical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects NATS 0017 - Science for Health Science (WSTC)
NATS 0018 - Science for Health Science (WSTC Prep)
LGYB 1383 - Science for Nursing (WSTC)

Restrictions Only students enrolled at The College in Foundation Studies programs can enrol in this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Interpret and apply a wide range of biological and scientific terms describing the structure, function and location of human body systems.
2. Interpret and apply information about the interdependence of human body systems and their components.
3. Interpret and apply and/or implement information related to health and safety.
4. Describe in basic terms the nature of genes and inheritance.
5. Describe factors that contribute to healthy functioning of the body.
6. Critically evaluate health-related information and evidence.

Subject Content

Topic 1: Basic Scientific Concepts for Health Professionals

1. Atoms and Molecules
2. Liquids and Solutions
3. Acids, Bases, Salts and Buffers
4. Gases? Pressure, Volume and Temperature
5. Energy, Reactions and ATP

Topic 2: Cell structure and function

1. Prokaryotic and eukaryotic cells
2. Eukaryotic cell organelles? structure and function

Topic 3: Introduction to Body Systems

1. Overview of human body systems
2. Cardiovascular and respiratory systems
3. Musculo-skeletal system
4. Endocrine system
5. Digestive system
6. Integumentary system
7. Lymphatic system
8. Nervous system, including sensory systems (eye and ear)
9. Special senses (vision, hearing, smell, taste, equilibrium)
10. Immune system
11. Reproductive system

Topic 3: Reproduction and Genetics

1. Cell division
2. Introduction to DNA, genes and proteins
3. Simple genetics in health and disease

Topic 4: Homeostasis? Interdependence of body systems

1. Maintaining body temperature
2. Maintaining fluid and electrolyte balance
3. Maintaining blood pressure

Topic 5: Health and Disease

1. Nutrition

2. Physical and mental activity
 3. Infectious disease and protection from infection
 4. Vaccination and immunisation
 Topic 6: Tools of Diagnosis
 1. Diagnostic testing.
 2. X-rays, ultrasound, CT scans and MRIs, radio/chemotherapies
 Topic 1: Basic Scientific Concepts for Health Professionals
 1. Atoms and Molecules
 2. Liquids and Solutions
 3. Acids, Bases, Salts and Buffers
 4. Gases? Pressure, Volume and Temperature
 5. Energy, Reactions and ATP
 Topic 2: Cell structure and function
 1. Prokaryotic and eukaryotic cells
 2. Eukaryotic cell organelles? structure and function
 Topic 3: Introduction to Body Systems
 1. Overview of human body systems
 2. Cardiovascular and respiratory systems
 3. Musculo-skeletal system
 4. Endocrine system
 5. Digestive system
 6. Integumentary system
 7. Lymphatic system
 8. Nervous system, including sensory systems (eye and ear)
 9. Special senses (vision, hearing, smell, taste, equilibrium)
 10. Immune system
 11. Reproductive system
 Topic 3: Reproduction and Genetics
 1. Cell division
 2. Introduction to DNA, genes and proteins
 3. Simple genetics in health and disease
 Topic 4: Homeostasis? Interdependence of body systems
 1. Maintaining body temperature
 2. Maintaining fluid and electrolyte balance
 3. Maintaining blood pressure
 Topic 5: Health and Disease
 1. Nutrition
 2. Physical and mental activity
 3. Infectious disease and protection from infection
 4. Vaccination and immunisation
 Topic 6: Tools of Diagnosis
 1. Diagnostic testing.
 2. X-rays, ultrasound, CT scans and MRIs, radio/chemotherapies
 Topic 1: Basic Scientific Concepts for Health Professionals
 1. Atoms and Molecules
 2. Liquids and Solutions
 3. Acids, Bases, Salts and Buffers
 4. Gases? Pressure, Volume and Temperature
 5. Energy, Reactions and ATP
 Topic 2: Cell structure and function
 1. Prokaryotic and eukaryotic cells
 2. Eukaryotic cell organelles? structure and function
 Topic 3: Introduction to Body Systems
 1. Overview of human body systems
 2. Cardiovascular and respiratory systems
 3. Musculo-skeletal system
 4. Endocrine system
 5. Digestive system
 6. Integumentary system
 7. Lymphatic system
 8. Nervous system, including sensory systems (eye and ear)
 9. Special senses (vision, hearing, smell, taste, equilibrium)
 10. Immune system
 11. Reproductive system
 Topic 3: Reproduction and Genetics
 1. Cell division

2. Introduction to DNA, genes and proteins
 3. Simple genetics in health and disease
 Topic 4: Homeostasis? Interdependence of body systems
 1. Maintaining body temperature
 2. Maintaining fluid and electrolyte balance
 3. Maintaining blood pressure
 Topic 5: Health and Disease
 1. Nutrition
 2. Physical and mental activity
 3. Infectious disease and protection from infection
 4. Vaccination and immunisation
 Topic 6: Tools of Diagnosis
 1. Diagnostic testing.
 2. X-rays, ultrasound, CT scans and MRIs, radio/chemotherapies

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	15 minutes	5	N	Individual
Log/ Workbook	a. Quiz: up to 30 min (10%) b. Participation (10%)	20	N	Individual
Intra-session Exam	1 hour	20	N	Individual
Quiz	45 minutes online	15	N	Individual
Final Exam	2 hours and 20 minutes	40	N	Individual

Teaching Periods

Term 1

Nirimba Education Precinct

Day

Subject Contact Virginia Shepherd ([https://directory.westernsydney.edu.au/search/name/Virginia Shepherd/](https://directory.westernsydney.edu.au/search/name/Virginia%20Shepherd/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS0016_22-T1_BL_D#subjects)

Term 2

Nirimba Education Precinct

Day

Subject Contact Virginia Shepherd ([https://directory.westernsydney.edu.au/search/name/Virginia Shepherd/](https://directory.westernsydney.edu.au/search/name/Virginia%20Shepherd/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS0016_22-T2_BL_D#subjects)

Term 3

Nirimba Education Precinct

Day

Subject Contact Virginia Shepherd ([https://directory.westernsydney.edu.au/search/name/Virginia Shepherd/](https://directory.westernsydney.edu.au/search/name/Virginia%20Shepherd/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS0016_22-T3_BL_D#subjects)

NATS 0018 Science for Health Science (WSTC Prep)

Credit Points 10

Legacy Code 700059

Coordinator Virginia Shepherd ([https://directory.westernsydney.edu.au/search/name/Virginia Shepherd/](https://directory.westernsydney.edu.au/search/name/Virginia%20Shepherd/))

Description From 2015, this unit is replaced by 700190 - Fundamentals of Health Science (UWSCFS). The depth of knowledge and practical skills required by health professionals in the 21st century are very different to that which were required in the past. Medical treatment of illness and disease has become increasingly technical and health professionals are expected to work in partnership in determining patient care. In order to achieve this, today's health professional must have a basic understanding of the fundamental scientific principles behind both the diseases and their treatments. Increasingly, modern health science is concerned with maintaining health as a way of preventing disease and this is achieved through a holistic approach to the human state. This course is an introduction to the basic concepts in physics, chemistry and biology that will be required in order to commence any tertiary health science course.

School Western Sydney The College

Discipline Natural and Physical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects NATS 0006 - Fundamentals of Health Science (WSTC Prep) NATS 0017 - Science for Health Science (UWSC) LGYB 1383 - Science for Nursing (UWSC) NATS 0016 - Science for Health Professionals (WSTC)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Data Analysis	1 hour	15	N	Individual
Mid Term Exam	1 hour	20	N	Individual
Body System Assessment - Test	1 hour	20	N	Individual
Final Exam	3 hours	45	N	Individual

Teaching Periods

NATS 0019 Scientific Method (WSTC)

Credit Points 5

Legacy Code 900038

Coordinator Virginia Shepherd ([https://directory.westernsydney.edu.au/search/name/Virginia Shepherd/](https://directory.westernsydney.edu.au/search/name/Virginia%20Shepherd/))

Description The unit Scientific Method is designed to encourage those intending tertiary study in science and computing to use their knowledge of science and technology, together with strategies of design, to solve practical and ideological problems.

School Western Sydney The College

Discipline Natural and Physical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 5cp

Level Undergraduate Level 0 Preparatory subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Project: (a) Presentation		10	N	Individual
Project: (b) Design Draft		5	N	Individual
Project: (c) Report		20	N	Individual
Mid-term test	45 minutes	25	N	Individual
Final examination	2 hours	40	N	Individual

Teaching Periods

NATS 0020 Skills for Health Science (WSTC)

Credit Points 5

Legacy Code 900112

Coordinator Charlise Bennett ([https://directory.westernsydney.edu.au/search/name/Charlise Bennett/](https://directory.westernsydney.edu.au/search/name/Charlise%20Bennett/))

Description This unit is designed to give students skills in health science to become successful independent reflective learners in health sciences. It introduces students to a range of theories and concepts to facilitate the development of referencing conventions used in health science as well as practical skills and personal attitudes necessary for success in tertiary study and eLearning. Emphasis is placed on developing the key competencies of inquiry - analysing, organising, researching and communicating information as well as problem solving.

School Western Sydney The College

Discipline Natural and Physical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 5cp

Level Undergraduate Level 0 Preparatory subject

Restrictions

Students must be enrolled at Western Sydney The College in Foundation Studies programs

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and apply independent learning strategies to demonstrate knowledge on a health topic.
2. Communicate effectively using critical reading and writing skills within a health context using APA referencing.
3. Use technology, and a range of eLearning skills in assessment tasks to demonstrate understanding of health topics.
4. Apply critical thinking, and analyse information using research skills, to make informed decisions.
5. Apply the process of reflection to learning experiences.
6. Demonstrate an understanding of the requirements for successful presentations and develop a visual representation of research using appropriate language style.

Subject Content

College policies
Plagiarism
APA Referencing
Reflective Learning
Independent Learning
Summarising
Paraphrasing
Analysing information
Communicating information

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	3 x 300 words	30	N	Individual
Essay	Part A: 400 words (15%) Part B: 1000 words (30%)	45	N	Individual
Presentation	7-10 minutes	25	N	Individual

Teaching Periods

Term 1

Nirimba Education Precinct

Day

Subject Contact Despina Kamper ([https://directory.westernsydney.edu.au/search/name/Despina Kamper/](https://directory.westernsydney.edu.au/search/name/Despina%20Kamper/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS0020_22-T1_BL_D#subjects)

Term 3

Nirimba Education Precinct

Day

Subject Contact Despina Kamper ([https://directory.westernsydney.edu.au/search/name/Despina Kamper/](https://directory.westernsydney.edu.au/search/name/Despina%20Kamper/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS0020_22-T3_BL_D#subjects)

NATS 0021 Skills for Science (WSTC)

Credit Points 5

Legacy Code 900113

Coordinator Phillip Newman ([https://directory.westernsydney.edu.au/search/name/Phillip Newman/](https://directory.westernsydney.edu.au/search/name/Phillip%20Newman/))

School Western Sydney The College

Discipline Natural and Physical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 5cp

Level Undergraduate Level 0 Preparatory subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflective Presentation: Oral presentation	5 mins	10	N	Individual
Reflective Writing: Drafting a Reflective Learning Journal	800-1200 words	30	N	Individual
Scientific Writing: Researching and drafting a Scientific Essay or Report	1000-2000 words	30	N	Individual
Seminar Presentation: Researching, organising and presenting in a seminar	5 min oral presentation	30	N	Individual

Teaching Periods

NATS 1001 Concepts in Human Anatomy

Credit Points 10

Legacy Code 301126

Coordinator Hayley Green ([https://directory.westernsydney.edu.au/search/name/Hayley Green/](https://directory.westernsydney.edu.au/search/name/Hayley%20Green/))

Description This unit provides a basic understanding of human embryological development, anatomical terminology, and a range of foundation concepts in human anatomy. Students must attend a 'wet'

laboratory session where the learning of anatomy will be enhanced through the study of human cadaveric material. Wet laboratory sessions are not available on all campuses, and therefore students will need to travel to other campuses in order to attend.

School Science

Discipline Medical Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects NATS 1013 - Introduction to Anatomy
NATS 1002- Concepts in Human Anatomy (WSTC)

Restrictions Because of space and resource limitations, this subject will be restricted to students in the following programs: 3673 Bachelor of Medical Science 3682 Bachelor of Medical Science (Advanced) 3733 Bachelor of Medical Science (Forensic Mortuary Practice) 3589 Bachelor of Science (Forensic Science) 3755 Bachelor of Medical Science 3758 Bachelor of Advanced Medical Science and MT3022 Forensic Science

Assumed Knowledge

HSC Biology.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Use anatomical terminology correctly.
2. Describe the process of human development from fertilisation to organogenesis
3. Describe the major structural levels of organisation in the human body
4. Identify and describe the general features of the major tissue types and explain their relationship with major structural levels of organisation
5. Describe and apply the basic principles of the integumentary and endocrine systems
6. Describe and apply the basic principles of osteology: bone formation and repair, classifications and functions, names of major bones
7. Describe and apply the basic principles of arthrology: functional and structural joint classifications
8. Describe and apply the basic principles of myology: skeletal muscle classification and functions
9. Identify and describe the anatomy of the body cavities. Identify and describe the major organ systems that occupy these cavities and the physical and functional relationships of these systems to one another.

Subject Content

1. Anatomical terminology
2. Human development
3. Organisation of the human body
4. Overview of Human tissues
5. Osteology
6. Arthrology
7. Myology
8. Structure and function of the major organ systems

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz - 1x online worksheet	Available online for completion for 1 week. Opens in week 2	10	N	Individual
3x MCQ mini tests (progressive – assessing new material covered since last test. Equally weighted)	3 x 50 mins each (20% x 3)	60	N	Individual
End of session exam	40 minutes	30	N	Individual

Prescribed Texts

- Amerman EC 2019, Human Anatomy and Physiology 2nd edn, Pearson Education Ltd, UK
- Mastering A&P (online textbook resources) <http://www.pearson.com.au/9781292128269>

Teaching Periods

NATS 1002 Concepts in Human Anatomy (WSTC)

Credit Points 10

Legacy Code 700266

Coordinator Virginia Shepherd ([https://directory.westernsydney.edu.au/search/name/Virginia Shepherd/](https://directory.westernsydney.edu.au/search/name/Virginia%20Shepherd/))

Description This unit provides a basic understanding of human embryological development, anatomical terminology, and a range of foundation concepts in human anatomy. Students must attend a 'wet' laboratory session where the learning of anatomy will be enhanced through the study of human cadaveric material. Wet laboratory sessions are not available on the Nirimba campus, and therefore students will need to travel to Campbelltown in order to attend these sessions.

School Science

Discipline Medical Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects NATS 1001 - Concepts in Human Anatomy

Restrictions Students must be enrolled at Western Sydney University The College. Students enrolled in Science Extended Diploma programs 7086 or 7087 must have passed 40 credit points. Students enrolled in the combined Diploma/Bachelor programs listed below must pass all College Preparatory subjects listed in the program structure before progressing to the Year 2 subjects.

Assumed Knowledge

HSC Biology, and/or at least one first year level biology subject: Biodiversity and/or Cell Biology.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Use anatomical terminology correctly.
2. Describe the process of human development from fertilisation to organogenesis.
3. Describe the major structural levels of organisation in the human body.
4. Describe the general features of the major tissue types and explain their relationship with major structural levels of organisation.
5. Describe and apply the basic principles of osteology: bone formation and repair, classifications and functions, names of major bones.
6. Describe and apply the basic principles of arthrology: functional and structural joint classifications.
7. Describe and apply the basic principles of myology: skeletal muscle classification and functions.
8. Identify and describe anatomy and main functions of the major body systems: cardiovascular; respiratory; gastrointestinal; reproductive; urinary; neurological.
9. Identify and describe the general features of the major tissue types and explain their relationship with major structural levels of organisation.
10. Describe and apply the basic principles of the integumentary and endocrine systems
11. Identify and describe the anatomy of the body cavities, the major organ body systems that occupy these cavities and the physical and functional relationships of these systems to one another

Subject Content

1. Anatomical terminology
2. Human development
3. Organisation of the human body
4. Overview of Human tissues
5. Osteology
6. Arthrology
7. Myology
8. Structure and function of the major organ systems

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Intra-session Exams(Online Quizzes)	30 mins each	25	N	Individual
Intra-session Exam	1 hr	20	N	Individual
3a Practical 3b Participation	3a.1 hr 3b. 2 x 3 hrs	3a. 20%, 3b. 5% = 25	N	Individual
End of Session Exam	2 hrs	30	N	Individual

Prescribed Texts

- Amerman EC 2016, Human Anatomy and Physiology, Pearson Education Ltd, UK

Teaching Periods**Term 3****Nirimba Education Precinct****Day**

Subject Contact Virginia Shepherd ([https://directory.westernsydney.edu.au/search/name/Virginia Shepherd/](https://directory.westernsydney.edu.au/search/name/Virginia%20Shepherd/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS1002_22-T3_BL_D#subjects)

NATS 1003 Digital Forensic Photography

Credit Points 10

Legacy Code 300874

Coordinator Robert Ebeyan ([https://directory.westernsydney.edu.au/search/name/Robert Ebeyan/](https://directory.westernsydney.edu.au/search/name/Robert%20Ebeyan/))

Description Forensic photography serves an important function within forensic science for the purpose of scene and item documentation, as well as the detection and enhancement of forensic evidence. This unit introduces the student to the fundamental principles and practices of forensic photography. Topics include: principles of light science, digital imaging, camera and lighting operations, technical photography composition, and the maintenance of image integrity.

School Science

Discipline Forensic Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Pre-requisite(s) NATS 1008

Equivalent Subjects NATS 2012 - Digital Forensic Photography 1

Restrictions Students must be enrolled in 3589 Bachelor of Science (Forensic Science), 3562 Bachelor of Science (Advanced Science) (Forensic Science) or MT3022 Forensic Science

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Investigate the conceptual relationship between the collection of images, their optical enhancement and the production of physical evidence
2. Evaluate how the reliability of photographic evidence may be considered in the context of an Australian legal framework
3. Relate theoretical principles of the behaviour of light and image formation to photographic optics and image analysis
4. Evaluate the utility and interpretation of imaging science principles in the context of forensic evidence
5. Describe concepts of light propagation, colour temperature, wavelength and spectral distribution of light and its collection as digital images
6. Utilise digital imaging methods and theory for the extraction of forensic evidence

- Analyse two and three dimensional images in terms of the veracity and fidelity as forensic evidence
- Discuss the validity of photographic evidence as a means of forensic examination

Subject Content

- Forensic photography principles and practices
- Digital SLR camera functions and operations, photographic lenses and image perspective
- Understanding digital imaging and image processing
- Light and photographic science principles, exposure, white balance and colour space
- Maintaining forensic digital image integrity
- Lighting and technical composition for forensic photography

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quizzes	3x quizzes (30 minutes each)	30	N	Individual
Practical Folio	Exercises during prac sessions	30	N	Individual
Practical Exam	4 hours	40	N	Individual

Prescribed Texts

- Robinson, E., & ScienceDirect. (2016). Crime scene photography (3rd ed.)

Teaching Periods

Spring Hawkesbury Day

Subject Contact Robert Ebeyan ([https://directory.westernsydney.edu.au/search/name/Robert Ebeyan/](https://directory.westernsydney.edu.au/search/name/Robert%20Ebeyan/))

View timetable (https://classregistration.westernsydney.edu.au/event/timetable/?subject_code=NATS1003_22-SPR_HW_D#subjects)

NATS 1004 Drugs on Line

Credit Points 10

Legacy Code 400961

Coordinator Robyn Moroney ([https://directory.westernsydney.edu.au/search/name/Robyn Moroney/](https://directory.westernsydney.edu.au/search/name/Robyn%20Moroney/))

Description This unit deals with selected issues in drug use, misuse and abuse. An introductory section discusses mechanisms of drug action in the body and their likely effects. Some topical areas include; drugs in society (illicit drug taking and drug taking in sports), antidepressants and weight management therapeutic agents, and the exploration of complementary alternative medicines (CAMs) in Australian society.

School Nursing & Midwifery

Discipline Pharmacology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects NATS 1005 - Drugs On Line

Learning Outcomes

On successful completion of this subject, students should be able to:

- describe the principles of pharmacokinetics, pharmacodynamics, pharmacogenetics and the placebo effect
- describe safe practices in the administration of a range of therapeutic substances
- explain the dynamics and potential consequences of selected compounds commonly used to promote health, e.g. anti-obesity agents, and antidepressants, identify current management practices related to obesity and depression
- describe the common effects and misuse of performance enhancing and recreational drugs
- explain the physiological effects of recreational drug use/abuse
- identify the role of Complementary and Alternative Medicines (CAMs) within Australian society

Subject Content

Module 1: Foundations of Pharmacology

- orientation to clinical Pharmacology

- pharmacokinetics

- pharmacodynamics

- Pharmacogenetics

- Placebo effect

Module 2: Drugs in Society: Drugs in Sports and Illicit Drugs

- drugs in sport

- illicit recreational drugs and drug misuse

Module 3: Drugs Commonly Used To Promote Health

- Anti-obesity agents

- Antidepressants

- complementary and alternative medicines (CAMs)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	Quiz 1 (15%) - 30 questions; Quiz 2 (15%) - 30 questions; Quiz 3 (20%) - 40 questions	50	N	Individual
Final Exam	1 hour/50 MCQ's	50	N	Individual

Teaching Periods

Spring Online

Subject Contact Robyn Moroney ([https://directory.westernsydney.edu.au/search/name/Robyn Moroney/](https://directory.westernsydney.edu.au/search/name/Robyn%20Moroney/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS1004_22-SPR_ON_O#subjects)

NATS 1008 Forensic Science

Credit Points 10

Legacy Code 300806

Coordinator Alicia Haines ([https://directory.westernsydney.edu.au/search/name/Alicia Haines/](https://directory.westernsydney.edu.au/search/name/Alicia%20Haines/))

Description This unit aims to give students a basic understanding of scientific methodology as it applies to the collection, analysis and interpretation of forensic evidence. Students are introduced to a range of crime scene investigation methods and analysis methods that are used with various types of forensic evidence. The concept of individualisation is introduced and the importance of this concept in forensic science is explained. Case studies are used to explain the concepts discussed in this unit. The role of human factors is discussed, together with the importance of critically evaluating forensic evidence and the means by which it was obtained.

School Science

Discipline Forensic Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects NATS 1006 - Forensic Science NATS 1007 - Forensic Science

Assumed Knowledge

Basic academic skills, including the ability to write essays in English at a level appropriate to a first-year undergraduate student.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify physical evidence and determine its significance and value.
2. Explain the use of basic scientific methodology as it applies to the collection, analysis and interpretation of forensic evidence.
3. Describe the basic principles of collecting and conserving forensic evidence and give examples of standard procedures for maintaining evidence integrity and continuity.
4. Apply identification concepts and methodologies to the collection, analysis and interpretation of evidence.
5. Describe the value of trace evidence to forensic investigations, and explain the ways in which it may be collected and analysed.
6. Evaluate case studies to illustrate a range of possible deficiencies in the way in which forensic evidence may be collected, analysed and interpreted.
7. Critically evaluate the role of expert witnesses in the justice system.
8. Communicate the results of forensic investigation correctly in written form, using an appropriate language style, placing the findings in context of the forensic investigation.

Subject Content

Explanation of what is considered physical evidence and the purpose of collecting and analysing physical evidence

Basic scientific methodology as it applies to the collection, analysis and interpretation of forensic evidence

Principles of collecting and conserving forensic evidence, including crime-scene protection, contemporaneous note taking, chain of custody, and quality management

Presumptive testing and its role in crime scene investigation

An introduction to spectroscopy and its incorporation in crime scene investigation

The concepts of evidence integrity and continuity

History of the concept of identification and its development

Identification concepts and methodology, including pattern matching / comparative analysis, classification, elimination of suspects and databases

Analysis of a range of forensic evidence and its interpretation within the concept of identification

The role of the expert witness within the justice system, including presentation of evidence, and an introduction to the Australian judicial system

An introduction to contemporary issues in forensic science

Quality Control and Quality Assurance in evidence handling and forensic analysis

A range of case studies, including satisfactory and unsatisfactory use of forensic evidence

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	~ 1000 words in total (written during the practicals)	20	N	Both (Individual & Group)
Essay	1,500 words	30	N	Individual
Final Exam	2 hrs	50	N	Individual

Prescribed Texts

- Saferstein, R. 2015, *Criminalistics: an introduction to forensic science*, 11th edn, Prentice Hall, Upper Saddle River, NJ

Teaching Periods

Autumn Hawkesbury

Day

Subject Contact Brenden Riley ([https://directory.westernsydney.edu.au/search/name/Brenden Riley/](https://directory.westernsydney.edu.au/search/name/Brenden%20Riley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS1008_22-AUT_HW_D#subjects)

NATS 1009 Human Anatomy and Physiology 1

Credit Points 10

Legacy Code 400868

Coordinator Garry Niedermayer ([https://directory.westernsydney.edu.au/search/name/Garry Niedermayer/](https://directory.westernsydney.edu.au/search/name/Garry%20Niedermayer/))

Description This is the first of two subjects covering systematic anatomy and physiology at an introductory level. This subject is designed to provide students in medical science and applied health science programs with an overview of body systems and their functions to ensure a suitable basis for their future studies. The subject studies the basic concepts of biochemistry and histology, general anatomy and physiology of the major body systems including the central and peripheral nervous systems, integumentary system, musculoskeletal system (bones, muscles and joints), special senses and endocrine system. Emphasis will be placed on the interconnection and relationship between structure and function at every level of organisation.

School Science

Discipline Medical Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Restrictions

No restrictions

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify, describe and explain the basic form and function of specific anatomical structures
2. Identify, describe and explain the physiological processes of major body systems
3. Describe and explain the interrelationships within and between anatomical and physiological systems of the human body
4. Describe and explain how body systems help to maintain a constant internal environment

Subject Content

- The special Senses
- The Muscular system
- The Skeletal system
- Chemical and Cellular organisation of The human body
- Welcome to HAP1
- The Nervous system
- The Integumentary system, Tissues and Histology
- The Endocrine system
- Preparing for anatomical examinations

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	30 minutes	10	N	Individual
Practical Exam	1 hour	25	N	Individual

Practical Exam	1 hour	25	N	Individual
Final Exam	2 hours	40	N	Individual

Prescribed Texts

- Amerman EC. (2016) Human Anatomy and Physiology (global edition). Pearson Education Ltd

Teaching Periods

Autumn Campbelltown Day

Subject Contact Garry Niedermayer ([https://directory.westernsydney.edu.au/search/name/Garry Niedermayer/](https://directory.westernsydney.edu.au/search/name/Garry%20Niedermayer/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS1009_22-AUT_CA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Garry Niedermayer ([https://directory.westernsydney.edu.au/search/name/Garry Niedermayer/](https://directory.westernsydney.edu.au/search/name/Garry%20Niedermayer/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS1009_22-AUT_PS_D#subjects)

NATS 1010 Human Anatomy and Physiology 2

Credit Points 10

Legacy Code 400869

Coordinator Cherylea Browne ([https://directory.westernsydney.edu.au/search/name/Cherylea Browne/](https://directory.westernsydney.edu.au/search/name/Cherylea%20Browne/))

Description Human Anatomy and Physiology 2 systematically covers anatomy and physiology at an introductory level. This subject is designed to provide students in medical science and clinical health science programs, with an overview of body systems and their functions, to ensure a suitable basis for their future studies. The subject studies the basic structure and function of the major body systems such as cardiovascular, respiratory, digestive, urinary, reproductive and lymphatic. This subject also explores the physiological processes involved in the immune response, cell metabolism, regulation of body fluids and acid-base balance. Emphasis is placed on the interconnection and relationship between structure and function at every level of organisation.

School Science

Discipline Medical Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects NATS 1030
NATS 1001

Incompatible Subjects LGYA 5933 - Introduction to Human Anatomy and Histology BIOS 1024 - Introduction to Human Physiology BIOS 1018 - Human Medical Sciences 2 LGYA 7033 - Human Medical Sciences 1 NATS 1013 - Introduction to Anatomy NATS 1015 - Introduction to Anatomy and Histology NATS 1017 - Introduction to

Human Physiology BIOS 1025 - Introduction to Physiology NATS 1012 - Introduction to Anatomy

Restrictions

None

Assumed Knowledge

Basic biological/anatomical/physiological principles, as would be acquired in 400868 Human Anatomy & Physiology 1.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify, describe and explain basic form and function of specific anatomical structures.
2. Identify, describe and explain the physiological processes of major body systems.
3. Describe and explain the interrelationships within and between anatomical and physiological systems of the human body.
4. Describe and explain how body systems help to maintain a constant internal environment.

Subject Content

1. Introductory anatomy and physiology of the following body systems:

- cardiovascular system
- Respiratory system
- Digestive system
- Urinary system
- Reproductive system
- Lymphatic system and Immunity

2. Body fluids, acid-base balance, metabolism

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Intr semester Tests x 2	Up to 40 mins	45	N	Individual
3 x online worksheets on practical work	45 minutes	15	N	Individual
Online exam	2 hours	40	N	Individual
Anatomy Lab Induction (online module)	15 minutes	0	Y	Individual

Prescribed Texts

- Marieb, E.N. and Hoehn, K. (2010). Human Anatomy and Physiology. 8th Edition. San Francisco: Benjamin Cummings/Pearson.

Teaching Periods

Spring Campbelltown

Day

Subject Contact Cherylea Browne ([https://directory.westernsydney.edu.au/search/name/Cherylea Browne/](https://directory.westernsydney.edu.au/search/name/Cherylea%20Browne/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS1010_22-SPR_CA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Cherylea Browne ([https://directory.westernsydney.edu.au/search/name/Cherylea Browne/](https://directory.westernsydney.edu.au/search/name/Cherylea%20Browne/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS1010_22-SPR_PS_D#subjects)

NATS 1019 Scientific Literacy

Credit Points 10

Legacy Code 300811

Coordinator Luke Barnes ([https://directory.westernsydney.edu.au/search/name/Luke Barnes/](https://directory.westernsydney.edu.au/search/name/Luke%20Barnes/))

Description This unit is designed to provide students with scientific literacy, personal and employability skills and attitudes required to successfully undertake science-related undergraduate studies and to prepare for professional life. Students learn, develop and utilise academic and interpersonal methodologies and approaches within the context of applied scientific principles and take responsibility for their own learning and develop a work ethic. Students are introduced to the contestable and uncertain nature of science and the scientific method that underpins academic integrity and ethical behaviour. Activities encourage development of oral and written communication skills, self-confidence, self-efficacy, creative and critical thinking through problem solving, group process, and peer support and assessment. Academic and employability skills include scientific reading and writing, time management, researching scientific information and library skills, oral presentation, taking tests and exams, effective personal and group based learning strategies, and approaches to online learning.

School Science

Discipline Other Natural And Physical Sciences

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects NATS 1018 - Professional Skills for Science
NATS 1020 - Scientific Literacy (WSTC)

Assumed Knowledge

Basic literacy and numeracy.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Communicate effectively through a written report that meets the professional standards of scientific discipline
2. Present a structured argument confidently in front of peers, as audience, and assessors
3. Apply the processes of thinking and writing reflectively to develop the ability of reflecting on their learning

4. Develop an understanding of the skills and attitudes required for group work interactions
5. Apply critical thinking to make informed decisions

Subject Content

1. How to Succeed at University;
2. Academic Research: Finding, Assessing, and Referencing Information;
3. Writing for Scientists;
4. Public Speaking for Scientists;
5. Science is Empirical
6. Science is Inductive
7. Science is Falsifiable;
8. Science is Non-Linear;
9. Science is Quantitative I: Statistics and Probability;
10. Science is Quantitative II: Measurement and Uncertainty;
11. Science is Quantitative III: Data and Computing;
12. Academic Integrity and Ethics;
13. Science, Society and the Environment.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Reflection	Report preparation and reflection, 400 words, Successful Searching Online Quiz	15	N	Individual
Presentation	6 minute presentation	20	N	Individual
Report	Final report and reflection, 1,500 words	35	N	Individual
Multiple Choice	60 minutes	30	N	Individual

Prescribed Texts

- Zeegers, P, Deller-Evans, K, Egeeg, S and Klinger, C 2011, Essential skills for science and technology, Oxford University Press, Melbourne. (Provided online)
- subject resource document - written by the development team

Teaching Periods

Autumn

Campbelltown

Day

Subject Contact Luke Barnes ([https://directory.westernsydney.edu.au/search/name/Luke Barnes/](https://directory.westernsydney.edu.au/search/name/Luke%20Barnes/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS1019_22-AUT_CA_D#subjects)

Hawkesbury

Composite

Subject Contact Luke Barnes ([https://directory.westernsydney.edu.au/search/name/Luke Barnes/](https://directory.westernsydney.edu.au/search/name/Luke%20Barnes/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS1019_22-AUT_HW_C#subjects)

Day

Subject Contact Luke Barnes ([https://directory.westernsydney.edu.au/search/name/Luke Barnes/](https://directory.westernsydney.edu.au/search/name/Luke%20Barnes/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS1019_22-AUT_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Luke Barnes ([https://directory.westernsydney.edu.au/search/name/Luke Barnes/](https://directory.westernsydney.edu.au/search/name/Luke%20Barnes/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS1019_22-AUT_PS_D#subjects)

Spring

Campbelltown

Day

Subject Contact Luke Barnes ([https://directory.westernsydney.edu.au/search/name/Luke Barnes/](https://directory.westernsydney.edu.au/search/name/Luke%20Barnes/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS1019_22-SPR_CA_D#subjects)

Hawkesbury

Day

Subject Contact Luke Barnes ([https://directory.westernsydney.edu.au/search/name/Luke Barnes/](https://directory.westernsydney.edu.au/search/name/Luke%20Barnes/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS1019_22-SPR_HW_D#subjects)

Composite

Subject Contact Luke Barnes ([https://directory.westernsydney.edu.au/search/name/Luke Barnes/](https://directory.westernsydney.edu.au/search/name/Luke%20Barnes/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS1019_22-SPR_HW_C#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Luke Barnes ([https://directory.westernsydney.edu.au/search/name/Luke Barnes/](https://directory.westernsydney.edu.au/search/name/Luke%20Barnes/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS1019_22-SPR_PS_D#subjects)

NATS 1020 Scientific Literacy (WSTC)

Credit Points 10

Legacy Code 700124

Coordinator Virginia Shepherd ([https://directory.westernsydney.edu.au/search/name/Virginia Shepherd/](https://directory.westernsydney.edu.au/search/name/Virginia%20Shepherd/))

Description This unit is designed to provide students with scientific literacy, personal and employability skills and attitudes required to

successfully undertake science-related undergraduate studies and to prepare for professional life. Students learn, develop and utilise academic and interpersonal methodologies and approaches within the context of applied scientific principles and take responsibility for their own learning and develop a work ethic. Students are introduced to the contestable and uncertain nature of science and the scientific method that underpins academic integrity and ethical behaviour. Activities encourage development of oral and written communication skills, self-confidence, self-efficacy, creative and critical thinking through problem solving, group process and peer support and assessment. Academic and employability skills include scientific reading and writing, time management, researching scientific information and library skills, oral presentation, taking tests and exams, effective personal and group based learning strategies and approaches to online learning.

School Science

Discipline Other Natural And Physical Sciences

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects NATS 1018 - Professional Skills for Science LGYB 0464 - Professional Skills for Science (UWSC) NATS 1019 - Scientific Literacy

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in Extended Diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject. Students enrolled in the combined Diploma/Bachelor programs listed below must pass all College Preparatory subjects listed in the program structure before progressing to the Year 2 subjects.

Assumed Knowledge

Basic literacy & numeracy.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Communicate effectively through a written report that meets the professional standards of scientific discipline
2. Present a structured argument confidently in front of peers, as audience, and assessors
3. Apply the processes of thinking and writing reflectively to develop the ability of reflecting on their learning
4. Develop an understanding of the skills and attitudes required for group work interactions
5. Apply critical thinking to make informed decisions

Subject Content

1. Academic reading in the sciences ? understanding the question;
2. Note-taking & summarising information;
3. Getting the most from lectures, workshops, tutorials & practicals;
4. Time management & procrastination;
5. Scientific literacy ? the field of study, & the scientific method
6. Personal, academic and employability skills
7. Learning styles & theories of adult learning;
8. Writing in science ? structure, logic & constructing academic arguments;
9. Using the library - critical thinking & evaluation of research literature;
10. Using evidence to support your case - referencing and citation;
11. Plagiarism & academic integrity;
12. Other scientific writing formats ? essays, literature reviews, lab books & posters;

13. Working as a member of a group ? personal and group skills; teamwork and peer assessment.
14. Reflective thinking & problem solving;
15. Visual literacy ? using and reading graphs and charts;
16. Oral presentation skills; debating, using visual aids.
17. Taking exams ? approaches for success.
18. Creation of a peer support network - enhanced enjoyment through making friends
1. Academic reading in the sciences ? understanding the question;
2. Note-taking & summarising information;
3. Getting the most from lectures, workshops, tutorials & practicals;
4. Time management & procrastination;
5. Scientific literacy ? the field of study, & the scientific method
6. Personal, academic and employability skills
7. Learning styles & theories of adult learning;
8. Writing in science ? structure, logic & constructing academic arguments;
9. Using the library - critical thinking & evaluation of research literature;
10. Using evidence to support your case - referencing and citation;
11. Plagiarism & academic integrity;
12. Other scientific writing formats ? essays, literature reviews, lab books & posters;
13. Working as a member of a group ? personal and group skills; teamwork and peer assessment.
14. Reflective thinking & problem solving;
15. Visual literacy ? using and reading graphs and charts;
16. Oral presentation skills; debating, using visual aids.
17. Taking exams ? approaches for success.
18. Creation of a peer support network - enhanced enjoyment through making friends

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	Writing: Reflection	10	N	Individual
Portfolio	Portfolio: In class and quizzes	30	N	Individual
Report	Writing: Report	40	N	Individual
Presentation	Speaking: Oral presentation	20	N	Individual

Teaching Periods

Term 1

Nirimba Education Precinct

Day

Subject Contact Virginia Shepherd ([https://directory.westernsydney.edu.au/search/name/Virginia Shepherd/](https://directory.westernsydney.edu.au/search/name/Virginia%20Shepherd/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS1020_22-T1_BL_D#subjects)

Term 2

Nirimba Education Precinct

Day

Subject Contact Virginia Shepherd ([https://directory.westernsydney.edu.au/search/name/Virginia Shepherd/](https://directory.westernsydney.edu.au/search/name/Virginia%20Shepherd/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS1020_22-T2_BLD#subjects)

NATS 1021 Concepts in Human Physiology (WSTC)

Credit Points 10

Legacy Code 700295

Coordinator Virginia Shepherd ([https://directory.westernsydney.edu.au/search/name/Virginia Shepherd/](https://directory.westernsydney.edu.au/search/name/Virginia%20Shepherd/))

Description This unit introduces the core concepts and terminology necessary to provide a basic understanding of the physiological responses of the human body using relevant examples. These include the processes of homeostasis, cell-cell interactions and the physical and chemical transport processes that are required to carry out integrated functions. Students will explore these key physiological concepts through practical hands-on experiments and in interactive group work in prac and tutorial classes, respectively. The unit provides the foundation to study the physiology of human organ systems.

School Science

Discipline Medical Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects BIOS 1033 Concepts in Human Physiology

Incompatible Subjects BIOS 1025 Introduction to Physiology
NATS 1009 Human Anatomy Physiology 1
BIOS 1022 Introduction to Human Biology
BIOS 1026 Introduction to Physiology (WSTC)

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in Extended Diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the component parts of a cell and how cell interactions occur
2. Recognise that all physiological systems are interdependent
3. Define the concept of homeostasis and explain how different mechanisms regulate its function
4. Explain physical, chemical and electrical principles of cell communication
5. Recognise structure and function relationships
6. Collect and interpret data from practical classes investigating physiological principles

Subject Content

1. Cell function, membranes, communication and their interdependence
2. Information flow:

- a. Physical principles of physiology: pressure driven (flow, viscosity and resistance) and electrically driven (force, potential, and currents)
 - b. Chemical principles of physiology: energy, intermolecular forces, gradients and kinetics
3. Homeostasis
 4. Interpretation of physiological data

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Multiple Choice	30 minutes each	30	N	Individual
Multiple Choice	30 minutes each	30	N	Individual
Intra-session examination	2 hours	40	Y	Individual

Teaching Periods

Term 3

Nirimba Education Precinct

Day

Subject Contact Virginia Shepherd ([https://directory.westernsydney.edu.au/search/name/Virginia Shepherd/](https://directory.westernsydney.edu.au/search/name/Virginia%20Shepherd/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS1021_22-T3_BLD#subjects)

NATS 1022 Functional Anatomy

Credit Points 10

Legacy Code 401410

Coordinator Sam Merlin ([https://directory.westernsydney.edu.au/search/name/Sam Merlin/](https://directory.westernsydney.edu.au/search/name/Sam%20Merlin/))

Description From 2020 this unit replaces 400881 - Functional Anatomy. This unit covers in depth the functional anatomy of the musculoskeletal system. Special attention is given to the relationship between form and function, the terminology used to describe human movement and thorough knowledge of the bony landmarks, joints, muscle attachments, innervation, blood supply along with detailed actions of specific muscles and muscle groups. Emphasis is on a practical functional context with the relevance to clinical applications such as surface and imaging anatomy, and the anatomical basis of common injuries. Learning experience intends to stimulate proactive deep approach in learning anatomy motivated by the outcomes driven from specialist work within the Health professions.

School Science

Discipline Medical Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Pre-requisite(s) NATS 1009 OR
NATS 1010

Equivalent Subjects BIOS 1019 - Human Medical Sciences 3 BIOS 1015 - Functional Anatomy

Incompatible Subjects LGYA 5933 - Introduction to Human Anatomy and Histology BIOS 1024 - Introduction to Human Physiology BIOS 1018 - Human Medical Sciences 2 NATS 2029 - The Appendicular Skeleton

Restrictions

Students must be enrolled in Science, Sport and Exercise Science, Physiotherapy, Occupational Therapy or Podiatry due to limited Wet Anatomy laboratory space.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe and explain bone, joint and muscle tissue types, properties and functions;
2. Identify and describe in detail the muscle attachments, innervations and blood supply of the upper limb including the pectoral girdle;
3. Identify and describe in detail the muscle attachments, innervations and blood supply of the lower limb including the pelvis, and the pelvic girdle;
4. Identify and describe in detail the muscle attachments, innervations and blood supply of the trunk, and the head and the neck;
5. Identify, describe and evaluate the role of muscular activity in these regions;
6. Describe and explain the joint structure and function in these regions;
7. Describe and analyse the range of motion of the joints of the spine and extremities to functional situations.

Subject Content

The musculoskeletal system, including both the appendicular and the axial skeleton, will be studied in accordance with the following content:

- Language of Anatomy: such as the anatomical position and body movements, anatomical planes, axes, and regions;
- Bones: classifications, features, relative positions, and muscle attachments;
- Joints: classifications, structure and function, ligaments, joint mechanics including the muscles - prime movers and stabilizers;
- Muscles: muscle types, precise attachments, actions and topography;
- Nerves: major plexuses and major branches, functionally relevant muscle-nerve relationships, dermatomes and myotomes;
- Blood supply: arterial supply and venous drainage;
- Problem-based and case-based studies relevant to health professions, including examples of Daily Activities, sport exercises, common injuries, surface Anatomy and medical imaging.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Laboratory Spotter Exam x 2	Up to 30 minutes	40	N	Individual
Progressive mini-tests x 2	Up to 1 hour	50	N	Individual

Worksheets 1-4 weeks 10 N Individual
x 3

Prescribed Texts

- Moore, K., Dalley, A. F. & Agur, A. M. R. (2014). Clinically oriented anatomy (8th ed.). Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins

Teaching Periods

Spring Campbelltown

Day

Subject Contact Sam Merlin ([https://directory.westernsydney.edu.au/search/name/Sam Merlin/](https://directory.westernsydney.edu.au/search/name/Sam%20Merlin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS1022_22-SPR_CA_D#subjects)

NATS 1023 Introduction to Physiology

Credit Points 10

Legacy Code 301353

Coordinator Sabine Piller ([https://directory.westernsydney.edu.au/search/name/Sabine Piller/](https://directory.westernsydney.edu.au/search/name/Sabine%20Piller/))

Description From 2020 this unit replaces 300818 - Introduction to Physiology. This unit introduces the concept of homeostasis and critically examines examples of how the body systems are regulated and homeostatically controlled. The unit uses a body-systems approach to examine the physiology of tissues, organs and systems in order to develop an integrated view of the regulated functioning of the human body.

School Science

Discipline Medical Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects NATS 1017 - Introduction to Human Physiology LGYA 6186 - Physiology 1 BIOS 1026 - Introduction to Physiology (WSTC) BIOS 1025 - Introduction to Physiology

Incompatible Subjects BIOS 1022 - Introduction to Human Biology

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the physiology of the discussed organ systems in detail.
2. Explain how the discussed organ systems are integrated and controlled by the endocrine and nervous system in order to maintain homeostasis.
3. Identify and list examples of negative and positive feedback loops.
4. Conduct simple measurements and record and interpret the results.
5. Interpret, present and discuss recorded data of the functioning of one organ system.
6. Analyse the complexity of the selected organ systems.
7. Communicate effectively by listening, speaking and participating in discussion of physiology.

Subject Content

1. Homeostasis
2. Physiology of the Nervous System
3. Cardiovascular Physiology
4. Respiratory physiology
5. Renal function and body fluid homeostasis
6. Physiology of the endocrine system
7. Muscle physiology and exercise
8. Nutrition, metabolism and gastrointestinal function
9. Physiology of the reproductive system

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Tutorial worksheets and prac quizzes (5% each)	5 tutorial worksheets and 2 practical quizzes	30	N	Individual
Prac report and marking of example prac report		30	N	Individual
Participation at tutorial and practicals	no attendance/participation threshold required	10	N	Individual
Final Exam	1 hour	30	N	Individual

Prescribed Texts

- <https://ebookcentral.proquest.com/lib/uwsau/reader.action?docID=5187614&query=human+anatomy+and+physiology>

Teaching Periods

NATS 1024 Introduction to Physiology (WSTC)

Credit Points 10

Legacy Code 700302

Coordinator Virginia Shepherd ([https://directory.westernsydney.edu.au/search/name/Virginia Shepherd/](https://directory.westernsydney.edu.au/search/name/Virginia%20Shepherd/))

Description This unit introduces the concept of homeostasis and critically examines examples of how the body systems are regulated and homeostatically controlled. The unit uses a body-systems approach to examine the physiology of tissues, organs and systems in order to develop an integrated view of the regulated functioning of the human body.

School Science

Discipline Medical Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects NATS 1017 - Introduction to Human Physiology
LGYA 6186 - Physiology 1 BIOS 1025 - Introduction to Physiology

Incompatible Subjects BIOS 1022 - Introduction to Human Biology
BIOS 1023 - Introduction to Human Biology (WSTC)

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in Extended Diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject. Students enrolled in the combined Diploma/Bachelor programs listed below must pass all College Preparatory subjects listed in the program structure before progressing to the Year Two subjects.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the physiology of the discussed organ systems in detail.
2. Explain how the discussed organ systems are integrated and controlled by the endocrine and nervous system in order to maintain homeostasis.
3. Identify and list examples of negative and positive feedback loops.
4. Conduct simple measurements and record and interpret the results.
5. Interpret, present and discuss recorded data of the functioning of one organ system.
6. Analyse the complexity of the selected organ systems.
7. Communicate effectively by listening, speaking and participating in discussion of physiology

Subject Content

1. Homeostasis
2. Physiology of the Nervous System
3. Cardiovascular Physiology
4. Respiratory physiology
5. Renal function and body fluid homeostasis
6. Physiology of the endocrine system
7. Muscle physiology and exercise
8. Nutrition, metabolism and gastrointestinal function
9. Physiology of the reproductive system

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
a) Intra-session exam 1 b) Intra-session exam 2 c) Logbook/Workbook	a) Online 30 mins b) Online 30 mins c) 2 hours per week, completed in class	20	N	Both (Individual & Group)
Intra-session mid-term exam	1 hour	20	N	Individual

Logbook / Workbook	5 x 3hr lab sessions. Logbook to be completed during this time	25	N	Individual
Final Exam	2 hours	35	N	Individual

Prescribed Texts

- Amerman, EC, 2016, Human Anatomy and Physiology, Pearson Education Ltd, UK

Teaching Periods

NATS 1025 Management of Aquatic Environments (UG Cert)

Credit Points 10

Legacy Code 500051

Coordinator Jack Isherwood ([https://directory.westernsydney.edu.au/search/name/Jack Isherwood/](https://directory.westernsydney.edu.au/search/name/Jack%20Isherwood/))

Description This unit introduces students to the physical, chemical and biological nature of water systems and the linkages to human activity. These linkages include a development of an appreciation of the essential services and broad uses and values of water in modern human society, and the natural environment. Students are challenged to examine the causes and effects of water pollution and environmental degradation. Students are introduced to scientific water sampling, analysis and reporting of water quality and pollution.

School Science

Discipline Natural and Physical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects BIOS 1028 Management of Aquatic Environments
BIOS 1027 Management of Aquatic Environments BIOS 1034
Management of Aquatic Environments

Restrictions Students must be enrolled in: 7175 ? Undergraduate Certificate of Environmental Sustainability

Learning Outcomes

On successful completion of this subject, students should be able to:

- List and compare and contrast the physical, chemical and biological components of a freshwater system;
- Design an experiment to measure the condition of a freshwater system using physical chemical and biological indicators.
- Assess impacts of human development on the ecological health of freshwater aquatic environments;
- Recommend management strategies for improved freshwater environmental management.
- Explain the concept and principles of Ecologically Sustainable Development.
- Demonstrate competencies in written and oral communication, teamwork, experimental design, information literacy and data processing.
- Discuss the potential risk to human health from exposure to degraded aquatic environments.

Subject Content

- The role of water in modern society
- Water as a renewable resource
- Demands of human activity on waterways
- Ecosystems and waterways
- Disposal of waste using waterways
- Water pollution and its causes
- Water quality and recreation
- Government policy and regulation of water
- Water sample collection
- Laboratory analysis of water chemistry and biology
- Communication and teamwork
- Designing and delivering an oral presentation
- Interpretation of water quality data
- Use of field water quality meters

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Online discussion board entry	2 x 600 words (1200 words)	30	N	Individual
Pilot study – Written report	1200 words	30	N	Individual
Online presentation	10 minutes	40	N	Individual

Teaching Periods

Block A Session

Online

Online

Subject Contact Jack Isherwood ([https://directory.westernsydney.edu.au/search/name/Jack Isherwood/](https://directory.westernsydney.edu.au/search/name/Jack%20Isherwood/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS1025_22-BA_ON_O#subjects)

Block B Session

Online

Online

Subject Contact Jack Isherwood ([https://directory.westernsydney.edu.au/search/name/Jack Isherwood/](https://directory.westernsydney.edu.au/search/name/Jack%20Isherwood/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS1025_22-BB_ON_O#subjects)

Block C Session

Online

Online

Subject Contact Jack Isherwood ([https://directory.westernsydney.edu.au/search/name/Jack Isherwood/](https://directory.westernsydney.edu.au/search/name/Jack%20Isherwood/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS1025_22-BC_ON_O#subjects)

Block D Session

Online

Online

Subject Contact Jack Isherwood ([https://directory.westernsydney.edu.au/search/name/Jack Isherwood/](https://directory.westernsydney.edu.au/search/name/Jack%20Isherwood/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS1025_22-BD_ON_O#subjects)

Block E Session

Online

Online

Subject Contact Jack Isherwood ([https://directory.westernsydney.edu.au/search/name/Jack Isherwood/](https://directory.westernsydney.edu.au/search/name/Jack%20Isherwood/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS1025_22-BE_ON_O#subjects)

Block F Session

Online

Online

Subject Contact Jack Isherwood ([https://directory.westernsydney.edu.au/search/name/Jack Isherwood/](https://directory.westernsydney.edu.au/search/name/Jack%20Isherwood/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS1025_22-BF_ON_O#subjects)

NATS 1026 Digital Forensic Photography (WSTC)

Credit Points 10

Legacy Code 700329

Coordinator Phillip Newman ([https://directory.westernsydney.edu.au/search/name/Phillip Newman/](https://directory.westernsydney.edu.au/search/name/Phillip%20Newman/))

Description Forensic photography serves an important function within forensic science for the purpose of scene and item documentation, as well as the detection and enhancement of forensic evidence. This unit introduces the student to the fundamental principles and practices of forensic photography. Topics include: principles of light science, digital imaging, camera and lighting operations, technical photography composition, and the maintenance of image integrity.

School Science

Discipline Forensic Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Pre-requisite(s) NATS 1027

Equivalent Subjects NATS 2012 Digital Forensic Photography 1
NATS 1003 Digital Forensic Photography

Restrictions Students must be enrolled in The College. Students in extended programs must pass 40 CPs of preparatory subjects prior to enrolling in this unit

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Investigate the conceptual relationship between the collection of images, their optical enhancement and the production of physical evidence
2. Evaluate how the reliability of photographic evidence may be considered in the context of an Australian legal framework
3. Relate theoretical principles of the behaviour of light and image formation to photographic optics and image analysis
4. Evaluate the utility and interpretation of imaging science principles in the context of forensic evidence
5. Describe concepts of light propagation, colour temperature, wavelength and spectral distribution of light and its collection as digital images.
6. Utilise digital imaging methods and theory for the extraction of forensic evidence
7. Analyse two and three dimensional images in terms of the veracity and fidelity as forensic evidence
8. Discuss the validity of photographic evidence as a means of forensic examination.

Subject Content

1. Forensic photography principles and practices
2. Digital SLR camera functions and operations, photographic lenses and image perspective
3. Understanding digital imaging and image processing
4. Light and photographic science principles, exposure, white balance and colour space
5. Maintaining forensic digital image integrity
6. Lighting and technical composition for forensic photography

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	30 mins	10	N	Individual
Concept Folio	Exercises from home throughout semester	25	N	Individual
Practical Folio	Exercises during prac sessions	25	N	Individual
Final Exam	2 hours	40	N	Individual

Teaching Periods

Spring

Hawkesbury

Day

Subject Contact Phillip Newman ([https://directory.westernsydney.edu.au/search/name/Phillip Newman/](https://directory.westernsydney.edu.au/search/name/Phillip%20Newman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS1026_22-SPR_HW_D#subjects)

NATS 1027 Forensic Science (WSTC)

Credit Points 10

Legacy Code 700330

Coordinator Phillip Newman ([https://directory.westernsydney.edu.au/search/name/Phillip Newman/](https://directory.westernsydney.edu.au/search/name/Phillip%20Newman/))

Description This unit aims to give students a basic understanding of scientific methodology as it applies to the collection, analysis and interpretation of forensic evidence. Students are introduced to a range of crime scene investigation methods and analysis methods that are used with various types of forensic evidence. The concept of individualisation is introduced and the importance of this concept in forensic science is explained. Case studies are used to explain the concepts discussed in this unit. The role of human factors is discussed, together with the importance of critically evaluating forensic evidence and the means by which it was obtained.

School Science

Discipline Forensic Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Restrictions Students must be enrolled at the College. Students in extended programs must pass 40 CPs of preparatory subjects prior to enrolling in this unit

Assumed Knowledge

Students must be enrolled at the College. Extended students need to have passed 40 CPs of preparatory subjects in order to enrol in this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify physical evidence and determine its significance and value.
2. Explain the use of basic scientific methodology as it applies to the collection, analysis and interpretation of forensic evidence.
3. Describe the basic principles of collecting and conserving forensic evidence and give examples of standard procedures for maintaining evidence integrity and continuity.
4. Apply identification concepts and methodologies to the collection, analysis and interpretation of evidence.
5. Describe the value of trace evidence to forensic investigations, and explain the ways in which it may be collected and analysed.
6. Evaluate case studies to illustrate a range of possible deficiencies in the way in which forensic evidence may be collected, analysed and interpreted.
7. Critically evaluate the role of expert witnesses in the justice system.
8. Communicate the results of forensic investigation correctly in written form, using an appropriate language style placing the findings in context of the forensic investigation.

Subject Content

- Explanation of what is considered physical evidence and the purpose of collecting and analysing physical evidence
- Basic scientific methodology as it applies to the collection, analysis and interpretation of forensic evidence.
- Principles of collecting and conserving forensic evidence, including crime-scene protection, contemporaneous note taking, chain of custody, and quality management.
- Presumptive testing and its role in crime scene investigation
- An introduction to spectroscopy and its incorporation in crime scene investigation
- The concepts of evidence integrity and continuity.

- History of the concept of identification and its development
- Identification concepts and methodology, including pattern matching / comparative analysis, classification, elimination of suspects and databases.
- Analysis of a range of forensic evidence and its interpretation within the concept of identification
- The role of the expert witness within the justice system, including presentation of evidence, and an introduction to the Australian judicial system.
- An introduction to contemporary issues in forensic science
- Quality Control and Quality Assurance in evidence handling and forensic analysis
- A range of case studies, including satisfactory and unsatisfactory use of forensic evidence.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	1000 words in total over the practicals (performed during the practicals)	20	N	Individual
Essay	1,500 words	30	N	Individual
Final Exam	2 hrs	50	N	Individual

Prescribed Texts

- Saferstein, R. 2015, *Criminalistics: an introduction to forensic science*, 11th edn, Prentice Hall, Upper Saddle River NJ.

Teaching Periods

Autumn Hawkesbury Day

Subject Contact Phillip Newman ([https://directory.westernsydney.edu.au/search/name/Phillip Newman/](https://directory.westernsydney.edu.au/search/name/Phillip%20Newman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS1027_22-AUT_HW_D#subjects)

NATS 2001 Advanced Science Project A

Credit Points 10

Legacy Code 300937

Coordinator Sabine Piller ([https://directory.westernsydney.edu.au/search/name/Sabine Piller/](https://directory.westernsydney.edu.au/search/name/Sabine%20Piller/))

Description The unit is design to teach students what is required to successfully begin to answer a scientific question. It specially focuses on teaching students how to access and critically review literature on a given topic, chosen in consultation with a supervisor in the student's preferred field of study. Students will present their findings in both written and poster formats. Students also attend a one day workshop

where they engage with researchers in a wide variety of fields to broaden their understanding of research.

School Science

Discipline Natural and Physical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects LGYA 6165 - Advanced Science Research Project A

Restrictions Students must be enrolled in 3562 Bachelor of Science (Advanced Science) or 3682 Bachelor of Medical Science (Advanced) or 3683 Bachelor of Natural Science (Advanced) and must have passed 80 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Assess research activities and research presentations
2. Access, review, assess and critically evaluate relevant research literature on a topic chosen by the supervisor
3. Communicate in written and poster formats
4. Reflect on experiences and exposure to the research environment broadly

Subject Content

1. Define research and gain a wide understanding of research
2. Find and critically assess the available literature on a given topic and write a critical review of the literature on a given topic
3. Present critical review in written and poster presentation formats
4. Engage with researchers in different fields to gain knowledge of the broader research environment

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Proposal	1,000 words	20	N	Individual
Reflection	500 words	10	N	Individual
Poster	Poster	25	N	Individual
Critical Review	2,000 words	45	N	Individual

Teaching Periods

Autumn

Campbelltown

Day

Subject Contact Sabine Piller ([https://directory.westernsydney.edu.au/search/name/Sabine Piller/](https://directory.westernsydney.edu.au/search/name/Sabine%20Piller/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS2001_22-AUT_CA_D#subjects)

Hawkesbury

Day

Subject Contact Sabine Piller ([https://directory.westernsydney.edu.au/search/name/Sabine Piller/](https://directory.westernsydney.edu.au/search/name/Sabine%20Piller/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS2001_22-AUT_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Sabine Piller ([https://directory.westernsydney.edu.au/search/name/Sabine Piller/](https://directory.westernsydney.edu.au/search/name/Sabine%20Piller/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS2001_22-AUT_PS_D#subjects)

NATS 2002 Advanced Science Project B

Credit Points 10

Legacy Code 300938

Coordinator Eleonora Egidi ([https://directory.westernsydney.edu.au/search/name/Eleonora Egidi/](https://directory.westernsydney.edu.au/search/name/Eleonora%20Egidi/))

Description This unit continues the students' training in thinking as a research scientist whilst developing analytical and critiquing skills in a range of science disciplines. Students will form hypothetical companies and develop a portfolio of scientific products that they will have to present as prospectus and in oral presentations. The students will have to assess the constraints of research having to address the WHS, gene technology, ethics and other legislative issues impacting their projects. Students will also have to manage budgets, market analyses and intellectual property issues.

School Science

Discipline Natural and Physical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) NATS 2001

Equivalent Subjects LGYA 6166 - Advanced Science Project B

Restrictions Students must be enrolled in 3562 Bachelor of Science (Advanced Science) or 3682 Bachelor of Medical Science (Advanced Science) or 3683 Bachelor of Natural Science (Advanced Science).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Solve problems from a multi disciplinary science approach accessing knowledge previously acquired in the course.
2. Acquire and use knowledge of the constraints of research and make project based decisions.
3. Research a problem, critique information and cite the appropriate scientific literature.
4. Develop a prospectus with self reflection and application of feedback from peer assessment.
5. Communicate ideas for a business/venture capital pitch.
6. Work effectively in a team.
7. Engage with researchers in different fields to gain knowledge of the broader research environment.

Subject Content

1. The scientific process in a multi disciplinary setting to identify and address problems
2. Science funding sources, milestones, timelines and budgets

3. Ethics, WHS and intellectual property
4. Introductory marketing, SWOT analysis
5. Development of a prospectus
6. Oral presentations for a range of audiences

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Trial Group Portfolio Submission - This is put together by 4 students and individually assessed. The contribution from each student is clearly indicated and marks attributed to the appropriate individual.	maximum 750 words per student (excluding tables and figures)	20	N	Individual
Final Group Portfolio Submission - This is put together by 4 students and individually assessed. The contribution from each student is clearly indicated and marks attributed to the appropriate individual.	maximum 750 words per student (excluding tables and figures)	50	N	Individual
Oral presentation. Group assessment	15 minutes	20	N	Individual
Reflection	500 words	10	N	Individual

Prescribed Texts

- NULL
- There are no textbooks for this subject; students will use a variety of books and journals based on the topic chosen

Teaching Periods

Spring Campbelltown

Day

Subject Contact Eleonora Egidi ([https://directory.westernsydney.edu.au/search/name/Eleonora Egidi/](https://directory.westernsydney.edu.au/search/name/Eleonora%20Egidi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS2002_22-SPR_CA_D#subjects)

Hawkesbury

Day

Subject Contact Eleonora Egidi ([https://directory.westernsydney.edu.au/search/name/Eleonora Egidi/](https://directory.westernsydney.edu.au/search/name/Eleonora%20Egidi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS2002_22-SPR_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Eleonora Egidi ([https://directory.westernsydney.edu.au/search/name/Eleonora Egidi/](https://directory.westernsydney.edu.au/search/name/Eleonora%20Egidi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS2002_22-SPR_PS_D#subjects)

NATS 2004 Anatomy of the Thorax and Abdomen

Credit Points 10

Legacy Code 300894

Coordinator Manisha Dayal ([https://directory.westernsydney.edu.au/search/name/Manisha Dayal/](https://directory.westernsydney.edu.au/search/name/Manisha%20Dayal/))

Description This unit builds on the systems anatomy studied during first year, and explores the regional anatomy of the contents and walls of the human thorax and abdominopelvic cavities. Emphasis is placed on the relationship between structures, and the nexus between form and function. Cadaveric specimens are used in this unit to illustrate the array of normal anatomical variation.

School Science

Discipline Medical Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) NATS 1001

Equivalent Subjects LGYA 5931 - Anatomy of the Thorax and Abdomen
NATS 2003 - Anatomy of the Thorax and Abdomen

Restrictions

Students must be enrolled in program code 3755 Bachelor of Medical Science, 3673 Bachelor of Medical Science, 3657 Bachelor of Medical Science/Bachelor of Information and Communications Technology, or 3682 Bachelor of Medical Science (Advanced), 3733 Bachelor of Medical Science (Forensic Mortuary Practice) or 6002 Diploma in Science/Bachelor of Medical Science

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify structures within and associated with the thoracic, abdominal and pelvic cavities on cadaveric specimens in addition to models and graphic material.
2. Explain the functional anatomy of the thoracic, abdominal and pelvic regions.
3. Analyse and explain functional and spatial relationships between structures in the thoracic, abdominal and pelvic regions.
4. Discuss the embryological development of the intraembryonic coelom, the subsequent major cavities and associated major intraperitoneal and retroperitoneal viscera.
5. Identify and discuss normal anatomical variations of the thoracic, abdominal and pelvic regions.
6. Describe common abnormalities in the thoracic, abdominal and pelvic regions, and explain their anatomical basis and functional consequences.

Subject Content

1. thoracic wall
2. thoracic cavity and viscera
3. abdominal wall
4. abdominal cavity and viscera
5. pelvic wall and floor
6. pelvic cavity and viscera
7. vasculature of thoracic, abdominal and pelvic cavities
8. innervation of thoracic, abdominal and pelvic cavities
9. muscles of the back
10. vertebral column
11. embryological development of major thoracic, abdominal and pelvic viscera

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	Up to 30 mins	0	Y	Individual
Literature Review	Up to 1000 words, 10mins	30	N	Individual
Practical Exam	45 mins	15	N	Individual
Practical Exam	45 mins	15	N	Individual
Final Exam	2 hours	40	N	Individual

Prescribed Texts

- Moore, Dalley & Agur (2017). Moore Clinically Oriented Anatomy: 8th Edition. New York: Wolters Kluwer | Lippincott Williams & Wilkins
- Hansen JT (2018). Netter's Anatomy coloring book. Philadelphia: Elsevier

Teaching Periods

Autumn Campbelltown Day

Subject Contact Manisha Dayal ([https://directory.westernsydney.edu.au/search/name/Manisha Dayal/](https://directory.westernsydney.edu.au/search/name/Manisha%20Dayal/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS2004_22-AUT_CA_D#subjects)

NATS 2005 Appendicular Skeleton

Credit Points 10

Legacy Code 300898

Coordinator Manisha Dayal ([https://directory.westernsydney.edu.au/search/name/Manisha Dayal/](https://directory.westernsydney.edu.au/search/name/Manisha%20Dayal/))

Description This musculoskeletal unit builds on the basic anatomy taught during the first year, offering a regional study of the human upper and lower limbs, including their respective girdles. Emphasis is placed on the identification and description of the structures, including the correlation of structure and function. Cadaveric specimens are used to aid the learning of these regions and their three-dimensional aspect, including the anatomical variation found in these regions.

School Science

Discipline Medical Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) NATS 1013 OR NATS 1001

Equivalent Subjects NATS 2029 - The Appendicular Skeleton LGYA 5937 - The Appendicular Skeleton

Incompatible Subjects BIOS 1015 - Functional Anatomy

Restrictions Students must be enrolled in 3673 Bachelor of Medical Science, 3682 Bachelor of Medical Science (Advanced), 3733 Bachelor of Medical Science (Forensic Mortuary Practice) or 6002 Diploma in Science/Bachelor of Medical Science. Students must also have a laboratory coat in this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Recognise anatomical structures on cadaveric material, models and other graphic resources to understand the structure of the upper and lower limbs.
2. Explain the functional anatomy of the upper & lower limbs, including their girdles.
3. Discuss the embryological development of the early & final stages of the upper & lower limbs, the process of rotation and the consequences there of.
4. Describe and identify common abnormalities in both the upper & lower limbs as a result of developmental anomalies.
5. Recognize the range of normal anatomical variation within the upper & lower limbs including identification on cadaveric material.

Subject Content

1. Bones of the upper & lower limbs
2. Brachial, lumbar & sacral plexuses
3. Muscles of the shoulder region, arm, forearm & hand
4. Muscles of the gluteal region, thigh, leg & foot
5. Innervations of the upper & lower limbs
6. Vasculature of the upper & lower limbs
7. Embryological development of the upper & lower limbs
8. Surface anatomy of the upper & lower limbs

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Anatomy Induction Module	Up to 30 minutes	0	Y	Individual
Written Assignment	Up to 1000 words`	20	N	Individual
Intra-Semester Test 1	1 hour	20	N	Individual
Intra-Semester Test 2	1 hour	20	N	Individual
Final Exam	2 hours	40	N	Individual

Prescribed Texts

- Moore, K. L., Dalley, A. F., & Agur, A. M. R. (2014). Clinically oriented anatomy (7th ed.). Philadelphia, PA: Wolters Kluwer.
- Hansen JT (2014). Netter's Anatomy coloring book (2nd ed.). Philadelphia: Elsevier

Teaching Periods

NATS 2006 Approved Industrial Experience

Credit Points 0

Legacy Code 300655

Coordinator Vijay Jayasena (https://directory.westernsydney.edu.au/search/name/Vijay_Jayasena/)

Description This is a "Work Experience" unit, for which no student contribution fee is charged, nor will it consume Student Learning Entitlement (SLE). Students are required to obtain at least ten weeks, vocationally relevant, industrial experience during their course of study. The aim of this is to provide students with opportunities to apply theoretical concepts to real world situations, assisting their personal and professional development. Approved industrial experience aims to provide flexibility for students to pursue areas of interest and to assist in their selection of appropriate elective units in their course and to meet the professional accreditation requirements as maybe required in your key program. Students are required to organise, formalise and validate at least ten weeks of university approved industry experience within an industrial, commercial or government situation during the course of their study.

School Science

Discipline Other Natural And Physical Sciences

Student Contribution Band

Level Undergraduate Level 2 subject

Equivalent Subjects NATS 2007 - Approved Industrial Experience LGYB 8194 - Approved Industrial Experience

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Work Experience Report		S/U	N	Individual

Teaching Periods

NATS 2008 Clinical Pharmacology

Credit Points 10

Legacy Code 400981

Coordinator Srinivas Nammi ([https://directory.westernsydney.edu.au/search/name/Srinivas Nammi/](https://directory.westernsydney.edu.au/search/name/Srinivas%20Nammi/))

Description This unit explores in depth clinical pharmacology fundamental to the practice of allied health (Physiotherapy, Podiatric Medicine and Paramedicine) and complementary medicine (Traditional Chinese Medicine). General principles of pharmacology, pharmacokinetics and pharmacodynamics will be discussed. Key drug categories affecting the main body systems will be introduced in terms of their mechanisms of action, adverse reactions and clinical applications. In the context of antimicrobial pharmacology, general concepts of microbiology will be introduced offering students an understanding of the causative microorganisms, the complex relationship between host and pathogen, the pharmacological actions of antimicrobial drugs and the principles of infection control.

School Science

Discipline Pharmacology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) NATS 2038

Equivalent Subjects LGYA 7037 - Clinical Pharmacology and Microbiology

Incompatible Subjects NATS 2026 - Pharmacology

Learning Outcomes

On successful completion of this subject, students should be able to:

1. discuss basic pharmacological concepts and ethical and legal requirements of pharmacotherapy in health settings
2. explain the principles of pharmacokinetics and pharmacodynamics
3. describe major types of drugs in each drug category
4. explain the mechanism of actions, adverse reactions and clinical applications of each drug category
5. describe the structure, function, classification, growth of microorganisms and their roles in health and disease

6. explain the principles of immunological response to infections and apply microbiology theory to the infection control
7. explain the principles of drug interactions and toxicity
8. discuss the clinical implications of drug usage and its impact on clinical practice

Subject Content

1. Introduction to pharmacology
 - drug nomenclature and Classification
 - drug formulations and administration
 - drug development, evaluation and safety
 - legal and Ethical Issues relating to pharmacotherapy
2. Pharmacokinetics
 - drug absorption, Distribution, metabolism and Excretion
3. Pharmacodynamics
 - mechanisms of drug action
4. Drug affecting central nervous system
 - drugs used for anxiety and Depression
 - Drugs used for Parkinson's disease
 - Anticonvulsants, antispasmodics and muscle relaxants
 - drugs used for multiple Sclerosis
5. Drugs affecting peripheral nervous system
 - drugs affecting adrenergic transmission
 - drugs affecting cholinergic transmission
 - drugs affecting Neuromuscular transmission
6. Drugs affecting cardiovascular system
 - Thrombolytic and anticoagulant drugs
 - Lipid lowering drugs
 - drugs used in angina
 - Antiarrhythmic drugs
 - Antihypertensive drugs
7. Drugs affecting respiratory system
 - drugs used for Asthma
 - drugs used for COPD and emphysema
 - drug used for Cough
8. Drugs used for diabetes
 - Hypoglycaemic drugs
 - insulin
 - treatment of diabetic neuropathy
9. Drugs affecting gastrointestinal system
 - drugs used for peptic ulcer disease
 - drugs used for Constipation and Diarrhoea
 - drugs used for nausea and Vomiting
10. Drugs affecting urinary system
 - Diuretics
 - drugs for Urinary incontinence
11. Drugs for pain and inflammation
 - Opioids
 - Nonsteroidal Anti-Inflammatory drugs
 - Corticosteroids and antirheumatic drugs
12. Antimicrobial drugs and infection control
 - introduction to microbiology
 - Bacteriology
 - Mycology
 - Virology
 - infection, spread of infection and infection control
 - mechanism of action of antimicrobial chemotherapy
 - antibiotics and synthetic antibacterial drugs
 - Antiviral drugs
13. Drug interactions and toxicity
 - mechanisms of drug toxicity
 - principles of drug interactions
14. Clinical implications of drug usage (including children and the elderly) on clinical practice of physiotherapy, podiatry and TCM

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Tutorial Class Weeks 1-7 Participation and Weeks 10-12		10	N	Group
Intra-session exam	90 mins	30	N	Individual
Essay	2000 words	20	N	Individual
Final Exam	90 mins	30	N	Individual
Presentation	8 mins	10	N	Individual

Teaching Periods

Spring Campbelltown Day

Subject Contact Srinivas Nammi ([https://directory.westernsydney.edu.au/search/name/Srinivas Nammi/](https://directory.westernsydney.edu.au/search/name/Srinivas%20Nammi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS2008_22-SPR_CA_D#subjects)

NATS 2010 Crime Scene Investigation

Credit Points 10

Legacy Code 300873

Coordinator Brenden Riley ([https://directory.westernsydney.edu.au/search/name/Brenden Riley/](https://directory.westernsydney.edu.au/search/name/Brenden%20Riley/))

Description A substantial amount of forensic evidence used in the prosecution of criminal cases is initially established at the crime scene. Recognising, detecting, recovering, preserving and recording this evidence forms a critical function within forensic science and criminal investigation. This unit introduces the student to a range of crime scene practices that provides the knowledge and skill to interpret a complex scene with voluminous detail, into a more specifically targeted range of forensic evidence items. This unit will explore aspects of crime scene investigation including; crime scene processes, recognition of evidence, documentation of crime scenes, evidence detection and enhancement, and maintaining evidence integrity. It also introduces professional practices associated with maintaining evidence integrity and continuity.

School Science

Discipline Forensic Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) NATS 1008 AND NATS 1003

Equivalent Subjects NATS 2011 - Crime Scene Investigation

Incompatible Subjects NATS 2014 - Evidence Crime Scene Management

Restrictions Students must be enrolled in 3589 Bachelor of Science (Forensic Science), 3562 Bachelor of Science (Advanced Science) (Forensic Science) or MT3022 Forensic Science

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe what constitutes the determination of a crime scene.
2. Articulate the concepts of the CSI Effect within the criminal justice system.
3. Apply a range of evidence enhancement and preservation methods.
4. Apply professional practices associated with maintaining evidence integrity and continuity.
5. Conduct a complete forensic examination of a crime scene.
6. Apply a range of field-portable equipment and interpret information provided by these techniques in relation to the crime scene.
7. Report evidence and conclusions from crime scene investigations accurately and correctly in an appropriate format.

Subject Content

1. Crime scene investigation (CSI) principles
2. Scene documentation paradigm involving contemporaneous note taking, sketching and photography
3. Detection, collection and preservation of evidence
4. Documenting identification features in post mortem examinations
5. Application of CSI principles to outdoor scenes
6. Problems that arise from media portrayals of forensic procedures (? eCSI effect?f) within the criminal judicial system
7. Biological evidence
8. Blood reagents and evidence enhancement
9. Presumptive testing of scene evidence, including the use of field-portable equipment

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case file / folio for one of the crime scenes conducted during the practicals.	Ca. 300 words, written during a 3-hour practical	20	N	Both (Individual & Group)
Quiz	30 questions, 30 2 minutes per question (1 hour in total)		N	Individual
Simulated crime scene	4 hours	50	Y	Individual

Prescribed Texts

- Sutton, R & Trueman, K (eds) 2009, Crime scene management: scene specific methods, John Wiley, Chichester, West Sussex. (Available as an e-book)

Teaching Periods

Spring Hawkesbury

Day

Subject Contact Val Spikmans ([https://directory.westernsydney.edu.au/search/name/Val Spikmans/](https://directory.westernsydney.edu.au/search/name/Val%20Spikmans/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS2010_22-SPR_HW_D#subjects)

NATS 2015 Evidence and Crime Scene Management

Credit Points 10

Legacy Code 300935

Coordinator Robert Ebeyan ([https://directory.westernsydney.edu.au/search/name/Robert Ebeyan/](https://directory.westernsydney.edu.au/search/name/Robert%20Ebeyan/))

Description Evidence and Crime Scene Management is a unit designed to provide students with an understanding and knowledge of critical principles associated with the management of evidence and sites considered as crime scenes. The unit is particularly designed for students wishing to enter professional domains involving; policing, nursing, animal welfare, workplace investigators, health inspectors, WHS officers, fire investigation, council and park rangers, social welfare, environmental protection, fraud and insurance investigation and others where the collection of evidence is a component of professional practice within the discipline. The unit covers topics such as; recognition of various evidence, the recording and documentation of evidence, crime scene or site photography, managing scenes, maintaining evidence integrity, sexual assault evidence, the reporting and presentation of evidence in court and others.

School Science

Discipline Forensic Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects NATS 2014 - Evidence and Crime Scene Management

Incompatible Subjects NATS 2010 - Crime Scene Investigation

Restrictions Successful completion of 40 credit points. Students enrolled in 3589 Bachelor of Science (Forensic Science) or in MT3022 Forensic Science are not eligible to take this subject as an elective.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify various types of evidence and explain the relevance of each evidence type to forensic investigations.
2. Differentiate identification and elimination evidence.
3. Explain the methods for preservation, documentation and collection of evidence that are utilised by crime scene investigators.
4. Describe how evidence is handled to ensure that evidence integrity and continuity are maintained from the scene to presentation in court.
5. Understand the impact of individual photographic principles on image quality and effectively document a crime scene by implementing this knowledge.

6. Carry out specific techniques in order to enhance latent evidence.
7. Demonstrate a range of communication skills necessary for preparing and presenting evidence in a court environment.
8. Describe the value of ethical conduct in relation to providing evidence to a legal landscape (criminal and civil).

Subject Content

1. What is forensic evidence?
2. Understanding identification and elimination evidence.
3. Defining and establishing a crime scene or accident site.
4. Management of evidence integrity and continuity.
5. Maintaining the integrity of crime scenes and minimising contamination.
6. Methods of preserving, documenting and collecting physical evidence.
7. Photographing crime scenes and other sites.
8. Photographic interpretation and evidence (including the detection of forgeries).
9. Physical evidence found at crime scenes (footwear impressions, tyre impressions, fingerprinting, tool marks etc.).
10. Sexual assault evidence.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Online Quiz	1 hour	20	N	Individual
Laboratory Workbook	1,000 Words	10	N	Individual
Spot Test	30 minutes	10	N	Individual
Simulated Crime Scene	2 hours	20	N	Individual
Final Exam	2 hours	40	N	Individual
Attendance: Practical Workshop at Hawkesbury Campus	15 hours (5 x 3hrs over 3 days)	N/A	Y	Individual

Prescribed Texts

- Sutton, R., Trueman, Keith, & Moran, Christopher. (2016). Crime Scene Management : Scene Specific Methods. (2nd ed.).

Teaching Periods

Summer A Hawkesbury

Day

Subject Contact Robert Ebeyan ([https://directory.westernsydney.edu.au/search/name/Robert Ebeyan/](https://directory.westernsydney.edu.au/search/name/Robert%20Ebeyan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS2015_22-SUA_HW_D#subjects)

NATS 2019 Forensic and Environmental Analysis

Credit Points 10

Legacy Code 300843

Coordinator Mark Williams ([https://directory.westernsydney.edu.au/search/name/Mark Williams/](https://directory.westernsydney.edu.au/search/name/Mark%20Williams/))

Description This unit extends the student's knowledge and experience of analytical techniques by applying them to forensic investigations and analysis in the environmental and food sciences. It will provide an understanding of the chemical and physical principles underlying the use of instrumentation in chemical analysis. Topics include principles of spectroscopic techniques, separation methods; sample collection and storage; presumptive testing; modern chemical instrumentation for gas and liquid chromatography; atomic spectroscopy; mass spectroscopy; x-ray methods and spectroscopic methods.

School Science

Discipline Forensic Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) CHEM 1003 OR CHEM 1008

Equivalent Subjects NATS 2018 - Forensic and Environmental Analysis

Incompatible Subjects CHEM 2001 - Analytical Chemistry and CHEM 2002 - Analytical Chemistry 2

Assumed Knowledge

An understanding and competence with basic chemical principles including SI units, chemical symbols, formulas and equations, stoichiometry, the mole concept, equilibria, acids and bases, pH and electrochemistry. Introductory statistics – mean, standard deviation, distributions, linear regression.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate a familiarity with a range of instrumental analytical techniques that are relevant to forensic and environmental investigations.
2. Describe the underlying chemical principles of chromatography including the basic theory and practical applications.
3. Show an understanding of instrumental analysis, the factors which govern its application in real-world situations and the limitations and interferences of specific techniques.
4. Explain how presumptive tests are used in forensic and environmental analyses.
5. Discuss the concepts in designing experiments for analysing forensic, environmental and food samples including principles of sampling and sample preparation.
6. Conduct instrumental investigations to determine concentrations of specific analytes relevant to either a forensic or environmental analysis.
7. Perform result analysis of experimental data including error calculation by applying relevant statistics. analyse and graph data and draw appropriate conclusions from data.
8. Record and communicate the results of their investigations demonstrating awareness of the conventions of scientific writing and graphical presentations.

Subject Content

1. Introduction to instrumental analysis - comparison with wet chemical methods

2. Basic principles of chromatography - high performance liquid chromatography, gas chromatography
3. Experimental design, sampling, sampling techniques, sample preparation
4. Atomic spectroscopy - atomic absorption, atomic emission, ICP
5. Spectroscopic techniques - UV/visible, IR spectroscopy
6. Mass spectrometry
7. Statistical methods relevant to linear regression based analytical methods
8. Presumptive testing

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Practical	6 practicals (4 hours in duration), 3 workshops (2 hours in duration)	30	N	Individual
Essay	2,000 words	20	N	Individual
Participation	Weekly	10	N	Individual
Final Exam	2 hours	40	N	Individual

Teaching Periods

**Autumn
Hawkesbury****Day**

Subject Contact Mark Williams ([https://directory.westernsydney.edu.au/search/name/Mark Williams/](https://directory.westernsydney.edu.au/search/name/Mark%20Williams/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS2019_22-AUT_HW_D#subjects)

NATS 2021 Imaging Science

Credit Points 10

Legacy Code 401171

Coordinator Robert Ebeyan ([https://directory.westernsydney.edu.au/search/name/Robert Ebeyan/](https://directory.westernsydney.edu.au/search/name/Robert%20Ebeyan/))

Description Imaging science is a key area within the forensic sciences. This unit explores the application of imaging science and forensic photography practices to detect, preserve, enhance and examine forensic evidence. The unit focuses on optical and digital enhancement methods that provide essential non-destructive methods for evidence preservation and analysis. The unit provides the learner with necessary theoretical concepts of imaging science that underpin the practice of forensic photographic evidence.

School Science

Discipline Forensic Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) NATS 1008

Equivalent Subjects NATS 2013 - Digital Forensic Photography 2 NATS 2022 - Imaging Science and Photographic Evidence

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Investigate the conceptual relationship between the collection of images, their optical and digital enhancement and the production of data.
2. Evaluate the reliability of image data and how it may be considered in the context of scientific enquiry and the legal justice system.
3. Relate theoretical principles of the behaviour of light and image formation to image analysis.
4. Apply optical and digital imaging methods and theory for the enhancement of scientific evidence.
5. Explain imaging science principles such as photoluminescence, chemiluminescence, absorption, reflection and transmission modes of imaging in the context of forensic evidence.

Subject Content

1. Concepts of photographic evidence within the legal justice system
2. Principles of light and colour
3. Photographic optics and filters
4. Optical enhancement of physical evidence
5. Digital enhancement of photographic evidence
6. Specialised photographic techniques for forensic evidence
7. Evaluation of the photographic image
8. Current developments in research and technology

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	20 minutes	10	N	Individual
Portfolio	Compendium of photographs acquired throughout practicals (up to 35 images)	10	N	Individual
Poster	A digital poster (1,000 words)	25	N	Individual
Reflection	A series of short answer questions based on practical rotations	15	N	Individual
Final Exam	2 hours	40	N	Individual

Prescribed Texts

- Robinson, Edward M., and ScienceDirect. Crime Scene Photography. 3rd ed. 2016.

Teaching Periods

Autumn

Hawkesbury

Day

Subject Contact Robert Ebeyan ([https://directory.westernsydney.edu.au/search/name/Robert Ebeyan/](https://directory.westernsydney.edu.au/search/name/Robert%20Ebeyan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS2021_22-AUT_HW_D#subjects)

NATS 2023 Integrated Science

Credit Points 10

Legacy Code 300931

Coordinator Michelle Ryan ([https://directory.westernsydney.edu.au/search/name/Michelle Ryan/](https://directory.westernsydney.edu.au/search/name/Michelle%20Ryan/))

Description Science and the scientific process of discovery have been successful in offering explanations for the world we live in. Due to scientific advances, we have eradicated some disease, explored the moon and the deepest parts of our oceans and created communication across distances on the planet previously unimaginable. We now face the major challenge of creating a future world which is sustainable for life on Earth. Solving our contemporary complex human and environmental issues to create a sustainable future, however, requires integrative and multidisciplinary research frameworks, an understanding of the relationship between science and society including cultural, social, economic and political and ethical factors. Students will critically examine such perspectives in a series of contemporary 'real-life' case studies such as climate change, medical breakthroughs, biodiversity loss, environmental sustainability and human-animal interactions. They will undertake research into the relationship of science integrated with society, and the uncertainty and bias of evidence in decision making.

School Science

Discipline Natural and Physical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects NATS 1011 - Integrated Science AGEN 2001 - Science in Society NATS 2024 - Integrated Science (WSTC)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the nature of Science, the scientific process and the contemporary issues/mega problems of society and the role of science
2. List and explain the main fallacies used in arguments and distinguish between expert and novice understandings
3. Identify and describe a scientifically controversial topic and logically argue solutions from multiple perspectives (including ethical and social, political) to present a considered opinion
4. Describe the ways in which scientists interact with each other, policy makers, managers and the wider community in contemporary 'real-life' issues
5. Describe the cultural, social, economic and political factors underlying important scientific breakthroughs
6. Critically analyse and communicate a complex contemporary issue integrating scientific ideas and express the findings for a non-scientific audience in the media

Subject Content

1. Nature of science and scientific research including bias, complexity and uncertainty
2. Experts and knowledge ? the role of science in planning and decision making processes
3. Arguments and fallacies
4. Understanding of the contemporary issues/mega problems of society
5. Historical and policy context of science in society
6. Relationships between science and society including cultural, economic, political perspectives
7. Communication of science to the wider community

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Case Study Report	1,500 words	40	N	Individual
Case Study Electronic Presentation	Various dependent on media selected: Video – 5 minutes, Written text (blog/website etc.) - 1000 words, Social media page – 15 posts	30	N	Group
Final exam	2 hours	30	N	Individual

Teaching Periods

NATS 2024 Integrated Science (WSTC)

Credit Points 10

Legacy Code 700096

Coordinator Virginia Shepherd ([https://directory.westernsydney.edu.au/search/name/Virginia Shepherd/](https://directory.westernsydney.edu.au/search/name/Virginia%20Shepherd/))

Description Science and the scientific process of discovery have been successful in offering explanations for the world we live in. Due to scientific advances, we have eradicated some disease, explored the moon and the deepest parts of our oceans and created communication across distances on the planet previously unimaginable. We now face the major challenge of creating a future world which is sustainable for life on Earth. Solving our contemporary complex human and environmental issues to create a sustainable future, however, requires integrative and multidisciplinary research frameworks, an understanding of the relationship between science and society including cultural, social, economic, political and ethical factors. Students will critically examine such perspectives in a series of contemporary 'real-life' case studies such as climate change, indigenous health, medical breakthroughs, biodiversity loss, environmental sustainability and human-animal interactions. They

will undertake research into the relationship of science integrated with society, and the uncertainty and bias of evidence in decision making. They will demonstrate their understanding by analysis of a contemporary issue by producing a scientific report and a powerpoint or video.

School Science

Discipline Natural and Physical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects NATS 1011 - Integrated Science 1 AGEN 2001 - Science in Society NATS 2023 - Integrated Science

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in Extended Diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject. Students enrolled in the combined Diploma/Bachelor programs listed below must pass all College Preparatory subjects listed in the program structure before progressing to the Year 2 subjects.

Assumed Knowledge

Oral and written communication skills.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the nature of Science, the scientific process and discuss the role of science in society.
2. Discuss how different disciplines and perspectives integrate to seek sustainable solutions to human and environmental issues.
3. Identify and research a scientifically controversial topic and logically argue solutions from multiple perspectives (including ethical, social and political) to present a considered opinion.
4. Describe the ways in which scientists interact with each other, policy makers, managers and the wider community in contemporary 'real-life' issues.
5. Describe the cultural, social, economic and political factors underlying important scientific breakthroughs.
6. Critically analyse a complex contemporary issue integrating scientific ideas and express the findings for a non-scientific audience in the media.

Subject Content

1. Nature of science and scientific research including bias, complexity and uncertainty.
2. Understanding complexity theory ? e.g. cynefin framework
3. Historical and policy context of science in society
4. Contemporary issues in modern science
5. Integrated and multidisciplinary framework required for sustainable solutions
6. Relationships between science and society including cultural, economic, political perspectives
7. Experts and knowledge ? the role of science in planning and decision making processes
8. Communication of science to the wider community

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	45 minutes	15	N	Individual
Critique	500 – 600 words	20	N	Individual
Scientific Report	800-1000 words	30	N	Individual
Powerpoint presentation or video	10 minutes presentation	35	N	Individual

Teaching Periods

NATS 2025 Natural Science Research Methods

Credit Points 10

Legacy Code 300932

Coordinator Clarissa House ([https://directory.westernsydney.edu.au/search/name/Clarissa House/](https://directory.westernsydney.edu.au/search/name/Clarissa%20House/))

Description This unit aims to introduce students to the theories and practices underpinning the scientific processes. Students will learn to identify an issue, review the literature to identify gap(s) and formulate a hypothesis or a question to address the gap(s). Students will then explore research methods and designs to safely and ethically conduct an experiment or study to collect data to answer the hypothesis/question. They will also learn to analyse and interpret the data and report on the findings of the research in a written format. The unit is structured so that lectures will provide theoretical expertise and workshops will reinforce student learning with practical experience. This knowledge and skills are essential for stage 3 units and a career in science.

School Science

Discipline Natural and Physical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects LGYA 5920 - Research Communities and their Environments NATS 2028 - Research Methods LGYA 6151 - Animal Research

Restrictions Successful completion of 60 credit points at Level 1.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify an issue and formulate research aim and research hypothesis or question
2. Gather, critically evaluate and synthesise information from a range of sources
3. Design and conduct an experiment or study to test a hypothesis or answer a research question
4. Identify and address potential risks and ethics relevant to a research project
5. Collect data, conduct simple analysis, present results of the experiment or study, discuss the findings and draw conclusions
6. Report on a research project in the written format

7. Reflect on practices and experiences for personal and professional development

Subject Content

1. Conceptualising a research project:
 - what do You see as A question (theoretical or applied): usually derived from observation in The work place, everyday life, nature, news articles, magazines & journals
 - Background reading to confirm that is A Problem worthy of research: introduce students to different types of literature
 - Skills to learn: library searches; assessing literature through skim reading of publishers, tittles, abstract, headings/sub-headings & captions
2. Locating, reviewing the literature to identify gaps:
 - what is A lit Review, how is It conducted
 - what are gaps and how to identify them (from what is known and unknown)
 - skills to learn: organising own research database, making notes and mind-Mapping to identify themes of what is known, what is not known, and gaps
3. Identifying the aim of the research, formulate hypothesis or research question(s):
 - structure of A Hypothesis/ question(s)
4. Research methods and research designs:
 - data sources (i.e. Surveys, quantitative, quantitative etc.)
 - data collection tools (i.e. sample size, units of replication etc.)
5. Ethical and regulatory frameworks involved in research on humans and animals:
 - Skills to learn: undertaking and documenting risk assessment as appropriate to their proposed research activities; completing an ethical application
6. Managing a project:
 - Skills to learn: use of Gantt chart; recording and protecting data
7. Types of data and basic methods to analyse data:
 - what statistical test is appropriate for The data?
 - what The data tell You in relation to The Hypothesis or questions ? tools to present results (tables, Graphs, stats)
 - what are your conclusions based on The Hypothesis or questions?
 - how do The conclusions relate to current research literature? are they consistent or expand on The literature? are they inconsistent and why?
 - skills to learn: Integrating Numerical evidence to support arguments
8. Academic writing:
 - structure of A research proposal and A research report
 - Reflections for personal and professional development: A framework with guided questions for Reflections

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Online quiz's	60 multiple choice questions / Short answer questions	30	N	Individual
Mini Literature and Data Review	800 words	25	N	Individual

Applied Project - assessment of the ethical implications of animal numbers	2 forms	20	N	Individual
--	---------	----	---	------------

Report	1,000 words	25	N	Individual
--------	-------------	----	---	------------

Prescribed Texts

- Statistics Explained: An Introductory Guide for Life Scientists
- Asking Questions in Biology

Teaching Periods

NATS 2027 Pharmacology

Credit Points 10

Legacy Code 300884

Coordinator Srinivas Nammi ([https://directory.westernsydney.edu.au/search/name/Srinivas Nammi/](https://directory.westernsydney.edu.au/search/name/Srinivas%20Nammi/))

Description Pharmacology is the study of the therapeutic interactions of drugs with the human body, focusing on mechanisms of action at the biochemical and cellular level, on adverse reactions and on clinical applications. This unit provides students with a sound understanding of fundamental aspects of this field to prepare for further study of advanced pharmacology or other biomedical sciences. General principles of pharmacokinetics and pharmacodynamics, will be discussed in detail. The major drug categories that affect different organ systems will be addressed, and research methods in pharmacology and the drug development process will also be introduced.

School Science

Discipline Pharmacology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) BIOS 1025 OR
BIOS 1026 OR
BIOS 1033 OR
BIOS 1033

Equivalent Subjects NATS 2026 - Pharmacology

Incompatible Subjects NATS 2008 - Clinical Pharmacology LGYA 7037 - Clinical Pharmacology and Microbiology

Assumed Knowledge

Introductory biochemistry and general anatomy and physiology of the major body systems such as central and peripheral nervous systems, cardiovascular, respiratory, digestive, endocrine, and urinary systems.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. explain basic concepts and principles of pharmacokinetics and pharmacodynamics
2. Evaluate and discuss research methods in pharmacology
3. explain the process of drug development and evaluation
4. analyse the pharmacological actions and mechanisms of the major drug categories affecting human body systems

5. discuss the clinical uses of each drug category
6. explain the types of adverse drug reactions and drug interactions

Subject Content

1. Introduction to pharmacology
2. General principles of pharmacodynamics
3. General principles of pharmacokinetics
4. Drug development and research methods
5. Autonomic pharmacology
6. Neuropharmacology
7. Endocrine pharmacology
8. Cardiovascular pharmacology
9. Respiratory pharmacology
10. Anti-inflammatory drugs
11. Renal pharmacology
12. Gastrointestinal pharmacology
13. Chemotherapy
14. Anticancer drugs

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Mid-Semester Test (Online; vUWS)	60 minutes	20	N	Individual
Written Assignment	Maximum 1,500 words	20	N	Individual
Online Tutorial Class Participation	2 hours/week	10	N	Individual
Final Exam (Online; vUWS)	2 hours	50	N	Individual

Prescribed Texts

- George M. Brenner & Craig W. Stevens (2018) Pharmacology. 5th Edition: Elsevier Saunders, Philadelphia,

Teaching Periods

NATS 2031 Toxicology

Credit Points 10

Legacy Code 300877

Coordinator Maggie Davidson ([https://directory.westernsydney.edu.au/search/name/Maggie Davidson/](https://directory.westernsydney.edu.au/search/name/Maggie%20Davidson/))

Description Toxicology is the study of toxicants or poisonous substances: their nature, effects on the human body, and on human, animal and plant populations. Poisonous substances have been used by humans from antiquity for both beneficial and malevolent purposes and today a vast array of toxic industrial chemicals are produced. Both accidental (workplace and environmental) and intentional (forensic) exposure are covered, in terms of group properties, chronic and acute, toxicity, exposure potential, health impact and intervention

are presented through forensic case studies. Students carry out a toxicology audit of an operation or premises of their choice.

School Science

Discipline Pharmacology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects NATS 2030 - Toxicology

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe groupings of toxic substances based on their chemical or physiological properties, and identify the most important substances within each group.
2. Compare and contrast the chemistry and pathophysiology of selected substances.
3. Describe the issues in workplace exposures to selected toxic substances in workplace, residential and recreational environments.
4. Describe the origin, impact and management of selected toxic substances in the environment and workplace.
5. Interpret forensic poisonings (both personal and environmental) in terms of health outcomes, motives, opportunities, means and forensic detection, using a range of relevant case histories.
6. Discuss case studies and draw conclusions with relevance to current Australian settings and circumstances.
7. Undertake a toxicology audit of a selected operation or activity of interest or importance to the student, including associated substances, identification of those presenting the greatest hazard under pertaining conditions, description of the chemistry and pathophysiology of those substances, and propose targeted recommendations for risk reduction.
8. Write a scientifically-accountable report describing findings in terms of the audit with targeted and well-reasoned recommendations for risk reduction.

Subject Content

1. Essential toxicological concepts
2. Metals and metalloid salts
3. Organic solvents and petroleum distillates
4. Food toxins and pesticides
5. Gases and air pollutants
6. Particulates and fibres
7. Corrosives
8. Carcinogens, mutagens and teratogens (agents of birth defects)
9. Poisons of war and bioterrorism
10. Exposure routes, forensic testing and forensic case studies
11. Professional auditing of toxic substances

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Assignment 1	2000 words	30	N	Individual
Assignment 2	2000 words	30	N	Individual

Toxicology 1600 words, 40 N Individual
 Audit: applied excluding toxicology references and appendices (eg: chemical lists)

Prescribed Texts

- Casarett & Doull (2007); Toxicology: The basic science of poisons 7th Edition [available online]

Teaching Periods

Spring Online

Online

Subject Contact Maggie Davidson ([https://directory.westernsydney.edu.au/search/name/Maggie Davidson/](https://directory.westernsydney.edu.au/search/name/Maggie%20Davidson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS2031_22-SPR_ON_O#subjects)

NATS 2032 Work Integrated Learning in Science

Credit Points 10

Legacy Code 301161

Coordinator Christopher Jones ([https://directory.westernsydney.edu.au/search/name/Christopher Jones/](https://directory.westernsydney.edu.au/search/name/Christopher%20Jones/))

Description This unit will provide second and third year science students with an opportunity to undertake a short work placement within a professional organisation. The placement will allow students to observe and develop professional skills and behaviour and integrate theoretical and practical science knowledge and conventions into a real world setting. During the semester preceding the placement students need to complete three career preparation workshops run by Western Sydney University Careers and attend a Pre-Placement seminar run by the unit coordinator. These will aid students in finding their own placement. Prior to the placement, and in consultation with the unit coordinator and the workplace supervisor, students will develop a Professional Task to accomplish during the placement. The task will enhance their workplace skills and highlight how their science knowledge can be adapted and integrated into a professional career. The unit aims to promote greater engagement with career planning and progression and hence improve job readiness.

School Science

Discipline Natural and Physical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Restrictions Students must have successfully completed 30 credit points at level 2; must have a GPA > 5; must have completed the three Careers Workshops (http://www.westernsydney.edu.au/careers/home/students_grads/workshops) ? **g**Applying for work: Resume and cover letter writing **h**, **g**Finding Work **h** and **g**Interviewing for Work **h** - in order to generate a career e-portfolio; and must have developed a plan for the Professional Task.

Assumed Knowledge

Prior to entering the subject, the student must have completed three careers workshops (generating a 'career e-portfolio') and have attended a pre-placement workshop. At the workshop the responsibilities, requirements and assessment of the placement will be discussed. Additionally, at the workshop students will be guided on how to prepare their plan for the Professional Task.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain how the work placement has contributed to their career planning and job readiness.
2. Identify how Western Sydney University science graduate attributes are applied to the workplace.
3. Assess workplace culture and etiquette and critically reflect on how they contribute to organisational success.
4. Evaluate workplace organisational and reporting structures and explain the placement's role and responsibilities within the organisation.
5. Critically reflect on how personal attributes contribute to the workplace.
6. Integrate prior scientific learning into a professional role.

Subject Content

1. Work Placement: ~110 hours of supervised work experience
2. Integration of scientific theory with real world applications
3. Workplace organisational structures
4. Professional behaviour and communication
5. Professional roles and opportunities available to science graduates
6. Career planning

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	15 min oral presentations	60	N	Individual
Reflection	2000-3000 words	40	N	Individual
Professional Placement Performance	Survey, 10-15 minutes to complete. Workplace supervisor to complete	S/U	Y	Individual

Teaching Periods

Spring Campbelltown Day

Subject Contact Christopher Jones (<https://directory.westernsydney.edu.au/search/name/Christopher Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS2032_22-SPR_CA_D#subjects)

Hawkesbury

Day

Subject Contact Christopher Jones (<https://directory.westernsydney.edu.au/search/name/Christopher Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS2032_22-SPR_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Christopher Jones (<https://directory.westernsydney.edu.au/search/name/Christopher Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS2032_22-SPR_PS_D#subjects)

NATS 2033 Cell Form and Function

Credit Points 10

Legacy Code 301267

Coordinator Gabriel Perrone (<https://directory.westernsydney.edu.au/search/name/Gabriel Perrone/>)

Description This unit will develop a comprehensive understanding of eukaryotic cellular components, with an emphasis on animal cells. The unit will focus on distinct functions of organelles/cellular structures, the relevant mechanisms involved, and the broader role of such functions in a whole cell context. The unit will encompass a detailed study of cellular components including: the nucleus, ribosomes, the endoplasmic reticulum, the Golgi apparatus, lysosomes, the plasma and organellar membranes, mitochondria, peroxisomes and the cytoskeleton. This unit will also investigate how organellar function is relevant to an appropriately functioning cell, and how cell dysfunction impacts the cell and leads to disease. The unit covers contemporary techniques used to study cells including: cell culture, advanced cell imaging, a range of investigative and analysis techniques, and additional experimental approaches enabling thorough understanding of the incredibly fascinating yet complex nature of cells.

School Science

Discipline Medical Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) BIOS 1012

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	500 words	10	N	Individual
Practical	Multi-component	40	N	Individual
Final Exam	2 hours	50	N	Individual

Teaching Periods

Autumn Campbelltown

Day

Subject Contact Gabriel Perrone ([https://directory.westernsydney.edu.au/search/name/Gabriel Perrone/](https://directory.westernsydney.edu.au/search/name/Gabriel%20Perrone/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS2033_22-AUT_CA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Gabriel Perrone ([https://directory.westernsydney.edu.au/search/name/Gabriel Perrone/](https://directory.westernsydney.edu.au/search/name/Gabriel%20Perrone/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS2033_22-AUT_PS_D#subjects)

NATS 2034 Human Systems Physiology 1

Credit Points 10

Legacy Code 301269

Coordinator Ben Perry ([https://directory.westernsydney.edu.au/search/name/Ben Perry/](https://directory.westernsydney.edu.au/search/name/Ben%20Perry/))

Description This unit builds upon the core concepts and terminology introduced in Concepts in Physiology, focussing on the function of body organ systems, exploring the knowledge of how these organ systems are regulated, integrated, and function within the human body. The focus will be on the muscular, nervous, cardiovascular, respiratory and endocrine organ systems. Students will collect, interpret and analyse data to develop an understanding of the physiological responses of the human body.

School Science

Discipline Medical Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) BIOS 1033

Incompatible Subjects BIOS 1022 - Introduction to Human Biology

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify, describe and explain the physiological processes of the muscular, nervous, cardiovascular, respiratory and endocrine systems.
2. Describe the physiological processes of muscle contraction in skeletal, smooth and cardiac muscle.
3. Name the component parts of the nervous and endocrine systems, and describe their roles in the processes of homeostasis and regulation of other organ systems.
4. Identify and describe the independent functions of the cardiovascular and respiratory systems, and their co-dependence for delivery of oxygen and clearance of metabolic products.
5. Discuss and explain data from laboratory activities and concepts from in-class activities.

Subject Content

-Muscle physiology

-Neurophysiology
-Cardiovascular system
-Respiratory system
-Endocrine system

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	20 minutes each	25	N	Individual
Participation	Duration of practical class (2 hrs)	10	N	Group
Report	1,000 words	20	N	Individual
Final Exam	2 hours	45	N	Individual

Prescribed Texts

- Amerman, E, 2019, Human anatomy & physiology (Second edition; Global ed.), Pearson ISBN: 9781292260174

Teaching Periods

Autumn Campbelltown

Day

Subject Contact Ben Perry ([https://directory.westernsydney.edu.au/search/name/Ben Perry/](https://directory.westernsydney.edu.au/search/name/Ben%20Perry/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS2034_22-AUT_CA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Ben Perry ([https://directory.westernsydney.edu.au/search/name/Ben Perry/](https://directory.westernsydney.edu.au/search/name/Ben%20Perry/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS2034_22-AUT_PS_D#subjects)

NATS 2035 Human Systems Physiology 2

Credit Points 10

Legacy Code 301270

Coordinator Kayte Jenkin ([https://directory.westernsydney.edu.au/search/name/Kayte Jenkin/](https://directory.westernsydney.edu.au/search/name/Kayte%20Jenkin/))

Description Human Systems Physiology 2 builds upon the core concepts and terminology introduced in Concepts in Physiology and Human Systems Physiology 1, focusing on the function of visceral organs and explore how these organ systems are regulated, integrated, and function within the human body. The focus will be on the lymphatic, immune, digestive, renal and reproductive systems. Students will collect, interpret and analyse data to develop an understanding of the physiological responses of the human body.

School Science

Discipline Medical Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) BIOS 1033

Incompatible Subjects BIOS 1022 - Introduction to Human Biology

Assumed Knowledge

Concepts in physiology topics such as physical and chemical principles of physiology, homeostasis and Human Systems Physiology 1, a subject which will cover the nervous, endocrine, cardiovascular, muscle and respiratory systems. Human Systems Physiology 2 focuses on visceral organ systems, however, knowledge developed in Human Systems Physiology 1 (particularly regarding how the nervous and endocrine systems regulate organ systems) will help students in their understanding of the content covered in Human Systems Physiology 2.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify, describe and explain the functions and controls of the lymphatic, immune, digestive, renal and reproductive systems of the body.
2. Describe how the function of different organ systems of the body integrate in order to maintain homeostasis (with emphasis on visceral organs).
3. Collect, interpret and discuss data from practical and learning workshop classes in order to investigate physiological principles.
4. Communicate effectively by listening, speaking and participating in discussion of physiology.

Subject Content

-Blood and immune systems
-Lymphatic system
-Renal system
-Digestive system
-Reproductive system

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Participation	3 hours	10	N	Individual
Quiz	20 minutes	20	N	Individual
Final Exam	2 hours	45	N	Individual
Report	1,000 words	25	N	Individual

Prescribed Texts

- Amerman, E, 2019, Human anatomy & physiology (Second edition; Global ed.), Pearson ISBN: 9781292260174

Teaching Periods

Spring Campbelltown

Day

Subject Contact Kayte Jenkin ([https://directory.westernsydney.edu.au/search/name/Kayte Jenkin/](https://directory.westernsydney.edu.au/search/name/Kayte%20Jenkin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS2035_22-SPR_CA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Kayte Jenkin ([https://directory.westernsydney.edu.au/search/name/Kayte Jenkin/](https://directory.westernsydney.edu.au/search/name/Kayte%20Jenkin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS2035_22-SPR_PS_D#subjects)

NATS 2036 Immunology

Credit Points 10

Legacy Code 301354

Coordinator Thomas Millar ([https://directory.westernsydney.edu.au/search/name/Thomas Millar/](https://directory.westernsydney.edu.au/search/name/Thomas%20Millar/))

Description From 2020 this unit replaces 300847 - Immunology. This unit aims to provide students with an understanding of the structure and function of the immune system, and particularly highlights common and unique systems that exist across kingdoms and phyla. A foundation is built by examining the organs and cells of the human immune system. The peculiarities associated with the immune systems of marsupials, due to their early developmental stage at birth, will also be examined. Students will also develop laboratory expertise that involves immunological principles, investigative proficiency, and science communication skills, leading to understanding the knowledge base through self-learning and group work.

School Science

Discipline Medical Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) BIOS 2014

Equivalent Subjects LGYA 5863 - Immunology BIOS 2020 - Immunology

Incompatible Subjects LGYA 5857 - Cell Signalling and Molecular Immunology

Restrictions Successful completion of 60 credit points at Level 1 and 20 credit points at Level 2.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and describe the structure and function of lymphatic tissue
2. Describe the processes of adaptive immunity
3. Describe the defensive mechanisms and signal pathways that are relevant to nonspecific immunity
4. Explain the processes from pathogen recognition to immune response
5. Analyse the relationship between the immune defences of different kingdoms and phyla

6. Synthesise the relationships between specific immune defence mechanisms across kingdoms or phyla
7. Conduct laboratory investigations in immunology safely and ethically using appropriate techniques and recording results formally according to the conventions of the discipline
8. Communicate the results of scientific investigations in written and spoken formats
9. Work within a group environment towards a shared goal

Subject Content

Adaptive immunity (restricted to vertebrates)

Haemopoietic tissue, lymphatic organs and lymphoid tissues: anatomy, histology and function

Cells of the immune system, histology, physiology and function

Common mechanistic and molecular systems between plants

invertebrates and vertebrates

Cytokines - interleukins (Interleukin-1?), tumour necrosis factor alpha, tumour growth factor beta

Defensive mechanisms and signal pathways that are relevant to nonspecific immunity

Integuments

Antibacterial peptides and proteins (antimicrobial proteins, lysozyme, phosphatases trypsin cathepsin proteases and mucus)

Overview of pathogen detection and response (pattern recognition receptors such as MAMPS, PAMPS)

Chemical mediators of immunological defence (immunoglobulins, pentraxins, complement, eicosanoids)

Inflammation

Mechanisms for suppression of host defences: e.g. resistance genes (R genes) in plants, leucine-rich repeats (LRR) pathogen recognition specificity domains which occur in plants, insects, jawless vertebrates and mammals

complement (animals): salicylic acid, jasmonic acid or jasmonate, ethylene, reactive oxygen species, and nitric oxide (plants)

Systemic acquired resistance, and adaptive immunity

Teaching Periods

NATS 2037 Pathological Basis of Disease

Credit Points 10

Legacy Code 301356

Coordinator Sindy Kayillo ([https://directory.westernsydney.edu.au/search/name/Sindy Kayillo/](https://directory.westernsydney.edu.au/search/name/Sindy%20Kayillo/))

Description From 2020 this unit replaces 300889 - Pathological Basis of Disease. Pathology is the study of disease. Students will gain an understanding of human pathogenesis, general and systems pathological processes, and the scientific basis of diagnostic and treatment options. The unit also introduces normal human tissue and organ histology, and examines histopathological changes evident in disease states.

School Science

Discipline Medical Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Restrictions Students must be enrolled in 3577 Bachelor of Medical Science, 3657 Bachelor of Medical Science/Bachelor of Information and Communications Technology, 3673 Bachelor of Medical Science,

3682 Bachelor of Medical Science (Advanced), or 3674 Bachelor of Medical Science (Nanotechnology) or 6002 Diploma in Science/ Bachelor of Medical Science Note: Enrolment of students in other programs may be approved by the subject Coordinator for the Summer session, subject to vacancies and meeting equivalent prerequisite knowledge. Please lodge a Rule Waiver request for enrolment.

Assumed Knowledge

Knowledge of cell structure and function of cellular components (consistent with the subject Cell Biology); Knowledge of biochemical pathways and energy production (consistent with the subject Functional Proteins and Genes).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Use appropriate scientific terminology in the context of histology and pathology
2. Identify and discuss features of normal and diseased tissue
3. Explain disease aetiology, pathogenesis, progression, associated diagnostics and therapeutic interventions
4. Explain anatomical and physiological consequences of disease
5. Apply problem solving skills to interpret clinical and diagnostic findings
6. Explain scientific basis of diagnostics and therapeutic interventions

Subject Content

1. Intro to pathology & cause of disease
- 1.2 Tissue and Organ Histology
2. Cell and Tissue growth
3. Responses to Injury
 - 3.1 Water homeostasis & oedema
4. Acid-base homeostasis
5. Carcinogenesis & neoplasia
6. Ischaemia, infarction & inflammation
7. Immune responses & hypersensitivities
8. Cardiovascular pathology
9. Immunopathology
10. Respiratory pathology
11. GIT pathology
12. Nervous system pathology
13. Ageing & death

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Intr semester 50 minutes test 1		20	N	Individual
Intr semester 50 minutes test 2		20	N	Individual
Pre-class exercises x 4	approx 2 hours work each	20	N	Individual
Final examination	2 hours	40	N	Individual

Prescribed Texts

- Underwood, J. C. E., & Cross, S. S. (Eds.). (2009). General and systematic pathology (5th ed.). Edinburgh: Churchill Livingstone.

Teaching Periods

NATS 2038 Pathophysiology 1

Credit Points 10

Legacy Code 401407

Coordinator Zoran Pletikosa (https://directory.westernsydney.edu.au/search/name/Zoran_Pletikosa/)

Description This unit is intended for students enrolled in a range of health science courses within the School of Science and Health. It is designed to equip students with a detailed knowledge of pathophysiological processes evident in a number of key human diseases that are vocationally relevant to these students. The content is organised using a systems based approach. Problem-based learning methods will be adopted in the tutorial component of this unit to help students develop crucial problem solving skills.

School Science

Discipline Medical Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) NATS 2038

Incompatible Subjects BIOS 2028 - Pathological Basis of Disease or NATS 2037 Pathological Basis of Disease

Learning Outcomes

On successful completion of this subject, students should be able to:

1. explain pathophysiological processes underlying disease
2. apply knowledge of pathophysiological concepts to a range of case studies
3. identify and discuss pathophysiological manifestations of disease states
4. apply problem solving skills in the analysis of case studies
5. relate clinical and laboratory diagnostic findings to pathophysiological processes
6. hypothesise likely outcomes of disease processes
7. explain the basis for common therapeutic interventions

Subject Content

1. Cardiovascular System
 - Atherosclerosis and ischaemic heart disease
 - Diseases of endocardium, myocardium and pericardium
 - Heart valves dysfunctions
 - Heart failure
 - Hypertension
 - Diseases of arteries
 - Diseases of veins
 - Circulatory derangements: congestion, hyperaemia, oedema
 - Haemorrhage
 - Shock
2. Respiratory System
 - Obstructive lung disorders: asthma, COPD, bronchiectasis
 - Restrictive lung disorders
 - Cystic fibrosis
 - Common respiratory infections

- Pneumonias
- Tuberculosis
- Pulmonary embolism
- Respiratory failure and oxygen therapy
- Diseases of pleura: pleuritis and pneumothorax
- Lung cancer
- 3. Neurological System
 - Brain trauma
 - Spinal cord injury
 - Seizures
 - Cerebrovascular accident
 - Dementia syndromes
 - Demyelinating CNS diseases
 - Cerebral palsy
 - Degenerative brain diseases
- 4. Musculoskeletal System
 - Inflammatory joint disorders
 - Degenerative joint disorders
 - Metabolic disorders of bones and joints
 - Bone fractures
 - Musculoskeletal injuries
 - Low back pain
 - Disorders of muscles: myasthenia gravis and muscular dystrophies
 - Fibromyalgia

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	Estimated at 4hrs per quiz – this includes time spent finding answers	20	N	Individual
Case Study	Up to 3.500 words	30	N	Individual
Final Exam	2 hours	50	N	Individual

Prescribed Texts

No prescribed texts

Teaching Periods

Summer A

Online

Online

Subject Contact Zoran Pletikosa (https://directory.westernsydney.edu.au/search/name/Zoran_Pletikosa/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS2038_22-SUA_ON_0#subjects)

Autumn

Campbelltown

Day

Subject Contact Zoran Pletikosa (https://directory.westernsydney.edu.au/search/name/Zoran_Pletikosa/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS2038_22-AUT_CA_D#subjects)

NATS 2039 Pathophysiology 2

Credit Points 10

Legacy Code 401409

Coordinator Zoran Pletikosa (https://directory.westernsydney.edu.au/search/name/Zoran_Pletikosa/)

Description From 2020 this unit replaces 400267 - Pathophysiology. This unit extends the scope of topics explored in Pathophysiology 1 and is designed to equip students enrolled in health science courses of the School with detailed knowledge of pathophysiological processes evident in a number of key human diseases that are vocationally relevant to these students. Problem-based learning methods will be adopted in the tutorial component of this unit to help students develop crucial problem solving skills.

School Science

Discipline Medical Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) NATS 2037 OR NATS 2038

Equivalent Subjects BIOS 2030 - Pathophysiology

Learning Outcomes

On successful completion of this subject, students should be able to:

1. explain pathophysiological processes underlying disease;
2. apply knowledge of pathophysiological concepts to a range of case studies;
3. identify and discuss pathophysiological manifestations of disease states;
4. apply problem solving skills in the analysis of case studies;
5. relate clinical and laboratory diagnostic findings to pathophysiological processes;
6. hypothesise likely outcomes of disease processes;
7. explain the basis for common therapeutic interventions.

Subject Content

1. Gastrointestinal system disorders
2. Endocrine system disorders
3. Urologic system disorders
4. Female reproductive system disorders
5. Integumentary system disorders
6. Immunologic system disorders
7. Haematologic system disorders

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Zoom presentation	25 minutes	20	N	Group

Case Study Assignment	3,500 words	30	N	Individual
Online exam	2 hours	50	N	Individual

Teaching Periods

Spring Campbelltown Day

Subject Contact Zoran Pletikosa (https://directory.westernsydney.edu.au/search/name/Zoran_Pletikosa/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS2039_22-SPR_CA_D#subjects)

NATS 2040 Physical Activity, Nutrition and Health

Credit Points 10

Legacy Code 401411

Coordinator Emma George (https://directory.westernsydney.edu.au/search/name/Emma_George/)

Description From 2020 this unit replaces 400892 - Physical Activity, Nutrition and Health. This unit examines the interdependence between physical activity, nutrition and health and the role of key lifestyle behaviours in improving health outcomes, longevity, and quality of life. Throughout this theoretical and practical unit, students explore personal and socio-cultural health issues, and identify how these health issues can be addressed in a proactive, holistic, and sustainable manner at an individual and population level.

School Health Sciences

Discipline Medical Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects HLTH 1007 - Nutrition Physical Activity Mental Health HLTH 2019 - Physical Activity Nutrition and Health

Restrictions

Students must be enrolled in program 4659 - Bachelor of Health Science (Personal Development, Health and Physical Education), 4742 - Bachelor of Health Science (Health and Physical Education)-Pathway to Teaching (Secondary), 4747 - Bachelor of Health Science (Health and Physical Education) or 6001 Diploma in Health Science/Bachelor of Health Science (Health and Physical Education)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the nature, and justify the choice of Australia's health priorities in relation to nutrition, physical activity and health.
2. Create, discuss and analyse scenarios that illustrate how physical activity and dietary choices are influenced by cultural and social values.
3. Evaluate personal actions and support strategies in response to personal health challenges.
4. Evaluate the nature of the relationship between physical activity, nutrition and health from a socio-cultural perspective.

- Examine and reflect on the social inequities impacting on physical activity, nutrition and health across the lifespan.
- Analyse, evaluate and implement the latest research evidence and guidelines within and between physical activity, nutrition and health.

Subject Content

- Australian national health priorities and policies
- national physical Activity, sedentary behaviour and nutrition guidelines
- promoting lifelong physical Activity and positive health behaviours
- socio-cultural Issues, current research and relationships between physical Activity, nutrition and health
- strategies to promote lifelong healthy attitudes and practices

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
4 x online quizzes	20 minutes each	40	N	Individual
Essay	1,000 words	30	N	Individual
Oral presentation	10 minutes	30	N	Group

Prescribed Texts

There are no prescribed texts.

Teaching Periods

Spring Penrith (Kingswood)

Day

Subject Contact Emma George ([https://directory.westernsydney.edu.au/search/name/Emma George/](https://directory.westernsydney.edu.au/search/name/Emma%20George/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS2040_22-SPR_KW_D#subjects)

NATS 2041 Experimental Foods

Credit Points 10

Legacy Code 301455

Coordinator Christine Hutchison ([https://directory.westernsydney.edu.au/search/name/Christine Hutchison/](https://directory.westernsydney.edu.au/search/name/Christine%20Hutchison/))

Description Developing innovative foods requires an understanding of food science and the principles that are applied when experimenting with food ingredients and processes. This unit will enable you to gain the scientific knowledge and methodology skills the food industry employs in the sustainable production of nutritious, healthy and appealing foods. Understanding the physical and chemical properties of, and current process techniques to produce different food types, will enable you to develop attributes required by the world's largest employment sector.

School Science

Discipline Food Science and Biotechnology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Restrictions Must have passed 100 credit points of subjects

Learning Outcomes

On successful completion of this subject, students should be able to:

- Describe the physical and chemical properties of food commodities.
- Articulate the design principles and experimental procedures, related to recipe development.
- Describe the scientific principles and skills applied in development of experimental foods.

Subject Content

- Carbohydrate, Protein and Lipid systems.
- Biological and Chemical leavening.
- Sensory and physical characteristics and quality of experimental foods.
- Principles of sustainable recipe development and experimental food preparation.
- Experimental procedure and recipe development for different consumer communities.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quizzes	6x 30min	30	N	Individual
Report	3x 1000 words	30	N	Individual
Exam	2 hours	40	N	Individual

Teaching Periods

Spring Hawkesbury

Day

Subject Contact Christine Hutchison ([https://directory.westernsydney.edu.au/search/name/Christine Hutchison/](https://directory.westernsydney.edu.au/search/name/Christine%20Hutchison/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS2041_22-SPR_HW_D#subjects)

NATS 2042 Science Research Methods

Credit Points 10

Legacy Code 301445

Coordinator Clarissa House ([https://directory.westernsydney.edu.au/search/name/Clarissa House/](https://directory.westernsydney.edu.au/search/name/Clarissa%20House/))

Description This subject aims to introduce you to the theories and practices underpinning scientific method. Through the course of the subject, you will develop analytical skills to quantify and interpret agricultural, zoological, and environmental data. You will use real-world issues, formulate an aim and research hypothesis and explore research

methods and designs to conduct an experiment to test the hypothesis. You will also be introduced to the types of biological variables, sources of measurement error, and the relationship between sample size and the conclusions that can be drawn from data; This subject enables you to develop skills in data analysis, interpretation and how to report on the findings of the research. The subject is structured so that lectures will provide theoretical expertise and workshops will reinforce your learning with practical experience preparing you for a career in science.

School Science

Discipline Natural and Physical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects LGYA 5920 - Research Communities and their Environments NATS 2028 - Research Methods LGYA 6151 - Animal Research NATS 2025 - Natural Science Research Methods

Restrictions

Successful completion of 60 credit points at Level 1.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify key concepts, principles, and tools for conducting scientific research.
2. Formulate and test a research hypothesis or address a research question in the context of applied science, including agri-food, environmental and zoological enquiries.
3. Collate meaningful data and conduct appropriate analysis by using accepted scientific conventions.
4. Report the research analyses by articulating the link between a research hypothesis and experimental design.
5. Clearly communicate research findings to various professional and non-professional stake holders.

Subject Content

- Introduction to the research process
 - Research aim, hypothesis, and prediction
 - Research methods and research designs
 - Data collection to test predictions
- Data types (i.e. continuous, categorical, ordinal etc.)
- Data collection tools (i.e. sample size, units of replication etc.)
- Data analysis
- What statistical test is appropriate for the data?
- Reporting data consistent with scientific and industry guidelines

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	3 x 30 minutes	30	N	Individual

Proposal	600 words	15	N	Individual
Applied Project	1,000 words	30	N	Individual
Report	500 words each	25	N	Individual

Prescribed Texts

- Asking Questions in Biology
- Experimental Design for the Life Science

Teaching Periods

Autumn

Hawkesbury

Composite

Subject Contact Clarissa House ([https://directory.westernsydney.edu.au/search/name/Clarissa House/](https://directory.westernsydney.edu.au/search/name/Clarissa%20House/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS2042_22-AUT_HW_C#subjects)

Day

Subject Contact Clarissa House ([https://directory.westernsydney.edu.au/search/name/Clarissa House/](https://directory.westernsydney.edu.au/search/name/Clarissa%20House/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS2042_22-AUT_HW_D#subjects)

NATS 3001 Advanced Immunology

Credit Points 10

Legacy Code 300905

Coordinator Graham Jones ([https://directory.westernsydney.edu.au/search/name/Graham Jones/](https://directory.westernsydney.edu.au/search/name/Graham%20Jones/))

Description The human immune system is a milieu of cells, cytokines, chemokines, growth factors and cell adhesion molecules which form an elaborate molecular communication network through a number of signalling networks and molecules. The relevance of this knowledge for understanding the pathology and specific diseases of the human immune system are emphasised through the unit. This unit also provides an in depth analysis of the molecular mechanisms of cell to cell communication, cell activation, the immunological synapse, transplant rejection (including adoptive transfer experimentation), antigen presentation, B and T cell recruitment and MHC restriction. Medical and diagnostic applications of hybridoma technology, antibody engineering and advances in vaccine development are discussed. The laboratory course will develop technical and interpretative skills in relevant techniques, in particular the ImmunoCAP technology for asthma and allergy diagnosis.

School Science

Discipline Medical Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BIOS 2014

Equivalent Subjects NATS 3033 - Molecular Biological of the Immune System

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the structures and roles of key molecules in the immune response, including antibodies, complement, B and T cell receptors, MHC molecules and cytokines.
2. Explain the events involved in B and T cell receptor gene rearrangements, the generation of antibody diversity and class switching.
3. Explain the role of MHC genes in generating histocompatibility.
4. Discuss current knowledge about the molecular basis of the immune response, including the roles of cytokines and cell signalling pathways for both humoral and cell-mediated responses.
5. Analyse the roles of the humoral and cell-mediated responses in dealing with different types of infection and explain the interrelationships between these two arms of the immune system.
6. Explain the applications of this knowledge for the production and use of monoclonal antibodies, the engineering of antibodies, and the development of new therapeutics and immunodiagnostic assays.
7. Demonstrate an understanding of advances in vaccine development, including protein and DNA vaccines, and the issues which relate to successful vaccine design.
8. Present, organise and interpret experimental data in concise written English.
9. Explain and apply principles relating to immunological and immunochemical methodologies for the design and conduct of effective diagnostic and research procedures.
10. Access and analyse relevant scientific journal papers.
11. Present a written critique of an assigned topic.
12. Conduct qualitative and quantitative laboratory techniques involving antibodies and understand their applications.

Subject Content

1. Overview of the immune system ? immunoglobulins, cytokines, receptors, CD molecules; cell types and tissues; innate and humoral immunity.
2. Antibodies ? role as adaptor molecules; immunoglobulin structure and properties; immunoglobulin classes ? characteristics and separate roles; immunoglobulin super-gene family.
3. Characteristics of antigen-antibody binding.
4. Complement activation by immune complexes.
5. Structure and role of Fc receptors in phagocytosis of immune complexes.
6. Structure of B-cell receptors.
7. Generation of diversity in B-cell receptors and antibodies - Light and Heavy chain gene rearrangements; class switching of antibodies ? genetic mechanism; affinity maturation of antibodies - mechanism. Relationship to B-cell differentiation. Role of cytokines.
8. B-cell co-receptor structure and signalling mechanism.
9. Major Histocompatibility Complex - Class 1 and 2 MHC, molecules: structure, function, location; MHC genes and alleles; role in histocompatibility.
10. T cell receptor and co-receptor structures and roles; activation and signalling mechanism. Roles of CD4 and CD8.
11. T cell receptor gene rearrangements and their relevance. Self-tolerance.
12. Antigen processing in B-cells - exogenous antigen processing pathway, activation of B cells and presentation to T cells for a humoral response. Endogenous antigen processing pathway, activation of TH and Tc cells, generation of Cytotoxic T Cells and their action. Role of cytokines.
13. Immunotechnologies ? production and applications of monoclonal antibodies vs polyclonal antisera; diagnostic and therapeutic

techniques using antibodies e.g. ELISA, immunotoxins; antibody engineering and its applications.

14. Vaccines ? viral, protein and DNA vaccines; design, development and difficulties e.g. malaria, HIV vaccines.

15. Molecular basis of diseases involving the immune system ? hypersensitive reactions e.g. allergy; autoimmune diseases; cancer and the immune system.

16. Laboratory skills in antibody-based techniques, their applications and interpretation e.g. precipitin-based analyses; ELISA; Western blotting, ImmunoCAP.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Innate Immunity and Infection: the inflammasome	2000 words	40	N	Individual
Monoclonal Antibodies and Immune Therapy	15 minutes	30	N	Group
Critical Analysis "A tale of two vaccines"	2000 words	30	N	Individual

Prescribed Texts

- Owen, JA, Punt, J, Stranford, SA & Jones, PP 2013, Kuby immunology, 7th edn, W.H. Freeman, New York.
- Or, Murphy, K, Travers, P & Walport, M 2012, Janeway's immunobiology, 8th edn, Garland Science, New York.
- Williams, AE 2011, Immunology: mucosal and body surface defences, Wiley, New York, Proquest eBook Central database.

Teaching Periods

NATS 3002 Advanced Medicinal Chemistry

Credit Points 10

Legacy Code 300891

Coordinator Christopher Gordon ([https://directory.westernsydney.edu.au/search/name/Christopher Gordon/](https://directory.westernsydney.edu.au/search/name/Christopher%20Gordon/))

Description Medicinal Chemistry is an interdisciplinary science that exists at the intersection of chemistry, pharmacology, physiology and human health. Students will explore the multidisciplinary nature and interconnectedness of medicinal chemistry through in-depth study of topics that relate medicinal chemistry to disciplines such as physiology, natural product science, biochemistry and pharmacology. It will also explore the expectations of a professional medicinal chemist.

School Science

Discipline Medical Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) CHEM 1005

Restrictions Successful completion of 40 credit points at Level 2 or 3

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Research and review information including scientific literature on a selected topic in medicinal chemistry
2. Teach a selected topic of medicinal chemistry to peers in a short oral presentation (group)
3. Review and explain a selected topic in medicinal chemistry in a written essay (individual)
4. Explore the professional competencies relevant to a final year medicinal chemistry student
5. Discuss selected areas in medicinal chemistry presented by peers during the oral presentations
6. Evaluate the essays of your peers on selected topics in medicinal chemistry

Subject Content

1. Introduction to advanced medicinal chemistry, drugs and drug targets
2. Enzymes, receptors and nucleic acids as drug targets
3. Drug discovery, design, and development ? Finding a lead and optimising target interactions
4. Elucidating drug-target interactions
5. Selected topics in medicinal chemistry - Antibacterial agents
6. Selected topics in medicinal chemistry - Antiviral agents
7. Selected topics in medicinal chemistry - Anticancer agents

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	30 minutes (10 questions)	10	N	Individual
Intra-session Exam	1.5 hours	10	N	Individual
Presentation	Approx. 20 minutes (group of 3)	15	N	Group
Essay	Approx. 1,500 words	15	N	Individual
Final Exam	2 hours	50	Y	Individual

Teaching Periods

Autumn Campbelltown

Day

Subject Contact Christopher Gordon (<https://directory.westernsydney.edu.au/search/name/Christopher Gordon/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS3002_22-AUT_CA_D#subjects)

NATS 3003 Advanced Mortuary Practice

Credit Points 10

Legacy Code 301128

Coordinator Hayley Green (<https://directory.westernsydney.edu.au/search/name/Hayley Green/>)

Description This unit further develops skills in a forensic mortuary practice. Students will undertake a placement within a NSW Forensic and Analytical Science Service (FASS) facility or NSW Organ and Tissue Donation Service. This unit, together with completion of 301127 Mortuary Practice is essential for graduates of this course seeking employment as a forensic technician with FASS.

School Science

Discipline Medical Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) NATS 3036

Co-requisite(s) NATS 3006

Restrictions Students must be enrolled in 3733 BMedSc (Forensic Mortuary Practice).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply principles of safe work practice
2. Evaluate the roles of and relationships between professional groups in forensic mortuary contexts
3. Demonstrate professional behaviours, communication skills and self management
4. Demonstrate competency in forensic mortuary practices
5. Appraise and explain the impact of forensic mortuary practices on disciplines within the organisation (e.g Coroner, Pathologists and Social Work) and community (e.g grieving families)
6. Plan and compose appropriate documentation required as part of daily duties of a forensic mortuary technician
7. Critique specialised postmortem techniques and procedures

Subject Content

- professional attitudes and behaviour
- professional Roles and relationships
- professional communication skills
- Legislative requirements related to practice
- professional ethics
- Safe work practices
- forensic mortuary practice skills
- Reconstructive mortuary techniques

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance ([https://](https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance))

www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Portfolio	2,500 words	30	N	Individual
Professional Placement Performance	30-35 hours per week for 2 weeks (total 60-70 hrs)	S/U	Y	Individual
Case Study Presentation	10 minutes plus 5 min question time	25	N	Individual
Intra-session Exam	Up to 60 minutes	25	N	Individual
Report	1,000 words	20	N	Individual

Teaching Periods

2nd Half Campbelltown Composite

Subject Contact Hayley Green ([https://directory.westernsydney.edu.au/search/name/Hayley Green/](https://directory.westernsydney.edu.au/search/name/Hayley%20Green/))

View timetable (https://clasregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS3003_22-2H_CA_C#subjects)

NATS 3004 Advanced Science Project C

Credit Points 10

Legacy Code 300910

Coordinator Bill Price ([https://directory.westernsydney.edu.au/search/name/Bill Price/](https://directory.westernsydney.edu.au/search/name/Bill%20Price/))

Description This unit advances the students' training in thinking as a research scientist whilst developing practical skills in a particular area of interest. The student undertakes a minor research project under supervision, during which they plan how to answer a research problem, conduct research and present their findings in a research paper format and seminar.

School Science

Discipline Natural and Physical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) NATS 2002

Equivalent Subjects LGYA 6169 - Advanced Science Research Project C

Restrictions Students must be enrolled in 3562 - Bachelor of Science (Advanced Science), 3682 - Bachelor of Medical Science (Advanced) or 3683 - Bachelor of Natural Science (Advanced).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Access, review, critique and analyse relevant literature on a given research topic.
2. Plan and conduct a research project.
3. Analyse and critique scientific data.
4. Prepare a concise and accurate report in the style appropriate to the project (usually a journal article).
5. Effectively communicate research findings orally as part of a research seminar.
6. Engage with researchers in different fields to gain knowledge of the broader research environment.

Subject Content

Conduct a short research project and present their findings as a written journal article and a research seminar.

Special Requirements

Legislative pre-requisites

Students who opt to enrol in subject are strongly recommended to obtain a Q-Fever vaccination, and Tetanus vaccination/booster. Students who cannot evidence vaccination may be precluded from activities on the Farm, and/or internships with third parties.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	2,000 words max	20	N	Individual
Report	Following instructions for authors of the chosen journal 4,000 words max	50	N	Individual
Presentation	10 min	20	N	Individual
Reflection	500 words	10	N	Individual

Teaching Periods

Autumn Campbelltown

Day

Subject Contact Bill Price ([https://directory.westernsydney.edu.au/search/name/Bill Price/](https://directory.westernsydney.edu.au/search/name/Bill%20Price/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS3004_22-AUT_CA_D#subjects)

Hawkesbury

Day

Subject Contact Bill Price ([https://directory.westernsydney.edu.au/search/name/Bill Price/](https://directory.westernsydney.edu.au/search/name/Bill%20Price/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS3004_22-AUT_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Bill Price ([https://directory.westernsydney.edu.au/search/name/Bill Price/](https://directory.westernsydney.edu.au/search/name/Bill%20Price/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS3004_22-AUT_PS_D#subjects)

NATS 3006 Anatomy of the Head and Neck

Credit Points 10

Legacy Code 300897

Coordinator Manisha Dayal ([https://directory.westernsydney.edu.au/search/name/Manisha Dayal/](https://directory.westernsydney.edu.au/search/name/Manisha%20Dayal/))

Description This unit builds on the systems anatomy taught during the first year, offering a regional study of the human head & neck. Emphasis is placed on the identification and description of the structures, including the correlation of structure and function. Cadaveric specimens are used to aid the learning of these regions and their three-dimensional aspect, including the anatomical variation found in these regions.

School Science

Discipline Medical Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) NATS 1010 OR NATS 1001

Equivalent Subjects LGYA 5930 - Anatomy of the Head and Neck NATS 3005 - Anatomy of the Head and Neck

Restrictions

Students must be enrolled in 3755 Bachelor of Medical Science, 3657 Bachelor of Medical Science (Advanced), 3673 Bachelor of Medical Science, 3682 Bachelor of Medical Science (Advanced) or 6002 Diploma in Science/Bachelor of Medical Science

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify structures within and associated with the head and neck regions on cadaveric specimens in addition to models and graphic resources.
2. Analyse and explain functional and spatial relationships between structures in the head and neck regions.
3. Discuss the embryological development of the head and neck region and relate this to the nerve supply of each of these regions.
4. Identify and discuss normal anatomical variations of the head and neck regions.

5. Describe common abnormalities in the head and neck regions, and explain their anatomical basis and functional consequences.

Subject Content

1. Skull and cervical vertebrae
2. Cranial meninges
3. Peripheral distribution of cranial nerves in the head and neck
4. Face and scalp
5. Eye and orbit
6. Oral cavity
7. Nasal cavity
8. Ear
9. Neck triangles and root of neck
10. Suboccipital triangle
11. Pharynx
12. Larynx
13. Blood supply to the head and neck
14. Embryological development of the head and neck

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Group Assignment: Written component- 10% Scientific Poster- 10% Review- 5% Group Member Peer Review 5%	Up to 1000 words and Scientific Poster	30	N	Group
Intra-Semester Test 1	Up to 45 minutes	15	N	Individual
Intra-Semester Test 2	Up to 45 minutes	15	N	Individual
Final Exam	2 hours	40	N	Individual

Prescribed Texts

- Moore, K. L., Dalley, A. F., & Agur, A. M. R. (2014). Clinically oriented anatomy (7th ed.). Philadelphia, PA: Wolters Kluwer.
- Hansen JT (2014). Netter's Anatomy coloring book (2nd ed.). Philadelphia: Elsevier

Teaching Periods

Spring Campbelltown Day

Subject Contact Manisha Dayal ([https://directory.westernsydney.edu.au/search/name/Manisha Dayal/](https://directory.westernsydney.edu.au/search/name/Manisha%20Dayal/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS3006_22-SPR_CA_D#subjects)

NATS 3008 Complex Forensic Studies

Credit Points 10

Legacy Code 300911

Coordinator Val Spikmans ([https://directory.westernsydney.edu.au/search/name/Val Spikmans/](https://directory.westernsydney.edu.au/search/name/Val%20Spikmans/))

Description This is an advanced and integrating capstone unit for students studying forensic science. It incorporates previous science, forensic science and social science units to form a comprehensive examination of the functionality of forensic evidence within the contemporary Australian judicial system. This capstone highlights the needs for an interdisciplinary approach to define and critique forensic science evidence from various perspectives including science, law, criminology, policing and social science. Students are required to use their skills and knowledge with additional independent research and inquiry using a range of set literature. The unit will study a range of contemporary issues including how the judicial system evaluates the reliability of evidence from an admissibility threshold, identification evidence from CCTV, contextual bias with forensic examination, contamination issues with forensic evidence and methods of expressing forensic findings and/or significance.

School Science

Discipline Forensic Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) NATS 2010 AND
NATS 2019 AND
NATS 1008 AND
NATS 2022 OR
NATS 2021

Equivalent Subjects NATS 3007 - Complex Forensic Case Studies

Restrictions Students must be enrolled in 3589 Bachelor of Science (Forensic Science), 3562 Bachelor of Science (Advanced Science) (Forensic Science), MT3022 Forensic Science, MT3023 Forensic Chemistry or MT3024 Forensic Biology.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the interconnections between forensic science and its wider social and legal contexts, both within Australia and Internationally.
2. Apply logical, critical and creative skills to solving a range of problems in a forensic context.
3. Integrate and manage several different classes of forensic evidence within an overall case.
4. Describe and evaluate an understanding of court structure and procedures.
5. Explain and critique the principles of ethical and professional behaviour during a forensic case and describe the potential conflicts of interest that can occur during the collection and analysis of evidence, and its presentation in court.

Subject Content

1. Current issues with forensic evidence.
2. Identification evidence: contemporary issues.

3. Identification from CCTV images.
4. Contamination of forensic evidence.
5. Contextual bias with forensic examinations.
6. Various case studies relevant to unit content.
7. Expressing forensic findings and evidence significance.
8. Daubert ruling.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Participation and Short answer. Group work answering questions on the topic of the workshop.	500 words (x 3 workshops)		N	Group
Report on the different Courts	Report - maximum 2000 words.	25	N	Individual
Quizzes: Four workshop quizzes and three online quizzes – mix of short answer / multiple choice.	20 minutes per quiz (x 7 quizzes)	30	N	Individual
Short Answer: Short-essay questions related to contemporary issues in forensic science	300 words per response (x 4)	25	N	Individual

Teaching Periods

Spring Hawkesbury Day

Subject Contact Chris Lennard ([https://directory.westernsydney.edu.au/search/name/Chris Lennard/](https://directory.westernsydney.edu.au/search/name/Chris%20Lennard/))

View timetable (https://classregistration.westernsydney.edu.au/event/timetable/?subject_code=NATS3008_22-SPR_HW_D#subjects)

NATS 3009 Consumer Issues in Nutrition

Credit Points 10

Legacy Code 300928

Coordinator Li Li ([https://directory.westernsydney.edu.au/search/name/Li Li/](https://directory.westernsydney.edu.au/search/name/Li%20Li/))

Description This unit explores current food and nutrition issues. It introduces students to the factors that influence public health nutrition and explores (a) the contribution food systems and food security makes to consumer wellbeing; (b) the changing global marketplace and the impact of globalisation on food security and ecological sustainability; and (c) the complex inter-connections between government policy, globalisation, consumerism and human health. Students will assess nutritional status from available data and explore the role of community food systems. Students will also be introduced to social research methods and plan a social research study to address a nutrition related issue.

School Science

Discipline Food Science and Biotechnology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects NATS 2009 - Consumer Issues in Nutrition

Assumed Knowledge

An understanding of human nutrition and health. Computer literacy.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Acquire, analyse and profile demographic data of a select geographic community
2. Document a food mapping exercise of a select community
3. Evaluate the nutritional status of a select geographic community, considering food security, using current research
4. Identify factors that influence the health and wellbeing of individuals and communities including the impact of current food and public health policy and practice on wellbeing from both an individual and community perspective
5. Demonstrate skills in social research planning and design, following completion of a literature review requiring the critical appraisal of current food and nutrition health research
6. Demonstrate competencies in oral and written communication skills including skills in scientific presentations
7. Critique current issues affecting nutritional status across a range of individuals, including indigenous Australians

Subject Content

- contemporary Issues in food, nutrition, health and wellbeing
- Determinants of food security
- social Determinants of health
- environmental Determinants of health
- Obesogenic environments and Nutritional status
- public health nutrition and health promotion policy
- socio-ecological concepts of health, food and nutrition
- The 'McDonaldisation' of society
- globalisation and The impacts on population health
- nutrition Issues within The indigenous community
- community Profiling and Demographic analysis
- food Mapping
- social research methods
- observation/Contextual analysis
- human research ethics

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	15 minutes	30	N	Group
Report	1,500 words	35	N	Individual
Proposal	2,000 words	35	N	Individual

Teaching Periods

NATS 3010 Culinary Science

Credit Points 10

Legacy Code 300871

Coordinator Christine Hutchison ([https://directory.westernsydney.edu.au/search/name/Christine Hutchison/](https://directory.westernsydney.edu.au/search/name/Christine%20Hutchison/))

Description This unit applies scientific principles to the development, preparation and presentation of food products. Students are encouraged to become autonomous learners through problem-solving activities and experiential techniques. Students integrate and apply knowledge and skills from areas such as chemistry, biology, food science and nutrition to nutritionally focussed food products. Students are encouraged to keep abreast of food trends in the dynamic food industry as well as current nutritional issues within domestic, multicultural and indigenous communities. Students will utilise prior knowledge and skills to address specific nutritional issues and the development of new food products to fit within these boundaries.

School Science

Discipline Food Science and Biotechnology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) NATS 3014

Equivalent Subjects NATS 3011 - Culinary Science LGYA 6198 - Culinary Studies

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Recipe formulation for specific dietary requirements: Written (individual) 20% and practical in pairs 20%. Creative design task	1,500 words	40	N	Individual
Specific nutritional issues dietary plan: Written 25% and practical survey via Go Soapbox or Survey monkey 20%. Research task	1,500 words	45	N	Individual
Class engagement: assessment Practical skills	Weekly	15	N	Individual

Teaching Periods

NATS 3012 Environmental Forensic Investigations

Credit Points 10

Legacy Code 300981

Coordinator Val Spikmans ([https://directory.westernsydney.edu.au/search/name/Val Spikmans/](https://directory.westernsydney.edu.au/search/name/Val%20Spikmans/))

Description This unit examines the forensic processes required to conduct investigations into environmental crime and incidents. The unit extends the student's knowledge and understanding of forensic science concepts to environmental scenarios, including illegal dumping, spills and water pollution incidents. The unit will discuss how scenes are investigated, what methods and techniques are used to analyse environmental samples, and how the results are interpreted and presented in the NSW Land and Environment Court. Factors effecting the collection, analysis and interpretation of evidence, such as weathering, are also discussed, as these are crucial to understand the scenes and to correctly present evidence in court.

School Science

Discipline Forensic Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) NATS 1008 AND NATS 2019

Equivalent Subjects NATS 2017 - Forensic Analysis of Physical Evidence LGYA 6259 - Forensic Biology

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Determine what is considered evidence in an environmental incident or crime scene.
2. Conduct environmental forensic investigations whilst maintaining evidence integrity and continuity.
3. Describe the quality management procedures necessary to collect and preserve environmental samples from the site of its recovery through to the laboratory and its presentation in court.
4. Explain the concepts of dilution effects, weathering effects and matrix effects and how to take these effects into account when collecting, analysing and interpreting environmental forensic evidence.
5. Apply theoretical and practical knowledge of a range of forensic science procedures and the associated equipment to forensically examine a range of evidence from environmental scenes.
6. Apply concepts of forensic identification and pattern matching to determine the source of evidence collected from an environmental case.
7. Communicate the results correctly in written form using appropriate language style, placing the findings in context of the forensic investigation.
8. Explain the appropriate acts, regulations and the expert witness code of conduct as it relates to the presentation of evidence in the NSW Land and Environmental Court as an expert witness.

Subject Content

1. Explanation of what are environmental forensic investigations and the types of cases commonly encountered.
2. Theories and principles of conducting environmental forensic investigations, including evidence integrity and continuity and sampling protocols.
3. Theoretical and practical knowledge of a range of forensic science procedures and the associated equipment needed to forensically examine a range of evidence related to environmental incidents or crime scenes.
4. Issues of dilution effects, weathering effects and matrix effects for the collection, examination and interpretation of evidence.
5. Concepts of forensic identification and pattern matching for source determination of evidence collected from environmental crime scenes or incidents.
6. The presentation of results in the NSW Land and Environment Court, including the expression of results, appropriate acts and regulations, and the expert witness code of conduct.
7. Quality management procedures necessary to preserve evidence from the site of its recovery through to the laboratory and its presentation in court, including NATA accreditation.
8. Various case studies relevant to the unit content.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	1,000 words (all written during the practicals)	30	N	Group
Report	1,000 - 2,000 words	30	N	Individual
Quiz	1 hour for each assessment	40	N	Individual
	Assessment 1 (10%)			
	Assessment 2 (15%)			
	Assessment 3 (15%)			

Teaching Periods

Autumn Hawkesbury

Day

Subject Contact Val Spikmans ([https://directory.westernsydney.edu.au/search/name/Val Spikmans/](https://directory.westernsydney.edu.au/search/name/Val%20Spikmans/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS3012_22-AUT_HW_D#subjects)

NATS 3014 Experimental Foods

Credit Points 10

Legacy Code 300879

Coordinator Christine Hutchison ([https://directory.westernsydney.edu.au/search/name/Christine Hutchison/](https://directory.westernsydney.edu.au/search/name/Christine%20Hutchison/))

Description This unit aims to build on students' knowledge of food preparation gained in Food Science 1 and 2, the focus of this unit includes; food science and principles, the interaction of ingredients and the added effects of physical procedures on the end product. Students develop advanced scientific methodologies to give reproducibility. This is a recommended unit for those intending to advance in the areas of recipe development and new product development.

School Science

Discipline Food Science and Biotechnology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) PROC 1002 AND PROC 2001

Equivalent Subjects NATS 3013 - Experimental Foods

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	4000 total	55	N	Individual
Quizzes x 7	30 mins x 7 =210 mins	35	N	Individual
Practical	Weekly assessment	10	N	Individual

Teaching Periods

NATS 3015 Field Project 1

Credit Points 10

Legacy Code 300913

Coordinator Nijat Imin ([https://directory.westernsydney.edu.au/search/name/Nijat Imin/](https://directory.westernsydney.edu.au/search/name/Nijat%20Imin/))

Description Unit 300913 Field Project 1 and the associated unit 300914 Field Project 2 are designed as capstone units of study for either the Bachelor of Science or Bachelor of Natural Science degrees. They draw together the skills acquired in previous years of the course and apply them in the context of either a six-month or a year-long research project exploring a real world problem on behalf of an industry, government or community agency client. The student will develop skills in scoping, planning, implementing, reporting on the research project; reflecting on what has been learned in the context of their personal and professional development and how this can be used in future career planning. In this Field Project 1 unit the focus is on developing skills in designing an appropriate research project in collaboration with the industry client, contextualising the problem and appropriate research methods in the academic literature, developing and implementing a pilot study to test the proposed research methods, and reporting the results. Note: Students enrolling in the external offering of this unit must be externally enrolled in either the Bachelor of Science (Environmental Health) or Bachelor of Natural Science (Environment and Health) degrees. All other students enrolling externally will need Unit Coordinator approval.

School Science

Discipline Natural and Physical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) NATS 2028 OR NATS 2025

Equivalent Subjects NATS 3016 - Field Project 1

Restrictions Students enrolling in the external offering of this subject must be externally enrolled in either the Bachelor of Science (Environmental Health) or Bachelor of Natural Science (Environment and Health) degrees. All other students enrolling externally will need subject Coordinator approval.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Design a project to assist the chosen client to improve a situation using academic research skills and resources in an ethical manner.
2. Evaluate chosen methods in a small scale pilot and revise methods in light of this.
3. Develop relationships and rapport with industry and academic professionals including: communicating with a client, maintaining a professional relationship, and effectively responding to feedback from the client and the project supervisor.

4. Problem solve uncertain/unforeseen factors and to negotiate changes and deal with risk.
5. Apply effective time management and reflect on the research process by maintaining a study journal and field notebook.
6. Search, identify, organise, compare and contrast data collected from a variety of sources.
7. Critically reflect on progress with and development of skills for independent study.

Subject Content

1. Design of a field-based research project undertaken for an industry client
 - Identify the nature of the issue/problem the client wishes the student to study ? clearly identifying the research question(s) and developing a plan for tackling the study that is S.M.A.R.T. (Strategic, Manageable, Achievable, Realistic, and Time-constr
 - identify The context of Study in terms of appropriate history, Background literature (secondary data) and write A literature Review
 - identify research methods considered appropriate for The collection of primary (field) data for The Study Methodological options for The Study and justify The choice of these in A draft Progress report on The Progress of designing The study.
 - design A pilot Study that tests The methods for field data collection (including obtaining any necessary human or Animal research ethics clearances for this Study to proceed)
 - conduct A pilot, Reflect on The lessons from this and redesign The methods to be used for The main Study ? including any revisions to ethics approvals required.
 - plan The collection and organisation of (primary) data in The field, and indicate how this data will be analysed, and The results presented to The client.
2. Reporting on progress in development of the study ? meeting appropriate milestones
 - management in The preparation for class Activity, completion of assignments, and T

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	10 mins	20	N	Individual
Report	2,500 - 3,000 words	40	N	Individual
Report	2,500 - 3,000 word	40	N	Individual

Teaching Periods

1st Half Hawkesbury

Composite

Subject Contact Nijat Imin ([https://directory.westernsydney.edu.au/search/name/Nijat Imin/](https://directory.westernsydney.edu.au/search/name/Nijat%20Imin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS3015_22-1H_HW_C#subjects)

Day

Subject Contact Nijat Imin ([https://directory.westernsydney.edu.au/search/name/Nijat Imin/](https://directory.westernsydney.edu.au/search/name/Nijat%20Imin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS3015_22-1H_HW_D#subjects)

NATS 3017 Field Project 2

Credit Points 10

Legacy Code 300914

Coordinator Zhonghua Chen ([https://directory.westernsydney.edu.au/search/name/Zhonghua Chen/](https://directory.westernsydney.edu.au/search/name/Zhonghua%20Chen/))

Description Field Project 2 allows the student to extend the research project undertaken as the pilot study in Field Project 1. Note: Students enrolling in the external offering of this unit must be externally enrolled in either the Bachelor of Science (Environmental Health) or Bachelor of Natural Science (Environment and Health) degrees. All other students enrolling externally will need Unit Coordinator approval. Students who completed the Field Project 1 Unit in a previous year (i.e. are not continuing directly into this unit) will need to demonstrate that they have the data from this earlier Unit that can be used to produce an analysis and a report for their original client.

School Science

Discipline Natural and Physical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) NATS 3015

Equivalent Subjects NATS 3018 - Field Project 2

Restrictions Students enrolling in the external offering of this subject must be externally enrolled in either the Bachelor of Science (Environmental Health) or Bachelor of Natural Science (Environment and Health) degrees. All other students enrolling externally will need subject Coordinator approval. Students who completed the Field Project 1 subject in a previous year (i.e. are not continuing directly into this unit) will need to demonstrate that they have the data from this earlier subject that can be used to produce an analysis and a report for their original client.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Report on the project to the chosen client.
2. Review, revise and reflect on the project management milestones.
3. Present and analyse the results from the field project.
4. Evaluate their own work through application of self- assessment criteria and standards, and provide constructive feedback to others through application of peer-assessment criteria and standards.
5. Critically review the way the study was undertaken, and reflect on lessons learned about themselves in the role of student researcher ? identifying strengths and areas where further work may be needed.
6. Reflect on this study and other work as part of the university course to develop plans and tools for future study, research or employment.

Subject Content

1. Data analysis

2. Report writing
3. Reflection on learning from undertaking a field-based research project for an industry client ? (Project designed in Unit Field Project 1)
4. Personal and professional development ? including development of critical/reflective abilities, the ability to receive and provide objective feedback and constructive criticism, and demonstrate a capacity to learn from such feedback.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report - Project Results, Conclusion & Recommendation	2,000 words	30	N	Individual
Report - Final Client Report	6,000 – 7,000 words	50	N	Individual
Professional/ Personal Reflection	1,500 words	20	N	Individual

Teaching Periods

2nd Half Hawkesbury

Composite

Subject Contact Zhonghua Chen ([https://directory.westernsydney.edu.au/search/name/Zhonghua Chen/](https://directory.westernsydney.edu.au/search/name/Zhonghua%20Chen/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS3017_22-2H_HW_C#subjects)

Day

Subject Contact Zhonghua Chen ([https://directory.westernsydney.edu.au/search/name/Zhonghua Chen/](https://directory.westernsydney.edu.au/search/name/Zhonghua%20Chen/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS3017_22-2H_HW_D#subjects)

NATS 3020 Food Safety

Credit Points 10

Legacy Code 300859

Coordinator Malik Hussain ([https://directory.westernsydney.edu.au/search/name/Malik Hussain/](https://directory.westernsydney.edu.au/search/name/Malik%20Hussain/))

Description Food safety is rapidly evolving with the emergence of new foodborne diseases, changing disease patterns, evolving approaches to risk analysis and an emerging requirement that food producers, processors, handlers and consumers take shared responsibility for food safety. This unit aims to equip students with the necessary skills to identify, evaluate and control foodborne hazards in order to protect the safety and quality of the food supply and reduce associated risks to human health. Content includes the key elements of food safety and regulation, food contamination, food spoilage agents, foodborne hazards, principles of good hygienic practice and preservation in food production, preparation and distribution.

School Science**Discipline** Food Science and Biotechnology**Student Contribution Band** HECS Band 2 10cp**Level** Undergraduate Level 3 subject**Pre-requisite(s)** BIOS 2016 OR
BIOS 2022**Equivalent Subjects** NATS 3021 - Food Safety**Restrictions** Successful completion of 120 credit points

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify food safety hazards and associated risk reduction protocols to ensure safe food production.
2. Explain the major principles of preservation and the effectiveness of different technologies in controlling foodborne hazards.
3. Apply a sound knowledge of Australian Food Standards to the regulation of food safety and food premises inspection.
4. Monitor and evaluate cleaning and sanitation protocols in commercial food premises.
5. Apply HACCP principles to the identification, evaluation, control and monitoring of hazards in food.
6. Plan appropriate foodborne disease surveillance and outbreak investigation procedures.

Subject Content

Microbial contamination of food

Food spoilage

The effects of food characteristics on spoilage patterns

Foodborne hazards

Principles and methods of preservation

The Hazard Analysis and Critical Control Point (HACCP) approach to Food Safety

Good Hygienic Practice

Cleaning, sanitizing and controlling pests in food operations

Food legislation and administration in Australia

Food safety inspection and auditing

Contaminant monitoring

Food labelling, traceability and food recalls

Risk assessment and analysis

Foodborne disease surveillance

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Literature Review	2,000 words	35	N	Individual
Individual Written Report	1,500 words	35	N	Individual
Online Quiz	3 x 30 minutes	30	N	Individual

Prescribed Texts

- Food and Drug Administration. (2012) Bad Bug Book, Foodborne Pathogenic Microorganisms and Natural Toxins. Second Edition. Available online <http://www.fda.gov/downloads/food/foodborneillnesscontaminants/ucm297627.pdf>

Teaching Periods

Spring Hawkesbury

Composite

Subject Contact Malik Hussain ([https://directory.westernsydney.edu.au/search/name/Malik Hussain/](https://directory.westernsydney.edu.au/search/name/Malik%20Hussain/))View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS3020_22-SPR_HW_C#subjects)

NATS 3023 Forensic Anthropology

Credit Points 10**Legacy Code** 301120**Coordinator** Hayley Green ([https://directory.westernsydney.edu.au/search/name/Hayley Green/](https://directory.westernsydney.edu.au/search/name/Hayley%20Green/))

Description The objectives of this unit are to gain an understanding of the changes to the human body from death to discovery and how we can use the biological variability of humans to assist in the identification of human remains. Students will learn the fundamentals of detection, excavation and identification of human and non-human remains and learn how to prepare their findings for court. Students will be required to apply the knowledge gained during lectures to a practical based excavation, analysis and preparation of a case file.

School Science**Discipline** Forensic Science**Student Contribution Band** HECS Band 2 10cp**Level** Undergraduate Level 3 subject**Pre-requisite(s)** NATS 1008 AND
NATS 1013 OR
NATS 1001 AND
NATS 2010 OR
NATS 2015**Equivalent Subjects** NATS 3025 - Forensic Archaeology NATS 3024 - Forensic Archaeology

Restrictions

Successful completion of 60 credit points at Level 1 and 40 credit points at Level 2.

Assumed Knowledge

Knowledge of the general aspects of contemporaneous note taking, crime scene documentation and crime scene photography.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain how the major processes of decomposition and taphonomic change can affect the outcomes of a forensic investigation.

2. Explain the scientific and ethical role of the forensic archaeologist and forensic anthropologist in the gathering and analysis of forensic evidence in an Australian context.
3. Conduct archaeological investigations safely and ethically in the field using methodologies to obtain valid scientific evidence and explain the significance and relevance of data.
4. Conduct an anthropological investigation of human and non-human skeletal remains and create a biological profile.
5. Communicate findings correctly in written and/ or oral form, accessing the scientific literature to place findings in context.

Subject Content

1. Detection and recovery of human and non-human remains.
2. Analysis of crime scenes using the principles of archaeology to preserve forensically meaningful evidence.
3. Preservation of evidence continuity and integrity from the site of recovery through to the conclusion of all laboratory analyses.
4. Theoretical and practical knowledge of anatomy and forensic anthropology required to distinguish between human and non-human skeletal remains and subsequently produce a biological profile of human skeletal remains.
5. Theoretical knowledge of multidisciplinary approaches to the identification of human skeletal remains.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	30 minutes	10	N	Individual
Practical Exam	40 minutes	25	N	Individual
Report	Part 1 (Groupwork 10%)- Contemporaneous case file notes (2000 words); Part 2 (5%)- Group contribution	15	N	Group
Report	1500 words	10	N	Individual
Final Exam	2 hours	40	N	Individual

Teaching Periods

Autumn Hawkesbury Day

Subject Contact Hayley Green ([https://directory.westernsydney.edu.au/search/name/Hayley Green/](https://directory.westernsydney.edu.au/search/name/Hayley%20Green/))

View timetable (https://classregistration.westernsydney.edu.au/event/timetable/?subject_code=NATS3023_22-AUT_HW_D#subjects)

NATS 3026 Forensic Biology

Credit Points 10

Legacy Code 401170

Coordinator Alicia Haines ([https://directory.westernsydney.edu.au/search/name/Alicia Haines/](https://directory.westernsydney.edu.au/search/name/Alicia%20Haines/))

Description This unit is designed to extend your knowledge and understanding regarding forensic biology and its relevance to forensic investigations. You will gain experience and understanding regarding the recognition and collection of biologically relevant evidence (including blood, semen and saliva), through to the application of presumptive testing, confirmatory testing, DNA profiling methods and evidence reporting. There is a focus on front-end forensic biology work (item examination, presumptive testing, DNA recovery via swabbing and isolation of biological material) coupled with a theoretical understanding of the scientific principles that underpin current DNA analysis techniques, presumptive tests and DNA profiling results.

School Science

Discipline Forensic Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BIOS 2018

Equivalent Subjects NATS 2017 - Forensic Analysis of Physical Evidence BIOS 3017 - Invertebrate Biology

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Summarise the changes to the forensic analysis of biological evidence since the first forensic DNA profile was produced in 1985.
2. Examine a case scenario and determine which DNA marker/s should be used to analyse the biological evidence in order to maximise the useful genetic information obtained from a given sample.
3. Carry out basic experimental procedures relating to the forensic analysis of biological evidence.
4. Critically evaluate raw experimental data to identify issues commonly encountered in forensic biology laboratories and propose strategies to resolve such issues.
5. Interpret electropherogram data generated from the analysis of biological evidence and determine the STR genotype of the donor/s.
6. Calculate population genetic parameters and DNA match statistics under varying hypotheses.
7. Communicate findings and opinions in the manner required of an expert forensic witness.

Subject Content

1. The history of forensic biology and DNA analysis.
2. Search techniques, presumptive tests and confirmatory tests for detecting and identifying biological evidence
3. Issues surrounding DNA contamination and its implications for DNA evidence.
4. Requirements for DNA sampling, collection, transportation, storage and continuity.
5. New and emerging developments in forensic biology including DNA analysis technology, genealogy and phenotyping.
6. Types of DNA markers utilised in forensic DNA analysis and the circumstances where each type might be analysed.
7. DNA profile interpretation and exploration of DNA match statistics.
8. Interpretation of DNA profiles and communication of DNA profile results to the court
9. Special topics in forensic biology e.g. disaster victim identification and the analysis of non-human DNA

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study Written (completed in practicals)	1,000 words	30	N	Group
Report: Written Court report	2,000 words	30	N	Individual
Online quizzes (3 quizzes throughout semester)	1 hour each (20 questions)	40	Y	Individual

Prescribed Texts

- Butler, J.M. (2009) Fundamentals of Forensic DNA typing, Amsterdam: Academic Press/Elsevier

Teaching Periods

Spring Hawkesbury

Day

Subject Contact Alicia Haines ([https://directory.westernsydney.edu.au/search/name/Alicia Haines/](https://directory.westernsydney.edu.au/search/name/Alicia%20Haines/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS3026_22-SPR_HW_D#subjects)

NATS 3027 Laboratory Quality Management

Credit Points 10

Legacy Code 300883

Coordinator Sindy Kayillo ([https://directory.westernsydney.edu.au/search/name/Sindy Kayillo/](https://directory.westernsydney.edu.au/search/name/Sindy%20Kayillo/))

Description This capstone unit is directed towards the accreditation of a laboratory for chemical, microbiological or forensic testing, using the standards that are applicable in industry. The unit focuses upon the importance and coordination of good laboratory management, teamwork, calibration, record keeping and laboratory manuals. Groups of students are required to develop, establish and operate a comprehensive Laboratory Quality Management system designed for a specific class of chemical, microbiological or forensic test. The students' technical competence and quality system are then assessed using the guidelines laid down by the National Association of Testing Authorities (NATA).

School Science

Discipline Other Natural And Physical Sciences

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects NATS 3029 - Laboratory Quality Management

Restrictions Successful completion of 60 credit points at Level 1 and 40 credit points at Level 2 in Bachelor of Science, Bachelor of Medical Science or Bachelor of Natural Science.

Assumed Knowledge

A demonstrated understanding of and competence with laboratory techniques in analytical chemistry or microbiology, corresponding to successful completion of a Level 2 Microbiology or Analytical Chemistry subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Describe the nature and importance of a Laboratory Quality Management System, and the operation of ISO/IEC 17025.
- Design and follow a laboratory quality management system for the accomplishment of a specific chemical, forensic or microbiological test.
- Develop quality-management documentation, including sections of a Laboratory Quality Manual, in accordance with ISO/IEC 17025, including policies and procedures.
- Solve operational problems in a laboratory context.
- Explain the importance of method validation, calibration procedures, traceability of results, Quality Assurance and Quality Control.
- Develop appropriate technical skills for working in an accredited chemical, forensic or microbiological testing laboratory.
- Work constructively within a team.
- Learn independently, without direct supervision by academic staff.
- Report on the experience of being assessed by an external accreditation body (NATA).
- Handle chemical substances and/or micro-organisms safely, and critically evaluate the risks associated with laboratory work, in the context of Work, Health and Safety practices and legislation.

Subject Content

- Designing and working within a well-defined organisational structure;
- Developing, establishing and operating a laboratory quality management system designed for a specific class of chemical, microbiological or forensic test;
- Preparing a Laboratory Quality Manual in accordance with ISO/IEC 17025 and the relevant Field Application Documents from the National Association of Testing Authorities (NATA);
- Understanding and following NATA laboratory accreditation guidelines.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Assessment by NATA Assessors	2 hours	40	N	Individual

Student's contribution to the Laboratory Quality Manual	1000-1500 words	10	N	Individual
Student's contribution to the overall practicum	Monitored throughout the semester	30	N	Both (Individual & Group)
Viva voce examination, incorporating an exit interview	30 minutes	10	N	Individual
Peer assessment	2 pages	10	N	Individual

Teaching Periods

Spring Hawkesbury Day

Subject Contact Michael Phillips ([https://directory.westernsydney.edu.au/search/name/Michael Phillips/](https://directory.westernsydney.edu.au/search/name/Michael%20Phillips/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS3027_22-SPR_HW_D#subjects)

NATS 3030 Medical Microbiology

Credit Points 10

Legacy Code 300826

Coordinator Colin Stack ([https://directory.westernsydney.edu.au/search/name/Colin Stack/](https://directory.westernsydney.edu.au/search/name/Colin%20Stack/))

Description Infectious diseases worldwide are the most common cause of illness. Medical microbiology is subdivided into four areas: virology, bacteriology, mycology (the study of fungi) and parasitology. The rapid evolution of microbes means that this is an area that does not remain static. This unit has a modern approach to the study of the balance between the host, humans, and the very large army of potential invaders. Students will embark on a journey into the world of pathogenic micro-organisms exploring the molecular mechanisms by which these override host defences leading to disease. Infectious diseases of the human body systems as well those of the immunocompromised and infections contracted in the healthcare setting (nosocomial) are discussed. The theory will be supported with laboratory experience representing diagnostic procedures for the identification of infectious agents.

School Science

Discipline Medical Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BIOS 2022

Equivalent Subjects LGYA 5866 - Medical Microbiology NATS 3031 - Medical Microbiology

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Differentiate the mechanisms of infections caused by true pathogens from those caused by opportunistic pathogens
2. Describe the factors and mechanisms by which the human host is protected from microbial invasion
3. Understand and apply appropriate biochemical and molecular techniques used in the identification of clinical specimens
4. Explain the rationale behind the performance of antimicrobial susceptibility tests
5. Analyse and interpret scientific literature and effectively communicate
6. Associate the various infectious agents that affect special populations with the conditions that predispose these patients to a particular infection

Subject Content

1. Principles and practices of medical microbiology
2. Non-specific and specific (immune system) defence of the human body
3. Principles of the pathogenesis of disease including mechanisms by which microbial agents override the host non-specific and specific defence system to produce disease at the molecular level
4. Diseases of the human body systems and respective aetiological agents
5. Specimen collection techniques for the detection of microbial pathogens
6. Laboratory diagnostic procedures for the isolation, identification and antibiotic sensitivities where applicable of microbial pathogens
7. Molecular techniques and development of new diagnostic capabilities for microbial pathogens
8. Current areas of research interests in medical microbiology

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report and Presentation	1,500 words plus 5 minute presentation	35	N	Individual
Practical Exam	60 minutes	30	N	Individual
Final Exam	2 hours plus 5 minutes extra for uploading to turinitin	35	N	Individual

Prescribed Texts

- Kiser, K.M., Payne, W.C., & Taff, T.A. (2011) Clinical Laboratory Microbiology: A Practical Approach. Upper Saddle River, NJ: Prentice Hall.
- Sherris Medical Microbiology by Kenneth Ryan 2018 (McGraw-Hill)

Teaching Periods

Spring Campbelltown Day

Subject Contact Colin Stack ([https://directory.westernsydney.edu.au/search/name/Colin Stack/](https://directory.westernsydney.edu.au/search/name/Colin%20Stack/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS3030_22-SPR_CA_D#subjects)

NATS 3032 Medical Science Project

Credit Points 10

Legacy Code 300892

Coordinator Bill Price ([https://directory.westernsydney.edu.au/search/name/Bill Price/](https://directory.westernsydney.edu.au/search/name/Bill%20Price/))

Description Students will undertake a short research project specific to the field of Medical Science. This will involve undertaking a review of the literature and generating appropriate hypotheses that will subsequently be tested and analysed. Findings will be presented orally and as a written manuscript.

School Science

Discipline Medical Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYA 6140 - Biomolecular Science Project
NATS 3039 Science Research Project

Restrictions Students must be enrolled in 3577 Bachelor of Medical Science, 3673 Bachelor of Medical Science, 3674 Bachelor of Medical Science (Nanotechnology) or 3682 Bachelor of Medical Science (Advanced). Successful completion of 80 credit points at Level 2 or 3. Students must have a GPA of 5.5 or above.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse literature relevant to a specific issue in medical science.
2. Generate hypotheses and plan appropriate methods for testing.
3. Gather and analyse scientific data.
4. Communicate work in appropriate written and oral scientific formats.
5. Justify methodological approach, and interpretation of findings to a scientific audience.

Subject Content

There is no formal content for this subject as the projects undertaken will vary according to the expertise of staff and interests of the students.

Students will choose project topics in consultation with academic staff and with the oversight of the subject Coordinator and Director of Academic Program.

1. Identification of project
2. Literature search and review
3. Development of research aims
4. Preparation of a risk assessment in the appropriate format
5. Conduction of research work
6. Preparation of a research report
7. Presentation of a poster

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Literature Review	Max 2000 words	20	N	Individual
Participation		20	N	Individual
Oral Presentation	20 mins	20	N	Individual
Written Report on Project	3000-5000 words approx	40	N	Individual

Teaching Periods

Spring Campbelltown Day

Subject Contact Bill Price ([https://directory.westernsydney.edu.au/search/name/Bill Price/](https://directory.westernsydney.edu.au/search/name/Bill%20Price/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS3032_22-SPR_CA_D#subjects)

Hawkesbury

Subject Contact Bill Price ([https://directory.westernsydney.edu.au/search/name/Bill Price/](https://directory.westernsydney.edu.au/search/name/Bill%20Price/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS3032_22-SPR_HW_D#subjects)

Parramatta - Victoria Rd

Subject Contact Bill Price ([https://directory.westernsydney.edu.au/search/name/Bill Price/](https://directory.westernsydney.edu.au/search/name/Bill%20Price/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS3032_22-SPR_PS_D#subjects)

NATS 3034 Molecular Medicine

Credit Points 10

Legacy Code 300927

Coordinator Mark Temple ([https://directory.westernsydney.edu.au/search/name/Mark Temple/](https://directory.westernsydney.edu.au/search/name/Mark%20Temple/))

Description Molecular Medicine is an inquiry based capstone unit that integrates core concepts in molecular and cell biology with a focus on cancer as a framework to discuss autoimmune, infectious and genetic diseases. This unit aims to enhance critical thinking for the professional environment and prepares students for future innovations in prevention, management and cure of catastrophic diseases. Current research, diagnosis, treatment and policy issues, related to health and disease states, are placed in the context of real world experiences and changing imperatives.

School Science

Discipline Medical Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) Students are required to pass two units from the following - BIOS 3014 - Genes Genomics and Human Health BIOS 2018 - Genetics BIOS 2026 - Molecular Biology BIOS 2014 - Functional Proteins and Genes BIOS 2021 - Metabolism BIOS 3001 - Advanced Cell Biology

Equivalent Subjects LGYA 6144 - Molecular Basis of Disease LGYA 6012 - Mamalian Molecular Medicine

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the molecular biology of a gene in the context of various monogenic diseases and of various genes in the development of a complex disease
2. Outline the potential of various genetic technologies diagnose and to treat disease
3. Explain the potential of various molecular analyses to diagnose and to treat disease
4. Explain the basis of cancer genetics
5. Demonstrate an ability to search and collate data from internet based health databases
6. Evaluate new developments in functional genomics in relation to their potential to diagnose disease

Subject Content

1. Molecular analyses in the context of diagnosis and treatment of disease
2. New genetic technologies in diagnosis and treatment of disease
3. The nature of cancer as characterised by genetic factors, tumor viruses and cellular oncogenes
4. Control of cell invasion, metastasis and angiogenesis by growth factors, receptors and cytoplasmic signalling and tumor suppressor genes
5. Genomic integrity and multistep tumorigenesis

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Oral Presentation	7 minutes	20	N	Individual
Research Report	<1,000 words	20	N	Individual
Poster Presentation	10 minutes	10	N	Individual
Computer Workshops	Variable	10	N	Individual
Final Online Exam	2 hours	40	N	Individual

Teaching Periods

Spring Campbelltown

Day

Subject Contact Mark Temple ([https://directory.westernsydney.edu.au/search/name/Mark Temple/](https://directory.westernsydney.edu.au/search/name/Mark%20Temple/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS3034_22-SPR_CA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Mark Temple ([https://directory.westernsydney.edu.au/search/name/Mark Temple/](https://directory.westernsydney.edu.au/search/name/Mark%20Temple/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS3034_22-SPR_PS_D#subjects)

NATS 3035 Molecular Pharmacokinetics

Credit Points 10

Legacy Code 300912

Coordinator Gang Zheng ([https://directory.westernsydney.edu.au/search/name/Gang Zheng/](https://directory.westernsydney.edu.au/search/name/Gang%20Zheng/))

Description Molecular Pharmacokinetics builds on the fundamental chemical kinetic principles learnt in Physical Chemistry and extends them to the study of absorption, distribution, metabolism, and elimination of pharmaceutical drugs in human body. Upon completing this unit, students will gain a firm understanding of why the pharmacokinetic behaviour of a drug can be fully described by two key pharmacokinetic parameters (i.e. clearance and volume of distribution) and why the absorption rate of a drug can be predicted by examining its chemical structural features alone. Students will also gain the capability of designing dosage regimens for simplified pharmacokinetic scenarios and extracting important kinetic information from plasma drug concentration versus time data obtained experimentally.

School Science

Discipline Pharmacology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) CHEM 2010

Equivalent Subjects LGYA 6080 - Molecular Pharmacokinetics

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe mathematically the kinetic and mechanistic aspects of availability and removal of drugs in the body, including under conditions of continuous and periodic dosage.
2. Explain and compare the main forms of metabolic, oxidative and hydrolytic degradation experienced in vivo by the members of each of the major types of drug class.
3. Relate the chemical structure of members of a given major type of drug class to their relative stability to chemical oxidative, hydrolytic and enzymatic degradation in vitro, and to their ease of phase partitioning.

- Describe the transport and the environment experienced in vivo of members of the major types of drug class relevant to their site of action.
- Demonstrate appropriate advanced laboratory skills, for collection of kinetics and physicochemical data of the bioavailability, degradation and removal of drug molecules.

Subject Content

- Kinetics of the bioavailability, degradation and removal of drug molecules.
- Principles of pharmacokinetics of the transport of drugs across membranes of cells and tissues within the body.
- Theory of physicochemical factors affecting the bioavailability of drugs in the body: pH, pKa, permeability, plasma protein binding, dissolution, molecular size and shape, hydrogen bonding, Log P, viscosity, conductivity, mobility, and hydrophobicity.
- Principles of pharmacokinetics and mechanism of metabolism (oxidation, hydrolysis and conjugation), enzymatic degradation and stability within the body of members of the major types of drug: linear and nonlinear elimination, enzymatic, Michaelis-Menten and atypical kinetics.
- Theory of in vitro adsorption of drugs onto proteins: free drug, receptors, agonists and messengers, Langmuir plots.
- Time course concentration of the drugs in the body: from dose to time-course concentration of the drug in the plasma, area under the curve, renal clearance, elimination rates.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	1200 words for each report	40	N	Individual
Quiz x5 (Online)	15 min each	15	N	Individual
End of Session Quiz (Online)	45 min	10	N	Individual
Final Exam (Online)	2 hours	35	N	Individual

Prescribed Texts

- Hedaya, MA 2012, Basic Pharmacokinetics, 2nd ed., CRC Press, London. ISBN 9781439850732

Teaching Periods

NATS 3037 Neuroanatomy

Credit Points 10

Legacy Code 300754

Coordinator Sam Merlin ([https://directory.westernsydney.edu.au/search/name/Sam Merlin/](https://directory.westernsydney.edu.au/search/name/Sam%20Merlin/))

Description This unit builds on the human anatomy and physiology studied in first and second year, equipping students with detailed knowledge of functional neuroanatomy, with particular emphasis on the central nervous system. Cadaver specimens are used to facilitate

the learning of spatial relationships between structures. The study of neurological function and dysfunction integrates many previously learned scientific principles.

School Science

Discipline Medical Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BIOS 1025 OR

NATS 1009 OR
LGYA 5934 AND
NATS 2034

Equivalent Subjects LGYA 5934 - Neuroanatomy LGYA 7786 - Clinical Neurosciences LGYA 7060 - Clinical Neurosciences

Restrictions Successful completion of 80 credit points. Due to space limitations, students must be enrolled in the following programs: 3733 Bachelor of Medical Science (Forensic Mortuary Practice) 3755 Bachelor of Medical Science, 3758 Bachelor of Advanced Medical Science, 4656 Bachelor of Health Science, 4706 Bachelor of Physiotherapy, 4708 Bachelor of Podiatric Medicine, 4709 Bachelor of Podiatric Medicine (Honours), 4711 Bachelor of Occupational Therapy, 4712 Bachelor of Occupational Therapy (Honours), 4733 Bachelor of Physiotherapy (Honours), 6002 Diploma in Science/Bachelor of Medical Science, 6042 Diploma in Science/Bachelor of Medical Science. Note: Enrolment of students in other programs may be approved by the subject Coordinator for the Summer session, subject to vacancies and meeting equivalent prerequisite knowledge. Please lodge a Rule Waiver request for enrolment.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Identify neuroanatomical structures from cadaveric specimens, photographs/diagrams & models, and discuss their functions.
- Identify and discuss histological features of the nervous system.
- Explain the embryological development of the nervous system and analyse the consequences of alterations in development.
- Explain the functional and spatial relationships between structures and analyse the consequences of alterations in these relationships.
- Explain the pathogenesis/pathophysiology, manifestations and treatment of neurological disorders.

Subject Content

Embryological development of the nervous system
Topographical features, internal anatomy, and functions of the cerebrum, cerebellum, brain stem & spinal cord
Relationship of cranial nerves with the brain and cranial cavity
Major nuclei of the brain and associated functions
Nuclei and functions of the diencephalon, basal ganglia & brain stem
Neural histology, signalling & transmission
Major limbic structures functions
Sensory reception and pathways
Motor structures and pathways
Spinal reflexes
Vasculature of the brain and spinal cord
Neurological disorders/dysfunction
Neural basis of pain

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short answer	2-3 pages	25	N	Individual
Short answer	up to 30 mins	25	N	Individual
Multiple choice	test 1 up to 30 mins, test 2 up to 40 mins, test 3 up to 60 mins	50	N	Individual

Summer A Day

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short answer	Worksheets x 4 (2-3 pages)	25	N	Individual
Short answer	up to 30 mins	25	N	Individual
Multiple choice	2 hours	50	N	Individual

Prescribed Texts

- Nolte, J 2009, The human brain, 6th edn, Mosby Elsevier, Philadelphia

Teaching Periods

Summer A

Online

Online

Subject Contact Sam Merlin ([https://directory.westernsydney.edu.au/search/name/Sam Merlin/](https://directory.westernsydney.edu.au/search/name/Sam%20Merlin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS3037_22-SUA_ON_0#subjects)

Spring Campbelltown Day

Subject Contact Peter Shortland ([https://directory.westernsydney.edu.au/search/name/Peter Shortland/](https://directory.westernsydney.edu.au/search/name/Peter%20Shortland/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS3037_22-SPR_CA_D#subjects)

NATS 3038 Quality Assurance and Food Analysis

Credit Points 10

Legacy Code 300922

Coordinator Rosalie Durham ([https://directory.westernsydney.edu.au/search/name/Rosalie Durham/](https://directory.westernsydney.edu.au/search/name/Rosalie%20Durham/))

Description This unit covers the knowledge and tools required to maintain food quality. Students will develop an awareness of food laws, regulations and codes at the state, national and international

levels. Students will be introduced to elementary toxicology and risk analysis as it applies to the regulation of food additives. The unit also integrates previous studies in HACCP (Hazard Analysis Critical Control Point) to develop deeper understanding of food quality assurance and quality management systems as they are applied to the control and management of the food supply. Students are introduced to the standard methods of analysis of foods as used for nutritional and quality assessment of foods. Practicals include determination of major and minor food components; functionality tests and sensory analysis of foods.

School Science

Discipline Food Science and Biotechnology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) PROC 2001

Equivalent Subjects LGYA 6249 - Quality Assurance and Food Analysis

Incompatible Subjects NATS 2016 - Food Processing and Analysis
NATS 3019 - Food Quality Assurance
LGYA 6092 - Quality Assurance and Food Safety
LGYB 8787 - Food Science and Technology Practicum
32 LGYB 8783 - Food Evaluation

Assumed Knowledge

Students require good understanding of the principles of food preservation and HACCP (Hazard Analysis Critical Control Point).

Learning Outcomes

On successful completion of this subject, students should be able to:

- Describe quality management theories and systems; food laws, regulations and codes at state, national and international levels.
- Use risk analysis methodology to evaluate the safety of a food additive, including gather and collate information from a wide range of sources and critique the information to assess the toxicological safety of a food additive.
- Work effectively in a group on a case study to produce a Quality Manual, integrating quality management theories, food safety regulations, and food process knowledge for the management of safe food.
- Apply quality management statistical tools to monitor the quality of a food process.
- Appraise and select appropriate methods for the chemical, physical and sensory analysis of foods.
- Follow laboratory procedures and protocols to proficiently perform a range of food analysis methods safely and accurately; systematically record experimental data and calculate results of these tests.
- Demonstrate effective communication in a variety of written formats, scientific and professional; use of advanced word and excel skills for large and complex documents.
- Recognise the legal and ethical responsibility, both individual and corporate, to maintain a safe food supply.

Subject Content

- Food laws, regulations and codes at state, national and international levels.
- Elementary toxicology, principles of food safety and risk analysis, and its application to the regulation of food additives in foods.

- Quality Management Systems, including HACCP, ISO22000 and other current food management systems, plus relevant accreditation procedures.
- Statistical tools of quality management for the management of food quality.
- Methods for sensory analysis of foods, including questionnaire design and statistical analysis of sensory data.
- Methods for the chemical analysis of foods, including method selection and tests for moisture, ash, sodium, protein, fat and carbohydrates.
- Construction of nutrition information panels for food labels and food labelling legislation.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	5 x 20 mins	25	N	Individual
Case Study	1,800 words	25	N	Individual
Report	1,800 words	25	N	Individual
Professional Task	7,500 (1,500 per student)	25	N	Individual

Teaching Periods

Autumn Hawkesbury Day

Subject Contact Rosalie Durham ([https://directory.westernsydney.edu.au/search/name/Rosalie Durham/](https://directory.westernsydney.edu.au/search/name/Rosalie%20Durham/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS3038_22-AUT_HW_D#subjects)

NATS 3039 Science Research Project

Credit Points 10

Legacy Code 300924

Coordinator Bill Price ([https://directory.westernsydney.edu.au/search/name/Bill Price/](https://directory.westernsydney.edu.au/search/name/Bill%20Price/))

Description Science Research Project is a final-year capstone unit that gives students an introduction to scientific research, while extending their knowledge and practical skills. Each student undertakes a research project supervised by an academic staff member. With the assistance of their supervisor, students will research the literature and define the problem to be studied, carry out a risk assessment, develop the appropriate experimental methods, carry out research on their project, and present a final written report and a poster or oral presentation. This unit offers a challenge to final-year students, and allows innovation by the student with respect to both method and research direction.

School Science

Discipline Other Natural And Physical Sciences

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYA 6252 - Science Research Project

Incompatible Subjects LGYA 6201 - Science Research Project 2 LGYA 5927 - Chemistry Project 3 LGYB 9720 - Biological Science Project 3 LGYA 3545 - Chemistry Project LGYA 6140 - Biomolecular Science Project

Restrictions Students must have successfully completed at least two Level 3 subjects and have a GPA of 5.5 or above. This is an undergraduate project unit; the restrictions above are purposely designed to limit enrolments to a small number of high-performing third year students. Handling large enrolments is not possible in this style of subject.

Assumed Knowledge

This subject is aimed at undergraduates in their final year of undergraduate study who have a good grounding in the Level 2 subjects for the discipline area of their individual project.

Learning Outcomes

On successful completion of this subject, students should be able to:

- access and review research literature relevant to their project area
- develop research aims and design experiments to test these aims
- prepare a risk assessment in the approved UWS format
- conduct experimental and/or computational work and analyse the data
- communicate the research results orally and in writing

Subject Content

- Identification of project
- Literature search and review
- Development of research aims
- Preparation of a risk assessment in the appropriate format
- Experimental and/or computational work
- Preparation of a research report
- Presentation of a poster

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Risk Assessment: Professional Document	WSU format	0	Y	Individual
Literature Review that includes a Project Proposal: Critical Review	2-3 pages	10	N	Individual

Poster and it oral presentation via an online format	Poster - 10 minutes	25	N	Individual
Report	3,000 words	65	N	Individual

Teaching Periods

Spring Campbelltown Day

Subject Contact Bill Price ([https://directory.westernsydney.edu.au/search/name/Bill Price/](https://directory.westernsydney.edu.au/search/name/Bill%20Price/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS3039_22-SPR_CA_D#subjects)

Hawkesbury Day

Subject Contact Bill Price ([https://directory.westernsydney.edu.au/search/name/Bill Price/](https://directory.westernsydney.edu.au/search/name/Bill%20Price/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS3039_22-SPR_HW_D#subjects)

Parramatta - Victoria Rd Day

Subject Contact Bill Price ([https://directory.westernsydney.edu.au/search/name/Bill Price/](https://directory.westernsydney.edu.au/search/name/Bill%20Price/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS3039_22-SPR_PS_D#subjects)

NATS 3040 Topics in Medical Science

Credit Points 10

Legacy Code 300893

Coordinator Christopher Jones ([https://directory.westernsydney.edu.au/search/name/Christopher Jones/](https://directory.westernsydney.edu.au/search/name/Christopher%20Jones/))

Description This unit builds on the content and concepts developed across multiple discipline areas during the Bachelor of Medical Science, integrating them together into the context of human health and disease. Students will work in groups to undertake an in depth exploration of an issue related to Medical Science. Topics addressed each year will vary, and will include issues currently at the forefront of Medical Science, issues for which there is currently significant scientific debate, and issues in which students have expressed a particular personal interest.

School Science

Discipline Medical Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Restrictions

Students must be enrolled in 3755 Bachelor of Medical Science, 3758 Bachelor of Advanced Medical Science, 3673 Bachelor of Medical Science, 3674 Bachelor of Medical Science (Nanotechnology) or 3682 Bachelor of Medical Science (Advanced) or 6002 Diploma in Science/

Bachelor of Medical Science. Successful completion of 80 credit points at Level 2 or 3.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the multidisciplinary of a selected topic in medical science.
2. Generate an effective teaching session for a selected topic of medical science.
3. Discuss a range of topics in medical science.
4. Evaluate peer teaching sessions.
5. Work cooperatively as part of a group.

Subject Content

Content will vary, and will include issues currently at the forefront of Medical Science, issues for which there is currently significant scientific debate, and issues in which students have expressed a particular personal interest.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Peer Review		20	N	Individual
Portfolio	250 words	20	N	Individual
Presentation	Teaching Session up to 25 minutes	30	N	Group
Critical Review	500 words	30	N	Individual

Teaching Periods

Autumn Campbelltown Day

Subject Contact Christopher Jones ([https://directory.westernsydney.edu.au/search/name/Christopher Jones/](https://directory.westernsydney.edu.au/search/name/Christopher%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS3040_22-AUT_CA_D#subjects)

Parramatta - Victoria Rd Day

Subject Contact Christopher Jones ([https://directory.westernsydney.edu.au/search/name/Christopher Jones/](https://directory.westernsydney.edu.au/search/name/Christopher%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS3040_22-AUT_PS_D#subjects)

NATS 3041 Topics in Physiology

Credit Points 10

Legacy Code 300819

Coordinator Sabine Piller ([https://directory.westernsydney.edu.au/search/name/Sabine Piller/](https://directory.westernsydney.edu.au/search/name/Sabine%20Piller/))

Description This unit builds on the physiological concepts of "Introduction to Physiology". It provides a greater depth and breadth of understanding of aspects of whole-body physiology which are explored in group work. Topics may include, but are not limited to, locomotion, physiology of reproductive technology, physiology of interaction between humans, physiology under extreme conditions (including pathophysiology), physiology of learning and memory, sleep physiology, animal physiology, nutritional physiology and others.

School Science

Discipline Medical Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BIOS 1025 OR
BIOS 2006 OR
BIOS 3002

Equivalent Subjects NATS 3042 - Topics in Physiology

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Research and review information including scientific literature on a selected topic in physiology
2. Explain a selected topic of physiology to your peers in a short oral presentation
3. Review and explain a selected topic in physiology in a written essay
4. Compose an exam question based on the oral presentation of the selected topic in physiology
5. Discuss selected areas in physiology presented by peers during the tutorials and in the final exam
6. Evaluate oral presentations of your peers on selected topics in physiology

Subject Content

Topics covered will vary and may include but are not limited to the physiology of locomotion, physiology of reproductive technology, physiology of interaction between humans, physiology under extreme conditions (including pathophysiology), physiology of learning and memory, sleep physiology, animal physiology, nutritional physiology and others.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
5 peer - reviews of presentations (3% each) and contributing one relevant question per topic area (5%)	peer mark 1 hour presentation 5 times throughout semester	20	N	Individual

Learning contract (includes live presentation during weekly zoom lecture) and slides submitted via vUWS link on selected topic in physiology based on group work 25%, written essay as individual assignment 25%)	30-40 minutes, 1500 words	50	N	Individual
---	---------------------------	----	---	------------

Final exam	2 hours timetabled during final exam time	30	N	Individual
------------	---	----	---	------------

Teaching Periods

NATS 3043 Advanced Science Research Project C

Credit Points 10

Legacy Code 301258

Coordinator Bill Price ([https://directory.westernsydney.edu.au/search/name/Bill Price/](https://directory.westernsydney.edu.au/search/name/Bill%20Price/))

Description This is a 20 credit point year-long subject taken over two terms (10 credit points in each term). This subject provides a unique opportunity for Advanced Science and Advanced Medical Science students to work with and be mentored by academics in diverse areas of science. In this 20 credit point subject, students will complete a small research project aligned with the research activity of the academic and be integrated into the research environment of the School. Students will demonstrate time management skills, project design, data collection, analysis and communication. Students will be required to reflect on their capacity and areas of passion for transitioning into either further education or the workplace. Please note this subject is not timetabled so completion will be subject to approved timelines negotiated with the appropriate academic staff and subject co-ordinator. Students may be required to travel to a different campus or location to undertake this subject.

School Science

Discipline Natural and Physical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) NATS 2001

Assumed Knowledge

It is assumed that students have completed at least 40 credit points at Level 2 in their area of research. This should be discussed with the research supervisor prior to acceptance into the research team.

Learning Outcomes

1. Access, review and critique relevant literature on a given research topic
2. Plan and conduct a research project
3. Analyse and critique scientific data
4. Prepare a concise and accurate report in the style appropriate to the project (usually a journal article)
5. Effectively communicate research findings orally as part of a research seminar
6. Demonstrate development of graduate level time management skills
7. Participate in the broader research environment either within a team or across teams and reflect on the skill sets required for transition into the workplace or into further education

Subject Content

- Research skill development appropriate for the chosen area
- Regulations and resources limitations in science research
- Project management
- Personal time management
- Data analysis (quantitative, qualitative or both)
- Science and interpersonal communication
- Planning, conducting and communicating research projects

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	2,000 words	20	N	Individual
Reflection	2 x 500 words	10	N	Individual
Report	4,000 words	50	N	Individual
Presentation	20 minutes	20	N	Individual
Participation	1-2 page supervisor questionnaire	S/U	N	Individual

Teaching Periods

1st Half

Campbelltown

Day

Subject Contact Mark Temple ([https://directory.westernsydney.edu.au/search/name/Mark Temple/](https://directory.westernsydney.edu.au/search/name/Mark%20Temple/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS3043_22-1H_CA_D#subjects)

Hawkesbury

Day

Subject Contact Mark Temple ([https://directory.westernsydney.edu.au/search/name/Mark Temple/](https://directory.westernsydney.edu.au/search/name/Mark%20Temple/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS3043_22-1H_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Mark Temple ([https://directory.westernsydney.edu.au/search/name/Mark Temple/](https://directory.westernsydney.edu.au/search/name/Mark%20Temple/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS3043_22-1H_PS_D#subjects)

2nd Half

Campbelltown

Day

Subject Contact Mark Temple ([https://directory.westernsydney.edu.au/search/name/Mark Temple/](https://directory.westernsydney.edu.au/search/name/Mark%20Temple/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS3043_22-2H_CA_D#subjects)

Hawkesbury

Day

Subject Contact Mark Temple ([https://directory.westernsydney.edu.au/search/name/Mark Temple/](https://directory.westernsydney.edu.au/search/name/Mark%20Temple/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS3043_22-2H_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Mark Temple ([https://directory.westernsydney.edu.au/search/name/Mark Temple/](https://directory.westernsydney.edu.au/search/name/Mark%20Temple/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS3043_22-2H_PS_D#subjects)

NATS 3044 Complex Case Studies in Science

Credit Points 10

Legacy Code 301261

Coordinator Andrew Shalliker ([https://directory.westernsydney.edu.au/search/name/Andrew Shalliker/](https://directory.westernsydney.edu.au/search/name/Andrew%20Shalliker/))

Description Science and the scientific process of discovery have been successful in offering explanations for the world we live in. Even seemingly simple problems can disguise a far greater degree of complexity. Indeed, the more we develop our tools for scientific discovery the greater the degree of complexity that is revealed. Exploring and unravelling the complexity of the world we live in requires integrative and multidisciplinary research frameworks, and it can be complicated further by the relationship between science and society, culturally, socially, economically and politically. In this unit we will begin the life-long journey to develop the enquiring scientific mind by exploring the complexities of seemingly innocuous everyday elements. Students will critically examine such perspectives in a series of contemporary 'real-life' case studies such as foods and food security, medicines and drugs.

School Science

Discipline Natural and Physical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Restrictions Students must have completed 80 credit points of study before commencing this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Articulate how seemingly simple problems and interactions hide complex information.
2. Analyse the complexity of the problem and develop a process to explore in greater detail the nature of the problem.
3. Apply research tools to pose solutions to the complex problem at hand.
4. Critically evaluate the ways in which scientists from different disciplines can work together to solve complex problems.

Subject Content

1. Nature of science and scientific research including bias, complexity and uncertainty.
2. Experts and knowledge ? the role of science in planning and decision-making processes
3. Understanding of the nature of the problem ? using literature to reveal complexity.
4. Developing skills to explore the nature of the problem ? seeing the unseen.
5. Communication of science peers, including the wider society as applicable.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Critical Review	1,500 Words	40	N	Individual
Methodology Development	1,000 words	30	N	Individual
Report	500 words	30	N	Individual

Teaching Periods

Spring Campbelltown

Day

Subject Contact Andrew Shalliker ([https://directory.westernsydney.edu.au/search/name/Andrew Shalliker/](https://directory.westernsydney.edu.au/search/name/Andrew%20Shalliker/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS3044_22-SPR_CA_D#subjects)

Hawkesbury

Day

Subject Contact Andrew Shalliker ([https://directory.westernsydney.edu.au/search/name/Andrew Shalliker/](https://directory.westernsydney.edu.au/search/name/Andrew%20Shalliker/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS3044_22-SPR_HW_D#subjects)

Composite

Subject Contact Andrew Shalliker ([https://directory.westernsydney.edu.au/search/name/Andrew Shalliker/](https://directory.westernsydney.edu.au/search/name/Andrew%20Shalliker/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS3044_22-SPR_HW_C#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Andrew Shalliker ([https://directory.westernsydney.edu.au/search/name/Andrew Shalliker/](https://directory.westernsydney.edu.au/search/name/Andrew%20Shalliker/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS3044_22-SPR_PS_D#subjects)

NATS 3045 Work Internship for Science Professionals

Credit Points 10

Legacy Code 301259

Coordinator Michelle Ryan ([https://directory.westernsydney.edu.au/search/name/Michelle Ryan/](https://directory.westernsydney.edu.au/search/name/Michelle%20Ryan/))

Description This unit will provide second and third year science students with an opportunity to undertake a short work placement within a professional organisation. The placement will allow students to observe and develop professional skills and behaviour and integrate theoretical and practical science knowledge and conventions into a real world setting. Students will find their own placement but may be aided by the Unit Coordinator. In consultation with the Unit Coordinator and the workplace supervisor, students will develop a Professional Task to accomplish during their placement. The Professional Task will enhance their workplace skills and highlight how their science knowledge can be adapted and integrated into a professional career. The unit will assure that students have job readiness. Students may need to travel to other campuses or locations to complete this unit.

School Science

Discipline Natural and Physical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects NATS 2032 Work Integrated Learning in Science

Restrictions Student must have completed 100 credit points and a placement agreement must be signed and submitted to the University before week 2 of 2H

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply theory learnt during their course to Industry problems.
2. Communicate the outcomes of their project to both a University and Industry audience.
3. Critically evaluate the contribution of personal attributes to the workplace
4. Show how the work placement has contributed to their job readiness.

Subject Content

Work Placement: 100 hours of supervised work experience which will include the following:

1. Integration of scientific theory with real world applications
2. Professional behaviour
3. Project planning, design and completion
4. Communication of project outcomes via a report and presentation

Special Requirements

Legislative pre-requisites

All students will be required to conduct Risk Assessments for the tasks they have outlined in their Professional Task. Depending on the nature of the organisation in which they are doing their placement there may be special legislative requirements. These will be identified during development of the Professional Task. The placement will not proceed if the student does not have the correct requirements at the time the placement is due to begin.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	1,500 words	20	N	Individual
Report	2,000 - 3,000 words	40	N	Individual
Presentation	10 minutes	20	N	Individual
Professional Placement Performance	Survey, 10-15 minutes to complete. Workplace supervisor to complete	20	N	Individual

Teaching Periods

2nd Half Campbelltown Day

Subject Contact Michelle Ryan ([https://directory.westernsydney.edu.au/search/name/Michelle Ryan/](https://directory.westernsydney.edu.au/search/name/Michelle%20Ryan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS3045_22-2H_CA_D#subjects)

Hawkesbury Day

Subject Contact Michelle Ryan ([https://directory.westernsydney.edu.au/search/name/Michelle Ryan/](https://directory.westernsydney.edu.au/search/name/Michelle%20Ryan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS3045_22-2H_HW_D#subjects)

Composite

Subject Contact Michelle Ryan ([https://directory.westernsydney.edu.au/search/name/Michelle Ryan/](https://directory.westernsydney.edu.au/search/name/Michelle%20Ryan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS3045_22-2H_HW_C#subjects)

Parramatta - Victoria Rd Day

Subject Contact Michelle Ryan ([https://directory.westernsydney.edu.au/search/name/Michelle Ryan/](https://directory.westernsydney.edu.au/search/name/Michelle%20Ryan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS3045_22-2H_PS_D#subjects)

NATS 3046 Advanced Physiology

Credit Points 10

Legacy Code 301355

Coordinator Sabine Piller ([https://directory.westernsydney.edu.au/search/name/Sabine Piller/](https://directory.westernsydney.edu.au/search/name/Sabine%20Piller/))

Description From 2020 this unit replaces 300851 - Advanced Physiology. Physiology is the study of the way in which a living organism and its bodily parts function. This unit will examine integrative aspects of physiological control mechanisms comprising multiple organ systems and mechanisms of adaptation to environmental factors. It will focus on regulatory function of ion channels, neurophysiology, sensory physiology, motor control, metabolism, cardiovascular and respiratory systems. Students will have the opportunity to independently research, in depth, an area of physiology pertinent to their interest.

School Science

Discipline Medical Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) NATS 1010 OR BIOS 2006

Equivalent Subjects BIOS 3016 - Human Physiology LGYA 5938 - Topics in Physiology BIOS 3002 - Advanced Physiology

Assumed Knowledge

Demonstrated sound understanding of physiological systems of the human body.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the major (principle) ion channels present in organisms, and evaluate their functional significance in regulating body function under normal and pathological conditions (e.g. channelopathies).
2. Explain the function of sensory organs, neural encoding, processing and analysis of sensory information, particularly in the context of motor control and perception.
3. Examine how sensorimotor mechanisms are implemented in motor control strategies.
4. Evaluate the interaction between organ systems in achieving optimal regulation of the body function during exercise.
5. Analyse the role of homeostasis in adaptation to a wide range of living conditions, food sources and extreme environments.
6. Create, deliver, and peer evaluate oral presentations competently.

Subject Content

1. Exercise Physiology
2. Exercise Metabolism
3. Electrophysiology, ion channels, channelopathies;
4. Sensory physiology;
5. Motor control mechanisms;
6. Examples of the most recent discoveries and research trends in the field of physiology.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Independent Investigation Topic: Oral presentation with assessed draft submission	Oral presentation: 10 minutes	20	N	Individual
Participation in laboratory practical classes, including completion of post-practical quizzes	Lab Quizzes 15 minutes	15	N	Individual
Midterm open book on-line exam	40 minutes	15	N	Individual
Online Final examination	2 hours	50	N	Individual

Prescribed Texts

- Neuroscience, 6th edition (2019). Purves, D., Augustine, G.J., Fitzpatrick, D., Hall, W.C., LaMantia, A.-S., McNamara, J.O., & White, L.E. Sinauer Associates, Inc. Sunderland, Massachusetts. ISBN 978-0-87893-695-3

Teaching Periods

Spring Campbelltown

Day

Subject Contact Sabine Piller ([https://directory.westernsydney.edu.au/search/name/Sabine Piller/](https://directory.westernsydney.edu.au/search/name/Sabine%20Piller/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS3046_22-SPR_CA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Sabine Piller ([https://directory.westernsydney.edu.au/search/name/Sabine Piller/](https://directory.westernsydney.edu.au/search/name/Sabine%20Piller/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS3046_22-SPR_PS_D#subjects)

NATS 3047 Applied Physiology

Credit Points 10

Legacy Code 401412

Coordinator Shona Papalia ([https://directory.westernsydney.edu.au/search/name/Shona Papalia/](https://directory.westernsydney.edu.au/search/name/Shona%20Papalia/))

Description From 2020 this unit replaces 401146 - Applied Physiology. This unit focuses on the application of exercise physiology in sporting and physically demanding occupation contexts. Concepts covered include: muscular fatigue, soreness & recovery, General Adaptation Syndrome Theory, testing, training and periodisation in an individualised approach to the client. Students will develop skills to appropriately: select, justify perform and evaluate a number of laboratory, field and functional tests; analyse, interpret and communicate test results; prepare, justify, implement and evaluate individualised training and recovery plans (long and short term); incorporate other sport and exercise science sub-disciplines into plans and appropriately adjust plans for environmental challenges.

School Health Sciences

Discipline Medical Science

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) HLTH 2005 AND
HLTH 2004 AND
BIOS 2012

Equivalent Subjects BIOS 3022 - Sport Physiology BIOS 3003 - Advanced Sport Physiology BIOS 3008 - Applied Physiology

Restrictions

Students must be enrolled in 4658 - Bachelor of Health Science (Sport and Exercise Science).

Assumed Knowledge

The knowledge and skills covered in the pre-requisite subjects. In addition students are expected to have a mathematical ability equal to a passing level in the BOSTES (NSW) numeracy test. See <http://www.boardofstudies.nsw.edu.au/rosa/literacy-and-numeracy-tests.html>. Students whose mathematical ability is not at this level or who have not used such mathematics recently are encouraged to seek assistance early through the Mathematics Educational resource Hub (MESH) <http://www.westernsydney.edu.au/mesh/mesh> (<http://www.westernsydney.edu.au/mesh/mesh/>).

Learning Outcomes

On successful completion of this subject, students should be able to:

- Discuss how a variety of physiological, metabolic, hormonal and neural factors may impact on physical performance in sport and physically challenging occupations
- Design, justify, organise and conduct fitness and functional assessments suitable for individual clients in the sport and physically challenging occupations.
- Interpret, evaluate and report the assessment results to relevant stakeholders including clients, coaches and other professionals working with sport persons and those in physically challenging occupations.
- Apply practical knowledge of over training syndrome and current theories on the physiology of muscular fatigue, acute muscle soreness and delayed onset muscle soreness to optimise health outcomes and performance of individual clients in sport and physically challenging occupations.
- Design, justify, implement, supervise, monitor and evaluate individualised training programs including long term, short term and session plans for sport and physically challenging occupations.

6. Integrate knowledge and skills from other sport and exercise science sub-disciplines into the professional practice of the exercise physiologist working with sports persons and those in physically challenging occupations.
7. Critically evaluate current research literature to ensure an evidence-based approach to practice and continuing professional development.

Subject Content

1. Factors that can limit/determine physical performance in sport and physically challenging occupations
2. Physiological testing of fitness and function
 - a). Roles of testing in sport and physically challenging occupations
 - i. Talent ID, pre-employment, diagnosis, evaluate training, inform training specifics
 - b). Scientific basis for fitness and functional testing
 - c). Identifying important fitness attributes
 - d). Identifying appropriate tests and groups of tests
 - ii. Evidence base for choices
 - iii. Factors influencing the quality and usability of the results
 - Validity, reliability, Objectivity, accuracy and discriminating ability
 - Cohort characteristics: Males Vs Females, Age (children Vs adolescents Vs adults Vs older individuals)
 - norms, criteria
 - nutrition, hydrations, familiarisation, environment
 - e). Testing management and administration
 - i. Legal compliance factors: Consent; Privacy (PIIPA & HRIPA), working with children, risk assessments, SOPs
 - ii. Equipment: calibration; quality assurance
 - iii. Organisation of space, equipment and staff
 - iv. Preplanning of data recording, processing and interpretation for reporting
 - f). Commonly used tests: VO₂max, anaerobic threshold, OBLA, anaerobic exercise capacity; muscular strength, power and endurance; flexibility (ROM); speed; power; general functional movement and functional skill; and other sport/occupation specific tests
 - g). Practical work: Research, learn, design and implement a testing program including organise, conduct, interpret and report the results of physiological and functional tests that can be implemented in the laboratory and field
3. Exercise Training for sport and physically challenging occupations
 - a). Scientific basis of training adaptation ? genomics, proteomics etc
 - b). General Adaption Theory and its application to training and recovery planning
 - c). Current guidelines for developing fitness for optimum performance ? training types and their expected effects on responses and adaptations to exercise and on test results
 - d). Why & how knowledge and skills in psychology, motor control & learning, biomechanics and other sub disciplines can value add to the quality of the exercise physiologists input into training design
 - e). Annual Plans, periodisation, peaking, tapering, detraining. Macro cycles, micro cycles, individual session plans
 - f). Using test results to set training specifics
 - g). Influences of age, experience, gender, environment, nutrition, drugs/medications, hydration
 - h). Monitoring responses to training ? within sessions, over time
 - i). DOMs, Overtraining, returning to training post injury/illness
 - j). Practical work: training program design (all levels), implementation, supervision, record keeping and evaluation
 - k). Participation in and evaluation of testing and training programs
4. Other
 - a). Discipline specific OH&S ? related to practical tasks of the unit
 - b). Communication with peers, academic supervisors, athletes, coaches, parents and others in support teams

Special Requirements

Legislative pre-requisites

Note: First Aid Requirement has been removed for Spring 2021 due to Covid Restrictions.

Prior to enrolling in this subject, students must hold a valid and current First Aid Certificate from a Registered Training Organisation. Use the link to the Special Requirements webpage below for more information. Special requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Competency Assessments: From 5 to 20 Unit Specific Work Health & Safety training and assessment of understanding of training x 3 and Laboratory practical skills x 4	Varied: minutes each	Hurdle	Y	Individual
Literature Review	2,000 words	35	N	Individual
In class tests (MCQs and short answers, calculations) x 2	Up to 1 hour each	30	N	Individual
Professional Task: Designing and justifying Testing & Training Programmes X 4	1 page per plan plus up to 500 words justification for each of the program plans	35	N	Individual

Prescribed Texts

- Bompa TO, Buzzichelli C. Periodization training for sports. 3rd ed. author, editor. Champaign: Human Kinetics; 2015.

Teaching Periods

Spring Campbelltown Day

Subject Contact Shona Papalia ([https://directory.westernsydney.edu.au/search/name/Shona Papalia/](https://directory.westernsydney.edu.au/search/name/Shona%20Papalia/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS3047_22-SPR_CA_D#subjects)

NATS 3048 Food Formulations

Credit Points 10

Legacy Code 301453

Coordinator Christine Hutchison ([https://directory.westernsydney.edu.au/search/name/Christine Hutchison/](https://directory.westernsydney.edu.au/search/name/Christine%20Hutchison/))

Description This unit applies scientific principles to the development, preparation and presentation of food products. You will be encouraged to become autonomous learners through problem-solving activities and experiential techniques. You will integrate and apply knowledge and skills from areas such as chemistry, biology, food science and nutrition to nutritionally focussed food products. You will also be encouraged to keep abreast of food trends in the dynamic food industry as well as current nutritional issues within domestic, multicultural and indigenous communities. Students will utilise prior knowledge and skills to address specific nutritional issues and the development of new food products to fit within these boundaries.

School Science

Discipline Food Science and Biotechnology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects NATS 3011 - Culinary Science LGYA 6198 - Culinary Studies NATS 3010 - Culinary Science

Restrictions Must have passed 100 credit points of subjects

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the principle chemical and physical properties of food components and their interactions during food preparation.
2. Explain the role of food ingredients in different food systems and be able to apply relevant food science principles to create new food products.
3. Demonstrate advanced practical skills in the formulation, preparation and presentation of foods and food products
4. Relate nutritional issues with food preparation principles and practices
5. Demonstrate development of skills in food preparation working with a number of food commodities
6. Perform basic recipe manipulation for specific dietary purposes

Subject Content

1. Nutritive and biophysical properties of carbohydrates, proteins and fats
2. Additives to manipulate food composition, processing and storage.
3. Food ingredient manipulation for sustainable product development.
4. Functional foods for specific dietary requirements.
5. Principles for food formulation, within regulatory and health guidelines.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied Project	2,000 words	40	N	Group
Proposal	2x 1000 words	20	N	Group
Critical Review	2,000 words	40	N	Individual

Teaching Periods

Autumn Hawkesbury Day

Subject Contact Christine Hutchison ([https://directory.westernsydney.edu.au/search/name/Christine Hutchison/](https://directory.westernsydney.edu.au/search/name/Christine%20Hutchison/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS3048_22-AUT_HW_D#subjects)

NATS 6001 Introduction to Neuroscience

Credit Points 10

Legacy Code 401471

Coordinator Yossi Buskila ([https://directory.westernsydney.edu.au/search/name/Yossi Buskila/](https://directory.westernsydney.edu.au/search/name/Yossi%20Buskila/))

Description This unit is an introduction to the nervous system with a focus on its role and the function. It provides a strong foundation in modern neuroscience for those wishing to apply the principles of sensory and motor system function with the aim of mimicking human biology via neuromorphic implementations. Students will have access to expertise from a multidisciplinary team, guiding their learning in the areas of cellular, computational, behavioural and biomedical neuroscience. Topics covered in the unit will include introductory biology, structure and function of the nervous system, computational modelling, bio-signal acquisition and signal processing. This subject will be undertaken at Parramatta City - Hassall St campus.

School Medicine

Discipline Medical Science

Student Contribution Band HECS Band 2 10cp

Restrictions Students must be enrolled in 8124 Master of Applied Neuromorphic Engineering

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine key concepts underlying the basic systems and functions of the nervous system
2. Appraise the basic structure of neurons and synapses
3. Interpret the basis of the resting membrane potential, Nernst and Goldman equations
4. Simulate and explain the dynamics of the action potential, neural excitability, synaptic plasticity, integration and facilitation
5. Critically analyse the operation of various elements of the nervous systems at a functional level and in the context of their evolutionary history

Subject Content

- Functional Anatomy of central Nervous system
- ionic basis of resting membrane potential
- action potential & neuronal excitability, The cable theory
- mechanisms of plasticity
- The evolutionary origin of The Nervous systems
- The Visual system
- The auditory system
- The somatosensory system
- Behavioural?neuroscience & neurodegeneration
- Bioamplifiers and filters

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	1-hour x 2 (15% each)	30	N	Individual
Essay	1000 Words	30	N	Individual
Report	1500 Words	40	N	Individual

Teaching Periods

Autumn

Parramatta City - Macquarie St Day

Subject Contact Yossi Buskila ([https://directory.westernsydney.edu.au/search/name/Yossi Buskila/](https://directory.westernsydney.edu.au/search/name/Yossi%20Buskila/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS6001_22-AUT_PC_D#subjects)

NATS 7001 Advanced Criminalistics

Credit Points 10

Legacy Code 301151

Coordinator Chris Lennard ([https://directory.westernsydney.edu.au/search/name/Chris Lennard/](https://directory.westernsydney.edu.au/search/name/Chris%20Lennard/))

Description This subject is designed to provide an in-depth knowledge of the following eight evidence categories: glass, textile fibres, paint, fire debris, explosives, firearm discharge residues, illicit drugs, and inks/toners on documents. Each stand-alone module introduces the evidence type and its forensic significance, details the relevant distinguishing and discriminating characteristics for the trace material in question, presents the analytical techniques commonly applied in the criminalistics laboratory, and discusses data interpretation and evidential value. The subject is unique in terms of its coverage of these trace evidence categories from an operational forensic science perspective.

School Science

Discipline Forensic Science

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 3741 Master of Forensic Science, 3742 Graduate Diploma in Forensic Science or 3743 Graduate Certificate in Forensic Science.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe each evidence category in terms of general characteristics and how the material may be encountered in a criminal investigation
2. Appreciate the variations in physical and chemical properties that can be used to characterize samples from each evidence category
3. Recognize the importance of transfer and persistence phenomena for each trace evidence type
4. Understand the range of analytical techniques that can be applied within the criminalistics laboratory and the information generated by each technique
5. Describe recommended evidence collection methods and analytical sequences appropriate for each evidence category
6. Understand the difficulties associated with the interpretation of analytical results for each evidence type and recognize the factors that can impact on relative evidential value

Subject Content

Module 1 Glass
 Module 2 Textile Fibers
 Module 3 Paint
 Module 4 Fire Debris Analysis
 Module 5 Explosives
 Module 6 Firearm Discharge Residues
 Module 7 Illicit Drugs
 Module 8 Paper, Inks and Toners

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Final Exam	Essay 1400 words	100	N	Individual

Teaching Periods

Uni of Florida/Canberra-Term 3

Online

Online

Subject Contact Chris Lennard ([https://directory.westernsydney.edu.au/search/name/Chris Lennard/](https://directory.westernsydney.edu.au/search/name/Chris%20Lennard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7001_22-FT3_ON_O#subjects)

NATS 7002 Biological Agents 1

Credit Points 10

Legacy Code 301154

Coordinator Alicia Haines ([https://directory.westernsydney.edu.au/search/name/Alicia Haines/](https://directory.westernsydney.edu.au/search/name/Alicia%20Haines/))

Description This unit introduces students to the key concepts involved in Biosecurity and Microbial Forensics, with a focus on understanding the types of biological agents that pose potential security risks and the system and practices involved in investigation and management of potential threats.

School Science

Discipline Forensic Science

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 3741 Master of Forensic Science, 3742 Graduate Diploma in Forensic Science or 3743 Graduate Certificate in Forensic Science.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. collate, analyse, evaluate, interpret and present information relating to Biosecurity and Microbial Forensics
2. identify and analyse potential biosecurity threats and to implement and evaluate appropriate microbial forensic techniques for threat resolution, with independent critical and creative thinking
3. respond to potential biosecurity threats with the ability to initiate new ideas, implement effective decisions and cope with uncertainty
4. understand the health, environmental, economic, political, legal and social issues related to biosecurity, with an international perspective

Subject Content

Module 1: Fundamentals and History of Biosecurity

Module 2: Biological Agents

Module 3: Epidemiology and Investigation of Disease Outbreaks

Module 4: Sample Collection and Handling

Module 5: Biological Agent Identification and Characterisation

Module 6: Responses to Biological Threats & Legal Aspects of Biosecurity

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Final Exam	Not specified	100	N	Individual

Prescribed Texts

- Microbial Forensics Bruce Budowle, Steven E. Schutzer, Roger G. Breeze, and Paul S. Keim Academic Press; 2nd edition, 2010 ISBN: 9780123820068

Teaching Periods

Uni of Florida/Canberra-Term 3 Online

Online

Subject Contact Alicia Haines ([https://directory.westernsydney.edu.au/search/name/Alicia Haines/](https://directory.westernsydney.edu.au/search/name/Alicia%20Haines/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7002_22-FT3_ON_O#subjects)

NATS 7003 Biological Agents 2

Credit Points 10

Legacy Code 301155

Coordinator Chris Lennard ([https://directory.westernsydney.edu.au/search/name/Chris Lennard/](https://directory.westernsydney.edu.au/search/name/Chris%20Lennard/))

Description This unit builds on the knowledge gained in the Biological Agents 1 and develops students' understanding of the tools and processes involved in the field of biosecurity. This unit is taught by the University of Canberra as part of a collaborative venture between the University of Canberra and Western Sydney University. Note: Further information on this unit is available from the University of Canberra.

School Science

Discipline Forensic Science

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 3741 Master of Forensic Science, 3742 Graduate Diploma in Forensic Science or 3743 Graduate Certificate in Forensic Science.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. gather, analyse, evaluate, interpret and present information relevant to biosecurity in a systematic, creative and insightful way
2. identify potential biosecurity threats and use reflective practice and independent critical thinking to determine the appropriate tools and procedures to implement for rapid and effective solutions
3. use foresight, initiative and leadership skills to implement effective decisions and cope with novel situations, both independently and collaboratively

Subject Content

Module 1: Introduction to Biosecurity

Module 2: Molecular and Genetic Tools and Procedures

Module 3: Proteomic and Immunological Tools and Procedures

Module 4: Microbiological Tools and Procedures

Module 5: Microbial Forensics and Bioforensics Tools and Procedures

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Final Exam	Not specified	100	N	Individual

Prescribed Texts

- Microbial Forensics Bruce Budowle, Steven E. Schutzer, Roger G. Breeze, and Paul S. Keim Academic Press; 2nd edition, 2010 ISBN: 9780123820068

Teaching Periods

NATS 7004 Blood Distribution and Spatter

Credit Points 10

Legacy Code 301149

Coordinator Chris Lennard (<https://directory.westernsydney.edu.au/search/name/Chris Lennard/>)

Description This unit will provide an in-depth review of the principles of blood spatter creation, and blood stain interpretation as it pertains to biological evidence. This unit is taught by the University of Florida as part of a collaborative venture between the University of Florida and Western Sydney University. Note: Further information on this unit is available from the University of Florida.

School Science

Discipline Forensic Science

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 3741 Master of Forensic Science, 3742 Graduate Diploma in Forensic Science or 3743 Graduate Certificate in Forensic Science.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. To understand the function of blood spatter interpretation in crime scene reconstruction
2. To be familiar with the terminology used routinely in blood spatter interpretation
3. To understand the function and structural differences of specified components of the circulatory system
4. To understand the physiological mechanisms initiated when the circulatory system is breached or damaged
5. To know the physical and chemical nature of blood
6. To understand the physical forces that are involved in the flight and droplet dynamics of blood
7. To understand the geometric parameters used to determine the angle of impact of blood
8. To understand the parameters involved in determining directionality of blood spatters
9. To understand the means of determining the point of convergence and the point of origin of blood staining
10. To know the identifying characteristics of different types of bloodstains

11. To understand the importance and methods of crime scene documentation and reconstruction
12. To understand the legal and forensic implications of blood spatter interpretation and the limitations of data interpretation for courtroom testimony

Subject Content

Module 1 Blood stain pattern analysis
 Module 2 Hemodynamics and Blood as a medium
 Module 3 Motion and directionality
 Module 4 Point of convergence and point of origin
 Module 5 Impact spatter blood stains
 Module 6 Characteristic blood patterns
 Module 7 Documentation and crime scene reconstruction
 Module 8 Legal and forensic implications

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Final Exam	Not specified	100	N	Individual

Prescribed Texts

- Principles of Bloodstain Pattern Analysis: Theory and Practice (Practical Aspects of Criminal & Forensic Investigations) May 26, 2005 by Stuart H. James (Author), Paul E. Kish (Author), T. Paulette Sutton (Author) ISBN-13: 978-0849320149 ISBN-10: 0849320143 Edition: 3rd

Teaching Periods

Uni of Florida/Canberra-Term 1 Online

Online

Subject Contact Chris Lennard (<https://directory.westernsydney.edu.au/search/name/Chris Lennard/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7004_22-FT1_ON_O#subjects)

Uni of Florida/Canberra-Term 2 Online

Online

Subject Contact Chris Lennard (<https://directory.westernsydney.edu.au/search/name/Chris Lennard/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7004_22-FT2_ON_O#subjects)

NATS 7005 Chinese Medicine Specialities 1

Credit Points 10

Legacy Code 400687

Coordinator Xiaoshu Zhu (<https://directory.westernsydney.edu.au/search/name/Xiaoshu Zhu/>)

Description This unit will enable practitioners to extend their understanding of the Traditional Chinese Medicine (TCM) diagnosis and management of a range of gastrointestinal and paediatric disorders. A feature of this unit is the integration of TCM and western medical approaches. Treatment will focus on acupuncture with common patent Chinese herbal medicine treatments included.

School Health Sciences

Discipline Natural and Physical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse and compare the TCM diagnosis and management (with a focus on acupuncture treatment) with the orthodox diagnosis and management of a range of common gastrointestinal tract (GIT) disorders and paediatric conditions
2. Explain the significance of signs and symptoms associated with GIT disorders and paediatric disorders
3. Interpret a range of western medical diagnostic tests commonly used to investigate disorders of the GIT and paediatric conditions
4. Analyse the integration of TCM and western medicine in the diagnosis and where appropriate, management of GIT disorders and paediatric conditions
5. Analyse practice protocols in TCM compared to orthodox management
6. Analyse the strengths and limitations of acupuncture and Chinese patent medicines in the treatment of particular disorders of the GIT and paediatric disorders
7. Conclude when to refer for medical advice/treatment and outline how to liaise with relevant specialists

Subject Content

1. Western medical diagnosis and treatment of common gastrointestinal tract (GIT) disorders:
 - a. The acute abdomen
 - b. Tests relevant to gastrointestinal and liver conditions - what they are and how to interpret them
 - c. Physiology of the gastrointestinal system
 - d. Diagnostic models relevant to GIT disorders
 - e. The role of acupuncture in the treatment of GIT disorders ? strengths and limitations
 - f. Western medical diagnostic tests commonly used in GIT disorders
 - Visual Examination
 - blood tests
 - Colonoscopy, endoscopy
 - Cystoscopy
 - Stool tests
 - Barium meal
 - g. Integration of TCM and orthodox medicine in diagnosis and management of common GIT disorders including:
 - Abdominal distension
 - Gastroesophageal reflux, dyspepsia
 - Anorectal disorders
 - Diarrhoea
 - Abdominal pain
 - Colitis and IBS
2. Review of relevant TCM research
 - a. Hepatitis
 - Western medical diagnostic tests

- integration of TCM and orthodox medicine in Diagnosis and management
- Review of relevant TCM research
- 3. The Paediatrics
 - a. Concept
 - TCM physiology of The child
 - differences between children and Adult physiology and pathology
 - strengths and limitations of TCM management in these conditions
 - b. Examination of child/infant
 - Otoscope - Diagnosis of otitis, glue ear, differential Diagnosis of viral and bacterial infection
 - Examination of The throat, interpretation of altered body temperature, palpation of The Cervical axillary and inguinal glands
 - temperature ? what It means
 - Stethoscope ? how to listen to The chest, breath sounds and their meaning
 - c. Warning signs in children: the Red Flags and when to refer Orthodox western, integrative medical and TCM perspectives on treatment of common childhood conditions including:
 - Asthma
 - ear infections including otitis
 - Eczema
 - Colic
 - Cold and flu
 - Behavioural disorders
 - d. Latent Pathogenic Factor - Theory and TCM treatment of latent pathogens with reference to common childhood disorders that may include:
 - otitis
 - Behavioural problems
 - e. Accumulation Disorders (AD):
 - theory and its relationship to disorders of The gastrointestinal system
 - treatment of Accumulation disorders
 - f. Patent medicine and TCM Western medication for children
 - TCM perspectives Vaccination: Western perspectives, TCM perspectives

Teaching Periods

NATS 7006 Crime Scene Investigation (PG)

Credit Points 10

Legacy Code 301131

Coordinator Chris Lennard ([https://directory.westernsydney.edu.au/search/name/Chris Lennard/](https://directory.westernsydney.edu.au/search/name/Chris%20Lennard/))

Description A substantial amount of forensic evidence used in the prosecution of criminal cases is initially established at the crime scene. Recognising, detecting, recovering, preserving and recording this evidence forms a critical function within forensic science and criminal investigation. This unit explores the main aspects of crime scene investigation, including: crime scene processes, recognition of evidence, documentation of crime scenes, evidence detection and enhancement, maintaining evidence integrity, and bloodstain pattern analysis. It also covers professional practices associated with evidence handling and case file management.

School Science

Discipline Forensic Science

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in the Master of Forensic Science, the Graduate Diploma in Forensic Science, or the Graduate Certificate in Forensic Science.

Assumed Knowledge

Knowledge of general science as obtained via an undergraduate science degree (with completion of chemistry and biology subjects highly recommended).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the general approach to crime scene examination.
2. Appreciate the range of evidence types that may be present at a crime scene and describe appropriate search, recovery and preservation methods for each evidence type.
3. Articulate the requirements of good crime scene photography and case file management practices.
4. Understand the importance of professional practices associated with maintaining evidence integrity and continuity.
5. Report evidence and conclusions from crime scene investigations accurately and in an appropriate format.

Subject Content

1. Crime Scene Principles
2. Role of the Crime Scene Examiner
3. Crime Scene Photography
4. Fingerprints and DNA Evidence
5. General Physical Evidence
6. Bloodstain Pattern Analysis
7. Specialised Scene Examinations
8. Case File Management and Report Writing

Teaching Periods

NATS 7007 Drug Biotransformation and Molecular Mechanisms of Toxicity

Credit Points 10

Legacy Code 301139

Coordinator Chris Lennard ([https://directory.westernsydney.edu.au/search/name/Chris Lennard/](https://directory.westernsydney.edu.au/search/name/Chris%20Lennard/))

Description This unit provides a strong conceptual foundation of enzymology and mechanisms of drug biotransformation pathways. As a foundation for learning we will provide examples of drugs and other xenobiotics that exhibit toxicity related to biotransformation. This unit is taught by the University of Florida as part of a collaborative venture between the University of Florida and Western Sydney University. Note: Further information on this unit is available from the University of Florida.

School Science

Discipline Forensic Science

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) NATS 7030

Restrictions

Students must be enrolled in 3741 Master of Forensic Science, 3742 Graduate Diploma in Forensic Science or 3743 Graduate Certificate in Forensic Science.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Predict from the structure of a xenobiotic, the structures of its probable metabolites including intermediates and final products
2. Predict the enzymes (including isozymes where known) likely to be involved in the biotransformation of a xenobiotic and its primary metabolites
3. Understand and correctly use the terminology of the field
4. Understand and be able to predict the effects of prototype inducers of xenobiotic biotransformation on enzymes present in liver and other organs
5. Understand and be able to predict the effects of prototype inhibitors of various xenobiotic biotransformation reactions
6. Understand the role of route of administration on the fate of a xenobiotic or the action of a modulator of xenobiotic transformation
7. Understand the roles of transporter proteins in directing uptake and efflux of xenobiotics and their metabolites
8. Understand the basis for interaction between reactive metabolites and cellular macromolecules, and be able to predict the potentially reactive metabolites of a particular xenobiotic
9. Comfortably navigate the WWW and know how to locate and use web based resources for their interest and further education
10. Use web based tools for communication and for the education of themselves and others

Subject Content

Module 1 Overview of Xenobiotic Metabolism

Module 2 Cytochrome P450

Module 3 Flavin Monooxygenase and Other Oxidative Enzymes

Module 4 Ester/Amide Hydrolysis

Module 5 Epoxide Hydrolases

Module 6 Glucuronosyltransferases and Glucosyltransferase

Module 7 Sulfotransferases

Module 8 Glutathione S-transferases

Module 9 Other Phase II Reactions

Module 10 Transport of Xenobiotics and Their Metabolites

Module 11 Metabolism and Toxicity General Concepts

Module 12 Metabolic Activation of Drugs

Module 13 Metabolic Activation of Industrial Chemicals

Module 14 Metabolic Activation of Pyrolysis Products

Module 15 Metabolic Activation of Natural Products

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Final Exam	Not specified	100	N	Individual

Teaching Periods

Uni of Florida/Canberra-Term 1

Online

Online

Subject Contact Chris Lennard (<https://directory.westernsydney.edu.au/search/name/Chris Lennard/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7007_22-FT1_ON_O#subjects)

Uni of Florida/Canberra-Term 3

Online

Online

Subject Contact Chris Lennard (<https://directory.westernsydney.edu.au/search/name/Chris Lennard/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7007_22-FT3_ON_O#subjects)

NATS 7008 Environmental Forensics 1

Credit Points 10

Legacy Code 301152

Coordinator Val Spikmans (<https://directory.westernsydney.edu.au/search/name/Val Spikmans/>)

Description The unit is designed for professionals working in environmental regulatory authorities and laboratories at the federal, state or local level. This includes but is not limited to police jurisdictions, environmental protection agencies (EPAs), coastguards, park rangers, customs and quarantine officials. It is designed to give the environment law enforcement officer a background in the principles of contaminant analysis and transport in the environment with the ultimate aim of determining liability for pollution. The syllabus includes the main modes of contaminant transport in air, water and land, as well as an in-depth look at hydrocarbon fingerprinting.

School Science

Discipline Forensic Science

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 3741 Master of Forensic Science, 3742 Graduate Diploma in Forensic Science or 3743 Graduate Certificate in Forensic Science.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Communicate their knowledge, ideas and opinions in environmental forensics in appropriate written forms
2. Identify and analyse the main features of problems related to environmental forensics
3. Describe environmental systems and their forensic relevance with an international perspective
4. Describe and calculate the partitioning and speciation of chemicals in the environment
5. Interpret, analyse and evaluate contaminant transport models

Subject Content

1. Introduction
2. Toxicity
3. Identification of hydrocarbons
4. Fate of chemicals - partitioning
5. Fate of chemicals - biotransformations
6. Environmental transport models
7. Groundwater transport models
8. Atmospheric dispersion models

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Final Exam	Not specified	100	N	Individual

Teaching Periods

Uni of Florida/Canberra-Term 2

Online

Online

Subject Contact Val Spikmans (<https://directory.westernsydney.edu.au/search/name/Val Spikmans/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7008_22-FT2_ON_O#subjects)

NATS 7009 Environmental Forensics 2

Credit Points 10

Legacy Code 301153

Coordinator Chris Lennard (<https://directory.westernsydney.edu.au/search/name/Chris Lennard/>)

Description The unit is designed for professionals working in environmental regulatory authorities and laboratories at the federal, state or local level. This includes but is not limited to police jurisdictions, environmental protection agencies (EPAs), coastguards, park rangers, customs and quarantine officials. The unit consists of four case studies drawn from real-world scenarios. The skills and knowledge gained from Environmental Forensics 1 will be used to produce environmental forensic reports related to the case studies. The assessment is problem-based.

School Science

Discipline Forensic Science

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) NATS 7008

Restrictions

Students must be enrolled in 3741 Master of Forensic Science, 3742 Graduate Diploma in Forensic Science or 3743 Graduate Certificate in Forensic Science.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. To identify problems and analyse the main features of environmental forensic case studies.

Subject Content

Design of a uranium mine environmental monitoring program (Supervising Scientist of the Australian Government Department of the Environment and Heritage)

Assessment of a maritime oil spill event (Australian Maritime Safety Authority)

Use of spreadsheet-based plume modelling software to model groundwater contamination (US EPA, US Air Force)

Assessment of the processes acting on the distribution and concentration of a dissolved phase hydrocarbon plume (BP Australia)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Final Exam	Not specified	100	N	Individual

Teaching Periods

NATS 7011 Experimental Design and Analysis PG A

Credit Points 20

Legacy Code 401266

Coordinator Bill Price ([https://directory.westernsydney.edu.au/search/name/Bill Price/](https://directory.westernsydney.edu.au/search/name/Bill%20Price/))

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

School Science

Discipline Natural and Physical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 20cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) HUMN 4009 OR

HUMN 4010 OR

HUMN 4012

Incompatible Subjects NATS 7010 - Experimental Design and Analysis
PG NOTE Co-Requisite units removed from Spring 2021

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Report the outcome(s) of an experimental and/or research project through the production of data that meets accepted standards in that field of research
2. Describe and report on the integration of experimental and theoretical knowledge at an advanced level through the writing of a research report
3. Communicate research findings to an informed but non-specialist audience
4. Apply the outcomes of the research project to the development of a research question and/or thesis proposal in Year 1 of the Master of Research

Subject Content

1. Research training (advanced skills training appropriate to the field of research)
2. Experimental/research design: planning a research project
3. Interpretation of results
4. Reporting research results

Special Requirements Legislative Prerequisites

Students involved in research work with human subjects will need to consult with supervisors regarding any compulsory training or background checks that might be required.

Note: Corequisite subjects removed from Spring 2021.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	4,000 words	40	Y	Individual
Presentation	15 min plus 5 min question time	30	Y	Individual
Proposal	Form-based submission (assessment will be based on feasibility of the project)	10	Y	Individual
Participation	Form-based submission	20	Y	Individual

Teaching Periods

Autumn Campbelltown

Day

Subject Contact Bill Price ([https://directory.westernsydney.edu.au/search/name/Bill Price/](https://directory.westernsydney.edu.au/search/name/Bill%20Price/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7011_22-AUT_CA_D#subjects)

Hawkesbury

Day

Subject Contact Bill Price ([https://directory.westernsydney.edu.au/search/name/Bill Price/](https://directory.westernsydney.edu.au/search/name/Bill%20Price/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7011_22-AUT_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Bill Price ([https://directory.westernsydney.edu.au/search/name/Bill Price/](https://directory.westernsydney.edu.au/search/name/Bill%20Price/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7011_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Bill Price ([https://directory.westernsydney.edu.au/search/name/Bill Price/](https://directory.westernsydney.edu.au/search/name/Bill%20Price/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7011_22-AUT_PS_D#subjects)

NATS 7012 Experimental Design and Analysis PG B

Credit Points 20

Legacy Code 401267

Coordinator Nicholas Tohill ([https://directory.westernsydney.edu.au/search/name/Nicholas Tohill/](https://directory.westernsydney.edu.au/search/name/Nicholas%20Tohill/))

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

School Science

Discipline Natural and Physical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 20cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) HUMN 4009 OR
HUMN 4010 OR
HUMN 4012

Incompatible Subjects NATS 7010 - Experimental Design and Analysis PG NOTE Co-Requisite units removed from Spring 2021

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Report the outcome(s) of an experimental and/or research project through the production of data that meets accepted standards in that field of research
2. Describe and report on the integration of experimental and theoretical knowledge at an advanced level through the writing of a research report
3. Communicate research findings to an informed but non-specialist audience
4. Apply the outcomes of the research project to the development of a research question and/or thesis proposal in Year 1 of the Master of Research

Subject Content

1. Research training (advanced skills training appropriate to the field of research)
2. Experimental/research design: planning a research project
3. Interpretation of results
4. Reporting research results

Special Requirements Legislative Prerequisites

Students involved in research work with human subjects will need to consult with supervisors regarding any compulsory training or background checks that might be required.

Note: Corequisite subjects removed from Spring 2021.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Project report written in the form of a research publication	4,000 words	40	Y	Individual
Poster presentation to peers via an online format	Students will present posters together via a online platform	30	Y	Individual
Submission of Learning Contract	Form-based submission (assessment will be based on feasibility of the project)	10	Y	Individual
Supervisor Report	Form-based submission	20	Y	Individual

Teaching Periods

Spring Campbelltown

Day

Subject Contact Nicholas Tohill ([https://directory.westernsydney.edu.au/search/name/Nicholas Tohill/](https://directory.westernsydney.edu.au/search/name/Nicholas%20Tohill/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7012_22-SPR_CA_D#subjects)

Hawkesbury

Day

Subject Contact Nicholas Tohill ([https://directory.westernsydney.edu.au/search/name/Nicholas Tohill/](https://directory.westernsydney.edu.au/search/name/Nicholas%20Tohill/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7012_22-SPR_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Nicholas Tohill ([https://directory.westernsydney.edu.au/search/name/Nicholas Tohill/](https://directory.westernsydney.edu.au/search/name/Nicholas%20Tohill/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7012_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Nicholas Tohill ([https://directory.westernsydney.edu.au/search/name/Nicholas Tohill/](https://directory.westernsydney.edu.au/search/name/Nicholas%20Tohill/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7012_22-SPR_PS_D#subjects)

NATS 7013 Explosives

Credit Points 10

Legacy Code 301156

Coordinator Chris Lennard ([https://directory.westernsydney.edu.au/search/name/Chris Lennard/](https://directory.westernsydney.edu.au/search/name/Chris%20Lennard/))

Description The unit provides information on the range of explosive compounds that may be encountered in incidents involving national security. It also covers improvised explosive devices, security screening applications, bomb scene management, and the forensic recovery and analysis of explosive residues. The unit concludes with case studies designed to illustrate the concepts covered in the preceding modules.

School Science

Discipline Forensic Science

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 3741 Master of Forensic Science, 3742 Graduate Diploma in Forensic Science or 3743 Graduate Certificate in Forensic Science.

Learning Outcomes

On successful completion of this subject, students should be able to:

- gather, analyse, evaluate, interpret and present information relevant to the criminal use of explosives in a systematic and insightful way

- detect and identify potential explosive threats and use reflective practice and independent critical thinking to determine the appropriate tools and procedures to implement for rapid and effective solutions
- apply foresight, initiative and leadership skills to implement effective decisions and cope with novel situations, both independently and collaboratively

Subject Content

- Explosive compounds and mixtures
- Organic explosives
- Peroxide-based explosives
- Improvised explosive devices
- Screening technologies
- Forensic analysis of explosives
- Bomb scene management
- Case study - Bali bombings 2002

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Final Exam	Not specified	100	N	Individual

Teaching Periods

Uni of Florida/Canberra-Term 2 Online

Online

Subject Contact Chris Lennard ([https://directory.westernsydney.edu.au/search/name/Chris Lennard/](https://directory.westernsydney.edu.au/search/name/Chris%20Lennard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7013_22-FT2_ON_O#subjects)

NATS 7014 Fingerprint Detection and Identification

Credit Points 10

Legacy Code 301132

Coordinator Chris Lennard ([https://directory.westernsydney.edu.au/search/name/Chris Lennard/](https://directory.westernsydney.edu.au/search/name/Chris%20Lennard/))

Description This unit aims to provide the student with a detailed understanding of the scientific methodologies applied to the detection, enhancement and identification of fingerprint evidence in a forensic context. The detection methods presented cover all of the current optical, physical and chemical techniques, as well as an insight into new approaches that are likely to have an impact over the next decade. The generally-accepted ACE-V methodology for fingerprint identification is discussed, together with the application of Bayesian statistics that has gained momentum as a preferred assessment method for this form of forensic evidence.

School Science

Discipline Forensic Science

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in the Master of Forensic Science, the Graduate Diploma in Forensic Science, or the Graduate Certificate in Forensic Science

Assumed Knowledge

Knowledge of general science as obtained via an undergraduate science degree (with completion of chemistry and biology subjects highly recommended).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Synthesise and evaluate information related to the origin and formation of friction ridge skin and the processes that lead to the deposition of fingerprints as potential forensic evidence.
2. Have an advanced appreciation of the range of fingerprint detection and enhancement methods that can be applied to the recovery of fingerprint evidence from a range of different surfaces.
3. Demonstrate expert judgement when formulating a fingerprint detection sequence for application on a particular substrate.
4. Apply fingerprint identification methodologies related to ACE-V and understand the role that Bayesian statistics can play as an interpretation and reporting tool.
5. Critically assess the contemporary issues related to the operational exploitation of fingerprint evidence.
6. Describe the origin and formation of friction ridge skin and the process that leads to the deposition of fingerprints as potential forensic evidence.
7. Appreciate the range of fingerprint detection and enhancement methods that can be applied to the recovery of fingerprint evidence from a range of different surfaces.
8. Articulate the recommended fingerprint detection sequences depending on the substrate type.
9. Acknowledge the contemporary issues related to the operational exploitation of fingerprint evidence.

Subject Content

1. Friction Ridge Skin and Fingerprint Evidence
2. Light Theory and Optical Detection Methods
3. Fingerprint Detection on Non-Porous Surfaces
4. Fingerprint Detection on Porous Surfaces
5. Fingerprint Detection on Miscellaneous Substrates
6. Novel Approaches to Fingerprint Detection
7. Fingerprint Identification Process
8. Issues Related to the Exploitation of Fingerprints and Fingermarks

Teaching Periods

Uni of Florida/Canberra-Term 2

Online

Online

Subject Contact Chris Lennard (<https://directory.westernsydney.edu.au/search/name/Chris Lennard/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7014_22-FT2_ON_0#subjects)

NATS 7015 Food Evaluation

Credit Points 10

Legacy Code 301181

Coordinator Sunil Panchal (<https://directory.westernsydney.edu.au/search/name/Sunil Panchal/>)

Description This unit aims to provide students with the knowledge and skills required to evaluate food quality and safety. Students are introduced to contemporary methods of analysis of foods as used for nutritional, quality and safety assessment. Practical work includes determination of major and minor food components; physical and functionality tests; sensory assessment and microbiological analysis of foods.

School Science

Discipline Food Science and Biotechnology

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Assumed Knowledge

Bachelor of Science majoring in science; such as biological sciences, chemistry, microbiology, nutrition, medical, forensic, animal science, zoology or pharmacology sciences.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Appraise and select most suitable methods to determine food composition and where necessary to adapt the procedure to suit a particular food system.
2. Apply the theories of sensory evaluation to design and perform appropriate tests to assess the sensory properties of food.
3. Evaluate the theories for physical and functional assessment of foods and apply appropriate tests to evaluate the physical properties of food.
4. Apply microbiological risk assessment theories to determine appropriate microbiological testing procedures to characterise the microbial quality and safety of foods.
5. Design and perform experiments to assess food quality and safety.
6. Demonstrate practical skills to proficiently carry out selected methods accurately and reliably.
7. Systematically record experimental data and use statistical methods to summarise and assist interpretation of data, and communicate findings using the conventions of scientific writing.

Subject Content

1. Food composition, including the macro- and micro-nutrients; chemistry and nutritional properties of a variety of foods.
2. General principles of food analysis, application of a range of methods including using modern instrumentation to determine food composition.
3. Quantitative food assessment, food microstructure and rheology, physical assessments of food quality.
4. Theories and practices of sensory evaluation of food.
5. Factors affecting growth and survival of microorganisms in food, including food spoilage microorganisms and microorganisms of public health significance.
6. Methods for microbial examination of foods, microbiological standards and specifications.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	5 x 30 min	25	N	Individual
Report	1,500 words	25	N	Individual
Report	1,500 words	25	N	Individual
Report	1,500 words	25	N	Individual

Prescribed Texts

- Campbell-Platt, G. (2017). Food Science and Technology. 2nd ed, IUFoST, Wiley-Blackwell. U.K.

Teaching Periods

Autumn Hawkesbury

Day

Subject Contact Sunil Panchal (https://directory.westernsydney.edu.au/search/name/Sunil_Panchal/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7015_22-AUT_HW_D#subjects)

NATS 7016 Food Preservation and Packaging Technologies

Credit Points 10

Legacy Code 301180

Coordinator Vijay Jayasena (https://directory.westernsydney.edu.au/search/name/Vijay_Jayasena/)

Description The objective of this unit is to provide students with an understanding of food preservation and food packaging technologies. Contemporary physical and chemical food preservation technologies will be examined, including chilling, freezing, thermal processing, fermentation, dehydration, chemical agents and novel non-thermal techniques. The chemical, physical, functional and nutritional properties of food commodities will also be examined, providing a scientific context for food quality, safety and nutrition. Students will study packaging materials science to be able to select the most appropriate packaging solutions for a range of food applications.

School Science

Discipline Food Science and Biotechnology

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Assumed Knowledge

Bachelor of Science majoring in science; such as biological sciences, chemistry, microbiology, nutrition, medical, forensic, animal science, zoology or pharmacology sciences.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the chemical, physical, functional and nutritional properties of the food commodities and how they determine food quality, safety and nutrition.
2. Apply current and emerging food preservation technologies to protect food quality and safety.
3. Identify integrated behaviour of food systems, chemical interactions between food components, and changes induced as a result of food processing.
4. Analyse spoilage symptoms and identify possible causes of food spoilage in fresh, minimally processed and processed foods.
5. Select and justify suitable packaging solutions for a range of food applications.
6. Critically evaluate literature in a chosen area of interest and design a research proposal, including objectives, justification, research plan, and methodology.
7. Apply principles of food preservation to lab scale production of processed food and evaluate variation in processing parameters or product formulation on product properties.
8. Systematically record experimental data and use statistical methods to summarise and assist interpretation of data.
9. Communicate effectively to a range of scientific and professional audiences via written reports and discussions.

Subject Content

1. Food Commodities (fruits, vegetables, cereals, meat and dairy), composition, production and processing.
2. Food preservation theories relating to chilling, freezing, thermal processing, fermentation, dehydration, and chemical agents.
3. Current and emerging food processing technologies including novel non-thermal techniques.
4. Causes and prevention of food spoilage, shelf life kinetics and food packaging requirements.
5. Food packaging materials and applications.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	5 x 15 min	10	N	Individual
Log/ Workbook	6 practicals	20	N	Individual
Proposal	2,000 words	30	N	Individual
Final Exam	2 hours	40	N	Individual

Prescribed Texts

- Campbell-Platt, G. (2017). Food Science and Technology. 2nd ed, IUFoST, Wiley-Blackwell. U.K.

Teaching Periods

Autumn Hawkesbury

Day

Subject Contact Rosalie Durham (https://directory.westernsydney.edu.au/search/name/Rosalie_Durham/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7016_22-AUT_HW_D#subjects)

NATS 7017 Food Product Design

Credit Points 10

Legacy Code 301183

Coordinator Christine Hutchison ([https://directory.westernsydney.edu.au/search/name/Christine Hutchison/](https://directory.westernsydney.edu.au/search/name/Christine%20Hutchison/))

Description This unit introduces students to theories and practices underpinning new product development, including idea generation, market research and product lifecycles. Students will apply emerging technologies, new ingredients and other innovative concepts relating to food preservation and food evaluation to research and develop new food products. Students will work on formulation design, assessment of ingredient and additive functions, effects of processing, optimization of quality and acceptability of foods. They will assess product packaging and storage stability, along with developing a food safety plan. They will also produce a final product specification and labelling requirements compliant with current food regulations.

School Science

Discipline Food Science and Biotechnology

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) NATS 7016 AND NATS 7015

Co-requisite(s) NATS 7018

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Integrate and apply key theoretical and practical principles and techniques underpinning a food product development process.
2. Design, conduct and analyse consumer surveys.
3. Apply experimental design techniques in product design, optimisation and product formulation.
4. Formulate new food products; manipulate food ingredients and additives to ensure effective development of product, addressing the product design brief and consumer marketing requirements.
5. Analyse the product for physical, chemical, microbiological and sensory attributes.
6. Apply the skills of critical analysis in the evaluation of scientific and technical data.
7. Develop a food safety plan for the new product and ensure it complies with current food regulations.
8. Communicate the results of the development process using a range of modes and formats, including reports and Power Point presentations.

Subject Content

1. Purpose of new product development, product life cycles, triggers for new products.
2. Theories and techniques applied in new product development, such as Quality Function.
3. Deployment, the Stage-Gate? process, and Experimental design in product development.
4. New product ideation, development of concept statements or product design briefs, market and consumer requirements, new product requirements, limitations.
5. Consumer survey design and analysis.
6. Ingredient selection: carbohydrates, proteins, fats, additives.

7. Food formulation design and ingredient interactions.
8. Product performance evaluation - scale up and production issues.
9. Shelf life determination.
10. Food regulation requirements for new products.
11. Practical work directed at creating a new food product, including consumer survey, formulation, scale-up, food safety and packaging requirements, chemical, microbiological and sensory assessment.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	5 x 15 minutes	10	N	Individual
Literature Review	1,500 words	25	N	Individual
Presentation Report	20 minutes 5,000 words	15 40	N N	Group Group
Log/Workbook	Weekly Log	10	N	Individual

Prescribed Texts

- Campbell-Platt, G. (2017). Food Science and Technology. 2nd ed, IUFOST, Wiley-Blackwell. U.K.

Teaching Periods

Spring Hawkesbury

Day

Subject Contact Christine Hutchison ([https://directory.westernsydney.edu.au/search/name/Christine Hutchison/](https://directory.westernsydney.edu.au/search/name/Christine%20Hutchison/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7017_22-SPR_HW_D#subjects)

NATS 7018 Food Quality Management

Credit Points 10

Legacy Code 301182

Coordinator Malik Hussain ([https://directory.westernsydney.edu.au/search/name/Malik Hussain/](https://directory.westernsydney.edu.au/search/name/Malik%20Hussain/))

Description This unit introduces students to food quality management principles and their application in ensuring product quality and safety. Students will learn to develop, evaluate and audit food safety programs based on Hazard Analysis and Critical Control Point and total quality management systems. Students will also examine statistical process control, food laws, regulations and codes at the state, national and international levels, as well as the application of scientific risk assessment to the development of food regulations.

School Science

Discipline Food Science and Biotechnology

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) NATS 7016

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Interpret and apply regulations, guidelines and codes of practice relevant to the food quality management processes and procedures.
2. Apply the principles of Hazard Analysis Critical Control Point to develop a HACCP plan for a food process, identifying critical control points and prerequisite programs to ensure the safety of a food process.
3. Integrate quality management theories, food safety regulations, and food process knowledge to develop a Quality Manual for the management of safe food.
4. Apply quality management statistical tools to monitor the quality of a food process.
5. Critique and apply risk assessment methodology to evaluate safety as it is applied in the development of food regulations.
6. Apply food regulations and trade practises law to critique food labelling.
7. Communicate effectively to scientific and professional audiences.
8. Critically evaluate the interaction between ethics and law for the responsibility, both individual and corporate, to maintain a safe food supply.

Subject Content

1. Principles of food regulations; frameworks and codes at the state, national and international levels.
2. Food safety principles including good manufacturing practices, sanitation and Hazard Analysis Critical Control Point (HACCP).
3. Quality management systems, theory, application and auditing.
4. Quality management statistical tools for monitoring and controlling food quality.
5. Elementary toxicology, principles of food safety and risk assessment, and its role in development of food regulations.
6. Food labelling, including national and international labelling regulations, trade practices law, and allergen labelling programs.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	2 x 30 minutes	20	N	Individual
Case Study	2,000 words	30	N	Individual
Critical Review	1,800 words	20	N	Individual
Technical Document	4,000 words (2,000 words per student)	30	N	Group

Prescribed Texts

- Campbell-Platt, G. (2018). Food Science and Technology. 2nd ed, IUFoST, Wiley, Hoboken. U.K.

- Campbell-Platt, G. (2018). Food Science and Technology. 2nd ed, IUFoST, Wiley, Hoboken. U.K.

Teaching Periods

Spring Hawkesbury

Day

Subject Contact Malik Hussain ([https://directory.westernsydney.edu.au/search/name/Malik Hussain/](https://directory.westernsydney.edu.au/search/name/Malik%20Hussain/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7018_22-SPR_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Malik Hussain ([https://directory.westernsydney.edu.au/search/name/Malik Hussain/](https://directory.westernsydney.edu.au/search/name/Malik%20Hussain/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7018_22-SPR_PS_D#subjects)

NATS 7019 Forensic Analysis of DNA

Credit Points 10

Legacy Code 301148

Coordinator Chris Lennard ([https://directory.westernsydney.edu.au/search/name/Chris Lennard/](https://directory.westernsydney.edu.au/search/name/Chris%20Lennard/))

Description This unit will introduce students to the identification and evaluation of biological evidence in criminal matters using DNA technologies, including the methods routinely used for the isolation of DNA from cells and techniques applied to DNA quantitation, electrophoretic separation, sequence determination, as well as data interpretation, analysis and reporting. This unit is taught by the University of Florida as part of a collaborative venture between the University of Florida and Western Sydney University. Note: Further information on this unit is available from the University of Florida.

School Science

Discipline Forensic Science

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 3741 Master of Forensic Science, 3742 Graduate Diploma in Forensic Science or 3743 Graduate Certificate in Forensic Science.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. To understand the methods routinely used in DNA isolation, preparation and amplification
2. To know the methods available for DNA quantitation and their advantages and disadvantages
3. To be familiar with the range of historical and current DNA markers used in forensic analysis
4. To know the limitations of contaminated and mixed samples and the optimum means for their analysis

5. To understand the principles of DNA separation techniques including slab gel and capillary electrophoresis
6. To know the processes of hybridization and DNA visualization techniques and their advantages and disadvantages
7. To understand the processes for data interpretation and the statistical evaluation processes associated with identity and paternity testing
8. To understand the legal and forensic implications of DNA fingerprinting for purposes of court room testimony

Subject Content

Module 1 DNA Introduction
 Module 2 Quality Assurance and Performance Optimization
 Module 3 DNA Isolation
 Module 4 Assessment of Extracted DNA and Amplification
 Module 5 Introduction to Data Collection and Interpretation
 Module 6 Significance of a Match and Calculating Statistics
 Module 7 Evaluation and Triage of DNA Samples
 Module 8 Paternity and Identification

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Final Exam	Not specified	100	N	Individual

Prescribed Texts

- Advanced Topics in Forensic DNA Typing: Methodology Author John Butler 1st Edition, August 4, 2011 ISBN 9780123745132

Teaching Periods

Uni of Florida/Canberra-Term 1

Online

Online

Subject Contact Chris Lennard (<https://directory.westernsydney.edu.au/search/name/Chris Lennard/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7019_22-FT1_ON_O#subjects)

Uni of Florida/Canberra-Term 2

Online

Online

Subject Contact Chris Lennard (<https://directory.westernsydney.edu.au/search/name/Chris Lennard/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7019_22-FT2_ON_O#subjects)

Uni of Florida/Canberra-Term 3

Online

Online

Subject Contact Chris Lennard (<https://directory.westernsydney.edu.au/search/name/Chris Lennard/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7019_22-FT3_ON_O#subjects)

NATS 7020 Forensic Anthropology (PG)

Credit Points 10

Legacy Code 301147

Coordinator Chris Lennard (<https://directory.westernsydney.edu.au/search/name/Chris Lennard/>)

Description This unit will provide an introduction to the basic knowledge needed to perform some of the forensic anthropologist's tasks, especially anatomy and human osteology. Due to the impossibility of teaching a laboratory class, we will substitute the hands-on experience by a carefully selected set of pictures and material in order to familiarize you with the practice of the discipline. This unit is taught by the University of Florida as part of a collaborative venture between the University of Florida and Western Sydney University. Note: Further information on this unit is available from the University of Florida.

School Science

Discipline Forensic Science

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 3741 Master of Forensic Science, 3742 Graduate Diploma in Forensic Science or 3743 Graduate Certificate in Forensic Science.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Have acquired basic knowledge and theoretical principles on osteology and anatomy
2. Be able to distinguish the difference between human and non-human material
3. Have gained basic knowledge on each bone of the human skeleton
4. Have learned the basic methods of human remains recovery and laboratory processes
5. Understand when and how a forensic anthropologist becomes involved in the legal system, mass disaster-related work and human right violation cases

Subject Content

Module 1 Introduction
 Module 2 Basic Bone Biology
 Module 3 Human vs. Non human
 Module 4 Human Osteology: The Skull and Teeth
 Module 5 Human Osteology: The Thorax, Vertebral Column and Pelvis
 Module 6 Human Osteology: The Arm and Hand
 Module 7 Human Osteology: The Leg and Foot
 Module 8 Field and Laboratory Work
 Module 9 Forensic Anthropology and Mass Fatality
 Module 10 Forensic Anthropology and Human Rights

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Final Exam	Not specified	100	N	Individual

Teaching Periods

Uni of Florida/Canberra-Term 1

Online

Online

Subject Contact Chris Lennard (<https://directory.westernsydney.edu.au/search/name/Chris Lennard/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7020_22-FT1_ON_O#subjects)

Uni of Florida/Canberra-Term 2

Online

Online

Subject Contact Chris Lennard (<https://directory.westernsydney.edu.au/search/name/Chris Lennard/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7020_22-FT2_ON_O#subjects)

Uni of Florida/Canberra-Term 3

Online

Online

Subject Contact Chris Lennard (<https://directory.westernsydney.edu.au/search/name/Chris Lennard/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7020_22-FT3_ON_O#subjects)

NATS 7022 Forensic Genetics

Credit Points 10

Legacy Code 301144

Coordinator Chris Lennard (<https://directory.westernsydney.edu.au/search/name/Chris Lennard/>)

Description The unit is designed to introduce genetics so that even if you haven't studied it before you will develop an understanding that will inform your practice in work. The context of this unit is forensic science but rather than jump straight into forensic DNA analysis this is a foundation unit, designed to give a framework of human molecular genetics. We will also look at some of the important issues in genetics including genome mapping and the role of gene dysfunction in disease. The first module is an overview and it is very important that you use the assignment time to check out some websites that will be very useful later on. This unit is taught by the University of Florida as part of a collaborative venture between the University of Florida and Western Sydney University. Note: Further information on this unit is available from the University of Florida.

School Science

Discipline Forensic Science

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 3741 Master of Forensic Science, 3742 Graduate Diploma in Forensic Science or 3743 Graduate Certificate in Forensic Science.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Understand the basic structure of genes and chromosomes
2. Understand the basic principles of inheritance
3. Understand genotype and phenotype
4. Understand the rationale behind the human genome sequencing project
5. Understand how genes work and what happens when they don't
6. Understand polymorphism and its value in defining uniqueness
7. Understand the underlying principles behind DNA profiling
8. Explore the role of genes in diseases, including cancer

Subject Content

Module 1 Introduction to Forensic Genetics

Module 2 The Basic Principles of Inheritance

Module 3 Linkage and Crossing Over

Module 4 The Molecular Structure of Chromosomes and DNA Replication

Module 5 Making Genes Work

Module 6 The Human Genome Project

Module 7 Human Population Genetics

Module 8 DNA Profiling and Forensic Investigation

Module 9 Interpretation and Applications of Forensic DNA Analysis

Module 10 Mutation and DNA Repair

Module 11 Genes in Cancer

Module 12 Genetic Disorders

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Final Exam	Not specified	100	N	Individual

Teaching Periods

Uni of Florida/Canberra-Term 1

Online

Online

Subject Contact Chris Lennard (<https://directory.westernsydney.edu.au/search/name/Chris Lennard/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7022_22-FT1_ON_O#subjects)

Uni of Florida/Canberra-Term 2

Online

Online

Subject Contact Chris Lennard (<https://directory.westernsydney.edu.au/search/name/Chris Lennard/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7022_22-FT2_ON_O#subjects)

Uni of Florida/Canberra-Term 3

Online

Online

Subject Contact Chris Lennard (<https://directory.westernsydney.edu.au/search/name/Chris Lennard/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7022_22-FT3_ON_O#subjects)

NATS 7023 Forensic Immunology

Credit Points 10

Legacy Code 301146

Coordinator Chris Lennard (<https://directory.westernsydney.edu.au/search/name/Chris Lennard/>)

Description This unit will introduce students to the principles of immunology, immunological techniques, and their application to forensic analyses. This unit is taught by the University of Florida as part of a collaborative venture between the University of Florida and Western Sydney University. Note: Further information on this unit is available from the University of Florida.

School Science

Discipline Forensic Science

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 3741 Master of Forensic Science, 3742 Graduate Diploma in Forensic Science or 3743 Graduate Certificate in Forensic Science.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. To understand the cellular basis of immunity, including innate and adaptive immunity
2. To understand the principles of antibody-antigen interactions
3. To know the functional and structural properties of antibodies
4. To know to the details of the immune system for capturing and displaying antigens to lymphocytes
5. To know the details of cell-mediated immune responses and the effector mechanisms of cell mediated immunity
6. To know the details of the humoral immune response
7. To understand the process resulting in antibody diversity
8. To understand the processes of complement mediated reactions
9. To understand the processes of hypersensitivity
10. To know examples of diseases caused by defective immune responses, congenital and acquired immunodeficiencies
11. To know the principles and processes of Immunology and serology laboratory methods

Subject Content

Module 1 The Basics of Immunology

Module 2 Antibodies

Module 3 Antigen Capture, Presentation and Recognition

Module 4 Cell Mediated and Humoral Immune Responses

Module 5 Diversity, Assembly, Switching and Maturation

Module 6 Complement System, Activation and Regulation

Module 7 Immune Response Disorders

Module 8 Immunology and Serology Laboratory Methods

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Final Exam	Not specified	100	N	Individual

Teaching Periods

Uni of Florida/Canberra-Term 1

Online

Online

Subject Contact Chris Lennard (<https://directory.westernsydney.edu.au/search/name/Chris Lennard/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7023_22-FT1_ON_O#subjects)

Uni of Florida/Canberra-Term 3

Online

Online

Subject Contact Chris Lennard (<https://directory.westernsydney.edu.au/search/name/Chris Lennard/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7023_22-FT3_ON_O#subjects)

NATS 7024 Forensic Medicine I

Credit Points 10

Legacy Code 301133

Coordinator Chris Lennard (<https://directory.westernsydney.edu.au/search/name/Chris Lennard/>)

Description This unit covers the basic elements of forensic medicine and focuses on the role of the forensic pathologist in the investigation of crime and death. Although much of forensic medicine, based as it is on observations made at a post-mortem examination, relies on the principles of morbid anatomy as discovered in earlier centuries, more recent techniques are also presented. This unit is taught by the University of Florida as part of a collaborative venture between the University of Florida and Western Sydney University. Note: Further information on this unit is available from the University of Florida.

School Science

Discipline Forensic Science

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 3741 Master of Forensic Science, 3742 Graduate Diploma in Forensic Science or 3743 Graduate Certificate in Forensic Science.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Understand the basic scientific, medical, ethical and legal principles that are relevant to the practice of forensic medicine.
2. Understand the essential techniques and methods used by forensic doctors and be able to discuss their validity, effectiveness and applicability within a professional setting.
3. Develop a sensitive awareness of how forensic medicine relates to bereaved relatives and other immediate contacts of a deceased person or victim of crime.
4. Develop and maintain the highest standards of professional integrity in all matters relating to the practice of forensic medicine and in the pursuit of justice.
5. Work towards improving the quality of forensic provision within his or her local medicolegal and criminal justice system.
6. Seek to initiate collaborative relationships with academics and other practitioners in order to contribute to research in the discipline.
7. Communicate sensitive information to other professional colleagues and, where necessary, be able to present evidence within a legal setting effectively and with accuracy and precision.

Subject Content

Module 1 Death

Module 2 Medicolegal Investigation of Death

Module 3 Sudden Natural Death in Adults

Module 4 The Autopsy

Module 5 Post-Mortem Interval

Module 6 Identification of the Dead

Module 7 Wounds of Medicolegal Importance I

Module 8 Wounds of Medicolegal Importance II

Module 9 Thermal Injury and Fire Deaths

Module 10 Suicide

Module 11 Head and Neck Injury

Module 12 Drowning by Immersion

Module 13 Asphyxia Related Deaths

Module 14 Case Study

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Final Exam	not specified	100	N	Individual

Teaching Periods

Uni of Florida/Canberra-Term 1

Online

Online

Subject Contact Chris Lennard (<https://directory.westernsydney.edu.au/search/name/Chris Lennard/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7024_22-FT1_ON_O#subjects)

Uni of Florida/Canberra-Term 2

Online

Online

Subject Contact Chris Lennard (<https://directory.westernsydney.edu.au/search/name/Chris Lennard/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7024_22-FT2_ON_O#subjects)

Uni of Florida/Canberra-Term 3

Online

Online

Subject Contact Chris Lennard (<https://directory.westernsydney.edu.au/search/name/Chris Lennard/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7024_22-FT3_ON_O#subjects)

NATS 7025 Forensic Medicine II

Credit Points 10

Legacy Code 301134

Coordinator Chris Lennard (<https://directory.westernsydney.edu.au/search/name/Chris Lennard/>)

Description This unit gives knowledge and understanding of relevant medical concepts, techniques and methods in order that the candidate has sufficient competence to interpret human diseases, conditions and behavior in a forensic setting. An understanding of the organizational structures involved in the practice of forensic medicine both locally and internationally, increase in the candidate's awareness of how forensic medicine relates to the wider context of society and how it contributes towards improving that society. This unit is taught by the University of Florida as part of a collaborative venture between the University of Florida and Western Sydney University. Note: Further information on this unit is available from the University of Florida.

School Science

Discipline Forensic Science

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) NATS 7024

Restrictions

Students must be enrolled in 3741 Master of Forensic Science, 3742 Graduate Diploma in Forensic Science or 3743 Graduate Certificate in Forensic Science.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Understand the basic scientific, medical, ethical and legal principles that are relevant to the practice of forensic medicine.
2. Understand the essential techniques and methods used by forensic doctors and be able to discuss their validity, effectiveness and applicability within a professional setting.
3. Understand some of the causes and effects of human behavior and be able to relate these to issues affecting society as a whole.

4. Demonstrate an awareness of the value of a multi-disciplinary and integrated team approach in the forensic disciplines and utilize this awareness in the development of personal and interpersonal skills.
5. Develop and maintain the highest standards of professional integrity in all matters relating to the practice of forensic medicine and in the pursuit of justice.
6. Work towards improving the quality of forensic provision within the local medico-legal and criminal justice system.
7. Seek to initiate collaborative relationships with academics and other practitioners in order to contribute to research in the discipline.
8. Communicate sensitive information to other professional colleagues and, where necessary, be able to present evidence within a legal setting effectively and with accuracy and precision.

Subject Content

Module 1 Introduction to Pathology
 Module 2 Pathology II
 Module 3 Mass Disasters
 Module 4 Physical Abuse of Children
 Module 5 Child Sexual Abuse
 Module 6 Sexual Offences in Adults
 Module 7 Sudden Infant Death
 Module 8 Forensic Archaeology and Anthropology
 Module 9 Forensic Odontology
 Module 10 Forensic Psychology
 Module 11 Forensic Psychiatry
 Module 12 Alcohol
 Module 13 Drugs and Drug-related Deaths
 Module 14 Forensic Service

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Final Exam	Not specified	100	N	Individual

Teaching Periods

Uni of Florida/Canberra-Term 1

Online

Online

Subject Contact Chris Lennard ([https://directory.westernsydney.edu.au/search/name/Chris Lennard/](https://directory.westernsydney.edu.au/search/name/Chris%20Lennard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7025_22-FT1_ON_0#subjects)

Uni of Florida/Canberra-Term 3

Online

Online

Subject Contact Chris Lennard ([https://directory.westernsydney.edu.au/search/name/Chris Lennard/](https://directory.westernsydney.edu.au/search/name/Chris%20Lennard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7025_22-FT3_ON_0#subjects)

NATS 7026 Forensic Research 1

Credit Points 10

Legacy Code 301129

Coordinator Chris Lennard ([https://directory.westernsydney.edu.au/search/name/Chris Lennard/](https://directory.westernsydney.edu.au/search/name/Chris%20Lennard/))

Description This unit provides the basic framework and methodology required for planning and executing forensic research. The unit encompasses the scientific methods, practical tools and organizational skills important for implementing independent and original forensic research at an international level.

School Science

Discipline Forensic Science

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in the Master of Forensic Science, the Graduate Diploma in Forensic Science, or the Graduate Certificate in Forensic Science.

Assumed Knowledge

Knowledge of general science as obtained via an undergraduate science degree (with completion of chemistry and biology subjects highly recommended).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Understand research project management responsibilities with respect to health and safety and research ethics on a local and global level.
2. Appreciate scientific methods underpinning forensic research.
3. Effectively review research literature, formulate hypotheses and design scientific experiments.
4. Critically analyse and interpret experimental research data.
5. Apply critical and lateral thinking skills to independent forensic research.
6. Effectively communicate and transfer forensic research knowledge using skills developed for report writing and presentation.

Subject Content

1. Scientific Research Methods
2. Research Project Management
3. Undertaking a Literature Review
4. Experimental Methods for Hypothesis Testing
5. Experimental Design
6. Data Collection
7. Basic Statistical Methods and Data Presentation
8. Report Writing and Scientific Publications
9. Conference Presentations

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Online quiz at the end of each unit module	8 x 20 minutes	40	N	Individual
Literature review	2000 words	30	N	Individual
Poster presentation	1000 words	30	N	Individual

Teaching Periods

Uni of Florida/Canberra-Term 2

Online

Online

Subject Contact Chris Lennard (<https://directory.westernsydney.edu.au/search/name/Chris Lennard/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7026_22-FT2_ON_O#subjects)

NATS 7027 Forensic Research 2

Credit Points 10

Legacy Code 301130

Coordinator Chris Lennard (<https://directory.westernsydney.edu.au/search/name/Chris Lennard/>)

Description This unit builds on the knowledge gained in the prerequisite unit Forensic Research 1 and further develops skills to enable the independent and confident planning, design and execution of an original forensic research project chosen by the student. The skills and tools acquired in Forensic Research 1 will help facilitate effective communication of research project findings through scientific report writing and presentation in formats appropriate for international journal publication and conferences.

School Science

Discipline Forensic Science

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) NATS 7026

Restrictions

Students must be enrolled in the Master of Forensic Science, the Graduate Diploma in Forensic Science, or the Graduate Certificate in Forensic Science

Assumed Knowledge

Knowledge of research methodology as per the learning outcomes of the prerequisite subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Plan and implement a forensic research study using methods, skills and tools learned and developed in the prerequisite unit.
2. Apply appropriate statistical methods to analyse experimental datasets and interpret results in the context of current literature.

3. Apply critical and lateral thinking skills to independent forensic research.
4. Effectively communicate and transfer forensic research knowledge using skills developed for report writing and presentation.
5. Independently and confidently execute original forensic research, with understanding and respect for management and research responsibilities.

Subject Content

Plan and conduct a 12-week research project (120 hours) in a chosen area of forensic science using the framework and methodologies provided in the prerequisite subject Forensic Research 1.

Teaching Periods

Uni of Florida/Canberra-Term 3

Online

Online

Subject Contact Chris Lennard (<https://directory.westernsydney.edu.au/search/name/Chris Lennard/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7027_22-FT3_ON_O#subjects)

NATS 7028 Forensic Toxicology I

Credit Points 10

Legacy Code 301136

Coordinator Chris Lennard (<https://directory.westernsydney.edu.au/search/name/Chris Lennard/>)

Description This course has been developed to introduce students to the concepts, procedures, processes and terminology routinely encountered in the execution of applied forensic toxicological analyses. Our objective is to educate students in the theoretical aspects of drug and analytical chemistry applied to forensic toxicology. This unit is taught by the University of Florida as part of a collaborative venture between the University of Florida and Western Sydney University. Note: Further information on this unit is available from the University of Florida.

School Science

Discipline Forensic Science

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 3741 Master of Forensic Science, 3742 Graduate Diploma in Forensic Science or 3743 Graduate Certificate in Forensic Science.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Be able to comfortably navigate the WWW and know how to locate and use web based resources for their interests and further education
2. Understand the procedures and principles involved in the preparation and analyses of drug and toxicology samples, including sample handling, note taking and storage

- Understand the principles and theory of drug extraction procedures such as liquid-liquid extraction, solid phase extraction and the rationale behind screening, preliminary and confirmatory drug testing
- Be familiar with common preliminary tests and understand the chemistry and theory of testing procedures which include thin layer chromatography, microcrystal tests and spot tests
- Be familiar with common analytical techniques and their working mechanisms, including the chemistry and principles of confirmatory drug testing, the basic science of drug ionization, the elutropic series, normal and reverse phase chromatography, immunoassay techniques, infrared spectroscopy and Gas chromatography/mass spectroscopy
- Be familiar with the testing procedures for the identification of common drugs of abuse
- Understand the importance of, and the procedures involved in, quality assurance and quality control in drug testing and have a conceptual understanding of accuracy and precision, standard curves, reproducibility, limit of detection, linearity and stability
- Be able to develop an analysis procedure for a given drug and to present findings in a report format
- Be able to apply the presented concepts and procedures in the execution and completion of a virtual case study
- Be able to use web based tools for communication and for the education of themselves and others

Subject Content

Module 1 Sample Preparation and Presumptive Tests
 Module 2 Sample Extraction and Thin Layer Chromatography
 Module 3 Immunoassays
 Module 4 Spectrophotometry in Forensic Chemistry
 Module 5 Chromatography in Forensic Chemistry
 Module 6 Method Development and Quality Control
 Module 7 Forensic Identification of Drugs

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Final Exam	Not specified	100	N	Individual

Teaching Periods

Uni of Florida/Canberra-Term 1

Online

Online

Subject Contact Chris Lennard (<https://directory.westernsydney.edu.au/search/name/Chris Lennard/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7028_22-FT1_ON_O#subjects)

Uni of Florida/Canberra-Term 3

Online

Online

Subject Contact Chris Lennard (<https://directory.westernsydney.edu.au/search/name/Chris Lennard/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7028_22-FT3_ON_O#subjects)

NATS 7029 Forensic Toxicology II

Credit Points 10

Legacy Code 301137

Coordinator Chris Lennard (<https://directory.westernsydney.edu.au/search/name/Chris Lennard/>)

Description This unit will expand on concepts encountered in Forensic Toxicology I, providing in-depth knowledge of pharmacology and toxicology as it pertains to commonly encountered abused and toxic substances. This unit is unique in offering modules in doping control, expert testimony and human performance and postmortem toxicology. This unit is taught by the University of Florida as part of a collaborative venture between the University of Florida and Western Sydney University. Note: Further information on this unit is available from the University of Florida.

School Science

Discipline Forensic Science

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) NATS 7028

Restrictions

Students must be enrolled in 3741 Master of Forensic Science, 3742 Graduate Diploma in Forensic Science or 3743 Graduate Certificate in Forensic Science.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Be able to comfortably navigate the WWW and know how to locate and use web based resources for their interest and further education
- Understand basic pharmacokinetic parameters such as absorption, distribution, metabolism and elimination (ADME)
- Understand the pharmacology and basic metabolites of the presented illicit drug substances
- Understand the chemical, pharmacological, pharmacokinetic, toxic properties and effects of alcohol and the procedures of quantitative analyses for blood alcohol
- Understand the effects of drugs and alcohol on driving impairment
- Understand the ADME, pharmacology and toxicity of a number of metals commonly encountered in forensic toxicology
- Understand the process of acquisition, preparation, analysis of tissues, bodily fluids and postmortem samples such as liver, vitreous humor, urine, bile and blood
- Understand the pharmacology, testing procedures and regulations concerning commonly abused drugs used in athletics for the enhancement of human performance
- Understand the basic regulations of doping control within the horse and dog racing industry and associated sample acquisition and analyses
- Understand the basic regulations associated with drug testing in the workplace and the acquisition of samples such as blood, urine and hair

11. Understand the basic principles of expert testimony and the role of the expert witness in forensic toxicology
12. Be able to apply the presented concepts and procedures in the execution and completion of a virtual case study
13. Use web based tools for communication and for the education of themselves and others

Subject Content

Module 1 Pharmacokinetics and Drug Action
 Module 2 Drug Classifications and Pharmacology
 Module 3 Alcohol and Volatiles
 Module 4 Metals
 Module 5 Post Mortem Forensic Toxicology
 Module 6 Doping Control
 Module 7 Human Performance Toxicology
 Module 8 Expert Testimony

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Final Exam	Not specified	100	N	Individual

Teaching Periods

Uni of Florida/Canberra-Term 1

Online

Online

Subject Contact Chris Lennard ([https://directory.westernsydney.edu.au/search/name/Chris Lennard/](https://directory.westernsydney.edu.au/search/name/Chris%20Lennard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7029_22-FT1_ON_O#subjects)

Uni of Florida/Canberra-Term 2

Online

Online

Subject Contact Chris Lennard ([https://directory.westernsydney.edu.au/search/name/Chris Lennard/](https://directory.westernsydney.edu.au/search/name/Chris%20Lennard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7029_22-FT2_ON_O#subjects)

NATS 7030 General Toxicology

Credit Points 10

Legacy Code 301135

Coordinator Chris Lennard ([https://directory.westernsydney.edu.au/search/name/Chris Lennard/](https://directory.westernsydney.edu.au/search/name/Chris%20Lennard/))

Description This unit, which is primarily book-based, is structured to comprehensively provide the student with the fundamental concepts of toxicology as they relate to specific organ and tissue systems. We aim to supplement this information with online study guides, detailed module objectives and critical thinking exercises. The objective of this unit is to familiarize students with the procedures for using WWW resources for communication and educational purposes and to introduce students to the principles, concepts and terminology utilized in the field of toxicology. This unit is taught by the University of Florida

as part of a collaborative venture between the University of Florida and Western Sydney University. Note: Further information on this unit is available from the University of Florida.

School Science

Discipline Forensic Science

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 3741 Master of Forensic Science, 3742 Graduate Diploma in Forensic Science or 3743 Graduate Certificate in Forensic Science.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Understand the general principles of toxicology
2. Understand the scientific principles of absorption, distribution and metabolism
3. Understand the principles and concepts of mutagenesis and chemical carcinogenicity
4. Understand the principles and concepts related to reproductive and developmental toxicology
5. Understand the principles of Immunotoxicology, including the biology of the immune response, types of immune reactions and disorders, clinical and laboratory tests used in detecting immunotoxicity and knowledge of specific chemicals that adversely affect the immune system
6. Understand the principles and concepts of neurotoxicity; have knowledge of agents that affect neuronal and synaptic transmission and appropriate neurotoxicity evaluation methods
7. Understand the anatomy and physiology of the lungs, liver, and kidneys, and the mechanisms of related organ toxicity, as well as evaluation methods of organ damage by toxic agents
8. Understand the principles and concepts behind chemically-induced toxicity of the blood
9. Understand the basic principles of risk assessment applications
10. Be able to use internet resources for communication and education purposes

Subject Content

Module 1 Principles of Toxicology
 Module 2 Xenobiotic Absorption, Distribution, Metabolism, and Elimination
 Module 3 Toxicokinetics
 Module 4 Toxicity of the Hematopoietic System
 Module 5 Hepatotoxicity
 Module 6 Nephrotoxicity
 Module 7 Neurotoxicity
 Module 8 Dermatotoxicity
 Module 9 Pulmonotoxicity
 Module 10 Immunotoxicity
 Module 11 Reproductive and Developmental Toxicity
 Module 12 Mutagenesis and Genetic Toxicology
 Module 13 Chemical Carcinogenesis
 Module 14 Epidemiological Issues
 Module 15 Human Health Risk Assessment

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Final Exam	Not specified	100	N	Individual

Prescribed Texts

- Principles of Toxicology. Environmental and Industrial Applications, Third Edition. Author: S.M. Roberts, R.C. James, Phillip L. Williams. Publisher: John Wiley & Sons (2015) ISBN: 978-0-470-90791-7

Teaching Periods

Uni of Florida/Canberra-Term 1

Online

Online

Subject Contact Chris Lennard ([https://directory.westernsydney.edu.au/search/name/Chris Lennard/](https://directory.westernsydney.edu.au/search/name/Chris%20Lennard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7030_22-FT1_ON_0#subjects)

Uni of Florida/Canberra-Term 3

Online

Online

Subject Contact Chris Lennard ([https://directory.westernsydney.edu.au/search/name/Chris Lennard/](https://directory.westernsydney.edu.au/search/name/Chris%20Lennard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7030_22-FT3_ON_0#subjects)

NATS 7032 MSc Major Research Project

Legacy Code 401157

Coordinator Morwenna Kirwan ([https://directory.westernsydney.edu.au/search/name/Morwenna Kirwan/](https://directory.westernsydney.edu.au/search/name/Morwenna%20Kirwan/))

Student Contribution Band

Restrictions

Students must be enrolled in the online programs Master of Science or any other postgraduate program where this subject can be taken an unspecified elective and where there are sufficient credit points available in the study program.

Learning Outcomes

On successful completion of this subject, students should be able to:

- demonstrate a systematic understanding, knowledge and critical awareness of a current aspect of science, much of which is at, or informed by, the forefront of your field of study
- acquire a comprehensive understanding of techniques applicable to your advanced scholarship in your chosen areas of study
- critically evaluate current research and advanced scholarship in your field of study
- evaluate methodologies and develop critiques and propose alternative hypotheses, where appropriate

- discuss complex issues both systematically and creatively and make sound judgments in the absence of complete data
- make decisions in complex and unpredictable situations
- justify originality of thought in the application of knowledge
- communicate information and conclusions to specialist and non-specialist audiences
- develop relevant new skills to a high level
- demonstrate self-direction and originality in tackling and solving problems
- act autonomously in planning and implementing tasks at a professional level
- use ICT to locate information and to communicate with the University
- advance their knowledge and understanding in their chosen discipline
- demonstrate initiative and exercise personal responsibility
- demonstrate independent learning ability required for continuing professional development

Subject Content

Proposal development
Plans and audit
Critical Reading
Organising and planning the writing up of your report

Teaching Periods

NATS 7033 MSc Research Project

Credit Points 20

Legacy Code 401156

Coordinator Mark Williams ([https://directory.westernsydney.edu.au/search/name/Mark Williams/](https://directory.westernsydney.edu.au/search/name/Mark%20Williams/))

Description Science Research Project is a capstone unit that gives students the opportunity to conduct scientific research, while extending their knowledge and practical skills. Each student undertakes a research project supervised by an academic staff member which has as its central focus the scientific analysis and resolution of a complex problem. The research project is conducted in an area of relevance to professional discipline, and students can choose from a range of approved research designs. Students must undertake a review of the relevant literature, formulation of a research question, design of an appropriate method, collection and analysis of data, interpretation of findings, the production of a research report and presentation of these findings.

School Science

Discipline Natural and Physical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 20cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Student must be enrolled in postgraduate program, have completed 60 credit points at Level 7, and have a GPA of 5.0 or above.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Propose and investigate a topic area relevant to a scientific discipline
2. Critique peer-reviewed literature pertinent to the proposed topic and identify gaps in knowledge
3. Develop research aims and design and conduct experiments within a project framework to test these aims
4. Analyse the data from these experiments and formulate conclusions
5. Justify the results and conclusions of the project by oral and written communication
6. Devise possible areas of inquiry for future research or development

Subject Content

Project-based learning relevant to individual professional goals and available expertise within industry, academia or other relevant body
 Critical literature appraisal on topics relevant to the student's project
 Experimental design and Project management skills
 Analysis of data, using appropriate statistical methods where required
 Report writing in the scientific format of a thesis
 Critical evaluation of data to judge its significance and develop conclusions from these results
 Development of poster for presentation of results and conclusions of research project

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	WSU formatted document	S/U	Y	Individual
Proposal	500 words	10	N	Individual
Report	6000 Words	50	N	Individual
Poster	1,000 words or equivalent	20	N	Individual
Practical	100 hours	20	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Mark Williams ([https://directory.westernsydney.edu.au/search/name/Mark Williams/](https://directory.westernsydney.edu.au/search/name/Mark%20Williams/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7033_22-AUT_PS_D#subjects)

Spring

Parramatta - Victoria Rd

Day

Subject Contact Mark Williams ([https://directory.westernsydney.edu.au/search/name/Mark Williams/](https://directory.westernsydney.edu.au/search/name/Mark%20Williams/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7033_22-SPR_PS_D#subjects)

NATS 7034 Managing for Sustainability

Credit Points 20

Legacy Code 401155

Coordinator Mark Williams ([https://directory.westernsydney.edu.au/search/name/Mark Williams/](https://directory.westernsydney.edu.au/search/name/Mark%20Williams/))

Description This online unit is concerned with delivering and supporting sustainability management. Students will develop a multi-disciplinary perspective on resources, sustainability and health and safety management which will incorporate strategy, policy, data collection and knowledge management. It will introduce students to a systemic approach for studying organisational operations and methods for quantifying and optimising resource use and energy use while using tools to reduce environmental, societal and financial risk. Students will also learn how to improve the efficiency and effectiveness with which organisations can incorporate sustainability issues and to identify future trends and drivers for change in this area.

School Science

Discipline Natural and Physical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 20cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in the online programs Master of Science or any other postgraduate program where this subject can be taken as an unspecified credit and where there are sufficient credit points available in the study program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain key ideas of sustainability and managing for sustainability, and the key theoretical debates relating to the discipline.
2. Discuss the concept of resources and key issues relating to the uncertainties surrounding them.
3. Evaluate the methods for assessing the economics of environmental impacts and sustainability auditing.
4. Apply the following sustainability assessment tools: environmental impact assessment, strategic safety, health and environmental impact assessment, life-cycle assessment, multi-criteria decision analysis.
5. Discuss key ideas and theoretical debates relating to management of knowledge and communication, and environmental management systems in managing for sustainability.
6. Explain the structure and content of environmental management systems.
7. Synthesise and critically assess the issues associated with managing for sustainability, particularly as this relates to the utilisation of energy and raw materials in an international context.
8. Critically assess and synthesise data and evidence from a range of sources and apply these within a suitable context.
9. Select appropriate environmental assessment tools and analyse results obtained to assist in environmental decision-making.
10. Interpret the findings of environmental audits aimed at reducing the environmental impact of an organisation.

11. Distinguish between and critically examine knowledge management and communication methods in the context of managing for sustainability.
12. Work with quantitative information in the assessment and presentation of environmental decision-making situations.
13. Communicate the results of a sustainability assessment, in written form and to lay as well as technical audiences.
14. Seek out and interpret relevant information from appropriate sources and integrate the knowledge and skills derived into a coherent product.
15. Provide expertise in environmental decision-making and implementation of strategy, corporate social responsibility and disclosure when developing an EMS across an organisation.
16. Use appropriate frameworks to investigate and analyse sustainability issues.
17. Identify and actively engage with key stakeholders.

Subject Content

- what are resources?
- sustainability and sustainable development
- resource management
- resource planning
- Risk, management and assessment of environmental impact
- sustainability of Organisations
- environmental policies
- health and safety Issues and auditing
- drivers of change
- strategy Overview
- economic assessment and financial assessment techniques
- resource use: water, energy and materials efficiency
- life cycle assessment
- emergency planning
- data, information and knowledge management
- communicating for sustainability and for stakeholders
- The future and future planning

Teaching Periods

NATS 7035 Medicinal Chemistry of Drugs of Abuse

Credit Points 10

Legacy Code 301140

Coordinator Chris Lennard (<https://directory.westernsydney.edu.au/search/name/Chris Lennard/>)

Description This unit will address the fundamental concepts and principles involved in the examination of biological evidence and the practices of serology as they relate to crime scene and forensic investigation. This unit is taught by the University of Florida as part of a collaborative venture between the University of Florida and Western Sydney University. Note: Further information on this unit is available from the University of Florida.

School Science

Discipline Forensic Science

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 3741 Master of Forensic Science, 3742 Graduate Diploma in Forensic Science or 3743 Graduate Certificate in Forensic Science.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. To understand the structure of the US controlled substances act and the definitions of each drug classification
2. To understand the models of addiction and the observations on which they are based
3. To understand the pharmacological and abuse profiles of the CNS depressants, barbiturates and benzodiazepines
4. To understand the pharmacological and abuse profiles of the CNS depressant, alcohol
5. To understand the pharmacological and abuse profiles of the opioid drugs
6. To understand the pharmacological and abuse profiles of the hallucinogens
7. To understand the pharmacological and abuse profiles of the cannabinoids
8. To understand the pharmacological and abuse profiles of the CNS stimulants, cocaine and the amphetamines
9. To understand the pharmacological and abuse profiles of inhalants

Subject Content

Module 1 Drug Classes and Controlled Substances Act

Module 2 Drug Dependence and Addiction

Module 3 CNS Depressants

Module 4 Alcohol

Module 5 Opioids

Module 6 Cannabinoids

Module 7 Hallucinogens

Module 8 CNS Stimulants

Module 9 CNS Volatile Substances

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Final Exam	Not specified	100	N	Individual

Teaching Periods

Uni of Florida/Canberra-Term 1 Online

Online

Subject Contact Chris Lennard (<https://directory.westernsydney.edu.au/search/name/Chris Lennard/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7035_22-FT1_ON_O#subjects)

Uni of Florida/Canberra-Term 2 Online

Online

Subject Contact Chris Lennard (<https://directory.westernsydney.edu.au/search/name/Chris Lennard/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7035_22-FT2_ON_O#subjects)

NATS 7037 Natural Medicinal Products

Credit Points 10

Legacy Code 301141

Coordinator Chris Lennard (<https://directory.westernsydney.edu.au/search/name/Chris Lennard/>)

Description This unit has been developed to introduce students to the procedures and processes associated with the production, isolation, characterization and use of medicinal drugs of plant origin. This unit is taught by the University of Florida as part of a collaborative venture between the University of Florida and Western Sydney University. Note: Further information on this unit is available from the University of Florida.

School Science

Discipline Forensic Science

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 3741 Master of Forensic Science, 3742 Graduate Diploma in Forensic Science or 3743 Graduate Certificate in Forensic Science.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Understand the biochemical reactions involved in the production of natural medicinal products
2. Understand the effects of external factors on the production of secondary metabolites
3. Be familiar with naturally occurring biologically active compounds such as alkaloids and glycosides
4. Be familiar with the isolation and structural elucidation of plant derived compounds
5. Understand the abuse potential, recognition and analysis of drugs of abuse of natural origin
6. Be familiar with the chemistry and pharmacology of herbal remedies. Problems associated with their lack of standardization and potential drug interactions

Subject Content

Module 1 Biosynthesis of Natural Products
 Module 2 Production Ecology of Secondary Metabolites
 Module 3 Alkaloids
 Module 4 Glycosides
 Module 5 Naturally Occurring Drugs of Abuse
 Module 6 Herbal Remedies
 Module 7 Analysis for Natural Products

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Final Exam	Not specified	100	N	Individual

Teaching Periods

Uni of Florida/Canberra-Term 1 Online

Online

Subject Contact Chris Lennard (<https://directory.westernsydney.edu.au/search/name/Chris Lennard/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7037_22-FT1_ON_O#subjects)

Uni of Florida/Canberra-Term 3 Online

Online

Subject Contact Chris Lennard (<https://directory.westernsydney.edu.au/search/name/Chris Lennard/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7037_22-FT3_ON_O#subjects)

NATS 7039 Pharmaceutical Analysis

Credit Points 10

Legacy Code 301143

Coordinator Chris Lennard (<https://directory.westernsydney.edu.au/search/name/Chris Lennard/>)

Description This unit focuses on the characterisation and the structural proof of drug compounds routinely encountered in Forensic and Pharmaceutical laboratories. This unit is taught by the University of Florida as part of a collaborative venture between the University of Florida and Western Sydney University. Note: Further information on this unit is available from the University of Florida.

School Science

Discipline Forensic Science

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 3741 Master of Forensic Science, 3742 Graduate Diploma in Forensic Science or 3743 Graduate Certificate in Forensic Science.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Be able to comfortably navigate the WWW and know how to locate and use web based resources for their interests and further education
2. Understand the procedures and principles involved in the preparation and analyses of drug and toxicology samples
3. Be familiar with common preliminary tests, and understand the chemistry and theory of testing procedures

4. Be familiar with common analytical techniques, their working mechanisms, and the chemistry and principles of confirmatory drug testing, including Ultra violet spectroscopy, normal and reverse phase chromatography, infrared spectroscopy and Gas chromatography/mass spectroscopy, NMR, Supercritical fluid separations and capillary electrophoresis
5. Understand the importance of, and the procedures involved in, quality assurance and quality control in drug testing and have a conceptual understanding of accuracy
6. Be able to use web-based tools for communication and for the education of themselves and others

Subject Content

Module 1 Sample Handling, Storage and Preparation

Module 2 Presumptive Tests

Module 3 Ultraviolet Spectrophotometry

Module 4 Infrared Spectrophotometry

Module 5 Nuclear Magnetic Resonance

Module 6 Mass Spectroscopy

Module 7 Gas Chromatography

Module 8 High Performance Liquid Chromatography

Module 9 Capillary Electrophoresis

Module 10 Supercritical Fluid Separations

Module 11 Trace analysis

Module 12 Optimisation of Experimental Conditions

Module 13 Legal Implications and Data Interpretation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Final Exam	Not specified	100	N	Individual

Teaching Periods

Uni of Florida/Canberra-Term 1

Online

Online

Subject Contact Chris Lennard (<https://directory.westernsydney.edu.au/search/name/Chris Lennard/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7039_22-FT1_ON_0#subjects)

Uni of Florida/Canberra-Term 3

Online

Online

Subject Contact Chris Lennard (<https://directory.westernsydney.edu.au/search/name/Chris Lennard/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7039_22-FT3_ON_0#subjects)

NATS 7040 Research Skills in Science

Credit Points 20

Legacy Code 401154

Coordinator Mark Williams (<https://directory.westernsydney.edu.au/search/name/Mark Williams/>)

Description This unit builds on undergraduate level science to develop a strong appreciation of postgraduate research skills. It will develop knowledge and understanding of techniques and skills applicable to postgraduate scientific study and research methodologies and critical awareness of literature. It will support you in understanding and evaluating current research. You will use technology to develop your information literacy skills, to communicate and to collaborate with others. You will also learn to act autonomously in planning and implementing work at a professional level. You will recognise how skills are continually developed through experience and can be transferred to other situations.

School Science

Discipline Natural and Physical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 20cp

Level Postgraduate Coursework Level 7 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding and knowledge of research methodologies.
2. Demonstrate an understanding of techniques and skills applicable to scientific study.
3. Critically evaluate current research.
4. Evaluate research methodologies, to develop critiques, and to propose alternative hypotheses.
5. Communicate information and conclusions to specialist and non-specialist audiences.
6. Effectively present scientific and technical information.
7. Demonstrate self-direction in tackling and solving problems.
8. Plan and implement tasks at a professional level.
9. Use ICT to develop and enhance information literacy.
10. Use ICT in the effective and logical handling and analysis of data.
11. Use ICT to communicate and collaborate with other students.
12. Reflect on skills development and on the acquisition of knowledge and understanding.
13. Explain their awareness of health and safety and ethical issues.

Subject Content

- information literacy skills
- scientific investigation and experimental design
- Analysing scientific data and interpreting results
- presentation skills
- Risk assessment
- developing scientific Projects
- professional skills

Teaching Periods

NATS 7044 Science and Health Research Project PG

Credit Points 10

Legacy Code 300742

Coordinator Samsul Huda ([https://directory.westernsydney.edu.au/search/name/Samsul Huda/](https://directory.westernsydney.edu.au/search/name/Samsul%20Huda/))

Description This is a 20 credit point year-long subject taken over two terms (10 credit points in each term). This subject develops critical and analytical skills by undertaking and completing a research project in an area of relevance. The project is carried out on an individual basis. Research projects are offered in consultation with staff who possess research interests and experience in relevant areas.

School Science

Discipline Natural and Physical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) AGEN 7003 OR LGYA 6022

Equivalent Subjects LGYB 8292 - Masters research project LGYB 9563 - Research Project 811 LGYB 9568 - Research Project 821 LGYB 9570 - Research Project 831 LGYB 9572 - Research Project - Science LGYB 9574 - Research Project 841 LGYA 6231 - Science Research Project PG

Restrictions

Enrolment in this subject by non-Master of Science or Master of Health Science students requires permission from the Director, Academic Program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Utilise their knowledge of contemporary issues relevant to their study major in order to identify a suitable topic for further investigation.
2. Prepare an appropriate research proposal for the investigation of research issues/problems appropriate to their study major (including an ethics review application, if applicable).
3. Review and critique current literature relating to their study topic.
4. Collect and analyse research data in their relevant area of specialisation.
5. Discuss their research findings.
6. Appropriately communicate their research plans, findings and recommendations by means of an oral presentation and a written report.

Subject Content

Knowledge and practice in applied research, specifically in relation to:

- literature Review
- research design
- Ethical conduct of research
- data collection
- data analysis
- research report writing
- dissemination of results

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Research Proposal including Research Ethics	3,500 words	15	N	Individual
Final Seminar	45 minutes	20	N	Individual
Research Project Report	Approximately 65,000 words (depending on specialisation area)	65	N	Individual

Teaching Periods

NATS 7045 Special Issues in Science - PG

Credit Points 10

Legacy Code 300685

Coordinator Colin Stack ([https://directory.westernsydney.edu.au/search/name/Colin Stack/](https://directory.westernsydney.edu.au/search/name/Colin%20Stack/))

Description This is an individual project unit that is designed for the Master of Science program. It provides the student with an in depth understanding of a specific topic relevant to their field of study. It will include information retrieval techniques as well as written and oral communication skills. In addition, it may include the acquisition of technical skills.

School Science

Discipline Natural and Physical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYB 8291 - Special Issues In Sustainable Development LGYB 8470 - Special Issues In Environmental Management LGYC 0924 - Special Issues In Science Technology LGYB 9581 - Personal Study M

Restrictions

Director of Academic Program/Program Advisor permission is needed for students to be accepted into this subject as it is resource intensive of staff time. Only academically capable students with an identified need for in-depth study in an area not currently covered by existing subjects will be accepted. Acceptance in the subject will be subject to appropriate supervision being available.

Assumed Knowledge

Individual projects or learning programs will assume background skills and knowledge that are appropriate to a coursework Masters student. Permission of the Head of program will be required for students to enroll in this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Extensive and well-organised knowledge of the topic area at a level that is at least equivalent to a comparable coursework Masters unit.
2. An ability to identify and locate appropriate literature for the project, and to read widely within that area.
3. An improved ability to study independently within the overall framework of a supervised undergraduate project.
4. An understanding of how the student's project and learning outcomes relate to their overall academic program.
5. (Where appropriate to the project) enhanced laboratory skills and experience in collecting and analysing scientific data.

Subject Content

Projects or other learning programs will be negotiated between individual students and their project supervisors, subject to approval by the Head of Program, who has responsibility for ensuring appropriate academic standards and workloads across the unit. The level of difficulty and workload are expected to be comparable to other coursework Masters units.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Written assessment 1	4000 words	40	N	Individual
Written assessment 2	4000 words	40	N	Individual
Seminar Presentation	30 minutes	20	N	Individual

Teaching Periods

NATS 7046 Strategic Management in the Sciences A

Credit Points 20

Legacy Code 401158

Coordinator Morwenna Kirwan ([https://directory.westernsydney.edu.au/search/name/Morwenna Kirwan/](https://directory.westernsydney.edu.au/search/name/Morwenna%20Kirwan/))

Description This preparatory online unit introduces students to the strategic, business and operational aspects of the life science industry. The unit equips students to understand the challenges and conventional wisdom within this industry with a particular focus on research and innovation. Students will learn techniques to develop coherent and credible alternative future scenarios including an understanding of strategic option development, and strategic resource allocation. Students will also acquire research, analytical and critical judgement skills enabling them to deal with important issues such as finance, uncertainty and risk.

School Science

Discipline Natural and Physical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 20cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in the online programs Master of Science or any other postgraduate program where this subject can be taken as an unspecified elective and where there are sufficient credit points available in the study program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the nature, origins and limitations of current structures, business models and strategic assumptions within the life science and healthcare industries.
2. Discuss the role of stakeholders in building and delivering healthcare products.
3. Interpret the creation of value through a deeper comprehension of strategy, complexity, risk and uncertainty.
4. Think analytically, critically and independently; summarise arguments and evaluate them succinctly.
5. Solve problems and make decisions through appropriate method selection, decision-making processes, techniques and modelling.
6. Demonstrate originality of thought in applying knowledge.
7. Identify information and data sources through consistent selection; critically read and abstract meaning from these sources; and demonstrate knowledge formation developed in this process.
8. Demonstrate numerical and quantitative skills, including business modelling and triangulation with qualitative research skills.
9. Demonstrate effective use of information and communications technologies (ICTs) in the research, problem-solving and scenario-building process.
10. Communicate effectively through different media, whether oral or written in order to influence decision making in personal and professional contexts.
11. Develop personal effectiveness: improve self-awareness, self-management and time management.
12. Reflect upon learning and maintain a learning journal.
13. Use ICT to communicate with the University, the module team, your tutor and other students.
14. Recognise ethical challenges and manage them within organisational values and situations.
15. Conduct research into business and management within the life science and healthcare industries and their contingent environments.
16. Engage with and adopt reflective learning from practice and experience.

Subject Content

Shape of the industry
Strategic analyses
Information literacy skills
Strategic choices and implementation
Finance basics
Scientific uncertainty and risk

Teaching Periods

NATS 7047 Synthetic Medicinal Chemistry

Credit Points 10

Legacy Code 301142

Coordinator Chris Lennard (<https://directory.westernsydney.edu.au/search/name/Chris Lennard/>)

Description This unit has been developed to introduce students to the chemical principles and procedures surrounding the synthesis of commonly encountered licit and illicit chemical substances, and to introduce you to the processes involved in the forensic analysis of clandestine drug laboratories. This unit is taught by the University of Florida as part of a collaborative venture between the University of Florida and Western Sydney University. Note: Further information on this unit is available from the University of Florida.

School Science

Discipline Forensic Science

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 3741 Master of Forensic Science, 3742 Graduate Diploma in Forensic Science or 3743 Graduate Certificate in Forensic Science.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Be able to comfortably navigate the WWW and know how to locate and use web based resources for their interests and further education
2. Be able to recognize chemical functional groups and to know their chemical and physical characteristics
3. To understand the basic chemical reactions involved in illicit drug synthesis
4. To understand the processes involved in the synthesis of amphetamine, methamphetamine and MDMA
5. To understand the processes involved in the synthesis PCP
6. To understand the processes involved in the synthesis of opiates and Fentanyl
7. To understand the processes involved in the synthesis of cocaine and crack
8. To understand the processes involved in the synthesis of LSD
9. To be familiar with the steps taken in the forensic investigation of clandestine drug laboratories

Subject Content

Module 1 Functional Groups

Module 2 Reactions Involved in Illicit Drug Synthesis I

Module 3 Reactions Involved in Illicit Drug Synthesis II

Module 4 Amphetamines, Methamphetamine and MDMA

Module 5 Phencyclidine

Module 6 Opiates

Module 7 Cocaine

Module 8 LSD

Module 9 Clandestine Laboratories

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Final Exam	Not specified	100	N	Individual

Teaching Periods

Uni of Florida/Canberra-Term 1

Online

Online

Subject Contact Chris Lennard (<https://directory.westernsydney.edu.au/search/name/Chris Lennard/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7047_22-FT1_ON_O#subjects)

Uni of Florida/Canberra-Term 3

Online

Online

Subject Contact Chris Lennard (<https://directory.westernsydney.edu.au/search/name/Chris Lennard/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7047_22-FT3_ON_O#subjects)

NATS 7048 Toxic Substances

Credit Points 10

Legacy Code 301138

Coordinator Chris Lennard (<https://directory.westernsydney.edu.au/search/name/Chris Lennard/>)

Description This unit, which is primarily book-based, will comprehensively provide the student with the fundamental concepts of toxicology as they relate to specific organ and tissue systems. We aim to supplement this information with online study guides, detailed module objectives and critical thinking exercises using online journal articles. The objective of this unit is to familiarize students with many of the most important toxic substances, their toxic effects, and ways to treat poisoned patients. Several example toxicants are presented and discussed in detail. There are literally tens of thousands of chemicals in commerce, and nature offers even greater numbers of chemicals to which individuals are exposed. According to the basic tenets of toxicology, any of these substances in sufficient doses is toxic, although some clearly are of greater health concern than others. The objective of this unit is to provide the student with information on the toxic properties of selected chemicals to illustrate principles regarding mechanisms of toxicity, the array of signs and symptoms associated with intoxication, approaches to clinical assessment of poisoning, and methods of treatment. Examples have been selected from several chemical classes and include agents that may be encountered occupationally, environmentally, in medicine, or in the context of substance abuse. This unit is taught by the University of Florida as part of a collaborative venture between the University of Florida and Western Sydney University. Note: Further information on this unit is available from the University of Florida.

School Science

Discipline Forensic Science

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) NATS 7030

Restrictions

Students must be enrolled in 3741 Master of Forensic Science, 3742 Graduate Diploma in Forensic Science or 3743 Graduate Certificate in Forensic Science.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Comfortably navigate the WWW and know how to locate and use web-based resources for their interest and further education
2. Understand the nature of acute, chronic, immediate and delayed symptoms of poisoning from drugs and chemicals
3. Understand the mechanisms by which the example drugs and chemicals produce toxic effects
4. Understand the use of laboratory tests to assist in the diagnosis and management of poisoned patients
5. Understand the circumstances in which individuals are typically poisoned with these agents
6. Understand the general approach to the treatment of chemical intoxication
7. Understand specific treatments available for the example toxicants and the mechanisms by which these treatments are effective
8. Use web based tools for communication and for the education of themselves and others

Subject Content

Module 1 Principles of Managing the Poisoned Patient

Module 2 Carbon Monoxide

Module 3 Cyanide and Hydrogen Sulfide

Module 4 Acetaminophen

Module 5 Salicylates

Module 6 Opioids

Module 7 Cocaine

Module 8 Amphetamines

Module 9 Ethanol

Module 10 Arsenic

Module 11 Lead

Module 12 Mercury

Module 13 Organophosphate Pesticides

Module 14 Hydrocarbons

Module 15 Envenomation: Snakes and Other Reptiles

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Final Exam	Not specified	100	N	Individual

Prescribed Texts

- Goldfrank's Toxicologic Emergencies Authors: Robert Hoffman, Mary Ann Howland, Neal Lewin, Lewis Nelson, and Lewis Goldfrank. Publishing: McGraw-Hill Professional; 10th edition (2014) ISBN-10: 0071801847 ISBN-13 978-0071801843

Teaching Periods**Uni of Florida/Canberra-Term 1****Online****Online**

Subject Contact Chris Lennard (<https://directory.westernsydney.edu.au/search/name/Chris Lennard/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7048_22-FT1_ON_O#subjects)

Uni of Florida/Canberra-Term 2**Online****Online**

Subject Contact Chris Lennard (<https://directory.westernsydney.edu.au/search/name/Chris Lennard/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7048_22-FT2_ON_O#subjects)

NATS 7049 Toxicology of Chemical Weapons

Credit Points 10

Legacy Code 301150

Coordinator Chris Lennard (<https://directory.westernsydney.edu.au/search/name/Chris Lennard/>)

Description This unit is structured to comprehensively provide the student with the fundamental toxicologically relevant concepts of weapons that can be used to create mass casualties. These weapons are often called weapons of mass destruction, a term that is closely related to but not synonymous with mass-casualty weapons (a technically more appropriate term). This unit will focus on chemical agents and toxins as the toxicologically relevant mass-casualty weapons. Each of the eight modules in the unit will consist of specific objectives, one or more illustrative cases, a list of the primary references that the student will be expected to acquaint himself or herself with, a brief introduction, a section of teaching material and study tips, and assignments designed to stimulate critical thinking. The general objectives of this unit are to familiarize the student with the toxicological concepts applicable to chemical and toxin weapons of mass destruction; to provide useful references for study, discussion, and reference; and to provide experience in critical thinking about the clinical toxicology of these agents. This unit is taught by the University of Florida as part of a collaborative venture between the University of Florida and Western Sydney University. Note: Further information on this unit is available from the University of Florida.

School Science

Discipline Forensic Science

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 3741 Master of Forensic Science, 3742 Graduate Diploma in Forensic Science or 3743 Graduate Certificate in Forensic Science.

Learning Outcomes

On successful completion of this subject, students should be able to:

- List several definitions of weapons of mass destruction (WMD)
- Explain how WMD relates to mass-casualty weapons (MCW), NBC, and CBRNE
- Be able to define toxin, toxicant, toxic industrial chemical (TIC), LD50, and LCt50
- Explain what subsets of WMD are relevant to clinical toxicology
- Discuss the risks of chemical and radiological/nuclear terrorism
- Review the applicability to chemical, radiation, and nuclear mass casualties of ASBESTOS, POISON, TOXICANT, or a similar version of the agent-environment-host approach to a systematic clinical assessment of mass-casualty event from these kinds of agents
- Explain what is meant by the ABCDDs of mass-casualty care
- Explain what NATO codes are
- Differentiate between WMDs with local effects on the respiratory tract and those with systemic effects
- Understand the differences and similarities of the pharmacokinetics and pharmacodynamics of WMDs with local and systemic effects
- Summarize the management of central- and peripheral-compartment damage to the respiratory tract
- Summarize the pathophysiology, clinical presentation, and management of WMDs
- List the three major vesicants used as chemical-warfare agents
- List the differential diagnosis of miosis (pinpoint pupils) in a poisoned patient
- Define incapacitating, incapacitating agents, disability, and nonlethal
- List the features of the anticholinergic toxidrome
- Define 'riot-control agent' and be able to list the important riot-control agents
- Define opioid, opiate, and opioid toxidrome
- List three separate ways (in addition to the CDC categories) of classifying toxins
- Explain the differences between a chemical and a biological warfare agent

Subject Content

Module 1 Introduction
 Module 2 Chem I: Inhaled Toxicants with Local Effects on the Respiratory Tract
 Module 3 Chem II: Blood Agents
 Module 4 Chem III: Vesicants
 Module 5 Chem IV: Anticholinesterases
 Module 6 Chem V: Incapacitating Agents I: Anticholinergic Agents
 Module 7 Chem VI: Anticholinergic Agents II: Riot-control Agents and Opioids
 Module 8 Toxins

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Final Exam	Not specified	100	N	Individual

Teaching Periods

Uni of Florida/Canberra-Term 3 Online

Online

Subject Contact Chris Lennard ([https://directory.westernsydney.edu.au/search/name/Chris Lennard/](https://directory.westernsydney.edu.au/search/name/Chris%20Lennard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7049_22-FT3_ON_O#subjects)

NATS 7050 Transferable Research Skills

Credit Points 10

Legacy Code 401164

Coordinator Bill Price ([https://directory.westernsydney.edu.au/search/name/Bill Price/](https://directory.westernsydney.edu.au/search/name/Bill%20Price/))

Description This unit is an elective unit as part of the Master of Research and provides training in essential skills for research students in the health, medical, biomedical and natural sciences. Students will select two modules that will provide experience in advanced techniques and methodologies directly relevant to a specific area of research. It is expected that this unit, together with the unit Experimental Design and Analysis, will provide students in the health, medical, biomedical and natural sciences with a solid foundation before commencing the research project in the second year of the Master of Research degree.

School Science

Discipline Natural and Physical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

An active researcher on the graduate supervisory register is required to supervise students.

Assumed Knowledge

Students will have completed an undergraduate degree in a related discipline area.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Recall key principles of the operation and data acquisition associated with specific laboratory equipment OR recall key principles of the theory and practice of a research method
- Evaluate the quality of data produced using a specific piece of laboratory equipment or research methodology
- Describe how techniques and/or methodologies from both modules can be combined to investigate a research question

Subject Content

- Advanced practical training for a specific research methodology or topic
- Theory and application of a specific research methodology or topic
- Interdisciplinary research: understanding how the combination of these techniques contributes to a research project

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical assessment	1000 words (for each module)	60	Y	Individual
Online assessment	1 hour (for each module)	20	Y	Individual
Oral presentation	15 minutes (1 presentation in final week of semester)	20	Y	Individual

Teaching Periods

NATS 7051 Applied research with marginalised populations and sensitive health topics

Credit Points 10

Legacy Code 800215

Coordinator Elizabeth Conroy ([https://directory.westernsydney.edu.au/search/name/Elizabeth Conroy/](https://directory.westernsydney.edu.au/search/name/Elizabeth%20Conroy/))

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

School Graduate Research School

Discipline Medical Science

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate knowledge of ethical considerations in working with marginalised populations and sensitive health topics

2. Demonstrate knowledge of mixed method or qualitative research design
3. Critically appraise the development of study materials
4. Critically appraise recruitment procedures and protocols
5. Demonstrate ways to involve the community throughout the research process
6. Demonstrate engagement in reflexivity throughout all stages of the research protocol

Subject Content

The unit will include regular semester workshops (6 x 4 hour). The workshops will cover:

- Epistemology (critical realism, pragmatism) and reflexivity in research
- Ethical considerations in working with marginalised populations and sensitive health topics
- Choosing a design for your research question: Applied mixed method and qualitative designs
- Recruitment strategies for hard-to-reach populations
- Quantitative survey methods appropriate for different populations and topics
- Qualitative interviewing techniques using visual methods
- Approaches to data analysis
- Bringing it all together: Community engagement and dissemination

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	40 questions in total (spread across the semester)	20	Y	Individual
Portfolio	2,000	20	Y	Individual
Portfolio	2,000	20	Y	Individual
Presentation	15 mins	40	Y	Individual

Teaching Periods

Autumn

Campbelltown

Day

Subject Contact Elizabeth Conroy ([https://directory.westernsydney.edu.au/search/name/Elizabeth Conroy/](https://directory.westernsydney.edu.au/search/name/Elizabeth%20Conroy/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7051_22-AUT_CA_D#subjects)

NATS 7053 MSc Research Project (extended)

Credit Points 20

Legacy Code 301372

Coordinator Mark Williams ([https://directory.westernsydney.edu.au/search/name/Mark Williams/](https://directory.westernsydney.edu.au/search/name/Mark%20Williams/))

Description This unit extends the research project undertaken in 401156 MSc Research Project into a substantial piece of research

work. This unit provides a further opportunity for students to demonstrate that they can consolidate the knowledge acquired through their course of study, understand how existing evidence/information relates to research topics, and how their own work adds to this body of knowledge. The finding of the project will be presented in a thesis and in an oral presentation. On completion of the MSc with this unit, the student should have sufficient research project work to qualify for entry into a PhD program.

School Science

Discipline Natural and Physical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 20cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) NATS 7033

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critique peer-reviewed literature from the student's discipline and evaluate the strengths and weakness of this work.
2. Design and conduct experiments within a project framework to test project aims.
3. Analyse the data from experiments and formulate conclusions.
4. Justify results and conclusions using oral and written communication.
5. Devise possible areas of inquiry for future research or development.

Subject Content

1. Critical literature appraisal on a selected paper from literature.
2. Experimental design and Project management skills.
3. Analysis of data, using appropriate statistical methods where required.
4. Report writing in the scientific format of a thesis.
5. Critical evaluation of data to judge its significance and develop conclusions from these results.
6. Development of an oral talk for presentation of results and conclusions of research project.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Report	6000 words	60	N	Individual
Presentation	15 minutes	20	N	Individual
Practical	100 hours	20	N	Individual
Professional Task	WSU Formatted Document	S/U	N	Individual

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Mark Williams ([https://directory.westernsydney.edu.au/search/name/Mark Williams/](https://directory.westernsydney.edu.au/search/name/Mark%20Williams/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7053_22-SPR_PS_D#subjects)

NATS 7054 Professional Topic

Credit Points 10

Legacy Code 301374

Coordinator Mark Williams ([https://directory.westernsydney.edu.au/search/name/Mark Williams/](https://directory.westernsydney.edu.au/search/name/Mark%20Williams/))

Description This unit is designed to allow high achieving students to comprehensively explore a relevant topic of interest to them, either through a minor supervised research project or an investigation of an issue directly related to their chosen discipline or a work internship in your chosen discipline. This unit's flexible delivery offers a unique experience specific to each project and student. Students in this unit will develop extensive skills through project-based learning essential for employment and/or higher degree studies.

School Science

Discipline Natural and Physical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Student must have permission from subject Coordinator to enrol in the subject. Students be enrolled in a postgraduate science degree and must have a GPA of 5.0 or above.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Propose and investigate a topic area relevant to professional practice.
2. Critique peer-reviewed literature pertinent to the proposed topic and identify gaps in knowledge.
3. Design and implement a relevant professional project or a minor research project or industry based project.
4. Justify the results and conclusions of the project by oral and written communication.
5. Devise possible areas of inquiry for future research or development.

Subject Content

The design of this subject is flexible so that it can respond to the special needs of the student and their topic chosen for exploration. The learning activities and resources required will be individually negotiated between the student and their project supervisor. subject content will include:

1. Project-based learning relevant to individual professional goals and available expertise within industry, academia or other relevant body.
2. Critical literature appraisal on topics relevant to the student's project.
3. Experimental design and Project management skills.
4. Analysis of data, using appropriate statistical methods where required.
5. Critical evaluation of data to judge its significance and develop conclusions from these results.
6. Report writing in the form of a scoping paper or research paper or industry project report.
7. Development of poster for presentation of results and conclusions of research project.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Proposal	500 words	10	N	Individual
Literature Review OR Critical Review	1000 words	20	N	Individual
Scoping Report OR Applied Research Project OR Industry Project Performance	4000 words	50	N	Individual
Presentation	1000 words or equivalent	20	N	Individual

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Mark Williams ([https://directory.westernsydney.edu.au/search/name/Mark Williams/](https://directory.westernsydney.edu.au/search/name/Mark%20Williams/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7054_22-SPR_PS_D#subjects)

NATS 7055 Experiment Design and Project Management

Credit Points 10

Legacy Code 301371

Coordinator Mark Williams ([https://directory.westernsydney.edu.au/search/name/Mark Williams/](https://directory.westernsydney.edu.au/search/name/Mark%20Williams/))

Description Essential to a career in any branch of science is the ability to design the experiments of a project and manage this project to an outcome. This unit provides an introduction to the general theory of experiment design. The unit reviews the role of randomisation and replication in experiment design, considers the design techniques of constancy, blocking, and presents a number of experimental designs. This unit also covers the tools and techniques for effectively managing projects. Topics include development of project plans; estimation of time and resources; risk analysis and management; scheduling and control; resource allocation; project tracking; project closure and review.

School Science

Discipline Natural and Physical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Devise a series of experiments to address project or research objectives, including selection of an appropriate study design, data source or data collection plan, and a strategy for analysis.
2. Critically assess results and propose further series of experiments.
3. Appraise how project management concepts provide improvements in strategic planning and management of projects.
4. Apply knowledge and techniques to project planning, risk assessment and project management.
5. Evaluate procedures for monitoring, controlling, and completing projects.

Subject Content

1. Making research decisions. Reviewing the literature, forming research questions and hypotheses, operationalising constructs, choosing variables.
2. Experimental/research design: planning a research project: Experimental and quasi-experimental designs, between and within-subjects experimental designs.
3. Interpretation of results, analysis strategy, experiment re-design.
4. Project life cycle, selection and initiation, project planning.
5. Resource scheduling, budgeting.
6. Evaluating and managing risk.
7. Project progress and performance measurement, closure and audit.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	6 x 20 min	30	N	Individual
Portfolio	3,500 words	40	N	Individual
Portfolio	2,500 words	30	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Mark Williams ([https://directory.westernsydney.edu.au/search/name/Mark Williams/](https://directory.westernsydney.edu.au/search/name/Mark%20Williams/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7055_22-AUT_PS_D#subjects)

NATS 7056 Clinical Research in Health Science

Credit Points 10

Legacy Code 800225

Coordinator Jerome Sarris ([https://directory.westernsydney.edu.au/search/name/Jerome Sarris/](https://directory.westernsydney.edu.au/search/name/Jerome%20Sarris/))

Description This unit will teach students practical knowledge and skills for conducting clinical research within the field of Health Science. Students will learn ethical, methodological and practical considerations in applied quantitative and mixed- method research

within the framework of a human clinical trial. Upon completion of the unit students will have an understanding of basic human clinical trial design, novel clinical trial designs, specialisation within various study fields. They will also have consideration of stakeholders and translational importance, trial governance, regulations and the Therapeutic Goods Administration (TGA), intellectual property, commercialisation, recruitment, and advertising and marketing. Finally, they will understand the importance of translational impact via publications and the media, and be able to synthesise trial data via knowing how to conduct systematic reviews and meta-analyses.

School Graduate Research School

Discipline Natural and Physical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply ethical, regulatory, and governance considerations in conducting clinical trials
2. Utilise quantitative or mixed method trial designs (basic and novel)
3. Critically appraise recruitment procedures and protocols
4. Analyse and understand commercialisation options and understand IP considerations
5. Formulate ways to involve the community throughout the research process and enhance translational research impact of the research (especially via media involvement)
6. Utilise appropriate methods to conduct a systematic review or meta-analysis

Subject Content

- Overview of human clinical trial research (for natural products, integrative modalities, and pharmaceutical medicines [including IP/commercialisation considerations])
- Development of Bench-to-Beside research models (including drug development process and clinical trial phases)
- Ethical considerations in working with humans and specialised populations (e.g. medical conditions, children, mental illness, marginalised communities) and with specialised interventions (e.g. natural products or pharmaceuticals)
- Choosing a design for your research question: Key clinical trial design considerations (with a focus on maximising future translational impact)
- Novel human clinical trial designs (and Sample size calculations)
- Developing clinical trial protocols and case-report forms
- Data Monitoring and Management
- Recruitment and marketing strategies for hard-to-reach populations
- Specialisation within various study fields (differing interventions and medical fields)
- Consideration of stakeholders and translational importance (E&I)
- Trial governance, regulations and the TGA, Pharmaceutical Good Manufacturing Practice, Good Clinical Practice
- Having translational impact: media, and community engagement and dissemination
- How to conduct Systematic Reviews and Meta-analyses (using Comprehensive Meta-analysis program)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Four Quizzes	40 questions in total (4 spread across the semester)	40 (1 mark per correct answer)	Y	Individual
Presentation	10 minutes	30	Y	Individual
Applied Project	20-30 pages	30	Y	Individual

Teaching Periods

NATS 7057 Research Preparation in Post Graduate Studies

Credit Points 10

Legacy Code 301387

Coordinator Rodrigo Neves Calheiros ([https://directory.westernsydney.edu.au/search/name/Rodrigo Neves Calheiros/](https://directory.westernsydney.edu.au/search/name/Rodrigo%20Neves%20Calheiros/))

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

School Computer, Data & Math Sciences

Discipline Other Natural And Physical Sciences

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects ENGR 7018 - Research Preparation in Post Graduate Studies

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe essential characteristics of a STEM research project and identify whether a given scenario constitutes a research project or not
2. Formulate a research question or hypothesis from a given problem, select a suitable research methodology and explain the main steps in that methodology
3. Describe various ICT tools available to support research activities; especially to support activities associated with literature review and be able to effectively use these tools

- Describe various types of publications associated with research, typical structure of such documents and current approaches to assess quality of such documents
- Write a critical review of literature in a given area including STEM
- Describe quantitative and qualitative research methods that can be used to support different research approaches in STEM disciplines
- Demonstrate an awareness of ethics-related documents one needs to know as a researcher (such as the Australian Code for the Responsible Conduct of Research) and be able to explain the role of, and reason for, all of these ethics guidelines
- Express research related contents through presentation and report writing

Subject Content

- What is Research
- Types of research projects and outcomes
- How to conduct a Research project
- Essential Tools to Support Research
- Research writing styles and publication channels
- Literature Review
- Research Methodologies and methods
- Ethics

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	As per module	S/U	Y	Individual
Literature Review	1,500 – 2,000 words	30	N	Individual
Presentation	15 minutes	30	N	Individual
Proposal	1,500 – 2,000 words	40	N	Individual

Prescribed Texts

- Ranjit, Kumar (2014). Research Methodology, A Step-by-Step Guide for Beginners (4th ed.). Los Angeles: SAGE.

Teaching Periods

Autumn

Online

Online

Subject Contact Rodrigo Neves Calheiros ([https://directory.westernsydney.edu.au/search/name/Rodrigo Neves Calheiros/](https://directory.westernsydney.edu.au/search/name/Rodrigo%20Neves%20Calheiros/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7057_22-AUT_ON_0#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Rodrigo Neves Calheiros ([https://directory.westernsydney.edu.au/search/name/Rodrigo Neves Calheiros/](https://directory.westernsydney.edu.au/search/name/Rodrigo%20Neves%20Calheiros/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7057_22-AUT_PS_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Mahsa Razavi ([https://directory.westernsydney.edu.au/search/name/Mahsa Razavi/](https://directory.westernsydney.edu.au/search/name/Mahsa%20Razavi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7057_22-SC2_SC_D#subjects)

NATS 7058 Forensic Analysis of DNA 2

Credit Points 10

Legacy Code 301434

Coordinator Chris Lennard ([https://directory.westernsydney.edu.au/search/name/Chris Lennard/](https://directory.westernsydney.edu.au/search/name/Chris%20Lennard/))

Description Forensic Analysis of DNA 2 is a continuation of 301148 Forensic Analysis of DNA where students learn about the methods routinely used for the isolation of DNA from cells and techniques applied to DNA quantitation and electrophoretic separation, as well as data analysis, interpretation and reporting. In DNA 2, students learn how to interpret DNA data to include mixture deconvolution and the statistics that apply to DNA matches/inclusions. Modules also guide the student through the basis of Y-STR and Kinship testing statistical applications. Students will also learn the report writing, review and testimony skills required of a DNA analyst. This unit is taught by the University of Florida as part of a collaborative venture with Western Sydney University. (Note: This unit description is as provided by the University of Florida; see: <https://forensicscience.ufl.edu/programs/courses/forensic-analysis-of-dna-2/>)

School Science

Discipline Forensic Science

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) NATS 7019

Restrictions

Must be enrolled in 3741 Master of Forensic Science, 3742 Graduate Diploma in Forensic Science or 3743 Graduate Certificate in Forensic Science.

Assumed Knowledge

A basic understanding of undergraduate-level chemistry and biology is assumed as well as good general knowledge regarding the forensic analysis of DNA as provided by the pre-requisite subject (301148 Forensic Analysis of DNA), for example.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Understand the basic steps of data analysis
- Differentiate artefacts from alleles
- Understand what DNA data looks like in and out of the optimal range
- Understand how to differentiate single source samples from mixtures
- Understand the steps taken to deconvolute mixtures

6. Understand the use of assumptions in mixture interpretation
7. Understand the significance of a match
8. Calculate random match probability and likelihood ratios
9. Understand when Y-STR analysis is to be utilised
10. Calculate Y-STR statistics for matches
11. Understand kinship testing scenarios
12. Calculate a Paternity Index
13. Understand common requirements and content of laboratory reports
14. Understand the purpose of the review process in DNA casework
15. Understand the basis and limitations of expert testimony

Subject Content

1. DNA Data Analysis
2. Autosomal STR Interpretation
3. Mixture Deconvolution 1
4. Mixture Deconvolution 2
5. Significance of a match and calculating statistics
6. Y-STR testing
7. Kinship Testing
8. Report Writing, Review and Testimony

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Final Exam	Not specified	100	N	Individual

Prescribed Texts

- Advanced Topics in Forensic DNA Typing: Interpretation John Butler 1st Edition (2014), Academic Press ISBN 9780124052130 (Available online to WSU students via <https://ebookcentral.proquest.com/lib/uwsau/detail.action?docID=1770238>)

Teaching Periods

Uni of Florida/Canberra-Term 1

Online

Online

Subject Contact Chris Lennard (<https://directory.westernsydney.edu.au/search/name/Chris Lennard/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7058_22-FT1_ON_O#subjects)

Uni of Florida/Canberra-Term 2

Online

Online

Subject Contact Chris Lennard (<https://directory.westernsydney.edu.au/search/name/Chris Lennard/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7058_22-FT2_ON_O#subjects)

Uni of Florida/Canberra-Term 3

Online

Online

Subject Contact Chris Lennard (<https://directory.westernsydney.edu.au/search/name/Chris Lennard/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7058_22-FT3_ON_O#subjects)

NATS 7059 Forensic Digital Imaging

Credit Points 10

Legacy Code 301442

Coordinator Chris Lennard (<https://directory.westernsydney.edu.au/search/name/Chris Lennard/>)

Description This online unit is designed to provide an in-depth knowledge of scientific and forensic imaging. Forensic digital imaging serves important functions within forensic science for the purpose of scene and item documentation, detection and enhancement of forensic evidence, and as a means of communicating forensic observations and interpretations. The unit includes modules covering the following areas: physics of light, colour and optics; forensic photographic lighting techniques; image recording systems; image processing; and principles of forensic photography and imaging. This unit is taught by the University of Lausanne, Switzerland, as part of a collaborative venture between Western Sydney University and the University of Lausanne.

School Science

Discipline Forensic Science

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Must be enrolled in 3741 Master of Forensic Science, 3742 Graduate Diploma in Forensic Science or 3743 Graduate Certificate in Forensic Science.

Assumed Knowledge

Good general science knowledge (including physics and mathematics).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the fundamentals of light, colour and optics
2. Discuss the basis behind photography, digital imaging and image processing
3. Understand the handling and adjustment of cameras and lenses
4. Select and use appropriate image processing tools
5. Choose and implement forensic lighting techniques
6. Explain advanced techniques in forensic photography and image processing
7. Identify solutions for real-world forensic photography problems
8. Discuss the principles of scientific photography applied to forensic science
9. Employ non-destructive digital image workflows and follow recommended operating procedures from image capture through

to final output, ensuring that physical and judicial integrity of photographic evidence is preserved

Subject Content

1. Physics of light, colour and optics
2. Lenses and lens aberrations
3. Photographic sensors and filters
4. Photographic lighting techniques
5. Image recording systems
6. Digital image processing
7. Image processing workflows
8. Scientific and forensic photography and imaging

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	5 x 1 h	40	N	Individual
Essay	700 words	20	N	Individual
Practical	3 h	20	N	Individual
Quiz	2 h	20	N	Individual

Teaching Periods

Uni of Florida/Canberra-Term 3

Online

Online

Subject Contact Chris Lennard ([https://directory.westernsydney.edu.au/search/name/Chris Lennard/](https://directory.westernsydney.edu.au/search/name/Chris%20Lennard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS7059_22-FT3_ON_O#subjects)

NATS 9001 HDR Thesis - NICM Health Research Institute

Credit Points 20

Legacy Code 800214

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School NICM Health Research Institute

Discipline Natural and Physical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9001_22-RQ1_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9001_22-RQ1_CA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9001_22-RQ1_PS_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9001_22-RQ2_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9001_22-RQ2_CA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9001_22-RQ2_PS_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9001_22-RQ3_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9001_22-RQ3_CA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9001_22-RQ3_PS_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9001_22-RQ4_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9001_22-RQ4_CA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9001_22-RQ4_PS_D#subjects)

NATS 9002 Higher Degree Research Thesis - Food Science and Biotechnology

Credit Points 20

Legacy Code 800085

Coordinator Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

School Science

Discipline Food Science and Biotechnology

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Hawkesbury

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9002_22-RQ1_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9002_22-RQ1_PS_D#subjects)

Research Quarter 2

Hawkesbury

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9002_22-RQ2_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9002_22-RQ2_PS_D#subjects)

Research Quarter 3

Hawkesbury

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9002_22-RQ3_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9002_22-RQ3_PS_D#subjects)

Research Quarter 4

Hawkesbury

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9002_22-RQ4_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9002_22-RQ4_PS_D#subjects)

NATS 9003 Higher Degree Research Thesis - Medicine

Credit Points 20

Legacy Code 800147

Coordinator Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

School Medicine

Discipline Medical Science

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9003_22-RQ1_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9003_22-RQ1_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9003_22-RQ1_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9003_22-RQ1_PS_D#subjects)

Research Quarter 2

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9003_22-RQ2_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9003_22-RQ2_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9003_22-RQ2_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9003_22-RQ2_PS_D#subjects)

Research Quarter 3

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9003_22-RQ3_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9003_22-RQ3_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9003_22-RQ3_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9003_22-RQ3_PS_D#subjects)

Research Quarter 4

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9003_22-RQ4_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9003_22-RQ4_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9003_22-RQ4_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9003_22-RQ4_PS_D#subjects)

NATS 9004 Higher Degree Research Thesis - Natural and Physical Sciences

Credit Points 20

Legacy Code 800177

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Graduate Research School

Discipline Natural and Physical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9004_22-RQ1_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9004_22-RQ1_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9004_22-RQ1_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9004_22-RQ1_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9004_22-RQ1_PS_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9004_22-RQ2_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9004_22-RQ2_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9004_22-RQ2_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9004_22-RQ2_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9004_22-RQ2_PS_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9004_22-RQ3_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9004_22-RQ3_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9004_22-RQ3_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9004_22-RQ3_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9004_22-RQ3_PS_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9004_22-RQ4_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9004_22-RQ4_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9004_22-RQ4_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9004_22-RQ4_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9004_22-RQ4_PS_D#subjects)

NATS 9005 Higher Degree Research Thesis - Natural and Physical Sciences

Credit Points 20

Legacy Code 800200

Coordinator Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

School Graduate Research School

Discipline Natural and Physical Sciences, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9005_22-RQ1_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9005_22-RQ1_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9005_22-RQ1_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9005_22-RQ1_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9005_22-RQ1_PS_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9005_22-RQ2_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9005_22-RQ2_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9005_22-RQ2_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9005_22-RQ2_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9005_22-RQ2_PS_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9005_22-RQ3_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9005_22-RQ3_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9005_22-RQ3_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9005_22-RQ3_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9005_22-RQ3_PS_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9005_22-RQ4_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9005_22-RQ4_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9005_22-RQ4_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9005_22-RQ4_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9005_22-RQ4_PS_D#subjects)

NATS 9006 Higher Degree Research Thesis FT - Medical Science

Credit Points 20

Legacy Code 800131

Coordinator Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

School Medicine

Discipline Medical Science

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9006_22-RQ1_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9006_22-RQ1_CA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9006_22-RQ1_PS_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9006_22-RQ2_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9006_22-RQ2_CA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9006_22-RQ2_PS_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9006_22-RQ3_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9006_22-RQ3_CA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9006_22-RQ3_PS_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9006_22-RQ4_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9006_22-RQ4_CA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9006_22-RQ4_PS_D#subjects)

NATS 9007 Higher Degree Research Thesis PT - Medical Science

Credit Points 20

Legacy Code 800130

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Medicine

Discipline Medical Science

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9007_22-RQ1_CA_D#subjects)

Research Quarter 2

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9007_22-RQ2_CA_D#subjects)

Research Quarter 3

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9007_22-RQ3_CA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9007_22-RQ3_PS_D#subjects)

Research Quarter 4

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9007_22-RQ4_CA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NATS9007_22-RQ4_PS_D#subjects)

NOAW 0002 WSUIC Unit for Service Access

Credit Points 0

Legacy Code 900304

Coordinator Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

School Administrative

Discipline Non Award Course, BOTP or OUA unit

Student Contribution Band

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Term 1

Parramatta City - George St

Day

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW0002_22-T1_PG_D#subjects)

Term 2

Parramatta City - George St

Day

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW0002_22-T2_PG_D#subjects)

Term 3

Parramatta City - George St

Day

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW0002_22-T3_PG_D#subjects)

NOAW 0003 WSUIC Unit for Service Access (FS)

Credit Points 0

Legacy Code 900305

Coordinator Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

School Administrative

Discipline Non Award Course, BOTP or OUA unit

Student Contribution Band

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Term 1

Parramatta City - George St

Day

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW0003_22-T1_PG_D#subjects)

Term 2

Parramatta City - George St

Day

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW0003_22-T2_PG_D#subjects)

Term 3

Parramatta City - George St

Day

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW0003_22-T3_PG_D#subjects)

NOAW 0004 Academic Integrity Module

Credit Points 0

Legacy Code 900306

Coordinator Linda Parker ([https://directory.westernsydney.edu.au/search/name/Linda Parker/](https://directory.westernsydney.edu.au/search/name/Linda%20Parker/))

Description The Academic Integrity Module (AIM) introduces students to the importance of studying with integrity at Western and the value of integrity in professional life. Students completing the AIM commit to the values of Western's Student Honour Code, developed in partnership with students. The AIM outlines requirements and expectations regarding ethical academic behaviour including use and acknowledgement of sources and presenting your own work in assessments. It also introduces key academic integrity concepts in the Student Misconduct Rule that all students need to be aware of, including academic misconduct, plagiarism, contract cheating and collusion. Students who complete the AIM feel more confident in approaching their studies with integrity and identifying potential risks to their academic integrity. Satisfactory completion of the AIM is mandatory for all commencing students. Once completed, students will be able to register for subsequent teaching sessions.

School Administrative

Discipline Non Award Course, BOTP or OUA unit

Student Contribution Band

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Summer A

Online

Online

Subject Contact Linda Parker ([https://directory.westernsydney.edu.au/search/name/Linda Parker/](https://directory.westernsydney.edu.au/search/name/Linda%20Parker/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW0004_22-SUA_ON_O#subjects)

Summer B

Online

Online

Subject Contact Linda Parker ([https://directory.westernsydney.edu.au/search/name/Linda Parker/](https://directory.westernsydney.edu.au/search/name/Linda%20Parker/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW0004_22-SUB_ON_O#subjects)

Block A Session

Online

Online

Subject Contact Linda Parker ([https://directory.westernsydney.edu.au/search/name/Linda Parker/](https://directory.westernsydney.edu.au/search/name/Linda%20Parker/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW0004_22-BA_ON_O#subjects)

Autumn

Bankstown

Online

Subject Contact Linda Parker ([https://directory.westernsydney.edu.au/search/name/Linda Parker/](https://directory.westernsydney.edu.au/search/name/Linda%20Parker/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW0004_22-AUT_BA_O#subjects)

Campbelltown

Online

Subject Contact Linda Parker ([https://directory.westernsydney.edu.au/search/name/Linda Parker/](https://directory.westernsydney.edu.au/search/name/Linda%20Parker/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW0004_22-AUT_CA_O#subjects)

External Campus

Online

Subject Contact Linda Parker ([https://directory.westernsydney.edu.au/search/name/Linda Parker/](https://directory.westernsydney.edu.au/search/name/Linda%20Parker/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW0004_22-AUT_EX_O#subjects)

Hawkesbury

Online

Subject Contact Linda Parker ([https://directory.westernsydney.edu.au/search/name/Linda Parker/](https://directory.westernsydney.edu.au/search/name/Linda%20Parker/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW0004_22-AUT_HW_O#subjects)

Penrith (Kingswood)

Online

Subject Contact Linda Parker ([https://directory.westernsydney.edu.au/search/name/Linda Parker/](https://directory.westernsydney.edu.au/search/name/Linda%20Parker/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW0004_22-AUT_KW_O#subjects)

Liverpool

Online

Subject Contact Linda Parker ([https://directory.westernsydney.edu.au/search/name/Linda Parker/](https://directory.westernsydney.edu.au/search/name/Linda%20Parker/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW0004_22-AUT_LP_O#subjects)

Online

Online

Subject Contact Linda Parker ([https://directory.westernsydney.edu.au/search/name/Linda Parker/](https://directory.westernsydney.edu.au/search/name/Linda%20Parker/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW0004_22-AUT_ON_O#subjects)

Parramatta City - Macquarie St

Online

Subject Contact Linda Parker ([https://directory.westernsydney.edu.au/search/name/Linda Parker/](https://directory.westernsydney.edu.au/search/name/Linda%20Parker/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW0004_22-AUT_PC_O#subjects)

Parramatta City - George St

Online

Subject Contact Linda Parker ([https://directory.westernsydney.edu.au/search/name/Linda Parker/](https://directory.westernsydney.edu.au/search/name/Linda%20Parker/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW0004_22-AUT_PG_O#subjects)

Parramatta - Victoria Rd

Online

Subject Contact Linda Parker ([https://directory.westernsydney.edu.au/search/name/Linda Parker/](https://directory.westernsydney.edu.au/search/name/Linda%20Parker/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW0004_22-AUT_PS_O#subjects)

Parramatta External

Online

Subject Contact Linda Parker ([https://directory.westernsydney.edu.au/search/name/Linda Parker/](https://directory.westernsydney.edu.au/search/name/Linda%20Parker/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW0004_22-AUT_PX_O#subjects)

Block B Session

Online

Online

Subject Contact Linda Parker ([https://directory.westernsydney.edu.au/search/name/Linda Parker/](https://directory.westernsydney.edu.au/search/name/Linda%20Parker/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW0004_22-BB_ON_O#subjects)

Sydney City Campus - Term 1

Online

Online

Subject Contact Linda Parker ([https://directory.westernsydney.edu.au/search/name/Linda Parker/](https://directory.westernsydney.edu.au/search/name/Linda%20Parker/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW0004_22-SC1_ON_O#subjects)

Term 1

Online

Online

Subject Contact Linda Parker ([https://directory.westernsydney.edu.au/search/name/Linda Parker/](https://directory.westernsydney.edu.au/search/name/Linda%20Parker/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW0004_22-T1_ON_O#subjects)

Quarter 1

Online

Online

Subject Contact Linda Parker ([https://directory.westernsydney.edu.au/search/name/Linda Parker/](https://directory.westernsydney.edu.au/search/name/Linda%20Parker/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW0004_22-Q1_ON_O#subjects)

Quarter 2

Online

Online

Subject Contact Linda Parker ([https://directory.westernsydney.edu.au/search/name/Linda Parker/](https://directory.westernsydney.edu.au/search/name/Linda%20Parker/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW0004_22-Q2_ON_O#subjects)

Sydney City Campus - Term 2

Online

Online

Subject Contact Linda Parker ([https://directory.westernsydney.edu.au/search/name/Linda Parker/](https://directory.westernsydney.edu.au/search/name/Linda%20Parker/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW0004_22-SC2_ON_O#subjects)

Term 2

Online

Online

Subject Contact Linda Parker ([https://directory.westernsydney.edu.au/search/name/Linda Parker/](https://directory.westernsydney.edu.au/search/name/Linda%20Parker/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW0004_22-T2_ON_O#subjects)

Block C Session

Online

Online

Subject Contact Linda Parker ([https://directory.westernsydney.edu.au/search/name/Linda Parker/](https://directory.westernsydney.edu.au/search/name/Linda%20Parker/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW0004_22-BC_ON_O#subjects)

Spring

Bankstown

Online

Subject Contact Linda Parker ([https://directory.westernsydney.edu.au/search/name/Linda Parker/](https://directory.westernsydney.edu.au/search/name/Linda%20Parker/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW0004_22-SPR_BA_O#subjects)

Campbelltown

Online

Subject Contact Linda Parker ([https://directory.westernsydney.edu.au/search/name/Linda Parker/](https://directory.westernsydney.edu.au/search/name/Linda%20Parker/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW0004_22-SPR_CA_O#subjects)

External Campus

Online

Subject Contact Linda Parker ([https://directory.westernsydney.edu.au/search/name/Linda Parker/](https://directory.westernsydney.edu.au/search/name/Linda%20Parker/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW0004_22-SPR_EX_O#subjects)

Hawkesbury

Online

Subject Contact Linda Parker ([https://directory.westernsydney.edu.au/search/name/Linda Parker/](https://directory.westernsydney.edu.au/search/name/Linda%20Parker/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW0004_22-SPR_HW_O#subjects)

Penrith (Kingswood)

Online

Subject Contact Linda Parker ([https://directory.westernsydney.edu.au/search/name/Linda Parker/](https://directory.westernsydney.edu.au/search/name/Linda%20Parker/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW0004_22-SPR_KW_O#subjects)

Liverpool

Online

Subject Contact Linda Parker ([https://directory.westernsydney.edu.au/search/name/Linda Parker/](https://directory.westernsydney.edu.au/search/name/Linda%20Parker/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW0004_22-SPR_LP_O#subjects)

Online

Online

Subject Contact Linda Parker ([https://directory.westernsydney.edu.au/search/name/Linda Parker/](https://directory.westernsydney.edu.au/search/name/Linda%20Parker/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW0004_22-SPR_ON_O#subjects)

Parramatta City - Macquarie St

Online

Subject Contact Linda Parker ([https://directory.westernsydney.edu.au/search/name/Linda Parker/](https://directory.westernsydney.edu.au/search/name/Linda%20Parker/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW0004_22-SPR_PC_O#subjects)

Parramatta City - George St

Online

Subject Contact Linda Parker ([https://directory.westernsydney.edu.au/search/name/Linda Parker/](https://directory.westernsydney.edu.au/search/name/Linda%20Parker/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW0004_22-SPR_PG_O#subjects)

Parramatta - Victoria Rd

Online

Subject Contact Linda Parker ([https://directory.westernsydney.edu.au/search/name/Linda Parker/](https://directory.westernsydney.edu.au/search/name/Linda%20Parker/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW0004_22-SPR_PS_O#subjects)

Parramatta External

Online

Subject Contact Linda Parker ([https://directory.westernsydney.edu.au/search/name/Linda Parker/](https://directory.westernsydney.edu.au/search/name/Linda%20Parker/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW0004_22-SPR_PX_O#subjects)

Block D Session

Online

Online

Subject Contact Linda Parker ([https://directory.westernsydney.edu.au/search/name/Linda Parker/](https://directory.westernsydney.edu.au/search/name/Linda%20Parker/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW0004_22-BD_ON_O#subjects)

Quarter 3

Online

Online

Subject Contact Linda Parker ([https://directory.westernsydney.edu.au/search/name/Linda Parker/](https://directory.westernsydney.edu.au/search/name/Linda%20Parker/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW0004_22-Q3_ON_O#subjects)

Sydney City Campus - Term 3

Online

Online

Subject Contact Linda Parker ([https://directory.westernsydney.edu.au/search/name/Linda Parker/](https://directory.westernsydney.edu.au/search/name/Linda%20Parker/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW0004_22-SC3_ON_O#subjects)

Term 3

Online

Online

Subject Contact Linda Parker ([https://directory.westernsydney.edu.au/search/name/Linda Parker/](https://directory.westernsydney.edu.au/search/name/Linda%20Parker/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW0004_22-T3_ON_O#subjects)

Block E Session

Online

Online

Subject Contact Linda Parker ([https://directory.westernsydney.edu.au/search/name/Linda Parker/](https://directory.westernsydney.edu.au/search/name/Linda%20Parker/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW0004_22-BE_ON_O#subjects)

Quarter 4

Online

Online

Subject Contact Linda Parker ([https://directory.westernsydney.edu.au/search/name/Linda Parker/](https://directory.westernsydney.edu.au/search/name/Linda%20Parker/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW0004_22-Q4_ON_O#subjects)

Block F Session

Online

Online

Subject Contact Linda Parker ([https://directory.westernsydney.edu.au/search/name/Linda Parker/](https://directory.westernsydney.edu.au/search/name/Linda%20Parker/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW0004_22-BF_ON_O#subjects)

NOAW 3001 Biomedical and Health Science Internship

Credit Points 0

Legacy Code 900510

Coordinator Liz Thyer ([https://directory.westernsydney.edu.au/search/name/Liz Thyer/](https://directory.westernsydney.edu.au/search/name/Liz%20Thyer/))

School Science

Discipline Non Award Course, BOTP or OUA unit

Student Contribution Band

Level Undergraduate Level 3 subject

Teaching Periods

NOAW 3003 Computing and Mathematics Internship

Credit Points 0

Legacy Code 900511

Coordinator Nicholas Sheppard ([https://directory.westernsydney.edu.au/search/name/Nicholas Sheppard/](https://directory.westernsydney.edu.au/search/name/Nicholas%20Sheppard/))

School Computer, Data & Math Sciences

Discipline Non Award Course, BOTP or OUA unit

Student Contribution Band

Level Undergraduate Level 3 subject

Teaching Periods

Quarter 1

Parramatta - Victoria Rd

Day

Subject Contact Nicholas Sheppard ([https://directory.westernsydney.edu.au/search/name/Nicholas Sheppard/](https://directory.westernsydney.edu.au/search/name/Nicholas%20Sheppard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW3003_22-Q1_PS_D#subjects)

Quarter 2

Parramatta - Victoria Rd

Day

Subject Contact Nicholas Sheppard ([https://directory.westernsydney.edu.au/search/name/Nicholas Sheppard/](https://directory.westernsydney.edu.au/search/name/Nicholas%20Sheppard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW3003_22-Q2_PS_D#subjects)

Quarter 3

Parramatta - Victoria Rd

Day

Subject Contact Nicholas Sheppard ([https://directory.westernsydney.edu.au/search/name/Nicholas Sheppard/](https://directory.westernsydney.edu.au/search/name/Nicholas%20Sheppard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW3003_22-Q3_PS_D#subjects)

Quarter 4

Parramatta - Victoria Rd

Day

Subject Contact Nicholas Sheppard ([https://directory.westernsydney.edu.au/search/name/Nicholas Sheppard/](https://directory.westernsydney.edu.au/search/name/Nicholas%20Sheppard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW3003_22-Q4_PS_D#subjects)

NOAW 3004 Education Internship

Credit Points 0

Legacy Code 900502

Coordinator Katina Zammit ([https://directory.westernsydney.edu.au/search/name/Katina Zammit/](https://directory.westernsydney.edu.au/search/name/Katina%20Zammit/))

School Education

Discipline Non Award Course, BOTP or OUA unit

Student Contribution Band

Level Undergraduate Level 3 subject

Teaching Periods

Quarter 1

Penrith (Kingswood)

Day

Subject Contact Katina Zammit ([https://directory.westernsydney.edu.au/search/name/Katina Zammit/](https://directory.westernsydney.edu.au/search/name/Katina%20Zammit/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW3004_22-Q1_KW_D#subjects)

Quarter 2

Penrith (Kingswood)

Day

Subject Contact Katina Zammit ([https://directory.westernsydney.edu.au/search/name/Katina Zammit/](https://directory.westernsydney.edu.au/search/name/Katina%20Zammit/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW3004_22-Q2_KW_D#subjects)

Quarter 3

Penrith (Kingswood)

Day

Subject Contact Katina Zammit ([https://directory.westernsydney.edu.au/search/name/Katina Zammit/](https://directory.westernsydney.edu.au/search/name/Katina%20Zammit/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW3004_22-Q3_KW_D#subjects)

Quarter 4

Penrith (Kingswood)

Day

Subject Contact Katina Zammit ([https://directory.westernsydney.edu.au/search/name/Katina Zammit/](https://directory.westernsydney.edu.au/search/name/Katina%20Zammit/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW3004_22-Q4_KW_D#subjects)

NOAW 3005 Engineering Internship

Credit Points 0

Legacy Code 900512

Coordinator Fidelis Mashiri ([https://directory.westernsydney.edu.au/search/name/Fidelis Mashiri/](https://directory.westernsydney.edu.au/search/name/Fidelis%20Mashiri/))

School Eng, Design & Built Env

Discipline Non Award Course, BOTP or OUA unit

Student Contribution Band

Level Undergraduate Level 3 subject

Teaching Periods

Quarter 4

Penrith (Kingswood)

Day

Subject Contact Fidelis Mashiri ([https://directory.westernsydney.edu.au/search/name/Fidelis Mashiri/](https://directory.westernsydney.edu.au/search/name/Fidelis%20Mashiri/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW3005_22-Q4_KW_D#subjects)

NOAW 3006 Humanities and Languages Internship

Credit Points 0

Legacy Code 900503

Coordinator Pamela James ([https://directory.westernsydney.edu.au/search/name/Pamela James/](https://directory.westernsydney.edu.au/search/name/Pamela%20James/))

School Humanities & Comm Arts

Discipline Non Award Course, BOTP or OUA unit

Student Contribution Band

Level Undergraduate Level 3 subject

Teaching Periods

NOAW 3007 Law Internship

Credit Points 0

Legacy Code 900507

Coordinator John Juriansz ([https://directory.westernsydney.edu.au/search/name/John Juriansz/](https://directory.westernsydney.edu.au/search/name/John%20Juriansz/))

School Law

Discipline Non Award Course, BOTP or OUA unit

Student Contribution Band

Level Undergraduate Level 3 subject

Teaching Periods

NOAW 3008 Medicine Clerkship

Credit Points 0

Legacy Code 900513

Coordinator John Morley ([https://directory.westernsydney.edu.au/search/name/John Morley/](https://directory.westernsydney.edu.au/search/name/John%20Morley/))

School Medicine

Discipline Non Award Course, BOTP or OUA unit

Student Contribution Band

Level Undergraduate Level 3 subject

Teaching Periods

Quarter 1

Campbelltown

Day

Subject Contact John Morley ([https://directory.westernsydney.edu.au/search/name/John Morley/](https://directory.westernsydney.edu.au/search/name/John%20Morley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW3008_22-Q1_CA_D#subjects)

Quarter 2

Campbelltown

Day

Subject Contact John Morley ([https://directory.westernsydney.edu.au/search/name/John Morley/](https://directory.westernsydney.edu.au/search/name/John%20Morley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW3008_22-Q2_CA_D#subjects)

Quarter 3

Campbelltown

Day

Subject Contact John Morley ([https://directory.westernsydney.edu.au/search/name/John Morley/](https://directory.westernsydney.edu.au/search/name/John%20Morley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW3008_22-Q3_CA_D#subjects)

Quarter 4

Campbelltown

Day

Subject Contact John Morley ([https://directory.westernsydney.edu.au/search/name/John Morley/](https://directory.westernsydney.edu.au/search/name/John%20Morley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NOAW3008_22-Q4_CA_D#subjects)

NOAW 3009 Natural Sciences Internship

Credit Points 0

Legacy Code 900514

Coordinator Gregory Kolt ([https://directory.westernsydney.edu.au/search/name/Gregory Kolt/](https://directory.westernsydney.edu.au/search/name/Gregory%20Kolt/))

School Science

Discipline Non Award Course, BOTP or OUA unit

Student Contribution Band

Level Undergraduate Level 3 subject

Teaching Periods

NOAW 3010 Nursing and Midwifery Internship

Credit Points 0

Legacy Code 900515

Coordinator Rhonda Griffiths ([https://directory.westernsydney.edu.au/search/name/Rhonda Griffiths/](https://directory.westernsydney.edu.au/search/name/Rhonda%20Griffiths/))

School Nursing & Midwifery

Discipline Non Award Course, BOTP or OUA unit

Student Contribution Band

Level Undergraduate Level 3 subject

Teaching Periods

NURS 0001 Nursing and Midwifery Exchange Unit 1

Credit Points 10

Legacy Code 900616

Coordinator Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

School Administrative

Discipline Nursing, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Autumn

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS0001_22-AUT_EX_X#subjects)

Quarter 2

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS0001_22-Q2_EX_X#subjects)

Quarter 3

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS0001_22-Q3_EX_X#subjects)

Quarter 4

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS0001_22-Q4_EX_X#subjects)

NURS 0002 Nursing and Midwifery Exchange Unit 2

Credit Points 10

Legacy Code 900617

Coordinator Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

School Administrative

Discipline Nursing, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Autumn

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS0002_22-AUT_EX_X#subjects)

Quarter 2

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS0002_22-Q2_EX_X#subjects)

Quarter 3

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS0002_22-Q3_EX_X#subjects)

Quarter 4

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS0002_22-Q4_EX_X#subjects)

NURS 0003 Nursing and Midwifery Exchange Unit 3

Credit Points 10

Legacy Code 900618

Coordinator Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

School Administrative

Discipline Nursing, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Autumn

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS0003_22-AUT_EX_X#subjects)

Quarter 2

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS0003_22-Q2_EX_X#subjects)

Quarter 3

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS0003_22-Q3_EX_X#subjects)

Quarter 4

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS0003_22-Q4_EX_X#subjects)

NURS 0004 Nursing and Midwifery Exchange Unit 4

Credit Points 10

Legacy Code 900619

Coordinator Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

School Administrative

Discipline Nursing, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Autumn

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS0004_22-AUT_EX_X#subjects)

Quarter 2

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS0004_22-Q2_EX_X#subjects)

Quarter 3

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS0004_22-Q3_EX_X#subjects)

Quarter 4

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS0004_22-Q4_EX_X#subjects)

NURS 0005 Nursing and Midwifery Exchange Unit 5

Credit Points 10

Legacy Code 900620

Coordinator Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

School Administrative

Discipline Nursing, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

Autumn

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS0005_22-AUT_EX_X#subjects)

Quarter 2

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS0005_22-Q2_EX_X#subjects)

Quarter 3

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS0005_22-Q3_EX_X#subjects)

Quarter 4

External Campus

External

Subject Contact Karen Wilson ([https://directory.westernsydney.edu.au/search/name/Karen Wilson/](https://directory.westernsydney.edu.au/search/name/Karen%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS0005_22-Q4_EX_X#subjects)

NURS 1001 Approaches to Professional Nursing Practice

Credit Points 10

Legacy Code 401007

Coordinator Rebekah Carter ([https://directory.westernsydney.edu.au/search/name/Rebekah Carter/](https://directory.westernsydney.edu.au/search/name/Rebekah%20Carter/))

Description Approaches to Professional Nursing Practice explores the nature and professional context of nursing. The roles and functions of the nurse and their relationship to others are considered in terms of expected competence, responsibilities, accountabilities, and scope of practice. Students will gain an understanding of information enabled care, which is central to modern practice.

School Nursing & Midwifery

Discipline General Nursing

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Incompatible Subjects NURS 1002 - Becoming a Nurse NURS 1008 - Knowing Nursing

Restrictions

Students must be enrolled in 4691 Bachelor of Nursing or 4780 Bachelor of Nursing – WSU Online or 4693 Bachelor of Nursing (Advanced) or 4692 Bachelor of Nursing (Graduate Entry)

Assumed Knowledge

Foundational knowledge of primary health care, professional communication and nursing skills.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the principles of and processes for supporting evidence-based practice
2. Conduct the techniques to conduct literature searches from a wide range of sources to support safe and appropriate nursing care
3. Explain professional responsibility and accountability when adhering to digital health legislation, policy, ethics, and professional conduct
4. Describe the responsibilities of the registered nurse related to scope of practice, delegation, and the supervision framework
5. Explain a lifelong learning approach for continuing professional development of self and others, including ongoing resilience and self-reflexivity in a professional context
6. Explain the role of registered nurses to ensure accessibility, reliability, privacy, security, and timeliness of data within healthcare environments

Subject Content

1. The discipline of nursing, perceptions of nursing and professional identity
2. Nursing roles, functions and required competencies
3. Professional responsibility and accountability when adhering to digital health legislation, policy, ethics, and professional conduct.
4. Boundaries of practice
5. Open Disclosure
6. Nursing and Midwifery Board of Australia (NMBA) decision-making framework (DMF) – nursing
7. Ethical and legal nursing practice
8. Collaborative health care and nursing practice
9. Evidence-based practice including literature searching, describing different sources of evidence and accessing different evidence to inform and improve patient care
10. Lifelong learning approach for continuing professional development of self and others, including ongoing resilience and self-reflexivity in a professional context.
11. Scope of practice, delegation, and the supervision frameworks
12. National Safety and Quality Health Service Standards

Special Requirements

Essential equipment

Access to an internet enabled device is essential in order to be able to: access course materials; to participate in discussion groups; and to access additional resources provided by the lecturer during the session. See http://www.westernsydney.edu.au/currentstudents/current_students/services_and_facilities/uwsonline_student_support (https://www.westernsydney.edu.au/currentstudents/current_students/services_and_facilities/uwsonline_student_support/) for further information.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Short Answer	800 words	30	N	Individual
Quiz	30 minutes	30	N	Individual
Portfolio	1200 words	40	N	Individual

Prescribed Texts

- Savage P. (2015). *Legal Issues for Nursing Students: Applied Principles* (3rd ed.). Frenchs Forest, N.S.W: Pearson Australia.
- Daly, J., Speedy, S., & Jackson, D. (2017). *Contexts of Nursing: An Introduction* (5th ed.). Chatswood, N.S.W: Elsevier Australia. <http://ezproxy.uws.edu.au/login?url=https://www.clinicalkey.com.au/nursing/dura/browse/bookChapter/3-s2.0-C20150045737>

Teaching Periods

WSU Online TRI-1

Wsu Online

Online

Subject Contact Melanie Bingham ([https://directory.westernsydney.edu.au/search/name/Melanie Bingham/](https://directory.westernsydney.edu.au/search/name/Melanie%20Bingham/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1001_22-OT1_OW_O#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Melanie Bingham ([https://directory.westernsydney.edu.au/search/name/Melanie Bingham/](https://directory.westernsydney.edu.au/search/name/Melanie%20Bingham/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1001_22-OT2_OW_O#subjects)

Spring Campbelltown

Day

Subject Contact Rebekah Carter ([https://directory.westernsydney.edu.au/search/name/Rebekah Carter/](https://directory.westernsydney.edu.au/search/name/Rebekah%20Carter/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1001_22-SPR_CA_D#subjects)

Hawkesbury

Day

Subject Contact Rebekah Carter ([https://directory.westernsydney.edu.au/search/name/Rebekah Carter/](https://directory.westernsydney.edu.au/search/name/Rebekah%20Carter/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1001_22-SPR_HW_D#subjects)

Liverpool

Day

Subject Contact Rebekah Carter ([https://directory.westernsydney.edu.au/search/name/Rebekah Carter/](https://directory.westernsydney.edu.au/search/name/Rebekah%20Carter/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1001_22-SPR_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Rebekah Carter ([https://directory.westernsydney.edu.au/search/name/Rebekah Carter/](https://directory.westernsydney.edu.au/search/name/Rebekah%20Carter/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1001_22-SPR_PS_D#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Melanie Bingham ([https://directory.westernsydney.edu.au/search/name/Melanie Bingham/](https://directory.westernsydney.edu.au/search/name/Melanie%20Bingham/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1001_22-OT3_OW_O#subjects)

NURS 1004 Bioscience for Midwifery

Credit Points 10

Legacy Code 401031

Coordinator Athena Sheehan ([https://directory.westernsydney.edu.au/search/name/Athena Sheehan/](https://directory.westernsydney.edu.au/search/name/Athena%20Sheehan/))

Description This unit extends knowledge gained in Bioscience I and introduces midwifery students to concepts associated with early human development, labour, birth and postpartum changes. Physiological changes in the newborn at birth are identified together with growth and development to six weeks of age. The unit includes an introduction to principles of pharmacology and pharmacological agents that may be used as a supportive resource during pregnancy and birth. In addition to this, the unit also explores the impact of microorganisms on maternal and newborn health and the body's natural defenses in maintaining health.

School Nursing & Midwifery

Discipline Midwifery

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Pre-requisite(s) BIOS 1010

Co-requisite(s) NURS 1010 AND NURS 1013

Restrictions Students must be enrolled in 4684 Bachelor of Midwifery.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the male and female reproductive systems including the menstrual and ovarian cycles

2. Describe fertilisation, development of the embryo and fetal growth and development in relation to gestational age.
3. Explicate the development and functions of the placenta
4. Describe breast development and lactation
5. Identify principles of pharmacology, pharmacokinetics Describe the physiology of pregnancy, labour, birth and the puerperium
6. Discuss the physiology and perception of pain and pain control
7. Describe changes in neonatal physiology and adaptation to extra-uterine life.
8. Discuss the role of microorganisms in health breakdown within the community and in health care facilities and its relevance to professional midwifery practice.
9. Describe the role of the immune system, and the body's defence mechanisms in maintaining health.
10. Explain the principles of pharmacology

Subject Content

1. Physiology of pregnancy
 - Anatomy of The uterus, cervix, pelvis and Pelvic floor
 - protection of The Pelvic floor during Pregnancy
 - physical adaptation to Pregnancy
 - signs and Symptoms of Pregnancy
 - breast development
 - routine antenatal Screening and tests including confirmation of Pregnancy
 - fetal Anatomy and physiology
 - fetal growth and development
 - hormonal effects on The Maternal body
2. Labour
 - initiation and maintenance of labour
 - mechanism of labour
 - Progress of labour
 - physiology of pain, perception of pain and pain control (non Pharmacological)
 - birth process
3. Postnatal woman
 - Maternal physiology
 - Wound healing
4. Newborn
 - neonatal physiological changes and adaptation to extra-uterine life
 - temperature control in The newborn
 - growth and development
5. Microbiology
 - fundamental microbiology
 - host-microbe interactions
 - The immune system
 - infection control
 - The body's defence mechanisms
 - The microbiome and epigenetics
6. Introduction to the principles of pharmacology and common drugs used during childbirth
 - principles of pharmacokinetics and pharmacodynamics
 - quality use of medicines
 - common medication groups
 - Legislation related to medication administration and responsibilities of health professionals
 - common medications used during normal Pregnancy, labour An birth and in The Postnatal period
 - non-Pharmacological and complementary therapies

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
On-line Quiz	30 min	10	N	Individual
Case Study	1,200 words	40	N	Individual
End-of-session Exam	2 hours	50	N	Individual

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Athena Sheehan ([https://directory.westernsydney.edu.au/search/name/Athena Sheehan/](https://directory.westernsydney.edu.au/search/name/Athena%20Sheehan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1004_22-SPR_PS_D#subjects)

NURS 1005 Foundations for Nursing Practice

Credit Points 10

Legacy Code 401029

Coordinator Gift Mutsonziwa ([https://directory.westernsydney.edu.au/search/name/Gift Mutsonziwa/](https://directory.westernsydney.edu.au/search/name/Gift%20Mutsonziwa/))

Description This unit is conducted in an intensive study mode that is offered to students with a previous degree in biological or behavioural science or who are registered nurses with registration from overseas. The unit provides foundational and core learning activities to support student transition into second year units of the Bachelor of Nursing (Graduate Entry).

School Nursing & Midwifery

Discipline General Nursing

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Restrictions Students must be enrolled in 4692 - Bachelor of Nursing (Graduate Entry).

Assumed Knowledge

Knowledge of human Bioscience, Arts (Social Sciences) or a three year post-secondary school, registered nurse qualification from overseas.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify how Primary Health Care (PHC) principles relate to the social determinants of health
2. Perform a holistic health assessment of individuals across the lifespan utilising effective communication skills
3. Apply ethical and legal frameworks when carrying out simulated patient centred care
4. Apply problem-solving skills and clinical skill competency check lists to ensure accurate development of nursing skills

5. Collaborate with peers to determine factors that affect the health and wellbeing of individuals
6. Understand the roles and functions of the nurse and their relationship to others in terms of competence, responsibilities, accountabilities and scope of practice
7. Critically reflect on performance of self and others to identify future learning goals and strategies
8. Apply principles of Work Health and Safety (WH&S) in the simulated clinical environment

Subject Content

1. Contexts of nursing
2. Principles of Primary Health Care (PHC) - Clients, families and community groups to promote and maintain health and well-being
3. Family focused care
4. Discuss the Integrated Care Model and engagement with intraprofessional and interprofessional learning for collaborative practice
5. Working in multi-disciplinary teams
6. Understanding the relationship to professional and academic life
7. Reading and understanding evidence based research literature
 - communication and literacy skills for Nursing
 - communication with Aboriginal and Torres Strait Islander people
 - communication with people from diverse communities
8. Introduction to cultural sensitivity, safety and competence
9. Holistic assessment of health and wellness across the lifespan
10. Promote the activities of daily living
11. Application of WH&S - standard precautions, transmission-based precautions, manual handling and transfers
12. Numeracy diagnostic assessment and medication administration
13. Application of legal-ethical principles
14. Introduction to end of life care
15. Peer reflection and evaluation
- A. Bioscience:
 1. To inform nursing practice, the following body systems are reviewed: the integument, cardiovascular, respiratory, digestive, musculoskeletal, nervous, endocrine, reproductive and urinary systems
 2. Human Genome basics
 3. Inheritance patterns - cancer genetics & testing
 4. For each system, the concepts addressed are
 - fundamentals of Anatomy and physiology
 - levels of organisation
 - growth and development across The lifespan
 - homeostasis and health
 - relationship to Activities of Living
 - relationship to national health priorities
 5. Injury prevention and control
 6. The ageing process through to end of life
 7. Introduction to pathophysiology
 - cause, pathogenesis, Symptoms, course, prognosis, prevention of disease
 - relevance for Nursing
 8. Introduction to pharmacology for nurses
 - pharmacokinetics and pharmacodynamics
 9. Microbiology and infections - relevance for nursing
 - common pathological organisms
 - sources of infection and modes of transmission
 - infection control in A health care setting
 10. Immune Processes
 - immune system breakdown and role of The Nurse
 - Vaccination and Immunisation
 - The Inflammatory process
 11. Wound healing
- B. Behavioural Science:
 1. Sense of self

- transactional analysis/Humanism/Maslow
 - social Structures and their interactions
 - Conflict
2. Human development
 - holistic Overview of human development - physical, moral, social and cognitive
 - human relationships
 - attachment theory
 3. Predictable/Normative life transitions across the lifespan
 - theories of life development (Eriksons theory)
 - loss/grief and other transitions
 4. Unpredictable/Non-normative life transitions
 - change: transition and adaptation
 - Defense and coping mechanisms
 - Wellness to illness
 - unexpected loss
 - C. Law and Ethics:
 1. Legal Principles
 - Overview of The impact of Law and legal principles on The role and work of The registered Nurse
 - Civil and criminal as It applies to Nursing
 - The law and nursing practice including: medication administration; operating technology and monitoring and assessing patient progress
 - professional communication and documentation
 2. Ethical Principles
 - Defining ethics and Ethical Nursing practice
 - Ethical theories and principles
 - Bioethics including: euthanasia, abortion, STEM cell research
 - Ethical Issues confronting Nurses in Australia
 - Ethical decision making
 3. Codes of Practice for Nurses
 - Defining codes of practice for Nurses in Australia
 - Code of ethics for Nurses in Australia
 - Code of professional conduct for Nurses in Australia
 - boundaries of professional practice
 - registered Nurse Standards for practice
 4. Case studies: Applying theory to practice
 - identifying The relationship between Law and ethics in practice
 - identifying Ethical principles in A variety of case studies
 - identifying legal principles in A variety of case studies
 - Nursing actions when legal and Ethical principles have been breached
 - Core Practice Skills:
 1. Exhibit effective written and verbal communication
 - ISBAR and clinical handover
 2. Perform holistic health assessment: gathering personal data including social, cultural, physical, emotional, spiritual and environmental factors
 3. Perform blood pressure, temperature, pulse, respiration, oxygen saturation, height; weight; centile; urine analysis assessment and reporting
 4. Assess level of consciousness
 5. Skin assessment and maintaining skin integrity
 6. Use outcomes of holistic health assessment to support and maintain capacity to perform activities of living
 7. Assess oral health
 8. Promote comfort measures inclusive of bed making
 9. Hand hygiene
 10. Undertake documentation within legal frameworks
 11. Aseptic technique and simple wound management
 12. Medication administration - Administration of medications within the legal frameworks, Performs accurate drug calculations
 13. Introduction to nursing responsibilities and practices when providing care for dying people and their families in home, aged care or hospital settings
 14. Identifying the person at risk - Falls assessment, Pressure injury, Venous thromboembolism

15. Routine Diagnostic Procedures - Basic ECG, Spirometry (Peak flows), Blood Glucose Testing, Mini Mental Health Assessment, Drug and Alcohol Assessment

16. National Safety and Quality Health Service Standards
- Preventing and controlling healthcare associated infections
- medication safety
- patient identif

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Virtual WH&S Online Modules	30 minutes	S/ U	Y	Individual
Online Medication Calculation Safety Exam	Part A - Online Numeracy Modules Part B - Medication Calculation Safety Exam - 30 mins	S/ U	Y	Individual
Clinical Skills Logbook		S/ U	Y	Individual
Clinical Skills Mastery		S/ U	Y	Individual
Mandatory 100% Class attendance required in seminar, tutorial and CPU classes		S/ U	Y	Individual
Online Engagement Weekly Activities		10	N	Individual
Professional Communication Case Study Essay	1,000 words	40	N	Individual
Final Exam - online	1 hour	50	N	Individual

Teaching Periods

NURS 1006 Human Relationships and Life Transitions

Credit Points 10

Legacy Code 401005

Coordinator Rebecca O'Reilly ([https://directory.westernsydney.edu.au/search/name/Rebecca O'Reilly/](https://directory.westernsydney.edu.au/search/name/Rebecca%20O'Reilly/))

Description This unit enables students to develop an understanding of human relationships and life transitions, and introduces concepts that inform nursing and midwifery practice. The unit explores frameworks

that support an understanding of the psychological, social, cognitive and moral components of human development throughout the lifespan, the development of self, and normative (expected) and non-normative (deviation from the expected) life transitions in the context of people realising their health potential.

School Nursing & Midwifery

Discipline Nursing

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Restrictions Students must be enrolled in 4691 Bachelor of Nursing or 4693 Bachelor of Nursing (Advanced) or 4780 Bachelor of Nursing - WSU Online or 4684 Bachelor of Midwifery. Students must be enrolled in 4780 to enrol in WSU Online Campus subjects. Unitrack students may study this subject as a miscellaneous subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of the components of human development including psychological, social, cognitive and moral components of human development throughout the lifespan from pre-birth to older age.
2. Explain the factors that contribute to the development of a sense of self including shaping of social identity, self-concept and the development of self-esteem.
3. Explain the nature of human relationships across the lifespan, social attachments and the influence of culture on human development.
4. Describe a range of life transitions: a. Normative b. Non-normative
5. Identify coping strategies used to manage life transitions in each stage of the lifespan
6. Explain the relevance of human relationship and life transition concepts to nursing and midwifery practice

Subject Content

1. Human development
2. Holistic overview of human development - social, psychological, cognitive, moral and cultural aspects
3. Sense of self
4. Understanding self concept and social identity
5. Social influences in developing a sense of self
6. The development of self-esteem
7. Human relationships throughout the lifespan
8. Establishing and maintaining relationships
9. Attachment and bonding
10. Normative life transitions throughout the lifespan
11. Introduction to theories of human development, including theoretical frameworks, normative and non-normative transitions and response to major life transitions throughout the lifespan
12. Cultural differences in acknowledging and dealing with implications for predictable life transitions
13. Non-normative life transitions across the lifespan
14. Human development: individual differences, making adjustments and adaptations
15. Ego defence and coping mechanisms
16. Cultural differences in acknowledging and dealing with unpredictable and unanticipated life transitions with a focus on Aboriginal and Torres Strait Islander peoples
17. Understanding the spectrum of wellness to illness throughout the lifespan ? coping with stress and trauma

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Online Quiz	60 minutes	30	N	Individual
Presentation	15 Minutes	30	N	Group
Final Exam - Online	1 hour/50 MCQ's	40	N	Individual

Prescribed Texts

- Hoffnung, M., Hoffnung, R. J., Seifert, K. L., Hine, A., Paus?, C., Ward, L., Signal, T., Swabey, K., Yates, K., & Burton Smith, R. (2019). Lifespan development: A chronological approach (4th Australasian ed.) Milton, Australia: John Wiley and Sons Australia. Available as E-Book

Teaching Periods

WSU Online TRI-1

Wsu Online Online

Subject Contact Catherine McKellar ([https://directory.westernsydney.edu.au/search/name/Catherine McKellar/](https://directory.westernsydney.edu.au/search/name/Catherine%20McKellar/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1006_22-OT1_OW_O#subjects)

WSU Online TRI-2

Wsu Online Online

Subject Contact Laura Mellish ([https://directory.westernsydney.edu.au/search/name/Laura Mellish/](https://directory.westernsydney.edu.au/search/name/Laura%20Mellish/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1006_22-OT2_OW_O#subjects)

WSU Online TRI-3

Wsu Online Online

Subject Contact Nikki Meller ([https://directory.westernsydney.edu.au/search/name/Nikki Meller/](https://directory.westernsydney.edu.au/search/name/Nikki%20Meller/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1006_22-OT3_OW_O#subjects)

NURS 1009 Midwifery Knowledge 1

Credit Points 10

Legacy Code 401030

Coordinator Hazel Keedle ([https://directory.westernsydney.edu.au/search/name/Hazel Keedle/](https://directory.westernsydney.edu.au/search/name/Hazel%20Keedle/))

Description This unit introduces students to the meaning of birth in society and the historical and social contexts of midwifery, from its early beginnings, to its current professional standing. The philosophy of midwifery and the role of the midwife within a continuity of care framework will be explored with a particular focus on the provision of care in the antenatal period. This will include approaches for working

in partnership with women and their families. Students will investigate, identify and access scientific information and research in order to develop academic literacy at a beginning level. They will identify the principles of communication and explore educational resources for childbirth.

School Nursing & Midwifery

Discipline Midwifery

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Co-requisite(s) NURS 1023 AND NURS 1012

Restrictions Students must be enrolled in 4684 Bachelor of Midwifery.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Discuss the philosophy of midwifery and the historical development of midwifery as a profession and how Primary Health Care (PHC) principles relate to the provision of midwifery care.
- Describe the role of the midwife in the provision of safe woman centred midwifery care during pregnancy, and identify the resources available to women during pregnancy, labour and birth.
- Describe the history and culture of Aboriginal and Torres Strait Islander people and their traditions around birth and identify culturally safe maternity care practices and resources in urban, rural and remote settings.
- Explain Cultural Sensitivity, Cultural Safety and Cultural Competence and appreciate the impact of culture on the meaning of birth for yourself and others.
- Apply sound written and verbal communication skills and identify midwifery and health care abbreviations and terminology.
- Explain the concepts of lifelong learning, reflection and critical thinking, as they relate to midwifery practice.
- Identify midwifery standards and guidelines and describe the principles of informed consent and confidentiality.

Subject Content

- Historical Context of Childbirth:
 - Aboriginal and Torres Strait Islander peoples history of birthing throughout The ages and contemporary Issues
 - birth in other cultures
 - birth as A celebration of womens power and intuitive knowledge
 - womens rights, Advocacy and empowerment
 - medicalisation of childbirth
- Development of Midwifery as a profession:
 - students and Societies perceptions of Midwifery/birth
 - philosophy of Midwifery and role of The midwife
 - Global and national Standards and perspectives (ACMI, international Confederation of Midwives, World health organization)
 - The midwife as A primary health care worker
 - Midwifery partnership and Continuity of Midwifery care
- Preparation for Professional and Academic Life:
 - Language and literacy for professional and academic life;
 - professional language of Midwifery
 - Midwifery and health care abbreviations and terminology
 - introduction to Evidence Based Practice Midwifery
 - Accessing scientific information
 - writing and referencing styles
 - commence A professional portfolio
 - Learning and the relationship to professional and academic life;
 - being A learner
 - lifelong learning

- learning styles
 - reflection
 - Critical thinking
4. Principles of Communication, Confidentiality and Consent:
- A. Principles of communication;
- therapeutic use of self
 - introduction to cultural Sensitivity / safety / competence / interpreters
 - recognising impact of personal values and beliefs
- B. Confidentiality;
- Confidentiality and Privacy Issues
 - student/woman/midwife
 - social networking sites
- C. An introduction to informed consent and documentation;
- Legal requirements of documentation
 - legal and ethical dimensions of informed consent
5. Midwife's Role in Pregnancy:
- A. Options for maternity care including models of care;
- B. Primary health care approach to antenatal care;
- woman centred care
 - partnership in care
 - Continuity of Midwifery care
- C. the framework for quality maternal and newborn care (QMNC)
6. Pregnancy care:

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	500 words (Part A); 1,000 words (Part B)	40	N	Individual
Portfolio	5-10 resources, 500 words	10	Y	Individual
Final Exam	2 hours	50	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Hazel Keedle ([https://directory.westernsydney.edu.au/search/name/Hazel Keedle/](https://directory.westernsydney.edu.au/search/name/Hazel%20Keedle/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1009_22-AUT_PS_D#subjects)

NURS 1010 Midwifery Knowledge 2

Credit Points 10

Legacy Code 401032

Coordinator Renae Coleman ([https://directory.westernsydney.edu.au/search/name/Renae Coleman/](https://directory.westernsydney.edu.au/search/name/Renae%20Coleman/))

Description This unit introduces students to midwifery knowledge for childbirth within a woman centred partnership model. It provides the theoretical foundations to equip students in understanding the role of the midwife during late pregnancy, labour and birth and the initial care of the newborn. The educational, psychological and social needs of

women are explored and integrated with learning from the Bioscience for Midwifery unit. The unit briefly introduces students to midwifery care related to the immediate postnatal and newborn period including lactation and breastfeeding.

School Nursing & Midwifery

Discipline Midwifery

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Pre-requisite(s) NURS 1009 AND NURS 1012

Co-requisite(s) NURS 1004 AND NURS 1013

Restrictions Students must be enrolled in the 4684 Bachelor of Midwifery.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine the role of the midwife in the provision of woman centred midwifery care during late pregnancy, labour and birth and the immediate post-birth period.
2. Relate anatomy and physiology of pregnancy, labour and birth to the care of a woman.
3. Describe the parameters of normal in relation to maternal and fetal wellbeing during labour, birth and the post-partum period
4. Discuss how to facilitate normal physiological labour and birth and support the breastfeeding woman.
5. Discuss the roles of family members and support persons during labour and birth.
6. Identify strategies to facilitate culturally safe care for the woman, her partner and her family during labour and the immediate post-birth period
7. Identify strategies for providing culturally safe maternity care to Aboriginal and Torres Strait Islander women and their communities, in urban, rural and remote settings.
8. Describe the role of the midwife in the initial care and assessment of the infant at birth

Subject Content

1. Antenatal Care
 - Caring for A woman postdates
 - Individual and group-based education and preparation for birth and parenting; Groups with different needs (Adolescents, CALD women, Fathers, Aboriginal and Torres Strait Islander Women)
 - complementary medicine and alternative approaches to support for labour and birth
 - promoting normal birth
 - Normal birth Policies /Guidelines; Place of birth, Role of the birth support person / fathers, family and significant others, The impact of support on birth outcomes, Supporting the support person
2. Labour
 - Continuing The partnership and Continuity of care
 - Assessing labour - phone/Home/hospital
 - identify culturally Safe labour and birth care
 - Working in partnership with Aboriginal and Torres Strait Islander women and women from other culturally diverse groups
 - facilitating normal physiological labour
 - positions for labour
 - reducing perineal Trauma
 - legal requirements of documentation in labour

- professional communication and listening effectively
3. Options for Pain Relief in Labour and Birth
- facilitating normal birth
 - preparation for birth
 - positions for birth
 - Welcoming The newborn
 - Maternal/infant interactions
 - Understanding The APGAR score
 - Actioning The plan for birthing The placenta (physiological and active)
4. Care Following Birth
- Maternal and newborn assessment and observations
 - inspection of The placenta with The woman/family
 - cultural practices around The placenta
 - The evidence for skin to skin and The nine instinctive stages
 - The initial breastfeed Maternal / infant attachment
 - The family - cultural celebrations, support siblings, grandparents, family dynamics

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Group Presentation, consisting of a) Presentation (20%) and b) Individually written summary (20%)	a) 15 minutes, and b) 750 words	40	N	Group
Resource Folder: Development and Reflection	5-10 resources, 500 words	10	N	Individual
Essay	1500 words	50	N	Individual

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Renae Coleman ([https://directory.westernsydney.edu.au/search/name/Renae Coleman/](https://directory.westernsydney.edu.au/search/name/Renae%20Coleman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1010_22-SPR_PS_D#subjects)

NURS 1012 Midwifery Professional Practice 1

Credit Points 10

Legacy Code 401219

Coordinator Lisa Cutajar ([https://directory.westernsydney.edu.au/search/name/Lisa Cutajar/](https://directory.westernsydney.edu.au/search/name/Lisa%20Cutajar/))

Description In this unit students will learn the necessary midwifery skills for the provision of woman-centred antenatal care. In a simulated practice environment students will gain practical skills to provide midwifery care to the woman and her supportive others during pregnancy. This unit will also focus on preparing students for clinical placement. The importance of work health and safety and effective communication and documentation will be reinforced. This unit will include recruitment of women for the continuity of care experience.

School Nursing & Midwifery

Discipline Midwifery

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Co-requisite(s) NURS 1009

Equivalent Subjects NURS 1007 Introduction to Midwifery Practice Experience

Restrictions Students must be enrolled in 4684 Bachelor of Midwifery.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the role of the midwife during pregnancy using a primary health care framework
2. Utilise knowledge of PHC frameworks to support the collection of a comprehensive initial health assessment
3. Practice within legal, ethical and professional frameworks that are pertinent to midwifery
4. Perform beginning midwifery skills accurately and respond appropriately
5. Utilise communication skills to enhance the development of partnerships and professional relationships
6. Reflect upon performance of self and others
7. Apply the principles of Work Health and Safety (WHS) and relevant policies in practice
8. Display professional behaviour and develop competence in a simulated or antenatal environment

Subject Content

1. Introduction and orientation to Midwifery Practice Units
 - introduction to The clinical practice unit
 - introduction to professional skills book
 - introduction to Bachelor of Midwifery professional practice portfolio
 - Midwifery Continuity of care case notes
 - Midwifery Log of practice experience
 - Midwifery clinical summaries
 - Bachelor of Midwifery course Handbook
 - Department of health requirements for clinical placements
2. Midwifery as Primary Health Care
 - promoting health and well-being
 - comprehensive assessment of health and wellbeing
 - introduction to informed consent and Advocacy
 - legal and Ethical principles
3. Role of the Midwifery Student
 - professional behaviour
 - documentation and Confidentiality
 - resolving Issues in practice (Dealing with challenging people, managing feedback, clinical assessments, Conflict Resolution)
 - recognising impact of personal values and beliefs
 - reflective practice
 - work health and safety
 - Standard precautions

- protective isolation
 - manual handling and Transfers
 - bullying
 - injury prevention and infection control
 - Receiving feedback on practice from women and Midwives
 - support for students - university and hospital based support for students
4. Communication Skills for working in Partnership
- therapeutic use of self
 - skills to communicate effectively with The woman, her family and others during antenatal care
 - Building rapport
 - intercultural communication
 - use of An interpreter
5. Core skills
- comprehensive health assessments: gathering personal data including social, cultural, physical, emotional, spiritual and environmental Factors
 - Baseline observations - blood pressure, temperature, pulse, respiration, height; weight; BMI calculation; urinalysis assessment and reporting
 - Abdominal Examination during Pregnancy
 - Calculating expected Date of birth
 - Auscultating fetal heart rate - Pinards and Doppler
 - undertaking documentation within legal frameworks
 - Understanding The NSW health ?eBetween The Flags?f DETECT program including ISBAR and A-g assessment
 - Numeracy practice and diagnostic assessment
 - reflection on practice

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Simulation	Not specified	0	Y	Individual
Reflection	500 words	0	Y	Individual
Viva Voce	All on campus weeks except designated e-learning weeks	0	Y	Individual
Log/ Workbook	Not specified	0	Y	Individual
Participation	100% attendance	0	Y	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Lisa Cutajar ([https://directory.westernsydney.edu.au/search/name/Lisa Cutajar/](https://directory.westernsydney.edu.au/search/name/Lisa%20Cutajar/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1012_22-AUT_PS_D#subjects)

NURS 1013 Midwifery Professional Practice 2

Credit Points 10

Legacy Code 401220

Coordinator Kye Porritt (https://directory.westernsydney.edu.au/search/name/Kye_Porritt/)

Description In this unit students will develop skills for the provision of midwifery care across the birthing continuum. The primary focus of this unit will be the acquisition of skills for supporting women during normal pregnancy and birth. Students will apply knowledge gained from Midwifery Knowledge 1 and 2 in simulated practice environments and will gain a comprehensive understanding of the practical aspects of midwifery care for women experiencing normal labour and birth. Students will gain practical experience in designated clinical areas and will follow women through pregnancy, birth and the postnatal period in a continuity of care experience.

School Nursing & Midwifery

Discipline Midwifery

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Pre-requisite(s) NURS 1012 AND NURS 1009

Co-requisite(s) NURS 1010

Equivalent Subjects NURS 1011 Midwifery Practice Experience 1

Restrictions Students must be enrolled in 4684 Bachelor of Midwifery.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Communicate with women, and colleagues, in an open and respectful way.
2. Assess pregnancy history and its application to labour and birth.
3. Assess, monitor and provide safe midwifery care to the woman during normal labour and birth.
4. Explain the mechanism of birth in a variety of positions.
5. Discuss the benefits of physiological labour and birth.
6. Provide safe midwifery care and management for physiological and active third stage of labour.
7. Provide safe post-birth care and management of the woman including breastfeeding support.
8. Perform an examination of the newborn including initial assessment of newborn adjustment to extra uterine life.
9. Fulfil professional midwifery practice requirements including continuity of care.
10. Demonstrate principles of safe medication administration.

Subject Content

1. Communication:
 - Attentive listening
 - open communication
 - Working in partnership
 - woman-centred approach

2. Midwifery Practice Requirements:

- documentation
 - adherence to policy and procedure guidelines
 - principles of informed consent
 - Confidentiality
 - Privacy
 - medication calculations
3. Professional Midwifery Practice:
 - A. Assessment and monitoring of early labour:
 - collecting A Pregnancy and labour onset history
 - reviewing antenatal history and Screening to assess Maternal and fetal wellbeing
 - performing An Abdominal Examination in labour
 - Assessing uterine contraction and pattern
 - Assessing fetal wellbeing in labour
 - collecting Maternal observations
 - Assessing Maternal needs and plans
 - Assessing hydration/ elimination
 - B. Assessment and monitoring of labour progress:
 - Maternal cues
 - fetal position and descent
 - contraction pattern
 - vaginal loss
 - hydration and nutrition
 - Assessing Maternal Comfort
 - Assessing The need for vaginal Examination
 - documentation - partogram, and Progress notes
 - Escalation procedure for deviations from normal
 - C. Skills for promoting physiological labour and birth:
 - Rationale for upright positions and movement
 - use of massage and complementary therapies
 - The use of heat
 - The use of water/water birth
 - The use of Nitrous Oxide
 - D. Skills for supporting Birth:
 - preparation for birth
 - sterile/Clean technique
 - Midwives role in supporting The birthing woman (including waterbirth)
 - mechanism of birth in A variety of positions
 - physiological and active third stage
 - Assessing perineal Trauma
 - Examination of The placenta
 - collection of cord blood
 - E. Skills for supporting newborns:
 - Immediate care of The newborn
 - APGAR scoring
 - Initiating skin to skin
 - supporting The first breast feed
 4. Introduction to post-birth care:
 - A. Maternal post birth assessment including:
 - emotional wellbeing
 - Comfort measures
 - vital signs
 - assessment of vaginal loss and uterine involution
 - assessment of pain and discomfort
 - elimination
 - nutrition
 - procedure for dispensing of oral medication
 - B. Initial newborn assessment including:
 - identification
 - initial measurements
 - head to toe Examination
 - routine Vit K supplementation
 - Hep b Immunisation
 5. Medication Administration:

- medication Calculation
- Safe administration procedures
- using MIMS
- legal requirements for medication administration- consent/ documentation
- Five rights of medication administration
- Accepted medication abbreviations

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.

- Current approved first aid certificate valid for your entire program
 - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical - antenatal assessment	45 minutes	S/U	Y	Individual
Practical - completion of MPP2 'Midwifery Skills Book'	All teaching weeks	S/U	Y	Individual
Practical exam	25 Minutes	S/U	Y	Individual
Portfolio	All clinical placement weeks	S/U	Y	Individual
Professional placement performance	128 hours	S/U	Y	Individual
Professional task: Part A: Online Medication calculation safety Modules and part B: Medication calculation safety quiz	Part A - All teaching weeks and Part B - 30 minutes	S/U	Y	Individual

Teaching Periods

2nd Half

Parramatta - Victoria Rd

Day

Subject Contact Kye Porritt ([https://directory.westernsydney.edu.au/search/name/Kye Porritt/](https://directory.westernsydney.edu.au/search/name/Kye%20Porritt/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1013_22-2H_PS_D#subjects)

NURS 1017 Primary Health Care in Action

Credit Points 10

Legacy Code 401001

Coordinator Neeta Reddy ([https://directory.westernsydney.edu.au/search/name/Neeta Reddy/](https://directory.westernsydney.edu.au/search/name/Neeta%20Reddy/))

Description This unit introduces nursing and midwifery students to Primary Health Care (PHC) as a social model of health and a World Health Organization (WHO) strategy for achieving just and humane health care. The unit explores the impact and relevance of PHC as a framework for organising an Australian health care system that decreases health inequities and optimises the health of all people. Students will examine the dimensions of PHC that assist in establishing collaborative partnerships in which people are supported to take responsibility for their health, including members of culturally diverse groups.

School Nursing & Midwifery

Discipline Nursing

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Restrictions

Students must be enrolled in 4691 Bachelor of Nursing or 4693 Bachelor of Nursing (Advanced) or 4780 Bachelor of Nursing - WSU Online or 4684 Bachelor of Midwifery.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the principles and practices of primary health care including health promotion, prevention and screening, early intervention, treatment, and management
2. Identify regional, national, and global health priority areas in primary health care to inform evidence based practice.
3. Explain factors that affect, or potentially affect, the health and wellbeing of people and populations to determine priorities for action and/or for referral
4. Analyse issues that impact culturally safe health care for and with Aboriginal and Torres Strait Islander people in urban, rural, and remote community settings
5. Discuss strategies that promote health literacy and community support to optimise health-related decisions
6. Communicate health promotion information that is appropriate to the person's level of health literacy

Subject Content

1. Concept of health and wellbeing and primary health care (PHC), health literacy
2. Role of nurses and midwives in PHC - Integrated Care Model
3. Contemporary issues in Aboriginal and Torres Strait Islander people
4. Culture and diversity in primary health care - refugee, migrant LGBTQIA
5. Primary health care principles in context
6. Health promotion and The Ottawa Charter
7. Global health issues - SDGs and sustainability

8. Primary health care through the lifespan

Special Requirements

Essential equipment

Access to an internet enabled device is essential in order to be able to: access course materials; to participate in discussion groups; and to access additional resources provided by the lecturer during the session. See

http://www.westernsydney.edu.au/currentstudents/current_students/services_and_facilities/uwsonline_student_support (http://www.westernsydney.edu.au/currentstudents/current_students/services_and_facilities/uwsonline_student_support/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Multiple Choice	30 minutes x 2	30	N	Individual
Case Study	1,000 words	40	N	Individual
Poster	500 words	30	N	Individual

Teaching Periods

Autumn Campbelltown Day

Subject Contact Neeta Reddy ([https://directory.westernsydney.edu.au/search/name/Neeta Reddy/](https://directory.westernsydney.edu.au/search/name/Neeta%20Reddy/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1017_22-AUT_CA_D#subjects)

Hawkesbury Day

Subject Contact Neeta Reddy ([https://directory.westernsydney.edu.au/search/name/Neeta Reddy/](https://directory.westernsydney.edu.au/search/name/Neeta%20Reddy/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1017_22-AUT_HW_D#subjects)

Liverpool Day

Subject Contact Neeta Reddy ([https://directory.westernsydney.edu.au/search/name/Neeta Reddy/](https://directory.westernsydney.edu.au/search/name/Neeta%20Reddy/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1017_22-AUT_LP_D#subjects)

Parramatta - Victoria Rd Day

Subject Contact Neeta Reddy ([https://directory.westernsydney.edu.au/search/name/Neeta Reddy/](https://directory.westernsydney.edu.au/search/name/Neeta%20Reddy/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1017_22-AUT_PS_D#subjects)

WSU Online TRI-1

Wsu Online

Online

Subject Contact Melanie Bingham ([https://directory.westernsydney.edu.au/search/name/Melanie Bingham/](https://directory.westernsydney.edu.au/search/name/Melanie%20Bingham/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1017_22-OT1_OW_O#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Melanie Bingham ([https://directory.westernsydney.edu.au/search/name/Melanie Bingham/](https://directory.westernsydney.edu.au/search/name/Melanie%20Bingham/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1017_22-OT2_OW_O#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Melanie Bingham ([https://directory.westernsydney.edu.au/search/name/Melanie Bingham/](https://directory.westernsydney.edu.au/search/name/Melanie%20Bingham/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1017_22-OT3_OW_O#subjects)

NURS 1019 Professional Communication in Nursing

Credit Points 10

Legacy Code 401205

Coordinator Suza Trajkovski ([https://directory.westernsydney.edu.au/search/name/Suza Trajkovski/](https://directory.westernsydney.edu.au/search/name/Suza%20Trajkovski/))

Description This unit will be replaced from Autumn 2022 by 401448 Becoming a Professional Nurse. This unit develops the written and interpersonal skills of students in preparation for professional practice. Students are introduced to the concepts of language, literacy and learning styles that are required for both academic and professional life. Cultural sensitivity, safety and competence that facilitate appropriate intercultural communication are explored within the context of contemporary healthcare.

School Nursing & Midwifery

Discipline Nursing

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects NURS 1018 Professional Communicatoin

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Communication Case Study Essay	1,000 words	40	N	Individual
Part A (30%) - Health Assessment Video Part B (30%) - Clinical notes of Health Assessment	Part A: 10 minute video recording; Part B: 500 words.	60	N	Individual

Teaching Periods

NURS 1020 Professional Practice Experience 1

Credit Points 10

Legacy Code 401000

Coordinator Jane Medved ([https://directory.westernsydney.edu.au/search/name/Jane Medved/](https://directory.westernsydney.edu.au/search/name/Jane%20Medved/))

Description Professional Practice Experience 1 focuses on the development of the role and clinical skills of the registered nurse when promoting, maintaining, and supporting a person's health and wellbeing across the lifespan. Students will be able to develop the foundational clinical skills in a simulated clinical environment to enable the further development of more complex skills in a health care setting.

School Nursing & Midwifery

Discipline General Nursing

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Co-requisite(s) NURS 1022 AND NURS 1023

Restrictions

Students must be enrolled in 4691 Bachelor of Nursing or 4780 Bachelor of Nursing - WSU Online. or 4693 Bachelor of Nursing (Advanced)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the principles of safe medication administration in nursing practice.
2. Document assessments and nursing care plans in accordance with relevant policies, guidelines, standards, regulations, and legislation requirements.
3. Perform assessments that are holistic as well as culturally appropriate, and are respectful of a person's dignity, culture, values, beliefs, and rights, within a simulated learning environment.
4. Recognise the role and skills of nursing in promoting, maintaining, and supporting a person's health across the lifespan.
5. Practise in accordance with legislation, regulations, policies, guidelines and other relevant standards or requirements in nursing.

Subject Content

1. Principles of nursing frameworks
2. Holistic Assessment and wellness across the lifespan
3. Activities of Daily Living (ADL)
4. National Health Priority Areas: Injury prevention and control
5. Application of legal-ethical principles
6. WH&S standard precautions
7. Protective isolation
8. Manual handling and transfers
9. Working in multi-disciplinary teams
10. NMBA decision-making framework (DMF) – nursing
11. Principles of accessing best available evidence, for safe, quality practice

Special Requirements

Essential equipment

Access to an internet enabled device is essential in order to be able to: access course materials; to participate in discussion groups; and to access additional resources provided by the lecturer during the session. See http://www.westernsydney.edu.au/currentstudents/current_students/services_and_facilities/uwsonline_student_support (http://www.westernsydney.edu.au/currentstudents/current_students/services_and_facilities/uwsonline_student_support/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	30 minutes	S/U	Y	Individual
Professional Task	20 minutes	S/U	Y	Individual
Practical Exam	25 minutes	S/U	Y	Individual
Participation	All teaching weeks	S/U	Y	Individual

Teaching Periods

Autumn

Campbelltown

Day

Subject Contact Jane Medved ([https://directory.westernsydney.edu.au/search/name/Jane Medved/](https://directory.westernsydney.edu.au/search/name/Jane%20Medved/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1020_22-AUT_CA_D#subjects)

Hawkesbury

Day

Subject Contact Jane Medved ([https://directory.westernsydney.edu.au/search/name/Jane Medved/](https://directory.westernsydney.edu.au/search/name/Jane%20Medved/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1020_22-AUT_HW_D#subjects)

Liverpool

Day

Subject Contact Jane Medved ([https://directory.westernsydney.edu.au/search/name/Jane Medved/](https://directory.westernsydney.edu.au/search/name/Jane%20Medved/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1020_22-AUT_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Jane Medved ([https://directory.westernsydney.edu.au/search/name/Jane Medved/](https://directory.westernsydney.edu.au/search/name/Jane%20Medved/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1020_22-AUT_PS_D#subjects)

WSU Online TRI-1

Wsu Online

Composite

Subject Contact Melanie Bingham ([https://directory.westernsydney.edu.au/search/name/Melanie Bingham/](https://directory.westernsydney.edu.au/search/name/Melanie%20Bingham/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1020_22-OT1_OW_C#subjects)

WSU Online TRI-2

Wsu Online

Composite

Subject Contact Melanie Bingham ([https://directory.westernsydney.edu.au/search/name/Melanie Bingham/](https://directory.westernsydney.edu.au/search/name/Melanie%20Bingham/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1020_22-OT2_OW_C#subjects)

Quarter 3

Parramatta - Victoria Rd

Day

Subject Contact Jane Medved ([https://directory.westernsydney.edu.au/search/name/Jane Medved/](https://directory.westernsydney.edu.au/search/name/Jane%20Medved/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1020_22-Q3_PS_D#subjects)

WSU Online TRI-3

Wsu Online

Composite

Subject Contact Melanie Bingham ([https://directory.westernsydney.edu.au/search/name/Melanie Bingham/](https://directory.westernsydney.edu.au/search/name/Melanie%20Bingham/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1020_22-OT3_OW_C#subjects)

NURS 1021 Professional Practice Experience 2

Credit Points 10

Legacy Code 401004

Coordinator Katherine Cooper ([https://directory.westernsydney.edu.au/search/name/Katherine Cooper/](https://directory.westernsydney.edu.au/search/name/Katherine%20Cooper/))

Description Professional Practice Experience 2 focuses on the development of the role and clinical skills of the registered nurse

when promoting, maintaining, and supporting person centred care. A simulated professional task will assist with the development of essential clinical communications and a professional experience placement to evaluate clinical skills development. The unit includes 80 hours of Professional Experience Placement.

School Nursing & Midwifery

Discipline General Nursing

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Pre-requisite(s) NURS 1020 - Professional Practice Experience 1 (PPE1)

Co-requisite(s) NURS 1024 - Bioscience 2

Restrictions

Students must be enrolled in 4691 Bachelor of Nursing or 4780 Bachelor of Nursing - WSU Online or 4693 Bachelor of Nursing (Advanced)

Assumed Knowledge

Prior knowledge would include the role and clinical skills of the registered nurse when promoting, maintaining, and supporting a person's health and wellbeing across the lifespan, including foundational clinical skills for safe nursing practice.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply the principles of safe medication administration in clinical scenarios within a simulated and clinical learning environment.
2. Accurately and timely document assessments and nursing care plans.
3. Appraise principles and best practice of intraprofessional and interprofessional communication in nursing.
4. Use assessment data and best available evidence to inform a person centred care plan across the lifespan.
5. Perform safe medication administration, with a focus of non-parenteral medications, promoting, maintaining, and supporting person centred care in a simulated and clinical learning environment.
6. Practise in accordance with legislation, regulations, policies, guidelines and other relevant standards or requirements in nursing.

Subject Content

1. Normal health changes across the lifespan
2. National Health Priorities: Injury, prevention and control: Obesity
3. Nursing Assessment
4. Low acuity/temporary health variations
5. Introduction to the care of the dying person and family
6. Numeracy for medication calculations
7. Working in multi-disciplinary teams
8. Health assessment related to an Aboriginal and Torres Strait Islander - obesity case history
9. Clinical Practicum

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance ([https://](https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance)

www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/

Essential equipment

Access to an internet enabled device is essential in order to be able to: access course materials; to participate in discussion groups; and to access additional resources provided by the lecturer during the session. See http://www.westernsydney.edu.au/currentstudents/current_students/services_and_facilities/uwsonline_student_support (https://www.westernsydney.edu.au/currentstudents/current_students/services_and_facilities/uwsonline_student_support/) for further information.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	30 minutes	S/U	Y	Individual
Professional Task	10 minutes	S/U	Y	Individual
Practical Exam	25 minutes	S/U	Y	Individual
Participation	All teaching weeks	S/U	Y	Individual
Professional Placement Performance - Professional Experience Placement	80 hours	S/U	Y	Individual

Prescribed Texts

- Hill R., Hall, H., & Glew,P.(2017). Fundamentals of Nursing and Midwifery: A person-centred approach to care. (3rd ed.). North Ryde, NSW: Lippincott Williams and Wilkins. <https://ebookcentral.proquest.com/lib/wsudt/detail.action?docID=4745565>

Teaching Periods

WSU Online TRI-1

Wsu Online

Composite

Subject Contact Laura Mellish ([https://directory.westernsydney.edu.au/search/name/Laura Mellish/](https://directory.westernsydney.edu.au/search/name/Laura%20Mellish/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1021_22-OT1_OW_C#subjects)

WSU Online TRI-2

Wsu Online

Composite

Subject Contact Laura Mellish ([https://directory.westernsydney.edu.au/search/name/Laura Mellish/](https://directory.westernsydney.edu.au/search/name/Laura%20Mellish/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1021_22-OT2_OW_C#subjects)

Spring Campbelltown

Day

Subject Contact Katherine Cooper ([https://directory.westernsydney.edu.au/search/name/Katherine Cooper/](https://directory.westernsydney.edu.au/search/name/Katherine%20Cooper/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1021_22-SPR_CA_D#subjects)

Hawkesbury

Day

Subject Contact Katherine Cooper ([https://directory.westernsydney.edu.au/search/name/Katherine Cooper/](https://directory.westernsydney.edu.au/search/name/Katherine%20Cooper/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1021_22-SPR_HW_D#subjects)

Liverpool

Day

Subject Contact Katherine Cooper ([https://directory.westernsydney.edu.au/search/name/Katherine Cooper/](https://directory.westernsydney.edu.au/search/name/Katherine%20Cooper/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1021_22-SPR_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Katherine Cooper ([https://directory.westernsydney.edu.au/search/name/Katherine Cooper/](https://directory.westernsydney.edu.au/search/name/Katherine%20Cooper/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1021_22-SPR_PS_D#subjects)

WSU Online TRI-3

Wsu Online

Composite

Subject Contact Laura Mellish ([https://directory.westernsydney.edu.au/search/name/Laura Mellish/](https://directory.westernsydney.edu.au/search/name/Laura%20Mellish/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1021_22-OT3_OW_C#subjects)

NURS 1022 Becoming a Professional Nurse

Credit Points 10

Legacy Code 401448

Coordinator Suza Trajkovski ([https://directory.westernsydney.edu.au/search/name/Suza Trajkovski/](https://directory.westernsydney.edu.au/search/name/Suza%20Trajkovski/))

Description Becoming a Professional Nurse or Midwife facilitates a students understanding of becoming a health care professional. Students are introduced to cultural sensitivity, safety, and competence to facilitate appropriate intercultural communication within the context of contemporary healthcare. The role of the registered nurse or midwife is explored, with students gaining an understanding of accountability, responsibility, therapeutic and professional relationships, and their capability for practice.

School Nursing & Midwifery

Discipline General Nursing

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Co-requisite(s) NURS 1020 - Professional Practice Experience 1

Equivalent Subjects NURS 1018 - Professional Communication
NURS 1019 - Professional Communication in Nursing

Restrictions

Students must be enrolled in 4691 Bachelor of Nursing or 4780 Bachelor of Nursing - WSU Online or 4693 Bachelor of Nursing (Advanced)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the role of a registered nurse or registered midwife and their professional responsibilities
2. Identify communication strategies that are effective and respectful of a person's dignity, culture, values, beliefs, and rights
3. Describe an understanding of one's own culture and how that influences and shapes one's worldview with reference to healthcare

Subject Content

1. Nursing philosophy and values
2. Professionalism, codes of practice and safety standards
3. Language and literacy for professional and academic life
4. Introduction to cultural sensitivity, safety, and competence
5. Using reflection to inform academic and professional development
6. Professional Identity
7. Introduction to reading research literature for evidence based practice
8. Introduction to critical thinking frameworks and their use in professional practice
9. Emotional Intelligence

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short Answer	250 words	30	N	Individual
Presentation	10 minutes	30	N	Group
Portfolio	500 words	40	N	Individual

Teaching Periods

Autumn

Campbelltown

Day

Subject Contact Suza Trajkovski ([https://directory.westernsydney.edu.au/search/name/Suza Trajkovski/](https://directory.westernsydney.edu.au/search/name/Suza%20Trajkovski/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1022_22-AUT_CA_D#subjects)

Hawkesbury

Day

Subject Contact Suza Trajkovski ([https://directory.westernsydney.edu.au/search/name/Suza Trajkovski/](https://directory.westernsydney.edu.au/search/name/Suza%20Trajkovski/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1022_22-AUT_HW_D#subjects)

Liverpool

Day

Subject Contact Suza Trajkovski ([https://directory.westernsydney.edu.au/search/name/Suza Trajkovski/](https://directory.westernsydney.edu.au/search/name/Suza%20Trajkovski/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1022_22-AUT_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Suza Trajkovski ([https://directory.westernsydney.edu.au/search/name/Suza Trajkovski/](https://directory.westernsydney.edu.au/search/name/Suza%20Trajkovski/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1022_22-AUT_PS_D#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Suza Trajkovski ([https://directory.westernsydney.edu.au/search/name/Suza Trajkovski/](https://directory.westernsydney.edu.au/search/name/Suza%20Trajkovski/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1022_22-OT2_OW_O#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Suza Trajkovski ([https://directory.westernsydney.edu.au/search/name/Suza Trajkovski/](https://directory.westernsydney.edu.au/search/name/Suza%20Trajkovski/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1022_22-OT3_OW_O#subjects)

NURS 1023 Bioscience 1

Credit Points 10

Legacy Code 401469

Coordinator Anna Maceri ([https://directory.westernsydney.edu.au/search/name/Anna Maceri/](https://directory.westernsydney.edu.au/search/name/Anna%20Maceri/))

Description Bioscience 1 introduces the core concepts and terminology related to the structure, function and homeostasis of the human body. Students begin to describe the relationships between the Australian National Health Priority areas and performances of activities of living and healthy lifestyle practices.

School Nursing & Midwifery

Discipline General Nursing

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects BIOS 1010 - Bioscience 1

Restrictions

Students must be enrolled in 4691 Bachelor of Nursing, 4780 Bachelor of Nursing - WSU Online or 4684 Bachelor of Midwifery or 4693 Bachelor of Nursing (Advanced). Unitrack students may study this unit as a miscellaneous unit.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Define anatomy and physiology of the human body across the lifespan
2. Identify appropriate terminology to biological concepts and mechanisms
3. Describe the physiological healthy body systems and homeostasis
4. Explain the impact of lifestyle practices that improve people's health literacy with relevance to nursing and midwifery practice
5. Analyse biological concepts of health conditions related to Australian National Health Priority areas

Subject Content

1. Anatomical terminology
2. Body organisation and cavities
3. Cell structure and function
4. Human genomic basics and cell cycle
5. Tissue types (structure, function, and location)
6. Principles of homeostasis
7. For each body system (integumentary, cardiovascular, respiratory, musculoskeletal, digestive, nervous, endocrine, reproductive and urinary) address:
 - a. fundamentals of anatomy and physiology
 - b. changes across the life span
 - c. maintenance of homeostasis and health
 - d. relationship to healthy lifestyle practices
 - e. relationship to National Health Priorities

Special Requirements

Essential equipment

Access to an internet enabled device is essential in order to be able to: access course materials; to participate in discussion groups; and to access additional resources provided by the lecturer during the session. See http://www.westernsydney.edu.au/currentstudents/current_students/services_and_facilities/uwsonline_student_support for further information.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	30 minutes each x 2	30	N	Individual
Short Answer	1,200 words	40	N	Individual
Final Exam	1 hour	30	N	Individual

Teaching Periods

Autumn Campbelltown

Day

Subject Contact Anna Maceri ([https://directory.westernsydney.edu.au/search/name/Anna Maceri/](https://directory.westernsydney.edu.au/search/name/Anna%20Maceri/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1023_22-AUT_CA_D#subjects)

Hawkesbury

Day

Subject Contact Anna Maceri ([https://directory.westernsydney.edu.au/search/name/Anna Maceri/](https://directory.westernsydney.edu.au/search/name/Anna%20Maceri/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1023_22-AUT_HW_D#subjects)

Liverpool

Day

Subject Contact Anna Maceri ([https://directory.westernsydney.edu.au/search/name/Anna Maceri/](https://directory.westernsydney.edu.au/search/name/Anna%20Maceri/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1023_22-AUT_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Anna Maceri ([https://directory.westernsydney.edu.au/search/name/Anna Maceri/](https://directory.westernsydney.edu.au/search/name/Anna%20Maceri/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1023_22-AUT_PS_D#subjects)

WSU Online TRI-1

Wsu Online

Online

Subject Contact Anna Maceri ([https://directory.westernsydney.edu.au/search/name/Anna Maceri/](https://directory.westernsydney.edu.au/search/name/Anna%20Maceri/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1023_22-OT1_OW_O#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Anna Maceri ([https://directory.westernsydney.edu.au/search/name/Anna Maceri/](https://directory.westernsydney.edu.au/search/name/Anna%20Maceri/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1023_22-OT2_OW_O#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Anna Maceri ([https://directory.westernsydney.edu.au/search/name/Anna Maceri/](https://directory.westernsydney.edu.au/search/name/Anna%20Maceri/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1023_22-OT3_OW_O#subjects)

NURS 1024 Bioscience 2

Credit Points 10

Legacy Code 401470

Coordinator Elisha Stein ([https://directory.westernsydney.edu.au/search/name/Elisha Stein/](https://directory.westernsydney.edu.au/search/name/Elisha%20Stein/))

Description Bioscience 2 introduces the concepts associated with alterations in health across the lifespan. It will introduce pathophysiology, pharmacology, immunology, and microbiology related to health breakdown due to injury or disease. This unit specifically examines impact of microorganisms on the health of people and the body's natural defences when dealing with infections and injuries and its significance to person centred care.

School Nursing & Midwifery

Discipline General Nursing

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Co-requisite(s) NURS 1023 Bioscience 1

Equivalent Subjects BIOS 1011 - Bioscience 2

Restrictions

Students must be enrolled in 4691 Bachelor of Nursing or 4780 Bachelor of Nursing – WSU Online or 4693 Bachelor of Nursing (Advanced). Unitrack students may study this unit as a miscellaneous unit.

Assumed Knowledge

Students should have an understanding of the core concepts and terminology related to the structure, function and homeostasis of the human body.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the role of the immune system in the maintenance of health
2. Define the role of microorganisms associated with health breakdown within communities and healthcare settings
3. Explain pharmacological principles associated with commonly prescribed drugs during health breakdown across the lifespan
4. Describe infection control and prevention strategies when providing safe patient centred care
5. Explain physiological concepts underlying the body's responses to health breakdown due to injury or disease

Subject Content

1. Innate defences:

- 1st and 2nd lines of defences
- The inflammatory process, wound healing, blood clotting

2. Introduction to pharmacology for nurses

- formulations and methods/routes of administration of drugs,
- rights of medications,
- medication errors,
- pharmacokinetics,
- pharmacodynamics
- half-life and therapeutic index,

- Basics of protein synthesis and its relationship to antimicrobial action
- anti-microbial stewardship.

3. Introduction to Microbiology and Infection Control

- Major types of microorganisms and their importance
- Common pathological organisms and their general structures
- Replication of bacteria and viruses
- HAI and risk factors
- Sources of infection and modes of transmission
- Nursing interventions in infection control

4. Immune system 1 – Lymphatic system.

5. Immune system 2 - Adaptive defences.

- 3rd line of defences
- Development of immunity
- Vaccinations (active and passive immunity acquired naturally and artificially)
- Breakdown of the immune system

6. Introduction to pathophysiology

- Aetiology – pathogenesis – course of a disease - structural changes – functional changes – signs/symptoms - clinical course - prognosis.
- Appropriate interventions ranging from prevention, diagnosis, detection of structural changes, functional changes, treatment/ management (nursing and pharmacological), prognosis.

7. Introduction to genetics.

- Mitosis, meiosis
- Patterns of inheritance

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Multiple Choice	30 minutes x 3 quizzes	20	N	Individual
Case Study	1200 words	40	N	Individual
Final Exam	1 hour	40	Y	Individual

Teaching Periods

WSU Online TRI-2

Wsu Online

Online

Subject Contact Elisha Stein ([https://directory.westernsydney.edu.au/search/name/Elisha Stein/](https://directory.westernsydney.edu.au/search/name/Elisha%20Stein/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1024_22-OT2_OW_0#subjects)

Spring Campbelltown

Day

Subject Contact Elisha Stein ([https://directory.westernsydney.edu.au/search/name/Elisha Stein/](https://directory.westernsydney.edu.au/search/name/Elisha%20Stein/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1024_22-SPR_CA_D#subjects)

Hawkesbury

Day

Subject Contact Elisha Stein ([https://directory.westernsydney.edu.au/search/name/Elisha Stein/](https://directory.westernsydney.edu.au/search/name/Elisha%20Stein/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1024_22-SPR_HW_D#subjects)

Liverpool

Day

Subject Contact Elisha Stein ([https://directory.westernsydney.edu.au/search/name/Elisha Stein/](https://directory.westernsydney.edu.au/search/name/Elisha%20Stein/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1024_22-SPR_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Elisha Stein ([https://directory.westernsydney.edu.au/search/name/Elisha Stein/](https://directory.westernsydney.edu.au/search/name/Elisha%20Stein/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1024_22-SPR_PS_D#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Elisha Stein ([https://directory.westernsydney.edu.au/search/name/Elisha Stein/](https://directory.westernsydney.edu.au/search/name/Elisha%20Stein/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1024_22-OT3_OW_O#subjects)

NURS 1025 Person-centred Care Across the Lifespan

Credit Points 10

Legacy Code 401453

Coordinator Diana Jefferies ([https://directory.westernsydney.edu.au/search/name/Diana Jefferies/](https://directory.westernsydney.edu.au/search/name/Diana%20Jefferies/))

Description This subject introduces the concept of person-centred care as an approach that is respectful of, and responsive to, the preferences, needs and values of individual people throughout the lifespan. Students develop an understanding of human relationships and life transitions, including concepts that inform nursing and midwifery practice. The subject explores frameworks that support an understanding of the psychological, social, cognitive and moral components of human development including mental health and care of the older person.

School Nursing & Midwifery

Discipline General Nursing

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Co-requisite(s) NURS 1017 - Primary Health Care in Action

Equivalent Subjects NURS 1006 - Human Relationships and Life Transitions

Restrictions

Students must be enrolled in 4691 Bachelor of Nursing, 4780 Bachelor of Nursing – WSU Online or 4684 Bachelor of Midwifery studies or 4693 Bachelor of Nursing (Advanced)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain theoretical concepts of human development related to person centred care
2. Describe the principles of person-centred care with reference to respect, emotional support, physical comfort, care coordination, and access to care
3. Explain how person-centred care impacts patient safety and wellbeing
4. Explain how to provide holistic person-centred care that considers the person's diversity, previous experiences, and life history
5. Identify regional, national, and global health priorities, including mental health and care of the older person, to inform evidence-based practice
6. Recognise that people are the experts in the experience of their life, and in partnership with the person include them in decisions and plans related to their healthcare

Subject Content

1. Theories of human development across the lifespan, person centred care and the domains of health
2. Overview of physical and mental health and its potential to impact self-concept, self-identity, and self-esteem.
3. The importance of cultural and social diversity with particular reference to Aboriginal and Torres Strait Islander people
4. Identifying normative and non-normative events, and social disability theory, across the lifespan and its impact on person-centred care
5. Principles of person-centred care; care coordination; and implementing the family partnership model across the lifespan
6. Infancy and childhood with introduction to attachment theory and the child-parent relationship.
7. The bridge between adolescence and young adulthood, including approaches to physical and mental healthcare.
8. Middle age adulthood, with specific consideration of social and political identity, menopause, mental health, and male suicide.
9. Older age adulthood, including consideration of the role of grandparents, the impact of ageism and nurses and midwife's role addressing elder abuse.

Special Requirements

Essential equipment

Essential Equipment: Access to an internet enabled device is essential in order to be able to: access course materials; to participate in discussion groups; and to access additional resources provided by the lecturer during the session. See http://www.westernsydney.edu.au/currentstudents/current_students/services_and_facilities/wsonline_student_support (<https://www.westernsydney.edu.au/>)

[currentstudents/current_students/services_and_facilities/uwsonline_student_support/](#)) for further information.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	30 minutes x 2 (15% each)	30	N	Individual
Poster	500 words	30	N	Individual
Case Study	1,200 words	40	N	Individual

Teaching Periods

Spring Campbelltown Day

Subject Contact Diana Jefferies ([https://directory.westernsydney.edu.au/search/name/Diana Jefferies/](https://directory.westernsydney.edu.au/search/name/Diana%20Jefferies/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1025_22-SPR_CA_D#subjects)

Hawkesbury Day

Subject Contact Diana Jefferies ([https://directory.westernsydney.edu.au/search/name/Diana Jefferies/](https://directory.westernsydney.edu.au/search/name/Diana%20Jefferies/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1025_22-SPR_HW_D#subjects)

Liverpool Day

Subject Contact Diana Jefferies ([https://directory.westernsydney.edu.au/search/name/Diana Jefferies/](https://directory.westernsydney.edu.au/search/name/Diana%20Jefferies/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1025_22-SPR_LP_D#subjects)

Parramatta - Victoria Rd Day

Subject Contact Diana Jefferies ([https://directory.westernsydney.edu.au/search/name/Diana Jefferies/](https://directory.westernsydney.edu.au/search/name/Diana%20Jefferies/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1025_22-SPR_PS_D#subjects)

WSU Online TRI-3

Wsu Online Online

Subject Contact Diana Jefferies ([https://directory.westernsydney.edu.au/search/name/Diana Jefferies/](https://directory.westernsydney.edu.au/search/name/Diana%20Jefferies/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS1025_22-OT3_OW_O#subjects)

NURS 2001 Aboriginal and Torres Strait Islander Health

Credit Points 10

Legacy Code 401206

Coordinator Liz Flannery ([https://directory.westernsydney.edu.au/search/name/Liz Flannery/](https://directory.westernsydney.edu.au/search/name/Liz%20Flannery/))

Description In Autumn 2022 this unit will be replaced by unit 401454 - Indigenous Australian Health, Wellness and Culture. This unit will specifically enable nursing and midwifery students to investigate, discuss and develop an understanding of Aboriginal and Torres Strait Islander health, health statistics, historical and present day issues associated with poor health outcomes in Aboriginal and Torres Strait Islander people. In addition, the general concepts of cultural safety and health and illness, will be explored in terms of Aboriginal and Torres Strait Islander populations. Further, the unit promotes the development of critical knowledge essential for students to understand their own values, beliefs, biases, and perceptions to become culturally sensitive and appropriately adaptable when meeting the health needs of Aboriginal and Torres Strait Islander People. A case study approach will provide the framework for students to explore and reflect on the impact of the different attitudes, institutional policies and value systems relating to the health of Aboriginal and Torres Strait Islander people in Australia.

School Nursing & Midwifery

Discipline Nursing

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects NURS 2017 Health in a Culturally Diverse Community

Assumed Knowledge

Foundational knowledge related to primary health care, professional communication, behavioural and social sciences, nursing or midwifery practice.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	1 hour	20	N	Individual
Case Study	1,500 words	30	N	Individual
Final Exam – Online	1 hour 50 MCQ's	50	N	Individual

Teaching Periods

WSU Online TRI-2

Wsu Online Online

Subject Contact Melanie Bingham ([https://directory.westernsydney.edu.au/search/name/Melanie Bingham/](https://directory.westernsydney.edu.au/search/name/Melanie%20Bingham/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2001_22-OT2_OW_O#subjects)

NURS 2004 Complex Care 1

Credit Points 10

Legacy Code 401036

Coordinator Leanne Luck ([https://directory.westernsydney.edu.au/search/name/Leanne Luck/](https://directory.westernsydney.edu.au/search/name/Leanne%20Luck/))

Description This unit introduces students to complexities in health that emerge during pregnancy, labour, birth and the postnatal period which require additional care when the health of the mother and/or neonate may be compromised. This module also focuses on the midwifery care of the sick neonate.

School Nursing & Midwifery

Discipline Midwifery

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) NURS 2022 AND NURS 2025

Co-requisite(s) NURS 2026

Restrictions Students must be enrolled in 4684 Bachelor of Midwifery.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Recognise biological and physiological complications that may emerge during pregnancy, labour and birth, and during the postpartum period or post surgical period for the woman.
2. Identify, discuss and act on abnormal laboratory test results; antenatal screening investigations; and maternal and fetal assessment for growth and wellbeing.
3. Discuss the assessment, planning and implementation of specific midwifery care for women and neonates with complexities.
4. Justify the midwife's role in the education and referral of the woman and her family in the ongoing care and safety of newborns with complex needs, and support services available using a Primary Health Care framework.
5. Explain the medications used in complex maternal and neonatal care.

Subject Content

1. Complexities that may emerge during pregnancy, labour and /or birth
 - Complications in the first 20 weeks of pregnancy (such as ectopic pregnancy, abortion, hyperemesis)
 - hypertensive disorders of Pregnancy
 - Maternal infections/sepsis
 - diabetes in Pregnancy
 - haemorrhage - antenatal, intrapartum and postpartum
 - Pre-term labour and birth, premature rupture of Membranes
 - Disordered uterine action
 - Induction/augmentation
 - Malpresentations - face/brow presentations/transverse lie
 - multiple Pregnancy
 - Maternal obesity
2. Maternal complexities in the postnatal and post surgical period
 - Postnatal Complications such as perineal Trauma, Urinary retention, infections, mastitis, breast abscess
 - managing care of The post surgical complex woman eg hysterectomy
3. Vulnerable newborns and their care
 - premature newborns
 - neonatal Jaundice
 - Respiratory distress
 - neonatal infection
 - Hypothermia

- Kangaroo care
- 4. Breastfeeding challenges for women with vulnerable newborns
 - multiple births/premature infants
 - A newborn in A special care unit/separation
- 5. Pharmacology for complex conditions
 - describe The pharmacokinetics and pharmacodynamics of medications used in complex Maternal and neonatal conditions
 - describe The effect of medications on The fetus, The neonate and breastmilk

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	2000 words	50	N	Individual
Final Exam: End of session closed book examination consisting of MCQ, Short answer questions	2 hours	50	N	Individual

Prescribed Texts

- Robson, S.E., & Waugh, J. (2013). Medical disorders in pregnancy: A manual for midwives. (2nd ed.). London, UK: Blackwell Publishing.

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Leanne Luck ([https://directory.westernsydney.edu.au/search/name/Leanne Luck/](https://directory.westernsydney.edu.au/search/name/Leanne%20Luck/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2004_22-SPR_PS_D#subjects)

NURS 2008 Graduate Entry Practice Experience

Credit Points 10

Legacy Code 401218

Coordinator Toni Azzopardi ([https://directory.westernsydney.edu.au/search/name/Toni Azzopardi/](https://directory.westernsydney.edu.au/search/name/Toni%20Azzopardi/))

Description This unit provides the student with an opportunity to consolidate their clinical skills development in an Australian health care facility, and contributes to the minimum professional practice experience placement requirement.

School Nursing & Midwifery

Discipline General Nursing

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) NURS 1005

Co-requisite(s) NURS 2028

Equivalent Subjects NURS 2030 Professional Practice Experience A

Restrictions Students must be enrolled in 4692 Bachelor of Nursing (Graduate Entry).

Assumed Knowledge

Foundational professional practice nursing skills and knowledge.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Engage in clinical decision making and problem-solving that promotes safe professional nursing care for individuals across the life span.
2. Develop an understanding of ethical and legal frameworks to provide safe professional nursing care.
3. Develop effective communication skills.
4. Utilise an evidence-based approach to assessment, planning, implementation and evaluation of nursing care.
5. Reflect on performance of self to identify future learning goals and strategies.
6. Apply the principles of Work Health and Safety (WH&S) in the clinical environment.

Subject Content

1. Identification of pre-clinical placement objectives and preparation for professional practice experience.
2. Clinical placement.
3. Critical reflection of practicum experience and achievement of clinical placement objectives.
4. Identification of personal learning goals and strategies for improvement in professional nursing practice.

Special Requirements

Legislative pre-requisites

On-campus Students

To be eligible to enrol in a unit and attend a health-related placement in your course, students must meet Western Sydney University course requirements **and** Special Legislative Requirements to be assessed in their first year of study against the following:

1. National Criminal History Check: Students must have a current (expiring 3 years from date of issue) check valid for their entire program. A valid National Criminal history check must be an Australia wide check, include the student's full name matching their Student ID card and date of birth and not have any offences listed. If a student has a criminal history identified on their check, they must provide a Clinical Placement Authority Card (CPAC) or conditional letter from the NSW HealthShare Employment Screening and Review Unit https://www.health.nsw.gov.au/careers/student_clearance/Documents/appendix-10-student-application.pdf International students must additionally have a translated International Police Check or statutory declaration.
2. A NSW Working with Children Check (WWCC) clearance letter issued under the category of volunteer valid for their entire program.
3. A current approved first aid certificate valid for their entire program. Approved provider courses can be found at <http://training.gov.au> (<http://training.gov.au/>).

4. A completed vaccination/immunisation card with all serology results containing expiry dates and currency must be maintained by the student to ensure compliance for their entire course.

5. NSW Undertaking/Declaration form.

6. Completed any additional health forms required (such as NSW Health Code of Conduct, Health Student Undertaking/Declaration and Tuberculosis (TB) Assessment Tool).

7. Relevant Local Health District specific documentation as requested.

Contact your School for further details. Resources are also available on the Placement Hub (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/) website.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Placement Performance: Clinical Practicum, 100% mandatory attendance	80 hours	S/U	Y	Individual
Learning Contract: Workshop A: online modules, Pre-Clinical personal learning objectives	2x modules 20 minutes each, 500 words	S/U	Y	Individual
Reflection: Workshop B: Online modules, Post-clinical personal reflection on clinical skills	2x modules 20 minutes each, 500 words	S/U	Y	Individual

Teaching Periods

Summer B

Parramatta - Victoria Rd

Day

Subject Contact Toni Azzopardi (https://directory.westernsydney.edu.au/search/name/Toni_Azzopardi/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2008_22-SUB_PS_D#subjects)

NURS 2010 Health Variations 1 - Perioperative

Credit Points 10

Legacy Code 401207

Coordinator Bronwyn Smith ([https://directory.westernsydney.edu.au/search/name/Bronwyn Smith/](https://directory.westernsydney.edu.au/search/name/Bronwyn%20Smith/))

Description In Autumn 2022 this unit will be replaced by unit 401455 - Health Variations 1 - Introduction to Alterations in Health. This unit provides the theoretical background knowledge for Professional Practice 3. It introduces the student to the fundamental principles of perioperative nursing care in supporting clients undergoing surgical interventions incorporating the related pathophysiology and pharmacology. In particular, nursing care of surgical interventions relating to the gastrointestinal, musculoskeletal and reproductive systems, and injury prevention and controls will be the focus of case history reviews. The National Health Priority Areas of Injury Prevention and Control, Arthritis and Musculoskeletal conditions and Cancer Control will be addressed.

School Nursing & Midwifery

Discipline Nursing

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Co-requisite(s) Co-requisites for 4691 and 4693 BIOS 1010 Bioscience 1 and BIOS 1011 Bioscience 2

Equivalent Subjects NURS 2009 Health Variations 1

Assumed Knowledge

Primary health care, foundational knowledge of human biological sciences including human body systems, immunity, wound healing, infection control, basic concepts in pharmacology and pathophysiology and the relationship to nursing practice.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
2 x Online Quiz 20% total (10% each each quiz)	20 minutes each quiz	20	N	Individual
Professional Task: A Case History with Guided Questions	1,200 words	40	N	Individual
End-of-session Exam - Online	1 hour	40	N	Individual

Teaching Periods

WSU Online TRI-1**Wsu Online****Online**

Subject Contact Laura Mellish ([https://directory.westernsydney.edu.au/search/name/Laura Mellish/](https://directory.westernsydney.edu.au/search/name/Laura%20Mellish/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2010_22-OT1_OW_O#subjects)

WSU Online TRI-2**Wsu Online****Online**

Subject Contact Laura Mellish ([https://directory.westernsydney.edu.au/search/name/Laura Mellish/](https://directory.westernsydney.edu.au/search/name/Laura%20Mellish/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2010_22-OT2_OW_O#subjects)

WSU Online TRI-3**Wsu Online****Online**

Subject Contact Laura Mellish ([https://directory.westernsydney.edu.au/search/name/Laura Mellish/](https://directory.westernsydney.edu.au/search/name/Laura%20Mellish/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2010_22-OT3_OW_O#subjects)

NURS 2013 Health Variations 2 - Chronic Illness and Disability

Credit Points 10

Legacy Code 401209

Coordinator Anne Marks ([https://directory.westernsydney.edu.au/search/name/Anne Marks/](https://directory.westernsydney.edu.au/search/name/Anne%20Marks/))

Description This unit will be replaced from Spring 2022 by 401444 Health Variations 2 - Chronic Conditions and Disability. This unit explores the concepts of chronicity, disability, habilitation and rehabilitation in relation to chronic conditions, functional and intellectual disabilities and their implications for nursing practice. The relevance of the International Classification of Functioning, Disability and Health (ICF) to primary health care is the core philosophy of the unit. National Health Priority case studies drawn from across the lifespan will provide a focus for exploring pathophysiology, pharmacological interventions and nursing care related to chronic conditions of the endocrine, neurological and respiratory body systems. In addition, the nursing role in supporting those with physical and intellectual disability will be examined.

School Nursing & Midwifery

Discipline Nursing

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects NURS 2011 Health Variations 2

Restrictions Students must be enrolled in 4691 Bachelor of Nursing or 4692 Bachelor of Nursing Graduate Entry program or 4780 Bachelor of Nursing - WSU Online. Students must be enrolled in 4780 to enrol in WSU Online Campus subjects.

Assumed Knowledge

Primary health care, foundational knowledge of human biological sciences including human body systems, basic concepts in pharmacology and pathophysiology and the National Health Priorities and the relationship to nursing practice.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the causes, pathophysiology, clinical manifestations and diagnostic procedures for common chronic illnesses related to the endocrine, neurological and respiratory body systems.
2. Examine safe, appropriate and responsive quality nursing practices related to the administration of pharmacological interventions for chronic conditions affecting the endocrine, neurological and respiratory body systems.
3. Develop evidence-based rationales for safe, person-centred nursing practice to people with chronic illness and disability.
4. Apply critical thinking frameworks to analyse the impact of chronic illness and disability on the individual, family, caregivers and the health care system, and develop a plan for nursing practice.
5. Demonstrate an understanding of the principles of habilitation, rehabilitation, chronicity and disability and the implications for nursing practice.

Subject Content

1. Concepts and principles of care related to chronic illness, disability and co-morbidity
2. The International Classification of Functioning, Disability and Health (ICF) and the relationship to primary health care
3. National Disability Insurance Scheme (NDIS)
4. Knowledge and application of the following concepts to inform professional nursing practice related to chronic conditions and disability affecting the endocrine, neurological and respiratory body systems:
 - Genetic disorders
 - pathophysiology
 - Pharmacology
 - diagnostic procedures
 - Nursing management
5. Principles of habilitation and rehabilitation
6. Indicative Case Histories:
 - disability - Intellectual disability
 - Endocrine - diabetes mellitus, thyroid disorders
 - neurological - Epilepsy, cerebral palsy, Parkinson's disease, multiple Sclerosis, dementia ? Issues of habilitation and rehabilitation
 - Respiratory? aged person with chronic illness- chronic obstructive pulmonary disease

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Online Quiz - 20 multiple choice questions	30 minutes	10	N	Individual
Case Study	1,000 words	40	N	Individual
Final Exam - Online	1 hour	50	N	Individual

Teaching Periods

WSU Online TRI-1

Wsu Online

Online

Subject Contact Laura Mellish ([https://directory.westernsydney.edu.au/search/name/Laura Mellish/](https://directory.westernsydney.edu.au/search/name/Laura%20Mellish/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2013_22-OT1_OW_O#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Laura Mellish ([https://directory.westernsydney.edu.au/search/name/Laura Mellish/](https://directory.westernsydney.edu.au/search/name/Laura%20Mellish/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2013_22-OT2_OW_O#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Laura Mellish ([https://directory.westernsydney.edu.au/search/name/Laura Mellish/](https://directory.westernsydney.edu.au/search/name/Laura%20Mellish/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2013_22-OT3_OW_O#subjects)

NURS 2014 Health Variations 2 Advanced - Chronic Illness and Disability

Credit Points 10

Legacy Code 401215

Coordinator Kate O'Reilly ([https://directory.westernsydney.edu.au/search/name/Kate O'Reilly/](https://directory.westernsydney.edu.au/search/name/Kate%20O'Reilly/))

Description This unit encourages critical analysis to explore the concepts of chronicity, disability, habilitation and rehabilitation in relation to chronic conditions, functional and intellectual disabilities and their implications for nursing practice. National Health Priority Case Studies drawn from across the lifespan will provide a focus for exploring pathophysiology, pharmacological interventions and nursing care related to chronic conditions of the endocrine, neurological and respiratory body systems. In addition, a problem-solving nursing approach will be developed for supporting those with physical and intellectual disability.

School Nursing & Midwifery

Discipline Nursing

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects NURS 2012 Health Variations 2 (Advanced)

Restrictions Students must be enrolled in 4693 Bachelor of Nursing (Advanced).

Assumed Knowledge

Primary health care, foundational knowledge of human biological sciences including human body systems, basic concepts in

pharmacology and pathophysiology and the National Health Priorities and the relationship to nursing practice.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine the causes, pathogenesis, clinical manifestations and diagnostic procedures for common chronic illnesses related to the endocrine, neurological and respiratory body systems.
2. Appraise safe, appropriate and responsive quality nursing practices related to the administration of pharmacological interventions for chronic conditions affecting the endocrine, neurological and respiratory body systems.
3. Explain evidence-based rationales and problem-solve nursing strategies used to manage chronic illness.
4. Critically discuss the impact of chronic illness on the individual, family, caregivers and health care system.
5. Critique the principles of habilitation, rehabilitation, chronicity and disability and implications for nursing practice.
6. Access and evaluate data relevant to provision of effective nursing management of people across the lifespan who are experiencing chronic illness or disability.
7. Understand the principles and practices of Primary Health Care in their application to the provision of health care of people experiencing chronic illness and/or disability.

Subject Content

1. Concepts of chronic illness, disability and co-morbidity
2. The International Classification of Functioning, Disability and Health (ICF) and the relationship to primary health care
3. Knowledge and application of the following concepts to inform professional nursing practice related to chronic conditions and disability affecting the endocrine, neurological and respiratory body systems:
 - a. Pathophysiology
 - b. Pharmacology
 - c. Diagnostic procedures
 - d. Nursing management
4. Principles of care related to chronicity and disability
5. Principles and practices of Primary Health Care related to chronicity and disability
6. Communication principles related to chronicity and disability
7. Principles of habilitation and rehabilitation
8. Advanced academic and professional presentation development
9. Indicative Case Histories
 - disability ? Intellectual disability
 - Endocrine ? diabetes mellitus, thyroid disorders
 - neurological ? Epilepsy, cerebral palsy, Parkinson's disease, multiple Sclerosis, dementia
 - Respiratory ? chronic obstructive pulmonary disease

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection - PART A: Individual Community Project (negotiated activity)	1,500 words	40	N	Individual
Presentation - PART B: Individual Community Project (analysing negotiated activity)	10 minutes	20	N	Individual
Final Exam - Online	1 hour	40	N	Individual

Teaching Periods

Spring Campbelltown Day

Subject Contact Kate O'Reilly ([https://directory.westernsydney.edu.au/search/name/Kate O%27;Reilly](https://directory.westernsydney.edu.au/search/name/Kate%20O%27;Reilly))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2014_22-SPR_CA_D#subjects)

Hawkesbury Day

Subject Contact Kate O'Reilly ([https://directory.westernsydney.edu.au/search/name/Kate O%27;Reilly](https://directory.westernsydney.edu.au/search/name/Kate%20O%27;Reilly))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2014_22-SPR_HW_D#subjects)

Liverpool Day

Subject Contact Kate O'Reilly ([https://directory.westernsydney.edu.au/search/name/Kate O%27;Reilly](https://directory.westernsydney.edu.au/search/name/Kate%20O%27;Reilly))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2014_22-SPR_LP_D#subjects)

Parramatta - Victoria Rd Day

Subject Contact Kate O'Reilly ([https://directory.westernsydney.edu.au/search/name/Kate O%27;Reilly](https://directory.westernsydney.edu.au/search/name/Kate%20O%27;Reilly))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2014_22-SPR_PS_D#subjects)

NURS 2016 Health Variations 3 - Acute Exacerbations of Chronic Conditions

Credit Points 10

Legacy Code 401210

Coordinator Asiye Kopan ([https://directory.westernsydney.edu.au/search/name/Asiye Kopan/](https://directory.westernsydney.edu.au/search/name/Asiye%20Kopan/))

Description Health Variations 3 - Acute Exacerbations of Chronic Conditions utilises an evidence base to develop an understanding of pathophysiology, pharmacological interventions, and nursing care for people who experience acute exacerbations of chronic conditions.

School Nursing & Midwifery

Discipline General Nursing

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Co-requisite(s) NURS 2037 - Health Variations 1 - Introduction to Alterations in Health

Restrictions

Students must be enrolled in 4691 Bachelor of Nursing or 4780 Bachelor of Nursing – WSU Online or 4693 Bachelor of Nursing (Advanced) or 4692 Bachelor of Nursing (Graduate Entry)

Assumed Knowledge

Primary health care, foundational knowledge of human biological sciences including human body systems, basic concepts in pharmacology and pathophysiology and the National Health Priorities and the relationship to nursing practice.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the causes, pathogenesis, clinical manifestations, and diagnostic procedures concerning acute exacerbations of chronic conditions.
2. Develop an understanding of the National Safety and Quality Care framework and the implications for nursing practice in relation to caring for people who experience an acute exacerbation of a chronic condition.
3. Justify the selection and prioritisation of nursing strategies to provide safe effective and evidence based nursing care for people who experience an acute exacerbation of a chronic condition.
4. Assess appropriate, safe, effective, and evidence-based treatments for people who experience an acute exacerbation of a chronic condition.

Subject Content

- Knowledge and application of the following concepts to inform professional nursing practice related to acute exacerbations of chronic conditions affecting the cardiovascular, renal, musculoskeletal, and respiratory systems.
 - a. Pathophysiology & Clinical Manifestations
 - b. Pharmacology
 - c. Diagnosis
 - Evidence-based management including prioritisation of nursing actions by accessing and analysing the best available evidence, that includes research findings, for safe, quality practice
 - Alterations to the cardiovascular system, Introduction to alterations in the cardiovascular system
 - Alterations to Renal System
 - Alterations to the Haematological System

- Alterations to the Pulmonary system, oxygen use in adults in acute care (ACI), nursing management of acute respiratory failure
- Application of the National and Safety and Quality Health Service Standards
- Comprehensive Care Standard minimising patient harm (incorporates pressure injuries, delirium, nutrition & hydration, and minimising restraint)
- Preventing & Controlling Infection

Special Requirements

Essential equipment

Access to an internet enabled device is essential in order to be able to: access course materials; to participate in discussion groups; and to access additional resources provided by the lecturer during the session. See http://www.westernsydney.edu.au/currentstudents/current_students/services_and_facilities/uwsonline_student_support (http://www.westernsydney.edu.au/currentstudents/current_students/services_and_facilities/uwsonline_student_support/) for further information.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Short Answer	750 words	30	N	Individual
Presentation	10 minutes	30	N	Group
End-of-session Exam	1 hour	40	Y	Individual

Prescribed Texts

- Craft, J., Gordon, C., Tiziani, A., Heuther, S., McCance, K., Brashers, V., & Rote, N. (2015). *Understanding pathophysiology* (2nd ed.). Chatswood, NSW: Elsevier Australia

Teaching Periods

WSU Online TRI-1

Wsu Online

Online

Subject Contact Melanie Bingham ([https://directory.westernsydney.edu.au/search/name/Melanie Bingham/](https://directory.westernsydney.edu.au/search/name/Melanie%20Bingham/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2016_22-OT1_OW_0#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Melanie Bingham ([https://directory.westernsydney.edu.au/search/name/Melanie Bingham/](https://directory.westernsydney.edu.au/search/name/Melanie%20Bingham/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2016_22-OT2_OW_0#subjects)

Spring Campbelltown

Day

Subject Contact Asiye Kopan ([https://directory.westernsydney.edu.au/search/name/Asiye Kopan/](https://directory.westernsydney.edu.au/search/name/Asiye%20Kopan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2016_22-SPR_CA_D#subjects)

Hawkesbury

Day

Subject Contact Asiye Kopan ([https://directory.westernsydney.edu.au/search/name/Asiye Kopan/](https://directory.westernsydney.edu.au/search/name/Asiye%20Kopan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2016_22-SPR_HW_D#subjects)

Liverpool

Day

Subject Contact Asiye Kopan ([https://directory.westernsydney.edu.au/search/name/Asiye Kopan/](https://directory.westernsydney.edu.au/search/name/Asiye%20Kopan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2016_22-SPR_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Asiye Kopan ([https://directory.westernsydney.edu.au/search/name/Asiye Kopan/](https://directory.westernsydney.edu.au/search/name/Asiye%20Kopan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2016_22-SPR_PS_D#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Melanie Bingham ([https://directory.westernsydney.edu.au/search/name/Melanie Bingham/](https://directory.westernsydney.edu.au/search/name/Melanie%20Bingham/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2016_22-OT3_OW_O#subjects)

NURS 2018 Legal and Ethical Issues in Midwifery

Credit Points 10

Legacy Code 401037

Coordinator Carole Doyle ([https://directory.westernsydney.edu.au/search/name/Carole Doyle/](https://directory.westernsydney.edu.au/search/name/Carole%20Doyle/))

Description This unit explores responsibilities related to the nature and professional context of midwifery. It focuses on developing students understanding of legal and ethical issues and the midwives obligation to work within ethical and legal frameworks for safe practice. The legal and ethical roles and functions of the midwife and their relationship to others are considered in terms of expected standard, responsibilities, accountabilities and scope of practice within the regulatory framework. It will provide an opportunity for students to explore and discuss ethical issues related to midwifery, reproductive and maternal health.

School Nursing & Midwifery

Discipline Midwifery

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Restrictions Students must be enrolled in 4684 Bachelor of Midwifery.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Discuss the discipline of midwifery and the context of professional practice within the relevant legal and ethical frameworks.
2. Describe the expected standards of practice for the midwife.
3. Discuss the legal and ethical responsibilities of the midwife.
4. Discuss ethical and legal issues related to reproduction and the practice of midwifery.
5. Explain the legal requirements and ethical considerations around collaborative health care relationships between midwives and others.
6. Critically reflect and discuss the professional, media and public image of midwifery.

Subject Content

1. Legislation Governing Professional Practice
 - Health Practitioner Regulation National Law Act 2009
 - Health Care Complaints Act 1993
 - Children and Young Persons (Care and Protection) Act 1998 No 157
 - child protection responsibilities including Keep them Safe policy guidelines
 - The coroners court
 - Legal requirements for: Termination of pregnancy -1st and 2nd trimester, Miscarriage /Stillbirths /Neonatal deaths, Sudden Infant Death Syndrome (SIDS), Maternal deaths
2. Regulatory Framework
 - Australian health practitioner regulation agency
 - Australian Nursing and Midwifery Council
 - midwife Standards for practice
 - international Code of ethics for Midwives
 - Code of conduct for Midwives in Australia
 - Midwifery practice decision flow chart.
3. Professional Framework
 - Australian College of Midwives; National Midwifery Guidelines for Consultation and Referral, Role of the consumer
4. Discipline of Midwifery
 - Roles, functions and competencies; boundaries of practice, legal issues, philosophical underpinnings of ethics, ethical issues, collaborative health care and midwifery practice, public image of midwifery, critical reflection.
 - Ethical issues in Midwifery; introduction to ethics (what is ethics how does it differ from law), philosophical underpinnings of ethics, human rights/ rights to and in healthcare, ethical issues related to reproduction, whistleblowing, conscientious obj
5. Using Research to Inform Practice
 - research ethics

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study: Online discussion of case study	400 words	10	N	Individual
Critical Review: Critical Incident Written Report	1,500 words	40	N	Individual
Final Examination: End of session examination consisting of MCQs and short answer and case study questions	2 hours	50	N	Individual

Teaching Periods

Spring Parramatta - Victoria Rd Day

Subject Contact Carole Doyle ([https://directory.westernsydney.edu.au/search/name/Carole Doyle/](https://directory.westernsydney.edu.au/search/name/Carole%20Doyle/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2018_22-SPR_PS_D#subjects)

NURS 2022 Midwifery Knowledge 3

Credit Points 10

Legacy Code 401034

Coordinator Elaine Burns ([https://directory.westernsydney.edu.au/search/name/Elaine Burns/](https://directory.westernsydney.edu.au/search/name/Elaine%20Burns/))

Description This unit provides students with the midwifery knowledge related to the postnatal period. It will focus on maternal postnatal and newborn care including infant feeding, bonding and attachment. Breastfeeding is a core maternity indicator and is a focus for improving public health. Midwifery skills and knowledge to assist women in the preparation, initiation and establishment of breastfeeding will be examined as well as the historical and social contexts of infant feeding and challenges that this and other problems may pose for women. The midwives role in supporting women who are breastfeeding is addressed including the need to offer consistent evidence-based information.

School Nursing & Midwifery

Discipline Midwifery

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) NURS 1010

Co-requisite(s) NURS 2025

Restrictions Students must be enrolled in 4684 Bachelor of Midwifery.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Discuss the role of the midwife in the provision of care to the woman, her baby and family during the first four to six postnatal weeks using a Primary Health Care framework.
2. Discuss the role of the midwife in supporting the transition to parenthood including social, emotional and mental health.
3. Analyse the basic needs and assessment of the newborn including nutritional requirements and growth and development during their first six weeks of life.
4. Describe the evidence for breastfeeding and the role of the midwife in supporting the woman to breastfeed.
5. Discuss the role of the midwife in supporting women who are experiencing challenges breastfeeding and women who are not breastfeeding.
6. Critically analyse the historical and social contexts of infant feeding and reflect on the challenges that this and other problems pose for women and midwives.
7. Discuss the history and current programme of immunisation for infants and options for informed choices.
8. Examine cultural practices related to the postpartum period.

Subject Content

1. Midwifery care and the Postnatal Well Woman
 - Understanding The transition to parenthood for both mothers and fathers
 - supporting The social, emotional and mental health needs of The mother transitioning to motherhood
 - Postnatal care in A primary health care framework
 - cultural practices in The Postnatal period
 - Sociocultural history of breastfeeding
 - supporting women who are breastfeeding
 - Benefits of breastfeeding
 - Nutritional requirements for breastfeeding
 - communication around infant feeding
 - common challenges related to breastfeeding
 - supporting women experiencing challenges including expressing breastmilk
 - supporting women who are not breastfeeding
 - common medications used in The Postnatal period especially in relation to breastfeeding
 - newborn growth and development and Nutritional requirements
 - newborn Screening tests eg SWISH NBST
 - newborn needs including Maternal/infant attachment
 - Fertility and family planning
 - Immunisation program and informed decision making
 - providing culturally Safe maternity care for Aboriginal and Torres Strait Islander women in Urban, rural and Remote settings
 - Working in partnership and concluding The professional relationship
 - family adaptation support services and networks including transition of care to child and family health services
 - Safe sleeping
 - current controversial Topics in The Postnatal period

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1,500 words	50	N	Individual
Final Exam	2 hours	50	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Elaine Burns ([https://directory.westernsydney.edu.au/search/name/Elaine Burns/](https://directory.westernsydney.edu.au/search/name/Elaine%20Burns/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2022_22-AUT_PS_D#subjects)

NURS 2025 Midwifery Professional Practice 3

Credit Points 10

Legacy Code 401221

Coordinator Kye Porritt ([https://directory.westernsydney.edu.au/search/name/Kye Porritt/](https://directory.westernsydney.edu.au/search/name/Kye%20Porritt/))

Description In this unit students will learn the necessary midwifery skills for the provision of woman centred post birth care. In a simulated practice environment students will gain practical skills to provide midwifery care to both the woman and her baby up until six weeks postpartum. The importance of effective communication and documentation will also be reinforced. This unit will also include blocks of practical experience in designated clinical areas and the provision of continuity of care.

School Nursing & Midwifery

Discipline Midwifery

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) NURS 1013 AND NURS 1004

Co-requisite(s) NURS 2022

Equivalent Subjects NURS 2023 Midwifery Practice Experience 3

Restrictions Students must be enrolled in 4684 Bachelor of Midwifery.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Provide evidence based woman centred care during the postnatal period including routine postnatal screening tests and correct documentation.
2. Communicate infant feeding support appropriately.
3. Undertake postnatal assessments of well women including planning and performing a discharge.
4. Undertake comprehensive assessments and provide safe care of the newborn and document the findings.
5. Discuss a variety of options for optimal breastfeeding positioning and attachment, and for supporting women experiencing difficulties with breastfeeding.

6. Perform and demonstrate to others the safe preparation of, and feeding of, artificial formula.
7. Demonstrate principles of safe medication administration and perform IM and SC injections.
8. Manage and monitor the use of IV infusions.
9. Provide appropriate postoperative care in the maternity context.
10. Fulfil professional midwifery practice requirements including continuity of care.

Subject Content

1. Appropriate communication
 - woman led
 - Attentive listening
 - open ended questioning
 - suggestions and options
 - strengths based feedback
 - Communications skills for completing The professional Midwifery relationship
2. Professional practice requirements
 - documentation in accordance with professional and Legislative requirements
 - policy and procedure guidelines
 - informed consent
 - Privacy Issues
 - Confidentiality
 - infection control
 - medication calculations
3. Midwifery Practice (Postbirth)
 - A. Day 0-6 Maternal postnatal assessment
 - using open and respectful communication
 - provide An opportunity for The woman to discuss her birth experience
 - Assess; the womans emotional needs, comfort, involution, blood loss, wound integrity (if applicable), nutritional intake and hydration, elimination, breasts and breastfeeding, infant feeding support needs, including safe preparation of formula when nec
 - care of The woman Pre and post operatively
 - pressure bandages/ removal of sutures/staples
 - Urinary catheterisation
 - promote and support hygiene needs
 - Administer Intramuscular and subcutaneous injections
 - blood glucose testing
 - commencement and maintenance of IV therapy
 - fluid Balance
 - include and involve The womans significant others
 - B. Day 0-6 newborn postnatal assessment
 - using open respectful communication with The family assess newborn: colour- Jaundice, temperature, respirations, heart rate and heart sounds, saturations, hydration, elimination, sleep/wake cycle
 - C. Collection of Newborn screening test
 - blood glucose Monitoring in The neonate
 - IMI and SC injections for newborns, including Calculation of dose
 - D. Week 1-6 Postnatal assessment mother and infant
 - All of the above plus; maternal adjustment, infant growth and weight gain, infant developmental milestones, parental concerns
4. Education, discharge and referral
 - Safe infant care- bathing, nappy changing, SIDs information
 - breastfeeding challenges- eg. nipple pain, The use of nipple shields and/ or breastmilk expression (as appropriate)
 - concerns about infant growth
 - infant settling and sleeping
 - information regarding formal and informal support options (community, peer and health professional options)
 - Discharge Assessment - Woman; comprehensive physical assessment, assessment of ongoing support needs, evidence based

information regarding contraceptive options, consideration of domestic violence screening tool, perinatal mental health

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Placement Performance	45 minutes	S/ U	Y	Individual
Participation	100% attendance, online modules weekly, in class maths quiz 30 minutes duration	S/ U	N	Individual
Simulation	30 minutes	S/ U	Y	Individual
Participation	Duration: 100% Attendance, 224 Practicum Hours and 15 Continuity of Care hours.	S/ U	Y	Individual
Log/Workbook		S/ U	Y	Individual

Teaching Periods

1st Half

Parramatta - Victoria Rd

Day

Subject Contact Kye Porritt ([https://directory.westernsydney.edu.au/search/name/Kye Porritt/](https://directory.westernsydney.edu.au/search/name/Kye%20Porritt/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2025_22-1H_PS_D#subjects)

NURS 2026 Midwifery Professional Practice 4

Credit Points 10

Legacy Code 401222

Coordinator Michelle Eveleigh ([https://directory.westernsydney.edu.au/search/name/Michelle Eveleigh/](https://directory.westernsydney.edu.au/search/name/Michelle%20Eveleigh/))

Description In this unit students will develop the necessary skills to provide midwifery care to women and neonates with complex health needs. In lab based simulation environments students will gain confidence in providing midwifery care following the detection

of deviations from normal. Students will gain practical experience in designated clinical areas and will follow women through pregnancy, birth and the postnatal period in a continuity of care experience.

School Nursing & Midwifery

Discipline Midwifery

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) NURS 2025 AND NURS 2022

Co-requisite(s) NURS 2004

Equivalent Subjects NURS 2024 Midwifery Practice Experience 3

Restrictions Students must be enrolled in 4684 Bachelor of Midwifery.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Communicate effectively with women who have complex health needs.
2. Recognise and respond appropriately to variations in maternal or infant vital signs.
3. Use and interpret cardiocographs (CTG♦fs).
4. Identify, assess and provide safe care for a woman experiencing a complex pregnancy, labour and birth or puerperium.
5. Recognise and respond to abnormal pathology.
6. Fulfil professional midwifery practice requirements including continuity of care.
7. Identify, assess and provide safe care for a baby with complex needs.
8. Identify medications used in complex maternal and neonatal care and safely administer IV medications .

Subject Content

1. Communication
 - communication skills for Working with women who have complex health needs and who require Additional procedures
 - documentation requirements
 - adherence to policy and Legislation
 - Escalation procedure following The detection of deviations from normal
2. Professional practice requirements
 - documentation in accordance with professional and Legislative requirements
 - policy and procedure guidelines
 - informed consent
 - Privacy Issues
 - Confidentiality
 - infection control
 - medication calculations
 - Competency development
3. Midwifery skills for complex pregnancy and birth
 - diabetes management
 - Oxygen therapy and care of The woman following surgery
 - haemodynamics (revision of A-G assessment)
 - Oxygen saturation Monitoring
 - appropriate use of automated mechanical blood pressure Monitoring
 - interpretation of laboratory findings
 - preparation for surgery
4. Labour and birth
 - Abdominal palpation for multiple Pregnancy

- procedure for insertion of and use of prostaglandins and mechanical ripening
 - procedure for The titration of IVI insulin
 - Administer IV medications
 - assessment of meconium staining
 - care of The woman having Epidural pain Relief (including removal of Epidural catheter)
 - management of haemorrhage ? antepartum, intrapartum and postpartum
 - fetal Monitoring in Pregnancy and labour
 - appropriate interpretation of normal and abnormal CTG
 - labour and birth for multiple pregnancies
 - mechanisms of birth for Malpresentations
 - management of A woman having A seizure
 - use of narcotics in labour
5. Newborn
- Receiving The newborn at caesarean section
 - saturation Monitoring
 - observation of newborns following birth Trauma
 - care of The Baby Receiving Oxygen therapy
 - care of The unwell Baby
 - insertion of A nasogastric tube
 - care of A Baby Receiving phototherapy
 - NAS observation

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements

4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Assessment and Care of a Woman Post-Operatively	1 hour	S/ U	Y	Individual
Skills Consolidation including Online Quizzes and completion of MPP4 'Midwifery Skills Book' (CPU based)	100%	S/ U	Y	Individual
Viva based on case studies around women and neonates with complex health needs	20 minutes	S/ U	Y	Individual

Portfolio: Submission of Bachelor of Midwifery Professional Practice Portfolio, including: - Midwifery Log of Practice Experience - Midwifery Continuity of Care Case Notes	Continuity of care 75 hours	S/ U	Y	Individual
Part A- Completion of online medication calculation safety Modules with 100% score in all on-line quizzes and Part B - In class Medication calculation safety quiz	Part A - Online Medication calculation safety Modules (All teaching weeks) and Part B - Medication calculation safety quiz - 30 minutes	S/ U	Y	Individual
Professional Placement Performance: Clinical placement 100% attendance and Australian Midwifery Standards Assessment Tool (AMSAT) x 1 summative	100% Attendance Clinical Practicum: 248 hours	S/ U	Y	Individual

Teaching Periods

2nd Half

Parramatta - Victoria Rd

Day

Subject Contact Michelle Eveleigh ([https://directory.westernsydney.edu.au/search/name/Michelle Eveleigh/](https://directory.westernsydney.edu.au/search/name/Michelle+Eveleigh/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2026_22-2H_PS_D#subjects)

NURS 2028 Professional Practice Experience 3

Credit Points 10

Legacy Code 401008

Coordinator Debbie Hetherington ([https://directory.westernsydney.edu.au/search/name/Debbie Hetherington/](https://directory.westernsydney.edu.au/search/name/Debbie%20Hetherington/))

Description Professional Practice Experience 3 focuses on the development of the role and clinical skills of the registered nurse when assessing and caring for people across the lifespan who are experiencing acute but usually resolvable conditions. A simulated professional task will assist with the development of essential clinical communications and a professional experience placement to evaluate clinical skills development. The unit includes 160 hours of Professional Experience Placement.

School Nursing & Midwifery

Discipline General Nursing

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) NURS 1021

Co-requisite(s) NURS 2037 and NURS 2040

Restrictions

Students must be enrolled in 4691 or 4780 Bachelor of Nursing - WSU Online or 4693 Bachelor of Nursing (Advanced) or 4692 Bachelor of Nursing (Graduate Entry)

Assumed Knowledge

Foundational knowledge of primary health care, professional communication, roles and responsibilities of registered nurse and human biological and behavioural sciences.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply the principles of safe medication administration in clinical scenarios in a simulated and clinical learning environment
2. Maintain accurate, comprehensive, and timely documentation of assessments and nursing care plans
3. Communicate effectively within interprofessional teams in a clinical scenario
4. Use a range of assessment techniques to systematically collect relevant and accurate information and data to inform practice
5. Perform safe medication administration, with a focus of non-parenteral and parenteral medications, for people who are experiencing acute but usually resolvable conditions in a simulated and clinical learning environment
6. Practise in accordance with legislation, regulations, policies, guidelines and other relevant standards or requirements in nursing

Subject Content

1. Principles of nursing frameworks
2. The experience of pain and pain management during the perioperative period
3. Assessment, admission procedures and the Nursing History
4. Accesses and analyses the best available evidence, for safe, quality practice
5. Recognising and Responding to Variations in Health Status Bowel Cancer, Fractures, Crohn's disease
6. Ulcerative colitis, Breast cancer
7. Perioperative and post-operative care
8. Fluid Balance & Fluid replacement

9. Numeracy – medication calculations
10. Working in multi-disciplinary teams
11. Health informatics and health technology – electronic charting
12. Application of legal-ethical principles
13. Family focused care
14. Clinical Practicum

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.

- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance)

Essential equipment

Access to an internet enabled device is essential in order to be able to: access course materials; to participate in discussion groups; and to access additional resources provided by the lecturer during the session. See http://www.westernsydney.edu.au/currentstudents/current_students/services_and_facilities/uwsonline_student_support for further information.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Task	30 minutes	S/U	Y	Individual
Professional Task	10 minutes	S/U	Y	Individual
Practical Exam	30 minutes	S/U	Y	Individual
Participation	All teaching weeks	S/U	Y	Individual
Professional Placement Performance	160 hours	S/U	Y	Individual

Teaching Periods

Autumn Campbelltown Day

Subject Contact Debbie Hetherington ([https://directory.westernsydney.edu.au/search/name/Debbie Hetherington/](https://directory.westernsydney.edu.au/search/name/Debbie%20Hetherington/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2028_22-AUT_CA_D#subjects)

Hawkesbury Day

Subject Contact Debbie Hetherington ([https://directory.westernsydney.edu.au/search/name/Debbie Hetherington/](https://directory.westernsydney.edu.au/search/name/Debbie%20Hetherington/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2028_22-AUT_HW_D#subjects)

Liverpool

Day

Subject Contact Debbie Hetherington ([https://directory.westernsydney.edu.au/search/name/Debbie Hetherington/](https://directory.westernsydney.edu.au/search/name/Debbie%20Hetherington/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2028_22-AUT_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Debbie Hetherington ([https://directory.westernsydney.edu.au/search/name/Debbie Hetherington/](https://directory.westernsydney.edu.au/search/name/Debbie%20Hetherington/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2028_22-AUT_PS_D#subjects)

WSU Online TRI-1

Wsu Online

Composite

Subject Contact Catherine McKellar ([https://directory.westernsydney.edu.au/search/name/Catherine McKellar/](https://directory.westernsydney.edu.au/search/name/Catherine%20McKellar/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2028_22-OT1_OW_C#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Debbie Hetherington ([https://directory.westernsydney.edu.au/search/name/Debbie Hetherington/](https://directory.westernsydney.edu.au/search/name/Debbie%20Hetherington/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2028_22-OT2_OW_O#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Debbie Hetherington ([https://directory.westernsydney.edu.au/search/name/Debbie Hetherington/](https://directory.westernsydney.edu.au/search/name/Debbie%20Hetherington/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2028_22-OT3_OW_O#subjects)

NURS 2029 Professional Practice Experience 4

Credit Points 10

Legacy Code 401012

Coordinator Annette Stunden ([https://directory.westernsydney.edu.au/search/name/Annette Stunden/](https://directory.westernsydney.edu.au/search/name/Annette%20Stunden/))

Description Professional Practice Experience 4 focuses on the development of the role and clinical skills of the registered nurse when caring for people experiencing an acute exacerbation of a chronic condition. A simulated professional task will assist with the development of essential clinical communications and a professional experience placement to evaluate clinical skills development. The subject includes 160 hours of Professional Experience Placement.

School Nursing & Midwifery

Discipline General Nursing

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) NURS 2028 Professional Practice Experience 3

Co-requisite(s) NURS 2038 Health Variations 2 – Chronic Conditions and Disability AND
NURS 2016 Health Variations 3 - Acute Exacerbations of Chronic Conditions

Restrictions

Students must be enrolled in 4691 Bachelor of Nursing, 4780 Bachelor of Nursing - WSU Online . or 4693 Bachelor of Nursing (Advanced) or 4692 Bachelor of Nursing (Graduate Entry)

Assumed Knowledge

Foundational knowledge of primary health care, professional communication, roles and responsibilities of the registered nurse, perioperative nursing, and human biological and behavioural sciences.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply the principles of safe medication administration in complex clinical scenarios in a simulated and clinical learning environment.
2. Evaluate nursing care plans by monitoring progress towards the expected goals and health outcomes.
3. Plan and negotiate how practice will be evaluated and the time frame of engagement
4. Utilise an evidence-based approach to assessment, planning, implementation, and evaluation of nursing care in a simulated and clinical learning environment.
5. Perform safe medication administration, with a focus of non-parenteral and parenteral medications, for people experiencing an acute exacerbation of a chronic condition or illness in a simulated and clinical learning environment.
6. Practise in accordance with legislation, regulations, policies, guidelines and other relevant standards or requirements in nursing.

Subject Content

1. Preventing and Controlling Healthcare Associated Infections
2. Medication Safety
3. Patient Identification and Procedure Matching
4. Clinical Handover (include ISBAR communication tool)
5. Blood and Blood Products
6. Preventing and managing pressure injuries
7. Preventing falls and harm from falls
8. Assessment, admission procedures and the nursing history
9. Documentation - progress, incidents, escalation, patient safety checklist
10. Recognising and Responding to Variations in Health Status (A to G assessment)
11. Recognising abnormal pathology results
12. Nursing care and management
13. Working in multi-disciplinary teams
14. Clinical practicum
15. Accesses and analyses the best available evidence, that includes research findings, for safe, quality practice

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance ([https://](https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance)

www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/

Essential equipment

Access to an internet enabled device is essential in order to be able to: access course materials; to participate in discussion groups; and to access additional resources provided by the lecturer during the session. See http://www.westernsydney.edu.au/currentstudents/current_students/services_and_facilities/uwsonline_student_support (http://www.westernsydney.edu.au/currentstudents/current_students/services_and_facilities/uwsonline_student_support/) for further information.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	30 mins	S/U	Y	Individual
Professional Task	10 mins	S/U	Y	Individual
Practical Exam	25 mins	S/U	Y	Individual
Participation	All teaching weeks	S/U	Y	Individual
Professional Placement Performance	160 hours	S/U	Y	Individual

Prescribed Texts

- Hill R., Hall, H., & Glew,P.(2017). Fundamentals of Nursing and Midwifery: A person-centred approach to care. (3rd ed.). North Ryde, NSW: Lippincott Williams and Wilkins. <https://ebookcentral.proquest.com/lib/wsudt/detail.action?docID=4745565>

Teaching Periods

WSU Online TRI-1

Wsu Online

Composite

Subject Contact Melanie Bingham ([https://directory.westernsydney.edu.au/search/name/Melanie Bingham/](https://directory.westernsydney.edu.au/search/name/Melanie%20Bingham/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2029_22-OT1_OW_C#subjects)

WSU Online TRI-2

Wsu Online

Composite

Subject Contact Melanie Bingham ([https://directory.westernsydney.edu.au/search/name/Melanie Bingham/](https://directory.westernsydney.edu.au/search/name/Melanie%20Bingham/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2029_22-OT2_OW_C#subjects)

Spring Campbelltown

Day

Subject Contact Annette Stunden ([https://directory.westernsydney.edu.au/search/name/Annette Stunden/](https://directory.westernsydney.edu.au/search/name/Annette%20Stunden/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2029_22-SPR_CA_D#subjects)

Hawkesbury

Day

Subject Contact Annette Stunden ([https://directory.westernsydney.edu.au/search/name/Annette Stunden/](https://directory.westernsydney.edu.au/search/name/Annette%20Stunden/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2029_22-SPR_HW_D#subjects)

Liverpool

Day

Subject Contact Annette Stunden ([https://directory.westernsydney.edu.au/search/name/Annette Stunden/](https://directory.westernsydney.edu.au/search/name/Annette%20Stunden/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2029_22-SPR_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Annette Stunden ([https://directory.westernsydney.edu.au/search/name/Annette Stunden/](https://directory.westernsydney.edu.au/search/name/Annette%20Stunden/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2029_22-SPR_PS_D#subjects)

WSU Online TRI-3

Wsu Online

Composite

Subject Contact Melanie Bingham ([https://directory.westernsydney.edu.au/search/name/Melanie Bingham/](https://directory.westernsydney.edu.au/search/name/Melanie%20Bingham/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2029_22-OT3_OW_C#subjects)

NURS 2031 Promoting Mental Health and Wellbeing 1

Credit Points 10

Legacy Code 401013

Coordinator Diana Jefferies ([https://directory.westernsydney.edu.au/search/name/Diana Jefferies/](https://directory.westernsydney.edu.au/search/name/Diana%20Jefferies/))

Description This unit introduces students to the care of individuals with mental health concerns and/or illness. The national mental health policies provide a framework to focus on a range of determinants and consequences of mental health and illness in Australia. The principles of stress vulnerability and recovery will be introduced. The unit will offer an introduction for students to caring for individuals with depression, anxiety and substance use, and their families/significant others. The concepts of therapeutic use of self and reflection when engaging with people with mental health needs will be introduced. Students will develop their knowledge of mental health assessment, risk assessment and risk management across the lifespan. Self-care strategies in everyday collaborative nursing and midwifery practice will be considered.

School Nursing & Midwifery

Discipline Mental Health Nursing

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects NURS 2021 - Mental Health Nursing 1

Restrictions Students must be enrolled in 4691 Bachelor of Nursing, 4693 Bachelor of Nursing (Advanced), 4692 Bachelor of Nursing (Graduate Entry) or 4684 Bachelor of Midwifery or 4780 Bachelor of Nursing - WSU Online. Students must be enrolled in 4780 to enrol in WSU Online Campus subjects.

Assumed Knowledge

Primary health care, professional communication, foundational concepts in human behavioural science and their application to nursing or midwifery practice, roles and responsibilities of registered nurse or midwife.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply primary health care principles in the promotion of mental health & wellbeing in diverse settings.
2. Distinguish the mental health priorities in relation to meeting the needs of individuals and their families/significant others in the community.
3. Relate the principles of stress, mental health assessment, risk assessment and management in promoting mental health and wellbeing.
4. Explain the principles and skills of therapeutic communication and interventions related to caring for people experiencing alterations in thought, behaviour, and mood.
5. Apply ethico-legal implications in relation to the care of people with mental health concerns and/or illnesses
6. Develop an understanding of the lived experiences and recovery for individuals with mental health concerns and/or illnesses.

Subject Content

1. Primary health care approach to promoting mental health and wellbeing across the lifespan for individuals and their families/significant others
2. Using therapeutic communication skills and therapeutic use of self to promote support, hope and recovery
3. An introduction to the theoretical framework of a stress vulnerability model
4. An introduction to problem-solving principles related to the application of mental health assessment, risk assessment, harm minimisation and risk management for individuals and others
5. Trauma informed care
6. Trauma informed care
 - family focused care
 - psychosocial interventions
 - psychopharmacology
 - Electroconvulsive therapy (ECT)
7. Introduction to ethical and legal considerations related to the care of individuals with mental health concerns and/or illnesses
8. Case study ? Aged person with dementia and agitation
9. Case study - Aboriginal and Torres Strait Islander person with substance use/misuse issues
10. Case study - related to perinatal mental health

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Video Assessment	10 minutes	40	N	Individual
Participation Tasks	30 minutes	10	N	Individual
Final Exam - Online	1 hour	50	N	Individual

Prescribed Texts

- This is the latest edition of the textbook that was published in 2020 Foster, K., Marks, P., O'Brien, A., & Raeburn, T. (2020). *Mental health in nursing : theory and practice for clinical settings* (Fifth edition. ed.). Amsterdam : Elsevier, 2020.

Teaching Periods

NURS 2034 Research for Nursing (Advanced)

Credit Points 10

Legacy Code 401214

Coordinator Rebecca O'Reilly ([https://directory.westernsydney.edu.au/search/name/Rebecca O'Reilly/](https://directory.westernsydney.edu.au/search/name/Rebecca%20O'Reilly/))

Description This unit introduces students to the major research paradigms, research principles, concepts that inform critical analysis of literature, the basis of evidence based practice and oral presentation skills.

School Nursing & Midwifery

Discipline General Nursing

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects NURS 2032 Research Principles for Nursing (Advanced)

Restrictions Students must be enrolled in 4693 Bachelor of Nursing (Advanced).

Assumed Knowledge

Professional communication skills and well developed academic literacy.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the ways of knowing and the relationship to nursing knowledge and practice.
2. Discuss the major research paradigms, principles, concepts and processes that inform nursing knowledge and practice.
3. Evaluate the ethical considerations that must be incorporated by nurse researchers.

- Analyse and evaluate literature that may then be utilised as a basis for evidence-based nursing practice.
- Discuss how research findings are translated into nursing practice.

Subject Content

- Ways of knowing and their relationship to nursing knowledge and practice
- Major paradigms that inform the research process in nursing.
- Quantitative research processes and issues for nurses.
- Qualitative research processes and issues for nurses.
- Mixed methods research processes and issues for nurses.
- Ethical considerations for nursing research.
- Critical analysis and evaluation as the basis for utilisation of research in nursing practice.
- Advanced scholarship and professional presentation development

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Critical Review	2000 words	50	N	Individual
Quiz	Part A: Weekly Participation Task: 7 days (20%) Part B: 30 Multiple Choice questions: 60 minutes (10%)	30	N	Individual
Presentation	10 mins	20	N	Individual
Learning Contract	Minimum 8 hours	S/U	Y	Individual

Teaching Periods

Autumn

Campbelltown

Day

Subject Contact Rebecca O'Reilly ([https://directory.westernsydney.edu.au/search/name/Rebecca O'Reilly](https://directory.westernsydney.edu.au/search/name/Rebecca%20O%27;Reilly))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2034_22-AUT_CA_D#subjects)

Hawkesbury

Day

Subject Contact Rebecca O'Reilly ([https://directory.westernsydney.edu.au/search/name/Rebecca O'Reilly](https://directory.westernsydney.edu.au/search/name/Rebecca%20O%27;Reilly))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2034_22-AUT_HW_D#subjects)

Liverpool

Day

Subject Contact Rebecca O'Reilly ([https://directory.westernsydney.edu.au/search/name/Rebecca O'Reilly](https://directory.westernsydney.edu.au/search/name/Rebecca%20O%27;Reilly))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2034_22-AUT_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Rebecca O'Reilly ([https://directory.westernsydney.edu.au/search/name/Rebecca O'Reilly](https://directory.westernsydney.edu.au/search/name/Rebecca%20O%27;Reilly))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2034_22-AUT_PS_D#subjects)

NURS 2035 Research for Nursing and Midwifery

Credit Points 10

Legacy Code 401208

Coordinator Sheeja Perumbil Pathrose ([https://directory.westernsydney.edu.au/search/name/Sheeja Perumbil Pathrose/](https://directory.westernsydney.edu.au/search/name/Sheeja%20Perumbil%20Pathrose/))

Description This unit will be replaced from Autumn 2022 by 401449 Evidence-based Practice for Nursing and Midwifery. In this unit nursing and midwifery students will develop a foundational understanding of research concepts that inform analysis of literature and evidence based practice. These skills will broaden the students understanding of the importance of research that underpins nursing and midwifery practice.

School Nursing & Midwifery

Discipline General Nursing

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Co-requisite(s) Co-requisite for 4691 NURS 1019 Professional Communication in Nursing

Equivalent Subjects NURS 2005 Evidence-Based Nursing NURS 2033 Research Principles for Nursing and Midwifery

Assumed Knowledge

Professional communication and the roles and responsibilities of registered nurse or midwife.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Multiple-Choice Question Quizzes	30 minutes each *3	30	N	Individual
Poster	1500 words	30	N	Individual
Final Exam-Online	1 hour-50 multiple choice questions	40	N	Individual

Teaching Periods

NURS 2036 Evidence-Based Practice for Nursing and Midwifery

Credit Points 10

Legacy Code 401449

Coordinator Jann Foster ([https://directory.westernsydney.edu.au/search/name/Jann Foster/](https://directory.westernsydney.edu.au/search/name/Jann%20Foster/))

Description Evidence-Based Practice for Nursing and Midwifery is designed to develop students' knowledge in accessing and making judgements to translate the best available evidence, which includes the most current, valid, and available research findings into practice. General concepts associated with evidence-based health care are explored including conducting literature searches from a wide range of sources, reviewing and appraising research and other evidence, using and translating research into practice.

School Nursing & Midwifery

Discipline General Nursing

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects NURS 2033 - Research Principles for Nursing and Midwifery NURS 2035 - Research for Nursing and Midwifery

Restrictions

Students must be enrolled in 4691 Bachelor of Nursing, 4780 Bachelor of Nursing – WSU Online or 4684 Bachelor of Midwifery. or 4693 Bachelor of Nursing (Advanced) or 4692 Bachelor of Nursing (Graduate Entry),

Assumed Knowledge

Professional communication and the roles and responsibilities of registered nurse or midwife.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the major research paradigms, principles and concepts that inform nursing and midwifery knowledge and practice.
2. Conduct literature searches from a wide range of sources to support safe and appropriate nursing and midwifery care
3. Evaluate research and other evidence to support evidence-based decision making for practice
4. Discuss the processes of translating research and other evidence into practice including identifying emerging trends in contemporary best practice evaluates information to support
5. Explain strategies on how to contribute to quality improvement and relevant research as a health care professional

Subject Content

1. Research approaches, methods, and designs (Quantitative and Qualitative)
2. Ethical considerations related to nursing and midwifery research.
3. Identify different research literature sources
4. Levels of evidence
5. Appraising the research
6. Synthesizing and appraising the evidence - Systematic reviews
7. Translation of evidence into practice

8. Clinical practice guideline, policies, models of care
9. Sustainable impact
10. Process of implementation of evidence for maintaining sustainable

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	30 minutes each x 2	30	N	Individual
Report	1,200 words	40	N	Individual
Presentation	10 minute video	30	N	Group

Teaching Periods

Autumn Campbelltown

Day

Subject Contact Jann Foster ([https://directory.westernsydney.edu.au/search/name/Jann Foster/](https://directory.westernsydney.edu.au/search/name/Jann%20Foster/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2036_22-AUT_CA_D#subjects)

Hawkesbury

Day

Subject Contact Jann Foster ([https://directory.westernsydney.edu.au/search/name/Jann Foster/](https://directory.westernsydney.edu.au/search/name/Jann%20Foster/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2036_22-AUT_HW_D#subjects)

Liverpool

Day

Subject Contact Jann Foster ([https://directory.westernsydney.edu.au/search/name/Jann Foster/](https://directory.westernsydney.edu.au/search/name/Jann%20Foster/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2036_22-AUT_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Jann Foster ([https://directory.westernsydney.edu.au/search/name/Jann Foster/](https://directory.westernsydney.edu.au/search/name/Jann%20Foster/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2036_22-AUT_PS_D#subjects)

WSU Online TRI-1

Wsu Online

Online

Subject Contact Jann Foster ([https://directory.westernsydney.edu.au/search/name/Jann Foster/](https://directory.westernsydney.edu.au/search/name/Jann%20Foster/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2036_22-OT1_OW_O#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Jann Foster ([https://directory.westernsydney.edu.au/search/name/Jann Foster/](https://directory.westernsydney.edu.au/search/name/Jann%20Foster/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2036_22-OT2_OW_O#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Jann Foster ([https://directory.westernsydney.edu.au/search/name/Jann Foster/](https://directory.westernsydney.edu.au/search/name/Jann%20Foster/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2036_22-OT3_OW_O#subjects)

NURS 2037 Health Variations 1 - Introduction to Alterations in Health

Credit Points 10

Legacy Code 401455

Coordinator Bronwyn Smith ([https://directory.westernsydney.edu.au/search/name/Bronwyn Smith/](https://directory.westernsydney.edu.au/search/name/Bronwyn%20Smith/))

Description Health Variations 1 utilises an evidence base to develop an understanding of pathophysiology, pharmacological interventions, and nursing care of people across the lifespan who are experiencing acute but usually resolvable alterations in health. A particular focus of this unit are the Australian National Health Priority Areas.

School Nursing & Midwifery

Discipline General Nursing

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) NURS 1023 - Bioscience 1
NURS 1024 - Bioscience 2

Equivalent Subjects NURS 2010 - Health Variations 1 - Perioperative

Restrictions

Must be enrolled in 4691 Bachelor of Nursing or 4780 Bachelor of Nursing – WSU Online or 4693 Bachelor of Nursing (Advanced) or 4692 Bachelor of Nursing (Graduate Entry)

Assumed Knowledge

Primary health care, foundational knowledge of human biological sciences including human body systems, immunity, wound healing, infection control, basic concepts in pharmacology and pathophysiology and the relationship to nursing practice.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Recognise and respond appropriately to physiological changes associated with alterations in health of people across the lifespan.
2. Utilise evidence to support decision making for safe, person-centred care.

3. Explain the role of the nurse when caring for a person during the perioperative period.
4. Justify the selection and prioritisation of nursing care with a person experiencing an alteration in health.
5. Explain safe and effective use of pharmacological and non-pharmacological interventions with a person experiencing an alteration in health.
6. Discuss the Australian National Health Priority Areas as they relate to person centred care.

Subject Content

1. Pathophysiology and pharmacology related to:
 - a. gastrointestinal,
 - b. musculoskeletal
 - c. reproductive systems
 - d. injury prevention and control
2. National Safety and Health Priority areas:
 - a. Injury Prevention and Control
 - b. Arthritis and Musculoskeletal Conditions
 - c. Cancer Control
3. Principles of nursing care related to:
 - a. NMBA Registered Nurse standards for practice
 - b. Best Practice Guidelines
 - c. Hospital policies and procedures
 - d. Diversity, culture, inclusion, and cultural safety for all people
 - e. Accesses and analyses the best available evidence, that includes research findings, for safe, quality practice
4. Factors influencing nursing care in the pre and post-operative period:
 - a. Deterioration
 - b. Complications
 - c. Signs and symptoms
5. National Safety and Quality Health Service Standards related to perioperative nursing care
6. Pharmacology in the pre and postoperative period:
 - a. Analgesics
 - b. Antibiotics
 - c. Anti-inflammatory agents
 - d. Specific condition related treatments
7. Non-pharmacological comfort measures

Special Requirements

Essential equipment

Access to an internet enabled device is essential in order to be able to: access course materials; to participate in discussion groups; and to access additional resources provided by the lecturer during the session. See http://www.westernsydney.edu.au/currentstudents/current_students/services_and_facilities/uwsonline_student_support (http://www.westernsydney.edu.au/currentstudents/current_students/services_and_facilities/uwsonline_student_support/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	30 minutes x 2	30	N	Individual
Poster	600 words	30	N	Individual
Case Study	1,200 words	40	N	Individual

Teaching Periods

Autumn Campbelltown Day

Subject Contact Bronwyn Smith ([https://directory.westernsydney.edu.au/search/name/Bronwyn Smith/](https://directory.westernsydney.edu.au/search/name/Bronwyn%20Smith/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2037_22-AUT_CA_D#subjects)

Hawkesbury Day

Subject Contact Bronwyn Smith ([https://directory.westernsydney.edu.au/search/name/Bronwyn Smith/](https://directory.westernsydney.edu.au/search/name/Bronwyn%20Smith/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2037_22-AUT_HW_D#subjects)

Liverpool Day

Subject Contact Bronwyn Smith ([https://directory.westernsydney.edu.au/search/name/Bronwyn Smith/](https://directory.westernsydney.edu.au/search/name/Bronwyn%20Smith/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2037_22-AUT_LP_D#subjects)

Parramatta - Victoria Rd Day

Subject Contact Bronwyn Smith ([https://directory.westernsydney.edu.au/search/name/Bronwyn Smith/](https://directory.westernsydney.edu.au/search/name/Bronwyn%20Smith/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2037_22-AUT_PS_D#subjects)

WSU Online TRI-2

Wsu Online Online

Subject Contact Bronwyn Smith ([https://directory.westernsydney.edu.au/search/name/Bronwyn Smith/](https://directory.westernsydney.edu.au/search/name/Bronwyn%20Smith/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2037_22-OT2_OW_O#subjects)

WSU Online TRI-3

Wsu Online Online

Subject Contact Bronwyn Smith ([https://directory.westernsydney.edu.au/search/name/Bronwyn Smith/](https://directory.westernsydney.edu.au/search/name/Bronwyn%20Smith/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2037_22-OT3_OW_O#subjects)

NURS 2038 Health Variations 2 - Chronic Conditions and Disability

Credit Points 10

Legacy Code 401444

Coordinator Anne Marks ([https://directory.westernsydney.edu.au/search/name/Anne Marks/](https://directory.westernsydney.edu.au/search/name/Anne%20Marks/))

Description Health Variations 2 - Chronic Conditions and Disability utilises an evidence base to develop an understanding of pathophysiology, pharmacological interventions, and nursing care for people across the lifespan who experience chronic conditions and disability.

School Nursing & Midwifery

Discipline General Nursing

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Co-requisite(s) NURS 2037 - Health Variations 1 - Introduction to Alterations in Health

Equivalent Subjects NURS 2013 - Health Variations 2 - Chronic Illness and Disability

Restrictions

Students must be enrolled in 4691 Bachelor of Nursing or 4780 Bachelor of Nursing – WSU Online. or 4693 Bachelor of Nursing (Advanced) or 4692 Bachelor of Nursing (Graduate Entry)

Assumed Knowledge

Primary health care, foundational knowledge of human biological sciences including human body systems, basic concepts in pharmacology and pathophysiology and the National Health Priorities and the relationship to nursing practice

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the causes, pathophysiology, clinical manifestations, and diagnostic procedures related to common chronic conditions
2. Identify the National Safety and Quality Care framework to plan appropriate, safe, effective, and evidence-based treatments when caring for people with common chronic conditions or persons with a disability.
3. Access and analyse the best available evidence, that includes research findings, related to common chronic conditions.
4. Describe strategies that promote a shared decision-making process in collaboration with carers, families, and people with common chronic conditions or disability
5. Develop evidence-based rationales for safe, person-centred care of people with chronic conditions or persons with a disability.

Subject Content

1. Knowledge and application of the following concepts to inform professional nursing practice related to chronic conditions and disability affecting the endocrine, neurological and respiratory body systems:

- a. Cause: Risk factors
- b. Clinical manifestations

- c. Diagnosis
- d. Pathophysiology
- e. Treatment: Pharmacological and non-pharmacological
- f. Nursing role and responsibilities: evidenced based practice by accessing and analysing the best available evidence, that includes research findings, for safe, quality practice

2. Concepts and principles of care related to chronicity and disability

- a. Rehabilitation and habilitation
- b. Person-centred care
- c. Shared decision-making

Special Requirements

Essential equipment

Essential Equipment: Access to an internet enabled device is essential in order to be able to: access course materials; to participate in discussion groups; and to access additional resources provided by the lecturer during the session. See http://www.westernsydney.edu.au/currentstudents/current_students/services_and_facilities/uwsonline_student_support for further information. (http://www.westernsydney.edu.au/currentstudents/current_students/services_and_facilities/uwsonline_student_support/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	30 minutes x 2 (15% each)	30	N	Individual
Report	1000 words	30	N	Group
Case Study	1200 words	40	N	Individual

Teaching Periods

Spring Campbelltown

Day

Subject Contact Anne Marks ([https://directory.westernsydney.edu.au/search/name/Anne Marks/](https://directory.westernsydney.edu.au/search/name/Anne%20Marks/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2038_22-SPR_CA_D#subjects)

Hawkesbury

Day

Subject Contact Anne Marks ([https://directory.westernsydney.edu.au/search/name/Anne Marks/](https://directory.westernsydney.edu.au/search/name/Anne%20Marks/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2038_22-SPR_HW_D#subjects)

Liverpool

Day

Subject Contact Anne Marks ([https://directory.westernsydney.edu.au/search/name/Anne Marks/](https://directory.westernsydney.edu.au/search/name/Anne%20Marks/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2038_22-SPR_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Anne Marks ([https://directory.westernsydney.edu.au/search/name/Anne Marks/](https://directory.westernsydney.edu.au/search/name/Anne%20Marks/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2038_22-SPR_PS_D#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Anne Marks ([https://directory.westernsydney.edu.au/search/name/Anne Marks/](https://directory.westernsydney.edu.au/search/name/Anne%20Marks/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2038_22-OT3_OW_O#subjects)

NURS 2039 Indigenous Australian Health, Wellness and Culture

Credit Points 10

Legacy Code 401454

Coordinator Liz Flannery ([https://directory.westernsydney.edu.au/search/name/Liz Flannery/](https://directory.westernsydney.edu.au/search/name/Liz%20Flannery/))

Description Indigenous Australian Health, Wellness and Culture unit will specifically enable nursing and midwifery students to investigate, discuss and develop an understanding of Aboriginal and Torres Strait Islander health, health statistics, historical and present-day issues associated with poor health outcomes in Aboriginal and Torres Strait Islander people. The concepts of cultural safety, health and illness will be discussed in terms of Aboriginal and Torres Strait Islander people. Students will explore and reflect on the impact of the different attitudes, institutional policies and value systems relating to the health of Aboriginal and Torres Strait Islander people in Australia.

School Nursing & Midwifery

Discipline General Nursing

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects NURS 2001 - Aboriginal and Torres Strait Islander Health

Restrictions Students must be enrolled in 4691 - Bachelor of Nursing, 4780 - Bachelor of Nursing ? WSU Online or 4684 - Bachelor of Midwifery.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify Aboriginal health as not just physical wellbeing of an individual but refers to the social, emotional, and cultural wellbeing of the whole community
2. Identify the role of family and community that underpin the health of Aboriginal and Torres Strait Islander peoples
3. Reflect on how colonisation has impacted the contemporary health situation of Aboriginal and Torres Strait Islander peoples
4. Compare current demographic, health indicators and statistical trends for Aboriginal and Torres Strait Islander peoples with non-Indigenous peoples in Australia

- Critique strategies to deliver culturally safe health care to Aboriginal and Torres Strait Islander clients from a strengths-based approach
- Appraise the role of nurses and/or midwives in achieving culturally safe health care for and with Aboriginal and Torres Strait Islander people

Subject Content

Examine the culture of nursing and midwifery, along with the broader health system, in terms of their impact on Aboriginal and Torres Strait Islander health service experiences.

Describe the historical development of Aboriginal and Torres Strait Islander community-controlled health services and health sector initiatives.

Analyse the contemporary role of Aboriginal and Torres Strait Islander health professionals, organisations, and communities in delivering culturally safe health care to Aboriginal and Torres Strait Islander clients from a strengths-based approach.

1. Meaning of health and illness

- values, belief systems, attitudes, bias, cultural safety, and practices in The care of Aboriginal and Torres Strait Islander communities

- definitions of culture from The perspectives of Aboriginal and Torres Strait Islander people

- health and status of Aboriginal and Torres Strait Islander people

2. Social determinants of health in Aboriginal and Torres Strait Islander communities

- cultural isolation

- Poverty

- discrimination ? social and institutional

- historical events and health care policies - relate The impact It has had on Aboriginal and Torres Strait Islander peoples

3. Health care policies and service provision ? Bridging the gap

4. Ethical care in Aboriginal and Torres Strait Islander populations

- Models, theories, and cultural care

- NMBA Standards for registered Nurse practice

5. Relate the importance of culturally appropriate care and service provision for Aboriginal and Torres Strait Islander People

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	30 minutes each x 2	20	N	Individual
Reflection	1000 words	35	N	Individual
Portfolio	1000 words	45	N	Individual

Teaching Periods

NURS 2040 Pharmacology in Nursing

Credit Points 10

Legacy Code 401450

Coordinator Jacqueline Rojo ([https://directory.westernsydney.edu.au/search/name/Jacqueline Rojo/](https://directory.westernsydney.edu.au/search/name/Jacqueline%20Rojo/))

Description It is imperative that registered nurses have a solid understanding of pharmacology. This subject introduces principles and core concepts of pharmacology with a distinct emphasis on safe

medication administration in nursing. Students will acquire knowledge of pharmacokinetics and pharmacodynamics and systematically develop an understanding of actions and reactions of commonly prescribed drugs to individual people across the lifespan. Electronic medication management systems, patient education and engagement in medication management are addressed in this subject.

School Nursing & Midwifery

Discipline General Nursing

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Co-requisite(s) NURS 2036

Restrictions

Students must be enrolled in 4691 Bachelor of Nursing, 4692 Bachelor of Nursing (Graduate Entry), 4780 Bachelor of Nursing - WSU Online.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Identify the principles and core concepts of pharmacokinetics and pharmacodynamics
- Describe the mechanisms of actions and reactions of commonly prescribed drugs to individual people across the lifespan
- Appraise up-to-date evidence, best practice guidelines and recommended evidence for drug therapies
- Apply knowledge of state and territory legislation and health service policies for medication prescription, storage, use and administration
- Reflect on safe administration of medication

Subject Content

1. Principles of pharmacology

a. Pharmacokinetics

b. Pharmacodynamics

c. Variability of drug action and reactions to people across lifespan

d. Individual differences

2. Commonly prescribed drugs

a. Anti-infective and anti-allergic agents (antimicrobials, antivirals, antiparasitics, antifungals, and vaccines; anti-histamines and immunosuppressants)

b. Analgesics (opioids, non-opioids and non-steroidal anti-inflammatory drugs)

c. Drugs for gastrointestinal disorders (anti-emetics, laxatives, anti-diarrhoeal agents, vitamin supplements)

d. Drugs for cardiovascular disorders (anti-hypertensives, anti-angina drugs, lipid-lowering agents, anticoagulants, antiplatelets, thrombolytics, drugs for heart failure and antidysrhythmic agents)

e. Drugs for respiratory disorders (drugs for rhinitis, asthma and chronic obstructive pulmonary disease)

f. Drugs modifying endocrine system (birth control pills, anti-diabetic agents, drugs for thyroid disorders)

g. Anxiolytics and hypnotics

3. Nursing considerations for quality use and administration of medicines

a. Psycho-socio-cultural aspects of pharmacotherapeutics

b. Medication safety and reporting medication incidents including adverse drug reactions, medication errors and near misses

c. Interprofessional and intraprofessional communication related to safe medication management and practices

d. Electronic medication management systems

- e. Medication adherence including legislative and organisational requirements for storage, use and administration
- f. Patient education and engagement in medication management

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	30 minutes x 2	30	N	Individual
Portfolio	1000 words or equivalent	30	N	Individual
Viva Voce	20 minutes	40	Y	Individual

Teaching Periods

Autumn Campbelltown

Day

Subject Contact Jacqueline Rojo ([https://directory.westernsydney.edu.au/search/name/Jacqueline Rojo/](https://directory.westernsydney.edu.au/search/name/Jacqueline%20Rojo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2040_22-AUT_CA_D#subjects)

Hawkesbury

Day

Subject Contact Jacqueline Rojo ([https://directory.westernsydney.edu.au/search/name/Jacqueline Rojo/](https://directory.westernsydney.edu.au/search/name/Jacqueline%20Rojo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2040_22-AUT_HW_D#subjects)

Liverpool

Day

Subject Contact Jacqueline Rojo ([https://directory.westernsydney.edu.au/search/name/Jacqueline Rojo/](https://directory.westernsydney.edu.au/search/name/Jacqueline%20Rojo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2040_22-AUT_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Jacqueline Rojo ([https://directory.westernsydney.edu.au/search/name/Jacqueline Rojo/](https://directory.westernsydney.edu.au/search/name/Jacqueline%20Rojo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2040_22-AUT_PS_D#subjects)

WSU Online TRI-1

Wsu Online

Online

Subject Contact Jacqueline Rojo ([https://directory.westernsydney.edu.au/search/name/Jacqueline Rojo/](https://directory.westernsydney.edu.au/search/name/Jacqueline%20Rojo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2040_22-OT1_OW_O#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Jacqueline Rojo ([https://directory.westernsydney.edu.au/search/name/Jacqueline Rojo/](https://directory.westernsydney.edu.au/search/name/Jacqueline%20Rojo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2040_22-OT2_OW_O#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Jacqueline Rojo ([https://directory.westernsydney.edu.au/search/name/Jacqueline Rojo/](https://directory.westernsydney.edu.au/search/name/Jacqueline%20Rojo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2040_22-OT3_OW_O#subjects)

NURS 2041 Promoting Mental Health and Wellbeing

Credit Points 10

Legacy Code 401451

Coordinator Aileen Pamonag Lane ([https://directory.westernsydney.edu.au/search/name/Aileen Pamonag Lane/](https://directory.westernsydney.edu.au/search/name/Aileen%20Pamonag%20Lane/))

Description Promoting Mental Health and Wellbeing develops mental health nursing knowledge and skill needs of the nursing workforce across a range of service delivery settings. It explores contemporary models of care such as recovery-oriented practice, trauma-informed care, and social determinants approach. Students will plan evidence-based initiatives that promote mental health, prevent and intervene early in illness, facilitate recovery, and promote wellbeing.

School Nursing & Midwifery

Discipline General Nursing

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) NURS 1025 - Person-centred Care Across the Lifespan

Restrictions

Students must be enrolled in 4691 Bachelor of Nursing, 4780 Bachelor of Nursing - WSU Online or 4693 Bachelor of Nursing (Advanced) or 4692 Bachelor of Nursing (Graduate Entry)

Assumed Knowledge

Primary health care, professional communication, foundational concepts in human behavioural science and their application to nursing or midwifery practice, roles and responsibilities of registered nurse or midwife.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate appropriate knowledge, skills, and attitudes in mental health nursing
2. Identify the rights of mental health consumers to live free from discrimination and social exclusion

- Describe professional therapeutic relationships with mental health consumers, carers, and significant others using empathic and compassionate language
- Describe how to support the rights of mental health consumers to lead their treatment and recovery process, and the rights of carers and significant others with the consumers consent, to collaborate in the treatment and recovery process
- Plan evidence-based initiatives that promote mental health, prevent, and intervene early in illness, facilitate recovery, and promote wellbeing
- Explain how to facilitate the recovery of mental health consumers by focussing on strengths and wellbeing

Subject Content

- An introduction to anxiety disorders, depression, suicide, schizophrenia, bipolar disorder, substance use based on Recovery Principles and Trauma Informed Care
- An introduction to mental health assessment, including comprehensive assessment of mental health consumers, carers and families, risk and strength assessments, triage, and diagnostic categories
- Psycho-social concerns would be reflected in person-centred / Recovery model and the importance of having a conversation about what is happening in their lives currently. The focus is on a holistic approach.
- An introduction to psychopharmacology
- Effect of stigma and myths around mental illness
- Lived experience of mental health consumers and carers, consumer, and carer partnership in recovery.
- Positive images about people with mental illness, promoting positive messages
- Explore ethical application of the MH Act, 2007 including least restrictive care
- Building professional therapeutic relationship with mental health consumers, carers, and families using empathetic communication skills
- Contemporary models of care such as recovery-oriented practice and trauma-informed care
- Effect of cultural/ spiritual and social factors (including Domestic Violence) in mental illness on individuals, families, and communities, including CALD-use of interpreters
- Mental health promotion and early intervention strategies
- Discussion of strength approach to Recovery
- Aboriginal and Torres Strait Islander social and emotional wellbeing
- An introduction to mental health and vulnerable populations
- An introduction to physical assessment in mental health
- Accesses and analyses the best available evidence, that includes research findings, for safe, quality practice

Special Requirements

Essential equipment

Access to an internet enabled device is essential in order to be able to: access course materials; to participate in discussion groups; and to access additional resources provided by the lecturer during the session. See http://www.westernsydney.edu.au/currentstudents/current_students/services_and_facilities/uwsonline_student_support (https://www.westernsydney.edu.au/currentstudents/current_students/services_and_facilities/uwsonline_student_support/) for further information.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	30 minutes x 2 (15% each)	30	N	Individual
Professional Task	10 minute presentation	30	N	Group
Poster	400 words	40	N	Individual

Teaching Periods

WSU Online TRI-1

Wsu Online

Online

Subject Contact Aileen Pamonag Lane ([https://directory.westernsydney.edu.au/search/name/Aileen Pamonag Lane/](https://directory.westernsydney.edu.au/search/name/Aileen%20Pamonag%20Lane/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2041_22-OT1_OW_O#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Aileen Pamonag Lane ([https://directory.westernsydney.edu.au/search/name/Aileen Pamonag Lane/](https://directory.westernsydney.edu.au/search/name/Aileen%20Pamonag%20Lane/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2041_22-OT2_OW_O#subjects)

Spring

Campbelltown

Day

Subject Contact Aileen Pamonag Lane ([https://directory.westernsydney.edu.au/search/name/Aileen Pamonag Lane/](https://directory.westernsydney.edu.au/search/name/Aileen%20Pamonag%20Lane/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2041_22-SPR_CA_D#subjects)

Hawkesbury

Day

Subject Contact Aileen Pamonag Lane ([https://directory.westernsydney.edu.au/search/name/Aileen Pamonag Lane/](https://directory.westernsydney.edu.au/search/name/Aileen%20Pamonag%20Lane/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2041_22-SPR_HW_D#subjects)

Liverpool

Day

Subject Contact Aileen Pamonag Lane ([https://directory.westernsydney.edu.au/search/name/Aileen Pamonag Lane/](https://directory.westernsydney.edu.au/search/name/Aileen%20Pamonag%20Lane/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2041_22-SPR_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Aileen Pamonag Lane ([https://directory.westernsydney.edu.au/search/name/Aileen Pamonag Lane/](https://directory.westernsydney.edu.au/search/name/Aileen%20Pamonag%20Lane/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2041_22-SPR_PS_D#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Aileen Pamonag Lane ([https://directory.westernsydney.edu.au/search/name/Aileen Pamonag Lane/](https://directory.westernsydney.edu.au/search/name/Aileen%20Pamonag%20Lane/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS2041_22-OT3_OW_O#subjects)

NURS 3001 Being a Professional Nurse (Advanced)

Credit Points 10

Legacy Code 401027

Coordinator Gladis Kabil ([https://directory.westernsydney.edu.au/search/name/Gladis Kabil/](https://directory.westernsydney.edu.au/search/name/Gladis%20Kabil/))

Description This unit explores the process of transition from student to professional practitioner. Students undertaking the BN Advanced course will gain a critical understanding of the congruence between the provision of health care and professional regulatory frameworks. The role of the graduate nurse will be explored through a detailed examination of case studies that apply relevant nursing theory to professional practice. This unit will build capacity in students to meet their professional responsibilities as new graduate practitioners in nursing. Students will also have the opportunity to discuss career planning and set priorities for ongoing professional development.

School Nursing & Midwifery

Discipline Nursing

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Co-requisite(s) NURS 3033

Restrictions Students must be enrolled in 4693 Bachelor of Nursing (Advanced).

Assumed Knowledge

Primary health care principles; professional communication; roles and responsibilities of the Registered Nurse; ethical and legal frameworks for practice, critical thinking and problem-solving skills.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Discuss the theoretical perspectives that inform transition to graduate practice.
2. Apply the relevant professional regulatory frameworks in relation to competent professional practice.
3. Apply lifelong learning approaches to continuing professional development.
4. Synthesise relevant information from diverse sources to maintain evidence of professional currency.
5. Critically evaluate readiness for practice through self-review, critical self-reflection, group discussion and peer feedback.
6. Critically evaluate personal goals for career development in the health care system and identify potential professional mentoring opportunities.

7. Critically reflect within a professional portfolio in relation to regulatory requirements.

8. Evaluate processes relevant to WH&S issues to provide safe, quality care within the scope of practice.

Subject Content

1. Transition to graduate practice - theoretical perspectives

- Novice to expert
- transition to graduate practice: stages and experiences
- The role of The Nursing profession in influencing better health outcomes for people, and partnering with other health professionals to optimise decision making about care

- participation in collaborative practice and Building professional relationships with health professionals within The scope of practice and personal and professional boundaries

2. Regulatory Frameworks

a. Australian Health Practitioner Regulation Agency (AHPRA)

b. Nursing and Midwifery Board of Australia (NMBA)

- Standards for practice
- codes of ethics and professional conduct
- Critical thinking and decision making framework
- professional boundaries
- professional practice guidelines

c. Legislation and policy governing professional practice

- Health Practitioner Regulation National Law Act 2009

- Health Care Complaints Act 1993

- Clinical Governance and Health Administration Act 1982

3. Professional Development

a. Formal requirements for registration

- Continuing professional development Registration Standard

b. Professional and Industrial bodies

- Nursing and Midwifery Board of Australia

- Australian Nursing and Midwifery Federation

- international Council of Nurses

- Australian College of Nursing

- NSW Nurses and Midwives Association

- Numerous Specialty Colleges

4. Maintaining Currency

- Accessing health informatics and health Technology

- Accessing, Analysing and using The best available evidence

- professional portfolios

- self and group reflection, Review and feedback

5. Career Development

- career options

- career planning

- mentoring opportunities

6. Advanced academic and scholarship development

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Critical incident reflection paper: professional practice context	1,000 words	35	N	Individual

Critical analysis essay related to being a professional nurse	1,500 words	40	N	Individual
Professional Portfolio self-assessment	750 words	25	N	Individual

Prescribed Texts

- Chang, E., & Daly, J. (2016). Transitions in nursing: Preparing for professional practice (4th ed.). Chatswood, Australia: Elsevier Australia.

Teaching Periods

Spring Campbelltown Day

Subject Contact Gladis Kabil ([https://directory.westernsydney.edu.au/search/name/Gladis Kabil/](https://directory.westernsydney.edu.au/search/name/Gladis%20Kabil/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3001_22-SPR_CA_D#subjects)

Hawkesbury Day

Subject Contact Gladis Kabil ([https://directory.westernsydney.edu.au/search/name/Gladis Kabil/](https://directory.westernsydney.edu.au/search/name/Gladis%20Kabil/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3001_22-SPR_HW_D#subjects)

Liverpool Day

Subject Contact Gladis Kabil ([https://directory.westernsydney.edu.au/search/name/Gladis Kabil/](https://directory.westernsydney.edu.au/search/name/Gladis%20Kabil/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3001_22-SPR_LP_D#subjects)

Parramatta - Victoria Rd Day

Subject Contact Gladis Kabil ([https://directory.westernsydney.edu.au/search/name/Gladis Kabil/](https://directory.westernsydney.edu.au/search/name/Gladis%20Kabil/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3001_22-SPR_PS_D#subjects)

NURS 3002 Being a Professional Nurse or Midwife

Credit Points 10

Legacy Code 401021

Coordinator Paula Sanchez ([https://directory.westernsydney.edu.au/search/name/Paula Sanchez/](https://directory.westernsydney.edu.au/search/name/Paula%20Sanchez/))

Description Being a Professional Nurse or Midwife explores the process of transition from student to a registered health care professional. Students analyse their role as a registered nurse or registered midwife, reflecting on accountability, responsibility, therapeutic and professional relationships, and their capability for practice. This unit will build capacity in students to meet their professional responsibilities

as capable practitioners in nursing or midwifery and will have an opportunity to demonstrate job readiness skills in preparation for new graduate employment opportunities.

School Nursing & Midwifery

Discipline General Nursing

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) NURS 1022 - Becoming a Professional Nurse

Co-requisite(s) NURS 3039 Professional Experience Placement

Restrictions

Students must be enrolled in 4691 Bachelor of Nursing, 4780 Bachelor of Nursing – WSU Online or 4684 Bachelor of Midwifery or 4693 Bachelor of Nursing (Advanced) or 4692 Bachelor of Nursing (Graduate Entry) courses and must have passed 80 credit points at Level 1 and 60 credit points at Level 2.

Assumed Knowledge

Professional communication, roles and responsibilities of the Registered Nurse and the Midwife, ethical and legal frameworks for practice, behavioural and social sciences, critical frameworks.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Demonstrate job readiness skills in preparation for graduate employment
- Promote the integral role of nursing or midwifery practice and the profession
- Critically analyse professional accountability for decisions, actions, behaviours, and responsibilities inherent in the role of nursing or midwifery
- Reflect on one's professional responsibilities adhering to digital health legislation, policy, ethics, and professional conduct
- Adopt a lifelong learning approach for continuing professional development of self and others with reference to resilience and self-reflexivity in a professional context

Subject Content

- Transition to graduate practice – theoretical perspectives
 - Novice to expert
 - Transition to graduate practice: stages and experiences
 - The role of the profession in influencing better health outcomes for people, and partnering with other health professionals to optimise decision making that supports person-centred care
 - Participation in collaborative practice and building professional relationships with health professionals within the scope of practice and personal and professional boundaries
- Regulatory Frameworks
 - Australian Health Practitioner Regulation Agency (AHPRA)
 - Nursing and Midwifery Board of Australia (NMBA)
 - Standards for practice
 - Code of Conduct
 - ICN Registered Nurse Code of Ethics
 - ICM Midwife Code of Ethics
 - Decision making frameworks
 - Professional boundaries

- Legislation and policy governing professional practice
- Health Practitioner Regulation National Law Act 2009
- Health Care Complaints Act 1993
- Clinical Governance and Health Administration Act 1982

3. Professional Development

- Formal requirements for registration
- Continuing professional development registration standards
- Maintaining Currency
- Accessing health informatics and health technology
- Accessing, analysing, and using the best available evidence
- Self-reflection, review, and feedback

4. Career Development

- Professional portfolios
- Career options
- Career planning
- Mentoring opportunities
- Leading others

Special Requirements

Essential equipment

Access to an internet enabled device is essential in order to be able to: access course materials; to participate in discussion groups; and to access additional resources provided by the lecturer during the session. See http://www.westernsydney.edu.au/currentstudents/current_students/services_and_facilities/uwsonline_student_support (http://www.westernsydney.edu.au/currentstudents/current_students/services_and_facilities/uwsonline_student_support/) for further information.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Interview	15 minutes	30	N	Individual
Essay	1500 words	40	N	Individual
Reflection	500 words	30	N	Individual

Prescribed Texts

- Pairman, S., Tracy, S., Dahlen, H., & Dixon, L. (2019). Midwifery: Preparation for Practice (4th ed.). [2 book set]. Elsevier.

Teaching Periods

WSU Online TRI-1

Wsu Online

Online

Subject Contact Cathy Dickson ([https://directory.westernsydney.edu.au/search/name/Cathy Dickson/](https://directory.westernsydney.edu.au/search/name/Cathy%20Dickson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3002_22-OT1_OW_O#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Cathy Dickson ([https://directory.westernsydney.edu.au/search/name/Cathy Dickson/](https://directory.westernsydney.edu.au/search/name/Cathy%20Dickson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3002_22-OT2_OW_O#subjects)

Spring

Campbelltown

Day

Subject Contact Paula Sanchez ([https://directory.westernsydney.edu.au/search/name/Paula Sanchez/](https://directory.westernsydney.edu.au/search/name/Paula%20Sanchez/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3002_22-SPR_CA_D#subjects)

Hawkesbury

Day

Subject Contact Paula Sanchez ([https://directory.westernsydney.edu.au/search/name/Paula Sanchez/](https://directory.westernsydney.edu.au/search/name/Paula%20Sanchez/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3002_22-SPR_HW_D#subjects)

Liverpool

Day

Subject Contact Paula Sanchez ([https://directory.westernsydney.edu.au/search/name/Paula Sanchez/](https://directory.westernsydney.edu.au/search/name/Paula%20Sanchez/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3002_22-SPR_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Paula Sanchez ([https://directory.westernsydney.edu.au/search/name/Paula Sanchez/](https://directory.westernsydney.edu.au/search/name/Paula%20Sanchez/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3002_22-SPR_PS_D#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Fleur Vanderheld ([https://directory.westernsydney.edu.au/search/name/Fleur Vanderheld/](https://directory.westernsydney.edu.au/search/name/Fleur%20Vanderheld/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3002_22-OT3_OW_O#subjects)

NURS 3003 Clinical Leadership and Professional Relationships

Credit Points 10

Legacy Code 401213

Coordinator Leone Pike ([https://directory.westernsydney.edu.au/search/name/Leone Pike/](https://directory.westernsydney.edu.au/search/name/Leone%20Pike/))

Description The unit explores fundamental concepts and issues related to leadership in nursing and midwifery. The unit focuses on exploration of contemporary innovative approaches to leadership that may contribute to nursing and midwifery standards, person and woman

centred practice, critical reflection and critical thinking in dynamic healthcare contexts.

School Nursing & Midwifery

Discipline General Nursing

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects NURS 3019 Leadership in Graduate Practice NURS 3021 Leadership in Nursing and Midwifery

Restrictions Students must be enrolled in 4691 Bachelor of Nursing, 4692 Bachelor of Nursing (Graduate Entry) or 4684 Bachelor of Midwifery or 4780 Bachelor of Nursing - WSU Online. Students must be enrolled in 4780 to enrol in WSU Online Campus subjects.

Assumed Knowledge

Professional communication, roles and responsibilities of the Registered Nurse and the Midwife, ethical and legal frameworks for practice, behavioural and social sciences, critical frameworks.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critique contemporary clinical leadership approaches in nursing and midwifery practice.
2. Differentiate between leadership and management in relation to clinical nursing or midwifery practice.
3. Appraise facilitators and barriers to effective clinical leadership in the provision of optimal person and woman-centred care at different levels of experience in nursing and midwifery practice.
4. Evaluate strategies for change and innovation processes in contemporary primary healthcare contexts.
5. Apply strategies required for effective building, motivating and leading of collaborative healthcare teams in clinical practice.

Subject Content

1. Contemporary, emerging and innovative approaches to leadership in healthcare contexts
2. Leading and enhancing person and women-centred care
3. Emotional and spiritual intelligence and leadership
4. Reflection, self-assessment, feedback and critical thinking in relation to leadership
5. Participation, delegation, advocacy and empowerment for leaders in the health care sector
6. Leaders as change agents
7. Leading in a changing environment
8. Building, motivating and leading collaborative teams
9. Communication, conflict resolution and negotiation
10. Quality improvement methodologies

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Participation activities: 6 tasks, best 4 marks included in final marks	30 minutes each activity	20	N	Individual
Essay: Critical reflection Scenario-Based Essay	1,500 words	50	N	Individual
Presentation: Group Work (Team Presentation)	15 minutes	30	N	Group

Teaching Periods

NURS 3004 Clinical Leadership in Nursing (Advanced)

Credit Points 10

Legacy Code 401217

Coordinator Antoinette Cotton (<https://directory.westernsydney.edu.au/search/name/Antoinette+Cotton/>)

Description This unit explores fundamental and advanced concepts and issues related to leadership in nursing to enable the advanced student to reflect on future leadership aspirations. The unit focuses on exploration of contemporary, emerging and innovative approaches to leadership that contribute to nursing standards, person-centred practice, evidence-based leadership, critical reflection and critical thinking in dynamic healthcare contexts.

School Nursing & Midwifery

Discipline General Nursing

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects NURS 3020 Leadership in Nursing (Advanced)

Restrictions Students must be enrolled in 4693 Bachelor of Nursing (Advanced).

Assumed Knowledge

Professional communication, roles and responsibilities of the Registered Nurse, ethical and legal frameworks for practice, behavioural and social sciences, critical thinking and problem-solving skills.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate contemporary, emerging and innovative clinical leadership approaches in nursing practice.
2. Differentiate between leadership and management in relation to clinical nursing practice.
3. Critically discuss the importance of leadership development and clinical leadership styles for nursing practice.

4. Appraise professional and organisational factors that facilitate or inhibit effective leadership in healthcare.
5. Critically evaluate effective leadership in provision of optimal person-centred care in clinical nursing practice.
6. Critically appraise leading and managing change and innovations in contemporary healthcare contexts.
7. Assess the value of self reflection, self assessment, critical thinking and feedback for effective clinical leadership in nursing contexts including the new graduate context.
8. Critically discuss effective building, motivating and leading of collaborative healthcare teams.

Subject Content

1. Contemporary, emerging and innovative approaches to leadership in healthcare contexts
2. Leading and enhancing person-centred care
3. Emotional and spiritual intelligence and leadership
4. Reflection, self-assessment, feedback and critical thinking in relation to clinical leadership
5. Participation, delegation, advocacy and empowerment for leaders in the health care sector
6. Leaders as change agents
7. Leading in a changing clinical environment
8. Building, motivating and leading collaborative healthcare teams
9. Communication, conflict resolution and negotiation
10. Advanced scholarship and leadership development skills
11. Quality improvement methodologies

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Critical discussion paper	1500 words	50	N	Individual
Professional leadership activity (negotiated): Part A Presentation and Abstract	20 minutes 200 words	20	N	Individual
Professional leadership activity (negotiated): Part B Reflective Report	1000 words	30	N	Individual
Participation presentations 1 day Seminar	Four - 3 hour 1 day Seminar	S/U	Y	Individual

Teaching Periods

Spring Campbelltown

Day

Subject Contact Antoinette Cotton ([https://directory.westernsydney.edu.au/search/name/Antoinette Cotton/](https://directory.westernsydney.edu.au/search/name/Antoinette+Cotton/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3004_22-SPR_CA_D#subjects)

Hawkesbury

Day

Subject Contact Antoinette Cotton ([https://directory.westernsydney.edu.au/search/name/Antoinette Cotton/](https://directory.westernsydney.edu.au/search/name/Antoinette+Cotton/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3004_22-SPR_HW_D#subjects)

Liverpool

Day

Subject Contact Antoinette Cotton ([https://directory.westernsydney.edu.au/search/name/Antoinette Cotton/](https://directory.westernsydney.edu.au/search/name/Antoinette+Cotton/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3004_22-SPR_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Antoinette Cotton ([https://directory.westernsydney.edu.au/search/name/Antoinette Cotton/](https://directory.westernsydney.edu.au/search/name/Antoinette+Cotton/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3004_22-SPR_PS_D#subjects)

NURS 3005 Collaborative Care

Credit Points 10

Legacy Code 401040

Coordinator Hazel Keedle ([https://directory.westernsydney.edu.au/search/name/Hazel Keedle/](https://directory.westernsydney.edu.au/search/name/Hazel+Keedle/))

Description The Australian College of Midwives and the National Health and Medical Research Council (NHMRC) provide guidelines to assist midwives to recognise when to refer or consult with other midwives or health care practitioners, as well as collaborative care arrangements. This unit provides students with the knowledge to collaborate with all health professionals. This includes assessing procedures for managing obstetric emergencies; transferring women or newborns; assessing referral pathways; and caring for bereaved families.

School Nursing & Midwifery

Discipline Midwifery

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) NURS 2004 AND NURS 2026

Co-requisite(s) NURS 3006 AND NURS 3030 AND NURS 3036

Restrictions Students must be enrolled in 4684 Bachelor of Midwifery.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify emerging and escalating situations that may require referral or additional care and discuss the referral processes and requirements
2. Analyse and discuss transfer policies and procedures for women and newborns; the various methods of transfer; and the implications for women and their families.
3. Describe the role of the midwife as part of a collaborative team in transferring and receiving women and /or newborns to or from another health centre or hospital..
4. Critically analyse collaborative practices within a multidisciplinary team.
5. Reflect on the role of the midwife and other health professionals in providing multidisciplinary care in complex and emergency situations
6. Critique a hospital policy or guideline in relation to complex care episodes
7. Examine communication skills for collaborative practices and cultural considerations for women, babies and families.

Subject Content

1. Referral from Primary Care
 - Reasons for referral (Australian College of Midwives guidelines)
 - Issues associated with referral
2. Hospital Transfers of Women and Newborns
 - transfer policies and procedures
 - Transportation (air/ambulance)
 - Receiving women and newborns
 - maternity service Issues and women's choices if She lives in An isolated area
 - needs of The sick woman /newborn and The impact on significant others
 - neonatal emergency transport service
 - NSW Tiered hospitals
 - NSW Pregnancy and newborn services Network
 - transfer from Home to hospital
3. Models of collaborative care
 - Communication skills and negotiated practice and collabora

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short Answer	750 words each activity	50	N	Individual
Essay	1,500 words	50	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Hazel Keedle ([https://directory.westernsydney.edu.au/search/name/Hazel Keedle/](https://directory.westernsydney.edu.au/search/name/Hazel%20Keedle/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3005_22-AUT_PS_D#subjects)

NURS 3006 Complex Care 2

Credit Points 10

Legacy Code 401039

Coordinator Leanne Luck ([https://directory.westernsydney.edu.au/search/name/Leanne Luck/](https://directory.westernsydney.edu.au/search/name/Leanne%20Luck/))

Description This unit continues to explore the complex issues surrounding childbirth with a particular emphasis on those women who have pre-existing conditions. Dilemmas and challenges that surround infertility, medical conditions and previous surgical conditions as well as environmental issues that may impact on pregnancy and or birth, are examined. In addition, the unit includes the implications and management for the care of the associated neonate.

School Nursing & Midwifery

Discipline Midwifery

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) NURS 2004 AND NURS 2026

Co-requisite(s) NURS 3030 AND NURS 3005 AND NURS 3036

Restrictions Students must be enrolled in 4684 Bachelor of Midwifery.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe environmental issues that impact on fertility and fetal development
2. Explain assisted reproductive technologies (ART) and the support required for women receiving ART
3. Describe pre-existing physiological, medical and surgical conditions that may impact on pregnancy, labour or birth outcomes.
4. Critically analyse and discuss the midwife's role when caring for w

Subject Content

1. Environmental issues
 - Effects of exposure to harmful agents on fetal development (eg drugs, radiation, environmental chemicals and pathogens) on fetal development)
 - causes of congenital abnormalities
 - physiological effects of alcohol and other drugs used by The woman during Pregnancy
 - The impact of illicit drugs and alcohol on The neonate
2. Infertility
 - assisting The woman and her family in relation to Infertility
 - assisted Reproductive technologies
3. Caring for women with existing medical and/or gynaecological conditions that may impact on pregnancy and or birth
 - cardiac abnormalities
 - renal disorders
 - uterine abnormalities
 - thyroid dysfunction
 - cancer
 - Termination of pregnancy - 2nd trimester
4. Caring for the woman with previous surgical conditions or special needs that may impact on pregnancy and or birth

- female Genital mutilation
- breast surgery (implants, reduction)
- Other surgery
- women with disabilities
- blood dyscrasias
- 5. Working with obstetric emergencies
 - Shoulder dystocia
 - cord prolapse
 - uterine inversion
 - uterine rupture
 - Shock
 - Amniotic fluid Embolism (anaphylactoid syndrome of Pregnancy)
 - Maternal resuscitation
 - neonatal resuscitation
- 6. Working in partnership with women in complex situations
 - communication skills to work effectively with women and families with complex physiological needs
 - separation of mother and newborn
 - support services available to parents
- 7. Neonates with complex needs
 - neonatal Abstinence syndrome
 - fetal alcohol syndrome
 - Scalp pH/lactate and interpretation of findings
 - Acyanotic heart disease
 - CDH Babies
 - withdrawal of care in The nursery

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
End-of-session Exam	2,000 words	50	N	Individual
Essay	2 hours	50	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Leanne Luck ([https://directory.westernsydney.edu.au/search/name/Leanne Luck/](https://directory.westernsydney.edu.au/search/name/Leanne%20Luck/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3006_22-AUT_PS_D#subjects)

NURS 3007 Contemporary Issues in Child and Adolescent Health

Credit Points 10

Legacy Code 401196

Coordinator Peter Lewis ([https://directory.westernsydney.edu.au/search/name/Peter Lewis/](https://directory.westernsydney.edu.au/search/name/Peter%20Lewis/))

Description This unit begins with a brief examination of socio-cultural theories of childhood and adolescence as a background for the critical analysis of current debates about the health and wellbeing of children and adolescents. Case studies will be used to explore

contestable topics in child and youth health from an interdisciplinary perspective. The unit will address issues of child protection and parental responsibility in the mainstream community, Aboriginal and Torres Strait Islanders, and refugee health care settings. Knowledge gained in this unit will assist beginning practitioners in a variety of disciplines to take informed positions on topics relevant to child and adolescent health.

School Nursing & Midwifery

Discipline Nursing

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 80 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Discuss current socio-cultural meanings of childhood and adolescence.
2. Discuss the influence of context and culture on child and adolescent health.
3. Discuss and critically analyse why some public health initiatives are contestable.
4. Formulate and justify a personal position on current contestable topics in child and adolescent health.
5. Critically reflect on ethico-legal implications of public health policy as applied to children and adolescents.
6. Critically discuss how interagency collaboration is necessary for the effective promotion of child and adolescent health.

Subject Content

Module 1 - Models of Child and Adolescent Development

1. Introduction to basic conceptualisations of childhood and adolescence

- Continuous Vs Discontinuous development
- Tabula Rasa Vs Noble Savage
- nature Vs nurture

2. Biopsychosocial Models of child and adolescent development

- physical growth
- cognitive and psychological growth

3. Models of Social and Moral Development

- Vygotskys Sociocultural theory
- Bronfenbrenners ecological systems theory
- Kohlbergs theory of moral development

4. Socio-cultural contextualisation of childhood and adolescence

- historical and evolving definitions of childhood and Adolescence
- childhood and adolescence in different socio-cultural contexts; modern Western democracy, Islamic states, majority world
- how variations shape The approach to Caring for children and adolescents

Module 2 - Public Health from the Global to the Local

5. Principles of public health policy and their application to children and adolescents

- historical development of public health
- The purpose of public health policy
- major achievements of public health
- critiques of public health
- some useful public health frameworks for thinking about child and adolescent health

Module 3 - Caring for marginalised children and adolescents

6. Social Justice

- mandatory Detention and its impact on The family unit

- Caring for The health of children and adolescents during and after their Detention
- Caring for The Australian Born offspring of Adult detainees
- 7. Equity of Access
 - child and adolescent health in rural and Remote Aboriginal and Torres Strait Islander populations
 - child and adolescent health in Urban Aboriginal and Torres Strait Islander populations
 - intervention in Aboriginal and Torres Strait Islander communities and its impact on child and adolescent health
- 8. Intra session Break
- 9. Protecting Children and Adolescents in Institutional Care
 - The Royal Commission into institutional responses to child sexual Abuse
- Module 4 - Balancing public good with personal choice
- 10. What to do with those who disagree with the "experts"
 - The qualified success of population

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Asynchronous discussion board participation	1 post of 100 – 300 words per module throughout semester (A minimum total of 4 posts throughout semester)	15	N	Individual
Critical reflection	1,500 words	50	N	Individual
Abstract and online presentation	300 words and 10 minutes	35	N	Individual

Teaching Periods

NURS 3014 Health Variations 4 (Advanced) - Acute Life Threatening Conditions

Credit Points 10

Legacy Code 401216

Coordinator Sharon Jacobs ([https://directory.westernsydney.edu.au/search/name/Sharon Jacobs/](https://directory.westernsydney.edu.au/search/name/Sharon%20Jacobs/))

Description This unit develops a student's knowledge, critical thinking and problem-solving skills related to the pathophysiology, pharmacology and nursing care for people who experience an acute life-threatening and/or traumatic condition that may involve multiple systems failure. National Health Priority case histories used in the unit will focus on cardiovascular disease, and injury prevention and control. The unit will also consider habilitation and rehabilitation of people who have experienced acute life-threatening or traumatic complex health issues. Workshops will be used to provide the student with the necessary advanced assessment, clinical problem-solving skills

and simulation experiences to recognise the deteriorating patient with potential life-threatening conditions and intervene with reporting, monitoring and initiation of treatment skills.

School Nursing & Midwifery

Discipline Critical Care Nursing

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Restrictions Students must be enrolled in 4693 Bachelor of Nursing (Advanced).

Assumed Knowledge

Primary health care, knowledge of human biological sciences including human body systems, concepts in pharmacology and pathophysiology and the National Health Priorities and the relationship to nursing practice.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate in-depth understanding of pathophysiological processes that are related to acute life-threatening and/or traumatic condition and its implications for professional nursing practice
2. Appraise specific diagnostic procedures associated with acute life threatening and/or traumatic complex health conditions
3. Critically evaluate pharmacological agents and their safe effective application in professional nursing practice when caring for people with acute life threatening and/or traumatic complex health conditions
4. Justify strategies used to provide safe effective evidence based nursing care for individuals and their families who experience an acute life-threatening event or traumatic complex health condition
5. Critically discuss the principles of habilitation and rehabilitation as they relate to individuals who experience an acute life-threatening or traumatic complex health issues

Subject Content

1. Knowledge and application of the following to inform professional nursing practice related to acute life-threatening and/or traumatic complex health conditions utilising both critical thinking and problem-solving skills:
 - a. National Safety and Quality Health Service Standards
 - b. Advanced Health Assessment skills
 - primary and secondary survey for Trauma injury management
 - c. Pathophysiology
 - d. Pharmacology
 - e. Diagnostic procedures
 - f. Nursing management
 - The deteriorating patient
 - sudden unexpected Death
 - g. Habilitation and rehabilitation principles
 - h. Advanced assessment and professional communication skills
2. Indicative Case Histories
 - cardiovascular ? Acute Myocardial infarction, cardiac Revascularisation, cardiac surgery
 - injury prevention and control ? Trauma, Shock (neurological, pelvis, Abdominal, Burns)
 - multi-systems failure ? organ donation
 - Anaphylaxis ? Airway management

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	30 minutes each quiz	20	N	Individual
Viva Voce	20 minutes	30	N	Individual
Final Exam	1 hour	50	N	Individual
Participation	4 x 4 hours	S/U	Y	Individual

Teaching Periods

Autumn Campbelltown Day

Subject Contact Sharon Jacobs ([https://directory.westernsydney.edu.au/search/name/Sharon Jacobs/](https://directory.westernsydney.edu.au/search/name/Sharon%20Jacobs/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3014_22-AUT_CA_D#subjects)

Hawkesbury Day

Subject Contact Sharon Jacobs ([https://directory.westernsydney.edu.au/search/name/Sharon Jacobs/](https://directory.westernsydney.edu.au/search/name/Sharon%20Jacobs/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3014_22-AUT_HW_D#subjects)

Liverpool Day

Subject Contact Sharon Jacobs ([https://directory.westernsydney.edu.au/search/name/Sharon Jacobs/](https://directory.westernsydney.edu.au/search/name/Sharon%20Jacobs/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3014_22-AUT_LP_D#subjects)

Parramatta - Victoria Rd Day

Subject Contact Sharon Jacobs ([https://directory.westernsydney.edu.au/search/name/Sharon Jacobs/](https://directory.westernsydney.edu.au/search/name/Sharon%20Jacobs/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3014_22-AUT_PS_D#subjects)

NURS 3015 Health Variations 4 - Acute Life Threatening Conditions

Credit Points 10

Legacy Code 401211

Coordinator Gladis Kabil ([https://directory.westernsydney.edu.au/search/name/Gladis Kabil/](https://directory.westernsydney.edu.au/search/name/Gladis%20Kabil/))

Description Health Variations 4 - Acute Life-Threatening Conditions utilises an evidence base to develop an understanding of the pathophysiology, pharmacological interventions, and nursing care for people across the lifespan who experience acute life-threatening conditions. An important area of focus is detecting and recognising acute deterioration and escalating care.

School Nursing & Midwifery

Discipline Nursing

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) NURS 2016 - Health Variations 3 - Acute Exacerbations of Chronic Conditions

Restrictions

Must be enrolled in 4691 Bachelor of Nursing or 4780 Bachelor of Nursing – WSU Online or 4693 Bachelor of Nursing (Advanced) or 4692 Bachelor of Nursing (Graduate Entry)

Assumed Knowledge

Primary health care, foundational knowledge of human biological sciences including human body systems, basic concepts in pharmacology and pathophysiology and the National Health Priorities and the relationship to nursing practice.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the causes, pathogenesis, clinical manifestations, and diagnostic procedures concerning acute life-threatening conditions.
2. Apply the National Safety and Quality Health Service Standards to justify the selection and prioritisation of nursing strategies to provide safe effective evidence-based nursing care for people who experience an acute life-threatening condition.
3. Assess appropriate, safe, effective, and evidence-based treatments for people who experience an acute life-threatening condition.
4. Collaborate effectively when detecting and recognising acute deterioration, and escalating care.

Subject Content

1. Knowledge and application of the following concepts to inform professional nursing practice related to acute life-threatening and/or traumatic complex health conditions utilising both critical thinking and problem-solving skills.
2. Discuss the importance of the National Safety and Quality Health Service Standards
3. Accesses and analyses the best available evidence, that includes research findings, for safe, quality practice
4. Recognition of deteriorating patient using DETECT framework
5. Management of the deteriorating patient
6. Primary and secondary survey for trauma injury management including burns
7. Sudden unexpected death
8. Ethico-legal responsibilities
9. Pathophysiology
10. Pharmacology
11. Diagnostic procedures
12. Management of acute life-threatening conditions
13. Nursing management

Special Requirements

Essential equipment

Access to an internet enabled device is essential in order to be able to: access course materials; to participate in discussion groups; and to access additional resources provided by the lecturer during the

session. See http://www.westernsydney.edu.au/currentstudents/current_students/services_and_facilities/uwsonline_student_support (http://www.westernsydney.edu.au/currentstudents/current_students/services_and_facilities/uwsonline_student_support/) for further information.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	30 minutes x 2 (15% each)	30	N	Individual
Short Answer	1000 words	40	N	Individual
Professional Task	15 minutes	20	N	Group
Reflection	500 words	10	N	Individual

Teaching Periods

Autumn Campbelltown

Day

Subject Contact Gladis Kabil ([https://directory.westernsydney.edu.au/search/name/Gladis Kabil/](https://directory.westernsydney.edu.au/search/name/Gladis%20Kabil/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3015_22-AUT_CA_D#subjects)

Hawkesbury

Day

Subject Contact Gladis Kabil ([https://directory.westernsydney.edu.au/search/name/Gladis Kabil/](https://directory.westernsydney.edu.au/search/name/Gladis%20Kabil/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3015_22-AUT_HW_D#subjects)

Liverpool

Day

Subject Contact Gladis Kabil ([https://directory.westernsydney.edu.au/search/name/Gladis Kabil/](https://directory.westernsydney.edu.au/search/name/Gladis%20Kabil/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3015_22-AUT_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Gladis Kabil ([https://directory.westernsydney.edu.au/search/name/Gladis Kabil/](https://directory.westernsydney.edu.au/search/name/Gladis%20Kabil/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3015_22-AUT_PS_D#subjects)

WSU Online TRI-1

Wsu Online

Online

Subject Contact Laura Mellish ([https://directory.westernsydney.edu.au/search/name/Laura Mellish/](https://directory.westernsydney.edu.au/search/name/Laura%20Mellish/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3015_22-OT1_OW_O#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Laura Mellish ([https://directory.westernsydney.edu.au/search/name/Laura Mellish/](https://directory.westernsydney.edu.au/search/name/Laura%20Mellish/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3015_22-OT2_OW_O#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Laura Mellish ([https://directory.westernsydney.edu.au/search/name/Laura Mellish/](https://directory.westernsydney.edu.au/search/name/Laura%20Mellish/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3015_22-OT3_OW_O#subjects)

NURS 3017 Health Variations 5 - Palliative and End of Life Care

Credit Points 10

Legacy Code 401212

Coordinator Lauren Metcalfe ([https://directory.westernsydney.edu.au/search/name/Lauren Metcalfe/](https://directory.westernsydney.edu.au/search/name/Lauren%20Metcalfe/))

Description Health Variations 5 - Palliative and End of Life Care focuses on the palliative approach as a model of care, exploring the benefits of this approach when supporting dying individuals with any life limiting illness. Students will also acquire the capabilities to develop self-care strategies to manage their own grief, loss and stress associated with working in a palliative setting.

School Nursing & Midwifery

Discipline Palliative Care Nursing

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects NURS 3016 Health Variations 5

Restrictions

Students must be enrolled in 4691 Bachelor of Nursing or 4780 Bachelor of Nursing - WSU Online or 4693 - Bachelor of Nursing (Advanced) or 4692 Bachelor of Nursing (Graduate Entry)

Assumed Knowledge

Primary health care, foundational knowledge of human biological sciences including human body systems, basic concepts in pharmacology and pathophysiology and the National Health Priorities and the relationship to nursing practice.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply the palliative care principals when assessing, planning, and supporting the holistic physical, psychological, cultural, social, and spiritual needs of a person with life limiting conditions across the lifespan

- Examine the delivery of comprehensive person-centred care across a variety of settings utilising the multidisciplinary team to provide coordinated care for palliative people, their families and carers.
- Evaluate strategies to support palliative people, families and carers in their role in palliative and end of life care provision including, loss and grief support services
- Adapt to a dynamic and constantly changing healthcare environment when facilitating collaborative and ethical decision making about the provision of palliative nursing care and support advanced care planning
- Communicate effectively when interacting with a palliative person, their family and carers, in a palliative care context

Subject Content

- A palliative approach, general and specialist palliative care. Who requires palliative care?
- Models and Domains of palliative care.
- Accesses and analyses the best available evidence, that includes research findings, for safe, quality practice
- Ethical principles of palliative nursing; autonomy, beneficence,
- Legal aspects of palliative care nursing; Advanced care planning, substitute decision maker (Case Study).
- Communication – effective communication (paraphrase, validate etc), difficult conversations (communicating to people under stress, communicating with people in pain) and caring for families.
- Palliative care settings – How setting effect care, expectations & experience of family/patient.
- Interdisciplinary teams in palliative care
- Cultural considerations in palliative care
- Death, dying and grief responses.
- Managing pain effectively (pain assessment with people who may have limited communication, & palliative care for children)
- Symptom Management: Case study
- Compassion fatigue, burnout, and resilience

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	30 minutes each x 2	30	N	Individual
Short Answer	1,500 words	40	N	Individual
Presentation	5 minutes	30	N	Individual

Teaching Periods

Autumn

Campbelltown

Day

Subject Contact Lauren Metcalfe ([https://directory.westernsydney.edu.au/search/name/Lauren Metcalfe/](https://directory.westernsydney.edu.au/search/name/Lauren%20Metcalfe/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3017_22-AUT_CA_D#subjects)

Hawkesbury

Day

Subject Contact Lauren Metcalfe ([https://directory.westernsydney.edu.au/search/name/Lauren Metcalfe/](https://directory.westernsydney.edu.au/search/name/Lauren%20Metcalfe/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3017_22-AUT_HW_D#subjects)

Liverpool

Day

Subject Contact Lauren Metcalfe ([https://directory.westernsydney.edu.au/search/name/Lauren Metcalfe/](https://directory.westernsydney.edu.au/search/name/Lauren%20Metcalfe/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3017_22-AUT_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Lauren Metcalfe ([https://directory.westernsydney.edu.au/search/name/Lauren Metcalfe/](https://directory.westernsydney.edu.au/search/name/Lauren%20Metcalfe/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3017_22-AUT_PS_D#subjects)

WSU Online TRI-1

Wsu Online

Online

Subject Contact Laura Mellish ([https://directory.westernsydney.edu.au/search/name/Laura Mellish/](https://directory.westernsydney.edu.au/search/name/Laura%20Mellish/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3017_22-OT1_OW_O#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Laura Mellish ([https://directory.westernsydney.edu.au/search/name/Laura Mellish/](https://directory.westernsydney.edu.au/search/name/Laura%20Mellish/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3017_22-OT2_OW_O#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Laura Mellish ([https://directory.westernsydney.edu.au/search/name/Laura Mellish/](https://directory.westernsydney.edu.au/search/name/Laura%20Mellish/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3017_22-OT3_OW_O#subjects)

NURS 3022 Maintaining Clinical Currency

Credit Points 10

Legacy Code 400768

Coordinator Fiona McDermid ([https://directory.westernsydney.edu.au/search/name/Fiona McDermid/](https://directory.westernsydney.edu.au/search/name/Fiona%20McDermid/))

Description This unit provides students with the opportunity to review: the pathophysiological aspects of health breakdown in individuals; the knowledge of pharmacological processes within nursing practice; and, to demonstrate competency in skills essential to the nursing

management of individuals with various types of health breakdown. In addition students will complete a four-week negotiated clinical practicum prior to graduate employment.

School Nursing & Midwifery

Discipline General Nursing

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) NURS 3033

Restrictions Restricted to students who have met all program requirements and who have not completed a clinical placement in the final eight months of study in the Bachelor of Nursing degree.

Assumed Knowledge

An understanding of the nature of health, principles and mechanisms involved in body function, principles of safe nursing practice including safe administration of medications and components of effective interpersonal communication.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply knowledge of human bioscience and lifestyle factors to the pathophysiological changes associated with acute and chronic disorders.
2. Perform nursing activities associated with individuals in a variety of health care settings.
3. Use safe technique with regard to the administration of therapeutic substances by a variety of routes and recognise the professional and legal responsibilities associated with this nursing function.
4. Apply legal principles and ethical frameworks associated with the provision of holistic nursing care for an individual.
5. Recognise the need for a seamless transition of care between settings when planning discharge for individuals and families.
6. Demonstrative effective written and verbal communication skills, with an appropriate use of medical terminology when conveying the care of individuals, families and groups.
7. Define and discuss the processes underpinning illness states and relevant implications for professional nursing practice.

Subject Content

1. Health/illness as related to pathophysiological needs and conditions
2. Risk factors associated with acute and chronic pathophysiological conditions related to integration, metabolism, nutrition, support and elimination
3. Nursing care/management of individuals experiencing acute/chronic pathophysiological conditions including pain management strategies
4. Pharmacokinetics and pharmacodynamics and implications for nursing care
5. Principles and administration of therapeutic substances ? oral, rectal, topical, subcutaneous, intradermal, intramuscular routes
6. Intravenous therapy ? principles, calculation, flow rates, priming the line, care of site
7. Legal and ethical principles and frameworks to support nursing practice
8. 160 hours negotiated clinical practicum

Special Requirements

Legislative pre-requisites

First Aid Certificate. Students will need to have completed the NSW Health Special Requirements for clinical practicum attendance. At present these include: 1. A National Police Certificate or a Criminal record clearance card (if issued before 1st June 2010); 2. A completed vaccination card with serology results attached; 3. Four forms completed and taken to every placement (with a copy): a. Working with Children Student Declaration, b. Code of Conduct, c. Form 2: TB Assessment Form, d. Form 3: Student Undertaking/Declaration form; 4. International students need to take an additional form: A statutory declaration signed by a Justice of the Peace.

Teaching Periods

NURS 3023 Maternal and Infant Health Care

Credit Points 10

Legacy Code 401237

Coordinator Rakime Elmir ([https://directory.westernsydney.edu.au/search/name/Rakime Elmir/](https://directory.westernsydney.edu.au/search/name/Rakime%20Elmir/))

Description Maternal and Infant Health care introduces students from Nursing, Health Sciences and other disciplines to the key physiological, social and emotional issues around pregnancy, labour and birth and early parenthood. It also examines the Australian maternity care system and model of care. Content covered in the unit will include; foetal development, normal physiological labour and birth, health promoting behaviours and development of parenting confidence. Importance will also be placed on the role of social support, infant feeding practices and communication and newborn care. Models of care and the impact of the media on shaping parenting ideas and practices will be covered.

School Nursing & Midwifery

Discipline Nursing

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Restrictions Students must have completed at least 120 credit points in a nursing or health related degree. This subject is not available to students in the Bachelor of Midwifery.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify social determinants of health and other factors (role of communities and significant others) that may impact on outcomes for mothers, their infants and families
2. Describe normal physiological labour and birth processes and foetal and newborn growth and development.
3. Identify deviations from normal and common obstetric interventions that interfere with normal labour and birth
4. Critically reflect on a range of childbearing and childrearing practices through a perspective of cultural competency
5. Critically analyse a range of infant feeding practices
6. Explore how pregnancy, birth and infant feeding are represented in the media and the impact on expectant and new parents.
7. Compare and contrast maternity models of care in an Australian context, with a particular focus on collaboration among health professionals and communities.

Subject Content

Conception and hormonal influences on preconception health

Normal pregnancy, labour and birth

- foetal growth and development

Deviations from normal

- some Complications, common obstetric interventions, grief and loss

Newborn growth and development

Role of health professionals working in a multidisciplinary team

- Midwives, Nurses, child and family health Nurses, doctors

Maternal and paternal self-care / postpartum practices

- cultural influences

- social Determinants of health and Factors impacting on Maternal and infant outcomes

Infant feeding practices

- breastfeeding, formula feeding

Media representations of pregnancy, birth and infant feeding

Maternity models of care in Australia

- Continuity Models of care ? Midwifery Models of care

- private obstetrician led care

- general practitioner shared care

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Online quiz	30 mins	25	N	Individual
Online quiz	30 mins	25	N	Individual
Case study	1,500 words	50	N	Individual

Teaching Periods

NURS 3025 Midwifery Practice - Global Maternal Health

Credit Points 10

Legacy Code 401226

Coordinator Elisha Stein ([https://directory.westernsydney.edu.au/search/name/Elisha Stein/](https://directory.westernsydney.edu.au/search/name/Elisha%20Stein/))

Description This unit will provide students with an opportunity to explore the full scope of midwifery practice from a global perspective. Students will gain an understanding of the role midwifery plays within the broader context of women's health both in Australia and globally. It will provide an opportunity for students to experience an alternative midwifery model. Students will undertake a three week practice placement. The practice placement can be located locally, nationally or internationally. The purpose of this placement is for students to consider the role of midwifery and its impact on improving women's health in a range of settings. It will support the development of skills in assessing the need and rationale for the provision of midwifery services in different environments and settings.

School Nursing & Midwifery

Discipline Midwifery

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) NURS 3030 AND NURS 2004

Equivalent Subjects NURS 3026 Midwifery Practice - Models of Care

Restrictions Students must be enrolled in 4684 Bachelor of Midwifery.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically discuss human rights issues and their relationship to sexual, reproductive, maternal and newborn health care globally
2. Reflect and critically discuss the diversity of maternity care provision nationally and internationally and the potential role information technology can play
3. Identify and critically discuss global strategies for improving women's and children's health
4. Reflect and critically discuss the role midwifery can play in improving sexual, reproductive, maternal and newborn health care globally
5. Communicate effectively through verbal presentations, academic written work, and in professional settings

Subject Content

1. Review the social determinants of health impact on sexual, reproductive, maternal and newborn health care
 2. Reproductive, maternal and newborn health indicators in Australia and Globally
 3. Impact of gender on health
 4. Human rights in childbirth
 5. The rise in human trafficking of women and girls
 6. The full scope of midwifery practice within a global context
 7. The role of the midwife in health education and promotion
 8. Maternity care delivery by different health-care professionals and non-health care professionals
 9. The use of innovative information technology and electronic resources
 10. Factors influencing the type or model of midwifery care and the organisation of maternity care (eg. environmental, cultural, demographic, consumer demand)
 11. The role of the midwife in crisis situations (e.g. natural disasters, war)
 - infant feeding in emergency situations e.g floods, earthquakes refugees
 - Midwifery care in emergency situations refugees, women's health and Midwifery
 12. Contraceptive care in the global context- the role of the midwife
 13. Culturally safe midwifery care
 14. Placement requirements for the planned experience
 15. Safety and security in placements
 16. Disparities in maternal health in Globally and in Australia
 17. Practice Placement Experiences
- In this subject student midwives will complete a placement experience of 96 hours. This will be an opportunity where possible, for students to experience an alternate model of midwifery to that they are currently experiencing. Students will explore and critically reflect on their placement and where appropriate provide midwifery care under supervision.
- Potential Practice Placements; Rural Midwifery Service, Midwifery Continuity of Care Models, Aboriginal maternity service, Culturally specific maternity services, Outreach maternity service, Justice Health services, Overseas placem

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance ([https://](https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance))

www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Critical Review: Critical analysis of your placement that focuses on strategies for improving women's and children's health	500 words	20	N	Individual
Essay: Essay related to a global issue that impacts negatively or positively on maternal health	1,500 words	50	N	Individual
Group presentation on Midwifery Care in another Country: Part A: Poster (15%) Part B: Presentation to the full student group (15%)	Part A: Minimum A2 size Poster Part B: 20 minute presentation	30	N	Group
Professional Placement Performance: Clinical placement 100% attendance and Australian Midwifery Standards Assessment Tool	100% attendance	S/U	Y	Individual

Teaching Periods

2nd Half

Parramatta - Victoria Rd

Day

Subject Contact Elisha Stein ([https://directory.westernsydney.edu.au/search/name/Elisha Stein/](https://directory.westernsydney.edu.au/search/name/Elisha%20Stein/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3025_22-2H_PS_D#subjects)

NURS 3030 Midwifery Professional Practice 5

Credit Points 10

Legacy Code 401223

Coordinator Michelle Eveleigh (<https://directory.westernsydney.edu.au/search/name/Michelle+Eveleigh/>)

Description In this unit students will further develop midwifery skills for the management of complications and emergency situations. In simulated practice environments students will gain the skills necessary to work collaboratively with interdisciplinary colleagues. Students will gain practical experience in designated clinical areas and will follow women through pregnancy, birth and the postnatal period in a continuity of care experience.

School Nursing & Midwifery

Discipline Midwifery

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) NURS 2026

Co-requisite(s) NURS 3006 AND
NURS 3005 AND
NURS 3036

Equivalent Subjects NURS 3028 Midwifery Practice Experience 5

Restrictions Students must be enrolled in 4684 Bachelor of Midwifery.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Communicate effectively with women and colleagues, including during emergencies.
2. Explain and demonstrate the mechanism of birth for malpresentations.
3. Recognise, plan and implement midwifery care throughout the continuum of care for a woman, in relation to risk factors, non-life threatening and life threatening complications and needs.
4. Recognise, plan and implement midwifery care for the fetus and newborn, in relation to risk factors, non-life threatening and life threatening complications and needs.
5. Demonstrate knowledge and clinical skills in performing maternal and newborn resuscitation as per relevant guidelines.
6. Demonstrate knowledge of applied pharmacology and initiate, supply and administer in accordance with legislation and common law.
7. Fulfill professional midwifery practice requirements including continuity of care.

Subject Content

1. Professional practice requirements
 - a. Documentation in accordance with professional and legislative requirements.
 - b. Policy and procedure guidelines for managing emerging and escalating emergency situations
 - c. Informed consent

- d. Privacy issues
 - e. Confidentiality
 - f. Infection Control
 - g. Medication calculations
 - h. Preparing mother and or baby after maternal, fetal or neonatal death
2. Competency development
 - a. venepuncture
 - b. IV cannulation
 - c. performing an episiotomy
 - d. Amniotomy
 - f. Application of Fetal Scalp Electrode
 - g. Assisting with the collection of Scalp PH and interpretation of findings
 - h. Prolonged second stage management and assisting with an instrumental birth
 - i. management of a snapped cord
 - j. Review and practice IV medications
 3. Communication skills
 - Communication skills for working with families in complex situations
 - Attentive listening
 - exploration of areas of concern
 - goal setting
 - b. Communication skills for working in collaboration
 - effective communication with colleagues, women and their families
 - Midwives role/ students role
 - consultation and referral
 - emergency situations
 - enacting The national Midwifery guidelines for consultation and referral
 4. Simulated Practice Skills
 - a. Application of Fetal Scalp Electrode
 - b. Management of postpartum haemorrhage
 - c. Management of obstetric shock
 - d. Management of shoulder dystocia
 - e. Management of cord prolapse
 - f. Management of a woman having a seizure
 - g. Management of a breech birth
 - h. Maternal resuscitation
 - i. CPR pregnant or postpartum woman
 - j. Neonatal resuscitation

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Interview	1 hour	S/U	Y	Individual
Quiz	Weekly online quizzes, in class quiz 30 minutes	S/U	N	Individual
Log/ Workbook		S/U	Y	Individual
Numerical Problem Solving	30 mins	S/U	Y	Individual
Viva Voce		S/U	Y	Individual

Professional Placement Performance	100% attendance	S/U	Y	Individual
------------------------------------	-----------------	-----	---	------------

Teaching Periods

1st Half**Parramatta - Victoria Rd****Day**

Subject Contact Michelle Eveleigh ([https://directory.westernsydney.edu.au/search/name/Michelle Eveleigh/](https://directory.westernsydney.edu.au/search/name/Michelle%20Eveleigh/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3030_22-1H_PS_D#subjects)

NURS 3031 Midwifery Professional Practice 6

Credit Points 10

Legacy Code 401224

Coordinator Renae Coleman ([https://directory.westernsydney.edu.au/search/name/Renae Coleman/](https://directory.westernsydney.edu.au/search/name/Renae%20Coleman/))

Description This unit provides the opportunity for students to consolidate their knowledge and skills in preparation for their role as a midwife. Students will be assessed across the seven standards of the Midwife standards for practice. Students will gain practical experience in designated clinical areas and will follow women through pregnancy, birth and the postnatal period in a continuity of care experience.

School Nursing & Midwifery

Discipline Midwifery

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) NURS 3030 AND
NURS 3006 AND
NURS 3005 AND
NURS 3036

Co-requisite(s) NURS 3025

Equivalent Subjects NURS 3029 Midwifery Practice Experience 5

Restrictions Students must be enrolled in 4684 Bachelor of Midwifery.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify NMBA standards requirements for registration as a midwife
2. Provide evidence of proficiency across the seven midwifery standards
3. Provide evidence of reflection on practice
4. Provide comprehensive midwifery care, under the supervision of a midwife for 5 women as part of their Continuity of Care Experience

Subject Content

1. ANMAC Midwife standards for practice
2. Reflective and ethical practice
3. Requirements for completion of Bachelor of Midwifery Practice Portfolio

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Submission of completed Midwifery Professional Practice Portfolio, comprising: - Midwifery Log of Practice Experience - Midwifery Continuity of Care Case Notes including reflection		S/U	Y	Individual
Clinical placement 100% attendance and Australian Midwifery Standards Assessment Tool (AMSAT) x 1 summative	100% Attendance	S/U	Y	Individual

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Renae Coleman ([https://directory.westernsydney.edu.au/search/name/Renae Coleman/](https://directory.westernsydney.edu.au/search/name/Renae%20Coleman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3031_22-SPR_PS_D#subjects)

NURS 3032 Professional Practice Experience 5

Credit Points 10

Legacy Code 401016

Coordinator Miranda Daly ([https://directory.westernsydney.edu.au/search/name/Miranda Daly/](https://directory.westernsydney.edu.au/search/name/Miranda%20Daly/))

Description Professional Practice Experience 5 focuses on the development of the role and clinical skills of the registered nurse when assessing and caring for people across the lifespan who are experiencing acute life-threatening illness and life limiting illness. A simulated professional task will assist with the development of essential clinical communications and a professional experience placement to evaluate clinical skills development. The unit includes 160 hours of Professional Experience Placement.

School Nursing & Midwifery

Discipline General Nursing

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) NURS 2029

Co-requisite(s) NURS 3015

Restrictions

Students must be enrolled in 4691 Bachelor of Nursing or 4780 Bachelor of Nursing - WSU Online or 4693 Bachelor of Nursing (Advanced) or 4692 Bachelor of Nursing (Graduate Entry)

Assumed Knowledge

Foundational knowledge of primary health care, professional communication, roles and responsibilities of the registered nurse, perioperative nursing, and human biological and behavioural sciences.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate safe medication administration in complex clinical scenarios in a simulated and clinical learning environment
2. Revise nursing care plans based on the best available evidence and assessment data
3. Document and communicate the revised plan to achieve improved health outcomes
4. Provide comprehensive safe, quality nursing practice to achieve agreed goals and outcomes that are responsive to the care of people across the lifespan in a simulated and clinical learning environment
5. Utilise an evidence-based approach to assessment, planning and prioritisation of nursing care
6. Perform safe medication administration, with a focus of non-parenteral and parenteral medications, for people who are experiencing acute life-threatening illness or end of life conditions, in a simulated and clinical learning environment
7. Practise in accordance with legislation, regulations, policies, guidelines and other relevant standards or requirements in nursing.
8. Evaluate how Primary Health Care (PHC) principles relate to the social determinants of health in the care of individuals with health variations; Holistic Assessment, National Health Priority Areas
9. Engage in safe professional nursing care when assessing and managing a deteriorating patient
10. Demonstrate effective communication skills in clinical practice and simulated environments when providing care for individuals across the life span
11. Appraise ethical and legal frameworks in the provision of safe, competent nursing care
12. Utilise a critical thinking framework to reflect on performance of self and others to identify future learning goals and strategies

13. Apply the principles of Work Health and Safety (WH&S) in clinical practice

Subject Content

1. National Health Priority case histories relating to life threatening or life limiting complex care
2. Provision of safe, evidence-based nursing care by
3. Accessing and analysing the best available evidence, that includes research findings, for safe, quality practice
4. Effective communication in a multidisciplinary approach to care
5. National Safety and Quality Health Services Standards
6. Preventing and Controlling Healthcare Associated Infections
7. Medication Safety
8. Patient Identification and Procedure Matching
9. Clinical Handover
10. Recognising and responding to clinical deterioration in acute healthcare
11. Grief associated with sudden unexpected death
12. Ethical and legal responsibilities
13. Working in multi-disciplinary teams
14. Clinical Practicum

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements

- Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	30 minutes	0	Y	Individual
Professional Task	10 minutes	0	Y	Individual
Practical Exam	25 minutes	0	Y	Individual
Participation	All teaching weeks	0	Y	Individual
Professional Placement Performance	160 hours	0	Y	Individual

Teaching Periods

Autumn Campbelltown Day

Subject Contact Miranda Daly ([https://directory.westernsydney.edu.au/search/name/Miranda Daly/](https://directory.westernsydney.edu.au/search/name/Miranda%20Daly/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3032_22-AUT_CA_D#subjects)

Hawkesbury

Day

Subject Contact Miranda Daly ([https://directory.westernsydney.edu.au/search/name/Miranda Daly/](https://directory.westernsydney.edu.au/search/name/Miranda%20Daly/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3032_22-AUT_HW_D#subjects)

Liverpool

Day

Subject Contact Miranda Daly ([https://directory.westernsydney.edu.au/search/name/Miranda Daly/](https://directory.westernsydney.edu.au/search/name/Miranda%20Daly/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3032_22-AUT_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Miranda Daly ([https://directory.westernsydney.edu.au/search/name/Miranda Daly/](https://directory.westernsydney.edu.au/search/name/Miranda%20Daly/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3032_22-AUT_PS_D#subjects)

WSU Online TRI-1

Wsu Online

Online

Subject Contact Miranda Daly ([https://directory.westernsydney.edu.au/search/name/Miranda Daly/](https://directory.westernsydney.edu.au/search/name/Miranda%20Daly/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3032_22-OT1_OW_O#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Miranda Daly ([https://directory.westernsydney.edu.au/search/name/Miranda Daly/](https://directory.westernsydney.edu.au/search/name/Miranda%20Daly/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3032_22-OT2_OW_O#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Miranda Daly ([https://directory.westernsydney.edu.au/search/name/Miranda Daly/](https://directory.westernsydney.edu.au/search/name/Miranda%20Daly/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3032_22-OT3_OW_O#subjects)

NURS 3033 Professional Practice Experience 6

Credit Points 10

Legacy Code 401020

Coordinator Sharon Jacobs ([https://directory.westernsydney.edu.au/search/name/Sharon Jacobs/](https://directory.westernsydney.edu.au/search/name/Sharon%20Jacobs/))

Description This unit will be replaced from Spring 2022 by 401452 Professional Experience Placement. This unit provides a unique opportunity to consolidate and extend the students skill base in preparation for graduate practice. Students will gain an understanding

of the congruence between the provision of health care and professional regulatory frameworks in dynamic healthcare contexts. The role of the graduate nurse will be explored through critical reflection and critical thinking of case studies that reflect person-centered practice. The unit includes 240 hours of clinical placement.

School Nursing & Midwifery

Discipline General Nursing

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) Pre-requisites for 4691 and 4693 NURS 1020 Professional Practice Experience 1 NURS 1021 Professional Practice Experience 2 NURS 2028 Professional Practice Experience 3 and NURS 2029 Professional Practice Experience 4 Pre-requisites for 4692 NURS 2028 Professional Practice Experience 3 NURS 2029 Professional Practice Experience 4 NURS 1005 Foundations for Nursing Practice and NURS 2008 Graduate Entry Practice Experience

Co-requisite(s) NURS 3032

Restrictions Students must be enrolled in 4691 Bachelor of Nursing, 4693 Bachelor of Nursing (Advanced) or 4692 Bachelor of Nursing Graduate Entry or 4780 Bachelor of Nursing - WSU Online. Students must be enrolled in 4780 to enrol in WSU Online Campus subjects.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Incorporate evidence based practice and critical thinking frameworks to appraise Primary Health Care (PHC) principles in relation to holistic patient health care: Holistic Assessment, National Health Priority Areas
2. Formulate holistic health care management, in collaboration with peers, based on critical thinking and clinical judgement
3. Apply effective communication and problem-solving skills essential for the provision of safe evidence based nursing practice in the care of individuals within a multidisciplinary team
4. Analyse the relevant professional ethical and legal frameworks and discuss their relationship to competent professional practice
5. Critically reflect on performance of self and others to identify future learning goals and strategies incorporating evidence based practice
6. Support the principles of WH&S in clinical practice and simulated environments

Subject Content

1. Transition to graduate practice
2. Working in multi-disciplinary teams
3. Clinical practicum
4. Consolidate and review Core Practice Skills, including Hand Hygiene
5. Recognising variations in health status
 - ECG
 - BGL
 - vital signs
 - work of breathing
6. Risk assessment ? falls, pressure injury, venous thromboembolism (VT)
 - Oxygenation
 - Medication therapy (delivery devices, MDI?fs, Anginine, Anti-hypertensives)
7. Prioritising care
 - recognising The deteriorating patient
 - primary su

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Numerical Problem Solving	30 minutes x 3	S/U	Y	Individual
Professional Task: Embedded Mastery of Documentatio and Care of the Deteriorating Patient	All teaching weeks	S/U	Y	Individual
Professional Task: Mandatory 100% class attendance required in: Workshop A, Workshop B and CPU classes (full clinical uniform is to be worn in all CPU's)	All teaching weeks	S/U	Y	Individual
Professional Placement Performance: Clinical Practicum	240 hours	S/U	Y	Individual

Teaching Periods

Summer B

Parramatta - Victoria Rd

Day

Subject Contact Sharon Jacobs ([https://directory.westernsydney.edu.au/search/name/Sharon Jacobs/](https://directory.westernsydney.edu.au/search/name/Sharon%20Jacobs/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3033_22-SUB_PS_D#subjects)

WSU Online TRI-1

Wsu Online

Online

Subject Contact Sharon Jacobs ([https://directory.westernsydney.edu.au/search/name/Sharon Jacobs/](https://directory.westernsydney.edu.au/search/name/Sharon%20Jacobs/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3033_22-OT1_OW_O#subjects)

WSU Online TRI-2

Wsu Online

Composite

Subject Contact Cathy Dickson ([https://directory.westernsydney.edu.au/search/name/Cathy Dickson/](https://directory.westernsydney.edu.au/search/name/Cathy%20Dickson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3033_22-OT2_OW_C#subjects)

Spring

Parramatta - Victoria Rd

Day

Subject Contact Sharon Jacobs ([https://directory.westernsydney.edu.au/search/name/Sharon Jacobs/](https://directory.westernsydney.edu.au/search/name/Sharon%20Jacobs/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3033_22-SPR_PS_D#subjects)

WSU Online TRI-3

Wsu Online

Composite

Subject Contact Laura Mellish ([https://directory.westernsydney.edu.au/search/name/Laura Mellish/](https://directory.westernsydney.edu.au/search/name/Laura%20Mellish/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3033_22-OT3_OW_C#subjects)

NURS 3034 Promoting Mental Health and Wellbeing 2

Credit Points 10

Legacy Code 401017

Coordinator Gihane Endrawes ([https://directory.westernsydney.edu.au/search/name/Gihane Endrawes/](https://directory.westernsydney.edu.au/search/name/Gihane%20Endrawes/))

Description This unit builds on the foundations of mental health and wellbeing established in earlier units. The relationship between stress and vulnerability will be explored within the context of the psychotic disorders schizophrenia and bipolar affective disorder. Students will gain an understanding of how the principles of recovery, introduced in an earlier unit, are applied to caring for people with schizophrenia and bipolar affective disorder. Altered mood, perception, and thinking will be explored and evidence-based assessment tools and biological and psychosocial interventions introduced for facilitating recovery towards mental health and wellbeing.

School Nursing & Midwifery

Discipline Mental Health Nursing

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Co-requisite(s) NURS 2031

Equivalent Subjects NURS 3024 Mental Health Nursing

Restrictions Students must be enrolled in 4691 Bachelor of Nursing or 4692 Bachelor of Nursing Graduate Entry or 4780 Bachelor of Nursing - WSU Online. Students must be enrolled in 4780 to enrol in WSU Online Campus subjects.

Assumed Knowledge

Knowledge related to primary health care, professional communication, behavioural and social sciences, and nursing practice; foundational principles of mental health and wellbeing.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply understanding of the stress-vulnerability model to case scenarios of vulnerable people experiencing schizophrenia and bipolar affective disorder
2. Distinguish between therapeutic and non-therapeutic communication skills in providing care to someone experiencing schizophrenia or bipolar affective disorder
3. Apply the concept of recovery in mental health in relation to the scope of nursing practice
4. Identify indicators of altered mood, perception, and thinking with someone experiencing schizophrenia or bipolar affective disorder
5. Construct a care plan based on individualised needs of people experiencing schizophrenia or bipolar affective disorder
6. Compare and contrast a range of evidence-based biological (including psychopharmacological) and psychosocial interventions for working with people who experience altered mood, perception, and thinking
7. Apply ethico-legal concepts in provision of care for people experiencing schizophrenia or bipolar affective disorder

Subject Content

1. The stress-vulnerability model and its application to mental health promotion and practice
2. Nursing models of care and their application to mental health promotion and practice
3. Effective therapeutic communication for promoting mental health and well-being
4. Mental health assessment in the context of schizophrenia and bipolar affective disorder
 - evidence based assessment tools - Ministry of health, mental health clinical documentation guidelines
5. Interventions for people who experience schizophrenia and bipolar affective disorder
 - a. Biological interventions
 - application of principles from The neurosciences and psychopharmacology for The provision of Safe and effective management with psychopharmacological agents
 - physical health Monitoring
 - b. Psychosocial interventions - an introduction to
 - social skills training
 - strategies for promoting inclusion
 - strategies for early intervention and relapse prevention
 - family focused care - Working with families and informal carers
 - community psychiatric supportive treatment (CPST)
 - Behavioural strategies
 - complementary therapies
6. Legal and ethical issues related to mental health practice
7. Mental health and wellbeing as it relates to
 - people with schizophrenia and bipolar Affective Disorder
 - carers/family/friends
 - services
 - cultural Sensitivity/safety/competence

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Mental Health Assessment: Video triggered in class assessment Guided short answers	1500 - 2000 words	50	N	Individual
Final Exam – Online	1 hour 50 MCQ's	50	N	Individual

Teaching Periods

WSU Online TRI-1

Wsu Online Online

Subject Contact Melanie Bingham ([https://directory.westernsydney.edu.au/search/name/Melanie Bingham/](https://directory.westernsydney.edu.au/search/name/Melanie%20Bingham/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3034_22-OT1_OW_0#subjects)

NURS 3035 Promoting Mental Health and Wellbeing 2 (Advanced)

Credit Points 10

Legacy Code 401025

Coordinator Sue Willis ([https://directory.westernsydney.edu.au/search/name/Sue Willis/](https://directory.westernsydney.edu.au/search/name/Sue%20Willis/))

Description This unit will expand further the concepts of mental health and wellbeing established in Promoting Mental Health and Wellbeing 1. The relationship between stress and vulnerability will be critically analysed within the context of the psychotic disorders such as schizophrenia and bipolar affective disorder. Altered mood, perception, and thinking will be explored and evidence-based assessment tools and biological and psychosocial interventions introduced for facilitating recovery towards mental health and wellbeing.

School Nursing & Midwifery

Discipline Mental Health Nursing

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Co-requisite(s) NURS 2031

Restrictions Students must be enrolled in 4693 Bachelor of Nursing (Advanced).

Assumed Knowledge

Knowledge related to primary health care, professional communication, behavioural and social sciences, and nursing practice, foundational principles of mental health and wellbeing.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply an in-depth understanding of the stress-vulnerability model to people experiencing schizophrenia and bipolar affective disorder

2. Critically analyse the relationship between ambient and life event stressors and mental health and wellbeing
3. Apply effective therapeutic communication that promotes recovery for persons experiencing schizophrenia or bipolar affective disorder
4. Identify and critically analyse indicators of altered mood, perception, and thinking in person experiencing schizophrenia or bipolar affective disorder
5. Construct an individualised plan of care based on a critical analysis of protective factors for mental health and wellbeing
6. Critique a range of evidence-based biological (including psychopharmacological) and psychosocial interventions for working with people who experience altered mood, perception, and thinking
7. Appraise ethical and legal implications in relation to the promotion of mental health and wellbeing with the person experiencing schizophrenia or bipolar affective disorder

Subject Content

1. The stress-vulnerability model and its application to mental health promotion and practice
2. Person-centred care and problem-solving skills to develop mental health promotion and practice
3. Effective therapeutic communication for promoting recovery in mental health practice
4. Altered mood, perception, and thinking in the context of schizophrenia and bipolar affective disorder as part of the mental state examination component of a mental health assessment
5. Mental health assessment and documentation - Ministry of Health, Mental Health Clinical Documentation Module Guidelines
6. Utilising evidence based practices to facilitate problem-solving and formulating interventions for working with people who experience altered mood, perception, and thinking in the context of schizophrenia and bipolar affective disorder
7. Biological interventions:
 - application of principles from The neurosciences and psychopharmacology for The provision of Safe and effective treatment with psychopharmacological agents
 - understand dopamine pathway related efficacy and side effect profiles
 - medication management strategies to promote Consumer concordance
 - physical health Monitoring and role of mental health Nurse with Addressing metabolic Disorder
8. Psychosocial interventions:
 - social skills training
 - strategies for promoting inclusion
 - strategies for early intervention and relapse prevention
 - family focussed care - Working with families and informal carers
 - community psychiatric supportive treatment (CPST)
 - cognitive-Behavioural strategies
9. Legal and ethical issues related to mental health practice
10. Mental health and wellbeing issues as it relates to people with schizophrenia and bipolar affective disorder
 - carers/family/friends
 - services
 - cultural Sensitivity/safety/competence
11. Case histories highlighting altered mood, perception, and thinking, specifically related to schizophrenia or bipolar affective disorder

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Simulation	15 mins	20	N	Individual
Short Answer	1500 - 2000 words	30	N	Individual
Final Exam	1 hour	50	N	Individual

Teaching Periods

Autumn Campbelltown Day

Subject Contact Sue Willis ([https://directory.westernsydney.edu.au/search/name/Sue Willis/](https://directory.westernsydney.edu.au/search/name/Sue%20Willis/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3035_22-AUT_CA_D#subjects)

Hawkesbury Day

Subject Contact Sue Willis ([https://directory.westernsydney.edu.au/search/name/Sue Willis/](https://directory.westernsydney.edu.au/search/name/Sue%20Willis/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3035_22-AUT_HW_D#subjects)

Liverpool Day

Subject Contact Sue Willis ([https://directory.westernsydney.edu.au/search/name/Sue Willis/](https://directory.westernsydney.edu.au/search/name/Sue%20Willis/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3035_22-AUT_LP_D#subjects)

Parramatta - Victoria Rd Day

Subject Contact Sue Willis ([https://directory.westernsydney.edu.au/search/name/Sue Willis/](https://directory.westernsydney.edu.au/search/name/Sue%20Willis/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3035_22-AUT_PS_D#subjects)

NURS 3036 Psychosocial Issues in the Perinatal Period

Credit Points 10

Legacy Code 401225

Coordinator Rebecca O'Reilly ([https://directory.westernsydney.edu.au/search/name/Rebecca O'Reilly/](https://directory.westernsydney.edu.au/search/name/Rebecca%20OReilly/))

Description In this unit students will gain knowledge of the psychosocial risk and protective factors that influence outcomes for women and their babies. Students will explore issues related to perinatal mental health. This will include antenatal and postnatal depression and anxiety, substance misuse, domestic violence and the midwife's role in supporting women and their families in perinatal grief and loss situations. Through interactive discussions and role play students will strengthen their skills in psychosocial assessment and working in partnership with women and families to explore concerns, facilitate behaviour change in individual and group-based learning contexts and identify effective early intervention strategies and referral pathways.

School Nursing & Midwifery

Discipline Midwifery**Student Contribution Band** HECS Band 1 10cp**Level** Undergraduate Level 3 subject**Pre-requisite(s)** NURS 2004**Co-requisite(s)** NURS 3006 AND
NURS 3030 AND
NURS 3005**Equivalent Subjects** NURS 3027 Midwifery Practice – Teaching and Learning**Restrictions** Students must be enrolled in 4684 Bachelor of Midwifery

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply a socioecological health care model to determine risk and protective factors that influence outcomes for a woman, her children and family
2. Explain the impact of perinatal depression and anxiety on the woman, her infant and family and the potential consequences for the mother-infant relationship
3. Evaluate the impact of domestic/family violence and parental substance misuse on the health and wellbeing of women, infants and families
4. Discuss the role of the midwife in managing grief and loss situations for the woman, and her family
5. Discuss the assessment, planning and implementation of specific midwifery care for women and their neonates with complex psychosocial needs
6. Evaluate appropriate early intervention and referral pathways for women experiencing complex psychosocial issues including individual and group based learning and support
7. Critically analyse and discuss adult learning principles and communication skills required by midwives to work in partnership with women, promote health improvement and facilitate behaviour change in complex situations

Subject Content

1. Socio-ecological model
2. Psychological and social risk factors that influence outcomes for the woman, newborn and family
3. Family support and other protective factors that influence outcomes for the woman, newborn and family
4. Perinatal mental health (depression and anxiety)
 - signs and Symptoms of Perinatal mood disorders
 - using The EPDS
 - treatment & management
 - strategies to support families
5. Grief and loss
 - supporting women and their families
6. Birth interventions and birth trauma
7. stillbirth /neonatal death, SIDS
8. maternal grief / family grief
9. Domestic violence and substance misuse
 - Defining DV and its associated Factors
 - substance misuse (alcohol and other drugs)
 - early intervention strategies and programs
 - impact on parenting and childhood outcomes
 - child protection
10. Psychosocial risk assessment and depression screening

11. Cultural issues including experiences of Aboriginal and Torres Strait Islander families and women and families from migrant and refugee backgrounds

12. Midwives role in supporting women with complex psychosocial needs

- Models of care and referral pathways

- Working in partnership with women and families in the perinatal period including: a) Skills needed to explore to gain a clear understanding of a woman's concerns or situation; recognising skills and qualities needed in a midwife to work in partnership;

13. Self Care

- clinical supervision and reflective practice

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Log/ Workbook	N/A	10	N	Individual
Case Study	2,000 words	50	N	Individual
Short Answer	1,000 words	40	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Rebecca O'Reilly ([https://directory.westernsydney.edu.au/search/name/Rebecca O'Reilly](https://directory.westernsydney.edu.au/search/name/Rebecca%20Reilly))View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3036_22-AUT_PS_D#subjects)

NURS 3037 Risk Mitigation and Ethics for Australian Health Professionals

Credit Points 10**Legacy Code** 401240**Coordinator** Joan Lynch ([https://directory.westernsydney.edu.au/search/name/Joan Lynch/](https://directory.westernsydney.edu.au/search/name/Joan%20Lynch/))**Description** This unit will provide a comprehensive understanding of the ethical standards required by health care professionals when providing patient care with a focus on risk minimisation for patients. Recently litigated cases will be used as case studies to explore ethical dilemmas that health professionals can expect to arise over the course of their professional careers. Knowledge gained will greatly assist health professionals to deliver safe and ethical health care to their patients. Only health professionals regulated in Australia whose professional bodies have designated codes of conduct, codes of professional practice and / or codes of ethics will be utilised in this unit.**School** Nursing & Midwifery**Discipline** Nursing**Student Contribution Band** HECS Band 1 10cp

Level Undergraduate Level 3 subject

Restrictions Students must have successfully completed 160 credit points of an undergraduate degree in nursing, midwifery, medicine or a health related degree.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the ethical standards of each Australian health professional.
2. Analyse the role of ethical codes of conduct for Australian health professionals.
3. Critically reflect on the ethical role of Australian health professionals in selected case studies based on recently litigated cases.
4. Formulate evidence-based strategies in managing ethical dilemmas in the provision of health care in Australia.
5. Critically reflect on the impact of ethical dilemmas on the Australian health professional, the individual, family and caregivers.
6. Differentiate between ethical and legal responsibilities of Australian health professionals.

Subject Content

- historical sources of Ethical codes of conduct for health professionals in Australia.
- current sources of Ethical codes of conduct for health professionals in Australia.
- role of Ethical codes for health professionals in Minimising Risk for patients, families and caregivers.
- case Law and professional body decisions on breaches of Ethical codes of conduct.
- Ethical dilemmas Utilising The relevant Ethical codes of conduct.
- evidence based strategies when managing Ethical dilemmas in healthcare.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz - online	20 mins	20	Y	Individual
MCQ & response to case studies (online)	60 mins	30	Y	Individual
Final exam (online)	1 hours	50	Y	Individual

Prescribed Texts

- Kerridge, I., Lowe, M., & Stewart, C. (2013). Ethics and law for health professionals (4th edition.) Annandale, Australia. Federation Press.
- Dempsey, J. Hillege, S.P., Hill, R. (2014). Fundamentals of nursing & midwifery: a person centred approach to care. NSW: Lippincott, Williams & Wilkins.
- Higgs, J., Smith, M., Webb, G., Skinner, M., (Eds.) (2009). Context of physiotherapy practice. Chatswood NSW: Churchill Livingstone.
- Townsend, R., & Luck, M., (2013). Applied Paramedic Law and Ethics Australia and New Zealand. Chatswood. NSW: Elsevier Australia.

Teaching Periods

NURS 3039 Professional Experience Placement

Credit Points 20

Legacy Code 401452

Coordinator Nicole Mcintosh ([https://directory.westernsydney.edu.au/search/name/Nicole Mcintosh/](https://directory.westernsydney.edu.au/search/name/Nicole%20Mcintosh/))

Description Professional Experience Placement is a capstone subject which provides students an opportunity to consolidate the development of the role and clinical skills of the registered nurse in preparation for transition to graduate practice. A simulated professional task will assist with the development of essential clinical communications and a professional experience placement to evaluate clinical skills development. The subject includes 240 hours of Professional Experience Placement.

School Nursing & Midwifery

Discipline General Nursing

Student Contribution Band HECS Band 1 20cp

Level Undergraduate Level 3 subject

Pre-requisite(s) NURS 1020 AND
NURS 1021 AND
NURS 2028 AND
NURS 2029 AND
NURS 3032

Co-requisite(s) NURS 3002

Restrictions

Students must be enrolled in 4691 Bachelor of Nursing or 4780 Bachelor of Nursing – WSU Online or 4693 Bachelor of Nursing (Advanced) or 4692 Bachelor of Nursing (Graduate Entry)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate leadership in initiating and managing collaborative practices in nursing.
2. Coordinate resources effectively and efficiently for planned actions.
3. Seeks and responds to practice review and feedback.
4. Complies with legislation, regulations, policies, guidelines and other standards or requirements relevant to the context of practice when making decisions.
5. Practises in accordance with relevant policies, guidelines, standards, regulations, and legislation.

Subject Content

1. Transition to graduate practice
2. Working in multi-disciplinary teams
3. Consolidate and review core practice skills
4. Recognising and responding to variations in health status
5. Risk assessment – falls, pressure injury, venous thromboembolism (VT)
6. Prioritising Care - simulated patients
7. PACE, MET, Clinical Review
8. Complex IV Therapy

9. Time management
10. Clinical judgement
11. Managing others/ leadership and delegation
12. Accountability
13. Nurse as educator
14. Family focused care
15. Principles of Work Health and Safety in practice

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/ws_u_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.

- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Essential equipment

Students must wear the School of Nursing and Midwifery clinical uniform, including correct fully enclosed ALL black shoes [that meet WHS requirements - Shoes must be low heeled, fully enclosed, non-slip soles (Reeboks, joggers, sandals, sneakers, gym shoes, sandals, slippers, ballet shoes, etc. are NOT acceptable.)] to all CPU classes and the clinical placement.

The uniform can be purchased from the retail store on campus.

Access to an internet enabled device is essential in order to be able to: access course materials; to participate in discussion groups; and to access additional resources provided by the lecturer during the session. See http://www.westernsydney.edu.au/currentstudents/current_students/services_and_facilities/uwsonline_student_support (https://www.westernsydney.edu.au/currentstudents/current_students/services_and_facilities/uwsonline_student_support/) for further information.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	10 minutes	S/U	Y	Individual
Participation	All teaching weeks	S/U	Y	Individual
Professional Placement Performance	240 hours	S/U	Y	Individual

Teaching Periods

WSU Online TRI-1

Wsu Online

Online

Subject Contact Nicole Mcintosh ([https://directory.westernsydney.edu.au/search/name/Nicole Mcintosh/](https://directory.westernsydney.edu.au/search/name/Nicole%20Mcintosh/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3039_22-OT1_OW_O#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Nicole Mcintosh ([https://directory.westernsydney.edu.au/search/name/Nicole Mcintosh/](https://directory.westernsydney.edu.au/search/name/Nicole%20Mcintosh/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3039_22-OT2_OW_O#subjects)

Spring Campbelltown

Day

Subject Contact Nicole Mcintosh ([https://directory.westernsydney.edu.au/search/name/Nicole Mcintosh/](https://directory.westernsydney.edu.au/search/name/Nicole%20Mcintosh/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3039_22-SPR_CA_D#subjects)

Hawkesbury

Day

Subject Contact Nicole Mcintosh ([https://directory.westernsydney.edu.au/search/name/Nicole Mcintosh/](https://directory.westernsydney.edu.au/search/name/Nicole%20Mcintosh/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3039_22-SPR_HW_D#subjects)

Liverpool

Day

Subject Contact Nicole Mcintosh ([https://directory.westernsydney.edu.au/search/name/Nicole Mcintosh/](https://directory.westernsydney.edu.au/search/name/Nicole%20Mcintosh/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3039_22-SPR_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Nicole Mcintosh ([https://directory.westernsydney.edu.au/search/name/Nicole Mcintosh/](https://directory.westernsydney.edu.au/search/name/Nicole%20Mcintosh/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3039_22-SPR_PS_D#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Nicole Mcintosh ([https://directory.westernsydney.edu.au/search/name/Nicole Mcintosh/](https://directory.westernsydney.edu.au/search/name/Nicole%20Mcintosh/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS3039_22-OT3_OW_O#subjects)

NURS 4001 Methods and Methodologies in Midwifery Research

Credit Points 10

Legacy Code 401439

Coordinator Antoinette Cotton ([https://directory.westernsydney.edu.au/search/name/Antoinette Cotton/](https://directory.westernsydney.edu.au/search/name/Antoinette%20Cotton/))

Description This unit will broaden and deepen students understanding of research methodologies and methods and develop research skills in order to apply these to a specific Bachelor of Midwifery (Honours) research project.

School Nursing & Midwifery

Discipline Midwifery

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 4 subject

Restrictions Students must be enrolled in Bachelor of Midwifery (Honours).

Assumed Knowledge

A basic knowledge of research methods at undergraduate level.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically evaluate midwifery research methodologies
2. Develop a coherent research proposal and plan
3. Evaluate specific data collection method(s) and analyses
4. Identify and devise strategies to ensure rigour/validity/reliability of a planned study
5. Identify potential ethical dilemmas and devise strategies to mitigate risk

Subject Content

Midwifery Research methodologies and research design

Data collection method(s) and analysis

Planning to ensure Rigour/Validity and Reliability

Use of ethical principles in the conduct of research

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Proposal	2,500 words	60	N	Individual
Essay	1,500 words	40	N	Individual

Prescribed Texts

- Wood, M. J., & Ross-Kerr, J. C. (2011). Basic steps in planning nursing research: From question to proposal (7th edn). Jones and Bartlett.

Teaching Periods

Autumn

Parramatta - Victoria Rd

Composite

Subject Contact Antoinette Cotton ([https://directory.westernsydney.edu.au/search/name/Antoinette Cotton/](https://directory.westernsydney.edu.au/search/name/Antoinette%20Cotton/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS4001_22-AUT_PS_C#subjects)

Spring

Parramatta - Victoria Rd

Composite

Subject Contact Antoinette Cotton ([https://directory.westernsydney.edu.au/search/name/Antoinette Cotton/](https://directory.westernsydney.edu.au/search/name/Antoinette%20Cotton/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS4001_22-SPR_PS_C#subjects)

NURS 4002 Midwifery Honours Thesis (Part-Time)

Credit Points 20

Legacy Code 401443

Coordinator Antoinette Cotton ([https://directory.westernsydney.edu.au/search/name/Antoinette Cotton/](https://directory.westernsydney.edu.au/search/name/Antoinette%20Cotton/))

Description Research is a necessary undertaking toward the continued development of midwifery science and practice. The aim of this unit is to both broaden and deepen Bachelor of Midwifery (Honours) students' understanding of research methods and the application of knowledge and skills to conceptualise, design and conduct a research project.

The unit provides an opportunity for students, under the guidance of their supervisors to plan and implement a research project related to midwifery which results in the production of a written thesis of between 15,000 to 20,000 words in length, which demonstrates proficiency in the execution of the study and ability to effectively communicate results and conclusions.

School Nursing & Midwifery

Discipline Midwifery

Student Contribution Band HECS Band 1 60cp

Level Undergraduate Level 4 subject

Restrictions Students must be enrolled in Bachelor of Midwifery (Honours).

Assumed Knowledge

A basic knowledge of research methods at undergraduate level.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Investigate a midwifery related issue or problem in depth through a review of the literature
2. Identify a researchable question related to a midwifery issue or problem
3. Develop a research proposal
4. Obtain formal approvals for research, e.g. ethical approval, where required
5. Perform data collection and data analysis relevant to the research proposal
6. Contribute to discussions about the research process with professional colleagues
7. Produce a thesis of the prescribed length and format which demonstrates proficiency in the execution of the study and ability to effectively communicate results and conclusions

Subject Content

Students are required to engage in scholarly work consistent with the expectation of an Honours program.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Thesis	15,000-20,000 words.	100	N	Individual

Teaching Periods

1st Half

Parramatta - Victoria Rd

Composite

Subject Contact Antoinette Cotton ([https://directory.westernsydney.edu.au/search/name/Antoinette Cotton/](https://directory.westernsydney.edu.au/search/name/Antoinette%20Cotton/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS4002_22-1H_PS_C#subjects)

2nd Half

Parramatta - Victoria Rd

Composite

Subject Contact Antoinette Cotton ([https://directory.westernsydney.edu.au/search/name/Antoinette Cotton/](https://directory.westernsydney.edu.au/search/name/Antoinette%20Cotton/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS4002_22-2H_PS_C#subjects)

NURS 4003 Midwifery Honours Thesis A (Full-time)

Credit Points 20

Legacy Code 401441

Coordinator Antoinette Cotton ([https://directory.westernsydney.edu.au/search/name/Antoinette Cotton/](https://directory.westernsydney.edu.au/search/name/Antoinette%20Cotton/))

Description Research is a necessary undertaking toward the continued development of midwifery science and practice. Midwifery Thesis is comprised of Midwifery Thesis A (20 credit points) which is a continuing unit to Midwifery Thesis B (40 Credit points) in which the completed Midwifery Thesis is due to be submitted for examination. In the Midwifery Thesis A unit, in consultation with their academic supervisors, the student will select a topic, conduct a literature review, design and implement a research study, and report the findings and their implications. The unit provides an opportunity for students, under the guidance of their supervisors to propose, plan and implement a research project related to midwifery, and work towards planning, developing and producing a written thesis due to be completed in the Midwifery Thesis B unit.

School Nursing & Midwifery

Discipline Midwifery

Student Contribution Band HECS Band 1 20cp

Level Undergraduate Level 4 subject

Restrictions Students must be enrolled in Bachelor of Midwifery (Honours).

Assumed Knowledge

A basic knowledge of research methods at undergraduate level.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Investigate a midwifery related issue or problem in depth through a review of the literature
2. Identify a researchable question related to a midwifery issue or problem
3. Develop a research proposal
4. Obtain formal approvals for research, e.g. ethical approval, where required
5. Perform data collection and data analysis relevant to the research proposal
6. Contribute to discussions about the research process with professional colleagues
7. Develop a written thesis which will demonstrate proficiency in the execution of the study and ability to effectively communicate results and conclusions

execution of the study and ability to effectively communicate results and conclusions.

School Nursing & Midwifery

Discipline Midwifery

Student Contribution Band HECS Band 1 40cp

Level Undergraduate Level 4 subject

Pre-requisite(s) NURS 4003

Restrictions Students must be enrolled in Bachelor of Midwifery (Honours).

Assumed Knowledge

A basic knowledge of research methods at undergraduate level.

Subject Content

There is no specific major content of the unit. Students are required to engage in scholarly work consistent with the expectation of an Honours program and with the learning outcomes of this subject.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Thesis	15,000-20,000 words (continuing unit)	100	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Composite

Subject Contact Antoinette Cotton ([https://directory.westernsydney.edu.au/search/name/Antoinette Cotton/](https://directory.westernsydney.edu.au/search/name/Antoinette+Cotton/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS4003_22-AUT_PS_C#subjects)

NURS 4004 Midwifery Honours Thesis B (Full-time)

Credit Points 40

Legacy Code 401442

Coordinator Fiona Arundell ([https://directory.westernsydney.edu.au/search/name/Fiona Arundell/](https://directory.westernsydney.edu.au/search/name/Fiona+Arundell/))

Description Research is a necessary undertaking toward the continued development of midwifery science and practice. The aim of this unit is to both broaden and deepen Bachelor of Midwifery (Honours) students' understanding of research methods and the application of knowledge and skills to conceptualise, design and conduct a research project. The unit provides an opportunity for students, under the guidance of their supervisors to plan and implement a research project related to midwifery which results in the production of a written thesis of between 15,000 to 20,000 words in length, which demonstrates proficiency in the

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Investigate a midwifery related issue or problem in depth through a review of the literature
2. Identify a researchable question related to a midwifery issue or problem
3. Develop a research proposal
4. Obtain formal approvals for research, e.g. ethical approval, where required
5. Perform data collection and data analysis relevant to the research proposal
6. Contribute to discussions about the research process with professional colleagues
7. Produce a thesis of the prescribed length and format which demonstrates proficiency in the execution of the study and ability to effectively communicate results and conclusions

Subject Content

Students are required to engage in scholarly work consistent with the expectation of an Honours program.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Thesis	15,000-20,000 words.	100	N	Individual

Teaching Periods

Spring

Parramatta - Victoria Rd

Composite

Subject Contact Fiona Arundell ([https://directory.westernsydney.edu.au/search/name/Fiona Arundell/](https://directory.westernsydney.edu.au/search/name/Fiona+Arundell/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS4004_22-SPR_PS_C#subjects)

NURS 4005 Midwifery Research

Credit Points 10

Legacy Code 401438

Coordinator Rebecca O'Reilly ([https://directory.westernsydney.edu.au/search/name/Rebecca O'Reilly/](https://directory.westernsydney.edu.au/search/name/Rebecca%20Reilly/))

Description Research is a necessary undertaking toward the continued development of midwifery science and practice. The aim of this unit is to both broaden and deepen Bachelor of Midwifery (Honours) students' understanding of various research methods and to extend their ability to discuss, appraise and critique the work of others. An awareness of available methodologies will prepare students to participate in their own research.

School Nursing & Midwifery

Discipline Midwifery

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 4 subject

Restrictions Students must be enrolled in Bachelor of Midwifery (Honours)

Assumed Knowledge

A basic knowledge of research methods at undergraduate level.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Undertake advanced and complex electronic searches of databases
2. Critically appraise research articles, reports and grey literature
3. Analyse and synthesise the literature relevant to a chosen area of research
4. Apply critical reflection, reasoning and judgement to the literature in the field
5. Effectively communicate, with confidence and knowledge, literature on a chosen area/topic

Subject Content

Overview of the research process and the scholarly review of literature
Articulation of the relationship between research, the midwifery profession, clinical practice and evidence-based care and/or interventions

Critical appraisal, analysis and synthesis of research reports and the literature

Application of critical judgement, reasoning and independent thought in writing/presenting a scholarly review of pertinent literature associated with a defined topic

Effective communication of research

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Critical Review	2,000-2,500 words	55	N	Individual

Critical Review	1,000-1,500 words	35	N	Individual
Presentation	15-minute presentation	10	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Composite

Subject Contact Rebecca O'Reilly ([https://directory.westernsydney.edu.au/search/name/Rebecca O'Reilly/](https://directory.westernsydney.edu.au/search/name/Rebecca%20Reilly/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS4005_22-AUT_PS_C#subjects)

NURS 4006 Nursing Honours Thesis (Part-time)

Credit Points 20

Legacy Code 400204

Coordinator Antoinette Cotton ([https://directory.westernsydney.edu.au/search/name/Antoinette Cotton/](https://directory.westernsydney.edu.au/search/name/Antoinette%20Cotton/))

Description This is a 60 credit point subject taken over three terms (20 credit points in each term). This subject claims to provide an opportunity for students to plan and implement a research project related to nursing which results in the production of a thesis. In consultation with an academic supervisor, the student will select a topic, conduct a literature review, design a research study, and report the findings and their implications. Attendance and participation at research seminars/colloquia is expected.

School Nursing & Midwifery

Discipline General Nursing

Student Contribution Band HECS Band 1 20cp

Level Undergraduate Level 4 subject

Assumed Knowledge

A basic knowledge of research methods at undergraduate level or equivalent is required.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Investigate a health or nursing related issue or problem in depth through a review of the literature;
2. Identify a researchable question related to a health or nursing issue or problem;
3. Develop a research proposal;
4. Obtain formal approvals for research, e.g. ethical approval, where required;
5. Perform data collection and data analysis relevant to the research proposal;
6. Contribute to discussions about the research process with professional colleagues;
7. Produce a thesis of the prescribed length and format which demonstrates proficiency in the execution of the study and ability to effectively communicate results and conclusions.

Subject Content

- there is no specific content area for this subject. students are required to engage in Scholarly work consistent with The expectation of An Honours program.

- completion of An Honours degree requires The ability to be able to complete A major piece of work within A set time frame. The size and scope of The work should be considered in relation to time and resource requirements.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Thesis	20,000 words	100	N	Individual

Teaching Periods

1st Half

Parramatta - Victoria Rd

Composite

Subject Contact Antoinette Cotton ([https://directory.westernsydney.edu.au/search/name/Antoinette Cotton/](https://directory.westernsydney.edu.au/search/name/Antoinette%20Cotton/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS4006_22-1H_PS_C#subjects)

2nd Half

Parramatta - Victoria Rd

Composite

Subject Contact Antoinette Cotton ([https://directory.westernsydney.edu.au/search/name/Antoinette Cotton/](https://directory.westernsydney.edu.au/search/name/Antoinette%20Cotton/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS4006_22-2H_PS_C#subjects)

NURS 4007 Nursing Honours Thesis A (Full-time)

Credit Points 20

Legacy Code 400202

Coordinator Antoinette Cotton ([https://directory.westernsydney.edu.au/search/name/Antoinette Cotton/](https://directory.westernsydney.edu.au/search/name/Antoinette%20Cotton/))

Description This unit aims to provide an opportunity for students to plan and implement a research project related to nursing which results in the production of a thesis. In consultation with an academic supervisor, the student will select a topic, conduct a literature review, design a research study, and report the findings and their implications. Attendance and participation at research seminars/colloquia is expected.

School Nursing & Midwifery

Discipline General Nursing

Student Contribution Band HECS Band 1 20cp

Level Undergraduate Level 4 subject

Assumed Knowledge

A basic knowledge of research methods at undergraduate level or equivalent is required.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Investigate a health or nursing related issue or problem in depth through a review of the literature;
2. Identify a researchable question related to a health or nursing issue or problem;
3. Develop a research proposal;
4. Obtain formal approvals for research, e.g. ethical approval, where required;
5. Perform data collection and data analysis relevant to the research proposal;
6. Contribute to discussions about the research process with professional colleagues; and
7. Produce a thesis of the prescribed length and format which demonstrates proficiency in the execution of the study and ability to effectively communicate results and conclusions.

Subject Content

- there is no specific content area for this subject. students are required to engage in Scholarly work consistent with The expectation of An Honours program.

- completion of An Honours degree requires The ability to be able to complete A major piece of work within A set time frame. The size and scope of The work should be considered in relation to time and resource requirements.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Thesis	15,000-20,000 words	S/U	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Attendance Not required

Subject Contact Rebecca O'Reilly ([https://directory.westernsydney.edu.au/search/name/Rebecca O'Reilly/](https://directory.westernsydney.edu.au/search/name/Rebecca%20O%27Reilly/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS4007_22-AUT_PS_N#subjects)

NURS 4008 Nursing Honours Thesis B (Full-time)

Credit Points 40

Legacy Code 400203

Coordinator Antoinette Cotton ([https://directory.westernsydney.edu.au/search/name/Antoinette Cotton/](https://directory.westernsydney.edu.au/search/name/Antoinette%20Cotton/))

Description This unit aims to provide an opportunity for students to plan and implement a research project related to nursing which results in the production of a thesis. In consultation with an academic supervisor, the student will select a topic, conduct a literature review, design a research study, and report the findings and their implications. Attendance and participation at research seminars/colloquia is expected.

School Nursing & Midwifery

Discipline General Nursing

Student Contribution Band HECS Band 1 40cp

Level Undergraduate Level 4 subject

Assumed Knowledge

A basic knowledge of research methods at undergraduate level or equivalent is required.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Investigate a health or nursing related issue or problem in depth through a review of the literature;
2. Identify a researchable question related to a health or nursing issue or problem;
3. Develop a research proposal;
4. Obtain formal approvals for research, e.g. ethical approval, where required;
5. Perform data collection and data analysis relevant to the research proposal;
6. Contribute to discussions about the research process with professional colleagues; and
7. Produce a thesis of the prescribed length and format which demonstrates proficiency in the execution of the study and ability to effectively communicate results and conclusions.

Subject Content

- there is no specific content area for this subject. students are required to engage in Scholarly work consistent with The expectation of An Honours program.

- completion of An Honours degree requires The ability to be able to complete A major piece of work within A set time frame. The size and scope of The work should be considered in relation to time and resource requirements.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Thesis	No longer than 20,000 words of written text (this does not include the reference list or appendices)	100	N	Individual

Teaching Periods

Spring

Parramatta - Victoria Rd

Attendance Not required

Subject Contact Antoinette Cotton ([https://directory.westernsydney.edu.au/search/name/Antoinette Cotton/](https://directory.westernsydney.edu.au/search/name/Antoinette+Cotton/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS4008_22-SPR_PS_N#subjects)

NURS 4009 Readings and Methodology

Credit Points 10

Legacy Code 400201

Coordinator Antoinette Cotton ([https://directory.westernsydney.edu.au/search/name/Antoinette Cotton/](https://directory.westernsydney.edu.au/search/name/Antoinette+Cotton/))

Description This unit will broaden and deepen students understanding of research methodologies and develop research skills in order to apply these to a specific B Nursing (Honours) research project.

School Nursing & Midwifery

Discipline General Nursing

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 4 subject

Restrictions Students must be enrolled in 4529 Bachelor of Nursing (Honours).

Assumed Knowledge

A basic knowledge of research methods at undergraduate level or equivalent is required.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically evaluate a research methodology and develop a coherent research proposal and plan
2. Evaluate specific data collection method(s) and analyses
3. Identify and devise strategies to ensure rigour/validity/reliability of a planned study
4. Identify potential ethical dilemmas and devise strategies to mitigate risk

Subject Content

1. Research methodology and research design
2. Data collection method(s) and analysis
3. Planning to ensure Rigour/Validity and Reliability
4. Use of ethical principles in the conduct of research

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Proposal	2,500 words	60	N	Individual
Essay	1,500 words	40	N	Individual

Prescribed Texts

- Wood, M. J., & Ross-Kerr, J. C.. (2011). Basic steps in planning nursing research: From question to proposal (7th ed.). Sudbury, MA: Jones and Bartlett

Teaching Periods

Autumn

Parramatta - Victoria Rd

Composite

Subject Contact Rebecca O'Reilly ([https://directory.westernsydney.edu.au/search/name/Rebecca O&/#x27;Reilly](https://directory.westernsydney.edu.au/search/name/Rebecca%20O%27;Reilly))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS4009_22-AUT_PS_C#subjects)

Spring

Parramatta - Victoria Rd

Composite

Subject Contact Antoinette Cotton ([https://directory.westernsydney.edu.au/search/name/Antoinette Cotton/](https://directory.westernsydney.edu.au/search/name/Antoinette%20Cotton/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS4009_22-SPR_PS_C#subjects)

NURS 4010 Research in Nursing Practice

Credit Points 10

Legacy Code 400803

Coordinator Rebecca O'Reilly ([https://directory.westernsydney.edu.au/search/name/Rebecca O'Reilly/](https://directory.westernsydney.edu.au/search/name/Rebecca%20O'Reilly/))

Description Research is a necessary undertaking toward the continued development of nursing science and practice. The aim of this unit is to both broaden and deepen Bachelor of Nursing (Honours) students' understanding of research methods and to extend their ability to discuss, appraise the work of others and participate in their own research.

School Nursing & Midwifery

Discipline General Nursing

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 4 subject

Incompatible Subjects LGYA 7109 - Applied Nursing Research

Restrictions Students must be enrolled in the Bachelor of Nursing (Honours).

Assumed Knowledge

A basic knowledge of research methods at undergraduate level.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Undertake advanced and complex electronic searches of databases
2. Critically appraise research articles, reports and literature
3. Analyse and synthesise the literature relevant to a chosen area of research
4. Complete a succinct literature review of the student's chosen area/topic and report findings that reflects critical judgement, reasoning and independent thought
5. Effectively communicate, with confidence and knowledge, literature on a chosen area/topic

Subject Content

- Overview of The research process and The Scholarly Review of literature
- articulation of The relationship between research, The Nursing profession, clinical practice and evidence based care and/or interventions
- Critical appraisal, analysis and Synthesis of research reports and The literature
- application of Critical judgement, reasoning and independent thought in writing/Presenting A Scholarly Review of pertinent literature associated with A defined Topic
- effective communication of research

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Critical Review	2000-2500 words	55	N	Individual
Critical Review	1000-1500 words	35	N	Individual
Presentation	15 minute presentation	10	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Composite

Subject Contact Antoinette Cotton ([https://directory.westernsydney.edu.au/search/name/Antoinette Cotton/](https://directory.westernsydney.edu.au/search/name/Antoinette%20Cotton/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS4010_22-AUT_PS_C#subjects)

NURS 7001 Advanced Clinical Practice in Mental Health Nursing

Credit Points 10

Legacy Code 401202

Coordinator Greg Clark ([https://directory.westernsydney.edu.au/search/name/Greg Clark/](https://directory.westernsydney.edu.au/search/name/Greg%20Clark/))

Description This is a 20 credit point year-long subject taken over two terms (10 credit points in each term). Students are required to demonstrate the capacity to work autonomously in a mental health setting and be able to utilise supervision to support achievement of unit

learning outcomes. Students undertake at least 300 hours supervised advanced clinical practice in assessment, treatment planning and provision of care for clients in a mental health setting. Clinical practice supervision and support is provided by a Primary Supervisor/Mentor/ Assessor and a multidisciplinary clinical support network who will review the student's work in respect of working at an advanced level of clinical practice towards the attainment of a Nurse Practitioner qualification. A clinical assessment peer review panel will be convened at the end of the session to assess the student's knowledge, clinical decision-making, understanding of therapeutic interventions including pharmacological and non-pharmacological agents, as well as their capacity to meet all requirements of the Nurse Practitioner Standards for Practice.

School Nursing & Midwifery

Discipline Mental Health Nursing

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) NURS 7006 AND
NURS 7005 AND
NURS 7041

Equivalent Subjects NURS 7046 Advanced Mental Health Nursing Clinical Practice 1 NURS 7047 Advanced Mental Health Nursing Clinical Practice 2

Restrictions

Students must be enrolled in 4745 Master of Mental Health Nursing (Nurse Practitioner) program. It is a requirement that students are working in mental health services at an advanced practice level, must nominate a Primary Mentor and must nominate a clinical panel.

Assumed Knowledge

This is an advanced level clinical nursing subject. Students are expected to be working in situations where they can demonstrate this level of practice. They will have advanced skills in mental health nursing assessment, clinical decision-making and treatment planning; knowledge of mental disorders and illnesses; human response to mental illness; the development of relationships with people with mental illness and their families; and a range of treatments for mental illness.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically evaluate and demonstrate a capacity for clinical decision making throughout the therapeutic case management of clients with complex mental health problems
2. Critically evaluate and demonstrate ongoing assessment of health status and health risk and the use of associated pharmacological and non-pharmacological agents
3. Apply and critically evaluate the value of appropriate psychotherapeutic, psychoeducational and health promoting interventions
4. Provide and evaluate collaboration with clients' significant others
5. Evaluate the utilisation of the skills of other team members/health professionals/other agencies and assess educational imperatives
6. Critically discuss the importance of cultural issues in the treatment of mental health problems and disorders
7. Critically discuss the professional, legal and ethical parameters of relationships and treatment in mental health settings
8. Critically evaluate the value of teamwork and leadership
9. Critically evaluate documentation of client assessment and treatment programs
10. Utilise supervision and evaluate the value of the supervision process
11. Demonstrate the capacity for leadership in policy analysis

Subject Content

Advanced skill development related to autonomous, assessment, early intervention, treatment planning and care provision in mental health settings for clients across the lifespan presenting with a range of mental health problems and disorders in a variety of clinical and cultural contexts.

Clinical decision-making that reflects the capability to triage, problem-solve and manage time effectively.

Establishment and use of client outcome measurement to reflect individual difference.

Ethical and legal parameters of decision-making in mental health. Identification and use of resources for consultation and referral (eg, CALD, women's services) including recourse to national and international research and information technology.

Clinical supervision relationships: identification of process, uti

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	1,000 words	20	N	Individual
Case Study	1,000 words	20	N	Individual
Case Study	3,000 words	60	N	Individual
Professional Placement Performance	300 hours minimum	S/U	Y	Individual
Viva Voce	1-2 hours	S/U	Y	Individual

Teaching Periods

Autumn

Online

Online

Subject Contact Greg Clark ([https://directory.westernsydney.edu.au/search/name/Greg Clark/](https://directory.westernsydney.edu.au/search/name/Greg%20Clark/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7001_22-AUT_ON_0#subjects)

Spring

Online

Online

Subject Contact Greg Clark ([https://directory.westernsydney.edu.au/search/name/Greg Clark/](https://directory.westernsydney.edu.au/search/name/Greg%20Clark/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7001_22-SPR_ON_0#subjects)

NURS 7002 Advanced practice: Infant and Child feeding and Nutrition

Credit Points 10

Legacy Code 400834

Coordinator Cathy Dickson ([https://directory.westernsydney.edu.au/search/name/Cathy Dickson/](https://directory.westernsydney.edu.au/search/name/Cathy%20Dickson/))

Description This unit provides students with advanced theoretical knowledge around infant and young child feeding. The course is predominantly theoretical although students will also be expected to gain practical skills including developing the capacity to undertake comprehensive breastfeeding assessments and assessment of nutritional status in children 0 to 5 years of age. Topics covered include management of complex breastfeeding problems and skills to support women who have unexpected birth outcomes with breastfeeding; the impact of acute and chronic infant and childhood illness on nutritional status and feeding; evidence based strategies and approaches to facilitate good nutritional practices including breastfeeding among disadvantaged and vulnerable populations and working effectively in multidisciplinary teams and with peer or volunteer support groups to promote and support healthy infant and young child feeding practices. There is 120 hours of theoretical content of which approximately 90 hours is directly related to breastfeeding and human lactation. The role of the lactation consultant and legal and ethical issue are addressed for those who wish to work towards this qualification in the future.

School Nursing & Midwifery

Discipline Mothercraft Nursing and Family and Child Health Nursing

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be a Registered Nurse, Registered Midwife or health professional due to public safety issues.

Assumed Knowledge

Basics of breastfeeding including techniques for positioning and attachment and common breastfeeding problems; socio-cultural and political context of infant feeding; normal newborn behaviour, infant-parent attachment, factors that influence the transition to parenthood and parenting styles; skills required to critically appraise research literature and high level communication skills and capacity to work in partnership with families.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Perform a comprehensive breastfeeding assessment, including the use of tools such as PROBIT and prepare infant and child feeding plans in partnership with women and families
2. Manage complex breastfeeding problems including the use of breastfeeding aids
3. Critically evaluate the impact of medications on breastfeeding including breastfeeding in the context of substance misuse
4. Demonstrate skills to effectively support breastfeeding women who have an unexpected birth experience or outcome - particularly among groups with lower socioeconomic status

5. Demonstrate knowledge of acute and chronic diseases in infants and children that affect nutritional status and feeding such as cystic fibrosis, cleft palate, Downs syndrome
6. Demonstrate knowledge and skills to implement and sustain the BFHI at the local level including development of infant feeding policies and guidelines
7. Discuss and critically analyse the role of the lactation consultant and multidisciplinary teams with peer or volunteer support groups to promote and support healthy infant and young child feeding practices including legal implications and ethical practice
8. Apply communication and other technologies effectively in personal and professional learning
9. Demonstrate highly developed skills as a self-reliant learner and work effectively in groups and teams

Subject Content

Module 1

- breastfeeding assessment
- PROBIT tool
- Acute and chronic diseases / abnormalities in children and impact on feeding
- evidence based practice to inform management of complex breastfeeding problems and Nutritional Issues in toddlers

Module 2

- implementing and Evaluating strategies and approaches to support breastfeeding and healthy nutrition in young children
- implementing and sustaining BFHI
- management of malnutrition and anaemia in young children

Module 3

- The role of Lactation consultants
- legal and Ethical implications in practice
- Working effectively with other professionals such as speech therapists and with lay / peer supporters
- Continuing professional development, portfolio development, clinical supervision

Prescribed Texts

- There is no essential textbook.

Teaching Periods

NURS 7003 Applied Clinical Practice using Simulation

Credit Points 10

Legacy Code 401204

Coordinator Sharon Jacobs ([https://directory.westernsydney.edu.au/search/name/Sharon Jacobs/](https://directory.westernsydney.edu.au/search/name/Sharon%20Jacobs/))

Description Components of skilled nursing practice in acute and critical care settings include clinical reasoning, accountability and patient advocacy. In this unit students will identify a complex case study from their current practice world as the basis for their assessment. This unit utilises clinical simulation and a case study approach to enable students to develop their clinical expertise in their individual workplace. Students will be required to participate in clinical simulation workshops which will be utilised to develop and enhance clinical nursing skills in acute or critical care settings.

School Nursing & Midwifery

Discipline General Nursing

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate or non-award program.

Assumed Knowledge

A fundamental understanding in the areas of patient assessment skills, pathophysiology and pharmacology.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply diagnostic and clinical reasoning skills
2. Critically analyse treatment management plans using evidence-based practice
3. Develop a patient management plan for patients experiencing complex health problems
4. Synthesise key points and principles of the simulation design in the context of patient care
5. Perform a simulated learning task in the delivery of patient care in a specialty practice area
6. Reflect on their practice and their ability to conduct a simulation scenario.

Subject Content

Applying knowledge through clinical reasoning

Advanced assessment skills

Applying evidence-based principles in clinical settings

Frameworks and processes for developing and delivering simulation scenarios

Critical reflection processes

The debriefing process

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	2,000 words	50	N	Individual
Presentation	30 minutes	25	N	Individual
Reflection	1000 words	25	N	Individual

Prescribed Texts

- There is no essential textbook.

Teaching Periods

Autumn

Hawkesbury

Composite

Subject Contact Sharon Jacobs ([https://directory.westernsydney.edu.au/search/name/Sharon Jacobs/](https://directory.westernsydney.edu.au/search/name/Sharon%20Jacobs/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7003_22-AUT_HW_C#subjects)

Liverpool

Composite

Subject Contact Sharon Jacobs ([https://directory.westernsydney.edu.au/search/name/Sharon Jacobs/](https://directory.westernsydney.edu.au/search/name/Sharon%20Jacobs/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7003_22-AUT_LP_C#subjects)

Parramatta - Victoria Rd

Composite

Subject Contact Sharon Jacobs ([https://directory.westernsydney.edu.au/search/name/Sharon Jacobs/](https://directory.westernsydney.edu.au/search/name/Sharon%20Jacobs/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7003_22-AUT_PS_C#subjects)

NURS 7004 Applied Research in Health Care

Credit Points 10

Legacy Code 401167

Coordinator Sheree Smith ([https://directory.westernsydney.edu.au/search/name/Sheree Smith/](https://directory.westernsydney.edu.au/search/name/Sheree%20Smith/))

Description Research is a necessary undertaking toward the continued development of nursing, midwifery and health science and practice. This unit prepares students for undertaking or participating in research in the clinical setting. It also seeks to prepare students to consider higher degree research opportunities. Students will explore the various theoretical underpinnings of research as well as develop a clear understanding of various research designs, data collection methods, sampling techniques and data analysis.

School Nursing & Midwifery

Discipline General Nursing

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYA 7109 - Applied Nursing Research

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Understand the theoretical underpinnings of research methodology
2. Conduct a critical literature review to define a gap in knowledge that requires investigation
3. Develop a research question and study aim
4. Select an appropriate research methodology to investigate a clinical problem
5. Plan data collection that will provide answers to a research question, are congruent with the methodology chosen, and will collect appropriate data
6. Identify ethical issues related to human research
7. Select appropriate analysis techniques for various types of data
8. Identify methods of disseminating research findings

Subject Content

Philosophical underpinnings of research

The research process
 Sampling strategies
 Quantitative research designs
 Types of qualitative research
 Mixed methods research
 Ethical considerations
 Data collection strategies
 Qualitative data analysis
 Overview of statistical analysis
 Interpretation of study findings

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Online Quiz	1 hour (45 marks)	15	N	Individual
Critique of research methodology	1,000 words	25	N	Individual
Research Proposal	3,000 words	60	N	Individual

Prescribed Texts

- There is no essential textbook.

Teaching Periods

NURS 7005 Assessment for Advanced Practice Mental Health Nurses

Credit Points 10

Legacy Code 400228

Coordinator Greg Clark ([https://directory.westernsydney.edu.au/search/name/Greg Clark/](https://directory.westernsydney.edu.au/search/name/Greg%20Clark/))

Description This unit examines assessment and treatment planning practices for advanced practice nurses. Components of the unit include advanced assessment skills, diagnostic decision making, judicious ordering, reading and interpretation of pathology and radiology tests, triaging and prioritisation, pharmacology, intervention and referral skills. These skills will be addressed in a range of assessment and decision-making situations, to include assessment across the lifespan and recognizing deviation from the norm. Nurses working at an advanced practice level are expected to be able to autonomously undertake comprehensive mental health assessments, and to apply clinical judgement to decision making and treatment planning.

School Nursing & Midwifery

Discipline Mental Health Nursing

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in program 4745, Master of Nurse Practitioner (Mental Health). Students in 4745 must be working in mental health services at an advanced practice level and must nominate a primary supervisor / mentor / assessor and a clinical support group.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate and apply the knowledge and skills required for comprehensive and holistic clinical assessment of clients, including physical and psychological assessment from across the lifespan presenting with mental health problems and disorders.
2. Select and apply a variety of interview techniques in order to complete autonomous, comprehensive, mental health (including emotional, cultural, social and spiritual perspectives) and physical assessments.
3. Critically analyse and apply problem solving skills in a range of assessment and decision-making situations taking into account differential diagnoses and complex clinical decision making imperatives.
4. Critically evaluate the utilisation of diagnostic tests and their interpretation for the assessment and treatment of clients across the lifespan with mental health problems and disorders.
5. Critically analyse the ethical, legal, collaborative and prioritisation dimensions of decision-making processes in mental health assessment and treatment.
6. Critically discuss the role of client, family, significant others and community in mental health assessment and treatment planning processes.
7. Critically discuss treatment options including pharmacology and the skills required for judicious use of medication.

Subject Content

Holistic and comprehensive assessment across the lifespan

Mental health assessment

Early intervention

Physical health assessment and diagnostic investigations and interpretation

Cultural and Indigenous awareness in assessment

Consumer, family and carer involvement in assessment

Trauma history assessment

Clinical decision-making and holistic treatment planning and ordering of diagnostic tests

Holistic assessment, differential diagnosis and treatment planning for:

- psychosis
- mood disorders
- dual Diagnosis (substance Abuse and mental illness)
- Borderline personality Disorder
- anxiety disorders
- adjustment Disorder
- conditions that mimic Brain disorders
- other disorders as appropriate to individual student learning needs

Clinical supervision

Recovery and assessment

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	2,500 words	50	N	Individual
Case Study	2,500 words	50	N	Individual

Teaching Periods

Autumn

Online

Online

Subject Contact Greg Clark ([https://directory.westernsydney.edu.au/search/name/Greg Clark/](https://directory.westernsydney.edu.au/search/name/Greg%20Clark/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7005_22-AUT_ON_O#subjects)

NURS 7006 Biological Considerations in Mental Health and Mental Illness for Advanced Practice

Credit Points 10

Legacy Code 400957

Coordinator Gihane Endrawes ([https://directory.westernsydney.edu.au/search/name/Gihane Endrawes/](https://directory.westernsydney.edu.au/search/name/Gihane%20Endrawes/))

Description This subject examines neuroanatomy and neurophysiology as they apply to altered thought, mood, perception and behaviour associated with mental illness and knowledge of physical health problems commonly associated with psychiatric treatment and/or mental illness, their identification, management and treatment.

School Nursing & Midwifery

Discipline Mental Health Nursing

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) -

Restrictions

Students must be enrolled in program 4720 Graduate Diploma in Mental Health Nursing, 4719 Master of Mental Health Nursing, 4745 Master of Nurse Practitioner (Mental Health) or 4746 Graduate Diploma in Nursing Leadership (Mental Health) (exit only) to register in this subject.

Assumed Knowledge

Students are expected to have a working knowledge of mental health assessment and treatment procedures, including basic pharmacological principles and knowledge of drugs used for mental illnesses and disorders.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically examine and apply the knowledge of neuroanatomy and neurobiology as it applies to altered thought, mood, perception and behaviour associated with mental illness.
2. Critically examine a range of physical health problems and risk factors commonly associated with psychiatric treatment and/or mental illness.

3. Apply integrated knowledge and critically explore the interactions between physical health problems and mental illness.
4. Critique evidence-based treatments and management strategies for physical health problems in people who experience mental illness.
5. Critically analyse how biological comorbidities can be applied to advanced mental health nursing practice.

Subject Content

Module 1. Introduction and Neurobiology

- Introduction to subject and basic pathophysiology.
- Homeostasis and cellular function
- Neuroanatomy and physiology associated with mental illness as it applies to altered thought, mood, perception and behaviour
- Neurobiology of mental illness

Module 2. Factors Affecting Health

- Nutrition and Diet
- Sleep
- Stress and chronic disease

Module 3. Specific Health Conditions

- Endocrine disorders
- Obesity and diabetes
- Cardiac disorders and metabolic syndrome

Module 4. Assessment and Interventions

- Identification, treatment and management of physical health problems commonly associated with psychiatric treatment and/or mental illness
- Cardiometabolic syndrome
- Cardiac disorders
- Respiratory disorders
- Endocrine disorders
- Nutritional disorders including eating disorders and obesity
- Diabetes

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1 500 words	50	N	Individual
Case Study	1 500 words	50	N	Individual

Prescribed Texts

- There is no essential textbook.

Teaching Periods

Spring

Online

Online

Subject Contact Gihane Endrawes ([https://directory.westernsydney.edu.au/search/name/Gihane Endrawes/](https://directory.westernsydney.edu.au/search/name/Gihane%20Endrawes/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7006_22-SPR_ON_O#subjects)

NURS 7007 Bioscience for Midwifery Practice

Credit Points 10

Legacy Code 401088

Coordinator Fiona Arundell ([https://directory.westernsydney.edu.au/search/name/Fiona Arundell/](https://directory.westernsydney.edu.au/search/name/Fiona%20Arundell/))

Description This unit provides students with an understanding of the biological and physiological aspects of human reproduction including the menstrual cycle, fertilisation and embryology, pregnancy, labour, birth and the early postnatal weeks. Emphasis will be placed on normal maternal anatomy and physiology of pregnancy, labour and birth and the postnatal period. It will include fetal growth and development, adaptation of the newborn and growth and development to six weeks of age.

School Nursing & Midwifery

Discipline Midwifery

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 4697 Graduate Diploma in Midwifery and can only be undertaken by a registered nurse employed in a participating NSW Health Local Health District facility in the position of a midwifery student.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and describe the normal biological and physiological processes related to pregnancy, labour and birth, and the postnatal period
2. Describe growth and development of the fetus and relate it to stages of pregnancy
3. Describe physiological changes that occur at birth and growth and development of the newborn to six weeks of age

Subject Content

1. Pregnancy; human reproduction, anatomy and physiology related to pregnancy, labour and birth, fetal growth and development
2. Labour and birth; initiation and maintenance and progress of labour, birth process (fetal position and descent, contraction patterns, mechanism of labour and birth in a variety of positions)
3. Postnatal; maternal physiological changes, physiology of the newborn at birth, newborn growth and development to six weeks

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Online Quiz x 2	30 mins each quiz	40	N	Individual

End of session	2 hours	60	Y	Individual
closed book examination:				
MCQ and short answer				

Prescribed Texts

- Davies, L., & McDonald, S. (Eds.). (2008). Examination of the newborn and neonatal health: A multidimensional approach. Edinburgh, United Kingdom: Churchill Livingstone /Elsevier.
- Gray, J., Smith, R., & Homer, C. (2009). Illustrated dictionary of midwifery (Australian and New Zealand ed.). Chatswood, Australia: Butterworth Heinemann/ Elsevier.
- Pairman, S., Tracy, S., Dahlen, H. & Dixon, L. (2019). Midwifery: preparation for practice (4th ed.). Chatswood, N.S.W: Elsevier, Australia
- Rankin, J. (2013). Myles midwifery: Anatomy and physiology workbook. Edinburgh, United Kingdom: Elsevier.
- Rankin, J. (2017). Physiology in childbearing: With anatomy and related biosciences (4th ed.). Edinburgh, UK: Bailliere Tindall/ Elsevier

Teaching Periods

NURS 7009 Child and Family Health Practice: Supporting Growth and Development

Credit Points 10

Legacy Code 400972

Coordinator Christine Taylor ([https://directory.westernsydney.edu.au/search/name/Christine Taylor/](https://directory.westernsydney.edu.au/search/name/Christine%20Taylor/))

Description This subject provides the student with knowledge of the theories of child development and the foundational knowledge and skills to be applied in the screening, surveillance and promotion of health and well-being of young children and families. This includes current immunisation schedules and use of evidence-based developmental screening tools. Content will focus on the normal physical, social and emotional growth and development of young children (0-5 years). The importance of the early years in brain development including infant-parent attachment will be linked to an exploration of child behaviour, sleep and settling, play and safety issues. The child and family health nurses' role in supporting families experiencing infant sleep and settling difficulties and behaviour problems will be addressed. The knowledge gained in this unit will be consolidated through virtual clinical placement.

School Nursing & Midwifery

Discipline Mothercraft Nursing and Family and Child Health Nursing

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 4713 Master of Child and Family Health (Karitane), 4714 Graduate Diploma in Child and Family Health (Karitane) or 4715 Graduate Certificate in Child and Family Health (Karitane).

Assumed Knowledge

Students require basic knowledge of infant and child health at an undergraduate level, augmented with clinical experience as a general Registered Nurse or Registered Midwife.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse and incorporate the theories of child development (physical, cognitive social and emotional), and maternal-infant and parental-infant attachment, as applied to child and family health practice.
2. Apply age appropriate developmental tools to undertake a complete physical assessment of any child aged 0 to 5 years using evidence-based developmental screening tools and interpret the outcomes of the physical assessment using clinical judgement based of child development and range of expected 'norms'.
3. Utilise evidence-based developmental screening tools to support clinical decision making and practice in relation to common well child concerns for parents.
4. Critically discuss the interaction of child, family and community factors that influence child development (physical, cognitive social and emotional), including the importance of play to global child development.
5. Analyse and synthesise contemporary issues related to the need for immunisation and apply the current immunisation protocol in practice.
6. Consider and relate knowledge to the provision of a safe environment for children others and staff.
7. Synthesise current evidence to develop flexible individualised clinical management plans based on best practice principles to meet the unique needs of each family.
8. Apply communication and other technologies effectively in personal and professional learning.
9. Prioritise and select appropriate skills as a self-reliant learner to effectively work in groups and teams.

Subject Content

Module 1: Child Growth and development

- Pregnancy - foetal growth and development
- social and emotional development
- language and communication
- cognitive development
- Gross motor development
- foundational theories and principles of child development. including infant-parent attachment
- The Importance of play in child development

Module 2: Assessment and screening for growth and development

- appropriate tools for child growth and development assessment
- clinical skills for child growth and development assessment
- clinical knowledge and skills to support families experiencing infant/child sleep and settling difficulties
- common well child concerns for parents
- childhood behaviour
- childhood Immunisation as A protective health measure

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Essay	1,750 words	40	N	Individual
Viva Voce	10 minute video recording	20	N	Group
Essay	1,500 words	40	N	Individual
Professional Task	20 hours	S/U	Y	Individual

Prescribed Texts

- Hockenberry, M., Wilson, D., & Rogers, C. C. (2019). Wong's nursing care of infants and children (11th ed.). Mosby Elsevier.
- Sharma, A., & Cockerill, H. (2014). Mary Sheridan's from birth to five years: Children's developmental progress (4th ed.). Routledge, Taylor & Francis Group.

Teaching Periods

Autumn

Online

Online

Subject Contact Christine Taylor ([https://directory.westernsydney.edu.au/search/name/Christine Taylor/](https://directory.westernsydney.edu.au/search/name/Christine%20Taylor/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7009_22-AUT_ON_O#subjects)

NURS 7010 Child and Family Health: Professional Practice and Frameworks

Credit Points 10

Legacy Code 400971

Coordinator Rachel Gregory-Wilson ([https://directory.westernsydney.edu.au/search/name/Rachel Gregory-Wilson/](https://directory.westernsydney.edu.au/search/name/Rachel%20Gregory-Wilson/))

Description Child and family health is a diverse speciality area with child and family health professionals required to work autonomously across a variety of clinical settings. This unit will focus on the scope and standards of practice of Child and family health practise exploring; historical beginnings and current models of care, appropriate legal & ethical issues and government policies and initiatives that influence practice. Informed by the principles of Primary Health Care, the student will gain skills in supporting families and children within the context of a strengths based partnership model. Health promotion, public health, health surveillance and cultural competence are introduced in this unit. The various strategies for the appropriate support of child and family health professionals will be addressed. In this unit emphasis is also placed on critical thinking and the development of scholarly writing.

School Nursing & Midwifery

Discipline Mothercraft Nursing and Family and Child Health Nursing

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects NURS 7063 - Child Family Health Nursing Professional Practice and Frameworks

Restrictions

Students must be enrolled in 4682 Master of Child and Family Health (Karitane), 4713 Master of Child and Family Health (Karitane), 4714 Graduate Diploma in Child and Family Health (Karitane) or 4715 Graduate Certificate in Child and Family Health (Karitane).

Assumed Knowledge

An understanding of professional frameworks and competencies for the Registered Nurse or Registered Midwife at a undergraduate level, augmented with clinical experience at a general Registered Nurse or Registered Midwife level.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically discuss the autonomous role of the child and family health professional, and models of care, related to the health and wellbeing of children and families
2. Analyse the development of the role of the child and family health professional in relation to the dynamic nature of the family in society
3. Develop a sound knowledge of the scope of practice, accompanying standards, and legal and ethical principles that guide child and family health practice
4. Identify and discuss the implications of various health policies on child and family health practice
5. Evaluate the principles of a strengths based partnership approach when working with children and families
6. Examine the importance of cultural competence, including self ? reflection, when practicing within a multicultural context and with Aboriginal and Torres Strait Islander communities
7. Explain the need for clinical supervision and its role in professional development as a means to advance professional knowledge, interests and effectiveness and to support nurses working with complex presenting issues
8. Apply communication and other technologies effectively in personal and professional learning
9. Prioritise and select appropriate skills as a self- reliant learner to effectively work in groups and teams

Subject Content

Module 1

- historical development of child & family health
- Models of care for children and families
- health promotion, surveillance and Screening
- The principles of A strengths based partnership approach

Module 2

- legal and Ethical Issues
- cultural competence and cultural safety
- occupational health and safety
- health policy and its influence on The role of The child and family health professional

Module 3

- The concept of autonomous practice
- scope of practice, practice Standards and competencies
- The professional portfolio
- clinical supervision

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	2,000 words	50	N	Individual
Essay	2,000 words	50	N	Individual
Participation	Max 250 words each	S/U	Y	Individual

Prescribed Texts

- There is no essential textbook.

Teaching Periods

Autumn

Online

Online

Subject Contact Rachel Gregory-Wilson ([https://directory.westernsydney.edu.au/search/name/Rachel Gregory-Wilson/](https://directory.westernsydney.edu.au/search/name/Rachel%20Gregory-Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7010_22-AUT_ON_0#subjects)

NURS 7011 Childbirth in the Australian Context

Credit Points 20

Legacy Code 401089

Coordinator Leanne Luck ([https://directory.westernsydney.edu.au/search/name/Leanne Luck/](https://directory.westernsydney.edu.au/search/name/Leanne%20Luck/))

Description This unit provides students with the knowledge to work, using a primary health care approach, with women and their families during childbirth including the transition to parenthood. Emphasis will be placed on the biological, psychosocial and cultural aspects of the pregnancy, birth and the postnatal period and understanding of the role of the midwife in maintaining a woman and family focus within a continuity of care model. The neonatal period will also be examined. Childbirth in our culturally diverse maternity health system will be explored, investigated, analysed and discussed with a specific focus on Aboriginal and Torres Strait Islander peoples. This will include the history of Aboriginal and Torres Strait Islander peoples and how events in history have impacted on their health and birthing practices. Experiences of women from other countries and cultures will be examined.

School Nursing & Midwifery

Discipline Midwifery

Student Contribution Band HECS Band 1 20cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 4697 Graduate Diploma in Midwifery and be a registered nurse employed in a participating NSW Health Local Health District facility in the position of a midwifery student.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse and explain the role of the midwife, within a continuity of care framework, in the provision of care to a woman

- and her family including knowledge of the legal and ethical issues related to the woman and her newborn/s
2. Apply knowledge of the biological, physiological, psychological and social needs of women pre-conceptually, during pregnancy, labour and birth and the postnatal period to facilitate an optimal experience for the woman including transition to parenthood;
 3. Critically analyse the impact of birth on a woman's sense of self and her emotional, psychological, social and cultural needs and those of her newborn and her family
 4. Apply knowledge of the principles of adult learning, primary health care and public health policy to facilitate opportunities for health promotion with the woman, her family and community particularly relating to Aboriginal and Torres Strait Islander women
 5. Critically evaluate the socio-cultural, economic, political and personal context of infant feeding decisions in Australia
 6. Critically analyse historical events that have impacted on the life and c

Subject Content

1. Midwives Working with Women

- primary health care approach to Pre-conceptual health, conception and pregnancy.
- partnership in care/Continuity of Midwifery care and Midwifery led antenatal care
- Midwifery care to support The individual needs of women in labour and birth
- Facilitating normal birth
- Addressing cultural needs
- Transitions of care

2. Midwifery Care - Pregnancy

- role of The midwife
- assessment and Screening during Pregnancy
- Pharmacological substances commonly used in Midwifery practice
- Working with women and their families
- psychosocial and emotional needs during Pregnancy, labour and birth
- health promotion and skills in facilitating Adult learning opportunities for women in Pregnancy including nutrition, oral health care, physical Activity, Pelvic floor health
- options for childbirth education and preparation for birth and parenting
- Addressing The cultural needs of Aboriginal and Torres Strait Islander women and women from CALD backgrounds

3. Midwifery Care - Labour

- Midwives role in Assessing and Monitoring labour and birth
- Promoting physiological labour and birth; Rationale for upright positions and movement, Physiology of pain, perception of pain and pain control theories, Midwifery care for comfort eg massage, complementary therapies, heat and water, Nitrous Oxide, ster
- Supporting Birth Discussions; Preparation for birth, Midwives role in supporting the birthing woman (including waterbirth), Physiological and active third stage, Examination of the placenta.
- Midwives role in care of the newborn; Newborn pharmacology, Nutritional requirements, Initiating skin to skin, Supporting the first breast feed.

4. Midwifery Care - Postnatal

- The Midwives role in Postnatal care
- Working with women and their families post birth
- partner inclusive practice
- physiological, psychosocial and emotional changes and needs
- options Postnatal education and preparation for parenting
- newborn care and Immunisation

5. Cultural Awareness

- historical events that impact on Aboriginal and Torres Strait Islanders peoples
- traditions around birth and mothering

- women's experiences of childbirth
 - Aboriginal and Torres Strait Islander people and bridging The gap?
 - Working in partnership
 - cultural Factors effecting birth outcomes
6. Infant feeding decisions in Australia
- politics of breastfeeding
 - who Code for The Marketing of breast milk substitutes
 - Baby Friendly health initiative in Australia
 - supporting women in their feeding decision

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay - Development of an antenatal education session	1,500 words	30	N	Individual
Presentation - Expanding on a topic that is part of the unit content	10 minute class presentation	20	N	Individual
End of session closed book examination: MCQ & short answer	2 hours	50	Y	Individual

Prescribed Texts

- Davies, L., & McDonald, S. (2008). Examination of the newborn and neonatal health: A multidimensional approach. Edinburgh, Scotland: Churchill Livingstone/Elsevier. Australia
- Pairman, S., Tracy, S., Dahlen, H. & Dixon, L. (2019). Midwifery: preparation for practice (4th ed.). Chatswood, N.S.W: Elsevier, Australia

Teaching Periods

NURS 7012 Clinical Practice: Infant and Child Nutrition and Feeding

Credit Points 10

Legacy Code 400830

Coordinator Christine Taylor ([https://directory.westernsydney.edu.au/search/name/Christine Taylor/](https://directory.westernsydney.edu.au/search/name/Christine%20Taylor/))

Description This unit focuses on infant feeding including breast feeding as a significant social and cultural process not just an issue of physiology and nutrition. The theoretical component of this unit will focus on the age-appropriate nutrition of infants and young children linked to developmental stages and the role the child and family health professional in supporting families manage associated issues. All areas of early nutrition will be covered including breastfeeding, use of breast-milk substitutes, introduction of solids and toddler nutrition.

The knowledge gained in this unit will be consolidated through virtual clinical placement.

School Nursing & Midwifery

Discipline Mothercraft Nursing and Family and Child Health Nursing

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 4713 Master of Child and Family Health (Karitane), 4714 Graduate Diploma in Child and Family Health (Karitane) or 4715 Graduate Certificate in Child and Family Health (Karitane).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain and apply evidenced based knowledge of the nutritional requirements for lactation, and for normal growth and development of infants and young children.
2. Reflect and critically evaluate context of breastfeeding, formula feeding, weaning and infant feeding in Australia and possible outcomes for children.
3. Discuss the value of breastfeeding and breast milk with pregnant and new mothers, fathers and families to support the initiation of breastfeeding including breast feeding difficulties and appropriate management.
4. Critically evaluate the use of breast milk substitutes and demonstrate knowledge of the WHO code for the marketing of breast milk substitutes.
5. Utilise the socioecological approach to undertake a holistic assessment of nutritional needs of the family.
6. In partnership with parents, apply knowledge of child development to support healthy eating patterns and nutritional requirements in infancy and early childhood.
7. Demonstrate highly developed skills as a self-reliant learner and effectively work in groups and teams.

Subject Content

1. Module 1: Socio-cultural context of infant and child nutrition and feeding

- The social cultural and political and economic Factors that influence breastfeeding and feeding young children and families
- women's experiences of breastfeeding and infant feeding decisions
- Nutritional needs of pregnant women and women who are lactating

2. Module 2: Breastfeeding and infant feeding decisions

- Anatomy of The

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay on Contemporary Issues related to Infant and Child Nutrition and Feeding	1,750 words	40	N	Individual
Group Poster	approx. 500 words	20	N	Group
Case Study	1,500 words	40	N	Individual
Virtual Clinical Placement	20 hours	S/U	Y	Individual

Prescribed Texts

- Brodribb, W., & the Australian Breastfeeding Association. (2019). Breastfeeding management in Australia (5th ed.). Australian Breastfeeding Association.

Teaching Periods

Spring Online

Online

Subject Contact Christine Taylor ([https://directory.westernsydney.edu.au/search/name/Christine Taylor/](https://directory.westernsydney.edu.au/search/name/Christine%20Taylor/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7012_22-SPR_ON_0#subjects)

NURS 7013 Clinical Supervision in Health Care

Credit Points 10

Legacy Code 401139

Coordinator Robyn Bowcock ([https://directory.westernsydney.edu.au/search/name/Robyn Bowcock/](https://directory.westernsydney.edu.au/search/name/Robyn%20Bowcock/))

Description This subject aims to provide students with foundational knowledge related to clinical supervision. Clinical supervision is a supportive formal process which enables health care professionals to develop and improve practice, thus potentially improving outcomes for services and service users. Students will be able to differentiate between Clinical Supervision and other Clinical Support options. Students will explore various models and theories which underpin clinical supervision, and the principles of effective supervision, including legal, ethical and professional considerations. Students will be encouraged to develop skills in self-awareness and reflective practice and to apply these skills to enhance professional growth and outcomes for service users.

School Nursing & Midwifery

Discipline Nursing

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse models of Clinical Supervision.
2. Assess/Examine the differences between Clinical Supervision and other clinical support options.
3. Appraise the significance of ethical and legal principles, professional codes and standards to the practice of Clinical Supervision.
4. Critically analyse the role of Clinical Supervision in personal, professional and organisational development and the subsequent outcomes for people receiving health care.
5. Critically reflect on practice issues to demonstrate capacity for self-awareness and clinical problem-solving skills.

Subject Content

Module 1

Introduction to clinical supervision

Differentiating clinical supervision from other forms of clinical support

Module 2

Theoretical underpinnings

Models of clinical supervision

Practical approaches to the implementation of clinical supervision

Module 3

Principles of effective clinical supervision

Ethical considerations in clinical supervision

Legal issues in clinical supervision

Professional responsibilities in clinical supervision

Module 4

Understanding the nature of relationships

Developing skills for self-awareness and reflection

Reflective practice, modifying responses, and clinical problem solving

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Critical Review	1800 words	50	N	Individual
Viva Voce	10 mins	20	N	Individual
Reflection	1000 words	30	N	Individual

Prescribed Texts

- There is no essential textbook.

Teaching Periods

Autumn

Online

Online

Subject Contact Robyn Bowcock ([https://directory.westernsydney.edu.au/search/name/Robyn Bowcock/](https://directory.westernsydney.edu.au/search/name/Robyn%20Bowcock/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7013_22-AUT_ON_O#subjects)

NURS 7014 Clinical Teaching and Professional Development

Legacy Code 400973

Coordinator Linda Gregory ([https://directory.westernsydney.edu.au/search/name/Linda Gregory/](https://directory.westernsydney.edu.au/search/name/Linda%20Gregory/))

Student Contribution Band

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay-critical evaluation of clinical teaching and workplace learning in the health system.	1,500 words	40	N	Individual
Discussion paper, performance development report and plan - focusing assessment and competence	3,000 words	60	N	Individual

Teaching Periods

NURS 7015 Clinical Teaching for Learning

Credit Points 10

Legacy Code 400974

Coordinator Linda Gregory ([https://directory.westernsydney.edu.au/search/name/Linda Gregory/](https://directory.westernsydney.edu.au/search/name/Linda%20Gregory/))

Description This subject prepares nurse educators, clinical facilitators and clinicians for their role as a clinical teacher. Students will identify learner needs to create, plan and implement evidence based teaching interventions and evaluation strategies. Theoretically informed teaching and learning frameworks will be drawn upon in the subject to enable students to develop their knowledge and skills as a clinical teacher in their workplace. The subject utilises an authentic assessment approach to enable students to develop expertise with clinical teaching, student learning and program evaluation.

School Nursing & Midwifery

Discipline Nursing, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse the advantages and disadvantages for teaching and learning in the clinical practice workplace environment.
2. Apply an integrated understanding of clinical teaching and supervision frameworks when creating learner centred experiences.
3. Appraise the strategies and use of resources involved with planning, preparation and implementation of a clinical teaching session.
4. Justify the use of emerging technologies and their application to teaching and learning in the clinical setting.
5. Critically reflect on feedback from learners and own performance with clinical teaching to gain insight into the quality of teaching and learning experienced by participants.
6. Adapts changes to the clinical teaching plan based on feedback from learners and own critical reflections.
7. Justify different approaches taken to clinical teaching /program evaluation and when each should be used.

Subject Content

1. Clinical teaching & learning contexts.
2. The clinical workplace as a learning environment
3. Teaching and learning strategies to facilitate learning
4. Applying learner centred approaches to clinical teaching
5. Lesson planning, implementation and evaluation
6. Emerging technologies in teaching and learning and their application
7. Workplace assessments strategies.
8. Critical reflection processes
9. The Role of Simulation Pedagogies in Clinical Teaching and Learning

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1,500 words	50	N	Individual
Essay	2,500 words	50	N	Individual

Prescribed Texts

- There is no essential textbook.

Teaching Periods

Autumn

Online

Online

Subject Contact Linda Gregory ([https://directory.westernsydney.edu.au/search/name/Linda Gregory/](https://directory.westernsydney.edu.au/search/name/Linda%20Gregory/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7015_22-AUT_ON_O#subjects)

NURS 7016 Collaborative Inquiry for Primary Health Care Action

Credit Points 10

Legacy Code 400839

Coordinator Cannas Kwok ([https://directory.westernsydney.edu.au/search/name/Cannas Kwok/](https://directory.westernsydney.edu.au/search/name/Cannas%20Kwok/))

Description This unit provides the opportunity for students to apply the principles of primary health care in a proposal to address an issue of primary health care concern in their workplace or community. The student will gain comprehensive knowledge of the process of action research, participatory action research and cooperative inquiry. Each student will have the opportunity to write a proposal using a collaborative inquiry approach that involves planning a genuine partnership to examine and make changes to improve an identified issue in the student's specific area of work / practice.

School Nursing & Midwifery

Discipline Nursing

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Distinguish between action research, participatory action research and co-operative inquiry.
2. Critically discuss collaborative aspects of inquiry in the context of primary health care.
3. Identify issues that are suitable for collaborative inquiry.
4. Write a background to an inquiry that reflects knowledge of the field.
5. Embed the principles of primary health care into the inquiry process to effect genuine change.
6. Plan strategies to manage ethical issues in a collaborative inquiry.
7. Plan a collaborative inquiry using a systematic approach.
8. Critique the plan of a collaborative inquiry project.

Subject Content

Module 1 - Action research, participatory action research and co-operative inquiry

- Overview
- action research process
- Participatory action research process
- comparison of ideologies of action research and Participatory action research
- co-operative inquiry process
- Embedding The principles of primary health care in The collaborative research process

Module 2 - Ethical considerations for researching in partnerships

- Ethical Issues in The research process
- specific Ethical considerations for sensitive collaborative research approaches

Module 3 - Proposal framework using participatory action research / co-operative inquiry

- proposal frameworks for Projects using Participatory action research and cooperative inquiry approaches
- application of frameworks to Projects

Module 4 - Planning the inquiry

- identification of The fundamentals of primary health care relevant to The proposed inquiry
- application of An appropriate structured framework for The proposed inquiry
- Initiating of An inquiry group
- research plan including procedures to address rigour
- Facilitators and barriers to collaborative inquiry
- critique of Planned proposal

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Proposal - Introduction to inquiry	2,000 words	40	N	Individual
Proposal - Plan of inquiry	3,000 words	60	N	Individual

Prescribed Texts

- There is no essential textbook.

Teaching Periods

NURS 7017 Complex Care

Credit Points 10

Legacy Code 401091

Coordinator Leanne Luck ([https://directory.westernsydney.edu.au/search/name/Leanne Luck/](https://directory.westernsydney.edu.au/search/name/Leanne%20Luck/))

Description This unit provides students with knowledge of complex conditions that may arise during pregnancy, labour, birth and the postnatal period for the woman or her newborn/s. Emphasis will be placed on the biological and physiological aspects of these conditions. In addition, issues surrounding infertility and reproductive technologies available to women will be explored. The unit also integrates physiological, psychosocial and cultural aspects relating to a woman experiencing a complex pregnancy, labour, birth or post birth period. The role of the midwife in maintaining partnerships with women even when childbearing experiences are complex will be discussed and critically analysed. In addition this unit includes critical analysis of ethical aspects affecting midwifery and maternity care.

School Nursing & Midwifery

Discipline Midwifery

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) NURS 7011 AND NURS 7034

Co-requisite(s) NURS 7035

Restrictions

Students must be enrolled in 4697 Graduate Diploma in Midwifery and be a registered nurse employed in a participating NSW Health Local Health District facility in the position of a midwifery student.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Discuss infertility and explain reproductive technologies
2. Apply knowledge of the normal biological, physiological, and psychological and social processes of pregnancy, labour, birth, the postnatal period to identify and explain deviations from normal; ensure early consultation or referral, including relevant details to appropriate members of the health care team
3. Identify risk factors and instigate measures to minimise adverse outcomes for women or newborns
4. Critically analyse care for a woman experiencing an unanticipated pregnancy outcome
5. Demonstrate appropriate application of knowledge around social determinants of health particularly in regard to marginalised women and those with perinatal mental health needs
6. Critically discuss seminal and current theories related to attachment, infant mental health and perinatal mental health and the implications for practice
7. Critically evaluate midwifery care to reduce morbidity and mortality rates for women with an emphasis on Aboriginal and Torres Strait Islander women and CALD women
8. Critically reflect and discuss legal and ethical aspects and responsibilities of the midwife which affect midwifery and/or maternity care including collaborative health care relationships between midwives and others in complex situations

Subject Content

1. Infertility
 - assisting The woman and her family in relation to Infertility
 - assisted Reproductive technologies
2. Maternal complexities during pregnancy, labour and birth
 - Complications in the first 20 weeks of pregnancy (such as ectopic pregnancy, threatened miscarriage, hyperemesis)
 - hypertensive disorders of Pregnancy
 - Hepatic disorders
 - Rhesus disease
 - Maternal infections
 - diabetes
 - haemorrhage - antenatal, intrapartum and postpartum
 - Gestational growth - small / Large for Gestational Age
 - Pre-term labour and birth
 - severe pain in labour
3. Maternal complexities in the postnatal period; Postnatal complications such as perineal trauma, urinary retention, infections, mastitis, breast abscess
4. Caring for the newborn in complex situations; Premature infants, Neonatal jaundice, Respiratory distress, Neonatal infections
5. Supporting women with complex conditions and social and emotional issues
 - Pharmacology for complex conditions
 - Domestic violence and its associated Factors
 - substance misuse (alcohol and other drugs)
 - impact on parenting and infant / child outcomes
 - Working with women who are experiencing DV and other complex family situations
 - social and emotional needs of refuge and migrant women

6. Working in partnership with women with complex pregnancies
- assessment and Monitoring of physical and emotional health and social well being
 - psychosocial assessment and referral
 - communication skills to work effectively with women and families in need
7. Women with previous surgical conditions that may impact on pregnancy and birth
- surgery eg Classical caesarean sections, organ transplants
 - female Genital mutilation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Critical Analysis of a Case Scenario. Students will be presented with a case scenario relating to complex childbirth.	2,500 words	50	N	Individual
End of session closed book examination consisting of MCQ and short answer questions.	2 hours	50	Y	Individual

Prescribed Texts

- Pairman, S., Tracy, S., Dahlen, H. & Dixon, L. (2019). *Midwifery: preparation for practice* (4th ed.). Chatswood, N.S.W: Elsevier, Australia
- Robson, S.E., & Waugh, J. (2013). *Medical disorders in pregnancy: A manual for midwives*. (2nd ed.). London, UK: Blackwell Publishing.

Teaching Periods

NURS 7018 Contemporary Professional Practice in Mental Health Nursing

Credit Points 10

Legacy Code 400220

Coordinator Gihane Endrawes ([https://directory.westernsydney.edu.au/search/name/Gihane Endrawes/](https://directory.westernsydney.edu.au/search/name/Gihane%20Endrawes/))

Description Professional practice in Mental Health Nursing is continually evolving to meet changing social, political and legal requirements related to mental health issues. These requirements include changes in social and political understandings of mental illness and the rights and responsibilities of consumers, carers and providers. There has also been increased emphasis on health

promotion, prevention and education in population specific contexts (eg, aged care, child and family, adolescent mental health, alcohol and other drugs services). Mental Health Nurses thus face challenges to develop practice that is congruent with the context of these changing requirements. This unit aims to provide a basis of inquiry into contemporary practice(s) from which the nurse can build an ongoing understanding and appreciation of changing influences.

School Nursing & Midwifery

Discipline Mental Health Nursing

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

This course is restricted to students enrolled in 4719 Master of Mental Health Nursing, 4720 Graduate Diploma in Mental Health Nursing, 4721 Graduate Certificate in Mental Health Nursing, 4734 Graduate Diploma in Mental Health Nursing (exit only), 4673 Master of Mental Health Nursing (Nurse Practitioner)

Assumed Knowledge

Students are required to be registered nurses with basic knowledge of mental health, mental illness and assessment processes augmented with experience in mental health settings.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Appraise scholarly evidence and contemporary practice in the area of mental health nursing
2. Critically reflect on the influences upon contemporary mental health nursing practice
3. Conceptualise the ways that mental health nursing can meet the challenges of contemporary practice
4. Succinctly articulate and effectively communicate an action plan for future practice improvement
5. Critically evaluate the broader social and cultural impact of contemporary mental health practice
6. Critically investigate the nature and relevance of national mental health policy to service development, implementation, contemporary nursing practice and health outcomes for clients within mental health contexts

Subject Content

1. The Socio Political Contexts of Mental Health Care
 - National and State agendas and policies: Standards, National Action Plans, strategies (priorities, inter-sectoral approach, mainstreaming, special needs groups)
 - protocols that include: Confidentiality / suicide
 - social influences (Feminism, socialism, consumerism, economic change)
 - indigenous Issues in mental health care
 - cultural awareness, safety and competence
2. Contemporary Philosophical Constructions in Mental Health
 - mental health care provision across The lifespan
 - prevention , intervention and person-centred care
 - collaboration / partnerships with Consumers, carers, care providers and inter-sectoral agencies to promote optimum outcomes
3. Mental Health Nursing Practice Issues
 - professional practice and competencies
 - Nurse identity in multidisciplinary and person-centred contexts

- inclusion of quality practice (ie: clinical indicators) to provide A framework for care provision
- professional practice and improvement: Organisations, credentialling, clinical Roles, career options
- supervision, mentorship and preceptorship
- research in mental health Nursing

4. Power and Ethics

- legal Issues: police, mental health acts, Privacy acts
- professional Issues: therapeutic relationships, power, personal / professional boundaries
- Ethical concerns encountered within mental health Nursing practice: diverse spiritual beliefs, risks associated with marginalised groups, Domestic violence
- Nursing Code of professional conduct and Code of ethics

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	Part A: 1000 words (30%); Part B: 10 minutes (20%).	50	N	Individual
Essay	2000 words	50	N	Individual

Prescribed Texts

- There is no essential textbook.

Teaching Periods

Autumn

Online

Online

Subject Contact Gillian Murphy ([https://directory.westernsydney.edu.au/search/name/Gillian Murphy/](https://directory.westernsydney.edu.au/search/name/Gillian%20Murphy/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7018_22-AUT_ON_O#subjects)

NURS 7019 Cultural and Social Diversity in Health Care

Credit Points 10

Legacy Code 401082

Coordinator Lisa Wong ([https://directory.westernsydney.edu.au/search/name/Lisa Wong/](https://directory.westernsydney.edu.au/search/name/Lisa%20Wong/))

Description This subject encourages students to investigate and discuss the concepts of health and illness in the context of cultural and social diversity. The subject promotes the attainment of critical knowledge and core principles necessary for students to become holistic, culturally and socially sensitive and appropriately adaptable when meeting the health needs of Aboriginal and Torres Strait Islander people, other marginalised and vulnerable groups including refugees and those from LGBTI community, and people from culturally and linguistically diverse (CALD) backgrounds. A multicultural approach provides a framework for students to explore the impact of different

attitude and value systems relating to the health of peoples in Australia.

School Nursing & Midwifery

Discipline Nursing

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critique the social determinants of health among culturally and socially diverse communities
2. Critically reflect on own values and attitudes when working in culturally and socially diverse communities
3. Apply integrated knowledge of culture, ethnicity and diversity into the provision of health care for a multicultural society
4. Differentiate health related risk factors for people from diverse cultural groups
5. Critique the impact of past events, and health care policies on the health of Australia's culturally diverse communities, particularly on Aboriginal and Torres Strait Islander People

Subject Content

1. Understanding culturally and socially diverse communities

- Critical reflection
- Attitudes and values
- Culture and diversity
- Social determinants of health

2. Impact of Culture, diversity and health

- Risk factors within and across cultural groups
- Health status of Aboriginal and Torres Strait Islander People
- Health status of different cultural groups including refugees and asylum seekers, LGBTI and culturally and linguistically diverse (CALD) community

3. Culture and diversity in health care

- Health care policies and service provision
- Primary health care action in relation to social determinants of health
- Close the gap - Indigenous health campaign

4. Culturally sensitive and appropriate health care for

- Aboriginal and Torres Strait Islander People
- Refugees and asylum seeker
- LGBTI
- Culturally and linguistically diverse (CALD) community

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Viva Voce	15 minutes	50	N	Individual
Essay	2,000 words	50	N	Individual

Prescribed Texts

- There is no essential textbook.

Teaching Periods

Hong Kong Baptist - Aut

Hong Kong Baptist University

Offshore

Subject Contact Lisa Wong ([https://directory.westernsydney.edu.au/search/name/Lisa Wong/](https://directory.westernsydney.edu.au/search/name/Lisa%20Wong/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7019_22-HKA_HO_F#subjects)

Hong Kong Baptist - Spr

Hong Kong Baptist University

Offshore

Subject Contact Lisa Wong ([https://directory.westernsydney.edu.au/search/name/Lisa Wong/](https://directory.westernsydney.edu.au/search/name/Lisa%20Wong/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7019_22-HKS_HO_F#subjects)

Spring

Online

Online

Subject Contact Lisa Wong ([https://directory.westernsydney.edu.au/search/name/Lisa Wong/](https://directory.westernsydney.edu.au/search/name/Lisa%20Wong/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7019_22-SPR_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Lisa Wong ([https://directory.westernsydney.edu.au/search/name/Lisa Wong/](https://directory.westernsydney.edu.au/search/name/Lisa%20Wong/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7019_22-SPR_PS_D#subjects)

Hong Kong Baptist - T3

Hong Kong Baptist University

Offshore

Subject Contact Lisa Wong ([https://directory.westernsydney.edu.au/search/name/Lisa Wong/](https://directory.westernsydney.edu.au/search/name/Lisa%20Wong/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7019_22-HK3_HO_F#subjects)

NURS 7020 Essentials in Vascular Access

Credit Points 10

Legacy Code 401241

Coordinator Evan Alexandrou ([https://directory.westernsydney.edu.au/search/name/Evan Alexandrou/](https://directory.westernsydney.edu.au/search/name/Evan%20Alexandrou/))

Description Vascular access devices (VADs) are utilised in health care settings across the world. Nurses, junior medical officers and paramedics are typically at the forefront of having to gain peripheral venous access. Many important aspects of vascular access are taught in isolation which are typically brief and provide surface learning rather than good theoretical understanding that underpin sound clinical skill and safe practice required for inserting and managing VADs. This unit focuses on developing knowledge, competency and skills to safely insert peripheral VADs and manage most acute and chronic devices through access to online material, facilitated simulated workshops and practical application in the workplace with a nominated clinical mentor approved by the school.

School Nursing & Midwifery

Discipline General Nursing

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program and practising as a registered nurse, paramedic or medical officer in a health care setting (and show evidence) or currently practicing as a registered nurse, paramedic or medical officer in a health care setting (and show evidence).

Assumed Knowledge

Undergraduate-level knowledge of human anatomy and physiology, especially the vascular system.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Define the concepts underpinning vessel health and preservation and relate them to clinical assessment.
2. Synthesise aspects of clinical assessment to choose the most appropriate device related to patient condition and duration of treatment.
3. Articulate and apply current evidence within an interdisciplinary environment when caring for patients requiring intravenous therapy.
4. Demonstrate proficiency in core procedural aspects for the insertion and management of vascular access devices.
5. Identify and respond to vascular access device sites at risk of failure or infection through appropriate strategies.

Subject Content

1. Introduction to Vascular Access
2. Vascular Anatomy and Physiology
3. Vessel Health and Preservation
4. Intravenous Therapy
5. Types of Vascular Access Devices
6. Peripheral cannulation, venepuncture and blood sampling (Traditional Pathway)
7. Strategies to reduce catheter associated bloodstream infection (CABSI)
8. Care and Management of Vascular Access Devices
9. Promoting best practice in vascular access
10. Techniques for difficult venous access
11. Ultrasound Guided Venepuncture and Cannulation (Ultrasound Pathway)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Log Book: Supervised practice by clinical mentor. Five (5) supervised attempts of each of the following: Venepuncture, Cannulation, Accessing Devices, Flushing Devices, Dressing changes	Semester long	S/U	Y	Individual
Critical Review: Critical analysis of instructional video (applying best practice)	2,000 words	60	N	Individual
Reflection: Critical Reflection related to vascular access practice.	1,500 words	40	N	Individual
Practical: Attendance at all workshops & successful completion of clinical tasks	Semester long	S/U	Y	Individual

Prescribed Texts

- Phillips, S., Collins, M., & Dougherty, L. (2011). Venepuncture & Cannulation. Oxford: John Wiley & Sons.

Teaching Periods

NURS 7021 Essentials of Best Practice in Midwifery

Credit Points 10

Legacy Code 401092

Coordinator Hazel Keedle ([https://directory.westernsydney.edu.au/search/name/Hazel Keedle/](https://directory.westernsydney.edu.au/search/name/Hazel%20Keedle/))

Description This unit provides students with the opportunity to critically evaluate and apply evidence-based approaches to midwifery practice. The unit addresses the value of evidence-based midwifery practice, overviews the contribution of different research approaches to midwifery knowledge development and assists students to develop skills to locate and critique sources of evidence including systematic reviews, meta-analysis, meta-synthesis, integrative reviews, and clinical guidelines. Students are encouraged to become critical consumers of evidence relevant to midwifery practice and to appreciate the process of research design, practice development and practice change.

School Nursing & Midwifery

Discipline Midwifery

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 4775 Graduate Diploma in Midwifery and be a registered nurse employed in a participating NSW Health Local Health District or private maternity facility in the position of a midwifery student.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Discuss the value and application of evidence based midwifery practice
2. Undertake a literature search to identify key sources of evidence for a focused area of midwifery practice
3. Critique sources of evidence for midwifery practice (i.e. systematic reviews, meta-analysis, meta-synthesis, integrative reviews)
4. Plan and implement strategies to provide women with evidence based information that meets their individual needs
5. Understand the research process through the development of a research proposal

Subject Content

1. Evidence-based Midwifery Practice;
 - evidence based healthcare and Midwifery practice
 - Searching for sources of evidence in Midwifery practice
 - hierarchy of evidence
 - Steps used in The development of evidence-based practice Protocol for Midwifery practice
 - limitations of evidence based health care in Midwifery practice
2. Implementing Evidence in Midwifery Practice;
 - approaches for implementing evidence into Midwifery practice
 - development and implementation of guidelines/protocols
 - Critical appraisal of clinical guidelines
 - Working with women and evidence
 - evaluation
3. Critiquing Sources of Evidence for Practice;
 - Overview approaches to research - methodologies and methods
 - Critical appraisal skills - what to Look for in published research
 - Critical appraisal of quantitative and Qualitative research
4. Undertaking a research proposal
 - Overview of research proposal processes
 - Understanding of Formulating A research question
 - research design
 - methods of Presenting research proposals

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Literature review	2,000 words	50	N	Individual
Proposal	750 words	30	N	Individual
Research Poster	Minimum A2 size poster	20	N	Individual

Prescribed Texts

- Hoffmann, T. (2017). Evidence-based practice across the health professions (3rd ed.). Chatswood, NSW: Elsevier Australia.

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Hazel Keedle ([https://directory.westernsydney.edu.au/search/name/Hazel Keedle/](https://directory.westernsydney.edu.au/search/name/Hazel%20Keedle/))

View timetable (https://classregistration.westernsydney.edu.au/event/timetable/?subject_code=NURS7021_22-SPR_PS_D#subjects)

NURS 7022 Ethics in Health Research

Credit Points 10

Legacy Code 400975

Coordinator Evan Atlantis ([https://directory.westernsydney.edu.au/search/name/Evan Atlantis/](https://directory.westernsydney.edu.au/search/name/Evan%20Atlantis/))

Description This unit equips students to explore ethical issues impacting on the conduct of research in the health setting. Students will critically explore ethical issues and their implications in health research, understand the process of gaining Human Research Ethics Approval for research, gain practical experience of developing an ethically sound research plan and application for human ethics approval.

School Nursing & Midwifery

Discipline Nursing, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Identify ethical issues in health research related to dealing with human participants.
- Describe ethical issues related to research conduct.

- Demonstrate knowledge of the process for gaining approval to conduct research with human subjects.
- Plan research demonstrating ethical conduct.
- Develop an application for human ethics approval.
- Demonstrate highly developed skills as a self-reliant learner to effectively communicate in groups and teams.

Subject Content

Human ethical issues - confidentiality, beneficence, veracity, non-maleficence

Ethics in dealing with human participants

Ethics in research conduct

Strategies for dealing with ethical issues in human research

Approval for research involving humans

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Assessment 1: Critical response to ethics scenario	2,000 words	50	N	Individual
Assessment 2: Development of an application for human ethics approval	2,250 words	50	N	Individual
Assessment 3: Asynchronous discussion board participation	250 words each	S/U	Y	Individual

Prescribed Texts

- There is no essential textbook.

Teaching Periods

NURS 7023 Evidence Based Health Care

Credit Points 10

Legacy Code 401168

Coordinator Cannas Kwok ([https://directory.westernsydney.edu.au/search/name/Cannas Kwok/](https://directory.westernsydney.edu.au/search/name/Cannas%20Kwok/))

Description This unit is designed to develop students' knowledge of the principles and processes necessary for evidence-based clinical practice. General concepts associated with evidence-based health care are explored. In addition, students are assisted to formulate focused clinical questions and conduct a comprehensive literature search for research evidence that may assist in answering such questions. Issues

and techniques involved in the rigorous appraisal of research reports are addressed. The importance of clinical significance when making clinical judgements about the implementation of research findings are also explored. All assessments in this unit are mandatory.

School Nursing & Midwifery

Discipline General Nursing

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects NURS 7024 Evidence Based Nursing

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Appreciate the principles and processes of evidence-based practice and its implication to health care practice.
2. Critically discuss barriers and facilitators to implementing evidence based practice in the clinical setting.
3. Formulate a clinical research question and conduct a relevant comprehensive literature search on a clinical question.
4. Apply critical appraisal techniques to a range of research methodologies.
5. Critically appraise research for its application to practice.

Subject Content

1. Introduction to the principles and processes of evidence-based practice (EBP)
 - advantages of EBP
 - use of EBP among health care professionals
 - obstacles to The implementation of EBP
 - ways of implementing EBP
 - resources available
2. Formulating a question and finding the evidence
 - strategies for Formulating A question
 - outcomes for EBP
 - Searching for The evidence
3. Appraising quantitative research evidence
 - research design and levels of evidence
 - judging The quality of quantitative research
 - analysis of Study results
4. Appraising qualitative evidence
 - differences in quality requirements
 - criteria for appraising The value of Qualitative research
5. Appraising mixed method research
 - mixed research designs
 - criteria for appraising mixed methods research
6. Process of conducting systematic reviews and meta-analyses
 - appraising systematic reviews
7. Putting research evidence into a clinical context

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Literature Review	2,000 words	50	N	Individual
Critical Review	2,000 words	50	N	Individual

Prescribed Texts

- There is no essential textbook.

Teaching Periods

Hong Kong Baptist - Aut

Hong Kong Baptist University

Offshore

Subject Contact Cannas Kwok ([https://directory.westernsydney.edu.au/search/name/Cannas Kwok/](https://directory.westernsydney.edu.au/search/name/Cannas%20Kwok/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7023_22-HKA_HO_F#subjects)

Autumn

Hawkesbury

Day

Subject Contact Cannas Kwok ([https://directory.westernsydney.edu.au/search/name/Cannas Kwok/](https://directory.westernsydney.edu.au/search/name/Cannas%20Kwok/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7023_22-AUT_HW_D#subjects)

Online

Online

Subject Contact Cannas Kwok ([https://directory.westernsydney.edu.au/search/name/Cannas Kwok/](https://directory.westernsydney.edu.au/search/name/Cannas%20Kwok/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7023_22-AUT_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Cannas Kwok ([https://directory.westernsydney.edu.au/search/name/Cannas Kwok/](https://directory.westernsydney.edu.au/search/name/Cannas%20Kwok/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7023_22-AUT_PS_D#subjects)

Hong Kong Baptist - Spr

Hong Kong Baptist University

Offshore

Subject Contact Cannas Kwok ([https://directory.westernsydney.edu.au/search/name/Cannas Kwok/](https://directory.westernsydney.edu.au/search/name/Cannas%20Kwok/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7023_22-HKS_HO_F#subjects)

Hong Kong Baptist - T3

Hong Kong Baptist University

Offshore

Subject Contact Cannas Kwok ([https://directory.westernsydney.edu.au/search/name/Cannas Kwok/](https://directory.westernsydney.edu.au/search/name/Cannas%20Kwok/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7023_22-HK3_HO_F#subjects)

NURS 7025 Health Promotion and the Nurse

Credit Points 10

Legacy Code 400210

Coordinator Laynie Hall Pullin ([https://directory.westernsydney.edu.au/search/name/Laynie Hall Pullin/](https://directory.westernsydney.edu.au/search/name/Laynie%20Hall%20Pullin/))

Description The challenge for nursing in terms of health promotion is to acknowledge the complex interrelatedness between a person's social and economic situation, their sense of power and control over their life and their physical, emotional and spiritual well-being. Health and well-being are determined by the totality of a person's life circumstances, their inherent traits, and their environmental and social conditions. This subject uses a social health perspective, underpinned by a Primary Health Care philosophy, to examine evidence-based health promotion strategies that can be implemented in the context of nursing practice within a variety of clinical and community health settings.

School Nursing & Midwifery

Discipline Nursing, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse the socio-political influences and Social Determinants of Health which underpin health promotion planning for populations.
2. Evaluate the implications of international, national, and state policy in determining health promotion planning in Australia, including initiatives designed for Aboriginal and Torres Strait Islander peoples.
3. Critique health promotion initiatives implemented for populations and groups, both nationally and internationally.
4. Create measurable short and long-term objectives to address health revealed in a community needs analysis to design planning and evaluation strategies for health promotion.
5. Critically appraise the implications of using health promotion in nursing within a range of clinical and community settings.
6. Formulate a health promotion project proposal related to a specialty area of nursing practice in any clinical or community setting.

Subject Content

1. The social perspective of health in relation to planning for health promotion.
2. Evaluating the influence of Social Determinants of Health in planning health promotion for populations and groups.
3. Health promotion using a Primary Health Care philosophy and framework.
4. The influence of International, National and State policy in determining directions for health promotion.

5. Issues of power and decision-making in health promotion priorities within community and clinical settings.
6. Effects of the World Health Organization policies within the Australian context
7. National and State government health promotion policies and programs designed to improve the health of the population.
8. Critiquing contemporary health education strategies.
9. Analysing components of a community needs analysis and searching for evidence of population health.
10. Planning measurable short and long-term objectives for health promotion.
11. The planning of health promotion using logic models.
12. Formulating process, impact and outcome evaluations using qualitative and quantitative strategies.
13. The relevance and application of health promotion in clinical and community nursing practice.
14. Evaluating the role of the Registered Nurse in designing and implementing health promotion for populations and groups.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Essay	2000 words	50	N	Individual
Proposal	2500 words	50	N	Individual

Prescribed Texts

- There is no essential textbook.

Teaching Periods

Spring Online

Online

Subject Contact Laynie Hall Pullin ([https://directory.westernsydney.edu.au/search/name/Laynie Hall Pullin/](https://directory.westernsydney.edu.au/search/name/Laynie%20Hall%20Pullin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7025_22-SPR_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Laynie Hall Pullin ([https://directory.westernsydney.edu.au/search/name/Laynie Hall Pullin/](https://directory.westernsydney.edu.au/search/name/Laynie%20Hall%20Pullin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7025_22-SPR_PS_D#subjects)

NURS 7026 Healthy Families and Communities

Credit Points 10

Legacy Code 400831

Coordinator Rachel Gregory-Wilson ([https://directory.westernsydney.edu.au/search/name/Rachel Gregory-Wilson/](https://directory.westernsydney.edu.au/search/name/Rachel%20Gregory-Wilson/))

Description This subject explores the diversity and complexity of families and communities by examining differing cultural and social values, beliefs and practices relating to family structure, functioning and parenting practices. Students will be encouraged to reflect on their own cultural values and beliefs and how these influence practice when working with children and families. The subject will provide an introduction to community needs, assessment and principles of community development. Focusing on contemporary issues, content includes transition to parenthood, father inclusive practice, parenting children with disabilities, the changing role of grandparents and carers in Australian society and how neighbourhood and communities influence outcomes for children. This subject will provide students with foundational knowledge in identifying and supporting families with vulnerabilities and fostering resilience. Child protection issues will be addressed.

School Nursing & Midwifery

Discipline Mothercraft Nursing and Family and Child Health Nursing

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Assumed Knowledge

Knowledge of Primary Health Care and families in Australian society at an undergraduate level, augmented with clinical experience at a general Registered Nurse or Registered Midwife level.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse the characteristics and diversity of families in Australia and contributing factors such as key social movements (Neoliberalism, feminism, reconciliation and migration).
2. Analyse the key influences on family structure and functioning including neighbourhood and community resources and Govt policies using a sociolo-ecological model.
3. Critically discuss the impact of contemporary state and federal government policies on family health and wellbeing.
4. Identify the key components of a community needs assessment and related community development.
5. Integrate local community and web based resources to support families.
6. Critically discuss the factors that impact on outcomes for child and family health & well being in the transition to parenthood.
7. Demonstrate understanding including factors of vulnerability and resilience of the child and family health.
8. Apply communication and other technologies effectively in personal and professional learning.
9. Demonstrate highly developed skills as a self-reliant learner to effectively in groups and teams.

Subject Content

- 1- Historical perspective on social movements and social change shaping Australian Society through the lens of the ecological systems theory
- 2- Early years research on the social and health policy and government agenda for early childhood health and education, nationally and globally.
- 3- Media and social influences on family life and child wellbeing.
- 4- Identifying and understanding the needs of vulnerable child and family populations in Australia
- 5- The role of child and family health professionals working with diversity

- 6- Role of Child and family health professionals in Community Capacity Building
- 7- What is good enough parenting
- 8- Culturally diverse communities
- 9- The primary health care approach
- 10- Developing community resources and support services for parents.
- 11- Group facilitation
- 12- Working in teams
- 13- Revision
- 14- Father inclusive practices
- 15- Cultural diversity and parenting practices

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Essay	2,000 words	40	N	Individual
Report	2,000 words	50	N	Individual
Participation	250 words each post	10	Y	Individual

Prescribed Texts

- There is no essential textbook.

Teaching Periods

Autumn

Online

Online

Subject Contact Rachel Gregory-Wilson ([https://directory.westernsydney.edu.au/search/name/Rachel Gregory-Wilson/](https://directory.westernsydney.edu.au/search/name/Rachel%20Gregory-Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7026_22-AUT_ON_0#subjects)

NURS 7027 Infant Mental Health

Credit Points 10

Legacy Code 400835

Coordinator Stacy Blythe ([https://directory.westernsydney.edu.au/search/name/Stacy Blythe/](https://directory.westernsydney.edu.au/search/name/Stacy%20Blythe/))

Description This unit will provide an overview of the issues that impact on infant mental health. Theoretical frameworks influencing the study of infant-parent relationships will be discussed. Nursing management strategies relating to infant mental health disorders and the promotion of positive parent-child relationships will be examined.

School Nursing & Midwifery

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYA 7114 - Introduction to Infant Mental Health - Child and Family Health Nursing

Assumed Knowledge

Fundamental concepts of infant and child physical and mental health at undergraduate degree level.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically appraise theoretical frameworks influencing studies of infant mental health and the attachment framework
2. Evaluate the main factors that can influence infant mental health and emotional development
3. Discuss the importance of positive parent child relationships and successful attachment as a predictor of a child's later social development
4. Distinguish the characteristics of mental health disorders in infancy and formulate nursing interventions
5. Explain the nature and scope of early intervention strategies in disordered parent infant attachments
6. Reflect on their new working understanding of attachment theory and relevant application to nursing practice
7. Apply communication and other technologies effectively in personal and professional learning
8. Demonstrate highly developed skills as a self-reliant learner to effectively work in groups and teams

Subject Content

Module 1 Understanding Infant Mental Health (IMH)

- infant development - Models and risks to development
- Defining mental health disorders in Infancy
- emotional development

Module 2 Attachment Theory

- attachment - Defining and Debunking myths
- patterns and Classification of attachment (secure, insecure, disorganized)
- attachment framework - disorders and interventions

Module 3 Implementing IMH and Attachment Theory in Practice

- The parent-infant relationship - observation, assessment and rating Scales
- applying theoretical Models in practice
- implications for child and family health Nursing practice

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Essay: Integrating 'infant mental health' theory and practice with current or projected nursing role.	2,000 words	50	N	Individual

Report: Observation of parent infant dyad using a Infant Mental Health framework and discussion of appropriate nursing interventions to support the family.	2,000 words	50	N	Individual
---	-------------	----	---	------------

Asynchronous Discussion Board Participation 3 Threads	Max 250 words each	S/U	N	Individual
---	--------------------	-----	---	------------

Prescribed Texts

- There is no essential textbook.

Teaching Periods

NURS 7028 Leadership in Clinical Practice

Credit Points 10

Legacy Code 400235

Coordinator Kate O'Reilly ([https://directory.westernsydney.edu.au/search/name/Kate O'Reilly/](https://directory.westernsydney.edu.au/search/name/Kate%20O'Reilly/))

Description We are all confronted with the challenge of leadership, regardless of nursing or other healthcare speciality, role, or status. Encompassed within leadership is knowledge of self, relevant theories, skills, and political awareness which are developed through higher education. By developing leadership skills and knowledge we can influence better outcomes for our patients/clients and create more positive working environments. In the unit, Leadership in Clinical Practice, nursing and other healthcare leadership arising from expert clinical practice is explored as a general notion rather than as one arising from any particular clinical speciality. Content includes theories, concepts and styles of leadership, the development of leadership potential, motivation, coaching, and mentorship, concepts of power, authority and empowerment and discussion of contemporary leadership issues. Assignments provide students with the opportunity to apply new knowledge about leadership to their practice, whether they be in management, education, or clinical roles.

School Nursing & Midwifery

Discipline Nursing

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) Prerequisite for students in 4691 and 4780 - NURS 3032

Prerequisite for students in 4685 - NURS 7075

Equivalent Subjects NURS 3003 Clinical Leadership and Professional Relationships

Restrictions

Students must be enrolled in a postgraduate program: 4722, 4723, 4724, 4735, 4745, 4746, 4749, 3752, 3760, 4698, 4700, 4756, 4757 or 4691 Bachelor of Nursing or 4780 Bachelor of Nursing – WSU Online or 4785 Master of Nursing Practice (Preregistration) or 4693 Bachelor of Nursing (Advanced) or 4692 Bachelor of Nursing (Graduate Entry) or 4684 Bachelor of Midwifery

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically discuss theories of leadership and leadership styles.
2. Critically reflect and apply principles of leadership theory to the development of effective leadership behaviours in clinical nursing and other health discipline practice.
3. Analyse and discuss leadership behaviours which influence organisational culture and change.
4. Critically discuss the concepts of power, authority, empowerment, and ethics from a clinical leadership perspective.
5. Critically analyse the importance of contemporary nursing and other health discipline leadership issues from a local, national, and international perspective and discuss the implications for the future of the profession.

Subject Content

Module 1 - Concepts of Leadership in Clinical Practice

- concepts, theories and styles of leadership
- Defining leadership and management
- A critique of leadership theories

Module 2 - Developing Leadership Potential

- emotional Intelligence
- enhancing communication, Negotiation and Conflict Resolution skills
- concepts of power, authority and empowerment
- exploring Issues of Ethical leadership

Module 3 - Effective Leadership Behaviours in Clinical Practice

- Understanding organisational culture
- leading and managing change
- developing and leading teams
- Motivating, coaching and mentoring in leaders-follower relationships

Module 4 - Contemporary Leadership Issues

- politics and Nursing - influencing policy development
- evidence-based practice
- clinical Governance/shared Governance and patient-centred approached to practice
- leading quality, safety and service improvement

Special Requirements

Essential equipment

Access to an internet enabled device is essential in order to be able to: access course materials; to participate in discussion groups; and to access additional resources provided by the lecturer during the session. See http://www.westernsydney.edu.au/currentstudents/current_students/services_and_facilities/uwsonline_student_support (http://www.westernsydney.edu.au/currentstudents/current_students/services_and_facilities/uwsonline_student_support/) for further information.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Reflection	Max 15 minutes	50	N	Individual
Essay	2000 words	50	N	Individual

Prescribed Texts

- There is no essential textbook.

Teaching Periods

Hong Kong Baptist - Aut

Hong Kong Baptist University

Offshore

Subject Contact Kate O'Reilly ([https://directory.westernsydney.edu.au/search/name/Kate O&/#x27;Reilly](https://directory.westernsydney.edu.au/search/name/Kate%20O%27;Reilly))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7028_22-HKA_HO_F#subjects)

Hong Kong Baptist - Spr

Hong Kong Baptist University

Offshore

Subject Contact Kate O'Reilly ([https://directory.westernsydney.edu.au/search/name/Kate O&/#x27;Reilly](https://directory.westernsydney.edu.au/search/name/Kate%20O%27;Reilly))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7028_22-HKS_HO_F#subjects)

Spring

Online

Online

Subject Contact Kate O'Reilly ([https://directory.westernsydney.edu.au/search/name/Kate O&/#x27;Reilly](https://directory.westernsydney.edu.au/search/name/Kate%20O%27;Reilly))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7028_22-SPR_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Kate O'Reilly ([https://directory.westernsydney.edu.au/search/name/Kate O&/#x27;Reilly](https://directory.westernsydney.edu.au/search/name/Kate%20O%27;Reilly))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7028_22-SPR_PS_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7028_22-SC3_SC_D#subjects)

NURS 7029 Mental Health Assessment and Application

Credit Points 10

Legacy Code 400217

Coordinator Tracy Stanbrook ([https://directory.westernsydney.edu.au/search/name/Tracy Stanbrook/](https://directory.westernsydney.edu.au/search/name/Tracy%20Stanbrook/))

Description Mental health assessment is a dynamic and ongoing part of nursing role with vast potential to empower people we work with. While medical doctors often use assessment to develop an explanation by way of diagnosis for client's presenting problems, nurses can use mental health assessment to focus on client perceptions and expectations related to their illness, hospitalisation, and care. This subject introduces a range of theories and strategies for exploring different approaches to mental health assessment and application of gathered information in clinical practice. Students will critically analyse recovery-oriented mental health assessment and have the opportunity to analyse influences of cultural diversity, legal, ethical and professional implications of mental health assessment and documentation. Collaborating with clients, family and others in decision-making processes and taking a strengths-based approach towards mental health assessment is emphasised.

School Nursing & Midwifery

Discipline Mental Health Nursing

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) Prerequisite for students in 4691 4780 - NURS 3032 Professional Practice Experience 5
Prerequisite for students in 4785 - NURS 7075 Nursing Practice 3

Restrictions

Students must be enrolled in 4654 Graduate Diploma in Nursing (Mental Health), or
4719 Master of Mental Health Nursing, or
4720 Graduate Diploma in Mental Health Nursing or
4721 Graduate Certificate in Mental Health Nursing, or
4785 Master of Nursing Practice (Preregistration), or
4780 Bachelor of Nursing (WSU Online), or
4691 Bachelor of Nursing or
4693 Bachelor of Nursing (Advanced) or
4692 Bachelor of Nursing (Graduate Entry) or
4684 Bachelor of Midwifery

Assumed Knowledge

Students must have some basic knowledge of mental health, mental illness, and assessment processes from previous subjects or workforce experiences.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse mental health assessment and models of care within a therapeutic recovery framework
2. Examine and analyse the influences of cultural diversity for mental health assessment
3. Critically analyse legal, ethical and professional implications of mental health assessment and documentation including the aspects of mental health recovery
4. Conduct a comprehensive mental health nursing assessment with related documentation to provide holistic consumer centred care.
5. Collaborate with the client, family and others to develop professional therapeutic relationships for decision-making processes

Subject Content

1. Overview of Mental Health Nursing Assessment
2. Principles of Assessment
 - meaning, process and mechanics of assessment
 - The assessment interview: principles
 - dynamics of The interview
 - observation of behaviour
 - The history and pathways to effective planning
3. Specific Interview Techniques
 - collaboration in assessment
 - strengths model of assessment
 - culture and assessment
 - mental state Examination
 - The family in assessment
 - assessment of relationships problems
 - assessment of The environment
 - exploring psychosis
 - Risk of violence
 - Victimisation
 - substance Abuse
 - neurological Examination
 - needs assessment
 - assessment of mood (including Risk of suicide)
 - assessment of personality Disorder
 - assessment of anxiety
4. Documentation
 - moral and Ethical Issues
 - The whole person
5. Documentation of assessment and care plan

Special Requirements

Essential equipment

Access to an internet enabled device is essential in order to be able to: access course materials; to participate in discussion groups; and to access additional resources provided by the lecturer during the session. See http://www.westernsydney.edu.au/currentstudents/current_students/services_and_facilities/uwsonline_student_support (http://www.westernsydney.edu.au/currentstudents/current_students/services_and_facilities/uwsonline_student_support/) for further information.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Critical Review	1500 words	50	N	Individual
Presentation	10 minutes	30	N	Group
Reflection	800 words	20	N	Individual

Prescribed Texts

- Barker, P.J. (2004). Assessment in psychiatric and mental health nursing: In search of the whole person (2nd ed.). Cheltenham: UK: Cengage Learning. AND EITHER
- 1. Shea, S.C. (2017). Psychiatric interviewing: The art of understanding (3rd ed.). Edinburgh: Elsevier. OR
- 2. Morrison, James. (2008) The First Interview (3rd ed.). New York, NY: Guildford Press. OR

- 3. Morrison, J. (2014). *The First Interview* (4th ed.). New York, NY: Guildford Press. Online

Teaching Periods

WSU Online TRI-1

Wsu Online

Internal

Subject Contact Tracy Stanbrook ([https://directory.westernsydney.edu.au/search/name/Tracy Stanbrook/](https://directory.westernsydney.edu.au/search/name/Tracy%20Stanbrook/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7029_22-OT1_OW_1#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Tracy Stanbrook ([https://directory.westernsydney.edu.au/search/name/Tracy Stanbrook/](https://directory.westernsydney.edu.au/search/name/Tracy%20Stanbrook/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7029_22-OT2_OW_0#subjects)

Spring

Online

Online

Subject Contact Tracy Stanbrook ([https://directory.westernsydney.edu.au/search/name/Tracy Stanbrook/](https://directory.westernsydney.edu.au/search/name/Tracy%20Stanbrook/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7029_22-SPR_ON_0#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Tracy Stanbrook ([https://directory.westernsydney.edu.au/search/name/Tracy Stanbrook/](https://directory.westernsydney.edu.au/search/name/Tracy%20Stanbrook/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7029_22-OT3_OW_0#subjects)

NURS 7030 Mental Health Nursing Practice 1

Credit Points 10

Legacy Code 400218

Coordinator Diana Jefferies ([https://directory.westernsydney.edu.au/search/name/Diana Jefferies/](https://directory.westernsydney.edu.au/search/name/Diana%20Jefferies/))

Description This subject will assist the student to develop a comprehensive understanding of the nurse-client relationship in mental health nursing, presenting this relationship in its multiple contexts, (e.g., the interpersonal, cultural and socio-political), in order to appreciate factors influencing this relationship and the way it might be 'lived out' in practice. The subject assists students to understand: (1) the nurse-client relationship and its development; (2) the nature of the relationship between the client and nurse; (3) how skilled nurses use this relationship to assist their clients; and (4) how the type of relationship the nurse develops with the client frequently determines the quality of work they do together.

School Nursing & Midwifery

Discipline Mental Health Nursing

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in the Graduate Diploma in Nursing (Mental Health), 4719 Master of Mental Health Nursing, 4720 Graduate Diploma in Mental Health Nursing or 4721 Graduate Certificate in Mental Health Nursing.

Assumed Knowledge

Students are required to be registered nurses with basic knowledge of mental health, mental illness, and assessment processes, augmented with experience in mental health settings.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically discuss how the theoretical perspectives of the therapeutic relationship can inform nursing practice.
2. Evaluate how current models of care such as Recovery Orientated Care and Trauma Informed Care improve consumer outcomes.
3. Critique ideas about the structure, function and process of the therapeutic relationship, such as boundaries, milieu and collaborative care.
4. Evaluate outcomes emerging from skilled nursing practice that improve health outcomes that result from the therapeutic relationship.
5. Investigate processes for changing practices in clinical settings in accordance with current models of care to improve health outcomes for consumers.

Subject Content

1. The context of Mental Health Nursing
 - i. Mental Health Care reform
 - ii. Consumers perspectives
 - iii. Contemporary Mental Health Nursing Practice: Recovery Orientated Care, Trauma Informed Care and Safewards
2. Introducing the nurse-client relationship: What is it, how is it conceptualised, its history and attributes
3. Challenges to conceptualisations of the nurse-client relationship,
4. Personal characteristics and self awareness in therapeutic nurse-client relationships
5. The skills of the nurse-client relationship:
6. The nurse-client relationship in practice settings
7. Limitations and boundaries in the construction of nurse-client relationship
8. Clinical supervision and the nurse client relationship
9. The 'therapeutic milieu' and the therapeutic environment: therapeutic communities
10. Barriers to the nurse-client relationship: personal, contextual and socio-political

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Viva Voce	10 minutes	20	N	Individual
Reflection	1,000 words	30	N	Individual
Reflection	2,000 words	50	N	Individual

Prescribed Texts

- There is no essential textbook.

Teaching Periods

Autumn

Online

Online

Subject Contact Diana Jefferies ([https://directory.westernsydney.edu.au/search/name/Diana Jefferies/](https://directory.westernsydney.edu.au/search/name/Diana%20Jefferies/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7030_22-AUT_ON_0#subjects)

NURS 7031 Mental Health Nursing Practice 2

Credit Points 10

Legacy Code 400219

Coordinator Robyn Bowcock ([https://directory.westernsydney.edu.au/search/name/Robyn Bowcock/](https://directory.westernsydney.edu.au/search/name/Robyn%20Bowcock/))

Description This subject is designed to challenge the student to consider evidence-based practice in mental health nursing. Nurses are required to be accountable for their clinical practice and to be able to argue the evidence for specific nursing interventions. Students undertake critical analysis of evidence-based practice in mental health nursing as a concept, a means of accountability, as a means of defining nursing knowledge. Students will apply evidence-based practice concepts to specific psychiatric disorders and problems.

School Nursing & Midwifery

Discipline Mental Health Nursing

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 4654 Graduate Diploma Nursing (Mental Health), 4719 Master of Mental Health Nursing, 4720 Graduate Diploma in Mental Health Nursing or 4721 Graduate Certificate in Mental Health Nursing.

Assumed Knowledge

Students must be registered nurses with a basic knowledge of mental health, mental illness, and assessment processes, augmented with experience in mental health settings.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critique the foundation of nursing knowledge in mental health and its relationship to evidence-based practice.
2. Critically analyse the evidence for nursing practice in specific disorders and problems: psychosis, depression, self-harm, suicidal

behaviour, agitation, fear and related behaviours, personality disorders (focus on borderline personality disorder), anxiety disorders and eating disorders.

3. Evaluate the role of the nurse in implementing recovery principles and trauma-informed care to offer optimal person-centred care in the mental health context.

4. Critically reflect on the role of family, significant others, and community to improve the collaborative care process.

Subject Content

1. Evidenced based practice (EBP) and mental health nursing
2. Barriers and limitations to EBP in mental health nursing
3. Determining the effectiveness of clinical practice in mental health nursing
4. Constructing mental health nursing knowledge
5. Analysis of nursing interventions with persons experiencing
 - Psychosis
 - Depression
 - Self-harm & suicidal behaviour
 - Agitation, fear and related behaviours
 - Personality Disorders (focus on Borderline Personality disorder)
 - Anxiety disorders
 - Eating disorders

Special Requirements

Essential equipment

Access to a computer and the internet is essential in order to be able to: access program materials; to participate in discussion groups; and to access additional resources provided by the lecturer during the session. See http://www.westernsydney.edu.au/currentstudents/current_students/services_and_facilities/uwsonline_student_support (http://www.westernsydney.edu.au/currentstudents/current_students/services_and_facilities/uwsonline_student_support/) for further information.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short Answer	300 words x 10 Evaluation	50	N	Individual
Essay	2000 words	50	N	Individual

Prescribed Texts

- There is no essential textbook.

Teaching Periods

Spring

Online

Online

Subject Contact Robyn Bowcock ([https://directory.westernsydney.edu.au/search/name/Robyn Bowcock/](https://directory.westernsydney.edu.au/search/name/Robyn%20Bowcock/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7031_22-SPR_ON_0#subjects)

NURS 7032 Mental Health for Communities

Credit Points 10

Legacy Code 400773

Coordinator Gillian Murphy ([https://directory.westernsydney.edu.au/search/name/Gillian Murphy/](https://directory.westernsydney.edu.au/search/name/Gillian%20Murphy/))

Description Evolving diversity and changes within societies mean that what are understood as adaptive and maladaptive lifestyles, behaviours and attitudes towards mental illness and traditional healing approaches will vary greatly. This unit presents an outline of the themes and topics central to discussions of mental health and illness within a community. It examines the influences of stereotype and stigma, environment, culture, adaptive ability and support systems for psychological well-being while considering approaches which focus on and promote resilience, attachment, a sense of belonging and empowerment. Contemporary mental health and illness issues relating to selected vulnerable groups will be explored.

School Nursing & Midwifery

Discipline Mental Health Nursing

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled 4673 Master of Mental Health Nursing (Nurse Practitioner), 4654 Graduate Diploma in Nursing (Mental Health), 4719 Master of Mental Health Nursing, 4720 Graduate Diploma in Mental Health Nursing or 4735 Master of Nursing (Professional Studies).

Assumed Knowledge

Students are expected to have knowledge and understanding of mental health / mental health concerns and be able to relate it to clinical nursing practice for individuals and their families.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Appraise the complexity of the mental health-mental illness continuum
2. Critically analyse the influences of environment, culture, support systems and adaptive ability on community mental health issues
3. Investigate a range of approaches and their application in mental health promotion
4. Synthesise the risk factors for maintaining psychological well-being in vulnerable populations
5. Critically analyse the extent to which selected issues related to mental health status impact across the lifespan
6. Design and communicate nursing interventions based on the consumer's needs and experiences

Subject Content

1. Conceptual overview of mental health and mental illness
 - difficulties with definitions
 - myths and misconceptions
2. Community perspectives on mental health
 - influences of environment, culture, adaptive ability, support systems
 - community responses, e.g. stigma, discrimination, affirmative action

3. Approaches to promoting resilience, attachment, empowerment and a sense of belonging for consumers, carers and groups
 4. Mental health perspectives in vulnerable groups, e.g. children and adolescents, aged, immigrants
- Selected issues related to maintaining psychological well-being, e.g. violence and bullying, substance misuse/abuse, depression and suicide

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Essay	2,000 words	50	N	Individual
Case Study	Part A: 1000 words : 30% Part B: 10 minutes : 20%	50	N	Individual

Prescribed Texts

- There is no essential textbook.

Teaching Periods

Autumn

Online

Online

Subject Contact Gillian Murphy ([https://directory.westernsydney.edu.au/search/name/Gillian Murphy/](https://directory.westernsydney.edu.au/search/name/Gillian%20Murphy/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7032_22-AUT_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Gillian Murphy ([https://directory.westernsydney.edu.au/search/name/Gillian Murphy/](https://directory.westernsydney.edu.au/search/name/Gillian%20Murphy/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7032_22-AUT_PS_D#subjects)

NURS 7034 Midwifery Practice 1

Credit Points 10

Legacy Code 401090

Coordinator Beth Peck ([https://directory.westernsydney.edu.au/search/name/Beth Peck/](https://directory.westernsydney.edu.au/search/name/Beth%20Peck/))

Description In this unit students will develop skills for the provision of midwifery care across the childbirth continuum through working with women in a continuity of care model and also practice experience in designated maternity practice areas. Using a woman-centred, primary health care model, students will commence recruitment and follow 10 women throughout their pregnancy, labour, birth and for up to six weeks post birth; and under supervision will provide midwifery care to these women. The unit commences with a one week intensive workshop, to expose the students to an elementary level of understanding and application of midwifery care in the antenatal clinic, antenatal ward, birth unit, postnatal ward and special care nursery in preparation for their employment. Concepts introduced during this intensive week will

be covered with more complexity during future subsequent weekly workshops.

School Nursing & Midwifery

Discipline Midwifery

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) NURS 7011

Restrictions

Students must be enrolled in 4697 Graduate Diploma in Midwifery and be a registered nurse employed in a participating NSW Health Local Health District facility in the position of a midwifery student.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Communicate effectively with women, and colleagues, in an open and respectful way;
2. Undertake screening, assessment and care of women during pregnancy, labour and birth and the postnatal period;
3. Relate anatomy and physiology of pregnancy, labour, birth and the postnatal period to the care of a woman and her newborn/s;
4. Conduct assessment and care of the neonate;
5. Demonstrate safe Midwifery standard of practice and capacity to critically reflect on the professional requirements for midwifery practice.

Subject Content

1. Introduction to Midwifery Practice 1
 - a). Introduction to Midwifery Practice Portfolio
 - Midwifery Continuity of care notes
 - Reflections on practice
 - Midwifery Log of practice experience
 - Midwifery standards for practice
 - b). Course Handbook
2. Communication
 - respectful communication
 - Midwifery language for Working with women
 - Midwifery terms and acronyms
3. Midwifery Care
 - antenatal history collection
 - Screening, assessment and Monitoring of Maternal well-being during Pregnancy, labour, birth and during The post birth period
 - assessment and Monitoring of fetal welfare in Pregnancy, labour and birth
 - assessment and Monitoring of The neonate
 - Escalation procedure for deviations from normal
 - initiation and support of breastfeeding - An introduction to The specific needs of women with complex pregnancies
 - skills to communicate effectively with The woman, her family and others during The childbearing process
 - apply legal and Ethical aspects associated with Pregnancy, labour and birth e.g. documentation and consent
 - Postnatal assessment and discharge assessment - newborn
4. Midwifery Skills
 - communication skills for Working in partnership
 - skills of reflecting on practice
 - Booking visit and history collection
 - Maternal assessment during pregnancy (Calculation of EDB, Abdominal examination, Fetal Heart Rate Auscultation (Pinards, Doppler)

- collection of A labour onset history and assessment during labour, documentation - partogram, and Progress notes
- application and interpretation of CTG (antenatal and labour normal and abnormal parameters)
- vaginal Examination
- use of Nitrous Oxide, heat, water in labour
- mechanism of birth
- birthing on land and in water
- physiological and active third stage
- APGAR assessment, and initial newborn Examination including weight and measurements
- assessment of The woman post birth
- breastfeeding support
- preparation of breastmilk Substitute
- newborn blood Screening, Intramuscular and subcutaneous injections and blood glucose level testing.
- Receiving the baby at LSCS,
- Postnatal assessment and discharge assessment - Maternal
- Examination of The newborn

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Attendance	80% attendance required for workshops	S/U	Y	Individual
AMSAT x 2	Not specified	S/U	Y	Individual
Midwifery Practice Portfolio showing: Midwifery Log of Practice, Continuity of Care - 5 women recruited	Not specified	S/U	Y	Individual
Reflection on Practice	750 words	S/U	Y	Individual
Practical Exam: End of session OSCA	30 min	S/U	Y	Individual

Prescribed Texts

- Johnson, R., & Taylor, W. (2010). Skills for midwifery practice (3rd ed.). Edinburgh: Churchill Livingstone
- Pairman, S., Tracy, S., Dahlen, H. & Dixon, L. (2019). Midwifery: preparation for practice (4th ed.). Chatswood, N.S.W: Elsevier, Australia
- Taylor, B. J. (2006). Reflective practice: A guide for nurses and midwives (2nd ed.). Berkshire, UK: Open University Press

Teaching Periods

NURS 7035 Midwifery Practice 2

Credit Points 10

Legacy Code 401093

Coordinator Lisa Cutajar ([https://directory.westernsydney.edu.au/search/name/Lisa Cutajar/](https://directory.westernsydney.edu.au/search/name/Lisa%20Cutajar/))

Description During this unit students will continue to gain practical experience in designated clinical areas and follow their 10 women throughout pregnancy, labour, birth and the postnatal period in a continuity of care model. They will strengthen their skills in undertaking psychosocial assessment, effectively engaging women in services, facilitating groups and working in collaboration with other professionals to support women. In addition, they will work with women with complex health issues. This unit provides students with the knowledge to collaborate with all health professionals and includes assessing procedures for managing obstetric emergencies; transferring women or newborns with complex health issues; and assessing referral pathways.

School Nursing & Midwifery

Discipline Midwifery

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) NURS 7011 AND NURS 7034

Co-requisite(s) NURS 7017

Restrictions

Students must be enrolled in 4697 Graduate Diploma in Midwifery and be a registered nurse employed in a participating NSW Health Local Health District facility in the position of a midwifery student.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate competence in complex midwifery skills and care for women with complex needs
2. Demonstrate competence in the assessment and care of women with complex needs during pregnancy, labour and birth and the postnatal period;
3. Demonstrate competence in the assessment and care of the sick neonate
4. Identify and appropriately manage emerging and escalating situations that may require referral or additional care including the referral processes and collaborative care arrangements
5. Identify emergency situations related to childbirth and the role of the midwife and other health professionals in providing emergency care
6. Implement appropriate midwifery management during emergency situations
7. Demonstrate safe Midwifery standard of practice and capacity to critically reflect on the professional requirements for midwifery practice.

Subject Content

1. Introduction to Midwifery Practice 2

- Midwifery Practice Portfolio; Midwifery Continuity of Care Case Notes and reflections, Midwifery Log of Practice Experience, Midwife standards for practice
- 2. Communication
 - respectful communication
 - Midwifery language for Working with women
 - Midwifery terms and acronyms
- 3. Skills
 - care of The woman having Epidural pain Relief
 - Amniotomy and application of fetal Scalp Electrode
 - Episiotomy, assessment of The perineum following birth and perineal repair
 - third stage Complications
 - Receiving The Baby at LSCS
 - neonatal resuscitation
 - care of The unwell Baby, insertion of A nasogastric tube, care of The Baby Receiving phototherapy
 - Venepuncture / Intravenous cannulation
 - mechanism of birth/procedure for Malpresentations and malpositions
 - care of The woman and/or Baby following Death
 - FONT / K2Ms
- 4. Escalating complexities
 - Warning flags
 - Midwifery actions
 - Midwives responses
 - communication documentation
- 5. Skills for managing emerging and escalating emergency situations
 - communication skills for complex and emergency situations
 - Obstetric emergencies; postpartum haemorrhage / disseminated intravascular coagulation (DIC), maternal seizures / Eclamptic fit, Cord presentation / prolapse, Obstetric shock (amniotic fluid embolism, Ruptured uterus / Uterine inversion)
 - shoulder dystocia
 - Maternal resuscitation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Attendance	100% attendance required for workshops	S/U	Y	Individual
Professional placement performance: AMSAT x 2	Not specified	S/U	Y	Individual
Portfolio: Midwifery Log of Practice Continuity of Care - 10 women	Not specified	S/U	Y	Individual
Practical exam: End of session OSCA	30 min	S/U	Y	Individual

Prescribed Texts

- Gilbert, E. (2011). Manual of high risk pregnancy and delivery (5th ed.). Retrieved from <http://ezproxy.uws.edu.au/login?url=http://www.nursingconsult.com/das/book/225692424-2/view/2381>
- Johnson, R., & Taylor, W. (2010). Skills for midwifery practice (3rd ed.). Edinburgh, UK: Churchill Livingstone.
- Pairman, S., Tracy, S., Dahlen, H. & Dixon, L. (2019). Midwifery: preparation for practice (4th ed.). Chatswood, N.S.W: Elsevier, Australia

Teaching Periods

NURS 7036 Midwifery Practice 3

Credit Points 20

Legacy Code 401094

Coordinator Fiona Arundell ([https://directory.westernsydney.edu.au/search/name/Fiona Arundell/](https://directory.westernsydney.edu.au/search/name/Fiona%20Arundell/))

Description In this unit students will consolidate their knowledge and midwifery skills in preparation for their role as a midwife. They will continue to practice in designated clinical areas and follow through their 10 continuity of care experiences. Students will have completed a professional portfolio and reflected on how they can identify and plan for personal professional development and leadership as midwives, including the professional development needs of others. Students will be assessed across the seven midwife standards for practice.

School Nursing & Midwifery

Discipline Midwifery

Student Contribution Band HECS Band 1 20cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) NURS 7035

Restrictions

Students must be enrolled in 4697 Graduate Diploma in Midwifery and be a registered nurse employed in a participating NSW Health Local Health District facility in the position of a midwifery student.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically discuss the components and relevance of continuing professional development;
2. Critically evaluate readiness for practice through self and group reflection;
3. Develop skills for critical self-reflection through individual and group processes;
4. Critically discuss the potential for career development in the health care system;
5. Critically reflect on working in partnership;
6. Demonstrate safe Midwifery standard of practice and capacity to critically reflect on the professional requirements for midwifery practice.

Subject Content

1. Maintaining Currency
 - Midwifery portfolios
 - self and group Critical reflection
 - professional development
2. Career Development

- career options
 - career planning
3. Professional Midwifery
 - portfolio development
 - partnership training
 4. Midwifery standards for practice
 - Promotes health and wellbeing through evidence-based Midwifery practice
 - Engages in professional relationships and respectful partnerships
 - demonstrates The capability and accountability for Midwifery practice
 - Undertakes comprehensive assessments
 - develops A plan for Midwifery practice
 - provides safety and quality in Midwifery practice
 - Evaluates outcomes to improve Midwifery practice

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
100% Attendance and Workshop Reflections		S/U	Y	Individual
Professional Placement Performance: AMSAT x 1		S/U	Y	Individual
Completion of Midwifery Portfolio		S/U	Y	Individual

Prescribed Texts

- Pairman, S., Tracy, S., Dahlen, H. & Dixon, L. (2019). *Midwifery: preparation for practice* (4th ed.). Chatswood, N.S.W: Elsevier, Australia

Teaching Periods

NURS 7037 Midwifery as a Profession

Credit Points 10

Legacy Code 401087

Coordinator Athena Sheehan ([https://directory.westernsydney.edu.au/search/name/Athena Sheehan/](https://directory.westernsydney.edu.au/search/name/Athena%20Sheehan/))

Description This unit introduces students to the profession of midwifery. It explores: the meaning of birth; the historical and social contexts of birth; and the role of the midwife through the continuum, from early beginnings to its current legal and professional standing. Within a legal and ethical framework, the Australian College of Midwives (ACM) philosophy and role of the midwife will be explored.

Students will also be required to discuss and critically analyse current models of midwifery care.

School Nursing & Midwifery

Discipline Midwifery

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 4697 Graduate Diploma in Midwifery and be a registered nurse employed in a participating NSW Health Local Health District facility in the position of a midwifery student.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Articulate their own personal beliefs around birth;
2. Explore and analyse childbirth within different cultures and within different time periods;
3. Discuss the development of midwifery as a profession and the ACM philosophy of role of the midwife;
4. Explore and analyse the social, political and cultural context of birth in Australia and its impact;
5. Critique the history of midwifery and the contemporary organisation of healthcare in Australia on the provision of maternity care.
6. Identify the legal and professional standards which guide midwifery regulation and practice.
7. Discuss models of midwifery care

Subject Content

1. Childbirth
 - birth in other cultures and other centuries
 - midwives in history
 - from home to hospital
2. The Social, Political and Cultural Context of Birth in Australia
 - history and politics of midwifery in Australia
 - the Australian health care system and its influence on the design and delivery of maternity services
 - maternity services: policy, organisation and culture
 - Social Determinants of Health
 - Australian National Health Priorities
 - Aboriginal and Torres Strait Islander peoples health needs and services
 - social and cultural context/factors that impact on the health and well-being of families in Australia
 - public image of midwives and birth
3. Development of Midwifery as a Profession
 - students own beliefs and perceptions of birth and midwifery
 - global standards of midwifery (International Confederation of Midwives)
 - Australian College of Midwives philosophy and role of the midwife
4. Models of Midwifery Care
 - Continuity of Care
 - Private Midwifery
 - Team Midwifery
 - Caseload
 - Centering Pregnancy
 - Shared care
5. Legislation Governing Professional Practice
 - Health Practitioner Regulation National Law Act 2009
 - Health Care Complaints Act 1993
 - Children and Young Persons (Care and Protection) Act 1998 No 157

- Child Protection responsibilities including Keep Them Safe policy guidelines

6. Regulatory and Professional Framework

- Australian Health Practitioner Regulation Agency
- Australian Nursing and Midwifery Accreditation Council, roles, functions, competencies and boundaries of practice
 - o Midwife standards for practice
 - o The ICM code of ethics for midwives
 - o Code of conduct for Midwives
 - o Midwifery practice decision flow chart
 - o National Midwifery Guidelines for Consultation and Referral
- Australian College of Midwives

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements

- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program
 - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Critical Review x2	800 words per critical review	40	N	Individual
End of Session Closed Book Examination MCQ and Short Answer	2 hours	60	N	Individual

Prescribed Texts

- Pairman, S., Tracy, S., Dahlen, H. & Dixon, L. (2019). Midwifery: preparation for practice (4th ed.). Chatswood, N.S.W: Elsevier, Australia

Teaching Periods

NURS 7038 Partnership in Practice

Credit Points 10

Legacy Code 400832

Coordinator Kim Psaila ([https://directory.westernsydney.edu.au/search/name/Kim Psaila/](https://directory.westernsydney.edu.au/search/name/Kim%20Psaila/))

Description Health services across Australia have demonstrated commitment to the roll-out of Family Partnership Training to all health professionals who support families with young children. This unit will provide an overview of the Family Partnership Model. Participants will examine the theoretical framework underlying the model which emphasises the need for highly skilled professional communication to develop supportive and effective relationships with families. Students will participate in 5 interactive webinars to embed the fundamental concepts and skills associated with the model. Facilitating groups for parents is a key skill of the child and family health professional. In this unit participants will also study how adults learn, and the key skills in understanding and promoting the group process. Working

in partnership extends to other professional and agencies, enabling students to develop skills in professional collaboration.

School Nursing & Midwifery

Discipline Mothercraft Nursing and Family and Child Health Nursing

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Appraise and implement strategies based on the helping process.
2. Critically discuss the difference between the expert led model and the partnership model in relation to practice.
3. Analyse the interactive processes between the parent and the helper.
4. Judge the characteristics of an effective partnership between helpers and families and the inherent qualities and skills required by the helper.
5. Identify and apply the key qualities and skills for effective communication with children and families to enable effective teaching for wellbeing.
6. Analyse group process and dynamics and use principles of adult learning and group facilitation to promote effectiveness.
7. Synthesise the characteristics of working effectively in multidisciplinary teams and apply strategies to facilitate interagency collaboration promoting positive outcomes for families.
8. Apply communication and other technologies effectively in personal and professional learning.
9. Prioritise and select appropriate skills as a self-reliant learner to effectively work in groups and teams.

Subject Content

Module 1 Family Partnership Model

- education for empowerment and health of families
- principles of effective health Teaching
- learner characteristics - The difference between children and adults
- needs of parents and The outcome of helping
- process of helping parents
- The parent helper relationship
- conducting A first meeting
- helper qualities and skills
- exploring The Problem
- exploring The notion of personal construing
- helping parents change challenging skills
- Problem solving

Module 2 Group Processes

- Understanding The behaviour of people in groups
- communication in groups
- influence and Balance in groups
- Conflict Resolution within A group
- Measuring group effectiveness

Module 3 Team work

- Characteristics of effective collaboration
- Working in teams
- being A team leader

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Essay - Family Partnership Model	2,000 words	50	N	Individual
Report - Observation and Critical Evaluation of Group Process	1,750 words	40	N	Individual
Completion of a minimum of 10 weeks online learning activities	Minimum of 10 weeks online learning activities	10	Y	Individual

Prescribed Texts

- Davis, H. & Day, C. (2010). Working in partnership: The family partnership model. London: Pearson.
- There is no essential textbook.

Teaching Periods

NURS 7040 Perspectives on Nursing

Credit Points 10

Legacy Code 400774

Coordinator Antoinette Cotton ([https://directory.westernsydney.edu.au/search/name/Antoinette Cotton/](https://directory.westernsydney.edu.au/search/name/Antoinette%20Cotton/))

Description This subject addresses the origins and development of nursing knowledge. A major focus is the development and progress of the discipline of nursing. It includes an in-depth exploration of the history and philosophy of nursing science, including epistemology and strategies for theory generation in nursing. The impact of borrowed perspectives on research, theory and practice in the discipline of nursing is also explored. In addition, the subject addresses the development of theoretical perspectives in nursing including areas of controversy in the discipline. Numerous perspectives on the relationship between nursing theory, research and practice are considered. A major emphasis in the subject is development of knowledge and understanding of the link between nursing theory, research, practice and related issues.

School Nursing & Midwifery

Discipline General Nursing

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYA 7149 - Nursing Knowledge Concepts Models and Theories

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Appraise major perspectives in nursing and their impacts on the development and application of nursing theories and conceptual models
2. Synthesize the applicability and importance of nursing theories for nursing science, practice and research.
3. Critically evaluate major approaches to concept development, concept analysis and concept clarification
4. Critically evaluate concepts applicable to own area and level of nursing practice using concept analysis methods
5. Critically reflect on espoused and personal-theory-in-use in nursing practice in general and the application of one's own nursing practice in particular

Subject Content

Empirics

Evolution of the discipline of nursing

Generating theory from practice

Human science and nursing

Inductive approaches to theory development

Nursing epistemology

Nursing development unit model

Paradigmatic perspectives in nursing

Philosophy and nursing

Reflective practice

Social science and nursing epistemology

Analysis and evaluation of conceptual models and theories of nursing

Conceptual models and nursing theories

Future of nursing theory

Ideas in nursing knowledge (concepts, constructs, propositions, hypothesis, theories, principles, laws, frameworks and models)

International perspectives on nursing theory

Nursing theory as a guide to practice and research

Theory-practice debate

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	2500 words	50	N	Individual
Essay	2500 words	50	N	Individual

Prescribed Texts

- There is no essential textbook.

Teaching Periods

Autumn

Online

Online

Subject Contact Antoinette Cotton ([https://directory.westernsydney.edu.au/search/name/Antoinette Cotton/](https://directory.westernsydney.edu.au/search/name/Antoinette+Cotton/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7040_22-AUT_ON_O#subjects)

NURS 7041 Psychopharmacology for Advanced Practice Mental Health Nurses

Credit Points 10

Legacy Code 400858

Coordinator Greg Clark ([https://directory.westernsydney.edu.au/search/name/Greg Clark/](https://directory.westernsydney.edu.au/search/name/Greg+Clark/))

Description This unit examines pharmacological principles including functional neuroanatomy review, pharmacokinetic principles, pharmacodynamic principles, and neuropharmacology. Students examine a number of psychotropic drugs: antipsychotic, mood stabilisers, complementary medicines, drugs of abuse/misuse, antidepressant, anxiolytic and hypnotic drugs in relation to targeted symptoms, titration, side-effects, and monitoring of clients from across the lifespan. Decision-making in psychopharmacology is explored. The importance of appropriate collaborative processes between the nurse practitioner, clients across the lifespan and their families in medication management is addressed.

School Nursing & Midwifery

Discipline Mental Health Nursing

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 4719 Master of Mental Health Nursing or 4745 Master of Nurse Practitioner (Mental Health). Students in 4745 must be working in in mental health services at an advanced practice level and must nominate a primary supervisor / mentor / assessor and a clinical support group.

Assumed Knowledge

Students are expected to have a working knowledge of mental health assessment and treatment procedures, including basic pharmacological principles and knowledge of drugs used for mental illnesses and disorders.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically discuss all relevant treatment options for mental illnesses and disorders including but not limited to pharmacology, and the skills required for judicious use of treatments.
2. Evaluate and apply the knowledge and skills required for judicious ordering of pharmacological treatments, taking into account the possibility of co-morbidities, dual diagnoses and associated drug interactions as well as differential diagnoses.
3. Critically analyse the ethical, legal, collaborative and prioritisation dimensions of decision-making processes in relation to the monitoring, titration and prescribing of medication for clients across the lifespan.
4. Critically evaluate the appropriateness of collaborative processes between the nurse practitioner, clients across the lifespan, their family, and significant others in the context of medication management.
5. Critically discuss pharmacokinetic and pharmacodynamic principles and their impact on the prescribing of medication.

Subject Content

- Pharmacology across The lifespan
- Pharmacological principles including Functional neuroanatomy, Pharmacokinetic principles, Pharmacodynamic principles, and neuropharmacology.
- Psychotropic drugs: antipsychotic, antidepressant, mood stabilisers, complementary medicines, drugs of Abuse, anxiolytic and hypnotic drugs in relation to targeted Symptoms, titration, side-effects, poly pharmacy interactions, drug related emergencies, and monitoring.
- decision-making in psychopharmacology.
- medication, collaboration with Consumers and families, and medication management.
- quality use of medications.
- Critical analysis of The application of Pharmacological principles within A Nursing framework.
- ANMC competencies for The Nurse practitioner

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Discussion board activities x 2	250 words x 2 + 150 word responses x 4	30	N	Individual
Critical discussion	2000 words	30	N	Individual
Essay	2500 words	40	N	Individual

Prescribed Texts

- There is no essential textbook.

Teaching Periods

Spring

Online

Online

Subject Contact Greg Clark ([https://directory.westernsydney.edu.au/search/name/Greg Clark/](https://directory.westernsydney.edu.au/search/name/Greg%20Clark/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7041_22-SPR_ON_O#subjects)

NURS 7042 Research Project in Health Care

Credit Points 10

Legacy Code 401084

Coordinator Evan Atlantis ([https://directory.westernsydney.edu.au/search/name/Evan Atlantis/](https://directory.westernsydney.edu.au/search/name/Evan%20Atlantis/))

Description This is a 20 credit point year-long subject taken over two terms (10 credit points in each term). This subject will assist in the further development and maintenance of research culture in health care, and thus enhance the implementation of evidence-based practice. This subject is designed to assist students in applying their research knowledge and skills and provides them with the opportunity to undertake an independent research project and write a dissertation.

It is recommended that students interested in undertaking this subject first complete Applied Research in Health Care (NURS 7004) and Ethics in Health Research (NURS 7022) where the dissertation topic will be identified and students will be allocated a supervisor.

School Nursing & Midwifery

Discipline Nursing

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) Students in the Master of Child Family Health (Karitane) Master of Nursing or Master of Mental Health Nursing must complete NURS 7004 Applied Research in Health Care AND NURS 7022 Ethics in Health Research before enrolling in this unit

Students in the Master of Primary Health Care must pass NURS 7022 Ethics in Health Research before enrolling in this unit

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically reflect on, evaluate and synthesise information from previous research
2. Create a critical, coherent and succinct argument that justifies the need for the proposed research
3. Plan and ethically conduct an independent research project
4. Generate further knowledge related to a specific program of research
5. Produce a written dissertation of publishable standard

Subject Content

Module 1

- Searching The literature
- writing A literature Review

Module 2

- enhancing Scholarly writing
- disseminating research findings

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Critical Literature Review	3,500 words	35	N	Individual
Dissertation	10,000-15,000 words	65	N	Individual

Prescribed Texts

- There is no essential textbook.

Teaching Periods

NURS 7043 Scholarship for Practice Change in Health Care

Credit Points 10

Legacy Code 401085

Coordinator Sheree Smith ([https://directory.westernsydney.edu.au/search/name/Sheree Smith/](https://directory.westernsydney.edu.au/search/name/Sheree%20Smith/))

Description The transformation of practice in healthcare is facilitated when information about creative and innovative practice change and development is documented, disseminated and critiqued through professional channels such as peer reviewed journals, conference papers, discussion papers or project reports. In this unit students will be provided with an opportunity to produce a scholarly piece of work that will disseminate information about transforming practice and improving patient care. The unit aims to enhance scholarly communication skills, provide a vehicle for demonstrating leadership by informing the health professions of innovative solutions for practice change.

School Nursing & Midwifery

Discipline Nursing

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects NURS 7044 - Transforming Nursing Practice

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify an area for practice change in a health care setting/service
2. Analyse key aspects of an area for practice change
3. Generate recommendations/solutions for practice change
4. Demonstrate skills of critical thinking, synthesis of information and coherent, succinct scholarly writing.

Subject Content

Module 1

- preparation of An outline for practice change
- key aspects of Scholarly writing
- types of Scholarly outputs

Module 2

- Searching The literature
- Analysing and synthesising The literature
- Critical reading for Critical writing

Module 3

- Constructing A report
- Preparing A Discussion paper
- writing An abstract and Executive summaries
- Preparing A conference paper for presentation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Outline of proposed scholarly output including search strategy	1500 words	40	N	Individual
Scholarly paper demonstrating skills of critique & synthesis of information to generate practice change	3000 words	60	N	Individual

Prescribed Texts

- There is no essential textbook.

Teaching Periods

NURS 7045 Writing for Publication

Credit Points 10

Legacy Code 401086

Coordinator Sheree Smith ([https://directory.westernsydney.edu.au/search/name/Sheree Smith/](https://directory.westernsydney.edu.au/search/name/Sheree%20Smith/))

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

School Nursing & Midwifery

Discipline Nursing

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. describe the steps in the publication process
2. demonstrate how to write quickly and how to improve their writing for publication.
3. explain the purpose of the quality assurance steps in the publication process

- debate the merits of different peer review systems and the issues around open access to publications.
- establish and maintain a credible social networking site and use existing sites
- demonstrate an understanding of the role of publication metrics in evaluating journals and academics

Subject Content

The range of healthcare publications: from professional magazines to scholarly journals

The delivery of healthcare publications: from hardcopy to online only and combinations.

Who pays for publication, what are the challenges to the traditional publishing houses and how are they responding?

Open access versus closed access to publications ? why is everything not freely available?

Quality assurance in publication: peer review systems, similarity detection, editing, copyright and correspondence.

How the scientific healthcare community and the publishing industry use social networking media: weblogs, Twitter & Facebook.

Publication metrics: journals and individuals; impact factors and h-indices

What does writing an article involve: getting started, keeping going and getting finished

The publication process: from submission to publication; who does what?

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Publication Plan	2,000 words	60	N	Individual
Editorial	1,500 words	40	N	Individual

Prescribed Texts

- There is no essential textbook.

Teaching Periods

NURS 7048 Aboriginal and Torres Strait Islander Maternal and Newborn Health

Credit Points 10

Legacy Code 401349

Coordinator Renae Coleman ([https://directory.westernsydney.edu.au/search/name/Renae Coleman/](https://directory.westernsydney.edu.au/search/name/Renae%20Coleman/))

Description This unit will specifically enable students to investigate, discuss and develop an understanding of Aboriginal and Torres Strait Islander peoples' sense of identity, culture, and health. Health statistics, as well as historical and contemporary practice issues will be identified. In addition, the unit will explore strategies that have been implemented to address inequities in health outcomes for Aboriginal and Torres Strait Islander families. Further, the unit promotes the development of critical knowledge essential for students to understand their own values, beliefs, biases, and perceptions to become culturally

sensitive and appropriately adaptable when meeting the health needs of Aboriginal and Torres Strait Islander women and families.

School Nursing & Midwifery

Discipline Midwifery

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 4775 Graduate Diploma in Midwifery.

Assumed Knowledge

Foundation knowledge related to primary health care and Aboriginal and Torres Strait Islander Health and primary health care, during Bachelor of Nursing or Registered Nurse educational programs.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Describe the impact of historical events and government policies on the health and wellbeing of Aboriginal and Torres Strait Islander peoples
- Recognise and appreciate the health-related risk factors and outcomes for Aboriginal and Torres Strait Islander mothers and babies
- Explain sense of identity, spiritual connection to country and traditional practices and describe how these can be incorporated into practice.
- Identify effective strategies for health promotion and health maintenance for Aboriginal and Torres Strait Islander families
- Explain the importance of cultural safety and culturally appropriate care and service provision for Aboriginal and Torres Strait Islander peoples
- Apply critical reflection on own values and attitudes towards cultural safety and the provision of health care for Aboriginal and Torres Strait Islander families

Subject Content

- Meaning of health and illness
 - Values, belief systems, attitudes, bias, cultural safety and practices in the care of Aboriginal and Torres Strait Islander families
 - Definitions of culture from the perspectives of Aboriginal and Torres Strait Islander people
 - Health status of Aboriginal and Torres Strait Islander mothers and babies
- Social determinants of health in Aboriginal and Torres Strait Islander families
 - Historical events and health care policies - relate the impact it has had on Aboriginal and Torres Strait Islander maternal and infant health
 - Cultural isolation, Poverty, Discrimination ? social and institutional
- Health care policies and service provision
 - Closing the gap
- Ethical care in Aboriginal and Torres Strait Islander populations
 - Birthing on Country
 - Models, theories and cultural care
 - Working in partnership
 - NMBA Midwife standards for practice
- Culturally appropriate care and service provision for Aboriginal and Torres Strait families

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	2,000 words (2 x 1000 words)	50	N	Individual
Applied Project	2,000 words	50	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Renae Coleman ([https://directory.westernsydney.edu.au/search/name/Renae Coleman/](https://directory.westernsydney.edu.au/search/name/Renae%20Coleman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7048_22-AUT_PS_D#subjects)

NURS 7049 Care of People with Tuberculosis (TB)

Credit Points 10

Legacy Code 401376

Coordinator Linda Gregory ([https://directory.westernsydney.edu.au/search/name/Linda Gregory/](https://directory.westernsydney.edu.au/search/name/Linda%20Gregory/))

Description This unit examines the care of individuals with Tuberculosis (TB), from initial diagnosis through treatment phases of the disease. Students will explore the role of case management in the care of patients with TB, including strategies to enhance the effectiveness of case managers. Drug resistant TB will be a focus of the unit, especially in relation to its prevention, and the safe management and treatment of patients with different types of drug resistance. Strategies for facilitating community participation in health care will be provided and students will have the tools to develop a community-based health education program focusing on TB. Case studies drawn from across the lifespan and different populations will provide a focus for exploring the pathophysiology of Tuberculosis, diagnostic options, modes of transmission and the pharmacological and non-pharmacological treatment options available.

School Nursing & Midwifery

Discipline Nursing, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Appraise goals and principles of case management
2. Apply an understanding of how case management can be used in the care of patients with Tuberculosis (TB) and contacts
3. Scrutinise the predictors and clinical signs of drug resistant TB

4. Critically review and apply strategies to prevent the development of drug resistant TB
5. Formulate concepts of community participation in health care
6. Create a community-based health promotion program focusing on TB

Subject Content

Case management principles
 Role of case manager
 Effective interviewing skills
 Patient centred care
 Adherence behaviour
 Infection prevention and Tuberculosis case management
 Safe management and treatment of contacts of patients with Tuberculosis (Directly Observed Treatment - DOT)
 Preventing drug resistant Tuberculosis
 Models of care for the delivery of tuberculosis prevention
 Health education strategies
 Safe management and treatment of contacts of Tuberculosis

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	40 minutes	20	N	Individual
Case Study	2,000 words	40	N	Individual
Presentation	1,000 words	40	N	Individual

Teaching Periods

Autumn

Online

Online

Subject Contact Linda Gregory ([https://directory.westernsydney.edu.au/search/name/Linda Gregory/](https://directory.westernsydney.edu.au/search/name/Linda%20Gregory/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7049_22-AUT_ON_O#subjects)

NURS 7050 Clinical Management of Tuberculosis (TB)

Credit Points 10

Legacy Code 401377

Coordinator Linda Gregory ([https://directory.westernsydney.edu.au/search/name/Linda Gregory/](https://directory.westernsydney.edu.au/search/name/Linda%20Gregory/))

Description This unit examines the clinical management of Tuberculosis, particularly in relation to cause, prevalence, transmission, diagnosis, treatment and prevention of the disease. Students will be introduced to the different diagnostic tests used in the management of the disease in both adults and children. Case studies drawn from across the lifespan and different populations will provide a focus for exploring the pathophysiology of Tuberculosis, diagnostic options, modes of transmission and the pharmacological and non-pharmacological treatment options available.

School Nursing & Midwifery

Discipline Nursing, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine the pathogenesis and transmission of Tuberculosis
2. Outline and assess the prevalence of Tuberculosis globally
3. Scrutinise the predictors for latent tuberculosis infection and limitations of screening tests
4. Appraise methods for Tuberculosis diagnosis
5. Critically analyse the treatment options for the clinical management of Tuberculosis
6. Apply an understanding of Directly Observed Treatment (DOT) of Tuberculosis
7. Critique strategies for the diagnosis and management of Tuberculosis in special populations

Subject Content

Epidemiology of tuberculosis
 Pathogenesis and transmission of tuberculosis
 Latent tuberculosis infection
 Diagnosis of tuberculosis
 Principles of specimen collection for the diagnosis of tuberculosis
 Drug resistant tuberculosis
 Treatment and medication management for people with tuberculosis
 Disease containment and prevention strategies
 Approach to management of tuberculosis in special populations
 (Pregnancy, childhood, substance use, immune suppressive conditions)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short Answer	1500 words	20	N	Individual
Quiz	50 minutes	30	N	Individual
Short Answer	2,000 words	50	N	Individual

Teaching Periods

Autumn

Online

Online

Subject Contact Linda Gregory ([https://directory.westernsydney.edu.au/search/name/Linda Gregory/](https://directory.westernsydney.edu.au/search/name/Linda%20Gregory/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7050_22-AUT_ON_O#subjects)

NURS 7051 Complex Midwifery Care

Credit Points 10

Legacy Code 401350

Coordinator Leanne Luck ([https://directory.westernsydney.edu.au/search/name/Leanne Luck/](https://directory.westernsydney.edu.au/search/name/Leanne%20Luck/))

Description This unit provides students with knowledge of complex conditions that may arise during pregnancy, labour, birth and the postnatal period for the woman or her newborn/s. Emphasis will be placed on the biological and physiological aspects of these conditions. In addition, issues surrounding infertility and reproductive technologies, and contemporary issues that impact women, such as pre-existing medical conditions and mental health, will be explored. The unit integrates physiological, psychosocial and cultural aspects relating to a woman experiencing a complex pregnancy, labour, birth or post birth period. The role of the midwife in maintaining partnerships with women, even when childbearing experiences are complex, will be discussed and critically analysed. Students will also critically analyse key ethical and legal aspects affecting midwifery and maternity care.

School Nursing & Midwifery

Discipline Midwifery

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) NURS 7053 AND NURS 7054

Co-requisite(s) NURS 7052

Equivalent Subjects NURS 7017 Complex Care

Restrictions

Students must be enrolled in 4775 Graduate Diploma in Midwifery and be a registered nurse employed in a participating NSW Health Local Health District facility or a private hospital in the position of a midwifery student.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically reflect on and discuss legal and ethical aspects and responsibilities of the midwife which affect midwifery and/or maternity care including collaborative health care relationships between midwives and others in complex situations including choices around infertility and reproductive technologies
2. Apply knowledge of the normal biological, physiological, psychological and social processes of pregnancy, labour, birth, the postnatal period and the newborn to identify and explain deviations from normal to ensure early consultation or referral to appropriate members of the health care team
3. Explore and identify risk factors and instigate measures to minimise adverse outcomes for women with pre-existing conditions and their newborns
4. Critically analyse care for a woman experiencing an unanticipated pregnancy outcome
5. Demonstrate appropriate application of knowledge around social determinants of health particularly in regard to marginalised women and those with perinatal mental health needs
6. Critically discuss seminal and current theories related to attachment and perinatal mental health and the implications for practice
7. Critically evaluate midwifery care to reduce morbidity and mortality rates for women with an emphasis on Aboriginal and Torres Strait Islander women and Culturally and Linguistically diverse (CALD) women

Subject Content

1. Infertility

- a. Assisting the woman and her family in relation to infertility
- b. Assisted reproductive technologies
2. Maternal complexities during pregnancy, labour and birth
 - a. Complications in the first 20 weeks of pregnancy (including miscarriages, ectopic pregnancy, hyperemesis and termination of pregnancy for fetal abnormalities)
 - b. Hypertensive disorders across the perinatal period
 - c. Maternal infections and infectious diseases e.g. TORCH, GBS, Hep B, HIV
 - d. Type 1, Type 2 and gestational diabetes
 - e. Cholestasis of pregnancy
 - f. Antiphospholipid syndrome
 - g. Gestational growth issues
 - h. Pre-term labour and birth
3. Maternal complexities in the postnatal period
 - a. Postnatal complications e.g. urinary retention, haematoma, infections (other infections)
 - b. Perineal trauma
4. Caring for the newborn in complex situations
 - a. Premature infants
 - b. Neonatal jaundice
5. Supporting women with complex conditions and social and emotional issues
 - a. Pharmacology for complex conditions
 - b. Domestic violence (DV) and multidisciplinary consultation and care
 - c. Substance misuse (Alcohol and other drugs) and its impact on parenting and infant / child outcomes
 - d. Working with women who are experiencing DV and other complex family situations
 - e. Social and emotional needs of refugee and migrant women
6. Working in partnership with women with complex pregnancies
 - a. Assessment and monitoring of physical and emotional health and social well being
 - b. Psychiatric disorders, psychosocial assessment and referral
 - c. Perinatal grief and loss
 - d. Communication skills required to work effectively with women and families in need
7. Women with previous medical and surgical conditions that may impact on pregnancy and birth
 - a. Pre-existing medical conditions e.g. cardiac, respiratory, endocrine, neurological, autoimmune diseases, thyroid disease, gynaecological issues, neoplasia
 - b. Impacts of obesity across the perinatal period
 - c. Female genital mutilation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	2,500 words	50	N	Individual
Final Exam	2 hours	50	Y	Individual

Prescribed Texts

- Pairman, S., Tracy, S., Dahlen, H. & Dixon, L. (2019). *Midwifery: preparation for practice*. (4th ed.). Chatswood, NSW: Elsevier.
- Robson, S.E., & Waugh, J. (2013). *Medical disorders in pregnancy: a manual for midwives*. (2nd ed.). Chichester, UK: Wiley-Blackwell.

Teaching Periods

Spring Parramatta - Victoria Rd

Day

Subject Contact Leanne Luck ([https://directory.westernsydney.edu.au/search/name/Leanne Luck/](https://directory.westernsydney.edu.au/search/name/Leanne%20Luck/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7051_22-SPR_PS_D#subjects)

NURS 7052 Complex Midwifery Practice

Credit Points 10

Legacy Code 401351

Coordinator Fiona Arundell ([https://directory.westernsydney.edu.au/search/name/Fiona Arundell/](https://directory.westernsydney.edu.au/search/name/Fiona%20Arundell/))

Description This unit provides students with the knowledge to collaborate with all health professionals and includes developing clinical skills; assessing procedures for managing obstetric emergencies; undertaking simulations of obstetric emergencies; transferring women or newborns with complex health issues; and assessing referral pathways. Students will continue to gain practical experience in designated clinical areas and follow their 10 women throughout pregnancy, labour, birth and the postnatal period in a continuity of care model. They will strengthen their skills in undertaking psychosocial assessment, effectively engaging women in services, facilitating groups and working in collaboration with other professionals to support women.

School Nursing & Midwifery

Discipline Midwifery

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) NURS 7053 AND NURS 7054

Co-requisite(s) NURS 7051

Equivalent Subjects NURS 7035 Midwifery practice 2

Restrictions

Students must be enrolled in 4775 Graduate Diploma in Midwifery and be a registered nurse employed in a participating NSW Health Local Health District or private maternity facility in the position of a midwifery student.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate midwifery skills for the assessment and care for women with complex needs
2. Discuss the rationale for the assessment and care of women with complex needs during pregnancy, labour and birth and the postnatal period
3. Demonstrate midwifery skills for the assessment and care of the sick neonate
4. Identify and appropriately manage emerging and escalating situations that may require referral or additional care including the referral processes and collaborative care

5. Identify emergency situations related to childbirth and the role of the midwife and other health professionals in providing emergency care
6. Implement appropriate midwifery management during emergency situations
7. Demonstrate safe Midwifery standards of practice and capacity to critically reflect on the professional requirements for midwifery practice

Subject Content

1. Introduction to Complex Midwifery Practice
 - Midwifery Practice Portfolio: Midwifery Continuity of Care Case Notes and reflections, Midwifery Log of Practice Experience, Midwife standards for practice
2. Communication
 - Respectful communication
 - Midwifery language for working with women
 - Midwifery terms and acronyms
3. Skills
 - Care of the woman having Epidural pain relief
 - Amniotomy and application of Foetal Scalp Electrode
 - Episiotomy, assessment of the perineum following birth and perineal repair
 - Venepuncture / Intravenous cannulation
 - Care of the woman having labour induction/augmentation
 - Supporting birth process for malpresentations and malpositions
 - Receiving the baby at LSCS
 - Care of a baby receiving oxygen
 - Insertion of a nasogastric tube
 - Care of the baby receiving phototherapy
 - Care of the woman and/or baby following death
 - k2ms
4. Escalating complexities
 - Warning flags
 - Midwifery actions
 - Midwives responses
 - Communication
 - Documentation
5. Skills for managing emerging and escalating emergency situations
 - Communication skills for complex and emergency situations
 - Obstetric emergencies: Antepartum haemorrhage; postpartum haemorrhage and third stage complications (inverted uterus, retained placenta); maternal seizures / Eclamptic fit; Cord presentation / prolapse; Amniotic fluid embolism; Ruptured uterus; Shoulder dystocia
 - Care of the critically ill woman (antenatal, labour/birth and postnatal)
 - Care of the unwell newborn
 - Maternal resuscitation
 - Neonatal resuscitation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Intra-session exam	1 hour	50	Y	Individual
Professional placement performance	Refer to assessment details	S/U	Y	Individual

Portfolio	Refer to portfolio documentation	S/U	Y	Individual
Viva Voce	30 minutes	50	Y	Individual

Prescribed Texts

- De-Vitry Smith, S. & Bayes, S. (2018). Skills for midwifery practice (Aust & New Zealand ed.). Chatswood, N.S.W.: Elsevier.
- Pairman, S., Tracy, S., Dahlen, H. & Dixon, L. (2019). Midwifery: preparation for practice (4th ed.). Chatswood, N.S.W.: Elsevier.
- Rankin, J. (2017). Physiology in childbearing: With anatomy and related biosciences (4th ed.). Edinburgh, UK: Elsevier.

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Fiona Arundell ([https://directory.westernsydney.edu.au/search/name/Fiona Arundell/](https://directory.westernsydney.edu.au/search/name/Fiona%20Arundell/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7052_22-SPR_PS_D#subjects)

NURS 7053 Foundations of Antenatal and Birth Care

Credit Points 10

Legacy Code 401347

Coordinator Leanne Luck ([https://directory.westernsydney.edu.au/search/name/Leanne Luck/](https://directory.westernsydney.edu.au/search/name/Leanne%20Luck/))

Description This unit provides students with an understanding of the biological and physiological aspects of human reproduction, pregnancy, labour and birth. Emphasis will be placed on the normal maternal anatomy and physiology of pregnancy, labour and birth and applications of skills in the Clinical Practice Unit. Students will apply a primary health care approach to working with women and their families during pregnancy and childbirth. Students will consider psychosocial and cultural aspects of pregnancy, birth and breastfeeding, and the role of the midwife in maintaining a woman and family focus within a continuity-of-care model. Childbirth in our culturally diverse maternity health system will be explored, analysed and discussed. The experiences of Aboriginal and Torres Strait Islander women across health services will also be examined. Concepts introduced during the intensive week will be covered in greater complexity across the semester.

School Nursing & Midwifery

Discipline Midwifery

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) NURS 7054

Restrictions

Students must be enrolled in 4775 Graduate Diploma in Midwifery.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and describe the normal anatomical and physiological changes and processes related to growth and development of the fetus and relate this to stages of pregnancy, labour and birth.
2. Explain and undertake screening, assessment and care of women during pregnancy, labour and birth.
3. Apply knowledge of the biological, physiological, psychological and social needs of women pre-conceptually, during pregnancy, labour and birth to facilitate an optimal experience for the woman.
4. Critically analyse and explain the role of the midwife, within a continuity of care framework, in the provision of care to a woman and her family including knowledge of the legal and ethical issues related to the woman.
5. Critically analyse the impact of birth on a woman's sense of self and her emotional, psychological, social and cultural needs and her family.
6. Apply knowledge of the principles of adult learning, primary health care and public health policy to facilitate opportunities for health promotion with the woman, her family and community, particularly relating to culturally safe practices for Aboriginal and Torres Strait

Intra-session Exam	1 hour	30	Y	Individual
Viva Voce	30 minutes	50	Y	Individual

Prescribed Texts

- De-Vitry Smith, S. & Bayes, S. (2018). Skills for midwifery practice (Aust & New Zealand ed.). Chatswood, N.S.W.: Elsevier.
- Pairman, S., Tracy, S., Dahlen, H. & Dixon, L. (2019). Midwifery: preparation for practice (4th ed.). Chatswood, N.S.W: Elsevier.
- Rankin, J. (2017). Physiology in childbearing: With anatomy and related biosciences (4th ed.). Edinburgh, UK: Elsevier

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Leanne Luck ([https://directory.westernsydney.edu.au/search/name/Leanne Luck/](https://directory.westernsydney.edu.au/search/name/Leanne%20Luck/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7053_22-AUT_PS_D#subjects)

NURS 7054 Foundations of Postnatal and Newborn Care

Credit Points 10

Legacy Code 401348

Coordinator Elisha Stein ([https://directory.westernsydney.edu.au/search/name/Elisha Stein/](https://directory.westernsydney.edu.au/search/name/Elisha%20Stein/))

Description This unit is centred on using a primary health, with continuity of- care approach to the care of women and their families during transition to parenthood. Students will investigate the biological, physiological and psychosocial aspects of the postnatal period and the midwife's role at this time. Culturally diverse practices, including those of Aboriginal and Torres Strait Islander peoples and women from other countries and cultures will be explored. Students develop midwifery skills working with women in a continuity-of- care model and gain experience in maternity practice areas. The unit commences with a one-week intensive workshop exposing students to an elementary level of understanding and application of midwifery care in a maternity setting in preparation for employment. Postnatal care concepts introduced during this intensive practice week will be covered in more detail during subsequent weeks.

School Nursing & Midwifery

Discipline Midwifery

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) NURS 7053

Restrictions

Students must be enrolled in 4775 Graduate Diploma in Midwifery.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and describe the normal biological and physiological processes related to the postnatal period

Subject Content

History of Midwifery

1. Midwifery as a Profession

- The ICM Definition of A midwife
- The philosophy of Midwifery
- woman centred care/The midwife woman relationship
- The practice of Midwifery: what makes A good midwife
- The language of Midwifery
- professional Midwifery Organisations ACM/ICM
- Registration requirements for practicing Midwifery in Australia

2. A Global Perspective of Midwifery

- primary healthcare and Midwifery
- social Determinants of health affecting maternity care
- The framework for quality Maternal and newborn care
- Midwifery The Universal pathway of health: The Importance of Midwifery care
- human rights in childbirth

3. Childbirth in Australia

- The Australian healthcare system and maternity care
- towards normal birth policy (currently under Review)
- The First 2000 days Framework
- why does normal physiological birth matter (including The human Biome)
- The role of The midwife as protector of normal physiological birth
- The birth space
- Continuity of Midwifery care as The gold Standard of care

4. Cultural and Personal beliefs around childbirth

- personal beliefs
- cultural beliefs and practices
- Fear and Risk around childbirth
- birthing outside The system

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Intra-session Exam	1 hour	20	Y	Individual

2. Describe physiological changes that occur at birth and growth and development of the newborn to six weeks of age
3. Apply evidence-based knowledge of the biological, physiological, psychological and social needs of women during the postnatal period to facilitate an optimal experience for the woman including transition to parenthood
4. Undertake screening, assessment and care of women and newborn during the postnatal period
5. Critically analyse and explain the role of the midwife, within a continuity of care framework, in the provision of postnatal care to a woman and her family including knowledge of the legal and ethical issues related to the woman and her newborns
6. Apply knowledge of the principles of adult learning, primary health care and public health policy to facilitate postnatal opportunities for health promotion with the woman, her family and community particularly relating to Aboriginal and Torres Strait Islander women
7. Critically evaluate the socio-cultural, economic, political and personal context of infant feeding decisions in Australia
8. Implement and evaluate strategies for providing culturally safe practice for Aboriginal and Torres Strait Islander and Culturally and Linguistically diverse (CALD) women and their families
9. Demonstrate safe Midwifery standards of practice and capacity to critically reflect on the professional requirements for midwifery practice

Subject Content

1. Intensive week skills workshop
 - introduction to Postnatal care
 - introduction to newborn assessment
 - introduction to supporting breastfeeding
 - communication
 - i. Respectful communication
 - ii. Midwifery language for working with women
 - iii. Midwifery terms and acronyms
 - resilience and Preparing to commence role as Midwifery student
 - orientation to library and databases
 - introduction to Midwifery practice portfolio
 - i. Midwifery log of practice experience
 - ii. Midwifery continuity of care notes
 - iii. Midwife standards for practice and Australian Midwifery Standards Assessment Tool (AMSAT)
 - iv. Professional practice experience guide
2. Postnatal physiology
 - Maternal physiological changes
 - physiology of The newborn at birth
 - newborn growth and development to six weeks
3. Midwifery Care (Postnatal)
 - The midwives role in Postnatal care
 - Working with women and their families post birth
 - partner inclusive practice
 - physiological, psychological, social and emotional changes and needs
 - Perinatal mental health, social and emotional awareness
 - options for Postnatal education and preparation for parenting
 - newborn care and Immunisation
 - Escalation procedure for deviations from normal
 - Nutritional requirements of The newborn
 - initiation and support of breastfeeding
 - Pharmacology, Maternal and newborn
 - An introduction to The specific needs of women with complex pregnancies
 - apply legal and Ethical aspects associated with Pregnancy, labour and birth e.g. documentation and consent
4. Infant feeding decisions in Australia
 - politics of breastfeeding
 - who Code for The Marketing of breast milk substitutes

- Baby Friendly health initiative in Australia
 - supporting women in their feeding decision
5. Midwifery Skills - Postnatal
 - communication skills for Working in partnership
 - skills of reflecting on practice
 - APGAR assessment, and initial newborn Examination including weight and measurements
 - assessment of The woman post birth
 - breastfeeding support
 - preparation of breastmilk Substitute
 - newborn blood Screening, Intramuscular and subcutaneous injections and blood glucose level testing.
 - Receiving The Baby at LSCS
 - Postnatal assessment and discharge assessment (Maternal)
 - Postnatal assessment and discharge assessment (newborn)
 6. Cultural Awareness
 - traditions around The Postnatal period and mothering
 - Aboriginal and Torres Strait Islander people and Postnatal care that considers (closing The gap)
 - Working in partnership
 - cultural Factors effecting Postnatal care
 7. Health Informatics

Special Requirements

Legislative pre-requisites

Legislative requirements would have been attended to by employing NSW Health Local Health District facility or private hospital.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	30 minutes x2 (Peer Review), 1,000 words x2 (Self-Assessment)	50	N	Individual
Final Exam	2 hours	50	Y	Individual
Professional Placement Performance	Not specified	S/U	Y	Individual
Portfolio	Not specified	S/U	Y	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Elisha Stein ([https://directory.westernsydney.edu.au/search/name/Elisha Stein/](https://directory.westernsydney.edu.au/search/name/Elisha%20Stein/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7054_22-AUT_PS_D#subjects)

NURS 7055 Perinatal, Infant and Child Mental Health

Credit Points 10

Legacy Code 401375

Coordinator Rachel Gregory-Wilson ([https://directory.westernsydney.edu.au/search/name/Rachel Gregory-Wilson/](https://directory.westernsydney.edu.au/search/name/Rachel%20Gregory-Wilson/))

Description This unit enables students to explore the complex issues related to Perinatal, Infant and Child mental health including: the importance of the parent infant relationship to maternal and infant mental health, antenatal and postnatal depression and anxiety, substance misuse and domestic violence. Through examination of these complex issues, students will gain knowledge of the risk and protective factors that influence outcomes for infants, children and families. Strategies to promote emotional wellbeing, positive parent-child relationships and social support for these families is an essential learning component supported by the concepts of targeted and specialist intervention, and early intervention. The knowledge gained in this unit will be consolidated through virtual clinical placement.

School Nursing & Midwifery

Discipline Mothercraft Nursing and Family and Child Health Nursing

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 4713 Master of Child and Family Health (Karitane), 4714 Graduate Diploma in Child and Family Health (Karitane) or 4715 Graduate Certificate in Child and Family Health (Karitane).

Assumed Knowledge

Fundamental concepts of mental health at undergraduate degree level. An understanding of professional frameworks and competencies for the Registered Nurse or Registered Midwife at a undergraduate level, augment experience at a general Registered Nurse or Registered Midwife level.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Discuss the importance of positive parent child relationships on emotional development as a predictor of child development.
2. Determine risk and protective factors that influence global outcomes for children and their families including intergenerational issues using a socioecological model
3. Recognise the risk factors and signs of anxiety and depression in childhood
4. Explain the impact of perinatal depression and anxiety on the infant-parent relationship and analyse the management and treatment of perinatal mood disorders
5. Evaluate the impact of domestic/family violence on the health and wellbeing of women, children and families and identify strategies to support families
6. Analyse how parental substance misuse impacts parenting capacity and family life
7. Based on best available evidence, discuss early prevention and intervention strategies and programs that promote the health and wellbeing of children

8. Prioritise and select appropriate skills as a self-reliant learner to effectively work in groups and teams

Subject Content

1. Parent - infant relationship and introduction to attachment theory
2. Emotional development
3. Transition to parenthood and parenting styles
4. Psychosocial assessment
5. Perinatal Mental Disorder (PMD) management
6. Risk and protective factors affecting mental wellbeing
7. Interventions to support families

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Essay	1,750 words	40	N	Individual
Reflection	10-minute video recording	20	N	Group
Case study	1,500 words	40	N	Individual
Virtual Clinical Placement	20 hours	S/U	Y	Individual

Teaching Periods

Spring Online

Online

Subject Contact Rachel Gregory-Wilson ([https://directory.westernsydney.edu.au/search/name/Rachel Gregory-Wilson/](https://directory.westernsydney.edu.au/search/name/Rachel%20Gregory-Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7055_22-SPR_ON_O#subjects)

NURS 7056 Preparation for Midwifery Practice

Credit Points 10

Legacy Code 401352

Coordinator Fiona Arundell ([https://directory.westernsydney.edu.au/search/name/Fiona Arundell/](https://directory.westernsydney.edu.au/search/name/Fiona%20Arundell/))

Description In this unit, students will consolidate their knowledge and midwifery skills in preparation for their role as a midwife. They will continue to practice in designated clinical areas and follow through their 10 continuity of care experiences. Students will complete the professional portfolio and reflect on how they can identify and plan for personal professional development and leadership as midwives, including the professional development needs of others. Students will be assessed across the midwife standards for practice. In addition, students will have the opportunity to examine leadership development and styles within the midwifery profession. Students are encouraged to consider their role in future midwifery leadership.

School Nursing & Midwifery

Discipline Midwifery**Student Contribution Band** HECS Band 1 10cp**Level** Postgraduate Coursework Level 7 subject**Pre-requisite(s)** NURS 7052**Incompatible Subjects** NURS 7036 Midwifery Practice 3**Restrictions**

Students must be enrolled in 4775 Graduate Diploma in Midwifery and be a registered nurse employed in a participating NSW Health Local Health District or private maternity facility in the position of a midwifery student.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically discuss the components and relevance of continuing professional development
2. Develop skills for critical self-reflection through individual and group processes
3. Critically discuss the potential for career development in the health care system
4. Demonstrate a safe standard of Midwifery practice and capacity to critically reflect on the professional requirements for midwifery practice
5. Discuss differences between leadership and management in relation to midwifery as a profession
6. Discuss and critically reflect on the importance of leadership development and leadership styles for midwifery as a profession

Subject Content

Maintaining Currency

- Midwifery Portfolios
- Self and group critical reflection
- Professional development

Career Development

- Career options
- Career planning

Leadership

- Leadership and management
- Leaders as change agents
- Reflection and critical thinking in relation to leadership
- Leading in a changing environment
- Building, motivating and leading collaborative teams

Midwife standards for practice

- Promotes health and wellbeing through evidence-based midwifery practice
- Engages in professional relationships and respectful partnerships
- Demonstrates the capability and accountability for midwifery practice
- Undertakes comprehensive assessments
- Develops a plan for midwifery practice
- Provides safety and quality in midwifery practice
- Evaluates outcomes to improve midwifery practice

Special Requirements

Legislative pre-requisites

Legislative requirements would have been attended to by employing NSW Health Local Health District or private maternity facility.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflections	4 x 400 word reflections	S/U	Y	Individual
Professional placement performance	Refer to Learning Guide	S/U	Y	Individual
Portfolio	Refer to Learning Guide	S/U	Y	Individual

Prescribed Texts

- De-Vitry Smith, S. & Bayes, S. (2018). Skills for midwifery practice (Aust & New Zealand ed.). Chatswood, N.S.W.: Elsevier.
- Pairman, S., Tracy, S., Dahlen, H. & Dixon, L. (2019). Midwifery: preparation for practice (4th ed.). Chatswood, N.S.W: Elsevier.

Teaching Periods

Summer B

Parramatta - Victoria Rd

Day

Subject Contact Fiona Arundell ([https://directory.westernsydney.edu.au/search/name/Fiona Arundell/](https://directory.westernsydney.edu.au/search/name/Fiona%20Arundell/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7056_22-SUB_PS_D#subjects)

NURS 7057 Professional Foundations of Midwifery

Credit Points 10

Legacy Code 401374

Coordinator Athena Sheehan ([https://directory.westernsydney.edu.au/search/name/Athena Sheehan/](https://directory.westernsydney.edu.au/search/name/Athena%20Sheehan/))

Description This unit will introduce students to the profession of midwifery from a philosophical, historical, global, and Australian perspective. It will highlight the important role Midwifery plays in the provision of cost effective, high quality care to both women and newborns globally. It will focus on policies and practices that promote respectful and collaborative woman centred care and the value of continuity of midwifery care to achieving these goals. Students will be required to reflect on beliefs around childbirth including their own personal beliefs.

School Nursing & Midwifery

Discipline Midwifery

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects NURS 7037 Midwifery as a Profession

Restrictions

Students must be enrolled in 4775 Graduate Diploma in Midwifery and be a registered nurse employed in a participating NSW Health Local Health District facility or Private Hospital in the position of a midwifery student.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Discuss the history and philosophy of midwifery
2. Analyse the role midwives play in optimising women's health in Australia and Globally
3. Appraise different beliefs and practices around childbirth
4. Apply the language of midwifery
5. Discuss contemporary issues related to childbirth in Australia

Subject Content

History of Midwifery

Midwifery as a Profession

- The ICM Definition of a Midwife
- The Philosophy of midwifery
- Woman centred care/the midwife woman relationship
- The Practice of Midwifery: what makes a good midwife
- The Language of Midwifery
- Professional Midwifery organisations ACM/ICM
- Registration requirements for practicing Midwifery in Australia

A Global Perspective of Midwifery

- Primary healthcare and midwifery
- Social determinants of health affecting maternity care
- The framework for quality maternal and newborn care
- Midwifery the universal pathway of health: The importance of Midwifery care

- Human rights in childbirth

Childbirth in Australia

- The Australian healthcare system and maternity care
- Towards Normal Birth Policy (currently under review)
- The First 2000 days Framework
- Why does normal physiological birth matter ? (including the human Biome)
- The role of the midwife as protector of normal physiological birth
- The birth space

- Continuity of Midwifery care as the Gold Standard of care

Cultural and Personal beliefs around childbirth

- Personal beliefs
- Cultural beliefs and practices
- Fear and Risk around childbirth
- Birthing outside the system

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection x 2	800 words each	50	N	Individual
Essay	1,500 words	50	N	Individual

Prescribed Texts

- Pairman, S., Tracy, S., Dahlen, H. & Dixon, L. (2019). Midwifery: Preparation for practice (4th ed.). Chatswood, N.S.W: Elsevier, Australia.

Teaching Periods

Summer B

Online

Online

Subject Contact Athena Sheehan ([https://directory.westernsydney.edu.au/search/name/Athena Sheehan/](https://directory.westernsydney.edu.au/search/name/Athena%20Sheehan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7057_22-SUB_ON_0#subjects)

NURS 7058 Public Health Management of Tuberculosis (TB)

Credit Points 10

Legacy Code 401378

Coordinator Linda Gregory ([https://directory.westernsydney.edu.au/search/name/Linda Gregory/](https://directory.westernsydney.edu.au/search/name/Linda%20Gregory/))

Description This unit examines the ways in which Tuberculosis (TB) is managed from a public health perspective. Students will be introduced to the essential components of a TB Program, particularly focusing on preventing transmission of TB and promoting the health of individuals and communities affected by TB. Learning materials in the unit will be provided to enable students to undertake a Tuberculosis contact investigation, including risk assessment of transmission and management of contacts. Case studies will be utilised to facilitate students' development of effective patient and community education programs.

School Nursing & Midwifery

Discipline Nursing, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply an understanding of the components of a Tuberculosis (TB) program
2. Critically analyse the information needed to undertake a Tuberculosis (TB) contact investigation
3. Assess and recommend strategies to minimise the transmission of Tuberculosis (TB) in a community
4. Verify and select key messages for Tuberculosis (TB) management
5. Design effective strategies for patient and community education on Tuberculosis (TB)

Subject Content

- Tuberculosis Program (TB) components
- Contact investigation priorities and processes
- Risk assessment for TB transmission
- Components of a contact/patient interview
- Infection prevention, hierarchy of controls
- Promoting infection control in a TB program
- Stigma reduction strategies
- Health education strategies

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short Answer Questions	1,500 words	20	N	Individual
Proposal Report	1,500 words	40	N	Individual
	2,000 words	40	N	Individual

Teaching Periods

Spring

Online

Online

Subject Contact Linda Gregory ([https://directory.westernsydney.edu.au/search/name/Linda Gregory/](https://directory.westernsydney.edu.au/search/name/Linda%20Gregory/))

View timetable (https://classregistration.westernsydney.edu.au/event/timetable/?subject_code=NURS7058_22-SPR_ON_O#subjects)

NURS 7059 Ageing in Place: Wellbeing and Sustainability

Credit Points 10

Legacy Code 401417

Coordinator Jed Montayre ([https://directory.westernsydney.edu.au/search/name/Jed Montayre/](https://directory.westernsydney.edu.au/search/name/Jed%20Montayre/))

Description This subject addresses a multi-faceted perspectives of healthy and successful ageing. A major focus is to raise awareness about creating an age-friendly community which facilitates older age groups, including those from culturally diverse backgrounds, and Aboriginal and Torres Straits Islander peoples, to be actively involved in all community activities to stay connected to people and place that are important to them. The multiple perspectives of ageing in place integrates biomedical, physical environment/design, legal, ethical, policy, service provision and social contexts of ageing. Knowledge and skills acquired in this subject are useful for planners, managers and health care providers for those working with aged communities. The subject covers evidence-based approaches affecting physical environment, personal characteristics and psychosocial mechanisms that facilitate older people to age successfully.

School Nursing & Midwifery

Discipline General Nursing

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) Prerequisite for students in 4785 - NURS 7075 Nursing Practice 3

Prerequisite for students in 4691 and 4780 - NURS 3032 - Professional Practice Experience 5

Restrictions

Students must be enrolled in a postgraduate program or 4691 Bachelor of Nursing or 4780 Bachelor of Nursing – WSU Online or

4785 Master of Nursing Practice (Preregistration) or 4693 Bachelor of Nursing (Advanced) or 4692 Bachelor of Nursing (Graduate Entry)

Assumed Knowledge

Knowledge related to social sciences, biosciences and nursing across the lifespan

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the diversity within the aged communities and their unique attributes and needs.
2. Articulate and apply current evidence from a multidisciplinary perspective enabling older people to maintain independence, autonomy, and connection to social support, including friends and family.
3. Analyse the needs of aged communities from culturally and linguistically diverse backgrounds living in Australia and those of Aboriginal and Torres Straits Islander peoples.
4. Evaluate processes and propose strategies to be considered in designing age-friendly communities, including reform agendas and policies that promote age-friendliness.

Subject Content

- Who is the older person?
- Ageing in Place: A concept analysis
- Person-centred approach
- Age-friendly framework: A multi-faceted approach
- Multidisciplinary perspectives based on the eight domains within three clusters: a) Social environment (social participation, respect and social inclusion, civic participation and employment); b) Community and health support (communication and information, community support and health services); and c) Built environment (outdoor spaces and buildings, transportation, and housing)
- Aged communities: Culturally and linguistically diverse backgrounds, and Aboriginal and Torres Straits Islander peoples
- Ageism: Barriers to ageing in place

Special Requirements

Essential equipment

Access to an internet enabled device is essential in order to be able to: access course materials; to participate in discussion groups; and to access additional resources provided by the lecturer during the session. See http://www.westernsydney.edu.au/currentstudents/current_students/services_and_facilities/uwonline_student_support (https://www.westernsydney.edu.au/currentstudents/current_students/services_and_facilities/uwonline_student_support/) for further information.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	200 - word x 2 submissions (10% each)	20	N	Individual

Case Study	1000 - word equivalent	40	N	Individual
Critical Review	1000 - word equivalent	40	N	Individual

Teaching Periods

WSU Online TRI-1

Wsu Online

Online

Subject Contact Jed Montayre ([https://directory.westernsydney.edu.au/search/name/Jed Montayre/](https://directory.westernsydney.edu.au/search/name/Jed%20Montayre/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7059_22-OT1_OW_O#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Jed Montayre ([https://directory.westernsydney.edu.au/search/name/Jed Montayre/](https://directory.westernsydney.edu.au/search/name/Jed%20Montayre/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7059_22-OT2_OW_O#subjects)

Spring

Online

Online

Subject Contact Jed Montayre ([https://directory.westernsydney.edu.au/search/name/Jed Montayre/](https://directory.westernsydney.edu.au/search/name/Jed%20Montayre/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7059_22-SPR_ON_O#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Jed Montayre ([https://directory.westernsydney.edu.au/search/name/Jed Montayre/](https://directory.westernsydney.edu.au/search/name/Jed%20Montayre/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7059_22-OT3_OW_O#subjects)

NURS 7060 Optimising Contribution of Older People

Credit Points 10

Legacy Code 401418

Coordinator Jed Montayre ([https://directory.westernsydney.edu.au/search/name/Jed Montayre/](https://directory.westernsydney.edu.au/search/name/Jed%20Montayre/))

Description This subject addresses issues related gerontocracy (a society whereby elders have power and influence), versus ageism (age-related prejudice or discrimination based on a person's age). Stages of ageing and risk will also be covered, including ethical issues related to the aged communities and the aged care sector. Importantly, this subject will address strategies that need consideration to optimise integration of aged communities, including: active adult retirement communities, poverty safety net and governmental policies, housing, the use of technology, strategies to slow and reverse age-related decline including emerging developments. Issues related to optimising

self-determination and 'dignity of risk' among aged communities will also be covered.

School Nursing & Midwifery

Discipline General Nursing

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically reflect on the emergence of gerontocracy and ageism in societies, applying these concepts to Indigenous peoples and culturally and linguistically diverse communities
2. Analyse the antecedents of ageing stereotypes and stigma; strategies to challenge current mindset that hinders the inclusiveness of aged communities
3. Critically reflect and discuss the range of factors related to ageing and risk
4. Critique selected current legislations, and ethical issues related to the aged care sector
5. Articulate and apply current evidence that impact on optimising integration of aged communities

Subject Content

Gerontocracy and ageism ? structure of eldership among Indigenous peoples, filial piety, familial obligations and elder orphans, including those in culturally and linguistically diverse communities

Third and fourth stages of ageing

Ageing and risk: Physical decline; retirement and precarity; increasing lifespan, and compression of morbidity; poverty; social isolation; perception of unsafety; burden of care-giving; neglect, exploitation and abuse

Ethical issues in aged communities, including the aged care sector.

Solicit stakeholder input on issues related to: (e.g. flexible retirement, training and retaining of employees in later life, volunteer opportunities, independent living, housing in urban and rural environments)

Optimising integration of aged communities: a) active adult retirement communities; b) poverty safety net and governmental policies; c) technology enhancement in the digital age; d) slowing and reversing age-related decline, including emerging developments; e) optimising self-determination, including ?edignity of risk?f

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	200 word x 2 submissions	20	N	Individual
Case Study	1000- word equivalent	40	N	Individual
Critical Review	1000- word equivalent	40	N	Individual

Teaching Periods

Autumn

Online

Online

Subject Contact Jed Montayre ([https://directory.westernsydney.edu.au/search/name/Jed Montayre/](https://directory.westernsydney.edu.au/search/name/Jed%20Montayre/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7060_22-AUT_ON_0#subjects)

NURS 7061 Professional Focus: Age-Friendly Future

Credit Points 10

Legacy Code 401420

Coordinator Jed Montayre ([https://directory.westernsydney.edu.au/search/name/Jed Montayre/](https://directory.westernsydney.edu.au/search/name/Jed%20Montayre/))

Description Accepting and embracing the ageing population as assets and not a burden is important towards enabling older people to continue living in security and to fully participate in society. For this to occur, the future of work, design and social spaces need to be responsive to the needs of ageing populations. This unit offers students with the opportunity to assess and reflect on the domains of age-friendliness in alignment with World Health Organisation (WHO) Age-friendly framework relevant to their interest, or their work practice settings. The WHO age-friendly domains, inputs from older people, carers of older people and service providers, are elements to be considered in this proposed quality improvement project.

School Nursing & Midwifery

Discipline General Nursing

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Successful completion of 40 credit points and students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically reflect on, evaluate and synthesise principal elements of project management.
2. Create a critical, coherent and succinct argument that justifies the need for the proposed quality improvement project related to age-friendliness.
3. Design a quality improvement project utilising the age-friendly domains focussing on issues influencing health, wellbeing of older people as well as the enablers for sustainable environments.
4. Develop a representational work articulating the domains of age-friendliness observed in the communities.
5. Develop a written proposal of acceptable and professional standard.

Subject Content

Promoting Age-friendly Futures
WHO Age-friendly framework
Domains of Age-friendliness
Assessment (Based on City of Melville Toolkit)
Creating a Community Profile

Consultation (Older People, Carers of Older People and Service Providers)

Age-friendly initiatives in Australia

Writing a Quality Improvement Project Proposal

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Report	1,000 word equivalent	20	N	Individual
Proposal	3,000 words	50	N	Individual
Poster or Infographic	1,000 word equivalent	30	N	Individual

Teaching Periods

NURS 7062 Project Management in Healthcare

Credit Points 10

Legacy Code 401419

Coordinator Jed Montayre ([https://directory.westernsydney.edu.au/search/name/Jed Montayre/](https://directory.westernsydney.edu.au/search/name/Jed%20Montayre/))

Description Project management knowledge and skills are vital in the healthcare professional work environment. Using scenarios, students will explore their topic of interest, applying principal project management concepts, and integrate these into project planning. Students will learn how to appraise existing projects using a review framework, and identify the key steps within a project life cycle, starting from the conception stage to creating a project implementation plan.

School Nursing & Midwifery

Discipline General Nursing

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Appraise project management concepts and apply these to explore topics relevant to professional interest in healthcare.
2. Critically evaluate and review reports related to healthcare, projects or initiatives using project quality tools and framework.
3. Propose solutions towards professional and practice issues identified within healthcare organisations using effective project management strategies.
4. Communicate and engage with key stakeholders about proposed solutions based on healthcare organisation's quality indicators.
5. Critically reflect on learning acquired and professional development attained in this unit.

Subject Content

Project Life Cycle
Project Management and the Healthcare Environment
Decision-Making Tools for Choosing A Project

Principles and Steps for Strategic Planning with particular emphasis on healthcare

Essential Project Management Components

Skills required in Project Management: technical skills, people management skills

Change and Risks in Healthcare Organisations

Project Quality Indicators and Pre-requisites of Quality

Quality Management Tools

Project Review Tools and Framework

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Online Quiz	30 minutes	20	N	Individual
Case Study	1,000 - word equivalent	30	N	Individual
Professional Task	15 minutes	30	N	Individual
Reflection	500 words	20	N	Individual

Teaching Periods

NURS 7064 Clinical Teaching and Workplace Learning for Competent Practice

Credit Points 10

Legacy Code 401437

Coordinator Linda Gregory ([https://directory.westernsydney.edu.au/search/name/Linda Gregory/](https://directory.westernsydney.edu.au/search/name/Linda%20Gregory/))

Description This subject prepares educators and clinicians for their role in clinical education by examining educational theory and its relevance and application to teaching and learning in the clinical workplace. Students will identify and operationalise key priorities for learning and teaching in their organisation and address these by providing appropriate and relevant teaching and learning experiences that build the capacity of colleagues (this can also be extended to include patient and family education). The subject also explores the principles and challenges that are associated with the assessment of competence and the strategies that can be utilised to further develop the knowledge and skills of the clinical educator in the professional practice environment.

School Nursing & Midwifery

Discipline Nursing, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYA 7676 - Clinical Teaching and Professional Development NURS 7014 - Clinical Teaching and Professional Development

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critique the role of clinical teaching and workplace learning and the role that this has for building workforce capacity.
2. Apply educational theory to construct meaningful clinical workplace learning experiences.
3. Critically analyse the impact of clinical teaching and learning on patient outcomes.
4. Compare and contrast the principles and challenges associated with competency assessment in nursing and midwifery.
5. Appraise the principles of performance development and apply when creating a performance development plan.
6. Critically reflect on and evaluate their own performance as an assessor during and after conducting competency assessments.

Subject Content

Building workforce capacity and the impact of this for better patient outcomes

Teaching in the clinical setting/ opportunities for learning

Education and workplace learning theories (psychological, sociological and postmodern)

Workplaces as learning environments /learning through the demands of practice

Interprofessional education: Learning about, from and with others

The clinical learning curriculum

Patient and family/carer education

The roles of the clinical educator, legislative frameworks and standards/ scope of practice

Principles of competency assessment and attainment

Performance development strategies and evaluation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1500 words	40	N	Individual
Report	3000 words	60	N	Individual

Teaching Periods

Spring

Online

Online

Subject Contact Linda Gregory ([https://](https://directory.westernsydney.edu.au/search/name/Linda%20Gregory/)

[directory.westernsydney.edu.au/search/name/Linda Gregory/](https://directory.westernsydney.edu.au/search/name/Linda%20Gregory/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7064_22-SPR_ON_0#subjects)

NURS 7065 Capstone Experience in Health Care

Credit Points 20

Legacy Code 401440

Coordinator Sheeja Perumbil Pathrose ([https://](https://directory.westernsydney.edu.au/search/name/Sheeja%20Perumbil%20Pathrose/)

[directory.westernsydney.edu.au/search/name/Sheeja Perumbil Pathrose/](https://directory.westernsydney.edu.au/search/name/Sheeja%20Perumbil%20Pathrose/))

Description This unit offers a range of options for students to integrate, extend and reflect on the professional knowledge and skills gained through their master's level studies. It will provide a framework within which students can explore professionally relevant situations. Students will have the opportunity to nominate, plan and execute a capstone experience relevant to their professional interests. In doing so, students will develop a professional portfolio or e-portfolio that will incorporate the work undertaken during the degree studies and extend to include a critical reflection of their graduate capacity and professional development.

School Nursing & Midwifery

Discipline Nursing

Student Contribution Band HECS Band 1 20cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects NURS 7008 - Capstone Experience in Health Care

Restrictions

Successful completion of 40 credit points at level 7 and students must be enrolled in a postgraduate program at Western Sydney University.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Design a project plan on a self-selected professional topic based on relevant scholarly evidence and project data
2. Effectively present and disseminate information in the format of a professional presentation
3. Conduct a review of peer presentations using professional standards
4. Critically reflect on the responsibility for one's own learning through the development of graduate capabilities
5. Produce an integrative professional portfolio

Subject Content

Project planning

Models and frameworks of critical reflection in practice

Developing a professional portfolio

Presentation skills

Report writing

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	10 minutes	20	N	Individual
Report	250 words	5	N	Individual
Proposal	2,000 words	35	N	Individual
Essay	3,500 words	40	N	Individual

Teaching Periods

Hong Kong Baptist - Aut Hong Kong Baptist University

Offshore

Subject Contact Sheeja Perumbil Pathrose ([https://directory.westernsydney.edu.au/search/name/Sheeja Perumbil Pathrose/](https://directory.westernsydney.edu.au/search/name/Sheeja%20Perumbil%20Pathrose/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7065_22-HKA_HO_F#subjects)

Autumn

Online

Online

Subject Contact Sheeja Perumbil Pathrose ([https://directory.westernsydney.edu.au/search/name/Sheeja Perumbil Pathrose/](https://directory.westernsydney.edu.au/search/name/Sheeja%20Perumbil%20Pathrose/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7065_22-AUT_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Sheeja Perumbil Pathrose ([https://directory.westernsydney.edu.au/search/name/Sheeja Perumbil Pathrose/](https://directory.westernsydney.edu.au/search/name/Sheeja%20Perumbil%20Pathrose/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7065_22-AUT_PS_D#subjects)

Hong Kong Baptist - Spr Hong Kong Baptist University

Offshore

Subject Contact Sheeja Perumbil Pathrose ([https://directory.westernsydney.edu.au/search/name/Sheeja Perumbil Pathrose/](https://directory.westernsydney.edu.au/search/name/Sheeja%20Perumbil%20Pathrose/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7065_22-HKS_HO_F#subjects)

Spring

Online

Online

Subject Contact Sheeja Perumbil Pathrose ([https://directory.westernsydney.edu.au/search/name/Sheeja Perumbil Pathrose/](https://directory.westernsydney.edu.au/search/name/Sheeja%20Perumbil%20Pathrose/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7065_22-SPR_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Sheeja Perumbil Pathrose ([https://directory.westernsydney.edu.au/search/name/Sheeja Perumbil Pathrose/](https://directory.westernsydney.edu.au/search/name/Sheeja%20Perumbil%20Pathrose/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7065_22-SPR_PS_D#subjects)

NURS 7066 Acute Exacerbations of Chronic Conditions

Credit Points 10

Legacy Code 401446

Coordinator Stephen McNally ([https://directory.westernsydney.edu.au/search/name/Stephen McNally/](https://directory.westernsydney.edu.au/search/name/Stephen%20McNally/))

Description Acute Exacerbations of Chronic Conditions utilises an evidence-based approach to develop an understanding of pathophysiology, pharmacological interventions, and nursing care for patients who experience acute exacerbations of chronic conditions.

School Nursing & Midwifery

Discipline General Nursing

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) NURS 7071 - Introduction to alterations in health

Restrictions

Students must be enrolled in program 4785 - Master of Nursing Practice (Preregistration).

Assumed Knowledge

Primary health care, foundational knowledge of human biological sciences including human body systems, basic concepts in pharmacology and pathophysiology and the National Health Priorities and the relationship to nursing practice.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the causes, pathogenesis, clinical manifestations, and diagnostic procedures related to acute exacerbations of chronic conditions.
2. Critically analyse the implications and reflect on nursing practice across the lifespan when providing person-centred care for those experiencing an acute exacerbation of a chronic condition.
3. Incorporate the Safety and Quality Health Service Standards to justify the selection and prioritisation of nursing strategies to provide safe effective evidence-based nursing care for a person experiencing an acute exacerbation of a chronic condition.
4. Evaluate appropriate, safe, effective, and evidence-based treatments for a person experiencing an acute exacerbation of a chronic condition

Subject Content

1. Knowledge and application of the following concepts to inform professional nursing practice related to acute exacerbations of chronic conditions affecting the cardiovascular, renal, musculoskeletal and respiratory systems:

- Pathophysiology and clinical manifestations
- Pharmacology

2. Diagnosis

- Evidence-based management including prioritisation of nursing actions by accessing and analysing the best available evidence, that includes research findings, for safe, quality practice
- Alterations to the cardiovascular system, Introduction to alterations in the cardiovascular system
- Alterations to Renal System
- Alterations to the Haematological System

- Alterations to the Pulmonary system, oxygen use in adults in acute care (ACI), nursing management of acute respiratory failure
- Application of the National and Safety and Quality Health Service Standards
- Comprehensive Care Standard minimising patient harm (incorporates pressure injuries, delirium, nutrition & hydration, and minimising restraint)
- Preventing & Controlling Infection

Special Requirements

Essential equipment

Access to an internet enabled device is essential in order to be able to: access course materials; to participate in discussion groups; and to access additional resources provided by the lecturer during the session. See http://www.westernsydney.edu.au/currentstudents/current_students/services_and_facilities/uwonline_student_support (https://www.westernsydney.edu.au/currentstudents/current_students/services_and_facilities/uwonline_student_support/) for further information.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Presentation	10 minutes	30	N	Individual
Short Answer	750 words	30	N	Individual
Final Exam	60 minutes	40	Y	Individual

Teaching Periods

Spring Hawkesbury

Day

Subject Contact Stephen McNally ([https://directory.westernsydney.edu.au/search/name/Stephen McNally/](https://directory.westernsydney.edu.au/search/name/Stephen%20McNally/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7066_22-SPR_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Stephen McNally ([https://directory.westernsydney.edu.au/search/name/Stephen McNally/](https://directory.westernsydney.edu.au/search/name/Stephen%20McNally/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7066_22-SPR_PS_D#subjects)

NURS 7067 Acute Life-Threatening Conditions

Credit Points 10

Legacy Code 401447

Coordinator Cannas Kwok ([https://directory.westernsydney.edu.au/search/name/Cannas Kwok/](https://directory.westernsydney.edu.au/search/name/Cannas%20Kwok/))

Description Acute Life-Threatening Conditions utilises an evidence-based approach to develop an understanding of the pathophysiology, pharmacological interventions, and nursing care for people across

the lifespan who experience an acute life-threatening condition. An important area of focus is detecting and recognising acute deterioration and escalating care.

School Nursing & Midwifery

Discipline General Nursing

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) NURS 7066

Restrictions

Students must be enrolled in program 4785 - Master of Nursing Practice (Preregistration).

Assumed Knowledge

Well-developed knowledge of human biological sciences and body systems, sound understanding of the concepts in pharmacology and pathophysiology and the National Safety and Quality Health Service Standards and the relationship to nursing practice.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the causes, pathogenesis, clinical manifestations, and diagnostic procedures concerning acute life-threatening conditions across the lifespan.
2. Justify the selection and prioritisation of nursing strategies to provide safe, effective, evidence-based nursing care for a person experiencing an acute life-threatening condition.
3. Evaluate appropriate, safe, effective, and evidence-based treatment for a person experiencing an acute life-threatening condition.
4. Communicate and collaborate effectively when detecting and recognising across the lifespan acute deterioration and escalating care.

Subject Content

Knowledge and application of the following concepts to inform professional nursing practice related to acute life-threatening and/or traumatic complex health conditions utilising both critical thinking problem-solving skills and a lifespan approach.

1. Discuss the importance of the National Safety and Quality Health Service Standards
2. Management of the deteriorating patient
 - primary and secondary survey for Trauma injury management
3. Sudden unexpected death
 - Ethico-legal responsibilities
 - pathophysiology
 - diagnostic procedures
 - Nursing management
 - habilitation and rehabilitation principles

Indicative Case Histories

1. Cardiovascular health - Acute Myocardial Infarction, Cardiac Revascularisation, Cardiac Surgery
2. Injury prevention and control - Trauma, Shock (Neurological, Pelvis, Abdominal, Burns)
3. Multi-systems failure ? Organ donation
4. Anaphylaxis ? Airway Management

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	50 questions each	30	N	Individual
Case Study	2,000 words	50	N	Individual
Professional Task	30 minutes	20	N	Group

Teaching Periods

NURS 7068 Chronic Conditions and Disability

Credit Points 10

Legacy Code 401456

Coordinator Nathan Wilson ([https://directory.westernsydney.edu.au/search/name/Nathan Wilson/](https://directory.westernsydney.edu.au/search/name/Nathan%20Wilson/))

Description Chronic Conditions and Disability utilises an evidence-based approach to develop an understanding of pathophysiology, pharmacological interventions, and nursing care for people across the lifespan who experience chronic conditions and/or disability.

School Nursing & Midwifery

Discipline Nursing

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) NURS 7071 - Introduction to alterations in health

Restrictions

Students must be enrolled in program 4785 - Master of Nursing Practice (Preregistration).

Assumed Knowledge

Primary health care, foundational knowledge of human biological sciences including human body systems, basic concepts in pharmacology and pathophysiology and the National Health Priorities and the relationship to nursing practice.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Interpret the causes, pathophysiology, clinical manifestations, and diagnostic procedures related to common chronic conditions
2. Deliberate ethical, legal and professional issues when caring for a person living with a chronic condition disability
3. Analyse the best evidence related to common chronic conditions or persons with a disability.
4. Recommend strategies that promote a shared decision-making process in collaboration with carers, families, and individuals living with a chronic condition
5. Develop evidence-based rationales for safe, person-centred care of people with chronic conditions or persons with a disability.

Subject Content

1. Knowledge and application of the following concepts to inform professional nursing practice related to chronic conditions and disability affecting the endocrine, neurological and respiratory body systems:
 - a. Cause: Risk factors
 - b. Clinical manifestations
 - c. Diagnosis
 - d. Pathophysiology
 - e. Treatment: Pharmacological and non-pharmacological
 - f. Nursing role and responsibilities: evidenced based practice by accessing and analysing the best available evidence, that includes research findings, for safe, quality practice
2. Concepts and principles of care related to chronicity and disability
 - a. Rehabilitation and habilitation
 - b. Person-centred care
 - c. Shared decision-making

Special Requirements

Essential equipment

Access to an internet enabled device is essential in order to be able to: access course materials; to participate in discussion groups; and to access additional resources provided by the lecturer during the session.

See http://www.westernsydney.edu.au/currentstudents/current_students/services_and_facilities/uwsonline_student_support (https://www.westernsydney.edu.au/currentstudents/current_students/services_and_facilities/uwsonline_student_support/) for further information.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	30 minutes x 2	30	N	Individual
Report	1000 words	30	N	Individual
Case Study	1500 words	30	N	Individual

Teaching Periods

Spring Hawkesbury

Day

Subject Contact Nathan Wilson ([https://directory.westernsydney.edu.au/search/name/Nathan Wilson/](https://directory.westernsydney.edu.au/search/name/Nathan%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7068_22-SPR_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Nathan Wilson ([https://directory.westernsydney.edu.au/search/name/Nathan Wilson/](https://directory.westernsydney.edu.au/search/name/Nathan%20Wilson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7068_22-SPR_PS_D#subjects)

Foundations of Nursing Practice

Credit Points 10

Legacy Code 401457

Coordinator Cannas Kwok ([https://directory.westernsydney.edu.au/search/name/Cannas Kwok/](https://directory.westernsydney.edu.au/search/name/Cannas%20Kwok/))

Description This unit is conducted in an intensive study mode that is offered to students with a previous Bachelor degree, Master degree, or higher and completed within the last 10 years. The unit provides the essential foundational and core learning activities to support student transition into the Master of Nursing Practice (Graduate Entry). If a student is unsuccessful in attaining a satisfactory grade for this unit they may be requested to transfer into the undergraduate Bachelor of Nursing. All assessments in this unit are mandatory. Attendance is also mandatory in all tutorials and Clinical Practice Unit sessions in this unit.

School Nursing & Midwifery

Discipline General Nursing

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 4785 - Master of Nursing Practice (Graduate Entry).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify how primary health care principles relate to the social determinants of health and integrated knowledge of regional, national and global health priorities.
2. Perform an holistic health assessment of individuals across the lifespan utilising effective communication skills.
3. Apply ethical and legal frameworks when carrying out simulated patient centred care.
4. Apply the principles of safe medication administration in clinical scenarios within a simulated learning environment.
5. Collaborate with peers to determine factors that affect the health and wellbeing of individuals.
6. Understand the roles and functions of the nurse and their relationship to others in terms of competence, responsibilities, accountabilities and scope of practice.
7. Critically reflect on performance of self and others to identify future learning goals and strategies.
8. Contextualise the principles of Work Health and Safety (WH&S) applied in the clinical and simulated clinical environments.

Subject Content

Module 1 - Contexts of Nursing

1. Principles of Primary Health Care (PHC) - people, families and community groups to promote and maintain health and well-being and

family focused care integrating knowledge of regional, national and global health priorities including mental health.

2. Engagement with intraprofessional and interprofessional learning for collaborative practice Working in multi-disciplinary teams
3. National Safety and Quality Health Service Standards
4. Understanding the relationship between professional and personal life
5. Introduction to diversity, culture, inclusion and cultural safety for all people
6. Reading and understanding evidence based research literature
 - Communication and literacy skills for nursing
 - Communication with Aboriginal and Torres Strait Islander peoples
 - Communication with people from diverse communities
8. Predictable/Normative life transitions across the lifespan

Module 2 - Behavioural Science

1. Sense of self
2. Human development
 - Holistic overview of human development - physical, moral, social and cognitive
 - Diversity in human relationships - LGBTIQF
 - Attachment theory

Module 3 - Bioscience

1. Integumentary, cardiovascular, respiratory, digestive, musculoskeletal, nervous, endocrine, reproductive and urinary systems
2. Human Genomics
3. For each system, the concepts addressed are
 - Anatomy and Physiology
 - across the lifespan
 - homeostasis and health
 - activities of living
 - National Health Priorities
4. Injury prevention and control
5. The ageing process
6. Introduction to pathophysiology
 - Cause, pathogenesis, symptoms, course, prognosis, prevention of disease
 - Relevance for nursing
7. Introduction to pharmacology for nurses
8. Microbiology and infections - relevance for nursing
 - Common pathological organisms
 - Sources of infection and modes of transmission
 - Infection control in a health care setting
9. Immune Processes
 - Immune system breakdown and role of the nurse
 - Vaccination and immunisation
 - The inflammatory process
10. Wound healing

Module 4 - Law and Ethics

1. Legal Principles
 - The impact of law and legal principles on the role of the registered nurse
 - The law and nursing practice including medication administration; digital health and technology
 - monitoring and assessing patient progress
 - Professional communication and documentation
2. Ethical Principles
 - Defining ethics and ethical nursing practice
 - Ethical theories and principles
 - Bioethics including euthanasia, abortion, stem cell research
 - Ethical issues confronting nurses in Australia
 - Ethical decision making
 - Application of legal-ethical principles
 - Introduction to end-of-life care
3. Codes of Practice for Nurses
 - Defining Codes of Practice for nurses in Australia
 - The ICN code of Ethics for Nurses

- Code of Professional Conduct for Nurses in Australia
 - Registered Nurse Standards for Practice
 - Decision making framework
 - 4. Case studies: Applying theory to practice
 - The relationship between law and ethics in practice
 - Ethical principles in a variety of case studies
 - Legal principles in a variety of case studies
 - Nursing actions when legal and ethical principles have been breached
- Module 5 - Nursing Practice
1. Person centred care
 2. Application of WH&S - standard precautions, transmission-based precautions, manual handling and transfers
 3. Introduce safety and quality standards as they relate to health care
 4. Effective written and verbal communication
 - ISBAR and clinical handover
 5. Holistic health assessment: gathering personal data including social, cultural, physical, emotional, spiritual and environmental factors
 6. Perform blood pressure, temperature, pulse, respiration, oxygen saturation, height; weight; centile; urine analysis assessment and reporting
 7. Assess level of consciousness
 8. Skin assessment and maintaining skin integrity
 9. Assess oral health
 10. Promote comfort measures inclusive of bed making
 11. Hand hygiene
 12. Aseptic technique and simple wound management
 13. Safe medication administration -
 14. Introduction to nursing responsibilities and practices when providing care for dying people and their families in home, aged care or hospital settings
 15. Identifying the person at risk - Falls assessment, Pressure injury, Venous thromboembolism
 16. Routine Diagnostic Procedures - ECG, Peak flows, Blood Glucose Testing, Mini Mental Health Assessment, Drug and Alcohol Assessment
 17. Peer reflection and evaluation on simulated skill practice

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	30 minutes	S/U	Y	Individual
Numerical Problems Solving	30 minutes each test	S/U	Y	Individual
Professional Task	20 minutes	S/U	Y	Individual
Practical Exam	60 minutes	S/U	Y	Individual
Participation	Each teaching activity	S/U	Y	Individual
End of Session Exam	50 questions	S/U	Y	Individual

Teaching Periods

NURS 7070 Health, Culture and Wellbeing of Aboriginal and Torres Strait Islander Peoples

Credit Points 10

Legacy Code 401445

Coordinator Cannas Kwok ([https://directory.westernsydney.edu.au/search/name/Cannas Kwok/](https://directory.westernsydney.edu.au/search/name/Cannas%20Kwok/))

Description This unit will specifically enable nursing students to investigate, discuss and develop an understanding of Aboriginal and Torres Strait Islander health, health statistics, historical and present-day issues associated with poor health outcomes in Indigenous Australians. The concepts of cultural safety, health, illness and wellbeing will be discussed and synthesised in relation to Aboriginal and Torres Strait Islander Peoples. Students will explore and reflect on the impact of the different attitudes, institutional policies and value systems relating to the health of Aboriginal and Torres Strait Islander Peoples in Australia.

School Nursing & Midwifery

Discipline General Nursing

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate health related program in School of Nursing and Midwifery, School of Health Sciences or School of Science.

Assumed Knowledge

An understanding of Australian society, diversity of care to a variety of individuals across a broad range of health care settings.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Discuss the different forms of racism, the concept of white privilege, one's own positioning in terms of white privilege and the social determinants of health.
2. Identify the role of family and community that underpin the health of Aboriginal and Torres Strait Islander Peoples.
3. Reflect on how colonisation has impacted the contemporary health situation of Aboriginal and Torres Strait Islander Peoples.
4. Compare current demographic, health indicators and statistical trends for Aboriginal and Torres Strait Islander Peoples with non-Indigenous people in Australia.
5. Critique strategies to deliver culturally safe and appropriate health care to Aboriginal and Torres Strait Islander clients from a strengths-based approach.
6. Evaluate the role of nurses and/or midwives in achieving culturally safe health care for and with Aboriginal and Torres Strait Islander Peoples.

Subject Content

1. Examine the culture of nursing, along with the broader health system, in terms of their impact on Aboriginal and Torres Strait Islander health service experiences (Cultural safety)

2. Describe the historical development of Aboriginal and Torres Strait Islander community-controlled health services and health sector initiatives (History & Diversity)
3. Aboriginal map-context of culture-relationship to land, water, landmarks, language
4. Analyse the contemporary role of Aboriginal and Torres Strait Islander health professionals, organisations, and communities in delivering culturally safe health care to Aboriginal and Torres Strait Islander clients from a strengths-based approach (Context ? Theme 3 - Partnerships)
5. Meaning of health and illness
 - values, belief systems, attitudes, bias, cultural safety and practices in The care of Aboriginal and Torres Strait Islander communities
 - definitions of culture from The perspectives of Aboriginal and Torres Strait Islander people
 - health and status of Aboriginal and Torres Strait Islander people
6. Social determinants of health in Aboriginal and Torres Strait Islander communities
 - cultural isolation
 - Poverty
 - discrimination ? social and institutional
 - historical events and health care policies in relation to The impact It has had on Aboriginal and Torres Strait Islander peoples
7. Health care policies and service provision ?gBridging the Gap?h
 - racism
 - white privilege policy
8. Ethical care in Aboriginal and Torres Strait Islander populations across the lifespan
 - Models, theories and cultural care
 - NMBA Standards for registered Nurse practice
9. Relate the importance of culturally appropriate care and service provision for Aboriginal and Torres Strait Islander People (Clinical Practice, Service Delivery)
 - white privilege appropriate care

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	20 questions each	30	N	Individual
Reflection	1,500 words	40	N	Individual
Debate	20 minutes	30	N	Group

Teaching Periods

NURS 7071 Introduction to Alterations in Health

Credit Points 10

Legacy Code 401458

Coordinator Gift Mutsonziwa ([https://directory.westernsydney.edu.au/search/name/Gift Mutsonziwa/](https://directory.westernsydney.edu.au/search/name/Gift%20Mutsonziwa/))

Description The primary focus of this unit is the application of the National Safety and Quality Health Service Standards related to regional, national and global Health Priorities . This introduction to Alterations in Health utilises an evidence-based approach to develop an understanding of pathophysiology, pharmacological interventions, and justification of appropriate safe nursing care of people across the

lifespan who are experiencing acute, but usually resolvable alterations in their health.

School Nursing & Midwifery

Discipline General Nursing

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) NURS 3040 - Foundations of Nursing Practice

Restrictions

Students must be enrolled in program 4785 - Master of Nursing Practice (Preregistration).

Assumed Knowledge

Primary health care, foundational knowledge of human biological sciences including human body systems, immunity, wound healing, infection control, basic concepts in pharmacology and pathophysiology and the relationship to nursing practice.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Interpret physiological changes associated with alterations in health across contexts of nursing practice
2. Extrapolate best evidence to support decision making for safe person-centred care
3. Implement appropriate nursing assessment and person-centred care during the perioperative period
4. Prioritise nursing care for a person experiencing an alteration in health and the ability to justify decision making
5. Substantiate the safe and effective use of pharmacological and non-pharmacological interventions for a person experiencing an alteration in health
6. Critical reflect on the Australian National Priority Areas as they relate to person centred care

Subject Content

1. Pathophysiology and pharmacology related to:
 - a. gastrointestinal,
 - b. musculoskeletal
 - c. reproductive systems
 - d. injury prevention and control
2. National Safety and Health Priority areas:
 - a. Injury Prevention and Control
 - b. Arthritis and Musculoskeletal Conditions
 - c. Cancer Control
3. Principles of nursing care related to:
 - a. NMBA Registered Nurse standards for practice
 - b. Best Practice Guidelines
 - c. Hospital policies and procedures
 - d. Diversity, culture, inclusion, and cultural safety for all people
 - e. Accesses and analyses the best available evidence, that includes research findings, for safe, quality practice
4. Factors influencing nursing care in the pre and post-operative period:
 - a. Deterioration
 - b. Complications
 - c. Signs and symptoms
5. National Safety and Quality Health Service Standards related to perioperative nursing care
6. Pharmacology in the pre and postoperative period:
 - a. Analgesics

- b. Antibiotics
 - c. Anti-inflammatory agents
 - d. Specific condition related treatments
7. Non-pharmacological comfort measures

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	30 minutes x 2 (15% each)	30	N	Individual
Poster	600 words	30	N	Individual
Case Study	1,500 words	40	N	Individual

Teaching Periods

Autumn Hawkesbury

Day

Subject Contact Gift Mutsonziwa ([https://directory.westernsydney.edu.au/search/name/Gift Mutsonziwa/](https://directory.westernsydney.edu.au/search/name/Gift%20Mutsonziwa/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7071_22-AUT_HW_D#subjects)

Online

Subject Contact Gift Mutsonziwa ([https://directory.westernsydney.edu.au/search/name/Gift Mutsonziwa/](https://directory.westernsydney.edu.au/search/name/Gift%20Mutsonziwa/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7071_22-AUT_HW_O#subjects)

Parramatta - Victoria Rd

Composite

Subject Contact Gift Mutsonziwa ([https://directory.westernsydney.edu.au/search/name/Gift Mutsonziwa/](https://directory.westernsydney.edu.au/search/name/Gift%20Mutsonziwa/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7071_22-AUT_PS_C#subjects)

Day

Subject Contact Gift Mutsonziwa ([https://directory.westernsydney.edu.au/search/name/Gift Mutsonziwa/](https://directory.westernsydney.edu.au/search/name/Gift%20Mutsonziwa/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7071_22-AUT_PS_D#subjects)

Online

Subject Contact Gift Mutsonziwa ([https://directory.westernsydney.edu.au/search/name/Gift Mutsonziwa/](https://directory.westernsydney.edu.au/search/name/Gift%20Mutsonziwa/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7071_22-AUT_PS_O#subjects)

NURS 7072 Mental Health Nursing Practice

Credit Points 10

Legacy Code 401459

Coordinator Gihane Endrawes ([https://directory.westernsydney.edu.au/search/name/Gihane Endrawes/](https://directory.westernsydney.edu.au/search/name/Gihane%20Endrawes/))

Description Mental Health Nursing Practice develops knowledge and skills to support nursing practice when providing care for people with mental health issues in a range of health care settings. It explores contemporary models of care such as recovery-oriented practice, trauma-informed care, and social determinants approach. Students will develop awareness and plan evidence-based initiatives that promote mental health, prevent and intervene early in illness, facilitate recovery, and promote wellbeing. The unit includes 80 hours of clinical placement.

School Nursing & Midwifery

Discipline General Nursing

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) NURS 3040 - Foundation of Nursing Practice

Restrictions

Students must be enrolled in program 4785 - Master of Nursing Practice (Preregistration).

Assumed Knowledge

Primary health care, professional communication, foundational concepts in human behavioural science and their application to nursing or midwifery practice, roles and responsibilities of registered nurse

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically reflect on the application of appropriate knowledge, skills, and attitudes in mental health nursing integrating knowledge of safety and quality standards
2. Deliberate ethical, legal and professional issues that may influence the therapeutic relationship with mental health consumers, carers, and significant others
3. Adapt a lifespan approach to develop person centred professional therapeutic relationships with mental health consumers, carers, and significant others using empathic and compassionate language
4. Advocate supporting the rights of mental health consumers to lead their treatment and recovery process, and the rights of carers and significant others with the consumer's consent, to collaborate in the treatment and recovery process
5. Investigate best evidence initiatives that promote mental health, prevent, and intervene early in illness, facilitate recovery, and promote wellbeing
6. Analyse how to facilitate the recovery of mental health consumers by focussing on strengths and wellbeing

Subject Content

1. An introduction to anxiety disorders, depression, suicide, schizophrenia, bipolar disorder, substance use based on Recovery Principles and Trauma Informed Care
2. An introduction to mental health assessment, including comprehensive assessment of mental health consumers, carers and families, risk and strength assessments, triage, and diagnostic categories
3. Psycho-social concerns would be reflected in person-centred / Recovery model and the importance of having a conversation about what is happening in their lives currently. The focus is on a wholistic approach.

4. An introduction to psychopharmacology
5. Effect of stigma and myths around mental illness
6. Lived experience of mental health consumers and carers, consumer, and carer partnership in recovery.
7. Positive images about people with mental illness, promoting positive messages
8. Explore ethical application of the MH Act, 2007 including least restrictive care
9. Building professional therapeutic relationship with mental health consumers, carers, and families using empathetic communication skills
10. Contemporary models of care such as recovery-oriented practice and trauma-informed care
11. Effect of cultural/ spiritual and social factors (including Domestic Violence) in mental illness on individuals, families, and communities, including CALD-use of interpreters
12. Mental health promotion and early intervention strategies
13. Discussion of strength approach to Recovery
14. Aboriginal and Torres Strait Islander social and emotional wellbeing
15. An introduction to mental health and vulnerable populations
16. An introduction to physical assessment in mental health
17. Accesses and analyses the best available evidence, that includes research findings, for safe, quality practice

Special Requirements

Legislative pre-requisites

Special Requirements Legislative Prerequisites

Student Compliance Information for all Health-Related Placements
To be eligible to enrol in this unit and complete any required health-related placements or experiences, students must meet Western Sydney University course requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your course. Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)
Mandatory NSW Health student placement policy requirements
To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your course, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)
Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements: the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements

If you need to meet different state, territory or country compliance requirements.

NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire course.

Current approved first aid certificate valid for your entire course - approved course providers can be found at the Government Training website

<http://training.gov.au>

Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW Students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Essential equipment

Students must wear the School of Nursing and Midwifery clinical uniform, including correct fully enclosed ALL black shoes [that meet WHS requirements - Shoes must be low heeled, fully enclosed, non-slip soles (Reeboks, joggers, sandshoes, sneakers, gym shoes, sandals, slippers, ballet shoes, etc. are NOT acceptable.)] to all CPU classes and the clinical placement. The uniform can be purchased from the retail store on campus.

Access to an internet enabled device is essential in order to be able to: access course materials; to participate in discussion groups; and to access additional resources provided by the lecturer during the session. See http://www.westernsydney.edu.au/currentstudents/current_students/services_and_facilities/uwsonline_student_support (https://www.westernsydney.edu.au/currentstudents/current_students/services_and_facilities/uwsonline_student_support/) for further information.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Task	10 minutes	S/U	Y	Individual
Professional Placement Performance	80 hours	S/U	Y	Individual
Reflection	1000 words	S/U	Y	Individual
Participation	All teaching weeks - 100% Mandatory attendance for all timetabled classes	S/U	Y	Individual

Teaching Periods

Spring Hawkesbury

Day

Subject Contact Gihane Endrawes ([https://directory.westernsydney.edu.au/search/name/Gihane Endrawes/](https://directory.westernsydney.edu.au/search/name/Gihane%20Endrawes/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7072_22-SPR_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Gihane Endrawes ([https://directory.westernsydney.edu.au/search/name/Gihane Endrawes/](https://directory.westernsydney.edu.au/search/name/Gihane%20Endrawes/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7072_22-SPR_PS_D#subjects)

NURS 7073 Nursing Practice 1

Credit Points 10

Legacy Code 401460

Coordinator Masoud Hassanpour Golakani ([https://directory.westernsydney.edu.au/search/name/Masoud Hassanpour Golakani/](https://directory.westernsydney.edu.au/search/name/Masoud%20Hassanpour%20Golakani/))

Description Nursing Practice 1 focuses on the development of the role and skills of the registered nurse when assessing and providing care for people across the lifespan who are experiencing acute, but usually resolvable conditions. A simulated professional task will assist with the development of essential clinical communications and simulated skills assessment and a professional experience placement will support clinical skill development. The unit includes 160 hours of Professional Experience Placement.

School Nursing & Midwifery

Discipline General Nursing

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) NURS 3040 Foundations of Nursing Practice
NURS 7077 Pharmacology Knowledge for Nursing Practice
NURS 7071 Introduction to Alterations in Health

Restrictions

Students must be enrolled in program 4785 - Master of Nursing Practice (Preregistration).

Assumed Knowledge

Well development basic nursing skills and knowledge related to safe medication administration.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Justify the principles of safe medication administration in clinical scenarios and their application in simulated and clinical learning environments.
2. Exhibit competence in maintaining accurate, comprehensive, and timely documentation of assessments and nursing care plans
3. Communicate effectively within interprofessional teams in a clinical scenario.
4. Investigate evidence to support a range of assessment techniques to systematically collect relevant and accurate information to develop knowledge and integrate care
5. Competently perform safe medication administration, with a focus of non-parenteral and parenteral medications, and the application for people who are experiencing acute but usually resolvable conditions in a simulated and clinical learning environment.
6. Practise in accordance with legislation, regulations, policies, guidelines and other relevant standards or requirements in nursing.

Subject Content

1. Principles of nursing frameworks
2. The experience of pain and pain management during the perioperative period
3. Assessment, admission procedures and the Nursing History
4. Accesses and analyses the best available evidence, for safe, quality practice
5. Recognising and Responding to Variations in Health Status Bowel Cancer, Fractures, Crohn's disease
6. Ulcerative colitis, Breast cancer
7. Perioperative and post-operative care
8. Fluid Balance & Fluid replacement
9. Numeracy – medication calculations
10. Working in multi-disciplinary teams
11. Health informatics and health technology – electronic charting
12. Application of legal-ethical principles
13. Family focused care
14. Clinical Practicum

Special Requirements

Legislative pre-requisites

Special Requirements Legislative Prerequisites

To be eligible to enrol in this unit and complete any required health-related placements or experiences, students must meet Western Sydney University course requirements as well as any special, legislated, or policy-mandated requirements.

Western Course Requirements

Visit the Special Requirements webpage for details about your course.

Special Requirements

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your course, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements: the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements

If you need to meet different state, territory or country compliance requirements.

NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire course.

Current approved first aid certificate valid for your entire course - approved course providers can be found at the Government Training website

<http://training.gov.au>

Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW Students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Essential equipment

Essential equipment

Students must wear the School of Nursing and Midwifery clinical uniform, including correct fully enclosed ALL black shoes [that meet WHS requirements - Shoes must be low heeled, fully enclosed, non-slip soles (Reeboks, joggers, sandals, sneakers, gym shoes, sandals, slippers, ballet shoes, etc. are NOT acceptable)] to all CPU classes and the clinical placement. The uniform can be purchased from the retail store on campus.

Access to an internet enabled device is essential in order to be able to: access course materials; to participate in discussion groups; and to access additional resources provided by the lecturer during the session. See http://www.westernsydney.edu.au/currentstudents/current_students/services_and_facilities/uwsonline_student_support for further information.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Task	30 minutes	S/U	Y	Individual
Professional Task	10 minutes	S/U	Y	Individual
Practical Exam	25 minutes	S/U	Y	Individual
Participation	All teaching weeks	S/U	Y	Individual
Professional Placement Performance	160 hours	S/U	Y	Individual

Teaching Periods

Autumn Hawkesbury

Day

Subject Contact Masoud Hassanpour Golakani ([https://directory.westernsydney.edu.au/search/name/Masoud Hassanpour Golakani/](https://directory.westernsydney.edu.au/search/name/Masoud%20Hassanpour%20Golakani/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7073_22-AUT_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Masoud Hassanpour Golakani ([https://directory.westernsydney.edu.au/search/name/Masoud Hassanpour Golakani/](https://directory.westernsydney.edu.au/search/name/Masoud%20Hassanpour%20Golakani/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7073_22-AUT_PS_D#subjects)

NURS 7074 Nursing Practice 2

Credit Points 10

Legacy Code 401461

Coordinator Masoud Hassanpour Golakani ([https://directory.westernsydney.edu.au/search/name/Masoud Hassanpour Golakani/](https://directory.westernsydney.edu.au/search/name/Masoud%20Hassanpour%20Golakani/))

Description Nursing Practice 2 focuses on the development of the role and skills of the registered nurse when providing care for people experiencing an acute exacerbation of a chronic condition. A simulated professional task will assist with the development of essential clinical communications and simulated skills assessment and professional experience placement will support clinical skill development. The unit includes 160 hours of Professional Experience Placement.

School Nursing & Midwifery

Discipline General Nursing

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) NURS 7073

Co-requisite(s) NURS 7068 AND NURS 7066

Restrictions

Students must be enrolled in program 4785 - Master of Nursing Practice (Preregistration).

Assumed Knowledge

Primary health care, foundational knowledge of human biological sciences including human body systems, immunity, wound healing, infection control, basic concepts in pharmacology and pathophysiology and the relationship to nursing practice.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Incorporate the National Safety and Quality Health Services Standards to practice safe medication administration in complex clinical scenarios and their application in simulated and clinical learning environments.
2. Evaluate nursing care plans by monitoring progress towards the expected goals, health outcomes and interdisciplinary interventions.
3. Communicate and collaborate effectively with people, including members of the interdisciplinary health care team, to facilitate positive health outcomes.
4. Utilise an evidence-based approach to assessment, planning, implementation, and evaluation of nursing care in a simulated and clinical learning environment.
5. Competently perform safe medication administration, with a focus of non-parenteral and parenteral medications, for people experiencing an acute exacerbation of a chronic condition or illness in a simulated and clinical learning environment.
6. Practise in accordance with legislation, regulations, policies, guidelines and other relevant standards or requirements in nursing.

Subject Content

1. Preventing and Controlling Healthcare Associated Infections
2. Medication Safety
3. Patient Identification and Procedure Matching
4. Clinical Handover (include ISBAR communication tool)
5. Blood and Blood Products
6. Preventing and managing pressure injuries
7. Preventing falls and harm from falls
8. Assessment, admission procedures and the nursing history
9. Documentation - progress, incidents, escalation, patient safety checklist
10. Recognising and Responding to Variations in Health Status (A to G assessment)
11. Recognising abnormal pathology results
12. Nursing care and management
13. Working in multi-disciplinary teams
14. Clinical practicum
15. Accesses and analyses the best available evidence, that includes research findings, for safe, quality practice

Special Requirements

Legislative pre-requisites

Special Requirements Legislative Prerequisites

Student Compliance Information for all Health-Related Placements
To be eligible to enrol in this Subject and complete any required health-related placements or experiences, students must meet Western Sydney University Program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your Program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements
To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your Program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)
Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements: the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements

If you need to meet different state, territory or country compliance requirements.

NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire Program.

Current approved first aid certificate valid for your entire Program - approved Program providers can be found at the Government Training website

<http://training.gov.au> (<https://training.gov.au/>)

Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW Students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Essential equipment

Students must wear the School of Nursing and Midwifery clinical uniform, including correct fully enclosed ALL black shoes [that meet WHS requirements - Shoes must be low heeled, fully enclosed, non-slip soles (Reeboks, joggers, sandshoes, sneakers, gym shoes, sandals, slippers, ballet shoes, etc. are NOT acceptable.)] to all CPU classes and the clinical placement. The uniform can be purchased from the retail store on campus. Access to an internet enabled device is essential in order to be able to: access Program materials; to participate in discussion groups; and to access additional resources provided by the lecturer during the session. See http://www.westernsydney.edu.au/currentstudents/current_students/services_and_facilities/uwsonline_student_support (http://www.westernsydney.edu.au/currentstudents/current_students/services_and_facilities/uwsonline_student_support/) for further information.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Task	30 minutes	S/U	Y	Individual
Professional Task	10 minutes	S/U	Y	Individual
Practical Exam	25 minutes	S/U	Y	Individual
Participation	All teaching weeks	S/U	Y	Individual
Professional Placement Performance	160 hours	S/U	Y	Individual

Teaching Periods

Spring Hawkesbury Day

Subject Contact Masoud Hassanpour Golakani ([https://directory.westernsydney.edu.au/search/name/Masoud Hassanpour Golakani/](https://directory.westernsydney.edu.au/search/name/Masoud%20Hassanpour%20Golakani/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7074_22-SPR_HW_D#subjects)

Parramatta - Victoria Rd Day

Subject Contact Masoud Hassanpour Golakani ([https://directory.westernsydney.edu.au/search/name/Masoud Hassanpour Golakani/](https://directory.westernsydney.edu.au/search/name/Masoud%20Hassanpour%20Golakani/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7074_22-SPR_PS_D#subjects)

NURS 7075 Nursing Practice 3

Credit Points 10

Legacy Code 401462

Coordinator Cannas Kwok ([https://directory.westernsydney.edu.au/search/name/Cannas Kwok/](https://directory.westernsydney.edu.au/search/name/Cannas%20Kwok/))

Description Nursing Practice 3 focuses on the development of the role and skills of the registered nurse when assessing and caring for people across the lifespan who are experiencing acute life-threatening illness and life limiting illness. A simulated professional task will assist with the development of essential clinical communications and simulated skills assessment and professional experience placement will support clinical skill development. The unit includes 160 hours of Professional Experience Placement.

School Nursing & Midwifery

Discipline General Nursing

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) NURS 7074

Co-requisite(s) NURS 7067

Assumed Knowledge

Well developed knowledge of human biological sciences and body systems, sound understanding of the concepts in pharmacology and pathophysiology and the National Safety and Quality Health Service Standards and the relationship to nursing practice.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Justify safe medication administration in complex clinical scenarios in simulated and clinical learning environments.
2. Revise and evaluate nursing care plans based on the best available evidence and assessment data.
3. Document and effectively communicate the revised plan to achieve improved health outcomes.
4. Provide and justify comprehensive safe, quality nursing practice to achieve agreed goals and outcomes that are responsive to the care of people across the lifespan in simulated and clinical learning environments.
5. Competently perform safe medication administration, with a focus of non-parenteral and parenteral medications, for people who are experiencing acute life-threatening illness or end of life conditions, in simulated and clinical learning environments.
6. Practise in accordance with legislation, regulations, policies, guidelines and other relevant standards or requirements in nursing.

Subject Content

Major Content:

1. Regional, national and global Health Priorities. Case studies related to life threatening or life limiting complex care
2. Provision of safe, evidence-based nursing care
3. Effective communications in a intra and interdisciplinary approach to care
4. Review and apply the following National Safety and Quality Health Service Standards related to the planning and provision of nursing care
 - o Preventing and Controlling Healthcare Associated Infections
 - o Medication Safety

- o Patient Identification and Procedure Matching
- o Clinical Handover
- o Blood and blood products
- o Preventing and managing pressure injuries
- o Recognising and responding to clinical deterioration in acute healthcare
- o Preventing falls and harm from falls
- o Medication Safety
- 5. Grief associated with sudden unexpected death
- 6. Ethical and legal responsibilities
- 7. Working in multi-disciplinary teams
- 8. Clinical Practicum
- Core Practice Skills:
- 9. Hand hygiene
- 10. Prioritising Care
- o Recognising the deteriorating patient
- o Primary Survey
- o Trauma Care
- o Rapid Response Teams
- o Advanced Life Support

Special Requirements

Legislative pre-requisites

Special Requirements Legislative Prerequisites

To be eligible to enrol in a subject and attend a health-related placement in your program, students must meet Western Sydney University program requirements and Special Legislative Requirements to be assessed in their first year of study against the following:

1. National Criminal History Check: Students must have a current (expiring 3 years from date of issue) check valid for their entire program. A valid National Criminal history check must be an Australia wide check, include the student's full name matching their Student ID card and date of birth and not have any offences listed. If a student has a criminal history identified on their check, they must provide a Clinical Placement Authority Card (CPAC) or conditional letter from the NSW HealthShare Employment Screening and Review Unit https://www.health.nsw.gov.au/careers/student_clearance/Documents/appendix-10-student-application.pdf
- International students must additionally have a translated International Police Check or statutory declaration.
2. A NSW Working with Children Check (WWCC) clearance letter issued under the category of volunteer valid for their entire program.
3. A current approved first aid certificate valid for their entire program. Approved provider courses can be found at <http://training.gov.au> (<http://training.gov.au/>).
4. A completed vaccination/immunisation card with all serology results containing expiry dates and currency must be maintained by the student to ensure compliance for their entire course.
5. NSW Undertaking/Declaration form.
6. Completed any additional health forms required (such as NSW Health Code of Conduct, Health Student Undertaking/Declaration and Tuberculosis (TB) Assessment Tool).
7. Relevant Local Health District specific documentation as requested. Contact your School for further details. Resources are also available on the Placement Hub website https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Numerical Problem Solving	30 minutes	S/U	Y	Individual
Simulation	20 minutes	S/U	Y	Individual
Practical Exam	60 minutes	S/U	Y	Individual
Participation	100%	S/U	Y	Individual
Professional Placement Performance	160 hours	S/U	Y	Individual

Teaching Periods

NURS 7076 Palliative and End of Life Care

Credit Points 10

Legacy Code 401463

Coordinator Cannas Kwok ([https://directory.westernsydney.edu.au/search/name/Cannas Kwok/](https://directory.westernsydney.edu.au/search/name/Cannas%20Kwok/))

Description Palliative and End of Life Care focuses on the palliative approach as a model of care, exploring the benefits of this approach when supporting dying individuals with any life limiting illness. Students will acquire the capabilities to develop self-care strategies to manage their own grief, loss and stress associated with working in a palliative care context.

School Nursing & Midwifery

Discipline General Nursing

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in program 4785 - Master of Nursing Practice (Preregistration).

Assumed Knowledge

Well-developed communication and person-centred care skills.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Justify palliative care principals and their application when assessing, planning, and managing the holistic physical, psychological, cultural, social, and spiritual needs of a person experiencing a life limiting condition across the lifespan.
2. Appraise comprehensive care provided across a variety of settings utilising the multidisciplinary team to provide a well-coordinated and integrated approach.
3. Adapt to a dynamic and constantly changing healthcare environment when facilitating collaborative and ethical decision making about the provision of palliative nursing care and advanced care planning.
4. Identify factors and consider the input required from others, including the person, significant others, members of the interdisciplinary care team and community services when providing palliative care across a variety of settings.

- Evaluate evidence and apply strategies across the lifespan to support a person and their significant others during palliation including loss and grief support services.
- Apply strategies to manage a rapidly changing healthcare environment when facilitating collaborative and ethical decision making in the provision of palliative nursing care and advanced care planning.
- Collaborate effectively when communicating and interacting with a person and their significant others in a palliative care context.

Subject Content

- Principles of a palliative approach-interdisciplinary team
- Pathophysiology of dying
- Communication in palliative and end of life care
- Adjustment and adaptation to loss
- Principles for person centred clinical assessment and intervention across the lifespan
- Pharmacological and non-pharmacological care
- Optimising function and injury prevention in palliative and end of life care
- Coping with dying and bereavement as a care giver
- Spirituality and culturally diverse practices, particularly Aboriginal and Torres Strait Islander people
- Advance Directives and Power of Attorney
- Discuss the 10 National Safety and Quality in Health Service Standards
- Indicative Case Histories
- care of The terminally ill child, Adult and aged persons

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	30 minutes	30	N	Individual
Case Study	2,000 words	40	N	Individual
Presentation	15 minutes	30	N	Individual

Teaching Periods

NURS 7077 Pharmacology Knowledge for Nursing Practice

Credit Points 10

Legacy Code 401464

Coordinator Leanne Hunt ([https://directory.westernsydney.edu.au/search/name/Leanne Hunt/](https://directory.westernsydney.edu.au/search/name/Leanne%20Hunt/))

Description Safe medication administration is a fundamental requirement in nursing. It is vital that registered nurses have a solid understanding of pharmacology in order to maximise patient safety in the quality use of medications. This unit will introduce the principles and core concepts of pharmacology where students will combine cognitive, technical and research skills to develop the essential knowledge of pharmacokinetics and pharmacodynamics. Students will be required to systematically develop an understanding of actions and reactions of commonly prescribed drugs using concepts of person-centred care across the lifespan. Principles of safe administration, prescribing, electronic medication management systems, patient

education and engagement in medication management are the focus of this unit.

School Nursing & Midwifery

Discipline General Nursing

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) NURS 7023 - Evidence-based Health Care

Restrictions

Students must be enrolled in program 4785 - Master of Nursing Practice (Preregistration).

Learning Outcomes

On successful completion of this subject, students should be able to:

- Apply the principles and core concepts of pharmacokinetics and pharmacodynamics to develop nursing practice.
- Analyse the factors that impact on selecting, monitoring, and individualising treatment by applying clinical reasoning skills.
- Explain the mechanisms of actions and reactions of commonly prescribed drugs to individual people across the lifespan.
- Apply knowledge of state and territory legislation and health service policies for medication prescription, storage, use and administration.
- Critically analyse issues and considerations during medication administration in complex care situations.
- Reflect on the National Safety and Quality in Health Service Standards related to Medication Safety applied to the administration of medication with demonstrated high-level personal autonomy and accountability.

Subject Content

- Principles of pharmacology
 - Pharmacokinetics
 - Pharmacodynamics
 - Variability of drug action and reactions to people across lifespan
 - Individual differences
- Commonly prescribed drugs
 - Anti-infective (antimicrobials, antivirals, antiparasitics, antifungals, and vaccines); Anti-allergic agents (anti-histamines and immunosuppressants)
 - Analgesics (opioids, non-opioids and non-steroidal anti-inflammatory drugs)
 - Drugs for gastrointestinal disorders (anti-emetics, laxatives, anti-diarrhoeal agents, vitamin supplements)
 - Drugs for cardiovascular disorders (anti-hypertensives, anti-angina drugs, lipid-lowering agents, anticoagulants, antiplatelets, thrombolytics, drugs for heart failure and antidysrhythmic agents)
 - Drugs for respiratory disorders (drugs for rhinitis, asthma and chronic obstructive pulmonary disease)
 - Drugs modifying endocrine system (birth control pills, anti-diabetic agents, drugs for thyroid disorders)
 - Anxiolytics, hypnotics and anticonvulsants
- Nursing considerations for quality use and administration of medicines
 - Psycho-socio-cultural aspects of pharmacotherapeutics
 - Medication safety and reporting medication incidents including adverse drug reactions, medication errors and near misses.

- c. Interprofessional and intraprofessional communication related to safe medication management and practices
- d. Electronic medication management systems
- e. Medication adherence including legislative and organisational requirements for storage, use and administration
- f. Patient education and engagement in medication management
- g. accesses and analyses the best available evidence, that includes research findings, for safe, quality practice
- t. Antimicrobial Stewardship promoted by the World Health Organisation
- u. Search and review current medication related evidence for translation into practice
- v. Prescribing registered nurse initiated medications

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	30 minutes each (x2) (15% each)	30	N	Individual
Portfolio	1,500 words or equivalent	30	N	Individual
Viva Voce	20 minutes	40	Y	Individual

Teaching Periods

Autumn

Hawkesbury

Day

Subject Contact Leanne Hunt ([https://directory.westernsydney.edu.au/search/name/Leanne Hunt/](https://directory.westernsydney.edu.au/search/name/Leanne%20Hunt/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7077_22-AUT_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Leanne Hunt ([https://directory.westernsydney.edu.au/search/name/Leanne Hunt/](https://directory.westernsydney.edu.au/search/name/Leanne%20Hunt/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7077_22-AUT_PS_D#subjects)

NURS 7078 Professional Nursing Practice

Credit Points 20

Legacy Code 401465

Coordinator Cannas Kwok ([https://directory.westernsydney.edu.au/search/name/Cannas Kwok/](https://directory.westernsydney.edu.au/search/name/Cannas%20Kwok/))

Description Professional Nursing Practice provides an opportunity to consolidate the development of the role and clinical skills of the registered nurse in preparation for transition to graduate practice. A simulated professional task will assist with the development of essential clinical communications and a professional experience placement to evaluate clinical skills development. The unit includes 240 hours of Professional Experience Placement. All assessments in this

unit are mandatory. Attendance is also mandatory in all workshops and Clinical Practice Unit sessions in this unit.

School Nursing & Midwifery

Discipline General Nursing

Student Contribution Band HECS Band 1 20cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) NURS 7075

Co-requisite(s) NURS 7079

Restrictions

Successful completion of 120 credit points and students must be enrolled in program 4785 - Master of Nursing Practice (Preregistration).

Assumed Knowledge

Completed all other subjects in 4785 - Master of Nursing Practice (Graduate Entry).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse leadership when initiating and managing collaborative practice in nursing
2. Coordinate resources effectively with justification for planned actions
3. Explain the application of strategies to respond appropriately and professionally to situations that may create personal discomfort including giving and receiving feedback
4. Comply with legislation, regulations, policies, guidelines and other standards or requirements relevant to the context of practice when making decisions
5. Practise in accordance with relevant policies, guidelines, standards, regulations, and legislation

Subject Content

Transition to graduate practice

Working in multi-disciplinary teams and understanding intraprofessional and interprofessional relationships

Clinical practicum

Consolidate and review Core Practice Skills, including Hand Hygiene

Recognising and responding to variations in health status

? ECG

? BGL

? Vital signs

? Work of breathing

Risk assessment ? falls, pressure injury, venous thromboembolism (VT)

? Oxygenation

? Medication therapy

Prioritising care across the lifespan

? Recognising the deteriorating patient

? Primary survey

? National Safety and Quality Health Service Standards

Working in complex and dynamic acute healthcare contexts

? Rapid Response Teams

? Basic and Advanced Life Support

? Emergency drugs

Complex IV Therapy, Parental Nutrition and Central Venous Access Devices

? Multiple infusions

? Dressing of lines ? when, how, why

? Arterial lines

Scenarios: Using low medium and high-fidelity simulation-based case studies to facilitate improvement in

- ? Time management
- ? Clinical judgement
- ? Teamwork and responsibilities of care providers
- ? Managing others/ leadership and delegation
- ? Accountability
- ? Nurse as educator
- ? Family focused care
- ? Numeracy ? medication calculations
- ? Principles of Work Health and Safety in clinical practice

Special Requirements

Legislative pre-requisites

Special Requirements Legislative Prerequisites

To be eligible to enrol in a subject and attend a health-related placement in your program, students must meet Western Sydney University program requirements and Special Legislative Requirements to be assessed in their first year of study against the following.

1. National Criminal History Check: Students must have a current (expiring 3 years from date of issue) check valid for their entire program. A valid National Criminal history check must be an Australia wide check, include the student's full name matching their Student ID card and date of birth and not have any offences listed. If a student has a criminal history identified on their check, they must provide a Clinical Placement Authority Card (CPAC) or conditional letter from the NSW HealthShare Employment Screening and Review Unit https://www.health.nsw.gov.au/careers/student_clearance/Documents/appendix-10-student-application.pdf
- International students must additionally have a translated International Police Check or statutory declaration.
2. A NSW Working with Children Check (WWCC) clearance letter issued under the category of volunteer valid for their entire program.
3. A current approved first aid certificate valid for their entire program. Approved provider courses can be found at <http://training.gov.au> (<http://training.gov.au/>).
4. A completed vaccination/immunisation card with all serology results containing expiry dates and currency must be maintained by the student to ensure compliance for their entire course.
5. NSW Undertaking/Declaration form.
6. Completed any additional health forms required (such as NSW Health Code of Conduct, Health Student Undertaking/Declaration and Tuberculosis (TB) Assessment Tool).
7. Relevant Local Health District specific documentation as requested. Contact your School for further details. Resources are also available on the Placement Hub website https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Viva Voce	20 minutes	S/U	Y	Individual
Professional Placement Performance	240 hours	S/U	Y	Individual
Participation	100%	S/U	Y	Individual

Teaching Periods

NURS 7079 Transition to Professional Nursing

Credit Points 10

Legacy Code 401466

Coordinator Cannas Kwok ([https://directory.westernsydney.edu.au/search/name/Cannas Kwok/](https://directory.westernsydney.edu.au/search/name/Cannas%20Kwok/))

Description Transition to Professional Nursing explores the process of transition from student to registered health care professional. Students analyse their role as a registered nurse, reflecting on accountability, responsibility, therapeutic and professional relationships, as well as their capability for practice. This unit will build capacity in students to meet their professional responsibilities as capable practitioners in nursing and assist in demonstrating job readiness skills in preparation for new graduate employment opportunities.

School Nursing & Midwifery

Discipline General Nursing

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) NURS 7075

Co-requisite(s) NURS 7078

Restrictions

Students must be enrolled in program 4785 - Master of Nursing Practice (Preregistration).

Assumed Knowledge

An understanding of the professional responsibilities associated with nursing practice.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate job readiness skills in preparation for graduate employment
2. Appraise the role of nursing, the practice and profession
3. Critically analyse professional accountability for decisions, actions, behaviours, and responsibilities inherent in the role of nursing
4. Reflect on and synthesise the professional responsibilities of the registered nurse adhering to digital health legislation, policy, ethics, and professional conduct
5. Define and evaluate the need for resilience in nursing
6. Actively apply a lifelong learning approach for continuing professional development of self and others

Subject Content

1. Transition to graduate practice ? theoretical perspectives
2. Novice to expert
 - 2.1 Transition to graduate practice: stages and experiences
 - 2.2 The role of the profession in influencing better health outcomes for people, and partnering with other health professionals to optimise decision making that supports person-centred care
3. Participation in collaborative practice and building professional relationships with health professionals within the scope of practice and personal and professional boundaries
 - 3.1 Regulatory Frameworks
 - 3.2 National Nursing and Midwifery Digital Health Capability Framework
4. Curriculum Framework
 - 4.1 National Safety and Quality Health Service Standards
 - 4.2 Aged Care Quality Standards
 - 4.3 Professional Development
 - 4.4 Formal requirements for registration
 - 4.5 Continuing professional development registration standards
 - 4.6 Professional and industrial bodies
 - 4.7 Nursing and Midwifery Board of Australia
 - 4.8 Australian Nursing and Midwifery Federation
 - 4.9 International Council of Nurses
 - 4.10 Australian College of Nursing
 - 4.11 NSW Nurses and Midwives Association
 - 4.12 Numerous Specialty Colleges
 - 4.13 Maintaining Currency
 - 4.14 Accessing health informatics and health technology
 - 4.15 Accessing, analysing and using the best available evidence

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Interview	15 minutes	30	N	Individual
Essay	2,000 words	40	N	Individual
Reflection	1,500 words	30	N	Individual

Teaching Periods

NURS 7080 Waluwin: Health across the lifespan for Mob

Credit Points 10

Legacy Code 401502

Coordinator Alison Barnes ([https://directory.westernsydney.edu.au/search/name/Alison Barnes/](https://directory.westernsydney.edu.au/search/name/Alison%20Barnes/))

Description Building on the broad concepts learnt in core unit 401454 - Indigenous Australian Health, Wellness and Culture or unit 401445 - Health, Culture and Wellbeing of Aboriginal and Torres Strait Islander Peoples, this unit introduces the student to perspectives of Aboriginal and Torres Strait Islander people's health looking across the lifespan. Critical aspects of nursing care across the lifespan are examined focusing on the patients emotional, social, physical, and significantly, spiritual wellbeing in addition to family and the communities' response to the key alterations in health. Classroom learning will be supported by a field trip which allows students to experience a culturally immersive experience on Country facilitated by Aboriginal Elders. The field

trip will also allow students to develop new skills for practice and develop a deeper appreciation for Aboriginal and Torres Strait Islander peoples and culture. This unit will interest anyone with an interest in contemporary Aboriginal and Torres Strait Islander culture and health care.

School Nursing & Midwifery

Discipline Nursing

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) NURS 7070 OR NURS 2039

Restrictions

Students must be enrolled in 4691 - Bachelor of Nursing or 4780 - Bachelor of Nursing ? WSU Online, or 4785 - Master of Nursing Practice (Preregistration).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply professional standards and the principles of evidence-based practice in planning for the holistic nursing care of Aboriginal and Torres Strait Island people, families, and communities.
2. Analyse underlying pathophysiology, clinical presentations, nursing assessments and interventions for alterations in health, across the life span.
3. Evaluate epidemiology and population health data in diagnostic thinking and develop strategies for community-wide approaches to prevention.
4. Critique historical and current policies and practices to determine how they impact the health and wellbeing of Aboriginal and Torres Strait Islander people today.

Subject Content

Maternal, prenatal, and newborn care for Aboriginal and Torres Strait Islander people
 How the early years provide a firm foundation for Aboriginal and Torres Strait Islander people
 The importance of Child and family health
 Adolescents and the importance of strong cultural ties
 Mental Health care ? age relevant concepts are embedded across the program
 An examination of Aboriginal and Torres Strait Islander parenting
 Women?fs Business
 Men?fs Business
 Growing older
 Aboriginal aged care
 The impact of grief and trauma on Aboriginal and Torres Strait Islander people, families, and communities
 Traditional health care in a contemporary setting
 Nurses as change agents

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Annotated Bibliography	1500 words	50	N	Individual
Presentation	20 minutes	20	N	Group
Reflection	1000 words	30	N	Individual

Teaching Periods

NURS 9001 Higher Degree Research Thesis - Aged Care Nursing

Credit Points 20

Legacy Code 800111

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Nursing & Midwifery

Discipline Aged Care Nursing

Student Contribution Band HECS Band 1 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9001_22-RQ1_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9001_22-RQ1_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9001_22-RQ1_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9001_22-RQ1_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9001_22-RQ1_PS_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9001_22-RQ2_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9001_22-RQ2_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9001_22-RQ2_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9001_22-RQ2_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9001_22-RQ2_PS_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9001_22-RQ3_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9001_22-RQ3_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9001_22-RQ3_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9001_22-RQ3_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9001_22-RQ3_PS_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9001_22-RQ4_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9001_22-RQ4_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9001_22-RQ4_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9001_22-RQ4_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9001_22-RQ4_PS_D#subjects)

NURS 9002 Higher Degree Research Thesis - Midwifery

Credit Points 20

Legacy Code 800109

Coordinator Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

School Nursing & Midwifery

Discipline Midwifery

Student Contribution Band HECS Band 1 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9002_22-RQ1_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9002_22-RQ1_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9002_22-RQ1_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9002_22-RQ1_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9002_22-RQ1_PS_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9002_22-RQ2_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9002_22-RQ2_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9002_22-RQ2_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9002_22-RQ2_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9002_22-RQ2_PS_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9002_22-RQ3_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9002_22-RQ3_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9002_22-RQ3_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9002_22-RQ3_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9002_22-RQ3_PS_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9002_22-RQ4_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9002_22-RQ4_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9002_22-RQ4_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9002_22-RQ4_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9002_22-RQ4_PS_D#subjects)

NURS 9003 Higher Degree Research Thesis - Nursing

Credit Points 20

Legacy Code 800107

Coordinator Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

School Nursing & Midwifery

Discipline Nursing

Student Contribution Band HECS Band 1 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9003_22-RQ1_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9003_22-RQ1_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9003_22-RQ1_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9003_22-RQ1_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9003_22-RQ1_PS_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9003_22-RQ2_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9003_22-RQ2_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9003_22-RQ2_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9003_22-RQ2_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9003_22-RQ2_PS_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9003_22-RQ3_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9003_22-RQ3_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9003_22-RQ3_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9003_22-RQ3_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9003_22-RQ3_PS_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9003_22-RQ4_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9003_22-RQ4_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9003_22-RQ4_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9003_22-RQ4_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS9003_22-RQ4_PS_D#subjects)

Level 7 Pathway Credit

Credit Points 10

Legacy Code PATH7010

School Legacy College

Student Contribution Band

Level Postgraduate Coursework Level 7 subject

Teaching Periods

Level 7 Pathway Credit

Credit Points 20

Legacy Code PATH7020

School Legacy College

Student Contribution Band

Level Postgraduate Coursework Level 7 subject

Teaching Periods

Level 7 Pathway Credit

Credit Points 30

Legacy Code PATH7030

School Legacy College

Student Contribution Band

Level Postgraduate Coursework Level 7 subject

Teaching Periods

Level 7 Pathway Credit

Credit Points 40

Legacy Code PATH7040

School Legacy College

Student Contribution Band

Level Postgraduate Coursework Level 7 subject

Teaching Periods

Level 7 Pathway Credit

Credit Points 50

Legacy Code PATH7050

School Legacy College

Student Contribution Band

Level Postgraduate Coursework Level 7 subject

Teaching Periods

Level 7 Pathway Credit

Credit Points 60

Legacy Code PATH7060

School Legacy College

Student Contribution Band

Level Postgraduate Coursework Level 7 subject

Teaching Periods

Level 7 Pathway Credit

Credit Points 70

Legacy Code PATH7070

School Legacy College

Student Contribution Band

Level Postgraduate Coursework Level 7 subject

Teaching Periods

Level 7 Pathway Credit

Credit Points 80

Legacy Code PATH7080

School Legacy College

Student Contribution Band

Level Postgraduate Coursework Level 7 subject

Teaching Periods

PERF 1010 Music Performance 1

Credit Points 10

Legacy Code 102553

Coordinator David Cashman ([https://directory.westernsydney.edu.au/search/name/David Cashman/](https://directory.westernsydney.edu.au/search/name/David%20Cashman/))

Description In this unit, students will develop their performance skills through participating in three modularised workshops. The first two workshops will run in parallel with each other and will be rotated: module 1 will focus on improvisation; and module 2 will focus on (western or non-western) music from an oral tradition. Module 3 will then extend students' skills in reading and arranging music, utilising their preferred performing media (voice or instrument). In this third module, they will perform set technical tasks (such as scales and arpeggios) and, in groups, they will arrange and perform one set piece of music from a basic notated score, and they will choose, arrange and perform another piece. They will perform one piece chosen from modules 1, 2, or 3 in a public venue on campus. The unit will also introduce basic music business skills, such as how to advertise and mount a public performance.

School Humanities & Comm Arts

Discipline Music

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects PERF 1008 - Introduction to Music Performance

Assumed Knowledge

Students to undertake audition/interview. On entry into this subject students need to demonstrate that they can perform music at an equivalent level of the audition standard.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. perform music in large and small group combinations
2. create improvisations
3. perform music from an oral tradition
4. demonstrate proficiency in the performance of set technical tasks
5. implement strategies for arranging a set piece from a basic notated score
6. rehearse and perform in small groups a set piece from a basic score
7. devise a business plan for promoting and mounting a performance as part of a short reflective essay on the process of creating and performing a musical performance
8. perform the music created in one of the three modules in a public venue
9. Those attending Art of Sound will be able to: participate meaningfully in Art of Sound activities and projects, working with students across the Music program to develop collaborative, technical and performance skills. Involvement in Art of Sound will culminate in attending the Creativity Unlimited Music Festival.

Subject Content

The subject will include practical and theoretical tasks pertinent to music performance as follows:

1. Rehearsals leading to performances of music from an oral tradition (western or non-western)
2. Improvisation in large and small group combinations, using notated and non-notated formats, and utilising a variety of improvising styles, techniques and approaches
3. Rehearsals and performance in small groups of set technical tasks, such as scales and arpeggios
4. Arrangement of a prescribed simple notated piece from a pertinent repertoire in students' preferred performing media (voice or instrument) for group rehearsal and performance
5. Arrangement of a piece of music chosen by students to rehearse and perform in their preferred performing media (voice or instrument)
6. Essay on contemporary music performance.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Practical Exam	5 minutes	30	N	Individual
Practical	5-7 minutes	40	N	Individual
Practical Exam	5-7 minutes	10	N	Group
Essay	1000 words	20	N	Individual
Participation	Minimum 2 hours per fortnight	S/U	Y	Individual

Teaching Periods

Autumn Penrith (Kingswood)

Day

Subject Contact David Cashman ([https://directory.westernsydney.edu.au/search/name/David Cashman/](https://directory.westernsydney.edu.au/search/name/David%20Cashman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PERF1010_22-AUT_KW_D#subjects)

PERF 1012 Music Performance 2

Credit Points 10

Legacy Code 102554

Coordinator David Cashman ([https://directory.westernsydney.edu.au/search/name/David Cashman/](https://directory.westernsydney.edu.au/search/name/David%20Cashman/))

Description Students will extend their performance skills acquired in Music Performance 1 through participating in three modularised workshops. The first two workshops will run in parallel with each other and will be rotated: module 1 will focus on free and notated improvisation; and module 2 will focus on choral performance. Module 3 will extend the skills of reading and arranging music in students' preferred performing media (voice or instrument). In this module, they

will perform set technical tasks (such as scales and arpeggios), adding to the skills acquired in Music Performance 1 and, continuing to work in small groups, they will arrange and perform one set piece of music from a basic notated score, and choose, arrange and perform another piece that is different from the music performed in Music Performance 1. They will perform one piece chosen from modules 1, 2, or 3 in a public venue on campus. The unit will also introduce music business skills, such as how to publicise and mount a performance, and how to upload a sample of work to YouTube.

School Humanities & Comm Arts

Discipline Music

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Pre-requisite(s) PERF 1008 OR PERF 1010

Equivalent Subjects PERF 1013 - Music Performance 2 Notated and Free Musics PERF 1007 - Free and Notated Music Performance

Assumed Knowledge

It is assumed that students can perform at a level (determined either by having successfully completed any pre-requisite subjects) or through an audition process where they demonstrate musical fluency on chosen instrument/voice/other media.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. perform music in large and small group combinations
2. create improvisations in free and notated traditions
3. perform music as a member of a choral group
4. demonstrate proficiency in the performance of set technical tasks
5. implement strategies for arranging a set piece from a notated score
6. rehearse and perform in small groups a set piece from a score
7. upload your performance to YouTube
8. write a reflective essay about your performance uploaded to YouTube
9. perform the music created in one of the three modules in a public venue
10. Those attending Art of Sound will be able to: participate meaningfully in Art of Sound activities and projects, working with students across the Music program to develop collaborative, technical and performance skills. Involvement in Art of Sound will culminate in attending the Creativity Unlimited Music Festival.

Subject Content

1. Improvisations in free and notated traditions, and their techniques and approaches
2. Reflect on the learning undertaken and develop ways to include this in the student's personal musical practice
3. Rehearsals and performance in small groups of set technical tasks, such as scales and arpeggios
4. Undertake a live performance
5. Arrange and rehearse music chosen by students in groups.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Practical	5 minutes	30	N	Individual
Practical	5-7 minutes	40	N	Individual
Practical	5-7 minutes	10	N	Individual
Reflective Journal	8 entries over the semester	20	N	Individual
Art of Sound	Minimum 2 hours per fortnight	S/U	Y	Individual

Teaching Periods

Spring Penrith (Kingswood)

Day

Subject Contact David Cashman ([https://directory.westernsydney.edu.au/search/name/David Cashman/](https://directory.westernsydney.edu.au/search/name/David%20Cashman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PERF1012_22-SPR_KW_D#subjects)

PERF 1014 Music Production

Credit Points 10

Legacy Code 102558

Coordinator Andrew Milne ([https://directory.westernsydney.edu.au/search/name/Andrew Milne/](https://directory.westernsydney.edu.au/search/name/Andrew%20Milne/))

Description This unit presents an overview of the basic concepts and applications of electronic and digital music production technology in current music and media arts practice. Students will learn the fundamentals of musical acoustics, stereo recording and mixing techniques, and they will be introduced to MIDI systems and sequencing. Technical concepts are contextualised within a survey of current music production practice.

School Humanities & Comm Arts

Discipline Music

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects PERF 1005 - Digital Musics 1 Musical Contexts PERF 1009 - Introduction to Sound Technologies

Restrictions

Available places limited by technological infrastructure.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply basic acoustic terminology in real world, practical music scenarios.
2. Identify and define basic electroacoustic and computer technology.
3. Conduct and evaluate stereo audio recordings.
4. Operate computer-based MIDI and audio mixing systems.
5. Operate basic live music production and audio systems.

6. Those attending Art of Sound will be able to: Participate meaningfully in Art of Sound activities and projects, working with students across the Music program to develop collaborative, technical and performance skills.

Subject Content

1. Practical demonstrations and theory of the physical properties and perception of sound.
2. Theory and practice of using digital audio workstations to compose, record, and mix music.
3. Basic theory and practice of microphones and microphone technique.
4. Theory and practice of mixing for live performances.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied Project	1–2 minutes	30	N	Individual
Quiz	5 minutes per quiz, 8 quizzes	30	N	Individual
Applied Project	3 minutes	40	N	Individual
Participation	n/a	S/U	Y	Individual

Prescribed Texts

- Logic Pro X Essential Training (2020)
- Link: <https://www.linkedin.com/learning/logic-pro-x-essential-training-2020?u=51101937>
- Audio Recording Techniques
- Link: <https://www.linkedin.com/learning/audio-recording-techniques/welcome?u=51101937>
- (Note these texts are provided through the WSU LinkedIn learning site license)

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Andrew Milne ([https://directory.westernsydney.edu.au/search/name/Andrew Milne/](https://directory.westernsydney.edu.au/search/name/Andrew%20Milne/))

View timetable (https://classregistration.westernsydney.edu.au/event/timetable/?subject_code=PERF1014_22-AUT_KW_D#subjects)

PERF 1015 Music Theory Fundamentals

Credit Points 10

Legacy Code 102564

Coordinator Clare Maclean ([https://directory.westernsydney.edu.au/search/name/Clare Maclean/](https://directory.westernsydney.edu.au/search/name/Clare%20Maclean/))

Description This unit introduces basic theoretical knowledge such as scales, intervals, chords and progressions. It provides musicianship training in aural, reading and keyboard skills and an introduction to Finale software. Students will learn to analyse harmony and to compose melodies and simple chordal accompaniments in song and theme and variation forms. Keyboard and aural classes will build on the theoretical content presented in lectures.

School Humanities & Comm Arts

Discipline Music

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects PERF 1003 - Composition Craft and Theory 1 PERF 1001 - Basic Composition Craft and Theory

Restrictions Students undertake audition/interview.

Assumed Knowledge

It is assumed that students have had experience with music either as performers, composers and song writers or through music technology. While an understanding of music theory is advisable, experience working aurally with these concepts is acceptable.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Write a simple composition in song or variation form, using 4 or more chords and simple accompaniment textures.
2. Notate from aural dictation: intervals, chords, inversions, rhythms, simple melodies and harmonic progressions.
3. Notate and analyse chords, inversions, cadences, harmonic progressions, and non-harmonic notes.
4. Harmonise a melody using diatonic functional harmony.
5. Notate music with Finale or other notation software.
6. Read and play simple melodies and harmony at the keyboard.
7. Those attending Art of Sound will be able to: Participate meaningfully in Art of Sound activities and projects, working with students across the Music program to develop collaborative, technical and performance skills.

Subject Content

Theoretical knowledge of scales, intervals, chords and simple chord progressions using functional harmony.

Skills in aural recognition of short melodic, harmonic and rhythmic dictations.

Preliminary musicianship skills (keyboard, music reading and sight-singing) skills.

Composition skills using diatonic melodies and harmony, with simple accompaniment textures.

Skills in Finale or other notation software.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short Answer	1. 20 minutes each 2. 15 minutes each	30	N	Individual

Practical	1. 16 bars of music each 2. 3 minutes each	40	N	Individual
Final Exam	2 hours	30	N	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Clare Maclean ([https://directory.westernsydney.edu.au/search/name/Clare Maclean/](https://directory.westernsydney.edu.au/search/name/Clare%20Maclean/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PERF1015_22-AUT_KW_D#subjects)

PERF 1016 Popular Music Histories

Credit Points 10

Legacy Code 102547

Coordinator John Encarnacao ([https://directory.westernsydney.edu.au/search/name/John Encarnacao/](https://directory.westernsydney.edu.au/search/name/John%20Encarnacao/))

Description Students will explore some of the most significant trajectories of popular music of the last 100 years. Each week will look a different facet of popular music history, stretching from the stars of the early years of the recorded music industry to the development of electronic dance music. The unit will touch upon folk, jazz, blues, rock, soul, funk, pop, disco, metal, punk, and hip hop to offer a necessarily incomplete tapestry of music scenes, chains of influence, and theories on the points of origin of styles and genres. Concepts that will be investigated include the relationship of recording and dissemination technologies with popular music creation; the notion of a "mainstream" and its margins; and the idea of a grand narrative of popular music history, including the problems of canonicity.

School Humanities & Comm Arts

Discipline Music

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects CART 1006 - Music History 2 PERF 1022 - Western Art Music 2

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Name significant artists, works and genres associated with popular music of the period 1925-the present
2. Aurally recognise popular music artists, works and genres of the period 1925-the present
3. Associate significant artists, works and genres associated with popular music of the period 1925-the present with specific time periods
4. Explain elements of the lineage of popular music history with respect to developments in technology
5. Participate in debates regarding the relationship to a succession of formats of analogue and digital distribution with the production and reception of popular music works

6. Define canon and notions of a **mainstream** and their influence on common perceptions of popular music history
7. Those attending Art of Sound will be able to: Participate m

Subject Content

Major musical genres of the last 100 years of popular music. How do we identify these with respect to musical elements and their historical context?

The development of music performance technology and its influence on popular music history

The development of music dissemination technology and its influence on popular music history

The synchronicity of developments in parallel fields of popular music (e.g. punk and hip hop in the 1970s)

The idea of canon and canonicity

The relationship between recording and performance

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Presentation	10 minutes	20	N	Group
Essay	(a) Short written task - 500 words (15%); (b) Major essay - 1500 words (25%)	40	N	Individual
Quiz	2 x 30 minutes (20% each)	40	N	Individual
Art of Sound	Minimum 2 hrs per fortnight	S/U	Y	Individual

Prescribed Texts

- Stanley, Bob (2013) Yeah Yeah Yeah: The Story of Modern Pop. London: Faber and Faber.

Teaching Periods

Spring

Penrith (Kingswood)

Day

Subject Contact John Encarnacao ([https://directory.westernsydney.edu.au/search/name/John Encarnacao/](https://directory.westernsydney.edu.au/search/name/John%20Encarnacao/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PERF1016_22-SPR_KW_D#subjects)

PERF 1023 Western Art Music History

Credit Points 10

Legacy Code 102546

Coordinator Jacob Leonard ([https://directory.westernsydney.edu.au/search/name/Jacob Leonard/](https://directory.westernsydney.edu.au/search/name/Jacob%20Leonard/))

Description This unit explores a range of musical works, styles, genres and composers from the Middle Ages to the twenty-first century. It shows how music evolved through the centuries, suggesting that stylistic changes are linked to innovative musical thinking on the one hand and conformity to established practices on the other. The unit asks how and why different genres and styles in different periods in western art music history come to the foreground while others recede into the background. Within a socio-historical context, the unit investigates the practices that produce musical innovation and considers how the various historical epochs have shaped our understanding of music. The unit includes some rudimentary music analysis and key terminologies and music vocabularies.

School Humanities & Comm Arts

Discipline Music

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects CART 1005 - Music History 1 PERF 1021 - Western Art Music 1

Learning Outcomes

On successful completion of this subject, students should be able to:

1. name significant composers, works and musical genres associated with western art music
2. aurally recognise music composed in the historical epochs of the western art music
3. define key terms associated with western art music
4. analyse the structural elements of music composed in different epochs of the western art music tradition
5. evaluate the extent to which music composed in the different historical epochs conforms to or deviates from established practices
6. explain what the terms 'modernism' and 'postmodernism' mean and how they are applied to more recent western art music.
7. Those attending Art of Sound will be able to: participate meaningfully in Art of Sound activities and projects, working with students across the Music program to develop collaborative, technical and performance skills. Involvement in Art of Sound will culminate in attending the Creativity Unlimited Music Festival.

Subject Content

Styles and genres

Historical epochs from the Middle Ages to the present day

Significant composers

Technological and musical innovations

The ways in which musical styles and practices become established

Popular and folk music in different periods

The relationship of folk music to nationalism

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Presentation	(a) 15 minutes (20%); (b) 2,000 words (15%)	35	N	Individual
Quiz	(a) Two Listening Tests (15 mins each) (20%); (b) Six online quizzes (10 mins each) (15%)	35	N	Individual
Essay	2,000 words	30	N	Individual
Participation	Minimum 2 hours per fortnight	S/U	Y	Individual

Teaching Periods

Autumn Penrith (Kingswood)

Day

Subject Contact Jacob Leonard ([https://directory.westernsydney.edu.au/search/name/Jacob Leonard/](https://directory.westernsydney.edu.au/search/name/Jacob%20Leonard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PERF1023_22-AUT_KW_D#subjects)

PERF 1024 Music Theory and Songwriting

Credit Points 10

Legacy Code 102770

Coordinator Clare Maclean ([https://directory.westernsydney.edu.au/search/name/Clare Maclean/](https://directory.westernsydney.edu.au/search/name/Clare%20Maclean/))

Description This unit studies harmony and musical techniques used in a variety of styles, and applies these in the development of song-writing and composition skills. Keyboard and aural classes include practical musicianship training related to the lectures.

School Humanities & Comm Arts

Discipline Music

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Pre-requisite(s) PERF 1001 OR PERF 1015 OR PERF 1001

Equivalent Subjects PERF 1004 - Composition Craft and Theory 2 LGYA 6571 - Music Craft and Theory 2 PERF 1002 - Composition Craft and Theory PERF 1017 - Songwriting and Music Theory

Assumed Knowledge

Students must have completed the prerequisite subject, or demonstrate an understanding of key signatures, intervals, triad chord

structures, meter and rhythm, through a music theory screening test to be administered by the Subject Coordinator.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Write a song using at least two contrasting sections
2. Write a composition in an existing or original/free style
3. Undertake harmonic analysis of music in different styles
4. Harmonise a tonal melody
5. Read and play simple melodies and harmony at the keyboard
6. Notate from aural dictation: intervals, chords, inversions, rhythms, simple melodies and harmonic progressions
7. Notate music with Finale or other notation software
8. Those attending Art of Sound will be able to participate meaningfully in Art of Sound activities and projects, working with students across the Music program to develop collaborative, technical and performance skills.

Subject Content

Skills in style-composition, free composition and song-writing
Theoretical knowledge of modes and harmonic analysis of different styles of music
Skills in aural recognition of short melodic, harmonic and rhythmic dictations
Musicianship skills (keyboard, music reading and sight-singing)
Skills in Finale or other notation software

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
1. Two short answer in-class harmony tests 2. Two short answer in-class aural tests	1. 20 minutes each 2. 15 minutes each	30	N	Individual
1. Two songwriting tasks 2. Two practical musicianship tests	1.a. Verse-chorus, 32 bars 1.b. song form, 32 bars 2. 3 minutes each	40	N	Individual
Co-ordinated examination	2 hours	30	N	Individual
Attendance: Art of Sound	Minimum 2 hrs per fortnight	S/U	Y	Individual

Prescribed Texts

- Harrison, Mark (2009) All about Music Theory: A Fun and Simple Guide to Understanding Music. Milwaukee, WI: Hal Leonard.

Teaching Periods

Spring Penrith (Kingswood)

Day

Subject Contact Clare Maclean ([https://directory.westernsydney.edu.au/search/name/Clare Maclean/](https://directory.westernsydney.edu.au/search/name/Clare%20Maclean/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PERF1024_22-SPR_KW_D#subjects)

PERF 1025 Sound Design and New Electronic Media

Credit Points 10

Legacy Code 102759

Coordinator Brendan Smyly ([https://directory.westernsydney.edu.au/search/name/Brendan Smyly/](https://directory.westernsydney.edu.au/search/name/Brendan%20Smyly/))

Description The unit builds on the conceptual and practical work presented in Music Production, deepening students' understanding of technology in contemporary music and media arts practice. Students will study the digital field recording for sound design and composition, the basic principles of sound synthesis procedures and musical acoustics, and creative sound design and synthesiser patch editing. Technical concepts are contextualised within a critical survey of contemporary music and sound design practice.

School Humanities & Comm Arts

Discipline Music

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Pre-requisite(s) PERF 1009 OR PERF 1014

Equivalent Subjects PERF 1006 - Digital Musics 2 - Studio and Soundscape
PERF 1019 - Sound Synthesis and the Sound Environment
PERF 1018 - Sound Design

Assumed Knowledge

Ability to understand basic acoustics and technical terminology; ability to conduct effective stereo audio recording; ability to operate simple MIDI systems; ability to operate simple audio mixing consoles; ability to critically analyse electroacoustic sound and music works at a basic level.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply basic musical acoustics terminology and sound synthesis concepts and methods.
2. Design sounds using synthesiser patch editing.
3. Incorporate basic DAW protocols and tools, including audio libraries, MIDI interface, in the final mixing and mastering process.
4. Explore and use sound as a narrative tool and artistic palette.
5. Record, edit and manipulate sound samples for use in sound design.
6. Those attending Art of Sound will be able to: Participate meaningfully in Art of Sound activities and projects, working with students across the Music program to develop collaborative, technical and performance skills.

Subject Content

Practical and theoretical examinations of digital audio workstations.

Practical and theoretical examinations of field recording techniques for sound design.

Practical and theoretical examinations of musical acoustics, sound synthesis and synthesiser patch editing for sound design.

Critical listening and examination of contemporary music and sound design practice.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical: Create synthesizer patches	3 unique sounds	30	N	Individual
Applied project 1: Short electronic soundscape design	2 minutes	30	N	Individual
Applied project 2: Substantial creative musical project	3 - 5 minutes	40	N	Individual
Attendance: Art of Sound attendance	N/A	S/U	Y	Individual

Prescribed Texts

- Hirsch, S (2020) Logic Pro X Essential Training, Carpinteria CA.: LinkedInlearning.com
- J. Scott Giaquinta (2015) Up and Running with ABSYNTH 5, Carpinteria CA.: LinkedInlearning.com
- Note: The above texts are supplied through the UWS Lynda.com site license

Teaching Periods

Spring

Penrith (Kingswood)

Day

Subject Contact Brendan Smyly ([https://directory.westernsydney.edu.au/search/name/Brendan Smyly/](https://directory.westernsydney.edu.au/search/name/Brendan+Smyly/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PERF1025_22-SPR_KW_D#subjects)

PERF 2001 Arranging Music

Credit Points 10

Legacy Code 102566

Coordinator David Cashman ([https://directory.westernsydney.edu.au/search/name/David Cashman/](https://directory.westernsydney.edu.au/search/name/David+Cashman/))

Description This unit introduces concepts and skills necessary to arrange music in popular-commercial and orchestral contexts. Lectures provide background on the use of instruments, harmony, timbre and texture, and tutorials provide practical exercises in preparation for the assignments.

School Humanities & Comm Arts

Discipline Music

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) PERF 2015 OR
PERF 2004

Equivalent Subjects LGYA 0425 - Arranging Popular Music PERF 2002 - Arranging Musics

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Arrange a given melody for piano/short score.
2. Construct an arrangement for large ensemble of a pre-existing piano score.
3. Arrange a song for a medium sized ensemble.
4. Analyse the musical roles of instruments in a musical score, and be familiar with the ranges of the instruments.
5. Score idiomatic parts for a range of instruments.
6. Apply stylistic elements of a chosen genre to their own arrangements.
7. Read and arrange simple melodies at the keyboard, and read chords from a lead sheet on keyboard or guitar.
8. Those attending Art of Sound will be able to: Participate in and contribute to Art of Sound activities and projects, collaborating with students across the Music program to develop and enhance production, technical and performance skills.

Subject Content

Skills in arranging for piano, and for medium and large ensembles
Theoretical knowledge of harmony, chord voicing and musical textures
Practical knowledge of instrument capabilities
Practical knowledge of computer notation and musical scoring conventions

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task (Written arrangement for rhythm section and voice)	32 bars	35	N	Individual

Professional Task (Written or DAW arrangement for large ensemble)	88 bars	45	N	Individual
Four online tests	20 minutes	20	N	Individual
Attendance: Art of Sound	Minimum 2 hours per fortnight	S/U	Y	Individual

Teaching Periods

Spring Penrith (Kingswood)

Day

Subject Contact David Cashman ([https://directory.westernsydney.edu.au/search/name/David Cashman/](https://directory.westernsydney.edu.au/search/name/David%20Cashman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PERF2001_22-SPR_KW_D#subjects)

PERF 2004 Composition and Creativity

Credit Points 10

Legacy Code 102548

Coordinator Bruce Crossman ([https://directory.westernsydney.edu.au/search/name/Bruce Crossman/](https://directory.westernsydney.edu.au/search/name/Bruce%20Crossman/))

Description This unit provides students with a firm grasp of creative principles and practical experience in the range of compositional techniques and skills required as a composer within a range of commonly employed artistic media and genres (classical, world, popular and avant-garde styles). These skills will provide the basis for professional compositional activity. Students will cover creative and technical issues with reference to a wide range of genres to stimulate across boundary thinking towards personal voice within lectures and tutorials. Practical workshops using compositional principles through student improvisation within creative groups will provide sonic demonstration of compositional ideas. The assessments will include both notated scores and recordings (improvisations; one notated score), in keeping with the Internet distribution age.

School Humanities & Comm Arts

Discipline Music

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) PERF 1001 OR PERF 1015

Equivalent Subjects LGYA 1103 - Music Composition PERF 2015 - Music Composition Concepts and Creativity

Incompatible Subjects PERF 2009 - Digital Musics 3 Composition Crossovers

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Employ a range of composition techniques for the development of musical ideas and their formal organisation
2. Understand the use of instrumentation and instrumental and timbral colour by studying traditional and contemporary composition techniques
3. Engage with the musics of composers from the Western art music traditions, cross-cultural, and other music traditions
4. Apply this understanding to the development of original musical composition for various musical groups (instrumental and vocal)
5. Use reflective-process analytical writing skills.
6. Those attending Art of Sound will be able to: participate in and contribute to Art of Sound activities and projects, collaborating with students across the Music program to develop and enhance production, technical and performance skills. Involvement in Art of Sound will culminate in contributing to the Creativity Unlimited Music Festival.

Subject Content

1. A range of composition strategies and skills developed through a series of practical exercises, including scores and improvisation
2. Instrumentation, including the ranges of instruments, their capacities for extended techniques and an understanding of their timbres in solo and in combinations
3. Western and non-western, including cross-cultural, music practices and instrumentation
4. Solo or duo instrumental composition, including a precursor improvisation assignment
5. Small ensemble composition, including a digital recording
6. Procedures and conventions in the use of music score software and handwritten manuscripts
7. Analytical and reflective-process skills
8. The relationship of culture, place and identity to composing

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Task	4-5 minutes (composition); 4-5 minute group improvisation	30	N	Individual
Professional Task	6-8 minutes	50	N	Group
Essay	1000 words	20	N	Individual
Professional Task	Minimum 2 hours per fortnight	S/U	Y	Individual

Teaching Periods

Autumn Penrith (Kingswood)

Day

Subject Contact Bruce Crossman ([https://directory.westernsydney.edu.au/search/name/Bruce Crossman/](https://directory.westernsydney.edu.au/search/name/Bruce%20Crossman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PERF2004_22-AUT_KW_D#subjects)

PERF 2011 From Corroborees to Curtain Raisers (Day Mode)

Credit Points 10

Legacy Code 101754

Coordinator Madison Shakespeare ([https://directory.westernsydney.edu.au/search/name/Madison Shakespeare/](https://directory.westernsydney.edu.au/search/name/Madison%20Shakespeare/))

Description This unit will provide students with an understanding of the historical framing and cultural re-framing of Indigenous Australians in the live arts. Students will be provided with a theoretical understanding of the politics of representation through examining and reflecting on the transitional shifts that Indigenous artists' have made from: cultural performance to theatre productions; 'traditional' storytelling to telling of stories through poetry and writing; ceremonial sounds to music and spoken word performance; documentary film to screen based drama to exploring new technologies and moving image performance. Students will be introduced to a variety of Indigenous artists and their creative works.

School Humanities & Comm Arts

Discipline Performing Arts

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Restrictions Successful completion of 40 credit points of study in the currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. outline the historical framing and cultural re/framing of Indigenous Australians in the live arts;
2. identify the different live art forms Indigenous people are exploring;
3. explain the various ways Indigenous artists in the live arts contribute significantly to Australian society;
4. describe the politics of representation as it relates to Indigenous artists in the live arts;
5. critically reflect on the politics of representation as it relates to Indigenous people engaging with new creative art forms.

Subject Content

Students will be provided with an: historical overview of the emergence of the Indigenous Australians in the live arts e.g. performance, film, dance, music, writing and poetry; overview of the different Indigenous live art forms; understanding of the politics of representation as it relates to Indigenous people; understanding of the politics of identity/?faboriginality?f/?findigeneity?f; introduction to the foundation live arts history e.g. Bangarra Dance Company, NAISDA, Black Theatre; and overview of the various Indigenous cultural events and festivals both nationally and internationally.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Reflection	1000 words	25%	N	Individual
Presentation	In class presentation	35%	N	Individual
Report	2000 words	40%	N	Individual

Teaching Periods

Autumn Penrith (Kingswood)

Day

Subject Contact Madison Shakespeare ([https://directory.westernsydney.edu.au/search/name/Madison Shakespeare/](https://directory.westernsydney.edu.au/search/name/Madison%20Shakespeare/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PERF2011_22-AUT_KW_D#subjects)

Online

Online

Subject Contact Madison Shakespeare ([https://directory.westernsydney.edu.au/search/name/Madison Shakespeare/](https://directory.westernsydney.edu.au/search/name/Madison%20Shakespeare/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PERF2011_22-AUT_ON_O#subjects)

PERF 2016 Music Group Performance

Credit Points 10

Legacy Code 102555

Coordinator David Cashman ([https://directory.westernsydney.edu.au/search/name/David Cashman/](https://directory.westernsydney.edu.au/search/name/David%20Cashman/))

Description This unit replaces 101521- Collaboration and Live Music Performance. Through a series of lectures and workshops, students will pursue two main threads of practical study imperative to any working musician. The first is collaboration, which will be practised in workshops (with repertoire determined by lecturers) and probed in a written task. The second area of study is the development of a suite of onstage skills and strategies including physical gesture, audience communication and facility with musical equipment.

School Humanities & Comm Arts

Discipline Music

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) PERF 1007 OR
PERF 1008 OR
PERF 1012 OR
PERF 1010

Equivalent Subjects LGYA 1098 - Music Performance 3 Australian Repertoire PERF 2003 - Collaboration and Live Music Performance

Assumed Knowledge

It is assumed that students can perform at Level 2 standard (determined either by having successfully completed some pre-requisite subjects or through an audition process) where they demonstrate musical fluency on chosen instrument/voice/other media.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. develop musical communication skills in the process of rehearsing repertoire as part of a small group;
 2. emerge with a greater understanding of group dynamics and collaboration;
 3. critically engage with the collaboration experience through a written task;
 4. develop the facility to constructively evaluate music performances;
 5. consider and develop a personal repertoire of onstage physical gesture;
 6. consider and rehearse the notion of persona and its relationship to communicating with audiences; and
 7. enhance existing skills concerning instrumentation and amplification.
8. Those attending Art of Sound will be able to: participate in and contribute to Art of Sound activities and projects, collaborating with students across the Music program to develop and enhance production, technical and performance skills. Involvement in Art of Sound will culminate in contributing to the Creativity Unlimited Music Festival.

Subject Content

In summary, this subject contains theoretical and practical tasks designed to extend the technical and musical proficiency of the student, including those listed below:

1. the development of repertoire and working relationships within a group over a limited time frame;
2. analysis of modes of collaboration;
3. application of assessment/evaluation criteria in the context of peer collaboration and reviews of guest performers;
4. analysis of onstage physical gesture in a variety of musical contexts;
5. strategies for communicating with audiences;
6. practical skills relating to musical equipment and amplification.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	11 x 2 hour rehearsal workshops	30	N	Group
Practical	10-15 minutes	40	N	Group
Essay	1500 words	30	N	Individual
Participation	Minimum 2 hrs per fortnight	S/U	Y	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact David Cashman ([https://directory.westernsydney.edu.au/search/name/David Cashman/](https://directory.westernsydney.edu.au/search/name/David%20Cashman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PERF2016_22-AUT_KW_D#subjects)

PERF 2017 Music and Wellbeing

Credit Points 10

Legacy Code 102248

Coordinator Lene Jeffrey ([https://directory.westernsydney.edu.au/search/name/Lene Jeffrey/](https://directory.westernsydney.edu.au/search/name/Lene%20Jeffrey/))

Description This unit looks at the psychosocial importance of music to our wellbeing throughout our lives and during each day. Delivered in a lectorial format (lecture with practical activities throughout), the unit explores the relationship between music and the body, mind, emotions, mood, memory, communication and creativity from experimental studies through to practice-based evidence. This unit is not necessarily about performing music, although some music making will take place. Rather, it is focused on how music can improve our wellbeing throughout our lives. The ideas and approaches discussed are important across the humanities, the social sciences and the health sciences, as well as to musicians who are looking to use their music in the therapeutic context.

School Humanities & Comm Arts

Discipline Music

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the role of music in different societal activities with the focus on music in daily life.
2. Interpret evidence about concepts of musical behaviour and how music affects physiological, cognitive and emotional aspects of the individual.
3. Critique the ways in which music promotes communication and self-expression based on experiential and research knowledge.
4. Define the role of music in the development of wellbeing and enhancing of interpersonal relationships.

Subject Content

- introduction to The concept of music and wellbeing and The latest findings in neuroscience that Show US how to use music for our physiological and psychological advantage.
- music and The body - exploring The power of music to affect The body - heart and breathing rates, muscle tension, pain management and other physical disorders including ideas of using music for stimulation and sedation.
- music and The mind (including imagery and visualisation) - The power of music to affect emotions, evoke memories and induce peak experiences.
- Music and relationships - using music as a form of communication between people; reducing isolation with choirs and instrumental groups; and group formation around musical interests.
- music and creativity - enhancing personal creativity by listening to music, playing An instrument, singing, improvising and visualisation.
- Music and neuroscience - neuroplasticity; brain changes with music; mirror neuron system; multisensory integration; active changes in core areas of emotional processing; processing of musical syntax and musical meaning; and, social cognition.
- Review and closure - A closing lecture and workshop discussing The highlights of The unit and personal insights into music and wellbeing.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Essay	2,000 words	45	N	Individual
Log/Workbook	One entry per session – 1200 words in total	25	N	Individual
Presentation	15 minutes	30	N	Group

Prescribed Texts

- Mannes, E. (2011). *The power of music: Pioneering discoveries in the new science of song*. USA, Bloomsbury Publishing.

Teaching Periods

Summer B

Penrith (Kingswood)

Day

Subject Contact Alison Short ([https://directory.westernsydney.edu.au/search/name/Alison Short/](https://directory.westernsydney.edu.au/search/name/Alison%20Short/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PERF2017_22-SUB_KW_D#subjects)

PERF 2018 Music, Culture and Discourse

Credit Points 10

Legacy Code 102551

Coordinator Jacob Leonard ([https://directory.westernsydney.edu.au/search/name/Jacob Leonard/](https://directory.westernsydney.edu.au/search/name/Jacob%20Leonard/))

Description In 2022 this unit replaced by 102858 - Musicology as a Professional Practice. This unit builds a critical theoretical foundation for music while preparing students for more advanced musicological studies. It examines cultural theories, focusing on theories of authorship, identity, discourse, corporeality, aesthetics, and power, and their relationship to music. It explores the intersection of music with technology, considers how musical taste is formed, and looks at the ways in which institutional practices shape music and musicians. It considers the relationships to music of the overarching paradigms of humanism and post-humanism, liberalism and neo-liberalism, and modernism and postmodernism. Completing this unit will teach students how to critically evaluate music, to recognise how power functions in music's historical narratives, and to question the assumptions on which these narratives are based. It provides students with a broadly informed view of current issues in contemporary music practice.

School Humanities & Comm Arts

Discipline Music

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects PERF 2006 - Contemporary Arts Music (Histories) PERF 2007 - Cultural Paradigms and Music PERF 2030 - Musicology as a Professional Practice

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Presentation	15 minutes	30	N	Individual
Log	2000 words	35	N	Individual
Essay	2000 words	35	N	Individual
Art of Sound	Minimum 2 hours per fortnight	S/U	Y	Individual

Teaching Periods

PERF 2020 Popular Music Communities

Credit Points 10

Legacy Code 102281

Coordinator John Encarnacao ([https://directory.westernsydney.edu.au/search/name/John Encarnacao/](https://directory.westernsydney.edu.au/search/name/John%20Encarnacao/))

Description Music is a means through which people create, socialise, consume, disseminate information, engage in power relationships, and agitate for political and social change. People form communities from their shared musical tastes and interests, and hierarchies are formed around particular kinds of music. Music can symbolise and facilitate solidarity, and expresses identity in ways that transcend physical boundaries. This unit examines popular music communities in a variety of contexts, from the local to the global to the virtual. It explores the functions and uses of music that commonly inform human activity, while also considering how these functions and uses have been articulated through recent changes in technology.

School Humanities & Comm Arts

Discipline Music

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Define key concepts and discussions involving the relationships between popular music and community, genre, technology, and power.
2. Analyse the impact of music communities on the music industry.
3. Evaluate the influence of music communities on political movements.
4. Assess the relationships between musical genres and formations of community.
5. Evaluate the impact of changing technology on the production, distribution and consumption of popular musics.
6. Interpret, communicate and present ideas and arguments in written and oral modes.

7. Those attending Art of Sound will be able to: participate in and contribute to Art of Sound activities and projects, collaborating with students across the Music program to develop and enhance production, technical and performance skills. Involvement in Art of Sound will culminate in contributing to the Creativity Unlimited Music Festival.

Subject Content

The subject will cover the following topics:

- popular music communities and genre
- popular music communities and place
- popular music communities and Technology
- popular music communities - power and dissent

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Take-Home Test	1,000 words	25	N	Individual
Debate Presentation	1,000 words/10 minutes	25	N	Individual
Essay	2,000 words	50	N	Individual
Art of Sound	Minimum 2 hours per fortnight	S/U	Y	Individual

Teaching Periods

PERF 2023 The Composer-Performer

Credit Points 10

Legacy Code 101539

Coordinator Bruce Crossman ([https://directory.westernsydney.edu.au/search/name/Bruce Crossman/](https://directory.westernsydney.edu.au/search/name/Bruce%20Crossman/))

Description Students are required to both perform and compose in this unit. While students may choose to perform their own work, this unit also offers the opportunity for students to experience the particular challenges and rewards offered by the close collaboration entailed in both sides of the composer/performer interface. Each student will choose a balance of performance and composition tasks appropriate to her/his specific musical path. The unit presents basic compositional techniques and canvasses issues regarding the composer/performer relationship through a series of lectures, tutorials and workshops. Students will also continue to develop their event administration skills.

School Humanities & Comm Arts

Discipline Music

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) PERF 1017

Equivalent Subjects LGYA 1099 - Music Performance 4 The Composer-Performer

Assumed Knowledge

Students are to have completed the pre-requisites or equivalent knowledge and ability will be determined by the Subject Coordinator.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. plan, develop and perform a project as a featured player
2. acquire the skills necessary to compose for given combinations of instruments
3. extend on musical communication skills acquired in earlier units
4. further develop skills in music notation acquired in earlier units
5. apply techniques to structure musical material
6. contextualise the composer/performer experience through a detailed project proposal
7. meet the challenge of giving the first performance of a new work
8. Those attending Art of Sound will be able to: participate in and contribute to Art of Sound activities and projects, collaborating with students across the Music program to develop and enhance production, technical and performance skills. Involvement in Art of Sound will culminate in contributing to the Creativity Unlimited Music Festival.

Subject Content

This subject will include theoretical and practical tasks designed to extend the technical and musical proficiency of the student as well as to canvass a number of important themes and issues relevant to the composer/performer relationship. The following topics will be included:

- twentieth and twenty-first century approaches to composition spanning contemporary art music, World musics and A wide range of popular musics
- performance practice Issues pertaining to these compositional approaches
- composing Issues relating to creating works for specific performers
- personal voice and societal music-associations in composition
- contemporary Critical theory and its application to music performance, composition and The dual role of composer-performer
- programming Issues specific to contemporary composition
- theoretical and practical Issues focused on The composer/performer interface in The performance event
- strategies to maximise communication between composers and performers

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	Either two compositions and one performance; OR one composition and two performances composition = 3-5minutes; performance = 3-5 minutes	60	N	Individual
Professional task	Composition = 1.5-2.5 minutes;	15	N	Individual
Professional task	Performance = 3-5 minutes or x 2 3-5 minutes	15	N	Individual
Proposal	600 words	10	N	Individual
Art of Sound	Min 2 hrs per fortnight	S/U	Y	Individual

Teaching Periods

Spring Penrith (Kingswood)

Day

Subject Contact Bruce Crossman ([https://directory.westernsydney.edu.au/search/name/Bruce Crossman/](https://directory.westernsydney.edu.au/search/name/Bruce%20Crossman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PERF2023_22-SPR_KW_D#subjects)

PERF 2024 The Musical

Credit Points 10

Legacy Code 101795

Coordinator David McInnes ([https://directory.westernsydney.edu.au/search/name/David McInnes/](https://directory.westernsydney.edu.au/search/name/David%20McInnes/))

Description The Musical will involve the examination of the history and development of the stage musical in its social and cultural context. The unit will also explore the structure of the musical as a 'text' and performance genre, looking closely at narrative structure, the structure of songs and the construction of character types and interaction. 'The Musical' will also involve students in the critical analysis of the representation of gender and race in the stage musical.

School Humanities & Comm Arts

Discipline Performing Arts

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Restrictions Successful completion of 40 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. demonstrate knowledge and understanding of the history and form of the stage musical genre
2. apply analytical and critical (post-structuralist) skills to the stage musical, particularly through the analysis of race and gender
3. apply skills in the analysis of narrative structure (schematic/plot structure, narrative point of view etc), song (lyrical) structure (poetic features etc), character construction (as semiotic formation within fictional worlds) and some account/concern for musical structure (most centrally melody, phrase and passage structure) and style (hybridized forms from classical, operetta, music hall, black American etc) in order to more fully articulate the construction of multi-modal meaning in the musical genre.

Subject Content

- The history, development and structure of The stage musical
- The representation of gender and race in various musicals
- Close textual analysis of a series of musicals from early (Show Boat, Oklahoma) through to later 20th century musicals (My Fair Lady, West Side Story, Cabaret, and Jesus Christ Superstar) and contemporary adaptations/uses of the musical genre ('A Street

Teaching Periods

PERF 2025 The Politics of Australian Music

Credit Points 10

Legacy Code 102552

Coordinator Joseph Williams ([https://directory.westernsydney.edu.au/search/name/Joseph Williams/](https://directory.westernsydney.edu.au/search/name/Joseph%20Williams/))

Description In 2020 this unit replaced by 102762 - World Music. The unit explores the histories and politics that have shaped the development of Australian music from 1788 to the present day. It critically engages with the historical narrative that perpetuates the dominance of white, post-settler composers and musicians, asking what mechanisms have given rise to some music becoming silenced. How have post-settler musicians approached indigenous music as a challenge that is both aesthetic and ethical? In what ways does the diverse make-up of the Australian population since the mid-twentieth century erode the sharp distinction between the indigenous and the non-indigenous populations in music? Completing this unit will teach students how to critically evaluate Australian music history, to recognise the power of the dominant historical narrative, and to question the assumptions on which it is based. The unit is framed by Attali's theory of noise, which shows how the production, performance, and consumption of music are linked with power and order in society, and introduces Bourdieu's field theory.

School Humanities & Comm Arts

Discipline Music

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects PERF 3002 - Contemporary Arts 3 Politics and Communities PERF 2014 - Modes and Codes of Music Production PERF 2028 - World Music

Learning Outcomes

On successful completion of this subject, students should be able to:

1. define key critical terms and concepts relating to Australian music
2. explain Attali's theory of power, and Bourdieu's concepts of habitus and field, showing their application to Australian music
3. analyse the nationa

Subject Content

Students will work on topics about Australian music that include the:

1. historical narratives of Australian music
2. indigenous/non-indigenous distinction in post-settler music
3. folk and bush music traditions
4. impact of multi-culturalism
5. minor musical traditions
6. nationalism and the national identity debate
7. ethics and aesthetics of appropriative practices
8. concepts of the habitus and the field in Bourdieu as they apply to Australian music
9. application of Attali's theory of power to Australian music

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Presentation	15 minutes	30	N	Individual
Annotated Bibliography	2000 words	35	N	Individual
Essay	3000 words	35	N	Individual
Art of Sound	Minimum 2 hours per fortnight	S/U	Y	Individual

Teaching Periods

PERF 2026 Advanced Production

Credit Points 10

Legacy Code 102760

Coordinator Brendan Smyly (<https://directory.westernsydney.edu.au/search/name/Brendan+Smyly/>)

Description In 2022 this unit replaced by 102854 - The Music Industry. This unit builds on concepts and practical work from Music Production and Sound Design. It prepares students creatively and technically to undertake self-directed technology-based projects as composers, sound designers and producers. Students will study professional-level sound studios, multi-track, hard disk recording systems, critical listening, and principles of sonic composition and studio production. Students will propose and complete a major studio-based creative project.

School Humanities & Comm Arts

Discipline Music

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) PERF 1019 OR
PERF 1018 OR
PERF 1025

Equivalent Subjects PERF 2009 - Digital Music 3 - Composition
Crossovers PERF 2013 - Introduction to the Sound Studio PERF 2022 - Studio Production PERF 2031 - The Music Industry

Assumed Knowledge

Students enrolling in this subject are assumed to have a basic working knowledge of computer music and sound recording technologies and concepts, and safe working practices.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Practical - Tracking assessment	2 minutes	20	N	Individual
Applied Project 1 - Creative studio project proposal and pre-production information	1000 words	10	N	Individual
Applied Project 2 - Group Live Recording Project	3 minutes	20	N	Group
Applied Project 3 - Major recording project	5 minutes	50	N	Individual
Attendance - Art of Sound attendance	n/a	S/U	Y	Individual

Teaching Periods

PERF 2027 Electronic Music Production

Credit Points 10

Legacy Code 102761

Coordinator Andrew Milne (<https://directory.westernsydney.edu.au/search/name/Andrew+Milne/>)

Description In Spring 2022 this unit replaced by 102855 - Music Project 1: Multimedia. This unit will develop digital literacy in electronic music production. Students will acquire an understanding of the fundamental principles of digital and electronic music systems in the context of practical projects with computer-music hardware and software. Students will propose and complete a number of projects based on current trends in electronic music. Engagement in this unit will enhance students' analytical and practical problem-solving skills alongside knowledge of contemporary electronic music production.

School Humanities & Comm Arts

Discipline Music

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) COMM 2035 OR

PERF 2013 OR

COMM 2033 OR

PERF 2022 OR

PERF 2026

Equivalent Subjects PERF 2010 - Digital Musics 4 Synthetis and Performance PERF 2021 - Sound Technologies and Machine Musicianship PERF 2008 - Digital Musicianship PERF 2029 - Music Project 1 Multimedia

Assumed Knowledge

Students enrolling in this subject are assumed to have a basic working knowledge of computer music and sound recording technologies and concepts, and safe working practices.

Teaching Periods

PERF 2028 World Music

Credit Points 10

Legacy Code 102762

Coordinator Nicholas Ng ([https://directory.westernsydney.edu.au/search/name/Nicholas Ng/](https://directory.westernsydney.edu.au/search/name/Nicholas%20Ng/))

Description This unit examines music from diverse cultures, such as African, Latin American, Middle Eastern, Asian, and the Australia-Oceania region, focusing on the performance, production, and transmission of contemporary fusion music. It explores the cultural-political ways in which the West represents world music as a commodity and considers how the music is inflected with notions of identity, modernity, globalisation, displacement and migration. It charts the ways in which, as a social practice, world music engages politics to promote change, giving voice to marginalised groups. Students will have the opportunity to perform selected rhythms from different cultures. Additionally, they will learn elements of music theory that pertain to the cultures studied in the unit.

School Humanities & Comm Arts

Discipline Music

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects PERF 3002 - Contemporary Arts 3 Politics and Communities PERF 2014 - Modes and Codes of Music Production PERF 2025 - The Politics of Australian Music

Assumed Knowledge

A basic understanding of music notation.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically evaluate the diversity of genre and impact of the historical, socio-cultural, and global contexts of world music.

2. Communicate the ways in which world music operates as a political discourse, focusing on its impact on marginal groups.
3. Analyse the musical, lyrical, and performative dimensions of world music.
4. Execute performances of rhythmic patterns and melodies of world music.
5. Perform a range of world music compositions.
6. Demonstrate fluency in the basic notation and theory associated with world music.
7. Develop the capability to work with students across the Music program on collaborative, technical and performance skills.

Subject Content

Music from diverse cultures, such as African, Latin American, Middle Eastern, Asian and Australian-Oceanic.

The performance, production, and transmission of contemporary fusion music.

Representations of world music as a commodity.

Practical performances of rhythms from different cultures.

Introduction to music theory as it relates the cultures studied.

World music as a vehicle for the expression of identity, modernity, globalisation, displacement and migration.

The political and social dimensions of world music and relationship to marginalised societies.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Annotated Bibliography	1,000 words	15	N	Individual
Essay	2,000 words	20	N	Individual
Final Exam	2 hours	30	N	Individual
Practical Exam	6 minutes	35	N	Individual
Participation		S/U	Y	Individual

Prescribed Texts

- NETTL, B. (2003). Excursions in world music. Upper Saddle River, N.J., Prentice-Hall.

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Nicholas Ng ([https://directory.westernsydney.edu.au/search/name/Nicholas Ng/](https://directory.westernsydney.edu.au/search/name/Nicholas%20Ng/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PERF2028_22-AUT_KW_D#subjects)

PERF 2029 Music Project 1: Multimedia

Credit Points 10

Legacy Code 102855**Coordinator** Andrew Milne ([https://directory.westernsydney.edu.au/search/name/Andrew Milne/](https://directory.westernsydney.edu.au/search/name/Andrew%20Milne/))

Description In small groups, students will develop a creative music/sound and multimedia project. The multimedia aspects can include any thematically linked subset of video, art, text, lighting, digital technology and installations, sound spatialisation, or algorithmic sound/music generation. Students will learn how to integrate music and sound with multimedia; develop their skills in digital audio and video software and digital technology. Students will gain experience in collaborating on a creative project and contextualising and promoting their work within a broader cultural context. The teaching material comprises pre-recorded lectures and guided workshops, which can be undertaken on campus or online.

School Humanities & Comm Arts**Discipline** Music**Student Contribution Band** HECS Band 2 10cp**Level** Undergraduate Level 2 subject**Pre-requisite(s)** PERF 1025

Equivalent Subjects PERF 2027 - Electronic Music Production PERF 2010 - Digital Musics 4 Synthesis and Performance PERF 2021 - Sound Technologies and Machine Musicianship PERF 2008 - Digital Musicianship

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify strategies for integrating music and multimedia.
2. Apply knowledge of music and video software and technology in developing a multimedia project.
3. Design and develop a thematically coherent artistic project.
4. Participate in a collaborative creative process.
5. Relate their creative work to a broader cultural context.
6. Critically evaluate decisions and procedures used while developing artistic projects.

Subject Content

Overview of historical and contemporary multimedia works, artists, and cultural context.

Integrating music and sound with video, art, text, lighting, space, and interaction.

Recording, editing, arranging, mixing, remixing, automating, and mastering music and audio in a DAW.

Importing, editing, manipulating, and automating video in software environments.

Interfacing between software, hardware, and humans.

Developing algorithmic routines for generating and manipulating sound, music, and visuals.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Presentation	5 minutes	15	N	Group
Quiz	30 questions	15	N	Individual

Applied Project	3–7 minutes for a recorded piece; alternatively, a single installation	40	N	Group
-----------------	--	----	---	-------

Essay	1 500 words	30	N	Individual
Attendance - Art of Sound	Weekly, 1 hour	S/U	Y	Individual

Teaching Periods

Spring

Penrith (Kingswood)

Day

Subject Contact Andrew Milne ([https://directory.westernsydney.edu.au/search/name/Andrew Milne/](https://directory.westernsydney.edu.au/search/name/Andrew%20Milne/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PERF2029_22-SPR_KW_D#subjects)

PERF 2030 Musicology as a Professional Practice

Credit Points 10**Legacy Code** 102858

Coordinator Jacob Leonard ([https://directory.westernsydney.edu.au/search/name/Jacob Leonard/](https://directory.westernsydney.edu.au/search/name/Jacob%20Leonard/))

Description This unit offers the opportunity for students to apply musicological skills and knowledge to real-world contexts, such as writing program notes, music reviews, and blogs, researching and retrieving music repertoires for performance in various ensemble configurations, researching, analysing and critically writing about music from a range of genres, and adopting key analytical strategies for considering music in its cultural, intercultural and historical contexts. The teaching materials and content in this unit will be designed to closely align with and support the practical projects being chosen and designed by students in two project units (1 and 3) in the Bachelor of Music. The unit will provide students with a broadly informed view of current issues in music practice.

School Humanities & Comm Arts**Discipline** Music**Student Contribution Band** HECS Band 2 10cp**Level** Undergraduate Level 2 subject

Equivalent Subjects PERF 2006 - Contemporary Arts Music (Histories) PERF 2007 - Cultural Paradigms and Music PERF 2018 - Music Culture and Discourse

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse the range of program notes used for various genres and styles of music.
2. Examine the cultural, intercultural, and historical contexts of music in a program-note, music blog or formal music review.
3. Evaluate the role of descriptive musical analysis and apply it to the written program-note.

4. Explain the function of music in multi-media and interdisciplinary contexts and their relationship to the program note, blog, and formal music review.
5. Assess and apply various modes of writing in the program-note, music blog and formal music review.
6. Those attending Art of Sound will be able to: Participate in and contribute to Art of Sound activities and projects, collaborating with students across the Music program to develop and enhance production, technical and performance skills.

Subject Content

Critical analysis of the range of program notes used for various genres and styles of music

The relationship of the cultural, intercultural, and historical contexts of music to the program note

The role of descriptive music analysis in the program note

The function of music in multi-media and interdisciplinary contexts

The relationship of music repertoires to program-note writing and reviewing

The role of musical blogs to the practice of music

Assessing and applying various modes of writing in the program note, the music blog and the formal music review

How to write about music

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	15 minutes	30	N	Individual
Critical Review	2000 words	35	N	Individual
Portfolio	3000 words	35	N	Individual
Art of Sound	Minimum 2 hours per fortnight	S/U	Y	Individual

Prescribed Texts

- Beard, David and Gloag, Kenneth, *Musicology: The Key Concepts*. London & New York: Routledge, Second Edition, 2016.

Teaching Periods

Spring

Penrith (Kingswood)

Day

Subject Contact Jacob Leonard ([https://directory.westernsydney.edu.au/search/name/Jacob Leonard/](https://directory.westernsydney.edu.au/search/name/Jacob%20Leonard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PERF2030_22-SPR_KW_D#subjects)

PERF 2031 The Music Industry

Credit Points 10

Legacy Code 102854

Coordinator David Cashman ([https://directory.westernsydney.edu.au/search/name/David Cashman/](https://directory.westernsydney.edu.au/search/name/David%20Cashman/))

Description In this unit students will be given an overview of the music industry, applying music industry theory to real-life situations, and working on real-world projects such as creating a unique image for an artist or band, and promoting and marketing a live gig. Responsibilities, and the pros and cons of going solo or working as a group will be explored together with income generation through record sales, live performance, song publishing, merchandise, and sponsorship. Other aspects, such as artist management, copyright, and contracts, will be covered along with the independent musician and new DIY models for the fast-paced, high-tech world of the future.

School Humanities & Comm Arts

Discipline Music

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects PERF 2009 - Digital Music 3 - Composition Crossovers PERF 2013 - Introduction to the Sound Studio PERF 2022 - Studio Production PERF 2026 - Advanced Production

Assumed Knowledge

Students enrolling in this subject are assumed to have a basic working knowledge of computer music and sound recording technologies and concepts, and safe working practices.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate a knowledge of music industry theories and their application to practical scenarios.
2. Evaluate, contrast, and defend judgements about artist management, publishing, distribution, promotion and marketing, music copyright, and contractual agreements in different artist/music employment settings.
3. Create a unique image or brand for a band or solo artist.
4. Promote a live music event that includes a comprehensive marketing plan.
5. Critically evaluate the common income streams used in the music industry.
6. Apply professional judgment and initiative when dealing with the complexity, ambiguity, and diversity of DIY models in the fast-changing music business environment.
7. Situate the working, present-day musician in the broad historical context of the music industry.
8. Those attending Art of Sound will be able to: Participate meaningfully in Art of Sound activities and projects, working with students across the Music program to develop collaborative, technical and performance skills.

Subject Content

Overview of the music industry

Music, branding and the independent musician

Income streams

Live music

Music publishing, copyright

Artist management (independent or by agent)

Distribution, promotion, and marketing of the musical product

Contractual agreements (publishing, management, band and other music business related obligations)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1500 words	30	N	Individual
Presentation	10 minutes	30	N	Individual
Final Exam	2 Hours	40	N	Individual
Participation		S/U	Y	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact David Cashman ([https://directory.westernsydney.edu.au/search/name/David Cashman/](https://directory.westernsydney.edu.au/search/name/David%20Cashman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PERF2031_22-AUT_KW_D#subjects)

PERF 2032 Music-making applications for education and therapy

Credit Points 10

Legacy Code 102910

Coordinator Allison Fuller ([https://directory.westernsydney.edu.au/search/name/Allison Fuller/](https://directory.westernsydney.edu.au/search/name/Allison%20Fuller/))

Description This unit assists you in developing your musical competency with a view to applications in education and therapy, since particular types of music skills and applied competencies are required for music teachers and music therapists as they work with students and clients. If you want to develop your musical skills to engage more actively in musical interaction with people, then this is the unit for you! This very practically oriented unit explores applied music literacy and aspects of using music as a tool within the social/educational context, engaging you in vocal, guitar, piano/keyboard and aural activities, as taught by experienced music therapy and education staff. This unit helps you expand your musical potential and career options, supporting you in developing skills to set you up for success in entering your chosen field of study, completing your studies and ultimately being career-ready for your future in the musical context.

School Humanities & Comm Arts

Discipline Music

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Assumed Knowledge

Beginning competency on piano, guitar or voice and basic music literacy skills.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and explain the key music literacy skills (within the areas of reading, writing and playing) as relevant to music education and music therapy contexts.
2. Apply learned music literacy skills utilising the guitar, piano/ keyboard and voice as associated with music education and music therapy delivery.
3. Create a personalised music literacy skills development plan with a view to potential career path towards the music education or music therapy fields.
4. Appraise current evidence-based applications to one area of music education or music therapy practice.

Subject Content

Introduction to music-making in education and therapy, with real-world examples of relevant music practices applied to these contexts and the importance of competent music skills.

Reviewing own current skills development, reflective critiquing own musical development. Establishing a practice regime and feedback mechanisms.

Foundations of music-making including aural skills, music reading and music literacy.

Music-making with voice.

Music-making with piano/keyboard.

Music-making with guitar.

Review and closure ? summary and review of the unit, personal insights into developing music-making as applied to education and therapy contexts.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Log/ Workbook	2000 Words (total)	25	N	Individual
Practical	Completion of 8-10 modules as specified	40	N	Individual
Practical	30 Minutes Video Uploads (total)	35	N	Individual

Prescribed Texts

- Materials will be provided via vUWS.

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Allison Fuller ([https://directory.westernsydney.edu.au/search/name/Allison Fuller/](https://directory.westernsydney.edu.au/search/name/Allison%20Fuller/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PERF2032_22-AUT_KW_D#subjects)

PERF 3009 Music Careers Research

Credit Points 10

Legacy Code 102429

Coordinator Joseph Williams ([https://directory.westernsydney.edu.au/search/name/Joseph Williams/](https://directory.westernsydney.edu.au/search/name/Joseph%20Williams/))

Description What music careers were sustainable in the past? How has the music industry changed over the last 3 decades? What would sustainable music careers look like in the future? Students will work on research projects that focus on music careers and the music industry. They will gain a good understanding of the careers available in music, including the qualifications and skills needed for jobs in music. They will also evaluate the research focused on music careers, including assessing the currency of websites that provide lists of music careers. Students will evaluate the degree to which the Bachelor of Music learning outcomes sufficiently prepare graduates for their chosen careers. Students will be introduced to a range of relevant methodologies. They will be expected to propose a topic, report on the progress of their research, retrieve and critically evaluate an appropriate literature for their project, and discuss the methods intended or used for their data collection and analysis.

School Humanities & Comm Arts

Discipline Music

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects PERF 3017 - Music in Theory and Practice

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Design a research project focused on a music career
2. Write a proposal for a research project focused on a music career
3. Retrieve and provide a literature review for a research project focused on a music career
4. Assess the degree to which the Bachelor of Music Learning Outcomes prepare students for a music career
5. Evaluate the qualifications and skills needed for a music career
6. Explain the methods used by themselves and other researchers for investigating a music career
7. Interpret the findings of a research project focused on a music career
8. Write a final paper reporting on the research undertaken
9. Those attending Art of Sound will be able to: Develop, implement and promote Art of Sound activities and projects, guiding and collaborating with students across the Music program to further progress leadership, advanced production and performance skills. Involvement in Art of Sound will culminate in contribution to the program and coordination of the Creativity Unlimited Music Festival.

Subject Content

- Researching music careers
- critically Evaluating research about music careers
- Qualitative and quantitative research methods
- Ethnographic methods
- Surveys
- interviews
- research and ethics
- writing about music careers

- organisation research documentation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	20 Minutes	30	N	Individual
Literature Review	2,000 Words	35	N	Individual
Report	2,000 words or 1,000 words plus Professional Development Output	35	N	Individual
Participation	Minimum 2 hrs per fortnight	S/U	Y	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Joseph Williams ([https://directory.westernsydney.edu.au/search/name/Joseph Williams/](https://directory.westernsydney.edu.au/search/name/Joseph%20Williams/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PERF3009_22-AUT_KW_D#subjects)

PERF 3013 Music and Analysis

Credit Points 10

Legacy Code 101152

Coordinator John Encarnacao ([https://directory.westernsydney.edu.au/search/name/John Encarnacao/](https://directory.westernsydney.edu.au/search/name/John%20Encarnacao/))

Description Analysis enables students to acquire a deep and rich understanding of music. This unit will focus on the formal designs, rhythmic, melodic and harmonic structures of notated music, and the structures, contexts and processes of non-notated music. It will include notated and recorded music from the popular song traditions, as well as studio recordings, electronic music and improvisation. It will consider the strengths, weaknesses and cultural biases of various modes of analysis, including the use of musical notation. Students will learn to apply these methods in lectures and tutorials.

School Humanities & Comm Arts

Discipline Music

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) PERF 2001 OR PERF 2004

Equivalent Subjects LGYA 0424 - Analytical Models in Music

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Employ the tools acquired in musicianship and music theory to the analysis of music.
2. Undertake analyses of notated and recorded song forms.
3. Utilise approaches used in the analysis of improvised and electronic musics.
4. Explain the theoretical models used to analyse notated and recorded music.
5. Critically evaluate the perspectives that analytical models bring to bear on the music analysed.
6. Describe the importance of the cultural context in the analytical process.
7. Those attending Art of Sound will be able to: Develop, implement and promote Art of Sound activities and projects, guiding and collaborating with students across the Music program to further progress leadership, advanced production and performance skills.

Subject Content

Students will work on topics to include style and genre analysis musicianship and music theory as applied to the analysis of music the analysis of notated and recorded song forms approaches to the analysis of improvised and electronic musics models use to analyse recorded music models used to analyse notated music the perspective that analysis brings to bear on music the connection between models of analysis and their cultural contexts

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short Answer	800 words	20	N	Individual
Intra-session Exam	90 minutes	40	N	Individual
Essay	1,500 words	40	N	Individual
Participation	Minimum 2 hours per fortnight	S/U	N	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact John Encarnacao ([https://directory.westernsydney.edu.au/search/name/John Encarnacao/](https://directory.westernsydney.edu.au/search/name/John%20Encarnacao/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PERF3013_22-AUT_KW_D#subjects)

PERF 3014 Music and Critical Thought

Credit Points 10

Legacy Code 102573

Coordinator Michelle Stead ([https://directory.westernsydney.edu.au/search/name/Michelle Stead/](https://directory.westernsydney.edu.au/search/name/Michelle%20Stead/))

Description Music and Critical Thought considers definitions of music and how music is constituted. It asks how we encounter and experience music, and what makes a piece of music aesthetically pleasing and who decides. It asks whether the meanings attributed to music are as much intrinsic as they are cultural. The unit considers emotions and feelings in music, and why we would listen to music if it makes us feel sad. When music is used as an instrument of torture is it still music? How do we view the composer in the musical work? Where does creativity reside in a musical work? Is there a difference between musical thinking and thinking about music? Is music representational or immanent or both? Is music political? The unit provides an historical overview of the important debates and considers the poststructuralist critique of these debates. Students will design a question chosen from the topics covered in the unit, and retrieve and critically evaluate the appropriate literature for their project.

School Humanities & Comm Arts

Discipline Music

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects PERF 3015 - Music and Meaning PERF 3016 - Music and Philosophy

Learning Outcomes

On successful completion of this subject, students should be able to:

1. define key critical terms and concepts in music
2. explain the critical debates in music
3. apply critical thinking to music and to music analysis
4. evaluate the poststructuralist intervention into critical thinking in music
5. design a research project
6. write a proposal for a research project
7. retrieve and provide a literature review for a research project
8. unfold a sustained, critical argument as an essay for a research project
9. Those attending Art of Sound will be able to: Develop, implement and promote Art of Sound activities and projects, guiding and collaborating with students across the Music program to further progress leadership, advanced production and performance skills. Involvement in Art of Sound will culminate in contribution to the program and coordination of the Creativity Unlimited Music Festival.

Subject Content

what is music?
 What is critical thought?
 the music and meaning debate
 emotion, feeling and music
 music and representation
 musical understanding
 aesthetics and music
 the composer and the musical work
 ethics, morality and music
 music and torture
 politics and music
 poststructuralism and music

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	15 Minutes + weekly written and oral participation	30	N	Individual
Proposal	2000 words	35	N	Individual
Essay	2000 words	35	N	Individual
Art of Sound	Minimum 2 hrs per fortnight	S/U - 0	Y	Individual

Prescribed Texts

- R.A Sharpe. Philosophy of Music: An Introduction. Bucks: Acumen Publishing Limited, 2004

Teaching Periods

Spring

Penrith (Kingswood)

Day

Subject Contact Michelle Stead ([https://directory.westernsydney.edu.au/search/name/Michelle Stead/](https://directory.westernsydney.edu.au/search/name/Michelle%20Stead/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PERF3014_22-SPR_KW_D#subjects)

PERF 3021 Repertoire and Identity in Performance

Credit Points 10

Legacy Code 102557

Coordinator John Encarnacao ([https://directory.westernsydney.edu.au/search/name/John Encarnacao/](https://directory.westernsydney.edu.au/search/name/John%20Encarnacao/))

Description In 2022 this unit replaced by 102859 - Performing as a Professional Musician. Repertoire and Identity in Performance is the third year unit that completes the Music Performance major and sub-major. It gives students the opportunity to conceptualise, perform and feature in a 20-minute project in a concert setting. It is expected that the preceding five semesters of music performance study will be drawn upon to give a cohesive performance that resonates with each student's particular musical identity. A written task, supported by a series of lectures, will encourage students to consider constructions of identity in their own performances and those of others. Through a series of workshops, students will receive feedback on their work in progress from their lecturer and colleagues, completing a circle of practice and critical engagement.

School Humanities & Comm Arts

Discipline Music

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) PERF 2023 OR
PERF 3025 OR
PERF 3007

Equivalent Subjects LGYA 1102 - Music Performance 6 Repertoire and Identity PERF 3011 - Music Performance Repertoire and Identity PERF 3030 - Performing as a Professional Musician

Assumed Knowledge

It is assumed that students can perform at Level 3 standard (determined either by having successfully completed some pre-requisite subjects or through an audition process) where they demonstrate musical fluency on chosen instrument/voice/other media.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	20 minutes	40	N	Individual
Presentation	2 workshops x 8-10 minutes (15% each); Feedback to peers (10%)	40	N	Individual
Essay	2,000 words	20	N	Individual
Art of Sound	Minimum 2 hours per fortnight	S/U	Y	Individual

Teaching Periods

PERF 3022 Screen Media Composition

Credit Points 10

Legacy Code 102563

Coordinator Bruce Crossman ([https://directory.westernsydney.edu.au/search/name/Bruce Crossman/](https://directory.westernsydney.edu.au/search/name/Bruce%20Crossman/))

Description This unit is the final stage in the Composition and Music Production sub-major sequences. The unit is also available to Media Arts Production and Creative Industries students. The unit aims to prepare students creatively and technically to undertake self-directed sound composition projects for screen media. The areas to be examined include: sound studio techniques, mix processing for sound recording and screen media, an introduction to surround audio techniques, sound composition (score-based and/or sound-scape) for screen, film spotting for sound, audio-visual interactions, and professional communication/pitching of sound composition proposals. Each student produces a complete sound-composition for screen package including sound composition, sound recording, screen media product (including film), and promotional documentation and samples.

School Humanities & Comm Arts

Discipline Music

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) PERF 1009 OR
 PERF 1014 OR
 COMM 2030 OR
 PERF 2015 OR
 PERF 2004 OR
 PERF 3010 OR
 PERF 3023

Equivalent Subjects PERF 3024 - Sound Composition for Screen Media

Incompatible Subjects PERF 3005 - Digital Musics 6 - Performance
 Contexts LGYA 1104 - Music Composition Advanced

Restrictions Available places limited by technological infrastructure.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Ability to understand, operate and productively explore the creative potentials of professional sound studios
2. Ability to integrate digital video in audio projects
3. Develop an ability to create and structure composition and sound-scape components of screen media utilizing notation, orchestration, studio techniques and improvisation
4. Develop an understanding of sound interaction with visual media to forward screen narrative or drama
5. Develop an ability to practically create and record sounds (score and studio based) for screen media
6. Developed research and presentation skills - information gathering, problem solving, analysis and organization of material, argument ability, documentation skills, presentation of sound composition samples
7. Developed ability to generate, define and carry out a program of creative sound composition for screen media
8. Those attending Art of Sound will be able to: Develop, implement and promote Art of Sound activities and projects, guiding and collaborating with students across the Music program to further progress leadership, advanced production and performance skills. Involvement in Art of Sound will culminate in contribution to the program and coordination of the Creativity Unlimited Music Festival.

Subject Content

1. Extended examinations of contemporary studio recording techniques
2. Practical and theoretical introduction to 5.1 surround sound
3. Practical and theoretical examinations of audio and visual master preparation
4. Extended ability to create, structure and design composition and sound-scapes for interaction with screen media, including scores and/or graphic scores
5. Examinations of practical techniques in screen sound composition (composing, improvising, orchestrating, sound-designing, recording) for performers within industry-style timelines
6. Critical listening and viewing skills for analysing sound composition and its interaction with visual media
7. Research and presentation skills for directorial brief (including: information gathering, creative ideas for sound composition, sound-image interaction, problem solving, analysis and organization of material into articulate and constructive argument, documentation, creative work samples)
8. Complete sound-composition and visual production skills

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation and Essay	Presentation (5 minutes) Essay (1000 words)	20	N	Individual
Professional task	Score, Sound Track Recordings and Documentatio (1000-2000 words total)	40	N	Individual
Professional task	7-10 minutes	40	N	Individual
Art of Sound	Minimum 2 hours per fortnight	S/U - 0	Y	Individual

Teaching Periods

Spring Penrith (Kingswood)

Day

Subject Contact Bruce Crossman ([https://directory.westernsydney.edu.au/search/name/Bruce Crossman/](https://directory.westernsydney.edu.au/search/name/Bruce%20Crossman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PERF3022_22-SPR_KW_D#subjects)

PERF 3023 Songwriting and Composer Collaborations

Credit Points 10

Legacy Code 102549

Coordinator Bruce Crossman ([https://directory.westernsydney.edu.au/search/name/Bruce Crossman/](https://directory.westernsydney.edu.au/search/name/Bruce%20Crossman/))

Description This unit extends on the creative principles and practical experience in the range of compositional techniques and skills in the preceding unit Composition and Creativity. It will have two focuses: songwriting in both popular and art-music traditions to allow for the exploration of lyrics/texts; and composer collaborations with large scores for film, photography and dance. Students will work in a wide variety of commonly-employed artistic media and genres at a higher level than in the preceding unit. They will acquire the ability to write for larger instrumental combinations in cross-artform collaborations and songwriting skills. Practical workshops using compositional principles through student improvisation within creative groups will provide sonic demonstration of compositional ideas in relation to songwriting and other media. The assessments will include both notated scores (with visual media options) and recordings (improvisation; one notated score), in keeping with the Internet distribution age.

School Humanities & Comm Arts

Discipline Music

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) PERF 2015 OR
PERF 2004

Equivalent Subjects LGYA 1104 - Music Composition Advanced PERF 3010 - Music Composition Text and Visual Interactions

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Develop an understanding of the compositional techniques and styles utilised by late 20th and early 21st century composers from the western art music traditions, popular music, cross-cultural and other musical traditions, including improvisation practices as compositional design
2. Apply this understanding to their own compositional practices
3. Acquire skills in text-setting and vocal writing, including songwriting (popular and art music styles)
4. Become adept at exploring and employing the full range of possibilities of instrumentation including extended techniques, orchestral textures and sound sources that are not based on traditional or standard instrumentation
5. Acquire skills in writing and collaborating for visual media (for example, dance, photography, and screen)
6. Examine and gain practical facility in dealing with the technical and aesthetic issues surrounding composition for a variety of sound media
7. Be able to produce reflective writing about the creative compositional process.
8. Those attending Art of Sound will be able to: Develop, implement and promote Art of Sound activities and projects, guiding and collaborating with students across the Music program to further progress leadership, advanced production and performance skills. Involvement in Art of Sound will culminate in contribution to the program and coordination of the Creativity Unlimited Music Festival.

Subject Content

1. A range of composition strategies and skills developed through practical work, including scored work, digital recordings, cross-disciplinary collaborations and improvisation
2. Compositional techniques and styles in the Western tradition
3. Compositional techniques and styles in popular music
4. Compositional techniques and styles in cross-cultural and other musical traditions
5. Compositions that explore the interaction of text and visual media with music, including a digital recording with emphasis on collaborations with other cross-disciplinary artists
6. Text setting and vocal writing, including a precursor recorded improvisation and emphasis on songwriting (popular and art music styles)
7. Instrumentation/Orchestration, including orchestral writing
8. Reflective practice paradigms

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	5 minutes (composition); 5 minutes (group improvisation)	30	N	Individual
Professional Task	5-9 minutes	50	N	Individual
Essay	1000 words	20	N	Individual
Professional Task	Min 2 hrs per fortnight	S/U	Y	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Bruce Crossman ([https://directory.westernsydney.edu.au/search/name/Bruce Crossman/](https://directory.westernsydney.edu.au/search/name/Bruce%20Crossman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PERF3023_22-AUT_KW_D#subjects)

PERF 3026 Applied Professional Music Contexts

Credit Points 10

Legacy Code 102767

Coordinator Clare Maclean ([https://directory.westernsydney.edu.au/search/name/Clare Maclean/](https://directory.westernsydney.edu.au/search/name/Clare%20Maclean/))

Description In 2022 this unit replaced by 102857 - Music Project 3: Intercultural Interactions. This unit provides students with the opportunity for industry experience in applied professional contexts. Activities such as performance, composition, teaching, sound engineering, music administration and other industry-related work will occur in integrated learning contexts and/or placement opportunities. This unit also provides training in music business and personal branding, and allows students to work as individuals or in groups, to bring together and build on skills and knowledge developed through their degree.

School Humanities & Comm Arts

Discipline Music

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects PERF 3019 - Professional Music Project PERF 3012 - Music Project PERF 3029 - Music Project 3 Intercultural Interactions

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Proposal: Placement or project preparation tasks	800 words	25	N	Individual
Short answer: In-class test	50 minutes	15	N	Individual
Professional task: LinkedIn profile	400 words	15	N	Individual
Participation: Workplace supervisor's report or audience/ peer feedback	250 words	S/U	N	Individual
a) Written portfolio, 15% words and b) and b) Digital Portfolio 30%	a) min 500 5 minutes	45	N	Individual
Participation: Art of Sound	Minimum 2 hours per fortnight	S/U	Y	Individual

Teaching Periods

PERF 3027 Interactive Electronic Media and Performance

Credit Points 10

Legacy Code 102758

Coordinator Andrew Milne (<https://directory.westernsydney.edu.au/search/name/Andrew Milne/>)

Description In 2022 this unit replaced by 102856 - Music Project 2: Creative Performance. In this unit, students will plan, prepare and perform a substantial artistically and technically challenging performance project as featured artist. Students are required to expand their performance practice by utilising electroacoustic media and/or multimedia. The repertory will be self-directed and devised in consultation with the lecturer. Students will be exposed to current digital performance and interface technologies for software and hardware instruments, and real-time digital audio processing.

School Humanities & Comm Arts

Discipline Music

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) PERF 2023 OR
PERF 2003 OR
PERF 2021 OR
PERF 2016 OR
PERF 2008 OR
PERF 2027

Equivalent Subjects PERF 3025 - Sound and Performance Expanded Practice PERF 3007 - Expanded Music Performance PERF 3028 - Music Project 2 Creative Performance

Incompatible Subjects LGYA 1438 - Music Performance 5 Expanded Practice PERF 3004 - Digital Musics 5 New Performance and Practice

Assumed Knowledge

It is assumed that students can perform at Level 3 standard.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Intra-session exam	1 hour	15	N	Individual
Presentation	5 minutes	10	N	Individual
Essay	2,000 words	25	N	Individual
Live performance or Music Video	3-7 minutes	50	N	Individual

Teaching Periods

PERF 3028 Music Project 2: Creative Performance

Credit Points 10

Legacy Code 102856

Coordinator Peter Long (<https://directory.westernsydney.edu.au/search/name/Peter Long/>)

Description In small groups, students will plan, prepare, and perform a substantial artistically and technically challenging live performance project. Students' performance practices will be expanded by integrating any thematically linked subset of software, hardware (controllers and synths), video and other multimedia, stagecraft, lighting, spatialisation, algorithms, theory, and improvisation. Students will learn how to integrate music and sound with multimedia and technology; develop their skills in digital audio software and interactive technology; gain experience of working collaboratively on a creative project; and contextualise their work within a broader cultural context. The teaching material comprises pre-recorded lectures and guided workshops, which are undertaken on campus.

School Humanities & Comm Arts

Discipline Music

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) PERF 1025

Equivalent Subjects PERF 3025 - Sound and Performance Expanded Practice PERF 3007 - Expanded Music Performance PERF 3027 - Interactive Electronic Media and Performance

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify strategies for integrating live musical performance with technology (software and hardware), multimedia, and interaction.
2. Apply knowledge of music, video, and interactive software and technology to develop a creative performance.
3. Design and develop a thematically coherent and creative live performance.
4. Participate in a collaborative creative process.
5. Relate their creative work to a broader cultural context.
6. Critically evaluate decisions and procedures used for the development of multifaceted creative projects.

Subject Content

Overview of historical and contemporary expanded and multimedia performances, artists, and cultural context.

Integrating live musical performance with software, hardware (controllers and synths), video and other multimedia, stagecraft, lighting, spatialisation, algorithms, theory, and improvisation.

Using a digital audio workstation within live performance: plugins, recording and triggering loops, routing of MIDI and audio, automation.

Interfacing between software, hardware, and humans.

Developing algorithmic routines for generating and manipulating sound, music, and visuals.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	5 minutes	10	N	Group
Quiz	30 questions	15	N	Individual
Applied Project	5–15 minutes	50	N	Group
Essay	1,500 words	25	N	Individual
Participation	Weekly, 1 hour	S/U	Y	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Peter Long ([https://directory.westernsydney.edu.au/search/name/Peter Long/](https://directory.westernsydney.edu.au/search/name/Peter%20Long/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PERF3028_22-AUT_KW_D#subjects)

PERF 3029 Music Project 3: Intercultural Interactions

Credit Points 10

Legacy Code 102857

Coordinator Clare Maclean ([https://directory.westernsydney.edu.au/search/name/Clare Maclean/](https://directory.westernsydney.edu.au/search/name/Clare%20Maclean/))

Description This unit provides students with the opportunity for industry experience in applied professional contexts, which include collaboration with musicians and ensembles from diverse communities in relation to the UN cultural diversity mandate. Activities such as performance, composition, teaching, sound engineering, music administration and other industry-related work will occur in integrated learning contexts and/or placement opportunities that have practical creative or project management outcomes. This unit provides training in music business and personal branding, and allows students to work as individuals or in groups to build on skills and knowledge developed through their degree.

School Humanities & Comm Arts

Discipline Music

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects PERF 3019 - Professional Music Project PERF 3012 - Music Project PERF 3026 - Applied Professional Music Contexts

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Present a professional online profile with an intercultural diversity mandate or purpose.
2. Plan and execute an intercultural creative project in a workplace and/or community context.
3. Apply knowledge of the practical aspects of the music industry and its diverse nature, especially across identity, diversity and pluralism, to creative projects.
4. Identify and respond to a global intercultural perspective in industry/community project development.
5. Apply knowledge of personal or group branding in a professional context in way that promotes social diversity.
6. Those attending Art of Sound will be able to: Develop, implement and promote Art of Sound activities and projects, guiding and collaborating with students across the Music program to further progress leadership, advanced production and performance skills.

Subject Content

Professional skills and knowledge applied to intercultural communities or industry placements or projects.

Technical and theoretical skills and knowledge applied to individual and collaborative work within managed project outcomes.

Professional communication strategies, including the development of a website with social media/LinkedIn profile connections.

Music business and personal branding knowledge applied to collaborative intercultural events.

Social engagement towards UN cultural diversity aims, especially identity, diversity and pluralism.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	a) 1,000 words b) 1,000 words c) 1,000 words	45	N	Individual
Professional Task	5 minutes performance or talk with documentatio	15	N	Both (Individual & Group)
Portfolio	a) 10 minutes plus	40	N	Both (Individual & Group)
Participation: Art of Sound	Minimum 2 hours per fortnight	S/U	Y	Individual

Teaching Periods

Spring

Penrith (Kingswood)

Day

Subject Contact Clare Maclean ([https://directory.westernsydney.edu.au/search/name/Clare Maclean/](https://directory.westernsydney.edu.au/search/name/Clare%20Maclean/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PERF3029_22-SPR_KW_D#subjects)

PERF 3030 Performing as a Professional Musician

Credit Points 10

Legacy Code 102859

Coordinator John Encarnacao ([https://directory.westernsydney.edu.au/search/name/John Encarnacao/](https://directory.westernsydney.edu.au/search/name/John%20Encarnacao/))

Description Performance as a Professional Musician builds upon preceding units in the Performance sub-major to equip students for performance opportunities in real-world environments. Subject matter canvassed includes arrangement and interpretation, real-world writing about performance, stagecraft and event production. With the guidance of the unit coordinator/tutors, vetted through a professional project proposal process, students will prepare and mount a 30-minute performance project as featured performer. The type of repertoire, instrumentation and personnel will be up to the student and will reflect acquired strengths and aspirations. Through a workshop process, students will be encouraged to refine their performance and to further develop their capacity to give colleagues measured and constructive feedback. Short written tasks reflect real-world expectations of the professional musician in the form of project proposal, program note and festival pitch.

School Humanities & Comm Arts

Discipline Music

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) PERF 3007 OR
PERF 3028 OR
PERF 3025 OR

PERF 2023

Equivalent Subjects LGYA 1102 - Music Performance 6 Repertoire and Identity PERF 3011 - Music Performance Repertoire and Identity PERF 3021 - Repertoire and Identity in Performance

Assumed Knowledge

It is assumed that students can perform at level 3 standard (determined either by having successfully completed some pre-requisite subjects or through an audition process) where they demonstrate musical fluency on chosen instrument/voice/other media.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Conceive, structure and realise a substantial music performance (30 minutes duration) as featured player.
2. Maximise impact of performance through attention to arrangement and/or interpretation.
3. Refine notions of the context of performance practice through real-world written tasks.
4. Refine capacity to incorporate feedback into one's performance practice, and to give constructive feedback on the performances of others.
5. Partake in the mounting of a concert from both onstage and backstage perspectives.
6. Those attending Art of Sound will be able to: Develop, implement and promote Art of Sound activities and projects, guiding and collaborating with students across the Music program to further progress leadership, advanced production and performance skills.

Subject Content

Pitching and realising a major performance project.

Refining a performance project through assimilation of feedback; giving performance feedback to peers.

Writing about one's own performance practice in a professional manner with a variety of outcomes: proposal, program note, pitch. Arrangement and interpretation strategies across a broad range of musics.

Stagecraft and technical issues surrounding music performance, including concert administration.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	30 minutes	30	N	Individual
Presentation	30 minutes + weekly feedback to peers.	30	N	Individual
Portfolio	1000 words (Proposal) 400 words (Program Note) As required (Festival pitch)	40	N	Individual

Art of Sound	Minimum 2 hours per fortnight	S/U	Y	Individual
--------------	-------------------------------------	-----	---	------------

Teaching Periods

Spring

Penrith (Kingswood)

Day

Subject Contact John Encarnacao ([https://directory.westernsydney.edu.au/search/name/John Encarnacao/](https://directory.westernsydney.edu.au/search/name/John%20Encarnacao/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PERF3030_22-SPR_KW_D#subjects)

PERF 7003 Music Therapy Method

Credit Points 10

Legacy Code 100910

Coordinator Allison Fuller ([https://directory.westernsydney.edu.au/search/name/Allison Fuller/](https://directory.westernsydney.edu.au/search/name/Allison%20Fuller/))

Description Music Therapy Method provides a background to the historical development and theoretical underpinnings of music therapy, with focus on a broad range of music therapy approaches and orientations including Culture-Centred Music Therapy and Nordoff-Robbins Music Therapy. Human development through the lifespan is studied, along with an overview of disability and disorders. The fundamental principles of self-care and supervision for music therapy practitioners and students are introduced within this unit and continued in later units of the Master of Creative Music Therapy course.

School Humanities & Comm Arts

Discipline Music

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Create professional presentations, use critical thinking skills, and engage in active learning methods within the music therapy context.
2. Describe the historical development of music therapy as a profession and demonstrate an understanding of the role of the Australian Music Therapy Association (AMTA).
3. Describe and explain the main tenets of at least 3 music therapy approaches/orientations.
4. Evaluate relevant therapeutic and educational theories in relation to the cognitive, physical, social, emotional and spiritual domains of the person in relation to music therapy practice.
5. Identify key issues relating to people with a disability in Australia and how this affects the delivery of music therapy.
6. Articulate the fundamental principles of self-care and supervision for music therapy practitioners and students.

Subject Content

Music Therapy Overview: Historical perspective, Areas of practice, Australian Music Therapy Association (AMTA) history and purpose.
Human Development Overview: Lifespan development perspectives, including theories of learning and moral reasoning.
Disability and Disorders Overview: Diagnostic and statistical manual V (DSMV), National disability insurance scheme (NDIS), Introduction to therapeutic interventions across the lifespan.
Music Therapy Approaches and Orientations: Overview of music therapy approaches and orientations, underpinnings & methods including Developmental Music Therapy, Nordoff-Robbins Music Therapy, Vocal Approaches, Culture-Centred Music Therapy, Neurologic Music Therapy, and Family-Centred Music Therapy.
Professional issues: Self-Care and supervision for music therapy students and practitioners across their career.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short Answer	Minimum of 300 words on 10 out of 12 weeks (3000 words in total)	30	N	Individual
Presentation	5 min oral-visual presentation + 5 mins questions and changeover	30	N	Individual
Essay	3,000 words	40	N	Individual
Participation	Attendance at a minimum of 11 lectorials across the semester	S/U	Y	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Allison Fuller ([https://directory.westernsydney.edu.au/search/name/Allison Fuller/](https://directory.westernsydney.edu.au/search/name/Allison%20Fuller/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PERF7003_22-AUT_KW_D#subjects)

PERF 7004 Music Therapy Professional Practice

Credit Points 10

Legacy Code 100911

Coordinator Allison Fuller ([https://directory.westernsydney.edu.au/search/name/Allison Fuller/](https://directory.westernsydney.edu.au/search/name/Allison%20Fuller/))

Description This unit introduces students to research principles and research proposal development as relevant to evaluation and small projects within music therapy clinical practice in a wide range of settings. The unit engages students in reflective practice and critical thinking processes for effective music therapy practice. Multidisciplinary and interprofessional issues are addressed. Professional practice issues are taught and discussed including ethics, standards of practice, self-care, professional supervision, and the music therapy work workplace. The unit provides students with resources and experience with regard to professional presentation and writing skills. The unit is delivered within a lectorial format.

School Humanities & Comm Arts

Discipline Music

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Create professional presentations relating to music therapy experiences, practice and research
2. Design a research project around a selected aspect of music therapy
3. Describe and discuss the philosophical principles, techniques and evaluation in Creative Music Therapy
4. Explain and evaluate the principles of receptive music therapy
5. Outline and apply the principles of self-care for music therapy practitioners and students
6. Describe and apply research methods and approaches
7. Demonstrate reflective practice and critical thinking
8. Outline and apply knowledge about professional practice issues such as ethics, standards of practice, self-care, professional supervision
9. Demonstrate capacity to understand and engage interprofessionally with other staff

Subject Content

Philosophical principles, techniques and assessment in Creative Music Therapy

Professional presentation and writing skills

Research: purposes and methodologies

Preparation of research proposals

Group and individual supervision

Techniques of receptive music therapy

Aspects of self-care for music therapy practitioners and students

Research and evaluation: principles, purpose, approaches

Research proposal development related to music therapy clinical practice

Reflective practice and critical thinking processes for effective music therapy practice

Professional practice issues including ethics, standards of practice, self-care, professional supervision, and the music therapy work workplace

Multidisciplinary and interprofessional engagement

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Presentation 1	10 minutes	25	N	Individual
Presentation 2	15 minutes	35	N	Individual
Proposal	5,000 words	40	N	Individual
Attendance	Attendance at a minimum of 11 lectorials across the semester	S/U	Y	Individual

Teaching Periods

Spring

Penrith (Kingswood)

Day

Subject Contact Allison Fuller ([https://directory.westernsydney.edu.au/search/name/Allison Fuller/](https://directory.westernsydney.edu.au/search/name/Allison%20Fuller/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PERF7004_22-SPR_KW_D#subjects)

PERF 7007 Music Therapy Theory and Practice 1

Credit Points 10

Legacy Code 100912

Coordinator Allison Fuller ([https://directory.westernsydney.edu.au/search/name/Allison Fuller/](https://directory.westernsydney.edu.au/search/name/Allison%20Fuller/))

Description This unit focuses on the delivery of music therapy to infants, children and adolescents with various approaches and settings being explored across the semester. There is an emphasis on the eclectic music therapy approach and how current psychotherapy approaches, practice approaches and music therapy approaches can be successfully combined to meet the therapeutic needs of the music therapy participant/s. An introduction to music therapy research, with particular attention to writing a literature review, is included. The Australian Music Therapy Association (AMTA) standards of practice are overviewed and explored through active group work. In addition, musical analysis, teamwork approaches, creative arts therapy models and group work in music therapy are also explored.

School Humanities & Comm Arts

Discipline Music

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) PERF 7003

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Create professional online presentations, use critical thinking skills, and engage in active learning methods within the music therapy learning context.
2. Identify current therapy orientations and apply practice approaches and music therapy approaches through the development of an eclectic music therapy approach.
3. Identify key considerations and methods in the delivery of music therapy to infants, children and adolescents across a range of settings.
4. Conduct a focused literature review on one major music therapy approach/orientation, with an application to either infants, children or adolescents.
5. Identify and describe the Australian Music Therapy Association (AMTA) standards of practice and explain the purpose of the AMTA code of ethics.
6. Describe and explain the areas of creative arts therapy, team work models and group work models in relation to music therapy with infants, children and adolescents.

Subject Content

Music Therapy Approaches and Orientations: The eclectic music therapy approach and the integration of current therapeutic orientations and practice approaches.

Music Therapy Population/Settings: Focus on music therapy with infants, children and adolescents across a range of settings including education, health and community.

Music Therapy Literature Review: Introduction to music therapy research methods with a focus on writing a music therapy literature review.

AMTA Standards of Practice: Music therapy referral, assessment, planning, implementation, evaluation, documentation and termination with a focus on infants, children and adolescents.

Musical Analysis: Principles, elements, techniques and the application of musical analysis to music therapy practice.

Music & The Brain: Introduction to music psychology and overview of how music affects the brain.

Music Therapy Approaches and Orientations: Receptive methods of music therapy, with focus on guided imagery and music.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Short Answers	Minimum of 300 words on 10 out of 12 weeks (3000 words in total)	30	N	Individual
Presentation	10 minutes	30	N	Individual
Literature Review	3,000 words	40	N	Individual

Attendance	Attendance at a minimum of 11 lectorials across the semester	S/U	Y	Individual

Teaching Periods

Spring Penrith (Kingswood)

Day

Subject Contact Allison Fuller ([https://directory.westernsydney.edu.au/search/name/Allison Fuller/](https://directory.westernsydney.edu.au/search/name/Allison%20Fuller/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PERF7007_22-SPR_KW_D#subjects)

PERF 7008 Music Therapy Theory and Practice 2

Credit Points 10

Legacy Code 100914

Coordinator Allison Fuller ([https://directory.westernsydney.edu.au/search/name/Allison Fuller/](https://directory.westernsydney.edu.au/search/name/Allison%20Fuller/))

Description This unit develops skills within the second year of the Master of Creative Music Therapy to understand the aetiology and treatment of a wide range of clinical conditions and diverse needs affecting adult clients, including applications to aged care, mental health, palliative care and music medicine. The role of emotions in therapy and verbal counselling skills are addressed within the time available. This unit draws on evidence and examples from music therapy and related fields, supporting students in developing applied critical thinking approaches and gathering knowledge in a systematic manner culminating in a systematic literature review. In addition, students are introduced to abstract writing and beginning information for research proposal development.

School Humanities & Comm Arts

Discipline Music

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Investigate published research literature as evidence to inform music therapy clinical practice.
2. Evaluate published music therapy case examples with adults to inform clinical decision-making.
3. Demonstrate capacity to develop musical materials to support music therapy practice with adults.
4. Conduct a literature review on a topic related to music therapy practice with adult clients.
5. Communicate with clarity and purpose using appropriate research evidence and professional language.

6. Examine and articulate musical and verbal approaches for clinical conditions and diverse needs as relevant to music therapy practice with adult clients, including aged care, mental health, palliative care and music medicine.

Subject Content

Aetiology and treatment of a wide range of clinical conditions and diverse needs affecting adult clients, using evidence and examples from music therapy and related fields.

Music therapy applications to aged care, mental health, palliative care and music medicine.

The role of emotions in therapy and verbal counselling skills.

Developing applied critical thinking approaches and gathering knowledge in a systematic manner.

Introduction to abstract writing and beginning information for research proposal development.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Critical Review	Critical review 600 words (10%) and Presentation 3-5 minutes per student (25%)	35	N	Individual
Presentation	10 minutes	25	N	Individual
Literature Review	2,500-3,000 words	40	N	Individual
Participation	Attendance at a minimum of 11 lectures across the semester	S/U	Y	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Allison Fuller ([https://directory.westernsydney.edu.au/search/name/Allison Fuller/](https://directory.westernsydney.edu.au/search/name/Allison%20Fuller/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PERF7008_22-AUT_KW_D#subjects)

PERF 7009 Music Therapy Skills & Practice A

Credit Points 20

Legacy Code 102800

Coordinator Allison Fuller ([https://directory.westernsydney.edu.au/search/name/Allison Fuller/](https://directory.westernsydney.edu.au/search/name/Allison%20Fuller/))

Description This unit focuses on the development of therapeutic music skills to support the delivery of music therapy to individual and group participants ranging in age from infants to the elderly. Students learn, practice and demonstrate a diverse range of skill sets that can be applied within their SiMPrac field work or Practicum Placement as appropriate. This unit utilises active learning methods within a lectorial format and addresses focus areas including: methods; goals; technology; culture and improvisation.

School Humanities & Comm Arts

Discipline Music

Student Contribution Band HECS Band 2 20cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects PERF 7005 - Music Therapy Skills 1

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Employ critical thinking strategies in applying music therapy practical skills to in-class active learning scenarios and real-world placement settings with a focus on: skills, repertoire, and improvisation frameworks for guitar, piano, voice, and more
2. Explain the application of the Australian Music Therapy Association (AMTA) Standards of Practice and apply them to in-class active learning scenarios and real-world placement settings for individual and group music therapy participants
3. Describe and reflect on experiences and learnings from SiMPrac (1st Year) or RMT Placement (2nd Year)
4. Produce original songs/musical pieces that can be applied to music therapy for individual and group participants within in-class active learning scenarios and real-world placement settings
5. Apply knowledge of: the Orff Music Therapy approach, Electronic music technologies (EMTs); Culture-centred practice; and Augmentative and Alternative Communication (AAC) within in-class active learning scenarios and real-world placement settings
6. Demonstrate a student novice (1st Year) or student advanced beginner (2nd Year) level of music therapy skills within one of the following methods: Improvisational; Re-creative; Compositional; and Receptive

Subject Content

1st Year Students: Simulated Music Therapy Practicum (SiMPrac): 160 hours of online modules & activities; weekly small group supervision with an RMT; repertoire portfolio development; and field work.

2nd Year Students: Music Therapy Placement with a Registered Music Therapist: 160 hours of placement in a clinical, educational, community or other setting as considered appropriate.

Therapeutic Music Skills: Skills, repertoire and improvisation frameworks for guitar, piano, voice, plus more!

Songwriting/Composition Focus: Composing original songs/music for individuals and/or groups within music therapy practice.

Methods Focus: Applications music therapy approaches across the lifespan including creative arts therapy.

Goals Focus: Music therapy for addressing the development of either communication, physical, social/emotional or cognitive goals.

Technology Focus: The use of various forms of technology within music therapy practice.

Culture Focus: Addressing cultural needs within music therapy practice with a focus on one culture

Improvisation Focus: Free, guided and structured improvisation frameworks, for individual and group applications.

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Placement Performance	160 hours	40	Y	Individual
Applied Project	Between 35 to 70 bars fully scored, and 500 words	30	N	Individual
Practical		30	N	Individual
Participation	Attendance at a minimum of 11 lectorials across the semester	S/U	Y	Individual

Teaching Periods

Autumn Penrith (Kingswood)

Day

Subject Contact Allison Fuller ([https://directory.westernsydney.edu.au/search/name/Allison Fuller/](https://directory.westernsydney.edu.au/search/name/Allison%20Fuller/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PERF7009_22-AUT_KW_D#subjects)

PERF 7010 Music Therapy Skills & Practice B

Credit Points 20

Legacy Code 102801

Coordinator Allison Fuller ([https://directory.westernsydney.edu.au/search/name/Allison Fuller/](https://directory.westernsydney.edu.au/search/name/Allison%20Fuller/))

Description This unit focuses on the development of therapeutic music skills to support the delivery of music therapy to participants ranging in age from infants to the elderly. Students practice and demonstrate a diverse range of skill sets that can then be applied within their practicum placement as a major component of this unit. Considerations when planning and delivering individual and group programs are explored, along with technology, composition and cultural issues within music therapy. This unit utilises active learning techniques within a lectorial format.

School Humanities & Comm Arts

Discipline Music**Student Contribution Band** HECS Band 2 20cp**Level** Postgraduate Coursework Level 7 subject**Equivalent Subjects** PERF 7001 - Creative Music Therapy Practicum 1**Restrictions**

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Employ critical thinking strategies in applying music therapy practical skills to in-class active learning scenarios and real-world placement settings with a focus on: skills, repertoire, and improvisation frameworks for guitar, piano, voice and more.
2. Explain the application of the Australian Music Therapy Association (AMTA) Standards of Practice and apply them to in-class active learning scenarios and real-world placement settings for individual and group music therapy participants.
3. Describe and reflect on experiences and learnings from RMT Placement (1st Year) or Independent Placement (2nd Year).
4. Produce written case study reports based on individual and/or group participants within in-class active learning scenarios and real-world placement settings.
5. Apply knowledge of: the Guided Imagery in Music (GIM) approach; Electronic music technologies (EMTs); Culture-centred practice; and Therapeutic repertoire portfolios within in-class active learning scenarios and real-world placement settings.
6. Demonstrate a student novice (1st Year) or student advanced beginner (2nd Year) level of music therapy skills within one of the following methods: Improvisational; Re-creative; Compositional; or Receptive.

Subject Content

Music Therapy Placement: 160 hours of placement in a clinical, educational, community or other setting considered appropriate.

Therapeutic Music Skills: Skills, repertoire and improvisation frameworks for guitar, piano, voice and additional instruments.

Methods and Applications: For addressing the development of communication, physical, social or emotional goals with individual or group music therapy participants.

Approaches and Orientations: Techniques for use within specific music therapy approaches and orientations.

Music Technology: Tools, apps & software to build musicianship skills for use within music therapy delivery.

Culture-Centred Music Therapy: Repertoire and considerations appropriate for a specific cultural group/s.

Case-study report writing: based on the needs of individual and/or group music therapy participants.

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a

Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Placement Performance: Practicum Placement	160 hours	40	N	Individual
Report: Written case study report on individual or group from placement	1,500 words	20	N	Individual
Practical Exam: Music therapy skills	30 minutes	40	N	Individual
Attendance: Weekly attendance at scheduled learning activities	Attendance at a minimum of 11 lectures across the semester	S/U	Y	Individual

Teaching Periods

Spring Penrith (Kingswood)

Day

Subject Contact Allison Fuller ([https://directory.westernsydney.edu.au/search/name/Allison Fuller/](https://directory.westernsydney.edu.au/search/name/Allison%20Fuller/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PERF7010_22-SPR_KW_D#subjects)

PERF 7011 Music Therapy Skills & Practice C

Credit Points 20

Legacy Code 102802

Coordinator Allison Fuller ([https://directory.westernsydney.edu.au/search/name/Allison Fuller/](https://directory.westernsydney.edu.au/search/name/Allison%20Fuller/))

Description This unit focuses on the development of therapeutic music skills to support the delivery of music therapy to individual and group participants ranging in age from infants to the elderly. Students learn, practice and demonstrate a diverse range of skill sets that can be applied within their SiMPrac field work or Practicum Placement as appropriate. This unit utilises active learning methods within a lecture format and addresses focus areas including: methods; goals; technology; culture and improvisation.

School Humanities & Comm Arts

Discipline Music

Student Contribution Band HECS Band 2 20cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects PERF 7006 - Music Therapy Skills 2

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Employ critical thinking strategies in applying music therapy practical skills to in-class active learning scenarios and real-world placement settings with a focus on: skills, repertoire, and improvisation frameworks for guitar, piano, voice, plus more!
2. Explain the application of the Australian Music Therapy Association (AMTA) Standards of Practice and apply them to in-class active learning scenarios and real-world placement settings for individual and group music therapy participants.
3. Describe and reflect on their experiences and learnings from SiMPrac (1st Year) or RMT Placement (2nd Year).
4. Compose original songs/musical pieces that can be applied to music therapy for individual and group participants within in-class active learning scenarios and real-world placement settings.
5. Apply knowledge of: the Nordoff-Robbins music therapy approach, Electronic music technologies (EMTs); Culture-centred practice; and Creative-arts therapy within in-class active learning scenarios and real-world placement settings.
6. Demonstrate a novice (1st Year) or competent (2nd Year) level of music therapy skills within the following methods: Improvisational; Re-Creative; Compositional; and Receptive.

Subject Content

1st Year Students: Simulated Music Therapy Practicum (SiMPrac): 160 hours of online modules & activities; weekly small group supervision with an RMT; repertoire portfolio development; and field work.

2nd Year Students: Music Therapy Placement with a Registered Music Therapist: 160 hours of placement in a clinical, educational, community or other setting as considered appropriate.

Therapeutic Music Skills: Skills, repertoire and improvisation frameworks for guitar, piano, voice, plus more!

Songwriting/Composition Focus: Composing original songs/music for individuals and/or groups within music therapy practice.

Methods Focus: Applications music therapy approaches across the lifespan including creative arts therapy.

Goals Focus: Music therapy for addressing the development of either communication, physical, social/emotional or cognitive goals.

Technology Focus: The use of various forms of technology within music therapy practice.

Culture Focus: Addressing cultural needs within music therapy practice with a focus on one culture.

Improvisation Focus: Free, guided and structured improvisation frameworks, for individual and group applications.

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Placement Performance:	160 hours	40	Y	Individual
1st Year: SiMPrac and 2nd Year: RMT Placement				
Applied Project: Song/music composition written & recorded for an individual or group from placement with written description	Between 16 to 32 bars, and 2 to 4 minute recording, and 500 words	30	N	Individual
Practical: Demonstration of music therapy knowledge/skills		30	N	Individual
Attendance: Weekly attendance at scheduled learning activities	Attendance at a minimum of 11 lectures across the semester	S/U	Y	Individual

Teaching Periods

PERF 7012 Music Therapy Skills & Practice D

Credit Points 20

Legacy Code 102803

Coordinator Allison Fuller ([https://directory.westernsydney.edu.au/search/name/Allison Fuller/](https://directory.westernsydney.edu.au/search/name/Allison%20Fuller/))

Description This unit focuses on the development of therapeutic music skills to support the delivery of music therapy to participants ranging in age from infants to the elderly. Students practice and demonstrate a diverse range of skill sets that can then be applied within their practicum placement as a major component of this unit. Considerations when planning and delivering individual and group programs are explored, along with technology, written case study report writing and cultural issues within music therapy. This unit utilises active learning techniques within a lecture format.

School Humanities & Comm Arts

Discipline Music

Student Contribution Band HECS Band 2 20cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects PERF 7002 - Creative Music Therapy Practicum 2

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Employ critical thinking strategies in applying music therapy practical skills to in-class active learning scenarios and real-world placement settings with a focus on: skills, repertoire, and improvisation frameworks for guitar, piano, voice and more.
2. Explain the application of the Australian Music Therapy Association (AMTA) Standards of Practice and apply them to in-class active learning scenarios and real-world placement settings for individual and group music therapy participants.
3. Describe and reflect on experiences and learnings from RMT Placement (1st Year) or Independent Placement (2nd Year).
4. Produce written case study reports based on individual and/or group participants within in-class active learning scenarios and real-world placement settings.
5. Apply knowledge of: the Neurologic Music Therapy (NMT) approach: Electronic music technologies (EMTs); Culture-centred practice; and Therapeutic repertoire portfolios within in-class active learning scenarios and real-world placement settings.
6. Demonstrate a student novice (1st Year) or student advanced beginner (2nd Year) level of music therapy skills within one of the following methods: Improvisational; Re-creative; Compositional; and Receptive.

Subject Content

Music Therapy Placement: 160 hours of placement in a clinical, educational, community or other setting considered appropriate.

Therapeutic Music Skills: Skills, repertoire and improvisation frameworks for guitar, piano, voice and additional instruments.

Methods and Applications: For addressing the development of communication goals with individual or group music therapy participants.

Approaches and Orientations: Techniques for use within specific music therapy approaches and orientations.

Music Technology: Tools, apps & software to build musicianship skills for use within music therapy delivery.

Culture-Centred Music Therapy: Repertoire and considerations appropriate for a specific cultural group/s.

Case-study report writing: based on the needs of individual and/or group music therapy participants.

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Placement Performance: Practicum placement	160 hours	40	Y	Individual

Report: Written case study report on individual or group from placement	1,500 words	20	N	Individual
Practical Exam: Music therapy skills practical exam	30 minutes	40	Y	Individual
Attendance: Weekly at scheduled learning activities	Attendance at a minimum of 11 lecturials across the semester	S/U	Y	Individual

Teaching Periods

PERF 9001 Higher Degree Research Thesis - Music

Credit Points 20

Legacy Code 800009

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Humanities & Comm Arts

Discipline Music

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PERF9001_22-RQ1_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PERF9001_22-RQ1_KW_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PERF9001_22-RQ2_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PERF9001_22-RQ2_KW_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PERF9001_22-RQ3_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PERF9001_22-RQ3_KW_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PERF9001_22-RQ4_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PERF9001_22-RQ4_KW_D#subjects)

PERF 9002 Higher Degree Research Thesis - Performing Arts

Credit Points 20

Legacy Code 800007

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Humanities & Comm Arts

Discipline Performing Arts

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PERF9002_22-RQ1_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PERF9002_22-RQ1_KW_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PERF9002_22-RQ2_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PERF9002_22-RQ2_KW_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PERF9002_22-RQ3_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PERF9002_22-RQ3_KW_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PERF9002_22-RQ4_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PERF9002_22-RQ4_KW_D#subjects)

PERF 9003 Higher Degree Research Thesis PT - Music

Credit Points 20

Legacy Code 800008

Coordinator Jann Fathers ([https://directory.westernsydney.edu.au/search/name/Jann Fathers/](https://directory.westernsydney.edu.au/search/name/Jann%20Fathers/))

School Humanities & Comm Arts

Discipline Music

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

PHAR 9001 HDR Thesis - Pharmaceutical Chemistry

Credit Points 20

Legacy Code 800143

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Science

Discipline Pharmacy

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PHAR9001_22-RQ1_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PHAR9001_22-RQ1_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PHAR9001_22-RQ1_PS_D#subjects)

Research Quarter 2

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PHAR9001_22-RQ2_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PHAR9001_22-RQ2_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PHAR9001_22-RQ2_PS_D#subjects)

Research Quarter 3

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PHAR9001_22-RQ3_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PHAR9001_22-RQ3_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PHAR9001_22-RQ3_PS_D#subjects)

Research Quarter 4

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PHAR9001_22-RQ4_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PHAR9001_22-RQ4_HW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PHAR9001_22-RQ4_PS_D#subjects)

PHIL 1001 Ethics and Philosophy

Credit Points 10

Legacy Code 101915

Coordinator John Hadley ([https://directory.westernsydney.edu.au/search/name/John Hadley/](https://directory.westernsydney.edu.au/search/name/John%20Hadley/))

Description This unit introduces students to ethical enquiry - the ways in which we explain what is right and wrong behaviour, perceive good and evil, and try to deal with the different values people hold. Philosophy has long traditions of debating ethical matters, and offers perspectives for trying to answer our ethical questions: this unit introduces the most important and established of those fundamental perspectives, and explains how they arose in their social and historical contexts. The philosophical material will be also be explored through practical examples and questions from contemporary life, in order to enable students to consider ethics today and the sorts of issues they might face.

School Humanities & Comm Arts

Discipline Philosophy

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify basic concepts of good, justice, proper moral duty according to the major Western ethical perspectives studied
2. Analyse opposing ethical commitments using suitable philosophical concepts.
3. Explain the basic goals of major ethical perspectives and their application to human social life.
4. Demonstrate sound reasoning on ethical problems.
5. Compose sound written argument on ethical issues

Subject Content

- . Introduction to the ancient roots of ethical enquiry in belief systems such as religion and moral codes, the emergence of schools of ethics in ancient Greece, and key perspectives, such as hedonism, stoicism, Epicureanism, Eudaimonism
- . Controversies and opposing definitions of what ethics means for human societies - with an introduction to meta-ethical perspectives
- . The development of key concepts of the good, the just, proper moral duty and their opposites or contraries in different ethical perspectives
- . The fundamental concepts in virtues-based, deontological, consequentialist, subjectivist, naturalist, egoistic ethical views
- . Basic techniques of ethical argumentation, problems and limitations of this sort of philosophical reasoning
- . Traditional renderings and contemporary examples of major ethical problems and questions

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Reflection	500 words	0	N	Individual
Quiz	1 hour	30	N	Individual
Film Analysis	500 words	30	N	Individual
Take-home Exam	1,000 words	40	N	Individual

Prescribed Texts

- subject coordinator to make a Reader available

Teaching Periods

Spring Bankstown

Day

Subject Contact Jennifer Mensch ([https://directory.westernsydney.edu.au/search/name/Jennifer Mensch/](https://directory.westernsydney.edu.au/search/name/Jennifer%20Mensch/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PHIL1001_22-SPR_BA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Jennifer Mensch ([https://directory.westernsydney.edu.au/search/name/Jennifer Mensch/](https://directory.westernsydney.edu.au/search/name/Jennifer%20Mensch/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PHIL1001_22-SPR_PS_D#subjects)

PHIL 1002 Hadith: The Prophetic Tradition

Credit Points 10

Legacy Code 102296

Coordinator Vassilios Adrahtas ([https://directory.westernsydney.edu.au/search/name/Vassilios Adrahtas/](https://directory.westernsydney.edu.au/search/name/Vassilios%20Adrahtas/))

Description The Islamic canon is comprised of two chief sources: Qur'an and Hadith. Muslim life is governed by the manner in which these are understood and applied to the everyday. Whilst the Qur'an is the foundational corpus of the religion, it does not provide specifics on many facets of social and political activity. For this, Muslims rely on sunnah: "habitual practice", which is the body of traditional social and legal custom and practice of the Islamic community. The specialised documentation of Hadith (sayings or actions attributed to the Prophet) made this body of text a reliable and favoured method of knowing the sunnah of the Prophet Muhammad. In this unit students will explore the origin and development of hadith, its sources, and function in Muslim life.

School Humanities & Comm Arts

Discipline Religious Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of the role of Hadith in Islamic tradition
2. Identify key issues and concepts in relevant academic literature
3. Analyse and think critically about related scholarly debates
4. Survey the origin and development of Hadith
5. Examine the different canonical collections of Hadith.
6. Comprehend the application of Hadith to Everyday Muslim life.

Subject Content

- Contextualising Hadith in Islamic history and sociology
- Hadith and Sunnah
- Hadith and Qur'an
- The canonical collections of Hadith
- The role and function of Hadith
- The development of The Prophetic tradition
- literary criticism and analysis
- Hadith in contemporary society

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
1. Minor Essay	1000 words	40	N	Individual
2. Online exams x 2	500 words equivalent	15	N	Individual
3. Major Essay	1250 words	45	N	Individual

Prescribed Texts

- Textbook or online resources

Teaching Periods

Spring Bankstown

Day

Subject Contact Vassilios Adrahtas ([https://directory.westernsydney.edu.au/search/name/Vassilios Adrahtas/](https://directory.westernsydney.edu.au/search/name/Vassilios%20Adrahtas/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PHIL1002_22-SPR_BA_D#subjects)

Online

Online

Subject Contact Vassilios Adrahtas ([https://directory.westernsydney.edu.au/search/name/Vassilios Adrahtas/](https://directory.westernsydney.edu.au/search/name/Vassilios%20Adrahtas/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PHIL1002_22-SPR_ON_O#subjects)

PHIL 1003 Hadith: The Prophetic Tradition (WSTC)

Credit Points 10

Legacy Code 700161

Coordinator Kathy Gooch ([https://directory.westernsydney.edu.au/search/name/Kathy Gooch/](https://directory.westernsydney.edu.au/search/name/Kathy%20Gooch/))

Description Islam is a way of life which is governed by the Qur'an, the Muslim principal source of guidance. However, while the Qur'an is the foundation of authority in Islam, it provides few legal injunctions. Hadith (the saying, deeds and actions of Prophet Muhammad) forms the basis for the details of Islamic law and for many tenets of Islamic creed. This unit introduces students to the second most fundamental source of Islam, Hadith. It aims to familiarise students with the origins of the Hadith, its overall structure, content and importantly, its function in Muslim living and to assist them in understanding contemporary issues and debates surrounding Islam.

School Humanities & Comm Arts

Discipline Religious Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects PHIL 1002 - Hadith The Prophetic Tradition

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in Extended Diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. After successful completion of this Unit, students will be able to:
2. Demonstrate comprehension of the Prophetic Tradition ? Hadith.
3. Identify key issues and concepts in the literature.
4. Analyse scholarly debates surrounding the Hadith.
5. Examine the origins and development of Hadith.
6. Discuss the terms Isnad and Matn and their place in understanding of the Hadith.
7. Assess the similarities and differences between the six canonical collections of Hadith.
8. Explore the relevance and importance of Hadith in Muslim everyday living.

Subject Content

1. What is Hadith? The Meaning.
2. Defining Sunnah.
3. The use of the word Hadith and its relation to Sunnah.
4. The genesis and development of Hadith.
5. The historical value of Hadith.
6. Collection, classification, categorisation, standardisation and compilation of Hadith.
7. The six canonical collections of Hadith.
8. The relationship between Qur'an and Hadith.
9. Hadith as a source of morals, ethics, doctrine and law.
10. The function of Hadith in Islamic law and theology.
11. The orientalist and the criticism of Hadith.
12. Hadith and Muslim everyday living.
13. Hadith and modernity.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Two in-class tests	500 words	20	N	Individual
Reflective Journal	1,250 words	40	N	Individual
Research paper	1,250 words	40	N	Individual

Prescribed Texts

- Kamali, Mohammad Hashim 2009 A Textbook of Hadith Studies: Authenticity, Compilation, Classification and Criticism of Hadith, London: The Islamic Foundation.

Teaching Periods

PHIL 1004 Introduction to Logical Thinking

Credit Points 10

Legacy Code 101189

Coordinator Craig Mcgarty ([https://directory.westernsydney.edu.au/search/name/Craig Mcgarty/](https://directory.westernsydney.edu.au/search/name/Craig%20Mcgarty/))

Description This unit introduces psychology students to the basic aspects of reasoning and argument, with particular emphasis on psychological and scientific thinking. It aims to help students develop the skills needed to understand and evaluate psychological research and the processes of scientific reasoning, and to present their own ideas and arguments effectively. Topics covered include: barriers to critical thinking; nonrational forms of persuasion; the structure of arguments; the concepts of knowledge, belief, truth, validity, soundness, values; linguistics sources of confusion; evaluating arguments; formal and informal fallacies in reasoning; deduction and induction in science; arguments related to enduring debates and worldviews in psychology.

School Psychology

Discipline Behavioural Science

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects PHIL 1005 - Introduction to Logical Thinking

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the relationship between logical thinking and other forms of thinking (APAC Graduate Attribute 1);
2. Explain distinctions between facts, truth, assertions, beliefs, value judgments, etc. and the interdependence of theory and practice in psychology (APAC GA 3);
3. Identify the basic structural components of arguments (premises, conclusions, hidden premises) (APAC GA 3);

- Describe the role of the basic forms of argument (deductive, inductive), and in scientific and psychological theory and research, hypothesis testing, explanation, etc. (APAC GA 3 and 4).
- Criticize arguments in terms of: (i) the concepts of truth, validity, soundness, cogency; (ii) the concept of evidence; and (iii) common errors (formal and informal fallacies) (APAC GA 3);
- Evaluate arguments which arise in the context of debates on the major enduring conceptual issues in psychology, and on the relationship between psychology, philosophy and science (APAC GA 3)

Subject Content

- Logical thinking and psychology
- Ground rules for logical thinking
- Logical thinking and language
- Analysing arguments
- Evaluating arguments
- Conceptual issues in psychology; psychology, philosophy, logic and science
- Evaluating psychological research

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Portfolio	Tutorial questions from weeks 3-7 (3,000 words)	50	N	Individual
Final Exam	2 hours	50	N	Individual

Teaching Periods

PHIL 1006 Introduction to Philosophy

Credit Points 10

Legacy Code 101918

Coordinator Mark G. E. Kelly ([https://directory.westernsydney.edu.au/search/name/Mark G. E. Kelly/](https://directory.westernsydney.edu.au/search/name/Mark%20G.%20E.%20Kelly/))

Description This unit is an introduction to Western philosophical inquiry: it looks at fundamental questions we have about the way we think of the world around us, and the way we act. It presupposes no prior knowledge of philosophy. We will examine philosophical issues by looking at classic statements from the philosophical tradition. The unit will also help students to develop their skills in writing clear arguments. After completion of the unit students will have a critical understanding of some of the fundamental ideas that shape our thinking and our world.

School Humanities & Comm Arts

Discipline Philosophy

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

- Discern the different major types of philosophical inquiry
- Identify major philosophical questions and problems establishing the Western tradition, and the most important philosophers responsible
- Exercise sound philosophical reasoning to an undergraduate standard
- Analyse opposing philosophical positions to an undergraduate standard
- Compose sound philosophical arguments to an undergraduate standard

Subject Content

- Introduction to the different types of philosophical inquiry
- Introduction to some of the major problems and questions guiding philosophers and establishing the Western Philosophical tradition in ancient and early modern times
- Basic components of philosophical reasoning
- Basic definitions of key philosophical terms, problems of divergent understandings and interpretive differences
- The nature of philosophical argument and dialogue between philosophers of differing philosophical views

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	500 words	20	N	Individual
Short Answer	1,000 words	40	N	Individual
Essay	1,200 words	40	N	Individual
Short Answer	50 words	S/U	N	Individual

Prescribed Texts

John Cottingham (ed.), *Western Philosophy: An Anthology*, 3rd edition. Oxford: Blackwell, 2020.

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Mark G. E. Kelly ([https://directory.westernsydney.edu.au/search/name/Mark G. E. Kelly/](https://directory.westernsydney.edu.au/search/name/Mark%20G.%20E.%20Kelly/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PHIL1006_22-AUT_BA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Mark G. E. Kelly ([https://directory.westernsydney.edu.au/search/name/Mark G. E. Kelly/](https://directory.westernsydney.edu.au/search/name/Mark%20G.%20E.%20Kelly/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PHIL1006_22-AUT_PS_D#subjects)

PHIL 2001 Advanced Standing for Islamic Studies 210

Credit Points 10

Legacy Code 102442

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Humanities & Comm Arts

Discipline Religious Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Teaching Periods

PHIL 2002 Advanced Standing for Islamic Studies 220

Credit Points 20

Legacy Code 102445

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Humanities & Comm Arts

Discipline Religious Studies

Student Contribution Band HECS Band 4 20cp

Level Undergraduate Level 2 subject

Teaching Periods

PHIL 2003 Advanced Standing for Philosophy 210

Credit Points 10

Legacy Code 102460

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Humanities & Comm Arts

Discipline Philosophy

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Teaching Periods

PHIL 2004 Advanced Standing for Philosophy 220

Credit Points 20

Legacy Code 102463

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Humanities & Comm Arts

Discipline Philosophy

Student Contribution Band HECS Band 4 20cp

Level Undergraduate Level 2 subject

Teaching Periods

PHIL 2008 Philosophy and the Good Life

Credit Points 10

Legacy Code 101881

Coordinator Chris Fleming ([https://directory.westernsydney.edu.au/search/name/Chris Fleming/](https://directory.westernsydney.edu.au/search/name/Chris%20Fleming/))

Description What does it mean to live a "good life"? One conception of philosophy that goes back to the teachings of the ancient Greeks and Romans is that it is the discipline pre-eminently concerned with teaching people how to live a good life. This unit will investigate the idea of "the good life" through an examination of select texts in ancient and modern philosophy. It will address questions that both ancient and modern philosophers have grappled with: on the right relation between reason and emotion, on the role of pleasure in human life, on the development of character, on the "care of the self," and on pursuing a meaningful life.

School Humanities & Comm Arts

Discipline Philosophy

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Restrictions Successful completion of 40 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Engage with a small selection of foundational philosophical texts to perform a rudimentary analysis of their argumentation.
2. Demonstrate a basic understanding of the major figures, movements, and themes of Ancient Greek and Roman ethics as these relate to "the good life."
3. Recognise and utilise methods of conceptual analysis as this pertains to ethical thought, including the identification of arguments and the assessment of the evidence put forward to support theses.
4. Demonstrate their capacity to form an extended written argument on a topic of philosophical import.

Subject Content

- . Basic concepts of Ancient Greek and Roman ethics
- . Aspects of medieval and modern moral philosophy, especially as these pertain to the notion of eudaimonia ("the good life") and the relation between reason and the passions.
- . The notion of "care of the self"
- . The theory of the virtues as this appears in both western (eg. Aristotelian) and non-western (eg. Confucian) philosophy

Prescribed Texts

- Subject Reader

Teaching Periods

PHIL 2010 The Ethical Life

Credit Points 10

Legacy Code 101867

Coordinator John Hadley ([https://directory.westernsydney.edu.au/search/name/John Hadley/](https://directory.westernsydney.edu.au/search/name/John%20Hadley/))

Description This unit introduces students to time-honoured ethical questions and controversies. The issues to be examined point to questions that students are likely to face at some stage during their lives: Is death always a bad thing? Is abortion immoral? Are we obligated to give to charity? Should we be vegetarian? Should you have sex outside of a committed relationship? Is ethics founded upon religion, reason or community standards? As well as examining specific issues, students will be introduced to the leading secular and theistic ethical theories.

School Humanities & Comm Arts

Discipline Philosophy

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Restrictions Successful completion of 40 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate their understanding of the major positions and issues in the field of practical ethics
2. Critically evaluate ethical theories and arguments
3. Develop their own arguments and positions on ethical issues with clarity and rigour

Subject Content

. The foundations of right and wrong: Is ethics based on religion, reason or cultural standards? Are ethical judgments true or false?

. Survey of rival ethical theories: consequentialism, deontology, virtue theory, post-analytic ethics.

. The harm of death and the ethics of killing: abortion, euthanasia, animals, killing in self-defense and war

. Giving to charity and duties of assistance

. Non-anthropocentrism: animal rights; the moral significance of ecosystems, species, trees and other non-sentient forms of life

. Interpersonal ethics: abstinence and sex before marriage; marriage; gay marriage; having children, surrogacy

. Freedom of Speech: The contemporary relevance of Millian free speech theory; recent free speech controversies - pornography, Islamic extremism, pro-anorexia and contemporary art; the internet and free speech ideals

Prescribed Texts

- Subject Reader

Teaching Periods

PHIL 2011 The Qur'an: An Introduction

Credit Points 10

Legacy Code 101911

Coordinator Jan Ali ([https://directory.westernsydney.edu.au/search/name/Jan Ali/](https://directory.westernsydney.edu.au/search/name/Jan%20Ali/))

Description This unit is an introduction, in English translation, to the most important text of Islam, the Qur'an, which Muslims regard as the primary source of Islam. Students will study: the origins of the Qur'an, its overall structure and content, major themes, approaches to its interpretation, and its function in Muslim religious, social, cultural and political life. The themes and topics covered (such as God, ethics, women, state, inter-faith relations, and violence) should assist students in understanding contemporary debates on the relevance of Islam today.

School Humanities & Comm Arts

Discipline Religious Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) HUMN 1047

Equivalent Subjects LANG 2017 - Great Texts of Islam Qur'an and Hadith

Restrictions Successful completion of 40 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate a basic understanding of the origins of the Qur'an, its overall structure and content, major themes, approaches to its interpretation and its functions in Muslim religious and socio-political life
2. Analyse prevailing debates on the relevance of the Qur'an today
3. Draw relationships between the Qur'an and other key texts such as Hadiths of Islam

Subject Content

. Introducing the Qur'an and its Context

. The Nature and Meaning of Revelation in the Qur'an and in the Islamic Tradition

. The History of the Holy Text and What is Meant by Scripture in Islam

. Major Themes of the Qur'an

. The Qur'an in Daily Life

. The Qur'an and Modern Western Scholarship

. Language and the Qur'an

. The Qur'an and Other Religions

. Islamic Law and the Qur'an

. The Qur'an and Interpretation

. Approaches to Interpretation: Mysticism, Theology and the Qur'an

. Early Modern and Contemporary Qur'anic Studies

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1,000 words	30	N	Individual
Multiple Choice	500 words x 2	30	N	Individual
Essay	1,500 words	40	N	Individual

Prescribed Texts

- Saeed, Abdullah. *The Qur'an: An Introduction*. London: Routledge, 2008.

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Jan Ali ([https://directory.westernsydney.edu.au/search/name/Jan Ali/](https://directory.westernsydney.edu.au/search/name/Jan%20Ali/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PHIL2011_22-AUT_BA_D#subjects)

Online

Online

Subject Contact Jan Ali ([https://directory.westernsydney.edu.au/search/name/Jan Ali/](https://directory.westernsydney.edu.au/search/name/Jan%20Ali/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PHIL2011_22-AUT_ON_O#subjects)

PHIL 2012 The Qur'an: An Introduction (WSTC)

Credit Points 10

Legacy Code 700163

Coordinator Kathy Gooch ([https://directory.westernsydney.edu.au/search/name/Kathy Gooch/](https://directory.westernsydney.edu.au/search/name/Kathy%20Gooch/))

Description This unit is an introduction, in English translation, to the most important text of Islam, the Qur'an, which Muslims regard as the primary source of Islam. Students will study: the origins of the Qur'an, its overall structure and content, major themes, approaches to its interpretation and its function in Muslim religious, social, cultural and political life. The themes and topics covered (such as God, ethics, women, state, inter-faith relations and violence) should assist students in understanding contemporary debates on the relevance of Islam today.

School Humanities & Comm Arts

Discipline Religious Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects PHIL 2011 - The Qur'an An Introduction

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in extended diplomas must pass 40

credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

- After successful completion of this Unit, students will be able to:
- Demonstrate a basic understanding of the origins of the Qur'an, its overall structure and content, major themes, approaches to its interpretation and its functions in Muslim religious and socio-political life
- Analyse prevailing debates on the relevance of the Qur'an today
- Draw relationships between the Qur'an and other key texts such as Hadiths of Islam

Subject Content

- Introducing the Qur'an and its context
- The nature and meaning of Revelation in the Qur'an and in the Islamic Tradition
- The history of the Holy Text and what is meant by scripture in Islam
- Major themes of the Qur'an
- The Qur'an in daily life
- The Qur'an and modern western scholarship
- Languages and the Qur'an
- The Qur'an and other religions
- Islamic Law and the Qur'an
- The Qur'an and interpretation
- Approaches to interpretation: Mysticism, Theology and the Qur'an
- Early modern and contemporary Qur'anic studies

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short answer question	300 words	10	N	Individual
Extended answer response	1,000 words	30	N	Individual
Tutorial tasks / quiz	800 words	20	N	Individual
Research essay	1,500 words	40	N	Individual

Prescribed Texts

- Saeed, Abdullah. *The Qur'an: An Introduction*. London: Routledge, 2008.

Teaching Periods

PHIL 2014 Thinkers That Changed the World

Credit Points 10

Legacy Code 102571

Coordinator Dennis Schmidt ([https://directory.westernsydney.edu.au/search/name/Dennis Schmidt/](https://directory.westernsydney.edu.au/search/name/Dennis%20Schmidt/))

Description This unit involves detailed study of a thinker whose work has had a significant influence on how we understand the world. The unit will focus on the thinker's important primary texts, and any other writings that aid an understanding of their contribution to philosophical tradition, ethics, politics, and culture in general. Students will study how the philosopher's ideas have been original, and influenced others to see the world and themselves in new ways. A different philosopher will be the focus of study each year. Thinkers that may be studied in depth include Plato, Aristotle, Hume, Locke, Spinoza, Kant, Kierkegaard, Hegel, Marx, Nietzsche, Arendt, Foucault, Derrida and Girard.

School Humanities & Comm Arts

Discipline Philosophy

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects PHIL 2006 - Key Philosophers PHIL 2005 - Case Studies in Philosophy Thinker

Restrictions Successful completion of 40 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the major philosophical arguments in the texts studied.
2. Discuss the philosophical reasoning employed
3. Outline the importance of the philosopher and texts to philosophical tradition
4. Evaluate the major achievements and any significant problems generated from the philosopher's contributions
5. Identify relevant cultural and social contexts of the philosopher and texts
6. Compose sound philosophical argument to undergraduate standard

Subject Content

Concentrated engagement with a Western Philosophical thinker

Close reading of philosophical texts by a single philosopher

Study of relevance of the philosopher to philosophical tradition, culture, society

Critical study of achievements and/or problems of their philosophical position

Situating the philosopher in relevant cultural and social contexts

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Portfolio	1,000 words	30	N	Individual
Essay	1,500 words	50	N	Individual
Report	1,000 words	20	N	Individual

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Dennis Schmidt ([https://directory.westernsydney.edu.au/search/name/Dennis Schmidt/](https://directory.westernsydney.edu.au/search/name/Dennis%20Schmidt/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PHIL2014_22-AUT_BA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Dennis Schmidt ([https://directory.westernsydney.edu.au/search/name/Dennis Schmidt/](https://directory.westernsydney.edu.au/search/name/Dennis%20Schmidt/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PHIL2014_22-AUT_PS_D#subjects)

PHIL 2015 Thinking Cinema

Credit Points 10

Legacy Code 101989

Coordinator Alex Ling ([https://directory.westernsydney.edu.au/search/name/Alex Ling/](https://directory.westernsydney.edu.au/search/name/Alex%20Ling/))

Description Through close examinations of key philosophical and theoretical writings on film, this unit considers the many ways in which cinema has been 'thought' throughout its short history. Incorporating ontological, phenomenological, psychoanalytic, poststructuralist, cognitivist and other approaches, the unit explores the ways in which key philosophical and theoretical concepts have been taken up and addressed by film, in addition to considering the ways in which cinema can be seen to 'think' for itself.

School Humanities & Comm Arts

Discipline Philosophy

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects LGYA 1673 - Film and Philosophy

Restrictions Successful completion of 40 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate a critical understanding of theories on the relationship between film and philosophy
2. Apply theoretical approaches in film aesthetics to philosophical problems
3. Use research skills to investigate the relationship between film and philosophy
4. Communicate the relevance of philosophical concepts to the analysis of modern art and culture

Subject Content

- introduction to The unit: what is Cinema?
- cinema as Reproduction
- ontology of The Image
- cinema/Ideology/criticism
- Technology and Ideology
- The Imaginary Signifier (I)
- programming The Look

- Spectatorship and sexual difference
- postmodernism
- post-theory
- The Imaginary Signifier (II)
- movement and time
- what is cinema Now?

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation - Tutorial presentation plus short written paper	Presentation - 10 minutes Written paper - 500 words	15	N	Individual
Essay - Minor	1,000 words	35	N	Individual
Research Essay	2,000 words	50	N	Individual

Prescribed Texts

- Subject Reader

Teaching Periods

PHIL 2016 Truth and Knowledge

Credit Points 10

Legacy Code 101983

Coordinator Paul Alberts-Dezeeuw ([https://directory.westernsydney.edu.au/search/name/Paul Alberts-Dezeeuw/](https://directory.westernsydney.edu.au/search/name/Paul%20Alberts-Dezeeuw/))

Description Attaining knowledge and defining truth are fundamental concerns for all university studies. Philosophy has a long history of explaining what constitutes truth, and how we know what counts as legitimate knowledge. This unit introduces students to the most important conceptions of truth and knowledge, and explains the fundamental methods of reasoning and testing knowledge claims established through the Western philosophical tradition. It should be useful to both students specialising in philosophy, and those interested in discovering more about how knowledge is justified and standards of truth established.

School Humanities & Comm Arts

Discipline Philosophy

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Restrictions Successful completion of 40 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify basic approaches to epistemology in the Western tradition as covered in unit
2. Explain differences between basic types of reasoning

3. Identify major conceptions of truth from the Western philosophical tradition
4. Analyse claims to knowledge in terms of general principles of validity
5. Describe the major sceptical doubts and problems in epistemology
6. Compose sound philosophical argument

Subject Content

- . Major epistemological statements of the Western philosophical tradition: can include the texts of Plato, Aristotle, St Aquinas, Bacon, Descartes, Spinoza, Vico, Hume, Locke, Kant, Hegel, Nietzsche, Freud, James, Wittgenstein, Heidegger, Quine, Sellars, Popper, Kuhn, Davidson, Searle, Foucault, Derrida, Rorty or other significant relevant figures.
- . Introduction to selected definitions and debates about the nature of truth from ancients to modernity.
- . Introduction to major methods of reasoning, definitions of crucial concepts, and their emergence in particular philosophical perspectives.
- . Controversies and crucial changes in reasoning, including the rise of empiricism, rationalism and Western scientific protocols in the 17th and 18th centuries.
- . Critical and sceptical approaches to truth and knowledge standards, especially from the 19th century to the current day.
- . Common practical uses of these views on truth and knowledge.

Prescribed Texts

- Subject Reader compiled by subject coordinator

Teaching Periods

PHIL 2017 Western Political Philosophy

Credit Points 10

Legacy Code 101912

Coordinator Diego Bubbio ([https://directory.westernsydney.edu.au/search/name/Diego Bubbio/](https://directory.westernsydney.edu.au/search/name/Diego%20Bubbio/))

Description The major social and political philosophy of the West, from the 5th century BC Greece till the 18th century will be examined. The development of ideas of citizenship, subjectivity, freedom, equality and the democratic state will be explored. The influence of Christianity will also be a major theme. Authors will include: Plato, Aristotle, Augustine, Aquinas, More, Hobbes, Locke, Vico, Rousseau.

School Humanities & Comm Arts

Discipline Philosophy

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects LGYB 0228 - The Western Philosophical Tradition
PHIL 2013 - The Western Philosophical Tradition

Restrictions Successful completion of 40 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. explain the major social and political theory of the West from 5th century BC Greece until the 18th century
2. critically analyse primary texts which exemplify this theoretical tradition

3. identify the theories that underpin the intellectual developments of the 19th and 20th centuries

Subject Content

- Ancient Greece. The development of philosophical thought; the place of the state in the philosophical systems; the relation between citizen and state; the lack of individualism; the exclusion of women, slaves and non-Greeks. Plato and Aristotle will be
- Medieval to 16th century. The intertwining of society and state within the religious order; the Catholic church-state; Augustine to St Thomas. The Renaissance secularisation; humanist interpretations of the Renaissance; notions of the individual in art
- 17th and 18th centuries. The influence of the scientific revolution. Hobbes and Locke; the idea of the social contract; the rise of individualism in social thought; the justification of bourgeois property rights; early Enlightenment formulations. Descartes
- Rethinking The Philosophical tradition: Hegel.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Research Essay	2,000 words	55	N	Individual
Research Exercise	1,000 words	35	N	Individual
Tutorial exercises	5-10 minutes	10	N	Individual

Prescribed Texts

- A book of primary readings prepared by the subject coordinator.

Teaching Periods

PHIL 3001 Advanced Standing for Islamic Studies 310

Credit Points 10

Legacy Code 102448

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Humanities & Comm Arts

Discipline Religious Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Teaching Periods

PHIL 3002 Advanced Standing for Islamic Studies 320

Credit Points 20

Legacy Code 102590

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Humanities & Comm Arts

Discipline Religious Studies

Student Contribution Band HECS Band 4 20cp

Level Undergraduate Level 3 subject

Teaching Periods

PHIL 3003 Advanced Standing for Philosophy 310

Credit Points 10

Legacy Code 102466

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Humanities & Comm Arts

Discipline Philosophy

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Teaching Periods

PHIL 3004 Advanced Standing for Philosophy 320

Credit Points 20

Legacy Code 102591

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Humanities & Comm Arts

Discipline Philosophy

Student Contribution Band HECS Band 4 20cp

Level Undergraduate Level 3 subject

Teaching Periods

PHIL 3005 Aesthetics

Credit Points 10

Legacy Code 101295

Coordinator Michael Symonds ([https://directory.westernsydney.edu.au/search/name/Michael Symonds/](https://directory.westernsydney.edu.au/search/name/Michael%20Symonds/))

Description The major philosophies of art will be examined. The Western tradition will be surveyed from the Ancient Greeks through medieval and Renaissance theories of art to modern and postmodern aesthetics beginning with Kant. Marxist and feminist aesthetics will be especially emphasised. The artistic material will primarily come from the visual arts.

School Humanities & Comm Arts

Discipline Philosophy

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYB 0055 - Aesthetics

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. demonstrate awareness of the major theories of art, with particular, though not exclusive, emphasis on the visual arts.
2. identify the historical contexts of aesthetic theory.
3. critically analyse primary texts from the history of aesthetics

Subject Content

- "Traditional" Aesthetics. The key problems of beauty and the art object. The relation between art and reality. Art and: nature, truth, morality, freedom, God, reason. The responsibilities of art and the artist in society; romanticism and classicism; art

- Marxist Aesthetics. The historical determination of art; incorporation of art into class theory; working class and bourgeois art; social realism; the culture industry and the autonomy of art. The aesthetics of Lukacs, Brecht, Adorno, Benjamin, Marcuse.

- Feminist Aesthetics. The artistic depiction of women; the "naturalness" of the female subject; the nude; pornography; women's art as a separate activity; craft versus art; the role of art in patriarchy; the denial of 'great' women artists; critiques of

- Postmodern Aesthetics. Art and everyday life. The critique of the grand narratives of aesthetics; the problems of style and progress; pastiche. Rethinking the text and the author. Against the modernist art object.

Prescribed Texts

- A book of primary readings prepared by the subject coordinator.

Teaching Periods

PHIL 3006 Books that Changed how we Think

Credit Points 10

Legacy Code 102570

Coordinator Dimitris Vardoulakis (<https://directory.westernsydney.edu.au/search/name/Dimitris Vardoulakis/>)

Description This unit involves an in-depth study of a philosophical text that has reshaped our understanding about the world we live in. The close reading and discussion will develop the students' capacity to read and think deeply about particular problems. Students will follow the text step by step, gaining insights as to why it has had such a lasting influence.

School Humanities & Comm Arts

Discipline Philosophy

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects PHIL 3014 - Philosophy in Focus PHIL 3007 - Case Studies in Philosophy Text

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the major philosophical arguments in the text studied
2. Analyse the philosophical reasoning employed
3. Outline the importance of the philosopher and text to philosophical tradition
4. Evaluate the major achievements and any significant problems generated from the philosopher's contributions
5. Identify relevant cultural and social contexts of the philosopher and texts
6. Compose sound philosophical argument

Subject Content

1. Close reading of a major philosophical text by a single philosopher
2. Study of the relevance of that text to the relevant philosophical tradition in which it is located
3. Critical study of achievements and/or problems of the philosophical position
4. Situating the text in relevant cultural and social contexts

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Log/Workbook	1500 words (5 paragraphs x 300 words)	40	N	Individual
Essay	2500 words	50	N	Individual
Presentation	1 response of up to 5 minutes	10	N	Individual

Prescribed Texts

- Spinoza, Baruch, Theological-Political Treatise, trans. Samuel Shirley (Indianapolis: Hackett, 2001). ISBN: 978-0-87220-607-6

Teaching Periods

Spring Bankstown Day

Subject Contact Dimitris Vardoulakis (<https://directory.westernsydney.edu.au/search/name/Dimitris Vardoulakis/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PHIL3006_22-SPR_BA_D#subjects)

Parramatta - Victoria Rd Day

Subject Contact Dimitris Vardoulakis (<https://directory.westernsydney.edu.au/search/name/Dimitris Vardoulakis/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PHIL3006_22-SPR_PS_D#subjects)

PHIL 3008 Classics of Modern Philosophy

Credit Points 10

Legacy Code 102420

Coordinator Diego Bubbio (<https://directory.westernsydney.edu.au/search/name/Diego+Bubbio/>)

Description Classics of Modern Philosophy introduces students to a selected number of 'great' (highly influential) philosophical texts from the seventeenth up to the twentieth century. Addressing fundamental issues such as human freedom, the nature of truth and knowledge, technological progress, problems of modern life, this unit guides students through key statements with supporting explanation of the philosophers, their projects and careers, and relevant social contexts.

School Humanities & Comm Arts

Discipline Philosophy

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYA 0902 - Classics of Modern Philosophy

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. identify key philosophical frameworks from the modern era
2. summarise key concepts in the modern philosophical tradition
3. describe enduring philosophical issues from the modern tradition
4. apply skills in argument, reasoning and critical analysis to written work
5. apply skills in reading, understanding and interpretation to primary philosophical texts and commentaries.

Subject Content

The subject will analyse key texts from a variety of philosophical traditions. These might include:

- Continental rationalism (Descartes, Spinoza, Leibniz; problems of methods, the criterion of truth and certainty)
- British Empiricism - Locke, Berkeley, Hume; approaches to knowledge and scepticism
- Kantian and post-Kantian idealism - Kant, Fichte, Schelling, Hegel: gnosological concerns, The relation between self and World
- Nietzsche and influence: Truth and knowledge, nihilism, will to power, The critique of religion and morality, Aesthetic experience, The critique of subjectivity
- Existentialism and Phenomenology - Husserl, Heidegger, Sartre, Camus, Merleau-Ponty, Jaspers, Marcel: Issues on existence, freedom, Individualism, values of life, suicide, political commitment, love, alienation, mind/body distinction
- The Frankfurt school - Adorno, Horkheimer, Marcuse and Issues on rationality, Technology, political domination, Fascism, Critical theory, The Project of enlightenment and Modernity
- Later Heidegger on technology and progress; language and meaning
- Frege, Wittgenstein, AJ Ayer on philosophy and language
- Benjamin on violence and politics, history, Modernity

- DeBeauvoir, Kristeva, Irigaray, on Continental philosophy of sex and gender
- The structuralist innovations - Barthes, Jacobsen, Lacan, Levi-Strauss
- Rosenzweig, Buber, Levinas on ethics and The other

Prescribed Texts

- A collection of readings provided by subject coordinator.

Teaching Periods

PHIL 3009 Ethical Traditions in Islam

Credit Points 10

Legacy Code 101466

Coordinator Jan Ali (<https://directory.westernsydney.edu.au/search/name/Jan+Ali/>)

Description This unit introduces students to the rich heritage of ethical traditions in Islamic thought. Students will study and critically evaluate the key features and contributions of Muslim theologians, philosophers and Sufis, who attempted to deal with revelation and rationalistic discourse in exploring the meaning of ethical life for Muslims and discussing whether philosophy and religious wisdoms were equals and allies in the pursuit of happiness. The origin and development of these traditions will be introduced with an emphasis on the relevance and application of some ethical issues, such as free will, predestination, human responsibility, and bioethics, to contemporary Muslim societies.

School Humanities & Comm Arts

Discipline Philosophy

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) HUMN 1047 OR LANG 2017

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of the key features, methods and contributions of Muslim theologians, philosophers and Sufis in dealing with ethics
2. Discuss the development of ethical traditions in Islam
3. Critically examine the relevance and application of ethical ideas and issues such as free will, predestination, human responsibility, and bioethics to contemporary Muslim societies.

Subject Content

This subject introduces students to the rich heritage of ethical traditions in Islamic thought. Students will have the opportunity to study and critically evaluate the key features and contributions of Muslim theologians, philosophers and Sufis. The students will learn the relevance and application of some ethical issues, such as free will, predestination, human responsibility, and bioethics to contemporary Muslim societies.

Prescribed Texts

- A Subject Reader (comprised of relevant extracts from leading and contemporary scholarship/primary sources on the topic)

Teaching Periods

PHIL 3010 Philosophies of Love and Death

Credit Points 10

Legacy Code 100275

Coordinator Charles Barbour ([https://directory.westernsydney.edu.au/search/name/Charles Barbour/](https://directory.westernsydney.edu.au/search/name/Charles%20Barbour/))

Description The Western experience of the fundamental questions of love and death will be examined. What is love? Is love between friends more important than romantic love? Is death always a bad thing? Is 'coming to terms with death' important for a meaningful life? Ancient Greek, Christian and medieval attitudes will be contrasted with romantic and contemporary views.

School Humanities & Comm Arts

Discipline Philosophy

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe Western philosophies of love and death
2. Read and critically analyse primary texts which deal with these questions
3. Apply these readings to current events

Subject Content

1. Ancient Greek ideas about love, friendship and death. The distinction between eros, agape, and philia. Plato's Symposium, and Epicurus's view that death is not a bad thing.
2. Medieval and Christian ideas about love.
3. Romantic love and suicide: Goethe. Wollstonecraft's Enlightenment critique. Love as a component of wellbeing and necessary for a meaningful life.
4. Contemporary views about the nature of love: love as a feeling, distinctive attitude, or union?
5. Theories about the harm of death.
6. Theories about friendship and caring and the moral importance of each relationship.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Major Essay	2,500 words	50	N	Individual
Minor Essay	1,500 words	25	N	Individual

Tutorial 10 minutes 25 N Individual
Presentation:
a critical
account of
set reading

Prescribed Texts

- The weekly readings are listed in the Teaching and Learning Activities section of this guide. These will be available on the subject vUWS site.

Teaching Periods

PHIL 3012 Philosophy and Environment

Credit Points 10

Legacy Code 102417

Coordinator John Hadley ([https://directory.westernsydney.edu.au/search/name/John Hadley/](https://directory.westernsydney.edu.au/search/name/John%20Hadley/))

Description Philosophy and Environment focuses on how we understand and value our interactions with the natural environment, how humans have changed the world and themselves through those interactions and the questions and problems created through that dynamic. Contemporary issues such as climate change, resource depletion, land degradation, conflict over resources, and treatment of animals have become prominent ethical, political and philosophical concerns. This unit looks at these sort of environmental problems through philosophical methods that reveal the traditions of thought, attitude and action underlying them. Students will be introduced to the major approaches and questions most relevant to explaining contemporary environmental problems.

School Humanities & Comm Arts

Discipline Philosophy

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects PHIL 2007 - Philosophy and Environment

Restrictions Successful completion of 60 credit points in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify major philosophical views on Nature
2. Evaluate philosophical reasoning on environmental issues
3. Apply basic philosophical analysis to environmental issues
4. Analyse philosophical perspectives on animals
5. Evaluate environmental ethical and political value commitments.

Subject Content

1. Philosophical traditions of understanding nonhuman nature, the environment, the human place within and/or distinction from these - focus on Western traditions
2. Analysis of central terms, explanations from philosophy.
3. How philosophy of environment relates to other philosophies.
4. Central problems and questions: valuing nature, ethical positions, political programs; anthropocentrism vs alternatives

- Understanding human cognitive, emotional, affective relations with animals, plants, the earth, oceans, and the atmosphere as philosophical topics.
- Interpreting major texts from philosophy, literature, and the Humanities that have provided important or influential statements on philosophy and environment.
- Interpreting major philosophers of environment

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Online Test	900 words; 1 hour or equivalent	15	N	Individual
Research Essay	2,000 words	50	N	Individual
Take-home Exam	1500 words	35	N	Individual

Teaching Periods

PHIL 3015 Philosophy of History

Credit Points 10

Legacy Code 102493

Coordinator Jennifer Mensch ([https://directory.westernsydney.edu.au/search/name/Jennifer Mensch/](https://directory.westernsydney.edu.au/search/name/Jennifer%20Mensch/))

Description What is History? This question has been an object of inquiry as much for philosophers as for historians themselves. Large historical forces were at work in the Enlightenment—both in the sciences and in politics—and philosophers like Rousseau and Kant sought to understand these movements philosophically. For Rousseau, the lens was genealogical as he worked to produce a "natural history" of politics and society; for Kant, the historical lens was teleological as he narrated instead a philosophical history full of notions of progress and improvement. In the 19th century, philosophers like Hegel and Marx were concerned to think about history as a dialectical movement, while Nietzsche applied Darwin's new theory of evolution to his understanding of history and morals alike. The great shockwaves wrought by the two World Wars of the 20th century brought new philosophical writers to the problem of history, though now with an eye back toward the seemingly failed vision of inevitable progress so successfully peddled by the Enlightenment. This philosophical tradition and its changing approaches to history will be the focus of this unit.

School Humanities & Comm Arts

Discipline Philosophy

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Identify major philosophical approaches to history
- Analyse primary texts from the philosophy of history
- Understand the major concepts at work in the philosophy of history
- Apply basic philosophical analyses to historical events and issues

Subject Content

The claims of philosophical world history

The idea of world historical individuals

The moral advancement of humankind

Teleological approaches to the rise and decline of cultures

Hermeneutical issues with respect to interpreting the past

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Short Answer	1 hour	20	N	Individual
Intra-session Exam	1,500 words	40	N	Individual
Essay	2,500 words	40	N	Individual

Prescribed Texts

- Subject Reader

Teaching Periods

PHIL 3016 Philosophy of Religion

Credit Points 10

Legacy Code 101965

Coordinator Daniele Fulvi ([https://directory.westernsydney.edu.au/search/name/Daniele Fulvi/](https://directory.westernsydney.edu.au/search/name/Daniele%20Fulvi/))

Description This unit examines central issues in the philosophy of religion. Students will look at a variety of ideas emanating from a philosophical consideration of religious belief and practice. Issues include arguments for and against the existence of God, conceptions of religious experience and faith, the relationship between science and religion, and religion and ethics.

School Humanities & Comm Arts

Discipline Philosophy

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions

Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Read representative philosophical texts and perform analysis of their argumentation
- Demonstrate an understanding of themes and arguments central to philosophy of religion

- Use methods of conceptual analysis as these pertain to philosophy of religion
- Produce an extended written argument on a topic of philosophical import

Subject Content

- Religious diversity
- Conceptions of God (in monotheism) or ultimate reality (in non-theistic religion)
- Arguments for and against the existence of God: ontological, cosmological, and teleological arguments
- Religious experience
- Faith, reason, and evidence
- Religion and ethics
- Science and Religion
- Miracles, prayer, and revelation
- Continental philosophy of religion
- The self, soul, and post-mortem existence
- Religion and the environment
- Religion and gender
- Religious experience
- The Problem of evil
- Postcolonial and feminist approaches to philosophy of religion

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay: Exposition essay	1,000 words	35	N	Individual
Essay: Research essay	3,000 words	50	N	Individual
Presentation	5-10 minutes plus leading tutorial discussion	15	N	Individual

Prescribed Texts

- Subject Reader

Teaching Periods

Spring Bankstown

Day

Subject Contact Daniele Fulvi ([https://directory.westernsydney.edu.au/search/name/Daniele Fulvi/](https://directory.westernsydney.edu.au/search/name/Daniele%20Fulvi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PHIL3016_22-SPR_BA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Daniele Fulvi ([https://directory.westernsydney.edu.au/search/name/Daniele Fulvi/](https://directory.westernsydney.edu.au/search/name/Daniele%20Fulvi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PHIL3016_22-SPR_PS_D#subjects)

PHIL 3017 The Body in Culture

Credit Points 10

Legacy Code 101009

Coordinator Penelope Rossiter ([https://directory.westernsydney.edu.au/search/name/Penelope Rossiter/](https://directory.westernsydney.edu.au/search/name/Penelope%20Rossiter/))

Description This unit introduces students to key theorists, concepts, and debates in socio-cultural studies of embodiment. The first module introduces the field of study and explores influential perspectives on bodies as biocultural and social. The unit explores topics such as the social brain, culture and the senses, the modern 'civilised' body, sexed and racialised bodies, ableism and bodily diversity. It will demonstrate how even colonialism, multiculturalism and socio-economic inequalities are lived on the skin, in the body and through the senses. The second module explores current debates and body politics and the content is determined in collaboration with enrolled students. The topics can be as diverse as digital self-tracking; 'fat wars'; race and cosmetic surgery; bodies as commodities, and; sexual difference and sport.

School Humanities & Comm Arts

Discipline Philosophy And Religious Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYC 1291 - Gender Culture and the Body LGYA 0293 - The Body in Culture

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain key concepts in the study of the body in culture.
2. Respond in an informed and critical way to contemporary debates about body politics.
3. Research, explain, and facilitate discussion of a current debate or social problem concerning the body.
4. Collaborate with others on a group project.

Subject Content

Biology and culture: dualism and critiques of dualism

Brains: biocultural, social and plastic

The lived body: surfaces and depths

Skin and the bounded body: power, representation and experience

The modern body and its others: the civilised, uncivilised, disciplined, grotesque and carnivalesque

Culture and multisensory embodiment

Diverse bodies, ableism and the social model of disability

Contemporary debates and body politics

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio: Concepts Portfolio	1250 words (5 x 250 words)	25	N	Individual
Applied Project: Group Research Project with individually assessable components. Project includes research, presentation, discussion facilitation (20%), and (individual) written report (30%)	Group part: Presentation - 15 minutes, Discussion facilitation - 30 minutes, Wrap-up - 5 minutes / Individual part: Report - 1500 words	50	N	Both (Individual & Group)
Reflection: Written responses to the research questions devised and explored in the Applied Projects	1200 (3 X 400) words	25	N	Individual

Prescribed Texts

- Subject Reader

Teaching Periods

PHIL 3018 Philosophy of Race and Racism

Credit Points 10

Legacy Code 102789

Coordinator Jennifer Mensch ([https://directory.westernsydney.edu.au/search/name/Jennifer Mensch/](https://directory.westernsydney.edu.au/search/name/Jennifer%20Mensch/))

Description This unit focuses on philosophical approaches to race and racism. Academic discourse about race sits at the intersection of overlapping research programs taking place in a number of fields including cultural anthropology, the history of science, sociology, political theory, communication studies, and critical philosophy of race. This unit will draw on discussions from a number of these fields. Students will interrogate the ways in which subjects are racialized, both by culture and by the state. They will analyse major texts concerned with race and racism, and examine and critique the role of ignorance within racist discourse.

School Humanities & Comm Arts

Discipline Philosophy

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Assumed Knowledge

Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply the methodology of critical philosophers of race to interrogate and deconstruct the processes by which subjects are racialized by culture and the state.
2. Analyse major texts in the traditions of political phenomenology, intersectional feminist philosophy, and African American existentialism.
3. Use standpoint epistemology to diagnose and reframe the epistemologies of ignorance at work in racist discourse.

Subject Content

African American existential philosophy
Political Phenomenology
Philosophy of Race and the State
Intersectional Feminist Philosophy
Standpoint Epistemology
Epistemologies of Ignorance
Aboriginal sovereignty

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	1,000 words each	60	N	Individual
Essay	2,000 words	40	N	Individual

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Jennifer Mensch ([https://directory.westernsydney.edu.au/search/name/Jennifer Mensch/](https://directory.westernsydney.edu.au/search/name/Jennifer%20Mensch/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PHIL3018_22-AUT_BA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Jennifer Mensch ([https://directory.westernsydney.edu.au/search/name/Jennifer Mensch/](https://directory.westernsydney.edu.au/search/name/Jennifer%20Mensch/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PHIL3018_22-AUT_PS_D#subjects)

PHIL 7001 Advanced Research Project in Philosophy

Credit Points 10

Legacy Code 102617

Coordinator Dimitris Vardoulakis ([https://directory.westernsydney.edu.au/search/name/Dimitris Vardoulakis/](https://directory.westernsydney.edu.au/search/name/Dimitris%20Vardoulakis/))

Description Advance Research Project in Philosophy enables students with significant knowledge in philosophy and some experience in research techniques and methodologies in philosophy to plan and draft a philosophical project. By identifying a significant question suitable for graduate-level research, students will each develop an individual written project that articulates a coherent philosophical perspective. The aim of the unit is to develop students' capacity to employ philosophical vocabularies and specific discourses in an advanced and sophisticated way.

School Humanities & Comm Arts

Discipline Philosophy

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) PHIL 7012

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate advanced and integrated knowledge of distinct varieties of Continental philosophy in their contexts from a wide range of periods and places
2. Explain differences between different philosophical schools and authors
3. Employ appropriate philosophical methodologies and argumentation
4. Demonstrate cognitive, creative and technical skills to generate and evaluate complex concepts as part of extended philosophical arguments
5. Write a detailed work at a high level in a range of critical and philosophical idioms

Subject Content

Identifying a suitable problem for research
Employing philosophical strategies and methods
Compiling bibliographies for research
Reading techniques to work through a bibliography
Developing techniques of advanced philosophical arguments
Structuring long philosophical arguments
Writing strategies for complex argumentation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	1,600 (4x400 words)	35	N	Individual
Essay	6,000 words	65	N	Individual

Teaching Periods

PHIL 7002 Ethics

Credit Points 10

Legacy Code 102381

Coordinator Thomas Corbin ([https://directory.westernsydney.edu.au/search/name/Thomas Corbin/](https://directory.westernsydney.edu.au/search/name/Thomas%20Corbin/))

Description Since the beginning of philosophy, the question of how to live has taken on an indefinite variety of forms, as befits the variability of its subject matter. This includes the Platonic and Aristotelian conception of the good life, the Kantian categorical imperative, and social ethics. In recent Continental philosophy, this has encompassed the ethics of responsibility, the attempt to investigate the ethics of alterity, interest in the 'care-of-the-self', and the ethics of truth.

School Humanities & Comm Arts

Discipline Philosophy

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate advanced and integrated knowledge of distinct varieties of Continental philosophical ethics in their contexts from a range of periods and places
2. Interpret complex philosophical texts
3. Write at a high level in a range of critical and philosophical idioms
4. Recognise and reflect on the significance of philosophical texts in imagining and interpreting the world
5. Construct coherent, evidence-based arguments.
6. Analyses of positions, development of arguments, and syntheses of a variety of different perspectives

Subject Content

- Philosophical ethics
- Topics in ethics such as responsibility, obligation and duty
- history of The Ethical concerns in The Philosophical tradition

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	3,000 words	45	N	Individual
Essay Plan	600 words	10	N	Individual
Seminar Participation	Ongoing	15	N	Individual
Seminar Presentation	2,000 words (2 x 1000)	30	N	Individual

Teaching Periods

2nd Half

Online

Day

Subject Contact Thomas Corbin ([https://directory.westernsydney.edu.au/search/name/Thomas Corbin/](https://directory.westernsydney.edu.au/search/name/Thomas%20Corbin/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PHIL7002_22-2H_ON_D#subjects)

PHIL 7003 History of Ideas

Credit Points 10

Legacy Code 102583

Coordinator Brett Bowden ([https://directory.westernsydney.edu.au/search/name/Brett Bowden/](https://directory.westernsydney.edu.au/search/name/Brett%20Bowden/))

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

School Humanities & Comm Arts

Discipline Philosophy

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Distinguish between primary documentary historical evidence and secondary theoretical works that explain or interpret;
2. Draw upon primary and secondary sources to understand ideas in historical social and political contexts;
3. Explain why and how ideas matter in the practice of social and political life historically and contemporaneously.

Subject Content

Content will draw from, or elaborate upon, a selection of the following topics:

- Historiography
- conceptual history (Begriffsgeschichte)
- Intellectual history
- Ideology
- The enlightenment
- philosophy of history
- political philosophy
- Dangerous ideas

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Summary	1,000 words	20	N	Individual
Presentation	1,000 words	20	N	Individual
Essay	3,500 words	60	N	Individual

Teaching Periods

1st Half

Online

Online

Subject Contact Brett Bowden ([https://directory.westernsydney.edu.au/search/name/Brett Bowden/](https://directory.westernsydney.edu.au/search/name/Brett%20Bowden/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PHIL7003_22-1H_ON_O#subjects)

PHIL 7004 Masters Project in Philosophy

Credit Points 40

Legacy Code 102401

Coordinator Dimitris Vardoulakis ([https://directory.westernsydney.edu.au/search/name/Dimitris Vardoulakis/](https://directory.westernsydney.edu.au/search/name/Dimitris%20Vardoulakis/))

Description In this unit, those enrolled in the MA in Continental Philosophy will write a minor thesis on a research question in philosophy. For this project, the students will be supervised by one or two members of staff working in philosophy.

School Humanities & Comm Arts

Discipline Philosophy

Student Contribution Band HECS Band 4 40cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program and must have successfully completed 80 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate advanced and integrated knowledge of distinct varieties of Continental philosophy in important texts from a range of periods and places
2. Demonstrate knowledge of a range of research principles and methods appropriate to philosophy
3. Use appropriate critical resources in order to interpret and evaluate argument in philosophy
4. Demonstrate conceptual, creative and technical skills to generate and evaluate complex ideas at an abstract level
5. Recognise the significance of philosophy in imagining and interpreting the world
6. Construct coherent, evidence-based arguments related to a chosen research question.
7. Execute a substantial research-based project with a high level of autonomy and accountability

Subject Content

- Establish A research question in A Topic in Continental philosophy
- develop A research Project Addressing The research question
- write A research thesis on A Topic relevant to Continental philosophy

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Thesis	12500 words	100	N	Individual

Teaching Periods

PHIL 7005 Philosophical Aesthetics

Credit Points 10

Legacy Code 102380

Coordinator Dennis Schmidt ([https://directory.westernsydney.edu.au/search/name/Dennis Schmidt/](https://directory.westernsydney.edu.au/search/name/Dennis%20Schmidt/))

Description This unit involves study of aesthetics, which may include philosophical approaches to art and artistic genres such as literature and cinema, and to beauty itself. It will include an historical overview of the field, an analysis of one particular set of problems or debates, and a close examination of a specific school or thinker. It will explore concepts of aesthetic judgement and value, as well as the relationship between aesthetics and other aspects of philosophy.

School Humanities & Comm Arts

Discipline Philosophy

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of complex philosophical texts
2. Explain changing theories, methods, and concepts in the field of aesthetics.
3. Write at a high level in a range of critical and philosophical idioms.
4. Recognise the significance of philosophical texts in imagining and interpreting the world.

Subject Content

- history of aesthetics
- Aesthetic concepts
- Aesthetic value
- Aesthetic Judgment

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	1,600 words (4x400)	35	N	Individual
Essay	4,000 words	65	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Dennis Schmidt ([https://directory.westernsydney.edu.au/search/name/Dennis Schmidt/](https://directory.westernsydney.edu.au/search/name/Dennis%20Schmidt/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PHIL7005_22-AUT_PS_D#subjects)

PHIL 7006 Philosophy and Literature

Credit Points 10

Legacy Code 102616

Coordinator Dimitris Vardoulakis ([https://directory.westernsydney.edu.au/search/name/Dimitris Vardoulakis/](https://directory.westernsydney.edu.au/search/name/Dimitris%20Vardoulakis/))

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

School Humanities & Comm Arts

Discipline Philosophy

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the major issues and approaches to literature in the history of philosophy
2. Analyse primary texts carefully both in terms of conceptual argumentation and literary form

- Learn hermeneutic skills of interpretation
- Develop skills to identify the relation and differences between philosophy and literature

Subject Content

Unit content will address the following themes in the history of the relation between philosophy and literature:

Theories of literature
The idea of philosophy
Truth and language
Text and Interpretation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio - 4 responses to questions	2000 words in total (500 words each)	35	N	Individual
Essay - 1 research essay	4,000 words	65	N	Individual

Teaching Periods

PHIL 7007 Philosophy of History and Politics

Credit Points 10

Legacy Code 102582

Coordinator Jennifer Mensch ([https://directory.westernsydney.edu.au/search/name/Jennifer Mensch/](https://directory.westernsydney.edu.au/search/name/Jennifer%20Mensch/))

Description What is History? What justifies the State? These questions have been an object of inquiry as much for philosophers as for historians and political theorists. Large socio-political forces were at work during the Enlightenment and philosophers like Rousseau and Kant sought to understand these movements philosophically. For Rousseau, the lens was genealogical as he worked to produce a "natural history" of politics and society; for Kant, the historical lens was teleological as he narrated instead a philosophical history full of notions of progress and improvement. In the 19th century, philosophers like Hegel and Marx were concerned to think about history and politics as a dialectical movement, while Nietzsche applied Darwin's new theory of evolution to his understanding of history and morals alike. The great shockwaves wrought by the two World Wars of the 20th century brought new philosophical writers to the problems of history and politics, though now with an eye back toward the seemingly failed vision of inevitable progress so successfully peddled by the Enlightenment. This philosophical tradition and its changing approaches to history and politics will be the focus of this unit.

School Humanities & Comm Arts

Discipline Philosophy

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Identify major philosophical approaches to history and politics
- Analyse primary texts from the philosophy of history and politics
- Apply basic philosophical analyses to socio-political and historical events and issues

Subject Content

Unit content will draw on the following topics in the philosophy of history:

- Universal history
- claims regarding The moral advancement of humankind
- hermeneutical Issues with respect to interpreting The Past
- Philosophical approaches to politics
- philosophy of The state

Prescribed Texts

- The following texts can be considered foundational texts for understanding philosophies of history and politics. While key readings may be taken from any of these in the creation of a reader, the library will hold copies of each of these texts as essential learning resources for the students to consult while taking the subject.
 - Marx, *The Portable Karl Marx* (NY: Penguin, 1983)
 - Collingwood, *The Idea of History* (NY: OUP, 1994)
 - Foucault, *The Order of Things* (NYC: Vintage, 1994)
 - Foucault, *The Archaeology of Knowledge* (NYC: Vintage, 1982)
 - Habermas, *Knowledge and Human Interests* (Boston: Beacon Press, 1972)
 - Habermas, *The Structural Transformation of the Public Sphere. An Inquiry into a Category of Bourgeois So*

Teaching Periods

PHIL 7008 Philosophy of Nature

Credit Points 10

Legacy Code 102619

Coordinator Dennis Schmidt ([https://directory.westernsydney.edu.au/search/name/Dennis Schmidt/](https://directory.westernsydney.edu.au/search/name/Dennis%20Schmidt/))

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

School Humanities & Comm Arts

Discipline Philosophy

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate advanced and integrated knowledge of concepts and principles concerning nature, broadly construed.
2. Explain theories and methods in metaphysics and the study of being.
3. Be able to outline arguments and the main theses in key philosophical texts.
4. Critically evaluate complex information, perspectives, theories and sources.
5. Demonstrate knowledge of the research principles and methods appropriate to the philosophy of nature to address contemporary philosophical problems and debates.

Subject Content

One or more thinkers and philosophical movements in the philosophy of nature still exerting influence on contemporary philosophy. Early modern philosophy, Kant, Hegel, Nietzsche, Phenomenology, Existentialism, Heidegger, Twentieth Century philosophy of nature. Specific thinkers or movements, with reference to contemporary philosophical debates.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	1,600 (4x400 words)	40	N	Individual
Essay	5,000 words	60	N	Individual

Teaching Periods

PHIL 7009 Philosophy, History and Interpretation

Credit Points 10

Legacy Code 102620

Coordinator Jennifer Mensch ([https://directory.westernsydney.edu.au/search/name/Jennifer Mensch/](https://directory.westernsydney.edu.au/search/name/Jennifer%20Mensch/))

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

School Humanities & Comm Arts

Discipline Philosophy

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate advanced and integrated knowledge of distinct varieties of Continental philosophy in their respective historical context.
2. Demonstrate depth of reading and understanding of philosophical topics and their interpretation.
3. Synthesize changing theories, methods, and concepts in philosophy through the interpretative activities of other thinkers through time.
4. Write at a high level in a range of critical and philosophical idioms.

Subject Content

Unit content will include key issues, sets of text, and thinkers that are relevant to the MA in Continental Philosophy. In particular, this subject will be devoted to deepening the students' knowledge of the relation between philosophy, its historical context, and the interpretative/hermeneutic activity.

More specifically, subject content will draw on the following topics:

Philosophy and its historical context

The interpretative nature of philosophy

The transformation of philosophical claims over history

The nature and development of the notion of interpretation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio: 4 short responses to questions	2,000 words in total (500 words each)	35	N	Individual
Essay: 1 long research essay	4,000 words	65	N	Individual

Teaching Periods

PHIL 7010 Political Philosophy

Credit Points 10

Legacy Code 102384

Coordinator Dimitris Vardoulakis ([https://directory.westernsydney.edu.au/search/name/Dimitris Vardoulakis/](https://directory.westernsydney.edu.au/search/name/Dimitris%20Vardoulakis/))

Description According to Aristotle's famous definition, the human is a political animal. Since the first theorization of the political in ancient Greek philosophy, politics has been thought from a variety of different angles. These range from traditional approaches such as the forms of government or the ways in which the sovereign can exercise power, to contemporary alternative approaches, such as theories of radical democracy which emphasize the participatory and agonistic aspects of

the political. This unit will cover some fundamental texts and ideas in political philosophy.

School Humanities & Comm Arts

Discipline Philosophy

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate advanced and integrated knowledge of distinct varieties of Continental political philosophy in important texts from a range of periods and places
2. Demonstrate knowledge of a range of research principles and methods appropriate to political philosophy
3. Use appropriate critical resources in order to interpret and evaluate argument in political philosophy
4. Demonstrate conceptual, creative and technical skills to generate and evaluate complex ideas at an abstract level
5. Recognise the significance of political philosophy in imagining and interpreting the world
6. Construct coherent, evidence-based arguments related to political concepts.

Subject Content

- Ancient thinkers such as Plato and Aristotle
- modern thinkers such as Machiavelli, Hobbes, Spinoza and Locke
- contemporary figures such as Marx, Arendt, Foucault and Derrida
- theories of democracy, biopolitics or normativity
- concepts such as equality and freedom to human rights

Teaching Periods

PHIL 7011 Practical Philosophy

Credit Points 20

Legacy Code 102618

Coordinator Diego Bubbio (<https://directory.westernsydney.edu.au/search/name/Diego+Bubbio/>)

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

School Humanities & Comm Arts

Discipline Philosophy

Student Contribution Band HECS Band 4 20cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate advanced and integrated knowledge of the topics in practical philosophy covered in the subject teaching.
2. Explain theories and methods in practical philosophy.
3. Understand key philosophical texts and arguments.
4. Critically evaluate complex information, perspectives, theories and sources.
5. Demonstrate knowledge of the research principles and methods appropriate to the practical philosophy to address contemporary philosophical problems and debates.

Subject Content

One or more thinkers and philosophical movements in practical philosophy still exerting influence on contemporary philosophy.

One or more topics in ethics, political philosophy, legal philosophy, philosophy of science, philosophy of religion, or the philosophy of praxis.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	2,000 (5x400 words)	35	N	Individual
Essay	5,500 words	65	N	Individual

Teaching Periods

PHIL 7012 Research Project in Philosophy

Credit Points 10

Legacy Code 102382

Coordinator Diego Bubbio (<https://directory.westernsydney.edu.au/search/name/Diego+Bubbio/>)

Description Research Project in Philosophy develops research techniques, understanding of methodologies, and procedures in planning and drafting a philosophical project. Through identifying contemporary issues and questions suitable for graduate-level research. Students will each develop an individual written project that articulates a coherent philosophical perspective. The aim of the unit is to develop students' understanding of philosophical vocabularies, specific discourses, and logics as they pertain to a particular philosophical issue or problem that they will address in writing.

School Humanities & Comm Arts

Discipline Philosophy

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate advanced and integrated knowledge of distinct varieties of Continental philosophy in their contexts from a range of periods and places
2. Explain changing theories, methods and concepts in Continental philosophy
3. Use appropriate critical resources
4. Demonstrate cognitive, creative and technical skills to generate and evaluate complex concepts at an abstract level
5. Write at a high level in a range of critical and philosophical idioms

Subject Content

- Specifying contemporary Philosophical Issues and problems.
- Understanding The vocabularies, discourses and logics relevant to such problems
- identifying Philosophical strategies and methods
- contemporary research Projects in Review: identifying successful and influential texts and their techniques
- techniques of Philosophical contestation in advancing arguments
- structure of longer Philosophical texts
- writing strategies for graduate research texts

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Annotated Bibliography	1,000 words	25	N	Individual
Literature Review	1,500 words	25	N	Individual
Practical Report	2,000 words	25	N	Individual
Report	2,000 words	25	N	Individual

Teaching Periods

PHIL 7013 Special Topics in Philosophy

Credit Points 20

Legacy Code 102379

Coordinator Jennifer Mensch ([https://directory.westernsydney.edu.au/search/name/Jennifer Mensch/](https://directory.westernsydney.edu.au/search/name/Jennifer%20Mensch/))

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

School Humanities & Comm Arts

Discipline Philosophy

Student Contribution Band HECS Band 4 20cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate advanced and integrated knowledge of distinct varieties of Continental philosophy in their contexts from a range of periods and places
2. Demonstrate depth of reading and understanding of continental philosophy topics.
3. Synthesize changing theories, methods, and concepts in Continental philosophy
4. Write at a high level in a range of critical and philosophical idioms.

Subject Content

- subject content will include key themes, sets of texts, and figures that are relevant to The M.A. in Continental philosophy
- this subject will be devoted to deepening the students' knowledge of the history of philosophy, their understanding of the complexity of philosophical problems, and the contemporary - especially Continental - forms in which those problems are addressed

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio - Journal	2000 words (5 x 400)	35	N	Individual
Essay	5500 words	65	N	Individual

Teaching Periods

PHIL 7014 The Image of Thought: Art, Film and Philosophy

Credit Points 10

Legacy Code 102584

Coordinator Alex Ling ([https://directory.westernsydney.edu.au/search/name/Alex Ling/](https://directory.westernsydney.edu.au/search/name/Alex%20Ling/))

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

School Humanities & Comm Arts

Discipline Philosophy

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate a critical understanding of the relationship between art and philosophy;
2. Analyse and evaluate a broad range of artistic and philosophical texts;
3. Communicate the relevance of modern art and culture to a range of philosophical concepts and practices (and vice versa);
4. Develop and apply theoretical approaches and research practices to investigate philosophical problems.

Subject Content

The subject focuses on the ways in which art ? and in particular film and the visual arts ? impacts on philosophy. Examples of subject content include:

The Image of Thought: Art Before Philosophy
Lost in Translation: Letter or Image?
Aesthetics versus Inaesthetics
Being: One or Multiple?
Poetics and Epistemology
The Metaphysics of Film
Visualising Ethics and Morality
The Thought of Images: Art as Philosophy

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Seminar presentation	5-10 min presentation and 500 word paper	15	N	Individual
Minor essay	1,000 words	25	N	Individual
Major (research) essay	3,000 words	60	N	Individual

Prescribed Texts

- The Prescribed Text is a Subject Reader which will be constructed prior to semester commencing. The subject is built around individual papers/chapters, hence the use of the Subject Reader and absence of further essential texts.

Teaching Periods

PHIL 7015 Theoretical Philosophy

Credit Points 20

Legacy Code 102615

Coordinator Dennis Schmidt ([https://directory.westernsydney.edu.au/search/name/Dennis Schmidt/](https://directory.westernsydney.edu.au/search/name/Dennis%20Schmidt/))

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

School Humanities & Comm Arts

Discipline Philosophy

Student Contribution Band HECS Band 4 20cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify major philosophical approaches to theoretical philosophy.
2. Analyse primary texts devoted to theoretical philosophy.
3. Apply basic philosophical analyses to specific questions regarding the nature of reality.

Subject Content

Theories of truth
Theories of being
Theories of human nature
Theories of the soul and the existence of God
Theories of material being
Theories of language

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio - 4 short responses to questions	2000 words in total (500 words each)	35	N	Individual
Essay - 1 research essay	4,000 words	65	N	Individual

Teaching Periods

PHIL 7016 Topics in the History of Philosophy

Credit Points 20

Legacy Code 102383

Coordinator Dennis Schmidt ([https://directory.westernsydney.edu.au/search/name/Dennis Schmidt/](https://directory.westernsydney.edu.au/search/name/Dennis%20Schmidt/))

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

School Humanities & Comm Arts

Discipline Philosophy

Student Contribution Band HECS Band 4 20cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate advanced and integrated knowledge of distinct varieties of Continental philosophy in their contexts from a range of periods and places
2. Explain changing theories, methods, and concept in Continental philosophy
3. Understand complex philosophical texts
4. Critically evaluate complex information, perspectives, theories and sources
5. Demonstrate knowledge of the research principles and methods appropriate to the use of the history of philosophy to address contemporary philosophical problems and debates.

Subject Content

- one or more thinkers and Philosophical movements in The history of philosophy still exerting influence on contemporary philosophy.
- early modern philosophy, Kant, German Romanticism, Hegel, Nietzsche, Phenomenology, Existentialism, Heidegger and Hermeneutics.
- specific thinkers or movements, with reference to other contemporary Philosophical debates.

Teaching Periods

PHIL 7017 What is Islam?

Credit Points 10

Legacy Code 102585

Coordinator Milad Milani ([https://directory.westernsydney.edu.au/search/name/Milad Milani/](https://directory.westernsydney.edu.au/search/name/Milad%20Milani/))

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

the cluster of theoretical and methodological strategies for scholarly inquiry into the study of Islam.

School Humanities & Comm Arts

Discipline Religious Studies

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify major historical, anthropological, and sociological approaches to the study of Islam.
2. Analyse key texts from scholarship on the study of Islam.
3. Apply reflexive methodologies and theories to reading Islam in modernity.
4. Recognise key influences and changes within Islamic history and in the history of field.

Subject Content

Situating Islam in academic discourse
Historical Islam, imagined Islam, and unknown Islam
Categories and typologies of 'being Islamic'
'Normative Islam' and the 'Authenticity debate'
Understanding Islam: the insider-outsider tension

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Discourse Analysis	2000 words in total	50	N	Individual
Essay	4000 words	50	N	Individual

Teaching Periods

PHYS 0001 Foundation Physics 1 (WSTC Prep)

Credit Points 10

Legacy Code 700144

Coordinator Ben Kelley ([https://directory.westernsydney.edu.au/search/name/Ben Kelley/](https://directory.westernsydney.edu.au/search/name/Ben%20Kelley/))

Description This unit replaces 700026 - Physics (UWSCFS) from Term 1 2014. This unit provides a brief introduction to the essentials of Physics. This unit is focused on skills and knowledge that students need in their first year of study. Students cover introductory topics in Mechanics, Energy and Power, Electricity and waves.

School Western Sydney The College

Discipline Physics**Student Contribution Band** HECS Band 2 10cp**Level** Undergraduate Level 0 Preparatory subject**Equivalent Subjects** PHYS 0002 - Foundation Physics 1 (UWSC)**Incompatible Subjects** PHYS 0006 - Physics (UWSCFS) PHYS 0005 - Physics (UWSC)**Restrictions** Students must be enrolled at Western Sydney University, The College.**Assumed Knowledge**

Year 10 Mathematics and Science or equivalent.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Use graphical and computer methods to analyse data
2. Identify the characteristics of uniform motion and calculate variables of motion in one dimension
3. Identify the characteristics of uniformly accelerated motion and predict variables of motion based on past or current conditions in one dimension
4. Use Newtonian dynamics to quantitatively analyse objects in equilibrium and acceleration
5. Use the concepts of work and conservation of energy to explain the behaviour of different systems
6. Demonstrate an ability to describe and apply quantitative relationship between charge, current, resistance and electrical power in the combined circuits
7. Quantitatively analyse reflection and refraction of waves
8. Perform experiments to demonstrate and measure physics principles and concepts

Subject Content

1. Mechanics Dynamics and Statics ? SI units and their relationship, addition and subtraction of force vectors, motion in a straight line, graphing motion, Newton's Law of Motion, momentum and impulse, conservation of momentum
2. Mechanics ? Energy and Power ? Work and energy, conservation of energy, power and efficiency
3. Electricity ? Ohm's Law, electric current and circuits, electrical power, using electricity safety
4. Waves ? Description of wave motion, mechanical waves, sound waves

1. Mechanics Dynamics and Statics ? SI units and their relationship, addition and subtraction of force vectors, motion in a straight line, graphing motion, Newton's Law of Motion, momentum and impulse, conservation of momentum
2. Mechanics ? Energy and Power ? Work and energy, conservation of energy, power and efficiency
3. Electricity ? Ohm's Law, electric current and circuits, electrical power, using electricity safety
4. Waves ? Description of wave motion, mechanical waves, sound waves

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Numerical Problem Solving	2 x 1 hr	30	N	Individual
Log/Workbook	5 x 2 hr/~100 words	30	N	Individual
Report	<1000 words	30	N	Individual
Quiz	6 x 15 min	10	N	Individual

Teaching Periods

Term 1

Penrith (Kingswood)

Day**Subject Contact** Ben Kelley ([https://directory.westernsydney.edu.au/search/name/Ben Kelley/](https://directory.westernsydney.edu.au/search/name/Ben%20Kelley/))View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PHYS0001_22-T1_KW_D#subjects)

Term 2

Penrith (Kingswood)

Day**Subject Contact** Ben Kelley ([https://directory.westernsydney.edu.au/search/name/Ben Kelley/](https://directory.westernsydney.edu.au/search/name/Ben%20Kelley/))View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PHYS0001_22-T2_KW_D#subjects)

Term 3

Penrith (Kingswood)

Day**Subject Contact** Ben Kelley ([https://directory.westernsydney.edu.au/search/name/Ben Kelley/](https://directory.westernsydney.edu.au/search/name/Ben%20Kelley/))View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PHYS0001_22-T3_KW_D#subjects)

PHYS 0002 Foundation Physics 1 (WSTC)

Credit Points 10**Legacy Code** 900079**Coordinator** Ben Kelley ([https://directory.westernsydney.edu.au/search/name/Ben Kelley/](https://directory.westernsydney.edu.au/search/name/Ben%20Kelley/))

Description This unit provides a brief introduction to the essentials of Physics. This unit is focused on skills and knowledge that students from a variety of science, construction and engineering courses need in their first year of study. Students cover introductory topics in Mechanics, Energy and Power, Electricity and Waves.

School Western Sydney The College**Discipline** Physics**Student Contribution Band** HECS Band 2 10cp**Level** Undergraduate Level 0 Preparatory subject**Equivalent Subjects** PHYS 0001 - Foundation Physics 1 (WSTC)

Incompatible Subjects LGYB 1383 - Physics (WSTC) PHYS 0006 - Physics (WSTC Prep)

Restrictions Students must be enrolled in a Foundation Studies program at The College.

Assumed Knowledge

Year 10 Mathematics and Science or equivalent.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Use graphical and computer methods to analyse data
2. Identify the characteristics of uniform motion and calculate variables of motion in one dimension
3. Identify the characteristics of uniformly accelerated motion and predict variables of motion based on past or current conditions in one dimension
4. Use Newtonian dynamics to quantitatively analyse objects in equilibrium and acceleration
5. Use the concepts of work and conservation of energy to explain the behaviour of different systems
6. Demonstrate an ability to describe and apply quantitative relationship between charge, current, resistance and electrical power in the combined circuits
7. Quantitatively analyse reflection and refraction of waves
8. Perform experiments to demonstrate and measure physics principles and concepts

Subject Content

1. Mechanics - Dynamics and Statics - SI units and their relationship, addition and subtraction of force vectors, motion in a straight line, graphing motion, Newton's Law of Motion, momentum and impulse, conservation of momentum
2. Mechanics - Energy and Power - Work and energy, conservation of energy, power and efficiency
3. Electricity - Ohm's Law, electric current and circuits, electrical power, using electricity safety
4. Waves - Description of wave motion, mechanical waves and sound waves.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Intra-session Exam	1 hour + 15 minute upload	15	N	Individual
Intra-session Exam	1 hour + 15 minute upload	20	N	Individual
Quiz	15 minutes	5	N	Individual
Practical	2 hours	20	N	Group
Final Exam	2 hours + 15 minute upload	40	N	Individual

Prescribed Texts

- The College Foundation Physics 1 student workbook, Western Sydney University The College, Sydney.
- The College Foundation Physics 1 student laboratory workbook, Western Sydney University The College, Sydney.

Teaching Periods

PHYS 0003 Foundation Physics 2 (WSTC Prep)

Credit Points 10

Legacy Code 700145

Coordinator Ben Kelley ([https://directory.westernsydney.edu.au/search/name/Ben Kelley/](https://directory.westernsydney.edu.au/search/name/Ben%20Kelley/))

Description This unit provides students with the background knowledge and skills in physics needed for Engineering courses. Students will cover more advanced content in Mechanics, Electricity, Magnetism and waves.

School Western Sydney The College

Discipline Physics

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 0 Preparatory subject

Pre-requisite(s) Students enrolled in 7066 Diploma in Engineering Extended must have passed PHYS 0001 Foundation Physics

Equivalent Subjects PHYS 0004 - Foundation Physics 2 (UWSC)

Incompatible Subjects LGYB 1383 - Physics (UWSC) PHYS 0006 - Physics (UWSCFS)

Restrictions Students must be enrolled at Western Sydney University, The College.

Assumed Knowledge

Year 10 Mathematics and Science or equivalent.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Use graphical and computer methods to analyse data and draw conclusions
2. Identify and calculate the characteristics of uniformly accelerated motion and predict variables of motion based on past or current conditions including projectile motion
3. Use Newtonian dynamics to quantitatively analyse objects in equilibrium in two dimensions
4. Use the concepts of work and conservation of energy to quantitatively solve complex problems
5. Use Newtonian dynamics to quantitatively analyse objects experiencing circular motion
6. Demonstrate an ability to describe and apply quantitative relationship between charge, current, resistance, voltage and electrical power in the complex combined circuits
7. Analyse quantitatively the properties of waves
8. Perform experiments to demonstrate and measure physics principles and concepts

Subject Content

1. Mechanics Dynamics and Statics ? Vectors in 2D and higher, motion in 2D, projectile motion
 2. Mechanics ? Circular motion, momentum and impulse, work, energy, power and efficiency
 3. Electricity ? Ohm's Law, electric current and circuits, circuits, electrical power, advanced circuit components
 4. Magnetism ? Electric charge, Magnetic forces, electricity and magnetism, solenoids and electromagnets, the motor effect, electromagnetic induction, transformers
 5. Waves ? Properties and behaviour, the wave equation, superposition, electromagnetic spectrum, properties of light
1. Mechanics Dynamics and Statics ? Vectors in 2D and higher, motion in 2D, projectile motion
 2. Mechanics ? Circular motion, momentum and impulse, work, energy, power and efficiency
 3. Electricity ?

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Intra-session Exam	1 hour	20	N	Individual
Intra-session Exam	1 hour	20	N	Individual
Quiz	20 minutes each	5	N	Individual
Log/Workbook	400 words each of the 5 Practicals	15	N	Individual
Final Exam	2 hours	40	N	Individual

Teaching Periods

Term 1

Penrith (Kingswood)

Day

Subject Contact Ben Kelley ([https://directory.westernsydney.edu.au/search/name/Ben Kelley/](https://directory.westernsydney.edu.au/search/name/Ben%20Kelley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PHYS0003_22-T1_KW_D#subjects)

Parramatta City - George St

Day

Subject Contact Ben Kelley ([https://directory.westernsydney.edu.au/search/name/Ben Kelley/](https://directory.westernsydney.edu.au/search/name/Ben%20Kelley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PHYS0003_22-T1_PG_D#subjects)

Term 2

Penrith (Kingswood)

Day

Subject Contact Ben Kelley ([https://directory.westernsydney.edu.au/search/name/Ben Kelley/](https://directory.westernsydney.edu.au/search/name/Ben%20Kelley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PHYS0003_22-T2_KW_D#subjects)

Parramatta City - George St

Day

Subject Contact Ben Kelley ([https://directory.westernsydney.edu.au/search/name/Ben Kelley/](https://directory.westernsydney.edu.au/search/name/Ben%20Kelley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PHYS0003_22-T2_PG_D#subjects)

Term 3

Parramatta City - George St

Day

Subject Contact Ben Kelley ([https://directory.westernsydney.edu.au/search/name/Ben Kelley/](https://directory.westernsydney.edu.au/search/name/Ben%20Kelley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PHYS0003_22-T3_PG_D#subjects)

PHYS 0004 Foundation Physics 2 (WSTC)

Credit Points 10

Legacy Code 900080

Coordinator Ben Kelley ([https://directory.westernsydney.edu.au/search/name/Ben Kelley/](https://directory.westernsydney.edu.au/search/name/Ben%20Kelley/))

Description This unit provides students with the background knowledge and skills in physics needed for Engineering courses. Students will cover more advanced content in Mechanics, Electricity, Magnetism and waves.

School Western Sydney The College

Discipline Physics

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 0 Preparatory subject

Pre-requisite(s) PHYS 0002

Equivalent Subjects PHYS 0003 - Foundation Physics 2 (UWSCFS)

Incompatible Subjects PHYS 0005 - Physics (UWSC) PHYS 0006 - Physics (UWSCFS)

Assumed Knowledge

Year 10 Mathematics and Science or equivalent.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Intra-session Exam	1 hour	20	N	Individual
Intra-session Exam	1 hour	20	N	Individual
Quiz	20 minutes each	5	N	Individual

Log/Workbook	400 words each of the 5 practical's	15	N	Individual
Final Exam	2 hours	40	N	Individual

Teaching Periods

PHYS 0006 Physics (WSTC Prep)

Credit Points 10

Legacy Code 700026

Coordinator Robert Paluzzano ([https://directory.westernsydney.edu.au/search/name/Robert Paluzzano/](https://directory.westernsydney.edu.au/search/name/Robert%20Paluzzano/))

Description This unit serves as an introduction to the fundamentals of physics with appropriate applications in a wide range of engineering areas.

School Western Sydney The College

Discipline Physics

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 0 Preparatory subject

Equivalent Subjects PHYS 0005 - Physics (UWSC)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Class based continuous Assessment	Mechanics and Electricity tests x 2 (10% each)	20	N	Individual
Mid-Semester Test	2 hours	20	N	Individual
Laboratory Work	Assessed as mid-semester practical test (15%) and final practical test (5%)	20	N	Individual
Final Exam	3hrs* consisting of final theory test (30%) and 10% of final practical test	40	N	Individual

Teaching Periods

PHYS 1002 Physics 1

Credit Points 10

Legacy Code 300828

Coordinator Nicholas Tohill ([https://directory.westernsydney.edu.au/search/name/Nicholas Tohill/](https://directory.westernsydney.edu.au/search/name/Nicholas%20Tohill/))

Description Physics is the study of the fundamental nature of matter, energy, space-time, and motion. It uses conceptual, mathematical and experimental tools to achieve this understanding. In this unit, we survey mechanics, electromagnetism, optics and thermal physics, and briefly consider relativity, quantum physics and nuclear physics. Conceptual, mathematical and experimental understanding of physics will be developed, and the use of the tools of physics (e.g. estimation, uncertainty, dimensional analysis) will be introduced. This unit provides non-specialists (e.g. students in other majors and aspiring secondary teachers) with a good basic overview of the subject, and prepares specialist students for further study.

School Science

Discipline Physics

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects PHYS 1003 - Physics 1 PHYS 1004 Physics 1 (WSTC)

Assumed Knowledge

HSC 2 Unit Mathematics Band 4 (Not General Mathematics) or equivalent.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe a physical problem in terms of an appropriate conceptual and mathematical framework.
2. Explain the principles involved and the equations or other mathematical models that govern a given physical problem..
3. Carry out calculations based on physical models and interpret the results.
4. Record, present and interpret experimental data.
5. Estimate the errors in a measurement and propagate the effects of these errors through simple calculations.

Subject Content

1. Mechanics: Newton's laws; force and energy; conservation laws; stress and strain
2. Electromagnetism: Electrostatics; magnetic fields; DC circuits
3. Optics: Geometric optics; imaging; spectroscopy
4. Thermal Physics: Temperature; thermodynamics; kinetic theory
5. Basic relativity
6. Basic quantum theory
7. Basic nuclear and particle physics

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	4 x 30 minute quizzes	30	N	Individual
End-of-session Exam	2 hours	30	N	Individual

Log/ Workbook	3hr lab classes in alternate weeks during semester	20	N	Individual
Practical Exam	80 minutes	20	N	Individual

Prescribed Texts

- Physics 1 Laboratory Manual. Available from the bookshop or via this subjects vUWS web site
- Physics 1 Learning Guide. Available via this subjects vUWS web site
- Giancoli, D. C., Physics, Principles with Applications, 6th Edition, Prentice Hall (2005)

Teaching Periods

Autumn**Parramatta - Victoria Rd****Day**

Subject Contact Nicholas Tohill ([https://directory.westernsydney.edu.au/search/name/Nicholas Tohill/](https://directory.westernsydney.edu.au/search/name/Nicholas%20Tohill/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PHYS1002_22-AUT_PS_D#subjects)

PHYS 1004 Physics 1 (WSTC)

Credit Points 10

Legacy Code 700035

Coordinator Phillip Newman ([https://directory.westernsydney.edu.au/search/name/Phillip Newman/](https://directory.westernsydney.edu.au/search/name/Phillip%20Newman/))

Description This unit provides an introduction to physics for science and medical science students as well as providing a basis for further study of more advanced physics for students pursuing courses in nanotechnology, chemical, physical and mathematical sciences. It provides a foundation to understand the physical principles which underlay scientific instrumentation and analysis. Topics covered include systems of units; Introductory mechanics, Newton's laws, work, conservation of energy and momentum; Electricity, electrostatics, DC and AC circuits and components, introductory electromagnetism; Waves and optics, electromagnetic radiation, reflection, refraction, image formation, polarisation, interference and diffraction.

School Science

Discipline Physics

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects LGYA 3630 - Engineering Physics PHYS 1001 - Physics 1 LGYA 5727 - Physics 1D PHYS 1003 - Physics 1 PHYS 1002 - Physics 1

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in the Extended Diploma programs (7086 - Diploma in Science Extended, 7087 - Bachelor of Science Extended (WSTC First Year Program) must have passed 40 credit points in order to enrol in this subject. Students enrolled in the combined Diploma/Bachelor programs listed below must pass all

College Preparatory subjects listed in the program structure before progressing to the Year Two subjects.

Assumed Knowledge

HSC Mathematics or equivalent.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the description of a physical problem, for the topics listed in the contents, and apply a frame of reference or other appropriate mathematical framework to the problem.
2. Explain the physical principles by writing down appropriate equations or other mathematical models such as a geometrical construct to produce a mathematical model of the physical problem.
3. Identify known and unknown variables in a mathematical model of a physical problem and manipulate the model to predict unknown.
4. Interpret results of calculations in terms of real physical world events.
5. Record, present and analyse experimental data.
6. Estimate the errors in a measurement and propagate the effects of these errors through simple calculations.

Subject Content

1. Introduction to Physics: units and measurement.
2. Mechanics: Kinematics in one and two dimensions, velocity, acceleration, vectors; Dynamics, force, mass and Newton's laws; Work, energy, power and the conservation of energy; Linear momentum and the conservation of momentum.
3. Elec

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Log/ Workbook	400 words each	20	N	Individual
Quizzes x 4	30 minutes each	40	N	Individual
Intra-session Exam (Data Analysis Lab Test)	80 minutes	10	N	Individual
Final Examination	2 hours	30	N	Individual

Teaching Periods

PHYS 1006 Physics 2

Credit Points 10

Legacy Code 300829

Coordinator Allan Torres ([https://directory.westernsydney.edu.au/search/name/Allan Torres/](https://directory.westernsydney.edu.au/search/name/Allan%20Torres/))

Description This unit develops a deeper understanding of physics for students pursuing courses in nanotechnology, chemical, physical and mathematical sciences. Topics covered include Mechanics:

Equilibrium, stress and strain, harmonic oscillators, rotational motion, moment of inertia. Gravitation, types of force in nature. Thermal Physics: temperature, specific & latent heat, heat transfer, kinetic theory of gases, first law of thermodynamics, isothermal, isobaric & adiabatic processes. Introduction to Modern Physics: special relativity, time dilation, length contraction, momentum, mass, rest energy, velocity addition. Basic quantum theory, Planck's hypothesis, wave nature of matter, quantum mechanical view of atoms. Nuclear physics, radiation, half-life, nuclear reactions.

School Science

Discipline Physics

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects LGYA 6150 - Physics 2

Assumed Knowledge

HSC 2 Unit Physics or one semester of university level Physics or equivalent plus HSC 2 Unit Mathematics Band 4 (Not General Mathematics) or one semester of university level Mathematics or equivalent.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the description of a physical problem, for the topics listed in the contents, and apply a frame of reference or other appropriate mathematical framework to the problem
2. Explain the physical principles by writing down appropriate equations or other mathematical models such as a geometrical construct to produce a mathematical model of the physical problem
3. Identify known and unknown variables in a mathematical model of a physical problem and manipulate the model to predict unknown variables
4. Interpret results of calculations in terms of real physical world events
5. Record, present and analyse experimental data
6. Estimate the errors in a measurement and propagate the effects of these errors through simple calculations

Subject Content

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	4x 15 minute quizzes	20	N	Individual
Intra-session exam	80 minutes	10	N	Individual
Final exam	2 hours and 20 minutes	40	N	Individual
Laboratory notebook	3hr lab classes in alternate weeks	30	N	Individual

Prescribed Texts

- Giancoli, D. C., Physics, Principles with Applications, 7th Edition, Pearson (2014)
- Physics 2 Laboratory Manual. Available from the bookshop or via this subjects vUWS web site
- Physics 2 Learning Guide. Available via this subjects vUWS web site

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Allan Torres ([https://directory.westernsydney.edu.au/search/name/Allan Torres/](https://directory.westernsydney.edu.au/search/name/Allan%20Torres/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PHYS1006_22-SPR_PS_D#subjects)

PHYS 2004 The Cosmos in Perspective: Information and Life

Credit Points 10

Legacy Code 300966

Coordinator Ain De Horta ([https://directory.westernsydney.edu.au/search/name/Ain De Horta/](https://directory.westernsydney.edu.au/search/name/Ain%20De%20Horta/))

Description From the Big Bang to the end of the Universe, from our own Solar System to the farthest superclusters of galaxies, our knowledge of the Universe is growing at an amazing rate. This unit will explore the cosmos at scales from planets to the edge of the visible universe. We develop an appreciation of the processes of science, and an understanding of how astrophysicists know what they know. We will consider cultural perspectives on the cosmos, including that of indigenous Australians. We will consider our place in the cosmos: the requirements for life to exist, and the possibility of other life in the Universe.

School Science

Discipline Astronomy

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe and compare scientific and cultural views of the history and nature of the Universe, including indigenous Australian views;
2. Describe the necessary conditions for life and how species evolve and grow to complexity and uses of information theory to understand cosmic evolution;
3. Describe how life depends on energy from the stars;
4. Recognise the significance of solar system dynamics in providing the thermal requirements for life;
5. Discuss modern theories of star and planet formation and evolution, and recognise the types of stars in galaxies;
6. Theorise on the possibilities of other life forms;
7. Discuss the development of consciousness;

8. Postulate on how the universe will evolve, and what this means for the future of life in the universe.

Subject Content

1. Creation and the Universe - scientific and cultural perspectives, including indigenous Australian perspectives,
2. The perspectives of Information and Life. The characteristics of life, how life first appeared on the earth and whether these conditions can be expected to occur on other planets with specific emphasis on computational simulations,
3. Biological evolution, mass extinctions and the limits of life (extremophiles) - computational predictions. The growth of complexity and structure in the universe, and uses of information theory to understand cosmic evolution,
4. The formation of stars and planets and the habitable zones around stars,
5. Different kinds of stars and the light they emit,
6. Whether consciousness arises from elementary interactions between atoms and molecules,
7. Whether computers and robots can be said to be conscious,
8. The final state of the Universe and the implications for any life present,
9. Astrology vs astronomy and The future of life on Earth,
10. Life in space - space travel, Fermi paradox, Schuman effect, Overview effect, SETI, terraforming and UFO.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	10 minutes (per Quiz)	10	N	Individual
Presentation	6 minutes	20	N	Individual
Report	1,300 to 1,500 words	25	N	Individual
Intra-session Exam	60 minutes	45	Y	Individual

Prescribed Texts

- Bennett, J., Donahue, M. O., Schneider, N., & Voit, M. (Eds.). (2014). The cosmic perspective (7th ed.). Boston: Addison-Wesley.

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Ain De Horta ([https://directory.westernsydney.edu.au/search/name/Ain De Horta/](https://directory.westernsydney.edu.au/search/name/Ain%20De%20Horta/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PHYS2004_22-AUT_PS_D#subjects)

PHYS 2005 Classical Physics and Advanced Technologies

Credit Points 10

Legacy Code 301393

Coordinator Timothy Stait-Gardner ([https://directory.westernsydney.edu.au/search/name/Timothy Stait-Gardner/](https://directory.westernsydney.edu.au/search/name/Timothy%20Stait-Gardner/))

Description This unit explains in depth aspects of classical mechanics related to forced and damped oscillations. Physical waves are introduced and formalized by describing applications of the wave equation to mechanical systems and electromagnetic radiation. Interference and diffraction are detailed using electromagnetic fields (physical optics). Main technological applications of mechanical oscillations and electromagnetic waves are also explained, such as the atomic force microscope, laser, optical tweezers and the zeta-sizer.

School Science

Discipline Physics

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) PHYS 1006

Equivalent Subjects LGYA 6024 - Applied Instrumentation in Nanotechnology

Assumed Knowledge

Introductory mechanics: Newton's laws, work, conservation of energy and momentum. Introductory Electrostatics: Electric forces and Coulomb's law; DC electricity, voltage, current, resistance, Ohm's law, electric power, circuit laws. Introduction to Magnetic fields: production by magnets & currents, magnetic forces on currents & charges; Induced EMF, Faraday's law and electrical generators; AC current & voltage, peak & rms values, capacitance and inductance.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain physical principles underlying oscillatory phenomena and major instrument operation.
2. Conduct basic experiments implementing the scientific method.
3. Apply the theoretical principles governing the phenomena under study in a laboratory set-up and the error propagation rules.
4. Analyse the results of study and investigations in written form.
5. Apply safety principles during laboratory experiments.
6. Problem solve and apply critical skills towards scientific hypotheses.
7. phenomena and major instrument operation.

Subject Content

1. The harmonic oscillator
2. The Atomic Force Microscope (AFM)
3. Electric and magnetic fields
4. Optical tweezers
5. Electron beam lithography
6. Electromagnetic oscillations: waves
7. The wave equation
8. Light interference
9. Light interference applied to nano-scale patterns

Prescribed Texts

- R. Shankar, Fundamentals of physics i : mechanics, relativity, and thermodynamics, Expanded edition. ed., Yale University Press, New Haven, CT, 2019

Teaching Periods

PHYS 3001 Astrominformatics

Credit Points 10

Legacy Code 300916

Coordinator Nicholas Tohill ([https://directory.westernsydney.edu.au/search/name/Nicholas Tohill/](https://directory.westernsydney.edu.au/search/name/Nicholas%20Tohill/))

Description Modern astronomy is strongly driven by large datasets, which require advanced computing procedures to analyse. Students will learn about the science of stars, planets and galaxies; the use of computers in science; and how to formulate and solve challenging problems in modern science using high-level computer skills. These skills are highly transferable to other occupations.

School Science

Discipline Astronomy

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Relate modern theories of solar system history to extrasolar planetary systems
2. Analyse stellar datasets to detect and characterise exoplanets
3. Analyse stellar datasets to find evidence of stellar evolution
4. Analyse optical- and radio-astronomical data to create and interpret maps of the Milky Way Galaxy
5. Classify external galaxies and explain the significance of their classification
6. Analyse the structure of the cosmic microwave background and explain its significance

Subject Content

1. Planetary astronomy
2. Stellar Astronomy
3. Exoplanetary Astronomy
4. Galactic Astronomy
5. Extragalactic Astronomy
6. Cosmology
7. Tools and Techniques - Imaging and Mapping
8. Tools and Techniques - Spectroscopy and Datacubes
9. Tools and Techniques - Data acquisition and Data structures
10. Tools and Techniques - Data reduction and fitting

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practicals	Approx. 400 words each	50	N	Individual
Final Exam	2 hours	50	N	Individual

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Nicholas Tohill ([https://directory.westernsydney.edu.au/search/name/Nicholas Tohill/](https://directory.westernsydney.edu.au/search/name/Nicholas%20Tohill/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PHYS3001_22-SPR_PS_D#subjects)

PHYS 3006 Classical Physics

Credit Points 10

Legacy Code 301262

Coordinator Timothy Stait-Gardner ([https://directory.westernsydney.edu.au/search/name/Timothy Stait-Gardner/](https://directory.westernsydney.edu.au/search/name/Timothy%20Stait-Gardner/))

Description This unit covers the key components of classical physics to the advanced level expected of a physics major. Newtonian mechanics will focus on realistic problems, in three dimensions and in the presence of friction and drag. Electromagnetism introduces Maxwell's equations, and applies them in the presence of matter. Thermodynamics is presented rigorously, focusing on the most general forms of the first and second laws. We will also introduce the basic elements of statistical physics. Fluids and waves will introduce the basic equations of fluids, and in particular the full (PDE) wave equation and its solution.

School Science

Discipline Physics And Astronomy

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) PHYS 1006

Incompatible Subjects CHEM 2003 Classical Physics and Applied Technologies

Assumed Knowledge

Introductory mechanics: Newton's laws, work, conservation of energy and momentum. Introductory Electrostatics: Electric forces and Coulomb's law. Introduction to Magnetic fields: production by magnets & currents, magnetic forces on currents & charges; Induced EMF and Faraday's law. Basic thermodynamic principles of heat, energy and temperature. Mathematics: integral and differential calculus, vectors.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	60 minutes	25	N	Individual
Practical	500 words each	25	N	Individual
Final Exam	2 hours	50	Y	Individual

Teaching Periods

Autumn Campbelltown

Day

Subject Contact Timothy Stait-Gardner ([https://directory.westernsydney.edu.au/search/name/Timothy Stait-Gardner/](https://directory.westernsydney.edu.au/search/name/Timothy%20Stait-Gardner/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PHYS3006_22-AUT_CA_D#subjects)

PHYS 3007 Quantum Physics

Credit Points 10

Legacy Code 301392

Coordinator Antonio Lauto ([https://directory.westernsydney.edu.au/search/name/Antonio Lauto/](https://directory.westernsydney.edu.au/search/name/Antonio%20Lauto/))

Description The unit builds on quantum concepts that have been introduced in earlier units such Physics 1,2, Nanotechnology and Chemistry. It aims at developing the student's understanding of quantum principles as they apply to hard and soft matter systems, including atoms, molecules and extended arrays such as metal and semiconductors as well as biological tissue

School Science

Discipline Physics

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) PHYS 1002 AND PHYS 1006

Equivalent Subjects LGYA 6033 - Quantum Properties of Chemical Systems

Assumed Knowledge

Mathematics 1A, Mathematics 1B, Physics 1 and Physics 2.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the experimental evidence for a quantum theory
2. Explain the non commutativity of the product of physical magnitudes
3. Provide solutions to quantitative problems in Quantum Mechanics
4. Explain the macroscopic applications of Quantum Mechanics
5. Explain the apparition of a new physical magnitude, the spin, in Relativistic Quantum Mechanics
6. Apply Quantum Mechanics to other disciplines

Subject Content

1. Experimental evidence for quantisation
2. Wave particle duality and uncertainty
3. Introduction to basic quantum mechanical equations, the wave function
4. Solution of the time independent Schrodinger equation
5. Particle in a box, the tunnel effect
6. The harmonic oscillator, The Rotator
7. Angular momentum
8. The hydrogen atom and atomic wave function
9. Introduction to molecular-orbital theory

10. Introduction to quantum computing methods: chemical applications of semi empirical, ab initio and density function methods for molecular modelling

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Laboratory work and lab reports	300-600 words	30	N	Individual
Problems and Questions	300-600 words	30	N	Individual
Final Examination (written)	2 hours	40	N	Individual

Teaching Periods

Spring Campbelltown Day

Subject Contact Antonio Lauto ([https://directory.westernsydney.edu.au/search/name/Antonio Lauto/](https://directory.westernsydney.edu.au/search/name/Antonio%20Lauto/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PHYS3007_22-SPR_CA_D#subjects)

PHYS 3008 Biomedical Physics

Credit Points 10

Legacy Code 301459

Coordinator Antonio Lauto ([https://directory.westernsydney.edu.au/search/name/Antonio Lauto/](https://directory.westernsydney.edu.au/search/name/Antonio%20Lauto/))

Description Students completing this unit will be able to apply the principles and practice of physics to advanced biomedical applications, to critically analyse data regarding, and solve problems involving the physics of living systems, and to work with a range of advanced instrumentation. This unit will provide advanced training in biomedical physics and prepare students for career pathways in medical and biomedical physics. The unit content includes concepts of diffusion and Brownian motion; applications of thermodynamics to biological systems and the origin of life; biomolecular self-assembly; nuclear magnetic resonance and magnetic resonance imaging; atomic force microscopy; molecular dynamics simulations; biophotonics; and nuclear and radiation physics in biomedical sciences.

School Science

Discipline Physics

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) MATH 1014 AND PHYS 1002

Restrictions Students must have passed 100cps of subjects.

Assumed Knowledge

Knowledge of Mathematics equivalent to Mathematics 1B is recommended, but not required.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Articulate and communicate how physics can be used to understand and manipulate biological systems, and the role and impact of biomedical physics in society.
2. Solve complex problems in the physical sciences by applying critical thinking, analytical and problem-solving skills.
3. Propose innovative solutions to problems and challenges in biomedical systems by integrating knowledge of physics, mathematics, chemistry, biology and other areas of science.
4. Conduct investigations in biomedical physics in a collaborative environment.

Subject Content

1. Diffusion and Thermodynamics of Biological Systems
Brownian motion, dissipation and driving forces, measurement techniques, osmotic pressure, biomolecular self-assembly, the origin and physics of life
2. Bioelectromagnetism
Hodgkin and Huxley nerve conduction model
3. Medical Imaging (MRI)
Sources of contrast, image formation, diffusion-weighted imaging
4. Mechanobiology
Atomic force microscopy, biological rheology
5. Biophotonics
Optics/coherent radiation, photodynamic therapy, fluorescence imaging
6. Nuclear Physics and Ionising Radiation in Biomedicine
PET MRI, MRI linac, radiation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Numerical Problem Solving	2 hours	30	N	Individual
Presentation	15 minutes	20	N	Group
Applied Project	1500 words	20	N	Individual
Viva Voce	20 minutes	30	N	Individual

Teaching Periods

Spring Campbelltown Day

Subject Contact Antonio Lauto (<https://directory.westernsydney.edu.au/search/name/Antonio Lauto/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PHYS3008_22-SPR_CA_D#subjects)

PHYS 7001 A Cosmic Perspective

Credit Points 10

Legacy Code 301247

Coordinator Ain De Horta (<https://directory.westernsydney.edu.au/search/name/Ain De Horta/>)

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

School Science

Discipline Astronomy

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse scientific, historical and cultural views of the sky and the Universe, including those of Aboriginal and Torres Strait Islander peoples.
2. Evaluate the previous generations of life (and species) evolution in relation to Solar system and Galaxy dynamics.
3. Critique modern theories of galaxy, star and planet formation & evolution.
4. Construct and evaluate present hypothesis on the evolution of the Universe and its implications for the future of life and consciousness.

Subject Content

1. How did it all start - scientific and cultural perspectives, including indigenous Australian perspectives;
2. The characteristics of life, how life first appeared on the earth and whether these conditions can be expected to occur on other planets;
3. Biological evolution, mass extinctions and the limits of life (extremophiles);
4. The formation of stars and planets and the habitable zones around stars;
5. Different kinds of stars and the light they emit;
6. The rise of consciousness;
7. How will it all end? - The final state of the Universe and the implications for any life;
8. Astrology vs astronomy;
9. Life in space - space travel and searching for life elsewhere in the universe.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	1 hour	20	N	Individual
Written report	1,300 to 1,500 words	50	N	Individual
Quiz	1 hour	30	N	Individual

Prescribed Texts

- Bennett, J. O., Donahue, M., Schneider, N., & Voit, M. (2014). The cosmic perspective (7th International ed.). Harlow, Essex: Pearson Education Limited.

Teaching Periods

PHYS 7002 Space Instrumentation, Technology and Communication

Credit Points 10

Legacy Code 301248

Coordinator Nicholas Tohill ([https://directory.westernsydney.edu.au/search/name/Nicholas Tohill/](https://directory.westernsydney.edu.au/search/name/Nicholas%20Tohill/))

Description The Space Instrumentation, Technology and Communication unit is focussed on the application of space technology in industrial settings. Its main objective is to provide a sound knowledge of the underlying principles which form a thorough basis for careers in space technology, satellite communications and related fields. This unit gives the student grounding in the technologies used in space science. By considering the underlying scientific principles and case studies of the instrumentation used in space, students will not only understand the current state of the art in space science, but also the foundations of the field in order to be able to stay current in this fast-moving field. Content includes but is not limited to: Imaging, Detectors, Principles of Communication, and Principles of Space Technology.

School Science

Discipline Astronomy

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Student must be enrolled in a postgraduate program.

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

- Appraise spacecraft, satellite communications, the space environment, space operations and space project management in a line of the future space exploration.
- Evaluate the present optical and microwave transmission technologies, and of communication systems modelling.
- Apply integrated knowledge of a range of subjects relating to spacecraft technology and satellite communications.
- Critique the effectiveness of various types of space instrumentation and space communications including our future endeavours in this area.

Subject Content

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

-Technologies used in space science.

oImaging

oDetectors

oSatellites

oTransport ? including Rockets and Shuttles

-Principles of Communication

-Principles of Space Technology

-Case studies of the instrumentation used in space

-Evolution of the use of technology in space- past and potential

-Adaptability- tools for further learning

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	1 hour	20	N	Individual
Critical Review (Written Report)	1,300 to 1,500 words	50	N	Individual
Quiz	1 hour	30	N	Individual

Teaching Periods

PHYS 7003 Space Science, Planetary Science and Meteorology

Credit Points 10

Legacy Code 301249

Coordinator Luke Barnes ([https://directory.westernsydney.edu.au/search/name/Luke Barnes/](https://directory.westernsydney.edu.au/search/name/Luke%20Barnes/))

Description This unit examines the six key priorities of the Australian Space Agency: communication, space debris monitoring, navigation and positioning, Earth observation, space technology research and development, and remote asset management. Students will examine the Sun and Solar System, planetary science, meteorology, and the physics of rockets and satellites. Students will explore the interconnections between the Earth land, ocean, atmosphere, and life of

our planet in the era of modern satellite technologies. These include the critical review of our understanding about the cycles of water, carbon, rock, and other materials that continuously shape, influence, and sustain Earth and its inhabitants. Students will also be able to design new models of the cyclical interactions between the Earth system and the Sun, Moon and will discover the fundamental processes which define our Universe and our planet.

School Science

Discipline Astronomy

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Scientifically evaluate the overall structure of our cosmic habitat (Earth & its environment).
2. Assess and recommend appropriate solutions to basic problems in modern space physics regarding gravity and radiations including a direct implication of the Sun's future evolution.
3. Appraise the forces that shape the interior, surface and atmospheres of rocky and gaseous (extra) solar planets.
4. Apply integrated knowledge of a range of scientific inventories of the Solar System and the Earth's weather systems in physical terms
5. Assess the basics of modern space rocket design including the next generation of micro satellites.
6. Critique the challenges of launching and maintaining satellites in space.
7. Evaluate large scale climate changes on Earth and other types of planets.

Subject Content

This subject will be organised around providing the necessary scientific background for the six priorities of the Australian Space Agency: communication, space debris monitoring, navigation and positioning, Earth observation, space technology research and development, and remote asset management.

-Introduction to Space Science

oMeasuring the night sky: telescopes, magnitudes and the celestial sphere

oOur cosmic habitat: planets, stars, galaxies and expanding space

oThe physics of space 1: gravity and orbits

oThe physics of space 2: radiation and plasmas

-The Sun

oStructure, nuclear reactions and energy transport

oSolar atmosphere and the solar wind

-The Solar System

oThe planets and their moons

oAsteroids, the heliosphere and the outer solar system

-Planetary Science

oInteriors: pressure, magnetism and heat in rocky and gaseous planets

oSurfaces: plate tectonics, oceans and impacts

oAtmospheres 1: structure and composition

oAtmospheres 2: Sources and transport of energy

-Meteorology

oFluids: temperature, pressure, density

oMoisture and cloud formation

oWeather systems: wind, precipitation and storms

-Getting into space: the physics of rockets

oSpacecraft Design and Fabrication

oLife Support for Human Spaceflight

oTrajectories and the atmosphere

oBasic rocket design: thrust and propellants

-Staying in space: the physics of satellites

oTrajectories and Orbits

oBasic satellite design 1: altitude control, stabilisation, thermal control and shielding

oBasic satellite design 2: detectors, antennae and communicating with Earth

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	2,000 words	40	N	Individual
Critical Review	Up to 1,500 words	30	N	Individual
Quiz	1 hour	30	N	Individual

Teaching Periods

PHYS 9001 Higher Degree Research Thesis - Physics

Credit Points 20

Legacy Code 800121

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Science

Discipline Physics

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1 Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PHYS9001_22-RQ1_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PHYS9001_22-RQ1_KW_D#subjects)

Research Quarter 2

Campbelltown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PHYS9001_22-RQ2_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PHYS9001_22-RQ2_KW_D#subjects)

Research Quarter 3

Campbelltown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PHYS9001_22-RQ3_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PHYS9001_22-RQ3_KW_D#subjects)

Research Quarter 4

Campbelltown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PHYS9001_22-RQ4_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PHYS9001_22-RQ4_KW_D#subjects)

Podiatric Clinical Block

Coordinator Jennifer Sontter (<https://directory.westernsydney.edu.au/search/name/Jennifer Sontter/>)

Student Contribution Band

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Attendance and competency in clinical activities		Pass/Fail	Y	Individual
Clinical portfolio comprising of one case study and one reflection	Maximum 1500 words	40	N	Individual
Viva voce	15 minutes	60	N	Individual
Attendance on all clinics		Pass/Fail	Y	Individual

Teaching Periods

Podiatric Clinical Block for Honours Students

Coordinator Steven Walmsley (<https://directory.westernsydney.edu.au/search/name/Steven Walmsley/>)

Student Contribution Band

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Attendance at Conference and all Clinical Placement		S/U	Y	Individual
Negotiated learning contract for clinical placement to demonstrate competency		S/U	Y	Individual
Clinical journal (case and reflection)	Maximum 1500 words	40	N	Individual
Viva voce	15 minutes	60	N	Individual

Teaching Periods

Podiatric Professional Practice Studies

Credit Points 10

Legacy Code 401119

Coordinator Vivienne Chuter ([https://directory.westernsydney.edu.au/search/name/Vivienne Chuter/](https://directory.westernsydney.edu.au/search/name/Vivienne%20Chuter/))

Description This unit will introduce students to the principles of professional development and appropriate requirements to function as a registered podiatrist. As podiatrists may work as a primary provider, as part of a multidisciplinary team, in the public or private health care setting, they require extensive knowledge of many aspects of the management of a practice or business. During seminars, students will be introduced to a number of principles specific to professional, ethical and legal issues associated with working as a podiatrist, and practice and workplace administrative policies and procedures.

School Health Sciences

Discipline Podiatry

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) REHA 4018

Co-requisite(s) REHA 4016 AND REHA 4019

Incompatible Subjects REHA 7023 - Podiatric Professional Practice Studies

Restrictions Students must be enrolled in 4708 Bachelor of Podiatric Medicine. The subject is Podiatry specific

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Integrate knowledge of ethical, legal and socio-demographic issues associated with the practice of podiatry.
2. Explain principles of business, employment, taxation, and health and safety relating to health care practice.
3. Explain medicolegal requirements and responsibilities for podiatry practice including the requirements of government departments.
4. Demonstrate skills in interpersonal and inter-professional communication within the context of employment and practice as a podiatrist including job applications and resumes.
5. Build a relationship with government departments, professional associations and companies related to the practice of podiatry.
6. Review in-depth knowledge of a specific area of clinical practice focusing on evidence based practice.

Subject Content

1. Types of Podiatry Practice
 - Private practice - Business plans; Employment/Contracting; Taxation; Practice management
 - public health practice
 - podiatric research
 - podiatric surgery
 - Working overseas
 - podiatry suppliers
2. Medicolegal Requirements and Responsibilities and Professional Associations

- professional Registration
 - Government departments - Department of Veteran Affairs; NSW Podiatry Council
 - health and safety - infection control
 - Insurance - Professional indemnity; Workcover; Property
 - Australian podiatry Association / Australian podiatry Council
3. Ethical and Socio-demographic Issues related to Podiatry Practice
 - Complaints handling
 - socio-Demographic and socio-economic considerations for healthcare
 - multi-disciplinary healthcare
 - evidence based practice
 - interpersonal and inter-professional communication
 4. Job Applications
 - cover letters
 - Answering selection criteria
 - writing resumes
 - self-promotion

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Proposal	1,500 words	50	N	Individual
Two Simulated Job Applications - Written	7 pages – Cover letter (1 page), Selection criteria (up to 3 pages), Resume (up to 3 pages)	50	N	Individual
Attendance at Seminars	30 hours at seminars	S/U	Y	Individual

Teaching Periods

2nd Half Campbelltown Day

Subject Contact Steven Walmsley ([https://directory.westernsydney.edu.au/search/name/Steven Walmsley/](https://directory.westernsydney.edu.au/search/name/Steven%20Walmsley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA4020_22-2H_CA_D#subjects)

Podiatric Techniques 1A

Coordinator Kym Hennessy ([https://directory.westernsydney.edu.au/search/name/Kym Hennessy/](https://directory.westernsydney.edu.au/search/name/Kym%20Hennessy/))

Student Contribution Band

Teaching Periods

Podiatric Techniques 1B

Coordinator Deborah Turner ([https://directory.westernsydney.edu.au/search/name/Deborah Turner/](https://directory.westernsydney.edu.au/search/name/Deborah%20Turner/))

Student Contribution Band

Teaching Periods

Podiatric Techniques 2A

Coordinator Steven Walmsley ([https://directory.westernsydney.edu.au/search/name/Steven Walmsley/](https://directory.westernsydney.edu.au/search/name/Steven%20Walmsley/))

Student Contribution Band

Teaching Periods

Podiatric Techniques 2B

Coordinator Steven Walmsley ([https://directory.westernsydney.edu.au/search/name/Steven Walmsley/](https://directory.westernsydney.edu.au/search/name/Steven%20Walmsley/))

Student Contribution Band

Teaching Periods

Podiatric Techniques 3A

Coordinator Stefania Penkala ([https://directory.westernsydney.edu.au/search/name/Stefania Penkala/](https://directory.westernsydney.edu.au/search/name/Stefania%20Penkala/))

Student Contribution Band

Teaching Periods

Podiatric Techniques 3B

Coordinator Steven Walmsley ([https://directory.westernsydney.edu.au/search/name/Steven Walmsley/](https://directory.westernsydney.edu.au/search/name/Steven%20Walmsley/))

Student Contribution Band

Teaching Periods

Podiatric Techniques 3C

Coordinator Jennifer Sonter ([https://directory.westernsydney.edu.au/search/name/Jennifer Sonter/](https://directory.westernsydney.edu.au/search/name/Jennifer%20Sonter/))

Student Contribution Band

Teaching Periods

POLI 1001 Australian Politics

Credit Points 10

Legacy Code 100848

Coordinator Drew Cottle ([https://directory.westernsydney.edu.au/search/name/Drew Cottle/](https://directory.westernsydney.edu.au/search/name/Drew%20Cottle/))

Description In 2013 this unit replaced by 101973 - Australian Politics. This unit provides an introduction to Australian Politics. It outlines the central features of the federal political system with attention to both historical background and current debates. In addition to study of the institutional frameworks (the Constitution, parliament, political parties and so on), the unit examines the dynamics of inclusion and exclusion that have shaped Australian politics. It explores what it has meant in the past, what it means in the future, for Australians to live together as members of a political community.

School Humanities & Comm Arts

Discipline Political Science

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects LGYB 0226 - Australian Politics LGYA 0270 - Introduction to Australian Politics

Teaching Periods

POLI 1002 Introduction to International Relations

Credit Points 10

Legacy Code 101956

Coordinator Margaret Hanlon ([https://directory.westernsydney.edu.au/search/name/Margaret Hanlon/](https://directory.westernsydney.edu.au/search/name/Margaret%20Hanlon/))

Description This is a foundation unit for the major in International Relations and Asian Studies. As such, this unit will introduce students to key topics and debates in the field of International Relations (IR). The unit will familiarise students with leading IR theories and their explanation of political events, phenomena, and processes which cross the territorial boundaries of the state. Students will be exposed to the interplay between power, interest, ideas, identity, and resistance, in explaining continuity and change in international relations. The unit is designed to provide students with the analytical tools and intellectual frameworks needed to understand the behaviour of different international actors in contemporary global affairs.

School Humanities & Comm Arts

Discipline Political Science

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects POLI 1003 - Introduction to International Relations (WSTC)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the main actors in world politics
2. Describe the major evolutions in the history of international politics
3. Demonstrate knowledge of the intimate linkages between 'domestic' and 'international' politics
4. Show an understanding of the main IR theories and the assumptions implicit in each of these different ways of looking at the world
5. Identify multiple perspectives on International Relations
6. Interpret current policy debates and international trends
7. Evaluate solutions to dominant policy-making problems in world politics.

Subject Content

- . History of International Relations (IR) theory
- . Main theoretical approaches to the study of IR
- . Non-Western perspectives on the study of IR
- . Non-anthropocentric/post-human approaches to the study of IR
- . Key concepts in the study of IR
- . Leading actors in world politics
- . Ethics of global affairs
- . Conflict and cooperation in international affairs
- . The role and consequences of international organisations
- . International regimes, international law, and global governance in world politics

- . Shift from 'inter-national' to 'inter-regional' relations
- . The link between 'domestic' and 'international' politics

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Tutorial Exercises	500 words	30	N	Individual
Essay	1500 words	40	N	Individual
Take-home exam	1000 words	30	N	Individual

Prescribed Texts

- Introduction to international relations : perspectives, connections, and enduring questions by Joseph Grieco, G. John Ikenberry, Michael Mastanduno. 2nd ed., published London: Red Globe Press, 2019 (ISBN: 9781352004229)

Teaching Periods

POLI 1003 Introduction to International Relations (WSTC)

Credit Points 10

Legacy Code 700268

Coordinator Chantal Rozairo ([https://directory.westernsydney.edu.au/search/name/Chantal Rozairo/](https://directory.westernsydney.edu.au/search/name/Chantal%20Rozairo/))

Description In Term 3, 2022 this subject replaced by POLI 1008 - World Politics and International Relations (WSTC). This subject will introduce students to key topics and debates in the field of International Relations (IR). The unit will familiarise students with leading IR theories and their explanation of political events, phenomena, and processes which cross the territorial boundaries of the state. Students will be exposed to the interplay between power, interest, ideas, identity, and resistance, in explaining continuity and change in international relations. The unit is designed to provide students with the analytical tools and intellectual frameworks needed to understand the behaviour of different international actors in contemporary global affairs.

School Humanities & Comm Arts

Discipline Political Science

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Co-requisite(s) Students enrolled in the combined Diploma/Bachelor courses listed below must pass all College Preparatory units listed in the course structure before progressing to the Year 2 units

Equivalent Subjects POLI 1002 - Introduction to International Relations

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in Extended Diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the main actors in world politics
2. Describe the major evolutions in the history of international politics
3. Demonstrate knowledge of the intimate linkages between 'domestic' and 'international' politics
4. Show an understanding of the main IR theories and the assumptions implicit in each of these different ways of looking at the world
5. Identify multiple perspectives on International Relations
6. Interpret current policy debates and international trends
7. Evaluate solutions to dominant policy-making problems in world politics.

Subject Content

1. History of International Relations (IR) theory
2. Main theoretical approaches to the study of IR
3. Non-Western perspectives on the study of IR
4. Non-anthropocentric/post-human approaches to the study of IR
5. Key concepts in the study of IR
6. Leading actors in world politics
7. Ethics of global affairs
8. Conflict and cooperation in international affairs
9. The role and consequences of international organisations
10. International regimes, international law, and global governance in world politics
11. Shift from 'inter-national' to 'inter-regional' relations
12. The link between 'domestic' and 'international' politics
1. History of International Relations (IR) theory
2. Main theoretical approaches to the study of IR
3. Non-Western perspectives on the study of IR
4. Non-anthropocentric/post-human approaches to the study of IR
5. Key concepts in the study of IR
6. Leading actors in world politics
7. Ethics of global affairs
8. Conflict and cooperation in international affairs
9. The role and consequences of international organisations
10. International regimes, international law, and global governance in world politics
11. Shift from 'inter-national' to 'inter-regional' relations
12. The link between 'domestic' and 'international' politics
1. History of International Relations (IR) theory
2. Main theoretical approaches to the study of IR
3. Non-Western perspectives on the study of IR
4. Non-anthropocentric/post-human approaches to the study of IR
5. Key concepts in the study of IR
6. Leading actors in world politics
7. Ethics of global affairs
8. Conflict and cooperation in international affairs
9. The role and consequences of international organisations
10. International regimes, international law, and global governance in world politics
11. Shift from 'inter-national' to 'inter-regional' relations
12. The link between 'domestic' and 'international' politics

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	60 mins each	30	N	Individual
Essay	1500 words	40	N	Individual
Short Answer	1000 words	30	N	Individual

Prescribed Texts

- Kavalski, Emilian, ed. Encounters with World Affairs: An Introduction to International Relations. Ashgate: Surrey, 2015.

Teaching Periods

Term 1

Bankstown

Day

Subject Contact Chantal Rozairo ([https://directory.westernsydney.edu.au/search/name/Chantal Rozairo/](https://directory.westernsydney.edu.au/search/name/Chantal%20Rozairo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=POLI1003_22-T1_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Chantal Rozairo ([https://directory.westernsydney.edu.au/search/name/Chantal Rozairo/](https://directory.westernsydney.edu.au/search/name/Chantal%20Rozairo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=POLI1003_22-T1_BL_D#subjects)

Parramatta City - George St

Day

Subject Contact Chantal Rozairo ([https://directory.westernsydney.edu.au/search/name/Chantal Rozairo/](https://directory.westernsydney.edu.au/search/name/Chantal%20Rozairo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=POLI1003_22-T1_PG_D#subjects)

Term 2

Parramatta City - George St

Day

Subject Contact Chantal Rozairo ([https://directory.westernsydney.edu.au/search/name/Chantal Rozairo/](https://directory.westernsydney.edu.au/search/name/Chantal%20Rozairo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=POLI1003_22-T2_PG_D#subjects)

POLI 2001 Advanced Standing for International Relations and Asian Studies 210

Credit Points 10

Legacy Code 102451

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Humanities & Comm Arts

Discipline Political Science

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Teaching Periods

POLI 2002 Advanced Standing for International Relations and Asian Studies 220

Credit Points 20

Legacy Code 102454

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Humanities & Comm Arts

Discipline Political Science

Student Contribution Band HECS Band 4 20cp

Level Undergraduate Level 2 subject

Teaching Periods

POLI 2003 Advanced Standing for Politics 210

Credit Points 10

Legacy Code 102465

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Humanities & Comm Arts

Discipline Political Science

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Teaching Periods

POLI 2004 Advanced Standing for Politics 220

Credit Points 20

Legacy Code 102468

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Humanities & Comm Arts

Discipline Political Science

Student Contribution Band HECS Band 4 20cp

Level Undergraduate Level 2 subject

Teaching Periods

POLI 2006 Politics of Australia and Asia Relations

Credit Points 10

Legacy Code 100277

Coordinator Diane Colman ([https://directory.westernsydney.edu.au/search/name/Diane Colman/](https://directory.westernsydney.edu.au/search/name/Diane%20Colman/))

Description In this unit students will become familiar with Australian diplomacy and appreciate the range of pressing historical, political and cultural issues that affect Australia's place in the Asia Pacific region. It explores the factors that have shaped Australia's relationships with key countries in the region and considers the vital impact of political actors and their ideological stances. In developing a depth of knowledge on the importance of Australia's regional policies, this unit provides students with the opportunity to be involved in a simulation task dealing with a 'hot topic' for Australia's relations within the Asia Pacific region.

School Humanities & Comm Arts

Discipline Political Science

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Restrictions Successful completion of 40 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. describe the continuity and change in Australian foreign policy towards the Asia Pacific region
2. identify both domestic and international factors that have shaped Australia's relations with Asian countries
3. critique the ideological approaches to Asian relations of the major Australian political parties
4. provide critical commentary on Australia's key relationships with Asia
5. conduct research on a hot topic for Australia's relations with Asia
6. articulate a clear and logical position on issues that affect Australia's relations with countries in the Asia Pacific region.

Subject Content

Australia and Asia in the post-war environment
 The making of foreign policy
 Australia-Asia relations during the Cold War
 Partisan approaches to Australian foreign policy
 The new Asia Pacific politics of engagement
 Australia-Asia relations post 9/11
 Australia's key bilateral relations in the region
 Australia as a middle power in the region
 Australia's place in the Asian Century

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short Answer	1,500 words	30	N	Individual
Critical Review	1,500 words	30	N	Individual
Simulation	2 hours + 500 words	40	N	Individual

Prescribed Texts

- Baldino, D., Carr, A. & Langlois, A. (2014). Australian Foreign Policy: Controversies and Debates. Melbourne: Oxford University Press. University Press.

Teaching Periods

Autumn Bankstown Day

Subject Contact Diane Colman ([https://directory.westernsydney.edu.au/search/name/Diane Colman/](https://directory.westernsydney.edu.au/search/name/Diane%20Colman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=POLI2006_22-AUT_BA_D#subjects)

Online

Online

Subject Contact Diane Colman ([https://directory.westernsydney.edu.au/search/name/Diane Colman/](https://directory.westernsydney.edu.au/search/name/Diane%20Colman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=POLI2006_22-AUT_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Diane Colman ([https://directory.westernsydney.edu.au/search/name/Diane Colman/](https://directory.westernsydney.edu.au/search/name/Diane%20Colman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=POLI2006_22-AUT_PS_D#subjects)

POLI 3001 Activism, Engagement and Social Change

Credit Points 10

Legacy Code 101981

Coordinator David Tait ([https://directory.westernsydney.edu.au/search/name/David Tait/](https://directory.westernsydney.edu.au/search/name/David%20Tait/))

Description This unit is designed for students interested in the politics, processes and ethics of social change. It covers the topics of Internet activism, NGO politics and ethics, identity politics, legal lobbying, revolutions and regime changes, and the role of art in consciousness raising. We will explore the efficacy of different social change strategies, the ethics of various modes of activism, the role that national and transnational politics plays in campaigning, the importance of identity for engagement with social change processes, and the ideologies informing theories of change.

School Humanities & Comm Arts

Discipline Political Science

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explore policy and political problems and their solutions.
2. Analyse the operations of power inside and outside of formal institutions.
3. Critique policies.
4. Develop useable strategies for change that recognise current practical and political constraints.
5. Demonstrate basic advocacy and activist skills including competence in planning strategies for policy lobbying in the context of the stakeholders/players and potential barriers.
6. Explain the broader theoretical debates on questions of power, ideologies, the role of the state and civil society and other factors which influence the capacity to make or change policies.

Subject Content

- social change, engagement and activism: An introduction (definitions, Semantics, key concepts)
- Citizenship: history and context
- theoretical Developments in social change and Advocacy (Models, organisational context, processes, effects, rhetoric, culture and Critical thinking)
- Understanding policy and Advocacy (sources, Ethical Issues, political environment, Campaigns, news content analysis)
- government and Governance
- media relations: strategies and tactics
- research and evaluation: methods and techniques
- Building A campaign to achieve change
- case studies: from The suffragettes to Mabo
- Issues and Crisis management

Prescribed Texts

- Learning resources will be provided on vUWS

Teaching Periods

POLI 3002 Advanced Standing for International Relations and Asian Studies 310

Credit Points 10

Legacy Code 102457

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Humanities & Comm Arts

Discipline Political Science

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Teaching Periods

POLI 3003 Advanced Standing for International Relations and Asian Studies 320

Credit Points 20

Legacy Code 102589

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Humanities & Comm Arts

Discipline Political Science

Student Contribution Band HECS Band 4 20cp

Level Undergraduate Level 3 subject

Teaching Periods

POLI 3004 American Foreign Policy Since 1945

Credit Points 10

Legacy Code 100985

Coordinator James Trapani ([https://directory.westernsydney.edu.au/search/name/James Trapani/](https://directory.westernsydney.edu.au/search/name/James%20Trapani/))

Description This unit will analyse both the major international issues and crises which America confronted after 1945 and how successive American presidents and their policy makers responded to these problems

School Humanities & Comm Arts

Discipline Political Science

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYB 4964 - American Foreign Policy LGYA 0954 - American Foreign Policy Since 1945

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate skills in oral expression developed by discussing and debating key issues, episodes and themes related to American foreign policy since 1945
2. Develop and expound an argument in written form
3. Conduct research and demonstrate a depth of knowledge and analysis of particular themes, issues or aspects of American foreign policy from 1945
4. Discuss and critically analyse primary texts and other literature related to the subject
5. Explain and evaluate the themes and issues examined in American foreign policy since 1945
6. Demonstrate a familiarity with a range of theoretical approaches to explorations of American foreign policy
7. Understand and interpret the crucial importance of the Presidency in making US foreign policy

Subject Content

The Presidency and American Foreign Policy
 The Truman Doctrine
 The Marshall Plan
 NATO
 The Occupation of Japan
 The Korean War

Eisenhower, Dulles and American hegemony
 Kennedy's New Frontier
 The Cuban Missile Crisis
 Nixon and the end of the Vietnam War
 Sino-US rapprochement
 Israel, Oil and Real Politik
 Reagan and the Evil Empire
 Bush and the New World Order
 Clinton, Human Rights, Democracy, World Markets and Dirty Little Wars
 The US and the United Nations
 George W. Bush - new departures and new problems

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	2,000 words	40	N	Individual
Short Essay	1000 words	20	N	Individual
Take Home Exam	72 hour period to submit short essay responses to Turnitin	40	N	Individual

Prescribed Texts

- Jerald A. Combs, *The History of American Foreign Policy from 1895*, Routledge, 4th edition, 2013.

Teaching Periods

POLI 3005 Democracy in Asia

Credit Points 10

Legacy Code 100903

Coordinator Badrul Khan ([https://directory.westernsydney.edu.au/search/name/Badrul Khan/](https://directory.westernsydney.edu.au/search/name/Badrul%20Khan/))

Description This unit is concerned with the theory and practice of democracy in modern and contemporary history of Asia. It explores a range of issues relating to liberalism, human rights, political reform and democratization. It seeks to explain the differences in the ways in which democracy has been conceived, understood and practiced in different cultures and societies. It also examines the East-West debate on "Asian values" and the suitability of Western-style democracy to Asia. Finally, it discusses the prospects for democracy in Asia.

School Humanities & Comm Arts

Discipline Political Science

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYA 9998 - Democracy in Asia

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. explain the meanings and conceptions of democracy in Asian and Western political thought;
2. demonstrate a knowledge of the processes of democratisation in Asian countries;
3. explain the different patterns and models in which democracy has evolved in the countries of Asia; and
4. identify the relevance of democracy and human rights to the developmental needs of modern and contemporary Asia.

Subject Content

1. Democracy and democratization in Asia: An introduction
2. Theory and models of democracy
3. Human rights in contemporary democratic thought
4. Cultural relativism and the "Asian values" debate in contemporary Asia
5. The quest for democracy in pre-communist China
6. The struggle for democracy in contemporary China
7. The Democratisation of Taiwan and South Korea
8. Democracy in pre-war Japan
9. Democratisation in post-war Japan
10. Contending visions of democracy in Indonesia 1920-1997
11. The battle for democracy in contemporary Indonesia
12. Democratisation in other parts of Southeast Asia
13. Plenary discussion: East & West, divergence and convergence

Prescribed Texts

- A Subject Reader, revised every year, will be provided to students via Campus Bookshops.

Teaching Periods

POLI 3006 International Organisations and Global Governance

Credit Points 10

Legacy Code 102189

Coordinator Margaret Hanlon ([https://directory.westernsydney.edu.au/search/name/Margaret Hanlon/](https://directory.westernsydney.edu.au/search/name/Margaret%20Hanlon/))

Description This unit addresses the competing concepts inherent in global governance through an examination of the existing international society of states whose principle is based on respect for state sovereignty. It also addresses the complex process of global governance in which states, non-governmental organisations, multinational corporations, and intergovernmental organisations participate and pursue their goals. It will specifically look at the complex role of the United Nations, the United Nations Security Council, and the role of international organisations aimed at addressing issues, such as security, human rights, humanitarian intervention, trade, the environment, health, migration, and labour rights.

School Humanities & Comm Arts

Discipline Political Science

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. explain the theoretical concepts of global governance and the Bretton Woods system
2. identify the different actors in global governance and analyse their contribution to the international system
3. evaluate the strengths and weaknesses of the subjected Nations, the UN Security Council, the ICJ and ICC
4. critique the effectiveness of intergovernmental organisations
5. assess the role of multinational corporations in global governance
6. compare the effectiveness of a number of non-governmental organisations.

Subject Content

- what do we mean by Global Governance and who are The actors involved?
- what are international organisations?
- The Bretton Woods system
- A history of The development of Global Governance
- Intergovernmental Organisations
- The United nations
- The United nations security Council, The international court of justice and The international criminal court
- Multinational Corporations
- non-government Organisations

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Summary	400 words	15	N	Individual
Short Answers	1200 words	30	N	Individual
Report	3000 words	55	N	Individual

Prescribed Texts

- Textbook or Online Resources

Teaching Periods

POLI 3007 International Relations of Southeast Asia

Credit Points 10

Legacy Code 102190

Coordinator Margaret Hanlon ([https://directory.westernsydney.edu.au/search/name/Margaret Hanlon/](https://directory.westernsydney.edu.au/search/name/Margaret%20Hanlon/))

Description This unit focuses on the key international relations issues and challenges facing the Southeast Asian region in the 21st century. Commencing with the historical issues that have shaped the nations of Southeast Asia it will then consider the issues, such as the war on terrorism; the economic demands of globalism; maritime security; and social and political demands centred around issues such as democracy,

human rights, the environment, and transnational crime. Finally, it will consider the shifting power structure within the Asian region and whether this will result in Southeast Asia gaining genuine autonomy and the impact this has on regionalism.

School Humanities & Comm Arts

Discipline Political Science

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. explain the legacy of colonisation in the Southeast Asian region
2. analyse the impact of the Cold War on the states of Southeast Asia
3. identify and critique the issues of tension and conflict within Southeast Asia and the attempts to have these resolved
4. evaluate the effectiveness of regional and international economic cooperation
5. compare and contrast human rights development in Southeast Asia with that of the broader international community
6. describe the environmental issues confronting the states in Southeast Asia and explain the impact of these issues on Southeast Asian development and stability
7. assess the effects of regionalism in Southeast Asia.

Subject Content

- Colonisation and decolonisation
- The Cold War
- Regional integration and its challenges
- Territorial Issues and disputes
- ethnic and religious Conflicts
- Terrorism and transnational Crime
- Regional and international economic Cooperation
- human rights
- environmental Issues
- relationships with external powers (China, Japan, The US, Australia, etc.)
- Separatist movements

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short written assignment	1,000 words	30	N	Individual
Major essay	2,000 words	40	N	Individual
Tutorial exercises	2 x 500 word written assignments, each worth 15%.	30	N	Individual

Prescribed Texts

- Book of readings or online resources

Teaching Periods

Spring

Online

Online

Subject Contact Margaret Hanlon ([https://directory.westernsydney.edu.au/search/name/Margaret Hanlon/](https://directory.westernsydney.edu.au/search/name/Margaret%20Hanlon/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=POLI3007_22-SPR_ON_0#subjects)

POLI 3008 International Special Study

Credit Points 10

Legacy Code 102193

Coordinator David Walton ([https://directory.westernsydney.edu.au/search/name/David Walton/](https://directory.westernsydney.edu.au/search/name/David%20Walton/))

Description This unit provides students with opportunities outside the usual classroom experience. It is designed particularly for students who (1) enrol in short-course study tours, and/or (2) who take a placement within an international workplace. Several UWS partner institutions (e.g., the University of Seoul) run annual short-course study programs. With regard to placements (internships), students must seek a placement that connects directly with their areas of study.

School Humanities & Comm Arts

Discipline Political Science

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. comprehend culture, as it applies to a national and/or workplace setting;
2. apply existing knowledge to real-world situations;
3. integrate existing knowledge with new, on-the-spot discoveries;
4. demonstrate the impact of the subject on their intellectual development.

Subject Content

- Planned short course/internship in An international setting they intend to undertake.

- integration of knowledge gained in An international context with discipline knowledge.

- intercultural Understanding and skill development.

Planned short course/internship in an international setting they intend to undertake.

Integration of knowledge gained in an international context with discipline knowledge.

Intercultural understanding and skill development.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Critical Reflection	2500-3000 words	60	N	Individual
Student Portfolio of work produced during placement	5 minutes	20	N	Individual
Presentation	5 minutes	20	N	Individual

Teaching Periods

POLI 3009 Looking at Global Politics Through Film

Credit Points 10

Legacy Code 101733

Coordinator Diane Colman ([https://directory.westernsydney.edu.au/search/name/Diane Colman/](https://directory.westernsydney.edu.au/search/name/Diane%20Colman/))

Description Popular representations of world politics shape our collective understanding of political history and international relations. This unit examines the ways in which film can communicate political messages to its audience, as well as the far more difficult issue of the effects that those messages might have on viewers. Although the discipline of International Relations (IR) has overwhelmingly ignored popular culture, it is the argument of this unit that popular culture actually provides us with a wealth of significant representations of world politics.

School Humanities & Comm Arts

Discipline Political Science

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the approaches, methods and conceptual tools available for assessing the impact of popular culture on international politics.
2. Demonstrate an understanding of the intertextuality of film representations of world politics.
3. Critique the main theories of global politics and evaluate the application of those theories to cinematic representations of world affairs.
4. Apply theoretical and empirical material to articulate concise and persuasive arguments.
5. Recognise the significance of film representations for the popular understanding of international affairs.

Subject Content

Introduction to the content and contexts of global politics on film
 Popular culture and the representation of global politics
 Popular culture and understanding IR theoretical claims about global politics
 Framing the world - representing global politics on film
 Representations of global politics through time and space
 Reimagining the global political past through the lens of today
 Contesting, challenging and convincing - advocating global political change through film
 Rethinking theoretical claims about global politics through film
 Reframing the policies and actions of various actors in global politics
 Projecting the global political future

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	1 hour (20 multiple choice questions)	20	N	Individual
Discourse Analysis	1,500 words	35	N	Individual
Final Exam	1,500 words	45	N	Individual

Teaching Periods

POLI 3010 Politics of Post-War Japan

Credit Points 10

Legacy Code 100278

Coordinator Steven Drakeley ([https://directory.westernsydney.edu.au/search/name/Steven Drakeley/](https://directory.westernsydney.edu.au/search/name/Steven%20Drakeley/))

Description The unit studies the post-war Japanese political experience: a vanquished country transformed into an economic super power with a 'peace' constitution and now in relative decline. In particular the unit will examine the impact of the dominance of the Liberal Democratic Party on domestic politics and the intersection between domestic political developments and security and foreign policy matters.

School Humanities & Comm Arts

Discipline Political Science

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the major developments in post-war Japanese politics
2. Demonstrate knowledge of the linkages between 'domestic' and 'international' politics in Japan

3. Show an understanding of the main political parties and the assumptions implicit in each party
4. Identify multiple perspectives on Japanese politics
5. Interpret current policy debates and international trends relevant to Japan.

Subject Content

- Japan at The end of World War Two
 - The occupation period and impact
 - The 1955 system
 - The party system and political stability: 1955-1993
 - Corruption and scandals
 - political activism at The national and sub-national level
 - The role of The opposition
 - The party system in transition: 1993 and electoral reform
 - 1993-2015: Conservative party dominance and voter disengagement from the political process
 - Issues in foreign/security relations: role of The United States
 - Issues in foreign/security relations: Rising China
 - Issues in foreign/security relations: Revision of Article Nine?

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	15 minutes maximum	30	N	Individual
Essay	3,000 words	40	N	Individual
End-of-session Exam	2,000 words maximum	30	N	Individual

Prescribed Texts

- Stockwin, J.A.A.A. (2008). *Governing Japan: Divided Politics in a Resurgent Economy*. Oxford: Blackwell.

Teaching Periods

POLI 3012 The Politics of Civilisation

Credit Points 10

Legacy Code 102005

Coordinator Brett Bowden ([https://directory.westernsydney.edu.au/search/name/Brett Bowden/](https://directory.westernsydney.edu.au/search/name/Brett%20Bowden/))

Description What is civilisation? What are civilisations? What does it mean to be civilised? What does it mean to be uncivilised, barbaric or savage? These are some of the key questions explored in this unit. We will investigate the normative demands of civilisation, from 16th Century European colonial 'civilising missions' to the 21st Century global war on terror. We will explore the history of relations between civilisations in light of the 'clash of civilisations' thesis, including relations between the Western and Islamic worlds. We will discover the power of ideas and the influence they can have on real world policy-making.

School Humanities & Comm Arts

Discipline Political Science

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate the power of ideas
2. Draw causal links between the past and the present
3. Identify the importance of culture and values in inter-civilisations relations
4. Outline macro-historical political process

Subject Content

- The ideal of Civilisation
- Civilisation and Progress
- Universal Civilisation
- Standards of Civilisation
- The Burden of Civilisation
- Civilising Missions
- new Barbarism
- new Imperialism
- Civilisation and War
- Civilisational relations

Prescribed Texts

- Bowden, Brett. 2009. The Empire of Civilization: the Evolution of an Imperial Idea. Chicago: University of Chicago Press.

Teaching Periods

POLI 3014 War and Peace

Credit Points 10

Legacy Code 101375

Coordinator David Walton ([https://directory.westernsydney.edu.au/search/name/David Walton/](https://directory.westernsydney.edu.au/search/name/David%20Walton/))

Description This unit examines problems and issues in international politics. In particular the unit critically assesses the major theoretical paradigms associated with attempts to explain international behaviour of key individuals, nations and the international system. Major issues and key problems in world affairs since the end of World War Two (such as justice and equality, human rights and terrorism) are examined.

School Humanities & Comm Arts

Discipline Political Science

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Incompatible Subjects LGYB 0053 - War and Peace

Restrictions Successful completion of 60 credit points

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Knowledge of contending theories on the causes of war and international conflict.

2. An understanding of the nuances in international relations discourse.
3. The capacity to explain the foundations of international politics in the post war period and its relevance to contemporary issues.
4. Sensitivity to cross-cultural and cross-national issues.

Subject Content

A critical evaluation of international relations theory.

The dynamics of the international environment and its implications for foreign policy.

The Cold War - an evaluation of post war international relations at the global and regional level.

Post cold war developments.

Arms race and weapons proliferation.

Terrorism.

Poverty and inequality.

Gender.

Teaching Periods

POLI 7001 Development and Security

Credit Points 10

Legacy Code 101896

Coordinator Zulfan Tadjoeeddin ([https://directory.westernsydney.edu.au/search/name/Zulfan Tadjoeeddin/](https://directory.westernsydney.edu.au/search/name/Zulfan%20Tadjoeeddin/))

Description Successful development requires the provision of security. As a corollary, lack of development can breed insecurity and violence. The overall nexus between development and security is not only about a country's domestic affairs; it concerns the global community. Amid the increasing pace of globalisation, global inequalities both within and between countries have increased, which have been complicated by competitions between groups, actors and countries. These may pose development and security challenges at national and global scales. This unit will concentrate on three key aspects. First, it will interrogate the complex relationship between development and security from interdisciplinary perspectives. Second, this unit will examine the development roots of insecurity focusing on social and economic structures and key issues in development and security from local and global perspectives as well as from micro and macro outlooks. Third, relevant case studies will be embedded throughout the unit contents to enhance students' analytical skills and practical orientation on the field of development and security.

School Social Sciences

Discipline Political Science

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate knowledge of the prevalence, characteristics, consequences and possible causes of civil wars and conflicts in developing countries

2. Demonstrate detailed knowledge of, and a rigorous and coherent analytical approach to, the multiple forms of violence and conflict in developed and developing countries
3. Critically analyse ideas about conflict, development and security as well as possible inter-linkages among them
4. Demonstrate critical and thorough understanding of the core issues of development and security and their inter-linkages
5. Critically examine relevant cases and policies on development and security using appropriate theoretical frameworks

Subject Content

Violence, conflict and development
 Development as security
 Greed, grievance and social contract
 Culture, ethnicity and religion
 Poverty, inequality, marginalisation and exclusion
 Natural resources, conflict and development
 Peace keeping operation, the UN and DDR
 Global governance for world order
 Selected cases on the interlinkages between development and security

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	900 words	25	N	Individual
Critical Review	900 words	25	N	Individual
Case Study	2,000 words	50	N	Individual

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact [Zulfan Tadjoeddin \(https://directory.westernsydney.edu.au/search/name/Zulfan Tadjoeddin/\)](https://directory.westernsydney.edu.au/search/name/Zulfan%20Tadjoeddin/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=POLI7001_22-SPR_PC_D#subjects)

POLI 7002 Translation from Theory and Research to Policy

Credit Points 10

Legacy Code 102180

Coordinator [Rosemary Leonard \(https://directory.westernsydney.edu.au/search/name/Rosemary Leonard/\)](https://directory.westernsydney.edu.au/search/name/Rosemary%20Leonard/)

Description The focus of study in this unit is on policy-making and implementation and the place of theory and research in policy formation. In the first part of the unit students explore the nature of public policy - addressing constructs of policy and policy-making and approaches to analysing public policy. The political and social practices of policy-making and implementation in Australia are contextualised and examined at the local, national and global levels. The second part of the unit takes examples of policy-making in the field of social sciences and examines the role of theory and research

in the problematisation of issues and identification of solutions. The identification of competing interests, relations of power and key players in understanding, analysing and responding to policy and its outcomes will be undertaken.

School Social Sciences

Discipline Policy Studies

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate critical understanding of the links between theory/ research/policy
2. Distinguish between different levels of policy-making:- global, national, local; - state, corporate, community.
3. Appraise the competing interests and power relations in policy-making processes
4. Operationalise strategies for developing, analysing and responding to policy outcomes

Subject Content

Links between theory/research/policy
 Local and global political/social frameworks that shape policy making in the Australian context
 Competing interests, relations of power and key players in understanding and analysing policy and its outcomes
 Levels of policy-formation and implementation: government, community, corporations and organisations
 Examples of translation from theory/research to policy
 Strategies for analysing and responding to policy and its outcomes
 Skills and knowledge for developing policy

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay: Analytical Overview of Policy Formation	1000 words	25	N	Individual
Critical Review: Policy Review	1,500 words	30	N	Individual
Case Study: Social Sciences Policy Analysis	2,500 words	45	N	Individual

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Rosemary Leonard ([https://directory.westernsydney.edu.au/search/name/Rosemary Leonard/](https://directory.westernsydney.edu.au/search/name/Rosemary%20Leonard/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=POLI7002_22-SPR_PC_D#subjects)

POLI 9001 Higher Degree Research Thesis - Political Science and Policy Studies

Credit Points 20

Legacy Code 800017

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Humanities & Comm Arts

Discipline Political Science And Policy Studies

Student Contribution Band HECS Band 4 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=POLI9001_22-RQ1_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=POLI9001_22-RQ1_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=POLI9001_22-RQ1_PS_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=POLI9001_22-RQ2_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=POLI9001_22-RQ2_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=POLI9001_22-RQ2_PS_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=POLI9001_22-RQ3_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=POLI9001_22-RQ3_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=POLI9001_22-RQ3_PS_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=POLI9001_22-RQ4_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=POLI9001_22-RQ4_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=POLI9001_22-RQ4_PS_D#subjects)

PROC 1002 Food Science 1

Credit Points 10

Legacy Code 300805

Coordinator Li Li ([https://directory.westernsydney.edu.au/search/name/Li Li/](https://directory.westernsydney.edu.au/search/name/Li%20Li/))

Description Food provides sustenance to life, nutrition for good health, enjoyment and cultural identity. Students will gain an awareness of the history and cultural significance of food and its traditions in Australia and around the world. This unit introduces the basic principles for understanding the science behind food; its composition, chemical, physical and functional characteristics. Fruits and vegetables, cereal, meat and dairy products will be covered, how they are processed and impacts on food quality and nutrition. Current issues will be discussed, such as world food supply, food-borne disease, diet and health, and new trends in food.

School Science

Discipline Food Science and Biotechnology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects PROC 1001 - Food Science 1 LGYB 8736 - Food Science Technology Practicum 11

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Progressive tests	15 - 30 minutes (each)	40	N	Individual
Practical Reports	2 X 1200 words	40	N	Individual
Presentation	15 minutes	20	N	Group

Teaching Periods

PROC 1003 Food Science 1 (WSTC)

Credit Points 10

Legacy Code 700265

Coordinator Phillip Newman ([https://directory.westernsydney.edu.au/search/name/Phillip Newman/](https://directory.westernsydney.edu.au/search/name/Phillip%20Newman/))

Description Food provides sustenance to life, nutrition for good health, enjoyment and cultural identity. Students will gain an awareness of the history and cultural significance of food and its traditions in Australia and around the world. This unit introduces the basic principles for understanding the science behind food; its composition, chemical, physical and functional characteristics. Fruits and vegetables, cereal, meat and dairy products will be covered, how they are processed and impacts on food quality and nutrition. Current issues will be discussed, such as world food supply, food-borne disease, diet and health, and new trends in food. Students will need to attend the Hawkesbury Campus for Lectures and Practicals.

School Science

Discipline Food Science and Biotechnology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects PROC 1002 - Food Science 1 PROC 1001 - Food Science 1 LGYB 8736 - Food Science and Technology Practicum 11

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Online Quizzes	5 x 15 mins	(5 x 3%) 15	N	Individual
Laboratory Work	a) 300 words each b) 1200 words	(10% + 20%) 30	N	Individual
Seminar	15 mins	20	N	Individual
Final Exam	2 hours	35	N	Individual

Teaching Periods

PROC 1005 Introduction to Food Science

Credit Points 10

Legacy Code 301444

Coordinator Malik Hussain ([https://directory.westernsydney.edu.au/search/name/Malik Hussain/](https://directory.westernsydney.edu.au/search/name/Malik%20Hussain/))

Description Food provides sustenance to life, nutrition for good health, enjoyment and cultural identity. Students will study the history and cultural significance of food and its traditions in Australia and around the world. This unit introduces the basic principles for understanding the science behind food; its composition, chemical, physical and functional characteristics. Fruits and vegetables, cereal, meat and dairy products will be covered, how they are processed and impacts on food quality and nutrition. Current issues will be discussed, such as world food supply, food-borne disease, diet and health, and new trends in food.

School Science

Discipline Food Processing Technology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects PROC 1001 - Food Science 1 LGYB 8736 - Food Science Technology Practicum 11 PROC 1002 - Food Science 1 PROC 1003 - Food Science 1 (WSTC)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the history and cultural significance of different foods around the world

- Discuss current food and nutrition issues including diet and health, new trends in foods, food quality, safe food handling and food borne disease
- Describe the characteristics of food commodities: fruits and vegetables, cereal, dairy and flesh foods, including nutritional value, chemical composition, and functional properties
- Describe basic food processing practices associated with fruit, cereal, dairy and flesh commodities
- Conduct basic food experiments in the food science laboratory and kitchen safely and competently
- Methodically and accurately record data when conducting experiments; and use this data to interpret findings
- Demonstrate communication skills, including report writing and oral presentations

Subject Content

- Introduction to the study of food science and nutrition; review of current issues related to food including world food supply
- History and cultural significance of food
 - historical changes to The food Supply - from The Past to today
 - food traditions in different cultures
- Safe food handling and food borne disease; Food quality assessment
- Composition of foods
- Food Commodities
 - Fruits and vegetables
 - Cereal products
 - Dairy products
 - Flesh products
- Diet and health
- Meat, fruit, cereal and dairy processes

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	30 minutes each	40	N	Individual
Practical Reports	2000 words	40	N	Individual
Presentation	15 minutes	20	N	Group

Prescribed Texts

- Campbell-Platt, G. 2018, Food Science and Technology. 2nd edition. IUFOST, John Wiley & Sons, U.K. [e-book]

Teaching Periods

Spring Hawkesbury Day

Subject Contact Malik Hussain ([https://directory.westernsydney.edu.au/search/name/Malik Hussain/](https://directory.westernsydney.edu.au/search/name/Malik%20Hussain/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PROC1005_22-SPR_HW_D#subjects)

PROC 1006 Materials Engineering Fundamentals

Credit Points 10

Legacy Code 301414

Coordinator Qinghua Zeng ([https://directory.westernsydney.edu.au/search/name/Qinghua Zeng/](https://directory.westernsydney.edu.au/search/name/Qinghua%20Zeng/))

Description This unit will introduce students to the foundations of chemistry, exploring the molecular nature of matter and change which is essential foundational knowledge for a career in materials engineering. From atomic structure and the understanding of the periodic properties of elements, students learn about the chemical bonds and intermolecular forces that are responsible for determining the structure and properties of materials. Students put theory into practice by conducting and reporting on laboratory experiments to test the principles of chemical equilibrium, chemical reactions involving acids/bases, electron transfer as well as thermodynamics and kinetics of chemical processes.

School Eng, Design & Built Env

Discipline Materials Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

- Explain the structures of chemical substances, including atomic structures, bonding, intermolecular forces, and their relation to the properties of the material.
- Identify the concept of chemical equilibrium used to evaluate phenomena related to chemical reactions including acids and bases.
- Outline the principles of thermodynamics in predicting the spontaneity of chemical reactions.
- Explain the rates and mechanisms of chemical reactions in collision theory at the molecular level.
- Apply concepts of oxidation and reduction to analyse electrochemical cells and corrosion.
- Communicate concepts, experiments and results in a clear and ethical manner.
- Work safely and collaboratively in groups on laboratory experiments and projects, contributing to reports.

Subject Content

- Atomic structure
- Periodic properties of the elements
- Bonding
- States and properties of matter
- Stoichiometry
- Chemical equilibrium
- Acids and bases
- Electrochemistry
- Thermodynamics
- Kinetics

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Self-Assessment	30 minutes (each week)	20	N	Individual
Practical	500-1000 words	10 (G) 20 (I)	N	Both (Individual & Group)
Quiz	45 minutes (per Quiz)	30	N	Individual
Report	2000-3000 words (Individual) and 15 minutes (Group)	10 (G) 10 (I)	N	Both (Individual & Group)

Prescribed Texts

- Brown, TL., LeMay, HE, Bursten, BE, Murphy, CJ, Woodward, PM, Stoltzfus, M 2018, Chemistry: the central science, 14th edn, Pearson, Boston.

Teaching Periods

Autumn Penrith (Kingswood)

Day

Subject Contact Qinghua Zeng ([https://directory.westernsydney.edu.au/search/name/Qinghua Zeng/](https://directory.westernsydney.edu.au/search/name/Qinghua%20Zeng/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PROC1006_22-AUT_KW_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Qinghua Zeng ([https://directory.westernsydney.edu.au/search/name/Qinghua Zeng/](https://directory.westernsydney.edu.au/search/name/Qinghua%20Zeng/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PROC1006_22-AUT_PC_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Qinghua Zeng ([https://directory.westernsydney.edu.au/search/name/Qinghua Zeng/](https://directory.westernsydney.edu.au/search/name/Qinghua%20Zeng/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PROC1006_22-AUT_PS_D#subjects)

PROC 1007 Introduction to Food Science (WSTC)

Credit Points 10

Legacy Code 700334

Coordinator Phillip Newman ([https://directory.westernsydney.edu.au/search/name/Phillip Newman/](https://directory.westernsydney.edu.au/search/name/Phillip%20Newman/))

Description Food provides sustenance to life, nutrition for good health, enjoyment and cultural identity. Students will study the history and cultural significance of food and its traditions in Australia and around the world. This unit introduces the basic principles for understanding

the science behind food; its composition, chemical, physical and functional characteristics. Fruits and vegetables, cereal, meat and dairy products will be covered, how they are processed and impacts on food quality and nutrition. Current issues will be discussed, such as world food supply, food-borne disease, diet and health, and new trends in food. Students will need to attend the Hawkesbury Campus for Lectures and Practicals.

School Science

Discipline Food Processing Technology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects PROC 1002 Food Science 1 PROC 1001 Food Science 1 LGYB 8736 Food Science Technology Practicum 11 PROC 1003 Food Science 1

Restrictions Students must be enrolled at The College. Students enrolled in Extended Diploma programs must have passed 40 credit points of preparatory subjects in order to enrol in this subject.

Assumed Knowledge

An understanding and competence with basic chemical principles including SI units, chemical symbols, formulas and equations, nomenclature, stoichiometry, the mole concept, bonding, molecular shape and polarity, states and properties of matter, thermodynamics, equilibria, acids and bases, pH and electrochemistry.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the history and cultural significance of different foods around the world.
2. Discuss current food and nutrition issues including diet and health, new trends in foods, food quality, safe food handling and food borne disease.
3. Describe the characteristics of food commodities: fruits and vegetables, cereal, dairy and flesh foods, including nutritional value, chemical composition, and functional properties.
4. Describe basic food processing practises associated with fruit, cereal, dairy and flesh commodities.
5. Conduct basic food experiments in the food science laboratory and kitchen safely and competently.
6. Methodically and accurately record data when conducting experiments; and use this data to interpret findings.
7. Demonstrate communication skills, including report writing and oral presentations.

Subject Content

1. Introduction to the study of food science and nutrition; review of current issues related to food including world food supply.
2. History and cultural significance of food
 - a. Historical changes to the food supply ? from the past to today
 - b. Food traditions in different cultures, guest lectures from different cultures.
3. Safe food handling and food borne disease; Food quality assessment
4. Composition of food
5. Food Commodities
 - a. Fruits and vegetables
 - b. Cereal products
 - c. Dairy products
 - d. Flesh products
6. Diet and health

7. Meat, fruit, cereal and dairy processes

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	15 -30 mins each	40	N	Individual
Practical Reports	2000 words	40	N	Individual
Presentation	15 mins	20	N	Group

Teaching Periods

Spring Hawkesbury Day

Subject Contact Phillip Newman ([https://directory.westernsydney.edu.au/search/name/Phillip Newman/](https://directory.westernsydney.edu.au/search/name/Phillip%20Newman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PROC1007_22-SPR_HW_D#subjects)

PROC 1008 Introduction to Materials Engineering

Credit Points 10

Legacy Code 301421

Coordinator Qinghua Zeng ([https://directory.westernsydney.edu.au/search/name/Qinghua Zeng/](https://directory.westernsydney.edu.au/search/name/Qinghua%20Zeng/))

School Eng, Design & Built Env

Discipline Materials Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects ENGR 1008 - Engineering Materials
ENGR 1010 - Engineering Materials (WSTC)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Self-assessment	30 minutes (each week)	20	N	Individual
Practical	500-1000 words	30	N	Both (Individual & Group)
Quizzes	45 minutes (per Quiz)	30	N	Individual

Report	3000-4000 words	20	N	Both (Individual & Group)
--------	-----------------	----	---	---------------------------

Teaching Periods

Spring Penrith (Kingswood)

Day

Subject Contact Qinghua Zeng ([https://directory.westernsydney.edu.au/search/name/Qinghua Zeng/](https://directory.westernsydney.edu.au/search/name/Qinghua%20Zeng/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PROC1008_22-SPR_KW_D#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Qinghua Zeng ([https://directory.westernsydney.edu.au/search/name/Qinghua Zeng/](https://directory.westernsydney.edu.au/search/name/Qinghua%20Zeng/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PROC1008_22-SPR_PC_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Qinghua Zeng ([https://directory.westernsydney.edu.au/search/name/Qinghua Zeng/](https://directory.westernsydney.edu.au/search/name/Qinghua%20Zeng/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PROC1008_22-SPR_PS_D#subjects)

PROC 2001 Food Science 2

Credit Points 10

Legacy Code 300842

Coordinator Rosalie Durham ([https://directory.westernsydney.edu.au/search/name/Rosalie Durham/](https://directory.westernsydney.edu.au/search/name/Rosalie%20Durham/))

Description This unit introduces students to the principles of food preservation, including heat treatments, chilling, freezing, dehydration, pickles and fermentation. Factors affecting food quality are explored with respect to microbial, chemical and physical changes in food and their effects on food safety, nutritional value and sensory characteristics. The basic principles of good manufacturing practises, sanitation and Hazard Analysis Critical Control Point (HACCP) for control of food safety will be studied in relation to the design of safe food manufacturing processes. The application of the food preservation principles to the processing of food products is covered through hands-on practicals in the pilot plant.

School Science

Discipline Food Processing Technology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) PROC 1002

Equivalent Subjects LGYB 8737 - Food Science Technology Practicum
12 PROC 1004 - Food Science 2

Assumed Knowledge

Knowledge of first year chemistry and biology; understanding of food composition.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Online Quizzes	4 x 15 mins	16	N	Individual
Laboratory report	1,800 words	25	N	Individual
HACCP report	1,800 words	25	N	Individual
Final exam	2 hours	34	N	Individual

Teaching Periods

PROC 2002 Innovative Foods

Credit Points 10

Legacy Code 301452

Coordinator Malik Hussain ([https://directory.westernsydney.edu.au/search/name/Malik Hussain/](https://directory.westernsydney.edu.au/search/name/Malik%20Hussain/))

Description This unit introduces students to the principles of food preservation, including heat treatments, chilling, freezing, dehydration, pickles and fermentation. Factors affecting food quality are explored with respect to microbial, chemical and physical changes in food and their effects on food safety, nutritional value and sensory characteristics. The basic principles of good manufacturing practises, sanitation and Hazard Analysis Critical Control Point (HACCP) for control of food safety will be studied in relation to the design of safe food manufacturing processes. The application of the food preservation principles to the processing of food products is covered through hands-on practicals in the pilot plant.

School Science

Discipline Food Processing Technology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) PROC 1002 OR PROC 1005

Equivalent Subjects LGYB 8737 - Food Science Technology Practicum 12 PROC 1004 - Food Science 2 PROC 2001 - Food Science 2

Assumed Knowledge

Knowledge of first year chemistry and biology; understanding of food composition.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the factors affecting food quality with respect to microbial, chemical and physical changes and their effects on food safety, nutritional value and sensory quality
2. Explain the principles of sustainable food processing and preservation
3. Identify the development stages critical to developing innovative foods.

4. Articulate the critical control points and prerequisite programs needed to ensure the safety (HACCP plan) for a food process.

Subject Content

1. Developments in innovative food processing technologies
2. Principles of food preservation including heat treatments, chilling, freezing, dehydration, acid preserves, fermentation, and packaging.
3. Factors affecting food quality and safety, with respect to microbial, chemical, nutritional and physical changes in food during processing.
4. Application of good manufacturing practises (GMPs) and Hazard Analysis Critical Control Point (HACCP) as the basis for design of safe food manufacturing processes.
5. Food safety regulations.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	4x 15 minutes	20	N	Individual
Report	2,000 words	20	N	Individual
Case Study	2,000 words	20	N	Individual
Final Exam	2 hours	40	N	Individual

Teaching Periods

Autumn Hawkesbury Day

Subject Contact Malik Hussain ([https://directory.westernsydney.edu.au/search/name/Malik Hussain/](https://directory.westernsydney.edu.au/search/name/Malik%20Hussain/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PROC2002_22-AUT_HW_D#subjects)

PROC 2003 Materials Selection and Design

Credit Points 10

Legacy Code 301415

Coordinator Leigh Sheppard ([https://directory.westernsydney.edu.au/search/name/Leigh Sheppard/](https://directory.westernsydney.edu.au/search/name/Leigh%20Sheppard/))

Description Materials are a critical point of consideration when designing a solution to a technical problem. However, materials can also be quite complex by themselves and can possess a range of properties which may only partially suit an intended solution. In this unit, students use real world scenarios to learn to make decisions concerning material selection under different circumstances, based upon technical requirements, and balanced against sustainability and cost.

School Eng, Design & Built Env

Discipline Materials Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the environmental issues associated with the potential use of a material in a design solution
2. Identify materials properties that are relevant to a specific technical problem
3. Apply a systematic approach towards the selection of materials for a given scenario
4. Provide material selection recommendations with appropriate justification
5. Apply collaborative skills in a team setting to address a technical problem
6. Professionally communicate methodology, analysis, and outcomes of a materials selection process in a range of different verbal and written formats.

Subject Content

1. Introduction to software for materials selection
2. Overview of materials extraction, refinement and end of life
3. Addressing common engineering design scenarios
4. Materials selection for sustainability
5. Materials selection for advanced manufacturing

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	45 Minutes	30	Y	Individual
Report	2500 Words	30	N	Individual
Report	2000 Words	25	N	Group
Presentation	10 Minutes	15	N	Both (Individual & Group)

Prescribed Texts

- Ashby, MF & Jones, DRH 2018, Engineering materials 1: an introduction to properties, applications and design, 5th edn, Butterworth-Heinemann, Amsterdam.

Teaching Periods

PROC 3002 Advanced Food Science and Technology

Credit Points 10

Legacy Code 300904

Coordinator Vijay Jayasena (https://directory.westernsydney.edu.au/search/name/Vijay_Jayasena/)

Description This unit will extend student understanding of current and emerging food processes and packaging technologies. Students will gain an appreciation of the physicochemical processes involved in food manufacture and their integration to produce safe, nutritious and palatable food. Students will become familiar with methods to monitor shelf life of foods, learn about packaging science and be able to select the most appropriate packaging solution for a range of food applications. The environmental impact of food processing

and packaging will also be explored, along with the factors affecting the sustainability of food manufacture. Practical workshops will be conducted to produce and analyse food products, plus factory tours to food manufacturing and packaging sites.

School Science

Discipline Food Science and Biotechnology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) PROC 2001 AND NATS 3038

Equivalent Subjects PROC 3001 - Advanced Food Science and Technology

Incompatible Subjects NATS 2016 - Food Processing and Analysis PROC 3006 - Packaging Science and Technology

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Mid-semester test	1 hour	20	N	Individual
Report	1500 words	15	N	Group
Proposal	2500 words	25	N	Group
Final exam	2 hours	40	N	Individual

Teaching Periods

PROC 3003 Food Product Development

Credit Points 10

Legacy Code 300915

Coordinator Christine Hutchison (https://directory.westernsydney.edu.au/search/name/Christine_Hutchison/)

Description This unit is a final year capstone unit where students work in a team environment to apply the knowledge previously gained through their studies in nutrition and food science to develop a novel food product. The entire process of product development will be covered, including: idea generation; collating market, technical and consumer information; consumer surveying to establish the need/desire for a new product; product innovation development; quality testing and packaging. Students will develop specialised knowledge of the total product development system, including the ability to design, develop formulations and evaluation of sensory properties. Final product assessment includes nutritional composition, microbiological analysis, sensory evaluation and labelling compliant with regulations. The project is run in the simulated industry environment; team work among the members plays a key part of the unit.

School Science

Discipline Food Processing Technology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) NATS 3038 AND
NATS 3014

Equivalent Subjects PROC 3004 - Food Product Development Practicum
LGYB 8764 - Food Product Development Practicum

Restrictions Successful completion of 160 credit points

Assumed Knowledge

Students enrolled in this subject must have previous knowledge of food science principles, food processing, human nutrition, food analysis, sensory evaluation and food quality control systems, plus experience in food formulation and ingredient manipulation coupled with an understanding of nutritional requirements.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Develop specialised knowledge of the total product development system.
2. Develop skills in problem solving, in terms of product formulation and group dynamics, by working effectively, responsibly and safely in a team to coordinate the tasks required.
3. Design, conduct and analyse consumer surveys.
4. Formulate food products, addressing the product design brief and consumer marketing requirements; whilst demonstrating high level food preparation skills and scientific knowledge of the properties of food to create desirable food products.
5. Safely and competently analyse the product (physical, chemical, microbiological and sensory), also ensuring that it complies with food safety and labelling regulations.
6. Report and communicate the results of the development process using a range of modes and formats, including large formatted report and PowerPoint presentation.
7. Investigate and apply statutory regulations in relation to new product development.

Subject Content

- Product development process
- Project aims, objectives and constraints
- idea Generation and Screening
- Consumer survey design and analysis
- Hazard analysis Critical control Point (HACCP) methodology
- Sensory evaluation
- Microbial analysis
- Chemical analysis
- Nutritional Trends in The food industry
- Raw materials sourcing
- Packaging
- legal and labelling
- recommendations

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quizzes x 5	30 minutes x 5 = 150 minutes	45	N	Individual

Report	5,000 words	45	N	Group
Journal	500 words	10	N	Individual

Teaching Periods

Spring Hawkesbury

Day

Subject Contact Christine Hutchison ([https://directory.westernsydney.edu.au/search/name/Christine Hutchison/](https://directory.westernsydney.edu.au/search/name/Christine%20Hutchison/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PROC3003_22-SPR_HW_D#subjects)

PROC 3007 Food Innovation and Technology

Credit Points 10

Legacy Code 301454

Coordinator Vijay Jayasena ([https://directory.westernsydney.edu.au/search/name/Vijay Jayasena/](https://directory.westernsydney.edu.au/search/name/Vijay%20Jayasena/))

Description This unit will extend your understanding of current and emerging food processes and packaging technologies. You will gain an appreciation of the physicochemical processes involved in food manufacture and their integration to produce safe, nutritious and palatable food. You will become familiar with methods to monitor shelf life of foods, learn about packaging science and be able to select the most appropriate packaging solution for a range of food applications. The environmental impact of food processing and packaging will also be explored, along with the factors affecting the sustainability of food manufacture.

School Science

Discipline Food Processing Technology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects PROC 3001 Advanced Food Science and Technology PROC 3002 Advanced Food Science and Technology

Incompatible Subjects NATS 2016 Food Processing and Analysis PROC 3006 Packaging Science and Technology

Restrictions Students must have passed 100 credit points of subjects

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe current and emerging food processing and packaging technologies, and the applications of these technologies in the manufacture of food.
2. Apply knowledge of the physico-chemical processes involved in food manufacture to solve food quality problems.
3. Conduct food process operations and associated laboratory assays safely and competently, individually or as a member of a group, summarise results and report on findings
4. Articulate an awareness of the environmental impact of food processing and packaging and ways to improve the sustainability of food manufacture

- Critically evaluate literature in a chosen area of interest and design a research proposal, including objective, justification, research plan and methodology

Subject Content

- Emerging food processing technologies and new processes, including extrusion, thermal and cold processes and drying and how these can be applied in the development of new foods.
- Choice of materials for food packaging, including coatings and active packaging technologies; packaging operations, including filling, closing, printing and labelling.
- Consumer and environmental issues related to packaging, including recycling of packaging materials and tamper evident packaging.
- Methods for monitoring and control of food quality, including shelf-life testing and prediction and impact of packaging on shelf life.
- Research skills and intellectual property management in food science and technology.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Food Process Report	1,000 words	20	N	Individual
	2 x 1000 words	40	N	Individual
Critique	2,000 words	40	N	Individual

Prescribed Texts

- Campbell-Platt, G 2017, Food science and technology, Wiley-Blackwell, Chichester, West Sussex, UK

Teaching Periods

Spring Hawkesbury Day

Subject Contact Vijay Jayasena ([https://directory.westernsydney.edu.au/search/name/Vijay Jayasena/](https://directory.westernsydney.edu.au/search/name/Vijay%20Jayasena/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PROC3007_22-SPR_HW_D#subjects)

PROC 3008 Materials Processing and Applications

Credit Points 10

Legacy Code 301411

Coordinator Leo Zhang ([https://directory.westernsydney.edu.au/search/name/Leo Zhang/](https://directory.westernsydney.edu.au/search/name/Leo%20Zhang/))

Description This unit focuses on the materials aspects of advanced material processing with an emphasis on microstructures. This extends students' knowledge in advanced materials, their properties, processing technologies, potential applications and simulations. Students will gain skills and experience with commercial software packages to solve sophisticated problems associated with materials engineering as well

as develop experimentation techniques for the validation of these problems.

School Eng, Design & Built Env

Discipline Materials Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

- Apply the principles of commonly used advanced materials processing technologies to a given technical situation.
- Apply powder metallurgy processing principles to consolidate a desired material component.
- Evaluate the phenomena of heat transfer and phase/microstructure change in typical laser-based manufacturing.
- Identify the processing fundamentals for common engineering materials.
- Evaluate how microstructure and processing influence the performance of various advanced materials
- Use simulation to model a material process.
- Demonstrate teamwork, leadership and project management skills to manage a set task in a professional, respectful and ethical manner.
- Communicate findings in written and oral formats demonstrating academic integrity and clarity

Subject Content

- Introduction and overview of advanced materials processing technologies
- Fundamentals of heat and mass transfer, and phase transformations
- Manufacturing processes with phase change
- Processing and applications of metals, ceramics, polymers, composites and biomimetics
- Characterisation of metals, ceramics, polymers, composites and biomimetics
- Numerical simulation and optimisation of materials processing
- Guest lecture & industry site visit
- Future applications of advanced materials

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Numerical Problem Solving	6 pages per problem (10% each)	30	N	Individual
Log/Workbook	4 pages per report (5% each)	30	N	Individual
Case Study	6000 words (for report) 15 minutes (for presentation)	40	Y	Both (Individual & Group)

Teaching Periods

PROC 4001 Advanced Materials Topics

Credit Points 10

Legacy Code 301416

Coordinator Leigh Sheppard ([https://directory.westernsydney.edu.au/search/name/Leigh Sheppard/](https://directory.westernsydney.edu.au/search/name/Leigh%20Sheppard/))

Description Advancements in materials have underpinned technological development since the earliest days of human civilisation. As the challenges of the 21st Century emerge, the development of advanced materials will undoubtedly prove crucial for achieving sustainable solutions. This unit is a research-led learning experience for students whereby advanced materials researchers from WSU and beyond will deliver a series of real-world case studies on their research. Students will be challenged to assess these different material contexts and respond to hypothetical problems by performing critical reviews, in-depth analyses and presenting expert recommendations.

School Eng, Design & Built Env

Discipline Materials Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically assess peer reviewed scientific literature synthesising highly technical material from multiple sources
2. Identify the advantages and limitations of advanced materials when applied to specified applications
3. Determine appropriate research designs, methodologies, and analysis that will address a research question/hypothesis effectively.
4. Communicate research and present recommendations in an appropriate written and oral scientific format
5. Work collaboratively to address technical problems

Subject Content

1. History of advanced materials and impacts on society
2. The process of undertaking advanced materials research
3. Techniques for processing and characterising advanced materials
4. Advanced materials in local and global industries
5. Case Studies on specific advanced materials research topics
6. Challenges and opportunities in advanced materials
7. Guest Lecturer: Talk with industry professionals

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Literature review	2000 words	30	N	Individual
Literature review	2000 words	30	N	Individual

Proposal	2500 words (group report)	30	N	Both (Individual & Group)
Presentation	10 minutes presentation (group and individual parts)	10	N	Both (Individual & Group)

Teaching Periods

PROC 4002 Engineering Materials from Waste

Credit Points 10

Legacy Code 301417

Coordinator Zhong Tao ([https://directory.westernsydney.edu.au/search/name/Zhong Tao/](https://directory.westernsydney.edu.au/search/name/Zhong%20Tao/))

Description Students will learn about the high potential of waste materials produced by continually growing rapid urbanisation and rising populations, which can be widely reused in engineering projects such as buildings, roads. The focus of this unit is the use of solid waste such as glass, tailings and demolished waste in engineering materials such as concrete, road base and asphalt. In addition, students will explore several recycling and recovery processes and investigate the performance of waste incorporated into engineering materials. Students report on real world state-of-the-art developments while integrating concepts of the circular economy, Australian standards and regulations to ensure the compliance of the developed materials. Work Integrated Learning (WIL) is a component of this unit.

School Eng, Design & Built Env

Discipline Materials Engineering

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the purpose of using waste materials in engineering projects.
2. Select appropriate type and proportion of waste materials for a specific application.
3. Determine the properties of waste materials incorporated into concrete, road base and asphalt.
4. Identify proper methods for recycling and recovery processes of waste materials by incorporating into the concept of circular economy.
5. Apply appropriate Australian standards and regulations in developing new sustainable engineering materials.
6. Collaborate with diverse others in teams to conduct experiments or lab work safely and ethically.
7. Enhance graduate skills capability on scholarly research

Subject Content

1. Characteristics of various waste materials such as glass, tailings, demolished waste, fly ash, plastics and metals, etc.
2. Use of waste materials, particularly glass, tailings and demolished waste, in concrete, road base and asphalt.

3. Properties and performance of waste materials incorporated concrete, road base and asphalt.
4. Recycling and recovery processes of waste materials.
5. Incorporation of the circular economy concept in the reuse of waste materials.
6. Application of Australian standards and regulations for compliance checking.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz (x2)	1 hour (per Quiz)	30 (15% per quiz)	N	Individual
Laboratory report (x 2)	1000 words (each)	30 (15% per report)	N	Group
Research report	3500-5000 words	40	Y	Individual

Prescribed Texts

- Christensen, TH (ed.) 2011, Solid waste technology & management, vols 1 & 2, Wiley, Chichester.

Teaching Periods

Psychology Honours Thesis

Coordinator Nida Denson ([https://directory.westernsydney.edu.au/search/name/Nida Denson/](https://directory.westernsydney.edu.au/search/name/Nida%20Denson/))

Student Contribution Band

Teaching Periods

PUBH 0001 Empowering Individual Health (WSTC Prep)

Credit Points 10

Legacy Code 700279

Coordinator Ryan Sidoti ([https://directory.westernsydney.edu.au/search/name/Ryan Sidoti/](https://directory.westernsydney.edu.au/search/name/Ryan%20Sidoti/))

Description Empowering Individual Health focuses on the health care system in Australia. It aims to give students an understanding of the different elements that constitute the health care system in Australia and abroad. The unit will look at how the structure and funding of the health care system, as well as the political environment in which it operates, impacts life expectancy in a country, as well as how the elements of the health care system impact national and individual health enabling behaviours.

School Western Sydney The College

Discipline Health Promotion

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 0 Preparatory subject

Restrictions Students must be enrolled in 7142 Diploma in Health Science Extended or 7143 Diploma in Health Science Extended (HPE).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the roles and responsibilities of the Commonwealth versus the State Government in the Australian Health Care System
2. Understand the structure, organisation and financing of the Australian health care system
3. Identify skills and practices that empower the individual to engage with the Australian health and disability service sector
4. Understand the contribution of research to the development of health policy
5. Identify key differences between an international health care system and the Australian health care system
6. Demonstrate an understanding of global health, classifying diseases and world health issues

Subject Content

1. The government health care responsibilities- commonwealth and state
 2. Area health services and local health districts
 3. Economic characteristics of health
 4. Political characteristics of health
 5. Research and policy development
 6. World health issues and universal health care
 7. Global health and classifying disease
 8. Resource allocation and health status
 9. Health economics, life expectancy and quality of life
1. The government health care responsibilities- commonwealth and state
 2. Area health services and local health districts
 3. Economic characteristics of health
 4. Political characteristics of health
 5. Research and policy development
 6. World health issues and universal health care
 7. Global health and classifying disease
 8. Resource allocation and health status
 9. Health economics, life expectancy and quality of life

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	100 words 500-750 words	30	N	Individual
Presentation	10 minutes	35	N	Individual
End-of-session Exam	2 hours and 20 minutes	35	N	Individual

Teaching Periods

Term 1

Nirimba Education Precinct

Day

Subject Contact Ryan Sidoti ([https://directory.westernsydney.edu.au/search/name/Ryan Sidoti/](https://directory.westernsydney.edu.au/search/name/Ryan%20Sidoti/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH0001_22-T1_BL_D#subjects)

Term 3

Nirimba Education Precinct

Day

Subject Contact Ryan Sidoti ([https://directory.westernsydney.edu.au/search/name/Ryan Sidoti/](https://directory.westernsydney.edu.au/search/name/Ryan%20Sidoti/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH0001_22-T3_BL_D#subjects)

PUBH 1005 Foundations of Wellbeing

Credit Points 10

Legacy Code 400962

Coordinator Jill Hnatiuk ([https://directory.westernsydney.edu.au/search/name/Jill Hnatiuk/](https://directory.westernsydney.edu.au/search/name/Jill%20Hnatiuk/))

Description This unit provides an introduction to wellbeing through a reflective and strengths-based approach that seeks to enhance personal, social and community wellbeing. Students will be able to understand, analyse and synthesize personal and structural factors that influence wellbeing. When considering how these factors and how issues of social justice and equity have differential impacts on both individuals and communities, students will be able to develop relevant strategies for taking personal and social action to enhance wellbeing.

School Health Sciences

Discipline Health Promotion

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects HUMN 1020 - Foundations of Wellbeing

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply a range of concepts that define the various dimensions of wellbeing, strengths-based approach, and quality of life.
2. Explain how social justice and equity principles are integral to wellbeing.
3. Apply skills in building resilience, active listening and assertiveness.
4. Analyse research and resources in the field of quality of life, and strengths-based approach to wellbeing.
5. Critically evaluate personal and socio-cultural factors that influence wellbeing.
6. Develop meaningful plans to enhance their personal and social wellbeing.

Subject Content

1. Dimensions of wellbeing

2. Writing narratives and reflections for wellbeing
3. Relaxation and mindfulness practices
4. Personal and interpersonal skills
5. Empowerment, equity and justice in the context of personal and social wellbeing
6. Strengths-based approach in wellbeing
7. Quality of life research
8. Teaching wellbeing in Health and Physical Education

Teaching Periods

PUBH 1006 Population Health and Society

Credit Points 10

Legacy Code 400870

Coordinator Nerida Klupp ([https://directory.westernsydney.edu.au/search/name/Nerida Klupp/](https://directory.westernsydney.edu.au/search/name/Nerida%20Klupp/))

Description This unit will provide you with foundational concepts and factors relating to population health in our society. The social and environmental determinants of health will be introduced and their roles toward disease, health and wellbeing will be explored. The Australian health care system will be compared with alternative models to examine strengths and challenges in advancing population health.

School Health Sciences

Discipline Public Health

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects PUBH 1007 - Population Health and Society (WSTC)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify social and environmental factors that determine health and illness across the lifespan
2. Outline the relationship between social, environmental and biological determinants and inequitable health outcomes
3. Compare the advantages and disadvantages of Australian and other health systems
4. Identify and reflect on personal health risk factors
5. Communicate effectively about population health issues in both a written and oral format

Subject Content

1. Global, national and regional patterns in the distribution of health, wellbeing, and illness
2. Models of health and health systems
3. Structure and organisation of the Australian health system
4. Social determinants of health (e.g., socioeconomic status, gender, location and culture)
5. Environmental determinants of health (e.g., built environment and climate change)
6. Biological and behavioural determinants of health
7. Trends in communicable and non-communicable diseases
8. Causes and solutions for local and global health inequity
9. Emerging trends and issues in the provision of health care and notion of wellbeing
6. Biological determinants of health (e.g., sex, age and genetics)

7. Role of social factors and inequity for communicable diseases and non-communicable disease
8. Causes of health inequities locally and globally

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Essay	600 words	25	N	Individual
Report	1,000 words	35	N	Individual
Final Exam	120 minutes	40	N	Individual

Prescribed Texts

- Keleher, H., & MacDougall, C. (2014). Understanding Health, 4th ed. South Melbourne, VIC: Oxford University Press.

Teaching Periods

Autumn

Campbelltown

Day

Subject Contact Nerida Klupp ([https://directory.westernsydney.edu.au/search/name/Nerida Klupp/](https://directory.westernsydney.edu.au/search/name/Nerida%20Klupp/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH1006_22-AUT_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Nerida Klupp ([https://directory.westernsydney.edu.au/search/name/Nerida Klupp/](https://directory.westernsydney.edu.au/search/name/Nerida%20Klupp/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH1006_22-AUT_KW_D#subjects)

Online

Online

Subject Contact Nerida Klupp ([https://directory.westernsydney.edu.au/search/name/Nerida Klupp/](https://directory.westernsydney.edu.au/search/name/Nerida%20Klupp/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH1006_22-AUT_ON_O#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH1006_22-SC2_SC_D#subjects)

PUBH 1007 Population Health and Society (WSTC)

Credit Points 10

Legacy Code 700066

Coordinator Ryan Sidoti ([https://directory.westernsydney.edu.au/search/name/Ryan Sidoti/](https://directory.westernsydney.edu.au/search/name/Ryan%20Sidoti/))

Description This unit will provide you with foundational concepts and factors relating to population health in our society. The social and environmental determinants of health will be introduced and their roles toward disease, health and wellbeing will be explored. The Australian health care system will be compared with alternative models to examine strengths and challenges in advancing population health.

School Health Sciences

Discipline Public Health

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects PUBH 1006 - Population Health and Society PUBH 1001 - Dynamics of Health HLTH 1005 - Meanings of Health and Models of Care

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in Extended Diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject. Students enrolled in the combined Diploma/Bachelor programs listed below must pass all College Preparatory subjects listed in the program structure before progressing to the Year Two subjects.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify social and environmental factors that determine health and illness across the lifespan
2. Outline the relationship between social, environmental and biological determinants and inequitable health outcomes
3. Compare the advantages and disadvantages of Australian and other health systems
4. Identify and reflect on personal health risk factors
5. Communicate effectively about population health issues in both a written and oral format
6. Critically evaluate the advantages and disadvantages of various health systems;
7. Critically evaluate roles of various stakeholders in the Australian health system;
8. Identify and reflect on contemporary issues in the provision of health care;
9. Analyse the complexities of health and well-being;
10. Analyse individual and group situations in terms of the social and environmental (including built environment) factors that are relevant to health;
11. Identify and reflect on personal health risk factors;
12. Work in groups; and
13. Communicate effectively about population health issues in both a written and oral format.

Subject Content

1. Global, national and regional patterns in the distribution of health, wellbeing, and illness
2. Models of health and health systems
3. Structure and organisation of the Australian health system
4. Emerging trends and issues in the provision of health care and notion of wellbeing
5. Social determinants of health (e.g. socioeconomic status, gender, location, and culture)

6. Environmental determinants of health (e.g. the built environment, and climate change)

7. Biological determinants of health (e.g. sex, age, genetics)

8. Role of social factors and inequity for communicable diseases and non-communicable disease

9. Causes of health inequities, locally and globally

1. Global, national and regional patterns in the distribution of health, wellbeing, and illness

2. Measuring population health ? basic epidemiology

3. Models of health and health systems

4. Structure and organisation of the Australian health system

5. Emerging trends and issues in the provision of health care and notion of wellbeing

6. Social determinants of health (e.g. socioeconomic status, gender, location, and culture)

7. Environmental determinants of health (e.g. urbanization, the built environment, and climate change)

8. Biological determinants of health (e.g. sex, age, genetics)

9. Contemporary issues related to communicable diseases

10. Contemporary issues related to non-communicable diseases (e.g. obesity, substance abuse, heart disease, diabetes and depression)

11. Policy and intervention in population health

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	500 words	25	N	Individual
Case Study	1,000 words	35	N	Individual
Quiz	2 hours	30	N	Individual
Participation	Over 10 weeks	10	N	Individual

Prescribed Texts

- Keleher, H., & MacDougall, C. (Eds.). (2016). *Understanding health* (4th ed.). Melbourne: Oxford University Press.
- Keleher, H., & MacDougall, C. (Eds.). (2011). *Understanding health* (3rd ed.). South Melbourne, Vic: Oxford University Press

Teaching Periods

Term 1

Nirimba Education Precinct

Day

Subject Contact Ryan Sidoti ([https://directory.westernsydney.edu.au/search/name/Ryan Sidoti/](https://directory.westernsydney.edu.au/search/name/Ryan%20Sidoti/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH1007_22-T1_BL_D#subjects)

Term 2

Nirimba Education Precinct

Day

Subject Contact Ryan Sidoti ([https://directory.westernsydney.edu.au/search/name/Ryan Sidoti/](https://directory.westernsydney.edu.au/search/name/Ryan%20Sidoti/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH1007_22-T2_BL_D#subjects)

PUBH 1008 Professional Pathways in Health Science

Credit Points 10

Legacy Code 400783

Coordinator Nicole Peel ([https://directory.westernsydney.edu.au/search/name/Nicole Peel/](https://directory.westernsydney.edu.au/search/name/Nicole%20Peel/))

Description The unit introduces students to the health science workforce. It discusses professional issues, history and philosophy in health sciences as they relate to health promotion, health service management, therapeutic recreation and public health. In addition, this unit explores the career pathways for health science students, discusses the Australian health system, and examines the impacts of potential changes in the health system to a career in health science. This unit helps students define what area within health science they would like to examine and study in more detail.

School Health Sciences

Discipline Public Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects PUBH 1004 - Foundations of Health Sciences LGYA 7157 - Foundation of Therapeutic Recreation PUBH 1009 - Professional Pathways in Health Science (UWSC)

Learning Outcomes

On successful completion of this subject, students should be able to:

- Identify major factors and ideas that underpin health promotion, public health, therapeutic recreation and health services management.
- Examine the influence and relevance of early professional ideas on current concepts and practices in health science.
- Describe the basic competencies required of health science professionals.
- Apply critical and analytical reflective writing skills and explain their importance for the health science professional.

Subject Content

- Introduction to Health Science Professions
- History of Health Science Professions
- Professional Pathways in Health Science
- Theoretical Frameworks, Systems and Models in Health Science
- Developing Skills in Health Science
- Communication in the Health Science Professions

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short-answer Quizzes:	300 words each, 45 minutes each	20	N	Individual
4 online short-answer quizzes				

Report: Health Professionals Interview Report	1,500 words	20	N	Group
Presentation: Health Professionals Interview Presentation	10 minutes	10	N	Group
Reflection: Reflective Essay	1,000 words	40	N	Individual
Tutorial Participation	10 weeks	10	N	Individual

Prescribed Texts

- DeLaet, R. (2012). Introduction to health care & careers. Baltimore: Wolters Kluwer.
- Weiss, D., Tilin, F, & Morgan, M. (2014). The Interprofessional health team. Burlington: Jones and Bartlett Learning.

Teaching Periods

PUBH 1009 Professional Pathways in Health Science (WSTC)

Credit Points 10

Legacy Code 700075

Coordinator Charlise Bennett ([https://directory.westernsydney.edu.au/search/name/Charlise Bennett/](https://directory.westernsydney.edu.au/search/name/Charlise%20Bennett/))

Description This unit introduces students to professional issues, history and the philosophy in health sciences: health promotion, health service management and therapeutic recreation. Theories and key concepts of health promotion, health service management and therapeutic recreation are introduced. Students will be introduced to an understanding of human development and the health science processes. Students will examine how human growth and development influences development of socio-economic, cultural, gender, environmental, health science issues. Students will begin an electronic portfolio to help them take more control over their education and assist students to make connections with their learning experiences while building critical and reflective skills.

School Health Sciences

Discipline Public Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects PUBH 1008 - Professional Pathways in Health Science PUBH 1004 - Foundations of Health Science LGYA 7157 - Foundations of Therapeutic Recreation

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in Extended Diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject. Students enrolled in the combined Diploma/Bachelor programs listed below must pass all College Preparatory subjects listed in the program structure before progressing to the Year Two subjects.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify major factors and ideas which underpin health science as a health profession.
2. Examine the influence and relevance of early professional ideas on current concepts and practices in health science.
3. Examine the current concepts and practices in health science.
4. Explore and critique health science concepts such as a holistic approach; recreation and leisure; and current health practice and health promotion and service management practices.
5. Demonstrate an understanding of models of service delivery such as special recreation; activity therapy; health protection or health promotion; and health management.
6. Encourage students to take control over their learning through the use of an electronic portfolio while building critical, analytical and reflective skills.

Subject Content

1. Central concepts of health science.
2. Overview of the process of health science.
3. Health science and models of service delivery.
4. Health science and therapeutic processes.
5. Health science services provided in Australia: What are the current services?
6. Professional ethics, regulations and competencies.
7. Conceptual issues for guiding practice in health science.
8. Perspectives of past and contemporary health science practice.
9. Perspectives on professional issues and status.
10. Health science and the professions.
11. Emerging professions in health sciences.
12. Use and management of electronic portfolio.
13. Communication and interdisciplinary teams.
14. Patients/clients/consumers/customers/communities. Who do we serve? What is our professional group?

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
E-Portfolio	Part A (15%) Part B (15%)	30	N	Individual
Workplace or project learning report	1500 words	35	N	Individual
Presentation	6 - 7 minutes	20	N	Individual
Quiz	1 hour (20 questions)	15	N	Individual

Prescribed Texts

- Stagnitti, K. Schoo, A. & Welch, D. (2013). Clinical and Fieldwork Placement in the Health Professions Second Edition. Melbourne: Oxford University Press.

Teaching Periods

PUBH 1010 Health Promotion Theory and Approaches

Credit Points 10

Legacy Code 401392

Coordinator Justin Guagliano ([https://directory.westernsydney.edu.au/search/name/Justin Guagliano/](https://directory.westernsydney.edu.au/search/name/Justin%20Guagliano/))

Description Health promotion is a process that seeks to enable individuals, communities and populations to increase control over their health. It does so by addressing the determinants of health and equity issues, in addition to providing individuals and communities with the skills and knowledge to make healthy lifestyle choices and to improve health outcomes. Theoretical underpinnings of the various approaches to health promotion are explored in this unit. In addition, factors that enhance and limit health promotion are analysed in conjunction with bigger picture approaches of working with policy. The evidence-based practice for health promotion is outlined together with the need to move beyond education. Approaches to health promotion at the individual, community and population level are explored, including particular considerations for working with Indigenous people.

School Health Sciences

Discipline Health Promotion

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Incompatible Subjects PUBH 2001 - Approaches to Health Promotion

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply the principles of the Ottawa and Bangkok Charters and the Jakarta Declaration to different health promotion scenarios;
2. Identify and apply different theoretical frameworks to influence beliefs and health behaviours;
3. Identify the determinants of health;
4. Critically assess barriers to and factors enhancing health promotion action;
5. Apply health promotion competencies to assess an individual's health needs and resources;
6. Plan and evaluate health promotion strategies at an individual level for a relevant health issue.

Subject Content

1. Health Promotion Theory and Models
2. Health Promotion Charters and Declarations
3. Health Promotion Professional Competencies and Skills
4. Evidence-based Practice in Health Promotion, with focus on individual, community and population approaches
5. Evaluating health promotion strategies
6. Environment and sustainability approaches in health promotion in line with sustainable development goals
7. National Strategies for Promoting Health in Australia
8. Promoting Health in Indigenous Communities

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a **Student Undertaking Form** and undertake to apply for a **National Police Check**, which is required to be submitted before placement, and a **Working with Children Check Student Declaration**. Use the link to the **Special Requirements webpage** below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance ([https://](https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance)

www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Report	1,000 words	30	N	Individual
Learning Contract	1 page	5	N	Individual
Report	1,000 words	30	N	Individual
Quiz	4 x 10 MCQ	25	N	Individual
Participation	10 x 1h tutorial classes, for 10 consecutive weeks	10	N	Individual

Prescribed Texts

- Gottwald, M. & Goodman-Brown, J. (2012). A Guide to Practical Health Promotion. McGraw Hill.

Teaching Periods

Autumn

Campbelltown

Day

Subject Contact Freya Macmillan ([https://directory.westernsydney.edu.au/search/name/Freya Macmillan/](https://directory.westernsydney.edu.au/search/name/Freya%20Macmillan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH1010_22-AUT_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Freya Macmillan ([https://directory.westernsydney.edu.au/search/name/Freya Macmillan/](https://directory.westernsydney.edu.au/search/name/Freya%20Macmillan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH1010_22-AUT_KW_D#subjects)

Online

Online

Subject Contact Freya Macmillan ([https://directory.westernsydney.edu.au/search/name/Freya Macmillan/](https://directory.westernsydney.edu.au/search/name/Freya%20Macmillan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH1010_22-AUT_ON_O#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH1010_22-SC1_SC_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH1010_22-SC2_SC_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Justin Guagliano ([https://directory.westernsydney.edu.au/search/name/Justin Guagliano/](https://directory.westernsydney.edu.au/search/name/Justin%20Guagliano/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH1010_22-SC3_SC_D#subjects)

PUBH 1011 Promoting Health Collaboratively in Communities

Credit Points 10

Legacy Code 401415

Coordinator Justin Guagliano ([https://directory.westernsydney.edu.au/search/name/Justin Guagliano/](https://directory.westernsydney.edu.au/search/name/Justin%20Guagliano/))

Description Health Promotion is everyone's business. All health professionals should seek opportunities to promote health equity and social justice, to support healthy lifestyle choices and to connect communities with appropriate health and social services. To do this effectively, health professionals must work collaboratively with communities. This unit focuses on theories and principles that support community-centred transformative action in health promotion, and how to apply them in various local, national and global contexts. Students will be introduced to concepts and practice related to community engagement, participation, development and empowerment; community capacity and resilience-building. There will also be a focus on community identity, social justice and ethical considerations associated with working with communities. Particular focus is made on approaches to working with Aboriginal and Torres Strait islander peoples, marginalised and vulnerable communities.

School Health Sciences

Discipline Health Promotion

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

- Describe key concepts, perspectives, theories and principles of working with communities
- Describe ways to involve the community in health promotion.
- Critically reflect on how key concepts and perspectives are connected to individual experiences of community, and to a range of professions that work with communities
- Explain the importance of community engagement, participation, development, empowerment, capacity and resilience building, identity and social justice to society and the individual

- Describe ethical considerations and effective skills for working with communities, particularly Aboriginal and Torres Strait Islander, marginalised and vulnerable communities
- Explain the importance of health promotion for Aboriginal and Torres Strait Islander people and communities and how this contributes to reducing health inequities

Subject Content

- Theory and principles in working with communities
- National and international community-based strategies for promoting health
- Interdisciplinary approaches in community health practice
- Community development, empowerment and capacity building
- Strategies to building resilience and promoting identity
- Social justice and inclusion
- Ethical consideration in working with communities
- Working with vulnerable and marginalised communities
- Promoting Health in Aboriginal and Torres Strait Islander peoples? Communities

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	800 words	30	N	Individual
Report	1,000 words	40	N	Individual
Quiz	3 x quizzes (45 minutes each)	30	N	Individual

Teaching Periods

Spring Campbelltown

Day

Subject Contact Caterina Tannous (https://directory.westernsydney.edu.au/search/name/Caterina_Tannous/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH1011_22-SPR_CA_D#subjects)

Online

Online

Subject Contact Justin Guagliano (https://directory.westernsydney.edu.au/search/name/Justin_Guagliano/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH1011_22-SPR_ON_O#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Andrey Zheluk (https://directory.westernsydney.edu.au/search/name/Andrey_Zheluk/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH1011_22-SC3_SC_D#subjects)

PUBH 1012 Public Health

Credit Points 10

Legacy Code 401398

Coordinator Catharine Fleming (https://directory.westernsydney.edu.au/search/name/Catharine_Fleming/)

Description The unit introduces fundamental concepts of public health. Public health is examined from individual, community, historical, contemporary, cultural, gender, ethnic, economic, political, environmental, population, emergency and epidemiological perspectives. The unit shows how innovation and development in public health thinking and practice have improved the health of populations in Australia and globally. Continuing and recently emerging challenges to local, Indigenous, national and international public health are explored, along with public health challenges facing future generations.

School Health Sciences

Discipline Public Health

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Incompatible Subjects PUBH 2016 - Public Health

Learning Outcomes

On successful completion of this subject, students should be able to:

- Define physical and mental health in the public health context from historical and contemporary perspectives
- Explain how developments in public health concepts, policy, practice have influenced public health from early to modern times
- Describe the current burden of disease from communicable, non-communicable, infectious, chronic and acute categories of disease
- Identify risk and protective factors, including physiological, social, behavioural and environmental determinants of health, morbidity and mortality, and preventative health strategies
- Investigate major threats to public health, continuing, emerging and re-emerging in local, national and international contexts
- Analyse a public health emergency and describe appropriate responses
- Examine government, organisational and individual strategies and countermeasures for maintaining and improving public health

Subject Content

- definitions of physical and mental health applicable to public health
- The history of public health from Pre-modern to modern times and The new public health
- indigenous health
- Models of disease, including communicable, non-communicable, infectious, chronic and Acute
- Defining characteristics and Exemplars of public health emergencies, and appropriate responses
- causes and Determinants of disease and ill-health among specified populations and community groups
- An introduction to The role of epidemiology in determining The Burden of disease and public health needs among specified populations and community groups
- environment and public health ? locally, nationally and internationally
- society, culture and health ? locally, nationally and internationally
- gender and health ? locally, nationally and internationally

- politics, economics, globalisation, population and health ? locally, nationally and internationally
- elements of population-based disease prevention and control strategies
- Models of individual behaviour and health; behaviour change through public health campaigns
- The role of governments, non-government, national and international agencies, corporate entities and individual action in public health policy, practice, Advocacy and outcomes.

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.

- Current approved first aid certificate valid for your entire program
- approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	800 words	20	N	Individual
Report	1,000 words	30	N	Individual
Presentation	15 minutes	10	N	Individual
Final Exam	2 hours	40	N	Individual

Prescribed Texts

- Baum, F. (2017). The new public health. (4th ed.). South Melbourne, Australia: Oxford.
- Liamputtong, P. (Ed.). (2019). Public health: Local & global perspectives (2nd ed.). Port Melbourne, Australia: Cambridge.
- Fleming, M (2019) Introduction to Public Health (4th edition) Elsevier Australia

Teaching Periods

Autumn Campbelltown

Day

Subject Contact Catharine Fleming ([https://directory.westernsydney.edu.au/search/name/Catharine Fleming/](https://directory.westernsydney.edu.au/search/name/Catharine+Fleming/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH1012_22-AUT_CA_D#subjects)

Online

Online

Subject Contact Catharine Fleming ([https://directory.westernsydney.edu.au/search/name/Catharine Fleming/](https://directory.westernsydney.edu.au/search/name/Catharine+Fleming/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH1012_22-AUT_ON_O#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey+Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH1012_22-SC1_SC_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey_Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH1012_22-SC2_SC_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Catharine Fleming ([https://directory.westernsydney.edu.au/search/name/Catharine Fleming/](https://directory.westernsydney.edu.au/search/name/Catharine_Fleming/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH1012_22-SC3_SC_D#subjects)

PUBH 1013 Health Promotion Theory and Approaches (UG Cert)

Credit Points 10

Legacy Code 500059

Coordinator Maria Dent ([https://directory.westernsydney.edu.au/search/name/Maria Dent/](https://directory.westernsydney.edu.au/search/name/Maria_Dent/))

Description Health promotion is a process that seeks to enable individuals, communities and populations to increase control over their health. It does so by addressing the determinants of health and equity issues, in addition to providing individuals and communities with the skills and knowledge to make healthy lifestyle choices and to improve health outcomes. Theoretical underpinnings of the various approaches to health promotion are explored in this unit. In addition, factors that enhance and limit health promotion are analysed in conjunction with bigger picture approaches of working with policy. The evidence-based practice for health promotion is outlined together with the need to move beyond education. Approaches to health promotion at the individual, community and population level are explored, including particular considerations for working with Indigenous people.

School Health Sciences

Discipline Health Promotion

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects PUBH 1010 Health Promotion Theory and Approaches PUBH 1010 Health Promotion Theory and Approaches

Incompatible Subjects PUBH 2001 Approaches to Health Promotion

Restrictions Students must be enrolled in program: 7171 Undergraduate Certificate in Public Health Support

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply the principles of the Ottawa and Bangkok Charters and the Jakarta Declaration to different health promotion scenarios
2. Identify and apply different theoretical frameworks to influence beliefs and health behaviours.
3. Identify the determinants of health

4. Critically assess barriers to and factors enhancing health promotion action
5. Apply health promotion competencies to assess an individual's health needs and resources
6. Plan and evaluate health promotion strategies at an individual level for a relevant health issue

Subject Content

1. Health Promotion Theory and Models
2. Health Promotion Charters and Declarations
3. Health Promotion Professional Competencies and Skills
4. Evidence-based Practice in Health Promotion, with focus on individual, community and population approaches
5. Evaluating health promotion strategies
6. Environment and sustainability approaches in health promotion in line with sustainable development goals
7. National Strategies for Promoting Health in Australia
8. Promoting Health in Indigenous Communities

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	Quiz 1 (10 Questions) (1,2) Quiz 2 (15 Questions) (2,3,4)	25	N	Individual
Critical Review	1000 words	30	N	Individual
Report	Part A: Personal Initiative Report (1000 words) (30%) Part B: Presentation (5 minutes) (15%)	45	N	Individual

Prescribed Texts

- Gottwald, M. & Goodman-Brown, J. (2012). A Guide to Practical Health Promotion. McGraw Hill.

Teaching Periods

Block A Session

Online

Online

Subject Contact Maria Dent ([https://directory.westernsydney.edu.au/search/name/Maria Dent/](https://directory.westernsydney.edu.au/search/name/Maria_Dent/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH1013_22-BA_ON_O#subjects)

Block C Session

Online

Online

Subject Contact Maria Dent ([https://directory.westernsydney.edu.au/search/name/Maria Dent/](https://directory.westernsydney.edu.au/search/name/Maria%20Dent/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH1013_22-BC_ON_O#subjects)

Block E Session

Online

Online

Subject Contact Maria Dent ([https://directory.westernsydney.edu.au/search/name/Maria Dent/](https://directory.westernsydney.edu.au/search/name/Maria%20Dent/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH1013_22-BE_ON_O#subjects)

PUBH 1014 Public Health (UG Cert)

Credit Points 10

Legacy Code 500058

Coordinator Maria Dent ([https://directory.westernsydney.edu.au/search/name/Maria Dent/](https://directory.westernsydney.edu.au/search/name/Maria%20Dent/))

Description The unit introduces fundamental concepts of public health. Public health is examined from individual, community, historical, contemporary, cultural, gender, ethnic, economic, political, environmental, population, emergency and epidemiological perspectives. The unit shows how innovation and development in public health thinking and practice have improved the health of populations in Australia and globally. Continuing and recently emerging challenges to local, Indigenous, national and international public health are explored, along with public health challenges facing future generations.

School Health Sciences

Discipline Public Health

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects PUBH 1012 Public Health PUBH 2016 Public Health

Restrictions Students Must be enrolled in: 7171 Undergraduate Certificate in Public Health support

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Define physical and mental health in the public health context from historical and contemporary perspectives.
2. Explain how developments in public health concepts, policy, practice have influenced public health from early to modern times.
3. Describe the current burden of disease from communicable, non-communicable, infectious, chronic and acute categories of disease.
4. Identify risk and protective factors, including physiological, social, behavioural and environmental determinants of health, morbidity and mortality, and preventative health strategies.
5. Investigate major threats to public health, continuing, emerging and re-emerging in local, national and international contexts.

6. Analyse a public health emergency and describe appropriate responses.

7. Examine government, organisational and individual strategies and countermeasures for maintaining and improving public health.

Subject Content

1. Definitions of physical and mental health applicable to public health.
2. The history of public health from pre-modern to modern times and the New Public Health.

3. Indigenous health.

4. Models of disease, including communicable, non-communicable, infectious, chronic and acute.

5. Defining characteristics and exemplars of public health emergencies, and appropriate responses.

6. Causes and determinants of disease and ill-health among specified populations and community groups.

7. An introduction to the role of epidemiology in determining the burden of disease and public health needs among specified populations and community groups.

8. Environment and public health ? locally, nationally and internationally.

9. Society, culture and health ? locally, nationally and internationally.

10. Gender and health ? locally, nationally and internationally.

11. Politics, economics, globalisation, population and health ? locally, nationally and internationally.

12. Elements of population-based disease prevention and control strategies.

13. Models of individual behaviour and health; behaviour change through public health campaigns.

14. The role of governments, non-government, national and international agencies, corporate entities and individual action in public health policy, practice, advocacy and outcomes.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	600 words	30	N	Individual
Quiz	30 minutes	10	N	Individual
Critical Review	1400 words	40	N	Individual
Presentation	5 minutes	20	N	Individual

Teaching Periods

Block B Session

Online

Online

Subject Contact Maria Dent ([https://directory.westernsydney.edu.au/search/name/Maria Dent/](https://directory.westernsydney.edu.au/search/name/Maria%20Dent/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH1014_22-BB_ON_O#subjects)

Block D Session

Online

Online

Subject Contact Maria Dent ([https://directory.westernsydney.edu.au/search/name/Maria Dent/](https://directory.westernsydney.edu.au/search/name/Maria%20Dent/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH1014_22-BD_ON_O#subjects)

Block F Session

Online

Online

Subject Contact Maria Dent ([https://directory.westernsydney.edu.au/search/name/Maria Dent/](https://directory.westernsydney.edu.au/search/name/Maria%20Dent/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH1014_22-BF_ON_O#subjects)

PUBH 2001 Approaches to Health Promotion

Credit Points 10

Legacy Code 400867

Coordinator Freya Macmillan ([https://directory.westernsydney.edu.au/search/name/Freya Macmillan/](https://directory.westernsydney.edu.au/search/name/Freya%20Macmillan/))

Description For Campbelltown or Online 4656 Bachelor of Health Science students, 400867 Approaches to Health Promotion is replaced with 401392 Health Promotion Theory and Approaches. Health promotion is a process that seeks to enable individuals, carers, communities and populations to increase control over their health. It does so by addressing the determinants of health and equity issues, leading to improved health outcomes. Theoretical underpinnings of the various approaches to health promotion are explored in this unit. In addition, factors that enhance and limit health promotion are analysed in conjunction with bigger picture approaches of working with policy. The best evidence-based practice for health promotion is outlined together with the need to move beyond education.

School Health Sciences

Discipline Health Promotion

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects PUBH 2011 - Essentials of Health Promotion
PUBH 2002 - Approaches to Health Promotion (WSTC)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply the principles of the Ottawa and Bangkok Charters and the Jakarta Declaration to different health promotion scenarios.
2. Identify and apply different theoretical positions to influence beliefs and health behaviours.
3. Identify the determinants of health and critically assess barriers to and factors enhancing health promotion action
4. Critically analyse ways of working effectively with individuals, carers, groups, communities and populations.
5. Apply health promotion competencies to conduct a stakeholder analysis and assess community needs and resources.
6. Plan and evaluate health promotion strategies for a relevant health issue.

Subject Content

1. Health Promotion Theory and Models
2. Health Promotion Charters and Declarations
3. Health Promotion Professional Competencies and Skills

4. Evidence-based Practice in Health Promotion
5. National Strategies for Promoting Health in Australia
6. Promoting Health in Indigenous Communities

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	4 x 10 MCQ	25	N	Individual
Critical Review	1,000 words	30	N	Individual
Professional Task	1 page	5	N	Individual
Report	1,000 words	30	N	Individual
Professional Task	10 x 1h tutorial classes, for 10 consecutive weeks	10	N	Individual

Prescribed Texts

- Gottwald, M., & Goodman-Brown, J. (2012). A Guide to Practical Health Promotion. Maidenhead: McGraw

Teaching Periods

Block A Session

Online

Online

Subject Contact Maria Dent ([https://directory.westernsydney.edu.au/search/name/Maria Dent/](https://directory.westernsydney.edu.au/search/name/Maria%20Dent/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH2001_22-BA_ON_O#subjects)

PUBH 2002 Approaches to Health Promotion (WSTC)

Credit Points 10

Legacy Code 700065

Coordinator Despina Kamper ([https://directory.westernsydney.edu.au/search/name/Despina Kamper/](https://directory.westernsydney.edu.au/search/name/Despina%20Kamper/))

Description Health promotion is a process that seeks to enable individuals, carers, communities and populations to increase control over their health. It does so by addressing the determinants of health and equity issues, leading to improved health outcomes. Theoretical underpinnings of the various approaches to health promotion are explored in this unit. In addition, factors that enhance and limit health promotion are analysed in conjunction with bigger picture approaches of working with policy. The best evidence-based practice for health promotion is outlined together with the need to move beyond education.

School Health Sciences

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects PUBH 2001 - Approaches to Health Promotion

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in Extended Diploma programs must have passed 40 credit points of preparatory subjects.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply the principles of the Ottawa and Bangkok Charters and the Jakarta Declaration to different health promotion scenarios.
2. Identify and apply different theoretical positions to influence beliefs and health behaviours.
3. Identify the determinants of health and critically assess barriers to and factors enhancing health promotion action.
4. Critically analyse ways of working effectively with individuals, carers, groups, communities and populations.
5. Apply health promotion competencies to conduct a stakeholder analysis and assess community needs and resources.
6. Plan and evaluate health promotion strategies for a relevant health issue.

Subject Content

1. Health promotion theory and models
2. Health promotion charters and declarations
3. Health promotion professional competencies and skills
4. Evidence-based practice in health promotion
5. National strategies for promoting health in Australia
6. Promoting health in Aboriginal and Torres Strait Islander communities

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Behavioural Change Initiative	500 words	15	N	Individual
Quizzes	Online (20 minutes)	25	N	Individual
Critical Analysis	In class	30	N	Individual
Personal Health Report	1,000 words	30	N	Individual

Prescribed Texts

- Gottwald, M., & Goodman-Brown, J. (2012). A Guide to Practical Health Promotion. Maidenhead: McGraw.

Teaching Periods

PUBH 2003 Bugs and Drugs

Credit Points 10

Legacy Code 400621

Coordinator Nicole Mcintosh ([https://directory.westernsydney.edu.au/search/name/Nicole Mcintosh/](https://directory.westernsydney.edu.au/search/name/Nicole%20Mcintosh/))

Description Throughout history humans have sought to control their well-being whether it be in response to disease-producing microbes or situations inherent in modern day life. This unit examines an eclectic range of treatments and technologies. Some have been triggered by ancient and enduring infectious foes such as smallpox and the plague or emerging menaces including Ebola and SARS. Others are nested within contemporary living and may be constructed as communicable in the social sense. Selected issues will be explored including agents utilised in the alteration of sensory perception including hallucinogens as well as reaction to and manipulation of body image.

School Nursing & Midwifery

Discipline Epidemiology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Assumed Knowledge

Basic understanding of structure and function of systems within the human body.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. illustrate how ancient ideas of disease contributed to the spread of infectious agents,
2. outline the implications of the germ theory of disease,
3. explain how technologic and immunologic advances affected available therapeutic options,
4. describe how changes to treatment modalities influenced the control of infectious disorders,
5. discuss the aetiology, transmission and therapeutics of emerging communicable diseases,
6. relate the concept of communicability to selected drug taking behaviours within a social context,
7. explain the dynamics and potential consequences of selected compounds used to alter sensory perceptions,
8. articulate the physiological implications of nominated drugs used inappropriately to redefine body image,
9. predict the potential effects of poly-drug combinations.

Subject Content

1. Introductory framework of microbes and human disease
2. Overview of significant discoveries in the 'golden age of microbiology'
3. Historically significant infectious diseases, e.g. smallpox, plague, typhoid, typhus, leprosy
4. Control through vaccination and therapeutics, e.g. TB, polio, measles
5. Enduring and emerging entities, e.g. malaria, hepatitis, meningitis, CJD, Ebola, 'golden staph', HIV, SARS
6. Modern day disorders of drug use and abuse - issues related to social communicability
7. Agents used in the alteration of sensory perception, e.g. psychedelics, phencyclidine, lysergic acid diethylamide
8. Therapeutics utilised in the manipulation of body image, e.g. steroidal compounds, amphetamines

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	30 - 40 MCQ	50	N	Individual
Final Exam - Online	1 hour/50 MCQ's	50	N	Individual

Teaching Periods

Summer A

Online

Online

Subject Contact Nicole Mcintosh ([https://directory.westernsydney.edu.au/search/name/Nicole Mcintosh/](https://directory.westernsydney.edu.au/search/name/Nicole%20Mcintosh/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH2003_22-SUA_ON_O#subjects)

PUBH 2004 Clinical Classification and Coding

Credit Points 10

Legacy Code 300951

Coordinator Anupama Ginige ([https://directory.westernsydney.edu.au/search/name/Anupama Ginige/](https://directory.westernsydney.edu.au/search/name/Anupama%20Ginige/))

Description This unit is designed to enable the student to classify diseases and interventions using the current version of the International Statistical Classification of Diseases and Related Health Problems, Tenth Revision, Australian Modification, the Australian Classification of Health Interventions and the Australian Coding Standards (ICD-10-AM/ACHI/ACS). The unit will also include the historical development of clinical classification systems as well as the purpose and value of classifying diseases and interventions within the health system. The student will become familiar with the structure and content of ICD-10-AM ACHI/ACS and be introduced to the rules and conventions associated within ICD-10-AM/ACHI. The primary ACS for ICD-10-AM/ACHI will be studied and applied when coding from line diagnoses/interventions, case studies, simple discharge summaries and clinical record reports. They will gain skills in data abstraction for clinical coding, specifically, the selection of principal and additional diagnoses and interventions.

School Computer, Data & Math Sciences

Discipline Public Health

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) HLTH 2007

Learning Outcomes

On successful completion of this subject, students should be able to:

1. summarise the history and development of ICD-10-AM/ACHI/ACS;
2. explain the difference between a statistical classification and a nomenclature;
3. understand and correctly apply the principles and techniques of clinical classification to code diagnoses and interventions using ICD-10-AM/ACHI/ACS;

4. identify and interpret diagnostic and therapeutic test results and accurately classify findings based on qualification from within the clinical record;
5. analyse diagnostic and procedural statements, case studies and simple discharge summaries/clinical record reports to determine which clinical statements to abstract and classify;
6. source further information to clarify complex clinical coding issues;
7. explain the use of clinical classification systems in health care, describing their purpose and value;
8. integrate the knowledge acquired in other units of study in this course with the knowledge learnt in this unit.

Subject Content

1. The history and purpose of clinical classification;
2. Application of classification systems in a healthcare setting and the relationship to the ehr;
3. Classification vs nomenclature;
4. Coding symptoms, diagnoses and interventions;
5. Coding factors influencing health status and contact with health services;
6. Coding external causes of morbidity;
7. Code sequencing and data abstracting techniques;
8. Coding infectious diseases;
9. Coding neoplasms/morphology;
10. Coding blood and immunological disorders;
11. Coding mental and behavioural disorders;
12. Coding diseases of the nervous system;
13. Coding diseases of the eye and ear;
14. Coding respiratory diseases;
15. Coding digestive diseases;
16. Coding genitourinary disorders;
17. Coding diseases of the skin and subcutaneous tissue;
18. Coding musculoskeletal and connective tissue diseases.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical Exam	1 hour	25	N	Individual
Practical Exam	1 hour	25	N	Individual
Practical Exam	2 hours	50	Y	Individual

Prescribed Texts

- National Centre for Classification. (2010). ICD-10-AM/ACHI/ACS: National Centre for Classification.

Teaching Periods

Autumn

Campbelltown

Evening

Subject Contact Anupama Ginige ([https://directory.westernsydney.edu.au/search/name/Anupama Ginige/](https://directory.westernsydney.edu.au/search/name/Anupama%20Ginige/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH2004_22-AUT_CA_E#subjects)

Penrith (Kingswood)

Evening

Subject Contact Anupama Ginige ([https://directory.westernsydney.edu.au/search/name/Anupama Ginige/](https://directory.westernsydney.edu.au/search/name/Anupama%20Ginige/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH2004_22-AUT_KW_E#subjects)

Online

Online

Subject Contact Anupama Ginige ([https://directory.westernsydney.edu.au/search/name/Anupama Ginige/](https://directory.westernsydney.edu.au/search/name/Anupama%20Ginige/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH2004_22-AUT_ON_O#subjects)

Parramatta - Victoria Rd

Evening

Subject Contact Anupama Ginige ([https://directory.westernsydney.edu.au/search/name/Anupama Ginige/](https://directory.westernsydney.edu.au/search/name/Anupama%20Ginige/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH2004_22-AUT_PS_E#subjects)

PUBH 2005 Culture, Diversity and Health

Credit Points 10

Legacy Code 400866

Coordinator Alex Workman ([https://directory.westernsydney.edu.au/search/name/Alex Workman/](https://directory.westernsydney.edu.au/search/name/Alex%20Workman/))

Description This unit introduces skills for understanding and engaging effectively with the culturally and socially diverse world in which we live and work. Indigenous Australia is a major theme and students will gain an appreciation of the achievements and needs of Indigenous Australians. The unit examines cultural safety more broadly and puts these issues in the context of health professionals working in multi-cultural settings and handling culturally different health philosophies and practices. Cultural diversity is increasingly recognised as a major issue in the delivery of health care and a major determinant of Indigenous health.

School Health Sciences

Discipline Public Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects PUBH 2006 - Culture Diversity and Health (WSTC)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply knowledge regarding equity, culture and diversity to their studies and professional behaviour as future health science practitioners
2. Examine the experiences of health, wellness, health services and health outcomes from an Indigenous perspective
3. Identify the role of social determinants of health across diverse populations

4. Describe the health needs of a range of marginalised Australians including; Indigenous Australians, Australians of a culturally or linguistically diverse background, sexually diverse Australians, ageing Australians and Australians living with disability
5. Examine approaches to cultural competency in health science practice

Subject Content

1. Introduction to the unit:
 - What are culture, diversity and identity?
 - Explore the cultural/social/ethnic diversity of the class
 - How do health care professionals approach diversity?
 - Introduce cultures of health and health care
2. The Australian context Indigenous Australia:
 - Overview of the history of Aboriginal and Torres Strait Islander Australia and the concept of Indigenous identities
3. The cultures of health and health care:
 - Review of dominant health culture in Australia
 - Understanding Western and Eastern health models
4. The Australian context Australians of Culturally and Linguistically Diverse Backgrounds (CALD):
 - Overview of the history of migration to Australia and the contemporary context of Australian multiculturalism
 - Health needs of CALD Australians
5. Segregation as a fundamental cause of ethnic disparities in health:
 - Discrimination and health: causes, consequences and potential solutions
 - Religious difference in Australia
6. Human rights and health literacy:
 - What are human rights?
 - Human Rights in Australia
 - What rights are covered to promote equity?
 - How can human rights improve health literacy?
7. Intro Cultural Competency:
 - Introduction to cultural competence
 - Cultural competency as a toolkit for cultural safety
8. Cultural Safety:
 - What is cultural safety
 - Why is it important?
9. Cultural Competency in Practice:

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Presentation	15 minutes	40	N	Group
Essay	1,500 words	30	N	Individual
Quiz	45 minutes	20	N	Individual
Participation	12 weeks	10	N	Individual

Prescribed Texts

Dune, T., McLeod, K., & Williams, R. (Eds.). (2021). Culture, Diversity and Health in Australia: Towards Culturally Safe Health Care. Routledge. <https://www.routledge.com/Culture-Diversity-and-Health-in-Australia-Towards-Culturally-Safe-Health/Dune-McLeod-Williams/p/book/9781760527389>

Teaching Periods

Summer A Campbelltown

Day

Subject Contact Alex Workman ([https://directory.westernsydney.edu.au/search/name/Alex Workman/](https://directory.westernsydney.edu.au/search/name/Alex%20Workman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH2005_22-SUA_CA_D#subjects)

Autumn Campbelltown

Day

Subject Contact Alex Workman ([https://directory.westernsydney.edu.au/search/name/Alex Workman/](https://directory.westernsydney.edu.au/search/name/Alex%20Workman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH2005_22-AUT_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Alex Workman ([https://directory.westernsydney.edu.au/search/name/Alex Workman/](https://directory.westernsydney.edu.au/search/name/Alex%20Workman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH2005_22-AUT_KW_D#subjects)

Online

Online

Subject Contact Alex Workman ([https://directory.westernsydney.edu.au/search/name/Alex Workman/](https://directory.westernsydney.edu.au/search/name/Alex%20Workman/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH2005_22-AUT_ON_O#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH2005_22-SC1_SC_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH2005_22-SC2_SC_D#subjects)

PUBH 2006 Culture, Diversity and Health (WSTC)

Credit Points 10

Legacy Code 700072

Coordinator Charlise Bennett ([https://directory.westernsydney.edu.au/search/name/Charlise Bennett/](https://directory.westernsydney.edu.au/search/name/Charlise%20Bennett/))

Description This unit introduces skills for understanding and engaging effectively with the culturally and socially diverse world in which we

live and work. Indigenous Australia is a major theme and students will gain an appreciation of the achievements and needs of Indigenous Australians. The unit examines cultural safety more broadly and puts these issues in the context of health professionals working in multi-cultural settings and handling culturally different health philosophies and practices. Cultural diversity is increasingly recognised as a major issue in the delivery of health care and a major determinant of Indigenous health.

School Health Sciences

Discipline Public Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects PUBH 2005 - Culture Diversity and Health

Restrictions Students must be enrolled at Western Sydney, The College unless specific permission has been granted by the School of Science and Health.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply knowledge regarding equity, culture and diversity to their studies and professional behaviour as future health science practitioners
2. Examine the experience of health, wellness, health services and health outcomes from an indigenous perspective
3. Identify the role of social determinants of health across diverse populations
4. Describe the health needs of a range of marginalised Australians including; Indigenous Australians, Australians of a culturally or linguistically diverse backgrounds, sexually diverse Australians, ageing Australians and Australians living with disability
5. Examine approaches to cultural safety in health science practice

Subject Content

-Introduction to the unit:

oWhat are culture, diversity and identity?

oExplore the cultural/social/ethnic diversity of the class

oHow do health care professionals approach diversity?

oIntroduce cultures of health and health care

-The Australian context Indigenous Australia:

oOverview of the history of Aboriginal and Torres Strait Islander

Australia and the concept of Indigenous identities

-The cultures of health and health care:

oReview of dominant health culture in Australia

oUnderstanding Western and Eastern health models

-The Australian context Australians of Culturally and Linguistically

Diverse Backgrounds (CALD):

oOverview of the history of migration to Australia and the

contemporary context of Australian multiculturalism

oHealth needs of CALD Australians

-Segregation as a fundamental cause of ethnic disparities in health:

oDiscrimination and health: causes, consequences and potential solutions

oReligious difference in Australia

-Human rights and health literacy:

oWhat are human rights?

oHuman Rights in Australia

oWhat rights are covered to promote equity?

oHow can human rights improve health literacy?

-Intro Cultural Competency:

oIntroduction to cultural competence

oCultural competency as a toolkit for cultural safety

-Cultural Safety:

oWhat is cultural safety

oWhy is it important?

-Cultural Competency in Pract

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Presentation (Group)	20 mins	30	N	Group
Presentation (Individual)	Peer participation mark	10	N	Individual
Report	1000 words	30	N	Individual
Quiz	45 min	20	N	Individual
Participation	10 weeks	10	N	Individual

Teaching Periods

Term 3

Nirimba Education Precinct

Day

Subject Contact Despina Kamper ([https://directory.westernsydney.edu.au/search/name/Despina Kamper/](https://directory.westernsydney.edu.au/search/name/Despina%20Kamper/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH2006_22-T3_BL_D#subjects)

PUBH 2010 Epidemiology

Credit Points 10

Legacy Code 300872

Coordinator Shirin Mumu ([https://directory.westernsydney.edu.au/search/name/Shirin Mumu/](https://directory.westernsydney.edu.au/search/name/Shirin%20Mumu/))

Description Epidemiology is an analytical science concerned with the distribution and determinants of health-related states in populations, aimed at the management of health problems. Epidemiology is not limited to controlling epidemics but assesses and manages physical, mental and social well-being in living, working and recreational environments. The unit introduces identification and understanding of risk factors for health and disease, and assists the student to develop an investigation protocol for assessing a specific health state within their own field of interest. This addresses career needs for a range of health studies while introducing the epidemiological analytical approach to risk assessment and research.

School Science

Discipline Epidemiology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects PUBH 2009 - Epidemiology

Learning Outcomes

On successful completion of this subject, students should be able to:

1. describe the basic function and role of epidemiology at a local and international level
2. integrate the epidemiological method into their own disciplinary area, such as environmental health, medical science, animal science, nutrition and food, occupational health and safety, forensic science
3. conduct rapid epidemiological assessments of health states using regression analysis, association analysis and epidemiological risk assessment to identify the nature and relative importance of local risk factors for health and disease
4. carry out the sourcing, collection, classification and cleaning of data to eliminate different types of bias and inaccuracy
5. design a survey with relevant standardised measuring instruments such as questionnaires with epidemiological contr

Subject Content

1. Basic epidemiological concepts
2. The development of modern epidemiology
3. International and large area epidemiology/health surveillance
4. Rapid epidemiological assessment: regression analysis, association analysis, and risk analysis
5. Methods of collecting quality data for small area studies: data sourcing and supplementation through methods such as surveys and technical studies
6. Study design and sampling
7. Graphical representation of contributory and risk factors associated with selected health states
8. The structure and use of an epidemiological investigation protocol

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Short Answer	3,000 words	50	N	Individual
Proposal	3,000 words	50	N	Individual

Prescribed Texts

- Bonita, R., Beaglehole, R. and Kjellstrom, T., 2006. Basic Epidemiology, 2nd ed., WHO, available at http://whqlibdoc.who.int/publications/2006/9241547073_eng.pdf

Teaching Periods

Autumn Hawkesbury

Day

Subject Contact Shirin Mumu ([https://directory.westernsydney.edu.au/search/name/Shirin Mumu/](https://directory.westernsydney.edu.au/search/name/Shirin%20Mumu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH2010_22-AUT_HW_D#subjects)

Online

Online

Subject Contact Shirin Mumu ([https://directory.westernsydney.edu.au/search/name/Shirin Mumu/](https://directory.westernsydney.edu.au/search/name/Shirin%20Mumu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH2010_22-AUT_ON_O#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Andrey Zheluk (https://directory.westernsydney.edu.au/search/name/Andrey_Zheluk/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH2010_22-SC1_SC_D#subjects)

PUBH 2012 Health Care Systems

Credit Points 10

Legacy Code 400965

Coordinator Alfred Colvin (https://directory.westernsydney.edu.au/search/name/Alfred_Colvin/)

Description The tools of economic appraisal and decision making permeate all aspect of modern life. Reliance on economic analysis is highly evident in contemporary health care systems. The funding and provision of health care/services is continually changing and subject to ever increasing demand for limited and finite resources. The unit explores, examines and reviews the impact these limitations have on selected health care systems. Students are encouraged to research and examine their own and other health care systems and investigate the differences in access, equity, and efficiency. Practical, contemporary and applied case studies/examples are continuously utilised and students are encouraged to channel the knowledge gained into key areas of interest at the macro and micro level.

School Health Sciences

Discipline Health Promotion

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects BUSM 2019 - Health Care Systems

Learning Outcomes

On successful completion of this subject, students should be able to:

1. explain the tools of economic appraisal and decision making and how they are used comparatively within health care systems; [graduate attributes- information literacy, has in depth knowledge in one or more chosen fields of study]
2. identify the impact the tools of economic appraisal have at the macro and micro level within selected and chosen health care systems; [graduate attributes-information literacy, understands the local and international relevance of their chosen field of study]
3. apply the knowledge gained in the subject to practical and contemporary case studies/examples;[graduate attributes-information literacy, understands the values and principles of scholarly inquiry; integrates theoretical and practical knowledge to analyse and solve complex and novel problems]
4. identify and discuss the key challenges faced by a health care system when allocated limited and finite resources to health care/services; [graduate attributes ? engages effectively in advancing knowledge both independently and collaboratively; understands and values ethical conduct, intellectual integrity, and professionalism in work and civic life; engages responsibly in work and civic life with respect for diversity and social justice principles]
5. relate the knowledge gained in the subject to key areas of interest that enable and enhance health care/services [graduate attributes-

can initiate and contribute positively to sustainable change in a diverse and evolving world]

Subject Content

1. Economics and health economics:
 - distinctive characteristics
 - historical and contemporary impact on health care systems
 - health care as A commodity/health care as A right
2. Macro tools of economic appraisal and decision making:
 - allocation of scarce resources, opportunity cost and priority setting
 - application within selected and chosen health care systems
3. Micro tools of economic appraisal and decision making:
 - cost benefit analysis, cost effectiveness analysis, cost utility analysis and quality adjusted life years
 - application Utilising specific examples relevant to The key program areas
4. One or two contemporary case studies of the use of health economics in decision making and the impact on health status and health outcomes. Areas of discussion could include:
 - public/private provision of health
 - private health Insurance
 - provision and funding of allied health services
 - provision of pharmaceuticals/Screening
5. No models or blueprints:
 - challenges
 - solutions

Teaching Periods

PUBH 2015 Mental Health in the Community (Block Mode)

Credit Points 10

Legacy Code 101773

Coordinator Rashid Flewellen Jr (https://directory.westernsydney.edu.au/search/name/Rashid_Flewellen_Jr/)

Description Mental health service delivery in the community is now the main form of care for people across the lifespan living with mental and emotional disorders. The development of a wider range of pharmacological, psychological and psychosocial treatments has enabled many people to live productively in the community. This unit explores the changes in policy and practice in the development of integrated mental health care and the impact of these changes on the lives of people living with mental illness and their communities. Early intervention, resilience and community capacity building are concepts explored in this unit in terms of mental health and wellbeing. The unit explores these issues with a focus on Aboriginal and Torres Strait Islander communities and mental health.

School Social Sciences

Discipline Community Health

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects LGYA 7541 - Community Mental Health Services
BEHV 2008 - Mental Health in the Community

Restrictions Students must be enrolled in 1689 Bachelor of Community and Social Development and must have successfully completed 60 credit points at Level 1.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the theories and discourses underlying contemporary mental health care and treatment
2. Demonstrate an understanding of and explain major mental health disorders
3. Argue the importance of early intervention and evidence based treatment and management of mental health disorders
4. Critically describe the significant policy changes and implications for mental health service delivery in recent years
5. Recognise the presentation of mental illness and emotional disorders in clients in community settings
6. Demonstrate understanding of the issues and challenges for Aboriginal and Torres Strait Islander communities of mental health services and treatment

Subject Content

Mental health: contemporary theories, policy and practice issues

Mental health literacy

Legal aspects of mental health practice

Developmental perspectives of mental health

Mental health and the criminal justice system

Psychopharmacological and other interventions in mental illness

Significant mental health illnesses

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study Analysis	1,000 words	40%	N	Individual
Essay	1,500 words	60%	N	Individual

Teaching Periods

PUBH 2016 Public Health

Credit Points 10

Legacy Code 400285

Coordinator John Bidewell ([https://directory.westernsydney.edu.au/search/name/John Bidewell/](https://directory.westernsydney.edu.au/search/name/John%20Bidewell/))

Description This is a flexible learning unit that deals with foundational concepts and issues relating to public health. The philosophical and historical development and the roles of public health in Australia are examined, as are the theories, policies, politics and principles that govern and inform practice. Emphasis is placed on understanding health issues and concerns in Greater Western Sydney Region as well as on national and international contexts of population health. The unit draws on current and emerging practical situations to highlight the dynamic yet continuing legacy of public health.

School Health Sciences

Discipline Public Health

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse the theories, politics, policies and principles which govern and inform public health practice;
2. Evaluate the various approaches inherent in different public health movements;
3. Identify and analyse issues and concerns that influence the health of the Australian community and Greater Western Sydney in particular;
4. Discern and evaluate the appropriateness of public health responses to a current health need and/or problem;
5. Compare and contrast concepts of health as an investment and health as a social justice issue;
6. Investigate and describe multi-sectoral work in public health action.

Subject Content

- meaning and Importance of public health as area for scientific inquiry, health policy and practice.

- History of public health as a concept; changing approaches to public health policy and practice.

- Philosophical, political, economic, Ethical Issues concerning public health.

- Individualistic and social approaches to public health practice.

- principles and skills of public health practice.

- Different models of public health practice (e.g., primary, secondary and tertiary prevention).

- current Global, national and local public health Issues and concerns.

- Case studies of specific groups and communities (e.g., men's health, carers' health and Indigenous Australians' health).

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1,200 words	25	N	Individual
Essay	1,200 words	25	N	Individual
End-of-session Exam	2 hours	40	N	Individual
Quiz	13 weeks	10	N	Individual

Teaching Periods

Block A Session

Online

Online

Subject Contact Maria Dent ([https://directory.westernsydney.edu.au/search/name/Maria Dent/](https://directory.westernsydney.edu.au/search/name/Maria%20Dent/))

View timetable (https://classregistration.westernsydney.edu.au/event/timetable/?subject_code=PUBH2016_22-BA_ON_0#subjects)

PUBH 2018 Culture Diversity and Health (UG Cert)

Credit Points 10

Legacy Code 500056

Coordinator Maria Dent ([https://directory.westernsydney.edu.au/search/name/Maria Dent/](https://directory.westernsydney.edu.au/search/name/Maria%20Dent/))

Description This unit introduces skills for understanding and engaging effectively with the culturally and socially diverse world in which we live and work. Indigenous Australia is a major theme and students will gain an appreciation of the achievements and needs of Indigenous Australians. The unit examines cultural awareness more broadly and puts these issues in the context of health professionals working in multi-cultural settings and handling culturally different health philosophies and practices. Cultural diversity is increasingly recognised as a major issue in the delivery of health care and a major determinant of Indigenous health.

School Health Sciences

Discipline Public Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects PUBH 2006 Culture Diversity and Health (WSTC)
PUBH 2005 Culture Diversity and Health

Restrictions Student must be enrolled: 7172 Undergraduate Certificate in Health Services Management

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply knowledge regarding equity, culture and diversity to their studies and professional behaviour as future health science practitioners
2. Examine the experiences of health, wellness, health services and health outcomes from an Indigenous perspective
3. Describe circumstances and health needs of a range of marginalised Australians including; Indigenous Australians, Australians of a culturally or linguistically diverse backgrounds, sexually diverse Australians, ageing Australians and Australians living with disability
4. Examine approaches to cultural competency in health science practice

Subject Content

1. Introduction to the unit:
2. What are culture, diversity and identity? How do health care professionals approach them?
 - Explore the cultural/social/ethnic diversity of the class
 - Introduce cultures of health and health care
3. The Australian context ? Indigenous Australia:
 - Overview of the history of Aboriginal and Torres Strait Islander Australia and the concept of Indigenous identities
4. The cultures of health and health care:
 - Review of dominant health culture in Australia
 - Understanding Western and Eastern health models
5. The Australian context ? Australians of Culturally and Linguistically Diverse Backgrounds (CALD):
 - Overview of the history of migration to Australia and the contemporary context of Australian ?emulticulturalism?f
 - Health needs of CALD Australians
6. Segregation as a fundamental cause of ethnic disparities in health:
 - Discrimination and health: causes, consequences and potential solutions
 - Religious difference in Australia
7. Human rights:
 - What are human rights?
 - Human Rights in Australia

-What rights are covered to promote equity?

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied Project	Part A (300 words) (1,2) (10%) Part B (750 words) (1,3) (25%) Part C (3 minute video) (3,4) (35%)	70	N	Individual
Quiz	20 questions	15	N	Individual
Quiz	20 questions	15	N	Individual

Teaching Periods

Block B Session

Online

Online

Subject Contact Maria Dent ([https://directory.westernsydney.edu.au/search/name/Maria Dent/](https://directory.westernsydney.edu.au/search/name/Maria%20Dent/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH2018_22-BB_ON_O#subjects)

Block D Session

Online

Online

Subject Contact Maria Dent ([https://directory.westernsydney.edu.au/search/name/Maria Dent/](https://directory.westernsydney.edu.au/search/name/Maria%20Dent/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH2018_22-BD_ON_O#subjects)

Block E Session

Online

Online

Subject Contact Maria Dent ([https://directory.westernsydney.edu.au/search/name/Maria Dent/](https://directory.westernsydney.edu.au/search/name/Maria%20Dent/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH2018_22-BE_ON_O#subjects)

Block F Session

Online

Online

Subject Contact Maria Dent ([https://directory.westernsydney.edu.au/search/name/Maria Dent/](https://directory.westernsydney.edu.au/search/name/Maria%20Dent/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH2018_22-BF_ON_O#subjects)

PUBH 3003 Contemporary Issues in Public Health

Credit Points 10

Legacy Code 401194

Coordinator Catharine Fleming ([https://directory.westernsydney.edu.au/search/name/Catharine Fleming/](https://directory.westernsydney.edu.au/search/name/Catharine+Fleming/))

Description This unit focuses on contemporary issues in public health. These priority concerns include chronic and age-related disease, communicable disease, mental health, sexual and reproductive health, child and maternal health, indigenous health, migrant health and environmental health. You will bring together your knowledge in public health, epidemiology, sociology and economics to identify and evaluate social and environmental factors that affect these health issues. By evaluating effectiveness of current public policy you will make recommendations for policy and program development to improve outcomes for contemporary health issues. These topics will be explored in national and international contexts.

School Health Sciences

Discipline Public Health

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) PUBH 2016 AND PUBH 2010

Assumed Knowledge

Fundamentals of public health, social determinates of health and the Australian health care system; and the fundamentals of epidemiology.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and evaluate the relative contributions of economic, social and environmental factors affecting health in the contemporary world.
2. Compare and contrast contemporary health issues in national and international contexts.
3. Examine how epidemiology and big data shapes policy decisions and contributes to evidence-based public health practice in the contemporary era.
4. Analyse the different roles/approaches to public health intervention to address contemporary health issues.
5. Critically appraise the effectiveness and role of public health policy in the contemporary era using evidence-based practice.
6. Hypothesise public health intervention (policy or program) to improve outcomes for a contemporary health issues.

Subject Content

1. Epidemiology
2. Chronic disease and ageing
3. Communicable disease
4. Mental health
5. Sexual and reproductive health
6. Maternal and child health
7. Indigenous health
8. Migrant health
9. Environment and health

10. The changing face of public health and future practice considerations

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Participation	10 consecutive weekly one hour tutorial classes.	10	N	Individual
Literature Review	1,000 words	30	N	Individual
Applied Project	2,000 words	40	N	Individual
Presentation	10 minutes	20	N	Individual

Prescribed Texts

- Sim, F., McKee, Martin, ProQuest, MyiLibrary, & Ebooks Corporation. (2011). Issues in public health (2nd ed., Understanding public health). Maidenhead: Open University Press.

Teaching Periods

Autumn

Online

Online

Subject Contact Catharine Fleming ([https://directory.westernsydney.edu.au/search/name/Catharine Fleming/](https://directory.westernsydney.edu.au/search/name/Catharine+Fleming/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH3003_22-AUT_ON_O#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey+Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH3003_22-SC2_SC_D#subjects)

PUBH 3005 Disaster and Emergency Management

Credit Points 10

Legacy Code 300880

Coordinator Maggie Davidson ([https://directory.westernsydney.edu.au/search/name/Maggie Davidson/](https://directory.westernsydney.edu.au/search/name/Maggie+Davidson/))

Description This unit explores the management of planning and preparation for and community responses to disasters and emergencies. Through case studies and presentations from current and cutting-edge professional practitioners in the field, students develop a 'hands on' understanding of risk assessment and prevention strategies for community safety during times of critical incidents. This includes emergency management strategies for community recovery and public

education and preparation for potentially critical incidents. Workshop activities facilitate collaborative student learning through the use of developing scenarios including infectious disease pandemics, natural disasters and manmade emergencies such as terrorism.

School Science

Discipline Environmental Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYA 6064 - Environment Health and Emergency Management PUBH 3004 - Disaster and Emergency Management

Restrictions Successful completion of 60 credit points at Level 1 and 40 credit points at Level 2. Students are required to have access to a personal computer.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the inter-sectoral and trans-disciplinary arrangements for the assessment of and response to Environmental Health risks associated with the breakdown of urban infrastructure including power supplies, access to safe food and water and sewage treatment
2. Work collaboratively and across professions to ensure the currency of inter-agency emergency management systems for community protection/recovery
3. Apply appropriate risk assessment strategies in planning for community safety during critical incidents
4. Plan for effective communication and appropriate public education for emergency prevention and community recover
5. Plan for and implement inter-agency and trans-professional collaboration in risk prevention for community safety during critical incidents
6. Critique and update existing Disaster and Emergency Management plans for responding to disasters, emergencies and critical incidents at a local level

Subject Content

1. Definitions and categories of emergencies, disasters and critical incidents
2. Investigation and inquiry into the role of different agencies in preparing for, responding to and recovering from emergencies and disasters
3. The use of case studies to explore the strengths and weaknesses of emergency management strategies
4. Urban Infrastructure for communities ? environmental health risk assessment (safe water, sewerage services, power & food supply)
5. Planning prevention strategies for community safety
6. Critical incident types & environmental health risk assessment (pre-incident planning systems, environmental health protection strategies)
7. Emergency management systems for community protection/ recovery
8. Public education for community emergency prevention planning
9. Role of professional practitioners in critical incident management planning (such as pollution, fire, flood and earthquake)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short Answer	1500 +/- 10%	20	N	Individual
Presentation	10 minutes + questions	20	N	Group
Report	2500 +/- 10%	50	N	Individual
Quiz	3 questions - 5 quizzes worth 2% each	10	N	Individual

Teaching Periods

Spring Hawkesbury Composite

Subject Contact Maggie Davidson ([https://directory.westernsydney.edu.au/search/name/Maggie Davidson/](https://directory.westernsydney.edu.au/search/name/Maggie%20Davidson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH3005_22-SPR_HW_C#subjects)

PUBH 3007 Disease Prevention and Control

Credit Points 10

Legacy Code 300867

Coordinator Maggie Davidson ([https://directory.westernsydney.edu.au/search/name/Maggie Davidson/](https://directory.westernsydney.edu.au/search/name/Maggie%20Davidson/))

Description Globally we are witnessing an epidemiological transition with the emergence and re-emergence of diseases through social, political and environmental changes including rapid urbanisation, social media influence, international migration/travel, political instability and climate change. This unit of study will provide students with an introduction into the epidemiology of public health diseases of significance in Australia and internationally through exploration of current strategies for the detection, monitoring and control of existing and emerging diseases. The principles of risk management will also be discussed and applied in relation to disease prevention, containment or eradication including vector-borne, vaccine preventable, zoonotic, food and waterborne disease.

School Science

Discipline Environmental Studies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects PUBH 3006 - Disease Prevention and Control

Assumed Knowledge

A background knowledge of microbiology, and epidemiology.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Discuss the underlying principles of disease prevention and control (physical, chemical, biological and social)
2. Discuss the role of social, environmental and political factors in the transmission, propagation, prevention and control of disease

3. Research and apply data on specific disease prevention and control issues from relevant scholarly, government and industry sources.
4. Interpret principles of risk assessment and risk management in relation to select environmental health risks and hazards
5. Evaluate the epidemiology and significance of selected communicable diseases both locally and globally
6. Investigate and prepare risk management response for selected communicable disease/public health hazards in relation to relevant public health legislation.

Subject Content

- Epidemiological principles of disease prevention, surveillance, investigation and control
- The nature, transmission and control of communicable diseases of public health importance
- Risk management and Risk communication in prevention and control of infectious diseases
- interpretation of Epidemiological data on disease surveillance and outbreaks
- social, political and environmental Factors in disease prevention and control. Australian disease surveillance and control programs

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Participation	Weekly	20	N	Group
Report	1500 +/- 10%	20	N	Individual
Report	2,000 words	50	N	Individual
Short Report	500 words +/- 10%	10	N	Individual

Prescribed Texts

- There is no specific textbook that the students are expected to purchase. All readings will be orientated towards articles published within international peer-reviewed journals to which Western Sydney University subscribes.
- However, students are expected to read this introductory text, which is free to download:
- Shaw, M., Dorling, D., & Mitchell, R. (2001). Health, Place and Society. Harlow, Essex: Pearson Education Limited. http://www.sasi.group.shef.ac.uk/publications/healthplacesociety/health_place_and_society.pdf
- Students are also required to familiarise themselves with this document (also free to download):
- CSDH (2008). Closing the gap in a generation: health equity through action on the social determinants of health. Final Report of the Commission on Social Determinants of Health. Geneva, World Health Organization http://whqlibdoc.who.int/publications/2008/9789241563703_eng.pdf

Teaching Periods

Spring Hawkesbury

Composite

Subject Contact Maggie Davidson ([https://directory.westernsydney.edu.au/search/name/Maggie Davidson/](https://directory.westernsydney.edu.au/search/name/Maggie%20Davidson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH3007_22-SPR_HW_C#subjects)

Online

Online

Subject Contact Maggie Davidson ([https://directory.westernsydney.edu.au/search/name/Maggie Davidson/](https://directory.westernsydney.edu.au/search/name/Maggie%20Davidson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH3007_22-SPR_ON_O#subjects)

PUBH 3008 Drugs in Sport

Credit Points 10

Legacy Code 400963

Coordinator Karen Lambert ([https://directory.westernsydney.edu.au/search/name/Karen Lambert/](https://directory.westernsydney.edu.au/search/name/Karen%20Lambert/))

Description This unit examines the dominant issues and discourse around the use of drugs in sport. The focus will be on exploring the socio-cultural, political and personal reasons why drugs are used in sport from the perspective of athletes, coaches, administrators and educators. Students will need to continually reflect upon their own practices and beliefs around drug use and sport. The unit offers challenging and relevant theoretical and practical experiences to students from a variety of professional backgrounds.

School Health Sciences

Discipline Health Promotion

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects CEDS 3002 - Drugs in Sport

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse significant historical, ethical and cultural influences on drug use in sport.
2. Clarify personal values and beliefs concerning drug use in society and sport.
3. Explain the roles, structures and policies and procedures of national and international administrative bodies with regards to banned substances and methods and testing practices.
4. Examine the role of education, educators and the community in addressing drug issues in sport.
5. Critically apply knowledge, skills and attitudes regarding drugs in sport to their professional practice.
6. Suggest and justify suitable alternatives and solutions to current drugs in sport issues.

Subject Content

- drug use in Australian society
- sport in Australian society
- history of drugs in sport
- drug policy in Australia and Harm minimisation

- national and international Organisations Roles and responsibilities
- Ergogenic AIDS and their effects on performance
- doping policies and drug testing
- The social, cultural and political perspective of drug use in sport
- education

Teaching Periods

PUBH 3010 Health Planning Project

Credit Points 10

Legacy Code 400275

Coordinator Katherine Kent ([https://directory.westernsydney.edu.au/search/name/Katherine Kent/](https://directory.westernsydney.edu.au/search/name/Katherine%20Kent/))

Description This unit extends the theoretical concepts introduced in the unit, Health Politics, Policy and Planning with an emphasis on practical application and obtaining skills in health project management. It concentrates on the development of project management skills required for comprehensive assessment, planning and implementation of health programs or projects. The unit is designed so that students work collaboratively as a multidisciplinary team to develop and manage a workplace health planning project, on a current health issue identified by the health industry. Students thus develop knowledge of skills in project management, stakeholder negotiation, intergroup dynamics, committee structure and functioning, project consultation and planning and management with a deliverable outcome (report).

School Health Sciences

Discipline Public Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LGYA 7182

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Applying leadership, people management and interpersonal skills in a multidisciplinary planning committee
2. Work collaboratively as part of a multidisciplinary planning committee
3. Demonstrate project management approaches, tools and models
4. Converse in a professional manner with external stakeholders
5. Use the process of identifying the project life cycle and applying these to the project development.
6. Assess the range of resources, their availability and gaps in services (i.e. apply the gap analysis model of planning).
7. Prioritise recommendations for action.
8. Choose appropriate alternative responses/options to address prioritised issues.
9. Prepare the planning report including goals and objectives, program strategies and recommendations.

Subject Content

- ability to work in A multidisciplinary planning Committee: Roles of convener and minute taker and Committee members.
- developing professional leadership skills
- managing key stakeholders
- Project management theory and skills
- delivery of A planning report outlining Project goals, objectives and strategies for A specific health project.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Literature Review	1,500 words	40	N	Individual
Reflection	500 words	10	N	Individual
Report	3,500 words	20	N	Group
Poster	15 minutes	10	N	Group
Quiz	1 hour	10	N	Individual
Participation	11 weeks	10	N	Individual

Teaching Periods

Autumn Campbelltown

Day

Subject Contact Katherine Kent ([https://directory.westernsydney.edu.au/search/name/Katherine Kent/](https://directory.westernsydney.edu.au/search/name/Katherine%20Kent/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH3010_22-AUT_CA_D#subjects)

Online

Online

Subject Contact Katherine Kent ([https://directory.westernsydney.edu.au/search/name/Katherine Kent/](https://directory.westernsydney.edu.au/search/name/Katherine%20Kent/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH3010_22-AUT_ON_O#subjects)

Sydney City Campus - Term 2 Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH3010_22-SC2_SC_D#subjects)

PUBH 3011 Health Politics, Policy and Planning

Credit Points 10

Legacy Code 401195

Coordinator Anna Spencer ([https://directory.westernsydney.edu.au/search/name/Anna Spencer/](https://directory.westernsydney.edu.au/search/name/Anna%20Spencer/))

Description Health professionals work in a complex health and healthcare sector governed by policy on population health and healthcare. This unit considers the role of policy in health and healthcare. It examines policy making as both a rational and linear process responding to population health needs in just and fair ways, and the reality of policy making which occurs within a complex socio-political and economic environment, shaped by powerful groups. The aim of this unit is therefore to consider how health professionals can

develop effective policy and the role advocacy can play in the health policy arena to engender greater health equity.

School Health Sciences

Discipline Health Promotion

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects PUBH 2013 - Health Politics Policy and Planning
LGYA 7182 - Health Politics Policy and Planning

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse health policies and the policy making process
2. Identify the role of politics in the policy making process and demonstrate how it influences health outcomes for populations
3. Identify and demonstrate how context e.g. socio-political, historical, ideological and economic factors shape Australian health policy
4. Assess the role of quantitative and qualitative research in relation to health policy making
5. Evaluate the role of major interest groups (advocacy and lobbyists) in the policy making process
6. Identify the health policy needs of vulnerable populations
7. Develop an understanding of and skills in health advocacy work
8. Utilise interprofessional health competencies in communication, negotiation, cooperation and teamwork

Subject Content

1. Defining policy
2. Goals, purpose and scope of health policy.
3. Historical and political aspects of Australian health policy and health care system.
4. Funding arrangements and levels of responsibility.
5. Ideological approaches to health including health care provision.
6. Structural interest groups, pressure groups and political processes.
7. Public policy types e.g. distributive, regulatory, self-regulatory or redistributive.
8. Healthy public policy.
9. Policy co-ordination and intersectoral collaboration.
10. Theories of power, choice/decision-making and the concept of rationing.
11. The politics of policy making
12. Policy making process and what is good health policy.
13. The agency of groups and individuals to challenge power and bring about policy change
14. Lobbying and its impact on the public health agenda and policy formulation
16. Interest groups and advocacy
17. Community participation/active citizenship and empowerment in health
18. Research in policy making

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay: Critical Analysis of a Health Policy	1,000 words	30	N	Individual
Proposal and Presentation: Advocating for a Vulnerable Population	Proposal 1,000 words and 20 minute presentation	30	N	Group
Final Quiz	Take home quiz	40	N	Individual

Prescribed Texts

- Text book ? Buse, K., Mays, N., & Walt, G. (2012). Making health policy. Online Edition, Open University Press.

Teaching Periods

PUBH 3012 Health Promotion Practice 1

Credit Points 10

Legacy Code 400784

Coordinator Justin Guagliano ([https://directory.westernsydney.edu.au/search/name/Justin Guagliano/](https://directory.westernsydney.edu.au/search/name/Justin%20Guagliano/))

Description This unit builds on the knowledge gained in Approaches to Health Promotion. It provides the opportunity to apply health promotion theory to practical projects in the field related to current population health priorities, through 120 hours service learning experience. It is concerned with developing knowledge and skills related to needs analysis, prioritising, and awareness of core values and principles associated with health promotion practice.

School Health Sciences

Discipline Health Promotion

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) PUBH 2001 or
PUBH 1010

Restrictions Students must be enrolled in 4656 B Health Science/6000 Dip Health Science/B Health Science (Health Promotion)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Integrate communication, professionalism and ethical skills towards effective health promotion practice
2. Identify elements of best practice in health promotion and their application to contemporary health promotion practice
3. Critically evaluate a range of appropriate sources and techniques for gathering information on community health needs
4. Analyse data to effectively determine community health needs
5. Identify relevant partners and networks for health promotion

6. Apply health promotion competencies, core values and principles to plan feasible and innovative strategies targeting community health needs
7. Present to peers on a health promotion initiative
8. Demonstrate appropriate health promotion competencies during practical placement experience in a health promotion organisation

4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	1,000 words	40	N	Individual
Presentation	10 minutes	15	N	Individual
Report	1,000 words	25	N	Individual
Professional Task	15 minute viva voce	10	N	Individual
Reflection	500 word report	10	N	Individual
Professional Placement Performance	N/A	S/U	Y	Individual

Prescribed Texts

- Talbot, L., (2014). Promoting health: the primary health care approach. Retrieved from <http://west-sydney-primo.hosted.exlibrisgroup.com:1701/UWS-ALMA:UWS-ALMA21110752740001571>
- Jirojwong, S., Liamputtong, P., (2009). Population health, communities and health promotion. Melbourne, Australia: Oxford University Press.

Teaching Periods

Subject Content

1. Orientation to service learning.
2. Theoretical basis of needs analysis and approaches in health promotion.
3. Knowledge of sources of information and techniques for gathering information (sourcing data, community mapping, focus groups, interviews, community meetings).
4. Approaches to analysing and presenting information based on health needs.
5. Techniques for prioritising health issues.
6. Core values in health promotion (participation, capacity building, social justice, diversity).
7. Approaches to planning health promotion projects.
8. Preparing and presenting information to peers.
9. Networks and community partners.
10. Issues influencing health and health promotion.

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements

Autumn Campbelltown

Day

Subject Contact Freya Macmillan ([https://directory.westernsydney.edu.au/search/name/Freya Macmillan/](https://directory.westernsydney.edu.au/search/name/Freya%20Macmillan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH3012_22-AUT_CA_D#subjects)

Sydney City Campus - Term 1 Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH3012_22-SC1_SC_D#subjects)

PUBH 3013 Health Promotion Practice 2

Credit Points 10

Legacy Code 400785

Coordinator Justin Guagliano ([https://directory.westernsydney.edu.au/search/name/Justin Guagliano/](https://directory.westernsydney.edu.au/search/name/Justin%20Guagliano/))

Description This unit builds on the knowledge gained in Health Promotion Practice 1 through ongoing study of the processes required in project design and management in health promotion. The 120 hour placement provides students with the opportunity to apply health promotion theory to practical projects on current population health priorities. Students develop knowledge and skills related to implementation and evaluation of health promotion projects, highlighting the importance of the core values and principles necessary for effective and ethical health promotion practice.

School Health Sciences

Discipline Health Promotion

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) PUBH 2001 AND PUBH 3012

Equivalent Subjects LGYA 7184 - Community Development and Health

Restrictions Students must be enrolled in 4656 Bachelor of Health Science or 6000 Diploma in Health Science/Bachelor of Health Science (Health Promotion)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the elements of best practice in health promotion and how these elements can be applied to contemporary health promotion practice.
2. Identify key considerations in the project management of health promotion interventions (documentation, record keeping and partnerships).
3. Discuss a range of techniques for measuring health promotion projects (process, outputs, outcomes and impact).

4. Develop skills in conducting evaluation of community organisational capacity and social capital.
5. Identify relevant and appropriate partners and networks for involvement in evaluation of community based health promotion projects.
6. Critically analyse health promotion initiatives to ensure issues of sustainability and dissemination are addressed.
7. Explain the core values of health promotion practice and how these impact on health promotion project delivery in a community based setting.
8. Critically analyse and evaluate a health promotion project in an organisational (placement) setting.
9. Apply practical skills in collating information, grant writing and presentation of information to peers.

Subject Content

1. Methods of ensuring adequate management of the implementation of health promotion projects (documentation, record keeping, partnerships).
2. The nature of measurement in evaluation (qualitative and quantitative means of gathering information).
3. Strategies and techniques for measuring central aspects of health promotion projects (process, outputs, outcomes, impact).
4. Multi-level evaluation - measuring community and organizational capacity, social capital.
5. Sustainability issues and use of media and other forms of disseminating information.
6. Involving partners and others in evaluation of health promotion.
7. Core values and principles as applied in health promotion activities.
8. Have practical placement experience in an organisation involved in conducting evaluations of health promotion projects.
9. Developing skills at collating, analysing and presenting information to peers.
10. Grant writing.

Special Requirements

Legislative pre-requisites

NOTE: Due to Covid Restrictions, the First Aid Requirement is currently not needed.

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1,500 words	40	N	Individual
Proposal	1,000 words	40	N	Individual
Viva Voce	15 minutes	10	N	Individual
Reflection	Self-reflection – 500 words	10	N	Individual
Professional Placement Performance	Supervisor Report	S/U	N	Individual

Prescribed Texts

- Talbot, L., (2014). Promoting health: the primary health care approach. Retrieved from <http://west-sydney-primo.hosted.exlibrisgroup.com:1701/UWS-ALMA:UWS-ALMA21110752740001571>.
- Nutbeam, D., (2014). Evaluation in a Nutshell: A Practical Guide to the Evaluation of Health Promotion Programs. McGraw-Hill Incorporated, 978-0-387-79733-5

Teaching Periods

Sydney City Campus - Term 2 Sydney City

Day

Subject Contact Andrey Zheluk (https://directory.westernsydney.edu.au/search/name/Andrey_Zheluk/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH3013_22-SC2_SC_D#subjects)

Spring Campbelltown

Day

Subject Contact Caterina Tannous (https://directory.westernsydney.edu.au/search/name/Caterina_Tannous/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH3013_22-SPR_CA_D#subjects)

PUBH 3014 Injury Prevention

Credit Points 10

Legacy Code 400286

Coordinator Krista Cockrell (https://directory.westernsydney.edu.au/search/name/Krista_Cockrell/)

Description Injury Prevention is a National Health Priority. Injury is the preferred term rather than 'accident' with its connotations of inevitability and lack of apparent cause, to promote development of inter-disciplinary prevention initiatives. An evidence based scientific approach to injury research and prevention is well established for road and occupational safety, supported by well resourced implementation structures. Other settings/sectors include sport, recreation, falls, firearms, farm, product and water safety, which are also seeing the benefits of injury prevention principles, but are less well developed. Injury prevention principles include thorough analysis of current data and the literature to identify what works to reduce injury rates, also use of intervention strategies termed the 4Es, (education, enforcement, engineering and environment).

School Health Sciences

Discipline Public Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) PUBH 2001

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Define the nature and extent of significant injury issues.
2. Explore national and state injury prevention policies and strategies.
3. Critically analyse current responses to injury problems.

4. Apply preventive strategies, hazard management and counter measures.
5. Undertake injury prevention evaluation.
6. Advocate for injury prevention.

Subject Content

- history and philosophy of safety and injury prevention.
- multi-disciplinary perspectives on injury research and prevention.
- analysis of The Distribution of injury: The Epidemiological profile.
- Models of injury prevention.
- economics and safety in injury prevention.
- Engineering principles in injury research and prevention.
- environmental and human Factors in injury prevention.
- The role of community involvement and intersectoral action.
- injury prevention and social inequality.
- evaluation of injury prevention programs.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Critical Review: Epidemiological Profile of an injury issue	1,000 words	25	N	Individual
Critical Review: Injury Prevention or Harm Minimisation Strategy	1,000 words	35	N	Individual
Strategy Proposal (30%) and Presentation (10%)	1000 words proposal and 10 minute presentation	40	N	Individual

Prescribed Texts

- Guohua, L. and Baker, S. P. (2014). Injury research: Theories, methods and approaches. USA: Springer Publications

Teaching Periods

PUBH 3017 Occupational Health and Safety

Credit Points 10

Legacy Code 300919

Coordinator Maggie Davidson ([https://directory.westernsydney.edu.au/search/name/Maggie Davidson/](https://directory.westernsydney.edu.au/search/name/Maggie%20Davidson/))

Description This unit provides students with an essential working knowledge of occupational health and safety (OHS), work health and safety (WHS) legislation and risk management required which is a requirement for graduate employment across a broad range of workplaces and industries. The unit provides a foundation in the

principles and practice of hazard identification and risk management, including an introduction to specific workplace hazards such as; moving and fixed plant, electrical, biomechanical (ergonomic), gravitational (slips, trips and falls), manual handling. Students will also explore the chemical, biological and physical hazards that may be encountered in a variety of graduate employment industries, as well as the management of health and safety hazards in relation to current WHS legislation, Codes of Practices and Australian and International Standards.

School Science

Discipline Occupational Health and Safety

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects PUBH 3016 - Occupational Health and Safety

Restrictions Successful completion of 60 credit points at Level 1 and 20 credit points at Level 2.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Research information on specific occupational health, safety and welfare issues from relevant scholarly, government and industry sources.
2. Explain the underlying principles and issues of occupational health, safety and welfare.
3. Identify and discuss the management of specific occupational health & safety problems within specified industries and workplaces.
4. Engage with the substantive portions of the NSW Work Health & Safety Act, 2011 and the NSW Work Health & Safety Regulation, 2011.
5. Apply federal work health & safety and state legislation and recommend workplace procedures and practices to ensure compliance with this legislation.
6. Outline the principles involved in the identification and control of workplace hazards and risks and apply these to a specified industry.
7. Undertake a workplace safety inspection.
8. Develop an occupational health and safety policy, programme and report for a specified workplace.
9. Discuss the underlying principles of occupational health and safety.
10. Research information on specific health and safety issues from relevant scholarly, government and industry sources.
11. Apply the framework of Australian work health and safety legislation in select industries/workplaces.
12. Interpret the principles of hazard identification and risk management within specific industries and workplaces; and
13. Investigate and prepare a risk management plan for a selected health and safety hazards

Subject Content

1. Principles of health, safety and welfare
2. Researching contemporary industrial occupational health and safety issues
3. The management of specific occupational health & safety problems within specified industry sectors
4. Workplace risk assessment, hazard identification and hazard management measures
5. The application of hazard management to resolve identified workplace hazards

6. Federal Work Health & Safety legislation and workplace procedures and practices to ensure compliance with this legislation
7. Principles of prevention and management of workplace hazards
8. Industry-specific occupational health and safety policies and programs
1. Introduction to practice of occupational health and safety both locally and internationally.
2. Framework of work health and safety legislation.
3. Identifying hazards and managing risk (identification, assessment, control and review).
4. Collection and management of health and safety data.
5. Health and safety culture.
6. Topical issues in work health and safety.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	2000 words +/- 25%	40	N	Individual
Report	2000 words +/- 25%	40	N	Individual
Report	1500 words (min 1000 words - max 2000 words)	20	N	Group

Prescribed Texts

- Archer, R. Borthwick, K., Travers, M., Ruschena, L. (2021). WHS: A Management Guide, 6th Edition. Australia: Cenage

Teaching Periods

Autumn Hawkesbury

Composite

Subject Contact Maggie Davidson ([https://directory.westernsydney.edu.au/search/name/Maggie Davidson/](https://directory.westernsydney.edu.au/search/name/Maggie%20Davidson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH3017_22-AUT_HW_C#subjects)

PUBH 3018 Professional Transition Project

Credit Points 10

Legacy Code 400786

Coordinator Nicole Peel ([https://directory.westernsydney.edu.au/search/name/Nicole Peel/](https://directory.westernsydney.edu.au/search/name/Nicole%20Peel/))

Description This unit is designed to assist students to make the transition from undergraduate student life to professional life. Professional Transition Project provides students with a unique opportunity to integrate knowledge gained throughout their course from an operational, practical and theoretical perspective into an engaging project. Students will engage in comprehensive projects which bring together real world opportunities and health science theory.

School Health Sciences

Discipline Public Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Restrictions Students must be enrolled in the Bachelor of Health Science or Bachelor of Health Science (Paramedicine) or 6000 Diploma in Health Science/Bachelor of Health Science. Students in the Bachelor of Health Science or Diploma in Health Science/Bachelor of Health Science must have completed 120 credit points. Students in the Bachelor of Health Science (Paramedicine) must have completed 200 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Integrate action and theory through a project
2. Develop suggestions and recommendations in response to contemporary industry based problems
3. Critically reflect on the development of professional capabilities gained throughout the course
4. Apply a team based approach to real world problem solving within a health science context
5. Demonstrate reflective oral and written skills

Subject Content

Theory and practical experience of:

1. Teamwork in a simulated health environment
2. strategic goal setting and follow through
3. identifying and problem solving industry problems
4. Critical reflection in action

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Learning Contract	Up to 2 pages	25	N	Individual
Report	2000 words	50	N	Group
Reflection	1000 words	25	N	Individual

Teaching Periods

Spring Campbelltown

Day

Subject Contact Nicole Peel ([https://directory.westernsydney.edu.au/search/name/Nicole Peel/](https://directory.westernsydney.edu.au/search/name/Nicole%20Peel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH3018_22-SPR_CA_D#subjects)

Online

Online

Subject Contact Nicole Peel ([https://directory.westernsydney.edu.au/search/name/Nicole Peel/](https://directory.westernsydney.edu.au/search/name/Nicole%20Peel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH3018_22-SPR_ON_O#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey_Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH3018_22-SC3_SC_D#subjects)

PUBH 3019 Public Health Practice

Credit Points 10

Legacy Code 401193

Coordinator Catharine Fleming ([https://directory.westernsydney.edu.au/search/name/Catharine Fleming/](https://directory.westernsydney.edu.au/search/name/Catharine_Fleming/))

Description This unit is an online equivalent of a workplace learning (placement) unit. You will engage in workplace activities with a public health organisation by using prepared resources, online discussion and videoconferencing. In this unit you will evaluate, develop and recommend public health policy or program change. The unit will involve the use of skills required to work in the public health arena; conducting needs analysis, collecting quantitative and qualitative data, facilitating stakeholder engagement, project development, management and evaluation, report writing and competent oral presentation skills, in an organisational setting.

School Health Sciences

Discipline Public Health

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) PUBH 2016

Restrictions Students must be enrolled in 4656 - Bachelor of Health Science (Public Health) or 6000 Diploma in Health Science/Bachelor of Health Science

Assumed Knowledge

Fundamentals of public health, determinants of health, Australian health system.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate current public health policy or program in an organisational setting
2. Determine policy or program effectiveness using a mixed methods approaches
3. Identify barriers to effective program implementation
4. Develop future recommendations for the public health project or policy
5. Communicate recommendations in oral and written form
6. Integrate evidence from a range of sources to support decision-making
7. Collaborate with organisational groups and individuals with professional behaviour

Subject Content

Evidence-based practice in public health
Needs analysis skills and methodologies
Policy and program development
Stakeholder engagement
Multidisciplinary collaboration
Evaluation of barriers to policy/ program success
Oral presentation skills

Special Requirements

Legislative pre-requisites

NOTE: Due to Covid Restrictions, the First Aid Requirement is currently not needed.

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.

- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	1000 words	30	N	Individual
Report	1500 words	40	N	Individual
Presentation	30 minutes	20	N	Individual
Presentation	Ongoing	10	Y	Individual

Prescribed Texts

- Guest, C., Ricciardi, W., Kawachi, I., & Lang, I. (2013). Oxford Handbook of Public Health Practice. Melbourne: Oxford University Press.

Teaching Periods

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Andrey Zheluk (https://directory.westernsydney.edu.au/search/name/Andrey_Zheluk/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH3019_22-SC2_SC_D#subjects)

Spring

Online

Online

Subject Contact Catharine Fleming (https://directory.westernsydney.edu.au/search/name/Catharine_Fleming/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH3019_22-SPR_ON_O#subjects)

PUBH 3020 Work Health and Safety

Credit Points 10

Legacy Code 200861

Coordinator Terri Mylett (https://directory.westernsydney.edu.au/search/name/Terri_Mylett/)

Description Work Health and Safety introduces participants to work health and safety concepts, terminology, legal frameworks and research

sources. It includes practical activities around hazard identification and risk assessment. The many academic disciplines that contribute to work health and safety policy and practice will be critiqued: from epidemiology to engineering to ergonomics to employment relations. Ideologies that shape how workers, managers and organisations approach work health and safety will be examined, particularly via the notion of safety culture. This unit is designed for participants from all academic programs. Successful completion means being able to engage critically and practically in work health and safety challenges in multiple contexts, with competing stakeholder interests in mind.

School Business

Discipline Occupational Health and Safety

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYA 9851 - Occupational Health and Safety PUBH 3015 - Occupational Health and Safety BUSM 3049 - Occupational Health and Safety

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain how key work health and safety concepts may be applied to workplaces, organisations and society.
2. Explain the role and interests of employers, workers, representatives, inspectorates, and professional/technical experts in identifying, assessing and managing risk.
3. Investigate information pertaining to identifying, assessing and managing risk in ways that are legally compliant.
4. Describe significant aspects of contemporary work health and safety regulation via legislation and Codes of Practice.
5. Provide reasoned arguments in the area of contemporary work health and safety management in terms of risk assessment and hazard control that take account of stakeholder interests.

Subject Content

1. The importance of work health and safety and stakeholder interests.
2. Causes of adverse events and losses.
3. Hazard identification, risk assessment and work health and safety management systems.
4. Ideologies, blame, and systems approaches.
5. Multidisciplinary contributions to work health and safety.
6. Psychosocial hazards and health.
7. Worker participation and industrial relations.
8. The legal framework.
9. Key features of the Work Health and Safety Act 2011 (NSW).
10. Safety culture.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1800 words	30	N	Individual
Quiz	100 words	10	N	Individual
Peer Review	300 words	10	N	Individual

Report and Professional Task	800 words/5 minutes synchronous feedback session or asynchronous feedback vodcast		N	Individual
Final Exam	2 hours	50	Y	Individual

Prescribed Texts

- Archer, R, Borthwick, K, Travers, M & Ruschena, L 2015 WHS: A management guide, 4th edn, Cengage Learning, South Melbourne.

Teaching Periods

Summer B**Online****Online**

Subject Contact Terri Mylett ([https://directory.westernsydney.edu.au/search/name/Terri Mylett/](https://directory.westernsydney.edu.au/search/name/Terri%20Mylett/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH3020_22-SUB_ON_0#subjects)

Spring**Online****Online**

Subject Contact Terri Mylett ([https://directory.westernsydney.edu.au/search/name/Terri Mylett/](https://directory.westernsydney.edu.au/search/name/Terri%20Mylett/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH3020_22-SPR_ON_0#subjects)

PUBH 3021 Air Pollution & Control

Credit Points 10

Legacy Code 301276

Coordinator Maggie Davidson ([https://directory.westernsydney.edu.au/search/name/Maggie Davidson/](https://directory.westernsydney.edu.au/search/name/Maggie%20Davidson/))

Description Air Pollution and Control introduces students with an interest in working in the fields of environmental science, environmental consulting, environmental management and environmental health to the basic principles and practices of air quality assessment and management. Air pollution does not recognise socio-political boundaries, and air pollutants transfer intercontinentally through pathways both close to the Earth's surface and upper atmosphere. Air Quality management represents a major challenge facing humanity because it poses a threat to human health, agriculture and environmental sustainability, as it can penetrate even remote and once pristine environments. As such, air pollution management and control is of International, National, State and Local government and community concern. This unit critically analyses the natural and anthropogenic sources of air pollution, their nature, health and environmental impacts, monitoring, regulation and control.

School Science

Discipline Environmental Health

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) MATH 1026 OR
MATH 1014 AND
NATS 1019 AND
CHEM 1008 AND
BIOS 2022 AND
BIOS 1012

Incompatible Subjects PUBH 3002 Air Quality and Climate Change

Restrictions Students must have achieved 80 credit points to enrol in this subject which is intended for 3rd year students.

Assumed Knowledge

Basic chemistry, biology and microbiology.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Appraise and categorise human and natural sources of air pollution
- Identify, define and compare tools for regulatory assessment and research of air pollution (ambient, public health and occupational exposures).
- Interpret the impact of meteorology on air pollution in a local area.
- Discuss the health effects associated with criteria of National Environmental Pollution measures (NEPMs) defined as air pollutants and air toxics.
- Evaluate the major sources of air pollution
- Compare and contrast basic air modelling techniques.
- Design baseline indoor air quality assessment
- Prepare a critical literature review of an ambient, public health or occupational air quality issue.

Subject Content

- Sources of Air Pollution (natural and anthropogenic)
- Health Impacts of Air Pollutants
- Interaction between meteorology and air pollution
- Air quality assessment tools
- Introduction to air pollution modelling
- Air Quality regulation and policy
- Interpretation and application criteria, occupational and public health air quality exposure limits
- Indoor Air Quality
- Odour Assessment
- Emerging issues

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Annotated Bibliography	1,500 words	20	N	Individual
Report	2,000 words	40	N	Individual
Literature Review	2,000 words	40	N	Individual

Prescribed Texts

- Vallero, D. (2014). Fundamentals of air pollution (5th ed.) ? or latest edition.

Teaching Periods

Autumn Hawkesbury

Composite

Subject Contact Maggie Davidson ([https://directory.westernsydney.edu.au/search/name/Maggie Davidson/](https://directory.westernsydney.edu.au/search/name/Maggie%20Davidson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH3021_22-AUT_HW_C#subjects)

PUBH 3022 Advances and Challenges in Health Promotion

Credit Points 10

Legacy Code 401380

Coordinator Freya Macmillan ([https://directory.westernsydney.edu.au/search/name/Freya Macmillan/](https://directory.westernsydney.edu.au/search/name/Freya%20Macmillan/))

Description This unit presents current advances and challenges in health promotion. Advances in technology are critiqued with regards to their positive and negative contribution to health promotion. This unit also reviews social marketing strategies and how these can be used in health promotion campaigns. Complexities in working with vulnerable communities in different settings are explored including schools, workplaces, communities (including Indigenous, culturally and linguistically diverse, refugee and homeless groups), healthcare settings, rural/remote areas and prisons. New patterns in health and their challenges are covered. Ethical and political considerations in health promotion are also included.

School Health Sciences

Discipline Health Promotion

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) PUBH 3026 AND PUBH 1010

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Communicate effectively and act ethically and professionally in health promotion practice;
2. Justify the elements of best practice in health promotion and recommend how these elements can be applied to health promotion practice;
3. Apply skills in grant writing to an area of health promotion advancement;
4. Create a social marketing campaign to target a current challenge in health promotion;
5. Critically analyse the ethical values and principles underpinning health promotion;
6. Critically appraise issues of power and politics in health promotion policy and practice;

Subject Content

1. Health Promotion Competencies
2. Marketing HP programs
3. Sustainability issues and use of media and other forms of disseminating information

4. New patterns of health in Australia and globally and their challenges
5. Advances and challenges in settings-based approaches in HP
6. Grant writing
7. Ethical dilemmas in current HP Analyse
8. Issues of politics and power in health and health promotion

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied Project	500 words	30	N	Individual
Proposal	1,500 words	40	N	Individual
Presentation	3 minutes plus 2 minutes of questions	10	N	Individual
Quiz	4 x 10 Multiple choice question quizzes	20	N	Individual

Prescribed Texts

- <https://www.allenandunwin.com/browse/books/academic-professional/health/Health-Promotion-in-the-21st-Century-Edited-by-Mary-Louise-Fleming-and-Louise-Baldwin-9781760875145>

Teaching Periods

Sydney City Campus - Term 3 Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH3022_22-SC3_SC_D#subjects)

PUBH 3023 Evidence in Professional Reasoning

Credit Points 10

Legacy Code 401384

Coordinator Nerida Klupp ([https://directory.westernsydney.edu.au/search/name/Nerida Klupp/](https://directory.westernsydney.edu.au/search/name/Nerida%20Klupp/))

Description In this unit, you will incorporate the evidence knowledge and skills developed in previous units into professional practice. The evidence-based practice process manages expanding and uncertain knowledge by formulating answerable questions, effectively searching literature, critically appraising evidence and applying and evaluating its significance in clinical practice and healthcare decision-making. Professional reasoning requires consideration of best available evidence, client or patient perspectives, professional expertise and practice context. You will learn professional reasoning for shared decision-making and safe and effective communication for patient scenarios relevant to your program.

School Health Sciences

Discipline Public Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) Students need to have done HLTH 2021 Research Methods PLUS ONE clinical unit from their specific program This will be one of four possible units

HLTH 1012 Evidence in Health

HLTH 2024 Research in Health

REHA 2007 Podiatry Pre-Clinical Students enrolled in Course Code 4661 (Continuing) or 4708 (Current) must have completed this unit

REHA 2004 Occupational Therapy Practice 2 Students enrolled in Course Code 4663 (Continuing) or 4711 (Current) must have completed this unit

REHA 3003 Clinical Education General Students enrolled in Course Code 4662 (Continuing) or 4706 (Current) must have completed this unit

Equivalent Subjects HLTH 3005 Evidence-based Practice

Incompatible Subjects PUBH 4001 Evidence in Professional Reasoning (Honours)

HLTH 4002 Evidence-based Practice (Advanced)

Restrictions Students must be enrolled in one of the programs 4660,4661, 4662, 4663, 4706, 4708, 4710, 4711, 4763 or 4656

Assumed Knowledge

Foundation-level knowledge and skills in research and evidence research methods and clinical knowledge gained in at least one clinical subject of the student's program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Conduct sensitive and specific PICO search strategy to find best available evidence
2. Justify selection of best available evidence by suitability, strength and relevance
3. Evaluate clinical significance of best available evidence
4. Determine whether the degree of evidence justifies the clinical intervention.
5. Incorporate evidence into professional reasoning and decision making processes
6. Negotiate evidence-informed shared decision-making

Subject Content

1.Exploring reasons for Evidence-based practice (EBP)

a.Management of professional disagreement, situation effects and bias

b.Management of information overload

c.Management of information uncertainty

2.Appraising evidence in practice

For studies of interventions, diagnostic tests, aetiology, prognosis, and experiences

a.Relevance

b.Strength of evidence

c.Statistical and clinical significance

d.Generalisability, applicability and usefulness

e.Grading a body of evidence

f.PICO Framework

3.Professional reasoning

a.Relative reasoning between evidence, expertise, patient perspectives and practice context

b.Limitations of EBP paradigm

c.Communicating evidence to clients

d.Evidence-informed shared decision-making

e.Evaluation of professional reasoning

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	600 words plus 1 search strategy appendix	25	N	Individual
Participation	4 x 2-hour sessions	10	N	Individual
Viva Voce	Maximum 15 minutes	35	Y	Individual
Final Exam	2 hours	30	N	Individual

Prescribed Texts

- Hoffman, T., Bennett, S., & Del Mar, C. (2017). Evidence-based practice across the health professions (3rd ed.). Sydney, New South Wales: Churchill Livingstone. (or any subsequent editions)

Teaching Periods

PUBH 3024 Harm Minimisation and Prevention

Credit Points 10

Legacy Code 401387

Coordinator Krista Cockrell ([https://directory.westernsydney.edu.au/search/name/Krista Cockrell/](https://directory.westernsydney.edu.au/search/name/Krista%20Cockrell/))

Description Injury and harm have been recognised as contributing factors to the Global and Australian Burden of Disease and Injury and have been identified as a National Health Priority in Australia. To effectively measure the impact of injury and harm, and develop prevention strategies, insight and understanding of the causes, risk factors, Disability Adjusted Life Years (DALYs) and Quality Adjusted Life Years (QALYs) must be taken into consideration. Evidence-based approaches to injury prevention and harm minimisation must be applied and effectively communicated to stakeholders of differing capacities and viewpoints. This unit utilises injury prevention and harm minimisation theory, case-based and project-based learning to challenge future public health leaders to develop effective injury prevention and harm minimisation strategies and also to communicate their message effectively, navigating the complexities of differing worldviews and stakeholder responsibilities.

School Health Sciences

Discipline Public Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects PUBH 3014 - Injury Prevention

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the nature and extent of significant injury and harm-related issues;
2. Examine national and state injury prevention and harm-reduction policies and strategies;
3. Critically analyse current responses to injury and harm-related issues;
4. Apply preventive strategies, hazard management and counter measures;
5. Demonstrate evidence-based approaches to injury prevention and harm minimisation.

Subject Content

History and philosophy of safety and injury prevention and harm minimisation

Evidence based models/strategies of injury prevention and harm minimisation

Analysis of the epidemiological profile of public health issues which benefit from harm reduction and prevention

- injury
- drug use
- Gambling
- Domestic violence
- youth alcohol use

The role of community involvement and intersectional action

The social context of prevention and harm minimisation

The importance of multi-disciplinary perspectives and involvement for harm minimisation and injury prevention addressing conflicting viewpoints, political and cultural

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Epidemiological profile of an injury or harm-related issues	1500 words	25	N	Individual
Critical review of a current injury prevention or harm minimisation strategy or program	1,000 words	35	N	Individual
Proposal (20%) and Presentation (20%)	1,000 words and 10 minutes	40	N	Individual

Prescribed Texts

- Peek-Asa, C. & Hyder, A. (2015). Injury prevention and control: The public health approach. Oxford University Press

Teaching Periods

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Andrey Zheluk (https://directory.westernsydney.edu.au/search/name/Andrey_Zheluk/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH3024_22-SC2_SC_D#subjects)

Spring

Campbelltown

Day

Subject Contact Krista Cockrell (https://directory.westernsydney.edu.au/search/name/Krista_Cockrell/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH3024_22-SPR_CA_D#subjects)

Online

Online

Subject Contact Krista Cockrell (https://directory.westernsydney.edu.au/search/name/Krista_Cockrell/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH3024_22-SPR_ON_O#subjects)

PUBH 3025 Health Policy and Advocacy

Credit Points 10

Legacy Code 401390

Coordinator Catharine Fleming (https://directory.westernsydney.edu.au/search/name/Catharine_Fleming/)

Description Health professionals work in a complex sector governed by policy on population health and healthcare. This unit considers the role of policy in international and national healthcare. It examines policy making as both a rational and linear process responding to population health needs in just and fair ways, and the reality of policy making which occurs within a complex socio-political and economic environment shaped by powerful groups. Therefore, the aim of this unit is to consider how health professionals can develop effective evidence-based policy and the role advocacy can play in the health policy arena to engender greater health equity.

School Health Sciences

Discipline Health Promotion

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) PUBH 1012 OR PUBH 1010

Equivalent Subjects PUBH 2013 - Health Politics Policy and Planning LGYA 7182 - Health Politics Policy and Planning PUBH 3011 - Health Politics Policy and Planning

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse international and national health policies and the policy making process;

2. Identify the role of politics in the policy making process and demonstrate how it influences health outcomes for populations;
3. Identify and demonstrate how context e.g. socio-political, historical, ideological and economic factors shape Australian health policy;
4. Determine how quantitative and qualitative research can inform and create evidence-based health policy;
5. Evaluate the role of major interest groups (advocacy and lobbyists) in the policy making process;
6. Identify the health policy needs of vulnerable populations;
7. Develop an understanding of and skills in health advocacy work;
8. Demonstrate inter professional health competencies in communication, negotiation, cooperation and teamwork.

Subject Content

- Defining goals, purpose and scope of health policy
- historical and political aspects of international and Australian health policy and health care system
- ideological approaches to health including health care provision
- structural interest groups, pressure groups and political processes
- public policy types e.g. Distributive, Regulatory, self-Regulatory or redistributive
- policy co-ordination and intersectoral collaboration
- theories of power, choice/decision-making and The concept of rationing
- The politics of policy making
- The role of Advocacy in creating change to public policy
- evidence based policy making process and what is good health policy
- examine how research shapes policy decisions
- The agency of groups and individuals to Challenge power and bring about policy change
- lobbying and its impact on The public health agenda and policy formulation
- interest groups and Advocacy
- community participation/active Citizenship and empowerment in health

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Multiple Choice	1 hour	15	N	Individual
Critical Review	1,000 words	30	N	Individual
Submission and Presentation	800 words and 15 minute presentation	30	N	Group
Report	500 words	25	N	Individual

Prescribed Texts

- Baum, F. (2019) *Governing for Health: Advancing Health and Equity through Policy and Advocacy*. New York, NY: Oxford University Press
- <https://west-sydney-primo.hosted.exlibrisgroup.com/permalink/f/1iaekk7/UWS-ALMA51258975510001571>

Teaching Periods

Spring Campbelltown

Day

Subject Contact Catharine Fleming ([https://directory.westernsydney.edu.au/search/name/Catharine Fleming/](https://directory.westernsydney.edu.au/search/name/Catharine+Fleming/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH3025_22-SPR_CA_D#subjects)

Online

Online

Subject Contact Catharine Fleming ([https://directory.westernsydney.edu.au/search/name/Catharine Fleming/](https://directory.westernsydney.edu.au/search/name/Catharine+Fleming/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH3025_22-SPR_ON_O#subjects)

PUBH 3026 Health Promotion Planning and Implementation

Credit Points 10

Legacy Code 401391

Coordinator Freya Macmillan ([https://directory.westernsydney.edu.au/search/name/Freya Macmillan/](https://directory.westernsydney.edu.au/search/name/Freya+Macmillan/))

Description This unit builds on the knowledge gained in Health Promotion: Theory and Approaches. It is concerned with developing knowledge and skills related to undertaking needs analysis at community and population levels. It focuses on planning and implementing interventions aligned with core values and principles necessary for ethical health promotion. The need for evaluation throughout this process is emphasised.

School Health Sciences

Discipline Health Promotion

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) PUBH 1010

Incompatible Subjects PUBH 3012 - Health Promotion Practice 1
PUBH 3013 - Health Promotion Practice 2

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse data from a range of appropriate sources to effectively determine community health needs;
2. Apply a range of quantitative, qualitative and mixed-method techniques to gather information on community health needs and to evaluate health promotion projects;
3. Plan appropriate evaluation of health promotion interventions;
4. Plan, implement and manage feasible, innovative, evidence-based strategies targeting community health needs.

Subject Content

1. Theoretical basis of needs analysis and approaches in health promotion
2. Knowledge of sources of information and practice of techniques for gathering information (sourcing data, community mapping, focus groups, interviews, community meetings)

3. Approaches to collating, analysing and presenting information based on health needs
4. Approaches to planning health promotion projects, including developing logic models and considering core values in health promotion (participation, capacity building, social justice, diversity)
5. Methods of ensuring adequate management of the implementation of health promotion projects (documentation, record keeping, utilising networks and partnerships)
6. Qualitative, quantitative and mixed-method techniques for measuring central aspects of health promotion projects (process, outputs, outcomes, impact) and multi-level evaluation (measuring community and organizational capacity, social capital)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Poster	1,000 words and 5 minutes presentation	35	N	Individual
Report	1,500 words	35	N	Individual
Quiz	2 x 20 MCQs	30	N	Individual

Prescribed Texts

- Health promotion : planning and strategies Jackie Green author. : Fourth edition. : 2019 : Los Angeles : SAGE, 2019. Health promotion; Health education; Health Education – methods; Health Promotion – methods; Health Planning – methods; Models, Organizational; Policy Making ? Nutbeam, D., (2014). Evaluation in a Nutshell: A Practical Guide to the Evaluation of Health Promotion Programs. McGraw-Hill Incorporated, 978-0-387-79733-5
- Promoting Health : The Primary Health Care Approach Lyn Talbot author. : 6th edition. : 2018] : Sydney Churchill Livingstone/Elsevier, 2018. Community development; Health promotion – Australia; Public health – Citizen participation; Public health – Australia; Health promotion; Primary health care
- Planning, implementing, and evaluating health promotion programs James F. McKenzie author. : Seventh edition. : 2017 : Hoboken, USA : Pearson Higher Education, 2017 Health Promotion; Health Planning; Health Education; Program Evaluation; United States

Teaching Periods

Spring Campbelltown

Day

Subject Contact Freya Macmillan ([https://directory.westernsydney.edu.au/search/name/Freya Macmillan/](https://directory.westernsydney.edu.au/search/name/Freya%20Macmillan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH3026_22-SPR_CA_D#subjects)

Online

Online

Subject Contact Freya Macmillan ([https://directory.westernsydney.edu.au/search/name/Freya Macmillan/](https://directory.westernsydney.edu.au/search/name/Freya%20Macmillan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH3026_22-SPR_ON_O#subjects)

PUBH 3027 Public Health in a Changing World

Credit Points 10

Legacy Code 401397

Coordinator Catharine Fleming ([https://directory.westernsydney.edu.au/search/name/Catharine Fleming/](https://directory.westernsydney.edu.au/search/name/Catharine%20Fleming/))

Description This unit engages students to explore public health in relation to dynamic social, political, economic, environmental and cultural contexts. Students will critique research, policy, practice and evaluation processes to identify their impact on health practices and health outcomes over time. Using their knowledge in public health, epidemiology, sociology and economics students will be required to identify and articulate gaps in current health care and learn to develop a plan towards addressing them. The unit will engage students in reflecting on the future of health care across national and international contexts. Priority health issues that will be discussed in this unit may include chronic and age-related disease, communicable disease, mental health, sexual and reproductive health, child and maternal health, Indigenous health, migrant and refugee health, and environmental health.

School Health Sciences

Discipline Public Health

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) PUBH 1012 AND PUBH 2010

Equivalent Subjects PUBH 3003 - Contemporary Issues in Public Health

Assumed Knowledge

Fundamentals of public health, social determinants of health and the Australian health care system, and the fundamentals of epidemiology.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and evaluate the influence of dynamic factors affecting health, wellbeing and disease in a changing world;
2. Compare and contrast contemporary health issues in national and international contexts;
3. Examine how research shapes responses to health, wellbeing and disease over time;
4. Analyse the different professional roles and approaches to public health practice to address contemporary health issues;
5. Critically appraise the role of public health in addressing gaps in health practice and health outcomes over time;
6. Develop a public health program that builds on the present to address the health and wellbeing needs of people in the future.

Subject Content

1. Changing patterns of health, wellbeing and disease
2. Chronic disease and ageing
3. Communicable disease
4. Mental health
5. Sexual and reproductive health
6. Maternal and child health
7. Indigenous health

8. Migrant and refugee health
9. Environmental health
10. Evidence-based responses to changing patterns of health, wellbeing and disease

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Participation	10 weekly tutorial activities. Starts in week 3.	10	N	Individual
Literature Review	1,500 words	30	N	Individual
Applied Project	1,500 words	30	N	Individual
Presentation	15 minutes	30	N	Individual

Prescribed Texts

- Roig, B., Weiss, K., & Thireau, V. (2018). Management of Emerging Public Health Issues and Risks: Multidisciplinary Approaches to the Changing Environment. San Diego : Elsevier Science.
- <https://west-sydney-primo.hosted.exlibrisgroup.com/permalink/f/1iaekk7/UWS-ALMA51247449840001571>

Teaching Periods

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Andrey Zheluk (https://directory.westernsydney.edu.au/search/name/Andrey_Zheluk/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH3027_22-SC3_SC_D#subjects)

PUBH 3028 Transforming Health

Credit Points 10

Legacy Code 401405

Coordinator Amit Arora (https://directory.westernsydney.edu.au/search/name/Amit_Arora/)

Description This unit focuses on utilising previously acquired health science knowledge and skills to identify, co-design and create innovative ways to address a current health issue identified by the health industry. Students will consider interventions, projects, research proposals and recommendations on service delivery options. The unit requires students to work collaboratively with multiple stakeholders to plan, manage, deliver and review a simulated project. Students thus develop and apply knowledge and skills in leading and managing health projects, stakeholder negotiation, committee structure and functioning, project consultation, planning and management with a deliverable outcome such as a report or research proposal.

School Health Sciences

Discipline Public Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects PUBH 3010 Health Planning Project

Restrictions Students must be enrolled in 4656 Bachelor of Health Science or 6000 Diploma in Health Science/Bachelor of Health Science and have completed 160 credit points

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply and critique different design and co-design frameworks to manage health issues
2. Demonstrate leadership, people management and interpersonal skills
3. Demonstrate health project management approaches, tools, models or research methodologies for a chosen health issue
4. Engage collaboratively, in a professional manner, with internal and external stakeholders
5. Apply and critique implementation science or change management theory
6. Evaluate a range of resources, their availability and gaps in services
7. Prioritise recommendations for action
8. Plan budgets, time, and risk management related to health projects
9. Prepare a planning report or proposal in an appropriate professional or scientific format

Subject Content

1. Applying co-design methods and innovative advances in health to critical real life population health issues
2. Design Thinking as a creative solution-oriented approach to problems
3. Consideration of outcomes that may transform and address health issues - program tools, assessments, policy and strategy, and frameworks
4. Professional leadership and management in a collaborative design thinking context
5. Effective partnerships with key health industry stakeholders and management of key stakeholder expectations
6. Health project management theory, process and skills
7. Budget, time, and risk management of health projects
8. Effective collaboration; roles of convenor, minute taker and committee members.
9. Implementation science and change management
10. Applied research methods (via pods)
11. Scientific writing
12. Ethical conduct

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Project Report	2,500 words	45	N	Individual

Learning Contract and Self Reflection	750 words	25	N	Individual
Summary	200 words	10	N	Group
Presentation	15 minutes	20	N	Group

Teaching Periods

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Andrey Zheluk (https://directory.westernsydney.edu.au/search/name/Andrey_Zheluk/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH3028_22-SC3_SC_D#subjects)

PUBH 4001 Evidence in Professional Reasoning (Honours)

Credit Points 10

Legacy Code 401379

Coordinator Rosalind Bye (https://directory.westernsydney.edu.au/search/name/Rosalind_Bye/)

Description In this unit, students will incorporate the evidence knowledge and skills developed from previous units into professional practice. The evidence-based practice process manages expanding and uncertain knowledge by formulating answerable questions, effectively searching literature, critically appraising evidence and applying and evaluating its significance in clinical practice and healthcare decision-making. Professional reasoning requires consideration of best available evidence, client or patient perspectives, professional expertise and practice context. Students will learn professional reasoning for shared decision-making, and safe and effective communication for patient scenarios relevant to your program. Students will study the theory and application of research methods to honours research in their chosen field, and practise the skills to analyse evidence in the health sciences.

School Health Sciences

Discipline Public Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) HLTH 2024

Equivalent Subjects HLTH 4002 - Evidence-based Practice (Advanced)

Incompatible Subjects HLTH 3005 - Evidence-Based Practice
PUBH 3023 - Evidence in Professional Reasoning

Restrictions Students must be enrolled in 4709 Bachelor of Podiatric Medicine (Honours), 4712 Bachelor of Occupational Therapy (Honours), 4733 Bachelor of Physiotherapy (Honours) or 4764 Bachelor of Speech Pathology (Honours).

Assumed Knowledge

Foundation level knowledge and skill in research and evidence, research methods and clinical knowledge obtained in at least one clinical subject of the student's program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Conduct sensitive and specific PICO search strategy to find best available evidence;
2. Justify selection of best available evidence by suitability, strength and relevance;
3. Evaluate clinical significance of best available evidence;
4. Determine whether the degree of evidence justifies the clinical intervention;
5. Incorporate evidence into professional reasoning and decision-making processes;
6. Negotiate evidence-informed shared decision-making;
7. Formulate an appropriate design and research protocol for investigation (in conjunction with the honours supervisor);
8. Analyse the organisational and ethical issues of research in health practice settings, and practically apply this to the honours research topic;
9. Justify the selection of specific data analysis techniques for use in the research question.

Subject Content

Exploring reasons for Evidence-based Practice (EBP)

- management of professional disagreement, situation effects and bias
- management of information overload
- management of information uncertainty

Appraising evidence in practice

For studies of interventions, diagnostic tests, aetiology, prognosis, and experiences

- relevance
- strength of evidence
- statistical and clinical significance
- Generalisability, Applicability and Usefulness
- Grading body of evidence
- PICO framework

Professional reasoning

- relative reasoning between evidence, expertise, patient perspectives and practice context
- limitations of EBP paradigm
- communicating evidence to clients
- evidence-informed shared decision-making
- evaluation of professional reasoning

Honours research development knowledge and skills

- transition Issues: Becoming A clinical health science Honours researcher and Understanding The Honours research training process
- Working with your supervisor and developing good research practice skills
- Scholarly writing and using library resources
- research design of Honours Projects
- ethics of research in The health sciences
- developing A written Honours research proposal
- data analysis techniques and managing data in Honours Projects

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	600 words plus 1 search strategy appendix	15	N	Individual
Participation	Participation is assessed in 4 tutorial classes	10	N	Individual
Viva Voce	Maximum 15 minutes	25	Y	Individual
Final Exam	2 hours	25	N	Individual
Proposal	2,000 words	25	N	Individual

Prescribed Texts

- Creswell, J. W. & Creswell, J.D. (2018). Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.). Los Angeles: Sage.
- Hoffman, T., Bennett, S., & Del Mar, C. (2017). Evidence-based practice across the health professions (3rd ed). Sydney, New South Wales: Churchill Livingstone. (or any subsequent editions)

Teaching Periods

PUBH 4002 Honours Thesis in Health Science (F/T)

Credit Points 30

Legacy Code 400558

Coordinator Kylie Steel ([https://directory.westernsydney.edu.au/search/name/Kylie Steel/](https://directory.westernsydney.edu.au/search/name/Kylie%20Steel/))

Description This is a 60 credit point year-long subject taken over two terms (30 credit points in each term). This subject is the culmination of studies for students who have completed an undergraduate degree in Health Science and provides substantial training in research. Under staff supervision, students choose the particular topic for their research, design their own program of research, perform the research and analyse the results. The culmination of this process is the production of a thesis in which students describe the rationale for their topic, their research program, ethical issues, results, and their conclusions.

School Health Sciences

Discipline Public Health

Student Contribution Band HECS Band 2 30cp

Level Undergraduate Level 4 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Enhance and extend their skills in research design, both in the conceptual work involved in such design and in detailed knowledge of different research strategies and approaches, different types of research and different methods of data construction.
2. Develop a comprehensive understanding between theory and method in research.
3. Deconstruct the method and presentation of a piece of research.
4. Be sensitive to the complex ethical issues which socially based research entails.

5. Conduct a piece of original research on his or her own (but under careful supervision) and will write a scholarly thesis of a substantial nature based on this research.

Subject Content

Not applicable

Teaching Periods

PUBH 4003 Honours Thesis in Health Science (P/T Year 1)

Credit Points 10

Legacy Code 400559

Coordinator Kylie Steel ([https://directory.westernsydney.edu.au/search/name/Kylie Steel/](https://directory.westernsydney.edu.au/search/name/Kylie%20Steel/))

Description This is a 20 credit point year-long subject taken over two terms (10 credit points in each term). This subject is the culmination of studies for students who have completed an undergraduate degree in Health Science and provides substantial training in research. Under staff supervision, students choose the particular topic for their research, design their own program of research, perform the research and analyse the results. The culmination of this process is the production of a thesis in which students describe the rationale for their topic, their research program, ethical issues, results, and their conclusions.

School Health Sciences

Discipline Public Health

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Enhance and extend their skills in research design, both in the conceptual work involved in such design and in detailed knowledge of different research strategies and approaches, different types of research and different methods of data construction.
2. Develop a comprehensive understanding between theory and method in research.
3. Deconstruct the method and presentation of a piece of research.
4. Be sensitive to the complex ethical issues which socially based research entails.
5. Conduct a piece of original research on his or her own (but under careful supervision) and will write a scholarly thesis of a substantial nature based on this research.

Subject Content

Not applicable

Teaching Periods

PUBH 4004 Honours Thesis in Health Science (P/T Year 2)

Credit Points 20

Legacy Code 400560

Coordinator Kylie Steel ([https://directory.westernsydney.edu.au/search/name/Kylie Steel/](https://directory.westernsydney.edu.au/search/name/Kylie%20Steel/))

Description This is a 40 credit point year-long subject taken over two terms (20 credit points in each term). This subject is the culmination of studies for students who have completed an undergraduate degree in Health Science and provides substantial training in research. Under staff supervision, students choose the particular topic for their research, design their own programme of research, perform the research and analyse the results. The culmination of this process is the production of a thesis in which students describe the rationale for their topic, their research programme, ethical issues, results, and their conclusions.

School Health Sciences

Discipline Public Health

Student Contribution Band HECS Band 2 20cp

Level Undergraduate Level 4 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Enhance and extend their skills in research design, both in the conceptual work involved in such design and in detailed knowledge of different research strategies and approaches, different types of research and different methods of data construction.
2. Develop a comprehensive understanding between theory and method in research.
3. Deconstruct the method and presentation of a piece of research.
4. Be sensitive to the complex ethical issues which socially based research entails.
5. Conduct a piece of original research on his or her own (but under careful supervision) and will write a scholarly thesis of a substantial nature based on this research.

Subject Content

Not applicable

Teaching Periods

PUBH 7001 Advanced Health Classifications and Coding

Credit Points 10

Legacy Code 301178

Coordinator Anupama Ginige ([https://directory.westernsydney.edu.au/search/name/Anupama Ginige/](https://directory.westernsydney.edu.au/search/name/Anupama%20Ginige/))

Description This unit is designed to enable the student to classify diseases and interventions using the current version of the International Statistical Classification of Diseases and Related Health Problems, Tenth Revision, Australian Modification, the Australian Classification of Health Interventions and the Australian Coding Standards (ICD-10-AM/ACHI/ACS). The unit will also include the historical development of clinical classification systems as well as the purpose and value of classifying diseases and interventions within the health system. The students will become familiar with the structure and content of ICD-10-AM ACHI/ACS and be introduced to the rules and conventions associated within ICD-10-AM/ACHI. Further, students will carry out research based analytical tasks gaining an in-depth knowledge in relation to health classification systems and terminology

systems such as SNOMED-CT (Systematized Nomenclature of Medicine - Clinical Terms).

School Computer, Data & Math Sciences

Discipline Public Health

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

Student must have a general knowledge in relation to healthcare systems.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. summarise the history and development of ICD-10-AM/ACHI/ACS
2. analytically represent the difference between a statistical classification and a nomenclature through independent research
3. correctly apply the principles and techniques of clinical classification to code diagnoses and interventions using ICD-10-AM/ACHI/ACS
4. identify and interpret diagnostic and therapeutic test results and accurately classify findings based on qualification from within the clinical record
5. analyse diagnostic and procedural statements, case studies and simple discharge summaries/clinical record reports to determine which clinical statements to abstract and classify
6. source further information to clarify complex clinical coding issues
7. explain the use of clinical classification systems in health care, describing their purpose and value

Subject Content

1. The history and purpose of clinical classification
2. Application of classification systems in a healthcare setting and the relationship to the Electronic Health Record
3. Understanding the difference between Classification vs nomenclature (terminology) systems
4. Coding symptoms; diagnoses and interventions; factors influencing health status and contact with health services; external causes of morbidity; and sequencing and data abstracting techniques
5. Coding infectious diseases; neoplasms/morphology; blood and immunological disorders; mental and behavioural disorders; diseases of the nervous system; diseases of the eye and ear; respiratory diseases; digestive diseases; genitourinary disorders; and diseases of the skin and subcutaneous tissue

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Practical Exam	1 hr each	30	N	Individual
Practical Exam	2 hrs	40	Y	Individual

Critical Review 3,000 words (5-6 pages) 30 N Individual

Teaching Periods

Autumn

Online

Online

Subject Contact Anupama Ginige ([https://directory.westernsydney.edu.au/search/name/Anupama Ginige/](https://directory.westernsydney.edu.au/search/name/Anupama%20Ginige/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7001_22-AUT_ON_O#subjects)

Parramatta - Victoria Rd

Evening

Subject Contact Anupama Ginige ([https://directory.westernsydney.edu.au/search/name/Anupama Ginige/](https://directory.westernsydney.edu.au/search/name/Anupama%20Ginige/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7001_22-AUT_PS_E#subjects)

PUBH 7002 Analytic Approaches in Epidemiology

Credit Points 10

Legacy Code 401175

Coordinator Andrew Page ([https://directory.westernsydney.edu.au/search/name/Andrew Page/](https://directory.westernsydney.edu.au/search/name/Andrew%20Page/))

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

School Medicine

Discipline Epidemiology

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) PUBH 7016 OR PUBH 7015

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the principle models of causation in epidemiology
2. Apply causal criteria in appraising epidemiological evidence
3. Calculate and interpret epidemiological measures of association and effect measure modification
4. Compare and contrast conceptual approaches to the conduct and design of epidemiological studies
5. Develop appropriate analytic strategies to assess the strength of an association between a given exposure and outcome
6. Conduct quantitative bias analysis of an observed association, including assessment of unmeasured confounding, selection bias, and measurement bias

Subject Content

1. Models of causation in epidemiology
2. Epidemiological measures and concepts of interaction
3. Directed Acyclic Graphs (DAGs) to guide study design and statistical analysis
4. The design, conduct and analysis of studies in epidemiology
5. Analytic approaches to confounding, selection bias, and measurement bias

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Assessment of causation: structured essay	4000 words	20	N	Individual
Scenario based short answer questions involving calculations and interpretation	1000 words	30	N	Individual
Scenario based short answer questions involving calculations, analysis and application of findings	2000 words	50	N	Individual

Teaching Periods

Spring

Online

Online

Subject Contact Andrew Page ([https://directory.westernsydney.edu.au/search/name/Andrew Page/](https://directory.westernsydney.edu.au/search/name/Andrew%20Page/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7002_22-SPR_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Andrew Page ([https://directory.westernsydney.edu.au/search/name/Andrew Page/](https://directory.westernsydney.edu.au/search/name/Andrew%20Page/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7002_22-SPR_PS_D#subjects)

PUBH 7003 Approaches to Epidemiology

Credit Points 10

Legacy Code 400856

Coordinator Christine Taylor ([https://directory.westernsydney.edu.au/search/name/Christine Taylor/](https://directory.westernsydney.edu.au/search/name/Christine%20Taylor/))

Description This unit presents the principles, strategies and activities associated with social epidemiology and the contribution that this epidemiology makes to the understanding of health and illness of individuals, families and communities. Consideration of social epidemiology in supplementing classical approaches is included, as is consideration of primary health care epidemiology in relation to health service delivery and planning. Students will explore the consequences of primary health care decision making that will enable evidence-based health care practice and relate it to their practice.

School Nursing & Midwifery

Discipline Epidemiology

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYB 9174 - Approaches to Epidemiology

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. critically examine the concepts that underpin classical epidemiology
2. critically analyse the concepts and use of social epidemiology
3. compare and contrast classical and social epidemiology and their applications particularly in primary health care practice
4. evaluate the methods of measurement in all forms of epidemiology
5. analyse and evaluate the appropriateness of various epidemiological models in a variety of health care settings and related health care practice
6. apply communication and other technologies effectively in personal and professional learning in a collaborative learning environment

Subject Content

introduction and foundation to epidemiology
social epidemiology
assumptions underlying primary health care epidemiology
concepts of primary health care epidemiology
methods of measurement (descriptive and analytic)
epidemiology in planning and service delivery

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1500 words	40	N	Individual
Analytical Paper	2500 words	60	N	Individual
Asynchronous discussion board participation 3 threads: Activity A - Introductory discussion; Activity B - Inquiry Based discussion; Activity C - Explorative based discussion	Max. 250 words each	S/U	Y	Individual

Prescribed Texts

- There is no essential textbook.

Teaching Periods

PUBH 7004 Communicable Diseases

Credit Points 10

Legacy Code 400840

Coordinator Slade Jensen ([https://directory.westernsydney.edu.au/search/name/Slade Jensen/](https://directory.westernsydney.edu.au/search/name/Slade%20Jensen/))

Description This unit will encompass clinical aspects, epidemiology, prevention and control of important communicable diseases, both in Australia, and globally. Specific topics covered include causative agents, routes of transmission, host responses, risk factors, environmental influences, vector- and food-borne diseases, vaccine-preventable diseases, legislative requirements, surveillance, outbreak investigations, bioterrorism, strategies for prevention and control and emerging challenges.

School Medicine

Discipline Public Health

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the major communicable causes of disease burden, in Australia and internationally, their routes of transmission, risk factors and clinical features.
2. Discuss how causative agents, host and environmental factors interact to produce illness in individuals, and shape patterns of communicable disease in populations.
3. Describe epidemiological methods used to investigate outbreaks of communicable diseases.
4. Describe principles of surveillance, prevention, and control for communicable diseases.

Subject Content

1. Major communicable causes of disease burden
2. Causative agents, routes of transmission, host responses, clinical features
3. Role of individual risk factors and environmental influences
4. Vector- and food-borne diseases
5. Vaccine-preventable diseases
6. Surveillance
7. Outbreak investigations
8. Bioterrorism
9. Communicable disease prevention and control
10. Emerging challenges

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz (4 in total)		40	N	Individual
Critical Review: review of the literature on an emerging or re-emerging communicable disease threat	3,000 words	60	N	Individual

Teaching Periods

Spring

Online

Online

Subject Contact Slade Jensen ([https://directory.westernsydney.edu.au/search/name/Slade Jensen/](https://directory.westernsydney.edu.au/search/name/Slade%20Jensen/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7004_22-SPR_ON_0#subjects)

PUBH 7005 Controversies in Epidemiology

Credit Points 10

Legacy Code 401178

Coordinator Andrew Page ([https://directory.westernsydney.edu.au/search/name/Andrew Page/](https://directory.westernsydney.edu.au/search/name/Andrew%20Page/))

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

School Medicine

Discipline Epidemiology

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) PUBH 7016 OR
PUBH 7015

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and describe current areas of debate and controversy within the field of epidemiology.
2. Apply concepts, theories and methods from epidemiology to population and public health priority areas.
3. Prepare written critiques of recent research in an area of epidemiology.
4. Summarise theoretical, policy, and practice implications associated with current debates in epidemiology.
5. Evaluate the relevance of the epidemiological approach to other population and public health disciplines.

Subject Content

1. Contemporary topics in epidemiology
2. Research designs in epidemiology
3. Analytic strategies in epidemiology
4. Styles for presentation of epidemiologic findings
5. Critical appraisal and critical thinking
6. Formulation of research questions

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	1 500 words	40	N	Individual
Report	2 500 words	60	N	Individual

Teaching Periods

Autumn

Online

Online

Subject Contact Andrew Page ([https://directory.westernsydney.edu.au/search/name/Andrew Page/](https://directory.westernsydney.edu.au/search/name/Andrew%20Page/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7005_22-AUT_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Andrew Page ([https://directory.westernsydney.edu.au/search/name/Andrew Page/](https://directory.westernsydney.edu.au/search/name/Andrew%20Page/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7005_22-AUT_PS_D#subjects)

PUBH 7006 Data Management and Programming for Epidemiology

Credit Points 10

Legacy Code 401179

Coordinator Sandro Martins Sperandei ([https://directory.westernsydney.edu.au/search/name/Sandro Martins Sperandei/](https://directory.westernsydney.edu.au/search/name/Sandro%20Martins%20Sperandei/))

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

School Medicine

Discipline Epidemiology

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) HLTH 7008

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain key concepts and rationale for revision control systems
2. Use basic Git commands with local and remote repositories as part of personal and collaborative workflows
3. Explain key concepts of data types, variables, working memory and storage

4. Write simple programmes which use loops and conditional statements and simple functions and/or macros which use parameters passed to them
5. Explain key concepts of relational databases
6. Write simple SQL queries to select and subset data, join two tables, and use indexes to improve efficiency
7. Read data into R from text, CSV and spreadsheet files, from an SQL database, and from online data sources
8. Describe strategies and techniques for data checking and cleaning, and demonstrate ability to use some of these techniques in simple data manipulation tasks
9. Describe strategies and techniques for detecting logic and other programming errors, and demonstrate ability to use these techniques in the context of a small data preparation and analysis project
10. Explain key concepts of information security, describe strategies for ensuring that data is stored and transmitted securely, demonstrate ability to use basic encryption technologies safely

Subject Content

1. Introduction to basic computing concepts and methods
2. Revision control and source code management 1: personal workflows
3. Revision control and source code management 2: collaborative workflows
4. Essential programming review 1: data types, storage, loops, conditionals
5. Essential programming review 2: subroutines (and macros) and functions
6. Essential database review: tables, rows and columns, SELECT, WHERE, indexes, basic JOIN
7. Reading data in: from files, spreadsheets, databases, the web
8. Data cleaning and preparation: tools and strategies
9. Robust techniques to protect against (and detect) programming logic errors when manipulating data
10. Introduction to information security: principles and good practices for keeping data safe and preserving confidentiality

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Essay	1,000 words	20	N	Individual
Applied Project	12 hours	30	N	Individual
Applied Project	18 hours	50	N	Individual

Teaching Periods

Autumn

Online

Online

Subject Contact Sandro Martins Sperandei ([https://directory.westernsydney.edu.au/search/name/Sandro Martins Sperandei/](https://directory.westernsydney.edu.au/search/name/Sandro%20Martins%20Sperandei/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7006_22-AUT_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Sandro Martins Sperandei ([https://directory.westernsydney.edu.au/search/name/Sandro Martins Sperandei/](https://directory.westernsydney.edu.au/search/name/Sandro%20Martins%20Sperandei/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7006_22-AUT_PS_D#subjects)

PUBH 7007 Disaster and Emergency Management (PG)

Credit Points 10

Legacy Code 301050

Coordinator Grahame Douglas ([https://directory.westernsydney.edu.au/search/name/Grahame Douglas/](https://directory.westernsydney.edu.au/search/name/Grahame%20Douglas/))

Description This unit consists of project based studies that explore how human societies prepare for and respond to disasters and emergencies. The unit uses case studies to investigate the historical practice of preparation, prevention, response and recovery strategies for community safety during times of critical incidents. The unit will facilitate improved understanding by developing scenarios of impending issues such as natural disasters and man made emergencies. Focus will be on Australian national and State coordination arrangements for disaster planning including the comprehensive approach to emergency management. Students will need to attend a 5 day workshop and undertake a group presentation and report as well as an exercise in Incident Control System principles at a workshop.

School Eng, Design & Built Env

Discipline Environmental Health

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Relate the role of the Australian and State governments and non-government institutions in the management of various disasters, emergencies and critical incidents;
2. Summarise the legislative arrangements for the management of emergency events;
3. Review the role of different agencies in managing emergency events;
4. Analyse the implementation of preparedness, prevention, response and recovery strategies for community safety during critical incidents;
5. Explain incident control systems and their importance in an emergency event;
6. Identify the role of professional practitioners in critical incident management planning;
7. Review the application of coordinated and cooperative arrangements for bushfire management in jurisdiction.

Subject Content

1. Categorizing emergencies, disasters and critical incidents;
2. The role of various institutions in preventing, preparing for, responding to and recovering from emergencies and disasters;
3. Case studies of various historic events around emergency management;
4. The comprehensive approach to emergency and disaster management;
5. Australian national, State, regional and local emergency planning approaches;
6. Incident Control System (ICS) structures and managing incidents;
7. Public education for enhancing community resilience;
8. Role of professional practitioners in critical incident management (bushfire and other incidents).

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Essay	2000 words	25	N	Individual
Report	5000 words	40	N	Group
Presentation	30 minutes presentation	10	N	Group
Professional Task	2500 words	25	N	Individual

Teaching Periods

Summer A

Parramatta - Victoria Rd

Composite

Subject Contact Grahame Douglas ([https://directory.westernsydney.edu.au/search/name/Grahame Douglas/](https://directory.westernsydney.edu.au/search/name/Grahame%20Douglas/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7007_22-SUA_PS_C#subjects)

Autumn

Online

Online

Subject Contact Grahame Douglas ([https://directory.westernsydney.edu.au/search/name/Grahame Douglas/](https://directory.westernsydney.edu.au/search/name/Grahame%20Douglas/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7007_22-AUT_ON_O#subjects)

PUBH 7008 Environmental Epidemiology

Credit Points 10

Legacy Code 401177

Coordinator Haider Mannan ([https://directory.westernsydney.edu.au/search/name/Haider Mannan/](https://directory.westernsydney.edu.au/search/name/Haider%20Mannan/))

Description Environmental Epidemiology is the study of the environmental causes of ill-health and disease with a view to prevention. It is a discipline that has changed significantly over time, more recently becoming concerned with complex systemic change

such as global warming. Environmental Epidemiology encompasses a broad range of activities, from exposure assessment to adaptation planning, implementation and evaluation. The course aims to equip students with the knowledge and skills to understand and critically appraise evidence from the relevant literature, to design a study suitable for exposure and vulnerability assessment, and to develop appropriate health policy.

School Medicine

Discipline Epidemiology

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) PUBH 7016

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the domain of environmental epidemiology
2. Critically discuss issues in exposure assessment
3. Explain important methodological and contextual challenges in environmental epidemiology
4. Explain the strengths and weaknesses of the main types of study designs used in environmental epidemiology
5. Debate contemporary issues in environmental epidemiology
6. Compare and contrast the merits and roles of mitigation and adaptation in contemporary environmental challenges
7. Undertake an exposure or vulnerability assessment for a defined population or community
8. Design an epidemiological study to address an environmental exposure topic

Subject Content

1. Exploring the history and scope of environmental epidemiology: from local to global
2. Methods of exposure and vulnerability assessment
3. Study designs for environmental epidemiology
4. Incidents and disasters: Case studies of where biological, chemical and physical agents have been found to be detrimental to health. Case studies will include success stories, for example where epidemiology has been used as evidence for regulatory control
5. Environmental epidemiology in developing countries: contemporary issues associated with poverty and development
6. Global environmental change. The focus of environmental epidemiology has shifted towards more systemic problems. These will be explored under the themes of
 - primary effects
 - secondary effects
 - tertiary effects
7. Using evidence from environmental epidemiology studies to inform policy to protect health

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	Approx 1,500 words	35	N	Individual
Report	3,000 words	65	N	Individual

Teaching Periods

Autumn

Online

Online

Subject Contact Felix Ogbo (https://directory.westernsydney.edu.au/search/name/Felix_Ogbo/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7008_22-AUT_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Haider Mannan (https://directory.westernsydney.edu.au/search/name/Haider_Mannan/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7008_22-AUT_PS_D#subjects)

PUBH 7009 Epidemiology and Quantitative Methods

Credit Points 10

Legacy Code 400417

Coordinator Dafna Merom (https://directory.westernsydney.edu.au/search/name/Dafna_Merom/)

Description In this unit, students will study the fundamental concepts and principles of epidemiology and biostatistics and will be given the opportunities through exercise and tutorials to apply these concepts and principles to published public health literature. The unit is designed to give students the skills to interpret and critically evaluate public health literature and to equip the students with the skills for public health research. A range of research studies is examined, including studies of occurrence and risk factors for disease, and studies evaluating intervention treatments or programs. Both the epidemiological and statistical evidence for the findings are critically assessed.

School Health Sciences

Discipline Epidemiology

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYB 7971 - Epidemiology and Quantitative Methods

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply the fundamental principles and terminology common to all areas of epidemiology to public health literature and practice

2. Explain the strengths and limitations of different epidemiological study designs in addressing specific research questions and become familiar with the hierarchy of evidence to understand causality
3. Calculate and interpret different measures of disease occurrence, measures of risk, source of bias and study validity
4. Interpret and critically evaluate epidemiological and public health literature
5. Apply the logic of hypothesis testing, type-1 and type-2 error, statistical significance, statistical power and effect size
6. Select and apply appropriate methods for the statistical analysis of categorical, ordinal and continuous data for within- and between-subjects study designs
7. Present findings from basic analyses in tables and figures
8. Interpret SPSS output and use SPSS software to conduct basic analysis of epidemiologic data

Subject Content

1. Observational study design: Cohort studies, Case control studies, Cross sectional studies, ecological studies and surveillance
2. Experimental studies: randomised controlled trials (RCT), cluster randomised controlled trials, quasi-experimental designs
3. Measures of disease frequency (incidence and prevalence) and measures of association
4. Bias, confounding and effect modification
5. Interpretation and evaluation of public health literature ?causality, strength of evidence
6. Descriptive statistics and data presentation
7. Continuous and categorical study variables
8. Hypothesis testing, statistical significance, power and effect size
9. Tests of statistical significance for continuous and categorical variables and within-and between-subjects study designs (X², t tests and ANOVA)
10. Correlation and simple linear regression
11. Use of SPSS and interpretation of its output

Prescribed Texts

- Stewart, A. (2010). Basic statistics and epidemiology: A practical guide, (3rd ed.). Oxford: Radcliffe Publishing
- Webb, P., & Bain, C. (2011). Essential epidemiology: An introduction for students and health professionals, (2nd ed.). Cambridge, UK: Cambridge University Press

Teaching Periods

PUBH 7010 Epidemiology of Non-Communicable Diseases

Credit Points 10

Legacy Code 401174

Coordinator Kate McBride ([https://directory.westernsydney.edu.au/search/name/Kate McBride/](https://directory.westernsydney.edu.au/search/name/Kate%20McBride/))

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

in NCD epidemiology and (ii) design an epidemiological study to address an NCD topic.

School Medicine

Discipline Epidemiology

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) PUBH 7016 OR PUBH 7015

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the burden of non-communicable diseases (NCDs) and how this varies among population subgroups and countries
2. Explain the conceptual basis for a life-course approach to NCDs
3. Identify social, environmental, behavioural and biological risk factors for NCDs
4. Discuss approaches to the prevention and control of NCDs
5. Identify unique issues in the epidemiology of specific NCDs
6. Review and critically evaluate epidemiological studies of NCDs
7. Formulate research questions in the epidemiology and control of NCDs and identify suitable methods for investigating these
8. Design an epidemiological study to address an NCD topic

Subject Content

1. Introduction to epidemiology of non-communicable diseases (NCDs)
2. Life-course approach to NCDs
3. Approaches to prevention and control of NCDs
4. Behavioural epidemiology
5. Epidemiology of neurological disease
6. Epidemiology of cardiovascular disease and diabetes
7. Epidemiology of mental disorders
8. Epidemiology of cancer
9. Epidemiology of chronic respiratory and musculoskeletal diseases
10. Epidemiology of ageing

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Participation	Weekly participation in face to face tutorials or online discussion boards (200 words per week) based on mode of enrolment	20	N	Individual

Quiz	4 quizzes , each of 30 minutes	20	N	Individual
------	--------------------------------------	----	---	------------

Applied Project	3,000 words	60	N	Individual
-----------------	-------------	----	---	------------

Prescribed Texts

- Remington PL, Brownson RC, Wegner MV (eds.) Chronic Disease Epidemiology and Control. 3rd ed. Washington: American Public Health Association; 2010.

Teaching Periods

Autumn

Online

Online

Subject Contact Kate McBride ([https://directory.westernsydney.edu.au/search/name/Kate McBride/](https://directory.westernsydney.edu.au/search/name/Kate%20McBride/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7010_22-AUT_ON_0#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Kate McBride ([https://directory.westernsydney.edu.au/search/name/Kate McBride/](https://directory.westernsydney.edu.au/search/name/Kate%20McBride/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7010_22-AUT_PS_D#subjects)

PUBH 7011 Health Advancement and Health Promotion

Credit Points 10

Legacy Code 400418

Coordinator Freya Macmillan ([https://directory.westernsydney.edu.au/search/name/Freya Macmillan/](https://directory.westernsydney.edu.au/search/name/Freya%20Macmillan/))

Description By investigating and addressing the multilevel determinants of health outcomes and inequalities, health promotion initiatives aim to improve the health and wellbeing of individuals and societies. In this unit, we will nurture an understanding of concepts and models of health promotion, evaluate the relative successes of recent and classic initiatives within Australia and overseas, and critically engage with debates concerned with the most appropriate strategies for tackling health inequalities in the context of major societal challenges (e.g. population ageing, urbanisation and climate change). Core competencies are nurtured (e.g. Plan and evaluate an intervention) to prepare students for practicing and further study in the field of health promotion.

School Health Sciences

Discipline Health Promotion

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and apply different principles and theoretical positions to interpret beliefs and health behaviours
2. Critically analyse the barriers and factors enhancing health promotion action
3. Develop ways of working effectively with individuals, groups, communities and populations
4. Determine priorities for health promotion action from available evidence
5. Design health promoting strategies that are culturally relevant, financially sound and sustainable

Subject Content

1. Health promotion, health education, illness prevention, primary health care, the ?gnew?h public health and health outcomes
2. Principles and competing ideologies in health promotion
3. National health priorities and local examples
4. Health promotion competencies: needs analysis, planning interventions, levels of evaluation and ways to secure funding
5. Approaches to health promotion for individuals, groups, communities and populations
6. Health promotion techniques and ?bigger picture?f approaches: settings, policy, legislative, environmental and engineering methods
7. The underlying philosophy, models and theories of health promotion
8. Principles of best practice: evidence-based health promotion
9. Sustainability, public policy and advocacy in health advancement and promotion
10. Partnerships, engagement and collaboration in health advancement and promotion

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Report	1,500 words	35	N	Individual
Critical Review	500 words	25	N	Individual
Proposal	2,500 words	40	N	Individual

Prescribed Texts

- ? Bartholomew, E. L. K., Markham, C. M., Ruiters, R. A. C., Kok, G., Parcel, G. S., & Fern?ndez, M. E. (2016). Planning health promotion programs : An intervention mapping approach (4th ed.). John Wiley
- ? Green, J., Cross, Ruth, author, Woodall, James, author, & Tones, Keith, author. (2019). Health promotion : Planning and strategies (4th ed.). Sage.

Teaching Periods

Autumn

Online

Online

Subject Contact Dafna Merom ([https://directory.westernsydney.edu.au/search/name/Dafna Merom/](https://directory.westernsydney.edu.au/search/name/Dafna%20Merom/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7011_22-AUT_ON_0#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Dafna Merom ([https://directory.westernsydney.edu.au/search/name/Dafna Merom/](https://directory.westernsydney.edu.au/search/name/Dafna%20Merom/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7011_22-AUT_PS_D#subjects)

PUBH 7012 Health Economics and Comparative Health Systems

Credit Points 10

Legacy Code 400967

Coordinator Kingsley Agho ([https://directory.westernsydney.edu.au/search/name/Kingsley Agho/](https://directory.westernsydney.edu.au/search/name/Kingsley%20Agho/))

Description The unit explores contemporary examples of the role of economics in the organisation, funding and provision of health services. Case examples include, Australia, America, China, Hong Kong, Scandinavia, United Kingdom and India. Students use the principles of economics to assess funding of health with a focus on the interface between economics, ethics and equity in decision making. They also consider the tendency for health systems to be organised around economic principles in areas such as, contracting out, health insurance and pharmaceuticals. Students are encouraged to reflect on the challenges and future directions of their own health system in the context of the unit components.

School Health Sciences

Discipline Health Promotion

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	1,000 words	30	N	Individual
Group Presentation and Written Summary	10 minutes per group member/ two page summary	20	N	Group
Report	3,000 words	50	N	Individual

Teaching Periods

PUBH 7013 Health Promotion: A Primary Health Care Approach

Credit Points 10

Legacy Code 400836

Coordinator Olayide Ogunsiji ([https://directory.westernsydney.edu.au/search/name/Olayide Ogunsiji/](https://directory.westernsydney.edu.au/search/name/Olayide%20Ogunsiji/))

Description An individual's personal characteristics and their family, social and community environments have complex interrelationship with their health and health behaviours. The challenge for health professionals is to understand this complexity and encourage the practice of health promotion within a primary health care framework so enabling people to achieve a sense of power and control over their lives. The unit explores the health of individuals and communities in the context of health promotion. Evidence-based health promotion strategies are examined using social health and ecological perspectives.

School Nursing & Midwifery

Discipline Health Promotion

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYA 7318 - Context of Health Promotion

Restrictions

Students must be enrolled in 4569 Master of Primary Health Care, 4694 Master of Primary Health Care, 4570 Graduate Diploma in Primary Health Care, 4695 Graduate Diploma in Primary Health Care, 4696 Graduate Certificate in Primary Health Care, 4722 Master of Nursing or 4723 Graduate Certificate in Nursing.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Discriminate between the broad range of socio-political factors that influence the health of individuals and the community;
2. Critically analyse the implications of government policies on health promotion strategies;
3. Demonstrate the application of health promotion theories and models with individuals and communities;
4. Demonstrate an understanding of the relationship between a needs analysis and the planning and evaluation of health promotion strategies in primary health care;
5. Identify, develop and critique health education and health promotion strategies appropriate to primary health care practice;
6. Use social health and ecological perspectives to examine evidence-based health promotion strategies that can be implemented in health care practices;
7. Analyse current trends towards the implementation of health promotion at international, national and local levels;
8. Demonstrate ability to incorporate evidence-based approaches in health promotion strategies for collaboration across sectors and disciplines.

Subject Content

- The historical perspectives of health promotion in a primary health care framework;
- The relevance and application of health promotion in health care today;
- The social and ecological perspectives for conceptualising health;
- A primary health care approach for the development of health promotion;
- The implementation and evaluation of health promotion strategies at individual, family and community levels;
- Issues of power and control in health care and services;
- Health promotion and health education frameworks and strategies;

- evidence-based health promotion at local, national and international levels.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	2,000 words	40	N	Individual
Health Promotion Proposal	3,000 words	60	N	Individual

Prescribed Texts

- There is no essential textbook.

Teaching Periods

PUBH 7014 Health and Socio-political Issues in Aged Care

Credit Points 10

Legacy Code 400837

Coordinator Tiffany Northall ([https://directory.westernsydney.edu.au/search/name/Tiffany Northall/](https://directory.westernsydney.edu.au/search/name/Tiffany%20Northall/))

Description This unit examines health and socio political issues in aged care within a social capital framework. Social constructs and contexts of ageing are explored and issues of social and economic disadvantage are examined. Equity and access to health care services and the experiences of older people within these services are also highlighted. The role of health professionals and managers in actively engaging in health and social policy debate for ethically just care and services for older people is addressed.

School Nursing & Midwifery

Discipline Community Health

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYA 7153 - Contemporary Issues in Aged Care

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. critique representations of older people in policy, laws and legislation, and health/social service delivery;
2. evaluate the rationales for resource allocation, service provision and coordination of services for older people using a social capital approach;
3. critique models of health service delivery for older people, including models of wellness, user-pays, case management, and active ageing (WHO);
4. demonstrate an understanding of contemporary aged care issues from political, philosophical, legal and ethical positions;

5. critically discuss strategies for reform in the delivery of aged care services that take into account all stakeholders.

Subject Content

Living Longer - The demographics of ageing populations

A social capital approach to care and services

Healthy ageing

Active ageing and health promotion

Health issues for older people

Ageing and disability

A social inclusion approach for ageing

Representations of ageing - misconception and misperceptions

Discrimination against older workers

Retirement and lifestyle changes

The changing role of family and family members - expectations and limitations

Legal and ethical rights, responsibilities and legislation

Quality of life

Political, economic and consumer pressures shaping policy directions and funding

Knowledge translation - education and professional practice

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	15 questions- 30 minutes	20	N	Individual
Case Study	1,200 words	40	N	Individual
Report	1,200 words	40	N	Individual

Prescribed Texts

- There is no essential textbook.

Teaching Periods

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7014_22-SC1_SC_D#subjects)

PUBH 7015 Introduction to Clinical Epidemiology

Credit Points 10

Legacy Code 401173

Coordinator Andrew Page ([https://directory.westernsydney.edu.au/search/name/Andrew Page/](https://directory.westernsydney.edu.au/search/name/Andrew%20Page/))

Description This unit aims to impart the principles of population based (epidemiologic) evidence to the understanding of variations in the outcome of illness and the reasons thereof (Clinical Epidemiology) thereby providing the framework for finding the best answers to "real world" questions about clinical practice and health care. Individuals

taking this course (who usually have a health care background) acquire the basic skills required to understand the fundamental questions about the effectiveness of clinical therapies, usefulness of screening and diagnostic tools, prognosis and disease causation and gain the skills required of effective Evidence-Based Medicine practitioners.

School Medicine

Discipline Epidemiology

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects PUBH 7016 - Introduction to Epidemiology

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

A background in health care is desirable.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Generate a critical question leading up from a health scenario
2. Locate, navigate and extract relevant data from important sources of health information
3. Examine critically, synthesise and evaluate the basic principles underlying validity of the results of health care outcome studies
4. Evaluate quantitatively the usefulness of diagnostic and screening tests in health care practice
5. Examine critically, synthesise and evaluate point estimates (effect sizes) used in clinical epidemiology
6. Examine critically, and evaluate principles underlying precision of the effect sizes reported in health care research
7. Understand and apply the principles underlying the translation of research results to health care practice
8. Integrate and apply results (generalise) to specific health care problems

Subject Content

1. Introduction and critical questioning: Knowledge gaps during the course of practice and asking foreground questions to fill these gaps, and focused questions that lead to effective search and appraisal strategies. This would involve development of critical questioning, identifying the specific patient population (P), the type of intervention in question (I), a comparison/control condition (C), and the outcomes for the patient population (O), or PICO. The different study designs used to answer critical questions – descriptive, observational and experimental designs and their strengths and weaknesses.
2. Acquiring the information: The use of citation and synthesised (evidence based) library databases.
3. Are the results valid? - Sources of error in evidence such as random error, systematic error (bias) and confounding. Minimizing sources of error that decrease validity in clinical trial design eg allocation concealment, randomisation, blinding, matching, and 'loss to follow up'. Effect modification and causality.
4. Quantitative aspects of diagnosis/screening: Sensitivity, specificity, PPV, NPV and likelihood ratios. Introduction to ROC methods.
5. Effect size: Point estimates (measures of association, effect sizes) used in clinical epidemiology such as ratios, proportions, rates, OR, RR.
6. How precise were the study estimates?: Use of descriptive (data types, measures of central tendency and dispersion, normal

distribution) and inferential statistics (hypothesis testing) in clinical research studies including P-values and confidence intervals.

7. Are the valid results important: Principles underlying the translation of research results to health care practice. Clinical as opposed to statistical significance and absolute risk indices such as RD, ARR, NNT.
8. Critical appraisal: Critical appraisal of epidemiological evidence, including assessment of study validity, synthesis of results, and consideration of applicability to a given clinical context
9. Systematic reviews, and meta-analysis: Overview and critical appraisal of systematic reviews. Interpreting findings from meta-analyses
10. Judging applicability: Generalizing results to specific health care problems, the threats to generalizability of research findings and the use of adequate sampling models in this respect. The inter-relationships between patient preferences, the clinical state, research evidence and clinical expertise.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short Answer	3,000 words	60	N	Individual
Short Answer Throughout semester		40	N	Individual

Prescribed Texts

- Doi SA. Understanding Evidence in Health Care: Using Clinical Epidemiology; ISBN: 9781420256697; Publisher: Palgrave Macmillan; Edition: 1st edition, 2012

Teaching Periods

Autumn

Online

Online

Subject Contact Andrew Page ([https://directory.westernsydney.edu.au/search/name/Andrew Page/](https://directory.westernsydney.edu.au/search/name/Andrew%20Page/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7015_22-AUT_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Andrew Page ([https://directory.westernsydney.edu.au/search/name/Andrew Page/](https://directory.westernsydney.edu.au/search/name/Andrew%20Page/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7015_22-AUT_PS_D#subjects)

Spring

Online

Online

Subject Contact Andrew Page ([https://directory.westernsydney.edu.au/search/name/Andrew Page/](https://directory.westernsydney.edu.au/search/name/Andrew%20Page/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7015_22-SPR_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Andrew Page ([https://directory.westernsydney.edu.au/search/name/Andrew Page/](https://directory.westernsydney.edu.au/search/name/Andrew%20Page/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7015_22-SPR_PS_D#subjects)

PUBH 7016 Introduction to Epidemiology

Credit Points 10

Legacy Code 401076

Coordinator Dafna Merom ([https://directory.westernsydney.edu.au/search/name/Dafna Merom/](https://directory.westernsydney.edu.au/search/name/Dafna%20Merom/))

Description Epidemiology is the study of the distribution and determinants of disease and other health-related conditions in populations, and the application of this study to the control of health problems. Epidemiology encompasses a broad range of activities fundamental to the health sciences. The course is aimed to equip students with the ability to understand and critically appraise evidence from the health sciences used in the formulation of clinical interventions, assessments of population disease burden, and development of health policy. Students will be taught the fundamental concepts and principles of epidemiology and will be given the opportunities through exercises and tutorials to apply these concepts and principles to case studies from current epidemiological research and practice.

School Health Sciences

Discipline Epidemiology

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects PUBH 7015

Restrictions

Students must be enrolled in a postgraduate program

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Calculate and interpret measures of morbidity and mortality, and measures of association (including relative and attributable risk).
2. Discuss the strengths and weaknesses of the main types of epidemiological study design
3. Assess confounding or effect measure modification in epidemiological data
4. Assess the likely impact of bias and confounding on measures of association
5. Relate concepts of confounding, effect measure modification, and mediation within a putative causal pathway for a given health outcome
6. Critically appraise an observed association between an exposure and outcome using a hierarchy of evidence

7. Discuss the epidemiologic rationale underlying population and individual disease prevention strategies
8. Discuss the inter-relationships between host, agent, and environment in infectious disease epidemiology
9. Summarise the requirements of population-based screening and public health surveillance
10. Summarise current debates and challenges in epidemiology

Subject Content

1. Measures of disease frequency
2. Measures of association
3. Study designs used in epidemiological research
4. Error in epidemiological studies: bias and confounding
5. Distinguishing causation from association
6. Disease prevention
7. Population screening
8. Epidemics, outbreaks and clusters
9. Public health surveillance
10. Current debates and challenges in epidemiology

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Numerical Problem Solving	300 words	20	N	Individual
Critical Review	500 words	30	N	Individual
Essay	2,500 words	50	N	Individual

Prescribed Texts

- Webb, P, Bain, C. & Page, A. (2020). Essential Epidemiology: An Introduction for Students and Health Professionals (4th ed.). Cambridge University Press. Edition Cambridge University Press: Cambridge. ISBN 9781107529151
- Webb P, Bain C, Page A. (2017). Essential Epidemiology. An Introduction for Students and Health Professionals, 3rd Edition Cambridge University Press: Cambridge. ISBN 9781107529151
- Webb, P, Bain, C. & Page, A. (2020). Essential Epidemiology: An Introduction for Students and Health Professionals (4th ed.). Cambridge University Press. Edition Cambridge University Press: Cambridge. ISBN 9781107529151

Teaching Periods

Autumn

Online

Online

Subject Contact Dafna Merom ([https://directory.westernsydney.edu.au/search/name/Dafna Merom/](https://directory.westernsydney.edu.au/search/name/Dafna%20Merom/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7016_22-AUT_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Dafna Merom ([https://directory.westernsydney.edu.au/search/name/Dafna Merom/](https://directory.westernsydney.edu.au/search/name/Dafna%20Merom/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7016_22-AUT_PS_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7016_22-SC2_SC_D#subjects)

Spring

Online

Online

Subject Contact Dafna Merom ([https://directory.westernsydney.edu.au/search/name/Dafna Merom/](https://directory.westernsydney.edu.au/search/name/Dafna%20Merom/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7016_22-SPR_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Dafna Merom ([https://directory.westernsydney.edu.au/search/name/Dafna Merom/](https://directory.westernsydney.edu.au/search/name/Dafna%20Merom/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7016_22-SPR_PS_D#subjects)

PUBH 7017 Leadership and the Development of Organisational Capacity

Credit Points 10

Legacy Code 400778

Coordinator Robyn Moroney ([https://directory.westernsydney.edu.au/search/name/Robyn Moroney/](https://directory.westernsydney.edu.au/search/name/Robyn%20Moroney/))

Description This unit examines the concept, form and structure of health care organisations. Organisational theory is explored and used to analyse a range of structures used in nursing and contemporary health care. Factors which influence organisational design, function and effectiveness are explored and discussed including: organisational behaviour, strategy, culture, power and politics, technology, sustainability and effectiveness. A major focus in the unit is planning for strategic organisational development to meet the challenges of rapid change and the need for performance improvements in patient care delivery. Concepts related to the strategic development of workforce capacity in the health care arena are considered through the application of a range of theories including the learning organisation. Leadership will be examined within the context of the unit with a particular emphasis on change management.

School Nursing & Midwifery

Discipline Public Health

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

Understanding of the principles of leadership and management theories and the attributes of effective leadership in a changing health care environment.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of how organisational theory underpins organisational strategy and the design and structure of health care organisations.
2. Identify the factors driving changes in organisational strategy and design within the contemporary health care setting.
3. Analyse the impact of organisational culture and professional subcultures, power, politics and technology on readiness for change in health care organisations.
4. Discuss models and strategies used in effective change leadership and their application to the health care environment.
5. Examine models of workforce development used in organisational capacity building in the health care sector.
6. Explore the relationship between effective change leadership and improving organisational capacity and performance.
7. Outline leadership strategies required to mobilise and engage stakeholders in continuous organisational development and performance improvement in health care.

Subject Content

Module 1 - Introduction to organisational theory, design and structure, and its application to the health care environment

- organisational theory and structure - organisational Structures, function, formal systems of power and authority, how they are affected by The Internal and external environment in The health care sector
- Factors influencing organisational design and function in health care including organisational behaviour, strategy, culture, power and politics, Technology, sustainability and effectiveness
- organisational culture and subcultures in health care

Module 2 - Organisational capacity building, workforce development and change management in the health care environment

- leadership, adaptive organisational cultures and change
- theories and frameworks for organisational capacity Building
- Models and strategies for Workforce development
- managing Conflict, power and politics in health care Organisations

Module 3 - Improving organisational performance

- theories and concepts underpinning organisational performance improvement in health care
- Measuring organisational performance and effectiveness
- leading organisational capacity Building and improving organisational performance in The health care arena

Case study

- Building organisational capacity for Crisis management (SARS, influenza pandemic, natural disasters, Terrorism and multiple casualties)

Prescribed Texts

- There is no essential textbook.

Teaching Periods

PUBH 7018 Leadership for Quality and Safety in Health Care

Credit Points 10

Legacy Code 400777

Coordinator Rona Pillay ([https://directory.westernsydney.edu.au/search/name/Rona Pillay/](https://directory.westernsydney.edu.au/search/name/Rona%20Pillay/))

Description Contemporary clinical leaders, practitioners and health service managers are held accountable for improving quality and safety in health care. Developing a safety culture that incorporates teamwork is an effective way to ensure safe, quality care outcomes for patients. In this subject, students will analyse the main concepts of quality, health care safety, governance frameworks and strategies to improve system performance. Students will apply and critique approaches to quality of care and patient safety, by in-cooperating human factors. In addition, students will analyse risk management and effects of organisational factors that influence quality and safety. Students will explore the leadership required to develop systematic, coherent quality improvement frameworks and quality initiatives that they can directly apply in their own practice to sustain patient and organisational safety.

School Nursing & Midwifery

Discipline Public Health

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects HLTH 7016 - Quality and Safety in Health Care

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Investigate the impact of human factors in healthcare contexts and organisational factors on staff performance to enhance a safety culture
2. Critically analyse the system approach for managing quality and patient safety
3. Critically evaluate the impact of error on safety and risk management culture on healthcare
4. Articulate strategies to improve quality and safety by adopting and applying quality tools and techniques to measure and improve quality and safety
5. Critically evaluate legal and regulatory requirements associated with safety and quality from a leadership perspective
6. Formulate an implementation plan by drawing on human factor framework, with an aim to develop a strategic approach sustain healthcare safety and quality

Subject Content

Module 1

- quality and patient safety - concepts, principles and dimensions
- human error theories
- learning from errors to prevent Harm
- Consumer perspectives

Module 2

- Risk management

- quality management systems
- quality collaboratives
- clinical and corporate Governance
- quality assessment and Accreditation
- safety and Risk management culture

Module 3

- Remedial processes: clinical, service, and Workforce redesign
- quality tools: root cause analysis, fishbone techniques, Analysing error
- information management systems - collecting Reporting and managing data

Module 4

- application of leadership, communication, interpersonal skills and accountability in open Disclosure, cultural Sensitivity, Working in partnership with patient?fs, family and carers, Incident investigation
- legal and Regulatory requirements

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short Answer	1,500 words	50	N	Individual
Professional Task	Part A: 5 mins	20	N	Individual
Professional Task	Part B: 1,000 words	30	N	Individual

Prescribed Texts

- There is no essential textbook.

Teaching Periods

Hong Kong Baptist - Aut

Hong Kong Baptist University

Offshore

Subject Contact Rona Pillay ([https://directory.westernsydney.edu.au/search/name/Rona Pillay/](https://directory.westernsydney.edu.au/search/name/Rona%20Pillay/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7018_22-HKA_HO_F#subjects)

Autumn

Online

Online

Subject Contact Rona Pillay ([https://directory.westernsydney.edu.au/search/name/Rona Pillay/](https://directory.westernsydney.edu.au/search/name/Rona%20Pillay/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7018_22-AUT_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Rona Pillay ([https://directory.westernsydney.edu.au/search/name/Rona Pillay/](https://directory.westernsydney.edu.au/search/name/Rona%20Pillay/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7018_22-AUT_PS_D#subjects)

Hong Kong Baptist - Spr

Hong Kong Baptist University

Offshore

Subject Contact Rona Pillay ([https://directory.westernsydney.edu.au/search/name/Rona Pillay/](https://directory.westernsydney.edu.au/search/name/Rona%20Pillay/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7018_22-HKS_HO_F#subjects)

Hong Kong Baptist - T3

Hong Kong Baptist University

Offshore

Subject Contact Rona Pillay ([https://directory.westernsydney.edu.au/search/name/Rona Pillay/](https://directory.westernsydney.edu.au/search/name/Rona%20Pillay/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7018_22-HK3_HO_F#subjects)

PUBH 7019 Occupational Health Management

Credit Points 10

Legacy Code 300391

Coordinator David Lim ([https://directory.westernsydney.edu.au/search/name/David Lim/](https://directory.westernsydney.edu.au/search/name/David%20Lim/))

Description This unit focuses on the practice of occupational health within national and international frameworks. It explores issues such as the physical, social and mental impact of the occupational environment on health and includes the human body's response to occupational health hazard exposure through toxicological and epidemiological principles. Strategies for the management of occupational health are examined, together with methods of monitoring and evaluating occupational health programs.

School Health Sciences

Discipline Occupational Health and Safety

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYB 8273 - Occupational Health Management

Restrictions

Students must be enrolled in 3602 Master of Environmental Management, 3605 Master of Occupational Safety, Health and Environmental Management, 3606 Graduate Diploma in Occupational Safety, Health and Environmental Management, 3607 Graduate Certificate in Occupational Safety, Health and Environmental Management, 3647 Master of Science, 3648 Graduate Diploma in Science (exit only), 3649 Graduate Certificate in Science, 4651 Master of Health Science, 4652 Graduate Diploma in Health Science or 4653 Graduate Certificate in Health Science, 4681 Master of Health (Research Studies)/PhD, 4698 Master of Health Science, 4700 Graduate Diploma in Health Science, 4701 Graduate Certificate in Health Science, 4702 Master of Public Health, 4704 Graduate Diploma in Public Health

Assumed Knowledge

Recognition that WH&S procedures are legislatively required in the workplace and the ability to recognise the need to protect workers from

harm in the workplace. Knowledge of the basics of WH&S Legislation as it applies in their country of origin.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically discuss the potential impact of current work health and safety issues or emerging issues on worker health and wellbeing
2. Demonstrate an understanding of the health and science knowledge and practice underpinning occupational health management
3. Determine the needs of a given workplace to provide an environment that is not detrimental to the health of people entering that environment
4. Determine the strategies required to implement improvement in occupational health of an organisation, including health promotion, health surveillance and rehabilitation
5. Monitor and evaluate the effectiveness of occupational health programs in the workplace
6. Demonstrate appropriate postgraduate skills in researching and academic writing

Subject Content

Safety Management
Risk Management
Safe systems of work
WHS Legal and Regulatory context
Safety culture
Safety management systems
International approaches to risk and safety management

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Task	1,500 words	30	N	Individual
Professional Task	1 hour	20	N	Individual
Professional Task	2,000 words	50	N	Individual

Teaching Periods

PUBH 7020 Policy, Power and Politics in Health Care Provision

Credit Points 10

Legacy Code 400238

Coordinator Sheree Smith ([https://directory.westernsydney.edu.au/search/name/Sheree Smith/](https://directory.westernsydney.edu.au/search/name/Sheree%20Smith/))

Description Health and aged care leaders often engage in the development and implementation of national policy. The success of these policies is often viewed through the health outcomes in terms of access and equity of quality care. Therefore, it is critical to understand the political and social constructions that underpin the development of health and/or aged care policy. Students will explore and critically

analyse issues related to the development, implementation and outcomes of health and aged care policies specifically in relation to the impact on culturally diverse and disadvantaged groups in society today

School Nursing & Midwifery

Discipline Public Health

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) Students enrolled in program 4673 Master of Mental Health Nursing (Nurse Practitioner) must have passed the following three subjects before they can enrol in this subjects - NURS 7018 Contemporary Professional Practice in Mental Health Nursing and NURS 7023 Evidence-based Nursing and NURS 7028 Leadership in Clinical Practice

Equivalent Subjects LGYB 9177 - Policy Power and Politics in Health Care Provision

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critique social ideologies and theories which shape public expenditure on health and aged-care services
2. Utilise insight to reveal the relationships between politics and power in the construction of health and aged-care policies
3. Critically examine the power and influence of interest groups associated with health and aged-care policy formulation.
4. Critique the impact of the significant historical, structural, and environmental factors which affect health and aged-care policies' development and translation.
5. Evaluate ethical and legal considerations involved in enacting health and aged-care policies
6. Critically appraise the impact of health and aged-care policies on culturally diverse and disadvantaged populations

Subject Content

Module 1: Introduction to the Foundations of Health Policy

- What is Policy
- The Policy Cycle
- Social Theory and Social Policy
- Ethics and distributive justice in health resourcing
- Legislation
- The New Public Health

Module 2: Policy Analysis in the Context of Social Complexity

- Definitions of Power and policy development
- Approaches to policy analysis
- Critique of macro and micro health policies
- Methods of analysis and evaluation

Module 3: The global economy and the future of health care

- Ageing
- Obesity and wellbeing
- End-of-life and living at home
- Technology
- Global economic variations and health care

Module 4: Politics and Public Opinion in Setting the Health Care Agenda

- Federalism and health
- Role of 'unofficial actors' in the development of policy

- Quality and Safety in health care (adverse events, crisis management)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Short answer questions	2,000 words (4x500 words each)	50	N	Individual
Critical analysis	2,000 words	50	N	Individual

Prescribed Texts

- Althaus, C., Bridgeman, P., & Davis, G. (2013). The Australian Policy Handbook: (5th ed.) Crows Nest NSW: Allen & Unwin.

Teaching Periods

Hong Kong Baptist - Aut Hong Kong Baptist University

Offshore

Subject Contact Sheree Smith ([https://directory.westernsydney.edu.au/search/name/Sheree Smith/](https://directory.westernsydney.edu.au/search/name/Sheree%20Smith/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7020_22-HKA_HO_F#subjects)

Hong Kong Baptist - Spr Hong Kong Baptist University

Offshore

Subject Contact Sheree Smith ([https://directory.westernsydney.edu.au/search/name/Sheree Smith/](https://directory.westernsydney.edu.au/search/name/Sheree%20Smith/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7020_22-HKS_HO_F#subjects)

Spring

Online

Online

Subject Contact Sheree Smith ([https://directory.westernsydney.edu.au/search/name/Sheree Smith/](https://directory.westernsydney.edu.au/search/name/Sheree%20Smith/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7020_22-SPR_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Sheree Smith ([https://directory.westernsydney.edu.au/search/name/Sheree Smith/](https://directory.westernsydney.edu.au/search/name/Sheree%20Smith/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7020_22-SPR_PS_D#subjects)

Hong Kong Baptist - T3 Hong Kong Baptist University

Offshore

Subject Contact Sheree Smith ([https://directory.westernsydney.edu.au/search/name/Sheree Smith/](https://directory.westernsydney.edu.au/search/name/Sheree%20Smith/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7020_22-HK3_HO_F#subjects)

PUBH 7021 Primary Health Care and its Applications

Credit Points 10

Legacy Code 400412

Coordinator Fiona McDermid ([https://directory.westernsydney.edu.au/search/name/Fiona McDermid/](https://directory.westernsydney.edu.au/search/name/Fiona%20McDermid/))

Description This subject explores the impact and relevance of Primary Health Care in its context as a World Health Organization (WHO) strategy for achieving "Health for All". It examines the ways in which Primary Health Care, along with other significant WHO initiatives, provides a framework for the organisation of just and humane health care systems and provides an opportunity for detailed discussion of the complex factors that impact on the health status of populations. The integration of associated theoretical concepts will enable an understanding of the complex dimensions of health and well-being to evolve and then to inform health care practices and the planning of programs that can lead to sustainable health within a primary health care framework.

School Nursing & Midwifery

Discipline Health Promotion

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program. The subject is also available as a non-award subject in online mode.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse the principles, strategies and activities of primary health care linked to the World Health Organization's quest for 'Health for All' within local and global contexts.
2. Critically evaluate the congruence between primary health care principles and practices as they relate to local and national health care policies.
3. Critically explore the relationship between people's health outcomes and the global, cultural, social, and socio-economic determinants of health and wellbeing.
4. Conduct a community needs assessment in the context of primary health care.
5. Devise an implementation plan for facilitating health related changes in organisations and communities within a primary health care framework.

Subject Content

Definitions and meanings of health;
 Social determinants of health and wellbeing;
 Health policy orientation: welfare and privatised, concepts and values;
 Primary Health Care principles and practices;
 Health Promotion: issues and strategies for the promotion of health in a globalised context;
 Approaches to health promotion including the use of media;

Community needs assessment; capacity building and healthy settings;
 Projects for health.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Short Answer	Short answer (300 words) 10% and Quiz (10 Qs) 10%	20	N	Individual
Quiz	60 minutes/60 questions	30	N	Individual
Professional Task	2,000 words	50	N	Individual

Prescribed Texts

- There is no essential textbook.

Teaching Periods

Autumn

Online

Online

Subject Contact Fiona McDermid ([https://directory.westernsydney.edu.au/search/name/Fiona McDermid/](https://directory.westernsydney.edu.au/search/name/Fiona%20McDermid/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7021_22-AUT_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Fiona McDermid ([https://directory.westernsydney.edu.au/search/name/Fiona McDermid/](https://directory.westernsydney.edu.au/search/name/Fiona%20McDermid/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7021_22-AUT_PS_D#subjects)

PUBH 7022 Public Health, Policy and Society

Credit Points 10

Legacy Code 400416

Coordinator David Lim ([https://directory.westernsydney.edu.au/search/name/David Lim/](https://directory.westernsydney.edu.au/search/name/David%20Lim/))

Description This unit examines the nature of public health and develops a systemic understanding of various public health policy frameworks and issues. The unit provides the context and history for understanding public health approaches, explores the cultural and social dimensions of health and illness and the economic and political environment in which health policies and strategies are developed and implemented. The unit advocates a view of health that includes an implicit recognition of the physical, social and economic environment, affirms the importance of social justice and equity in health care, and emphasises the importance of inter-sectoral collaboration.

School Health Sciences

Discipline Public Health

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYB 7972 - Health Management Policy and Society
LGYB 8025 - Health Management Policy and Society

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically examine the range and variation of values, definitions and perspectives underlying health, illness and health care services, and analyse their influence on the character of health services and on policy approaches and impact.
2. Critically examine the range of social variables relating to health and illness distribution patterns and the theoretical explanations for these patterns.
3. Analyse recent developments in public health and related movements, including the new public health.
4. Explore the politics, ideologies and ethics which underpin and impact on public health strategies and policies and their influence within the Australian health care system.
5. Identify structural interests in health care and critically analyse their role in and influence on health policy.
6. Analyse selected health policy issues and evaluate current policy approaches within a public health framework.
7. Examine current health resource distributio

Subject Content

- variations in societal values and perspectives related to health and health care
- Determinants of population health - social Variables related to health and illness Distribution patterns
- theoretical Explanations for health inequalities and The implications of The Acceptance of various Explanations
- historical and cultural influences on health and illness Models
- societal responses to health ?need?f ? The organisation of health care systems and its relationship to societal ?values?f
- The meaning and scope of ?health?f policy
- public health and health policy frameworks for analysis ? The Importance of multiple ?perspectives?f in health policy analysis and development
- policy processes and analysis, including theories of choice and decision-making, stages

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	2,500 words minimum - 3,000 words maximum	40	N	Individual

Professional Task	3,000 words minimum - 3,500 maximum	60	N	Individual
-------------------	-------------------------------------	----	---	------------

Teaching Periods

PUBH 7023 Safe and Sustainable Construction

Credit Points 10

Legacy Code 301190

Coordinator Ali Al-Ashwal ([https://directory.westernsydney.edu.au/search/name/Ali Al-Ashwal/](https://directory.westernsydney.edu.au/search/name/Ali%20Al-Ashwal/))

Description This unit introduces two important aspects of construction projects: workplace safety and sustainability. Safety and sustainability are crucial issues in the upper echelons of the construction industry. This unit is intended to explore the theoretical frameworks and best practices to support health and safety in construction projects. It introduces various assessment tools and techniques that can be used to measure and improve sustainability in construction projects.

School Eng, Design & Built Env

Discipline Building Construction Economics

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

Students are expected to have basic knowledge in building and construction.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse legal economic and ethical issues related to Workplace Health and Safety (WHS) in the construction industry;
2. Develop strategies to improve health and safety performance of construction projects;
3. Understand concepts and principles of sustainable development;
4. Analyse appropriate sustainability assessment tools and carbon management approaches for construction projects;
5. Conduct economic assessments such as whole-life cost (WLC), Cost-Benefit Analysis (CBA) and others for construction projects.

Subject Content

Theories and best practices in Workplace Health & Safety in the construction industry.
 Legal, economic and ethical issues related to Workplace Health and Safety.
 The concept of sustainability and the sustainable development agenda.
 Sustainability assessment method and techniques.
 Managing carbon emissions in construction.
 Whole life costing.
 Cost benefit analysis and other techniques in assessing development projects.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Case Study	2000 words	20	N	Individual
Quiz	30 minutes	20	N	Individual
Report	4000 words and 15 minutes	60	N	Both (Individual & Group)

Teaching Periods

Spring

Parramatta City - Macquarie St

Evening

Subject Contact Ali Al-Ashwal ([https://directory.westernsydney.edu.au/search/name/Ali Al-Ashwal/](https://directory.westernsydney.edu.au/search/name/Ali%20Al-Ashwal/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7023_22-SPR_PC_E#subjects)

PUBH 7024 Safety and Risk Management

Credit Points 10

Legacy Code 300677

Coordinator John Loxton ([https://directory.westernsydney.edu.au/search/name/John Loxton/](https://directory.westernsydney.edu.au/search/name/John%20Loxton/))

Description This unit provides a critical insight into the theory and practice of managing safety and health at the workplace with a dual focus on risk management and safety management. Students have the opportunity to develop a safety systems approach concentrating on hazard identification, risk assessment and devising control measures incorporating safety management principles. Safety culture and its influence on Occupational Health and Safety (OHS) practice is also detailed. In addition, the unit addresses the legal underpinning of OHS requirements at the workplace. Labour market change and the role of government, unions and employer organisations are also examined. Global perspectives on OHS from various jurisdictions ranging from the USA, Hong Kong and China are also scrutinised.

School Science

Discipline Occupational Health and Safety

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYA 5996 - Safety Management LGYA 6000 - Risk Assessment

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

Recognition that Occupational Health and Safety procedures are legislatively required at the workplace and the ability to recognise the need to protect workers from harm at the workplace.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Appraise the values, assumptions and models that underpin the development of risk assessment principles and of safety management processes
2. Identify and implement the principles of applied safety management premised on risk assessment and management
3. Critically analyse the systems approach to safety management responsibilities
4. Define and implement an integrated approach to safety systems
5. Discern the significance of safety culture to safety management
6. Advise on the integration of occupational health and safety programs into routine management systems
7. Produce and perform a risk assessment that identifies and apply the expected control measures

Subject Content

Module 1 Safety Management

Module 2 Risk Management

Module 3 Safe Systems of work

Module 4 OHS Legal and Regulatory context

Module 5 Safety Culture

Module 6 Safety Management Systems

Module 7 International approaches to risk and safety management

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Critical Review	1,500 words	30	N	Individual
Presentation (4 per group with 5 minutes each)	20 minutes (4 per group with 5 minutes each)	20	N	Group
Critical Review	2,000 words	50	N	Individual

Prescribed Texts

- Hopkins, A (2014). Safety Culture and Risk, Wolters Kluwer. ISBN: 9781925215694 (eBook)

Teaching Periods

PUBH 7025 Statistical Methods in Epidemiology

Credit Points 10

Legacy Code 401176

Coordinator Haider Mannan ([https://directory.westernsydney.edu.au/search/name/Haider Mannan/](https://directory.westernsydney.edu.au/search/name/Haider%20Mannan/))

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

School Medicine

Discipline Epidemiology

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) HLTH 7008

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe epidemiological data in tabular and graphical format including the calculation and interpretation of measures of disease occurrence
2. Assess a disease-exposure association using appropriate hypothesis tests and calculate confidence intervals for measures of association between exposures and disease
3. Determine whether effect measure modification/or confounding is present in an epidemiological study
4. Explain how the study design determines the method of analysis
5. Select appropriate statistical analyses to address a given research question and carry out the analyses in statistical software
6. Interpret the model output, assess the model fit and test model assumptions
7. Critically appraise published studies by assessing study design and methods of data analysis, as well as interpret study methods, results and conclusions

Subject Content

1. Use of measurement scales and implications for selection of statistical methods
2. Descriptive techniques to summarise public health data
3. Formulate a scientific question about the relationship of a response variable and predictor variable(s)
4. Use statistical software package (e.g. SAS, Stata, R)
5. Methods for analysing case-control studies (linear and logistic regression)
6. Methods for analysing cohort/longitudinal studies (Poisson regression, negative binomial regression)
7. Methods for time-to-event studies (Kaplan-Meier estimator, logrank test, Cox proportional hazards regression)

8. Inferences about model coefficients, tests of hypotheses and determination of whether interaction and/or confounding is present in epidemiological study

9. Evaluate model fits and test model assumptions

10. Interpret regression coefficients and draw appropriate conclusions from epidemiological data

7. Methods for time-to-event studies (Kaplan-Meier estimator, logrank test, Cox proportional hazards regression)

8. Inferences about model coefficients, tests of hypotheses and determination of whether interaction and/or confounding is present in epidemiological study

10. Interpret regression coefficients and draw appropriate conclusions from epidemiological data

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay: Descriptive analysis and interpretation of an epidemiological data set	1,000 words (incl. Summary Figures & Tables)	25	N	Individual
Statistical modelling and interpretation of an epidemiologic data set	1,500 words (incl. Summary Figures & Tables)	35	N	Individual
Research and statistical analysis report	3,000 words (incl. Summary Figures & Tables)	40	N	Individual

Teaching Periods

Spring

Online

Online

Subject Contact Haider Mannan ([https://directory.westernsydney.edu.au/search/name/Haider Mannan/](https://directory.westernsydney.edu.au/search/name/Haider%20Mannan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7025_22-SPR_ON_0#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Haider Mannan ([https://directory.westernsydney.edu.au/search/name/Haider Mannan/](https://directory.westernsydney.edu.au/search/name/Haider%20Mannan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7025_22-SPR_PS_D#subjects)

PUBH 7026 Supporting Aged Communities

Credit Points 10

Legacy Code 400241

Coordinator Tiffany Northall ([https://directory.westernsydney.edu.au/search/name/Tiffany Northall/](https://directory.westernsydney.edu.au/search/name/Tiffany%20Northall/))

Description As people age, they are more likely to require assistance to complete the activities of daily living. Understanding the way aged care is provided can encourage health professionals to consider ways that aged care can empower older people, their families and carers. Health care managers and providers are responsible for the way care is provided which includes supporting older people to contribute to society.

School Nursing & Midwifery

Discipline Community Health

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

Assumed knowledge of aged care and older people living in communities. A general understanding of aged care including potential challenges and enablers.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critique support systems that are provided to older people in their home or in residential aged care.
2. Critically analyse service provision for older people in rural and remote areas.
3. Succinctly evaluate and effectively communicate systems to various stakeholders to ensure older people receive necessary support.
4. Utilise health care models that support, older people, their families, and carers.
5. Conceptualise ways that aged care could be provided to empower older people and communities to contribute to society.

Subject Content

1. Models and Philosophies of Aged Care:

- United Nations Principles for Older Persons
- Philosophies of Care Support for Older People
- International Models of Care and Support
- Continuum of Care Approaches

2. Frameworks for Analysing Aged Care Support Systems:

- Primary Health Care as Process
- Theoretical Analysis of Dynamic Health Care Systems

3. Social Change and Community Support:

- Social Adjustment and the Ageing Process
- Population Health and Local Community Needs
- Aged Care Assessment Teams and the Assessment Process
- Informal Carers – Needs Analysis and Support Systems

- Community Involvement and Emancipation Processes

4. Creating and Sustaining Process of Exchange:

- Social Agency and Change
- Inter-disciplinary Action Processes
- Networking Across the Continuum of Care
- Strategies for Reform

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Report	1 000 words	40	N	Individual
Presentation	5 minutes	20	N	Individual
Reflection	1 000 words	40	N	Individual

Prescribed Texts

- There is no essential textbook.

Teaching Periods

Spring

Online

Online

Subject Contact Tiffany Northall ([https://directory.westernsydney.edu.au/search/name/Tiffany Northall/](https://directory.westernsydney.edu.au/search/name/Tiffany%20Northall/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7026_22-SPR_ON_O#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7026_22-SC3_SC_D#subjects)

PUBH 7027 Supporting Individuals and Communities in Crisis

Credit Points 10

Legacy Code 400838

Coordinator Lisa Wong ([https://directory.westernsydney.edu.au/search/name/Lisa Wong/](https://directory.westernsydney.edu.au/search/name/Lisa%20Wong/))

Description The planning, development and implementation of primary health care initiatives rest largely on the capacity of health care workers to develop and engage in partnerships with a diverse range of consumers, health care workers and organisations. In this unit students will critically examine the complexities inherent in developing and sustaining effective and active partnerships with individuals and groups in primary health care contexts. The interpersonal, cultural and socio-political issues that shape communication and the development of partnerships will be examined. Current approaches used to plan for and respond to crises, emergencies and disasters at an individual, organisational and community level will also be explored.

School Nursing & Midwifery

Discipline Public Health

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify models of communication that guide the development of professional interpersonal relationships and partnerships with consumers and organisations in primary health care contexts.
2. Critically examine personal, cultural and organisational factors that influence the nature of interpersonal, interprofessional and organisational relationships in primary health care settings.
3. Identify and analyse specific theories regarding the structure, function and process of therapeutic communication and crisis intervention.
4. Identify the principles that underpin frameworks of disaster/emergency preparedness and response within primary health care contexts.
5. Examine the efficacy of selected frameworks of disaster/emergency preparedness and response in health care contexts.
6. Examine community, multidisciplinary and intersectoral relationships considered essential for effective disaster prevention, mitigation, preparedness and response.

Subject Content

Module 1: Introduction to communication theory and models of partnership

1. Linear theory of communication
2. Circular transactional theoretical model of communication
3. Partnerships in primary health care contexts
 - with community groups and health care Organisations
 - with Consumers and families
 - communication within multidisciplinary teams
 - Intersectoral relationships
4. Culture and communication
 - self as A cultural being
 - Issues of language, gender, ethnicity/race, Age, socioeconomic situation, religion/spirituality

Module 2: Essential elements of therapeutic communication

1. Therapeutic communication models
2. Facilitative conditions of therapeutic communication
3. Characteristics of self concept/ self awareness
4. Crisis theory and primary health care practice
5. Group dynamics and development

Module 3: Essential elements of emergency/disaster mitigation, preparedness and response within primary health care contexts

1. WHO policy on emergency preparedness and risk reduction
 - 'All Hazard/Whole Health' approach
2. International, national and local issues related to disaster mitigation, preparedness and response
 - government and Legislation
 - Vulnerability to emergencies and crises

Module 4: Health sector, intersectoral co-ordination and community involvement

1. Health care sector responsibilities in promoting resilience and effective responses in emergency and disaster situations
 - social, economic and human consequences of disasters/emergencies

- Risk reduction, Risk management and emergency preparedness
- 2. Frameworks for disaster prevention, mitigation, preparedness and response to natural disasters and complex emergencies
- Intersectoral relationships
- strengthening The response capacity of communities at Risk
- promotion of recovery

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Online Participation		10	N	Individual
Essay	2500 words	50	N	Individual
Poster/ Pamphlet	1000 words	40	N	Individual

Prescribed Texts

- There is no essential textbook.

Teaching Periods

PUBH 7028 Surveillance and Disaster Planning

Credit Points 10

Legacy Code 400847

Coordinator Krista Cockrell ([https://directory.westernsydney.edu.au/search/name/Krista Cockrell/](https://directory.westernsydney.edu.au/search/name/Krista%20Cockrell/))

Description As the world responds to climate change and increased globalisation, the human population is becoming increasingly vulnerable to natural and human disasters. This unit equips students with skills in disaster preparedness and public health surveillance. It addresses the psychosocial and mental health aspects of disaster management, the systems of disaster response and how these aspects are relevant across the all-hazard approach to Prevention, Preparation, Response and Recovery (PPRR). Using current evidence and understanding of this field, students will gain knowledge, skills and experience in leadership and management across the PPRR spectrum and the public health, clinical and other coordination in terms of impact and outcome. Australian requirements and systems in relation to surveillance and disaster planning will be analysed as will international and Australian roles in the region.

School Health Sciences

Discipline Public Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse environmental, social, cultural, and animal welfare factors in public health disaster planning.
2. Appraise responses to disasters to provide evidence-based recommendations for surveillance and response improvements.
3. Interpret data to establish the epidemiology of disaster and identify public health needs of communities for disaster planning.
4. Formulate responses to potential or occurring public health emergencies to minimise the impacts to affected communities and build community resilience.

Subject Content

1. Basic concepts and classification of disasters, including terminology
2. Psychosocial aspects of disasters focusing particularly on vulnerable groups
3. Risk and protective factors in disasters and their relevance for prevention and intervention at population and individual level
4. Disaster management frameworks and response systems
5. The mental health effects of disasters
6. Management principles and strategies to support affected individuals and groups during disasters
7. Psychosocial management strategies in disasters
8. Public health and refugee health in disasters
9. The key public health concepts, issues and management in a disaster context
10. Epidemiology and surveillance in disasters

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Logbook - Learning Journal	5 submissions of 350 words max each	20	N	Individual
Report - Public Health Emergency Response Plan	1,500 words	40	N	Individual
Report - Disaster Response Report	1,500 words	40	N	Individual

Prescribed Texts

- Clements, B. & Casani, J. (2016). Disasters and Public Health. Butterworth-Heinemann.
- Clements, B. & Casani, J. (2016). Disasters and Public Health (2nd Edition). Butterworth-Heinemann

Teaching Periods

Spring

Online

Online

Subject Contact David Lim ([https://directory.westernsydney.edu.au/search/name/David Lim/](https://directory.westernsydney.edu.au/search/name/David%20Lim/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7028_22-SPR_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact David Lim ([https://directory.westernsydney.edu.au/search/name/David Lim/](https://directory.westernsydney.edu.au/search/name/David%20Lim/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7028_22-SPR_PS_D#subjects)

PUBH 7029 Digital Health Management

Credit Points 10

Legacy Code 401366

Coordinator Luckman Hlambelo ([https://directory.westernsydney.edu.au/search/name/Luckman Hlambelo/](https://directory.westernsydney.edu.au/search/name/Luckman%20Hlambelo/))

Description Digital health technologies and services are significant contributors to the transformation of healthcare delivery. Uncertainty, abandonment and lack of organisational willingness to adopt, and failure to manage the realisation of business benefits from health information technology investments lead digital technology projects to fail. This unit provides an overview of capability required to enable health organisations to measure and optimise the value of digital health initiatives. Students will be introduced to various concepts and frameworks used to measure and quantify the benefits of digital health in Australia and elsewhere. Students will have opportunities to participate in industry case studies and analysis.

School Health Sciences

Discipline Public Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) For students enrolled in 4778 Graduate Diploma in Digital Health and 4698 Master of Health Science 2-year and 15-year pathways
PUBH 7031 Health Systems and Policy
Note Students in the 1 year pathway will need to complete a rule waiver form to enrol in this unit

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critique and explain the theoretical underpinnings and processes in benefits management and realisation in digital health
2. Apply a structured, effective and consistent approach when directing and managing digital health programs and projects.
3. Evaluate performance to support benefits identification, management and realisation processes and reporting on the value derived from digital health investment.
4. Apply rigorous assurance including quality, gated, investment, technical, security, financial and architecture reviews on digital health programs and projects

- Critically analyse the role of program management, change and organisational culture in digital health benefits management and realisation

Subject Content

- Fundamentals and Foundations of Benefits management and realisation
- Australia's National Digital Health Strategy
- The digital divide in adoption and use of a Personal Health Record
- Digital health project and program fundamentals
- Identifying and assessing benefit dependencies and changes
- Valuing, assessing and optimising the whole investment
- Benefit tracking and reporting
- Maximizing cost efficiency
- Governance, program assurance and gateways
- The Change/Benefit Realisation Management (BRM) process
- Embedding Benefit Realisation Management (BRM) of digital health within an organisation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Proposal of a Benefits Management and Realisation of a Digital Solution	1,000 words	25	N	Individual
Critical Analysis Report	1,500 words	35	N	Individual
Benefits Management and Realisation of a Digital Health Report	2,000 words	40	N	Individual

Prescribed Texts

- Bradley, G. (2016). Benefit Realisation Management: A practical guide to achieving benefits through change. Routledge.

Teaching Periods

Spring Online

Subject Contact Luckman Hlambelo ([https://directory.westernsydney.edu.au/search/name/Luckman Hlambelo/](https://directory.westernsydney.edu.au/search/name/Luckman%20Hlambelo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7029_22-SPR_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Luckman Hlambelo ([https://directory.westernsydney.edu.au/search/name/Luckman Hlambelo/](https://directory.westernsydney.edu.au/search/name/Luckman%20Hlambelo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7029_22-SPR_PS_D#subjects)

PUBH 7030 Health Systems Planning and Evaluation

Credit Points 10

Legacy Code 401364

Coordinator Luke Arnold ([https://directory.westernsydney.edu.au/search/name/Luke Arnold/](https://directory.westernsydney.edu.au/search/name/Luke%20Arnold/))

Description This unit addresses health services planning and evaluation, as well as health economics. This unit aims to provide students with the necessary knowledge and skills to understand and apply the major concepts involved in health services planning and evaluation. Workforce planning and service capability frameworks are addressed as well as planning capital infrastructure for health services. How to evaluate and implement a health services plan is also described. The second module introduces the student to several economic concepts relevant to healthcare management and demonstrates how they are applied to actual situations in the healthcare industry.

School Health Sciences

Discipline Health Promotion

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) For students enrolled in 4700 Graduate Diploma in Health Science and 4777 Health Services Management and in 4698 Master of Health Science 2-year and 15-year pathways
Note Students in the 1 year pathway will need to complete a rule waiver form to enrol in this unit
PUBH 7031 Health System and Policy

Equivalent Subjects PUBH 7012 Health Economics and Comparative Health Systems

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

Competent use of Microsoft Excel, and high school mathematics (arithmetic, formulas and algebra, reading graphs).

Learning Outcomes

On successful completion of this subject, students should be able to:

- Relate key economic and health service planning principles to the current health system climate
- Determine best practice for planning and implementing change in the health service industry
- Construct innovative solutions to health systems planning to address projected challenges in the health service industry.
- Engage effectively as a member of a health service management team to design and implement a health service initiative

Subject Content

1. Decision-making in health services management
2. Comparing health systems
3. Principles of economic evaluation
4. Measuring and valuing effects
5. Workforce planning and service capability
6. Planning capital infrastructure for health services
7. Rural health planning
8. Planning for populations
9. Service planning models of care
10. Healthcare forecasting, whole of nation and beyond-hospital-walls planning
11. Stakeholder consultation and engagement within the health services planning environment
12. Demand and supply of services

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task: Health Needs Assessment	1,000 words	25	N	Group
Professional Task: Approach to team-based health system planning	1,500 words	30	N	Group
Professional Task: Health Service Implementation Plan	2,000 words	45	N	Individual

Prescribed Texts

- Drummond, M. F., Sculpher, M. J., Claxton, K., Stoddart, G. L. & Torrance, G. W. (2015). *Methods for the Economic Evaluations of Health Care Programmes* (4th Edition). Oxford University Press.
- Singh, V.K., Lillrank, P. (2015). *Innovations in Healthcare Management*. Apple Academic Press Inc.
- Drummond, M. F., Sculpher, M. J., Claxton, K., Stoddart, G. L. & Torrance, G. W. (2015). *Methods for the Economic Evaluations of Health Care Programmes* (4th Edition). Oxford University Press
- Singh, V.K., Lillrank, P. (2015). *Innovations in Healthcare Management*. Apple Academic Press

Teaching Periods

Spring

Online

Online

Subject Contact Luke Arnold ([https://directory.westernsydney.edu.au/search/name/Luke Arnold/](https://directory.westernsydney.edu.au/search/name/Luke%20Arnold/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7030_22-SPR_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Luke Arnold ([https://directory.westernsydney.edu.au/search/name/Luke Arnold/](https://directory.westernsydney.edu.au/search/name/Luke%20Arnold/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7030_22-SPR_PS_D#subjects)

PUBH 7031 Health Systems and Policy

Credit Points 10

Legacy Code 401363

Coordinator Paul Preobrajensky ([https://directory.westernsydney.edu.au/search/name/Paul Preobrajensky/](https://directory.westernsydney.edu.au/search/name/Paul%20Preobrajensky/))

Description A detailed understanding of the structure and functioning of the health system is essential to effectively work, manage and lead in health services. This unit explores concepts that form the basis for the way health systems are designed and operate. This unit will equip students with the skills to critique challenges and opportunities that can influence how health services are delivered and resourced such as health workforce shortages, digital health innovations, public-private partnerships, and changing demographics. This unit will also examine the crucial role of governance and health policy in determining funding priorities and shaping health systems with a particular focus on the Australian health system, but within an international context. These issues are critiqued with health reform and the drivers for change nationally and internationally.

School Health Sciences

Discipline Public Health

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects PUBH 7022 Public Health Policy and Society

Restrictions

Students must be enrolled in a postgraduate program

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Summarise the structure and organisation of health systems, with a particular focus on the Australian health system
2. Critique the Australian health system
3. Critique the role of government policy in shaping health systems and priorities for health funding
4. Examine the challenges and opportunities facing health systems, particularly those in Australia
5. Appraise strategies to address the challenges to the health system

Subject Content

1. An introduction to health system structure
2. Overview of the Australian health system and international comparisons
3. Governance, policy and healthcare with a focus on Australia
4. Financing health systems
5. Human resources for health
6. Health information systems

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	800 words	30	N	Individual
Essay	1,200 words	40	N	Individual
Presentation	3 minute plus 500 words	30	N	Individual

Prescribed Texts

- Duckett, S., & Willcox, S. (2015). *The Australian health care system* (No. Ed. 5). Oxford University Press.
- Palmer, G. R., & Short, S. D. (2014). *Health care and public policy: an Australian analysis* (5th ed.). Macmillan Education AU.

Teaching Periods

Autumn

Online

Online

Subject Contact Paul Preobrajensky ([https://directory.westernsydney.edu.au/search/name/Paul Preobrajensky/](https://directory.westernsydney.edu.au/search/name/Paul%20Preobrajensky/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7031_22-AUT_ON_0#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Paul Preobrajensky ([https://directory.westernsydney.edu.au/search/name/Paul Preobrajensky/](https://directory.westernsydney.edu.au/search/name/Paul%20Preobrajensky/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7031_22-AUT_PS_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7031_22-SC2_SC_D#subjects)

Spring

Online

Online

Subject Contact David Lim ([https://directory.westernsydney.edu.au/search/name/David Lim/](https://directory.westernsydney.edu.au/search/name/David%20Lim/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7031_22-SPR_ON_0#subjects)

Parramatta - Victoria Rd

Day

Subject Contact David Lim ([https://directory.westernsydney.edu.au/search/name/David Lim/](https://directory.westernsydney.edu.au/search/name/David%20Lim/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7031_22-SPR_PS_D#subjects)

PUBH 7032 Patient-centred digital healthcare

Credit Points 10

Legacy Code 401367

Coordinator Luckman Hlambelo ([https://directory.westernsydney.edu.au/search/name/Luckman Hlambelo/](https://directory.westernsydney.edu.au/search/name/Luckman%20Hlambelo/))

Description Patient-Centred Digital Healthcare introduces students to consumer engagement and consumer informatics approaches and many other examples of innovations using data analytics and digital health strategies in clinical, community-based, and home-based settings. Students will learn about the role of Patient-facing Technologies to empower patients and improve safety and the importance of standardisation of the electronic management of healthcare information and the automation of clinical processes in delivering patient-centred care. Central to fulfilling this role is ensuring that care is delivered in a safe and effective manner. Students are encouraged to identify, articulate, reflect upon, and value digital health technologies in their local health services.

School Health Sciences

Discipline Public Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) For students enrolled in 4778 Graduate Diploma in Digital Health and 4698 Master of Health Science 2-year and 15-year pathways
PUBH 7031 Health Systems and Policy
Note Students in the 1 year pathway will need to complete a rule waiver form to enrol in this unit

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Appraise the range of patient-facing technologies available in Australia and how these technologies fit within the wider National Digital Health Strategy for Australia
- Evaluate technical, policy, design, and implementation issues associated with consumer-facing technologies
- Critically analyse the evidence-base for consumer engagement and consumer informatics approaches
- Create innovations using data analytics and digital health strategies in clinical, community-based, and home-based settings
- Illustrate ways in which health systems are using informatics approaches to make a difference both in personal as well as population and community health
- Examine policy and regulatory issues on value-based purchasing, community health, ethics, open science and data analytics, and how Australia and other countries developed their national digital health strategies.

Subject Content

1.Consumer and Patient Engagement in health and healthcare

2. Using digital health to support patient-centred care
3. The role of social media in the democratisation of healthcare
4. Understanding Usability and Human-Centred Design Principles
5. Accessibility for Health IT
6. Behaviour Change Design
7. Consumer-Centred and Consumer-Generated Information
8. Telemedicine and eHealth
9. Patient Portals and Feedback Loops
10. Policy and regulatory issues in digital healthcare

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Discussion Forum	5 x 350 words	25	N	Individual
Critical Analysis Report	1,000 words	35	N	Individual
Digital Health Policy Report	2,500 words	40	N	Individual

Prescribed Texts

- Edmunds, M., Hass, C., & Holve, E. (Eds.). (2018). Consumer Informatics and Digital Health: Solutions for Health and Health Care. Springer.

Teaching Periods

Spring

Online

Online

Subject Contact Luckman Hlambelo ([https://directory.westernsydney.edu.au/search/name/Luckman Hlambelo/](https://directory.westernsydney.edu.au/search/name/Luckman%20Hlambelo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7032_22-SPR_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Luckman Hlambelo ([https://directory.westernsydney.edu.au/search/name/Luckman Hlambelo/](https://directory.westernsydney.edu.au/search/name/Luckman%20Hlambelo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7032_22-SPR_PS_D#subjects)

PUBH 7033 The Social Determinants of Health

Credit Points 10

Legacy Code 401372

Coordinator Kritika Rana ([https://directory.westernsydney.edu.au/search/name/Kritika Rana/](https://directory.westernsydney.edu.au/search/name/Kritika%20Rana/))

Description The social determinants of health recognise that the health and wellbeing of individuals and communities are influenced by a range of social factors such as wealth, education, gender, and ethnicity. Such factors determine access to and use of resources influencing health outcomes and resulting in disparities in health or health inequalities.

In this unit, students will use theories and frameworks for the social determinants of health to assess the role of key social factors in affecting the health and illness of individuals and communities. Students will be introduced to the challenges of measuring and addressing the social determinants of health, and critically examine examples of programmatic and policy interventions aimed at reducing health inequalities and addressing the social determinants of health.

School Health Sciences

Discipline Public Health

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects HLTH 7001 A Global Perspective on the Social Determinants of Health

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically appraise the social factors that determine health and illness across the lifespan.
2. Critically explain the impact of social structure and processes on health inequalities within Australia and internationally.
3. Evaluate the evidence supporting the social determinants thesis and causal pathways offered to describe the link between social factors and inequitable health outcomes.
4. Assess the capacity of the Australian and other national health systems to respond to the challenge of reducing health inequities.
5. Use evidence to investigate, analyse and synthesise the societal determinants of health and disease for effective decision-making

Subject Content

1. Health inequalities and the history of social determinants of health in relation to other key theories and approaches in population health
2. International Commission on the Social Determinants of Health and introduction to major social determinants of health
3. Health and wealth: the role of poverty, employment and education
4. Neighbourhood and the built environment
5. Social capital and community context
6. Discrimination and health
7. Life course approach
8. Indigenous health
9. Methodological challenges involved in measuring social phenomena and making causal inferences about the relationship between social factors and health
10. Policies and interventions that could address the social determinants of health

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Literature Review	1,000 words	25	N	Individual
Summary Proposal	500 words	35	N	Individual
Proposal	1,500 words	40	N	Individual

Prescribed Texts

- Liamputtong, P. (2019) The Social Determinants of Health. Oxford University Press Australia.

Teaching Periods

Autumn

Online

Online

Subject Contact Kritika Rana ([https://directory.westernsydney.edu.au/search/name/Kritika Rana/](https://directory.westernsydney.edu.au/search/name/Kritika%20Rana/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7033_22-AUT_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Kritika Rana ([https://directory.westernsydney.edu.au/search/name/Kritika Rana/](https://directory.westernsydney.edu.au/search/name/Kritika%20Rana/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7033_22-AUT_PS_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7033_22-SC2_SC_D#subjects)

Spring

Online

Online

Subject Contact Kritika Rana ([https://directory.westernsydney.edu.au/search/name/Kritika Rana/](https://directory.westernsydney.edu.au/search/name/Kritika%20Rana/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7033_22-SPR_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Kritika Rana ([https://directory.westernsydney.edu.au/search/name/Kritika Rana/](https://directory.westernsydney.edu.au/search/name/Kritika%20Rana/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7033_22-SPR_PS_D#subjects)

PUBH 7034 Workplace Safety and Risk Management

Credit Points 10

Legacy Code 401373

Coordinator Krista Cockrell ([https://directory.westernsydney.edu.au/search/name/Krista Cockrell/](https://directory.westernsydney.edu.au/search/name/Krista%20Cockrell/))

Description This unit provides a critical insight into the theory and practice of managing health and safety in the workplace. Students have the opportunity to develop a safety systems approach, concentrating on hazard identification, risk assessment and devising control measures incorporating safety management principles to address current and emerging workplace health and safety issues. Students will learn the importance of developing a safety culture in the workplace

as a core principle of safe work system management. In addition, the unit addresses the legal underpinning of health and safety requirements at the workplace. Labour market change and the role of government, unions and employer organisations are also examined. Global perspectives on workplace health and safety from various jurisdictions are also scrutinised.

School Health Sciences

Discipline Occupational Health and Safety

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) PUBH 7031

Equivalent Subjects PUBH 7024 Safety and Risk Management

Restrictions

Students must be enrolled in a postgraduate program

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse the impacts of existing and emerging occupational health and safety issues.
2. Assess hazards and risk to determine appropriate actions and develop risk management strategies.
3. Translate the WHS framework, guidance materials and evidence into practice
4. Design strategies to improve workplace health and safety
5. Examine the role of culture and leadership in workplace safety and risk management.
6. Collaborate with stakeholders to plan and implement work health and safety processes.

Subject Content

1. Workplace safety systems from a global and Australian perspective
2. Identifying Hazards and assessing risk
3. Emerging occupational health issues
4. Conducting a risk assessment and risk mitigation
5. Applying legislation and guidance material to risk management processes
6. Consultation
7. Evaluation in WHS
8. Safety culture and safety leadership
9. Managing Emergencies in the Workplace
10. Worker's compensation and return to work processes

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Task	1,250 words	25	N	Individual
Professional Task	2,000 words	35	N	Group
Professional Task	2,000 words	40	N	Individual

Prescribed Texts

- The latest edition of the following textbook:
- Archer, R., Borthwick, K. & Travers, M. (2018). WHS: A Management Guide (5th Edition). Cengage Learning AUS.

Teaching Periods

Spring Online

Online

Subject Contact Krista Cockrell ([https://directory.westernsydney.edu.au/search/name/Krista Cockrell/](https://directory.westernsydney.edu.au/search/name/Krista%20Cockrell/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7034_22-SPR_ON_O#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Krista Cockrell ([https://directory.westernsydney.edu.au/search/name/Krista Cockrell/](https://directory.westernsydney.edu.au/search/name/Krista%20Cockrell/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH7034_22-SPR_PS_D#subjects)

PUBH 9001 Higher Degree Research Thesis - Community Health

Credit Points 20

Legacy Code 800115

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Nursing & Midwifery

Discipline Community Health

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH9001_22-RQ1_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH9001_22-RQ1_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH9001_22-RQ1_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH9001_22-RQ1_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH9001_22-RQ1_PS_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH9001_22-RQ2_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH9001_22-RQ2_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH9001_22-RQ2_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH9001_22-RQ2_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH9001_22-RQ2_PS_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH9001_22-RQ3_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH9001_22-RQ3_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH9001_22-RQ3_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH9001_22-RQ3_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH9001_22-RQ3_PS_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH9001_22-RQ4_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH9001_22-RQ4_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH9001_22-RQ4_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH9001_22-RQ4_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH9001_22-RQ4_PS_D#subjects)

PUBH 9002 Higher Degree Research Thesis - Public Health

Credit Points 20

Legacy Code 800113

Coordinator Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

School Nursing & Midwifery

Discipline Public Health

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH9002_22-RQ1_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH9002_22-RQ1_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH9002_22-RQ1_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=PUBH9002_22-RQ1_KW_D#subjects)

RADI 7001 Advanced Principles and Practice of Cardiac Sonography

Credit Points 10

Legacy Code 401247

Coordinator Paul Stoodley ([https://directory.westernsydney.edu.au/search/name/Paul Stoodley/](https://directory.westernsydney.edu.au/search/name/Paul%20Stoodley/))

Description This unit is an essential part of the final year of the Masters in Cardiac Sonography. It will build on the student's knowledge and skills gained in prior units, as they select and study a contemporary cardiac ultrasound technology. Students are required to research and write a literature review about their chosen technology, and to evaluate their own use of the technology in clinical practice. In addition, students will have the opportunity to teach first year cardiac sonographers, and write a reflection on their teaching experience.

School Medicine

Discipline Radiography

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) RADI 7009 AND RADI 7005

Restrictions

Students must be enrolled in the Master of Cardiac Sonography.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate relevant research and compose a literature review utilizing advanced research and academic writing skills
2. Appraise the clinical application of a contemporary cardiac ultrasound technology
3. Reflect on the aspects of adept cardiac sonography practice through teaching student sonographers

Subject Content

Module 1. Contemporary Cardiac Ultrasound Technology

- subject introduction: An Overview of potential research Topics and subject structure

- Journals forum: meetings weeks 2, 3 and 4 to discuss and review relevant grey literature, review articles and original research

- Imaging tutorial: practical lessons on i) the clinical application, and ii) the research utility of the chosen contemporary ultrasound technology (week 7)

- Writing tutorials: meetings weeks 7, 9 and 10 on the essential aspects of writing and editing a literature review

Module 2. Teaching Experience

- Teaching preparation: a tutorial on preparing a teaching plan (aims, outcomes, timetable) and the structure of the teaching sessions (week 4)

- Teaching sessions: two teaching sessions to first year cardiac sonography students (in weeks 5 and 13)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Report	2000 words (excluding references)	50	Y	Individual
Report	1000 words (excluding images and legends)	30	N	Individual
Reflection	650 words total	20	N	Individual
Proposal	300 words	S/U	Y	Individual

Teaching Periods

Autumn

Campbelltown

Composite

Subject Contact Paul Stoodley ([https://directory.westernsydney.edu.au/search/name/Paul Stoodley/](https://directory.westernsydney.edu.au/search/name/Paul%20Stoodley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=RADI7001_22-AUT_CA_C#subjects)

RADI 7002 Practice of Cardiac Sonography 1

Credit Points 10

Legacy Code 401189

Coordinator Paul Stoodley ([https://directory.westernsydney.edu.au/search/name/Paul Stoodley/](https://directory.westernsydney.edu.au/search/name/Paul%20Stoodley/))

Description This unit introduces students to the practice of cardiac sonography. Students learn how to acquire and optimise images and to make basic measurements. They will learn how to draw conclusions from the images and measurements, and to write a basic report. The skills learnt in this unit, which includes work integrated learning, provides students with the foundational skills in cardiac sonography.

School Medicine

Discipline Radiography

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject



Co-requisite(s) RADI 7006

Assumed Knowledge

Applicants for this program must have successfully completed an undergraduate degree in natural and physical sciences or health.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain key operational aspects of cardiac ultrasound machines
2. Position and manipulate cardiac ultrasound transducers correctly
3. Acquire appropriately oriented echocardiographic images and demonstrate how to undertake specific measurements from four standard imaging ewindowsf

- Interpret and draw conclusion from acquired images and their measurements
- Communicate key findings in a written echocardiogram report

Subject Content

- Image acquisition and measurement
- Ultrasound machine operation
- Communication and professional practice

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	8 pages of Q&A	25	N	Individual
Quiz	90 minutes	25	N	Individual
Practical Exam	2 hours	50	Y	Individual
Log/ Workbook	175 cases and one 250 word reflection	0	Y	Individual

Prescribed Texts

- Otto, C 2018. Textbook of Clinical Echocardiography 6th Ed. Saunders USA.

Teaching Periods

Autumn

Campbelltown

Day

Subject Contact Paul Stoodley ([https://directory.westernsydney.edu.au/search/name/Paul Stoodley/](https://directory.westernsydney.edu.au/search/name/Paul%20Stoodley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=RADI7002_22-AUT_CA_D#subjects)

RADI 7003 Practice of Cardiac Sonography 2

Credit Points 10

Legacy Code 401190

Coordinator Paul Stoodley ([https://directory.westernsydney.edu.au/search/name/Paul Stoodley/](https://directory.westernsydney.edu.au/search/name/Paul%20Stoodley/))

Description This unit will build on the knowledge and skills developed in Practice of Cardiac Sonography 1. Students will learn to perform a more extensive echocardiographic examination as they study measuring left ventricular systolic and diastolic function, and are introduced to assessing valvular function. Image interpretation, report writing, and essential aspects of professional practice will also be included in this unit.

School Medicine

Discipline Radiography

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) RADI 7002

Co-requisite(s) RADI 7007

Learning Outcomes

On successful completion of this subject, students should be able to:

- Apply imaging protocols in the practice of cardiac sonography
- Accurately measure anatomical dimensions and physiological parameters
- Use the ultrasound data to assess cardiac structure and function
- Draw conclusions based on the images and measurements, and write a report
- Demonstrate essential features of safe practice and patient care

Subject Content

- Image acquisition and measurement
- Communication
- Professional practice and development

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	2 cases	25	N	Individual
Practical Examination	1.5 hours	50	Y	Individual
Written Exam	75 minutes	25	N	Individual
Log/ Workbook	300 cases and one 250 word reflection	0	Y	Individual

Teaching Periods

Spring

Campbelltown

Day

Subject Contact Paul Stoodley ([https://directory.westernsydney.edu.au/search/name/Paul Stoodley/](https://directory.westernsydney.edu.au/search/name/Paul%20Stoodley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=RADI7003_22-SPR_CA_D#subjects)

RADI 7004 Practice of Cardiac Sonography 3

Credit Points 10

Legacy Code 401191

Coordinator Paul Stoodley ([https://directory.westernsydney.edu.au/search/name/Paul Stoodley/](https://directory.westernsydney.edu.au/search/name/Paul%20Stoodley/))

Description This unit aims to further develop students' understanding of the essential aspects of working in a clinical environment and to consolidate their imaging skills. Students will learn to how to image

a variety of lesions and diseases, including common adult congenital heart defects, systemic diseases that affect the heart, pericardial and pulmonary diseases and cardiac masses. Considerable time will be spent in the clinical environment refining imaging techniques, and students will prepare an evaluation of their imaging skills. .

School Medicine

Discipline Radiography

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) RADI 7003

Co-requisite(s) RADI 7008

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Acquire images and execute relevant measurements of specific systemic and common congenital heart lesions
2. Interpret and draw conclusions from acquired images and measurements
3. Communicate findings in a written report
4. Reflect on echocardiography practice and plan for professional development

Subject Content

1. Image acquisition and measurement
 - imaging patients with congenital heart disease
 - imaging diseases in and outside The heart
 - imaging The right side of The heart
2. Communication
 - writing reports for patients with congenital heart disease and Reporting uncommon findings
3. Professional practice and development
 - reflecting on The Complexity and ethics of echocardiography practice
 - Preparing An action plan for professional development

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	8 pages of Q&A	25	N	Individual
Reflection	16 images with descriptive text.	25	N	Individual
Practical Exam	Full scan with indication and report	50	Y	Individual
Log/ Workbook	Details of 780 cases (cumulative total) with images (from 5 cases)	S/U	Y	Individual

Teaching Periods

Autumn Campbelltown

Day

Subject Contact Paul Stoodley ([https://directory.westernsydney.edu.au/search/name/Paul Stoodley/](https://directory.westernsydney.edu.au/search/name/Paul%20Stoodley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=RADI7004_22-AUT_CA_D#subjects)

RADI 7005 Practice of Cardiac Sonography 4

Credit Points 10

Legacy Code 401192

Coordinator Paul Stoodley ([https://directory.westernsydney.edu.au/search/name/Paul Stoodley/](https://directory.westernsydney.edu.au/search/name/Paul%20Stoodley/))

Description This unit aims to assure that students have gained adequate knowledge and skills to be able to practice competently, confidently and ethically as cardiac sonographers. Care for and communication with patients and colleagues, continual professional development (CPD) and exposure to advanced and leading edge imaging technologies will be given particular emphasis during this unit. Once more, considerable time will be spent in the clinical environment performing imaging skills and activities independently (as per special requirements).

School Medicine

Discipline Radiography

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) RADI 7004

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and measure left ventricular regional wall motion abnormalities
2. Execute a comprehensive echocardiogram examination that includes images acquired from all four acoustic windows
3. Convey echocardiographic findings in a verbal report
4. Formulate a plan for further professional development

Subject Content

1. Image acquisition and measurement
 - Measuring left ventricular Regional wall Motion
 - Intermediate valvular function measurements
 - introduction to stress echocardiography
2. Communication
 - complex echocardiogram interpretation
 - analytical written and verbal Reporting
3. Professional practice and development
 - keeping A professional logbook
 - reflecting on The Complexity and inter-professional dimensions of echocardiography practice
 - Articulating and executing An action plan for professional development

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Case Study	2 cases	20	N	Individual
Professional Task	Two cases: ~70 images per case	30	Y	Individual
Practical Exam	2 hours	50	Y	Individual
Log/Workbook	Semester long	S/US	Y	Individual

Prescribed Texts

- Otto, Catherine (2018). Textbook of Clinical Echocardiography 6th Ed. Saunders USA

Teaching Periods

Autumn Campbelltown

Day

Subject Contact Paul Stoodley ([https://directory.westernsydney.edu.au/search/name/Paul Stoodley/](https://directory.westernsydney.edu.au/search/name/Paul%20Stoodley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=RADI7005_22-AUT_CA_D#subjects)

Spring Campbelltown

Day

Subject Contact Paul Stoodley ([https://directory.westernsydney.edu.au/search/name/Paul Stoodley/](https://directory.westernsydney.edu.au/search/name/Paul%20Stoodley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=RADI7005_22-SPR_CA_D#subjects)

RADI 7006 Principles of Cardiac Sonography 1

Credit Points 10

Legacy Code 401185

Coordinator Paul Stoodley ([https://directory.westernsydney.edu.au/search/name/Paul Stoodley/](https://directory.westernsydney.edu.au/search/name/Paul%20Stoodley/))

Description This unit introduces students to two key areas of knowledge for cardiac sonographers: 1) cardiac anatomy and physiology, and 2) ultrasound physics. Students will learn about the normal and abnormal anatomy and physiology of the human heart. They will also learn about the essential physical principles that underpin ultrasound imaging. This unit provides an essential basis for future study in the Graduate Diploma in Cardiac Sonography.

School Medicine

Discipline Radiography

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Assumed Knowledge

Applicants for this program must have successfully completed an undergraduate degree in natural and physical sciences or health.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and explain normal cardiac anatomical structures and physiological processes
2. Explain the central principles of transmission and interaction of ultrasound with human tissue

Subject Content

1. Cardiac anatomy and physiology
 - features of The cardiovascular system and its development
 - cardiac Anatomy
 - Cardiopulmonary circulation
 - Essential cardiac electrophysiology
2. Ultrasound physics
 - introduction to Ultrasound instrumentation
 - Pulsed Ultrasound
 - Doppler principles
 - Haemodynamic measurements

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Applied Project	20 Images with descriptive text	20	N	Individual
Quiz	30 minutes	20	N	Individual
Quiz	30 minutes	20	N	Individual
Short Answer	90 minutes	40	N	Individual

Teaching Periods

Autumn Campbelltown

Day

Subject Contact Paul Stoodley ([https://directory.westernsydney.edu.au/search/name/Paul Stoodley/](https://directory.westernsydney.edu.au/search/name/Paul%20Stoodley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=RADI7006_22-AUT_CA_D#subjects)

RADI 7007 Principles of Cardiac Sonography 2

Credit Points 10

Legacy Code 401186

Coordinator Paul Stoodley ([https://directory.westernsydney.edu.au/search/name/Paul Stoodley/](https://directory.westernsydney.edu.au/search/name/Paul%20Stoodley/))

Description This unit will build on the knowledge acquired in Principles of Cardiac Sonography 1, via a blend of theoretical and practical activities. The students' understanding of cardiac anatomy and physiology will be extended, and they will begin studying cardiovascular diseases. Aspects of ultrasound physics studied in this unit include identifying imaging artifacts, recognizing equipment limitations, and bio-effects and safety.

School Medicine

Discipline Radiography

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) RADI 7006

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and explain abnormal anatomical features and physiological processes that underpin a range of acquired cardiovascular diseases
2. Explain the key principles of cardiac pacemakers and common cardio-active agents
3. Review essential operational aspects of established and emerging ultrasound technologies
4. Identify, assess and address limitations in the acquisition of cardiac ultrasound images
5. Examine and apply principles of safe practice in the performance of different types of cardiac sonography

Subject Content

1. Cardiovascular pathophysiology
 - Myocardial infarction and dilated cardiomyopathies
 - Hypertrophic and restrictive cardiomyopathies
 - principles of heart valve disease
 - cardiac pacing and Basic cardiovascular Pharmacology
2. Ultrasound physics
 - Ultrasound instrumentation and equipment performance
 - new Ultrasound technologies and Contrast agents
 - Ultrasound artefacts
 - Ultrasound bio-effects and safety

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz 1	25 minutes	20	N	Individual
Quiz 2	60 minutes	30	N	Individual
Final Exam	2 hours	50	N	Individual

Teaching Periods

Spring Campbelltown Day

Subject Contact Paul Stoodley ([https://directory.westernsydney.edu.au/search/name/Paul Stoodley/](https://directory.westernsydney.edu.au/search/name/Paul%20Stoodley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=RADI7007_22-SPR_CA_D#subjects)

RADI 7008 Principles of Cardiac Sonography 3

Credit Points 10

Legacy Code 401187

Coordinator Paul Stoodley ([https://directory.westernsydney.edu.au/search/name/Paul Stoodley/](https://directory.westernsydney.edu.au/search/name/Paul%20Stoodley/))

Description This unit will extend the knowledge students have gained from Principles of Cardiac Sonography 2. Students will utilise their knowledge of normal and abnormal cardiac anatomy and physiology to study congenital and acquired heart lesions. They will examine systemic, pulmonary and pericardial diseases and cardiac masses, analyse data from basic echocardiogram measurements, and learn case study research skills by undertaking a case report. The university library's vast resources will provide an important aid to learning in this unit.

School Medicine

Discipline Radiography

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) RADI 7007

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and explain anatomical features and pathophysiological processes of common congenital and acquired heart lesions
2. Discuss the essential features of systemic, pulmonary and infiltrative diseases that affect cardiac anatomy and function
3. Explain the essential features of pericardial disease and of neoplastic diseases of the heart
4. Develop a worksheet of echocardiographic measurements and perform basic statistical analyses of data
5. Research and compose a case report on an observed congenital heart lesion

Subject Content

1. Cardiovascular pathophysiology
 - Essentials of congenital heart disease
 - systemic, pulmonary and infiltrative diseases
 - Pericardial disease and cardiac masses
2. Case study research skills
 - literature Review
 - data collection
 - statistical analysis of collected data
 - case report writing

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	30 minutes	15	N	Individual
Applied Project	Part 1. Two spreadsheets Part 2. 1000 words	40	Y	Individual
Professional Task	1500 words	45	Y	Individual

Teaching Periods

Autumn Campbelltown Day

Subject Contact Paul Stoodley ([https://directory.westernsydney.edu.au/search/name/Paul Stoodley/](https://directory.westernsydney.edu.au/search/name/Paul%20Stoodley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=RADI7008_22-AUT_CA_D#subjects)

RADI 7009 Principles of Cardiac Sonography 4

Credit Points 10

Legacy Code 401188

Coordinator Paul Stoodley ([https://directory.westernsydney.edu.au/search/name/Paul Stoodley/](https://directory.westernsydney.edu.au/search/name/Paul%20Stoodley/))

Description This unit aims to assure that students have gained adequate knowledge and skills to be able to practice competently and confidently as cardiac sonographers. Students will learn about more complex heart dis-ease and how to detect them by echocardiography and other imaging modalities. They will further devel-op their research skills and start contributing to the sonographic practice through conducting a case pro-ject and presenting the report to the professional audience. The university library's vast teaching and re-search resources will provide an important means for facilitating learning in this unit.

School Medicine

Discipline Radiography

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) RADI 7008

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the pathophysiology of ischemic heart disease and it's detection by echocardiography
2. Identify the causes and sonographic appearance of infective endocarditis and aortic diseases
3. Verify the indications and sonographic appearance of prosthetic heart valves
4. Create a research report on an advanced echocardiographic technique
5. Compare and contrast echocardiography and another cardiac imaging technique

Subject Content

1. Cardiovascular pathophysiology
 - Ischaemic heart disease and echocardiography
 - Ischaemic heart disease and other imaging modalities
 - Prosthetic valves, cardiac interventions and surgery
2. Case study research skills
 - literature Review
 - data collection
 - statistical analysis of collected data
 - case report writing

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	30 minutes	15	N	Individual
Report	1000 words	40	N	Individual
Case Study	1500 words	45	Y	Individual

Teaching Periods

Spring Campbelltown

Day

Subject Contact Paul Stoodley ([https://directory.westernsydney.edu.au/search/name/Paul Stoodley/](https://directory.westernsydney.edu.au/search/name/Paul%20Stoodley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=RADI7009_22-SPR_CA_D#subjects)

RADI 7010 Research Project in Cardiac Sonography

Credit Points 20

Legacy Code 401248

Coordinator Paul Stoodley ([https://directory.westernsydney.edu.au/search/name/Paul Stoodley/](https://directory.westernsydney.edu.au/search/name/Paul%20Stoodley/))

Description In 2021 this unit replaced by 401467 - Medical Research Project (PG). The primary aims of this unit are to: i. Design, and ii. Execute and complete, a research project based on the cardiac ultrasound technology chosen by the student in Advanced Principles and Practice of Cardiac Sonography. Successful completion of the unit results in the composition of a report, and in an oral presentation, which will include details of the aims, methods, results and conclusions of the project.

School Medicine

Discipline Radiography

Student Contribution Band HECS Band 2 20cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) HLTH 7008 AND RADI 7001

Restrictions

Students must be enrolled in the Master of Cardiac Sonography.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Design a research project utilizing a contemporary cardiac ultrasound technology
2. Employ initiative and responsibility in the execution of a research project
3. Compose a research report utilizing high quality academic writing skills
4. Apply well-developed communication skills in the delivery of an oral presentation
5. Rationalize the key findings of the research project

Subject Content

Module 1. Research Project Design and Performance

- Project design
- data collection and measurement
- data analysis

Module 2. Research Project Report and Presentation

- Essential report writing
- composing A research report
- Preparing A research presentation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Project Report	4000 (excluding references)	65	Y	Individual
Presentation - Oral presentation (with PowerPoint or equivalent supporting slides)	25 minutes	35	N	Individual

Teaching Periods

RADI 7011 Practice of Vascular Sonography 1

Credit Points 10

Legacy Code 401293

Coordinator Donna Oomens ([https://directory.westernsydney.edu.au/search/name/Donna Oomens/](https://directory.westernsydney.edu.au/search/name/Donna%20Oomens/))

Description This unit introduces students to the practice of vascular sonography. Students will learn how to acquire and optimise ultrasound images and to make basic measurements. In addition, they will learn to draw conclusions about cardiovascular anatomy and function based on the images and measurements, as well as learning how to write a basic report. The skills learnt in this unit, which includes work-integrated learning, provides foundational skills in vascular sonography.

School Medicine

Discipline Radiography

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) RADI 7015

Restrictions

Students must be enrolled in 4765 Graduate Diploma in Vascular Sonography

Assumed Knowledge

Basic human anatomy & physiology and mathematics.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Determine the key operational aspects of ultrasound machines (CLO 2)
2. Position and manipulate ultrasound transducers to produce diagnostic quality images (CLO 4)
3. Generate accurate measurements of vascular structures for reporting health professionals (CLO 4)
4. Formulate conclusions from acquired images to inform health professionals (CLO 5)
5. Communicate key ultrasound findings in a written report (CLO 5)

Subject Content

Vascular measurements I
 Ultrasound machine operation
 Essentials of non-imaging physiology measurements
 Image acquisition and measurement I
 Ultrasound image acquisition
 Sonographer Communication I
 Descriptive report writing

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Applied Project	20 entries	20	N	Individual
Practical Exam	120 mins	50	Y	Individual
Final Exam	90 mins	30	N	Individual
Log/Workbook	200	S/U	Y	Individual

Prescribed Texts

- Schaberle W. Ultrasonography in vascular diagnosis: a therapy-orientated textbook and atlas. [internet] 2nd Ed. Berlin: Springer; 2016 Available from: <http://ebookcentral.proquest.com>

Teaching Periods

Autumn

Campbelltown

Composite

Subject Contact Donna Oomens ([https://directory.westernsydney.edu.au/search/name/Donna Oomens/](https://directory.westernsydney.edu.au/search/name/Donna%20Oomens/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=RADI7011_22-AUT_CA_C#subjects)

RADI 7012 Practice of Vascular Sonography 2

Credit Points 10

Legacy Code 401295

Coordinator Donna Oomens ([https://directory.westernsydney.edu.au/search/name/Donna Oomens/](https://directory.westernsydney.edu.au/search/name/Donna%20Oomens/))

Description In this unit, students will build on the knowledge and imaging skills they developed in Practice of Vascular Sonography 1. Additionally, they will learn to perform non-imaging physiological measurements, and be introduced to treatment protocols for vascular patients to complement their understanding of pathology. Image interpretation, report writing and essential aspects of professional practice are also included in this unit.

School Medicine

Discipline Radiography

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) RADI 7011

Co-requisite(s) RADI 7016

Restrictions

Students must be enrolled in 4765 Graduate Diploma in Vascular Sonography

Assumed Knowledge

Basic human anatomy, physiology and mathematics.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Implement imaging protocols in the practice of vascular sonography (CLO 3)
2. Measure anatomical dimensions and physiological parameters to allow for correct diagnosis (CLO 4)
3. Utilise ultrasound to assess vascular structures and function (CLO 4)
4. Categorise images and measurements to produce a worksheet for health professionals (CLO 5)
5. Execute essential features of safe practice and patient care in vascular sonography practice (CLO 6)

- 6. Evaluate common vascular interventions to determine effects in patient care (CLO 1)

Subject Content

Image Acquisition & Measurement II
 1. B-mode & Spectral measurements
 Essentials of practice and development I
 2. Infection control practices
 3. Ethics
 Sonographer Communication II
 4. Advanced interpretive and descriptive writing
 Vascular interventions

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements

- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Critical Review	20 entries	20	N	Individual
Practical Examination	90 minutes	50	Y	Individual
Final examination: Written Exam	90 minutes	30	N	Individual
Logbook: Record of Practice	400 studies	S/U	Y	Individual

Prescribed Texts

- Myers, K, Clough, A. Practical vascular ultrasound: an illustrated guide[Internet].2014
- Sch?berle, W. Ultrasonography in vascular diagnosis: a therapy-oriented textbook and atlas[Internet].2018.Available from: <http://ezproxy.uws.edu.au/login?url=https://ebookcentral.proquest.com/lib/uwsau/reader.action?docID=5494664&query=9783319649979>

Teaching Periods

Spring Campbelltown Composite

Subject Contact Donna Oomens ([https://directory.westernsydney.edu.au/search/name/Donna Oomens/](https://directory.westernsydney.edu.au/search/name/Donna%20Oomens/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=RADI7012_22-SPR_CA_C#subjects)

RADI 7013 Practice of Vascular Sonography 3

Credit Points 10

Legacy Code 401297

Coordinator Donna Oomens ([https://directory.westernsydney.edu.au/search/name/Donna Oomens/](https://directory.westernsydney.edu.au/search/name/Donna%20Oomens/))

Description This unit aims to further develop students' understanding of the essential aspects of working in a clinical environment and will help to consolidate their imaging skills. Students will learn how to image a variety of arterial and venous pathologies. Considerable time will be spent in the clinical environment refining imaging techniques, and students will prepare and evaluation of their imaging skills.

School Medicine

Discipline Radiography

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) RADI 7012

Co-requisite(s) RADI 7017

Restrictions

Students must be enrolled in 4765 Graduate Diploma in Vascular Sonography

Assumed Knowledge

Basic human anatomy & physiology.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Employ imaging protocols in the practice of cerebrovascular, DVT and peripheral arterial assessments (CLO 4)
2. Accurately perform extensive measurements of anatomical and physiological parameters to provide high quality information for referring health professionals (CLO3)
3. Formulate conclusions based on the images and measurements to produce a worksheet or/and written report for health professional (CLO 5)
4. Collaborate with vascular sonographers and other health professionals to enhance professional practice and development (CLO 7)

Subject Content

Image Acquisition & Measurement III

1.Cerebrovascular imaging

2.Imaging DVT

3.Peripheral arterial imaging

Professional Practice and Development II

Communication III

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	1,400 words	20	N	Individual
Final Exam	90 mins	30	N	Individual
Practical Exam	90	50	Y	Individual
Log/ Workbook	600 studies	S/U	Y	Individual

Prescribed Texts

- Myers, K, Clough, A. Practical vascular ultrasound: an illustrated guide[Internet].2014 Sch?berle, W. Ultrasonography in vascular diagnosis: a therapy-oriented textbook and atlas[Internet].2018.Available from: <http://ezproxy.uws.edu.au/login?url=https://ebookcentral.proquest.com/lib/uwsau/reader.action?docID=5494664&query=9783319649979>
- Myers, K, Clough, A. Practical vascular ultrasound: an illustrated guide[Internet].2014
- Schaberle, W. Ultrasonography in vascular diagnosis: a therapy-oriented textbook and atlas[Internet].2018.Available from: <http://ezproxy.uws.edu.au/login?url=https://ebookcentral.proquest.com/lib/uwsau/reader.action?docID=5494664&query=9783319649979>

Teaching Periods

Autumn Campbelltown Composite

Subject Contact Donna Oomens ([https://directory.westernsydney.edu.au/search/name/Donna Oomens/](https://directory.westernsydney.edu.au/search/name/Donna%20Oomens/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=RADI7013_22-AUT_CA_C#subjects)

RADI 7014 Practice of Vascular Sonography 4

Credit Points 10

Legacy Code 401299

Coordinator Donna Oomens ([https://directory.westernsydney.edu.au/search/name/Donna Oomens/](https://directory.westernsydney.edu.au/search/name/Donna%20Oomens/))

Description This unit aims to assure that students have gained adequate knowledge and skills to be able to practice competently, confidently and ethically as vascular sonographers. Care for and communication with patients and colleagues, continued professional development (CPD) and exposure to advance and leading edge imaging technologies will be given particular emphasis during this unit. Once more, considerable time will be spent in the clinical environment performing imaging skills and activities independently (as per special requirements)

School Medicine

Discipline Radiography

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) RADI 7013

Co-requisite(s) RADI 7018

Restrictions

Students must be enrolled in 4765 Graduate Diploma in Vascular Sonography.

Assumed Knowledge

Basic human anatomy & physiology.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Produce diagnostic quality assessments of abdominal pathology, venous insufficiency, haemodialysis access and transplant surgery (CLO 4)
2. Analyse the conclusions from diagnostic quality assessments of abdominal pathology, venous insufficiency, haemodialysis access and transplant (CLO 1)
3. Create a worksheet and/or written report based on published criteria in relation to vascular sonography (CLO 5)
4. Reflect on personal sonography practice to plan for further professional development (CLO7)

Subject Content

Imaging Acquisition & Measurement IV

1. Abdominal imaging
2. Venous insufficiency imaging
3. Haemodialysis access imaging
4. Transplant imaging

Professional Practice and Development III

Special Requirements

Legislative pre-requisites

For students who complete their clinical training in a NSW public hospital, the necessary legislative requirements will be part of their employment conditions. Where Clinical training be in a private setting, the special requirements differ from public institutions; students will need to comply with requirements identified by their organisation. Training for some students outside of NSW will be as per the state based requirements.

All Students

To be eligible to enrol in a subject and attend a health-related placement in your program, students must meet Western Sydney University course requirements **and** Special Legislative Requirements to be assessed in their first year of study against the following:

1. National Criminal History Check: Students must have a current (expiring 3 years from date of issue) check valid for their entire program. A valid National Criminal history check must be an Australia wide check, include the student's full name matching their Student ID card and date of birth and not have any offences listed. If a student has a criminal history identified on their check, they must provide a Clinical Placement Authority Card (CPAC) or conditional letter from the NSW HealthShare Employment Screening and Review Unit. https://www.health.nsw.gov.au/careers/student_clearance/Documents/appendix-10-student-application.pdf International students must additionally have a translated International Police Check or statutory declaration.
2. A NSW Working with Children Check (WWCC) clearance letter issued under the category of volunteer valid for their entire program.
3. A current approved first aid certificate valid for their entire program. Approved provider courses can be found at <http://training.gov.au>.

4. A completed vaccination/immunisation card with all serology results containing expiry dates and currency must be maintained by the student to ensure compliance for their entire program.
5. NSW Undertaking/Declaration form.
6. Completed any additional health forms required (such as NSW Health Code of Conduct, Health Student Undertaking/Declaration and Tuberculosis (TB) Assessment Tool).
7. Relevant Local Health District specific documentation as requested. Contact your School for further details. Resources are also available on the Placement Hub (https://www.westernsydney.edu.au/placements_hub/placements_hub/student_compliance/) website.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional task: Vascular Ultrasound Task	1 study & report	20	N	Individual
Practical Examination	90 mins	60	Y	Individual
Worksheet / Diagnostic Report	450 words	20	N	Individual
Logbook & Reflection: Record of Practice	600 studies	S/U	Y	Individual

Prescribed Texts

- Myers, K, Clough, A. Practical vascular ultrasound: an illustrated guide(Internet).2014
- Schaberle, W. Ultrasonography in vascular diagnosis: a therapy-oriented textbook and atlas(Internet).2018. Available from: <http://ezproxy.uws.edu.au/login?url=https://ebookcentral.proquest.com/lib/uwsau/reader.action?docID=5494664&query=9783319649979>

Teaching Periods

RADI 7015 Principles of Vascular Sonography 1

Credit Points 10

Legacy Code 401292

Coordinator Donna Oomens ([https://directory.westernsydney.edu.au/search/name/Donna Oomens/](https://directory.westernsydney.edu.au/search/name/Donna%20Oomens/))

Description In this unit, students will study two essential areas of knowledge for vascular sonographers: I. cardiovascular anatomy and physiology and II. ultrasound physics. The normal anatomy and physiology of the cardiovascular system, and the key physics principles utilized in ultrasound imaging will comprise the majority of the unit content. This unit provides an essential basis for future study in the Graduate Diploma in Vascular Sonography.

School Medicine

Discipline Radiography

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) RADI 7011 - Practice of Vascular Sonography 1

Restrictions

Students must be enrolled in 4765 Graduate Diploma in Vascular Sonography

Assumed Knowledge

Basic human anatomy, physiology and mathematics.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine the normal features of cardiovascular anatomy and its development (CLO 1)
2. Analyse the central principles related to the transmission and interaction of ultrasound with human tissue and how ultrasound images are displayed. (CLO 2)
3. Apply self-directed learning strategies to enhance professional learning in vascular sonography (CLO 5)

Subject Content

- cardiovascular Anatomy and physiology I

1. Features of the cardiovascular system and its development
2. Arterial and venous anatomy of the head, neck and upper limbs
3. Arterial and venous anatomy of the abdomen and lower limbs

- Ultrasound physics I

1. Introduction to ultrasound instrumentation
2. Pulsed Ultrasound
3. Doppler principles
4. Haemodynamics

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	30 minutes	20	N	Individual
Quiz	60 minutes	30	N	Individual
Final Exam	120 minutes	50	N	Individual

Prescribed Texts

- Gill R. The Physics and Technology of Diagnostic Ultrasound: A Practitioner's Guide. 2nd Ed. Sydney, Australia: High Frequency Publishing; 2020

Teaching Periods

Autumn Campbelltown Composite

Subject Contact Donna Oomens ([https://directory.westernsydney.edu.au/search/name/Donna Oomens/](https://directory.westernsydney.edu.au/search/name/Donna%20Oomens/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=RADI7015_22-AUT_CA_C#subjects)

RADI 7016 Principles of Vascular Sonography 2

Credit Points 10

Legacy Code 401294

Coordinator Donna Oomens ([https://directory.westernsydney.edu.au/search/name/Donna Oomens/](https://directory.westernsydney.edu.au/search/name/Donna%20Oomens/))

Description This unit builds on the knowledge acquired in Principles of Vascular Sonography 1, via a blend of theoretical and practical activities. Students' knowledge of general pathology principles will be extended, and they will also cover the principles of coagulation and atherosclerotic disease. Aspects of ultrasound physics studies in this unit include identifying imaging artefacts, recognizing equipment limitations and bio-effects and safety. Basic vascular pharmacology is also covered.

School Medicine

Discipline Radiography

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) RADI 7015

Co-requisite(s) RADI 7011 - Practice of Vascular Sonography

Restrictions

Students must be enrolled in 4765 Graduate Diploma in Vascular Sonography

Assumed Knowledge

Basic human anatomy, physiology and mathematics.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Distinguish the abnormal anatomical features and pathological processes that contribute to specific vascular diseases (CLO 1)
2. Justify essential operational aspects of established and emerging ultrasound technologies to inform professional practice in vascular sonography (CLO 2)
3. Evaluate limitations in the acquisition of vascular images within the professional workplace to allow best practice in vascular sonography (CLO 3)
4. Apply safe practice principles in the performance of vascular sonography (CLO 6)
5. Analyse the roles and interactions of common cardiovascular medicines. (CLO 1)

Subject Content

- vascular pathophysiology I

1.???? Principles of pathology

2.???? Coagulation and clotting pathologies

3.???? Principles of atherosclerotic disease

4.???? Essential cardiovascular pharmacology

- Ultrasound physics II

1.???? Ultrasound instrumentation and equipment performance

2.???? Ultrasound artefacts

3.???? Bio-effects and safety

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Online Quiz 1	20 MCQs / 30 minutes	20	N	Individual
Online Quiz 2	18 MCQs and 6 SAQ/60 minutes	30	N	Individual
Written Exam	120 minutes	50	N	Individual

Prescribed Texts

- 1. Gill, R (2012). The Physics and Technology of Diagnostic Ultrasound: A Practitioner's Guide. Sydney, Australia: High Frequency Publishing
- 2. Underwood, JCE (2009). General & Systematic Pathology. 5th Ed. Churchill Livingstone

Teaching Periods

Spring Campbelltown

Composite

Subject Contact Donna Oomens ([https://directory.westernsydney.edu.au/search/name/Donna Oomens/](https://directory.westernsydney.edu.au/search/name/Donna%20Oomens/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=RADI7016_22-SPR_CA_C#subjects)

RADI 7017 Principles of Vascular Sonography 3

Credit Points 10

Legacy Code 401296

Coordinator Donna Oomens ([https://directory.westernsydney.edu.au/search/name/Donna Oomens/](https://directory.westernsydney.edu.au/search/name/Donna%20Oomens/))

Description This unit will extend the student's knowledge of cerebrovascular and peripheral vascular arterial disease, along with thrombotic venous disease. Students will learn essential research skills, for which the university's vast learning resources will provide an important aid.

School Medicine

Discipline Radiography

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) RADI 7016

Co-requisite(s) RADI 7013 - Practice of Vascular Sonography 3

Restrictions

Students must be enrolled in 4765 Graduate Diploma in Vascular Sonography

Assumed Knowledge

Basic human anatomy, & physiology.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Distinguish the anatomical and physiological features of cerebrovascular and peripheral arterial circulations (CLO 1)
2. Examine key features of thrombotic diseases related to vascular sonography practice to compose a case report relating to an ultrasound for a documented thrombotic event (CLO 1)
3. Classify vascular disease in relation to patient outcomes, encountered within a vascular sonography practice (CLO 5)
4. Appraise the literature in vascular sonography theory and practice to inform professional practice(CLO 7)
5. Employ research methods, data collection and analysis in the field of vascular sonography surrounding peripheral vascular disease(CLO 7)

Subject Content

Vascular Pathophysiology II

- 1.Cerebrovascular disease
- 2.Thrombotic venous disease
- 3.Peripheral vascular disease

Case Study & Research Skills 1

- 1.Literature review
- 2.Data collection
- 3.Statistical analysis of collected data
- 4.Case report writing

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	30 minutes	15	N	Individual
Portfolio	40 studies	40	N	Individual
Case Study	1500 words	45	Y	Individual

Prescribed Texts

- Polak J. Pellerito J. Introduction to Vascular Ultrasonography. 6th Ed. Philadelphia, PA: Elsevier; 2012 to the 7th Ed 2020
- Myers K. Clough A. Practical Vascular Ultrasound: An illustrated guide. London. CRC Press Taylor and Francis Group: 2014

Teaching Periods

Autumn Campbelltown

Composite

Subject Contact Donna Oomens ([https://directory.westernsydney.edu.au/search/name/Donna Oomens/](https://directory.westernsydney.edu.au/search/name/Donna%20Oomens/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=RADI7017_22-AUT_CA_C#subjects)

RADI 7018 Principles of Vascular Sonography 4

Credit Points 10

Legacy Code 401298

Coordinator Donna Oomens ([https://directory.westernsydney.edu.au/search/name/Donna Oomens/](https://directory.westernsydney.edu.au/search/name/Donna%20Oomens/))

Description This unit aims to provide students with adequate knowledge and skills to practice competently and safely as vascular sonographers. Students will learn about more specialised diseases and how to detect them using ultrasound and other imaging modalities. Research skills will also be developed and students will start contributing to a wider sonographic practice by conducting a case project and presenting the report to the professional audience. The university library's vast teaching and research resources will provide an important means for facilitating learning in this unit.

School Medicine

Discipline Radiography

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) RADI 7017

Co-requisite(s) RADI 7014 - Practice of Vascular Sonography 4

Restrictions

Students must be enrolled in 4765 Graduate Diploma in Vascular Sonography

Assumed Knowledge

Basic human anatomy and physiology.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Assess atherosclerosis and aneurysmal development and relate to current treatment strategies (CLO 1)
2. Evaluate the causes and effects of venous disease, including patient outcomes (CLO 1)
3. Differentiate the unique characteristics of arterio-venous fistulae/grafts, and their assessment (CLO 3)
4. Appraise principles of transplant surgery and the role ultrasound plays pre and post-surgery (CLO 4)
5. Produce a report for a wider audience, including peers and other health professionals, based on a self-generated research project on vascular sonography (CLO 7)

Subject Content

Vascular pathophysiology III

- 1.Abdominal vascular pathology
 - 2.Venous insufficiency
 - 3.Arterio-venous fistulae and grafts
 - 4.Renal & liver transplant
- Case Study & Research Skills 2

- 1.Principles of Research
- 2.Literature review
- 3.Statistical analysis of collected data

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Online Quiz	30 minutes	15	N	Individual
Research Report	1500 words	35	N	Individual
Case Study on: Atherosclerosis & aneurysmal development OR Causes & Effects of venous disease	1500 words	50	Y	Individual

Study on:
Atherosclerosis & aneurysmal development
OR Causes & Effects of venous disease

Prescribed Texts

- Hartshorne, T., & Thrush, A., (2010). *Peripheral Vascular Ultrasound: How, Why and When*. 3rd Ed. Edinburgh, New York: Churchill Livingstone
- Pellerito, J., & Polak, F. (2012) *Introduction to Vascular Ultrasonography* (6th ed/(edited by) John S.Pellerito, Joseph F.Polak. (ed) Philadelphia, PA: Saunders/Elsevier
- Underwood, J.C.E., (2009) *General and Systemic Pathology*. (5th Ed) : Churchill Livingstone

Teaching Periods

REHA 1001 Introduction to Occupational Therapy

Credit Points 10

Legacy Code 400160

Coordinator Nikki Tulliani ([https://directory.westernsydney.edu.au/search/name/Nikki Tulliani/](https://directory.westernsydney.edu.au/search/name/Nikki%20Tulliani/))

Description This unit introduces students to the profession of occupational therapy, conceptual foundations underpinning the profession, and areas of clinical practice. Students will learn about the important and unique contribution made by occupational therapists in peoples lives to promote health and well-being. The important role of occupation in daily life will be discussed. In particular, this unit presents an overview of how occupational therapy reduces activity limitations people may have, and in doing so enhances the social participation for people of all ages and abilities. The problem solving process used by occupational therapists to assist clients will be introduced.

School Health Sciences

Discipline Occupational Therapy

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Restrictions

Students must be enrolled in 4663 Bachelor of Health Science/Master of Occupational Therapy or 4711 Bachelor of Occupational Therapy.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Define occupational therapy in respect to its purpose, role and national and international contribution to health care
- Examine the history of occupational therapy professional development in Australia and overseas
- Explore occupational therapy philosophy and theoretical concepts in relation to their application to clients with occupational challenges
- Explore the impact of occupation on health and well-being across the lifespan
- Explore the concepts of roles, activities and skills to understand the occupational nature of human beings
- Identify international and national policies relevant to occupational therapy practice
- Describe major occupational therapy practice areas in Australia and overseas
- Apply the occupational therapy problem solving process to various client groups
- Explain how occupational therapy promotes social participation for clients

Subject Content

- Definitions of occupational therapy
- History and philosophy of occupational therapy
- Role of occupation in promoting health and well-being
- International and national policies and legislation relevant to occupational therapy eg. World Health Organisation policies, Australian health and welfare policies, anti-discrimination legislation
- Occupational therapy practice areas
- Occupational therapy problem solving process
- Occupational therapy conceptual models
- Occupational therapy approaches to improve social participation for specific client groups
- Career options for occupational therapists

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Short Answer	20 minutes	10	N	Individual
Presentation	10-15 minutes	20	N	Individual
Short Answer	2,000-2,500 words (4 x 500-625 word short answer questions)	30	N	Individual
Multiple Choice	2 hours	40	N	Individual

Prescribed Texts

- Schell, B.A., Scaffa, M., Gillen, G., & Cohn, E.S. (Eds.). (2014). Willard & Spackman's occupational therapy (12th ed.). Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins.
- Brown, T., Bourke-Taylor, H. M., Isbel, S., Cordier, R., & Gustafsson, L. (Eds.). (2021). *Occupational Therapy in Australia: Professional and practice issues*. Routledge.

Teaching Periods

Autumn Campbelltown Day

Subject Contact Nikki Tulliani (https://directory.westernsydney.edu.au/search/name/Nikki_Tulliani/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA1001_22-AUT_CA_D#subjects)

REHA 1002 Introduction to Physiotherapy Practice

Credit Points 10

Legacy Code 400906

Coordinator Daniel Thomson (https://directory.westernsydney.edu.au/search/name/Daniel_Thomson/)

Description This unit introduces students to the concept of physiotherapy as a profession, including regulatory, ethical and legal frameworks underpinning practice within the context of the changing health environment. In addition, students will be introduced to fundamental aspects of physiotherapy practice, including gathering, analysing and problem-solving information through a process of clinical reasoning. Students will also develop practical skills in relation to assessment of movement, patient manual handling and transfers, and patient education regarding gait and use of assistive devices.

School Health Sciences

Discipline Physiotherapy

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Restrictions Students must be enrolled in 4662 Bachelor of Health Science/Master of Physiotherapy.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the regulatory requirements for physiotherapy in Australia
2. Describe physiotherapy with respect to its purpose, role and contribution to health care using the International Classification of Functioning framework
3. Develop sound clinical reasoning commensurate with level of training
4. Apply basic communication skills to effectively communicate with clients, peers and academic staff in physiotherapy contexts
5. Perform introductory physiotherapy skills, including movement analysis, manual handling and patient gait training, in a safe and effective manner
6. Develop critical reflection skills in physiotherapy contexts

Subject Content

1. The scope and practice of physiotherapy, including regulatory, ethical and legal frameworks
2. The International Classification of Functioning and physiotherapy
3. Clinical reasoning
4. Effective communication in physiotherapy
5. Critical reflection in physiotherapy
6. Analysis and assessment of human movement
7. Analysis and assessment of gait
8. Clinical case scenarios relevant to physiotherapy practice

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.

- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical Exam	20 mins	30	N	Individual
Practical Exam	20 mins	30	Y	Individual
Final Exam	2 hours	40	Y	Individual

Teaching Periods

Autumn

Campbelltown

Day

Subject Contact Daniel Thomson ([https://directory.westernsydney.edu.au/search/name/Daniel Thomson/](https://directory.westernsydney.edu.au/search/name/Daniel%20Thomson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA1002_22-AUT_CA_D#subjects)

REHA 1003 Introduction to Podiatry

Credit Points 10

Legacy Code 400905

Coordinator Steven Walmsley ([https://directory.westernsydney.edu.au/search/name/Steven Walmsley/](https://directory.westernsydney.edu.au/search/name/Steven%20Walmsley/))

Description The broad aim of this unit is to introduce the work of podiatrists in health care and explain the important role of podiatric services in the community. Students will develop basic skills in dealing with professional, legislative and health issues. The focus will primarily be on areas designed to prepare students for incorporating the clinical standards for infection control and general clinical assessment skills in preparation for competent and safe practice in clinical units.

School Health Sciences

Discipline Podiatry

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Restrictions Podiatry specific - students will be participating in podiatry related knowledge and skills that apply to podiatric practice subjects and designed to be an integrated part of the suite of subjects where one subject builds upon the competencies that complement subjects in Year 2, 3 and 4.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the roles of podiatry in the health care setting.
2. Define and describe the aetiology of common skin and nail disorders in the clinical setting.
3. Discuss the relevance of clinical skills in assessment of foot problems and historical background of treatment including footwear.
4. Explain and demonstrate the relevant skills in assessing dermatological, vascular, and neurological status in the normal population.
5. Identify the importance of lower extremity biomechanics and gait analysis in a health care environment.
6. Discuss and apply the framework of infection control standards in the health care environment.
7. Describe the management of patient data.
8. Identify the legal and professional standards associated with documentation in clinical settings

Subject Content

1. History of podiatry
 - from The inception to The present day
2. Role of podiatry in healthcare
 - sole practitioner and multidisciplinary teams
3. Introduction to podiatric conditions and assessment
 - broad Overview of The structure and function of The skin
 - introduction to common dermatological conditions of podiatric significance, including Tinea, hyperkeratosis, hyper/hypohydrosis, corns, callus, warts and nail conditions
 - introduction to Basic vascular, neurological, Biomechanical assessment techniques and gait analysis
 - introduction to patient history taking principles, focusing on communication skills, obtaining relevant information (objective and subjective), maintaining patient Confidentiality
4. National policy and legislation
 - Overview of Registration
 - professional Legislation
 - documentation and legal requirements
 - infection control theory and policy - Overview of Sterilisation, disinfection and antiseptic techniques
5. Footwear
 - historical and social Overview
 - components of A shoe
 - types of shoes
 - effects of shoes on function
 - Basic assessment of footwear

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	2 x 1 hour	40	N	Individual
Final Exam	2 hours	60	N	Individual

Professional All Tutorials S/U Y Individual Task

Prescribed Texts

- Frowen, P., O'Donnell, M., Lorimer, D. L., & Burrow, G. (Eds.). (2010). Neale's disorders of the foot (8th ed.). Edinburgh: Churchill Livingstone.

Teaching Periods

Autumn Campbelltown Day

Subject Contact Steven Walmsley ([https://directory.westernsydney.edu.au/search/name/Steven Walmsley/](https://directory.westernsydney.edu.au/search/name/Steven%20Walmsley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA1003_22-AUT_CA_D#subjects)

REHA 1004 Occupational Therapy Practice 1

Credit Points 10

Legacy Code 400907

Coordinator Bronwyn Gill ([https://directory.westernsydney.edu.au/search/name/Bronwyn Gill/](https://directory.westernsydney.edu.au/search/name/Bronwyn%20Gill/))

School Health Sciences

Discipline Occupational Therapy

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Pre-requisite(s) REHA 2006 People Environments and Occupations COMM 1007 Communication in Health

Restrictions Students must be enrolled in 4663 Bachelor of Health Science/Master of Occupational Therapy or 4711 Bachelor of Occupational Therapy. This subject is profession-specific, preparing students to practice as an occupational therapist and not relevant as an elective for non-occupational therapy students.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply the principles of safe work practices to occupational therapy work contexts
2. Educate others on a task appropriate to professional practice
3. Describe the role of the occupational therapist in language suitable for a client
4. Conduct an interview and record findings in a format appropriate for entry into health records
5. Demonstrate professional behaviours and self management in a practice setting
6. Reflect on their practice experience using a structured format

Subject Content

1. Professional attitudes and behaviour
2. Professional roles and relationships
3. Professional communication skills
4. Legislative requirements related to practice
5. Professional ethics

6. Preparation for practice context
7. Safe work practices
8. Equipment used by occupational therapist

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Task	1,000 words	20	N	Individual
Case Study	1,200 words	30	N	Individual
Practical	15-30 minutes	50	Y	Individual
Participation	40 hours	S/U	N	Individual
Professional Placement Performance	40 hours practice placement	S/U	Y	Individual

Teaching Periods

Autumn

Campbelltown

Day

Subject Contact Bronwyn Gill ([https://directory.westernsydney.edu.au/search/name/Bronwyn Gill/](https://directory.westernsydney.edu.au/search/name/Bronwyn%20Gill/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA1004_22-AUT_CA_D#subjects)

REHA 1005 Introduction to Speech Pathology Practice

Credit Points 10

Legacy Code 401300

Coordinator Ed Johnson ([https://directory.westernsydney.edu.au/search/name/Ed Johnson/](https://directory.westernsydney.edu.au/search/name/Ed%20Johnson/))

Description This unit introduces students to the profession of speech pathology, including the regulatory, ethical and legal frameworks which underpin speech pathology practice within the context of the changing health environment. Students will explore and reflect on their developing professional identity with reference to the Professional Standards for Speech Pathologists in Australia, including the domains of professional conduct, reflection and lifelong learning, and speech pathology practice. In addition, students will have opportunities to develop core skills in communication and professional interaction, including gathering, analysing and reflecting on information through a process of clinical reasoning. Students will also develop introductory level skills in core speech pathology processes such as safe and effective observation, documentation and therapeutic communication through practical activities with academic staff and other students.

School Health Sciences

Discipline Speech Pathology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Restrictions Students must be enrolled in the 4763 Bachelor of Speech Pathology or 4764 Bachelor of Speech Pathology (Honours).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the professional standards, regulatory requirements, and ethical guidelines for speech pathology in Australia.
2. Discuss the role of the speech pathologist, in different service delivery contexts in Australia, in optimising communication, swallowing and mealtime experiences for individuals, families and communities.
3. Discuss the factors that contribute to the development of professional identity as a speech pathologist and health professional.
4. Critically reflect on the professional values and competencies that underpin speech pathology practice.
5. Critically observe and record communication interactions.
6. Apply communication skills to effectively communicate with peers and academic staff
7. Demonstrate introductory speech pathology skills in a safe and effective manner within a peer learning environment

Subject Content

1. The speech pathology profession and regulatory frameworks, including Professional Standards, Code of Ethics and National Code of Conduct
2. Speech Pathologists and their role and contribution to optimising communication and mealtime experiences for individuals, families and communities
3. Foundations of clinical reasoning
4. The current and emerging scope of practice in Speech Pathology
5. Respect and responsibility when collaborating with Aboriginal and Torres Strait Islander peoples
6. Communication, swallowing and mealtime management across the lifespan.
7. Holistic frameworks for working with individuals, families and communities.
8. Professional conduct, reflection and lifelong learning, speech pathology practice standards and elements of practice
9. Introduction to clinical observation, recording, and analysis.
10. Introduction to speech pathology practice requirements.

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	30 minutes	10	N	Individual
Presentation	5 minutes	15	N	Individual
Reflection	1,000 words	35	N	Individual

End-of-session Exam	2 hours	40	N	Individual
Reflection	10 submission	S/U	Y	Individual

Teaching Periods

Autumn Campbelltown Day

Subject Contact Ed Johnson ([https://directory.westernsydney.edu.au/search/name/Ed Johnson/](https://directory.westernsydney.edu.au/search/name/Ed%20Johnson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA1005_22-AUT_CA_D#subjects)

REHA 1006 Communication and Mealtime Foundations

Credit Points 10

Legacy Code 401416

Coordinator Ed Johnson ([https://directory.westernsydney.edu.au/search/name/Ed Johnson/](https://directory.westernsydney.edu.au/search/name/Ed%20Johnson/))

Description This unit provides an orientation to the foundational concepts that underpin Speech Pathologists' practice in the areas of communication and mealtimes across the lifespan. The unit will introduce students to core practice areas and explore the role of the Speech Pathologist in working with individuals, families and communities across different clinical contexts. Students will have the opportunity to compare and contrast typical and disordered presentation of speech, language, voice, fluency, multimodal communication and swallowing in both children and adults. Throughout the unit, theoretical approaches to working effectively in partnership with individuals, families and models will be illustrated.

School Health Sciences

Discipline Speech Pathology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Pre-requisite(s) REHA 1005

Restrictions Students must be enrolled in the 4763 Bachelor of Speech Pathology

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Outline the typical trajectory of communication (speech, language, voice, fluency and multimodal communication) and swallowing development across the lifespan
2. Explain the features of common communication (speech, language, voice, fluency and multimodal communication) and swallowing disorders experienced by children and adults across the lifespan
3. Discuss the role of the Speech Pathologist in evidence-based assessment and treatment of communication and swallowing disorder across the lifespan
4. Translate evidence-based messages about communication and swallowing disorder into an accessible, multimodal format for a lay audience

5. Apply theoretical models of working with individuals, families, and communities in Speech Pathology contexts
6. Reflect on professional and ethical practices that positively influence communication and swallowing outcomes for individuals, families and communities
7. Propose strategies to optimise collaborative partnerships with Aboriginal and Torres Strait Islander peoples and communities in the context of Speech Pathology assessment and management

Subject Content

1. Neurological, cognitive, perceptual, and motor bases of communication and mealtimes
2. Social and environmental bases of communication and mealtimes
3. Typical development of communication (encompassing speech, language, voice, fluency, multimodal communication) and swallowing across the lifespan
4. Common disorders of communication (encompassing speech, language, voice, fluency, multimodal communication) and swallowing across the lifespan
5. Professional and ethical assessment and treatment of communication and swallowing disorders across the lifespan
6. Evidence-based Practice in transdisciplinary care
7. Theoretical models of working with individuals, families and communities
8. Frameworks of observation, clinical reasoning and reflection
9. Working in partnership with Aboriginal and Torres Strait Islander peoples
10. Accessible communication environments and strategies

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quizzes x 6	15 minutes per quiz	30% (5% per quiz)	N	Individual
Poster	A3 poster including text and graphics	30%	N	Individual
Final Exam	2 hours	40%	N	Individual

Prescribed Texts

- Branski, R.C., & Molfenter, S.M.(Eds.). (2020). Speech-Language Pathology Casebook. New York, United States: Thieme Medical Publishers Inc.
- Owens, R., & Farinella, K.A. (2019). Introduction to communication disorders: A lifespan evidence-based perspective (Sixth ed.). NY: Pearson.

Teaching Periods

Spring Campbelltown Day

Subject Contact Ed Johnson ([https://directory.westernsydney.edu.au/search/name/Ed Johnson/](https://directory.westernsydney.edu.au/search/name/Ed%20Johnson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA1006_22-SPR_CA_D#subjects)

REHA 1007 Foundations of Recreational Therapy

Credit Points 10

Legacy Code 401386

Coordinator Stewart Alford ([https://directory.westernsydney.edu.au/search/name/Stewart Alford/](https://directory.westernsydney.edu.au/search/name/Stewart%20Alford/))

Description This unit introduces students to the profession of recreational therapy, its models and modalities of practice as well as potential areas of work and intervention. It explores the conceptual foundations underpinning the profession, the different approaches to recreation therapy practice and areas of clinical intervention. Students will learn about the important and unique contribution made by recreation therapists in people's lives to promote human development and individual and collective well-being.

School Health Sciences

Discipline Rehabilitation Therapies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Define recreational therapy in respect to its purpose, role and contribution to human development and individual and collective wellbeing;
2. Examine the history of recreational therapy professional development in Australia and overseas;
3. Recognise recreational therapy practice settings, models and modalities in relation to their application to clients;
4. Identify international and national policies and guidelines relevant to therapeutic recreation practice;
5. Describe major recreational therapy practice areas in Australia and overseas;
6. Engage in self-analysis to identify personal strengths and weaknesses and their alignment with the recreational therapy profession;
7. Summarise the key aspects of the role of a recreational therapist and their relationship with one's own values.

Subject Content

1. History of recreational therapy
2. Recreation therapy practice settings
3. Recreation therapy models and modalities
4. Recreation therapy standards of practice
5. International and national policies guidelines relevant to recreational therapy
6. Ethical practice in recreational therapy
7. Evaluating personal strengths and weaknesses

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance ([https://](https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance))

www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Proposal	500 words	15%	N	Individual
Quiz	1 hour	25%	N	Individual
Reflection	700 words	20%	N	Individual
Portfolio	2000 words	40%	N	Individual

Teaching Periods

Autumn Campbelltown

Day

Subject Contact Stewart Alford ([https://directory.westernsydney.edu.au/search/name/Stewart Alford/](https://directory.westernsydney.edu.au/search/name/Stewart%20Alford/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA1007_22-AUT_CA_D#subjects)

Online

Online

Subject Contact Stewart Alford ([https://directory.westernsydney.edu.au/search/name/Stewart Alford/](https://directory.westernsydney.edu.au/search/name/Stewart%20Alford/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA1007_22-AUT_ON_0#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA1007_22-SC1_SC_D#subjects)

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA1007_22-SC2_SC_D#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA1007_22-SC3_SC_D#subjects)

REHA 1008 Introduction to Leisure and Recreation Theory

Credit Points 10

Legacy Code 401395

Coordinator Arianne Reis ([https://directory.westernsydney.edu.au/search/name/Arianne Reis/](https://directory.westernsydney.edu.au/search/name/Arianne%20Reis/))

Description Introduction to Leisure and Recreation Theory introduces students to key concepts in leisure and recreation, particularly as they relate to health and well-being. Students will learn about models and theories that assist them in understanding leisure behaviours and recreation practices from different perspectives. The various disciplinary approaches to leisure studies and practice are reviewed, and the multifaceted nature of leisure is explored. In particular, students are encouraged to identify, articulate, reflect upon, and value leisure in their own lives and the lives of others.

School Health Sciences

Discipline Rehabilitation Therapies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Incompatible Subjects REHA 2002 - Introduction to Leisure and Recreation Theory

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain key leisure and recreation theories and how they relate to social inclusion/exclusion and human rights in contemporary society;
2. Recognise the historical developments of leisure and recreation in Australia and elsewhere;
3. Describe the socio-cultural factors that influence leisure and recreation behaviour and experiences in contemporary society;
4. Identify the range of leisure services available in Australia and how these services fit within the wider political and social context;
5. Summarise the importance of leisure and recreation for individual and population health and wellbeing

Subject Content

1. History of leisure
2. Disciplinary perspectives in leisure and recreation studies
3. Leisure Service Delivery Systems
4. Leisure and wellbeing
5. Leisure, social justice and human rights
6. Globalisation of Leisure

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Online Debates	2 x 500 words each	40	N	Individual
Online Quizzes	5 x 20 questions	20	N	Individual

Advocacy 1,500 words 40 N Individual Paper

Prescribed Texts

- Veal, A. J., Darcy, S., & Lynch, R. (2013). Australian leisure (4th ed.). Frenchs Forest: Pearson Education Australia.

Teaching Periods

Spring Campbelltown

Day

Subject Contact Arianne Reis ([https://directory.westernsydney.edu.au/search/name/Arianne Reis/](https://directory.westernsydney.edu.au/search/name/Arianne%20Reis/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA1008_22-SPR_CA_D#subjects)

Online

Online

Subject Contact Arianne Reis ([https://directory.westernsydney.edu.au/search/name/Arianne Reis/](https://directory.westernsydney.edu.au/search/name/Arianne%20Reis/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA1008_22-SPR_ON_O#subjects)

REHA 1009 Introduction to Leisure and Recreation Theory (UG Cert)

Credit Points 10

Legacy Code 500060

Coordinator Maria Dent ([https://directory.westernsydney.edu.au/search/name/Maria Dent/](https://directory.westernsydney.edu.au/search/name/Maria%20Dent/))

Description Introduction to Leisure and Recreation Theory introduces students to key concepts in leisure and recreation, particularly as they relate to health and well-being. Students will learn about models and theories that assist them in understanding leisure behaviours and recreation practices from different perspectives. The various disciplinary approaches to leisure studies and practice are reviewed, and the multifaceted nature of leisure is explored. In particular, students are encouraged to identify, articulate, reflect upon, and value leisure in their own lives and the lives of others.

School Health Sciences

Discipline Rehabilitation Therapies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects REHA 1008 Introduction to Leisure and Recreation theory

Incompatible Subjects REHA 2002 Introduction to Leisure and Recreation Theory

Restrictions Students must be enrolled in program: 7173 Undergraduate Certificate in Aged care and Support

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain key leisure and recreation theories and how they relate to social inclusion/exclusion and human rights in contemporary society
2. Recognise the historical developments of leisure and recreation in Australia and elsewhere
3. Describe the socio-cultural factors that influence leisure and recreation behaviour and experiences in contemporary society
4. Identify the range of leisure services available in Australia and how these services fit within the wider political and social context
5. Summarise the importance of leisure and recreation for individual and population health and wellbeing

Subject Content

1. History of leisure
2. Disciplinary perspectives in leisure and recreation studies
3. Leisure Service Delivery Systems
4. Leisure and wellbeing
5. Leisure, social justice and human rights
6. Globalisation of Leisure

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short Answer	900 words (300 x 3)	30	N	Individual
Professional Task	Part A: Media presentation (750 words/ 6-8 minutes) (25%) Part B: Reflection (450 words) (15%)	40	N	Individual
Report	1000 words	30	N	Individual

Prescribed Texts

- Veal, A. J., Darcy, S., & Lynch, R. (2013). Australian leisure (4th ed.). Frenchs Forest: Pearson Education Australia.

Teaching Periods

Block B Session

Online

Online

Subject Contact Maria Dent ([https://directory.westernsydney.edu.au/search/name/Maria Dent/](https://directory.westernsydney.edu.au/search/name/Maria%20Dent/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA1009_22-BB_ON_O#subjects)

Block D Session

Online

Online

Subject Contact Maria Dent ([https://directory.westernsydney.edu.au/search/name/Maria Dent/](https://directory.westernsydney.edu.au/search/name/Maria%20Dent/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA1009_22-BD_ON_O#subjects)

Block F Session

Online

Online

Subject Contact Maria Dent ([https://directory.westernsydney.edu.au/search/name/Maria Dent/](https://directory.westernsydney.edu.au/search/name/Maria%20Dent/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA1009_22-BF_ON_O#subjects)

REHA 2001 Core Competencies in Physiotherapy Practice

Credit Points 10

Legacy Code 400982

Coordinator Clarice Tang ([https://directory.westernsydney.edu.au/search/name/Clarice Tang/](https://directory.westernsydney.edu.au/search/name/Clarice%20Tang/))

Description Students build on their knowledge and skills explored in their first 1.5 years of physiotherapy study. It focuses on the core competencies of physiotherapy professional practice, which will be developed through a variety experiential and community engagement learning activities. Professional competencies addressed in this unit include communication, documentation, and reflection, professional and ethical behaviour. In addition, students will develop skills in client assessment, and interpretation of findings to formulate hypothesized problem lists and goals for patients.

School Health Sciences

Discipline Physiotherapy

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Co-requisite(s) NATS 2008

Restrictions Students must be enrolled in 4662 Bachelor of Health Science/Master of Physiotherapy, 4668 Bachelor of Health Science (Honours)/Master of Physiotherapy, 4706 Bachelor of Physiotherapy, 4707 Bachelor of Physiotherapy (Honours) or 4733 Bachelor of Physiotherapy (Honours). Students must have successfully completed 120 credit points of core subjects.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply elementary clinical assessment skills across different areas of physiotherapy practice including core musculoskeletal, neurological and cardiorespiratory physiotherapy in different healthcare contexts.
2. Perform a case sensitive analyse and interpretation of clinical assessment findings to formulate a client-centred problem list considering impairments, and activity and participation limitations.
3. Identify relevant and detailed information from a range of clinical scenarios using client-centred clinical reasoning, with appreciation of professional conduct, ethics, and safety.
4. Communicate effectively for the purpose of gaining informed consent and engaging a person in a therapeutic alliance for person-centred clinical assessment.
5. Apply safe work practices, professional behaviours and self-management strategies for a clinical context.

6. Critically self-reflect and evaluate the performance of the therapist and client in a clinical context.

Subject Content

1. Safe work practices, understanding risk management
2. Client examination, including a patient interview and physical examination underpinned by development of clinical reasoning and decision making
3. Professional communication skills with clients, carers and colleagues
4. Professional and ethical behaviour
5. Preparation for practice in the context of physiotherapy

Special Requirements

Legislative pre-requisites

PLEASE NOTE: Due to Covid restrictions the First Aid requirement is currently suspended. July 2021.

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Practical Examination	30 minutes	50	Y	Individual
Assignment A - Essay	1,500 words	30	N	Individual
Assignment B - Professional Task	1,000 words	20	N	Individual
Professional Task: NSW Health Compliance		Pass/Fail	Y	Individual

Teaching Periods

2nd Half Campbelltown Day

Subject Contact Clarice Tang ([https://directory.westernsydney.edu.au/search/name/Clarice Tang/](https://directory.westernsydney.edu.au/search/name/Clarice%20Tang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA2001_22-2H_CA_D#subjects)

REHA 2002 Introduction to Leisure and Recreation Theory

Credit Points 10

Legacy Code 400244

Coordinator Arianne Reis ([https://directory.westernsydney.edu.au/search/name/Arianne Reis/](https://directory.westernsydney.edu.au/search/name/Arianne%20Reis/))

Description Introduction to Leisure and Recreation Theory introduces students to key concepts in leisure and recreation, particularly as they relate to health and well-being. Students will learn about models and

theories that assist them in understanding leisure behaviours and recreation practices from various perspectives, but with a particular focus on insights from sociology and psychology. In particular, students are encouraged to identify, articulate, reflect upon, and value leisure in their own lives and the lives of others.

School Health Sciences

Discipline Rehabilitation Therapies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain key leisure and recreation theories and how they relate to social inclusion/exclusion and human rights in contemporary society
2. Identify the historical developments of leisure and recreation in Australia and elsewhere
3. Critically analyse the socio-cultural factors that influence leisure and recreation behaviour and experiences in contemporary society
4. Identify the range of leisure services available in Australia and how these services fit within the wider political and social context
5. Argue the importance of leisure and recreation for individual and population health and well being

Subject Content

1. History of Leisure
2. Psychology of Leisure
3. Leisure and Class
4. Sociology of Leisure
5. Leisure Service Delivery Systems
6. Leisure and Well-being
7. Leisure and Human Rights
8. Globalisation of Leisure

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Online Debates	4x 400 words each	40	N	Individual
Quizzes	10 x 10 questions	20	N	Individual
Advocacy paper	1 500 words	40	N	Individual

Prescribed Texts

- Lynch, R., & Veal, A. J. (2012). Australian leisure (4th ed.). Frenchs Forest: Pearson Education Australia.

Teaching Periods

Block A Session

Online

Online

Subject Contact Maria Dent ([https://directory.westernsydney.edu.au/search/name/Maria Dent/](https://directory.westernsydney.edu.au/search/name/Maria%20Dent/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA2002_22-BA_ON_O#subjects)

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA2002_22-SC3_SC_D#subjects)

REHA 2003 Musculoskeletal Disorders and Imaging

Credit Points 10

Legacy Code 401180

Coordinator Steven Walmsley ([https://directory.westernsydney.edu.au/search/name/Steven Walmsley/](https://directory.westernsydney.edu.au/search/name/Steven%20Walmsley/))

Description This unit will introduce students to clinical and theoretical foundations of musculoskeletal disorders that can impact on the function of the lower extremity and reduce patient quality of life. Musculoskeletal disorders including rheumatic diseases, inflammatory arthropathies, connective tissue disorders, bone disease and tumours will be covered. Advanced assessment evaluation will be taught with a focus on diagnostic imaging techniques including ultrasound, X-rays, magnetic resonance imaging, computer tomography and bone scans. This will assist in the clinical diagnosis of disease processes that present in podiatric settings

School Health Sciences

Discipline Podiatry

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) REHA 1003 AND REHA 2005 AND NATS 1022

Co-requisite(s) REHA 2007

Equivalent Subjects REHA 3032 - Podiatric Techniques 1B

Restrictions The subject is Podiatry specific and restricted only to students enrolled in programs 4708 Bachelor of Podiatric Medicine and 4709 Bachelor of Podiatric Medicine (Honours). The subject will be building on previous clinical skills. It is essential that students have been able to demonstrate baseline competencies in theoretical content, patient management, infection control and safe work practices (i.e. completed the preceding prerequisite subjects). Students must meet all inherent requirements for the podiatry program.

Assumed Knowledge

Completion of all core subjects to this semester/year of study.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse and interpret the aetiology, pathophysiology and clinical manifestations of rheumatic diseases, bone disease, and neoplasms of the foot, ankle and lower extremity.
2. Identify and demonstrate examination techniques (history taking, clinical examination and further investigations) needed to construct a differential diagnoses, obtain appropriate diagnostic criteria and implement a treatment program for a range of musculoskeletal disorders affecting the foot, ankle and lower extremity.
3. Distinguish and compare between the diverse range of treatment strategies (pharmacological, physical, mechanical, surgical, alternative etc.) available to treat rheumatic diseases and other musculoskeletal disorders of the foot, ankle and lower extremity.
4. Differentiate and describe the history, development and functionality of current diagnostic imaging modalities, including radiography, ultrasound, MRI, CT or bone scans, available to interpret different musculoskeletal tissue densities and anatomical structures of the foot, ankle and lower extremity.
5. Distinguish and demonstrate between the most appropriate imaging modalities and views needed for the visualisation of particular foot, ankle and lower extremity anatomical structures and common musculoskeletal disorders and develop referral skills for each of these modalities
6. Integrate diagnostic imaging test results with clinical examinations.
7. Identify and appraise the indications and contraindications of a range of diagnostic modalities used in the foot, ankle and lower extremity including radiography, ultrasound, MRI, CT and bone scans.
8. Analyse and compare the legal, ethical and medical ramifications of utilising different diagnostic imaging modalities to investigate common musculoskeletal disorders of the lower extremity.

Subject Content

1. Rheumatic Diseases/Inflammatory Arthropathies
 - Osteoarthritis (OA)
 - Rheumatoid Arthritis (RA)
 - Spondyloarthropathies (SpA) (i.e. Psoriatic Arthritis, Reactive Arthritis, Ankylosing Spondylitis etc.)
 - Connective tissue / auto-immune arthropathies (systemic Lupus Erythematosus, Scleroderma, Sjogrens syndrome etc.)
 - Crystal Arthropathies (Gout, chondrocalcinosis/Pseudogout, apatite deposition etc.)
 - Juvenile Idiopathic Arthritis (Jia)
 - other (Septic Arthritis, Neuropathic arthropathies etc.)
 - For each of these rheumatic conditions, students will be taught appropriate:
 - Theories related to the aetiology and pathophysiology
 - Definitions of each condition from a podiatric perspective including clinical manifestations (lower limb joint, tendon, entheses, bursal & extra articular (i.e. skin, nails, nodules/ganglions) involvement and systemic changes to body tissues and systems) and their investigation processes of clinical examination (i.e. tender, swollen, painful joint/tendon counts) and laboratory tests
 - Management of patients with pharmacological, physical, surgical, alternative therapies, psychosocial support etc.
2. Bone disease
 - theories related to The aetiology and pathophysiology of osteoporosis, Pagets disease, osteomyelitis, osteochondroses (i.e. severs disease, Osgood Schlatters disease, Freiberg's infarction, Kohlers disease etc.) etc
 - Traumatic syndromes (fractures and soft tissue injury)

3. Other disor

Special Requirements

Legislative pre-requisites

Note: Due to Covid Restrictions, the First Aid Requirement is currently not needed.

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and have a National Police Check, which is required to be submitted before placement. Students must also have submitted a Working with Children Check Student Declaration. Students must hold a valid and current First Aid Certificate from a Registered Training Organisation.

Refer to the Special Requirements website for more information.

Special requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Case Study	Approximately 25 1,500 words		N	Individual
Practical	1 hour	25	N	Individual
Exam	2 hours	50	N	Individual

Teaching Periods

2nd Half

Campbelltown

Day

Subject Contact Steven Walmsley ([https://directory.westernsydney.edu.au/search/name/Steven Walmsley/](https://directory.westernsydney.edu.au/search/name/Steven%20Walmsley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA2003_22-2H_CA_D#subjects)

REHA 2004 Occupational Therapy Practice 2

Credit Points 10

Legacy Code 400909

Coordinator Kristy Coxon ([https://directory.westernsydney.edu.au/search/name/Kristy Coxon/](https://directory.westernsydney.edu.au/search/name/Kristy%20Coxon/))

Description This unit provides opportunities for students to understand the wide-ranging practice areas of relevance to occupational therapy. Students will complete a 90-hour project placement across the semester in partnership with diverse health and community-based service providers. Through a variety of experiential, self-directed, and flexible learning opportunities provided through class practicums and practice placement activities, students will develop critical occupational therapy skills and competence in communication, professional behaviours, ethical practice, critical reflection, quality improvement and project management.

School Health Sciences

Discipline Occupational Therapy

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) REHA 1004

Equivalent Subjects LGYA 7061 - Occupational Therapy Clinical Practice 2

Restrictions Students must be enrolled in 4711 Bachelor of Occupational Therapy or 4712 Bachelor of Occupational Therapy (honours). This is a specialty subject offered as a compulsory core subject of the occupational therapy program. It is profession specific, preparing students to practice as an occupational therapist and not relevant as an elective for non-occupational therapy students.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate professional communication skills with clients, staff and relevant others
2. Apply ethical principles to professional practice
3. Demonstrate professional behaviours
4. Practice self-directed learning strategies relevant to the project placement
5. Critically reflect on professional experiences during their project placement
6. Demonstrate effective project management skills, including time and risk management skills
7. Develop a project proposal using best available evidence
8. Develop a final project report using best available evidence
9. Demonstrate professional communication skills with clients, staff, supervisors and relevant others
10. Demonstrate professional behaviours and ethical practice
11. Demonstrate effective self-directed learning strategies relevant to the practice project
12. Critically reflect on professional experiences during the project placement
13. Demonstrate effective quality improvement and project management skills
14. Apply time and risk management skills in the context of the placement project
15. Develop project documentation in appropriate formats using best available evidence

Subject Content

1. Professional communication skills with clients, staff and relevant others
2. Professional attitudes and behaviour
3. Professional roles and relationships
4. Professional ethics
5. Project management principles
6. Risk management skills
7. Reflection on placement experiences
 1. Diverse and role-emerging practice areas
 2. Professional communication with clients, staff, supervisors and relevant others to enable completion and dissemination of practice project deliverables
 3. Professional behaviour and ethical practice
 4. Quality improvement and project management relevant to practice
 5. Self-direction, time and risk management
 6. Reflection on placement experiences

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Presentation	Estimate – equivalent 1000 words	30	N	Individual
Professional Placement Performance Report	90 hours compulsory attendance	30	Y	Individual
Reflection	2,000 words	30	N	Group
	500 words	10	N	Individual

Teaching Periods

Spring Campbelltown Day

Subject Contact Kristy Coxon ([https://directory.westernsydney.edu.au/search/name/Kristy Coxon/](https://directory.westernsydney.edu.au/search/name/Kristy%20Coxon/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA2004_22-SPR_CA_D#subjects)

REHA 2005 Pathomechanics and Podiatric Medicine

Credit Points 10

Legacy Code 401181

Coordinator Rebecca Gordon ([https://directory.westernsydney.edu.au/search/name/Rebecca Gordon/](https://directory.westernsydney.edu.au/search/name/Rebecca%20Gordon/))

Description This unit will introduce students to clinical/practical and theoretical foundations of human biomechanics of the foot and lower extremity, and the assessment, diagnosis and treatment of common foot and lower extremity pathologies. The unit consists of co-ordinated lectures and practical components to cover the theory and application of foot and lower extremity biomechanics and gait analysis, relevant physical examinations (bones, joints, soft tissues), diagnosing common foot and lower extremity conditions and related treatment options.

School Health Sciences

Discipline Podiatry

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) NATS 1022 AND REHA 1003

Co-requisite(s) HLTH 2003

Incompatible Subjects REHA 3031 - Podiatric Techniques 1A

Restrictions The subject is Podiatry specific and restricted only to students enrolled in programs 4708 Bachelor of Podiatric Medicine and 4709 Bachelor of Podiatric Medicine (Honours).

Assumed Knowledge

Completion of all core subjects to this semester/ year of study is assumed knowledge

Anatomy is particularly important for the successful completion of this subject. An understanding of the structure and function of the lower extremity is needed as the focus of this subject is on pathologies of the foot and lower extremity and subsequent assessment, diagnosis and management.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Discuss lower extremity biomechanics in relation to joint structure and function, structural and functional abnormalities, and muscle interaction in static and dynamic environments.
2. Apply relevant skills required for assessment of bones, joints, and soft tissues.
3. Develop and apply an understanding of the gait cycle including joint movement, muscle involvement, and structural linkage.
4. Determine how to assess the gait cycle through visual analysis and instrumented analysis.
5. Exhibit theoretical and practical knowledge of the aetiology, pathology, and clinical presentation of common pathologies of the foot and lower extremity.
6. Review and demonstrate the evidence-based approach for implementing management strategies for common foot and lower extremity pathologies.
7. Discuss and implement the theories of measuring health outcomes.

Subject Content

1. Biomechanics of the lower extremity
 - Anatomy of The Lower extremity
 - planes and axis of Motion
 - gait analysis ? static and dynamic joint position and muscle activation
 - introduction to other gait analysis modalities such as pedar, Force plate data collection and software Analyses
 - comparison of walking and running patterns
2. Assessment of structural and functional abnormalities
 - clinical evaluation of bones, joints and soft Tissues
 - introduction to Basic Examination of The hip, knee, leg, ankle and foot
 - intrinsic foot abnormalities ? includes forefoot and rearfoot positions and their effects on function and consequent foot changes
 - extrinsic foot abnormalities ? includes Lower limb changes, leg length differences and their effects on function and consequent foot changes
 - Review of health outcomes to asses and Monitor The impact and Progress of Musculoskeletal pathology
3. Management for osseous, synovial and soft tissue pathologies
 - physiological theories of pain and pain management strategies
 - Nerve entrapments
 - Osseous and synovial pathologies such as fractures, digital deformities, Coalitions
 - soft tissue pathologies such as plantar fasciitis, muscle pathology, tendon pathology
 - principles for mechanical treatment ? Indications, contraindications, practical use of orthoses, footwear and electrophysical therapies
 - introduction to footwear mechanics and modifications

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical Exam	Up to 30 minutes	25	N	Individual
Case Study	2000 words	25	N	Individual
Final Exam	2 hours	50	N	Individual

Teaching Periods

1st Half

Campbelltown

Day

Subject Contact Rebecca Gordon ([https://directory.westernsydney.edu.au/search/name/Rebecca Gordon/](https://directory.westernsydney.edu.au/search/name/Rebecca%20Gordon/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA2005_22-1H_CA_D#subjects)

REHA 2006 People, Environment and Occupations

Credit Points 10

Legacy Code 400908

Coordinator Nikki Tulliani ([https://directory.westernsydney.edu.au/search/name/Nikki Tulliani/](https://directory.westernsydney.edu.au/search/name/Nikki%20Tulliani/))

Description Analysing an individual's participation in meaningful occupations is an essential clinical reasoning process to be mastered by occupational therapists. Therapists must be able to analyse three factors to do so: the person's abilities; the demands of the occupation; and the impact of the environmental context on participation. This unit will facilitate the development of these skills so that students can maximise the person-environment-occupation fit to optimise participation for people with a variety of health challenges or disabilities.

School Health Sciences

Discipline Occupational Therapy

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) REHA 1001

Co-requisite(s) HLTH 1001 OR HLTH 1012

Equivalent Subjects LGYA 7691 - Functional Analysis

Restrictions Students must be enrolled in program 4711 Bachelor of Occupational Therapy or 4712 Bachelor of Occupational Therapy (Honours) or 4663 - Bachelor of Health Science/Master of Occupational Therapy. This is a specialty subject offered as a compulsory core subject of the occupational therapy program. It is profession specific, preparing students to practice as an occupational therapist and not relevant as an elective for non-occupational therapy students.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse an individual's physical, cognitive and psychological abilities for participation in daily occupations.
2. Analyse an individual's chosen occupations in terms of the physical, cognitive and psychological requirements of performance.
3. Analyse the sequential steps required to complete everyday occupations.
4. Grade occupations and their sequential steps in terms of their complexity.
5. Analyse the impact of the environmental context on occupations performed in everyday life.
6. Examine how the analysis of people, their occupations and environments builds a foundation for intervention planning in occupational therapy practice.

Subject Content

1. Application of Person-Environment-Occupation models in occupational therapy practice
2. Methods and approaches to analysis and assessment in occupational therapy
3. Analysis of person factors:
 - Analysis of physical aspects of participation eg. biomechanical (muscle strength and range of motion); sensory-motor (co-ordination, motor planning, and balance)
 - Analysis of cognitive aspects of participation (memory, planning/sequencing, perception)
 - Analysis of psychological aspects of participation eg intrapersonal (self-esteem, confidence, fearfulness, hopelessness, self-awareness); interpersonal (relationships with others)
4. Analysis of the demands of the occupation:
 - Analysing occupations into required Steps
 - physical, cognitive, and psychological requirements to Perform The occupation
5. Analysis of the environmental context:
 - how The environmental context impacts participation in occupations
 - social context of participation eg. perceptions of others, social support, social pressures
 - cultural context of participation eg. values, beliefs, customs
 - physical context of participation eg. lighting, access, surfaces
6. Maximising best fit between the person, the occupation and their environment:
 - Understanding how analysis provides A foundation for intervention planning in occupational therapy
 - Grading Steps and demands of occupations to maximise participation in everyday life
 - A brief introduction to common occupational therapy interventions to enable participation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	15- 20 minutes + 1000 words	30	N	Individual
Intra-session Exam	1 hour	20	N	Individual
Case Study	1000 words	15	N	Group
Case Study	1000 words	35	N	Individual

Teaching Periods

Spring Campbelltown

Day

Subject Contact Nikki Tulliani ([https://directory.westernsydney.edu.au/search/name/Nikki Tulliani/](https://directory.westernsydney.edu.au/search/name/Nikki%20Tulliani/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA2006_22-SPR_CA_D#subjects)

REHA 2007 Podiatry Pre-Clinical

Credit Points 10

Legacy Code 400933

Coordinator Zainab Al-Modhefer ([https://directory.westernsydney.edu.au/search/name/Zainab Al-Modhefer/](https://directory.westernsydney.edu.au/search/name/Zainab%20Al-Modhefer/))

Description This unit will prepare students for working with patients in the UniClinic and external placement through consolidation and application of podiatric theory and assessment skills first introduced in Year 1. This unit will emphasize UniClinic handbook procedures, and equip students with basic management, communication and correspondence skills. The unit will also apply student knowledge of functional anatomy, dermatological, vascular, neurological and biomechanical assessment techniques and management into the context of common podiatric conditions.

School Health Sciences

Discipline Podiatry

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) REHA 1003 AND
HLTH 1010 AND
COMM 1007 AND
HLTH 2003 AND
REHA 2005

Co-requisite(s) REHA 2003

Incompatible Subjects LGYA 7036 - Podiatry Pre-clinical Studies

Restrictions

The subject is Podiatry specific and restricted only to students enrolled in 4708 Bachelor of Podiatric Medicine and 4709 Bachelor of Podiatric Medicine (Honours). Students in this subject undertake 4 days of scheduled clinical activity. It is therefore essential students have the required clinical and academic knowledge scaffolded throughout content in program codes 4708 and 4709. Students must meet all inherent requirements for the podiatry program.

Assumed Knowledge

Introduction to Podiatry, Anatomy, Communication skills and Biomechanics.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse and apply the principles of professionalism, infection control and work health and safety (WH&S) in a theoretical clinical setting

2. Demonstrate and distinguish skills in instrumentation handling for use in the management of basic dermatological conditions in the UniClinic
3. Clinically apply appropriate vascular, neurological and dermatological assessment skills for use in the context of common pathological conditions
4. Consolidate and apply lower limb anatomy knowledge and appropriate biomechanical assessment skills for use in a biomechanical consultation
5. Apply analytical skills encompassing communication and correspondence with patients, supervisors and medical/allied health professionals
6. Develop and apply skills in manual fabrication of chair-side padding and strapping devices for short-term management of basic podiatric conditions.
7. Develop and apply skills in manual fabrication of non-cast orthoses for longer-term management of basic podiatric conditions

1. First-hand experience of the broad scope of podiatry and fitting of commercially available footwear by engaging in the 5 days of clinical activity within the UniClinic environment and retail footwear outlets.

Special Requirements

Legislative pre-requisites

NOTE: Due to Covid Restrictions, the First Aid Requirement is currently not needed.

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website

Subject Content

Communication Skills

1. Introduction to patient history taking and case presentation skills for use in the UniClinic
2. Development of communication skills for use in the UniClinic and external placement (i.e. professional communication with patients/clients, supervisors, other health professionals/staff and peers in the clinical environment) using role play scenarios/presentation skills

UniClinic Documentation

1. Overview of legal and professional requirements
2. Introduction to UniClinic assessment forms
3. Introduction to UniClinic protocols for documenting consultation notes into patient records (i.e. application of SOAPE format into the context of a UniClinic consultation)
4. Introduction to letter writing protocols for referrals and correspondence with medical and allied health professionals

Instrumentation and Debridement Technique

1. Introduction to basic routine instrument pack and handling instruments
2. Introduction to basic nail and scalpel techniques (i.e. debridement for managing callous) including demonstrations of pre and post swabbing of the foot (i.e systematic swabbing using chlorhexidine solution).
3. Introduction to aseptic non-touch technique in the application of basic sterile dressings for managing minor bleeding points
4. Introduction to UniClinic sterilisation procedures using the Infection Control handbook

Padding & Strapping Fabrication Skills

1. Introduction to principles of chair-side devices as a mechanical therapy
2. Development of padding and strapping fabrication skills for use in managing basic podiatric conditions

Non-cast Orthoses Fabrication skills

1. Introduction to principles of non-cast orthoses as a mechanical therapy
2. Orientation into the orthoses laboratory, including risk assessment and WH&S procedures
3. Development of basic workshop skills to fabricate non-cast orthoses

Clinical Activity

- <http://training.gov.au> (<http://training.gov.au>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	1 Hour	20	N	Individual
Practical Exam	70 minutes	50	N	Individual
Final Exam	1 Hour	30	Y	Individual
Professional Task	Compulsory attendance at all clinical teaching activities	Pass/fail	N	Individual
Professional Placement Performance	5 days of supervised clinical activity	Pass/fail	Y	Individual
Professional Task		Pass/fail	Y	Individual

Prescribed Texts

- Frowen, P., O'Donnell, M., Lorimer, D. L., & Burrow, G. (Eds.). (2010). Neale's disorders of the foot (8th ed.). Edinburgh: Churchill Livingstone

Teaching Periods

2nd Half

Campbelltown

Day

Subject Contact Steven Walmsley ([https://directory.westernsydney.edu.au/search/name/Steven Walmsley/](https://directory.westernsydney.edu.au/search/name/Steven%20Walmsley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA2007_22-2H_CA_D#subjects)

REHA 2009 Workplace Learning 1 (Therapeutic Recreation)

Credit Points 10

Legacy Code 400246

Coordinator Nicole Peel ([https://directory.westernsydney.edu.au/search/name/Nicole Peel/](https://directory.westernsydney.edu.au/search/name/Nicole%20Peel/))

Description This unit provides students with the opportunity to apply theoretical and practical knowledge and skills gained in the course to develop their practice and professional behaviours in a therapeutic recreation workplace setting. The unit develops skills for students

in working with individuals in a therapeutic recreation program that include assessment, planning, programming and evaluation.

School Health Sciences

Discipline Rehabilitation Therapies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) PUBH 1008

Restrictions Students must be enrolled in the Bachelor of Health Science - Therapeutic Recreation program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine the standards of communication, professionalism and ethics required for effective therapeutic recreation practice.
2. Communicate the principles, techniques and effectiveness of Recreation Therapy to colleagues, consumers, and the public.
3. Formulate an individual Recreation Therapy program including assessment, planning, implementation and evaluation.
4. Apply professional and ethical standards of practice during Recreation Therapy practice.
5. Utilise skills in task analysis, behavioural observation and functional performance testing.

Subject Content

1. Reflective learning
2. Client-centred practice
3. Overview of Program Planning (Assessment, Planning, Implementation and Evaluation)
4. Therapeutic Recreation Leadership Skills and Strategies for Growth
5. Documentation
6. Planning Theories

Special Requirements

Legislative pre-requisites

NOTE: Due to Covid Restrictions, the First Aid Requirement is currently not needed.

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	500 words	20	N	Individual
Report	15 minutes	15	Y	Individual
Report	500 words	15	N	Individual
Report	1,000 words (plus appendices)	50	Y	Individual
Professional Placement Performance	26 hrs on campus 140 hrs field placement	S/U	Y	Individual

Prescribed Texts

- Kunstler,R., Daly, F S. Therapeutic recreation leadership and programming. (2010). Human Kinetics Publishers Inc

Teaching Periods

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey_Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA2009_22-SC1_SC_D#subjects)

REHA 2010 Adult Speech and Language

Credit Points 10

Legacy Code 401302

Coordinator Leigha Dark ([https://directory.westernsydney.edu.au/search/name/Leigha Dark/](https://directory.westernsydney.edu.au/search/name/Leigha_Dark/))

Description This unit discusses speech and language development and change from young adults to the elderly. It focuses on acquired communication disorders of neurological origin, such as aphasia and related disorders, apraxia of speech and dysarthria, and the diagnosis and treatment of serious communication disorders.

School Health Sciences

Discipline Speech Pathology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	2,000 words	30	N	Individual
Practical Viva	20 minutes	30	N	Individual
Written Exam	2 hours	40	N	Individual

Teaching Periods

REHA 2012 Speech Impairments in Children

Credit Points 10

Legacy Code 401303

Coordinator Leigha Dark ([https://directory.westernsydney.edu.au/search/name/Leigha Dark/](https://directory.westernsydney.edu.au/search/name/Leigha_Dark/))

Description This unit extends previous learning about child communication and the assessment and intervention for speech and language disorders in children. This approach integrates theoretical

topics with an exploration of relevant clinical processes and stresses the importance of evidence-based practice.

School Health Sciences

Discipline Speech Pathology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	1 hour	20	N	Individual
Case Report	2,000 words	30	N	Individual
Written Exam	2 hours	50	N	Individual

Teaching Periods

REHA 2013 Speech and Hearing Across the Lifespan

Credit Points 10

Legacy Code 401304

Coordinator Leigha Dark ([https://directory.westernsydney.edu.au/search/name/Leigha Dark/](https://directory.westernsydney.edu.au/search/name/Leigha%20Dark/))

Description The unit discusses communication disorders in older children and adults and their assessment and treatment. The unit focuses on hearing impairment and its implications for communication, audiological assessment and diagnosis and treatment methods for hearing loss. The unit also introduces cultural and linguistic diversity and its impact on communication and communication disorders.

School Health Sciences

Discipline Speech Pathology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Case Study	2,000 words	30	N	Individual
Practical Viva	20 minutes	30	N	Individual
Written Exam	2 hours	40	N	Individual

Teaching Periods

REHA 2014 Recreational Therapy Assessment

Credit Points 10

Legacy Code 401399

Coordinator Nicole Peel ([https://directory.westernsydney.edu.au/search/name/Nicole Peel/](https://directory.westernsydney.edu.au/search/name/Nicole%20Peel/))

Description Students will be required to complete an 80-hour industry based placement as part of the assessment requirements for this unit. This unit focuses on advanced study in the theoretical and practical aspects of procedures necessary for assessment, planning, implementation, management and evaluation specific to recreational therapy services. Students will learn how to apply assessments in all domains of health, for example psychological, physical, social, emotional, cognitive and leisure to further develop their recreational therapy assessment and evaluation skills.

School Health Sciences

Discipline Rehabilitation Therapies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) REHA 1007

Equivalent Subjects REHA 3036 Workplace Learning 2

Restrictions Students must be enrolled in B Health Science in the Recreational Therapy testamur major. This is a specialty subject offered as a compulsory core subject of Bachelor of Health Science-Therapeutic Recreation program. It is profession-specific, preparing students to practice as a recreation therapist and not relevant or appropriate as an elective for non-recreational therapy students.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Conduct an interview and record findings in a format appropriate for entry into health records
2. Examine and judiciously select and evaluate evidence-based recreational therapy assessment instruments used to determine physical, cognitive, emotional, and social functioning of clients
3. Conduct and interpret individual assessments based on appropriate models of practice and in line with appropriate ethical standards as espoused by the profession
4. Collect and analyse data to monitor progress of goals

Subject Content

1. Assessments
2. Task analysis
3. Documentation
4. Measuring outcomes
5. Teaching and learning principles
6. Communication with clients
7. Risk management
8. Standardised testing

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance ([https://](https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance)

www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Viva Voce	15 minutes	20	N	Individual
Report	1,000 words	30	N	Individual
Report	2,000 words	50	N	Individual
Professional Placement Performance	80 hrs (2 weeks) field placement	S/U	Y	Individual

Teaching Periods

Spring Campbelltown Day

Subject Contact Nicole Peel ([https://directory.westernsydney.edu.au/search/name/Nicole Peel/](https://directory.westernsydney.edu.au/search/name/Nicole%20Peel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA2014_22-SPR_CA_D#subjects)

Online

Online

Subject Contact Nicole Peel ([https://directory.westernsydney.edu.au/search/name/Nicole Peel/](https://directory.westernsydney.edu.au/search/name/Nicole%20Peel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA2014_22-SPR_ON_O#subjects)

REHA 2015 Recreational Therapy Process and Planning

Credit Points 10

Legacy Code 401402

Coordinator Nicole Peel ([https://directory.westernsydney.edu.au/search/name/Nicole Peel/](https://directory.westernsydney.edu.au/search/name/Nicole%20Peel/))

Description Students will be required to complete an 80-hour industry based placement as part of the assessment requirements for this unit. This unit introduces students to the development, implementation and evaluation of recreational therapy programming. Development and ongoing assessment of programs will be explored through theoretical and practical situations. Students will learn how to adapt recreation and leisure activities for clients with varying abilities and needs and apply recreation therapy models into practice.

School Health Sciences

Discipline Rehabilitation Therapies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) REHA1007 AND REHA 1008

Equivalent Subjects REHA 2009 Workplace Learning 1

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and apply the principles of the recreation therapy process
2. Employ recreational therapy documentation procedures for program planning, evaluation and accountability
3. Appraise the models and scope of practice of recreational therapy for treatment or program planning
4. Analyse different activities and tasks to align them to the needs and choices of consumers
5. Develop a strengths-based treatment program that includes consideration of assessment, planning, implementation, and evaluation processes

Subject Content

1. Assessment, Planning, Implementation and Evaluation processes with groups
2. Writing goals and objectives
3. Activity analysis
4. Group leadership strategies
5. Risk management
6. Communicating with groups
7. Clinical reasoning and problem-solving
8. Developing participant recreation therapy intervention plans
9. ICF

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Multiple Choice	3x Quizzes 60 minutes each	25	N	Individual
Applied Project	1,000 words	35	N	Individual
Applied Project	1,500 words	40	N	Individual
Participation	80 hours field placement	S/US	Y	Individual

Teaching Periods

Autumn Campbelltown Day

Subject Contact Nicole Peel ([https://directory.westernsydney.edu.au/search/name/Nicole Peel/](https://directory.westernsydney.edu.au/search/name/Nicole%20Peel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA2015_22-AUT_CA_D#subjects)

Online

Online

Subject Contact Nicole Peel ([https://directory.westernsydney.edu.au/search/name/Nicole Peel/](https://directory.westernsydney.edu.au/search/name/Nicole%20Peel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA2015_22-AUT_ON_O#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA2015_22-SC1_SC_D#subjects)

REHA 2016 Hearing, Speech and Swallowing Science

Credit Points 10

Legacy Code 301381

Coordinator Manisha Dayal ([https://directory.westernsydney.edu.au/search/name/Manisha Dayal/](https://directory.westernsydney.edu.au/search/name/Manisha%20Dayal/))

Description Speech Pathologists require a sound knowledge of the relevant structures and functions of the central and peripheral nervous system to be able to understand hearing, language and swallowing processes, and how disease or dysfunction affects them. This unit covers the anatomical and vascular structures of the head and neck, their development and functions, medical imaging and neural plasticity. Topics include the somatosensory systems, motor systems, and the role of the brainstem, cranial nerves, and executive systems in controlling hearing, speech, language and swallowing processes. Common congenital, degenerative and acquired neurological disorders are described. This unit will develop knowledge relevant to other units related to speech pathology.

School Science

Discipline Speech Pathology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) NATS 1009

Co-requisite(s) NATS 1010

Incompatible Subjects NATS 3006 Anatomy of the Head Neck
NATS 3037 Neuroanatomy

Restrictions Students must be enrolled in 4763 Bachelor of Speech Pathology or 4764 Bachelor of Speech Pathology (Honours).

Assumed Knowledge

Basic knowledge of anatomical and physiological concepts as introduced in relevant first year anatomy & physiology subjects.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and apply anatomical terminology when describing the anatomy and neuroanatomy of the head and neck regions.
2. Describe the blood supply to the head, neck and CNS regions.

3. Describe and explain the functional anatomy of the musculoskeletal elements of the skull; face; cervical and thoracic regions of the vertebral column; ear; nasal cavity; oral cavity; pharynx and larynx.
4. Review the normal structures and functions of the nervous system and relate them to medical imaging, development and developmental processes.
5. Describe and explain the normal functional roles of the brainstem, cranial nerves, and executive systems in controlling speech, hearing, language and swallowing processes, and how these change in congenital, degenerative or acquired neurological conditions.
6. Create, deliver, and peer evaluate oral presentations based on case scenarios

Subject Content

1. Functional gross anatomy of the head, neck and skull using cadaveric specimens and models with special emphasis on the ear, face, oral cavity, larynx, pharynx, and respiratory system
2. Embryological development of head, neck, brain and brainstem regions
3. Functional neuroanatomy of the brain, brainstem, cranial nerves, their spatial relationships with emphasis on regions associated with hearing, speech production and swallowing using cadaveric specimens, models, diagrams/images
4. Introduction to medical imaging techniques e.g. CT & MRI
5. Common congenital, degenerative and/or acquired neurological disorders that result in associated disorders of hearing, speech, and/or swallowing

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Presentation	10 minutes	15	N	Group
Case Study	3 x 500 words	15	N	Individual
Intra-session Exam 1	45 minutes	15	N	Individual
Intra-session Exam 2	45 minutes	15	N	Individual
Final Exam	2 hours	40	N	Individual

Prescribed Texts

- Seikel, J.A., Drumright, D.G., & King, D.W. (2016). Anatomy and Physiology for Speech Language and Hearing (5th Ed.). US: Cengage Learning.

Teaching Periods

Spring Campbelltown Day

Subject Contact Manisha Dayal ([https://directory.westernsydney.edu.au/search/name/Manisha Dayal/](https://directory.westernsydney.edu.au/search/name/Manisha%20Dayal/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA2016_22-SPR_CA_D#subjects)

REHA 2017 Communication Changes Across the Lifespan

Credit Points 10

Legacy Code 401423

Coordinator Belinda Kenny ([https://directory.westernsydney.edu.au/search/name/Belinda Kenny/](https://directory.westernsydney.edu.au/search/name/Belinda%20Kenny/))

Description This unit discusses communication disorder in children and adults arising from physical, sensory, cognitive, linguistic, psychosocial, functional and environmental changes that occur across the lifespan. The unit focuses on assessment of communication skills, interpretation and reporting of findings, diagnosis, and planning of treatment and management priorities within holistic, person-centred frameworks. Students will have the opportunity to explore disordered presentation of speech, language, voice, and fluency and build on emerging clinical reasoning, critical reflection skills, and strategies for working effectively in partnership with individuals, families and communities.

School Health Sciences

Discipline Speech Pathology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) REHA 1006

Restrictions Students must be enrolled in the 4763 Bachelor of Speech Pathology or 4764 Bachelor of Speech Pathology (Honours).

Assumed Knowledge

To successfully undertake this subject students are expected to have a sound understanding of the scope of practice and professional activities of a Speech Pathologist.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe communication changes that can occur across the lifespan including possible aetiologies, presentation, prognosis and impact on activity and participation
2. Examine disorders of speech, language, voice and fluency in children and adults using appropriate assessment and diagnostic approaches
3. Synthesise, appraise and integrate best available evidence on the principles of early intervention in speech pathology
4. Execute beginning level competency in communication assessment, analysis and interpretation (encompassing speech, language, voice and/or fluency) across the lifespan
5. Critically reflect on emerging clinical skills and their influence on the development of effective therapeutic relationships

Subject Content

1. Assessment and diagnosis of speech sound disorders in children
 - Articulatory disorders
 - Phonological disorders
 - childhood Apraxia of speech
2. Assessment and diagnosis of acquired motor speech disorders in adults
 - Dysarthria
 - acquired Apraxia of speech
3. Analysis of typical and disordered speech across the lifespan

4. Assessment and diagnosis of language and literacy disorders in children
 - Developmental language Disorder
 - language disorders secondary to other conditions
 - social communication Disorder
 - Dyslexia
5. Assessment and diagnosis of acquired language and cognitive communication disorders in adults
 - Aphasia
 - cognitive communication disorders
6. Analysis of typical and disordered language across the lifespan
7. Assessment and diagnosis of voice disorders in children and adults
 - Functional voice disorders
 - organic voice disorders
 - introduction to cancer of The head and Neck
 - Laryngectomy
8. Analysis of typical and disordered voice across the lifespan
9. Assessment and diagnosis of stuttering in children and adults
 - preschool stuttering
 - school Age stuttering
 - adolescent and Adult stuttering
10. Analysis and rating of stuttering severity
11. International Classification of Functioning Disability and Health
12. Person and family- centred practice and models of care
13. Principles of Early Intervention

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	1,500 words	30	N	Individual
Discourse Analysis	2,000 words	40	N	Individual
Simulation	60 minutes	30	N	Individual
Participation	Participation in 1-hour Screening Assessment	S/U	Y	Individual
Reflection	Reflection - 500 words	S/U	Y	Individual

Prescribed Texts

- Branski, R.C., & Molfenter, S.M.(Eds.). (2020). Speech-Language Pathology Casebook. New York, United States: Thieme Medical Publishers Inc.
- Owens, R., & Farinella, K. A. (2019). Introduction to communication disorders: A lifespan evidence-based perspective (6thed.). NY: Pearson.

Teaching Periods

Autumn Campbelltown Day

Subject Contact Belinda Kenny ([https://directory.westernsydney.edu.au/search/name/Belinda Kenny/](https://directory.westernsydney.edu.au/search/name/Belinda%20Kenny/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA2017_22-AUT_CA_D#subjects)

REHA 2018 Elements of Language: Analysis and Application

Credit Points 10

Legacy Code 401434

Coordinator Ellie Sugden ([https://directory.westernsydney.edu.au/search/name/Ellie Sugden/](https://directory.westernsydney.edu.au/search/name/Ellie%20Sugden/))

Description This unit will introduce core linguistic concepts including the sound structure of language (phonetics), how sounds convey meaning (phonology), the formal structure of words (morphology) and sentences (syntax), and the ways in which each of these differ across languages. Emphasis will be placed on the cultural and linguistic diversity of the Western Sydney region, and this will serve as a lens through which the linguistic concepts covered throughout the course will be taught. Students will learn how to transcribe typical and disordered speech using the International Phonetic Alphabet and will be familiarised with how to analyse language at the phoneme, word, and sentence levels. Knowledge will be applied to the exploration of real-world clinical cases. The knowledge acquired within this unit will lay the foundations for understanding, diagnosing and treating speech and language disorders.

School Health Sciences

Discipline Speech Pathology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Restrictions Students must be enrolled in the 4763 Bachelor of Speech Pathology or 4764 Bachelor of Speech Pathology (Honours).

Assumed Knowledge

It is assumed that students will have an introductory understanding of the core range of practice areas in Speech Pathology (speech, language, voice, fluency, multimodal communication, and swallowing) and awareness of typical patterns of speech and language development across the lifespan.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the concepts of phonetics, phonology, syntax, morphology, semantics and pragmatics and explore their relevance to the field of linguistics and profession of Speech Pathology
2. Accurately transcribe typical and disordered speech phonemically and phonetically, using the International Phonetic Alphabet (IPA)
3. Grammatically analyse typical and disordered language at word, phrase, sentence and clause level
4. Utilize linguistics to problem-solve clinical and research-based case scenarios exploring linguistic development, difference and disorder

Subject Content

1. Dynamics of language: difference and change in how people speak; key concepts in the language sciences and their relevance to Speech Pathology
2. Patterns and levels of speech and language (phonetics, phonology, morphology, syntax, semantics, pragmatics)
3. Use of International Phonetic Alphabet to describe and analyse speech production
4. Use of key concepts in morphology, syntax, semantics and pragmatics to analyse language production

5. Understanding language: speech perception, receptive vocabulary, semantic and syntactic processing

6. Introduction to current research topics in language sciences, with implications for Speech Pathology

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	15 mins / 15 Questions	15	N	Individual
Case Study	2,000 word (Structured Template)	40	N	Individual
Final Exam	2 hours	45	N	Individual
Log/Workbook	12 x transcription modules (20 questions each)	S/U	Y	Individual

Prescribed Texts

- Cox, F., & Fletcher, J. (2017). Australian English Pronunciation and Transcription. Cambridge University Press. (2nd edition). \$83.35 paperback.
- Berko Gleason, J., & N. Bernstein-Ratner (eds.) (2016). The Development of Language. Pearson. (9th edition). \$60 e-book.

Teaching Periods

Autumn Campbelltown

Day

Subject Contact Ellie Sugden ([https://directory.westernsydney.edu.au/search/name/Ellie Sugden/](https://directory.westernsydney.edu.au/search/name/Ellie%20Sugden/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA2018_22-AUT_CA_D#subjects)

REHA 2019 Optimising Communication for Adults

Credit Points 10

Legacy Code 401421

Coordinator Belinda Kenny ([https://directory.westernsydney.edu.au/search/name/Belinda Kenny/](https://directory.westernsydney.edu.au/search/name/Belinda%20Kenny/))

Description This unit discusses theoretical and evidence-based intervention approaches that underpin speech pathology practice for adults with communication disorders. The unit explores speech pathology management of speech, language, voice and fluency and multimodal communication through studying communication needs with adult cases. Students will have opportunities to plan evidence-based intervention goals and create management plans for individuals, families and communities in a range of clinical contexts. Students will continue to develop core speech pathology practice skills through demonstration, practice and simulation.

School Health Sciences

Discipline Speech Pathology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) REHA 2017

Restrictions

Students must be enrolled in program 4763 Bachelor of Speech Pathology or 4764 Bachelor of Speech Pathology (Honours).

Assumed Knowledge

Students are expected to have a sound understanding of speech pathology domains and scope of practice. Students undertaking this subject should also have foundational knowledge and skills in the assessment and diagnosis of communication disorders in adults.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Distinguish core features of speech pathology intervention approaches that optimise communication for adults with disorders of speech, language, voice and/or fluency.
2. Practice the role of the speech pathologist in facilitating communication accessible environments in different care settings for adults
3. Utilise best available evidence to develop and justify collaborative management plans for adults with communication disorder (encompassing speech, language, voice and/or fluency)
4. Plan and implement evidence-based speech pathology interventions for adults with communication disorder (encompassing speech, language, voice and/or fluency) at beginning level competency
5. Apply evidence-based approaches to working effectively with communication partners
6. Demonstrate cultural proficiency by facilitating safe and respectful communication environments with Aboriginal and Torres Strait Islander peoples

Subject Content

1. Applying theoretical frameworks when working with adults with communication disorders
2. Managing communication disorders across the continuum of care with adults, families and communities
3. Evidence-based intervention approaches for speech, language, voice, fluency and multimodal communication with adults
4. Working with adults from Aboriginal and Torres Strait Islander backgrounds
5. Planning intervention for adults with speech, language, voice, fluency disorders
6. Responsive management for adults with clinical, psychosocial and environmental presentations of increasing complexity
7. Ethical issues in service delivery for adults with communication disorders
8. Evaluating the outcomes of communication interventions with adults
9. Innovations in optimising communication with adults

Special Requirements

Legislative pre-requisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practicals	20 minutes each	30	N	Individual
Case study	2,000 words	30	N	Individual
Final Exam	2 hours	40	N	Individual
Observation/ Reflection	8 hours observation and 500 word reflection	S/U	Y	Individual

Prescribed Texts

- Duffy, J. (2019). Motor Speech Disorders. Substrates, differential diagnosis and management (4th ed.):Elsevier
- Murray, L.L. & Clark, H.M. (2015). Neurogenic disorders of language and cognition. Evidence-based clinical practice. Theory driven clinical practice. (2nd ed.). Austin:Pro-Ed.

Teaching Periods

Spring Campbelltown Day

Subject Contact Belinda Kenny ([https://directory.westernsydney.edu.au/search/name/Belinda Kenny/](https://directory.westernsydney.edu.au/search/name/Belinda%20Kenny/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA2019_22-SPR_CA_D#subjects)

REHA 2020 Optimising Communication for Children

Credit Points 10

Legacy Code 401422

Coordinator Ellie Sugden ([https://directory.westernsydney.edu.au/search/name/Ellie Sugden/](https://directory.westernsydney.edu.au/search/name/Ellie%20Sugden/))

Description This unit discusses theoretical and evidence-based intervention approaches that underpin speech pathology practice for children with communication disorders. The unit explores speech pathology management of speech, language, voice and fluency with diverse paediatric cases. Students will have the opportunity to plan intervention goals and develop management plans for individuals, families and communities in a range of contexts. Students will continue to develop core speech pathology practical skills through demonstration, practice and simulation.

School Health Sciences

Discipline Speech Pathology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) REHA 2017

Restrictions

Students must be enrolled in the 4763 Bachelor of Speech Pathology or 4764 Bachelor of Speech Pathology (Honours).

Assumed Knowledge

To successfully undertake this subject students are expected to have a sound understanding of the scope of practice and professional activities of a Speech Pathologist. Students should also have foundational knowledge and skills in the assessment and diagnosis of communication disorders in children.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Distinguish the core features of speech pathology intervention approaches that optimise communication for children with disorders of speech, language, voice and/ or fluency.
- Justify the role of the speech pathologist in prevention, education and advocacy about communication disorders (encompassing speech, language, voice and/or fluency) in children.
- Employ best available evidence to develop and justify collaborative management plans for children with communication disorder (encompassing speech, language, voice and/or fluency).
- Plan and implement evidence-based speech pathology interventions that optimise communication for children with disorders of speech, language, voice and/or fluency at beginner level competency.
- Critically reflect on emerging clinical skills and their influence on the achievement of effective therapeutic outcomes for children.
- Demonstrate cultural proficiency by facilitating safe and respectful communication environments with Aboriginal and Torres Strait Islander peoples.

Subject Content

- Management and measurement of speech sound disorders in children
 - Articulatory disorders
 - Phonological disorders
 - childhood Apraxia of speech
- Management and measurement of language and literacy disorders in children
 - Developmental language Disorder
 - language disorders secondary to other conditions
 - social communication Disorder
 - Dyslexia
- Management and measurement of voice disorders in children
 - Functional voice disorders
 - organic voice disorders
- Management and measurement of stuttering in children
 - preschool stuttering
 - school Age stuttering
- Person and family-centred practice and models of care
- Designing collaborative management plans
- Working collaboratively in partnership with Aboriginal and Torres Strait Islander peoples
- Ethical issues in service delivery for children with communication disorders, and their families
- Innovations in optimising communication with children

Special Requirements

Legislative pre-requisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Simulations	3 x simulations of 30 mins each	30	N	Individual

Case Study	2,000 words	35	N	Individual
Viva Voce	20 Mins	35	N	Individual

Prescribed Texts

- Bowen, C., & Snow, P. (2017). Making sense of interventions for children with developmental disorders: A guide for parents and professionals. J&R Press.

Teaching Periods

Spring Campbelltown Day

Subject Contact Ellie Sugden ([https://directory.westernsydney.edu.au/search/name/Elleie Sugden/](https://directory.westernsydney.edu.au/search/name/Elleie%20Sugden/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA2020_22-SPR_CA_D#subjects)

REHA 3001 Cardiorespiratory Physiotherapy

Credit Points 10

Legacy Code 400984

Coordinator Rocco Cavaleri ([https://directory.westernsydney.edu.au/search/name/Rocco Cavaleri/](https://directory.westernsydney.edu.au/search/name/Rocco%20Cavaleri/))

Description This unit builds on the knowledge and skills developed in the first 2.5 years of physiotherapy study. This unit focuses on client assessment and evidence based management in acute cardiorespiratory physiotherapy contexts. Students will extend and advance the knowledge, competencies and skills in cardiorespiratory physiotherapy clinical reasoning including assessment, interpretation and prioritisation of findings, synthesis of complex information along with the implementation and evaluation of appropriate treatment strategies. This framework will also be applied to the management of patients in Intensive Care, where students will develop specialist knowledge and skills in cardiorespiratory assessment and treatment of acutely ill unstable patients with cardiorespiratory failure and complex comorbidities. This will require strong communication skills, ethical and professional behaviour and an appreciation of interprofessional care required in acute clinical scenarios including intensive care units.

School Health Sciences

Discipline Physiotherapy

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) REHA 3003 AND REHA 3009

Restrictions Students must be enrolled in 4662 Bachelor of Health Science/Master of Physiotherapy, 4706 Bachelor of Physiotherapy or 4707, Bachelor of Physiotherapy (Honours) or 4733 Bachelor of Physiotherapy (Honours).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Develop a depth of knowledge and understanding of the interaction of complex cardiorespiratory diseases and medical management (including invasive respiratory, cardiovascular and medical support)

- Identify patient disability as a result of cardiorespiratory disease and advance medical management
- Conduct an advanced assessment of history taking and physical examination
- Synthesise complex assessment information, using clinical reasoning and patient-centred approaches: a) to develop and justify an individualised prioritised problem list and treatment plan; b) to implement and critically evaluate the management plan; c) monitor, modify and progress treatment(s) as indicated for acutely ill, unstable clients with complex presentations and or cardiorespiratory failure with and without multi-system comorbidities
- Demonstrate safe work practices
- Demonstrate effective verbal and written communication skills to effectively communicate with clients, peers and academic staff in physiotherapy contexts

Subject Content

Within an acute complex cardiorespiratory physiotherapy context:

- Select and interpret findings from history taking and advanced cardiac, cardiovascular and respiratory investigations
- Interpret and synthesise the findings of objective assessments including acute invasive haemodynamic, neurological and respiratory assessment and monitoring (including CVP, PAP, PAOP, ICP, arterial blood gases, respiratory mechanics and work of breathing measures) and other metabolic parameters
- Demonstrate advanced clinical reasoning skills of interpretation, synthesis and analysis of findings, prioritisation of patients problems and development of treatment plan for acutely ill unstable patients with cardiorespiratory disorders or failure and complex comorbidities
- Formulate and justify appropriate evidence-based management techniques to reverse or prevent impairments of decreased O₂, CO₂, and secretion movement and cardiovascular endurance in these patients (including those with respiratory failure requiring assisted ventilation)
- Select and justify the monitoring, evaluation and progression of management techniques as appropriate
- Integration of physiotherapy knowledge with the theory of professionalism, ethics, safe work practices and interprofessional communication (clinical reasoning) to plan management strategies for patients with acute complex presentation.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical Viva Voce (Oral Examination)	30 mins	35	N	Individual
Quiz	20 Minutes	10	Y	Individual
Practical exam	20 Minutes	25	Y	Individual
Written Exam	2 hours	30	Y	Individual

Teaching Periods

Spring Campbelltown

Composite

Subject Contact Rocco Cavaleri ([https://directory.westernsydney.edu.au/search/name/Rocco Cavaleri/](https://directory.westernsydney.edu.au/search/name/Rocco%20Cavaleri/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA3001_22-SPR_CA_C#subjects)

REHA 3002 Child and Adolescent Occupations

Credit Points 10

Legacy Code 400162

Coordinator Caroline Mills ([https://directory.westernsydney.edu.au/search/name/Caroline Mills/](https://directory.westernsydney.edu.au/search/name/Caroline%20Mills/))

Description Students learn about occupational therapy practice with children and youth in different practice settings. This unit examines child development and explores the occupations of children and youth. The impact of family, social, cultural and political contexts on this period of life is analysed. Occupational therapy models, frames of reference, assessments and interventions are applied to practice scenarios. Family-centred practice is a key focus of this unit.

School Health Sciences

Discipline Occupational Therapy

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) REHA 2006 AND REHA 2004

Restrictions

Students must be enrolled in program 4663 Bachelor of Health Science/Master of Occupational Therapy or 4711 Bachelor of Occupational Therapy or 4712 Bachelor of Occupational Therapy (Honours).

Learning Outcomes

On successful completion of this subject, students should be able to:

- Analyse important occupations in childhood and adolescence which are of concern in occupational therapy practice
- Analyse typical and atypical child and adolescent development
- Apply family centred practice principles used by occupational therapists to practice scenarios
- Evaluate assessments and their application to occupational therapy practice with children and youth
- Examine a range of occupational therapy interventions for children and youth
- Critique and apply evidence to practice for children and youth with a variety of occupational needs
- Critically analyse the impact of family, social, cultural and political contexts on the lives of children and youth

Subject Content

- Family-centred practice in occupational therapy
- Child and adolescent development

3. Occupations of childhood and adolescence, e.g. play, self care, school, leisure
4. Environmental contexts (e.g. relevant policies, family and cultural contexts, school, childcare, transitional environments)
5. Common diagnoses and developmental issues in childhood and adolescence (e.g. learning and intellectual disability, developmental delay, neurological (cerebral palsy & brain injury), physical (Duchene Muscular dystrophy, developmental coordination disorder), psychological and social (ADHD, Autism)
6. Paediatric occupational therapy assessments and outcome measures
7. Paediatric occupational therapy interventions (e.g. play interventions, seating and positioning, assistive technology, handwriting)

Special Requirements

Legislative pre-requisites

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, a Working with Children Check Student Declaration and First Aid Certificate. Use the link to the Special Requirements webpage below for more information.

Special Requirements (http://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Case Study	1,000 words	30	N	Individual
Report	1,200 words	40	N	Individual
Viva Voce	15 minutes	30	N	Individual

Prescribed Texts

- Lane, S., & Bundy, A.C. (Eds.). (2012). Kids can be kids: A childhood occupations approach. Philadelphia: F.A. Davis

Teaching Periods

1st Half

Campbelltown

Day

Subject Contact Caroline Mills ([https://directory.westernsydney.edu.au/search/name/Caroline Mills/](https://directory.westernsydney.edu.au/search/name/Caroline%20Mills/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA3002_22-1H_CA_D#subjects)

REHA 3003 Clinical Education (General)

Credit Points 10

Legacy Code 401197

Coordinator Clarice Tang ([https://directory.westernsydney.edu.au/search/name/Clarice Tang/](https://directory.westernsydney.edu.au/search/name/Clarice%20Tang/))

Description This clinical unit builds on the knowledge and skills developed in first 2 years of physiotherapy study. It focuses on generic aspects of physiotherapy professional practice, which will have been developed through a variety experiential and community engagement learning activities. Professional competencies addressed in this unit include communication, documentation, and reflection, professional and ethical behaviour. In addition, students will develop skills in client assessment, interpretation of findings and education. A professional practice placement is incorporated into this unit. This unit requires physiotherapy students to demonstrate assessment, intervention skills and problem solving skills in a general environment. The focus will be on generic skills such as communication, problem solving, manual handling, gait and basic assessment skills. The placement may include ambulatory care, acute care, rehabilitation or paediatrics.

School Health Sciences

Discipline Physiotherapy

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) REHA 2001

Co-requisite(s) REHA 3009 AND
REHA 3017 AND
REHA 3015

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history

- Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
- Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Placement Performance	5 weeks (APP)	80	Y	Individual
Case Study	15 minutes	20	N	Individual

Teaching Periods

1st Half

Campbelltown

External

Subject Contact Clarice Tang ([https://directory.westernsydney.edu.au/search/name/Clarice Tang/](https://directory.westernsydney.edu.au/search/name/Clarice%20Tang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA3003_22-1H_CA_X#subjects)

REHA 3004 Clinical Education A (Acute Care)

Credit Points 10

Legacy Code 400985

Coordinator Rocco Cavaleri ([https://directory.westernsydney.edu.au/search/name/Rocco Cavaleri/](https://directory.westernsydney.edu.au/search/name/Rocco%20Cavaleri/))

Description This clinical education placement will provide the context for students to apply the theoretical and research knowledge and skills learnt in 400984 Cardiopulmonary Physiotherapy. Students will be required to assess and treat clients in the acute care and intensive care settings. Assessments and treatments will focus on improving or preventing client impairments. These may include decreased mobility and function altered by acute illness or injury, which may be combined with a chronic disease or a disability. These assessment and treatments will tend to have a cardiorespiratory physiotherapy focus, but clients may also present with neurological and musculoskeletal conditions which require intervention. Students will, therefore, be expected to integrate knowledge and skills learnt across all physiotherapy-specific units in their provision of client-centred care as well as draw on more general knowledge and skills from earlier stages of the course.

School Health Sciences

Discipline Physiotherapy

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) REHA 3018 AND REHA 3001 AND REHA 3016

Co-requisite(s) REHA 4015

Restrictions Students must be enrolled in 4662 Bachelor of Health Science/Master of Physiotherapy, 4706 Bachelor of Physiotherapy or 4707, Bachelor of Physiotherapy (Honours) or 4733 Bachelor of Physiotherapy (Honours)

Learning Outcomes

On successful completion of this subject, students should be able to:

- Conduct a comprehensive and advanced subjective and objective assessment
- Analyse case data and develop a prioritised problem list and treatment plan considering impairments, and activity and participation limitation
- Implement appropriate, evidence-based and effective management strategies
- Monitor, evaluate and progress management strategies as indicated
- Communicate effectively for the purpose of gaining informed consent and engaging a person in a therapeutic alliance for person-centred clinical assessment and treatment
- Apply and demonstrate safe work practices, professional and ethical behaviours and self-management strategies in a clinical context.

Subject Content

Within acute care physiotherapy contexts:

- Conduct specialist and advanced subjective and objective examination
- Interpret and analyse findings, develop a client problem list and a treatment plan considering impairments, activity and participation limitations
- Implement appropriate evidenced-based management strategies
- Monitoring, modifying, evaluating and progressing treatments as appropriate
- Communicate effectively for the purpose of gaining informed consent and engaging a person in a therapeutic alliance for person-centred clinical assessment and treatment

6. Apply and demonstrate safe work practices, professional and ethical behaviours and self-management strategies in a clinical context
Acute care physiotherapy contexts refer to inpatient hospital ward settings including intensive care units and medical, surgical, acute cardiorespiratory, neurological, and orthopaedic wards.

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website

- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Placement Performance	5 weeks	80	Y	Individual
Case Study	15 minutes	20	N	Individual

Teaching Periods

1st Half

Campbelltown

External

Subject Contact Rocco Cavaleri ([https://directory.westernsydney.edu.au/search/name/Rocco Cavaleri/](https://directory.westernsydney.edu.au/search/name/Rocco%20Cavaleri/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA3004_22-1H_CA_X#subjects)

2nd Half

Campbelltown

External

Subject Contact Rocco Cavaleri ([https://directory.westernsydney.edu.au/search/name/Rocco Cavaleri/](https://directory.westernsydney.edu.au/search/name/Rocco%20Cavaleri/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA3004_22-2H_CA_X#subjects)

REHA 3005 Clinical Exercise Physiology 1

Credit Points 10

Legacy Code 400887

Coordinator Bobby Cheema ([https://directory.westernsydney.edu.au/search/name/Bobby Cheema/](https://directory.westernsydney.edu.au/search/name/Bobby%20Cheema/))

Description In 2017, this unit is replaced by 401145 - Exercise for Health and Disease Prevention. Clinical Exercise Physiology 1 is primarily concerned with teaching students how to design and implement exercise assessments and exercise prescriptions for clinical populations (high-risk). Emphasis is placed on cardiovascular, metabolic, pulmonary and immunological diseases. Unit content relates to how exercise can be applied to prevent, manage and/or treat chronic diseases, informed by an understanding of the pathophysiology and its impact on health status. Students will be involved in designing exercise programs using an evidence-based approach, which will enable a client to achieve optimum results whilst maintaining a high regard

for safety, adherence and motivation. Students will be involved in practical sessions aimed at developing the skills necessary for exercise screening, testing and prescription in clinical populations.

School Health Sciences

Discipline Rehabilitation Therapies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) HLTH 2006 AND BIOS 2037

Equivalent Subjects REHA 3008 - Exercise Prescription For Special Populations

Restrictions Students must be enrolled in 4658 Bachelor of Health Science (Sport and Exercise Science).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply pre-exercise screening and testing methods for high-risk populations;
2. Understand the physiological principles of exercise testing and prescription as applied to clinical populations;
3. Understand the aetiology and pathophysiology of specific chronic diseases and their impact on health status and quality of life;
4. Design exercise prescriptions to prevent, manage and/or treat chronic diseases;
5. Understand logistical issues that are likely to be encountered when implementing exercise programs in specific clinical populations;
6. Understand electrocardiography (ECG) theory;
7. Demonstrate practical skills including: (a) placement of ECG electrodes for a 12-lead ECG recording, (b) measurement of blood pressure during exercise, and (c) development and interpretation of exercise stress test protocols, including knowledge of contraindications and termination criteria.

Subject Content

1. Coronary artery disease, stroke, hypertension, dyslipidaemia, diabetes, obesity, chronic obstructive pulmonary diseases, asthma, chronic renal failure, cancer, arthritis, osteoporosis, HIV, neurological diseases, cognitive diseases
2. Incidence and prevalence of diseases, relationship to age, gender and ethnicity; aetiology, pathophysiology and risk factors
3. Effects of disease progression and exercise prescriptions on physiological, psychological and functional health status and quality of life
4. Evidence-base for exercise training for the prevention, management and treatment of chronic diseases
5. National and international guidelines for pre-exercise screening and stress testing
6. Use of metabolic equations for the determination of exercise intensity and caloric expenditure
7. Application and interpretation of 12-lead electrocardiograph (ECG)
8. Pharmacological and other management strategies ? implications for exercise
9. Safety and first aid considerations
10. Methods and strategies for behaviour change
11. Design of safe and effective exercise prescriptions based on the latest scientific research on exercise prescription for special populations
12. Overview of the employment options in clinical exercise physiology
13. The role of exercise in disease prevention

Teaching Periods

REHA 3006 Ergonomics and Work Occupations

Credit Points 10

Legacy Code 401121

Coordinator Beth Mayland ([https://directory.westernsydney.edu.au/search/name/Beth Mayland/](https://directory.westernsydney.edu.au/search/name/Beth%20Mayland/))

Description The productivity role is a key aspect of adult life for most people. Occupational therapists play a major role in assisting clients who have had their productivity role affected in some way. This unit explores the importance of productivity for adults, in particular those engaged in paid employment. The focus of this unit is the rehabilitation of the injured worker within the context of the work health and safety legislation and the WorkCover case management system. In addition, this unit will explore vocational counselling and rehabilitation for clients with psychosocial, cognitive and physical disabilities.

School Health Sciences

Discipline Occupational Therapy

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) REHA 2006 AND BIOS 1015

Incompatible Subjects REHA 7006 - Ergonomics and Work Occupations

Restrictions Students must be enrolled in 4711 Bachelor of Occupational Therapy or 4712 Bachelor of Occupational Therapy (Honours).

Assumed Knowledge

Human anatomy, functional anatomy.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Discuss the importance of the productivity role for adults ? paid and unpaid and examine the factors impacting on engagement in work for people with cognitive, psychosocial or work related injuries
2. Apply the principles of ergonomics to workplace assessment to client case scenarios
3. Describe the role of the occupational therapist in occupational health and rehabilitation in the context of work health and safety legislation and the WorkCover NSW system
4. Identify the issues related to vocational rehabilitation and return to work from the consumer perspective
5. Apply published evidence related to case management and occupational rehabilitation to solve occupational therapy problems
6. Discuss the impact of common occupational diseases and injuries
7. Apply the case management process to an injured worker or a client requiring vocational rehabilitation

Subject Content

1. Developmental theory on adult work role
2. Ergonomic principles for workplace assessment
3. Common occupational injuries and diseases
4. Work health and safety legislation

5. Principles of case management based on the WorkCover NSW system
6. Functional assessment for different client groups
7. Design of graded return to work programs and vocational rehabilitation programs

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	40 minutes	30	N	Individual
Presentation	15 minutes	30	N	Group
Report	2,000 words	40	N	Individual

Teaching Periods

Autumn

Campbelltown

Day

Subject Contact Beth Mayland ([https://directory.westernsydney.edu.au/search/name/Beth Mayland/](https://directory.westernsydney.edu.au/search/name/Beth%20Mayland/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA3006_22-AUT_CA_D#subjects)

REHA 3007 Exercise Prescription II

Credit Points 10

Legacy Code 401144

Coordinator Carolina Sandler ([https://directory.westernsydney.edu.au/search/name/Carolina Sandler/](https://directory.westernsydney.edu.au/search/name/Carolina%20Sandler/))

Description This unit focuses on the role of exercise in the functional rehabilitation of musculoskeletal injuries including work and sporting injuries. It covers injury and re-injury prevention strategies; mechanisms of injury; patho-physiology of injury and repair process; design and evaluation of rehabilitation exercise programs; how the exercise program functions in concert with other methods of injury treatment and management; important pharmacological, communication, psychosocial and cultural considerations; the role of the exercise physiologist in the rehabilitation team; the effects of nervous system disorders and injury on skeletal muscle control, injury and rehabilitation are also considered.

School Health Sciences

Discipline Rehabilitation Therapies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) HLTH 2005

Equivalent Subjects REHA 3011 - Exercise in Musculoskeletal Injury Rehabilitation REHA 3012 - Exercise in Musculo-Skeletal Rehabilitation

Restrictions

Students must be enrolled in 4658 - Bachelor of Health Science (Exercise and Sport Science).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the scope of practice of an accredited clinical exercise physiologist with respect to musculoskeletal injury rehabilitation.
2. State and utilise methods of reducing injury potential in a variety of sports and exercise programs.
3. Understand the causative mechanisms and pathophysiology of musculoskeletal injury and healing as related to each body region.
4. Develop an awareness of the fundamental approaches and complications associated with treatment of common musculoskeletal injuries, including pharmacological management.
5. Apply principles of functional assessment and exercise rehabilitation in the design and implementation of rehabilitation exercise programs for individuals with musculoskeletal injuries and chronic pain conditions.
6. Modify an exercise program within the context of the biopsychosocial model of rehabilitation.
7. Quantify self report scales for assessment of disability, pain, depression, anxiety, and kinesiphobia.
8. Utilise communication skills regarding exercise prescription technique for effective interpersonal relationships with clients, and other professionals involved in musculoskeletal injury rehabilitation.

Subject Content

In the parts of this subject which cover injuries the following injuries will be covered

1. Acute and chronic responses to injury, repair and remodelling.
 - haemostatic and Inflammatory responses
 - muscle, bone, ligament and tendon
 - affects of injury and Functional rehabilitation on The Biomechanical properties of muscle, bone, ligament and tendon
 - changes in kinaesthetic Sensitivity that accompany soft tissue injuries
2. Acute care for musculoskeletal injuries
3. Pharmacology of key medication for musculoskeletal injury and common coexisting conditions
4. Principles of functional assessment
 - medical clearances
 - common tests of Functional ability used in Screening for Musculoskeletal injury, their uses, strengths and limitations
5. Principles and stages of functional rehabilitation
6. Rehabilitation Techniques
 - Hydrotherapy
 - Therabands
 - Fitball
 - resistance
 - Endurance training
 - flexibility
 - Core stability
 - Progression and evaluation
7. Design and implementation of functional rehabilitation exercise programs for individuals with common musculoskeletal injuries
 - head and Neck
 - Upper limb
 - Lower limb
 - Torso and back
8. Functional exercise rehabilitation?fs relationship to other treatments
9. Risks of injury associated with equipment and exercises used in functional rehabilitation of musculoskeletal injuries
 - The biomechanics
 - Minimising Risk
10. Equipment and environment

11. The exercises and technique
12. Individual client factors
13. Sociocultural and heal

Special Requirements

Legislative pre-requisites

Prior to enrolling in this subject, students must hold a valid and current First Aid Certificate from a Registered Training Organisation. Refer to the Special Requirements website for more information

Special requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Final Exam	2 hours	40	N	Individual
Essay	2,500 words	30	N	Individual
Case Study	1,000 words	20	N	Individual
Presentation	10 mins	10	N	Individual

Teaching Periods

Autumn Campbelltown Day

Subject Contact Peter Clothier ([https://directory.westernsydney.edu.au/search/name/Peter Clothier/](https://directory.westernsydney.edu.au/search/name/Peter%20Clothier/))

View timetable (https://classregistration.westernsydney.edu.au/event/timetable/?subject_code=REHA3007_22-AUT_CA_D#subjects)

REHA 3009 Exercise Rehabilitation

Credit Points 10

Legacy Code 400997

Coordinator Rocco Cavaleri ([https://directory.westernsydney.edu.au/search/name/Rocco Cavaleri/](https://directory.westernsydney.edu.au/search/name/Rocco%20Cavaleri/))

Description Exercise Rehabilitation focuses on the assessment and management of patients using exercise training. All patient groups are covered but there is an emphasis on cardiorespiratory disorders. Professional competencies addressed in this unit include an understanding of the normal physiological responses to exercise, the implications of pathology and exercise. The unit also includes further development and practice of skills in the patient physical examination, and clinical reasoning such that hypothesized problem lists and goals for patients are developed. The prescription of exercise-based interventions with other physiotherapy modalities is also covered. This unit also facilitates the attainment of professional competencies including effective communication skills, ethical reasoning, professional behaviour, and an appreciation of interprofessional care.

School Health Sciences

Discipline Physiotherapy

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BIOS 2029 AND REHA 2001

Co-requisite(s) REHA 3017 AND REHA 3015 AND AND REHA 3003

Restrictions Students must be enrolled in 4662 Bachelor of Health Science/Master of Physiotherapy, 4706 Bachelor of Physiotherapy, 4707 Bachelor of Physiotherapy (Honours) or 4733 Bachelor of Physiotherapy (Honours). Students in this program are required to participate fully in practical classes. This involves disrobing to shorts and singlet or swim-suit equivalent in mixed gender classes. Students will practice hands-on physiotherapy examination and treatment techniques on both genders, and will personally experience these techniques which will be performed on them by other students and relevant academic staff.

Assumed Knowledge

Knowledge of Human anatomy, human physiology, pathophysiology.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Interpret common cardiorespiratory disorders and related disabilities in the Australian population
2. Describe normal physiological responses and limitations to exercise in a healthy population across the lifespan
3. Differentiate between the benefits, risks, and limitations of exercise in populations with pathology
4. Apply complex clinical assessment skills including chest x-ray interpretation, lung function testing, auscultation, electrocardiographs interpretation and exercise tolerance of patients with cardiorespiratory disorders
5. Apply principles of safe exercise testing in patients with pathology
6. Perform advanced case sensitive analyses and interpretation of clinical assessment findings to formulate a patient-centred treatment plan
7. Prescribe safe and effective exercise training in patients with pathology
8. Evaluate and progress exercises appropriately in healthy populations and those with pathology
9. Apply professionalism, effective communication and educative skills with exercise therapy

Subject Content

1. Develop a depth of knowledge of common cardiorespiratory diseases in the Australian population
2. Identify patient disability in the context of a disease of the cardiorespiratory system
3. Normal physiological responses to exercise
4. Altered physiological responses to exercise in cardiovascular and respiratory pathology
5. Advance history taking and physical examination including chest x-ray interpretation, lung function testing, auscultation, electrocardiographs interpretation, and exercise tolerance
6. Further develop the clinical reasoning skills of interpretation of findings, prioritisation of patient problems, and development of treatment plan
7. Safe and effective guidelines for exercise testing in healthy populations and those with pathology

8. Safely and effectively prescribe exercise to improve the health outcomes and rehabilitate patients in patients with cardiorespiratory and other specific medical conditions

9. Maximising patient adherence and participation in exercise and rehabilitation programs

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical Exam	30 minutes	30	Y	Individual
Presentation	20 minutes	20	N	Group
Final Exam	2 hours	50	Y	Individual

Prescribed Texts

- Main, E. & Denehy, L. (2016) *Cardiorespiratory Physiotherapy: Adults and Paediatrics* (5th Ed). Edinburgh: Elsevier

Teaching Periods

1st Half

Campbelltown

Composite

Subject Contact Rocco Cavaleri ([https://directory.westernsydney.edu.au/search/name/Rocco Cavaleri/](https://directory.westernsydney.edu.au/search/name/Rocco%20Cavaleri/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA3009_22-1H_CA_C#subjects)

REHA 3010 Exercise for Health and Disease Prevention

Credit Points 10

Legacy Code 401145

Coordinator Bobby Cheema ([https://directory.westernsydney.edu.au/search/name/Bobby Cheema/](https://directory.westernsydney.edu.au/search/name/Bobby%20Cheema/))

Description This subject emphasises exercise, physical activity and lifestyle factors in the aetiology, prevention and management of chronic diseases and disability. Students will develop an understanding of the Australian healthcare system and agencies involved in the promotion of physical activity for disease prevention. Students will utilise evidence-based guidelines and problem-based learning to design, implement and evaluate safe and effective exercise and physical activity programs for higher-risk populations. Evidence-based recommendations for sleep, stress reduction, general nutrition and play (social and environmental engagement) will be emphasised and incorporated in these programs to provide a more holistic, wellness-based approach to lifestyle (behaviour) modification. Students will develop practical skills necessary for screening and testing higher-risk populations including electrocardiography (ECG) and stress testing.

School Health Sciences

Discipline Rehabilitation Therapies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BIOS 2012 AND HLTH 2005

Equivalent Subjects REHA 3008 - Exercise Prescription For Special Populations REHA 3005 - Clinical Exercise Physiology 1

Restrictions

Students must be enrolled in 4658 - Bachelor of Health Science (Sport and Exercise Science).

Assumed Knowledge

Basic understanding of physiological responses to acute and chronic exercise and an understanding of exercise prescription principles.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the role of exercise, physical activity and supportive lifestyle practices in the aetiology, prevention and management of major, lifestyle-related chronic diseases and disability;
2. Describe the Australian healthcare system and policies, initiatives and agencies for physical activity promotion and disease/disability prevention
3. Utilise evidence-based guidelines and problem-based learning approaches to design, implement and evaluate safe and effective exercise and physical activity programs for higher-risk populations, including cardiovascular risk factors and disease, metabolic diseases, cancers, neurological diseases and mental health disorders
4. Integrate exercise and physical activity recommendations within a broader, holistic approach to lifestyle (behaviour) modification, including such aspects as sleep, stress reduction, general nutrition and play (social and environmental engagement)
5. Implement exercise pre-screening in higher-risk populations;
6. Explain basic electrocardiography (ECG) theory and interpret the results
7. Explain the purpose and implementation of cardiac stress testing
8. Demonstrate: (a) placement of electrodes for a 12-lead ECG recording, (b) measurement of blood pressure during exercise.

Subject Content

1. Global and Australian perspectives on health and chronic disease
2. The role of exercise, physical activity and lifestyle factors in the aetiology, prevention and management of chronic diseases and disability
3. The Australian healthcare system and policies, initiatives and agencies for physical activity promotion and disease/disability prevention
4. Exercise and physical activity programs for higher-risk populations, including cardiovascular risk and disease, metabolic diseases, cancers, neurological diseases and mental health disorders
5. Incorporating holistic approaches to health and well-being, including sleep, stress reduction, general nutrition and play (social and environmental engagement)
6. Exercise pre-screening in higher-risk populations
7. Electrocardiography (ECG) theory, interpretation and practice
8. Blood pressure assessment during exercise
9. Introduction to cardiac stress testing

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Final Exam	2 hours	50	N	Individual
Online Quizzes x2	Up to 30 minutes	30	N	Individual
Oral Presentation of an Exercise Program	10 minutes	20	N	Individual

Teaching Periods

Spring Campbelltown Day

Subject Contact Bobby Cheema ([https://directory.westernsydney.edu.au/search/name/Bobby Cheema/](https://directory.westernsydney.edu.au/search/name/Bobby%20Cheema/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA3010_22-SPR_CA_D#subjects)

REHA 3012 Exercise in Musculo-Skeletal Rehabilitation

Credit Points 10

Legacy Code 400902

Coordinator Paul Marshall ([https://directory.westernsydney.edu.au/search/name/Paul Marshall/](https://directory.westernsydney.edu.au/search/name/Paul%20Marshall/))

Description In 2017, this unit is replaced by 401144 - Exercise Prescription II. This unit focuses on the role of exercise in the functional rehabilitation of musculoskeletal injuries including work and sporting injuries. It covers injury and re-injury prevention strategies; mechanisms of injury; patho-physiology of injury and repair process; design and evaluation of rehabilitation exercise programs; how the exercise program functions in concert with other methods of injury treatment and management; important pharmacological, communication, psychosocial and cultural considerations; the role of the exercise physiologist in the rehabilitation team; the effects of nervous system disorders and injury on skeletal muscle control, injury and rehabilitation are also considered.

School Health Sciences

Discipline Rehabilitation Therapies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) HLTH 2006

Equivalent Subjects REHA 3011 - Exercise in Musculoskeletal Injury Rehabilitation

Restrictions Students must be enrolled in 4658 - Bachelor of Health Science (Sport and Exercise Science).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the scope of practice of an accredited clinical exercise physiologist with respect to musculoskeletal injury rehabilitation.
2. State and utilise methods of reducing injury potential in a variety of sports and exercise programs.
3. Understand the causative mechanisms and pathophysiology of musculoskeletal injury and healing as related to each body region.
4. Develop an awareness of the fundamental approaches and complications associated with treatment of common musculoskeletal injuries, including pharmacological management.
5. Apply principles of functional assessment and exercise rehabilitation in the design and implementation of rehabilitation exercise programs for individuals with musculoskeletal injuries and chronic pain conditions.
6. Modify an exercise program within the context of the biopsychosocial model of rehabilitation.
7. Quantify self report scales for assessment of disability, pain, depression, anxiety, and kinesiophobia.
8. Utilise communication skills regarding exercise prescription technique for effective interpersonal relationships with clients, and other professionals involved in musculoskeletal injury rehabilitation.

Subject Content

In the parts of this subject which cover injuries the following injuries will be covered

1. Acute and chronic responses to injury, repair and remodelling
 - haemostatic and Inflammatory responses
 - muscle, bone, ligament and tendon
 - affects of injury and Functional rehabilitation on The Biomechanical properties of muscle, bone, ligament and tendon
 - changes in kinaesthetic Sensitivity that accompany soft tissue injuries
2. Acute care for musculoskeletal injuries
3. Pharmacology of key medication for musculoskeletal injury and common coexisting conditions
4. Principles of functional assessment
 - medical clearances
 - common tests of Functional ability used in Screening for Musculoskeletal injury, their uses, strengths and limitations
5. Principles and stages of functional rehabilitation
6. Rehabilitation Techniques
 - Hydrotherapy
 - Therabands
 - Fitball
 - resistance
 - Endurance training
 - flexibility
 - Core stability
 - Progression and evaluation
7. Design and implementation of functional rehabilitation exercise programs for individuals with common musculoskeletal injuries
 - head and Neck
 - Upper limb
 - Lower limb
 - Torso and back
8. Functional exercise rehabilitation?fs relationship to other treatments.
9. Risks of injury associated with equipment and exercises used in functional rehabilitation of musculoskeletal injuries
 - The biomechanics
 - Minimising risk; Equipment and environment, The exercises and technique, Individual client factors

10. Sociocultural and heal

Special Requirements

Legislative pre-requisites

Prior to enrolling in this subject, students must have:

- 1) submitted a Student Undertaking Form and have applied for a National Police Certificate;
- 2) submitted Working with Children Check Student Declaration;
- 3) possess a current WorkCover Authority approved First Aid Certificate.

Teaching Periods

REHA 3013 Leisure Education Programming and Mental Health

Credit Points 10

Legacy Code 400789

Coordinator Nicole Peel ([https://directory.westernsydney.edu.au/search/name/Nicole Peel/](https://directory.westernsydney.edu.au/search/name/Nicole%20Peel/))

Description In this unit students will develop knowledge and skills required to facilitate and critically evaluate leisure education interventions to bring about changes in the leisure behaviour of individuals, particularly those at risk of developing or with a diagnosed mental illness. Students will analyse evidence to plan, implement and evaluate leisure education programs.

School Health Sciences

Discipline Rehabilitation Therapies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and evaluate models of leisure education and related concepts.
2. Analyse issues related to promoting health and well-being through leisure literacy and participation.
3. Create, implement and evaluate an evidence-informed leisure education program for clients with a mental illness.
4. Analyse, apply and evaluate educational techniques used in leisure education to promote wellbeing

Subject Content

- Leisure education concepts
- Leisure education in national and international contexts
- Leisure education theory applied, in particular, to individuals with A mental illness
- designing, planning and delivering Leisure education programs for individuals with A mental illness
- Leisure ability model (not changed)
- lived experiences of Consumers and families with A mental illness (not changed)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Participation	1 hour tutorials, 10 weeks (Weeks 3-13)	15	N	Individual
Multiple Choice	10 questions per quiz	15	N	Individual
Applied Project	1,000 words	20	N	Individual
Applied Project	Total 1,500 words + presentation	50	Y	Both (Individual & Group)

Prescribed Texts

- Dattilo, J. (2021). Leisure education program planning (5th edition). State College, PA: Venture Publishing
- Dattilo, J. (2015). Leisure education program planning (4th edition). State College, PA: Venture Publishing.

Teaching Periods

Autumn Campbelltown Day

Subject Contact Nicole Peel ([https://directory.westernsydney.edu.au/search/name/Nicole Peel/](https://directory.westernsydney.edu.au/search/name/Nicole%20Peel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA3013_22-AUT_CA_D#subjects)

Sydney City Campus - Term 2 Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA3013_22-SC2_SC_D#subjects)

REHA 3014 Musculoskeletal Physiotherapy

Credit Points 10

Legacy Code 400999

Coordinator Daniel Thomson ([https://directory.westernsydney.edu.au/search/name/Daniel Thomson/](https://directory.westernsydney.edu.au/search/name/Daniel%20Thomson/))

Description This unit focuses on client assessment and treatment using manual physiotherapy techniques. An emphasis is placed on diagnostic reasoning and evaluation, understanding the implications of pathology in a physiotherapy context, prioritising problems and integrating manual therapy with other physiotherapy treatments. This requires strong communication skills, ethical and professional behaviour and an appreciation of interprofessional care.

School Health Sciences

Discipline Physiotherapy

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) REHA 3004

Restrictions Students must be enrolled in 4662 Bachelor of Health Science/Master of Physiotherapy, 4667 Master of Physiotherapy, and 4668 Bachelor of Health Science (Honours)/Master of Physiotherapy programs. Students in programs 4662 Bachelor of Health Science/Master of Physiotherapy and 4668 Bachelor of Health Science (Honours)/Master of Physiotherapy are to complete prerequisite subject 400982 - Core Competencies in Physiotherapy Practice. Students in program 4667 Master of Physiotherapy are required to complete prerequisite subject 400987 Neurological Physiotherapy Practice. Students in this program are required to participate fully in practical classes. This involves disrobing to shorts and singlet or swim-suit equivalent in mixed gender classes. Students will practice hands-on physiotherapy examination and treatment techniques on both genders, and will personally experience these techniques which will be performed on them by other students and relevant academic staff.

Assumed Knowledge

Human anatomy, human physiology, and pathophysiology.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Perform a safe and effective subjective and physical examination for a client with a musculoskeletal pathology, dysfunction or disorder.
2. Develop a problem list and list of differential diagnoses for a client with a musculoskeletal pathology, dysfunction or disorder.
3. Develop short and long-term goals for a client with a musculoskeletal pathology, dysfunction or disorder.
4. Demonstrate and explain the clinical reasoning in the use of appropriate physical examination procedures and manual therapy techniques for the client with a musculoskeletal pathology, dysfunction or disorder.
5. Monitor and evaluate the effects of manual therapy on a client with a disability, dysfunction or disorder.
6. Apply professionalism, ethical behaviour and effective communication skills.
7. Integrate manual therapy with exercise and other physiotherapy modalities in the management of a client with a musculoskeletal pathology, dysfunction or disorder.

Subject Content

1. The focus of this subject is on the physiotherapy assessment and treatment of clients with musculoskeletal disorders.
2. Diagnostic reasoning and manual therapy is a major focus, as is prioritising client problems, and integration of other modalities.
3. Students will learn how to assess and treat clients with spinal and peripheral joint dysfunction, bone and soft tissue injuries and neuromuscular disorders.
4. Manual techniques that will be taught will include passive physiological and accessory mobilisations, soft tissue palpation and testing, special diagnostic tests, neurological testing, muscle length and strength measures.

Prescribed Texts

- Cleland, J., Koppenhaver, S., & Netter, F. H. (2016). Netter's orthopaedic clinical examination: An evidence-based approach (3rd ed.). Philadelphia, Pa: Saunders/Elsevier

- Maitland, G. D., Hengeveld, E., Banks, K., & Finglish, K. (Eds.). (2014). Maitland's vertebral manipulation (8th ed.). Oxford: Butterworth-Heinemann.

Teaching Periods

REHA 3015 Musculoskeletal Physiotherapy A

Credit Points 10

Legacy Code 401199

Coordinator Amitabh Gupta ([https://directory.westernsydney.edu.au/search/name/Amitabh Gupta/](https://directory.westernsydney.edu.au/search/name/Amitabh%20Gupta/))

Description This unit builds on the knowledge and skills developed in the first two years of physiotherapy study. It focuses on client assessment and evidence-based management in musculoskeletal physiotherapy contexts. This will require strong communication skills, ethical and professional behaviour and an appreciation of interprofessional care. Professional competencies addressed in this unit include developing skills in musculoskeletal physiotherapy assessment, interpretation and prioritisation of findings along with the implementation and evaluation of appropriate treatment strategies.

School Health Sciences

Discipline Physiotherapy

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) REHA 2001 AND NATS 2008 AND HLTH 1010 AND BEHV 1014

Co-requisite(s) REHA 3009 AND REHA 3017 AND REHA 3003

Equivalent Subjects REHA 3026 - Orthopaedic Physiotherapy

Restrictions Students must be enrolled in 4706 Bachelor of Physiotherapy and 4733 Bachelor of Physiotherapy (Hons).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Display effective communication skills, ethics and professionalism
2. Conduct a subjective and objective assessment
3. Develop a prioritised problem list and treatment plan
4. Implement appropriate and effective management strategies, including electrophysical agents
5. Monitor, evaluate and progress treatments as indicated
6. Demonstrate safe work practices

Subject Content

Within a musculoskeletal physiotherapy context the content will include development of:

- subjective and objective components of An assessment
- skills such as observation, palpation, joint range of Motion, muscle length, muscle strength, Balance, Coordination, Functional, neurological Examination and Radiological imaging
- The interpretation of findings, Prioritisation of client problems and development of A Problem list and treatment plan

- implementation of appropriate management techniques including education, Exercise, gait rehabilitation, manual therapy and electrophysical agents
- Monitoring, evaluation and Progression of treatments as appropriate including discharge
- Interprofessional communication, ethics and professionalism
- Safe work practices

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Practical Exam	20 minutes	40	Y	Individual
Report	1 page	10	N	Individual
Intra-session Exam	2 hours	40	Y	Individual
Practical Exam	20 minutes	10	Y	Individual

Teaching Periods

1st Half Campbelltown Day

Subject Contact Amitabh Gupta ([https://directory.westernsydney.edu.au/search/name/Amitabh Gupta/](https://directory.westernsydney.edu.au/search/name/Amitabh%20Gupta/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA3015_22-1H_CA_D#subjects)

REHA 3016 Musculoskeletal Physiotherapy B

Credit Points 10

Legacy Code 401200

Coordinator Daniel Thomson ([https://directory.westernsydney.edu.au/search/name/Daniel Thomson/](https://directory.westernsydney.edu.au/search/name/Daniel%20Thomson/))

Description This unit focuses on client assessment and treatment using manual physiotherapy techniques. An emphasis is placed on diagnostic reasoning and evaluation, understanding the implications of pathology in a physiotherapy context, prioritising problems and integrating manual therapy with other physiotherapy treatments. This requires strong communication skills, ethical and professional behaviour and an appreciation of interprofessional care.

School Health Sciences

Discipline Physiotherapy

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) REHA 3003

Equivalent Subjects REHA 3014 - Musculoskeletal Physiotherapy

Restrictions Students must be enrolled in 4706 - Bachelor of Physiotherapy and 4733 - Bachelor of Physiotherapy (Hons). Students

in this program are required to participate fully in practical classes. This involves disrobing to shorts and singlet or swim-suit equivalent in mixed gender classes. Students will practice hands-on physiotherapy examination and treatment techniques on both genders, and will personally experience these techniques which will be performed on them by other students and relevant academic staff.

Assumed Knowledge

Human anatomy, human physiology and pathophysiology equivalent to that covered in 400868 - Human Anatomy and Physiology 1, 400869 - Human Anatomy and Physiology 2 and 400138 - Pathophysiology 1.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Perform a safe and effective subjective and physical examination for a client with a musculoskeletal pathology, dysfunction or disorder.
2. Develop a problem list and list of differential diagnoses for a client with a musculoskeletal pathology, dysfunction or disorder.
3. Develop short and long-term goals for a client with a musculoskeletal pathology, dysfunction or disorder.
4. Demonstrate and explain the clinical reasoning in the use of appropriate physical examination procedures, exercise and manual therapy techniques for the client with a musculoskeletal pathology, dysfunction or disorder.
5. Monitor and evaluate the effects of manual therapy on a client with a disability, dysfunction or disorder.
6. Apply professionalism, ethical behaviour and effective communication skills.
7. Integrate manual therapy with exercise and other physiotherapy modalities whilst working alongside other health professionals in the management of a client with a musculoskeletal pathology, dysfunction or disorder.

Subject Content

1. The focus of this subject is on the role of physiotherapy assessment and treatment in an inter-professional setting for clients with musculoskeletal disorders.
2. Diagnostic reasoning and manual therapy is a major focus, as is prioritising client problems, and integration of other modalities including exercise.
3. Students will learn how to assess and treat clients with spinal and peripheral joint dysfunction, bone and soft tissue injuries and neuromuscular disorders.
4. Manual techniques that will be taught will include passive physiological and accessory mobilisations, soft tissue palpation and testing, special diagnostic tests, neurological testing, muscle length and strength measures.
5. Students will learn how to prescribe and evaluate the use of safe and effective exercise in clients with musculoskeletal disorders.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	20 mins x 2	5	N	Individual
Practical VIVA (1 & 2)	20 mins x 2	50	Y	Individual
Written Exam	2 hours	30	Y	Individual

Case Study 2 A4 pages 15 N Individual Analysis

Teaching Periods

Spring Campbelltown Day

Subject Contact Daniel Thomson ([https://directory.westernsydney.edu.au/search/name/Daniel Thomson/](https://directory.westernsydney.edu.au/search/name/Daniel%20Thomson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA3016_22-SPR_CA_D#subjects)

REHA 3017 Neurological Physiotherapy

Credit Points 10

Legacy Code 400986

Coordinator Elise Desira ([https://directory.westernsydney.edu.au/search/name/Elise Desira/](https://directory.westernsydney.edu.au/search/name/Elise%20Desira/))

Description This unit builds on the knowledge and skills developed in the first two years of physiotherapy study. It focuses on client assessment and evidence-based management in acute neurological physiotherapy contexts. This will require strong communication skills, ethical and professional behaviour and an appreciation of interprofessional care. Professional competencies addressed in this unit include introductory skills in neurological physiotherapy assessment, interpretation and prioritisation of findings along with the implementation and evaluation of appropriate treatment strategies.

School Health Sciences

Discipline Physiotherapy

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) REHA 2001 AND
NATS 3037 AND
NATS 2008 AND
HLTH 2021 AND
PUBH 2005

Co-requisite(s) REHA 3009 AND
REHA 3015 AND
REHA 3003

Restrictions Students must be enrolled in 4706 Bachelor of Physiotherapy or 4733 Bachelor of Physiotherapy (Honours).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Display effective communication skills, ethics and professionalism
2. Conduct a subjective and objective assessment
3. Develop a prioritised problem list and treatment plan
4. Plan appropriate and effective management strategies
5. Monitor, evaluate and progress treatments as indicated
6. Demonstrate safe work practices

Subject Content

Within an acute, neurological physiotherapy context, students should be able to perform:

1. Subjective assessment, investigations, notes, bed charts
2. Objective assessment including observation, basic cognition, range of movement, strength, length, sensation, reflexes, tone, coordination, proprioception, function, and mobility
3. Interpretation of findings, prioritisation of client problems and development of treatment plan
4. Design and implementation of appropriate management techniques including education, exercise, task-related training, and gait rehabilitation
5. Monitoring, evaluation, and progression of treatments as appropriate
6. Interprofessional communication, ethics, and professionalism
7. Safe work practices and discharge planning

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Intra-session Exam	45 minutes	30	Y	Individual
Practical Exam	10 minutes	20	Y	Individual
Final Exam	2 hours	50	Y	Individual
Professional Task	N/A	0	Y	Individual

Prescribed Texts

- Carr, J. & Shepherd, R. (2010). Neurological rehabilitation: Optimising motor performance (2nd Ed.). Sydney: Churchill Livingstone, Elsevier.

Teaching Periods

1st Half Campbelltown

Day

Subject Contact Georgina Clutterbuck ([https://directory.westernsydney.edu.au/search/name/Georgina Clutterbuck/](https://directory.westernsydney.edu.au/search/name/Georgina%20Clutterbuck/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA3017_22-1H_CA_D#subjects)

REHA 3018 Neurological Rehabilitation

Credit Points 10

Legacy Code 400998

Coordinator Clarice Tang ([https://directory.westernsydney.edu.au/search/name/Clarice Tang/](https://directory.westernsydney.edu.au/search/name/Clarice%20Tang/))

Description This unit focuses on client assessment and evidence-based physiotherapy management in neurological rehabilitation. This will require strong communication skills, ethical and professional behaviour and an appreciation of interprofessional care. Professional competencies addressed in this unit include clinical reasoning in neurological physiotherapy assessment and treatment, implementation

and evaluation of evidence-based interventions and management of complex conditions.

School Health Sciences

Discipline Physiotherapy

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) REHA 3017 AND REHA 3003

Restrictions Students must be enrolled in 4706 Bachelor of Physiotherapy or 4733 Bachelor of Physiotherapy (Honours). Students in this program are required to participate fully in practical classes. This involves disrobing to shorts and singlet or swim-suit equivalent in mixed gender classes. Students will practice hands-on physiotherapy examination and treatment techniques on both genders, and will personally experience these techniques which will be performed on them by other students and relevant academic staff.

Assumed Knowledge

Human anatomy, human physiology, neuroanatomy, and pathophysiology.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply prior knowledge of anatomy, physiology, neuroscience and pathology
2. Demonstrate and apply effective communication skills, ethics and professionalism
3. Select and interpret neurologic assessment techniques, including observational movement analysis, objective measures of impairments, activity limitations and participation restrictions
4. Apply clinical reasoning using a theoretical framework
5. Demonstrate and justify appropriate evidence-based physiotherapeutic interventions to address impairments and activity limitations in individuals with neurological conditions
6. Describe the roles of the multidisciplinary team members to the rehabilitation of individuals with neurological conditions

Subject Content

Within an adult neurological rehabilitation context:

- theoretical framework for assessment and clinical reasoning
- subjective assessment, investigations, notes, bed charts and handover notes
- objective assessment including observational movement analysis, objective measures of impairments, Activity limitations and participation restrictions
- evidence-based treatment approaches and management strategies
- Evaluating treatment outcomes
- Working effectively within A multidisciplinary team
- patient education and Advocacy
- discharge planning

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Practical Viva / practical examination	30 minutes	40	Y	Individual
Written Exam: Short answer questions	2 hours	50	Y	Individual
Group presentation of complex neurological conditions	20 mins	10	N	Group

Prescribed Texts

- Carr, J. H., & Shepherd, R. B. (2010). Neurological rehabilitation: Optimizing motor performance (2nd ed.). Edinburgh: Churchill Livingstone.

Teaching Periods

Spring Campbelltown

Day

Subject Contact Clarice Tang ([https://directory.westernsydney.edu.au/search/name/Clarice Tang/](https://directory.westernsydney.edu.au/search/name/Clarice%20Tang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA3018_22-SPR_CA_D#subjects)

REHA 3019 Occupation and Ageing

Credit Points 10

Legacy Code 400176

Coordinator Ali Gebhardt ([https://directory.westernsydney.edu.au/search/name/Ali Gebhardt/](https://directory.westernsydney.edu.au/search/name/Ali%20Gebhardt/))

Description In this unit, students will examine the ageing process using the biopsychosocial model, and reflect on their own attitudes towards ageing, including how social stereotypes of older people must be challenged to promote a positive view of this stage of life. Students will gain knowledge about how occupational performance may be impacted due to ageing, including common conditions assessed and treated by occupational therapists. Students will use research evidence to prepare occupational therapy intervention plans that promote quality of life and maximum social participation for clients' and their families.

School Health Sciences

Discipline Occupational Therapy

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) REHA 2006

Restrictions This is a specialty subject offered as a compulsory core subject of the occupational therapy program. It is profession specific, preparing students to practice as an occupational therapist and not relevant as an elective for non-occupational therapy students. Students must be enrolled in programs 4663 Bachelor of Health Science/ Masters of Occupational Therapy and 4664 Master of Occupational

Therapy or 4711 Bachelor of Occupational Therapy or 4712 Bachelor of Occupational Therapy.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically examine the process of ageing using the biopsychosocial model.
2. Reflect on and discuss social and personal values and beliefs that shape images of ageing in western society.
3. Examine the occupational performance areas impacted by the ageing process and discuss the changes older people and their families face in this stage of life.
4. Design an occupational therapy client intervention for older people and their families that promotes social participation using best available evidence.
5. Critically examine the community services and supports available for older people and their families to enhance well-being and quality of life.
6. Examine theories on death and dying and the philosophies of hospice and palliative care and apply these to an occupational therapy approach with clients who have reached the end of life.

Subject Content

- Biopsychosocial changes associated with ageing
- challenging social stereotypes of ageing and developing A positive Image of older people in our society
- occupational performance areas impacted by The ageing process: personal (physical, cognitive, and psychological component skills), social (changes to relationships, sexuality, work Roles, retirement, financial) and community (housing, support services, driving etc)
- occupational therapy intervention for Age related occupational performance problems
- effective Working relationships with older clients and their families
- relevant national/international policies on ageing
- community services and supports for older people
- Integrating The above content areas to provide occupational therapy services that promote social participation of older people and their families

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1,200 words	30	N	Individual
Viva Voce	15 minutes	40	N	Individual
Case Study	1,200 words	30	N	Individual

Teaching Periods

Spring Campbelltown Day

Subject Contact Ali Gebhardt ([https://directory.westernsydney.edu.au/search/name/Ali Gebhardt/](https://directory.westernsydney.edu.au/search/name/Ali%20Gebhardt/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA3019_22-SPR_CA_D#subjects)

REHA 3020 Occupation and Mental Health

Credit Points 10

Legacy Code 400169

Coordinator Kristy Coxon ([https://directory.westernsydney.edu.au/search/name/Kristy Coxon/](https://directory.westernsydney.edu.au/search/name/Kristy%20Coxon/))

Description This unit provides an understanding of the impact of major mental illnesses and disorders on occupational participation. These illnesses/disorders are examined from varying perspectives including consumer, recovery, population health and biomedical. Mental health legislation, policies, strategies and standards are examined in relation to clinical practice in this field. Occupational therapy theory, assessments, interventions and outcomes are incorporated together with cross-disciplinary approaches and current evidence to provide a foundation for practice in mental health settings.

School Health Sciences

Discipline Occupational Therapy

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) NATS 3037 AND
BEHV 1014 AND
REHA 2006

Restrictions Students must be enrolled in 4663 Bachelor of Health Science/Masters of Occupational Therapy or 4711 Bachelor of Occupational Therapy or 4712 Bachelor of Occupational Therapy (Honours).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply recovery principles in occupational therapy practice and therapeutic relationships within mental health settings.
2. Analyse the DSM and its use as a classification system to understand identification and management of a range of common psychiatric diagnoses, drawing on literature from alternate perspectives.
3. Analyse the key principles and elements of the Mental Health Act and their application in mental health practice.
4. Explain and document the key elements of mental health and suicide risk assessment processes.
5. Apply the occupational therapy process, models of practice and clinical reasoning using an integrated evidence-based practice approach in a variety of mental health settings.
6. Analyse various aspects of the National Mental Health Strategy, Policy and Standards and their relationship to occupational therapy practice in mental health.

Subject Content

1. Mental health perspectives and approaches (history, recovery and consumer participation, strengths perspective, trauma-informed practice and the DSM)
2. Understanding diagnosis, assessment, management and consumer experience of major mental illnesses/disorders.
3. Therapeutic relationships and recovery from mental illness/disorder.
4. Mental Health Act.
5. Mental Health Assessment and Suicide Risk Assessment.

6. Occupational therapy intervention and evidence-based practice in acute-care settings.
7. Occupational therapy intervention and evidence-based practice in community-care settings.
8. National policy and strategic context.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	4 x 20 minutes	30	N	Individual
Practical	60 minutes	20	N	Individual
Case Study	2000 words (plus reference list)	50	N	Individual

Teaching Periods

1st Half

Campbelltown

Day

Subject Contact Kristy Coxon ([https://directory.westernsydney.edu.au/search/name/Kristy Coxon/](https://directory.westernsydney.edu.au/search/name/Kristy%20Coxon/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA3020_22-1H_CA_D#subjects)

REHA 3021 Occupation and Neurology

Credit Points 10

Legacy Code 400171

Coordinator Karen Liu ([https://directory.westernsydney.edu.au/search/name/Karen Liu/](https://directory.westernsydney.edu.au/search/name/Karen%20Liu/))

Description This unit prepares occupational therapy students to work in a variety of settings with individuals who have a neurological condition. The impact of common neurological conditions on the person, their environment and their occupations will be examined. Students will be exposed to a variety of assessments, interventions and evaluation tools suitable for this client population.

School Health Sciences

Discipline Occupational Therapy

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) Students enrolled in 4663 Bachelor of Health Science/Masters of Occupational Therapy or 4711 Bachelor of Occupational Therapy 4 must have completed units NATS 3037 - Neuroanatomy and REHA 2006 - People Environment and Occupations

Restrictions Students must be enrolled in 4663 Bachelor of Health Science/Masters of Occupational Therapy or 4711 Bachelor of Occupational Therapy or 4712 Bachelor of Occupational Therapy (Honours).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Reflect on, and describe the impact of stroke and traumatic brain injury on a client and their carer.
2. Administer and interpret selected assessments and outcome measures which are appropriate for use in neurological rehabilitation.
3. Analyse the performance of clients with stroke and traumatic brain injury, and suggest possible reasons for observable performance difficulties.
4. Describe, demonstrate, and prioritise occupational therapy interventions, based on analysis of client performance and recent research evidence.
5. Develop specific, measurable, client-centred goals.
6. Identify the strengths, weaknesses, and **clinical bottom line** of key research studies in neurological rehabilitation.
7. Describe community support services which may help people with neurological conditions, and their carers.

Subject Content

- common neurological conditions
- The lived experience of A variety of neurological conditions
- evidence based assessment, intervention and evaluation of neurological conditions
- Critical appraisal of interventions used by occupational therapists in neurological rehabilitation
- community engagement: interventions to address Productivity, social integration and independent Living skills
- impact of neurological conditions on The Roles, occupations and participation of individuals and carers

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	20 mins of in-class presentation including demonstration and peer-led discussion	30	N	Group
Quiz	Up to 40 mins	20	N	Individual
Case Study	2500 words	50	N	Individual

Teaching Periods

1st Half

Campbelltown

Day

Subject Contact Karen Liu ([https://directory.westernsydney.edu.au/search/name/Karen Liu/](https://directory.westernsydney.edu.au/search/name/Karen%20Liu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA3021_22-1H_CA_D#subjects)

REHA 3022 Occupation and the Environment

Credit Points 10

Legacy Code 400165

Coordinator Beth Mayland ([https://directory.westernsydney.edu.au/search/name/Beth Mayland/](https://directory.westernsydney.edu.au/search/name/Beth%20Mayland/))

Description In this unit students will understand how the environment not only provides a context for the activities people choose to engage in, but also how well they can complete them. Students will learn how the social, cultural, physical and institutional environments that they live in can influence health and well-being, provide structures for social inclusion or exclusion, and enable or limit people to participate in everyday activities. Using an occupational lens, students will gain skills in analysing environmental barriers to occupational performance and modifying environments to increase participation.

School Health Sciences

Discipline Occupational Therapy

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) REHA 2006

Restrictions Students must be enrolled in 4663 Bachelor of Health Science/Masters of Occupational Therapy or 4664 Master of Occupational Therapy or 4711 Bachelor of Occupational Therapy.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply an occupational therapy model of practice to evaluate environmental influences on occupational performance.
2. Conduct an analysis of the physical, social, cultural and institutional dimensions of the environment and make recommendations to increase community access and participation.
3. Analyse occupational performance issues in the home and make recommendations regarding environmental modifications, consistent with the building and electrical standards, for a range of client case studies.
4. Design home modification diagrams to industry standard using relevant computer assisted drawing programs.
5. Prepare an occupational therapy home modification report, including scale diagrams, for a client.

Subject Content

1. Assessment of social, cultural, physical and institutional aspects of the environment which influence occupational performance.
2. Occupational performance considerations for people living with a disability which influence environmental access and design.
3. Universal design principles.
4. Anthropometrics.
5. Legislative and funding considerations influencing environmental design and modifications.
6. Environmental modifications for the home environment.
7. Technical drawings of physical environments.
8. Documentation of environmental modifications based on occupational performance.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Applied Project - Community Access Report and Consumer Resource	500 word report and resource (eg 5 minute video, 3 page website, or A5 pamphlet or equivalent)	30	N	Group
Report: Part A - Environmental Modifications Report	1,000 words	30	N	Individual
Report: Part B - Environmental diagrams (as Recommended) Scope of Works and Modification Diagrams	800 words plus 8-12 diagrams (as required)	40	N	Individual

Prescribed Texts

- Ainsworth, E., & De Jonge, D. (2011). An occupational therapist's guide to home modification practice. Thorofare, NJ: SLACK.

Teaching Periods

Spring Campbelltown Day

Subject Contact Beth Mayland ([https://directory.westernsydney.edu.au/search/name/Beth Mayland/](https://directory.westernsydney.edu.au/search/name/Beth%20Mayland/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA3022_22-SPR_CA_D#subjects)

REHA 3023 Occupational Therapy Clinical Practice 3b

Credit Points 10

Legacy Code 400175

Coordinator Lee Zakrzewski ([https://directory.westernsydney.edu.au/search/name/Lee Zakrzewski/](https://directory.westernsydney.edu.au/search/name/Lee%20Zakrzewski/))

Description This unit will allow students to consolidate academic knowledge and clinical skills. There will be opportunities to actively participate in assessment, analysis, goal setting, treatment/programme planning and occupational therapy intervention under the supervision of an occupational therapist. The placement will allow students to work for 5 consecutive weeks with occupational therapists in one of the many settings where therapists currently practice.

School Health Sciences

Discipline Occupational Therapy

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) LGYA 7062

Incompatible Subjects LGYB 7771 - Clinical Placement 3

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate professional communication skills in the practice setting
2. Practice self-directed learning strategies through the use of a learning contract
3. Reflect on their practice experience using a structured format
4. Demonstrate professional behaviours and self management in a practice setting
5. Prepare documents in a professional format related to practice
6. Conduct and interpret assessments relevant to the practice area
7. Conduct occupational therapy intervention specific to the practice area

Subject Content

- professional behaviour
- communication skills
- Individually negotiated learning Contract
- documentation skills for practice

Special Requirements

Legislative pre-requisites

To undertake this subject, students must comply with the following special requirements:

- Completion of a Prohibited Employment Declaration;
- Criminal Record Check Clearance;
- Provide evidence of compliance with the occupational screening and immunisation policy of NSW Health;
- Students must possess a current First Aid Certificate approved by the Workcover Authority.

Teaching Periods

REHA 3024 Occupational Therapy Practice 3

Credit Points 10

Legacy Code 400910

Coordinator Bronwyn Gill ([https://directory.westernsydney.edu.au/search/name/Bronwyn Gill/](https://directory.westernsydney.edu.au/search/name/Bronwyn%20Gill/))

Description This unit will enable students to consolidate academic knowledge and practice skills. On campus practicums will focus on occupational therapy skill development to equip students with the skills to provide occupational therapy interventions during off-site professional practice placements. There will be opportunities to actively participate in assessment, analysis, goal setting, intervention and evaluation under the supervision of an occupational therapist. Students will experience full time work with occupational therapists in practice settings. Students will complete practice hours in accordance

with World Federation of Occupational Therapy accreditation guidelines.

School Health Sciences

Discipline Occupational Therapy

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) REHA 2004

Co-requisite(s) REHA 3020 AND
REHA 3021 AND
REHA 3002

Equivalent Subjects LGYA 7071 - Occupational Therapy Clinical Practice 3A

Restrictions Students must be enrolled in 4663 Bachelor of Health Science/Masters of Occupational Therapy or 4711 Bachelor of Occupational Therapy or 4712 Bachelor of Occupational Therapy (Honours) as this is a specialty subject involving a placement and thus students only from occupational therapy programs are permitted.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Perform professional communication skills in the practice setting
2. Practise self-directed learning strategies through the use of a learning contract
3. Reflect on their practice experience using a structured format
4. Perform professional behaviours and self management in a practice setting with the guidance of an occupational therapy fieldwork supervisor
5. Prepare documents in a professional format related to practice under the guidance of an occupational therapy fieldwork supervisor
6. Conduct and interpret assessments relevant to the practice area under the guidance of an occupational therapy fieldwork supervisor
7. Conduct occupational therapy intervention specific to the practice area in conjunction with an occupational therapy fieldwork supervisor
8. Utilise occupational therapy skills and techniques in practice settings

Subject Content

1. Professional practice placements
2. Professional behaviours and self management skills
3. Communication Skills
4. Documentation
5. Assessment / Information Gathering
6. Intervention
7. Evaluation
8. Group Skills
9. Specialist and generalist practice skills (eg splinting, groupwork)

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police

Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Placement Performance	National OT fieldwork evaluation tool used to assess performance completed by placement supervisor & satisfactory completion of a minimum of 225 hours	40	Y	Individual
Portfolio	3,000 words	60	Y	Individual

Teaching Periods

1st Half

Campbelltown

Day

Subject Contact Bronwyn Gill ([https://directory.westernsydney.edu.au/search/name/Bronwyn Gill/](https://directory.westernsydney.edu.au/search/name/Bronwyn%20Gill/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA3024_22-1H_CA_D#subjects)

REHA 3025 Occupational Therapy Process

Credit Points 10

Legacy Code 400912

Coordinator Rosalind Bye ([https://directory.westernsydney.edu.au/search/name/Rosalind Bye/](https://directory.westernsydney.edu.au/search/name/Rosalind%20Bye/))

Description This unit provides students with the knowledge and skills to apply the occupational therapy problem-solving process in an evidence-based way, across a diverse range of practice situations. Students will gain knowledge in the application of each stage of the occupational therapy process, learn skills in the selection and implementation of assessments and outcome measures, and undertake intervention planning to suit clients with different occupational needs and health trajectories. Different occupational therapy approaches will be reviewed and students will gain skills in tailoring intervention approaches to suit client need and practice context.

School Health Sciences

Discipline Occupational Therapy

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Restrictions Students must be enrolled in 4663 Bachelor of Health Science/Masters of Occupational Therapy or 4664 Master of Occupational Therapy. Pre-requisite for 4663 is 400160 - Introduction to Occupational Therapy. Co-requisite for 4664 is 400911 - Occupational Therapy Theory and Practice

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe in detail the occupational therapy problem-solving process of referral, assessment, goal setting, planning, intervention and evaluation of outcomes as it applies to practice situations
2. Determine the conceptual approach to suit specific practice areas and clients with different health trajectories
3. Investigate and select appropriate assessment and outcome measures for specific client groups
4. Implement and interpret commonly used assessments, interventions and outcome measures used by occupational therapists in a variety of practice contexts
5. Formulate SMART goals and develop therapeutic interventions for individuals or groups
6. Apply knowledge and skills of evidence-based practice to each step of this process

Subject Content

1. The occupational therapy problem-solving process: referral, assessment, goal setting, planning, intervention, and evaluation of outcomes
2. Knowledge and skills of evidence-based practice relevant to each step of this process
3. Skills to analyse, select, implement and interpret appropriate assessments and outcome measures
4. Formulation of SMART goals to guide interventions
5. Models of service provision to guide practice: e.g. individual client-centred therapy, family-centred therapy, group work, case management, consultancy
6. Application of the occupational therapy problem-solving process to suit clients with different health trajectories, e.g. a developmental process for children and young people, a rehabilitative process post injury/stroke, a compensatory process for older people or those with declining health, a palliative process for people who are dying.

Teaching Periods

REHA 3027 Pharmacology for Podiatrists

Credit Points 10

Legacy Code 401182

Coordinator Steven Walmsley ([https://directory.westernsydney.edu.au/search/name/Steven Walmsley/](https://directory.westernsydney.edu.au/search/name/Steven%20Walmsley/))

Description This unit will cover the pharmacological foundations and principles of drugs with a particular emphasis on those that may be prescribed by podiatrists upon appropriate qualification, including indications, contraindications, drug-drug interactions and adverse drug reactions. Student knowledge of national legislation relating to the effective and safe use of drugs will be developed, alongside an understanding of the process for obtaining prescribing rights and the attendant responsibilities. Upon successful completion of this unit and registration as a podiatrist, students will be eligible to seek further training to gain endorsement to prescribe.

School Health Sciences

Discipline Podiatry

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) NATS 2008

Co-requisite(s) REHA 3028

Restrictions The subject is Podiatry specific and restricted only to students enrolled in programs 4708 Bachelor of Podiatric Medicine and 4709 Bachelor of Podiatric Medicine (Honours). The subject involves pharmacology in the context of podiatric clinical practice. Students will be building on previous clinical skills and knowledge in the podiatry program.

Assumed Knowledge

Completion of all core subjects to this semester year of study.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate knowledge and understanding of national legislation related to the effective and safe use of medicines and the pathways by which podiatrists can gain prescribing rights and the attendant responsibilities.
2. Discuss and review the restricted S2/3/4 drug formularies assessable to endorsed podiatry prescribers
3. Review the physiology and pathophysiology of the immune system including inflammation, the pain response and the infectious process and relate these to the mechanisms of drug action
4. Identify the pharmaceutical agents that are available for the treatment of allergic reactions or infected nail / skin conditions, including proprietary and generic identifications and constituent ingredients
5. Demonstrate an appreciation of indications, contraindications and possible side effects of the following groups of drugs: anti-infective agents, anti-emetics, analgesics, anti-inflammatory agents, antihistamines, general and local anaesthetics
6. Recognise the possible complications and sequelae of drug therapy including adverse drug reactions
7. Nominate and implement appropriate laboratory testing and monitoring techniques for optimisation of drug use
8. Demonstrate a working knowledge of drugs commonly prescribed: anti-anginal, anti-hypertensives, diuretics, anti-peptic ulcerants, antidiabetic agents and anti-gout agents

Subject Content

1. General Pharmacology
 - Pharmacokinetics and pharmacodynamics
 - prescribing drugs and drug prescription protocols
 - Minimising drug Abuse
 - management and processes related to adverse drug reactions
 - Polypharmacy
2. Anti-infective agents
 - general principles and mode of action
 - specific drug actions

Indications, actions and contra-indications of commonly prescribed antibiotics, anti-mycotic agents and anti-viral agents
3. Analgesics, anaesthetics and anti-emetics
 - general principles and mode of action of general and local anaesthetics
 - Indications, actions and contra-Indications of commonly administered anaesthetic agents
4. Complications
 - general adverse reactions
 - pain management -physiological theories of pain and Subsequent management strategies
5. National Legislation
 - quality use of medicines
 - national medicines policy
 - therapeutic guidelines

- national prescribing pathways for health professionals
- 6. Prescription of drugs in Podiatry
- theories of prescription rights
- pathways to Endorsement for Scheduled medicines
- S2, S3, S4 and S8 drugs

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	30 minutes	20	N	Individual
Case Study	1100 words	20	N	Individual
Final Exam	2 hours	60	Y	Individual

Teaching Periods

Summer A

Campbelltown

Day

Subject Contact Steven Walmsley ([https://directory.westernsydney.edu.au/search/name/Steven Walmsley/](https://directory.westernsydney.edu.au/search/name/Steven%20Walmsley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA3027_22-SUA_CA_D#subjects)

REHA 3028 Podiatric Practice 1

Credit Points 10

Legacy Code 400929

Coordinator Zainab Al-Modhefer ([https://directory.westernsydney.edu.au/search/name/Zainab Al-Modhefer/](https://directory.westernsydney.edu.au/search/name/Zainab%20Al-Modhefer/))

Description This unit is the first of four podiatry clinical practice units. Building on previous core and podiatry specific theory units this unit introduces students to basic and general clinical skills, including history taking, patient communication, assessment, diagnosis, management and documentation in the clinical environment of common foot disorders under supervision. The student will also be introduced to basic skills in mechanical therapy as part of the clinical therapies component of the unit. Clinical activities will include UniClinic sessions, Clinical Therapies, Tutorials, and External Clinical Placement.

School Health Sciences

Discipline Podiatry

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) REHA 2007 AND REHA 2003

Restrictions

The Podiatric Practice subjects have been designed to be an integrated suite of subjects where one subject builds on the clinical competencies of the others. Students participate in patient assessment, diagnosis and management. It is essential that students have been able to demonstrate baseline competencies in theoretical content, patient management, infection control and safe work practices (i.e completed the preceding prerequisite subjects including Podiatry PreClinical). The

subject is Podiatry specific and restricted only to students enrolled in 4708 Bachelor of Podiatric Medicine and 4709 Bachelor of Podiatric Medicine (Honours). Students must meet all inherent requirements for the podiatry program.

Assumed Knowledge

Completion of all core subjects to this semester/ year of study.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate and apply principles of professional behaviour in the clinical environment.
2. Demonstrate and apply competencies in infection control procedures for use in a patient consultation.
3. Develop and apply clinical skills in taking, presenting and documenting a patient history using UniClinic assessment forms and SOAPE format in the clinical environment.
4. Develop and clinically apply competencies in undertaking cursory vascular, neurological, dermatological and biomechanical assessment techniques for use in the patient consultation in the clinical environment.
5. Develop and demonstrate skills in clinical reasoning, using consolidation of podiatric theory, for use in goal orientated management plans in the patient consultation.
6. Develop and demonstrate basic clinical competencies in nail cutting, scalpel technique, application of dressings using aseptic technique and undertaking sterilisation procedures.
7. Develop competencies in documenting patient consultations and corresponding with other health professionals using SOAPE format, UniClinic assessment forms, patient's records and referral letters in the clinical environment.
8. Demonstrate ability to self-evaluate and appreciate limits of own competence, including willingness to consult with peers and staff.
9. Develop and clinically apply skills in manual fabrication of basic mechanical therapy techniques including taping techniques, chair-side devices and non-cast orthoses.
10. Demonstrate and distinguish work health and safety (WH&S) competencies in the clinical environment and whilst using machinery in the orthotic therapy laboratories.

Subject Content

This is the first of four clinical practice units, the student will participate in basic and general patient assessment, diagnosis, and management of common foot disorders.

The activities will be divided into four areas:

- Patient Clinic (UniClinic)
- Clinical Therapies
- Clinical Tutorials
- External Clinical Placement

1. Patient Clinics (UniClinic)
 - All students must be deemed competent in their safety OSCE prior to commencing patient clinics, where students will be heavily supervised by registered practitioners.
2. Clinical Tutorials

Content includes:

 - a). General Information
 - Compliance with Immunisation, First aid and advanced resuscitation CPR certificates, Criminal record and working with children checks, Bulk compliance checks, Inherent Requirements for UniClinic.
 - b). Professional Behaviour
 - Student Clinical Handbook Procedures
 - Dress code
 - Professional behaviour

- c). Infection control
 - Infection Control Handbook Procedures
 - Sterilisation room
 - Clinical protocols
 - Sterilisation procedures
 - Preparing a work area
 - Applying a dressing using aseptic technique
 - d). Documentation
 - Legalities
 - Responsibilities
 - UniClinic assessment forms and patient record keeping
 - SOAPE format
 - Goal Orientated Management Planning
 - Clinical Checklists
 - Referrals and responses
 - e). Clinical Protocols
 - Principles and procedures of clinic
 - Consultation thought processes
 - History gathering concepts and skills
 - f). Assessments and Diagnosis
 - Cursory neurological
 - Cursory vascular
 - Cursory dermatological
 - Cursory functional and biomechanical
 - g). Developing basic clinical skills
 - Handling sharps
 - Needle-stick injuries
 - Scalpel work
 - Nail treatments
 - Padding and strapping
 - Silicon devices
 - Braces and supportive devices
 - Footwear assessment
 - taping techniques
 - non-cast orthoses
 - h). Occupational/Work Health and Safety Practical Issues
 - Patient safety
 - Practitioner safety
 - Managing a changing environment
 - Risk assessments
 - i). External placement
 - External placement orientation
 - Developing learning objectives for placement
 - Professional and ethical issues associated with placement
 - Assessment and feedback on placement
3. Clinical Therapies
- Content includes:
- Principles of mechanical therapy
 - Safety factors within the workshop area and using machinery safely
 - Non-cast devices and the introduction to off the shelf devices
 - Historical aspects on orthoses
 - Review of foot posture, foot function and neutral foot position
 - Neutral casting and pouring of casts
 - Negative and positive casts
 - Fabrication custom-made functional orthoses and simple devices
4. External Clinical Placement
- Placements will take place in private practice and public sectors.

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance ([https://](https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance))

www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Practical Exam	40 minutes	Pass/Fail	Y	Individual
Case Study	1,000 words excluding appendices	30	N	Individual
Practical	Technical Component - Orthoses manufacture and oral defence (10%); Practical Exam - 1 hour (20%)	30	N	Individual
Practical Exam	40 minutes	40	Y	Individual
Professional Placement Performance	On-going assessment on UniClinic and placement. 52 hours UniClinic, 52 hours clinical therapies (practicals & lecture) and clinical tutorials. Plus 5 days of supervised external clinical placement	Pass/Fail	Y	Individual
Professional Task	N/A	Pass/Fail	Y	Individual

Teaching Periods

1st Half Campbelltown Day

Subject Contact Jessica Knox ([https://directory.westernsydney.edu.au/search/name/Jessica Knox/](https://directory.westernsydney.edu.au/search/name/Jessica%20Knox/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA3028_22-1H_CA_D#subjects)

REHA 3029 Podiatric Practice 2

Credit Points 10

Legacy Code 400930

Coordinator Zainab Al-Modhefer ([https://directory.westernsydney.edu.au/search/name/Zainab Al-Modhefer/](https://directory.westernsydney.edu.au/search/name/Zainab%20Al-Modhefer/))

Description This unit will further develop students assessment skills encouraging the student to make the appropriate selection of techniques (biomechanical assessments) and to introduce the student to the diagnosis and management of a variety of simple foot pathologies. In this unit, the second of the four clinical practice units, students will participate in assessments of patients under supervision and continue with the management of foot pathologies. Clinical activities will be divided into five areas: General Medicine Clinic, Biomechanical Assessment Clinical, Tutorial, Clinical Therapies and External Clinical Placement.

School Health Sciences

Discipline Podiatry

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) REHA 3028

Equivalent Subjects LGYA 7043 - Podiatric Practice 2

Restrictions

Podiatry specific - students will be participating in patient assessment and management. It is essential that they have been able to demonstrate baseline competencies in patient assessment and infection control procedures. The podiatric practice subjects have been designed to be an integrated suite of subjects where one subject builds on the clinical competencies of the others.

Assumed Knowledge

Completion of all core subjects to this semester/ year of study.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate skills in safe work practices including infection control and work health and safety in a clinical setting.
2. Implement documentation skills, in accordance with the problem-oriented medical record (POMR) system, in a clinical setting.
3. Demonstrate appropriate professional communication skills in a clinical setting including referrals, letter writing, goal orientated management plans and patient education.
4. Apply theoretical knowledge of vascular, neurological and musculoskeletal systems to common foot pathologies in a clinical setting.
5. Develop and demonstrate specialist diagnostic skills to identify pathology in the foot and lower extremity including vascular, neurological, biomechanical and gait assessment.
6. Develop and apply management skills necessary for the treatment of patients with common foot and lower extremity pathology.
7. Demonstrate skills in the manufacture of custom made functional orthotic devices including neutral casting, positive cast manufacture, grinding and safety competencies.

Subject Content

This is the second of four clinical practice subjects, the student will participate in patient assessment, diagnosis, and management. The activities will be divided into four areas:

- (a) UniClinic

- (b) Clinical Therapies
- (c) Clinical Tutorial
- (d) External Clinical Placement

(a) UniClinic
 In these clinics, the student will further develop patient assessment, diagnosis, management, and clinical reasoning skills. The patients who attend these clinics will be new and ongoing patients who have basic foot problems, problems associated with an existing medical condition, and mechanical/functional problems. Appropriate assessments and management strategies will be carried out including manufacture of orthoses. The students will be supervised by registered practitioners.

(b) Clinical Therapies
 This subject will continue to develop clinical therapies skills, focusing on the manufacture, clinical decision making and issues associated with cast, functional devices for patients. Students will engage in management and safety of a orthoses workshop.

- Content will include:
- Review of foot posture and foot function
 - Review of neutral casting and preparation of the positive cast
 - Discussion of positive casts
 - Cast evaluation
 - Manufacture of clinical devices – intrinsic and extrinsic posting, shell grinding
 - Introduction to issuing and fitting orthotic devices
 - Prefab and off the shelf devices
 - Ethical and professional considerations with orthoses
 - Assessment of footwear – footwear type, footwear assessment, shoe fitting

(c) Clinical Tutorial
 Most clinical information will be presented during these sessions. Basic clinical skills and case presentation skills will be further practiced within the group.

- Content includes:
- Principles of new and review consultation
 - Rationale for assessment selection
 - Goal oriented management plans
 - Health outcome concepts
 - Education concepts and skills for general foot pathologies
 - Footwear education concepts and skills
 - Referral and response letter writing

(d) External Clinical Placement
 There will be a placement for 5 days of clinical activities in an external clinical site. The focus of this placement will be on developing assessment, diagnostic, management, and patient interaction skills in a real world clinical setting.

Special Requirements

Legislative pre-requisites

NOTE: Due to Covid Restrictions, the First Aid Requirement is currently not needed.

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western

Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Practical	N/A	30	N	Individual
Presentation	10 minutes	20	N	Individual

Practical Exam	40 minutes	50	Y	Individual
Professional Task	On-going assessment on all activities during semester	S/U	Y	Individual
Professional Placement Performance	5 days of supervised external clinical placement	S/U	Y	Individual

Teaching Periods

2nd Half Campbelltown Day

Subject Contact Zainab Al-Modhefer ([https://directory.westernsydney.edu.au/search/name/Zainab Al-Modhefer/](https://directory.westernsydney.edu.au/search/name/Zainab%20Al-Modhefer/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA3029_22-2H_CA_D#subjects)

REHA 3030 Podiatric Surgery

Credit Points 10

Legacy Code 401183

Coordinator Steven Walmsley ([https://directory.westernsydney.edu.au/search/name/Steven Walmsley/](https://directory.westernsydney.edu.au/search/name/Steven%20Walmsley/))

Description This unit will introduce students to local anaesthesia, the theory of surgical procedures and the practice of skin and nail surgical techniques. As such, this unit allows students to assess patients' suitability for administration of local anaesthesia; understand procedures involved in obtaining voluntary consent, appreciate, and reasonably predict and describe the possible adverse effects of administering local anaesthesia. Surgery will focus the medico-legal requirements, principles of theatre protocol, peri-operative and post-surgical management of the patient and nail and skin surgery, in preparation for student undertaking surgery during Podiatric Practice 3 and 4.

School Health Sciences

Discipline Podiatry

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) NATS 1010 AND NATS 1022 AND REHA 3028 AND NATS 2008

Incompatible Subjects REHA 3033 - Podiatric Techniques 2A

Restrictions Students must be enrolled in 4708 Bachelor of Podiatric Medicine and 4709 Bachelor of Podiatric Medicine (Honours). For registration, students must be competent in performing partial nail avulsions as an accreditation requirement for state registration to practice as a podiatrist. It is essential that students have been able to demonstrate baseline competencies in theoretical content, patient

management, infection control and safe work practices (i.e completed the preceding podiatric practice subject and prerequisite subjects).

Assumed Knowledge

Completion of all core subjects to this semester/ year of study.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Assess patients for suitability for administration of local anaesthetics, including medical, psychological or any other contraindications and describe the possible adverse effects of administration of local anaesthetics.
2. Demonstrate a thorough understanding of the medico-legal requirements relevant to performing invasive procedures and understand and undertake the procedures to obtain voluntary consent.
3. Discuss knowledge of pharmacology to explain the mode of action of local anaesthetics.
4. Demonstrate the acquisition of the practical skills required for the safe and efficient administration of local anaesthetic agents by injection to those structures distal to the knee.
5. Demonstrate upgraded and continuous development in the theoretical and practical knowledge of resuscitation techniques.
6. Recognise the legal requirements relating to the control, supply and application of local anaesthetic drugs within the state of New South Wales, and Australia.
7. Demonstrate a theoretical understanding and practical competence in the principles of theatre protocol.
8. Recognise and select through a range of investigative procedures those patients with conditions requiring surgical intervention and/or referral.
9. Actively participate and demonstrate competence in those surgical procedures relating to the nail and skin integuments and appreciate through observation and limited participation, the indications for, and procedures involved in, a range of other surgical procedures of the foot and ankle.
10. Appreciate the consequences of a range of orthopaedic surgical procedures of the lower limb and plan, implement and evaluate post surgical management, with particular reference to pharmacological therapy, orthotic therapy and physical therapies.

Subject Content

1. Regional Anaesthesia
 - theories related to The aetiology and pathophysiology
 - Review of The Pharmacology of local anaesthetic agents, including The history, Classification, Chemical structure, and commercial preparations
 - Review The Anatomy of The Nerve fibre and The conduction of The Nerve impulse
 - Review The anatomical considerations of Nerve and blood Supply to The Lower limb
 - Review and explore in greater depth The mechanism of action of local anaesthetics
 - absorption and Disposition of local anaesthetic agents
- Examine the procedures necessary for the preparation of the patient, including the clinical indications, contraindications and special precautions for the use of local anaesthetics
Calculation of safe maximum dosages
Toxic and side effects of local anaesthetic agents, including overdose, allergic reactions and psychogenic reactions
Recognition and treatment of adverse reactions

Medico-legal considerations and implications, including documentation, consent and laws relating to the distribution, supply and use of restricted substances

Theory and practice of techniques and sites of administration; dorsal and plantar infiltration, digital block, field block (Mayo) and ankle block

2. Procedures for surgery

- Medico-legal requirements (informed consent, duty of care and documentation)
- Biological safety (Review of definitions and terms, Rules governing sterility and Operating room Protocol)
- Pre-operative review (systems review, vascular assessment and diagnosis)
- Phenolisation technique for partial and total nail avulsion and The properties of phenol
- Complications of Phenolisation procedures
- Incisional techniques for partial and total nail avulsion
- Indications for Incisional techniques
- Blunt dissection /curettage for verrucae
- skin biopsy techniques
- use of LASER in foot surgery

3. Introduction to orthopaedics

- Orthopaedic terminology and equipment
- Wound and bone healing

4. Other surgery

- soft tissue (skin plasty, neuroma surgery, tendon lengthening)
- digital surgery (neuroma Sequential release)
- Bunion surgery (aims, mechanisms and mechanical effects of hallux valgus surgery; x-ray evaluation of bunions and procedures - Austin, Keller, closing base, Akin, Reverdin, Green-Waterman)
- hallux rigidus (application of primary surgical principles, silastic implants and fusion of The first metatarsophalangeal joint)
- Other metatarsal surgery (plantar condylectomy, pan-metatarsal head resection and fifth metatarsal surgery)
- Midfoot procedures (Lisfranc articulation surgery, posterior tibial dysfunction, tarsal coalition and talipes equino varus)
- Common rearfoot procedures (heel surgery, triple arthrodesis, ankle reconstruction)

5. Related topics

- Fracture management
- Jones compression dressings
- Below knee casting
- post-operative Complications, e.g. pain and infection
- chronic Regional pain syndrome

Special Requirements

Legislative pre-requisites

NOTE: Due to Covid Restrictions, the First Aid Requirement is currently not needed.

Students must hold a valid and current First Aid Certificate from a Registered Training Organisation. Refer to the Special Requirements website for more information

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Case study	1,000 words	30	N	Individual
Practical Examination	90 minutes	50	N	Individual
Final Exam	60 minutes	20	N	Individual
Injections	10 injections	Pass/Fail	Y	Individual
Attendance and Participation in Tutorial and Practical Sessions	Equivalent 13 weeks x 1 hr tutorial and 2 hr practical	Pass/Fail	Y	Individual

Teaching Periods

2nd Half Campbelltown Day

Subject Contact Steven Walmsley ([https://directory.westernsydney.edu.au/search/name/Steven Walmsley/](https://directory.westernsydney.edu.au/search/name/Steven%20Walmsley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA3030_22-2H_CA_D#subjects)

REHA 3035 Therapeutic Recreation Professional Project

Credit Points 10

Legacy Code 400254

Coordinator Nicole Peel ([https://directory.westernsydney.edu.au/search/name/Nicole Peel/](https://directory.westernsydney.edu.au/search/name/Nicole%20Peel/))

Description This subject will no longer be offered. Student are advised to enrol into the equivalent subject called REHA3041 Facilitation in Recreational Therapy in Spring 2022. The aim of this unit is for students to explore the facilitation of therapeutic recreation interventions. Students will have opportunities to apply practical professional skills, including working through the treatment process and building rapport with individuals and groups. This unit is a hands on unit where students engage in mock activity interventions.

School Health Sciences

Discipline Rehabilitation Therapies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) HLTH 1001 AND REHA 3036

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply theories and principles to develop therapeutic/helping relationships.
2. Utilise the recreation therapy framework in individual and group treatment.
3. Apply evidenced based practice in recreational therapy contexts.
4. Apply skills in developing evidence based treatment plans based on clients strengths and resources

- Design and adapt recreation therapy activities and treatments to meet individual needs.
- Facilitate therapeutic recreation treatments.

Subject Content

- Communication techniques in Therapeutic Recreation
- Instructional techniques in Therapeutic Recreation
- Evidenced based practice in Therapeutic Recreation
- Intervention techniques in Therapeutic Recreation
- Helping and counselling theories in Therapeutic Recreation
- Facilitation skills in Therapeutic Recreation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Presentation	15 minutes	15	N	Group
Applied Project	1,000 words	25	N	Individual
Practical	30 minutes	30	N	Both (Individual & Group)
Literature Review	1,500 words	30	N	Individual

Prescribed Texts

- Stumbo, N. and Wardlaw, (2011). Facilitation of therapeutic recreation services: An evidence-based and best practice approach to techniques and processes. State College, PA: Venture Publishing.

Teaching Periods

Sydney City Campus - Term 2

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA3035_22-SC2_SC_D#subjects)

Spring

Campbelltown

Day

Subject Contact Nicole Peel ([https://directory.westernsydney.edu.au/search/name/Nicole Peel/](https://directory.westernsydney.edu.au/search/name/Nicole%20Peel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA3035_22-SPR_CA_D#subjects)

REHA 3036 Workplace Learning 2 (Community Placement)

Credit Points 10

Legacy Code 400252

Coordinator Nicole Peel ([https://directory.westernsydney.edu.au/search/name/Nicole Peel/](https://directory.westernsydney.edu.au/search/name/Nicole%20Peel/))

Description This unit provides students with the opportunity to experience the practice of therapeutic recreation in the workplace through a supervised placement experience with industry. Students will complete practice hours in accordance with the National Diversional and Recreation Therapy Australia requirements. Students will develop skills in client assessment, problem identification, program planning, implementation and evaluation in a range of therapeutic service settings. Students will develop learning contracts and explore the advocacy and support needs of the clients.

School Health Sciences

Discipline Rehabilitation Therapies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) REHA 2009

Restrictions This is a specialty subject offered as a compulsory core subject of Bachelor of Health Science- Therapeutic Recreation program. It is profession specific, preparing students to practice as a recreation therapist and not relevant or appropriate as an elective for non-therapeutic recreation students.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Apply and adapt skills in individual and group leadership-helping techniques
- Create, analyse, apply and evaluate skills in facilitating a variety of evidence-based treatment interventions or modalities, such as games, exercise, and community reintegration, to meet client outcomes.
- Modify treatment interventions as appropriate to adapt to changing conditions in the client treatment environment.
- Analyse and document clients' response to interventions.
- Evaluate recreational therapy programs for effectiveness and efficiency
- Employ professional behaviour strategies with staff clients and others
- Communicate professionally with staff, clients and others

Subject Content

Client assessment
Comprehensive programming
Standardised assessments
Client documentation
Risk assessment
Activity analysis

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a

Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Applied Project	1,000 words	30	N	Individual
Essay	1,500 words	20	N	Individual
Applied Project	2,000 words	50	Y	Individual
Professional Placement Performance	26 hrs on campus; 140 hrs field placement	S/U	Y	Individual

Prescribed Texts

- Stumbo, N. J., & Wardlaw, B. (2011). Facilitation of therapeutic recreation services: An evidence-based and best practice approach to techniques and processes: Venture Publishing.

Teaching Periods

Autumn Campbelltown

Day

Subject Contact Nicole Peel ([https://directory.westernsydney.edu.au/search/name/Nicole Peel/](https://directory.westernsydney.edu.au/search/name/Nicole%20Peel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA3036_22-AUT_CA_D#subjects)

Sydney City Campus - Term 2 Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA3036_22-SC2_SC_D#subjects)

REHA 3037 Clinical Practice 1

Credit Points 10

Legacy Code 401307

Coordinator Leigha Dark ([https://directory.westernsydney.edu.au/search/name/Leigha Dark/](https://directory.westernsydney.edu.au/search/name/Leigha%20Dark/))

Description This clinical unit will operationalise the knowledge and skills developed in the first three years of speech pathology study to provide appropriate and holistic care for paediatric clients. Students will undertake supervised clinical practice to assess and treat paediatric clients. Clinical experience placements may be in speech pathology units in hospital, community health, school or on-campus settings. Professional competencies addressed in this unit include communication, documentation, reflection and professional and ethical behaviour. In addition, students will develop skills in client assessment, interpretation of findings and education.

School Health Sciences

Discipline Speech Pathology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) REHA 2011

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Placement Assessment	13 weeks	60	Y	Individual
Case Presentation	15 minutes	20	N	Individual
Clinical Portfolio	10 pages	20	N	Individual

Teaching Periods

REHA 3038 Clinical Practice 2

Credit Points 10

Legacy Code 401309

Coordinator Leigha Dark ([https://directory.westernsydney.edu.au/search/name/Leigha Dark/](https://directory.westernsydney.edu.au/search/name/Leigha%20Dark/))

Description This clinical unit will operationalise the knowledge and skills developed in the first three years of speech pathology study to provide appropriate and holistic care for paediatric clients. Students will undertake supervised clinical practice to assess and treat paediatric clients. Clinical experience placements may be in speech pathology units in hospital, community health, school or on-campus settings. Professional competencies addressed in this unit include communication, documentation, reflection and professional and ethical behaviour. In addition, students will develop skills in client assessment, interpretation of findings and education.

School Health Sciences

Discipline Speech Pathology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) REHA 2010

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Placement	15 weeks	60	Y	Individual
Case Presentation	15 minutes	20	N	Individual
Clinical Portfolio	10 pages	20	N	Individual

Teaching Periods

REHA 3039 Fluency and Voice

Credit Points 10

Legacy Code 401308

Coordinator Leigha Dark ([https://directory.westernsydney.edu.au/search/name/Leigha Dark/](https://directory.westernsydney.edu.au/search/name/Leigha%20Dark/))

Description This unit addresses the management of fluency disorders in children, adolescents and adults. It covers theoretical perspectives on stuttering and other fluency disorders, assessment and intervention principles, counselling and facilitating therapy, management of fluency disorders and indicators of successful change.

School Health Sciences

Discipline Speech Pathology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) REHA 2011 AND REHA 2010

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Case Study	2,000 words	30	N	Individual
Practical Viva	20 minutes	30	N	Individual
Written Exam	2 hours	40	N	Individual

Teaching Periods

REHA 3040 Swallowing Assessment and Management

Credit Points 10

Legacy Code 401305

Coordinator Leigha Dark ([https://directory.westernsydney.edu.au/search/name/Leigha Dark/](https://directory.westernsydney.edu.au/search/name/Leigha%20Dark/))

Description The unit addresses normal and disordered swallowing at mealtimes. It focuses on the assessment and management of feeding and swallowing disorders in infants, children and adults and addresses assessment and intervention practices. Clinical assessment and specific intervention techniques are studied in relation to specific dysphagic populations.

School Health Sciences

Discipline Speech Pathology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Case Study	2,000 words	30	N	Individual
Practical Viva	20 minutes	30	N	Individual
Written Exam	2 hours	40	N	Individual

Teaching Periods

REHA 3041 Facilitation in Recreational Therapy

Credit Points 10

Legacy Code 401385

Coordinator Nicole Peel ([https://directory.westernsydney.edu.au/search/name/Nicole Peel/](https://directory.westernsydney.edu.au/search/name/Nicole%20Peel/))

Description This unit explores the facilitation of recreational therapy interventions, including processing and building rapport and trust with individuals and groups. Various recreational therapy modalities, and their application and benefits to achieving health outcomes will be explored and critiqued. This unit is designed to be hands-on and students will be tasked with facilitating a mock intervention for their peers.

School Health Sciences

Discipline Rehabilitation Therapies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) REHA 1007

Co-requisite(s) REHA 2014

Equivalent Subjects REHA 3035 - Therapeutic Recreation Professional Project

Assumed Knowledge

Knowledge of recreational therapy assessment, planning and evaluation processes.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply and critique theories and principles of recreation therapy to develop therapeutic interventions;
2. Utilise recreation therapy frameworks in individual and group interventions;
3. Design and adapt recreational therapy activities and treatments to meet diverse needs;

4. Facilitate ethically sound and evidence-based recreational therapy interventions;
5. Demonstrates effective communication skills;
6. Assess the quality and effectiveness of recreational therapy facilitation practices.

Subject Content

1. Principles of learning
2. Evidenced-based practice in Recreational Therapy
3. Communication and instructional techniques in Recreational Therapy
4. Helping and counselling theories in Recreational Therapy
5. Facilitation skills with different populations in Recreational Therapy
6. Emotional and physical expression and control
7. Educational and adaptation strategies

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Presentation	15 minutes	15	N	Group
Applied project	1000 words	35	N	Individual
Practical (15 % for group component and 20% for individual component)	30 minutes	35	N	Both (Individual & Group)
Participation Report	800 words	15	N	Individual

Teaching Periods

Spring Campbelltown Day

Subject Contact Nicole Peel ([https://directory.westernsydney.edu.au/search/name/Nicole Peel/](https://directory.westernsydney.edu.au/search/name/Nicole%20Peel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA3041_22-SPR_CA_D#subjects)

Online

Online

Subject Contact Nicole Peel ([https://directory.westernsydney.edu.au/search/name/Nicole Peel/](https://directory.westernsydney.edu.au/search/name/Nicole%20Peel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA3041_22-SPR_ON_O#subjects)

Sydney City Campus - Term 3 Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA3041_22-SC3_SC_D#subjects)

REHA 3042 Health Practice Management

Credit Points 10

Legacy Code 401401

Coordinator Nicole Peel ([https://directory.westernsydney.edu.au/search/name/Nicole Peel/](https://directory.westernsydney.edu.au/search/name/Nicole%20Peel/))

Description This unit examines the essential management skills that are required of an effective manager in clinical and non-clinical settings, including healthcare facilities, community-based or private leisure, therapy and recreation services, and the health service setting. Consumer management, quality service management, practitioner performance, legal liability and risk management are all examined.

School Health Sciences

Discipline Rehabilitation Therapies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Restrictions Student must have completed 160cp to enrol in this unit

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically examine standards and practice guidelines being used as a basis for performance measurement and evidence in a therapy or health service
2. Synthesise practices of managing resources including personnel, facilities, supplies, and equipment
3. Critically examine principles and practices of promotions, public relations and marketing as they relate to therapy, leisure and health
4. Apply effective management techniques in practising safety, emergency and risk management procedures
5. Employ effective strategic management as a basis for guiding current and future service delivery
6. Communicate with a range of stakeholders, including the ability to resolve conflicts and lead shared decision-making proposes
7. Appraise the current political and policy contexts within which the service is immersed and use this knowledge to advocate for the profession and its therapeutic benefits

Subject Content

- 1.Theories of leading and managing teams
- 2.Marketing of health and therapy service
- 3.Volunteer and student management
- 4.Financial management
- 5.Managing service quality
- 6.Decision making and problem solving
- 7.Service accountability
- 8.Grant writing
- 9.Politics, policy and advocacy

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance ([https://](https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance)

www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation : 15 minute Advocacy Project	15 minute presentation and 500-word handout	30	N	Individual
Professional Task : Grant Application	1,500 words	30	N	Individual
Applied Project : Project Report	1,500 words	40	N	Individual

Teaching Periods

REHA 3043 Recreational Therapy Internship

Credit Points 10

Legacy Code 401400

Coordinator Nicole Peel ([https://directory.westernsydney.edu.au/search/name/Nicole Peel/](https://directory.westernsydney.edu.au/search/name/Nicole%20Peel/))

Description This is a 20 credit point year-long subject taken over two terms (10 credit points in each term). This subject focuses on meeting all National Council for Therapeutic Recreation Certification (NCTRC) requirements for a successful internship experience, leading to potential Certified Therapeutic Recreation Specialist (CTRS) designation. Under the supervision of a qualified Recreation Therapist, the internship will be completed totaling 560 full-time hours. The internship may be in any area of recreation therapy practice that serves students' needs and accreditation requirements.

School Health Sciences

Discipline Rehabilitation Therapies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) REHA 1007 AND REHA 1008

Restrictions To enrol in this unit, students must: ? be enrolled in 4656 Bachelor of Health Science and the Recreation Therapy Major ? have completed 160cp

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply ethical conduct standards to recreation therapy practice
2. Consider the policy structures within which recreation therapy practice is situated as well as the political challenges facing the profession

3. Employ professional behaviours and attitudes in practice settings, including communicating effectively with clients, team members, relevant community groups and industry partners.
4. Utilise a range of assessments to set long- and short-term goals
5. Implement and evaluate recreational therapy interventions in the practice setting.
6. Prepare documents in a professional format
7. Practice self-directed learning strategies and reflect on practice experience to continually improve practice
8. Implement career planning strategies, including the development of professional networks and knowledge and skills for entering the workforce

Subject Content

1. Professional practice placement
2. Professional behaviours and self-management skills
3. Communication skills
4. Documentation skills for practice
5. Assessment of individual and group needs
6. Implementation and evaluation of programs for individuals and groups
7. Career planning, professional networks and preparation for entering the workforce

Special Requirements

Legislative pre-requisites

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement. Students must also hold a valid and current First Aid Certificate from a Registered Training Organisation and have submitted a Working with Children Check Student Declaration. Refer to the Special Requirements website for more information.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

ON CAMPUS STUDENTS

To be eligible to enrol in a placement subject and attend a health-related placement in this program, students must meet Western Sydney University program requirements **and** Special Legislative Requirements to be assessed in their first year of study against the following:

1. National Criminal History Check: Students must have a current (expiring 3 years from date of issue) check valid for their entire program. A valid National Criminal history check must be an Australia wide check, include the student's full name matching their Student ID card and date of birth and not have any offences listed. If a student has a criminal history identified on their check, they must provide a Clinical Placement Authority Card (CPAC) or conditional letter from the NSW HealthShare Employment Screening and Review Unit. (https://www.health.nsw.gov.au/careers/student_clearance/Documents/appendix-10-student-application.pdf). (https://www.health.nsw.gov.au/careers/student_clearance/Documents/appendix-10-student-application.pdf)
- International students must additionally have a translated International Police Check or statutory declaration.
2. A NSW Working with Children Check (WWCC) clearance letter issued under the category of volunteer valid for their entire program.
3. A current approved first aid certificate valid for their entire program. Approved provider courses can be found at <http://training.gov.au>. (<http://training.gov.au/>)
4. A completed vaccination/immunisation card with all serology results containing expiry dates and currency must be maintained by the student to ensure compliance for their entire program.
5. NSW Undertaking/Declaration form.

6. Completed any additional health forms required (such as NSW Health Code of Conduct, Health Student Undertaking/Declaration and Tuberculosis (TB) Assessment Tool).

7. Relevant Local Health District specific documentation as requested. Contact your School for further details. Resources are also available on the Placement Hub (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/) website.

ONLINE STUDENTS

To be eligible to enrol in a placement subject and attend a health-related placement in your program, students must meet Western Sydney University program requirements **and** Special Legislative Requirements in your state, to be assessed in their first year of study, against the following:

1. National Criminal History Check: Students must have a current check valid for their entire program. A valid National Criminal history check must be an Australia wide check, include the student's full name matching their Student ID card and date of birth and not have any offences listed. If a student has a criminal history identified on their check, they must provide a clearance or authority document or conditional letter from their relevant authorised state organisation. International students must additionally have a translated International Police Check or statutory declaration.
2. A Working with Children Check (WWCC) clearance letter or state equivalent, valid for their entire program.
3. A current approved first aid certificate valid for their entire program. Approved provider courses can be found at <http://training.gov.au>. (<http://training.gov.au/>)
4. A completed vaccination/immunisation card with all serology results attached - currency must be maintained by the student to ensure compliance for their entire program.
5. Undertaking/Declaration form (or state equivalent documents).
6. Additional forms as required per state related to, but not limited to, Tuberculosis Assessment tool, Hepatitis B statutory declaration form, Signed Code of Conduct, Student Deed Poll and all other state equivalent documents as required. Contact your school for further details. Resources are also available on the Placement Hub (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)web page.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Participation: Placement discussion report	3,000 words	30	N	Individual
Portfolio: Practice placement portfolio	2,500 words	50	Y	Individual
Professional Placement Performance Report: Clinical Placement Supervision Report and Log of 560 hrs	500 words and log of hours	20	Y	Individual

Teaching Periods

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact Nicole Peel ([https://directory.westernsydney.edu.au/search/name/Nicole Peel/](https://directory.westernsydney.edu.au/search/name/Nicole%20Peel/))

View timetable (https://classregistration.westernsydney.edu.au/event/timetable/?subject_code=REHA3043_22-SC3_SC_D#subjects)

REHA 3044 Shaping the Future of Recreational Therapy

Credit Points 10

Legacy Code 401404

Coordinator Nicole Peel ([https://directory.westernsydney.edu.au/search/name/Nicole Peel/](https://directory.westernsydney.edu.au/search/name/Nicole%20Peel/))

Description Recreation therapists are frequently tasked with solving very complex problems in their practice. This unit uses project-based learning to provide students with the opportunity to work collaboratively to solve an industry-driven problem, using systematic and evidence-based techniques to do so. Students will be challenged to think broadly to take into account the interrelationships among a full range of causal factors underlying the problem at hand, and will be required to use more collaborative and innovative approaches to solve industry challenges.

School Health Sciences

Discipline Rehabilitation Therapies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) REHA 2014 AND REHA 2015

Restrictions This is a capstone subject of study for the Recreational Therapy Testamur major. Therefore, students must have completed 160 credit points of the program prior to enrolling in this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply problem-solving skills to an actual health challenge
2. Appraise literature and information sources that are related to an identified problem
3. Employ appropriate methods and evaluation processes to create a solution-based proposal
4. Articulate complex recreation therapy approaches and solutions to different audiences
5. Demonstrate innovative thinking in creating a solution to a recreation therapy challenge

Subject Content

1. Understanding complex problems
2. Tackling practice problems by working collaboratively as part of a team
3. Design thinking
4. The stages of a solution-based proposal

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Proposal	600 words	30	N	Individual
Presentation	15 minutes	30	N	Individual
Report	2,000 words	40	N	Individual

Teaching Periods

Sydney City Campus - Term 3

Sydney City

Day

Subject Contact [Andrey Zheluk \(https://directory.westernsydney.edu.au/search/name/Andrey_Zheluk/\)](https://directory.westernsydney.edu.au/search/name/Andrey_Zheluk/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA3044_22-SC3_SC_D#subjects)

REHA 3045 Communication Access in Communities

Credit Points 10

Legacy Code 401425

Coordinator [Belinda Kenny \(https://directory.westernsydney.edu.au/search/name/Belinda_Kenny/\)](https://directory.westernsydney.edu.au/search/name/Belinda_Kenny/)

Description This unit will introduce the concept of 'Communication access for All' and focus on strategies to create communication accessible environments that promote inclusion of individuals with communication support needs across the lifespan. The scope of the unit will encompass the features of communication accessible environments, multimodal communication methods, assistive technology, and Augmentative and Alternative Communication (AAC). Students in Speech Pathology will develop competency in the assessment, management, measurement, and support of complex communication in individuals across the lifespan, and will explore how capacity building models and strategies can enhance the activities and participation of individuals, families and communities.

School Health Sciences

Discipline Speech Pathology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) REHA 2019 AND REHA 2020

Restrictions Students must be enrolled in 4763 Bachelor of Speech Pathology or 4764 Bachelor of Speech Pathology (Honours).

Assumed Knowledge

In order to successfully undertake this subject students are expected to understand multimodal communication methods and individual, family focused and community-based models of providing services.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Justify the concept of Communication Access by integrating the perspectives and experiences of individuals, families and communities.
2. Design a strategy to promote communication accessible environments within a local context, using a Community Capacity Building framework.
3. Plan and justify areas of Speech Pathology assessment for an individual with complex communication needs
4. Analyse, interpret, and integrate assessment information to diagnose the nature of an individual's complex communications needs and develop functional communication goals
5. Formulate and evaluate speech pathology management plans which include evidence-based

Subject Content

- communication access
- communication Accessible environments
- Accessible written information ? plain English, Easy English, patient Friendly
- Models of community capacity Building and Advocacy
- assessment and Diagnosis of complex communication needs / communication support needs
- strategie

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Applied Project	1,000 word equivalent	30	N	Group
Case Study	2,500 words	40	Y	Individual
Practical	20 mins	30	N	Individual

Prescribed Texts

- Beukelman, D., & Mirenda, P. (2013). Augmentative & alternative communication: Supporting children and adults with complex communication needs (4th ed.). Baltimore: Paul H. Brookes Pub.

Teaching Periods

Spring

Campbelltown

Day

Subject Contact [Belinda Kenny \(https://directory.westernsydney.edu.au/search/name/Belinda_Kenny/\)](https://directory.westernsydney.edu.au/search/name/Belinda_Kenny/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA3045_22-SPR_CA_D#subjects)

REHA 3046 Optimising Mealtimes Across the Lifespan

Credit Points 10

Legacy Code 401424

Coordinator Belinda Kenny ([https://directory.westernsydney.edu.au/search/name/Belinda Kenny/](https://directory.westernsydney.edu.au/search/name/Belinda%20Kenny/))

Description This unit discusses theoretical and evidence-based approaches to assessment and management of a diverse range of swallowing disorders in infants, children and adults. Students will have opportunities to interpret and synthesise assessment findings and create management plans to optimise mealtime experiences by exploring cases that address the needs of individuals with swallowing disorders, their families and communities. Students will plan and implement core speech pathology assessment and therapy skills, related to swallowing and mealtime management through observation and practice. Evidence-based, interdisciplinary and holistic approaches to swallowing and mealtime management will be integrated during this unit.

School Health Sciences

Discipline Speech Pathology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) REHA 1006 AND REHA 2016

Restrictions Students must be enrolled in the 4763 Bachelor of Speech Pathology or 4764 Bachelor of Speech Pathology (Honours)

Assumed Knowledge

Students are expected to have acquired introductory knowledge and skills in speech pathology practice before undertaking this subject. Students will be expected to have knowledge of the anatomical, neurological, physiological, cognitive, and perceptual bases of swallowing and mealtimes and understand typical and atypical development and changes in swallowing function across the lifespan.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Integrate knowledge of core anatomical, physiological and neurological factors that impact swallowing development and functioning, with clinical information, to formulate appropriate assessment approaches for infants, children and adults.
2. Synthesise and analyse case information, clinical and instrumental assessment data, to inform swallowing diagnosis and prognosis for individuals presenting with a swallowing disorder
3. Implement principles of Evidence-based Practice (EBP) and knowledge of the International Dysphagia Diet Standardisation Initiative (IDDSI) Framework to develop well-reasoned mealtime management plans with individuals, families and carers
4. Conduct an independent Oral-Motor Assessment,(OMA) within a structured clinical setting, at developing level competency.
5. Employ interdisciplinary communication and model swallowing and management strategies within a structured clinical setting, at developing level of competence
6. Critically reflect on the ethical and legal responsibilities of speech pathologists working with individuals who have swallowing disorders

Subject Content

1. Anatomy, physiology and neurology of swallowing in infants, children and adults
4. Clinical decision making to inform diagnosis, prognosis and management for intervention for infants, children and adults with diverse swallowing disorders

5. Planning evidence-based intervention for children and adults with swallowing disorders including oral hygiene, dentition, saliva management, sensory issues, compensatory and rehabilitation strategies, and non-oral nutrition and hydration
6. Interprofessional team approaches to enhance swallowing and mealtime experiences for children and adults
7. Responsive mealtime management of children and adults with complex clinical, psychosocial and environmental issues
2. Clinical (e.g., protocols, screening) and instrumental (e.g. Video Fluoroscopic Swallowing Study, Fiberoptic Endoscopic Evaluation of Swallow) approaches to swallowing assessment
3. Applying theoretical frameworks (e.g., International Classification of Functioning, Disability & Health) and evidence-based approaches to identify and manage issues involving each phase of swallowing to facilitate safe, enjoyable mealtimes

Special Requirements

Legislative pre-requisites

First Aid Certificate.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Simulation	2 x 20 minute simulations	40	N	Individual
Presentation	10 minutes	30	N	Individual
Case Study	1,500 words	30	Y	Individual

Prescribed Texts

- Groher, M., & Crary, M. A. (2016). *Dysphagia: Clinical management in adults and children* (2nd ed.). St. Louis, Missouri: Elsevier.

Teaching Periods

Autumn Campbelltown Day

Subject Contact Belinda Kenny ([https://directory.westernsydney.edu.au/search/name/Belinda Kenny/](https://directory.westernsydney.edu.au/search/name/Belinda%20Kenny/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA3046_22-AUT_CA_D#subjects)

REHA 3047 Speech Pathologists Working with Adults, Families and Communities

Credit Points 10

Legacy Code 401433

Coordinator Belinda Kenny ([https://directory.westernsydney.edu.au/search/name/Belinda Kenny/](https://directory.westernsydney.edu.au/search/name/Belinda%20Kenny/))

Description The unit adopts a problem based learning approach towards speech pathology management of communication, hearing and mealtimes through collaboration with individual adults, families and communities. Students will synthesise their knowledge and

skills in adult speech, language, voice, fluency and swallowing and multimodal communication in speech pathology practice to manage complex cases. They will engage with problem based learning experiences that require integration of theoretical and evidence based intervention approaches with collaborative person and family and centred practice. Students will critically evaluate of models of service delivery in response to community needs.

School Health Sciences

Discipline Speech Pathology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) REHA 2019

Co-requisite(s) REHA 3049

Restrictions Students must be enrolled in the 4763 Bachelor of Speech Pathology or 4764 Bachelor of Speech Pathology (Honours)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the clinical utility and effectiveness of individual, targeted and universal assessment and intervention strategies in Speech Pathology Practice
2. Plan and implement an assessment of communication and swallowing for an adult client at developing level competency
3. Integrate, analyse and interpret assessment information to diagnose the nature and severity of a communication and/or swallowing/mealtime disorder
4. Formulate and rationalise intervention plans to address disorders of communication and/or swallowing /mealtimes in adult clients using best available evidence, sound clinical reasoning and cultural responsiveness
5. Implement and evaluate outcomes of speech pathology intervention for disorders of communication and/or swallowing / mealtime with adult clients at developing level competency
6. Create professional, clinical resources to plan and provide quality Speech Pathology services to adult clients, their families and communities

Subject Content

Working with adults in diverse professional contexts, including private practice, hospitals, not for profit organisations, rural settings

1. Exploring person centred and family centred practice with complex cases

Evidence based models of service delivery applied to caseload management with adults.

2. Problem-based based clinical reasoning in response to complex speech pathology practice settings including rural and remote settings, aged care facilities, workplaces, group homes and palliative care
3. Collaborating with communication partners, interdisciplinary professionals, therapy aides and volunteers to optimise individual?fs communication and mealtime experiences.
4. Facilitating transitions between health care services and the community; access and resource issues
5. Working with adults and families for whom English is an additional language or

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Portfolio	5 PBL cases and 3 individualised resources (completed during class)	S/U	Y	Individual
Critical Review	2000 words	40	N	Individual
Simulation	1 hour	40	Y	Individual
Reflection Problem-Based Learning	500 words	20	N	Individual

Prescribed Texts

- Groher, M., & Crary, M. A. (2016). *Dysphagia: Clinical management in adults and children* (2nd ed.). St. Louis, Missouri: Elsevier.
- Murray, L.L. & Clark, H.M. (2015). *Neurogenic disorders of language and cognition. Evidence-based clinical practice. Theory driven clinical practice.* (2nd ed.). Austin:Pro-Ed.

Teaching Periods

Spring Campbelltown Day

Subject Contact Belinda Kenny ([https://directory.westernsydney.edu.au/search/name/Belinda Kenny/](https://directory.westernsydney.edu.au/search/name/Belinda%20Kenny/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA3047_22-SPR_CA_D#subjects)

REHA 3048 Speech Pathologists Working with Children, Families and Communities

Credit Points 10

Legacy Code 401427

Coordinator Ellie Sugden ([https://directory.westernsydney.edu.au/search/name/Ellie Sugden/](https://directory.westernsydney.edu.au/search/name/Ellie%20Sugden/))

Description This unit utilises a problem-based learning approach to explore assessment, management and measurement of change in complex cases of communication and mealtime disorder in children. Authentic case scenarios of paediatric clients will encourage students to integrate theoretical knowledge, clinical reasoning, and practical speech pathology skills to plan and evaluate approaches to working with children, their families and the communities in which they live. Individual, targeted and universal intervention strategies will be addressed within the context of collaborative, family centred philosophy.

School Health Sciences

Discipline Speech Pathology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) REHA 2020

Co-requisite(s) REHA 3049

Restrictions Students must be enrolled in the 4763 Bachelor of Speech Pathology or 4764 Bachelor of Speech Pathology (Honours)

Assumed Knowledge

Students undertaking this subject need a sound understanding of assessment and management of paediatric communication disorders.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the clinical utility and effectiveness of individual, targeted and universal assessment and intervention strategies in Speech Pathology Practice
2. Design an assessment of communication and swallowing for a paediatric client
3. Implement an assessment of communication and swallowing for a paediatric client, at developing level competency
4. Integrate, analyse and interpret assessment information to diagnose the nature and severity of a communication and/or swallowing/mealt ime disorder
5. Formulate intervention plans to address disorders of communication and/or swallowing /mealt ime disorder in paediatric clients using best available evidence
6. Implement and evaluate speech pathology intervention to address disorders of communication and/or swallowing /mealt ime in paediatric clients, at developing level competency
7. Create professional, clinical resources to support delivery of Speech Pathology services to paediatric clients, their families and communities.

Subject Content

1. Family centred practice
2. Individual, targeted and universal assessment and intervention strategies in paediatric Speech Pathology practice
3. Community capacity building and advocacy
4. Assessment and diagnosis of communication and swallowing/ mealt ime disorder in children
5. Planning and implementation of evidence based intervention for communication and swallowing/mealt ime disorder in children
6. Evaluation of evidence based intervention for communication and swallowing/mealt ime disorders in children
7. Prevention, advocacy and education about evidence based approaches to optimise communication and swallowing/mealt imes for children
8. Discussions about dosage; Form, Frequency, Intensity, Duration
9. Working with children for whom English is an Additional Language or Dialect (EAL/D)
10. Working with interpreters, translators and communication advocates and supports
11. Understanding childhood onset disability (e.g. Cerebral palsy, Developmental Disability; Autism Spectrum Disorder; Intellectual Disability; Specific Learning Disorder; Genetic and Chromosomal Disorders)
12. Neuroprotection, Neuroplasticity, Motor Learning
13. Craniofacial anomalies
14. Management of paediatric feeding in community contexts
15. Speech Pathology service delivery in schools; local, state and national perspectives and contexts

16. Speech Pathology service delivery in the context of the National Disability Insurance Scheme (NDIS)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	1500 words	25	N	Individual
Portfolio	Minimum of 5 PBL Cases (completed in class) + 3 individualised clinical resources	S/U	Y	Individual
Professional Task	2000 words	35	N	Individual
Simulation	1 hour	40	Y	Individual

Prescribed Texts

- McLeod, S., & Baker, E. (2017). *Children's speech: An evidence-based approach to assessment and intervention*. Boston: Pearson.
- McMurray, J.S., Hoffman, M.R., & Braden, M.N. (Ed.) (2020). *Multidisciplinary management of paediatric voice and swallowing disorders*. Springer International Publishing. eBook ISBN 978-3-030-26191- DOI 10.1007/978-3-030-26191-7 Hardcover ISBN 978-3-030-26190-0
- Onslow, M. (2018). *Stuttering and its treatment: Eleven Lectures*. University of Sydney. Available from: https://www.uts.edu.au/sites/default/files/2018-10/Stuttering%20and%20its%20Treatment%20-%20Eleven%20Lectures%20April%202018_0.pdf
- Paul, R., Norbury, C., & Gosse, C. (2018). *Language disorders from infancy through adolescence: Listening, speaking, reading, writing and communicating (5th ed.)*. St Louis, United States: Elsevier, Health Sciences Division.
- Pindzola, R., Plexico, L.W. & Haynes, W.O. (2016). *Diagnosis and evaluation in speech pathology (9th ed.)*. Boston: Pearson

Teaching Periods

Autumn

Campbelltown

Day

Subject Contact Ellie Sugden ([https://directory.westernsydney.edu.au/search/name/Ellie Sugden/](https://directory.westernsydney.edu.au/search/name/Ellie%20Sugden/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA3048_22-AUT_CA_D#subjects)

REHA 3049 Speech Pathology Practice 1

Credit Points 10

Legacy Code 401426

Coordinator Ed Johnson ([https://directory.westernsydney.edu.au/search/name/Ed Johnson/](https://directory.westernsydney.edu.au/search/name/Ed%20Johnson/))

Description This clinical placement unit will operationalise the knowledge and skills developed in the first three years of speech pathology study, to provide appropriate and holistic care for clients of speech pathology across the lifespan, their families and communities. Students will undertake 21 days of supervised clinical practice in a range of authentic speech pathology contexts including, but not limited to, hospitals, community health settings, schools / preschools / day-care, disability and/or not for profit organisations, private practice or on-campus settings. Professional competencies addressed in this unit include communication, documentation, reflection and professional and ethical behaviour. In addition, students will develop skills in client assessment, interpretation of findings, planning and implementation of speech pathology services, education, advocacy and advice. Students will be working at a near/approaching intermediate level of competency.

School Health Sciences

Discipline Speech Pathology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) REHA 2019 AND REHA 2020

Co-requisite(s) REHA 3046

Restrictions Students must be enrolled in 4763 Bachelor of Speech Pathology or 4764 Bachelor of Speech Pathology (Honours).

Assumed Knowledge

Students will need to have sound understanding of development and disorder of communication and swallowing across the lifespan. Students will be expected to independently conduct common speech pathology assessments such as oromusculature and cranial nerve assessment, case history interview, speech and language screening (developmental and acquired) as well as transcribe and analyse speech and language using accepted conventions.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Plan, implement, evaluate and modify speech pathology assessment and management services for clients across the lifespan to a competency level that is **Approaching Intermediate** as evidenced by the COMPASS? Competency Assessment Tool
2. Employ communication, professionalism, reasoning and lifelong learning at an **Intermediate Level** as evidenced by the COMPASS? Competency Assessment Tool
3. Apply safe and ethical speech pathology practice across all contexts
4. Critically discuss the assessment, management, progress and prognosis of a selected client in line with ethical and medico-legal expectations of the profession
5. Critically reflect on emerging professional role and competence in the assessment, management, progress and prognosis of a selected client using evidence-based approaches to clinical reasoning and reflection

Subject Content

1. During clinical placements:

- students will have experiences Working with clients in one or more speech pathology range of practice areas, including speech, language, voice, fluency, multimodal communication and swallowing

- developing Competency in planning, implementation, and interpretation of speech pathology assessment, planning, implementation, and Monitoring of speech pathology services, and/or participation in prevention, education, and Advocacy activities

2. During workshops:

- Students will engage in interactive learning experiences that integrate academic and clinical competencies in the following topics
- assessment and methods of communication and swallowing analysis
- goal setting and evidence based service delivery
- documentation and report writing
- Models of consultation and community capacity Building
- outcome measurement and evaluation
- quality improvement and quality assurance
- supervision, lifelong learning and reflection
- professionalism, self-care, and professional portfolio development.

Special Requirements

Legislative pre-requisites

To be eligible to enrol in this subject and attend a health-related placement in your program, students must meet Western Sydney University course requirements **and** Special Legislative Requirements in your state, to be assessed in their first year of study, against the following:

1. National Criminal History Check: Students must have a current check valid for their entire program. A valid National Criminal history check must be an Australia-wide check, include the student's full name matching their Student ID card and date of birth and not have any offences listed. If a student has a criminal history identified on their check, they must provide a clearance or authority document or conditional letter from their relevant authorised state organisation. International students must additionally have a translated International Police Check or statutory declaration.
 2. A Working with Children Check (WWCC) clearance letter or state equivalent, valid for their entire program.
 3. A current approved first aid certificate valid for their entire program. Approved provider courses can be found at <http://training.gov.au>.
 4. A completed vaccination/immunisation card with all serology results attached - currency must be maintained by the student to ensure compliance for their entire program.
 5. Undertaking/Declaration form (or state equivalent documents).
 6. Additional forms as required per state related to, but not limited to: Tuberculosis Assessment tool; Hepatitis B statutory declaration form' Signed Code of Conduct; Student Deed Poll and all other state equivalent documents as required. Contact your school for further details. Resources are also available on the Placement Hub web page. https://www.westernsydney.edu.au/placements_hub (https://www.westernsydney.edu.au/placements_hub/)
 7. Relevant Local Health District specific documentation as requested. Contact your School for further details. Resources are also available on the Placement Hub website: https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)
- Some external sites may have additional requirements. Students will be advised of any such specified requirements which must be complied with before commencing clinical placements.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Placement Performance	21 days of placement @ 8 hrs per day	S/U	Y	Individual
Presentation	10 minutes	S/U	Y	Individual
Reflection	1,000 Words	S/U	Y	Individual

Prescribed Texts

- Hudson, M.W., & DeRuiter, M. (2019). Professional issues in speech-language pathology and audiology (5th Ed.). San Diego, CA: Plural Publishing.

Teaching Periods

1st Half

Campbelltown

Day

Subject Contact Belinda Kenny ([https://directory.westernsydney.edu.au/search/name/Belinda Kenny/](https://directory.westernsydney.edu.au/search/name/Belinda%20Kenny/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA3049_22-1H_CA_D#subjects)

REHA 3050 Speech Pathology Practice 2

Credit Points 10

Legacy Code 401428

Coordinator Belinda Kenny ([https://directory.westernsydney.edu.au/search/name/Belinda Kenny/](https://directory.westernsydney.edu.au/search/name/Belinda%20Kenny/))

Description This second clinical practice unit will operationalise the knowledge and skills developed in the first three years of speech pathology study to provide appropriate and holistic care for clients of speech pathology across the lifespan, their families and communities. Students will undertake 21 days of supervised clinical practice in either adult or paediatric care (that which was not completed in Speech Pathology Practice 1). Clinical Practice will be taken in a relevant setting from among a range of authentic speech pathology contexts including, but not limited to, hospitals, community health settings, schools / preschools / day-care, disability and/or not for profit organisations, private practice or on-campus. Professional competencies addressed in this unit include communication, documentation, reflection and professional and ethical behaviour. In addition, students will develop skills in client assessment, interpretation of findings, planning and implementation of speech pathology services, education, advocacy and advice. Students will be working at an intermediate level of competency.

School Health Sciences

Discipline Speech Pathology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) REHA 3049

Restrictions Students must be enrolled in 4763 Bachelor of Speech Pathology or 4764 Bachelor of Speech Pathology (Honours).

Assumed Knowledge

Students will need to have sound understanding of development and disorder of communication and swallowing across the lifespan. Students will be expected to independently conduct common speech pathology assessments such as oromusculature and cranial nerve assessment, case history interview, speech and language screening (developmental and acquired) as well as transcribe and analyse speech and language using accepted conventions.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Plan, implement, evaluate and modify speech pathology assessment and management services for clients across the lifespan to a competency level that is **Intermediate** as evidenced by the COMPASS ? Competency Assessment Tool
- Employ communication, professionalism, reasoning and lifelong learning at an **Entry Level** of competence as evidenced by the COMPASS ? Competency Assessment Tool
- Practice safe and ethical speech pathology practice across all contexts
- Critically discuss the assessment, management, progress and prognosis of a selected client in line with ethical and medico-legal expectations of the profession
- Critically reflect on emerging professional role and competence in the assessment, management, progress and prognosis of a selected client using evidence-based approaches to clinical reasoning and reflecti

Subject Content

1. During clinical placements:

- students will have experiences Working with clients in one or more speech pathology range of practice areas, including speech, language, voice, fluency, multimodal communication and swallowing
- developing Competency in planning, implementation, and interpretation of speech pathology assessment, planning, implementation, and Monitoring of speech pathology services, and/or participation in prevention, education, and Advocacy Activities

2. During workshops:

- Students will engage in interactive learning experiences that integrate academic and clinical competencies in the following topics:
- assessment and methods of communication and swallowing analysis
 - goal setting and evidence based service delivery
 - documentation and report writing
 - Models of consultation and community capacity Building
 - outcome measurement and evaluation
 - quality improvement and quality assurance
 - supervision, lifelong learning and reflection
 - professionalism, self-care, and professional portfolio development

Special Requirements

Legislative pre-requisites

To be eligible to enrol in and attend a health-related placement in your program, students must meet Western Sydney University course requirements **and** Special Legislative Requirements in your state, to be assessed in their first year of study, against the following:

- National Criminal History Check:** Students must have a current check valid for their entire program. A valid National Criminal history check must be an Australia wide check, include the student's full name matching their Student ID card and date of birth and not have any offences listed. If a student has a criminal history identified on

their check, they must provide a clearance or authority document or conditional letter from their relevant authorised state organisation. International students must additionally have a translated International Police Check or statutory declaration.

2. A Working with Children Check (WWCC) clearance letter or state equivalent, valid for their entire program.
 3. A current approved first aid certificate valid for their entire program. Approved provider courses can be found at <http://training.gov.au>.
 4. A completed vaccination/immunisation card with all serology results attached - currency must be maintained by the student to ensure compliance for their entire program.
 5. Undertaking/Declaration form (or state equivalent documents).
 6. Additional forms as required per state related to, but not limited to: Tuberculosis Assessment tool; Hepatitis B statutory declaration form' Signed Code of Conduct; Student Deed Poll and all other state equivalent documents as required. Contact your school for further details. Resources are also available on the Placement Hub web page. https://www.westernsydney.edu.au/placements_hub (https://www.westernsydney.edu.au/placements_hub/)
 7. Relevant Local Health District specific documentation as requested. Contact your School for further details. Resources are also available on the Placement Hub website: https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)
- Some external sites may have additional requirements. Students will be advised of any such specified requirements which must be complied with before commencing clinical placements.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Placement Performance	21 days of placement (8 hrs per day), and COMPASS task	S/U	Y	Individual
Presentation	15 minutes	S/U	Y	Individual
Portfolio	Collation of written evidence demonstrating range, scope and level of clinical competence achieved by the end of 3rd Year	S/U	Y	Individual

Prescribed Texts

- Hudson, M.W., & DeRuiter, M. (2019). Professional issues in speech-language pathology and audiology (5th Ed.). SanDieago, CA: Plural Publishing.
- Dantuma, T. (2020). Professional competencies in speech-language pathology and audiology. US: Jones & Bartlett Publishers Inc. ISBN: 9781284174533

Teaching Periods

2nd Half Campbelltown

Day

Subject Contact Belinda Kenny ([https://directory.westernsydney.edu.au/search/name/Belinda Kenny/](https://directory.westernsydney.edu.au/search/name/Belinda%20Kenny/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA3050_22-2H_CA_D#subjects)

REHA 3051 Leisure Education Programming and Mental Health (UG Cert)

Credit Points 10

Legacy Code 500062

Coordinator Maria Dent ([https://directory.westernsydney.edu.au/search/name/Maria Dent/](https://directory.westernsydney.edu.au/search/name/Maria%20Dent/))

Description In this unit students will develop knowledge and skills required to facilitate and critically evaluate leisure education interventions to bring about changes in the leisure behaviour of individuals, particularly those at risk of developing or with a diagnosed mental illness. Students will analyse evidence to plan, implement and evaluate leisure education programs.

School Health Sciences

Discipline Rehabilitation Therapies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects REHA 3013 Leisure Education and Mental Health

Restrictions Students must be enrolled in 7176 Disability Care Support

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and evaluate models of leisure education and related concepts.
2. Analyse issues related to promoting health and well-being through leisure literacy and participation.
3. Create, implement and evaluate an evidence-informed leisure education program for clients with a mental illness.
4. Analyse, apply and evaluate educational techniques used in leisure education to promote wellbeing

Subject Content

1. Leisure education concepts
2. Leisure education in national and international contexts
3. Leisure education theory applied, in particular, to individuals with a mental illness
4. Designing, planning and delivering leisure education programs for individuals with a mental illness
5. Leisure ability model (not changed)
6. Lived experiences of consumers and families with a mental illness (not changed)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Task	600 words	20	N	Individual
Applied Project	1000 words	30	N	Individual
Reflection	1000 words	30	N	Individual
Presentation	6 minutes	20	N	Individual

Prescribed Texts

- Dattilo, J. (2015). Leisure education program planning (4th edition). State College, PA: Venture Publishing.

Teaching Periods

Block B Session

Online

Online

Subject Contact Maria Dent ([https://directory.westernsydney.edu.au/search/name/Maria Dent/](https://directory.westernsydney.edu.au/search/name/Maria%20Dent/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA3051_22-BB_ON_O#subjects)

Block D Session

Online

Online

Subject Contact Maria Dent ([https://directory.westernsydney.edu.au/search/name/Maria Dent/](https://directory.westernsydney.edu.au/search/name/Maria%20Dent/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA3051_22-BD_ON_O#subjects)

Block F Session

Online

Online

Subject Contact Maria Dent ([https://directory.westernsydney.edu.au/search/name/Maria Dent/](https://directory.westernsydney.edu.au/search/name/Maria%20Dent/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA3051_22-BF_ON_O#subjects)

REHA 4001 Clinical Education B (Rehabilitation)

Credit Points 10

Legacy Code 401110

Coordinator Daniel Thomson ([https://directory.westernsydney.edu.au/search/name/Daniel Thomson/](https://directory.westernsydney.edu.au/search/name/Daniel%20Thomson/))

Description This clinical education placement will operationalise the theoretical and research knowledge and skills learnt in the first three years of the course. Students will be required to assess and treat clients in rehabilitation settings. Treatments will be focused on improving client mobility and function that is altered by illness, injury,

chronic disease or a disability. This will assist in preparation for client discharge home or to an appropriate residential facility, as well as enhance functioning at home or in the community. Assessment and treatments will tend to have a neurological physiotherapy focus, but clients may also present with cardiorespiratory and musculoskeletal conditions which require intervention. Students will, therefore, be expected to integrate knowledge and skills learnt across all physiotherapy-specific units in their provision of client-centred care as well as draw on their more general knowledge from earlier stages of the course.

School Health Sciences

Discipline Physiotherapy

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) REHA 3018 AND
REHA 3016 AND
REHA 3001 AND
LGYA 7023

Co-requisite(s) REHA 4015

Incompatible Subjects REHA 7001 - Clinical Education B (Rehabilitation)

Restrictions Students must be enrolled in 4706 Bachelor of Physiotherapy or 4707 Bachelor of Physiotherapy (Honours) or 4733 Bachelor of Physiotherapy (Honours)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Display effective communication skills, ethics and professionalism
2. Plan, justify and conduct an appropriate subjective and objective assessment
3. Synthesise assessment information to develop and negotiate a client-specific problem list and treatment plan in consultation with the client and/or family
4. Justify and implement evidence-based and effective management strategies
5. Justify treatment decisions based on theory, research, and the interpretation of outcome measurement
6. Monitor, evaluate, and progress treatments as indicated
7. Demonstrate safe and ethical work practices, respecting the culture and diversity of the client and other health professionals

Subject Content

Theory, research and practice, within a rehabilitative physiotherapy context, to:

1. Conduct a subjective and objective examination
2. Interpret findings and prioritise client problems
3. Develop and negotiate a treatment plan with the client
4. Implement appropriate management techniques
5. Monitor, evaluate and progress treatment as appropriate
6. Demonstrate effective communication skills and professionalism, while respecting culture and diversity
7. Collaborate with other health professionals
8. Ensure safe work practice
9. Undertake discharge planning

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance ([https://](https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance))

www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Placement Performance	5 weeks	80	Y	Individual
Presentation	15 minutes	20	N	Individual

Teaching Periods

1st Half

Campbelltown

External

Subject Contact Daniel Thomson ([https://directory.westernsydney.edu.au/search/name/Daniel Thomson/](https://directory.westernsydney.edu.au/search/name/Daniel%20Thomson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA4001_22-1H_CA_X#subjects)

2nd Half

Campbelltown

External

Subject Contact Daniel Thomson ([https://directory.westernsydney.edu.au/search/name/Daniel Thomson/](https://directory.westernsydney.edu.au/search/name/Daniel%20Thomson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA4001_22-2H_CA_X#subjects)

REHA 4002 Clinical Education C (Ambulatory Care)

Credit Points 10

Legacy Code 401111

Coordinator Amitabh Gupta ([https://directory.westernsydney.edu.au/search/name/Amitabh Gupta/](https://directory.westernsydney.edu.au/search/name/Amitabh%20Gupta/))

Description This clinical education placement will operationalise the theoretical and research knowledge and skills learnt in the first three years of the course. Students will be required to assess and treat clients who present in hospital outpatient departments, community settings and private practices. This involves the assessment of the client's impairments, function and disability within their home and community environment. Interventions may include manual and exercise therapy; use of electrophysical agents, taping and bracing; and education regarding both prevention and management of conditions. Assessment and treatment will tend to have a musculoskeletal physiotherapy focus, however, clients may also present with neurological and cardiorespiratory conditions that require intervention. Students will therefore integrate knowledge and skills learnt across all physiotherapy-specific units in their provision of client-centred care as well as draw on their more general knowledge from earlier stages of the course.

School Health Sciences

Discipline Physiotherapy

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) REHA 3001 AND
REHA 3018 AND
REHA 3016

Co-requisite(s) REHA 4015

Incompatible Subjects REHA 7002 - Clinical Education C (Ambulatory Care)

Restrictions Students must be enrolled in 4706 Bachelor of Physiotherapy or 4707 Bachelor of Physiotherapy (Honours) or 4733 Bachelor of Physiotherapy (Honours).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Display effective communications skills, ethics and professionalism
2. Plan, justify and conduct an appropriate subjective and objective assessment
3. Synthesise assessment information to develop and negotiate a client-specific problem list and treatment plan in consultation with the client
4. Justify and implement evidence-based and effective management strategies
5. Justify treatment decisions based on theory, research and the interpretation of outcome measurement
6. Monitor, evaluate and progress treatments as indicated
7. Demonstrate safe and ethical work practices, respecting the culture and diversity of the client and other health professionals

Subject Content

Theory, research and practice, within an outpatient and private practice physiotherapy context, to:

1. Conduct a subjective and objective examination
2. Interpret findings and prioritise client problems
3. Develop/negotiate a treatment plan
4. Implement appropriate management techniques
5. Monitor, evaluate and progress treatment as appropriate
6. Demonstrate effective communication and professionalism, while respecting the client's culture and diversity
7. Collaborate with other health professionals
8. Ensures safe and ethical work practice
9. Undertake discharge planning

Ambulatory care physiotherapy contexts refer to ou

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western

Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Placement Performance	5 weeks (APP)	80	Y	Individual
Presentation	15 minutes	20	N	Individual

Teaching Periods

1st Half

Campbelltown

External

Subject Contact Amitabh Gupta ([https://directory.westernsydney.edu.au/search/name/Amitabh Gupta/](https://directory.westernsydney.edu.au/search/name/Amitabh%20Gupta/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA4002_22-1H_CA_X#subjects)

2nd Half

Campbelltown

External

Subject Contact Amitabh Gupta ([https://directory.westernsydney.edu.au/search/name/Amitabh Gupta/](https://directory.westernsydney.edu.au/search/name/Amitabh%20Gupta/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA4002_22-2H_CA_X#subjects)

REHA 4003 Clinical Education D (Paediatrics)

Credit Points 10

Legacy Code 401112

Coordinator Genevieve Dwyer ([https://directory.westernsydney.edu.au/search/name/Genevieve Dwyer/](https://directory.westernsydney.edu.au/search/name/Genevieve%20Dwyer/))

Description This clinical education placement will operationalise the knowledge (theory and research) and skills learnt in Paediatric Physiotherapy. Students will also integrate and apply the knowledge and skills learnt in musculoskeletal, cardiorespiratory and neurological physiotherapy, as well as other health science units to provide appropriate and holistic family-centred care to paediatric clients. Students will be required to assess and treat paediatric clients in acute hospital, rehabilitation or community settings. This approach to management involves the consideration of a child's age, development, and diagnosis during assessment and treatment. Advanced communication skills are required to educate parents and children on the prevention and management of paediatric conditions.

School Health Sciences

Discipline Physiotherapy

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) REHA 3001 AND REHA 3018 AND REHA 3016 AND LGYA 7023

Co-requisite(s) REHA 4014 AND REHA 4015

Incompatible Subjects REHA 7003 - Clinical Education D (Paediatrics)

Restrictions Students must be enrolled in 4706 Bachelor of Physiotherapy, 4707 Bachelor of Physiotherapy (Honours) or 4733 Bachelor of Physiotherapy (Honours).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Display effective communications skills, ethics and professionalism
2. Plan, justify and conduct an appropriate subjective and objective assessment
3. Synthesise assessment information to develop and negotiate a client-specific problem list and treatment plan in consultation with the client and their family
4. Justify and implement evidence-based and effective management strategies
5. Justify treatment decisions based on theory and research and the interpretation of outcome measurements
6. Monitor, evaluate and progress treatments as indicated
7. Demonstrate safe and ethical work practices, respecting the culture and diversity of the client, their family, and other health professionals
8. Critically reflect on the theory, research and practice of paediatric physiotherapy

Subject Content

Theory, research and practice, within a paediatric physiotherapy practice context, to:

1. Conduct a patient history/subjective examination, and physical assessment/objective examination
 2. Interpret findings and prioritise client problems
 3. Develop/negotiate a treatment plan
 4. Implement appropriate management techniques
 5. Monitor, evaluate and progress treatment as appropriate
 6. Demonstrate effective communication and professionalism, while respecting the client's culture and diversity
 7. Collaborate with other health professionals
 8. Ensure safe and ethical work practice
 9. Undertake discharge planning
- Clinical facilities that focus upon the provision of health care to babies/infants, toddlers, children and adolescents under the age of 18 years are considered to be paediatric physiotherapy contexts.

Special Requirements

Legislative pre-requisites

To be eligible to enrol in a unit and attend a health-related placement in your course, students must meet Western Sydney University course requirements AND Special Legislative Requirements to be assessed in their first year of study against the following:

1. National Criminal History Check: Students must have a current (expiring 3 years from date of issue) check valid for their entire course. A valid National Criminal history check must be an Australia wide check, include the student's full name matching their Student ID card and date of birth and not have any offences listed. If a student has a criminal history identified on their check, they must provide a Clinical Placement Authority Card (CPAC) or conditional letter from the NSW HealthShare Employment Screening and Review Unit (https://www.health.nsw.gov.au/careers/student_clearance/Documents/appendix-10-student-application.pdf). (https://www.health.nsw.gov.au/careers/student_clearance/Documents/appendix-10-student-application.pdf) International students must additionally have a translated International Police Check or statutory declaration.

2. A NSW Working with Children Check (WWCC) clearance letter issued under the category of volunteer valid for their entire course.
3. A current approved first aid certificate valid for their entire course, approved provider courses can be found at: <http://training.gov.au>. (<http://training.gov.au>)
4. A completed vaccination/immunisation card with all serology results containing expiry dates and currency must be maintained by the student to ensure compliance for their entire course.
5. NSW Undertaking/Declaration form
6. Completed any additional health forms required (such as NSW Health Code of Conduct, Health Student Undertaking/Declaration and Tuberculosis (TB) Assessment Tool)
7. Relevant Local Health District specific documentation as requested. Contact your School for further details. Resources are also available on the Placement Hub website: https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Placement Performance	5 weeks (APP)	80	Y	Individual
Presentation	15 minutes	20	N	Individual

Teaching Periods

1st Half

Campbelltown

External

Subject Contact Genevieve Dwyer ([https://directory.westernsydney.edu.au/search/name/Genevieve Dwyer/](https://directory.westernsydney.edu.au/search/name/Genevieve%20Dwyer/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA4003_22-1H_CA_X#subjects)

2nd Half

Campbelltown

External

Subject Contact Genevieve Dwyer ([https://directory.westernsydney.edu.au/search/name/Genevieve Dwyer/](https://directory.westernsydney.edu.au/search/name/Genevieve%20Dwyer/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA4003_22-2H_CA_X#subjects)

REHA 4004 Clinical Education E (Advanced Care)

Credit Points 10

Legacy Code 401113

Coordinator Rocco Cavaleri ([https://directory.westernsydney.edu.au/search/name/Rocco Cavaleri/](https://directory.westernsydney.edu.au/search/name/Rocco%20Cavaleri/))

Description This clinical unit involves the integration of musculoskeletal, neurological and cardiorespiratory physiotherapy

assessment and treatment skills in an advanced physiotherapy care environment. Advanced problem-solving skills will be required to manage complicated client presentations in various clinical environments. Advanced care environments may include speciality areas such as burns, spinal, emergency, intensive care and aged care units within a hospital, or private practice and community-based services where the physiotherapist is the primary care practitioner. Student preferences and prior clinical placement experience will be considered in the clinical placement allocation process. This will help to ensure all students are given the opportunity to explore the breadth of practice of physiotherapy in different environments.

School Health Sciences

Discipline Physiotherapy

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) REHA 3009 OR REHA 3004

Co-requisite(s) REHA 4015 AND REHA 4001 OR REHA 4002

Incompatible Subjects REHA 7004 - Clinical Education E (Advanced Care)

Restrictions Students must be enrolled in 4706 Bachelor of Physiotherapy or 4707 Bachelor of Physiotherapy (Honours).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Display effective communications skills, ethics and professionalism
2. Plan, justify and conduct an appropriate subjective and objective assessment
3. Synthesise assessment information to develop and negotiate a client-specific problem list and treatment plan in consultation with the client
4. Justify and implement evidence-based and effective management strategies
5. Justify treatment decisions based on theory, research and the interpretation of outcome measurements
6. Monitor, evaluate and progress treatments as indicated
7. Demonstrate safe and ethical work practices, respecting the culture and diversity of the client and other health professionals

Subject Content

Theory, research and practice, within an advanced care physiotherapy context, to:

- conduct A subjective and objective Examination
- interpret findings and prioritise client problems
- develop/negotiate A treatment plan
- implement appropriate management techniques
- Monitor, Evaluate and Progress treatment as appropriate
- demonstrate effective communication and professionalism, While Respecting culture and diversity
- collaborate with other health professionals
- Ensures Safe work practice
- undertake discharge planning

Advanced care environments may include speciality areas such as burns, spinal, emergency, intensive care and aged care units within a hospital, or private practice and community-based services where the physiotherapist is the primary care practitioner. Inappropriate clinical

placements would be where a student is not required to apply critical thinking and problem-solving in the assessment and treatment of clients with complicated presentations.

Special Requirements

Legislative pre-requisites

To be eligible to enrol in a subject and attend a health-related placement in your program, students must meet Western Sydney University program requirements and Special Legislative Requirements to be assessed in their first year of study against the following.

1. National Criminal History Check: Students must have a current (expiring 3 years from date of issue) check valid for their entire program. A valid National Criminal history check must be an Australia wide check, include the student's full name matching their Student ID card and date of birth and not have any offences listed. If a student has a criminal history identified on their check, they must provide a Clinical Placement Authority Card (CPAC) or conditional letter from the NSW HealthShare Employment Screening and Review Unit https://www.health.nsw.gov.au/careers/student_clearance/Documents/appendix-10-student-application.pdf
International students must additionally have a translated International Police Check or statutory declaration.
2. A NSW Working with Children Check (WWCC) clearance letter issued under the category of volunteer valid for their entire program.
3. A current approved first aid certificate valid for their entire program. Approved provider courses can be found at <http://training.gov.au> (<http://training.gov.au/>).
4. A completed vaccination/immunisation card with all serology results containing expiry dates and currency must be maintained by the student to ensure compliance for their entire course.
5. NSW Undertaking/Declaration form.
6. Completed any additional health forms required (such as NSW Health Code of Conduct, Health Student Undertaking/Declaration and Tuberculosis (TB) Assessment Tool).
7. Relevant Local Health District specific documentation as requested.

Contact your School for further details. Resources are also available on the Placement Hub (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/) website

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Placement Performance	5 weeks (APP)	80	Y	Individual
Case Study Log/Workbook	15 minutes 5 to 10 pages	20 0	N Y	Individual Individual

Teaching Periods

REHA 4005 Clinical and Professional Practice (Honours)

Credit Points 20

Legacy Code 401120

Coordinator Kym Hennessy ([https://directory.westernsydney.edu.au/search/name/Kym Hennessy/](https://directory.westernsydney.edu.au/search/name/Kym%20Hennessy/))

Description This unit will introduce practical principles of professional, ethical and legal issues associated with working as a podiatrist, focusing on the workplace, administrative policies and procedures as required for registration with the state Registration Board. Students then undertake a clinical block in a public sector placement designed to further consolidate podiatric assessment, communication and management skills. The student will be involved in treating pathologies in general health and the high risk patient encompassing all aspects of podiatry

School Health Sciences

Discipline Podiatry

Student Contribution Band HECS Band 2 20cp

Level Undergraduate Level 4 subject

Pre-requisite(s) REHA 3028 AND REHA 3029 AND REHA 4017 AND REHA 4007 AND REHA 3030 AND REHA 4018

Co-requisite(s) REHA 4021

Incompatible Subjects REHA 7020 - Podiatric Clinical Block for Honours REHA 7023 - Podiatric Professional Practice Studies

Restrictions Students must be enrolled in 4709 Bachelor of Podiatric Medicine (Honours).

Assumed Knowledge

Completion of all core subjects to this semester/year of study is assumed knowledge.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Understand, apply and document principles of business and administrative management, fair trading, contracts of employment, tax legislation, medical records, health and safety, and medicolegal insurance, specifically as it relates to the practice of podiatry.
2. Be cognisant of the rights and responsibilities under law and ethical issues associated with the practice of podiatry.
3. Develop knowledge and skills in specific reporting requirements for the funding of specialist groups, particularly the Department of Veterans Affairs, and relationships with professional associations and bodies to the benefit of the individual and the professional community.
4. Employ professional communication skills and behaviours in clinical settings.
5. Competently implement acquired skills in the practice of podiatry in a variety of clinical settings in an independent manner.
6. Manage caseloads by demonstrating safe skills, efficiencies and competencies necessary in the management of patients with foot pathologies over a short/long term basis.
7. Apply and appraise skills, knowledge and contextual information in the assessment, diagnosis and management within diverse cohorts and the multi-disciplinary team.

8. Conduct effective administrative duties (medical records, referral reports and patient instructions) and management tasks (daily running of the department).
9. Reflect and appraise their clinical and professional experience.

Subject Content

1) Clinical Block Placement Component

In the Clinical Block placement the focus will be on consolidation of appropriate assessment, diagnostic and management skills of the scope of podiatric practice including complex cases, including the high risk foot. The activities will be divided into two areas:

(a) Preparation, presentations and feedback

This will be presented in workshop format to provide:

i) The relevant information to students about their responsibilities and the requirements on external clinical placements covering:

- Pre-clinical documentation requirements
- infection control
- professional behaviour
- communication skills
- needs for different groups and treatment programs
- negotiated learning objectives

ii) Presentations and Feedback at the end of the placement

- case Study presentations
- feedback

(b) External Clinical Placement

The student will participate in 280 hours of external block placement.

The placement will be directed at consolidating assessment, diagnosis and management skills in high risk and general patients. The aim of these placements is to increase efficiency and competency in podiatry care in a real-life clinical setting with a diverse cohorts of patients. Of particular importance will be student involvement in a multi-disciplinary approach to patient care.

2) Professional Practice Studies Component

Professional Practice component includes the following topics

(a) Types of Podiatry Practice

- Private practice; Business plans, Employment/Contracting, Taxation, Practice management
- public health practice
- podiatric research
- podiatric surgery
- Working overseas
- podiatry suppliers

(b) Medicolegal Requirements and Responsibilities and Professional Associations

- professional Registration
- Government departments; Department of Veteran Affairs, NSW

Podiatry Council

- health and safety - infection control
- Insurance; Professional indemnity, Workcover, Property
- Australian podiatry Association / Australian podiatry Council
- ? Ethical and Socio-demographic Issues related to Podiatry Practice
- Complaints handling
- socio-Demographic and socio-economic considerations for healthcare
- multi-disciplinary healthcare
- evidence based practice
- interpersonal and inter-professional communication

(d) Job Applications

- cover letters
- Answering selection criteria
- writing resumes
- self-promotion

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance ([https://](https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance))

www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Placement Performance	280 hours of supervised external clinical placement + 5 days attendance at professional seminars	S/U	Y	Individual
Portfolio	2,000 words	20	N	Individual
Essay	Total 7 pages	20	N	Individual
Viva voce	15 minutes	60	N	Individual

Teaching Periods

2nd Half Campbelltown Day

Subject Contact Kym Hennessy ([https://directory.westernsydney.edu.au/search/name/Kym Hennessy/](https://directory.westernsydney.edu.au/search/name/Kym%20Hennessy/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA4005_22-2H_CA_D#subjects)

REHA 4006 Complex Cases and Professional Issues

Credit Points 10

Legacy Code 401108

Coordinator Daniel Thomson ([https://directory.westernsydney.edu.au/search/name/Daniel Thomson/](https://directory.westernsydney.edu.au/search/name/Daniel%20Thomson/))

Description In this unit, students will further develop their clinical reasoning with respect to clients with complex presentations in areas such as aged care, women's health, return to work, private practice and culturally and linguistically diverse individuals. Complex information will be synthesized such as the theory, research and skills across the spectrum of physiotherapy care, and theories related to professionalism, ethics, safety and communication. This unit also contains the discussion of a range of recent professional developments in physiotherapy, which are relevant to entry level practitioners.

These include registration as a physiotherapist, continuing education, workload control strategies, duty of care responsibilities and quality improvement processes (including critical reflection), employment strategies and career pathways.

School Health Sciences

Discipline Physiotherapy

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) REHA 4015 AND REHA 4014

Co-requisite(s) REHA 4001 OR REHA 4002 OR REHA 4003 OR REHA 3004 AND REHA 4008

Incompatible Subjects REHA 7005 - Complex Cases and Professional Issues

Restrictions Students must be enrolled in program 4706 Bachelor of Physiotherapy

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Synthesise complex assessment information, using clinical reasoning and client-centred approaches to design and critically reflect on a management plan for clients with complex presentations
2. Plan, justify, implement, and evaluate a safe and effective treatment of the impairments and activity limitations in clients with and without multi-system co-morbidities in areas such as women's health, aged care, return to work, private practice and culturally and linguistically diverse populations.
3. Critically reflect on a clinical scenario with respect to professionalism, ethics, safety and communication
4. Synthesise the contributions of physiotherapy study, personal interests and opportunities in physiotherapy to develop a personal, targeted employment strategy
5. Demonstrate effective verbal and written communication skills

Subject Content

1. Integration of physiotherapy knowledge developed from previous university-based and clinically-based physiotherapy with the theory of professionalism, ethics, safety and communication (clinical reasoning) to plan management strategies for clients with complex presentations
2. Integration of Physiotherapy assessment and management skills into areas such as Women's health, aged-care, return to work, private-practice and culturally and linguistically diverse populations.
3. Recent professional developments in physiotherapy, such as registration as a physiotherapist continuing education, workload control strategies, quality improvement processes, and career pathways
4. Employment strategies, considering desires and personal attributes as well as attainment of the Western Sydney University Graduate Attributes and the Physiotherapy Practice Thresholds in Australia and Aotearoa New Zealand (2015).
5. Develop interview skills and CV writing in preparation to maximise employment opportunity.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Job interview: Interview and Reflection	25 minutes	40	N	Individual
Report: CV and Selection Criteria submission	2 pages and 1,000 words	10	N	Individual
Telehealth video	20 minutes	50	N	Individual

Teaching Periods

2nd Half Campbelltown Day

Subject Contact Daniel Thomson ([https://directory.westernsydney.edu.au/search/name/Daniel Thomson/](https://directory.westernsydney.edu.au/search/name/Daniel%20Thomson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA4006_22-2H_CA_D#subjects)

REHA 4007 Dermatology and Gerontology

Credit Points 10

Legacy Code 401116

Coordinator Steven Walmsley ([https://directory.westernsydney.edu.au/search/name/Steven Walmsley/](https://directory.westernsydney.edu.au/search/name/Steven%20Walmsley/))

Description This unit builds on previous clinical and theoretical units to develop in-depth knowledge in dermatology and gerontology. Foundations of dermatology including the function and structure of the skin, assessment, differential diagnosis, aetiological factors and the management of disorders of the skin, with particular emphasis on common foot conditions and co-morbidities will be investigated. Population's trends, aging norms, pathology, co-morbidities and attitudes to aging will be explored. Particular focus will be placed on pathophysiology, mechanics, diagnosis and treatment options to maintain normal daily activities.

School Health Sciences

Discipline Podiatry

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) NATS 2008 AND REHA 3027 AND REHA 2003

Incompatible Subjects REHA 7024 - Podiatric Techniques 3A and REHA 7025 - Podiatric Techniques 3B

Restrictions Students must be enrolled in 4708 - Bachelor of Podiatric Medicine or 4709 - Bachelor of Podiatric Medicine (Honours).

Assumed Knowledge

All core subjects are assumed knowledge.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate comprehensive knowledge and understanding of the aetiology, pathology, clinical presentation and development of dermatological disorders of particular relevance to podiatric practice.
2. Discuss clinical presentation of dermatological conditions relevant to their possible pathological bases.
3. Differentially diagnose dermatological disorders and discuss the range of treatment options available with an emphasis on those disorders of particular relevance to podiatric practice.
4. Review the pharmaceutical agents that are available for the treatment of skin conditions, including proprietary and generic identifications and constituent ingredients.
5. Evaluate those dermatological conditions which fall outside the scope of podiatry and make referrals to other health care practitioners as necessary.
6. Discuss common medical conditions and co-morbidities in the aged population and their relevance to podiatry and interdisciplinary care.
7. Distinguish between normal age related changes and pathological conditions (physical and psychological) that may occur in the aged population.
8. Review pharmacokinetic and pharmacodynamic variations in different populations, and evaluate the impact on prescription drugs with particular reference to polypharmacy and other related circumstances.
9. Demonstrate podiatric techniques in the management of common podiatric conditions in the aged.

Subject Content

A). Dermatology

1. Dermatitis
 - allergic contact
 - Photoallergic
 - primary contact
 - causes and management
2. Eczema
 - Discoid
 - Venous stasis
 - Atopic
3. Disorders of keratinisation
 - Pemphigus
 - Pemphigoid
 - Epidermolysis bullosa; simplex and complex
 - Papulosquamous disorders
 - Psoriasis
 - Pustular, Psoriasis
 - Keratoderma
 - Lichen planus
 - Pityriasis rubra pilaris
 - Palmoplantar keratodermas
 - Diffuse Palmoplantar Keratoderma
 - Punctate Keratoderma
 - Progressive Keratoderma
 - Striate Keratoderma
 - Mal de meleda
 - Papillon-LeFevre syndrome
 - Ichthyosis
4. Neoplasia
 - benign and / or Malignant
 - differentiation, signs and Symptoms
5. Infections (skin and nail)

- mycotic
- Onychomycosis
- Paronychia
- chronic hyperkeratosis Tinea pedis
- Acute vesicular Tinea pedis
- Intertriginous Tinea pedis
- treatment and management
- 6. Bacterial
- Aerobic and Anaerobic
- Diagnosis and differentiation
- local management methods
- systemic drug therapy
- Mycobacterium
- 7. Viral
- human papova virus
- verrucae
- Molluscum contagiosum
- Epidermodysplasia verruciformis
- topical Vs systemic treatment
- 8. Miscellaneous skin conditions
- Erythroderma
- Urticaria
- Insect bites
- Herpes
- Scabies
- common infectious diseases of childhood
- manifestations of systemic disorders
- B). Gerontology
- 1. Introduction to gerontology
- definitions, populations Trends, impact on health care resources, funding and policies and relevance for podiatrists
- attitudes to ageing - exploring our own attitudes, preconceptions, identifying and exploring community, societal and ethnological Trends in attitude development and display
- 2. Theories of ageing, current trends in theoretical development
- molecular, system level and Cellular theories
- 3. Review an in-depth study of the physiological and pathophysiological understandings of the biology of ageing, including:
- Musculoskeletal system, The skin and its integuments, gastrointestinal, Endocrine, Respiratory, cardiovascular and Nervous system
- 4. Ageing and human locomotion
- Age related changes
- changes related to common systemic pathologies
- Biomechanical consequences and treatment strategies
- 5. Common medical problems, including:
- cerebral syndromes, Parkinson's disease and Parkinsonian syndromes, bone disease and degeneration, arthropathies, Traumatic events, including fractures, Nutritional disorders and deficits

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Final Exam	2 hours	50	N	Individual
Practical Exam	1 hour	20	N	Individual
Case Study	10 minutes	30	N	Individual

Teaching Periods

Summer A Campbelltown

Day

Subject Contact Steven Walmsley ([https://directory.westernsydney.edu.au/search/name/Steven Walmsley/](https://directory.westernsydney.edu.au/search/name/Steven%20Walmsley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA4007_22-SUA_CA_D#subjects)

REHA 4008 Integrating Research into Physiotherapy Practice

Credit Points 10

Legacy Code 401109

Coordinator Roy Cheung ([https://directory.westernsydney.edu.au/search/name/Roy Cheung/](https://directory.westernsydney.edu.au/search/name/Roy%20Cheung/))

Description In this unit, students will further develop their evidence based practice skills and knowledge by applying it in practice settings. This will involve applying the academic knowledge and skills from three prior evidence based practice and research units by synthesising it with their clinical experience and skills. Students will be allocated a topic area from which they will identify a clinical "problem" or health-related issue. Students will then plan and design a robust research project to answer this question. Students will be expected to reflect on the barriers and facilitators of evidence-based practice, and develop strategies and interventions to be used to facilitate the implementation of evidence in practice by clients and health care practitioners.

School Health Sciences

Discipline Physiotherapy

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) HLTH 3005 OR
HLTH 4002 AND
REHA 3004 OR
REHA 4001 OR
REHA 4002 OR
REHA 4003

Incompatible Subjects REHA 7007 - Integrated Research into Physiotherapy Practice

Restrictions Students must be enrolled in 4706 Bachelor of Physiotherapy or 4707 Bachelor of Physiotherapy (Honours)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify an evidence-practice gap in clinical practice.
2. Generate a structured clinical question about an intervention for a clinical scenario.
3. Plan and design a robust research study for a specific population group ranging from movement control to lifestyle issues, remediation to health promotion.
4. Critically reflect on outcomes of prior research and justify research methodology.
5. Design strategies and interventions to facilitate the implementation of evidence by clients and practitioners.

6. Effectively communicate verbally and in a variety of written formats as required in various contexts e.g. clinical and academic.

Subject Content

Advanced, applied physiotherapy research practice including:

1. Planning an evidence-based research topic investigation
2. Theoretical and practical strategies to execute an evidence-based research investigation in a range of practice areas
3. Theoretical and research-identified facilitators and barriers to evidence based practice in clinical practice
4. Critical reflection on the execution of the evidence-based research investigation and identification of future learning needs
5. Advanced skills in reading and interpreting physiotherapy research evidence
6. Physiotherapy evidence for specific population groups, e.g. arthritis, back pain, occupational injury
7. Verbal and written skills

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Multiple Choice	30 multiple choice questions	20	N	Individual
Essay	1,200 words proposal + 300 word promotion materials	40	N	Individual
Professional Task	5-slides 5 minutes presentation	40	N	Individual

Teaching Periods

2nd Half Campbelltown Day

Subject Contact Roy Cheung ([https://directory.westernsydney.edu.au/search/name/Roy Cheung/](https://directory.westernsydney.edu.au/search/name/Roy%20Cheung/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA4008_22-2H_CA_D#subjects)

REHA 4009 Occupational Justice

Credit Points 10

Legacy Code 401123

Coordinator Caroline Mills ([https://directory.westernsydney.edu.au/search/name/Caroline Mills/](https://directory.westernsydney.edu.au/search/name/Caroline%20Mills/))

Description This unit critically examines practice in the community with a focus on social inclusion and occupational justice. Life perspectives of people experiencing occupational injustice are explored. Current and historical ideologies which underpin global and national legislation and policies on human rights are examined. The promotion of occupational participation through occupational therapy practice is outlined. This unit challenges popular myths and stereotypes of people with

disabilities. Issues such as de-institutionalisation, duty of care, dignity of risk, choice-making, rights and negligence are critiqued against legal, ethical and personal perspectives. This unit assists students develop critical thinking and reflection skills for practice.

School Health Sciences

Discipline Occupational Therapy

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) REHA 3020

Co-requisite(s) REHA 3022

Equivalent Subjects LGYA 7065 - Occupation and Social Participation

Incompatible Subjects REHA 7010 - Occupational Justice

Restrictions Students must be enrolled in 4711 - Bachelor of Occupational Therapy or 4712 Bachelor of Occupational Therapy (Honours). This is a specialty subject offered as a compulsory core subject of the occupational therapy program. It is profession specific, preparing students to practice as an occupational therapist and not relevant as an elective for non-occupational therapy students.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the occupational injustices experienced by individuals and/ or groups and hypothesise the potential impact on community membership and participation.
2. Describe past and present conceptual frameworks and ideologies which influence an individual's social and community inclusion
3. Reflect on personal and societal attitudes and beliefs about people who experience occupational injustice (eg disability, homelessness, refugees, Indigenous Australians)
4. Identify community inclusion opportunities and evaluate their potential to facilitate occupational engagement
5. Compare and contrast occupational therapy approaches used to facilitate occupational justice
6. Develop an occupational therapy strategy to enable occupational justice for a marginalised group within their local community or global context

Subject Content

- concepts and principles of occupational justice, community membership and participation
- Global and national Legislation and policies on human rights
- conceptual frameworks and ideologies which underpin service planning
- strategies to manage challenging behaviours to facilitate successful community inclusion
- concept of institutionalisation and its impact on occupational freedom
- approaches used to guide occupational therapy practice in The community
- community inclusion opportunities available in The community
- Issues relating to provision of service; duty of care versus dignity of risk, choice-making, advocacy and abuse and neglect

Special Requirements Legislative Prerequisites

Prior to enrolling in this unit, students must have submitted a Student Undertaking Form. Use the link to the Special Requirements webpage below for more information.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)
If students are visiting a NSW Health facility they will need to comply with the occupational screening and immunisation policy of NSW Health.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Report	2000 words	50	N	Individual
Presentation	15 minute	30	N	Group
Reflection	1000 words total (4x 250 words)	20	N	Individual

Teaching Periods

Spring Campbelltown Day

Subject Contact Caroline Mills ([https://directory.westernsydney.edu.au/search/name/Caroline Mills/](https://directory.westernsydney.edu.au/search/name/Caroline%20Mills/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA4009_22-SPR_CA_D#subjects)

REHA 4010 Occupational Therapy Practice 4A

Credit Points 20

Legacy Code 401126

Coordinator Bronwyn Gill ([https://directory.westernsydney.edu.au/search/name/Bronwyn Gill/](https://directory.westernsydney.edu.au/search/name/Bronwyn%20Gill/))

Description This unit is the first of two final clinical placement units in the 4th year of the program. This unit aims to facilitate the transition from student to occupational therapy practitioner by allowing students to consolidate academic knowledge and practice skills in preparation for becoming a competent beginning practitioner. Students will be expected to actively participate in assessment, analysis, goal setting, intervention and evaluation under the supervision of an occupational therapist. Students will complete practice hours in accordance with World Federation of Occupational Therapy accreditation guidelines.

School Health Sciences

Discipline Occupational Therapy

Student Contribution Band HECS Band 2 20cp

Level Undergraduate Level 4 subject

Pre-requisite(s) REHA 3024 AND REHA 4013

Incompatible Subjects REHA 7013 - Occupational Therapy Practice 4 Workshop

Restrictions Students must be enrolled in 4711 Bachelor of Occupational Therapy. This is a specialty subject offered as a

compulsory core subject of the occupational therapy program. It is profession specific, preparing students to practice as an occupational therapist and not relevant as an elective for non-occupational therapy students.

Assumed Knowledge

Completion of all core subjects is assumed knowledge.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Manage case loads in preparation for independent practice.
2. Demonstrate professional behaviours and attitudes in practice settings.
3. Communicate effectively with clients, team members, relevant community groups and industry partners.
4. Utilise a range of assessments to set long and short term goals.
5. Implement and evaluate occupational therapy interventions in the practice setting.
6. Prepare documents in a professional format related to practice.
7. Practice self-directed learning strategies through the use of a learning contract.
8. Reflect on their practice experience using a structured format.

Subject Content

1. Professional practice placement
2. Professional behaviours and self management skills
3. Communication skills
4. Individually negotiated learning contract
5. Documentation skills for practice
6. Assessment of individual and group needs
7. Implementation and evaluation of programs for individuals and groups

Special Requirements

Legislative pre-requisites

NOTE: Due to Covid Restrictions, the First Aid Requirement is currently not needed.

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy

in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Placement Performance	8 week full-time or equivalent professional placement	50	N	Individual
Portfolio	2000 words or equivalent	50	N	Individual

Teaching Periods

2nd Half Campbelltown

Day

Subject Contact Bronwyn Gill ([https://directory.westernsydney.edu.au/search/name/Bronwyn Gill/](https://directory.westernsydney.edu.au/search/name/Bronwyn%20Gill/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA4010_22-2H_CA_D#subjects)

REHA 4011 Occupational Therapy Practice 4B

Credit Points 20

Legacy Code 401127

Coordinator Bronwyn Gill ([https://directory.westernsydney.edu.au/search/name/Bronwyn Gill/](https://directory.westernsydney.edu.au/search/name/Bronwyn%20Gill/))

Description This unit is the second of two final clinical placement units in the Year 4 of the program. This unit aims to facilitate the transition from student to occupational therapy practitioner by allowing students to consolidate academic knowledge and practice skills in preparation for becoming a competent beginning practitioner. Students will be expected to actively participate in assessment, analysis, goal setting, intervention and evaluation under the supervision of an occupational therapist. Students will complete practice hours in accordance with World Federation of Occupational Therapy accreditation guidelines. This unit also emphasises career planning and preparation for entering the professional world as an occupational therapist.

School Health Sciences

Discipline Occupational Therapy

Student Contribution Band HECS Band 2 20cp

Level Undergraduate Level 4 subject

Pre-requisite(s) REHA 3024

Co-requisite(s) REHA 4010

Incompatible Subjects REHA 7011 - Occupational Therapy Clinical Practice 4

Restrictions Students must be enrolled 4711 Bachelor of Occupational Therapy. This is a specialty subject offered as a compulsory core subject of the occupational therapy program. It is profession specific, preparing students to practice as an occupational therapist and not relevant as an elective for non-occupational therapy students.

Assumed Knowledge

Completion of all core subjects is assumed knowledge.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Manage case loads in preparation for independent practice.
2. Demonstrate professional behaviours and attitudes in practice settings.
3. Communicate effectively with clients, team members, relevant community groups and industry partners.
4. Utilise a range of assessments to set long and short term goals.
5. Implement and evaluate occupational therapy interventions in the practice setting.
6. Prepare documents in a professional format related to practice.

- Practice self-directed learning strategies through the use of a learning contract.
- Reflect on their practice experience using a structured format.
- Develop career planning strategies to facilitate the transition into the professional workforce.

Subject Content

- Professional practice placement
- Professional behaviours and Self Management Skills
- Communication skills
- Individually negotiated learning contract
- Documentation skills for practice
- Assessment of individual and group needs
- Implementation and evaluation of programs for individuals and groups
- Career planning and transition to professional role.

Special Requirements

Legislative pre-requisites

NOTE: Due to Covid Restrictions, the First Aid Requirement is currently not needed.

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

- Find your existing National Police Check or apply for one
- Gather documentary evidence of your vaccination history
- Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
- Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Placement Performance	8 week full time or equivalent professional practice placement	50	N	Individual
Reflection	3,000 words	50	N	Individual

Teaching Periods

2nd Half Campbelltown Day

Subject Contact Bronwyn Gill ([https://directory.westernsydney.edu.au/search/name/Bronwyn Gill/](https://directory.westernsydney.edu.au/search/name/Bronwyn%20Gill/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA4011_22-2H_CA_D#subjects)

REHA 4012 Occupational Therapy Project

Credit Points 10

Legacy Code 401122

Coordinator Rosalind Bye ([https://directory.westernsydney.edu.au/search/name/Rosalind Bye/](https://directory.westernsydney.edu.au/search/name/Rosalind%20Bye/))

Description The aim of this unit is for students to critically apply their knowledge of professional theory, practice, research and evaluation

skills to the investigation of an occupational therapy professional issue of interest or concern. Students will apply unobtrusive research methods to investigate their chosen topic. Students develop an extensive knowledge of their chosen topic and critically analyse the implications of their findings in terms of theory, policy and contemporary health care practice. Students will synthesise their findings into a scholarly research project report and present their findings at a professional-level capstone student conference.

School Health Sciences

Discipline Occupational Therapy

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) HLTH 3005

Incompatible Subjects REHA 7014 - Occupational Therapy Project

Restrictions Students must be enrolled in program 4711 Bachelor of Occupational Therapy. This is a specialty subject offered as a compulsory core subject of the occupational therapy program. It is profession specific, preparing students to practice as an occupational therapist and not relevant as an elective for non-occupational therapy students.

Assumed Knowledge

Knowledge of issues and concerns relevant to the occupational therapy profession and occupational therapy clients and consumers. This knowledge will ideally have been gained in part by undertaking several fieldwork experiences in preceding years of the program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Formulate a problem to investigate that is relevant to occupational therapy theory, practice or reasoning.
2. Search for and critique a wide range of literature relating to a specific investigative problem.
3. Critically examine a range of unobtrusive research methods which may be suitable for investigating the problem and prepare a plan of the project.
4. Analyse ethical issues associated with the conduct of unobtrusive research.
5. Apply unobtrusive research methods of data collection and analysis appropriate to the project.
6. Synthesise information into an investigative project report that reflects a critical examination of the topic, with recommendations related to future occupational therapy practice, theory, national and international policy.
7. Present a professional standard conference abstract and presentation.
8. Work collaboratively and in a self-directed manner with other students to complete the above objectives.

Subject Content

1. Contemporary and topical issues relating to occupational therapy practice, theory and professional reasoning.
2. Unobtrusive research methods eg. critical literature review, thematic analysis of public documents, theoretical analysis of case study populations.
3. Ethics of research using unobtrusive methods.
4. Project management skills.

5. Professional Communication skills ? professional and scholarly writing, professional conference presentation skills, abstract writing.
6. Capstone student conference ? preparation and involvement.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	2,500 words	50	N	Individual
Proposal	750 words	20	N	Individual
Presentation	15 minutes	30	N	Group

Teaching Periods

Autumn Campbelltown Day

Subject Contact Rosalind Bye ([https://directory.westernsydney.edu.au/search/name/Rosalind Bye/](https://directory.westernsydney.edu.au/search/name/Rosalind%20Bye/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA4012_22-AUT_CA_D#subjects)

REHA 4013 Occupational Therapy Specialties

Credit Points 10

Legacy Code 401124

Coordinator Rosalind Bye ([https://directory.westernsydney.edu.au/search/name/Rosalind Bye/](https://directory.westernsydney.edu.au/search/name/Rosalind%20Bye/))

Description This unit provides occupational therapy students with the opportunity to select from, and undertake advanced study in, a range of occupational therapy clinical specialty areas. Several streams will run concurrently in this unit representing key clinical areas of specialisation in occupational therapy. Students will be able to focus their study, by selecting a combination of clinical specialty streams. Streams will cover relevant clinical content, examining the unique occupational therapy contribution in each specialty area.

School Health Sciences

Discipline Occupational Therapy

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) REHA 3002 AND
REHA 3020 AND
REHA 3019

Incompatible Subjects REHA 7015 - Occupational Therapy Specialties

Restrictions Students must be enrolled in program 4711 Bachelor of Occupational Therapy. This is a specialty subject offered as a compulsory core subject of the occupational therapy program. It is profession specific, preparing students to practice as an occupational therapist and not relevant as an elective for non-occupational therapy students.

Assumed Knowledge

It is assumed that students entering this subject will have completed all previous occupational therapy subjects from the third year of the Bachelor of Health Science/Masters of Occupational Therapy.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Review and evaluate the unique occupational therapy contribution in clinical specialty areas of interest.
2. Reflect on how occupational therapy practice in specialised areas relates to the theoretical basis of occupational therapy.
3. Identify clinical questions and apply knowledge and skills of evidence-based practice to the investigation of clinical specialty topics.
4. Perform professional competencies relevant to the chosen clinical specialisation areas.

Subject Content

1. The unique occupational therapy contribution in areas of clinical specialisation
2. The use of learning contracts to determine learning needs in areas of clinical specialisation
3. Clinical questions relevant to the development of expertise in chosen clinical specialty areas as negotiated with academic staff
4. Knowledge and skills of evidence-based practice in the investigation of clinical specialty topics
5. Professional competencies relevant to the chosen clinical specialisation areas as negotiated with academic staff

Special Requirements

Legislative pre-requisites

Prior to enrolling in this subject, students must have:

- 1) submitted a Student Undertaking Form and have applied for a National Police Certificate;
- 2) submitted Working with Children Check Student Declaration;
- 3) possess a current WorkCover Authority approved First Aid Certificate.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Learning Contract	2000 words or equivalent product	50	N	Individual
Learning Contract	2,000 words or equivalent product	50	N	Individual

Teaching Periods

Autumn Campbelltown Day

Subject Contact Katie Hammill ([https://directory.westernsydney.edu.au/search/name/Katie Hammill/](https://directory.westernsydney.edu.au/search/name/Katie%20Hammill/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA4013_22-AUT_CA_D#subjects)

REHA 4014 Paediatric Physiotherapy

Credit Points 10

Legacy Code 401106

Coordinator Genevieve Dwyer ([https://directory.westernsydney.edu.au/search/name/Genevieve Dwyer/](https://directory.westernsydney.edu.au/search/name/Genevieve%20Dwyer/))

Description This unit aims to prepare the student as a competent entry-level practitioner in paediatric physiotherapy. It focuses on understanding the changes which occur from infancy to maturity and the impact of congenital or acquired conditions, or lifestyle diseases causing dysfunction. Clinical and ethical reasoning and family-centred practice are both stressed. The approach will also emphasise the role of physiotherapy within inter-professional teams to prepare for different work settings (acute care, rehabilitation and/or community). The unit integrates prior learning from previous years (especially units related to neurology, musculoskeletal, cardiopulmonary physiotherapy and exercise rehabilitation).

School Health Sciences

Discipline Physiotherapy

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) REHA 3003 AND REHA 3001 AND HLTH 3005 OR HLTH 4002

Co-requisite(s) REHA 4015

Incompatible Subjects REHA 7017 - Paediatric Physiotherapy

Restrictions Students must be enrolled in 4706 Bachelor of Physiotherapy, 4733 Bachelor of Physiotherapy (Honours) or 4707 Bachelor of Physiotherapy (Honours).

Assumed Knowledge

A good understanding of approach to assessment and management of impairments arising from disorders of the musculoskeletal system, neurological system and cardiopulmonary system is desirable. In addition approach to physical activity and/or exercise prescription is also desirable. This knowledge should have been acquired in previous physiotherapy-specific subjects run in the Physiotherapy program. Knowledge of EBP is also relevant and desirable.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of typical growth and development from birth to adolescence; and discuss the occurrence of variations in typical development and possible reasons for these.
2. Describe the potential impact of atypical growth and development on the skeletal, respiratory and/or neurological system of a child with congenital or acquired condition.
3. Identify the potential psychosocial impact of a child's illness, disease and/or disability on the child, their family and the community.

4. Research and determine relevant methods used to assess and/or monitor the health, development and/or recuperation of infants, children and adolescents as appropriate to their needs.
5. Solve relevant comp

Subject Content

Theory, research and practice, within a paediatric physiotherapy context, for:

- typical growth and development from birth to Adolescence
- The impact of atypical growth and development on A child with A congenital or acquired condition
- The potential psychosocial impact of illness, disease and/or disability on A child, their family and community
- Working across a variety of workplace settings (acute care, rehabilitation and community-based) and within a family-centred practice philosophy and ICF framework
- identifying relevant methods used to assess and/or Monitor infants, children and Adolescence, as appropriate to their needs
- planning case management of complex paediatric clinical problems using sound clinical reasoning and illustrating A professional and Ethical approach to practice

Special Requirements

Legislative pre-requisites

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement and have submitted a Working with Children Check Student Declaration and hold a valid and current First Aid Certificate from a Registered Training Organisation.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	20 minutes	0	Y	Group
Report	2 pages	20	N	Individual
Portfolio	3,000 words	30	N	Individual
Viva Voce	15 minutes	50	N	Individual

Teaching Periods

1st Half

Campbelltown

Day

Subject Contact Genevieve Dwyer ([https://directory.westernsydney.edu.au/search/name/Genevieve Dwyer/](https://directory.westernsydney.edu.au/search/name/Genevieve%20Dwyer/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA4014_22-1H_CA_D#subjects)

REHA 4015 Physiotherapy for Chronic Illness and Disease

Credit Points 10

Legacy Code 401107

Coordinator Genevieve Dwyer ([https://directory.westernsydney.edu.au/search/name/Genevieve Dwyer/](https://directory.westernsydney.edu.au/search/name/Genevieve%20Dwyer/))

Description This unit focuses on the role of physiotherapy in chronic disease management. A case-based learning approach will be undertaken to provide students with the theory, research and practice which underpins the assessment and treatment of people with chronic disease. The role of lifestyle factors in the development of chronic disease will be explored, along with health promotion and preventative strategies. The importance of client-centred care, which respects culture and diversity, and the multidisciplinary team approach will also be investigated in the context of frequently occurring chronic conditions.

School Health Sciences

Discipline Physiotherapy

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) REHA 3018 AND
REHA 3016 AND
HLTH 3005 OR
HLTH 4002

Co-requisite(s) REHA 4001 OR
REHA 4002 OR
REHA 4003 OR
REHA 3004

Incompatible Subjects REHA 7018 - Physiotherapy for Chronic Illness and Disease

Restrictions Students must be enrolled in 4706 Bachelor of Physiotherapy or 4733 Bachelor of Physiotherapy (Honours) or 4707 Bachelor of Physiotherapy (Honours)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Synthesise evidence to explain how lifestyle and/or psychosocial factors can influence the development and continuation of chronic illness or disease.
2. Justify the role of physiotherapy in the prevention and/or management of chronic illness or disease.
3. Critically reflect on the contributions of a multidisciplinary/interdisciplinary team in the management of individuals with chronic illness or disease.
4. Solve relevant complex clinical problems accessing appropriate resources and using a process of sound clinical reasoning.
5. Research and determine a client-centred approach in the design of a physiotherapy management plan for the management of chronic illness or disease.

Subject Content

1. Prevalence of chronic illness and disease in Australia and internationally and relevance to physiotherapy
2. Role of physical activity in promoting healthy lifestyles and quality of life across the lifespan for those living with chronic disease, illness or disability
3. Living with chronic illness or disease from the perspective of the patient
4. Goal setting and optimising compliance to effect positive behavioural change and/or maximise quality of life
5. Opportunities for physiotherapists to assist in the prevention and management of chronic disease

6. Role of community physiotherapy within a multidisciplinary/interdisciplinary team approach to management of chronic disease
7. Palliative care: supporting patients in the last phase of life
8. Students will cover some key chronic disease areas via seminar topics. The theme of the seminar topics is promoting healthy lifestyles to optimise quality of life throughout the lifespan

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website

- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Presentation	20 minutes	30	N	Group
Report	1,500 words	30	N	Individual
Report	1,800 words	40	N	Individual

Teaching Periods

1st Half

Campbelltown

Day

Subject Contact Genevieve Dwyer ([https://directory.westernsydney.edu.au/search/name/Genevieve Dwyer/](https://directory.westernsydney.edu.au/search/name/Genevieve%20Dwyer/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA4015_22-1H_CA_D#subjects)

REHA 4016 Podiatric Clinical Block

Credit Points 20

Legacy Code 401117

Coordinator Kym Hennessy ([https://directory.westernsydney.edu.au/search/name/Kym Hennessy/](https://directory.westernsydney.edu.au/search/name/Kym%20Hennessy/))

Description This unit is the major clinical placement unit in the 4th year of the program. Students will participate in clinical activities in public and private sector placements. The unit builds on previous clinical and academic knowledge to further develop students' clinical reasoning skills encouraging appropriate selection of assessment techniques to diagnose, treat and provide optimal health outcomes. Students under supervision will manage foot and lower limb pathologies across the scope of practice including treating diverse patient cohorts and complex cases (including the high risk foot) transitioning towards a competent graduate entry podiatrist.

School Health Sciences

Discipline Podiatry

Student Contribution Band HECS Band 2 20cp

Level Undergraduate Level 4 subject

Pre-requisite(s) REHA 4018 AND REHA 3030

Equivalent Subjects REHA 7019 - Podiatric Clinical Block

Restrictions Must be enrolled in 4708 Bachelor of Podiatric Medicine Podiatry specific - students will be participating in patient assessment and management. It is essential that they have been able to demonstrate competencies in patient assessment, documentation, treatment programs and communication within allied health / community settings. The podiatric practice subjects in combination with the clinical block placement have been designed to be an integrated suite of subjects where one subject builds on the clinical competencies of the others.

Assumed Knowledge

Advanced clinical and theoretical podiatric knowledge is necessary to ensure that students in this subject can undertake appropriate assessment techniques to diagnose, treat and provide short and long term health outcomes. Students are expected to have sufficient knowledge and scope to evaluate and manage complex clinical cases in the areas of surgery, paediatrics, high risk foot and musculoskeletal disorders. Completion of all core subjects prior to undertaking subject 401117 Podiatric Clinical Block will equip students with this assumed knowledge.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Employ professional communication skills and behaviours in clinical settings.
2. Implement acquired skills in the practice of podiatry in a variety of clinical settings in an independent manner.
3. Manage caseloads by demonstrating safe skills, efficiencies and competencies necessary in the management of patients with foot pathologies over a short/long term basis.
4. Apply and appraise skills, knowledge and contextual information in the assessment, diagnosis and management within diverse cohorts and the multi-disciplinary team.
5. Conduct effective administrative duties (medical records, referral reports and patient instructions) and management tasks (daily running of the department).
6. Reflect and appraise their clinical and professional experience.

Subject Content

In the Clinical Block placement, the focus will be on the consolidation of appropriate assessment, diagnostic and management skills consistent with those expected of newly graduated podiatrists. The activities will be divided into two areas: (A) Preparation and feedback - presented in either lecture or tutorial format to provide: 1. The relevant information to students about their responsibilities and the requirements of external placements (covering professional behaviour review, communication skills, needs of different groups and treatment programs, negotiated learning contract). 2. Feedback from placements at the end of the placement. (B) External Clinical Placement.

(A) This will be presented in either lecture or tutorial format to provide: - negotiated learning Contract

Students will successfully participate in 4 weeks of external placement. The placement will be directed at consolidating assessment, diagnostic and management skills in a diverse range of clinical settings and patient groups. The aim of these placements is to increase efficiency and competency in podiatry care in real-life clinical settings. Of particular importance will be the student's appreciation of the podiatrists role in a multi-disciplinary approach to patient care. (Note: For the course 4708 B Podiatric Medicine, there is one block placement of 210 hours or as required to meet accreditation standards or 1000 clinical hours. Placements may be arranged at varying outreach clinics as required to meet the total number of clinical hours as per accreditation standards.)

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Placement Clinical Requirements	20 days supervised placement and 4 hours preparatory lectures	S/U	Y	Individual
Reflection	3 x 500 words (1500 words total)	40	N	Individual
Viva Voce	15 minutes	60	Y	Individual
Negotiated Learning Contract: To demonstrate competency on placement	Not specified	S/U	Y	Individual

Teaching Periods

2nd Half Campbelltown Day

Subject Contact Kym Hennessy ([https://directory.westernsydney.edu.au/search/name/Kym Hennessy/](https://directory.westernsydney.edu.au/search/name/Kym%20Hennessy/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA4016_22-2H_CA_D#subjects)

REHA 4017 Podiatric Paediatrics and Sports Medicine

Credit Points 10

Legacy Code 401115

Coordinator Steven Walmsley ([https://directory.westernsydney.edu.au/search/name/Steven Walmsley/](https://directory.westernsydney.edu.au/search/name/Steven%20Walmsley/))

Description This unit will introduce students to clinical and theoretical foundations of biomechanical alignment, trauma, psychological and behavioural factors leading to pain and restricted function of the foot and lower extremity affecting daily living activities. Particular focus will be placed on the mechanics, diagnosis and treatment options of problems experienced in paediatrics and sports in normal daily activities or the sporting arena. This integration will enhance the previously taught assessment and diagnostic techniques in the development of appropriate management and treatment programs of the lower extremity in different populations.

School Health Sciences

Discipline Podiatry

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) REHA 3028 AND
REHA 3029 AND
REHA 2005

Co-requisite(s) REHA 4018

Incompatible Subjects REHA 7024 - Podiatric Techniques 3A REHA 7025 - Podiatric Techniques 3B

Restrictions Students must be enrolled in 4708 - Bachelor of Podiatric Medicine and 470 - Bachelor of Podiatric Medicine (Honours).

Assumed Knowledge

Completion of all core subjects to this semester/ year of study.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Discuss and analyse current theories and processes of normal growth from birth to adulthood.
2. Use appropriate knowledge of diseases, musculoskeletal injury with skills to accurately examine (physical, historical and psychosocial) the child and the sports patient.
3. Quantify paediatric and sports assessments using pathology/injury screening tools
4. Explore legal, ethical and resourcing issues in the practice of podiatric medicine in the areas of policy development, appropriate assessment techniques and treatment programs provided to the child (management of condition, child protection and care); sporting patients (professional or social environments).
5. Integrate theoretical and practical knowledge of biomechanics and its role in sporting activities and exercise science and understand approaches to determine the aetiology, pathology, clinical presentation in the diagnoses of common injury to the lower extremity.
6. Distinguish between normal age related changes and pathological conditions (physical and psychological) that may occur in paediatric and sports cohorts.
7. Recognise and review age related gait changes and differentiate these from gait changes associated with systemic or orthopaedic disturbances.
8. Examine the role of the podiatrist in a multidisciplinary health care team which includes the paediatric and sports patient (hospital and community settings).
9. Apply the theory of measuring health outcomes, pain and pain management in a clinical setting and identify, assess and implement a treatment plan for soft tissue, osseous and synovial conditions.
10. Demonstrate and evaluate the role of physical therapies, particularly musculoskeletal retraining, neural and orthoses intervention in the ongoing patient management and rehabilitation process.

Subject Content

The content of this subject covers paediatrics and sports medicine.

- 1) Paediatrics
 - a. Overview of paediatrics
 - The Roles, glossary and teamwork involved in managing paediatric populations
 - b. The patient, environment and examination

- underpinning assumptions, The first encounter (parental dynamics and rapport) and The Examination process
- c. Child protection
 - Children (care and protection) Act 1998/Amendments
 - Preventing child Abuse and neglect
 - Risk Factors, signs and duty of care
- d. Legal and Ethical considerations in assessment and treatment
- e. Normal muscular, neuro and skeletal development
 - Embryology, foetal development, Developmental changes and Lower limb function and postural changes with Age
- f. Factors affecting growth and development
 - Genetic, neurological, hormonal, racial, environmental and disease
- g. Treatment and management
 - conditions and principles applying to treatment (Palliative, accommodative and curative treatments)
- h. Postural disorders
 - osteochondroses, pes calcaneo-valgus, vertical talus, talipes equinovarus, metatarsus adductus, coxa vara ? valga, genu varum ? valgum, tibial varum, transverse Plane deformities and Developmental flatfoot
- i. Paediatric Screening
- 2) Sports Medicine
 - a. Physical activity across the life span
 - physiological and mental health Benefits
 - physical Activity guidelines
 - barriers and Facilitators for physical Activity participation and The podiatrists role
 - b. Overview of sport and related injury
 - biomechanics, structure and function of The Lower extremity
 - common reported injuries and sequelae of Activities
 - physiology, pathophysiology and Psychology of pain in Activity
 - c. History taking and examination
 - Activity type, frequency, level of fitness, surface, footwear and other equipment
 - injury and treatment history (previous and present)
 - assessment and investigative techniques
 - injury and Activity Screening
 - Prevalence of injury across Sports
 - Red alerts (differential Diagnosis)
 - d. Legal and Ethical considerations in assessment and treatment of sports person
 - e. Specific injuries
 - aetiology, pathology, clinical presentation and treatment of A range of pathologies (ie stress fractures, soft tissue injury, subluxations and related conditions such as fractures, sinus tarsi, compartment, cuboid, and iliotibial syndrome)
 - f. Treatment strategies and management plans, including
 - orthoses, splinting, strapping and Motion restriction devices and techniques
 - footwear prescription and modification
 - prevention and Musculoskeletal rehabilitation programs
 - designing rehabilitation programs
 - Interventions (i.e stretching, activity and training modification, strength and proprioception, mucuskelal techniques- deep tissue massage, neural testing and tension, muscle rehabilitation (stretching and strengthening), mobilisation, myofascial the

Special Requirements

Legislative pre-requisites

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement. Students must also hold a valid and current First Aid Certificate from a Registered Training Organisation. Refer to the Special Requirements website for more information.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	15 minutes	30	N	Individual
Practical Exam	1 hour	20	N	Individual
Final Exam	2 hours	50	N	Individual

Teaching Periods

1st Half

Campbelltown

Day

Subject Contact Steven Walmsley ([https://directory.westernsydney.edu.au/search/name/Steven Walmsley/](https://directory.westernsydney.edu.au/search/name/Steven%20Walmsley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA4017_22-1H_CA_D#subjects)

REHA 4018 Podiatric Practice 3

Credit Points 10

Legacy Code 401114

Coordinator Kym Hennessy ([https://directory.westernsydney.edu.au/search/name/Kym Hennessy/](https://directory.westernsydney.edu.au/search/name/Kym%20Hennessy/))

Description This unit is the third of four clinical practice units. Building on previous clinical units and academic knowledge the unit develops student assessment skills encouraging the student to make the appropriate selection of assessment techniques to diagnose, treat and provide short and long term health outcomes. Students will continue to participate in clinical activities under supervision to manage foot pathologies with increased scope to evaluate and manage more complex cases (i.e. surgery, paediatrics, high risk foot). Clinical activities include UniClinic sessions, Clinical Therapies, Tutorials, and External Clinical Placement.

School Health Sciences

Discipline Podiatry

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) REHA 3029 AND REHA 3030

Incompatible Subjects REHA 7021 - Podiatric Practice 3

Restrictions

Students must be enrolled in 4708 Bachelor of Podiatric Medicine and 4709 Bachelor of Podiatric Medicine (Honours).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate skills in safe work practices including infection control and work health and safety in a clinical setting.
2. Apply professional communication skills in a clinical setting.
3. Appraise and review assessment, diagnostic and management skills necessary for the development and application of treatment of patients with general foot and lower extremity pathologies.
4. Consolidate specialist diagnostic skills for the assessment of patients from special populations including radiographic interpretation, vascular assessment, neurological assessment, and biomechanical assessment.
5. Develop and apply assessment, diagnosis and management knowledge and skills in the context of complex clinical cases including paediatric, sports and geriatric patients.
6. Develop and demonstrate safe and competent skills in undertaking nail surgery procedures.
7. Develop and refine skills in the manufacture of custom made functional orthotic devices including neutral casting, positive cast manufacture, grinding and safety competencies.
8. Develop and apply soft tissue techniques in the context of management of musculoskeletal pathologies.

Subject Content

This is the third of four clinical practice subjects, the student will participate in patient assessment, diagnosis, and management. Completing this unit, builds on students clinical and academic skills in preparation for becoming a graduate podiatrist.

The activities will be divided into three areas:

- (a) UniClinic (including surgery)
- (b) Clinical therapies and clinical tutorials
- (c) External Clinical Placement

(a) UniClinic (including surgery)

In these clinics, the student will consolidate and further develop patient assessment, diagnosis and management, and clinical reasoning skills. The patients who attend these clinics will be new and ongoing patients who have basic foot problems, problems associated with an existing medical condition, mechanical/functional problems or require minor surgical intervention. Appropriate assessments and management strategies will be carried out including manufacture of orthoses, soft tissue techniques, and minor surgical procedures. The students will be supervised by registered practitioners. Tutorials will support the management and educational needs (including case presentations) to facilitate learning during sessions.

(b) Clinical Therapies and clinical tutorials

This unit will continue to develop clinical skills and academic knowledge in a range of therapies. This unit will build on previous orthoses and surgery unit content taught in the 3rd year of the program. Additional content ("soft tissue techniques") will also be introduced to refine student clinical application and reasoning skills to manage musculoskeletal pathologies. Clinical tutorials will support the management and educational needs (including case presentations) to facilitate learning during UniClinic sessions.

Content will include:

Manufacture of clinical devices, problem solving and ethics
 Prefab and off the shelf devices
 Soft tissue therapies including trigger point, dry needling and active release techniques
 Revision of surgical procedures and protocols
 Orthotic scripts
 Translation of patient pathology and condition to orthotic script prescription
 Translation of biomechanical assessment results to orthotic script prescription

(c) External Clinical Placement

A placement for 20 days of clinical activities in an external clinical site will be undertaken. The focus of this placement will be on developing assessment, diagnostic, management, and patient interaction skills in a real world clinical setting.

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website

- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Practical	4 hours	25	N	Individual
Case Study	10 minutes	15	N	Individual
Reflection	1,000 words (eg 2 x 500 words)	10	N	Individual
Practical Exam	40 minutes (eg 2 x 20 minute stations)	50	Y	Individual
Professional Placement Performance	Daily on UniClinic and placement - 52 hours at UniClinic, 52 hours clinical therapies and clinical tutorial, 20 days of supervised external clinical placement	S/U	Y	Individual

Teaching Periods

1st Half Campbelltown Day

Subject Contact Rebecca Gordon ([https://directory.westernsydney.edu.au/search/name/Rebecca Gordon/](https://directory.westernsydney.edu.au/search/name/Rebecca%20Gordon/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA4018_22-1H_CA_D#subjects)

REHA 4019 Podiatric Practice 4

Credit Points 10

Legacy Code 401118

Coordinator Rebecca Gordon ([https://directory.westernsydney.edu.au/search/name/Rebecca Gordon/](https://directory.westernsydney.edu.au/search/name/Rebecca%20Gordon/))

Description This unit is the final of four clinical podiatric practice units. The unit builds on student clinical reasoning encouraging the student to make the appropriate selection of assessment techniques

to diagnose and manage a spectrum of foot and lower limb pathology. Students under supervision will consolidate skills managing diverse patient cohorts and complex cases (including surgery, paediatrics, sports injury and the high risk foot) transitioning towards a competent graduate entry podiatrist. Clinical activities include UniClinic sessions, Clinical Therapies, Clinical tutorials, and Specialist Clinical Activity.

School Health Sciences

Discipline Podiatry

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) REHA 4018 AND REHA 4021 AND REHA 3030

Incompatible Subjects REHA 7022 - Podiatric Practice 4

Restrictions The subject is Podiatry specific and restricted to students enrolled in 4708 - Bachelor of Podiatric Medicine and 4709 - Bachelor of Podiatric Medicine (Honours).

Assumed Knowledge

All core subjects to this semester of study are assumed knowledge to facilitate competent clinical practice.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply their clinical skills and review the practice of podiatry and demonstrate their ability to adapt to a range of clinical environments.
2. Employ professional communication skills in a clinical setting.
3. Develop and exercise skills, efficiencies and competencies necessary in the management of patients with general and complex foot pathologies in clinical settings.
4. Review and consolidate specialist deductive clinical reasoning skills and consequential management of diverse patient groups necessitating interpretive diagnostic skills in the following areas ? imaging, surgery, neurology, vascular and musculoskeletal assessments and interpretation.
5. Plan, demonstrate and apply safe and competent skills in undertaking nail surgery procedures.
6. Assimilate and critique skills, knowledge and contextual information in the assessment, diagnosis and management of diverse patient groups including paediatric, sports and geriatric patients.
7. Independently demonstrate skills and proficiency in patient management using general principles in rehabilitation and the rehabilitation model of care.

Subject Content

This is the final clinical subject in the program and will focus on the consolidation of appropriate assessment, diagnostic and management skills of general and complex podiatric cases. The emphasis will continue to be on surgery, high risk patients, and patients with multiple co-morbidities. The subject will also focus on the management of more complex biomechanical problems including paediatric, and sports injuries. Knowledge and application of holistic rehabilitation programs will be expanded.

The activities will be divided into three areas:

- A). UniClinics including complex biomechanical, surgical and high risk foot consultations

In these clinics, the student will continue development of patient management skills and efficiency attending to ongoing patients of the clinic who have basic foot problems or problems associated with an existing medical condition. Clinics will continue to consolidate all relevant theories taught to assist in the assessment, diagnose and management of patients who attend the clinic with medical, mechanical, functional and surgical problems. As such, it is expected to enhance the student's clinical decision making in the selection of appropriate assessment techniques, additional investigations, rehabilitation, footwear assessment and orthotic and adjunct therapies in general and diverse populations. Complex cases will be a priority to consolidate problem solving, assessment and clinical decision making skills in difficult cases.

B). Clinical Therapies and Clinical Tutorials

This subject will continue to build on previous clinical and academic knowledge. Teaching sessions will improve and consolidate specialist diagnostic, screening, prescription and rehabilitation skills. Clinical tutorials will support the management and educational needs (including case presentations) to facilitate learning during UniClinic sessions.

Content will include;

- management of complex podiatric cases
- footwear prescription and modifications, including Orthopaedic and occupation specific footwear
- orthoses Fabrication, modifications, clinical dec

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements

4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Practical (OSCE): Verbal Objective Structured Clinical Examination (OSCE)	40 minutes in 30 total(equivalence of 2 x 20 minute stations)		N	Individual
Written Practical Assessment and VIVA Defence	Written: 1 hour and VIVA: 10 minutes	20	N	Individual
Presentation: Case Presentation(SPEC)	15 minutes	50	Y	Individual

Professional Placement Performance	Completion Clinical Portfolio, 52hrs UniClinic, 52hrs lectures/tutorials/practicals, up to 140 placement hours (equivalence)	S/U	Y	Individual
------------------------------------	--	-----	---	------------

Teaching Periods

2nd Half Campbelltown Day

Subject Contact Rebecca Gordon ([https://directory.westernsydney.edu.au/search/name/Rebecca Gordon/](https://directory.westernsydney.edu.au/search/name/Rebecca%20Gordon/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA4019_22-2H_CA_D#subjects)

REHA 4021 The High Risk Foot

Credit Points 10

Legacy Code 401184

Coordinator Zainab Al-Modhefer ([https://directory.westernsydney.edu.au/search/name/Zainab Al-Modhefer/](https://directory.westernsydney.edu.au/search/name/Zainab%20Al-Modhefer/))

Description The unit builds on fundamentals of pathophysiology and podiatry specific units to understand and manage the impact of systemic disease on foot health. The unit specifically investigates pathology associated with the 'high risk foot' including lower extremity manifestations associated with vascular, endocrine, neurological pathology and immunosuppression. This unit aims to develop comprehensive, coherent and connected knowledge to assist making informed decisions and contribute to sustainable change and improvements in health care for people with systemic disease, with particularly emphasis on diabetes and wound management.

School Health Sciences

Discipline Podiatry

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) REHA 2003 AND REHA 2007 AND NATS 2038

Co-requisite(s) REHA 3028

Incompatible Subjects REHA 7026 - Podiatric Techniques 3C

Restrictions Students must be enrolled in 4708 Bachelor of Podiatric Medicine and 4709 Bachelor of Podiatric Medicine (Honours). This subject builds on previous podiatry specific clinical and theory subjects

Assumed Knowledge

All core subjects are assumed knowledge - 400868 Human Anatomy and Physiology 1, 400869 Human Anatomy and Physiology 2, 300574

Neuroanatomy400981 Clinical Pharmacology, 400138 Pathophysiology 1.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critique the anatomical, physiological and pathophysiological differences of the arterial, venous, lymphatic and microvascular systems and discern between the diseases of these systems and their consequences in the lower extremity.
2. Execute a thorough examination of the lower extremity vasculature, diagnose vascular status, recognise limitations of these examinations during interpretation of results and instigate an appropriate management plan.
3. Appraise the structure and function of specific functional units of the nervous system, demonstrate knowledge of a range of neurological and neuromotor disorders and explore treatment options available with an emphasis on the role of the podiatrist in the interdisciplinary health care team.
4. Describe the physiological mechanisms of wound healing, in the presence or absence of normal physiological response and thorough examination and investigations and ascertain the underlying causes of the wound, and generate and implement appropriate strategies to return the tissues to their most functional levels by addressing both the wound and the underlying causes.
5. Discuss the physiological basis of the clinical manifestations of diabetes mellitus as it affects multiple organ and functional systems by performing appropriate examinations (vascular, neurological, musculoskeletal, dermatological and psychosocial).
6. Diagnose, evaluate and treat the foot conditions presented by the person with diabetes mellitus, in particular dermal ulcers and explain the role of physical therapies, particularly footwear and orthotic therapy in the ongoing patient management, and health education and promotion strategies.
7. Define a range of conditions associated with impaired carbohydrate metabolism, including gestational diabetes, and impaired glucose tolerance; and be familiar with the syndrome Diabetes Insipidus for purposes of client education and communication with the allied health team.
8. Appraise the common causes of immunosuppression affecting the at-risk foot and generate a comprehensive knowledge and understanding of those infectious diseases which are of particular importance in the practice of podiatry.
9. Evaluate possible routes of transmission of infectious diseases with particular emphasis on cross infection and discuss and implement universal precautions in clinical practice settings.
10. Determine the impact of infectious disease on the physical, emotional and psychological wellbeing of the individual.

Subject Content

1. Vascular Pathologies and Wound Healing
 - a). Arterial pathology
 - Review of normal arterial structure and function
 - Aetiological and Risk Factors in The development of macrovascular disease
 - pathophysiology of Inflammatory and sclerotic changes of macrovascular disease
 - clinical manifestations and health outcomes of macrovascular pathology in The leg
 - assessment concepts and skills in The identification of macrovascular disease
 - limitations in The assessment and interpretation of instrumental macrovascular assessment
 - treatment of macrovascular disease, Conservative, pharmaceutical, and surgical

- podiatric case management of The patient with macrovascular disease
- pathophysiology of microvascular disease and dysfunction
- b). Venous pathology
 - Review of normal structure, function and haemodynamics of The Venous system
 - Venous hypertensive syndromes through stasis and obstruction in The Venous system
 - consequences of deep Venous hypertension (oedematous syndromes, ulceration, dermatitis and superficial varicosities)
 - management of obstructive conditions and deep Venous hypertension (Conservative, pharmaceutical and surgical)
 - management of The consequences of deep Venous hypertension, with particular references to ulcerative States

2. Neurology

- Review of The Anatomy of The neurological structure, motor and Sensory tracts and neurotransmitters
- Overview of The assessment of clinical and medical conditions in relation to The Upper and Lower motor neurone disorders and presentations
- Overview of neurological conditions affecting The Lower limb including
 - adulthood (hereditary, Freidrichss ataxia, Huntingtons)
 - Trauma (CVA /TIA, head injury, tumours)
 - management of neurological conditions in patients with diabetes
 - Infective (Meningitis)
 - Poliomyelitis (Acute and Old), Syphilis (Tabes Dorsalis)
 - Degenerative (Parkinsonism, multiple Sclerosis, motor neurone disease, Alzheimers)
 - Neuromuscular (Myasthenia Gravis, Muscular dystrophies, Epilepsy grand mal, petit mal, focal / Jacksonian epilepsy, Nutritional, Sub-acute combined degeneration of the cord)

3. Wound healing

- Review The physiology of Wound healing in normal and pathologic States
- Inflammation and The Wound microenvironment
- Diagnosis of wounds according to multifactorial aetiologies
- identifying, and controlling Factors which are detrimental to Wound healing (optimising The Wound healing environment)
- Wound debriding agents, cleansing agents and dressings - The range including Factors in The choice and application of Wound care products
- case management of Wound pathology

4. Diabetes

- Defining diabetes mellitus - Aetiological Factors and The signs and Symptoms in The development of diabetes
- The physiology of carbohydrate metabolism, with particular emphasis on The role of insulin and The Classification of conditions associated with impaired glucose metabolism and The role of advanced glycaemic end products (Age) in The Complications of diabetes mellitus
- Diagnosing The condition, Examination of The vascular and Nervous systems with An emphasis on The peripheral Nervous system and diagnostic skills including investigative procedures and clinical urinalysis
- Complications of diabetes
 - a). Morbidity and mortality in diabetes mellitus
 - macrovascular pathology and microvascular dysfunction in diabetes, neurological pathology, including Neuropathic arthropathy, pathological changes to The Inflammatory response, ulceration, infection and gangrene in The diabetic patient
 - b). Treatment
 - controlling blood sugars in diabetes, insulin, oral hypoglycaemia agents, diet, lifestyle and Exercise
 - diabetic emergencies - identification and treatment of hypo and hyperglycaemia

- Podiatric treatment of the patient with diabetes - modifications and precautions during routine primary care management of ulcerations, infections and gangrene, orthotic therapy and footwear modification
- principles of health education and promotion - The role of The podiatrist, and strategies for functioning within A multidisciplinary health care team
- c). Other diabetic st

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.

- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Viva Voce	15 minutes	50	N	Individual
Intra-session Exam	60 mins	20	N	Individual
Case Study	Poster style presentation using designated template	30	N	Individual
Professional Placement Performance	Duration 4 hours	S/U	Y	Individual

Teaching Periods

1st Half Campbelltown Day

Subject Contact Zainab Al-Modhefer ([https://directory.westernsydney.edu.au/search/name/Zainab Al-Modhefer/](https://directory.westernsydney.edu.au/search/name/Zainab%20Al-Modhefer/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA4021_22-1H_CA_D#subjects)

REHA 4022 Alternative and Augmentative Communication Systems

Credit Points 10

Legacy Code 401306

Coordinator Leigha Dark ([https://directory.westernsydney.edu.au/search/name/Leigha Dark/](https://directory.westernsydney.edu.au/search/name/Leigha%20Dark/))

Description The unit focuses on disability across the lifespan, assistive technology, multi-modal communication methods and Alternative & Augmentative Communication (AAC) systems. The scope covers aided and unaided AAC systems with intentional communication and assessment and intervention methods for people with complex communication needs and those who use AAC.

School Health Sciences

Discipline Speech Pathology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	2,000 words	30	N	Individual
Practical Viva	20 minutes	30	N	Individual
Written Exam	2 hours	40	N	Individual

Teaching Periods

REHA 4023 Clinical Practice 3

Credit Points 10

Legacy Code 401311

Coordinator Leigha Dark ([https://directory.westernsydney.edu.au/search/name/Leigha Dark/](https://directory.westernsydney.edu.au/search/name/Leigha%20Dark/))

Description This clinical unit will operationalise the knowledge and skills developed in the first three years of speech pathology study to provide appropriate and holistic care for paediatric clients. Students will undertake supervised clinical practice to assess and treat paediatric clients. Clinical experience placements may be in speech pathology units in hospital, community health, school or on-campus settings. Professional competencies addressed in this unit include communication, documentation, reflection and professional and ethical behaviour. In addition, students will develop skills in client assessment, interpretation of findings and education.

School Health Sciences

Discipline Speech Pathology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) REHA 2011

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Placement Assessment	15 weeks	60	Y	Individual
Case Presentation	15 minutes	20	N	Individual

Clinical Portfolio 10 pages 20 N Individual

Teaching Periods

REHA 4024 Clinical Practice 4

Credit Points 10

Legacy Code 401313

Coordinator Leigha Dark ([https://directory.westernsydney.edu.au/search/name/Leigha Dark/](https://directory.westernsydney.edu.au/search/name/Leigha%20Dark/))

Description This clinical unit will operationalise the knowledge and skills developed in the first three years of speech pathology study to provide appropriate and holistic care for paediatric clients. Students will undertake supervised clinical practice to assess and treat paediatric clients. Clinical experience placements may be in speech pathology units in hospital, community health, school or on-campus settings. Professional competencies addressed in this unit include communication, documentation, reflection and professional and ethical behaviour. In addition, students will develop skills in client assessment, interpretation of findings and education.

School Health Sciences

Discipline Speech Pathology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) REHA 2011

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Placement Assessment	15 weeks	60	Y	Individual
Case Presentation	15 minutes	20	N	Individual
Clinical Portfolio	10 pages	20	N	Individual

Teaching Periods

REHA 4025 Complex Communication Needs

Credit Points 10

Legacy Code 401310

Coordinator Leigha Dark ([https://directory.westernsydney.edu.au/search/name/Leigha Dark/](https://directory.westernsydney.edu.au/search/name/Leigha%20Dark/))

Description The unit focuses on complex cases arising in speech pathology, multi-modal communication methods and acquired disabilities and application of Alternative & Augmentative Communication (AAC) systems. Assessment and intervention methods for people with complex communication needs and those who use AAC are considered in detail. The scope includes acquired disabilities and various genetic conditions such as cleft palate and other craniofacial anomalies.

School Health Sciences

Discipline Speech Pathology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) REHA 4022

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Case Study	2,000 words	30	N	Individual
Practical Viva	20 minutes	30	N	Individual
Written Exam	2 hours	40	N	Individual

Teaching Periods

REHA 4026 Professional Issues

Credit Points 10

Legacy Code 401312

Coordinator Leigha Dark ([https://directory.westernsydney.edu.au/search/name/Leigha Dark/](https://directory.westernsydney.edu.au/search/name/Leigha%20Dark/))

Description Covering a range of ethical and professional issues for speech pathologists, the Professional Issues unit includes recent professional developments in speech pathology relevant to entry level practitioners, ethical and medico-legal issues, registration as a speech pathologist, communication and working with others (including interprofessional issues), safety, continuing education, workload control strategies, duty of care responsibilities, quality improvement processes (including critical reflection), employment strategies and career pathways.

School Health Sciences

Discipline Speech Pathology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Job Application and Interview	500 words/10 minutes	30	N	Individual
Ethics Report	2,000 words	40	N	Individual
Reflective Journal	1,500 words	30	N	Individual

Teaching Periods

REHA 4027 Innovative Speech Pathology Practice

Credit Points 10

Legacy Code 401429

Coordinator Belinda Kenny ([https://directory.westernsydney.edu.au/search/name/Belinda Kenny/](https://directory.westernsydney.edu.au/search/name/Belinda%20Kenny/))

Description The unit focuses on complex cases and contexts arising in speech pathology and innovative approaches to service delivery and workforce responsiveness. Students will have the opportunity to design and develop solutions to novel and authentic clinical and service scenarios, integrating professional knowledge, skills and experiences. This unit will encourage students to consolidate clinical reasoning and reflection skills to a sophisticated level and engage creativity and innovation to solve contemporaneous problems in Speech Pathology practice.

School Health Sciences

Discipline Speech Pathology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) REHA 3050

Co-requisite(s) REHA 4028

Restrictions Students must be enrolled in 4763 Bachelor of Speech Pathology or 4764 Bachelor of Speech Pathology (Honours)

Assumed Knowledge

Students are expected to have a sound knowledge of communication and swallowing development and changes across the lifespan and evidence-based approaches to the assessment and management of communication and mealtimes with individuals, families and communities before undertaking this subject. Students are expected to have developed intermediate level clinical skills (CBOS 2011;17), including sound approaches to clinical reasoning and reflection.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Integrate multiple sources of information to plan, develop and evaluate holistic, evidence-based responses to complex case scenarios and speech pathology service issues
2. Develop and present an innovative service response to an authentic and contemporary challenge or opportunity within the Speech Pathology profession
3. Critically appraise the purpose, design and useability of an assistive technology product/service/system by considering multiple

stakeholder perspectives including those of clients, families, clinicians, designers and managers.

4. Communicate and work collaboratively with others to achieve desired outcomes
5. Facilitate culturally safe and responsive settings for learning and practice through integration of knowledge, skills, attitudes and values.

Subject Content

A number of topics will be explored and may include, but not be limited to:

- Medicolegal contexts / Contributions
- Palliative care
- justice health
- mental health
- complex chronic disability with medical sequelae
- Technology / Product design and development
- inter professional Collaborations e.g. education, audiology
- majority World wor
- service access ? rural/Remote Issues, cultural lens
- cultural Issues
- EBP /PBE /research
- Craniofacial
- hearing
- Oncology
- Progressive conditions
- Trauma informed care
- NDIS

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied Project	2,500 words	50	N	Individual
Professional Task	1,500 words	30	N	Individual
Debate	30 minutes	20	N	Group

Teaching Periods

REHA 4028 Speech Pathology Practice 3

Credit Points 10

Legacy Code 401430

Coordinator Belinda Kenny ([https://directory.westernsydney.edu.au/search/name/Belinda Kenny/](https://directory.westernsydney.edu.au/search/name/Belinda%20Kenny/))

Description This third clinical practice unit will operationalise the knowledge and skills developed in the first three years of speech pathology study, to provide appropriate and holistic care for individuals, families and communities. Students will undertake 32 days of supervised clinical practice in diverse speech pathology contexts including, but not limited to hospitals, community health, school, private practice, not for profit, disability or on-campus settings. Professional competencies addressed in this unit include communication, documentation, reflection and professional and ethical behaviour. In addition, students will develop skills in client assessment,

interpretation of findings, planning and implementation of speech pathology services, education, advocacy and advice. Students will be working at an approaching/near entry level of professional competency during this clinical unit.

School Health Sciences

Discipline Speech Pathology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) REHA 3050 AND
REHA 3046 AND
REHA 3045 AND
REHA 3047 AND
REHA 3048

Co-requisite(s) REHA 4027

Restrictions Students must be enrolled in the 4763 Bachelor of Speech Pathology or 4764 Bachelor of Speech Pathology (Honours).

Assumed Knowledge

Students are expected to have a sound knowledge of communication and swallowing development and changes across the lifespan, and evidence based approaches to the assessment and management of communication and mealtimes with individuals, families and communities before undertaking this subject. Students are expected to have developed intermediate level clinical skills (CBOS 2011;17), including sound approaches to clinical reasoning and reflection before attempting Clinical Practice 3.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Assess, analyse, plan, implement and manage speech pathology services for individuals, families and communities during speech pathology professional practice at an **approaching/near entry level** of competency as evidenced by the COMPASS? Competency Assessment Tool.
2. Work safely and ethically in all professional contexts at an **entry level** of professional competency as evidenced by the COMPASS? Competency Asses

Subject Content

1. During clinical placements

- students will have experiences Working with clients in one or more speech pathology range of practice areas, including speech, language, voice, fluency, multimodal communication and swallowing
- developing Competency in planning, implementation, and interpretation of speech pathology assessment, planning, implementation, and Monitoring of speech pathology services, and/or participation in prevention, education, and Advocacy Activities

2. During workshops students will engage in interactive learning experiences that integrate academic and clinical competencies in the following topics

- assessment and management in complex clinical contexts
- goal setting, evidence based practice and complex service delivery Issues
- documentation and report writing for diverse professional purposes
- Models of consultation and responsive community capacity Building
- outcome measurement, innovation and evaluation of services
- quality improvement, management and assurance
- supervision and lifelong learning
- professionalism, self-care, and Ethical practice

- professional portfolio development
- work readiness

Special Requirements

Legislative pre-requisites

To be eligible to enrol in this subject and attend a health-related placement in your program, students must meet Western Sydney University course requirements **and** Special Legislative Requirements in your state, to be assessed in their first year of study, against the following:

1. National Criminal History Check: Students must have a current check valid for their entire program. A valid National Criminal history check must be an Australia-wide check, include the student's full name matching their Student ID card and date of birth and not have any offences listed. If a student has a criminal history identified on their check, they must provide a clearance or authority document or conditional letter from their relevant authorised state organisation. International students must additionally have a translated International Police Check or statutory declaration.
 2. A Working with Children Check (WWCC) clearance letter or state equivalent, valid for their entire program.
 3. A current approved first aid certificate valid for their entire program. Approved provider courses can be found at <http://training.gov.au> (<http://training.gov.au/>).
 4. A completed vaccination/immunisation card with all serology results attached - currency must be maintained by the student to ensure compliance for their entire program.
 5. Undertaking/Declaration form (or state equivalent documents).
 6. Additional forms as required per state related to, but not limited to: Tuberculosis Assessment tool; Hepatitis B statutory declaration form' Signed Code of Conduct; Student Deed Poll and all other state equivalent documents as required. Contact your school for further details. Resources are also available on the Placement Hub web page. https://www.westernsydney.edu.au/placements_hub (https://www.westernsydney.edu.au/placements_hub/)
 7. Relevant Local Health District specific documentation as requested. Contact your School for further details. Resources are also available on the Placement Hub website: https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)
- Some external sites may have additional requirements. Students will be advised of any such specified requirements which must be complied with before commencing clinical placements.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Placement Performance	32 days (x 8 hr/day) and COMPASS task requirements	S/U	Y	Individual
Reflection	1,500 words	S/U	Y	Individual
Viva Voce	15 minutes	S/U	Y	Individual

Prescribed Texts

- Dantuma, T. (2020). Professional competencies in speech-language pathology and audiology. US: Jones & Bartlett Publishers Inc. ISBN: 9781284174533

4. Create an individual plan and strategies for continuing professional development as a new graduate speech pathologist.

Teaching Periods

REHA 4029 Speech Pathology Practice 4

Credit Points 10

Legacy Code 401432

Coordinator Belinda Kenny ([https://directory.westernsydney.edu.au/search/name/Belinda Kenny/](https://directory.westernsydney.edu.au/search/name/Belinda%20Kenny/))

Description This fourth clinical practice unit will operationalise the knowledge and skills developed during four years of speech pathology study, to provide appropriate and holistic care for individuals, families and communities. Students will undertake 32 days of supervised clinical practice in diverse speech pathology contexts including, but not limited to hospitals, community health, school, private practice, not for profit, disability or on-campus settings. Professional competencies addressed in this unit include communication, documentation, reflection and professional and ethical behaviour. In addition, students will consolidate and extend their skills in client assessment, interpretation of findings, planning and implementation of speech pathology services, education, advocacy and advice. Students will be working at an entry level of professional competency during this clinical unit.

School Health Sciences

Discipline Speech Pathology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) REHA 4028

Co-requisite(s) REHA 4030

Restrictions Students must be enrolled in 4763 Bachelor of Speech Pathology or 4764 Bachelor of Speech Pathology (Honours)

Assumed Knowledge

Students are expected to have a sound knowledge of communication and swallowing development and changes across the lifespan and evidence-based approaches to the assessment and management of communication and mealtimes with individuals, families and communities before undertaking this subject. Students are expected to have developed near entry level clinical skills (CBOS 2011;17), including sound approaches to clinical reasoning and reflection before attempting Speech Pathology Practice 4.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Assess, analyse, plan, implement and manage speech pathology services for individuals, families and communities at **Entry Level** competency as evidenced by the COMPASS? Competency Assessment Tool.
2. Apply professional, safe and ethical work practices in all speech pathology settings at 'Entry Level' competency.
3. Critically appraise own and peer's contributions to the development of the speech pathology profession through scholarly discussion of complex speech pathology practice issues.

Subject Content

During workshops students will engage in interactive learning experiences that integrate academic and clinical competencies in the following topics

- assessment and management in complex clinical contexts
- goal setting, evidence based practice and complex service delivery issues
- documentation and report writing for diverse professional purposes
- Models of consultation and responsive community capacity Building
- outcome measurement, innovation and evaluation of services
- quality improvement, management and assurance
- supervision and lifelong learning
- professionalism, self-care, and Ethical practice
- professional portfolio development
- work readiness

Special Requirements

Legislative pre-requisites

To be eligible to enrol in this subject and attend a health-related placement in your program, students must meet Western Sydney University course requirements **and** Special Legislative Requirements in your state, to be assessed in their first year of study, against the following:

1. National Criminal History Check: Students must have a current check valid for their entire program. A valid National Criminal history check must be an Australia-wide check, include the student's full name matching their Student ID card and date of birth and not have any offences listed. If a student has a criminal history identified on their check, they must provide a clearance or authority document or conditional letter from their relevant authorised state organisation. International students must additionally have a translated International Police Check or statutory declaration.
 2. A Working with Children Check (WWCC) clearance letter or state equivalent, valid for their entire program.
 3. A current approved first aid certificate valid for their entire program. Approved provider courses can be found at <http://training.gov.au> (<http://training.gov.au/>).
 4. A completed vaccination/immunisation card with all serology results attached - currency must be maintained by the student to ensure compliance for their entire program.
 5. Undertaking/Declaration form (or state equivalent documents).
 6. Additional forms as required per state related to, but not limited to: Tuberculosis Assessment tool; Hepatitis B statutory declaration form' Signed Code of Conduct; Student Deed Poll and all other state equivalent documents as required. Contact your school for further details. Resources are also available on the Placement Hub web page. https://www.westernsydney.edu.au/placements_hub (https://www.westernsydney.edu.au/placements_hub/)
 7. Relevant Local Health District specific documentation as requested. Contact your School for further details. Resources are also available on the Placement Hub website: https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)
- Some external sites may have additional requirements. Students will be advised of any such specified requirements which must be complied with before commencing clinical placements.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Placement Performance	32 days (x 8 hr/day) and COMPASS task requirements	S/U	Y	Individual
Professional Task	1,500 words	S/U	Y	Individual
Presentation	10 minutes	S/U	Y	Group
Viva Voce	15 minutes	S/U	Y	Individual

Prescribed Texts

- Dantuma, T. (2020). Professional competencies in speech-language pathology and audiology. US: Jones & Bartlett Publishers Inc. ISBN: 9781284174533

Teaching Periods

REHA 4030 Speech Pathology Professional Issues

Credit Points 10

Legacy Code 401431

Coordinator Belinda Kenny ([https://directory.westernsydney.edu.au/search/name/Belinda Kenny/](https://directory.westernsydney.edu.au/search/name/Belinda%20Kenny/))

Description This unit will address contemporary professional issues relevant to entry-level and future speech pathology practice. Students will integrate knowledge and skills from the year 3 and 4 academic and clinical units to generate evidence-based and ethically sound approaches to managing complex and contemporary professional issues. Students will critically reflect on their roles and responsibilities as future professional practitioners, leaders and advocates for the speech pathology profession. Students will engage in career planning and develop strategies to facilitate their transition to professional practice and fulfilling the roles and responsibilities expected of new graduate speech pathologists.

School Health Sciences

Discipline Speech Pathology

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) REHA 4028

Co-requisite(s) REHA 4029

Restrictions Students must be enrolled in 4763 Bachelor of Speech Pathology or 4764 Bachelor of Speech Pathology (Honours)

Assumed Knowledge

Students will be expected to have comprehensive knowledge and understanding of assessment and management of communication and mealtimes across the lifespan. Students will require the knowledge,

clinical reasoning and reflection skills to respond to complex case and service delivery issues in speech pathology practice. Students will draw upon their diverse speech pathology practice experiences to complete learning activities and assessments for this subject. This subject focuses on preparation for recruitment and professional entry and it is assumed that students will have achieved professional competencies approaching entry-level before undertaking the subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Critically reflect on roles, responsibilities and skills required for leadership and advocacy in the speech pathology profession.
- Engage with the Speech Pathology Australia (SPA) 2030 aspirational goals for the profession through critical application to the future management of individuals, families and communities.
- Articulate an integrated professional identity by applying theoretical knowledge, professional experience, reasoning and reflection skills during speech pathology recruitment processes.
- Appraise self-care needs and create practical strategies for professional resilience in future workplace settings.
- Model professional, ethical and safe practice in all speech pathology contexts.

Subject Content

- Becoming a member of the speech pathology profession
- Speech Pathology Australia (SPA) 2030 aspirational goals
- Ethical leadership and advocacy
- Recruitment processes and strategies
- Working as a new graduate speech pathologist in diverse professional contexts
- Management and business skills for speech pathologists
- Self-care strategies
- Seeking and maintaining professional networks
- Clinical education and supervisory practices
- Future directions and career pathways in the speech pathology profession

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Poster/ Presentation	3 minute presentation	30	N	Individual
Professional Task: Employment Application/ CV	2 x A4 pages	20	N	Individual
Professional Task: Employment Application Interview	10 minutes	30	N	Individual
Reflection	1500 words	20	N	Individual

Teaching Periods

REHA 4031 Honours Research 1

Credit Points 20

Legacy Code 400945

Coordinator Kristy Coxon ([https://directory.westernsydney.edu.au/search/name/Kristy Coxon/](https://directory.westernsydney.edu.au/search/name/Kristy%20Coxon/))

Description This unit commences the significant research component of the student's honours degree. Students will work on their specific research project in conjunction with their supervisor, engaging in the early stages of the research process related to critical review of the literature, designing their project, considering ethical dimensions of their study, and collecting data. The emphasis of this unit is on the application of research knowledge gained in other units to the practical conduct of the individual honours project.

School Health Sciences

Discipline Occupational Therapy

Student Contribution Band HECS Band 2 20cp

Level Undergraduate Level 4 subject

Pre-requisite(s) HLTH 4002

Restrictions Students must be enrolled in an embedded honours program in a health science program. This subject is specifically tailored to accommodate the program and progression requirements of such students and is not relevant as a general elective.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically review the literature specific to their study to develop the rationale for their research project.
2. Develop specific research questions, objectives or hypotheses for their honours study.
3. Compare and contrast possible research methods relevant to the conduct of their study.
4. Review ethical dimensions of their study and address the necessary ethical approval requirements relevant to the conduct of their research.
5. Critically select and provide a rationale for the choice of research methods for their study.
6. Design, trial and implement initial stages of data collection and analysis specific to the research project.

Subject Content

1. Skills in literature searching and reviewing.
2. Critical review of the literature specific to their study to identify how the research project meets a gap in the research.
3. Development of a critical research rationale to demonstrate a gap in research knowledge.
4. Construction of research questions, objectives or hypotheses unique to the specific study.
5. Review of research methods suitable for the project.
6. Ethical dimensions of the specific honours study.
7. Practical sessions to address the ethical approval requirements relevant to the conduct of their research.
8. Practical mastery of the research methods through trial/piloting/training.
9. Implementation of the initial stages of data collection.
10. Preliminary analysis specific to the research project.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Literature Review	4000 words	50	N	Individual
Learning Contract	2500 words	30	N	Individual
Presentation	20 mins	20	N	Individual

Prescribed Texts

- Creswell, J. W., & Creswell, J.D. (2018). Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.). Los Angeles: Sage.

Teaching Periods

1st Half

Campbelltown

Day

Subject Contact Katie Hammill ([https://directory.westernsydney.edu.au/search/name/Katie Hammill/](https://directory.westernsydney.edu.au/search/name/Katie%20Hammill/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA4031_22-1H_CA_D#subjects)

Term 3

Campbelltown

Day

Subject Contact Steven Walmsley ([https://directory.westernsydney.edu.au/search/name/Steven Walmsley/](https://directory.westernsydney.edu.au/search/name/Steven%20Walmsley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA4031_22-T3_CA_D#subjects)

REHA 4032 Honours Research 2

Credit Points 20

Legacy Code 400946

Coordinator Rosalind Bye ([https://directory.westernsydney.edu.au/search/name/Rosalind Bye/](https://directory.westernsydney.edu.au/search/name/Rosalind%20Bye/))

Description In this unit students will complete the significant research component of their honours study. They will build upon the skills and knowledge of research, evidence-based practice and scholarly enquiry gained in units completed earlier in the program. The emphasis of this unit is the completion of a supervised honours research project. Each student will work individually with their supervisor to complete the stages of data collection and data analysis and will write their results into a format suitable for submission for examination. Students will also present their final at a student conference that is at professional conference level.

School Health Sciences

Discipline Health, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 20cp

Level Undergraduate Level 4 subject

Pre-requisite(s) REHA 4031

Restrictions Students must be enrolled in a health science program and studying honours as part of an embedded program of study. This subject will be specifically tailored to accommodate the program and progression requirements of such students and is not relevant as a general elective.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Implement data collection plans formulated in the previous unit, Honours Research 1 (Health Sciences)
2. Undertake data analysis suitable for their chosen research topic
3. Formulate and implement data management strategies and data analysis to reach research conclusions
4. Critically discuss and present the project's aims, methodology, results, and conclusions in a scholarly manner
5. Critically analyse the impact of research findings in relation to theory, practice, education and public policy
6. Present findings at a professionally run student conference to an audience of peers, staff and professionals

Subject Content

Major content will be determined by the particular research topic being investigated.

Generic content will include:

- research design and practical implementation of research methods in health practice
- Ethical conduct of The research process
- data collection, management and analysis relevant to Project
- Critical Review and analysis of literature in relation to research findings
- implications of results for theory, practice, education, policy and future research
- Scholarly writing of The final Honours results in A format suitable for Examination
- professional conference presentation skills

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Research Thesis or Equivalent Format Suitable for Examination	1. Research thesis (8,000-12,000 words), OR 2. Journal article plus extended literature review (5,000-10,000 words total) suitable for examination	90	N	Individual
Conference Presentation		10	N	Individual

Teaching Periods

2nd Half Campbelltown

Day

Subject Contact Rosalind Bye ([https://directory.westernsydney.edu.au/search/name/Rosalind Bye/](https://directory.westernsydney.edu.au/search/name/Rosalind%20Bye/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA4032_22-2H_CA_D#subjects)

REHA 4034 Occupational Therapy Clinical Practice 4

Credit Points 20

Legacy Code 400179

Coordinator Lee Zakrzewski ([https://directory.westernsydney.edu.au/search/name/Lee Zakrzewski/](https://directory.westernsydney.edu.au/search/name/Lee%20Zakrzewski/))

Description In 2013 this unit replaced by 400914 - Occupational Therapy Practice 4. This unit will allow students to consolidate academic knowledge and clinical skills in preparation for becoming a competent beginning practitioner. Students will be expected to actively participate in assessment, analysis, goal setting, treatment/programme planning and occupational therapy intervention under the supervision of an occupational therapist.

School Health Sciences

Discipline Occupational Therapy

Student Contribution Band HECS Band 2 20cp

Level Undergraduate Level 4 subject

Pre-requisite(s) LGYA 7072 AND REHA 3023

Equivalent Subjects LGYB 7906 - Clinical Placement 4

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Manage case loads in preparation for independent practice.
2. Demonstrate professional behaviours and attitudes in practice settings.
3. Communicate effectively with clients, team members, relevant community groups and industry partners.
4. Utilise a range of assessments to set long and short term goals.
5. Implement and evaluate occupational therapy interventions in the practice setting.
6. Prepare documents in a professional format related to practice.
7. Practice self-directed learning strategies through the use of a learning contract.
8. Reflect on their practice experience using a structured format.

Subject Content

- professional behaviour
- communication skills
- Individually negotiated learning Contract
- documentation skills for practice
- assessment of individual and group needs
- implementation and evaluation of programs for individuals and groups

Special Requirements

Legislative pre-requisites

To undertake this subject, students must comply with the following special requirements:

- Completion of a Prohibited Employment Declaration;
- Criminal Record Check Clearance;
- Provide evidence of compliance with the occupational screening and immunisation policy of NSW Health;
- Students must possess a current First Aid Certificate approved by the Workcover Authority.

Teaching Periods

REHA 4035 Occupational Therapy Practice 4 (Honours)

Credit Points 20

Legacy Code 401161

Coordinator Bronwyn Gill ([https://directory.westernsydney.edu.au/search/name/Bronwyn Gill/](https://directory.westernsydney.edu.au/search/name/Bronwyn%20Gill/))

Description This unit will allow students to consolidate academic knowledge and practice skills in preparation for becoming a competent beginning practitioner. Students will be expected to actively participate in assessment, analysis, goal setting, intervention and evaluation under the supervision of an occupational therapist. Students will complete practice hours in accordance with World Federation of Occupational Therapy accreditation guidelines. Career development workshops will be conducted to prepare students for entry into the profession of occupational therapy. In addition, honours students will examine their role as beginning practitioner researchers during their placement and the role of research in underpinning clinical decisions.

School Health Sciences

Discipline Occupational Therapy

Student Contribution Band HECS Band 2 20cp

Level Undergraduate Level 4 subject

Pre-requisite(s) REHA 3024 AND REHA 4031

Incompatible Subjects REHA 7012 - Occupational Therapy Practice 4 (Honours)

Restrictions Students must be enrolled in 4712 Bachelor of Occupational Therapy (Honours). This subject is only relevant to occupational therapy honours students as part of their embedded program of study. This subject will be specifically tailored to accommodate the program and progression requirements of these students, in particular the need to attend fieldwork placements, and therefore would not be relevant as a general elective.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Manage case loads in preparation for independent practice.
2. Display professional behaviours and attitudes in practice settings.
3. Communicate effectively with clients, team members, relevant community groups and industry partners.
4. Utilise a range of assessments to set long and short term goals.

5. Implement and evaluate occupational therapy interventions in the practice setting.
6. Prepare documents in a professional format related to practice.
7. Practice self-directed learning strategies through the use of a learning contract.
8. Reflect on their practice experience using a structured format.
9. Analyse the role of practitioner researchers in the clinical setting.

Subject Content

1. Professional practice placement.
2. Professional behaviours and self management skills.
3. Communication skills.
4. Individually negotiated learning contract.
5. Documentation skills for practice.
6. Assessment of individual and group needs.
7. Implementation and evaluation of programs for individuals and groups.
8. Career planning and the transition to work.
9. The role of honours research training in preparing students to become practitioner researchers.

Special Requirements

Legislative pre-requisites

NOTE: Due to Covid Restrictions, the First Aid Requirement is currently not needed.

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements

- Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Placement Performance	10 week full time or equivalent practice placement	50	N	Individual
Portfolio	3000 word or equivalent	50	N	Individual

Teaching Periods

2nd Half

Campbelltown

Day

Subject Contact Bronwyn Gill ([https://directory.westernsydney.edu.au/search/name/Bronwyn Gill/](https://directory.westernsydney.edu.au/search/name/Bronwyn%20Gill/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA4035_22-2H_CA_D#subjects)

REHA 7005 Complex Cases and Professional Issues

Credit Points 10

Legacy Code 401049

Coordinator Daniel Thomson ([https://directory.westernsydney.edu.au/search/name/Daniel Thomson/](https://directory.westernsydney.edu.au/search/name/Daniel%20Thomson/))

Description From 2018 students should take 401108 Complex Cases and Professional Issues. In this unit, students will further develop their clinical reasoning with respect to clients with complex presentations. A framework will be presented, which synthesises complex information such as the theory, research and skills in musculoskeletal, cardiorespiratory and neurological physiotherapy across the lifespan, and theories related to professionalism, ethics, safety and communication. This framework will be applied to the area of Intensive Care, where students will develop further knowledge and skills in specific cardiorespiratory techniques such as manual hyperinflation and suctioning. This unit also contains the discussion of a range of recent professional developments in physiotherapy, which are relevant to entry level practitioners. These include registration as a physiotherapist, continuing education, workload control strategies, duty of care responsibilities and quality improvement processes (including critical reflection), employment strategies and career pathways.

School Health Sciences

Discipline Physiotherapy

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) REHA 3001 AND
REHA 3014 AND
REHA 7018 AND
REHA 3004

Co-requisite(s) REHA 7001 OR
REHA 7002 OR
REHA 7003 OR
REHA 7004

Restrictions

Students must be enrolled in 4662 Bachelor of Health Science/Master of Physiotherapy, 4667 Master of Physiotherapy or 4668 Bachelor of Health Science (Honours)/Master of Physiotherapy.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Synthesise complex assessment information, using clinical reasoning and client-centred approaches to design and critically reflect on a management plan for clients with complex presentations
- Plan, justify, implement, and evaluate a safe and effective treatment of the impairments and activity limitations in clients with respiratory failure with and without multi-system co-morbidities
- Critically reflect on a clinical scenario with respect to professionalism, ethics, safety and communication
- Synthesise the contributions of physiotherapy study, personal interests and opportunities in physiotherapy to develop a personal, targeted employment strategy
- Demonstrate effective verbal and written communication skills

Subject Content

1. Integration of physiotherapy knowledge developed from previous university-based and clinically-based physiotherapy with the theory of professionalism, ethics, safety and communication (clinical reasoning) to plan management strategies for clients with complex presentations

2. Evidence-based management of clients with respiratory failure requiring assisted ventilation
3. Recent professional developments in physiotherapy, such as registration as a physiotherapist continuing education, workload control strategies, quality improvement processes, and career pathways
4. Employment strategies, considering desires and personal attributes as well as attainment of the UWS Physiotherapy Graduate Attributes and the Standards for Physiotherapy (2006)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Group Assignment	1,500 words	25	N	Group
Individual Assignment	2,500 words	45	N	Individual
Skills Test	10 skills	Pass/Fail	Y	Individual
Written Exam – ICU theory and complex case study	2 hours	30	Y	Individual

Teaching Periods

REHA 7007 Integrating Research into Physiotherapy Practice

Credit Points 10

Legacy Code 401050

Coordinator Clarice Tang ([https://directory.westernsydney.edu.au/search/name/Clarice Tang/](https://directory.westernsydney.edu.au/search/name/Clarice%20Tang/))

Description From 2018 students should take 401109 Integrating Research into Physiotherapy Practice. In this unit, students will further develop their evidence based practice skills and knowledge by applying it in practice settings. This will involve applying the academic knowledge and skills from three prior evidence based practice and research units by synthesising it with their clinical experience and skills. Students will be allocated a topic area from which they will identify a clinical "problem" or health-related issue. Students will then plan and design a robust research project to answer this question. Students will be expected to reflect on the barriers and facilitators of evidence-based practice, and develop strategies and interventions to be used to facilitate the implementation of evidence in practice by clients and health care practitioners. This unit also involves students developing leadership and educator skills by facilitating and participating in a journal club.

School Health Sciences

Discipline Physiotherapy

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) HLTH 3005 OR
HLTH 4002 AND
REHA 7001 OR

REHA 7002 OR
REHA 7003 OR
REHA 7004

Restrictions

Students must be enrolled in 4662 Bachelor of Health Science/Master of Physiotherapy, 4667 Master of Physiotherapy or 4668 Bachelor of Health Science (Honours)/Master of Physiotherapy.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify an evidence-practice gap in clinical practice.
2. Generate a structured clinical question about an intervention for a clinical scenario.
3. Plan and design a robust research study for a specific population group ranging from movement control to lifestyle issues, remediation to health promotion.
4. Critically reflect on outcomes of prior research and justify research methodology.
5. Design strategies and interventions to facilitate the implementation of evidence by clients and practitioners.
6. Effectively communicate verbally and in a variety of written formats as required in various contexts e.g. clinical and academic.

Subject Content

Advanced, applied physiotherapy research practice including:

- planning An evidence-based research Topic investigation
- theoretical and practical strategies to execute An evidence-based research investigation in A range of practice areas
- theoretical and research-identified Facilitators and barriers to evidence based practice in clinical practice
- Critical reflection on The execution of The evidence-based research investigation and identification of future learning needs
- advanced skills in reading and interpreting physiotherapy research evidence
- physiotherapy evidence for specific population groups, e.g. Arthritis, back pain, occupational injury
- leadership skills to effectively facilitate and participate in A group Activities, such as A journal club
- verbal and written skills

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation in Journal Club Format	20 minutes	20	N	Individual
Written Essay	2,500 words	50	N	Individual
Professional Task	1 page or no longer than 5 minutes	30	N	Individual

Prescribed Texts

- Herbert, R., Jamtvedt, G., Hagen, K. B., & Mead, J. (2011). Practical evidence-based physiotherapy (2nd ed.). Edinburgh: Elsevier/Churchill Livingstone.

Teaching Periods

REHA 7009 Neurological Physiotherapy Practice

Credit Points 10

Legacy Code 400987

Coordinator Fran Moran ([https://directory.westernsydney.edu.au/search/name/Fran Moran/](https://directory.westernsydney.edu.au/search/name/Fran%20Moran/))

Description This unit introduces the scope of physiotherapy practice in Australia and around the world as well as ethical and professional behaviours and communication skills required by physiotherapists. Students will develop skills in conducting simple subjective and objective examinations of posture, range of movement, muscle strength and length and providing gait rehabilitation. These knowledge and skills will be applied to the physiotherapy management of clients with acute neurological disorders. physiotherapy contexts. Neurological competencies addressed in this unit include introductory skills in neurological physiotherapy assessment, interpretation and prioritisation of findings along with the selection and implementation and evaluation of appropriate treatment strategies.

School Health Sciences

Discipline Physiotherapy

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) REHA 3026 AND
REHA 3001 AND
REHA 3004

Restrictions

Students must be enrolled in the 4667 Master of Physiotherapy. Students in this program are required to participate fully in practical classes. This involves disrobing to shorts and singlet or swim-suit equivalent in mixed gender classes. Students will practice hands-on physiotherapy examination and treatment techniques on both genders, and will personally experience these techniques which will be performed on them by other students and relevant academic staff.

Assumed Knowledge

Neuroanatomy and research methods. Knowledge of clinical pharmacology would be an advantage.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Display effective communication skills, ethics and professionalism
2. Conduct a simple subjective and objective assessment
3. Record findings in an appropriate format for entry into health records
4. Analyse assessment findings and develop an appropriate treatment plan
5. Plan appropriate and effective management strategies including transfers and gait rehabilitation
6. Monitor, evaluate and progress treatments as indicated
7. Demonstrate safe work practices

Subject Content

1. Within a generic context:
 - introduction to The physiotherapy profession and areas of practice. Ethical principles, professional Standards and registration. Importance and practice of Critical reflection and communication skills. posture and movement assessment, application of Basic massage techniques.
 - simple subjective assessment and objective assessment of range of movement, length, strength. Screening for pathology and safety with mobilisation. outcome measures for function and gait. observation of different gait patterns, principles of rehabilitation and use of gait aides. practice facilitating Transfers and gait education.
2. Within an acute, neurological physiotherapy context:
 - subjective assessment, investigations, notes, bed charts
 - objective assessment including observation, Basic cognition, range of movement, strength, length, sensation, reflexes, tone, Coordination, proprioception, function and mobility
 - interpretation of findings, Prioritisation of client problems and development of treatment plan
 - design and implementation of appropriate management techniques including education, Exercise, task-related training and gait rehabilitation
 - Monitoring, evaluation and Progression of treatments as appropriate
 - Interprofessional communication and professionalism
 - Safe work practices and discharge planning

Teaching Periods

REHA 7010 Occupational Justice

Credit Points 10

Legacy Code 400916

Coordinator Katie Hammill ([https://directory.westernsydney.edu.au/search/name/Katie Hammill/](https://directory.westernsydney.edu.au/search/name/Katie%20Hammill/))

Description This unit critically examines practice in the community with a focus on social inclusion and occupational justice. Life perspectives of people experiencing occupational injustice are explored. Current and historical ideologies which underpin global and national legislation and policies on human rights are examined. The promotion of occupational participation through occupational therapy practice is outlined. This unit challenges popular myths and stereotypes of people with disabilities. Issues such as de-institutionalisation, duty of care, dignity of risk, choice-making, rights and negligence are critiqued against legal, ethical and personal perspectives. This unit assists students to develop critical thinking and reflection skills for practice.

School Health Sciences

Discipline Occupational Therapy

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) REHA 3022 AND
REHA 3020

Equivalent Subjects LGYA 7065 - Occupation Social Participation

Restrictions

Students must be enrolled in 4663 Bachelor of Health Science/Masters of Occupational Therapy or 4664 Master of Occupational Therapy or 4712 Bachelor of Occupational Therapy (Honours).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the occupational injustices experienced by individuals and/ or groups and hypothesise the potential impact on community membership and participation.
2. Appraise past and present conceptual frameworks and ideologies which influence an individual's social and community inclusion
3. Reflect on personal and societal attitudes and beliefs about people who experience occupational injustice (eg disability, homelessness, refugees, Indigenous Australians)
4. Identify community inclusion opportunities and evaluate their potential to facilitate occupational engagement
5. Critique occupational therapy approaches used to facilitate occupational justice.
6. Develop an occupational therapy strategy to enable occupational justice for a marginalised group within their local community or global context

Subject Content

1. Concepts and principles of occupational justice, community membership and participation
2. Global and national legislation and policies on human rights
3. Conceptual frameworks and ideologies which underpin service planning
4. Strategies to manage challenging behaviours to facilitate successful community inclusion
5. Concept of institutionalisation and its impact on occupational freedom
6. Approaches used to guide occupational therapy practice in the community
7. Community inclusion opportunities available in the community
8. Issues relating to provision of service; duty of care versus dignity of risk, choice-making, advocacy and abuse and neglect

Special Requirements

Legislative pre-requisites

Prior to enrolling in this subjects, students must have submitted a Student Undertaking Form. Use the link to the Special Requirements webpage below for more information.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

If students are visiting a NSW Health facility they will need to comply with the occupational screening and immunisation policy of NSW Health.

Teaching Periods

REHA 7011 Occupational Therapy Practice 4

Credit Points 20

Legacy Code 400914

Coordinator Bronwyn Gill ([https://directory.westernsydney.edu.au/search/name/Bronwyn Gill/](https://directory.westernsydney.edu.au/search/name/Bronwyn%20Gill/))

Description This unit will allow students to consolidate academic knowledge and practice skills in preparation for becoming a competent beginning practitioner. Students will be expected to actively participate in assessment, analysis, goal setting, intervention and evaluation under the supervision of an occupational therapist. Students will complete practice hours in accordance with World Federation of Occupational

Therapy accreditation guidelines while undertaking the second of two final year clinical placements. Students will also gain knowledge and skills in relation to career planning, professional networking and workforce entry.

School Health Sciences

Discipline Occupational Therapy

Student Contribution Band HECS Band 2 20cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) REHA 7013

Equivalent Subjects REHA 4034 - Occupational Therapy Clinical Practice 4

Restrictions

Students must be enrolled in 4663 Bachelor of Health Science/Masters of Occupational Therapy or 4664 Master of Occupational Therapy.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Manage case loads in preparation for independent practice.
2. Demonstrate professional behaviours and attitudes in practice settings, including communicating effectively with clients, team members, relevant community groups and industry partners.
3. Utilise a range of assessments to set long and short term goals.
4. Implement and evaluate occupational therapy interventions in the practice setting.
5. Prepare documents in a professional format related to practice.
6. Practice self-directed learning strategies through the use of a learning contract.
7. Reflect on their practice experience using a structured format.
8. Implement career planning strategies, including the development of professional networks and knowledge and skills for entering the workforce.

Subject Content

1. Professional practice placement
2. Professional behaviours and Self Management Skills
3. Communication skills
4. Individually negotiated learning contract
5. Documentation skills for practice
6. Assessment of individual and group needs
7. Implementation and evaluation of programs for individuals and groups
8. Career planning, professional networks and preparation for entering the workforce.

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Performance Evaluation	National OT fieldwork evaluation tool used to assess performance	40	Y	Individual
Practice Placement Portfolio	3000 words	60	Y	Individual

Teaching Periods

REHA 7012 Occupational Therapy Practice 4 (Honours)

Credit Points 20

Legacy Code 400949

Coordinator Bronwyn Gill ([https://directory.westernsydney.edu.au/search/name/Bronwyn Gill/](https://directory.westernsydney.edu.au/search/name/Bronwyn%20Gill/))

Description From 2018 students in course code 4712 - Bachelor of Occupational Therapy (Honours) should take 401161 - Occupational Therapy Practice 4 (Honours). This unit will allow students to consolidate academic knowledge and practice skills in preparation for becoming a competent beginning practitioner. Students will be expected to actively participate in assessment, analysis, goal setting, intervention and evaluation under the supervision of an occupational therapist. Students will complete practice hours in accordance with World Federation of Occupational Therapy accreditation guidelines. Career development workshops will be conducted to prepare students for entry into the profession of occupational therapy. In addition, honours students will examine their role as beginning practitioner researchers during their placement and the role of research in underpinning clinical decisions.

School Health Sciences

Discipline Occupational Therapy

Student Contribution Band HECS Band 2 20cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) REHA 3024 AND REHA 4031

Restrictions

Students must be enrolled in 4663 Bachelor of Health Science (Honours)/Master of Occupational Therapy or 4712 Bachelor of Occupational Therapy (Honours).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Manage case loads in preparation for independent practice.
2. Display professional behaviours and attitudes in practice settings.
3. Communicate effectively with clients, team members, relevant community groups and industry partners.
4. Utilise a range of assessments to set long and short term goals.
5. Implement and evaluate occupational therapy interventions in the practice setting.
6. Prepare documents in a professional format related to practice.

- Practice self-directed learning strategies through the use of a learning contract.
- Reflect on their practice experience using a structured format.
- Critically analyse the role of practitioner researchers in the clinical setting.

Subject Content

- Professional practice placement.
- Professional behaviours and self management skills.
- Communication skills.
- Individually negotiated learning contract.
- Documentation skills for practice.
- Assessment of individual and group needs.
- Implementation and evaluation of programs for individuals and groups.
- Career planning and the transition to work.
- The role of honours research training in preparing students to become practitioner researchers.

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

- Find your existing National Police Check or apply for one
- Gather documentary evidence of your vaccination history
- Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
- Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Performance Evaluation	N/A – evaluation tool used by supervisors and students to evaluate performance against clinical competencies	40	Y	Individual
Practice Placement Portfolio	3,000 words	60	N	Individual

Teaching Periods

REHA 7013 Occupational Therapy Practice 4 Workshop

Credit Points 10

Legacy Code 400915

Coordinator Bronwyn Gill ([https://directory.westernsydney.edu.au/search/name/Bronwyn Gill/](https://directory.westernsydney.edu.au/search/name/Bronwyn%20Gill/))

Description This unit will facilitate the transition from student to occupational therapy practitioner. This unit will allow students to consolidate academic knowledge and practice skills in preparation for becoming a competent beginning practitioner. Students will be expected to actively participate in assessment, analysis, goal setting, intervention and evaluation under the supervision of an occupational therapist. Students will complete practice hours in accordance with

World Federation of Occupational Therapy accreditation guidelines while undertaking the first of two final year clinical placements.

School Health Sciences

Discipline Occupational Therapy

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) REHA 7015

Equivalent Subjects REHA 4034 - Occupational Therapy Clinical Practice 4

Restrictions

Students must be enrolled in 4663 Bachelor of Health Science/Masters of Occupational Therapy or 4664 Master of Occupational Therapy.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Manage case loads under the supervision of an occupational therapist.
2. Demonstrate professional behaviours and attitudes in practice settings.
3. Communicate effectively with clients, team members, relevant community groups and industry partners.
4. Utilise a range of assessments to set long and short term goals.
5. Implement and evaluate occupational therapy interventions in the practice setting under the supervision of an occupational therapist.
6. Prepare documents in a professional format related to practice under supervision of an occupational therapist.
7. Practice self-directed learning strategies through the use of a learning contract.
8. Reflect on their practice experience using a structured format and identify learning needs to meet professional competencies during their next clinical placement.

Subject Content

1. Professional practice placement
2. Professional behaviours and self management skills
3. Communication skills
4. Individually negotiated learning contract
5. Documentation skills for practice
6. Assessment of individual and group needs
7. Implementation and evaluation of programs for individuals and groups

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a **Student Undertaking Form** and undertake to apply for a **National Police Check**, which is required to be submitted before placement, and a **Working with Children Check Student Declaration**. Use the link to the **Special Requirements webpage** below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western

Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional portfolio	3000 words	60	Y	Individual

Reflection	1000 words	40	Y	Individual report
------------	------------	----	---	-------------------

Teaching Periods

REHA 7014 Occupational Therapy Project

Credit Points 10

Legacy Code 400913

Coordinator Rosalind Bye ([https://directory.westernsydney.edu.au/search/name/Rosalind Bye/](https://directory.westernsydney.edu.au/search/name/Rosalind%20Bye/))

Description The aim of this unit is for students to critically apply their knowledge of professional theory, practice, research and evaluation skills to the investigation of an occupational therapy professional issue of interest or concern. Students will apply unobtrusive research methods to investigate their chosen topic. Students develop an extensive knowledge of their chosen topic and critically analyse the implications of their findings in terms of theory, policy and contemporary health care practice. Students will synthesise their findings into a scholarly research project report and present their findings at a professional-level capstone student conference.

School Health Sciences

Discipline Occupational Therapy

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) REHA 3025 AND HLTH 3005

Restrictions

Students must be enrolled in 4663 Bachelor of Health Science/Masters of Occupational Therapy or 4664 Master of Occupational Therapy. This is a specialty subject offered as a compulsory core subject of the occupational therapy program. It is profession specific, preparing students to practice as an occupational therapist and not relevant as an elective for non-occupational therapy students.

Assumed Knowledge

Knowledge of issues and concerns relevant to the occupational therapy profession and occupational therapy clients and consumers. This knowledge will ideally have been gained in part by undertaking several fieldwork experiences in preceding years of the program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Formulate a research problem relevant to occupational therapy theory, practice or reasoning.
2. Systematically search for and critique a wide range of literature relating to a specific research problem.
3. Critically examine a range of unobtrusive research methods which may be suitable for investigating the problem and prepare a plan of the project.
4. Critically analyse ethical issues associated with the conduct of unobtrusive research.
5. Execute unobtrusive research methods of data collection and analysis appropriate to the project.

6. Synthesise complex information into an investigative project report that reflects a critical examination of the topic, with recommendations related to future occupational therapy practice, theory, national and international policy.
7. Present a professional standard conference abstract and presentation.
8. Work collaboratively and in a self-directed manner with other students to complete the above objectives.

Subject Content

1. Contemporary and topical issues relating to occupational therapy practice, theory and professional reasoning.
2. Unobtrusive research methods eg. critical literature review, thematic analysis of public documents, theoretical analysis of case study populations.
3. Ethics of research using unobtrusive methods.
4. Project management skills.
5. Professional Communication skills ? professional and scholarly writing, professional conference presentation skills, abstract writing.
6. Capstone student conference ? preparation and involvement.

Teaching Periods

REHA 7015 Occupational Therapy Specialties

Credit Points 10

Legacy Code 400917

Coordinator Katie Hammill ([https://directory.westernsydney.edu.au/search/name/Katie Hammill/](https://directory.westernsydney.edu.au/search/name/Katie%20Hammill/))

Description This unit provides occupational therapy students with the opportunity to select from, and undertake advanced study in, a range of occupational therapy clinical specialty areas. Several streams will run concurrently in this unit representing key clinical areas of specialisation in occupational therapy. Students will be able to focus their study, by selecting a combination of clinical specialty streams. Streams will cover relevant clinical content, examining the unique occupational therapy contribution in each specialty area.

School Health Sciences

Discipline Occupational Therapy

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) REHA 3025

Restrictions

Students must be enrolled in 4663 Bachelor of Health Science/Masters of Occupational Therapy or 4664 Master of Occupational Therapy.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the purpose of clinical specialisation within occupational therapy
2. Review and evaluate the unique occupational therapy contribution in clinical specialty areas of interest
3. Investigate clinical questions and apply knowledge and skills of evidence-based practice to the investigation of clinical specialty topics

4. Perform professional competencies relevant to the chosen clinical specialisation areas

Subject Content

1. The unique occupational therapy contribution in areas of clinical specialisation
2. The use of learning contracts to determine learning needs in areas of clinical specialisation
3. Clinical questions relevant to the development of expertise in chosen clinical specialty areas as negotiated with academic staff
4. Knowledge and skills of evidence-based practice in the investigation of clinical specialty topics
5. Professional competencies relevant to the chosen clinical specialisation areas as negotiated with academic staff

Teaching Periods

REHA 7016 Occupational Therapy Theory and Practice

Credit Points 10

Legacy Code 400911

Coordinator Karen Arblaster ([https://directory.westernsydney.edu.au/search/name/Karen Arblaster/](https://directory.westernsydney.edu.au/search/name/Karen%20Arblaster/))

Description This unit introduces master's entry students to the theory and practice of occupational therapy. Students will explore the unique contribution of occupational therapists in the health care setting, apply theoretical and philosophical principles underpinning the profession to client groups, and learn analytical skills to examine the relationship between a person, their environment and their participation in daily occupations. The occupational therapy problem solving process will be briefly introduced. In addition, students will study clinical and professional competencies related to practice as a health professional. Finally, the above knowledge and skills will be applied during supervised fieldwork experience.

School Health Sciences

Discipline Occupational Therapy

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 4664 Master of Occupational Therapy.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Define occupational therapy and describe the history and development of the profession
2. Summarise the occupational therapy role in the Australian health care context across major practice areas
3. Evaluate the impact of health, disability and illness on occupational participation using the International Classifications of Function
4. Apply occupational therapy philosophical concepts and theoretical practice models to client case studies
5. Describe the occupational therapy problem-solving process of referral, assessment, goal setting, treatment planning, intervention, evaluation of outcomes and the role of evidence-based practice in this process

6. Conduct occupational analysis of client case scenarios using the Person-Environment-Occupation approach
7. Reflect on the role of a health professional, the nature of the helping relationship, and the role of teamwork in the health care context
8. Apply ethical practice principles to health care scenarios
9. Perform key professional competencies related to occupational health and safety, manual handling and health professional communication (interpersonal, written, and professional presentation) both in class and during fieldwork experiences
10. Apply the above knowledge and skills during fieldwork experiences

Subject Content

1. Definitions of occupational therapy
2. History and development of the profession in Australia and internationally
3. Australian health care context and the role of occupational therapy
4. Major practice areas for occupational therapists
5. International classifications of function and health, conceptual models of disability, and personal narratives related to living with conditions that impact on occupational participation e.g. illness/disability/ageing
6. Occupational therapy philosophical concepts and theoretical practice models
7. Occupational therapy problem-solving process: referral, assessment, goal setting, treatment planning, intervention and evaluation of outcomes
8. The role of evidence-based practice in the problem solving process
9. Occupational analysis of client case scenarios using the Person-Environment-Occupation approach
10. The role of a health professional, rights and responsibilities
11. The nature of the helping relationship and duty of care to clients
12. Teamwork in the health care context and the role of other health professionals
13. Ethical principles relevant to health care professionals
14. Professional practice competencies: occupational health and safety, manual handling and written and verbal health professional communication (interpersonal communication, professional literacy, plagiarism, referencing, presentation skills)
15. Fieldwork experiences to consolidate the above knowledge and skills

Special Requirements

Legislative pre-requisites

Prior to enrolling in this subject, students must have:

- 1) submitted a Student Undertaking Form and have applied for a National Police Certificate;
- 2) submitted Working with Children Check Student Declaration;
- 3) provide evidence of compliance with the occupational screening and immunisation policy of NSW Health; and
- 4) possess a current First Aid Certificate approved by the WorkCover Authority.

Teaching Periods

REHA 7017 Paediatric Physiotherapy

Credit Points 10

Legacy Code 401047

Coordinator Genevieve Dwyer ([https://directory.westernsydney.edu.au/search/name/Genevieve Dwyer/](https://directory.westernsydney.edu.au/search/name/Genevieve%20Dwyer/))

Description From 2018 students should take 401106 - Paediatric Physiotherapy. This unit aims to prepare the student as a competent entry-level practitioner in paediatric physiotherapy. It focuses on understanding the changes which occur from infancy to maturity and the impact of congenital or acquired conditions, or lifestyle diseases causing dysfunction. Clinical and ethical reasoning and family-centred practice are both stressed. The approach will also emphasise the role of physiotherapy within inter-professional teams to prepare for different work settings (acute care, rehabilitation and/or community). The unit integrates prior learning from previous years (especially units related to neurology musculoskeletal and cardiopulmonary physiotherapy and exercise rehabilitation).

School Health Sciences

Discipline Physiotherapy

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) REHA 3009 AND REHA 3018

Restrictions

Students must be enrolled in 4662 Bachelor of Health Science/Master of Physiotherapy, 4667 Master of Physiotherapy or 4668 Bachelor of Health Science (Honours)/Master of Physiotherapy

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Outline typical growth and development from birth to adolescence; and discuss the occurrence of variations in typical development and possible reasons for these.
2. Describe the potential impact of atypical growth and development on the skeletal, respiratory and/or neurological system of a child with congenital or acquired condition.
3. Identify the potential psychosocial impact of illness, disease and/or disability on a child, their family and the community contexts.
4. Research and determine relevant methods used to assess and/or monitor infants, children and adolescents as appropriate to their needs.
5. Solve relevant complex paediatric clinical problems accessing appropriate resources and using a process of clinical reasoning.
6. Select physiotherapy interventions based on the best evidence available and identify how the intervention(s)/management would be implemented and evaluated, ensuring safe work practices.
7. Justify a plan of management for a paediatric problem that demonstrates professional and ethical behaviour, and also recognises the potential role of other health practitioners, as indicated.

Subject Content

Theory, research and practice, within a paediatric physiotherapy context, for:

1. Typical growth and development from birth to adolescence
2. The impact of atypical growth and development on a child with a congenital or acquired condition
3. The potential psychosocial impact of illness, disease and/or disability on a child, their family and community

4. Working across a variety of workplace settings (acute care, rehabilitation and community-based) and within a family-centred practice philosophy and ICF framework

5. Identifying relevant methods used to assess and/or monitor infants, children and adolescence, as appropriate to their needs

6. Planning case management of complex paediatric clinical problems using sound clinical reasoning and illustrating physiotherapy practice

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Developmental assessment and self-reflection report	000 words	20	N	Individual
Case Compilation	3000 words	30	N	Individual
Written examination	2 hours	50	N	Individual

Teaching Periods

REHA 7018 Physiotherapy for Chronic Illness and Disease

Credit Points 10

Legacy Code 401048

Coordinator Genevieve Dwyer ([https://directory.westernsydney.edu.au/search/name/Genevieve Dwyer/](https://directory.westernsydney.edu.au/search/name/Genevieve%20Dwyer/))

Description From 2018 students should take 401107 - Physiotherapy for Chronic Illness and Disease. This unit focuses on the role of physiotherapy in chronic disease management. A case-based learning approach will be undertaken to provide students with the theory, research and practice which underpins the assessment and treatment of people with chronic disease. The role of lifestyle factors in the development of chronic disease will be explored, along with health promotion and preventative strategies. The importance of client-centred care, which respects culture and diversity, and the multidisciplinary team approach will also be investigated in the context of frequently occurring chronic conditions.

School Health Sciences

Discipline Physiotherapy

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) REHA 3009

Co-requisite(s) REHA 7001 OR REHA 7002 OR REHA 7003 OR REHA 7004

Restrictions

Students must be enrolled in 4662 Bachelor of Health Science/Master of Physiotherapy, 4667 Master of Physiotherapy or 4668 Bachelor of Health Science (Honours)/Master of Physiotherapy.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Synthesise evidence to explain how lifestyle and/or psychosocial factors can influence the development and continuation of chronic illness or disease.
2. Justify the role of physiotherapy in the prevention and/or management of chronic illness or disease.
3. Critically reflect on the contributions of a multidisciplinary/interdisciplinary team in the management of individuals with chronic illness or disease.
4. Solve relevant complex clinical problems accessing appropriate resources and using a process of sound clinical reasoning.
5. Research and determine a client-centred approach in the design of a physiotherapy management plan for the management of chronic illness or disease.

Subject Content

1. Prevalence of chronic illness and disease in Australia and internationally and relevance to physiotherapy
2. Role of physical activity in promoting healthy lifestyles and quality of life across the lifespan for those living with chronic disease, illness or disability
3. Living with chronic illness or disease from the perspective of the patient
4. Goal setting and optimising compliance to effect positive behavioural change and/or maximise quality of life
5. Opportunities for physiotherapists to assist in the prevention and management of chronic disease
6. Role of community physiotherapy within a multidisciplinary/interdisciplinary team approach to management of chronic disease
7. Palliative care: supporting patients in the last phase of life
8. Students will cover some key chronic disease areas via seminar topics. The theme of the seminar topics is promoting healthy lifestyles to optimise quality of life throughout the lifespan.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Group seminar	25 mins	30	N	Individual

Structured critical analysis and reflection of clinical reasoning related to patient seen during clinical site visit or to case scenario presented in class.	1500 words	30	N	Individual
Chronic disease clinical unit case study reflection workbook	1800 words	40	N	Individual

Teaching Periods

REHA 7023 Podiatric Professional Practice Studies

Legacy Code 400934

Coordinator Steven Walmsley ([https://directory.westernsydney.edu.au/search/name/Steven Walmsley/](https://directory.westernsydney.edu.au/search/name/Steven%20Walmsley/))

Student Contribution Band

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Literature Review	2500-3000 words	60	N	Individual
Two Simulated Job Applications	7 pages	40	N	Individual
Attendance at Conference	N/A		Y	Individual

Teaching Periods

REHA 7027 Research into Practice: bridging the clinician-researcher divide in applied and creative therapies

Credit Points 10

Legacy Code 102728

Coordinator Alison Short ([https://directory.westernsydney.edu.au/search/name/Alison Short/](https://directory.westernsydney.edu.au/search/name/Alison%20Short/))

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

School Humanities & Comm Arts

Discipline Rehabilitation Therapies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Distinguish between clinical and research practices and their ethical implications
2. Demonstrate skills in using benchtop research (basic laboratory approaches) to inform applied research contexts
3. Reflect critically and constructively on own development as a clinician-researcher

Subject Content

Content will be drawn from, or elaborate upon, a selection of the following topics:

- How do we know what we know? ? epistemology
- How do we know what works? ? evidence based research and evidence based practice (EBR and EBP)
- The nature of evidence for practice
- Benchtop and basic laboratory approaches
- Approaches to real-world practice-based research
- Harnessing existing research into practice contexts
- Role of the clinician, role of the researcher
- Understand the development of the clinician-researcher
- Translation and impact of applied research into the clinical setting
- The scope and limitations of EBR ? its place in the hierarchy of evidence, and the politics of what counts as knowledge

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Log/ Workbook: Journal reflection, specific questions	2,000 words	30	N	Individual

Online Presentation	10 minutes, plus feedback to other students	25	N	Individual
---------------------	---	----	---	------------

Research Essay	3,500 words	45	N	Individual
----------------	-------------	----	---	------------

Prescribed Texts

- Materials will be provided via vUWS

Teaching Periods

REHA 9001 Higher Degree Research Thesis - Art Therapy

Credit Points 20

Legacy Code 800125

Coordinator Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter%20Bansel/))

School Social Sciences

Discipline Rehabilitation Therapies, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1 Bankstown

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter%20Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA9001_22-RQ1_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter%20Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA9001_22-RQ1_KW_D#subjects)

Liverpool

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter%20Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA9001_22-RQ1_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter%20Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA9001_22-RQ1_PS_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA9001_22-RQ2_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA9001_22-RQ2_KW_D#subjects)

Liverpool

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA9001_22-RQ2_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA9001_22-RQ2_PS_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA9001_22-RQ3_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA9001_22-RQ3_KW_D#subjects)

Liverpool

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA9001_22-RQ3_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA9001_22-RQ3_PS_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA9001_22-RQ4_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA9001_22-RQ4_KW_D#subjects)

Liverpool

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA9001_22-RQ4_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA9001_22-RQ4_PS_D#subjects)

REHA 9002 Higher Degree Research Thesis - Chiropractic and Osteopathy

Credit Points 20

Legacy Code 800101

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria+Jones/))

School Health Sciences

Discipline Chiropractic and Osteopathy

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria+Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA9002_22-RQ1_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA9002_22-RQ1_CA_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA9002_22-RQ2_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA9002_22-RQ2_CA_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA9002_22-RQ3_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA9002_22-RQ3_CA_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA9002_22-RQ4_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA9002_22-RQ4_CA_D#subjects)

REHA 9003 Higher Degree Research Thesis - Occupational Therapy

Credit Points 20

Legacy Code 800127

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Health Sciences

Discipline Occupational Therapy

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA9003_22-RQ1_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA9003_22-RQ1_HW_D#subjects)

Research Quarter 2

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA9003_22-RQ2_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA9003_22-RQ2_HW_D#subjects)

Research Quarter 3

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA9003_22-RQ3_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA9003_22-RQ3_HW_D#subjects)

Research Quarter 4

Campbelltown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA9003_22-RQ4_CA_D#subjects)

Hawkesbury

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA9003_22-RQ4_HW_D#subjects)

REHA 9004 Higher Degree Research Thesis - Physiotherapy

Credit Points 20

Legacy Code 800099

Coordinator Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

School Health Sciences

Discipline Physiotherapy

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA9004_22-RQ1_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA9004_22-RQ1_CA_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA9004_22-RQ2_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA9004_22-RQ2_CA_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA9004_22-RQ3_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA9004_22-RQ3_CA_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA9004_22-RQ4_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA9004_22-RQ4_CA_D#subjects)

REHA 9005 Higher Degree Research Thesis - Podiatry

Credit Points 20

Legacy Code 800103

Coordinator Victoria Jones (<https://directory.westernsydney.edu.au/search/name/Victoria Jones/>)

School Health Sciences

Discipline Podiatry

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA9005_22-RQ1_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA9005_22-RQ1_CA_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA9005_22-RQ2_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA9005_22-RQ2_CA_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA9005_22-RQ3_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA9005_22-RQ3_CA_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA9005_22-RQ4_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA9005_22-RQ4_CA_D#subjects)

REHA 9006 Higher Degree Research Thesis - Rehabilitation Therapies

Credit Points 20

Legacy Code 800097

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Health Sciences

Discipline Rehabilitation Therapies

Student Contribution Band HECS Band 2 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA9006_22-RQ1_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA9006_22-RQ1_CA_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA9006_22-RQ2_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA9006_22-RQ2_CA_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA9006_22-RQ3_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA9006_22-RQ3_CA_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA9006_22-RQ4_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=REHA9006_22-RQ4_CA_D#subjects)

SPRT 1001 Fundamentals of Exercise Science

Credit Points 10

Legacy Code 400880

Coordinator Ric Lovell ([https://directory.westernsydney.edu.au/search/name/Ric Lovell/](https://directory.westernsydney.edu.au/search/name/Ric%20Lovell/))

School Health Sciences

Discipline Sport and Recreation, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects SPRT 1007 - Professional Practice of Sport Exercise Science SPRT 1002 - Fundamentals of Exercise Science (WSTC)

Restrictions

Students must be enrolled in 4658 Bachelor of Health Science (Sport and Exercise Science) or 4659 Bachelor of Health Science (Personal Development, Health and Physical Education) or 4741 Bachelor of Sport Development or 4742 Bachelor of Health Science (Health and Physical Education)-Pathway to Teaching (Secondary) or 4747 Bachelor of Health Science (Health and Physical Education) or 3769 Bachelor of Data Science or 4656 Bachelor of Health Science, 6000 Diploma in Health Science/Bachelor of Health Science or 6001 Diploma in Health Science/Bachelor of Health Science (Health and Physical Education).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the scientific background of the sport and exercise sciences and outline career opportunities within this discipline
2. Define and describe each of the main disciplines of the sport and exercise sciences: biomechanics; exercise physiology; motor learning & skill acquisition; and sports & health psychology.

3. Recall and illustrate knowledge of introductory principles within the main disciplines of the sport and exercise sciences.
4. Evaluate measurement techniques and procedures typically undertaken in the sport & exercise sciences.
5. Employ equipment and software applications to either: collect, process and/or present data common to the sport and exercise sciences.
6. Recall knowledge of and execute all practical skills and activities safely in compliance with discipline specific OH&S procedures and systems, and UWS standard operating procedures and laboratory rules.
7. Demonstrate communication, numeracy and social interaction skills, together with information and technology literacy.

Subject Content

1. Overview of the Sport and Exercise Sciences
2. Measurement in Sport and Exercise Science
3. Introduction to Biomechanics
4. Introduction to Exercise Physiology
5. Introduction to Physical Activity
6. Introduction to Motor Learning and Skill Acquisition
7. Introduction to Sport and Exercise Psychology

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	Up to 30 mins	20	N	Individual
Presentation	15-20 mins	30	N	Individual
Presentation	5 mins	10	N	Individual
End-of-session Exam	2 hours	40	Y	Individual

Teaching Periods

Autumn

Campbelltown

Day

Subject Contact Ric Lovell ([https://directory.westernsydney.edu.au/search/name/Ric Lovell/](https://directory.westernsydney.edu.au/search/name/Ric%20Lovell/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=SPRT1001_22-AUT_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Ric Lovell ([https://directory.westernsydney.edu.au/search/name/Ric Lovell/](https://directory.westernsydney.edu.au/search/name/Ric%20Lovell/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=SPRT1001_22-AUT_KW_D#subjects)

SPRT 1002 Fundamentals of Exercise Science (WSTC)

Credit Points 10

Legacy Code 700073

Coordinator Carissa Hanes ([https://directory.westernsydney.edu.au/search/name/Carissa Hanes/](https://directory.westernsydney.edu.au/search/name/Carissa%20Hanes/))

Description This unit is designed to provide fundamental basic science and sport and exercise science content, with the intent to prepare the students for the more advanced scientific applications to the study and research of the sport and exercise sciences. Students will be exposed to computer software applications to aid data processing used in the sport and exercise sciences, with special applications to fields such as biomechanics, exercise physiology, motor learning, skill acquisition and sport psychology.

School Health Sciences

Discipline Sport and Recreation, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects SPRT 1001 - Fundamentals of Exercise Science

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in Extended Diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject. Students enrolled in the combined Diploma/Bachelor programs listed below must pass all College Preparatory subjects listed in the program structure before progressing to the Year 2 subjects.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the scientific background of the sport and exercise sciences and outline career opportunities within this discipline.
2. Define and describe each of the main disciplines of the sport and exercise sciences: biomechanics; exercise physiology; motor learning & skill acquisition; and sports & health psychology.
3. Recall and illustrate knowledge of introductory principles within the main disciplines of the sport and exercise sciences.
4. Evaluate measurement techniques and procedures typically undertaken in the sport and exercise sciences.
5. Employ equipment and software applications to either: collect, process and/or present data common to the sport and exercise sciences.
6. Recall knowledge of and execute all practical skills and activities safely in compliance with discipline specific WH&S procedures and systems, and WSU standard operating procedures and laboratory rules.
7. Demonstrate communication, numeracy and social interaction skills, together with information and technology literacy.

Subject Content

Overview of the Sport and Exercise Sciences
 Measurement in Sport and Exercise Science
 Introduction to Biomechanics
 Introduction to Exercise Physiology
 Introduction to Physical Activity
 Introduction to Motor Learning and Skill Acquisition
 Introduction to Sport and Exercise Psychology

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Log/workbook – three logbooks submitted at regular intervals	Week 3, Week 20, Week 11		N	Individual
Professional task – 750-1000 words	750-1000 words	20	N	Individual
Presentation (group) – 15 minutes	15 minutes	30	N	Individual
End-of-session exam	2 hrs and 20 mins	30	N	Individual

Teaching Periods

Term 3

Nirimba Education Precinct

Day

Subject Contact Carissa Hanes ([https://directory.westernsydney.edu.au/search/name/Carissa Hanes/](https://directory.westernsydney.edu.au/search/name/Carissa%20Hanes/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=SPRT1002_22-T3_BL_D#subjects)

SPRT 1005 Outdoor Recreation

Credit Points 10

Legacy Code 400808

Coordinator Nicki Taylor ([https://directory.westernsydney.edu.au/search/name/Nicki Taylor/](https://directory.westernsydney.edu.au/search/name/Nicki%20Taylor/))

Description Students will learn about the variety of outdoor recreation and educational pursuits available to individuals, in school or community settings. Through active participation and guided instruction, students will also learn how to supervise specific forms of outdoor recreation and education in activities such as hiking, canoeing and camping. Learning content will reinforce the rationale for the development, administration and delivery of school-based and community outdoor recreation and education programs within Australia.

School Health Sciences

Discipline Sport and Recreation, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects SPRT 2005 - Outdoor Recreation 1 SPRT 1006 - Outdoor Recreation (WSTC) TEAC 1014 - Experience based Outdoor Education

Restrictions Students must be enrolled in 4549 Bachelor of Health Science (Personal Development, Health and Physical Education), 4659 Bachelor of Health Science (Personal Development, Health and Physical Education), 4742 Bachelor of Health Science (Health and

Physical Education)-Pathway to Teaching (Secondary), 4747 Bachelor of Health Science (HPE), 4741 Bachelor of Sport Development or 6001 Diploma in Health Science/Bachelor of Health Science (Health and Physical Education).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and apply the theoretical and philosophical underpinnings of Outdoor Recreation/Education.
2. Explain the relationship between people and the environment and the role that nature plays in human development, sustainability, and promoting lifelong physical activity.
3. Implement skills to function effectively, autonomously, and safely in wilderness and other outdoor environments.
4. Assess a variety of learning experiences and reflect upon their importance for developing movement competence and enhancing interpersonal skills in outdoor settings.
5. Differentiate between various leadership styles and justify the place of outdoor education for diverse populations.

Subject Content

The theory of recreation and leisure, as well as active participation in numerous outdoor recreation pursuits will provide:

- Concepts and policy direction in Outdoor Education/Recreation;
- Environmental impacts, conflict resolution and risk analysis in outdoor education/recreation;
- National accreditation scheme in outdoor education/recreation;
- Implication of theories and practice of the conduct of outdoor educational activities in contemporary Australia;
- Risk assessment and legal responsibilities in outdoor recreational pursuits;
- Policies and procedures of Outdoor Education/Recreation Industry groups;
- Policies and procedures of the NPWS of NSW in relation to National Parks facilities, Aboriginal Cultures and Environmental impacts;
- Field work requirements: All students will be required to attend and complete field work activities that span a range of outdoor recreation pursuits, as described next;
- participation in common land-based Outdoor recreation pursuits such as camping, canoeing and hiking.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Feature Article	1,000 words	40	N	Individual
Outdoor Recreation Portfolio	1,500 words	60	N	Individual
Practical Field Trip	Bushwalk - 5 hours	S/U	Y	Individual

Teaching Periods

Spring Penrith (Kingswood)

Day

Subject Contact Nicki Taylor ([https://directory.westernsydney.edu.au/search/name/Nicki Taylor/](https://directory.westernsydney.edu.au/search/name/Nicki%20Taylor/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=SPRT1005_22-SPR_KW_D#subjects)

SPRT 1006 Outdoor Recreation (WSTC)

Credit Points 10

Legacy Code 700063

Coordinator Margaret Smith ([https://directory.westernsydney.edu.au/search/name/Margaret Smith/](https://directory.westernsydney.edu.au/search/name/Margaret%20Smith/))

Description Students will learn about the variety of outdoor recreational pursuits available to individuals, whether in a school-based or community setting. Through active participation and guided instruction, students will also learn how to supervise specific forms of outdoor recreation. Lecture content will reinforce learning and skill development through the study of the development, administration and delivery of school-based and community public recreation programs, as well as studying the role of recreation within Australia.

School Health Sciences

Discipline Sport and Recreation, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects SPRT 1005 - Outdoor Recreation

Restrictions Students must be enrolled at Western Sydney, The College.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Understand the concepts that pertain to the discrete areas of Outdoor Recreation in Australia;
2. Explain and discuss policy and procedure documents relating to the Outdoor Recreation in NSW Schools and industry;
3. Demonstrate ability as an effective team member;
4. Demonstrate practical skills and knowledge in the areas of minimal impact, risk analysis and conflict resolution;
5. Demonstrate familiarity and competence in Outdoor Recreation Industry's accreditation processes;
6. Develop an advocacy position for the role of outdoor recreation pursuits within the context of minimal environmental impact, particularly as these pursuits apply to wilderness and special areas;
7. Demonstrate an understanding of the importance of risk analysis in outdoor recreation, including legal responsibilities and the facilitation of a group;
8. Describe aboriginal cultures, legends and the special bond and sense of place these have in caring for the land;
9. Have an understanding of the impact European settlement has had on the environment.
10. Demonstrate practical skills and knowledge of the advantages and disadvantages of a range of equipment required to successfully undertake specific outdoor recreation activities;

11. Use computer based technologies to locate, access, evaluate, manipulate, create, store and retrieve information
12. Complete all field work requirements, that span a range of outdoor recreation pursuits, in own time and at own expense.
13. Demonstrate competence in common land-based outdoor recreation pursuits such as camping, rock climbing and abseiling, hiking, mountain biking, orienteering, golf and tennis.

Subject Content

The theory of recreation and leisure, as well as active participation in numerous outdoor recreation pursuits will provide;

1. Concepts and policy direction in Outdoor Recreation;
2. Environmental impact, conflict resolution and risk analysis in outdoor recreation;
3. National accreditation scheme in outdoor recreation;
4. Implication of theories and practice of the conduct of outdoor recreational activities in contemporary Australia;
5. Risk assessment and legal responsibilities in outdoor recreational pursuits;
6. Policies and procedures of Outdoor Recreation Industry groups;
7. Policies and procedures of the NPWS of NSW in relation to National Parks facilities, Aboriginal Cultures and Environmental impacts;
8. Field work requirements: All students will be required to attend and complete field work activities that span a range of outdoor recreation pursuits, as described next.
9. Participation in common land-based outdoor recreation pursuits such as camping, rock climbing and abseiling, hiking, mountain biking, orienteering, golf and tennis.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
4 outdoor recreation skill assessments		40	N	Individual
1500 word report detailing the development and delivery of a chosen outdoor recreation pursuit in school and community settings		20	N	Individual
Final Examination – 2 hours		40	N	Individual

Teaching Periods

SPRT 1008 Sport for Social Development

Credit Points 10

Legacy Code 401243

Coordinator Katherine Raw ([https://directory.westernsydney.edu.au/search/name/Katherine Raw/](https://directory.westernsydney.edu.au/search/name/Katherine%20Raw/))

Description This unit provides an introduction to the concept of Sport for Development. Students will explore the role sports and physical recreation can play in achieving positive social outcomes in communities, both locally and internationally. Students will learn about the multidisciplinary nature of Sport for Development and how the disciplines of health and sports science, sports management and community development come together in the planning, implementation and evaluation of sports and physical recreation projects.

School Health Sciences

Discipline Sport And Recreation

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Assumed Knowledge

A basic understanding of the sports industry, and an appreciation of the diverse communities that exist locally and internationally.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of the multidisciplinary nature of Sport for Development.
2. Examine and discuss the roles sport and physical recreation play in contemporary society.
3. Evaluate the impact of sporting programs as an agent for change to generate positive social outcomes in communities.
4. Compare and contrast the different organisations operating in the Sport for Development field, both locally and internationally.
5. Critically evaluate real-world Sport for Development programs, both locally and internationally.

Subject Content

1. The role of sport in contemporary society
2. Sport as a catalyst for change; the social, health and educational outcomes sought through sport for development
3. The importance of an evidence based approach; planning, implementation and evaluation of sport for development programs
4. Understanding sport for development stakeholders and industry structure
5. Sport for development in an Australian context, including understanding the diverse role sport plays in community wellbeing, and the role of sport in terms of health and social engagement for the Australian community, including indigenous and immigrant communities
6. International sport for development, referring to developing countries and the mechanism by which sport can be used to support community development and improved quality of life

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	20 minutes	20	N	Group
Case Study	1,500 words	40	N	Individual
Final Exam	2 hours	40	N	Individual

Prescribed Texts

- There is no prescribed textbook for this subject. Prescribed reading material will be made available on the subject [vUWS](#) site.

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Katherine Raw ([https://directory.westernsydney.edu.au/search/name/Katherine Raw/](https://directory.westernsydney.edu.au/search/name/Katherine%20Raw/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=SPRT1008_22-AUT_PS_D#subjects)

SPRT 2002 Exercise Testing and Measurement

Credit Points 10

Legacy Code 401150

Coordinator Dean Norris ([https://directory.westernsydney.edu.au/search/name/Dean Norris/](https://directory.westernsydney.edu.au/search/name/Dean%20Norris/))

School Health Sciences

Discipline Sport and Recreation Activities

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Co-requisite(s) SPRT 1001

Restrictions Students must be enrolled in 4658 - Bachelor of Health Science (Sport and Exercise Science).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify or apply the correct test based on demographics, risk assessment, and health guidelines
2. Apply measurement accuracy concepts to exercise testing and measurement
3. Evaluate the feasibility of different tests according to environmental conditions and client characteristics
4. Demonstrate basic data processing and analytical techniques
5. Visualise data with consideration for measurement accuracy
6. Appropriately interpret results with respect to established normative data and measurement considerations
7. Communicate test results and their implications to hypothetical client scenarios

Subject Content

- Concepts of validity, reliability and testing procedures
- Introduction to performance analysis and monitoring
- Pre-testing criteria considerations and influence on test outcomes

- Test administration, professional conduct, ethical behaviour and procedures during testing
- Practical considerations and application of scientific rationale to inform test selection
- Visualisation, analysis and reporting of data
- Evaluation and interpretation of data
- Introduction to a range of physical and physiological assessments with the ESSA scope of practice

Special Requirements

Legislative pre-requisites

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement. Students must also have submitted a Working with Children Check Student Declaration. Students must hold a valid and current First Aid Certificate from a Registered Training Organisation. Refer to the Special Requirements website for more information.

Special requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Final Exam	2 hours	50	Y	Individual
Case Study	1-page structured, analytical account of load monitoring exercise and notational analysis exercise; and a 2 minute explanation (given to tutor as you would to a coach or client) of each account.	20	N	Individual

Literature Review	1,500 words inclusive of: a) an overview of the load monitoring literature; and b) a detailed literature review on the load monitoring too of your choice.	30	N	Individual
-------------------	--	----	---	------------

Teaching Periods

Autumn Campbelltown Composite

Subject Contact Dean Norris ([https://directory.westernsydney.edu.au/search/name/Dean Norris/](https://directory.westernsydney.edu.au/search/name/Dean%20Norris/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=SPRT2002_22-AUT_CA_C#subjects)

SPRT 2007 PDHPE: Games for Diverse Groups

Credit Points 10

Legacy Code 400798

Coordinator Andrew Bennie ([https://directory.westernsydney.edu.au/search/name/Andrew Bennie/](https://directory.westernsydney.edu.au/search/name/Andrew%20Bennie/))

Description This unit focuses on teaching and coaching young children in a range of Indigenous, striking/fielding, and target sports. The aim is to build on students' knowledge and application of various teaching / coaching styles with a focus on the game sense approach. In particular, the unit addresses issues of diversity and inclusion in school, sport, and recreation activities. As part of the unit, students will implement a teaching program in a local primary school and complete introductory coaching certificates in a variety of sports.

School Health Sciences

Discipline Sport and Recreation Activities

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Restrictions

Students must be enrolled in 4659 - Bachelor of Health Science (Health and Physical Education), 4741 - Bachelor of Sport Development, 4742 - Bachelor of Health Science (Health and Physical Education) Pathway to Teaching, 4747 - Bachelor of Health Science (Health and Physical Education) or 6001 Diploma in Health Science/Bachelor of Health Science (Health and Physical Education)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate competency in inclusive teaching practices
2. Apply skill learning phases for diverse groups and demonstrate how these can be enhanced through traditional teaching practices and a games sense approach
3. Design, implement and evaluate teaching programs in a local school for a range of traditional Indigenous, striking and target games
4. Analyse the sociocultural factors that influence teaching, learning and participation in PE

Subject Content

1. Theory that underpins the principles of traditional teaching practices and the game sense approach
2. Inclusive teaching for students with a range of abilities and from diverse backgrounds
3. Planning PE/sport sessions for primary school contexts
4. Sociocultural factors that influence teaching, learning and participation in physical education and sport
5. Indigenous education and participation in sport

Special Requirements

Legislative pre-requisites

Special requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/) relate to enrolment into some Subjects, usually those with placements or external activities (e.g., visiting schools). Both Games for Diverse Groups AND Coaching Sport and Rec have the following three special requirements.

Working With Children Check - Apply for your WWCC here (<https://www.service.nsw.gov.au/transaction/apply-working-children-check/>).

Upload your WWCC here. (https://wsu.service-now.com/student?id=wsu_cat_item&sys_id=9c8b61a2dbbed8504f58e434059619ed&sysparm_categ)

Child Protection Course - Students must complete the TWO components of the NSW Department of Education's Child Protection Awareness Training (CPAT) on the NSW Department of Education's MyPL website <https://mypl.education.nsw.gov.au/> (<https://mypl.education.nsw.gov.au/auth/login/?returnUrl=%2F>) The CPAT: Annual Update will need to be renewed and submitted on an annual basis. Further info can be found on vUWS. Upload your certificate here. (https://wsu.service-now.com/student?id=wsu_cat_item&sys_id=9c8b61a2dbbed8504f58e434059619ed&sysparm_categ)

Covid-19 Vaccination - Upload your vaccination certificate through Western Now. (https://wsu.service-now.com/student?id=sc_cat_item&sys_id=b761759d1b5bd050c13a0edddc4bcbe3)

Prior to enrolling in this unit, students must have submitted a Working with Children Check Student Declaration and have completed a Child Protection Course and met Covid-19 Vaccination Requirements. Students will be required to meet the following Public Health Order to be able to attend placements in Schools.

The Public Health (COVID-19 Vaccination of Education and Care Workers): Order dated 23 September states that:

- all education and care workers must not carry out relevant work on or after 8 November 2021 unless the worker has – Had 2 doses of a COVID-19 vaccine, or
- Been issued with a medical contraindication certificate (there is a specific certificate issued by a medical practitioner – a normal Doctor's Certificate will not be accepted)

Use the link to the Special Requirements webpage below for more information.

https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied Project: Lesson Planning for School Teaching Sessions [Individual (30%) Group (10%)]		40	N	Individual
Online Quizzes	20 minutes	20	N	Individual
Reflective report on individual and peer teaching	1500 words	40	N	Individual

Teaching Periods

Spring

Penrith (Kingswood)

Day

Subject Contact Andrew Bennie (<https://directory.westernsydney.edu.au/search/name/Andrew+Bennie/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=SPRT2007_22-SPR_KW_D#subjects)

SPRT 2009 Professional Development and Work Experience

Credit Points 10

Legacy Code 400903

Coordinator Chloe Taylor (<https://directory.westernsydney.edu.au/search/name/Chloe+Taylor/>)

Description Experience in the field of study is an essential ingredient in marketing an individual for employment and often for professional memberships. Professional Practice provides students with an opportunity to observe and assist Sport & Exercise Science practitioners in action and to learn in a practical hands on setting. Students will have the opportunity to see how knowledge and skills acquired in lectures and tutorials/laboratories can be applied and also relate theoretical concepts and skills to situations in exercise-related settings. This unit is the first of two units which require a work placement which is usually off campus.

School Health Sciences

Discipline Human Movement

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) SPRT 1001

Co-requisite(s) HLTH 2006

Equivalent Subjects SPRT 2010 - Professional Practice in Sport Exercise Science 2

Restrictions Students must be enrolled in 4658 Bachelor of Health Science (Sport and Exercise Science).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Provide evidence of personal and professional development through observation, experimentation and practice, under the supervision of an experienced practitioner.
2. Deliver exercise related services effectively and safely in compliance with OH&S, standard operating procedures, and the Exercise and Sport Science Australia (ESSA) code of professional conduct and ethical practice.
3. Maintain confidential client records of health status, fitness tests, exercise programming, and valid informed consent.
4. Communicate effectively in written, oral and nonverbal forms.
5. Understand and critically evaluate the structure and function of a sport or exercise related industry.
6. Establish additional personal contacts in the exercise industry.

Subject Content

- Establish contacts within A sport/Exercise - related industry
- preparation of A learning Contract through Negotiation with An agency supervisor
- 60 hours placement within the industry of sport and exercise science at an approved agency under the guidance of an approved supervisor

Special Requirements

Legislative pre-requisites

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement. Students must also hold a valid and current First Aid Certificate from a Registered Training Organisation. Refer to the Special Requirements website for more information.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Log/ Workbook: ESSA logbook to document hours of professional practice	60 hours	S/U	Y	Individual

Contract and Evaluation booklet	14 pages	S/U	Y	Individual
Agency Profile and evaluation	3-4 pages	S/U	Y	Individual
Letter of thanks to supervisor	1 page	S/U	Y	Individual

Prescribed Texts

- There are no textbooks assigned to this subject because the theoretical content is delivered in the co-requisite subject, Exercise Prescription for General Populations (400326).

Teaching Periods

SPRT 2011 Sustainability, Tourism and Place

Credit Points 10

Legacy Code 102386

Coordinator Julie Wen ([https://directory.westernsydney.edu.au/search/name/Julie Wen/](https://directory.westernsydney.edu.au/search/name/Julie%20Wen/))

Description Sustainability, Tourism and Place provides students with a fundamental understanding of the current debates in tourism management and sustainable places. The complex relationship and interaction among diverse stakeholders involved in places and tourism are explored. The unit encourages a systems approach, and focuses on traveller origin places, tourist experience and community development. The unit aims to assist students in the analysis of the role of tourism in sustainable places by applying a wide range of case studies.

School Social Sciences

Discipline Society and Culture, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects SPRT 2006 - Outdoor Recreation and Leisure

Assumed Knowledge

Successful completion of 80 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Appraise the scope and complex interactions in places with tourism development;
2. Assess relationships between tourism and places in terms of the social, economic, and environmental vitality;
3. Apply theories to critique destination marketing and the sustainability of places;
4. Evaluate the contribution of tourism to healthy and sustainable places.

Subject Content

1. Key concepts and theory in sustainability, tourism and places
2. Structure, roles and systems in places of tourism
3. Relationship of tourism to place: social, cultural, economic, and environmental impacts and sustainability

4. Contemporary issues in tourism practice and sustainability: recreation and leisure, healthy places, construction of places, the role of nature in tourism, virtual tourism, urban, rural, marine and other emerging types of tourism
5. Destination marketing and sustainable places.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Intra-session Exam	Two hours during semester, 1,000 words	30	N	Individual
Presentation	15 minutes presentation per group	25	N	Group
Report	2,000 words	45	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Julie Wen ([https://directory.westernsydney.edu.au/search/name/Julie Wen/](https://directory.westernsydney.edu.au/search/name/Julie%20Wen/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=SPRT2011_22-AUT_PS_D#subjects)

SPRT 2012 Community Sport Development

Credit Points 10

Legacy Code 401283

Coordinator Katherine Raw ([https://directory.westernsydney.edu.au/search/name/Katherine Raw/](https://directory.westernsydney.edu.au/search/name/Katherine%20Raw/))

Description The unit develops students' knowledge and understanding of the concept of community sports development and its role in addressing key issues of social inclusion, diversity, and health promotion. Students explore local and national Australian policies and initiatives, with a focus on monitoring and evaluating and exploring evidence around the social impact of sport. The module facilitates students' knowledge and understanding of community needs within the context of sport and active recreation. Further, students will propose innovative sport development initiatives and programs where students will design and implement a localised sport development initiative in partnership with a local sport organisation.

School Health Sciences

Discipline Sport And Recreation

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) SPRT 1008

Assumed Knowledge

A basic understanding of the sports industry, and an appreciation of the diverse communities that exist locally and internationally.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine local and national Australian community sports development policies and initiatives
2. Apply a critical awareness of community sports development practice and the role of community sports development in addressing a wider social agenda
3. Employ sociological ideas and key concepts to explain relationships between social, economic and cultural factors, and sporting opportunities
4. Develop a community grant proposal for a community sports development project, and deliver a community sports development project in partnership with a local sport organisation/ government organisation.
5. Critically explore the concept of monitoring and evaluation in community sport development, and evaluate their own community sport development project.

Subject Content

- The social impact of sport in contemporary society with A focus on localised communities
- Monitoring and evaluation of community sport and sport development initiatives.
- The importance of an evidence based approach; planning, implementation and evaluation of sport for development programs.
- how to design and implement A community sport development Project, in line with current funding streams in local government and national sport objectives.
- exploring The social impact of sport and localised sport development Initiatives, within The context of current national objectives around diversity, social inclusion, safeguarding and integrity in sport.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case study	1500 words	30	N	Individual
Presentation	10 minutes	30	N	Group
Essay	2000 words	40	N	Individual

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Katherine Raw ([https://directory.westernsydney.edu.au/search/name/Katherine Raw/](https://directory.westernsydney.edu.au/search/name/Katherine%20Raw/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=SPRT2012_22-SPR_PS_D#subjects)

SPRT 3001 Applied Exercise Science for Personal Trainers and Coaches

Credit Points 10

Legacy Code 401056

Coordinator Sarah Kennedy ([https://directory.westernsydney.edu.au/search/name/Sarah Kennedy/](https://directory.westernsydney.edu.au/search/name/Sarah%20Kennedy/))

Description Students will learn the functional anatomy, exercise physiology, physical fitness, motor development and exercise training content required to function as competent personal trainers and/or sports coaches. Students will also administer and undertake laboratory exercises designed to test and administer fitness programs for healthy individuals

School Health Sciences

Discipline Sport and Recreation Activities

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BIOS 1022 AND SPRT 1001

Equivalent Subjects LGYA 7759 - Personal Training and Coaching

Restrictions Students must be enrolled in 4659 Bachelor of Health Science (PDHPE), 4742 - Bachelor of Health Science (HPE) - Pathway to Teaching (Secondary), 4747 - Bachelor of Health Science (HPE) or 6001 Diploma in Health Science/Bachelor of Health Science (Health and Physical Education).

Assumed Knowledge

An understanding of human biology and fundamental principles in exercise science.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe cardiorespiratory, neuromuscular, anaerobic and aerobic energy systems and analyse their application to fitness and performance
2. Conduct exercise consultations, select suitable exercise tests and administer them to assess various components of physical fitness and performance
3. Develop exercise programs for healthy individuals to achieve desired performance and/or fitness gains
4. Use and justify an evidence-based approach to personal training and coaching practices
5. Compare and contrast key physiological differences between trained and untrained individuals
6. Analyse the use of ergogenic aids in sport and exercise

Subject Content

1. Neural control of muscle contraction
2. Muscle physiology and contraction
3. Aerobic and anaerobic energy systems
4. Cardiorespiratory physiology
5. Pre-exercise screening and consultation
6. Exercise testing for healthy clients
7. Exercise prescription (cardiorespiratory, resistance training, flexibility)
8. Personal experience of exercise testing and training

9. Physiological differences between trained and untrained individuals
10. Ergogenic aids in sport and exercise

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	20-25 minutes each	40	N	Individual
Report	1,000 words	25	N	Individual
Case Study	Maximum 1,500 words + 10 minutes presentation	35	N	Group

Prescribed Texts

- American College of Sports Medicine (2013). ACSM's resources for the personal trainer (4th ed.). Philadelphia: American College of Sports Medicine. ISBN 9781451108590
- McArdle, W. D., Katch, F. I. & Katch, V. L. (2016). Essentials of exercise physiology (5th ed.). Baltimore, Md: Lippincott Williams & Wilkins. ISBN: 9781496302090

Teaching Periods

Spring

Penrith (Kingswood)

Day

Subject Contact Sarah Kennedy ([https://directory.westernsydney.edu.au/search/name/Sarah Kennedy/](https://directory.westernsydney.edu.au/search/name/Sarah%20Kennedy/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=SPRT3001_22-SPR_KW_D#subjects)

SPRT 3002 Aquatic Sports

Credit Points 10

Legacy Code 400895

Coordinator Emma George ([https://directory.westernsydney.edu.au/search/name/Emma George/](https://directory.westernsydney.edu.au/search/name/Emma%20George/))

Description From 2016, this unit is replaced by 400866 - Motor Control and Skill. Students will actively engage in a variety of aquatic activities including rowing, canoeing, kayaking, diving, water polo and swimming. Through participation in practical tutorials, students will develop their ability to teach and coach each of the aforementioned aquatic activities in a school or community recreation setting. Students will also train in swimming to improve stroke mechanics and fitness. This will form part of the Bronze Medallion Lifesaving certification, which involves developing competencies in resuscitation, four strokes of swimming, personal survival and rescue skills.

School Health Sciences

Discipline Sport and Recreation Activities

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Students must be enrolled in 4659 Bachelor of Health Science (PDHPE).

Learning Outcomes

On successful completion of this subject, students should be able to:

- Articulate, compare and contrast the skills, tactics and techniques involved in swimming, diving, canoeing, kayaking, water polo and rowing performance.
- Demonstrate swimming and lifesaving skills to pass the Bronze Medallion Lifesaving certification.
- Identify and apply teaching techniques and safety principles to a range of aquatic activities.
- Develop a program for the implementation of aquatic sports in a school and/or community recreation setting.

Subject Content

1. Students will explore fundamental concepts in exercise science as they apply to performance in, and the teaching/coaching of the following aquatic sports:

- Rowing
 - canoeing/kayaking
 - Diving
 - water Polo
 - Swimming (4 strokes, as part of Bronze Medallion)
2. Through participation in these aquatic sports, students will develop an in-depth understanding of the key teaching/coaching techniques that underpin these aquatic activities in order to plan high-quality learning experiences.

Special Requirements

Legislative pre-requisites

Students must comply with the following special requirements: possess a current WorkCover Authority approved First Aid Certificate.

Teaching Periods

SPRT 3003 Coaching Sport and Recreation Activities

Credit Points 10

Legacy Code 401169

Coordinator Andrew Bennie ([https://directory.westernsydney.edu.au/search/name/Andrew Bennie/](https://directory.westernsydney.edu.au/search/name/Andrew%20Bennie/))

Description Coaching Sport and Recreation Activities offers students with a learning experience based on the principles of physical education and sports coaching in variety of sports and recreational activities. This unit builds upon physical activity instruction and teaching games for understanding (game sense) introduced in earlier units. You will have the opportunity to plan, implement, and reflect on your own teaching practice during tutorials and within community sport contexts. You will learn to see things from multiple perspectives based on content delivered by university staff, peers, and external sport organisations. The unit incorporates experience in meaningful situations that will help prepare you for work in a dynamic field of education. This unit includes approximately 35 hours of work integrated learning.

School Health Sciences

Discipline Sport and Recreation Activities

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) SPRT 2007

Equivalent Subjects SPRT 3007 - Ethical Issues in Sport and Athletics
SPRT 3010 - Recreational Sports LGYA 0701 - Human Movement 6

Restrictions

Students must be enrolled in 4659 Bachelor of Health Science (PDHPE), 4742 Bachelor of Health Science (Health and Physical Education)- Pathway to Teaching (Secondary), 4747 Bachelor of Health Science (Health and Physical Education) or 6001 Diploma in Health Science/ Bachelor of Health Science (Health and Physical Education)

Assumed Knowledge

Completion of two introductory coaching certificates.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine various principles of effective coaching, teaching and leadership within sport and recreation settings.
2. Assess the experiences and needs of individuals, groups and communities within a range of different physical activity, sport and recreation contexts.
3. Design and implement practical activities to suit the experiences and needs of individuals, groups and communities within a range of physical activity, sport and recreation contexts.
4. Evaluate the successes and challenges of teaching activities using self-reflection and feedback to identify improvements and action plans for future learning opportunities.
5. Demonstrate teaching and coaching proficiency in various theoretical and practical contexts.

Subject Content

1. planning, implementing and evaluating teaching sessions in university, school, and community contexts
2. employing reflective practice as a learning process to inform effective design and delivery of sport and recreation activities
3. principles for gaining a sport coaching accreditation

Special Requirements

Legislative pre-requisites

Special requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/) relate to enrolment into some Subjects, usually those with placements or external activities (e.g., visiting schools). Both Games for Diverse Groups AND Coaching Sport and Rec have the following three special requirements.

Working With Children Check - Apply for your WWCC here (<https://www.service.nsw.gov.au/transaction/apply-working-children-check/>). Upload your WWCC here. (https://wsu.service-now.com/student/?id=wsu_cat_item&sys_id=9c8b61a2dbbed8504f58e434059619ed&sysparm_category=f6444114d1be29c504f58e4340596193e)

Child Protection Course - Students must complete the TWO components of the NSW Department of Education's Child Protection Awareness Training (CPAT) on the NSW Department of Education's MyPL website <https://mypl.education.nsw.gov.au/> (<https://mypl.education.nsw.gov.au/auth/login/?returnUrl=%2F>) The CPAT: Annual Update will need to be renewed and submitted on an annual basis. Further info can be found on vUWS. Upload

your certificate here. (https://wsu.service-now.com/student/?id=wsu_cat_item&sys_id=9c8b61a2dbbed8504f58e434059619ed&sysparm_category=f6444114d1be29c504f58e4340596193e)

Covid-19 Vaccination - Upload your vaccination certificate through Western Now. (https://wsu.service-now.com/student/?id=sc_cat_item&sys_id=b761759d1b5bd050c13a0edddc4bcbe3)

Prior to enrolling in this subject, students must have submitted a Working with Children Check and have completed a Child Protection Workshop and met Covid-19 Vaccination Requirements.

Students will be required to meet the following Public Health Order to be able to attend placements in Schools.

The Public Health (COVID-19 Vaccination of Education and Care Workers): Order dated 23 September states that:

- all education and care workers must not carry out relevant work on or after 8 November 2021 unless the worker has – Had 2 doses of a COVID-19 vaccine, or
- Been issued with a medical contraindication certificate (there is a specific certificate issued by a medical practitioner – a normal Doctor's Certificate will not be accepted)

Use the link to the Special Requirements webpage below for more information.

Special requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied Project	3 x 50 minute lesson plans	30	N	Both (Individual & Group)
Reflection	1x1500 words / 10 - 15 minute video (interchangeable)	40	N	Individual
Reflection	Up to 300 words and / or quiz submission	30	N	Individual
Professional Placement Performance	Approximately 35 hours	0	Y	Individual

Teaching Periods

Autumn Penrith (Kingswood)

Day

Subject Contact Andrew Bennie (<https://www.westernsydney.edu.au/search/name/Andrew+Bennie/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=SPRT3003_22-AUT_KW_D#subjects)

SPRT 3005 Contemporary Youth Health Issues

Credit Points 10

Legacy Code 400894

Coordinator Nicki Taylor ([https://directory.westernsydney.edu.au/search/name/Nicki Taylor/](https://directory.westernsydney.edu.au/search/name/Nicki%20Taylor/))

Description The unit explores contemporary health issues related to young people. Students will examine a range of topics from a multidisciplinary approach, which include the social, cultural, political and biological factors that influence and construct young people's lives and health. Students will explore pathogenic and salutogenic approaches to understanding and promoting young people's health. When considering and analysing the influences and contexts, students will be able to gather resources and develop diverse meaningful strategies that will assist young people to promote health practices.

School Health Sciences

Discipline Sport and Recreation, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Incompatible Subjects HUMN 3072 - Sexuality SPRT 3006 - Introduction to Drug Use in Society

Restrictions

Students must be enrolled in 4659 Bachelor of Health Science (PDHPE), 4549 Bachelor of Health Science (PDHPE), 4741 Bachelor of Sport Development, 4742 Bachelor of Health Science (Health and Physical Education)-Pathway to Teaching (Secondary), 4747 Bachelor of Health Science (Health and Physical Education), 6001 Diploma in Health Science/Bachelor of Health Science (Health and Physical Education)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the health conditions of young people in terms of current trends and targeted populations in Australia.
2. Develop an understanding of the ways social and cultural contexts impact on the lives of young people.
3. Analyse a range of influences that impact young people's lives and health.
4. Critically explore matters such as inclusiveness, differences, social class, gender, sexuality and ethnicity in relation to young people's health practices.
5. Identify skills and resources that enable young people to promote health.
6. Develop a research report that explores young people's health.

Subject Content

1. Population characteristics and trends in young people's health
2. Social and cultural influences in young people's health
3. Young people's health and their bodies
4. Young people's health, sport and physical activity from diverse groups
5. Young people's gender, sexuality and sexual health
6. Young people's health and technology
7. Young people's substance, tobacco and alcohol use
8. Young people's risk taking behaviours and health

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	10 minutes	25	N	Individual
Presentation	15 minutes	30	N	Group
Peer Review	2 pages	5	N	Individual
Report	1,500 words	40	N	Individual

Teaching Periods

Autumn Penrith (Kingswood)

Day

Subject Contact Nicki Taylor ([https://directory.westernsydney.edu.au/search/name/Nicki Taylor/](https://directory.westernsydney.edu.au/search/name/Nicki%20Taylor/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=SPRT3005_22-AUT_KW_D#subjects)

SPRT 3008 Exercise Physiology Across the Lifespan

Credit Points 10

Legacy Code 401149

Coordinator Chloe Taylor ([https://directory.westernsydney.edu.au/search/name/Chloe Taylor/](https://directory.westernsydney.edu.au/search/name/Chloe%20Taylor/))

Description This unit is focused on physiological changes across the human lifespan and their effects on exercise tolerance. There is a particular focus on structural, physiological and motor development changes across the lifespan with emphasis on the control of neuromuscular, cardiovascular, respiratory and thermoregulatory function. Exercise and physiological adaptation to exercise training at different ages will be covered, alongside contraindicated exercises and common injuries/conditions that are present during certain stages of growth and development.

School Health Sciences

Discipline Human Movement

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BIOS 2012

Restrictions Students must be enrolled in 4658 Bachelor of Health Science (Sport and Exercise Science).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Distinguish the stages of growth and development across the lifespan, from conception through to death (including pregnancy in women).
2. Justify why certain exercises are contraindicated for particular stages of growth and development across the lifespan, and why certain injuries and conditions are commonly present during certain stages of growth and development. Describe the structural,

physiological and motor development changes across the lifespan and the effect of exercise on such changes.

3. Articulate the structural, physiological and motor development changes across the lifespan and the effect of exercise on such changes.
4. Analyse and evaluate the literature and guidelines on growth and development as they relate to exercise.
5. Use an integrated understanding of physiology to explain how gender and ageing influence movement and functional capability.
6. Accurately contrast and interpret physiological data collected from individuals who differ in age, size and gender.
7. Accurately distinguish between normal and abnormal levels of exercise tolerance for children, adults and the elderly.
8. Integrate knowledge of and skills in growth and development with other areas of exercise science.

Subject Content

1. Problems of normality, scale, and gender.
2. Theories of growth and development
3. Structural, physiological and motor development changes throughout the lifespan
4. Common injuries and contraindicated exercises for various stages of growth and development
5. Genetics, training and adaptability of exercise tolerance and physiology at different ages
6. Integrated problems.

Special Requirements

Legislative pre-requisites

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and have a National Police Check, which is required to be submitted before placement. Students must also have submitted a Working with Children Check Student Declaration. Students must hold a valid and current First Aid Certificate from a Registered Training Organisation. Refer to the Special Requirements website for more information.

Special requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	40 minutes each	20	N	Individual
Essay	1,500 words	20	N	Individual
Participation	Weeks 1-14	10	N	Individual
Final Exam	2 hours	50	N	Individual

Teaching Periods

Autumn Campbelltown Day

Subject Contact Chloe Taylor ([https://directory.westernsydney.edu.au/search/name/Chloe Taylor/](https://directory.westernsydney.edu.au/search/name/Chloe%20Taylor/))

View timetable (https://classregistration.westernsydney.edu.au/event/timetable/?subject_code=SPRT3008_22-AUT_CA_D#subjects)

SPRT 3011 Sport Development Applied Project

Credit Points 10

Legacy Code 401246

Coordinator Katherine Raw ([https://directory.westernsydney.edu.au/search/name/Katherine Raw/](https://directory.westernsydney.edu.au/search/name/Katherine%20Raw/))

Description The Sport Development Applied Project continues student's engagement with an organisation in the sport and active recreation industry. Building on the foundation laid in the Sport Development Internship, the Applied Project provides students with an opportunity to apply their acquired academic knowledge and skills into real-world applications in an engaged strategic project in sport development.

School Health Sciences

Discipline Sport And Recreation

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) SPRT 3012

Incompatible Subjects SPRT 3014 Sport Management Applied Project
BUSM 3066 Sport Management Internship

Restrictions Students must be enrolled in the Bachelor of Sport Development (4741)

Assumed Knowledge

An developed level of knowledge in Sport Development.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Integrate academic theory into real world applications in a professional setting.
2. Apply acquired academic knowledge and skills to the development of strategies to achieve set goals.
3. Collect and critically analyse data to evaluate sport and recreational activities.
4. Critically reflect and formulate recommendations related to the development of sport and recreation.
5. Communicate effectively in oral and written formats, and utilise technologies to enhance communications.

Subject Content

1. Work Placement: Students will continue the industry placements, which commenced with the Sport Development Internship.
2. During their placements students will apply their acquired knowledge and skills into real-world application in an engaged research project in sport development at their host organizations.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Project Presentation	10 minutes	35	N	Individual
Reflection	1,000 words	15	N	Individual
Project Report	2,500 words	50	N	Individual

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Katherine Raw ([https://directory.westernsydney.edu.au/search/name/Katherine Raw/](https://directory.westernsydney.edu.au/search/name/Katherine%20Raw/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=SPRT3011_22-SPR_PS_D#subjects)

SPRT 3012 Sport Development Internship

Credit Points 10

Legacy Code 401244

Coordinator Katherine Raw ([https://directory.westernsydney.edu.au/search/name/Katherine Raw/](https://directory.westernsydney.edu.au/search/name/Katherine%20Raw/))

Description The Sport Development Internship provides students with the opportunity to experience the practice of sport development in the workplace through a supervised placement in the sport and active recreation industry. Internships will allow students to relate their acquired academic knowledge and to apply their skills to real-world applications in an industry setting. Students will have the opportunity to observe, develop and practice skills in negotiation, problem identification, program planning, implementation and evaluation in a range of settings. The work completed during the Sport Development Internship also lays the foundations for the Sport Development Applied Project to follow. Students will complete a minimum of 100 hours of placement/internship as part of this unit.

School Health Sciences

Discipline Sport And Recreation

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Incompatible Subjects SPRT 3014 Sport Management Applied Project BUSM 3066 Sport Management Internship

Restrictions

Students must be enrolled in 4741 Bachelor of Sport Development. Students must complete 160 Credit Points of core subjects and electives in 4741.

Assumed Knowledge

A developed level of knowledge in Sport Development.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Integrate academic theory with real world applications in a professional setting.

2. Evaluate the structures and processes employed in the planning, implementation and evaluation of sports development projects at the organisation.
3. Identify and prioritize organisational areas for development and formulate specific, measurable, attainable, realistic and timely goals that support the development of sport at the organisation.
4. Apply acquired academic knowledge and skills to the development of strategies to achieve set goals.
5. Work professionally and effectively in a team environment to achieve set goals.

Subject Content

1. Work Placement: ~ 100 hours of supervised industry experience
2. During their placements students will integrate the acquired academic theory in sport development with real world applications at their hosting organizations.
3. Working with their hosting organisations, students will also lay the foundation for the Sport Development Applied project to follow.

Special Requirements

Legislative pre-requisites

Students must have submitted a Working with Children Check Student Declaration.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	2,000 words	50	N	Individual
Reflection	2000 words	50	N	Individual
Professional Placement Performance	100 hours of placement	0	Y	Individual

Teaching Periods

1st Half

Parramatta - Victoria Rd

Day

Subject Contact Katherine Raw ([https://directory.westernsydney.edu.au/search/name/Katherine Raw/](https://directory.westernsydney.edu.au/search/name/Katherine%20Raw/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=SPRT3012_22-1H_PS_D#subjects)

SPRT 3014 Sport Management Applied Project

Credit Points 10

Legacy Code 200751

Coordinator Jess Richards ([https://directory.westernsydney.edu.au/search/name/Jess Richards/](https://directory.westernsydney.edu.au/search/name/Jess%20Richards/))

Description This unit provides students a unique opportunity to integrate knowledge gained from operational and theoretical perspectives of sport studies into application in an engaged research

project in sport management. Students will engage in comprehensive projects which bring together real world industry problems and sport theory. Students studying Sport Management Applied Project may have the opportunity to undertake an international field trip to experience the sport environment from an international perspective.

School Business

Discipline Sport and Recreation, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) BUSM 2036

Equivalent Subjects LGYA 4813 - Sport Management Applied Project

Incompatible Subjects BUSM 3019 - Hospitality Management Applied Project

Assumed Knowledge

An introductory level of knowledge in sport management.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Display an ability to integrate action and theory (prior learning) through industry and industry related projects.
2. Develop suggestions and recommendations in response to contemporary industry based problems.
3. Apply a team based approach to real world problem solving within a sport context.
4. Reflect on the process and outcomes of participating with an industry partner (local or international engagement) on a project with industry applicable outcomes.

Subject Content

Experience gained from exercising the learning derived in previous core units of the key program through relevant engaged subject which may be at a local or international level. This subject is an integrative subject that brings together knowledge obtained in prior units.

Special Requirements

Legislative pre-requisites

Some placement agencies require completion of a Prohibited Persons Declaration; Criminal Record Check Clearance and Immunisation.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1,250 words	25	N	Individual
Applied Project	Up to 4,000 words	50	N	Group
Reflection	1,250 words	25	N	Individual

Teaching Periods

Spring Online

Online

Subject Contact Jess Richards ([https://directory.westernsydney.edu.au/search/name/Jess Richards/](https://directory.westernsydney.edu.au/search/name/Jess%20Richards/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=SPRT3014_22-SPR_ON_O#subjects)

Parramatta City - Macquarie St

Day

Subject Contact Jess Richards ([https://directory.westernsydney.edu.au/search/name/Jess Richards/](https://directory.westernsydney.edu.au/search/name/Jess%20Richards/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=SPRT3014_22-SPR_PC_D#subjects)

SPRT 3017 Work Experience in Sport and Exercise Science

Credit Points 10

Legacy Code 400904

Coordinator Chloe Taylor ([https://directory.westernsydney.edu.au/search/name/Chloe Taylor/](https://directory.westernsydney.edu.au/search/name/Chloe%20Taylor/))

Description Experience in the field of study is an essential ingredient in marketing an individual for employment and often for professional memberships. Work Experience in Sport and Exercise Science provides students with an opportunity to observe and assist Sport & Exercise Science practitioners in action and to learn in a practical setting. Students will have the opportunity to see how knowledge and skills acquired in lectures and tutorials/laboratories can be applied and also relate theoretical concepts and skills to situations in exercise-related settings. This unit is the second of two units that require a work placement which is usually off campus.

School Health Sciences

Discipline Human Movement

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) Students in course versions 46581 46582 and 46583 must successfully complete three pre-requisite units - BIOS 2037 Sport and Exercise Physiology REHA 3012 Exercise in Musculo-Skeletal Rehabilitation and SPRT 2009 Professional Development and Work Experience Students in course version 46584 must successfully complete two prerequisite units - BIOS 2012 Exercise Physiology and HLTH 2005 Exercise Prescription 1

Equivalent Subjects SPRT 3015 - Sport and Exercise Science in Practice

Restrictions Students must be enrolled in 4658 Bachelor of Health Science (Sport and Exercise Science).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Provide evidence of personal and professional development through observation, experimentation and practice, under the supervision of an experienced practitioner.
2. Deliver exercise related services effectively and safely in compliance with OH&S, standard operating procedures, and the

Exercise and Sport Science Australia (ESSA) code of professional conduct and ethical practice.

- Maintain confidential client records of health status, fitness tests, exercise programming, and valid informed consent.
- Communicate effectively in written, oral and nonverbal forms.
- Understand and critically evaluate the structure and function of a sport or exercise related industry.
- Establish additional personal contacts in the exercise industry.

Subject Content

- Establish contacts within a sport/exercise - related industry
- Preparation of a learning contract through negotiation with an agency supervisor
- Course 4658 (versions 1, 2 and 3): 80 hours placement within the industry of sport and exercise science at an approved agency under the guidance of an approved supervisor
- Course 4658 (version 4): 140 hours placement within the industry of sport and exercise science at an approved agency under the guidance of an approved supervisor

Special Requirements

Legislative pre-requisites

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement. Students must also hold a valid and current First Aid Certificate from a Registered Training Organisation. Refer to the Special Requirements website for more information.

Note that the First Aid Requirement has been removed for Spring 2021 due to COVID Restrictions.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Log/ Workbook ESSA logbook to document hours of professional practice	Course versions 4658.1, 4658.2 and 4658.3: 80 hours, course version 4658.4: 140 hours	S/U	Y	Individual
Learning Contract Contract and Evaluation booklet	14 pages	S/U	Y	Individual
Report Agency Profile and evaluation	3-4 pages	S/U	Y	Individual

Professional task Letter of thanks to supervisor	1 page	S/U	Y	Individual
---	--------	-----	---	------------

Teaching Periods

Spring Campbelltown

Day

Subject Contact Chloe Taylor ([https://directory.westernsydney.edu.au/search/name/Chloe Taylor/](https://directory.westernsydney.edu.au/search/name/Chloe%20Taylor/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=SPRT3017_22-SPR_CA_D#subjects)

SPRT 9001 Higher Degree Research Thesis - Sport and Recreation

Credit Points 20

Legacy Code 800095

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Health Sciences

Discipline Sport And Recreation

Student Contribution Band HECS Band 4 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1 Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=SPRT9001_22-RQ1_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=SPRT9001_22-RQ1_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=SPRT9001_22-RQ1_KW_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=SPRT9001_22-RQ2_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=SPRT9001_22-RQ2_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=SPRT9001_22-RQ2_KW_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=SPRT9001_22-RQ3_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=SPRT9001_22-RQ3_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=SPRT9001_22-RQ3_KW_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=SPRT9001_22-RQ4_BA_D#subjects)

Campbelltown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=SPRT9001_22-RQ4_CA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=SPRT9001_22-RQ4_KW_D#subjects)

TEAC 0001 English for Academic Purposes (EAP) - UWSCollege

Credit Points 10

Legacy Code 70061

Coordinator Visnja Simovic ([https://directory.westernsydney.edu.au/search/name/Visnja Simovic/](https://directory.westernsydney.edu.au/search/name/Visnja%20Simovic/))

School The College English Language

Discipline English as a Second Language Teaching

Student Contribution Band

Level Undergraduate Level 0 Preparatory subject

Teaching Periods

TEAC 1001 Advanced Standing for Learning in Context 110

Credit Points 10

Legacy Code 102599

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Humanities & Comm Arts

Discipline Teacher Education

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Teaching Periods

TEAC 1002 Advanced Standing for Learning in Context 120

Credit Points 20

Legacy Code 102600

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Humanities & Comm Arts

Discipline Teacher Education

Student Contribution Band HECS Band 1 20cp

Level Undergraduate Level 1 subject

Teaching Periods

TEAC 1005 Children's Digital Worlds

Credit Points 10

Legacy Code 102663

Coordinator Joanne Orlando ([https://directory.westernsydney.edu.au/search/name/Joanne Orlando/](https://directory.westernsydney.edu.au/search/name/Joanne%20Orlando/))

Description This subject will develop students' understanding of young children's digital engagement and how to build on their technology experiences to develop quality learning in early childhood settings. Vital to this process is an understanding of how young children use technology and the implications of their digital engagement for their play, learning and development. Students will critically explore various aspects of children's digital engagement including the various ways young children use technology, the factors that contribute to their use, and the learning that occurs through their device play. Strategies for building on children's digital worlds in the curriculum will also be critically reviewed. In this subject students will explore technology-based learning experiences for children in early childhood contexts.

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Restrictions

Students must be enrolled in 1879 Bachelor of Education (Birth – 5 Years).

Learning Outcomes

1. Engage with media and research literature regarding children's digital worlds.
2. Explain children's uses of technology from a child's perspective, and from an adults' perspective.
3. Identify the factors that influence how a child uses technology at home, in social spaces and in educational settings.
4. Identify key aspects of children's technology use that supports learning.
5. Describe strategies for developing curriculum using technology to support learning in early childhood.

Subject Content

1. How young children use technology
2. Debates surrounding young children's technology use
3. Using literature to identify and analyse the factors that influence young children's uses of technology
4. Safe uses of technology for young children
5. Technology use that supports learning in early childhood
6. The role of the educator in facilitating children's use of technology for learning
7. Critical teaching and learning strategies to support children's learning using technology

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	20 questions	20	N	Individual
Critical Review	650 words	40	N	Individual
Report	1,500 words	40	N	Individual

Teaching Periods

TEAC 1006 Children's Literature and Digital Texts

Credit Points 10

Legacy Code 102630

Coordinator Katina Zammit ([https://directory.westernsydney.edu.au/search/name/Katina Zammit/](https://directory.westernsydney.edu.au/search/name/Katina%20Zammit/))

Description This unit introduces key concepts in literature for children and young adults, examining theory and research related to literature; the diversity of literature and multi-literate environments; and the impact of social and cultural influences on literature. Through reading a wide range of literature, including literary classics, popular texts, graphic novels, picture books, in paper-based and electronic forms, students will identify the interrelationships between image and writing and ideological assumptions conveyed through these texts. It will focus on Australian literature, Aboriginal and Torres Strait Islander literature, Asian literature and bilingual texts.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Teaching Periods

TEAC 1007 Creative Arts for Early Learning

Credit Points 10

Legacy Code 102664

Coordinator Denise Fraser ([https://directory.westernsydney.edu.au/search/name/Denise Fraser/](https://directory.westernsydney.edu.au/search/name/Denise%20Fraser/))

Description This subject will engage students in developing a critical appreciation for the role of the arts in their own right, in society and in the early years. They will develop appreciation for the relevance of the arts in children's play and identity formation, and as meaning making and communication tools. Opportunities for creative thinking and creative expression will be explored first hand through introductory experiences and theory in the areas of drama, music, visual arts, dance and media arts. Students will consider how integration of art pedagogies can support rich and meaningful learning experiences, complex problem solving and meaning making in the early years.

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Restrictions

Students must be enrolled in 1879 Bachelor of Education (Birth – 5 Years).

Learning Outcomes

1. Identify the physical, social, creative and intellectual capabilities of birth to 5 year olds as they relate to the role the creative arts play in learning and development.
2. Develop practical skills and knowledge through introductory experience and theory in drama, music, visual arts, dance and media arts.
3. Discuss the role of the creative arts as meaning making tools in individual, family, social and cultural contexts.
4. Develop an appreciation for the relevance of the arts in children's play and identity formation.
5. Explore pedagogies and resources that encourage divergent thinking, creative expression and meaning making and that assist children to communicate their ideas.
6. Identify a personal philosophy about the role of the arts in society.

Subject Content

1. Theories and structural elements of the main art forms
2. Exploration of practices in the creative art areas including drama, music, visual arts, dance and media arts
3. Resources and materials that are used in art making and creative expression
4. The arts as a vehicle for self-expression, problem solving and critical reflection
5. Meaning making, and the way in which the arts contribute to identity formation in children and support creative communication in socially and culturally diverse contexts
6. The physical, social, creative and intellectual capabilities of birth to 5 year olds as they relate to learning and development in the creative arts
7. Reflection on personal arts related experiences and understandings of theory to develop a personal philosophy about the role of the arts in society

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Summary	1,000 words	30	N	Individual
Annotated Bibliography	150 words x 6	30	N	Individual
Portfolio	Artefacts (reflecting 5 hrs engagement in three art forms) and written summaries (300 words each for each of three art forms)	40	N	Individual

Teaching Periods

TEAC 1008 Curriculum and Aboriginal Perspectives

Credit Points 10

Legacy Code 102115

Coordinator Dianne Burrell (<https://directory.westernsydney.edu.au/search/name/Dianne+Burrell/>)

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

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects EDUC 2001 - Creative Arts 1 - AREP

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the concept of Aboriginal and Torres Strait Islander ways of knowing
2. Describe the characteristics and elements of classrooms, teaching, learning and curriculum.
3. Identify and plan for Aboriginal perspectives in Primary curricula.
4. Create a short creative resource, presentation or performance, using Aboriginal and Torres Strait Islander perspectives, in at least one curriculum area.
5. Utilise performance and communication mediums in planning teaching and learning.
6. Explain the importance of the inclusion of Aboriginal perspectives across the curriculum for primary students of learning and development.

Subject Content

1. Introduction to regulations, statues and policies related to teacher's responsibilities and working with children
2. Overview of Primary (K-6) Curricula identifying where Aboriginal content may explicitly exist or could be developed to include Aboriginal ways of knowing.
3. Planning, implementing and evaluating effective learning experiences for students in different curricula context

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	1,200 words	50	N	Individual
Essay	1,500 words	50	N	Individual

Prescribed Texts

- Australian Curriculum, Assessment and Reporting Authority (ACARA) (2018). F-10 Australian Curriculum: Science Elaborations for the Aboriginal and Torres Strait Islander Cross-curriculum priority. <https://www.australiancurriculum.edu.au/media/4200/new-content-elaborations-for-the-australian-curriculum-science-f-10.pdf>
- Price, K., & Rogers, J. (Eds.). (2019). Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession (3rd ed.). Cambridge: Cambridge University Press. doi:10.1017/97811
- Harrison, N. and Sellwood, J. (2019) Learning and Teaching in Aboriginal and Torres Strait Islander Education Oxford University Press (Fourth Edition)

Teaching Periods

1st Half

Bankstown

Day

Subject Contact Dianne Burrell ([https://directory.westernsydney.edu.au/search/name/Dianne Burrell/](https://directory.westernsydney.edu.au/search/name/Dianne+Burrell/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC1008_22-1H_BA_D#subjects)

TEAC 1010 Early Primary Mathematics

Credit Points 10

Legacy Code 102119

Coordinator John Ley ([https://directory.westernsydney.edu.au/search/name/John Ley/](https://directory.westernsydney.edu.au/search/name/John+Ley/))

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

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects EDUC 1002 - Early Primary Maths (AREP)

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the central concepts, modes of enquiry and structure of Mathematics.
2. Apply the five interrelated processes of questioning, applying strategies, communicating, reasoning and reflecting up to Stage 2.
3. Describe the three content strands of Number and Algebra, Measurement and Geometry, Statistics and Probability, as well as working mathematically up to Stage 2.
4. Apply concepts of assessment and children's learning within the Primary Mathematics curriculum.
5. Utilise a variety of teaching, behavioural and organisational management strategies to cater for the range of diverse learners in Mathematics K-6.
6. Utilise an array of resources designed to meet the needs of diverse K-6 students.
7. Identify Aboriginal and Torres Strait Islander perspectives embedded in the Australian Mathematics curriculum.
8. Design a sequence of two lessons using developing knowledge of the Australian Mathematics curriculum for Primary- aged children.

Subject Content

1. Nature and role of mathematics in describing and modelling patterns and relationships that can be generalised, and as a means of interpreting the world
2. Familiarity with the NSW syllabus for the Australian curriculum: Mathematics K-6 programming and assessment, such as Count Me In Too
3. Role of concrete materials
4. Working Mathematically through Communicating, Problem Solving, Reasoning, Understanding and Fluency
5. Importance of Language for communicating (Newman's Analysis)
6. Counting strategies in preschool and Kindergarten
7. Place value through grouping in the Hindu-Arabic numeration system
8. Number and Algebra - the four operations, fractions and decimals, patterns
9. Play, games, investigation, problem solving, stories in Mathematics
10. Early measurement and using units (formal and informal) for length, area, volume and capacity, mass and time, and comparing, ordering and estimating size
11. Early geometry - 2 and 3 D shapes, manipulating shapes, part/whole relationships, tessellations, transformations, location
12. Statistics: working with data, including planning, gathering, organising, applying data to solve problems and communicating results through the selection of appropriate representations.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	1,500 Words	50	N	Individual
Professional Task	1,500 Words	50	N	Individual

Prescribed Texts

- Booker, G. (2010). Teaching primary mathematics (4th ed.). Frenchs Forest, Australia: Pearson Australia.
- NSW Board of Studies. (2012). NSW Syllabus for the Australian Curriculum: Mathematics K-10 syllabus (K-6 section). Sydney, Australia: NSW Board of Studies. Retrieved from <http://syllabus.bos.nsw.edu.au/download/>.

Teaching Periods

1st Half

Bankstown

Day

Subject Contact Shirley Gilbert ([https://directory.westernsydney.edu.au/search/name/Shirley Gilbert/](https://directory.westernsydney.edu.au/search/name/Shirley%20Gilbert/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC1010_22-1H_BA_D#subjects)

TEAC 1011 Educational Psychology

Credit Points 10

Legacy Code 102636

Coordinator Erin Mackenzie ([https://directory.westernsydney.edu.au/search/name/Erin Mackenzie/](https://directory.westernsydney.edu.au/search/name/Erin%20Mackenzie/))

Description This unit is designed to facilitate students to develop the dispositions and critical skills to create learning communities that are academically challenging, developmentally appropriate and culturally responsive. The unit highlights how the inherent qualities of a child and their environmental systems interact to influence how they grow, develop and learn. It develops students' knowledge of the ways in which children's development is embedded in context to inform their instructional strategies. It examines a body of classic and current theories, research and practice relating to the cognitive, physiological, and social/emotional needs of children and the relevance of these for classroom practice. Particular emphasis is given to developing responsive teaching practices which promote social and emotional wellbeing of children and are underpinned by high-quality relationships which extend to include the valuing of families and the wider community.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Restrictions

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

Learning Outcomes

- Apply an understanding of issues relating to children's physical, cognitive, emotional, moral and social development.
- Analyse the major factors that influence students' motivation and engagement.

- Assess instructional strategies designed to support students' learning and development.
- Explain how children's development is influenced by ecological systems.
- Develop an action plan underpinned by relevant theory and research to address the wellbeing and development needs of a child experiencing difficulties at school.
- Present effectively, using oral and written forms.

Subject Content

- Development in context: Bronfenbrenner's bioecological systems theory
- Children's development in context:
 - cognitive development and information processing theories
 - physical development
 - social, emotional, and moral development
- Learning in context: Theories of learning and their implications for teaching:
 - Behaviourism
 - cognitive Explanations of learning
 - Humanism
- Building a positive learning environment:
 - motivation and engagement
 - wellbeing and resilience
 - Cybersafety

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short Answer	1,000 words	20	N	Individual
2a Presentation	12 minutes and 8-10 slides	30	N	Group
2b Reflection	2 minutes	10	N	Individual
Final Exam	2 hours	40	N	Individual

Prescribed Texts

- Duchesne, S. McMaugh, A., & Mackenzie, E. (2021). Educational Psychology for Learning and Teaching (7th ed.). Cengage Learning Australia.

Teaching Periods

Spring

Bankstown

Day

Subject Contact Erin Mackenzie ([https://directory.westernsydney.edu.au/search/name/Erin Mackenzie/](https://directory.westernsydney.edu.au/search/name/Erin%20Mackenzie/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC1011_22-SPR_BA_D#subjects)

TEAC 1012 English as an International Language

Credit Points 10

Legacy Code 102438

Coordinator David McInnes ([https://directory.westernsydney.edu.au/search/name/David McInnes/](https://directory.westernsydney.edu.au/search/name/David%20McInnes/))

Description English is the first Global Language and the most important international Lingua Franca today. The teaching of English as a second or foreign language is a huge industry internationally, and a driver of export dollars in the Australian economy. The teaching of English as an International Language (EIL) is a new area of study and it is indispensable for any student seeking to gain a competitive edge in an international career. This unit is a key introductory unit in the International English Major. It is designed to equip graduates with marketable skills across multiple areas, including International Relations, Marketing and Business, Interpreting and Translation, and TESOL.

School Humanities & Comm Arts

Discipline English as a Second Language Teaching

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Discuss, in linguistic, cultural and historical terms, the essentials of an international language.
2. Identify and explain how Englishes differ across the globe.
3. Analyse the ways in which people use English to express notions of identity, culture and pragmatic meaning.
4. Identify the different aspects of miscommunication across Englishes.

Subject Content

The origins, history and spread of the English language
Linguistic concepts as applied to an International Lingua Franca
Semantic and Pragmatic differences and commonalities
Cultural norms and adaptation
Implications of World Englishes: ownership and standardisation
Teaching and learning International English

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Short Answer	150 words	50	N	Individual
Summary	750 words	50	N	Individual

Prescribed Texts

- Galloway, N., & Rose, H. (2015). *Introducing Global Englishes*. Abingdon, England: Routledge.

Teaching Periods

Autumn

Bankstown

Day

Subject Contact David McInnes ([https://directory.westernsydney.edu.au/search/name/David McInnes/](https://directory.westernsydney.edu.au/search/name/David%20McInnes/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC1012_22-AUT_BA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact David McInnes ([https://directory.westernsydney.edu.au/search/name/David McInnes/](https://directory.westernsydney.edu.au/search/name/David%20McInnes/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC1012_22-AUT_PS_D#subjects)

TEAC 1013 Everyday Childhoods

Credit Points 10

Legacy Code 102665

Coordinator Kerry Staples ([https://directory.westernsydney.edu.au/search/name/Kerry Staples/](https://directory.westernsydney.edu.au/search/name/Kerry%20Staples/))

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

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Restrictions

Students must be enrolled in 1879 Bachelor of Education (Birth – 5 Years).

Learning Outcomes

1. Investigate diverse texts, images and constructions of what it means to be a child in contemporary society.
2. Describe the social meaning of childhood including the historical, social and political factors and how they have influenced changing views of children and childhood.
3. Describe how different theoretical perspectives have positioned children and childhood as a social construction.
4. Identify the ways in which gender, sexuality, ethnicity, 'race', language, class, ability and religion are constituted through a child's identity and the significance of this on everyday lived experiences.
5. Critically reflect on social and cultural constructions of diversity and difference in relation to children's identities and subjectivities.
6. Examine the ways in which children negotiate and construct their identities in contexts of diversity and difference.
7. Describe how children's rights and responsibilities are enacted by children and adults.
8. Describe how child-environment identity is connected to place, space, location and time.

Subject Content

1. Who is, and what does it mean to be a child in a postmodern world?
2. Critically analysing scholarly and non-scholarly texts, images and constructions 'about' the child
3. Introduction to contemporary national and international theories and philosophies related to the child
4. Significance of gender, sexuality, ethnicity, 'race', language, class, ability and religion and how they are constituted through a child's identity and everyday lived experiences
5. Questions of subjectivity and a child's sense of herself, her body and her relationship to the world
6. Children's negotiation of identity and difference in a globalised world
7. Rights and responsibilities of the child
8. Child-environment identity and connections to place, space, location and time through encounters with tangible social-cultural artefacts such as toys, homes, landscapes, animals, digital technology
9. Reflecting on constructions of diversity and difference in education and community settings

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	20 item multiple choice/short answer	20	N	Individual
Summary	1,200 words	40	N	Individual
Critical Review	1,200 words	40	N	Individual

Teaching Periods

TEAC 1014 Experience-based Outdoor Education

Credit Points 10

Legacy Code 102206

Coordinator Tonia Gray ([https://directory.westernsydney.edu.au/search/name/Tonia Gray/](https://directory.westernsydney.edu.au/search/name/Tonia%20Gray/))

Description In this unit students connect with the natural world through outdoor adventure activities. Students learn about themselves, others, and the environment through a series of experiential activities. The unit focuses on self-reliance, resiliency, interdependence, managing personal risks, and the value of life-long outdoor recreation for enjoyment, health and well-being. This unit will involve two full-day practical field trips in the outdoors as well as lectures and tutorials. The practical field trips are physically demanding whilst also extending students mentally and socially. Given the nature of the bushwalking field trips, participants require a moderate level of personal fitness.

School Education

Discipline Teacher Education

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects SPRT 1005 - Outdoor Recreation

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Reflect on the impact of outdoor education theory including ecological literacy, nature deficit disorder, positive psychology, risk management and adventure programing;
2. Evaluate the process of experiential learning and its connection to personal growth;
3. Communicate experiential and theoretical connections between humans and their environment;
4. Assess individual and group well-being in outdoor activities;
5. Demonstrate personal and interpersonal capabilities in communication, resilience, self-confidence, teamwork, goal setting, personal autonomy and initiative.
6. Develop a deeper understanding of Indigenous links to the land and their culture

Subject Content

1. Theoretical models of experience-based learning in the outdoors and variations in emphasis developed by key writers in the field;
2. Relationships between experience-based learning in the outdoors and holistic well-being;
3. Participation, reflection and engagement in outdoor adventure education;
4. Sustainability, stewardship and nature deficit disorder;
5. Intra- and interpersonal skill development.
6. Understanding of Indigenous concepts related to connectivity to land

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional task	1000 words	50	N	Individual
Outdoor field trips	2 x full-day	S/U	Y	Group
Reflection on field trip	15 minutes	50	N	Individual

Teaching Periods

TEAC 1015 Exploring Patterns and Relationships in Mathematics 1

Credit Points 10

Legacy Code 102632

Coordinator Maree Skillen ([https://directory.westernsydney.edu.au/search/name/Maree Skillen/](https://directory.westernsydney.edu.au/search/name/Maree%20Skillen/))

Description This unit supports pre-service teachers in the understanding of mathematical processes and content. Pre-service teachers will develop competence and confidence in the content areas

of number, algebra, and probability and will be able to solve problems related to these areas and communicate their solution methods.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Teaching Periods

TEAC 1016 Exploring Patterns and Relationships in Mathematics 2

Credit Points 10

Legacy Code 102635

Coordinator Maree Skillen ([https://directory.westernsydney.edu.au/search/name/Maree Skillen/](https://directory.westernsydney.edu.au/search/name/Maree%20Skillen/))

Description This unit supports students in the understanding of mathematical processes and content. Students will develop competence and confidence in the content areas of Measurement, Geometry, and Statistics and will be able to solve problems related to these areas and communicate their solution methods.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Teaching Periods

TEAC 1017 Identity and Voice in Multimodal Texts

Credit Points 10

Legacy Code 102114

Coordinator Julie Lennon ([https://directory.westernsydney.edu.au/search/name/Julie Lennon/](https://directory.westernsydney.edu.au/search/name/Julie%20Lennon/))

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

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects EDUC 1003 - Indigenous Cultural texts in Education

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the significance of story and narratives in Aboriginal and Torres Strait Islander cultures
2. Identify and describe representations of Aboriginal and Torres Strait Islander Australians in a range of texts produced by both Indigenous and non-Indigenous people composed for different audiences.
3. Identify and explain the ways different cultures, cultural stories and icons, including Australian images and significant Australians, including Aboriginal Australians, are depicted in texts
4. Outline debates around the politics of representation using theoretical frameworks;
5. Explain the role texts play in the construction, expressions and representations of cultural identity for Aboriginal and Torres Strait Islander peoples.
6. Analyse the role of the texts in relation to continuity and change in cultural assumptions.

Subject Content

1. The essence of Aboriginal and Torres Strait Islander story and narratives
2. Texts and their readings; examine how to undertake a textual deconstruction.
3. How do we understand cultural meaning; who constructs it? Examine theory: level of significations; function of the metaphor; genre and intertextuality; narrative form and the 'realism' effect; grand narratives and ideology; narrator function and audience positioning.
4. Identity and representations the politics of representation - Aboriginal people as 'Other'; decolonization; 'colonial gaze'; neo-colonialist texts; postcolonial texts; postcolonial critical practice.
5. Analysis of a variety of primary and secondary sources which depict Aboriginal peoples and identity (children's literature; films, television dramas, music videos; advertisements; musical/theatrical productions, photographic works, and other visual art

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Critique of two films	1,000 words	25	N	Individual

Analysis of media collage	At home assessment to be undertaken within a two day window	25	N	Individual
Portfolio	1,200 words	50	N	Individual

Prescribed Texts

- Barsam, R., & Monahan, Dave, author. (2016). Looking at movies: An introduction to film (5th ed.).

Teaching Periods

2nd Half

Bankstown

Composite

Subject Contact Julie Lennon ([https://directory.westernsydney.edu.au/search/name/Julie Lennon/](https://directory.westernsydney.edu.au/search/name/Julie%20Lennon/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC1017_22-2H_BA_C#subjects)

TEAC 1018 Infant and Early Development

Credit Points 10

Legacy Code 102666

Coordinator Kerry Staples ([https://directory.westernsydney.edu.au/search/name/Kerry Staples/](https://directory.westernsydney.edu.au/search/name/Kerry%20Staples/))

Description A child's development and learning is influenced by the people around them and the world they live in. To support children's learning and development, teachers require knowledge and understanding of the complex interactions between nature and nurture. This subject will provide pre-service teachers with an opportunity to investigate children's physical, socio-emotional, cognitive, language, moral, creative, spiritual and academic domains of development. Concepts covered include the holistic child, contemporary theories of development, early brain development research and the pedagogy of relationships. Students will use these concepts to plan for developmentally and culturally appropriate learning environments in early childhood settings. Exploring the complexity of children's development from conception to five years of age will enhance understandings of how best to analyse and support their development.

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Restrictions

Students must be enrolled in the Bachelor of Education (Birth – 5 Years).

Learning Outcomes

1. Analyse contemporary theories of child development and apply these understandings to practice.

2. Explain children's development from conception to five years of age across physical, socio-emotional, cognitive, language, sensory, moral, creative, spiritual and academic domains.
3. Discuss the relative impact on children's development of nature (biological and genetic factors) and nurture (environmental factors).
4. Analyse children's development and learning within socio-cultural contexts and determine the implications for planning for children's learning.
5. Analyse the importance of building positive, professional relationships with young children and families and determine the implications for promoting responsive quality care and education.
6. Use a variety of observational techniques to document, analyse and interpret children's development using relevant theory and research.
7. Critique developmentally and culturally appropriate practices and principles and their implications for care and education that is responsive to the needs of diverse children and their families.

Subject Content

Module 1: The ecology of childhood and child development

The child in the context of family, society, and community
Diversity in family structures and values and socialisation practices.

Module 2: Children's growth and development: theoretical perspectives

Theories of child development
Children's development from pre-natal to the early school years across physical, socio-emotional, cognitive, language, sensory, moral, creative, spiritual and academic domains.

Module 3: Brain development research and its implications for practice

Research on early brain development
The impact of biological and genetic factors
Creating environments which respond to critical and sensitive periods of development

Module 4: Relationships as foundational for children's developments

Positive interactions and communication with children and families
Continuity of care and education
The pedagogy of relationships

Module 5: Application of knowledge of child development into practice

Observe, assess, and guide children's development and learning utilising theories of child development
Critique and apply the principles of developmentally and culturally appropriate practices in designing quality care and learning in early childhood

Special Requirements

Legislative pre-requisites

Prior to enrolling in this subject, students must have satisfactorily completed online Child Protection Awareness Training, have a current Working with Children Check, and completed the online course ASCIA Anaphylaxis: Australasian childcare.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Poster	A3 Poster	20	N	Individual
Essay	1,500 words	40	N	Individual

Case Study 1,500 words 40 N Individual
(excludes references list and all attachments)

Teaching Periods

TEAC 1020 Language and Literacy 1

Credit Points 10

Legacy Code 102118

Coordinator Julie Lennon ([https://directory.westernsydney.edu.au/search/name/Julie Lennon/](https://directory.westernsydney.edu.au/search/name/Julie%20Lennon/))

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

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects EDUC 2004 - Language and Literacy 1 - AREP

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the nature of language acquisition and language development.
2. Describe the strategies that may be used in the teaching of reading K-6.
3. Engage in and utilise practical strategies to support children's literacy learning in a variety of contexts K-2.
4. Assess the impact of social, cultural, technological and political contexts and their effect on literacy learners in classroom contexts.
5. Utilise children's literature to promote literacy and language learning in a variety of learning contexts.
6. Analyse key theories about language learning and apply these to the construction of literacy lesson plans and programs

Subject Content

1. Language acquisition
2. Nature and role of English as a language of communication for participation in society, through reading, writing, listening, speaking, viewing and representing experiences, values and ideas.
3. Mapping oral language onto written language
4. What is literacy? What is reading? How do we learn to read?

5. Broad and critical knowledge and understanding of English as a discipline, including recent theories of reading and the reading process
6. Teaching decoding - phonemic awareness and phonics
7. Strategies for teaching reading: shared reading, guided reading
8. Assessment of reading, running records
9. What makes good children's literature? Practise analysing children's books of varying text types: both fiction and non-fiction, including literature that provides insights into Aboriginal and Torres Strait Islander peoples, multicultural perspectives and children's experiences.
10. Linking reading to writing in the early years
11. Multi-literacies and Critical Literacy
- 12.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Report	800 words	20	N	Individual
Professional Task	1200 words	30	N	Individual
Essay	1200 words	50	N	Individual

Prescribed Texts

- NSW Educational Standards Authority (2012). NSW Syllabus for the Australian Curriculum: English K-10 syllabus. Sydney, Australia: NSW Board of Studies. Retrieved from <http://syllabus.bos.nsw.edu.au/download/>
- Winch, G., Johnston, R., March, P., Ljungdahl, L. & Holliday, M. (2nd January 2020). *Literacy: Reading, writing and children's literature* (6th ed.). South Melbourne, Australia: Oxford University Press ISBN: 9780190310561

Teaching Periods

1st Half

Bankstown

Day

Subject Contact Julie Lennon ([https://directory.westernsydney.edu.au/search/name/Julie Lennon/](https://directory.westernsydney.edu.au/search/name/Julie%20Lennon/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC1020_22-1H_BA_D#subjects)

TEAC 1021 Learning, Teaching and Technologies

Credit Points 10

Legacy Code 102116

Coordinator Shirley Gilbert ([https://directory.westernsydney.edu.au/search/name/Shirley Gilbert/](https://directory.westernsydney.edu.au/search/name/Shirley%20Gilbert/))

Description The unit is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education program. Beginning a teacher education course requires students to orient themselves to learning and teaching in a variety of ways. This unit introduces a range of issues that are critical to effective teaching and learning. These issues centre on learning environments; the roles of teachers in schools and as life-long learners; and the responsibilities

of teachers to observe and understand the children in their care, plan for individual children on the basis of diagnostic evaluations, employ teaching approaches which cater for the needs of individuals as well as the group, and employ assessment processes that empower rather than simply compare children.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Co-requisite(s) TEAC 1029

Equivalent Subjects EDUC 1005 - Introduction to Learning and Teaching

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe a range of environments and activities which facilitate learning through recognition of the diverse nature of learners.
2. Explain the roles and responsibilities of teachers in primary schools.
3. Develop, implement, justify and document teaching experiences relating to the NSW Syllabus documents and the needs of individual children in their care.
4. Explain the impact of technologies on teaching and learning.
5. Utilise technologies for their personal productivity and developing professional practice.
6. Apply the principles and practices of classroom pedagogy based on an understanding of how children learn and are motivated.
7. Evaluate their role in the teaching profession and the need to continually improve their professional knowledge and practice.

Subject Content

1. Positive environments for learning and supporting learners - school, home and community
2. Developing a personal understanding of teaching as a profession. Personal philosophy of teaching and learning
3. Teacher as a life-long learner - including reflection in teaching and learning, portfolios, schools as learning communities
4. Introduction to curriculum and the structure of syllabus documents;
5. Planning, implementing and assessing in the teaching and learning cycle
6. Development and use of resources
7. Teaching and learning strategies including roles and uses of information and communication technologies
8. Managing classrooms and learners in classrooms

Special Requirements

Legislative pre-requisites

Students must have: Working with Children Check and Completion of Child Protection Training.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	2,000 words	50	N	Individual
Report and Artefact	2,000 words	50	N	Individual

Prescribed Texts

- Whitton, D., Barker, K., Nosworthy, M., Sinclair, C., & Nanlohy, P. (2010). Learning for teaching: teaching for learning. Melbourne: Cengage.

Teaching Periods

TEAC 1022 Literacy Skills for Teacher Education

Credit Points 10

Legacy Code 102112

Coordinator Milena Ilisevic ([https://directory.westernsydney.edu.au/search/name/Milena Ilisevic/](https://directory.westernsydney.edu.au/search/name/Milena%20Ilisevic/))

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

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects COMM 1029 - University Study Skills

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify areas of their own written and oral communication that require development to ensure communication skills are appropriate to support a teacher professional identity in new times. This will include intercultural concepts of teacher education. (Standard 2.5.1).
2. Develop an action plan for enhancing identified areas of their own literacy development. (Standard 1.4.1,2.5.1).
3. Practise and refine the oral and written skills as required in the profession. (Standard 2.5.1).
4. Identify different types of reading, and develop critical thinking skills that are applicable to specific academic situations. (Standard 1.4.1,2.5.1).
5. Apply a working knowledge of the grammatical and structural conventions used in the profession. (Standard 2.5.1).
6. Write a well-structured academic essay. (Standard 2.5.1).
7. Use referencing and citation conventions accurately and appropriately in academic writing. (Standard 2.5.1).

Subject Content

1. Intercultural concepts of teacher education;
2. Reading and writing for academic purposes;
3. Interpreting genres and writing styles;
4. Accessing and using e-learning sites;
5. Assessment and development of skills and knowledge equivalent to Higher School Certificate Band 5 English;
6. Development of identified areas of literacy need;
7. Familiarisation and engagement with teacher research and professional literature (such as AITSL standards, ACARA, and NESAs).

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Participation	Various - as allocated	10	N	Individual
Annotated Bibliography	600 words	40	N	Individual
Essay	1,200	50	N	Individual

Prescribed Texts

- Candlin, C. N., Crompton, P., Hatim, B. (2016). Academic writing step by step - a research-based approach, pp. 52-69. UK: Equinox eBooks Publishing. Retrieved from: <https://www.equinoxpub.com/home/view-chapter/?id=24702>.

Teaching Periods

1st Half

Bankstown

Day

Subject Contact Milena Ilisevic ([https://directory.westernsydney.edu.au/search/name/Milena Ilisevic/](https://directory.westernsydney.edu.au/search/name/Milena%20Ilisevic/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC1022_22-1H_BA_D#subjects)

TEAC 1023 Literacy for Educators

Credit Points 10

Legacy Code 102631

Coordinator Jaydene Barnes ([https://directory.westernsydney.edu.au/search/name/Jaydene Barnes/](https://directory.westernsydney.edu.au/search/name/Jaydene%20Barnes/))

Description This unit aims to develop students' personal literacy skills necessary for participating in academic and professional contexts. Students will have opportunities to develop their interpersonal and communication skills as part of the inherent requirements of a graduate teacher. The unit provides students with opportunities to develop critical self-awareness, self-regulation and the ability to organise oneself as a self-directed learner. Students will learn about essential elements of academic scholarship including; information media literacy, understanding assessment, academic referencing and academic integrity.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Teaching Periods

TEAC 1024 Mathematical Patterns and Relationships

Credit Points 10

Legacy Code 102249

Coordinator Dorian Stoilescu ([https://directory.westernsydney.edu.au/search/name/Dorian Stoilescu/](https://directory.westernsydney.edu.au/search/name/Dorian%20Stoilescu/))

Description Students will use a variety of investigative techniques to highlight the evidence of patterns and relationships in mathematics. The inherent structure of mathematics will be approached through the examination of various mathematical systems. In addition, students will examine the nature of mathematical thought including inductive and deductive reasoning. This subject contributes directly to the achievement of a sound foundation in mathematics.

School Education

Discipline Teacher Education

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects LGYA 2716 - Mathematics 1 Patterns and Relationships LGYB 2441 - Mathematics for K-6 Teachers TEAC 1025 - Mathematical Patterns and Relationships (WSTC) TEAC 2041 - Mathematical Patterns and Relationships

Restrictions Students must be enrolled in 1651 Bachelor of Arts (Pathway to Teaching Primary), 1708 Bachelor of Arts (Pathway to Teaching Birth -5/Birth - 12),) 6017 Diploma in Arts/Bachelor of Arts (Pathway to Teaching Birth-5/Birth-12) or 6019 Diploma in Arts/Bachelor of Arts (Pathway to Teaching Primary).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate and apply skills and understandings of number theory and numeration systems.
2. Demonstrate and apply skills and understanding of multiple representations and ways of calculating fractions and decimals.
3. Understand and apply calculations of factors and multiples
4. Use patterns and relationships in number and their application to real life problems.
5. Recount the historical evolution of measurement systems.
6. Explain the basic feature of the metric system and the relationships between the Hindu-Arabic numeration system and the metric system.
7. Explain the mathematical patterns and relationships that can be found in space and geometry.
8. Apply basic geometrical concepts and principles.
9. Explain geometrical patterns and relationships in the environment.
10. Apply knowledge of the metric system to investigations of real-life problems.

Subject Content

1. Patterns and relationships in geometry:
 - environmental instances and applications
 - Basic concepts, principles and relationships
2. Patterns and relationships in number:
 - number patterns in space
 - factors, multiples, prime numbers,
 - fractions and decimals
 - number patterns
 - number theory
3. Mathematical systems
 - transformational geometry
 - numeration systems
 - number systems
4. Mathematical reasoning
 - historical evolution of mathematical thought
 - inductive and deductive reasoning
 - The investigation of mathematical ideas
5. Measurement
 - Basic features of The metric system
 - relationship to The numeration system The investigation of mathematical ideas

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Multiple Choice	50 minutes	20	N	Individual
Essay	Equivalent of 1,500 words	40	N	Individual
Final Exam	2 hours	40	Y	Individual

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Dorian Stoilescu ([https://directory.westernsydney.edu.au/search/name/Dorian Stoilescu/](https://directory.westernsydney.edu.au/search/name/Dorian%20Stoilescu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC1024_22-AUT_BA_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Dorian Stoilescu ([https://directory.westernsydney.edu.au/search/name/Dorian Stoilescu/](https://directory.westernsydney.edu.au/search/name/Dorian%20Stoilescu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC1024_22-SPR_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Dorian Stoilescu ([https://directory.westernsydney.edu.au/search/name/Dorian Stoilescu/](https://directory.westernsydney.edu.au/search/name/Dorian%20Stoilescu/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC1024_22-SPR_PS_D#subjects)

TEAC 1025 Mathematical Patterns and Relationships (WSTC)

Credit Points 10

Legacy Code 700137

Coordinator Michael CASEY ([https://directory.westernsydney.edu.au/search/name/Michael CASEY/](https://directory.westernsydney.edu.au/search/name/Michael%20CASEY/))

Description Students will use a variety of investigative techniques to highlight the evidence of patterns and relationships in mathematics. The inherent structure of mathematics will be approached through the examination of various mathematical systems. In addition, students will examine the nature of mathematical thought including inductive and deductive reasoning. This subject contributes directly to the achievement of a sound foundation in mathematics.

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Co-requisite(s) Students enrolled in the combined Diploma Bachelor programs must have passed or be enrolled in the College Preparatory subjects in order to enrol in this subject

Equivalent Subjects TEAC 1024 - Mathematical Patterns and Relationships
TEAC 1040 - Mathematical Patterns and Relationships (Block)

Restrictions

Students must be enrolled at Western Sydney University, The College. Students enrolled in Extended Diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject.

Assumed Knowledge

A demonstrated knowledge of basic mathematics.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate and apply skills and understandings of number theory and numeration systems.
2. Demonstrate and apply skills and understanding of multiple representations and ways of calculating fractions and decimals.
3. Understand and apply calculations of factors and multiples
4. Use patterns and relationships in number and their application to real life problems.
5. Recount the historical evolution of measurement systems.
6. Explain the basic feature of the metric system and the relationships between the Hindu-Arabic numeration system and the metric system.
7. Explain the mathematical patterns and relationships that can be found in space and geometry.
8. Apply basic geometrical concepts and principles.
9. Explain geometrical patterns and relationships in the environment.

10. Apply knowledge of the metric system to investigations of real-life problems.

Subject Content

- Patterns and relationships in geometry:
 - environmental instances and applications
 - basic concepts, principles and relationships
- Patterns and relationships in number:
 - number patterns in space
 - factors, multiples, prime numbers, fractions and decimals
 - number patterns
 - number theory
- Mathematical systems
 - transformational geometry
 - numeration systems
 - number systems
- Mathematical reasoning
 - historical evolution of mathematical thought
 - inductive and deductive reasoning
 - the investigation of mathematical ideas
- Measurement
 - basic features of the metric system
 - relationship to the numeration system the investigation of mathematical ideas

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	30 minutes	10	N	Individual
Intra-session Exam 1	1 hour	25	N	Individual
Applied Project A	150 words	10	N	Individual
Intra-session Exam 2	1 hour	25	N	Individual
Applied Project B	1,500 words	30	N	Individual

Teaching Periods

Term 1

Bankstown

Day

Subject Contact Michael CASEY ([https://directory.westernsydney.edu.au/search/name/Michael CASEY/](https://directory.westernsydney.edu.au/search/name/Michael%20CASEY/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC1025_22-T1_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Michael CASEY ([https://directory.westernsydney.edu.au/search/name/Michael CASEY/](https://directory.westernsydney.edu.au/search/name/Michael%20CASEY/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC1025_22-T1_BL_D#subjects)

Parramatta City - George St

Day

Subject Contact Michael CASEY ([https://directory.westernsydney.edu.au/search/name/Michael CASEY/](https://directory.westernsydney.edu.au/search/name/Michael%20CASEY/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC1025_22-T1_PG_D#subjects)

Term 2

Parramatta City - George St

Day

Subject Contact Michael CASEY ([https://directory.westernsydney.edu.au/search/name/Michael CASEY/](https://directory.westernsydney.edu.au/search/name/Michael%20CASEY/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC1025_22-T2_PG_D#subjects)

Term 3

Bankstown

Day

Subject Contact Michael CASEY ([https://directory.westernsydney.edu.au/search/name/Michael CASEY/](https://directory.westernsydney.edu.au/search/name/Michael%20CASEY/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC1025_22-T3_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Michael CASEY ([https://directory.westernsydney.edu.au/search/name/Michael CASEY/](https://directory.westernsydney.edu.au/search/name/Michael%20CASEY/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC1025_22-T3_BL_D#subjects)

Parramatta City - George St

Day

Subject Contact Michael CASEY ([https://directory.westernsydney.edu.au/search/name/Michael CASEY/](https://directory.westernsydney.edu.au/search/name/Michael%20CASEY/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC1025_22-T3_PG_D#subjects)

TEAC 1027 Numeracy for Educators

Credit Points 10

Legacy Code 102634

Coordinator Jessie Abraham ([https://directory.westernsydney.edu.au/search/name/Jessy Abraham/](https://directory.westernsydney.edu.au/search/name/Jessy%20Abraham/))

Description This unit supports pre-service teachers to develop as numerate citizens. It will help them to strengthen positive attitudes, skills and knowledge about numeracy and its role in everyday contexts. Pre-service teachers will develop confidence and competence in their understanding of the role of numeracy in society, with particular emphasis on problem solving and effective communication in practical situations.

School Education

Discipline Teacher Education, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Teaching Periods

TEAC 1028 Numeracy for Teaching

Credit Points 10

Legacy Code 102113

Coordinator John Ley ([https://directory.westernsydney.edu.au/search/name/John Ley/](https://directory.westernsydney.edu.au/search/name/John%20Ley/))

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

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects EDUC 1007 - Numeracy for Teaching

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the proficiency strands of the Australian Curriculum including communicating, understanding, fluency, problem solving and reasoning. (Standard 2.3.1).
2. Identify the content strands of the Australian Curriculum including Number and Algebra, Measurement and Geometry and Statistics and Probability. (Standard 2.3.1).
3. Identify patterns and relationships in mathematics in the real-world contexts. (Standard 2.1.1).
4. Solve mathematical problems related to factors, multiples, primes and composites. (Standard 2.1.1).
5. Solve mathematical problems related to volume and measurement. (Standard 2.1.1).
6. Solve mathematical problems related to decimals, fractions and percentages. (Standard 2.1.1).
7. Solve mathematical problems related to chance and data. (Standard 2.1.1).
8. Solve mathematical problems related to geometry (2 and 3D shapes). (Standard 2.1.1).

Subject Content

1. Mathematics for teaching, introduction to the mathematics syllabus continuum K-12 and strands: Number and Algebra, Measurement and Geometry, Statistics and Probability as well as Working Mathematically and its five components: Communicating, Problem Solving, Reasoning, Understanding and Fluency.

2. Language of number.

3. Nature and role of mathematics in describing and modelling patterns and relationships that can be generalised, and as a means of interpreting the world.

4. Number: 4 Operations - Addition, Subtraction, Multiplication and Division and the Order of Operations, Fractions, Decimals and Percentages and their Equivalence, Financial Mathematics, Ratios and Rates, Logarithms, Factors, Multiples, Primes and Composites.

5. Patterns and Algebra: Algebraic Techniques, Indices, Equations, Linear and Non-Linear Relationships, Functions and Other Graphs, Polynomials.

6. Measurement: Length, Area, Volume and Capacity, Mass, Time.

7. Geometry: 3D Space, 2D Space

8. Statistics and Probability: Chance, Data collection and Representation, Single Variable and Bivariate Data Analysis.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	1,400 words	25	N	Individual
Professional Task	500 words	25	N	Individual
Professional Task	1/2 to 1 hour per week	S/U	N	Individual
Final Exam	2 hours	50	N	Individual

Prescribed Texts

- Booker, G., Bond, D., Sparrow, L., & Swan, P. (2014). Teaching primary mathematics (5th ed.). Frenchs Forest, Australia: Pearson.

Teaching Periods

1st Half

Bankstown

Day

Subject Contact John Ley ([https://directory.westernsydney.edu.au/search/name/John Ley/](https://directory.westernsydney.edu.au/search/name/John%20Ley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC1028_22-1H_BA_D#subjects)

TEAC 1029 Professional Experience 1: Introduction to Classrooms

Credit Points 10

Legacy Code 102117

Coordinator Jacqueline Humphries ([https://directory.westernsydney.edu.au/search/name/Jacqueline Humphries/](https://directory.westernsydney.edu.au/search/name/Jacqueline%20Humphries/))

Description The unit is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education program. This unit is designed to introduce students to the characteristics of classrooms and curriculum implementation. Students will explore the structure of teaching, learning and curriculum in all key learning areas, with a particular focus on literacy and numeracy. They will examine the perspectives which influence the

curriculum and the way in which curriculum is interpreted in the classroom environment. The unit will assist students in commencing the development of their professional portfolio with a ten day's practicum, focusing on professional experience and the work of teachers in primary classrooms.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects EDUC 1009 - Professional Experience 1 Introduction to Classrooms

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the characteristics and elements of classrooms, teaching, learning and curriculum when designing and implementing lessons according to professional teaching standards. (Standards: 1.1.1, 1.4.1)
2. Apply outcomes-based planning in all subject areas. (Standards: 2.1.1, 2.2.1,2.3.1)
3. Implement a range of teaching strategies, spaces and resources (including Information and Communication Technologies) that support inclusive student participation and engage students in their learning. (Standards: 2.1.1, 2.2.1,2.3.1, 2.6.1)
4. Evaluate their placement identifying areas of personal professional knowledge and practice that needs improvement. (Standards: 6.1.1,6.2.1, 6.3.1 and 6.4.1)
5. Use a range of verbal and non-verbal communication and teaching strategies to support student engagement. (Standards: 3.5.1, 4.2.1, 4.3.1)
6. Provide timely and appropriate feedback to students about their learning. (Standards: 5.2.1, 5.5.1)
7. Plan and teach lessons using knowledge of student learning, content and effective teaching strategies (Standards: 1.1.1, 2.1.1, 2.3.1, 2.6.1, 3.2.1)

Subject Content

1. Aboriginal issues in the classroom - addressing the learning styles of different learners
2. Orientation to primary schools - teachers' professional roles and responsibilities in the classroom and the school community
3. Ethics, expectations and protocols in regards to working within schools
4. How professional portfolios can be used to show professional growth and development in teaching - linking with the Australian Professional Standards for Teachers
5. Assessment and evaluation of teaching and learning practices.
6. Lesson plans revisited. Teachers as reflective practitioners

Special Requirements

Legislative pre-requisites

1. Students are required to complete the **two** components of the Working with Children Check (WWCC) process leading to (a) the issuance of a clearance number under the category of volunteer and

(b) verification of the clearance number with the NSW Department of Education.

a) Students will need to:

- i. Access the Commission for Children and Young People website and complete an online application form to generate an application number.
- ii. Present an application number and identification to a Service NSW office who will issue a Working with Children Check number via mail or email.
- iii. Submit the letter with a valid Working With Children Check number via WesternNow Student Portal. The document is trimmed and recorded as a Special Requirement on your academic record. WesternNow Student Portal link (https://wsu.service-now.com/student/?id=sc_cat_item&sys_id=9c8b61a2dbbed8504f58e434059619ed)

b) Students will need to:

- i. Access the NSW Department of Education WWCC Verification declaration form <https://online.det.nsw.edu.au/jecpc/crc/wwcc.jsf>
- ii. Carefully read the information about Identity Documents and obtain a copy of the relevant ID documents.
- iii. Complete and submit the verification declaration form.
- iv. Once your WWCC verification is complete you will receive an email reply from the DoE Probity Unit confirming your WWCC number has been verified.
- v. Submit the verification confirmation email via WesternNow Student Portal. The document is trimmed and recorded as a Special Requirement on your academic record.

2. Students must complete the **two** components of the NSW Department of Education's Child Protection Awareness Training (CPAT)

a) Students will need to:

- i. Access the NSW Department of Education's MyPL website <https://mypl.education.nsw.gov.au/>
- ii. Complete the online Child Protection Awareness Training: Induction
- iii. Save certificate of completion
- iv. Submit certificate via WesternNow Student Portal

b) Students will need to:

- i. Access the NSW Department of Education's MyPL website <https://mypl.education.nsw.gov.au/>
- ii. Complete the Child Protection Awareness Training (CPAT): Annual Update for the calendar year
- iii. Save certificate of completion
- iv. Submit certificate via WesternNow Student Portal

Both certificates will be recorded on your student record as Special Requirements with the end date for the Annual CPAT recorded. The CPAT: Annual Update will need to be renewed and submitted on an annual basis.

Students who have not completed both components of the Child Protection Awareness Training will need to withdraw from the subject.

3. Students must complete the ASCIA anaphylaxis e-training and submit their certificate to Submit certificate via WesternNow Student Portal.

4. Students must meet the Inherent Requirements for the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education (<https://hbook.westernsydney.edu.au/programs/bachelor-education-primary-aboriginal-torres-strait-islander-education/>).

5. From 2H/Spring 2022, students must be COVID-19 fully vaccinated as per the NSW Public Health Order and NSW Department of Education requirement. If a student is unable to be get an approved vaccination for medical reasons, they will need to approach their doctor who must complete a contraindication form available at: [covid-19-vaccine-contraindication.pdf](https://www.health.nsw.gov.au/Infectious/covid-19/vaccine/Documents/covid-19-vaccine-contraindication.pdf) (nsw.gov.au) (<https://www.health.nsw.gov.au/Infectious/covid-19/vaccine/Documents/covid-19-vaccine-contraindication.pdf>). Students to submit details of all vaccination

doses or contraindication form via Western Now form for it to be recorded on their academic record.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Placement Performance	10 days	S/U	Y	Individual
Professional Placement Performance	n/a	S/U	Y	Individual
Reflection	100 words per diary entry (10)	S/U	N	Individual

Teaching Periods

1st Half

Bankstown

Day

Subject Contact Jacqueline Humphries ([https://directory.westernsydney.edu.au/search/name/Jacqueline Humphries/](https://directory.westernsydney.edu.au/search/name/Jacqueline%20Humphries/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC1029_22-1H_BA_D#subjects)

2nd Half

Bankstown

Day

Subject Contact Jacqueline Humphries ([https://directory.westernsydney.edu.au/search/name/Jacqueline Humphries/](https://directory.westernsydney.edu.au/search/name/Jacqueline%20Humphries/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC1029_22-2H_BA_D#subjects)

TEAC 1030 Science and Engineering in Early Childhood

Credit Points 10

Legacy Code 102667

Coordinator Joanne Orlando ([https://directory.westernsydney.edu.au/search/name/Joanne Orlando/](https://directory.westernsydney.edu.au/search/name/Joanne%20Orlando/))

Description This subject will develop students' critical and meaningful understanding of the way in which engineering, science and technology shape our lives and the world we live in. It will extend students' understanding of how engineering, science and technology integrate and impact on each other and how they can be promoted in creative and meaningful ways in the learning environment. This subject will foster a positive disposition in students towards teaching and applying engineering, science and technology in diverse and multi-dimensional educational settings for children aged birth to 5 years. It will focus on investigation, critical thinking and problem solving as they relate to young children's learning processes. The subject will engage with relevant pedagogical approaches and the Early Years Learning Framework principles, practices and learning outcomes.

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Restrictions

Students must be enrolled in 1879 Bachelor of Education (Birth – 5 Years).

Learning Outcomes

1. Investigate the key concepts of science, technology and engineering in society and in everyday applications.
2. Explain the relationships between science, technology and engineering and the processes of investigation, critical thinking and problem solving.
3. Examine the different theoretical and pedagogical approaches relevant to science, technology, engineering teaching and learning for birth to 5 years.
4. Apply the principles, practices and outcomes of The Early Years Learning Framework for Australia to investigate the relationships between science, technology and engineering and play based pedagogies.
5. Propose learning experiences that integrate science, technology and engineering concepts, processes and language.
6. Discuss issues of diversity and equity in STEM and strategies to support the learning needs of diverse students.

Subject Content

1. Key concepts of science, technology and engineering in society and in everyday applications
2. Science, Technology, Engineering for Birth - 5 years
3. Processes of investigation, exploration and problem solving
4. Theory and approaches for teaching science, technology and engineering for children Birth-5 Years
5. Use of the Early Years Learning Framework principles, practices and learning outcomes to investigate the relationships between science, technology and engineering and play based pedagogies
6. Issues of diversity and equity in STEM – addressing the needs of diverse students

Special Requirements

Legislative pre-requisites

Prior to enrolling in this subject, students must have satisfactorily completed online Child Protection Awareness Training, have a current Working with Children Check, and completed the online course ASCIA Anaphylaxis: Australasian childcare.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	20 Questions	20	N	Individual
Case Study	1500 Words	40	N	Individual

Applied 1500 Words 40 N Individual Project

Teaching Periods

TEAC 1031 Sociology for Educators

Credit Points 10

Legacy Code 102629

Coordinator Tania Ferfolja ([https://directory.westernsydney.edu.au/search/name/Tania Ferfolja/](https://directory.westernsydney.edu.au/search/name/Tania%20Ferfolja/))

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

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify key sociological theories, range of theoretical approaches and tools for explaining the sociological dimensions of education and care;
2. Analyse the role and impact of political, economic and social aspects of difference and how they have influenced sociological constructions of family, community and schooling;
3. Explain key concepts and theoretical approaches for exploring culture, community, class, identity, subjectivity, diversity, religion, gender, sexuality, ethnicity, power and agency;
4. Examine the social construction of contemporary childhood and its influence on the changing nature of being a child in families, the community and educational settings;
5. Describe how social, historical and cultural practices have impacted on the educational outcomes for Aboriginal and Torres Strait Islander children;
6. Apply critical thinking skills to analyse contemporary teaching and learning based on sociological theories;
7. Construct and evaluate arguments by reference to appropriate sources and theory;
8. Analyse one's own personal, physical, learning and emotional needs to apply appropriate self-directed learning strategies.

Subject Content

- society and community, The political, economic and social aspects of difference and community through historical and contemporary sociological understandings
 - concepts of subjectivity and identity as related to consciousness, agency, personhood, Reality and relationship to how individuals are shaped by being in The World

- understandings of culture, agency, power through theories of culture, diversity, postcolonial, Feminism and social Constructivism
 - social class, levels of power and wealth
 - foundational concepts in The Study of gender: identity, sexuality, family, religion, The body, cultural practices and gender norms in light of contemporary gender theories
 - The social construction of childhood and The Importance of Examining contemporary and diverse childhoods and Understanding children's role in families, community and education
 - sociological perspectives on race, ethnicity and shared cultures: practices, values, and beliefs of A group, cultural characteristics as objects of Collective discrimination
 - impact of social and cultural practices on The educational outcomes for Aboriginal and Torres Strait Islander students: their heritage and cultural practices

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	30 minutes	20	N	Group
Quiz	10 min per quiz	30	N	Individual
Final Exam	2 hours	50	N	Individual

Teaching Periods

Autumn Bankstown Day

Subject Contact Tania Ferfolja ([https://directory.westernsydney.edu.au/search/name/Tania Ferfolja/](https://directory.westernsydney.edu.au/search/name/Tania%20Ferfolja/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC1031_22-AUT_BA_D#subjects)

TEAC 1032 The Developing Child

Credit Points 10

Legacy Code 102046

Coordinator Sheridan Hewson ([https://directory.westernsydney.edu.au/search/name/Sheridan Hewson/](https://directory.westernsydney.edu.au/search/name/Sheridan%20Hewson/))

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

School Education**Discipline** Teacher Education: Early Childhood**Student Contribution Band** HECS Band 1 10cp**Level** Undergraduate Level 1 subject**Equivalent Subjects** TEAC 1033 - The Developing Child (WSTC)**Restrictions**

Students must be enrolled in 1708 Bachelor of Arts (Pathway to Teaching Birth-5/Birth-12).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain children's development from conception to 12 years of age across all domains;
2. Analyse the major theories and contemporary research relating to children's development and apply theoretical understandings of child development in their learning;
3. Discuss evolving methods used to develop theory about child development – from traditional case study approaches to contemporary brain research;
4. Demonstrate understanding of the diversity in families, cultures, environments and communities and consider the implications for children's development, health, care and education;
5. Critique developmentally and culturally appropriate practices and principles and their implications for care and education that is responsive to needs of children and their families;
6. Apply knowledge of observational and assessment techniques to the study of children's development;
7. Document and interpret observations using related theory and research and suggest implications for planning for children's developments.

Subject Content

1. An overview of theories of children's development
2. Child development: history, methods and sociocultural perspectives of child development
3. Biological foundations of child development, prenatal development, and birth
4. Child development: physical and motor development; cognitive development; language development; socio-emotional development; moral and spiritual development; creative and academic development.
5. Diversity in families, cultures and communities and importance of working with children, families and communities professionally and ethically.
6. Methods of observation, documentation and analysis of child development.
7. Developmentally and culturally appropriate practices for children in the early years and their application to education contexts.
8. Academic literacy, including analytical and reflective writing and the organisation of a child portfolio.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	2 x 40 minutes	20	N	Individual
Critical Review	1,000 words	30	N	Individual
Portfolio	1,500 words	50	N	Individual

Prescribed Texts

- McDevitt, T.M., Ormrod, J.E., Cupit, G., Chandler, M., Aloa, V. (2013). Child development and education. NJ: Pearson.

Teaching Periods

Spring Bankstown Day

Subject Contact Sheridan Hewson ([https://directory.westernsydney.edu.au/search/name/Sheridan Hewson/](https://directory.westernsydney.edu.au/search/name/Sheridan%20Hewson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC1032_22-SPR_BA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Sheridan Hewson ([https://directory.westernsydney.edu.au/search/name/Sheridan Hewson/](https://directory.westernsydney.edu.au/search/name/Sheridan%20Hewson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC1032_22-SPR_PS_D#subjects)

TEAC 1033 The Developing Child (WSTC)

Credit Points 10**Legacy Code** 700273

Coordinator Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

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

School Education**Discipline** Teacher Education: Early Childhood**Student Contribution Band** HECS Band 1 10cp**Level** Undergraduate Level 1 subject

Co-requisite(s) Students enrolled in the combined Diploma/Bachelor courses listed below must pass all College Preparatory units listed in the course structure before progressing to the Year Two units

Equivalent Subjects TEAC 1032 - The Developing Child

Restrictions

Students must be enrolled at Western Sydney University, The College. Students enrolled in Diploma in Arts Extended must have passed 40 credit points of preliminary subjects in order to enrol in this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain children's development from conception to 12 years of age across all domains;
2. Analyse the major theories and contemporary research relating to children's development and apply theoretical understandings of child development in their learning;
3. Discuss evolving methods used to develop theory about child development – from traditional case study approaches to contemporary brain research;
4. Demonstrate understanding of the diversity in families, cultures, environments and communities and consider the implications for children's development, health, care and education;
5. Critique developmentally and culturally appropriate practices and principles and their implications for care and education that is responsive to needs of children and their families;
6. Apply knowledge of observational and assessment techniques to the development of a child's case study.
7. Document and interpret observations using related theory and research and suggest implications for planning for children's developments.

Subject Content

1. An overview of theories of children's development.
2. Child development: history, methods and sociocultural perspectives of child development
3. Biological foundations of child development, prenatal development, and birth.
4. Child development: physical and motor development; cognitive development; language development; socio-emotional development; moral and spiritual development; creative and academic development.
5. Diversity in families, cultures and communities and importance of working with children, families and communities professionally and ethically.
6. Methods of observation, documentation and analysis of child development.
7. Developmentally and culturally appropriate practices for children in the early years and their application to education contexts.
8. Academic literacy, including analytical and reflective writing and the organisation of a child portfolio.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz		20	N	Individual
Practical		10	N	Individual
Critical Review		30	N	Individual
Portfolio		40	N	Individual

Prescribed Texts

- MCDevitt, T.M., Ormrod, J.E., Cupit, G., Chandler, M., Aloa, V. (2013). Child development and education. NJ: Pearson.

Teaching Periods

Term 1

Bankstown

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC1033_22-T1_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC1033_22-T1_BL_D#subjects)

Parramatta City - George St

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC1033_22-T1_PG_D#subjects)

Term 2

Parramatta City - George St

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC1033_22-T2_PG_D#subjects)

Term 3

Bankstown

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC1033_22-T3_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC1033_22-T3_BL_D#subjects)

Parramatta City - George St

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC1033_22-T3_PG_D#subjects)

TEAC 1034 Ways with Words and Images

Credit Points 10

Legacy Code 102633

Coordinator Katina Zammit ([https://directory.westernsydney.edu.au/search/name/Katina Zammit/](https://directory.westernsydney.edu.au/search/name/Katina%20Zammit/))

Description In this unit students will gain knowledge and understanding about how texts convey meaning through choices in language (written) and images (visual). It introduces students to analytical tools to talk about both written and visual texts by focusing on the meaning making resources used in constructing the texts. The unit explores texts as cultural artefacts, theories of visual literacy and how image and text combine to create meaning. It develops students' critical media literacy and understandings of text design and production.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Teaching Periods

TEAC 1035 Advanced Standing for English Teaching Specialisation 110

Credit Points 10

Legacy Code 102726

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Education

Discipline Teacher Education

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Teaching Periods

TEAC 1036 Advanced Standing for English Teaching Specialisation 120

Credit Points 20

Legacy Code 102727

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Education

Discipline Teacher Education

Student Contribution Band HECS Band 1 20cp

Level Undergraduate Level 1 subject

Teaching Periods

TEAC 1037 Exploring Patterns and Relationships in Mathematics

Credit Points 10

Legacy Code 102795

Coordinator Maree Skillen ([https://directory.westernsydney.edu.au/search/name/Maree Skillen/](https://directory.westernsydney.edu.au/search/name/Maree%20Skillen/))

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

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Understand fundamental concepts of problem solving strategies and mathematical modelling and their application in the solution of open-ended investigations;
2. Apply knowledge of problem solving and the modelling process in variety of mathematical applications;
3. Understand the fundamental concepts of Number and Algebra, Measurement and Geometry; Statistics and Probability;
4. Investigate the connections between Number and Algebra, Measurement and Geometry; Statistics and Probability
5. Use a range of strategies to perform calculations with integers, fractions, decimals, percentages, ratios and rates;
6. Analyse and create patterns with numbers and generalise these patterns into algebraic expressions that can be displayed on the Cartesian Number Plane;
7. Use deductive reasoning to investigate geometrical investigations;
8. Use a range of strategies to perform conversions between measurement units;
9. Analyse data using measures of central tendency and spread;
10. Use appropriate graphical displays of data;
11. Investigate probabilities that result from simple or compound events;
12. Use diagrams, symbols and terminology to communicate and connect mathematical ideas;

13. Use the common conceptual misconceptions in Number and Algebra, Measurement and Geometry; Statistics and Probability to improve understanding.

Subject Content

- skills in The four Operations with integers, fractions and decimals
- patterns and Algebra
- Graphing on The Cartesian number Plane
- Perimeter and area of Plane shapes, quadrilaterals and circles
- parallel lines and angle relationships with transversals
- Volumes of prisms and cylinders
- Operations with ratios and rates
- time and time zones
- financial problems involving The purchase of goods
- data collection, interpretation and display
- mean, mode, median range and Standard deviation
- probability and its application to real World problems
- Problem solving strategies
- apply mathematical Problem strategies in real World applications
- positive attitudes about mathematical concepts

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	20-minutes per quiz	20	N	Individual
Report	1,500 words	30	N	Individual
Professional Task	2,000 words	50	Y	Individual

Prescribed Texts

- Booker, G., Bond, D., Sparrow, L., & Swan, P. (2014). Teaching primary mathematics (5th ed.). Frenchs Forest, New South Wales: Pearson Australia

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Maree Skillen ([https://directory.westernsydney.edu.au/search/name/Maree Skillen/](https://directory.westernsydney.edu.au/search/name/Maree%20Skillen/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC1037_22-AUT_BA_D#subjects)

TEAC 1038 Literacy and Numeracy for Educators

Credit Points 10

Legacy Code 102794

Coordinator Stephanie Watts ([https://directory.westernsydney.edu.au/search/name/Stephanie Watts/](https://directory.westernsydney.edu.au/search/name/Stephanie%20Watts/))

Description The primary purpose of this subject is to equip first-year students with personal literacy and numeracy skills necessary for their academic success. This subject aims to develop students' personal

literacy and numeracy skills necessary for participating in academic and professional contexts. It also supports pre-service teachers as literate and numerate citizens to strengthen positive attitudes, skills, and knowledge about literacy and numeracy roles in everyday contexts. Students will have opportunities to develop their interpersonal, verbal and non-verbal communication skills. These skills are integral to the inherent requirements of a graduate teacher who are required to undertake the national literacy and numeracy test mandated by the Australian Government. Pre-service teachers will develop confidence and competence in their understanding of the roles of literacy and numeracy in society, with particular emphasis on problem-solving and effective communication in practical situations. Students will be provided with opportunities to develop critical self-awareness, self-regulation and the ability to organise oneself as a self-directed learner. Essential elements of academic scholarship, including information media literacy, understanding assessment, and academic integrity, will be developed.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Develop personal literacy and numeracy skills and attitudes in academic and other contexts;
2. Demonstrate professional digital competence effectively and creatively for learning and assessment purposes;
3. Apply critical reading and writing skills that are appropriate to academic situations;
4. Apply critical numeracy skills to make discerning decisions about how to use mathematical knowledge and skills purposefully;
5. Evaluate and manage resources that are relevant to specific inquiry areas;
6. Use effective communication strategies to interact with individuals and groups for a range of purposes and audiences;
7. Analyse specific assessment requirements and implement effective task and time management strategies;
8. Recognise the importance of integrity to demonstrate respect, responsibility and honesty in academic scholarship.

Subject Content

1. Personal literacy and numeracy skills and attitudes in contemporary contexts
2. Professional digital competence
3. Critical reading and writing
4. Mathematics and critical numeracy skills in solving real-world, practical problems
5. The literate and numerate learner as an effective communicator and problem solver with a focus on creative, intercultural and critical thinking
6. Task and time management
7. Academic Integrity

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Log/ Workbook	500 Words	20	N	Individual
Essay	1,000 words	40	N	Individual
Reflection	500 words reflection with a 3- minute digital story	40	N	Individual

Prescribed Texts

- Brick, J. (2020). *Academic culture: A students' guide to studying at university* (4th ed.). South Yarra, Australia: Palgrave Macmillan.
- Griffiths, G., & Stone, R. (Eds.). (2013). *Teaching adult numeracy: Principles and practice*. Berkshire, England: McGraw-Hill Education.

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Stephanie Watts ([https://directory.westernsydney.edu.au/search/name/Stephanie Watts/](https://directory.westernsydney.edu.au/search/name/Stephanie%20Watts/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC1038_22-AUT_BA_D#subjects)

TEAC 1039 Scientist, Artist, Teacher

Credit Points 10

Legacy Code 102821

Coordinator Karin Mackay ([https://directory.westernsydney.edu.au/search/name/Karin Mackay/](https://directory.westernsydney.edu.au/search/name/Karin%20Mackay/))

Description This unit is designed to develop pre-service teachers' efficacy and identities in the content area of science and the arts. Building on the concepts of teaching-artists and scientist-as-teacher this unit gives future teachers agency to create innovative and transformative learning experiences for the primary classroom. In this unit students build on their content knowledge in science and the arts, as developed in the units Science and Technology in the Primary Years, and Creative Arts Education. They will develop science, performing arts (dance, drama and music), visual arts and media arts skills which can enhance their repertoire for the classroom. This unit will additionally explore the intersection of science and the arts, developing knowledge of creativity, aesthetics, innovation, artistic and scientific processes. It has been designed to give all students the opportunity to develop their knowledge, understanding, skills, confidence and competence in the science and the arts in discrete and integrated forms.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of Science and Arts in the context of the Primary classroom, including theories, philosophies and practices that underpin them;
2. Research, reflect on and critically analyse the importance of Science, the Arts and their integration in the holistic development of children and their role in building innovation and skills for the future.
3. Exhibit competencies in a range of skills and knowledge in Science, Performing Arts (Dance, Drama and Music), Visual Arts and Media that can be translated effectively to the primary context.
4. Articulate the ways that scientific and artistic knowledge and skills contribute to teacher identity and efficacy in teaching Science and the Arts.
5. Integrate Science and the Arts, through exploration of collaborative learning processes, experimentation, innovation, imagination, creativity and problem-based learning.
6. Use physical and digital technologies to exhibit practical skills in Science and the Arts.

Subject Content

1. Theory, principles and practices related to Science and Arts education, for example, working scientifically and artistically, using collaborative learning processes, experimentation, innovation, imagination, creativity and problem-based learning;
2. Research the importance of Science and the Arts in the holistic development of primary-aged students and its role in building innovation and skills for the future
3. Development of identities and efficacy of teaching-scientist and teaching-artist;
4. Ways of integrating working scientifically and artistically
5. Using physical and digital technologies to exhibit practical skills in Science and the Arts
6. Concepts pervasive in sciences and the arts, for example colour, shadows, music, rhythmic body movement, landforms, shapes

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	30 multiple choice questions	30	N	Individual
Reflection	1,200 words	40	N	Individual
Presentation	3-8 minute performance	30	N	Individual

Prescribed Texts

- Skamp, K., & Preston, C. M. (Eds.). (2017). *Teaching primary science constructively* (6th ed.). South Melbourne, Australia: Cengage Learning.
- Wilkin, K. and Petrich, M. (2014). *The Art of Tinkering*, San Francisco: Weldon Owen
- Hewitt, P., Lyons, S., Suchocki, J. & Yeh, J. (2013). *Conceptual Integrated Science* (3rd ed.). Pearson

Teaching Periods

Spring Bankstown

Day

Subject Contact Karin Mackay ([https://directory.westernsydney.edu.au/search/name/Karin Mackay/](https://directory.westernsydney.edu.au/search/name/Karin%20Mackay/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC1039_22-SPR_BA_D#subjects)

TEAC 1040 Mathematical Patterns and Relationships (Block)

Credit Points 10

Legacy Code 500072

Coordinator Rachel Renwick ([https://directory.westernsydney.edu.au/search/name/Rachel Renwick/](https://directory.westernsydney.edu.au/search/name/Rachel%20Renwick/))

Description Students will use a variety of investigative techniques to highlight the evidence of patterns and relationships in mathematics. The inherent structure of mathematics will be approached through the examination of various mathematical systems. In addition, students will examine the nature of mathematical thought including inductive and deductive reasoning. This subject contributes directly to the achievement of a sound foundation in mathematics.

School Education

Discipline Teacher Education

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects LGYA 2716 - Mathematics 1 Patterns and Relationships LGYB 2441 - Mathematics for K-6 Teachers TEAC 1025 - Mathematical Patterns and Relationships (WSTC) TEAC 2041 - Mathematical Patterns and Relationships TEAC 1024 - Mathematical Patterns and Relationships

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate and apply skills and understandings of number theory and numeration systems.
2. Demonstrate and apply skills and understanding of multiple representations and ways of calculating fractions and decimals.
3. Understand and apply calculations of factors and multiples.
4. Use patterns and relationships in number and their application to real life problems.
5. Recount the historical evolution of measurement systems.
6. Explain the basic feature of the metric system and the relationships between the Hindu-Arabic numeration system and the metric system.
7. Explain the mathematical patterns and relationships that can be found in space and geometry.
8. Apply basic geometrical concepts and principles.
9. Explain geometrical patterns and relationships in the environment.

10. Apply knowledge of the metric system to investigations of real-life problems.

Subject Content

1. Patterns and relationships in geometry:
 - environmental instances and applications
 - basic concepts, principles and relationships
2. Patterns and relationships in number:
 - number patterns in space
 - factors, multiples, prime numbers,
 - fractions and decimals
 - number patterns
 - number theory
3. Mathematical systems
 - transformational geometry
 - numeration systems
 - number systems
4. Mathematical reasoning
 - historical evolution of mathematical thought
 - inductive and deductive reasoning
 - the investigation of mathematical ideas
5. Measurement
 - basic features of the metric system
 - relationship to the numeration system the investigation of mathematical ideas

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	4-5 minutes (500 words)	20	N	Individual
Applied Project	1,000 Words + Calculations/ Working Out	30	N	Individual
Professional Task	Part A: 1,000 Words + Calculations/ Working Out Part B: 300 Words	50	N	Individual

Teaching Periods

Block B Session

Online

Online

Subject Contact Rachel Renwick ([https://directory.westernsydney.edu.au/search/name/Rachel Renwick/](https://directory.westernsydney.edu.au/search/name/Rachel%20Renwick/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC1040_22-BB_ON_O#subjects)

Block C Session

Online

Online

Subject Contact Rachel Renwick ([https://directory.westernsydney.edu.au/search/name/Rachel Renwick/](https://directory.westernsydney.edu.au/search/name/Rachel%20Renwick/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC1040_22-BC_ON_O#subjects)

Block E Session

Online

Online

Subject Contact Rachel Renwick ([https://directory.westernsydney.edu.au/search/name/Rachel Renwick/](https://directory.westernsydney.edu.au/search/name/Rachel%20Renwick/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC1040_22-BE_ON_O#subjects)

Block F Session

Online

Online

Subject Contact Rachel Renwick ([https://directory.westernsydney.edu.au/search/name/Rachel Renwick/](https://directory.westernsydney.edu.au/search/name/Rachel%20Renwick/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC1040_22-BF_ON_O#subjects)

TEAC 1041 The Developing Child (Block)

Credit Points 10

Legacy Code 500071

Coordinator Rachel Renwick ([https://directory.westernsydney.edu.au/search/name/Rachel Renwick/](https://directory.westernsydney.edu.au/search/name/Rachel%20Renwick/))

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

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects TEAC 1032 - The Developing Child TEAC 1033 - The Developing Child

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain children's development from conception to 12 years of age across all domains;
2. Analyse the major theories and contemporary research relating to children's development and apply theoretical understandings of child development in their learning;
3. Discuss evolving methods used to develop theory about child development – from traditional case study approaches to contemporary brain research;
4. Demonstrate understanding of the diversity in families, cultures, environments and communities and consider the implications for children's development, health, care and education;
5. Critique developmentally and culturally appropriate practices and principles and their implications for care and education that is responsive to needs of children and their families;
6. Apply knowledge of observational and assessment techniques to the development of a child's case study.
7. Document and interpret observations using related theory and research and suggest implications for planning for children's developments.

Subject Content

1. An overview of theories of children's development.
2. Child development: history, methods and sociocultural perspectives of child development
3. Biological foundations of child development, prenatal development, and birth.
4. Child development: physical and motor development; cognitive development; language development; socio-emotional development; moral and spiritual development; creative and academic development.
5. Diversity in families, cultures and communities and importance of working with children, families and communities professionally and ethically.
6. Methods of observation, documentation and analysis of child development.
7. Developmentally and culturally appropriate practices for children in the early years and their application to education contexts.
8. Academic literacy, including analytical and reflective writing and the organisation of a child portfolio.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	20 questions/30 minutes	10	N	Individual
Case Study	1,000 Words	30	N	Individual

Quiz	Up to 2 hours	S/U	Y	Individual
Portfolio	450 Words	15	N	Individual
Portfolio	1,000 Words (including initial plan)	35	N	Individual
Portfolio	300 Words	10	N	Individual

Teaching Periods

Block B Session

Online

Online

Subject Contact Rachel Renwick ([https://directory.westernsydney.edu.au/search/name/Rachel Renwick/](https://directory.westernsydney.edu.au/search/name/Rachel%20Renwick/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC1041_22-BB_ON_O#subjects)

Block D Session

Online

Online

Subject Contact Rachel Renwick ([https://directory.westernsydney.edu.au/search/name/Rachel Renwick/](https://directory.westernsydney.edu.au/search/name/Rachel%20Renwick/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC1041_22-BD_ON_O#subjects)

Block E Session

Online

Online

Subject Contact Rachel Renwick ([https://directory.westernsydney.edu.au/search/name/Rachel Renwick/](https://directory.westernsydney.edu.au/search/name/Rachel%20Renwick/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC1041_22-BE_ON_O#subjects)

Block F Session

Online

Online

Subject Contact Rachel Renwick ([https://directory.westernsydney.edu.au/search/name/Rachel Renwick/](https://directory.westernsydney.edu.au/search/name/Rachel%20Renwick/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC1041_22-BF_ON_O#subjects)

TEAC 2001 Active and Healthy Childhoods

Credit Points 10

Legacy Code 102669

Coordinator Prathyusha Sanagavarapu ([https://directory.westernsydney.edu.au/search/name/Prathyusha Sanagavarapu/](https://directory.westernsydney.edu.au/search/name/Prathyusha%20Sanagavarapu/))

Description Early childhood educators are responsible for promoting the health, safety and wellbeing of young children from birth to five years including children from vulnerable backgrounds. This includes children from migrant, low SES, refugee and Aboriginal and Torres Strait Islander backgrounds. This subject focuses on developing students' understandings of holistic health, safety, nutrition, and wellbeing of young children. It also assists students to recognise the factors that impact on children's socio-emotional wellbeing and promote resilience.

This subject promotes students' ability to identify, source, and apply relevant policies and resources to respond to children's emerging health and wellbeing issues in collaboration with various stakeholders and by taking into consideration the children's and families' rights, needs, values and cultural practices.

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Restrictions

Students must be enrolled in 1879 Bachelor of Education (Birth – 5 Years) and have completed 80cp in that program

Subject Content

- Module 1: Understanding safety, holistic health and wellbeing of children: birth-5 years**
 - Physical health
 - Hygiene
 - Safety and risk
 - Nutrition
 - Socio-emotional wellbeing
 - Physical movement
- Module 2: Health and wellbeing issues**
 - Current issues in children's physical health
 - Chronic illnesses
 - Mental health including bullying
- Module 3: Positive relationships and communication**
 - Relationships
 - Identity development
 - Positive communication
- Module 4: What guides healthy environments in early childhood contexts**
 - Policies
 - National and State Health programmes and initiatives
- Module 5: Promoting holistic health and wellbeing in early childhood settings**
 - Preventative health
 - Holistic approach to planning healthy environments in early childhood
 - Applying policies and research in health promotion
 - Developing partnerships and linkages with the wider community.

Work integrated learning

- Examine the changing health and wellbeing needs of young children.
- Discuss the essential elements and theories of physical health, safety, nutrition, and holistic wellbeing in early childhood years.
- Recognise the factors that impact on children's socio-emotional wellbeing and promote resilience.
- Analyse the importance of promoting physical and fundamental movement skills through areas such as dance, gymnastics, games and sports and a range of physical and outdoor activities.
- Examine factors supporting healthy relationships and promote these in a professional capacity.

6. Apply policies and guidelines, to engage with childhood health and wellbeing issues and promote safe and healthy early childhood environments.
7. Apply strategies for working in partnership with health professionals, referral agencies and support personnel in promoting holistic health and wellbeing in early childhood settings.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Annotated Bibliography	800 words	20%	N	Individual
Report	1500 words	40%	N	Individual
Applied Project	1500 words	40%	N	Individual

Teaching Periods

TEAC 2002 Advanced Standing for Learning in Context 1 (210)

Credit Points 10

Legacy Code 102469

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Humanities & Comm Arts

Discipline Teacher Education

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Teaching Periods

TEAC 2003 Advanced Standing for Learning in Context 2 (220)

Credit Points 20

Legacy Code 102472

Coordinator Di Dickenson ([https://directory.westernsydney.edu.au/search/name/Di Dickenson/](https://directory.westernsydney.edu.au/search/name/Di%20Dickenson/))

School Humanities & Comm Arts

Discipline Teacher Education

Student Contribution Band HECS Band 1 20cp

Level Undergraduate Level 2 subject

Teaching Periods

TEAC 2004 Being a Teacher

Credit Points 10

Legacy Code 102637

Coordinator Kellie Jorda ([https://directory.westernsydney.edu.au/search/name/Kellie Jorda/](https://directory.westernsydney.edu.au/search/name/Kellie%20Jorda/))

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

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Co-requisite(s) TEAC 2048

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify a range of teaching and behaviour management strategies and their purpose;
2. Demonstrate knowledge of lesson planning and assessment;
3. Assess a range of resources, including ICT, that engage students in their learning;
4. Evaluate a range of verbal and non-verbal communication strategies to support student engagement;
5. Identify ways in which core teaching practices can be adapted for varied classrooms settings and for varied curriculum;
6. Apply critical thinking skills to solve teaching and learning challenges in contemporary education;
7. Apply educational research to inform pedagogies and assessment to maximise student outcomes;
8. Build and apply skills related to research and reflection to identify personal achievement of the Australian Professional Standards for Teachers at the Graduate Level.

Subject Content

1. Conceptions of Good Teaching
2. Types of Teaching Strategies
3. Creating and maintaining positive learning environments
 - Classroom environment
 - Classroom behaviour
 - wellbeing and resilience
4. Teaching Standards and Policies
5. Introduction to Learning Portfolios
6. Lesson planning

7. Assessment

Special Requirements

Legislative pre-requisites

1. Students are required to complete a Working with Children Check leading to the issuance of a clearance number under the category of volunteer.

Students will need to:

- Access the Office of the Children's Guardian website and complete an online application form to generate an application number.
- Present an application number and identification to a NSW Motor Registry or Government Access Centre prior to issuance by mail a Working with Children Check number.
- Email the letter with a valid Working With Children Check number to facilitate processing of a school placement where the document is trimmed and recorded in Banner as a Special Requirement.

Students must complete the online Child Protection Awareness Training prior to undertaking any visits/placements. Students who have not completed Child Protection Awareness Training will need to withdraw from the subject.

2. Students must complete the ASCIA anaphylaxis e-training and email their certificate to AnaphylaxisPrm@westernsydney.edu.au

3. Students must meet the Inherent Requirements for the Master of Teaching (Primary (<https://hbook.westernsydney.edu.au/programs/master-teaching-primary/>)).

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	1000 words	15	N	Individual

Prescribed Texts

- Whitton, D., Barker, K., Nosworthy, M., Humphries, J., & Sinclair, C. (2015). *Learning for teaching: Teaching for learning* (3rd ed.). South Melbourne, Vic.: Cengage Learning Australia.
- Churchill, Apps, Batt, Beckman, Grainger, Keddie, Letts, Mackay, McGill, Moss, Nagel & Shaw. (2022), *Teaching, Making a Difference* (5th Edition). Wiley & Sons Australia.

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Kellie Jorda ([https://directory.westernsydney.edu.au/search/name/Kellie Jorda/](https://directory.westernsydney.edu.au/search/name/Kellie%20Jorda/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2004_22-AUT_BA_D#subjects)

TEAC 2005 Play in the Lives of Children

Credit Points 10

Legacy Code 102670

Coordinator Prathyusha Sanagavarapu ([https://directory.westernsydney.edu.au/search/name/Prathyusha Sanagavarapu/](https://directory.westernsydney.edu.au/search/name/Prathyusha%20Sanagavarapu/))

Description This subject focuses on analysing the changing nature, contexts and multiple perspectives on children's play. Drawing upon classical and contemporary theories, it examines how educators can facilitate young children's development, authentic learning and wellbeing in prior-to-school contexts as they play. Students will apply their knowledge of theories of play pedagogy and the principles of The Early Years Learning Framework to consolidate their understandings of the importance of play for children birth to 5 years. Students will further develop skills in observing and analysing children's play and plan play experiences for young children.

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Restrictions

Students must be enrolled in 1879 Bachelor of Education (Birth – 5 Years) and have completed 80cp in that program.

Learning Outcomes

- Explain the changing nature of play, including digital play and contemporary perspectives on play.
- Explore diversity in children's play; its nature, contexts and opportunities, from family perspectives, including community and Aboriginal and Torres Strait Islander values and expectations about play.
- Investigate the role and value of play in fostering children's development, learning, and wellbeing in early childhood settings.
- Examine classical and modern theories of play.
- Analyse children's play based on observations and documentation.
- Apply knowledge of theories of play in designing developmentally and culturally appropriate play experiences, considering context, safety, resources and inclusivity.

Subject Content

- Changing nature and perspectives on children's play
- Categories of play - physical/outdoor, creative, linguistic/heuristic, emotional and creative, digital
- The value of children's play
- Children's play in diverse families and communities
- Play and children with additional needs
- Theoretical foundations of play
- Play curriculum and pedagogy
- The Early Years Learning Framework

Special Requirements

Legislative pre-requisites

Students must satisfactorily complete Child Protection Awareness Training, have Working with Children Check certification and ASCIA anaphylaxis training prior to undertaking visits in an early childhood setting.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	10% each; 45 minutes for each quiz	20	N	Individual
Critical review	1,600 words (400 words for each reading)	40	N	Individual
Portfolio	1,500 words	40	N	Individual

Teaching Periods

TEAC 2008 Connecting Schools and Communities

Credit Points 10

Legacy Code 102127

Coordinator Terrence Wright (<https://directory.westernsydney.edu.au/search/name/Terrence+Wright/>)

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

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects TEAC 2007 - Connecting Schools and Communities

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the services available to schools from the community.
2. Explain the benefits of community involvement and service learning to schools, themselves and the community.
3. Liaise with their local school, community, community organizations and businesses.
4. Design and implement a small negotiated school-based project related to community involvement.
5. Create a multimodal and written project report with supporting evidence.

6. Identify the principles of self-evaluation and appraisal.
7. Critically evaluate and gauge their own progress and be capable of articulating how and in what ways they have developed.
8. Examine and demonstrate ethical considerations relating to teaching and the practice of research involving individuals from diverse groups.
9. Integrate and apply professional approaches while working in school and community settings including child protection obligations.

Subject Content

1. School - Aboriginal and Torres Strait Islander community links & projects.
2. Communities of practice within school settings that embrace support personnel from the extended community. Community engagement and establishing partnerships.
3. Understandings of agency settings specifically aimed at improving the educational outcomes for disadvantaged learners.
4. Issues faced by learners from diverse groups including those of Aboriginal and Torres Strait Islander backgrounds.
5. Understandings about reflective and reflexive practice.
6. The use of evidence-based strategies for appraising achievement and documenting experiences.
7. Collating and reporting in a professional learning portfolio.
8. Knowledge integration through theory, service learning experience and relevant policy and its application in school settings.
9. Knowledge construction and skill development related to civic engagement and people from a range of backgrounds.
10. Program development, application and evaluation for improving educational outcomes for individuals from diverse groups.
11. Ethics related to service learning, teaching practice and research.
12. Professional conduct and legal obligations in child protection

Special Requirements

Legislative pre-requisites

Students must have: Working with Children Check, Completion of Child Protection Training, Anaphylaxis certification.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Report: Annotated bibliography and project plan	1,000 words	40	N	Individual
Presentation: Multimodal, oral and written project reflection	10 minute presentation	30	N	Individual

Report: Implementation and evaluation of negotiated community-school project	Plus 500 words and reflection	30	N	Individual
Practical: Service Learning	5 days equivalent	S/U	Y	Individual

Teaching Periods

TEAC 2009 Contemporary Childhoods

Credit Points 10

Legacy Code 102048

Coordinator Katina Dimoulis ([https://directory.westernsydney.edu.au/search/name/Katina Dimoulis/](https://directory.westernsydney.edu.au/search/name/Katina%20Dimoulis/))

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

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects TEAC 2012 - Contemporary Perspectives of Childhoods TEAC 2010 Contemporary Childhoods (WSTC)

Learning Outcomes

On successful completion of this subject, students should be able to:

- Investigate diverse texts, images, practices and constructions of what it means to be a child in contemporary society.
- Discuss the social meaning of childhood including the historical, social and political factors and how they have influenced changing views of children and childhood.
- Explain how different theoretical perspectives have positioned children and childhood as a social construction.
- Identify the ways in which gender, sexuality, ethnicity, 'race', language, class, ability and religion are constituted through a child's identity and the significance of this on everyday lived experiences.
- Examine how social, institutional and cultural constructions of childhood play a role in shaping children's identities, subjectivities and everyday lives.
- Examine the ways in which children negotiate and construct their identities in contexts of diversity and difference.
- Describe how children's rights and responsibilities are enacted by children and adults.
- Describe how child-environment identity is connected to place, space, location and time.

Subject Content

- Who is, and what does it mean to be a child in a postmodern world?
- Analysis of texts, images and constructions about 'the child'.
- Introduction to contemporary national and international theories and philosophies related to the child.
- Significance of gender, sexuality, ethnicity, 'race', language, class, ability and religion and how they are constituted through a child's identity and everyday lived experiences.
- Questions of subjectivity and a child's sense of self, body, and relationship to the world.
- Children's negotiation of identity and difference in a globalised world.
- Rights and responsibilities of the child.
- Child-environment identity and connections to place, space, location and time through encounters with tangible social-cultural artefacts such as toys, homes, landscapes, animals, digital technology.
- Constructions of diversity and difference in education and community settings.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Participation		10	N	Individual
Reflection	1,200 words	45	N	Individual
Essay	1,200 words	45	N	Individual

Prescribed Texts

- Wyness, M. G. (2019). *Childhood and society* (3rd ed.). Basingstoke, UK: Palgrave Macmillan.

Teaching Periods

Summer A

Online

Online

Subject Contact Joanne Orlando ([https://directory.westernsydney.edu.au/search/name/Joanne Orlando/](https://directory.westernsydney.edu.au/search/name/Joanne%20Orlando/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2009_22-SUA_ON_O#subjects)

Autumn

Online

Online

Subject Contact Katina Dimoulis ([https://directory.westernsydney.edu.au/search/name/Katina Dimoulis/](https://directory.westernsydney.edu.au/search/name/Katina%20Dimoulis/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2009_22-AUT_ON_0#subjects)

TEAC 2010 Contemporary Childhoods (WSTC)

Credit Points 10

Legacy Code 700289

Coordinator Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

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

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Co-requisite(s) Students enrolled in the combined DiplomaBachelor courses listed below must pass all College Preparatory units listed in the course structure before progressing to the Year Two units

Equivalent Subjects TEAC 2009 - Contemporary Childhoods

Restrictions

Students must be enrolled at Western Sydney University, The College. Students enrolled in extended diploma programs 7146 Diploma in Arts Extended - Pathway to Teaching Birth-5/Birth-12 and 7160 - BDiploma in Arts Extended must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Investigate diverse texts, images, practices and constructions of what it means to be a child in contemporary society.
2. Discuss the social meaning of childhood including the historical, social and political factors and how they have influenced changing views of children and childhood.
3. Explain how different theoretical perspectives have positioned children and childhood as a social construction.
4. Identify the ways in which gender, sexuality, ethnicity, 'race', language, class, ability and religion are constituted through a child's identity and the significance of this on everyday lived experiences.
5. Examine how social, institutional and cultural constructions of childhood play a role in shaping children's identities, subjectivities and everyday lives.

6. Examine the ways in which children negotiate and construct their identities in contexts of diversity and difference.
7. Describe how children's rights and responsibilities are enacted by children and adults.
8. Describe how child-environment identity is connected to place, space, location and time.

Subject Content

1. Who is, and what does it mean to be a child in a postmodern world?
2. Analysis of texts, images and constructions about 'the child'.
3. Introduction to contemporary national and international theories and philosophies related to the child.
4. Significance of gender, sexuality, ethnicity, 'race', language, class, ability and religion and how they are constituted through a child's identity and everyday lived experiences.
5. Questions of subjectivity and a child's sense of self, body, and relationship to the world.
6. Children's negotiation of identity and difference in a globalised world.
7. Rights and responsibilities of the child.
8. Child-environment identity and connections to place, space, location and time through encounters with tangible social-cultural artefacts such as toys, homes, landscapes, animals, digital technology.
9. Constructions of diversity and difference in education and community settings.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	1,500 words	30	N	Individual
Applied Project	1,200 words	30	N	Individual
Reflection	1,200 words	40	N	Individual

Prescribed Texts

- Wyness, M. G. (2012). *Childhood and society* (2nd ed.). Basingstoke, UK: Palgrave Macmillan
- James, A., & James, A. L. (2012). *Key concepts in childhood studies* (2nd ed.). London, UK: Sage Publishers.

Teaching Periods

Term 1

Parramatta City - George St

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2010_22-T1_PG_D#subjects)

Term 2

Bankstown

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2010_22-T2_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2010_22-T2_BL_D#subjects)

Parramatta City - George St

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2010_22-T2_PG_D#subjects)

Term 3

Bankstown

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2010_22-T3_BA_D#subjects)

Nirimba Education Precinct

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2010_22-T3_BL_D#subjects)

Parramatta City - George St

Day

Subject Contact Natalie Quinlivan ([https://directory.westernsydney.edu.au/search/name/Natalie Quinlivan/](https://directory.westernsydney.edu.au/search/name/Natalie%20Quinlivan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2010_22-T3_PG_D#subjects)

TEAC 2011 Contemporary Issues in Aboriginal Education

Credit Points 10

Legacy Code 102121

Coordinator Cameron Thomson ([https://directory.westernsydney.edu.au/search/name/Cameron Thomson/](https://directory.westernsydney.edu.au/search/name/Cameron%20Thomson/))

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

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

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects EDUC 1006 - Issues in Aboriginal Education

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the origins, history and contemporary issues and initiatives of Aboriginal and Torres Strait Islander people.
2. Show respect for present and past Aboriginal and Torres Strait Islander cultures.
3. Describe Australia's history of 'settlement', colonisation, invasion and the development of sustainable futures for Aboriginal peoples.
4. Explain the importance of teaching Aboriginal Studies and cross curriculum perspectives in the context of Australia as a contributing nation to developing a global society.
5. Create appropriate Aboriginal Studies teaching and learning activities for HSIE and other curriculum areas in classrooms.
6. Evaluate appropriate Aboriginal and Torres Strait Islander Studies teaching resources and the importance of consultation with Indigenous communities.

Subject Content

1. Social systems and kinship; significance of country, language, cultural continuum
2. What are the historical understandings required in order to deliver strong Aboriginal perspectives in HSIE classrooms (Topics Pre-invasion' – kinship and social systems, significance of land, language, 'Post Invasion' –war, segregation, assimilation, self-determination, reconciliation, Stolen Generations, Aboriginal health, wellbeing and esteem issues, closing the GAP, Origin theories, Native Title, Mabo, Wik, Mutual Obligation, sovereignty)
3. Mutual Obligation, aspirations, sovereignty and future directions as evidence through the UN Declaration on the Rights of Indigenous people
4. What are Aboriginal people's relationship with the History of Aboriginal education in NSW and Aboriginal Education Policies
5. What are the currently available on-line resources to support curriculum delivery to Aboriginal students and Aboriginal communities
6. What are the models and programs to promote social inclusion for Aboriginal students and Aboriginal families

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1,500 words	50	N	Individual
Professional Task	1,500 words	50	N	Individual

Prescribed Texts

- Harrison, N. and Sellwood, J. (2021) *Learning and Teaching in Aboriginal and Torres Strait Islander Education* (fourth edition) Oxford University Press

Teaching Periods

1st Half

Bankstown

Day

Subject Contact Cameron Thomson ([https://directory.westernsydney.edu.au/search/name/Cameron Thomson/](https://directory.westernsydney.edu.au/search/name/Cameron%20Thomson/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2011_22-1H_BA_D#subjects)

TEAC 2013 Creative Arts

Credit Points 10

Legacy Code 102125

Coordinator Sarah Pacey ([https://directory.westernsydney.edu.au/search/name/Sarah Pacey/](https://directory.westernsydney.edu.au/search/name/Sarah%20Pacey/))

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

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects EDUC 2008 - Creative Arts 2

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

- Design, implement and evaluate lessons, in each art form, based on the Creative Arts syllabus and the relevant documents.
- Explain the principles and practices of teaching, learning and assessing, Music, and the Visual Arts.
- Exhibit practical skills, and broad, critical knowledge in the discrete forms of Dance, Drama, Music, Visual and Media Arts.
- Apply different models of pedagogy for teaching and assessing Music, and Visual Arts.
- Apply critical reflection to their own learning and practice within each of the art forms of Music, and Visual Arts.
- Explain the nature and role of the creative arts in relation to current and emerging concepts and philosophies.
- Identify and plan for Aboriginal perspectives embedded in the new NSW Creative Arts syllabus for the Australian Curriculum.

Subject Content

- Broad and critical knowledge and understandings of the theory, principles and practices related to Dance, Drama, Music, Media Arts and Visual Arts and in the integration of these art forms.
- Curriculum concepts, strategies and content in Dance (performing and composing), Music (singing, playing and moving, and organising sound), and Visual Arts (2D, 3D/4D, and art history), and in the integration of these subjects across the arts and across the curriculum, including Literacy and Aboriginal and Torres Strait Islander perspectives.
- Designing, making and appreciating in each of the art forms, based on the NSW Creative Arts K-6 syllabus/Australian Arts Curriculum with a focus on K-2.
- Effective classroom management and teaching strategies for teaching and learning in the Creative Arts.
- Planning an integrated creative arts program to include all five art forms, based on relevant literature and pedagogies within a primary classroom.
- Range of strategies for teaching, reflecting on and assessing in the Creative Arts.
- Workstations in the primary Creative Arts program

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	1,500 words	50	N	Individual
Professional Task	1,500 words	50	N	Individual

Prescribed Texts

- New South Wales Board of Studies (2006). *Creative Arts K-10 syllabus*. Sydney: Board of Studies NSW. Retrieved from: <http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/creative-arts-k-10-syllabus>
- Jacobs, R. & Poli, K. *Big Arts*. (2018). Sydney: TopHat Publishing

Teaching Periods

1st Half

Bankstown

Day

Subject Contact Sarah Pacey ([https://directory.westernsydney.edu.au/search/name/Sarah Pacey/](https://directory.westernsydney.edu.au/search/name/Sarah%20Pacey/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2013_22-1H_BA_D#subjects)

TEAC 2014 Cultural Diversity, Society and Learning

Credit Points 10

Legacy Code 102120

Coordinator Sarah Pacey ([https://directory.westernsydney.edu.au/search/name/Sarah Pacey/](https://directory.westernsydney.edu.au/search/name/Sarah%20Pacey/))

Description The subject is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education program. Teachers are required to understand the diverse cultural make up of schools and how to teach a diverse range of children. Using sociological and cultural theory, the subject examines conservative, liberal and radical approaches to cultural diversity in education. This cultural diversity includes dimensions of gender, religion, ethnicity, race, class, language and sexuality. The subject develops cultural literacy through the application of various theories such as Marxist and feminist-post structuralist analysis of these social relations to cultural diversity; pedagogy and cyberspace. Within this framework it is also essential that teachers engage with and understand the diversity and fluidity of individuals and the broader Australian community in order to promote equitable practices in schooling and to facilitate educational and professional transformation. Developing understandings of society, culture and the formation of subjectivities will promote an enhanced awareness of equity issues as well as crucial analytical and critical tools to address the needs of diverse students, their families, teachers, and the broader school community.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects EDUC 1001 - Cultural Diversity Society and Learning

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explore the relationships between Social Identities, institutional power and discourses in a variety of political contexts through sociological frameworks;
2. Examine the historical, social and political circumstances which have shaped postcolonial Australian identities;
3. Evaluate different ways that individual subjectivities are socially constructed within sociocultural and educational contexts;

4. Examine the changing nature and role of family and family diversity and how educators can help sustain the capacity of families, communities and the school to engage all students.
5. Identify complexities within the construction of conformity and non-conformity in school sociocultural contexts related to age, gender, sexuality, 'race', class, ethnicity, ability, language and religion;
6. Examine relevant policies and legislative requirements related to rights and responsibilities of students, parents, other community members and teachers in relation to cultures of schools and the effects on learning.
7. Evaluate key representations of identities and cultural groups in popular culture, with a particular focus on the popular media, e.g. television, games, internet sites, using different theoretical lenses.

Subject Content

1. Key sociological concepts and their relationship to education including but not limited to: culture; 'Whiteness'; White privilege; subjectivity; discourse; power; knowledge; discipline; embodiment; surveillance; silence; normalisation; punishment; habitus; capital; field.
2. Policy and legislation pertaining to school-based issues regarding access and equity.
3. Discrimination, prejudice and privilege; bullying, cyber bullying, violence and its manifestation in educational contexts.
4. Social construction of childhood and family. Political, economic and social policy perspectives. Contemporary debates.
5. Theories of diversity and difference.
6. Understanding culture as constituted in class, ethnicity, racialization, gender and sexualities.
7. Aboriginal and Torres Strait Islander heritage and cultural practices and their links to the educational outcomes of Aboriginal and Torres Strait Islander learners.
8. Site of analysis – cultural diversity, pedagogy and cyberspace
9. Critical reading of academic texts and oral presentation skills.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1500 words	50	N	Individual
Professional Task	10 slides/30 minutes	25	N	Group
Professional Task	1000 words	25	N	Individual

Prescribed Texts

- Perso, T., & Hayward, Colleen, author. (2015). Teaching Indigenous students: Cultural awareness and classroom strategies for improving learning outcomes. Crows Nest, NSW : Allen & Unwin

Teaching Periods

1st Half

Bankstown

Day

Subject Contact Sarah Pacey ([https://directory.westernsydney.edu.au/search/name/Sarah Pacey/](https://directory.westernsydney.edu.au/search/name/Sarah%20Pacey/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2014_22-1H_BA_D#subjects)

TEAC 2015 Diversity and Difference

Credit Points 10

Legacy Code 101112

Coordinator Christine Jones Diaz ([https://directory.westernsydney.edu.au/search/name/Christine Jones Diaz/](https://directory.westernsydney.edu.au/search/name/Christine%20Jones%20Diaz/))

Description This subject introduces students to a range of contemporary theoretical frameworks that will develop their understandings about the social construction of difference, identity and subjectivity within social, historical and political contexts. A critical awareness of the intersections between language, knowledge, power and discourse provides students with the practical and theoretical tools necessary for reflecting, analyzing and deconstructing inequalities and subjectivity in personal and professional contexts.

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects LGYA 0317 - Diversity and Difference 2 Understanding the 'Self' in Socio-Cultural Contexts

Learning Outcomes

After successful completion of this Unit, students will be able to:

1. Understand the social construction of gender, sexuality, 'race', ethnicity, language, age, ability, religion and class;
2. Critique processes of power in sociocultural, historical and political contexts through feminist poststructuralism, critical, cultural and post-colonial frameworks;
3. Recognise the historical, social and political circumstances which have shaped postcolonial Australian identities;
4. Explain how subjectivity, identity, knowledge, and power operate in contexts of equity, diversity and difference;
5. Analyse the different ways that individual subjectivities are socially constructed within socio-cultural and educational contexts;
6. Articulate the relationships and intersections between social identities, institutional power and discourses;
7. Analyse the construction of 'difference' and 'deviance' and processes of 'othering and marginalisation in sociocultural contexts related to age, gender, sexuality, 'race', class, ethnicity, ability, language and religion;
8. Identify the implications of equity and social justice issues for children, families and staff in early childhood settings and schools from minority communities.

Subject Content

1. Feminist poststructuralism, cultural, critical and queer theory, concepts of normalisation and post-colonial perspectives

2. Cultural capital and relations of power in macro and micro contexts
3. Discourse
4. Language, knowledge and discourse
5. Subjectivity and identity
6. Agency and subjectivity
7. Relationships and intersections between social identities, institutional power and discourses
8. The construction of difference, deviance and innocence in the construction of social identities
9. Processes of othering and marginalization in discursive and institutional contexts
10. Equity and social justice for children, families and staff from minority communities

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Participation	1 week x 5 minutes leading the conversation and 4 weeks x 2 minute responses to other groups	20	N	Individual
Essay	1,200 words	30	N	Individual
Essay	1,700 words	50	N	Individual

Prescribed Texts

- Robinson, K.H. & Jones D'az, C. (2006). Diversity and difference in early childhood education: Issues for theory and practice. Retrieved from <http://lib.mylibrary.com>

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Christine Jones Diaz ([https://directory.westernsydney.edu.au/search/name/Christine Jones Diaz/](https://directory.westernsydney.edu.au/search/name/Christine%20Jones%20Diaz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2015_22-AUT_BA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Christine Jones Diaz ([https://directory.westernsydney.edu.au/search/name/Christine Jones Diaz/](https://directory.westernsydney.edu.au/search/name/Christine%20Jones%20Diaz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2015_22-AUT_PS_D#subjects)

TEAC 2017 Education and Transformation

Credit Points 10

Legacy Code 101263

Coordinator Michele Simons ([https://directory.westernsydney.edu.au/search/name/Michele Simons/](https://directory.westernsydney.edu.au/search/name/Michele%20Simons/))

Description This unit provides opportunities for students to examine theories and practices associated with Transformative Learning in relation to their personal development as educators. Transformative Learning is learning that is empowering, deep and life changing. It and similar ways of approaching learning - the holistic, ecological and systemic - share a reflective base. All are inquiries into the relationships that make learning work. Students investigate these as theoretical and practical approaches to learning in real world settings: as powerful educational feedback systems. This unit combines the design and practical enactment of theoretically grounded approaches to socially relevant and personally meaningful learning.

School Education

Discipline Teacher Education

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain transformative learning theory through reference to key writers in the field;
2. Analyse transformative learning theory through reference to personal learning experiences;
3. Apply transformative learning principles to the design of teaching and learning activities;
4. Articulate an understanding of the relationship between transformative, holistic, ecological and systemic perspectives;
5. Evaluate personal participation, reflection and vulnerability in transformative learning systems;
6. Synthesise the process and outcomes of a transformative learning initiative in the university class context.

Subject Content

1. Theoretical models of transformative learning and variations in emphasis developed by key writers in the field;
2. Relationships between transformative learning and holistic, ecological, systemic models and critiques;
3. The transformative perspective in teaching and learning: transmission, transaction and transformation in educational practice;
4. Transformative Learning and vulnerability: emotion and sensitivity in learning about and designing educational futures;
5. Participation, reflection, transformation and the systemic perspective in progressive social change and cultural development;
6. Case studies of transformative, holistic and ecological initiatives in education and social change.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	2,000 words	50	N	Individual
Critical reflection	1,000 words	50	N	Individual

Prescribed Texts

- Wright, D., Camden Pratt, C. E., & Hill, S. B. (2011). *Social ecology : Applying ecological understandings to our lives and our planet.* Stroud, UK: Hawthorn Press.

Teaching Periods

TEAC 2018 Education for Sustainability

Credit Points 10

Legacy Code 101663

Coordinator Annette Sartor ([https://directory.westernsydney.edu.au/search/name/Annette Sartor/](https://directory.westernsydney.edu.au/search/name/Annette%20Sartor/))

Description Increasingly, the need to develop sustainable ways of living that can reduce our ecological footprint and conserve precious natural resources for future generations is recognised as a critical concern of education at all levels. Developing 'sustainability literacy' requires new ways of thinking and learning that enable us to recognise the connections between environmental concerns, social patterns and individual actions. This unit approaches key issues in sustainability education with a learner-centred approach that builds skills for inquiry, analysis and creative action and involves a three-hour field trip. It promotes personal and social change, develops civic values and empowers learners to be leaders for a sustainable future.

School Education

Discipline Teacher Education

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Articulate a critical understanding of the concept of sustainability
2. Describe the ways that living systems exist and interact
3. Identify major sustainability concerns, what contributes to them and ways to address them
4. Analyse the production-consumption-disposal cycle of a selected consumable and associated sustainability impacts
5. Identify actions required for promoting sustainability at the personal, local, national and global levels
6. Evaluate the role of values, action, creativity and collaboration in education for sustainability
7. Design, conduct and evaluate a sustainability education initiative.

Subject Content

1. Sustainability as a concept and a value system
2. Educational frameworks for promoting sustainability
3. Thinking like a system ? the ecological web
4. Ecological footprints ? resources, consumption and carrying capacity
5. Environmental impacts ? climate, biodiversity, social justice
6. Getting active ? personal and community action for sustainability

7. Teaching sustainability ? sustainable schools
8. Place-based learning
9. The social ecology of sustainability & change
10. Education for peace
11. Making a difference ? design for learning and action

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	800-1000 words	20	N	Individual
Poster	A2 poster or equivalent	50	N	Individual
Presentation	15 mins	30	N	Individual

Teaching Periods

Autumn

Online

Online

Subject Contact Annette Sartor (<https://directory.westernsydney.edu.au/search/name/Annette+Sartor/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2018_22-AUT_ON_0#subjects)

TEAC 2020 Educational Psychology for Teaching Children

Credit Points 10

Legacy Code 102126

Coordinator Milena Ilisevic (<https://directory.westernsydney.edu.au/search/name/Milena+Ilisevic/>)

Description The subject is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education program. Responsive teaching engages students holistically in learning that is tailored to meet their physical, cognitive, social, emotional and developmental needs. This subject will consider the learning needs and styles of primary children, including Indigenous children. It will introduce key approaches to instruction based on theories and research in educational psychology. A particular focus will be the development of children's sense of self and the ways that children's school experiences interact with cultural and familial influences to shape identity, motivation and engagement throughout the primary years. Particular emphasis is given to developing responsive teaching practices which promote social and emotional wellbeing of children and are underpinned by high-quality relationships which extend to include the valuing of families and the wider community.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects EDUC 2002 - Educational Psychology for Primary Teaching

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe children's physical, cognitive, social and emotional development and ways that teachers can respond to different learning styles and needs.
2. Apply theoretical understandings from educational psychology to constructing responsive learning environments for primary children, including Indigenous children.
3. Explain how children's sense of self develops in the context of socio-cultural, familial and school influences, with particular attention to the impacts on school motivation and engagement.
4. Apply cooperative group learning structures to address teaching and learning goals.
5. Apply appropriate and effective practices to promote positive behaviour and student wellbeing.
6. Utilise strategies for building rapport with primary students & responding to a range of student wellbeing needs including communication with parents, guardians and caregivers.

Subject Content

1. Development in context: Bronfenbrenner's ecological model
2. Learning, cognition and memory: Learning as a constructive process
 - Information processing theories
 - Metacognition and self-regulation
3. Learning in context: Theories of learning and their implications for instruction and constructing learning environments
 - Behaviourism
 - Social cognitive theory
 - Constructivism
 - Humanism
 - Instructional strategies applied to learning in context
 - Motivation and affect
 - Learning and teaching preferences for Aboriginal and Torres Strait Islander peoples
4. Children's development and related needs in context:
 - Cognitive, physiological, and social/affective development
 - Moral and prosocial development
 - Identity development and dispositions
 - Sense of self and peer relations
 - Aboriginal and Torres Strait Islander development in context
5. Positive learning environments and supporting children's wellbeing
 - Sociocultural factors influencing mental health and wellbeing of children
 - Risk and resilience
 - Belonging and inclusion
 - Cultivating high-quality respectful relationships
 - Initiatives and resources for promoting positive development
6. Issues and prevalence of mental health for Aboriginal and Torres Strait Islander peoples

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Critical Review: Case Study Linked to school health and well-being policy	1800 words	50	N	Individual
PowerPoint Presentation: voice over Supporting Student Engagement and Learning	15 slides plus 50		N	Individual

Prescribed Texts

- Duchesne, S., & McMaugh, A. (2013). Educational psychology for learning and teaching. Australia: Cengage AU

Teaching Periods

2nd Half

Bankstown

Day

Subject Contact Milena Ilisevic ([https://directory.westernsydney.edu.au/search/name/Milena Ilisevic/](https://directory.westernsydney.edu.au/search/name/Milena%20Ilisevic/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2020_22-2H_BA_D#subjects)

TEAC 2021 Engaging Learners

Credit Points 10

Legacy Code 102674

Coordinator Denise Fraser ([https://directory.westernsydney.edu.au/search/name/Denise Fraser/](https://directory.westernsydney.edu.au/search/name/Denise%20Fraser/))

Description This subject supports a developing understanding of the principles and practices of early childhood curriculum and pedagogy. A range of approaches to curriculum and pedagogy will also be examined. Students will learn about approaches to observing and documenting children's learning in ways that celebrate children's competencies and build connections between children, families and educators while also identifying any areas where children's experiences may be extended. Students will develop strategies for planning and connecting curriculum to children's social worlds which facilitate children's in-depth investigations and critical thinking in ways that cater for diverse interests.

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Restrictions

Students must be enrolled in 1879 Bachelor of Education (Birth – 5 Years) and have completed 80cp in that program.

Learning Outcomes

1. Explain the theoretical bases of learning, development and play.
2. Critically analyse a range of curriculum approaches and pedagogies.
3. Discuss the influence of different contexts on curriculum and pedagogies.
4. Observe, document and assess children's interests, funds of knowledge, learning, development and play.
5. Create learning experiences that engage children and support investigation, critical thinking and problem solving.
6. Critique strategies for engaging children from diverse communities, including Aboriginal and Torres Strait Islander backgrounds, as competent and capable learners.

Subject Content

1. Theoretical underpinnings of early childhood curriculum - theories of learning, development, and motivation, play based pedagogy
2. Approaches to Curriculum: Child centred curriculum - Inquiry Based Learning, Emergent Curriculum, Project approach, Reggio approach
3. Observation, documentation, assessment and planning
4. Strategies to engage diverse learners; investigating, inquiry learning, questioning, facilitating, sustained shared thinking, deep thinking, sensory play with children aged 0-2
5. Using questioning to facilitate thinking across the curriculum (mathematical thinking, scientific thinking, critical thinking, creative thinking, problem solving, cooperative thinking)
6. Reflective thinking on engaging children

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1,000 words	20	N	Individual
Reflection	1,500 words	40	N	Individual
Professional Task	1,500 words	40	N	Individual

Teaching Periods

TEAC 2023 Engaging the Professional Educator

Credit Points 10

Legacy Code 102673

Coordinator Denise Fraser ([https://directory.westernsydney.edu.au/search/name/Denise Fraser/](https://directory.westernsydney.edu.au/search/name/Denise%20Fraser/))

Description This subject incorporates 20 days of professional experience in an early childhood setting. Prior to external practicum work, students engage in intensive on campus coursework. The coursework prompts students to reflect on the nature of early childhood teaching, their role as teachers in teaching and learning, the frameworks that guide practice and contemporary issues related to teaching young children. Students also apply skills in observation-based assessment of children's interests, development, dispositions and learning, explore curriculum decision making based on their

assessments of learning and development and other strategies to facilitate children's engagement, learning and development.

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Restrictions

Students must be enrolled in 1879 Bachelor of Education (Birth – 5 Years) and have completed 80cp in that program.

Learning Outcomes

1. Describe the relationships between elements of the National Quality Framework.
2. Articulate the implications of positioning children as active social agents for teaching and learning.
3. Apply strategies for effectively partnering with families to support children's learning and development.
4. Assess and document children's interests, development, dispositions and learning using a range of techniques consistent with the outcomes of the Early Years Learning Framework.
5. Design learning experiences that promote engagement and reflect children's interests, development and funds of knowledge.
6. Exercise initiative, responsibility, professional communication skills and ethical practice, as an educator.

Subject Content

1. Policy frameworks guiding the work of teachers
2. Children's rights as learners
3. Curriculum decision making
4. Teaching for learning
5. Partnering with families

Special Requirements

Legislative pre-requisites

Prior to enrolling in this subject, pre-service teachers must have satisfactorily completed the online Child Protection Awareness Training, a current Working with Children Check, and the online course ASCIA e-Anaphylaxis for education and care.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	2,000 words	40	N	Individual
Professional Placement Report	N/A	40	Y	Individual
Portfolio	18 Slides	20	Y	Individual

Teaching Periods

TEAC 2024 Engaging with Families and Communities

Credit Points 10

Legacy Code 102645

Coordinator Kerry Staples ([https://directory.westernsydney.edu.au/search/name/Kerry Staples/](https://directory.westernsydney.edu.au/search/name/Kerry%20Staples/))

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

School Education

Discipline Teacher Education, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate understanding of children and families within an ecological context and the influence on learning, health and well-being;
2. Discuss the complex interrelationships between learning, children, family, community contexts and policies;
3. Reflect on theoretical principles and current research on changing practices of collaborating with children, families, colleagues and communities, and specialist professionals, including community liaison officers;
4. Evaluate the application of a broad a range of strategies to effectively partner with children, families, colleagues and community in learning contexts;
5. Reflect on ethical, sensitive and confidential approaches to working collaboratively;
6. Analyse contemporary approaches to strengthen engaging with children, families, colleagues and community;
7. Work collaboratively to design a responsive community program that enhances outcomes for children, families and communities.

Subject Content

- theories, principles, practices and Philosophical frameworks that inform partnerships with children, families of diverse backgrounds and communities
- role of teachers in developing strategies for strengthening relationships with children, family, colleagues and community
- Aboriginal and Torres Strait Islander and culturally and Linguistically diverse backgrounds
- ecological contexts and their influence on learning, health and well-being

- Policies and frameworks relevant to children, family, colleagues and community engagement
- strategies and Ethical approaches to effectively collaborate with children, family, colleagues and community
- engagement with children, family, colleagues and community

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Annotated Bibliography	400 words	10	N	Individual
Case Study	1000 words	40	N	Individual
Report	1600 words	50	N	Individual

Prescribed Texts

- Arney, F., & Scott, D. (2013). Working with vulnerable families: A partnership approach. (2nd Edition) Great Britain: Cambridge University Press

Teaching Periods

Spring Bankstown Day

Subject Contact Kerry Staples ([https://directory.westernsydney.edu.au/search/name/Kerry Staples/](https://directory.westernsydney.edu.au/search/name/Kerry%20Staples/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2024_22-SPR_BA_D#subjects)

TEAC 2025 English Language Analysis

Credit Points 10

Legacy Code 102439

Coordinator David McInnes ([https://directory.westernsydney.edu.au/search/name/David McInnes/](https://directory.westernsydney.edu.au/search/name/David%20McInnes/))

Description In this subject, students will develop a thorough understanding of the structure of English and the use of English across contexts. Students will study the workings of the English language, including its sounds, grammar, syntax and textual forms, through the analysis of diverse texts. The skills developed through the analysis of real-world texts throughout the subject will prepare students for effective participation in a range of personal and professional contexts, enhancing their capacity for study and for employment.

School Humanities & Comm Arts

Discipline English as a Second Language Teaching

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the grammatical structures of English at the word, phrase, clause and sentence level.
2. Apply grammatical analyses to real world contexts.
3. Explain how context impacts the use of English.
4. Prepare and write a report on the analysis of extended textual samples.
5. Critically consider the role language plays in effective communication.

Subject Content

English sounds, words and grammar.

The analysis of phrases, clauses, sentences and texts.

Semantics and pragmatics.

Cohesion and coherence.

Texts and genres in context.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Discourse Analysis (in class) x9	20-30 minutes each	60	N	Individual
Short answer x4	100 words each	40	N	Individual

Prescribed Texts

- Thompson, G. (2014). Introducing functional grammar (3rd ed.). New York, NY: Routledge.

Teaching Periods

Spring Bankstown Day

Subject Contact David McInnes ([https://directory.westernsydney.edu.au/search/name/David McInnes/](https://directory.westernsydney.edu.au/search/name/David%20McInnes/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2025_22-SPR_BA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact David McInnes ([https://directory.westernsydney.edu.au/search/name/David McInnes/](https://directory.westernsydney.edu.au/search/name/David%20McInnes/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2025_22-SPR_PS_D#subjects)

TEAC 2026 Ethical Practice

Credit Points 10

Legacy Code 102668

Coordinator Denise Fraser ([https://directory.westernsydney.edu.au/search/name/Denise Fraser/](https://directory.westernsydney.edu.au/search/name/Denise%20Fraser/))

Description Professionals working with children, young people and families must base all action on sound ethical and legal foundations. In

this subject students are introduced to the concept of professionalism and oriented to the ethical aspects of the teaching profession, the policy, guidelines and codes that apply to teachers. In particular students are introduced to the Early Childhood Australia Code of Ethics. Contemporary and global approaches to ethics and critiques of traditional western approaches are introduced. The subject is also designed to build leadership capacity through an understanding of contemporary issues in educational policy and practice and an exploration of the concepts of social justice and advocacy.

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Restrictions

Students must be enrolled in 1879 Bachelor of Education (Birth – 5 Years).

Learning Outcomes

1. Explain what it means to be a professional.
2. Reflect on the interrelationship between personal and professional values.
3. Examine the application and implications of traditional and contemporary ethical frameworks and tools that support wise professional practice.
4. Apply policy, legislation, codes of practice and ethics in professional contexts.
5. Analyse the embedded ethical and political dimensions of contemporary issues in early childhood policy and practice.
6. Discuss processes for promoting ethically informed advocacy, activism, transformation and change.

Subject Content

1. Professions and Professionalism
2. Morals, values and ethics
3. Contemporary and traditional ethical frameworks
4. Decision making tools and theories
5. Policy, legislation, codes of conduct and ethics, particularly the Early Childhood Australia's Code of Ethics
6. Agency, citizenship and democracy
7. Advocacy and activism

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflective Essay	1,200 words	40	N	Individual
Presentation	8 minutes with a maximum of 10 slides	40	N	Individual
Debate	Ongoing over the trimester	20	N	Individual

Teaching Periods

TEAC 2029 Fundamentals for Working Mathematically

Credit Points 10

Legacy Code 102208

Coordinator John Ley ([https://directory.westernsydney.edu.au/search/name/John Ley/](https://directory.westernsydney.edu.au/search/name/John%20Ley/))

Description In this unit students will acquire a variety of problem solving, investigation and mathematical modelling techniques that incorporate the application of algebra and highlight the importance of understanding probability, data and graphical representations in real life. Students will apply mathematics in real contexts; evaluate data gathered in real time and identify patterns while engaging with the concepts of number, probability, measurement, problem solving, linear and exponential representations. Engagement with this unit contributes directly to the achievement of a sound understanding and application of mathematical concepts and develops mathematical thinking.

School Education

Discipline Teacher Education

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects TEAC 2042 - Mathematics Principles and Applications

Restrictions Successful completion of 40 credit points at Level 1.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the occurrence of algebraic patterns and relationships in real life contexts;
2. Use deductive reasoning to justify and support conclusions that are appropriate to the context;
3. Analyse the relationships between data and graphical representations and evaluate their validity;
4. Demonstrate research strategies as part of the investigation process and apply them in an appropriate manner to real life data;
5. Demonstrate the development of mathematical thinking by identifying ways to extend mathematical concepts;
6. Demonstrate the relationships between functions and graphical representations;
7. Apply fundamental concepts of problem solving and mathematical modelling;
8. Apply knowledge of problem solving and the modelling process in variety of mathematical applications.

Subject Content

1. Algebraic reasoning and application (Reasoning, Communication Fluency, Problem Solving)
 - Basic concepts, principles and relationships
 - application of algebraic techniques in Problem solving
 - links between graphical representation and linear and exponential functions
2. Statistical representations (Communication, Reasoning, Fluency)
 - patterns and relationships in real life data including proportional representation
 - analysis of graphical representations including misrepresentations

- Basic concepts and principles of graphical representations
- 3. Mathematical Problem Solving and Modelling (Problem Solving, Communicating, Reasoning, Understanding, Fluency)
- Basic concepts and principles of Problem solving and investigations
- mathematical modelling as structured Problem solving
- Working mathematically through communication of reasoning
- 4. Mathematical Applications including modelling techniques (Understanding, Fluency, Reasoning)
- common everyday applications including financial literacy
- use of Technology for mathematical modelling
- Investigate The principles of probability and their applications

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	2,000 words	50	N	Individual
Final Exam	2 hours	50	Y	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact John Ley ([https://directory.westernsydney.edu.au/search/name/John Ley/](https://directory.westernsydney.edu.au/search/name/John%20Ley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2029_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact John Ley ([https://directory.westernsydney.edu.au/search/name/John Ley/](https://directory.westernsydney.edu.au/search/name/John%20Ley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2029_22-AUT_PS_D#subjects)

Spring

Bankstown

Day

Subject Contact John Ley ([https://directory.westernsydney.edu.au/search/name/John Ley/](https://directory.westernsydney.edu.au/search/name/John%20Ley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2029_22-SPR_BA_D#subjects)

TEAC 2030 Health and Physical Education

Credit Points 10

Legacy Code 102124

Coordinator Zara Ruggero ([https://directory.westernsydney.edu.au/search/name/Zara Ruggero/](https://directory.westernsydney.edu.au/search/name/Zara%20Ruggero/))

Description The subject is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education program. Students will work on developing their knowledge

and understanding of Health and Physical Education (HPE). This subject is designed to introduce the NSW Syllabus for the Australian Curriculum: Personal Development, Health and Physical Education K-10 (incorporating Health and Physical Education K-6). Through an examination of the syllabus, modules and support documents, students will develop the necessary skills to design an effective scope and sequence for K-6 Health and Physical Education (HPE) and develop a program of work suitable for a specific stage of learner K-2. Assessment and evaluation will be addressed and the need to develop descriptive student profiles relating to student achievement of outcomes will be highlighted.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects EDUC 2005 - Personal Development Health and Physical Education 1 (AREP)

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the central concepts, modes of enquiry and structure of H and PE, including recent theory and practice, and Aboriginal content embedded in H and PE Syllabus.
2. Explain the nature and role of H and PE as a discipline for supporting the development of health and wellbeing.
3. Demonstrate competence in fundamental movement skills through areas such as dance, gymnastics, games and sports and a range of physical activities.
4. Apply understandings of assessment and children's learning within the H and PE K-6 key learning area with a focus on K-2.
5. Utilise a variety of teaching, behaviour and organisational management strategies to cater for the range of diverse learners.
6. Design and implement programs, lessons and scope and sequence, using knowledge of the NSW syllabuses or other curriculum requirements
7. Explain the role and value of H and PE in the broader school curriculum.
8. Select and utilise an array of resources designed to meet the needs of diverse K-2 students in the H and PE K-6 including Aboriginal and Torres Strait Islander content and catering for students with special needs.

Subject Content

1. Active Lifestyle - Ways to be physically active, class games, forming groups, instructing, demonstrating, correcting technique, providing feedback, competition & cooperation, teaching & coaching, safety, learning types, etc. Obstacle courses, Ball games, Circuits / Tabloids, Partner Activities, Effects of physical activity.
2. Games and Sports - Fundamental Movement Skills & motor development, learning stages, Invasion Games, Game Sense, Primary Schools sports program– Striking games, Net/Wall/Court games, modified games.
3. Safe Living: Strategies for keeping safe, including Road Safety Unit.
4. Programming and Planning in Primary Classrooms

5. Assessment - assessing students' health and well-being; assessment tools; assessing risk, and risk management practices in the Health and Physical Education (H and PE) space.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Scope and Sequence for delivery of a Fundamental Movement Skill including 5 (five) sequential lesson plans	2,000 words	50	N	Individual
Professional Task	1,500 words or 15 minute video	50	N	Individual
Participation: Online beginning coaching general principles course	8 hours	S/U	N	Individual

Prescribed Texts

- Dudley, D., Telford, A, Peralta, L, Stonehouse, C, & Winslade, M. (2018). Teaching quality health & physical education (First ed.). South Melbourne, Victoria: Cengage Learning Australia.
- New South Wales Education Standards Authority (NESA) PDHPE K-10 Syllabus (2018). Retrieved from: <http://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018>

Teaching Periods

2nd Half

Bankstown

Day

Subject Contact Zara Ruggero (https://directory.westernsydney.edu.au/search/name/Zara_Ruggero/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2030_22-2H_BA_D#subjects)

TEAC 2031 History, Geography, Civics and Citizenship

Credit Points 10

Legacy Code 102122

Coordinator Suzanne Kenney (https://directory.westernsydney.edu.au/search/name/Suzanne_Kenney/)

Description The unit is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education program. This unit provides opportunities for students to develop knowledge of the outcomes, subject matter, pedagogies and experiences that define the key learning area of History, Geography, Civics and Citizenship (HSIE). Key concepts of change in family history, local history, and Australia's history and understanding Australia as a Nation are explored. In Geography, concepts that develop a sense of curiosity about environments, peoples, cultures and place, in both Australia and the world, are a priority. In Civics and Citizenship, the focus is on relationships between the individual and the state, and the values and mutual responsibilities and obligations for civil, political and social participation in Australian society. It enables students to develop their own content knowledge and understandings, skills and dispositions necessary for planning, programming and teaching HSIE K-6. It promotes teaching strategies that prepare primary children for informed and effective citizenship, contributing to the quality of their society and environments.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects EDUC 2003 - Human Society and Its Environment (AREP)

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

Learning Outcomes

On successful completion of this subject, students should be able to:

- Apply knowledge of the disciplines, theories and pedagogies that underpin the learning area of HSIE K-6 to learning design.
- Explain the aim, outcomes, stage statements, subject matter, skills, attitudes and values, perspectives and experiences defined in the NSW HSIE K-6 syllabus, and History, Geography and Civics and Citizenship syllabus documents in designing learning experiences for diverse learners in primary classrooms.
- Design HSIE lesson sequences, programs, scope and sequence and assessment items using knowledge syllabuses and other curriculum requirements.
- Identify and apply to lessons Aboriginal perspectives embedded in the HSIE K-6 syllabus.
- Use assessment strategies to assess children's learning within the HSIE K-6 key learning area.
- Explain the role and value of HSIE K-6 in the broader school curriculum and the relationship between HSIE K-6, and the general capabilities.
- Select and utilise an array of resources that cater to the needs of diverse K-6 students in HSIE K-6 including students with special needs.

Subject Content

- The discipline, epistemological and pedagogical theories that underpin HSIE in terms of History, Geography and Civics and Citizenship K-6.
- Nature and role of human society and its environment in relation to current and emerging concepts of change and continuity, cultures, environments, social systems and structures

3. History with a focus on Australia?fs history and understanding Australia as a nation, incorporating personal, local, national and global concepts, integration

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied Project	1,500 words	50	N	Individual
Professional Task	2,000 words	50	N	Individual

Prescribed Texts

- New South Wales Education Standards Authority (NESA)(2018) Assessment. Retrieved from: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10/assessment>.
- New South Wales Education Standards Authority (NESA). (2012) Course content and Stage Statements, Scope and Sequence, Sample Units, Sample Assessments. Retrieved from: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10/content>.
- New South Wales Education Standards Authority (NESA). (2015) Geography K-10 Syllabus. Retrieved from: <http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10>.
- New South Wales Education Standards Authority (NESA). (2012. History K-10 Syllabus. Retrieved from: <http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10>.

Teaching Periods

2nd Half

Bankstown

Day

Subject Contact Suzanne Kenney ([https://directory.westernsydney.edu.au/search/name/Suzanne Kenney/](https://directory.westernsydney.edu.au/search/name/Suzanne%20Kenney/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2031_22-2H_BA_D#subjects)

TEAC 2032 Inclusive Education Practices

Credit Points 10

Legacy Code 102130

Coordinator Sarah McNabb ([https://directory.westernsydney.edu.au/search/name/Sarah McNabb/](https://directory.westernsydney.edu.au/search/name/Sarah%20McNabb/))

Description The subject is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education program. Teacher education students develop understanding and skills that enable them to understand and assess the intellectual, emotional, social and physical needs of all children in the classroom. This subject assists teacher education students to develop appropriate skills, attitudes and methodologies to enable them to plan, implement

and evaluate programs which meet the educational needs of individual children with disabilities, learning difficulties and/or behaviour disorders as well as those who are gifted and talented. This subject also explores strategies and theoretical approaches which promote and enable inclusion and effective learning within the context of National and State policy and legislation.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects EDUC 2011 - Inclusive Education Practices - AREP

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply theoretical understandings in special education and behaviour management to the construction of supportive and inclusive learning environments.
2. Design and implement individualised programs for learning and intervention based on sound understanding of theory and research-based strategies.
3. Apply theories of development, learning and behaviour to construct educational programs that meet the diverse needs of students with disabilities, learning difficulties and those who are gifted and talented.
4. Plan effectively for a diverse range of learners and use a variety of learning and teaching strategies to engage learners and maximise their potential.
5. Demonstrate appropriate and sensitive attitudes and practices in interactions with students with special education needs.
6. Plan programs and approaches which, whilst meeting the student's learning needs also acknowledge their culture and background.
7. Utilise practical approaches for promoting positive behaviour and supporting student engagement whilst maintaining effective both ways dialogues with parents and caregivers.

Subject Content

1. Policy and legislation to support inclusion, such as the Disability Standards for Education (2005) and the Disability Discrimination Act.
2. Systems and services to effectively support students with diverse learning needs.
3. Theory, research and practice in relation to the establishment and maintenance of inclusive classrooms to meet the diverse psychological, emotional and cognitive needs of learners.
4. Identification and documentation of individual behaviour and academic needs incorporating curriculumbased assessment for learning.
5. Design and implementation of individualised educational and behaviour management programs to meet specific individual and special needs.
6. Working in collaboration with families and multidisciplinary teams.

7. Diversity within and between families respecting family values and beliefs; and structured behaviour management strategies and processes for inclusion.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1500 words	50	N	Individual
Professional task	1500 words	50	N	Individual

Prescribed Texts

- Foreman, P. & Arthur Kelly, M. (5th Ed.) (2017). Inclusion in action. South Melbourne, Vic. Cengage Learning Australia ISBN 9780170376174;
- Ebook: <http://www.cengagebrain.com.au/>

Teaching Periods

2nd Half

Bankstown

Day

Subject Contact Shirley Gilbert ([https://directory.westernsydney.edu.au/search/name/Shirley Gilbert/](https://directory.westernsydney.edu.au/search/name/Shirley%20Gilbert/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2032_22-2H_BA_D#subjects)

TEAC 2033 Indigenous Landscapes and Sustainability

Credit Points 10

Legacy Code 102133

Coordinator Dianne Burrell ([https://directory.westernsydney.edu.au/search/name/Dianne Burrell/](https://directory.westernsydney.edu.au/search/name/Dianne%20Burrell/))

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

UWS Sustainability Subject and local cultural learning centres to work with Elders.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects EDUC 2010 - Human Society and Its Environment 2

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

- Identify and outline the features of 'knowing country', culture and place for Aboriginal and Torres Strait Islanders and the traditional of stewardship in communities
- Describe Aboriginal people's stewardship models in the broader understandings required to support more sustainable patterns of living (consideration of environmental, social, cultural and economic systems and their interdependence).
- Demonstrate knowledge and understanding of sustainability in the developing world and the responses to the challenges of living in them
- Assess and develop knowledge of appropriate resources, information and communication technologies, from a range of field and sites visits.
- Analyse the impact of politics and economics of environmental sustainability on Indigenous people at the global level.

Subject Content

- Spiritualities and the concept of Country, locally and globally using case studies of First Nations Communities
- Indigenous people's stewardship models
- The concept of sustainability
- The integration of Indigenous landscapes and sustainability as expressed through community, global and political forums
- Inquiry approaches to learning, development of cultural knowledge systems related to nature and the environment.
- The politics and economics of environment and Indigenous people's sustainability
- Environmental field study centres, cultural centres, museums, galleries and other learning centres.
- Knowledge- who owns 'Aboriginal knowledge'? Keeping knowledge safe, intellectual cultural property, policies and international law.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	1,500 words	40	N	Individual

Report	1,500 words	40	N	Individual
Reflection	1,000 words	20	N	Individual

Prescribed Texts

- Australian Curriculum, Assessment and Reporting Authority (ACARA) (2018). F-10 Australian Curriculum: Science Elaborations for the Aboriginal and Torres Strait Islander Cross-curriculum priority. <https://www.australiancurriculum.edu.au/media/4200/new-content-elaborations-for-the-australian-curriculum-science-f-10.pdf>
- Rose, D. B. (1996). Nourishing terrains: Australian aboriginal views of landscape and wilderness. Retrieved from: <http://www.environment.gov.au/heritage/ahc/publications/commission/books/pubs/nourishing-terrains.pdf>

Teaching Periods

2nd Half Bankstown Day

Subject Contact Dianne Burrell (<https://directory.westernsydney.edu.au/search/name/Dianne+Burrell/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2033_22-2H_BA_D#subjects)

TEAC 2034 Language Assessment and Testing

Credit Points 10

Legacy Code 102475

Coordinator Julie Lim (<https://directory.westernsydney.edu.au/search/name/Julie+Lim/>)

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

School Humanities & Comm Arts

Discipline English as a Second Language Teaching

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. demonstrate understanding of key terms in language assessment and testing
2. identify and discuss various issues in language skills assessment and testing
3. use different and appropriate techniques and methods in language assessment and testing
4. design and develop valid and reliable language skills tests
5. demonstrate understanding of language assessment feedback and improve testing methods

6. apply language assessment and skills testing in specific educational contexts

Subject Content

Purposes of language assessment and testing
 Properties of language assessment (validity and reliability)
 Current second language proficiency assessment and issues
 Methods for language assessment and skills testing with reference to learner profiling and curriculum design
 Language assessment and test design and development with consideration of diverse education systems
 Development of valid and reliable international standardised tests
 Language assessment feedback and analysis for improving teaching and learning outcomes

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Critical Review	2000 words	40	N	Individual
Report	2500 words	40	N	Individual
Presentation	10 minutes	20	N	Both (Individual & Group)

Prescribed Texts

- Hughes, A. (2003). Testing for language teachers (2nd ed.). Cambridge: Cambridge University Press.

Teaching Periods

TEAC 2036 Learning Futures and Curriculum Integration

Credit Points 10

Legacy Code 102132

Coordinator Shirley Gilbert (<https://directory.westernsydney.edu.au/search/name/Shirley+Gilbert/>)

Description The unit is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education program. This unit is designed to consolidate and extend knowledge and skills gained in previous curriculum units. Integration opportunities between different curriculum areas will be explored and developed. The focus is on developing students' content knowledge about learning for the future as well as their understandings, skills and dispositions necessary for: planning, programming and teaching across different curriculum areas. Various approaches to planning, teaching and assessing curriculum to meet the needs of diverse learners are explored

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Co-requisite(s) TEAC 2033

Equivalent Subjects EDUC 2014 - Science and Technology 2

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply knowledge and skills of advanced pedagogies in curricula and reflect on and critique these in practice;
2. Describe the content of different curricula and appreciate ways in which content links can enhance children's depth of learning;
3. Plan appropriately for Indigenous and

Subject Content

1. Learning Futures and critiquing pedagogies in curricula.
2. Investigation of the subject matter across a range of curriculum areas with focus on environment and life sciences.
3. Ethical and citizenship dimensions of teaching and learning.
4. Practising and critiquing pedagogies in different curricula including Science, HSIE, English, etc. -relationships between curricula, literacy and numeracy.
5. Integrated programming and whole school planning, including emphasis on outcomes approaches and Science, Technology and Society approaches.
6. COGS units, story path units and other ways of integrating History and Geography with other curricula.
7. Contexts and resources for teaching and learning, including Indigenous education, field site visits, and the use of ICTs.
8. Whole school events and programs that enhance student learning in a range of curriculum areas.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report:	1,500 words	50	N	Individual
Investigation	Plus 10-15			
Report and Presentation	minute presentation			
Report:	2,000 words	50	N	Individual
Curriculum Integration Unit				

Teaching Periods

TEAC 2037 Learning and Creativity

Credit Points 10

Legacy Code 101259

Coordinator Karin Mackay ([https://directory.westernsydney.edu.au/search/name/Karin Mackay/](https://directory.westernsydney.edu.au/search/name/Karin%20Mackay/))

Description This unit examines the inter-related processes of learning and creativity and the application and practice of these in all aspects of life. Learning and Creativity is contextual. This context is personal, social, cultural and environmental. The unit content is critically positioned within diverse theories, with an emphasis on

experiential learning and ongoing critical reflection. The unit promotes understanding of feeling and experience as much as concepts and ideas. It emphasises the tools and skills of learning, the everyday nature of creativity and enables students to develop and apply their creativity. It is designed for students interested in personal, community and cultural development, in the context of far reaching change.

School Education

Discipline Teacher Education

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and discuss the multiplicity of personal and social factors that contribute to learning and creativity using social ecology understandings;
2. Examine theory and examples from personal experience to the construction of learning and creativity and the contextual factors that determine this;
3. Apply key aspects of the creative process to learning styles and pedagogy;
4. Critically analyse the relationship between learning and creativity;
5. Document learning contained in works of personal creative expression;
6. Communicate understanding of the learning processes using creative arts;
7. Critically analyse the learning contained in creative representations

Subject Content

1. Personal and community stories of learning and creating,
2. Learning styles: preferred personal learning styles; and experiential creative arts-based pedagogy;
3. Power and learning: discourses, language and learning;
4. Learning, creativity and emotion;
5. Learning and power: resisting discourses; creativity in the margins
6. Learning, creativity and movement: the body as a learning system;
7. Learning, creativity and change with reference to performance theories;
8. Learning and ecological processes: ecology as a way of meaning making
9. Multiple epistemologies: learning through nature
10. Learning in action: feedback systems

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation - Applied critical and creative study of learning using media or creative arts for personal, community & cultural development	10 minutes	35	N	Individual
Reflection - Evaluation of student's own learning from the presentation as an analytical narrative informed by relevant theory	500 words	15	N	Individual
Essay - Critical comparative reflection of experiential learning & literature	2000 words	50	N	Individual

Prescribed Texts

- Wright, D., Camden-Pratt, C. E. & Hill, S. B. (2011). Social ecological: Applying ecological understanding to our lives and our planet. Stroud, UK: Hawthorn Press.
- Harris, A. (2018). Creativity and Education. Palgrave Macmillan.

Teaching Periods

Spring Bankstown

Day

Subject Contact Karin Mackay ([https://directory.westernsydney.edu.au/search/name/Karin Mackay/](https://directory.westernsydney.edu.au/search/name/Karin%20Mackay/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2037_22-SPR_BA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Karin Mackay ([https://directory.westernsydney.edu.au/search/name/Karin Mackay/](https://directory.westernsydney.edu.au/search/name/Karin%20Mackay/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2037_22-SPR_PS_D#subjects)

TEAC 2038 Learning in Community Contexts

Credit Points 10

Legacy Code 102642

Coordinator Annette Sartor ([https://directory.westernsydney.edu.au/search/name/Annette Sartor/](https://directory.westernsydney.edu.au/search/name/Annette%20Sartor/))

Description This unit focuses on the role of the educator within a diverse, complex and changing society, including effective communication and professional collaborative relationships with children, families, practitioners and/or other professionals. It seeks to promote the importance of reciprocal and reflexive learning by positioning learning and effective teaching as highly dependent on the development of trust, rapport and critical understandings between individuals. In particular, the unit explores through an agency placement experience, social justice issues within educational contexts that may influence educational outcomes. It also provides a space to critically explore the nuances and subtleties of teaching and learning through individual and group interactions. This unit includes a placement requiring a minimum of 26 hours of work integrated learning and engagement in a community agency or educational setting. Mandatory requirements for this unit include Working with Children Check, anaphylaxis certification and Child Protection Awareness Training.

School Education

Discipline Teacher Education, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) TEAC 1023

Special Requirements

Legislative pre-requisites

Prior to enrolling in this subject:

1. Students are required to complete a Working with Children Check leading to the issuance of a clearance number under the category of volunteer.

Students will need to:

- Access the Commission for Children and Young People website and complete an online application form to generate an application number.
- Present an application number and identification to a NSW Motor Registry or Government Access Centre prior to issuance by mail a Working with Children Check number.
- Submit the letter with a valid Working With Children Check number to Student Central where the document is trimmed and recorded in Banner as a Special Requirement.

2. Students must have completed Child Protection Awareness Training (Online) prior to undertaking any visits/placements.

3. Students must have completed the ASCIA anaphylaxis e-training and registered their certificates with Student Central.

Teaching Periods

TEAC 2040 Management and Administration in Early Childhood Settings

Credit Points 10

Legacy Code 102672

Coordinator Kerry Staples ([https://directory.westernsydney.edu.au/search/name/Kerry Staples/](https://directory.westernsydney.edu.au/search/name/Kerry%20Staples/))

Description Early childhood teachers work in complex and dynamic environments that are influenced by historical, social, cultural and political contexts. As advocates for quality children and family services that embrace social justice, inclusivity and equity, early childhood teachers must enact their ethical, legal and professional responsibilities. Early Childhood Education and Care (ECEC) services are similar to small businesses, requiring teachers to be knowledgeable about systems, strategies and processes to meet organisation goals and mandatory regulatory and licensing requirements. This subject builds students' foundational skills in strategic planning, policy development, staff management, conflict resolution and team building. Students will investigate effective management and administration dimensions, including human resources, marketing, financial accountability, governance and compliance processes.

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Restrictions

Students must be enrolled in 1879 Bachelor of Education (Birth – 5 Years) and have completed 80cp in that program.

Learning Outcomes

1. Investigate the historical, social, cultural and political contexts influencing early childhood education and care (ECEC) service provision.
2. Analyse the factors influencing quality service provision in ECEC services.
3. Discuss ethical, legal, legislative and regulatory responsibilities of ECEC services and teachers.
4. Critique theories of management and their application to ECEC services.
5. Apply strategies to support the development of partnerships with families and communities.
6. Identify the role of advocacy for managers and administrators in ECEC services.
7. Apply strategies for the development and maintenance of effective administration, team work, staff management and development in ECEC contexts.

Subject Content

1. Historical, social, cultural and political contexts influencing Early Childhood Education and Care (ECEC) service provision
2. Dimensions of quality ECEC services
3. Legislation influencing ECEC services
4. ECEC licensing and compliance
5. Professional responsibilities

6. Organisational management
7. Ethics and legal responsibilities
8. Theories of management and administration
9. Administration and financial responsibilities
10. Marketing
11. Team building, conflict resolution, communication

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	20 questions	20	N	Individual
Applied Project	1,200 words	30	N	Group
Essay	1,500 words	50	N	Individual

Teaching Periods

TEAC 2043 Numeracy and Mathematics in the Early Years

Credit Points 10

Legacy Code 102641

Coordinator Donna Dorahy ([https://directory.westernsydney.edu.au/search/name/Donna Dorahy/](https://directory.westernsydney.edu.au/search/name/Donna%20Dorahy/))

Description The unit will develop students' understandings of children's construction of mathematical and numeracy concepts during the years from Kindergarten to Year 3. Students will develop their ability to assess young children's mathematical understandings and numeracy development, and to provide learning experiences for a diversity of learners, including investigation and the use of digital technologies, to enhance the growth of children's mathematical thinking. The unit will study the NSW K-10 Syllabus in all of its strands, with a particular emphasis on the Working Mathematically strand.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine ways the beliefs, attitudes, and values held by themselves and their students affect their mathematical learning and teaching;
2. Apply the concepts, skills and processes of mathematics related to the teaching of space, measurement, data, patterns and algebra and number for 5 to 9 year olds in accordance with the current NSW Syllabus for the Australian Curriculum: Mathematics K-10, Support Documents and ACARA Numeracy Progressions;
3. Apply a range of pedagogies for teaching and learning mathematics, including problem solving and investigation based approaches;

4. Explain the importance of Working Mathematically for primary school mathematics learners and teachers, and the relationship to literacy;
5. Identify appropriate assessment strategies to inform the planning of teaching/learning activities that cater for the diverse needs of individual students with an emphasis on programs such as Count Me In Too, Count Me In Too (Indigenous), Targeted Early Numeracy (TEN) and Taking off with Numeracy (TOWN);
6. Apply understandings of the role of mathematics within the broader school curriculum, including the relationship between mathematics, numeracy and literacy;
7. Examine the mathematical learning needs of students from diverse backgrounds, such as Aboriginal and Torres Strait Islander, English as an Additional Language/ Dialect, culturally diverse.

Subject Content

- The development and construction of mathematical ideas during The early years of schooling
- Recognition of early mathematical thinking that children can bring to school
- early Understanding of whole number relationships
- Numerical thinking strategies
- early spatial thinking
- The development of measurement concepts
- use of Problem solving and investigation as An effective pedagogy in The mathematics Classroom
- programming and planning for mathematics in The early years
- assessment strategies for The mathematics Classroom
- pedagogies that address diversity within The mathematic Classroom
- integration of mathematics with other key learning areas
- using programs such as Count Me in Too, TENS, and The ACARA Numeracy Progressions for Numeracy Teaching and learning
- children's literature, concrete manipulatives, and digital tools for Teaching mathematics and Numeracy

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	2000 words	50	N	Individual
Professional Task	2000 words	50	N	Individual

Prescribed Texts

- Booker, G., Bond, D., Sparrow, L., & Swan, P. (2020 or 2021). Teaching primary mathematics (6th ed.). Frenchs Forest, New South Wales: Pearson Australia
- NSW Board of Studies. (2012). NSW Syllabus for the Australian Curriculum: Mathematics K-10 syllabus (K-6 section). Sydney, Australia: NSW Board of Studies. Retrieved from <http://syllabus.nesa.nsw.edu.au/download/>

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Donna Dorahy ([https://directory.westernsydney.edu.au/search/name/Donna Dorahy/](https://directory.westernsydney.edu.au/search/name/Donna%20Dorahy/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2043_22-AUT_BA_D#subjects)

TEAC 2044 Outdoor Learning and Sustainability in the Primary Years

Credit Points 10

Legacy Code 102640

Coordinator Son Truong ([https://directory.westernsydney.edu.au/search/name/Son Truong/](https://directory.westernsydney.edu.au/search/name/Son%20Truong/))

Description This unit critically examines the cross-curriculum priority area of Sustainability. It develops students' understanding of the key theoretical and pedagogical underpinnings of ecological principles that can be applied across the K-6 curriculum. It gives future educators knowledge and skills to teach civic engagement and ethical actions in order to sustain and improve natural and social environments. The unit examines the interrelatedness of individual, social, and environmental wellbeing within the context of education for sustainability in school settings. Students will gain a deeper understanding of place-based outdoor learning as an approach to teach across the primary school curriculum, support student wellbeing and engagement, and create meaningful learning experiences with nature.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) TEAC 1031 AND TEAC 1006 AND TEAC 1023 AND TEAC 1015 AND TEAC 1034 AND TEAC 1027 AND TEAC 1016 AND TEAC 1011

Teaching Periods

TEAC 2046 Pedagogy and Praxis in Aboriginal and Torres Strait Islander Education

Credit Points 10

Legacy Code 102643

Coordinator Annette Sartor ([https://directory.westernsydney.edu.au/search/name/Annette Sartor/](https://directory.westernsydney.edu.au/search/name/Annette%20Sartor/))

Description This unit is designed to meet the needs of students learning how to apply the theories of Aboriginal and Torres Strait Islander pedagogy in an engaging and practical way. It investigates the current knowledge base for teaching Aboriginal and Torres Strait Islander children in primary school settings and informs students

how they can apply these theories to develop their own practice. This unit provides a basis to understanding the background of historical Aboriginal and Torres Strait Islander teaching and learning strategies and how these relate to contemporary teaching and learning in schools. The unit specifically relates the protocols of successfully working with Aboriginal children, families and communities in educational settings to maximise learning outcomes for Aboriginal and Torres Strait Islander students.

School Education

Discipline Teacher Education, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Understand the traditional learning styles and historical pedagogy of Aboriginal and Torres Strait Islander people;
2. Understand contemporary Aboriginal and Torres Strait Islander approaches to education;
3. Apply knowledge of relationships beyond the school community to engage with Aboriginal and Torres Strait Islander families and communities;
4. Create pedagogically appropriate Aboriginal and Torres Strait Islander teaching, learning and assessment activities for curriculum areas in classrooms;
5. Evaluate appropriate Aboriginal and Torres Strait Islander Studies teaching resources and the importance of consultation with Indigenous communities;
6. Demonstrate critical understanding of the relationship between educational theory and practice in relation to Aboriginal and Torres Strait Islander pedagogy.

Subject Content

- assumptions of Aboriginal and Torres Strait Islander culture and learning styles
- The Importance of ?eplay?f and ?ehands on?f tasks to engage Aboriginal and Torres Strait Islander learning
- Assessing resources for Aboriginal and Torres Strait Islander students for suitability in The Classroom
- Aboriginal workers in The Classroom as A resource
- engaging The Aboriginal and Torres Strait Islander student
- pedagogical frameworks for Teaching Aboriginal and Torres Strait Islander students
- The Importance of Building relationships when Working with Aboriginal and Torres Strait Islander students
- protocols of Working with Aboriginal and Torres Strait Islander parents and communities
- learning from Aboriginal and Torres Strait Islander parents and students
- Aboriginal and Torres Strait Islander concepts of STEM (science, Technology, Engineering, mathematics)

Prescribed Texts

- Price, K., & Rodgers, J., (eds) (3rd Ed.) (2019). Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession. Port Melbourne, Australia: Cambridge University Press.

Teaching Periods

Spring Bankstown

Day

Subject Contact Annette Sartor ([https://directory.westernsydney.edu.au/search/name/Annette Sartor/](https://directory.westernsydney.edu.au/search/name/Annette+Sartor/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2046_22-SPR_BA_D#subjects)

TEAC 2048 Primary Professional Experience 1: Working in Classrooms

Credit Points 10

Legacy Code 102639

Coordinator Jacqueline Humphries ([https://directory.westernsydney.edu.au/search/name/Jacqueline Humphries/](https://directory.westernsydney.edu.au/search/name/Jacqueline+Humphries/))

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

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Co-requisite(s) TEAC 2004

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Interact ethically and professionally with educators, colleagues, students and the broader school community;
2. Explore how schools and classrooms are organised and managed;
3. Analyse planning and teaching lessons to a group of students;
4. Effectively use educational research to inform ethical professional practice to maximise student outcomes;
5. Apply teaching and learning strategies that support student engagement in the classroom context;
6. Outline relevant legislative, administrative and organisational policies and processes;
7. Reflect on own learning and feedback from school-based and university-based teacher educators.
8. Execute an enthusiastic and positive attitude towards students as individuals and learners.

9. Reflect on own learning and feedback from school-based and university-based teacher educators;

- Whitton, D., Barker, K., Nosworthy, M., Humphries, J., & Sinclair, C., (2016). Learning for teaching, teaching for learning. (3rd. ed.). Southbank, Vic: Cengage

Subject Content

- organisation of professional experience ? placement Schools, planning and Teaching requirements, Understanding Expectations
- Lesson planning and Structuring A Lesson
- Teaching, learning and Classroom management strategies
- Legislative, administrative and organisational policies
- Critical self-reflection with reference to The Australian professional Standards for graduate teachers

Special Requirements

Legislative pre-requisites

Prior to enrolling in this subject:

1. Students are required to complete a Working with Children Check leading to the issuance of a clearance number under the category of volunteer.

Students will need to:

- i. Access the Commission for Children and Young People website and complete an online application form to generate an application number.
 - ii. Present an application number and identification to a NSW Motor Registry or Government Access Centre prior to issuance by mail a Working with Children Check number.
 - iii. Submit the letter with a valid Working With Children Check number to Student Central where the document is trimmed and recorded in Banner as a Special Requirement.
2. Students must have completed Child Protection Awareness Training (Online) prior to undertaking any visits/placements.
 3. Students must have completed the ASCIA anaphylaxis e-training and registered their certificates with Student Central.
 4. From 2H/Spring 2022, students must be COVID-19 fully vaccinated as per the NSW Public Health Order and NSW Department of Education requirement. If a student is unable to be get an approved vaccination for medical reasons, they will need to approach their doctor who must complete a contraindication form available at: covid-19-vaccine-contraindication.pdf (nsw.gov.au) (<https://www.health.nsw.gov.au/Infectious/covid-19/vaccine/Documents/covid-19-vaccine-contraindication.pdf>). Students to submit details of all vaccination doses or contraindication form via Western Now form for it to be recorded on their academic record.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Presentation	300-600 words	S/U	Y	Individual
Professional Placement Performance	15 days	S/U	Y	Individual
Professional Placement Performance	15 days	S/U	Y	Individual

Prescribed Texts

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Jacqueline Humphries ([https://directory.westernsydney.edu.au/search/name/Jacqueline Humphries/](https://directory.westernsydney.edu.au/search/name/Jacqueline%20Humphries/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2048_22-AUT_BA_D#subjects)

TEAC 2049 Professional Experience 2: School-based Learning

Credit Points 10

Legacy Code 102128

Coordinator Jacqueline Humphries ([https://directory.westernsydney.edu.au/search/name/Jacqueline Humphries/](https://directory.westernsydney.edu.au/search/name/Jacqueline%20Humphries/))

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

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects EDUC 2007 - Professional Experience 2 School-based learning (AREP)

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Select relevant syllabus content in relation to the planning of lessons for teaching individuals, groups and whole classes.
2. Design and teach effective learning sequences and lesson plans based on curriculum, assessment and reporting knowledge that cater to students of varying abilities and characteristics.
3. Identify different curriculum and implementation decisions made by schools.
4. Assess and interpret student learning using a range of strategies, including formal and informal, diagnostic, formative and summative approaches.

5. Utilise a range of teaching strategies, spaces and resources (including ICT) that support inclusive student participation and engage students in their learning.
6. Utilise a range of verbal and non-verbal communication strategies to support student engagement.
7. Provide timely and appropriate feedback to students about their learning.
8. Complete Professional Experience placement with demonstrated ability to manage classroom behaviour and to teach across all KLAS.

Subject Content

1. Teachers' Professional roles and responsibilities in the classroom and the school community.
2. Technology in the classroom - teaching and learning supported by ICT - introduction of the 'Weebly' or another web platform.
3. 5 days in residential 1 at a school close to WSU Bankstown.
4. Professional Portfolios - Using portfolios to show professional growth and development in teaching, and linking with the Australian Professional Graduate Teaching Standards.
5. 10 days in residential 2 at same schools as residential 1.
6. Presentation of portfolios to show professional growth and development in teaching - linking with the Australian Professional Graduate Teaching Standards.

Special Requirements

Legislative pre-requisites

1. Students are required to complete the **two** components of the Working with Children Check (WWCC) process leading to (a) the issuance of a clearance number under the category of volunteer and (b) verification of the clearance number with the NSW Department of Education.

a) Students will need to:

- i. Access the Commission for Children and Young People website and complete an online application form to generate an application number.
- ii. Present an application number and identification to a Service NSW office who will issue a Working with Children Check number via mail or email.
- iii. Submit the letter with a valid Working With Children Check number via WesternNow Student Portal. The document is trimmed and recorded as a Special Requirement on your academic record. WesternNow Student Portal link (https://wsu.service-now.com/student/?id=sc_cat_item&sys_id=9c8b61a2dbbed8504f58e434059619ed)

b) Students will need to:

- i. Access the NSW Department of Education WWCC Verification declaration form <https://online.det.nsw.edu.au/jecpc/crc/wwcc.jsf>
- ii. Carefully read the information about Identity Documents and obtain a copy of the relevant ID documents.
- iii. Complete and submit the verification declaration form.
- iv. Once your WWCC verification is complete you will receive an email reply from the DoE Probity Unit confirming your WWCC number has been verified.
- v. Submit the verification confirmation email via WesternNow Student Portal. The document is trimmed and recorded as a Special Requirement on your academic record.

2. Students must complete the **two** components of the NSW Department of Education's Child Protection Awareness Training (CPAT)

a) Students will need to:

- i. Access the NSW Department of Education's MyPL website <https://mypl.education.nsw.gov.au/>
- ii. Complete the online Child Protection Awareness Training: Induction
- iii. Save certificate of completion

- iv. Submit certificate via WesternNow Student Portal

b) Students will need to:

- i. Access the NSW Department of Education's MyPL website <https://mypl.education.nsw.gov.au/>
- ii. Complete the Child Protection Awareness Training (CPAT): Annual Update for the calendar year
- iii. Save certificate of completion
- iv. Submit certificate via WesternNow Student Portal

Both certificates will be recorded on your student record as Special Requirements with the end date for the Annual CPAT recorded. The CPAT: Annual Update will need to be renewed and submitted on an annual basis.

Students who have not completed both components of the Child Protection Awareness Training will need to withdraw from the subject.

3. Students must complete the ASCIA anaphylaxis e-training and submit their certificate to Submit certificate via WesternNow Student Portal.

4. Students must meet the Inherent Requirements for the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education (<https://hbook.westernsydney.edu.au/programs/bachelor-education-primary-aboriginal-torres-strait-islander-education/>).

5. From 2H/Spring 2022, students must be COVID-19 fully vaccinated as per the NSW Public Health Order and NSW Department of Education requirement. If a student is unable to get an approved vaccination for medical reasons, they will need to approach their doctor who must complete a contraindication form available at: [covid-19-vaccine-contraindication.pdf](https://www.health.nsw.gov.au/Infectious/covid-19/vaccine/Documents/covid-19-vaccine-contraindication.pdf) (nsw.gov.au) (<https://www.health.nsw.gov.au/Infectious/covid-19/vaccine/Documents/covid-19-vaccine-contraindication.pdf>). Students to submit details of all vaccination doses or contraindication form via Western Now form for it to be recorded on their academic record.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Placement Performance	20 days	S/U	Y	Individual
Professional Placement Performance	N/A	S/U	Y	Individual
Portfolio	1,500 words	S/U	N	Individual
Reflection	1,500 words	S/U	N	Individual

Prescribed Texts

- McDaid, K. (Comp.). (2012). Professional knowledge, practice and commitment: Engaging the profession. Frenchs Forest, Australia: Pearson Australia.

Teaching Periods

1st Half

Bankstown

Day

Subject Contact Jacqueline Humphries ([https://directory.westernsydney.edu.au/search/name/Jacqueline Humphries/](https://directory.westernsydney.edu.au/search/name/Jacqueline%20Humphries/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2049_22-1H_BA_D#subjects)

2nd Half

Bankstown

Day

Subject Contact Jacqueline Humphries ([https://directory.westernsydney.edu.au/search/name/Jacqueline Humphries/](https://directory.westernsydney.edu.au/search/name/Jacqueline%20Humphries/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2049_22-2H_BA_D#subjects)

TEAC 2052 Science and Technology

Credit Points 10

Legacy Code 102123

Coordinator Terrence Wright ([https://directory.westernsydney.edu.au/search/name/Terrence Wright/](https://directory.westernsydney.edu.au/search/name/Terrence%20Wright/))

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

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects EDUC 2006 - Science and Technology 1

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain central concepts in science and technology and understandings of the processes of investigating, designing and making and using technology K-2.
2. Demonstrate research-based knowledge of the pedagogies appropriate for science and technology education in primary schools.
3. Apply appropriate strategies to create a positive environment supporting student effort and learning and to engage students as well as address student needs when implementing learning experiences in science and technology.
4. Design and implement learning experiences that demonstrate an in-depth knowledge of the NSW Syllabus for the Australian Curriculum: Science K-10 (incorporating Science and Technology K-6) and focussing on K-2.

5. Identify and articulate clear learning goals in preparing learning experiences for science and technology education that are appropriate for the cognitive, social and language abilities of students in primary schools.
6. Plan and implement coherent lessons, lesson sequences, scope and sequences that are designed to engage students and improve learning outcomes in science and technology K-2.
7. Utilise knowledge of a range of resources appropriate to science and technology education.
8. Engage in teamwork for the purposes of an investigation, the production of a designed and made artefact and, the presentation of a discussion about the process.

Subject Content

1. The nature of science and technology as ?disciplines and the strategies of investigating, designing and making and using technology?f K-2
2. The nature of Science and Technology K-6 (NSW Syllabus for the Australian Curriculum), Its outcomes for Skills: (Working Scientifically, Working Technologically), Knowledge and Understanding Strands (Natural Environment, Made Environment), Knowledge and Understanding Substrands (Physical World, Earth and Space, Living World, Material World, Built Environments, Information, and, Products).
3. Affective issues in science and techn

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Task	1,500 words	30	N	Individual
Group investigation of an artefact based on an agreed theme including design parameters. Individuals will present their made artefact based on the group investigation.	15 minutes	30	N	Group
Professional Task	1,500 words	40	N	Individual

Prescribed Texts

- Skamp, K., & Preston, C, M.(ed) (2018) (6th Ed.) Teaching primary science constructively (6th ed.) South Melbourne, Vic: Cengage Australia, 2018.
- NSW Syllabus for the Australian Curriculum: Science K-10 (2012). (incorporating Science and Technology K-6)

Teaching Periods

2nd Half

Bankstown

Day

Subject Contact Shirley Gilbert ([https://directory.westernsydney.edu.au/search/name/Shirley Gilbert/](https://directory.westernsydney.edu.au/search/name/Shirley%20Gilbert/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2052_22-2H_BA_D#subjects)

TEAC 2053 Science and Technology in the Primary Years

Credit Points 10

Legacy Code 102644

Coordinator Lesley Gough ([https://directory.westernsydney.edu.au/search/name/Lesley Gough/](https://directory.westernsydney.edu.au/search/name/Lesley%20Gough/))

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

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain central concepts in science and technology and understandings of the processes of investigating, designing, making and using technology;
2. Examine principles and practices of teaching and learning Science & Technology in primary classrooms;
3. Utilise knowledge of a range of resources appropriate to science and technology education in primary classrooms, including Digital Technologies;
4. Design learning experiences that demonstrate in-depth knowledge of the NSW Science & Technology K-6 Syllabus and use a range of pedagogies appropriate for science and technology education in primary schools;
5. Apply appropriate strategies to create a positive, engaging learning environment to support student effort and learning outcomes;
6. Examine the literacy and numeracy demands of Science and Technology; and demonstrate effective ways of integrating with classroom teaching;

7. Identify and articulate specific learning goals in preparing learning experiences for science and technology education that are appropriate for the cognitive, social and language abilities of students in primary schools;
8. Plan and implement coherent lessons and lesson sequences that are designed to engage students from English as an Additional Language or Dialect (EAL/D), Aboriginal and Torres Strait Islander and low socioeconomic status (SES) backgrounds and improve their learning outcomes in science and technology.

Subject Content

- The role and value of science and Technology in The broader school curriculum
- The components of the NSW Science & Technology K-6 Syllabus, including structure, aims and objectives, outcomes and content
- Problem solving, investigating, designing and making in science and Technology
- developing positive attitudes and motivation to learn more about scientific fields
- Understanding of concepts and concept development and strategies for developing sound conceptual understandings and skills
- designing Teaching and learning experiences and programming for effective science and Technology education
- The role of ICTs in science and Technology education: Integrating science and Technology in other curriculum areas and for Integrating other curriculum areas into science and Technology

Prescribed Texts

- NSW Education Standards Authority [NESA] (2017). Science and Technology K-6 Syllabus.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/science/science-and-technology-k-6-new-syllabus> (<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/science/science-and-technology-k-6-new-syllabus/>)

- Skamp, K., Preston, C. (2020). *Teaching Primary Science Constructively* 7th Edition. Cengage Learning Australia Pty Ltd.

Teaching Periods

Spring

Bankstown

Day

Subject Contact Lesley Gough ([https://directory.westernsydney.edu.au/search/name/Lesley Gough/](https://directory.westernsydney.edu.au/search/name/Lesley%20Gough/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2053_22-SPR_BA_D#subjects)

TEAC 2054 Scientific Discovery and Invention

Credit Points 10

Legacy Code 102209

Coordinator Jessie Abraham ([https://directory.westernsydney.edu.au/search/name/Jessy Abraham/](https://directory.westernsydney.edu.au/search/name/Jessy%20Abraham/))

Description Scientific discovery and inventions have made a significant impact on contemporary society. Science is a dynamic, futures oriented, collaborative human endeavour arising from curiosity and interest. In this unit students explore science as a distinctive way of thinking about and explaining events and phenomena. This unit aims to develop students' understanding of the creativity of

science and technology concepts and investigative and innovative processes. As the unit also aims to investigate the impact of scientific discoveries and inventions on society, students will examine how various perspectives, such as cultural (including Australian Aboriginal and Torres Strait Islander) perspectives, explain natural phenomena. This unit will benefit students interested in teaching as a career to design authentic learning programs that explore how scientific discovery and invention are applied in everyday life.

School Education

Discipline Teacher Education

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain concepts which form the basis of knowledge associated with various scientific discoveries and inventions that have arisen from physics, chemistry, earth science, biology and astronomy;
2. Compare and contrast natural phenomena through cultural (including Australian Aboriginal and Torres Strait Islander) and scientific frameworks;
3. Assess the impact of scientific discoveries and inventions on contemporary society through experimentation and research;
4. Analyse a wide range of science fiction (films and novels) to illustrate a wide variety of multi-discipline scientific concepts;
5. Apply a variety of ICT tools for scientific discoveries and inventions in the context of science and technology education;
6. Articulate clear learning goals in preparing learning experiences for science and technology education that are appropriate for the cognitive, social and language abilities of young people.

Subject Content

1. Science, technology and innovation concepts associated with the physics, chemistry, earth science, biology and astronomy and other contributing disciplines;
2. Scientific processes of investigation and communication;
3. Cultural perspectives of examining natural phenomena;
4. Learning about scientific discoveries and inventions from science fiction stories;
5. Students' own experiences with innovative science and technologies;
6. Attitudes and values regarding the core role of science and technology in today's society;
7. Scientific and technological research, processes and creative applications to everyday life;
8. Social and educational impact of variances of understandings of science and technology;
9. Information and communication technologies as a means of investigating ideas, creative problem solving and representing understandings.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	2,000 words + 5-6 digital images	40	N	Individual
Applied Project	20 slides (Multimedia resource) 500 words (research)	40	N	Individual
Quiz	10 multiple choice questions per quiz	20	N	Individual

Prescribed Texts

- Hewitt, P., Lyons, S., Suchocki, J. & Yeh, J. (2020). *Conceptual Integrated Science* (3rd ed.). Boston, MA: Pearson.

Teaching Periods

Autumn

Bankstown

Day

Subject Contact [Jessy Abraham](https://directory.westernsydney.edu.au/search/name/Jessy%20Abraham/) ([https://directory.westernsydney.edu.au/search/name/Jessy Abraham/](https://directory.westernsydney.edu.au/search/name/Jessy%20Abraham/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2054_22-AUT_BA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact [Jessy Abraham](https://directory.westernsydney.edu.au/search/name/Jessy%20Abraham/) ([https://directory.westernsydney.edu.au/search/name/Jessy Abraham/](https://directory.westernsydney.edu.au/search/name/Jessy%20Abraham/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2054_22-AUT_PS_D#subjects)

TEAC 2055 TESOL Teaching Methodology

Credit Points 10

Legacy Code 102474

Coordinator [Julie Lim](https://directory.westernsydney.edu.au/search/name/Julie%20Lim/) ([https://directory.westernsydney.edu.au/search/name/Julie Lim/](https://directory.westernsydney.edu.au/search/name/Julie%20Lim/))

Description This unit focuses on the process of teaching English as a foreign/second language. It aims to give students in the field of TESOL knowledge, skills and strategies in teaching such as choosing teaching approaches, selecting and sequencing language content, managing classrooms, evaluating and designing teaching and learning resources for a wide range of learner levels and types. The unit also aims to develop skills of critical reflection, action research and evaluation of their own practice for potential teachers.

School Humanities & Comm Arts

Discipline English as a Second Language Teaching

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. demonstrate understanding of the theory and practice of effective English language teaching
2. understand the language learning process in classroom and self-access settings
3. analyse and adapt language teaching resources for use in a range of settings
4. develop skills in designing, implementing and evaluating effective learning opportunities for a range of learner types
5. identify ways to reflect upon and develop their own teaching skills
6. analyse language teaching principles including cognitive, socio-affective and linguistic principles
7. demonstrate capacity to apply teaching approaches and use materials with cultural awareness

Subject Content

- Acquire knowledge about various English language Teaching theories, principles, and methods
- discuss how to teach The macro-skills of listening, speaking, reading, and writing effectively in EFL and ESL/settings
- learn to plan, sequence and Evaluate language learning event
- Debate on how to manage The language learning Classroom
- discuss how to manage Issues in The language learning Classroom such as cultural diversity, mixed levels and abilities, differing needs and scarcity of resources
- role play to experience how to manage The physical environment- seating arrangements, Teaching resources and AIDS, grouping learners
- understand The teacher's role, Timing, facilitation and instruction Roles, and variety, interest, flexibility and learning
- develop language Teaching resources
- Evaluate commercial resources for use in language learning setting
-

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	2,000 words	40	N	Individual
Essay	2,000 words	40	N	Individual
Presentation	10 minutes	20	N	Both (Individual & Group)

Prescribed Texts

- Harmer, J. (2015). The practice of English language teaching (5th ed.). Harlow, England: Pearson Education

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Julie Lim ([https://directory.westernsydney.edu.au/search/name/Julie Lim/](https://directory.westernsydney.edu.au/search/name/Julie%20Lim/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2055_22-AUT_PC_D#subjects)

TEAC 2056 Teaching Art in the Early Years

Credit Points 10

Legacy Code 102671

Coordinator Denise Fraser ([https://directory.westernsydney.edu.au/search/name/Denise Fraser/](https://directory.westernsydney.edu.au/search/name/Denise%20Fraser/))

Description This subject continues students' exploration of the creative arts and focuses on pedagogies to support the creative child. The role of the teacher and environment as art educators will be explored in detail, specifically the role of the pedagogical leader in facilitating meaningful, sustained and inclusive art experiences for the young child. Students will explore the relevance of the arts in the development of children's play and will engage with appropriate information and communication technologies for learning in the arts. Students will also draw from theory and research literature to critically analyse traditional and contemporary approaches to teaching the arts and the role of the teacher in supporting children's ability to make meaning from and express their social and cultural worlds.

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Restrictions

Students must be enrolled in 1879 Bachelor of Education (Birth – 5 Years) and have completed 80cp in that program.

Learning Outcomes

1. Explain the social and cultural place of the arts in contemporary, diverse and inclusive societies.
2. Advocate for learning in the arts in the early childhood curriculum.
3. Apply art elements and concepts as they relate to cultural diversity, in particular Aboriginal and Torres Strait Islander peoples and the cultures of the Asia region in the development of creative arts experiences.
4. Apply pedagogies and resources that encourage divergent thinking, creative expression and meaning making that assist children to communicate their ideas through creative arts experiences.
5. Use theoretical knowledge of drama, music, dance, visual arts and media arts in the development of creative arts experiences.
6. Develop sequential learning experiences in the creative arts that are consistent with the Early Years Learning framework.

Subject Content

1. **The Arts:**
 - Key elements of drama, music, visual arts, dance and media arts
 - Creative arts pedagogies for children birth to 5 years
 - The creative arts and the Early Years Learning Framework
2. **The Child:**
 - The role of the creative arts in contemporary childhoods
 - Technology and contemporary arts in early childhoods

- The arts as a social and cultural lens for meaning making and collaboration and agency

3. The Teacher:

- Multiple Intelligence as teaching pedagogy in the creative arts
- The role of the arts educator, contemporary and traditional approaches and arts pedagogies
- Creative arts curriculum and Intentional teaching strategies
- Environments and resources that support accessibility, time frames and collaborative decision making in art making processes

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	800 words	25	N	Individual
Reflection	1000 words	35	N	Individual
Professional Task	1500 words	40	N	Individual

Teaching Periods

TEAC 2057 Teaching English as an Additional Language in Primary Schools

Credit Points 10

Legacy Code 102131

Coordinator Shirley Gilbert ([https://directory.westernsydney.edu.au/search/name/Shirley Gilbert/](https://directory.westernsydney.edu.au/search/name/Shirley%20Gilbert/))

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

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects TEAC 3045 - Teaching English as a Second Language in K-6 Mainstream Classes – AREP

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and explain elements and principles of Aboriginal English.
2. Explain the role of the home language in second language learning, socio-cultural and intellectual development.
3. Explain the need for English as an Additional Language teaching at the primary level and the nature of the individual second language needs of learners.
4. Describe the different theoretical frameworks for teaching English as an Additional Language.
5. Examine recent research in additional language acquisition and be able to synthesise and reflect upon some of the major findings.
6. Use principles and develop strategies for teaching English as an Additional Language across the curriculum.
7. Evaluate and apply teaching classroom resources to cater for learners from a diverse range of backgrounds including refugees, new migrants, Aboriginal and Torres Strait Islanders.
8. Apply appropriate methods of assessing second language and literacy learning;
9. Plan, refine and reflect upon teaching and learning activities designed to meet the needs of English as Second Language learners.

Subject Content

1. Elements and principles of Aboriginal English
2. Second language and literacy development:
 - The factors influencing second language development:
 - First language proficiency, age, prior educational and life experiences, cultural and linguistic background;
 - context and environment of second language learning in mainstream classes and whole school organisation.
3. Parent/Teacher communication:
 - Reasons for parent/teacher involvement;
 - Using an interpreter;
 - Collaborating with bilingual families and other strategies
4. Assessment and evaluation:
 - identifying L2 language proficiency: English as second language (ESL) Scales
 - Planning and programming;
 - class and whole school evaluation framework.
5. Pedagogy focusing on English as an Additional Language learners:
 - Communicative teaching and learning principles;
 - language and literacy strategies across The curriculum.
6. Teaching and learning resources for second language development in the primary classroom;
 - Select and critically evaluate culturally inclusive materials;
 - use, analyse and Evaluate online software, human and paper resources to match The specific language learning purpose.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1500 words	40	N	Individual
Professional Task	2000 words	60	N	Individual

Prescribed Texts

- Hertzberg, M. (2012). Teaching English language learners in mainstream classes. Marrickville Metro, Australia: Primary Teaching Association Australia.

Teaching Periods

TEAC 2058 Wellbeing and Promoting Positive Learning Environments

Credit Points 10

Legacy Code 102129

Coordinator Erin Mackenzie ([https://directory.westernsydney.edu.au/search/name/Erin Mackenzie/](https://directory.westernsydney.edu.au/search/name/Erin%20Mackenzie/))

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

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects EDUC 2013 - Personal Development Health and Physical Education 2 (AREP)

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe children's development, cultural and socio-cultural factors influencing students' learning and behaviour.
2. Explain the nature and causes for children's behaviour.
3. Implement a repertoire of preventative and proactive strategies to promote positive learning environments and minimise disruptive behaviour.
4. Evaluate a range of theoretical approaches to student discipline.
5. Analyse the influence of teacher behaviour and discipline practices on the behaviour and wellbeing of students from diverse backgrounds.
6. Implement a range of management and well-being strategies used across teaching and learning contexts and apply effective techniques for intervening in challenging behaviours.
7. Critically evaluate personal and professional dispositions and their effectiveness for preventing and appropriateness for responding to children's behaviour.

8. Establish supportive learning environments where students feel safe to fully participate.

Subject Content

1. Influences on children's behaviour: Ecological systems theory and implications.
2. Healthy learning ecology: a proactive and preventative approach.
 - Understanding children's development and their diverse needs.
 - promoting positive learning environments.
 - establishing positive relationships.
3. Theoretical foundations.
 - theoretical bases and related discipline models.
 - developing A personal philosophy and integrated model of discipline.
4. Teacher and student mental health, wellbeing and resilience: Implications for behavior.
5. Policies, legislation and support services for promoting positive behavior and the mental health and wellbeing needs of students and teachers.
6. Deeping of knowledge and skills to meet the specific needs of Aboriginal and Torres Strait Islander young people.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Essay	1 500 words	50	N	Individual
Presentation	15 minutes	20	N	Group
Reflection	5 minutes	30	N	Individual

Prescribed Texts

- De Nobile, J., Lyons, G., Arthur-Kelly, M. (2016). Positive learning environments: Creating and maintaining productive classrooms (2nd ed). Cengage.

Teaching Periods

1st Half

Bankstown

Day

Subject Contact Erin Mackenzie ([https://directory.westernsydney.edu.au/search/name/Erin Mackenzie/](https://directory.westernsydney.edu.au/search/name/Erin%20Mackenzie/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2058_22-1H_BA_D#subjects)

TEAC 2060 Developing Aboriginal Languages K-6

Credit Points 10

Legacy Code 102747

Coordinator Susan Price ([https://directory.westernsydney.edu.au/search/name/Susan Price/](https://directory.westernsydney.edu.au/search/name/Susan%20Price/))

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

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

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the role of the home language in second language learning, socio-cultural and intellectual development. (Standards 1.1.1; 3.3.1) [CLO 1; 2; 3]
2. Describe the different theoretical frameworks for teaching English as an Additional Language. (Standards 2.2.1) [CLO 1; 2]
3. Synthesise broad and critical knowledge about the history, complexities, protocols and challenges involved in teaching Aboriginal and Torres Strait Islander languages in K-6 schools (Standards 1.4.1, 2.1.1, 2.2.1, 2.4.1; CLO1,2,3,4,7)
4. Incorporate locally driven aspects of Aboriginal history and culture into learning experiences about language learning (Standards 1.4.1, 2.1.1, 2.4.1; CLO 1,2,3,4,5,6,7,8)
5. Design experiences which recognise and celebrate connections between Aboriginal culture, language, land and a sense of peoples' identities (Standards 1.4.1, 2.1.1, 2.3.1, 2.4.1; CLO 1,2,3,4,5,6,7,8)
6. Plan for learning experiences, lessons and lesson sequences that provide opportunities to identify and respond to key words, phrases and simple sentences in context in written Aboriginal languages (using local texts including ICTs)(Standards 1.4.1, 2.4.1; CLO 1,2,3,4,7)
7. Design engaging and culturally-responsive lessons, support materials and programs that embrace Aboriginal Languages K-6 (Standards 1.4.1, 2.1.1, 2.2.1, 2.3.1, 2.4.1, 3.1.1, 3.2.1, 3.3.1, 3.4.1; CLO 1,2,3,4,5,6,7,8)

Subject Content

1. Teaching strategies, approaches and program requirements to teach Aboriginal LOTE languages in the Primary classroom.
2. The design and implementation of culturally-responsive language learning experiences that recognise the complexities of Aboriginal history, Aboriginal English, EAL/D learner diversity to support and embrace Aboriginal language achievements.
3. The development of the Aboriginal Languages K–10 Syllabus, historical themes and debates, and contested languages histories.
4. The state-wide Aboriginal languages policy and associated policy documents at state, national and global levels (including NESA, NSW DET, OCHRE and UNESCO).
5. The development of a language culture nest program, including staffing, community consultation, protocols and delivery.

6. Recognition of the connections between Aboriginal culture, language, land and a sense of identity, and the importance of Aboriginal languages to cultural maintenance.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Essay	1,500 words	50	N	Individual
Professional Task	6 lessons, 1,500 words	50	N	Individual

Prescribed Texts

- New South Wales. Board of Studies. (2003). Aboriginal languages K-10: Syllabus. Sydney: Board of Studies NSW.

Teaching Periods

1st Half

Bankstown

Day

Subject Contact Susan Price ([https://directory.westernsydney.edu.au/search/name/Susan Price/](https://directory.westernsydney.edu.au/search/name/Susan%20Price/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2060_22-1H_BA_D#subjects)

TEAC 2061 Teaching K-6: Pedagogies, Priorities and Capabilities

Credit Points 10

Legacy Code 102749

Coordinator Paul Rooney ([https://directory.westernsydney.edu.au/search/name/Paul Rooney/](https://directory.westernsydney.edu.au/search/name/Paul%20Rooney/))

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

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects TEAC 1021 - Learning Teaching and Technologies

Incompatible Subjects TEAC 2036 - Learning Futures and Curriculum Integration

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate understanding of the three CCPA's: developing opportunities for inclusive narratives from Aboriginal and Torres Strait Islander cultures, Asia and Australia;s engagement with Aisia, and Sustainability . (Standard 2.4.1) [CLO 1; 2; 3]
2. Identify and explain the ways different cultures, cultural stories and icons, are depicted in a range of multimodal texts to support teaching of CCPA's in K-6 classrooms using HSIE and English. (Standard 1.4.1; 2.4.1) [CLO 1; 2; 3]
3. Design resources for lessons, programs and school events to support students' personal and social capability, ethical understanding, and intercultural understandings.
4. Evaluate social debates around the politics of representation presented in the CCPA's. (Standards 1.4.1; 2.4.1) [CLO 1; 2; 3]
5. Examine the use of technology for teaching the General Capabilities. (Standard 2.6.1, 3.4.1, 3.5.1) [CLO 1; 2; 3]
6. Collaborate with colleagues in disciplinary and cross-disciplinary groupings in order to support personal learning about the role of the CCPA's and General Capabilities.

Subject Content

1. Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia and/or Sustainability in K-6 classrooms
2. Classroom technologies to support the teaching and learning linked to the cross curriculum priority areas (CCPAs)
3. Embedding CCPAs in the teaching and learning of English and/or Human Society & its Environments.
4. Culturally-responsive curriculum
5. Theoretical and pedagogical understandings linked to the General Capabilities of Literacy, Numeracy, ICT capability, and Critical and creative thinking
6. Ethical thinking in classrooms
7. Social and intercultural capacities
8. Critical numeracy and literacy skills related to media

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	1.500 words	50	N	Individual
Professional Task	1,000 words	30	N	Individual
Portfolio	5-7 minutes	20	N	Group

Teaching Periods

1st Half

Bankstown

Day

Subject Contact Paul Rooney ([https://directory.westernsydney.edu.au/search/name/Paul Rooney/](https://directory.westernsydney.edu.au/search/name/Paul%20Rooney/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2061_22-1H_BA_D#subjects)

TEAC 2062 Teachers as Change Makers

Credit Points 10

Legacy Code 102796

Coordinator Annette Sartor ([https://directory.westernsydney.edu.au/search/name/Annette Sartor/](https://directory.westernsydney.edu.au/search/name/Annette%20Sartor/))

Description Through engaged learning, Teachers as Change Makers builds professional teaching skills by enhancing pre-service teachers' understandings of the clientele with whom they will be professionally involved as teachers. This subject includes a practical component requiring a minimum of 25 hours of engaged learning in primary schools that provide support to children from a range of diverse backgrounds and experiences. Through practical experience such as learning support programs, the subject explores the criticality of ethical understandings and teaching practices that may influence the educational outcomes of children. In particular, this subject focuses on promoting the importance of reciprocal and reflexive teaching approaches for providing inclusive settings that make a difference to children's educational experiences and provides a space to critically explore how teaching practices can empower students and communities.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Using the sociological theory of reflexivity, outline existing personal perceptions of the role of a teacher.
2. Analyse issues faced by children with diverse needs and from diverse backgrounds, and how issues impact on educational achievement (APST 1.3, 1.4, 1.6).
3. Undertake an engaged learning placement through facilitating programs (e.g. reading, numeracy, special needs), specifically aimed at improving outcomes for children with diverse learning needs.
4. Using a flipped classroom approach, apply Freire's theory of praxis to examine the responsibilities and practices of teachers who work with children with diverse needs and from diverse backgrounds (APST 1.3, 1.5, 1.6, 4.1, 4.4).

5. Explain how ethical and professional decisions, understandings and practices lead to positive educational outcomes for children. (APST 1.3, 1.5, 1.6, 4.1, 4.4, 7.1).
6. Critically reflect on the effectiveness of teaching practices, for empowering learners with diverse needs and from diverse backgrounds. (APST 1.1, 1.3, 1.4, 1.5, 1.6, 4.1, 4.4).
7. Explore the changing roles of teachers with reference to providing inclusive settings, working with parents and communities, and preparing children for the changing landscape of work. (APST 7.3).
8. Using theory, examine how teachers can act as agents of change.
9. Apply professional approaches during placement in school settings including child protection obligations. (APSTs 7.2, 7.4).

- iii. Save certificate of completion
 - iv. Submit certificate via WesternNow Student Portal
- b) Students will need to:
- i. Access the NSW Department of Education's MyPL website <https://mypl.education.nsw.gov.au/>
 - ii. Complete the Child Protection Awareness Training (CPAT): Annual Update for the calendar year
 - iii. Save certificate of completion
 - iv. Submit certificate via WesternNow Student Portal

Both certificates will be recorded on your student record as Special Requirements with the end date for the Annual CPAT recorded. The CPAT: Annual Update will need to be renewed and submitted on an annual basis.

Students who have not completed both components of the Child Protection Awareness Training will need to withdraw from the subject.

3. Students must complete the ASCIA anaphylaxis e-training and submit their certificate to Submit certificate via WesternNow Student Portal.

4. Students must meet the Inherent Requirements for the Master of Teaching (Primary) (<https://hbook.westernsydney.edu.au/programs/master-teaching-primary/>).

5. From 2H/Spring 2022, students must be COVID-19 fully vaccinated as per the NSW Public Health Order and NSW Department of Education requirement. If a student is unable to get an approved vaccination for medical reasons, they will need to approach their doctor who must complete a contraindication form available at: [covid-19-vaccine-contraindication.pdf](https://www.health.nsw.gov.au/Infectious/covid-19/vaccine/Documents/covid-19-vaccine-contraindication.pdf) (nsw.gov.au) (<https://www.health.nsw.gov.au/Infectious/covid-19/vaccine/Documents/covid-19-vaccine-contraindication.pdf>). Students to submit details of all vaccination doses or contraindication form via Western Now form for it to be recorded on their academic record.

Subject Content

1. Responsibilities and practices in the profession of teaching
2. The changing roles of teachers in the social and cultural institution of education
3. Knowledge integration through sociological theory, engaged and work integrated learning and its application for 'work' in school settings
4. Knowledge and skills for working with diverse children
5. Reflective and reflexive practice
6. Ethical and professional responsibilities for working with diverse groups of children

Special Requirements

Legislative pre-requisites

1. Students are required to complete the **two** components of the Working with Children Check (WWCC) process leading to (a) the issuance of a clearance number under the category of volunteer and (b) verification of the clearance number with the NSW Department of Education.

a) Students will need to:

- i. Access the Commission for Children and Young People website and complete an online application form to generate an application number.
- ii. Present an application number and identification to a Service NSW office who will issue a Working with Children Check number via mail or email.
- iii. Submit the letter with a valid Working With Children Check number via WesternNow Student Portal. The document is trimmed and recorded as a Special Requirement on your academic record. WesternNow Student Portal link (https://wsu.service-now.com/student/?id=sc_cat_item&sys_id=9c8b61a2dbbed8504f58e434059619ed)

b) Students will need to:

- i. Access the NSW Department of Education WWCC Verification declaration form <https://online.det.nsw.edu.au/jecpc/crc/wwcc.jsf>
- ii. Carefully read the information about Identity Documents and obtain a copy of the relevant ID documents.
- iii. Complete and submit the verification declaration form.
- iv. Once your WWCC verification is complete you will receive an email reply from the DoE Probity Unit confirming your WWCC number has been verified.
- v. Submit the verification confirmation email via WesternNow Student Portal. The document is trimmed and recorded as a Special Requirement on your academic record.

2. Students must complete the **two** components of the NSW Department of Education's Child Protection Awareness Training (CPAT)

a) Students will need to:

- i. Access the NSW Department of Education's MyPL website <https://mypl.education.nsw.gov.au/>
- ii. Complete the online Child Protection Awareness Training: Induction

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Training Session in Tutorial	600 words	S/U	N	Individual
Presentation	10 minutes	50	N	Individual
Reflection	1,200 words	50	N	Individual
Professional Placement Performance	25 hours	S/U	N	Individual

Spring Online

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Report	1,200 words	50	N	Individual

Teaching Periods

Spring Bankstown Day

Subject Contact Annette Sartor ([https://directory.westernsydney.edu.au/search/name/Annette Sartor/](https://directory.westernsydney.edu.au/search/name/Annette+Sartor/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2062_22-SPR_BA_D#subjects)

TEAC 2063 History, Geography, Civics and Citizenship in the Primary Years

Credit Points 10

Legacy Code 102820

Coordinator Maree Skillen ([https://directory.westernsydney.edu.au/search/name/Maree Skillen/](https://directory.westernsydney.edu.au/search/name/Maree+Skillen/))

Description This unit provides opportunities for students to develop knowledge of the outcomes, subject matter, pedagogies and experiences that define the key learning area of History, Geography, Civics and Citizenship in primary (Kindergarten to Year 6) classrooms. Key concepts of change in family history, local history, and Australia's history and understanding Australia as a Nation are explored. In Geography, concepts that develop a sense of curiosity about environments, peoples, cultures and place, are a priority. In Civics and Citizenship, the focus is on relationships between the individual and the state. The values and mutual responsibilities and obligations for civil, political and social participation in Australian society are also explored. These areas enable students to develop their own content knowledge and understandings, skills and dispositions necessary for planning, programming and teaching. This unit promotes teaching strategies that prepare primary children to be informed and effective change agents.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explore the disciplines, theories, pedagogies and Cross-Curriculum-Priorities that underpin the learning area of History, Geography, Civics and Citizenship in learning design.
2. Apply the learning principles and cross-curriculum-priorities that underlie teaching History, Geography, Civics and Citizenship in the primary years.
3. Design a sequence of learning and detailed lesson plans using knowledge of the NSW HSIE and other curriculum areas.
4. Identify Aboriginal perspectives embedded in the History, Geography, Civics and Citizenship for teaching the NSW HSIE key learning area.
5. Reflect on personal exploration of History, Geography, Civics and Citizenship K-6 and practices in relation to place-based and project-based learning in History, Geography, Civics and Citizenship K-6.

6. Apply ICT, literacy demands and engaging pedagogical approaches in design of lessons.

Subject Content

1. The NSW History K-10 syllabus and Geography K-10 syllabus with a focus on Kindergarten (1st year of schooling) ? Year 6
2. Inquiry process, outdoor learning, place-based and project-based learning
3. Historical and Geographical skills including ethnographic reports and cartographic mapping
4. Cross-Curriculum Priorities with a focus on Aboriginal and Torres Strait Islander Peoples and Histories
5. Literacy and Information Communication Technology demands for teaching History, Geography, Civics and Citizenship.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Viva Voce	3-minute oral recording and a 500 word report	15	N	Individual
Applied Project	1,400 words	40	N	Individual
Professional Task	2,000 words	45	N	Individual

Prescribed Texts

- Green, D., & Price, D. (Eds.). (2019). Making Humanities and Social Sciences Come Alive. Cambridge University Press.

Teaching Periods

Spring Bankstown Day

Subject Contact Maree Skillen ([https://directory.westernsydney.edu.au/search/name/Maree Skillen/](https://directory.westernsydney.edu.au/search/name/Maree+Skillen/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2063_22-SPR_BA_D#subjects)

TEAC 2064 Contemporary Childhoods (Block)

Credit Points 10

Legacy Code 500073

Coordinator Rachel Renwick ([https://directory.westernsydney.edu.au/search/name/Rachel Renwick/](https://directory.westernsydney.edu.au/search/name/Rachel+Renwick/))

Description In this subject students will engage in an exploration of what it means to be a child in a postmodern world and how different theoretical approaches influence ways of understanding children's lives. Alongside questions of how gender, sexuality, ethnicity, 'race', language, class, ability and religion are constituted through a child's identity, students will explore the notion of a child's subjectivity. A child's subjectivity is the conscious and unconscious thoughts and

emotions of the child, their sense of self, their body and their way of understanding their relationship to the world. Building on this knowledge, students will also explore the four key child-environment identities of the physical child, the social child, the learning child and the natural child and by analysing a variety of scholarly and non-scholarly texts around childhood, children's bodies and behaviour will reflect on a child's individuality and emerging identity.

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects TEAC 2009 - Contemporary Childhoods TEAC 2010 - Contemporary Childhoods

Restrictions

Students must be enrolled in program 7181 ? Undergraduate Certificate in Early Childhood Studies.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Investigate diverse texts, images, practices and constructions of what it means to be a child in contemporary society.
2. Discuss the social meaning of childhood including the historical, social and political factors and how they have influenced changing views of children and childhood.
3. Explain how different theoretical perspectives have positioned children and childhood as a social construction.
4. Identify the ways in which gender, sexuality, ethnicity, 'race', language, class, ability and religion are constituted through a child's identity and the significance of this on everyday lived experiences.
5. Examine how social, institutional and cultural constructions of childhood play a role in shaping children's identities, subjectivities and everyday lives.
6. Examine the ways in which children negotiate and construct their identities in contexts of diversity and difference.
7. Describe how children's rights and responsibilities are enacted by children and adults.
8. Describe how child-environment identity is connected to place, space, location and time.

Subject Content

1. Who is, and what does it mean to be a child in a postmodern world?
2. Analysis of texts, images and constructions about 'the child'.
3. Introduction to contemporary national and international theories and philosophies related to the child.
4. Significance of gender, sexuality, ethnicity, 'race', language, class, ability and religion and how they are constituted through a child's identity and everyday lived experiences.
5. Questions of subjectivity and a child's sense of self, body, and relationship to the world.
6. Children's negotiation of identity and difference in a globalised world.
7. Rights and responsibilities of the child.
8. Child-environment identity and connections to place, space, location and time through encounters with tangible social-cultural artefacts such as toys, homes, landscapes, animals, digital technology.

9. Constructions of diversity and difference in education and community settings.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Participation		20	N	Individual
Debate		30	N	Individual
Case Study		50	N	Individual

Teaching Periods

Block B Session

Online

Online

Subject Contact Rachel Renwick ([https://directory.westernsydney.edu.au/search/name/Rachel Renwick/](https://directory.westernsydney.edu.au/search/name/Rachel%20Renwick/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2064_22-BB_ON_O#subjects)

Block C Session

Online

Online

Subject Contact Rachel Renwick ([https://directory.westernsydney.edu.au/search/name/Rachel Renwick/](https://directory.westernsydney.edu.au/search/name/Rachel%20Renwick/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2064_22-BC_ON_O#subjects)

Block D Session

Online

Online

Subject Contact Rachel Renwick ([https://directory.westernsydney.edu.au/search/name/Rachel Renwick/](https://directory.westernsydney.edu.au/search/name/Rachel%20Renwick/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2064_22-BD_ON_O#subjects)

Block F Session

Online

Online

Subject Contact Rachel Renwick ([https://directory.westernsydney.edu.au/search/name/Rachel Renwick/](https://directory.westernsydney.edu.au/search/name/Rachel%20Renwick/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2064_22-BF_ON_O#subjects)

TEAC 3002 Classroom Inquiry and improving professional practice

Credit Points 10

Legacy Code 102138

Coordinator Shirley Gilbert ([https://directory.westernsydney.edu.au/search/name/Shirley Gilbert/](https://directory.westernsydney.edu.au/search/name/Shirley%20Gilbert/))

Description The unit is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education program. Teachers are continually seeking new ways of understanding and improving their practices in the classroom. A range of applied evidence-based research methods provides valuable tools to aid this process. This unit will introduce students to educational research methods in general and action research in particular. The unit will assist students to become reflective practitioners who are capable of making informed improvements to the way they apply teaching strategies in their professional practice as teachers. Students will apply their evolving understandings of evidence-based practice and focus on how they use ICT supported learning across a range of educational contexts.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Co-requisite(s) TEAC 3022

Equivalent Subjects LGYA 1484 - ICT and Research in Education

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe a range of practitioner research methods and classroom inquiry skills.
2. Identify KLA's where ICTs may be utilised for teaching and learning.
3. Locate, analyse and synthesise literature relevant to educational theories, curriculum topics and pedagogical issues.
4. Investigate and evaluate the role of ICT supported learning strategies across the primary curriculum.
5. Investigate and articulate their theories about learning with reference to the use of ICTs in educational contexts.
6. Design, plan and evaluate learning experiences based on the application of ICT related resources in a school setting

Subject Content

1. What is the action research model? In what ways are teachers also researchers?
2. Reflect on the first school visit. Choose an area of teaching interest and write research questions and sub-questions.
3. What ICT teaching opportunities, action research opportunities and logistical requirements are available?
4. Writing a lit review APA referencing and avoiding plagiarism. Literature searching, plagiarism and referencing.
5. Plan the second school visit. What needs to be negotiated? Going in with a plan and negotiate teaching opportunities based on what ICTs are available.
6. What ways can common ICT resources be integrated into your teaching plans and research agendas?
7. Data collection and analysis methods. Ethical issues to be considered.
8. Planning for assessment and evaluation.
9. Organise teaching, data collection, analysis and interpretation of findings. Plan ahead for data collection analysis and writing of journal article.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Case Study	1200 words	30	N	Individual
Professional Task	1000 words	20	N	Individual
Professional Task	2000 words	50	N	Individual

Teaching Periods

TEAC 3003 Community Responsive Pedagogies and Leadership

Credit Points 10

Legacy Code 102139

Coordinator Dianne Burrell (<https://directory.westernsydney.edu.au/search/name/Dianne+Burrell/>)

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

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects EDUC 3001 - Communities and Primary Schools

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the multiple dimensions of community; (Standards:1.3.1, 1.4.1, 2.4.1, 7.3.1)
2. Describe the relationship between place, identities and communities as they relate to schools and institutions; (Standards:1.3.1, 1.4.1, 2.4.1, 7.2.1, 7.3.1)
3. Critically analyse representations of school in community environments; (Standards:1.3.1, 1.4.1, 2.4.1, 7.2.1, 7.3.1)
4. Demonstrate knowledge of and respect for the diverse social, cultural, ethnic and religious backgrounds of students, including

gender and sexuality and the effects of these factors on learning. (Standards: 1.1.1, 1.2.1, 1.3.1, 1.4.1, 2.4.1, 7.2.1, 7.3.1)

5. Examine the ways in which primary schools and Institutions can engage in capacity building of communities. (Standards: 7.2.1, 7.3.1)
6. Explain Aboriginal and Torres Strait Islander history, the impact of culture, cultural identity and diversity in rural, remote and urban schooling. (Standards: 1.1.1, 1.2.1, 1.3.1, 1.4.1, 2.4.1, 7.2.1, 7.3.1)
7. Identify specific learning needs of Aboriginal and Torres Strait Islander students in rural, remote and urban settings and contrast with other First Nation peoples. (Standards: 1.4.1, 2.4.1, 4.1.1, 4.4.1, 7.2.1, 7.3.1)
8. Examine the roles and responsibilities of Aboriginal and Torres Strait Islander support personnel within systems and at school, and their contribution to education and community in improving educational outcomes for Aboriginal and Torres Strait Islander students. (Standards: 1.4.1, 2.4.1, 7.2.1, 7.3.1)
9. Assess and reflect upon International, National and State educational priorities and policies which impact on Aboriginal and Torres Strait Islander education compared to other First Nation peoples. (Standards: 1.4.1, 2.4.1, 7.2.1, 7.3.1)
10. Evaluate the role teachers, staff and schools play in the promotion of communication strategies which will enhance community consultation and the establishment of partnerships with Aboriginal and Torres Strait Islander parents and communities compared to other First Nation peoples. (Standards: 1.1.1, 1.2.1, 1.3.1, 1.4.1, 2.4.1, 7.2.1, 7.3.1)

Subject Content

1. What is a community? Rural, Isolated, inner and outer urban. How does the community affect subjects taught in schools?
2. Place and identity - role of visual narratives in school and community social life
3. Whiteness, power and the politics of advantage/outcomes
4. School/community relations and the education of Indigenous and non-Indigenous children;
5. Spatial dynamics of school buildings, playgrounds and structures/ cultures of feelings in school-community contexts
6. The socio-political and socio-cultural dynamics of educational inequalities in school communities
7. Social justice theories, invitational thinking, multicultural perspectives, Social capital theory ? bonding, bridging and linking
8. What is leadership ? being an agent of change, being an advocate and different models of leadership
9. Transforming school cultures and engaging the community, long-term and short term strategies and tactics
10. Multiple ways of communicating to enhance school-community partnerships with First Nation peoples

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	2000 words	50	N	Individual
Case Study	15 minute	50	N	Individual
Applied Project	5 weeks	S/U	Y	Individual

Prescribed Texts

- Price, K.(Ed).(2015). Knowledge of life: Aboriginal and Torres Strait Islander Australia. Melbourne, Australia: Cambridge Press.

Teaching Periods

1st Half

Bankstown

Day

Subject Contact Dianne Burrell ([https://directory.westernsydney.edu.au/search/name/Dianne Burrell/](https://directory.westernsydney.edu.au/search/name/Dianne+Burrell/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC3003_22-1H_BA_D#subjects)

TEAC 3004 Creative Arts Education

Credit Points 10

Legacy Code 102647

Coordinator Rachael Jacobs ([https://directory.westernsydney.edu.au/search/name/Rachael Jacobs/](https://directory.westernsydney.edu.au/search/name/Rachael+Jacobs/))

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

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of arts education in the context of the Primary classroom, including theories, philosophies and practices of creativity, aesthetic learning and play;
2. Critically analyse research on the importance of arts education in the holistic development of children and its role in building positive school and community cultures;
3. Demonstrate an understanding of the content and central concepts of arts syllabus documents in a range of contexts, including Aboriginal and Torres Strait Islander perspectives;
4. Design and create learning experiences that value the distinct knowledge and skills associated with Dance, Drama, Music and Visual Arts education, along with an understanding of integrated approaches;
5. Plan and implement arts education experiences that use a range of pedagogical approaches, with a working knowledge

of management strategies, assessment tools and resources appropriate for arts education;

6. Exhibit practical skills in the instruction of Dance, Drama, Music and Visual Arts, with a working knowledge of the literacy and numeracy demands of the Creative Arts.

Subject Content

- theory, principles and practices related to Arts education, including creativity, Aesthetic learning and play
- research on The role of Arts education in The holistic development of children and its contribution to positive school and community cultures
- Attributes, elements and The cognitive processes embedded in Dance, drama, music and Visual Arts
- curriculum concepts and content specific to Dance, drama, music and Visual Arts education including Aboriginal and Torres Strait Islander perspectives
- strategies to integrate art forms and integrate The Arts across The curriculum
- effective pedagogical approaches for Arts education, including management strategies, assessment tools and resources appropriate for Arts education
- practical skills in The instruction of Dance, drama, music, Visual Arts
- Critical reflection on students' emerging skills and practices in Arts education

Prescribed Texts

- Jacobs, R. & Poli, K. (2018). Big Arts. Sydney: TopHat Publishing

Teaching Periods

TEAC 3005 Critical Literacies

Credit Points 10

Legacy Code 102678

Coordinator Jaydene Barnes ([https://directory.westernsydney.edu.au/search/name/Jaydene Barnes/](https://directory.westernsydney.edu.au/search/name/Jaydene%20Barnes/))

Description This subject increases students' understanding of literacy as a dynamic, social and cultural practice. It explores the changing nature of literacy by globalisation, new technologies and the diversity of language/language dialects. Students will explore the importance of valuing children's culture, home language/dialect as an integral component to identity, particularly for bilingual and Aboriginal and Torres Strait Islander children. Issues of power and language are considered through social, cultural and critical theories surrounding diversity and difference, and how this shapes the decisions of educators to build the literacy capacities of all children. Students will learn about contemporary frameworks of literacy and language and draw on this knowledge to extend children's literacy learning.

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Restrictions

Students must be enrolled in 1879 Bachelor of Education (Birth – 5 Years) and have completed 160cp in that program.

Learning Outcomes

1. Examine contemporary views of literacy, literacy learning, and literacy as a social practice.
2. Analyse issues of language, culture and identity and the power of language to privilege/marginalise.
3. Discuss the diversity of literacies, languages and dialects in Australia and different approaches to the revival and retention of Aboriginal and Torres Strait Islander and community languages.
4. Apply respect for diverse literacies and understandings of issues of gender, class and language through a critical literacies approach.
5. Analyse family literacy practices and children's literacy funds of knowledge.
6. Plan literacy-enriched play that builds on children's family literacies and scaffolds children's literacy learning.

Subject Content

1. Literacy as a social practice
2. Multi-literacies; multimodality, diverse texts and literacy practices, diverse languages/dialects including Aboriginal languages and community languages, globalisation and new technologies
3. Bilingualism and Multilingualism
4. Language and power; linguistic and cultural capital
5. Diverse dialects including Aboriginal English; language loss, language maintenance & language revival
6. Children's funds of knowledge
7. The role of play-based pedagogies in literacy learning
8. Selecting and sharing children's literature

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Annotated Bibliography	10 x 100 words	30	N	Individual
Essay	1,000 words	30	N	Individual
Professional Task	1,500 words	40	N	Individual

Teaching Periods

TEAC 3006 Education in a Cosmopolitan Society

Credit Points 10

Legacy Code 101661

Coordinator Zainab Mourad ([https://directory.westernsydney.edu.au/search/name/Zainab Mourad/](https://directory.westernsydney.edu.au/search/name/Zainab%20Mourad/))

Description This subject responds to the question of what it might mean to educate "world teachers" for a cosmopolitan age where classrooms and schools are being shaped by the increasing mobility of ideas, people, technology, media and finance. For some time, multicultural education, as policy and practice, has dominated schooling in Australia. While this was an important period in Australia, times have changed. The globalisation of teaching is one dimension of this change as supranational bodies more and more shape what

teachers do. Set against these global agendas are the mobilities that teachers must respond to at the local level. This subject examines cosmopolitan social and education theory as a means to understand these dynamics, framing teachers as agents of change.

School Education

Discipline Teacher Education

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the key ideas associated with the concept and the theories of 'cosmopolitanism';
2. Use theoretical explorations of cosmopolitanism to investigate contemporary ideas about Australian schooling;
3. Critically analyse the relationship between multiculturalism and cosmopolitanism;
4. Analyse the process of constructing educational disadvantage;
5. Critically analyse NSW Department of Education and Communities curriculum documents in the light of the above;
6. Explain cosmopolitanism through the analysis of multimedia texts;
7. Apply understanding of concepts in using multimedia.

Subject Content

1. Multiculturalism and the 'cosmopolitan turn'
2. Cosmopolitan scapes
3. Cosmopolitan imagination
4. Cosmopolitan learning

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	1 hour for each quiz	40	N	Individual
Essay	500 words	10	N	Individual
Presentation	20 slides	50	N	Individual

Teaching Periods

Autumn

Online

Online

Subject Contact Zainab Mourad ([https://directory.westernsydney.edu.au/search/name/Zainab Mourad/](https://directory.westernsydney.edu.au/search/name/Zainab%20Mourad/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC3006_22-AUT_ON_O#subjects)

TEAC 3008 English Language Linguistics

Credit Points 10

Legacy Code 102476

Coordinator David McInnes ([https://directory.westernsydney.edu.au/search/name/David McInnes/](https://directory.westernsydney.edu.au/search/name/David%20McInnes/))

Description In 2021, this unit replaced by 102813 - English Talk. This unit offers students a formal study of the workings of the English language as it is used around the world. Using real-world examples, this unit builds on the content and skills which students have developed in the unit: English as an International Language. It prepares students with a thorough knowledge of variations in English across the globe, introducing them to the ways in which English varies at phonological, grammatical and register levels across contexts. This unit is essential for a student's development of more formal skills in the English language, developing their English knowledge and skill into a professional and personal asset.

School Humanities & Comm Arts

Discipline English as a Second Language Teaching

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LANG 3099 - English Talk

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate a foundational knowledge of working grammar and linguistic concepts
2. Apply theoretical ideas to real-world practice of variant Englishes
3. Analyse power structures by contrasting theory and actual practices of language
4. Demonstrate applications of grammaticality to an analysis of textual examples of World Englishes.
5. Reflect on and explain miscommunication between Englishes, by proposing solutions at the grammatical and sociolinguistic levels.
6. Demonstrate knowledge of English grammar and linguistic concepts
7. Demonstrate applications of grammatical analysis to textual examples of World Englishes.
8. Reflect on and explain miscommunication between Englishes.

Subject Content

The essentials of the English language: grammar, punctuation, prosody, morphology, non-verbals, phonology, paralinguistics.

The concept of World Englishes and real differences in meaning and practice.

Communication styles: idiolects, familiolects, sociolects, language varieties and dialects.

Languages in contact and pidginisation.

The global context: lingua franca, language death and imperialism.

Sociolinguistics and power structures

Standardisation and non-standards: prescriptivism and descriptivism

Variation in the English language: grammar, punctuation, prosody, morphology, non-verbals, phonology, paralinguistics.

The details of World Englishes and real-world differences in meaning and practice.

Sociolinguistics and power structures.

Standardisation and non-standards.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Discourse analysis x 2	40 mins each	40	N	Individual
Short answer x 4	300 words each	60	N	Individual

Prescribed Texts

- Seargeant, P. (2012). Exploring World Englishes: Language in a Global Context. Oxon (UK): Routledge.
- Jenkins, J. (2014). Global Englishes. Routledge.

Teaching Periods

TEAC 3009 Ethical Futures

Credit Points 10

Legacy Code 101623

Coordinator Denise Fraser ([https://directory.westernsydney.edu.au/search/name/Denise Fraser/](https://directory.westernsydney.edu.au/search/name/Denise%20Fraser/))

Description This subject is designed to build the leadership capacity of educators through exploring, understanding and expressing the values and ethics embedded in policy, practice and educational change. The subject also addresses the importance of ethically informed advocacy and its role in educational futures and democratic processes.

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects TEAC 2047 - Policy Politics and Educational Futures

Learning Outcomes

On successful completion of this subject, students should be able to:

- Discuss the political, ethical and contested nature of educational provision;
- Articulate the relationship between agency, citizenship and democracy;
- Define what it means to be a professional and the interrelationship between personal and professional values;
- Explain the application and implications of traditional and contemporary frameworks and tools that support wise professional practice;
- Analyse the embedded ethical and political dimensions of contemporary issues in early childhood policy and practice;

Subject Content

- Module 1 Citizenship, Ethics and the Creation of Wellbeing
 - Values, citizenship and work as a professional
 - Ethics principles and frameworks
 - Wise professional practice: models and tools
- Module 2: Educational Policy: Contents and Discontents
 - Exploration of contested values that underpin policy and pedagogical practice

- Policy studies
- The business of policy making
- Contemporary issues and debates in educational policy
- Institutions as sites for ethical encounters

3. Module 3: Ethically Informed Advocacy and Activism

- Democratic processes for change
- Ethical entrepreneurship
- Futures, futures thinking and scenario planning

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz - Online quiz in each Module of the unit	Approximately 15 30 minutes (10 minutes for each quiz)		N	Individual
Reflection - Online discussion and reflective journal analyzing two ethical scenarios	2,000 words	45	N	Individual
Presentation - Multimedia uploaded to presentation vUWS - Ethical implications of a policy issue.	5 minutes,	40	N	Individual

Teaching Periods

Summer A

Online

Online

Subject Contact Denise Fraser ([https://directory.westernsydney.edu.au/search/name/Denise Fraser/](https://directory.westernsydney.edu.au/search/name/Denise%20Fraser/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC3009_22-SUA_ON_O#subjects)

Spring

Online

Online

Subject Contact Denise Fraser ([https://directory.westernsydney.edu.au/search/name/Denise Fraser/](https://directory.westernsydney.edu.au/search/name/Denise%20Fraser/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC3009_22-SPR_ON_O#subjects)

TEAC 3010 Health and Physical Education in the Primary Years

Credit Points 10

Legacy Code 102652

Coordinator Jorge Dorfman Knijnik ([https://directory.westernsydney.edu.au/search/name/Jorge Dorfman Knijnik/](https://directory.westernsydney.edu.au/search/name/Jorge%20Dorfman%20Knijnik/))

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

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply the content and central concepts of the NSW K-10 PDHPE Syllabus and support documents within primary educational settings.
2. Create programs of integrated learning experiences covering all Health and Physical Education subject matters using a range of relevant pedagogies, assessment and teaching strategies.
3. Apply teaching strategies that are responsive to a diversity of student needs and backgrounds, including Aboriginal and Torres Strait Islander students, English as Additional Language students and students with additional needs.
4. Identify the role of Health and Physical Education within the broader school curriculum, including the relationship between Health and Physical Education contents and other Key Learning Areas of the curriculum and cross curriculum perspectives of literacy and numeracy.
5. Identify and critically analyse appropriate teaching and learning resources that can be used to enhance students' understandings of health concepts.
6. Apply appropriate Health and Physical Education pedagogies to improve learning.
7. Analyse the value of PDHPE as a lifelong learning experience through critically reflecting upon personal experiences with movement, and values and attitudes around health and physical activity.
8. Examine the Wellbeing framework and the relationship between wellbeing and students' learning engagement and educational outcomes.

Subject Content

1. Health and Physical Education syllabus content and pedagogical knowledge.
2. Quality teaching pedagogies and engaging learning experiences that achieve the aims and outcomes of the NESA Personal Development, Health and Physical Education syllabus documents.
3. Organisational management strategies for teaching and learning in Health and Physical Education.
4. Planning and writing effective learning experiences for Health and Physical Education.

5. Student assessment in the key learning area of Health and Physical Education.

6. Using information and communication technologies to design, deliver and evaluate learning experiences and improve their own professional skills.

Prescribed Texts

- Board of Studies, NSW. (2014). Personal Development, Health and Physical Education K-6 Syllabus. Retrieved from: <http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-6-syllabus>

Teaching Periods

TEAC 3012 Humanities in Early Childhood

Credit Points 10

Legacy Code 102675

Coordinator Denise Fraser ([https://directory.westernsydney.edu.au/search/name/Denise Fraser/](https://directory.westernsydney.edu.au/search/name/Denise%20Fraser/))

Description This unit explores the key concepts of learning and teaching in the areas of history, geography, civics and citizenship, and incorporates place studies, sustainability and environmental education. Aboriginal and Torres Strait Islander studies in birth to 5 years early childhood settings are a focus in this unit. The unit will explore a broad, complex and engaging field of study which reflects people as social beings who interact together and with the environment through and over time. Perspectives including those of Aboriginal and Torres Strait Islander peoples, socio-cultural influences and place-based pedagogies will be investigated. Students will be encouraged to explore their own place in Australian society and the way in which this contributes to their professional identity and teaching practice.

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Restrictions

Students must be enrolled in 1879 Bachelor of Education (Birth – 5 Years) and have completed 160cp in that program.

Learning Outcomes

1. Investigate local and global policies that respect cultural identity, rights and sustainability of marginal groups within society.
2. Explain the central concepts and a range of strategies for teaching history, geography, civics and citizenship, social and environment education and their relevance for early childhood settings.
3. Design curriculum and assessment, that incorporates family and community contexts and theories of place and place pedagogies, Aboriginal and Torres Strait Islander histories and contemporary perspectives on culture, diversity and inclusion.
4. Recommend appropriate community and educational resources to support children's deep engagement with society.
5. Identify appropriate resources to assist children to express their understandings of society, place and culture.
6. Describe the critical role of research in broadening their own professional knowledge and the knowledge of their students.

Subject Content

1. Theory related to teaching history, geography, civics and citizenship, social and environmental education
2. Contemporary Aboriginal and Torres Strait Islander perspectives
3. Cultural Identity and social policy
4. History, geography, civics and citizenship in the early childhood curriculum
5. Sustainability education and nature play in childhood
6. The role of professional research in understanding history, geography, civics and citizenship and curriculum development

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	1,000 words	25	N	Individual
Report	1,300 words	35	N	Individual
Professional Task	1,600 words	40	N	Individual

Teaching Periods

TEAC 3013 Inclusive Practices

Credit Points 10

Legacy Code 102654

Coordinator Marion Sturges ([https://directory.westernsydney.edu.au/search/name/Marion Sturges/](https://directory.westernsydney.edu.au/search/name/Marion%20Sturges/))

Description Effective and inclusive teaching requires knowledge of how students learn as well as proficiency in applying appropriately tailored teaching strategies to cater to needs of all students. The unit provides a foundation of knowledge and practice that facilitates development of appropriate and inclusive attitudes and skills for teaching learners with diverse needs in the regular classroom. It will address professional skills, approaches and relevant legislation in the implementation of the principles of inclusive education practices in primary school settings. In particular, the capacity to structure individualised education programs will be developed drawing on practical experiences and a broad familiarity with the field.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply theoretical, policy and legislative understandings to the construction of supportive and inclusive learning environments;
2. Develop an appropriate attitude towards diversity and the approaches to inclusion within schooling systems;

3. Design individualised programs for learning and intervention based on sound understanding of theory and evidence-based strategies;
4. Apply development, learning and behaviour theories to construct educational programs that meet the diverse needs of learners;
5. Plan effectively for a diverse range of learners and use a variety of learning and teaching strategies and assistive technologies to engage learners to maximise their potential;
6. Apply appropriate and sensitive attitudes and practices in interactions with students with differing education needs;
7. Utilise practical approaches for promoting positive behaviour and supporting learner engagement;
8. Discuss theories of collaboration and the role of families, educators, colleagues, and professionals in supporting students with disabilities.

Subject Content

- Legislation and policy frameworks governing inclusion
- appropriate and sensitive attitudes towards diversity and inclusion
- theoretical understandings to The construction of supportive and inclusive learning environments
- identification and documentation of individual needs incorporating curriculum-based planning and assessment for learning
- design of individualised educational programs to meet The needs of learners with diverse needs
- structured Teaching strategies and processes for inclusion

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Intra-session Exam	1 hour	10	N	Individual
Professional Task	2,000 words	50	N	Individual
Short Answer	2 hours	40	N	Individual

Prescribed Texts

- Graham, L, (2020). Inclusive Education for the 21st Century. Theory, Policy and Practice Sydney: Allen & Unwin

Teaching Periods

TEAC 3014 Language and Literacy 2

Credit Points 10

Legacy Code 102134

Coordinator Ruth Lusty ([https://directory.westernsydney.edu.au/search/name/Ruth Lusty/](https://directory.westernsydney.edu.au/search/name/Ruth%20Lusty/))

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

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects EDUC 2012 - Language and Literacy 2

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain methodologies for the teaching and learning of reading and writing, including emergent literacy and the teaching of spelling and handwriting and using digital technologies and their implications for a range of learners.
2. Utilise strategies that connect language and literacy to learning in other curriculum areas.
3. Compare the current NSW English Syllabus, K-6 with the NSW syllabus for the Australian curriculum : English, K-10 Volume 1.including the different text types
4. Identify resources for Language and Literacy that relate to Aboriginal and Torres Strait Islander perspectives.
5. Complete a mini unit of work with a literacy focus, with clear outcomes and a plan to implement a coherent sequence of lessons via a range of strategies for the teaching of reading, writing, talking listening and viewing, across the curriculum.
6. Identify assessment measures to assess children's literacy development against set goals and outcomes.
7. Utilise appropriate oral and written feedback strategies and techniques.

Subject Content

- 1.?????? Review of reading theory from Language and Literacy 1
- 2.?????? Theories of literacy development and the NSW syllabus for the Australian

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied Project	1,500 words	50	N	Individual
Professional Task	2,000 words	50	N	Individual

Prescribed Texts

- Derewianka, B., & Jones, Pauline, author. (2016). Teaching language in context (Second ed.). Melbourne, Australia: Oxford University Press.
- NSW Education Standards Authority (2019). NSW syllabus for the Australian curriculum: English K-10, Sydney, Australia. <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/eng>

Teaching Periods

1st Half

Bankstown

Day

Subject Contact Ruth Lusty ([https://directory.westernsydney.edu.au/search/name/Ruth Lusty/](https://directory.westernsydney.edu.au/search/name/Ruth%20Lusty/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC3014_22-1H_BA_D#subjects)

TEAC 3015 Language and Literacy in Years 3-6

Credit Points 10

Legacy Code 102650

Coordinator Lynde Tan ([https://directory.westernsydney.edu.au/search/name/Lynde Tan/](https://directory.westernsydney.edu.au/search/name/Lynde%20Tan/))

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

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse formal and informal literacy events to identify how they promote children's literacies in the digital age;
2. Examine strategies for teaching language and literacy skills to students based on the Australian Curriculum: English and NSW English K-10 syllabus;
3. Evaluate assessment tasks and their accompanying marking criteria for monitoring students' progress in meeting language and literacy learning outcomes;
4. Distinguish the purpose, structure and grammar of informative, persuasive and imaginative texts;
5. Plan lesson sequences that use resources, including ICT, to support diverse learners (including EAL/D, Aboriginal and Torres Strait Islander students) in responding critically to multimodal texts and composing digital texts.

Subject Content

- children's literacies in The digital Age

- Content and accompanying strategies for teaching language and literacy skills based on the Australian Curriculum: English and NSW English K-10 syllabus
- assessment of language and literacy skills: principles, practices and strategies
- The purpose, structure and Grammar of informative, persuasive and imaginative texts
- The language of meaning-making resources in various learning areas of The Australian curriculum and NSW syllabuses
- planning to teach multimodal literacies and authoring with A unit of work
- digital media for language and literacy learning and Teaching

Prescribed Texts

- Tan, L. & K, Zammit (Eds.) (2018). Teaching Writing and Representing in the Primary School Years Melbourne, Australia: Pearson Education.

Teaching Periods

TEAC 3016 Language and Literacy in the Early Years

Credit Points 10

Legacy Code 102646

Coordinator Jacqueline D'Warte ([https://directory.westernsydney.edu.au/search/name/Jacqueline DWarte/](https://directory.westernsydney.edu.au/search/name/Jacqueline%20DWarte/))

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

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the nature of language acquisition, language and literacy development.
2. Examine strategies for teaching language skills based on the Australian Curriculum: English and the NSW Syllabus for the

Australian Curriculum: English K-10 syllabus, in the early years i.e. 1st year of schooling (Kindergarten) to year 3.

3. Identify and evaluate strategies for teaching and assessing the strengths, needs and knowledge of a range of diverse learners in K-3 classrooms, particularly EAL/, Aboriginal and Torres Strait Islander learners and learners from low SES backgrounds.
4. Analyse and critique student assessment data, and apply assessment moderation principles to monitor progress towards meeting learning outcomes.
5. Apply understandings of pedagogy and curriculum design to plan engaging lesson sequences that use a range of resources, for example, high quality children's literature, and information and communications technology (ICT).
6. Synthesize opportunities for English language and literacy learning across the curriculum.

Subject Content

1. Overview of language and literacy acquisition and learning theories
2. Content and accompanying strategies for teaching language skills (talking & listening, reading, phonological and graphological awareness, viewing and writing based on the Australian Curriculum: English and the NSW K-6 English syllabus
3. Language and literacy teaching and learning for diverse learners including Aboriginal and Torres Strait Islander learners, EAL/D, Special Needs and Low SES Learners
4. Assessment of speaking, listening, reading, writing and viewing skills in the early years
5. Programming lesson sequences for language and literacy learning using a variety of texts
6. Planning and implementing English language learning across the curriculum

Legislative pre-requisites

Prior to enrolling in this subject:

1. Students are required to complete a Working with Children Check leading to the issuance of a clearance number under the category of volunteer.

Students will need to:

- i. Access the Commission for Children and Young People website and complete an online application form to generate an application number.
 - ii. Present an application number and identification to a NSW Motor Registry or Government Access Centre prior to issuance by mail a Working with Children Check number.
 - iii. Submit the letter with a valid Working With Children Check number to Student Central where the document is trimmed and recorded in Banner as a Special Requirement.
2. Students must have completed Child Protection Awareness Training (Online) prior to undertaking any visits/placements.
 3. Students must have completed the ASCIA anaphylaxis e-training and registered their certificates with Student Central.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task Report	1500 - 2000 words	50	Y	Individual
	1500 words max + appendix data	50	Y	Individual

Prescribed Texts

- Ewing, R., Callow, J & Rushton, K. (2016). Language & literacy development in early childhood. Port Melbourne, VIC: Cambridge University Press.

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Jacqueline D'Warte ([https://directory.westernsydney.edu.au/search/name/Jacqueline D'Warte](https://directory.westernsydney.edu.au/search/name/Jacqueline%20D%27;Warte))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC3016_22-AUT_BA_D#subjects)

TEAC 3017 Learning Environments

Credit Points 10

Legacy Code 102679

Coordinator Kerry Staples ([https://directory.westernsydney.edu.au/search/name/Kerry Staples/](https://directory.westernsydney.edu.au/search/name/Kerry%20Staples/))

Description This subject engages students in exploring the role of physical environments that support children's learning in early childhood and community settings. Theoretical perspectives, including Aboriginal and Torres Strait Islander perspectives, sociocultural influences and place-based pedagogies will be investigated. Relevant policy and regulation documents around risk, play and pedagogy will be examined. Through field visits to early childhood and community settings, students will have the opportunity to plan and design indoor and outdoor learning environments that encourage investigation and discovery using natural and open-ended materials. The overall focus of this subject is for students to develop an understanding and appreciation for learning environments that promote a connection to place and sustainability.

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Restrictions

Students must be enrolled in 1879 Bachelor of Education (Birth – 5 Years) and have completed 160cp in that program.

Learning Outcomes

- Evaluate children's engagement and interaction with environments.
- Analyse the role and impact of stimulating and engaging physical environments for the development of the child.

- Apply key policy and regulatory documents to the planning and design of children's physical learning spaces.
- Apply contemporary theoretical and philosophical perspectives related to the child nature relationship and sustainability education to inside and outside learning spaces.
- Design a space for children incorporating space, place and time on the lived experience and identity of individual children.

Subject Content

- Theories that integrate concepts of children, nature and play
- Significance of space, place, time and silence as lived experience and its influence on everyday practice
- Contemporary national and international theories and philosophies related to the child-nature relationship and sustainability education, including Aboriginal and Torres Strait Islander perspectives, socio-cultural influences and place-based pedagogies
- Key policies and regulations for outdoor learning, play and inclusive physical environments
- Documenting and implementing learning programs that support place-based pedagogies and sustainability learning
- Researching inside and outside learning environments for and with children
- The relationship between physical environments and children's experiences of place
- The design of children's physical learning spaces

Special Requirements

Legislative pre-requisites

Prior to enrolling in this subject, pre-service teachers must have satisfactorily completed online Child Protection Awareness Training, have a current Working with Children Check, and the online course ASCIA Anaphylaxis: Australasian childcare.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	750 words	25	N	Individual
Case Study	750 words	25	N	Individual
Applied Project	1,600 words	50	N	Individual

Teaching Periods

TEAC 3019 Numeracy and Mathematics in Years 3-6

Credit Points 10

Legacy Code 102649

Coordinator Maree Skillen ([https://directory.westernsydney.edu.au/search/name/Maree Skillen/](https://directory.westernsydney.edu.au/search/name/Maree%20Skillen/))

Description This unit explores pedagogy specifically relating to the teaching and learning of primary mathematics in years 3 - 6. This unit is one of 16 units that provide opportunities for students as Pre-service Teachers to prepare for their future employment as a teacher and to engage with the key elements of the New South Wales Education

Standards Authority (NESA). Students will develop skills in pedagogy and practice within the area of primary mathematics. The knowledge and skills developed in the other units of study in the course can be applied in this unit and the knowledge and skills developed in this unit can be applied in other units in the course.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate knowledge and understanding of the development of the concepts, skills and processes of mathematics related to the teaching of number and algebra, measurement and geometry, and statistics and probability for 8 to 12 year olds in accordance with the NSW K-10 Syllabus for the Australian Curriculum: Mathematics K-10 syllabus (for K-6), and the ACARA Numeracy Progressions;
2. Explain the importance of the Working Mathematically processes for primary school mathematics learners and teachers;
3. Plan effective and engaging teaching and learning experiences for mid to upper primary learners that include the use of a range of digital resources to enhance student outcomes;
4. Apply knowledge and understanding of a range of engaging pedagogies for teaching and learning mathematics, including cooperative learning, problem solving and investigation based approaches;
5. Evaluate student learning against curriculum requirements by interpreting student work samples, practising consistent and comparable judgements, and explain the importance of timely and appropriate feedback for student learning;
6. Demonstrate knowledge and understanding of teaching and assessment strategies for differentiating teaching and learning experiences in mathematics to meet the specific needs of students across the full range of abilities.

Subject Content

- theories of engagement, Numeracy development and learning in mathematics for students in The primary years
- Implementation of the NSW K-10 Mathematics syllabus across all strands, with particular focus on the Working Mathematically strand
- Incorporation of Problem solving and investigation-based pedagogies in primary mathematics and Numeracy
- strategies to address Affective Issues relating to The Teaching and learning of primary mathematics
- effective use of digital technologies to enhance The Teaching and learning of mathematics and improve student engagement
- Catering to learners from diverse backgrounds (e.g. cultural and linguistic)
- differentiation to address A range of abilities (including special needs and gifted and talented)
- investigation of rich tasks to promote Critical Numeracy
- effective assessment of mathematics and Numeracy
- investigation of The requirements of The ACARA Numeracy Progressions

Special Requirements

Legislative pre-requisites

Prior to enrolling in this subject:

1. Students are required to complete a Working with Children Check leading to the issuance of a clearance number under the category of volunteer.

Students will need to:

- i. Access the Commission for Children and Young People website and complete an online application form to generate an application number.
- ii. Present an application number and identification to a NSW Motor Registry or Government Access Centre prior to issuance by mail a Working with Children Check number.
- iii. Submit the letter with a valid Working With Children Check number to Student Central where the document is trimmed and recorded in Banner as a Special Requirement.

2. Students must have completed Child Protection Awareness Training (Online) prior to undertaking any visits/placements.

3. Students must have completed the ASCIA anaphylaxis e-training and registered their certificates with Student Central.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Critical Review	500 words	10	N	Individual
Professional Task	2000 words	40	N	Individual
Report	2000 words	50	N	Individual

Prescribed Texts

- Booker, G. (2014). Teaching primary mathematics (5th ed.). Frenchs Forest, Australia: Pearson Australia.
- NSW Board of Studies. (2012). NSW syllabus for the Australian curriculum: Mathematics K-10 syllabus (K-6 section). Sydney, Australia: NSW Board of Studies. Retrieved from <http://syllabus.bos.nsw.edu.au/download/>

Teaching Periods

TEAC 3020 Primary Professional Experience 2: Working with Assessment Data for Instruction

Credit Points 10

Legacy Code 102648

Coordinator Jacqueline Humphries ([https://directory.westernsydney.edu.au/search/name/Jacqueline Humphries/](https://directory.westernsydney.edu.au/search/name/Jacqueline%20Humphries/))

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

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

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) TEAC 2048

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Interpret student English/Literacy or Mathematics/Numeracy data;
2. Explain how English/Literacy or Mathematics/Numeracy assessment data has been applied to their planning and teaching practice;
3. Apply assessment strategies, including informal and formal, diagnostic, formative and summative approaches to monitor and assess student learning;
4. Use informal and formal assessment strategies of student learning to inform teaching;
5. Interact ethically and professionally with staff, students and the broader school community;
6. Reflect on own learning, teaching and feedback from school-based and university-based teacher educators in relation to the Australian Professional Standards for Graduate Teachers;
7. Execute an enthusiastic and positive attitude towards students as individuals and learners.

Subject Content

- informal and formal assessment strategies (including, diagnostic, formative and summative approaches to assess student learning)
- student learning and assessment data
- observing and recording student learning
- planning cycle- using data and assessment to inform Lesson planning
- Critical self-reflection with reference to The Australian professional Standards for graduate teachers

Special Requirements

Legislative pre-requisites

Prior to enrolling in this subject:

1. Students are required to complete a Working with Children Check leading to the issuance of a clearance number under the category of volunteer.

Students will need to:

- i. Access the Commission for Children and Young People website and complete an online application form to generate an application number.

- ii. Present an application number and identification to a NSW Motor Registry or Government Access Centre prior to issuance by mail a Working with Children Check number.
- iii. Submit the letter with a valid Working With Children Check number to Student Central where the document is trimmed and recorded in Banner as a Special Requirement.

2. Students must have completed Child Protection Awareness Training (Online) prior to undertaking any visits/placements.

3. Students must have completed the ASCIA anaphylaxis e-training and registered their certificates with Student Central.

4. From 2H/Spring 2022, students must be COVID-19 fully vaccinated as per the NSW Public Health Order and NSW Department of Education requirement. If a student is unable to be get an approved vaccination for medical reasons, they will need to approach their doctor who must complete a contraindication form available at: covid-19-vaccine-contraindication.pdf (nsw.gov.au) (<https://www.health.nsw.gov.au/Infectious/covid-19/vaccine/Documents/covid-19-vaccine-contraindication.pdf>). Students to submit details of all vaccination doses or contraindication form via Western Now form for it to be recorded on their academic record.

Prescribed Texts

- Whitton, D., Barker, K., Nosworthy, M., Humphries, J., & Sinclair, C., (2016). Learning for teaching, teaching for learning. (3rd ed.). Southbank, Vic: Cengage.

Teaching Periods

TEAC 3021 Primary Professional Experience 3: Engaging with Diverse Students and Communities

Credit Points 10

Legacy Code 102656

Coordinator Jacqueline Humphries ([https://directory.westernsydney.edu.au/search/name/Jacqueline Humphries/](https://directory.westernsydney.edu.au/search/name/Jacqueline%20Humphries/))

Description This subject explores the key concepts of learning and teaching in the areas of history, geography, civics and citizenship, and incorporates place studies, sustainability and environmental education. Aboriginal and Torres Strait Islander studies in birth to 5 years early childhood settings are a focus in this subject. The subject will explore a broad, complex and engaging field of study which reflects people as social beings who interact together and with the environment through and over time. Perspectives including those of Aboriginal and Torres Strait Islander peoples, socio-cultural influences and place-based pedagogies will be investigated. Students will be encouraged to explore their own place in Australian society and the way in which this contributes to their professional identity and teaching practice.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) TEAC 3020

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply knowledge of research on how students' skills, interests and prior achievements affect learning and use this information to inform teaching strategies;
2. Implement lesson plans detailing objectives and outcomes, specifying content and pedagogy assessment, in consultation with the supervising teacher;
3. Evaluate students' specific strengths, needs and learning styles;
4. Design teaching and learning programs and/or lesson plans with differentiated tasks to meet the learning needs of individual students and that promote student engagement;
5. Use a variety of resources to support the learning style and needs of diverse students;
6. Execute an enthusiastic and positive attitude towards students as individuals and learners;
7. Design a respectful and collegial classroom environment where all students are valued and supported.

Subject Content

- Connecting research with practice to inform planning and Teaching
- student diversity and how it affects Teaching and learning
- identifying students' strengths, needs and learning styles
- planning lessons and programming
- Differentiated learning tasks
- resources to support students' needs
- The Professional Teacher ? Planning, teaching; effective communication, professional interactions and ethical and professional conduct

Special Requirements

Legislative pre-requisites

Prior to enrolling in this subject:

1. Students are required to complete a Working with Children Check leading to the issuance of a clearance number under the category of volunteer.

Students will need to:

- i. Access the Commission for Children and Young People website and complete an online application form to generate an application number.
 - ii. Present an application number and identification to a NSW Motor Registry or Government Access Centre prior to issuance by mail a Working with Children Check number.
 - iii. Submit the letter with a valid Working With Children Check number to Student Central where the document is trimmed and recorded in Banner as a Special Requirement.
2. Students must have completed Child Protection Awareness Training (Online) prior to undertaking any visits/placements.
 3. Students must have completed the ASCIA anaphylaxis e-training and registered their certificates with Student Central.

4. From 2H/Spring 2022, students must be COVID-19 fully vaccinated as per the NSW Public Health Order and NSW Department of Education requirement. If a student is unable to get an approved vaccination for medical reasons, they will need to approach their doctor who must complete a contraindication form available at: covid-19-vaccine-contraindication.pdf (nsw.gov.au) (<https://www.health.nsw.gov.au/>

Infectious/covid-19/vaccine/Documents/covid-19-vaccine-contraindication.pdf). Students to submit details of all vaccination doses or contraindication form via Western Now form for it to be recorded on their academic record.

Prescribed Texts

- Whitton, D., Barker, K., Nosworthy, M., Humphries, J., & Sinclair, C., (2016). Learning for teaching, teaching for learning. (3rd ed.). Southbank, Vic: Cengage.

Teaching Periods

TEAC 3023 Professional Experience 4: Teaching in Country

Credit Points 10

Legacy Code 102141

Coordinator Jacqueline Humphries ([https://directory.westernsydney.edu.au/search/name/Jacqueline Humphries/](https://directory.westernsydney.edu.au/search/name/Jacqueline%20Humphries/))

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

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) TEAC 1029 AND TEAC 2049 AND TEAC 3040

Equivalent Subjects LGYA 1486 - Professional Experience 3 Teaching in Context - AREP

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify NSW syllabus documents, stage and outcome learning goals, plan lessons with a clear understanding of the research that will inform short and long term student progression
2. Plan a cycle of teaching, learning and assessment events involving individuals, small groups and whole classes activities across all KLAS.
3. Set a series of learning goals for a variety of learners exhibiting varying abilities and capabilities across a learning continuum using a range of teaching strategies.

4. Assess classroom data and make informed adjustments in the delivery of lessons over time which foster student's well-being and engagement.
5. Identify individual and group learning needs of the class, plan for 3 teaching episodes, that include the principles of assessment provisions for the delivery of appropriate timely e feedback and support to selected students about their learning.
6. Make informed judgements through a series of professions conversations with colleagues about how schools and teachers make different curriculum decisions depending on their understanding of the community context.
7. Assess their own individual learning needs through the application of self-reflective/reflexive engagements with National Professional Standards in the self-identification of their professional learning needs
8. Demonstrate graduate outcome achievement levels in the preparation of their professional portfolio

2. Students must complete the **two** components of the NSW Department of Education's Child Protection Awareness Training (CPAT)

- a) Students will need to:
 - i. Access the NSW Department of Education's MyPL website <https://mypl.education.nsw.gov.au/>
 - ii. Complete the online Child Protection Awareness Training: Induction
 - iii. Save certificate of completion
 - iv. Submit certificate via WesternNow Student Portal
- b) Students will need to:
 - i. Access the NSW Department of Education's MyPL website <https://mypl.education.nsw.gov.au/>
 - ii. Complete the Child Protection Awareness Training (CPAT): Annual Update for the calendar year
 - iii. Save certificate of completion
 - iv. Submit certificate via WesternNow Student Portal

Both certificates will be recorded on your student record as Special Requirements with the end date for the Annual CPAT recorded. The CPAT: Annual Update will need to be renewed and submitted on an annual basis.

Students who have not completed both components of the Child Protection Awareness Training will need to withdraw from the subject.

3. Students must complete the ASCIA anaphylaxis e-training and submit their certificate to Submit certificate via WesternNow Student Portal.

4. Students must meet the Inherent Requirements for the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education (<https://hbook.westernsydney.edu.au/programs/bachelor-education-primary-aboriginal-torres-strait-islander-education/>).

5. Students must satisfactorily complete the national Literacy and Numeracy TEST prior to undertaking the final Professional Experience placement in this subject.

6. From 2H/Spring 2022, students must be COVID-19 fully vaccinated as per the NSW Public Health Order and NSW Department of Education requirement. If a student is unable to be get an approved vaccination for medical reasons, they will need to approach their doctor who must complete a contraindication form available at: [covid-19-vaccine-contraindication.pdf \(nsw.gov.au\)](https://www.health.nsw.gov.au/Infectious/covid-19/vaccine/Documents/covid-19-vaccine-contraindication.pdf) (<https://www.health.nsw.gov.au/Infectious/covid-19/vaccine/Documents/covid-19-vaccine-contraindication.pdf>). Students to submit details of all vaccination doses or contraindication form via Western Now form for it to be recorded on their academic record.

Subject Content

1. Professional Standards for Graduate teachers
2. Evidence-based practice and reflection– observing, analysing, reflecting and evaluating personal professional practice
3. Classroom management
4. Community contexts
5. Lesson planning, implementation and assessment for effective learning
6. Individual, group and whole class teaching
7. Undertake professional conversations regarding the collection and revision of classroom data with a supervising teacher/mentor/s.

Special Requirements

Legislative pre-requisites

1. Students are required to complete the **two** components of the Working with Children Check (WWCC) process leading to (a) the issuance of a clearance number under the category of volunteer and (b) verification of the clearance number with the NSW Department of Education.

a) Students will need to:

- i. Access the Commission for Children and Young People website and complete an online application form to generate an application number.
- ii. Present an application number and identification to a Service NSW office who will issue a Working with Children Check number via mail or email.
- iii. Submit the letter with a valid Working With Children Check number via WesternNow Student Portal. The document is trimmed and recorded as a Special Requirement on your academic record. WesternNow Student Portal link (https://wsu.service-now.com/student/?id=sc_cat_item&sys_id=9c8b61a2dbbed8504f58e434059619ed)

b) Students will need to:

- i. Access the NSW Department of Education WWCC Verification declaration form <https://online.det.nsw.edu.au/jecpc/crc/wwcc.jsf>
- ii. Carefully read the information about Identity Documents and obtain a copy of the relevant ID documents.
- iii. Complete and submit the verification declaration form.
- iv. Once your WWCC verification is complete you will receive an email reply from the DoE Probity Unit confirming your WWCC number has been verified.
- v. Submit the verification confirmation email via WesternNow Student Portal. The document is trimmed and recorded as a Special Requirement on your academic record.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Placement Performance	30 days	S/U	Y	Individual
Professional Placement Performance	n/a	S/U	Y	Individual
Portfolio	8 pages	S/U	Y	Individual
Case Study	15 minutes	S/U	Y	Individual

Teaching Periods

1st Half

Bankstown

Day

Subject Contact Jacqueline Humphries ([https://directory.westernsydney.edu.au/search/name/Jacqueline Humphries/](https://directory.westernsydney.edu.au/search/name/Jacqueline%20Humphries/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC3023_22-1H_BA_D#subjects)

2nd Half

Bankstown

Day

Subject Contact Jacqueline Humphries ([https://directory.westernsydney.edu.au/search/name/Jacqueline Humphries/](https://directory.westernsydney.edu.au/search/name/Jacqueline%20Humphries/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC3023_22-2H_BA_D#subjects)

TEAC 3024 Professional Portfolio 3: Management and Leadership

Credit Points 10

Legacy Code 101624

Coordinator Denise Fraser ([https://directory.westernsydney.edu.au/search/name/Denise Fraser/](https://directory.westernsydney.edu.au/search/name/Denise%20Fraser/))

Description This unit involves a 25 day placement in a long day care setting with children from birth to five years of age. Students are required to reflect on their own learning and the potentials and challenges of the early childhood setting to develop appropriate goals and a relevant action research project. The focus of this unit is philosophy development, curriculum design, pedagogical leadership and reflective practice.

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) TEAC 2051

Restrictions Students must be enrolled in program 1670 Bachelor of Education (Birth - 5 Years).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Articulate a strong philosophy of teaching and approaches to curriculum and implement these through the use of appropriate pedagogies;
2. Draw on current research and policy to design, implement and evaluate curriculum for children birth -5 years;
3. Demonstrate strategies for developing collaborative partnerships with children, educators, families and communities that underpin respectful, responsive care and education
4. Assume a critically reflexive pedagogical leadership role within the early childhood setting, that demonstrates the potential to undertake the role of a beginning early childhood teacher;
5. Undertake collaborative centre-based research that builds on contemporary curriculum and policy frameworks; and

6. Demonstrate initiative and negotiation skills in interactions with staff, families and communities.

Subject Content

Module 1: Teamwork and Leadership

- team work and negation
- Working within A professional team as A team member, leader and researcher
- collaborative research

Module 2: Pedagogical leadership

- using tools of curriculum analysis and reflective practice to localise and develop own philosophy and approaches to curriculum
- teacher as researcher and reflexive practitioner Working towards developing Critical pedagogies
- Reflexive curriculum decision-making;
- application of approaches to curriculum evaluation and improvement (e.g. Collective Biographies, action research, quality assurance)

Special Requirements

Legislative pre-requisites

Students must have completed an approved Child Protection workshop prior to enrolling in this subject.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Practice and Portfolio	3,000 words	100%	N	Individual

Teaching Periods

TEAC 3025 Researching Practice

Credit Points 10

Legacy Code 102681

Coordinator Denise Fraser ([https://directory.westernsydney.edu.au/search/name/Denise Fraser/](https://directory.westernsydney.edu.au/search/name/Denise%20Fraser/))

Description This subject develops students' capacity to engage with the tenets of research as they investigate and reflect on their teaching practice, pedagogy and professional identity as a practitioner. Students are introduced to research through action research. The students use the Principles and Practices sections from the Early Years Learning Framework to reflect on their pedagogy, which requires them to consider the strength of their practice and the subsequent areas for improvement to develop their teaching practice. Through this process, students develop an understanding of critical reflective practice and improvement cycles. The action research model requires students to explore research processes of data collection, analysis techniques, literature review and using this information to develop a new cycle of investigation.

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Restrictions

Students must be enrolled in 1879 Bachelor of Education (Birth – 5 Years) and have completed 160cp in that program.

Learning Outcomes

1. Analyse the key ideas and assumptions underlying aspects of research and education research debates.
2. Explore research processes and the role of each step of the action process for quality research.
3. Examine key factors influencing the practice and identities of teachers in contemporary education contexts.
4. Reflect critically on their own teaching and learning philosophy, ethical practice and pedagogical leadership.
5. Critique field experience and plan strategies for enhancing practice.
6. Apply the outcomes of the research process to support professional learning, reflection and continuous improvement.

Subject Content

1. The value of engaging with educational research
2. The use of research literature to identify and analyse the social, cultural, economic and political structures important to the role and identity of teachers
3. Research processes: research design, data analysis and ethical issues
4. Research on key factors of contemporary teaching and learning, professional practice and professional identities
5. The role and work of teachers as defined by the research literature
6. Action research and practitioner research principles and practices

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Reflection	1200 words	25%	N	Individual
Critical Review	1500 words	35%	N	Individual
Applied Project	1800 words	40%	N	Individual

Teaching Periods

TEAC 3026 Responsive Pedagogies

Credit Points 10

Legacy Code 102676

Coordinator Kerry Staples ([https://directory.westernsydney.edu.au/search/name/Kerry Staples/](https://directory.westernsydney.edu.au/search/name/Kerry%20Staples/))

Description Responsive, respectful and reciprocal relationships with children are a basic tenet of early childhood education and lead to quality outcomes for children. Interactions among children, adults and environments are key to children's learning. Responsive pedagogies use a relationship-based approach to nurture children and families' unique dispositions, cultural and social strengths. This subject promotes respectful interactions that are associated with social

justice, equity, inclusivity and ethical practice. Responsive interactions require teachers to be engaged, to connect and use diverse, nuanced knowledge of curriculum and content to extend children's learning and thinking.

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Restrictions

Students must be enrolled in 1879 Bachelor of Education (Birth – 5 Years) and have completed 160cp in that program.

Learning Outcomes

1. Examine the connections between responsive pedagogies, the provision of quality early childhood education and care, and outcomes for children.
2. Identify the unique ways in which socially and culturally diverse families and communities enhance relationships and interactions between children and teachers.
3. Apply knowledge of child development and theories of learning to analyse children's dispositions, ways of communication and interactions.
4. Apply pedagogical principles for enhancing reciprocal interactions and positive relationships between children, and between children and adults/teachers.
5. Develop evidence-based strategies to connect, engage and build trusting relationships with children that enhance play, learning and well-being.
6. Critique responsive pedagogies for engaging in sustained shared conversations with children that extend children's interests, play and learning.

Subject Content

1. Relationship between quality outcomes for children's learning and responsive pedagogies
2. Children's language and communication development
3. Factors influencing children's interactions, development and learning
4. Socio-cultural approaches to analysing interactions and relationships
5. Responsive teaching strategies that scaffold and enhance children's learning
6. Responsive pedagogies that support participation and inclusion of children from diverse backgrounds.
7. Socially and culturally inclusive community and family approaches, (including Aboriginal and Torres Strait Islander families and communities) for nurturing relationships with children.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	1,000 words	20	N	Individual
Report	1,200 words	30	N	Individual
Reflection	1,800 words	50	N	Individual

Teaching Periods

TEAC 3028 Supporting Positive Learning

Credit Points 10

Legacy Code 102682

Coordinator Kerry Staples ([https://directory.westernsydney.edu.au/search/name/Kerry Staples/](https://directory.westernsydney.edu.au/search/name/Kerry%20Staples/))

Description Educators have a key responsibility for guiding and facilitating young children's positive behaviours, their sense of belonging, and wellbeing. This subject provides students with an opportunity to analyse a range of theoretical approaches and various developmental and socio-cultural contextual factors that influence children's behaviours, learning and social interactions. Specifically, students will develop knowledge about diverse approaches to guiding children positively in partnership with families that are responsive to the children's needs, family's aspirations and expectations. Students will apply the legislative and ethical protocols in designing a guidance plan to support the development of positive behaviours and socio-emotional wellbeing in an early childhood setting. Students will also critically evaluate their personal and professional dispositions relating to guiding young children's positive learning and behaviours.

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Co-requisite(s) TEAC 4008

Restrictions

Students must be enrolled in 1879 Bachelor of Education (Birth – 5 Years) and have completed 160cp in that program.

Learning Outcomes

1. Analyse theoretical approaches and socio-cultural factors associated with children's learning, developments, and behaviours.
2. Explore strategies for accommodating diversity in children's characteristics, learning and behavioural styles in relation to their social interactions.
3. Explain the importance of mental health and sense of wellbeing for children's overall development and learning.
4. Critique the importance of children's understandings of themselves and others and their capacity for agency.
5. Examine guidance strategies and techniques for promoting children's positive learning and wellbeing in partnerships with families and other professionals.
6. Evaluate the impact of environmental factors on individual and group behaviour in educational settings and organise learning environments in ways that promote positive behaviours.

7. Apply knowledge of theories and guidance policies to plan, implement and evaluate a selected guidance approach to promote children's positive behaviours.
8. Reflect on personal dispositions and professional approaches in relation to learning and teaching, with a particular emphasis on monitoring and guiding children's behaviour.

Subject Content

1. Traditional and contemporary approaches to guiding children's behaviour, social-emotional development and social interactions
2. Theories of developmental, contextual, ecological factors that influence children's behaviour and learning
3. Educators', families', and communities' beliefs, values and attitudes about children's behaviours
4. Partnering with educators, families and other professionals to support children's prosocial behaviour, social-emotional health and well-being
5. Methods of documenting and analysing behaviour, interactions and social-emotional development
6. Approaches to understanding and responding to children's challenging behaviour
7. Planning positive learning environments that promote responsive interactions and relationships with children
8. Planning, implementing and monitoring prevention and intervention strategies with consideration of legislative, policy and philosophical frameworks

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presnetation	5 minutes	20	N	Individual
Case Study	1,200 words	30	N	Individual
Essay	1,600 words	50	N	Individual

Teaching Periods

TEAC 3029 TESOL Curriculum Design

Credit Points 10

Legacy Code 102477

Coordinator Dariush Izadi ([https://directory.westernsydney.edu.au/search/name/Dariush Izadi/](https://directory.westernsydney.edu.au/search/name/Dariush%20Izadi/))

Description This unit explores issues, approaches and stages in the TESOL curriculum design process within a range of contexts. It assists students to identify and implement effective strategies for planning, designing and evaluating language learning programs relevant to the needs of the learners and the contexts of learning.

School Humanities & Comm Arts

Discipline English as a Second Language Teaching

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Assumed Knowledge

Sufficient knowledge about teaching international English and English language teaching methodology.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. understand concepts and issues relating to the development of English as a foreign/second language curriculum;
2. explore English language curriculum design in current Australian and international contexts;
3. critically analyse approaches to curriculum design;
4. analyse a range of language learning contexts and the implications for planning, programming and evaluating learning;
5. analyse the equity issues in developing and evaluating programs;
6. examine and critique various needs analysis approaches;
7. develop skills in designing English language teaching syllabi;
8. develop skills in planning, designing, evaluating programs for diverse groups of learners;
9. develop skills in developing teacher skills and knowledge for planning and managing the materials design process; and
10. enhance intercultural awareness in selecting teaching materials and teaching international English.

Subject Content

Explore the concept of curriculum in language learning settings- the historical background, underlying assumptions, current issues in adult learning and teaching and constraints

Understand contexts of language curriculum design in Australia and internationally

Discuss and model the curriculum design processes, including: needs analysis

situation analysis

planning goals and learning outcomes

course planning and syllabus design

selecting, sequencing and organising content

selecting teaching and learning strategies

role and design of instructional materials

methods of student assessment

evaluating programs

Understand key issues in curriculum design:

approaches to analysing needs

ideology, objectives, language and non-language outcomes

effective teaching- the institution, the teacher, the teaching and learning process

intercultural awareness in selecting and using resources and materials

managing resources and material development

approaches to curriculum evaluation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Critical Review	2,000 words	30	N	Individual
Applied Project	2,500 words	50	N	Individual
Presentation	10 minutes	20	N	Individual

Prescribed Texts

- Richards, J. C. (2001). Curriculum development in language teaching. Cambridge: Cambridge University Press.

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Dariush Izadi ([https://directory.westernsydney.edu.au/search/name/Dariush Izadi/](https://directory.westernsydney.edu.au/search/name/Dariush%20Izadi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC3029_22-AUT_PC_D#subjects)

TEAC 3030 TESOL Placement

Credit Points 20

Legacy Code 102478

Coordinator Ping Yang ([https://directory.westernsydney.edu.au/search/name/Ping Yang/](https://directory.westernsydney.edu.au/search/name/Ping%20Yang/))

Description This unit provides students an opportunity to undertake a professional practice unit which consists of an internship in an English language teaching organisation for students of TESOL. It involves participation in the various aspects of the work of the teaching organisation, including classroom observation, service learning, supervised English language teaching practice component, and volunteer tutoring either in Australia or overseas. In-context placement experience assists TESOL students' career development.

School Humanities & Comm Arts

Discipline English as a Second Language Teaching

Student Contribution Band HECS Band 1 20cp

Level Undergraduate Level 3 subject

Pre-requisite(s) TEAC 2055

Learning Outcomes

On successful completion of this subject, students should be able to:

1. identify through observation various TESOL approaches in different teaching situations
2. demonstrate an understanding of successful TESOL teaching through observation of teaching and consultation with experienced teachers regarding their practice
3. analyse and meet students' learning materials and resources
4. adapt for use a variety of TESOL teaching materials and resources
5. plan, deliver and evaluate TESOL teaching and learning activities; and
6. demonstrate understanding of important non-teaching elements in language teaching and learning settings such as planning, classroom management, teacher collaboration, reflection of teaching materials design.

Subject Content

The placement builds on the knowledge and skills students gain in TESOL Teaching Methodology by situating it in differing TESOL settings such as ELICOS, AMEP, SEE, English for Specific Purposes, and general English skills. It involves in context experience with either teaching ESL

in Australia or EFL overseas. The main components of the placement are:

1. Attending on-campus information sessions, meetings, group discussions, and presentations
2. Observation of classes in a range of English language teaching settings, consultation with teaching staff, team-teaching, and teaching of small withdrawal groups as appropriate in English language teaching organisations, and participation in all aspects of work in these organisations
3. Examination of commercial and teacher-produced teaching resources and materials, including computer assisted language learning resources, current curriculum approaches, and language assessment materials in the range of TESOL settings
4. Supervised practice teaching in the centre in which they are undertaking their internship or through an English language centre
5. Tutoring adult learners on a volunteer basis based on their learning needs
6. Practicum may be undertaken in the partner universities overseas depending on funding and placement availability

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Portfolio	2,000 words	30	N	Individual
Report	2,500 words	40	N	Individual
Professional Placement Performance	varied	30	N	Individual

Prescribed Texts

- Richards, J. C., & Farrell, T. S. C. (2005). Professional development for language teachers: Strategies for teacher learning. Cambridge: Cambridge University Press.

Teaching Periods

TEAC 3031 The Brain and Learning

Credit Points 10

Legacy Code 102207

Coordinator Neil Pedley ([https://directory.westernsydney.edu.au/search/name/Neil Pedley/](https://directory.westernsydney.edu.au/search/name/Neil%20Pedley/))

Description Interest in the relationship between the brain and how people learn is at an all-time high. Surprisingly, most theories of teaching and learning say little about the brain. In an age where 'brain-based' educational products are a multimillion-dollar industry, there is a need for students, parents, and anybody with an interest in education to have some basic knowledge of the brain. This unit is designed to provide students with a straightforward introduction into the limitations and possibilities of brain function, especially with respect to memory and learning. In addition, this unit also examines motivation, exceptional learners, and challenging groups.

School Education

Discipline Teacher Education

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects TEAC 3034 - Young People Their Futures and Education

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Discuss aspects of the brain that underlie human cognition, problem-solving, motivation, and exceptional learners
2. Critique current theories of learning and teaching based on current knowledge of the human brain.
3. Apply current knowledge of the human brain to a range of teaching and learning scenarios.
4. Examine how deficiencies in brain development and social-contextual factors contribute to anti-social grouping of children and young people.

Subject Content

1. The brain, evolution and culture. The intricacies of brain function particularly in relation to human memory and implications for teaching and learning. Comparisons between knowledge that humans have evolved to acquire (biologically primary knowledge) and knowledge that is the product of cultural advancements from the last few millennia (biologically secondary knowledge).
2. Motivation and learning. The study of human motivation of Freudian, behaviourist, social-cognitive, and neuroscience perspectives.
3. Exceptional learners. The cognitive and social-affective characteristics of exceptional learners, particularly school students identified as gifted and talented.
4. Group relationships and challenging groups. The importance that school-aged adolescents place on their peer-networks as they engage in complex inter-group relationships.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quizzes x 2	30 minutes each	50	N	Individual
Essay	2,000 words	50	N	Individual

Teaching Periods

Spring

Online

Online

Subject Contact Neil Pedley ([https://directory.westernsydney.edu.au/search/name/Neil Pedley/](https://directory.westernsydney.edu.au/search/name/Neil%20Pedley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC3031_22-SPR_ON_O#subjects)

TEAC 3032 Understanding and Teaching in Context

Credit Points 10

Legacy Code 102136

Coordinator Paul Rooney ([https://directory.westernsydney.edu.au/search/name/Paul Rooney/](https://directory.westernsydney.edu.au/search/name/Paul%20Rooney/))

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

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Co-requisite(s) TEAC 3040

Equivalent Subjects LGYA 1494 - Understanding and Teaching in Context - AREP

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

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate literature related to school practices, school contexts, curriculum and teaching practices. (Standard 6.2.1)
2. Consolidate syllabus and pedagogical knowledge taught in previous units. (Standards 2.1.1, 2.3.1, 2.5.1, 2.6.1)
3. Critically examine significant equity issues for their impact on teaching and learning. (Standards 1.3.1 2.4.1, 4.4.1, 6.4.1)
4. Critically examine the theory and practice surrounding the pursuit of equality and equity. (Standard 1.3.1, 2.4.1)
5. Critically evaluate the features of planning, programming, assessing and evaluation strategies, in terms of their appropriateness for diverse learning contexts. (Standards 1.1.1, 1.3.1, 1.5.1, 2.4.1)
6. Plan, program, assess and evaluate for a group of learners in a specific learning context by translating personal philosophies, sound educational theory and system/school requirements into effective classroom practices. (Standards 2.1.1, 2.2.1, 2.3.1, 3.1.1, 3.6.1, 5.1.1, 5.5.1)

Subject Content

Understanding learner diversity.

The nature of learning: Implications for curriculum design
The curriculum and the learning environment.

Teaching in new times, the use and impact of technology

Fair Go project- and related literature

Assessment and the MeE assessment cycle

Programming for student engagement

Annotation of student work samples to demonstrate outcomes achieved

Presentation of MeE assessment & professional conversations

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	1,500 words	30	N	Individual
Modified Professional Task and Presentation	20 minutes	40	N	Individual
Modified Report	1,500 words	30	N	Individual

Prescribed Texts

- Munns, Geoff; Sawyer, Wayne; Cole, Bronwyn. (2013). Exemplary Teachers of Students in Poverty. Abingdon, Oxon: Routledge.

Teaching Periods

2nd Half

Bankstown

Day

Subject Contact Paul Rooney ([https://directory.westernsydney.edu.au/search/name/Paul Rooney/](https://directory.westernsydney.edu.au/search/name/Paul%20Rooney/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC3032_22-2H_BA_D#subjects)

TEAC 3033 Working and Teaching with Diverse Communities

Credit Points 10

Legacy Code 102655

Coordinator Christine Jones Diaz ([https://directory.westernsydney.edu.au/search/name/Christine Jones Diaz/](https://directory.westernsydney.edu.au/search/name/Christine%20Jones%20Diaz/))

Description This unit focuses on equity and social justice issues in diverse communities and educational settings. It explores a range of contemporary theoretical frameworks and pedagogical approaches that will develop students' understandings about the social construction of difference, identity and subjectivity within social, historical and political contexts. A critical awareness of the intersections between language, knowledge, power and discourse provides students with theoretical knowledge and practical analytical tools. Students will analyse and deconstruct inequalities and subjectivity in personal and professional contexts. They will apply this critical understanding to interrogate educational policies, programs, and services, and develop effective teaching and learning strategies for diverse and multilingual learners, including English as an Additional Language/Dialect and Aboriginal and Torres Strait Islander learners.

School Education

Discipline Teacher Education, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Teaching Periods

1st Half

Online

Online

Subject Contact Christine Jones Diaz ([https://directory.westernsydney.edu.au/search/name/Christine Jones Diaz/](https://directory.westernsydney.edu.au/search/name/Christine%20Jones%20Diaz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC3033_22-1H_ON_O#subjects)

TEAC 3036 Data and Assessment in the Primary classroom

Credit Points 10

Legacy Code 102754

Coordinator Paul Rooney ([https://directory.westernsydney.edu.au/search/name/Paul Rooney/](https://directory.westernsydney.edu.au/search/name/Paul%20Rooney/))

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

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine how assessment data are used to inform classroom and policy in national and International discourses;
2. Make judgements of students' assessment tasks to practice consistent and comparable judgements, including moderation;
3. Critically reflect on the purposes and roles of diverse assessment strategies and their impacts on student learning processes;
4. Explore strategies to record, represent and analyse students' assessment data;
5. Design assessment items that relate to student outcomes in a range of K-6 curriculum areas.

Subject Content

- data and assessment in primary classrooms
- keeping records, observational notes, anecdotal data and Numerical data
- Assessing students using standardised data: NAPLAN, and other school based literacy and Numeracy programs
- Data representation and interpretations used in the profession, including a range of data displays: ? Side by side column graphs ? Two categorical variables ? Digital media representations of data ? Statistics and probability: Baffling box plots
- using assessment data to improve student learning and outcomes

- formative assessment strategies that build visibility around student learning
- consistency of teacher judgement related to student assessment data

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Investigating Assessment: system, school & class assessment data - their functions and role in classrooms	2,000 words	50	N	Individual
Designing Assessment tools: Designing assessment items for given units of work (Including formative summative and differentiated)	2,000 words	50	N	Individual

Prescribed Texts

- Renshaw, P., Baroutsis, A., van Kraayenoord, C., Goos, M., and Dole, S. (2013). Teachers using classroom data well: Identifying key features of effective practices. Final report. Brisbane: The University of Queensland. <https://www.aitsl.edu.au/docs/default-source/default-document-library/teachers-using-classroom-data-well.pdf?sfvrsn=0>

Teaching Periods

2nd Half

Bankstown

Day

Subject Contact Paul Rooney ([https://directory.westernsydney.edu.au/search/name/Paul Rooney/](https://directory.westernsydney.edu.au/search/name/Paul%20Rooney/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC3036_22-2H_BA_D#subjects)

TEAC 3037 Engaging in the Profession

Credit Points 10

Legacy Code 102755

Coordinator Dianne Burrell ([https://directory.westernsydney.edu.au/search/name/Dianne Burrell/](https://directory.westernsydney.edu.au/search/name/Dianne%20Burrell/))

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

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYA 1496 - Engaging the Profession - (AREP)

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the importance of and implement evidence-based practice in their teaching;
2. Investigate classroom and school environments;
3. Design an integrated three-week unit of work;
4. Select appropriate resources, including ICTs, when designing curriculum and learning experiences;
5. Reflect on their school-based experiences with a view to enhancing their teaching practice and understanding of the relationship between theory and practice;
6. Develop a teaching portfolio that demonstrates their teaching philosophy, professional learning, experience and achievement of the Graduate Teacher Standards;
7. Utilise ICT skills in the preparation of assessment tasks.

Subject Content

- Preparing for Teaching - Standards and Expectations
- Classroom management, school policies and learning environments
- programming and development of curriculum programs and units of work
- assessment across The key learning areas
- ICTs in learning and Teaching
- portfolios, and demonstrating achievement of The graduate teacher Standards
- beginning teachers: Teaching philosophy, being A reflective practitioner
- The professional teacher: evidence-based practice

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Applied Project: Teaching Philosophy and work sample annotations.	1,500 words	40	N	Individual
Professional Task	2,000 words	60	N	Individual
Learning portfolio: Graduate Teacher standards, work samples and annotations	2,500 words	S/U	Y	Individual

Prescribed Texts

- Groundwater-Smith, S., Ewing, R. & Le Cornu, R. (2015) Teaching, challenges and dilemmas (5th ed.). South Melbourne, Victoria : Cengage Learning Australia

Teaching Periods

2nd Half

Bankstown

Day

Subject Contact Dianne Burrell ([https://directory.westernsydney.edu.au/search/name/Dianne Burrell/](https://directory.westernsydney.edu.au/search/name/Dianne+Burrell/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC3037_22-2H_BA_D#subjects)

TEAC 3038 Health and Physical Education 2

Credit Points 10

Legacy Code 102752

Coordinator Zara Ruggero ([https://directory.westernsydney.edu.au/search/name/Zara Ruggero/](https://directory.westernsydney.edu.au/search/name/Zara+Ruggero/))

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

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) TEAC 2030 AND TEAC 2058

Equivalent Subjects EDUC 2005 - Personal Development Health Physical Education 1 (AREP)

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the central concepts, modes of enquiry and structure of H and PE, including recent theory and practice as relating to key topics of drug education; health education, road safety; and personal development. (Standards 2.1.1, 7.1.1, 7.2.1)
2. Evaluate the cultural, socio-economic and geographical factors of the health and personal development components of the H and PE syllabus with a specific focus on Aboriginal content. (Standards: 2.1.1, 2.4.1)
3. Explain the nature and role of H and PE as a discipline for supporting the development of health and wellbeing. (Standards 4.1.1, 4.4.1)
4. Apply understandings of assessment and students' learning in Years 5 – 6 within the H and PE key learning area. (Standards 1.5.1, 5.1.1.)
5. Design a variety of teaching, classroom behaviour and organisational management strategies to cater for a range of diverse learners. (Standards 4.1.1, 4.2.1, 4.3.1, 4.4.1)
6. Design learning experiences, lessons and lesson sequences, (Standards 1.1.1, 2.1.1, 2.5.1)
7. Undertake risk assessments using knowledge of the NSW syllabuses or other curriculum support documentation requirements. (Standards 7.1.1 7.2.1)
8. Explain the role and value of H and PE in the broader school curriculum, including literacy and Numeracy in H and PE. (Standards 2.5.1, 3.5.1, 3.6.1)

Subject Content

1. Personal identity and how it impacts on our health.
2. Factors of resilience.
3. Concepts of health, safety (including road safety) and wellbeing.
4. Interpersonal skills that enable students to interact effectively and respectfully with others, build and maintain respectful relationships.
5. Cultural and socio-economic and geographical factors of health including Aboriginal and Torres Strait Islander specific content.
6. Drug education and lifestyle choices.
7. Syllabus delivery and classroom practices that meet Years 5-6 requirements for Health and Physical Education (H and PE).
8. Assessment practices for H and PE

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Essay	1,500 words	40	N	Individual
Professional Task	2,000 words	60	N	Individual

Teaching Periods

1st Half

Bankstown

Day

Subject Contact Terrence Wright ([https://directory.westernsydney.edu.au/search/name/Terrence Wright/](https://directory.westernsydney.edu.au/search/name/Terrence%20Wright/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC3038_22-1H_BA_D#subjects)

TEAC 3039 Mathematics 1: Geometry, Number and Algebra Years K-6

Credit Points 10

Legacy Code 102751

Coordinator John Ley ([https://directory.westernsydney.edu.au/search/name/John Ley/](https://directory.westernsydney.edu.au/search/name/John%20Ley/))

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

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) TEAC 1028 AND TEAC 1010

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Design learning experiences and lessons with a focus on years 5 and 6;
2. Provide classroom opportunities to use continuous scales in measurement linked to an understanding of the number system, particularly of decimals;
3. Use appropriate measurement units based on the degree of accuracy required for a range of mathematical tasks;

4. Explore relationships within existing data sets and explore these data sets, using a variety of representations;
5. Use deductive reasoning to justify and support conclusions that are appropriate to the context;
6. Demonstrate the development of geometrical concepts and apply them in an appropriate manner to real world classroom teaching including ICT;
7. Demonstrate the relationship between patterns and algebra;
8. Selects and apply appropriate problem-solving strategies in undertaking mathematical investigations.

Subject Content

- Identifies, draws, and classifies 2 dimensional shapes and 3 dimensional objects and their properties
- Measure, construct and calculate angles. Geometry: 3D Space, 2D Space, Angles and Angle Relationships, Position, Properties of Geometrical Figures, Right-Angled Triangles, Trigonometry and Pythagoras' Theorem
- Circle geometry
- explore relationships between number and algebraic representations of number sentences
- use Problem solving skills to complete modelling Activities
- Planning mathematics lessons and learning experiences for students in years 5 and 6

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	1500 words	30	N	Individual
Final Exam	1.5 hours	40	N	Individual
Professional Task	1200 words	30	N	Individual

Teaching Periods

1st Half

Bankstown

Day

Subject Contact John Ley ([https://directory.westernsydney.edu.au/search/name/John Ley/](https://directory.westernsydney.edu.au/search/name/John%20Ley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC3039_22-1H_BA_D#subjects)

TEAC 3040 Professional Experience 3

Credit Points 10

Legacy Code 102750

Coordinator Jacqueline Humphries ([https://directory.westernsydney.edu.au/search/name/Jacqueline Humphries/](https://directory.westernsydney.edu.au/search/name/Jacqueline%20Humphries/))

Description The unit is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education program. This unit is a 10 credit point unit. The unit is designed to enable students to have direct experience of teaching in schools,

building towards a final professional experience. The Professional Experience stream integrates with the curriculum content and pedagogy delivered in other course units. The rationale behind this Professional Experience unit is to give students the opportunity to synthesise and apply their knowledge and skills from all previous units for a total of 20 days. The teaching block will enable students to build or cement relationships with a school community. Teacher Education students will be able to consolidate their teaching through the integration of theory and practice as their final preparation as beginning teachers.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) TEAC 1029 AND TEAC 2049

Incompatible Subjects TEAC 3022 - Professional Experience 3 Engaging with the Profession

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the characteristics and elements of classrooms, teaching, learning and curriculum responding to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds;
2. Utilise outcomes-based planning in all subject areas and demonstrate aspects of professional teaching standards;
3. Communicate effectively with students in classrooms;
4. Implement and reflect upon various teaching approaches;
5. Implement and reflect upon various assessment and classroom management strategies;
6. Initiate and guide learning by using specific teaching strategies;
7. Apply and demonstrate their continuing understanding of curriculum through appropriate professional experience;
8. Demonstrate a reflexive understanding of their role in the teaching profession and the need to continually improve their professional knowledge and practice;
9. Demonstrate an understanding of how to develop strategies for the establishment of partnerships with parents and the community.

Subject Content

- professional Standards for graduate teachers
- evidence-based practice and reflection? observing, Analysing, reflecting and Evaluating personal professional practice
- Classroom management
- community contexts
- Lesson planning, implementation and assessment for effective learning
- programming and Teaching A unit of work
- individual, group and whole class Teaching
- Looking at Classroom data and assessment

Special Requirements

Legislative pre-requisites

1. Students are required to complete the **two** components of the Working with Children Check (WWCC) process leading to (a) the issuance of a clearance number under the category of volunteer and (b) verification of the clearance number with the NSW Department of Education.

a) Students will need to:

i. Access the Commission for Children and Young People website and complete an online application form to generate an application number.
ii. Present an application number and identification to a Service NSW office who will issue a Working with Children Check number via mail or email.

iii. Submit the letter with a valid Working With Children Check number via WesternNow Student Portal. The document is trimmed and recorded as a Special Requirement on your academic record.

WesternNow Student Portal link (https://wsu.service-now.com/student/?id=sc_cat_item&sys_id=9c8b61a2dbbed8504f58e434059619ed)

b) Students will need to:

i. Access the NSW Department of Education WWCC Verification declaration form <https://online.det.nsw.edu.au/jecpc/crc/wwcc.jsf>
ii. Carefully read the information about Identity Documents and obtain a copy of the relevant ID documents.

iii. Complete and submit the verification declaration form.

iv. Once your WWCC verification is complete you will receive an email reply from the DoE Probiy Unit confirming your WWCC number has been verified.

v. Submit the verification confirmation email via WesternNow Student Portal. The document is trimmed and recorded as a Special Requirement on your academic record.

2. Students must complete the **two** components of the NSW Department of Education's Child Protection Awareness Training (CPAT)

a) Students will need to:

i. Access the NSW Department of Education's MyPL website <https://mypl.education.nsw.gov.au/>
ii. Complete the online Child Protection Awareness Training: Induction
iii. Save certificate of completion

iv. Submit certificate via WesternNow Student Portal

b) Students will need to:

i. Access the NSW Department of Education's MyPL website <https://mypl.education.nsw.gov.au/>
ii. Complete the Child Protection Awareness Training (CPAT): Annual Update for the calendar year
iii. Save certificate of completion

iv. Submit certificate via WesternNow Student Portal

Both certificates will be recorded on your student record as Special Requirements with the end date for the Annual CPAT recorded. The CPAT: Annual Update will need to be renewed and submitted on an annual basis.

Students who have not completed both components of the Child Protection Awareness Training will need to withdraw from the subject.

3. Students must complete the ASCIA anaphylaxis e-training and submit their certificate to Submit certificate via WesternNow Student Portal.

4. Students must meet the Inherent Requirements for the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education (<https://hbook.westernsydney.edu.au/programs/bachelor-education-primary-aboriginal-torres-strait-islander-education/>).

5. From 2H/Spring 2022, students must be COVID-19 fully vaccinated as per the NSW Public Health Order and NSW Department of Education

requirement. If a student is unable to get an approved vaccination for medical reasons, they will need to approach their doctor who must complete a contraindication form available at: [covid-19-vaccine-contraindication.pdf \(nsw.gov.au\)](https://www.health.nsw.gov.au/Infectious/covid-19/vaccine/Documents/covid-19-vaccine-contraindication.pdf) (<https://www.health.nsw.gov.au/Infectious/covid-19/vaccine/Documents/covid-19-vaccine-contraindication.pdf>). Students to submit details of all vaccination doses or contraindication form via Western Now form for it to be recorded on their academic record.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Placement Performance	20 days	S/U	Y	Individual
Professional Placement Performance	20 days	S/U	Y	Individual
Portfolio	12 pages	S/U	Y	Individual

Teaching Periods

1st Half

Bankstown

Day

Subject Contact Jacqueline Humphries ([https://directory.westernsydney.edu.au/search/name/Jacqueline Humphries/](https://directory.westernsydney.edu.au/search/name/Jacqueline%20Humphries/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC3040_22-1H_BA_D#subjects)

2nd Half

Bankstown

Day

Subject Contact Jacqueline Humphries ([https://directory.westernsydney.edu.au/search/name/Jacqueline Humphries/](https://directory.westernsydney.edu.au/search/name/Jacqueline%20Humphries/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC3040_22-2H_BA_D#subjects)

TEAC 3041 Science and Technology 2

Credit Points 10

Legacy Code 102753

Coordinator Susan Price ([https://directory.westernsydney.edu.au/search/name/Susan Price/](https://directory.westernsydney.edu.au/search/name/Susan%20Price/))

Description The subject is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education program. This subject is designed to enhance prior work in the science and technology areas with a particular focus on the primary years: 3 – 6. The significance of children's views is emphasised in the selection, design and sequencing of activities for primary students in science and technology experiences through the four content areas: Biological sciences, Chemical sciences, Earth and Space sciences and the Physical sciences. Emphasis will be given to Aboriginal and Torres

Strait Islander science elaborations and to develop authentic locally driven, land based teaching of content and classroom resources.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate key Aboriginal land based content knowledge in the areas of Biological sciences, Chemical sciences, Earth and space sciences and the Physical sciences (Standard 2.1.1, 2.4.1) [CLO 1, 2, 3].
2. Plan lessons, lesson sequences and assessment items that engage and motivate students in science and technology. (Standard 2.2.1, 2.3.1, 3.1.1, 3.2.1, 3.6.1, 5.4.1) [CLO 1,2,3,4,5,7].
3. Articulate clear learning goals in preparing learning experiences for science and technology education that are appropriate for the cognitive, social and language abilities of students in years 3 – 6. (Standard 1.3.1, 1.4.1, 1.5.1, 5.1.1) [CLO 1,2,4,5,7].
4. Demonstrate proficiency with the content knowledge, pedagogical content knowledge and legislation appropriate to support learning in primary classrooms (years 3-6) (Standard 1.2.1, 1.6.1, 2.1.1, 2.5.1, 3.1.1, 3.6.1, 7.2.1).
5. Design learning experiences, lessons and lesson sequences that integrate the Australian curriculum's general capabilities into science and technology. (Standard 1.5.1, 2.5.1, 2.6.1, 4.1.1, 4.2.1) [CLO 1,2,3,4,5,6,8]

Subject Content

1. Knowledge, skills, values and attitudes necessary to cultivate interest and positive, informed ethical values, attitudes, and student self-efficacy in the sciences for students in Years 3 – 6.
2. The distinctive nature of scientific inquiry as it relates to the Aboriginal and Torres Strait Islander science elaborations.
3. Local knowledge sources and how they underpin pedagogies of teaching and learning science, and teaching and learning technology (design and digital).
4. Strategies for teaching and assessing Primary Science and Technology with a focus on the development of skills for practical problem and project-based learning that is student driven and /or student directed for students in Years 3 – 6.
5. Knowledge and understanding of the use and selection of digital technologies to support teaching and learning in Primary Science and Technology;
6. Supporting students with disabilities to access the Primary Science and Technology curriculum and demonstrate achievement;
7. Content requirements for the teaching of Biological sciences, Chemical sciences, Earth and Space sciences and the Physical sciences, for students in Years 3 – 6.
8. Knowledge and understanding of the Australian Curriculum's general capabilities.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Using a chosen site, prepare a Scope and sequence for students in a Year 3 – 6 class incorporating Aboriginal and Torres Strait Islander science elaborations and justification for selection of learning experiences.	1,500 words	40	N	Individual
Prepare a sequence of 6 lesson plans and one summative assessment task for students in a Year 3 – 6 class which links specifically to the site. Lessons must use a range of General Capabilities and include ICT	2,000 words	60	N	Individual

Prescribed Texts

- Skamp, K., & Preston, Christine Margaret, editor. (2018). Teaching primary science constructively (6th ed.).
- NSW Syllabus for the Australian Curriculum: Science K-10 (incorporating Science and Technology K-6) Retrieved from <http://syllabus.bos.nsw.edu.au/>

Teaching Periods

2nd Half

Bankstown

Day

Subject Contact Susan Price ([https://directory.westernsydney.edu.au/search/name/Susan Price/](https://directory.westernsydney.edu.au/search/name/Susan%20Price/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC3041_22-2H_BA_D#subjects)

TEAC 3043 Reading Children's Literature and Digital Texts

Credit Points 10

Legacy Code 102798

Coordinator Katrina Barker ([https://directory.westernsydney.edu.au/search/name/Katrina Barker/](https://directory.westernsydney.edu.au/search/name/Katrina%20Barker/))

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

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe how texts vary according to purpose, audience and situation;
2. Develop a metalanguage for understanding written, visual and multimodal texts;
3. Develop critical media literacies in close study of children's literature and digital texts;
4. Read, view, interpret and analyse a range of texts;
5. Demonstrate an awareness of how the selection of words, phrases, images, structure, composition influences meaning within different subject disciplines;
6. Apply understanding of texts to the teaching of reading.

Subject Content

1. Early reading and learning the mechanics of reading using children's literature and digital texts

2. Four resources model or roles of the reader: text decoder, text participant, text user and text analyst
3. Variation of written and visual texts according to their social purpose, audience and situation
4. Grammars and affordances of written, visual and multimodal texts
5. Critical media literacy, including fake news, posters, credibility of sources, (ethical) stance, related to choice of language and images
6. Representations of identity/identities and stereotypes in children's literature
7. Comprehending written and visual texts in different disciplines, for example, Science, History, Art, and in digital formats
8. Aboriginal and Torres Strait Islander literature, Asian literature and bilingual texts

Teaching Periods

TEAC 3044 STEM Principles and Practices in the Primary Years

Credit Points 10

Legacy Code 102797

Coordinator Grant Jones ([https://directory.westernsydney.edu.au/search/name/Grant Jones/](https://directory.westernsydney.edu.au/search/name/Grant%20Jones/))

Description The purpose of this unit is for students to gain exposure to authentic contexts for integrating science, technology, engineering and mathematics (STEM) and to develop knowledge and skills with designing and implementing STEM learning experiences. Students will have the opportunity to complete authentic interdisciplinary STEM tasks, and draw upon this experience to design and implement interdisciplinary STEM learning activities aligned to syllabus outcomes. This unit will allow students to simulate and evaluate the teaching practices associated with high-quality interdisciplinary STEM lessons.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

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

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate a critical understanding of theoretical constructs underlying STEM curriculum development as it relates to classroom teaching practice and student learning;
2. Demonstrate a critical understanding of computational and algorithmic thinking;
3. Apply knowledge of the K-6 syllabus documents in developing authentic STEM learning experiences;
4. Incorporate design thinking into STEM curriculum integration and development;
5. Create and evaluate interdisciplinary STEM units which integrate STEM principles in meaningful ways across traditional subject boundaries.

Subject Content

1. What is STEM and where does it fit in today's educational climate?
2. Applying interdisciplinary STEM pedagogies in the classroom (K-6)
3. Authentic STEM tasks and what do they look like in the classroom
4. Designing interdisciplinary STEM learning experiences (K-6)
5. Computational Thinking through robotics and coding in the classroom
6. Design making with a STEM approach

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Simulation	500 words	15	N	Individual
Critical Review	1400 words	35	N	Individual
Professional Task	2000 words	50	N	Individual

Teaching Periods

TEAC 3046 Engaging Pedagogies

Credit Points 10

Legacy Code 102819

Coordinator Eva Vass ([https://directory.westernsydney.edu.au/search/name/Eva Vass/](https://directory.westernsydney.edu.au/search/name/Eva%20Vass/))

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

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Investigate the relationship between theory, research and practice in understanding student engagement.
2. Examine issues that affect the engagement and motivation of learners in classrooms.
3. Explore why contemporary education is focused on creating active and engaging classrooms, rather than just educational delivery.

4. Refine their educational philosophy, based on their explorations of contemporary theorising, research and practice around student engagement.
5. Consider the implications of their developing philosophy to their practice, especially the potential effect on the students' authentic and engaged learning experiences.
6. Apply their new understandings of engaging pedagogies in their planning of a hypothetical learning experience.
7. Use logical and critical skills to develop solutions to educational problems in contemporary teaching and learning.

Subject Content

1. Theory and practice surrounding student engagement - Elements of the Fair Go Framework
 - engaging task design/engaging learning experiences
 - engaging processes/The Insider Classroom
2. Contemporary and evolving approaches to engaging teaching and engaged learning:
 - engaging through dialogue (Working with peers, teacher inclusive conversations)
 - engaging through Technology
 - Engaging through active learning (project based/inquiry based learning, tinkering, makerspace)
 - engaging through culturally appropriate pedagogic practices
 - engaging through personalised learning
 - Creative classrooms and engagement

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	30 minutes	20	N	Individual
Report	800 words + original and revised lesson plans attached	35	N	Individual
Teaching plan	1,500 words	45	N	Individual

Prescribed Texts

- Sawyer, W., Munns, G., Zammit, K., Attard, C, Vass, E. & Hatton, C. (2017). Engaging Schooling: Developing Exemplary Education for Students in Poverty. Abingdon, UK: Routledge
- Munns, G., Sawyer, W., & Cole, B. (Eds.). (2013). Exemplary teachers of students in poverty. Abingdon, UK: Routledge.

Teaching Periods

TEAC 3047 Pedagogical Leadership

Credit Points 10

Legacy Code 102822

Coordinator Kumara Ward ([https://directory.westernsydney.edu.au/search/name/Kumara Ward/](https://directory.westernsydney.edu.au/search/name/Kumara%20Ward/))

Description Early childhood teachers have a significant role in providing the pedagogical leadership required to deliver quality early childhood services for children and families. This unit introduces key concepts

of pedagogical leadership which are then applied in other units in the course. In this unit students examine a range of theoretical perspectives and approaches to curriculum and analyse the ways different theories and approaches shape pedagogical practices. Students will have opportunities to research contemporary theories of early childhood education, reflect on their own beliefs and values, refine their personal philosophy of teaching and learning, and consider the implications for their future role as pedagogical and educational leaders in early childhood settings.

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Critical Review	1,200 words	30	N	Individual
Reflection	1,200 words	30	N	Individual
Presentation	10 minute presentation	40	N	Individual

Teaching Periods

TEAC 3048 Creative Arts 2

Credit Points 10

Legacy Code 102851

Coordinator Sarah Pacey ([https://directory.westernsydney.edu.au/search/name/Sarah Pacey/](https://directory.westernsydney.edu.au/search/name/Sarah%20Pacey/))

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

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) TEAC 2013

Incompatible Subjects TEAC 2059 - Creative Arts 2

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explore the principles, practices and pedagogies related to the teaching, learning and assessment of Dance, Drama, and Media Arts
2. Demonstrate a range of practical skills, critical knowledge in the discrete forms required for the teaching of Dance, Drama, and Media Arts
3. Apply critical reflection to their own learning and practice within each of the art forms of Dance, Drama, and Media Arts
4. Identify and plan for Aboriginal perspectives embedded in the new NSW Creative Arts syllabus for the Australian Curriculum
5. Design programs, resources, assessments and learning sequences for inclusive creative arts education in the primary classrooms.

Subject Content

Media

- Two-dimensional media areas- drawing, painting, printmaking and photography

- Three- and four-dimensional areas such as sculpture and object design

- artists and art appreciation linked to media including Aboriginal media artists

Dance

- Risk and Safe Dance practice

- Dance techniques/s in The performance of dances including Aboriginal Dance forms

- Processes: exploration; improvisation, and responses to a variety of stimuli

- Choreographic forms: particularly narrative forms from A range of cultural groups.

- developing Dance appreciation

Drama

- making drama in A collaborative drama and theatre environment

- performing drama using A variety of performance techniques

- developing appreciation of drama and theatre

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	1,500 words	50	N	Individual
Professional Task	1,500 words	50	N	Individual

Prescribed Texts

- New South Wales (2006) Creative Arts syllabus K-6. https://educationstandards.nsw.edu.au/wps/wcm/connect/c19a0ed2-4310-481d-ad6b-a6acadad42b3/k6_creative_arts_syl.pdf?MOD=AJPERES&CVID

Teaching Periods

2nd Half

Bankstown

Day

Subject Contact Sarah Pacey ([https://directory.westernsydney.edu.au/search/name/Sarah Pacey/](https://directory.westernsydney.edu.au/search/name/Sarah%20Pacey/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC3048_22-2H_BA_D#subjects)

TEAC 4001 Connecting to the Profession

Credit Points 10

Legacy Code 102658

Coordinator Marion Sturges ([https://directory.westernsydney.edu.au/search/name/Marion Sturges/](https://directory.westernsydney.edu.au/search/name/Marion%20Sturges/))

Description This unit will assist students in the transition from a Pre-Service Teacher into a practising teacher. Students will develop their professional identity and teaching philosophy. The unit is designed to inform students of the importance of continued professional learning, the relationship between professional and community organisations in supporting educators, and how these influence student outcomes. It will build awareness of skills and practices that will help facilitate students' personal wellbeing and resilience in their teaching career.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) TEAC 1031 AND

TEAC 1006 AND

TEAC 1023 AND

TEAC 1015 AND

TEAC 1034 AND

TEAC 1027 AND

TEAC 1016 AND

TEAC 1011 AND

TEAC 3021

Teaching Periods

TEAC 4002 Developing Primary Mathematics

Credit Points 10

Legacy Code 102135

Coordinator John Ley ([https://directory.westernsydney.edu.au/search/name/John Ley/](https://directory.westernsydney.edu.au/search/name/John%20Ley/))

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

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 4 subject

Equivalent Subjects EDUC 2009 - Developing Primary Mathematics (AREP)

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the central concepts, modes of enquiry and structure of Mathematics.
2. Design and implement lesson sequences using developing knowledge of the NSW Syllabus For The Australian Curriculum: Mathematics K-10 Syllabus (K-6 Section).and recent Mathematics' theory and practice.
3. Apply the five interrelated processes of questioning, applying strategies, communicating, reasoning, reflecting when working mathematically.
4. Describe the five content strands of Number, Patterns and Algebra, Data, Measurement and Space and Geometry up to stage 4.
5. Apply concepts of assessment and children's learning within the Mathematics K-6 Learning Area and up to Stage 4.
6. Design and implement lesson sequences using knowledge of the NSW Syllabus For The Australian Curriculum: Mathematics K-10 Syllabus (K-6 Section) or other curriculum requirements.
7. Explain the role and value of Mathematics in the broader school curriculum and the relationship between numeracy and literacy.
8. Utilise a range of resources to meet the needs of diverse K-6 students in Mathematics K-6 including an Indigenous Australian perspective and catering to students with special needs.

Subject Content

1. The nature of mathematics learning and current trends in the teaching/learning of mathematics as a way to interpret the world, stages 2-4.
2. The place of communicating and problem solving, reasoning, understanding and fluency in working mathematically.
3. The development of number concepts and the number operations - addition and subtraction, multiplication and division, fractions and decimals.
4. The development of understanding patterns and algebra.
5. The development of measurement (length, area, volume and capacity, mass, time) and geometry concepts (3D, 2D space, angles and position)
6. The development of rational number concepts and data collection, including planning, gathering, organising, applying data to solve problems and communicating results through the selection of appropriate representations.
7. The development of chance concepts
8. Student assessment strategies

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	1,500 Words	50	N	Individual
Case Study	1,500 Words	50	N	Individual

Prescribed Texts

- Booker, G. (2010). Teaching primary mathematics (4th ed.). Sydney, Australia: Pearson Australia.
- NSW Board of Studies. (2012). NSW syllabus for the Australian curriculum: Mathematics K-10 syllabus (K-6 section). Sydney, Australia: NSW Board of Studies. Retrieved from <http://syllabus.bos.nsw.edu.au/download/>.

Teaching Periods

1st Half

Bankstown

Day

Subject Contact John Ley ([https://directory.westernsydney.edu.au/search/name/John Ley/](https://directory.westernsydney.edu.au/search/name/John%20Ley/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC4002_22-1H_BA_D#subjects)

TEAC 4003 Early Literacies

Credit Points 10

Legacy Code 102684

Coordinator Jaydene Barnes ([https://directory.westernsydney.edu.au/search/name/Jaydene Barnes/](https://directory.westernsydney.edu.au/search/name/Jaydene%20Barnes/))

Description This subject explores the history of literacy in the early years from different theoretical perspectives and the tensions between theory, expectations and practice. It breaks down language development for diverse learners and develops students' understanding of strategies to scaffold children's language learning and development when working in diverse community contexts. The subject builds on the previous subject of Critical Literacies and focuses the changing nature of literacy and the diverse literacy pathways individuals take up. Students will investigate the processes children go through when speaking, listening, reading and writing in the early years, and the interrelatedness of these processes to make meaning. Students will develop play-based, literacy-enriched experiences underpinned by contemporary literacy perspectives.

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 4 subject

Restrictions

Students must be enrolled in 1879 Bachelor of Education (Birth – 5 Years) and have completed 240cp in that program.

Learning Outcomes

- Examine the history of literacy in the early years within the Australian context and the impact of policy and theoretical perspectives on practice.

- Explore language development as it occurs from birth, with consideration of cultural, developmental and linguistic differences.
- Discuss new literacies, multiliteracies and the role of ICTs in children's literacy development.
- Explore the processes of children as code breakers, meaning-makers, text participants, text users and text critics in early childhood contexts through a multiliteracies approach.
- Analyse the tensions between theory, expectations and practice when supporting children's literacy capabilities in prior to school settings.
- Apply a contemporary, multi-literacies approach when planning play-based learning experiences to extend children's literacy.

Subject Content

- Historical and contemporary literacy perspectives
- Language development, including bilingual/multilingual children, supporting Aboriginal Dialects/Aboriginal English and supporting children with additional speech, communication and language needs
- Young children as code breakers, meaning makers, text participants, text users and text critics.
- Multi-literacies
- Literacy learning through play
- Transition to school and literacy learning

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1,000 words	20	N	Individual
Critical Review	1,200 words	30	N	Individual
Professional Task	2,000 words	50	N	Individual

Teaching Periods

TEAC 4004 Leadership and Portfolio

Credit Points 10

Legacy Code 102687

Coordinator Kerry Staples ([https://directory.westernsydney.edu.au/search/name/Kerry Staples/](https://directory.westernsydney.edu.au/search/name/Kerry%20Staples/))

Description This subject explores the complexity of leadership in the early childhood context. Students will analyse leadership theories and consider how the leadership role can and does influence the quality of practitioners' practices and Early Childhood Education and Care (ECEC) service provision. Students will reflect on their professional identity, values, experiences, knowledge and practices to develop a personal perspective of how effective leadership is enacted to lead staff teams, partner with families and strengthen relationships with the local community. A critical analysis of how leadership influences pedagogy, relationships, collaboration, and change will provide a basis for developing a professional portfolio.

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 4 subject

Co-requisite(s) TEAC 4009

Restrictions

Students must be enrolled in 1879 Bachelor of Education (Birth – 5 Years) and have completed 240cp in that program.

Learning Outcomes

1. Evaluate leadership theories and their application in the ECEC context.
2. Analyse a range of effective leadership strategies, processes and skills that are enacted to lead in the ECEC setting.
3. Analyse the complexity and diversity of the leadership roles including activism, advocacy and capacity building in ECEC and the wider community.
4. Examine how leadership styles and characteristics influence quality ECEC service provision.
5. Apply Action Research to improve teaching practice.
6. Create a digital professional portfolio that reflects individual professional identity and leadership style and demonstrates capacity to meet the Australian Professional Teaching standards.

Subject Content

1. Leadership theory
2. Leadership styles and characteristics
3. Leadership in ECEC - complexity, diversity and professional identity
4. Influencing quality, relationships, pedagogy and change
5. Reflecting on professional identity and leadership
6. Action Research to improve professional practice
7. Developing and refining a professional portfolio

Teaching Periods

TEAC 4005 Mathematics and Numeracy in the Early Years

Credit Points 10

Legacy Code 102683

Coordinator Jana Kovtun ([https://directory.westernsydney.edu.au/search/name/Jana Kovtun/](https://directory.westernsydney.edu.au/search/name/Jana%20Kovtun/))

Description This subject explores the powerful mathematical and numeracy ideas that shape children's lives from birth to five years. Students will develop the ability to identify, assess and plan for young children's diverse mathematical and numeracy understandings, whilst using current curriculum frameworks and theoretical underpinnings to guide them. This subject will support students to make connections to mathematics and numeracy in everyday life, develop knowledge of effective pedagogical practices, and develop positive dispositions towards being a teacher of mathematics in the early years.

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 4 subject

Restrictions

Students must be enrolled in 1879 Bachelor of Education (Birth – 5 Years) and have completed 240cp in that program.

Learning Outcomes

1. Apply deep understanding of numeracy and mathematical concepts, skills and processes relevant to young children aged birth-5 years.
2. Examine effective pedagogical practices that contribute to maximising children's understanding of mathematics and numeracy.
3. Apply principles and learning outcomes of the Early Years Learning Framework for Australia and the Mathematics K-10 Syllabus to plan rich mathematics experiences.
4. Assess young children's early mathematical thinking skills, diverse abilities, and needs, to plan creative, engaging mathematics experiences.
5. Examine the role of mathematics and numeracy in everyday contexts such as home, educational settings and community.
6. Evaluate theoretical approaches and current mathematics education literature and ICTs in supporting children's mathematics and numeracy development.
7. Discuss the importance of developing a positive disposition towards mathematics and numeracy.

Subject Content

1. The innate presence of mathematical and numerate thinking in young children from birth-5 years, including the role of language and real-life experiences
2. Teaching strategies including questioning and assessment to promote mathematical understanding
3. The role of concrete materials, technology, stories, investigation, problem solving and play in maximising learning opportunities
4. Implementing current curriculum (NSW Mathematics K-10 Syllabus) and curriculum frameworks (EYLF) for children birth-5 years
5. Early understanding of number, measurement, statistics and probability concepts.
6. Catering for diverse learners, skills and needs
7. The relevance of theory and research in supporting mathematics and numeracy development
8. Instilling positive attitudes and values to become confident teachers of mathematics

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	20 questions	20	N	Individual
Case Study	1,800 words	40	N	Individual
Critical Review	1,800 words	40	N	Individual

Teaching Periods

TEAC 4006 Primary Professional Experience 4a: Transition into the Profession 1

Credit Points 10

Legacy Code 102659

Coordinator Jacqueline Humphries ([https://directory.westernsydney.edu.au/search/name/Jacqueline Humphries/](https://directory.westernsydney.edu.au/search/name/Jacqueline%20Humphries/))

Description Students will participate in a 30-day professional experience set in the context of their future profession and under the supervision of qualified teachers. This is the final professional experience unit in your degree. The completion of this Professional Experience recognises you as a conditionally qualified teacher. This unit aims to recognise your shift from pre-service teacher to beginning teacher. Students will be prepared by exploring issues involved in understanding the needs of learners within specific school and classroom contexts, and will design and teach experiences in ways that will enhance student engagement and student learning outcomes. The unit is designed to develop your professional identity and the importance of continued professional learning, the relationship between professional and community organisations in supporting educators, and how these influence student outcomes. It will build awareness of skills and practices that will help facilitate preservice teacher's personal wellbeing and resilience in their teaching career. The unit links theory and practice and enables students to construct new knowledge and new ways of practice as part of their transition into the teaching profession. In line with primary teaching specialisation requirements, your professional experience may focus on teaching, evaluating and assessing in the subject area of Science and Technology. Students are required to analyse their own learning in relation to the Graduate Teacher Standards through the completion of a Learning Portfolio and the TPA (Teaching Performance Assessment).

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) TEAC 3021

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply knowledge of current research to competently plan, deliver, assess and evaluate lesson sequences and units of work across all Learning Areas;
2. Demonstrate the capacity to create and maintain supportive and safe learning environments;
3. Identifies personal learning goals in relation to the Australian Professional Standards for Teachers;
4. Effectively participates in the specific roles and responsibilities of a primary school teacher and contributes positively to the school community beyond the classroom;

5. Refine skills and knowledge related to being a teaching professional, including classroom management; relationships with families, community and other professionals; student wellbeing;
6. Understand professional and ethical practice related to NSW Education policy frameworks;
7. Identify a range of appropriate professional associations and how they can contribute to professional learning and improve teaching practices to support student learning;
8. Compile a range of strategies to build and maintain teacher wellbeing and resilience.

Subject Content

- Teaching and planning cycle- using data and assessment evidence about students to inform Lesson planning, assessment and The provision of feedback to students
- Critical self-reflection with reference to The Australian professional Standards for graduate teachers
- Connecting research with practice to inform planning and Teaching
- pedagogical knowledge to support Teaching and learning decision making
- professional and Ethical practices of The Teaching profession
- differing Roles and responsibilities of teachers
- Essential skills and knowledge as A Teaching professional including, professional identity, registering as A teacher, professional associations and professional learning
- teacher wellbeing and resilience

Special Requirements

Legislative pre-requisites

Prior to enrolling in this subject:

1. Students are required to complete a Working with Children Check leading to the issuance of a clearance number under the category of volunteer.

Students will need to:

- i. Access the Commission for Children and Young People website and complete an online application form to generate an application number.
 - ii. Present an application number and identification to a NSW Motor Registry or Government Access Centre prior to issuance by mail a Working with Children Check number.
 - iii. Submit the letter with a valid Working With Children Check number to Student Central where the document is trimmed and recorded in Banner as a Special Requirement.
2. Students must have completed Child Protection Awareness Training (Online) prior to undertaking any visits/placements.
 3. Students must have completed the ASCIA anaphylaxis e-training and registered their certificates with Student Central.
 4. Students must also have completed the National Literacy and Numeracy TEST (NSW Education Standards Authority) prior to enrolment in this subject.
 5. From 2H/Spring 2022, students must be COVID-19 fully vaccinated as per the NSW Public Health Order and NSW Department of Education requirement. If a student is unable to be get an approved vaccination for medical reasons, they will need to approach their doctor who must complete a contraindication form available at: [covid-19-vaccine-contraindication.pdf](https://www.health.nsw.gov.au/Infectious/covid-19/vaccine/Documents/covid-19-vaccine-contraindication.pdf) (nsw.gov.au) (<https://www.health.nsw.gov.au/Infectious/covid-19/vaccine/Documents/covid-19-vaccine-contraindication.pdf>). Students to submit details of all vaccination

doses or contraindication form via Western Now form for it to be recorded on their academic record.

Teaching Periods

TEAC 4007 Primary Professional Experience 4b: Transition into the Profession 2

Credit Points 10

Legacy Code 102660

Coordinator Jacqueline Humphries ([https://directory.westernsydney.edu.au/search/name/Jacqueline Humphries/](https://directory.westernsydney.edu.au/search/name/Jacqueline%20Humphries/))

Description This unit is an Internship and as such is an intensive period of in-school experience that will induct students into the nature, structure and organisation of schools and the work, roles and responsibilities of teachers. The internship is a valuable opportunity for further professional learning guided by an experienced mentor teacher. To allow a strong focus on quality of preparation, reflection and deep evaluation, the expectation is that each intern will teach 60 per cent of a full teaching load. Interns do not have to be supervised in the same way as a Pre-Service Teacher on previous professional experience units. Interns may be left unsupervised to take responsibility for groups of students. It is expected that Principals and Mentor Teachers will assign duties and responsibilities to Interns at a level appropriate for an early career teacher. The NSW Education Standards Authority (NESA) requires all Pre-Service Teachers entering an internship to have been assessed within the preceding supervised Professional Experience as achieving all the requirements of the Professional Standards for Graduate Teachers. As such the internship provides not only an opportunity for consolidation of these standards but also preparation towards standards appropriate for full accreditation at Professional Competence level in early teaching years.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) TEAC 1031 AND

TEAC 1006 AND

TEAC 1023 AND

TEAC 1015 AND

TEAC 1034 AND

TEAC 1027 AND

TEAC 1016 AND

TEAC 1011 AND

TEAC 2004 AND

TEAC 2022 AND

TEAC 2048 AND

TEAC 2044 AND

TEAC 2043 AND

TEAC 2038 AND

TEAC 2046 AND

TEAC 2053 AND

TEAC 2024 AND

TEAC 3016 AND

TEAC 3004 AND

TEAC 3020 AND

TEAC 3019 AND

TEAC 3015 AND

TEAC 3011 AND

TEAC 3010 AND

TEAC 3027 AND

TEAC 3021 AND

TEAC 3033 AND

TEAC 2038

Co-requisite(s) TEAC 4006

Special Requirements

Legislative pre-requisites

Prior to enrolling in this subject:

1. Students are required to complete a Working with Children Check leading to the issuance of a clearance number under the category of volunteer.

Students will need to:

- i. Access the Commission for Children and Young People website and complete an online application form to generate an application number.
 - ii. Present an application number and identification to a NSW Motor Registry or Government Access Centre prior to issuance by mail a Working with Children Check number.
 - iii. Submit the letter with a valid Working With Children Check number to Student Central where the document is trimmed and recorded in Banner as a Special Requirement.
2. Students must have completed Child Protection Awareness Training (Online) prior to undertaking any visits/placements.
 3. Students must have completed the ASCIA anaphylaxis e-training and registered their certificates with Student Central.
 4. Students must satisfactorily complete the National Literacy and Numeracy TEST (NSW Education Standards Authority).

Teaching Periods

TEAC 4009 Professional Practice 3-5 years

Credit Points 10

Legacy Code 102686

Coordinator Denise Fraser ([https://directory.westernsydney.edu.au/search/name/Denise Fraser/](https://directory.westernsydney.edu.au/search/name/Denise%20Fraser/))

Description This subject begins with an intensive on-campus series of workshops. The unit is the final professional experience subject in the Bachelor of Education (Birth – 5 Years), comprising of a 35-day placement with children aged 3-5 years. It has a strong focus on pedagogical leadership, initiating and sustaining collaborative partnerships with staff, children and families, and implementation of integrated curriculum through effective programming and planning. The subject facilitates in-depth investigation and critical thinking, preparing students to connect to children's social worlds and provide innovative, inclusive and meaningful learning environments. This subject requires students to apply the principles, practices and outcomes of Belonging, Being and Becoming: The Early Years Learning Framework for Australia.

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) TEAC 4008

Co-requisite(s) TEAC 4004

Restrictions

Students must be enrolled in 1879 Bachelor of Education (Birth – 5 Years) and have completed 240cp in that program.

Learning Outcomes

1. Apply reflective practice through the establishment and ongoing evaluation of professional goals, and planning and programming documentation.
2. Evaluate children's play, learning, dispositions and relationships, using theories of early childhood development and learning, and use this information to inform planning and practice.
3. Apply curriculum approaches and pedagogies that are contextually responsive and promote children's investigation, problem solving, critical thinking and the development of deep knowledge.
4. Plan for resources that encourage children to use a range of media and technologies to investigate their ideas and values and represent their thinking.
5. Implement innovative teaching and learning cycles, providing experiences and project opportunities that extend on children's strengths and interests.
6. Apply pedagogical leadership, social and administrative skills relative to the professional experience setting.
7. Apply the principles, practices and learning outcomes of The Early Years Learning Framework, drawing on content knowledge in the areas of science and technology, mathematics, human society, physical education health and wellbeing, creative arts and literacy to engage in interactions with children that extend their learning.

Subject Content

1. Development of a professional portfolio, including a situational analysis of the professional experience setting, critically reflective professional learning goals, planning documentation, observations, and philosophy of practice
2. Curriculum approaches in early childhood, such as Emergent Curriculum, Developmentally Appropriate Practice, High Scope, Reggio Emilia, and the Early Years Learning Framework in the Australian context
3. Pedagogical leadership skills: supporting reflective thinking and inquiry, collaborative planning, implementing and evaluating an inclusive and engaging total learning environment, and nurturing dispositions
4. Grouping strategies for promoting positive interactions and pro-social guidance, extending learning and strengthening relationships
5. Pedagogies for learning: play, projects, small groups, learning centres, integrated curriculum
6. Efficient practices for planning documentation and observations
7. Intentional teaching: Teaching strategies and techniques that facilitate children's investigation, problem-solving and critical thinking; planning, implementing and evaluating the total learning environment
8. The Early Years Learning Framework principles, practices and learning outcomes to document, assess and plan for learning in key content areas

Special Requirements

Legislative pre-requisites

Prior to enrolling in this subject, pre-service teachers must have satisfactorily completed online Child Protection Awareness Training, have a current Working with Children Check, and the online course ASCIA Anaphylaxis: Australasian childcare.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Placement Performance (Submission of Report)	35 days placement	S/US	Y	Individual
Professional Placement Performance	35 days placement	S/US	Y	Individual

Teaching Periods

TEAC 4010 Researching Professional Practice

Credit Points 10

Legacy Code 102657

Coordinator Eva Vass ([https://directory.westernsydney.edu.au/search/name/Eva Vass/](https://directory.westernsydney.edu.au/search/name/Eva%20Vass/))

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

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 4 subject

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Understand contemporary approaches to teaching and learning, with a specific focus on issues and practices surrounding student engagement and quality teaching;
2. Apply these contemporary approaches through the analysis and critique of professional teaching practice;

3. Apply technological, curriculum content and pedagogical knowledge and skills learnt in previous units to inform investigations of their own teaching practices and research process;
4. Demonstrate an understanding of principles and methods of action research to inform teaching plans and evaluation of teaching;
5. Design an action research project utilising principles of participatory action research and self-reflective practice, focusing on own self as pre-service teacher;
6. Demonstrate an appreciation of research as part of professional practice.

Subject Content

1. Critical self-reflective practice and analytical skills
2. Principles and methods of participatory action research and the research cycle
3. Relationship between researcher and practitioner
4. Fair Go Pedagogies: The MeE Framework of substantive student engagement
 - engaging discourses (links with other units challenging dominant discourses)
 - individual Motivational strategies

Prescribed Texts

- McNiff, J. (2016). *You and your action research project*. Milton Park, Abingdon, England: Routledge. Taylor & Francis Group. (ESPECIALLY Chapters 5-6-7-8.)
- Munns, G., Sawyer, W., & Cole, B. (Eds.). (2013). *Exemplary teachers of students in poverty*. Abingdon, UK: Routledge.
- Sawyer, W., Munns, G., Zammit, K., Attard, C, Vass, E. & Hatton, C. (2018). *Engaging Schooling: Developing Exemplary Education for Students in Poverty*. Abingdon, UK: Routledge.

Teaching Periods

TEAC 4011 Inclusion in the Early years

Credit Points 10

Legacy Code 102685

Coordinator Kerry Staples ([https://directory.westernsydney.edu.au/search/name/Kerry Staples/](https://directory.westernsydney.edu.au/search/name/Kerry%20Staples/))

Description Inclusion is both a right and an expectation for all children. Its effectiveness, however, depends upon teachers having the competencies, dispositions and skills to advocate for equity of access, participation and inclusion for children with a broad range of abilities within early childhood settings. In this subject, students reflect on the social construction of disability, policy and research in relation to the identification of additional needs, intervention and inclusion. Students will learn to assess curriculum and environments for learning, and to design, evaluate and communicate inclusive plans. The subject will focus on enhancing quality inclusive early childhood education through responsive adaptation and modification of the environment, curriculum and teaching practices. The importance of forming genuine partnerships with families and collaborating with the team around the child are advocated as essential for effective inclusion.

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 4 subject

Restrictions

Students must be enrolled in 1879 Bachelor of Education (Birth – 5 Years) and have completed 240cp in that program.

Learning Outcomes

1. Analyse the theoretical, ethical, philosophical, legislative and policy frameworks supporting inclusion in the early years.
2. Critique perceptions, attitudes and beliefs about disability and inclusion.
3. Apply knowledge of development, learning dispositions and learning theories to identify children with additional needs and make appropriate recommendations for referral to relevant community and educational support services.
4. Assess early childhood curricula to ensure it appropriately recognises the impact of specific disabilities and has an underlying basis for promoting engaged learning for all children.
5. Develop responsive inclusion plans that reflect the family's priorities for their child and facilitate learning.
6. Evaluate the learning spaces, resources, curriculum and pedagogies and modify them to provide quality inclusive learning environments.
7. Create strategies to support access, participation and learning.
8. Describe practices that support collaboration and shared decision making between families, early childhood environments and service systems.

Subject Content

1. Assumptions and contradictions of inclusion
2. Legislative policies and philosophical frameworks that guide inclusive practice
3. Assessment for learning
4. Identification and referral
5. Family-centred practices and relationships
6. Collaboration and working with other professionals
7. Planning for inclusion: adapting and modifying learning environments, pedagogical practices, embedding learning, monitoring and evaluating implementation
8. Supporting school transitions

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Critical Review	1,000 words	20	N	Individual
Case Study	1,500 words	35	N	Individual
Professional Task	2,000 words	45	N	Individual

Teaching Periods

TEAC 4012 Teaching EAL/D Students in the Primary Years

Credit Points 10

Legacy Code 102799

Coordinator Jacqueline D'Warte ([https://directory.westernsydney.edu.au/search/name/Jacqueline D'Warte/](https://directory.westernsydney.edu.au/search/name/Jacqueline%20D'Warte/))

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

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Undergraduate Level 4 subject

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the importance and role of the home language in second language learning development including Aboriginal and Torres Strait Islander dialects;
2. Demonstrate understanding of research based pedagogies for teaching EAL/D students;
3. Create and assess resources, including ICT, that engage EAL/D students in their learning;
4. Use research based pedagogies and develop strategies for teaching English as an Additional Language across the curriculum;
5. Apply knowledge of quality teaching resources to cater for learners from a diverse range of backgrounds including refugee, migrant, Aboriginal and Torres Strait Island students;
6. Apply appropriate methods of assessing second language learning;
7. Plan, refine and reflect upon teaching and learning activities designed to meet the needs of English as Second Language learners.

Subject Content

1. Multicultural Education

Setting the context: immigration and multicultural policies and practices in Australia

- history of migration

- current policies?migration and education

Theoretical concepts of the nature, scope and meaning of culture

- elements of culture ? cultural inclusivity

- effects of change and time on culture

- culturally and linguistically diverse communities

- Aboriginal and Torres Strait Islander cultural factors
Multicultural Education: curriculum, policy and perspectives

- examination, analysis and evaluation of various policy and support materials

- advocacy for EAL/D students

- Australian Professional Teaching Standards - relevant Standard Descriptors

2. Teaching of English as a second language

Language and language learning

- similarities and differences between language one and language two learning

- importance of bilingualism/multilingualism (maintaining first language)

Factors influencing second language development

- first language proficiency, age, prior educational and life experiences, cultural and linguistic background

- context and environment of second language learning in mainstream classes

- whole school organisation and timetable arrangements for EAL/D and mainstream teachers

- Quality Teaching CESE - High Expectations, Explicit Teaching, Effective Feedback, Use of Data, Classroom Management, Wellbeing, Collaboration (https://www.cese.nsw.gov.au/images/stories/PDF/What_Works_Best_Reflection_Guide_202016_AA.pdf)

- Quality Teaching Framework ? Intellectual Quality, Quality learning environment, Significance (<https://theelements.schools.nsw.gov.au/introduction-to-the-elements/policy-reforms-and-focus-areas/quality-teaching-framework.html>)

3. Assessment and evaluation

- identifying English language proficiency: ACARA EAL/D Learning Progression

- planning and programming for language learning support based on data

- collecting student assessment data

- EAL/D school evaluation framework

4. English language learning pedagogy

- language and literacy across all Key Learning Areas (Curriculum Documents)

- Mode Continuum ? moving from ?spoken like?f to written like?f

- teaching and learning in the four modes; speaking, listening, reading and writing

- communicative teaching and learning principles

5. Teaching and learning resources for second language development in the Primary classroom

- culturally laden/anti bias materials

- online, software, human and paper resources to support teaching/ learning programs

- Deadly Ways to Learn (<http://www.whatworks.edu.au/dbAction.do?cmd'displaySitePage1&subcmd'select&id'154>)

6. Parent-teacher communication

- using an interpreter

- communicating without an interpreter

- reporting student progress to parents using the ACARA EAL/D Learning Progression

- engaging culturally and linguistically diverse communities

Prescribed Texts

- Hertzberg, M. (2012). Teaching English language learners in mainstream classes. Marrickville Metro, Australia: Primary Teaching Association Australia

Teaching Periods

TEAC 7001 Aboriginal & Culturally Responsive Pedagogies

Credit Points 10

Legacy Code 102085

Coordinator Shirley Gilbert ([https://directory.westernsydney.edu.au/search/name/Shirley Gilbert/](https://directory.westernsydney.edu.au/search/name/Shirley%20Gilbert/))

Description In this unit students will be introduced to research, perspectives and practices associated with successful and culturally appropriate curriculum and pedagogy for teaching Aboriginal and Torres Strait Islander adolescent students. The unit is informed by current research practices, policy developments and curriculum deliverables that require culturally appropriate, responsive, respectful and informed teaching and learning practices that will benefit all education participants. Students will gain knowledge, insight, skills and appreciation of the importance and implications of consultation, negotiation and two-way partnerships with local Aboriginal communities and schools. It will also focus on empowering students to effectively reflect on all aspects of inquiry-based teaching with respect to Aboriginal perspectives and the delivery of lessons and effective support to all secondary students.

School Education

Discipline Teacher Education: Secondary

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 1714 Master of Teaching (Secondary) or 1848 Master of Teaching (Secondary) STEM.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain Aboriginal and Torres Strait Islander histories, the impact of culture, cultural identity and diversity, and languages in rural, remote and urban schooling.
2. Identify specific learning needs of Aboriginal and Torres Strait Islander adolescent students in rural, remote and urban settings.
3. Examine the roles and responsibilities of Aboriginal and Torres Strait Islander support personnel within systems and at school, and their contribution to education and community in improving educational outcomes for Aboriginal and Torres Strait Islander adolescent students.
4. Apply evidence-based principles when selecting specific literacy and numeracy strategies and developing resources that address the cultural and Aboriginal English and language learning needs of Aboriginal and Torres Strait Islander adolescent students.
5. Assess Australian and NSW government educational priorities and policies which impact on Aboriginal and Torres Strait Islander education.
6. Evaluate the role teachers, staff and schools play in the promotion of communication strategies which will enhance community consultation and the establishment of partnerships with Aboriginal and Torres Strait Islander parents and communities.

Subject Content

1.???? What does it mean to be Aboriginal or Torres Strait Islander?

2.???? What role does Aboriginal history play in the understanding of Australia and its national and international identity? Why is developing an understanding of Aboriginal history and cultures important in teacher education? Why are perspectives and deep knowledge of Aboriginal history; key government policies, legislation and legal decisions in relation to land and water rights, and heritage and identity important to the life of an effective teacher? How will teachers use this knowledge in their own teaching areas to provide engagement, authenticity and respect in the delivery of content to students of Aboriginal and Torres Strait Islander backgrounds?

3.???? What do current attendance, retention, literacy, numeracy and suspension data tell us about the status of Aboriginal and Torres Strait Islander education in Australia? How representative are these data of Australian community expectations? What can be done to improve the life outcomes of Aboriginal and Torres Strait Islander students?

4.???? What are current Aboriginal and Torres Strait Islander educational policies? How are Aboriginal and Torres Strait Islander perspectives and delivery requirements embedded in the curriculum? What does research tell us about Aboriginal and Torres Strait Islander education

a.??? Brief history of Aboriginal education and policy

b.??? Definitions and complexities of Aboriginal identities

c.??? Demographics and schooling: what are the links? My School, NAPLAN, Australian Curriculum

d.??? Distribution of power and power relationships in schools

e.??? School is for me (2006) / Teachers for a Fair Go (2012)

f.???? Review of Aboriginal education (2005)

g.??? For example Yunkaporta (2009) and Sarra (2007)

5.???? How can teachers and schools enhance community consultation and the establishment of partnerships with Aboriginal and Torres Strait Islander parents and communities? How do teachers and schools work with community to develop and sustain resource networks, classroom materials, strategies and partnerships that are appropriate for our teaching?

a.??? Working with schools developing a whole school plan

b.??? Aboriginal Education Policy 2010

c.??? Working with community, Aboriginal Education Consultative Groups, Aboriginal workers and professional associations parents and caregivers, and school support staff

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	2,000 Words	50	N	Individual
Professional Task	3,000 Words	30	N	Individual
Reflection	1,000 Words	20	N	Individual

Teaching Periods

Summer A

Penrith (Kingswood)

Day

Subject Contact Shirley Gilbert ([https://directory.westernsydney.edu.au/search/name/Shirley Gilbert/](https://directory.westernsydney.edu.au/search/name/Shirley%20Gilbert/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7001_22-SUA_KW_D#subjects)

Autumn

Penrith (Kingswood)

Day

Subject Contact Shirley Gilbert ([https://directory.westernsydney.edu.au/search/name/Shirley Gilbert/](https://directory.westernsydney.edu.au/search/name/Shirley%20Gilbert/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7001_22-AUT_KW_D#subjects)

TEAC 7002 Addressing Diversity in Mathematics Teaching and Learning

Credit Points 10

Legacy Code 102322

Coordinator Peter Mcdonald ([https://directory.westernsydney.edu.au/search/name/Peter Mcdonald/](https://directory.westernsydney.edu.au/search/name/Peter%20Mcdonald/))

Description In this unit students will apply their knowledge of curriculum and pedagogy to address diversity within the primary mathematics classroom. Students will explore strategies to address a broad range of learning needs incorporating gifted and talented students, students from diverse cultural backgrounds including Aboriginal students and students with additional needs including dyscalculia. Other issues such as gender and mathematics for English as an Additional Language Learners (EALD) will be investigated.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 1682 Master of Special Education; 1720 Master of Inclusive Education; 1830 Graduate Certificate in Primary Mathematics Education; 1847 Master of Education (STEM) or 1911 Master of Education.

Assumed Knowledge

Students must have either completed all core mathematics subjects of the 1781 Master of Teaching (Primary) program at Western Sydney University, or be an accredited primary teacher, or enrolled in the Master of Inclusive Education.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain how concepts located within the primary mathematics curriculum are inter-connected
2. Apply contemporary research relating to students considered mathematically gifted and talented to primary mathematics pedagogy
3. Summarise issues relating to Aboriginal children and the teaching and learning of mathematics
4. Demonstrate an understanding of pedagogies that promote differentiation in the primary mathematics classroom
5. Identify the implications of specific issues relating to diversity for primary mathematics teaching and learning
6. Design a range of inclusive mathematical tasks/activities

Subject Content

1. Identifying the big ideas within the primary mathematics curriculum
2. Teaching mathematics to children who are gifted and talented
3. Teaching mathematics to a variety of cultures including Aboriginal students
4. Gender issues in primary mathematics education
5. Primary mathematics and English language learners (ELL)
6. Differentiation in mathematics
7. Problem solving for differentiation
8. Programming and planning for students with additional needs in relation to mathematics and numeracy

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	2500	50	N	Individual
Professional Task	2500	50	N	Individual

Prescribed Texts

- Sousa, D. (2015). How the brain learns mathematics (2nd ed.). Thousand Oaks, CA: Corwin Press.

Teaching Periods

Spring

Online

Online

Subject Contact Peter Mcdonald ([https://directory.westernsydney.edu.au/search/name/Peter Mcdonald/](https://directory.westernsydney.edu.au/search/name/Peter%20Mcdonald/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7002_22-SPR_ON_O#subjects)

TEAC 7003 Addressing Diversity in Science Teaching and Learning

Credit Points 10

Legacy Code 102486

Coordinator Karina Mckoy ([https://directory.westernsydney.edu.au/search/name/Karina Mckoy/](https://directory.westernsydney.edu.au/search/name/Karina%20Mckoy/))

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

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

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

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate the role of academic, social, economic, cultural, and linguistic considerations for teaching primary science
2. Critique the relationships among teachers' worldview of diversity and disability, students' experiences and backgrounds, and the learning context to generate implications for future practice
3. Differentiate plans for primary science instruction based on primary students' learning needs
4. Design culturally relevant pedagogies into primary science instruction
5. Apply appropriate context-based pedagogies into primary science instruction

Subject Content

1. Constructing knowledge of academic, social, economic, cultural, and linguistic considerations for teaching primary science
2. Critiquing the relationships among teachers' worldviews of diversity and disability, children's experiences and backgrounds, and the learning context to generate implications for future practice
3. Differentiating primary science instruction based on students' needs
4. Culturally relevant science pedagogy
5. Context-based pedagogies in primary science

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Literature Review – Evaluate current research on teaching primary science in diverse and inclusive contexts	2,000 words	50	N	Individual

Professional Task – Differentiate a primary science unit to respond to students' learning needs	2,000 words	50	N	Individual
---	-------------	----	---	------------

Teaching Periods

TEAC 7004 Adolescent Development and Teaching

Credit Points 10

Legacy Code 102081

Coordinator Jose Hanham ([https://directory.westernsydney.edu.au/search/name/Jose Hanham/](https://directory.westernsydney.edu.au/search/name/Jose%20Hanham/))

Description This unit examines research and contemporary classroom practice relevant to the cognitive, physiological, and social/affective needs of adolescents to highlight the reciprocal effects that teaching has on adolescence and how in turn adolescence affects teaching practice. Emphasis is placed on the use of evidenced-based literature in examining adolescent-centred challenges to teaching and learning. Topics addressed include definitions of adolescence past, present and future, biological and cognitive milestones of adolescence, adolescents at-risk, secondary schooling fostering educational and general resilience in adolescents, and helping adolescents thrive.

School Education

Discipline Teacher Education: Secondary

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) Students enrolled in 1652 1823 2804 2786 1843 4742 3756 or 6021 must have passed 160 credit points to enrol in this subject

Restrictions

Students must be enrolled in course 1714 Master of Teaching (Secondary), 1848 Master of Teaching (Secondary) STEM, 1652 Bachelor of Arts (Pathway to Teaching Secondary), 1823 Bachelor of Arts (Pathway to Teaching Secondary) Dean's Scholars, 2804 Bachelor of Business (Pathway to Teaching Secondary), 1843 Bachelor of Graphic Design (Pathway to Teaching Secondary), 4742 Bachelor of Health Science (Health and Physical Education)-Pathway to Teaching (Secondary), 6013 Diploma in Design/Bachelor of Graphic Design (Pathway to Teaching Secondary), 6021 Diploma in Arts/Bachelor of Arts (Pathway to Teaching Secondary) or 3756 Bachelor of Science (Pathway to Teaching Primary/Secondary).

In addition, students enrolled in 1652 Bachelor of Arts (Pathway to Teaching Secondary), 1823 Bachelor of Arts (Pathway to Teaching Secondary) Dean's Scholars, 2804 Bachelor of Business (Pathway to Teaching Secondary), 1843 Bachelor of Graphic Design (Pathway to Teaching Secondary), 4742 Bachelor of Health Science (Health and Physical Education)-Pathway to Teaching (Secondary), 6013 Diploma in Design/Bachelor of Graphic Design (Pathway to Teaching Secondary) or 6021 Diploma in Arts/Bachelor of Arts (Pathway to Teaching Secondary) must have passed 160 cp to enrol in this unit.

Students enrolled in 3756 Bachelor of Science (Pathway to Teaching Primary/Secondary) must have passed 120cp in this unit.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Integrate knowledge about issues relating to pre-teen and adolescent development in a diverse community.
2. Appraise how legislation, policy resources, school-based processes and system supports impact upon adolescent development.
3. Apply creative and critical insight into the processes and skills required to teach adolescents through the application of evidence-based principles.
4. Analyse the influence of teacher practices and the wider community on the behaviour, well-being and development of adolescents.
5. Assess and reflect upon ethical and legislative responsibilities for responding to adolescent development and propose classroom and school-wide strategies that promote well-being and resilience in adolescence.
6. Explain the role of teachers and schools in the promotion, prevention and early identification of at-risk and marginalised adolescents.
7. Demonstrate a critically informed approach to solving complex real-world problems in relation to teaching adolescents.
8. Demonstrate teaching strategies informed by evidence based principles to meet the diverse needs of adolescents.

Subject Content

1. What is Adolescence?
2. Biological Foundations of Adolescence
3. Cognitive Foundations of Adolescence
4. Adolescents at-risk
5. Social-Emotional Foundations of Adolescence
6. Adolescence and Schooling
7. Building a Learning Portfolio for teaching adolescents
8. Helping adolescents thrive

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	1 hour	50	N	Individual
Presentation	15 minutes	30	N	Group
Reflection	5 minutes	20	N	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Jose Hanham ([https://directory.westernsydney.edu.au/search/name/Jose Hanham/](https://directory.westernsydney.edu.au/search/name/Jose%20Hanham/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7004_22-AUT_KW_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Jose Hanham ([https://directory.westernsydney.edu.au/search/name/Jose Hanham/](https://directory.westernsydney.edu.au/search/name/Jose%20Hanham/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7004_22-SPR_KW_D#subjects)

TEAC 7005 Advanced Academic English Skills

Credit Points 10

Legacy Code 102325

Coordinator Adrijana Tomovic ([https://directory.westernsydney.edu.au/search/name/Adrijana Tomovic/](https://directory.westernsydney.edu.au/search/name/Adrijana%20Tomovic/))

Description This is a language-analysis intensive unit with practical application for real situational English language teaching. It offers students theoretical overviews of language analysis, from the sentential-clausal-lexical-grammatical level to highly contextualised discourse study. It requires students to engage with a variety of real-life instances of language use while also investigating the potentialities of extensive linguistic repertoires. By exposing students to both the realities of actual language use and the possibilities inherent in varieties of English, students are better prepared for the demands of English (second and foreign) language teaching across multiple contexts.

School Humanities & Comm Arts

Discipline English as a Second Language Teaching

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in programs 1800 Master of Arts in TESOL, 1801 Graduate Diploma in TESOL, 1816 Master of Translation and TESOL, 1777 Master of Interpreting and Translation, 1780 Master of Arts Translation and Interpreting Studies or 8083 Bachelor of Research Studies. The subject may also be undertaken as a non-award subject.

Assumed Knowledge

English language proficiency equivalent to an overall IELTS score of 7.0.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically read and synthesise practical-theoretical frames from research literature in linguistics, discourse analysis and academic English
2. Discuss, in linguistic terms, key aspects of language interaction
3. Demonstrate an understanding of the differences between written and spoken discourse
4. Use systematic diagramming techniques for the analysis of English grammar in real-life textual examples
5. Demonstrate theoretical understandings through practical analysis of textual examples.

Subject Content

- The history of English and its lessons for modern speakers: Etymology and historical linguistics
- The Essentials of language: linguistics Overview
- Standard and non-Standards: codification, prescriptive and Descriptive grammars, dictionaries, Grammar Teaching and lexicology
- The sound of English: prosody, phonics and Phonology
- The shapes of words: Morphology, The lexical item and lexical im/ possibilities
- The Essentials of language: Grammar, parsing and trees/boxes
- World Englishes: sounds, shapes and sentences around The World
- Semantics and pragmatics: sociolinguistics and speech community and personal style
- discourse analysis: Overview
- Discourse Analysis from the ground up: Conversational Analysis; Systemic Functional Analysis; Ethnography of Communication; Transcription
- Discourse Analysis from the top down: Critical Discourse Analysis; Narrative Theory; Interactional Sociolinguistics
- real-life communication: analysis and learning and adaptation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	20 minutes	20	N	Group
Grammatical- textual mapping and resources report	1200 words or equivalent	30	N	Group
Report: teaching analysis report	2000 words	50	N	Individual

Prescribed Texts

- Flowerdew, J. (2013). *Discourse in English Language Education*. Oxon (UK): Routledge.

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Adrijana Tomovic ([https://directory.westernsydney.edu.au/search/name/Adrijana Tomovic/](https://directory.westernsydney.edu.au/search/name/Adrijana_Tomovic/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7005_22-SPR_PC_D#subjects)

TEAC 7007 Advanced Standing for TESOL 740 (PG)

Credit Points 40

Legacy Code 102624

Coordinator Uldis Ozolins ([https://directory.westernsydney.edu.au/search/name/Uldis Ozolins/](https://directory.westernsydney.edu.au/search/name/Uldis_Ozolins/))

School Humanities & Comm Arts

Discipline English as a Second Language Teaching

Student Contribution Band HECS Band 1 40cp

Level Postgraduate Coursework Level 7 subject

Teaching Periods

TEAC 7008 Advanced Standing for TESOL 760 (PG)

Credit Points 60

Legacy Code 102569

Coordinator Uldis Ozolins ([https://directory.westernsydney.edu.au/search/name/Uldis Ozolins/](https://directory.westernsydney.edu.au/search/name/Uldis_Ozolins/))

School Humanities & Comm Arts

Discipline English as a Second Language Teaching

Student Contribution Band HECS Band 1 60cp

Level Postgraduate Coursework Level 7 subject

Teaching Periods

TEAC 7010 Assessing to Support Learning

Credit Points 10

Legacy Code 102147

Coordinator William Nketsia ([https://directory.westernsydney.edu.au/search/name/William Nketsia/](https://directory.westernsydney.edu.au/search/name/William_Nketsia/))

Description Professionals' knowledge and skill in assessment supports the identification, planning, monitoring and evaluation of their work with individuals with additional needs. Assessment not only applies to assessing the needs of the individual, but extends to identifying the needs of the family and the educational setting. This unit explores various models of assessment (and their underlying theory and implications for practice). Various approaches are investigated that are utilised to elucidate a range of educational needs across the lifespan by a range of professionals (e.g. functional, standardised, diagnostic, strengths-based, curriculum-based). Students apply problem-based learning by selecting and critiquing assessment strategies to inform the goals, educational instruction and adjustments, and progress for an individual, their family and educational setting. Students also develop skills in communicating with colleagues and families regarding issues around assessment.

School Education

Discipline Teacher Education: Special Education

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 1682 Master of Special Education; 1720 Master of Inclusive Education; 1721 Graduate Certificate in Inclusive Education or 1911 Master of Education.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply an understanding of the role that assessment plays in the learning and teaching cycle.
2. Evaluate the impact of adopting various assessment strategies.
3. Critique models, objectives and tools of assessment that are utilised for individuals with additional needs.
4. Design an assessment strategy to identify the needs of an individual, their family and their educational setting.
5. Analyse how assessment can be used to inform educational practice and instruction, and monitor progress.
6. Judge the limitations of assessment and the impact of ethical issues.
7. Utilise appropriate and effective communication skills when discussing assessment issues with all relevant stakeholders.

Subject Content

1. The role of assessment in educational contexts;
2. Using assessment to clarify needs of the individual, family and educational setting;
3. The diverse range of assessment approaches (e.g. functional, standardised, diagnostic, strengths-based, curriculum-based) and their implications;
4. Strategies and tools to assess the needs of the individual (e.g. social, emotional, adaptive behaviour, intelligence, academic), and the needs of the family and the educational setting;
5. Current practices used by school systems to assess the needs of students;
6. Assessing need across the lifespan (e.g. special consideration of pre-schoolers);
7. Ethical and legal considerations, limitations and the impact of assessment;
8. Issues of reliability and validity (e.g. cultural and linguistic considerations);
9. Assessment and decision making;
10. Making instructional decisions (e.g. identifying adjustments);
11. Collaborative team decision making;
12. Developing skills in communicating in a written and oral form to both colleagues and families regarding various stages of the assessment cycle.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Report	2,500 words	50	N	Individual
Report (30%) and Simulation (20%)	1,000 word report and 10 minutes' simulation	50	N	Individual

Teaching Periods

Spring Online

Online

Subject Contact William Nketsia ([https://directory.westernsydney.edu.au/search/name/William Nketsia/](https://directory.westernsydney.edu.au/search/name/William+Nketsia/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7010_22-SPR_ON_O#subjects)

TEAC 7011 Assessment and Intervention for Mathematics and Numeracy Learning

Credit Points 10

Legacy Code 102324

Coordinator Peter Mcdonald ([https://directory.westernsydney.edu.au/search/name/Peter Mcdonald/](https://directory.westernsydney.edu.au/search/name/Peter+Mcdonald/))

Description A significant aspect of teachers' work is focused on assessment and mathematics classrooms are renowned for their traditional reliance on pen and paper testing. In this unit students will investigate contemporary formative and summative assessment practices of and for learning mathematics. Students will investigate how to use results from assessments including NAPLAN to plan teaching and learning, and provide intervention where appropriate. A range of intervention programs used in Australian schools will be explored and compared.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 1682 Master of Special Education; 1720 Master of Inclusive Education; 1830 Graduate Certificate in Primary Math Education; 1847 Master of Education (STEM) or 1911 Master of Education.

Assumed Knowledge

Students must be either within their final semester of the Master of Teaching (Primary) program; Master of Teach (Birth to 12) or enrolled in the Master of Inclusive Education or a qualified primary teacher.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify a range of high quality assessment tasks that are aligned to the Australian Curriculum: Mathematics
2. Select formative and summative assessment tasks that address specific content in the primary mathematics curriculum
3. Analyse assessment data to assist in addressing student needs
4. Propose learning interventions based on assessment data
5. Justify the use of specific intervention programs used in Australian primary mathematics classrooms
6. Compare intervention programs in relation to their effectiveness and feasibility in Australian primary mathematics classrooms

Subject Content

1. Formative and summative assessment practices for the contemporary primary mathematics classroom
2. Assessment practices to promote positive engagement, growth mindset and positive mathematics identities
3. Laying Foundations for Assessment
4. Evidence-based practice
5. Dealing with high-stakes mathematics assessment
6. Which intervention?
7. Interventions and mathematics

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Essay	1,500 words	25	N	Individual
Presentation	1,500 words	25	N	Individual
Presentation	15 minutes	50	N	Individual

Teaching Periods

Autumn

Online

Online

Subject Contact Peter McDonald ([https://directory.westernsydney.edu.au/search/name/Peter McDonald/](https://directory.westernsydney.edu.au/search/name/Peter%20McDonald/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7011_22-AUT_ON_O#subjects)

TEAC 7012 Assessment and Intervention for Science Learning

Credit Points 10

Legacy Code 102488

Coordinator Karina Mckoy ([https://directory.westernsydney.edu.au/search/name/Karina Mckoy/](https://directory.westernsydney.edu.au/search/name/Karina%20Mckoy/))

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

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 1845 Graduate Certificate in Primary Science Education; 1847 Master of Education (STEM); 1887 Graduate Certificate in Primary STEM Education or 1911 Master of Education.

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify contemporary, research-based diagnostic, formative, and summative assessment strategies specific to science education
2. Adapt a unit in primary science to incorporate appropriate diagnostic, formative, and summative assessment strategies
3. Develop assessment strategies for an integrated unit using a scientific context in the primary science curriculum
4. Explain research-based strategies for utilising assessment data to inform future teaching in primary science
5. Synthesize information from a set of assessment data and articulate how to respond with future interventions

Subject Content

1. Diagnostic assessment strategies in primary science education
2. Formative assessment strategies in primary science education
3. Summative assessment strategies in primary science education
4. Analysis of assessment data in primary science
5. Pedagogical interventions based on assessment data in primary science

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Portfolio	2,000 words	50	N	Individual
Simulation	2,000 words	50	N	Individual

Teaching Periods

Spring

Online

Online

Subject Contact Karina Mckoy ([https://directory.westernsydney.edu.au/search/name/Karina Mckoy/](https://directory.westernsydney.edu.au/search/name/Karina%20Mckoy/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7012_22-SPR_ON_O#subjects)

TEAC 7013 At the cultural interface - learning two ways

Credit Points 10

Legacy Code 102165

Coordinator Erin Mackenzie ([https://directory.westernsydney.edu.au/search/name/Erin Mackenzie/](https://directory.westernsydney.edu.au/search/name/Erin%20Mackenzie/))

Description From 2020 students should note that core units are now taught in semesters rather than half yearly sessions. History, politics and ignorance make the cultural interface between Aboriginal and non-Aboriginal Australians contested and fraught. In turn, cultural misunderstanding contributes to inequities in educational attainment, employment and social disadvantage. Students apply a critical perspective to the discourses surrounding Aboriginal disadvantage and white privilege. They develop processes to engage respectfully with local Aboriginal and Islander communities in order to learn and share in a two-way exchange of knowledge. They listen deeply and intersubjectively in their exploration of Aboriginal worldviews, and they reflect on what it means to decolonise their own thinking so as to build partnerships based on mutuality and reciprocity.

School Education

Discipline Teacher Education

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically evaluate the issues that impact on social disadvantage in Aboriginal and Torres Strait Islander communities
2. Apply critical race perspectives to analyse white privilege and dominant knowledge systems
3. Advocate for Aboriginal and Torres Strait Islander cultures, worldviews and languages and identify ways to support them to flourish
4. Reflect critically on the process of decolonisation in terms of personal insights and contributions
5. Communicate ethically and respectfully with local Aboriginal and Torres Strait Islander people Engage effectively with the diversity of circumstances and needs experienced within Aboriginal and Torres Strait Islander communities
6. Develop ethical and constructive professional and research partnerships with Aboriginal and Torres Strait Islander individuals and communities

Subject Content

1. Rights and wrongs: traversing the contact zone in black and white Australia
2. Deep listening: stories of life, land, dispossession and remembering
3. The cultural interface - no neutral place to be
4. Whose knowledge matters? The need for unlearning
5. Intersubjectivity and decolonising practices
6. Being in place, sharing in country
7. Research politics; decolonising methodologies
8. Closing the gap? Deinstitutionalising whiteness

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Case Study	2,500 words	50	N	Individual
Essay	2,500 words	50	N	Individual

Prescribed Texts

- Craven, R., Dillon, A., & Parbury, N. (Eds.). (2013). *In black and white: Australians all at the crossroads*. Ballan, Australia: Connorcourt.

Teaching Periods

TEAC 7015 Children, Families, Communities

Credit Points 10

Legacy Code 102102

Coordinator Kerry Staples ([https://directory.westernsydney.edu.au/search/name/Kerry Staples/](https://directory.westernsydney.edu.au/search/name/Kerry%20Staples/))

Description From 2020 students should note that core units are now taught in semesters rather than half yearly sessions. The subject examines the implications of cross-disciplinary research into children's early life experiences for creating innovative services and service models that both foster children's early learning and encourage and strengthen families and carers' capacity to support their children's early development and wellbeing. In this way, students will gain an understanding of the complex field of early intervention and prevention, consider national and international innovations in policy and service delivery, examine new tools and frameworks for community intervention, analyse discourses associated with family and social disadvantage and consider how communities can best support young children. Studying this subject will provide an opportunity to consider the nexus between early childhood education and child and family services, how these might interact and work together seamlessly and the implications for the kind of knowledge and skills required to work in these innovative contexts. Students will reflect on the complex interrelationship between collaboration, research and practice to identify their role as community leaders enhancing families' and carers' capacities and children's development, learning, health and wellbeing.

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYA 1118 - Early Intervention and Prevention in Educational Contexts TEAC 7036 - Early Intervention and Prevention in Early Childhood Contexts

Restrictions

Students must be enrolled in one of the following programs: 1708 Bachelor of Arts (Pathway to Teaching Birth-5/Birth-12), 6017 Diploma in Arts/Bachelor of Arts (Pathway to Teaching Birth-5/Birth-12) or 1783 Master of Teaching (Birth-5 Years/Birth-12 Years). Note: Students in 1708 Bachelor of Arts (Pathway to Teaching Birth-5/Birth-12) or 6017 Diploma in Arts/Bachelor of Arts (Pathway to Teaching Birth-5/Birth-12) must have completed 160 credit points before enrolling in this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse international and national research about early intervention and prevention, its relationship to community, family, carers including those from Aboriginal and Torres Strait Islander backgrounds, diversity, individual and social outcomes and its applicability to inclusive early childhood programs and policy contexts.

- Discuss the complex interrelationship between capacity building and early intervention and prevention, including the importance of cross-sectoral collaboration and the role of early childhood educators as community leaders.
- Reflect on current research and evidence-based practice for early childhood educators and the implications for advocacy, partnership with families/carers and development of responsive communities and services that support children's development, learning, health and wellbeing.
- Work collaboratively to design responsive ethical and inclusive community programs that enhance outcomes for children and families/carers from diverse backgrounds.
- Identify the strengths and limitations of current policy contexts and the capacity of early childhood programs to be responsive to and inclusive of socially and culturally diverse communities.
- Utilise effective research skills to review practice and literature and gather data.

Subject Content

- Theories and philosophical frameworks that inform early intervention policy and service delivery and partnership with families/carers from diverse backgrounds, including Aboriginal and Torres Strait Islander families/carers.
- Conceptualisation of responsive communities.
- Deconstruction of discourses of risk, resilience, adversity and vulnerability.
- Use of a socio-cultural framework to identify influences on children's development, learning health and well-being and family and community strengths.
- The early childhood educator as a community leader within an early intervention and prevention context.
- Research skills: review of literature and interview techniques.
- Collaborative partnerships with and within teams.
- Use of research and evidence-based practices to substantiate design decisions. Reflection on research and practice and implications for future practice.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	2,000 words	50	N	Individual
Presentation	12 minutes	30	N	Individual
Reflection	1,000 words	20	N	Individual

Prescribed Texts

- Arney, F., & Scott, D. (2013). Working with vulnerable families: A partnership approach (2nd ed.). Port Melbourne, Australia: Cambridge University Press.
- Siddiqi, A., Irwin, L. G., & Hertzman, C. (2007). Total environment assessment model for early childhood development: Evidence report. Retrieved from http://www.who.int/social_determinants/resources/ecd_kn_evidence_report_2007.pdf

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Kerry Staples ([https://directory.westernsydney.edu.au/search/name/Kerry Staples/](https://directory.westernsydney.edu.au/search/name/Kerry%20Staples/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7015_22-AUT_BA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Kerry Staples ([https://directory.westernsydney.edu.au/search/name/Kerry Staples/](https://directory.westernsydney.edu.au/search/name/Kerry%20Staples/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7015_22-AUT_PS_D#subjects)

TEAC 7018 Computational Thinking across the STEM Curriculum

Credit Points 10

Legacy Code 102509

Coordinator Nathan Berger ([https://directory.westernsydney.edu.au/search/name/Nathan Berger/](https://directory.westernsydney.edu.au/search/name/Nathan%20Berger/))

Description This unit will enable students to develop knowledge of computational thinking as it can be applied across the STEM curriculum in schools. Students will learn about the nature of computational thinking as a problem solving approach which can be applied to produce digital solutions. The unit will allow students to undertake a critical examination of innovative, interdisciplinary approaches to the development of computational thinking and relevant pedagogical strategies to maximise student learning and engagement with STEM disciplines.

School Education

Discipline Teacher Education, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

- Demonstrate a critical understanding of computational and algorithmic thinking
- Apply knowledge of the K-10 Australian curriculum: Digital Technologies in developing STEM units.
- Create and evaluate interdisciplinary STEM units which integrate computational thinking in meaningful ways across traditional subject boundaries.
- Apply an understanding of data management, organisation and representation for analytical problem solving.

Subject Content

1. The nature of computational thinking
2. The Australian Curriculum: Digital Technologies
3. Algorithmic thinking
4. Working with data across the curriculum
5. Computational thinking across the curriculum

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task 1	2000 words	50	N	Individual
Professional Task 2	2000 words	50	N	Individual

Teaching Periods

TEAC 7020 Contemporary Teacher Leadership

Credit Points 10

Legacy Code 102098

Coordinator Paul Rooney ([https://directory.westernsydney.edu.au/search/name/Paul Rooney/](https://directory.westernsydney.edu.au/search/name/Paul%20Rooney/))

Description This multidisciplinary subject seeks to redefine and inform practice about what it means to be part of teacher-led development in the 21st century. Students will need to develop unique skills and understanding necessary for creating, sustaining and expanding communities of practice within and beyond classrooms. Through an examination of relevant literature connected with local and global networks, students will build, an understanding of cultural assets; professional leadership capacity; and what is required to effect change, leadership and innovation in school culture through teaching and learning innovations and program evaluation. Learning outcomes are based on learning about leadership within an established community of practice.

School Education

Discipline Teacher Education: Secondary

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) -

Co-requisite(s) -

Restrictions

Must be enrolled in the 1714 Master of Teaching (Secondary) or 1914 Graduate Certificate in Secondary Teaching

Learning Outcomes

1. Apply knowledge and skills necessary to create, sustain and expand communities of practice within and beyond their classrooms, faculties and schools

2. Explain the role of relevant and appropriate professional learning to ensure effective on-going leadership and 21st century change in schools
3. Evaluate current, future and virtual use of various digital technologies and innovations in schools and how pre-service teachers collaborate with others to effect positive change of themselves as part of 21st century teaching team
4. Critically analyse the roles, responsibilities, cultural assets and personal/professional attributes required of leaders in understanding what is required to effect change and innovation in teaching
5. Examine the political and social changes impacting education at global, regional and local levels
6. Critically analyse research and pre-service teachers' individual practices to identify and address leadership needs and skills which are required to make them 21st century educational change agents

Subject Content

1. What does teacher leadership look like in the 21st Century?
2. How transformational are contemporary models of educational leadership?
3. What is authentic leadership? How is authentic leadership ethical?
4. How does contemporary leadership work in cross-cultural contexts at local and global levels?
5. How does leadership provide sustainable solutions to increasing educational complexity?
6. What evidence-based research informs actions / responsibilities / dimensions that characterise leadership for learning? How can I apply leadership for changing learning practices in schools?
7. What are communities of practice and how do they contribute to successful curriculum transformation in teaching and learning?
8. How can cultural assets that recognise Aboriginal and Torres Strait Islander knowledge and learning be applied in school curriculum change?

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	Group task-10 minutes of video Individual reflection 1000 words	50	N	Group
Report	2,000 words	50	N	Individual

Teaching Periods

Autumn

Online

Online

Subject Contact Paul Rooney ([https://directory.westernsydney.edu.au/search/name/Paul Rooney/](https://directory.westernsydney.edu.au/search/name/Paul%20Rooney/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7020_22-AUT_ON_O#subjects)

Spring Online

Online

Subject Contact Paul Rooney ([https://directory.westernsydney.edu.au/search/name/Paul Rooney/](https://directory.westernsydney.edu.au/search/name/Paul%20Rooney/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7020_22-SPR_ON_O#subjects)

TEAC 7022 Creative Teaching and Learning

Credit Points 10

Legacy Code 102105

Coordinator Joanne Frost ([https://directory.westernsydney.edu.au/search/name/Joanne Frost/](https://directory.westernsydney.edu.au/search/name/Joanne%20Frost/))

Description From 2020 students should note that core units are now taught in semesters rather than half yearly sessions. This unit focuses on processes of creative thinking and creative expression in children and introduces students to the theory and practices of using drama, music, dance, media arts and visual arts in prior to school and school contexts. Arts-based pedagogies, collaborative learning, multiple modes of learning and reflective practices are the key operating principles of the unit. The unit will encompass creativity both as it relates to the arts as well as its critical role in fostering creative thinking and teaching and learning practices. Students will explore the relevance of the arts in the development of children's play and will engage with appropriate information and communication technologies for learning in the arts. The unit provides an understanding of the importance of the art forms both as pedagogical approaches across the early childhood and primary years and as creative arts in their own right.

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects TEAC 7045 - Fostering Creativity in Children's Learning

Restrictions

Students must be enrolled in 1691 Master of Teaching (Birth-5 Years/ Birth-12 Years), 1670 Bachelor of Education (Birth ? 5 Years) or 1783 Master of Teaching (Birth-5 Years/Birth-12 Years).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the physical, social, creative and intellectual capabilities of birth -12 year olds as they relate to drama, music, dance, visual arts and media arts education.
2. Reflect the importance of creative teaching and learning across the curriculum in the design of creative sequential learning experiences consistent with the Early Years Learning Framework and the NSW K ? 6 Creative Arts Syllabus and related support documents.
3. Apply arts concepts and elements as they relate to cultural diversity and in particular Aboriginal and Torres Strait Islander peoples and the cultures of the Asia region.

4. Develop pedagogies, resources, experiences and projects that encourage divergent thinking, creative expression and meaning making and that assist children to communicate their ideas.
5. Display practical skills and knowledge in the areas of drama, music, dance, visual and media arts.
6. Explain the socio-cultural and multicultural place of the arts in contemporary society in a manner that incorporates an understanding of diversity and appreciation of difference.
7. Demonstrate commitment to and advocacy for arts learning across early childhood and primary educational contexts.
8. Develop pedagogies, resources, experiences and projects that encourage divergent thinking, creative expression and meaning making assist children to communicate their ideas and incorporate technology as a way of creative thinking, communication and expression.

Subject Content

1. The physical, social, creative and intellectual capabilities of birth -12 year olds as they relate to creativity in the areas of drama, music, dance, visual arts and media arts.
2. Creative teaching and learning pedagogies consistent with the Early Years Learning Framework and the NSW K ? 6 Creative Arts Syllabus and related support documents
3. Arts concepts and elements as they relate to cultural diversity and in particular Aboriginal and Torres Strait Islander and cultures of the Asia region.
4. Pedagogies, resources, experiences and projects that encourage divergent thinking, creative expression and meaning making and that assist children to communicate their ideas.
5. Practice of skills and knowledge in the areas of drama, music, dance, visual and media arts.
6. The socio-cultural place of the arts in contemporary society that incorporates diversity and appreciation of difference and the educator's role as an advocate
4. Pedagogies, resources, experiences and projects that encourage divergent thinking, creative expression and meaning making assist children to communicate their ideas and incorporate technology as a way of creative thinking, communication and expression.
5. Practice of skills and knowledge in the areas of drama, music, dance, visual and media arts using technology.
6. The socio-cultural place of the arts in contemporary society that incorporates diversity and appreciation of difference and the educator's role as an advocate.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	5 minutes	20	N	Group
Report	2,500 words	40	N	Individual
Portfolio	2,000 words	40	N	Individual

Prescribed Texts

- Board of Studies NSW. (2006). Creative arts K-6 syllabus and support document. Retrieved from <http://k6.boardofstudies.nsw.edu.au/wps/portal/go/creative-arts>
- Wright, S. (Ed.). (2012). Children, meaning-making and the arts (2nd ed.). Frenchs Forest, Australia: Pearson Australia.

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Joanne Frost ([https://directory.westernsydney.edu.au/search/name/Joanne Frost/](https://directory.westernsydney.edu.au/search/name/Joanne%20Frost/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7022_22-AUT_BA_D#subjects)

Spring

Bankstown

Day

Subject Contact Joanne Frost ([https://directory.westernsydney.edu.au/search/name/Joanne Frost/](https://directory.westernsydney.edu.au/search/name/Joanne%20Frost/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7022_22-SPR_BA_D#subjects)

TEAC 7023 Culture, Subjectivities and Schooling

Credit Points 10

Legacy Code 102071

Coordinator Mohamed Moustakim ([https://directory.westernsydney.edu.au/search/name/Mohamed Moustakim/](https://directory.westernsydney.edu.au/search/name/Mohamed%20Moustakim/))

Description From 2020 students should note that core units are now taught in semesters rather than half yearly sessions. This unit focuses on the socio-political, economic and cultural milieu that shapes teacher and student subjectivities. Teachers are required to understand the variety of, and changing nature of, discourses and ideologies that both constitute and are constituted in society, schooling, teaching, and learning, in an increasingly multifaceted, globalized and cosmopolitan environment. Within this framework it is also essential that teachers engage with and understand the diversity and fluidity of individuals and the broader Australian community in order to promote equitable practices in schooling and to facilitate educational and professional transformation. Aboriginal and Torres Strait Islander peoples and their relationship to schooling will also be explored in this unit, providing pre-service teachers with deeper understandings of Australia's first nations people. Developing understandings of society, culture and the formation of subjectivities will promote an enhanced awareness of equity issues as well as crucial analytical and critical tools to address the needs of diverse students, their families, teachers, and the broader school community.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) Students enrolled in 1651 Bachelor of Arts (Pathway to Teaching Primary) 1822 Bachelor of Arts (Pathway to Teaching Primary) Dean's Scholars or 6019 Diploma in Arts Bachelor of Arts (Pathway to Teaching Primary) must have successfully completed 160 credit points. Students enrolled in 3756 Bachelor of Science (Pathway to Teaching Primary/Secondary) must have completed 120 credit points.

Restrictions

Note that only students enrolled at WSU Online may register in the WSU Online subjects offered at that location.

Students must be enrolled in 1781 Master of Teaching (Primary) or 1651 Bachelor of Arts (Pathway to Primary Teaching), 1822 Bachelor of Arts (Pathway to Teaching Primary) Dean's Scholars, 3756 Bachelor of Science (Pathway to Teaching Primary/Secondary) or 6019 Diploma in Arts/Bachelor of Arts (Pathway to Teaching Primary).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the role and impact of broader socio-political, economic, historical and/or cultural dimensions on the formation of teacher and student subjectivities, pedagogy and education more broadly.
2. Describe Aboriginal and Torres Strait Islander social and kinship systems, significance of country, language and culture with a view to understanding Aboriginal and Torres Strait Islander learners and communities. Students will be able to articulate approaches to redress discrimination and inequity.
3. Explain how subjectivities are socially constructed and describe how culture/cultures of schooling can perpetuate and position particular understandings of diversity, with a focus on Aboriginal and Torres Strait Islander communities, gender, sexualities, ethnicities, ~~erace~~ of, religion and class and their intersections.
4. Explain the new sociology of childhood including how childhood is socially constructed and the implications for learning, teaching and young people.
5. Discuss the changing nature and role of family and family diversity and how educators can help sustain the capacity of families, communities and the school to engage all students.
6. Evaluate relevant policies and legislative requirements related to rights and responsibilities of students, parents, other community members and teachers and apply appropriate theoretical tools to critically analyse these in relation to cultures of schools and the effects on learning.
7. Describe how supportive learning environments might be developed where students feel safe to risk

Subject Content

- 1.?? Sociology in the curriculum. Merit/competition. Hidden and manifest curriculum. Knowledge and governmentality.
- 2.?? Social construction of childhood and family. Political, economic and social policy perspectives. Contemporary debates.
- 3.?? Theories of diversity and difference. Understanding culture as constituted in class, ethnicity, racialization, religion, gender

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Presentation	30 minutes	20	N	Individual
Quiz	6 quizzes; 10 minutes per quiz	40	N	Individual
Essay	2000 Words	40	N	Individual

Prescribed Texts

- Ferfolja, T., Jones Diaz, C. & Ullman, J. (Eds.) (2018). Understanding Sociological Theory for Educational Practices. 2nd edition. Melbourne: Cambridge University Press.

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Mohamed Moustakim ([https://directory.westernsydney.edu.au/search/name/Mohamed Moustakim/](https://directory.westernsydney.edu.au/search/name/Mohamed%20Moustakim/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7023_22-AUT_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Mohamed Moustakim ([https://directory.westernsydney.edu.au/search/name/Mohamed Moustakim/](https://directory.westernsydney.edu.au/search/name/Mohamed%20Moustakim/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7023_22-AUT_KW_D#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Marghi Ghezzi ([https://directory.westernsydney.edu.au/search/name/Marghi Ghezzi/](https://directory.westernsydney.edu.au/search/name/Marghi%20Ghezzi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7023_22-OT2_OW_O#subjects)

Spring

Bankstown

Day

Subject Contact Mohamed Moustakim ([https://directory.westernsydney.edu.au/search/name/Mohamed Moustakim/](https://directory.westernsydney.edu.au/search/name/Mohamed%20Moustakim/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7023_22-SPR_BA_D#subjects)

TEAC 7025 Curriculum for Under Threes

Credit Points 10

Legacy Code 101098

Coordinator Prathyusha Sanagavarapu ([https://directory.westernsydney.edu.au/search/name/Prathyusha Sanagavarapu/](https://directory.westernsydney.edu.au/search/name/Prathyusha%20Sanagavarapu/))

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

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in programs 1625 Master of Teaching (Early Childhood), 1631 Graduate Diploma in Educational Studies (Early Childhood), 1673 Master of Teaching (Birth-12 years), 1672 Master of Teaching (Birth-5years) or 1691 Master of Teaching (Birth-5years/ Birth-12years). This subject relies heavily on professional knowledge acquired across the range of other core subjects and professional experiences within the Master of Teaching (Early Childhood) programme.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Appreciate the role of families and communities in children's learning and the diversity of child-rearing practices, expectations and values families hold for their children;
2. Apply a range of strategies for strengthening partnerships between educators, children and families;
3. Understand strategies for providing a culturally responsive curriculum and continuity of care for young children;
4. Document children's learning in ways that encourage connections between children, families, educators and communities and that celebrate children's competencies;
5. Initiate interactions and relationships and implement teaching strategies that support young children's relationships and learning;
6. Implement planned and spontaneous experiences and learning centres that encourage young children's exploration and creativity

Subject Content

- Socio-cultural contexts for learning;
- Partnerships between educators, children and families;
- Connecting early childhood curriculum to children's family and community experiences;
- The importance of relationships and interactions for children's learning;
- Teaching and learning strategies for under threes eg scaffolding, peer guidance and play;
- children's learning portfolios
- socio-cultural and pedagogical documentation
- Planned and spontaneous play experiences that extend children's interests, friendships and strengths.

Special Requirements

Legislative pre-requisites

Students must have completed Child Protection training.

Prescribed Texts

- Flear, M., Edwards, S., Hammer, M., Kennedy, A., Ridgway, A., & Robbins, J. (2006). Early childhood learning communities. Socio-cultural research in practice. French's Forest: Pearson Education Australia. Available from UWS Connect Bookstore at Bankstown.

Teaching Periods

TEAC 7026 Designing Curriculum Futures

Credit Points 10

Legacy Code 102159

Coordinator Anne Power ([https://directory.westernsydney.edu.au/search/name/Anne Power/](https://directory.westernsydney.edu.au/search/name/Anne%20Power/))

Description This unit considers the research and theoretical basis of curriculum futures, with a focus on design for learning and learning design, and critically examines contextual factors and their implications for learning design in a range of settings. The unit provides a critical overview of perspectives on curriculum, curriculum design and examines authentic learning and assessment. Examples of curriculum futures will be negotiated and explicated. The overall focus is on curriculum decision-making and planning for improved learning outcomes.

School Education

Discipline Teacher Education

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects TEAC 7024 - Curriculum Futures

Restrictions

Students must be enrolled in a postgraduate program or 8083 Bachelor of Research Studies

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Investigate the theoretical basis of curriculum and design for learning
2. Critically evaluate contextual factors which have implications for curriculum
3. Strengthen individual teaching philosophy and application of learning and teaching
4. Develop learning design responding to curriculum issues, towards planning for improved learning outcomes

Subject Content

1. Theoretical basis of curriculum
 - curriculum futures
 - design for learning
 - learning design
2. Critical review of factors that have implications for curriculum: e.g. digital learning; citizenship; and globalisation
3. Critical overview of perspectives on curriculum, followed by a focused examination of connected learning and assessment
4. Action research and collaborative decision making
5. Examination of topical curriculum issues
6. Focus on curriculum decision-making and planning for improved learning outcomes

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Literature Review	1500 words	40	N	Individual
Report	3500 words	60	N	Individual

Teaching Periods

Autumn

Online

Online

Subject Contact Anne Power ([https://directory.westernsydney.edu.au/search/name/Anne Power/](https://directory.westernsydney.edu.au/search/name/Anne%20Power/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7026_22-AUT_ON_O#subjects)

Spring

Online

Online

Subject Contact Anne Power ([https://directory.westernsydney.edu.au/search/name/Anne Power/](https://directory.westernsydney.edu.au/search/name/Anne%20Power/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7026_22-SPR_ON_O#subjects)

UEH Quarter 4

Vietnam

Day

Subject Contact Anne Power ([https://directory.westernsydney.edu.au/search/name/Anne Power/](https://directory.westernsydney.edu.au/search/name/Anne%20Power/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7026_22-UQ4_UE_D#subjects)

TEAC 7027 Designing Teaching and Learning

Credit Points 10

Legacy Code 102086

Coordinator Kay Carroll ([https://directory.westernsydney.edu.au/search/name/Kay Carroll/](https://directory.westernsydney.edu.au/search/name/Kay%20Carroll/))

Description In this unit, students will explore a range of contemporary issues impacting upon adolescent learning in the 21st century and how those issues may be addressed through the thoughtful re-design of teaching and learning. In a future characterised by rapid change and re-conceptualisations of compulsory schooling, attention will be given to the role of the secondary school teacher in assisting their students to develop new ways to think and new ways to work, as well as acquiring new tools and skills for living and working in the 21st century. Students will be encouraged to articulate their own vision for sustainable and engaged secondary education appropriate to the first half of the 21st century. In particular, it is critical that students possess the capacity to develop secondary students' abilities to engage in real world problem solving and collaborate meaningfully through emerging technologies. Students will collect evidence in an e-portfolio to demonstrate they meet the Australian Professional Standards for Teachers at the graduate level. Students begin their e-portfolio in 102086 Designing Teaching and Learning and continue to collect evidence throughout their Master of Teaching (Secondary) course.

School Education**Discipline** Teacher Education: Secondary**Student Contribution Band** HECS Band 1 10cp**Level** Postgraduate Coursework Level 7 subject**Pre-requisite(s)** Students enrolled in 1652 1823 2804 2786 1843 4742 3756 or 6021 must have successfully completed 160 credit points**Equivalent Subjects** TEAC 7081 - Pedagogies in Practice TEAC 7080 - Pedagogies for Learning CART 1003 - Literacies for Learning**Restrictions**

Students must be enrolled in program 1714, 1848, 1652, 1823, 2804, 2786, 1843, 4742, 3756 or 6021. In addition, students enrolled in 1652, 1823, 2804, 2786, 1843, 4742, 3756 or 6021 must have passed 160 credit points to enrol in this unit

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate the interrelationship between learning outcomes, literacy and numeracy strategies, the interpretation and reporting of assessment data and content selection using the National Professional Standards for Teachers to inform lesson sequencing and planning.
2. Analyse through research applications, actions and solutions for preventing and intervening in classroom management events that acknowledge Work, Health and Safety and risk management legislation.
3. Apply ICT tools in meaningful learning and appropriately integrate the safe and ethical use of Technological Pedagogical and Content Knowledge (TPACK) into teaching.
4. Organise lesson content, resources and activities based on contemporary syllabus requirements and student learning needs.
5. Analyse the models of pedagogy for the designing of learning goals and activities for the full range of student abilities, including gifted and talented students, and for addressing the literacy needs of Aboriginal and Torres Strait Islander and English as an Additional Language or Dialect (EALD) students.
6. Use resources to evaluate how safe, ethical and responsible use of technology and student differences can impact on how students learn.
7. Use the National Professional Standards for Teachers to deconstruct a lesson plan and justify how the standards have been achieved.
8. Analyse key issues underlying research debate to increase own confidence as narrators on the educational research landscape.

Subject Content

- 1.???? How can teachers evaluate the interrelationship between learning outcomes, assessment and literacy strategies to inform lesson sequencing and planning?
- 2.???? In what ways can analysis of case applications suggest actions and solutions for preventing and intervening in classroom management events?
- 3.???? How can teachers emphasise the safe, ethical and responsible use of ICT when integrating ICT tools in meaningful learning experiences? How does an understanding of Technological Pedagogical and Content Knowledge (TPACK) inform teaching ?
- 4.???? How do different learning theories such as the constructivist approach, co-construction of learning, personalised learning contribute to learning in the 21st century?

5.???? How does analysing models of pedagogy and assessment assist in designing learning activities and providing student feedback on learning?

6.???? How can teachers identify ways in which technology and student differences impact on students' learning?

7.???? How can teachers create 21st century learning using teacher standards for the profession?

8.???? In what ways is the self-evaluation of teacher performance significant alongside student achievement of outcomes according to stages of adolescent development?

9.???? In what ways can a global perspective of teaching and learning be acquired in order to develop a personal construction of sustainable practices in the teaching environment?

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Essay	2,000 words	50	N	Individual
Reflection	2,000 words	50	N	Individual

Prescribed Texts

- Clarke, M., & Pittaway, S. (2014). *Marshes becoming a teacher*. Frenchs Forest, Australia: Pearson Education Australia.

Teaching Periods**Autumn****Penrith (Kingswood)****Day**

Subject Contact Kay Carroll ([https://directory.westernsydney.edu.au/search/name/Kay Carroll/](https://directory.westernsydney.edu.au/search/name/Kay%20Carroll/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7027_22-AUT_KW_D#subjects)

Spring**Penrith (Kingswood)****Day**

Subject Contact Kay Carroll ([https://directory.westernsydney.edu.au/search/name/Kay Carroll/](https://directory.westernsydney.edu.au/search/name/Kay%20Carroll/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7027_22-SPR_KW_D#subjects)

TEAC 7029 Disability in Context**Credit Points** 10**Legacy Code** 102156

Coordinator Kerry Staples ([https://directory.westernsydney.edu.au/search/name/Kerry Staples/](https://directory.westernsydney.edu.au/search/name/Kerry%20Staples/))

Description The developmental trajectory and quality of life of individuals with additional needs is affected not only by the nature and level of the disability itself but also by the ways in which that disability interacts with the contexts in which they live their lives. In turn, the impact of the disability will affect the individual's family and those working with them. This subject adopts both a developmental and ecological perspective to enable analysis of the specific impact of

disability on an individual, their family, the professionals working with them and the contexts in which they do so. In so doing, it evaluates the efficacy of theoretical models and frameworks available to assist in ensuring best outcomes for the individual and those around them.

School Education

Discipline Teacher Education: Special Education

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects HUMN 7046 - Transformative Leadership

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

Professionals with teaching or other relevant qualifications.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically evaluate the relevance of theories and models of development to their practice;
2. Assess the impact of an individual's disability in learning contexts;
3. Evaluate the impact of an individual's disability on their current level of functioning and developmental trajectory;
4. Utilise an ecological model to determine the ways in which an individual's disability affects and is affected by the contexts in which they live their lives;
5. Determine the impact of a disability on the individual's family and the implications for family functioning;
6. Synthesise the factors affecting outcomes for individuals with a disability and their families and consider the implications for quality of life.

Subject Content

1. Theories and models of development and their relevance to disability studies;
2. Ecological theory and its implications for individuals with additional needs;
3. The impact of cognitive, physical, sensory, emotional and behavioural disabilities on development;
4. Models for analysing level of functioning e.g. International Classification of Functioning, International Classification of Functioning – Children and Youth, Developmental Needs Model;
5. Impact of disability on the individual, the family and social and environmental contexts;
6. The interaction between individual characteristics and learning and social contexts;
7. Theory and research on quality of life and its implications for working with individuals with additional needs;
8. Evaluation of outcomes for individuals with additional needs and their families;
9. Implications of functional analysis for policy and practice in the disability field.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are

regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Analytical essay	2,500 words	50	N	Individual
Case Study	2,500 words	50	N	Individual

Teaching Periods

TEAC 7030 Diverse Literacies

Credit Points 10

Legacy Code 102101

Coordinator Christine Jones Diaz ([https://directory.westernsydney.edu.au/search/name/Christine Jones Diaz/](https://directory.westernsydney.edu.au/search/name/Christine%20Jones%20Diaz/))

Description From 2020 students should note that core units are now taught in semesters rather than half yearly sessions. This unit increases students' understandings of the impact of globalisation, new technologies and the diversity of Australian languages and dialects on children's literacy practices. It provides opportunities for students to develop insights into the importance of languages and cultures in children's identity formation, particularly in relation to the importance of the home language and dialect for bilingual and Aboriginal and Torres Strait Islander children. Contemporary social theories of diversity and difference and frameworks of literacy and languages learning will be introduced to students and the links between theory and practice will be applied. Students will have the opportunity to investigate the literacy practices in diverse family and community contexts and apply literacy-enriched play and pedagogies to extend languages learning and literacy for all children.

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects TEAC 7046 - Global Literacies TEAC 1026 - Multiliteracies

Restrictions

Students must be enrolled in 1691 Master of Teaching (Birth-5 Years / Birth-12 Years) or 1783 Master of Teaching (Birth-5 Years/Birth-12 Years).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate the impact of globalisation and new information technologies on literacy and literacy learning.
2. Explain understandings of theory related to literacy as social, cultural and technological practice.
3. Discuss the diversity of literacies, languages and dialects in Australia and different approaches to the revival and retention of Aboriginal and Torres Strait Islander and community languages.
4. Identify the impact of past and present language policies on literacy pedagogies and practices.
5. Understand the cultural context of Aboriginal and Torres Strait Islander learners and the significance of Aboriginal languages and dialects.

6. Analyse issues of language, culture and identity and their relationship to multicultural education.
7. Research diverse family literacy practices and children's literacy funds of knowledge.
8. Apply respect for diverse literacies and understandings of issues of culture, gender, class, inclusion and language in work with children and families.
9. Select and share texts with children and engage children in critical literacy.
10. Implement literacy-enriched play that builds on children's family literacies.

Subject Content

1. Literacy as social and technological practice
2. Multiliteracies - multiple modes of communication, diverse texts, diverse literacy practices, diverse languages including Aboriginal languages and community languages
3. Globalisation and new technologies - the role of digital texts and popular media culture in literacy learning and the importance of critical literacy
4. Linguistic and cultural capital and the power and status of languages
5. Bilingualism and multilingualism
6. Diverse dialects including Aboriginal English
7. Language loss, language maintenance and language revival
8. Issues of gender, class, ethnicity and language for literacy learning
9. Researching family literacy practices and children's literacy funds of knowledge
10. The role of play-based pedagogies in literacy learning
11. Selecting and sharing children's literature

Inherent Requirements

Students must meet the Inherent Requirements for the Master of Teaching (Birth – 5 Years / Birth -12 Years) (<https://hbook.westernsydney.edu.au/programs/master-teaching-birth-5-years-birth-12-years/>)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Critical Review	3 x 200 word critical reviews of readings and 500 word reflection	25	N	Individual
Presentation	5 minutes of video or 1,000 words	25	N	Group
Portfolio	2500 words	50	N	Individual

Prescribed Texts

- Arthur, L., Ashton, J., & Beecher, B. (Eds.). (2014). *Diverse literacies in early childhood: A social Justice approach*. Australia: ACER

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Christine Jones Diaz ([https://directory.westernsydney.edu.au/search/name/Christine Jones Diaz/](https://directory.westernsydney.edu.au/search/name/Christine%20Jones%20Diaz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7030_22-AUT_BA_D#subjects)

Spring

Bankstown

Day

Subject Contact Christine Jones Diaz ([https://directory.westernsydney.edu.au/search/name/Christine Jones Diaz/](https://directory.westernsydney.edu.au/search/name/Christine%20Jones%20Diaz/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7030_22-SPR_BA_D#subjects)

TEAC 7032 Diversity, Social Justice and Learning

Credit Points 10

Legacy Code 102083

Coordinator Erika Smith ([https://directory.westernsydney.edu.au/search/name/Erika Smith/](https://directory.westernsydney.edu.au/search/name/Erika%20Smith/))

Description The unit explores diversity, social justice, equity and learning through the multi-layered operation of social power and privilege. It advances students' understanding of how social and cultural difference in Australia has shaped contemporary education, schooling and cross-cultural relationships. In particular, the unit examines diversity as a social construct that has promoted the differential treatment of particular social and cultural groups and served as the basis for response to subsequent social and cultural inequities by these groups. The unit engages students in critical analysis essential for professional pedagogical practice in education for diversity and social justice in Australia and beyond.

School Education

Discipline Teacher Education: Secondary

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) Students enrolled in 1652 1823 2804 2786 1843 4742 3756 or 6021 must have successfully completed 160 credit points

Equivalent Subjects TEAC 7031 Diversity Social Justice and Equity
TEAC 7033 Diversity Social Justice and Schooling

Restrictions

Students must be enrolled in program 1714 Master of Teaching (Secondary), 1848 Master of Teaching (Secondary) STEM, 1652 Bachelor of Arts (Pathway to Teaching Secondary), 1823 Bachelor of Arts (Pathway to Teaching Secondary) Dean's Scholars, 2804 Bachelor of Business (Pathway to Teaching Secondary), 2786 Bachelor of Business, 1843 Bachelor of Graphic Design (Pathway to Teaching Secondary), 4742 Bachelor of Health Science (Health and Physical Education)-Pathway to Teaching (Secondary), 3756 Bachelor of Science (Pathway to Teaching Primary/Secondary) or 6021 Diploma in Arts/ Bachelor of Arts (Pathway to Teaching Secondary).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the impact of differences (e.g. Gender, Sexuality, Socioeconomic background, Race, Language) upon secondary students' access to, participation in and learning outcomes at school.
2. Critically analyse the importance of productive relationships and the role theory and research play in understanding the needs of marginalised groups in society to build and maintain community.
3. Explore how varying philosophies of teaching and learning among school communities, including cultural and linguistically diverse communities can impact teaching practice.
4. Investigate the relationships between power, privilege and disadvantage among marginalised (especially Aboriginal and Torres Strait Islander, English as an Additional Language or Dialect (EALD), refugee and low SES students) and non-marginalised groups.
5. Critically analyse their own professional practice as teachers by connecting knowledge of diverse groups (visible and non-visible) to their pedagogical program.
6. Investigate how supportive learning environments might be developed where secondary students feel safe to risk full participation and strong community values are engendered.
7. Critically analyse the impact of government legislation and educational policy on the education of marginalised students.
8. Assess how policies, legislation and research impact on social justice principles to inform and guide professional practice and judgements as teachers.
9. Evaluate the relationship between home literacy and school literacy with regard to cultural identity and linguistic background for the improved learning outcomes of students.
10. Apply initial critical research skills of searching, synthesising and analysing literatures in relation to diversity.

Subject Content

- 1.???? How is diversity defined in the secondary school context? What is the significance of diversity and social justice and equity for Australia as expressed through the principles and practices of teaching and learning for equity and access, knowledge and governmentality?
- 2.???? How does diversity relate to the concepts of power; culture; religion; Whiteness; White privilege; subjectivity; discourse; ethnicity; race; knowledge; discipline; embodiment; surveillance; silence; normalisation; punishment; habitus; capital; field; gender; sexuality; socio-economic status; globalization; literacy and language?
- 3.???? What are the complexities facing educators in a 21st Century context? How do capitalist market economy agendas and increasing practices of standardization alongside social justice and ethical issues affect educators? Why is lifelong learning for all important? How effective are pedagogical approaches such as adaptive ability, creativity; critical thinking, critical pedagogy, culturally responsive teaching, and inquiry based learning and a

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	2,000 words	50	N	Individual
Presentation	5 minute YouTube video and Group presentation of 15 minutes	30	N	Group
Reflection	1,000 words	20	N	Individual

Prescribed Texts

- Ferfolja, T., Jones-Diaz, C., & Ullman, J. (2018). *Understanding Sociological Theory for Educational Practices* (2nd ed.). Port Melbourne, Vic.: Cambridge

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Erika Smith ([https://directory.westernsydney.edu.au/search/name/Erika Smith/](https://directory.westernsydney.edu.au/search/name/Erika%20Smith/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7032_22-AUT_KW_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Erika Smith ([https://directory.westernsydney.edu.au/search/name/Erika Smith/](https://directory.westernsydney.edu.au/search/name/Erika%20Smith/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7032_22-SPR_KW_D#subjects)

TEAC 7037 Early Learning Environments

Credit Points 10

Legacy Code 102622

Coordinator Katina Dimoulis ([https://directory.westernsydney.edu.au/search/name/Katina Dimoulis/](https://directory.westernsydney.edu.au/search/name/Katina%20Dimoulis/))

Description This subject will support students to develop their philosophy, approach to and practice of teaching within the context of a rapidly changing and dynamic human global culture that has important cultural, social, historical and environmental dimensions. The subject explores theoretical perspectives and approaches, including indigenous perspectives, human/nature theories, socio-cultural considerations, inclusivity and place-based pedagogies that support learning and teaching in the curriculum areas of history, geography, civics and citizenship and sustainability for children in early childhood and primary school settings. Drawing on their understanding of theory students will examine key local and international policies and frameworks around risk, play and pedagogy. Through field and / or virtual visits to early childhood and community settings, students will have an opportunity to evaluate the relationship between physical environments and children's experience of place and everyday learning. Students will also design, plan and rationalise learning experiences that support children's investigation, discovery, problem solving and

meaning making using man made and natural materials. A strong focus of this subject is for students to develop an understanding and appreciation for learning environments that promote a connection to place and sustainability.

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 1783 Master of Teaching (Birth-5 Years/ Birth-12 Years) or 1708 Bachelor of Arts (Pathway to Teaching Birth - 5 / Birth -12) or 6017 Diploma in Arts/Bachelor of Arts (Pathway to Teaching Birth-5/Birth-12). Students in 1708 or 6017 must have passed 160 credit points before enrolling in this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Investigate central concepts, modes of enquiry and a range of pedagogies for teaching history and geography, civics and citizenship and their application for early childhood and primary school settings
2. Critique key local and global policies and regulatory documents to identify the way in which children and marginalised groups within society and their cultural identity and citizenship is respected and valued.
3. Discuss the relationship between indigenous perspectives of place, contemporary theories and philosophies of child - nature relationships and sustainability education
4. Explain the way in which pedagogical approaches support place-based learning and connection in early education and primary school settings
5. Examine the role and impact that stimulating and engaging physical environments have for the development of the whole child
6. Analyse the impact of sociocultural and inclusive representations in physical environments on children's learning experiences
7. Design and justify learning environments, curriculum and assessment items for children in early education and school settings that draw on theories of place and place pedagogies, child-nature connections and sustainability
8. Integrate strategies that support differentiation and inclusivity to meet the diverse needs of children in early childhood and primary school settings

Subject Content

1. Introduction to theories of children in nature and outdoor learning through play.
2. Methods for researching inside and outside physical learning environments for and with children, including evaluating relationships between these environments and children's experiences of place.
3. Changes to children's play and learning spaces over time.
4. Significance of place, space and time as influencing factors on everyday interactions.
5. Relevant national and international theories and philosophies related to child-nature relationships and sustainability education, including Indigenous perspectives, socio-cultural influences, and place-based pedagogies.

6. Key global policies and regulations for outdoor learning, play, safety and risk, and inclusive environments that recognise agency, cultural identity, rights and responsibilities.
7. Documenting and implementing learning programs through a range of strategies that support place-based pedagogies, sustainability learning, civics and active citizenship, and social sciences in early childhood and primary school contexts.
8. Planning and designing children's physical learning spaces that are underpinned by place-based pedagogies, child/nature theories and integrated sustainability learning and play affordances.
9. Planning and designing curriculum and assessment utilising the NSW History and Geography Syllabi, and curriculum frameworks such as the Early Years Learning Framework for Australia.

Inherent Requirements

Students must meet the Inherent Requirements for the Master of Teaching (Birth – 5 Years / Birth -12 Years). (<https://hbook.westernsydney.edu.au/programs/master-teaching-birth-5-years-birth-12-years/>)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection Report	800 words	20	N	Individual
Portfolio	1,800 words	40	N	Individual
	1,800 words	40	N	Individual

Prescribed Texts

- Green, D., & Price, D. (Eds.). (2019). *Making humanities and social sciences come alive*. Cambridge University Press.

Teaching Periods

Spring Bankstown

Day

Subject Contact Kumara Ward ([https://directory.westernsydney.edu.au/search/name/Kumara Ward/](https://directory.westernsydney.edu.au/search/name/Kumara%20Ward/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7037_22-SPR_BA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Kumara Ward ([https://directory.westernsydney.edu.au/search/name/Kumara Ward/](https://directory.westernsydney.edu.au/search/name/Kumara%20Ward/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7037_22-SPR_PS_D#subjects)

TEAC 7038 Early Mathematics and Numeracy

Credit Points 10

Legacy Code 102603

Coordinator Janene Rox ([https://directory.westernsydney.edu.au/search/name/Janene Rox/](https://directory.westernsydney.edu.au/search/name/Janene%20Rox/))

Description From 2020 students should note that core units are now taught in semesters rather than half yearly sessions. This subject aims to develop students' critical understandings of how numeracy and powerful mathematical ideas shape young children's lives during their first eight years. Students will develop their ability to provide rich learning experiences that enhance and assess the growth of children's numeracy and foundational mathematical concepts. The subject will foster positive dispositions towards teaching and applying mathematics and numeracy in diverse settings for children aged birth to eight years, using the current Early Years Learning Framework and the NSW Mathematics K-10 Syllabus curriculum document.

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYA 1111 - Mathematics Science Technology 0-8
TEAC 7060 - Investigating with Mathematics Science and Technology

Restrictions

Students must be enrolled in the Master of Teaching (Birth-5 Years/ Birth-12 Years).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate the different theoretical approaches relevant to early years' mathematics teaching and learning.
2. Develop understandings of deep mathematical concepts, skills and processes relevant to young children birth-8 years.
3. Apply the principles, practices and learning outcomes of The Early Years Learning Framework for Australia to mathematical assessment and planning.
4. Apply knowledge and understanding of the NSW Mathematics K-10 Syllabus and Australian Curriculum documents to plan rich mathematical lessons for lower primary school students.
5. Demonstrate understandings of issues of diversity and equity in mathematics teaching and learning for example, and strategies to support the learning needs of Aboriginal and Torres Strait Islander students and students from low socio-economic communities.
6. Assess and Plan appropriate, engaging experiences to develop mathematical concepts and numeracy for young children.
7. Assess the mathematical understandings of young children.
8. Locate, select and apply a range of appropriate resources, including digital technologies to promote the development of mathematical concepts and skills for a diverse range of abilities.

Subject Content

1. Knowledge and understanding of mathematics curriculum birth - 8 years.
2. Understanding development of number and algebra, measurement and geometry, and statistics and probability concepts.
3. The processes of working mathematically to investigate explore and engage in problem solving.
4. Applying the Early Years Learning Framework principles, practices and learning outcomes to document, assess and plan for experiences in the teaching and learning of mathematics.

5. Using the current NSW Mathematics K-10 syllabus to plan appropriate, engaging mathematics lessons.
6. Issues of diversity and equity in mathematics teaching and learning, for example, addressing the needs of Aboriginal and Torres Strait Islander students, bilingual students, and students from low socio-economic communities.
7. Teaching strategies that promote deep mathematical understanding incorporating a range of materials including digital technologies, concrete manipulatives, games and children's literature.
8. Effective programming, planning and assessment strategies for early year's mathematics and numeracy learning.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	2500 words	50	N	Individual
Professional Task	2500 words	50	N	Individual

Prescribed Texts

- Yelland, N., Diezmann, C., & Butler, D. (2014). Early mathematical explorations. Port Melbourne, Victoria: Cambridge University Press.
- Board of Studies NSW (2012). Mathematics K-10 ? NSW syllabus for the Australian Curriculum. Retrieved from <http://syllabus.bos.nsw.edu.au/>
- Department of Education, Employment and Workplace Relations (DEEWR). (2009). Belonging, being and becoming: The early years learning framework for Australia. ACT: Commonwealth of Australia. Retrieved from <https://docs.education.gov.au/documents/belonging-being-becoming-early-years-learning-framework-australia>

Teaching Periods

Spring Bankstown Day

Subject Contact Janene Rox ([https://directory.westernsydney.edu.au/search/name/Janene Rox/](https://directory.westernsydney.edu.au/search/name/Janene%20Rox/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7038_22-SPR_BA_D#subjects)

TEAC 7041 Effective Working Relationships

Credit Points 10

Legacy Code 102146

Coordinator Kerry Staples ([https://directory.westernsydney.edu.au/search/name/Kerry Staples/](https://directory.westernsydney.edu.au/search/name/Kerry%20Staples/))

Description From 2020 students should note that core units are now taught in semesters rather than half yearly sessions. This unit supports the development of students' knowledge and skills by analysing a range of consultation models; examining the perspectives and needs of families as well as professionals from different discipline

backgrounds; and developing effective interpersonal communication skills, collaborative problem solving, dispute resolution, teamwork and teambuilding. In addition, professionals with advanced knowledge of inclusive education and disability studies may serve as agents of change within their professional setting. The unit explores this role and encourages students to reflect upon how they may enact this ability to advocate inclusive education and facilitate the capacity of others.

School Education

Discipline Teacher Education: Special Education

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 1682 Master of Special Education; 1714 Master of Teaching (Secondary); 1720 Master of Inclusive Education; 1721 Graduate Certificate in Inclusive Education or 1911 Master of Education.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify the changing nature of service delivery for individuals with additional needs, and the implications for the way professionals partner, facilitate, consult and lead.
2. Determine the varied and multiple perspectives of key partners (e.g. the individual, families, other professionals).
3. Analyse the efficacy of models of practice and the implication for working relationships and roles.
4. Evaluate key professional and personal skills required in the field.
5. Reflect on personal and professional attributes and skills that may assist or hinder their capacity to partner, facilitate, consult and lead.
6. Create professional goals to develop skills to partner, facilitate, consult and lead.

Subject Content

1. Critique of the changing nature of service delivery and the shifting roles of professionals.
2. Exploration of the multiple roles and vital partnerships experienced by professionals.
3. Perspective-taking for the individual, families and other professionals.
4. Models of practice and ways of working (e.g. team around the child).
5. Review of empirical research that evaluates the impact of partnership models.
6. Analysis of key skills required in the current field (e.g. communication, conflict resolution, case management).
7. Reflection on personal attributes and skills as well as critiquing previous professional experience.
8. Goals for professional and personal growth in relation to partnering, communicating and facilitating.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	2,500 words	50	N	Individual
Case Study	2,500 words	50	N	Individual

Teaching Periods

Spring

Online

Online

Subject Contact Kerry Staples ([https://directory.westernsydney.edu.au/search/name/Kerry Staples/](https://directory.westernsydney.edu.au/search/name/Kerry%20Staples/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7041_22-SPR_ON_O#subjects)

TEAC 7043 Engaging Communities

Credit Points 10

Legacy Code 102148

Coordinator Erin Mackenzie ([https://directory.westernsydney.edu.au/search/name/Erin Mackenzie/](https://directory.westernsydney.edu.au/search/name/Erin%20Mackenzie/))

Description From 2020 students should note that core subjects are now taught in semesters rather than half yearly sessions. Community engagement is variously seen as a strategy for improving educational outcomes, increasing community ownership and/or empowering citizens to take collective action. Although appeals to 'community' often assume a homogeneous ideal, active community engagement needs to respond to a diversity of needs and experiences. This subject begins by exploring the notion of community, its uses and meanings in different discursive and professional contexts. Students will be introduced to theory and praxis aimed at identifying community needs, partnering across diversity and working effectively and inclusively to build community strengths and engagement. The subject's applied learning focus requires students to develop and implement a community engagement strategy for a selected setting.

School Education

Discipline Teacher Education, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program, with the exception of those students enrolled in the 8083 Bachelor of Research Studies.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically evaluate notions of community and community engagement
2. Audit a community's membership, strengths and assets
3. Analyse community profile data to determine needs
4. Respond to a diversity of community needs and interests
5. Develop a community engagement strategy
6. Evaluate various forms of feedback and develop recommendations to enhance engagement

Subject Content

1. Notions of 'community' - ideals and realities
2. Diversity within and between communities – strengths and tensions
3. Sites and contexts for community engagement
4. Engagement – purpose, process and dilemmas
5. Mapping community
6. Skills and strategies for working with community
7. Critical competencies for cross-cultural engagement
8. Establishing and maintaining effective partnerships
9. Building inclusive communities

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study - Community Mapping & Initial Engagement Strategy	1,500 words	40	N	Individual
Report - Report on Design and Implementation of Community Engagement Strategy	4,000 words	60	N	Individual

Teaching Periods

TEAC 7044 English Linguistics for TESOL

Credit Points 10

Legacy Code 101825

Coordinator Stacey Sherwood ([https://directory.westernsydney.edu.au/search/name/Stacey Sherwood/](https://directory.westernsydney.edu.au/search/name/Stacey%20Sherwood/))

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

School Humanities & Comm Arts

Discipline English as a Second Language Teaching

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify phonemes, morphemes and syntactic constituents in English and other languages.
2. Describe articulatory configurations required to produce English sounds.
3. Describe English grammar to L2 learners, language researchers, and general audiences.
4. Identify sources of second language comprehension and production difficulties.
5. Demonstrate the relation of linguistic structure and second language developmental patterns.

Subject Content

- Morphology - units of meaning and their combination / The arbitrariness of sound-meaning correspondence / L2 morphological development.
- Phonology - phonemic Categories and allophonic variation / stress and tone in English / sources of L2 pronunciation errors.
- Phonetics - mechanics of speech production / processes involved in L2 perception.
- Syntax - parts of speech / constituent structure / verbal inflection and agreement / pedagogical labels for grammatical Structures / obligatory and optional grammatical constructions
- Semantics/pragmatics - lexical and structural ambiguity / linguistic relativity

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	2,000-3,000 words	50	N	Individual
Quiz	2 x 20 minutes	20	N	Individual
Final Exam	120 minutes	30	N	Individual

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Stacey Sherwood ([https://directory.westernsydney.edu.au/search/name/Stacey Sherwood/](https://directory.westernsydney.edu.au/search/name/Stacey%20Sherwood/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7044_22-AUT_PC_D#subjects)

TEAC 7051 Inclusive Environments

Credit Points 10

Legacy Code 102149

Coordinator William Nketsia ([https://directory.westernsydney.edu.au/search/name/William Nketsia/](https://directory.westernsydney.edu.au/search/name/William%20Nketsia/))

Description Significant reform has occurred over the last three decades with regard to educating individuals with additional needs. This unit explores the history and current position on disability as well as philosophy, policy, legislation, and practice around educating individuals with additional needs internationally. The research literature examining the benefits and barriers to inclusive education will be analysed. Students will develop skills of critical review required to evaluate the research in the field. Lastly, the unit addresses the ways in which educational settings can be designed to be more responsive to learners with additional needs and how students can promote inclusion through organisational change.

School Education

Discipline Teacher Education, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 1682 Master of Special Education; 1714 Master of Teaching (Secondary); 1720 Master of Inclusive Education; 1721 Graduate Certificate in Inclusive Education; 1723 Master of Education (Social Ecology); 1726 Master of Education (Leadership) or 1911 Master of Education.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically reflect upon social change in relation to the learning and teaching of learners with additional needs.
2. Apply current inclusive education research, legislation, educational policies, Work Health & Safety and risk assessment within educational settings.
3. Critically analyse the barriers to, and benefits of inclusion from the perspective of multiple stakeholders.
4. Critically analyse the ways in which educational settings can be designed to be more inclusive of learners with additional needs.
5. Differentiate curricula and adapt environments to promote authentic learning for all individuals in the setting.
6. Implement learning as a social process determined by particular values and ideologies.
7. Reflect on personal and professional values, practices, and skills to effect positive change in learning environments.
8. Examine and apply action research methodology to improve the strategies, practices and knowledge of inclusive environments.

Subject Content

- historical, current and future perspective on Advocacy, social change, terminology, attitudes
- Legislation and policies including a worldwide perspective (e.g. NSW anti-discrimination, DDA, Standards, WHS, Every Student, Every School, Early Years Learning Framework, National Partnerships)
- introduction of Models and concepts of adjustments and accommodations: e.g. M2ECCA, Loreman's Seven Pillars, UDL, Bronfenbrenner's ecological model
- role of personnel and stake holders overtime
- Benefits and barriers: labelling, language and disability e.g. barriers, attitudes, collaboration, support ? evidence based and empirical studies
- identifying and Critiquing school/organisational climate and how it supports inclusion, or otherwise.

- reflection on role and capacity to act as agents of social change within The context of The organisation and learning environments.
- action research methodology

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	2,500 words	50	N	Individual
Case study	2,500 words	50	N	Individual

Teaching Periods

TEAC 7057 Introduction to Pedagogical Leadership

Credit Points 10

Legacy Code 101899

Coordinator Joanne Orlando ([https://directory.westernsydney.edu.au/search/name/Joanne Orlando/](https://directory.westernsydney.edu.au/search/name/Joanne%20Orlando/))

Description From 2020 students should note that core units are now taught in semesters rather than half yearly sessions. Early childhood educators have a significant role in providing the pedagogical leadership required to deliver quality early childhood services for children and families. This subject introduces the concept of pedagogical leadership which is then explored further in other subjects in this program. In this subject students examine a range of theoretical perspectives and approaches to curriculum and analyse the ways different theories and approaches shape pedagogical practices. Students will have opportunities to research contemporary theories of early childhood education, reflect on their own beliefs and values, refine their personal philosophy of teaching and learning, and consider the implications for their future role as pedagogical leaders.

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) Students enrolled in 1708 Bachelor of Arts (Pathway to Teaching Birth - 5/Birth - 12) or 6017 Diploma in Arts/Bachelor of Arts (Pathway to Teaching Birth-5/Birth-12) must have successfully completed 160 credit points

Restrictions

Students must be enrolled in 1708 Bachelor of Arts (Pathway to Teaching Birth - 5/Birth - 12) or 1783 Master of Teaching (Birth-5 Years/ Birth-12 Years) or 6017 Diploma in Arts/Bachelor of Arts (Pathway to Teaching Birth-5/Birth-12).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Articulate and theorise the role of the contemporary pedagogical leader in the provision of quality early childhood programs.

- Analyse and synthesise a range of historical and contemporary theoretical perspectives on early childhood education.
- Articulate the research and theoretical underpinnings of current Australian legislative frameworks and policy in early childhood education.
- Critique the influence of different contexts on curriculum and explore a range of curriculum approaches and pedagogies including those that incorporate science and technology and nature pedagogies.
- Use skills of reflective practice to identify and examine personal values and beliefs and consider the implications for professional and ethical practice.
- Communicate a personal philosophy of learning and teaching that draws on contemporary theories and research.
- Critique a range of perspectives on “school readiness” and approaches to transition to school and the implications for programs for four and five year olds.
- Explain the continuum of children’s learning from home and prior to school settings and the early years of school and the implications for practice.

Subject Content

- Theoretical perspectives on early childhood education – e.g. developmentalism, ecological theory, sociocultural theory, postmodernism, poststructuralism, sociology of childhood – including approaches relevant to science and technology teaching and learning, and reconceptualising early childhood.
- Current research on approaches to curriculum and pedagogy – e.g. play-based learning and pedagogy, intentional teaching, sustained shared thinking, reflective practice, pedagogical documentation, collaborative partnerships, funds of knowledge, nature pedagogies and implications for practice.
- Legislative frameworks and policies, e.g. DEEWR National Quality Standards, Early Years Learning Framework, and the role of the early childhood educator as a pedagogical leader.
- Processes of evaluation and critical reflection, tools for reflection, reflective practice.
- Developing a philosophy of education that draws on critical reading, research and reflection
- Continuity of learning and transitions for children.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	2,000 words	50	N	Individual
Presentation	10 minute presentation	50	N	Individual

Prescribed Texts

- Arthur, L., Beecher, B., Death, E., Dockett, S., & Farmer, S. (2018). Programming and planning in early childhood settings (7th ed.). Melbourne, Australia: Cengage.

Teaching Periods

Summer A

Bankstown

Day

Subject Contact Joanne Orlando (<https://directory.westernsydney.edu.au/search/name/Joanne Orlando/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7057_22-SUA_BA_D#subjects)

Spring

Bankstown

Day

Subject Contact Joanne Orlando (<https://directory.westernsydney.edu.au/search/name/Joanne Orlando/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7057_22-SPR_BA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Joanne Orlando (<https://directory.westernsydney.edu.au/search/name/Joanne Orlando/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7057_22-SPR_PS_D#subjects)

TEAC 7061 Leadership and Management

Credit Points 10

Legacy Code 102108

Coordinator Denise Fraser (<https://directory.westernsydney.edu.au/search/name/Denise Fraser/>)

Description From 2020 students should note that core units are now taught in semesters rather than half yearly sessions. In this unit students critically review the ethical, legal and professional accountabilities of early childhood teaching within a complex socio-political context. The conceptual frames of pedagogical and community leadership afford the opportunity to interrogate discourses associated with advocacy, leadership and management across a range of settings. Students will explore dimensions of effective leadership and management practices and consider the efficacy of new and emerging policies and resources in the field.

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects TEAC 7073 Managing Child and Family Services

Restrictions

Students must be enrolled in 1691 Master of Teaching (Birth-5 Years/ Birth-12 Years), 1670 Bachelor of Education (Birth ? 5 Years) or 1783 Master of Teaching (Birth-5 Years/Birth-12 Years). Note:). Students must have completed 40 credit points in 1783 Master of Teaching (Birth ? 5 Years) or 80 credit points in 1670 Bachelor of Education (Birth ? 5 Years).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the roles, functions and accountabilities of leaders and managers in early childhood contexts.
2. Explain theories of management and leadership and their application in early childhood contexts.
3. Analyse the legal, professional and ethical dimensions of management practice in early childhood contexts.
4. Analyse the influence of management and leadership on quality outcomes in early childhood contexts.
5. Discuss strategies for the development and maintenance of effective administration, teamwork, staff management and professional development in early childhood contexts.
6. Examine strategies to support the development of partnerships with families and communities and advocacy for children, families and the early childhood field.

Subject Content

1. Legal and professional frameworks affecting teachers
2. Theories of leadership and management
3. The role of the early childhood manager/ leader
4. Administration of early childhood settings
5. Staff management and development
6. Advocacy as a professional responsibility in early childhood professional practice
7. Ethical dimensions of leadership and management

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	2,000 words	50	N	Individual
Report	2,000 words	50	N	Individual

Prescribed Texts

- Stamopoulos, E. & Barblett, L. (2018). Early Childhood leadership in action. Crows nest, Australia: Allen & Unwin

Teaching Periods

Summer A

Bankstown

Day

Subject Contact Denise Fraser ([https://directory.westernsydney.edu.au/search/name/Denise Fraser/](https://directory.westernsydney.edu.au/search/name/Denise%20Fraser/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7061_22-SUA_BA_D#subjects)

Autumn

Bankstown

Day

Subject Contact Denise Fraser ([https://directory.westernsydney.edu.au/search/name/Denise Fraser/](https://directory.westernsydney.edu.au/search/name/Denise%20Fraser/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7061_22-AUT_BA_D#subjects)

TEAC 7063 Leadership, Mentoring and Professional Growth

Credit Points 10

Legacy Code 100701

Coordinator Anne Power ([https://directory.westernsydney.edu.au/search/name/Anne Power/](https://directory.westernsydney.edu.au/search/name/Anne%20Power/))

Description Becoming a professional is a complex and intricate process. Beyond adequate initial training (both theoretical and the implementation of theory into practice) it takes a commitment and undertaking to career-long learning and professional development. Such commitment and undertaking need not be an isolated process. Educational leaders are available to assist in the promotion of professional development. This unit provides leaders with the understandings and strategies for implementing mentoring and professional development programs.

School Education

Discipline Teacher Education

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. critically review current research on teaching, mentoring and promoting the professional development of teachers, student teachers or other educational professionals;
2. use formative evaluation models as a basis for promoting professional growth;
3. analyse in verbal and written form one particular model of professional development;
4. critically evaluate one of various models of professional development leading to the application of such knowledge to the design and implementation of a program of professional development for teachers, student teachers or other educational professionals and,
5. critically reflect on the implementation of the trialled model of professional development.

Subject Content

1. Definition, principles and practices of promoting professional growth
2. Principles and practices to promote adult learning
3. The leaders role in professional development
4. Effective teaching
5. Promoting professional growth of teachers at different career stages
 - student teachers
 - beginning teachers
 - experienced teachers
6. Introduction to the common elements of effective professional development and mentoring
 - establishing relationships: knowing your student teacher/ teacher
 - formative evaluation for needs assessment
 - effective communication and active listening
 - sharing knowledge, collaborative planning
 - observing and being observed (modelling)
 - feedback, coaching and coaching plans
 - encouraging reflection
 - assessment and Reporting
7. Alternative models for promoting professional growth (for example...)

- action research and case Study writing
 - clinical supervision and its modifications (eg. Developmental Instructional Supervision, developmental supervision, Garman (1990) model of clinical supervision)
 - internships
 - Joyce and Showers' theory, practice, demonstrate, practice, feedback and follow-up model
 - national Schools Network protocols
 - peer coaching
 - professional practice/ development Schools
 - schools as learning communities,
 - school improvement and renewal
 - school-university partnerships
 - performance appraisal
8. Ethics and supervisor/leader professional development

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Vodcast seminar presentation and review of literature	8 minutes presentation, 1000 words review	50	N	Individual
Report on design and evaluation of program of teacher professional growth	2500 words	50	N	Individual

Teaching Periods

Spring Penrith (Kingswood)

Day

Subject Contact Anne Power ([https://directory.westernsydney.edu.au/search/name/Anne Power/](https://directory.westernsydney.edu.au/search/name/Anne%20Power/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7063_22-SPR_KW_D#subjects)

Online

Online

Subject Contact Anne Power ([https://directory.westernsydney.edu.au/search/name/Anne Power/](https://directory.westernsydney.edu.au/search/name/Anne%20Power/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7063_22-SPR_ON_O#subjects)

TEAC 7065 Leading Mathematics in the Primary School

Credit Points 10

Legacy Code 102323

Coordinator Peter Mcdonald ([https://directory.westernsydney.edu.au/search/name/Peter Mcdonald/](https://directory.westernsydney.edu.au/search/name/Peter%20Mcdonald/))

Description This unit provides an in-depth exploration of the required mathematics knowledge for primary teaching and for leading other teachers in their professional learning. Students will explore and further develop their pedagogical content knowledge, applying it to the primary mathematics curriculum. They will develop a deep understanding of specific mathematical content, the ways in which children learn that content and appropriate, research based pedagogies.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 1830 Graduate Certificate in Primary Mathematics Education; 1847 Master of Teaching (Secondary) STEM or 1911 Master of Education.

Assumed Knowledge

Students must have either completed all core mathematics subjects of the MTeach (Primary) program at Western Sydney University, or be a fully qualified primary teacher.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the essential components of pedagogical content knowledge as it relates to the teaching of primary mathematics
2. Examine learning theory relating to primary mathematics
3. Apply mathematical ideas to the Pedagogical Content Knowledge domains map for mathematical knowledge for teaching
4. Demonstrate pedagogical content knowledge across the primary mathematics curriculum by aligning specific mathematical concepts to curriculum, content and pedagogical practices
5. Formulate a whole-school approach to teaching mathematics
6. Design professional learning resources based on specific mathematical concepts or ideas

Subject Content

1. Knowledge for mathematics education leadership
2. Pedagogical Content Knowledge domains for primary mathematics teachers
3. Effective pedagogy in mathematics
4. Programming and planning across the primary school
5. Understanding and addressing mathematics anxiety
6. Beliefs and identity in mathematics
7. Leading change in mathematic pedagogy
8. Effective strategies for in situ professional development and mathematics

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	3,000 words	50	N	Individual
Presentation	Presentation (20 minute) with accompanying resource (1,000 words)	50	N	Individual

Prescribed Texts

- Donaldson, G., Field, J. Harries, D., Tope, C., & Taylor, H. (2012). *Becoming a primary mathematics specialist teacher*. Abingdon, London: Routledge

Teaching Periods

Autumn

Online

Online

Subject Contact Peter McDonald ([https://directory.westernsydney.edu.au/search/name/Peter McDonald/](https://directory.westernsydney.edu.au/search/name/Peter%20McDonald/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7065_22-AUT_ON_0#subjects)

TEAC 7067 Leading Science in the Primary School

Credit Points 10

Legacy Code 102487

Coordinator Karina Mckoy ([https://directory.westernsydney.edu.au/search/name/Karina Mckoy/](https://directory.westernsydney.edu.au/search/name/Karina%20Mckoy/))

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

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

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

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

- Evaluate a set of curriculum resources for primary science education and its use in an authentic teaching context
- Justify the integration of science outcomes across the curriculum
- Analyse strategies for engaging the local community with implementation of the primary science curriculum
- Defend how you have developed pedagogical content knowledge and leadership skills for teaching a selected primary science topic
- Propose how action research can be used to develop professional knowledge of primary science teachers
- Design a professional development session that supports colleagues in primary science with developing knowledge and skills for teaching a selected primary science topic
- Articulate future professional development opportunities in primary science education

Subject Content

- Evaluating curriculum resources for primary science
- Integrating science with other disciplines
- Developing professional knowledge and leadership skills for teaching primary science
- Action research in primary science
- Leading science professional learning experiences
- Engaging the community in primary science

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Critical Review	2,000 words	50	N	Individual
Presentation Report	20 minutes	30	N	Group
	1,000 words	20	N	Individual

Teaching Periods

TEAC 7068 Learning and Teaching in Challenging Contexts

Credit Points 10

Legacy Code 102158

Coordinator Katina Zammit ([https://directory.westernsydney.edu.au/search/name/Katina Zammit/](https://directory.westernsydney.edu.au/search/name/Katina%20Zammit/))

Description This subject involves the study of pedagogy in contexts regarded as 'challenging'. The main focus will usually be on the contexts of school and early childhood, but alternative sites of education will also be studied as appropriate. The definition of a challenging context will be considered with an emphasis on contexts of poverty. Students will undertake a critical analysis of policies and practices that impact and respond to challenging contexts. The subject is structured around the investigation of dilemmas and specific provocations, and explores engaging pedagogies for education.

School Education

Discipline Teacher Education

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program, with the exception of those students enrolled in 8083 Bachelor of Research Studies.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Audit areas of challenge in an educational context
2. Locate 'challenge' within the larger context of global educational policy and 'policy travel'
3. Analyse the notion of pedagogical / institutional effectiveness
4. Critically analyse policy and discourse around 'challenge' in contemporary educational contexts
5. Critically analyse responses to policy around challenge in contemporary educational contexts
6. Apply key theoretical perspectives in analysis of challenge and responses to challenge

Subject Content

1. What are challenging contexts in contemporary education?
2. What dilemmas can arise from challenging contexts at the classroom and institutional levels?
3. Is education a way out of poverty?
4. How do/can systems respond to challenging contexts?
5. What are the key features of effective pedagogies for challenging contexts?
6. What is the role of policy instruments such as 'data' in contemporary education, especially in challenging contexts?
7. What are the roles of expectations and aspirations in contemporary education in challenging contexts?
8. How can educational sites/pedagogies be engines of change?

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
An audit and detailed analysis of a 'challenging' educational context	20 minutes+ 10 minutes of questions and discussion	50	N	Group
Critical analysis of a pedagogical or institutional or systemic intervention in a challenging context	2,000 words	50	N	Individual

Prescribed Texts

- Comber, B. (2016.) Literacy, place, and pedagogies of possibility. New York and London: Routledge.
- Munns, G., Sawyer, W. Cole, B. & Fair Go team (2013) Exemplary teachers of students in poverty. London, England: Routledge

Teaching Periods

TEAC 7071 Literacy in the Early Years

Credit Points 10

Legacy Code 101803

Coordinator Janene Rox ([https://directory.westernsydney.edu.au/search/name/Janene Rox/](https://directory.westernsydney.edu.au/search/name/Janene%20Rox/))

Description From 2020 students should note that core subjects are now taught in semesters rather than half yearly sessions. In this subject students investigate processes of speaking, listening, reading, writing, viewing and representing and creative and critical thinking across the prior to school and primary school years. The subject includes a focus on strategies for supporting emergent literacy and for teaching beginning readers, including strategies for working with children who are learning Standard Australian English as an additional language or dialect. There is a strong focus on the role of the educator in assessing children's language and literacy learning and planning experiences and lessons that extend learning.

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) TEAC 7030

Equivalent Subjects LGYA 1112 - Literacy 0-8

Restrictions

Students must be enrolled in 1691 Master of Teaching (Birth-5 Years/ Birth-12 Years) or 1783 Master of Teaching (Birth-5 Years/Birth-12 Years)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate a sound knowledge of language development as it occurs from birth, with consideration of cultural, developmental and linguistic differences.
2. Explain the processes of speaking, listening, reading, writing and representing and the role of the educator in extending children's language and literacy learning.
3. Demonstrate a sound understanding of first and second language learning and effective strategies for supporting children who are learning English as an additional language.
4. Demonstrate a sound knowledge of Aboriginal English and effective strategies for supporting children learning Standard Australian English as an additional dialect.
5. Explain the key processes in learning to read, i.e., phonological and phonemic awareness, letter/sound relationships, concepts of print, semantic and syntactical cues, the four literacy resources, contextual information and wide reading.

- Implement effective teaching strategies that support children's early reading and writing.
- Assess children's language and literacy using the Early Years Learning Framework, NSW Board of Studies syllabus documents and the Continuum of the Critical Aspects of Early Literacy and set appropriate learning goals.
- Plan, implement and evaluate culturally responsive and innovative play-based learning centres and projects that utilise a range of paper-based and digital resources and everyday texts to extend children's literacy learning.
- Implement effective teaching strategies that support children's early literacy.

Subject Content

- Language development
- Processes of speaking, listening, reading, viewing and representing and creative and critical thinking
- Second language learning processes and teaching strategies
- Aboriginal English and strategies for children learning Standard Australian English as an additional dialect
- Pedagogy of reading – balanced approach including phonemic awareness, phonics, concepts of print, semantic and syntactic cues, the four literacy resources model
- Teaching beginning readers
- Guided, modelled and independent reading strategies
- Assessment of children's language and literacy learning and useful tools to support assessment – e.g. Early Years Learning Framework learning outcomes, English K-10 – NSW Syllabus for the Australian Curriculum and The Continuum of the Critical Aspects of Early Literacy Development
- Planning and evaluating literacy experiences and lessons

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	2,000 words	50	N	Individual
Case Study	2,000 words	50	N	Individual

Prescribed Texts

- Flint, A. S., Kitson, L., Lowe, K., & Shaw, K. (2019). (3rd edn.). *Literacy in Australia: Pedagogies for engagement*. Milton, Australia: John Wiley and Sons Australia.
- NSW Board of Studies. (2012). *English K-10 syllabus: NSW syllabus for the Australian curriculum*. Sydney, Australia: Author. Retrieved from: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10>

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Janene Rox ([https://directory.westernsydney.edu.au/search/name/Janene Rox/](https://directory.westernsydney.edu.au/search/name/Janene%20Rox/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7071_22-AUT_BA_D#subjects)

TEAC 7072 Managing Challenging and Diverse Behaviour

Credit Points 10

Legacy Code 102151

Coordinator Christine Grima-Farrell ([https://directory.westernsydney.edu.au/search/name/Christine Grima-Farrell/](https://directory.westernsydney.edu.au/search/name/Christine%20Grima-Farrell/))

Description This unit provides professionals with the skills to successfully and systemically manage challenging behaviours exhibited by individuals in classrooms, early childhood, or other educational settings. This unit will focus on managing critical features of the environment to encourage positive behaviours and prevent challenging behaviours from occurring. Intervention strategies are also developed to address significant negative behavioural challenges when preventative measures are ineffective. Professionals will develop competencies in identifying and analysing problem behaviours and designing suitable management plans. Such skills will be helpful to either professionals working directly with individuals with additional needs, or as consultants supporting those who provide direct support to individuals with challenging and diverse behaviours.

School Education

Discipline Teacher Education: Special Education

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects TEAC 7014 - Behaviour Management

Restrictions

Students must be enrolled in 1682 Master of Special Education; 1720 Master of Inclusive Education; 1721 Graduate Certificate in Inclusive Education or 1911 Master of Education.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Analyse behaviours in terms of function and motivating factors, reinforcement and educational curriculum and learning environment;
- Make appropriate decisions in managing challenging behaviour and altering environments within the system of educational settings;
- Examine theoretical assumptions of school-wide and classroom management systems;
- Analyse behaviour interventions in the context of theoretical approaches, ethics, legislation, and the rights of the individual;
- Create positive behavioural systemic support for individuals with challenging behaviours;
- Adequately describe, monitor and track behaviour;
- Communicate effectively with key stakeholders to enhance positive behaviours for individuals and initiate change in the learning environment.

Subject Content

- Tiers of prevention and intervention approaches and their application;
- Ethical and legal conduct when working with young children, students and adults with challenging and diverse behaviours;
- Assessment of behaviour using a range of strategies;

- Developing an individual learning support plan to address challenging and diverse behaviours;
- Models for understanding behaviour and developing programs using a systems approach;
- Addressing challenging and diverse behaviours through curriculum and whole-setting/classroom management;
- Managing challenging and diverse behaviours, promoting positive behaviour systems reducing challenging behaviours;
- Analysis of behaviour in an educational setting with reference to classroom and early childhood curricula;
- Guiding others to identify and manage challenging and diverse behaviour.

Special Requirements

Legislative pre-requisites

Students are required to complete a Working with Children Check leading to the issuance of a clearance number.

Students will need to:

- Access the NSW Office of the Children's Guardian website and complete an online application form to generate an application number.
- Present an application number and identification to a NSW Motor Registry or Government Access Centre prior to issuance by mail of a Working with Children Check number.
- Email the letter with a valid Working With Children Check number to enrolments@westernsydney.edu.au (<https://hbook.westernsydney.edu.au/subject-details/teac7072/Students> are required to complete a Working with Children Check leading to the issuance of a clearance number. Students will need to: i. Access the NSW Office of the Children's Guardian website and complete an online application form to generate an application number. ii. Present an application number and identification to a NSW Motor Registry or Government Access Centre prior to issuance by mail of a Working with Children Check number. iii. Email the letter with a valid Working With Children Check number to enrolments@westernsydney.edu.au. Where students already have a current Working with Children Check evidence of this must be submitted as above.html).

Where students already have a current Working with Children Check evidence of this must be submitted as above.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Observation report	2,500 words	50	N	Individual
Case study	2,500 words	50	N	Individual

Prescribed Texts

- Zirpoli, T. J. (2012). Behavior management: Positive applications for teachers (6th ed.). Upper Saddle River, NJ: Pearson Education Inc.

Teaching Periods

TEAC 7074 Mathematics for Contemporary Learners

Credit Points 10

Legacy Code 102321

Coordinator Peter McDonald ([https://directory.westernsydney.edu.au/search/name/Peter McDonald/](https://directory.westernsydney.edu.au/search/name/Peter%20McDonald/))

Description In this unit students will explore issues relating to the teaching and learning of mathematics in the contemporary primary classroom. These issues will include promoting positive dispositions of learners, engaging pedagogies and developing creative and critical thinking for critical numeracy. Students will explore theory relating to the integration of information and communication technologies in the mathematics classroom including the development of teachers' Technological Pedagogical Content Knowledge (TPACK).

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 1809 Graduate Certificate in Primary Mathematics or 1830 Graduate Certificate in Primary Mathematics Education or 1911 Master of Education

Assumed Knowledge

Students must have either completed all core mathematics subjects of the 1781 Master of Teaching (Primary) program at Western Sydney University, or be an accredited primary teacher.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine the importance of promoting positive dispositions towards mathematics amongst teachers and students
2. Locate a range of mathematical pedagogical practices to engage primary students with mathematics
3. Demonstrate how the use of rich tasks can promote critical and creative thinking in the primary mathematics classroom
4. Apply the Substitution, Augmentation, Modification and Redefinition (SAMR) model of technology integration to a range of technology-based mathematics activities
5. Analyse a range of digital resources in relation to their ability to enhance the understanding of mathematical concepts
6. Assess a range of digital resources in relation to their alignment with the NSW K-10 Mathematics Syllabus

Subject Content

1. Issues relating to disposition towards mathematics
2. Engaging teachers and students with mathematics
3. Critical and creative thinking in the mathematics classroom
4. Developing students' critical numeracy
5. Exploring the Technological Pedagogical Content Knowledge (TPACK) framework
6. Supporting the integration of technology into primary mathematics teaching and learning

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	2500 words	50	N	Individual
Essay	2000 words	50	N	Individual

Prescribed Texts

- Donaldson, G., Field, J., Harries, D., Tope, C., & Taylor, H. (2012). Becoming a primary mathematics specialist teacher. Retrieved from <http://uwsau.eplib.com.au/>

Teaching Periods

Spring

Online

Online

Subject Contact Peter McDonald ([https://directory.westernsydney.edu.au/search/name/Peter McDonald/](https://directory.westernsydney.edu.au/search/name/Peter%20McDonald/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7074_22-SPR_ON_0#subjects)

TEAC 7076 Multicultural Nonverbal Communication

Credit Points 10

Legacy Code 102283

Coordinator Ping Yang ([https://directory.westernsydney.edu.au/search/name/Ping Yang/](https://directory.westernsydney.edu.au/search/name/Ping%20Yang/))

Description This unit introduces students to the interdisciplinary fields of linguistics, communication and cultural semiotics. It builds links between these areas of studies and beyond, which provide students with knowledge of how human beings use nonverbal communication systems and channels to achieve effective communication in intercultural and multicultural contexts. This unit covers three key perspectives, including paralinguistics, proxemics and kinesics. Authentic audio and visual materials are used to facilitate students' awareness of the multidimensional process in which people communicate verbally and nonverbally simultaneously. It also helps enhance their sensitivity when they interact with people from diverse linguistic and cultural backgrounds.

School Humanities & Comm Arts

Discipline English as a Second Language Teaching

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate understanding of three major areas (paralinguistics, proxemics and kinesics) in nonverbal communication;
2. Interpret connotative meaning conveyed nonverbally in a range of contexts;
3. Identify various functions performed and roles played via nonverbal channel;

4. Demonstrate awareness of social and cultural codes embedded in body language;
5. Use ELAN to transcribe and code audio and video data, particularly nonverbal information;
6. Demonstrate cross-cultural sensitivity and understanding of cross-cultural differences in nonverbal communication;
7. Use nonverbal communication effectively across languages and cultures.

Subject Content

- Paralinguistic aspects of nonverbal communication, e.g. articulation, tone, volume, pitch, rate, duration, quality, regularity as in music, pause and silence as in casual conversation, and their in-context meaning
- Proxemic dimensions, including space (intimate, personal and public), territory (self and others), power distance (High and low) and time (punctuality and zones)
- Kinesic perspectives, such as gestures (head, hand, finger) facial expressions (anger, disgust, happiness, sadness, smile), eye contact, body movement (bodily contact, posture and pose as in dancing) and artefacts (clothing, colours, shape, size, ornaments with reference to Religions and cultural practices)
- audio and video data transcription and analysis using ELAN (A linguistic annotator for creating complex annotations on video and audio data) and Adobe Premiere Pro CS5
- communication functions, e.g. providing information, regulating interaction, expressing emotions, allowing meta-communication, controlling social situation, and forming and managing impressions
- body language and cultural differences, applauding, smiling, eye contact, head shaking, hand touch, shoulder shrug, head nodding and shaking, hand shake and cheek kissing, etc.
- Applications of nonverbal communication in health care (doctor-patient interaction), legal setting (interpreters' body language in court), political communication (high-profile politicians' body language in public address and debate), business negotiat

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	30 minutes each	25	N	Individual
Essay	2500 words	50	N	Individual
Presentation	10 minutes	25	N	Individual

Prescribed Texts

- Riggio, R. E. & Feldman, R. S. (Eds.) (2005). Applications of nonverbal communication. Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc., Publishers.

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Ping Yang ([https://directory.westernsydney.edu.au/search/name/Ping Yang/](https://directory.westernsydney.edu.au/search/name/Ping%20Yang/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7076_22-AUT_PC_D#subjects)

TEAC 7082 Pedagogy for Positive Learning Environments

Credit Points 10

Legacy Code 102082

Coordinator Patricia Maidens ([https://directory.westernsydney.edu.au/search/name/Patricia Maidens/](https://directory.westernsydney.edu.au/search/name/Patricia%20Maidens/))

Description From 2020 students should note that core units are now taught in semesters rather than half yearly sessions. This subject is designed to promote the application and integration of current psychological and educational theory, evidence and best practice in creating positive learning environments for the purposes of learning, behaviour and wellbeing. A problem-based approach to learning and teaching is used employing case-based vignettes depicting various specific school-based behaviour management challenges. The subject is delivered by providing students with an unfamiliar problem, situation or task related to promoting students learning, positive behaviour and wellbeing. Students are required to determine for themselves how they will go about solving the problem. This occurs through small group work and self-directed research in which students are encouraged to utilise their prior knowledge in the topic area and identify the gaps in their knowledge as they attempt to solve the problem whilst being supported by their tutor and peers.

School Education

Discipline Teacher Education: Secondary

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) TEAC 7004

Equivalent Subjects TEAC 7086 - Positive Learning Environments TEAC 7113 - Psychology for Teaching

Restrictions

Students must be enrolled in 1714 Master of Teaching (Secondary)

Assumed Knowledge

An understanding of Adolescent Development.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Analyse and resolve complex real-world problems in relation to learning, behaviour and social and wellbeing management including how culturally and linguistically diverse communities' philosophies and beliefs about learning and behaviour can affect teaching practice.
- Locate, evaluate and model the use of specific strategies and resources to support students' behaviour and well-being.
- Explain ethical and legislative responsibilities, including Work Health and Safety, and risk management legislation, for responding positively to challenging secondary student behaviour, including students with significant behavioural difficulties such as violent behaviour.
- Evaluate personal beliefs, values and teaching practices in light of theory, applied learning and research evidence relating to effective behaviour management practices.
- Articulate the importance of teaching social and emotional skills, both alongside and embedded within substantive curriculum content at the secondary level.
- Use self-reflective teaching practices, alongside relevant empirical findings and theory, when applying preventative and restorative pedagogies so as to prioritise secondary student wellbeing and promote individual and whole-class learning outcomes.
- Link theories of classroom learning and behaviour to practical assessment of individual secondary students' needs.

Subject Content

- What is Problem Based Learning (PBL)? How does this approach work?
- What is contemporary classroom management?
- What causes secondary students to become disengaged from their learning?
- What strategies, systems and pedagogy can teachers use to promote sustainable culturally and linguistically informed student engagement, positive behaviour and wellbeing in schools?
- How can we assess the social and emotional wellbeing needs of secondary students?
- How do teachers individualise approaches to learning, positive behaviour & wellbeing management?

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	2,000 words	50	N	Individual
Reflection	Part A: 15 minutes; Part B: 1,000 words	50	N	Both (Individual & Group)

Prescribed Texts

- De Nobile, J., Lyons, G., & Arthur-Kelly, M.. (2021). Positive learning environments: Creating and maintaining productive classrooms. 2nd Ed. Cengage AU.

Teaching Periods

Autumn Penrith (Kingswood)

Day

Subject Contact Patricia Maidens ([https://directory.westernsydney.edu.au/search/name/Patricia Maidens/](https://directory.westernsydney.edu.au/search/name/Patricia%20Maidens/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7082_22-AUT_KW_D#subjects)

Spring Penrith (Kingswood)

Day

Subject Contact Patricia Maidens ([https://directory.westernsydney.edu.au/search/name/Patricia Maidens/](https://directory.westernsydney.edu.au/search/name/Patricia%20Maidens/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7082_22-SPR_KW_D#subjects)

TEAC 7083 People, Place and Pedagogy

Credit Points 10

Legacy Code 102106

Coordinator Tessa McGavock ([https://directory.westernsydney.edu.au/search/name/Tessa McGavock/](https://directory.westernsydney.edu.au/search/name/Tessa%20McGavock/))

Description From 2020 students should note that core units are now taught in semesters rather than half yearly sessions. This unit will provide students with the opportunity to explore key concepts of learning and teaching in the curriculum areas of social studies, history, geography, place studies, civics and citizenship, economics, sustainability and environmental education and Aboriginal and Torres Strait Islander studies in early childhood and primary education. The unit will encourage pre-service educators to develop their philosophy and practice of teaching and learning, particularly within the contexts of a rapidly changing and dynamic human global culture that has significant cultural, historical, social and environmental dimensions. The unit will cover a broad, complex and engaging field of study reflecting that people are social beings who interact with one another and with the natural and social environments through and over time. Aboriginal and Torres Strait Islander perspectives, socio-cultural influences and place-based pedagogies will be investigated, and relevant policy and regulation documents around risk, play and pedagogy will be examined.

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 1783 Master of Teaching (Birth-5 Years/ Birth-12 Years) or 1784 Master of Teaching (Birth-5 Years/Birth-12 Years).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the central concepts, modes of enquiry and a range of strategies for teaching history, geography, civics and citizenship, economics and business, social and environment education and their relevance for early childhood and primary school settings.
2. Investigate and develop critical skills of inquiry, advocacy and leadership around local and global policies that respect and value people and their cultural identity (especially children and marginal groups within society) their rights and responsibilities and the importance of sustainability and the future planet.
3. Design curriculum and assessment, engaging and embedding it within family and community contexts and drawing on theories of place and place pedagogies, Aboriginal and Torres Strait Islander histories and contemporary perspectives on culture, diversity and inclusion.
4. Reflect critically on theory and practice across the key fields of study and consider ways to incorporate theoretical frameworks to inform their professional identity and philosophies and how they come to understand their own place in the world.
5. Describe the critical role of research in developing their own professional knowledge and the knowledge of their students and community.

6. Apply research findings and propositions around place, people and pedagogy within their educational settings.

Subject Content

1. Theory and practice across the key field of study including ways to incorporate theoretical frameworks to inform personal professional philosophies and coming to understand their own place in the world
2. Knowledge of students and community and application of research resulting in findings and propositions around place, people and pedagogy within their educational settings
3. Critical skills of inquiry, advocacy and leadership around local and global policies that respect and value people and their cultural identity (especially children and other marginal groups within society) their rights and responsibilities, and the importance of sustainability and the future of the planet.
4. Concepts, modes of enquiry and a range of strategies for teaching history, geography, civics and citizenship, economics and business, social and environmental education and their relevance for early childhood and primary school settings
5. Approaches and strategies for designing and implementing curriculum and assessment, engaging and embedding it within family and community contexts drawing on theories of and research in place and place pedagogies, Aboriginal and Torres Strait Islander histories and contemporary perspectives on culture, diversity and inclusion.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	2,000 words	50	N	Individual
Professional task	2,000 words	50	N	Individual

Prescribed Texts

- Reynolds, R. (2014). Teaching humanities and social sciences in the primary school. South Melbourne, Vic: Oxford University Press

Teaching Periods

TEAC 7084 Person-Centred Practice

Credit Points 10

Legacy Code 102166

Coordinator Christine Johnston ([https://directory.westernsydney.edu.au/search/name/Christine Johnston/](https://directory.westernsydney.edu.au/search/name/Christine%20Johnston/))

Description The shift in educational policy and legislation to one of inclusion has been accompanied by a move to models of service delivery which are person- and family-centred and which also recognise the need for tiers in intervention. Whilst the range of service delivery models currently operating across educational and community settings for varied levels of need and developmental stages will be explored and evaluated, emphasis will be given to person-centred practice. Through an analysis of the literature encompassing both evidence-based practice and practice-based evidence students will evaluate the implications of the model for individuals, families, teachers, other professionals, schools, services, their own practice and for systems practice.

School Education**Discipline** Teacher Education: Special Education**Student Contribution Band** HECS Band 1 10cp**Level** Postgraduate Coursework Level 7 subject**Restrictions**

Students must be enrolled in a postgraduate program.

Assumed Knowledge

Professionals with teaching or other relevant qualifications.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critique the range of service delivery models through an analysis of the research literature;
2. Apply the underlying philosophies of person-centred and family-centred practice to their own work with individuals with disabilities;
3. Determine the impact of the context in which they work to the implementation of person-centred practice;
4. Apply understandings of the issues arising at times of transition for individuals with disabilities and their families and work collaboratively and systemically to achieve smooth transitions within and between services;
5. Evaluate the effectiveness of specific programs for individuals and families under the framework of person-centred and family-centred practice.
6. Develop, implement and evaluate person-centred programs.

Subject Content

1. Historical review of approaches to designing and delivering educational and intervention programs across the lifespan;
2. The philosophy of empowerment: policy and practice;
3. Models of service delivery: Family-centred practice; person-centred practice; team around the child; multi-disciplinary, interdisciplinary, transdisciplinary and systems models;
4. The impact of context on service delivery: the ecology of service provision;
5. Evidence-based practice and practice-based evidence for the efficacy of person-centred and family-centred practice;
6. Person-centred practice in educational settings and the implications for individualised learning and teaching;
7. The challenge of transition between service models;
8. The role of the family and carers in person-centred models;
9. The role of the teacher and other professionals in developing and implementing person-centred models;
10. Brokerage models and the implications for the maintenance of professional expertise.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Literature Review	2500	50	N	Individual

Applied Project	2500	50	N	Individual
-----------------	------	----	---	------------

Teaching Periods

Autumn

Online

Online

Subject Contact Christine Johnston ([https://directory.westernsydney.edu.au/search/name/Christine Johnston/](https://directory.westernsydney.edu.au/search/name/Christine%20Johnston/))View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7084_22-AUT_ON_O#subjects)

TEAC 7087 Practising Pedagogical Leadership

Credit Points 10**Legacy Code** 102107**Coordinator** Jennifer Green ([https://directory.westernsydney.edu.au/search/name/Jennifer Green/](https://directory.westernsydney.edu.au/search/name/Jennifer%20Green/))

Description Practising Pedagogical Leadership is a capstone subject for students in the Master of Teaching (Birth – 5 Years) and is undertaken in the same semester as Professional Experience 3-5 Years. In this subject students apply the principles, practices and outcomes of Belonging, Being and Becoming: The Early Years Learning Framework for Australia and understandings of curriculum and pedagogy from other Master of Teaching subjects to design and implement interest-based projects and integrated curriculum. The focus is on curriculum that connects to children's social worlds and facilitates children's in-depth investigations, creativity and critical thinking. Students will also develop their research skills by engaging in research into their own teaching practices.

School Education**Discipline** Teacher Education: Early Childhood**Student Contribution Band** HECS Band 1 10cp**Level** Postgraduate Coursework Level 7 subject**Co-requisite(s)** TEAC 7103 OR TEAC 3024**Equivalent Subjects** TEAC 7042 - Engaging Children in Curriculum**Restrictions**

Students must be enrolled in 1691 Master of Teaching (Birth-5 Years/ Birth-12 Years), 1670 Bachelor of Education (Birth - 5 Years) or 1783 Master of Teaching (Birth-5 Years/Birth-12 Years).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate pedagogical leadership in planning meaningful curriculum for children using the principles, practices and learning outcomes of Belonging, Being and Becoming: The Early Years Learning Framework for Australia, understanding of curriculum content and a range of pedagogies
2. Observe, document, assess and plan for children's learning in the areas of mathematics, science and technology, literacy, creative arts, education for sustainability, and human society

- Design integrated interest-based experiences and projects that build on children's family experiences, strengths and interests and facilitate the development of deep knowledge
- Provide a range of media, technologies, tools and everyday resources for children to investigate ideas, explore mathematical and scientific concepts and processes, and to represent their thinking
- Work in partnerships with families to support children's learning
- Reflect critically on issues relating to their own teaching and learning philosophy, ethical practice and pedagogical leadership
- Engage in action research in relation to own teaching practice.

Subject Content

- Early Years Learning Framework principles, practices and learning outcomes and the role of the educator as a pedagogical leader
- Observing, assessing and documenting children's learning and sharing with families
- Planning integrated sequences of learning, integrated units and projects
- Resources for learning - literacy resources, investigative resources, creative arts resources
- Partnerships with families and communities to provide authentic contextually responsive experiences that extend learning
- Action research and practitioner research principles and practices

Special Requirements

Legislative pre-requisites

1. Students are required to complete the Working with Children Check (WWCC) process leading to the issuance of a clearance number under the category of volunteer. Students will need to:

- Access the Commission for Children and Young People website and complete an online application form to generate an application number.
- Present an application number and identification to a Service NSW office who will issue a Working with Children Check number via mail or email.
- Submit the letter with a valid Working With Children Check number via WesternNow Student Portal. The document is recorded as a Special Requirement on your academic record.

WesternNow Student Portal link (https://wsu.service-now.com/student/?id=sc_cat_item&sys_id=9c8b61a2dbbed8504f58e434059619ed)

2. Students must complete the **two** components of the NSW Department of Education's Child Protection Awareness Training (CPAT).

a) Students will need to:

- Access the NSW Department of Education's MyPL website <https://mypl.education.nsw.gov.au/>
- Complete the online Child Protection Awareness Training: Induction
- Save certificate of completion
- Submit certificate via WesternNow Student Portal

b) Students will need to:

- Access the NSW Department of Education's MyPL website <https://mypl.education.nsw.gov.au/>
- Complete the Child Protection Awareness Training (CPAT): Annual Update for the calendar year
- Save certificate of completion
- Submit certificate via WesternNow Student Portal

Both certificates will be recorded on your student record as Special Requirements with the end date for the Annual CPAT recorded. The

CPAT: Annual Update will need to be renewed and submitted on an annual basis.

Students who have not completed both components of the Child Protection Awareness Training will need to withdraw from the subject.

3. Students must complete the ASCIA anaphylaxis e-training and submit their certificate to Submit certificate via WesternNow Student Portal.

4. Students must meet the Inherent Requirements for the Master of Teaching (Birth – 5 Years / Birth -12 Years) (<https://hbook.westernsydney.edu.au/programs/master-teaching-birth-5-years-birth-12-years/>).

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	2000 words	50	N	Individual
Professional Task	2000 words	50	N	Individual

Prescribed Texts

- Arthur, L., Beecher, B., Death, E., Dockett, S., & Farmer, S. (2017). *Programming and planning in early childhood settings* (7th ed.). Melbourne, Australia: Cengage.
- Australian Government Department of Education, Employment & Workplace Relations. (2009). *Belonging, being & becoming: The early years learning framework for Australia*. Canberra, Australia: DEEWR

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Jennifer Green ([https://directory.westernsydney.edu.au/search/name/Jennifer Green/](https://directory.westernsydney.edu.au/search/name/Jennifer%20Green/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7087_22-AUT_BA_D#subjects)

Spring

Bankstown

Day

Subject Contact Jennifer Green ([https://directory.westernsydney.edu.au/search/name/Jennifer Green/](https://directory.westernsydney.edu.au/search/name/Jennifer%20Green/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7087_22-SPR_BA_D#subjects)

TEAC 7088 Primary Creative Arts

Credit Points 10

Legacy Code 101585

Coordinator Rachael Jacobs ([https://directory.westernsydney.edu.au/search/name/Rachael Jacobs/](https://directory.westernsydney.edu.au/search/name/Rachael%20Jacobs/))

Description From 2020 students should note that core units are now taught in semesters rather than half yearly sessions. This unit introduces students to pedagogical theory and practices in the four diverse art forms of Dance, Drama, Music, and Visual Arts in the primary classroom. The unit provides practical knowledge, skills and understandings of the importance of all four art forms both as powerful teaching and learning strategies across the primary curriculum and as the creative arts in their own right for pre-service teachers. This unit builds students' capabilities to demonstrate creativity when teaching, empathy with diverse groups of student learners, a commitment to socially just schools and classrooms and an understanding of artistic processes. This unit will give students an understanding of the role of aesthetics, imagination and play in learning.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in the 1781 Master of Teaching (Primary).

Assumed Knowledge

Basic computer literacy skills.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain central concepts in science and technology and understandings of the processes of investigating, designing and making and using technology.
2. Demonstrate research-based knowledge of the pedagogies appropriate for science and technology education in primary schools.
3. Apply appropriate strategies to create a positive environment supporting student effort and learning and to engage students as well as address student needs when implementing learning experiences in science and technology.
4. Implement learning experiences that demonstrate an in-depth knowledge of the NSW Syllabus for the Australian Curriculum: Science K-10 (incorporating Science and Technology K-6), including Aboriginal and Torres Strait Islander perspectives, and a range of pedagogies appropriate for science and technology education in primary schools
5. Demonstrate proficiency and the capacity to use a variety of ICTs (including IWBs, digital cameras/microscopes etc. and a variety of software) in the context of science and technology education.
6. Identify and articulate clear learning goals in preparing learning experiences for science and technology education that are appropriate for the cognitive, social and language abilities of students in primary schools.
7. Plan and implement coherent lessons and lesson sequences that are designed to engage students and improve learning outcomes in science and technology.
8. Utilise knowledge of a range of resources appropriate to science and technology education.
9. Work in a team to investigate, the production of a designed and made artefact and, the presentation of a discussion about the process.

Subject Content

1. Theory, principles and practices related to Dance, Drama, Music, and Visual Arts and in the integration of these art forms.
2. Curriculum concepts, strategies and content in Dance, Drama, Music, and Visual Arts and in the integration of these subjects across the arts and across the curriculum, including Aboriginal and Torres Strait Islander perspectives.
3. Creating, presenting and appreciating in each of the art forms, based on the NSW Creative Arts K-6 syllabus/Australian Arts Curriculum.
4. Effective classroom management and teaching strategies for teaching and learning in the Creative Arts.
5. Planning an integrated creative arts program to include all four art forms, based on relevant literature and pedagogies within a primary classroom.
6. Range of strategies for teaching, reflecting on and assessing in the Creative Arts.
7. Teaching perspectives and protocols related to the teaching of Aboriginal and Torres Strait Islander arts in the primary school
8. Integration of the arts across the curriculum focussing particularly on Literacy
9. Development and sharing of personal practical skills, understandings and knowledge to create personal meaning in and through each of the art forms.
10. Critical reflection on their own learning styles and practices within each of the art forms and how this relates to the classroom.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Task	2000 words	50	N	Individual
Portfolio	8 minutes	50	N	Individual

Prescribed Texts

- New South Wales Board of Studies (2006). Creative arts K-6 syllabus. Sydney: Board of Studies NSW. Retrieved from: <http://bosnsw-k6.nsw.edu.au/go/creative-arts>
- Jacobs, R. & Poli, K. (2018). Big Arts. Sydney: TopHat Publishing

Teaching Periods

Summer A

Bankstown

Day

Subject Contact Rachael Jacobs ([https://directory.westernsydney.edu.au/search/name/Rachael Jacobs/](https://directory.westernsydney.edu.au/search/name/Rachael%20Jacobs/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7088_22-SUA_BA_D#subjects)

Autumn

Bankstown

Day

Subject Contact Rachael Jacobs ([https://directory.westernsydney.edu.au/search/name/Rachael Jacobs/](https://directory.westernsydney.edu.au/search/name/Rachael%20Jacobs/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7088_22-AUT_BA_D#subjects)

Spring Bankstown Day

Subject Contact Rachel White ([https://directory.westernsydney.edu.au/search/name/Rachel White/](https://directory.westernsydney.edu.au/search/name/Rachel%20White/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7088_22-SPR_BA_D#subjects)

WSU Online TRI-3

Wsu Online Online

Subject Contact Rachael Jacobs ([https://directory.westernsydney.edu.au/search/name/Rachael Jacobs/](https://directory.westernsydney.edu.au/search/name/Rachael%20Jacobs/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7088_22-OT3_OW_0#subjects)

TEAC 7089 Primary English and Literacy 1

Credit Points 10

Legacy Code 101579

Coordinator Kathleen Williams ([https://directory.westernsydney.edu.au/search/name/Kathleen Williams/](https://directory.westernsydney.edu.au/search/name/Kathleen%20Williams/))

Description From 2020 students should note that core units are now taught in semesters rather than half yearly sessions. This unit is designed to explore key concepts associated with the teaching of the English Key Learning Area in the K-6 years, set in the broader context of a contemporary new literacies environment. It will examine the processes involved in the teaching of oracy and reading with a focus on traditional print-based literacies and multiliteracies. Students will investigate the teaching and learning of oracy and reading of a range of factual and literary texts, involving every day and specialised knowledge for a range of readers/viewers. Students will be introduced to the use of children's literature and authentic texts for the development of students' reading skills and abilities. Students will develop skills in pedagogy and practice within the area of K-6 English.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 1663 or 1781 Master of Teaching (Primary).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and interpret the key processes in learning to read, i.e., phonological and phonemic awareness, letter/sound correspondence, semantic and syntactical understandings, four roles of the reader, contextual information and wider reading theories and processes.
2. Explain the aim, objectives, outcomes and indicators statements, of the NSW Syllabus for the Australian Curriculum: English K-10

syllabus, as they pertain to Early Stage 1 to Stage 4, with particular focus on listening, reading, responding and viewing.

3. Review current children's literature, including Australian literature.
4. Analyse the relationship between reading and writing and L1 and L2 language acquisition.
5. Examine the mechanics of learning to read in the early years.
6. Utilise strategies and concepts involved in reading to learn through the integration of literacy with other KLAs.
7. Identify and interpret the learning needs of diverse learners: English as an Additional Language or Dialect, Aboriginal and Torres Strait Islander learners, refugees, boys, girls, low socio-economic, gifted and talented
8. Explain and apply a range of relevant teaching/ learning experiences and strategies for teaching

Subject Content

1. Introduction to Theories that underpin Speaking & Listening, Reading and Viewing, Thinking Imaginatively and Creatively, Expressing Themselves
2. Introduction NSW Syllabus for the Australian Curriculum: English K-10 syllabus. (Early Stage 1 to Stage 4)
3. Learning to read and reading to learn (practices and processes 1) Beginning Reading
 - Introduction to case study methodology
 - Shared, Guided and Independent Reading Pedagogies
4. Reading (Learning to read and reading to learn practices and processes II)
 - Phonemic Awareness and picture books
 - Assessing Reading: Running records and interest inventories
 - Strategies and Activities
5. Assessing reading:
 - State and National testing e.g. NAPLAN
 - Authentic reading assessment (identifying all students strengths and needs)
 - Reading and Viewing strategies and activities (Focus on learning needs of Aboriginal and Torres Strait Islander students, including specific strategies for English as an Additional Language or Dialect)
 - Reading groups
6. Multimodal development, Responding and Composing, Speaking and listening, Reading and Viewing
 - Second language acquisition: theory and practice models
7. Increasingly complex meaning making: Independent Reading
 - Multiliteracies and new literacies
 - Visual, multimodal and critical literacies
8. Working with independent readers
 - A focus on reading to learn
 - Factual texts, literature circles and poetry
9. Reading across the KLAs
 - Reading for different purposes, critical literacy and independent research
10. Poetry and Readers Theatre
 - Reader identities and academic self-concepts

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	2000 words	50	N	Individual
Report	2000 words	50	N	Individual

Prescribed Texts

- NSW Board of Studies. (2012). NSW Syllabus for the Australian Curriculum: English K-10 syllabus. Sydney, Australia: NSW Board of Studies. Retrieved from <http://syllabus.bos.nsw.edu.au/download/>.
- Winch, G., Johnston, R., March, P., Ljundahl, L. & Holliday, M. (2020). *Literacy: Reading, writing and children's literature* (6th ed.) Melbourne, Australia: Oxford University Press.

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Kathleen Williams ([https://directory.westernsydney.edu.au/search/name/Kathleen Williams/](https://directory.westernsydney.edu.au/search/name/Kathleen%20Williams/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7089_22-AUT_BA_D#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Kathleen Williams ([https://directory.westernsydney.edu.au/search/name/Kathleen Williams/](https://directory.westernsydney.edu.au/search/name/Kathleen%20Williams/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7089_22-OT2_OW_O#subjects)

Spring

Bankstown

Day

Subject Contact Kathleen Williams ([https://directory.westernsydney.edu.au/search/name/Kathleen Williams/](https://directory.westernsydney.edu.au/search/name/Kathleen%20Williams/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7089_22-SPR_BA_D#subjects)

TEAC 7090 Primary English and Literacy 2

Credit Points 10

Legacy Code 101586

Coordinator Lynde Tan ([https://directory.westernsydney.edu.au/search/name/Lynde Tan/](https://directory.westernsydney.edu.au/search/name/Lynde%20Tan/))

Description From 2020 students should note that core units are now taught in semesters rather than half yearly sessions. This unit is designed to provide a comprehensive account of the teaching of spoken, written and multimodal texts in the primary years of schooling. Students gain an understanding of different theories related to producing texts in a range of modes for different purposes. They investigate a range of written and multimodal genres, their textual structures and grammar and learn to apply these in planning and teaching in mainstream, English as an Additional Language or Dialect (EAL/D) and Aboriginal and Torres Strait Islander contexts, gaining a critical awareness of varying pedagogic approaches. Students will develop skills in pedagogy and practice, including next practice,

within English & Literacy for K-6 students. The knowledge and skills developed in the other units of study in the course can be applied in this unit and Professional Practice units.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 1663 Master of Teaching (Primary), 1691 Master of Teaching (Birth-12 Years), 1781 Master of Teaching (Primary), 1782 Graduate Diploma in Educational Studies (Primary) or 1783 Master of Teaching (Birth - 5 Years/Birth - 12 Years).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Compare and interpret different theories related to writing and creating of monomodal and multimodal texts.
2. Consider the aims, objectives, outcomes and indicator statements, of the NSW Syllabus for the Australian Curriculum: English K-10 syllabus, as they pertain to Early Stage 1 to Stage 4, with particular focus on composing: speaking, writing and representing.
3. Distinguish the purpose, structure and grammar of a range of literary and factual written and multimodal texts.
4. Examine the metalanguage (grammar) for written, visual and other semiotic modes, such as aspects of grammar at the level of the sentence.
5. Examine strategies for teaching spelling, punctuation and handwriting.
6. Apply knowledge about text and grammar in teaching and assessing childrens writing and representation of ideas.
7. Apply understandings of curriculum design and the use of information and communication technologies (ICT) regarding the teaching of text and grammar in integrated units of work.
8. Evaluate and critique strategies for the teaching of English to diverse learners, focusing on EAL/D and Aboriginal and Torres Strait Islander learners
9. Analyse and critique student assessment data, and apply assessment moderation principles to monitor progress towards meeting learning outcomes and to establish clear and achievable goals for future learning
10. Compare and interpret different theories related to writing and creating of monomodal and multimodal texts.
11. Distinguish the purpose, structure and grammar of a range of literary and factual written and multimodal texts.
12. Examine strategies for teaching spelling, punctuation and handwriting.
13. Apply knowledge about text and grammar in teaching and assessing childrens writing and representation of ideas.
14. Evaluate and critique strat

Subject Content

1. Theories of language acquisition and writing
2. Differences between speech and writing
3. Content of NSW Syllabus for the Australian Curriculum: English K-10 syllabus (Early Stage 1 to Stage 4)
4. The purpose, structure and grammar of a range of literary and factual written and multimodal texts and strategies for teaching children
5. Metalanguage of written and multimodal texts

6. Strategies for teaching spelling, punctuation and handwriting
7. Assessment of children's spoken, written and multimodal texts
8. Planning an integrated approach to literacy teaching and teaching literacy in context of other curriculum areas
9. Strategies for the teaching of English to English as an Additional Language/Dialect and Aboriginal and Torres Strait Islander learners

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Report	2,000 words	50	N	Individual
Professional Task	2,000 words	50	N	Individual

Prescribed Texts

- New South Wales Education Standards Authority. (2019). NSW syllabus for the Australian curriculum: English K-10. Sydney, Australia: Author.
- Callow, J. (2013). The shape of text to come: how image and text work. Marrickville, Australia: Primary English Teaching Association of Australia.
- Tan, L., & Zammit, K. (2018). Teaching writing and representing in the primary school years (2nd ed). Melbourne, Australia: Pearson Australia.
- Callow, J. (2013). The shape of text to come: how image and text work. Primary English Teaching Association of Australia.
- Tan, L., & Zammit, K. (2018). Teaching writing and representing in the primary school years (2nd ed.). Pearson Australia.

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Lynde Tan ([https://directory.westernsydney.edu.au/search/name/Lynde Tan/](https://directory.westernsydney.edu.au/search/name/Lynde%20Tan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7090_22-AUT_BA_D#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Lynde Tan ([https://directory.westernsydney.edu.au/search/name/Lynde Tan/](https://directory.westernsydney.edu.au/search/name/Lynde%20Tan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7090_22-OT2_OW_O#subjects)

Spring

Bankstown

Day

Subject Contact Lynde Tan ([https://directory.westernsydney.edu.au/search/name/Lynde Tan/](https://directory.westernsydney.edu.au/search/name/Lynde%20Tan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7090_22-SPR_BA_D#subjects)

TEAC 7091 Primary Health and Physical Education

Credit Points 10

Legacy Code 102072

Coordinator Jorge Dorfman Knijnik ([https://directory.westernsydney.edu.au/search/name/Jorge Dorfman Knijnik/](https://directory.westernsydney.edu.au/search/name/Jorge%20Dorfman%20Knijnik/))

Description From 2020 students should note that core units are now taught in semesters rather than half yearly sessions. This unit is designed to explore the content and pedagogies of Health and Physical Education (HPE) in the NSW primary curriculum. Students will develop an experiential understanding of the pedagogy of HPE. The knowledge and skills developed in the other units of study in the course can be applied in this unit and Professional Experience units. In this unit students will also continue to develop their research skills. This unit aims to develop teachers who demonstrate empathy with diverse groups of student learners and commitment to socially just schools and classrooms.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects TEAC 7095 - Primary Personal Development Health and Physical Education

Restrictions

Students must be enrolled in 1663 or 1781 Master of Teaching (Primary).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply the content and central concepts of the NSW primary curriculum (K-6) components of the Personal Development, Health and Physical Education (PDHPE) K - 10 Syllabus and support documents when designing instruction.
2. Create a program of integrated learning experiences covering all Health and Physical Education strands using a range of relevant pedagogies, assessment and teaching strategies, based on the NSW primary curriculum (K-6) components of the Personal Development, Health and Physical Education (PDHPE) K - 10 Syllabus.
3. Apply teaching strategies that are responsive to a diversity of student needs including differences in cultural and linguistic backgrounds.
4. Identify the role of Health and Physical Education within the broader school curriculum, including the relationship between Health and Physical Education contents and Information and Communications Technology, numeracy and literacy.
5. Identify through critical analysis appropriate teaching and learning resources (print and digital) that can be used to enhance students' understandings of health concepts.
6. Examine the concept of "teacher as researcher" by critically reflecting on views of Health and Physical Education and the body as a social construction.
7. Apply appropriate Health and Physical Education pedagogies to improve learning outcomes for primary education.

>

Subject Content

1. Health and Physical Education Content and pedagogical knowledge.
2. Teaching Games for Understanding (TGfU)/ Game Sense approach for Physical Education.
3. Quality teaching pedagogies and engaging learning experiences that achieve the aims and outcomes of the NSW Board of Studies Health and Physical Education syllabus documents.
4. Organisational management strategies for teaching and learning in Health and Physical Education.
5. Case study narrative and podcasts as components of the self-reflective teacher.
6. Planning and writing effective learning experiences for Health and Physical Education.
7. Student assessment in the key learning area of Health and Physical Education.
8. Using information and communication technologies to design, deliver and evaluate learning experiences/ or improve their own professional skills.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	2,000 words	50	N	Individual
Presentation	Four 5 minutes' duration podcasts	50	N	Individual
Peer Review	8 hours	S/U	Y	Individual

Prescribed Texts

- NSW Education Standards Authority (NESA)(2018). Personal Development, Health and Physical Education K-6 Syllabus.

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Jorge Dorfman Knijnik ([https://directory.westernsydney.edu.au/search/name/Jorge Dorfman Knijnik/](https://directory.westernsydney.edu.au/search/name/Jorge%20Dorfman%20Knijnik/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7091_22-AUT_BA_D#subjects)

Spring

Bankstown

Day

Subject Contact Jorge Dorfman Knijnik ([https://directory.westernsydney.edu.au/search/name/Jorge Dorfman Knijnik/](https://directory.westernsydney.edu.au/search/name/Jorge%20Dorfman%20Knijnik/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7091_22-SPR_BA_D#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Jorge Dorfman Knijnik ([https://directory.westernsydney.edu.au/search/name/Jorge Dorfman Knijnik/](https://directory.westernsydney.edu.au/search/name/Jorge%20Dorfman%20Knijnik/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7091_22-OT3_OW_O#subjects)

TEAC 7092 Primary Human Society and its Environment

Credit Points 10

Legacy Code 101582

Coordinator Grant Jones ([https://directory.westernsydney.edu.au/search/name/Grant Jones/](https://directory.westernsydney.edu.au/search/name/Grant%20Jones/))

Description From 2020 students should note that core units are now taught in semesters rather than half yearly sessions. Human Society and Its Environment focuses on History, Geography and three cross-curriculum priority areas in: Aboriginal and Torres Strait Islander histories and cultures; Asia and Australia's engagement with Asia; and Sustainability. As a key learning area in the K-6 curriculum HSIE provides opportunities for students to develop knowledge, understanding and skills in the subject matter, as well as proficiency in teaching inquiry learning approaches. In History, key concepts of changes in family history and local history are explored and Australia's history and understanding Australia as a Nation are explored through the relationships between the individual and the state, and the values and mutual responsibilities, and obligations for civil, political and social participation in Australian society. In Geography, concepts that develop a sense of curiosity about environments, peoples, cultures and place, in both Australia and the world are a priority. The unit emphasises pedagogy and lesson design for high possibility classrooms that specifically address the literacy and technology general capabilities. The unit also focuses on inquiry, place and project based learning which engages diverse groups of learners, develops their understanding about local and global communities, and prepares them to become informed and active citizens who contribute to the quality of Australian society.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) Students enrolled in 1651 Bachelor of Arts (Pathway to Teaching Primary) 1822 Bachelor of Arts (Pathway to Teaching Primary) Dean's Scholars 3756 Bachelor of Science (Pathway to Teaching PrimarySecondary) or 6019 Diploma in Arts Bachelor of Arts (Pathway to Teaching Primary) must have completed 160 credit points before enrolling in this subject

Restrictions

Note that only students enrolled at WSU Online may register in the WSU Online subjects offered at that location.

Students must be enrolled in 1651 Bachelor of Arts (Pathway to Teaching Primary), 1781 Master of Teaching (Primary), 1822 Bachelor of Arts (Pathway to Teaching Primary) Dean's Scholars, 3756 Bachelor

of Science (Pathway to Teaching Primary/Secondary) or 6019 Diploma in Arts/ Bachelor of Arts (Pathway to Teaching Primary).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply knowledge of the disciplines, theories and pedagogies that underpin the learning area of Human Society and its Environment (HSIE) to learning design.
2. Implement the aim, outcomes, stage statements, subject matter, skills, attitudes and values, perspectives and experiences defined in the NSW HSIE K-6 syllabus, and History, and Geography syllabus documents in designing learning experiences for diverse learners in primary classrooms.
3. Design an inquiry and outcome-based unit of work, and whole-school plan that develops a connected set of deep HSIE understandings, and concepts and dispositions of citizenship, and employs pedagogies that promote the development of skills in acquiring information, using inquiry processes and social and civic participation.
4. Design assessment tasks that assess the learning achievements and needs of diverse learners in primary classrooms.
5. Present a personal exploration of HSIE content, and the deep understandings about people, times, places and events related to the Syllabus strands of change and continuity, environments, social systems and structures and cultures.
6. Demonstrate competencies in, teaching with a variety of appropriate resources, including TPACK theory and by integration of information and communication technologies, field visits and site studies.
7. Explain the role and value of HSIE in the broader school curriculum and the relationships with literacy and numeracy.
8. Appreciate the role of an ecological approach to school organisation, events and programs in enhancing HSIE and civics and citizenship.

Subject Content

1. The discipline, epistemological and pedagogical theories that underpin HSIE in terms of History and Geography.
2. The content of HSIE and its expression through the rationale, place of the subject in K-10 syllabus documents, aims, objectives, outcomes, stage statements and organisation of content, including assessment.
3. History including integration of technology and assessment strategies.
4. Geography including integration of technology and assessment strategies.
5. Inquiry Learning approaches and their relationship with methods and processes in History and Geography.
6. Using project-based learning for HSIE in the primary classroom.
7. Civics and Citizenship including digital citizenship.
8. Cross curriculum priority areas including integration of technology and working with local communities.
9. Engaging with, learning from and critiquing innovative practitioners from the field in HSIE classrooms.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	800 words & a 3-minute presentation	50	N	Individual
Professional Task	2,500 words	50	N	Individual

Prescribed Texts

- Green, D., & Price, D. (Eds.). (2019). Making Humanities and Social Sciences Come Alive. Early Years and Primary Education. eBook available at: <https://www.cambridge.org/au/academic/subjects/education/education-history-theory/making-humanities-and-social-sciences-come-alive-early-years-and-primary-education?format=PB>
- Board of Studies (2012) History K-10 Syllabus. Sydney, Australia: Board of Studies NSW
- Board of Studies, Teaching and Educational Standards (2015) Geography K-10 Geography Syllabus. Sydney, Australia: Board of Studies Teaching and Educational Standards NSW

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Grant Jones ([https://directory.westernsydney.edu.au/search/name/Grant Jones/](https://directory.westernsydney.edu.au/search/name/Grant%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7092_22-AUT_BA_D#subjects)

WSU Online TRI-1

Wsu Online

Online

Subject Contact Grant Jones ([https://directory.westernsydney.edu.au/search/name/Grant Jones/](https://directory.westernsydney.edu.au/search/name/Grant%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7092_22-OT1_OW_0#subjects)

Spring

Bankstown

Day

Subject Contact Grant Jones ([https://directory.westernsydney.edu.au/search/name/Grant Jones/](https://directory.westernsydney.edu.au/search/name/Grant%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7092_22-SPR_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Grant Jones ([https://directory.westernsydney.edu.au/search/name/Grant Jones/](https://directory.westernsydney.edu.au/search/name/Grant%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7092_22-SPR_KW_D#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Grant Jones ([https://directory.westernsydney.edu.au/search/name/Grant Jones/](https://directory.westernsydney.edu.au/search/name/Grant%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7092_22-OT3_OW_0#subjects)

TEAC 7093 Primary Mathematics and Numeracy 1

Credit Points 10

Legacy Code 101580

Coordinator Grant Jones ([https://directory.westernsydney.edu.au/search/name/Grant Jones/](https://directory.westernsydney.edu.au/search/name/Grant%20Jones/))

Description The unit will develop students' understandings of children's construction of mathematical and numeracy concepts during the years from Kindergarten to Year 3. Students will develop their ability to assess young children's mathematical understandings and numeracy development, and to provide learning experiences for a diversity of learners, including investigation and the use of digital technologies, to enhance the growth of children's mathematical thinking. The unit will study the NSW K-10 Syllabus in all of its strands, with a particular emphasis on the Working Mathematically strand.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 1781 Master of Teaching (Primary)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Understand ways the beliefs, attitudes, and values held by themselves and their students affect their mathematical learning and teaching.
2. Apply knowledge and understanding of the development of those concepts, skills and processes of mathematics related to the teaching of space, measurement, data, patterns and algebra and number for 5 to 9 year olds in accordance with the current NSW K-10 Syllabus document, Support Documents and ACARA Numeracy Progressions.
3. Apply knowledge and understanding of a range of pedagogies for teaching and learning mathematics, including problem solving and investigation based approaches.
4. Explain the importance of Working Mathematically for primary school mathematics learners and teachers.
5. Identify appropriate assessment strategies to inform the planning of teaching/learning activities that cater for the diverse needs of individual students with an emphasis on programs such as Count Me In Too, Count Me In Too (Indigenous), Targeted Early Numeracy (TEN) and Taking off with Numeracy (TOWN).
6. Apply understandings of the role of mathematics within the broader school curriculum, including the relationship between mathematics, numeracy and literacy.

Subject Content

1. The development and construction of mathematical ideas during the early years of schooling;
2. Recognition of early mathematical thinking that children can bring to school;
3. Early understanding of whole number relationships;

4. Numerical thinking strategies;
5. Early spatial thinking;
6. The development of measurement concepts;
7. Use of problem solving and investigation as an effective pedagogy in the mathematics classroom;
8. Programming and planning for mathematics in the early years;
9. Assessment strategies for the mathematics classroom;
10. Pedagogies that address diversity within the mathematic classroom;
11. Integration of mathematics with other Key Learning Areas;
12. Using programs such as Count Me In Too, TENS, and the ACARA Numeracy Progressions for numeracy teaching and learning; and
13. Children's literature, concrete manipulatives, and digital tools for teaching mathematics and numeracy.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Report	2500 words	50	N	Individual
Professional Task	2500 words	50	N	Individual

Prescribed Texts

- Booker, G., Bond, D., Seah, R. (2021). Teaching Primary Mathematics (6th ed.). Pearson Australia.
- NSW Education Standards Authority (NESA). (2019). NSW syllabus for the Australian curriculum: Mathematics K-10 syllabus (Volume 1:K-6). Sydney, Australia: Board of Studies NSW. <http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/mathematics/mathematics-k-10>

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Grant Jones ([https://directory.westernsydney.edu.au/search/name/Grant Jones/](https://directory.westernsydney.edu.au/search/name/Grant%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7093_22-AUT_BA_D#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Grant Jones ([https://directory.westernsydney.edu.au/search/name/Grant Jones/](https://directory.westernsydney.edu.au/search/name/Grant%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7093_22-OT2_OW_0#subjects)

Spring

Bankstown

Day

Subject Contact Grant Jones ([https://directory.westernsydney.edu.au/search/name/Grant Jones/](https://directory.westernsydney.edu.au/search/name/Grant%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7093_22-SPR_BA_D#subjects)

TEAC 7094 Primary Mathematics and Numeracy 2

Credit Points 10

Legacy Code 101584

Coordinator Maree Skillen ([https://directory.westernsydney.edu.au/search/name/Maree Skillen/](https://directory.westernsydney.edu.au/search/name/Maree%20Skillen/))

Description From 2020 students should note that core units are now taught in semesters rather than half yearly sessions. This unit builds on the unit Primary Mathematics and Numeracy 1 with a focus on learners from Year 3 to Year 6, and assumes students have gained familiarity with the knowledge, skills and understandings children require across all strands of the NSW K-10 Syllabus, including the Working Mathematically components. In this unit students develop their understanding of primary mathematics in the mid to upper primary years, with a strong emphasis on aspects of teaching such as student engagement, assessment, differentiation for diversity and the integration of technology. By engaging with this unit, students will have the opportunity to experience, plan and assess a broad range of practices to enhance student learning outcomes and improve student engagement with mathematics.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) Students enrolled in course 17811663 Master of Teaching (Primary) must have completed the pre-requisite unit TEAC 7093 - Primary Mathematics before enrolling in this unit Students enrolled in course 17831691 Master of Teaching (Birth – 5Birth – 12 Years) must have completed the pre-requisite unit TEAC 7038 - Early Mathematics and Numeracy before enrolling in this unit

Restrictions

Students must be enrolled in one of the following programs, 1663 Master of Teaching (Primary), 1691 Master of Teaching (Birth - 5 Years/ Birth - 12 Years), 1781 Master of Teaching (Primary) or 1783 Master of Teaching (Birth - 5 Years/ Birth - 12 Years)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate knowledge and understanding of the development of the concepts, skills and processes of mathematics related to the teaching of number and algebra, measurement and geometry, and statistics and probability for 8 to 12 year olds in accordance with the NSW K-10 Syllabus for the Australian Curriculum: Mathematics K-10 syllabus (for K-6), and the ACARA Numeracy Progressions.
2. Explain the importance of the Working Mathematically processes for primary school mathematics learners and teachers.
3. Plan effective and engaging teaching and learning experiences for mid to upper primary learners that include the use of a range of digital resources to enhance student outcomes.
4. Apply knowledge and understanding of a range of engaging pedagogies for teaching and learning mathematics, including

cooperative learning, problem solving and investigation based approaches.

5. Evaluate student learning against curriculum requirements by interpreting student work samples, practising consistent and comparable judgements, and explain the importance of timely and appropriate feedback for student learning.
6. Demonstrate knowledge and understanding of teaching and assessment strategies for differentiating teaching and learning experiences in mathematics to meet the specific needs of students across the full range of abilities.

Subject Content

1. Theories of engagement, numeracy development and learning in mathematics for students in the primary years.
2. Implementation of the NSW K-10 Mathematics syllabus across all strands, with particular focus on the Working Mathematically strand.
3. Incorporation of problem solving and investigation-based pedagogies in primary mathematics and numeracy.
4. Strategies to address affective issues relating to the teaching and learning of primary mathematics.
5. Effective use of digital technologies to enhance the teaching and learning of mathematics and improve student engagement.
6. Catering to learners from diverse backgrounds (e.g. cultural and linguistic).
7. Differentiation to address a range of abilities (including special needs and gifted and talented).
8. Investigation of rich tasks to promote critical numeracy.
9. Effective assessment of mathematics and numeracy.
10. Investigation of the requirements of the ACARA Numeracy Progressions.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	2,000 words	50	N	Individual
Report	2,000 words	50	N	Individual

Prescribed Texts

- Booker, G., Bond, D., Seah, R. (2021). Teaching Primary Mathematics (6th ed.). Pearson Australia.
- NSW Education Standards Authority (NESA). (2019). Mathematics K-10 syllabus. <http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/mathematics/mathematics-k-10>

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Maree Skillen ([https://directory.westernsydney.edu.au/search/name/Maree Skillen/](https://directory.westernsydney.edu.au/search/name/Maree%20Skillen/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7094_22-AUT_BA_D#subjects)

Spring Bankstown

Day

Subject Contact Maree Skillen ([https://directory.westernsydney.edu.au/search/name/Maree Skillen/](https://directory.westernsydney.edu.au/search/name/Maree%20Skillen/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7094_22-SPR_BA_D#subjects)

TEAC 7099 Primary Science & Technology

Credit Points 10

Legacy Code 101583

Coordinator Jessy Abraham ([https://directory.westernsydney.edu.au/search/name/Jessy Abraham/](https://directory.westernsydney.edu.au/search/name/Jessy%20Abraham/))

Description From 2020 students should note that core units are now taught in semesters rather than half yearly sessions. This unit will focus on developing scientific and technological pedagogical content knowledge appropriate for teaching science and technology for students in the K-6 years. It models appropriate pedagogical and pedagogical content knowledge. Students use collaborative social learning situations to develop content knowledge, along with interpersonal and communication skills. The pedagogies modelled will be inclusive and demonstrate how scientific and technological learning experiences can be developed to cater for the needs of the diverse groups of student learners in primary schools. Students learn about engaging science and technology activities that empower primary school students and create futures for students where the capacity to engage with and critically evaluate scientific and technological activity will become increasingly necessary. Students focus on themselves as learners and reflect on the implications of their learning and the learning of others in their future professional practice.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in the 1691 Master of Teaching (Birth-12 Years), 1781 Master of Teaching (Primary), or 1783 Master of Teaching (Birth - 5 Years/Birth - 12 Years).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain central concepts in science and technology and understandings of the processes of investigating, designing and making and using technology.
2. Demonstrate research-based knowledge of the pedagogies appropriate for science and technology education in primary schools.
3. Apply appropriate strategies to create a positive environment supporting student effort and learning and to engage students as well as address student needs when implementing learning experiences in science and technology.
4. Implement learning experiences that demonstrate an in-depth knowledge of the NSW Syllabus for the Australian Curriculum: Science K-10 (incorporating Science and Technology K-6), including

Aboriginal and Torres Strait Islander perspectives, and a range of pedagogies appropriate for science and technology education in primary schools

5. Demonstrate proficiency and the capacity to use a variety of ICTs (including IWBs, digital cameras/microscopes etc. and a variety of software) in the context of science and technology education.
6. Identify and articulate clear learning goals in preparing learning experiences for science and technology education that are appropriate for the cognitive, social and language abilities of students in primary schools.
7. Plan and implement coherent lessons and lesson sequences that are designed to engage students and improve learning outcomes in science and technology.
8. Utilise knowledge of a range of resources appropriate to science and technology education.
9. Reflect on the process of production involving the designing and making of an artefact for a Primary science and technology classroom, and consider how this process has influenced their attitudes towards teaching science and technology.

Subject Content

1. The nature of science and technology as disciplines and the strategies of investigating, designing and making and using technology
2. The nature of Science and Technology K-6 (NSW Syllabus for the Australian Curriculum), its outcomes for Skills: (Working Scientifically, Design and Production), Knowledge and Understanding Strands (Digital Technologies, Physical World, Earth and Space, Living World, Material World).
3. Affective issues in science and technology education gender, culture, attitudes, beliefs etc.; responding to student perceptions and attitudes towards Science and Technology.
4. Problem solving, investigating, designing and making in science and technology.
5. Understandings of concepts and concept development and strategies for developing sound conceptual understandings and skills.
6. The structure, aims and objectives, outcomes and content of the NSW Syllabus for the Australian Curriculum Science K-10, (Science and Technology K-6) Syllabus.
7. Preparing teaching and learning experiences and programming for effective science and technology education.
8. The role of ICTs in science and technology education.
9. Integrating science and technology in other curriculum areas and for integrating other curriculum areas into science and technology.
10. Practical experiences associated with a number of content strands in science and technology.
 - The nature of science and Technology as ?disciplines and The strategies of investigating, designing and making and using technology?f
 - The nature of the NSW Science and Technology K-6 syllabus, its outcomes for Skills: (Working Scientifically, Design and Production), Knowledge and Understanding Strands (Digital Technologies, Physical World, Earth and Spac

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied Project	12 minutes, 800 words	50	N	Individual

Professional 3,000 words 50 N Individual Task

Prescribed Texts

- NSW Syllabus for the Australian Curriculum: Science and Technology K-6 Syllabus. Retrieved from <http://syllabus.bos.nsw.edu.au/>

Teaching Periods

Autumn Bankstown Day

Subject Contact [Jessy Abraham \(https://directory.westernsydney.edu.au/search/name/Jessy Abraham/\)](https://directory.westernsydney.edu.au/search/name/Jessy%20Abraham/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7099_22-AUT_BA_D#subjects)

WSU Online TRI-2

Wsu Online Online

Subject Contact [Jessy Abraham \(https://directory.westernsydney.edu.au/search/name/Jessy Abraham/\)](https://directory.westernsydney.edu.au/search/name/Jessy%20Abraham/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7099_22-OT2_OW_O#subjects)

Spring Bankstown Day

Subject Contact [Jessy Abraham \(https://directory.westernsydney.edu.au/search/name/Jessy Abraham/\)](https://directory.westernsydney.edu.au/search/name/Jessy%20Abraham/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7099_22-SPR_BA_D#subjects)

TEAC 7100 Principles and Practices of Evaluation

Credit Points 10

Legacy Code 102168

Coordinator [Michele Simons \(https://directory.westernsydney.edu.au/search/name/Michele Simons/\)](https://directory.westernsydney.edu.au/search/name/Michele%20Simons/)

Description This unit provides opportunities to examine and apply evaluation strategies to assess and evaluate learning, educational and social programs and policies. Theories drawn from evaluation will be used to assist students to develop evaluative frameworks and approaches to critically evaluating programs.

School Education

Discipline Teacher Education

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYA 1545 - Evaluating Learning Programs

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse purposes and forms of programs
2. Critically examine a range of program evaluation approaches, theories, planning processes and methodologies
3. Design an evaluation study
4. Critically reflect on approaches to evaluation of programs.

Subject Content

1. Purposes of evaluation
2. Different approaches to evaluation
3. Forms of evaluation
4. Designing evaluation
5. Reporting, dissemination and driving change from evaluation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Task	2500 words	50	N	Individual
Critical Review	2500 words	50	N	Individual

Teaching Periods

Autumn Online Online

Subject Contact [Michele Simons \(https://directory.westernsydney.edu.au/search/name/Michele Simons/\)](https://directory.westernsydney.edu.au/search/name/Michele%20Simons/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7100_22-AUT_ON_O#subjects)

TEAC 7101 Professional Experience (Additional Needs)

Credit Points 10

Legacy Code 102153

Coordinator [William Nketsia \(https://directory.westernsydney.edu.au/search/name/William Nketsia/\)](https://directory.westernsydney.edu.au/search/name/William%20Nketsia/)

Description This unit provides students with an opportunity to apply the knowledge and skills about teaching students with additional needs to a real-life classroom. In turn, this authentic learning experience enriches their future professional growth and capacity to support individuals with additional needs. Students complete a practicum and, where appropriate, a series of field visits and observations, within an educational setting, that supports individuals with additional needs. The placement will be completed in the student's area of specialisation in an early childhood, primary, secondary or other relevant setting. Students are able to demonstrate a range of skills in planning, implementing and evaluating educational programs for students with additional needs that optimise learning outcomes and inclusion.

School Education

Discipline Teacher Education: Special Education

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects LGYA 1090 - Professional Practice in Context

Restrictions

Students must be enrolled in 1720 Master of Inclusive Education and have successfully completed 40 credit points.

Assumed Knowledge

Must be a qualified teacher.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. work in a special education or inclusive setting working with students with additional needs;
2. administer systems for assessments across the curriculum and programming areas to determine current levels of performance;
3. interpret assessment data, and plan an individualised education program for young children and/or school students with additional needs;
4. plan a series of learning experiences to cater for the individual needs of young children and/or school students;
5. implement a series of lessons, demonstrating a developing range of effective teaching strategies;
6. implement positive approaches to managing challenging behaviours;
7. participate in collaborative planning to meet the needs of young children and/or school students with families/carers and other service providers;
8. evaluate child/student outcomes and demonstrate skills in making decisions about the effectiveness of instruction and progress;
9. reflect on own teaching and knowledge to enhance skills.

Subject Content

- An extended placement in an education setting, plus an extensive range of observations and field visits;
- Collaborative participation in collaborative planning;
- Developing an individual learning plan in collaboration with families/carers, service providers and child;
- Skills and knowledge used in assessments;
- Instructional strategies for assisting young children or school students to meet learning outcomes;
- Knowledge of the teaching and learning cycle in a range of Key Learning Areas and/or programming areas;
- Communication strategies used during placement teaching sessions including alternative and augmented communication;
- learning organisation and management of learning environments that maximise learning time for all students.

Special Requirements

Legislative pre-requisites

1. Students are required to complete a Working with Children Check leading to the issuance of a clearance number.

Students will need to:

- i. Access the NSW Office of the Children's Guardian website and complete an online application form to generate an application number.
- ii. Present an application number and identification to a NSW Motor Registry or Government Access Centre prior to issuance by mail of a Working with Children Check number.

- iii. Email the letter with a valid Working With Children Check number to enrolments@westernsydney.edu.au.

Where students already have a current Working with Children Check evidence of this must be submitted as above.

2. Students must also attend Child Protection Awareness Training prior to undertaking any visits/placements. Students who have not completed Child Protection training will need to withdraw from the subject. Students who have current Child Protection Certification must also present this when presenting their Working with Children Check.

3. Students must complete the ASCIA anaphylaxis e-training and email their certificate to AnaphylaxisSec@westernsydney.edu.au

4. Students must meet the Inherent Requirements for the Master of Inclusive Education (<https://hbook.westernsydney.edu.au/programs/master-inclusive-education/>).

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Task: Practicum and Teaching Portfolio	20-25 days	S/U	Y	Individual
Reflection: Reflective Teaching Statement	1,000 word reflective statement	S/U	Y	Individual

Teaching Periods

Spring Online

Subject Contact William Nketsia ([https://directory.westernsydney.edu.au/search/name/William Nketsia/](https://directory.westernsydney.edu.au/search/name/William%20Nketsia/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7101_22-SPR_ON_O#subjects)

TEAC 7103 Professional Experience 3 - 5 Years

Credit Points 10

Legacy Code 102110

Coordinator Denise Fraser ([https://directory.westernsydney.edu.au/search/name/Denise Fraser/](https://directory.westernsydney.edu.au/search/name/Denise%20Fraser/))

Description In this subject students engage in critical reflection as they apply knowledge of and develop skills in pedagogical leadership during a 25 day placement with children aged 3 - 5 years. The placement includes 5 observation days where students orient themselves to the setting, gain informed consent to work with focus children and undertake detailed observation of the children. Students will work collaboratively with setting staff and families to implement an integrated curriculum that engages children, facilitates in-depth investigation and critical thinking, and connects to children's social

worlds. The subject requires students to apply the principles, practices and outcomes of Belonging, Being and Becoming: The Early Years Learning Framework for Australia to design, implement and evaluate innovative, inclusive and meaningful learning environments. Students must have satisfactorily completed Professional Experience Birth – 2 Years, the School of Education Academic Literacy Assessment Task, child protection awareness training and Working with Children check, and obtained anaphylaxis certification before enrolling in this subject. Students must also meet the Inherent Requirements for the Master of Teaching (Birth – 5 Years / Birth – 12 Years), details of which are available at http://www.uws.edu.au/ir/inherent_requirements/inherent_requirements_for_teaching_courses_postgraduate/master_of_teaching_birth_to_5_years/birth_to_12_years. The subject Practising Pedagogical Leadership must be completed in the same semester as Professional Experience 3-5 Years.

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) TEAC 7104

Co-requisite(s) TEAC 7087

Equivalent Subjects TEAC 7035 - Early Childhood Professional Experience 2 TEAC 2051 - Professional Portfolio

Restrictions

Students must be enrolled in 1691 Master of Teaching (Birth – 5 Years / Birth – 12 Years), 1670 Bachelor of Education (Birth – 5 Years) or 1783 Master of Teaching (Birth-5 Years/Birth-12 Years).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Engage in ethical and reflective practice and establish and evaluate goals for own professional learning that lead to refinements in practice.
2. Document and assess children's play, development, learning, dispositions and relationships and use this information to inform planning and practice.
3. Implement, document and evaluate interest-based experiences and projects that extend on children's strengths and interests, support children's learning needs, foster relationships and support partnerships with children's families.
4. Apply curriculum approaches and pedagogies that are contextually responsive and promote children's investigation, problem-solving, critical thinking and the development of deep knowledge.
5. Apply the principles, practices and learning outcomes of The Early Years Learning Framework and draw on their own content knowledge in the areas of science and technology, mathematics, human society, physical education health and wellbeing, creative arts and literacy to engage in interactions with children that extend their learning.
6. Provide resources that encourage children to use a range of media and technologies to investigate their ideas and values and represent their thinking.
7. Demonstrate pedagogical leadership by collaboratively planning, implementing and evaluating a total learning environment that is inclusive and engaging for diverse learners, including learners from Aboriginal and Torres Strait Islander backgrounds which includes

a range of grouping strategies, promotes positive interactions, extends learning and strengthens relationships.

8. Demonstrate the oral and written literacies expected of a graduate teacher.

Subject Content

1. Critical reflection, reflective practice, and development of a professional portfolio, including the development and evaluation of professional learning goals.
2. Approaches to curriculum: e.g. emergent curriculum, Reggio Emilia, The Early Years Learning Framework.
3. Pedagogies for learning: e.g. play, projects, learning centres, integrated curriculum.
4. Documentation of children's learning: individual and small groups, projects.
5. Intentional teaching: Teaching strategies and techniques that facilitate children's investigation, problem-solving and critical thinking; planning, implementing and evaluating the total learning environment.
6. Use of the Early Years Learning Framework principles, practices and learning outcomes to document, assess and plan for learning in the areas of mathematics, science and technology.

Special Requirements

Legislative pre-requisites

1. Students are required to complete the Working with Children Check (WWCC) process leading to the issuance of a clearance number under the category of volunteer. Students will need to:

- i. Access the Commission for Children and Young People website and complete an online application form to generate an application number.
- ii. Present an application number and identification to a Service NSW office who will issue a Working with Children Check number via mail or email.
- iii. Submit the letter with a valid Working With Children Check number via WesternNow Student Portal. The document is recorded as a Special Requirement on your academic record.
WesternNow Student Portal link (https://wsu.service-now.com/student/?id=sc_cat_item&sys_id=9c8b61a2dbbed8504f58e434059619ed)

2. Students must complete the **two** components of the NSW Department of Education's Child Protection Awareness Training (CPAT).

a) Students will need to:

- i. Access the NSW Department of Education's MyPL website <https://mypl.education.nsw.gov.au/>
- ii. Complete the online Child Protection Awareness Training:

Induction

- iii. Save certificate of completion
 - iv. Submit certificate via WesternNow Student Portal
- b) Students will need to:
- i. Access the NSW Department of Education's MyPL website <https://mypl.education.nsw.gov.au/>
 - ii. Complete the Child Protection Awareness Training (CPAT): Annual Update for the calendar year
 - iii. Save certificate of completion
 - iv. Submit certificate via WesternNow Student Portal

Both certificates will be recorded on your student record as Special Requirements with the end date for the Annual CPAT recorded. The CPAT: Annual Update will need to be renewed and submitted on an annual basis.

Students who have not completed both components of the Child Protection Awareness Training will need to withdraw from the subject.

3. Students must complete the ASCIA anaphylaxis e-training and submit their certificate to Submit certificate via WesternNow Student Portal.

4. Students must meet the Inherent Requirements for the Master of Teaching (Birth – 5 Years / Birth -12 Years) (<https://hbook.westernsydney.edu.au/programs/master-teaching-birth-5-years-birth-12-years/>)

5. From 2H/Spring 2022, students must be COVID-19 fully vaccinated as per the NSW Public Health Order and NSW Department of Education requirement. If a student is unable to be get an approved vaccination for medical reasons, they will need to approach their doctor who must complete a contraindication form available at: [covid-19-vaccine-contraindication.pdf](https://www.health.nsw.gov.au/Infectious/covid-19/vaccine/Documents/covid-19-vaccine-contraindication.pdf) (nsw.gov.au) (<https://www.health.nsw.gov.au/Infectious/covid-19/vaccine/Documents/covid-19-vaccine-contraindication.pdf>). Students to submit details of all vaccination doses or contraindication form via Western Now form for it to be recorded on their academic record.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Placement Performance	25 days placement (5 observations days and 20 supervised by mentor teacher)	S/U	Y	Individual
Portfolio	15 minutes	S/U	Y	Individual

Prescribed Texts

- McLachlan, C., Fleer, M. & Edwards, S. (2018). Early childhood curriculum: Planning, assessment and implementation (3rd): Port Melbourne, Victoria. Cambridge University Press.

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Denise Fraser ([https://directory.westernsydney.edu.au/search/name/Denise Fraser/](https://directory.westernsydney.edu.au/search/name/Denise%20Fraser/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7103_22-AUT_BA_D#subjects)

Spring

Bankstown

Day

Subject Contact Denise Fraser ([https://directory.westernsydney.edu.au/search/name/Denise Fraser/](https://directory.westernsydney.edu.au/search/name/Denise%20Fraser/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7103_22-SPR_BA_D#subjects)

TEAC 7104 Professional Experience Birth - 2 Years

Credit Points 10

Legacy Code 102109

Coordinator Sally Arthur ([https://directory.westernsydney.edu.au/search/name/Sally Arthur/](https://directory.westernsydney.edu.au/search/name/Sally%20Arthur/))

Description This subject has a strong focus on supporting children's health and wellbeing through the building of relationships with children, staff, and children's families. Students apply their knowledge of work health and safety and the Australian Children's Education and Care Quality Authority's National Quality Standard as they complete 25 days of placement with children under the age of 3. Students will complete a minimum of 10 days working with children under the age of 2 years and a minimum of 10 days working with children aged 2- 3 years. The placement includes 5 observation days that allow students to orient themselves to the setting and the groups of children with whom they will work. Students have the opportunity to document and assess children's learning and to apply knowledge of curriculum and pedagogy to plan innovative and engaging learning experiences that respond to children's family and community experiences and funds of knowledge. Students must satisfactorily complete the School of Education Literacy and Numeracy TASKs, Child Protection Awareness Training and Working with Children check and obtain anaphylaxis certification prior to undertaking visits to the early childhood setting and also meet the Inherent Requirements of the Master of Teaching (Birth – 5 Years / Birth – 12 Years), details of which are available at: http://www.uws.edu.au/ir/inherent_requirements/inherent_requirements_for_teaching_courses_postgraduate/master_of_teaching_birth_to_5_yearsbirth_to_12_years

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) TEAC 7147

Equivalent Subjects TEAC 7034 - Early Childhood Professional Experience 1

Restrictions

Students must be enrolled in 1691 Master of Teaching (Birth-5 Years / Birth-12 Years), 1670 Bachelor of Education (Birth ? 5) or 1783 Master of Teaching (Birth-5 Years/Birth-12 Years).

Learning Outcomes

1. Demonstrate professional and ethical practice, including appropriate oral and written communication.
2. Establish and evaluate professional goals that draw on graduate teacher standards, the early childhood placement and local community context and feedback from university and setting staff.
3. Provide culturally responsive curriculum and continuity of care for children, reflecting respect for the role of families and communities in children's learning and the diversity of child rearing practices, expectations and values families hold for their children.
4. Document and assess children's play, learning, relationships and dispositions in ways that identify children's capabilities and emerging understandings and build connections between children, families and educators.

5. Design, implement and evaluate play-based experiences and learning centers that extend children's capabilities, interests and funds of knowledge, encourage exploration and creativity and promote social interactions and language.
6. Demonstrate understandings of the principles, practices and learning outcomes of the Early Years Learning Framework and diverse languages, cultures and abilities in documentation and assessment of children's learning and in curriculum planning and interactions.
7. Interact with children in ways that support children's sense of identity and wellbeing, build relationships, guide behavior and extend learning.
8. Create environments and implement practices that promote children's health, safety and wellbeing and reflect legal requirements and current recommendations in the areas of health and safety

Subject Content

1. Professional and ethical practice
 - a) Australian Professional Standards for Graduate Teachers
 - b) The National Quality Standard for Early Childhood Education and Care and School Age Care
 - c) Legislation and recommendations for children's health, safety and wellbeing including healthy eating and physical activity
 - d) Work health and safety
 - e) Establishing and evaluating goals
 - f) Professional portfolios
 - g) Effective communication skills
 - h) Partnerships with families
2. Documentation and assessment of children's learning
 - a) Documenting individual children's family and community experiences and funds of knowledge
 - b) Documenting and analysing individual children's play, learning, dispositions and relationships.
3. Designing learning experiences
 - a) Using the principles, practices and learning outcomes of the Early Years Learning Framework and understandings of health, wellbeing and safety to design, implement and evaluate learning experiences and learning centres
 - b) Pedagogies that build relationships, guide behaviour and extend children's learning – e.g. scaffolding, co-construction.
4. Meaningful curriculum
 - a) Culturally responsive curriculum - Connecting to children's family and community experiences and funds of knowledge
 - b) Dispositions – e.g. curiosity, cooperation, creativity
 - c) Learning processes – e.g. exploration, investigation
 - d) Play-based curriculum and pedagogies.

Special Requirements

Legislative pre-requisites

1. Students are required to complete the Working with Children Check (WWCC) process leading to the issuance of a clearance number under the category of volunteer. Students will need to:
 - i. Access the Commission for Children and Young People website and complete an online application form to generate an application number.
 - ii. Present an application number and identification to a Service NSW office who will issue a Working with Children Check number via mail or email.
 - iii. Submit the letter with a valid Working With Children Check number via WesternNow Student Portal. The document is recorded as a Special Requirement on your academic record.

WesternNow Student Portal link (https://wsu.service-now.com/student/?id=sc_cat_item&sys_id=9c8b61a2dbbed8504f58e434059619ed)

2. Students must complete the **two** components of the NSW Department of Education's Child Protection Awareness Training (CPAT).
 - a) Students will need to:
 - i. Access the NSW Department of Education's MyPL website <https://mypl.education.nsw.gov.au/>
 - ii. Complete the online Child Protection Awareness Training: Induction
 - iii. Save certificate of completion
 - iv. Submit certificate via WesternNow Student Portal
 - b) Students will need to:
 - i. Access the NSW Department of Education's MyPL website <https://mypl.education.nsw.gov.au/>
 - ii. Complete the Child Protection Awareness Training (CPAT): Annual Update for the calendar year
 - iii. Save certificate of completion
 - iv. Submit certificate via WesternNow Student Portal
- Both certificates will be recorded on your student record as Special Requirements with the end date for the Annual CPAT recorded. The CPAT: Annual Update will need to be renewed and submitted on an annual basis.
- Students who have not completed both components of the Child Protection Awareness Training will need to withdraw from the subject.

3. Students must complete the ASCIA anaphylaxis e-training and submit their certificate to Submit certificate via WesternNow Student Portal.

4. Students must meet the Inherent Requirements for the Master of Teaching (Birth – 5 Years / Birth -12 Years) (<https://hbook.westernsydney.edu.au/programs/master-teaching-birth-5-years-birth-12-years/>).

5. From 2H/Spring 2022, students must be COVID-19 fully vaccinated as per the NSW Public Health Order and NSW Department of Education requirement. If a student is unable to be get an approved vaccination for medical reasons, they will need to approach their doctor who must complete a contraindication form available at: [covid-19-vaccine-contraindication.pdf](https://www.health.nsw.gov.au/Infectious/covid-19/vaccine/Documents/covid-19-vaccine-contraindication.pdf) (nsw.gov.au) (<https://www.health.nsw.gov.au/Infectious/covid-19/vaccine/Documents/covid-19-vaccine-contraindication.pdf>). Students to submit details of all vaccination doses or contraindication form via Western Now form for it to be recorded on their academic record.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	90 minutes Literacy and 90 mins Numeracy	S/U	Y	Individual

Professional Placement Performance	25 days (5 observations days and 20 days supervised by mentor teacher)	S/U	Y	Individual
Presentation	10 minutes	S/U	Y	Individual

Prescribed Texts

- Arthur, L., Beecher, B., Death, E., Dockett, S., & Farmer, S. (2020). Programming and planning in early childhood settings (8th ed.). Cengage
- Fleer, M. (2021). Play in the Early Years (3rd ed.). Cambridge: Cambridge University Press. doi:10.1017/9781108908153

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Sally Arthur ([https://directory.westernsydney.edu.au/search/name/Sally Arthur/](https://directory.westernsydney.edu.au/search/name/Sally%20Arthur/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7104_22-AUT_BA_D#subjects)

Spring

Bankstown

Day

Subject Contact Sally Arthur ([https://directory.westernsydney.edu.au/search/name/Sally Arthur/](https://directory.westernsydney.edu.au/search/name/Sally%20Arthur/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7104_22-SPR_BA_D#subjects)

TEAC 7106 Professional Experience K - 6

Credit Points 10

Legacy Code 102111

Coordinator Jaydene Barnes ([https://directory.westernsydney.edu.au/search/name/Jaydene Barnes/](https://directory.westernsydney.edu.au/search/name/Jaydene%20Barnes/))

Description This unit provides students with a professional experience in a primary school, building on their prior experience in early childhood and community-based settings. The professional experience component of this unit consists of 30 days. Students will link theory and practice while exploring issues involved in understanding the needs of learners within specific school and classroom contexts. Students will design and teach experiences, lessons and units of work in ways that enhance student engagement and learning outcomes, and make relevant links with NSW Education Standards Authority syllabus documents that align with the Australian Curriculum. This professional experience unit supports students to meet the Australian Professional Standards for graduate teachers by focusing on developing professional knowledge, practice and engagement in the primary school context. The unit also gives students opportunities to reflect on their own teaching and learning, and to develop professional goals.

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) TEAC 7103

Equivalent Subjects TEAC 7096 - Primary Professional Experience

Restrictions

Students must be enrolled in 1783 Master of Teaching (Birth-5 Years/ Birth-12 Years).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate understanding of and sensitivity to students' diverse social and cultural contexts, languages and dialects and physical, social and intellectual development, and use this information to inform meaningful and inclusive curriculum planning, including additional literacy and numeracy support.
2. Design sequences of experiences or lessons and units of work that apply knowledge of curriculum content and pedagogies, including science and technology, utilising a range of resources that link meaningfully with NSW Education Standards Authorities documents and the Australian Curriculum.
3. Apply assessment moderation principles to monitor students' progress towards meeting learning outcomes, establish clear, achievable goals for future learning that provide achievable challenges for children of different abilities, and share feedback and goals with students and their families.
4. Evaluate lessons, experiences and units of work and use these evaluations to inform future curriculum planning and practice.
5. Implement appropriate pedagogies including a range of grouping strategies, questioning techniques, and prosocial guidance strategies designed to support student learning and promote student engagement and positive behaviours.
6. Communicate ethically and professionally with staff, students and families, including those from culturally and linguistically diverse backgrounds, and demonstrate evidence of collegial teamwork.
7. Critically reflect on own learning, cultural assumptions in own teaching and schooling practices, feedback from field-based and university-based supervising teachers, and the National Professional Standards framework to develop and enact professional goals, and utilise external professionals and community representatives to broaden professional knowledge and practice.
8. Demonstrate understandings of the relevant legislative, administrative and organisation policies required for teachers and understandings of students' wellbeing and safety including the safe and responsible use of tools and Information and Communication Technologies.
9. Understand the responsibilities of teachers in relation to disability and identify strategies for collaborating with families and other professionals to negotiate learning outcomes and make reasonable adjustments to learning experiences.
10. Utilise Aboriginal English as an Additional Language or Dialect and other support personnel and Indigenous and bilingual community organisations as appropriate to improve educational outcomes for all students.
11. Demonstrate academic literacy and numeracy for professional application.

Subject Content

1. Applying content from current mandated curriculum documents in planning experiences/lessons and units of work in the primary school context
2. Planning, teaching, managing and assessing for learning: literacy and numeracy assessment, science and technology content and assessment, lesson plans and units of work, processes of assessment moderation, negotiated and differentiated curriculum.
3. Collaborative practice - working effectively with the team around the child
4. Reflective practice - observing, analysing, reflecting on and evaluating own personal professional practice
5. Selecting appropriate resources for teaching and learning, for example, digital, paper-based and concrete materials
6. Professional and ethical practice
7. Relevant legislation and policy documents
8. Australian Professional Standards for Graduate Teachers

Special Requirements

Legislative pre-requisites

1. Students are required to complete the **two** components of the Working with Children Check (WWCC) process leading to (a) the issuance of a clearance number under the category of volunteer and (b) verification of the clearance number with the NSW Department of Education.

a) Students will need to:

- i. Access the Commission for Children and Young People website and complete an online application form to generate an application number.
- ii. Present an application number and identification to a Service NSW office who will issue a Working with Children Check number via mail or email.

iii. Submit the letter with a valid Working With Children Check number via WesternNow Student Portal. The document is trimmed and recorded as a Special Requirement on your academic record.

WesternNow Student Portal link (https://wsu.service-now.com/student/?id=sc_cat_item&sys_id=9c8b61a2dbbed8504f58e434059619ed)

b) Students will need to:

- i. Access the NSW Department of Education WWCC Verification declaration form <https://online.det.nsw.edu.au/jecpc/crc/wwcc.jsf>
- ii. Carefully read the information about Identity Documents and obtain a copy of the relevant ID documents.

iii. Complete and submit the verification declaration form.

iv. Once your WWCC verification is complete you will receive an email reply from the DoE Probity Unit confirming your WWCC number has been verified.

v. Submit the verification confirmation email via WesternNow Student Portal. The document is trimmed and recorded as a Special Requirement on your academic record.

2. Students must complete the **two** components of the NSW Department of Education's Child Protection Awareness Training (CPAT)

a) Students will need to:

- i. Access the NSW Department of Education's MyPL website <https://mypl.education.nsw.gov.au/>
- ii. Complete the online Child Protection Awareness Training: Induction
- iii. Save certificate of completion
- iv. Submit certificate via WesternNow Student Portal

b) Students will need to:

- i. Access the NSW Department of Education's MyPL website <https://mypl.education.nsw.gov.au/>
- ii. Complete the Child Protection Awareness Training (CPAT): Annual Update for the calendar year
- iii. Save certificate of completion

- iv. Submit certificate via WesternNow Student Portal

Both certificates will be recorded on your student record as Special Requirements with the end date for the Annual CPAT recorded. The CPAT: Annual Update will need to be renewed and submitted on an annual basis.

Students who have not completed both components of the Child Protection Awareness Training will need to withdraw from the subject.

3. Students must complete the ASCIA anaphylaxis e-training and submit their certificate to Submit certificate via WesternNow Student Portal.

4. Students must meet the Inherent Requirements for the Master of Teaching (Birth – 5 Years / Birth -12 Years) (<https://hbook.westernsydney.edu.au/programs/master-teaching-birth-5-years-birth-12-years/>).

5. Students must satisfactorily complete the national Literacy and Numeracy TEST prior to undertaking the final Professional Experience placement.

6. From 2H/Spring 2022, students must be COVID-19 fully vaccinated as per the NSW Public Health Order and NSW Department of Education requirement. If a student is unable to be get an approved vaccination for medical reasons, they will need to approach their doctor who must complete a contraindication form available at: [covid-19-vaccine-contraindication.pdf \(nsw.gov.au\)](https://www.health.nsw.gov.au/Infectious/covid-19/vaccine/Documents/covid-19-vaccine-contraindication.pdf) (<https://www.health.nsw.gov.au/Infectious/covid-19/vaccine/Documents/covid-19-vaccine-contraindication.pdf>). Students to submit details of all vaccination doses or contraindication form via Western Now form for it to be recorded on their academic record.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	30 days	S/U	Y	Individual
Portfolio	15 minutes	S/U	Y	Individual

Prescribed Texts

- Kavanagh, M. & Kavanagh, M. (2021). Preparing for the teaching profession. Oxford University Press.

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Jaydene Barnes ([https://directory.westernsydney.edu.au/search/name/Jaydene Barnes/](https://directory.westernsydney.edu.au/search/name/Jaydene%20Barnes/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7106_22-AUT_BA_D#subjects)

Spring

Bankstown

Day

Subject Contact Jaydene Barnes ([https://directory.westernsydney.edu.au/search/name/Jaydene Barnes/](https://directory.westernsydney.edu.au/search/name/Jaydene%20Barnes/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7106_22-SPR_BA_D#subjects)

TEAC 7108 Professional Practice Community Engagement

Credit Points 10

Legacy Code 102605

Coordinator Christina Curry ([https://directory.westernsydney.edu.au/search/name/Christina Curry/](https://directory.westernsydney.edu.au/search/name/Christina%20Curry/))

Description Professional Practice Community Engagement is a Professional Experience unit of the Master of Teaching (Secondary), incorporating a five-day or 30 hours academic service learning placement and is designed to develop sustainable practical knowledge and skills that supplement those developed in the other Professional Experience units. This unit will expand Teacher Education students' understandings of the contemporary issues confronting the wider education community. As such, a diverse range of educational settings including secondary school contexts are utilised to provide a deeper perspective for future secondary teachers beyond curriculum matters, and to facilitate engagement with holistic schooling practices. Teacher Education students choose from the available educational contexts to suit their needs, interests, expertise and communities.

School Education

Discipline Teacher Education: Secondary

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) Students enrolled in 1652 1823 2804 2786 1843 4742 3756 or 6021 must have successfully completed 160 credit points

Equivalent Subjects EDUC 7002 - Professional Experience 3 TEAC 7139 - Secondary Professional Practice 3

Restrictions

Students must be enrolled in program 1714, 1848, 1652, 1823, 2804, 2786, 1843, 4742, 3756 or 6021. In addition, students enrolled in 1652, 1823, 2804, 2786, 1843, 4742, 3756 or 6021 must have passed 160 credit points to enrol in this unit

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Engage in critical and sustained reflection on their practice throughout the Professional Practice.
2. Integrate knowledge, understandings and skills relevant to teaching and learning in traditional and non-traditional educational settings.
3. Apply the requirements and responsibilities of all teachers / educators to the specific context of this Professional Practice.
4. Integrate personal learning experiences into the situation in which they will teach to promote student learning.
5. Demonstrate good communication skills and the ability to work effectively and contribute as part of a team of educators.
6. Display initiative and take responsibility for formulating a personal professional development plan.
7. Critically evaluate personal professional development and articulate this development through a written reflective response.

Subject Content

1. How diverse are educational settings? What are the implications of my setting for my future as a secondary school teacher?
2. What is outcomes-based education? Why is an outcomes-based approach relevant in any educational setting?
3. What role does critical reflection play in the professional development of teachers? How can I apply critical reflection to learn through my interactions with my setting?
4. What evaluation strategies can I use in my setting? How will these strategies help me to appraise the effectiveness of teaching and learning in my setting?
5. How do I prepare for a 30 hour professional practice in an educational learning context?

Special Requirements

Legislative pre-requisites

1. Students are required to complete the **two** components of the Working with Children Check (WWCC) process leading to (a) the issuance of a clearance number under the category of volunteer and (b) verification of the clearance number with the NSW Department of Education.
 - a) Students will need to:
 - i. Access the Commission for Children and Young People website and complete an online application form to generate an application number.
 - ii. Present an application number and identification to a Service NSW office who will issue a Working with Children Check number via mail or email.
 - iii. Submit the letter with a valid Working With Children Check number via WesternNow Student Portal. The document is trimmed and recorded as a Special Requirement on your academic record. WesternNow Student Portal link (https://wsu.service-now.com/student/?id=sc_cat_item&sys_id=9c8b61a2dbbed8504f58e434059619ed)
 - b) Students will need to:
 - i. Access the NSW Department of Education WWCC Verification declaration form <https://online.det.nsw.edu.au/jecpc/crc/wwcc.jsf>
 - ii. Carefully read the information about Identity Documents and obtain a copy of the relevant ID documents.
 - iii. Complete and submit the verification declaration form.
 - iv. Once your WWCC verification is complete you will receive an email reply from the DoE Probity Unit confirming your WWCC number has been verified.
 - v. Submit the verification confirmation email via WesternNow Student Portal. The document is trimmed and recorded as a Special Requirement on your academic record.
2. Students must complete the **two** components of the NSW Department of Education's Child Protection Awareness Training (CPAT)
 - a) Students will need to:
 - i. Access the NSW Department of Education's MyPL website <https://mypl.education.nsw.gov.au/>
 - ii. Complete the online Child Protection Awareness Training: Induction
 - iii. Save certificate of completion
 - iv. Submit certificate via WesternNow Student Portal
 - b) Students will need to:
 - i. Access the NSW Department of Education's MyPL website <https://mypl.education.nsw.gov.au/>
 - ii. Complete the Child Protection Awareness Training (CPAT): Annual Update for the calendar year
 - iii. Save certificate of completion
 - iv. Submit certificate via WesternNow Student Portal

Both certificates will be recorded on your student record as Special Requirements with the end date for the Annual CPAT recorded. The

CPAT: Annual Update will need to be renewed and submitted on an annual basis.

Students who have not completed both components of the Child Protection Awareness Training will need to withdraw from the subject.

3. Students must complete the ASCIA anaphylaxis e-training and submit their certificate to Submit certificate via WesternNow Student Portal.

4. Students must meet the Inherent Requirements for the Master of Teaching (Secondary) (<https://hbook.westernsydney.edu.au/programs/master-teaching-secondary/>).

5. From 2H/Spring 2022, students must be COVID-19 fully vaccinated as per the NSW Public Health Order and NSW Department of Education requirement. If a student is unable to be get an approved vaccination for medical reasons, they will need to approach their doctor who must complete a contraindication form available at: [covid-19-vaccine-contraindication.pdf](https://www.health.nsw.gov.au/Infectious/covid-19/vaccine/Documents/covid-19-vaccine-contraindication.pdf) (nsw.gov.au) (<https://www.health.nsw.gov.au/Infectious/covid-19/vaccine/Documents/covid-19-vaccine-contraindication.pdf>). Students to submit details of all vaccination doses or contraindication form via Western Now form for it to be recorded on their academic record.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Proposal	500 words	S/U	N	Individual
Practical	30 hours	S/U	Y	Individual
Reflection	500 words	S/U	N	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Christina Curry ([https://directory.westernsydney.edu.au/search/name/Christina Curry/](https://directory.westernsydney.edu.au/search/name/Christina%20Curry/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7108_22-AUT_KW_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Christina Curry ([https://directory.westernsydney.edu.au/search/name/Christina Curry/](https://directory.westernsydney.edu.au/search/name/Christina%20Curry/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7108_22-SPR_KW_D#subjects)

TEAC 7111 Professional Project

Credit Points 10

Legacy Code 102163

Coordinator Christine Johnston ([https://directory.westernsydney.edu.au/search/name/Christine Johnston/](https://directory.westernsydney.edu.au/search/name/Christine%20Johnston/))

Description Professional project enables students to engage in an intensive study of an aspect of work related learning in order to develop, implement or improve some aspect of current professional or personal practice. It provides opportunities for students to use research skills and related theory directly as they implement a practice-based research-informed project within their own areas of specialisation. Students will be required to consult, present 'work in progress' and prepare a final report for a suitable audience.

School Education

Discipline Teacher Education

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) TEAC 7115

Equivalent Subjects TEAC 7055 - Independent Studies – Practice in Context

Restrictions

Students must be enrolled in 1726 Master of Education (Leadership), 1720 Master of Inclusive Education or 1723 Master of Education (Social Ecology). Students enrolled in Graduate Certificates in School of Education programs are not permitted to enrol in this subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse their own personal or professional practice;
2. Identify theoretical assumptions underpinning the areas and issues in the study;
3. Evaluate research literature and determine its relevance for practice;
4. Implement a project which applies research skills to develop or improve current practice;
5. Critique the project and its links to the disciplinary field

Subject Content

Unit content will be individualised according to the students' project needs. Specific project content, negotiated with peers and lecturers/mentors, should be directly relevant to and enhancing their personal professional knowledge practice.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Task	Presentation: 20 minutes to present & 1,500 words AND Report: 3500 words; OR Project: 5,000 words	100	N	Individual

Teaching Periods

Autumn

Online

Online

Subject Contact Christine Johnston ([https://directory.westernsydney.edu.au/search/name/Christine Johnston/](https://directory.westernsydney.edu.au/search/name/Christine%20Johnston/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7111_22-AUT_ON_0#subjects)

Spring

Online

Online

Subject Contact Christine Johnston ([https://directory.westernsydney.edu.au/search/name/Christine Johnston/](https://directory.westernsydney.edu.au/search/name/Christine%20Johnston/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7111_22-SPR_ON_0#subjects)

TEAC 7112 Prosocial Learning Environments

Credit Points 10

Legacy Code 101105

Coordinator Yvette Barton ([https://directory.westernsydney.edu.au/search/name/Yvette Barton/](https://directory.westernsydney.edu.au/search/name/Yvette%20Barton/))

Description From 2020 students should note that core units are now taught in semesters rather than half yearly sessions. Educators have a key responsibility for guiding and leading children in the development of self-discipline, moral autonomy, and a sense of social belonging and wellbeing while acknowledging developmental needs, pluralistic community values, expectations, standards, norms and rules. Despite increased knowledge of child development and children's social and cultural contexts, the guidance and management of children's behaviour remains a contentious area for educators, parents and children. This subject will provide students with the opportunity to focus in depth on a range of approaches to behaviour, social interactions and guidance, to reflect on the impact of these approaches on children's development and learning, and to critically evaluate their personal and professional dispositions regarding behaviour and guidance. The subject also focuses on the design of learning environments that promote engaged learning and a positive physical and socio-emotional climate.

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled 1691 Master of Teaching (Birth ? 5 Years / Birth ? 12 Years), 1670 Bachelor of Education (Birth ? 5 Years) or 1783 Master of Teaching (Birth-5 Years/Birth-12 Years).

Learning Outcomes

1. Evaluate theories related to learning prosocial behaviours that include consideration of developmental continuums, individual and socio-cultural differences and behaviour and identify strategies for accommodating this diversity.

2. Explain the importance of children's mental health and sense of wellbeing for their overall development and learning.
3. Explain the importance of children's understandings of themselves and others and children's capacity to make informed life choices.
4. Describe the impact of guidance strategies and techniques on children's learning, wellbeing and self-concept development.
5. Evaluate the impact of environmental factors on individual and group behaviour in educational settings and organise learning environments in ways that promote positive behaviours.
6. Explain personal and professional dispositions and preferences in relation to learning and teaching, with a particular emphasis on monitoring and guiding children's behaviour.
7. Generate a defensible, scholarly position regarding professional approaches to behaviour and guidance of individuals and groups of children.
8. Utilise a repertoire of strategies to promote positive interactions and guide children's behaviour and examine the implications of these strategies for individual and group management.

Subject Content

1. Social and emotional needs of children and adults.
2. Diversity in children's family and community contexts, learning and behavioural styles: need for contextually and culturally appropriate guidance and individualised guidance for children with additional needs.
3. The impact of families on children's learning, behaviour and development; family roles and social issues; family dynamics and the implications of these for children's learning and behaviour.
4. Strategies to assist children to make informed lifestyle choices.
5. Developmental factors associated with typical behaviours of children, e.g. social cognition; memory and perception; temperament; moral development; self-concept development.
6. Critique of theoretical models of guiding and managing children's behaviour, e.g. control (Dobson, Canter, Jones); management (Rogers, Dreikurs, Glasser); influence (Gordon); analysis of related assumptions and strategies; impact on adult-child relationships and children's self-concept.
7. Professional approaches to guiding children's behaviour – analysis of eclecticism as selective and combined use of techniques and strategies; unintended and intended outcomes of eclecticism; mixed models of behaviour guidance; implications of an eclectic approach for teaching and learning.
8. Constructive guidance and behaviour management policies - critical assessments of theoretical models; focused understanding of individual, group and community needs; developing professionally sound, philosophically cohesive and practical policies; school/service professional development program.
9. Behavioural assessment – purpose, approaches, legal implications, involvement of children and parents.
10. The impact of physical and human environments on learning and on prosocial behaviours: designing learning environments that promote a positive physical and socio-emotional climate

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	2,000 words	50	N	Individual
Report	2,000 words	50	N	Individual

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Yvette Barton ([https://directory.westernsydney.edu.au/search/name/Yvette Barton/](https://directory.westernsydney.edu.au/search/name/Yvette%20Barton/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7112_22-AUT_BA_D#subjects)

TEAC 7114 Research and Professional Practice

Credit Points 10

Legacy Code 102100

Coordinator Beatriz Cardona ([https://directory.westernsydney.edu.au/search/name/Beatriz Cardona/](https://directory.westernsydney.edu.au/search/name/Beatriz%20Cardona/))

Description From 2020 students should note that core units are now taught in semesters rather than half yearly sessions. This unit aims to develop students' capacity to reflect on and develop their teaching practice and professional identity as practitioner researchers. Vital to this process is the capacity to use research to interpret current educational contexts and the implications for their role as teachers. Students will explore research processes including data collection, analysis techniques and the processes that experienced researchers take in order to ensure their research is valid, reliable, ethical, useful and socially responsible. Contemporary theories as well as social, cultural, economic and political structures important to the role and work of teachers will also be critically reviewed. In this unit students will challenge established, historical conceptualisations of 'teacher' to develop their own understanding of this role in contemporary, early childhood and primary education contexts.

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 1691 Master of Teaching (Birth-5 Years/ Birth-12 Years) or 1783 Master of Teaching (Birth-5 Years/Birth-12 Years)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Engage critically with contemporary literature about research and education research debates.
2. Discuss the research process and the role of each step of the process for quality research.
3. Analyse the key factors (including historical perspectives) influencing the practice and identities of teachers in contemporary multicultural and Aboriginal and Torres Strait Islander educational contexts.
4. Articulate key arguments about educational discourse and their implications for education birth ? 12 years.
5. Advocate for the early childhood sector and make informed comment on the educational landscape.

6. Communicate the importance of the research process for professional identity and practice.

Subject Content

The value of engaging with educational research.

The strategies for locating and critically evaluating peer reviewed educational research.

The social, cultural, economic and political structures important to the role and identity of teachers.

Research processes: research design, data analysis and ethical issues. Research on the key factors (including historical perspectives) of contemporary teaching and learning.

Accountability requirements and their impact on professional practice and identities.

Engaging with research literature as a way to continually refine one's understanding of the role and work of teachers.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Literature Review	2000 words	50	N	Individual
Applied Project	2000 words	50	N	Individual

Prescribed Texts

Bolshaw, P., & Josephidou, J. (2019). *Introducing Research in Early Childhood*. Sage Publications.

Retrieved from <http://ezproxy.uws.edu.au/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=2691306&site=ehost-live&scope=site>

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Beatriz Cardona ([https://directory.westernsydney.edu.au/search/name/Beatriz Cardona/](https://directory.westernsydney.edu.au/search/name/Beatriz%20Cardona/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7114_22-AUT_BA_D#subjects)

TEAC 7115 Researching Practice

Credit Points 10

Legacy Code 101656

Coordinator Susanne Gannon ([https://directory.westernsydney.edu.au/search/name/Susanne Gannon/](https://directory.westernsydney.edu.au/search/name/Susanne%20Gannon/))

Description This unit enables students to engage in research practice in their area of professional interest or specialisation. Students will develop deep insight into the application of research in practice contexts and diverse research methodologies appropriate to practitioner research. They will develop skills in analysing, critiquing, and synthesising the literature in a relevant research area. Evaluation of research literature will be the basis for planning a self-directed

professional project that employs identifiable research methods and tools to address a question of personal and/ or professional relevance.

School Education

Discipline Teacher Education

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Must be enrolled in 1714 Master of Teaching (Secondary); 1726 Master of Education (Leadership), 1720 Master of Inclusive Education, 1723 Master of Education (Social Ecology), 1847 Master of Education (STEM), 1888 Master of Education (Leadership and Management), 1911 Master of Education or 1912 Graduate Certificate in Professional Practice.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify areas of inquiry in a personal or professional context;
2. Analyse issues of research process, design and implication;
3. Critique theories underpinning methodologies in practitioner-oriented research;
4. Apply qualitative, quantitative and/ or mixed-method approaches to practice-based research;
5. Demonstrate skills and knowledge involved in conducting academic inquiry;
6. Evaluate research literature and determine its relevance;
7. Critically reflect on own practice/experience and relationship to evidence from the field

Subject Content

1. Explore a range of mixed-methods approaches to practitioner-oriented research methodologies and methods;
2. Articulate a researchable thematic concern, problem or area of investigation relevant to the student's life/work;
3. Scope a working interpretation of the identified area of professional practice and use it as a framework for designing and conducting research;
4. Conduct a comprehensive and focussed literature search and write a critical review, analysing and synthesising literature relevant to the research;
5. Prepare a preliminary research plan that includes a consideration of ethical research practices.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Literature Review	2,500 words	50	N	Individual
Proposal	2,500 words	50	N	Individual

Teaching Periods

Autumn

Online

Online

Subject Contact Susanne Gannon ([https://directory.westernsydney.edu.au/search/name/Susanne Gannon/](https://directory.westernsydney.edu.au/search/name/Susanne%20Gannon/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7115_22-AUT_ON_O#subjects)

Spring

Online

Online

Subject Contact Susanne Gannon ([https://directory.westernsydney.edu.au/search/name/Susanne Gannon/](https://directory.westernsydney.edu.au/search/name/Susanne%20Gannon/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7115_22-SPR_ON_O#subjects)

TEAC 7116 Researching STEM Education for Future Leadership

Credit Points 10

Legacy Code 102512

Coordinator Nathan Berger ([https://directory.westernsydney.edu.au/search/name/Nathan Berger/](https://directory.westernsydney.edu.au/search/name/Nathan%20Berger/))

Description From 2020 students should note that core units are now taught in semesters rather than half yearly sessions. This unit seeks to redefine and inform practice about what it means to be a contemporary STEM teacher by engaging with literature on a specific research topic in STEM education and designing and implementing a research project in a team on that area of STEM education. The focus is also on the role of teacher/practitioner-research as central to professional learning in contemporary education. The central role of practitioner research in the practice of future STEM educational leaders is emphasised. Students will also be required to complete evidence-gathering in an e-portfolio to demonstrate they meet the Australian Professional Standards for Teachers at: <http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list>.

School Education

Discipline Teacher Education, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) TEAC 7121

Restrictions

Students must be enrolled in the program 1714 M Teaching (Secondary) or 1848 Master of Teaching (Secondary) STEM. These students are required to have completed 120 Credit Points from within the Master of Teaching. Or students must be enrolled in 1882 Graduate Certificate in Secondary STEM Education or 1887 Graduate Certificate in Primary STEM Education.

Assumed Knowledge

Students will require a knowledge of STEM education.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the role of relevant and appropriate professional learning in STEM education and the role of research in that professional learning.
2. Investigate the roles of future leaders in understanding what is required to effect valuable innovation in STEM education.
3. Locate and select relevant research literature to investigate a particular research question in STEM education.
4. Analyse key ideas, assumptions and domains of knowledge in the literature around a research question.
5. Identify appropriate research methods and design in the literature relevant to a particular research question in STEM education.
6. Demonstrate understanding of the ethical frameworks impacting on research in education.
7. Critically apply appropriate forms of data collection and data analysis to a research design on STEM education.

Subject Content

How can an orientation to research be part of the culture of contemporary STEM education and contemporary professional learning?

How is research a central role in contemporary teacher professional learning?

What is the place of research in the practice of future STEM education leaders?

What evidence-based research informs actions / responsibilities / dimensions that characterise effective STEM education in contemporary times?

What modes of research are commonly used in practitioner research in education (e.g. text analysis, action research, case studies, surveys)?

How is research on a nominated key problem or research question in contemporary STEM education best designed, carried out and analysed?

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
1a. Collaborative identification of a research question and discussion of its importance	500 words (submitted by each member of group)	10	N	Individual
1b. Professional Task Literature Review	1,500 words	40	N	Individual
Report on research project	3,000 words	50	N	Individual

Submit e-portfolio	Course capstone task	S/U	Y	Individual
--------------------	----------------------	-----	---	------------

Teaching Periods

Spring Penrith (Kingswood)

Day

Subject Contact Nathan Berger ([https://directory.westernsydney.edu.au/search/name/Nathan Berger/](https://directory.westernsydney.edu.au/search/name/Nathan%20Berger/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7116_22-SPR_KW_D#subjects)

TEAC 7119 Researching and Developing Engaging Pedagogies

Credit Points 10

Legacy Code 102075

Coordinator Eva Vass ([https://directory.westernsydney.edu.au/search/name/Eva Vass/](https://directory.westernsydney.edu.au/search/name/Eva%20Vass/))

Description This subject builds on the interplay between research and practice. It extends students' understanding of the processes and uses of participatory action research, also known in this context as teacher-based inquiry. It reviews theories on engaging practices in diverse professional contexts, with a focus on working with students from low socio-economic backgrounds, Aboriginal and Torres Strait Island learners and students who have English as an additional language or dialect (EAL/D). It also reviews pedagogic approaches linked to 21st century education. It challenges students to inquire into and reflect upon their professional practice and develop engaging classroom pedagogies and assessment practices in the area of their primary teaching specialisation (English, Mathematics or Science and Technology). The unit expands students' research skills through the critical review and application of various approaches to document, measure and evaluate student engagement. In line with NESA primary teaching specialisation requirements, students must apply these research skills and understandings to their school, classroom context and selected curriculum area specialisation.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) TEAC 7154 - Professional Experience 1 and TEAC 7141 - Teaching and Learning in Classrooms

Restrictions

Students must be enrolled in 1663 or 1781 Master of Teaching (Primary).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse contemporary approaches to teaching and learning, with a specific focus on issues and practices surrounding student engagement;

2. Explore pedagogic approaches linked to 21st century teaching and learning practices and review their value and relevance for student engagement;
3. Engage in professional self-reflection to identify issues in practice which warrant further exploration;
4. Interrogate their own teaching and identify strategies for future action in regards to student engagement;
5. Use relevant methodological literature to develop their own methodological design to measure and evaluate student engagement.

Subject Content

- Issues surrounding student engagement and motivation from sociological and psychological perspectives
- 21st century teaching and learning approaches including emerging and innovative pedagogies and how these relate to student engagement
- Classroom environments and processes supporting engaging Teaching and learning experiences, with A focus on students from low socio-economic, EAL/D and Aboriginal and Torres Strait Islander backgrounds
- The use and value of Participatory action research in education and Continuing professional development
- Critiquing personal and professional Teaching practices
- The use of student data to document, measure and Evaluate student engagement
- The symbiotic relationship between theory, research and practice

Inherent Requirements

Students must meet the Inherent Requirements for the Master of Teaching (Primary) (<https://hbook.westernsydney.edu.au/programs/master-teaching-primary/>)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Essay	2,000 words	50	N	Individual
Presentation	15 minute recorded presentation	50	N	Individual

Prescribed Texts

- Munns, G., Sawyer, W., & Cole, B. (Eds.). (2013). Exemplary teachers of students in poverty. Retrieved from: <http://lib.myilibrary.com.ezproxy.uws.edu.au/Open.aspx?id=423270>

Teaching Periods

Autumn Bankstown

Day

Subject Contact Eva Vass ([https://directory.westernsydney.edu.au/search/name/Eva Vass/](https://directory.westernsydney.edu.au/search/name/Eva%20Vass/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7119_22-AUT_BA_D#subjects)

Spring Bankstown

Day

Subject Contact Eva Vass ([https://directory.westernsydney.edu.au/search/name/Eva Vass/](https://directory.westernsydney.edu.au/search/name/Eva%20Vass/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7119_22-SPR_BA_D#subjects)

TEAC 7120 STEM Pedagogies in Practice

Credit Points 10

Legacy Code 102511

Coordinator Erin Mackenzie ([https://directory.westernsydney.edu.au/search/name/Erin Mackenzie/](https://directory.westernsydney.edu.au/search/name/Erin%20Mackenzie/))

Description The purpose of this unit is for students to gain exposure to authentic contexts for integrating science, technology, engineering and mathematics and to develop knowledge and skills with designing and implementing STEM learning experiences. Students will have the opportunity to complete an authentic interdisciplinary STEM task, and draw upon this experience to design and implement interdisciplinary STEM learning activities aligned to syllabus outcomes. This unit will allow students to simulate and evaluate the teaching practices associated with high-quality interdisciplinary STEM lessons, and collaborate with peers who have expertise in different STEM disciplines.

School Education

Discipline Teacher Education, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Assumed Knowledge

It is assumed that students will have some knowledge of STEM based pedagogies, for example design thinking, project based learning, and case based instruction.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse essential features of authentic interdisciplinary STEM contexts
2. Critique the design of tasks that require learners to draw upon the STEM disciplines
3. Apply interdisciplinary pedagogies to the design of STEM learning experiences
4. Implement a STEM learning experience aligned to primary or secondary-level syllabus outcomes
5. Evaluate the classroom teaching practices of an interdisciplinary STEM lesson

Subject Content

Authentic STEM contexts

Authentic STEM tasks

Applying interdisciplinary STEM pedagogies

Designing interdisciplinary STEM learning experiences

Classroom teaching practices for interdisciplinary STEM lessons

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Simulation	1500 words	30	N	Individual
Professional Task	1000 words & 30 minutes	50	N	Individual
Report	1,000 words	20	N	Individual

Teaching Periods

Autumn

Online

Online

Subject Contact Erin Mackenzie ([https://directory.westernsydney.edu.au/search/name/Erin Mackenzie/](https://directory.westernsydney.edu.au/search/name/Erin%20Mackenzie/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7120_22-AUT_ON_O#subjects)

TEAC 7121 STEM foundations

Credit Points 10

Legacy Code 102508

Coordinator Mary Southall ([https://directory.westernsydney.edu.au/search/name/Mary Southall/](https://directory.westernsydney.edu.au/search/name/Mary%20Southall/))

Description This unit will enable students to engage with knowledge of research-based integrated approaches to the teaching of science, technology, engineering and mathematics in schools. Students will learn about interdisciplinary methods for STEM learning, including project based learning and design thinking. The unit will allow students to undertake a critical examination of innovative, interdisciplinary approaches to curriculum development and relevant pedagogical strategies to maximise student learning and engagement with STEM disciplines.

School Education

Discipline Teacher Education, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in a postgraduate program.

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate a critical understanding of theoretical constructs underlying STEM curriculum development as it relates to classroom teaching practice and student learning.
2. Create and evaluate interdisciplinary STEM units

3. Demonstrate a critical understanding of project based learning as a pedagogical strategy for STEM learning.
4. Incorporate design thinking into STEM curriculum integration and development.
5. Critically reflect upon the use of action research to evaluate STEM teaching practices.

Subject Content

K-12 STEM research
 Teachers as action researchers
 Interdisciplinary curriculum development
 Project Based learning
 Design thinking

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Critical Review	1,500 words	40	N	Individual
Professional Task	2,500 words	60	N	Individual

Teaching Periods

Autumn

Online

Online

Subject Contact Mary Southall ([https://directory.westernsydney.edu.au/search/name/Mary Southall/](https://directory.westernsydney.edu.au/search/name/Mary%20Southall/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7121_22-AUT_ON_O#subjects)

TEAC 7122 Science for Contemporary Learners

Credit Points 10

Legacy Code 102485

Coordinator Karina Mckoy ([https://directory.westernsydney.edu.au/search/name/Karina Mckoy/](https://directory.westernsydney.edu.au/search/name/Karina%20Mckoy/))

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

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in 1845 Graduate Certificate in Primary Science Education; 1847 Master of Education (STEM); 1887 Graduate Certificate in STEM Education or 1911 Master of Education.

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Discuss how young learners develop knowledge to explain the natural world
2. Evaluate alternative conceptions related to primary science topics
3. Synthesize research-based strategies for confronting alternative conceptions
4. Apply inquiry-based pedagogical models to primary technology syllabus outcomes
5. Design primary science learning experiences that incorporate creativity, coding, and authentic scientific practices
6. Integrate appropriate technologies into primary science instruction

Subject Content

1. Understanding big ideas in the primary science curriculum
2. Constructivist frameworks for learning science
3. The role of inquiry, creativity, coding, and scientific practices in learning and teaching primary science
4. The relationship between science and technology in primary education
5. Technologies in primary science education
6. Lesson and unit planning in primary science education

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	2,000 words	50	N	Individual
Professional Task	2,000 words	50	N	Individual

Teaching Periods

Autumn**Online****Online**

Subject Contact Karina Mckoy ([https://directory.westernsydney.edu.au/search/name/Karina Mckoy/](https://directory.westernsydney.edu.au/search/name/Karina%20Mckoy/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7122_22-AUT_ON_0#subjects)

TEAC 7123 Secondary Curriculum 1A

Legacy Code 102087

Coordinator Erika Smith ([https://directory.westernsydney.edu.au/search/name/Erika Smith/](https://directory.westernsydney.edu.au/search/name/Erika%20Smith/))

Student Contribution Band**Assumed Knowledge**

Students will be expected to have completed at least two-thirds of the NSW Education Standards Authority first teaching area requirement (a minimum of six relevant undergraduate/postgraduate subjects with no more than two subjects at Level 1 and at least two subjects at Level 3).

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	2,000 Words	50	N	Individual
Portfolio	2,000 Words (Portfolio)	50	N	Individual

Teaching Periods

TEAC 7124 Secondary Curriculum 1B

Legacy Code 102088

Coordinator Erika Smith ([https://directory.westernsydney.edu.au/search/name/Erika Smith/](https://directory.westernsydney.edu.au/search/name/Erika%20Smith/))

Student Contribution Band**Assumed Knowledge**

Students will be expected to have completed at least one-half of the NSW Education Standards Authority's second teaching area requirement (a minimum of four relevant undergraduate/postgraduate subjects with no more than two subjects at Level 1).

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task: Individual Assessment	2,000 words	50	N	Individual
Portfolio	2,000 words (Portfolio) OR 2hrs (Short Answers)	50	N	Individual

Teaching Periods

TEAC 7125 Secondary Curriculum 1C

Legacy Code 102089

Coordinator Kay Carroll ([https://directory.westernsydney.edu.au/search/name/Kay Carroll/](https://directory.westernsydney.edu.au/search/name/Kay%20Carroll/))

Student Contribution Band

Assumed Knowledge

Students will be expected to have completed at least one-half of the NSW Education Standards Authority's second teaching area requirement (a minimum of four relevant undergraduate/postgraduate units with no more than two subjects at Level 1).

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Task	2,000 words	50	N	Individual
Portfolio	2,000 words	50	N	Individual

Teaching Periods

TEAC 7126 Secondary Curriculum 2A

Legacy Code 102090

Coordinator Erika Smith ([https://directory.westernsydney.edu.au/search/name/Erika Smith/](https://directory.westernsydney.edu.au/search/name/Erika%20Smith/))

Student Contribution Band

Assumed Knowledge

Students will be expected to have completed at least two-thirds of the NSW Education Standards Authority, Teaching and Educational Standards first teaching area requirement (a minimum of six relevant undergraduate/postgraduate units with no more than two subjects at Level 1).

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Task	2,000 words	50	N	Individual
Portfolio	2,000 words	50	N	Individual

Teaching Periods

TEAC 7127 Secondary Curriculum 2B

Legacy Code 102091

Coordinator Kay Carroll ([https://directory.westernsydney.edu.au/search/name/Kay Carroll/](https://directory.westernsydney.edu.au/search/name/Kay%20Carroll/))

Student Contribution Band

Assumed Knowledge

Students will be expected to have completed at least one-half of the NSW Education Standards Authority Teaching and Educational Standards second teaching area requirement (a minimum of four relevant undergraduate/postgraduate units with no more than two subjects at Level 1).

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Task	2,000 words	50	N	Individual
Portfolio	2,000 words (Portfolio)	50	N	Individual

Teaching Periods

TEAC 7128 Secondary Curriculum 2C

Legacy Code 102092

Coordinator Kay Carroll ([https://directory.westernsydney.edu.au/search/name/Kay Carroll/](https://directory.westernsydney.edu.au/search/name/Kay%20Carroll/))

Student Contribution Band

Assumed Knowledge

Students will be expected to have completed at least one-half of the NSW Education Standards Authority second teaching area requirement (a minimum of four relevant undergraduate/postgraduate units with no more than two subjects at Level 1).

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Task	2,000 words	50	N	Individual
Portfolio	2,000 words	50	N	Individual

Teaching Periods

TEAC 7140 TESOL Methodology and Curricula

Credit Points 20

Legacy Code 101697

Coordinator Milena Ilisevic ([https://directory.westernsydney.edu.au/search/name/Milena Ilisevic/](https://directory.westernsydney.edu.au/search/name/Milena%20Ilisevic/))

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

School Humanities & Comm Arts

Discipline English as a Second Language Teaching

Student Contribution Band HECS Band 1 20cp

Level Postgraduate Coursework Level 7 subject

Incompatible Subjects LGYA 0753 - TESOL Methodology LGYA 0746 - TESOL Curriculum Development

Restrictions

Students must be enrolled in a postgraduate program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate the theory and practice of effective English language teaching and curricula in Australian and international contexts;
2. Demonstrate skills in managing the language learning process in classroom and self-access settings;
3. Critically analyse, design and adapt language teaching resources and curricula for use in a range of settings;
4. Design, implement and evaluate effective syllabus and curricula, incorporating needs and equity analysis, for a range of learner types, including adult learners; and
5. Critically reflect on their own practice as language teachers.

Subject Content

Teaching the macro language skills of speaking, listening writing, reading

Planning, sequencing and evaluating language learning events

Managing the language learning classroom

Developing language teaching resources

Contexts of language curriculum development in Australia and internationally

Analysis of the process of teaching English as a second or other language, including needs analysis, syllabus design, methods of student assessment

Effective teaching strategies and critical self-reflection, including action research

Approaches to curriculum evaluation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Essay	3,000 words	40	N	Individual
Essay	3,000 words	40	N	Individual
Presentation	15 minutes	20	N	Individual

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Dariush Izadi ([https://directory.westernsydney.edu.au/search/name/Dariush Izadi/](https://directory.westernsydney.edu.au/search/name/Dariush%20Izadi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7140_22-AUT_PC_D#subjects)

Spring

Parramatta City - Macquarie St

Day

Subject Contact Milena Ilisevic ([https://directory.westernsydney.edu.au/search/name/Milena Ilisevic/](https://directory.westernsydney.edu.au/search/name/Milena%20Ilisevic/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7140_22-SPR_PC_D#subjects)

TEAC 7141 Teaching and Learning in Classrooms

Credit Points 10

Legacy Code 102076

Coordinator Kellie Jorda ([https://directory.westernsydney.edu.au/search/name/Kellie Jorda/](https://directory.westernsydney.edu.au/search/name/Kellie%20Jorda/))

Description From 2020 students should note that core units are now taught in semesters rather than half yearly sessions. This unit is designed to prepare students for their role as active, thoughtful leaders of learning environments for primary students. Students will come to an understanding of their trajectory as professional learners as they develop a deeper understanding of who they are as teachers. The portfolio that they begin in this unit will be a vehicle for them to reflect deeply on their emerging skills and understandings and will be part of their development of a critical perspective of their practice as a teacher. Building on previous understanding about how children learn the students will plan lesson sequences using a range of teaching strategies. The unit will familiarise students with the processes needed to implement the mandated national and state curriculums in their unique classrooms with the diversity of students with whom they are working. A study of techniques to create safe and well managed learning environments where school students feel a sense of ownership of their learning will aid successful completion of the associated practicum unit. The practice of continuous assessment, planning, implementation and reflection that is the curriculum cycle will provide an organising principle around which the understandings gained in the curriculum units can be built.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) TEAC 7097 OR
TEAC 7154

Equivalent Subjects TEAC 7069 - Learning for Teaching

Restrictions

Students must be enrolled in 1663 or 1781 Master of Teaching (Primary)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Implement teaching strategies that meet the needs of classroom learners from diverse backgrounds and who have a range of learning needs and abilities.
2. Identify the requirements of the practice of teaching through an examination of the curriculum planning and implementation and assessment cycle, including the use of software for profiling and reporting, lesson preparation and class administration.
3. Apply a range of teaching strategies, using digital and traditional resources, to match the learning needs of the children with whom they will be working.
4. Apply principles from theoretical models of discipline to promote positive behaviours for learning and so identify a range of approaches to managing student behaviour and promoting their wellbeing in classrooms.
5. Examine the thoughtful creation of safe classroom environments that promote student engagement and positive learning cultures.
6. Evaluate the role of a range of assessment practices that consistently interpret available data and facilitate feedback to students and parents.
7. Use appropriate data collection methods to assist student teachers to plan and reflect on their classroom practices and to develop a learning portfolio that responds to the Australian Professional Standards for Teachers.
8. Review the skills and understanding required to contribute to educational communities of practice within schools and in broader contexts.
9. Engage in critical reflection of their teaching practice with their peers through the exploration of the links between personal philosophy and practice.

Subject Content

1.?? Teaching and Learning taking into account: the teaching and learning cycle, evolving curriculum contexts, student learning needs and the creation of positive learning environments over a longer term.
2.?? Australian Professional Standards for Teachers as benchmarks by which teachers are judged in their professional practice. Use of reflective evidence collection about personal teaching practices to begin the creation of a learning portfolio

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	2,000 Words	40	N	Individual
Portfolio	2,500 Words	60	N	Individual

Prescribed Texts

- Teaching: Making A Difference

By: Rick Churchill, Tiffani Apps, Jantiena Batt, Karley Beckman, Peter Grainger, Amanda Keddie, Will Let

Publisher: John Wiley & Sons Australia
PRINT ISBN: 9780730391777, 0730391779
ETEXT ISBN: 9780730391784, 0730391787
Edition: 5th
Copyright year: 2022

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Kellie Jorda ([https://directory.westernsydney.edu.au/search/name/Kellie Jorda/](https://directory.westernsydney.edu.au/search/name/Kellie%20Jorda/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7141_22-AUT_BA_D#subjects)

WSU Online TRI-1

Wsu Online

Online

Subject Contact Kellie Jorda ([https://directory.westernsydney.edu.au/search/name/Kellie Jorda/](https://directory.westernsydney.edu.au/search/name/Kellie%20Jorda/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7141_22-OT1_OW_0#subjects)

Spring

Bankstown

Day

Subject Contact Kellie Jorda ([https://directory.westernsydney.edu.au/search/name/Kellie Jorda/](https://directory.westernsydney.edu.au/search/name/Kellie%20Jorda/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7141_22-SPR_BA_D#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Kellie Jorda ([https://directory.westernsydney.edu.au/search/name/Kellie Jorda/](https://directory.westernsydney.edu.au/search/name/Kellie%20Jorda/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7141_22-OT3_OW_0#subjects)

TEAC 7142 Teaching and Learning with Adults

Credit Points 10

Legacy Code 102155

Coordinator Michele Simons ([https://directory.westernsydney.edu.au/search/name/Michele Simons/](https://directory.westernsydney.edu.au/search/name/Michele%20Simons/))

Description This subject explores the pedagogical issues which shape the ways in which teaching and learning for adults might be organised in a variety of contexts. It is suitable for leaders, teachers, tutors, trainers and other staff working in schools, organisations, workplaces and communities. The subject will draw upon a range of theoretical perspectives including approaches to learning, knowledge

and assessment, the relationship between organisational context, teaching and learning, and the role of the adult educator as a 'practical theorist'.

School Education

Discipline Teacher Education, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the scope and nature of adult education as a field of practice
2. Explore the relationship between learning and development across the lifespan
3. Demonstrate approaches to facilitating adult learning in contexts relevant to students' practice
4. Analyse the relationship between theory, practice and experience in the work of an educator

Subject Content

1. Purposes of adult learning; exploration of the concepts of theory, practice and experience and their relevance to the field of adult learning
2. The learning process; personal and social dimensions;
3. Theories of learning development; learning throughout life
4. The characteristics of an effective educator
5. Planning and preparing learning experiences from curricula/training packages/other frameworks for identifying adult learner needs
6. Teaching strategies (individual, group, workplace based, online)
7. Assessment and evaluation in adult settings

Teaching Periods

TEAC 7144 Technology Assisting Learning

Credit Points 10

Legacy Code 102154

Coordinator Samantha Hornery ([https://directory.westernsydney.edu.au/search/name/Samantha Hornery/](https://directory.westernsydney.edu.au/search/name/Samantha%20Hornery/))

Description Assistive technologies have the potential to meet a range of simple to complex needs for individuals with additional needs, and boost an individual's participation, communication, learning outcomes and quality of life. As such, professionals must develop both knowledge and skill in identifying and embedding appropriate technology into the assessment, goal-setting, teaching and evaluation cycle. Emphasis will be placed on demonstrating deep knowledge of the literature and demonstrating skills in assessment and instructional practices employing technology to support learning, communication, curricular, and instructional access either in a learning or natural setting. Students will be expected to critically examine the educational function and efficacy of communication technology, assistive technology, digital and multimedia text, or educational software.

School Education

Discipline Teacher Education: Special Education

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects TEAC 7077 - Multiliteracies and additional needs

Restrictions

Students must be enrolled in 1714 M Teaching (Secondary), 1720 Master of Inclusive Education; 1721 Graduate Certificate in Inclusive Education; 1726 Master of Education (Leadership) or 1723 Master of Education (Social Ecology).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critique current research on assistive technology to support learning and promote inclusive practices in educational settings and beyond
2. Assess the learning environment, curriculum and a child's participation so as to contribute to the decision-making process about which assistive technologies, programs or devices will support learning and inclusion
3. Evaluate the suitability of a range of assistive technologies, programs and devices to enhance equitable participation
4. Collaborate with families, professionals, other educators and teaching assistants to implement strategies consistently that embed appropriate assistive technologies within learning environments to promote learning and inclusion
5. Demonstrate leadership in implementing technologies to enhance the learner's continuity of learning between home and inclusive settings (or across environments) and through transitions to the next learning environment

Subject Content

1. Benefits and challenges of using assistive technology.
2. Evaluation of a range of digital media, computers, software, applications, programs and assistive technology and devices.
3. Assessment and decision-making to enhance inclusive teaching and learning using assistive technologies.
4. Collaboration to support integrated use of technology and continuity across environments.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay: Empirical review regarding the benefits and challenges of assistive technology	2,500 words	50	N	Individual

Report:	2,500 words	50	N	Individual
Assess learner's needs and propose and justify an Assistive Technology solution				

Teaching Periods

TEAC 7147 Theorising Play

Credit Points 10

Legacy Code 102104

Coordinator Yvette Barton ([https://directory.westernsydney.edu.au/search/name/Yvette Barton/](https://directory.westernsydney.edu.au/search/name/Yvette%20Barton/))

Description Play provides a foundation for children's development, learning and wellbeing in the early years. An integral part of this subject will be the focus on inquiry, emphasising a critical approach to play and its pedagogical potential to facilitate children's development and wellbeing. Various theoretical orientations will be considered in the study of play. Further, the subject provides guidelines to educators for implementing play based curriculum, an integral component of The Early Years Learning Framework as well as the Health and Physical Education curriculum in the school years. Students will apply their knowledge of theory and research to undertake a case study of a child and make recommendations for practice.

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) Students enrolled in 1708 Bachelor of Arts (Pathway to Teaching Birth-5/Birth -12) or 6017 Diploma in Arts/Bachelor of Arts (Pathway to Teaching Birth-5/Birth-12) must have successfully completed 160 credit points

Equivalent Subjects TEAC 7085 Play development and learning

Restrictions

Students must be enrolled in 1708 Bachelor of Arts (Pathway to Teaching Birth-5/Birth -12), 1783 Master of Teaching (Birth-5 Years/ Birth-12 Years) or 6017 Diploma in Arts/Bachelor of Arts (Pathway to Teaching Birth-5/Birth-12).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate the importance of play for children's development, learning, health and wellbeing and their physical education.
2. Analyse the major theories and contemporary research relating to play, development and learning and the implications for early childhood educators.
3. Explain the diversity in children's play contexts, family values and practices and opportunities provided for children's play and the relevance of these for planning children's play in prior-to-school and school contexts.
4. Propose plans for children's play, development and learning, including active play, movement activities and games.

5. Apply a case study approach to understanding children's play, development and learning

Subject Content

1. Contemporary perspectives on play.
2. Classical and modern theories and research on play, development and learning and critique of developmentally and culturally appropriate play.
3. Play in a digital world.
4. Promoting health and physical education – being healthy, safe and active play, games, health-related physical activities, movement skills.
5. Diversity in play (age, gender, society, culture, socio-economic status, additional needs children).
6. Play for promoting holistic development (physical, cognitive, language, socio-emotional and spiritual developments).
7. Play and curriculum: Approaches to play-based curriculum.
8. Researching play, development and learning: A case study approach.
9. Play and pedagogy: Scaffolding play and appropriate adult and peer interventions.
10. Planning for play curriculum and environments: Documentation, planning and assessment of play and play environments

Inherent Requirements

Students must meet the Inherent Requirements for the Master of Teaching (Birth – 5 Years / Birth -12 Years).

The Master of Teaching (Birth – 5 Years / Birth – 12 Years) Inherent Requirements have been approved by Disability Services. The Inherent Requirements are currently available in the WSU Inherent Requirements website: https://www.westernsydney.edu.au/ir/inherent_requirements/inherent_requirements_for_teaching_courses_postgraduate/master_of_teaching_birth_to_5_yearsbirth_to_12_years (https://www.westernsydney.edu.au/ir/inherent_requirements/inherent_requirements_for_teaching_courses_postgraduate/master_of_teaching_birth_to_5_yearsbirth_to_12_years/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Critical Review	4 x 300 word reading responses	30	N	Individual
Quiz	Two online quizzes each worth 10% / Time: 45 minutes for each quiz	20	N	Individual
Case Study	2,000 words	50	N	Individual

Prescribed Texts

- Australian Curriculum, Health and Physical Education, Retrieved from <http://www.australiancurriculum.edu.au/health-and-physical-education/curriculum/f-10?layout=1>

- Fler, M. (2021). *Play in the early years* (3rd ed.). Port Melbourne, Australia: Cambridge University Press.

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Yvette Barton ([https://directory.westernsydney.edu.au/search/name/Yvette Barton/](https://directory.westernsydney.edu.au/search/name/Yvette%20Barton/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7147_22-AUT_BA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Yvette Barton ([https://directory.westernsydney.edu.au/search/name/Yvette Barton/](https://directory.westernsydney.edu.au/search/name/Yvette%20Barton/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7147_22-AUT_PS_D#subjects)

Spring

Bankstown

Day

Subject Contact Yvette Barton ([https://directory.westernsydney.edu.au/search/name/Yvette Barton/](https://directory.westernsydney.edu.au/search/name/Yvette%20Barton/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7147_22-SPR_BA_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Yvette Barton ([https://directory.westernsydney.edu.au/search/name/Yvette Barton/](https://directory.westernsydney.edu.au/search/name/Yvette%20Barton/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7147_22-SPR_PS_D#subjects)

TEAC 7148 Transformative Learning

Credit Points 10

Legacy Code 101658

Coordinator David Wright ([https://directory.westernsydney.edu.au/search/name/David Wright/](https://directory.westernsydney.edu.au/search/name/David%20Wright/))

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

School Education

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Provide evidence of understanding of learning as a social process that is profoundly influenced by prior assumptions, in the form of worldviews, belief and insights that are largely 'taken-for-granted',
2. Recognise that assumptions (or epistemologies) reflect personal values and ideologies constructed through personal, social and cultural relationships,
3. Critically analyse the epistemic origins, developments and systemic qualities of Education and its construction of individual epistemic perspectives (particularly as they relate to learning),
4. Effectively communicate learning about the critical relationship between changes in the world 'out there' and changes in personal understanding (cognitive systems) of processes of 'making meaning' of that world,
5. Critically analyse personal relationships to the assumptions, informed by learning systems, that (a) challenge, and (b) underpin ecological sustainability,
6. Analyse the relationships between social discontent, critical reflectivity, social learning processes, epistemic awareness and transformative learning,
7. Develop a policy response, in an area of personal significance, that reflects a transformative perspective upon learning

Subject Content

1. Epistemological foundations of learning;
2. Transformative learning theory and the experience of transformation;
3. The construction of learning through social-ecological experience
4. The communication of learning.
5. Social-ecological sustainability and learning;
6. Applications of transformative processes;
7. Transformative pedagogies

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Essay	2,500-3,000 words	40	N	Individual
Case Study	3,500-4,000 words	60	N	Individual

Teaching Periods

TEAC 7149 Understanding and Teaching Children

Credit Points 10

Legacy Code 102077

Coordinator Bettina Stevanovic ([https://directory.westernsydney.edu.au/search/name/Bettina Stevanovic/](https://directory.westernsydney.edu.au/search/name/Bettina%20Stevanovic/))

Description From 2020 students should note that core units are now taught in semesters rather than half yearly sessions. This unit is designed to facilitate prospective teachers to develop the dispositions and critical skills to create learning communities that are academically challenging, developmentally responsive, socially equitable and promote social and emotional wellbeing. The unit

highlights the interacting contributions of biology and environment to the development of children and explores how teachers' knowledge of this process informs their instructional strategies. Specifically, this unit examines a body of classic, as well as current theories, research and practice relating to the cognitive, physiological, and social/affective needs of children and focuses on the relevance of these for classroom practice. Particular emphasis is given to developing responsive teaching practices which promote social and emotional wellbeing of children and are underpinned by high-quality relationships which extend to include the valuing of families and the wider community.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) Students enrolled in 1651 Bachelor of Arts (Pathway to Teaching Primary) 1822 Bachelor of Arts (Pathway to Teaching Primary) Dean's Scholars 3756 Bachelor of Science (Pathway to Teaching Primary/Secondary) or 6019 Diploma in Arts Bachelor of Arts (Pathway to Teaching Primary) must have completed 160 credit points before enrolling in this subject

Restrictions

Note that only students enrolled at WSU Online may register in the WSU Online subjects offered at that location.

Students must be enrolled in 1663/1781 Master of Teaching (Primary), 3756 Bachelor of Science (Pathway to Teaching Primary/Secondary), 1822 Bachelor of Arts (Pathway to Teaching Primary) Dean's Scholars, 1651 Bachelor of Arts (Pathway to Teaching Primary) or 6019 Diploma in Arts/Bachelor of Arts (Pathway to Teaching Primary).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Assess instructional strategies designed to support students' learning and development as well as their motivation and engagement.
2. Apply an understanding of issues relating to children's development, giving regard for social and cultural differences.
3. Utilise evidence-based strategies which promote positive learning environments and support children's wellbeing and their development.
4. Evaluate external supports and programs to assist with the promotion and prevention of at-risk and marginalised children.
5. Develop an action plan underpinned by relevant theory and research to address the wellbeing and development needs of a child experiencing difficulties at school.

Subject Content

1.??? Development in context: Bronfenbrenner's ecological model

2.??? Learning, cognition and memory: Learning as a constructive process

-??????????? Information processing theories

-??????????? Metacognition and self-regulation

3.??? Learning in context: Theories of learning and their implications for instruction and constructing learning environments

-??????????? Behaviourism

-??????????? Social cognitive theory

-??????????? Constructivism

-??????????? Humanism

-??????????? Instructional strategies applied to learning in context

-??????????? Motivation and affect

-??????????? Learning and teaching preferences for Aboriginal and Torres Strait Islander peoples

4.??? Children's development and related needs in context:

-??????????? Cognitive, physiological, and social/affective develop

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Presentation	13 minute presentation in groups of 3.	20	N	Group
Presentation	4 mins for each individual section	30	N	Individual
Final Exam	2 hours	50	N	Individual

Prescribed Texts

- Margetts, K., & Woolfolk Hoy, A. (2018). Educational psychology (5th ed.). Melbourne, Victoria: Pearson Australia.

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Bettina Stevanovic ([https://directory.westernsydney.edu.au/search/name/Bettina Stevanovic/](https://directory.westernsydney.edu.au/search/name/Bettina%20Stevanovic/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7149_22-AUT_BA_D#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Marghi Ghezzi ([https://directory.westernsydney.edu.au/search/name/Marghi Ghezzi/](https://directory.westernsydney.edu.au/search/name/Marghi%20Ghezzi/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7149_22-OT2_OW_O#subjects)

Spring

Bankstown

Day

Subject Contact Bettina Stevanovic ([https://directory.westernsydney.edu.au/search/name/Bettina Stevanovic/](https://directory.westernsydney.edu.au/search/name/Bettina%20Stevanovic/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7149_22-SPR_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Bettina Stevanovic ([https://directory.westernsydney.edu.au/search/name/Bettina Stevanovic/](https://directory.westernsydney.edu.au/search/name/Bettina%20Stevanovic/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7149_22-SPR_KW_D#subjects)

TEAC 7150 Universal Design for Learning

Credit Points 10

Legacy Code 102150

Coordinator Annette Sartor ([https://directory.westernsydney.edu.au/search/name/Annette Sartor/](https://directory.westernsydney.edu.au/search/name/Annette%20Sartor/))

Description Developing the ability to meet the needs of a diverse group of learners within a flexible learning situation is critical to promote inclusion. This subject reviews multiple approaches and strategies employed (e.g. accommodation, adjustment, differentiation) and advocates for Universal Design for Learning to achieve this goal. Strategies are critiqued based on their capacity to enhance learning outcomes for individuals with additional needs and to advance inclusion. These analyses are then used to develop strategies and methods which can facilitate the learning and inclusion of individuals with a range of abilities, skills and needs. Students evaluate strategies, plan and reflect on a learning experience based on Universal Design for Learning.

School Education

Discipline Teacher Education: Special Education

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects TEAC 7048 - Inclusion in Practice

Restrictions

Students must be enrolled in 1714 Master of Teaching (Secondary), 1720 Master of Inclusive Education or 1721 Graduate Certificate in Inclusive Education

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply the principles of UDL to promote authentic learning for diverse learners.
2. Assess the effect of diversity within the educational setting for learning and teaching.
3. Implement practices that facilitate continuities between systems and settings.
4. Design programs that foster positive relationships between individuals with additional needs and their peers.
5. Establish effective, collaborative relationships with families, colleagues, and other professionals to optimise the planning, implementation and monitoring of learning experiences.
6. Document the learner's strengths and needs, and how these will be addressed within the educational setting.
7. Evaluate the effect of UDL on learner's development and belonging.
8. Reflect on personal and professional values, practices and skills to implement UDL.

Subject Content

1. Universal Design for Learning
2. Bronfenbrenner's ecological model, M2ECCA (Methods of instruction, Materials of instruction, Environment of the classroom,

Content of instruction, Collaboration, Assessment), EYLF (Early Years Learning Framework), Loreman's 7 pillars of support, Building Blocks, Ambrose's model of change

3. Adaptations and accommodations
4. Diversity and impact on learning
5. The social ecology of the educational setting
6. Considering the needs of the learner with a disability, their families, their peers and the educator in an inclusive setting (e.g., cooperative learning)
7. Differentiating teaching, learning and assessing to promote development and belonging for all individuals in the setting.
8. Collaboration for inclusion
9. Documenting the learner's strengths and needs, and progress
10. Developing an inclusion plan
11. Planning for transitions

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Essay	2500 words	50	N	Individual
Professional Task	2500 words	50	N	Individual

Teaching Periods

Autumn

Online

Online

Subject Contact Annette Sartor ([https://directory.westernsydney.edu.au/search/name/Annette Sartor/](https://directory.westernsydney.edu.au/search/name/Annette%20Sartor/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7150_22-AUT_ON_O#subjects)

TEAC 7151 Applied Mathematics and Science in Secondary STEM Education

Credit Points 10

Legacy Code 102764

Coordinator Les Vozzo ([https://directory.westernsydney.edu.au/search/name/Les Vozzo/](https://directory.westernsydney.edu.au/search/name/Les%20Vozzo/))

Description This unit develops in-service teachers' knowledge and skills in the application of mathematics and science in the STEM (science, technology, engineering and mathematics) disciplines. The unit content and assessments are designed to (1) build teachers' foundational skills in science/mathematics, and (2) build teachers' professional skills in the implementation of science/mathematics in their classrooms. A particular focus of the unit is how science/mathematics can be used to authentically integrate curriculum content from across the different STEM disciplines through inquiry- and problem-based learning, with the ultimate aim of enhancing student engagement and achievement in the STEM disciplines.

School Education**Discipline** Teacher Education: Secondary**Student Contribution Band** HECS Band 1 10cp**Level** Postgraduate Coursework Level 7 subject**Restrictions**

Must be enrolled in 1882 Graduate Certificate in Secondary STEM Education.

Assumed Knowledge

Students are assumed to be qualified secondary school teachers with classroom experience in delivering the NSW or Australian curriculum.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate foundational knowledge and skills in mathematics and science as applied in integrated secondary STEM education
2. Design teaching and learning sequences which apply mathematics and science as part of integrated STEM units in secondary school contexts.
3. Critically appraise the role of mathematics and science in creating authentic learning experiences for students in secondary school contexts, including through inquiry- and problem-based learning.

Subject Content

- development of An Understanding of mathematical and scientific content relevant to integrated STEM Teaching and learning in secondary schools.
- using mathematics and science to Create authentic learning experiences for secondary school students.
- application of effective mathematical and scientific pedagogy in secondary school contexts.
- inquiry- and Problem-based learning with science/mathematics in integrated STEM Teaching and learning.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task: Digital STEM Resource Development	2,000 words	50	Y	Individual
Essay: Resource Review and Critical Reflection	2,000 words	50	Y	Individual

Teaching Periods

Spring

Online

Online

Subject Contact Les Vozzo ([https://directory.westernsydney.edu.au/search/name/Les Vozzo/](https://directory.westernsydney.edu.au/search/name/Les%20Vozzo/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7151_22-SPR_ON_O#subjects)

TEAC 7152 Applied Robotics and Programming in Secondary STEM Education

Credit Points 10**Legacy Code** 102763

Coordinator Nathan Berger ([https://directory.westernsydney.edu.au/search/name/Nathan Berger/](https://directory.westernsydney.edu.au/search/name/Nathan%20Berger/))

Description This unit develops in-service teachers' knowledge and skills in the application of robotics and coding in the STEM (science, technology, engineering and mathematics) disciplines. The unit content and assessments are designed to firstly build teachers' foundational skills in robotics/coding, and secondly, build teachers' professional skills in the implementation of robotics/coding in their classrooms. A particular focus of the unit is how robotics/coding can be used to authentically integrate curriculum content from and across the different STEM disciplines through inquiry- and problem-based learning, with the ultimate aim of enhancing student engagement and achievement in the STEM disciplines.

School Education**Discipline** Teacher Education: Secondary**Student Contribution Band** HECS Band 1 10cp**Level** Postgraduate Coursework Level 7 subject**Restrictions**

Students must be enrolled in 1882 Graduate Certificate in Secondary STEM Education, 1847 Master of Education (STEM), 1911 Master of Education or 1714 Master of Teaching (Secondary).

Assumed Knowledge

Students are assumed to be qualified secondary school teachers with classroom experience in delivering the NSW or Australian curriculum.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate foundational knowledge and skills in both robotics and programming languages.
2. Design teaching and learning sequences which apply robotics and programming languages as part of integrated STEM units in secondary school contexts.
3. Critically appraise the role of robotics and programming languages in creating authentic learning experiences for students in secondary school contexts, through both inquiry- and problem-based learning.

Subject Content

- Robots and other programmable autonomous systems and their application in educational contexts.
- programming languages for The Creation of computer programs and The control of robotics and other autonomous systems.
- using robotics and coding to Create authentic learning experiences for school students.
- inquiry- and Problem-based learning with robotics/coding in integrated STEM Teaching and learning.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied Project	2,000 words	50	N	Individual
Professional Task	2,000 words	50	N	Individual

Teaching Periods

Autumn

Online

Online

Subject Contact Nathan Berger ([https://directory.westernsydney.edu.au/search/name/Nathan Berger/](https://directory.westernsydney.edu.au/search/name/Nathan%20Berger/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7152_22-AUT_ON_0#subjects)

TEAC 7153 Inclusive Education: Principles and Practices

Credit Points 10

Legacy Code 102746

Coordinator Kerry Staples ([https://directory.westernsydney.edu.au/search/name/Kerry Staples/](https://directory.westernsydney.edu.au/search/name/Kerry%20Staples/))

Description This unit examines the theoretical, legislative, ethical and policy frameworks that inform inclusive practices in early childhood and school settings. Inclusive principles and evidence-based practices will be critically analysed to identify best practice for assessment for learning, effective planning, teaching, monitoring, and evaluating learning when working with children and young people with a range of abilities and disabilities. The importance of establishing collaborative partnerships with families, educational professionals and community support services will be examined and the role of such partnerships in promoting social inclusion and enhanced learning outcomes, health and wellbeing for all children and young people determined.

School Education

Discipline Teacher Education, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects TEAC 7052 - Inclusive Practices TEAC 7053 - Inclusive Teaching for Effective Learning TEAC 7049 - Inclusive Education –Theory Policy and Practice

Restrictions

Students must be enrolled in one of the three following programs: 1714 Master of Teaching (Secondary) 1781 Master of Teaching (Primary) 1783 Master of Teaching (Birth-5 Years/Birth-12 Years) 1848 Master of Teaching (Secondary) STEM

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse theoretical, ethical, philosophical, legislative and policy frameworks underpinning inclusive practices.
2. Reflect on how community and personal assumptions, values and attitudes influence interactions, pedagogies and the provision of high-quality inclusive environments.
3. Critically assess the enablers and barriers to play and learning which facilitate access, meaningful participation, and social inclusion.
4. Apply knowledge of development, learning and dispositions to identify and refer children/students who would benefit from educational and community support services.
5. Design inclusion plans, personalised learning programs/ lessons, and differentiated curriculum, in partnership with families and other stakeholders, that promote authentic learning experiences, coordinated transitions and continuity of learning.
6. Create responsive physical and social environments, incorporating technology and resources that facilitate health, wellbeing and inclusion.

Subject Content

1. Children/students with disability and diverse learning needs in the context of their family, community and learning environment.
2. Theoretical, ethical, philosophical, legislative and policy frameworks for inclusive practices.
3. Personal and community assumptions, values and attitudes and the impact on the provision of high-quality inclusive practices for children and learners.
4. Enablers and barriers to learning and development: identification, assessment, and referral.
5. Design, implement, monitor and evaluate, personalised education, inclusion and transition plans, lessons, and programs.
6. Inclusive learning environments for diverse children and learners.
7. Teaching strategies and adjustment for inclusive play and learning.
8. Collaboration and partnership with families/caregivers and community support services and other stakeholders using family-centred/caregiver-centred and/or child/young people-centred approaches.
9. Incorporating technology and resources to enhance inclusive education and learning.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	600 words	10	N	Individual
Essay	1,500 words	40	N	Individual

Applied 2,000 words 50 N Individual Project

Prescribed Texts

- Primary and Secondary Text: Foreman, P, & Arthur-Kelly, M, (2017). Inclusion in action (5th edition). South Melbourne, Vic: Cengage Learning Australia.
- Birth ? Five Years/Birth ? 12 Years Text: Cologon, K. (Ed.). (2014). Inclusive education in the early years: Right from the start. South Melbourne, Victoria: Oxford University Press.
- Primary and Secondary Text: Graham, L, (2020). Inclusive Education for the 21st Century. Theory, Policy and Practice. Sydney: Allen & Unwin.

Teaching Periods

Summer A

Bankstown

Day

Subject Contact Kerry Staples ([https://directory.westernsydney.edu.au/search/name/Kerry Staples/](https://directory.westernsydney.edu.au/search/name/Kerry%20Staples/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7153_22-SUA_BA_D#subjects)

Autumn

Bankstown

Composite

Subject Contact William Nketsia ([https://directory.westernsydney.edu.au/search/name/William Nketsia/](https://directory.westernsydney.edu.au/search/name/William%20Nketsia/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7153_22-AUT_BA_C#subjects)

Penrith (Kingswood)

Composite

Subject Contact William Nketsia ([https://directory.westernsydney.edu.au/search/name/William Nketsia/](https://directory.westernsydney.edu.au/search/name/William%20Nketsia/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7153_22-AUT_KW_C#subjects)

Spring

Bankstown

Composite

Subject Contact Kerry Staples ([https://directory.westernsydney.edu.au/search/name/Kerry Staples/](https://directory.westernsydney.edu.au/search/name/Kerry%20Staples/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7153_22-SPR_BA_C#subjects)

Penrith (Kingswood)

Composite

Subject Contact William Nketsia ([https://directory.westernsydney.edu.au/search/name/William Nketsia/](https://directory.westernsydney.edu.au/search/name/William%20Nketsia/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7153_22-SPR_KW_C#subjects)

TEAC 7154 Professional Experience 1

Credit Points 10

Legacy Code 102792

Coordinator Marion Sturges ([https://directory.westernsydney.edu.au/search/name/Marion Sturges/](https://directory.westernsydney.edu.au/search/name/Marion%20Sturges/))

Description This subject is the first Professional Experience subject of the Master of Teaching (Primary) and Master of Teaching (Secondary) programs. This subject incorporates a 30-day placement in a NSW school. It is designed to introduce all students to the philosophical, ethical, practical and pedagogical perspectives of becoming a teacher in diverse, contemporary educational settings. The aim of this subject is to enable you to proactively engage in real-life educational settings to learn and enhance your professional development as a future teacher. This subject gives you the opportunity to explore the relationship between practical and theoretical knowledge of teaching. This subject will provide you with an opportunity to explore a range of learning activities that occur inside and outside the classrooms, and the roles of the teaching and non-teaching staff within the school. Through ongoing observation, supervised teaching and contribution in the wider school community, the subject ensures you work towards the achievement of the national standards for a graduate teacher.

School Education

Discipline Teacher Education, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) Students enrolled in 1848 - Master of Teaching (Secondary) STEM must have successfully completed TEAC 7004 Adolescent Development and Teaching TEAC 7032 Diversity Social Justice and Learning TEAC 7027 Designing Teaching and Learning and TEAC 7121 STEM foundations before enrolling in this subject
Students enrolled in 1714 must have successfully completed 40 credit points

Students enrolled in 1714 - Master of Teaching (Secondary) must have successfully completed TEAC 7004 Adolescent Development and Teaching TEAC 7032 Diversity Social Justice and Learning and TEAC 7027 Designing Teaching and Learning before enrolling in this subject

Co-requisite(s) Students enrolled in 1714 - Master of Teaching (Secondary) must have successfully completed or be enrolled in TEAC 7082 Pedagogy for Positive learning Environments
Students enrolled in 1781 - Master of Teaching (Primary) must have successfully completed or be enrolled in TEAC 7141 Teaching and Learning in Classrooms

Equivalent Subjects TEAC 7097 - Primary Professional Practice 1 TEAC 7135 - Secondary Professional Practice I TEAC 7109 - Professional Practice 1 TEAC 7102 - Professional Experience 1 TEAC 7136 - Secondary Professional Practice 1 STEM

Restrictions

Students must be enrolled in the 1714 Master of Teaching (Secondary), 1846 Graduate Certificate in Education (Curriculum Specialisation), 1781 Master of Teaching (Primary) or 1848 Master of Teaching (Secondary) STEM.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Understand how schools and classrooms are organised and managed.
2. Understand relevant legislative, administrative and organisational policies and processes.

3. Plan lessons that demonstrate knowledge of students, learning theory, quality teaching, Australian Curriculum and NSW Syllabus documents, with support from senior educators.
4. Implement required lessons that use appropriate pedagogies to engage diverse learners and address learning goals, with support from senior educators.
5. Propose ideas/solutions to enhance safe and challenging learning environments based on relevant theories, policies and practices.
6. Utilise appropriate resources including ICTs and other technologies to foster students' engagement and to support learning, with guidance from senior educators.
7. Interact ethically and professionally with staff, students, peers, and the broader school community
8. Reflect on own learning and feedback from senior educators to develop their teaching performance with the Australian Professional Standards for Graduate Teachers.

Subject Content

1. Organisation of professional experience (Placement schools; planning and teaching requirements, understanding expectations).
2. Understanding the context of contemporary Australian schools and classrooms.
3. The roles and responsibilities of a teacher in NSW schools (Australian Professional Standards for Teachers, policies, ethics).
4. The Professional Teacher –effective communication, professional interactions, ethical and professional conduct.
5. Who are my learners? (impact of physical, cultural, social, linguistic and intellectual characteristics on learning; strategies to build rapport with students).
6. How can I make the classroom work for me? (Student engagement, Teaching strategies, assessment, ICT in education).
7. How do I engage in critical reflection? (reflection on teaching-WHAT-WHY-HOW; action research; Australian Professional Standards for Graduate Teachers).
8. How do I use and respond to feedback in teaching.

Special Requirements

Legislative pre-requisites

1. Students are required to complete the **two** components of the Working with Children Check (WWCC) process leading to (a) the issuance of a clearance number under the category of volunteer and (b) verification of the clearance number with the NSW Department of Education.

a) Students will need to:

- i. Access the Commission for Children and Young People website and complete an online application form to generate an application number.
- ii. Present an application number and identification to a Service NSW office who will issue a Working with Children Check number via mail or email.
- iii. Submit the letter with a valid Working With Children Check number via WesternNow Student Portal. The document is trimmed and recorded as a Special Requirement on your academic record. WesternNow Student Portal link (https://wsu.service-now.com/student/?id=sc_cat_item&sys_id=9c8b61a2dbbed8504f58e434059619ed)

b) Students will need to:

- i. Access the NSW Department of Education WWCC Verification declaration form <https://online.det.nsw.edu.au/jecpc/crc/wwcc.jsf>
- ii. Carefully read the information about Identity Documents and obtain a copy of the relevant ID documents.
- iii. Complete and submit the verification declaration form.

iv. Once your WWCC verification is complete you will receive an email reply from the DoE Probity Unit confirming your WWCC number has been verified.

v. Submit the verification confirmation email via WesternNow Student Portal. The document is trimmed and recorded as a Special Requirement on your academic record.

2. Students must complete the **two** components of the NSW Department of Education's Child Protection Awareness Training (CPAT)

a) Students will need to:

- i. Access the NSW Department of Education's MyPL website <https://mypl.education.nsw.gov.au/>
- ii. Complete the online Child Protection Awareness Training: Induction
- iii. Save certificate of completion
- iv. Submit certificate via WesternNow Student Portal

b) Students will need to:

- i. Access the NSW Department of Education's MyPL website <https://mypl.education.nsw.gov.au/>
- ii. Complete the Child Protection Awareness Training (CPAT): Annual Update for the calendar year
- iii. Save certificate of completion
- iv. Submit certificate via WesternNow Student Portal

Both certificates will be recorded on your student record as Special Requirements with the end date for the Annual CPAT recorded. The CPAT: Annual Update will need to be renewed and submitted on an annual basis.

Students who have not completed both components of the Child Protection Awareness Training will need to withdraw from the subject.

3. Students must complete the ASCIA anaphylaxis e-training and submit their certificate to Submit certificate via WesternNow Student Portal.

4. Students must meet the Inherent Requirements for the Master of Teaching (Primary) (<https://hbook.westernsydney.edu.au/programs/master-teaching-primary/>), or the Master of Teaching (Secondary) (<https://hbook.westernsydney.edu.au/programs/master-teaching-secondary/>).

5. Students must satisfactorily complete the National Literacy and Numeracy TEST prior to undertaking the final Professional Experience placement in this program.

6. From 2H/Spring 2022, students must be COVID-19 fully vaccinated as per the NSW Public Health Order and NSW Department of Education requirement. If a student is unable to be get an approved vaccination for medical reasons, they will need to approach their doctor who must complete a contraindication form available at: [covid-19-vaccine-contraindication.pdf \(nsw.gov.au\)](https://www.health.nsw.gov.au/Infectious/covid-19/vaccine/Documents/covid-19-vaccine-contraindication.pdf) (<https://www.health.nsw.gov.au/Infectious/covid-19/vaccine/Documents/covid-19-vaccine-contraindication.pdf>). Students to submit details of all vaccination doses or contraindication form via Western Now form for it to be recorded on their academic record.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Intra-session Exam	2 x 1 hour	S/U	Y	Individual
Professional Placement Performance	30 days	S/U	Y	Individual

Professional Placement Performance 30 days S/U Y Individual

Reflection 500 words S/U Y Individual

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Marion Sturges ([https://directory.westernsydney.edu.au/search/name/Marion Sturges/](https://directory.westernsydney.edu.au/search/name/Marion%20Sturges/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7154_22-AUT_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Marion Sturges ([https://directory.westernsydney.edu.au/search/name/Marion Sturges/](https://directory.westernsydney.edu.au/search/name/Marion%20Sturges/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7154_22-AUT_KW_D#subjects)

WSU Online TRI-1

Wsu Online

Online

Subject Contact Marion Sturges ([https://directory.westernsydney.edu.au/search/name/Marion Sturges/](https://directory.westernsydney.edu.au/search/name/Marion%20Sturges/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7154_22-OT1_OW_0#subjects)

Quarter 1

Bankstown

Day

Subject Contact Marion Sturges ([https://directory.westernsydney.edu.au/search/name/Marion Sturges/](https://directory.westernsydney.edu.au/search/name/Marion%20Sturges/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7154_22-Q1_BA_D#subjects)

Spring

Bankstown

Day

Subject Contact Marion Sturges ([https://directory.westernsydney.edu.au/search/name/Marion Sturges/](https://directory.westernsydney.edu.au/search/name/Marion%20Sturges/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7154_22-SPR_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Marion Sturges ([https://directory.westernsydney.edu.au/search/name/Marion Sturges/](https://directory.westernsydney.edu.au/search/name/Marion%20Sturges/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7154_22-SPR_KW_D#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Marion Sturges ([https://directory.westernsydney.edu.au/search/name/Marion Sturges/](https://directory.westernsydney.edu.au/search/name/Marion%20Sturges/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7154_22-OT3_OW_0#subjects)

TEAC 7155 Professional Experience 2

Credit Points 10

Legacy Code 102793

Coordinator Jacqueline Humphries ([https://directory.westernsydney.edu.au/search/name/Jacqueline Humphries/](https://directory.westernsydney.edu.au/search/name/Jacqueline%20Humphries/))

Description Professional Experience 2 is a final capstone unit in your Master of Teaching course. The aim of this unit is to enable education students to proactively engage in real-life educational settings to learn and enhance their professional development as a future teacher. This second professional experience unit provides 30 of the 60 required professional experience days. This provides you with an opportunity to explore ranges of learning activities that occurs inside and outside the classrooms and the roles of the teaching and non-teaching staff within the school. You will also have opportunity to reflect on the teaching and learning cycle and refine your competencies as a beginning teacher under the supervision of qualified educators. This unit includes the TPA (Teaching Performance Assessment) which is designed to assess Teacher Education Students teaching as measured by the Australian Professional Standards for Teachers at the Graduate level.

School Education

Discipline Teacher Education, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) TEAC 7154

Co-requisite(s) -

Equivalent Subjects TEAC 7110 Professional Practice II TEAC 7098 Primary Professional Practice 2 TEAC 7105 Professional Experience II TEAC 7137 Secondary Professional Practice 2 TEAC 7138 Secondary Professional Practice 2 - STEM

Restrictions

Students must be enrolled in 1714 Master of Teaching (Secondary), 1781 Master of Teaching (Primary) or 1848 Master of Teaching (Secondary) STEM.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply knowledge of student diversity, current research, quality teaching, Australian Curriculum and NSW Syllabus documents to competently plan, deliver, assess and evaluate lesson sequences and units of work.
2. Implement a wide range of differentiated lessons using appropriate pedagogies to engage diverse learners and address learning goals.

3. Propose ideas/solutions to enhance safe and challenging learning environments based on relevant theories, policies and practices.
4. Utilise appropriate resources including ICTs and other technologies to foster students' engagement and to support learning.
5. Communicate ethically and professionally with students, peers, staff, families and community.
6. Identifies a range of appropriate professional associations and how they can contribute to professional learning and improve teaching practices to support student learning.
7. Compiles a range of strategies to build and maintain teacher wellbeing and resilience.
8. Use evidence-based approaches to reflect and evaluate their professional practice that demonstrate the achievement of the professional teaching standards for graduates.

Subject Content

1. Teaching and Planning Cycle- using data and assessment evidence about students to inform lesson planning, assessment and the provision of feedback to students.
2. Critical self-reflection with reference to the Australian Professional Standards for Graduate Teachers.
3. Connecting research with practice to inform planning and teaching.
4. Pedagogical knowledge to support teaching and learning decision making.
5. Essential skills and knowledge as a teaching professional including, professional identity, registering as a teacher, professional associations and professional learning.
6. Teacher wellbeing and resilience.

Special Requirements

Legislative pre-requisites

1. Students are required to complete the **two** components of the Working with Children Check (WWCC) process leading to (a) the issuance of a clearance number under the category of volunteer and (b) verification of the clearance number with the NSW Department of Education.

a) Students will need to:

- i. Access the Commission for Children and Young People website and complete an online application form to generate an application number.
- ii. Present an application number and identification to a Service NSW office who will issue a Working with Children Check number via mail or email.
- iii. Submit the letter with a valid Working With Children Check number via WesternNow Student Portal. The document is trimmed and recorded as a Special Requirement on your academic record. WesternNow Student Portal link (https://wsu.service-now.com/student?id=sc_cat_item&sys_id=9c8b61a2dbbed8504f58e434059619ed)

b) Students will need to:

- i. Access the NSW Department of Education WWCC Verification declaration form <https://online.det.nsw.edu.au/jecpc/crc/wwcc.jsf>
- ii. Carefully read the information about Identity Documents and obtain a copy of the relevant ID documents.
- iii. Complete and submit the verification declaration form.
- iv. Once your WWCC verification is complete you will receive an email reply from the DoE Probity Unit confirming your WWCC number has been verified.
- v. Submit the verification confirmation email via WesternNow Student Portal. The document is trimmed and recorded as a Special Requirement on your academic record.

2. Students must complete the **two** components of the NSW Department of Education's Child Protection Awareness Training (CPAT)

a) Students will need to:

- i. Access the NSW Department of Education's MyPL website <https://mypl.education.nsw.gov.au/>
- ii. Complete the online Child Protection Awareness Training: Induction
- iii. Save certificate of completion
- iv. Submit certificate via WesternNow Student Portal

b) Students will need to:

- i. Access the NSW Department of Education's MyPL website <https://mypl.education.nsw.gov.au/>
- ii. Complete the Child Protection Awareness Training (CPAT): Annual Update for the calendar year
- iii. Save certificate of completion
- iv. Submit certificate via WesternNow Student Portal

Both certificates will be recorded on your student record as Special Requirements with the end date for the Annual CPAT recorded. The CPAT: Annual Update will need to be renewed and submitted on an annual basis.

Students who have not completed both components of the Child Protection Awareness Training will need to withdraw from the subject.

3. Students must complete the ASCIA anaphylaxis e-training and submit their certificate to Submit certificate via WesternNow Student Portal.

4. Students must meet the Inherent Requirements for the Master of Teaching (Primary) (<https://hbook.westernsydney.edu.au/programs/master-teaching-primary/>), or the Master of Teaching (Secondary) (<https://hbook.westernsydney.edu.au/programs/master-teaching-secondary/>).

5. Students must satisfactorily complete the National Literacy and Numeracy TEST prior to undertaking the final Professional Experience placement in this program.

6. From 2H/Spring 2022, students must be COVID-19 fully vaccinated as per the NSW Public Health Order and NSW Department of Education requirement. If a student is unable to be get an approved vaccination for medical reasons, they will need to approach their doctor who must complete a contraindication form available at: [covid-19-vaccine-contraindication.pdf](https://www.health.nsw.gov.au/Infectious/covid-19/vaccine/Documents/covid-19-vaccine-contraindication.pdf) (nsw.gov.au) (<https://www.health.nsw.gov.au/Infectious/covid-19/vaccine/Documents/covid-19-vaccine-contraindication.pdf>). Students to submit details of all vaccination doses or contraindication form via Western Now form for it to be recorded on their academic record.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Professional Placement Performance	30 days	S/U	Y	Individual
Portfolio	E-Portfolio covering 7 GTS, philosophy of teaching, and evidence of Teaching Performance Assessment	S/U	Y	Individual

Case Study 15-20 S/U Y Individual
minutes

Teaching Periods

Autumn Bankstown Day

Subject Contact Jacqueline Humphries ([https://directory.westernsydney.edu.au/search/name/Jacqueline Humphries/](https://directory.westernsydney.edu.au/search/name/Jacqueline%20Humphries/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7155_22-AUT_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Jacqueline Humphries ([https://directory.westernsydney.edu.au/search/name/Jacqueline Humphries/](https://directory.westernsydney.edu.au/search/name/Jacqueline%20Humphries/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7155_22-AUT_KW_D#subjects)

Spring Bankstown Day

Subject Contact Jacqueline Humphries ([https://directory.westernsydney.edu.au/search/name/Jacqueline Humphries/](https://directory.westernsydney.edu.au/search/name/Jacqueline%20Humphries/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7155_22-SPR_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Jacqueline Humphries ([https://directory.westernsydney.edu.au/search/name/Jacqueline Humphries/](https://directory.westernsydney.edu.au/search/name/Jacqueline%20Humphries/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7155_22-SPR_KW_D#subjects)

TEAC 7156 Aboriginal Education: Past, Present and Future

Credit Points 10

Legacy Code 102810

Coordinator Phil Devitt ([https://directory.westernsydney.edu.au/search/name/Phil Devitt/](https://directory.westernsydney.edu.au/search/name/Phil%20Devitt/))

Description This subject builds the capacity of students to work in culturally competent and sensitive ways in relation to Aboriginal and Torres Strait Islander education in primary schools. It allows for the development of understandings of the similarities and/or diversities of local Aboriginal and Torres Strait Islander groups including culture, histories, languages and identity. It examines the social and cultural contexts that influence engagement by Aboriginal and Torres Strait Islander children, families and communities in schooling. It explores ways of improving engagement through effective school culture, curriculum and community approaches. The unit explores the protocols for successfully working with Aboriginal children, families and communities in education settings to maximise learning outcomes for Aboriginal and Torres Strait Islander students. By investigating current approaches for teaching Aboriginal and Torres Strait Islander children and integrating Aboriginal knowledges, perspectives and culturally sensitive pedagogies into schooling, the students develop their own practices in providing an inclusive learning environment for all children.

The unit explores the protocols for successfully working with Aboriginal children, families and communities in education settings to maximise learning outcomes for Aboriginal and Torres Strait Islander students.

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) Students enrolled in 1651 Bachelor of Arts (Pathway to Teaching Primary) 1822 Bachelor of Arts (Pathway to Teaching Primary) Dean's Scholars 3756 Bachelor of Science (Pathway to Teaching Primary/Secondary) or 6019 Diploma in Arts Bachelor of Arts (Pathway to Teaching Primary must have successfully completed 160 credit points

Restrictions

Note that only students enrolled at WSU Online may register in the WSU Online subjects offered at that location.

Students must be enrolled in 1781 Master of Teaching (Primary), 1783 Master of Teaching (Birth - 5 Years/Birth - 12 Years), 1651 Bachelor of Arts (Pathway to Primary Teaching), 1822 Bachelor of Arts (Pathway to Teaching Primary) Dean's Scholars, 3756 Bachelor of Science (Pathway to Teaching Primary/Secondary) or 6019 Diploma in Arts/ Bachelor of Arts (Pathway to Teaching Primary).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and implement the incorporation of Aboriginal and Torres Strait Islander histories, knowledges and experiences into the curriculum. (addresses NESA item 1,2,3)
2. Critically analyse how teachers' understandings of Aboriginal and Torres Strait Islander knowledges, cultural issues, languages and identities can impact on the educational outcomes of Aboriginal and Torres Strait Islander students. (addresses NESA item 1,2,4,5)
3. Identify and apply theories of cultural competence and culturally responsive teaching for working effectively with Aboriginal and Torres Strait Islander children, families and communities. (addresses NESA item 7,8)
4. Evaluate appropriate Aboriginal and Torres Strait Islander studies teaching resources and the importance of consultation with Indigenous communities and external personnel with appropriate qualifications and/or knowledge. (addresses NESA item 1,2,3,8)
5. Explain and apply Aboriginal and Torres Strait Islander peoples' learning styles and pedagogies. (addresses NESA item 1,6)
6. Create pedagogically appropriate Aboriginal and Torres Strait Islander learning and assessment activities for teaching a range of curriculum areas. (addresses NESA item 6,7)
7. Understand and apply the knowledge of relationships beyond the school community, to engage in a culturally sensitive manner with Aboriginal and Torres Strait Islander families and communities. (addresses NESA item 1,5,6,7,8)

Subject Content

1. Local knowledge, histories, languages and identities relating to Aboriginal and Torres Islander peoples.
2. Social, cultural (including the connections to community, country and kin) and contextual influences (including media representations) on the identities of Aboriginal and Torres Strait Islander people.

- Cultural awareness, competence and sensitivity for providing inclusive educational opportunities for Aboriginal and Torres Strait Islander children, families and communities.
- Culturally appropriate pedagogies, resources, assessments, terminology, learning styles and communication.
- Aboriginal and Torres Strait Islander content in the curriculum.
- The importance of building relationships and using appropriate protocols when working with Aboriginal and Torres Strait Islander students, families, workers and communities.
- Current and historical government policies and programs and their impacts on Aboriginal and Torres Strait Islander communities.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	2,000 words	30	N	Individual
Short Answer	1,600 words	30	N	Individual
Presentation	15 minutes	40	N	Individual

Prescribed Texts

- Price, K., & Rodgers, J., (eds) (3rd Ed.) (2019) *Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession*. Cambridge University Press.

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Phil Devitt ([https://directory.westernsydney.edu.au/search/name/Phil Devitt/](https://directory.westernsydney.edu.au/search/name/Phil%20Devitt/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7156_22-AUT_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Phil Devitt ([https://directory.westernsydney.edu.au/search/name/Phil Devitt/](https://directory.westernsydney.edu.au/search/name/Phil%20Devitt/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7156_22-AUT_KW_D#subjects)

WSU Online TRI-1

Wsu Online

Online

Subject Contact Phil Devitt ([https://directory.westernsydney.edu.au/search/name/Phil Devitt/](https://directory.westernsydney.edu.au/search/name/Phil%20Devitt/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7156_22-OT1_OW_0#subjects)

Spring

Bankstown

Day

Subject Contact Phil Devitt ([https://directory.westernsydney.edu.au/search/name/Phil Devitt/](https://directory.westernsydney.edu.au/search/name/Phil%20Devitt/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7156_22-SPR_BA_D#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Phil Devitt ([https://directory.westernsydney.edu.au/search/name/Phil Devitt/](https://directory.westernsydney.edu.au/search/name/Phil%20Devitt/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7156_22-OT3_OW_0#subjects)

TEAC 7157 Action Research in Teaching

Credit Points 10

Legacy Code 102811

Coordinator Helen Lelei ([https://directory.westernsydney.edu.au/search/name/Helen Lelei/](https://directory.westernsydney.edu.au/search/name/Helen%20Lelei/))

Description This unit provides an opportunity for students to engage with literature on a particular aspect of a research topic and design a research project in a team. Students will: locate and select relevant research literature to investigate a particular research question; analyse key ideas, assumptions and domains of knowledge in the literature around that question; identify appropriate research methods and designs for answering it; critically apply appropriate forms of data collection and data analysis to that research design, and develop research findings into an informed discussion linking to broader academic conversations around the field being researched.

School Education

Discipline Teacher Education: Secondary

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects TEAC 7117 - Researching Teaching Learning 2

Restrictions

Must be enrolled in the 1714 Master of Teaching (Secondary) and have completed 90cp.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Select relevant primary research literature to investigate a nominated action research question.
- Analyse key ideas, assumptions and domains of knowledge in the literature related to a nominated research question.
- Select appropriate research methods relevant to action research design.
- Demonstrate understanding of the ethical frameworks impacting on research in education.
- Critically apply appropriate forms of data collection and data analysis to a research design.
- Apply research findings to inform discussion of the nominated theme, linking to the broader research area.

Subject Content

1. How is research on a nominated key problem or research question in education best designed?
2. What is the goal of a literature review?
3. What range of data can be gathered to answer a particular research question?
4. What methods, instruments and approaches are most appropriate to answer a particular research question?
5. How is data collected and analysed?
6. What are evidence and ethics?
7. What modes of research are commonly used in practitioner research in education (e.g. text analysis, action research, case studies, surveys)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	15 minutes each	20	N	Individual
Literature Review	2,000 words	50	N	Individual
Presentation	20 minutes	30	N	Individual

Prescribed Texts

- Kemmis, S., McTaggart, R., & Nixon, R. (2013). *The action research planner: Doing critical participatory action research*. (4th ed.). Singapore. Springer.
- Kervin, L., Vialle, W., Howard, S., Herrington, J. & Okely, T. (2015). *Research for Educators* (2nd ed.). South Melbourne. Cengage Learning Australia.
- An electronic book of readings is to be compiled in consultation with the Education Librarian.

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Helen Lelei ([https://directory.westernsydney.edu.au/search/name/Helen Lelei/](https://directory.westernsydney.edu.au/search/name/Helen%20Lelei/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7157_22-AUT_KW_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Helen Lelei ([https://directory.westernsydney.edu.au/search/name/Helen Lelei/](https://directory.westernsydney.edu.au/search/name/Helen%20Lelei/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7157_22-SPR_KW_D#subjects)

TEAC 7158 Researching Teaching and Learning

Credit Points 10

Legacy Code 102852

Coordinator Erika Smith ([https://directory.westernsydney.edu.au/search/name/Erika Smith/](https://directory.westernsydney.edu.au/search/name/Erika%20Smith/))

Description This unit builds on the premise that, in contemporary education environments, teachers continue to develop their professional knowledge and practice through their engagement in reflective inquiry. The capacity to read and make sense of research is an important professional attribute for teachers interested in sustainable practices, engaged inquiry learning by adolescents, and diversity, social justice and equity. The unit provides pre-service teachers with a starting point and practical insights into the day-to-day decision making of educators. The content will follow the order and logic that experienced researchers take in order to ensure quality in their research, and also to ensure that it is valid, reliable, ethical, useful and socially responsible. Given the professional skills required by teachers, the unit pays particular attention to the elements involved in action research.

School Education

Discipline Teacher Education: Secondary

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects TEAC 7118 - Researching Teaching and Learning 1

Restrictions

Students must be enrolled in the Master of Teaching (Secondary) or Master of Teaching (Primary)

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Utilise a range of academic sources to select and evaluate published research relevant to a given educational issue or debate.
2. Engage critically with a range of research literature on a given educational issue or debate.
3. Analyse the key ideas, assumptions and domains of knowledge underlying aspects of research on a given educational issue or debate.
4. Contrast, synthesise and articulate key arguments in public discourse around educational issues or debates.
5. Interpret data concerning educational issues or debates in the educational research landscape.
6. Demonstrate how different sources and types of secondary school classroom/student data are suitable to respond to different typologies of research questions and associated aims.
7. Explore how research data can be used to make evidence-based recommendations for teaching and learning.

Subject Content

1. What is the value of engaging with educational research literature?
2. Where do we locate relevant peer-reviewed research?
3. What is the breadth of evidence in educational research?
4. How can research literature inform public policy and debates around educational issues?
5. How do I become a critical reader of educational research?
6. How can engaging with the research literature inform my understanding of how students learn and factor that impact on learning?
7. How can engaging with research literature contribute to my ongoing development as a teacher?

8. What forms of data are schools collecting and how are they interpreting and using the data?
 9. What are the limits and possibilities of data in schools?

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	8 minutes	30	N	Group
Reflection	1,000 words	30	N	Individual
Final Exam	2 hours	40	N	Individual

Teaching Periods

Autumn

Penrith (Kingswood)

Day

Subject Contact Erika Smith ([https://directory.westernsydney.edu.au/search/name/Erika Smith/](https://directory.westernsydney.edu.au/search/name/Erika%20Smith/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7158_22-AUT_KW_D#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Erika Smith ([https://directory.westernsydney.edu.au/search/name/Erika Smith/](https://directory.westernsydney.edu.au/search/name/Erika%20Smith/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7158_22-SPR_KW_D#subjects)

TEAC 9001 Higher Degree Research Thesis - Teacher Education: Early Childhood

Credit Points 20

Legacy Code 800011

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC9001_22-RQ1_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC9001_22-RQ1_KW_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC9001_22-RQ2_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC9001_22-RQ2_KW_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC9001_22-RQ3_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC9001_22-RQ3_KW_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC9001_22-RQ4_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC9001_22-RQ4_KW_D#subjects)

TEAC 9002 Higher Degree Research Thesis - Teacher Education: Primary

Credit Points 20

Legacy Code 800013

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Education

Discipline Teacher Education: Primary

Student Contribution Band HECS Band 1 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC9002_22-RQ1_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC9002_22-RQ1_KW_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC9002_22-RQ2_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC9002_22-RQ2_KW_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC9002_22-RQ3_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC9002_22-RQ3_KW_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC9002_22-RQ4_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC9002_22-RQ4_KW_D#subjects)

TEAC 9003 Higher Degree Research Thesis - Teacher Education: Secondary

Credit Points 20

Legacy Code 800015

Coordinator Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

School Education

Discipline Teacher Education: Secondary

Student Contribution Band HECS Band 1 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC9003_22-RQ1_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC9003_22-RQ1_KW_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC9003_22-RQ2_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC9003_22-RQ2_KW_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC9003_22-RQ3_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC9003_22-RQ3_KW_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC9003_22-RQ4_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Victoria Jones ([https://directory.westernsydney.edu.au/search/name/Victoria Jones/](https://directory.westernsydney.edu.au/search/name/Victoria%20Jones/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC9003_22-RQ4_KW_D#subjects)

TOUR 1002 Tourism and Global Trends

Credit Points 10

Legacy Code 101901

Coordinator Julie Wen ([https://directory.westernsydney.edu.au/search/name/Julie Wen/](https://directory.westernsydney.edu.au/search/name/Julie%20Wen/))

Description This unit introduces students to the foundational knowledge and skills required for tourism study at UWS and professional practice in a range of tourism related careers. This unit provides students with opportunities to familiarise themselves with

the core concepts and basic theory of tourism management studies. It aims to equip students with an understanding of sustainable tourism, the tourism system, and mega trends of tourism. It covers the global complexity of the tourism industry; of the social, environmental, and political realities; and the role of governments - federal, state and local together with private enterprise in the development of tourism experience, industry practice, and destinations.

School Social Sciences

Discipline Tourism

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects TOUR 1001 - Tourism Sustainability and Global Trends

Incompatible Subjects LGYA 1263 - Sustainable Tourism in Practice
LGYA 1262 - Managing Tourism

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the history and contemporary issues related to tourism .
2. Analyse the tourism system, the complexities of the tourism phenomenon and key tourism concepts.
3. Assess the economic, sociocultural, and environmental impacts of tourism and their management.
4. Identify the functions and strategies of selected organizations/ agencies responsible for promoting and managing tourism.
5. Identify and analyse the changing patterns and trends in global tourism over a given period of time using available data.

Subject Content

1. History and core concepts of leisure, recreation, tourism and sustainability.
2. The tourism system
3. The tourist experience
4. Tourism industry and products
5. Tourism markets and marketing
6. Economic dimensions of tourism
7. Valuation of resources
8. Tourism Satellite Account
9. Forecasting
10. Characteristics of the global industry
11. Destinations and their development: case studies

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Multiple Choice	Three during the semester	30	Y	Individual
Report	1,500 words per student	30	Y	Individual
End-of-session Exam	2 hours, approximately 750 words	40	Y	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Julie Wen ([https://directory.westernsydney.edu.au/search/name/Julie Wen/](https://directory.westernsydney.edu.au/search/name/Julie%20Wen/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TOUR1002_22-AUT_PS_D#subjects)

TOUR 2001 Issues in Contemporary Heritage

Credit Points 10

Legacy Code 101601

Coordinator Donna James ([https://directory.westernsydney.edu.au/search/name/Donna James/](https://directory.westernsydney.edu.au/search/name/Donna%20James/))

Description The aim of this unit is to get students thinking critically about heritage. To do so, it examines two main questions: "What is heritage?" and "Why does it matter?". While the answers to both may appear fairly straightforward, this unit is designed to make students question and problematise their own assumptions, rethink what is and is not heritage, and consider why, in fact, we even care at all. The unit will introduce concepts such as national identity, ethics, memorialisation, belonging, nostalgia, heritage values, status, control and repatriation. It will also introduce and examine heritage legislation, theory and practice.

School Social Sciences

Discipline Tourism

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Generate an inventory of different types and uses of heritage;
2. Summarize different approaches to heritage in varying geographic and cultural settings;
3. Analyse a contemporary heritage issue in a real-world context, namely: heritage and conflict; heritage ownership; heritage and identity; heritage and politics; looting; repatriation; heritage and destruction; and commemoration;
4. Identify Indigenous standpoints within contemporary heritage debates;
5. Utilise appropriate online technologies to organise, share and communicate heritage-related topics and issues.

Subject Content

The nature of heritage & its philosophies ? what is heritage?

A history of heritage

Heritage taxonomies (natural, cultural, tangible, intangible, digital etc.)

Who owns heritage?

The geography of heritage (global distribution, types of heritage, relationships to different urban, archaeological, historic and natural spaces/places)

Heritage and collective memory

Heritage and Identities (communities, ethnicities, nationalism, patriotism etc.)

Heritage and values; heritage and eurocentrism; non-western heritages

Conflicts over heritage (dissonance)

Heritage and Multiculturalism

Museums and heritage

Heritage and profits (looting, fakes and forgeries)

Repatriation and Indigenous heritage

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Literature Summary	1,200 words	30	N	Individual
Essay	1,500 words	40	N	Individual
E-Portfolio	3 blog entries	20	N	Individual
Workshop Workbook: Completion of tutorial workbook to evidence preparation	Completion of tutorial workbook	10	N	Individual

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Donna James ([https://directory.westernsydney.edu.au/search/name/Donna James/](https://directory.westernsydney.edu.au/search/name/Donna%20James/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TOUR2001_22-SPR_PS_D#subjects)

TOUR 2002 Tourism Industry Experience

Credit Points 0

Legacy Code 101607

Coordinator Julie Wen ([https://directory.westernsydney.edu.au/search/name/Julie Wen/](https://directory.westernsydney.edu.au/search/name/Julie%20Wen/))

Description This unit provides students with opportunities to work with private industry, government or non-government organisations, or commercial establishments, and be able to relate this experience with their professional and academic interests. It is a non fee paying but compulsory component of tourism management degree at Western Sydney University. Students will seek to learn about the many aspects of industry related work including environmental, social, cultural, and business matters.

School Social Sciences

Discipline Tourism

Student Contribution Band

Level Undergraduate Level 2 subject

Equivalent Subjects LGYB 8194 - Tourism Industry Experience

Restrictions Students must be enrolled in 1632 Bachelor of Tourism Management or 1664 Bachelor of Tourism Management.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply their University studies to real workplace situations with greater awareness of employer expectations and the nature of their professional field
2. Develop personal and professional skills through the use of various communication genres and hands-on practice
3. Establish and develop their industry network
4. Make contribution to the work experience providers through their access to knowledge, research output, and other academic resources

Subject Content

Students discuss with the subject Coordinator about their design of career

Student explore options of work experience and gain approval from the Coordinator

Work experience provider supplies evaluation of students performance
Coordinator keeps in contact with students and work experience provider

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	400 hours	100	N	Individual

Teaching Periods

TOUR 9001 Higher Degree Research Thesis - Tourism

Credit Points 20

Legacy Code 800069

Coordinator Peter Bansel (<https://directory.westernsydney.edu.au/search/name/Peter+Bansel/>)

School Social Sciences

Discipline Tourism

Student Contribution Band HECS Band 4 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Hawkesbury

Day

Subject Contact Peter Bansel (<https://directory.westernsydney.edu.au/search/name/Peter+Bansel/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TOUR9001_22-RQ1_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Peter Bansel (<https://directory.westernsydney.edu.au/search/name/Peter+Bansel/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TOUR9001_22-RQ1_KW_D#subjects)

Liverpool

Day

Subject Contact Peter Bansel (<https://directory.westernsydney.edu.au/search/name/Peter+Bansel/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TOUR9001_22-RQ1_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Peter Bansel (<https://directory.westernsydney.edu.au/search/name/Peter+Bansel/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TOUR9001_22-RQ1_PS_D#subjects)

Research Quarter 2

Hawkesbury

Day

Subject Contact Peter Bansel (<https://directory.westernsydney.edu.au/search/name/Peter+Bansel/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TOUR9001_22-RQ2_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Peter Bansel (<https://directory.westernsydney.edu.au/search/name/Peter+Bansel/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TOUR9001_22-RQ2_KW_D#subjects)

Liverpool

Day

Subject Contact Peter Bansel (<https://directory.westernsydney.edu.au/search/name/Peter+Bansel/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TOUR9001_22-RQ2_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Peter Bansel (<https://directory.westernsydney.edu.au/search/name/Peter+Bansel/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TOUR9001_22-RQ2_PS_D#subjects)

Research Quarter 3

Hawkesbury

Day

Subject Contact Peter Bansel (<https://directory.westernsydney.edu.au/search/name/Peter+Bansel/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TOUR9001_22-RQ3_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Peter Bansel (<https://directory.westernsydney.edu.au/search/name/Peter+Bansel/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TOUR9001_22-RQ3_KW_D#subjects)

Liverpool

Day

Subject Contact Peter Bansel (<https://directory.westernsydney.edu.au/search/name/Peter+Bansel/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TOUR9001_22-RQ3_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Peter Bansel (<https://directory.westernsydney.edu.au/search/name/Peter+Bansel/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TOUR9001_22-RQ3_PS_D#subjects)

Research Quarter 4

Hawkesbury

Day

Subject Contact Peter Bansel (<https://directory.westernsydney.edu.au/search/name/Peter+Bansel/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TOUR9001_22-RQ4_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Peter Bansel (<https://directory.westernsydney.edu.au/search/name/Peter+Bansel/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TOUR9001_22-RQ4_KW_D#subjects)

Liverpool

Day

Subject Contact Peter Bansel (<https://directory.westernsydney.edu.au/search/name/Peter+Bansel/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TOUR9001_22-RQ4_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Peter Bansel (<https://directory.westernsydney.edu.au/search/name/Peter+Bansel/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TOUR9001_22-RQ4_PS_D#subjects)

VISU 2003 From Ochre to Acrylics to New Technologies

Credit Points 10

Legacy Code 101755

Coordinator Madison Shakespeare (<https://directory.westernsydney.edu.au/search/name/Madison+Shakespeare/>)

Description This unit examines the emergence of the Indigenous Australian visual arts movement. It will provide students with a body of knowledge which explores the transition of art-making as it emerged from an historical cultural practice: from ochre to acrylics to new technologies. In examining the Indigenous visual arts movement beginning with the Papunya Tula artists, students will gain an insight into the significant contribution urban and regional Indigenous artists make to the Australian economy and culture. Students will have the exciting opportunity to participate in site visits and engage with a number of Indigenous visual artists. This unit is available to all Undergraduate students who have open electives.

School Humanities & Comm Arts

Discipline Visual Arts And Crafts

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Restrictions Successful completion of 40 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. outline the Indigenous visual art movement beginning with the Papunya Tula artists;
2. identify different contemporary Indigenous visual artistic styles;
3. differentiate between what is culturally symbolic and what is contemporary visual art form;
4. Examine the way in which Indigenous visual artists are often expected to produce stereotypical works;
5. explore new creative forms in telling their own story.

Subject Content

Historical overview of the emergence of the Indigenous Australian visual arts movement

Introduction to cultural symbolism and meaning in contemporary visual art form

Overview of the different Indigenous visual artistic styles

Understanding of the politics of representation as it relates to Indigenous visual artists

Understanding of the politics of identity/?faboriginality?f/?findigeniety? f

Understanding of the politics of collectors and collections

Understanding of working in creative partnership with Indigenous visual artists

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	1000 words	25	N	Individual
Professional Task and Presentation	1000 words (for the written part) 10 minutes (for Group Presentation)	35	N	Both (Individual & Group)
Professional Task	2000 words	40	N	Individual

Teaching Periods

Spring Online Online

Subject Contact Madison Shakespeare ([https://directory.westernsydney.edu.au/search/name/Madison Shakespeare/](https://directory.westernsydney.edu.au/search/name/Madison%20Shakespeare/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=VISU2003_22-SPR_ON_O#subjects)

VISU 2007 Animation and Visual Effects (WSTC)

Credit Points 10

Legacy Code 700328

Coordinator Ben Fletcher ([https://directory.westernsydney.edu.au/search/name/Ben Fletcher/](https://directory.westernsydney.edu.au/search/name/Ben%20Fletcher/))

Description Explore the art and technology of animation and visual effects as applied to digital screen media production. In this unit, you will be introduced to the principles of animation and compositing and learn how to create effective motion sequences integrated with sound. Working with commercial software, you will explore the unique possibilities of animation and visual effects production and experiment with alternative, creative, narrative storytelling approaches. Develop critical, conceptual and practical skills within the context of animation and visual effects which will then enable you to deliver powerful and compelling visual stories on multiple media platforms.

School Humanities & Comm Arts

Discipline Visual Arts and Crafts, Not Elsewhere Classified.

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 2 subject

Co-requisite(s) Students enrolled in the combined Diploma Bachelor courses listed below must pass all College Preparatory units listed in the course structure before progressing to the Year Two units

Equivalent Subjects COMM 2031 - Principles of Non-Linear Editing
COMM 2008 - Animation and Visual Effects
COMM 2042 - Visual Effects
COMM 2051 - Animation and Visual Effects
COMM 2054 - Animation and Visual Effects (WSTC)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	5 quizzes, 10 questions per quiz	10	N	Individual
Applied project	Up to 30 seconds	30	N	Individual
Applied project	1,500 words equivalent	20	N	Individual
Applied project	Up to 5 minutes	40	N	Individual

Teaching Periods

VISU 3002 Photomedia: Fashion and Identity

Credit Points 10

Legacy Code 100941

Coordinator Enrico Scotece ([https://directory.westernsydney.edu.au/search/name/Enrico Scotece/](https://directory.westernsydney.edu.au/search/name/Enrico%20Scotece/))

Description This unit explores issues of identity through photographic practice as used in Fashion Photography. Fashion is a universal form of self-expression, making it the communication strategy most employed to express identity based on material and non-material cultures. The role of photography in the creation of iconic and culturally referential images in both commercial and editorial work will be researched, analysed and interpreted in order to place the student's work in context. It provides students with capacity building through an advanced experience with studio lighting, digital effects for fashion based image making and experience with location and studio photography and of professional photography as it is used in fashion publications.

School Humanities & Comm Arts

Discipline Photography

Student Contribution Band HECS Band 2 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) DESN 2013

Equivalent Subjects LGYA 0822 - Fashion Style and Identity
LGYA 2433 - Photomedia 2 Fabrication

Restrictions Students must be enrolled in program 1571 Bachelor of Design (Visual Communication), 1737 Bachelor of Design - Visual Communication (Dean's Scholars) or 1843 Bachelor of Graphic Design (Pathway to Teaching Secondary). Students from other degrees must be enrolled in the Graphic Design major or sub-major in order to enrol into this subject. Specialist photography facilities with limited space, equipment and limited specialist technical support preclude students who have not completed the pre-requisite subjects from taking this subject as an elective.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply resourceful, creative methods of project development
2. Apply research methods into history, theory and practice of fashion and portraiture photography in developing image content for published forms.
3. Demonstrate proficiency in the use of high-end cameras, studio and location lighting.

- Utilize sequencing, image editing and post production methods for image enhancement.
- Demonstrate proficiency in art direction of images for an identified target audience

Subject Content

- The practice of contemporary fashion photography and portraiture will be revealed through The exercises and projects.
- technical skills gained in The exercises will feed into The major Project, helping students develop A professional approach to their chosen topic.
- Visual narrative, as expressed in The multi page spread will be researched and analysed, providing contexts for final photographic and design work.
- Projects will allow students to research and develop appropriate Visual communication strategies, through A range of approaches and perspectives.
- Creative strategies for design solutions revealing aspects of Visual identity will be explored through class presentations and Discussion of work.
- Lynda.com courses: as determined

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Photographic task: Photographic exercises	2,000 words (equivalent visual work)	40	N	Individual
Applied project: Photographic project	3,000 words (equivalent visual work)	60	N	Individual

Prescribed Texts

- Phaidon (2013) The Fashion Book. NY Phaidon

Teaching Periods

Summer A

Parramatta - Victoria Rd

Day

Subject Contact Enrico Scotece ([https://directory.westernsydney.edu.au/search/name/Enrico Scotece/](https://directory.westernsydney.edu.au/search/name/Enrico%20Scotece/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=VISU3002_22-SUA_PS_D#subjects)

Spring

Parramatta - Victoria Rd

Day

Subject Contact Enrico Scotece ([https://directory.westernsydney.edu.au/search/name/Enrico Scotece/](https://directory.westernsydney.edu.au/search/name/Enrico%20Scotece/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=VISU3002_22-SPR_PS_D#subjects)

WELF 1002 Context of Human Services

Credit Points 10

Legacy Code 101596

Coordinator Maggie Hall ([https://directory.westernsydney.edu.au/search/name/Maggie Hall/](https://directory.westernsydney.edu.au/search/name/Maggie%20Hall/))

Description This unit introduces students to the role of human services within the Australian political context. Students will develop a critical analysis of the contribution of the market, state and community encouraging reflection on underpinning values. It will also identify the change strategies which can be developed and used in each of these domains to bring about socially just outcomes.

School Social Sciences

Discipline Human Welfare Studies and Services, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Incompatible Subjects WELF 1005 - Introduction to Welfare POLI 1005 - Social Policy

Learning Outcomes

On successful completion of this subject, students should be able to:

- Describe the shifts in Australian socio-political environment and apply this knowledge to locate how the human services are positioned within our contemporary context
- Explain the competing interests that challenge explanations of human services provision
- Distinguish the values of divergent perspectives underpinning competing explanations to critically evaluate their own values
- Develop strategies which can be used to generate positive social change

Subject Content

Australian political structure
 Australian welfare provision
 Introduction and analysis of the state
 Introduction and analysis of the market
 Introduction and analysis of community
 Value underpinnings of individual and systemic understandings
 Identification of change strategies
 Operationalisation of change towards socially just ends

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	5 questions per week (12 weeks); At least one quiz to be submitted	20	N	Individual

Essay	1,000 words	35	N	Individual
Proposal	1,500 words	45	N	Individual

Prescribed Texts

- Chenoweth, L & McAuliffe, D 2014 The road to social work and human service practice, 4th edn, Cengage Learning Australia, South Melbourne, Victoria.

Teaching Periods

Summer A

Liverpool

Day

Subject Contact Sharlotte Tusasiirwe ([https://directory.westernsydney.edu.au/search/name/Sharlotte Tusasiirwe/](https://directory.westernsydney.edu.au/search/name/Sharlotte%20Tusasiirwe/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF1002_22-SUA_LP_D#subjects)

WSU Online TRI-1

Wsu Online

Online

Subject Contact Alexia Cameron ([https://directory.westernsydney.edu.au/search/name/Alexia Cameron/](https://directory.westernsydney.edu.au/search/name/Alexia%20Cameron/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF1002_22-OT1_OW_0#subjects)

Spring

Liverpool

Day

Subject Contact Maggie Hall ([https://directory.westernsydney.edu.au/search/name/Maggie Hall/](https://directory.westernsydney.edu.au/search/name/Maggie%20Hall/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF1002_22-SPR_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Maggie Hall ([https://directory.westernsydney.edu.au/search/name/Maggie Hall/](https://directory.westernsydney.edu.au/search/name/Maggie%20Hall/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF1002_22-SPR_PS_D#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Alexia Cameron ([https://directory.westernsydney.edu.au/search/name/Alexia Cameron/](https://directory.westernsydney.edu.au/search/name/Alexia%20Cameron/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF1002_22-OT3_OW_0#subjects)

WELF 1003 Human Services Intervention Strategies

Credit Points 10

Legacy Code 400193

Coordinator Teddy Nagaddya ([https://directory.westernsydney.edu.au/search/name/Teddy Nagaddya/](https://directory.westernsydney.edu.au/search/name/Teddy%20Nagaddya/))

Description This is an introductory unit which examines underlying theories of social welfare work, community work, youth work and international social development. Students will explore the ideological underpinnings of theories and discourses in the human services, particularly with regard to the impact of poverty, inequity and the experience of vulnerable populations. The contribution of other disciplines to knowledge and practice in these fields of practice will also be examined. This unit will focus on developing beginning assessment and intervention skills in working with individuals, groups, and communities. Students will also develop an understanding of ethical issues related to social work practise and working in human service organisations as a member of a team.

School Social Sciences

Discipline Social Work

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Restrictions

Students must be enrolled in one of the following programs: 1665 Bachelor of Community Welfare, 1666 Bachelor of Social Work, 1709 Bachelor of Criminal and Community Justice, 1713 Bachelor of Criminal and Community Justice/Bachelor of Social Work, 1735 Bachelor of Humanitarian and Development Studies, 1874 Postgraduate Bridging Program (Social Work), 2767 Bachelor of Criminal and Community Justice/Bachelor of Laws, 6027 Diploma in Social Science/Bachelor of Humanitarian and Development Studies or 7170 Undergraduate Certificate in Counselling and Mental Health..

Learning Outcomes

On successful completion of this subject, students should be able to:

- Describe theories, concepts and models underpinning social work and community welfare work.
- Develop assessment and intervention skills or working with individuals, groups and communities within a context of the inequitable distribution of wealth and power.
- Apply ethical issues related to working with individuals, groups and communities.
- Apply professional decision making in the organisational contexts.

Subject Content

- Basic concepts underlying human service practice.
- Human Rights.
- Empowerment.
- Advocacy.
- Self-determination.
- Self-help.
- Social Justice.
- Democratic Participation.
- Anti-Oppressive Practice: gender, ethnicity, class, politics, Aboriginality, culture, religion, (dis)ability, age and sexual orientation.
- Theories underlying human services practice.
- Different ways of understanding the world.
- Different levels of theory: formal and informal.
- Working with individuals.
- An overview major models of casework.
- Assessment and intervention.
- Working with groups.
- Types of groups facilitated by human service workers.
- Principles of working for and with groups.
- Group dynamics and group processes.
- Stages of group development.

- Community Work.
- Personal, professional and organisational power and social control.
- Issues related to accountability.
- The inter relationship of the worker's personal, professional values and those of their agency.
- Understanding of ethics and professional practice in the welfare sector and the role of training and supervision in supporting this.
- A Brief Introduction to Human Services in Contemporary Australia.
- The New 'helping era' - Social Innovation in Human Service Practice.
- Human services within rural and remote regions of Australia.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quizzes	10 quizzes 5 questions each	20	N	Individual
Report	1000 words	40	N	Individual
Case Study	1500 words	40	N	Individual

Prescribed Texts

- Schram, Barbara. An Introduction to Human Services: Policy and Practice. Ninth edition. Hoboken, NJ: Pearson Education, Inc., 2020. Print.

Teaching Periods

Block A Session

Online

Online

Subject Contact Jack Isherwood ([https://directory.westernsydney.edu.au/search/name/Jack Isherwood/](https://directory.westernsydney.edu.au/search/name/Jack%20Isherwood/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF1003_22-BA_ON_O#subjects)

Spring

Penrith (Kingswood)

Day

Subject Contact Teddy Nagaddya ([https://directory.westernsydney.edu.au/search/name/Teddy Nagaddya/](https://directory.westernsydney.edu.au/search/name/Teddy%20Nagaddya/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF1003_22-SPR_KW_D#subjects)

Liverpool

Day

Subject Contact Teddy Nagaddya ([https://directory.westernsydney.edu.au/search/name/Teddy Nagaddya/](https://directory.westernsydney.edu.au/search/name/Teddy%20Nagaddya/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF1003_22-SPR_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Teddy Nagaddya ([https://directory.westernsydney.edu.au/search/name/Teddy Nagaddya/](https://directory.westernsydney.edu.au/search/name/Teddy%20Nagaddya/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF1003_22-SPR_PS_D#subjects)

WELF 1004 Human Services Intervention Strategies (WSTC)

Credit Points 10

Legacy Code 700142

Coordinator Paul Rouillon ([https://directory.westernsydney.edu.au/search/name/Paul Rouillon/](https://directory.westernsydney.edu.au/search/name/Paul%20Rouillon/))

Description This is an introductory unit which examines underlying theories of social welfare work, community work, youth work and international social development. Students will explore the ideological underpinnings of theories and discourses in the human services, particularly with regard to the impact of poverty, inequity and the experience of vulnerable populations. The contribution of other disciplines to knowledge and practice in these fields of practice will also be examined. This unit will focus on developing beginning skills in working with individuals (casework), working with groups, community work and working in human service organisations as a member of a team.

School Social Sciences

Discipline Human Welfare Studies and Services, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects WELF 1003 - Human Services Intervention Strategies

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in extended diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and explain theories, discourses and concepts underpinning social work and community welfare work with individuals, families, groups and communities within a context of the inequitable distribution of wealth and underlying power;
2. Identify and describe a major model of working with individuals and groups;
3. Apply professional ethical decisions;
4. Demonstrate an ability to conduct a social assessment;
5. Interpret group dynamics.

Subject Content

1. Theories underlying human services practice
 - different ways of understanding the world
 - different levels of theory: formal & informal
2. Basic concepts underlying human service practice
 - Empowerment
 - Advocacy
 - Self-determination
 - Self-help
3. Working with individuals (casework)
 - an overview major models of casework
 - assessment and intervention

4. Working with Groups

- an overview of group work theories
- group dynamics and group processes

5. Anti-Discriminatory Practice: gender, ethnicity, class, politics, Aboriginality, culture, religion, (dis)ability, age and sexual orientation

6. Strategies for cross-cultural and other anti-discriminatory practices

7. Personal, professional and organisational power and social control

- issues related to accountability

- social welfare policy

- management issues

- the inter relationship of the workers personal, professional values & those of their agency

8. Beginning understanding of Ethics & professional practice in the welfare sector & the role of training & supervision in supporting this.

1. Theories underlying human services practice

- different ways of understanding the world

- different levels of theory: formal & informal

2. Basic concepts underlying human service practice

- Empowerment

- Advocacy

- Self-determination

- Self-help

3. Working with individuals (casework)

- an overview major models of casework

- assessment and intervention

4. Working with Groups

- an overview of group work theories

- group dynamics and group processes

5. Anti-Discriminatory Practice: gender, ethnicity, class, politics, Aboriginality, culture, religion, (dis)ability, age and sexual orientation

6. Strategies for cross-cultural and other anti-discriminatory practices

7. Personal, professional and organisational power and social control

- issues related to accountability

- social welfare policy

- management issues

- the inter relationship of the worker's personal, professional values & those of their agency

8. Beginning understanding of Ethics & professional practice

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz		20	N	Individual
Report	1,000 words	40	N	Individual
Case Study	1,500 words 2 hours	40	N	Individual

Prescribed Texts

- O'Hara, A & Pockett, R. 2012, Skills for human service practice : working with individuals, groups and communities, South Melbourne, Vic, Oxford University Press.

Teaching Periods

Term 2

Bankstown

Day

Subject Contact Paul Rouillon ([https://directory.westernsydney.edu.au/search/name/Paul Rouillon/](https://directory.westernsydney.edu.au/search/name/Paul%20Rouillon/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF1004_22-T2_BA_D#subjects)

Term 3

Bankstown

Day

Subject Contact Paul Rouillon ([https://directory.westernsydney.edu.au/search/name/Paul Rouillon/](https://directory.westernsydney.edu.au/search/name/Paul%20Rouillon/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF1004_22-T3_BA_D#subjects)

WELF 1006 Introduction to Working with Individuals, Families and Communities (Block Mode)

Credit Points 10

Legacy Code 101771

Coordinator Elisha Barrett ([https://directory.westernsydney.edu.au/search/name/Elisha Barrett/](https://directory.westernsydney.edu.au/search/name/Elisha%20Barrett/))

Description This unit introduces students to a range of knowledge and skills for working with Indigenous individuals, families and communities as welfare and community workers. The unit begins with exploring students' expectations of, and understandings about, welfare and social and community development. Students are supported to develop introductory skills in the areas of engagement, interviewing and group work practice. The unit places importance on self-reflection and building resources for sustainability as a community worker.

School Social Sciences

Discipline Human Welfare Studies and Services, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects LGYA 1675 - Introduction to working with Individuals Families and Communities (Day Mode) LGYA 7643 - Skills Development in the Human Services (AREPMETRO)

Restrictions Students must be enrolled in 1689 Bachelor of Community and Social Development

Learning Outcomes

On successful completion of this subject, students should be able to:

1. reflect on their own expectations, values and assumptions about welfare and community work
2. identify skills and professional attributes for working in welfare and community work.
3. recognise the diversity of organisational structures and practice types within the field of welfare and community work
4. identify the strengths and challenges in maintaining a professional relationship in relation to client/family/community expectations.

- Describe the importance of debriefing and mentoring in professional work

Subject Content

- Student expectations, values and assumptions about working in welfare and community development
- Professional attributes for working in welfare and community development
- Skills for working with individuals, families and communities, including, group work, basic interviewing skills, communication skills
- Client worker relationships
- Working with individual, family and community expectations
- Maintaining a professional relationship ? issues and challenges
- Working within different organisational frameworks
- Building resources for sustainability as a worker in the field
- The self-reflective worker
- Debriefing and mentoring

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Online journal	1,500 words (3 x 500 word reflections)	30	N	Individual
Report of agency visit and worker interview	1,500 words	40	N	Individual
In-class presentation or vodcast on agency visit	10 minutes	30	N	Individual

Teaching Periods

WELF 1007 Mental Health Workforce Training

Credit Points 10

Legacy Code 102530

Coordinator Tim Griffin ([https://directory.westernsydney.edu.au/search/name/Tim Griffin/](https://directory.westernsydney.edu.au/search/name/Tim%20Griffin/))

Description This unit is a Level 1 Open Elective for eligible students who have completed the Certificate IV in Mental Health (CHC43315) with Wesley Mission. This Certificate prepares mental health workers for the provision of self-directed, recovery oriented support for people affected by mental illness and psychiatric disability. The initial training is carried out on campus at Western Sydney University under the guidance of Wesley Mission (Sydney). The unit involves reflecting on the links between mental health workforce training and the academic discipline of psychology. The focus of this unit is on the knowledge required for mental health workers.

School Psychology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Co-requisite(s) BEHV 1018 OR BEHV 1016

Restrictions Permission from the subject Coordinator to enrol following evidence of successful completion of Certificate IV in Mental Health CHC43315 with Wesley Mission.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Draw links between knowledge drawn from the science of psychology and from knowledge required for work in the mental health workforce.

Subject Content

- Working with diverse people, and promoting Aboriginal and/or Torres Strait Islander cultural safety.
 - establishing self-directed recovery relationships in collaboration with recovery oriented mental health services.
 - The care Network and other services, particularly in Trauma informed care.
 - The provision of services to people with co-existing mental health and alcohol and other drug issues.
 - The assessment and promotion of social, emotional and physical wellbeing in The facilitation of self-advocacy.
 - Working legally and ethically, and participating in workplace health and safety.
- Working with diverse people, and promoting Aboriginal and/or Torres Strait Islander cultural safety.
- Establishing self-directed recovery relationships in collaboration with recovery oriented mental health services.
- The care network and other services, particularly in trauma informed care.
- The provision of services to people with co-existing mental health and alcohol and other drug issues.
- The assessment and promotion of social, emotional and physical wellbeing in the facilitation of self-advocacy.
- Working legally and ethically, and participating in workplace health and safety.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	1,500 words	S/U	N	Individual

Teaching Periods

WELF 1009 Welfare Field Education 1 (Block Mode)

Credit Points 10

Legacy Code 101765

Coordinator Sonia Tascon ([https://directory.westernsydney.edu.au/search/name/Sonia Tascon/](https://directory.westernsydney.edu.au/search/name/Sonia%20Tascon/))

Description This unit enables students to participate in a structured and supervised field placement (140 hours). Welfare Field Education 1 (Block Mode) provides students with the opportunity to apply their

knowledge and experience in linking theory with practice, and extend their skills for community work with the support of practitioners working in the human services sector. Placements are offered in a variety of agency types spanning all areas of community work practice: work with individuals, groups and families, community development; research and policy.

School Social Sciences

Discipline Human Welfare Studies and Services, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects LGYA 7647 - Welfare Field Education 1 (AREPMETRO) WELF 2016 - Welfare Field Education 1

Restrictions Students must be enrolled in 1689 Bachelor of Community and Social Development and must have successfully completed 40 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of the range of agencies in the human services sector.
2. Assess the impact of their own values in working with individuals and communities in the welfare context.
3. Demonstrate appropriate verbal and written communication skills for working in community welfare.
4. Apply professional skills appropriate to community welfare agency work.
5. Critically reflect on their experiences in placement, including their learning in the placement, skills acquired and areas for development.
6. Demonstrate report writing skills required for the placement report.

Subject Content

1. Successfully completing 140 hours of practicum in a welfare agency
2. Networking and referral skills
3. Welfare needs and services available to people within a particular region.
4. Role of volunteers in the community sector and the role of students on placement.
5. Critical thinking and analysis.
6. Basic communication skills, including professional telephone skills, and report writing skills
7. Goal setting/preparation for first placement.
8. Value and ethical dilemmas in the human services sector.
9. Task planning and prioritisation
10. How and when to use consultation, peer support and supervision.
11. Methods of reflection on the process of intervention in light of personal and agency ideology and social welfare values.

Special Requirements

Legislative pre-requisites

Prior to enrolling in this subject students must have submitted a Working with Children Check Student Declaration. Refer to the Special Requirements website for more information.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Agency Poster Presentation		S/U	N	Individual
Learning Plan	500 words	S/U	Y	Individual
Placement	140 hours of placement	S/U	Y	Individual
Placement Report	1,000 words	S/U	Y	Individual

Teaching Periods

WELF 1010 Human Services Intervention Strategies (UG Cert)

Credit Points 10

Legacy Code 500045

Coordinator Jack Isherwood ([https://directory.westernsydney.edu.au/search/name/Jack Isherwood/](https://directory.westernsydney.edu.au/search/name/Jack%20Isherwood/))

Description This is an introductory unit which examines underlying theories of social welfare work, community work, youth work and international social development. Students will explore the ideological underpinnings of theories and discourses in the human services, particularly with regard to the impact of poverty, inequity and the experience of vulnerable populations. The contribution of other disciplines to knowledge and practice in these fields of practice will also be examined. This unit will focus on developing beginning assessment and intervention skills in working with individuals, groups, and communities. Students will also develop an understanding of ethical issues related to social work. Students will also develop an understanding of working in human service organisations as a member of a team.

School Social Sciences

Discipline Human Welfare Studies and Services, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Equivalent Subjects WELF 1003 - Human Services Intervention Strategies

Restrictions Students must be enrolled in program 7170 - Undergraduate Certificate in Mental Health and Counselling.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe theories, concepts and models underpinning social work and community welfare work.
2. Develop assessment and intervention skills or working with individuals, groups and communities within a context of the inequitable distribution of wealth and power.

3. Apply ethical issues related to working with individuals, groups and communities.
4. Apply professional decision making in the organisational contexts.

Subject Content

Basic concepts underlying human service practice: Human Rights; Empowerment; Advocacy; Self-determination; Self-help; Social Justice; Democratic Participation.

Anti-Oppressive Practice: gender; ethnicity; class; politics; Aboriginality; culture; religion; (dis)ability; age; sexual orientation.

Theories underlying human services practice: different ways of understanding the world; different levels of theory: formal and informal. Working with individuals; an overview major models of casework; assessment and intervention.

Working with groups: types of groups facilitated by human service workers; principles of working for and with groups; group dynamics and group processes; stages of group development.

Community Work.

Issues related to accountability: the inter relationship of the worker's personal, professional values and those of their agency; understanding of ethics

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	3 quizzes – 20 minutes per quiz	30	N	Individual
Portfolio	3 posts 250 words per post = 750	20	N	Individual
Case Study	Part A: 750 (20%) Part B: 1000 (30%)	50	N	Individual

Teaching Periods

Block A Session

Online

Online

Subject Contact Jack Isherwood ([https://directory.westernsydney.edu.au/search/name/Jack Isherwood/](https://directory.westernsydney.edu.au/search/name/Jack%20Isherwood/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF1010_22-BA_ON_O#subjects)

Block C Session

Online

Online

Subject Contact Jack Isherwood ([https://directory.westernsydney.edu.au/search/name/Jack Isherwood/](https://directory.westernsydney.edu.au/search/name/Jack%20Isherwood/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF1010_22-BC_ON_O#subjects)

Block E Session

Online

Online

Subject Contact Jack Isherwood ([https://directory.westernsydney.edu.au/search/name/Jack Isherwood/](https://directory.westernsydney.edu.au/search/name/Jack%20Isherwood/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF1010_22-BE_ON_O#subjects)

WELF 1011 Introduction to Social Work in Australia

Credit Points 10

Legacy Code 102860

Coordinator Sharlotte Tusasiirwe ([https://directory.westernsydney.edu.au/search/name/Sharlotte Tusasiirwe/](https://directory.westernsydney.edu.au/search/name/Sharlotte%20Tusasiirwe/))

Description This unit introduces students to social work, its common values, different perspectives, and current debates. Diverse constructions of social work embedded in different knowledge systems and models will be explored. Social work perspectives in a multicultural cosmopolitan Australia will be analysed including, amongst others, Indigenous social work, White western social work, Pacific social work, Afrocentric social work, memorial social work, Brazilian social work, etc. An overview of the changing Australian socio-political environment, policy and practice context will be explored and the role of social work in the different fields of practice analysed, to locate strategies for generating positive and creative social change.

School Social Sciences

Discipline Social Work

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe social work and the common values that underpin social work practice
2. Discuss different constructions of social work embedded in different knowledge systems and their application in multicultural cosmopolitan Australia and globally
3. Recognise Australia's socio-political environment and the nature of disadvantage experienced by certain socio-cultural groups such as women, refugees & asylum seekers, First Nations Peoples, older people, People with Disabilities, LGBTIQ, the unemployed, homeless etc
4. Describe how government policies and practices are developed and implemented to address disadvantage
5. Develop strategies that work towards the broader goals of social justice and human rights and individual and community advocacy and empowerment

Subject Content

Introduction to social work; unifying values like social justice, human rights, anti-oppressive practice

Current debates in social work (like westernisation vs indigenisation/ decolonisation; social work as an agent of social control or social change; globalisation vs localisation; Universalism/professionalism vs multiculturalism)

Introduction to different social work perspectives and the types of social work they inform: Indigenous social work; Western social work Pacific social work
 Afrocentric social work, a Nepalese model of social work, etc
 Australian socio-political context: contemporary social issues related to inequality: poverty & inequality
 Australian socio-political context: Gender & Inequality, racial inequality; environmental injustice etc
 Making and implementing social policy to address disadvantage
 Social work fields of practice and our roles and responsibilities for practice (Social work with First Nations People, LGBTIQ, Older people and People with Disability, community work, mental health
 Research, environmental and disaster work
 Social work in a changing world; different landscapes: where to now?

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Proposal	5-10 minutes	20	N	Individual
Essay	1,500 words	30	N	Individual
Presentation	20 minutes	30	N	Group
Reflection	1,000 words	20	N	Individual

Teaching Periods

Spring Liverpool Day

Subject Contact [Charlotte Tusasiirwe \(https://directory.westernsydney.edu.au/search/name/Charlotte_Tusasiirwe/\)](https://directory.westernsydney.edu.au/search/name/Charlotte_Tusasiirwe/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF1011_22-SPR_LP_D#subjects)

Parramatta - Victoria Rd Day

Subject Contact [Charlotte Tusasiirwe \(https://directory.westernsydney.edu.au/search/name/Charlotte_Tusasiirwe/\)](https://directory.westernsydney.edu.au/search/name/Charlotte_Tusasiirwe/)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF1011_22-SPR_PS_D#subjects)

WELF 1012 Understanding Disability: Historical and Contemporary Frameworks

Credit Points 10

Legacy Code 102846

Coordinator [Karen Soldatic \(https://directory.westernsydney.edu.au/search/name/Karen_Soldatic/\)](https://directory.westernsydney.edu.au/search/name/Karen_Soldatic/)

Description Disability Studies is a multi-disciplinary field that investigates, critiques, and enhances society's understandings of disability. The unit will introduce students to contemporary frameworks for recognising how people with disabilities have experienced disadvantage and exclusion because of personal and societal responses to impairment. The unit will explore how disability activists and scholars have re-conceptualised disability from a

more empowering social-political and human rights perspective as an element of human diversity. The unit is grounded in case study pedagogy to ensure the integration of applied practice with rich conceptual and rigorous frameworks.

School Social Sciences

Discipline Care for the Disabled

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 1 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply key concepts and the major frameworks (models) for analysing disability.
2. Describe how society's concept of normalcy results in everyday forms of discrimination, exclusion and poverty, in local, national, and global contexts.
3. Explain the ways in which disability rights movements and disabled people have driven change at the local, national and international level.
4. Present information and arguments related to disability studies using an appropriate academic style.
5. Apply strategies to work effectively in a team.

Subject Content

Historical developments in the field and their continuance in contemporary practice.

Introduction of contemporary understandings for recognising how people with disabilities have experienced disadvantage and exclusion. Personal and societal responses to impairment since industrialisation to the contemporary time.

The work of disability activists and scholars in re-conceptualising disability including contemporary perspectives governed by international socio-legal policy that promote rights, justice and equality.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Annotated Bibliography	4 academic core texts reviewed with a 200 summary of each (total 800 word count plus bibliography)	30	N	Individual
Presentation	15 min online group presentation	30	N	Group
Reflection	1000 words plus bibliography	40	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Karen Soldatic ([https://directory.westernsydney.edu.au/search/name/Karen Soldatic/](https://directory.westernsydney.edu.au/search/name/Karen%20Soldatic/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF1012_22-AUT_PS_D#subjects)

WELF 2001 Community Management and Organisations

Credit Points 10

Legacy Code 101644

Coordinator Jeeva Sajan ([https://directory.westernsydney.edu.au/search/name/Jeeva Sajan/](https://directory.westernsydney.edu.au/search/name/Jeeva%20Sajan/))

Description This unit focuses on community management in Australia and the social and economic factors that influence and frame community management practices. At the macro level, it examines the effects of neo-liberal (economic rationalist) reforms in the public and community sectors; and the rise of developments such as managerialism and 'third way' approaches, on community management practices. The unit also explores developments in management practices in response to social developments such as multiculturalism, recognition of diversity, equal employment opportunity and recognition of contextual and local issues. It further looks at community management work practices, including volunteerism, steering committees, management committees, and collectives.

School Social Sciences

Discipline Social Work

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects LGYA 1371 - Community Management and Organisations LGYA 9706 - Community Management and Organisations

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the competing agendas that impact on community management processes
2. Analyse and appraise a diverse range of government, provider and consumer demands
3. Summarise the of different forms of community management theories, styles and techniques
4. Apply skills and strategies for working within different management models and organisations

Subject Content

Overview of the changing environment of community organisations and management

Consideration of the social, political and economic factors framing community organisations and management practices

Models and practices of community management

Strategies and skills for working within different models of management and organisation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Essay	1,000 words	30	N	Individual
Log/Workbook - Workbook activities	800 words	20	N	Individual
Report - Individual Report/ Typology	1,200 words	50	N	Individual

Prescribed Texts

- Hudson, M 2009, Managing without profit: leadership, management and governance in third sector organisations in Australia, UNSW Press, Sydney

Teaching Periods

WSU Online TRI-2

Wsu Online

Online

Subject Contact Alexia Cameron ([https://directory.westernsydney.edu.au/search/name/Alexia Cameron/](https://directory.westernsydney.edu.au/search/name/Alexia%20Cameron/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF2001_22-OT2_OW_O#subjects)

Spring Liverpool

Day

Subject Contact Jeeva Sajan ([https://directory.westernsydney.edu.au/search/name/Jeeva Sajan/](https://directory.westernsydney.edu.au/search/name/Jeeva%20Sajan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF2001_22-SPR_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Jeeva Sajan ([https://directory.westernsydney.edu.au/search/name/Jeeva Sajan/](https://directory.westernsydney.edu.au/search/name/Jeeva%20Sajan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF2001_22-SPR_PS_D#subjects)

WELF 2002 Community Work & Development

Credit Points 10

Legacy Code 101632

Coordinator Michael Houlbrook ([https://directory.westernsydney.edu.au/search/name/Michael Houlbrook/](https://directory.westernsydney.edu.au/search/name/Michael%20Houlbrook/))

Description This unit introduces theories and skills in community work and community development. There will be an exploration of the range of ways the term "community" is used and an analysis of

the assumptions, values, goals and visions behind community work will be discussed. The unit will explore the breadth and scope of community work at a local, state and global level. The unit will provide an opportunity to develop an understanding of the environmental, political, economic and cultural issues relevant to community work practice.

School Social Sciences

Discipline Social Work

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects WELF 1001 - Community Work and Community Development

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse the notion of 'community'.
2. Apply theories and practice models used in community work.
3. Outline the skills required for effective community work practice.
4. Articulate an awareness of the construction and assumptions underpinning current practices of community development.

Subject Content

What is community work/ community development?

Ideologies, values and visions underlying community work.

Theories informing community work.

Models of community work practice - community development, social planning, community and social action. Applications in a Social Justice framework.

Skills required in community work and community development practice.

Community work in a globalised world.

Models of community work practice - community development, social planning, community and social action. Applications in a Social Justice framework.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1,000 words	30	Y	Individual
Presentation	500 words (nominal - this item may be a creative and variable product)	20	Y	Individual
Report	1,500 words	50	Y	Individual

Prescribed Texts

- Ife. J. (2016). Community Development in an Uncertain World . Port Melbourne: Cambridge

Teaching Periods

Autumn Liverpool

Day

Subject Contact Michael Houlbrook ([https://directory.westernsydney.edu.au/search/name/Michael Houlbrook/](https://directory.westernsydney.edu.au/search/name/Michael%20Houlbrook/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF2002_22-AUT_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Michael Houlbrook ([https://directory.westernsydney.edu.au/search/name/Michael Houlbrook/](https://directory.westernsydney.edu.au/search/name/Michael%20Houlbrook/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF2002_22-AUT_PS_D#subjects)

WSU Online TRI-1

Wsu Online

Online

Subject Contact David-Jack Fletcher ([https://directory.westernsydney.edu.au/search/name/David-Jack Fletcher/](https://directory.westernsydney.edu.au/search/name/David-Jack%20Fletcher/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF2002_22-OT1_OW_O#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact David-Jack Fletcher ([https://directory.westernsydney.edu.au/search/name/David-Jack Fletcher/](https://directory.westernsydney.edu.au/search/name/David-Jack%20Fletcher/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF2002_22-OT3_OW_O#subjects)

WELF 2003 Community Work and Community Development (Block Mode)

Credit Points 10

Legacy Code 101774

Coordinator Jim Ife ([https://directory.westernsydney.edu.au/search/name/Jim Ife/](https://directory.westernsydney.edu.au/search/name/Jim%20Ife/))

Description This unit introduces theories and skills in community work and community development. It begins with an analysis of the terms community and community development and their competing meanings and discourses. This is followed by an examination of the breadth and scope of community work at a local, state and global level. The unit will provide an opportunity for students to develop an understanding of the environmental, political, economic and cultural issues relevant to community work and community development practice. The unit will explore examples of Aboriginal and Torres Strait Islander communities, to illustrate the unit content.

School Social Sciences

Discipline Social Work

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects WELF 2002 - Community Work and Community Development LGYA 7651 - Community Work and Community Development AREPMetro

Restrictions Students must be enrolled in program 1689 Bachelor of Community and Social Development and must have successfully completed 60 credit points at Level 1.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse the concepts of community and community development, and identify competing meanings and discursive practices;
2. Identify the ideologies and values underpinning different models of community work and community development;
3. Articulate a critical awareness of the theoretical assumptions underpinning current practices of community development;
4. Demonstrate critical understanding of the value of different models of community development in a diversity of contexts;
5. Critically analyse a community development initiative with an Indigenous community.

Subject Content

Concepts of community and community development
Ideologies and visions underlying community and community Development
Theorising community work and community development
Models of community development - linking to theory
Models of community work practice
Skills for community work and community development practice
Social Justice framework for understanding community development
Community work and community development in a globalised world
Indigenous communities and community development ? issues and challenges

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1,500 words	30	N	Individual
Presentation on a Community Development Initiative	20 minutes	25	N	Individual
Report on Community Development Initiative	2,000 words	45	N	Individual

Teaching Periods

WELF 2006 Fields of Practice 1

Credit Points 10

Legacy Code 102172

Coordinator Robyn North ([https://directory.westernsydney.edu.au/search/name/Robyn North/](https://directory.westernsydney.edu.au/search/name/Robyn%20North/))

Description Fields of Practice 1 introduces Social Work students to a range of skills and contexts of social work practice. The unit draws from the expertise of the Social Work team at Western Sydney University, engages with consumer educators and practitioners, and provides students with opportunities to practice their skills in our state of the art Skills Lab at Parramatta and Liverpool. The critical approach to the unit takes account of the diversity in social work in terms of the range of people, groups and communities with whom students will work.

School Social Sciences

Discipline Social Work

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Restrictions Students must have successfully completed 40 credit points and must be enrolled in 1665 Bachelor of Community Welfare, 1666 Bachelor of Social Work or 1713 Bachelor of Criminal and Community Justice/ Bachelor of Social Work.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse the structure of society with respect to power and disadvantage including the influence of gender, age, ability, sexuality, ethnicity and economic disadvantage.
2. Demonstrate an understanding of Aboriginal and Torres Strait Islander ways of knowing, being and doing in social work practice.
3. Develop foundational skills for social work and welfare practice.
4. Describe the social, political, legal, cultural and organisational contexts and systems and how they impact on people.
5. Identify a practice framework that draws on contemporary theory, knowledge, methods and professional values.
6. Critically evaluate the challenges and opportunities for social work practice within a global and environmental context.

Subject Content

1. Child care and child safety
2. Mental health
3. Disability
4. Working with Aboriginal and Torres Strait Islander communities?f perspectives on welfare services
5. Working with individuals, groups and communities from rural and remote locations.
6. Working with older people
7. Community justice
8. Social work in health settings
9. International social work
10. GLBTQI social work practice

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	1,000 words in total	30	N	Individual
Report	500 words	40	N	Individual
Essay	1,500 words	30	N	Individual

Prescribed Texts

- Connolly, M, Harms, L and Maidment, J., (4th ed.) 2017 (eds), *Social Work: Contexts and Practice*, South Melbourne, VIC, Australia: Oxford University Press

Teaching Periods

Autumn**Liverpool****Day**

Subject Contact Robyn North ([https://directory.westernsydney.edu.au/search/name/Robyn North/](https://directory.westernsydney.edu.au/search/name/Robyn%20North/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF2006_22-AUT_LP_D#subjects)

Parramatta - Victoria Rd**Day**

Subject Contact Robyn North ([https://directory.westernsydney.edu.au/search/name/Robyn North/](https://directory.westernsydney.edu.au/search/name/Robyn%20North/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF2006_22-AUT_PS_D#subjects)

WELF 2007 Group Work in Social Work

Credit Points 10

Legacy Code 400509

Coordinator Ben Joseph ([https://directory.westernsydney.edu.au/search/name/Ben Joseph/](https://directory.westernsydney.edu.au/search/name/Ben%20Joseph/))

Description This unit will provide students with the opportunity to develop knowledge of group work theory, group dynamics and facilitation skills in group work practice in the human services. In addition, students will be learning about working in teams in human service agencies, and effectively collaborate with their colleagues in group settings. Students will integrate theory with practice in an experiential group setting in the classroom. Students will also be examining issues related to culturally responsive group work practice with marginalised people, and addressing group work issues of diversity in gender and culture.

School Social Sciences

Discipline Social Work

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) WELF 1003

Restrictions Students must be enrolled in program 1666 Bachelor of Social Work, 1665 Bachelor of Community Welfare or 1713 Bachelor of Criminal and Community Justice / Bachelor of Social Work.

Assumed Knowledge

Basic understanding of groups and group dynamics.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse a range of theories of groups, group dynamics and group processes;

2. Critically reflect on their use of self as group participants and facilitator;
3. Outline the significance of professional and agency contexts of group work practice;
4. Apply an understanding of, and respect for, ethical and culturally responsive practice in group work;
5. Utilise group work knowledge and skills to facilitate group work exercises.

Subject Content

Group dynamics and processes including group stages, communication in groups, group roles, different theories of leadership in groups, different models of group decision making, power and conflict, approaches to diversity

Facilitating effective group work processes

Ethics in group work

Responding appropriately to gender and cultural diversity

The context of professional social work with groups

Evaluation and closing of groups

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Critical Review	800 words	30	N	Individual
2a Presentation	60 minutes	20	N	Group
2b Reflection Essay	500 words	10	N	Individual
	1,800 words	40	N	Individual

Prescribed Texts

- Johnson, D.W., & Johnson F.P., (2017). *Joining Together: Group Theory and Group Skills*, 12th ed., London: Prentice Hall.

Teaching Periods

Spring**Liverpool****Day**

Subject Contact Ben Joseph ([https://directory.westernsydney.edu.au/search/name/Ben Joseph/](https://directory.westernsydney.edu.au/search/name/Ben%20Joseph/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF2007_22-SPR_LP_D#subjects)

Parramatta - Victoria Rd**Day**

Subject Contact Ben Joseph ([https://directory.westernsydney.edu.au/search/name/Ben Joseph/](https://directory.westernsydney.edu.au/search/name/Ben%20Joseph/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF2007_22-SPR_PS_D#subjects)

WELF 2008 Human Rights, Human Services and the Law

Credit Points 10

Legacy Code 400195

Coordinator Maggie Hall ([https://directory.westernsydney.edu.au/search/name/Maggie Hall/](https://directory.westernsydney.edu.au/search/name/Maggie%20Hall/))

Description This unit aims to provide knowledge of human rights issues and laws which are particularly relevant to social workers, youth workers and community welfare workers. It provides an opportunity for students to reflect upon their powers, responsibilities and obligations in their professional roles and acquire skills to promote justice for disadvantaged individuals and groups through advocacy and law reform.

School Social Sciences

Discipline Social Work

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Restrictions Successful completion of 40 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply a broad understanding of the Australian legal system with particular reference to NSW;
2. Describe how legal institutions and processes promote or undermine access to justice and law reform for disadvantaged groups in the community;
3. Identify areas of substantive law which are particularly relevant to social work, community welfare and youth work practice;
4. Employ advocacy skills using legal knowledge;
5. Demonstrate an understanding of international human rights instruments and process;
6. Write a professional report for legal purposes.

Subject Content

An overview of the Australian legal system with particular reference to NSW

Human service work: legal framework for practice

Human service work for courts and tribunals; writing reports for legal purposes, evidence, disclosure of counselling records

Anti discrimination laws; guardianship laws; mental health laws

Criminal justice; victims of crime, disability, prisoners rights

Civil and administrative laws : housing, consumer protection, employment, social security, education

Australian and NSW law pertinent to children & families

Young people in the criminal justice system

Advocacy strategies using legal knowledge

The international legal framework - Sources of international law, international courts and enforcement; examples of the development of human rights instruments;

Aboriginal and Torres Strait Islanders? human rights in Australia: constitutional and common law cases.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report	2,000 words	40	N	Individual
Quiz	5 questions each week (over 12 weeks)	20	N	Individual
Final examination	2 hours	40	N	Individual

Teaching Periods

Spring

Penrith (Kingswood)

Day

Subject Contact Maggie Hall ([https://directory.westernsydney.edu.au/search/name/Maggie Hall/](https://directory.westernsydney.edu.au/search/name/Maggie%20Hall/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF2008_22-SPR_KW_D#subjects)

Liverpool

Day

Subject Contact Maggie Hall ([https://directory.westernsydney.edu.au/search/name/Maggie Hall/](https://directory.westernsydney.edu.au/search/name/Maggie%20Hall/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF2008_22-SPR_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Maggie Hall ([https://directory.westernsydney.edu.au/search/name/Maggie Hall/](https://directory.westernsydney.edu.au/search/name/Maggie%20Hall/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF2008_22-SPR_PS_D#subjects)

WELF 2009 Human Rights, Human Services and the Law (WSTC)

Credit Points 10

Legacy Code 700141

Coordinator Paul Rouillon ([https://directory.westernsydney.edu.au/search/name/Paul Rouillon/](https://directory.westernsydney.edu.au/search/name/Paul%20Rouillon/))

Description This unit aims to provide knowledge of human rights issues and laws which are particularly relevant to social workers, youth workers and community welfare workers. It provides an opportunity for students to reflect upon their powers, responsibilities and obligations in professional roles and acquire skills to promote justice for disadvantaged individuals and groups through advocacy and law reform.

School Social Sciences

Discipline Social Work

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Equivalent Subjects WELF 2008 - Human Rights Human Services and the Law

Restrictions Students must be enrolled at Western Sydney University, The College. Students enrolled in extended diplomas must pass 40 credit points from the preparatory subjects listed in the program structure prior to enrolling in this University level subject.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and describe features of the Australian legal system with particular reference to NSW;
2. Explain the legal institutions and processes which promote or undermine access to justice and law reform for disadvantaged groups in the community;
3. Outline areas of substantive law which are particularly relevant to social work, community welfare and youth work practice;
4. Apply advocacy skills using legal knowledge;
5. Analyse the impact of international human rights instruments and process;
6. Write a professional report for legal purposes.

Subject Content

- An overview of the Australian legal system with particular reference to NSW
- Human service work: legal framework for practice;
- Human service work for courts and tribunals; writing reports for legal purposes, evidence, disclosure of counselling records;
- Anti discrimination laws; guardianship laws. mental health laws;
- Criminal justice; victims of crime, disability, prisoners rights;
- Civil and administrative laws : housing, consumer protection, employment, social security, education;
- Australian and NSW law pertinent to children & families;
- Young people in the criminal justice system;
- Advocacy strategies using legal knowledge;
- The international legal framework ?Sources of international law, international courts and enforcement; examples of the development of human rights instruments;
- Indigenous human rights in Australia: constitutional and common law cases
- An overview of the Australian legal system with particular reference to NSW
- Human service work: legal framework for practice;
- Human service work for courts and tribunals; writing reports for legal purposes, evidence, disclosure of counselling records;
- Anti discrimination laws; guardianship laws. mental health laws;
- Criminal justice; victims of crime, disability, prisoners rights;
- Civil and administrative laws : housing, consumer protection, employment, social security, education;
- Australian and NSW law pertinent to children & families;
- Young people in the criminal justice system;
- Advocacy strategies using legal knowledge;
- The international legal framework ?Sources of international law, international courts and enforcement; examples of the development of human rights instruments;
- Indigenous human rights in Australia: constitutional and common law cases

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Participation	2,200 words	30	N	Individual
Report	30 minutes x 10 weeks = 5 hours	30	N	Individual
End-of-session Exam	1,300 words 2 hours	40	N	Individual

Teaching Periods

Term 1

Bankstown

Day

Subject Contact Paul Rouillon ([https://directory.westernsydney.edu.au/search/name/Paul Rouillon/](https://directory.westernsydney.edu.au/search/name/Paul%20Rouillon/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF2009_22-T1_BA_D#subjects)

Term 3

Bankstown

Day

Subject Contact Paul Rouillon ([https://directory.westernsydney.edu.au/search/name/Paul Rouillon/](https://directory.westernsydney.edu.au/search/name/Paul%20Rouillon/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF2009_22-T3_BA_D#subjects)

WELF 2010 Lifespan Development and the Human Services

Credit Points 10

Legacy Code 400505

Coordinator Samia Michail ([https://directory.westernsydney.edu.au/search/name/Samia Michail/](https://directory.westernsydney.edu.au/search/name/Samia%20Michail/))

Description This unit takes a 'lifespan perspective' to studying human development, covering related concepts, theories, methods and debates, and develops an understanding of bio-psycho-social dimensions across the lifespan, underpinned by a sensitivity to cultural and social differences in development. There is an emphasis on relating lifespan issues to current human services.

School Social Sciences

Discipline Social Work

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) BEHV 1021

Equivalent Subjects LGYB 6026 - Lifespan Development in the Human Services

Restrictions Students must be enrolled in 1666 Bachelor of Social Work, 4598 Bachelor of Social Work, 4522 Bachelor of Community Welfare or 4523 Bachelor of Community Welfare (Family and Community). Successful completion of 60 credit points including the pre-requisite subject above.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Summarise the key concepts, theories and methods related to the ♦eLifespan Perspective♦ of studying human development.
2. Explain how cultural and social differences influence lifespan development.
3. Relate concepts of lifespan development, including cultural and social differences, to current human services.
4. Recognise bio-psycho-social dimensions across the lifespan.

Subject Content

Foundational concepts related to the lifespan perspective and approaches to understanding human development, theories, debates and methods.

Cultural and social differences in lifespan development, including indigenous Australians and gender.

Lifespan development related to human services.

Heredity, prenatal development and birth

Bio-psycho-social development related to:

- Infancy
- Pre-school years
- middle childhood
- Adolescence
- early, middle and Late adulthood
- Old Age and end of life

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1,000 words	25	N	Individual
Report	1,200 words	25	N	Individual
Presentation	3 minute video file	20	N	Individual
Quiz	15mins per quizz	30	N	Individual

Prescribed Texts

- Hoffnung, M., et al. (2019). Lifespan development (4th Australasian ed.). Milton, QLD : John Wiley and Sons Australia, Ltd.
- An e-text version of this prescribed textbook is also available for students to purchase.
- Hoffnung, M, Hoffnung, RJ, Seifert, KL, Burton Smith, R, Hine, A, Ward, L et al. 2013, Lifespan development: a chronological approach, 2nd Australasian edn, John Wiley & Sons, Milton, Australia

Teaching Periods

Summer A

Liverpool

Day

Subject Contact Samia Michail ([https://directory.westernsydney.edu.au/search/name/Samia Michail/](https://directory.westernsydney.edu.au/search/name/Samia%20Michail/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF2010_22-SUA_LP_D#subjects)

Autumn

Liverpool

Day

Subject Contact Samia Michail ([https://directory.westernsydney.edu.au/search/name/Samia Michail/](https://directory.westernsydney.edu.au/search/name/Samia%20Michail/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF2010_22-AUT_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Samia Michail ([https://directory.westernsydney.edu.au/search/name/Samia Michail/](https://directory.westernsydney.edu.au/search/name/Samia%20Michail/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF2010_22-AUT_PS_D#subjects)

WELF 2011 Management and Community Organisations (Block Mode)

Credit Points 10

Legacy Code 101775

Coordinator Scott Avery ([https://directory.westernsydney.edu.au/search/name/Scott Avery/](https://directory.westernsydney.edu.au/search/name/Scott%20Avery/))

Description This unit focuses on community management in Australian Aboriginal and Torres Strait Islander communities and the social and economic factors that influence and frame community management practices. At the macro level, it examines the effects of neo-liberal (economic rationalist) reforms in the public and community sectors; and the impact of developments such as managerialism and 'third way' approaches on community management practices. The unit has a specific focus on management practices and issues facing organisations operating in Indigenous communities. It explores the tensions and pressures faced by Indigenous organisations and strategies for developing sustainable management practices.

School Social Sciences

Discipline Welfare Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) WELF 2003

Equivalent Subjects WELF 2001 - Community Management and Organisations LGYA 7654 - Managing in Community Services (AREPMetro)

Restrictions Students must be enrolled in 1689 Bachelor of Community and Social Development and must have successfully completed 60 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the competing agendas and policies that impact on community management processes
2. Analyse and appraise a diverse range of government, provider and consumer and community demands on Aboriginal and Torres Strait Islander community organisations

3. Recognise and critique different models of community management, management styles and techniques with reference to theories of community management
4. Identify skills and strategies for working within different management models and organisations that best suit organisations in Aboriginal and Torres Strait Islander communities
5. Distinguish the local and sustainable management issues for Aboriginal and Torres Strait Islander communities and community organisations

Subject Content

Overview of the changing environment for community organisations and management
 Consideration of the social, political and economic factors framing community organisations and management practices in Aboriginal and Torres Strait Islander Communities
 Models and practices of community management for sustainability in Aboriginal and Torres Strait Islander communities
 Strategies and skills for working within different models of management and organisation
 Issues and challenges facing Aboriginal and Torres Strait Islander communities and organisations

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Essay Style Theory Analysis	1,500 words	50%	N	Individual
Set Project	1,500 words	50%	N	Individual

Teaching Periods

WELF 2017 Working with Individuals and Families

Credit Points 10

Legacy Code 400508

Coordinator Daniel Doh ([https://directory.westernsydney.edu.au/search/name/Daniel Doh/](https://directory.westernsydney.edu.au/search/name/Daniel%20Doh/))

Description This unit introduces students to the theories and practice related to social work with individuals and families in diverse practice contexts. It builds on knowledge gained through the prerequisite units. Students examine systems theory in relation to family work, and the contributions of feminist therapies and psychological themes. Relevant clinical and social issues such as cross-cultural casework, the impact of the stolen generation on indigenous people’s access to social services, and working effectively with grief and loss are examined. This unit assists in preparing students for their first or second fieldwork placement.

School Social Sciences

Discipline Social Work

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) WELF 1003

Restrictions Students must be enrolled in 1666 Bachelor of Social Work, 4598 Bachelor of Social Work, 1665 Bachelor of Community Welfare or 4522 Bachelor of Community Welfare or 4523 Bachelor of Community Welfare (Family and Community), 1713 Bachelor of Criminal and Community Justice/Bachelor of Social Work.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identifies theories and intervention strategies for working with individuals and families
2. Choose, apply and evaluate a practice model in interviews
3. Critically analyse practice
4. Reflect on own practice
5. Develop further skills in working appropriately with Aboriginal and Torres Strait Islander peoples

Subject Content

1. this subject introduces students to theories and develops clinical practice skills related to social work with individuals and families in diverse practice contexts.
2. A major theory studied and applied in this subject is the strengths-based approach to casework & work with families.
3. Students also apply systems theory in relation to family work and examine the contribution of feminist therapies, post-modern theory and psychological themes.
4. Relevant clinical and social issues such as cross cultural casework, the impact of the stolen generation on indigenous people’s access to social services and working effectively with involuntary clients are examined and practiced.
5. Finally students develop skills in conducting a risk assessment at interview.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	5 questions x 12 weeks = 60 questions	20	N	Individual
Professional Task	10 minutes & 1000 words	50	N	Individual
Case Study	1000 words	30	N	Individual

Prescribed Texts

- Maidment, J. & Egan, R. (2016). Practice skills in social work & welfare: more than just common sense. 3rd edn., Allen & Unwin, Crows Nest

Teaching Periods

Summer A

Liverpool

Day

Subject Contact Rohena Round ([https://directory.westernsydney.edu.au/search/name/Rohena Round/](https://directory.westernsydney.edu.au/search/name/Rohena%20Round/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF2017_22-SUA_LP_D#subjects)

Autumn

Liverpool

Day

Subject Contact Daniel Doh ([https://directory.westernsydney.edu.au/search/name/Daniel Doh/](https://directory.westernsydney.edu.au/search/name/Daniel%20Doh/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF2017_22-AUT_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Daniel Doh ([https://directory.westernsydney.edu.au/search/name/Daniel Doh/](https://directory.westernsydney.edu.au/search/name/Daniel%20Doh/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF2017_22-AUT_PS_D#subjects)

WELF 2018 Working with Individuals and Families (Block Mode)

Credit Points 10

Legacy Code 101776

Coordinator Rashid Flewellen Jr ([https://directory.westernsydney.edu.au/search/name/Rashid Flewellen Jr/](https://directory.westernsydney.edu.au/search/name/Rashid%20Flewellen%20Jr/))

Description This unit builds on Introduction to Working with Families and Communities and focuses on direct practice skills with individuals and families in welfare and community settings. Students examine contemporary theories of direct practice and build upon their ability to use theory to reflect upon and develop practice skills. There is an emphasis on safe, inclusive and responsive practice with Aboriginal and Torres Strait Islander peoples with a focus on trauma informed practice.

School Social Sciences

Discipline Social Work

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 2 subject

Pre-requisite(s) WELF 1006

Equivalent Subjects WELF 2017 - Working with Individuals and families
LGYA 7656 - Working with individuals and families

Restrictions Students must be enrolled in 1689 Bachelor of Community and Social Development and must have successfully completed 60 credit points.

Assumed Knowledge

It is assumed that the student has successfully completed the Year 1 subjects in 1689 - Bachelor of Community and Social Development.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply theories and skills for working with individuals and families
2. Evaluate a practice model in a simulated interview
3. Critically analyse practice models and strategies for case work
4. Demonstrate the ability to use theory to reflect upon and develop practice skills
5. Utilise cultural competence skills in casework practice and analysis

Subject Content

- introduction to theories and Models for direct practice with individuals and families
- development of clinical practice skills for Working with individuals and families in diverse practice contexts
- Working with voluntary and involuntary individuals and families in diverse practice settings.
- Core verbal and written communication skills for work with individuals and families (e.g. engagement, assessment, designing and implementing interventions, evaluation, report writing and record keeping).
- The strengths-based approach to casework and work with families
- Trauma informed practice
- Working with individuals and families experiencing grief and loss.
- Safe, inclusive and responsive practice with Aboriginal and Torres Strait Islander peoples and people from culturally and diverse backgrounds

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Videotaped Skills Interview	15 minutes	50	N	Individual
Critical Reflexion of Interview	1,000 words	20	N	Individual
Case Study Analysis	2,000 words	30	N	Individual

Teaching Periods

WELF 3001 Child Abuse as a Social Issue

Credit Points 10

Legacy Code 101381

Coordinator Samia Michail ([https://directory.westernsydney.edu.au/search/name/Samia Michail/](https://directory.westernsydney.edu.au/search/name/Samia%20Michail/))

Description This unit enables students to examine the way in which child abuse has become a public issue. It considers the assumptions, values and interests which underlie definitions of abuse as well as intervention and prevention strategies promoted to protect children from abuse. In order to do this, students will examine constructions of childhood, the positioning of children and attitudes towards children and families. They will explore the various responses to child abuse in contemporary systems, policies and practices that work to address

child abuse. Students will develop the skills required to ensure that children are active participants in decisions made for their protection.

School Social Sciences

Discipline Human Welfare Studies and Services, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYB 5808 - Child Abuse as a Social Issue

Restrictions Successful completion of 80 credit points

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and describe the ideologies in society that shape child abuse discourse including social constructions of children and childhood
2. Critically analyse the child protection system (policy, research and practice) including the roles of key stakeholders; agencies, families, the State, the media and children themselves
3. Evaluate the role of children in child protection contexts; children's rights, children's views and children's participation particularly in relation to decision-making
4. Recognise and examine the impact of social, cultural, political and contextual factors on the position of children; issues of CALD, disability, Aboriginality, class, gender)
5. Demonstrate critical thinking skills required to respond to the needs of children in a child protection context

Subject Content

History of child abuse; definitions and social constructions of children, childhood and abuse; incidence and prevalence; discourse on risk and protection

Theoretical frameworks, approaches, methods and how they are applied in practice; the role of values

Child protection systems I (key stakeholders; statutory, welfare and social responses)

Child protection systems II (policies and processes, legislation, out-of-home care, early intervention and prevention)

Children's role in child protection; children's rights, children's views and children's participation in decision-making

Social relations and diversity within child abuse; issues of CALD, disability, Aboriginality, class, and gender.

Macro view; system reviews and inquiries, research, reflexive practice, future directions

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Portfolio	750 words	30	N	Individual
Annotated Bibliography	750 words	30	N	Individual
Presentation	1,500 words	40	N	Individual

Prescribed Texts

- Online weekly readings
- Fernandez, Elizabeth, and Delfabbro, Paul H. , Editor. Child Protection and the Care Continuum : Theoretical, Empirical and Practice Insights. 2021. Routledge Taylor and Francis Group. London and New York. ISBN 9781760529680 <https://www.routledge.com/Child-Protection-and-the-Care-Continuum-Theoretical-Empirical-and-Practice/Fernandez-Delfabbro/p/book/9781760529680>

Teaching Periods

Summer A

Liverpool

Day

Subject Contact Samia Michail (<https://directory.westernsydney.edu.au/search/name/Samia Michail/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF3001_22-SUA_LP_D#subjects)

WSU Online TRI-2

Wsu Online

Online

Subject Contact Alexia Cameron (<https://directory.westernsydney.edu.au/search/name/Alexia Cameron/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF3001_22-OT2_OW_O#subjects)

Spring

Liverpool

Day

Subject Contact Samia Michail (<https://directory.westernsydney.edu.au/search/name/Samia Michail/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF3001_22-SPR_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Samia Michail (<https://directory.westernsydney.edu.au/search/name/Samia Michail/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF3001_22-SPR_PS_D#subjects)

WELF 3002 Child Abuse as a Social Issue (Block Mode)

Credit Points 10

Legacy Code 101768

Coordinator Samia Michail (<https://directory.westernsydney.edu.au/search/name/Samia Michail/>)

Description This unit examines the way in which child abuse has become a public issue. It considers the assumptions, values and interests which underlie definitions of abuse as well as intervention and prevention strategies promoted to protect children from abuse. The unit examines cultural constructions of childhood, the positioning of children within society, relations of power between children and adults within communities and families, gender relations, and social discourses about children and families. The unit emphasises the importance of children being active participants in decisions made

for their protection; and intervention and prevention strategies for Aboriginal and Torres Strait Islander communities.

School Social Sciences

Discipline Social Work

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYB 5808 - Child Abuse as a Social Issue
WELF 3001- Child Abuse as a Social Issue

Restrictions Students must be enrolled in program 1689 Bachelor of Community and Social Development and must have successfully completed 60 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse state and community responses to child abuse
2. Identify the ideologies and theories underpinning different definitions of child abuse
3. Recognise the impact of social and cultural factors in shaping social discourses about children and their families, including gender relations, power relationships between children and adults and the position of children within families
4. Demonstrate critical understanding of intervention and prevention strategies within Aboriginal and Torres Strait islander communities
5. Examine the impact on children of child abuse interventions and prevention programs
6. Demonstrate an understanding of the skills required for working directly with children in abusive situations

Subject Content

1. Theoretical and ideological frameworks for understanding Child Abuse
2. The construction of Childhood
3. Competing cultural and social definitions of childhood
4. Power relationships between adults and children and between children and the state
5. Construction of child abuse as a social problem
6. The position of children particularly in relation to child protection
7. Roles of key stakeholders including agencies, families, communities, the state and children
8. Skills in working with children
9. Role of the legal system in child protection
10. Intervention strategies including out-of-home care
11. Prevention and early intervention with a particular focus on Aboriginal and Torres Strait Islander communities

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case study: Case study analysis	1000 words	35	N	Individual

Presentation: 10 mins In class presentation: providing the basis of final paper	25	N	Individual
Report: Strategic discussion paper	1500 words	40	Individual

Teaching Periods

WELF 3003 Community Engaged Learning

Credit Points 10

Legacy Code 102526

Coordinator Renu Narchal ([https://directory.westernsydney.edu.au/search/name/Renu Narchal/](https://directory.westernsydney.edu.au/search/name/Renu%20Narchal/))

Description Community Engaged Learning provides students with an opportunity for direct community engagement in an ethical way through experience in various settings including government agencies, not for profit organisations, community organisations, industry partners, and other professional bodies. The unit offered in block mode, facilitates first-hand learning through active participation with the community, to develop leadership skills within a team with enhanced capacity to understand social and organisational responsibilities. Students will be encouraged to utilise their knowledge, skills and experience gained over their degree within real-life situations. They are required to complete mandatory orientation activities and briefing and debriefing workshops at the start, middle and end of the semester. They will complete 60 hours of community/industry engagement and 15 hours of interaction at academic workshops. Academic support will be available online via vUWS through the duration of the community engagement. Debriefing sessions will provide ample scaffolding for the development of skill, knowledge, professionalism and potential leadership. Students should obtain their Police Clearance prior to the start of the semester to commence their placement in a timely manner. Late enrolments may affect this.

School Psychology

Discipline Welfare Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 120 credit points of study in currently enrolled program. This subject may be taken by students in any WSU undergraduate program where elective spaces are available.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate strategies for effective engagement with community partners and knowledge of ethical and professional conduct in various community settings.
2. Critically reflect on the community engaged learning in relation to service learning theory in addressing issues faced by community organisations.
3. Demonstrate the process of planning, developing, implementing and evaluating programs for improvement as part of community engaged learning.

4. Apply academic knowledge and theory learnt through their degree to real-world situations/issues that concern community organisations.
5. Demonstrate an understanding of and sensitivity toward cultural and social diversity and its impact on social capital.
6. Demonstrate an awareness of their own cultural perspectives and that of other cultures in relation to the community engaged learning, such as Aboriginal and Torres Strait Islander cultures, and the needs and perspectives of various disadvantaged groups.

Subject Content

1. Concerns surrounding public sector agencies and non-profit community organisations.
2. Lifelong learning through personal engagement with public sector and non-profit community agencies
3. Effective and logical problem solving, and creative thinking
4. Strategies and skills for service delivery and advocacy
5. Effective communication and interpersonal skills
6. Research and collaborative service provision in public sector and non-profit community agencies
7. Leadership and advocacy toward social responsibility and analytical skills for effective intervention.
8. Cross-cultural and social diversity in heritage needs/cultural perspectives.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	1,200 words	30	N	Individual
Reflection	1,200 words	30	N	Individual
Presentation	20 minutes	40	N	Group
Professional Placement	60 hours (approximate)	S/US	Y	Individual
Performance	5 hours per week over 12 weeks in the semester)			

Teaching Periods

1st Half

Parramatta - Victoria Rd

Day

Subject Contact Renu Narchal ([https://directory.westernsydney.edu.au/search/name/Renu Narchal/](https://directory.westernsydney.edu.au/search/name/Renu%20Narchal/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF3003_22-1H_PS_D#subjects)

WELF 3005 Families and Sustainable Communities (Block Mode)

Credit Points 10

Legacy Code 101778

Coordinator Rashid Flewelling Jr ([https://directory.westernsydney.edu.au/search/name/Rashid Flewelling Jr/](https://directory.westernsydney.edu.au/search/name/Rashid%20Flewelling%20Jr/))

Description This unit examines the concept of the family within different social and cultural contexts, with a particular focus on the place and significance of family and family relations in Aboriginal and Torres Strait Islander communities. The unit explores the impacts of colonisation and displacement in contributing to family breakdown in Indigenous communities. It also identifies the challenges and issues in building family resources for sustainable communities. Models of good practice for intervention and resource building are examined through case studies.

School Social Sciences

Discipline Human Welfare Studies and Services, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) WELF 1006 AND WELF 1009 AND HUMN 1014

Restrictions Students must be enrolled in program 1689 Bachelor of Community and Social Development and must have successfully completed 40 credit points including the three pre-requisite subjects listed above.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse theories of the family and cultural understandings of families and communities
2. Demonstrate critical analysis of the impacts of colonisation and displacement in contributing to family breakdown in Indigenous communities
3. Identify examples of good practice for building sustainable families and communities
4. Critically engage with the challenges and issues in building family resources for sustainable communities

Subject Content

1. Theories of the family
2. Cultural understandings of the family
3. Impact of colonisation and displacement on families and Indigenous communities
4. Families and sustainability ? issues and challenges
5. Families and sustainability strategies for building resources
6. Models of good practice with Indigenous families and communities

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	2,000 Words	50	Y	Individual
Critical Reflection	1,000 Words	50	Y	Individual

Teaching Periods

WELF 3006 Family Violence: Policy and Practice

Credit Points 10

Legacy Code 101597

Coordinator Michel Edenborough ([https://directory.westernsydney.edu.au/search/name/Michel Edenborough/](https://directory.westernsydney.edu.au/search/name/Michel%20Edenborough/))

Description This unit examines the nature, incidence and extent of family violence. The focus is on the effects on women and children, who are the victims of this violence. Current sociological explanations are examined, including a critical examination of the myths and stereotypes that help to reinforce the hidden nature of this problem. Some solutions and possible ways of alleviating the suffering caused by this violence are canvassed.

School Social Sciences

Discipline Human Welfare Studies and Services, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYA 1388 - Family Violence

Restrictions Successful completion of 60 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate an understanding of the scope and impact of family violence.
2. Critically evaluate a range of theoretical perspectives utilised to understand family violence.
3. Evaluate cross-cultural (including Aboriginal) perspectives in relation to family violence.
4. Critically evaluate policies that have been devised to deal with family violence.
5. Critically assess policies and practices that deal with family violence.

Subject Content

Conceptualising the family; official definitions and assumptions; diversity and difference; public and private domains.

Theories of the family from the 'haven in a heartless world', to the 'family as a place of harm'.

History of research on family violence: Australia and internationally.

Family violence and the effects and consequences for children, young women, older women, Aboriginal women, women with disabilities, women from non-English speaking backgrounds, women living in rural or isolated areas, gay couples, lesbian couples and men.

Overview of policy initiatives, programs and strategies to deal with family violence: Australia and international.

Developing promising practices and policies.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Critical Review	1,000 words	30	N	Individual
Annotated Bibliography	800 words	30	N	Individual
Report	1,200 words	40	N	Individual

Teaching Periods

Autumn

Liverpool

Day

Subject Contact Michel Edenborough ([https://directory.westernsydney.edu.au/search/name/Michel Edenborough/](https://directory.westernsydney.edu.au/search/name/Michel%20Edenborough/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF3006_22-AUT_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Michel Edenborough ([https://directory.westernsydney.edu.au/search/name/Michel Edenborough/](https://directory.westernsydney.edu.au/search/name/Michel%20Edenborough/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF3006_22-AUT_PS_D#subjects)

WSU Online TRI-1

Wsu Online

Online

Subject Contact Alexia Cameron ([https://directory.westernsydney.edu.au/search/name/Alexia Cameron/](https://directory.westernsydney.edu.au/search/name/Alexia%20Cameron/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF3006_22-OT1_OW_O#subjects)

WSU Online TRI-3

Wsu Online

Online

Subject Contact Alexia Cameron ([https://directory.westernsydney.edu.au/search/name/Alexia Cameron/](https://directory.westernsydney.edu.au/search/name/Alexia%20Cameron/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF3006_22-OT3_OW_O#subjects)

WELF 3007 Leadership, Alliances, Sustainability (Block Mode)

Credit Points 10

Legacy Code 101779

Coordinator Scott Avery ([https://directory.westernsydney.edu.au/search/name/Scott Avery/](https://directory.westernsydney.edu.au/search/name/Scott%20Avery/))

Description This unit offers students the opportunity to explore the central role of leadership and alliances in building sustainable Aboriginal and Torres Strait Islander communities. The unit focuses on theories and models of leadership appropriate for Aboriginal and Torres Strait Islander communities: initiating, building and maintaining alliances with individuals and groups and methods to build sustainable communities. In addition, students will examine case studies of Indigenous leadership and communities that have been successful in

community building such as socio-economic development, education and community cohesion.

School Social Sciences

Discipline Welfare Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Students must be enrolled in 1689 Bachelor of Community and Social Development.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe theories and models of leadership appropriate for Aboriginal and Torres Strait Islander communities
2. Identify and analyse strengths and challenges in a case study Aboriginal and Torres Strait Islander community that can help or hinder sustainability
3. Apply concepts of leadership and alliances to problem-solve an issue within a case study community

Subject Content

Theories and models of leadership appropriate for Aboriginal and Torres Strait Islander communities

Influential Indigenous leaders and their standpoints

Case studies of leadership in action

Study of communities that have been successful in building alliances and maintaining successful leadership and community relations

Examination of measures of success in community building such as socio-economic development, education, community cohesion

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1500 words	50	N	Individual
Report	1500 words	50	N	Individual

Teaching Periods

WELF 3008 Learning through Indigenous Australian Community Service (Day Mode)

Credit Points 10

Legacy Code 101758

Coordinator Madison Shakespeare ([https://directory.westernsydney.edu.au/search/name/Madison Shakespeare/](https://directory.westernsydney.edu.au/search/name/Madison%20Shakespeare/))

Description Learning through Indigenous Australian Community Service will provide students with an exciting opportunity to apply their disciplinary knowledge and skills in an Indigenous Australian cultural context. Students will negotiate and conduct an interview with an Indigenous or Non-Indigenous Service Provider working in an Indigenous context. Students will gain cross cultural awareness and insights as well as knowledge about Indigenous community affairs

including cultural protocols, decision-making and leadership. This experience will provide students with a level of cultural understanding and competency that can lead to improved communication skills and effective partnering with Indigenous people, organisations and communities.

School Humanities & Comm Arts

Discipline Human Welfare Studies And Services

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 60 credit points of study in currently enrolled program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. compile a directory resource related to Indigenous groups, businesses, organisations and service providers relevant to their disciplinary area;
2. demonstrate their engagement through active learning in an Indigenous context;
3. demonstrate capacity to communicate effectively with Indigenous people;
4. identify processes to develop successful partnerships with Indigenous people and their communities.

Subject Content

Overview of cultural protocols/cultural competency skills

Understanding cultural and social contexts of Indigenous community- individual, group, families (extended), organisation and whole community

Understanding the diversity within and between Indigenous people and communities

Understanding Reciprocity

Effective communication with Indigenous people and communities

Developing partnerships with Indigenous people and communities

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Portfolio	1,500 words	40	N	Individual
Presentation	10 minutes	20	N	Individual
Report	2,000 words and no presentation	40	N	Individual

Teaching Periods

Spring Penrith (Kingswood) Weekend

Subject Contact Madison Shakespeare ([https://directory.westernsydney.edu.au/search/name/Madison Shakespeare/](https://directory.westernsydney.edu.au/search/name/Madison%20Shakespeare/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF3008_22-SPR_KW_W#subjects)

Online

Online

Subject Contact Madison Shakespeare ([https://directory.westernsydney.edu.au/search/name/Madison Shakespeare/](https://directory.westernsydney.edu.au/search/name/Madison%20Shakespeare/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF3008_22-SPR_ON_O#subjects)

WELF 3009 Managing Offenders in the Community

Credit Points 10

Legacy Code 102065

Coordinator Melanie Thomas ([https://directory.westernsydney.edu.au/search/name/Melanie Thomas/](https://directory.westernsydney.edu.au/search/name/Melanie%20Thomas/))

Description Managing Offenders in the Community is a unit that draws links between the theory and practice of working with offenders in a variety of roles and settings. It provides a legal and policy framework for this work and covers the main theoretical perspectives and research insights into what is effective practice in this work. The unit takes a practical, applied approach linking the material directly to work with offenders and will be of particular interest to current or future practitioners in community justice, corrections, social work and policing.

School Social Sciences

Discipline Criminology

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Restrictions Successful completion of 100 credit points in the currently enrolled program. This subject is designed to be taken in the third year of the program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Recognise the main theoretical perspectives and research insights that inform work with offenders in the community - Integrate theoretical knowledge;
2. Identify legislative and policy requirements that are relevant to work with offenders in the community - demonstrate understanding of crime etc;
3. Differentiate and compare the various approaches to working with offenders in the community - critically evaluate community justice principle: basic research and analysis;
4. Construct a principled and theoretically informed argument for taking particular approaches in response to offending behaviour, with a particular focus on Aboriginal and Torres Strait Islander peoples - produce clear written evaluations of crime; knowledge and understanding of Aboriginal and Torres Strait Islander cultures and ways of knowing;
5. Assess the main issues in working with an individual offender in the community and recommend approaches to work with him or her - exercise critical skills to solve problems of crime;
6. Formulate a planned intervention for working with an offender in the community, based on theory and research - evaluate and apply criminological knowledge to solve applied problems.

Subject Content

Community Justice in Australia

Working with Adult Offenders in Australia
 Working with Young Offenders in Australia
 Theories of Offending and Evidence-Based Practice
 Restorative Justice and Victims
 Risk Management and Public Protection
 Diversity: Criminal Justice work with particular groups
 Organisation and Management of Criminal Justice
 Technology and Criminal Justice
 Facilitating Desistance and Building Good Lives
 Values and Ethics in Community Justice
 Practice Skills: Assessing and Engaging with Involuntary Clients

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Quiz	10 questions	20	N	Individual
Report	1,000 words	40	N	Individual
Case Study	1,500 words	40	N	Individual

Prescribed Texts

- Stout, B. (2017) 'Community Justice in Australia', Allen & Unwin: Sydney

Teaching Periods

Spring Penrith (Kingswood)

Day

Subject Contact Melanie Thomas ([https://directory.westernsydney.edu.au/search/name/Melanie Thomas/](https://directory.westernsydney.edu.au/search/name/Melanie%20Thomas/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF3009_22-SPR_KW_D#subjects)

Liverpool

Day

Subject Contact Melanie Thomas ([https://directory.westernsydney.edu.au/search/name/Melanie Thomas/](https://directory.westernsydney.edu.au/search/name/Melanie%20Thomas/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF3009_22-SPR_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Melanie Thomas ([https://directory.westernsydney.edu.au/search/name/Melanie Thomas/](https://directory.westernsydney.edu.au/search/name/Melanie%20Thomas/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF3009_22-SPR_PS_D#subjects)

WELF 3011 Professional Practice in Aged Care and Disability

Credit Points 10

Legacy Code 400968

Coordinator Nicole Peel ([https://directory.westernsydney.edu.au/search/name/Nicole Peel/](https://directory.westernsydney.edu.au/search/name/Nicole%20Peel/))

Description This unit provides the student with an understanding of current trends underlying policies and services in the aged care and disability industry, which will help them to understand the dynamics of the changing aged care and disability service sector. Students will examine the strategic environments of aged care and disability to develop global and national perspectives, identify drivers of change and development, and the major players in aged care and disability policies. Students will develop an understanding of the aged care and disability competencies and determinants of well-being for aged and disabled persons, which can be used in their future roles in the health industry. Through reflections on practice in aged care and disability, students will develop an individual approach to aged care and disability service issues which they can use in the future as health care professionals.

School Health Sciences

Discipline Care for the Aged

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYA 7162 - Professional Practice in Aged Care
REHA 2008 - Professional Practice in Aged Care and Disability

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate knowledge of the strategic environment of the aged care and disability contexts;
2. Discuss the central notions and trends underlying policies and services in aged care and disability services;
3. Examine a range of resources and facilities relevant to services for older people and people with disability;
4. Explore how the service systems for aged people and people with disabilities impact on services provision and interdisciplinary teamwork;
5. Critically apply knowledge of factors leading to the well-being of older persons and people with disabilities and the appropriate service models and processes required to maintain well-being;
6. Critically apply skills in developing processes leading to well-being of older people and people with disabilities in a range of service settings.

Subject Content

Orientation to unit.

Introduction to the aged care and disability environment

1. Legislation & Policy

- funding and policy in aged care and disability

- legal Issues and rights

- tensions in aged care and disability

- drivers of change

- social policy

2. Care Contexts

- globalisation

- population Trends

- Ageism

- economic Fundamentalism and internationalization

- social capital

3. Professional Vision & Change

- quality care

- management and leadership in aged care and disability

- aged care settings

- reflective practice

- team Building

4. Clinical reasoning and practice Issues

- Determinants of health & well-being

- Transcultural Issues

- mental health Issues

- individual control

- direct care workers in aged care and support workers in disability

- carers

- private sector care

- family care

- community care and aged care packages and respite services

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	2000 words	40	N	Individual
Report	2000 words	40	N	Individual
Reflection	1500 words	20	N	Individual

Teaching Periods

Block A Session

Online

Online

Subject Contact Maria Dent ([https://directory.westernsydney.edu.au/search/name/Maria Dent/](https://directory.westernsydney.edu.au/search/name/Maria%20Dent/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF3011_22-BA_ON_O#subjects)

Sydney City Campus - Term 1

Sydney City

Day

Subject Contact Andrey Zheluk ([https://directory.westernsydney.edu.au/search/name/Andrey Zheluk/](https://directory.westernsydney.edu.au/search/name/Andrey%20Zheluk/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF3011_22-SC1_SC_D#subjects)

Spring

Campbelltown

Day

Subject Contact Nicole Peel ([https://directory.westernsydney.edu.au/search/name/Nicole Peel/](https://directory.westernsydney.edu.au/search/name/Nicole%20Peel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF3011_22-SPR_CA_D#subjects)

Online

Online

Subject Contact Nicole Peel ([https://directory.westernsydney.edu.au/search/name/Nicole Peel/](https://directory.westernsydney.edu.au/search/name/Nicole%20Peel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF3011_22-SPR_ON_O#subjects)

WELF 3013 Social Work and Health

Credit Points 10

Legacy Code 400513

Coordinator George Turner ([https://directory.westernsydney.edu.au/search/name/George Turner/](https://directory.westernsydney.edu.au/search/name/George%20Turner/))

Description This unit integrates health as focus for social work as a profession and as a specific domain of practice. This advanced unit has three main areas of focus. The first area is developing knowledge and skills to critically analyse concepts related to health in global and local social work practice, including decolonising and Indigenous ways of knowing. The second is exploring health for specific populations and communities, the context of health service provision in Australia, and social work in health services. The third is professional skills for social work practice, including social work assessment and health promotion.

School Social Sciences

Discipline Social Work

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) WELF 2017

Restrictions Students must be enrolled in 1666 Bachelor of Social Work, 4598 Bachelor of Social Work or 4599 Bachelor of Social Work (Honours) and 1713 Bachelor of Criminal and Community Justice/ Bachelor of Social Work

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Distinguish the relevant social work concepts of health in contemporary health issues.
2. Critically analyse health concepts for global and local social work practice, incorporating decolonisation and Indigenous ways of knowing.
3. Critically analyse health for specific populations and communities, health service provision, and the context of social work practice in health services.
4. Apply foundational social work assessment skills to a health context, including demonstration of skills identified by the AASW mental health competency standards.

Subject Content

Concepts of health for social work practice, including health as a social issue, social determinants of health, and health and social justice
Social work practice in health settings, health services, and with specific populations
Social work practice skills for health, including assessment and health promotion

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Multiple Choice	10 quizzes with 5 questions each	25	N	Individual
Presentation Report	1,500 words	30	N	Group
	1,500 words	45	N	Individual

Teaching Periods

Autumn

Liverpool

Day

Subject Contact Justin Canty ([https://directory.westernsydney.edu.au/search/name/Justin Canty/](https://directory.westernsydney.edu.au/search/name/Justin%20Canty/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF3013_22-AUT_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact George Turner ([https://directory.westernsydney.edu.au/search/name/George Turner/](https://directory.westernsydney.edu.au/search/name/George%20Turner/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF3013_22-AUT_PS_D#subjects)

WELF 3014 Social Work and Social Policy

Credit Points 10

Legacy Code 400511

Coordinator Robyn North ([https://directory.westernsydney.edu.au/search/name/Robyn North/](https://directory.westernsydney.edu.au/search/name/Robyn%20North/))

Description This unit examines the context and challenges for social policy in Australia and the relationship between social policy and social work practice. Topics covered include: fundamental debates in welfare policy; comparative and historical contexts in how welfare policy is developed; the impacts of remedial welfare policy and policy solutions to disadvantage; and strategies to influence policy development related to social work practice.

School Social Sciences

Discipline Social Work

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) WELF 1002

Equivalent Subjects WELF 3010 - Political Economy of the Welfare State

Restrictions Students must be enrolled in program 1666/4598 Bachelor of Social Work, 1713 Bachelor of Criminal and Community Justice/ Bachelor of Social Work or 1874 Postgraduate Bridging Program (Social Work).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify fundamental debates in social policy about the aims and achievements of Australia's welfare system.
2. Critically assess the relationships between policy making, policy analysis, policy research and social work practice.
3. Consider the implications of policy values for alternative forms of social welfare practice.
4. Analyse current policy issues from a standpoint directed toward developing alternative policy and practice pathways to the future.

5. Reflect on personal values and attitudes in relation to significant social policy in practice issues.

Subject Content

What is social policy?

Fundamental debates in social policy.

History of social welfare provision in Australia and social policy.

Policy making process.

Social policy in practice and current reforms.

Case studies in policy making, policy analysis and policy advocacy.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	800 words	30	N	Individual
Report	1,000 words	30	N	Individual
Professional Task	1,200 words	40	N	Individual

Teaching Periods

Spring Liverpool

Day

Subject Contact Robyn North ([https://directory.westernsydney.edu.au/search/name/Robyn North/](https://directory.westernsydney.edu.au/search/name/Robyn%20North/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF3014_22-SPR_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Robyn North ([https://directory.westernsydney.edu.au/search/name/Robyn North/](https://directory.westernsydney.edu.au/search/name/Robyn%20North/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF3014_22-SPR_PS_D#subjects)

WELF 3016 Theory and Critique of Welfare Practice (Block Mode)

Credit Points 10

Legacy Code 101777

Coordinator Jeeva Sajan ([https://directory.westernsydney.edu.au/search/name/Jeeva Sajan/](https://directory.westernsydney.edu.au/search/name/Jeeva%20Sajan/))

Description This unit enables students to individually arrive at a meaningful synthesis of theoretical and practice elements of the course, and encourages a critical approach to the application of social theory to community and social development policy, practice and services, particularly in relation to Aboriginal and Torres Strait Islander Communities. Students will gain a good understanding of contemporary theories in social and community development and community leadership and sustainability and begin to use theoretical frameworks to critically analyse current policies and practice in the context of Aboriginal and Torres Strait Islander communities.

School Social Sciences

Discipline Welfare Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Pre-requisite(s) WELF 1009 AND

WELF 1006 AND

JUST 2007 AND

WELF 2003 AND

WELF 2018

Equivalent Subjects LGYA 7659 - Theory and Critique of Welfare Practice (AREP) WELF 3015 - Theory and Critique of Welfare Practice

Restrictions Students must be enrolled in 1689 Bachelor of Community and Social Development.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Elaborate and critically discuss assumptions, values and interests underpinning the social sciences and their application to community and social development practice in Aboriginal and Torres Strait Islander communities and the broader Australian context
2. Critically discuss the implications for community and social development practice of different theoretical perspectives
3. Demonstrate an ability to critically integrate theory and practice as applied to specific contemporary issues
4. Demonstrate a high level of cultural competence, ethical practice and professional aptitude in the application of community and social development to Aboriginal and Torres Strait Islander communities and organisations
5. Identify and critically engage with the challenges and issues for Indigenous communities in relation to community welfare, community development leadership, alliances and sustainability.

Subject Content

-this is A capstone subject that reviews and integrates The program content ? students have The opportunity to further explore The material in this subject (and The course) in The accompanying final semester Project based units.

-Contributions of The social sciences to The development of theory in social and community development ? including Psychology, sociology, political sciences, economics, Feminist theories, Critical race theories and leadership and sustainability theories

-Critical Review of concepts of social justice, human rights, leadership and sustainability in The context of Aboriginal and Torres Strait Islander communities in Australia and their application to contemporary debates in social and community development practice and policy

-Integrating theory, policy and practice - case examples

-research as integral to good practice

-professional reflexive practice

-Ethical practice

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report on selected readings	Throughout the semester 1500 words	50	N	Individual
Written Analysis	2000 words	50	N	Individual

Teaching Periods

WELF 3017 Understanding needs within Indigenous Australian Communities

Credit Points 10

Legacy Code 102411

Coordinator Scott Avery ([https://directory.westernsydney.edu.au/search/name/Scott Avery/](https://directory.westernsydney.edu.au/search/name/Scott%20Avery/))

Description In this unit, students build on their knowledge and experience to identify and service the needs of Aboriginal and Torres Strait Islander communities. Students will utilise their research and cultural competency skills to create a community profile and project brief within an Aboriginal and Torres Strait Islander community. This will enable students to effectively integrate theory, practice and culture to understand Aboriginal and Torres Strait Islander community needs. Students will also examine the role of an Aboriginal and Torres Strait Islander Professional in Community Development settings.

School Social Sciences

Discipline Human Welfare Studies And Services

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYA 1759 - Understanding Indigenous Australian Community Service LGYA 1678 - Learning through Indigenous Australian Community Service (Block Mode) WELF 3008 - Learning through Indigenous Australian Community Service (Day Mode)

Restrictions Successful completion of 60 credit points of study. Students must be enrolled in the 1689 Bachelor of Community and Social Development (BCSD) program.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate ability to create a culturally competent community profile using research knowledge and skills.
2. Demonstrate ability to create a culturally competent project brief using research knowledge and skills.

Subject Content

1. Understanding needs of Indigenous peoples.
2. Researching, planning and creating a community profile.
3. Planning and creating a project brief.
4. Overview of cultural competency skills and their application in workplace documents.
5. Understanding the complexities of the role of an Aboriginal and/or Torres Strait Islander professional in community development.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task: Community Profile	1,500 words	50	N	Individual
Professional Task: Project Brief	1,500 words	50	N	Individual

Teaching Periods

WELF 3019 Welfare Field Education 2 (Block Mode)

Credit Points 10

Legacy Code 101769

Coordinator Justine O'Sullivan ([https://directory.westernsydney.edu.au/search/name/Justine OSullivan/](https://directory.westernsydney.edu.au/search/name/Justine%20OSullivan/))

Description This is a 20 credit point year-long subject taken over two terms (10 credit points in each term). This subject enables students to participate in a structured and supervised field placement (260 hours). Welfare Field Education 2 (Block Mode) provides students with the opportunity to extend their knowledge and experience in linking theory with practice and develop their skills for community work in the human services sector. Placements are offered in a variety of agency types spanning all areas of community work practice: work with individuals, groups and families, community development, research and policy.

School Social Sciences

Discipline Welfare Studies

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects LGYA 7657 - Welfare Field Education 2 (AREPMETRO) WELF 3018- Welfare Field Education 2

Restrictions Students must be enrolled in 1689 Bachelor of Community and Social Development and must have successfully completed a minimum of 80 credit points including subject 101765 - Welfare Field Education 1 (Block Mode).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate the skills needed for working in welfare and community organisations
2. Show evidence of networking and career planning
3. Demonstrate an advanced level of knowledge and skills in welfare practice
4. Critically evaluate their own performance, a variety of aspects of agency functioning
5. Demonstrate an ability to critically assess the need for appropriate services and be able to take action to develop these services.

Subject Content

Casework skills, including assertiveness and strategies and techniques for working with a range of client groups

The contexts of welfare and community work ? community, institutional and governmental structures and inter-connections

Group work skills

Community work skills

Ethical practice in welfare work

Resume writing skills and career planning

Occupational Health and Safety issues including dealing with violence in the workplace

Peer support and supervision on placement

Integration of theory with practice

Debriefing placement experiences

Advanced report writing

Special Requirements

Legislative pre-requisites

To be eligible to enrol in a subject and attend a health-related placement in your program, students must meet Western Sydney University program requirements and Special Legislative Requirements to be assessed in their first year of study against the following.

1. National Criminal History Check: Students must have a current (expiring 3 years from date of issue) check valid for their entire program. A valid National Criminal history check must be an Australia wide check, include the student's full name matching their Student ID card and date of birth and not have any offences listed. If a student has a criminal history identified on their check, they must provide a Clinical Placement Authority Card (CPAC) or conditional letter from the NSW HealthShare Employment Screening and Review Unit https://www.health.nsw.gov.au/careers/student_clearance/Documents/appendix-10-student-application.pdf
2. A NSW Working with Children Check (WWCC) clearance letter issued under the category of volunteer valid for their entire program.
3. A current approved first aid certificate valid for their entire program. Approved provider courses can be found at <http://training.gov.au> (<http://training.gov.au/>).
4. A completed vaccination/immunisation card with all serology results containing expiry dates and currency must be maintained by the student to ensure compliance for their entire course.
5. NSW Undertaking/Declaration form.
6. Completed any additional health forms required (such as NSW Health Code of Conduct, Health Student Undertaking/Declaration and Tuberculosis (TB) Assessment Tool).
7. Relevant Local Health District specific documentation as requested.

Contact your School for further details. Resources are also available on the Placement Hub (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/) website.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Case Study	1000 words	Satisfactory / N Unsatisfactory		Individual

Professional Task	1500 words	Satisfactory / N Unsatisfactory	Individual
Professional Placement Performance	260 hours	Satisfactory / Y Unsatisfactory	Individual
Report	2000 words	Satisfactory / Y Unsatisfactory	Individual

Teaching Periods

WELF 3020 Field Education 1

Credit Points 20

Legacy Code 102782

Coordinator Justine O'Sullivan ([https://directory.westernsydney.edu.au/search/name/Justine OSullivan/](https://directory.westernsydney.edu.au/search/name/Justine%20OSullivan/))

Description This unit enables students to participate in a structured and supervised field placement experience, providing the opportunity for students to combine their knowledge of theory and application of their skills into practice in the human services sector. Placements will be offered in direct or indirect service work with a wide range of client groups and communities in the government and nongovernment sectors. A variety of social work and community welfare-related agencies in and around Sydney will be utilised. Students will attend skills based workshops and complete 408 hours of placement in accordance with accreditation requirements of the Australian Association of Social Workers (AASW) guidelines, and the Australian Community Workers Association (ACWA).

School Social Sciences

Discipline Social Work

Student Contribution Band HECS Band 4 20cp

Level Undergraduate Level 3 subject

Pre-requisite(s) WELF 2017

Incompatible Subjects WELF 2005 - Field Education 1 WELF 3004 - Community Welfare Field Education

Restrictions Students must be enrolled in programs 1665 Bachelor of Community Welfare, 1666 Bachelor of Social Work or 1713 Bachelor of Criminal and Community Justice/Bachelor of Social Work and must have successfully completed 120 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain and demonstrate the different communication skills needed for working with a range of clients and volunteers in human services organisations.
2. Prepare for work within the human services sector through developing a network for future employment and career planning after successful completion of 408 hours of practicum.
3. Demonstrate an advanced level of knowledge and skills in human services practice including the role of supervision in the field placement and workplace.
4. Critically evaluate their own learning and practice, and evaluate their readiness for entering the human services workforce; understand concepts of self-care.
5. Demonstrate an ability to critically assess the need for appropriate services and be able to take action and develop these services.

Subject Content

- 408 hours of supervised practicum in a welfare/human services agency.
- Intervention skills: casework, group work, community work, including assertiveness and strategies and techniques for working with a range of client/consumer groups.
- Professional communication skills, including telephone skills and report writing skills, critical thinking and analysis, networking and referral skills.
- Community needs and human services available to people within a particular region.
- The nature of supervision, peer support, assessment and self-care on placement.
- Ethical practice in human services work; consideration of the values and ideology in practice frameworks.
- Working with volunteers and bureaucracies.
- Work Health and Safety issues including dealing with violence in the workplace.
- Methods of critical reflection on process of intervention in light of personal agency ideology and social welfare values.
- Debriefing from the placement experience; integrating theory with practice and future learning.

Special Requirements

Legislative pre-requisites

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Refer to the Special Requirements website for more information.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Placement Performance	408 hours	S/U	Y	Individual
Report	2,000 words	S/U	Y	Individual
Case Study	1,000 words	S/U	Y	Individual

Teaching Periods

1st Half

Liverpool

Day

Subject Contact Justine O'Sullivan ([https://directory.westernsydney.edu.au/search/name/Justine O'Sullivan](https://directory.westernsydney.edu.au/search/name/Justine%20O%27;Sullivan))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF3020_22-1H_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Justine O'Sullivan ([https://directory.westernsydney.edu.au/search/name/Justine O'Sullivan](https://directory.westernsydney.edu.au/search/name/Justine%20O%27;Sullivan))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF3020_22-1H_PS_D#subjects)

WELF 3021 Disability Rights, Policy and Governance

Credit Points 10

Legacy Code 102849

Coordinator Karen Soldatic ([https://directory.westernsydney.edu.au/search/name/Karen Soldatic/](https://directory.westernsydney.edu.au/search/name/Karen%20Soldatic/))

Description Since the ratification of the United Nations Convention on the Rights of Persons with Disabilities, laws, policy and service supports concerning persons with disability have transformed. This has resulted in significant reforms in Australia and globally. Disability rights have now become central to addressing long standing inequalities and discrimination experienced by persons with disability. Disability rights now also govern social services, supports and programs. This unit examines these developments with the global ratification of disability rights and critically evaluates the ensuing policies and practices that frame the context within which professional practice and expertise occurs. Drawing upon in-depth case studies, students will critically examine and engage in key issues surrounding the translation and realisation of disability rights in governance of social service systems, policy and practices.

School Social Sciences

Discipline Care for the Disabled

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

- Examine international disability rights norms and their impact on national and state policy and governance.
- Evaluate key international and national governance and policy issues for the realisation of disability rights in everyday life.
- Apply critical analytical frameworks to disability rights to professional practice to foster learning and improvement.
- Assess contemporary developments in disability policy impact the practices in professional service environments and practices.

Subject Content

Disability rights frameworks ? historical through to most recent (international conventions, declarations, global governance institutions ? WB, UN, ILO, OECD etc).

National and international responses to disability rights (legislation, policy and service provision).

In-depth case study examples from Australia, UK, EU and the Global South (Peru, South Africa, Sri Lanka) to illustrate legislative reforms with the ratification of disability rights.

The role of disability activists and advocates in driving social change for the realisation of the disability rights (boomerang activism, national activism, online activism).

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	10 multiple choice questions	10	N	Individual
Critical Review	1,200 words	30	N	Individual
Presentation	12 minutes	20	N	Individual
Case Study	800 words	40	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Karen Soldatic ([https://directory.westernsydney.edu.au/search/name/Karen Soldatic/](https://directory.westernsydney.edu.au/search/name/Karen%20Soldatic/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF3021_22-AUT_PS_D#subjects)

WELF 3022 Disability and Sexuality

Credit Points 10

Legacy Code 102848

Coordinator George Turner ([https://directory.westernsydney.edu.au/search/name/George Turner/](https://directory.westernsydney.edu.au/search/name/George%20Turner/))

Description This unit introduces students to the mutual fields of sexuality studies and disability studies by employing the critical lenses of queer, disability, and feminist theory to interrogate the privileging and ownership by mainstream culture of sex. By illuminating how people with physical, emotional, and cognitive disabilities experience romance, love, emotional intimacy and physical connection, students will explore how insufficient sexuality supports create diminished agency, excessive vulnerability, lack of access and "otherness" for disabled people. Students will ground their critical thinking by examining how they have constructed sexuality and disability norms based on their values, beliefs and views of these two intersecting and often taboo topics. Students will be encouraged to appreciate the importance of sexuality in the lives of people with disabilities and view the expression of our sexuality, sexuality agency, and access to sexual health as a basic human right.

School Social Sciences

Discipline Care for the Disabled

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Distinguish relevant concepts including sexual literacy, sexual justice and sexual voice within sexuality and disabilities scholarship.

2. Critically reflect on comfort, skills and knowledge through the lens of sexuality and disability.
3. Evaluate the sexuality model, such as the Circles of Sexuality as it applies to sexuality in everyday life for people with disabilities.

Subject Content

The Circles of Sexuality - an integrative, holistic practice model of sexual health.

Sexual justice & activism ? scholarly and professional approaches to sexuality as a human right.

Role of sexual well-being advocates ? Embracing frameworks of strengths, perspective and positive sexuality to support clients with a disability.

Countering the medicalisation of disability and reproduction-focus of sexuality.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	10 quizzes / 10 questions each	20	N	Individual
Reflection	1,200 words	40	N	Individual
Applied Project	1,200 words	40	N	Individual

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact George Turner ([https://directory.westernsydney.edu.au/search/name/George Turner/](https://directory.westernsydney.edu.au/search/name/George%20Turner/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF3022_22-SPR_PS_D#subjects)

WELF 3023 Indigenous Disability and Inclusion

Credit Points 10

Legacy Code 102847

Coordinator Scott Avery ([https://directory.westernsydney.edu.au/search/name/Scott Avery/](https://directory.westernsydney.edu.au/search/name/Scott%20Avery/))

Description Intersecting two socially and economically marginalised groups, Australia's Indigenous peoples living with disability require services and supports that are both culturally safe and disability aware. Through this unit, future practitioners of the disability and Indigenous services workforce will be exposed to an Indigenous philosophy of disability that is characterised by a culture of inclusion, as a contrast to westernised medical models of disability. The unit will examine the unique exposures to social and economic marginalisation and discrimination encountered by people who are Indigenous and live with disability, and how these factors intersect as barriers to their access to service systems, supports and lives with dignity.

School Social Sciences

Discipline Care for the Disabled

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain how the cultural knowledge of disability interact with western models of disability for Indigenous peoples.
2. Describe the barriers that Indigenous peoples with disability face in accessing services and support systems.
3. Identify how culturally informed disability can facilitate the participation of Indigenous people with disability and other marginalised groups.
4. Examine the ways in which Indigenous knowledge of disability and social inclusion can be enabled in policy and practice.

Subject Content

Indigenous cultural and conceptual understandings of disability and social inclusion, in comparison to western models of disability.

The historical and contemporary impact of colonisation on the discrimination and social inequality experienced by Indigenous people with disability.

Applications of Indigenous disability and inclusion in international human rights and Australian public policy, focussing on the National Disability Insurance Scheme (NDIS) and Closing the Gap.

Contemporary developments in culturally led social inclusion, healing and narrative practice.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1,000 words plus bibliography	30	N	Individual
Applied Project	Group presentation (10 minutes)	20	N	Group
Reflection	300 words	10	N	Individual
Report	1,200 words plus bibliography	40	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Scott Avery ([https://directory.westernsydney.edu.au/search/name/Scott Avery/](https://directory.westernsydney.edu.au/search/name/Scott%20Avery/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF3023_22-AUT_PS_D#subjects)

WELF 3024 Professional Practice in Aged Care and Disability (UG Cert)

Credit Points 10

Legacy Code 500061

Coordinator Maria Dent ([https://directory.westernsydney.edu.au/search/name/Maria Dent/](https://directory.westernsydney.edu.au/search/name/Maria%20Dent/))

Description This unit provides the student with an understanding of current trends underlying policies and services in the aged care and disability industry, which will help them to understand the dynamics of the changing aged care and disability service sector. Students will examine the strategic environments of aged care and disability to develop global and national perspectives, identify drivers of change and development, and the major players in aged care and disability policies. Students will develop an understanding of the aged care and disability competencies and determinants of well-being for aged and disabled persons, which can be used in their future roles in the health industry. Through reflections on practice in aged care and disability, students will develop an individual approach to aged care and disability service issues which they can use in the future as health care professionals.

School Health Sciences

Discipline Care for the Aged

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 3 subject

Equivalent Subjects WELF 3011 Professional Practice in Aged care and Disability

LGYA 7162 Professional Practice in Aged Care

REHA 2008 Professional Practice in Aged Care and Disability

Restrictions Students Must be enrolled in: 7173 Undergraduate Certificate in Aged Care Support Or 7176 Undergraduate certificate in Disability Support

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate knowledge of the strategic environment of the aged care and disability contexts;
2. Discuss the central notions and trends underlying policies and services in aged care and disability services;
3. Examine a range of resources and facilities relevant to services for older people and people with disability;
4. Explore how the service systems for aged people and people with disabilities impact on services provision and interdisciplinary teamwork;
5. Critically apply knowledge of factors leading to the well-being of older persons and people with disabilities and the appropriate service models and processes required to maintain well-being;
6. Critically apply skills in developing processes leading to well-being of older people and people with disabilities in a range of service settings.

Subject Content

Orientation to unit.

Introduction to the aged care and disability environment

1 Legislation & Policy

1.Funding and policy in aged care and disability

2.Legal issues and rights

3.Tensions in aged care and disability

- 4. Drivers of change
- 5. Social Policy
- 2 Care Contexts
 - 1. Globalisation
 - 2. Population trends
 - 3. Ageism
- 4. Economic Fundamentalism and internationalization
- 5. Social capital
- 3 Professional Vision & Change
 - 1. Quality care
 - 2. Management and leadership in aged care and disability
 - 3. Aged care settings
 - 4. Reflective practice
 - 5. Team building
- 4 Clinical reasoning and practice Issues
 - 1. Determinants of health & well-being
 - 2. Transcultural issues
 - 3. Mental health issues
 - 4. Individual control
 - 5. Direct care workers in aged care and support workers in disability
 - 6. Carers
 - 7. Private sector care
 - 8. Family Care
 - 9. Community care and aged care packages and respite services

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Professional Task	Part 1. (300 words) (3-6) Part 2. (750 words) (1,3,5,6) (25%)	40	N	Individual
Case Study	1000 words	30	N	Individual
Critical Review	1000 words	30	N	Individual

Teaching Periods

Block A Session

Online

Online

Subject Contact Maria Dent ([https://directory.westernsydney.edu.au/search/name/Maria Dent/](https://directory.westernsydney.edu.au/search/name/Maria%20Dent/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF3024_22-BA_ON_O#subjects)

Block C Session

Online

Online

Subject Contact Maria Dent ([https://directory.westernsydney.edu.au/search/name/Maria Dent/](https://directory.westernsydney.edu.au/search/name/Maria%20Dent/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF3024_22-BC_ON_O#subjects)

Block E Session

Online

Online

Subject Contact Maria Dent ([https://directory.westernsydney.edu.au/search/name/Maria Dent/](https://directory.westernsydney.edu.au/search/name/Maria%20Dent/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF3024_22-BE_ON_O#subjects)

WELF 4001 Contemporary Social Work Practice

Credit Points 10

Legacy Code 400518

Coordinator Suzanne Egan ([https://directory.westernsydney.edu.au/search/name/Suzanne Egan/](https://directory.westernsydney.edu.au/search/name/Suzanne%20Egan/))

Description This unit provides a forum in which students can examine contemporary issues that impact on social work practice. The use of technology in social work practice and its implications for clients and practitioners; the exploration of culturally and spiritually sensitive and creative approaches to social work practice; and human rights based practice. Students are encouraged to take a critical best practice approach, identifying the best aspects of social work practice and seeking to replicate it. There is a particular emphasis on applying this approach to child wellbeing and protection, mental health and work with Aboriginal Australians and Torres Strait Islander groups.

School Social Sciences

Discipline Social Work

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) WELF3020 - Field Education 1 OR WELF2005 - Field Education 1

Restrictions

Students must be enrolled in 1666 Bachelor of Social Work or 1713 Bachelor of Criminal and Community Justice/Bachelor of Social Work.

Assumed Knowledge

Advanced understanding of practice theories and range of social work methods including casework, group work, community work, research and policy.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify major contemporary issues influencing the ways social workers practise, particularly related to the use of technology and social media;
2. Demonstrate understanding of the need to practise in a culturally and spiritually sensitive manner, including in work with Aboriginal Australians and Torres Strait Islanders;
3. Apply critical, reflective and creative skills to make informed decisions in professional and applied contexts;
4. Outline ways in which practitioners can work to intervene effectively to assist individual and groups of clients in a variety of contexts;

- Analyse their own social work practice and that of colleagues, to identify and replicate the best aspects;
- Generalise their learning from a specific practice situation to the overall context in which such situations arise.

Subject Content

- Technology and social media in social work practice and services
- Disability
- Critical best practice and appreciative inquiry
- Mental health
- Child protection and child well being
- Working alongside Aboriginal and Torres Strait Islander peoples and communities
- Interdisciplinary practice
- Culturally sensitive approaches to social work
- Working with older people and communities

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Proposal	500 words	20	N	Individual
Reflection	1,000 words	40	N	Individual
Report	1,500 words	40	N	Individual

Prescribed Texts

- Alston, M. & McCurdy, S. (Eds.). (2018). *Social Work: Fields of Practice*. (3rd ed.). South Melbourne: Oxford University Press.
- Jones, K., Cooper, B., Ferguson, H. (eds) (2008) *Best Practice in Social Work: Critical Perspectives*, Palgrave Macmillan

Teaching Periods

Spring Liverpool Day

Subject Contact Suzanne Egan ([https://directory.westernsydney.edu.au/search/name/Suzanne Egan/](https://directory.westernsydney.edu.au/search/name/Suzanne%20Egan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF4001_22-SPR_LP_D#subjects)

Parramatta - Victoria Rd Day

Subject Contact Suzanne Egan ([https://directory.westernsydney.edu.au/search/name/Suzanne Egan/](https://directory.westernsydney.edu.au/search/name/Suzanne%20Egan/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF4001_22-SPR_PS_D#subjects)

WELF 4002 Counselling and Consultation

Credit Points 10

Legacy Code 101247

Coordinator Martin Daly ([https://directory.westernsydney.edu.au/search/name/Martin Daly/](https://directory.westernsydney.edu.au/search/name/Martin%20Daly/))

Description This unit introduces students to the basic skills underlying professional helping, providing a foundation for further training in counselling or psychological therapy. Students explore the professional helping relationship, the counselling process, common counselling and therapeutic frameworks, and learn key counselling micro-skills. There is a strong focus on applied skill development through in-class skills practice and assessment. Professional ethics and responsiveness to client characteristics including age, gender and cultural background are also emphasised. The unit provides structured opportunities to reflect on personal and professional development and readiness for further training in professional helping.

School Psychology

Discipline Counselling

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 4 subject

Equivalent Subjects LGYA 0475 - Counselling and Collaborative Consultation 1

Restrictions

Students must be enrolled in one of the following programs: 1796 Graduate Diploma in Psychology, 1860 Bachelor of Psychological Studies (Honours), 1905 Bachelor of Psychological Science (Honours), 1504 Bachelor of Arts (Psychology) Honours, 1500 Bachelor of Psychology students who have successfully completed 240 credit points including the 160 credit point core sequence in Psychology, 1834 Bachelor of Psychology/1865 Bachelor of Psychology (Honours) students who have successfully completed 240 credit points including the 120 credit point core sequence in Psychology and the 40 credit point Psychology Extension sub-major prior to 2022 or for students who commenced 1865 Bachelor of Psychology (Honours) from 2022, students must have successfully completed 240 credit points including the 140 credit point core sequence in Psychology. All students must have met the minimum requirements for entry into fourth year of the Australian Psychology Accreditation Council (2010; Section 4.1.1): The entry requirement for a fourth year program is previous successful completion within the last 10 years, of an accredited three year sequence in psychology or the first three years of an integrated accredited four year program.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Demonstrate a working knowledge of the nature of the professional helping relationship, including the role of empathy and active listening
- Build and maintain rapport in a simulated professional helping relationship
- Demonstrate, apply and evaluate appropriate interpersonal communication and interview skills relevant to psychological practice, including active listening skills, clarifying and reflecting, paraphrasing and summarising, questioning, empathic responding, motivational interviewing, normalising, reframing, and challenging
- Explain the basic components of common counselling and psychological therapy frameworks, and their application across different client types and presenting problems
- Demonstrate a working knowledge of key ethical, professional and interprofessional considerations
- Explain the principles of cultural responsiveness in professional helping

- Apply self-reflection to evaluate professional strengths and limitations, fitness for practice, and avenues for professional development.

Subject Content

- The nature of the professional helping relationship.
- Developing and maintaining rapport.
- The counselling process.
- Basic counselling micro-skills, including verbal and non-verbal active listening skills, clarifying and reflecting, paraphrasing and summarising, questioning, empathic responding, motivational interviewing, normalising, reframing, and challenging.
- Cultural and minority group sensitivity and responsiveness.
- Introduction to ethical frameworks and responsibilities in psychological therapy.
- Introduction to risk management.
- Overview of intervention strategies in counselling and psychological therapy.
- Adaptation of basic skills to varied professional helping contexts and formats.
- Challenges and rewards as a professional helper.
- Readiness for a career in professional helping.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Simulation	5-7 minute video and 1,000 word written	40	N	Individual
Reflection	6 x 250 words of reflection/ short answer questions	30	N	Individual
Quiz	6 x 10- question quizzes	30	N	Individual

Teaching Periods

Autumn

Bankstown

Day

Subject Contact Martin Daly ([https://directory.westernsydney.edu.au/search/name/Martin Daly/](https://directory.westernsydney.edu.au/search/name/Martin%20Daly/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF4002_22-AUT_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Martin Daly ([https://directory.westernsydney.edu.au/search/name/Martin Daly/](https://directory.westernsydney.edu.au/search/name/Martin%20Daly/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF4002_22-AUT_KW_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Martin Daly ([https://directory.westernsydney.edu.au/search/name/Martin Daly/](https://directory.westernsydney.edu.au/search/name/Martin%20Daly/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF4002_22-AUT_PS_D#subjects)

WELF 4005 Field Education 2

Credit Points 30

Legacy Code 400522

Coordinator Rosemary Qummouh ([https://directory.westernsydney.edu.au/search/name/Rosemary Qummouh/](https://directory.westernsydney.edu.au/search/name/Rosemary%20Qummouh/))

Description This subject incorporates the final social work placement and will consolidate the experiences gained from Field Education 1 and 2, and further assist students to clearly articulate their frame of reference within a critically reflective practice before entering employment. Students will be able to choose placements in direct service work, the community and organisational context of social work practice as well as community development and research. A variety of social work and related agencies in and around Sydney will be utilised. The Field Education Coordinator will be responsible for the selection and arrangement of placements according to AASW guidelines.

School Social Sciences

Discipline Social Work

Student Contribution Band HECS Band 4 30cp

Level Undergraduate Level 4 subject

Pre-requisite(s) WELF 3020 OR WELF 2005

Restrictions Students must be enrolled in 1666 Bachelor of Social Work, 1713 Bachelor of Criminal and Community Justice/Bachelor of Social Work

Assumed Knowledge

Advanced understanding of practice theories and range of social work methods including casework, group work, community work, research and policy.

Learning Outcomes

On successful completion of this subject, students should be able to:

- Utilise advanced skills in a specialised area of social work;
- Be autonomous and independent in practice;
- Articulate the values, interests and ideologies that underpin practice in the agency, and evaluate their implications social work for practice;
- Constructively contribute to the work of the organisation and contribute ideas for change or improvement;
- Critically reflect on their own practice, and evaluate their readiness for entering the social work workforce.

Subject Content

Writing a job application and resume

Examining practice competence ?the ?theory and practice divide?f

Exploring skills in dealing with difficult situations

Effective use of supervision

Overview of knowledge and skills for social work practice

Social justice as a framework for practice
 Social work and political practice
 Working in uncertainty ? the first year of practice

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Report (Evidence of placement performance)	1500 words	S/U	Y	Individual
Job Application	1000 words	S/U	Y	Individual
Peer Group Report	600 words	S/U	Y	Group

Prescribed Texts

- Bassot, B. (2016). The reflective journal, 2nd edn, Palgrave, UK.

Teaching Periods

2nd Half

Liverpool

Day

Subject Contact Rosemary Qummouh ([https://directory.westernsydney.edu.au/search/name/Rosemary Qummouh/](https://directory.westernsydney.edu.au/search/name/Rosemary%20Qummouh/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF4005_22-2H_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Rosemary Qummouh ([https://directory.westernsydney.edu.au/search/name/Rosemary Qummouh/](https://directory.westernsydney.edu.au/search/name/Rosemary%20Qummouh/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF4005_22-2H_PS_D#subjects)

WELF 4006 Ideologies of Practice in Social Work

Credit Points 10

Legacy Code 400517

Coordinator Frances Gale ([https://directory.westernsydney.edu.au/search/name/Frances Gale/](https://directory.westernsydney.edu.au/search/name/Frances%20Gale/))

Description Social work practice is not a neutral activity arising from an objective viewpoint but is inextricably bound to varying ideologies and propositions that are concerned with human conduct. This subject examines the various ideologies that inform psycho-social and political analysis. Ideologies such as liberalism, critical feminism, critical masculinity, critical class theory, critical race theory, and adultism, and their explanations for psycho-social problems and proposals for change are examined in relation to methods of social work practice. Students will be encouraged to explore how all theory and practice methods incorporate ideological assumptions and how, therefore, the

construction of creative solutions demands practice that is reflective and self-critical.

School Social Sciences

Discipline Social Work

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) WELF 3020 OR WELF 2005

Restrictions Students must be enrolled in 1666 Bachelor of Social Work) or 1713 - Bachelor of Criminal and Community Justice/Bachelor of Social Work

Learning Outcomes

On successful completion of this subject, students should be able to:

- Demonstrate critical knowledge of some of the assumptions, values and interests influencing explanations for psycho-social problems and proposals for change, and their application to social work practice.
- Apply critical and reflective skills to identify the ideological and political influences inherent in the processes of knowledge construction.
- Analyse the ambiguity inherent in social science knowledge and its application to social work practice.
- Critique the professional use and ownership of knowledge and its implication for service users of self-determination and empowerment.
- Critically reflect on the influence of ideologies on their own action in practice.

Subject Content

- Critical reflection on the concept of ideology
- Construction of knowledge in social work practice
- Contributions of Psychology in social work practice
- Contributions of Sociology in social work practice
- Liberalism and social work practice
- Critical race theory and social work practice
- Social class and social work practice
- Gender constructions and social work practice
- Adultism and social work practice
- Spiritualities in social work practice
- Post Modern approaches in social work practice

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Case Study	1,400 words	40	N	Individual
Presentation	15 min presentation and 15 min question time	30	N	Group
Log/Workbook	2 x 750 words	30	N	Individual

Teaching Periods

Autumn

Liverpool

Day

Subject Contact Frances Gale ([https://directory.westernsydney.edu.au/search/name/Frances Gale/](https://directory.westernsydney.edu.au/search/name/Frances%20Gale/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF4006_22-AUT_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Frances Gale ([https://directory.westernsydney.edu.au/search/name/Frances Gale/](https://directory.westernsydney.edu.au/search/name/Frances%20Gale/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF4006_22-AUT_PS_D#subjects)

WELF 4007 Practice skills for social work

Credit Points 10

Legacy Code 102351

Coordinator George Turner ([https://directory.westernsydney.edu.au/search/name/George Turner/](https://directory.westernsydney.edu.au/search/name/George%20Turner/))

Description This unit aims to develop students' knowledge and skill base to work with people in varied environments and during difficult life transitions. The focus will be on acquiring knowledge of practice theory and models and then making use of this knowledge in simulated practice including interviewing and through written critical reflection. The unit emphasises use of self, emotion work and skills in negotiating preferred goals and outcomes with clients.

School Social Sciences

Discipline Social Work

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) WELF 3020 OR WELF 2005

Equivalent Subjects WELF 4003 - Critical Social Work Practice Direct

Restrictions Students must be enrolled in 1666 - Bachelor of Social Work or 1713 - Bachelor of Criminal and Community Justice/Bachelor of Social Work.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Apply a contemporary social work practice model to a simulated practice situation
2. Evaluate a brief intervention model, demonstrating critical reflection skills and describing the theory that informs the model.
3. Identify relevant social work practice knowledge and skills in contemporary scholarship, in working with clients in varied environments and during difficult life transitions.

Subject Content

1. Contemporary social work practice principles, theories, models and approaches

2. Brief Intervention skills demonstration using self-reflection and feedback

3. Social Work knowledge and skills in working in varied environments and during difficult life transitions.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Interview	Up to 20 min	40	N	Individual
Reflection	1,500 words	45	N	Individual
Multiple Choice	10 quizzes of 15 questions each	15	N	Individual

Teaching Periods

Autumn

Liverpool

Day

Subject Contact George Turner ([https://directory.westernsydney.edu.au/search/name/George Turner/](https://directory.westernsydney.edu.au/search/name/George%20Turner/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF4007_22-AUT_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact George Turner ([https://directory.westernsydney.edu.au/search/name/George Turner/](https://directory.westernsydney.edu.au/search/name/George%20Turner/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF4007_22-AUT_PS_D#subjects)

WELF 4008 Professional Decision Making in Social Work

Credit Points 10

Legacy Code 102352

Coordinator Daniel Doh ([https://directory.westernsydney.edu.au/search/name/Daniel Doh/](https://directory.westernsydney.edu.au/search/name/Daniel%20Doh/))

Description This unit uses a problem-based learning approach to develop students' critical and practical reasoning abilities in professional decision making. Students will compare several models of decision making used at the interface of organisational and individual/family work contexts, and evaluate the usefulness of evidence based inquiry as a decision aid. Through case studies, students will discern the unique characteristics of a situation requiring professional judgement, explore their own habits or preferences in decision making, and develop reasoning skills that produce sound and ethical responses to the situation at hand.

School Social Sciences

Discipline Social Work

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 4 subject

Pre-requisite(s) WELF 3020 OR
WELF 2005

Equivalent Subjects WELF 4004 - Critical Social Work Practice Indirect

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate a capacity to search for, analyse and present best practice evidence in relation to a social work intervention.
2. Critically evaluate evidence based inquiry as a decision making aid in social work practice.
3. Demonstrate understanding of assumptions underpinning several formal and informal (discretionary) decision making models; also, of how decision making models in social work are affected by organisational culture and political context.
4. Demonstrate understanding of how a worker's values, purpose/ goals, reasoning and relationship skills impact on decision making.

Subject Content

- Models and principles of decision making in professional social work practice
- Research skills to undertake evidence-based practice (EBP) inquiry; understanding how evidence is produced and how social workers interpret and apply evidence in practice
- skills in Critical thinking, negotiated decision making, and practical reasoning.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Annotated Bibliography	1,000 words	40	N	Individual
Report	2,000 words	60	N	Individual

Teaching Periods

Autumn

Liverpool

Day

Subject Contact Daniel Doh ([https://directory.westernsydney.edu.au/search/name/Daniel Doh/](https://directory.westernsydney.edu.au/search/name/Daniel%20Doh/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF4008_22-AUT_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Daniel Doh ([https://directory.westernsydney.edu.au/search/name/Daniel Doh/](https://directory.westernsydney.edu.au/search/name/Daniel%20Doh/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF4008_22-AUT_PS_D#subjects)

WELF 4010 Social Work Honours Thesis 2

Credit Points 10

Legacy Code 101790

Coordinator Neil Hall ([https://directory.westernsydney.edu.au/search/name/Neil Hall/](https://directory.westernsydney.edu.au/search/name/Neil%20Hall/))

Description This unit is designed to support the process of completion of a Social Work honours degree and the production of an honours thesis. It is only available to students who have been accepted into the honours programme for the Bachelor of Social Work. This unit is the culmination of studies for students who have completed their undergraduate degree and provides substantial training in research. Under staff supervision, students choose the particular topic for their research, design their own programme of research, perform the research and analyse the results. The culmination of this process is the production of a thesis in which students describe the rationale for their topic, their research programme, ethical issues, results, and their conclusions.

School Social Sciences

Discipline Studies In Human Society

Student Contribution Band HECS Band 4 10cp

Level Undergraduate Level 4 subject

Teaching Periods

WELF 6001 Ethics and Diversity in Counselling

Credit Points 10

Legacy Code 102909

Coordinator Susan Sisko ([https://directory.westernsydney.edu.au/search/name/Susan Sisko/](https://directory.westernsydney.edu.au/search/name/Susan%20Sisko/))

Description This unit is designed to prepare students to work in a diverse society as counsellors and advocates. Students will study the emergence of research in the counselling professions and explore connections and tensions between personal, professional and research ethics. Students will have the opportunity to examine their own cultural identity development, their own relationship with power and privilege and how these may impact their counselling practice. The unit will critically examine the evolution of the multicultural movement in the counselling profession and will consider issues and concerns of several non-dominant populations, including intersectionality in working with diverse ethnicities, genders, sexualities, religions, age and ability status.

School Social Sciences

Discipline Counselling

Student Contribution Band HECS Band 4 10cp

Equivalent Subjects WELF 7008 - Ethics and Diversity in Research and Therapy HUMN 7036 - Research in the Social Sciences

Restrictions Students must be enrolled in 1817 - Master of Psychotherapy and Counselling.

Assumed Knowledge

Concurrent or previous study of any foundational subject in counselling.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate theories, evolution and contemporary issues in the counselling profession and in multicultural counselling.
2. Analyse diversity, ethical issues and considerations in multicultural counselling.
3. Collaborate with individuals from intersecting and diverse backgrounds to contribute to the solution for ethical issues in multicultural counselling.
4. Reflect on own values and awareness to enhance personal and professional development in multicultural counselling.

Subject Content

Theories and evolution of the multicultural movement in the counselling profession.

Diversity issues in counselling practices.

Ethical issues in multicultural counselling.

Key principles and frameworks in multicultural counselling.

Personal and professional awareness development in multicultural counselling.

Counsellors' role in social justice and advocacy.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Participation		10	N	Individual
Applied Project	1500 words	45	N	Individual
Professional Task	1500 words	45	N	Individual

Prescribed Texts

- Hutton, V., & Sisko, S. (ED). (2021) *Multicultural Responsiveness in Counselling and Psychology, working with Australian populations.* Palgrave Macmillan. ISBN 978-3-030-55427-9

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Susan Sisko ([https://directory.westernsydney.edu.au/search/name/Susan Sisko/](https://directory.westernsydney.edu.au/search/name/Susan+Sisko/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF6001_22-AUT_PS_D#subjects)

WELF 7001 Clinical Studies (Art Therapy)

Credit Points 20

Legacy Code 101784

Coordinator Elizabeth Fitzgerald ([https://directory.westernsydney.edu.au/search/name/Elizabeth Fitzgerald/](https://directory.westernsydney.edu.au/search/name/Elizabeth+Fitzgerald/))

Description This unit aims to develop clinical practice skills for students enrolled in the Master of Art Therapy. The unit will involve preparation for the field placements and group supervision of casework

and issues arising from the placements. The unit involves 375 hours of clinical placement working under the guidance of a clinical supervisor.

School Social Sciences

Discipline Counselling

Student Contribution Band HECS Band 4 20cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) CART 7004 AND

CART 7005 AND

CART 7010 AND

WELF 7009 OR

WELF 7029 AND WELF 7032

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate their ability to relate theoretical knowledge to the placement setting
2. Demonstrate appropriate clinical, ethical and cultural competencies for a trainee practitioner within the placement setting.
3. Begin art therapy clinical practice with individuals and/or groups
4. Observe an agency at work and gain an understanding of agency philosophy, policies and practices
5. Participate appropriately as a member of a professional team alongside experienced employees of the host organisation.
6. Accept, reflect on and respond reflexively to feedback from on and off-site supervisors.
7. Demonstrate their ability to critically and constructively reflect upon their clinical and placement experiences.
8. Conduct a focussed reading project around a particular client group, problem or issue relevant to the student's placement agency, and doc

Subject Content

1. Placement in an appropriate setting for 375 hours
2. Examination of the way in which the treatment models and management structures of the agency affect the functioning of the therapist
3. Working as part of a team
4. Working with clients under supervision
5. Development of clinical skills in practice: therapeutic skills, maintaining the frame of therapy, observation of appropriate boundaries, adherence to ethical practices, cultural competency and sensitivity, engagement and assessment of issues with clients, use of supervision, presentation skills, report writing, record keeping, maintaining art materials, safe and sustainable art therapy studio and clinical practice
6. Observation of an agency at work

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance ([https://](https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance)

www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Participation	Weekly throughout 1H	S/U	Y	Individual
Professional Placement Performance	375 Hours	S/U	Y	Individual
Case Study	5,000 Words	S/U	Y	Individual

Prescribed Texts

- Gardner, F, (2014). Being critically reflective: engaging in holistic practice. Houndsmills, Basingstoke & New York: Palgrave MacMillan. (Available as an E-book but not currently held by Library)

Teaching Periods

1st Half

Parramatta - Victoria Rd

Day

Subject Contact Elizabeth Fitzgerald ([https://directory.westernsydney.edu.au/search/name/Elizabeth Fitzgerald/](https://directory.westernsydney.edu.au/search/name/Elizabeth%20Fitzgerald/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF7001_22-1H_PS_D#subjects)

WELF 7002 Clinical Studies in Psychotherapy and Counselling

Credit Points 20

Legacy Code 102365

Coordinator Penny Gardner ([https://directory.westernsydney.edu.au/search/name/Penny Gardner/](https://directory.westernsydney.edu.au/search/name/Penny%20Gardner/))

Description This unit aims to develop clinical practice skills. It will involve preparation for the field placements and group supervision of casework and issues arising from the placements. The unit involves a clinical placement working under the guidance of a clinical supervisor from the professional background of the students under supervision. Students are required to undertake 100 placement hours.

School Social Sciences

Discipline Counselling

Student Contribution Band HECS Band 4 20cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) WELF 7009 AND WELF 7010 AND WELF 7006

Equivalent Subjects LGYA 1627 - Clinical Studies (Counselling)

Restrictions

Students must be enrolled in 1817 Master of Psychotherapy and Counselling or 1647 Graduate Diploma in Counselling.

Assumed Knowledge

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Integrate theoretical knowledge and practical skills in order to effectively work with clients in the placement setting
2. Demonstrate ability to reflect critically upon one's clinical work through observation, documentation, audiotape and case study analysis
3. Participate appropriately and effectively as a member of an agency clinical team as demonstrated through consistent professional conduct inclusive of ethical, legal and cross-cultural considerations.
4. Achieve an appropriate standard of professional and clinical practice for a graduating clinician in counselling and psychotherapy through completion of required number of supervised placement hours.
5. Demonstrate understanding of the counselling experience from the position of the client and how this learning informs clinical practice

Subject Content

- Placement in an appropriate setting for 100 hours
- Observation of an agency at work
- Examination of the way in which the treatment models and management structures of the agency affect the functioning of the therapist or counsellor
- Working as part of a team
- Working with clients under supervision.
- Development of clinical skills in practice: therapeutic skills, maintaining the frame of therapy, observation of appropriate boundaries, adherence to ethical practices, engagement and assessment of issues with clients, use of supervision, presentation skills, report writing, record keeping.
- Development of professional skills including reflective practice, professional and ethical conduct and understanding of inherent requirements for counselling practice.

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Participation	Ongoing	S/US	Y	Individual
Professional Placement Performance	100 hours	S/US	Y	Individual

Reflection Report	2,000 Words	S/US	Y	Individual
Report	3,000 Words	S/US	Y	Individual

Teaching Periods

1st Half

Parramatta - Victoria Rd

Day

Subject Contact Penny Gardner ([https://directory.westernsydney.edu.au/search/name/Penny Gardner/](https://directory.westernsydney.edu.au/search/name/Penny%20Gardner/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF7002_22-1H_PS_D#subjects)

WELF 7003 Contextualised Practice

Credit Points 10

Legacy Code 102394

Coordinator Maggie Hall ([https://directory.westernsydney.edu.au/search/name/Maggie Hall/](https://directory.westernsydney.edu.au/search/name/Maggie%20Hall/))

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

School Social Sciences

Discipline Social Work

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse legislative and policy practices that both enhance and inhibit wellbeing at individual, family and community levels.
2. Analyse aspects of state mental health, domestic violence and child protection legislation relevant to social work practice, including confidentiality, involuntary interventions and guardianship.
3. Critically analyse different models of social policy making in Australia
4. Analyse and integrate knowledge of and commitment to social work values and ethics to guide professional practice.
5. Critically evaluate the application of advocacy skills in relation to legislative and policy frameworks and processes.

Subject Content

- legal frameworks for social work practice in Australia
- The policy process
- political institutions and policy making
- Legislative and policy practices that both enhance and inhibit wellbeing at individual, family and community levels.

Case studies:

child wellbeing and protection
 mental health
 family violence
 Aboriginal and Torres Strait Islander peoples
 - ethics and social work practice
 - Advocacy strategies using knowledge of Legislative and policy frameworks and processes

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	5-10 minutes, 20 maximum 4 Powerpoint slides		N	Group
Reflection	1,000 words	30	N	Individual
Report	2,000 words	50	Y	Individual

Prescribed Texts

- Bacchi, CL 2009, *Analysing policy : what's the problem represented to be?*, Pearson Education, Frenchs Forest, Australia.
- Rice, S., Day, A. and Briskman, L. (ed) (2018) *Social Work in the Shadow of the Law*. 5th (ed). Annandale, NSW: The Federation Press.

Teaching Periods

Autumn

Parramatta City - Macquarie St

Weekend

Subject Contact Maggie Hall ([https://directory.westernsydney.edu.au/search/name/Maggie Hall/](https://directory.westernsydney.edu.au/search/name/Maggie%20Hall/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF7003_22-AUT_PC_W#subjects)

WELF 7006 Counselling and Psychotherapy Practice

Credit Points 10

Legacy Code 102364

Coordinator Amanda Webb ([https://directory.westernsydney.edu.au/search/name/Amanda Webb/](https://directory.westernsydney.edu.au/search/name/Amanda%20Webb/))

Description This unit builds on the experiential learning from Foundations of Psychotherapy and Counselling 1 by offering further practice in interpersonal counselling skills in dyadic and group contexts. Students will consolidate and expand the range of skills appropriate to the unfolding counselling relationship through continued skills practice. Students will develop capacity to analyse their own responses in depth and respond reflexively in their work with clients, within an increased understanding of the therapeutic relationship and of what makes counselling effective. Students will continue to participate in small group experiential training, thereby increasing their awareness of interpersonal and group processes.

School Social Sciences

Discipline Counselling

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) WELF 7004 OR WELF 7009

Equivalent Subjects WELF 7005 - Counselling 2

Restrictions

Students must be enrolled in 1817 Master of Psychotherapy and Counselling, 4595 Master of Art Therapy or 1770 Master of Social Science.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate advancing skills in listening, empathic responding, use of silence, and exploratory questioning.
2. Practice beginning skills in immediacy and other skills of encounter such as providing feedback, and consider the ethical issues and dilemmas encountered in the responsible use of self in counselling and therapy.
3. Facilitate the stages of a short-term counselling relationship.
4. Apply skills in engaging in a therapeutic relationship with clients.
5. Identify how to assess the effectiveness of counselling with and for clients, and how to work constructively toward closure.
6. Critically analyse and make comparisons between individual and group counselling as experienced by both client and counsellor.

Subject Content

Continuing counselling skills practice including triadic work eight practice sessions with an advanced counselling student in their second year of studies.

Further development of existing and new skills in listening, empathic responding, use of silence and exploratory questioning, immediacy, highlighting of conflicts, providing feedback, and interpretation.

Consideration of concepts of transference and countertransference, and the use of self within the counselling/therapy process.

Exploration of the use of psychoeducational and experiential groups within professional counselling practice, including the development of group facilitation skills.

Critical consideration of how change occurs, inside and outside of the counselling relationship, and of how counsellors know when clients are better.

Exploration of when and how to end therapy - the concept of termination as mature, premature or delayed.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Reflection on counselling skills practice and in-class supervision	1,000 words + submission of session review templates	25	Y	Individual
Session transcript and written analysis	2000 words, plus 10 minute transcript & analysis, from a 50-60min audiotaped session	50	Y	Individual
Reflective report on interpersonal and intrapersonal group process	1500 word written assignment	25	Y	Individual

Prescribed Texts

- Crago, H. and Gardner, P. (2012). A safe place for change: Skills and capacities for counselling and therapy. Melbourne, Australia: IP Communications.

Teaching Periods

Spring

Parramatta - Victoria Rd

Weekend

Subject Contact Amanda Webb ([https://directory.westernsydney.edu.au/search/name/Amanda Webb/](https://directory.westernsydney.edu.au/search/name/Amanda%20Webb/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF7006_22-SPR_PS_W#subjects)

WELF 7007 Critical Social Work Practice

Credit Points 10

Legacy Code 102395

Coordinator Linda Briskman ([https://directory.westernsydney.edu.au/search/name/Linda Briskman/](https://directory.westernsydney.edu.au/search/name/Linda%20Briskman/))

Description This unit focuses on the application of critical theories, models and methods of social work practice through the exploration of diverse fields of practice including: child wellbeing and protection; mental health; working with older people; disability; housing and homelessness; LGBTQI social work; and rural and remote practice. The emphasis will be on the contribution of various critical perspectives (Feminist, Post-colonial, Postmodern, Marxist, Green, Critical Race, etc) to social work theory and to the development of alternative forms of practice.

School Social Sciences

Discipline Social Work

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) WELF 7023 AND WELF 7024

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Compare and contrast critical social work practice theories, approaches and models analysing their application in organisational, social and cultural contexts.
2. Demonstrate an understanding of critical practice skills and of the different ways they can be applied across the spectrum of indirect and direct practice areas, including interpersonal engagement, assessment, professional writing, counselling, health promotion, advocacy and team work.
3. Engage in critical reflection on the use of self in practice, identifying strengths and areas for further development.
4. Demonstrate a thorough understanding of the experience of marginalised individuals, groups and communities within a range of different fields of practice, settings, client groups and geographical locations.

Subject Content

- Examination of various theoretical contributions to critical social work, including:

Human rights

Feminist analysis

Postcolonial and critical whiteness studies

Indigenous world views

Postmodernism

Marxist analysis

Green political theory and environmentalism

- These will be examined across a number of different fields of social work practice, such as:

Child wellbeing and child safety ? including child protection risk assessment

Mental Health- including mental health assessment

Disability ?inclusive and accessible practice

Working with individuals, groups and communities from rural and remote locations

Working with older people

Community Justice

Social work in health settings ? including skills for team and family conferences

International social work ? social work in a global context

LGBTQI social work practice

Housing and homelessness

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Project Proposal: Critical Literature Review	2,000 words	40	N	Individual
Group presentation	Up to 15 minutes presentation and 5 minutes student discussion	30	N	Group
Reflection paper on learning from the unit.	1,000 words	30	N	Individual

Teaching Periods

Spring

Parramatta City - Macquarie St Day

Subject Contact Linda Briskman ([https://directory.westernsydney.edu.au/search/name/Linda Briskman/](https://directory.westernsydney.edu.au/search/name/Linda%20Briskman/))

View timetable (https://clasregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF7007_22-SPR_PC_D#subjects)

WELF 7008 Ethics and Diversity in Research and Therapy

Credit Points 10

Legacy Code 102357

Coordinator Patricia Parish ([https://directory.westernsydney.edu.au/search/name/Patricia Parish/](https://directory.westernsydney.edu.au/search/name/Patricia%20Parish/))

Description This unit introduces students to key considerations for practicing therapy and research in a diverse and neo-colonial context. Students will study the emergence of research in the arts therapy profession and explore connections and tensions between personal, professional and research ethics. Through close reading of professional documents, case studies and research papers, students will examine how the 'subjects' of therapy and research are conceptualised and constructed. From a perspective that links knowledge and power, students will look at what the published research says about what works and how in therapy; ask whom therapy and research work for; and examine the work these therapy and research practices do.

School Social Sciences

Discipline Counselling

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects HUMN 7036 - Research in the Social Sciences

Restrictions

Students must be enrolled in 4595 Master of Art Therapy or 1770 Master of Social Science Specialisations (Studies in Art Therapy).

Assumed Knowledge

Concurrent or previous study of any foundational subject in either counselling or art therapy.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Analyse the key discourses and power relations that shape professional, clinical and research practice in the arts therapies.
2. Critically evaluate what constitutes research evidence in the arts therapies and other psychotherapies.
3. Formulate a sound basis for ethical and relational decision-making in therapy and research.
4. Reflect on one's own positioning and intersectionality, in order to work sensitively with diverse therapy and research participants.
5. Engage art therapy as a practice of social justice to counter ongoing effects of colonisation and the widespread inequities that bring people to therapy.

Subject Content

History and significance of research in the psychotherapies and arts therapy.

Evidence in the psychotherapies

Values and ethics in arts therapy research and clinical practice.

Ethical considerations and scenarios for arts therapy research and practice within a culturally and socially diverse and neo-colonial context.

Historical and emerging discourses that shape the psychotherapies
Normality, abnormality, diversity and difference within counselling and art therapy research and professional literature.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Participation	ongoing	10	N	Individual
Reflection	1500 words	45	N	Individual
Essay	1500 words	45	N	Individual

Prescribed Texts

- Di Maria, A (2019). Exploring ethical dilemmas in art therapy : 50 clinicians from 20 countries share their stories. Routledge
- Kapitan, L. (2018). Introduction to art therapy research. Routledge

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Patricia Parish ([https://directory.westernsydney.edu.au/search/name/Patricia Parish/](https://directory.westernsydney.edu.au/search/name/Patricia%20Parish/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF7008_22-AUT_PS_D#subjects)

WELF 7009 Foundations of Psychotherapy and Counselling 1

Credit Points 20

Legacy Code 102353

Coordinator Penny Gardner ([https://directory.westernsydney.edu.au/search/name/Penny Gardner/](https://directory.westernsydney.edu.au/search/name/Penny%20Gardner/))

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

School Social Sciences

Discipline Counselling

Student Contribution Band HECS Band 4 20cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects WELF 7004 - Counselling 1

Restrictions

Students must be enrolled in 1647 Graduate Diploma in Counselling, 1648 Graduate Certificate in Counselling, 1817 Master of Psychotherapy and Counselling, 4595 Master of Art Therapy or 1770 Master of Social Science.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Articulate the basic counselling skills of **holding**, **exploring** and **immediacy**.
2. Demonstrate how (genetic) temperament and attachment style interact in the formation of a **core personality** and the role of attachment as the foundation of **transference**.
3. Recognise ethical issues fundamental to the counselling relationship: power/expertise, inequality, boundaries.
4. Demonstrate a capacity for self-reflection, and understanding of how their preferred interpersonal style in the role of counsellor may affect others in the role of client.
5. Develop observational ability in recognising intrapersonal and interpersonal processes in group, with focus on how groups may function as a **social microcosm**.
6. Demonstrate the ability to critically analyse the similarities and differences in the experience of both client and counsellor in individual counselling and group counselling

Subject Content

- introduction to The nature of counselling/psychotherapy as A relational, rather than An instrumental, process
- The therapeutic Contract or **Contract**: The promotion of safety, consistency and clear boundaries

- The nature of psychoeducational and experiential groups as A facet of counselling.
- introduction to The counselling skills appropriate for group facilitation
- The skills of 'holding', which facilitate this type of relationship: empathic reflection of content and feeling; purposeful use of silence; open questioning.
- The skills of 'exploring', which open up particular areas of The client's experience for conscious reflection: open questioning, targeted (assessment) questioning, stating

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Practical	1,500 words	30	N	Individual
Reflection	1,500 words	20	N	Individual
Essay	2,000 words	30	N	Individual
End-of-session Exam	90 minutes	20	N	Individual

Prescribed Texts

- Crago, H. & Gardner, P. (2019). A safe place for change: Skills and capacities for counselling and therapy. Revised 2nd ed. Brisbane: Interactive Publications
- Riso, D.R. and Hudson, R. (2003). Discovering your personality type: The essential introduction to the Enneagram. (Rev ed.). New York: Houghton Mifflin.

Teaching Periods

Autumn

Parramatta - Victoria Rd

Weekend

Subject Contact Penny Gardner ([https://directory.westernsydney.edu.au/search/name/Penny Gardner/](https://directory.westernsydney.edu.au/search/name/Penny%20Gardner/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF7009_22-AUT_PS_W#subjects)

WELF 7010 Foundations of Psychotherapy and Counselling 2

Credit Points 10

Legacy Code 102355

Coordinator Melissa Maclean ([https://directory.westernsydney.edu.au/search/name/Melissa Maclean/](https://directory.westernsydney.edu.au/search/name/Melissa%20Maclean/))

Description Foundations of Psychotherapy and Counselling 2 presents and critically evaluates the major theoretical paradigms of counselling and psychotherapy. These include; psychoanalytic / psychodynamictherapies; humanistic psychotherapies; behavioural and cognitive behavioural therapies; systemic therapies; constructivist/postmodern therapies; and expressive therapies. Students will consider the assumptions about human development and behaviour that are central to each of these ways of working, as well as their underlying 'theory of change'. Students will also be introduced to common ways that clients present with psychological difficulties, and will explore

various clinical responses to such client issues. These issues will be explored considering intrapsychic, relational and life stressor factors. Students will consider how presenting issues relate to the norms and extremes of various personality types, and what consideration should be given to life-stages in understanding client problems.

School Social Sciences

Discipline Counselling

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) WELF 7009

Equivalent Subjects WELF 7005 - Counselling 2

Restrictions

Students must be enrolled in 1647 Graduate Diploma in Counselling, 1648 Graduate Certificate in Counselling, 1817 Master of Psychotherapy and Counselling, 4595 Master of Art Therapy or 1770 Master of Social Science.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe the major therapeutic models for treating mental distress, and critically analyse their major assumptions and practices;
2. Articulate the difference between intrapsychic and interpersonal/relational concepts of self, personality and dysfunctional behaviour;
3. Demonstrate an understanding of the basic issues and themes particular to each of the nine Enneagram personality types, and how these issues at their extreme may manifest in the forms of emotional illness and dys

Subject Content

- The major theoretical paradigms of counselling and psychotherapy and their assumptions about human development and behaviour
- The principles of change central to Each of The major theoretical Models and The interventions and ways of Working they Utilise
- The differences and similarities in how The major theoretical paradigms of psychotherapy and counselling inform approaches to Working with human difficulties
- how Established personality traits feed into, and may be potentiated or modified by, life events and new relationships, taking into account The individual/intrapsychic model and The relational/constructivist model for Understanding Problem formation and dysfunctional behaviour
- personality: norms and extremes. personality as A 'package', with both potentially constructive and potentially destructive aspects and how these relate to common client Issues and presentations
- how childhood experiences of being parented (functionally or d

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Analytic Essay - Description of student's own adult development and family of origin relationships	2500 words plus Genogram	50	N	Individual
Practical - Demonstrate a key therapeutic approach in practice (one session)	30 minute audio recording	35	N	Individual
Participation	20 minutes (maximum)	15	N	Group

Prescribed Texts

- McLeod, J. (2013). An introduction to counselling. (5th ed.) Maidenhead: Open University Press.
- Riso, D.R. and Hudson, R. (2003). Discovering your personality type: The essential introduction to the Enneagram. (Rev ed.). New York: Houghton Mifflin.

Teaching Periods

Spring

Parramatta - Victoria Rd

Weekend

Subject Contact Melissa Maclean ([https://directory.westernsydney.edu.au/search/name/Melissa Maclean/](https://directory.westernsydney.edu.au/search/name/Melissa%20Maclean/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF7010_22-SPR_PS_W#subjects)

WELF 7011 Further Clinical Studies (Art Therapy)

Credit Points 20

Legacy Code 101785

Coordinator Sheridan Linnell ([https://directory.westernsydney.edu.au/search/name/Sheridan Linnell/](https://directory.westernsydney.edu.au/search/name/Sheridan%20Linnell/))

Description This unit aims to develop clinical practice skills to the level required for professional registration. The unit involves 375 hours of clinical placement working under the guidance of a clinical supervisor. It will involve group supervision of casework and in-depth discussion of issues arising from placements.

School Social Sciences

Discipline Counselling

Student Contribution Band HECS Band 4 20cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) WELF 7001

Equivalent Subjects LGYA 1491 - Further Clinical Studies

Restrictions

Students must be enrolled in program 4595 Master of Art Therapy.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Integrate theoretical knowledge and practical skills in order to effectively work with clients in the placement setting.
2. Demonstrate ability to reflect critically upon one's clinical work through observation, documentation and case study analysis.
3. Participate appropriately and effectively as a member of an agency or clinical team as demonstrated through consistent professional conduct inclusive of ethical, legal and cross-cultural considerations.
4. Achieve an appropriate standard of professional and clinical practice for a graduating clinician in art therapy through completion of required number of supervised placement hours.
5. Apply an intrapersonal and interpersonal understanding of the therapeutic relationship in art therapy to clinical practice.

Subject Content

- Continuing art therapy practice and associated activities in approved settings for the required number of hours in order to reach 750 total hours for the clinical year.
- Examination of The ways in which The philosophies, approaches to practice and management Structures of The setting affect The work of The trainee therapist.
- Working as part of A team alongside experienced professionals.
- Working with clients/ participants with The support of clinical supervision
- Observation, documentation, enquiry and reflection in relation to one's art therapy practice.
- further development of clinical skills in practice: therapeutic and counselling skills, establishing A therapeutic Contract and maintaining The frame of therapy, observation of appropriate professional boundaries, adherence to Ethical practices, engagement with participants, assessment of Issues and planning of therapeutic approach, use of supervision, presentation skills, report writing, record keeping.

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au/>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Participation	Continuous	S/U	Y	Individual
Professional placement performance	Continuous	S/U	Y	Individual
Presentation	20 minutes	S/U	N	Individual
Case Study	4000 words	S/U	Y	Individual

Teaching Periods

2nd Half

Parramatta - Victoria Rd

Day

Subject Contact Sheridan Linnell ([https://directory.westernsydney.edu.au/search/name/Sheridan Linnell/](https://directory.westernsydney.edu.au/search/name/Sheridan%20Linnell/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF7011_22-2H_PS_D#subjects)

WELF 7012 Further Clinical Studies in Psychotherapy and Counselling

Credit Points 20

Legacy Code 102366

Coordinator Penny Gardner ([https://directory.westernsydney.edu.au/search/name/Penny Gardner/](https://directory.westernsydney.edu.au/search/name/Penny%20Gardner/))

Description This unit aims to develop clinical practice skills. It will involve preparation for the field placements and group supervision of casework and issues arising from the placements. The unit involves a clinical placement working under the guidance of a clinical supervisor from the professional background of the students under supervision. Students will undertake 200 placement hours.

School Social Sciences

Discipline Counselling

Student Contribution Band HECS Band 4 20cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) WELF 7002

Equivalent Subjects LGYA 1628 - Further Clinical Studies (Counselling)

Restrictions

Students must be enrolled in 1647 Graduate Diploma in Counselling or 1817 Master of Psychotherapy and Counselling.

Assumed Knowledge

Previous completion of clinical placement.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate ability to relate theoretical knowledge and practical skills to the placement setting, gaining confidence in client work and developing clinical judgement.
2. Engage in further supervised clinical practice with individuals and/or families and groups, including longer-term work with at least some clients, participating as a member of an agency clinical team.
3. Demonstrate ability to reflect critically upon their clinical work, including detailed observation, documentation and analysis of one particular case.
4. Demonstrate an appropriate standard of professional and clinical practice for a graduating clinician in counselling and psychotherapy, including the ability to self-evaluate and respond flexibly to changing clinical situations and reflect on their own professional conduct (including ethical, legal and cross-cultural aspects as relevant).
5. Satisfactorily complete the minimum number of supervised placement hours required by the appropriate professional body.

6. To consider, observe and analyse the counselling process from the position of the client.

Subject Content

- Placement in an appropriate setting for 200 hours
- observation of An agency at work
- Examination of The way in which The treatment Models and management Structures of The agency affect The functioning of The therapist or counsellor
- Working as part of A team
- Working with clients under supervision
- development of clinical skills in practice: therapeutic skills, maintaining The frame of therapy, observation of appropriate boundaries, adherence to Ethical practices, engagement and assessment of Issues with clients, use of supervision, presentation skills, report writing, record keeping

Special Requirements

Legislative pre-requisites

Special Requirements - NSW Health Legislative Prerequisites

Student Compliance Information for all Health-Related Placements

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

To be eligible to enrol in this subject and complete any required health-related placements or experiences, students must meet Western Sydney University program requirements as well as any special, legislated, or policy-mandated requirements.

Western Program Requirements

Visit the Special Requirements webpage for details about your program.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Mandatory NSW Health student placement policy requirements

To be able to undertake placement in any NSW Health facility you must be assessed as compliant with NSW Health student placement policy in the first year of your program, regardless of when you expect to go on your first placement. Access and read the NSW Student Compliance Information Booklet.

NSW Student Compliance Information Booklet (https://issuu.com/uwspublications/docs/wsu_student_compliance_booklet_2020_v6/)

Please ensure that you

1. Find your existing National Police Check or apply for one
2. Gather documentary evidence of your vaccination history
3. Print and complete all relevant NSW Health forms relevant to the campus you are enrolled at or online enrolment requirements
4. Follow booklet instructions on how to have your compliance documents assessed by NSW health staff.

International students have additional requirements; the link to the booklet will inform you of these requirements.

School Requirements

Contact your School for further details regarding your School's requirements, if any, such as

- If you live outside of NSW or Australia and need to meet your state, territory or country's compliance requirements
- If you need to meet different state, territory or country compliance requirements.
- NSW Working with Children Check (WWCC) or other state equivalent, valid for your entire program.
- Current approved first aid certificate valid for your entire program - approved program providers can be found at the Government Training website
- <http://training.gov.au> (<http://training.gov.au>)
- Other non-health related requirements.

Student Compliance Resources are also available on the Placements Hub web page (NSW students only)

https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Participation	Ongoing	S/U	Y	Individual
Professional Placement Performance	200 hours	S/U	Y	Individual
Essay	2,000 words	S/U	Y	Individual
Case Study	2,000 words	S/U	Y	Individual
Reflection	1,000 words	S/U	Y	Individual

Prescribed Texts

- Crago, H. & Gardner, P. (2019). A safe place for change: Skills and capacities for counselling and therapy. Rev 2nd Ed. Caringdale, QLD: Interactive Publications

Teaching Periods

2nd Half

Parramatta - Victoria Rd

Day

Subject Contact Penny Gardner ([https://directory.westernsydney.edu.au/search/name/Penny Gardner/](https://directory.westernsydney.edu.au/search/name/Penny%20Gardner/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF7012_22-2H_PS_D#subjects)

WELF 7013 Integrated Practice 1: Self and Story

Credit Points 10

Legacy Code 102370

Coordinator Melissa Maclean ([https://directory.westernsydney.edu.au/search/name/Melissa Maclean/](https://directory.westernsydney.edu.au/search/name/Melissa%20Maclean/))

Description This unit explores the concept of 'self' and how stories might shape self-identity or a sense of 'what it means to be me'. The enduring characteristics of stories will be examined alongside their different workings across cultures, traditions, technologies, genres and time. The unit will cover historical and contemporary notions of the unconscious as they inform an understanding of self and story. It will examine how an understanding of the brain, particularly of memory, and the workings of the right and left hemispheres, fit into this exploration. Working with selves and stories, as instruments for change in therapeutic work, will be considered across lifespan and a range of psychotherapies.

School Social Sciences

Discipline Counselling

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) WELF 7009

Restrictions

Students must be enrolled in program 1817 Master of Psychotherapy and Counselling

Assumed Knowledge

Concurrent or previous study of any foundational subject in counselling.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Reflect constructively on the concept of **self**.
2. Integrate findings from contemporary neuroscience into an understanding of the workings of the unconscious and memory in relation to storytelling and self-narratives.
3. Critically compare concepts and use of self and story across different approaches to psychotherapy, including Jungian Analysis, Narrative Therapy.
4. Understand psychotherapy in the broader context of how stories work within a range of other genres, contexts and media.
5. Analyse how the **self** is connected to broader familial and cultural narratives.
6. Demonstrate how story-telling and story-making can unfold within a therapeutic relationship, drawing on the client's and others' stories, through various forms including traditional and popular cultures and new technologies.

Subject Content

1. Introduction to historical and contemporary concepts of the self and identity, as they influence counselling and psychotherapy.
2. Introduction to the characteristics and workings of stories within and across cultures incorporating oral and written traditions, as well as electronic and digital technologies.
3. Consideration of storytelling genres (myths, parables, fairytales and narratives of survival, redemption and transformation) as shared in various forms (books, TV, movies, music videos, computer games and social media).
4. Understanding of the context and significance of the use of story in various fields including psychotherapy, and how this relates to **self**.
5. Examination of the implications of contempor

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Essay	2,000 words	50	N	Individual
Participation	20 minutes	20	N	Group
Report	1,000 words	30	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Melissa Maclean ([https://directory.westernsydney.edu.au/search/name/Melissa Maclean/](https://directory.westernsydney.edu.au/search/name/Melissa%20Maclean/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF7013_22-AUT_PS_D#subjects)

WELF 7014 Integrated Practices 2: Affliction and Recovery

Credit Points 10

Legacy Code 102371

Coordinator Amanda Webb ([https://directory.westernsydney.edu.au/search/name/Amanda Webb/](https://directory.westernsydney.edu.au/search/name/Amanda%20Webb/))

Description This unit critically examines the nature of mental illness and mental wellbeing. Historical and contemporary approaches to mental health and recovery will be reviewed. Diverse explanations for the origins of profound symptoms will also be explored. Mental health assessment tools commonly encountered by counsellors and psychotherapists are presented and their practical applications examined. Through case studies and autobiographical accounts, the voices of those with lived experience of major mental health issues will inform student learning in this unit. This unit invites students to critically evaluate mental health services from a range of perspectives and consider the role of counselling and psychotherapy alongside multiple pathways to recovery. Students will critically evaluate this knowledge and apply it in their development of skills in various psychotherapeutic methods to assist recovery and mental wellness.

School Social Sciences

Discipline Counselling

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) WELF 7009 AND WELF 7013

Co-requisite(s) WELF 7010

Restrictions

Students must be enrolled in 1817 Master of Psychotherapy and Counselling.

Assumed Knowledge

Concurrent or previous study of any foundational subject in counselling.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Evaluate the historical context of mental health and recovery, and how that informs current approaches to mental illness;
2. Show advanced working knowledge of the major categories of psychological and emotional affliction;
3. Compare multiple explanations for profound symptoms described as mental illness;
4. Demonstrate knowledge and critical appraisal of current diagnostic and assessment methods/tools;
5. Demonstrate a knowledge of available mental health treatment services as an adjunct to counselling and psychotherapy;
6. Effectively practice skills in various psychotherapeutic methods to assist recovery and mental wellness.

Subject Content

1. Consideration of approaches to mental health over time, including historical notions of 'madness', the birth of the asylum and the development of modern psychiatry, and the implications of these for current approaches to working with and recovery from mental illness
2. Identification of the major categories of psychological and emotional affliction and understanding of the lived experience of mental illness
3. Examine the diverse explanations of profound symptoms, including the notion that symptomatology may originate childhood or adolescence
4. Examination of mental health diagnostic and assessment tools and how these may be applied in practice
5. Development of a working knowledge of mental health services in the community and how these intersect or complement the role of counsellors and psychotherapists
6. Understanding of the application of various therapies in the context of a trauma model approach or diagnostic approach to mental health

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Critical review (Literature)	1,000 words	30	N	Individual
Participation, reflection and review	500 words	10	N	Individual
Analytic Essay (Diagnosis & Treatment)	2,000 words	60	N	Individual

Prescribed Texts

- Milton, M. (2012). *Diagnosis and beyond : Counselling psychology contributions to understanding human distress*. Herefordshire, UK: PCCS Books.

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Amanda Webb ([https://directory.westernsydney.edu.au/search/name/Amanda Webb/](https://directory.westernsydney.edu.au/search/name/Amanda%20Webb/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF7014_22-SPR_PS_D#subjects)

WELF 7016 Integrated Practices 4: Self and Relationships

Credit Points 20

Legacy Code 102627

Coordinator Ireni Farag ([https://directory.westernsydney.edu.au/search/name/Ireni Farag/](https://directory.westernsydney.edu.au/search/name/Ireni%20Farag/))

Description In this capstone unit, students integrate their learning about interpersonal awareness and the value of the therapeutic relationship, which are central to the Master of Psychotherapy and Counselling. A focus on multiple relational influences enhances students' ability to work therapeutically with individuals, couples and families. Clients bring themselves and their current and past relationships into the therapy room with them, as does their counsellor. Students will have the opportunity to investigate their personal values and beliefs about relationships and how these influence their work with clients. Family life-cycle and developmental models are discussed, critiqued and applied to promote understanding of common and diverse client issues and presenting concerns. Ultimately students will explore the concept of interdependence and how relationship is central to human wellbeing.

School Social Sciences

Discipline Counselling

Student Contribution Band HECS Band 4 20cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) BEHV 7018

Co-requisite(s) WELF 7012

Incompatible Subjects HUMN 7010 - Critical and Creative Enquiry WELF 7015 - Integrated Practices 4 Self and Relationships

Restrictions

Students must be enrolled in 1817 Master of Psychotherapy and Counselling, and must have successfully completed 120 credit points.

Assumed Knowledge

Concurrent or previous study in counselling and/or psychotherapy.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Recognise how diverse and multiple relational influences and family systems present in working with counselling and psychotherapy clients.
2. Critique and integrate knowledge from models such as the family life cycle and Erikson's developmental model in order to undertake assessment of client issues.

- Analyse and apply family systems with regard to the patterns and diversity of self and relationship within wider cultural and social systems.
- Effectively practice working hypotheses and the use of counselling skills in working with couples and families.
- Identify own personal values and biases about the nature of healthy relationships and the influence these have on work as a counsellor or psychotherapist.

Subject Content

Examination of relationship dynamics at the individual, couple and family level.
 Identification of the diverse nature of relationships, kinship and the modern family.
 Consideration of factors such as the family life cycle, and Erikson's psychosocial stages in understanding the dynamics of interpersonal and intrapersonal presenting issues.
 Presentation of family systems theories and approaches to working with couples to help inform working with relationships.
 Examination of personal values and biases as related to relationships and how these may influence therapeutic practice.
 Participation in experiential workshops to develop counselling skills applicable to working with more than one person at a time in counselling and psychotherapy.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Critical Review	1,500 words	30	N	Individual
Case Study	1,500 words	30	N	Individual
Practical	30 minute recording (1,500 word equivalent) and 1,500 word written analysis of therapist's skills	40	N	Individual

Prescribed Texts

- Crago, H. (2017). The stages of life: Personalities and patterns in human development. New York, NY: Routledge.

Teaching Periods

Spring

Parramatta - Victoria Rd

Day

Subject Contact Ireni Farag ([https://directory.westernsydney.edu.au/search/name/Ireni Farag/](https://directory.westernsydney.edu.au/search/name/Ireni%20Farag/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF7016_22-SPR_PS_D#subjects)

WELF 7017 Integrated Project

Credit Points 10

Legacy Code 102398

Coordinator Sharlotte Tusasiirwe ([https://directory.westernsydney.edu.au/search/name/Sharlotte Tusasiirwe/](https://directory.westernsydney.edu.au/search/name/Sharlotte%20Tusasiirwe/))

Description Students will integrate theory and practice in social work through the development of a work-based project related to their organisational context or area of specialisation. The project will be negotiated with an academic advisor and be underpinned by concepts of community engagement/service learning. This project will be concurrent with the field placement and will allow students to plan, undertake and report on a specific aspect of practice in the context of work.

School Social Sciences

Discipline Social Work

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Co-requisite(s) WELF 7022

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

- Demonstrate engagement in a sustained critical reading program in their chosen area;
- Analyse and map the issues and connections between theory, research and practice in a chosen specialty;
- Demonstrate capacity to plan and undertake a social work project;
- Critically reflect on relationships between theory, research and practice in their area of specialisation;
- Evaluate and present their work;
- Show evidence of reflexive practice.

Subject Content

Advanced literature searching
 Fundamentals of practitioner research
 Ethics of research and professional practice
 Plan, undertake and report on a specific aspect of practice in the context of work
 Investigation methods and techniques related to project plans
 Preparing written project reports
 Preparing and presenting project
 Undertaking higher order reflective practice

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Project development plan	1,000 words	35	N	Individual

Report	1,500 words	50	N	Individual
Reflective Journal	500 words	15	N	Individual

Teaching Periods

2nd Half

Parramatta - Victoria Rd

Weekend

Subject Contact Sharlotte Tusasiirwe ([https://directory.westernsydney.edu.au/search/name/Sharlotte Tusasiirwe/](https://directory.westernsydney.edu.au/search/name/Sharlotte%20Tusasiirwe/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF7017_22-2H_PS_W#subjects)

WELF 7018 Leadership in Organisations

Credit Points 10

Legacy Code 102392

Coordinator Michael Houlbrook ([https://directory.westernsydney.edu.au/search/name/Michael Houlbrook/](https://directory.westernsydney.edu.au/search/name/Michael%20Houlbrook/))

Description This subject focuses on leadership in human service organisations and the social and economic factors that influence and frame practice. Students in the subject will briefly review the contemporary political economic circumstances underpinning human services and the ongoing changes to policy and practice. The subject will examine the idea of what leadership is and present major leadership theories relevant to the human services. The content will address contexts of leadership including setting organisational culture, situational leadership in relation to practice and people, management and governance and leading through change. The subject will also examine trust, ethics and fairness in leadership and leadership in difficult circumstances. The emphasis of the subject will be to equip students with the means to describe, question and reshape leadership practice.

School Social Sciences

Discipline Social Work

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Describe contemporary factors that impact leadership and management in organisations;
2. Analyse and appraise a diverse range of leadership theories, styles and models relevant to the Human Services;
3. Apply leadership skills and strategies for working in the Human Services;
4. Describe, critically analyse and shape their own leadership practices.

Subject Content

Social and economic factors that influence and frame organisational practices including neoliberalism, managerialism and human services sector reforms

Leadership as a concept and leadership theories

Contextual approaches to leadership ? culture, situation, practice, change

Leadership styles and the development of leadership practice

Giving and getting supervision and support

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Essay	1000 words	40	N	Individual
Applied Project	500 words	10	N	Group
Report	1500 words	50	N	Individual

Prescribed Texts

- Howieson, B. and Hodges, J, 2014, Public and Third Sector Leadership: Experience speaks, Emerald: UK

Teaching Periods

Spring

Parramatta City - Macquarie St

Day

Subject Contact Michael Houlbrook ([https://directory.westernsydney.edu.au/search/name/Michael Houlbrook/](https://directory.westernsydney.edu.au/search/name/Michael%20Houlbrook/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF7018_22-SPR_PC_D#subjects)

WELF 7019 Power and Marginalisation

Credit Points 10

Legacy Code 102393

Coordinator Jeeva Sajan ([https://directory.westernsydney.edu.au/search/name/Jeeva Sajan/](https://directory.westernsydney.edu.au/search/name/Jeeva%20Sajan/))

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

School Social Sciences

Discipline Social Work

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically apply theoretical frameworks to analyse the construction and processes of marginality.
2. Analyse the impact of powerlessness, marginality, stigma and disadvantage, on individuals, families and communities.
3. Analyse the history and contemporary debates in policy and practice relating to marginality and empowerment of children and families, Aboriginal and Torres Strait Islander peoples, mental health consumers, and people with disability.
4. Evaluate social work's role in mediating power.
5. Critically apply social work knowledge to respond effectively within a human rights and social justice framework at the individual and systemic level.

Subject Content

- Frameworks of power and empowerment
- Contemporary debates in policy and practice relating to marginalisation and empowerment of Aboriginal and Torres Strait Islander peoples, mental health consumers, children and young people, and people with disability.
- Mediating power: the history of Australian social work in marginalisation and empowerment
- Understanding, contesting and privileging marginalised peoples
- Designing strategies for contesting policies and practices that marginalise

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	10 minutes	40	N	Individual
Presentation	20 minutes	30	N	Group
Reflection	1,000 words	30	N	Individual

Prescribed Texts

- Tascon, S. & Ife, J. Disrupting Whiteness in Social Work

Teaching Periods

Spring

Parramatta City - Macquarie St

Weekend

Subject Contact Jeeva Sajan (<https://directory.westernsydney.edu.au/search/name/Jeeva+Sajan/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF7019_22-SPR_PC_W#subjects)

WELF 7020 Practising Research and Researching Practice

Credit Points 10

Legacy Code 102358

Coordinator Ireni Farag (<https://directory.westernsydney.edu.au/search/name/Ireni+Frag/>)

Description This unit equips Therapy Studies students with the conceptual frameworks and skills needed to conduct basic research in the areas of counselling and psychotherapy. The question 'How do we know what we know?' becomes the connecting thread throughout an introduction to quantitative, qualitative and mixed method approaches to practitioner research. Building on considerations from the prerequisite unit 102357 Ethics and Diversity in Research and Therapy, students will develop their understanding of research as a scholarly, professional, social and intersubjective practice. They will learn to generate answerable research questions and a coherent research proposal within appropriate intellectual and methodological frameworks.

School Social Sciences

Discipline Counselling

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) WELF 7008

Equivalent Subjects HUMN 7001 - Advanced Social Research Methods

Restrictions

Students must be enrolled in 1817 Master of Psychotherapy and Counselling.

Assumed Knowledge

Concurrent or previous study of at least one first year postgraduate subject in counselling theory and practice. Broad foundations and ethics of research at postgraduate level.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate critical understanding of qualitative, quantitative and mixed method research design and its applications in counselling research.
2. Compare the strengths and limitations of a range of research methods in relation to the sub-discipline of counselling and psychotherapy.
3. Reflect constructively on the positioning of researchers and research participants in practitioner research.
4. Critically position and evaluate selected published research studies in counselling.
5. Frame an answerable research question that is significant and relevant for their field of practice, and plan how they would systematically approach this question.
6. Relate questions of method to research epistemology and an understanding of research as a scholarly, professional and social practice.

Subject Content

- introduction to A broad range of research methodologies and methods relevant to practitioner research in psychotherapy and counselling.
- introduction to The foundations of quantitative, Qualitative and mixed method research design.
- exploration of The relationships between epistemological assumptions, methodology and method.
- Critical reading and evaluation of selected published research in The areas of counselling and psychotherapy.

- practice in framing research questions and A research proposal in The student's professional field.
- reflection on research as A social, professional and interpersonal practice.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Participation (in-class article review activity)	N/A	10	N	Individual
Literature Review: Review of counselling literature in a substantive area of interest	900 words	30	N	Individual
Proposal: Research Proposal in a substantive area of interest	2,100 words	60	N	Individual

Prescribed Texts

- McLeod, J. (2015). Doing research in counselling and psychotherapy. 3rd Ed. USA: Sage

Teaching Periods

2nd Half

Parramatta - Victoria Rd

Day

Subject Contact Ireni Farag ([https://directory.westernsydney.edu.au/search/name/Ireni Farag/](https://directory.westernsydney.edu.au/search/name/Ireni%20Farag/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF7020_22-2H_PS_D#subjects)

WELF 7021 Social Work (Qualifying) Field Education 1

Credit Points 20

Legacy Code 102391

Coordinator Hong-Jae Park ([https://directory.westernsydney.edu.au/search/name/Hong-Jae Park/](https://directory.westernsydney.edu.au/search/name/Hong-Jae%20Park/))

Description This unit enables students to participate in a structured and supervised field placement (408 hours). Social Work (Qualifying) Field Education 1 provides students with the opportunity to apply their knowledge and experience in linking theory with the realities of practice, and extend their skills for social work practice with the support of practitioners working in the human services sector. Placements are offered in a variety of agency types spanning all areas

of social work practice: direct service work with individuals, groups and families, community development; research and policy.

School Social Sciences

Discipline Social Work

Student Contribution Band HECS Band 4 20cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) WELF 7023

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate the skills needed for working within human services organisations (as described in the Field Education Manual);
2. Explain the different skills needed for working with a range of service users and organisations;
3. Critically evaluate their own performance in a variety of practice contexts including mental health and child wellbeing.
4. Critically evaluate their own performance in a variety of practice contexts.

Subject Content

408 hours of supervised practice

Campus based Integrative workshops covering:

Learning styles

Developing a Learning Plan and negotiating a promising learning experience

The nature of supervision and assessment

Peer support and teamwork

The use of critical thinking on placement

Intervention Skills focus: Casework, Group work, Community Work, Submission writing writing in diverse fields of practice including mental health and child wellbeing

Professional context: ethical practice, stress and burnout, the role of ideology in practice frameworks

Winding up the placement and developing a learning plan for future social work learning

Intervention Skills focus: Casework, Group work, Community Work, Submission writing

Special Requirements

Legislative pre-requisites

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Refer to the Special Requirements website for more information.

Special Requirements (https://www.westernsydney.edu.au/currentstudents/current_students/enrolment/special_requirements/)

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Presentation	10 minutes	S/U	N	Individual
Professional Placement Performance Report	408 hours	S/U	Y	Individual
	2,000 words	S/U	Y	Individual

Prescribed Texts

- Giles, R., Irwin, J., Lynch, D. and Waugh, F. (2010) *In the Field: from learning to practice*, Oxford University Press, Australia and New Zealand

Teaching Periods

1st Half

Parramatta - Victoria Rd

Weekend

Subject Contact Hong-Jae Park (<https://directory.westernsydney.edu.au/search/name/Hong-Jae Park/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF7021_22-1H_PS_W#subjects)

WELF 7022 Social Work (Qualifying) Field Education 2

Credit Points 30

Legacy Code 102397

Coordinator Hong-Jae Park (<https://directory.westernsydney.edu.au/search/name/Hong-Jae Park/>)

Description Social Work (Qualifying) Field Education 2 incorporates the final social work placement (600 hours) and will consolidate the experiences gained from both field placements. It will further assist students to clearly articulate their frame of reference within a critically reflective practice framework, before entering employment. Placements are offered in a variety of agency types spanning all areas of social work practice: direct service work with individuals, groups and families, community development; research and policy.

School Social Sciences

Discipline Social Work

Student Contribution Band HECS Band 4 30cp

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) WELF 7023 AND WELF 7021

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

- Utilise advanced skills in a specialised area of social work;
- Demonstrate advanced social work skills and knowledge in diverse fields of practice including Aboriginal and Torres Strait Island, cross-cultural, mental health and child wellbeing;
- Be autonomous and independent in practice;

- Articulate the values, interests and ideologies that underpin practice in the agency, and evaluate their implications for social work practice;
- Constructively contribute to the work of the organisation and contribute ideas for change or improvement;
- Critically reflect on their own practice, and evaluate their readiness for entering the social work workforce.
- Demonstrate advanced social work skills and knowledge in diverse fields of practice including Aboriginal and Torres Strait Island, cross-cultural, mental health and child wellbeing.

Subject Content

600 hours of supervised practice

Writing a job application and resume for a social work position

Examining practice competence - the theory and practice divide?

Exploring skills in dealing with difficult situations

Effective use of supervision

Understanding social work competence in diverse fields of practice including Aboriginal and Torres Strait Island, cross-cultural, mental health and child wellbeing

Evaluating evidence-based practice

Social justice as a framework for practice; social work as political practice

Dual relationships in social work practice

Working in uncertainty - the first year of practice

Examining practice competence - the theory and practice divide?

Understanding social work competence

Working in uncertainty - the first year of practice

Special Requirements

Legislative pre-requisites

Prior to enrolling in this subject, students must have submitted a Student Undertaking Form and undertake to apply for a National Police Check, which is required to be submitted before placement, and a Working with Children Check Student Declaration. Use the link to the Special Requirements webpage below for more information.

Student Compliance Information for all Health-Related Placements

To be eligible to enrol in a subject and attend a health-related placement in your program at a NSW Health facility, students must meet Western Sydney University course requirements and Special Legislative Requirements to be assessed in their first year of study against the following.

- Student Undertaking form.
- National Criminal History Check: Students must have a current (expiring 3 years from date of issue) check valid for their entire program. A valid National Criminal history check must be an Australia wide check, include the student's full name matching their Student ID card and date of birth and not have any offences listed. If a student has a criminal history identified on their check, they must provide a Clinical Placement Authority Card (CPAC) or conditional letter from the NSW HealthShare Employment Screening and Review Unit https://www.health.nsw.gov.au/careers/student_clearance/Documents/appendix-10-student-application.pdf International students must additionally have a translated International Police Check or statutory declaration.
- A NSW Working with Children Check (WWCC) clearance letter issued under the category of volunteer valid for their entire program. Contact your School for further details. Resources are also available on the Placement Hub (https://www.westernsydney.edu.au/learning_futures/home/placements_hub/placements_hub/student_compliance/) website

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Report: Placement Report	1,500 words	S/U	Y	Individual
Professional Placement Performance	600 hours	S/U	Y	Individual
Report: Placement-based project	1,000 words	S/U	Y	Individual

Teaching Periods

2nd Half

Parramatta City - Macquarie St

Weekend

Subject Contact Hong-Jae Park (<https://directory.westernsydney.edu.au/search/name/Hong-Jae Park/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF7022_22-2H_PC_W#subjects)

WELF 7023 Social Work Practice Methods 1

Credit Points 10

Legacy Code 102390

Coordinator Hong-Jae Park (<https://directory.westernsydney.edu.au/search/name/Hong-Jae Park/>)

Description Social Work Practice Methods1 introduces students to a range of skills, knowledge and professional values for work with individuals and families in diverse practice settings. Students are supported to develop core verbal and written communication skills including engagement, assessment, designing and implementing interventions, evaluation, report writing and record keeping practices. There is an emphasis on safe, inclusive and responsive practice with Aboriginal and Torres Strait Islander peoples and people from culturally diverse backgrounds.

School Social Sciences

Discipline Social Work

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Compare and contrast social work practice theories, approaches and models with individuals and families.

2. Utilise communication and interviewing skills for engaging with individuals and families in social work practice.
3. Integrate social work theories, models and methods to facilitate casework practice.
4. Critically reflect on personal values, skills and use of self in a way that allows professional values to guide own professional practice to enhance professional development.
5. Evaluate the application of individual and family work to diverse fields of practice including mental health and child wellbeing.
6. Demonstrate an awareness of safe, inclusive and responsive practice with Aboriginal and Torres Strait Islander peoples and people from culturally and diverse backgrounds.

Subject Content

1. Knowledge, skills and professional values for Social Work practice.
2. Core verbal and written communication skills for work with individuals and families (e.g. engagement, assessment, designing and implementing interventions, evaluation, report writing and record keeping).
3. Advocacy, self-determination, empowerment and social justice.
4. Individual and family work in diverse fields of practice including mental health and child wellbeing.
5. Safe, inclusive and responsive practice with Aboriginal and Torres Strait Islander peoples and people from culturally and diverse backgrounds.
6. Working with voluntary and involuntary individuals and families in diverse practice settings.
7. Critically reflexive practice.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Reflection	3 x 300 word entries (900 words)	30	N	Individual
Interview	12 minute video	20	N	Individual
Reflection	300 words	10	N	Individual
Report	1,200 words	40	N	Individual

Prescribed Texts

- Maidment, J & Egan, R, 2009, Practice skills in social work & welfare: more than just common sense, 2nd edn, Allen & Unwin, Crows Nest.

Teaching Periods

Autumn

Parramatta - Victoria Rd

Weekend

Subject Contact Hong-Jae Park (<https://directory.westernsydney.edu.au/search/name/Hong-Jae Park/>)

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF7023_22-AUT_PS_W#subjects)

WELF 7024 Social Work Practice Methods 2

Credit Points 10

Legacy Code 102396

Coordinator Fran Kendrick ([https://directory.westernsydney.edu.au/search/name/Fran Kendrick/](https://directory.westernsydney.edu.au/search/name/Fran%20Kendrick/))

Description Social Work Practice Methods 2 introduces theories and skills for work with groups and communities in diverse practice settings. This unit will provide students with the opportunity to develop core group work, community work and community development skills. Students will engage in simulated practice activities in Western's Social Work Skills Lab.

School Social Sciences

Discipline Social Work

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Assess social work theories, models and methods for practice with groups and communities.
2. Reflect on personal values in a way that allows professional values to guide community work and community development practice.
3. Integrate social work theories, models and methods to facilitate group work practice.
4. Apply group and community work skills and knowledge to diverse fields of practice including Aboriginal and Torres Strait Islander, cross cultural work, mental health and child wellbeing.
5. Examine ethics in group work and strategies of ethical reasoning to arrive at principled decisions for work with groups and community.

Subject Content

- Group dynamics and processes
- Social work values in group work and community practice
- Facilitating effective group work processes
- Ethics in group work
- The context of professional social work with groups
- Theories informing community work
- Ideologies, values and visions underlying community work
- Models of community work practice - community development, social planning, community and social action
- Skills required in community work and community development practice.
- Application of group and community work to diverse fields of practice including Aboriginal and Torres Strait Island, cross cultural work, mental health and child wellbeing

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Reflection	1,000 words (2x500)	30	N	Individual
Presentation	20 minutes	20	N	Group
Reflection	500 words	10	N	Individual
Report	1,500 words	40	N	Individual

Teaching Periods

Autumn

Parramatta - Victoria Rd

Weekend

Subject Contact Fran Kendrick ([https://directory.westernsydney.edu.au/search/name/Fran Kendrick/](https://directory.westernsydney.edu.au/search/name/Fran%20Kendrick/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF7024_22-AUT_PS_W#subjects)

WELF 7029 Indigenous Australia: History, Knowledge and Professional Practice

Credit Points 10

Legacy Code 102744

Coordinator Scott Avery ([https://directory.westernsydney.edu.au/search/name/Scott Avery/](https://directory.westernsydney.edu.au/search/name/Scott%20Avery/))

Description Working with Indigenous communities is an important field of practice for social and human service workers in statutory as well as community contexts. This unit introduces students to Aboriginal and Torres Strait Islander histories, including pre-contact, colonisation and contemporary developments. Specific attention will be paid to engaging communities - including practice principles, strategies and skills. This subject will emphasise the importance of culturally responsive practices requiring students to have an understanding of their own values and cultures. Critical self-reflection and positioning are vital skills for cultural responsiveness, and will be developed in this unit.

School Social Sciences

Discipline Social Work

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in programs 1792 Master of Social Work (Qualifying), 4595 Master of Art Therapy or 8083 Bachelor of Research Studies/Master of Research at Western Sydney University.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and discuss specific ways of doing, being and knowing from Indigenous perspectives.
2. Articulate Indigenous worldviews for use in professional practices.
3. Examine the impacts of history and policy upon the lived experiences of Indigenous peoples.

4. Detail key concepts of wellbeing as determined by Indigenous peoples.
5. Critically analyse professionals' role as agents of social change.

Subject Content

Indigenous history in Australia
 Indigenous identities and contemporalities
 Policies- past and present
 Cultural Safety
 Indigenous people and their concepts of well-being
 Working with and for Indigenous people
 Indigenous social work practices
 Reflecting on your role

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Quiz	30 minutes	15	N	Individual
Poster	1,000 words	35	N	Individual
Essay	2,000 words	50	N	Individual

Prescribed Texts

- Bennett, B., Green, S. (eds.) (2019). Our voices: Aboriginal social work (2nd ed.). Melbourne, Australia: Palgrave Macmillan

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

Subject Contact Scott Avery ([https://directory.westernsydney.edu.au/search/name/Scott Avery/](https://directory.westernsydney.edu.au/search/name/Scott%20Avery/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF7029_22-AUT_PC_D#subjects)

WELF 7030 Research for Social Work Practice

Credit Points 10

Legacy Code 102745

Coordinator Daniel Doh ([https://directory.westernsydney.edu.au/search/name/Daniel Doh/](https://directory.westernsydney.edu.au/search/name/Daniel%20Doh/))

Description This subject introduces students to the different approaches to knowledge generation for social work practice and policy. The subject highlights how social workers can design and implement ethical research activities including the theories and methods that support different research approaches. The subject explores and analyses contemporary research design issues and the dominant qualitative, quantitative and mixed method approaches in knowledge generation. This is in the context of incorporating Indigenous knowledges and methodologies, and those specifically relevant to gender and cultural diversity. The subject highlights practice-based uses of research including program evaluation, meta-analysis, systematic reviews and community needs assessment.

School Social Sciences

Discipline Social Work

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

Students must be enrolled in programs 1792 Master of Social Work (Qualifying) or 8083 Bachelor of Research Studies/Master of Research. Students in program 1792 Master of Social Work (Qualifying) must have successfully completed 10 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically analyse research relevant to social work.
2. Demonstrate a critical understanding of the ways in which research is used in a variety of social work settings.
3. Critically reflect on the ways in which social workers can undertake research as part of their day-to-day practice.
4. Demonstrate a capacity to design and undertake a community needs analysis.
5. Demonstrate a capacity to design and undertake an agency/ program evaluation.

Subject Content

The context, roles and purposes of research for social work practice. Understanding and critically analysing social research, evidence and policy in the context of diverse political agendas. Theoretical perspectives for knowledge generation in social work, including Indigenous knowledges and methodologies, and those specifically relevant to gender and cultural diversity. Critical self-reflection on the 'practitioner as researcher'/'researcher as practitioner' model. Ethics and social work research. Understanding social need and population census data for community needs assessments. Program evaluation, meta-analysis and systematic reviews. Appraising practice effectiveness research. Knowledge translation: communicating research for practice and policy.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Annotated Bibliography	800 words	20	N	Individual
Report	1,500 words	40	N	Individual
Case study	1,500 words	40	N	Individual

Prescribed Texts

- Alston, M. (2018). Research for Social Workers. An Introduction to methods, 4th ed, London: Routledge.

Teaching Periods

Spring

Parramatta City - Macquarie St

Weekend

Subject Contact Daniel Doh ([https://directory.westernsydney.edu.au/search/name/Daniel Doh/](https://directory.westernsydney.edu.au/search/name/Daniel%20Doh/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF7030_22-SPR_PC_W#subjects)

WELF 7031 Theories and Knowledges for Social Work

Credit Points 10

Legacy Code 102743

Coordinator Rimple Mehta ([https://directory.westernsydney.edu.au/search/name/Rimple Mehta/](https://directory.westernsydney.edu.au/search/name/Rimple%20Mehta/))

Description This unit explores different strands of social theory and their relevance for contemporary social work practice, both in the context of Western Sydney, and also globally. The heritage of the European Enlightenment will be critically examined as providing the basic paradigm for the construction of 'social theory' and also of social work knowledge and practice. The contribution of the humanities, as providing space for creativity and inspiration as well as insight, will also be considered. The limitations as well as the positives of Western epistemologies will be explored, and alternatives such as Southern Theory, Indigenous knowledges, critical theory, and 'new paradigm' thinking will be evaluated.

School Social Sciences

Discipline Social Work

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Restrictions

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

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critically evaluate the range of theories used by social workers, their strengths and their limitations.
2. Demonstrate an understanding through a critique of the Enlightenment heritage of social work, and its epistemological assumptions.
3. Examine and evaluate the relevance of alternative epistemologies for social work, especially in relation to indigenisation and decolonisation.
4. Identify ways in which the humanities and the creative arts can be incorporated into social work knowledge.
5. Demonstrate how these alternative epistemologies can be contextualised for practice in culturally diverse communities.

Subject Content

Theory for practice: theories that social workers use

The relationship between knowledge, theory and practice

Paradigms of social theory: positivist, interpretive, critical and postmodern

The Western Enlightenment tradition: strengths and limitations

Social work?fs Enlightenment heritage

Alternative epistemologies

Indigenisation and decolonisation of social work knowledge

The humanities and social work: history, philosophy, literature

Creativity, the arts and social work

Contextualising social work knowledge in culturally diverse communities

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Essay	1,500 Words	45	N	Individual
Presentation	15 mins	30	N	Group
Essay	750 words	25	N	Individual

Teaching Periods

Autumn

Parramatta City - Macquarie St

Weekend

Subject Contact Rimple Mehta ([https://directory.westernsydney.edu.au/search/name/Rimple Mehta/](https://directory.westernsydney.edu.au/search/name/Rimple%20Mehta/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF7031_22-AUT_PC_W#subjects)

WELF 7032 Counselling Skills for the Allied Professions

Credit Points 10

Legacy Code 102806

Coordinator Ireni Farag ([https://directory.westernsydney.edu.au/search/name/Ireni Farag/](https://directory.westernsydney.edu.au/search/name/Ireni%20Farag/))

Description This unit introduces postgraduate students from allied professions to the major theoretical frameworks and foundational practices of counselling. An in-depth exploration of the embodied and situated experience of the trainee practitioner will be central to learning how to attend to and support others. Students will engage in an ongoing critical consideration of how discourses and practices of selfhood, social justice, power, colonisation, intersectionality, diversity and place shape the subjects of therapy and influence the therapeutic relationship. These intersubjective and scholarly enquiries will inform a scaffolded, intensive practice of microskills. (Legacy code 102806)

School Social Sciences

Discipline Counselling

Student Contribution Band HECS Band 4 10cp

Level Postgraduate Coursework Level 7 subject

Incompatible Subjects WELF 7009 - Foundations of Psychotherapy and Counselling 1 WELF 7004 - Counselling 1

Restrictions

Students must be enrolled in program 4595 - Master of Art Therapy or students must be enrolled in another postgraduate program in Social

Sciences, such as Social and Community work, Health, Arts in Health Education or Bachelor of Research Studies.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Effectively and empathically practice beginning skills in counselling.
2. Integrate these counselling skills effectively into professional practice, from a critical social science perspective.
3. Recognise and constructively critique the major frameworks of counselling.
4. Respond appropriately in professional situations that require counselling skills.
5. Understand the similarities and differences between different professional roles and the possibilities and limits of their own role and expertise.
6. Establish a **◆**eholding environment **◆**f with people in distress, in order to continue to offer therapeutic/ relational support or refer on.

Subject Content

Reflection on the development of the self as practitioner.

In-class practice of foundational counselling skills.

Reflexive analysis of the experience of counselling practice from the position of trainee practitioner, participant and observer, including close analysis of recordings of practice sessions.

Critical consideration of the major theoretical frameworks of counselling.

Exploration of the connections and tensions between the values, beliefs and practices of the student's chosen profession and the values, beliefs and practices of professional counselling.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Applied Project	20 minute edited video recording plus 1,000 words (not including transcript)	40	Y	Individual
Critical Review	1,000 words	25	N	Individual
Reflection	1,500 words; or 1,000 words plus 6 annotated images	35	N	Individual

Prescribed Texts

- Geldard, D. Geldard, K. & Yin Foo, R. (2016). Basic personal counselling. 8th Ed. Australia: Cengage Learning

Teaching Periods

Autumn

Parramatta - Victoria Rd

Day

Subject Contact Ireni Farag ([https://directory.westernsydney.edu.au/search/name/Ireni Farag/](https://directory.westernsydney.edu.au/search/name/Ireni%20Farag/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF7032_22-AUT_PS_D#subjects)

WELF 9001 Higher Degree Research Thesis - Care for the Disabled

Credit Points 20

Legacy Code 800093

Coordinator Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter%20Bansel/))

School Social Sciences

Discipline Care for the Disabled

Student Contribution Band HECS Band 4 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Campbelltown

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter%20Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9001_22-RQ1_CA_D#subjects)

Hawkesbury

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter%20Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9001_22-RQ1_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter%20Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9001_22-RQ1_KW_D#subjects)

Liverpool

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter%20Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9001_22-RQ1_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter%20Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9001_22-RQ1_PS_D#subjects)

Research Quarter 2

Campbelltown

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9001_22-RQ2_CA_D#subjects)

Hawkesbury

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9001_22-RQ2_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9001_22-RQ2_KW_D#subjects)

Liverpool

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9001_22-RQ2_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9001_22-RQ2_PS_D#subjects)

Research Quarter 3

Campbelltown

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9001_22-RQ3_CA_D#subjects)

Hawkesbury

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9001_22-RQ3_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9001_22-RQ3_KW_D#subjects)

Liverpool

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9001_22-RQ3_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9001_22-RQ3_PS_D#subjects)

Research Quarter 4

Campbelltown

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9001_22-RQ4_CA_D#subjects)

Hawkesbury

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9001_22-RQ4_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9001_22-RQ4_KW_D#subjects)

Liverpool

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9001_22-RQ4_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9001_22-RQ4_PS_D#subjects)

WELF 9002 Higher Degree Research Thesis - Care for the Aged

Credit Points 20

Legacy Code 800091

Coordinator Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

School Social Sciences

Discipline Care for the Aged

Student Contribution Band HECS Band 4 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Campbelltown

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9002_22-RQ1_CA_D#subjects)

Hawkesbury

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9002_22-RQ1_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9002_22-RQ1_KW_D#subjects)

Liverpool

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9002_22-RQ1_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9002_22-RQ1_PS_D#subjects)

Research Quarter 2

Campbelltown

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9002_22-RQ2_CA_D#subjects)

Hawkesbury

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9002_22-RQ2_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9002_22-RQ2_KW_D#subjects)

Liverpool

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9002_22-RQ2_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9002_22-RQ2_PS_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9002_22-RQ3_BA_D#subjects)

Campbelltown

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9002_22-RQ3_CA_D#subjects)

Hawkesbury

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9002_22-RQ3_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9002_22-RQ3_KW_D#subjects)

Liverpool

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9002_22-RQ3_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9002_22-RQ3_PS_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9002_22-RQ4_BA_D#subjects)

Campbelltown

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9002_22-RQ4_CA_D#subjects)

Hawkesbury

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9002_22-RQ4_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9002_22-RQ4_KW_D#subjects)

Liverpool

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9002_22-RQ4_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9002_22-RQ4_PS_D#subjects)

WELF 9003 Higher Degree Research Thesis - Human Welfare Studies and Services

Credit Points 20

Legacy Code 800087

Coordinator Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

School Social Sciences

Discipline Human Welfare Studies and Services, Not Elsewhere Classified.

Student Contribution Band HECS Band 4 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9003_22-RQ1_BA_D#subjects)

Campbelltown

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9003_22-RQ1_CA_D#subjects)

Hawkesbury

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9003_22-RQ1_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9003_22-RQ1_KW_D#subjects)

Liverpool

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9003_22-RQ1_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9003_22-RQ1_PS_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9003_22-RQ2_BA_D#subjects)

Campbelltown

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9003_22-RQ2_CA_D#subjects)

Hawkesbury

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9003_22-RQ2_HW_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9003_22-RQ2_KW_D#subjects)

Liverpool

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9003_22-RQ2_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9003_22-RQ2_PS_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9003_22-RQ3_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9003_22-RQ3_KW_D#subjects)

Liverpool

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9003_22-RQ3_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9003_22-RQ3_PS_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9003_22-RQ4_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9003_22-RQ4_KW_D#subjects)

Liverpool

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9003_22-RQ4_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9003_22-RQ4_PS_D#subjects)

WELF 9004 Higher Degree Research Thesis - Social Work

Credit Points 20

Legacy Code 800175

Coordinator Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

School Social Sciences

Discipline Social Work

Student Contribution Band HECS Band 4 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9004_22-RQ1_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9004_22-RQ1_KW_D#subjects)

Liverpool

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9004_22-RQ1_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9004_22-RQ1_PS_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9004_22-RQ2_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9004_22-RQ2_KW_D#subjects)

Liverpool

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9004_22-RQ2_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9004_22-RQ2_PS_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9004_22-RQ3_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9004_22-RQ3_KW_D#subjects)

Liverpool

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9004_22-RQ3_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9004_22-RQ3_PS_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9004_22-RQ4_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9004_22-RQ4_KW_D#subjects)

Liverpool

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9004_22-RQ4_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9004_22-RQ4_PS_D#subjects)

WELF 9005 Higher Degree Research Thesis - Youth Work

Credit Points 20

Legacy Code 800089

Coordinator Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

School Social Sciences

Discipline Youth Work

Student Contribution Band HECS Band 4 20cp

Level PhD and Research Masters Level 9 subject

Teaching Periods

Research Quarter 1

Bankstown

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9005_22-RQ1_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9005_22-RQ1_KW_D#subjects)

Liverpool

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9005_22-RQ1_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9005_22-RQ1_PS_D#subjects)

Research Quarter 2

Bankstown

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9005_22-RQ2_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9005_22-RQ2_KW_D#subjects)

Liverpool

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9005_22-RQ2_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9005_22-RQ2_PS_D#subjects)

Research Quarter 3

Bankstown

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9005_22-RQ3_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9005_22-RQ3_KW_D#subjects)

Liverpool

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9005_22-RQ3_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9005_22-RQ3_PS_D#subjects)

Research Quarter 4

Bankstown

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9005_22-RQ4_BA_D#subjects)

Penrith (Kingswood)

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9005_22-RQ4_KW_D#subjects)

Liverpool

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9005_22-RQ4_LP_D#subjects)

Parramatta - Victoria Rd

Day

Subject Contact Peter Bansel ([https://directory.westernsydney.edu.au/search/name/Peter Bansel/](https://directory.westernsydney.edu.au/search/name/Peter+Bansel/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=WELF9005_22-RQ4_PS_D#subjects)

INDEX

A

ACCT 0002 Accounting Fundamentals (WSTC)	83	AGEN 9002 Higher Degree Research Thesis - Agriculture and Environment	122
ACCT 0003 Fundamentals of Finance and Accounting	83	AGEN 9003 Higher Degree Research Thesis - Agriculture and Environment	123
ACCT 1001 Accounting Information for Managers	84	AGRI 1003 Animal Science	125
ACCT 1003 Accounting Information for Managers (WSTC)	85	AGRI 1004 Feeding the Planet	125
ACCT 1005 Accounting in Context	86	AGRI 1005 Human Animal Interactions	126
ACCT 1006 Accounting in Context (WSTC)	87	AGRI 1009 Wildlife Studies	127
ACCT 1007 Financial Accounting Applications	89	AGRI 1010 Protected Cropping Climate Control and Technology	128
ACCT 1008 Financial Accounting Applications (WSTC)	90	AGRI 2001 Agronomy	128
ACCT 2001 Contemporary Management Accounting	91	AGRI 2003 Animal Health and Welfare	129
ACCT 2003 Financial Statement Analysis (UG)	92	AGRI 2004 Animal Reproduction	129
ACCT 2004 Intermediate Financial Accounting	93	AGRI 2005 Sustainable Food Production	130
ACCT 2005 Techniques in Financial Accounting	93	AGRI 2006 Agriculture, Food and Health	131
ACCT 3001 Accounting Information Systems	94	AGRI 2007 Introduction to Agrifood	131
ACCT 3003 Accounting Standards and Governance	96	AGRI 3001 Analysis of Agricultural Supply and Demand	132
ACCT 3004 Advanced Accounting	97	AGRI 3002 Animal Nutrition and Feeding	133
ACCT 3006 Auditing and Assurance Services	98	AGRI 3005 Animal Production	134
ACCT 3007 Corporate Accounting Systems	99	AGRI 3007 Water in the Landscape	134
ACCT 3009 Incubator 4: Commercial and Financial Setting of Entrepreneurship	100	AGRI 3008 Animal Health, Ethics and Welfare	135
ACCT 3011 The Accountant as a Consultant	101	AGRI 3009 Agricultural Technology	136
ACCT 7002 Accounting Professional Engagement	102	AGRI 7001 Agricultural Biosecurity	136
ACCT 7005 Accounting Theory and Applications	103	AGRI 7002 Agricultural Biotechnology	137
ACCT 7007 Accounting: A Business Perspective	104	AGRI 7003 Agricultural Technologies	138
ACCT 7009 Auditing	104	AGRI 7004 Livestock Production Systems	138
ACCT 7010 Company Accounting	105	AGRI 9001 Higher Degree Research Thesis - Agriculture	139
ACCT 7012 Corporate Finance	106	Applied Clinical Sciences 1	140
ACCT 7013 Financial Decision Making	107	Applied Clinical Sciences 2	140
ACCT 7015 Financial Reports for Decision Making	108	Applied Clinical Sciences 3	140
ACCT 7016 Information Systems for Accountants	109	ARCH 1003 Graphic Communication and Design (WSTC)	140
ACCT 7018 Introductory Accounting	110	ARCH 1004 Drawing and CAD	141
ACCT 7019 Management Accounting	111	ARCH 1005 Drawing and CAD (WSTC)	142
ACCT 7026 Behavioural Finance (PG)	112	ARCH 2001 Architecture Studio - Fundamentals of Analogue Design	143
ACCT 9001 Higher Degree Research Thesis - Accounting	113	ARCH 2002 Architecture Studio - Fundamentals of Digital Design	143
AGEN 1001 Water Quality Assessment and Management	114	ARCH 2003 Development Control	144
AGEN 1002 Water Quality Assessment and Management (WSTC)	115	ARCH 3002 Architecture Studio - Global Cities	145
AGEN 1003 Water Quality Assessment and Management (UG Cert)	116	ARCH 3003 Architecture Studio - Rethinking Urbanism	146
AGEN 3001 Animal Behaviour	117	ARCH 3004 Architecture Studio - Rethinking the Sub-urban	147
AGEN 4001 Researching our Changing Environment	118	ARCH 3005 Architecture Studio - The Infrastructural	147
AGEN 7001 Bushfire Behaviour	118	ARCH 3006 Urban Design	148
AGEN 7002 Ecosystems in a Changing World	119	ARCH 4001 Architecture Studio: Urban Architecture	149
AGEN 7004 Perspectives of Sustainable Development	120	ARCH 7001 Developing Sustainable Places	150
AGEN 7005 Research Protocol Design and Practice	121	ARCH 7002 Heritage and Planning	150
AGEN 9001 HDR Thesis Hawkesbury Institute for the Environment	121	ARCH 7003 Managing Cities: History and Theory	151
		ARCH 7004 Planning and Development Control	152
		ARCH 7005 Urban Management Practice: Governance and Power in the City	152

ARCH 7006 Urban Planning Placement Project	153	BEHV 3004 Advanced Research Methods	190
ARCH 7007 Advanced Design Communication	154	BEHV 3007 Cognitive Processes	191
ARCH 7008 Integrated Building Technology	155	BEHV 3009 Developmental Psychology	192
ARCH 7012 Urban Transformation Thesis Studio 2	156	BEHV 3010 Health Psychology	193
ARCH 7014 Health, Wellbeing and Place	156	BEHV 3011 History and Philosophy of Psychology	194
ARCH 7015 Practice Research Studio Civic	157	BEHV 3013 Humanities Internship	195
ARCH 7016 Practice Research Studio Housing	157	BEHV 3014 Motivation and Emotion	196
ARCH 7017 Urban Transformation Studio Local	158	BEHV 3015 Motor Control and Skill Acquisition	197
ARCH 7018 Architectural Professional Practice	159	BEHV 3017 Personality	198
ARCH 7019 Urban Transformation Studio Global	160	BEHV 3018 Psychology and the Online World	198
ARCH 7020 Cool Green Cities	161	BEHV 3019 Psychology of Language	199
ARCH 9001 HDR Thesis - Urban Research Centre	162	BEHV 3021 Psychology, Crime and Law	200
ARCH 9002 Higher Degree Research Thesis - Urban Design and Regional Planning	162	BEHV 3023 Social Psychology	201
B		BEHV 3025 Sport and Exercise Psychology	202
BEHV 0001 Introduction to Human Behaviour (WSTC Prep)	164	BEHV 3026 Service Learning	203
BEHV 0002 Introduction to Human Behaviour (WSTC)	165	BEHV 4001 Advanced Topics in Psychology	204
BEHV 0003 Social Sciences and Psychology Exchange Unit 1	165	BEHV 4004 Psychology Research Thesis	205
BEHV 0004 Social Sciences and Psychology Exchange Unit 2	166	BEHV 4005 Theory and Practice of Psychological Assessment and Intervention	206
BEHV 0005 Social Sciences and Psychology Exchange Unit 3	166	BEHV 4006 Research Methods Seminar	207
BEHV 0006 Social Sciences and Psychology Exchange Unit 4	166	BEHV 4009 Advanced Topics in Contemporary Psychology	208
BEHV 0007 Social Sciences and Psychology Exchange Unit 5	167	BEHV 7001 Advanced Therapeutic Modalities	209
BEHV 0008 Psychological Foundations of Health (WSTC)	167	BEHV 7003 Assessment: Cognitive Functions	210
BEHV 1001 Behaviour and Environment	168	BEHV 7004 Assessment: Psychological Practice	211
BEHV 1003 Introduction to Research Methods	169	BEHV 7005 Child Clinical Psychology	211
BEHV 1009 Living, Learning and Working on the Web	170	BEHV 7006 Clinic Placement A	212
BEHV 1010 Positive Psychology: The Science of Happiness, Resilience, and Wellbeing	171	BEHV 7008 Clinical Health Psychology	214
BEHV 1014 Psychology and Health	172	BEHV 7009 Clinical Neuropsychology and Psychopharmacology	215
BEHV 1015 Psychology and Health (WSTC)	173	BEHV 7010 Clinical Psychopathology 1	216
BEHV 1016 Psychology: Behavioural Science	174	BEHV 7011 Clinical Psychopathology 2	216
BEHV 1018 Psychology: Human Behaviour	175	BEHV 7012 Clinical Research Methods	217
BEHV 1021 The Individual in Society	176	BEHV 7013 Cognitive Science: Research and Application	218
BEHV 1022 The Individual in Society (Block Mode)	178	BEHV 7014 Core Skills and Ethical Practice	218
BEHV 1023 The Individual in Society (WSTC)	178	BEHV 7015 Core Therapeutic Modalities	219
BEHV 1024 Applied Psychology	179	BEHV 7016 Digital Social Research in Action	220
BEHV 1025 Usable Design	180	BEHV 7018 Integrated Practices 3: Emotions, Embodiment and Connection	221
BEHV 2002 Brain and Behaviour	181	BEHV 7020 Learning and Processing Human Language	222
BEHV 2005 Human Learning	182	BEHV 7021 Neuroscience Methods	222
BEHV 2007 Internship and Community Engagement	183	BEHV 7025 Professional Psychology Placement	223
BEHV 2008 Mental Health in the Community	184	BEHV 7027 Psychological Interventions 1	224
BEHV 2010 Perception	185	BEHV 7029 Psychopathology: Theory and Practice	225
BEHV 2015 Mental Health in the Community (WSTC)	186	BEHV 7031 Applied Research Project	226
BEHV 2017 Mental Health in the Community (UG Cert)	187	BEHV 7032 Clinic Placement B	227
BEHV 2018 Personality	188	BEHV 7033 Professional Placement 1	229
BEHV 3002 Abnormal Psychology	189	BEHV 7034 Professional Placement 2	231

BEHV 7035 Psychological Approaches to Disability: Theory and Practice	232	BIOS 2034 Principles of Evolution	275
BEHV 7036 Research Internship and Engagement	233	BIOS 2035 Principles of Zoology	276
BEHV 7037 Psychological Practice in Contemporary Contexts	235	BIOS 2040 Invertebrate Zoology	276
BEHV 7038 Assessment and Treatment of Complex Psychological Disorders	236	BIOS 2041 Vertebrate Zoology	277
BEHV 9001 HDR Thesis - The MARCS Institute	237	BIOS 2042 Biochemistry	278
BEHV 9002 HDR Thesis - Writing and Society Research Centre	238	BIOS 3001 Advanced Cell Biology	279
BEHV 9003 Higher Degree Research Thesis - Clinical Psychology	238	BIOS 3003 Advanced Sports Physiology	280
BEHV 9004 Higher Degree Research Thesis - Psychology	239	BIOS 3004 Analytical Microbiology	281
BEHV 9005 Higher Degree Research Thesis - Psychology	240	BIOS 3005 Applied Biomechanics	282
BEHV 9006 Higher Degree Research Thesis - Psychology	242	BIOS 3007 Applied Biomechanics of Sport and Exercise	283
BIOS 0001 Biology (WSTC)	243	BIOS 3012 Conservation Biology	284
BIOS 0002 Focus on Biology (WSTC Prep)	244	BIOS 3013 Ecosystem Carbon Accounting	285
BIOS 0003 Focus on Biology (WSTC)	245	BIOS 3014 Genes, Genomics and Human Health	285
BIOS 1001 Biodiversity	246	BIOS 3017 Invertebrate Biology	286
BIOS 1003 Biodiversity (WSTC)	247	BIOS 3019 Marine and Aquatic Ecology	287
BIOS 1010 Bioscience 1	248	BIOS 3021 Plant Health and Biosecurity	288
BIOS 1011 Bioscience 2	248	BIOS 3023 Vertebrate Biodiversity	288
BIOS 1012 Cell Biology	249	BIOS 3026 Evolution and Genetics	289
BIOS 1014 Cell Biology (WSTC)	250	BIOS 3027 Molecular Biology of the Cell	290
BIOS 1022 Introduction to Human Biology	251	BIOS 3028 Pathological Basis of Human Disease	291
BIOS 1023 Introduction to Human Biology (WSTC)	252	BIOS 3029 Biotic interactions	291
BIOS 1027 Management of Aquatic Environments	253	BIOS 3030 Global Change Ecology	292
BIOS 1030 Resource Sustainability	254	BIOS 3032 Plant Science	292
BIOS 1031 Resource Sustainability (WSTC)	255	BIOS 3033 Applied Bioinformatics	293
BIOS 1033 Concepts in Human Physiology	255	BIOS 3034 Molecular Biotechnology	294
BIOS 1034 Management of Aquatic Environments (WSTC)	256	BIOS 3035 Sustainable Environments	294
BIOS 1035 Anatomy and Physiology in Health	257	BIOS 3036 Agricultural Biosecurity	295
BIOS 1036 Human Development and Disease across the lifespan	258	BIOS 4001 Science, Technology and Environment Honours Project ..	296
BIOS 1037 Human Development and Disease across the Lifespan (WSTC)	259	BIOS 7001 Emerging Technologies for Biological Science	297
BIOS 1038 Anatomy and Physiology in Health (WSTC)	260	BIOS 9001 Higher Degree Research Thesis - Animal Science	297
BIOS 1039 Biodiversity (UG Cert)	261	BIOS 9002 Higher Degree Research Thesis - Biological Sciences	298
BIOS 2005 Botany	262	BIOS 9003 Higher Degree Research Thesis - Microbiology	299
BIOS 2006 Comparative Physiology	263	BLDG 0001 Academic Skills for Construction Management (WSTC Prep)	300
BIOS 2008 Ecology	264	BLDG 0002 Building Calculations (WSTC Prep)	301
BIOS 2011 Exercise Nutrition, Body Composition and Weight Control	265	BLDG 1006 Building 2 (WSTC)	302
BIOS 2012 Exercise Physiology	266	BLDG 1007 Construction Work Safety	302
BIOS 2014 Functional Proteins and Genes	267	BLDG 1008 Construction Work Safety (WSTC)	303
BIOS 2016 General Microbiology	268	BLDG 1009 Environmental Building Design	304
BIOS 2018 Genetics	269	BLDG 1010 Environmental Building Design (WSTC)	304
BIOS 2021 Metabolism	270	BLDG 1011 Property Building	305
BIOS 2022 Microbiology 1	271	BLDG 1012 Property Development Controls	306
BIOS 2024 Microbiology 2	272	BLDG 1013 Building Science	306
BIOS 2026 Molecular Biology	273	BLDG 1014 Non-Residential Building	307
BIOS 2032 Plant Physiology	274	BLDG 1015 Residential Building	308
		BLDG 1016 Building Science (WSTC)	309

BLDG 1017 Non-Residential Building (WSTC)	310	BLDG 9001 Higher Degree Research Thesis - Building Science and Technology	341
BLDG 1018 Residential Building (WSTC)	310	Business and Commerce Honours Thesis A	341
BLDG 2001 Building Estimates and Tendering	311	Business and Commerce Honours Thesis B	341
BLDG 2002 Building Measurement	312	BUSM 0001 Academic Skills for Business (WSTC Prep)	342
BLDG 2003 Building Regulations Studies	313	BUSM 0002 Academic Skills for Business (WSTC)	342
BLDG 2004 Built Heritage	314	BUSM 0004 Business Ethics (WSTC Prep)	343
BLDG 2011 Contract Administration	314	BUSM 0005 Business Ethics (WSTC)	343
BLDG 2012 Contract Administration (WSTC)	315	BUSM 0006 Business Exchange Unit 1	343
BLDG 2013 Work-Integrated Learning in Advanced Digital Construction	316	BUSM 0007 Business Exchange Unit 2	344
BLDG 2014 Work-Integrated Learning in Sustainable Construction ..	316	BUSM 0008 Business Exchange Unit 3	344
BLDG 3001 Building Design Process	317	BUSM 0009 Business Exchange Unit 4	345
BLDG 3004 Construction Information Systems	317	BUSM 0010 Business Exchange Unit 5	345
BLDG 3006 Construction in Practice 1	318	BUSM 0011 Business Studies (WSTC Prep)	346
BLDG 3007 Design Brief Formulation	319	BUSM 0012 Business Studies (WSTC)	347
BLDG 3008 Negotiation in the Built Environment	320	BUSM 0013 Corporate Social Responsibility, Sustainability and Ethics (WSTC Prep)	347
BLDG 3009 Quality and Value Management	321	BUSM 0016 Foundations of Business (WSTC)	348
BLDG 3010 Building Cost Studies	321	BUSM 0021 PQP Extension	348
BLDG 3011 Construction Business Management	322	BUSM 0023 Skills for Business (WSTC)	349
BLDG 3012 Work-Integrated Learning in Construction Procurement Management	323	BUSM 0027 Management Fundamentals	349
BLDG 3013 Work-Integrated Learning in Global Construction	323	BUSM 0028 Verbal and Written Communication Skills	350
BLDG 4001 Building Design Project 1	323	BUSM 0029 Decision Making for Business (WSTC Prep)	351
BLDG 4002 Building Design Project 2	324	BUSM 1001 Business Academic Skills	352
BLDG 4003 Construction Economics	325	BUSM 1005 Developing Effective Performance at Work	352
BLDG 4004 Estimating 2	326	BUSM 1006 Enterprise Innovation and Markets	353
BLDG 4005 Major Project in Construction	326	BUSM 1007 Enterprise Innovation and Markets (WSTC)	355
BLDG 4006 Modern Construction Enterprises	327	BUSM 1008 Enterprise Leadership	356
BLDG 4007 Modern Construction Projects	328	BUSM 1009 Enterprise Leadership (WSTC)	358
BLDG 4008 Digital Construction	329	BUSM 1010 Financing Enterprises	359
BLDG 4009 Residential Building Project	329	BUSM 1011 Financing Enterprises (WSTC)	360
BLDG 4010 Construction Research Methods	330	BUSM 1012 Foundations of Entrepreneurship	362
BLDG 4011 Construction Thesis	330	BUSM 1013 Global Supply Chain Management	362
BLDG 4012 Industry Based Learning	331	BUSM 1014 Introduction to Business Studies	363
BLDG 4013 Work-Integrated Learning in Construction Leadership ...	332	BUSM 1015 Introduction to International Business	363
BLDG 7001 Advanced Contract Management	332	BUSM 1016 Leadership in a Complex World	364
BLDG 7002 Building Regulations	333	BUSM 1019 Management Foundations	364
BLDG 7003 Building Studies	334	BUSM 1021 Management Practice	365
BLDG 7004 Building in Bushfire Prone Areas	334	BUSM 1023 Managing People at Work	365
BLDG 7005 Egress and Risk Assessment	335	BUSM 1024 Managing People at Work (WSTC)	367
BLDG 7006 Financing Cities in the Global Economy	336	BUSM 1026 Organisational Behaviour	368
BLDG 7007 Interpreting Building Regulations (Residential Buildings)	337	BUSM 1027 Organisational Behaviour (WSTC)	369
BLDG 7008 Professional Practice and Building Law	338	BUSM 1028 Professional Communication Skills for Business	370
BLDG 7009 Project Procurement Systems	338	BUSM 1030 The Business of Hospitality	371
BLDG 7011 Work-Integrated Learning in Project Management A	339	BUSM 1031 The World of Sport Business	372
BLDG 7012 Work-Integrated Learning in Project Management B	340	BUSM 1037 Health Administration and Management	372

BUSM 1039 Health Administration and Management (UG Cert)	374	BUSM 3021 Hospitality Places and Spaces	412
BUSM 1040 Enterprise Leadership (Block)	375	BUSM 3022 Hospitality Profitability and Entrepreneurship	412
BUSM 1041 Organisational Behaviour (Block)	375	BUSM 3023 Hospitality and Tourism in Practice	413
BUSM 1042 Introduction to Business Analytics	376	BUSM 3024 Human Resource and Industrial Relations Strategy	414
BUSM 1043 Managing People at Work (Block)	377	BUSM 3025 Incubator 5: Operational Aspects of Entrepreneurship ..	415
BUSM 2001 Business Organisations and Their Environments A	378	BUSM 3027 Innovation and Professional Practice	416
BUSM 2002 Business Organisations and Their Environments B	378	BUSM 3028 Innovation, Enterprise and Society	417
BUSM 2004 Business, Society and Policy	379	BUSM 3029 International Business Finance	418
BUSM 2005 Cost Benefit Analysis	380	BUSM 3030 International Business Project	419
BUSM 2014 Enterprise Industrial Relations	381	BUSM 3031 International Business Strategy	420
BUSM 2016 Entrepreneurial Management and Innovation	382	BUSM 3032 International Human Resource Management	421
BUSM 2018 Food and Beverage Management	382	BUSM 3033 International Management	422
BUSM 2020 Health Services Management	383	BUSM 3036 Leadership and Entrepreneurship	423
BUSM 2021 Health Services Management (WSTC)	384	BUSM 3037 Leadership, Influence and Change B	424
BUSM 2022 Human Resource Development	385	BUSM 3041 Managing Across Organisational and Cultural Boundaries ..	425
BUSM 2024 Incubator 2: Start-up Essentials	386	BUSM 3042 Managing Diversity	425
BUSM 2027 Leadership, Influence and Change A	387	BUSM 3043 Managing Human Resources and Industrial Relations ..	426
BUSM 2028 Management of E-Business Processes	388	BUSM 3044 Managing Marketing and Finance	426
BUSM 2029 Management of Projects	388	BUSM 3045 Managing Operations	427
BUSM 2030 Managing and Developing Careers	389	BUSM 3046 Managing Organisations and People	428
BUSM 2031 Managing in the Global Environment	390	BUSM 3048 Negotiation, Bargaining and Advocacy	429
BUSM 2037 Sport Entertainment	391	BUSM 3050 Operations and Logistics in Practice	430
BUSM 2039 The Accommodation Industry	392	BUSM 3052 Organisational Learning and Development	430
BUSM 2040 The Service Enterprise	393	BUSM 3053 Our Sporting Future	431
BUSM 2041 Working in Professions	394	BUSM 3054 People, Work and Society	432
BUSM 2043 Project Management in Humanitarian and Development ..	396	BUSM 3058 Practice Management for Health Professionals	433
BUSM 2044 Health Service Management	396	BUSM 3059 Processes and Evaluation in Employment Relations ...	434
BUSM 2045 Sport and Society	398	BUSM 3061 Project Management	434
BUSM 2046 Managing in the Global Environment (Block)	398	BUSM 3062 Quality Management	435
BUSM 3001 Advanced Business Seminars	399	BUSM 3063 Reward and Performance Management	435
BUSM 3002 Business Leadership	400	BUSM 3064 Service Industry Analytics	436
BUSM 3004 Contemporary Management Issues	401	BUSM 3065 Special Event Management	437
BUSM 3005 Creating Change and Innovation	402	BUSM 3069 Strategic Management	438
BUSM 3006 Design Thinking for Creativity	403	BUSM 3070 Strategic Sport Leadership	439
BUSM 3007 Destination Management	404	BUSM 3071 Technology Management for Competitiveness	440
BUSM 3008 Developing Sport Professionals	405	BUSM 3072 Tourism Industry Professional Placement	441
BUSM 3009 Enterprise Internship	406	BUSM 3073 Tourism Policy and Planning	441
BUSM 3010 Entrepreneurial Team	406	BUSM 3074 Work Employment and the Labour Market	442
BUSM 3011 Frontiers of Business Theory and Analysis	407	BUSM 3077 Construction Project Management	443
BUSM 3012 Global Enterprise Resource Planning	408	BUSM 3078 Business Report	443
BUSM 3014 Health Services Financial Management	408	BUSM 3079 Travel in the Digital Age	444
BUSM 3015 Health Services Management Practice	409	BUSM 3080 Health Care Systems and Organisation Culture	445
BUSM 3016 Health Services Quality Management	410	BUSM 3081 Business Analytics Project	446
BUSM 3017 Health Services Workforce Management	410	BUSM 4001 Business Analysis Seminars	446
BUSM 3019 Hospitality Management Applied Project	411	BUSM 4002 Seminal Papers in Business	447

BUSM 7001 Advanced Research Skills	448	BUSM 7059 Logistics Processes in Enterprise Resource Planning ...	483
BUSM 7003 Applied Business Project	448	BUSM 7060 Management Skills	484
BUSM 7004 Applied Project (Human Resources and Management) ..	449	BUSM 7061 Managerial Economics	484
BUSM 7007 Business Communication Skills	450	BUSM 7062 Managerial Finance	485
BUSM 7008 Business Internship	451	BUSM 7064 Managing Project Teams and Stakeholders	486
BUSM 7010 Business Operations Management	452	BUSM 7065 Managing in the Global Context	486
BUSM 7011 Business Operations and Logistics	453	BUSM 7070 Masters Project	487
BUSM 7012 Business Project	454	BUSM 7071 Negotiation and Conflict Resolution Management	488
BUSM 7013 Business, Society and the Environment	455	BUSM 7072 New Venture Finance	489
BUSM 7014 Compliance Management	456	BUSM 7073 One Hundred Days	489
BUSM 7016 Contemporary Organisation Behaviour	457	BUSM 7075 Philosophical Foundations of Business Research	490
BUSM 7018 Contemporary People Management	458	BUSM 7076 Practice Management for Health Professionals (PG)	491
BUSM 7019 Corporate Governance and the Global Environment	459	BUSM 7077 Preparation for Postgraduate Study in Business	491
BUSM 7020 Creating Sustainable Organisations	460	BUSM 7078 Project Management	492
BUSM 7021 Credit and Lending Decisions	461	BUSM 7079 Purchasing and Materials Management	493
BUSM 7022 Derivatives	461	BUSM 7081 Reward Management	494
BUSM 7023 Developing Business Expertise	462	BUSM 7082 Risk Management and Decision Making	494
BUSM 7024 Developing Human Capital and Organisational Capability	463	BUSM 7083 Security Analysis and Portfolio Theory	495
BUSM 7025 Diversity, Labour Markets and Workforce Planning	464	BUSM 7084 Start-up	496
BUSM 7026 Emerging Leaders	464	BUSM 7085 Strategic Bank Management	497
BUSM 7027 Employment Relations Professional Practice	465	BUSM 7086 Strategic Business Management	497
BUSM 7028 Entrepreneurial Management Capabilities	466	BUSM 7087 Strategic Employment Relations	498
BUSM 7029 Event Management	467	BUSM 7088 Strategic Management	499
BUSM 7030 Facilities and Venue Management	467	BUSM 7090 Strategic Project Management	500
BUSM 7031 Financial Institution Management	468	BUSM 7091 Strategic Technology Management	500
BUSM 7032 Financial Institutions and Markets (MAF)	468	BUSM 7092 Supply Chain Management	501
BUSM 7033 Financial Statement Analysis (PG)	469	BUSM 7093 The Business Environment	502
BUSM 7034 Foundations of Management	470	BUSM 7094 The Contemporary Business Environment	502
BUSM 7035 Funds Management and Portfolio Selection	470	BUSM 7097 Time and Quality Management	503
BUSM 7036 Funds Management and Portfolio Selection (EO)	471	BUSM 7098 Tourism Management	504
BUSM 7037 Gastronomy and the Food and Beverage Experience	471	BUSM 7099 Understanding Contemporary Organisations	504
BUSM 7040 Governance, Ethics and Social Entrepreneurship	472	BUSM 7101 Workplace Management Dynamics	505
BUSM 7042 Hospitality and Tourism in Society	473	BUSM 7105 Business Analytics in Practice	506
BUSM 7043 Industrial Relations and Workplace Change	473	BUSM 7106 Ethics and Professionalism in Financial Services	507
BUSM 7044 Information for Business	474	BUSM 7109 Environmental Management: A Business Perspective ...	507
BUSM 7045 Innovation Through Digital Technology	474	BUSM 9001 Higher Degree Research Thesis - Business Management	508
BUSM 7046 Innovation for New Markets	475	BUSM 9002 Higher Degree Research Thesis - Management	509
BUSM 7047 Innovation, Creativity and Entrepreneurship	476		
BUSM 7048 Innovation, Creativity and Foresight	477	C	
BUSM 7050 Integrated Business Experience 1	477	CART 3001 Modernism	511
BUSM 7051 Integrated Business Experience 2	479	CART 7001 Applied Methods in Literary Studies and Creative Writing	511
BUSM 7053 International Finance	480	CART 7002 Applied Practice in Literary Studies and Creative Writing .	512
BUSM 7054 International and Global Employment Relations	480	CART 7004 Art Therapy: Approaches and Applications	513
BUSM 7055 Internship	481	CART 7005 Art Therapy: Histories, Theories, Groups	513
BUSM 7058 Leading Contemporary Organisations	482	CART 7007 Creativity: Theory and Practice	514
		CART 7010 Integrating Arts and Therapy	515

CART 7013 Masters Project	516	CIVL 2007 Introduction to Structural Engineering	553
CART 7014 Research Methods in the Creative Arts	516	CIVL 2008 Introduction to Structural Engineering (WSTC AssocD) ...	554
CART 7018 Writing Practice and Tradition	517	CIVL 2012 Soil Mechanics	554
CART 7019 Writing Process	518	CIVL 2013 Soil Mechanics (WSTC AssocD)	555
CART 7020 Writing and Form	518	CIVL 2016 Civil and Substructure	556
CART 7021 Writing and Ideas	519	CIVL 2017 Sustainable Construction Materials	557
CART 7022 Writing, Sounds, Images, Texts	520	CIVL 2018 Water Supply Systems Design	557
CART 9001 Higher Degree Research Thesis - Creative Arts	520	CIVL 3002 Concrete Structures (UG)	558
CEDS 3001 Bridging the Gap: Re-engaging Indigenous Learners	521	CIVL 3003 Construction Planning	559
CEDS 7001 Education Policy, Practice and Global Knowledge Co- construction	522	CIVL 3004 Construction Technology 3 (Concrete Construction)	559
CEDS 7002 So, You Want to Be an Academic?	523	CIVL 3005 Construction Technology 4 (Steel Construction)	560
CEDS 7003 Research Methods in Education	523	CIVL 3007 Engineering Geomechanics	561
CEDS 9001 Higher Degree Research Thesis - Education Studies	524	CIVL 3010 Highway Infrastructure	562
CHEM 0001 Chemistry (WSTC Prep)	525	CIVL 3011 Hydraulics	562
CHEM 0002 Chemistry (WSTC)	526	CIVL 3012 Steel Structures	563
CHEM 1003 Essential Chemistry 1	527	CIVL 3014 Structural Analysis	564
CHEM 1004 Essential Chemistry 1 (WSTC)	528	CIVL 3016 Building Superstructure	565
CHEM 1005 Essential Chemistry 2	528	CIVL 3017 Construction Scheduling	565
CHEM 1006 Essential Chemistry 2 (WSTC)	529	CIVL 3018 Hydrogeology	566
CHEM 1008 Introductory Chemistry	530	CIVL 3019 Wastewater Systems Design	566
CHEM 1009 Introductory Chemistry (WSTC)	531	CIVL 3020 Sustainable Waste Engineering	567
CHEM 1012 Essential Chemistry	532	CIVL 4001 Applied Mechanics	568
CHEM 1013 Essential Chemistry (WSTC)	534	CIVL 4002 Composite Structures	569
CHEM 2001 Analytical Chemistry	534	CIVL 4003 Construction Technology 5 (Envelope)	569
CHEM 2006 Inorganic Chemistry	535	CIVL 4004 Construction Technology 6 (Services)	570
CHEM 2008 Organic Chemistry	536	CIVL 4005 Construction in Practice 3	571
CHEM 2010 Physical Chemistry	537	CIVL 4008 Pile Foundations	571
CHEM 3001 Advanced Analytical Chemistry	538	CIVL 4009 Timber Structures (UG)	572
CHEM 3003 Advanced Inorganic Chemistry	539	CIVL 4010 Transportation Engineering	573
CHEM 3004 Advanced Organic Chemistry	540	CIVL 4011 Waste Management	573
CHEM 3005 Advanced Physical Chemistry	541	CIVL 4012 Water Resource Engineering	574
CHEM 3008 Biodevices	542	CIVL 4014 Subject CIVL 4014 Not Found	575
CHEM 3010 Forensic Chemistry	543	CIVL 4015 Complex Building Project	575
CHEM 3012 Nanochemistry	543	CIVL 4016 Envelope and Services	575
CHEM 3014 Pharmacological Chemistry	544	CIVL 4017 Surface Water Hydrology	576
CHEM 9001 HDR Thesis - Functional Genomics	545	CIVL 4018 Building Design Project 1 (Honours)	577
CHEM 9002 HDR Thesis - Nanotechnology	545	CIVL 4019 Building Design Project 2 (Honours)	577
CHEM 9003 Higher Degree Research Thesis - Chemical Sciences	546	CIVL 4020 Construction Research Project	578
CHEM 9004 Higher Degree Research Thesis - Chemistry	547	CIVL 7001 Advanced Applied Mechanics	579
CHEM 9005 Higher Degree Research Thesis - Forensics	548	CIVL 7002 Advanced Composite Structures	579
CIVL 1001 Surveying for Engineers	549	CIVL 7003 Advanced Geotechnical Engineering	580
CIVL 1003 Surveying for Engineers (WSTC AssocD)	550	CIVL 7004 Advanced Highway Infrastructure	580
CIVL 2002 Environmental Engineering	551	CIVL 7005 Advanced Numerical Methods in Engineering	581
CIVL 2003 Fluid Mechanics	551	CIVL 7006 Advanced Structural Analysis	582
CIVL 2004 Fluid Mechanics (WSTC AssocD)	552	CIVL 7007 Advanced Timber Structures	582

CIVL 7008 Advanced Waste Management	583	CMPL 7012 Evidence Based Practice in Chinese Medicine	615
CIVL 7009 Advanced Water Engineering	584	CMPL 7013 Evidence Based Practice in Chinese Medicine 1	616
CIVL 7011 Building Engineering	584	CMPL 7014 Evidence Based Practice in Chinese Medicine 2	617
CIVL 7012 Building Fire Services	585	CMPL 7015 Mental and Neurological Disorders and Chinese Medicine	617
CIVL 7013 Deep Foundations	586	CMPL 7016 Musculoskeletal Health in Chinese Medicine	618
CIVL 7014 Sustainable Systems	586	CMPL 7019 Pharmacology of Chinese Medicines	619
CIVL 7015 Water Resources Systems Analysis	587	CMPL 7020 Research Project and Thesis	620
CIVL 7017 Wastewater Treatment and Recycling	588	CMPL 7021 Specialities in Traditional Chinese Medicine 1 (PG)	621
CIVL 7018 Water Treatment and Distribution	588	CMPL 7022 Specialities in Traditional Chinese Medicine 2 (PG)	621
CIVL 9001 Higher Degree Research Thesis - Engineering (Civil)	589	CMPL 7023 Traditional Chinese Medicine Practice 3 (PG)	622
Clinical Education B (Rehabilitation)	589	CMPL 7024 Traditional Chinese Medicine Practice 4 (PG)	623
Clinical Education C (Ambulatory Care)	590	CMPL 7025 Women's Health in Chinese Medicine	623
Clinical Education D (Paediatrics)	590	CMPL 7026 Women's Health in Chinese Medicine 1	624
Clinical Education E (Advanced Care)	590	CMPL 7027 Women's Health in Chinese Medicine 2	625
Clinical Sciences 2	590	CMPL 9001 HDR Thesis - Centre for Complementary Medicine	626
CMPL 1001 Traditional Chinese Medicine 1	590	CMPL 9002 Higher Degree Research Thesis - Traditional Chinese Medicine	626
CMPL 1002 Traditional Chinese Medicine 2	591	COMM 0001 Academic Literacy (WSTC)	626
CMPL 2002 Channels and Points 1	592	COMM 0002 Academic Skills for Communication (WSTC Prep)	627
CMPL 2003 Channels and Points 2	593	COMM 0003 Academic Skills for Design (WSTC Prep)	628
CMPL 2004 Chinese Materia Medica 1	594	COMM 0004 Communication and Media (WSTC Prep)	628
CMPL 2005 Chinese Materia Medica 2	595	COMM 0005 Communication and Media (WSTC)	629
CMPL 2006 Traditional Chinese Medicine 3	596	COMM 0008 Developing Academic Language and Literacy	630
CMPL 3001 Acupuncture Techniques	596	COMM 0009 Grammar Workshop (WSTC)	630
CMPL 3002 Chinese Medicinal Formulas	597	COMM 0010 Successful University Writing	631
CMPL 3003 Traditional Chinese Medicine Practice 1	598	COMM 0011 Texts and Communication (WSTC Prep)	631
CMPL 3004 Traditional Chinese Medicine Practice 2	599	COMM 0012 Texts and Communication (WSTC)	632
CMPL 4001 Block Clinical Practicum	600	COMM 0013 Unistep Academic Literacy	633
CMPL 4002 Chinese Internal Medicine 1	601	COMM 0014 Graduate Research Literacy (WSTC)	633
CMPL 4003 Chinese Internal Medicine 2	602	COMM 0015 Communication Practices (WSTC Prep)	634
CMPL 4004 Classical Texts in Chinese Medicine	603	COMM 1001 Advanced Standing for Communication 140	635
CMPL 4005 Specialities in Traditional Chinese Medicine 1	603	COMM 1004 Approaches to Text	635
CMPL 4006 Specialities in Traditional Chinese Medicine 2	604	COMM 1007 Communication in Health	636
CMPL 4007 Traditional Chinese Medicine Practice 3	605	COMM 1008 Communication in Health (WSTC)	637
CMPL 4008 Traditional Chinese Medicine Practice 4	606	COMM 1009 Creative Writing: Practical Skills and Knowledge	638
CMPL 7001 Advanced Acupuncture	608	COMM 1010 Creative Writing: The Imaginative Life	639
CMPL 7002 Block Clinical Practicum (PG)	608	COMM 1011 Data, Mediation and Power (WSTC)	639
CMPL 7003 Chinese Internal Medicine 1 (PG)	608	COMM 1012 Data, Mediation, Power	640
CMPL 7004 Chinese Internal Medicine 2 (PG)	609	COMM 1015 Foundations of Media Arts and Production	641
CMPL 7005 Chronic and Complex Disorders in Chinese Medicine	610	COMM 1018 Introduction to Journalism	642
CMPL 7006 Classical Texts in Chinese Medicine (PG)	610	COMM 1019 Introduction to Journalism (WSTC)	643
CMPL 7007 Clinical Application of Classical Chinese Herbal Medicine	611	COMM 1020 Media Cultures and Industries	644
CMPL 7008 Clinical Applications of Classical Acupuncture	612	COMM 1021 Media Cultures and Industries (WSTC)	644
CMPL 7009 Clinical Oncology and Chinese Medicine	613	COMM 1026 Principles of Professional Communication 1	645
CMPL 7010 Clinical Placement	614	COMM 1027 Principles of Professional Communication 1 (WSTC) ...	646
CMPL 7011 Dermatology in Chinese Medicine 1	615		

COMM 1030 University Study and Communication Skills 1 (Block Mode)	647	COMM 3005 Australian Textual Studies	678
COMM 1031 University Study and Communication Skills 2 (Block Mode)	648	COMM 3006 Cinema and Experience	678
COMM 1032 Writing Ecologies	648	COMM 3008 Communication Research Project	679
COMM 1033 Writing Ecologies (WSTC)	649	COMM 3010 Creative Industries Professional Project or Internship ..	680
COMM 1036 Introduction to the Creative Industries	650	COMM 3011 Creative TEAMS 1	681
COMM 1037 Digital Narrative	651	COMM 3012 Creative TEAMS 2	681
COMM 1038 Digital Narrative (WSTC)	652	COMM 3013 Creative Writing Project	682
COMM 1039 Introduction to Screen Media	652	COMM 3014 Digital Communication	682
COMM 1040 Introduction to Screen Media (WSTC)	653	COMM 3015 Digital Journalism Production	683
COMM 1041 Screen Media Fundamentals	654	COMM 3018 Internship	685
COMM 1042 Screen Media Fundamentals (WSTC)	655	COMM 3022 Media Memory	686
COMM 1043 Communication in Health (UG Cert)	655	COMM 3024 Modernity and Cinema	687
COMM 2001 Account and Client Management	656	COMM 3025 News Teams	687
COMM 2002 Advanced Standing for Creative Writing 210	657	COMM 3035 TV Production 2	688
COMM 2003 Advanced Standing for Creative Writing 220	658	COMM 3037 Transmedia Production	689
COMM 2004 Advanced Standing for Film Studies 210	658	COMM 3041 Writing For Performance	690
COMM 2005 Advanced Standing for Film Studies 220	658	COMM 3042 Writing Poetry	690
COMM 2006 Advertising: Media	658	COMM 3043 Writing Portfolio	691
COMM 2009 Cinema and Censorship	659	COMM 3045 Advertising: Campaigns	692
COMM 2011 Communication Strategies	659	COMM 3046 Personal Branding Strategies: Build and Manage Your Career Profile	693
COMM 2014 Editing and Publishing	660	COMM 3047 Episodic Screen Media	694
COMM 2015 Events Management	661	COMM 3048 Immersive Screen Media	695
COMM 2016 Experimental Writing and Electronic Publication	662	COMM 3049 Screen Media: Capstone Development	695
COMM 2017 Feature Writing	663	COMM 3050 Screen Media: Capstone Production	696
COMM 2019 Interactive Design: Games	664	COMM 7001 Adaptive Leadership, Management and Team Work	697
COMM 2020 Introduction to Film Studies	664	COMM 7002 Convergent Media Internship	697
COMM 2022 Journalism: Research and Investigation	665	COMM 7003 Foundations of Media Arts Production (PG)	698
COMM 2024 Media Law and Ethics	666	COMM 7004 In the Realms of the Sensory: Ecologies of Word, Sound and Image	699
COMM 2026 New Media Contexts (WSTC)	667	COMM 7006 Media Project Production	700
COMM 2027 News Reporting	668	COMM 7008 Media Research Project	700
COMM 2029 Photo Journalism	668	COMM 7009 Mobile Media	701
COMM 2032 Professional Writing and Editing	669	COMM 7010 New Genres in Research Writing	702
COMM 2035 Screen and Sound Practices 1	670	COMM 7011 Researching Convergent Media	703
COMM 2036 Screen and Sound Practices 2	671	COMM 7012 Strategic Communication	704
COMM 2043 Writing Fiction	672	COMM 7013 Ideate, Develop: Makerspace 1	705
COMM 2047 Pitch: Podcasting Essentials	672	COMM 7014 Innovate: The Entrepreneurial Mindset	706
COMM 2048 Communicating for Sustainability	673	COMM 9001 Higher Degree Research Thesis - Communication and Media Studies	706
COMM 2050 Multiliteracies	674	COMP 0001 Introductory Programming (WSTC Prep)	707
COMM 2051 Animation and Visual Effects	675	COMP 0002 Introductory Programming (WSTC)	708
COMM 2052 Documentary: Factual Screen Media	676	COMP 0003 Programming Design (WSTC Prep)	709
COMM 2053 Narrative: Fictional Screen Media	677	COMP 0004 Programming Design (WSTC)	709
COMM 3001 Advanced Standing for Creative Writing 310	677	COMP 1001 3D Modelling Fundamentals	710
COMM 3002 Advanced Standing for Creative Writing 320	678	COMP 1002 Advanced Computer Science Activities 1	710
COMM 3003 Advanced Standing for Film Studies 310	678	COMP 1005 Programming Fundamentals	711

COMP 1006 Programming Fundamentals (WSTC)	712	COMP 3033 Quantum Computing and Communication	752
COMP 1012 Programming Fundamentals (UG Cert)	714	COMP 3034 Multimodal Interaction	753
COMP 2001 Advanced Computer Science Activities 2	715	COMP 6001 Neuromorphic Algorithms and Computation	753
COMP 2003 Computer Algebra	715	COMP 6002 Neuromorphic Sensing	754
COMP 2004 Computer Networking	716	COMP 7001 Advanced Routing	755
COMP 2005 Computer Networking (Advanced)	717	COMP 7002 Advanced Topics in Networking	756
COMP 2006 Computer Networking (WSTC)	718	COMP 7003 Big Data	756
COMP 2008 Computer Organisation	719	COMP 7004 Cloud Computing	757
COMP 2009 Data Structures and Algorithms	720	COMP 7006 Data Science	758
COMP 2011 Games Technology	721	COMP 7007 Information Security Management	759
COMP 2013 LAN Workshop	721	COMP 7008 Internet of Things	759
COMP 2014 Object Oriented Programming	722	COMP 7009 Mobile Computing	760
COMP 2015 Programming Techniques	723	COMP 7011 Multimedia Communication Systems	761
COMP 2016 Programming Techniques (Advanced)	724	COMP 7012 Network Management	762
COMP 2017 Programming Techniques (WSTC)	725	COMP 7013 Network Technologies	762
COMP 2018 Simulation Fundamentals	726	COMP 7014 Optimising Networks	763
COMP 2019 Systems Programming 1	727	COMP 7015 Programming Proficiency	764
COMP 2020 Technologies for Web Applications	728	COMP 7016 Visualisation	765
COMP 2021 Software Engineering Fundamentals	729	COMP 7017 Wireless Networking	766
COMP 2023 Mathematical Programming	729	COMP 7018 Advanced Cloud Computing	767
COMP 2024 Computer Networking (UG Cert)	730	COMP 7019 Applied Machine Learning	768
COMP 3001 Advanced Computer Science Activities 3	731	COMP 7020 Artificial Intelligence Ethics and Organisations	768
COMP 3002 Applications of Big Data	732	COMP 7021 Knowledge Representation and Reasoning	769
COMP 3003 Cloud Computing Architecture	732	COMP 7022 Natural Language Understanding	770
COMP 3006 Computer Graphics	733	COMP 9001 Higher Degree Research Thesis - Computing and Information Technology	771
COMP 3007 Computer Networks and Internets	734	COMP 9002 Higher Degree Research Thesis - Computer Science	771
COMP 3009 Distributed Systems and Programming	735	CULT 0001 Humanities and Communication Arts Exchange Unit 1 ...	773
COMP 3011 Internet Programming	736	CULT 0002 Humanities and Communication Arts Exchange Unit 2 ...	773
COMP 3012 Introduction to Cloud Computing	736	CULT 0003 Humanities and Communication Arts Exchange Unit 3 ...	774
COMP 3013 Mobile Applications Development	737	CULT 0004 Humanities and Communication Arts Exchange Unit 4 ...	774
COMP 3014 Networked Systems Design	738	CULT 0005 Humanities and Communication Arts Exchange Unit 5 ...	775
COMP 3015 Operating Systems Programming	739	CULT 0006 Key Concepts and Skills in the Social Sciences (WSTC Prep)	775
COMP 3016 Operating Systems Programming (Advanced)	740	CULT 1001 Asia in the World	776
COMP 3018 Professional Experience	741	CULT 1005 Crime, Deviance and Society	777
COMP 3019 Professional Experience (Advanced)	744	CULT 1006 Crime, Deviance and Society (WSTC)	778
COMP 3020 Social Web Analytics	745	CULT 1007 Introduction to Crime and Criminal Justice	779
COMP 3021 Special Effects Programming	746	CULT 1012 Policing, Justice and Society	780
COMP 3022 Systems Administration Programming	746	CULT 1013 Policing, Justice and Society (WSTC)	780
COMP 3023 Systems and Network Management	747	CULT 1017 Understanding Society	781
COMP 3024 Video Games Development	748	CULT 1018 Understanding Society (Block Mode)	782
COMP 3025 Wireless and Mobile Networks	749	CULT 1019 Understanding Society (WSTC)	783
COMP 3027 Robotic Programming	750	CULT 1020 Working with Communities	784
COMP 3028 Software Construction	751	CULT 1021 Working with Communities (WSTC)	785
COMP 3029 Software Engineering Industry Project	751	CULT 1022 Working with Cultural Differences	786
COMP 3032 Machine Learning	751		

CULT 1023 Working with Cultural Differences (WSTC)	786	CULT 9008 Higher Degree Research Thesis - Research	823
CULT 1024 Introduction to Criminal Justice	787	CULT 9009 Higher Degree Research Thesis - Society and Culture ...	824
CULT 1025 Introduction to Criminal Justice (WSTC)	789	CULT 9010 Higher Degree Research Thesis - Society and Culture ...	826
CULT 1026 Understanding Society (UG Cert)	790	CULT 9011 Master of Research Thesis Examination	827
CULT 1027 Working with Communities (UG Cert)	791	D	
CULT 2004 Culture, Identity, Difference (Block Mode)	791	DESN 0001 Design Practice (WSTC Prep)	829
CULT 2005 Ethics in the Social Sciences	792	DESN 0002 The Design Process (WSTC Prep)	830
CULT 2006 Evidence, Investigations and Police Intelligence	793	DESN 0003 Critical Thought in Design (WSTC Prep)	831
CULT 2007 International Politics of North Asia	793	DESN 1003 Design Histories and Futures	832
CULT 2011 Prisons, Punishment and Criminal Justice	794	DESN 1004 Design Histories and Futures (WSTC)	832
CULT 2016 Evidence and Investigation	794	DESN 1007 Graphic Design: Process and Practice	833
CULT 2017 Youth Justice and Practice	795	DESN 1008 Graphic Design: Process and Practice (WSTC)	834
CULT 2018 Crime Prevention and Drugs	796	DESN 1009 Graphic Design: Understanding the Principles	835
CULT 2019 First Peoples and Criminal Justice	797	DESN 1010 Graphic Design: Understanding the Principles (WSTC) ...	836
CULT 3001 Applied Social Research	798	DESN 1011 Image Design	837
CULT 3002 Children's Culture	799	DESN 1012 Image Design (WSTC)	838
CULT 3004 Consumer Culture	799	DESN 1018 Visual Storytelling	839
CULT 3007 Contemporary Social Issues and Professional Practice ..	800	DESN 1019 Visual Storytelling (WSTC)	840
CULT 3008 Crime Prevention and Community	801	DESN 1021 Web and Time-based Design	841
CULT 3010 Culture and Crime	802	DESN 1022 Web and Time-based Design (WSTC)	842
CULT 3011 Ethical Leadership	803	DESN 2001 Australian Design	843
CULT 3013 Gender, Crime and Violence	803	DESN 2002 Creativity, Innovation and Design Thinking	844
CULT 3014 Heritage Interpretation	804	DESN 2005 Graphic Design: Interactive Digital Media	844
CULT 3015 Heritage and Tourism	805	DESN 2006 Graphic Design: The Professional Context	845
CULT 3016 Indigenous Cultures: A Global Perspective	806	DESN 2007 Illustrating Narrative	845
CULT 3017 Legislation, Courts and Policing	807	DESN 2011 Motion Design	846
CULT 3018 Perspectives in Criminology	807	DESN 2013 Photomedia: Photographic Practice	847
CULT 3020 Representing Crime	808	DESN 2014 Researching the Visual	848
CULT 3021 Theories of Authority	809	DESN 3001 Contextual Design Studies	849
CULT 3023 Global Citizenship and Engagement	809	DESN 3002 Data Visualisation	849
CULT 3024 Crime, Media, Culture	810	DESN 3003 Design Research Project	850
CULT 3025 Prisons, Punishment and Criminal Justice	811	DESN 3005 Design Thinking	851
CULT 7001 Economies and Ecologies	812	DESN 3006 Graphic Design: Developing a Personal Portfolio	851
CULT 7002 Engaging Discursive Fields	813	DESN 3007 Illustrating Popular Culture	852
CULT 7003 Environmental Humanities	813	DESN 3008 Interactive Design: Apps	853
CULT 7004 Global Digital Futures	814	DESN 3011 Public Memory and Commemoration	853
CULT 7006 Rethinking Culture and Society	815	DESN 3012 Publications	854
CULT 7008 The Cutting Edge: Advanced Studies in Humanities and Communication Arts	815	DESN 3013 Social Design: Research and Practice	854
CULT 7010 Researching Post-Capitalist Possibilities (PhD Summer School)	816	DESN 4003 Design Project	855
CULT 9001 Dissertation	817	DESN 4005 Major Design Project	855
CULT 9002 HDR - Under Examination	817	DESN 4006 Professional Design Experience: The Individual Practitioner	856
CULT 9005 HDR Thesis - Dual Award	819	DESN 4007 Professional Design Experience: The Studio	857
CULT 9006 HDR Thesis - Institute for Culture and Society	820	DESN 9001 Higher Degree Research Thesis - Graphic and Design Studies	858
CULT 9007 Higher Degree Research Thesis - Humanities	821		

E

EART 1004 Soils	858	ECON 4001 Advanced Analysis and Interpretation	890
EART 2001 Climate Change Science	858	ECON 7001 Economics	891
EART 3001 Biological Adaptation to Climate Change	859	ECON 9001 Higher Degree Research Thesis - Economics and Finance	892
EART 3005 Statistical Hydrology	860	ECON 9002 Higher Degree Research Thesis - Property Economics ...	893
EART 3006 Science of the Anthropocene	861	EDUC 0001 Diploma Plus	893
EART 3007 Land Degradation and Contamination	862	EDUC 0002 EMP Growing Agriculture	894
EART 3008 Soils and Substrates	862	EDUC 0003 Education Exchange Unit 1	894
EART 7001 Advanced Hydrogeology	863	EDUC 0004 Education Exchange Unit 2	895
EART 7002 Advanced Statistical Hydrology	864	EDUC 0005 Education Exchange Unit 3	895
EART 9001 Higher Degree Research Thesis - Hydrology	864	EDUC 0006 Education Exchange Unit 4	895
EART 9002 Higher Degree Research Thesis - Soil Science	865	EDUC 0007 Education Exchange Unit 5	896
ECON 0001 Economics (WSTC Prep)	865	EDUC 0008 Most Outstanding Year 11	896
ECON 0002 Economics (WSTC)	865	EDUC 0009 Short Term Study Program	897
ECON 1002 Consumers, Firms and Markets (WSTC)	866	EDUC 9001 HDR Thesis - Centre for Educational Research	898
ECON 1003 Financial Institutions and Markets	867	EDUC 9002 Higher Degree Research Thesis - Education	898
ECON 1004 Financial Institutions and Markets (WSTC)	869	EDUC 9003 Higher Degree Research Thesis - Education	900
ECON 1005 Globalisation and Australia	870	ELEC 1001 Digital Systems 1	901
ECON 1006 Introduction to Economic Methods	870	ELEC 1002 Digital Systems 1 (WSTC AssocD)	902
ECON 1011 Principles of Economics	871	ELEC 1003 Electrical Fundamentals	903
ECON 1013 The Australian Macroeconomy	873	ELEC 1004 Electrical Fundamentals (WSTC AssocD)	904
ECON 1014 Consumers, Firms and Markets	874	ELEC 1005 Electrical Fundamentals (WSTC)	904
ECON 2002 Corporate Financial Management	874	ELEC 1006 Engineering Computing	906
ECON 2004 Globalisation and Trade	876	ELEC 1007 Engineering Computing (WSTC AssocD)	906
ECON 2005 History of Economic Thought	876	ELEC 1008 Engineering Computing (WSTC)	907
ECON 2007 Macroeconomic Theory	877	ELEC 1009 Electrical and Telecommunications Engineering	908
ECON 3001 Applied Econometrics	877	ELEC 1011 Engineering Computing	909
ECON 3002 Corporations, Economic Power and Policy	878	ELEC 2001 Circuit Theory	910
ECON 3003 Derivatives	878	ELEC 2002 Circuit Theory (WSTC AssocD)	911
ECON 3005 Economic Theories, Controversies and Policies	879	ELEC 2004 Electronics	911
ECON 3006 Economic and Financial Modelling	880	ELEC 2005 Electronics (WSTC AssocD)	912
ECON 3007 Economics and Finance Engagement Project	881	ELEC 2006 Engineering Electromagnetics	913
ECON 3008 Financial Institutions Lending	882	ELEC 2007 Engineering Visualization	914
ECON 3009 Financial Institutions Management	883	ELEC 2008 Microcontrollers and PLCs	914
ECON 3010 Globalisation and Asia	883	ELEC 2009 Microprocessor Systems	915
ECON 3011 Government and the Economy	884	ELEC 2010 Power and Machines	916
ECON 3012 Growth, Cycles and Crises	884	ELEC 2011 Signals and Systems	917
ECON 3013 Industry Economics and Markets	885	ELEC 2012 Signals and Systems (WSTC AssocD)	918
ECON 3014 International Finance	885	ELEC 2013 Circuits and Signals	918
ECON 3016 Macroeconomic Issues	887	ELEC 2014 Mathematics for Electrical Engineers 1	919
ECON 3017 Macroeconomic Measures and Models	887	ELEC 2015 Mathematics for Electrical Engineers 2	919
ECON 3018 Microeconomic Theory and Applications	888	ELEC 2016 Mathematics for Software Engineers	919
ECON 3019 Political Economy	889	ELEC 2017 Requirements and Design Workshop	919
ECON 3021 The Superannuation Industry	889	ELEC 2018 Systems Modelling and Design	920
ECON 3022 Urban and Regional Economics	890	ELEC 2019 Workshop on Reasoning about Programs	920
		ELEC 3001 Communication Systems	920

ELEC 3002 Data Communications	921	ENGR 1010 Engineering Materials (WSTC)	948
ELEC 3003 Digital Signal Processing	922	ENGR 1011 Engineering Physics	949
ELEC 3004 Digital Systems 2	922	ENGR 1012 Engineering Physics (WSTC AssocD)	950
ELEC 3005 Electrical Drives	923	ENGR 1013 Engineering Physics (WSTC)	951
ELEC 3006 Electrical Machines 1	924	ENGR 1018 Fundamentals of Mechanics	952
ELEC 3008 Instrumentation and Measurement	925	ENGR 1019 Fundamentals of Mechanics (WSTC AssocD)	953
ELEC 3009 Power Systems	925	ENGR 1020 Fundamentals of Mechanics (WSTC)	954
ELEC 3010 Renewable Energy Systems Design	926	ENGR 1023 Introduction to Engineering Business Management (WSTC AssocD)	955
ELEC 4002 Power Electronics	927	ENGR 1024 Introduction to Engineering Practice	956
ELEC 4003 Power Quality	927	ENGR 1025 Introduction to Engineering Practice (WSTC AssocD)	957
ELEC 4004 Radio and Satellite Communication	928	ENGR 1026 Introduction to Engineering Practice (WSTC)	958
ELEC 4005 Smart Grids and Distributed Generation	929	ENGR 1036 Construction Communication	960
ELEC 4006 Sustainable Energy Systems	930	ENGR 1037 Construction Communication (WSTC)	961
ELEC 4007 Wireless Communications	930	ENGR 1038 Design Graphics: Presenting Innovation	962
ELEC 6001 Applied Project in Neuromorphic Engineering	931	ENGR 1039 Designing for Circular Economy	962
ELEC 6002 Master Dissertation in Neuromorphic Engineering	932	ENGR 1040 Designing for People: Applied Ergonomics	963
ELEC 6003 Neuromorphic Accelerators	932	ENGR 1041 Designing for User Experience (UX)	964
ELEC 6004 Neuromorphic Electronics Design	933	ENGR 1042 Sustainable Materials and Smart Manufacturing	965
ELEC 7001 Advanced Control Systems	934	ENGR 1043 Co-Designing Change with Local Communities	965
ELEC 7002 Advanced Data Networks	935	ENGR 1044 Drawing Skills for Design Thinking	966
ELEC 7003 Advanced Electrical Machines and Drives	935	ENGR 1045 Engineering Programming Fundamentals	967
ELEC 7004 Advanced Power Quality	936	ENGR 1046 Human Centred Design Research Methods	967
ELEC 7005 Advanced Signal Processing	937	ENGR 1047 Advanced Engineering Physics 1	968
ELEC 7006 Advanced Smart Grids and Distributed Generation	937	ENGR 1048 Engineering Materials	969
ELEC 7008 Instrumentation and Measurement (PG)	938	ENGR 1049 Introduction to Engineering Practice	969
ELEC 7009 Personal Communication Systems	939	ENGR 1050 Sustainable Engineering Fundamentals	970
ELEC 7010 Power System Planning and Economics	939	ENGR 2001 Automated Manufacturing	971
ELEC 9001 Higher Degree Research Thesis - Engineering (Computer)	940	ENGR 2009 Engineering Management for Engineer Associates (WSTC AssocD)	972
ELEC 9002 Higher Degree Research Thesis - Engineering (Electrical)	941	ENGR 2010 Engineering Project (WSTC AssocD)	973
ELEC 9003 Higher Degree Research Thesis - Engineering (Mechatronic)	941	ENGR 2011 Graphics 2: Visual Simulation	974
ELEC 9004 Higher Degree Research Thesis - Engineering (Telecommunications)	942	ENGR 2012 Graphics 3: 3D Engineering Specifications and Visualisation	975
ENGR 0001 Academic Skills for Engineering (WSTC Prep)	942	ENGR 2013 Graphics 4: Kinetic Narratives	975
ENGR 0002 Computing, Engineering and Mathematics Exchange Unit 1	943	ENGR 2016 Pavement Materials and Design	976
ENGR 0003 Computing, Engineering and Mathematics Exchange Unit 2	943	ENGR 2017 Pavement Materials and Design (WSTC AssocD)	977
ENGR 0004 Computing, Engineering and Mathematics Exchange Unit 3	944	ENGR 2018 Professional Practice for Engineer Associates (WSTC AssocD)	977
ENGR 0005 Computing, Engineering and Mathematics Exchange Unit 4	944	ENGR 2022 Design Practice: Sustainable Manufacturing	978
ENGR 0006 Computing, Engineering and Mathematics Exchange Unit 5	945	ENGR 2023 Advanced Engineering Physics 2	979
ENGR 1004 Design Science (WSTC)	945	ENGR 2024 Design Graphics: Communication for Manufacture	979
ENGR 1006 Design Studio 2: Form and Production	946	ENGR 2025 Design Graphics: Engineering Documentation	980
ENGR 1008 Engineering Materials	947	ENGR 2026 Design Semantics: Exploring Product Form	981
ENGR 1009 Engineering Materials (WSTC AssocD)	947	ENGR 2027 Engineering Design	982
		ENGR 2028 New Product Innovation with IoT Data	982
		ENGR 2029 Simulation in Virtual and Augmented Realities	983

ENGR 2030 Industrial Experience (Associate Engineer) (WSTC AssocD)	983	ENGR 4025 Final Year Project 1 (UG Engineering)	1013
ENGR 2031 Management Practices for Engineer Associates (WSTC AssocD)	984	ENGR 4026 Final Year Project 2 (UG Engineering)	1014
ENGR 2032 Sustainability Analysis and Design	985	ENGR 4027 Industrial Design Applied Research Project (Honours) ..	1016
ENGR 2033 Industrial Experience (Engineering Technologist)	985	ENGR 4028 Industrial Design Project (Commencement)	1016
ENGR 3001 Advanced Engineering Topic 1	986	ENGR 4029 Industrial Design Project (Completion)	1017
ENGR 3003 Biomedical Electronics	986	ENGR 4030 Industrial Design Research Thesis (Honours)	1018
ENGR 3004 Biomedical Signals and Data Analysis	987	ENGR 4034 Climate Smart Engineering	1018
ENGR 3006 Control Systems	988	ENGR 4035 Smart and Liveable Cities	1019
ENGR 3010 Design Studio 4: Innovation through Systems Thinking ..	989	ENGR 4036 Advanced Engineering Thesis 2: Detailed Investigations	1019
ENGR 3013 Engineering Science Project 1	989	ENGR 7001 Advanced Engineering Project 1	1020
ENGR 3014 Engineering Science Project 2	990	ENGR 7002 Advanced Engineering Project 2	1021
ENGR 3017 Industrial Experience (Engineering)	991	ENGR 7004 Bushfire Fighting	1021
ENGR 3020 Numerical Methods in Engineering	992	ENGR 7005 Emergency Management for Bushfire Prone Areas	1022
ENGR 3021 Professional Practice	993	ENGR 7006 Fire Engineering 1 (Fire Dynamics)	1023
ENGR 3022 Special Technical Project	994	ENGR 7007 Fire Engineering 2 (Fire Models)	1024
ENGR 3023 Biomechanics in Product Innovation	994	ENGR 7008 Fire Engineering Design and Assessment	1025
ENGR 3024 Design Research Methods (Advanced)	995	ENGR 7010 Fire Engineering Science	1025
ENGR 3025 Designing for Circular Economy (Advanced)	996	ENGR 7012 Fire Technology and Engineering Principles	1026
ENGR 3026 Design Thinking for Successful Brands and Products ...	997	ENGR 7013 Industrial Experience (PG)	1027
ENGR 3027 Mentored Practice in Design Innovation	998	ENGR 7014 Master Project 1	1027
ENGR 3028 Mentored Practice in Design Innovation	998	ENGR 7015 Master Project 2	1028
ENGR 3029 Specialisation Workshop 1	999	ENGR 7016 Planning for Bushfire Prone Areas	1029
ENGR 3030 Specialisation Workshop 2	999	ENGR 7017 Professional Practice and Communication	1030
ENGR 4001 Advanced Engineering Topic 2	1000	ENGR 7019 Specialised Software Applications	1031
ENGR 4004 Design Studio 6: Ambience, Place and Behaviour	1001	ENGR 7020 Sustainability and Risk Engineering (PG)	1031
ENGR 4005 Engineering Project	1001	ENGR 7023 Advanced Biomedical Data and Images	1032
ENGR 4006 Engineering Project 1	1002	ENGR 7024 Advanced Biomedical Electronics	1033
ENGR 4007 Engineering Project 2	1003	ENGR 7025 Human Physiology and Biomedical Technologies	1033
ENGR 4009 Major Project Commencement	1003	ENGR 7026 Performance Solutions for Bushfire Protection	1034
ENGR 4010 Major Project Completion	1004	ENGR 7027 Spatial Tools and Mapping	1035
ENGR 4011 Sustainability and Risk Engineering	1005	ENGR 7028 Engineering Project 1 (PG)	1035
ENGR 4012 Industrial Design Major Project (Ideation)	1006	ENGR 7029 Engineering Project 2 (PG)	1036
ENGR 4013 Creative Business Model Innovation	1006	ENGR 9001 Higher Degree Research Thesis - Engineering	1037
ENGR 4014 Design Practice: Manufactured Product Lifecycle	1007	ENGR 9002 Higher Degree Research Thesis - Engineering	1039
ENGR 4015 Design Practice: Self-Directed Specialised Mentor Project	1007	ENGR 9003 Higher Degree Research Thesis - Engineering (Environmental)	1040
ENGR 4016 Design Practice: Sustainable Components	1007	ENVL 1001 Understanding Landscape	1041
ENGR 4017 Design Thinking for Competitive Advantage	1008	ENVL 1002 Environmental Issues and Solutions	1042
ENGR 4018 Industrial Design Major Project (Conclusion)	1009	ENVL 1003 Environmental Issues and Solutions (WSTC)	1042
ENGR 4019 Start-Up Product Launch	1009	ENVL 1004 Introduction to Environmental Science	1043
ENGR 4020 Studio: Design Synthesis Capstone	1010	ENVL 1005 Environmental Issues and Solutions (UG Cert)	1044
ENGR 4021 Studio: Interdisciplinary Global	1010	ENVL 2001 Analysis of Spatial Data	1045
ENGR 4022 Studio: Design Synthesis Capstone	1011	ENVL 2002 Environmental Regulation and Policy	1045
ENGR 4023 Advanced Engineering Thesis	1012	ENVL 2003 Landuse and the Environment	1046
ENGR 4024 Construction Management Honours Thesis	1012	ENVL 2005 Internet of Things for the Environment	1046

ENVL 2006 Environmental Planning and Climate Change	1047	FINC 7020 Superannuation	1075
ENVL 2007 Environmental Monitoring and Assessment	1047	FINC 7021 Superannuation (EO)	1076
ENVL 3003 Environmental Risk Management	1048	FINC 7022 Applied Project (Finance and Property)	1076
ENVL 3005 Planning the City: Development, Community and Systems	1049	G	
ENVL 3006 Transport, Access and Equity	1049	GEDU 0001 Tertiary Study Skills in Arts (WSTC Prep)	1077
ENVL 3007 Urban Environment	1050	GEDU 0002 Tertiary Study Skills in Business (WSTC Prep)	1077
ENVL 3009 Air Quality and Climate Change	1051	GEDU 0005 Tertiary Study Skills in Construction Management (WSTC Prep)	1078
ENVL 3010 Environmental Planning, Policy & Regulation	1051	GEDU 0006 Tertiary Study Skills in Criminal and Community Justice (WSTC Prep)	1079
ENVL 7002 Planning and Environmental Regulation	1052	GEDU 0007 Tertiary Study Skills in Design (WSTC Prep)	1079
ENVL 7003 Urban Research Report	1053	GEDU 0008 Tertiary Study Skills in Engineering (WSTC Prep)	1080
ENVL 9001 Higher Degree Research Thesis - Environmental Studies	1053	GEDU 0009 Tertiary Study Skills in Health Science (WSTC Prep)	1081
F		GEDU 0010 Tertiary Study Skills in Information and Communications Technology (WSTC Prep)	1081
FINC 1001 Management Accounting Fundamentals	1054	GEDU 0011 Tertiary Study Skills in Islamic Studies (WSTC Prep) ...	1082
FINC 1003 Professional Relationships and Communication in Business	1055	GEDU 0012 Tertiary Study Skills in Legal Studies (WSTC Prep)	1082
FINC 2002 Personal Asset Management	1055	GEDU 0013 Tertiary Study Skills in Science (WSTC Prep)	1082
FINC 3001 Bank Management	1056	GEDU 0014 Tertiary Study Skills in Social Science (Policing) (WSTC Prep)	1083
FINC 3002 Behavioural Finance	1057	GEDU 0015 Tertiary Study Skills in Social Science (WSTC Prep)	1083
FINC 3004 Financial Planning	1057	GEOM 2002 Quantity Surveying 2	1084
FINC 3006 Insurance Advising - Theory and Practice	1058	GEOM 3001 Advanced Building Measurement	1085
FINC 3007 International Property	1059	H	
FINC 3008 Investment Management	1059	HLTH 0001 Health Care Environments (WSTC Prep)	1085
FINC 3009 Property Finance	1060	HLTH 0002 Health Care Environments (WSTC)	1086
FINC 3011 Property Investment	1061	HLTH 0003 Literacy in Health Science (WSTC Prep)	1087
FINC 3013 Property Portfolio Management	1062	HLTH 0004 Organisation for Tertiary Study (WSTC)	1088
FINC 3014 Retirement and Succession Planning	1063	HLTH 0005 The Health Science Professional (WSTC Prep)	1088
FINC 3015 Security Analysis and Business Valuation	1063	HLTH 1001 Foundations of Research and Evidence-Based Practice	1089
FINC 7001 Communication and Ethics for Financial Planners	1064	HLTH 1002 Foundations of Research and Evidence-Based Practice (WSTC)	1090
FINC 7002 Communication and Ethics for Financial Planners (EO) .	1065	HLTH 1003 Introduction to Paramedicine	1091
FINC 7004 Financial Adviser Communication Skills	1066	HLTH 1006 Movement and Skill Development	1091
FINC 7005 Financial Adviser Communication Skills (EO)	1066	HLTH 1009 Paramedic Practice 1	1092
FINC 7006 Financial Modelling	1067	HLTH 1010 Professional Health Competencies	1093
FINC 7007 Financial Planning Research Project	1067	HLTH 1011 Professional Health Competencies (WSTC)	1094
FINC 7008 Financial Products and Markets	1068	HLTH 1012 Evidence in Health	1094
FINC 7009 Financial Products and Markets (EO)	1069	HLTH 1013 Professional Competencies in Health	1095
FINC 7010 Insurance and Risk Management	1069	HLTH 1014 Evidence in Health (WSTC)	1097
FINC 7011 Investment Planning	1070	HLTH 1015 Professional Competencies in Health (WSTC)	1097
FINC 7012 Investment Planning (EO)	1071	HLTH 1016 Professional Competencies in Health (UG Cert)	1098
FINC 7013 Planning for Retirement	1071	HLTH 2001 A Field Study: Comparative Studies of Health Care Delivery	1099
FINC 7014 Planning for Retirement (EO)	1072	HLTH 2003 Biomechanics	1101
FINC 7015 Principles of Financial Planning	1072	HLTH 2004 Exercise Bioenergetics	1102
FINC 7016 Principles of Financial Planning (EO)	1073	HLTH 2005 Exercise Prescription I	1103
FINC 7017 Property Investment Analysis	1074		
FINC 7019 Statement of Advice Research Project	1074		

HLTH 2006 Exercise Prescription for General Populations	1104	HLTH 7016 Quality and Safety in Health Care	1143
HLTH 2007 Fundamentals of Medical Concepts and Terminology ..	1105	HLTH 7020 Dissertation (Part Time)	1143
HLTH 2009 Mental Health and Substance Abuse	1106	HLTH 7022 Advanced Health Service Management	1144
HLTH 2012 Nutrition and Health 1	1107	HLTH 7023 Advanced Sport and Exercise Science	1145
HLTH 2013 Nutrition and Health 2	1108	HLTH 7024 Health Services Financing	1146
HLTH 2015 Out-of-hospital Medical Care 1	1108	HLTH 7025 Healthcare Data for Decision-Making	1147
HLTH 2017 Paramedic Practice 2	1109	HLTH 7026 Professional Internship in Health	1148
HLTH 2018 Paramedic Practice 3	1111	HLTH 7027 Professional Project in Health 1	1150
HLTH 2021 Research Methods (Quantitative and Qualitative)	1112	HLTH 7028 Professional Project in Health 2	1150
HLTH 2022 Biostatistics in Health	1113	HLTH 7029 Quality and Safety	1151
HLTH 2023 Introduction to Physical Cultural Studies	1114	HLTH 7030 Professional Internship in Health (Part-time)	1152
HLTH 2024 Research Methods in Health	1114	HLTH 9001 Higher Degree Research Thesis - Health	1153
HLTH 2025 Exercise Nutrition	1115	HLTH 9002 Higher Degree Research Thesis - Health	1154
HLTH 3001 Applied Nutrition	1116	HLTH 9003 Higher Degree Research Thesis - Health	1156
HLTH 3003 Clinical Leadership and Patient Safety	1117	HLTH 9004 Higher Degree Research Thesis - Nutrition and Dietetics	1157
HLTH 3004 Emergency Care for Special Populations	1118	Honours Research 2 (Podiatric Medicine)	1158
HLTH 3005 Evidence-Based Practice	1119	HORT 1001 Crop Production	1158
HLTH 3007 Global Nutrition, Food and Community	1120	HORT 1004 Horticultural Production Systems	1159
HLTH 3008 Gymnastics and Dance	1120	HORT 1006 Protected Cropping Biosecurity and Pollination	1160
HLTH 3009 Major Incident Management	1121	HORT 1007 Protected Cropping Plant Nutrition	1160
HLTH 3011 Obstetrics and Paediatrics	1121	HORT 2001 Greenhouse Technology for Food Sustainability	1161
HLTH 3012 Out-of-hospital Medical Care 2	1122	HORT 2003 Plant Production	1162
HLTH 3014 Paramedic Practice 4	1123	HORT 3001 Postharvest	1162
HLTH 3015 Resistance Training and Physiology	1124	HORT 3002 Protected Cropping Technology	1163
HLTH 3016 Strength and Conditioning	1125	HORT 7001 Advanced Greenhouse Technology	1164
HLTH 3017 Traumatic and Environmental Emergencies	1126	HORT 7002 Greenhouse Control Systems	1164
HLTH 3018 Ethical and Legal Issues in Health Care	1127	HORT 7003 Greenhouse Crop Production	1165
HLTH 3019 Nutrition, Health and Disease	1128	HORT 7004 Industry Project	1166
HLTH 3020 Global Nutrition and Food	1129	HORT 7005 Industry Project (Extended)	1166
HLTH 4001 Professional Reasoning	1129	HORT 7006 Plant-Climate Interactions in Controlled Environments	1167
HLTH 4002 Evidence-Based Practice (Advanced)	1130	HORT 9001 Higher Degree Research Thesis - Horticulture	1168
HLTH 7001 A Global Perspective on Social Determinants of Health	1131	HORT 9002 Higher Degree Research Thesis - Viticulture	1168
HLTH 7002 Building Organisational Capacity in Health Care	1132	HOSP 3001 Approved Industrial Experience (400 Hrs)	1169
HLTH 7003 Community and Public Health Nutrition	1133	HUMN 0001 Academic Skills for Islamic Studies (WSTC Prep)	1169
HLTH 7004 Dissertation	1134	HUMN 0002 Academic Skills for Policing (WSTC Prep)	1169
HLTH 7005 Health Financial Management	1135	HUMN 0003 Academic Skills for the Social Sciences (WSTC Prep)	1170
HLTH 7006 Health Services and Facilities Planning	1136	HUMN 0006 Australian Studies (WSTC Prep)	1171
HLTH 7007 Health Workforce Planning	1137	HUMN 0007 Australian Studies (WSTC)	1172
HLTH 7008 Introduction to Biostatistics	1137	HUMN 0008 Comparative World Religions (WSTC Prep)	1172
HLTH 7009 Leadership and Change	1139	HUMN 0009 Cultural Perspectives (WSTC Prep)	1173
HLTH 7010 Nutrition Promotion	1139	HUMN 0010 Cultural Perspectives (WSTC)	1174
HLTH 7011 Nutritional Assessment Methods	1140	HUMN 0016 Key Ideas in Arts and Social Sciences (WSTC Prep) ...	1174
HLTH 7013 Professional Reasoning	1141	HUMN 0017 Key Ideas in Arts and Social Sciences (WSTC)	1174
HLTH 7014 Professional Topic	1141	HUMN 0018 Literacy for Tertiary Studies (WSTC)	1175
HLTH 7015 Qualitative Research Methodology in Health	1142	HUMN 0019 Studies of Society (WSTC)	1175

HUMN 0020 Understanding Academic Life (WSTC Prep)	1176	HUMN 2007 Advanced Standing for Indigenous Australian Studies 210	1204
HUMN 0021 Understanding the Social Sciences (WSTC Prep)	1177	HUMN 2008 Advanced Standing for Indigenous Australian Studies 220	1205
HUMN 1001 Advanced Standing for Ancient History 110	1178	HUMN 2009 Advanced Standing for Modern History 210	1205
HUMN 1007 Brave New World: Negotiating Social Change in the 21st Century	1178	HUMN 2010 Advanced Standing for Modern History 220	1205
HUMN 1008 Cities: Introduction to Urban Studies	1179	HUMN 2011 Ancient Western Culture: Periclean Athens	1205
HUMN 1010 Contemporary Society (Advanced)	1180	HUMN 2012 Anthropologies of the Everyday	1206
HUMN 1012 Contextualising Community Development Within Indigenous Australia	1180	HUMN 2014 Civil Society in Contemporary China	1206
HUMN 1013 Contextualising Indigenous Australia (Day Mode)	1181	HUMN 2015 Community and Social Action	1207
HUMN 1015 Development and Sustainability	1181	HUMN 2017 Complex Emergencies and International Guidelines ...	1208
HUMN 1016 Different Ways of Being in the World: Introduction to Social Anthropology	1182	HUMN 2018 Cultural and Social Geographies	1208
HUMN 1017 Everyday Life	1183	HUMN 2020 Digital Humanities and Research Methods (UG)	1209
HUMN 1018 Everyday Life (WSTC)	1183	HUMN 2021 Doing Business in China	1209
HUMN 1026 Global Structures, Local Cultures	1184	HUMN 2022 Emergency Field Operations: Supply Management and Logistics	1210
HUMN 1028 Human Rights, Peace and Development	1185	HUMN 2023 Empire: European Colonial Rule and its Subjects, 1750-1920	1211
HUMN 1029 Human Rights, Peace and Development (WSTC)	1186	HUMN 2024 Ethnographies of Southeast Asia and the Pacific	1211
HUMN 1036 Introduction to Critical Thinking	1187	HUMN 2025 Families and Intimate Life	1212
HUMN 1039 Modern European History and Politics	1187	HUMN 2026 Growing the Indigenous Economy	1213
HUMN 1041 People, Place and Social Difference	1188	HUMN 2027 Health, Illness and Biomedicine: A Sociological Perspective	1214
HUMN 1042 People, Place and Social Difference (WSTC)	1189	HUMN 2028 Identity and Belonging	1215
HUMN 1043 Personal Identities in Professional Practice	1190	HUMN 2030 Islam In the Modern World (WSTC)	1216
HUMN 1048 Understanding Islam and Muslim Societies (WSTC) ...	1191	HUMN 2031 Islam in the Modern World	1216
HUMN 1049 Understanding Visual Culture	1191	HUMN 2032 Issues in World Development: Rich World, Poor World .	1217
HUMN 1051 Who do you think you are? (Day Mode)	1192	HUMN 2033 Issues in World Development: Rich World, Poor World (WSTC)	1218
HUMN 1052 Australian Politics and Active Citizenship	1193	HUMN 2034 Keeping the Past	1219
HUMN 1053 Diversity, Language and Culture	1193	HUMN 2035 Logic, Rhetoric and Argumentation	1219
HUMN 1054 When Worlds Collide: European Empires and the World, c.1600-1950	1194	HUMN 2036 Mangamai'bangawarra: Indigenous Science	1219
HUMN 1055 Australian Politics and Active Citizenship (WSTC)	1195	HUMN 2037 Peace-Making and Peace-Building	1220
HUMN 1056 Diversity, Language and Culture (WSTC)	1196	HUMN 2038 Pigments of the Imagination	1221
HUMN 1057 Doing Sociology	1198	HUMN 2039 Political Terror	1221
HUMN 1058 Indigenous Landscapes	1198	HUMN 2040 Politics of Sex and Gender	1222
HUMN 1059 When Worlds Collide: European Empires and the World, c.1600-1950 (WSTC)	1199	HUMN 2043 Religion and the Origins of Modern Science	1222
HUMN 1060 Introduction to Indigenous Australia: Peoples, Places and Philosophies	1200	HUMN 2044 Representing Everyday Life in Literary and Visual Cultures	1223
HUMN 1061 Islam: Past, Present and Future	1201	HUMN 2045 Research Stories	1223
HUMN 1062 Introduction to Indigenous Australia: Peoples, Places and Philosophies (WSTC)	1202	HUMN 2046 Researching Culture	1223
HUMN 2001 A History of Modern Global Buddhism	1203	HUMN 2048 Revaluing Indigenous Economics (Day Mode)	1224
HUMN 2003 Advanced Standing for Ancient History 210	1204	HUMN 2050 Social Research Methods (Block Mode)	1225
HUMN 2004 Advanced Standing for Ancient History 220	1204	HUMN 2053 The Economics of Cities and Regions	1225
HUMN 2005 Advanced Standing for Cultural and Social Analysis 210	1204	HUMN 2056 The Racial State	1226
HUMN 2006 Advanced Standing for Cultural and Social Analysis 220	1204	HUMN 2057 Tourism in Society	1227
		HUMN 2058 Urban Life/Urban Culture	1227
		HUMN 2061 Women with Muslim Identity	1228

HUMN 2062 Youth Cultures and Moral Panics	1229	HUMN 3042 Global Politics	1251
HUMN 2064 Responses to Disaster: School of Social Sciences Winter School	1229	HUMN 3043 Globalisation and Sustainability	1251
HUMN 2065 Self and Society	1230	HUMN 3044 Healing and Culture	1252
HUMN 2066 Investigating and Communicating Social Problems ...	1231	HUMN 3046 History of Modern China to 1949	1253
HUMN 2067 History of the Ancient World	1232	HUMN 3047 History of Muslim Civilisations and Ideas	1254
HUMN 2068 Cultures of Southeast Asia and Oceania	1233	HUMN 3048 History of Sexuality	1254
HUMN 2069 Society, Culture and Human Diversity	1233	HUMN 3049 Home and Away: Ethnicity and Migration in Australia ..	1255
HUMN 2070 First Peoples and Criminal Justice	1234	HUMN 3050 Housing Markets and Policy	1256
HUMN 3001 Advanced Standing for Ancient History 310	1235	HUMN 3051 Human Rights and Culture	1257
HUMN 3002 Advanced Standing for Ancient History 320	1235	HUMN 3052 Innovation Lab	1257
HUMN 3003 Advanced Standing for Cultural and Social Analysis 310	1235	HUMN 3054 Islam in Southeast Asia	1257
HUMN 3004 Advanced Standing for Cultural and Social Analysis 320	1235	HUMN 3056 Islam in the West	1258
HUMN 3005 Advanced Standing for Indigenous Australian Studies 310	1236	HUMN 3057 Islam, Media and Conflict	1259
HUMN 3006 Advanced Standing for Indigenous Australian Studies 320	1236	HUMN 3058 Islamic Revivalism in the Globalised World	1259
HUMN 3007 Advanced Standing for Modern History 310	1236	HUMN 3060 Modern Japanese History	1260
HUMN 3008 Advanced Standing for Modern History 320	1236	HUMN 3061 Mystical Islam: The Emergence of Sufism in World History	1260
HUMN 3009 Alternatives to Violence	1236	HUMN 3062 Napoleon: the Making of a Legend	1261
HUMN 3011 An Introduction to Contemporary Aboriginal Australia ..	1237	HUMN 3063 Peace & Development Project	1262
HUMN 3012 Applied Indigenous Research Project	1237	HUMN 3064 Politics, Power and Resistance	1262
HUMN 3013 Australian Colonial History	1238	HUMN 3065 Postcolonial Australian Cinema	1263
HUMN 3015 Australian History Around Us	1239	HUMN 3066 Power as a Cultural System	1264
HUMN 3016 Australian History Since 1920	1239	HUMN 3067 Power, Politics and Knowledge	1264
HUMN 3017 Australian Indigenous History from Federation to Reconciliation	1240	HUMN 3068 Public Health Response in Complex Emergencies	1265
HUMN 3018 Australian Indigenous History: From first contact to 'dying race'	1240	HUMN 3069 Queer Culture	1266
HUMN 3019 Britain in the Age of Botany Bay, 1760-1815	1241	HUMN 3070 Rethinking Research with Indigenous Australians: Independent Study Project (Day Mode)	1266
HUMN 3023 Climate Change and Culture	1241	HUMN 3071 Self and Society	1267
HUMN 3024 Comparative Nationalism	1242	HUMN 3075 Sociology of Religion	1267
HUMN 3025 Conceptualising Islam	1243	HUMN 3076 Sultans, Colonists and Nationalists: Indonesia C1200-1942	1268
HUMN 3026 Convicts and Settlers - Australian History 1788 - 1840 ..	1243	HUMN 3077 Sustainable Futures	1269
HUMN 3029 Cultures of Crime and Punishment	1244	HUMN 3078 The Anthropologies of Gender and Sexualities	1269
HUMN 3030 Cyber Justice (UG)	1244	HUMN 3079 The Asian Century	1270
HUMN 3031 Death and Culture	1245	HUMN 3080 The History of Southeast Asia	1271
HUMN 3032 Dictators, Democrats and Dreamers: Indonesia 1942 to now	1245	HUMN 3081 The International Relations of the Middle East Since 1945	1272
HUMN 3033 Digital Cultures	1246	HUMN 3082 The Making of the 'Aborigines'	1272
HUMN 3034 Emotions, Culture and Community	1247	HUMN 3084 Theories of Conflict and Violence	1273
HUMN 3035 Enlightenment and Revolution	1248	HUMN 3087 Twentieth Century Australia	1274
HUMN 3036 Ethics in Historical Perspective	1248	HUMN 3088 Understanding Freedom	1274
HUMN 3039 Food: A Cultural History	1249	HUMN 3090 Understanding Power	1275
HUMN 3040 From Vindication to Liberation: A Comparative History of Feminism	1249	HUMN 3091 Violence in Everyday Life	1275
HUMN 3041 Geographies of Migration	1250	HUMN 3092 WWII in Asia and the Pacific	1276
		HUMN 3093 War	1277
		HUMN 3094 War and Society in the Twentieth Century	1277
		HUMN 3096 What is the Human?	1278

HUMN 3098 Genders and sexualities: beyond the binary	1279	HUMN 7024 Humanitarian and Development Agendas and Progress	1308
HUMN 3100 Social Sciences International Placement (I): Preparation for Placement	1279	HUMN 7026 Knowledge Translation	1309
HUMN 3101 Social Sciences International Placement (II): Placement	1280	HUMN 7027 Leading Change	1311
HUMN 3102 Social Sciences International Placement (III): Post-placement Reflections	1281	HUMN 7028 Management and Evaluation of Aid Programs	1311
HUMN 3103 Group Project	1282	HUMN 7029 Master of Social Science Thesis	1312
HUMN 3104 Historical Methodologies	1283	HUMN 7031 Political Economy of Development	1313
HUMN 3105 History of Religion	1284	HUMN 7032 Public Health in Complex Emergencies (Advanced) ...	1313
HUMN 3106 Study Tours	1284	HUMN 7033 Religion and Law in Contemporary Public Discourse ..	1314
HUMN 3107 Labour and Culture	1285	HUMN 7034 Research Project in Cultural Exchange	1315
HUMN 3108 We Are The University: Students Co-creating Change ..	1286	HUMN 7035 Research and Public Policy	1315
HUMN 3109 Catastrophe: The Environmental History of the Ancient World	1286	HUMN 7036 Research in the Social Sciences	1316
HUMN 3110 Gender and Sexualities Across Cultures	1287	HUMN 7037 Researcher Engagement and Impact	1317
HUMN 3111 History of the People's Republic of China	1288	HUMN 7038 Researcher Knowledge and Development	1319
HUMN 3112 Indigenous Methodologies	1288	HUMN 7040 Social Ecology	1320
HUMN 3113 Migration and Social Change	1289	HUMN 7041 Social Research in the Digital World	1321
HUMN 4001 Researcher Development 1: Reading ,Writing, and the Business of Research	1290	HUMN 7042 Space, Place and the Field	1322
HUMN 4002 Researcher Development 2: Proposing and Justifying Research	1291	HUMN 7044 Theories of Difference and Diversity	1322
HUMN 4003 Writing Beyond the Academy: Knowledge Translation and Public Audience Communication	1292	HUMN 7045 Theories of the Social	1323
HUMN 4006 Honours Thesis Part Time 2	1293	HUMN 7047 Transnational Crime	1323
HUMN 4008 Honours Thesis Part Time 4	1293	HUMN 7048 Understanding Race	1324
HUMN 4014 Social Work Honours Preparation	1293	HUMN 7049 Violence, Culture and Criminal Justice	1325
HUMN 7001 Advanced Social Research Methods	1293	HUMN 7051 How to Write History	1325
HUMN 7002 Applied Imagination	1294	HUMN 7054 Social Science Research Project	1326
HUMN 7003 Applied Innovation and Entrepreneurship	1295	HUMN 7055 Social Science Training Placement	1327
HUMN 7004 Australian Cultural Policy and Practice	1296	HUMN 7056 Grant Proposals and Applications	1327
HUMN 7005 Career and Personal Development	1297	HUMN 7057 Thirty-Day Research Placement	1328
HUMN 7006 China Culture Study	1298	HUMN 9001 HDR Thesis - Centre for Health Research	1329
HUMN 7007 Chinese Cultural Policy and Practice	1299	HUMN 9002 HDR Thesis - Centre for Infrastructure Engineering	1330
HUMN 7008 Contemporary Theories of Religion and Society	1299	HUMN 9006 HDR Thesis - Religion and Society Research Centre ...	1330
HUMN 7009 Critical and Creative Enquiry	1300	HUMN 9007 HDR Thesis - Translational Health Research Institute .	1331
HUMN 7011 Cultural Diplomacy and Soft Power	1301	HUMN 9008 Higher Degree Research Thesis - Gender Specific Studies	1332
HUMN 7012 Cyber Justice (PG)	1301	HUMN 9009 Higher Degree Research Thesis - History	1333
HUMN 7013 Debates in Global History	1302	HUMN 9010 Higher Degree Research Thesis - Indigenous Studies ..	1334
HUMN 7015 Digital Humanities Research Methods (PG)	1303	HUMN 9011 Higher Degree Research Thesis - Social Ecology	1334
HUMN 7016 Diversity in Practice	1303	HUMN 9012 Higher Degree Research Thesis - Sociology	1336
HUMN 7017 Ecopedagogies	1304	HUMN 9013 Higher Degree Research Thesis PT - History	1337
HUMN 7018 Ecopsychology and Cultural Change	1305	█	
HUMN 7019 Emergency and Disaster Management	1305	INFO 0001 Academic Skills for Information Communications Technology (WSTC Prep)	1337
HUMN 7021 Fieldwork in Complex and Hostile Places	1306	INFO 0002 Academic Skills for Information Communications Technology (WSTC)	1338
HUMN 7022 Global Criminology and Human Rights	1307	INFO 0003 Advanced Computer Studies (WSTC Prep)	1338
HUMN 7023 Global Health, Migration and Development	1307	INFO 0004 Advanced Computer Studies (WSTC)	1338
		INFO 0005 Computer Competency (WSTC)	1339
		INFO 0006 Computer Fundamentals (WSTC Prep)	1339

INFO 0007 Computer Literacy (WSTC)	1340	INFO 9003 Higher Degree Research Thesis - Mathematics Sciences	1378
INFO 0008 Computer Studies (WSTC Prep)	1341	INFS 1002 Information Systems in Context	1379
INFO 0009 Computer Studies (WSTC)	1341	INFS 1003 Information Systems in Context (WSTC)	1381
INFO 0010 Information Technology in Business (WSTC Prep)	1342	INFS 1006 Systems Analysis and Design	1382
INFO 1001 Introduction to Information Technology	1342	INFS 1007 Systems Analysis and Design (WSTC)	1383
INFO 1002 PC Workshop	1344	INFS 1013 Information Systems in Context (UG Cert)	1384
INFO 2002 Tangible Interaction Design	1344	INFS 2001 Database Design and Development	1385
INFO 2003 Technologies for Mobile Applications	1345	INFS 2002 Database Design and Development (Advanced)	1386
INFO 2004 Cyber Crime and Social Engineering	1345	INFS 2003 Database Design and Development (WSTC)	1387
INFO 2005 Cyber Security and Behaviour Research Project	1346	INFS 2004 Introduction to Health Informatics	1388
INFO 2006 Usable Security	1347	INFS 2005 Introduction to Health Informatics (WSTC)	1390
INFO 2007 Cyber Crime and Social Engineering (Block)	1348	INFS 2006 Object Oriented Analysis	1391
INFO 3001 Computer Security	1349	INFS 2007 Object Oriented Analysis (Advanced)	1392
INFO 3002 Ethical Hacking Principles and Practice	1350	INFS 2009 Database Design and Development (UG Cert)	1393
INFO 3003 Human-Computer Interaction	1351	INFS 2010 Work-Integrated Learning in Digital Construction	1394
INFO 3004 Human-Computer Interaction (Advanced)	1352	INFS 3001 Activity Based Funding/Casemix and Data Quality	1395
INFO 3005 I.T. Support Practicum	1354	INFS 3002 Advanced Clinical Classification	1396
INFO 3006 Information Security	1354	INFS 3003 Artificial Intelligence	1397
INFO 3007 Network Security	1355	INFS 3005 Developing Web Applications with XML	1398
INFO 3008 Professional Development	1356	INFS 3006 Emerging Trends in Information Systems	1399
INFO 3011 Social Computing	1357	INFS 3007 Emerging Trends in Information Systems (Advanced) ...	1399
INFO 3012 Cyber Security and Behaviour Placement 1	1358	INFS 3008 Formal Software Engineering	1400
INFO 3013 Cyber Security and Behaviour Placement 2	1359	INFS 3010 Healthcare Data Environments	1401
INFO 3014 Digital Investigations and Forensics	1360	INFS 3011 Healthcare Software and Systems	1402
INFO 3015 Internet of Things and Smart Environments	1361	INFS 3012 Information Systems Deployment and Management	1403
INFO 7001 Advanced Machine Learning	1362	INFS 3017 Web Systems Development	1403
INFO 7002 Advanced Topics in Artificial Intelligence	1362	INFS 3018 Web Systems Development (Advanced)	1405
INFO 7003 Advanced Topics in User System Interaction	1363	INFS 7001 Advanced Healthcare Data Environments	1406
INFO 7004 ICT Practicum	1364	INFS 7002 Advanced Healthcare Software and Systems	1407
INFO 7005 IT Project Management	1365	INFS 7003 Advanced Topics in ICT	1407
INFO 7007 Masters Thesis	1366	INFS 7004 Content Management Systems and Web Analytics	1408
INFO 7008 Modern Software Architectures	1367	INFS 7005 Smart Construction	1409
INFO 7009 Network Security	1367	INFS 7006 Software Testing and Automation	1409
INFO 7010 Research Project A	1368	INFS 7007 Systems Analysis and Database Management Systems	1410
INFO 7011 Research Project B	1368	INFS 7008 Systems and Network Security	1411
INFO 7012 Strategy for Technological Innovation	1369	INFS 7009 Web Technologies	1412
INFO 7013 Web Engineering	1370	INFS 9001 Higher Degree Research Thesis - Information Systems ..	1413
INFO 7014 Advanced Topics in Cybersecurity	1371	Introduction to Podiatry and Clinical Education	1414
INFO 7015 Applied Cybersecurity	1372		
INFO 7016 Postgraduate Project A	1372	J	
INFO 7017 Postgraduate Project B	1373	JUST 0001 Academic Skills for Criminal and Community Justice (WSTC Prep)	1415
INFO 7018 Cloud Systems Development	1374	JUST 0002 Introduction to Australian Law Enforcement (WSTC Prep)	1416
INFO 9001 Higher Degree Research Thesis - Information Technology	1375	JUST 0003 Introduction to the Australian Legal System (WSTC Prep)	1417
INFO 9002 Higher Degree Research Thesis - Information Technology	1376	JUST 0004 Introduction to the Australian Legal System (WSTC)	1418

JUST 1003 Policing Practices	1418	LANG 0017 Communicating in English 4 - (CIE4)	1444
JUST 1004 Policing Practices (WSTC)	1419	LANG 0018 Communicating in English 5 - (CIE5)	1444
JUST 2007 Human Rights, Human Services and the Law (Block Mode)	1420	LANG 0020 English Enhancement	1444
JUST 2008 Land Law	1421	LANG 0021 English for Academic Purposes 1 - (EAP 1)	1445
JUST 2009 Law Economics and Business Ethics	1421	LANG 0022 English for Academic Purposes 2 - (EAP 2)	1446
JUST 2011 Law of Commercial Obligations	1421	LANG 0023 English for Academic Purposes 3 - (EAP 3)	1446
JUST 2013 Mediation	1422	LANG 0024 English for Academic Purposes 4 - (EAP 4)	1447
JUST 2020 Criminal Law for Policing	1423	LANG 0025 English for Academic Purposes 5 - (EAP 5)	1448
JUST 3001 Advanced Standing for ADPP (Charles Sturt University)	380 1424	LANG 0026 English for International Students 1 (WSTC Prep)	1449
JUST 3002 Assessment and Treatment of Offenders	1424	LANG 0027 English for International Students 1 (WSTC)	1450
JUST 3003 Building Law	1425	LANG 0028 English for International Students 2 (WSTC Prep)	1450
JUST 3006 Governance in Policing	1425	LANG 0029 English for International Students 2 (WSTC)	1451
JUST 3008 Independent Study (Law)	1426	LANG 0030 English for Tertiary Study 1 (WSTC Prep)	1451
JUST 3009 Information Systems Ethics and Law	1427	LANG 0031 English for Tertiary Study 1 (WSTC)	1452
JUST 3011 Issues in the Criminal Justice System	1427	LANG 0032 English for Tertiary Study 2 (WSTC Prep)	1453
JUST 3012 Policing Leaders Internship	1428	LANG 0033 English for Tertiary Study 2 (WSTC)	1453
JUST 3014 Creating Criminal Justice Solutions	1429	LANG 0034 Essential Skills for Academic Success (WSTC Prep)	1454
JUST 4001 Clinical Legal Placement	1430	LANG 0035 IELTS Preparation	1455
JUST 7001 Contemporary Policing Practice	1430	LANG 0036 Introduction to Academic Communication 1 (WSTC Prep)	1455
JUST 7002 Executive Leadership in Policing	1431	LANG 0037 Introduction to Academic Communication 1 (WSTC) ...	1456
JUST 7003 Governance and Accountability in Policing Practice	1431	LANG 0038 Introduction to Academic Communication 1 (WSTC) Online	1457
JUST 7004 Vulnerability and Public Safety	1431	LANG 0039 Introduction to Academic Communication 2 (WSTC Prep)	1458
JUST 7005 Working with Offending Behaviour: Integrating Theory to Practice	1432	LANG 0040 Introduction to Academic Communication 2 (WSTC) ...	1459
JUST 7006 Clinical Legal Placement (Juris Doctor)	1432	LANG 0041 Master of Teaching Direct Entry English Program (MTDEEP)	1460
JUST 7007 Issues in the Criminal Justice System (Juris Doctor) ...	1433	LANG 0042 Professional Communication Skills for Engineering (WSTC Prep)	1460
L		LANG 0043 Skills for Arts (WSTC)	1461
LANG 0001 Academic Communication 1 (WSTC Prep)	1434	LANG 0044 Success in Tertiary Literacies (WSTC)	1462
LANG 0002 Academic Communication 2 (WSTC Prep)	1434	LANG 0045 The Structure of English (WSTC)	1462
LANG 0003 Academic English (WSTC Prep)	1435	LANG 0046 Understanding the Arts (WSTC Prep)	1463
LANG 0004 Academic English (WSTC Prep) Online	1436	LANG 0047 Communicating in English (Nursing)	1464
LANG 0005 Academic English (WSTC)	1436	LANG 0048 Bachelor of Nursing Direct Entry English Program	1464
LANG 0006 Academic English 1 (WSTC)	1437	LANG 0049 Essential Literacy for Construction Professionals I (WSTC Prep)	1464
LANG 0007 Academic English 2 (WSTC)	1438	LANG 0050 Essential Literacy for Construction Professionals II (WSTC Prep)	1465
LANG 0009 Academic Skills for Arts (WSTC Prep)	1438	LANG 0051 Communication Skills for Health Science 1 (WSTC)	1466
LANG 0010 Academic Skills for Arts (WSTC)	1439	LANG 0052 Academic Communication for Policing and Justice (WSTC Prep)	1467
LANG 0011 Academic Skills for Arts (WSTC) Online	1440	LANG 0053 Communication Skills for Health Science 2 (WSTC)	1468
LANG 0012 Academic and Professional Communication (WSTC Prep)	1441	LANG 0054 Professional Communication Skills for Policing and Justice (WSTC Prep)	1469
LANG 0013 Advanced Academic English Skills - A Reading and Writing Module	1442	LANG 1002 Arabic 101	1470
LANG 0014 Advanced Academic English Skills - B Listening and Speaking Module	1442	LANG 1003 Arabic 102	1471
LANG 0015 Communicating in English 1 - (CIE1)	1443	LANG 1005 Chinese 101	1471
LANG 0016 Communicating in English 2 - (CIE2)	1443		

LANG 1006 Chinese 102	1472	LANG 2039 Sexual/Textual Politics in Victorian Women's Writing ..	1504
LANG 1008 Communicating in English 3 - (CIE3)	1473	LANG 2040 Spanish 201	1505
LANG 1009 Immersion Language Beginner 101	1473	LANG 2041 Structure of Language	1506
LANG 1010 Immersion Language Beginner 102	1474	LANG 2044 The Gothic	1506
LANG 1011 Indonesian 101	1474	LANG 2047 Translation Technologies	1507
LANG 1012 Indonesian 102	1474	LANG 2048 Working Grammar	1507
LANG 1013 Introduction to Interpreting	1475	LANG 2050 Medieval and Early Modern Literature	1508
LANG 1014 Introduction to Linguistics	1476	LANG 2051 Writing and Reading Sci-Fi and Fantasy	1509
LANG 1015 Introduction to Literary Studies	1477	LANG 2054 Japanese 204: Speaking and Listening	1509
LANG 1016 Introduction to Literary Studies (WSTC)	1477	LANG 2055 English Text	1510
LANG 1017 Introduction to Translation	1479	LANG 3001 19th Century American Literature	1511
LANG 1020 Japanese 101	1479	LANG 3002 20th Century American Literature	1511
LANG 1021 Japanese 102	1480	LANG 3003 Accreditation Studies (UG)	1512
LANG 1028 The Sound of Language	1481	LANG 3004 Advanced Standing for Linguistics 310	1513
LANG 1029 Foundations of Academic English	1482	LANG 3005 Advanced Standing for Linguistics 320	1513
LANG 1030 Thinking Critically About Texts and Society	1483	LANG 3006 Advanced Standing for Literature 310	1513
LANG 1031 Foundations of Academic English (WSTC)	1484	LANG 3007 Advanced Standing for Literature 320	1513
LANG 1032 Thinking Critically About Texts and Society (WSTC)	1485	LANG 3009 Arabic 301	1513
LANG 2001 Advanced Standing for Linguistics 210	1486	LANG 3011 Arabic 302 - Arabic Advanced Language and Grammar .	1514
LANG 2002 Advanced Standing for Literature 210	1486	LANG 3012 Arabic 303: Advanced Writing Skills	1515
LANG 2003 Advanced Standing for Literature 220	1486	LANG 3013 Arabic 304: Arabic Advanced Speaking	1515
LANG 2004 Arabic 201	1486	LANG 3014 Arabic 306: Arabic Novel and Short Story	1516
LANG 2006 Arabic 202	1487	LANG 3015 Arabic 308: Language Past and Present	1517
LANG 2007 Arabic 203	1488	LANG 3016 Bilingualism and Biculturalism	1518
LANG 2008 Arabic 204	1489	LANG 3018 Children's Literature: Image and Text	1519
LANG 2009 Chinese 201	1490	LANG 3019 Children's and Young Adult Fiction	1519
LANG 2010 Chinese 202	1490	LANG 3020 Chinese 301	1520
LANG 2011 Chinese 203	1491	LANG 3021 Chinese 302	1521
LANG 2012 Chinese 204	1493	LANG 3022 Chinese 303: Twentieth-Century Chinese Literature	1522
LANG 2013 Comedy and Tragedy	1493	LANG 3023 Chinese 304: Chinese Classical Literature	1523
LANG 2014 Community Translation (UG)	1494	LANG 3024 Chinese 305: Chinese Cinema	1523
LANG 2015 Cultural History of Books and Reading	1495	LANG 3025 Chinese 306: Traditional Chinese Thought	1524
LANG 2019 Immersion Language Heritage Background 201	1496	LANG 3026 Chinese 307: The Cultural Context of China	1525
LANG 2020 Immersion Language Heritage Background 202	1496	LANG 3027 Creative Non-Fiction	1525
LANG 2021 Indonesian 201	1496	LANG 3028 Crime Fiction	1526
LANG 2022 Indonesian 202	1497	LANG 3029 Culture, Discourse and Meaning	1526
LANG 2023 Interpreting Skills	1497	LANG 3030 Discourse Analysis	1527
LANG 2024 Japanese 201	1498	LANG 3031 Discovering language: Everything you've ever wanted to know but never asked	1527
LANG 2025 Japanese 202 Speaking and Listening	1499	LANG 3033 Film and Drama	1528
LANG 2026 Japanese 203	1500	LANG 3034 Historical Linguistics	1529
LANG 2033 Literature and Decolonisation	1501	LANG 3035 Immersion Language Native Speaker 301	1529
LANG 2034 Meaning in Language	1502	LANG 3036 Immersion Language Native Speaker 302	1529
LANG 2035 Methods of Reading	1502	LANG 3037 Immersion Society and Culture 301	1530
LANG 2036 Modern Australian Poetry and Poetics	1503	LANG 3038 Immersion Society and Culture 302	1530
LANG 2037 Pragmatics	1504	LANG 3043 Indonesian 305: Past and Present of Indonesian	1530

LANG 3044 Indonesian 306: Indonesian Literature	1530	LANG 3098 Indonesian 304	1560
LANG 3045 Intercultural Communication	1531	LANG 3099 English Talk	1561
LANG 3049 Interpreting and Translation Professional Practicum (UG)	1532	LANG 7001 Accreditation Studies	1561
LANG 3050 Introduction to Stylistics	1533	LANG 7002 Advanced Standing for Interpreting and Translation 740 (PG)	1562
LANG 3051 Japanese 301	1533	LANG 7003 Advanced Standing for Interpreting and Translation 760 (PG)	1562
LANG 3052 Japanese 302	1534	LANG 7004 Audiovisual Translation: Subtitling and Captioning	1562
LANG 3053 Japanese 303: Contemporary Culture and Society	1535	LANG 7005 Bilingualism and Education	1563
LANG 3054 Japanese 304: Discourse in Japanese	1536	LANG 7006 Business Interpreting	1564
LANG 3055 Japanese 305: Advanced Reading and Writing	1536	LANG 7007 Community and Social Services Translation (PG)	1565
LANG 3056 Japanese 306: Japanese Popular Culture	1537	LANG 7008 Conference Interpreting	1566
LANG 3057 Languages and Grammatical Concepts 3A: Arabic	1538	LANG 7009 Contexts of TESOL	1566
LANG 3058 Languages and Grammatical Concepts 3A: Chinese	1539	LANG 7010 Critical Literature Review	1567
LANG 3059 Law, Literature and Culture	1540	LANG 7011 Formal and Functional Grammar	1568
LANG 3060 Legal Interpreting (UG)	1540	LANG 7014 Gender and Genre	1568
LANG 3061 Literary Animals	1541	LANG 7015 Intercultural Communication (PG)	1569
LANG 3062 Literature and Philosophy	1542	LANG 7016 Interpreting Skills (PG)	1570
LANG 3065 Medical Interpreting (UG)	1542	LANG 7017 Interpreting and Translation Professional Practicum (PG)	1571
LANG 3066 Postcolonial Literatures: Partition, Dependence and Exile	1543	LANG 7020 Introduction to Interpreting PG	1572
LANG 3067 Preparation for NAATI Certification (UG)	1544	LANG 7021 Introduction to Translation PG	1573
LANG 3068 Race in Literature	1544	LANG 7022 Investigating Second Language Acquisition	1574
LANG 3069 Reading Ireland in the 1990s: Fiction, Poetry, Drama ...	1545	LANG 7023 Language and Linguistics Research Methods	1575
LANG 3071 Second Language Acquisition	1546	LANG 7025 Languages and Linguistics Special Project	1576
LANG 3072 Short Fiction in the Americas	1547	LANG 7026 Legal Interpreting	1577
LANG 3073 Sociolinguistics	1547	LANG 7027 Literary Theory	1578
LANG 3074 Spanish 301	1548	LANG 7028 Literary Translation	1578
LANG 3075 Spanish 302	1548	LANG 7029 Medical Interpreting (PG)	1579
LANG 3076 Spanish 303: Advanced Writing Skills	1549	LANG 7030 Preparation for NAATI Certification (PG)	1580
LANG 3077 Spanish 304: Advanced Speaking Skills	1549	LANG 7031 Second Language Assessment and Testing	1580
LANG 3078 Spanish 305: Contemporary Literature	1550	LANG 7032 Specialised Translation (PG)	1581
LANG 3079 Spanish 306: Contemporary History	1550	LANG 7033 TESOL Internship	1582
LANG 3080 Spanish 307: Classical Literature	1551	LANG 7034 TESOL Project	1583
LANG 3081 Spanish 308: Spanish Sociolinguistics	1551	LANG 7035 Text Analysis for Translation (PG)	1584
LANG 3082 Special Study in Languages and Linguistics	1552	LANG 7036 Translation Technologies (PG)	1584
LANG 3083 Specialised Translation (UG)	1552	LANG 9001 Higher Degree Research Thesis - Languages and Linguistics	1585
LANG 3084 Text Analysis for Translation (UG)	1553	LAWS 0001 Law Exchange Unit 1	1586
LANG 3086 The Novel	1554	LAWS 0002 Law Exchange Unit 2	1586
LANG 3087 Women's Writing	1555	LAWS 0003 Law Exchange Unit 3	1587
LANG 3089 World Literature in Translation	1556	LAWS 0004 Law Exchange Unit 4	1587
LANG 3091 Writing and Society	1556	LAWS 0005 Law Exchange Unit 5	1588
LANG 3093 Advanced Standing for LOTE 320	1557	LAWS 1001 Enterprise Law	1588
LANG 3094 The Value of Literature	1557	LAWS 1002 Enterprise Law (WSTC)	1590
LANG 3095 Indonesian 301	1558	LAWS 1003 Fundamentals of Australian Law	1591
LANG 3096 Indonesian 302	1558	LAWS 1007 Introduction to Law (WSTC)	1592
LANG 3097 Indonesian 303	1559		

LAWS 1009 Legal Analysis and Critique	1592	LAWS 3039 Islam, International Law and Human Rights	1622
LAWS 2001 Alternative Dispute Resolution	1593	LAWS 3040 Islamic Law in a Changing World	1623
LAWS 2002 Constitutional Law	1594	LAWS 3042 Jurisprudence	1624
LAWS 2003 Contracts	1594	LAWS 3043 Land Transactions Law	1625
LAWS 2004 Criminal Law	1595	LAWS 3044 Law and Public Policy (Development and Implementation)	1625
LAWS 2005 Financial Services Law	1596	LAWS 3045 Law of Associations	1626
LAWS 2007 First Peoples and the Australian Legal System	1597	LAWS 3046 Law of Employment	1627
LAWS 2008 Government and Public Law	1597	LAWS 3047 Law of International Organisations	1627
LAWS 2010 Law of Business Organisations	1598	LAWS 3048 Law of the Sea	1628
LAWS 2011 Property Law	1599	LAWS 3049 Media Law	1629
LAWS 2012 Regulatory Risk and Compliance	1599	LAWS 3050 Medical Law	1629
LAWS 2013 Torts Law	1600	LAWS 3052 Mental Health Law	1630
LAWS 2014 Bioethics	1600	LAWS 3053 Moot Court	1631
LAWS 3001 Advanced Family Law	1601	LAWS 3055 Planning and Environment Law	1632
LAWS 3002 Advanced Torts and Civil Wrongs	1602	LAWS 3056 Practising in the Public Interest	1633
LAWS 3003 Advocacy	1603	LAWS 3059 Professional Responsibility and Legal Ethics	1634
LAWS 3004 Anti-Discrimination Law	1604	LAWS 3060 Protecting Ideas	1634
LAWS 3005 Australian Competition Law	1604	LAWS 3061 Public Health Law	1634
LAWS 3006 Australian Consumer Law	1605	LAWS 3063 Public International Law	1635
LAWS 3007 Banking and Securities Law	1606	LAWS 3064 Remedies	1636
LAWS 3008 Civil Procedure and Arbitration	1606	LAWS 3065 Retirement Planning	1636
LAWS 3011 Comparative Law: Legal Systems of the World	1606	LAWS 3066 Revenue Law Industry Placement	1636
LAWS 3013 Conflict of Laws	1607	LAWS 3067 Self-Managed Superannuation and Trusts	1637
LAWS 3014 Corporate Governance	1608	LAWS 3068 Space Law - Commercial Aspects	1637
LAWS 3015 Cyber Law and Justice	1609	LAWS 3069 State Taxes and GST	1638
LAWS 3016 Elder Law	1609	LAWS 3070 Taxation Law	1639
LAWS 3017 Employment Law and Policy	1610	LAWS 3071 Wills and Succession	1640
LAWS 3018 Equity & Trusts	1610	LAWS 3072 Work Health and Safety Law	1641
LAWS 3021 Estate and Succession Planning	1611	LAWS 3073 Elder Law Industry Placement	1641
LAWS 3022 Family Dispute Resolution	1612	LAWS 3074 Judicial Internship	1642
LAWS 3023 Family Law	1612	LAWS 3075 Law's Self-Understanding	1643
LAWS 3024 Foundations of Chinese Law	1613	LAWS 3076 Technology, Innovation and the Law	1644
LAWS 3025 Foundations of Indian Law	1614	LAWS 3077 Legal Internship	1644
LAWS 3026 Governance	1614	LAWS 3078 Legal, Economic and Social Transformation in Taiwan .	1645
LAWS 3027 Human Rights Law	1615	LAWS 4001 Administrative Law	1646
LAWS 3028 Human Rights and the Asia Pacific	1616	LAWS 4002 Advanced Constitutional Law	1646
LAWS 3029 Immigration and Refugee Law	1616	LAWS 4003 Advanced Taxation Law	1647
LAWS 3030 Information and Data Governance Law and Regulation	1617	LAWS 4004 Criminal Procedure and Evidence	1647
LAWS 3031 Insolvency Law and Policy	1618	LAWS 4006 International Climate Law	1648
LAWS 3032 Intellectual Property	1618	LAWS 4007 International Environmental Law	1649
LAWS 3033 International Business Transactions Law	1619	LAWS 4008 Revenue Law	1649
LAWS 3034 International Criminal Law	1620	LAWS 4009 Transactional Law	1650
LAWS 3035 International Moot Court	1621	LAWS 4010 Designing Law Apps for Access to Justice	1651
LAWS 3036 International Trade Law	1621	LAWS 4011 Law Honours Dissertation	1651
LAWS 3038 International Transactions Law	1622	LAWS 7001 Advanced Clinical Legal Placement	1652

LAWS 7003 Australia's Visa System 1	1653	LAWS 7053 Equity & Trusts (Juris Doctor)	1687
LAWS 7004 Australia's Visa System 2	1654	LAWS 7054 Foundations of Chinese Law (Juris Doctor)	1688
LAWS 7005 Australia's Visa System 3, Cancellation and Review	1654	LAWS 7055 Foundations of Indian Law (Juris Doctor)	1688
LAWS 7006 Australian Legal System and Common Law	1655	LAWS 7056 Fundamentals of Australian Law (Juris Doctor)	1689
LAWS 7007 Australian Migration Law	1656	LAWS 7057 Government and Public Law (Juris Doctor)	1690
LAWS 7008 Bioethics in Perspective	1657	LAWS 7058 Introduction to Law (Juris Doctor)	1690
LAWS 7009 Commercial Law	1657	LAWS 7059 Judicial Internship (Juris Doctor)	1691
LAWS 7010 Company Law	1658	LAWS 7060 Law of Associations (Juris Doctor)	1692
LAWS 7011 Contemporary Issues in Taxation	1659	LAWS 7061 Legal Analysis and Critique (Juris Doctor)	1693
LAWS 7013 Global Governance and Sustainability	1660	LAWS 7062 Legal Research Dissertation	1693
LAWS 7014 Human Rights in Practice and Theory	1661	LAWS 7063 Legal Research Project 1	1694
LAWS 7015 Information and Data Governance Law and Policy	1662	LAWS 7064 Legal Research Project 2	1694
LAWS 7016 International Banking and Finance Law	1662	LAWS 7065 Moot Court (Juris Doctor)	1695
LAWS 7017 International Climate Change Law	1663	LAWS 7066 Professional Responsibility and Legal Ethics (Juris Doctor)	1696
LAWS 7018 International Corporate Governance	1664	.....
LAWS 7019 International Criminal Law and Justice	1664	LAWS 7067 Property Law (Juris Doctor)	1696
LAWS 7020 International Environmental Law and Policy	1665	LAWS 7068 Remedies (Juris Doctor)	1697
LAWS 7021 International Governance Dissertation	1666	LAWS 7069 Revenue Law (Juris Doctor)	1698
LAWS 7022 International Human Rights Law	1667	LAWS 7070 Revenue Law Industry Placement (Juris Doctor)	1699
LAWS 7025 International Law of Ocean Governance	1668	LAWS 7071 Technology, Innovation and the Law (Juris Doctor)	1699
LAWS 7026 International Space Law - Commercial Aspects	1669	LAWS 7072 Torts Law (Juris Doctor)	1700
LAWS 7027 Legal Philosophy and Methodology	1669	LAWS 9001 Higher Degree Research Thesis - Law	1701
LAWS 7029 Migration Practice 2	1670		
LAWS 7030 Principles of International Law	1671	M	
LAWS 7031 Principles of Taxation	1671	MANU 2001 Design and Manufacturing	1701
LAWS 7032 Revenue Law (PG)	1672	MANU 3003 Creative Digital: Robots and Avatars	1702
LAWS 7033 Security of Ideas	1673	MATH 0002 Foundations of Mathematics (WSTC)	1703
LAWS 7035 International Criminology Project	1674	MATH 0003 Introductory Business Mathematics (WSTC)	1703
LAWS 7036 Migration Practice and Theory 1	1674	MATH 0004 Mathematics (WSTC Prep)	1704
LAWS 7037 Migration Practice and Theory 2	1675	MATH 0005 Mathematics (WSTC)	1704
LAWS 7038 Visa Cancellation and Review	1676	MATH 0006 Mathematics 1 (WSTC Prep)	1705
LAWS 7039 International Criminal Justice	1677	MATH 0007 Mathematics 1 (WSTC)	1706
LAWS 7040 Financial Advice (Regulatory and Legal Obligations) ...	1677	MATH 0008 Mathematics 2 (WSTC Prep)	1706
LAWS 7041 Administrative Law (Juris Doctor)	1678	MATH 0009 Mathematics 2 (WSTC)	1708
LAWS 7042 Advanced Legal Negotiation (Juris Doctor)	1679	MATH 0010 Mathematics 3 (WSTC Prep)	1708
LAWS 7043 Advocacy (Juris Doctor)	1680	MATH 0011 Mathematics 3 (WSTC)	1709
LAWS 7044 Alternative Dispute Resolution (Juris Doctor)	1680	MATH 0012 Mathematics B (WSTC Prep)	1709
LAWS 7045 Civil Procedure and Arbitration (Juris Doctor)	1681	MATH 0013 Mathematics B (WSTC)	1710
LAWS 7046 Constitutional Law (Juris Doctor)	1682	MATH 0014 Mathematics C (WSTC Prep)	1710
LAWS 7047 Contracts (Juris Doctor)	1682	MATH 0015 Mathematics Extension (WSTC)	1710
LAWS 7048 Criminal Law (Juris Doctor)	1683	MATH 0017 Mathematics for Health Science (WSTC)	1711
LAWS 7049 Criminal Procedure and Evidence (Juris Doctor)	1684	MATH 0018 Maths Start Algebra 1	1712
LAWS 7050 Designing Law Apps for Access to Justice (Juris Doctor)	1685	MATH 0019 Maths Start Algebra 2	1712
.....		MATH 0020 Maths Start Calculus	1712
LAWS 7051 Elder Law (Juris Doctor)	1685	MATH 0021 Maths Start Preparation for Calculus	1712
LAWS 7052 Elder Law Industry Placement (Juris Doctor)	1686	MATH 0022 Maths Start Statistics	1713
		MATH 0023 Maths Start Trigonometry	1713

MATH 0024 Maths Start for Engineering	1713	MATH 3001 Abstract Algebra	1752
MATH 0025 Nursing Numeracy	1713	MATH 3003 Analysis	1753
MATH 0026 Practical Mathematics (WSTC)	1714	MATH 3004 Discovery Project	1754
MATH 0027 Scientific Methods for Construction Management (WSTC Prep)	1714	MATH 3005 Environmental Informatics	1754
MATH 0028 Statistics for Academic Purposes (WSTC Prep)	1715	MATH 3006 Mathematical Modelling	1755
MATH 0029 Statistics for Academic Purposes (WSTC)	1716	MATH 3007 Predictive Modelling	1756
MATH 0030 Introduction to Building Calculations (WSTC Prep)	1717	MATH 3008 Quantitative Project	1757
MATH 1001 Analysis of Change	1718	MATH 3011 Probabilistic Models and Inference	1757
MATH 1002 Analytics Programming	1718	MATH 3012 Combinatorics	1758
MATH 1003 Biometry	1719	MATH 3013 Fields and Equations	1758
MATH 1004 Biometry (WSTC)	1720	MATH 3014 Financial Mathematics	1759
MATH 1006 Discrete Mathematics	1721	MATH 3015 Groups and Symmetry	1759
MATH 1010 Fundamentals for Engineering Studies (WSTC AssocD)	1722	MATH 3016 Mathematics Project	1760
MATH 1012 Management Analytics	1723	MATH 4001 Mathematics Honours Thesis	1761
MATH 1014 Mathematics 1A	1724	MATH 7001 Advanced Mathematical Investigations	1761
MATH 1015 Mathematics 1B	1725	MATH 7002 Advanced Statistical Methods	1762
MATH 1016 Mathematics for Engineers 1	1726	MATH 7003 Applied Business Statistics	1763
MATH 1017 Mathematics for Engineers 1 (WSTC AssocD)	1728	MATH 7005 Approximation Theory	1764
MATH 1018 Mathematics for Engineers 1 (WSTC)	1728	MATH 7008 Mathematical Investigations	1764
MATH 1019 Mathematics for Engineers 2	1730	MATH 7009 Mathematical Proof and Reasoning	1765
MATH 1020 Mathematics for Engineers 2 (WSTC AssocD)	1731	MATH 7011 Predictive Analytics	1765
MATH 1021 Mathematics for Engineers Preliminary	1732	MATH 7012 Programming for Data Science	1766
MATH 1022 Mathematics for Engineers Preliminary (WSTC AssocD)	1733	MATH 7014 Social Media Intelligence	1766
MATH 1023 Mathematics for Engineers Preliminary (WSTC)	1734	MATH 7015 Statistics for Accountants (PG)	1767
MATH 1026 Quantitative Thinking	1735	MATH 7016 The Nature of Data	1767
MATH 1027 Quantitative Thinking (WSTC)	1737	MATH 7017 Probabilistic Graphical Models	1768
MATH 1028 Statistical Decision Making	1738	MATH 7018 Scientific Informatics	1769
MATH 1029 Statistical Decision Making (WSTC)	1738	MATH 7019 Mathematics of Signal Processing	1770
MATH 1030 Statistics for Business	1739	MATH 9001 HDR Thesis - Centre for Research in Mathematics	1770
MATH 1031 Statistics for Business (WSTC)	1741	MATH 9002 Higher Degree Research Thesis - Quantitative Methods and Mathematical Sciences	1771
MATH 1033 Thinking About Data	1742	MECH 2001 Kinematics and Kinetics of Machines	1772
MATH 1034 Mathematics for Engineers 1 (Advanced)	1743	MECH 2002 Kinematics and Kinetics of Machines (WSTC AssocD)	1773
MATH 1035 Mathematics for Engineers 2 (Advanced)	1743	MECH 2003 Mechanics of Materials	1774
MATH 1036 Mathematics for Engineers Preliminary	1743	MECH 2004 Mechanics of Materials (WSTC AssocD)	1775
MATH 2001 Advanced Calculus	1744	MECH 2005 Mathematics for Mechanical and Mechatronic Engineers	1776
MATH 2003 Differential Equations	1745	MECH 3001 Advanced Dynamics	1776
MATH 2004 Discrete Structures and Complexity	1746	MECH 3002 Advanced Mechanics of Materials	1777
MATH 2006 Experimental Design and Analysis	1747	MECH 3004 Dynamics of Mechanical Systems	1778
MATH 2009 Introduction to Data Science	1748	MECH 3005 Mechanical Design	1779
MATH 2010 Linear Algebra	1748	MECH 3006 Mechatronic Design	1780
MATH 2011 Making Sense of Data	1749	MECH 3007 Thermal and Fluid Engineering	1781
MATH 2012 Mathematics for Engineers 3	1750	MECH 3008 Thermodynamics and Heat Transfer	1782
MATH 2013 Object Oriented Analysis (WSTC)	1751	MECH 3009 Thermodynamics and Heat Transfer (WSTC AssocD)	1782
MATH 2014 Visual Analytics	1752	MECH 4001 Computational Fluid Dynamics	1783

MECH 4002 Computer Aided Engineering	1784	MEDI 7009 Clinical Allergy	1826
MECH 4003 Mobile Robotics	1785	MEDI 7011 Clinical Minimally Invasive Gynaecological Surgery 2 ...	1827
MECH 4004 Robotics	1786	MEDI 7012 Critical Care: Skills and Practice	1828
MECH 4005 Advanced Engineering Thesis 1: Preliminary Investigations	1786	MEDI 7013 Cytopathology and Small Biopsy Pathology 1	1829
MECH 4006 Advanced Engineering Thesis 2: Detailed Investigations	1787	MEDI 7014 Cytopathology and Small Biopsy Pathology 2	1830
MECH 7001 Advanced Computational Fluid Dynamics	1787	MEDI 7015 Diversity in Generalist Practice	1830
MECH 7002 Advanced Computer Aided Engineering	1788	MEDI 7016 Endometriosis	1831
MECH 7003 Advanced Dynamic Systems	1789	MEDI 7017 Gynaecological Surgery Ergonomics	1832
MECH 7004 Advanced Mobile Robotics	1789	MEDI 7021 Mental Health Aspects of Allergic Diseases	1833
MECH 7005 Advanced Robotics	1790	MEDI 7022 Nutritional Aspects of Allergic Diseases	1833
MECH 7006 Advanced Thermal and Fluid Engineering	1790	MEDI 7023 Pelvic Anatomy	1834
MECH 7007 Mechanical System Design	1791	MEDI 7025 Port Entry	1835
MECH 7008 Mechatronic System Design	1792	MEDI 7026 Power Modalities	1836
MECH 9001 Higher Degree Research Thesis - Engineering (Industrial Design)	1793	MEDI 7027 Professional Portfolio 4	1837
MECH 9002 Higher Degree Research Thesis - Engineering (Mechanical)	1794	MEDI 7028 Professional Portfolio 5	1838
MEDI 0001 Medicine Exchange Unit 1	1794	MEDI 7029 Reflective Clinical Allergy Practice	1838
MEDI 0002 Medicine Exchange Unit 2	1795	MEDI 7030 Research Project in Rural Generalist Medicine	1839
MEDI 0003 Medicine Exchange Unit 3	1795	MEDI 7031 Rural and Remote Medicine: The Generalist Approach ..	1840
MEDI 0004 Medicine Exchange Unit 4	1796	MEDI 7032 Surgical Pathology 1	1840
MEDI 0005 Medicine Exchange Unit 5	1796	MEDI 7033 Surgical Pathology 2	1841
MEDI 1002 Foundations of Medicine 1	1796	MEDI 7034 Surgical Pathology 3	1841
MEDI 1004 Clinical Sciences 1	1798	MEDI 7035 Surgical Pathology 4	1842
MEDI 2002 Foundations of Medicine 2	1800	MEDI 7036 Surgical Pathology 5	1843
MEDI 2003 Clinical Sciences 2	1802	MEDI 7037 Surgical Pathology 6	1844
MEDI 3002 Clinical Assessment Methods	1804	MEDI 7038 Telehealth and Rural Communities	1844
MEDI 3003 Integrated Clinical Rotations 1	1805	MEDI 7039 Clinical Practice in Diabetes 1	1845
MEDI 3004 Medical Research Project	1808	MEDI 7040 Clinical Practice in Diabetes 2	1846
MEDI 3005 Professional Portfolio 2	1810	MEDI 7041 Diabetes Self-Management Support 1: Individuals	1847
MEDI 3006 Applied Clinical Sciences 1	1810	MEDI 7042 Diabetes Self-Management Support II: Systems and Organisations	1848
MEDI 3007 Professional Health Placement	1812	MEDI 7043 Diabetes in Paediatrics, Transition and Pregnancy	1849
MEDI 3008 Mortuary Practice	1813	MEDI 7044 Diabetes in Primary Care	1849
MEDI 3009 Foundational Diagnostic Imaging	1814	MEDI 7045 Diabetes in the Hospital	1850
MEDI 4001 Integrated Clinical Rotations 2	1815	MEDI 7046 Advanced Gynaecological Surgery 1	1850
MEDI 4002 Integrated Clinical Rotations 3	1817	MEDI 7047 Advanced Gynaecological Surgery 2	1851
MEDI 4003 Integrated Clinical Rotations 4	1819	MEDI 7048 Advanced Imaging Research Project	1852
MEDI 4004 Integrated Clinical Rotations General (ICR General)	1820	MEDI 7049 Advanced MR Theory	1853
MEDI 4005 Professional Portfolio 3	1822	MEDI 7050 Advanced Practice in Gynaecological Surgery	1854
MEDI 4006 Honours Project (Medicine)	1823	MEDI 7051 Evidence Based Imaging and Clinical Pathways	1855
MEDI 7002 Allergic Sciences 1	1823	MEDI 7052 MR Angiography and Cardiac	1856
MEDI 7003 Allergic Sciences 2	1824	MEDI 7053 MR Body and Pelvis Imaging	1857
MEDI 7004 Applications of Magnetic Resonance from Cancer to Neuroanatomy	1825	MEDI 7054 MR Musculoskeletal Imaging (MSK)	1858
MEDI 7008 Chronic Disease Management in Rural Practice	1826	MEDI 7055 MR Neurology - Head, Neck and Spinal Imaging	1860
		MEDI 7056 MR Screening	1861
		MEDI 7057 MRI Physics	1862
		MEDI 7058 Multi-sectional and 3D Human Anatomy	1863

MEDI 7059 Radiobiology	1864	MKTG 2002 Incubator 1: Innovation and Creativity for Entrepreneurship	1897
MEDI 7060 Adnexal Surgery	1864	MKTG 2003 Incubator 3: Product Development	1897
MEDI 7061 Hysterectomy	1865	MKTG 2004 International Marketing Research	1898
MEDI 7062 Pelvic Floor Surgery	1866	MKTG 2005 Issues, Risk and Crisis Communication	1898
MEDI 7063 Applied Clinical Sciences 2	1867	MKTG 2006 Marketing Communications	1899
MEDI 7064 Applied Clinical Sciences 3	1868	MKTG 2007 Marketing Research	1900
MEDI 7065 Medicine in Practice	1869	MKTG 2008 Principles of E-Marketing	1901
MEDI 7066 Medical Research Project (PG)	1871	MKTG 2010 Customer Experience Fundamentals	1901
MEDI 7067 Cytopathology, Small Biopsy and Breast Pathology	1871	MKTG 2011 Customer Insights	1902
MEDI 7068 Cytopathology, Small Biopsy and Cardiorespiratory Pathology	1872	MKTG 3001 Brand and Product Management	1903
MEDI 7069 General Surgical Pathology and Gastrointestinal Pathology	1873	MKTG 3002 Business to Business Marketing	1904
MEDI 7070 General Surgical and Central Nervous System Pathology	1873	MKTG 3003 Commercial Property Management	1905
MEDI 7071 Surgical Pathology of Skin, Bone and Soft Tissue	1874	MKTG 3004 Export Strategy and Applications	1906
MEDI 7072 Surgical Pathology of the Female Genital Tract	1875	MKTG 3005 Incubator 6: Funding and Start-up	1907
MEDI 7073 Surgical Pathology of the Genito-urinary Uract, Salivary Gland and Endocrine System	1876	MKTG 3006 Incubator 7: Growth and Exit Strategies	1908
MEDI 7074 Surgical Pathology of the Head and Neck, Haematopathology and Paediatric Pathology	1877	MKTG 3007 International Marketing	1908
Medicine in Practice	1877	MKTG 3009 Marketing Planning Project	1910
MGMT 1001 Introduction to Property	1878	MKTG 3010 Marketing and Society	1911
MGMT 1002 Principles of Valuation	1879	MKTG 3011 Marketing of Services	1912
MGMT 2001 Commercial Valuation	1879	MKTG 3013 Property Development 2	1912
MGMT 3001 Property Project	1880	MKTG 3014 Property Development Process	1913
MGMT 3002 Rural Valuation	1881	MKTG 3016 Strategic Marketing Management	1914
MGMT 3003 Specialised Valuation	1881	MKTG 3017 The Markets of Asia	1915
MGMT 3004 Statutory Valuation	1882	MKTG 3018 Public Relations: Campaigns	1916
MGMT 7003 Financial Management of Projects	1883	MKTG 3019 Marketing and Digital Communications	1917
MGMT 9001 Higher Degree Research Thesis - Management and Commerce	1884	MKTG 3020 Omnichannel Marketing	1918
MGMT 9002 Higher Degree Research Thesis - Management and Commerce	1885	MKTG 3021 Strategic Brand Management	1919
MKTG 0001 Marketing Skills	1886	MKTG 7001 Applied Channel Systems	1919
MKTG 1001 Advertising: An Introduction	1887	MKTG 7003 Applied Project (Finance and Property)	1920
MKTG 1002 Advertising: An Introduction (WSTC)	1888	MKTG 7006 Contemporary Issues in Marketing	1920
MKTG 1003 Consumer Behaviour	1889	MKTG 7007 Corporate Asset and Property Management	1920
MKTG 1004 Consumer Behaviour (WSTC)	1890	MKTG 7008 Creating Markets	1921
MKTG 1005 Consumers, Firms and Markets	1890	MKTG 7009 Customer Relationship Marketing	1922
MKTG 1006 Marketing Principles	1890	MKTG 7010 Customer Value Management	1922
MKTG 1008 Marketing Principles (WSTC)	1891	MKTG 7011 Feasibility Modelling	1923
MKTG 1009 Public Relations Theory and Practice	1892	MKTG 7012 International Marketing	1924
MKTG 1010 Public Relations Theory and Practice (WSTC)	1893	MKTG 7014 International Property Finance	1924
MKTG 1011 Fundamentals of Marketing Analytics	1894	MKTG 7015 Investment Property Valuation	1925
MKTG 1012 Fundamentals of Marketing Analytics (WSTC)	1895	MKTG 7016 Marketing Innovation	1926
MKTG 2001 Advertising: Creative	1896	MKTG 7017 Marketing Management	1926
		MKTG 7019 Marketing Systems	1927
		MKTG 7020 Multicultural Marketing	1928
		MKTG 7022 Property Feasibility Study	1928
		MKTG 7023 Property Investment and Risk Management	1929
		MKTG 7024 Property Portfolio Analysis	1930

MKTG 7026 Statutory Valuation and Property Law	1931	NATS 1023 Introduction to Physiology	1964
MKTG 7027 Strategic Marketing for Hospitality and Tourism	1931	NATS 1024 Introduction to Physiology (WSTC)	1965
MKTG 7028 Strategic Property Market Analysis	1932	NATS 1025 Management of Aquatic Environments (UG Cert)	1966
MKTG 7029 Strategic Value Creation	1932	NATS 1026 Digital Forensic Photography (WSTC)	1967
MKTG 7030 Sustainable Property Development	1933	NATS 1027 Forensic Science (WSTC)	1967
MKTG 7032 Valuation of Special Premises	1934	NATS 2001 Advanced Science Project A	1968
MKTG 7033 Customer Experience	1935	NATS 2002 Advanced Science Project B	1969
MKTG 7034 Digital Marketing	1935	NATS 2004 Anatomy of the Thorax and Abdomen	1970
MKTG 7035 Frontiers of Branding	1936	NATS 2005 Appendicular Skeleton	1971
MKTG 7036 MarketingMe	1937	NATS 2006 Approved Industrial Experience	1972
MKTG 7037 Multichannel Marketing	1938	NATS 2008 Clinical Pharmacology	1973
MKTG 7038 Social Marketing	1938	NATS 2010 Crime Scene Investigation	1974
MKTG 9001 Higher Degree Research Thesis - Marketing and International Business	1939	NATS 2015 Evidence and Crime Scene Management	1975
		NATS 2019 Forensic and Environmental Analysis	1975
		NATS 2021 Imaging Science	1976
		NATS 2023 Integrated Science	1977
		NATS 2024 Integrated Science (WSTC)	1978
		NATS 2025 Natural Science Research Methods	1979
		NATS 2027 Pharmacology	1980
		NATS 2031 Toxicology	1980
		NATS 2032 Work Integrated Learning in Science	1981
		NATS 2033 Cell Form and Function	1982
		NATS 2034 Human Systems Physiology 1	1983
		NATS 2035 Human Systems Physiology 2	1983
		NATS 2036 Immunology	1984
		NATS 2037 Pathological Basis of Disease	1985
		NATS 2038 Pathophysiology 1	1986
		NATS 2039 Pathophysiology 2	1987
		NATS 2040 Physical Activity, Nutrition and Health	1987
		NATS 2041 Experimental Foods	1988
		NATS 2042 Science Research Methods	1988
		NATS 3001 Advanced Immunology	1989
		NATS 3002 Advanced Medicinal Chemistry	1990
		NATS 3003 Advanced Mortuary Practice	1991
		NATS 3004 Advanced Science Project C	1992
		NATS 3006 Anatomy of the Head and Neck	1993
		NATS 3008 Complex Forensic Studies	1994
		NATS 3009 Consumer Issues in Nutrition	1995
		NATS 3010 Culinary Science	1996
		NATS 3012 Environmental Forensic Investigations	1996
		NATS 3014 Experimental Foods	1997
		NATS 3015 Field Project 1	1998
		NATS 3017 Field Project 2	1999
		NATS 3020 Food Safety	1999
		NATS 3023 Forensic Anthropology	2000
N			
NATS 0001 Academic Skills for Health Science (WSTC Prep)	1940		
NATS 0002 Academic Skills for Health Science (WSTC)	1941		
NATS 0003 Academic Skills for Science (WSTC Prep)	1941		
NATS 0004 Academic Skills for Science (WSTC)	1942		
NATS 0005 Foundations of Science (WSTC)	1943		
NATS 0006 Fundamentals of Health Science (WSTC Prep)	1944		
NATS 0007 Fundamentals of Science (WSTC Prep)	1945		
NATS 0008 Fundamentals of Science (WSTC)	1946		
NATS 0009 Health Communication (WSTC)	1947		
NATS 0010 Interpreting Data In Science (WSTC Prep)	1948		
NATS 0011 Science and Health Exchange Unit 1	1949		
NATS 0012 Science and Health Exchange Unit 2	1949		
NATS 0013 Science and Health Exchange Unit 3	1950		
NATS 0014 Science and Health Exchange Unit 4	1950		
NATS 0015 Science and Health Exchange Unit 5	1950		
NATS 0016 Science for Health Professionals (WSTC)	1951		
NATS 0018 Science for Health Science (WSTC Prep)	1953		
NATS 0019 Scientific Method (WSTC)	1953		
NATS 0020 Skills for Health Science (WSTC)	1953		
NATS 0021 Skills for Science (WSTC)	1954		
NATS 1001 Concepts in Human Anatomy	1954		
NATS 1002 Concepts in Human Anatomy (WSTC)	1955		
NATS 1003 Digital Forensic Photography	1956		
NATS 1004 Drugs on Line	1957		
NATS 1008 Forensic Science	1958		
NATS 1009 Human Anatomy and Physiology 1	1958		
NATS 1010 Human Anatomy and Physiology 2	1959		
NATS 1019 Scientific Literacy	1960		
NATS 1020 Scientific Literacy (WSTC)	1961		
NATS 1021 Concepts in Human Physiology (WSTC)	1963		
NATS 1022 Functional Anatomy	1963		

NATS 3026 Forensic Biology	2001	NATS 7030 General Toxicology	2037
NATS 3027 Laboratory Quality Management	2002	NATS 7032 MSc Major Research Project	2038
NATS 3030 Medical Microbiology	2003	NATS 7033 MSc Research Project	2038
NATS 3032 Medical Science Project	2004	NATS 7034 Managing for Sustainability	2039
NATS 3034 Molecular Medicine	2004	NATS 7035 Medicinal Chemistry of Drugs of Abuse	2040
NATS 3035 Molecular Pharmacokinetics	2005	NATS 7037 Natural Medicinal Products	2041
NATS 3037 Neuroanatomy	2006	NATS 7039 Pharmaceutical Analysis	2041
NATS 3038 Quality Assurance and Food Analysis	2007	NATS 7040 Research Skills in Science	2042
NATS 3039 Science Research Project	2008	NATS 7044 Science and Health Research Project PG	2042
NATS 3040 Topics in Medical Science	2009	NATS 7045 Special Issues in Science - PG	2043
NATS 3041 Topics in Physiology	2009	NATS 7046 Strategic Management in the Sciences A	2044
NATS 3043 Advanced Science Research Project C	2010	NATS 7047 Synthetic Medicinal Chemistry	2044
NATS 3044 Complex Case Studies in Science	2011	NATS 7048 Toxic Substances	2045
NATS 3045 Work Internship for Science Professionals	2012	NATS 7049 Toxicology of Chemical Weapons	2046
NATS 3046 Advanced Physiology	2013	NATS 7050 Transferable Research Skills	2047
NATS 3047 Applied Physiology	2014	NATS 7051 Applied research with marginalised populations and sensitive health topics	2048
NATS 3048 Food Formulations	2016	NATS 7053 MSc Research Project (extended)	2048
NATS 6001 Introduction to Neuroscience	2016	NATS 7054 Professional Topic	2049
NATS 7001 Advanced Criminalistics	2017	NATS 7055 Experiment Design and Project Management	2050
NATS 7002 Biological Agents 1	2017	NATS 7056 Clinical Research in Health Science	2050
NATS 7003 Biological Agents 2	2018	NATS 7057 Research Preparation in Post Graduate Studies	2051
NATS 7004 Blood Distribution and Spatter	2019	NATS 7058 Forensic Analysis of DNA 2	2052
NATS 7005 Chinese Medicine Specialities 1	2019	NATS 7059 Forensic Digital Imaging	2053
NATS 7006 Crime Scene Investigation (PG)	2020	NATS 9001 HDR Thesis - NICM Health Research Institute	2054
NATS 7007 Drug Biotransformation and Molecular Mechanisms of Toxicity	2021	NATS 9002 Higher Degree Research Thesis - Food Science and Biotechnology	2055
NATS 7008 Environmental Forensics 1	2022	NATS 9003 Higher Degree Research Thesis - Medicine	2055
NATS 7009 Environmental Forensics 2	2022	NATS 9004 Higher Degree Research Thesis - Natural and Physical Sciences	2057
NATS 7011 Experimental Design and Analysis PG A	2023	NATS 9005 Higher Degree Research Thesis - Natural and Physical Sciences	2058
NATS 7012 Experimental Design and Analysis PG B	2024	NATS 9006 Higher Degree Research Thesis FT - Medical Science ..	2059
NATS 7013 Explosives	2025	NATS 9007 Higher Degree Research Thesis PT - Medical Science ..	2060
NATS 7014 Fingerprint Detection and Identification	2025	NOAW 0002 WSUIC Unit for Service Access	2061
NATS 7015 Food Evaluation	2026	NOAW 0003 WSUIC Unit for Service Access (FS)	2061
NATS 7016 Food Preservation and Packaging Technologies	2027	NOAW 0004 Academic Integrity Module	2062
NATS 7017 Food Product Design	2028	NOAW 3001 Biomedical and Health Science Internship	2065
NATS 7018 Food Quality Management	2028	NOAW 3003 Computing and Mathematics Internship	2065
NATS 7019 Forensic Analysis of DNA	2029	NOAW 3004 Education Internship	2065
NATS 7020 Forensic Anthropology (PG)	2030	NOAW 3005 Engineering Internship	2066
NATS 7022 Forensic Genetics	2031	NOAW 3006 Humanities and Languages Internship	2066
NATS 7023 Forensic Immunology	2032	NOAW 3007 Law Internship	2066
NATS 7024 Forensic Medicine I	2032	NOAW 3008 Medicine Clerkship	2066
NATS 7025 Forensic Medicine II	2033	NOAW 3009 Natural Sciences Internship	2066
NATS 7026 Forensic Research 1	2034	NOAW 3010 Nursing and Midwifery Internship	2067
NATS 7027 Forensic Research 2	2035	NURS 0001 Nursing and Midwifery Exchange Unit 1	2067
NATS 7028 Forensic Toxicology I	2035		
NATS 7029 Forensic Toxicology II	2036		

NURS 0002 Nursing and Midwifery Exchange Unit 2	2067	NURS 3003 Clinical Leadership and Professional Relationships	2117
NURS 0003 Nursing and Midwifery Exchange Unit 3	2068	NURS 3004 Clinical Leadership in Nursing (Advanced)	2118
NURS 0004 Nursing and Midwifery Exchange Unit 4	2068	NURS 3005 Collaborative Care	2119
NURS 0005 Nursing and Midwifery Exchange Unit 5	2068	NURS 3006 Complex Care 2	2120
NURS 1001 Approaches to Professional Nursing Practice	2069	NURS 3007 Contemporary Issues in Child and Adolescent Health ..	2121
NURS 1004 Bioscience for Midwifery	2070	NURS 3014 Health Variations 4 (Advanced) - Acute Life Threatening Conditions	2122
NURS 1005 Foundations for Nursing Practice	2071	NURS 3015 Health Variations 4 - Acute Life Threatening Conditions	2123
NURS 1006 Human Relationships and Life Transitions	2073	NURS 3017 Health Variations 5 - Palliative and End of Life Care	2124
NURS 1009 Midwifery Knowledge 1	2074	NURS 3022 Maintaining Clinical Currency	2125
NURS 1010 Midwifery Knowledge 2	2075	NURS 3023 Maternal and Infant Health Care	2126
NURS 1012 Midwifery Professional Practice 1	2076	NURS 3025 Midwifery Practice - Global Maternal Health	2127
NURS 1013 Midwifery Professional Practice 2	2078	NURS 3030 Midwifery Professional Practice 5	2129
NURS 1017 Primary Health Care in Action	2080	NURS 3031 Midwifery Professional Practice 6	2130
NURS 1019 Professional Communication in Nursing	2081	NURS 3032 Professional Practice Experience 5	2131
NURS 1020 Professional Practice Experience 1	2081	NURS 3033 Professional Practice Experience 6	2133
NURS 1021 Professional Practice Experience 2	2082	NURS 3034 Promoting Mental Health and Wellbeing 2	2135
NURS 1022 Becoming a Professional Nurse	2084	NURS 3035 Promoting Mental Health and Wellbeing 2 (Advanced) ..	2136
NURS 1023 Bioscience 1	2085	NURS 3036 Psychosocial Issues in the Perinatal Period	2137
NURS 1024 Bioscience 2	2086	NURS 3037 Risk Mitigation and Ethics for Australian Health Professionals	2138
NURS 1025 Person-centred Care Across the Lifespan	2088	NURS 3039 Professional Experience Placement	2139
NURS 2001 Aboriginal and Torres Strait Islander Health	2089	NURS 4001 Methods and Methodologies in Midwifery Research ...	2141
NURS 2004 Complex Care 1	2089	NURS 4002 Midwifery Honours Thesis (Part-Time)	2142
NURS 2008 Graduate Entry Practice Experience	2090	NURS 4003 Midwifery Honours Thesis A (Full-time)	2142
NURS 2010 Health Variations 1 - Perioperative	2091	NURS 4004 Midwifery Honours Thesis B (Full-time)	2143
NURS 2013 Health Variations 2 - Chronic Illness and Disability	2092	NURS 4005 Midwifery Research	2144
NURS 2014 Health Variations 2 Advanced - Chronic Illness and Disability	2093	NURS 4006 Nursing Honours Thesis (Part-time)	2144
NURS 2016 Health Variations 3 - Acute Exacerbations of Chronic Conditions	2094	NURS 4007 Nursing Honours Thesis A (Full-time)	2145
NURS 2018 Legal and Ethical Issues in Midwifery	2096	NURS 4008 Nursing Honours Thesis B (Full-time)	2145
NURS 2022 Midwifery Knowledge 3	2097	NURS 4009 Readings and Methodology	2146
NURS 2025 Midwifery Professional Practice 3	2098	NURS 4010 Research in Nursing Practice	2147
NURS 2026 Midwifery Professional Practice 4	2099	NURS 7001 Advanced Clinical Practice in Mental Health Nursing ...	2147
NURS 2028 Professional Practice Experience 3	2101	NURS 7002 Advanced practice: Infant and Child feeding and Nutrition	2149
NURS 2029 Professional Practice Experience 4	2103	NURS 7003 Applied Clinical Practice using Simulation	2149
NURS 2031 Promoting Mental Health and Wellbeing 1	2105	NURS 7004 Applied Research in Health Care	2150
NURS 2034 Research for Nursing (Advanced)	2106	NURS 7005 Assessment for Advanced Practice Mental Health Nurses	2151
NURS 2035 Research for Nursing and Midwifery	2107	NURS 7006 Biological Considerations in Mental Health and Mental Illness for Advanced Practice	2152
NURS 2036 Evidence-Based Practice for Nursing and Midwifery ...	2108	NURS 7007 Bioscience for Midwifery Practice	2153
NURS 2037 Health Variations 1 - Introduction to Alterations in Health	2109	NURS 7009 Child and Family Health Practice: Supporting Growth and Development	2153
NURS 2038 Health Variations 2 - Chronic Conditions and Disability .	2110	NURS 7010 Child and Family Health: Professional Practice and Frameworks	2154
NURS 2039 Indigenous Australian Health, Wellness and Culture	2111	NURS 7011 Childbirth in the Australian Context	2155
NURS 2040 Pharmacology in Nursing	2112		
NURS 2041 Promoting Mental Health and Wellbeing	2113		
NURS 3001 Being a Professional Nurse (Advanced)	2115		
NURS 3002 Being a Professional Nurse or Midwife	2116		

NURS 7012 Clinical Practice: Infant and Child Nutrition and Feeding	2156	NURS 7061 Professional Focus: Age-Friendly Future	2196
NURS 7013 Clinical Supervision in Health Care	2157	NURS 7062 Project Management in Healthcare	2196
NURS 7014 Clinical Teaching and Professional Development	2158	NURS 7064 Clinical Teaching and Workplace Learning for Competent Practice	2197
NURS 7015 Clinical Teaching for Learning	2158	NURS 7065 Capstone Experience in Health Care	2197
NURS 7016 Collaborative Inquiry for Primary Health Care Action ...	2159	NURS 7066 Acute Exacerbations of Chronic Conditions	2198
NURS 7017 Complex Care	2160	NURS 7067 Acute Life-Threatening Conditions	2199
NURS 7018 Contemporary Professional Practice in Mental Health Nursing	2161	NURS 7068 Chronic Conditions and Disability	2200
NURS 7019 Cultural and Social Diversity in Health Care	2162	NURS 7069 Foundations of Nursing Practice	2201
NURS 7020 Essentials in Vascular Access	2163	NURS 7070 Health, Culture and Wellbeing of Aboriginal and Torres Strait Islander Peoples	2203
NURS 7021 Essentials of Best Practice in Midwifery	2164	NURS 7071 Introduction to Alterations in Health	2203
NURS 7022 Ethics in Health Research	2165	NURS 7072 Mental Health Nursing Practice	2204
NURS 7023 Evidence Based Health Care	2165	NURS 7073 Nursing Practice 1	2206
NURS 7025 Health Promotion and the Nurse	2167	NURS 7074 Nursing Practice 2	2208
NURS 7026 Healthy Families and Communities	2167	NURS 7075 Nursing Practice 3	2209
NURS 7027 Infant Mental Health	2168	NURS 7076 Palliative and End of Life Care	2210
NURS 7028 Leadership in Clinical Practice	2169	NURS 7077 Pharmacology Knowledge for Nursing Practice	2211
NURS 7029 Mental Health Assessment and Application	2170	NURS 7078 Professional Nursing Practice	2212
NURS 7030 Mental Health Nursing Practice 1	2172	NURS 7079 Transition to Professional Nursing	2213
NURS 7031 Mental Health Nursing Practice 2	2173	NURS 7080 Waluwin: Health across the lifespan for Mob	2214
NURS 7032 Mental Health for Communities	2174	NURS 9001 Higher Degree Research Thesis - Aged Care Nursing ...	2215
NURS 7034 Midwifery Practice 1	2174	NURS 9002 Higher Degree Research Thesis - Midwifery	2216
NURS 7035 Midwifery Practice 2	2176	NURS 9003 Higher Degree Research Thesis - Nursing	2217
NURS 7036 Midwifery Practice 3	2177		
NURS 7037 Midwifery as a Profession	2178	P	
NURS 7038 Partnership in Practice	2179	PATH 7010 Level 7 Pathway Credit	2219
NURS 7040 Perspectives on Nursing	2180	PATH 7020 Level 7 Pathway Credit	2219
NURS 7041 Psychopharmacology for Advanced Practice Mental Health Nurses	2181	PATH 7030 Level 7 Pathway Credit	2219
NURS 7042 Research Project in Health Care	2182	PATH 7040 Level 7 Pathway Credit	2219
NURS 7043 Scholarship for Practice Change in Health Care	2183	PATH 7050 Level 7 Pathway Credit	2219
NURS 7045 Writing for Publication	2183	PATH 7060 Level 7 Pathway Credit	2219
NURS 7048 Aboriginal and Torres Strait Islander Maternal and Newborn Health	2184	PATH 7070 Level 7 Pathway Credit	2219
NURS 7049 Care of People with Tuberculosis (TB)	2185	PATH 7080 Level 7 Pathway Credit	2219
NURS 7050 Clinical Management of Tuberculosis (TB)	2185	PERF 1010 Music Performance 1	2220
NURS 7051 Complex Midwifery Care	2186	PERF 1012 Music Performance 2	2220
NURS 7052 Complex Midwifery Practice	2187	PERF 1014 Music Production	2221
NURS 7053 Foundations of Antenatal and Birth Care	2188	PERF 1015 Music Theory Fundamentals	2222
NURS 7054 Foundations of Postnatal and Newborn Care	2189	PERF 1016 Popular Music Histories	2223
NURS 7055 Perinatal, Infant and Child Mental Health	2191	PERF 1023 Western Art Music History	2223
NURS 7056 Preparation for Midwifery Practice	2191	PERF 1024 Music Theory and Songwriting	2224
NURS 7057 Professional Foundations of Midwifery	2192	PERF 1025 Sound Design and New Electronic Media	2225
NURS 7058 Public Health Management of Tuberculosis (TB)	2193	PERF 2001 Arranging Music	2226
NURS 7059 Ageing in Place: Wellbeing and Sustainability	2194	PERF 2004 Composition and Creativity	2227
NURS 7060 Optimising Integration of Aged Communities	2195	PERF 2011 From Corroborees to Curtain Raisers (Day Mode)	2228
		PERF 2016 Music Group Performance	2228
		PERF 2017 Music and Wellbeing	2229

PERF 2018 Music, Culture and Discourse	2230	PHIL 2010 The Ethical Life	2262
PERF 2020 Popular Music Communities	2230	PHIL 2011 The Qur'an: An Introduction	2262
PERF 2023 The Composer-Performer	2231	PHIL 2012 The Qur'an: An Introduction (WSTC)	2263
PERF 2024 The Musical	2232	PHIL 2014 Thinkers That Changed the World	2263
PERF 2025 The Politics of Australian Music	2232	PHIL 2015 Thinking Cinema	2264
PERF 2026 Advanced Production	2233	PHIL 2016 Truth and Knowledge	2265
PERF 2027 Electronic Music Production	2233	PHIL 2017 Western Political Philosophy	2265
PERF 2028 World Music	2234	PHIL 3001 Advanced Standing for Islamic Studies 310	2266
PERF 2029 Music Project 1: Multimedia	2234	PHIL 3002 Advanced Standing for Islamic Studies 320	2266
PERF 2030 Musicology as a Professional Practice	2235	PHIL 3003 Advanced Standing for Philosophy 310	2266
PERF 2031 The Music Industry	2236	PHIL 3004 Advanced Standing for Philosophy 320	2266
PERF 2032 Music-making applications for education and therapy ..	2237	PHIL 3005 Aesthetics	2266
PERF 3009 Music Careers Research	2238	PHIL 3006 Books that Changed how we Think	2267
PERF 3013 Music and Analysis	2238	PHIL 3008 Classics of Modern Philosophy	2268
PERF 3014 Music and Critical Thought	2239	PHIL 3009 Ethical Traditions in Islam	2268
PERF 3021 Repertoire and Identity in Performance	2240	PHIL 3010 Philosophies of Love and Death	2269
PERF 3022 Screen Media Composition	2240	PHIL 3012 Philosophy and Environment	2269
PERF 3023 Songwriting and Composer Collaborations	2241	PHIL 3015 Philosophy of History	2270
PERF 3026 Applied Professional Music Contexts	2242	PHIL 3016 Philosophy of Religion	2270
PERF 3027 Interactive Electronic Media and Performance	2243	PHIL 3017 The Body in Culture	2271
PERF 3028 Music Project 2: Creative Performance	2243	PHIL 3018 Philosophy of Race and Racism	2272
PERF 3029 Music Project 3: Intercultural Interactions	2244	PHIL 7001 Advanced Research Project in Philosophy	2272
PERF 3030 Performing as a Professional Musician	2245	PHIL 7002 Ethics	2273
PERF 7003 Music Therapy Method	2246	PHIL 7003 History of Ideas	2274
PERF 7004 Music Therapy Professional Practice	2246	PHIL 7004 Masters Project in Philosophy	2274
PERF 7007 Music Therapy Theory and Practice 1	2247	PHIL 7005 Philosophical Aesthetics	2275
PERF 7008 Music Therapy Theory and Practice 2	2248	PHIL 7006 Philosophy and Literature	2275
PERF 7009 Music Therapy Skills & Practice A	2249	PHIL 7007 Philosophy of History and Politics	2276
PERF 7010 Music Therapy Skills & Practice B	2250	PHIL 7008 Philosophy of Nature	2276
PERF 7011 Music Therapy Skills & Practice C	2252	PHIL 7009 Philosophy, History and Interpretation	2277
PERF 7012 Music Therapy Skills & Practice D	2253	PHIL 7010 Political Philosophy	2277
PERF 9001 Higher Degree Research Thesis - Music	2255	PHIL 7011 Practical Philosophy	2278
PERF 9002 Higher Degree Research Thesis - Performing Arts	2255	PHIL 7012 Research Project in Philosophy	2278
PERF 9003 Higher Degree Research Thesis PT - Music	2256	PHIL 7013 Special Topics in Philosophy	2279
PHAR 9001 HDR Thesis - Pharmaceutical Chemistry	2256	PHIL 7014 The Image of Thought: Art, Film and Philosophy	2279
PHIL 1001 Ethics and Philosophy	2257	PHIL 7015 Theoretical Philosophy	2280
PHIL 1002 Hadith: The Prophetic Tradition	2258	PHIL 7016 Topics in the History of Philosophy	2280
PHIL 1003 Hadith: The Prophetic Tradition (WSTC)	2259	PHIL 7017 What is Islam?	2281
PHIL 1004 Introduction to Logical Thinking	2259	PHYS 0001 Foundation Physics 1 (WSTC Prep)	2281
PHIL 1006 Introduction to Philosophy	2260	PHYS 0002 Foundation Physics 1 (WSTC)	2282
PHIL 2001 Advanced Standing for Islamic Studies 210	2261	PHYS 0003 Foundation Physics 2 (WSTC Prep)	2283
PHIL 2002 Advanced Standing for Islamic Studies 220	2261	PHYS 0004 Foundation Physics 2 (WSTC)	2284
PHIL 2003 Advanced Standing for Philosophy 210	2261	PHYS 0006 Physics (WSTC Prep)	2285
PHIL 2004 Advanced Standing for Philosophy 220	2261	PHYS 1002 Physics 1	2285
PHIL 2008 Philosophy and the Good Life	2261	PHYS 1004 Physics 1 (WSTC)	2286

PHYS 1006 Physics 2	2286	POLI 7002 Translation from Theory and Research to Policy	2306
PHYS 2004 The Cosmos in Perspective: Information and Life	2287	POLI 9001 Higher Degree Research Thesis - Political Science and Policy Studies	2307
PHYS 2005 Classical Physics and Advanced Technologies	2288	PROC 1002 Food Science 1	2308
PHYS 3001 Astroinformatics	2289	PROC 1003 Food Science 1 (WSTC)	2308
PHYS 3006 Classical Physics	2289	PROC 1005 Introduction to Food Science	2308
PHYS 3007 Quantum Physics	2290	PROC 1006 Materials Engineering Fundamentals	2309
PHYS 3008 Biomedical Physics	2290	PROC 1007 Introduction to Food Science (WSTC)	2310
PHYS 7001 A Cosmic Perspective	2291	PROC 1008 Introduction to Materials Engineering	2311
PHYS 7002 Space Instrumentation, Technology and Communication	2292	PROC 2001 Food Science 2	2311
PHYS 7003 Space Science, Planetary Science and Meteorology	2292	PROC 2002 Innovative Foods	2312
PHYS 9001 Higher Degree Research Thesis - Physics	2293	PROC 2003 Materials Selection and Design	2312
Podiatric Clinical Block	2294	PROC 3002 Advanced Food Science and Technology	2313
Podiatric Clinical Block for Honours Students	2294	PROC 3003 Food Product Development	2313
Podiatric Professional Practice Studies	2295	PROC 3007 Food Innovation and Technology	2314
Podiatric Techniques 1A	2295	PROC 3008 Materials Processing and Applications	2315
Podiatric Techniques 1B	2295	PROC 4001 Advanced Materials Topics	2316
Podiatric Techniques 2A	2296	PROC 4002 Engineering Materials from Waste	2316
Podiatric Techniques 2B	2296	Psychology Honours Thesis	2317
Podiatric Techniques 3A	2296	PUBH 0001 Empowering Individual Health (WSTC Prep)	2317
Podiatric Techniques 3B	2296	PUBH 1005 Foundations of Wellbeing	2318
Podiatric Techniques 3C	2296	PUBH 1006 Population Health and Society	2318
POLI 1001 Australian Politics	2296	PUBH 1007 Population Health and Society (WSTC)	2319
POLI 1002 Introduction to International Relations	2296	PUBH 1008 Professional Pathways in Health Science	2320
POLI 1003 Introduction to International Relations (WSTC)	2297	PUBH 1009 Professional Pathways in Health Science (WSTC)	2321
POLI 2001 Advanced Standing for International Relations and Asian Studies 210	2298	PUBH 1010 Health Promotion Theory and Approaches	2322
POLI 2002 Advanced Standing for International Relations and Asian Studies 220	2298	PUBH 1011 Promoting Health Collaboratively in Communities	2323
POLI 2003 Advanced Standing for Politics 210	2298	PUBH 1012 Public Health	2324
POLI 2004 Advanced Standing for Politics 220	2298	PUBH 1013 Health Promotion Theory and Approaches (UG Cert) ...	2326
POLI 2006 Politics of Australia and Asia Relations	2298	PUBH 1014 Public Health (UG Cert)	2327
POLI 3001 Activism, Engagement and Social Change	2299	PUBH 2001 Approaches to Health Promotion	2328
POLI 3002 Advanced Standing for International Relations and Asian Studies 310	2300	PUBH 2002 Approaches to Health Promotion (WSTC)	2328
POLI 3003 Advanced Standing for International Relations and Asian Studies 320	2300	PUBH 2003 Bugs and Drugs	2329
POLI 3004 American Foreign Policy Since 1945	2300	PUBH 2004 Clinical Classification and Coding	2330
POLI 3005 Democracy in Asia	2301	PUBH 2005 Culture, Diversity and Health	2331
POLI 3006 International Organisations and Global Governance	2301	PUBH 2006 Culture, Diversity and Health (WSTC)	2332
POLI 3007 International Relations of Southeast Asia	2302	PUBH 2010 Epidemiology	2333
POLI 3008 International Special Study	2303	PUBH 2012 Health Care Systems	2334
POLI 3009 Looking at Global Politics Through Film	2303	PUBH 2015 Mental Health in the Community (Block Mode)	2334
POLI 3010 Politics of Post-War Japan	2304	PUBH 2016 Public Health	2335
POLI 3012 The Politics of Civilisation	2304	PUBH 2018 Culture Diversity and Health (UG Cert)	2335
POLI 3014 War and Peace	2305	PUBH 3003 Contemporary Issues in Public Health	2337
POLI 7001 Development and Security	2305	PUBH 3005 Disaster and Emergency Management	2337
		PUBH 3007 Disease Prevention and Control	2338
		PUBH 3008 Drugs in Sport	2339
		PUBH 3010 Health Planning Project	2340

PUBH 3011 Health Politics, Policy and Planning	2340	PUBH 7026 Supporting Aged Communities	2379
PUBH 3012 Health Promotion Practice 1	2341	PUBH 7027 Supporting Individuals and Communities in Crisis	2379
PUBH 3013 Health Promotion Practice 2	2343	PUBH 7028 Surveillance and Disaster Planning	2380
PUBH 3014 Injury Prevention	2344	PUBH 7029 Digital Health Management	2381
PUBH 3017 Occupational Health and Safety	2345	PUBH 7030 Health Systems Planning and Evaluation	2382
PUBH 3018 Professional Transition Project	2346	PUBH 7031 Health Systems and Policy	2383
PUBH 3019 Public Health Practice	2347	PUBH 7032 Patient-centred digital healthcare	2384
PUBH 3020 Work Health and Safety	2348	PUBH 7033 The Social Determinants of Health	2385
PUBH 3021 Air Pollution & Control	2349	PUBH 7034 Workplace Safety and Risk Management	2386
PUBH 3022 Advances and Challenges in Health Promotion	2350	PUBH 9001 Higher Degree Research Thesis - Community Health ...	2387
PUBH 3023 Evidence in Professional Reasoning	2350	PUBH 9002 Higher Degree Research Thesis - Public Health	2388
PUBH 3024 Harm Minimisation and Prevention	2351		
PUBH 3025 Health Policy and Advocacy	2352	R	
PUBH 3026 Health Promotion Planning and Implementation	2353	RADI 7001 Advanced Principles and Practice of Cardiac Sonography	2390
PUBH 3027 Public Health in a Changing World	2354	RADI 7002 Practice of Cardiac Sonography 1	2390
PUBH 3028 Transforming Health	2355	RADI 7003 Practice of Cardiac Sonography 2	2391
PUBH 4001 Evidence in Professional Reasoning (Honours)	2356	RADI 7004 Practice of Cardiac Sonography 3	2391
PUBH 4002 Honours Thesis in Health Science (F/T)	2357	RADI 7005 Practice of Cardiac Sonography 4	2392
PUBH 4003 Honours Thesis in Health Science (P/T Year 1)	2357	RADI 7006 Principles of Cardiac Sonography 1	2393
PUBH 4004 Honours Thesis in Health Science (P/T Year 2)	2357	RADI 7007 Principles of Cardiac Sonography 2	2393
PUBH 7001 Advanced Health Classifications and Coding	2358	RADI 7008 Principles of Cardiac Sonography 3	2394
PUBH 7002 Analytic Approaches in Epidemiology	2359	RADI 7009 Principles of Cardiac Sonography 4	2395
PUBH 7003 Approaches to Epidemiology	2360	RADI 7010 Research Project in Cardiac Sonography	2395
PUBH 7004 Communicable Diseases	2360	RADI 7011 Practice of Vascular Sonography 1	2396
PUBH 7005 Controversies in Epidemiology	2361	RADI 7012 Practice of Vascular Sonography 2	2397
PUBH 7006 Data Management and Programming for Epidemiology	2362	RADI 7013 Practice of Vascular Sonography 3	2398
PUBH 7007 Disaster and Emergency Management (PG)	2363	RADI 7014 Practice of Vascular Sonography 4	2400
PUBH 7008 Environmental Epidemiology	2363	RADI 7015 Principles of Vascular Sonography 1	2401
PUBH 7009 Epidemiology and Quantitative Methods	2364	RADI 7016 Principles of Vascular Sonography 2	2402
PUBH 7010 Epidemiology of Non-Communicable Diseases	2365	RADI 7017 Principles of Vascular Sonography 3	2402
PUBH 7011 Health Advancement and Health Promotion	2366	RADI 7018 Principles of Vascular Sonography 4	2403
PUBH 7012 Health Economics and Comparative Health Systems ..	2367	REHA 1001 Introduction to Occupational Therapy	2404
PUBH 7013 Health Promotion: A Primary Health Care Approach	2367	REHA 1002 Introduction to Physiotherapy Practice	2405
PUBH 7014 Health and Socio-political Issues in Aged Care	2368	REHA 1003 Introduction to Podiatry	2406
PUBH 7015 Introduction to Clinical Epidemiology	2368	REHA 1004 Occupational Therapy Practice 1	2407
PUBH 7016 Introduction to Epidemiology	2370	REHA 1005 Introduction to Speech Pathology Practice	2408
PUBH 7017 Leadership and the Development of Organisational Capacity	2371	REHA 1006 Communication and Mealtime Foundations	2410
PUBH 7018 Leadership for Quality and Safety in Health Care	2372	REHA 1007 Foundations of Recreational Therapy	2411
PUBH 7019 Occupational Health Management	2373	REHA 1008 Introduction to Leisure and Recreation Theory	2412
PUBH 7020 Policy, Power and Politics in Health Care Provision	2373	REHA 1009 Introduction to Leisure and Recreation Theory (UG Cert)	2413
PUBH 7021 Primary Health Care and its Applications	2375	REHA 2001 Core Competencies in Physiotherapy Practice	2414
PUBH 7022 Public Health, Policy and Society	2375	REHA 2002 Introduction to Leisure and Recreation Theory	2415
PUBH 7023 Safe and Sustainable Construction	2376	REHA 2003 Musculoskeletal Disorders and Imaging	2416
PUBH 7024 Safety and Risk Management	2377	REHA 2004 Occupational Therapy Practice 2	2417
PUBH 7025 Statistical Methods in Epidemiology	2377	REHA 2005 Pathomechanics and Podiatric Medicine	2418

REHA 2006 People, Environment and Occupations	2419	REHA 3040 Swallowing Assessment and Management	2462
REHA 2007 Podiatry Pre-Clinical	2420	REHA 3041 Facilitation in Recreational Therapy	2463
REHA 2009 Workplace Learning 1 (Therapeutic Recreation)	2422	REHA 3042 Health Practice Management	2464
REHA 2010 Adult Speech and Language	2423	REHA 3043 Recreational Therapy Internship	2465
REHA 2012 Speech Impairments in Children	2423	REHA 3044 Shaping the Future of Recreational Therapy	2466
REHA 2013 Speech and Hearing Across the Lifespan	2424	REHA 3045 Communication Access in Communities	2467
REHA 2014 Recreational Therapy Assessment	2424	REHA 3046 Optimising Mealtimes Across the Lifespan	2467
REHA 2015 Recreational Therapy Process and Planning	2425	REHA 3047 Speech Pathologists Working with Adults, Families and Communities	2468
REHA 2016 Hearing, Speech and Swallowing Science	2427	REHA 3048 Speech Pathologists Working with Children, Families and Communities	2469
REHA 2017 Communication Changes Across the Lifespan	2428	REHA 3049 Speech Pathology Practice 1	2470
REHA 2018 Elements of Language: Analysis and Application	2429	REHA 3050 Speech Pathology Practice 2	2472
REHA 2019 Optimising Communication for Adults	2429	REHA 3051 Leisure Education Programming and Mental Health (UG Cert)	2473
REHA 2020 Optimising Communication for Children	2431	REHA 4001 Clinical Education B (Rehabilitation)	2474
REHA 3001 Cardiorespiratory Physiotherapy	2432	REHA 4002 Clinical Education C (Ambulatory Care)	2475
REHA 3002 Child and Adolescent Occupations	2433	REHA 4003 Clinical Education D (Paediatrics)	2477
REHA 3003 Clinical Education (General)	2434	REHA 4004 Clinical Education E (Advanced Care)	2478
REHA 3004 Clinical Education A (Acute Care)	2435	REHA 4005 Clinical and Professional Practice (Honours)	2479
REHA 3005 Clinical Exercise Physiology 1	2436	REHA 4006 Complex Cases and Professional Issues	2481
REHA 3006 Ergonomics and Work Occupations	2437	REHA 4007 Dermatology and Gerontology	2482
REHA 3007 Exercise Prescription II	2438	REHA 4008 Integrating Research into Physiotherapy Practice	2483
REHA 3009 Exercise Rehabilitation	2439	REHA 4009 Occupational Justice	2484
REHA 3010 Exercise for Health and Disease Prevention	2440	REHA 4010 Occupational Therapy Practice 4A	2485
REHA 3012 Exercise in Musculo-Skeletal Rehabilitation	2441	REHA 4011 Occupational Therapy Practice 4B	2486
REHA 3013 Leisure Education Programming and Mental Health	2442	REHA 4012 Occupational Therapy Project	2487
REHA 3014 Musculoskeletal Physiotherapy	2442	REHA 4013 Occupational Therapy Specialties	2488
REHA 3015 Musculoskeletal Physiotherapy A	2443	REHA 4014 Paediatric Physiotherapy	2489
REHA 3016 Musculoskeletal Physiotherapy B	2444	REHA 4015 Physiotherapy for Chronic Illness and Disease	2490
REHA 3017 Neurological Physiotherapy	2445	REHA 4016 Podiatric Clinical Block	2491
REHA 3018 Neurological Rehabilitation	2445	REHA 4017 Podiatric Paediatrics and Sports Medicine	2493
REHA 3019 Occupation and Ageing	2446	REHA 4018 Podiatric Practice 3	2494
REHA 3020 Occupation and Mental Health	2447	REHA 4019 Podiatric Practice 4	2496
REHA 3021 Occupation and Neurology	2448	REHA 4021 The High Risk Foot	2498
REHA 3022 Occupation and the Environment	2449	REHA 4022 Alternative and Augmentative Communication Systems	2500
REHA 3023 Occupational Therapy Clinical Practice 3b	2449	REHA 4023 Clinical Practice 3	2500
REHA 3024 Occupational Therapy Practice 3	2450	REHA 4024 Clinical Practice 4	2501
REHA 3025 Occupational Therapy Process	2451	REHA 4025 Complex Communication Needs	2502
REHA 3027 Pharmacology for Podiatrists	2452	REHA 4026 Professional Issues	2502
REHA 3028 Podiatric Practice 1	2453	REHA 4027 Innovative Speech Pathology Practice	2503
REHA 3029 Podiatric Practice 2	2455	REHA 4028 Speech Pathology Practice 3	2503
REHA 3030 Podiatric Surgery	2457	REHA 4029 Speech Pathology Practice 4	2505
REHA 3035 Therapeutic Recreation Professional Project	2458	REHA 4030 Speech Pathology Professional Issues	2506
REHA 3036 Workplace Learning 2 (Community Placement)	2459	REHA 4031 Honours Research 1	2507
REHA 3037 Clinical Practice 1	2460	REHA 4032 Honours Research 2	2507
REHA 3038 Clinical Practice 2	2461		
REHA 3039 Fluency and Voice	2462		

REHA 4034 Occupational Therapy Clinical Practice 4	2508	Subject Details	45
REHA 4035 Occupational Therapy Practice 4 (Honours)	2509	T	
REHA 7005 Complex Cases and Professional Issues	2510	TEAC 0001 English for Academic Purposes (EAP) - UWSCollege	2542
REHA 7007 Integrating Research into Physiotherapy Practice	2511	TEAC 1001 Advanced Standing for Learning in Context 110	2542
REHA 7009 Neurological Physiotherapy Practice	2512	TEAC 1002 Advanced Standing for Learning in Context 120	2542
REHA 7010 Occupational Justice	2512	TEAC 1005 Children's Digital Worlds	2543
REHA 7011 Occupational Therapy Practice 4	2513	TEAC 1006 Children's Literature and Digital Texts	2543
REHA 7012 Occupational Therapy Practice 4 (Honours)	2514	TEAC 1007 Creative Arts for Early Learning	2543
REHA 7013 Occupational Therapy Practice 4 Workshop	2515	TEAC 1008 Curriculum and Aboriginal Perspectives	2544
REHA 7014 Occupational Therapy Project	2517	TEAC 1010 Early Primary Mathematics	2545
REHA 7015 Occupational Therapy Specialties	2517	TEAC 1011 Educational Psychology	2546
REHA 7016 Occupational Therapy Theory and Practice	2518	TEAC 1012 English as an International Language	2546
REHA 7017 Paediatric Physiotherapy	2518	TEAC 1013 Everyday Childhoods	2547
REHA 7018 Physiotherapy for Chronic Illness and Disease	2519	TEAC 1014 Experience-based Outdoor Education	2548
REHA 7023 Podiatric Professional Practice Studies	2520	TEAC 1015 Exploring Patterns and Relationships in Mathematics 1	2548
REHA 7027 Research into Practice: bridging the clinician-researcher divide in applied and creative therapies	2520	TEAC 1016 Exploring Patterns and Relationships in Mathematics 2	2549
REHA 9001 Higher Degree Research Thesis - Art Therapy	2521	TEAC 1017 Identity and Voice in Multimodal Texts	2549
REHA 9002 Higher Degree Research Thesis - Chiropractic and Osteopathy	2522	TEAC 1018 Infant and Early Development	2550
REHA 9003 Higher Degree Research Thesis - Occupational Therapy	2523	TEAC 1020 Language and Literacy 1	2551
REHA 9004 Higher Degree Research Thesis - Physiotherapy	2524	TEAC 1021 Learning, Teaching and Technologies	2551
REHA 9005 Higher Degree Research Thesis - Podiatry	2524	TEAC 1022 Literacy Skills for Teacher Education	2552
REHA 9006 Higher Degree Research Thesis - Rehabilitation Therapies	2525	TEAC 1023 Literacy for Educators	2553
S		TEAC 1024 Mathematical Patterns and Relationships	2553
SPRT 1001 Fundamentals of Exercise Science	2526	TEAC 1025 Mathematical Patterns and Relationships (WSTC)	2554
SPRT 1002 Fundamentals of Exercise Science (WSTC)	2526	TEAC 1027 Numeracy for Educators	2555
SPRT 1005 Outdoor Recreation	2527	TEAC 1028 Numeracy for Teaching	2556
SPRT 1006 Outdoor Recreation (WSTC)	2528	TEAC 1029 Professional Experience 1: Introduction to Classrooms .	2556
SPRT 1008 Sport for Social Development	2529	TEAC 1030 Science and Engineering in Early Childhood	2558
SPRT 2002 Exercise Testing and Measurement	2530	TEAC 1031 Sociology for Educators	2559
SPRT 2007 PDHPE: Games for Diverse Groups	2531	TEAC 1032 The Developing Child	2559
SPRT 2009 Professional Development and Work Experience	2532	TEAC 1033 The Developing Child (WSTC)	2560
SPRT 2011 Sustainability, Tourism and Place	2533	TEAC 1034 Ways with Words and Images	2562
SPRT 2012 Community Sport Development	2533	TEAC 1035 Advanced Standing for English Teaching Specialisation 110	2562
SPRT 3001 Applied Exercise Science for Personal Trainers and Coaches	2534	TEAC 1036 Advanced Standing for English Teaching Specialisation 120	2562
SPRT 3002 Aquatic Sports	2535	TEAC 1037 Exploring Patterns and Relationships in Mathematics ..	2562
SPRT 3003 Coaching Sport and Recreation Activities	2535	TEAC 1038 Literacy and Numeracy for Educators	2563
SPRT 3005 Contemporary Youth Health Issues	2537	TEAC 1039 Scientist, Artist, Teacher	2564
SPRT 3008 Exercise Physiology Across the Lifespan	2537	TEAC 1040 Mathematical Patterns and Relationships (Block)	2565
SPRT 3011 Sport Development Applied Project	2538	TEAC 1041 The Developing Child (Block)	2566
SPRT 3012 Sport Development Internship	2539	TEAC 2001 Active and Healthy Childhoods	2567
SPRT 3014 Sport Management Applied Project	2539	TEAC 2002 Advanced Standing for Learning in Context 1 (210)	2568
SPRT 3017 Work Experience in Sport and Exercise Science	2540	TEAC 2003 Advanced Standing for Learning in Context 2 (220)	2568
SPRT 9001 Higher Degree Research Thesis - Sport and Recreation .	2541	TEAC 2004 Being a Teacher	2568
		TEAC 2005 Play in the Lives of Children	2569

TEAC 2008 Connecting Schools and Communities	2570	TEAC 2064 Contemporary Childhoods (Block)	2604
TEAC 2009 Contemporary Childhoods	2571	TEAC 3002 Classroom Inquiry and improving professional practice	2605
TEAC 2010 Contemporary Childhoods (WSTC)	2572	TEAC 3003 Community Responsive Pedagogies and Leadership ...	2606
TEAC 2011 Contemporary Issues in Aboriginal Education	2573	TEAC 3004 Creative Arts Education	2607
TEAC 2013 Creative Arts	2574	TEAC 3005 Critical Literacies	2608
TEAC 2014 Cultural Diversity, Society and Learning	2575	TEAC 3006 Education in a Cosmopolitan Society	2608
TEAC 2015 Diversity and Difference	2576	TEAC 3008 English Language Linguistics	2609
TEAC 2017 Education and Transformation	2576	TEAC 3009 Ethical Futures	2610
TEAC 2018 Education for Sustainability	2577	TEAC 3010 Health and Physical Education in the Primary Years	2610
TEAC 2020 Educational Psychology for Teaching Children	2578	TEAC 3012 Humanities in Early Childhood	2611
TEAC 2021 Engaging Learners	2579	TEAC 3013 Inclusive Practices	2612
TEAC 2023 Engaging the Professional Educator	2579	TEAC 3014 Language and Literacy 2	2612
TEAC 2024 Engaging with Families and Communities	2580	TEAC 3015 Language and Literacy in Years 3-6	2613
TEAC 2025 English Language Analysis	2581	TEAC 3016 Language and Literacy in the Early Years	2614
TEAC 2026 Ethical Practice	2581	TEAC 3017 Learning Environments	2615
TEAC 2029 Fundamentals for Working Mathematically	2582	TEAC 3019 Numeracy and Mathematics in Years 3-6	2615
TEAC 2030 Health and Physical Education	2583	TEAC 3020 Primary Professional Experience 2: Working with Assessment Data for Instruction	2616
TEAC 2031 History, Geography, Civics and Citizenship	2584	TEAC 3021 Primary Professional Experience 3: Engaging with Diverse Students and Communities	2617
TEAC 2032 Inclusive Education Practices	2585	TEAC 3023 Professional Experience 4: Teaching in Country	2618
TEAC 2033 Indigenous Landscapes and Sustainability	2586	TEAC 3024 Professional Portfolio 3: Management and Leadership .	2620
TEAC 2034 Language Assessment and Testing	2587	TEAC 3025 Researching Practice	2620
TEAC 2036 Learning Futures and Curriculum Integration	2587	TEAC 3026 Responsive Pedagogies	2621
TEAC 2037 Learning and Creativity	2588	TEAC 3028 Supporting Positive Learning	2622
TEAC 2038 Learning in Community Contexts	2589	TEAC 3029 TESOL Curriculum Design	2622
TEAC 2040 Management and Administration in Early Childhood Settings	2590	TEAC 3030 TESOL Placement	2623
TEAC 2043 Numeracy and Mathematics in the Early Years	2590	TEAC 3031 The Brain and Learning	2624
TEAC 2044 Outdoor Learning and Sustainability in the Primary Years	2591	TEAC 3032 Understanding and Teaching in Context	2624
TEAC 2046 Pedagogy and Praxis in Aboriginal and Torres Strait Islander Education	2591	TEAC 3033 Working and Teaching with Diverse Communities	2625
TEAC 2048 Primary Professional Experience 1: Working in Classrooms	2592	TEAC 3036 Data and Assessment in the Primary classroom	2626
TEAC 2049 Professional Experience 2: School-based Learning	2593	TEAC 3037 Engaging in the Profession	2626
TEAC 2052 Science and Technology	2595	TEAC 3038 Health and Physical Education 2	2627
TEAC 2053 Science and Technology in the Primary Years	2596	TEAC 3039 Mathematics 1: Geometry, Number and Algebra Years K-6	2628
TEAC 2054 Scientific Discovery and Invention	2596	TEAC 3040 Professional Experience 3	2629
TEAC 2055 TESOL Teaching Methodology	2597	TEAC 3041 Science and Technology 2	2630
TEAC 2056 Teaching Art in the Early Years	2598	TEAC 3042 Digital Childhoods	2632
TEAC 2057 Teaching English as an Additional Language in Primary Schools	2599	TEAC 3043 Reading Children's Literature and Digital Texts	2632
TEAC 2058 Wellbeing and Promoting Positive Learning Environments	2600	TEAC 3044 STEM Principles and Practices in the Primary Years	2632
TEAC 2060 Developing Aboriginal Languages K-6	2600	TEAC 3046 Engaging Pedagogies	2633
TEAC 2061 Teaching K-6: Pedagogies, Priorities and Capabilities ...	2601	TEAC 3047 Pedagogical Leadership	2633
TEAC 2062 Teachers as Change Makers	2602	TEAC 3048 Creative Arts 2	2634
TEAC 2063 History, Geography, Civics and Citizenship in the Primary Years	2604	TEAC 4001 Connecting to the Profession	2635
		TEAC 4002 Developing Primary Mathematics	2635
		TEAC 4003 Early Literacies	2636
		TEAC 4004 Leadership and Portfolio	2636

TEAC 4005 Mathematics and Numeracy in the Early Years	2637	TEAC 4054 Mathematics Curriculum 4	2642
TEAC 4006 Primary Professional Experience 4a: Transition into the Profession 1	2638	TEAC 4055 Mental Health in Educational Contexts	2642
TEAC 4007 Primary Professional Experience 4b: Transition into the Profession 2	2639	TEAC 4056 Science Curriculum 1	2642
TEAC 4008 Professional Practice Birth - 3 Years	2639	TEAC 7001 Aboriginal & Culturally Responsive Pedagogies	2643
TEAC 4009 Professional Practice 3-5 years	2639	TEAC 7002 Addressing Diversity in Mathematics Teaching and Learning	2644
TEAC 4010 Researching Professional Practice	2640	TEAC 7003 Addressing Diversity in Science Teaching and Learning	2644
TEAC 4011 Inclusion in the Early years	2641	TEAC 7004 Adolescent Development and Teaching	2645
TEAC 4012 Teaching EAL/D Students in the Primary Years	2642	TEAC 7005 Advanced Academic English Skills	2646
TEAC 4018 Aboriginal Studies Curriculum 1	2642	TEAC 7007 Advanced Standing for TESOL 740 (PG)	2647
TEAC 4019 Aboriginal and Society Studies Curriculum 2	2642	TEAC 7008 Advanced Standing for TESOL 760 (PG)	2647
TEAC 4020 Business Studies/Commerce Curriculum 1	2642	TEAC 7010 Assessing to Support Learning	2647
TEAC 4021 Business Studies/Legal Studies/Economics Curriculum 2	2642	TEAC 7011 Assessment and Intervention for Mathematics and Numeracy Learning	2648
TEAC 4022 English Curriculum 1	2642	TEAC 7012 Assessment and Intervention for Science Learning	2649
TEAC 4023 English Curriculum 2	2642	TEAC 7013 At the cultural interface - learning two ways	2649
TEAC 4024 English Curriculum 3	2642	TEAC 7015 Children, Families, Communities	2650
TEAC 4025 English Curriculum 4	2642	TEAC 7018 Computational Thinking across the STEM Curriculum ..	2651
TEAC 4026 Geography Curriculum 1	2642	TEAC 7020 Contemporary Teacher Leadership	2652
TEAC 4027 Geography Curriculum 2	2642	TEAC 7022 Creative Teaching and Learning	2653
TEAC 4028 HSIE Curriculum 3	2642	TEAC 7023 Culture, Subjectivities and Schooling	2654
TEAC 4029 HSIE Curriculum 4	2642	TEAC 7025 Curriculum for Under Threes	2655
TEAC 4030 History Curriculum 1	2642	TEAC 7026 Designing Curriculum Futures	2656
TEAC 4031 History Curriculum 2	2642	TEAC 7027 Designing Teaching and Learning	2656
TEAC 4032 Languages Curriculum 1	2642	TEAC 7029 Disability in Context	2657
TEAC 4033 Languages Curriculum 2	2642	TEAC 7030 Diverse Literacies	2658
TEAC 4034 Languages Curriculum 3	2642	TEAC 7032 Diversity, Social Justice and Learning	2659
TEAC 4035 Languages Curriculum 4	2642	TEAC 7037 Early Learning Environments	2660
TEAC 4036 Music Curriculum 1	2642	TEAC 7038 Early Mathematics and Numeracy	2661
TEAC 4037 Music Curriculum 2	2642	TEAC 7041 Effective Working Relationships	2662
TEAC 4038 Music Curriculum 3	2642	TEAC 7043 Engaging Communities	2663
TEAC 4039 Music Curriculum 4	2642	TEAC 7044 English Linguistics for TESOL	2664
TEAC 4040 PDHPE Curriculum 1	2642	TEAC 7051 Inclusive Environments	2664
TEAC 4041 PDHPE Curriculum 2	2642	TEAC 7057 Introduction to Pedagogical Leadership	2665
TEAC 4042 PDHPE Curriculum 3	2642	TEAC 7061 Leadership and Management	2666
TEAC 4043 PDHPE Curriculum 4	2642	TEAC 7063 Leadership, Mentoring and Professional Growth	2667
TEAC 4044 Science Curriculum 2	2642	TEAC 7065 Leading Mathematics in the Primary School	2668
TEAC 4045 Science Curriculum 3	2642	TEAC 7067 Leading Science in the Primary School	2669
TEAC 4046 Science Curriculum 4	2642	TEAC 7068 Learning and Teaching in Challenging Contexts	2669
TEAC 4047 Technology Curriculum 1	2642	TEAC 7071 Literacy in the Early Years	2670
TEAC 4048 Technology Curriculum 2	2642	TEAC 7072 Managing Challenging and Diverse Behaviour	2671
TEAC 4049 Technology Curriculum 3	2642	TEAC 7074 Mathematics for Contemporary Learners	2672
TEAC 4050 Technology Curriculum 4	2642	TEAC 7076 Multicultural Nonverbal Communication	2673
TEAC 4051 Mathematics Curriculum 1	2642	TEAC 7082 Pedagogy for Positive Learning Environments	2674
TEAC 4052 Mathematics Curriculum 2	2642	TEAC 7083 People, Place and Pedagogy	2675
TEAC 4053 Mathematics Curriculum 3	2642	TEAC 7084 Person-Centred Practice	2675

TEAC 7087 Practising Pedagogical Leadership	2676	TEAC 7157 Action Research in Teaching	2718
TEAC 7088 Primary Creative Arts	2677	TEAC 7158 Researching Teaching and Learning	2719
TEAC 7089 Primary English and Literacy 1	2679	TEAC 9001 Higher Degree Research Thesis - Teacher Education: Early Childhood	2720
TEAC 7090 Primary English and Literacy 2	2680	TEAC 9002 Higher Degree Research Thesis - Teacher Education: Primary	2721
TEAC 7091 Primary Health and Physical Education	2681	TEAC 9003 Higher Degree Research Thesis - Teacher Education: Secondary	2721
TEAC 7092 Primary Human Society and its Environment	2682	TOUR 1002 Tourism and Global Trends	2722
TEAC 7093 Primary Mathematics and Numeracy 1	2684	TOUR 2001 Issues in Contemporary Heritage	2723
TEAC 7094 Primary Mathematics and Numeracy 2	2685	TOUR 2002 Tourism Industry Experience	2723
TEAC 7099 Primary Science & Technology	2686	TOUR 9001 Higher Degree Research Thesis - Tourism	2724
TEAC 7100 Principles and Practices of Evaluation	2687	V	
TEAC 7101 Professional Experience (Additional Needs)	2687	VISU 2003 From Ochre to Acrylics to New Technologies	2725
TEAC 7103 Professional Experience 3 - 5 Years	2688	VISU 2007 Animation and Visual Effects (WSTC)	2726
TEAC 7104 Professional Experience Birth - 2 Years	2690	VISU 3002 Photomedia: Fashion and Identity	2726
TEAC 7106 Professional Experience K - 6	2692	W	
TEAC 7108 Professional Practice Community Engagement	2694	WELF 1002 Context of Human Services	2727
TEAC 7111 Professional Project	2695	WELF 1003 Human Services Intervention Strategies	2728
TEAC 7112 Prosocial Learning Environments	2696	WELF 1004 Human Services Intervention Strategies (WSTC)	2729
TEAC 7114 Research and Professional Practice	2697	WELF 1006 Introduction to Working with Individuals, Families and Communities (Block Mode)	2730
TEAC 7115 Researching Practice	2697	WELF 1007 Mental Health Workforce Training	2731
TEAC 7116 Researching STEM Education for Future Leadership ...	2698	WELF 1009 Welfare Field Education 1 (Block Mode)	2731
TEAC 7119 Researching and Developing Engaging Pedagogies	2699	WELF 1010 Human Services Intervention Strategies (UG Cert)	2732
TEAC 7120 STEM Pedagogies in Practice	2700	WELF 1011 Introduction to Social Work in Australia	2733
TEAC 7121 STEM foundations	2701	WELF 1012 Understanding Disability: Historical and Contemporary Frameworks	2734
TEAC 7122 Science for Contemporary Learners	2701	WELF 2001 Community Management and Organisations	2735
TEAC 7123 Secondary Curriculum 1A	2702	WELF 2002 Community Work & Development	2735
TEAC 7124 Secondary Curriculum 1B	2702	WELF 2003 Community Work and Community Development (Block Mode)	2736
TEAC 7125 Secondary Curriculum 1C	2703	WELF 2006 Fields of Practice 1	2737
TEAC 7126 Secondary Curriculum 2A	2703	WELF 2007 Group Work in Social Work	2738
TEAC 7127 Secondary Curriculum 2B	2703	WELF 2008 Human Rights, Human Services and the Law	2738
TEAC 7128 Secondary Curriculum 2C	2703	WELF 2009 Human Rights, Human Services and the Law (WSTC) ..	2739
TEAC 7140 TESOL Methodology and Curricula	2704	WELF 2010 Lifespan Development and the Human Services	2740
TEAC 7141 Teaching and Learning in Classrooms	2704	WELF 2011 Management and Community Organisations (Block Mode)	2741
TEAC 7142 Teaching and Learning with Adults	2705	WELF 2017 Working with Individuals and Families	2742
TEAC 7144 Technology Assisting Learning	2706	WELF 2018 Working with Individuals and Families (Block Mode) ...	2743
TEAC 7147 Theorising Play	2707	WELF 3001 Child Abuse as a Social Issue	2743
TEAC 7148 Transformative Learning	2708	WELF 3002 Child Abuse as a Social Issue (Block Mode)	2744
TEAC 7149 Understanding and Teaching Children	2708	WELF 3003 Community Engaged Learning	2745
TEAC 7150 Universal Design for Learning	2710	WELF 3005 Families and Sustainable Communities (Block Mode) ..	2746
TEAC 7151 Applied Mathematics and Science in Secondary STEM Education	2710	WELF 3006 Family Violence: Policy and Practice	2747
TEAC 7152 Applied Robotics and Programming in Secondary STEM Education	2711	WELF 3007 Leadership, Alliances, Sustainability (Block Mode)	2747
TEAC 7153 Inclusive Education: Principles and Practices	2712		
TEAC 7154 Professional Experience 1	2713		
TEAC 7155 Professional Experience 2	2715		
TEAC 7156 Aboriginal Education: Past, Present and Future	2717		

WELF 3008 Learning through Indigenous Australian Community Service (Day Mode)	2748	WELF 7029 Indigenous Australia: History, Knowledge and Professional Practice	2783
WELF 3009 Managing Offenders in the Community	2749	WELF 7030 Research for Social Work Practice	2784
WELF 3011 Professional Practice in Aged Care and Disability	2749	WELF 7031 Theories and Knowledges for Social Work	2785
WELF 3013 Social Work and Health	2750	WELF 7032 Counselling Skills for the Allied Professions	2785
WELF 3014 Social Work and Social Policy	2751	WELF 9001 Higher Degree Research Thesis - Care for the Disabled .	2786
WELF 3016 Theory and Critique of Welfare Practice (Block Mode) ..	2752	WELF 9002 Higher Degree Research Thesis - Care for the Aged	2787
WELF 3017 Understanding needs within Indigenous Australian Communities	2753	WELF 9003 Higher Degree Research Thesis - Human Welfare Studies and Services	2789
WELF 3019 Welfare Field Education 2 (Block Mode)	2753	WELF 9004 Higher Degree Research Thesis - Social Work	2790
WELF 3020 Field Education 1	2754	WELF 9005 Higher Degree Research Thesis - Youth Work	2792
WELF 3021 Disability Rights, Policy and Governance	2755		
WELF 3022 Disability and Sexuality	2756		
WELF 3023 Indigenous Disability and Inclusion	2756		
WELF 3024 Professional Practice in Aged Care and Disability (UG Cert)	2757		
WELF 4001 Contemporary Social Work Practice	2758		
WELF 4002 Counselling and Consultation	2759		
WELF 4005 Field Education 2	2760		
WELF 4006 Ideologies of Practice in Social Work	2761		
WELF 4007 Practice skills for social work	2762		
WELF 4008 Professional Decision Making in Social Work	2762		
WELF 4010 Social Work Honours Thesis 2	2763		
WELF 6001 Ethics and Diversity in Counselling	2763		
WELF 7001 Clinical Studies (Art Therapy)	2764		
WELF 7002 Clinical Studies in Psychotherapy and Counselling	2765		
WELF 7003 Contextualised Practice	2767		
WELF 7006 Counselling and Psychotherapy Practice	2767		
WELF 7007 Critical Social Work Practice	2768		
WELF 7008 Ethics and Diversity in Research and Therapy	2769		
WELF 7009 Foundations of Psychotherapy and Counselling 1	2770		
WELF 7010 Foundations of Psychotherapy and Counselling 2	2771		
WELF 7011 Further Clinical Studies (Art Therapy)	2772		
WELF 7012 Further Clinical Studies in Psychotherapy and Counselling	2773		
WELF 7013 Integrated Practice 1: Self and Story	2774		
WELF 7014 Integrated Practices 2: Affliction and Recovery	2775		
WELF 7016 Integrated Practices 4: Self and Relationships	2776		
WELF 7017 Integrated Project	2777		
WELF 7018 Leadership in Organisations	2778		
WELF 7019 Power and Marginalisation	2778		
WELF 7020 Practising Research and Researching Practice	2779		
WELF 7021 Social Work (Qualifying) Field Education 1	2780		
WELF 7022 Social Work (Qualifying) Field Education 2	2781		
WELF 7023 Social Work Practice Methods 1	2782		
WELF 7024 Social Work Practice Methods 2	2783		